



ROLLING RIVER SCHOOL DIVISION ACTION PLAN

Superintendent's Report to
Rolling River School Division Board of Trustees

2019 – 2020

Vision

Citizens who enrich our world.

Mission

Rolling River School Division, in partnership with parents and community, provides a quality education, within a safe and caring learning environment, encouraging personal excellence, with dignity and respect for all. Rolling River School Division commits to graduating students who have the knowledge, skills and values that empower them to contribute positively and meaningfully in an ever changing local and global community.

Beliefs

We believe:

- All students have the ability to learn and achieve success.
- All students are unique and learn in different ways.
- All students are valued for their individual gifts, talents and diversity.
- All students can conduct themselves in an ethical manner.
- All students can positively influence their world.

Division Educational Priorities

1. Mental Health & Well Being
2. Cultural Proficiency
3. Literacy
4. Numeracy

ROLLING RIVER SCHOOL DIVISION ACTION PLAN

2019 – 2020

Trimester Report

ROLLING RIVER SCHOOL DIVISION BOARD OF TRUSTEES

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Print Colour: **First Progress Report** **Second Progress Report** **Final Progress Report**

ROLLING RIVER SCHOOL DIVISION ACTION PLAN – 2019-2020 TO 2020-2021

Goal / Initiative <i>(What specifically are you trying to improve/achieve to move the priority forward?)</i>	Team Leaders <i>(Who will lead the initiative)</i>	Strategies / Activities <i>(What actions will you take?)</i>	Trimester Progress Reports <i>(Evidence of progress to date)</i>	Indicators of Progress <i>(What evidence exists that the goal/initiative is being met?)</i>	Target for Completion <i>(When is the initiative expected to be completed)</i>
<p>Governance Goal #1: Ensure effective governance through effective and positive Board and Superintendent relations.</p>	<p>Superintendent, RRSD Trustees</p>	<ul style="list-style-type: none"> • Develop and communicate a meeting schedule for 2019-2020 Board meetings, policy review meetings, committee and budget meetings. • Develop communication processes with the Board Chairperson to review eg. meeting agendas, meeting attendance. • Prepare and/or arrange for delegations to keep Board members informed of initiatives and programs related to RRSD strategic priorities. • Review and develop policies that align with legislative requirements, RRSD vision and mission and support the attainment of RRSD Strategic Plan goals. • Board Evaluation and Superintendent Performance Appraisal to be developed and implemented with ROAR Consulting. 	<ul style="list-style-type: none"> • Completed-Electronic distribution to Board August 2019. • Completed – September 2019 with the Board Chair. • Completed - RRSD Continuous Improvement Report submitted to MET end of October. • Completed – November 5, 2019 Report on RRSD Strategic Plan progress and Celebrations for Board and RREAL Team. • Screen time project presentation to Board of Trustees by Lisa Martin. • Completed policy meetings- September 25 and October 23, policies & regulations reaffirmed, revised, and new policies developed: • Acceptable Employee Use of Technology and Electronic Communication • Acceptable Student Use of Technology and Electronic Communication • Early Childhood Educator • Employee Use of Social Media • Attendance policy forwarded to the Manitoba Education for feedback. • Attendance Policy: Focus and priority is COVID 19 planning • Draft tools developed by ROAR consulting and distributed to Board and Superintendent for preview for meeting scheduled for December 4, 2019. • Data Collection and meetings completed for Board and Superintendent Evaluation 	<ul style="list-style-type: none"> • 2019-2020 meeting schedule provided to Board. • Routine schedule is developed by the Superintendent and Board Chairperson to review Board meeting agendas. • RRSD Strategic Plan and MET Continuous Improvement Report submitted to Manitoba Education. • Completed Tuesday February 5th • Forwarded January 28, 20 • Completed Friday February 7, 2020 	<p>August 2019</p> <p>September 2019</p> <p>October 2019</p> <p>June 2020</p> <p>June 2020</p> <p>Ongoing 20-21</p>

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			<ul style="list-style-type: none"> • Wednesday May 27: Superintendent Evaluation shared by R. Seidler Consultant, C. Erickson Board Chairperson and D. Green Vice Chairperson. • Wednesday May 27 Board Evaluation shared with the Board • June 10 Board planning to establish Board Governance priorities and action plan from Board evaluation for 2020-2021. • June 10 Superintendent Evaluation and professional Growth plan 	<ul style="list-style-type: none"> • Meetings completed Growth Plans established for 2020-2021 for the Board and the Superintendent. 	<p>June 2020 - completed</p>
<p>Governance Goal #2: Community Engagement Continued commitment to engage and work with schools, parents, families, and communities in an effort to support and increase student achievement.</p>	<p>Superintendent, RRSD Trustees</p>	<ul style="list-style-type: none"> • Maintain a visible presence in schools and classrooms and at extracurricular events. • Build upon/enhance existing strategies for community/parental engagement identified in the strategic plan. • Review and upload information on RRSD website as required to ensure it is current. • Continue to use the RRSD website, and social media outlets as a means of ongoing communication, and community outreach. • Attend pertinent meetings/invitations conducted by key organizations. • Use media and school messenger to report significant school division events. 	<ul style="list-style-type: none"> • Completed Monthly - Superintendent's Activity Report provided to Board. • Completed – September 2019, a letter sent to all PAC's that Superintendent and board available to attend PAC meetings • Completed and ongoing - Attendance Facts uploaded on RRSD website. • Completed - Fact sheet developed on importance of school attendance and distributed to families. • Complete – MY Blueprint uploaded. An education planning resource that helps students discover their learning and personality styles, interests, and motivational factors. This program is used by students to plan their future. • Ongoing as invitations come forth and significant events occur. • RRFN, RRSD, BU, Erickson Schools Education meeting • RRFN, RRSD, BU, Erickson Schools Education meeting • COVID 19 communications: <ul style="list-style-type: none"> ▪ To the RRSD Community to inform of plans build trust, coordinate, and reassure for the purpose of planning, and safety. (Communication mechanisms include memos, website posting, video recording, school messenger). ▪ Routine multi sectoral collaboration (Education, MSBA, MASS, RREAL Team, Health) for sharing new information and forward planning. 	<ul style="list-style-type: none"> • Superintendent's log is maintained and reported to Board monthly that identifies school visits, community engagement, and PD related activities. • RRSD Strategic Plan and MET Continuous Improvement Report posted on websites • Press releases, news clips, • February 13, 2020 • May 28, 2020 • March 6 to June 30, 2020 	<p>Ongoing</p> <p>Ongoing 20-21 Ongoing 20-21</p>

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Governance Goal #3: Board Professional Development: Develop a PD plan for 2019-2020 based on feedback provided by the Board through the PD survey completed in 2018-2019.	Superintendent, RRSD Trustees	<ul style="list-style-type: none"> A PD schedule with related learning opportunities will be developed with the Board on September 11, 2019. Actively encourage Board development buy communicating PD opportunities. 	<ul style="list-style-type: none"> Completed – September 11, 2019 Board PD with Janis Arnold Follow-up: webinars on E2G model provided at beginning of policy meetings. March 25 PD (K to 12 Review follow-up) and May 27 PD (Nurturing Governance Capacity) arranged and confirmed with Janis Arnold and Board Chair. Information shared with the Board on February 5. 	<ul style="list-style-type: none"> PD opportunities occur on the following dates: <ul style="list-style-type: none"> September 11, 2019 March 25, 2020 May 27, 2020 	
Education Leadership 2019-2020: The goal for 2019-2020 is to maintain focus on student well being and achievement of goals established in the 2016-2021 RRSD Strategic Plan in the following 4 priority areas: <ol style="list-style-type: none"> Mental health and Well Being Cultural Proficiency Literacy Numeracy 	M. Ploshynsky	<ul style="list-style-type: none"> Review and analyze data that will facilitate subsequent planning for continuing improvement of student achievement at the school and school division level in the 4 priority areas. 	<ul style="list-style-type: none"> Completed - At the commencement of the school year, data will be provided to each school principal to inform their 2018-19 successes and provide baseline going forward to inform school planning. Completed – School visits/meetings for alignment of actions and monitoring of progress toward RRSD 4 priorities in months of January and February. COVID 19 planning became a priority and PD opportunities cancelled for March 25 and May 27, 2020. 	<ul style="list-style-type: none"> Prepare and submit to the board a report on student achievement for the previous school year. Prepare and submit the RRSD Annual Report on Continuous Improvement to Manitoba Education and Training and share with the Board. All schools provided evidence of their work and accomplishments in the 4 priority areas. 	Ongoing Jan 23, 28, 29, Feb 7, 24 Deferred and ongoing 20-21
Priority #1: Mental Health and Well Being The goal is to adopt and maintain the RTI/PBIS framework to identify strategies related to mental health and emotional well being, school safety, security, and climate.		<ul style="list-style-type: none"> Schools will continue to adopt and expand the PAX program to ensure the development of a safe and orderly environment that supports cooperation, collaboration and student engagement in all schools. Continue to engage in further research and work with staff to expand on consistent implementation of PAX and positive behavioral interventions within a Positive Behavior Intervention Systems model (PBIS- 3 tier model). 	<ul style="list-style-type: none"> Completed – October 24 and 25, 2019. PAX Booster scheduled for February 2019 March 8,9 10 PAX induction/sustainability provided by HCMO. 	<ul style="list-style-type: none"> In partnership with Healthy Child Manitoba provide PAX professional development to new school staff and those requiring a “refresher” in 2019-2020 school year. Provide PAX Café’s through the year to support program implementation. 	Ongoing June 2020

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		<ul style="list-style-type: none"> • Provide PD for all RRSD teaching and support staff on Trauma informed teaching practices. • Review and implement the RRSD school Emergency Response Manual for each school campus. • Ensure that safety drills are conducted with fidelity in each school and that all staff and students are prepared to respond appropriately in emergency situations. • Review and implement the RRSD Code of conduct at each school campus and distribute the Code of Conduct manual to new students/families. • RTI Tier 1, 2, 3, integrated into the IEP framework. 	<ul style="list-style-type: none"> • Completed Tuesday September 3, 2019 • Completed – schedule of drills provided to RRSD schools for 2019-2020 school year. • Ongoing • Darrin Thomas, MSBA risk management consultant provided training to all principals on shelter and place during WSH training. • School visits to determine if drills and procedures in Emergency plan are being completed, followed and identify any challenges. • Completed - Code of Conduct books ordered and distributed in September. • Continue to implementation: <ul style="list-style-type: none"> ▪ Safe and Caring School policy and procedures ▪ RRSD Code of Conduct by all stakeholders • COVID-19 Mental Health and Wellbeing Planning <ul style="list-style-type: none"> ▪ Response and preparedness for mental health and sanitary measures ▪ Preparedness and awareness of teachers families and students to return to school ▪ Responding and communicating information when it becomes available ▪ Implementing Public Health orders ▪ Paying attention to needs and responding to vulnerable students 	<ul style="list-style-type: none"> • Provide schools a schedule of drills to be conducted through the school year and submitted to superintendents office at year end- June. • December 10, 2019 • Visits occurred January 23, 28, 29 and February 7, 2020 • Conversations with Stakeholders (staff, parents, students) are grounded in the policies. • Ongoing communication to include emails, letters, website, video recordings, phone calls 	<p>September 2019</p> <p>June 2020</p> <p>September 2019</p> <p>Ongoing</p> <p>June 2020 and ongoing</p>

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			<ul style="list-style-type: none"> ▪ Researching approaches, practices and initiating planning for school in the fall 		
<p>Priority #2: Cultural Proficiency By June 2021, all schools will report progress toward cultural proficiency in the five elements of a culturally responsive curriculum.</p>	M. Ploshynsky	<ul style="list-style-type: none"> • FNMI content, perspectives and ways of knowing integrated into curriculum. • PD opportunities provided for teachers. • Lesson Plans created by RRSD teachers that incorporate aboriginal content are posted on the RRSD site for teachers. • Maintain a visual data wall that documents integration of FNMI content /activities into curriculum on all campuses. 	<ul style="list-style-type: none"> • In the five elements of a culturally responsive curriculum, all schools report progress toward the goal of cultural proficiency. • 2019-2020 mRLC PD – Staff participation in “Truth and Reconciliation, Moving to Action. • Continue to provide professional development for teaching staff to improve their commitment and capacity to integrate FNMI ways of knowing. • See link: https://portal.rrsd.mb.ca/RESOURCES/lessonplans/culturalproficiency/Pages/default.aspx • Completed – Semester 1 distance education course offering across the division “Current Topics in First Nations”. • Visual data shared on November 5 Strategic Planning and Celebration day. Ongoing. <ul style="list-style-type: none"> ▪ Ongoing - infusion of Indigenous perspectives, historical truths, and contributions to society. ▪ During COVID 19 alternative delivery methods and pedagogy for infusion of indigenous perspectives, historical truths and contributions to society ▪ Promoting use of literature by Indigenous authors 	<ul style="list-style-type: none"> • Tell Them From Me survey data indicates a welcoming school environment. • Tell Them From Me student responses indicate they are being taught aboriginal content and ways of knowing. • Responses on the Cultural Proficiency Rubric progress from the left to the right column which indicates growth in providing a culturally proficient curriculum from the previous year. 	Ongoing Ongoing Ongoing
<p>Priority #3: Literacy Goal: Student Performance By June 2020, 85% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in all core content areas.</p>	M. Ploshynsky	<ul style="list-style-type: none"> • RRSD students will be able to read for meaning, across the curriculum content areas with an emphasis on: <ul style="list-style-type: none"> ▪ Understanding and interpreting key ideas and messages. ▪ Responding critically to a variety of texts/information sources. ▪ Choosing language to identify a point of view. ▪ Using conventions and resources to proofread and make meaning clear. 	<ul style="list-style-type: none"> • Completed in September/October 2019 -Triangulation of RRSD Provincial data and RRSD Report Card Data that shows similar trends in the right direction of student performance through the grades. • RRSD report card data trends indicate steady improvement over the past 3 years. 	<ul style="list-style-type: none"> • Manitoba Report Card Data and Provincial Literacy Assessments indicate progress in student achievement. • Development of a division wide professional development calendar to support teachers in the priorities and where gaps exist. • Professional Learning Community (PLC) plans. • Observational data 	Ongoing

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		<ul style="list-style-type: none"> ▪ Assessment tasks are aligned with the curriculum. • Timely and tiered interventions, supported by a team approach, respond to individual student learning needs. • Collect and analyse the following 2018 -19 data: <ul style="list-style-type: none"> ▪ Report card data in ELA, Science and Social Studies. ▪ Provincial standards tests reports/results. • Complete and communicate a 2018-19 year end review of student achievement that confirms student progress in relation to Strategic Plan goals. Document the achievement in the Manitoba Education Continuous Improvement Report and share with stakeholders. • Determine next steps to sustain success and make adjustments and revisions in the plan where needed to support teachers and students. • Provide professional learning experiences where gaps exist. • Routine review and monitoring of data provided by the classroom will concentrate everyone’s attention on supporting student achievement and foster professional collaboration and collective accountability for those students requiring targeted supports using PLC’s and Learning Sprints. 	<ul style="list-style-type: none"> • Identified and reviewed the RTI Pyramid of Interventions and continuum of supports for Literacy • Refer to RRSd Strategic Plan Appendix C • https://www.rrsd.mb.ca/UserFiles/Servers/Server_69019/File/Division/Documents/RRSD%20Five%20Year%20Strategic%20Plan%20Priorities%202016-2021%20-%20Nov%205%202018.pdf • October 28 and 29 Cohort B participated in Professional Learning Communities/Learning Sprints which enable each educator to clarify what all students must know and be able to do as a result of a unit of instruction. • Cohort C to be trained in Learning Sprints PD on March 9 and 10th, 2020 • Continue with Learning Sprints – Professional Learning Communities (PLC’s) focused on student learning in Literacy. • Cohort C to be established for Learning Sprint PD in March 2019. • COVID 19 Pedagogical Preparedness for Remote Learning: <ul style="list-style-type: none"> ▪ Implementing the Limited School Use guidelines ▪ Transition planning and Recovery learning for the fall 	<ul style="list-style-type: none"> • Walkthrough tool • Teacher analysis of student achievement data. • Establish cohort B to participate in Learning Sprints PD. • Paper pencil packages provided to students. • Virtual learning lessons delivered. 	<p style="text-align: center;">June 2020</p>

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			<ul style="list-style-type: none"> ▪ Provide students with an educational offer to come to school to facilitate their education as far as possible 	<ul style="list-style-type: none"> • Communicate student status to parents and an invitation to come to school. • Report cards completed with recovery learning plans in literacy if required. 	
<p>Priority #4: Numeracy Goal: Student Performance By June 2020, 85% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in Mathematics strands (Number Sense, Patterns and Relations, Shape and Space, and Statistics and Probability) in all grades.</p>		<ul style="list-style-type: none"> • Assessment tasks are aligned with the curriculum. • Timely and tiered interventions, supported by a team approach, respond to individual student learning needs. • Collect and analyse the following 2018 -19 data: <ul style="list-style-type: none"> ▪ report card data ▪ mRLC data ▪ Provincial standards tests reports/results. • Complete and communicate a 2018-19 year-end review of student achievement that confirms student progress in relation to Strategic Plan Numeracy goals. • Document the achievement in the Manitoba Education Continuous Improvement Report and share with stakeholders. • Determine next steps to sustain success and make adjustments and revisions in the plan where needed to support teachers and students. • Provide professional learning experiences where gaps exist. <ul style="list-style-type: none"> ▪ Routine review and monitoring of data provided by the classroom teacher in Gradebook will concentrate everyone's attention on supporting student 	<ul style="list-style-type: none"> • Completed in September/October 2019 -Triangulation of RRSD Provincial data and RRSD Report Card Data that shows similar trends in the right direction of student performance through the grades. • RRSD report card data trends indicate steady improvement over the past 3 years. • Identified and reviewed the RTI Pyramid of Interventions and continuum of supports for Literacy • Refer to RRSD Strategic Plan Appendix C • https://www.rrsd.mb.ca/UserFiles/Servers/Server_69019/File/Division/Documents/RRSD%20Five%20Year%20Strategic%20Plan%20Priorities%202016-2021%20-%20Nov%205%202018.pdf 	<ul style="list-style-type: none"> • Manitoba Report Card Data, mRLC data and Provincial Numeracy • Assessments indicate progress in student achievement. • Development of a division wide professional development calendar to support teachers in the priorities and where gaps exist. • Professional Learning Community (PLC) plans. • Observational data • Walk Through tool • Teacher analysis of student achievement data. 	Ongoing

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		achievement and foster professional collaboration and collective accountability for those students requiring targeted supports using PLC's and Learning Sprints. <ul style="list-style-type: none"> ▪ Expand teacher participation in mRLC Numeracy PD. 	<ul style="list-style-type: none"> • October 28 and 29 Cohort B participated in Professional Learning Communities/Learning Sprints which enable each educator to clarify what all students must know and be able to do as a result of a unit of instruction. • Cohort C to be trained in Learning Sprints PD on March 9 and 10th, 2020 • Continue with Learning Sprints – Professional Learning Communities (PLC's) focused on student learning in Literacy. • Cohort C to be established for Learning Sprint PD in March 2019. • COVID 19 Pedagogical Preparedness for Remote Learning: <ul style="list-style-type: none"> ▪ Implementing the Limited School Use guidelines ▪ Transition planning and Recovery learning for the fall ▪ Provide students with an educational offer to come to school to facilitate their education as far as possible 	<ul style="list-style-type: none"> • Paper pencil packages provided to students. • Virtual learning lessons delivered. • Communicate student status to parents and an invitation to come to school. • Report cards completed with recovery learning plans in literacy if required. 	June 2020

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To determine the reasons why students have reported increases in anxiety, depression and social-emotional symptoms as indicated in 2018-2019 results from: Tell Them From Me Surveys; Strengths and Difficulties Questionnaires	Lisa Martin Erin Paupanekis Adele Harrison	<ul style="list-style-type: none"> • Director of Student Services, Division Psychologist and Divisional Social Worker will develop a series of questions to be used with each group (Year 1 - Grades 5, 6; Year 2 – Grades 7, 8; Year 3 – Grades 9-12) • A series of focus groups (random samplings of Grades 5 to 12 students) will be facilitated in person by a core team. • Responses will be recorded and transcribed • Transcription will be analyzed for common language, trends. • Report will be developed for Sr. Administrative team • Report shared with school administrators 	<ul style="list-style-type: none"> • Team has met to review data and begin developing process • Team met to discuss/develop: completion of the Project Charter, draft questions, how are the questions being asked on OurSCHOOL and SDQ to determine level of internalizing behaviours, anxiety, depression; planning for kids who may be impacted negatively by the process; parental information and permission form for students selected in random sampling. • Project Team has developed and distributed early, middle and senior years lesson plans and accompanying documents along with poster contest information to all schools; previewed adult and student versions of Screenagers; attended Manitoba Education sponsored webinar featuring Dr. Simon Trepel (U. of M.) – Screen Time and Social Media: Impact on our Students; Health Promotion interviewed by interested party on Friday, March 6, 2020. • Guidance Counselors, Social Workers will be trained in PAX Tools – program created from PAXIS International for parents who have identified that they needed more strategies to support their kids during remote learning. Date to be determined 	<ul style="list-style-type: none"> • Facilitation Guide approved by Superintendent • Focus Groups scheduled • Groups determined via random sampling using PowerSchool • Transcription of group discussions • Report completed • Report shared with Senior Administrators and Principals 	May 30, 2022
To expand Preschool-Parent Programming to include additional communities in RRSD	Lisa Martin Tracy Bates-Wark	<ul style="list-style-type: none"> • Based on evaluation of previous sessions and data from the EYE-DA (Early Years Evaluation – Direct Assessment) and EDI (Early Development Instrument) a schedule of programs will be developed to include Douglas, Erickson, Rivers and Minnedosa • Early Childhood Education Facilitator will partner with Coordinator of the Parent-Child Connection for funding and/or presenters 	<ul style="list-style-type: none"> • In consultation with ECEF, determined that programming available in Minnedosa through other programs. Replaced Minnedosa with Rapid City based on EDI and EYE-DA data • 2 programs of 4 weeks each complete at Douglas and Rapid City • Programs well received though attendance was down in one community • Getting Ready for School (Workshops for parents of incoming Kindergarten children) – partnership established with Parent Coalition Coordinator for program delivery in spring • Programs cancelled due to COVID-19 	<ul style="list-style-type: none"> • Program is developed • Programming advertised in community • Parents and children will register • Program will take place • Evaluations completed and submitted to Director of Student Services 	June 2020
To increase school staffs' awareness of and skill sets in supporting students who have had traumatic experiences.	Lisa Martin Erin Paupanekis Adele Harrison	<ul style="list-style-type: none"> • September 3, 2019 – Shari Block, Consultant with Manitoba Education, will provide a baseline of information/ strategies to all teachers, educational assistants, student 	<ul style="list-style-type: none"> • September 3 complete • Team has met 3 times to review webinar and other materials; beginning to develop RRSD presentation for use in schools • Continuing to conduct research and view the webinar 	<ul style="list-style-type: none"> • Shari Block session complete • Additional resources purchased, shared • School-based sessions held 	June 2020

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		<ul style="list-style-type: none"> • support facilitators, school administrators, clinicians, senior administration • Research additional resources, materials to be shared with staff to enhance baseline learning and improve practice • Professional developed offered to schools to augment knowledge and skill set • Survey September 3 participants at end of year to determine level of comfort/confidence and next steps • PAX Heroes training – Nov. 12 and April 17 	<ul style="list-style-type: none"> • Kevin Cameron (National Centre for Threat Assessment and Trauma Response, Lethbridge, AB)) presenting remotely his <u>Guidelines for Re-Entry into the School Setting During the Pandemic</u> on June 16, 17 and 18 for one hour followed by 30 minutes Q and A each day. Focus is helping staff to understand the impact of COVID-19 and suspension of classes on themselves, students and the community so we can prepare to support students in their transition back to school 	<ul style="list-style-type: none"> • Plan developed for 2020-2021 school year 	
To expand Grade 1 and Resource teachers understanding of the importance of phonological awareness and its impact on learning to read.	Lisa Martin Andrea Playter	<ul style="list-style-type: none"> • October 21 – 24 – all Grade 1 and Elementary Resource teachers will attend training on the Orton-Gillingham method • All participants will complete exit slips • Sr. Admin will include a question regarding implementation in the mid-year check-ins with school administrators 	<ul style="list-style-type: none"> • 22 Grade 1 and Resource teachers participated in the training with Dawn Nieman from New York State. • Sent email requesting feedback and plan for implementation on Oct. 28. Feedback universally positive with implementation beginning immediately to within a week • Feedback very positive • Grades 2 and 3 teachers will be trained September 28 to October 1, 2020 • October 2020 training cancelled due to COVID-19 	<ul style="list-style-type: none"> • Training complete • Exit slips compiled and reviewed • Implementation updates provided in Jan/Feb. • Next steps developed based on feedback. 	June 2020

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Career Development Program	J. Cline M. Ploshynsky Matt Rapsky	<ul style="list-style-type: none"> Review career education program Grade 9 to 12 courses Develop grade 5 to 8 Program (myBlueprint) Parent meetings (myBlueprint – for Grade 5-8) 	<ul style="list-style-type: none"> Attended Gr. 11+12 Ag Tech Session at ACC, pilot ongoing in 2 school divisions Ongoing planning 5-8 My Blueprint support and sessions have begun for students All 7/8 My Blueprint Sessions complete by March Break My Blueprint Teacher development during Distance Learning. (Teachers connecting with coordinator. Preparation for transitioning students into COVID workplaces 	<ul style="list-style-type: none"> Parent Evenings for 7-12's Begin Implementation to Parent Portal Students accessing information for planning courses and future Fall PD session for 5-12 staff 	June 2021
Erickson Collegiate Digital Archives	J. Cline B.Lee T.Mathews	<ul style="list-style-type: none"> Digitize documents and videos from First Nations Elders. Digitized materials will be made available for use in curriculums 	<ul style="list-style-type: none"> One on-site visit to familiarize with program, progress continues Dennis Whitebird spent a day at ECI presenting to the students about Residential Schools plus oral history recording and Q & A about Indigenous land claims to park territory and particulars of the numbered treaties in this area. Joyce Seaton has VHS recordings that we will go out to RRFN to digitize A meeting of Knowledge Keepers on RRFN has been proposed No updates trimester 2 No updates trimester 3 	<ul style="list-style-type: none"> Documents continue to be digitized, uploaded and oral histories recorded. Teachers and students have access to enhance curriculum outcomes and skills 	Ongoing
Literacy	J. Cline	<ul style="list-style-type: none"> Arrange for running record training for Early Years staff new to Rolling River School Division. Arrange for orientation to the PAWS Writing document for Early Years staff new to Rolling River School Division. ELA Continued PD with MB Education on new curriculum 	<ul style="list-style-type: none"> Both Running records and PAWS training took place Sept. 23rd, 2019 ELA Cohort through MB Ed. had first meeting in September 2019 COHORT 1 finished work December 2019, will combine with Cohort 2 for a session in fall 2020 Second SW COHORT names submitted, to begin in April 23+24, 2020 which includes remaining schools. COHORT 2 postponed, dates TBA TEAMS support for classroom teachers to share via shared files and connections in TEAMS 	<ul style="list-style-type: none"> Training completed for new staff or refreshers in running records and using PAWS document 	Ongoing
Numeracy	J. Cline	<ul style="list-style-type: none"> Continuation of Numeracy Achievement Projects (NAP) grades 6-9 NAP Facilitator Training – Tracy Kingdon 	<ul style="list-style-type: none"> COHORT C and B PD continues Tracy has been a leader/facilitator and a resource for staff in RRSB RRSD MB Data Tool rollout, 2016-2019 data accessible at divisional level 	<ul style="list-style-type: none"> Math scores are improving in all schools with NAP Participants Attendance in training sessions Implementation of skills learned 	Ongoing

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			<ul style="list-style-type: none"> • Cohorts continue, DATA Tool in use for January quizzes • Principal session in February • RRSD has applied to be a part of the grade 4+5 rollout next year • MRLC Sessions for High School Math in 2020-2021 being planned • Remote MRLC session April 22nd with colony teachers around collection of baseline results • Foundational outcomes covered for participating teachers prior to suspension of in-class learning 		
Teacher Web Page Development	J Cline	<ul style="list-style-type: none"> • Work with School Messenger to learn how teacher web pages work • Provide training/access to teachers interested in learning how to develop their own page 	<ul style="list-style-type: none"> • One High School teacher beginning to use web page within Divisional Webpage • No updates trimester 2 • No updates trimester 2 • Re-Focus on TEAMS, Forms, Stream and support of distance learning 	<ul style="list-style-type: none"> • Web pages up and running for those trained participants 	Ongoing
Small School Administration	J Cline	<ul style="list-style-type: none"> • Support/evaluate new Colony/Small Schools administration 	<ul style="list-style-type: none"> • Work with John continues, colony ordering and secretarial centralization continues • School Planning and Reporting centralized • Staffing Changes have been smooth • Large Group PD taken place • Review process begun, school visits, feedback gathering • New Principal in place until June 2020 • Focus to support all small school/colony teachers during COVID-19 suspension of classes 	<ul style="list-style-type: none"> • Evaluation Completed 	June 2020
Mental Health and Well-Being	J Cline	<ul style="list-style-type: none"> • Support Schools with 1:1 Devices in planning Social media safety/responsibility sessions for grades 5+9 (Minimum) and parents 	<ul style="list-style-type: none"> • Web Resources for Parents on RRSD Website – Posted October 2019 • Ongoing planning for parent group sessions • Student Sessions/guidelines have taken place in most schools. • No updates trimester 2 • Distance learning/Mental Health supports provided on webpage during COVID- 19 pandemic 	<ul style="list-style-type: none"> • Sessions completed annually for students/families new to 1:1 program 	Ongoing

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SRB-Atrieve payroll, financial / accounts and human resource program will be operating and users will be proficient, and functionality improved. <i>Healthy Living Sustainable Future</i>	K. McNabb L. Good	<ul style="list-style-type: none"> • Continue to implement the new Payroll, Financial / Accounts, Human Resource software program and successfully train staff. • Expand online forms availability and integration in Atrieve eForms module – add forms as developed. • Improve functionality of the new program – develop reports, manuals, dashboards, assistive information for users. • Investigate, review, implement substitute teacher Automated Dispatch -Work Board module (2019-2021). • Implement and increase Human Resource program functionality. • Investigate, review, recommendation on Purchasing Cards module (when released by Atrieve – estimated 2020-2022) • Investigate Occupational Health and Safety Module (2020-2023) 	<ul style="list-style-type: none"> • E-forms added include: <ul style="list-style-type: none"> ▪ RRSD Travel and Expense Voucher ▪ Extra-Curricular Log form ▪ Extended Medical leave form ▪ Part Time teacher In-service and Admin day form. • Enhancements completed to: <ul style="list-style-type: none"> ▪ Director of Student Services dashboard, (several report links added) ▪ Principals/ Secretary dashboards, (added WSH links and incident reporting links) • Have contacted Atrieve for a quote and timeline to implement substitute teacher Automated Dispatch -Work Board module (install in 10-20- implement in 20-21) • Further implementation of modules “on -hold” due to COVID pandemic and pending K-12 Review Report release. 	<ul style="list-style-type: none"> • Users of new program are competent and confident in using it. • Functionality of the new program is improved – users become proficient in the programs and reports. • New forms developed and available in eForms. • Dashboards and assistive information is customized for users. • Fiscal and Human Resource accountability of the Division is improved. • Reduced paper documentation in accounts department – electronic records are the standard. • Substitute teacher Automated Dispatch -Work Board module is implemented. • Purchasing Cards module is reviewed with a recommendation on implementation. • Occupational Health and Safety module is reviewed with a recommendation on implementation 	2019-20212
Support staff will be well oriented to Divisional policies, procedures, practices. <i>Healthy Living Sustainable Future</i>	K. McNabb	<ul style="list-style-type: none"> • Develop and implement a support staff orientation process / manual for new employees. • Investigate the option for a support staff online orientation process for new employees. • Investigate the option to combine the orientation process with teachers and support staff. 	<ul style="list-style-type: none"> • New Principal Administration orientation session hosted (November 4, 2019). • On hold pending K-12 Review release • No progress due to COVID pandemic 	<ul style="list-style-type: none"> • Staff will be informed of Divisional employment, payroll and personnel policies and practices. • Requests to payroll and personnel staff will reduce. 	2019-2021

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Develop new and / or renovated Division Office facilities. <i>Healthy Living Sustainable Future</i>	Sr. Adm.	<ul style="list-style-type: none"> Options for facility development of the Maintenance Shop and Transportation Garage will be investigated. Land Transfer Agreement with the Town of Minnedosa will be reviewed and monitored. Partnership / development opportunity for a Transportation Garage will be investigated related to the vacant Manitoba Hydro Garage in Minnedosa. 	<ul style="list-style-type: none"> Request sent to PSFB to approve an offer to purchase the Manitoba Hydro Building Minnedosa was denied. Cost analysis in support of the purchase forwarded to PSFB. Hydro building inspected by Director of Pupil Transportation Unit. (Report at March 9, 2020 Board meeting). Offer to Purchase accepted and approved by PSFB- possession date delayed due to registration of Plan of Survey. Planning for renovations to commence in summer 2020. 	<ul style="list-style-type: none"> A plan for renovation or construction of a new Maintenance Shop will be developed by July 2020 - for occupancy by 2021. Options for replacement / improvement of the Transportation Garage will be investigated by 2022. 	2019-2022
Schools and Division Offices will have safe and secure access and surveillance systems. <i>Healthy Living Sustainable Future</i>	Sr. Admin Maintenance Supervisor	<ul style="list-style-type: none"> Complete implementation of divisional security and surveillance system. 	<ul style="list-style-type: none"> Security and Surveillance project installation 90% complete. Deficiencies have been identified with a timeline to complete by December 20, 2019. Final inspection of project scheduled for March 9, 2020. Training for school-based staff at RREAL team in April 2020. Minor deficiencies still to be resolved- delayed due to COVID pandemic. Timeline for completion is July 31, 2020. Training for school-based staff at RREAL team delayed until August 2020. 	<ul style="list-style-type: none"> A controlled access entry system and exterior video surveillance system is installed and functional at each RRSD school by December 31, 2019. 	2019-2020
Improve Division Office administration efficiencies. <i>Healthy Living Sustainable Future</i>	K. McNabb	<ul style="list-style-type: none"> Review the reorganized administrative support jobs, roles and functions to support the efficient and smooth operation of the Administration Office after the elimination of 0.5 FTE Administrative Assistant job. Develop and approve updated / revised job descriptions for Administration Office Administrative Support Staff. 	<ul style="list-style-type: none"> Position duties changes in reception area have been implemented. Revised / updated Job description to be presented to Board of Trustees in April 2020. Management reduction of 15% and report of K-12 Review may impact on this initiative and extend it into future years. Revised / updated Job description to be presented to Board of Trustees in September 2020. 	<ul style="list-style-type: none"> Division Office Administrative Support and Senior Administration job roles and responsibilities and administrative procedures are reviewed and defined to meet administrative demands. 	2019-2020
All worksites in the Division will comply with WSH training regulations. <i>Healthy Living Sustainable Future</i>	K. McNabb	<ul style="list-style-type: none"> Develop and implement positive and proactive options for WSH training opportunities. MSDS Online program will be implemented divisionally. 	<ul style="list-style-type: none"> WSH Committee and Representative sessions scheduled for: <ul style="list-style-type: none"> December 10, 2019 -Workplace Inspections and Shelter in Place April 8, 2020 – Harassment and Violence in the Workplace November 4, 2020 - WSH Introduction to Supervisors in Schools and Impairment (Cannabis) and Workplace Safety (delayed until 2021 due to COVID pandemic) First-Aid Kit inventory and update process developed for Oak River Elementary and Colony schools. 	<ul style="list-style-type: none"> All WSH Committee member will receive annual WSH training opportunities. Divisional WSH training will be held two days per year. Additional WSH training opportunities supported for employees (subject to budgetary priorities and limits). MSDA Online program is operational. 	2019-2021

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Increase efficiency and accountability in route mapping and review. <i>Sustainable Future Healthy Living</i>	C. Woodcock	<ul style="list-style-type: none"> Continue progressive implementation of Traversa routing software. Complete Traversa program implementation in Erickson catchment for Fall 2019 and add other catchments throughout the 2019-2020 school year. Review catchment area routes for routing efficiency on regular basis. 	<ul style="list-style-type: none"> Erickson and Minnedosa catchment areas complete Student data entered for all catchment areas. On schedule to fully implement Traversa for the 2020-2021 school year. All current routes entered and complete 80% complete 2020-2021 school year Kindergarten routing. 	<ul style="list-style-type: none"> Traversa program is fully implemented for the 2020-2021 school year. School bus route efficiency is reviewed annually. 	2019-2021
Re-organization of Transportation Parts Department. <i>Sustainable Future</i>	C. Woodcock M. Bukarz	<ul style="list-style-type: none"> Continue review and re-organization of parts and filing systems. 	<ul style="list-style-type: none"> Re-organization of parts complete. Traversa parts database is implemented as our new system for parts inventory. Complete Complete 	<ul style="list-style-type: none"> Alternative organization and filing systems are developed. Proposal and recommendation for change and a timeline for implementation is created. Implementation in the 2019-2020 school year. 	2019-2021
Improve Bus Driver communication and accountability - Bus Driver Handbook Review <i>Sustainable Future Healthy Living</i>	C. Woodcock K. McNabb	<ul style="list-style-type: none"> Bus Driver handbook is reviewed for content, organization, accuracy, and relevancy. 	<ul style="list-style-type: none"> Ongoing Ongoing Complete 	<ul style="list-style-type: none"> Updated Bus Driver Handbook is created and implemented by September 2020 ensuring content is relevant and accurate and organization is user friendly. 	2019-2021
Improve Bus Driver training materials, communication and experience. <i>Sustainable Future Healthy Living</i>	C. Woodcock	<ul style="list-style-type: none"> Review and revise current Bus Driver Training Program to include additional and improved resources including a power point presentation and handout material for new drivers. 	<ul style="list-style-type: none"> Ongoing Power Point presentation is in progress Goal is to have complete for Fall of 2020 	<ul style="list-style-type: none"> Additional training resources and improved program is developed. Power Point presentation is completed for 2021 school year with current training information 	2020-2021

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Improved aesthetics & safety of building exterior <i>Sustainable Future Healthy Living</i>	F. Scott	• Oak River Elem Sidewalk	• Completed Summer 2019	• Safe & level sidewalks	2019-2020
		• Rivers Collegiate New West Entrance		• Replace old door and improve appearance	2019-2020
		• Rivers Elem Shingle storage shed	• Completed Fall 2019	• Prevent water damage to building & contents	2019-2020
		• Rivers Elem New front canopy roof	• Completed Summer 2019	• Replace old roofing / new lighting	2019-2020
		• Onanole & Tanner's Crossing Patch asphalt (bus loops)	• Completed Summer 2019	• Safe & level loop for buses	2019-2020
Improve aesthetics & safety of building interior <i>Sustainable Future Healthy Living</i>	F. Scott	• Douglas & Tanner's Crossing New washrooms	• Completed Summer 2019 (New Vanities)	• Paint partitions / Plumbing / FRP / Flooring	2019-2020
		• Tanner's Crossing Replace flooring around library	• Completed Summer 2019	• Improve safety and appearance	2019-2020
		• Douglas Painting in schools	• Currently in Oak River Elementary	• Improve safety and appearance	2019-2020
		• Tanner's Crossing Replace fire panel / CO Detectors	• Completed Summer 2019	• Improve safety	2019-2020
		• All Schools High water sensors Lead testing of drinking water Security System & Cameras New "Green Running Man" Emergency Lighting	<ul style="list-style-type: none"> • Completed Summer 2019 • Tests completed • Panic buttons installed – AAA – All Schools • Emergency lighting purchased <ul style="list-style-type: none"> ▪ Installation ongoing ▪ Completed Spring 2020 	• Early warnings of leaks	2019-2020
Division Capital D Plan for Schools <i>Sustainable Future Healthy Living</i>	F. Scott	• Rivers Collegiate Water Sewer Replacement	<ul style="list-style-type: none"> • Drawings complete; delays in tendering have occurred so this project will be tendered in the Spring of 2020 for construction in July & August 2020 • Tender process underway • Tender awarded to Gill's Plumbing and Heating • Project is underway and is to be completed summer of 2020 	• The water supply & sewer drainage will improve with replacement of water & sewer lines that are original to the building.	2020-2021
		• Forrest	• Completed Summer 2019	• Upgrade obsolete heating systems in	2019-2020

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		Replace 3 roof top units <ul style="list-style-type: none"> • Forrest & Elton & Rivers Collegiate Install Energy Management Systems • Forrest Roof Ladder • Minnedosa Collegiate MCI Gym Floor • All Schools - Install more bottle filling stations 	<ul style="list-style-type: none"> • Completed Summer 2019 • Design with consultant - RMIS Engineering • Collecting estimates • Recommendation at March 9, 2020 Board Meeting • Tender awarded to Centaur Sport Contracting • Project to start July 2 and is to be completed Summer of 2020 	<ul style="list-style-type: none"> • portables • Improve monitoring of heating systems • Provide safe access for roof top maintenance • A much needed safe & better floor for students & staff. • More access to filling stations, newer fountains 	<ul style="list-style-type: none"> 2019-2020 2019-2020 2020-2021 2019-2020
5 Year Capital Plan for PSFB <i>Sustainable Future Healthy Living</i> <i>Excellence in Education Community Partnerships</i>	F. Scott	RENOVATIONS <ul style="list-style-type: none"> • RCI & ECI & Elton & TCS Upgrade Science Labs • Tanner's Crossing & Rivers Collegiate Upgrade Home Ec Rooms ACCESS <ul style="list-style-type: none"> • Minnedosa Collegiate Grooming & Physiotherapy Room • Forrest Grooming Room -auto door openers STRUCTURAL <ul style="list-style-type: none"> • Minnedosa Collegiate Repair interior walls, reconstruct exterior masonry walls & building envelope. ROOFS <ul style="list-style-type: none"> • Erickson Collegiate Roof Replacement (north 2 classrooms) 	<ul style="list-style-type: none"> • October 30, 2019 – Meeting with PSFB help to review 5-year Capital Plan requests and priorities. • Emphasized Division costs to date to repair Tanner's Crossing heating system and requests to PSFB to prioritize this project • Tender awarded to CW2 Construction – Construction has commenced and will be completed in the Summer of 2019 • MCI Grooming Room is complete • Tender awarded to Flynn Canada Ltd. • Project to be completed Summer of 2020 	<ul style="list-style-type: none"> • Upgrade instructional spaces to current educational standards. • Addition of grooming rooms and improved access to schools to meet student specific needs. • Structural concerns / wall cracks addressed and building envelope upgraded. • Prevent Ice buildup and leaks 	<ul style="list-style-type: none"> 2020-2024 2020-2022 2019-2020 2020-2021 2020-2021 2020-2021

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		SYSTEMS <ul style="list-style-type: none"> • Tanner’s Crossing Heat Pump Replacement • Elton Furnace Replacement • Rapid City Air handling Unit Replacement • RCI and Douglas Heating System Upgrade 		<ul style="list-style-type: none"> • Improved heat & air quality. 	2020-2021 2021-2022 2022-2023 2023-2025
Custodians & Maintenance staff will be knowledgeable in safety procedures <i>Sustainable Future Healthy Living</i>	F. Scott	<ul style="list-style-type: none"> • Provide Workplace Safety & Health training for Staff 	<ul style="list-style-type: none"> • Training for custodians and maintenance staff to be arranged. 		2019-2020