Saskatchewan Rivers Public School Division
Excellence for Every Learner

MISSION: *Strives for excellence in education and seeks to maximize each child's unique learning ability.*

VISION: *Pursuit of excellence, respect of diversity and achievement for all.*

THE REGULAR MEETING FOR THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION
Seminar Room, Education Centre
545 – 11th Street East
Prince Albert, SK   S6V 1B1

Monday, November 16, 2020
Time: Immediately following the Organizational Meeting

AGENDA (#20R-10)

1. **Call to order by Board Chair**

2. **Land Acknowledgement**

3. **Declaration of Conflict of Interest**

4. **Adoption of the agenda**

5. **Consent Items**
   (a) Adoption of the Minutes for Regular meeting of October 5, 2020 and the Special Meeting of November 6, 2020
   (b) Board Policy Changes
   (c) Addition to the Board Annual Work Plan – 2020-2021

6. **Business arising from the previous meeting**

7. **New Business** (Board Committee Reports, Trustees' items and Notice of Motions)
   (a) External Board Committees
   (b) Provincial Update (if any)
   (c) Saskatchewan Rivers Students for Change (SRSC) Report – *K. Lam, Student trustee*
   (d) Service Club Inquiry – *B. Hollick*

8. **Accountability reports**
   (a) Student Achievement Accountability Report – *J. Hingley*
   (b) Learning Improvement Plans (LIP) Accountability Report – *J. Hingley*

9. **Reports from administrative staff**
   (a) Acronyms for Trustees – *R. Bratvold*

10. **Three key messages for SCC/Public from meeting**

11. **Board members' forum**

12. **Motion to move into Closed Session**

13. **Regular session convenes.**

14. **New Business** (Board Committee Reports, Trustees' items and Notice of Motions)
     (a) Motions brought forward from Closed Session from November 16, 2020

15. **Adjournment**

CALENDAR OF EVENTS	
Monday, November 17, 2020 *Time: 3:00 p.m.*	Chromebook Training Session, Education Centre, 545 – 11th Street East, Prince Albert, SK
Wednesday, November 25 and 26, 2020 (all day)	SSBA Annual General Meeting, Seminar Room, 545 – 11th Street East, Prince Albert, SK
Wednesday, November 25, 2020 *Time: 4:00 p.m.*	Special Regular Meeting, Seminar Room, 545 – 11th Street East, Prince Albert, SK
Monday, November 30, 2020 *Time: 3:00 p.m. (pictures)* *4:00 p.m. (meeting)*	Regular Meeting, Education Centre, 545 – 11th Street East, Prince Albert, SK 3:00 p.m. – Arrangements have been made for individual photos of trustees 4:00 p.m. - meeting

Saskatchewan Rivers
Public School Division
Excellence for Every Learner

MEETING DATE: November 16, 2020

Type of Meeting	Agenda Items	Intent
[√] Regular	[ ] Correspondence	[ ] Information
[ ] Closed Session	[ ] New Business	[ ] Decision
[ ] Committee of the Whole	[√] Reports from Administrative Staff	[ ] Discussion
	[ ] Other: _____	[√] Consent Item
Primary Policy Reference:	_8.8_____	

FROM:	R. Bratvold, Director of Education	ATTACHMENTS	[√]

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING AND SPECIAL MEETING

- October 5, 2020 Regular minutes
- November 6, 2020 Special Regular minutes

RECOMMENDATION

1. *That the minutes of the Regular meeting of October 5, 2020 be approved as presented.*
2. *That the minutes of the Special Regular meeting of November 6, 2020 be approved as presented.*

Saskatchewan Rivers
Public School Division
Excellence for Every Learner

NO. #2020R-9 (MONDAY, OCTOBER 5, 2020)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON OCTOBER 5, 2020 AT 5:00 P.M. IN THE SEMINAR ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee

MR. J. MCIVOR, Trustee

MS. D. ROWDEN, Trustee

MS. J. SMITH-WINDSOR, Vice-Chair

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mr. J. Pidborochynski, Chief Financial Officer

Mr. C. Trann, Superintendent of Schools

Mrs. J. Ward, Administrative Services Officer

B. Hollick, Board Chair, called the meeting to order.

MOTION TO MOVE INTO CLOSED SESSION:

#20R-80

Moved by G. Gustafson that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

ADOPTION OF THE AGENDA:

#20R-81

Moved by A. Lindberg that the agenda be approved as amended.

Carried.

CONSENT ITEMS:

#20R-82

Moved by M. Vickers that the following consent items be approved:

(a)   Adoption of the Minutes for the Regular Meeting of August 31, 2020;

(b)   Administrative Procedure Changes;

(c)   Financial Statements – for the Period Ended August 31, 2020.

Carried.

...2

NEW BUSINESS:

(a) <u>Motions from the Closed Session of October 5, 2020:</u>
#20R-83
Moved by B. Hollick that the following motions be brought forward:
1.   *That the Board Chair, on behalf of the Board, send a letter to the SBBA Working Advisory Group to support the addition of a Public Section member to the composition of the SSBA Executive.*
     Carried.
2.   *That the Board continue to support the Board Advocacy Plan and related advocacy efforts and consider any substantive changes after the 2020 school board elections and the renewal of the Board's Strategic Plan.*
     Carried.

(b) <u>Provincial Update</u>
J. Smith-Windsor commented that she is planning to run for the position of the Vice-President with SSBA Executive if successful in the upcoming School Board elections.

(c) <u>Saskatchewan Rivers Students for Change (SRSC) Report</u>
C. Trann provided the rationale for the change to the SRSC Constitution and student trustees.

#20R-84
Moved by J. Smith-Windsor that the Board approve the SRSC Constitution as amended.
Carried.

K. Lam, one of the new student trustees for the current year, provided a verbal update on the recent virtual meeting held on September 23, 2020.

(d) <u>SSC Proposed Updated Funding Model</u>
As per information presented at the June 21 Board meeting, the proposal to discontinue the Program Enhancement Grant (PEG) and replace with an updated SSC funding and expenditure model was presented.

#20R-85
Moved by B. Gerow that the Board discontinue the Program Enhancement Grant and replace it with the updated SCC funding guidelines as outlined.
Carried.

(e) <u>Board/Director Evaluation Verbal Update</u>
B. Hollick noted that the Board/Director evaluation will be held on Monday, November 2, 2020 from 9:30 a.m. to 2:30 p.m. at the Education Centre.

He noted that the Strategic Planning session will be held on Monday, October 19 from 1:00 p.m. to 4:00 p.m.   He will extend an invitation to the SSBA Working Advisory Group representative to attend from 10:00 a.m. to 12:00 noon – the representative to attend either by teleconference or in person.

(f)   <u>SSBA Resolutions – Review and Proposed</u>
J. Smith-Windsor provided a report that included all the SSBA resolutions that the Board submitted from 2016 until now for information. She reviewed the two draft 2020 resolutions for information.

#20R-86
Moved by J. Smith-Windsor that the Board submit the resolution pertaining to indigenous trusteeship and <u>the Local Government Election Act</u> and Regulations, 2015 to 2020 SSBA Annual General Meeting.
Carried.

#20R-87
Moved by J. Smith-Windsor that the Board submit the resolution pertaining to flu vaccination in schools to 2020 SSBA Annual General Meeting.
Carried.

B. Yeaman reviewed the draft resolutions pertaining to the Saskatchewan High School Athletics Association and funding.

#20R-88
Moved by B. Yeaman that the Board submit the resolution pertaining to Saskatchewan High School Athletics Association (SSHAA) to 2020 SSBA Annual General Meeting.
Carried.

(g)   <u>2020 SSBA Annual General Meeting Voting Delegates</u>
Due to the SSBA AGM being held virtual this year, the Board need to approve a change to the voting delegates as per Board policy.

#20R-89
Moved by J. Smith-Winsor that in consideration of the 2002 SSBA AGM being held virtually with 1-2 voting delegates per board, the Board waives the required apportioning of votes as outlined in Policy 8: Board Operations - 15.2 relating to voting delegates and distributes the ballots equally between the Board Chair and Deputy Chair of September 2020.

(h)   <u>School Board Election Committee Report</u>
J. Smith-Windsor reviewed the final report of the School Board Election Committee.

#20R-90
Moved by J. Smith-Windsor that the Board approve the recommendations of the School Board Election Committee as amended, dissolve the Committee and request that Administration bring back the proposed changes to Policy 3: Role of the Trustees for Board approval prior to the orientation of new trustees.
Carried.

Consensus was to add the Competency Matrix into the candidate's package.

(i) <u>**2019-2020 Board Development Plan**</u>
M. Vickers reviewed the progress on the 2019-2020 Board Development Plan for information and discussion. It was noted that due to the COVID-19 pandemic, many of the topics in the Plan were unable to be completed.

(j) <u>**Policy Review Committee Verbal Report**</u>
G. Gustafson, Chair, of the Policy Review Committee provided a written report for information.

#20R-91
Moved by G. Gustafson that the Board dissolve the current policy committee and establish a new policy committee at the Organizational meeting to review, discuss and bring recommendations to the Board relative to the following: Structure and development of agenda, closed versus open agenda items, discussion versus decision items, potential for development of health-crisis related policy and anti-racism and anti-oppressive policy.
Carried.

(k) <u>**Board Facilities Committee Report**</u>
G. Gustafson, Chair, provided a written update regarding the next steps for updating the Facilities Report.

#20R-92
Moved by G. Gustafson that the current Facilities Committee disband and that a new Facilities Committee be established at the upcoming Organizational meeting.
Carried.

(l) <u>**Legacy Committee Verbal Report**</u>
G. Gustafson, Chair, indicated that a final report will be presented to the Board at its October 26, 2020 planning meeting for information.

#20R-93
Moved by G. Gustafson that the Legacy Committee be dissolved upon the Legacy Committee report presented to the Board on October 26, 2020 and that the report become a public document after that date.
Carried.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING
- School Board Election – November 9, 2020.
- SCC funding changes.
- Advocacy plans and local trustee seeking vice-presidency.

BOARD MEMBERS' FORUM:
Trustees were given an opportunity to share information on items of mutual interest.

ADJOURNMENT:
>**#20R-94**
>*Moved by M. Vickers that the meeting adjourn.*
>*Carried.*

SIGNATURES:

_____   _____
Board Chair   Administrative Services Officer

_____
Date of Approval

Saskatchewan Rivers Public School Division
Excellence for Every Learner

MISSION: *Strives for excellence in education and seeks to maximize each child's unique learning ability.*

VISION: *Pursuit of excellence, respect of diversity and achievement for all.*

NO. #2020S-2 (FRIDAY, NOVEMBER 6, 2020)

MINUTES OF THE SPECIAL REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON FRIDAY, NOVEMBER 6, 2020 AT 12:30 P.M. VIA TELECONFERENCE

PRESENT:

MEMBERS OF THE BOARD

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee

MR. J. MCIVOR, Trustee

MS. D. ROWDEN, Trustee

MS. J. SMITH-WINDSOR, Vice-Chair

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mrs. J. Ward, Administrative Services Officer

B. Hollick, Board Chair, called the meeting to order.

MOTION TO MOVE INTO CLOSED SESSION:

#20S-3

Moved by A. Lindberg that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

ADOPTION OF THE AGENDA:

#20S-4

Moved by A. Lindberg that the agenda be approved as presented.

Carried.

NEW BUSINESS:

(a) **Motions from the Closed Session of November 6, 2020:**

#20S-5

Moved by B. Hollick that the following motions be brought forward:

1. *That the Board approve the Director Evaluation Report as developed during the evaluation workshop of November 2, 2020 as an accurate accounting of the Director's performance for the period August 1, 2018 – August 31, 2020 and that a copy be provided to the Director and a copy appended to the Director's personnel file.*

Carried.

ADJOURNMENT:
> **#20S-6**
> *Moved by D. Rowden that the meeting adjourn.*
> *Carried.*

SIGNATURES:

_____   _____
Board Chair   Administrative Services Officer

_____
Date of Approval

MEETING DATE: November 16, 2020

Type of Meeting	Agenda Items	Intent
[√] Regular	[ ] Correspondence	[ ] Information
[ ] Closed Session	[ ] New Business	[ ] Decision
[ ] Committee of the Whole	[√] Reports from Administrative Staff	[ ] Discussion
	[ ] Other: _____	[√] Consent Item
Primary Policy Reference:	8.8_____	

FROM: R. Bratvold, Director of Education   **ATTACHMENTS**   [√]

BACKGROUND

RE: BOARD POLICY CHANGES

The Policy Review Committee provided a written report to the Board at its October 5, 2020 Regular meeting regarding changes to the following Board policies – the changes are in **bold** and *italics*.

- Policy 7: Role of the Deputy Chair
- Policy 8: Board Operations

RECOMMENDATION

For Board information.

Policy 7

ROLE OF THE DEPUTY CHAIR

In order to build system capacity the Board has chosen to institute the concept of a deputy chair position. The deputy chair serves in accordance with a rotation approved at the annual organizational meeting. The role consists of chairing the closed session portion of all regular, special and committee of the whole (formerly Management meeting) Board meetings. A trustee selected to the deputy chair position normally serves for a period of three months.

1. Specific duties include:
   1.1 Ensure that such meetings are conducted in accordance with *The Education Act,1995* the policies and procedures as established by the Board and Robert's Rules of Order;
   1.2 Maintain the order and proper conduct and decorum of the meeting;
   1.3 Display firmness, courtesy, tact, and impartiality;
   1.4 Ensure that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board;
   1.5 Ensure that debate is relevant. The Deputy Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the issue;
   1.6 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Deputy Chair may speak to points of order in preference to other members;
   1.7 Sign off monthly expense form for the Vice-Chair. If the Deputy Chair is the Vice-Chair then the sign off will be the previous Deputy Chair in the schedule.
   1.8 ***Assume the role of the chair for a regular meeting in absence of chair and vice-chair.***

2. Schedule for Deputy Chair:
   The Deputy Chair rotation for the term of office will be established at the Board's first Organizational meeting following School Board Elections.

   In the absence of the Deputy Chair for any meeting, the meeting shall be chaired by the previous Deputy Chair.

Revised: November 26, 2018

Policy 8

BOARD OPERATIONS

The Board shall hold meetings at least six times per year as per *The Education Act, 1995* and as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

No act, proceeding or policy of the Board shall be deemed valid unless adopted at a duly constituted meeting. All requests to have reports prepared, or information gathered, by administration shall be approved by Board resolution.

The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner. Respectful behavior preserves the inherent dignity of everyone; therefore it is important that Board meetings be conducted in an environment that is productive, orderly and respectful of trustees, staff and members of the public. The organization of the Board meeting will effectively enable trustees and others in attendance to participate in an atmosphere of mutual respect.

In all matters of procedure not covered in the Board Policy handbook, Robert's Rules of Order shall apply. However, notwithstanding the foregoing, the will of the majority of Board members present shall prevail.

The Board believes that its fundamental obligation is to preserve and enhance the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in closed sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go into closed session for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes public interest can be enhanced by having members of the public make presentations at Board meetings.

1. Electoral Boundaries and Elections
    The Saskatchewan Rivers School Division was initially formed by Minister's Order Number 011/2005-06 on April 19, 2005. The name was changed through Minister's Order Number 115/2005-06 December 1, 2005. This second order provided for name changes to a total of 12 Saskatchewan school divisions following province-wide amalgamations. Minister's Order 011/2005-06 provided for the nomination and election of trustees within the Division by subdivisions as follows:
    1.1   One trustee elected in each of five rural subdivisions with the boundaries as described in detail in Minister's Order 011-2005-06.

1.2 Five trustees from the City of Prince Albert elected at large by the electors resident in the city.

1.3 The provisions of the *Local Government Election Act* respecting the election of trustees shall apply to every election in each subdivision *Local Government Election Act*.

1.4 The electoral boundaries and representation shall be reviewed in the second year of the Board's term of office.

2. Organizational Meeting

2.1 The Organizational Meeting of the Board in each calendar year shall be held in the Education Centre not later than November 30, in accordance with Section 14.1 of *the School Division Administration Regulations*.

2.2 The Director will give notice of the Organizational Meeting to each trustee as if it were a special meeting.

2.3 The Director shall call the meeting to order, and in an election year, read the return from the Elections Clerk certifying the election of members if any, and the Director shall call for and receive the duly signed Declarations of Office and corresponding Endorsement Certificates by Commissioners for Oaths from each trustee, in accordance with Section 14.1 of *the School Division Administration Regulations*.

2.4 In an election year, The Director shall proceed to conduct the election of the Board Chair.

    2.4.1 Nominations shall be made by the trustees for the office of Board Chair and need not be seconded.

    2.4.2 The Director shall make three (3) calls for nomination.

    2.4.3 A vote upon the nominees shall be taken by secret ballot.

    2.4.4 The nominee who receives the majority of votes of the trustees present shall therefore be declared elected.

    2.4.5 Where, on the addition of the votes, two (2) or more candidates for the position of Board Chair have an equal number of votes, the Director shall follow the tie vote procedure specified in Section 111(1) if the *Local Government Election Act*.

    2.4.6 In the event that only one (1) trustee has indicated willingness to serve as Board Chair, that trustee shall be declared elected by acclamation.

2.5 The Board Chair shall assume office and shall immediately proceed with the election of the Vice-Chair following the procedure noted above.

2.6 The newly elected Board Chair shall then proceed with the agenda as presented by the Director and adopted by the Board.

2.7 The Organizational Meeting shall, in addition include, but not be restricted to, the following:

- Approval of Deputy Chair rotation
- Create such standing committees of the Board as are deemed appropriate, and appoint members;
- Make external Board appointments;
- Authorize the Chief Financial Officer to certify all accounts for payment.
- Confirm current attendance areas and transportation service areas.
- Review trustee conflict of interest stipulations and determine any disclosure of information requirements;

- Appoint the Division's solicitor, insurance agent or broker, banking and auditing firms;
- Designate those with signing authority, and provide borrowing authority;
- Approve trustee appointments to school clusters.
- Approve the hours of public access to the all central offices.
- Other organizational items as required.

3. Regular Meetings
   3.1 Unless otherwise arranged by appropriate Board action, the Board shall meet regularly in open session in either the Board Room or the Seminar Room of the Education Centre, in accordance with the schedule of meetings established at a Board Meeting in June of each year and included in the Board Annual Work Plan in Policy 2 Appendix.
   3.2 All trustees shall notify the Board Chair or the Director if they are unable to attend a Board meeting.
   3.3 A majority of members of the Board constitutes a quorum. The vote of the majority of the quorum is valid and binding on the division.
   3.4 All trustees who are absent from three (3) consecutive regular meetings shall:
      3.4.1 Obtain authorization by resolution of the Board to do so; or vacate his/her office.
   Failure to attend may result in disqualification from the Board.
   3.5 If both the Board Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, *the Deputy Chair shall assume the role of the chair for regular meetings. The Deputy Chair shall have all the powers and perform all the duties of the Chair during the Board Chair's and Vice-Chair's inability to act or absence.*
   3.6 Regular meetings of the Board will not be held without the Director in attendance, unless the Director's contract is being discussed or the Board is dealing with a trustee or Director disciplinary issue or the Board is meeting with its auditor. The Director shall from time to time require other members of staff to attend regular meetings of the Board.

4. Special Meetings
   4.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action. A special meeting may be scheduled by
      4.1.1 The Board passing a motion at a legally constituted meeting of the Board.
      4.1.2 The Board Chair or any three members of the Board giving at least six business days' notice to each member by registered, certified, or special delivery mail, or by delivering a written notice to each member in person at least three days before the meeting, or by leaving the notice with an adult person at each member's place of residence who shall state explicitly the reason therefore at least three days before the meeting. The Board by unanimous consent waiving notice in accordance with Section16 of the School Division Administration Regulations. Such consent is to be subscribed to in writing by each member of the Board before the commencement of the meeting and recorded in the minutes of the meeting.

4.2 If an additional meeting of the Board is to be held, the Director shall send a written notice of such a meeting as prescribed by *The Education Act, 1995* and shall set forth therein the business to be transacted or to be considered thereat, and no other business shall be considered unless all members of the Board are present and there is unanimous agreement that the agenda previously arranged shall be changed.

4.3 Special meetings of the Board will not be held without the Director in attendance, unless the Director's contract is being discussed or the Board is dealing with a trustee or Director disciplinary issue or the Board is meeting with its auditor. The Director shall from time to time require other members of staff to attend special meetings of the Board.

4.4 Procedures regarding quorum, voting, and attendance by the public apply as for regular meetings of the Board.

5. Closed Sessions (In Private)

The Board may, by resolution, schedule a closed session at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in closed session. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to the trustees and the Director. The reason for the Closed Session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons:

5.1 Personal or confidential matters relating to individual staff, or students, or to finances;

5.2 Matters relating directly or indirectly to negotiations of salary and wage schedules of employees;

5.3 Legal issues regarding the Board and its activities;

5.4 Negotiations for sale or purchase, lease or other acquisition of property;

5.5 Preliminary budgets;

5.6 Sensitive matters that a majority of the trustees present feel should be held in private, in the public interest. This may include matters of a sensitive or exploratory nature that either the Director or the Board wishes to discuss with each other, with the ultimate view to providing guidance or information on issues that may or may not become public later.

5.7 Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) which gave rise to the closed session. Trustees and other persons attending the session shall maintain confidentiality and not disclose the details of the discussions at such sessions.

5.8 In Closed Session, the Board Chair shall leave the chair and his/her place shall be taken by the Deputy Chair of the day or, in his/her absence, by another member of the Board named by the Board Chair as per Policy 7 – Role of the Deputy Chair.

5.9 All rules of the Board shall be observed in Closed Session. The number of times a trustee may speak on any question shall be determined at the discretion of the Chair.

5.10 The Board shall, during the Closed Session, adopt only a resolution to rise and report to the open public Board meeting.

5.11 The official minutes of the Closed Session will be kept on file at the Board office.

6. Agenda for Regular Meetings

The Board believes that a properly prepared agenda creates a meeting atmosphere formal enough for orderly procedure, but informal enough to encourage free discussion, problem identification, problem solving and the generation of ideas. The Board Chair and Director are responsible for establishing the agenda for Board meetings, in accordance with legislation and Board policy in particular the Board Annual Work Plan.

Agendas shall include all the data and background, information, rationale and a recommendation so that the Board is able to make sound and objective decisions consistent with established goals.

6.1 The order of business at a regular meeting shall generally be as follows:

6.1.1 Call to Order;

6.1.2 Land Acknowledgement

6.1.3 Declaration of Conflict of Interest

6.1.4 Adoption of Agenda;

6.1.5 Consent Items;

6.1.6 Business Arising from Previous Meeting;

6.1.7 New Business;

6.1.8 Accountability Reports;

6.1.9 Reports from Administrative Staff;

6.1.10 Notice of Motion;

6.1.11 Board Members' Forum;

6.1.12 Adjournment.

6.2 Agenda items will be supported by a briefing note with copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation and indicate author of the report.

6.3 Items may be placed on the agenda in one of the following ways:

6.3.1 Normally those items in Policy 2 – Board Annual Work Plan, Appendix A shall be included in the monthly Board meeting agenda.

6.3.2 Trustees may contact the Board Chair prior to the development of the agenda and request inclusion of a Board meeting agenda item.

6.3.3 By notice of motion at the previous meeting of the Board. A trustee may present in writing a notice of motion at any regular or special meeting of the Board. At the next regular meeting of the Board, that member shall present the motion and speak in support of it.

6.3.4 As a request from a committee of the Board.

6.3.5 Although the Board seeks to minimize items being added without proper notice issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.

6.4 Materials for Board meetings will be distributed to each trustee and the Director four days prior to the meeting. The Director is responsible for distribution (to the Board, Administration) and posting.

6.5 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.

10.10 Upon completion of the presentation, the Board Chair shall inform the delegation when the decision will be made. When a decision is reached, it will be communicated in writing to the spokesperson.

11. Audio/Video Recording Devices
Anyone wanting to use recording devices at any meeting of the Board shall seek permission of the Board Chair.

12. Trustee Conflict of Interest
The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the confidence of the residents of the Division placed in its Board and in its trustees. The trustee:

12.1 *Is expected to be conversant with Section 11 - 13 of the School Division Administration Regulations.*

12.2 *Is expected to be conversant with Section 69,70 and 90 of the Education Act, 1995.*

12.3 *Is expected to be conversant with the provisions of Policy 4, Trustee Code of Conduct and Trustee Code of Conduct Sanctions.*

12.4 *Is responsible for declaring him/herself to be in possible conflict of interest.*

12.5 *Shall declare any conflict of interest prior to the adoption of the an agenda at regular, special or committee meetings.*

12.6 *Shall fully remove themselves from all discussion, debate or decision relating to the subject or issue where they may be in conflict of interest.*

12.7 *Following the disclosure of a potential conflict of interest, a board member who may be in conflict of interest shall not be provided with further reports or board documents related to the subject or issue identified.*

13. Board Facilitated Self-Evaluation

13.1 The annual Board facilitated self-evaluation process will be carried out as described in the document entitled Board Self-Evaluation Process, Criteria and Timelines.

13.2 The purpose of the Board facilitated self-evaluation is to answer the following questions:

13.2.1 How well have we fulfilled each of our defined roles as a Board this past year?

13.2.2 How do we perceive our interpersonal working relationships?

13.2.3 How well do we receive input and how well do we communicate?

13.2.4 How well have we adhered to our annual work plan?

13.2.5 How would we rate our Board-Director relations?

13.2.6 How well have we adhered to our governance policies?

13.2.7 What have we accomplished this past year? How do we know?

13.3 The principles upon which the Board facilitated self-evaluation is based are as follows:

13.3.1 A learning organization or a professional learning community is focused on the improvement of practice.

13.3.2 A pre-determined process for evaluation strengthens the governance functions, builds credibility for the Board and fosters an excellent Board-Director relationship.

MEETING DATE: November 16, 2020

Type of Meeting	Agenda Items	Intent
[v] Regular	[ ] Correspondence	[ ] Information
[ ] Closed Session	[ ] New Business	[ ] Decision
[ ] Committee of the Whole	[v] Reports from Administrative Staff	[ ] Discussion
	[ ] Other: _____	[v] Consent Item
Primary Policy Reference:	2_____	

FROM: R. Bratvold, Director of Education   **ATTACHMENTS**   [v]

BACKGROUND

RE: ADDITION TO THE BOARD ANNUAL WORK PLAN – 2020-2021

At the October 26, 2020 Planning Meeting, consensus of the Board was to add to "Review of the SRPSD Legacy Report" to the May in the annual work plan.

RECOMMENDATION

For Board information.

Policy 2 – Appendix A

BOARD ANNUAL WORK PLAN – 2020-2021

The Board believes the annual work plan should accurately reflect the work of the Board and may be amended any time during the year by motion of the Board.

SEPTEMBER
Regular Board Meeting Agenda Items
- Consider nomination of a program for the Premier's Award For Innovation
- Review Board Development Plan
- Review Board Advocacy Plan
- Approve Budget Calendar Dates
- Draft resolutions for submission to the SSBA Convention
- Review Auditor's Planning Memorandum
- Review School Learning Improvement Plans Accountability Report
- Review Human Resources Accountability Report

Events/Action
- Public Boards Section Executive Meeting
- Board Chairs Council
- Saskatchewan Rivers Students for Change (SRSC) Workshop (include Strategic Plan review)
- MLA Meeting

Budget Considerations
- Budget Work Plan

OCTOBER
Regular Board Meeting Agenda Items
- Approve Board Advocacy Plan
- Approve Resolutions (if any) for Saskatchewan School Boards Association Annual Convention
- Approve the SRPSD Legacy Document
- Review Legal Update of any outstanding cases
- Review draft Annual Report and provide direction, if any
- Review Student Learning Accountability Report
- Review Board Communication Plan

Events/Action
- Board and Director evaluation session
- P.A.A.T.A. New Teacher Induction Event

Budget Considerations
- Review, amend or adopt budget development timelines, principles and guidelines

NOVEMBER
Regular Board Meeting Agenda Items
- Hold Organizational Meeting – elections and appointments
- Appoint Voting Delegates and allocate votes for the SSBA Convention
- Approve Annual Report for submission to Ministry of Education
- Approve Board Development Plan
- Review Capital Project Priorities
- Review Board Advocacy Plan for upcoming events
- Approve annually the Audited Financial Statements
- Review audit report and management letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)

Events/Action
- SSBA Fall General Assembly
- Public Boards Section General Meeting
- Board Chairs Council
- Board/Director Seminar

Budget Considerations
- Review operations and priorities for next fiscal year

DECEMBER
Regular Board Meeting Agenda Items
- Review TRC – Call to Action Priority Progress
- Complete the Board Competency Matrix

Events/Action
- Elders Council Gathering

JANUARY
Regular Board Meeting Agenda Items
- Review parameters for school year calendar
- Review Student Support Services Accountability Report

Events/Action
- P.A.A.T.A. Executive Joint Meeting
- P.A. Separate School Division Joint Board meeting
- School tours – Day 1

Budget Considerations
- Review potential budget additions or deletions for next budget year.

FEBRUARY
Regular Board Meeting Agenda Items
- Review initial projected enrollment for next year
- Review Strategic Plan
- Approve school year calendar

- Review TRC – Call to Action Priority Progress
- Review Semi-annual Transportation Report
- Review new program initiatives – Global Sports Academy, Cree Language Program
- Review Semi-annual Statement of Financial Position and Operations
- Finalize Board and Director evaluation date and plans

Events/Action
- Public Boards Section Executive Meeting
- Board Chairs Council
- SCC Engagement meeting (include Strategic Plan review)
- Elders Council Gathering
- RM Gathering

Budget Considerations
- Review budget development progress

MARCH
Regular Board Meeting Agenda Items
- Review progress of Board Advocacy Plan
- Review Semi-annual Statement of Financial Position and Operations
- Review Maintenance Accountability Report

Events/Action
- Rural Congress

Budget Considerations
- Review budget development progress

APRIL
Regular Board Meeting Agenda
- Review progress of Board Development Plan
- Review Strategic Plan
- Review Legal Update of any outstanding cases

Events/Actions
- SSBA Spring General Assembly
- Public Boards Section Executive Meeting
- Board Chairs Council

Budget Considerations
- Review budget developments and give direction, if any

MAY
Regular Board Meeting Agenda Items
- Review Board Communication Plan
- Review of the SRPSD Legacy Report
- Approve Preventative Maintenance and Renewal Program and amendments

Events/Action
- School tours
- Attend achievement nights and graduation ceremonies

Budget Considerations
- Review preliminary budget

JUNE
Regular Board Meeting Agenda Items
- Approve Annual Work Plan
- Approve Board meeting schedule for the next year
- Final Budget Approval, unless previously approved
- Review Semi-annual Statement of Financial Position and Operations
- Review Semi-annual Transportation Report
- Review TRC – Call to Action Priority Progress
- Review Communications Accountability Report

Events/Action
- Public Boards Section General Meeting
- Elders Council Gathering
- Attend achievement nights and graduation ceremonies
- Board's Recognition Event and school-based recognition events

Budget Considerations
- Review Budget Process

JULY
Events/Action
- Canadian School Boards Association (CSBA) Congress

ONGOING
- Consider new developments and directions from Ministry of Education.
- Attend meetings as determined by the Board.
- Engage in individual trustee development approved by the Board.
- Engage in celebration/recognition of students, staff and community.
- Attend School Community Council meetings as scheduled and upon invitation.
- Attend Standing and ad hoc committee meetings as assigned.
- Develop a legacy document in the final year of the Board's term of office.
- Review the electoral boundaries and representation in the second year of the Board's term of office.

Revised: annually

Saskatchewan Rivers
Public School Division
Excellence for Every Learner

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: November 16, 2020

Type of Meeting	Agenda Items	Intent
[V] Regular	[ ] Correspondence	[V] Information
[ ] Closed Session	[ ] New Business	[ ] Decision
[ ] Committee of the Whole	[ ] Reports from Administrative Staff	[ ] Discussion
	[V] Other: Accountability Report	[ ] Consent Item

Primary Policy Reference: 2.3.3

FROM: J. Hingley, Superintendent of Schools   **ATTACHMENTS**   **[V]**

BACKGROUND

RE: STUDENT ACHIEVEMENT ACCOUNTABILITY REPORT

The attached SRPSD Accountability Student Achievement Report will be reviewed at the meeting. There will be an opportunity for trustees' feedback, questions, and direction at the conclusion of the presentation.

RECOMMENDATION

That the Board confirm that the intent of Policy 2.3.2 and the Board's Strategic Plan expectation for monitoring of student achievement have been met and that the Student Achievement Accountability Report be referred to the Director Evaluation process.

Saskatchewan Rivers Public School Division

Excellence for Every Learner

Accountability Report

Student Achievement

Jennifer Hingley, Superintendent of Schools
11/16/2020

SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board **2017-2019 Strategic Plan** states the following in its preamble:

    "Saskatchewan Rivers Public 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."

2. Saskatchewan Rivers Public School Division Board Policy 2 –
    Role of the Board
    3.1   Provide overall direction for the Division by establishing annual priorities and key results.
    3.1.1   Annually approve budget (driven by the Board priorities).
    3.2   Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
    3.3   Annually evaluate the effectiveness of the Division in terms of key results.

3. The following declarations are present in the "Saskatchewan Rivers Public School Division Commitment to Student Achievement"
    *   **All students can achieve at high standards.**
    *   **All teachers can teach to high standards.**
    *   **High expectations and early interventions are essential.**

4. The Accountability Measures reported on in this report will be the following:

    *   Early Years Evaluation – TA for Kindergarten fall data available only
    *   Developmental Reading Assessment for Grades 1, 3 and 7
    *   SRPSD Math Common Assessment for grades 5 and 8
    *   Graduation rates (on-time and extended) – as data is provided by the Ministry
    *   High School Marks in ELA 10A, Sci. 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30.

EVIDENCE:

1. **Early Years Evaluation – TA for 2016-17, 2017-18 and 2018-19**

Early Years Evaluation – Teacher Assessment (EYE-TA)

Number of children in each tier in an RTI framework					Percentage of children in each tier in an RTI framework		
		2018	**2019**	**2020**	**2018**	**2019**	**2020**
Tier 3		106	125	202	17%	19%	35.3%
Tier 2		133	120	182	21%	18%	31.8%
Tier 1		393	389	189	62%	63%	33%
		632	634	573			

School entry (Fall 2019)

All students (n=573) — 35.3, 33.0, 31.8
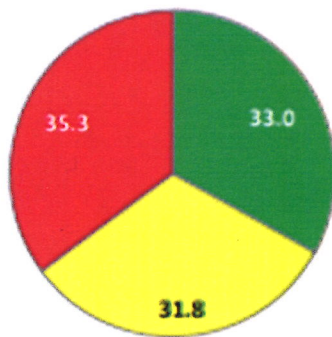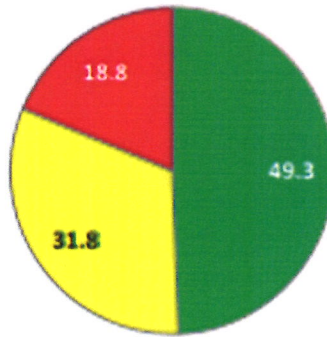
Non-declared students (n=292) * — 18.8, 49.3, 31.8
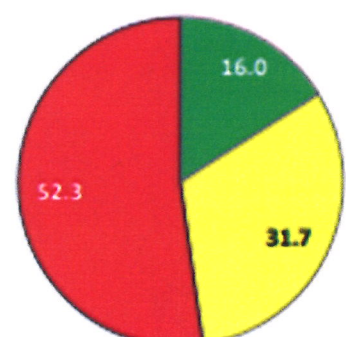
Self-declared First Nations, Métis & Inuit students (n=281) * — 52.3, 16.0, 31.7

*Preliminary & subject to change with Spring data reconciliation / finalization

Readiness for school: students screened at Tier 1 (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, baseline (2014-15) to most recent

Saskatchewan Rivers 119- EYE spring data is unavailable due to the suspension of classes in the Spring of 2020.

Kindergarten entry (Fall screens)

students (%) at Kindergarten entry

49, 60, 55, 62, 54, 49 (Non-declared students)
41, 43, 42, 43, 39, 33 (All students)
29, 24, 25, 22, 23, 16 (Self-declared First Nations, Métis & Inuit students)

Baseline 2015-16 2016-17 2017-18 2018-19 2019-20

Kindergarten exit (Spring screens)

students (%) at Kindergarten exit

79, 74, 78, 80, 77 (Non-declared students)
69, 61, 64, 63, 63 (All students)
54, 45, 49, 45, 49 (Self-declared First Nations, Métis & Inuit students)

Baseline 2015-16 2016-17 2017-18 2018-19 2019-20

Spring 2020 EYE (Kindergarten exit) screening suspended due to COVID-19
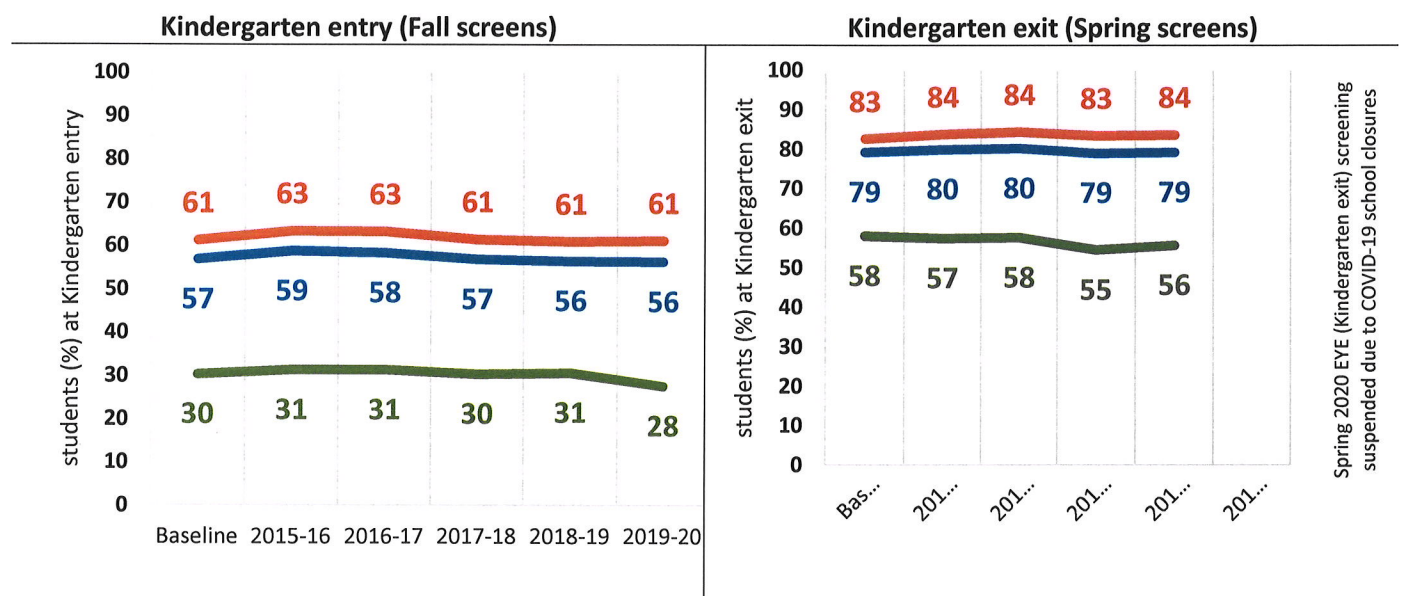
All students (%)	Non-declared students (%)	Self-declared First Nations, Métis & Inuit students (%)

Saskatchewan (all divisions)

Kindergarten entry (Fall screens)

students (%) at Kindergarten entry

61, 63, 63, 61, 61, 61 (Non-declared students)
57, 59, 58, 57, 56, 56 (All students)
30, 31, 31, 30, 31, 28 (Self-declared First Nations, Métis & Inuit students)

Baseline 2015-16 2016-17 2017-18 2018-19 2019-20

Kindergarten exit (Spring screens)

students (%) at Kindergarten exit

83, 84, 84, 83, 84 (Non-declared students)
79, 80, 80, 79, 79 (All students)
58, 57, 58, 55, 56 (Self-declared First Nations, Métis & Inuit students)

Bas... 201... 201... 201... 201... 201...

Spring 2020 EYE (Kindergarten exit) screening suspended due to COVID-19 school closures

2. **Developmental Reading Assessment for Grades 1, 3 and 7 – Data from Inform – SRSD Data View**
3. **Grade 1 results are not included. The sample size of Grade 1 students included in the report is not large enough to demonstrate division results. This data reflects assessment information collected prior to the suspension of classes that occurred in March of 2020.**

Saskatchewan Rivers Public School Division
Excellence for Every Learner

Division Reading Goal (DRA)

# of students who achieved advanced or independent standards (mastery or proficiency):

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
FNMI	/	/	/	56/255	/	/	/	257/328	/	313/583
NON	/	/	/	102/214	/	/	/	252/285	/	354/499
All Students	/	/	/	158/469	/	/	/	509/613	/	667/1082

% of students who achieved advanced or independent standards (mastery or proficiency):

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
FNMI				21.96				78.35		53.69
NON				47.66				88.42		70.94
All Students				33.69				83.03		61.65

Grade 1 Reading Achievement –DRA2 Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2015	47%	36%	62%
2016	54%	41%	70%
2017	41%	27%	59%
2018	45%	33%	60%
2019	47%	32%	66%
2020	No date available.		

Grade 3 Reading Achievement – DRA2 - Term 3 Results

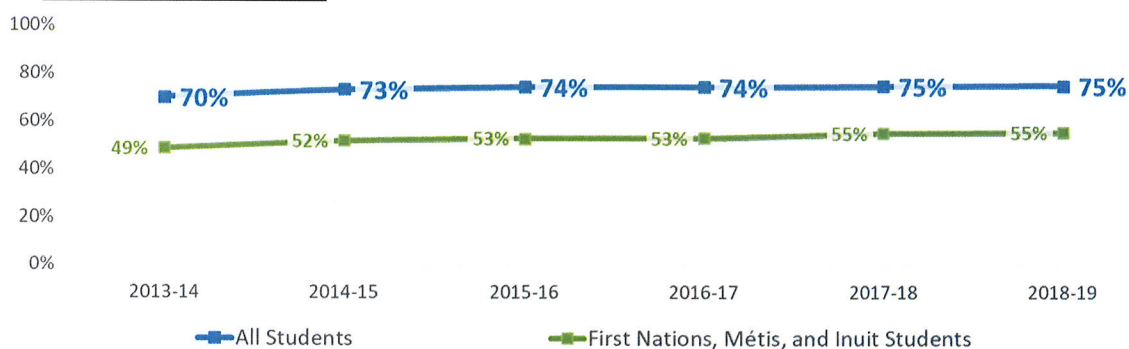| Year	All Students	FNMI Students	Non - FNMI
2015	64%	53%	76%
2016	63%	57%	69%
2017	63%	55%	72%
2018	61%	55%	68%
2019	68%	59%	79%
2020*	34%	22%	48%

Percentage of Grade 3 Students Reading At or Above Grade Level, 2013-14 to 2018-19

Saskatchewan Rivers SD 119
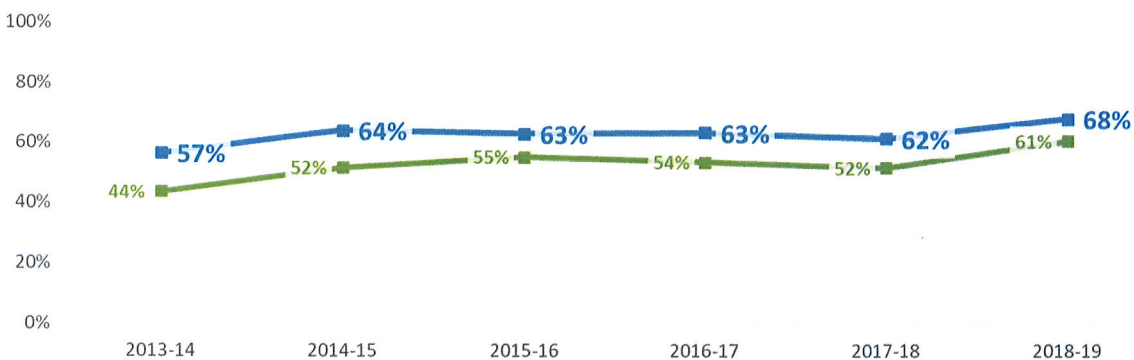
Saskatchewan (all divisions)

Grade 7 Reading Achievement – DRA Term 3 Results

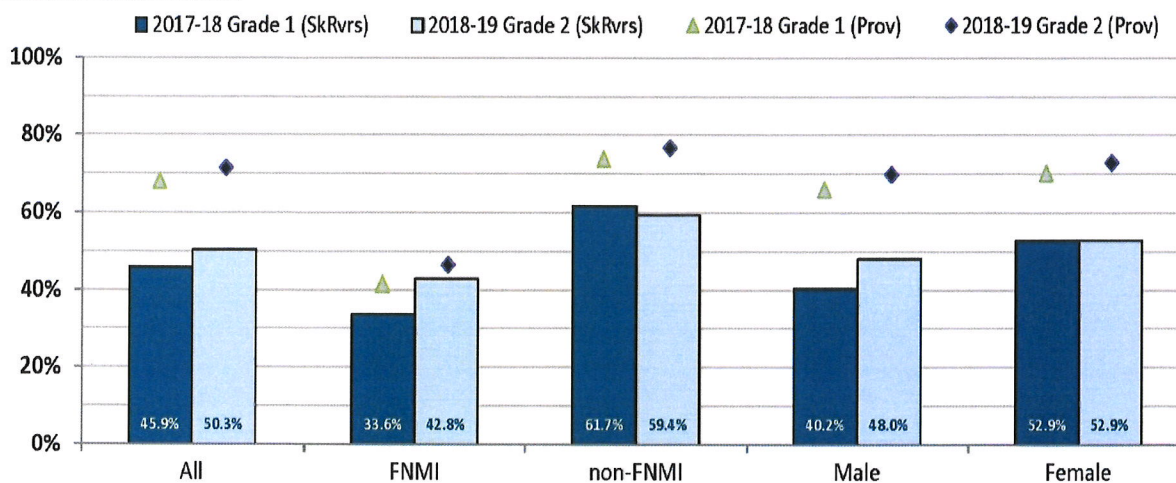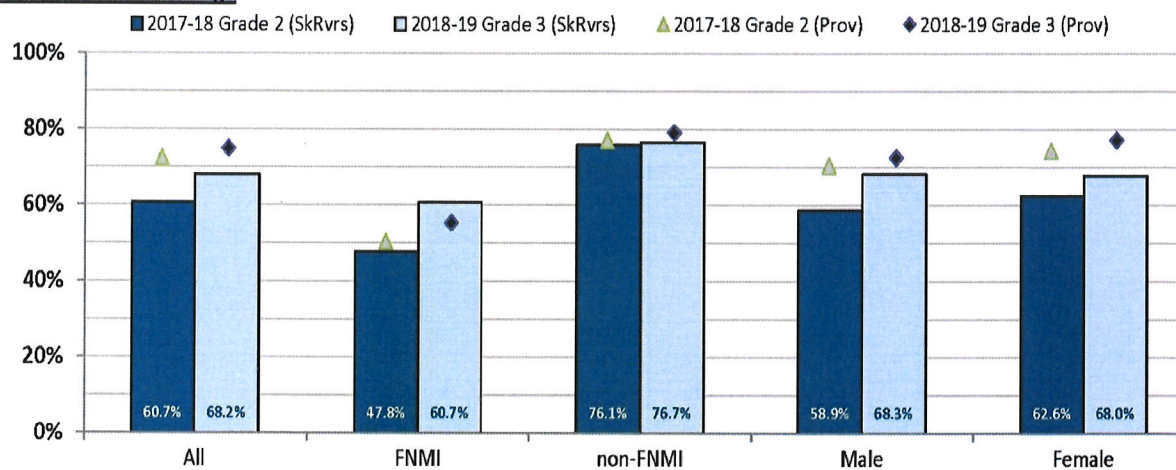| Year	All Students	FNMI Students	Non - FNMI
2015	84%	79%	89%
2016	88%	83%	93%
2017	88%	87%	91%
2018	84%	78%	91%
2019	84%	80%	90%
2020*	83%	78%	88%

Graphic provided by the Ministry

Change in Reading At or Above Grade Level, 2017-18 to 2018-19, by Self-ID Status and by Gender

Grade 1 to Grade 2 Change

Legend: ■ 2017-18 Grade 1 (SkRvrs)　□ 2018-19 Grade 2 (SkRvrs)　▲ 2017-18 Grade 1 (Prov)　◆ 2018-19 Grade 2 (Prov)

Category	2017-18 Grade 1 (SkRvrs)	2018-19 Grade 2 (SkRvrs)
All	45.9%	50.3%
FNMI	33.6%	42.8%
non-FNMI	61.7%	59.4%
Male	40.2%	48.0%
Female	52.9%	52.9%

Grade 2 to Grade 3 Change

Legend: ■ 2017-18 Grade 2 (SkRvrs)　□ 2018-19 Grade 3 (SkRvrs)　▲ 2017-18 Grade 2 (Prov)　◆ 2018-19 Grade 3 (Prov)

Category	2017-18 Grade 2 (SkRvrs)	2018-19 Grade 3 (SkRvrs)
All	60.7%	68.2%
FNMI	47.8%	60.7%
non-FNMI	76.1%	76.7%
Male	58.9%	68.3%
Female	62.6%	68.0%

4. **SRPSD Math Common Assessment-** This data reflects assessment information collected prior to the suspension of classes that occurred in March of 2020.

Saskatchewan Rivers
Public School Division
Excellence for Every Learner

Division Math Goal (Math Common Assessment)

of students who achieved mastery or proficiency standards (>= 75% of the outcomes at mastery or proficiency):

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
FNMI	38/94	77/203	98/215	140/253	100/226	125/262	96/252	99/231	101/192	12/47	886/1975
NON	94/127	106/161	130/181	133/175	142/196	132/209	106/192	132/201	130/164	33/60	1138/1666
All Students	132/221	183/364	228/396	273/428	242/422	257/471	202/444	231/432	231/356	45/107	2024/3641

% of students who achieved mastery or proficiency standards (>= 75% of the outcomes at mastery or proficiency):

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grade
FNMI	40.43	37.93	45.58	55.34	44.25	47.71	38.1	42.86	52.6	25.53	44.86
NON	74.02	65.84	71.82	76	72.45	63.16	55.21	65.67	79.27	55	68.31
All Students	59.73	50.27	57.58	63.79	57.35	54.56	45.5	53.47	64.89	42.06	55.59

K-8 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2015	62%	45%	81%
2016	62%	48%	76%
2017	60%	45%	74%
2018	59%	47%	75%
2019	57%	41%	70%
2020	56%	45%	68%

Grade 5 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2015	60%	47%	78%
2016	62%	48%	79%
2017	60%	49%	74%
2018	60%	50%	73%
2019	55%	43%	70%
2020	56%	48%	63%

Grade 8 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2015	62%	45%	81%
2016	62%	48%	75%
2017	58%	45%	74%
2018	59%	48%	73%
2019	54%	41%	70%
2020	65%	53%	79%

5. High School Graduation Achievement

3 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2011-12	2013-14	74.7%	83.4%	40.3%	68.9%	84.1%	47.4%
2012-13	2014-15	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%
2013-14	2015-16	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%
2014-15	2016-17	76.5%	85.4%	43.2%	69.4%	89.3%	52.5%
2015-16	2017-2018	77.4%	86.5%	44.5%	72.1.6%	88%	53.2%
2016-17	2018-19	77.3%	86.8%	43.5%	69.3%	90.4%	51.2%
2017-18	2019-20*	80%	89%	47%	71%	90%	52%

3-year Graduation Rates, Province and Saskatchewan Rivers SD
(Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)
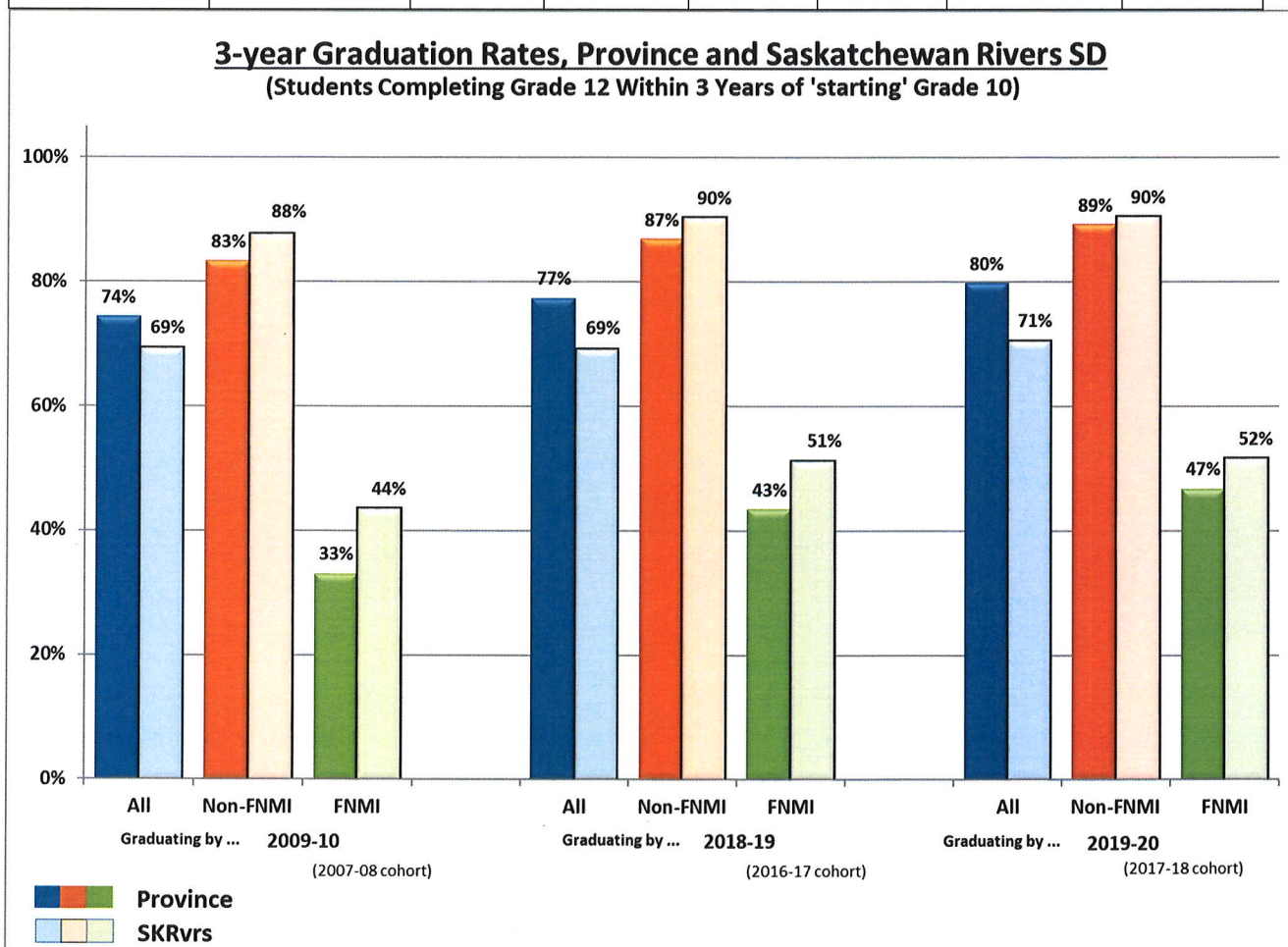
*2019-20- Schools were closed in March due to the COVID pandemic.

5 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%
2010-2011	2014-2015	82.5%	89.2%	55.9%	79.2%	92.1%	62.7%
2011-2012	2015-2016	83.3%	89.5%	59.6%	79.7%	90.3%	65.4%
2012-2013	2016-2017	84.0%	90.4%	59.8%	76.6%	87.8%	63.1%
2013-2014	2017-2018	84.4%	91.1%	59.4%	77.6%	91.3%	63.0%
2014-2015	2018-2019	84.7%	91.2%	61.0%	81.5%	92.8%	72.1%
2015-2016	2019-2020	85%	92%	63%	83%	94%	69%

'Within 5-year' Graduation Rates, Province and Saskatchewan Rivers SD
(Students Completing Grade 12 Within 5 Years of 'starting' Grade 10)
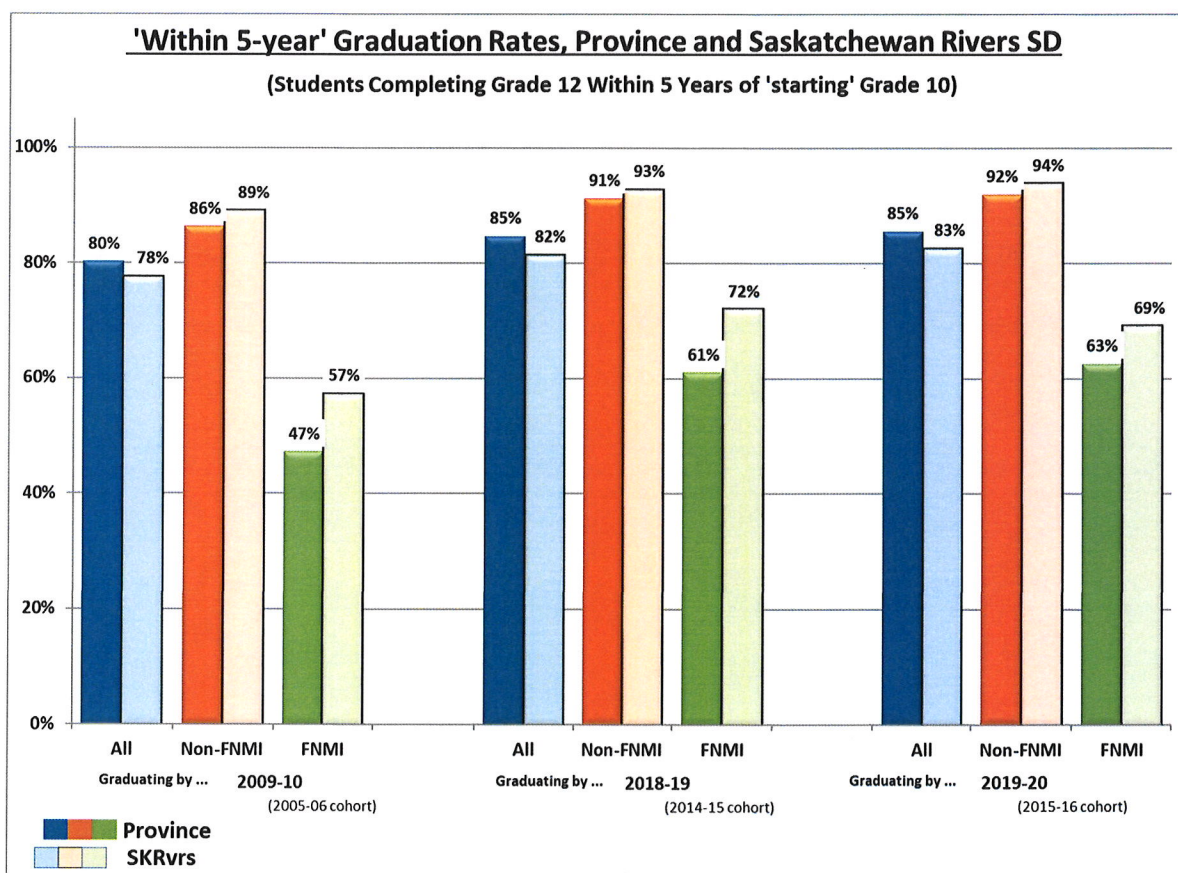
6. **High School Marks in ELA 10A, Science 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30**

Average Final Marks in Selected Secondary-Level Courses 2017 - 2018

	All Students		Non-First Nations or Metis		First Nations or Metis	
Subject	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	74.2	74.8	77.3	79.8	62.1	69.7
Science 10	72.7	72.4	76.0	77.3	59.9	67.4
Math: Foundations and Pre-calculus 10	73.7	76.9	75.8	79.5	61.7	72.6
Math: Foundations 20	74.7	79.0	76.4	82.5	65.3	73.3
ELA 20	74.8	75.7	77.0	79.9	63.9	70.5
ELA A30	75.9	74.5	76.7	79.9	66.2	71.2
Math Pre-Calculus 30	79.2	80.0	79.6	81.4	72.9	75.7

Average Final Marks in Selected Secondary-Level Courses 2018 - 2019

	All Students		Non-First Nations or Metis		First Nations or Metis	
Subject	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	73.9	76.1	77.0	80.1	62.0	71.9
Science 10	72.6	72.4	76.0	77.6	59.8	66.9
Math: Foundations and Pre-calculus 10	73.3	78.2	75.6	81.4	61.1	73.7
Math: Foundations 20	74.7	77.6	76.3	80.6	65.3	71.7
ELA 20	75.6	74.8	77.7	78.6	65.2	69.8
ELA A30	74.3	75.3	76.7	80.1	65.5	70.2
Math Pre-Calculus 30	78.8	80.6	79.1	82.2	74.7	74.5

Average Final Marks in Selected Secondary-Level Courses 2019-20

|	All Students		Non-First Nations or Metis		First Nations or Metis	
Subject	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	75.1	71	78.5	75.5	62.9	67.4
Science 10	73.8	72	77.5	78.9	61.8	67.3
Math: Foundations and Pre-calculus 10	76.8	75.5	79	79.9	65.5	70.6
Math: Foundations 20	77.4	76.6	79.1	81.5	67.8	71.1
ELA 20	77.3	73.9	79.6	79.7	67	69.9
ELA A30	75.7	76.2	78.2	82	67	70.6
Math Pre-Calculus 30	81	81.7	81.3	83.4	76.3	76.4

ADMINISTRATIVE IMPLICATIONS:

1. **Focus on high impact accelerated teaching strategies**
   Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. Schools will continue to enhance their understanding of high impact, accelerated instructional strategies in literacy, numeracy and assessment.

2. **Build strong school teams and develop teacher collective efficacy**
   The most powerful impact on student learning and achievement is teacher collective efficacy. Collective efficacy occurs when, "Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018). Administration will continue to support school leaders and teachers with the implementation of literacy, assessment and numeracy learning models. These models of instruction will embed high yield teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

Example of the Mathematician's Workshop - A Framework for teaching and learning
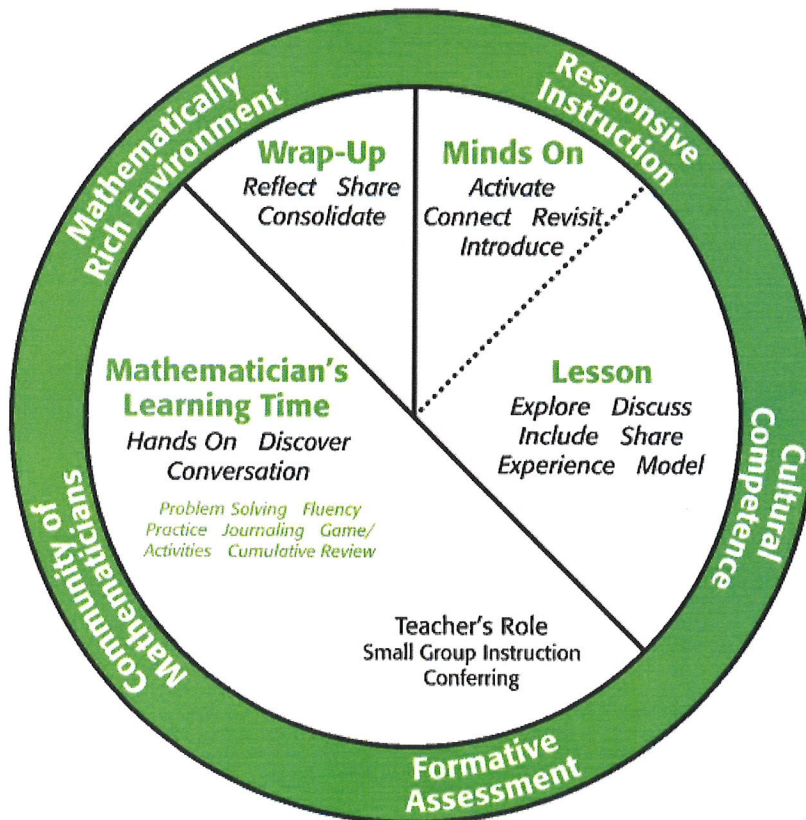
3. **Emphasize assessment practices that supports differentiated learning**
   The purpose of assessment is to gain insights into student knowledge, skills and confidence in a subject area, with the intention of responding appropriately to support the growth of the student. Administration will continue to support schools as they engage in assessment practices that will lead to responsive and differentiated instruction. Assessment /learning data collection will continue to occur throughout the school year aligned to the Assessment Calendar. It is important to note that assessment is an ongoing process and schools will increase the frequency of assessments based on the needs of students.

4. **Provide responsive, aligned professional development opportunities**
   Administration is prioritizing the alignment of various professional development opportunities. Schools will be organized into learning communities based on their school priority goal of numeracy, literacy or graduation. The learning community structure allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. The embedded coach involved in the Dreamcatcher Coaching Program will offer support to teachers that is aligned with the support provided by the consultants and coaches of the Inclusive Learning Team.

   All school based administrators are developing and enhancing their leadership by engaging in *Leading to Learn*. *Leading to Learn* is a Student First initiative designed to help administrators develop cross-cultural competences; an appreciation for Indigenous worldview and perspectives and anti-racist and anti-oppressive leadership and teaching strategies. This professional development is tied to the Truth and Reconciliation calls to action.

5. **Connect the work of the Indigenous Perspectives Team to student achievement**
   The expansion of the Indigenous Perspectives Team (IPT) during the 2018-19 school year to include two half time coaches created stronger ties to student achievement along with an increase in student and family engagement. The Indigenous Perspectives Team supports school leaders, teachers and students. Their work is comprehensive and elevates the work of all other teams with the inclusion of Indigenous ways of leading, learning and teaching. The IPT identify indigenous resources and have created an impressive cache of information that is accessible to teachers on a google site. They are naturalizing the inclusion of Indigenous Knowledge within curricula and they continue to foster relationships between schools and Elders.

6. **Build graduation rate improvement teams and plans.**
   Graduation Rate Improvement Teams (GRIT) and Graduation Rate Improvement Plans (GRIP) both divisionally and at the school level are the new terms. All schools will submit their GRIP as an LIP goal. All schools will have a local GRIT and all schools will have a rep

on the SRPSD GRIT. Baseline actions for our continued work towards "bending the curve" include the following:

a. Enact a Professional Learning Community focussed on developing assessment capable students utilizing high yield assessment strategies; deepen our understanding of the experiences and conditions that nurture student engagement.
b. Utilize a variety of Ministry provided reports to identify students who may require intervention strategies and trends that require support.
c. Begin the graduation and post-graduation planning process prior to students beginning grade 10 classes.
d. Embed Indigenous perspectives into all workshops to enhance the capacity of teachers to engage all students and caregivers in a meaningful way.
e. Attend the provincial Graduation Symposium's to build networks, share insights and consider current best practices in both our division and across the province.
f. Support Following Their Voices intensively at WESMOR, Carlton and PACI.
g. Increase awareness of Following Their Voices in all schools.
h. Use the Our School survey to seek, collect and follow the voice of students, teachers and communities in a good way.
i. Utilize the My Student First Classroom information to identify the immediate needs of students, teachers and administrators as they work towards current best practices.
j. Plan collaboration sessions for all SRPSD school GRITs.

GOVERNANCE IMPLICATIONS

Based upon the report it is recommended that the Board continue to provide the following:

1. Advocacy for early learning and literacy to be high priority items within the province;
2. Courageous data informed decisions;
3. Continue to partner with Indigenous organizations, Elders and Traditional Knowledge Keepers to demonstrate a commitment to the Truth and Reconciliation Calls to Action;
4. Honour Indigenous worldview, knowledge and perspectives by sustaining and maintaining the IPT and the Cree Language and Culture Kindergarten program.
5. Continued focus on the improvement of student achievement;
6. Financial support for student learning and intervention strategies.

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: November 16, 2020

Type of Meeting	Agenda Items	Intent
[v] Regular	[ ] Correspondence	[v] Information
[ ] Closed Session	[ ] New Business	[ ] Decision
[ ] Committee of the Whole	[ ] Reports from Administrative Staff	[ ] Discussion
	[v] Other: __Accountability Report__	[ ] Consent Item

Primary Policy Reference: __1, 2.3.3__

FROM: J. Hingley, Superintendent of Schools   **ATTACHMENTS**   [v]

BACKGROUND

RE: LEARNING IMPROVEMENT PLANS (LIP) ACCOUNTABILITY REPORT

The attached SRPSD LIP Accountability Report will be reviewed at the meeting. There will be an opportunity for trustees' feedback, questions, and direction at the conclusion of the presentation.

RECOMMENDATION

That the Board confirm that the intent of Policy 1, Policy 2.3.3 and the Board's Strategic Plan expectation for Learning Improvement Plans have been met and that the Learning Improvement Plan Accountability Report be referred to the Director Evaluation process.

Saskatchewan Rivers Public School Division

Excellence for Every Learner

Accountability Report

Learning Improvement Plans

Jennifer Hingley, Superintendent of Schools
November 16, 2020

SOURCE DOCUMENTS:
1. The Saskatchewan Rivers Public School Division's Board approved 2017-2020 Strategic Plan states the following in its preamble:
   "Saskatchewan Rivers Public 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."

2. Saskatchewan Rivers Public School Division Board Policy 2
   Role of the Board
   3.1 Provide overall direction for the Division by establishing annual priorities and key results.
       3.1.1 Annually approve budget (driven by the Board priorities).
   3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
   3.3 Annually evaluate the effectiveness of the Division in terms of key results.

EVIDENCE:

1. **What is a Learning Improvement Plan?**
   The Learning Improvement Plan (LIP) is a school-level planning document that is a support for schools in their strategic improvement planning. The goals in the LIP align with the division Strategic Plan.

   The Learning Improvement Plans in 2019-20 contained four key components:
   - Educational Priority Area for Learning Improvement
   - Needs Analysis
   - School Goal – Baseline data; School Target Info and Results
   - Implementation Plan – Broad strategies and specific actions

   The LIP in the 2019-20 school year included three additional strategies
   - Attendance;
   - Technology; and
   - Engagement.
   - Early Learning

2. **Purposes:**
   a. **Planning:** The LIP is an integral part of the planning and reporting of school achievement throughout the school year as it is a source document for planning and reflection by the Dreamcatcher Leadership Teams and by the school administrators
   b. **Reflection:** School administrators and superintendents of schools reflect on the progress towards school goals during learning walks.
   c. **Reporting:** Achievement data related to schools' identified goals is submitted in late June and the LIP is used as the reporting tool. The data from the LIPs is collated and comparisons can be made between years.

3. Summary of Results of School LIPs – Goal Achievement Success

We do not have results for the 2019-20 school year as the suspension of classes in the spring of 2020 prevented the collection of year-end data.

2017-18

	Number of Students that Reached Their Goal	Total Students	Percentage of Students that Reached Their Goal
AP	237	260	91%
BR	113	118	96%
BH	164	179	92%
Carlton	197	288	68%
CW	90	103	87%
C Lake	109	165	66%
DB	60	97	62%
EC	108	130	83%
EV	490	578	85%
JD	328	352	93%
KG	179	190	94%
KN	134	184	73%
MP	180	245	73%
OS	85	98	87%
PACI	124	170	73%
PM	189	238	79%
QM	230	335	69%
RW	216	239	90%
RV	280	350	80%
SE	114	149	77%
SH	39	80	49%
SL	76	92	83%
TD	114	124	92%
VM	292	320	91%
WP	28	30	93%
WM	48	66	73%
WC	73	98	74%
WV	117	173	68%
WR	72	87	83%
WJB	106	169	63%
Totals	4592	5707	80%

2018-19

	Number of Students that Reached Their Goal(s)	Total Students	Percentage of Students that Reached Their Goal
AP	378	437	86%
BR	103	130	79%
BH	242	272	89%
Carlton	175	267	66%
CW	110	115	96%
C Lake	108	171	63%
DB	93	108	86%
EC	47	62	76%
EV	475	545	87%
JD	471	610	77%
KG	154	173	89%
KN	207	242	86%
MP	189	237	80%
OS	63	99	64%
PACI	144	175	82%
PM	152	182	84%
QM	339	539	63%
RW	189	233	81%
RV	297	421	71%
SE	70	121	58%
SH	64	90	71%
SL	115	132	87%
TD	188	208	90%
VM	318	389	82%
WP	178	238	75%
WM	46	69	67%
WC	89	93	96%
WV	132	206	64%
WR	68	91	75%
WJB	140	173	81%
Totals	5344	6828	78%

4. **Sample LIP from Queen Mary:**

2019-2020 Learning Improvement Plan

Principal: Kari Korczak

Vice Principal(s) Sandy Morley

School Community Council Chair: Pernell Ballantyne

1. Educational Priority Area for Learning Improvement
What is the current state and reason for action?

QMPS is located in a vulnerable community within Prince Albert. A large percentage of our students are identified as at-risk due to multiple socio-economic factors such as; poverty, physical, emotional & sexual abuse, family & student alcohol &/ drug addiction, homelessness, food insecurity and crime. Currently the student population is over 93% First Nations and Metis students.

Looking at our data in the past several years, our student achieving at M/P have been able to maintain this target and continued to grow. We have made changes in the last several years to the delivery of our early literacy and literacy programming to help better support our students, especially those achieving below grade level. One such change is moving guided reading back into the classroom with the help of extra supports. Another significant change was to eliminate our 50% growth target. We found that creating a SMART goal for our students that were achievable helped to build confidence in students as they showed success.

Teachers all utilize the strategies as outlined in SaskReads and we have now paved the path to making writing a priority as part of our reading programming. Alongside "best practices" in teaching reading, we have implemented Word Analysis.

Early literacy interventions are also the foundation for reading and writing skills. With the help of the EYE data, our K teachers using several strategies in the classroom to help their students develop in the communication and language domain. In order to track growth, they are using bubble charts for three areas of communication and language with each student.

The number of FMNI students achieving M/P standards continues to be an area that requires learning improvement. For this reason, our Dreamcatchers Project and school goal will focus on learning improvement in the area of reading literacy through data analysis, collaborative action planning, targeted interventions and making explicit connections between reading and written responses to reading.

2. Needs Analysis

What evidence can be provided to support the reason for action?

*Outline the best and most recent data available - in relationship to the SRPSD goals in each area. The Student Achievement Data provided should represent the # and % of students who have reached **Mastery/Proficiency** in each area. Numbers less than 10 must be suppressed – enter N/A.*

Student Demographics (PreK included where applicable)	2017-2018		2018-2019		2019-2020	
Enrolment (September 30)	#/#	%	#/#	%	#/#	%
ALL	440	100	399	100	422	100
FNMI (First Nations, Métis, Inuit)	407	92.5	379	95	289	68
NON (Non-Declared, Non-FNMI)	33	7.5	20	5	133	31
Students with IIPs	58	13	38	10	56	13.2
EAL Students	15	3.5	25	6	6	1.4

Student Achievement Data	2017-2018		2018-2019		2019-2020	
	#/#	#/#	%	%	##	%
DRA Text Levels (K-8 as applicable)						
ALL	165/326	160/327	48.9	47.76	170/339	50.15
FNMI	156/316	149/312	47.8	46.79	156/320	48.75
NON	9/10	11/15	73.3	60.87	14/19	73.68
Math Common Assessment (K-9 as applicable)						
ALL	151/328	168/365	46.03	46.27	133/331	40.18
FNMI	143/315	158/346	45.66	46.01	123/313	39.3
NON	8/13	10/19	52.63	50	10/18	55.56
*Writing Strand (K-9 as applicable)						
ALL					121/311	38.91
FNMI						
NON						

3. School Goal – Future State

List the overarching and annual targets for the outcome.
How will the situation will be different because of the actions taken to improve it?
Note: Goals should use the SMART format. In most cases, the baseline information provided will be student achievement data from the end of the previous school year.

Reading or Writing or Math

School Goal: Reading Literacy-TEXT LEVEL
By June 2019, 100% of QMPS 1-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in reading literacy text level as measured by the DRA.

	2019-2020 Baseline		2019-2020 Targets		2019-2020 Goal Summary	
	#/#	%	#/#	%	#/#	%
STUDENTS ACHIEVING MASTERY/PROFICIENCY	138/338	40.8	140/312	44.8		
STUDENTS ACHIEVING INDIVIDUALIZED GOAL	51/338	15.1	172/312	55.1		
SCHOOL GOAL SUMMARY INDICATOR	229/338	67.7	312/312	100		

Corresponding Division Strategic Planning Goal
(Division Goal with which the School Goal Aligns):

By June 2019, 100% of SRPSD students will be achieving proficiency or mastery standards or catch up growth or an individualized goal in reading literacy.

	2019-2020 Baseline		2019-2020 Targets		2019-2020 Goal Summary	
	#/#	%	#/#	%	#/#	%
STUDENTS ACHIEVING MASTERY/ PROFICIENCY	138/338	40.8	140/312	44.8		

School Goal: Reading Literacy-COMPREHENSION
By June 2019, 100% of QMPS 1-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in reading literacy text level as measured by the DRA.

	2019-2020 Baseline		2019-2020 Targets		2019-2020 Goal Summary	
	#/#	%	#/#	%	#/#	%
STUDENTS ACHIEVING MASTERY/PROFICIENCY	50/214	23.4	164/214	76.6		
STUDENTS ACHIEVING INDIVIDUALIZED GOAL	48/214	22.4	50/214	23.3%		.
SCHOOL GOAL SUMMARY INDICATOR	100/214	46.7	214/214	100%		

Implementation Plan

What strategies and actions will be taken to achieve the goal?

Metrics/ Indicators – Achievement Data

What evidence will you have that you are accomplishing your goals?

Identify measures that show progress toward your targets and goals. Ideally these will be leading measures that enable timely adjustments, in addition to the lag indicator that represents year-end results.

SCHOOL GOALS: READING Literacy

TEXT LEVEL (All 1-8 students)

By June 2019, 100% of QMPS 1-8 students will be achieving at proficiency or mastery standards OR will reach their individual goal in reading literacy text level as measured by the DRA.

COMPREHENSION

By June 2019, 100% of QMPS Grade 4 – 8 students and Grade 2 – 3 students reading above text level 4 will be achieving at proficiency or mastery –OR- will reach their individual goal in reading literacy comprehension as measured by the DRA.

Corresponding Division Strategic Planning Goal

(Division Goal with which the School Goal Aligns):

By June 2019, 100% of SRPSD students will be achieving at proficiency or mastery standards OR will reach their individual benchmark level in reading literacy.

Metrics (Lag Indicator):

Test #1

2018-2019 DRA Test #3

2019-2020 Running Record (all in September)

2019-2020 ELS (Grade 1 ONLY September)

2019-2020 DRA Test # 1 (December)

2019-2020 DRA Test #2 (May)

Word Analysis with two targeted students grades 1-3 (Test in September, Jan, and May)

Examine student Test #1 data:
- Identify M/P or individual benchmark summary indicators for all students for each goal
- Determine year-end text level and Comprehension or Early Literacy targets for each student.
- Update on-line data wall to include summary indicator, base-line data and year-end targets for each student

Test #2 (May) 1-8 – full DRA

Ongoing: Word Analysis, Running Records

Data Updates (What is the most recent data and what is the date of the data entry?):

Data Updates – refer included Dreamcatchers Action Plan which outlines Gradual Release of Responsibility focused comprehension strategy instruction and assessment schedule.

Strategy 2 Flexible Grouping - instruction pedagogy
Action Steps:
- Explicit teaching/modelling of strategies
- Data collecting
- Plan for groupings based on on-going data collection
- Classroom teacher plans and facilitates guided reading with ALL of their students. While the classroom teacher is conducting 12-15 minute guided reading sessions, additional EA support guides two other stations with students not working with teacher. These stations would work to supplement reading instruction and alternate every 15 minutes.
- Stations will include the Daily 5 activities, journal writing, sounds/symbol reviews, sight words, and games and integration of other subjects with ELA.

Guided Reading Format
- Use existing format as per ELP/SaskReads/ ELA resources
- Rachelle (DC Coach) will work with Guided Reading instructors to model instructional practice.
- Gr 1 Guided Reading Flexible Groupings focus instruction as follows or determined by student need based on data and teacher action plans:

Groups lower than a DRA 4 work also on phonemic awareness.
Rescue Reading also incorporated. Target students in 1-3, identified by teachers, will have one on one time for Word Analysis.
Lead Indicators:
- Running record Results
- Word Analysis Results

Strategy 2 (What do we want to do?):
Formative Assessment/ Reassessment Strategies - Running Records

Action Steps:

- Regular running record assessments
- Using data from running records to drive instruction and implement new reading and comprehension strategies

Lead Indicators:

- Running records (assessing red and pink zone students' weekly, yellow bi-weekly, etc.)

Time Line:
- Running records are to be done by the end of September so that teacher knows approximate DRA text level.
- Running records will be administered to monitor pink, red, and yellow students

Action Steps/Metrics (How will we do it?):

Running record is a tool that is useful for assessing a student's reading strategies and levels. Running Records can be used any time a student is reading classroom/independent texts. The student or the teacher selects a grade-appropriate book. As the student reads the text (at least a 100-word sample), the teacher records the oral reading behaviors of the student noting miscues and comprehension.

Leads – People Responsible (Who will lead the strategies and actions?):

Teachers:
- Implementing classroom strategies
- Collecting classroom data

DC coach/team:

- Analyzing data to see where additional supports are needed

Resources Required:
Sask Reads
DRA
Words Analysis

Professional Development Required/ SRPSD Initiatives:
Early Literacy Initiative

Division Support Connections:
Darlana Harding (EL Coach)
Division Assigned Reading Tutor

Strategy 3 (What do we want to do?):
Student Goal Setting

Gr. 2-8 Focused Comprehension Strategy Instruction & CHECK-IN assessments

- Appropriate texts used to support ELA theme/context and needs/interests of students:
- Reflect on CHECK IN DRA rubrics assessment data to plan for interventions, focus instruction & resources
- Coach & classroom teachers work together to develop instructional and intervention plans based on assessment data.

Gr. 1 Focused Phonemic Strategy Instruction & CHECK-IN Assessments
Action Steps:
- Appropriate texts used to support ELA theme/context and needs/interests of students:
- Reflect on CHECK IN DRA rubrics assessment data to plan for interventions, focus instruction & resources
- Coach & classroom teachers work together to develop instructional and intervention plans based on assessment data.

Metrics (Lead Indicators – What will we see, hear, do?):
- Reflect on CHECK IN DRA rubrics assessment data to plan for interventions, focus instruction & resources
- Students will be able to set, with guidance, reading and comprehension goals.
- Students' goals will be achievable and goals continually set in order master school and individual goals.

Leads – People Responsible (Who will lead the strategies and actions?):
- Teachers
- Dream Catcher Coach

Professional Development Required/ SRPSD Initiatives:
- Early Literacy Initiatives

Division Support Connections:
- Darlana Harding

Resources Required:
- Scheduled 1:1 Planning Meetings
- PLC collaborative meetings
- Sub coverage for imbedded planning for skills of Word Analysis

Second School Goal: Early Years or Graduation By June 2020 100% of our students exiting kindergarten will be: ready for learning in the primary grades as measured by the EYE-TA; or Achieving an individualized goal.
Corresponding Division Strategic Planning Goal (Division Goal with which the School Goal Aligns): By June 2020 100% of our students exiting kindergarten will be: ready for learning in the primary grades as measured by the EYE-TA; or Achieving an individualized goal.
Metrics (Lag Indicator – How will we measure progress/ growth?): Bubble Charts for the following Domains/Subtest: D1-Follow two-step commands, D5-Communicate orally in 5-7 word sentences others can understand D7-Verbalize how they are feeling **Data Updates** (What is the most recent data and what is the date of the data entry?): Bubble Charts (ongoing) EYE Data Test #1 October 21-November 27 Test #2 April 1- May 12

Strategy 1 (What do we want to do?):
Instruction/ Pedagogy - Exposure to language for Kindergarten students in an environment that is authentic led by students' interests including adults and mentor students.

Action Steps (How will we do it?):
- Copycat (words, sentences)
- Hanen Strategies
- Zoophonics games

- Book with a Buddy
- Tell Plus reading and conversation program from the SLP's for large and small group reads.
- Walk and Talk
- Introduction of Cree words, commands, sentences.
- Board games that invite conversation

Metrics (Lead Indicators – What will we see, hear, do?):
Students bubble charts will indicate growth in the three domain/action areas. Students will engage in language with peers and adults within the building increasing word and sentence usage.

Leads – People Responsible (Who will lead the strategies and actions?):
Teachers
Principal
Vice-Principal
Darlana Harding (EL Coach)

Professional Development Required/ SRPSD Initiatives:
K Workshops

Division Support Connections:
Darlana Harding
Kathleen Schwartzenberger
Kami Karakochuk

Resources Required:
Division Supports

Strategy 4 - Attendance
Action Steps (How will we do it?):
- Target students and families that have poor attendance or sudden decrease in attendance.
- Follow attendance outliers and help support families to get students to school with support of so worker and mentor.

Metrics (Lead Indicators – What will we see, hear, do?):
- Increase in attendance at school-wide level
- Relationship with families that need support and increased overall attendance from their children.

Leads – People Responsible (Who will lead the strategies and actions?):
Principal
Vice-Principal
Teachers
Mentor
Social Worker
EST Teachers

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:
Kelly Gerhardt

Resources Required:

Strategy 5 – Technology
Action Steps (How will we do it?):
- Utilizing GoApps as a form of communication for staff and in classrooms
- Purchased Chromebooks for middle to upper end to use in classrooms.
- PD opportunities for staff members

Timeline for Strategy & Action Implementation:
- Teachers now have access to one class set of Chromebooks to utilize in the classroom.

Metrics (Lead Indicators – What will we see, hear, do?):
- Teachers becoming comfortable using Chromebooks and Go Apps for instructional purposes.
- Students valuing the use of Chromebooks and Go Apps for assignments.

Leads – People Responsible (Who will lead the strategies and actions?):
- Classroom Teachers
- Vice-Principal
- Principal
- Teacher assigned to technology in school

Professional Development Required/ SRPSD Initiatives:
- Divisional led workshops

Division Support Connections:
Ron Fines
Stacey Monette

Resources Required:
Chrome Books

Strategy 6 - Community Engagement/Empowerment
Action Steps (How will we do it?):
Our goal this year is for our students to "see themselves" within the building and decolonize our school. The first step we have taken is formation of a Culture Committee headed by Principal who have identified and changed the following:

- Oh Canada only on Fridays and alternating with Cree language.
- Recognize during assemblies and school functions that we are all treaty people.
- Student(s) to lead cultural celebrations during assemblies.
- Finding and creating place in school for cultural activities
- Art club with focus on traditional Indigenous art works
- Tipi Teachings Implemented school-wide (K-8)
- Weekly and monthly Smudging practices
- Blanket Exercise for teaching staff
- Land-Based Education in Outdoor Ed.

Continued Community Invitations to School Functions
- Books and Bites
- Literacy Family Night
- Halloween Dance and Celebrations
- Terry Fox Walk-a-Thon
- Round Dance and Community Potluck

Metrics (Lead Indicators – What will we see, hear, do?):
- Increased attendance
- Increased family attendance and participation in events

Leads – People Responsible (Who will lead the strategies and actions?):
Administration
Sticky Team
Committee Heads

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:
Jodi Letendre
Tyson Fetch
Heather Tibbs

Resources Required:

ADMINISTRATIVE IMPLICATIONS:

1. Administration will continue to monitor the Learning Improvement Plans to ensure it serves its two main purposes:
   a. It contains schools' plans for increased achievement;
   b. It is the tool for reporting student achievement.

2. Administration will continue to refine the data collection and reporting process for the Learning Improvement Plans to support our Division's belief in the power of individualized goal setting for every student. The refinement will provide focus for schools in the goal setting and another point of reflection for goal achievement.

3. Administration will continue to support and sustain the alignment of the Learning Improvement Plan with the Dreamcatcher Coaching program, the SRPSD Strategic Plan targets and with the Province's ESSP. This alignment creates greater efficiency and clarity for schools in their communication with all parts of their school community.

4. The Integrated Learning Team will continue to ensure that school teams are supported by providing access to evidence based research practices; timely in school support through coaching and mentoring; and providing effective and responsive professional development learning opportunities.

GOVERNANCE IMPLICATIONS

Based upon the report it is recommended the Board continue to do the following:

1. Ensure all schools complete Learning Improvement Plans.
2. Ensure administration continues to provide accountability reporting on LIPS.
3. Understand and value the crucial role of consultants and coaches in developing efficient and effective school teams.
4. Provide the financial support for student learning and intervention strategies.

Saskatchewan Rivers Public School Division
Excellence for Every Learner

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: November 16, 2020

Type of Meeting	Agenda Items	Intent
[√] Regular	[ ] Correspondence	[√] Information
[ ] Closed Session	[ ] New Business	[ ] Decision
[ ] Committee of the Whole	[√] Reports from Administrative Staff	[ ] Discussion
	[ ] Other: _____	[ ] Consent Item
Primary Policy Reference:	*1.4, 2.2*	

FROM: R. Bratvold, Director of Education   **ATTACHMENTS**   [ ]

BACKGROUND

RE: **ACRONYMS FOR TRUSTEES**

Like most specialized work environments, the Education Sector has many terms that are often reduced to acronyms. These acronyms are often easily understood by those who use them on a regular basis but can be a barrier for communication with others. The attached list of acronyms are common within SRPSD or the wider education Sector and is provided to support Trustee communication at the Board table and with others in your work as a Trustee.

It is updated occasionally with the intent that it be limited to those most used acronyms rather than a comprehensive list that would become unwieldy. Please let Joyce Ward know if the list needs updating.

RECOMMENDATION

For Board information.

Acronyms and Abbreviations for SRPSD Trustees
Revised November 2020

A3 – a plan for an outcome of the Educational Sector Strategic Plan (named after European paper size)

ADM – Assistant Deputy Minster (three of them currently in Ministry of Education)

AP – Administrative Procedure

ASIST – Applied Suicide Intervention Skills Training

CFR – Common Framework of Reference

C-Team – Collaborative Team (specific organizational structure SRPSD uses for Intensive Supports)

CSBA – Canadian School Boards Association

CUPE – Canadian Union of Public Employees (support staff: EA, Librarian Caretakers)

DISC – Department of Indigenous Services Canada (also known as INAC and ISC)

DM – Deputy Minster (one, the most senior Ministry of Education staff)

DRA – Developmental Reading Assessment (standardized reading assessment used in SRPSD gr. 1-8)

EAL – English as an Additional Language – programming to support students learning English (see ELL)

eIIP – Electronic Inclusion and Intervention Plan (education plan for students with intensive needs)

ELIS – Early Learning Intensive Supports (a Ministry program initiated in 2019 to provide special funding)

ELL – English Language Learners (those whose first language is not English)

ESSP – Education Sector Strategic Plan

EST – Educational Support Teacher

EYE – Early Years Evaluation (prek and K assessment/screening tool used each fall and spring)

FNMI – First Nation, Metis and Inuit (acronym is declining in use as it is being replaced by Indigenous)

FTE – Full Time Equivalent

FTV – Following Their Voices (provincial initiative to support First Nation and Metis student success)

ICP – Income Continuance Plan (teacher's long term illness benefit program)

IS – Intensive Supports

INAC – Indigenous and Northern Affairs Canada

ISSI – Invitational Shared Services Initiative

Acronyms and Abbreviations for SRPSD Trustees
Revised November 2020

JCSTT – Joint Committee on Student and Teacher Time

LAFOIPP – Local Authority Freedom of Information and Protection of Privacy (legislation)

LEADS – League of Educational Administrators Directors and Superintendents

LGBTQ2+ – Lesbian Gay, Bisexual, Transgender, Queer or Questionaing, 2-spirited, and other

LINC – Local Implementation and Negotiation Committee or Locally Implemented and Negotiated
        Contract (local teachers' contract)

MCA – Math Common Assessment

MHL – Mental Health Literacy

MFN – Muskoday First Nation

MSS – MySchoolSask – The student data system that the province is directing SDs to implement

NVCI – Non-Violent Crisis Intervention

OAFN – One Arrow First Nation

OPA – Office of the Provincial Auditor

OTC – Office of the Treaty Commissioner

PAATA – Prince Albert and Area Teachers Association

PAGC – Prince Albert Grand Council

PCard - Purchasing Card (corporate credit card)

PEP – Provincial Education Plan (new plan to replace the Education Sector Strategic Plan for 2021-2026)

PLT – Provincial Leadership Team (Directors of Education for School Divisions, First Nations, Tribal
Councils along with Senior Ministry officials)

PMR – Preventative Maintenance & Renewal

SASBO – Saskatchewan Association of School Business Officials

SCC – School Community Council

SHA – Saskatchewan Health Authority

SPTRB – Saskatchewan Professional Teachers Regulatory Board

SRPSD – Saskatchewan Rivers Public School Division

Acronyms and Abbreviations for SRPSD Trustees

Revised November 2020

SSBA – Saskatchewan School Boards Association

SSS – Student Support Services

STF – Saskatchewan Teachers Federation

VTRA – Violence Threat Risk Assessment

WDN – Wahpeton Dakota Nation