



Kinistino School Division No. 55



THE LEGACY OF SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119

2016 – 2020

INTRODUCTION

The Saskatchewan Rivers Public School Division serves students and families in an area that has been home to Indigenous peoples since time immemorial. We are located on traditional lands of the Dene, Cree, Saulteaux, Nakota, Lakota, Dakota, within part of Treaty 6 Territory and on the traditional Homelands of the Métis people. We honour Indigenous peoples who are a vibrant part of our past, present and future.

In the fall of 2017, acting on a suggestion in a Board-Director Seminar, the Board appointed a committee to begin the work of creating a legacy document. This document is to incorporate some historical information about the school division as well as to identify issues, practices and accomplishments the current Board (elected in 2016) started with in pursuit of the Saskatchewan Rivers School Division (SRPSD) goal *“Excellence for Every Learner”*.

The starting point for information collection was a survey to the Board asking

- 1) What they saw as historical information worth including and
- 2) A listing of achievements and observations of their collective first year in office.

The intent is to continue to add to this list of observations and achievements on an ongoing basis. The committee considered all responses and, where appropriate, incorporated the information into this document.

A VISION OF OUR LEGACY

The legacy that the SRPSD Board of Education continues to build towards is not just evident in bricks and mortar, but in its operation, its continued pursuit of excellence in education governance and, above all, in its investment in students. The legacy of the SRPSD Board is evident in its commitment:

- To operate at all times with a student-centered focus.
- To operate with integrity and to exemplify principled governance.
- To advocate for strong, locally elected leadership.

- To advocate for the importance of maintaining local autonomy and keeping decisions closest to the classrooms.
- To give voice to local needs.
- To cultivate a positive culture where staff feel valued and empowered in their roles.
- To elevate student voice and experiences.
- To be champions of diversity.
- To always strive to be the best version of ourselves.
- To be cognizant of the privilege and the humble opportunity to serve the public, and to serve students.
- To exercise humility where it is necessary to redouble our efforts when needed.
- To measure our own value through the successes of our students.

FUNCTION OF THE LEGACY DOCUMENT COMMITTEE

The Legacy Document Committee will develop a living document for submission to the Board that consist of three main parts.

- 1) History - What would a new trustee find relevant and important to know when assuming office in addition to the knowledge they gain through the new trustee orientation. This portion may also be valuable as a brief history lesson to returning board members or anyone new to SRPSD.
- 2) Current board challenges, achievements, failures and events worth noting during the term of the current board. This will include identifying inside and outside forces and events that influence the operation of the division.
- 3) Listing of what the Board is working on leading up to the next election, including but not limited to a listing of relevant documents/files for consideration of the Board elect in 2020.

1) History

The origins of SRPSD goes back to 1885 when public school districts first formed in this province. Two of the first were the Prince Albert Public and Colleston (now part of East Central) districts. Throughout the years many other school divisions eventually formed; among them were Prince Albert Public, Prince Albert Rural, Kinistino, Parkland, Wakaw and Prince Albert Comprehensive High School (also included Prince Albert Catholic as a partner). Through two amalgamations (1997 and 2005) all or part of these school divisions came together to form Saskatchewan Rivers School Division.

An elected board of nine trustees operating under a newly adopted policy governance model governs the school division. Authority to manage the day-to-day operations currently has been delegated to Robert Bratvold, Director of Education. Hired in 2011, he oversees all aspects of programming and associated needs for approximately 9000 students in 32 schools, including an online school started in September 2020 due to the COVID-19 pandemic.

Education programming is synchronized since 2014 with the Education Sector Strategic Plan through the Board's Strategic Plan. Financing is provided through a budget of approximately \$100 million set by the Board within limits determined annually by the Ministry of Education. Most funding comes from a combination of property tax and government general revenue, with a small portion represented by tuition, fees for service and fundraising.

Our Board has ongoing involvement with the Saskatchewan School Boards Association (SSBA) and especially the Public Section. Current and past board members were very involved in the creation of the Public Section and since the 1990s have been addressing issues of concern to public boards in the province. Former Board Chair, Wayne Steen, chaired the group through the process of trying to determine public/separate mandates. This ultimately resulted in a court ruling that determined funding of non-Catholic students in Catholic schools to be unlawful. That decision is being appealed through the court system. We still have one sitting board member that was there during those formative years of the public caucus and public

section. Ongoing issues affecting the governance and operation of the school division include decreases in funding, increased enrolment and the growing needs of vulnerable and at-risk students. Our ability to provide desired resources has been complicated by the government taking away our responsibility to set mill rates and the implementation of a new funding model in 2013-2014.

2) Current – October 2016 →

The current Board, elected in 2016, added three new members, the other seven having four to more than 20 years of service. Since 2017, after board member George McHenry passed away, the Board was granted permission by the Minister of Education to operate until 2020 with nine elected members. We also have two student trustees selected from our high school leadership group, Saskatchewan Rivers Students for Change (SRSC), who sit on our Board as non-voting members in the regular portion of our Board meetings. The Board also works with School Community Councils (SCC) in all of our schools. The role of the SCC is to be the community/parent contact with the educational programming in each school.

As of 2016, we have three bargaining agreements in place.

- a) Saskatchewan Teachers Federation (STF) – provincial negotiated teacher salaries, classifications and benefits. This agreement expires August 31, 2023.
- b) L.I.N.C. covers teachers' local non-salary, non-classification items, local terms and conditions and is negotiated locally. This agreement expires June 30, 2024.
- c) C.U.P.E. Local #4195 covers in scope non-teaching personnel and is negotiated locally. This agreement expires July 31, 2025.

It is worth noting that after a long absence, trustees once again serve on both the L.I.N.C. and C.U.P.E. committees. A trustee also serves on the committee that establishes a pool of eligible candidates for principalships and vice-principalships.

Following is a list of noteworthy achievements and actions leading up to the 2016 election.

Those marked with asterisk (*) indicate they are ongoing items at the Board or division level.

- * Engagement with C.U.P.E., Prince Albert and Area Teachers' Association (PAATA), Member of the Legislative Assembly (MLA), Rural Municipalities, City of Prince Albert, and Prince Albert Roman Catholic Separate School Division.
- * GPS units installed on all buses and implementation of computer tracking/management system for transportation.
- * Implementation of urban busing.
- * Kisēwātōtātowin Partnership formed in 2012. (See Appendix H)
- * Winding River Colony School established in 2012.
- * Facility review in 2013, renewal of review will continue into 2021.
- * Established the SRPSD Charitable Foundation
- *Change to policy governance model, including annual policy review.
- 2015 "Thoughtstream" public consultation process.
- Education Centre renovations including elevator installation.
- Construction of the Support Services Centre building in 2011.
- * LAFOIP implementation (privacy).
- Founding partner in HUB/COR.
- Completion of the new Carlton Comprehensive High School gym (known as the CPAC).
- Expansion of French Immersion program to École Arthur Pechey Public School to address growing enrolment requiring two additions to the school.
- * Annual Board Work Plan.
- * Annual Board Development Plan.
- * Ongoing commitment to Board's Strategic Plan ensuring alignment with the Education Strategic Section Plan (ESSP).
- * Annual Board Advocacy Plan.
- * Formal Board/Director evaluation and accountability reports.
- * Annual Board Development Plan.
- * SRSC formation as well as student trustees at board table. (See Appendix G)

- * Continued commitment to high quality maintained facilities with additional Preventive Maintenance and Renewal (PMR) funding and advocacy for facility renewal – W.P. Sandin Public High School and Christopher Lake Public School. (See Appendix B)

Specific events, achievements and challenges since 2016 Board election:

- Program Enhancement Grant renewal.
- * Truth and Reconciliation Commission (TRC) calls to action elevated as priorities. Trustees started the 4 Seasons of Reconciliation in the summer of 2020.
- Declare and recognize Orange Shirt Day, division-wide.
- Effectively responded to 2017 “Pre-K to 12 Educational Governance Review” on the importance of locally elected trustees. Formal submission to Panel included a presentation from our SRSC group.
- Important ongoing involvement at provincial level by our Board Chair and Vice-Chair as well as submitting resolutions (See Appendix C) to SSBA Executive.
- Election of Vice-Chair Jaimie Smith-Windsor to the SSBA Executive.
- Effectively responded to the Christopher Lake community’s consideration of forming a separate school division.
- Successful focus on minimizing the impact of funding cuts at the classroom/student level with five consecutive lean budgets.
- Successful start of enrichment days for gifted students.
- Implementation of dual credit program options.
- More obvious move towards inclusion model.
- Continued strong focus on early years as a priority.
- Successful initiatives on closing achievement gap First Nations and Métis (FNM) / Non-FNM and use of data to guide program decisions, 5-year grad rate in particular.
- Continue to adapt to *The Education Act, 1995* / Regulation changes.
- Successful implementation of Following Their Voices (FTV). Saskatchewan Rivers is currently the accountable partner.

- Successful First Nation and Métis partnerships – Muskoday, Invitational Shared Services Initiative (ISSI) – see Appendix H
- Meath Park fire – successfully came together as a school division in a time of crisis. Enhanced the facility during re-construction.
- Ongoing commitment to addressing needs of vulnerable students.
- Invested in professional development relating to LGBTQ+ for staff and students.
- * Taking first steps regarding Cree language instruction. Cree Language Program for Kindergarten added in September 2020. Plans for annual expansion of grades for the program.
- Implemented an Elders Council.
- Premier’s Award for Excellence nomination in 2019 [Nomination/Award Recipient](#) – see Appendix G.
- Vision Project engagements – contribution to “Connections: Saskatchewan’s Boards of Education Vision Engagement Report” – [The Connections Report](#).
- Addition of daycare at École Arthur Pechey Public School in the Fall 2020 (See Appendix I).
- Staff Satisfaction Survey of 2019, resulted in over 900 responses through SELU to maintain anonymity of respondents.
- Changes made to Teacher “Happy Form” to better take into account personal circumstances and choices of teachers related to transfers.
- * Received annual increases to PMR funding as well as access to additional funding for energy efficiency upgrades. Funding has allowed us to complete all planned roofing upgrades and start the renewal process again.
- * Responded to COVID-19 pandemic including schools closure in March and re-opening in September. Administrative procedures have been changed to reflect enhanced response to pandemic type occurrences.
- * Established the SRPSD Distance Learning Centre with more than 400 students as a direct response to the realities of COVID-19 impact on students.

APPENDICES

- A. Record of trustees / directors
- B. List of Capital Priorities Submitted to Province
- C. SSBA Resolution submissions
- D. ESSP one pager leading up to 2020 goals
- E. Current Strategic Plan 2017 – 2020
- F. SRPSD Map of Schools
- G. SRSC and Saskatchewan Rivers subsequent Premier's Award of Excellence
- H. TRC Calls to Action – list of responses to date.

Appendix A

Record of trustees / directors

Directors

Mrs. Shirley Gange – October, 1997 to July 31, 1998

Dr. William Cooke - August 1, 1998 to July 31, 2011

Mr. Robert Bratvold - August 1, 2011 to present

Trustees

October 1997 to October 2000

- Dr. Robert Ardell
- + Mrs. Joy Bastness
- + Mrs. Ava Bear (1998 – 2000)
- + Mr. Lew Hobson
- Mrs. Carol Janzen
- + Mr. George McHenry
- + Dr. Jan Moe
- + Mr. Wayne Steen

October 2000 to October 2003

- Dr. Robert Ardell
- Mrs. Joy Bastness
- + Mr. Grant Gustafson (April 2002 – 2003)
- Mr. Lew Hobson (2000 – 2001)
- Mrs. Carol Janzen
- Mr. George McHenry
- Dr. Jan Moe
- Mr. Wayne Steen

October 2003 to October 2005

- Mrs. Joy Bastness
- Mr. Grant Gustafson
- Mr. George McHenry
- Dr. Jan Moe
- Mr. Wayne Steen
- Mr. Rodney Thomson
- Mr. Mark Tweidt

June 2005 to October 2009

- Mrs. Joy Bastness
- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. George McHenry
- Dr. Jan Moe
- Mr. Roger Provencher
- Mr. Wayne Steen
- Mr. Rodney Thomson
- Mr. Mark Tweidt
- Mr. Art Voyer

October 2009 to October 2012

- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. Arne Lindberg
- Mr. George McHenry
- Mr. John Mclvor
- Mr. Roger Provencher
- Ms. Darlene Rowden
- Ms. Jaimie Smith-Windsor
- Mr. Wayne Steen
- Mr. Rodney Thomson

October 2012 to October 2016

- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. Arne Lindberg
- Mr. George McHenry
- Mr. John Mclvor
- Ms. Darlene Rowden
- Ms. Jaimie Smith-Windsor
- Mr. Wayne Steen
- Mr. Rodney Thomson
- Ms. Jeanette Wicinski-Dunn

October 2016 to October 2020

- Mr. Bill Gerow
- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. Arne Lindberg
- Mr. George McHenry (deceased)
- Mr. John McIvor
- Ms. Darlene Rowden
- Ms. Jaimie Smith-Windsor
- Dr. Michelle Vickers
- Mr. Bill Yeaman

- + Individuals on Saskatchewan Rivers School Division that served on Division Boards that amalgamated to form the Saskatchewan Rivers School Division.

Appendix B

The current capital project priority request is for the replacement of the three listed schools. The priority list is reviewed annually and submitted to Ministry of Education for funding consideration.

- Christopher Lake Public School
- Princess Margaret Public School
- W.P. Sandin Public High School

Appendix C

The Saskatchewan Rivers Public School Board has brought forward numerous resolutions to the SSBA AGM to support its strategic plan and the Board Advocacy Plan, in particular where matters are of a provincial nature. The following list is a summary of resolutions sponsored by the SRPSD Board of Education since 2013¹:

2013 Resolution (AGM):

13-14 BE IT RESOLVED that the Saskatchewan School Boards Association work jointly with the Ministry of Education and the provincial government to initiate changes to legislation that will allow for student representation on the school boards of the province AND that the authority of these student trustees be established and granted by legislation.

FAILED.

2014 Resolution (AGM):

14-06 BE IT RESOLVED that the Saskatchewan School Boards Association request, on behalf of Boards of Education in the province, a Ministerial review of Section 95.8 of The Education Regulations, 1986 as they relate to school review, enrolment thresholds and the proximity of other schools in school divisions, and that the SSBA work jointly with the Ministry of Education to renew Section 95.8 of The Education Regulations, 1986.

PASSED.

2015 Resolution (AGM):

15-12 BE IT RESOLVED, that the Saskatchewan School Boards Association's Employee Benefits Plan be revised so that;

- i) all members of a Board of education may join the SSBA Employee Benefits Plan as a group; and
- ii) Any individual Board Trustee whose member Board chooses not to participate as a group may be included in their respective division's existing employees' group plan.

PASSED.

2016 Resolution (Spring Assembly)

16-02 BE IT RESOLVED THAT the SSBA strongly lobby the provincial and federal governments to provide additional one-time funding to those school divisions receiving Syrian refugees and who experienced increased costs to support those students.

Co-sponsored with Regina Public School Division.

PASSED.

2016 Resolution (AGM)

GM-16-07 BE IT RESOLVED that the SSBA request that the Ministry of Education initiate a provincial strategy to support students experiencing a high degree of transience.

PASSED.

AGM-16-08 BE IT RESOLVED that the Saskatchewan School Boards Association collectively affirm the commitment of Boards of Education to the principles and vision for inclusion outlined in the Saskatchewan Disability Strategy, and that the SSBA request that the Ministry of Education dedicate new, targeted funding for school accessibility projects that reflect the intent of Saskatchewan's Disability Strategy.

PASSED.

2019 Resolutions (AGM)

AGM 19-05 BE IT RESOLVED that the Saskatchewan School Boards Association work jointly with the provincial government to initiate changes to legislation to permit student representation on the school boards of the province AND that the authority of these student trustees be established and granted by legislation.

FAILED.

AGM 19 - 08 BE IT RESOLVED that the Saskatchewan School Boards Association ratify a standing Advisory Committee on Inclusive and Special Education to provide advice and recommendations to the Executive on matters related to the funding and provision of programs and services to students requiring specialized supports in Saskatchewan.

Co-sponsored by Prairie Spirit School Division.

PASSED.

2020 Resolutions (AGM)

BE IT RESOLVED that the Saskatchewan School Boards Association recommend and encourage the Saskatchewan Teachers' Federation (STF) continue their support of the Saskatchewan High School Athletic Association (SHSAA) by becoming an annual financial contributor of the SHSAA.

BE IT RESOLVED that the Saskatchewan School Boards Association engage partners, as appropriate, to request that the Ministry of Health and the Ministry of Education work collaboratively to co-locate flu vaccine clinics in the schools in PreK to 12 system throughout the province.

BE IT RESOLVED that the Saskatchewan School Boards Association engage education sector partners, as appropriate, to call on the Ministry of Education and the Ministry of Government Relations to review and renew *the Local Government Elections Act* and Regulations with the intent of creating more opportunities for the election and participation of Indigenous school board trustees.

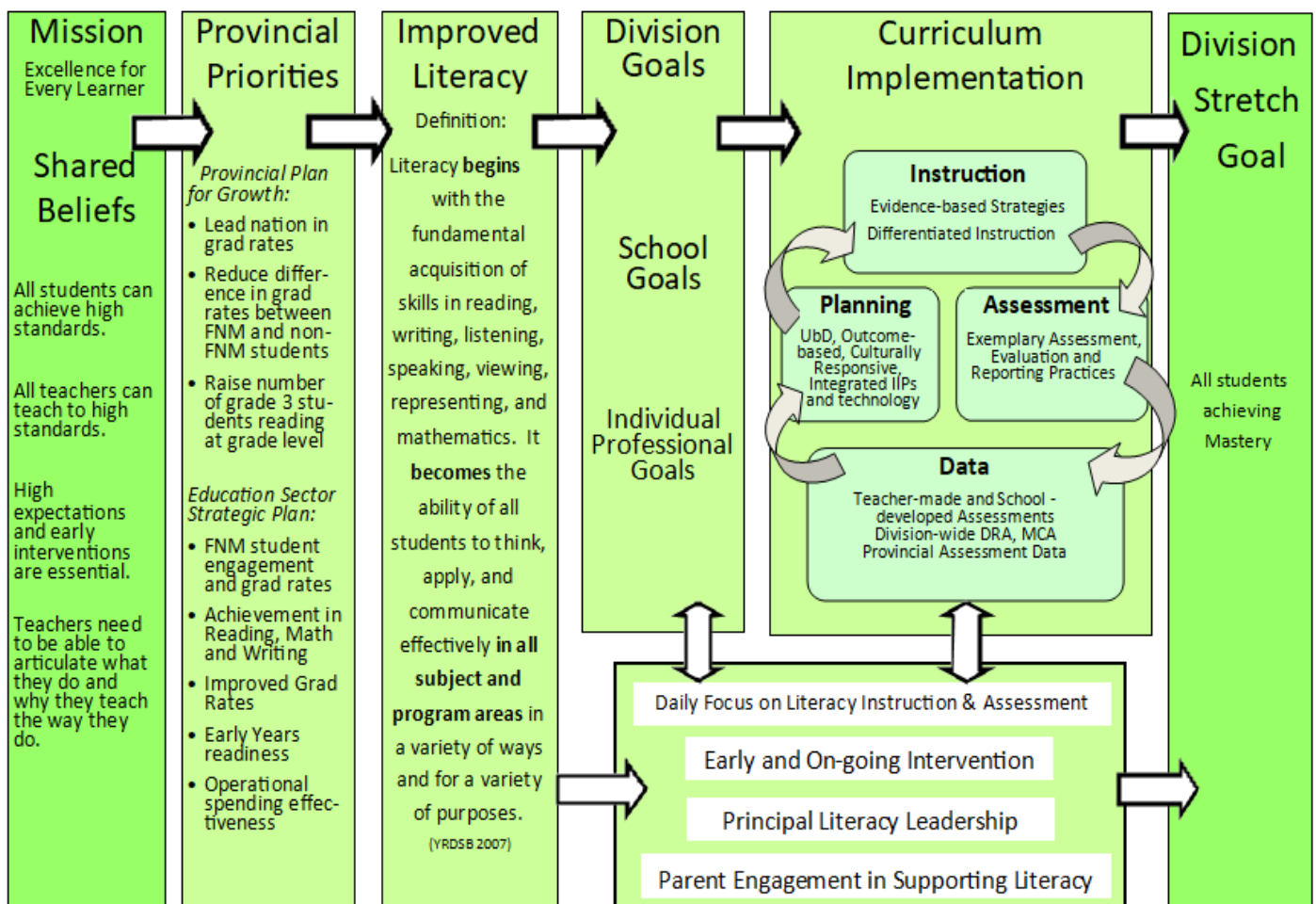
For further information on the resolutions, rationale, results and Government Response, see **The Saskatchewan School Boards Association** website available at: <https://saskschoolboards.ca/about-us/resolutions/>

Appendix D

SRPSD “one-pager” that provides a graphic organizer for staff and community to highlight the alignment between division’s shared beliefs and goals, the provincial and education sector strategic plan (ESSP) priorities and the division’s operational focus.



Saskatchewan Rivers Public School Division’s Commitment to Student Achievement



Appendix E

Strategic planning process will begin in October 2020 for the upcoming years.



Strategic Plan for 2017-2020

As a public school division, we welcome all students and seek to provide excellence in each student's educational experience. We take great pride in the range of programs we offer our students, in the relationships we have with families and in the many ways, we work with other agencies in the community, all on behalf of what's in the best interests of students. We are also very proud of our staff's expertise and passion for meeting the educational needs of our students.

In Saskatchewan Rivers Public School Division, we have a clear focus on student engagement and achievement. This focus is evident in the Strategic Plan that is guided by the Mission, Vision and Core Values of the Division and is centered on providing excellence for every learner. Saskatchewan Rivers Schools are committed to providing quality education for all students as exemplified by the school division motto "*Excellence for Every Learner*". The work of the school division is driven by our commitment to achieving our long range goals through broad strategies and specific actions in each goal area. For a full explanation of the Boards core values, policies and administrative procedures please see the documents available under the "About Us" tab at www.srsd119.ca

Mission

Saskatchewan Rivers Public School Division strives for excellence in education and seeks to maximize each child's unique learning ability.

Vision

Pursuit of excellence, respect for diversity and achievement for all.

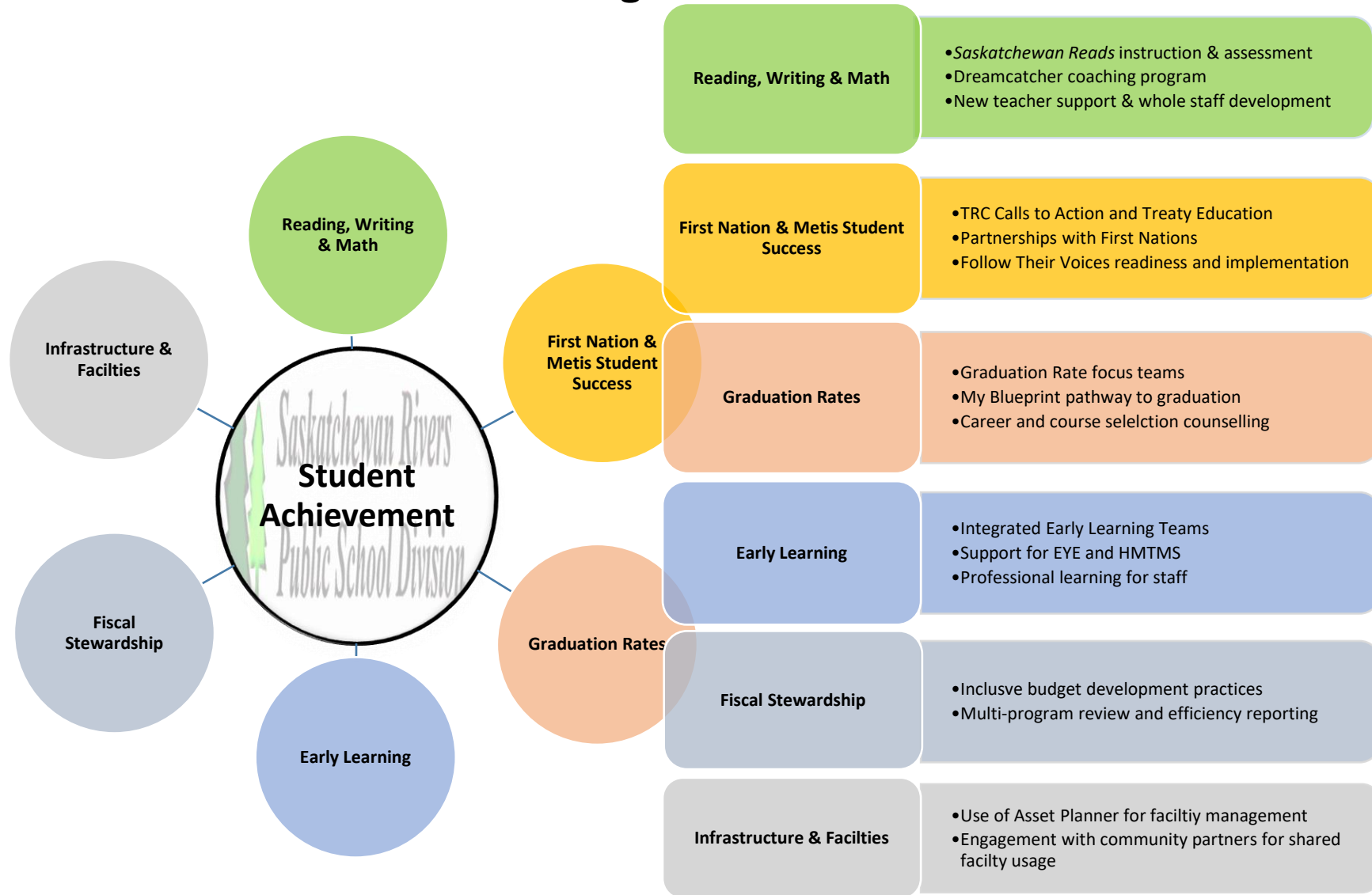
Motto

Excellence for Every Learner

Core Values

- Educational excellence
- Human diversity
- Community engagement
- Responsible governance
- Effective infrastructure and facilities

Strategic Plan Overview



Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs

Focus Area: Improved Reading, Writing and Math Performance

Long Term Outcome:	Baseline 2012-13			Actuals 2015-16			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			School Division Strategies and Actions
	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	ALL	FNMI	Non-FNMI	
By June 30, 2020, 80% of students will be at or above grade level in Reading, Writing and Math																			Broad Strategies
Reading (grades 1 DRA)	47%	29%	64%	55%	41%	69%	41%	26%	59%	45%	32%	60%	47%	32%	66%	80%			Utilize Saskatchewan Reads as a foundational document for literacy instruction.
Reading Grade 3 DRA	65%	54%	75%	65%	58%	72%	63%	55%	72%	61%	55%	68%	68%	59%	79%	80%			Align the support provided to teachers by the Dreamcatcher coach, EST, SLPs and Division Early Years coaches.
Reading Grade 7 DRA	88%	80%	94%	88%	83%	92%	89%	86%	92%	84%	79%	89%	84%	80%	90%	80%			Deploy a broad range of division professional development opportunities to address the needs of students and staff in their work towards the ESSP and division goals.
Writing (All Grades)	NA	NA	NA	65%	52%	78%	64%	53%	75%	61%	49%	73%	61%	50%	73%	80%			Provide Ed Support Teacher training and support
Writing (Grades 4, 7 and 9)	NA	NA	NA	71%	58%	84%	71%	62%	80%	64%	52%	75%	64%	53%	74%	80%			Allocate resources equitably to schools based on their achievement data.
Math (Grade 1-8 Math Common Assessment)	65%	51%	76%	66%	50%	81%	58%	45%	74%	59%	47%	75%	57%	41%	70%	80%			Provide a set of research based strategies for administrators to identify in their school Learning Improvement Plans (LIPs) and implement through out the year for reading, writing and mathematics.
Local Improvement Targets	Baseline 2012-13			Actuals 2015-16			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			Specific Actions
	M&P	50%	Ind Goal	M&P	50%	Ind Goal	M&P	50%	Ind Goal	M&P	50%	Ind Goal	M&P	50%	Ind Goal	M&P	50%	Ind Goal	
By June 2020, 100% of SRPSD students in schools with reading as a goal in the Dreamcatcher Coaching Program will be achieving mastery or proficiency standards in reading literacy OR will have 50% catch up growth (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in reading literacy (students on individualized plans). (Number of students: in 2015 - 2558; 2016 - 2843)	N/A	N/A	N/A	62%	14%	4%	58%	15%	8%	62%	10%	10%	62%	7%	9.0%	100%			Embed the high impact instructional approaches of Saskatchewan Reads.
																			Utilize formative assessment data to inform instruction.
By June 2020, 100% of SRPSD students in schools with writing as a goal in the Dreamcatcher Coaching Program will be achieving mastery or proficiency standards in writing literacy OR will have improved one grade level standard in writing literacy (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in writing literacy (students on individualized plans). (Number of students = 2015 - 619; 2016 - 774)	N/A	N/A	N/A	59%	8%	5%	57%	10%	3%	64%	8%	5%	62.0%	9.0%	7.0%	100%			Provide recalibrated coaching for DRA administration.
																			Embed Indigenous perspectives into all workshops to enhance the capacity of teachers to engage all students and caregivers in a meaningful way.
																			Provide coaching support to schools using a data responsive cluster approach.
By June 2020, 100% of SRPSD students in schools with mathematics as a goal in the Dreamcatcher Coaching Program will be achieving mastery or proficiency standards in mathematics literacy OR will have 50% catch up growth in mathematics literacy (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in mathematics literacy (students on individualized plans). (Number of students = 2015 - 1928; 2016 - 1760)	N/A	N/A	N/A	73%	7%	6%	56%	9%	3%	66%	6%	6%	78.0%	5.0%	2.0%	100%			Collaborative Interdisciplinary Services Teams will work with a common cluster of schools to analyze student needs, assess available resources and determine support interventions for vulnerable students
																			Facilitate a Lori Jamison Rog reading and writing professional development event for all schools in October 2019.

Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs																
Improved First Nation and Metis Student Engagement and Graduation Rates																
Long Term Outcome:	Baseline 2012-13			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			School Division Strategies and Actions
By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	Broad Strategies
Engagement: Parity in Intellectual Engagement composite	67	72	67	60	63	61	60	62	60	60	62	60	65	65	65	Respond to the Truth and Reconciliation Commission's Calls to Action
Engagement: Parity in Sense of Belonging	72	69	77	59	51	58	56	50	64	56	52	62	70	70	70	Build trusting relationships between elected and senior leaders of SRPSD and First Nations organizations for the authentic empowerment of care givers, teachers and students.
Engagement: Parity in Positive Relationships	75	72	78	65	58	75	66	60	75	67	65	70	75	75	75	Develop a plan for the introduction and support of Indigenous language programs.
Engagement: Parity in Teacher-Student Relationships	6.7	6.9	6.7	6.4	6.6	6.3	6.3	6.5	6.2	6.5	6.7	6.4	7.5	7.5	7.5	Refine ISSI Partnership implementation
Engagement: Parity in Positive Learning Climate	6.4	6.6	6.4	6.3	6.5	6.2	6.2	6.4	6.2	6.3	6.5	6.2	7.0	7.0	7.0	Build trusting relationships between elected and senior leaders of SRPSD and First Nations organizations for the authentic empowerment of care givers, teachers and students.
Engagement: Parity in Expectations for Success	7.6	7.7	7.7	7.2	7.4	7.2	7.2	7.3	7.2	7.3	7.4	7.2	8.0	8.0	8.0	Enhance the Kisēwātōtōwin partnership for the benefit of all of the communities, the teachers, students and caregivers.
Graduation: 3-Year Rate	66%	39%	87%	69%	53%	89%	72%	53%	88%	69%	51%	90%		65		Saskatchewan Rivers Students for Change student leadership group to provide student voice and perspective to SRPSD Board of Education
Graduation: 5-Year Rate	77%	61%	88%	77%	63%	88%	78%	63%	91%	82%	93%	72%		75		Infusing Leading to Learn and Following Their Voices ways of thinking in all of our schools
																Enhance teaching practices in the classroom
																Pursue a representative workforce at all levels of the School Division
Note: OurSchool Survey results are indicated in either percent form or 10-point scale according to survey data provided.																
Local Improvement Targets	Baseline 2012-13			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			Specific Actions
Achieve an annual increase of 4 percentages points on 3 year Metis and First Nation graduation rates		39%			53%			53%			51%			65%		The SRPSD High School Consultant will work with students and teachers to assist with the creation of graduation and post graduation plans.
Achieve an annual increase of 4 percentages points on 5 year Metis and First Nation graduation rates		61%			63%			63%			72%			75%		The school based Graduation Priority Teams (GRIT) will collect and analyze data, introduce high impact Student First practices and collaborate with other SRSD School Based GRITs.
In 2017-18 attendance rates of periods missed will improve by 5%																Division level graduation team research promising practices and provide at least monthly connection to school level teams
Parent Engagement/support as measured by OurSchool perceptual surveys will increase 3%																Continue the training of facilitators for the Blanket Exercise and other methods of repositioning of staff and students in Indigenous ways of knowing.
Parents feel welcome										7.8						ILT Consultants will facilitate full staff or PLC workshops on Treaty Education as requested.
Parents are informed										7.2						Sustain and enhance the relationship with the Elders Advisory Council
Parents Support Learning at Home										7.3						Support FTV readiness work in all high schools
School Supports Learning										7.7						Provide Leading to Learn orientation for all school administrators.
School Supports Positive Behaviour										7.6						Support teachers develop a deeper understanding of land based learning.
Safe School										7.2						
Inclusive School										7.2						

Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs

Focus Area: Improved Graduation Rates

Long Term Outcome:	Baseline 2012-13			Actuals 2015-16			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			School Division Strategies and Actions
	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	
By June 30th, 2020 Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.																			Broad Strategies
SRPSD Three Year Graduation rate	66%	39%	87%	68%	47%	88%	69%	53%	89%	72%	53%	88%	69%	51%	90%	85%	65%		Form Graduation Rate Improvement Teams (GRIT) across SRPSD and within each school to address the needs of the students and identify the appropriate strategies for success.
SRPSD Five Year Graduation rate	77%	61%	88%	80%	65%	90%	77%	63%	88%	78%	63%	91%	82%	93%	72%	90%	70%		Use the myBlueprint and All About Me applications as planning and communication tools for students, parents, teachers and school administration.
Engagement is reported in FNM Outcome																			Assist all SRPSD students with the creation and maintenance of a graduation and post graduation plan to monitor their path through school and into life beyond high school
																			Utilize credit recovery and credit attainment procedures to allow students to continue on the path outlined in their graduation and post graduation plans.
																			Embed Indigenous perspectives into all workshops to enhance the capacity of teachers to engage all students and caregivers in a meaningful way and increase family awareness of SRPSD programs
																			Personalize the data.
																			Review RPSD Grad Rate Improvement Plans (GRIP) annually.
Local Improvement Targets	Baseline 2012-13			Actuals 2015-16			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			Specific Actions
	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	
By June 30, 2019 the SRPSD three year graduation rate will be 75%	NA	NA	NA	68%	47%	88%	69%	53%	89%	72%	53%	88%	69%	51%	90%	85%	65%		The SRPSD Secondary/Transitions Consultant will work with students and staff to assist with the creation of graduation and post graduation plans.
By June 30, 2019 the SRPSD five-year graduation rate will be 80%	NA	NA	NA	80%	65%	90%	77%	63%	88%	78%	63%	91%	82%	93%	72%	90%	70%		School based Graduation Rate Improvement Teams (GRIT) collect and analyze data, introduce high impact Student First practices and collaborate with other SRSD School Based GRITs.
By June 30, 2019 at least 50% of the SRPSD students in grade 10-12 will have earned at least 8 credits in the school year just completed.	NA	NA	NA	41%	25%	66%	41%	26%	65%	47%	32%	71%	47%	32%	70%	50%	50%		Division level graduation team research promising practices and provide at least monthly connection to school level teams
By June 2020, SRPSD will establish a division-wide enrichment and innovation program that improves graduation rates and increases:																			Credit attainment reports will be provided mid-term and end of term to each high school administration team
Percentage of Grade 10-12 Students with 80% attendance or higher	NA	NA	NA	65%	58%	NA	59%	50%	NA	61%	52%	NA	59%	48%	NA	80%	75%		Review as needed the the graduation related reports generated by the Ministry as a check and balance with the SRPSD data related to Attend the annual Grad Symposium.
Percentage of Grade 10-12 students with 8+ credits per year	NA	NA	NA	NA	NA	NA	41%	26%	65%	47%	32%	71%	47%	32%	70%	65%	50%		Plan a collaboration session for all SRPSD school Graduation Priority teams annually.
																			Assess and reflect on the graduation plans written by other school divisions.
																			Investigate how distance learning options might assist students achieve their graduation and post-graduation plans.

Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs

Focus Area: Early Years Learning

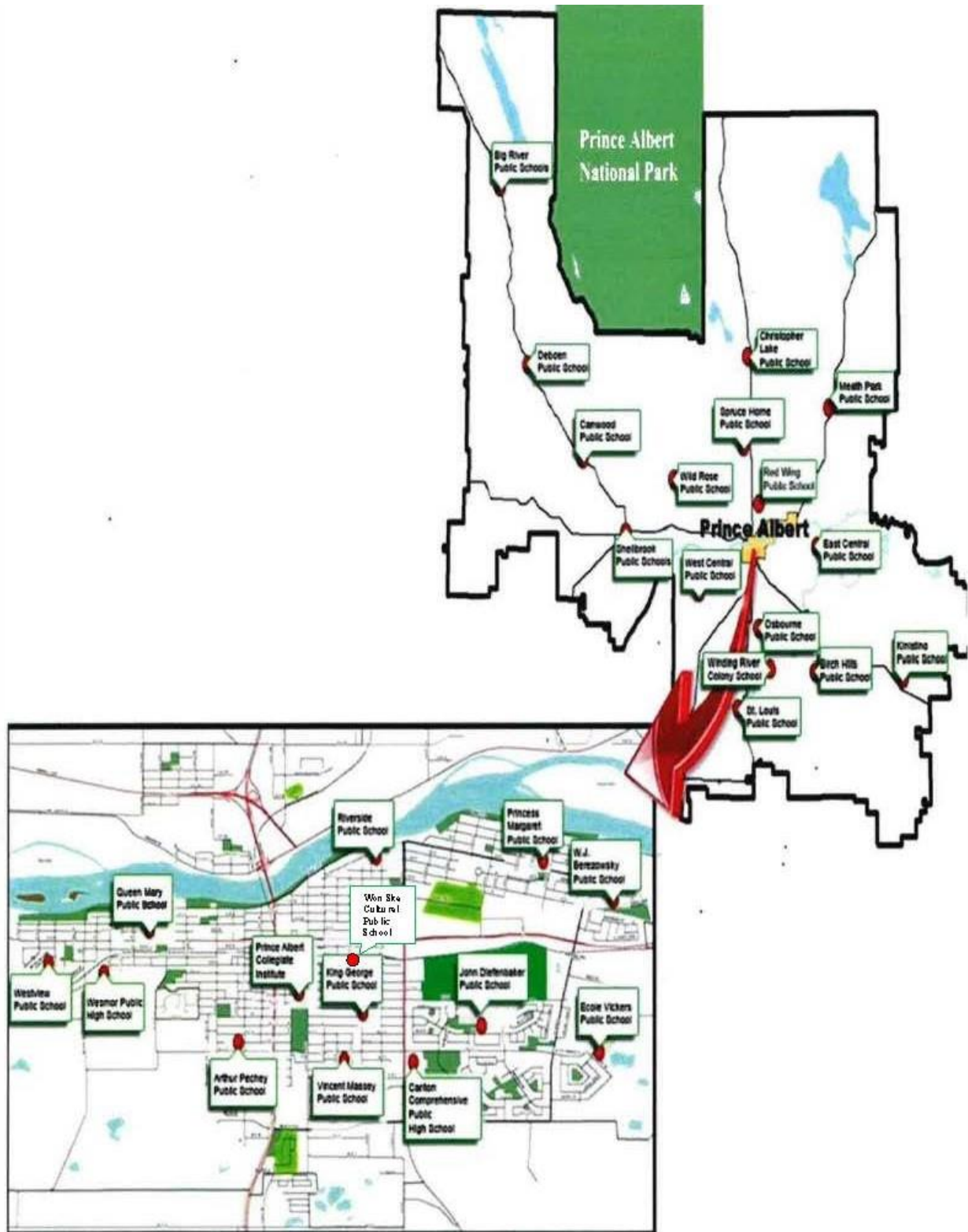
By June 30, 2020 children age 0-6 will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades	Baseline June 2013			Actuals June 2017			Actuals June 2018			Actuals June 2019			Targets June 2019			School Division Strategies and Actions
	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	Broad Strategies
Early Years Evaluation- TA (Kindergarten exit)	N/A	N/A	N/A	64%	49%	78%	63%	45%	80%	63%	49%	77%	90%			Support each school's Early Learning Teams with EYE TA data analysis and responsive intervention planning.
																Increase family engagement and support families in their health and wellbeing.
																Maximize the learning opportunities and enhance the learning environment for our early years students
																Enhance the quality and quantity of community involvement in our early years programs.
																Provide coordinated multidisciplinary supports for diverse learners to school teams.
																Review the integration of programming in school-based childcares with PreK and K programming in SRPSD schools.
																Provide everyday Kindergarten opportunities to students when possible.
																All schools with Kindergarten students will include an Early Years goal in their Learning Improvement Plans
																Review and revise the Early Years innovation plan
																Embed Indigenous Perspectives into all professional development to enhance the capacity of teachers to engage all students and caregivers in a meaningful way.

Saskatchewan Rivers Public School Division Strategic Plan: Aligned with the ESSP and Focused on Local Needs

Local Improvement Targets	Focus Area: Early Years Learning															Specific Actions
	Baseline 2012-13			Actuals 2016-17			Actuals 2017-18			Actuals 2018-19			Targets June 2020			
	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	ALL	FNM	Non-FNM	
By June 2020, 90% of SRPSD students exiting Kindergarten will score within the appropriate range in all domains as measured by the EYE-TA.	N/A	N/A	N/A	64%	49%	78%	63%	45%	80%	63%	49%	77%	90%			Early Years Workshops will support teachers with a classroom environmental review and assessment, EYE implementation, data analysis and responsive planning.
By June 2020, 100% of SRPSD Pre-Kindergarten students will achieve an 80% attendance rate	N/A	N/A	N/A	90%	90%	94%	90%	90%	93%	90%	89%	94%	100%			Support teachers with a classroom environmental review and assessment.
By June 2020, 100% of Prekindergarten teachers will have participated in annual early childhood professional learning opportunities (as indicated by Ministry survey).	N/A			N/A			86%			N/A Ministry moved to data collection every other year			100%			Prioritize and implement the Early Years innovation plan actions.
By June 2020, 100% of Kindergarten teachers will have participated in annual early childhood professional learning opportunities (as indicated by Ministry survey).	N/A			83%			N/A Ministry moved to data collection every other year			92%			100%			Early Learning Teams for each school will integrate the many talents, expertise and experiences to enhance the learning in all Pre-K and K classrooms.
																Align the support provided by the Dreamcatcher coach, EST and the ILT.
																Utilize the <i>Help Me Tell My Story</i> characters, resources and land based learning concepts in an authentic way for students and caregivers.
																Early Years coaches will focus on the 5 components of reading as they model lessons and assist teachers in collecting and analyzing data in order to direct instruction to the specific needs of students.
																Collaborative Interdisciplinary Services Teams will work with a common cluster of schools to analyze student needs, assess available resources and determine support interventions for vulnerable students.
																Provide Hanne Training to all PreKindergarten and Kindergarten teachers and EAs.
																Implement the Early Learning Intensive Supports (ELIS).
																Enhance the use of SeeSaw as a continuous reporting and caregiver empowering tool.
																Liaise with community agencies to identify children approaching PreK age and have them work with the family in understanding the value of PreK and the services provided by the school system.
																Adopt a “Get to know the family” strategy during family engagement events.
																Explore the concept of an Adopt-a K Program in a limited numbers of schools.
																Connect families to outside agencies when needed.
																Share school readiness expectations with community agencies.

Appendix F

SRPSD – Rural and Urban Schools



Appendix G

Saskatchewan Rivers Students for Change (SRSC) and Saskatchewan Rivers' subsequent Premier's Award of Excellence – Joint Letter followed by SSBA Press Release

Joint letter from Board Chair and SRSC President dated September 25, 2019:

Inspired by the notion of student representation on school boards, a topic of conversation at the 2011 Canadian School Boards Association (CSBA) Congress, and impacted by the bold and progressive ideas shared by students through annual student panels at the Saskatchewan School Boards Association (SSBA) assemblies, the Saskatchewan Rivers Public School Board pursued a unique and innovative way to involve students in the board's operations, discussions, and decision-making. Our board of trustees, along with a team of approximately 30 students (2-3 representatives from each of the division's high schools), have worked persistently and jointly since 2012 to implement a division-wide student council known as the Saskatchewan Rivers Students for Change (SRSC). The SRSC comes together regularly to discuss challenges and opportunities in education, to take part in leadership and learning opportunities, to plan actions and events and to advocate for student learning and wellbeing. The SRSC provides advice and student perspective directly to the school board on a regular basis through two elected student trustees, with a focus on bettering student experiences in schools and improving results for the division.

In its pursuit to improve decision-making, the Board committed to a set of visionary goals; to directly involve students in the governance of the school division; to provide for a mechanism where students could share their perspectives and opinions on education with their locally elected trustees; to maximize student voice and the opportunities available for young people to engage in division-wide leadership and capacity building; and to become the first school division in the province of Saskatchewan to allow for formal representation of student trustees at the board table. What began as a board-initiated effort to allow student trustees a seat and a voice at the board table has become an invaluable part of the culture of the Saskatchewan Rivers Public School Division. Amplifying student voice in the decision-making structures of the school division has also paved the way for partnership building, innovation, enhanced student engagement and a critical cultural shift in school and division culture where students are invited to lead change and affect student achievement and outcomes.

Our Board's motto is *Excellence for Every Learner*. Through policy, the Board provides leadership and strategic direction for the school division, which serves more than 9000 students across 32 schools. We maintain that one of the core values of leadership is responsible governance and that responsible governance includes consulting directly with students. This is embedded in our foundational board policies. As a board, we have committed to bold long-range local and provincial strategic goals to improve student outcomes in the areas of literacy, credit attainment and graduation rates, among others. But, we know that in order to achieve these goals requires a shift in approach, a shift in

how we do governance. What follows is an overview of a pivotal, dynamic and innovative initiative that shows how students can be empowered to contribute to improved student outcomes by becoming directly involved in governance. Simply put, we seek to improve student outcomes by improving decision-making practices.

On behalf of the Saskatchewan Rivers Public Board of Education and the Saskatchewan Rivers Students for Change, we are pleased to submit this nomination for the Premier's Award for Innovation and Excellence in Education, ***Empowering Students and Responding to Student Voice: A Student-led Pathway to Improve Student Outcomes***. Apart from being a worthy nomination for this award, we are proud that this initiative will become part of the strong legacy of the Saskatchewan Rivers Public Board of Education in the province.

Barry Hollick
Chair, Saskatchewan Rivers Public School Board

Jarica Gooding
President, Saskatchewan Rivers Students for Change

Appendix H

SRPSD Responses to the TRC Calls to Action

In 2015, the Truth and Reconciliation released its 94 Calls to Action. Many of the Calls are directed towards federal and provincial government, but SRPSD sees itself as an agent for reconciliation. To that end, we see several of the Calls as areas we can make an impact and below is a summary of some (not all) of our key actions in response to the Calls.

Calls to Action		SRPSD Actions	Date or Timeline	Group Supported
CHILD WELFARE				
3	We call upon all levels of government to fully implement Jordan's Principle.	Apply and receive Jordan's Principal funds to support First Nations students who have been limited in their opportunity to access learning because of limited SRPSD resources (facilitated through implementation of funds in support of reading tutor, mentor, and school support staffing)	2018 and ongoing	Students
5	We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.	Support, guide and perform accountable partner function for KidsFirst program. Support our schools in accessing Catholic Family Services program: "Strengthening Families" Support, guide and perform accountable partner function of the Prince Albert Early Years Family Resource Centre	ongoing	Parents
EDUCATION				

7	We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.	SRPSD's Indigenous Perspectives Consultant is an active member of Prince Albert's Urban Programming for Indigenous People's Coalition which strives to work together to improve outcomes for Indigenous peoples in Prince Albert and area while promoting reconciliation in our community. SRPSD's Indigenous Perspectives Consultant is also an active member of the newly formed Community Building Youth Futures Coalition that works to advocate for and promote the voice of Indigenous Youth in Prince Albert and area.	Ongoing Ongoing	Indigenous community in PA & area
10ii	Improving education attainment levels and success rates.	SRPSD strategic plan identifies targets to improved First Nations and Metis student engagement and	ongoing	Students
		Enhancing positive Invitational Shared Services Initiative (ISSI) partnerships with Muskoday and Wahpeton First Nations to support the academic success of their students enrolled in SRPSD.	ongoing	Students
		Graduation priority teams in each SRPSD high school to track student achievement and support individual graduation plans for First Nations and Metis students.	Ongoing	Students
10iii	Developing culturally appropriate curricula.	Following their Voices administrative leadership and commitment to implementation within Carlton and Wesmor Public High schools.	Ongoing	Staff and Students
		Providing professional development workshops on land based learning including learning about traditional medicinal plants	August teacher workshop and ongoing teacher PD	Staff and Students

10iv	Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.	Cree 10 courses offered at both Carlton and Wesmor Public high schools. Developing support and resources for implementation/offering of new indigenous language programs A Kindergarten Cree Language program will be offered at John Diefenbaker School in the fall with plans for expansion in the future.	Ongoing	Students
10vi	Enabling parents to fully participate in the education of their children.	Focus of the annual gathering of School Community Council chairpersons and administrators was Reconciliation in SK Rivers Schools. SRPSD's Indigenous Perspectives Team facilitated workshops on Examining Societal Privilege and Truth and Reconciliation in SK Rivers schools. SRPSD's Indigenous Perspectives team was part of a school's parent teacher interviews evenings to promote what is happening in the school division in regards to reconciliation	Ongoing	Parents Principals Parents Students Teachers Principals
10vii	Respecting and honouring Treaty relationships.	Established and sustained the Kisewatotatawin Partnership with Muskoday First Nation Support and promote Heart of the Youth Community Pow Wow. Student and staff participation and engagement. SRPSD's Indigenous Perspectives Team are part of the organizing committee. Truth and Reconciliation through the Arts at Prince Albert Collegiate Institute	2012 and ongoing May 22 nd , 2020 (postponed) Ongoing	Trustee, Staff & Students Staff, Students, and Community Staff, Students, Parents & community

		An Elder Advisory Council to the SRPSD Board is established and advised the board on the Cree Language Program this year	Fall 2019 & ongoing	Trustees and community
		Promote and support treaty teachings and relationships in schools (orange shirt day ceremonies, Muskoday-Osborne joint assemblies, Arthur Pechey/Christopher Lake Tipi Teachings for example).	2019-20 school year, ongoing	Students, staff and community

PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS				
57	We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.	Board and Senior Administration participated in the Blanket exercise with the executive of the local teachers association	2018	Trustees and Senior Staff
		Trustees and Senior Admin participated in professional development provided by the Office of the Treaty commissioner to better understand historical context and current reality of Treaties and impacts of residential schools	October 2018	Trustees and Senior Admin
		Power and Privilege (anti-racist/Anti-oppression education program) provided to new teacher orientation group, several school PLC days (full staff) along with opportunities for workshops for staff who participate on a self-selection		
		SRPSD's Indigenous Perspectives team had parent participation in two of the Kairos Blanket Exercises facilitated last year. Three-year agreement signed with Kairos to continue to facilitate the Blanket Exercise.	Ongoing	Parents Students Teachers Principals
		Implementing and sustaining Leading to Learn anti-racist and anti-oppressive professional development for school administration and senior admin.	Fall 2019 and onward	

EDUCATION FOR RECONCILIATION				
63i	Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.	SRPSD's Indigenous Perspectives team has responded to 66 teacher requests for in classroom support with implementing Indigenous content and approach in K – 12 classrooms throughout the division.	August 2019 - June 2020	Teachers Students
		SRPSD's Indigenous Perspectives team has facilitated the Youth Kairos Blanket Exercise in schools 5 times this year The Blanket Exercise has reached nearly all of our schools in the last 2 years	Sept 2019-Mar 2020 Ongoing	Students Teachers Principals EAs Parents
63ii	Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.	SRPSD's Indigenous Perspectives team has responded to 81 direct teacher requests so far this year by providing culturally relevant information and guidance reflective of Indigenous worldview	Sept/19 – June 2020 Ongoing	Teachers Students
63iii	Building student capacity for intercultural understanding, empathy, and mutual respect.	SRPSD's Indigenous Perspectives team strongly believes that all 232 requests they have received thus far have resulted in developing student capacity for intercultural understanding, empathy and mutual respect in SRPSD classrooms/schools.	Sept/19 – June/20 Ongoing	Teachers Students School Staff
63iv	Identifying teacher-training needs relating to the above.	SRPSD's Indigenous Perspectives team provides traditional teachings and insight for Pre-K to Grade 12 teachers at the majority of Professional Development Opportunities offered by SRPSD (First and Second Year Teacher Workshops, Pre K – Grade 12 Teacher Workshops, Principals & Vice Principals Meetings)	Sept/19 - March/20 Ongoing	Teachers Principals
		Indigenous Perspectives team facilitated the following PD Opportunities for SRPSD teachers:	Sept - March 2020	Teachers

		<ul style="list-style-type: none"> • Land Based Learning: Sacred Medicine Teachings & Harvest (PreK - 12 teachers) • Creating a More Culturally Responsive Classroom (Gr 1 - 12 teachers) • Examining Power & Privilege: Hands On activities (Grade 4 - 8 teachers) • Miyo Pimatsiwin: Seeking the Good Life in Middle Years Classrooms (Grade 4 - 8 teachers) • Treaty Education Through Storytelling (K - 12 teachers) 		
		Following Their Voices implementation at both Carlton and Wesmor with ongoing teacher PD throughout the Critical Learning Cycle (huddles, observations, co-construction meetings, walk-throughs, reflections)	Ongoing	Teachers
		Indigenous Perspectives team facilitated a workshop on power and privilege at a school for new teachers.		Staff
SPORTS AND RECONCILIATION				
88	We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.	Partnership with Dreambroker – Kidsport to identify and support need for SRPSD youth to access sport and culture in the community	Ongoing	Students Families

This report presented to the Saskatchewan Rivers Public School
Division, Board of Education.

Grant Gustafson, Committee Chair
On behalf of committee members:
John McIvor
Jaimie Smith-Windsor

With assistance from:
Robert Bratvold
Joyce Ward
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Updated: October 2020