

Minutes of the Regular Meeting of the Board of Education of the Chinook School Division No. 211 held on Monday, June 14, 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
Rachelle Patzer

Mark Benesh – Director of Education
Kathy Robson – Deputy Director of Education
Rod Quintin – Chief Financial Officer
Sharie Sloman – Chief Financial Offer in training
Joanne Booth – Communications Coordinator
JackieWiebe – Executive Assistant
Katie Andreas – Executive Assistant in training

GUESTS:

Staff Presentations:

Bob Vavra - Superintendent of Learning
Ken Slade – Student Services Coordinator
Beth Cadrain – Student Services Coordinator
Terry Kelln – Student Services Coordinator

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

AGENDA 072/21 Toney THAT the Agenda be approved as circulated and revised.

CARRIED

MINUTES 073/21 Humphrey THAT the Minutes of the Regular Meeting of May 10, 2021, and the Special Meeting Minutes of May 25, 2021 be approved, as presented.

CARRIED

REGULAR MEETING ----- June 14, 2021

CONSENT 074/21 Mouland THAT the Consent Agenda Items be approved.
ITEMS

CARRIED

AP 801 075/21 Andrus THAT the revised Administrative Policy 801, Transportation
Services, be approved as attached.

CARRIED

2021 – 2022 076/21 Humphrey THAT the Board authorizes the submission of the 2021-22
BUDGET budget estimates to the Ministry of Education for final approval.

RECORDED VOTE REQUESTED BY: Shane Andrus

IN FAVOR: Dianne Hahn, Gwen Humphrey, Susan Mouland,
Rachelle Patzer, Kimberly Pridmore, Tim Ramage

OPPOSED: Shane Andrus, Ken Duncalfe, Rachael Eliason,
Katelyn Toney

CARRIED

LOCAL 077/21 Andrus THAT whereas Chinook School Division #211 has experienced
TAXATION underfunding as a rural school division by the Government of
Saskatchewan;

AND WHEREAS the Chinook School Division #211 Board has
previously sought to address the funding formula inequities with
Members of the Legislative Assembly, the Ministry of Education,
and the Saskatchewan School Boards Association;

AND WHEREAS in a number of subsequent years the Board has
enacted significant cutbacks in staffing, transportation routes, and
student services;

AND WHEREAS the Board reserves cannot continue to sustain
continued annual deficits without further staff layoffs,
transportation route ride-time increases, and school program
discontinuance;

BE IT RESOLVED the Board of Chinook School Division #211 requests the Government of Saskatchewan to immediately enact legislative and regulatory changes to fully return and enable School Board taxing authority to Chinook School Board #211 for the 2022-2023 fiscal year.

Chinook School Division Board encourages all Saskatchewan School Boards to fully advocate for students and schools by passing similar motions.

CARRIED

2021-2022 STRATEGIC PLAN 078/21 Hahn

THAT the Chinook SD #211 September 2021 to June 2022 Strategic Plan be approved as attached.

CARRIED

SPEC. ED/STUDENT SERVICES 079/21 Ramage

THAT the Special Education/Student Services Monitoring Report be approved as presented.

CARRIED

CLOSED 080/21 Patzer

THAT the Board of Education recess the meeting to go into Closed Session.

CARRIED

RISE 081/21 Hahn

THAT the Board of Education rise and report.

CARRIED

HR REPORT 082/21 Eliason

THAT the Employee Contracts be ratified as contained in the Human Resources Report dated June 14, 2021.

CARRIED

RE-OPEN 083/21 Patzer
PLAN

THAT the Board acknowledge the Saskatchewan Reopening Plan related to COVID 19, as a publicly funded School Division we commit to reopening the Chinook Buildings for public use on Monday, July 5th, 2021 as aligned with the Provincial Regulations and our use policies.

RECORDED VOTE REQUESTED BY: Ken Duncalfe

IN FAVOR: Shane Andrus, Ken Duncalfe, Rachael Eliason, Dianne Hahn, Gwen Humphrey, Susan Moulund, Rachelle Patzer, Kimberly Pridmore, Tim Ramage

OPPOSED:

CARRIED

PIDLISNY 084/21 Humphrey
APPEAL

THAT the decision of Administration to deny transportation support for the Pidlisny student on April 27, 2021 be upheld.

CARRIED

ADJOURN 085/21 Hahn

THAT we do now adjourn.

CARRIED

Board Chair

CFO

ADMINISTRATIVE POLICY No. 801

TRANSPORTATION SERVICES

Eligibility to attend a specific school is covered in Module 4. Once eligibility is confirmed, Chinook School Division (Chinook) provides transportation for students requiring access to school in accordance with *The Education Act, 1995*, *The Highway Traffic Act*, and *The Vehicle Administration Act*. In addition, provisions are made for special use of buses to enable students to participate in education and education-related activities.

PROCEDURES

1. Provision of Services

- a. Transportation for students residing in Chinook is provided through a combination of school buses, contractor school buses and private vehicles.
- b. Chinook may provide transportation services to other school divisions under contract, when approved by resolution of the Board.
- c. Chinook may receive transportation services from other school divisions for Chinook students attending schools outside of Chinook boundaries.

2. Rural Student Transportation

- a. The Manager of Transportation is responsible for bus scheduling and routing in consultation with the Chief Financial Officer.
 - i. Buses are to be restricted to provincial highways, municipal roads, and approved yard service.
 - ii. Yard service may be approved if the residence is at least 200 meters from the road allowance (fence line), the access road is of all-weather construction, and there is a clear area to enable the bus to turn around without backing up. Requests for yard service lying outside of these guidelines will be honored at the discretion of the bus driver in consultation with the Manager of Transportation.
 - iii. Time schedules are to be based on normal travel conditions. The schedule is to be communicated to parents with the directive that under normal conditions buses will wait no longer than two minutes at any

one pickup point, nor will they leave any pickup point ahead of time, unless all students have been accounted for. Buses are to arrive at school no earlier than fifteen minutes prior to the usual commencement of classes, unless the bus must proceed to another school and the driver requires the time for appropriate scheduling of arrival time. Schedule accommodations may be made subject to the approval of the Manager of Transportation.

- iv. Routes will be designed with a targeted maximum ride time of 75 minutes. Exceptions to the targeted 75 minute ride time may occur in extenuating circumstances such as, but not limited to the following:
 - (1) Alternate school choice
 - (2) Geographic barriers
 - (3) Extreme isolation
- v. Variations in scheduling or routes are to be communicated to parents by the Manager of Transportation or designate.
- vi. Transportation will be provided to the designated school, to and from the student's designated home location.
 - (1) Exceptions to the designated home location may be granted in extenuating circumstances. Chinook may allow for a regular alternate pickup and drop off location. (A minimum one month advance schedule must be provided.) The location must be a home or designated stop (i.e.: daycare or childcare site). This alternate location must not cause deviation of more than one mile from the regular route, nor shall the targeted total ride time of the route exceed 75 minutes as a result.
- vii. In the event of school closure or grade discontinuance, efforts will be made to allow parents to send students to the school of their choice subject to the conditions set forth in Section 4 (Student Transportation to Alternate School Locations).
- viii. Prior to final notice of annual bus route arrangements being given to parents for the upcoming school year, the Manager of Transportation shall:
 - (1) Forward a copy of applicable bus routing information for each of subdivisions 1 to 7 to the respective Board Trustee.
 - (2) Permit two weeks for the Board Trustee to solicit feedback from SCC's and community stakeholders, including but not limited to, bus drivers and municipal government authorities, on bus routes developed for their respective schools.
 - (3) Consider and may incorporate appropriate feedback into bus routing.

- (4) In the event that mid-year routing changes are necessary, a plan of the possible changes shall be forwarded for consultation to the Sub-division Trustee as soon as practical, but no later than the date the routing change comes into effect.
- b.** There may be circumstances or conditions making it necessary to arrange for transportation other than through the provision of busing, including the use of public service or private vehicles. In these cases the Manager of Transportation is to recommend special arrangements to the Chief Financial Officer for approval. These arrangements may include:
- i. Provision of transportation allowance for parents who convey their children.
 - ii. Provision of a boarding allowance to parents who do not have bus or alternative service and who choose to board their children away from home.
- c.** Courtesy pick-ups may be provided to students attending Catholic or Fransaskois schools within Chinook under the following conditions:
- i. Application is to be made to the Chinook School Division.
 - ii. With respect to Catholic school attendance, students must be baptized Catholic and provide proof of their baptismal to be considered for transportation.
 - iii. With respect to Fransaskois school attendance, students must reside within the francophone attendance area.
 - iv. Pick up location will be determined in accordance with the options outlined in AP 801 (4.) (c.)
 - iv. There is space available on the bus.
- d.** Courtesy pick-ups may be provided to students from eligible day care facilities located in towns and villages within Chinook under the following conditions:
- i. Application is to be made to the Chinook School Division
 - ii. The facility must be licensed as a Day Care or Group Family Child Care Home

- iii. The facility must be located greater than 300 meters from the school
- iv. The stop location must permit safe student loading/unloading
- v. The bus must have capacity for the students
- v. The additional stop(s) must not unduly affect ride time/pickup time of rural students on the route

3. Swift Current City Student Transportation

- a. The Manager of Transportation is responsible for bus scheduling and routing in consultation with the Chief Financial Officer.
 - i. Notwithstanding provisions of 1.(a) Eligibility for transportation support is determined as:
 - (1) The designated pickup for the student is outside of the walk zone.
 - (2) The school of attendance is within the catchment area of the designated pickup.
 - (3) Should the designated pickup change part way through school year eligibility for transportation support will be determined by the location of the new designated pickup.
 - a) French Immersion: Provide service to eligible students in Grades K-8 attending the French Immersion Program at École Centennial School.
 - b) Special Education: Provide service to special education students who are designated.
 - c) K-8 Students not Identified in (1) and (2)
 - I. Transportation for all other K-8 students within their school attendance area will be provided from a series of bus stops as established by the Manager of Transportation.
 - II. Unless otherwise determined, the transportation service shall be at no cost to the student.
 - III. Transportation shall be provided to schools designated by Chinook
 - IV. Transportation shall be provided under the terms and conditions as established by Chinook from time to time.

- d) Holy Trinity Catholic: Provide service to eligible students in Grades K-8 attending All Saints Catholic School.

ii. Bus Service

- (1) Bus stops will be established so that students will not be required to walk an unreasonable distance to either their school or a bus stop. Chinook will allow one designated pick-up and drop off bus stop for eligible students in grades K-8.
- (2) These designated stops will only be changed in the case of a move of residence or permanent change of daycare provider.
- (3) Under no circumstance will the pick-up or drop-off bus stop be outside the regular attendance area of the school or program attended.
- (4) Students will be informed of their departure time and are expected to be ready when their transportation arrives. Any students who miss their ride will be responsible for getting themselves to school.

iii. Ridership Registration

- (1) Students wishing to newly access or revise existing transportation services shall make the request using the Transportation Request Form located at <http://chinooksd.ca/Programs/Transportation/parentforms/Pages/default.aspx>.
- (2) Bus routes will be designed from the main database and supplemental information supplied. Written information detailing bus stops and times for commencement of the next school year will be provided to parents by the 15th of August. Requests for changes during the school year will be accommodated within the existing route structure wherever possible.

iv. Special Arrangements

- (1) There will be no special arrangements for the purposes of extra-curricular activities (e.g. Music Lessons, Swim Lessons, etc.)
- (2) Only students registered for transportation services on a specified route shall be allowed to ride on that bus. There will be no exceptions for guests staying with registered riders, or other circumstances.

- v. Grades 9 – 12 Bussing
 - (1) Transportation shall be provided on a conditional basis. Chinook shall establish such conditions from time to time.
 - (2) Provide service to students residing
 - a) South of South Railway Street.
 - b) North of the Trans-Canada Highway.

4. Student Transportation to Alternate School Locations

- a. “Alternate location” refers to any school location other than the designated school of a student. Attendance at an alternate school is subject to registration at the school as determined under provisions of AP 403 (1).
- b. Students shall be transported or be provided with a conveyance allowance to an alternate school location when authorized Chinook staff recommends another school be attended because there are academic, social or emotional concerns and/or program cannot be economically provided at the current designated school.
- c. Based on provisions of AP 403 parents approved to enroll their child(ren) in a school other than the designated school, that do not meet the preceding criteria, assume responsibility for transportation of their child(ren). To that end, the following options are available:
 - i. They may transport students at their own cost to the school of their choice. This option does not apply to École Centennial due to the expected limitations on school capacity.
 - ii. They may meet Chinook School Division buses at a regularly scheduled stop, with exception to program designated routes for Special Education, and provided that:
 - (1) There is and continues to be capacity on the bus. Permission to ride will be rescinded if space becomes an issue.
 - (2) Permission (if required) is received from the land owner.
 - (3) A completed alternate school acknowledgement form has been received by Chinook
- d. Requests lying outside of the above parameters will be dealt with on a case by case basis.

5. *Sunset Clause Exceptions*

- a. The list of students presently accessing alternate school locations will be reviewed by the Chinook Transportation Committee on an annual basis. The ability to access transportation to alternate school locations will be sunset June 30, 2022

Revised: February 8, 2016

Revised: September 12, 2016

Revised: October 11, 2016

Revised June 26, 2017

Revised August 28, 2017

Revised March 11, 2019

Revised May 13, 2019

Revised June 10, 2019

Revised April 14, 2020

Revised June 14, 2021



CHINOOK SCHOOL DIVISION # 211

STRATEGIC PLAN

September 2021 to June 2022

"LEARNING FOR ALL"

May 2021

1. Preamble to the Strategic Plan

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 2021-2022 school year.

When successful, these activities will actualize the Foundations and Direction elements of the Board Governance Policy, which are:

a. Guiding Principles

When making decisions, the Chinook School Division is guided by the following principles:

- i. Student Centered*
Our decisions are focused on strengthening student learning and meeting the needs of children and youth.
- ii. Collaborative Relationships*
Our relationships are positive and cooperative to increase system effectiveness.
- iii. Visionary*
Our actions are positive and strategically proactive for a culture of growth.
- iv. Accountable*
Our commitment to systematic monitoring and accountability ensures prudent use of human and financial resources.
- v. 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.

b. Values

In conducting the oversight and operations of the system, the Chinook School Division will strive to uphold the following values:

- Integrity
- Empathy
- Loyalty
- Respect
- Excellence
- Care
- Trust
- Commitment
- Honesty

c. Vision Statement

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.

d. Mission Statement

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

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

- Students will experience growth in learning a broad range of subjects
- Students will experience growth in their personal development
- Students will benefit from a positive and stimulating learning environment

e. Goals to Achieve Vision and Mission

i. ACADEMIC GROWTH:

“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:

- o Critical and Creative Thinking
- o Communication
- o Technology
- o Problem Solving
- o Independent Learning

ii. PERSONAL GROWTH:

“Students will experience growth in their personal development.”

This is further interpreted to include, but not limited to:

- 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:
 - o Smooth Life Transitions and
 - o 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.

iii. LEARNING ENVIRONMENT:

“Students will benefit from a positive and stimulating learning environment.”

This is further interpreted to include, but not limited to:

- Students will benefit from:
 - o Diversified Instruction and Assessment
 - o Appropriate Resources and
 - o 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.

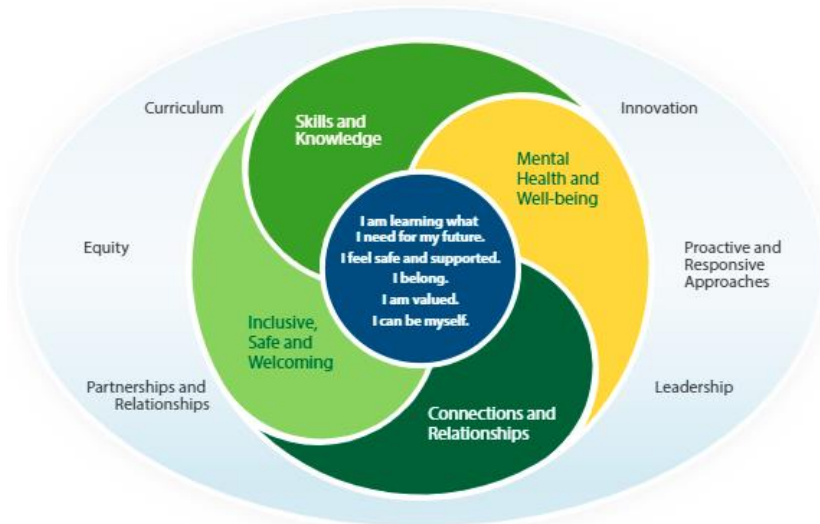
f. Priorities

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

The province has identified a short term, intensive one year PRIORITY ACTION PLAN for the 2021-22 school year to help address the impact of the COVID-19 pandemic on student learning and mental health and well being.

A 10 year Provincial Education Plan (PEP) will be created beginning Sept. 2022-June 2032.

PEP Framework:



g. Specific Goals (Short Term and Long Term) as outlined in Chinook Level 2 2021-2022 – **These goals will be updated with PEP goals as they are developed.

- By June 2022, intervention plans will be implemented for struggling students in Reading grades 1-5.
- By June 2022, intervention plans will be implemented for struggling students in Math grades 1-9.
- By June 2022, student will improve in their reading scores as measured by the Fountas & Pinnell scores grade 1-3, compared to the baseline scores of June 2021.
- By June 2022, we will collect a baseline score as measured by the Provincial Math rubric grades 2,5,8 compared to the scores of June 2019.
- By June 2022, we will collect a baseline score as measured by the Provincial Writing Rubric in grades 4,7,9 compared to the scores of June 2019.
- By June 2022, 100% of SCC's will have implemented a Community Engagement and Alignment Plan.
- By June 2022, strategies and resources to improve Mental Health and well being will be implemented.
- By June 2022, students will feel connected and supported at school as measured by OurSchool data.

2. Components of Strategic Planning

a. The Monitoring Schedule Agenda

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.

The Monitoring Schedule Agenda is attached as Appendix A.

b. The Planning Cycle

The Board will map out a regular cycle for Strategic Planning. This cycle will provide the timelines for activities and also guide the development and monitoring of strategic directions for the system.

The Planning Cycle is attached as Appendix B.

c. Decision Item Process

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.

Decision Item Template is attached as Appendix C.

d. The Action Plan

This component is the actualization of the plan for the Board. It outlines the specific goal and the activities undertaken to achieve the goal. Furthermore, it includes timelines, personnel responsible and performance indicators.

Appendix D : Provincial Level 1 Priority Action Plans

Provincial Level 1 Priority Action Plan: Learning Response

Provincial Level 1 Priority Action Plan: Learning Response – Reading

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

- *Chinook Level 2 Priority Action Plan: Learning & Well-Being Response (2021-2022)*

Appendix A

2021-2022 Board Monitoring Calendar

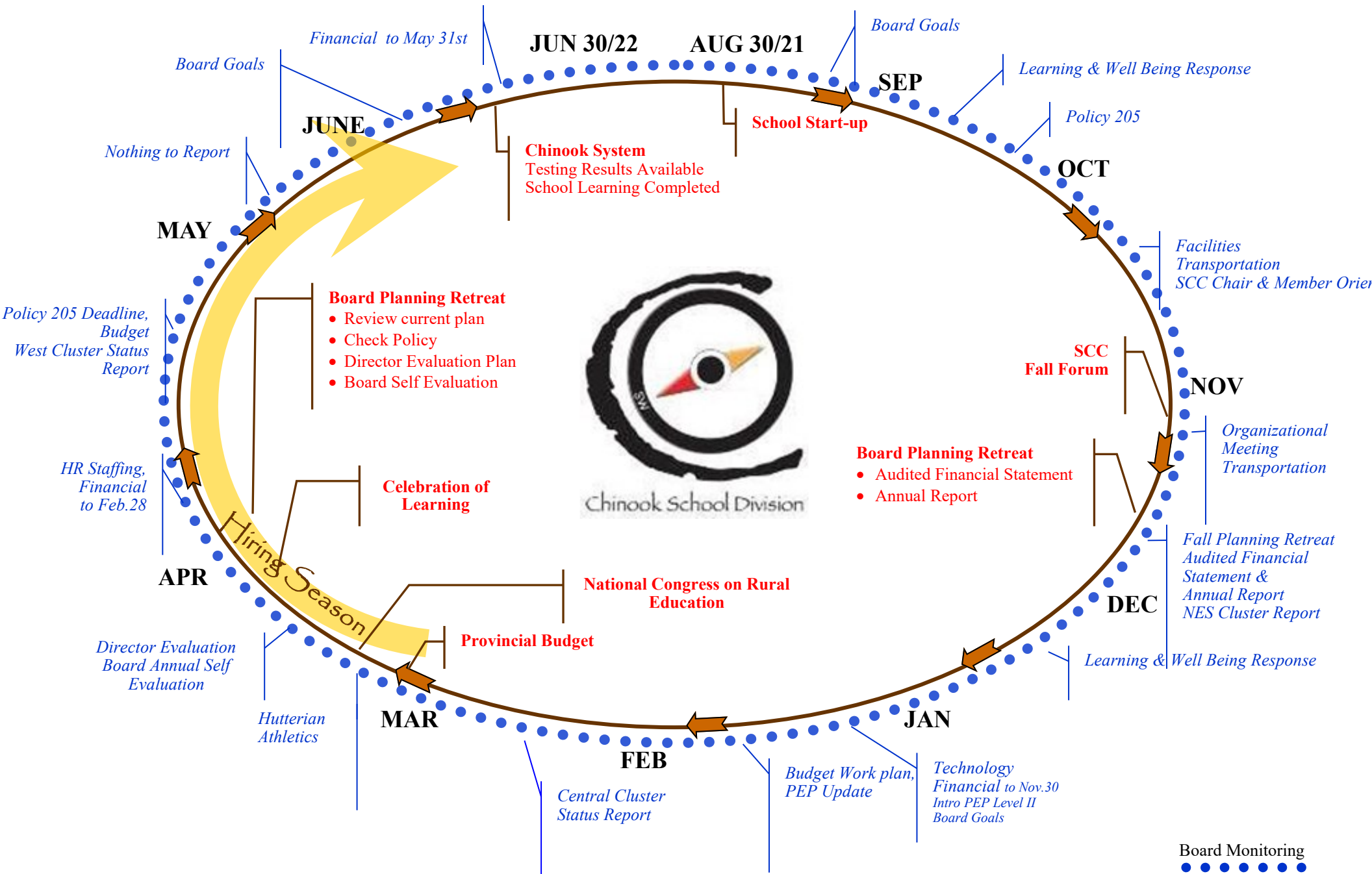
DATE	Board Meetings	Planning Meetings	Special Meetings	Committee Meetings 10:00 am - 12:00 pm	Professional Development / Reporting
August 23, 2021	Board Meeting				Board Goals
September 13, 2021	Board Meeting			Transportation	** Learning & Well Being Response
September 27, 2021		Planning Meeting			Policy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

Board Planning Cycle



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**

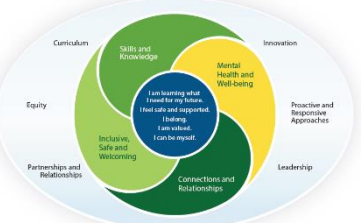
Provincial Level 1 Priority Action Plan: Learning Response

<p>Which PEP pillars and goals does this action plan support? Skills and Knowledge pillar Relationships and Connections pillar</p>	<p>Leader (this is a member of the operational structure): Luc Lerminiaux Lori Jeschke</p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader): Aaron Hiske Tracey Young</p>	<p>Project Manager (this is the person who facilitates the work): Julie Smith Delise Pitman</p>
<p>N/A</p>		<p>Team Members:</p>	
<p>Date of Original Draft: January 18, 2021</p>	<p>Date Last Updated: 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>Date Approved (by the PEP Implementation Team):</p>			
<p>1. Current Situation What is the reason action is needed?</p>	<p>2. Future State What will the future state look like when the need is successfully addressed?</p>	<p>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?</p>	<p>4. Progress Monitoring 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	
Connections Gap (Social and Academic)							
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

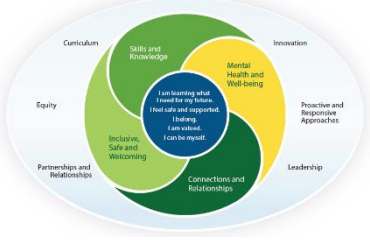
 <p>Which PEP pillars and goals does this action plan support? Skills and Knowledge</p>	<p>Leader (this is a member of the operational structure): Sean Chase</p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader): Tony Baldwin</p>	<p>Project Manager (this is the person who facilitates the work): Julie Smith & Delise Pitman</p>
<p>N/A</p>		<p>Team Members: 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>Date of Original Draft: January 15, 2021</p>	<p>Date Last Updated: April 27, 2021</p>		
<p>Date Approved (by the PEP Implementation Team):</p>			
<p>1. Current Situation What is the reason action is needed</p>	<p>2. Future State What will the future state look like when the need is successfully addressed?</p>	<p>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?</p>	<p>4. Progress Monitoring 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"> Collecting reading data for students in grades 1-3 in June 2021 (using existing tools). Reviewing reading proficiency of students in grades 4 and 5 in September 2021. Reviewing literacy skills with emergent readers as necessary. Teachers in older grades will increase knowledge of (early) literacy strategies. 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. 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. 	<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"> ○ The COVID-19 pandemic is a major cause of the current challenge; we will meet students at their individual skill levels; ○ 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, ○ Acknowledging professional flexibility at the classroom level to alter academic schedules to 	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"> ○ review reading proficiency of all grades 1-5 students. ○ provide intensive support for students below grade level. ○ implement highly effective instructional strategies for reading (SaskReads) including early literacy strategies. <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&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>Which PEP pillars and goals does this action plan support? <i>Mental Health and Well-Being Priority in Response to COVID-19 Pandemic</i> Mental Health and Well-Being pillar</p>	<p>Leader (this is a member of the operational structure): <i>Vince Cable</i></p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader): <i>Gwen Keith and Ward Strueby</i></p>	<p>Project Manager (this is the person who facilitates the work): <i>Felice McKay and Shea Duncan</i></p>
<p>Date of Original Draft: <i>January 28, 2021</i></p>		<p>Date Last Updated: <i>April 28, 2021</i></p>	
<p>Date Approved (by the Implementation Team):</p>		<p>Team Members: 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>1. Current Situation What is the reason action is needed?</p>	<p>2. Future State What will the future state look like when the need is successfully addressed?</p>	<p>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?</p>	<p>4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?</p>
<p>Current state: 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"> • Post pandemic plan • Professional development • Community collaboration • Classroom/staff/family support 	<p>Barriers:</p> <ul style="list-style-type: none"> • COVID-19 fatigue • Sector overload • Lack of high impact inter-ministry collaboration • Lack of awareness of shared services <p>These pieces must be in place:</p> <ul style="list-style-type: none"> • Template for action plans 	<p>Monitoring Options:</p> <ul style="list-style-type: none"> • New baseline data to inform the long term plan • Spring 2021 and Spring 2022 symposium surveys • Sharing of plans with school systems <ul style="list-style-type: none"> ○ How many school systems have plans as part of their work? • School system, Ministry of Education and school based accountability plans • Reporting on the number and types of shared services and resources <p>Potential avenues for data:</p>

<ul style="list-style-type: none"> • 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). • The 2019-20 Saskatchewan <i>OurSCHOOL</i> grades 7-12 data (MHWB Policy Brief, p.5, 2021) • Saskatchewan data from Kids Help Phone (2019) <p>National lens:</p> <ul style="list-style-type: none"> • 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). • 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.” • 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). • 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). <p>Root Causes:</p> <ul style="list-style-type: none"> • The impacts of COVID- 19 and the fatigue it has created • Insufficient coordination between sectors; problems around sharing • Amounts of funds allocated to mental health • Stigma towards mental health issues 	<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"> • Students are welcomed and included and feel a sense of belonging and caring at school; • Students learn skills that help them to identify emotions and cope with stress; • Students learn about mental health and know when and how to ask for help; • Students receive timely and responsive evidence-based prevention and early intervention services at school; and, • Students, parents and/or caregivers know where to turn for more intensive support when needed. <p>(Source: School Mental Health Ontario, www.smho-smso.ca)</p>	<ul style="list-style-type: none"> • Sustainable funding for mental health supports beyond the pandemic • Spring 2021 symposium to help school systems plan for 2021-22 • Role and scope of entities 	<ul style="list-style-type: none"> • OurSCHOOL • SAYCW • <i>Measuring Hope</i> – other measures – Gallop survey, tools that go with it • Graduation rates • Attendance data <p>Long-Term:</p> <ul style="list-style-type: none"> • Research professional with a background in MHWB to collect data for a baseline <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>1.A. Divisions will determine current year offsets in order to apply those funds to support this area.</p> <p>1.B. Engage in multi-ministry conversations regarding MHWB in school systems.</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"> • Resources • Professional development • Shared services <ul style="list-style-type: none"> ○ Multi-ministerial mental health liaison ○ Shared positions <ul style="list-style-type: none"> ▪ Counsellors, psychologists, mental health workers, social workers 	<p>Vince Cable Gwen Keith</p> <p>Deputy Minister and Assistant Deputy Ministers of Education</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"> • Ministries of Health, Education, Social Services • First Nations Authorities • Indigenous Elders and Knowledge Keepers 	<p>April 2021</p>	<p>June 2022</p>	<ul style="list-style-type: none"> • Continue to be reactive as opposed to proactive • Coordinated efforts, understandings, and funding among ministries • Funding for MHWB
<p>2. Each school system will develop a plan to address the added pressures on MHWB as a result of the pandemic.</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"> • 2021/22 school system plan/post-pandemic plan 	<p>Ward Strueby</p>	<p>Developed by MHWB team members</p>	<ul style="list-style-type: none"> • Education Organizations • Medicine Wheel concept - teachers and students (Indigenous/non-Indigenous) sessions on Mental Wellness. e.g., Thunderbird Lodge mental 	<p>March 2021</p> <p>May 2021</p>	<p>June 2022</p>	

	<ul style="list-style-type: none"> Professional development Community collaboration (Indigenous and critical friends) Relationship building Classroom/staff/student/parent and caregiver support 			wellness workshops online			
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.	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.	Symposium subcommittee	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honorary for Elders and critical friends	<ul style="list-style-type: none"> Critical friends (i.e., Kevin Cameron) Indigenous Elders EdCan Wade Repta Coralee Pringle-Nelson 	The week of May 10-14 2021	May 2021	
4. Spring 2022 Symposium	4.1. Celebration & Innovation - Plan and develop a post-symposium to celebrate and help validate ideas for the long term plan.	Symposium subcommittee	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honorary for Elders and critical friends	<ul style="list-style-type: none"> Indigenous Elders Critical Friends 	Spring 2022	May 2022	

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

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: April 30, 2021		Date Last Updated: April 30, 2021		
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?
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.
				4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?
				<ul style="list-style-type: none"> F&P Grade 1-3 November 2021, June 2022 F&P Grade 6 June 2022 Number of students participating in Intervention Provincial Writing Rubric Gr 4,7,9 June 2022(Baseline) Provincial Math Rubric Gr 2,5,8 June 2022(Baseline) OurSCHOOL Data Gr 4-12 Fall 2021 (additional questions) Mental Health Survey Gr 10-12 (Pre- Sept./Oct Post - May/June) Early Years Evaluation

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"> • Welcoming and caring for students • Ensuring students feel a sense of belonging 	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"> - Working with students at their individual level - Schools are safe - Flexible graduation plan and timeline - Message of hope 	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	