

**Minutes of the Regular Meeting of the Board of Education of the Chinook School Division No. 211 held on Monday, May 10, 2021 at 3:00 p.m. via Electronic Means.**

**PRESENT:** Kimberly Pridmore  
Katelyn Toney  
Shane Andrus  
Ken Duncalfe  
Rachael Eliason  
Dianne Hahn  
Gwen Humphrey  
Susan Mouland  
Tim Ramage

Mark Benesh – Director of Education  
Kathy Robson – Deputy Director of Education  
Rod Quintin – Chief Financial Officer  
Joanne Booth – Communications Coordinator  
JackieWiebe – Executive Assistant

**REGRETS:** Rachelle Patzer

**GUESTS:** **Shaunavon Public School: “Create Night”**  
Teacher: Shelby Carlson  
Students: Chloe Lingenfelter, Mason Fauser and Lyndon Ross

The meeting was called to order at 3:00 p.m. by Chair Kimberly Pridmore

AGENDA 056/21 Ramage THAT the Agenda be approved as circulated and revised.

CARRIED

MINUTES 057/21 Eliason THAT the Minutes of the Regular Meeting of April 12, 2021, and the Special Meeting Minutes of April 26, 2021 be approved, as presented.

CARRIED

**REGULAR MEETING ----- May 10, 2021**

CONSENT 058/21 Duncalfe THAT the Consent Agenda Items be approved.  
ITEMS

CARRIED

SCHEDULE 059/21 Duncalfe THAT the Chinook Board of Education approve the Schedule of  
OF FEES Fees and Compensation Related Fees as attached.

CARRIED

2021 – 2022 060/21 Toney THAT the 2021 – 2022 Board Monitoring Calendar be approved  
MONITORING as attached.  
CALENDAR

CARRIED

PEP 061/21 Toney THAT the Interim 2021 – 2022 Provincial Education Plan be  
PLAN approved as attached.

CARRIED

LEVEL 2 062/21 Humphrey THAT the Chinook Level 2 Priority Action Plan: Learning and  
ACTION PLAN Well Being Response be approved as attached.

CARRIED

PMR 3yr 063/21 Moulard THAT the 3-year PMR plan commencing 2022 – 09 – 01 be  
Approved as amended and attached.

CARRIED

CLOSED 064/21 Ramage THAT the Board of Education recess the meeting to go into Closed  
Session.

CARRIED



# Chinook School Division

## Schedule of Fees

Approval Date:

Implementation Date:

01-Sep-21

Administrative Policy Reference **BP 103**

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	<u>\$251.00</u>	
Category ii	Attendance at Standing Committee meetings	<u>\$125.50</u>	
Category iii	Attendance at SCC Forums	<u>\$125.50</u>	
Category iv	Attendance at Approved External meetings	<u>\$125.50</u>	
Category v	Attendance at meetings as official Board representative	<u>\$251.00</u>	
Category vi	Attendance at Seminars, Conventions, Trustee Development	<u>\$251.00</u>	
Category vii	Board Chair per diem allowance	<u>\$55.00</u>	
Category viii	Attendance at SCC meetings	<u>\$55.00</u>	
Category ix	Attendance (Upon Invitation) Grad ceremonies / X-mas Concerts	<u>\$55.00</u>	
Category ix	Travel time per km.	<u>\$0.29</u>	
Category x	Meals and Mileage		
	Government Rate Per Km	<u>\$ 0.4736</u>	Apr-21
	Breakfast	<u>\$ 10.00</u>	
	Lunch	<u>\$ 18.00</u>	
	Dinner	<u>\$ 23.00</u>	
Category xi	Monthly in town travel: City Trustees	<u>\$55.00</u>	
Category xii	Monthly in town travel: Board Chair	<u>\$110.00</u>	
Last revision date:	31-May-19		

Administrative Policy Reference **BP 203**

Local Budget

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	<u>\$ 1,500.00</u>	Sep-17
Category ii	Schools with enrolment 101 to 300	<u>\$ 1,500.00</u>	Sep-17
Category iii	Schools with enrolment >300	<u>\$ 1,500.00</u>	Sep-17

Administrative Policy Reference **AP 403**

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	<u>\$ 13,219.00</u>	
Category ii	Prairie Rose School Division Tuition Agreement	<u>\$ 8,700.00</u>	
Category iii	Chinook Cyber School (per course)	<u>\$ 500.00</u>	
Category iv	Chinook International Program		
	Application Fee (non-refundable)	<u>\$ 200.00</u>	
	Custodianship Fee	<u>\$ 300.00</u>	
	Homestay Placement Fee	<u>\$ 400.00</u>	
	Tuition	<u>\$ 10,100.00</u>	
	Medical Insurance	<u>\$ 600.00</u>	
	Homestay Fee per Month	<u>\$ 700.00</u>	

Administrative Policy Reference AP 417 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 (AP 604)	<u>\$ 120.00</u>
Category iv	**Extracurricular Fees (per Activity)	<u>\$ 210.00</u>
Category v	Ski-Trip Fees	<u>\$ 25.00</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 Policy Reference AP 606 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>
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Administrative Policy Reference 806 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 \$102	<u>\$ 1.23</u>
Category ii	Bus charge (in city only per trip)		<u>\$ 117.00</u>
Category iii	Van charge per kilometer (w/o driver) plus fuel costs		<u>\$ 0.42</u>
Category iv	Van driver		<u>Actual</u>

Administrative Policy Reference 807 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>\$ 0.4736</u> Apr-21

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 ancillary charges are deemed as School Generated Funds. Ancillary charges incurred by Chinook shall be charged back to the respective school. Those ancillary 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 AP 903 1a	Club AP 903 1b	Retail AP 903 1c
		hourly rates		
Category i	Single Classroom	\$ 9.20	\$ 12.25	\$ 15.30
Category ii	Larger room (multipurpose, Art Room Stage, Library Computer Lab, Home Ec)	\$ 15.30	\$ 20.40	\$ 25.50
Category iii	Gym (per side)	\$ 18.40	\$ 36.70	\$ 55.00
Category iv	Upper Gym	\$ 12.25	\$ 24.50	\$ 36.70
Category v	Student Lounge	\$ 30.60	\$ 35.70	\$ 40.80
Category vi	Lecture Theatre (with tech and sound)	\$ 35.70	\$ 40.80	\$ 45.90
Category vii	Kitchen	\$ 15.30	\$ 20.40	\$ 25.50
Category viii	Cafeteria	\$ 61.20	\$ 71.40	\$ 81.60
Category ix	Liquor surcharge (cafeteria or teachers lounge only)	\$ 102.00	\$ 102.00	\$ 102.00
Category x	Ancillary 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	\$ 6.10	\$ 9.20	\$ 12.25
Category ii	Larger room (multipurpose, Art Room Stage, Library Computer Lab, Home Ec)	\$ 10.20	\$ 15.30	\$ 20.40
Category iii	Small Gym - Tile/Sports Floor	\$ 8.15	\$ 16.35	\$ 24.50
Category iv	Small Gym - Hardwood Floor	\$ 12.25	\$ 24.50	\$ 36.70
Category v	Large Gym - Tyle/Sports Floor	\$ 15.30	\$ 30.60	\$ 45.90
Category vi	Large Gym - Hardwood Floor	\$ 18.40	\$ 36.70	\$ 55.10
Category vii	Liquor surcharge (access determined by school)	\$ 102.00	\$ 102.00	\$ 102.00
Category viii	Ancillary Charges (set up/tear down, air conditioning, equipment usage, staff costs, late usage)	actual	actual	actual

# Chinook School Division

## Compensation Related Fees

Approval Date: May 10, 2021  
 Effective Date: 01-Sep-21

Administrative Policy Reference **AP 705** Compensation For Expenses

The Chief Financial Officer is responsible for publishing annually a schedule of rates and regulations governing compensation of employees for expenses incurred related to their authorized duties.

Category i	Mileage	Government Rate Per Km	\$ 0.4736	Apr 2021
Category ii	Meals	Breakfast	\$ 10.00	
		Lunch	\$ 18.00	
		Dinner	\$ 23.00	
Category iii	Accommodation		Actual	
Category iv	Other expenses (Parking, Taxis, Air fare, etc)		Actual	
Category v	Mail run and Bank Deposits	Maximum 2 per school week	15 km per day	
Category vi	Bank deposits outside School Community		Actual KM	
Category vii	In city travel - general	Actual subject to minimum	15 km per day	
Category viii	In city Travel - Student Related		Actual KM	
Category ix	Internet charges for Colony Principals	Monthly Sep-Jun	\$40 incl GST	
Category x	Cell Phone Allowances (Supervisor approved)			
	SEIU - As per collective Agreement	Monthly	\$35.00	
	CUPE - As per collective Agreement	Monthly	\$35.00	
	Bus Drivers - Non-Union	Monthly Sep-Jun	\$35.00	
	Non-Union Employees	Monthly 10 or 12	\$35.00	

### Transportation Department Specific Allowances - Bus Drivers

Category i	Car Wash Allowance	Monthly Sep-Jun	\$20.00	
Category ii	Car Wash Allowance (CUPE)	Monthly Sep-Jun	\$20.00	
Category iii	Plug In allowance (Supervisor Approved)	Monthly Sep-Jun	\$25.00	
Category iv	Bus Repair - Personal Vehicle Use Reimbursement		\$ 0.4736	Apr 2021

Last revision date: 11-Jun-18

Administrative Policy Reference **AP 705** Honoraria

Payments of honoraria are to be approved by the Director or designate.

Category i	Workshops - per LINC	\$ 50.00
Category ii	Interns as authorized (conditional per month)	\$ 250.00

**2021-2022 Board Monitoring Calendar**

<b>DATE</b>	<b>Board Meetings</b>	<b>Planning Meetings</b>	<b>Special Meetings</b>	<b>Committee Meetings 10:00 am - 12:00 pm</b>	<b>Professional Development / Reporting</b>
August 23, 2021	Board Meeting				Board Goals
September 13, 2021	Board Meeting			<b>Transportation</b>	** Learning & Well Being Response
September 27, 2021		Planning Meeting			Policy 205
October 7, 2021			<b>SCC Orientation</b>		SCC Chair & New Member Orientation
October 12, 2021 (Tues.)	Board Meeting				* Facilities
October 25, 2021		Planning Meeting		<b>Transportation</b>	
November 8, 2021	Board Meeting		<b>Organizational Meeting</b>		* Transportation
November 14 - 16, 2021			<b>SSBA Fall Assembly</b>		
November 18, 2021			<b>SCC Fall Forum</b>		
November 22 & 23, 2021	<b>Special Meeting</b>	Planning Meeting	<b>Board Planning Retreat</b>		Audited Financial Statement & Annual Report NES Cluster Status Report
December 13, 2021	Board Meeting			<b>Facilities</b>	* Learning & Well Being Response
January 10, 2022	Board Meeting			<b>Transportation</b>	* Technology, * Financial to Nov.30, Intro PEP Level II, Board Goals
January 24, 2022		Planning Meeting		<b>Finance</b>	Budget Workplan, PEP Update
February 14, 2022	Board Meeting				
February 28, 2022		Planning Meeting offsite			Central Cluster Status Report
March 10, 2022			<b>Celebration of Learning</b>		
March 14, 2022	Board Meeting			<b>Transportation</b>	* Hutterian, * Athletics
March 28 & 29, 2022		Planning Meeting	<b>Board Planning Retreat</b>		Director Evaluation, Board Annual Self Evaluation
End of March 2022			<b>Rural Congress</b>		
April 11, 2022	Board Meeting			<b>Finance</b>	** HR Staffing, * Finance to Feb.28
April 2022			<b>SSBA Spring Assembly</b>		
April 25, 2022		Planning Meeting		<b>Transportation</b>	Policy 205 Deadline, Budget, West Cluster Status Report
May 9, 2022	Board Meeting			<b>Finance</b>	
May 24, 2022 (Tues.)		Planning Meeting offsite		<b>Finance</b>	
June 2022			<b>Public Section General</b>		
June 13, 2022	Board Meeting			<b>Facilities</b>	Board Goals
June 27, 2022	Board Meeting	Planning Meeting		<b>Transportation</b>	* Financial to May 31

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


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

**Board Meetings 2021 - 2022**

**Appendix A**



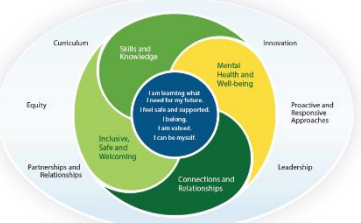
# Provincial Level 1 Priority Action Plan: Learning Response

 <p><b>Which PEP pillars and goals does this action plan support?</b>          Skills and Knowledge pillar          Relationships and Connections pillar</p>	<p><b>Leader (this is a member of the operational structure):</b>          Luc Lerminiaux          Lori Jeschke</p>	<p><b>Secondary Leader (a member of the operational structure who is back-up for the leader):</b>          Aaron Hiske          Tracey Young</p>	<p><b>Project Manager (this is the person who facilitates the work):</b>          Julie Smith          Delise Pitman</p>
<p>N/A</p>		<p><b>Team Members:</b></p>	
<p><b>Date of Original Draft:</b> January 18, 2021</p>	<p><b>Date Last Updated:</b> April 27th, 2021</p>	<p>Nicole Bear, Vincent Brittain, Greg Chatlain, Maria Chow, Randy Emmerson, Randy Fox, Stacey Gherasim, Cathy Herrick, Rory Jensen, Rick Johnson, Bob Kowalchuk, Lynn Little, Ed Mirasty, Janet Mitchell, Trisha Rawlake, Quintin Robertson, Kevin Tonita, Lorel Trumier, Flo Woods</p>	
<p><b>Date Approved (by the PEP Implementation Team):</b></p>			
<p><b>1. Current Situation</b>          What is the reason action is needed?</p>	<p><b>2. Future State</b>          What will the future state look like when the need is successfully addressed?</p>	<p><b>3 Conditions for Success/Strategic Considerations</b>          Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p><b>4. Progress Monitoring</b>          What are the success indicators (short, medium, long term) that will measure progress?</p>
<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>The pandemic has created a situation where some students were isolated, stressed out, unable to engage in learning, unable to access resources, lonely, in unstructured environments, lacking supervision, and struggling to engage in the opportunities available to them. We also have students/families who have thrived in spite of everything. They've explored new ways of engaging online, created virtual communities, engaged in hands on learning opportunities in their yards and communities, reading every book they could get their hands on, and have flourished as learners.</p> <p>Also, some students and families may elect to continue learning in the home environment rather than return to school in the fall of 2021.</p>	<p>K-12 students will successfully transition from one grade level to the next, and graduates will successfully transition from school to higher education or the work world.</p> <p>Students will be supported with strength-based and focussed intervention and instruction in reading, writing and math to increase their individual academic learning achievement.</p> <p>Teachers will be well-versed in pedagogies that build literacy through subject area disciplines, including high-impact strategies identified by Hattie (2017).</p> <p>Families are engaged in students' learning journey, including in school and out of school experiences.</p> <p>Students and parents/caregivers 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 are able to compare their reading, writing and math skills to existing provincial or educational organization exemplars.</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 and families to be engaged and to feel safe, cared for and valued.</p> <p>Increased staff professional knowledge of trauma informed classrooms and schools will contribute to student success.</p> <p>Engaging families in the co-creation of conditions for successful transitions that align with trauma informed practices will contribute to student success.</p> <p>Increased professional development opportunities related to intensive language instruction and cross-curricular planning, will include in school and out of school experiences.</p>	<p>An assessment of student grade level achievement at the end of the 2021 school year would provide a reference point for the further adaptation of pedagogy to suit the current needs of students. A full return to provincial data collection in 2022 would then provide a clear indication of the extent of further adaptations required.</p> <p>Student perceptual survey data can be used to shed light on student engagement and anxiety at the provincial, school organization, and school level.</p> <p>Teachers, students and parents/caregivers, will monitor what students are learning, why they are learning it, their next steps in learning and when they have achieved their learning goals.</p>

## 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	
<b>Connections Gap (Social and Academic)</b>							
1. Increased student literacy and numeracy levels	1.1. Identification of crucial literacy and numeracy outcomes in grades 1-9. 1.2. Focus on intensive literacy instruction and pedagogy in all subject areas grades 1-12. 1.3. Develop professional development opportunities to increase pedagogical knowledge of intensive language instruction and cross-curricular planning (begin resource bank development). 1.4. Promising practice appendix (co-creating and sharing of resources and practices among school divisions, parents/caregivers, and education partners). 1.5. Provincial-level analysis will indicate the extent to which pedagogical adaptations (to be further defined) are to be continued.		SaskMath  SaskReads  The Adaptive Dimension for Saskatchewan K-12 Students  Inspiring Success  Provincial comparison of 2019 and June 2021 grade-level learning results (OurSCHOOL, Lost Student list, On-time to Graduate etcetera)		ASAP	June 2021	
2. Co-create communication strategies to develop and share to engage students, parents/caregivers and school communities.	2.1. Identify strategies to re-engage and support students at all grade levels (with an emphasis on importance of face to face instruction, but also include home based, virtual school, delayed registrants, and non-attenders.) 2.2. Develop a provincial public awareness campaign to reengage students (schools are safe, importance of a flexible graduation plan and timeline, message of hope, trauma informed pedagogy), including messaging to be used in local context. 2.3. Additional provincial messaging customizable for school divisions. 2.4. Engage critical friend to craft public messaging and PD opportunities for systems to share through school communities (i.e., Kevin Cameron).	Ministry of Education, Parents/Caregivers and Education Sector Partners	Social media messaging, newsletter items, posters, radio ads, newspaper ads, etcetera  Human resources, such as Kevin Cameron, Debbie Pushor and parents		ASAP	September 2021	

# Provincial Level 1 Priority Action Plan: Learning Response - Reading


 <p>Which PEP pillars and goals does this action plan support? Skills and Knowledge</p>	<p><b>Leader (this is a member of the operational structure):</b> Sean Chase</p>	<p><b>Secondary Leader (a member of the operational structure who is back-up for the leader):</b> Tony Baldwin</p>	<p><b>Project Manager (this is the person who facilitates the work):</b> Julie Smith &amp; Delise Pitman</p>
<p>N/A</p>		<p><b>Team Members:</b> Nicole Bear, Mark Benesh, Kelli Boklaschuk, Terri Fradette, Kevin Garinger, Duane Hauk, Davin Hildebrand, Karen Hrabinsky, Donna Johnson, Kevin Kusch, Nigel McCarthy, Tricia McEwen, Susan Nedelcov-Anderson, Amanda Olson, Katherine Oviatt, Cory Rideout, Kathy Robson, Shane Skjerven, Kevin Tonita, Mike Walter, Flo Woods, Lisa Wotherspoon, Lorel Trumier</p>	
<p><b>Date of Original Draft:</b> January 15, 2021</p>	<p><b>Date Last Updated:</b> April 27, 2021</p>		
<p><b>Date Approved (by the PEP Implementation Team):</b></p>			
<p><b>1. Current Situation</b> What is the reason action is needed</p>	<p><b>2. Future State</b> What will the future state look like when the need is successfully addressed?</p>	<p><b>3. Conditions for Success/Strategic Considerations</b> Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p><b>4. Progress Monitoring</b> What are the success indicators (short, medium, long term) that will measure progress?</p>
<p>Some students' reading results/levels have not progressed over the past two years due to pandemic-related disruptions in learning.</p>	<p>Reading levels in June 2022 will be as high or higher than reading levels in June 2019, the last year that scores are available that were uninterrupted by COVID-19.</p> <p>Parent/caregiver experiences from at-home learning situations will form the basis for a greater level of engagement in the teaching and learning process.</p>	<ul style="list-style-type: none"> <li>Collecting reading data for students in grades 1-3 in June 2021 (using existing tools).</li> <li>Reviewing reading proficiency of students in grades 4 and 5 in September 2021.</li> <li>Reviewing literacy skills with emergent readers as necessary.</li> <li>Teachers in older grades will increase knowledge of (early) literacy strategies.</li> <li>A clear picture of which children need skill development is needed. This will require time to identify who needs additional support and time for focused literacy instruction.</li> <li>A provincially sanctioned increased emphasis on English Language Arts grades 1-3 curricular outcomes, as well as instructional time, will be necessary to meet the desired future state.</li> </ul>	<p>June 2022 reading results.</p>

## 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. Provincial Data Analysis	1.1. Re-share June 2019 reading data and identify students who were below reading level. Reassess and provide reading support.	Ministry School Systems	Work previously completed	School Systems Ministry	March 2021	June 2021	Accuracy and timeliness of data sharing  Availability of interim data  Determining reading proficiency of grades 4 - 5 students will increase teacher workload.  Collecting reading data of students who have been learning from home.
	1.2. Collect at the system level interim (mid-year) reading data for grades 1-3 from 2020-2021. School systems consider analysis of available school system data from recent years. Review reading proficiency of students in grades 4 and 5 in September 2021.	School Systems	Work is likely already underway, however some school systems may not have collected interim data this year.		March 2021	September 2021	
	1.3. Collect and prepare June 2021 grades 1-3 reading data using the usual process for sharing in the same format as June 2019.	Ministry School Systems	Regular work cycle		June 2021	July 2021	
2. Provincial Communication	2.1. Provide high level provincial messaging related to the anticipated challenges in building language and reading skills in our current context that sets the stage for a one-year focus on reading (and other) literacies with clear language on: <ul style="list-style-type: none"> <li>○ The COVID-19 pandemic is a major cause of the current challenge; we will meet students at their individual skill levels;</li> <li>○ Setting a moral imperative; one opportunity in Saskatchewan in 2021-2022 to focus efforts on closing literacy gaps caused by implications of education in pandemic times but recognize this will require an ongoing focus in the Provincial Education Plan (September 2022); and,</li> <li>○ Acknowledging professional flexibility at the classroom level to alter academic schedules to</li> </ul>	PEP Implementation Team	Ministry Communications Staff	Sector Partners SCCs School and school system administration teams	April 2021	June 2022	

	emphasize literacy in the primary grades.						
3. Post-COVID Literacy Research Summary	3.1. Develop and share e-scan summarizing national and North American impacts of the COVID pandemic on literacy development.	Ministry			March 2021	April 2021	Availability of data/research.
4. Reading Intervention Plans for Grades 1-5	<p>4.1. Implement reading intervention plans for grades 1-5 that identify every child by name/strength/need related to literacy at each grade level based on the following process:</p> <ul style="list-style-type: none"> <li>○ review reading proficiency of all grades 1-5 students.</li> <li>○ provide intensive support for students below grade level.</li> <li>○ implement highly effective instructional strategies for reading (SaskReads) including early literacy strategies.</li> </ul> <p>4.2. Reference research-based literacy skills continua with a focus on literacy behaviours to support teachers in taking students from where they are at and moving them as far along as possible. E.g., F&amp;P, SaskReads</p>	School-based administration, teachers and support professionals	School systems will resource grades 1-5 classrooms according to need, with additional FTE as required and available to address the goals.  Incorporate reading selections that infuse Indigenous content, perspectives, values, and lessons.	School systems	September 2021	June 2022	Student physical attendance Family engagement Resource availability Unknown pandemic effects

# Provincial Level 1 Priority Action Plan: Mental Health and Well-Being

 <p><b>Which PEP pillars and goals does this action plan support?</b>  <i>Mental Health and Well-Being Priority in Response to COVID-19 Pandemic</i>          Mental Health and Well-Being pillar</p>	<p><b>Leader (this is a member of the operational structure):</b>  <i>Vince Cable</i></p>	<p><b>Secondary Leader (a member of the operational structure who is back-up for the leader):</b>  <i>Gwen Keith and Ward Strueby</i></p>	<p><b>Project Manager (this is the person who facilitates the work):</b>  <i>Felice McKay and Shea Duncan</i></p>
<p><b>Date of Original Draft:</b> <i>January 28, 2021</i></p>		<p><b>Date Last Updated:</b> <i>April 28, 2021</i></p>	
<p><b>Date Approved (by the Implementation Team):</b></p>		<p><b>Team Members:</b>          Robert Bratvold, Pat Bugler, Maureen Johns, Ronald Ajavon, Darrell Paproski, Thomas Sierzycki, Todd Robinson, Gerry Craswell, Angella Pinay, Domenic Scuglia, Joanna Landry, Chad Holinaty, Kevin Kleisinger, Tricia Wuschenny, Flo Woods, Sandy Pinay-Schindler, Brenda Green, Shaun McEachern, Brenda Vickers, Barbara Mackesey, Linda Greyeyes-Highway, Glenda Kary, Gerry Guillet, Nancy Schultz</p>	
<p><b>1. Current Situation</b>          What is the reason action is needed?</p>	<p><b>2. Future State</b>          What will the future state look like when the need is successfully addressed?</p>	<p><b>3. Conditions for Success/Strategic Considerations</b>          Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p><b>4. Progress Monitoring</b>          What are the success indicators (short, medium, long term) that will measure progress?</p>
<p><b>Current state:</b>          There is an urgent need to address the mental health and well-being (MHWB) of Saskatchewan staff and students in response to the COVID-19 pandemic. The COVID-19 situation has exacerbated mental health concerns.           The topic of MHWB and its challenges have been priorities and of key interest to all of the province's school systems (includes both First Nations education authorities and provincial school divisions) for some time, as evidenced by:          Saskatchewan lens:</p>	<p>Resources committed to by inter-ministerial collaborations and partnership with other stakeholder organizations.           School systems have an autonomous action plan based on the provincial plan to articulate MHWB and are supported by ministries that impact the implementation of the plan.</p> <ul style="list-style-type: none"> <li>• Post pandemic plan</li> <li>• Professional development</li> <li>• Community collaboration</li> <li>• Classroom/staff/family support</li> </ul>	<p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>• COVID-19 fatigue</li> <li>• Sector overload</li> <li>• Lack of high impact inter-ministry collaboration</li> <li>• Lack of awareness of shared services</li> </ul> <p>These pieces must be in place:</p> <ul style="list-style-type: none"> <li>• Template for action plans</li> </ul>	<p><b>Monitoring Options:</b></p> <ul style="list-style-type: none"> <li>• New baseline data to inform the long term plan</li> <li>• Spring 2021 and Spring 2022 symposium surveys</li> <li>• Sharing of plans with school systems             <ul style="list-style-type: none"> <li>○ How many school systems have plans as part of their work?</li> </ul> </li> <li>• School system, Ministry of Education and school based accountability plans</li> <li>• Reporting on the number and types of shared services and resources</li> </ul> <p>Potential avenues for data:</p>

<ul style="list-style-type: none"> <li>• About 1 in 4 Saskatchewan students (23 per cent) considered suicide in 2019 (Saskatchewan Alliance for Youth and Community Well-being, 2019) (MHWB Policy Brief, p. 5, 2021).</li> <li>• The 2019-20 Saskatchewan <i>OurSCHOOL</i> grades 7-12 data (MHWB Policy Brief, p.5, 2021)</li> <li>• Saskatchewan data from Kids Help Phone (2019)</li> </ul> <p>National lens:</p> <ul style="list-style-type: none"> <li>• The World Health Organization (2018) (WHO) describes mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community” (MHWB Policy Brief).</li> <li>• The Public Health Agency of Canada defines it as “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face.”</li> <li>• Students who experience mental health challenges often struggle academically, experience social difficulties at school, are less engaged in the classroom, have lower levels of academic performance and achievement and are more likely to drop out of school (Government of Canada, 2020) (MHWB Policy Brief).</li> <li>• The Mental Health Commission of Canada (2020) estimates that about 1.2 million children and youth in Canada are affected by mental illnesses each year, and that about one in five will experience a mental illness by age 25 (para. 1) (MHWB Policy Brief).</li> </ul> <p>Root Causes:</p> <ul style="list-style-type: none"> <li>• The impacts of COVID- 19 and the fatigue it has created</li> <li>• Insufficient coordination between sectors; problems around sharing</li> <li>• Amounts of funds allocated to mental health</li> <li>• Stigma towards mental health issues</li> </ul>	<p>The Spring 2021 Symposium has provided information for school systems to inform the development of their plans.</p> <p>The Spring 2022 Symposium has provided best practices and will inform the development of a long-term PEP MHWB plan.</p> <p>Goals to be considered in long-term MHWB planning:</p> <ul style="list-style-type: none"> <li>• Students are welcomed and included and feel a sense of belonging and caring at school;</li> <li>• Students learn skills that help them to identify emotions and cope with stress;</li> <li>• Students learn about mental health and know when and how to ask for help;</li> <li>• Students receive timely and responsive evidence-based prevention and early intervention services at school; and,</li> <li>• Students, parents and/or caregivers know where to turn for more intensive support when needed.</li> </ul> <p>(Source: School Mental Health Ontario, <a href="http://www.smho-smso.ca">www.smho-smso.ca</a>)</p>	<ul style="list-style-type: none"> <li>• Sustainable funding for mental health supports beyond the pandemic</li> <li>• Spring 2021 symposium to help school systems plan for 2021-22</li> <li>• Role and scope of entities</li> </ul>	<ul style="list-style-type: none"> <li>• OurSCHOOL</li> <li>• SAYCW</li> <li>• <i>Measuring Hope</i> – other measures – Gallop survey, tools that go with it</li> <li>• Graduation rates</li> <li>• Attendance data</li> </ul> <p>Long-Term:</p> <ul style="list-style-type: none"> <li>• Research professional with a background in MHWB to collect data for a baseline</li> </ul> <p>Consideration:</p> <p>How will we address the issues around federal and provincial data with regards to First Nations education organizations and provincial systems?</p>
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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	
<p><b>1.A. Divisions will determine current year offsets in order to apply those funds to support this area.</b></p> <p><b>1.B. Engage in multi-ministry conversations regarding MHWB in school systems.</b></p>	<p>1.A.1. Explore additional resources and funding from the Ministry of Education, federal government, as well as other sources from local to national, for the MHWB initiatives.</p> <p>1.A.2. Request Deputy Ministers to look at joint partnerships (funding and staffing) to address MHWB.</p> <p>1.B.1. Explore multi-ministry joint partnership to secure funding and or support for the MHWB priority, such as:</p> <ul style="list-style-type: none"> <li>• Resources</li> <li>• Professional development</li> <li>• Shared services <ul style="list-style-type: none"> <li>○ Multi-ministerial mental health liaison</li> <li>○ Shared positions <ul style="list-style-type: none"> <li>▪ Counsellors, psychologists, mental health workers, social workers</li> </ul> </li> </ul> </li> </ul>	<p><b>Vince Cable Gwen Keith</b></p> <p><b>Deputy Minister and Assistant Deputy Ministers of Education</b></p>	<p>Multi-ministry staff participation</p> <p>School system leadership advocate for funding</p> <p>Multi-ministry mental health liaison</p>	<ul style="list-style-type: none"> <li>• Ministries of Health, Education, Social Services</li> <li>• First Nations Authorities</li> <li>• Indigenous Elders and Knowledge Keepers</li> </ul>	<p><b>April 2021</b></p> <p><b>June 2022</b></p>	<ul style="list-style-type: none"> <li>• Continue to be reactive as opposed to proactive</li> <li>• Coordinated efforts, understandings, and funding among ministries</li> <li>• Funding for MHWB</li> </ul>	
<p><b>2. Each school system will develop a plan to address the added pressures on MHWB as a result of the pandemic.</b></p>	<p>2.1. Develop a template (i.e., exemplars) that school systems can use as a reference to create their own plan.</p> <p>2.2. Provide guidance and support to the provincial school systems (Level 1 organization in the PEP) to create their own local action plans around MHWB.</p> <ul style="list-style-type: none"> <li>• 2021/22 school system plan/post-pandemic plan</li> </ul>	<p><b>Ward Strueby</b></p>	<p>Developed by MHWB team members</p>	<ul style="list-style-type: none"> <li>• Education Organizations</li> <li>• Medicine Wheel concept - teachers and students (Indigenous/non-Indigenous) sessions on Mental Wellness. e.g., Thunderbird Lodge mental</li> </ul>	<p><b>March 2021</b></p> <p><b>May 2021</b></p> <p><b>June 2022</b></p>		



	<ul style="list-style-type: none"> <li>Professional development</li> <li>Community collaboration (Indigenous and critical friends)</li> <li>Relationship building</li> <li>Classroom/staff/student/parent and caregiver support</li> </ul>			wellness workshops online			
<b>3. Spring 2021 Symposium aimed at school systems sharing information/resources, as well as SHA, so each system can be informed to develop plans for the fall.</b>	3.1. Sharing & Refinement - Plan and coordinate a symposium where school systems and the SHA will share best practices, draft action plans and discuss future long-term goals.	<b>Symposium subcommittee</b>	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honoraria for Elders and critical friends	<ul style="list-style-type: none"> <li>Critical friends (i.e., Kevin Cameron)</li> <li>Indigenous Elders</li> <li>EdCan</li> <li>Wade Repta</li> <li>Coralee Pringle-Nelson</li> </ul>	<b>The week of May 10-14 2021</b>	<b>May 2021</b>	
<b>4. Spring 2022 Symposium</b>	4.1. Celebration & Innovation - Plan and develop a post-symposium to celebrate and help validate ideas for the long term plan.	<b>Symposium subcommittee</b>	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honoraria for Elders and critical friends	<ul style="list-style-type: none"> <li>Indigenous Elders</li> <li>Critical Friends</li> </ul>	<b>Spring 2022</b>	<b>May 2022</b>	

# Chinook Level 2 Priority Action Plan: Learning and Well-Being Response

<b>Which PEP pillars and goals does this action plan support?</b> Skills and Knowledge pillar Relationships and Connections pillar Mental Health and Well-Being pillar		<b>Leader (this is a member of the operational structure):</b> Kathy Robson	<b>Secondary Leader (a member of the operational structure who is back-up for the leader):</b> Bob Vavra	<b>Project Manager (this is the person who facilitates the work):</b> Ken Slade
<b>Date of Original Draft:</b> April 30, 2021		<b>Date Last Updated:</b> April 30, 2021		
<b>1. Current Situation</b> What is the reason action is needed?		<b>2. Future State</b> What will the future state look like when the need is successfully addressed?		<b>3. Conditions for Success/Strategic Considerations</b> Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?
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.  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.  There has been a further increase in anxiety and fear in students and families related to COVID - 19 and attending school during the pandemic.  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.		Students have well balanced mental health and know when and how to access support if needed.  Students will be supported with strength-based and focused intervention and instruction in reading, writing and math to increase their individual academic learning achievement.  Students literacy and numeracy levels are increased, and they have successfully transitioned back to school post pandemic.  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.  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.		Teachers and students can compare their reading, writing and math skills to previous classroom or division assessments.  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.  Learning environments will encourage students to be engaged and to feel safe, cared for and valued.  Increased professional knowledge of supports for mental health and wellbeing contributing to student success.  Increased capacity for analysis of student data to support the creation of student intervention plans.  Increase professional development related to strong instructional practice in literacy and math.
				<b>4. Progress Monitoring</b> What are the success indicators (short, medium, long term) that will measure progress?
				<ul style="list-style-type: none"> <li>F&amp;P Grade 1-3 November 2021, June 2022</li> <li>F&amp;P Grade 6 June 2022</li> <li>Number of students participating in Intervention</li> <li>Provincial Writing Rubric Gr 4,7,9 June 2022(Baseline)</li> <li>Provincial Math Rubric Gr 2,5,8 June 2022(Baseline)</li> <li>OurSCHOOL Data Gr 4-12 Fall 2021 (additional questions)</li> <li>Mental Health Survey Gr 10-12 (Pre- Sept./Oct Post - May/June)</li> <li>Early Years Evaluation</li> </ul>



3. Support and enhance mental health and wellbeing of students	<p>3.1 Create a Mental Health and Wellbeing plan that includes professional development along with classroom, family and community resources.</p> <p>3.2 Develop strategies to reengage and reconnect students to school targeting:</p> <ul style="list-style-type: none"> <li>• Welcoming and caring for students</li> <li>• Ensuring students feel a sense of belonging</li> </ul>	Superintendent of Learning Learning Coordinators	MHWB Plan	Administrators Teachers SCC Parents	August 2021	June 2022	<p>Lack of resources and time</p> <p>Lack of training</p> <p>Lack of community supports for families</p>
4. Share and promote provincial messaging to engage students, parents and school communities.	<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"> <li>- Working with students at their individual level</li> <li>- Schools are safe</li> <li>- Flexible graduation plan and timeline</li> <li>- Message of hope</li> </ul>	Director of Education Deputy Director of Education Communication Coordinator	Social media messaging, newsletter items, posters, radio ads, newspaper ads	Administrators Teachers Parents/Caregivers SCC	August 2021	June 2022	

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
<a href="#">FR006232</a>	818.001		1511303	921103	Cabri School	Replace heat exchanger and associated controls on Gym Make- Up AHU	Mechanical Systems - HVAC	2022-09-01	\$52,429
<a href="#">FR005493</a>	814.001		1710413	921109	Fox Valley School	Replace boilers and upgrade BMS	Mechanical Systems - HVAC	2022-09-01	\$163,235
<a href="#">FR009338</a>	852.001		2410613	921115	Leader School	Replacing the windows throughout the school	Architectural Systems - Building Envelope	2022-09-01	\$183,500
<a href="#">FR004549</a>	804.001		1570304	921124	Swift Current Comprehensive High School	Replace Roof drain asbestos piping system with PVC	Mechanical Systems - Plumbing	2022-09-01	\$65,971
<a href="#">FR007130</a>	842.001		1570304	921124	Swift Current Comprehensive High School	Replace boilers, associated piping, expansion tanks and related controls to tie into BMS system	Mechanical Systems - HVAC	2022-09-01	\$835,296
<a href="#">FR009972</a>	865.001		1550501	921108	Fairview School	Upgrade controls for air handling units and tie to existing BMS	Mechanical Systems - HVAC	2022-09-01	\$30,720
<a href="#">FR005494</a>	815.001		1550501	921108	Fairview School	Replace boilers, piping and upgrade BMS	Mechanical Systems - HVAC	2022-09-06	\$255,599
<a href="#">FR006283</a>	833.001		1570304	921124	Swift Current Comprehensive High School	Replacement of Chillers	Mechanical Systems - HVAC	2022-09-07	\$770,000
<a href="#">FR007134</a>	844.001		710623	921118	Ponteix School	Install ventilation for elementary wing. Tie into existing BMS system	Mechanical Systems - HVAC	2022-09-09	\$274,878
								Total:	\$2,631,627

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR000043	436.001	31	1610313	921112	Hazlet School	Replace 2 furnaces	Mechanical Systems - HVAC	2023-09-01	\$20,000
FR000051	444.001	4	1510913	921127	Vanguard School	install roof access and fall arrest system	Architectural Systems - Health, Fire & Life Safety	2023-09-01	\$17,150
FR000052	445.001	11	2410213	921102	Burstall School	Install fall arrest system on roofs	Architectural Systems - Health, Fire & Life Safety	2023-09-01	\$120,946
FR006259	824.001		1570304	921124	Swift Current Comprehensive High School	Replace parking lot plugs and lighting in main parking lot. Pavement	Electrical Systems - Secondary Electrical	2023-09-01	\$256,065
FR009339	853.001		1510913	921127	Vanguard School	Replace EPDM section of roof	Architectural Systems - Roofing	2023-09-01	\$74,600
FR009340	854.001		1510913	921127	Vanguard School	Replace 3 Roof Top Units	Mechanical Systems - HVAC	2023-09-01	\$110,000
FR004528	803.001	65	1570304	921124	Swift Current Comprehensive High School	Roof replacement Barrel Roof.	Architectural Systems - Roofing	2023-09-01	\$354,054
FR009969	862.001		1550901	921117	O.M. Irwin School	Replace classroom air handling unit, gym air handling unit, upgrade BMS, install all required digitally controlled dampers	Mechanical Systems - HVAC	2023-09-01	\$322,123
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
FR009977	864.002		810513	921110	Frontier School	Replace single super hot boiler with 2 slant fin boilers to create redundancy within the boiler heating system	Mechanical Systems - HVAC	2023-09-01	\$250,000
FR000053	446.001	2	2410613	921115	Leader School	Replace boilers, pumps and controls	Mechanical Systems - HVAC	2023-09-07	\$450,360
								Total:	\$2,539,012

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR000045	438.001	7	1610223	921111	Gull Lake School	Install dust collection system for PAA	Mechanical Systems - Specialty	2024-09-02	\$93,458
FR000049	442.001	7	1610223	921111	Gull Lake School	Install Fall arrest system on gym roof.	Architectural Systems - Health, Fire & Life Safety	2024-09-02	\$60,473
FR000050	443.001	37	710623	921118	Ponteix School	Install fall arrest system on roofs	Architectural Systems - Health, Fire & Life Safety	2024-09-02	\$247,390
FR005470	808.001		1570304	921124	Swift Current Comprehensive High School	Remove and re-seal all caulking and expansion joints	Architectural Systems - Building Envelope	2024-09-02	\$136,339
FR006251	821.001		810113	921105	Consul School	Replace the exterior windows.	Architectural Systems - Building Envelope	2024-09-02	\$241,700
FR009341	855.001		2310623	921114	Hodgeville School	Replace EPDM roofing	Architectural Systems - Roofing	2024-09-02	\$302,366
FR006282	832.001		1550901	921117	O.M. Irwin School	Roof Replacement	Architectural Systems - Roofing	2024-09-02	\$913,474
FR006287	836.001		2310523	921113	Herbert School	Replace the exterior windows.	Architectural Systems - Building Envelope	2024-09-02	\$354,760
								Total:	\$2,349,961