

Reopen Gull Lake School - Presentation



Gull Lake School Principal, Adele Kirwan and Vice Principal, Deb Steinley joined the Board Meeting via Google Meet and shared their experience reopening their school safely in the fall, along with a video that highlighted their COVID-19 journey and how daily life in school has stayed the same and how it is different.

They started taking pictures back in July and August when their school was transformed into a "Covid Safe" school, with infographics, posters, and stickers to help their families understand the virus better and the new expectations that came with going back to school.

Then as the year progressed, they started documenting and taking pictures of all the creative ways GLS staff was meeting the needs of the students - keeping learning fun, while being safe.



Gull Lake School families have been supportive, and the students have shown resilience and the ability to adapt to change in a way they didn't know was possible. Health, safety and wellness remains a top priority for Gull Lake School, and the school administration is very proud of the way everyone has handled themselves through this most unique year.

Transportation Status Report

Kevin Jones, Manager of Transportation and Facilities

An overview was provided including highlights in the areas of personnel, budget, route development and maintenance, fleet maintenance, new buses, bus operations and repairs, policies and communications, and future plans. The Transportation department aims to provide good customer service, while balancing parental expectations with efficiency and consistency in the application of the Transportation policy.

The 2019-20 Transportation Budget was \$10,177,487. Items that affect budget include salaries, fuel and oil prices, cost of repairs and maintenance.

- Rural buses drove an average of 24,891 kms per day in 2019-2020.
- Rural and urban buses transported 3,399 students daily in 2019-2020.

We are successful at maintaining our bus fleet at 10 years old or newer, currently at 6.8 years for the entire fleet.

By the middle of March 2019, the COVID-19 pandemic prompted the Government of Saskatchewan to close schools, this prevented the daily transportation services to Chinook schools to the end of June. During this time frame, planning and new procedures needed to be developed that followed the provincial guidelines and the Reopen Chinook plan. These new directives and procedures included disinfecting of surfaces and PPE for staff and students. Materials and supplies were procured during the remainder of the 2019-2020 school year. The drivers, mechanics and the transportation team did great work in ensuring transportation services were safe and ready for the students to return to school this past September. The Transportation department continues to look at efficiencies and ways of improving transportation for Chinook students.



The Transportation Department continues to utilize the [Transportation Request Form](#) to be completed by parents in order to receive services, as well as to ensure effective communication and the safety of the students. This form, as well as bussing updates and other information, can be accessed in the “Bus Information” banner on the Chinook website.

As we move forward, we will continue to follow the recommendations and guidelines from the provincial government and Saskatchewan Health Authority, and the Reopen Chinook plan. These measures will play an integral part in supporting our educational system.

The Transportation department would like to acknowledge the continued support from our Board, senior administration and schools for supporting the newly developed protocols to ensure the safety of Chinooks students and staff.

Reading, Writing and Math Status Report

Bob Vavra, Superintendent of Learning

Based on the Saskatchewan Education Sector Strategic Plan, the Chinook Board identified a goal: *By June 2021, 80% of students will be meeting or exceeding PLT expectations in reading, writing and math.*

In 2007, the Chinook Literacy and Math Committees began meeting to create plans for improving literacy and math results. These plans involved the creation of assessments to identify where students were at, intervention strategies for struggling students and a coaching model to improve teaching practices and tie it all together. These became the Chinook *Balanced Literacy* and *Math Momentum* initiatives.

In 2015, these initiatives were connected to the provincial Education Sector Strategic Plan (ESSP). The assessments and long range targets were merged within the provincial model.

June 2019 Results:

Reading: Overall 78.9% Meeting or Exceeding Expectations

Writing: Overall 79.1% Meeting or exceeding Expectations

Math: Overall 80.3% Meeting or Exceeding Expectations

Fall 2020 results are down 20% from last year at this time.

In literacy (reading and writing), the division is supporting new teachers through Mentorship Professional Development days and one-on-one coaching using the Chinook Balanced Literacy

model. New Language Arts teachers are supported through balanced literacy PD as well as planning and working with literacy coaches.

Division personnel are working with teachers in planning, monitoring and responding to results in literacy through assessments, as well as supporting schools in setting up Early Literacy plans for intervening with students who are not yet at grade level. We are visiting and observing in Hutterian schools with the division Hutterian Coach to better understand and support colony schools as well.

In math, math coaching is provided for new teachers through mentorship and using Chinook's Guided Math model. We are providing PD for teachers who are new to Guided Math and Math Intervention is also supported with a focus on K-2. Coaches provide support for new teachers and general math support for all teachers.

There have been significant reductions in the amount of PD, staff and resources for Literacy and Math since 2015. COVID-19 has presented several additional challenges with resources, as well as with maintaining the instructional practices and continued improvement in literacy and math results.

The Learning department has been able to quickly move supports and structures to support new needs caused by the pandemic. We have been able to implement new curricula in the areas of Financial Literacy and Robotics in most schools as well.

Moving forward and post-pandemic, Chinook will need to re-invest in professional development to support the needs of teachers and the division. There will continue to be an incorporation of key literacy and math practices, intervention. We will consider new staffing levels to support literacy and math intervention in schools and tailor our work with the Provincial Education Plan to meet the needs of Chinook schools.

Special Presentation: Supporting Schools During COVID-19

Chinook Learning Department: Curriculum and Student Services

Support



- 3 Curriculum Coordinators
- 3 Student Services Coordinators
- 2 Engagement Coaches
- 3 Literacy and Math Coaches
- 1 Hutterian Coach

12 people helping schools and teachers make the transition to remote learning.

The Chinook Learning Department provides support, professional development, best practices and resources for schools and teachers when they need to transition to remote learning. They also provide support for transitioning back to face-to-face learning.

Along with resources for supporting social-emotional needs, numerous guidelines and resources for each grade level are available on the *Chinook Teacher Supports for Learning* website, focusing on the areas of Literacy and Math. The parent support website, *Learning at Home*, contains mental health resources and links to various grade-appropriate learning resources and activities as well.

A Guided Tour



Parent Support Website

Resources for Parents and Caregivers

