

White Fox SCC Meeting Minutes October 1, 2024

Meeting Location - E-mail

Invitees - Graham Comfort, Jaime Fyfe, Monica Wismer, Heidi Rudy, Danielle Tatlow, Jamie Kearney and Kristie Long

Present - Monica Wismer, Heidi Rudy, Kristie Long, Danielle Tatlow, Jamie Kearney, Graham Comfort and Jaime Fyfe

Approval of Minutes - Monica approved the meeting minutes from May 27, 2024. Kristie seconded the motion. Approved

Treasurer's Report - Bank balance is \$633.03. The financial report was sent in on September 18, 2024.

School Report

I have attached a copy of the report to the end of the minutes.

Open Issues

None

New Business

Kristie made a motion that the School Improvement Plan be approved as presented. Jaime seconded the motion. Approved.

Jamie Kearney is joining the SCC this year.

Kristie made a motion that we should set out our positions for the year. Kristie agreed to remain President, Jaime agreed to remain Secretary, Monica and Dani agreed to share the Vice President position and Heidi will stay as Treasurer (until we hear different). Jaime seconded the motion. Approved

Dani made a motion to accept the School Fundraisers as presented this year. The fundraisers suggested are Wrapping Paper, Poinsettias and Co-op Gift Cards. Kristie seconded the motion. Approved

Kristie made a motion that we buy a few prizes for the School Bingo which will be held in November. Kristie picked up card games and board games totalling \$28.86. Jaime seconded the motion. Approved

Kristie made a motion that a Halloween Treat be purchased for the staff and students on October 31. Kristie found chips, chocolate bars and twizzlers for \$70.29 for 100 kids. Leftovers can be donated to the SRC Carnival. Jaime seconded the motion. Approved

Next meeting to be held November 25, 2024 @ 5:00pm

School Level Action Plan: White Fox

Administrator(s): Graham Comfort

Superintendent Supporting School: Randy Kerr

School Logo here	Vision: Mission:	EMPOWER INCLUDE CONNECT INNOVATE Vision: The NESD proudly works with families and community partners to create safe, inclusive, and responsive learning experiences for all. Mission: The NESD creates learning experiences with a focus on growth, achievement, and wellbeing for all students in North East Saskatchewan.	 Through alignment with the NESD strategic plan, this school plan supports the <i>Provincial Education Plan</i> long-term Action Priority Action Plans (Teaching and Learning, Student Transitions, Inspiring Success, Mental Health and Well-Being)
1. Where We Are: Current Situation 1.1.2. Family engagement – Family centric approaches - We have very high family engagement across the board. We are proud of this at White Fox School 1.2.1. Responsive instruction - We utilize RTI and Differentiated instruction to help improve students' results 1.2.2. Assessment practices - We use many different types of assessments so students can show teachers what they know in numerous ways. 1.2.3. Culturally appropriate instruction and assessment - Staff will continue on their learning journey with regards to FNMI Knowledge 1.3.1. Culture of personal growth and resiliency – Student Well-being will be a focus and we will use self-regulation processes to help our students. 3.2.2. Communication practices - We will use EDSBY and Facebook to communicate with stakeholder 3.3.3. Internal processes: RTI Sprints, OHS - RTI is working very well at White Fox School - Sprint work will be completed with more fidelity now that our staffing is more consistent - OH&S meetings will follow the new NESD Format	2. What Will Influence Our Actions: Effective Practices and Research 1.1.2. Student engagement – - We have very strong student engagement at White Fox school and we are proud of that fact 1.2.1. Responsive instruction - We will use RTI and differentiated instruction to help our diverse learners at White Fox. Teachers will meet with admin, the DET, teaching staff and professional staff from the division to best meet the needs of our students. 1.2.2. Assessment practices - Using the NESD Assessment Guide and the new Assessment timeline document, we will focus on providing timely feedback for students. Students will share key learnings on their Learning Story and portfolio. 1.2.3. Culturally appropriate instruction and assessment - Our lead FNMI teacher will support our staff during inservice times to promote FNMI culture and ways of knowing. 1.3.1. Culture of personal growth and resiliency – Student Well-being - Teachers will teach students self-regulation strategies 3.2.2. Communication practices - We will focus on assisting parents who struggle with EDSBY by helping them when they are in our school 3.3.3. Internal processes: RTI Sprints, OHS 3.3.3 Internal Processes: RTI Sprints, OHS - RTI – we will use our current process to continue to utilize RTI to meet the needs of all students. - Sprint work – shared goals that help us refine and assist in student engagement. Consistent Huddle meeting done with fidelity - OH & S – Quarterly meetings will take place following the NESD meeting agenda. All new members will take these levels online.	3. What Will Be Different? – Where Will We Focus? 1.1.2. Family engagement – Family centric approaches - Continuing to promote healthy trusting relationships between staff and families 1.2.1. Responsive instruction - We will try have students more involved in taking ownership of their education where possible. 1.2.2. Assessment practices - Teachers will make it a focus to make sure that more assessment events are entered into EDSBY, with 2 a month being mandatory. 1.2.3. Culturally appropriate instruction and assessment - All students will travel to Loveland and participate in FNMI teachings. 1.3.1. Culture of personal growth and resiliency – Student Well-being - Posters will be posted around the school notifying students of self-regulation strategies that will help them. 3.2.2. Communication practices - Students will reflect on their learning and share with parents. 3.3.3. Internal processes: RTI Sprints, OHS - RTI – We will help students take a bigger role in communicating with parents - Sprint work will be a focus this year since our small staff is more consistent and our shared goals more meaningful - OH & S will be done more consistently	

Date Last Updated: May 2, 2024

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4. Implementation, Evidence and Progress Monitoring

Division Objectives & Milestones	Division Steps/Deliverables	School Steps/Deliverables What are the key actions/deliverables that will be taken to achieve the milestones and lead to the achievement of the outcome?	Measure – Tool used to know actions make a difference Frequency – How often	Progress Monitoring	Timeframe Start Month/Year End Month/Year	Action Leads	Resources Required Team members, financial, materials	Key Risks & Responses: Key risks to completing the action plan/measure? Steps to reduce the probability/impact of risk?
1.1.2. Enhance parent and family engagement with a family-centric approach. d. Support families and communities in fostering well-being in classrooms and homes	ACTION - 1.1.2.d.(1) Support schools as they incorporate into their School Level Action Plans strategies for promoting well-being via self-reg with families and communities. ACTION - 1.1.2.d.(2) NESD will share resources with partner agencies (FRC's, OASIS, Marguerite Riel, KidsFirst, SCC's) ACTION - 1.1.2.d.(3) At admin meetings throughout the year, senior SS team will highlight components of self-reg & PBIS	ACTION - 1.1.2.d (1) – Use the new Self-regulations pamphlets to assist parents by distributing them to parents of students who need them. Put posters up in school regarding self regulation and well being. ACTION - 1.1.1.d (2) – Our school will have activities that bring our community into the school such as Open House, Bingo night, Christmas Concert, track and field year and concerts. ACTION - 1.1.1.d (3) – Admin will take self regulation work from admin council back to staff and present during meetings.	Measure: Students have self regulation strategies and attendance improves Target: At risk students and families supported and feel welcome in our school Frequency: Ongoing throughout the year by using welcoming activities and RTI to keep families informed of their students well being.	Jan. 20-24 June 2-6	Sept 2024 June 2024	All staff	• Money for welcome BBQ. • Community donations for Bingo prizes • EDSBY communication and RTI work • Self regulation materials from NESD	1 Risk – Parents still do not feel welcome at our school 1 Response – focus on building relationships with all families 2 Risk – self regulation strategies not tried by families 2 Response – Continue to give them the tools to work with their students 3 Risk- Staff too busy for self regulation work 3 Response – Issue not a concern due to buy in from staff in this regard.
1.2.1 Enhance Learning opportunities through responsive instruction. a Enhance elementary and middle years Math instruction and response	ACTION - 1.2.1.a (1) Gr. 4-8 Math Leads will receive four 12-day virtual Balance Math PD sessions; participate in a cycle 2 or 3 division Math Lead sprint, and share learnings with colleagues in collaboration with administrator/coordinator. ACTION - 1.2.1.a (2) K-3 Math Leads will model balanced math instruction using the "Thinking Classroom" approach and MathUP resources by inviting colleagues to observe math lessons in their classrooms. Additionally, Lead Teacher activities may include coaching, planning, and sharing resources. To support these efforts, the equivalent of one day of centrally funded collegial planning is available.	ACTION - 1.2.1.a (1) – Math leads will bring back virtual balance math back to our staff during SIP days and staff meetings. ACTION - 1.2.1.a (2) – Use collegial time to have math leads assist in classrooms to share their expertise.	Measure: We see gains in student outcomes in math during the school year Target: Students who struggle learning math in a "traditional" manner Frequency: We will track progress during our monthly EDSBY checks.	Jan. 20-24 June 2-6	Sept 2024 June 2025	Franks and Comfort	• Balanced Math Reflection Guide.docx • PD Catalogue • Curriculum Support Documents, • MathUP • Manipulatives (Polypad) • Sub coverage	1 Risk – Teachers don't have resources and time to implement new strategies 1 Response – Use collegial planning time and coteaching to help math teachers

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School Name

Division Objectives & Milestones	Division Steps/Deliverables	School Steps/Deliverables What are the key actions/deliverables that will be taken to achieve the milestones and lead to the achievement of the outcome?	Measure + Tool used to know actions make a difference Target + SMART or visible Frequency + How often	Progress Monitoring	Timeframe Completing the Deliverables		Action Leads	Resources Required Human resources, Financial resources, etc.	Key Risks & Responses: Any risks to completing the action or achieving the outcome? Steps to reduce the probability, impact of risks
					Start Month/Year	End Month/Year			
1.2.2 Advance effective student assessment practices. a Refine and enrich classroom assessment practices	ACTION - 1.2.2.a (1) Create required PD modules to be implemented by Assessment Leads (AL) and Admin. at assigned 24-25 SIP days and/or Staff Meeting (SM). • Module 1(Aug29 or 30): My NESD Classroom • Module 2(Aug29 or 30): Reflecting on our Assessment Practices • Module 3(SM or Nov.18) - Outcome-based Success Criteria ACTION - 1.2.2.a (2) Coordinator support of the implementation/refinement of School-Based Assessment Plans.	ACTION - 1.2.2.a (1) – Present modules 1, 2 and 3 in first SIP days of the year in August and November ACTION - 1.2.2.a (2) – Use the NESD teacher assessment guide to assist teachers in planning their assessment for the year.	Measure: Teacher gradebooks monitored Target: two assessments events in every class per month Frequency: Monthly gradebook check ins	Jan. 20-24	Sept 2024	June 2025	Comfort and Dabek	- Module 1(Aug 29 or 30): My NESD Classroom – 45 min - Module 2(Aug29 or 30): Reflecting on our Assessment Practices-2 hours. - Module 3(SM or Nov.18) - Outcome-based Success Criteria - Assessment & Evaluation Handbook	1 Risk – No issues with action 1. Staff is embracing this initiative regarding formative assessment 1 Response – change focus and provide assistance if this changes 2 Risk – teacher time is a huge issue when considering all of the expectations of the assessment document for teachers. Split classes and numerous curriculums are an issue 2 Response – Assist teachers in time management and noting the various methods the assessment can take.
				June 2-6					
1.2.2 Advance effective student assessment practices. b Students will be engaged in self-assessment and digital documentation.	ACTION - 1.2.2.b (1) Support schools (Administrators and Assessment Leads) in the refinement of reflective digital documentation, which includes teachers to support one student reflective digital documentation opportunity in "two" subjects' areas per semester (Term 1/2 & Term 3/4).	ACTION - 1.2.2.b – Teachers will input at least 2 reflective digital documents into EDSBY capture or the learning story in two classes per semester.	Measure: 2 reflective digital events per semester in 2 classes Target: Utilize Edsby capture or learning story for reflection Frequency: PD at SIP day to help educate teachers on how to upload to both tools	Jan. 20-24	Sept 2024	June 2025	Comfort and Dabek	NESD Assessment HUB	1 Risk – lack of technology prohibitive to allowing students to enter reflective pieces 1 Response – Organize and schedule use of iPads and sharing of teacher iPads so reflective events can be recorded.
				June 2-6					
1.2.3 Enhance culturally appropriate instruction and assessment that foster improved educational	ACTION - 1.2.3.a. (1) Support schools to access local Elders/Knowledge Keepers willing to share FNM knowledge and experience.	ACTION - 1.3.1.a. (1) – Staff will continue on their learning journey with regards to FNM knowledge and reconciliation. We will use knowledge from Penny Mohr and our First Nations school representative to help our teachers.	Measure: Our teachers are accessing FNMI teachings and accessing school and division personnel that can assist them. Classes go to Loveland.	Jan. 20-24	Sept 2024	June 2025	McBain and Comfort	- Love Land - Kóhkom's Gathering - Ministry of Education Policy and Protocols to Engage FNM	1 Risk – teachers don't know how to best incorporate FNMI in their classrooms 1 Response – Continued education during SIP da

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					Start Month/Year	End Month/Year			
opportunities and outcomes a Instruction and assessment reflect both SK Curriculum and local knowledge and experience		Classes attend Loveland for FNMI teachings.	Target: All students participate in meaningful FNMI curricular outcomes Frequency: present in all classes	June 2-6				Elders, Traditional Knowledge Keepers and Elders' Helpers • Treaty Essential Learnings	
1.3.1 Cultivate a culture of personal growth and resiliency. a Enhance the well-being of students in Pre-K-12 classrooms	ACTION - 1.3.1.a. (1) Support administrators with incorporating into their SLAPs strategies for developing adult and student self-reg capacity for their schools (all grades, all subjects, all environments). ACTION - 1.3.1.a. (2) Support administrators with embedding self-reg approach into their school PBIS work (behavior matrices; Discipline Response Guides et al) ACTION - 1.3.1.a. (3) SS Advisory Cohort to update self-reg toolkit.	ACTION - 1.3.1.a (1) - Utilize all of the expertise on staff to do small PD sessions during SIP days and staff meetings to educate staff on self-reg strategies. ACTION - 1.3.1.a (2) - Update the schools PBIS for our school with a self regulation information.	Measure: students know self regulations strategies to help them Target: students who struggle with self regulation. Younger classes that need self reg times to calm before instruction Frequency: Daily	Jan. 20-24 June 2-6	Sept 2024	June 2025	Dabek Comfort	• NESD Self Reg Toolkit and Family Resources • NESD Self Reg Guide for Families and Caregivers	1 Risk - Students don't respond to self reg strategies 1 Response - try differing approaches and trick 2 Risk - Teachers fail to know have the background knowledge in self-reg 2 Response - Instruction at SIP days and staff meeting my staff experts
3.2.2 Strengthen communication methods and practices within and outside the NESD. a Design, develop and execute a communication strategy to advance the NESD.	ACTION - 3.2.2.a Engage division communications team and student communicators to support communication, process, resources, and in-time media for the Divisions and Schools.	ACTION - 3.2.2.a - Family engagement made a priority through enhanced communication in EDSBY. Teachers will use NESD assessment guidelines to ensure updated formative and summative assessments in their EDSBY as well as having their students make reflections in two subjects twice a semester.	Measure: gradebook checks by admin Target: All teachers Frequency: monthly	Jan. 20-24 June 2-6	Sept 2024	June 2024		• Edsby	1 Risk - very high assessment expectations for teachers of split grades with numerous curriculums 1 Response - use modules 1, 2, and 3 to help teachers understand the many forms assessment can take and how small formative assessment events can have huge impacts on learning 2 Risk - Parents do not know how to use EDSBY 2 Response - use our open house, student led conferences and other communication tools to assist families in getting comfortable with using EDSBY

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School Name

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					Start Month/Year	End Month/Year			
3.3.3 Prioritize and improve high impact, internal processes. a Support schools so that Response to Instruction (RTI) is embedded	ACTION - 3.3.3.a Have Admin self-assess RTI process using Quality Indicator Checklist and discuss with assigned Superintendent	ACTION - 3.3.3.a(1) - Mr. Comfort will have Bi-weekly meetings with each teacher regarding the status of students involved in RTI. Mr. Comfort will use the Task 'feature on Our students to make sure teacher have all Success Plans and goals updated.	Measure: all Success plans and goals are updated Target: all RTI students Frequency: every two weeks	Jan. 20-24 June 2-6	Sept 2024	June 2025	Mr. Comfort		1 Risk - 1 Response -
3.3.3 Prioritize and improve high impact, internal processes. b Support schools to utilize sprints as foundational to professional growth.	ACTION - 3.3.3.b(1) Support the SLT in providing targeted assistance for collecting and using evidence at the school level to inform sprint goals, and at the classroom level to refine goal setting and enhance teacher responsiveness. ACTION - 3.3.3.b(2) Enable the SLT to lead and model the use of mediational conversations so that all teachers adopt them in their professional dialogues. ACTION - 3.3.3.b(3) Celebrate and share Innovation Sprint Impact within the school and across the division.	ACTION - 3.3.3.b(1) - Goals created by SLT teams will focus on assessment and communication for this year when possible. ACTION - 3.3.3.b(2) - SLT teams will practice mediational conversations with their Huddle groups ACTION - 3.3.3.b(3) - Celebrate our focus on parent communication and use Facebook and the School's website and EDSBY to promote successes.	Measure: SLT groups are functioning well and providing the information and supports that teachers need Target: Huddle groups and all teachers working in collaboration. Frequency: weekly Huddle meetings and recording Huddle results 3 times per cycle	Jan. 20-24 June 2-6	Sept 2024	June 2025	All teachers • SLT mentors • Our students		1 Risk - time during the week with a small staff with amount of supervision and looking after "unforeseen" circumstances and time away during huddle times to meet Division leadership expectations such as "math lead and FNMI lead" etc. 1 Response - reschedule Huddle meetings whenever possible or communicate via other means to make sure Huddles are done with fidelity 2 Risk - struggle to have meaningful effective Huddle conversations 2 Response - use the set of Huddle norms set out during first SIP days 3 Risk - parents do not have access or do not know how to use EDSBY 3 Response - educate them during any opportunity that they are in the school like Education week, bagel and a book, or student led conferences.
3.3.3 Prioritize and improve high impact, internal processes.	ACTION - 3.3.3.d Develop, communicate, and support a 3-year plan designed to provide consistency and	ACTION - 3.3.3.d - Quarterly meetings scheduled and all members of the OH & S committee have the proper certifications.	Measure: Meetings take place and all issues are looked into	Jan. 20-24	Sept 2024	June 2025	Graham	• Online certification • NESD resources	1 Risk - none foreseen 1 Response - none

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School Name

White Fox School

P.O. Box 250, White Fox, Sask

S0J 3B0

Principal: Graham Comfort

Fax: (306) 276-5799

Phone: (306) 276-2140



May 2024 SCC Meeting Admin Report

1. Staffing and Class Sizes:

K/1 - Mrs. Grandfield/Mrs. Diamond	(k- 8 + gr. 1: 6 = 14)
2/3 - Mrs. Franks	(gr. 2: 8 + gr. 3: 3 = 11)
4/5 - Mrs. Dabek	(gr. 4: 11 + gr. 5: 11 = 22)
6/7 - Mrs. Scheidl	(gr. 6: 11 + gr. 7: 12 = 23)
8/9 - Comfort/Hayes	(gr. 8: 8 + gr. 9: 13 = 21)
	92 total

- Staffing - Tansley Hayes in for Mrs. Fehr for the year. Mrs Dabek will be going on leave at Christmas.
 - Mr. Comfort will be retiring in June of 2025.
- Student numbers look positive.
- School Upgrades: Looking at changing the science lab into a more useable space since it is not utilized a great deal as a science lab. Making it more of a soft landing room for students who need time or need extra help.
- Monthly Report: Very busy month at the school
 - Open house was a success. Many parents were out and we cooked almost 200 burgers.
 - Terry Fox walk was a success
 - We have had a very busy, yet successful start to the year. It has been very good.
- Extra-curricular activities:
 - Volleyball has started and both boys and girls teams are strong. Every grade 8/9 boy plays as well as numerous 7's and some 6's practice as well. Mrs. Diamond, Mrs. Scheidl and Ms. French are coaching the boys. Mr. Comfort coaching the girls. We have 10 girls. Mrs. Grandfield is coaching cross country and we have students from grade 4 to 7 participating.
 - Boys got new volleyball uniforms this fall that will be used for basketball uniforms as well.

7. After School Program - The Fox Cubs Community Day Care is using the Kindergarten playroom in the school every school day afterschool. This is temporary until their new facility has been built. Arrangement working well.
8. School Level Action Plans - I will attach a copy of these plans for your perusal.
9. Fundraisers to approve
 - a. Gift Wrap - was well received last year and very easy
 - b. Poinsettia's for Christmas again
 - c. CO-OP gift cards in the spring. Hopefully...

10. Upcoming events:

- a. Oct 2 - Junior Girls host volleyball in White Fox.
- b. Oct 3 - Boys off to Nipawin for volleyball
- c. Oct 4 - School Picture Day
- d. Oct 4 & 5 - girls volleyball tourney in Wadena
- e. Oct 7 - Grade 8/9 field trip to Loveland
- f. Oct 9 - Girls to Naicam for volleyball
- g. Oct 10 - boys league volleyball in Nipawin
- h. Oct 11 - First White Fox Day off
- i. Oct 15th - Girls league volleyball in Nipawin
- j. Oct 16th - boys Pod playoffs in Carrot River
- k. Oct 21 & 22 - Student Led Conferences both nights
- l. Oct 23 - Girls POD playoff in Nipawin
- m. Oct 25 - Hot Dog Sale
- n. Oct 26 - Girls volleyball tournament in Porcupine Plain
- o. Oct 31 - Halloween Parade
- p. Nov 25 - 29 Education Week "Education is a Journey"
 - Bingo Night, bagel and book etc...
- q. Dec 18 - Christmas Concert
- r. Dec 20 - Christmas Store

11. Other Items...

12. Meeting Dates:

Next Meetings:

November 25th 5:00 pm
 January 27th - 5:00 pm (email meeting)
 March 31st - 5:00 pm
 May 19th - 5:00 pm