

**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, January 11, 2021
Time: 4:00 p.m.**

AGENDA (#21R-1)

- 1. Call to order by Board Chair B. Hollick**
- 2. Land Acknowledgement**
- 3. Declaration of Conflict of Interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 5:30 p.m.**
- 6. Delegation**
 - Global Sports Academy Update – **C. Trann**
- 7. Adoption of the agenda**
- 8. Consent Items**
 - (a) Adoption of the Minutes for Regular meetings of December 7, 2020
 - (b) Correspondence
 - (c) Financial Statements – for the First Quarter Ending November 30, 2020
- 9. Business arising from the previous meeting**
- 10. New Business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Motions brought forward from Closed Session from January 11, 2021
 - (b) External Board Committees
 - (c) Provincial Update (if any)
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report – **K. Lam/E. Zbarachuk, student trustees**
 - (e) Terms of Reference for Board Committees – **J. Smith-Windsor**
 - (f) Terms of Reference for Out of Scope Committee – **B. Hollick**
 - (g) Update on the Board/Director Seminar (January 15 & 16, 2021) – **B. Hollick**

- 11. Accountability reports**
 - (a) SRPSD Intensive Supports Accountability Report – **T. Michaud**
- 12. Reports from administrative staff**
 - (a) Arrange Meeting with Elders’ Council – **R. Bratvold**
 - (b) Request from P.A.A.T.A. President Regarding Proposed January 27, 2021 meeting – **R. Bratvold**
 - (c) French Immersion Designation – 2021-2022 – **T. Michaud**
- 13. Three key messages for SCC/Public from meeting**
- 14. Board members’ forum**
- 15. Adjournment**

CALENDAR OF EVENTS	
Monday, January 25, 2021 <i>Time: 3:00 to 5:00 p.m.</i>	Planning meeting, Education Centre, 545 -11 th Street East, Prince Albert, SK
Monday, February 8, 2021 <i>Time: 4:00 p.m.</i>	Regular meeting, Education Centre, 545 -11 th Street East, Prince Albert, SK
Monday, February 22, 2021 <i>Time: 3:00 to 5:00 p.m.</i>	Planning meeting, Education Centre, 545 -11 th Street East, Prince Albert, SK

Excerpt from the Board Annual Work Plan – 2020-2021

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.

MEETING DATE: January 11, 2021

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>1.1, 1.3, 2.3</u>	

FROM: C. Trann, Superintendent of Schools **ATTACHMENTS**

BACKGROUND

RE: GLOBAL SPORTS ACADEMY UPDATE

Superintendent Trann and J. Court, Principal of Carlton Comprehensive Public High School, will provide an update on the Global Sports Academy successes as well as outline preliminary plans for future enhancements to the program.

RECOMMENDATION

For Board information.

MEETING DATE: January 11, 2021

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>8.8</u>	

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

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETINGS

- December 7, 2020 Regular minutes

RECOMMENDATION

That the minutes of the Regular meeting of December 7, 2020 be approved as presented.



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. #2020R-13 (MONDAY, DECEMBER 7, 2020)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON MONDAY, DECEMBER 7, 2020 AT 5:00 P.M. IN THE SEMINAR ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee

MR. A. NUNN, Trustee

MS. D. ROWDEN, Vice-Chair

MS. J. SMITH-WINDSOR, Trustee (electronically)

DR. M. VICKERS, Trustee (absent)

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mrs J. Hingley, Superintendent of Schools (electronically)

Mr. J. Pidborochynski, Chief Financial Officer (electronically) Mrs. J. Ward, Administrative Services Officer

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

B. Hollick acknowledged the traditional homelands of the Métis and the ancestral lands of the Cree, Dene, Dakota, Lakota, Nakoda and Saulteaux peoples and that the division is within Treaty 6 Territory.

Trustees were given an opportunity to declare a conflict of interest.

MOTION TO MOVE INTO CLOSED SESSION:

#20R-128

Moved by D. Rowden that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

STUDENT TRUSTEES

K. Lam (electronically)

E. Zbaraschuk (electronically)

Others Present

Ms. J. Letendre, Indigenous Perspective Consultant (electronically)

M. Oleksyn, Prince Albert Herald Reporter

Gallery – J. Cyrynowski

ADOPTION OF THE AGENDA:

#20R-129

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

Carried.

CONSENT ITEMS:

#20R-130

Moved by G. Gustafson that the following consent items be approved:

*(a) Adoption of the Minutes for the Regular Meetings of November 25 and 30, 2020;
Carried.*

NEW BUSINESS:

(a) Motions from the Closed Session of December 7, 2020:

#20R-131

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

1. That the Board approve the change to internally restricted surplus listing as presented.

Carried.

2. That the Board accept the payment set out in Form B – School Division Compensation Re: Specific Land Claim for the lands noted and approve its proper officers to execute the release.

Carried.

#20R-132

Moved by D. Rowden that the agenda be amended to allow No. 11 (d) be discussed now.

Carried.

Note – the minutes will reflect the agenda order as circulated.

(b) Saskatchewan Rivers Students for Change (SRSC) Report

K. Lam and E. Zbaraschuk noted that no report was available for this meeting.

(c) Finalize the Board/Director Seminar (January 15 & 16, 2021)

B. Hollick provided an outline of the plans for the upcoming Board/Director Seminar for information. He noted that there will be a trustee orientation for the two new trustees on Friday prior to the Seminar.

A copy of previous year's agenda and an update on the items will be emailed to trustees for information.

Trustees are asked to email either B. Hollick or J. Ward with their topics by the January 8, 2020.

(d) Board Competency Matrix

D. Rowden, Board Development Committee member, noted that as part of the Annual Work Plan in December, trustees are asked to complete the Board Competency Matrix. Board consensus was to complete the matrix by the end of January, 2021.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Budget Priorities, Guidelines and Timelines

Each year the Board reviews and amends or approves the key elements of budget development. Normally this decision is considered earlier in the fall but it was delayed this year to await the establishment of the new Board after elections and the Organizational meeting.

#20R-133

*Moved by A. Lindberg that the Board approve the principles, guidelines and timelines for budget development as presented.
Carried.*

(b) Board Planning Prioritization

R. Bratvold indicated that a number of topics have emerged and requested input into prioritizing these items for the planning sessions. Consensus was to select the following topics as priority items - Strategic Plan development, risk management and budget planning and development. Further discussion on these items can take place at the Board Director Seminar if time allows. J. Smith-Windsor commented that SSBA legal department would be willing to provide a virtual informational session, possibly at the upcoming Board/Director Seminar.

(c) 2020-2021 Board Committees

The Board committees that were established at the Organizational meeting will now need to schedule their first meeting, elect a chair and establish terms of reference (TOR). Consensus was have R. Bratvold schedule the first committees' meetings. The meeting invitations will be emailed out to the trustees and the designated administrative personnel.

(d) SRPSD Responses to the Truth and Reconciliation Commission

J. Letendre, Indigenous Perspective Consultant and J. Hingley, Superintendent of Schools provided a written update on the 2020-2021 Truth and Reconciliation in Saskatchewan Rivers Public Schools Division. A summary of SRPSD's focused work on the TRC's Calls to Action was highlighted for information.

It was noted that as part of the Board Annual Work Plan, the Board meets with the Elders' Council in December. J. Letendre indicated that the Elders would be interested in a meeting, either virtually or by telephone, at mutually convenient date and time.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING

- Urban high schools moving to level 4.
- TRCs Calls to Action.
- Creativity and innovation of teachers adapting to the COVID-19

BOARD MEMBERS' FORUM:

Trustees were given an opportunity to share information on items of mutual interest.

J. Smith-Windsor informed trustees that the legislation dealing with accessibility will happen in early 2021.

K. Lam, as part of one of her courses, requested input from trustees regarding the importance of student voice in education.

MOTION TO MOVE INTO CLOSED SESSION:

#20R-134

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

Carried.

ADJOURNMENT:

#20R-135

Moved by G. Gustafson that the meeting adjourn.

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: January 11, 2021

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<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.2, 8.6.1.3</u>	

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

BACKGROUND

RE: CORRESPONDENCE

1. Letter from C. Hamilton, Chair of Wild Rose School Community Council regarding trustee appointed trustee, dated January 5, 2021

RECOMMENDATION

For Board information.

Wild Rose School SCC

January 5, 2021

To Barry Hollick,

Chair of Saskatchewan Rivers School Board;

This letter is in regards to the trustee representation that the Saskatchewan Rivers School Board has put in place for Wild Rose School. We, the SCC, are extremely upset regarding the unexpected trustee change.

In a letter sent to the Wild Rose SCC chair on December 15, 2020 it was indicated that there was an organizational meeting and that trustees were selected for a cluster of schools. As parents of the school, we took the time to exercise our democratic right to vote for candidates that took the time and commitment to run in the local area. (As a side note there was a large snowstorm on voting day.) That whole process seems to be completely disregarded.

If the intent of the School Board is to assign trustees to schools, why are we voting for specific candidates? If there can be an organizational shuffle, then why is this not communicated to the general population? How is it that on the Sask Rivers website the school board claims to be a democratic organization but yet in its actions the board does not demonstrate that?

We understand that the board services a large area and sometimes movement of members must occur. Our concern navigates to the vast difference in local needs and realities between a rural school and an urban school. Small schools like Wild Rose, are always in danger of being swallowed up in such a large school division. Therefore, when we hear that a representative from Prince Albert will be representing us we are very concerned. Being represented by the local Shellbrook trustee as was the previous case makes much more sense. The families and local conditions are much more similar than the local realities of the City of Prince Albert.

We would like to know that if the board did not want the trustees running for specific schools then what is the point of taking the time out of our day to vote. Should there not be a revote process if trustees are not to be appointed to the schools that they were elected by?

There is a Wild Rose SCC meeting scheduled for January 19, 2021 at 7pm. Will the chair of the school board be available to join us? We do not currently recognize the trustee you indicated as our representative as it is not who was elected for our school.

The Wild Rose SCC would like to request the following action and information;

- The elected trustee be reinstated.
- The Chair of the School Board attend an SCC meeting on January 19, 2021 at 7pm.
- The guidelines that allow School Board Association to move elected trustees be shared with the SCC.
- To ensure that the trustee Michelle Vickers knows that this is not be taken personally, just that the SCC and parents of Wild Rose School want the elected trustee representing our school.

Due to the Christmas break there was not enough time to send this request letter. We look forward to further communication and collaboration on a resolution to this situation.

Thank you



Christine Hamilton

Chair of Wild Rose SCC

c. J. Ferguson, Pincipal Wild Rose School
Robert Bratvold, Director of Education
Michelle Vickers, Trustee, SRPSD
Cher Bloom, Trustee, SRPSD

MEETING DATE: January 11, 2021

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<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
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<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.8</u>	

FROM: J. Pidborochynski, Chief Financial Officer ATTACHMENTS [V]

BACKGROUND

RE: FINANCIAL STATEMENTS – for the First Quarter Ending November 30, 2020

The Statements of Financial Position and Operations have been prepared in accordance with the Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

The accompanying financial statements will be reviewed in detail with specific reference to the budget percentage remaining for the period. For comparative purposes 75.0% or nine months remain in the fiscal year.

Details of major variances in actual to budgeted revenue are detailed as follows:

1. Tuition Fees – On-reserve tuition fees for September to December 2020 to be billed in December.

Details of major variances in actual to budgeted expenditure are detailed as follows:

1. None identified

Capital Purchases

1. Computer equip - \$278K, other equipment - \$48K, AP Daycare - \$70K.

RECOMMENDATION

That the Board approve the Financial Statements for the first quarter ending November 30, 2020.

Saskatchewan Rivers School Division No. 119
Statement of Financial Position
As at November 30, 2020

	Current Year Actual	Prior Year Actual	Variance
Financial Assets			
Cash and Cash Equivalents	19,245,617	21,905,101	(2,659,484)
Other Receivables	521,841	1,267,900	(746,059)
Portfolio Investments	5,000,000	5,000,000	-
Total Financial Assets	24,767,458	28,173,001	(3,405,543)
Liabilities			
Accounts Payable and Accrued Liabilities	3,025,920	2,622,502	403,418
Liability for Employee Future Benefits	3,391,900	3,391,900	-
Deferred Revenue	341,551	414,640	(73,089)
Total Liabilities	6,759,371	6,429,042	330,329
Net Financial Assets	18,008,087	21,743,959	(3,735,872)
Non-Financial Assets			
Tangible Capital Assets	64,389,361	65,480,175	(1,090,814)
Inventory of Supplies for Consumption	137,403	137,403	-
Prepaid Expenses	114,871	639,245	(524,374)
Total Non-Financial Assets	64,641,635	66,256,823	(1,615,188)
Net Assets	82,649,722	88,000,782	(73,089)
Accumulated Surplus			
Accumulated Surplus - Beginning of the Year	88,000,782	86,933,796	1,066,986
(Loss) earnings from Operations	(5,351,060)	1,066,986	(6,418,046)
Accumulated Surplus	82,649,722	88,000,782	(5,351,060)

Saskatchewan Rivers School Division No. 119
Statement of Operations and Accumulated Surplus
For the Period from September 1, 2020 to November 30, 2020

	Current Year Actual	Current Year Budget	Budget Remaining	Budget % Remaining	Prior Year Actual	Actual Variance
REVENUE						
Property Taxation	-	-	-	#DIV/0!	5,218	(5,218)
Grants	23,551,505	92,217,736	68,666,231	74.46%	92,036,682	(68,485,177)
Tuition and Related Fees	64,654	2,864,131	2,799,477	97.74%	3,145,774	(3,081,120)
School Generated Funds	389,689	2,280,000	1,890,311	82.91%	1,854,661	(1,464,972)
Complementary Services	541,635	1,566,543	1,024,908	65.42%	1,858,335	(1,316,700)
External Services	324,020	4,056,585	3,732,565	92.01%	5,889,509	(5,565,489)
Other	179,805	821,319	641,514	78.11%	2,313,017	(2,133,212)
Total Revenue	25,051,308	103,806,314	78,755,006		107,103,196	(82,051,888)
EXPENSES						
Governance	160,123	601,327	441,204	73.37%	427,931	(267,808)
Administration	898,340	3,350,441	2,452,101	73.19%	3,271,026	(2,372,686)
Instruction	21,928,166	73,354,004	51,425,838	70.11%	71,577,876	(49,649,710)
Plant	3,866,144	15,985,011	12,118,867	75.81%	15,288,130	(11,421,986)
Transportation	1,817,520	7,298,486	5,480,966	75.10%	6,704,799	(4,887,279)
Tuition and Related Fees	-	69,072	69,072	100.00%	64,300	(64,300)
School Generated Funds	225,324	2,305,000	2,079,676	90.22%	1,652,986	(1,427,662)
Complementary Services	507,229	1,653,263	1,146,034	69.32%	1,754,487	(1,247,258)
External Services	999,522	4,111,210	3,111,688	75.69%	5,290,826	(4,291,304)
Other Expenses	-	500	500	100.00%	3,849	(3,849)
Total Expenses	30,402,368	108,728,314	78,325,946		106,036,210	(75,633,842)
(Deficit) surplus for the Period	(5,351,060)	(4,922,000)	(429,060)		1,066,986	(6,418,046)
Accumulated Surplus, Beginning of Year	88,000,782	88,000,782			86,933,796	1,066,986
Accumulated Surplus, End of Period	82,649,722	83,078,782			88,000,782	(5,351,060)
Tangible Capital Assets						
Tangible Capital Assets - Beginning of Year	65,480,175	65,480,175	-	0.00%	68,222,399	
Tangible Capital Asset Purchases	396,061	1,160,500	764,439	65.87%	1,498,297	
Amortization	(1,486,875)	(5,947,500)	(4,460,625)	75.00%	(4,240,521)	
Tangible Capital Assets - End of Period	64,389,361	60,693,175	(3,696,186)		65,480,175	

MEETING DATE: January 11, 2021

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<input type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input checked="" type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>9, 16</u>	

FROM: J. Smith-Windsor, Trustee **ATTACHMENTS**

BACKGROUND

RE: TERMS OF REFERENCE FOR BOARD COMMITTEES

At the 2019-2020 Board Seminar, the Board committed to creating terms of reference (ToR) for each committee. This is considered a best practice in governance. Throughout the year, this work was mostly completed and has enhanced the function of committee work and board operations overall. The purpose of ToR is to lay out the roles and responsibilities of committees, establish the timeline for the committee's work, establish the scope and limitations on the committee's authority as well as set expectations on reporting requirements to the Board. ToR are helpful in establishing consistent process that will assist the board/admin team carry out its work.

Committee members, chairs and admin have supported this work throughout the year, efforts are appreciated. This work is nearly complete.

We do not currently have terms of reference for the following committees:

- Out of Scope Committee, struck annually at the Organizational Meeting. The committee met prior to the Christmas break and will be providing its ToR for Board approval.
- Superintendent of Schools Selection Committee, in the event that a vacancy occurs.

RECOMMENDATION

That the Board request that the Chair and the Director (or designate) draft ToR for ad hoc Superintendent Selection Committee before the end of March 2021.

MEETING DATE: January 11, 2021

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Committee Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>9</u>	

FROM: B. Hollick, Board Chair **ATTACHMENTS** [v]

BACKGROUND

RE: TERMS OF REFERENCE FOR OUT OF SCOPE COMMITTEE

The Out of Scope Salary Committee is a standing committee of the Board as outlined in Policy 9. The newest iteration of the committee met on December 14, 2020 to review terms of reference and other items. The draft Terms of Reference are attached for Board consideration.

RECOMMENDATION

That the Board ratify the Terms of Reference for the Out of Scope Salary Committee as presented.

SRPSD Committee:
Out of Scope Committee Terms of Reference

Committee Approved: December 14, 2020

Board Ratified: pending

1. Purpose of the Committee:

The Committee provides Board assurance and monitoring of appropriate Out of Scope staff compensation by meeting with the Director, reviewing relevant data and annually making recommendations to the Board related to compensation for all out of scope staff.

2. Background

Created by Board Policy 9.

3. Member Expectations

Committee members are expected to demonstrate a commitment to:

- Work collaboratively to achieve the committee's purpose.
- Provide perspective of what is best for the Division
- Attend committee meetings and follow through in a timely manner on any commitments.
- Support the success of the project.

4. Composition of the Committee:

Membership is outlined in Policy 9 and consists of Board Chair and Vice Chair with administrative support provided by the Director of Education.

5. Roles and Responsibilities:

- The committee chair (or designate) is responsible for
 - calling the meetings, setting the agenda and sending notice to committee members
 - chairing the meetings
 - ensuring the purpose/deliverables of the committee are achieved
- The admin support person will record minutes and send them to the Chair after the meeting for review and distribution. Administrative support will facilitate the committee access to information required for decisions.
- Committee members are responsible for contributing to the committee work.

6. Meetings:

- Meetings will be called by the committee chair, but at least annually after the Organizational meeting.
- Meetings at a location at a location agreed upon by the Committee or via conference call/virtual means as needed.

7. Expenses:

- Costs of the committee are borne by the Board
- Meetings are expected to be arranged in a manner that reasonably minimizes costs (at locations that are conveniently central to members and rent-free, at times connected to other Board events if possible, when meal costs are not required, etc.)
- Other than necessary mileage and expenses, committee work is included in monthly trustee remuneration, unless otherwise determined by motion of the board

8. Term of the Committee:

Established as a standing committee by Policy 9.

9. Reporting/Communication:

The committee chair (or designate) will report on the progress of the committee to the Board and may prepare a written reports (with recommendations as appropriate) for board consideration.

- Within the first 3 months of a newly elected Board's term, the committee will provide the Board with a report that includes the current Out of Scope Salary grid and the current Out of Scope contract template.

10. Decision Making

The committee will endeavor to work to consensus in decisions around the work undertaken but chair will call for a vote on decisions, as he/she deems appropriate.

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<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Accountability Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>13, 14</u>	

FROM: T. Michaud, Superintendent of Schools **ATTACHMENTS**

BACKGROUND

RE: SRPSD INTENSIVE SUPPORTS ACCOUNTABILITY REPORT

The attached 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 14 and the Board's 2017-2020 Strategic Plan expectation for student learning, achievement, community engagement and professional development have been met and that the Intensive Supports Accountability Report be referred to the Director Evaluation process.



Accountability Report: Intensive Supports



Tom Michaud
Superintendent of Schools
January 2021

SOURCE DOCUMENTS:

1. The Education Act (1995)

- Section 178 – Pupils with intensive needs
- Section 187 – Gifted pupils
- Section 190 – Health of pupils
- Section 191 – Guidance and counselling services
- Section 192 – Liaison with social agencies

2. SRPSD Board Policy Handbook

a. Policy 13: Role of the Director of Education

- 13.1.2 - Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
- 13.6.2 - Reports regularly on results achieved through accountability reports.

b. Policy 14: Appeals and Hearings Regarding Student Matters

Intensive Needs Review

As stated in Policy 14, *the Board recognizes the right of a student with intensive needs or the parents/guardians of that student to request a review of a decision related to the designation, placement and program in accordance with provisions outlined in The Education Act, 1995 and Regulations 50.1.*

3. SRPSD Annual Board Advocacy Plan for 2019-20

The Board affirms the need to continue to advocate for adequate resources for students with vulnerabilities in order to meet bold provincial and locally determined targets around student learning.

4. SRPSD 2017-2020 Strategic Plan

Mission: The mission of the Saskatchewan Rivers Public School Division is to strive for excellence in education and to seek to maximize each child's unique learning ability.

Improved Reading, Writing and Math Performance

- By June 2020, 100% of SRPSD students will be achieving mastery or proficiency standards; or 50% catch up growth; or an individualized goal in reading literacy.
- By June 2020, 100% of SRPSD students will be achieving mastery or proficiency standards; or 50% catch up growth; or an individualized goal in writing literacy.
- By June 2020, 100% of SRPSD students will be achieving mastery or proficiency standards; or 50% catch up growth; or an individualized goal in mathematics literacy.

Enhanced Early Years Learning

- By June 2020, 100% of SRPSD Prekindergarten students will be achieving mastery or proficiency standards; or an increase of two levels as measured by the SLP screen; or an individualized goal in oral language.
- By June 2020, 100% of SRPSD Kindergarten students will be achieving mastery or proficiency standards; or an increase of two levels as measured by the SLP screen; or an individualized goal in oral language.

5. Education Sector Strategic Plan (ESSP)

Improvement targets identified in the ESSP (cycle 3: 2017-19):

- By June 2018, at least 75% of students will be at or above grade level in reading and writing.
- By June 2019, at least 75% of students will be at or above grade level in math.

6. [Saskatchewan Rivers Public School Division \(SRPSD\) Commitment to Student Achievement](#)

7. [SRPSD English as an Additional Language \(EAL\) Handbook](#)

8. [SRPSD Emergency Response Plan](#)

9. [Community Threat/Risk Assessment and Support Protocol](#)

10. Administrative Procedures (APs)

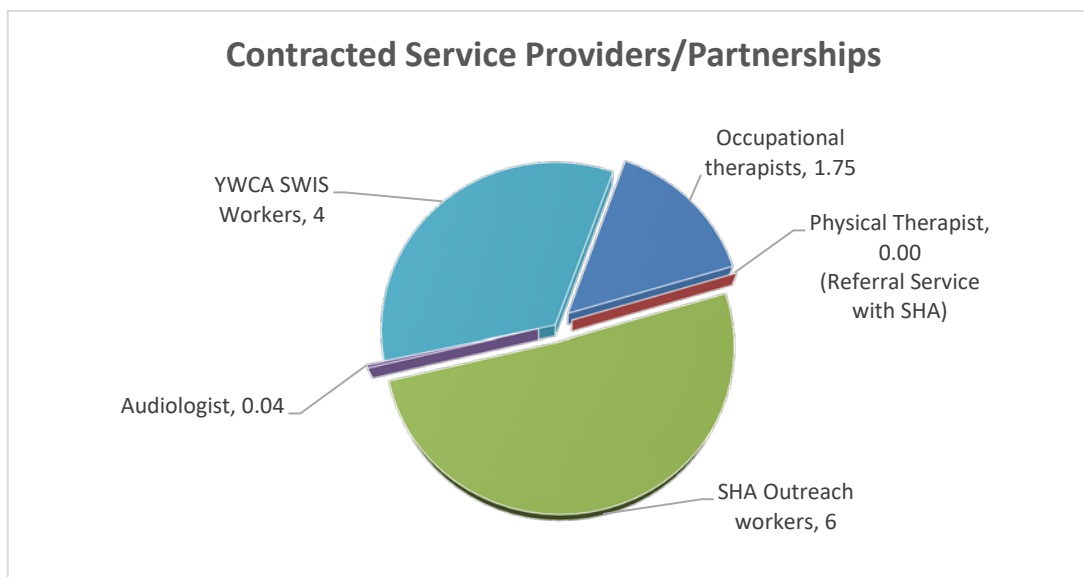
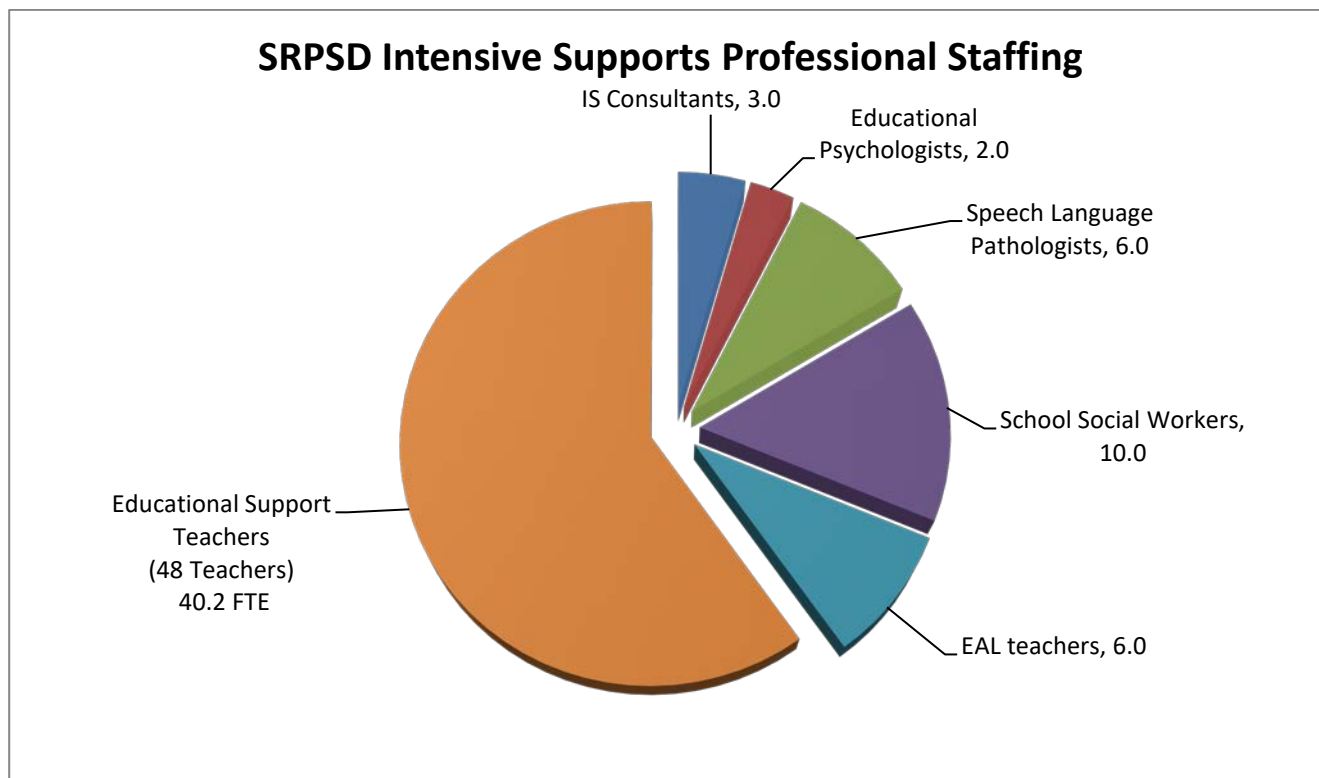
- [AP 106](#) – Accountability Reporting
- [AP 150](#) – Lockdown Protocol
- [AP 153](#) – Student and Staff Safety
- [AP 154](#) – Temporary Exclusion of Students for Safety or Medical Reasons
- [AP 200](#) – Organization for Instruction
- [AP 201](#) – Modified, Alternative, Functional and Locally Developed Programs
- [AP 214](#) – Special Education
- [AP 325](#) – Administering Medication and Medical Treatment of Students
- [AP 345](#) – Admission of Resident Students

Acronyms

Acronym	Description
AP	Administrative Procedure
ASIST	Applied Suicide Intervention Skills Training
CFR	Common Framework of Reference
C-Team	Collaborative Team
EAL	English as an Additional Language
eIIP	Electronic Inclusion and Intervention Plan
ELIS	Early Learning Intensive Supports
ELL	English Language Learner
ESSP	Education Sector Strategic Plan
EST	Educational Support Teacher
FTE	Full Time Equivalent
IS	Intensive Supports
MHL	Mental Health Literacy
NVCI	Non-Violent Crisis Intervention
SHA	Saskatchewan Health Authority
SRPSD	Saskatchewan Rivers Public School Division
SSS	Student Support Services
VTRA	Violence Threat Risk Assessment

The accountability measures included in this report are organized into three areas: Intensive Supports (IS), English as an Additional Language (EAL) and Safe and Caring Schools.

A. SRPSD Intensive Supports (2019-20)



SRPSD also has an agreement with a contractor for additional psychological assessments to compliment our internal services with our two psychologists. In 2019-20, the contract allowed for 40 assessments, however due to the move to supplemental learning, only 21 were completed. The remaining 19 assessments will be completed in the 2020-21 school year.

2020-21 SRPSD Intensive Supports Staffing Adjustments

- Occupational Therapist supports are now 2.0 FTE and under contract until the end of the 2022-23 school year.
- Additional 1.0 FTE Social Worker to respond to needs in multiple schools
- Transitioned vacant Educational Psychologist position to a new Intensive Supports Consultant position with a focus on mental health and wellness supports.
- 0.5 FTE SLP vacant due to family support leave
- SHA has suspended the partnership for provision of school-based physical therapy

SRPSD Specialized Learning Centres, Alternative Education and Functional Integrated Programs

Prekindergarten to Grade 8

Specialized Learning Centre	2018-19			2019-20			2020-21			Capacity 2019-20
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Developmental Education	20	2.0	10.0	22	2.0	10.0	19	2	9.0	22
Life Skills (PK-8)	18	1.0	4.0	17	1.0	4.0	15	1	2	20
Totals (PreK – Grade 8)	38	3.0	14.0	39	3.0	14.0	34	3.0	11.0	42

Grades 9 to 12

Educational Program	2018-19			2019-20			2020-21			Capacity	
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE		
Alternative Education Carlton Grade 9	13	1.0	5.0	n/a ¹	n/a	n/a	n/a	n/a	n/a	16	
Alternative Education Carlton Grade 10	15	1.0		n/a	n/a		n/a	n/a		n/a	16
Alternative Education Carlton Grade 11	13	1.0		n/a	n/a		n/a	n/a		n/a	16
Alternative Education Carlton Grade 12	15	1.0		n/a	n/a		n/a	n/a		n/a	16
Independent Futures (Functional Integrated Program)	28	2.0	11.0	27	2.0	11.0	29	2.0	12.0	28	

¹ Carlton implemented changes in 2019-20 to its Alternative Education model. There are no longer classrooms dedicated exclusively to Alternative Education. Students acquiring Alternative Education credits are now included in mainstream classrooms with additional supports. Our previous tracking method pulled attendance data in the former Alternative Education classrooms at Carlton.

Grades 9 to 12 (continued)

Educational Program	2018-19			2019-20			2020-21			Capacity
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Alternative Education Wesmor Grade 9	6	1.0	1.0	n/a ²	n/a	n/a	n/a	n/a	n/a	n/a
Alternative Education Wesmor Grade 10	13	1.0	1.0	17	1.0	1.0	14	1.0	1.0	16
Alternative Education Wesmor Grade 11	9	1.0	1.0	10	1.0	1.0	10	1.0	1.0	16
Alternative Education Wesmor Grade 12	22	1.0	1.0	17	1.0	1.0	7	1.0	1.0	16
Life Skills (Functional Integrated Program)	26	2.0	2.0	35	2.0	3.0	41	2.0	3.0	44
Totals (Grades 9-12)	160	12.0	22.0	106	7.0	17.0	101	7.0	18.0	

There are also three other high school students registered in functional integrated programs in two rural high schools in the Division.

² In 2019-20 Wesmor adopted a new model that saw the merger of the grade 9 Alternative Education classroom with the functional integrated program classroom (Lifeskills). Two teachers and three EAs support the individual needs of each student to determine their eventual placement in Alternative Education credits or the Functional Integrated Program in grades 10 to 12.

As mentioned in the 2019-20 Intensive Supports Accountability Report, we will be transitioning how we report student enrolment in Alternative Education. Below is a chart showing how many registrations were associated with Alternative Education credit courses in each of our high schools. Going forward, the Alternative Education registrations will be included in this accountability report as an indicator of our supports for students completing graduation credit requirements.

School	2019-20 Number of registrations in Alternative Education Courses
Big River Public High School	17
Birch Hills Public School	2
Canwood Public School	0
Carlton Comprehensive Public High School	30
École Debden Public School	0
Kinistino Public School	0
Meath Park Public School	0
Prince Albert Collegiate Institute	0
St. Louis Public School	0
Wesmor Public High School	192
W. P. Sandin Public School	3
Won Ska Cultural School	0

A hospital-based program provides children accompanying parents requiring mental health supports (Family Treatment Centre), or patients of the Child and Youth Mental Health Services Unit access to educational programming while in the hospital.

Hospital Program	2017-18 Student Contacts	2018-19 Student Contacts	2019-20 Student Contacts
Family Treatment Centre	64	86	50 ³
Mental Health Services	351	317	111 ⁴

*The data in the chart above is a cumulative tally of monthly student contacts and is not indicative of the number of individual students receiving educational services in the hospital program.

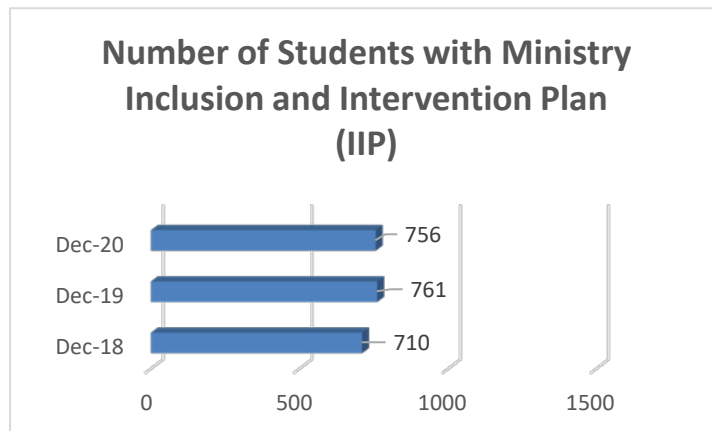
Ministry funding for the hospital program is confirmed until March 31st 2023.

³ Services at the Family Treatment Centre were suspended in March 2020 due to the COVID-19 pandemic.

⁴ Services at Youth Mental Health were suspended in January 2020 due to the lack of local psychiatrists and since March 2020, the COVID-19 pandemic has extended the suspension of services.

Students requiring Intensive Supports

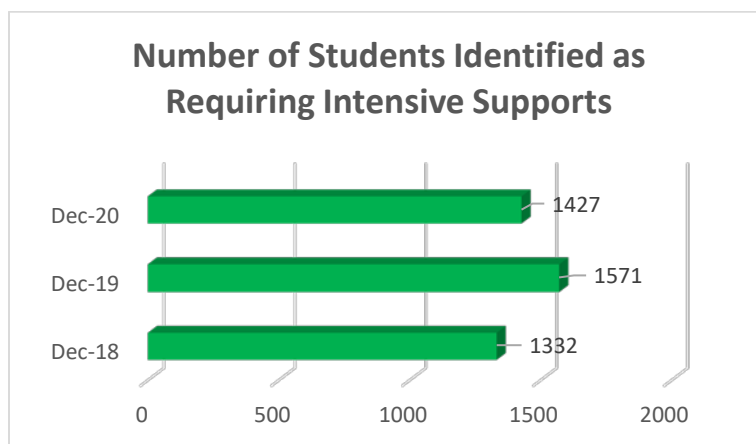
The Ministry of Education requires school divisions to annually report the number of students requiring intensive supports. The number reported is a direct correlation to the number of students with a registered Inclusion and Intervention Plan (IIP). The chart below indicates the number of students with an IIP identified in the Ministry's annual report submitted in December.



It is important to note that the number of students identified above does not fully portray the actual additional supports being provided to our students with intensive needs. The requirements from the Ministry for the submission of an IIP, or the impacts of high caseloads in our schools, limit the number of IIPs we are able to submit and effectively manage. However, SRPSD's commitment to excellence for every learner is evident when one considers the supports that are being provided based on identified student needs, not on the limitations associated with IIPs.

To more accurately reflect the number of students that have recognized needs and are receiving additional supports in response to these needs, classroom teachers and Educational Support Teachers have been providing data on students receiving additional supports regardless of the submission of an Inclusion and Intervention Plan with the Ministry.

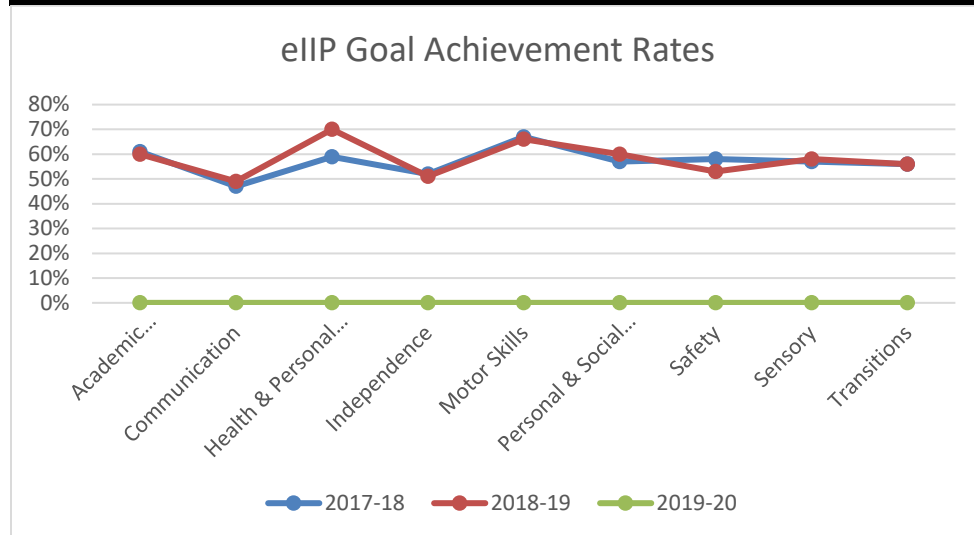
The chart below indicates the total number of students with recognized needs including those with a registered IIP and those with a locally managed intervention plan.



Inclusion and Intervention Plans (IIP)

As mentioned above, Inclusion and Intervention Plans must be developed for each student identified to the Ministry as requiring intensive supports. Classroom teachers, Educational Support Teachers, school administrators, Intensive Supports personnel, parents, students (when appropriate) and other stakeholders are all involved in the elaboration and actualization of the Inclusion and Intervention Plan. Student growth can be targeted with various strategies and outcomes in nine areas of development. The chart and graph below illustrate IIP outcome achievement rates for each area of development.

IIP Area of Development	Percentage of Overall eIIP Outcomes (2019-20)	eIIP Outcome Achievement rate (2019-20)	eIIP Outcome Achievement rate (2018-19)
Academic Achievement	25%	n/a ⁵	60%
Communication	12%	n/a	49%
Health & Personal Care	3%	n/a	70%
Independence	21%	n/a	51%
Motor Skills	3%	n/a	66%
Personal & Social Well Being	18%	n/a	60%
Safety	5%	n/a	53%
Sensory	3%	n/a	58%
Transitions	10%	n/a	56%
Total		n/a	57%



⁵ Due to the suspension of classes and transition to supplemental learning in March 2020, it was not possible to compile accurate data on achievement of IIP goals for the 2019-20 school year.

B. English as an Additional Language (EAL)

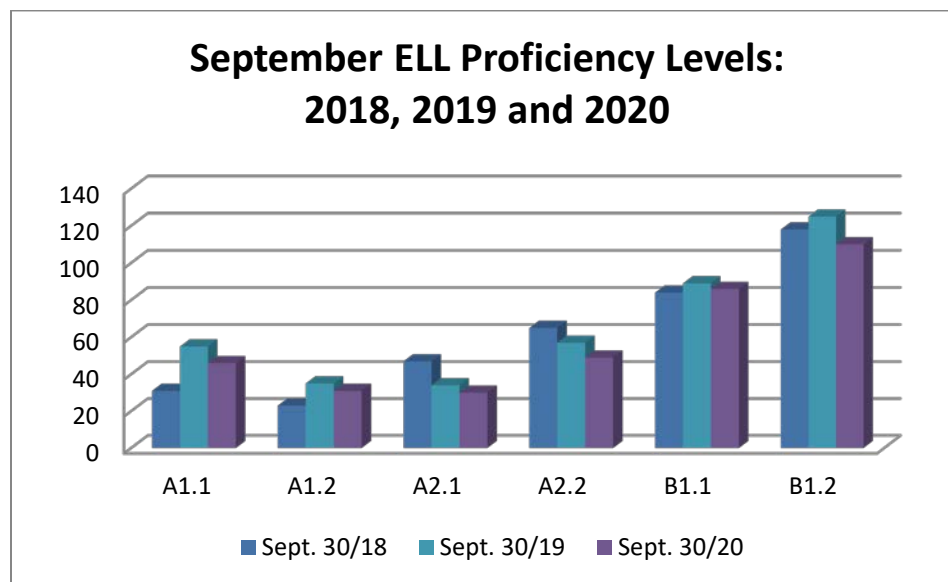
English Language Learners (ELL) and the Common Framework of Reference (CFR)

EAL teachers assess the readiness and CFR language levels of newcomers to Canada registering in a Canadian school for the first time. The CFR Global Scale is a chart of internationally recognized language levels that highlight observable language behaviours in social or academic contexts (i.e., the learner will...). The statements describe proficiency according to the learner's performance within 'real-world' contexts. A summary of CFR levels can be found in Appendix A of this report.

During the 2019-20 school year, 42 ELLs were assessed, whereas, 49 ELLs were assessed in 2018-19 and 47 were assessed in 2017-18. The Ministry provides funding to SRPSD in for initial CFR assessments for newcomers to Canada. For the 42 assessments completed in 2019-20, SRPSD received \$9,329.04.

Additionally, the CFR is used to determine English language proficiency of all EAL students annually. EAL teachers provide support primarily to students with CFR levels below B1.1.

The EAL data illustrated in the following graph is indicative of student growth. Throughout the CFR scale, there is a constant increase in the number of students as we progress from level A1.2 through to level B1.2.



EAL Service Delivery Model

Various SRPSD personnel are part of the support network for English Language Learners (ELLs) in SRPSD's EAL program. As with any other student, classroom teachers will adapt teaching strategies and modify programming to meet the individual needs of their students. For those students who are at the lowest level of proficiency with the English language, EAL programming and supports are offered to respond to the unique needs of students acquiring English as an additional language.

In elementary schools where the number of EAL students with a CFR Level of A1.1 to A2.2 is greater than five, a dedicated EAL teacher is available to offer enhanced supports to the targeted group of ELLs.

High school EAL supports are offered at Carlton for all city students. In the high school setting, supports are determined based on the required interventions to support students in completing their credit requirements for graduation. Therefore, the staffing allocation will vary when compared to elementary students because of the greater number of students requiring intensive supports to successfully complete necessary credit courses.

EAL teachers are a component of the school's teaching allocation.

The chart below indicates EAL teacher allocations for 2019-20 school year.

School	# of Students A-Level CFR	EAL Staffing Allocation
École Vickers Public School (Grades 1-8 EAL SLC)	27	1.0 FTE Teacher and 1.0 FTE Language Assistant
John Diefenbaker Public School	27	1.0 FTE Teacher
Arthur Pechey Public School	17	0.5 FTE Teacher
Riverside Public School	18	0.5 FTE Teacher
Vincent Massey Public School	19	0.5 FTE Teacher
Princess Margaret Public School	13	0.5 FTE Teacher
Carlton Comp. Public High School	11	2.0 FTE Teachers

An Intensive Supports consultant is responsible for coordinating SRPSD's EAL program. EAL teachers meet with an IS consultant 3 times per year to network, analyze student data and identify instructional practices that align with students' strengths and needs and contribute to continued student growth.

EAL Elementary Specialized Learning Centre (SLC)

An EAL Specialized Learning Centre for students in grades 1 to 8 is located at Ecole Vickers Public School. The EAL SLC is the initial placement for all elementary aged ELLs in the city of Prince Albert with a CFR Level of A1.1. Students will have a language rich education program aimed at accelerating their acquisition of English as an additional language. Once a student's English language skills have improved to the point of being able to be successful in a mainstream classroom, a transition plan will be prepared for placement in their attendance area school. Having the elementary EAL SLC ensures that SRPSD is able to accommodate any ELL who settles in the city of Prince Albert at any time throughout the school year. No student will be placed in the EAL SLC for more than a school year.⁶

⁶ Due to the suspension of classes in March 2020, all students who were attending the EAL SLC at the time were placed in the EAL SLC for 2020-21 school year.

The chart below shows the number of ELLs from September 2018 to September 2020.

	Number of ELLs Sept. 30/18	Number of ELLs Sept. 30/19	Number of ELLs Sept. 30/20
Total ELLs	368	395 +7.3%	352 -10.9%

C. Safe and Caring Schools

Saskatchewan Rivers Public School Division is committed to providing safe and nurturing environments to foster learning.

Mental Health Supports

Saskatchewan Rivers Public School Division recognizes the importance of personal wellness in our pursuit of educational excellence. The Division has a multitude of mental health resources and supports to ensure the wellbeing of our staff and students. Our team of psychologists, social workers and the school-based SHA outreach workers provide valuable, on-going professional mental health and personal wellbeing services in each of our schools.

Education is key to empowering individuals in monitoring and managing their mental health and personal wellbeing. SRPSD educators in all grade levels can draw from a diverse array of educational resources to embed mental health and personal wellbeing in their educational programming. Mental Health Literacy continues to be the core component of our educational resources. Mental Health Literacy focuses on four main learning objectives:

1. understand how to optimize and maintain good mental health;
2. understand mental health disorders and their treatments;
3. decrease stigma and;
4. increase help-seeking efficacy.

Over the course of the 2019-20 school year, three trainers were called upon to offer three “Go-to Educator” training sessions available to personnel across the division. Other educational resources include GoZen online resources and Healthy Mind, Healthy Body.

Suicide intervention is another key component of SRPSD’s mental health supports. The division has a consultant and psychologist who are certified to offer Applied Suicide Intervention Skills Training (ASIST). Unfortunately, unforeseen circumstances and the suspension of classes prevented the offering of ASIST workshops in 2019-20. Three workshops are scheduled for 2020-21. Having personnel to offer ASIST training to members of our school teams ensures that we are able to identify at-risk students and direct them to appropriate mental health supports.

In 2019-20, the decision was made to transition a vacant psychologist position, which we were unsuccessful in filling, to a new consultant position with a specific focus on mental health and personal wellbeing supports for our school teams. This consultant will collaborate with teachers and administrators to provide supports and build capacity among staff and students.

2019-20 also saw the release of the [SRPSD Mental Wellness Handbook](#) developed thanks to the hard work and dedication of members of the Joint Committee on Student Teacher Time. This handbook is a valuable resource to support teachers, and other educators, faced with the challenging demands in responding to diverse student needs.

Emergency Response

The [SRPSD Emergency Response Plan](#) guides administrators and school teams in responding with a proactive and organized process to situations or events that have an impact on students and staff in our schools. Examples of such situations or events may include:

- Unusual incident jeopardizing personal safety
- Serious accident/loss of life of a student or staff member
- Bus accident
- Violence-Threat Risk Assessment
- Other traumatic events

Traumatic Event Response

Intensive Supports personnel are called upon to offer supports to a school community following a traumatic event. The SRPSD Traumatic Response Team includes superintendents, consultants, psychologists, and social workers. In 2019-20, the Traumatic Response Team responded to three traumatic events to support students and staff in schools.

Non-Violent Crisis Intervention (NVCI)

Non-violent Crisis Intervention is an approach to supporting student behaviour in a preventative and proactive manner. Strategies focus on de-escalation of behaviour in a non-intrusive way in order to foster an environment that is supportive, empathetic, compassionate and respectful. An Intensive Supports consultant is a certified NVCI trainer and offers training annually to ensure each school has personnel in NVCI. In 2019-20, 90 individuals completed NVCI training in six training sessions.

Violence Threat Risk Assessment (VTRA)

Prince Albert Community VTRA Protocol partners continue to collaborate to update our VTRA Community Protocol and provide VTRA training to partner personnel. A working committee has completed a draft of the updated Community Protocol that aligns with the renewed VTRA protocol guidelines and practices developed by the North American Centre for Threat Assessment and Trauma Response. When the final draft is ready, we will also be inviting other community agencies who share a commitment to community safety to formally sign on as protocol partners.

In August 2020, an SRPSD consultant and principal completed a four-day workshop in Saskatoon to become certified VTRA trainers. This ensures that we maintain the ability to offer Level 1 VTRA training to SRPSD personnel as well as others from partner agencies on an ongoing basis. SRPSD recognizes the support of the Ministry of Education with the Mental Health Grant, which covered the costs of training for our VTRA trainers.

ADMINISTRATIVE IMPLICATIONS

Intensive Supports

1. In collaboration with the school-based teams and the SRPSD Inclusive Learning Team, we will continue to formalize procedures to engage all stakeholders in the best practices in inclusive education and ensure continued alignment with the Ministry of Education's needs-based model of inclusive education.
2. Members of the Intensive Supports team will continue to collaborate with classroom teachers, Educational Support Teachers and administrators in actualizing the needs-based model of inclusive education. The capacity-building approach that directs supports to the school team empowers more stakeholders to provide ongoing supports that foster student growth.
3. The Intensive Supports Team continues to strive for an exemplary level of supports as defined in the Ministry of Education's Rubric for Student Support Services (Appendix B). Feedback from school teams confirms that the three Collaborative Teams (C-Teams) are effective in actualizing the above-mentioned collaboration and coordination of interdisciplinary services to maximize supports and build capacity in schools. We will continue to use the C-Team model to foster ongoing collaboration between school teams and the Intensive Supports branch of the Inclusive Learning Team.
4. Students requiring intensive supports have various needs and may experience challenges during the year that necessitate strategic interventions. Therefore, it is important that classroom teachers continue to collaborate with their Educational Support Teachers and their IS C-Team to:
 - a. formulate realistic and achievable goals for students,
 - b. identify appropriate interventions, supports, and services,
 - c. monitor student progress,
 - d. celebrate successes, and
 - e. determine next steps.
5. Although there was no 2019-20 data for IIP outcome achievement, trends indicate that the eIIP outcome achievement rate remains statistically stable for the last four years. Administration and the IS team will engage in a review of our service delivery models and consult with ESTs and school administrators to determine what strategies and interventions will contribute to our goal of 100% of our students achieving their individualized goals.
6. We continue to strongly encourage all ESTs and Specialized Learning Centre teachers to obtain an Additional Qualifications Certificate in special education. To support further study toward certification in special education, interested educators are invited to apply for financial support through the school-based professional development fund or SRPSD's teacher bursary fund.
7. SRPSD administration will continue to explore options to enhance our intensive supports services, especially in the areas of physical therapy and mental health supports.

8. SRPSD continues to explore sources of supplemental funding to enhance services provided to students with intensive needs. Additional funding has recently been granted by both the provincial and federal governments (mental health grant, Jordan's Principle and ELIS funding).

English as an Additional Language (EAL)

1. SRPSD will continue to monitor student progress in the competency levels identified in the Common Framework of Reference and analyze student needs to ensure that our EAL supports are in line with the needs of the evolving English Language Learner population at SRPSD.
2. SRPSD continues to monitor EAL enrolments in each school to determine the most appropriate allocation of resources across the division.
3. SRPSD continues to value its partnership with the YWCA who provides support to our EAL students and families with their Settlement Workers In Schools (SWIS) program.

Safe and Caring Schools

1. SRPSD continues to value our partnership with the Saskatchewan Health Authority who provides six outreach workers in direct support of students in eight.
2. SRPSD will continue to focus on responding to mental health needs. The new consultant position, with a primary focus on mental health supports, will work with administration to review and enhance current supports and develop a plan for coordinated mental health supports across the division.
3. SRPSD administration will continue to collaborate with school administrators to ensure the Emergency Response Plan remains current and effectively guides responses in emergency situations.

GOVERNANCE IMPLICATIONS

Based on this accountability report, it is recommended that the Board continue to:

1. support best practice in inclusive education to ensure *Excellence For Every Learner*,
2. focus on supporting the needs of vulnerable students as outlined in the Board Advocacy Plan,
3. foster partnerships and community engagement, particularly with the Saskatchewan Health Authority,
4. support ongoing renewal of SRPSD Intensive Supports including the potential to restructure or discontinue programs, and
5. allocate budget for intensive supports in ways that appropriately support the current needs of our students based on their learning strengths and challenges and align with the Ministry of Education's needs-based model of inclusive education.

Appendix A

Common Framework of Reference Global Scale

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	User	C1
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	User	B1
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	User	A1

Source: Government of Saskatchewan, 2013, A Guide to Using the Common Framework of Reference (CFR) with Learners of English as an Additional Language

Appendix B

Rubric: Building an Interprofessional Team

Not Evident	Emerging/Developing	Evident	Exemplary
<p>Supporting professionals provide services in isolation from regular classroom; each professional plans, monitors, and reviews learner outcomes based on own discipline; students and classroom teachers supported through single or one-time consultative response; supporting professionals and human service agencies work in relative isolation from each other and provide independent consultative support; process and procedures for accessing supporting professionals not evident</p>	<p>Supporting professionals support school division/ school personnel in some areas, but limited support and access due to supply/demand concerns; supporting professionals communicate independent of each other and have not developed as an interprofessional team; school division has developed process and guidelines for accessing supporting professionals; supporting professionals consult with teachers on ad hoc and reactive basis; some joint planning, monitoring, and reviewing of learner outcomes, however, no shared responsibility and accountability exists among supporting professionals and school personnel</p>	<p>School division provides a full range of supporting professionals in areas of language development/ acquisition, emotional/ behavioural supports, physical disability accommodations, and curriculum/instructional support; supporting professionals work as an interprofessional team in concert with school-based teams to plan, monitor, and review learning outcomes, and to deliver services and supports; school division has established referral and request process for accessing interprofessional team members; interprofessional team members actively participate in inclusive classrooms; sharing of expertise with classroom teachers and student support services educators occurs and assists in cultivation of new skills and refinement of existing skills in meeting needs of students; commitment and student progress sustained with follow-up by interprofessional team members</p>	<p>Interprofessional team members and school personnel working together as collaborative teams to combine expertise and share responsibility for student success; interprofessional team members provide support in all required areas; clear role definitions and accountability parameters (including who reports to whom) is evident; team members emphasize interdisciplinary trust, collaborative problem-solving, and effective intra-team communication; conflicts are resolved constructively through agreed upon mechanisms and protocols; administrators and teachers have clear process available to access interprofessional team members; a systematic approach to collection/analysis of diagnostic information exists; interprofessional team members considered an important support network for teachers, offering ideas and resources, and assisting in building teacher capacity and confidence; school division needs are consistently monitored to reflect the consultative needs of school staff; caseloads of interprofessional team members are monitored to ensure effectiveness of service to schools; team members learn new skills and complement the skills of each other</p>

Source: Government of Saskatchewan, (2011), School Division Student Support Services Service Delivery Model Rubrics: Actualizing a Needs-Based Model to Support Student Achievement

MEETING DATE: January 11, 2021

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.1</u>	

FROM: T. Michaud, Superintendent of Schools

ATTACHMENTS []

BACKGROUND

RE: FRENCH IMMERSION DESIGNATION – 2021-2022

The Board must annually pass a resolution confirming French Immersion designation for École Arthur Pechey Public, École Debden Public, École Vickers Public, and Carlton Comprehensive Public High Schools for the 2021-2022 academic year.

RECOMMENDATION

That the Board request that the following schools be designated for French Immersion programming purposes for the 2021-2022 school year:

- *École Arthur Pechey Public School* *Grades K to 8*
- *École Vickers Public School* *Grades K to 8*
- *École Debden Public School* *Grades K to 8*
- *Carlton Comprehensive Public High School* *Grades 9 to 12*