

Minutes of the Regular Meeting of the Board of Education of the Chinook School Division No. 211 held on Monday, June 13, 2022 at 11:00 a.m. at the Chinook Education Centre.

- PRESENT:** Kimberly Pridmore
Dianne Hahn
Ken Duncalfe
Rachael Eliason
Susan Mouland
Rachelle Patzer
Tim Ramage
Katelyn Toney
- Mark Benesh – Director of Education
Kathy Robson – Deputy Director of Education
Sharie Sloman – Chief Financial Officer
Joanne Booth – Communications Coordinator
Katie Andreas – Executive Assistant

Regrets: Gwen Humphrey

The meeting was called to order at 11:00 a.m. by Chair Kimberly Pridmore

AGENDA 086/22 Hahn THAT the Agenda be approved as circulated and revised, and that there has been an addition to the agenda as item 6.2.5.

CARRIED

CLOSED 087/22 Mouland THAT the Chinook Board of Education recess the meeting to go into closed session to discuss personnel items and other confidential matters to be received by the Board.

CARRIED

RISE 088/22 Eliason THAT the Chinook Board of Education rise and report.

CARRIED

REGULAR MEETING ----- June 13, 2022

MINUTES 089/22 Ramage THAT the Minutes of the Regular Meeting of May 9, 2022, be approved, as presented.

CARRIED

INFO 090/22 Patzer THAT the Information Agenda Items be approved.
ITEMS

CARRIED

2022-23 091/22 Hahn THAT the Chinook School Division #211 September 2022 to
STRATEGIC PLAN June 2023 Strategic Plan, be approved as attached.

CARRIED

2022 – 23 092/22 Duncalfe THAT the Chinook Board of Education approve the 2022-
SCHEDULE OF FEES 23 Schedule of Fees, as attached.

CARRIED

2022 – 23 093/22 Ramage THAT the Chinook Board of Education approve the 2022-
SCHEDULE OF COMPENSATION 23 Schedule of Compensation related fees.
RELATED FEES

CARRIED

PMR 094/22 Eliason THAT the Chinook Board of Education approve the 3-year PMR
PLAN plan commencing September 1, 2023, as attached.

CARRIED

TENDER 095/22 Mouland THAT The Chinook Board of Education accept the tender
APPROVAL from C + S Builders in the amount of \$171,640 + taxes to
replace exterior windows at Leader School.

CARRIED

REGULAR MEETING ----- June 13, 2022

BY-ELECTION 096/22 Patzer
POLLING
STATIONS

THAT the Chinook Board of Education designate that the election polls be established in all urban municipalities that have a school within their boundary

CARRIED

BY-ELECTION 097/22 Patzer
POLLING
STATIONS

THAT the Chinook Board of Education designate that an election poll be established in the village of Prelate as village administration has advised they will operate the poll.

CARRIED

HR 098/22 Toney
REPORT

THAT the Employee Contracts be ratified as contained in the Human Resources Report dated June 13, 2022.

CARRIED

COMM- 099/22 Duncalfe
ITTEE
REPORTS

THAT the Chinook Board of Education receive all committee reports.

CARRIED

ADJOURN 0100/22 Patzer

THAT we do now adjourn.

CARRIED

Board Chair

CFO



CHINOOK SCHOOL DIVISION # 211

STRATEGIC PLAN

September 2022 to June 2023

"LEARNING FOR ALL"

June 2022

Introduction

The Chinook School Division Board of Education has established this strategic plan as a major component of its leadership vision. It is intended that this plan will provide a flexible blueprint to direct the activities of the Board through the 2022-2023 school year.

When successful, these activities will actualize the Foundational Statements.

Foundational Statements

Our Mission

Chinook School Division provides an engaging environment that meets the holistic needs of children while achieving curriculum expectations.

Our Vision

Chinook School Division is a great place to go to school and go to work where students are empowered to become knowledgeable, skilled and responsible citizens who recognize the value of a democratic and prosperous society.

The Mission and Vision are further interpreted to include, but not limited to:

- Students will experience growth in learning a broad range of subjects. This is further interpreted to include, but not limited to:
 - Students will experience growth or continually improve their personal best in reading/communication literacy.
 - Students will experience growth or continually improve their personal best in numeracy.
 - Students will develop skills in:
 - Critical and Creative Thinking
 - Communication
 - Technology
 - Problem Solving
 - Independent Learning

- Students will demonstrate personal development and responsibilities in physical, emotional, mental, social and spiritual areas. Students will demonstrate the attitude, skills, abilities and relationships that enable them to be accountable for their personal development and prepare them for life-long learning in terms of:
 - Smooth Life Transitions
 - Career Education.

- Students will develop an understanding of the commitment to personal responsibility for social justice, including but not limited to: mental, cultural, physical and ethnic diversity

- Students will develop an understanding of the commitment to personal responsibility for social justice, including but not limited to: mental, cultural, physical and ethnic diversity.
- Students will benefit from a ***positive and stimulating learning environment***. This is further interpreted to include, but not limited to:
 - Diversified Instruction and Assessment
 - Appropriate Resources and
 - Engaging Programming

Students and staff will have access to safe and functional facilities for the purpose of program delivery.

Students will be provided with a safe, respectful learning environment.

Students will benefit from an atmosphere that supports community engagement with a focus on student learning.

Values and Guiding Principles

Chinook School Division will strive to uphold the following values:

Integrity	Empathy	Loyalty
Respect	Excellence	Care
Trust	Commitment	Honesty

Chinook School Division is guided by the following ***principles***:

- ***Student Centred***
 - Our decisions are focused on strengthening student learning and meet the needs of children and youth
- ***Collaborative Relationships***
 - Our relationships are positive and cooperative to increase system effectiveness.
- ***Visionary***
 - Our actions are positive and strategically proactive for a culture of growth.
- ***Accountable***
 - Our commitment to systematic monitoring and accountability ensures prudent use of human and financial resources.
- ***Equitable***
 - While equity is not treating all identically, our decisions will strive to provide similar opportunities for those in similar circumstances in a fair and just manner. Furthermore, equity recognizes that some individuals, groups, and communities have different or extraordinary needs that may only be addressed by the allocation of additional or more appropriate resources.

Priorities – Educational Plan

While the Board recognizes that all aspects in the previous policy statements are important to the system as a whole; it also believes that to make meaningful progress forward, the system must focus priorities.

The province will continue with an additional year of an **Interim Provincial Education Plan** for the 2022-23 school year to help address the impact of the COVID-19 pandemic on student learning and mental health and well being.

Work has begun on a 7- year Provincial Education Plan (PEP) beginning Sept. 2023- June 2030.

PEP Framework:



Chinook has created an Interim Chinook Education Plan to align with the Interim Provincial Education Plan

Interim Chinook Education Plan Level 2 -Learning Response and Mental Health and Well Being: 2022-2023 Actions:

- By June 2023, intervention plans will be implemented for struggling students in Reading grades 1-5 (with a priority on K-2).
- By June 2023, intervention plans will be implemented for struggling students in Math grades 1-9 (with a priority on 3-6).
- By June 2023, a professional development plan will be implemented focused on improving oral language and increasing student learning.
- By June 2023, a plan including resources and experiences to support teachers in deepening their understanding of FNMI culture and ways of knowing will be implemented.
- By June 2023, student will improve in their reading scores as measured by the F & P scores grade 1-3, compared to the baseline scores of June 2022.
- By June 2023, 100% of SCC's will have implemented a Community Engagement and Alignment Plan.
- By June 2023, strategies and resources to the Mental Health and well being of staff and students will be implemented including creating a resource page for parents and students.
- By October 2022, schools will create school plans focused on supporting mental health and well being of students.
- By Jan. 2023, students will feel connected and supported at school with less anxiety and more access to supports as measured by OurSchool data

Board Planning Calendar (Appendix A)

The Board will have in place a schedule to receive reports that allow the Board to monitor the progress of the system toward goals or foundational objectives that have been developed.

Decision Item Process (Appendix B)

While planning is critical to achieving the goals of the organization the Board recognizes that not everything can be anticipated, and some decision will have to be made as emergent situations require. Furthermore, the Board realizes that issues requiring decisions can often be very complex. For instances in which there are difficult issues presented, the Board will make use of a Decision Item process that provides information, background, implications, and options with consequences to ensure an appropriate process has been followed leading up to a final decision.

Provincial Educational Planning (PEP)/Chinook Education Plan (Appendix C)

This component is the actualization of the plan for the Board. It outlines the Interim Provincial Education Plan (Level 1) and the Interim Chinook Education Plan: Learning Response and Mental Health and Well Being 2022-23 (Level 2) These plans includes specific goal and the activities undertaken to achieve the goal. Furthermore, it includes timelines, personnel responsible and performance indicators.

- Interim Provincial Education Plan 2022-2023
- Interim Chinook Education Plan: Learning Response and Mental Health and Well Being 2022-23

Appendix A

2022-2023 Board Planning Calendar

DATE	Board Meetings	Planning Meetings	Special Meetings	Committee Meetings 10:00 am - 11:00 am	Professional Development / Reporting
August 22, 2022	Board Meeting				Board Goals Director Evaluation , Board Annual Self Evaluation
September 12, 2022	Board Meeting			Transportation	** Learning Response, Mental Health & Well Being
September 26, 2022		Planning Meeting offsite			
October 11, 2022 (Tues)	Board Meeting				* Facilities Accountability Report
October 24, 2022		Planning Meeting		Transportation	* Cyber School Status Report
November 7, 2022	Board Meeting		Organizational Meeting		* Transportation Accountability Report
November 13 - 15, 2022			SSBA Fall Assembly		
November 17, 2022			SCC New Member Orientation & Fall Forum		
November 21 & 23, 2022	Planning Meeting	Planning Meeting	Board Planning Retreat & Special Meeting		Audited Financial Statement & Annual Report NES Cluster Status Report
December 12, 2022	Board Meeting			Facilities	* Student Services Status Report
January 9, 2023	Board Meeting			Transportation	* Technology Accountability Report, * Financial to Nov.30, Intro PEP Level II, Board Goals
January 23, 2023		Planning Meeting		Finance	Budget Workplan, PEP Update
February 13, 2023	Board Meeting				
February 27, 2023		Planning Meeting offsite			Central Cluster Status Report
March 9, 2023			SCC Spring Forum		
March 13, 2023	Board Meeting			Transportation	* Athletics Status Report
March 27 & 28, 2023		Planning Meeting	Board Planning Retreat		*Hutterian Status Report
End of March 2023			Rural Congress		
April 5 - 6, 2023			SSB A Spring Assembly		
April 17th, 2023	Board Meeting			Finance	** HR Staffing Accountability Report, * Finance to Feb.28
April 24, 2023		Planning Meeting			Budget West Cluster Status Report
May 8, 2023	Board Meeting			Finance	
May 23, 2023 (Tues)		Planning Meeting offsite		Finance	* FNMI Status Report
June 2022					
June 12, 2023	Board Meeting		Public Section General	Facilities	
June 26, 2023	Board Meeting	Planning Meeting		Transportation	* Financial to May 31

* Status Report - Information to inform the Board of what is happening in the system

** Accountability Report - Information to inform the Board of how effectively the system is operating

Board Decision Item



To: Chinook Board of Education
FROM: Board Chair or Vice Chair, or Board Committee Chair,
or Director or Deputy, or Secretary/Treasurer
DATE:
SUBJECT:

Issue

- Brief description
- Explanation why it is at board table
- Statement on timeline and urgency

Recommendation:

- Author to provide a recommended option when appropriate

Information Gathering

- **Background:**
 - Prior relevant decisions
 -
- **Guiding Principles:**
 - Pros and Cons on each principle
 -
- **Policy Reference:**
 - Applicable Policy
 - Determine Board's latitude within Policy
 - Describe consistency within policy
 -
- **Influence on Achievement of Board Strategic Directions**
 -
- **Fiscal Consequences**
 -
- **Political Considerations**
 -
- **Legal or Legislative direction**
 -
- **Other Information/Considerations:**
 - Identify any missing relevant information for the Board
 - Who are important people or groups to consider?
 - How is the best way to get our information?

Alternatives:

- **Range of responses available other than the recommendation**

1.

Pros

•

•

Cons

•

•

2.

Pros

•

•

Cons

•

•

Communication:

- **What are the communication implications**
- **What is the communication plan to the various identified groups**

Appendix B

2022-23 Interim Provincial Education Plan

In response to the COVID-19 pandemic, and under the guidance of the Provincial Education Council, an interim provincial education plan was developed by the Provincial Education Plan Implementation Team (PEPIT) for the 2021-22 school year. The plan included key actions to meet the needs of all students in the areas of learning, reading, and mental health and well-being. Following the decision to extend the interim plan for an additional year, the key actions have been updated and revised for the 2022-23 school year.

The learning response priority action plan focuses on increasing students reading and math levels through professional development, increasing awareness and sharing of resources and best practices. A communication plan will be developed to increase student engagement and support students returning to school.

The reading priority action plan focuses on communication strategies related to reading and reading support plans for students. Reading strategies will be implemented to help all students and reading support plans will target students who require additional supports. The reading plan also focuses on oral language and comprehension as the foundation for early literacy.

The mental health and well-being priority action plan focuses on communication among school systems and government ministries to share knowledge of available supports, services and programming. Another focus of the plan is the creation and refinement of mental health and well-being plans for each school system to address concerns and share best practices related to mental health and well-being. The plan includes a 'Mental Health and Well-Being Symposium' to be held in May 2022. There is intent to make the symposium an annual event.

The actions presented in the following three sections of the plan are at the provincial level. All PEPIT members will take the actions in the plan and create system-level actions to implement in their individual school systems. A communication strategy will be prepared to assist in sharing the information in this plan with parents/caregivers, Education Council and PEPIT member organizations, and the general public.

Appendix C

2022-23 Interim Provincial Education Plan Actions <u>Learning Response Priority</u>	
Actions	
1. Increase student literacy and numeracy levels.	
1.1. Increase awareness regarding the continued use and intent of crucial literacy and numeracy outcomes in grades 1-9 (including messaging for families).	
1.2. Offer cross-curricular professional learning opportunities for effective literacy and numeracy instruction and assessment in grades 1 to 12.	
1.3. Promote the PEPIT resource portal currently being used to share resources and effective practices to support school divisions and education partners with literacy and numeracy instruction and cross-curricular planning.	
2. Co-create engagement strategies to welcome and include students, parents/caregivers and school communities into schools.	
2.1. Renew a provincial public awareness campaign (in the spring of 2022 and fall of 2022) to re-engage students and families that includes messaging to be used in local contexts and customizable for school systems that is focused on: <ul style="list-style-type: none">• Safety of schools;• Impact of non-attendance;• Benefits of in-person learning;• Encouragement to enroll for fall; and• Welcome for Kindergarten.	
2.2. Develop and implement strategies to support students to attend and engage in in-person and online learning.	

2022-23 Interim Provincial Education Plan Actions

Reading Priority

Actions

1. Data Analysis

1.1. Collect and submit grades 1-3 reading data to the Ministry of Education in June 2023.

2. Provincial Communication

2.1. Develop a communication plan that is data-responsive to provide high-level provincial messaging related to the importance of building language and reading skills in our current context, acknowledging the long-term impact of the COVID-19 pandemic on student learning that sets the stage for an extended and collaborative focus on reading.

- Acknowledge professional flexibility at the classroom level to alter academic schedules and teach in a cross-curricular way to emphasize literacy in the primary grades to ensure all students are given the opportunity to be successful.

3. Reading Support Plans for Grades 1-5

3.1. Implement reading support plans, as needed, for individual grades 1-5 students that identify those students by name, strength, and need related to literacy based on the following process:

- review reading proficiency of all grades 1-5 students;
- provide targeted support and intervention for students below grade level; and,
- implement research-based, high yield instructional strategies focused on improving early literacy skills, reading levels, and taking students from where they are and moving them as far along as possible in reading.

3.2. Offer teaching and learning opportunities for grades 1 – 5 teachers and families with a focus on research-based literacy approaches and supports:

- Re-engage with resources to support teachers in developing literacy instruction and assessment skills (SaskReads, Supporting All Learners, etc.).
- Re-engaging with families to support students in literacy development.

4. Oral Language and Early Literacy Strategies for Reading Development

4.1. Support oral language and oral comprehension development as the foundation of reading skills for students:

- Focus integrated oral language and early literacy instructional strategies in Prekindergarten and Kindergarten;
- Implement high impact, research-based instructional strategies that develop oral language skills for students in grades 1-5, mindful of the specific academic experiences of students in programs such as French Immersion and English as an Additional Language during the pandemic.

2022-23 Interim Provincial Education Plan Actions
Mental Health and Well-being Priority

Actions

1. Increase communication among ministries and school systems about mental health and well-being supports, programming and services.

- 1.1.** Establish a committee including multiple ministries and school systems to increase communication at various levels and to complete the following:
- create an inventory of supports, programming and services (including culturally appropriate) available regionally and provincially already available to school systems and ministries; and,
 - bring awareness about those supports, programming and service that are readily available through various means (i.e., symposium, meeting presentations, newsletter, etc.).

2. Each school system will develop/refine a plan to address the added pressures on MHWB as a result of the pandemic.

- 2.1.** Provide guidance and support to provincial school systems to create/refine their own local action plans for MHWB of staff and students, including, but not limited to:

- share 2021-22 MHWB action plans at the MHWB Symposium to identify essential elements (best practices) so 2022-23 MHWB plans can be refined.
- create quality indicators (i.e., a self-reflection rubric) for school systems to examine plans and identify gaps for use in the long-term plan;
 - assess OurSCHOOL, SAYCW, etc.;
 - collaborate with community (Indigenous and critical friends); and,
 - identify best practices.

- 2.2.** Post school systems MHWB plans (in the Blackboard MHWB PEPIT site) for sharing.

- Promote the MHWB Blackboard site to raise awareness of the strategies school systems are implementing and networking opportunities available.

- 2.3.** Create a parent/family section on the PEPIT online portal for posting resources to support parents and families.

- MHWB School System Spotlight Newsletter;
- professional development opportunities;
- provide classroom/staff/student/parent and caregiver support;
- list of resources/contacts; and,
- symposium presentations.

3. Share effective, promising practices and research at a mental health and well-being symposium, including a focus on:

- **Indigenous perspectives; and,**
- **in-school administrators.**

- 3.1.** Create a committee to plan a Mental Health and Well-being symposium.

Interim Chinook Education Plan Level 2: Learning Response and Mental Health and Wellbeing 2022-23

Which PEP pillars and goals does this action plan support? Skills and Knowledge pillar Relationships and Connections pillar Mental Health and Well-Being pillar		Leader (this is a member of the operational structure): Kathy Robson	Secondary Leader (a member of the operational structure who is back-up for the leader): Bob Vavra	Project Manager (this is the person who facilitates the work): Ken Slade
Date of Original Draft: May 4, 2022		Date Last Updated: May 4, 2022		
		Team Members: CCG, DLT		
1. Current Situation What is the reason action is needed?	2. Future State What will the future state look like when the need is successfully addressed?	3. Conditions for Success/Strategic Considerations Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?	4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?	
<p>Students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences as a result of the education sector's response to the COVID -19 pandemic. This has created a situation where many students have experienced amplified disparities in learning achievement upon their return to an in-school environment in 2021.</p> <p>Prior to the pandemic within our province and within our division the OurSCHOOL survey indicated that levels of anxiety for all students are higher than the national average and appear to have a further increased impact on girls at the middle years and high school levels.</p> <p>There has been a further increase in anxiety and fear in students and families related to COVID - 19 and attending school during the pandemic.</p> <p>There has also been an increase in anxiety, behavioural challenges, family dynamics, referrals to outside agencies, threatening behaviours due to the pressures created by the COVID -19 pandemic. The lack of access to outside mental health resources has also had an impact.</p>	<p>Students have well balanced mental health and know when and how to access support if needed.</p> <p>Students will be supported with strength-based and focused intervention and instruction in reading, writing and math to increase their individual academic learning achievement.</p> <p>Students literacy and numeracy levels are increased, and they have successfully transitioned back to school post pandemic.</p> <p>Teachers will be well-versed in how to respond to individual student learning needs and how to support mental health and wellbeing within their classroom.</p> <p>Students will know what they are learning, why they are learning it, their next steps in learning and when they have achieved their learning goals.</p>	<p>Teachers and students can compare their reading, writing and math skills to previous classroom or division assessments.</p> <p>All educational organizations, including the ministry, will continue to offer options to support students in obtaining necessary high school credits, e.g., offering courses out-of-sequence or online, special project credits.</p> <p>Learning environments will encourage students to be engaged and to feel safe, cared for and valued.</p> <p>Increased professional knowledge of supports for mental health and wellbeing contributing to student success.</p> <p>Increased capacity for analysis of student data to support the creation of student intervention plans.</p> <p>Increase professional development related to strong instructional practice in literacy and math.</p>	<ul style="list-style-type: none"> • F&P Grade 1-3 November 2022, June 2023 • F&P Grade 6 June 2023 • Number of students participating in Intervention • OurSCHOOL Data Gr 4-12 Nov/Dec 2022 Mental Health Additional Questions • Early Years Evaluation • Tracking Growth in Interventions in Reading and Math 	

5. Implementation

Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.?) How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?	
					Start Month/Year	End Month/Year		
1. Increased student literacy and numeracy levels	1.1. Implement literacy support plans for grades K-5 based on the following process: <ul style="list-style-type: none"> review reading and writing proficiency of all grades 1-5 students. provide intensive support for students below grade level with a priority on K-2 implement highly effective instructional strategies for reading (SaskReads) including early literacy strategies across curricula. utilize Chinook Reading and Writing Continuum to support student growth. 	Administrators and teachers	SaskMath SaskReads F&P Grade 1-3 results November Reading Assessments Grade 4-5 The Adaptive Dimension for Saskatchewan K-12 Students Inspiring Success Chinook Reading and Writing Continuum Numeracy Nets Provincial Math Outcome assessments Chinook Early Years Literacy and Math Assessment and Intervention Binder Guided Math Framework PEPIT resource portal Building Fact and Fluency Kits	Parents SCC Students	August 2022	June 2023	Availability of human resources to support needs. Provide division funding for intervention. Number of students requiring intervention. Will need to set local priorities Availability of resources. Develop resource lists. Reengaging students in face to face learning. Develop strategies to support reengaging of students	
	1.2. Implement numeracy support plans for grade K-9 based on the following process: <ul style="list-style-type: none"> review numeracy proficiency for grades 1-9 students. provide intensive support for students below grade level with a priority on 3-6. implement highly effective instructional strategies for numeracy (SaskMath) across curricula. 	Administrators and teachers			August 2022	June 2023		
	1.3. Implement high impact, research-based instructional strategies that develop oral language skills for students in grades Pre-K-5 with specific focus on: <ul style="list-style-type: none"> Pre-K, K French Immersion English as an Additional Language 	Chinook Learning Superintendent Coordinators	Talking Tables SLP language screen			August 2022	June 2023	
	1.4. Create a Chinook professional development plan to support teachers in increasing student learning K-12.					August 2022	June 2023	

2. Deepen understanding of FNMI culture and ways of knowing	2.1 Create a plan which includes resources and experiences to support teachers and admin in deepening understanding of FNMI culture and ways of knowing.	Learning Coordinator Superintendents Administrators Leadership Team Trustees	Inspiring Success <i>4 Seasons of Reconciliation</i> Nekaneet Elders Leading to Learn Kairos Blanket Exercise		August 2022	June 2023	
3. Support and enhance mental health and wellbeing of students	<p>3.1 Create a Chinook Resource page to share information and supports on for parents and students on Mental Health and Wellbeing</p> <p>3.2 Create a division team to attend Provincial Mental Health Symposiums to have input into the development and implementation of the Chinook</p> <p>3.3 Create a Chinook plan to address Mental Health and Wellbeing including;</p> <ul style="list-style-type: none"> • Professional Development <ul style="list-style-type: none"> ○ Teacher/Admin ○ Specialists • Resources and Supports • Measures (Targeted questions in OurSchool) • Communication Strategies <p>3.4 Create sample plans for schools to develop MHWB school level plans</p> <p>3.5 Post plans and resources on Provincial MHWB blackboard system</p>	Superintendent of Learning Learning Coordinators	MHWB Plan Provincial Resources	Administrators Teachers SCC Parents Students	August 2022	June 2023	<p>Lack of resources and time</p> <p>Lack of training</p> <p>Lack of community supports for families</p>
4. Communicate using a variety of media Chinook initiatives using social media, newsletters and presentations	<p>4.1 Create communication for Chinook School Division based on the provincial public awareness to reengage students with the following messaging:</p> <ul style="list-style-type: none"> • acknowledging the long-term impact of the COVID-19 pandemic on student learning and mental health. • Professional flexibility at the classroom level to alter academic schedules and teach in a cross-curricular way to emphasize literacy in the primary grades to ensure all students are given the opportunity to be successful. • Share provincial public awareness campaign focused on: <ul style="list-style-type: none"> ○ Safety of Schools ○ Impact of non-attendance ○ Benefits of in person learning ○ Encouragement to enroll in the fall ○ Kindergarten Welcome 	Director of Education Deputy Director of Education Communication Coordinator	Social media messaging, newsletter items, posters, websites – news and features	Administrators Teachers Parents/Caregivers SCC	August 2022	June 2023	

Chinook School Division

Schedule of Fees

Approval Date: 13-Jun-22
 Implementation Date: 01-Sep-22

Board Policy Reference 7 Board Remuneration and Expenses

The Division remunerates Board members in accordance with its remuneration and expense schedule. The schedule is established annually as directed by the Board at the Organizational Meeting of the Board.

Category i	Attendance at Board determined meetings		\$251.00	
Category ii	Attendance at Standing Committee meetings		\$125.50	
Category iii	Attendance at SCC Forums		\$125.50	
Category iv	Attendance at Approved External meetings		\$125.50	
Category v	Attendance at meetings as official Board representative		\$251.00	
Category vi	Attendance at Seminars, Conventions, Trustee Development		\$251.00	
Category vii	Board Chair per diem allowance		\$55.00	
Category viii	Attendance at SCC meetings		\$55.00	
Category ix	Attendance (Upon Invitation) Grad ceremonies / X-mas Concerts		\$55.00	
Category ix	Travel time per km.		\$0.29	
Category x	Meals and Mileage			
		Government Rate Per Km	\$ 0.5078	Apr-22
		Breakfast	\$ 10.00	
		Lunch	\$ 18.00	
		Dinner	\$ 23.00	
Category xi	Monthly in town travel: City Trustees		\$55.00	
Category xii	Monthly in town travel: Board Chair		\$110.00	
Last revision date:	31-May-19			

Board Policy 16 School Community Councils

The Board of Education helps to offset expenses of non-Hutterian School Community Councils through provision of an annual grant.

Category i	Schools with enrolment <100	\$ 1,500.00	May-22
Category ii	Schools with enrolment 101 to 300	\$ 1,500.00	May-22
Category iii	Schools with enrolment >300	\$ 1,500.00	May-22

Administrative Procedure Reference 301 Non-Resident Students

Students who are non-residents of Chinook School Division may be admitted into a Chinook School provided they meet admittance criteria and pay the required tuition fees. Other fee structures may be in place for the Chinook International Program.

Category i	Regulation 16 Tuition Fee Calculation	\$ 13,948.00
Category ii	Prairie Rose School Division Tuition Agreement	\$ 8,700.00
Category iii	Chinook Cyber School (per course)	\$ 500.00
Category iv	Chinook International Program	
	Application Fee (non-refundable)	\$ 200.00
	Custodianship Fee	\$ 300.00
	Homestay Placement Fee	\$ 400.00
	Tuition	\$ 10,100.00
	Medical Insurance	\$ 600.00
	Homestay Fee per Month	\$ 700.00
	Airport pick up fee	\$ 250.00

Administrative Procedure Reference 505 Student Fees

The CFO or designate is responsible for establishing a *Student Fee Schedule* for the ensuing school year for Director of Education approval prior to May 30 of each year.

***Fees are stated below at maximum amounts per category.** All fees must be equal to; or less than actual costs. Fees may be lowered at the discretion of the Principal. School Community Councils are to review the list of fees established by the principal to ensure it is in alignment with the division procedures and community capacity

Category i	***Caution Fees (lost/damaged books, materials, sports jerseys)	<u>\$ 120.00</u>
Category ii	Locks for Lockers	<u>\$ 25.00</u>
Category iii	Rental and Repair of Musical Instruments	<u>\$ 120.00</u>
Category iv	**Extracurricular Fees (per Activity)	<u>\$ 210.00</u>
Category v	Ski-Trip Fees	<u>\$ 50.00</u>

**Exceptional extracurricular activity fee requests may be adjudicated by the Superintendent of Schools on a case by case basis.

*** Caution fees may be refundable

Administrative Procedure Reference 270 Home Based Education

Chinook School division recognizes the right of parents residing within the school division to choose home-based instruction for their children. Students participating in home-based education are students of the school division, and are required to be registered as such. The school division provides services to students and annual funding for certain expenditures in relation to registered programs.

Category i	Conditional reimbursement per student	<u>\$300.00</u>
------------	---------------------------------------	-----------------

Administrative Procedure Reference 560 Transportation Services

Chinook School Division shall provide Grades 9-12 bussing on a conditional basis. Chinook shall establish such conditoins from time to time.

Service to be provided to students residing south of the South Railway Street and north of the Trans-Canada Highway.

Category i	SCCHS Bus Pass (per semester)	<u>\$ 200.00</u>
------------	-------------------------------	------------------

Administrative Procedure Reference 562 Special Use of Buses

Chinook School Division endorses the use of school division buses for transporting students for educational and school related activities. Chinook also provides division owned 15 passenger vans for use in transporting students for extra-curricular activities.

Category i	Bus charge per kilometer (w driver)	Minimum \$110	<u>\$ 1.25</u>
Category ii	Bus charge (in city only per trip)		<u>\$ 125.00</u>
Category iii	Van charge per kilometer (w/o driver) plus fuel costs		<u>\$ 0.52</u>
Category iv	Van driver		<u>Actual</u>

Administrative Procedure Reference 565 Transportation in private vehicles

Chinook recognizes there may be times when it is most practical or efficient to transport students in private vehicles provided there is compliance with applicable legislation.

Category i	School approved special events (per km)		<u>\$ 0.35</u>
Category iii	Allowance in lieu of bussing (per km)	Gov'nt Rates	<u>\$ 0.5078</u> Apr-22

Chinook School Division believes that maximum use of school facilities should occur both in serving the needs of students and other members of the community. The principal may levy a rental charge to approved groups for the purpose of covering operational expense and additional maintenance costs. The diversity of schools requires differentiated rates are established to address special circumstances. Fees are suggested rates and exceptional circumstances may require different charges at the discretion of the Principal. All charges except for ancilliary charges are deemed as School Generated Funds. Ancilliary charges incurred by Chinook shall be charged back to the respective school. Those ancilliary charges shall be defined as:

- Staff compensation beyond regular contract time (overtime and call back)
- Extraordinary utility charges (eg: Air Conditioning)
- Extraordinary equipment usage

Swift Current Comprehensive High School
All charges subject to applicable taxes

		Community	Club	Retail
		hourly rates		
Category i	Single Classroom	\$ 11.04	\$ 14.70	\$ 18.36
Category ii	Larger room (multipurpose, Art Room Stage, Library Computer Lab, Home Ec)	\$ 18.36	\$ 24.48	\$ 30.60
Category iii	Gym (per side)	\$ 22.08	\$ 44.04	\$ 66.00
Category iv	Upper Gym	\$ 14.70	\$ 29.40	\$ 44.04
Category v	Student Lounge	\$ 36.72	\$ 42.84	\$ 48.96
Category vi	Lecture Theatre (with tech and sound)	\$ 42.84	\$ 48.96	\$ 55.08
Category vii	Kitchen	\$ 18.36	\$ 24.48	\$ 30.60
Category viii	Cafeteria	\$ 73.44	\$ 85.68	\$ 97.92
Category ix	Liquor surcharge (cafeteria or teachers lounge only)	\$ 122.40	\$ 122.40	\$ 122.40
Category x	Ancilliary Charges (set up/tear down, air conditioning, equipment usage, staff costs, late usage)	actual	actual	actual

Other Chinook Schools
All charges subject to applicable taxes

		Community	Club	Retail
		hourly rates - 2 hour minimum		
Category i	Single Classroom	\$ 7.32	\$ 11.04	\$ 14.70
Category ii	Larger room (multipurpose, Art Room Stage, Library Computer Lab, Home Ec)	\$ 12.24	\$ 18.36	\$ 24.48
Category iii	Small Gym - Tile/Sports Floor	\$ 9.78	\$ 19.62	\$ 29.40
Category iv	Small Gym - Hardwood Floor	\$ 14.70	\$ 29.40	\$ 44.04
Category v	Large Gym - Tyle/Sports Floor	\$ 18.36	\$ 36.72	\$ 55.08
Category vi	Large Gym - Hardwood Floor	\$ 22.08	\$ 44.04	\$ 66.12
Category vii	Liquor surcharge (access determined by school)	\$ 122.40	\$ 122.40	\$ 122.40
Category viii	Ancilliary Charges (set up/tear down, air conditioning, equipment usage, staff costs, late usage)	actual	actual	actual

**Ministry of Education
Preventative Maintenance and Renewal Authorization Form**

Three Year Plan

Amendment Form

Be it resolved that the 3 year PMR plan commencing 2023-09-01 be approved as attached

June 13, 2022

Printed Name Kim Pridmore

Signature *Kim Pridmore*

Title Board Chair

School Division Chinook School Division No. 211

Date June 13, 2022

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR000043	436.001	31	1610313	921112	Hazel School	Replace 2 furnaces	Mechanical Systems - HVAC	2023-09-01	\$20,000
FR006259	824.001		1570304	921124	Swift Current Comprehensive High School	Recapitalization Phase 2	Electrical Systems - Secondary Electrical	2023-09-01	\$926,819
FR009970	863.001		1511013	921128	Waldeck School	Replace boilers with new boilers and connect to existing BMS	Mechanical Systems - HVAC	2023-09-01	\$268,435
FR009973	866.001		1550201	921104	Central School	Repoint brick around exterior of school, and reinstall stairs at main entrance and North stairwell off stage exit	Architectural Systems - Building Envelope	2023-09-01	\$80,531
FR009976	867.001		810113	921105	Consul School	Replace single boiler with 2 slant fin boilers to create redundancy within the boiler system	Mechanical Systems - HVAC	2023-09-01	\$214,748
FR006283	833.001		1570304	921124	Swift Current Comprehensive High School	Recapitalization phase 2	Mechanical Systems - HVAC	2023-09-04	\$5,828,474
FR010924	874.001				All Facilities	Upgrade all Building Management Systems in all the schools to the N4 controller c/w supervisor integration	Mechanical Systems - Specialty	2023-09-04	\$182,000
FR000053	446.001	2	2410613	921115	Leader School	Replace boilers, pumps and controls	Mechanical Systems - HVAC	2023-09-07	\$472,220
								Total:	\$7,993,227

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR006261	826.001		1570304	921124	Swift Current Comprehensive High School	Recapitalization Phase 3	Mechanical Systems - HVAC	2024-09-02	\$5,642,988
								Total:	\$5,642,988

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR006232	818.001		1511303	921103	Cabri School	Replace heat exchanger and associated controls on Gym Make-Up AHU	Mechanical Systems - HVAC	2025-09-01	\$52,429
FR005493	814.001		1710413	921109	Fox Valley School	Replace boilers and upgrade BMS	Mechanical Systems - HVAC	2025-09-01	\$303,260
FR010741	873.001		1570304	921124	Swift Current Comprehensive High School	Recapitalization Phase 4	Architectural Systems - Health, Fire & Life Safety	2025-09-01	\$9,381,933
FR006251	821.001		8101113	921105	Consul School	Replace the exterior windows.	Architectural Systems - Building Envelope	2025-09-02	\$241,700
FR009341	855.001		2310623	921114	Hodgeville School	Replace EPDM roofing	Architectural Systems - Roofing	2025-09-02	\$302,366
FR006282	832.001		1550901	921117	O.M. Iwain School	Roof Replacement	Architectural Systems - Roofing	2025-09-02	\$913,474
FR006287	836.001		2310523	921113	Herbert School	Replace the exterior windows.	Architectural Systems - Building Envelope	2025-09-02	\$354,760
								Total:	\$11,549,921