Financial Report to November 30, 2019
Sharie Sloman, Controller and Rod Quintin, CFO

Revenues: Overall year to date revenue of $20.76M is 25.3% of budget.

Expenditures: Year to date expenditures for most areas including Governance, Administration, Instructional and Transportation are closely aligned with budget planning. Plant Operation and Maintenance costs are cyclical in nature dependent on weather and maintenance activity.

Overall, the year-to-date expenditures of $23.07M are at 25.9% of budget.

The operating deficit is currently at $2.32M which is on track with the budgeted shortfall of $4.94M.

Technology Status Report
Rob Geiger, Manager of Information Systems

Vision: We create secure, safe, reliable, and easy-to-use Technology Information Systems that support the learning needs of students and staff.

Mission: We plan and deploy technology services and maintain Technology Information Systems by providing friendly support in a timely manner.

HARDWARE: CURRENT STATE

Laptops and Desktops

As per the Earn Your Own Laptop Program (LINC agreement), as of January 1, 2019 teachers own the laptops that were purchased for them by Chinook in 2014.

Approximately 75% of teachers chose to "donate" their laptops to Chinook with the understanding that they can continue to use them as they have in the past, remaining connected directly to our network. We are now in the process of updating all these devices to Windows 10.

New laptops have been purchased for CEC staff and Colony teachers. These have not arrived yet due to manufacturing delays, but are expected in February.

We still have a significant number of older PCs and laptops that schools use on a regular basis. These devices do not run Windows 10 well. As part of a pilot project we have begun installing

CloudReady, a version of ChromeOS that essentially turns the 14 year old computers into Chromebooks for $1 a student. The results have been promising.

Server Cluster Refresh

We upgraded our primary server cluster in February last year. The process did not go smoothly, unfortunately. After working with Lenovo support a technician was sent to replace some hardware in one of the new servers. We encountered additional problems after the hardware replacement, but after 2 firmware updates, our servers have been running stably for 3 months.

We purchased a new backup server that will be installed in February to replace our older server, which has reached its end of life. The support for this server became prohibitively costly this year and replacement was the best choice.

Phishing Attacks

Phishing attacks on school divisions have become common in the last two years, but in the last few months they've become very frequent in Chinook School Division. The best defense in this battle is education. We have started using KnowBe4 as a phishing education platform to help educate our staff by intentionally sending targeted phishing emails. These will be followed-up with education and/or intervention as well as additional phishing tests for those who are shown to be "high risk."

HARDWARE: FUTURE PLANS

Emergency Generators

We have started discussions to install wiring for emergency generators in SCCHS. Currently our highest IT risk is the lack of emergency generators. The planned electrical infrastructure upgrades at SCCHS has provided a necessity and an opportunity to install a backup generator solution. Without power at SCCHS we will lose all IT services in Chinook.

Future Hardware Purchasing Plans

Our current Chromebooks have a life expectancy of 4-6 years. This is typical and expected with technology.The best financial practice for technology infrastructure is to plan for hardware renewal every 5 years by budgeting every year so that the cost is regular and expected. We recommend this practice begins with the next budget because we will need to start refreshing student hardware (currently Chromebooks) in the 2021-22 school year. This will require a significant expenditure at that time.

NETWORK

We have had network bandwidth upgrades in 2017 at Shaunavon High School: 10 to 25 mb/s.

Provincial Education Plan
Kyle McIntyre, Director of Education

The Framework for a Provincial Education Plan (2020-2030) has been released by the Ministry of Education. In spring 2018, Minister of Education and Deputy Premier of Saskatchewan, Gordon S. Wyant, Q.C., directed the Ministry of Education to engage with education sector partners to co-construct a plan that would set the course for the future beyond 2020.

The planning partners included: the Federation of Sovereign Indigenous Nations (FSIN), the League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS), the Métis Nation-Saskatchewan (MN-S)1/Gabriel Dumont Institute (GDI), the Ministry of Education, the Office of the Treaty Commissioner (OTC), the Saskatchewan Association of School Business Officials (SASBO), the Saskatchewan School Boards Association (SSBA) and the Saskatchewan Teachers' Federation (STF).

The partners identified a need to work together in a new relationship to co-construct a plan that would provide a shared vision of the future beyond 2020.

The Planning Approach

The planning partners sought to ensure that all needs, requirements and challenges were taken into account in the development of the framework for the provincial education plan. Early in their work, they identified the need to engage a broad base of Saskatchewan residents. They also identified an interest in ensuring their work was grounded in other reviews and documents that have shaped the education system. The development of the framework was informed by a Provincial Education Summit on October 11 and 12, 2018; an online survey for students and non-students April 8 - May 10, 2019; in-person engagement sessions in spring 2019 by several partner organizations; and a review of foundational documents and analysis of key themes.

All of the engagement processes, as well as the review of the foundational documents were founded in the following four questions:

- What do students need to be prepared for their future life and learning?
- What gets in the way of students' learning and well-being?
- What is working well in Saskatchewan's schools?
- What needs to change in Saskatchewan's schools?

Common Findings

From the broad engagement of Saskatchewan people through the Summit, the survey and the in-person engagements, 11 common themes emerged. For each of these themes, participants and respondents identified what was working, what challenges exist and what opportunities might address these challenges. The themes include:

1. Skills and knowledge for future learning, life and participation in society
2. Pathways to graduation
3. Instruction
4. Safe and welcoming learning environments
5. Mental health and well-being
6. Honouring diversity
7. Technology
8. Connections between people and relationships between systems
9. Early learning
10. Education sector leadership and governance
11. Resources

Provincial Education Plan Framework
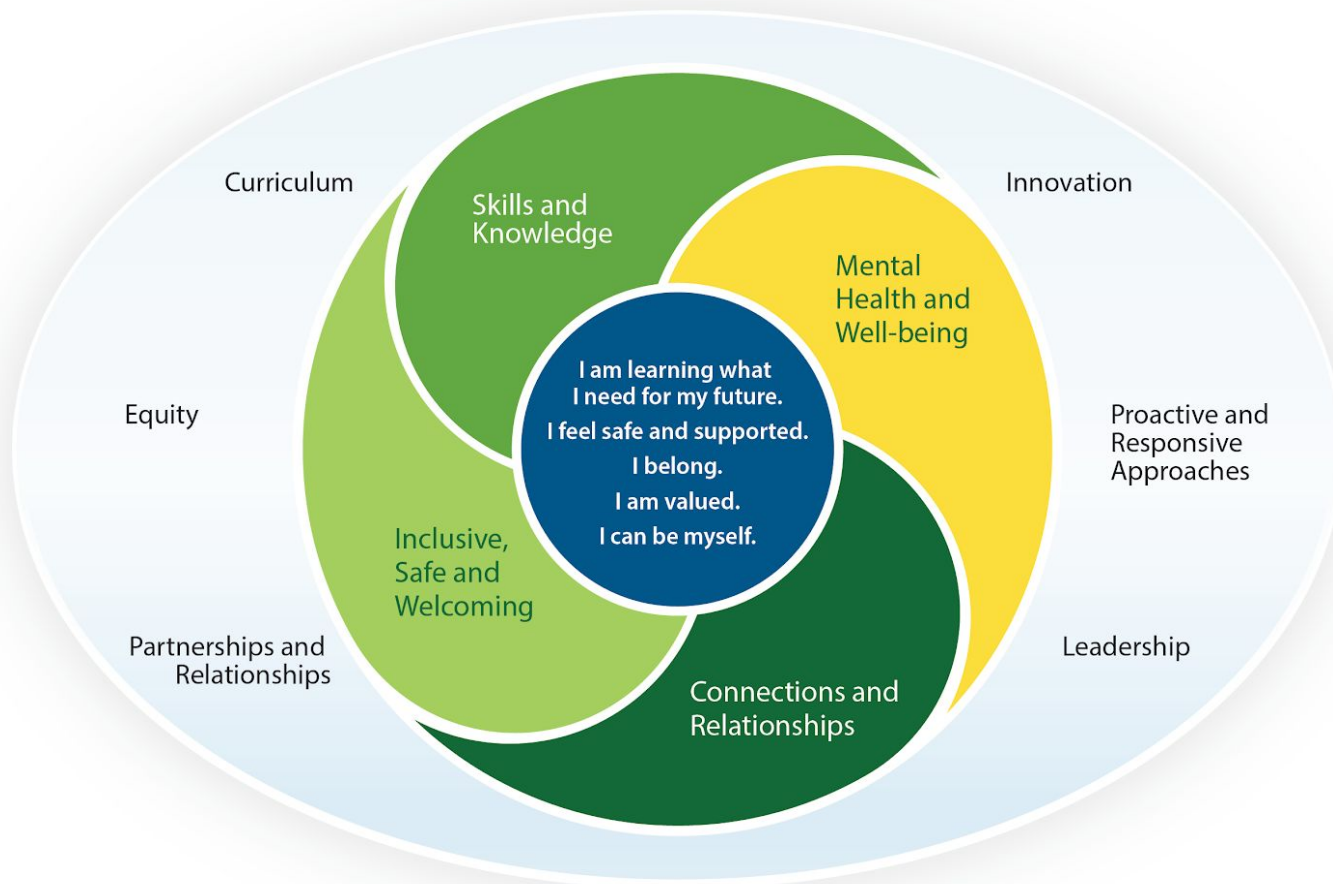
Pillars

The framework for the provincial education plan is grounded in four pillars:
- skills and knowledge for future learning, life and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,
- inclusive, safe and welcoming learning environments.

Goals

When considered from the student perspective, the pillars become the "I" statements that drive the goals of the education sector, with the pillar of connections and relationships throughout:

I am learning what I need for my future.
- Young children will be supported in their learning and development of essential literacies and abilities that prepare them for future learning.
- Students will demonstrate knowledge and understanding of the treaties and the worldviews and historical impact of First Nations, Métis and Inuit peoples.
- Saskatchewan graduates will be competent, well-educated citizens who are prepared to meet personal, local and global challenges today and in the future.

I feel safe and supported.
- Students and young children will learn and grow in safe and welcoming facilities and learning environments.
- Students will feel supported in their mental, physical, emotional and spiritual health and well-being.
- Students will feel supported in their learning by their families, communities, educators, school boards and other agencies.

I belong. I am valued. I can be myself.
- All students will be celebrated and acclaimed, able to be themselves and see themselves in their schools.
- Relationships among students and with staff will be respectful, recognizing and embracing the diverse experiences, cultures, backgrounds and identities of all.
- Students' voices will contribute to their own and others' learning experience.
- Students will experience positive transitions as they enter school, move among schools and prepare to leave school.

Strategies

To achieve these aspirational goals, the education sector partners will be guided by the following strategies:
1. Curriculum is responsive, relevant and student-centred.
2. Partnerships and trusting relationships are developed and nurtured.
3. Innovation is practiced throughout the education sector.
4. Equity guides the education sector.
5. Leadership is cultivated throughout the education sector.
6. Proactive and responsive strengths-based approaches are taken.

Next Steps

The above provides a high level framework for the provincial education plan. Next steps in developing the plan will involve working through the structures and processes outlined on the following pages to develop specific outcomes, measures and key actions that will bring the plan to life.

More information and background documents can be found on the Government of Saskatchewan website.