

**Minutes of the Regular Meeting of the Board of Education of the Chinook School Division No. 211 held on Monday, September 11, 2023 at 11:00 a.m. at the Chinook Education Centre.**

**PRESENT:** Kimberly Pridmore  
Dianne Hahn  
Ken Duncalfe  
Keri Hudec  
Gwen Humphrey  
Rachael Eliason  
Susan Mouland  
Rachelle Patzer  
Tim Ramage  
Katelyn Toney

Mark Benesh – Director of Education  
Kathy Robson – Deputy Director of Education  
Sharie Sloman – Chief Financial Officer  
Joanne Booth – Communications Coordinator  
Katie Andreas – Executive Assistant

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

AGENDA 99/23 Ramage THAT the agenda be approved as circulated and revised.

CARRIED

CLOSED 100/23 Mouland THAT the Chinook Board of Education recess the meeting to go into closed session to discuss personnel items and other confidential matters to be received by the Board.

CARRIED

RISE 101/23 Toney THAT the Chinook Board of Education rise and report.

CARRIED

**REGULAR MEETING ----- September 11, 2023**

MINUTES 102/23 Patzer THAT the Minutes of the Regular Meeting of August 21, 2023 be approved, as presented.

CARRIED

2023-24 STRATEGIC PLAN 103/23 Humphrey THAT the Chinook School Division #211 September 2023-June 2024 Strategic Plan be approved, as attached.

CARRIED

HOLY TRINITY AGREEMENT 104/23 Duncalfe THAT the Chinook Board of Education approve the 2023-2028 student conveyance agreement with the Board of Education of the Holy Trinity Catholic School Division.

CARRIED

CLOSED 105/23 Hudec THAT the Chinook Board of Education recess the meeting to go into closed session to discuss personnel items and other confidential matters to be received by the Board.

CARRIED

RISE 106/23 Eliason THAT the Chinook Board of Education rise and report.

CARRIED

ADJOURN 107/23 Hahn THAT we do now adjourn.

CARRIED

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Board Chair

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CFO



**CHINOOK SCHOOL DIVISION # 211**

**STRATEGIC PLAN**

**September 2023 to June 2024**

**September 2023**

## Introduction

The Chinook School Division Board of Education has established this strategic plan as a major component of its leadership vision. It is intended that this plan will provide a flexible blueprint to direct the activities of the Board through the 2023-2024 school year.

When successful, these activities will actualize the Foundational Statements.

## Foundational Statements

### *Our Mission*

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

### *Our Vision*

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

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

- Students will experience growth in learning a broad range of subjects. This is further interpreted to include, but not limited to:
  - Students will experience growth or continually improve their personal best in reading/communication literacy.
  - Students will experience growth or continually improve their personal best in numeracy.
  - Students will develop skills in:
    - Critical and Creative Thinking
    - Communication
    - Technology
    - Problem Solving
    - Independent Learning
  
- Students will demonstrate personal development and responsibilities in physical, emotional, mental, social and spiritual areas. Students will demonstrate the attitude, skills, abilities and relationships that enable them to be accountable for their personal development and prepare them for life-long learning in terms of:
  - Smooth Life Transitions
  - Career Education.
  
- Students will develop an understanding of the commitment to personal responsibility for social justice, including but not limited to: mental, cultural, physical and ethnic diversity

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

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

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

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

### Values and Guiding Principles

Chinook School Division will strive to uphold the following values:

Integrity	Empathy	Loyalty
Respect	Excellence	Care
Trust	Commitment	Honesty

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

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

## Priorities – Provincial Educational Plan 2023-2030

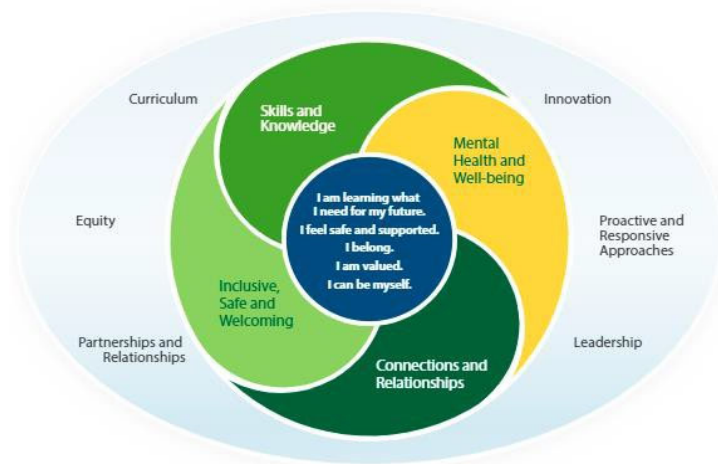
While the Board recognizes that all aspects in the previous policy statements are important to the system as a whole; it also believes that to make meaningful progress forward, the system must focus on priorities.

The Ministry of Education has released the Provincial Education Plan this fall. The long-term provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is on supporting students in learning what they need for their future, to ensure students feel safe and supported, and that they belong, are valued and can be themselves in their schools, families and communities.

The long-term provincial education plan will focus on the needs of all Prekindergarten to Grade 12 students. This plan reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

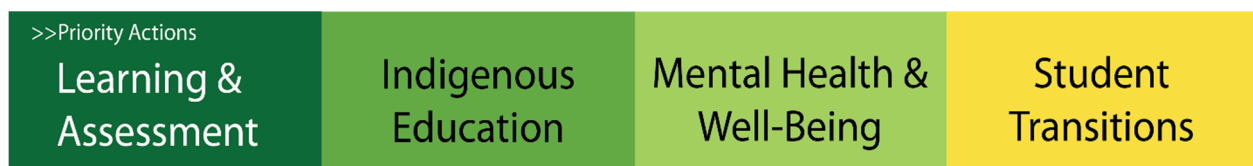
Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future. The actions support transitions and pathways through the K-12 system toward participation in future learning, work, career, entrepreneurship and adult life.

Provincial Education Plan Framework:



### Provincial Priority Actions:

Four priority actions of equal importance will be undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, priorities shift and we adapt to the ever-changing landscape of education.



- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
  - A provincial assessment plan will focus on improving student results.
  - The plan will include assessments at pivotal points to better support each student's learning.
  - It will build on and support the valuable work of teachers by providing precise and timely information to guide instruction.
  
- Actualize the vision and goals of [Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework](#).
  - Achieving the *Inspiring Success* vision and goals will support the achievement of success for Indigenous students and an equitable and inclusive system that benefits all learners.
  - This work will promote local action, develop measures to track progress and ensure effective practices are implemented and shared.
  - Working toward an inclusive workforce strategy and continued efforts to include Indigenous voices in all areas of education will be important to this work.
  
- Enrich and enhance mental health and well-being capacity in students.
  - Support Saskatchewan students experience toward a positive sense of belonging and connection while feeling safe in their schools.
  - This work will create common language so that students, parents, teachers and administrators can speak openly and clearly about mental health and well-being.
  - School systems will work to share effective practices and develop a planning tool to make a difference at the local level for the benefit of more students.
  
- Foster connections for learners and their families while supporting transitions as learners enter and progress through school to graduation and determine a life pathway.
  - Engaging families and caregivers from school entry throughout a child's education is an important focus of this action.
  - Actions in this priority will support student attendance and engagement, particularly during key transition points.
  - Through the work of this action, every student will have a plan for graduation that will prepare them for their career and life pathways.

## **Chinook Level 2 Action Plan-2023-24** (See Appendix C for complete plan)

The following areas will be measured within the Level 2 plan

- By June 2024, 90% of Kindergarten students will be in Tier 1 according to the Early Years Evaluation.
- By June 2024, 75% of Grade 3 students will be reading at or above grade level as measured on the Fountas and Pinnell and GB+.
- By June 2024, students will feel connected and supported at school with less anxiety and more access to supports as measured by OurSchool data
- By June 2024, 90% of students with at least 80% attendance

- By June 2024, 75% of students with at least 90% attendance
- By June 2024, 90% of students who graduate within 3 years of entering Grade 10
- By June 2024, 94% of students who graduate within 5 years of entering Grade 10
- By Jan. 2024, all committees with admin and teachers will be created in the four areas of the Chinook Level 2 Action Plan to provide direction.
- By June 2023, 100% of SCC's will have implemented a Community Engagement and Alignment Plan.

### **Board Planning Calendar (Appendix A)**

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

### **Decision Item Process (Appendix B)**

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

### **Chinook Level 2 Action Plan (Appendix C)**



**Appendix A**

**2023-2024 Board Planning Calendar**

<b>DATE</b>	<b>Regular Board Meeting</b>	<b>Planning Meetings</b>	<b>Special Meetings/Events</b>	<b>COMMITTEE Meetings 10:00 am - 11:00 a.m.</b>	<b>Professional Development / Reporting</b>
August 21, 2023	Board Meeting				Board Goals, Director Evaluation, Board Annual Self Evaluation
September 11, 2023	Board Meeting				
September 25, 2023		Planning Meeting offsite			
October 10, 2023 (Tues.)	Board Meeting		<b>MLA Forum</b>		* Facilities Accountability Report. * Learning Response, Mental Health & Well Being
October 23, 2023		Planning Meeting			
November 2, 2023			<b>SCC member Orientation &amp; SCC Fall Forum</b>		
November 6, 2023	Board Meeting		<b>Organizational Meeting</b>		* Transportation Accountability Report
November 12 - 14, 2023			<b>SSBA Fall Assembly</b>		
November 20, 2023		Planning Meeting	<b>Brethren Meeting</b>	<b>Transportation</b>	Audited Financial Statement & Annual Report/ NES Cluster Status Report / Review Board Goals
November 27, 2023	Special Meeting	Planning Meeting			
December 11, 2023	Board Meeting				* Student Services Status Report
January 8, 2024	Board Meeting				* Technology Accountability Report, * Financial to Nov.30, Intro PEP Level II
January 22, 2024		Planning Meeting		<b>Finance</b>	Budget Workplan, PEP Update
February 12, 2024	Board Meeting				
February 26, 2024		Planning Meeting			Central Cluster Status Report
March 11, 2024	Board Meeting				
March 20, 2024			<b>SCC SPRING FORUM</b>		
March 25 & 26, 2024		Planning Meeting	<b>Board Planning Retreat</b>	<b>Facilities</b>	*Hutterian Status Report * Review board Goals
End of March 2024			<b>Rural Congress</b>		
April 8, 2024	Board Meeting		<b>Holy Trinity Social</b>		** HR Staffing Accountability Report, * Finance to Feb.28
April 11 - 12, 2024			<b>SSBA Spring Assembly</b>		
April 22, 2024		Planning Meeting			Budget / West Cluster Status Report
May 13, 2024	Board Meeting				Athletics Status Report
May 27, 2024		Planning Meeting offsite		<b>Finance</b>	* FNMI Status Report
June 2 - 4, 2024			<b>Public Section General</b>		
June 10, 2024	Board Meeting				
June 24, 2024	Board Meeting	Planning Meeting			* Financial to May 31

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# ***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:***

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## **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**

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•

**Cons**

•

•

2.

**Pros**

•

•

**Cons**

•

•

### **Communication:**

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

### **Appendix B**

# Chinook Level 2 Action Plan: 2023-24



**Leader: Kathy Robson**

**Team Members: CCG,  
Focus Teams**

**Date of Last Updated: Sept. 6, 2023**

## Current Situation

This is the first year of a new Provincial Education Plan that will be in place from 2023-2030. Chinook School Division's Level 2 plan is aligned with the Provincial Education Plan and the priority actions outlined.

## Enduring Strategies:

The following strategies will continue to occur within Chinook:

### Teaching and Learning

- Professional Development for new teachers to Chinook in Balanced Literacy and Guided Math K-8
- Literacy and Math Coaching Model
- Focus on Student Data
  - Division and School Level Tracking
  - Learning Dashboards
  - School Level Literacy and Math Intervention Plans
- Early Years Screening
  - Early Literacy Assessment
  - SLP Screening

### Transitions:

- Family Engagement with SCC involvement - My Blueprint
- Partnerships with outside agencies – including SWIS, Neekaneet Education Council, Hutterian Brethren, Hub/VTRA Teams

### Mental Health and Well Being

- Counselling Supports - Mental Health Plans
- Mental Health First Aid

### Inspiring Success

- Continued implementation of FNMI Resources
- Providing support to teachers and administrators in continued work with Elders and Knowledge Keepers

## Progress Monitoring:

Assessments for 2023-24: (New assessments will be implemented as they are developed provincially)

- Fountas and Pinnell – Grades 1,2,3 – Nov. 2023, June 2024  
Fountas and Pinnell – Grade 6 – June 2024
- GB+ - Grade 2, 3
- Early Years Evaluation – PreK, K Nov. 2023  
Early Years Evaluation – Kindergarten May 2024
- Our School Student Survey– Grades 4-12 Dec 2023
- Board Monitoring Report

Targets:

The following areas will be measured within the Level 2 plan

- By June 2024, 90% of Kindergarten students will be in Tier 1 according to the Early Years Evaluation.
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Implementation				
Priority Outcome	Actions	Time Frame	Lead	Resources Required
Provincial priority action	Key actions taken to achieve the priority outcome		Who is responsible for the action?	(Human and Financial)
Supporting Student Learning and Assessment				
1. Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction	<p>1.1 Implement effective assessment practices aligned with <i>Supporting Student Assessment in Saskatchewan</i> K-12</p> <ul style="list-style-type: none"> <li>• Create a Professional Development Plan that supports that implementation</li> <li>• Form an assessment team to guide the work around implementation</li> <li>• Align Chinook Assessment Document</li> </ul> <p>1.2 Implement the <a href="#">Provincial Assessment Plan</a></p> <p>1.3 Begin development of a Division Math Assessment</p> <p>1.4 Implement Literacy strategies and Resources K-5 by schools in the following areas:</p> <ul style="list-style-type: none"> <li>• Guided Reading Strategies</li> <li>• Words their Way/Sound Walls</li> </ul> <p>1.5 Renewal of Professional Learning Communities in Chinook</p> <ul style="list-style-type: none"> <li>• Continue with the PLC focus group</li> <li>• Pilot a variety of structures using the renewed PLC framework in schools with members of the focus group.</li> <li>• Provide Professional Development on the PLC framework to administrators and share the work of the pilot group</li> </ul>	August 2023- June 2024	<p>Chinook Assessment Committee:</p> <p><i>Lead Superintendent:</i></p> <ul style="list-style-type: none"> <li>• Courtney Lawrance</li> <li>• Curriculum Coordinators</li> <li>• Administrators</li> <li>• Teachers</li> </ul> <p><i>PLC Focus Team</i></p> <ul style="list-style-type: none"> <li>• Kathy Robson</li> <li>• Leanne Marchand/Denyne Fontaine</li> <li>• Teachers</li> <li>• Admin</li> </ul>	<p><i>Supporting Student Assessment in Saskatchewan</i> (Ministry Document – 2022)</p> <p>Keynote Speaker</p> <p>Literacy/ Math Resources</p> <p>Assessment Committee PLC Focus Group Committee</p> <p>Team Members Mileage Sub days</p>

## Student Transitions

<p>2. Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.</p>	<p>2.1 Develop an understanding of effective family engagement approaches.</p> <ul style="list-style-type: none"> <li>• Form a <i>Chinook Family Engagement Committee</i> to learn about effective strategies, attend provincial PD opportunities and guide the work in this area</li> <li>• Provide ideas and strategies and share success stories to SCC's at the SCC forum</li> <li>• PreK/K focus on effective family engagement strategies</li> </ul> <p>2.2 Utilize continuum/assessment developed by the provincial team</p>	<p>August 2023 – June 2024</p>	<p>Chinook Family Engagement Committee</p> <ul style="list-style-type: none"> <li>• <i>Lead Superintendents</i> <ul style="list-style-type: none"> <li>○ <i>Ang Hermanson</i></li> <li>○ <i>Kathy Robson</i></li> </ul> </li> <li>• Christie Schwartz</li> <li>• Teachers</li> <li>• Admin</li> <li>• Parents</li> </ul>	<p>Team Members Mileage Sub days</p> <p>Family Engagement Committee</p>
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## Mental Health and Well Being

<p>3. Enrich and enhance mental health and well-being capacity in students</p>	<p>3.1 Continue with Chinook Division mental health team to attend provincial PD opportunities and provide guidance on the implementation of mental health supports in schools.</p> <p>3.2 Examine and create a board policy that addresses diversity, equity and inclusion in our schools</p> <ul style="list-style-type: none"> <li>• Access an outside consultant to work with the board to create a policy</li> </ul>		<p>Chinook Mental Health Committee</p> <ul style="list-style-type: none"> <li>• <i>Lead Superintendent</i> <ul style="list-style-type: none"> <li>○ Courtney Lawrance</li> </ul> </li> <li>• Ken Slade</li> <li>• Benita Struik</li> <li>• Teachers</li> <li>• Admin</li> </ul> <p>Counsellors Board Consultant</p>	<p>Team Members Mileage Sub days</p> <p>Mental Health Committee</p>
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## Inspiring Success

4. Actualize the vision and goals of *Inspiring Success: PreK-12 FNMI Education Policy Framework*

- 4.1 Build background knowledge on the *Indigenous Education Responsibility Framework*
- Assess our division according to the rubric to get a baseline/current state
  - Create a Chinook Inspiring Success team that creates an implementation plan
  - Review the framework with administrators
  - Administrators assess their school's current state and to determine division goals

4.2 Build background knowledge in *Inspiring Success: PreK-12 First Nations and Metis Education Policy* and choose areas of focus in implementing the policy framework

Chinook Inspiring Success Committee

- Steve Michaluk
- Curtis Biem
- Teachers
- Admin
- Neekaneet Education Council

Administrators

FNMI Committee Team Members  
Mileage  
Sub days

*Inspiring Success: PreK-12 First Nations and Metis Education Policy Framework*

*Indigenous Education Responsibility Framework*