

**THE REGULAR MEETING FOR THE BOARD OF EDUCATION OF THE
SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION**

**Board Room, Education Centre
545 – 11th Street East
Prince Albert, SK S6V 1B1**

Monday, August 29, 2022

Time: 4:00 p.m.

AGENDA (#22R-10)

- 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. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular meetings minutes – June 20, 2022
 - (b) Administrative Procedures Changes
 - (c) Board Committees/Representatives TOR for 2022-23
- 8. Business arising from the previous meeting**
- 9. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Motions brought forward from Closed Session of August 29, 2022
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Verbal Update on CSBA Congress 2022 – **B. Hollick**
 - (e) Board Chairs Council Verbal Update – **B. Hollick**
 - (f) Policy Committee Update – **G. Gustafson**

- 10. **Accountability reports**
 - (a) Human Resources Accountability Report – *N. Finch*
- 11. **Reports from administrative staff**
 - (a) SSBA Information – Bylaws and Amendments – *R. Bratvold*
 - (b) SSBA Information – Position Statements – *R. Bratvold*
- 12. **Notice of Motion**
- 13. **Three key messages for SCC/Public from meeting**
- 14. **Board members’ forum**
- 15. **Adjournment**

| CALENDAR OF EVENTS | |
|--|---|
| Monday, September 19, 2022 Time: 4:00 p.m. | Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert |
| Monday, September 26, 2022 Time: 3:00 to 5:00 p.m. | Planning Meeting, Education Centre, 545 – 11 th Street East, Prince Albert |
| Monday, October 3, 2022 Time: 4:00 p.m. | Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert |
| Friday, October 14, 2022 | Board/Director Evaluation Session – Education Centre, 545 – 11 th Street East, Prince Albert |
| Monday, October 24, 2022 Time: 4:00 p.m. | Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert |

MEETING DATE: August 29, 2022

| 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 MEETING

- June 20, 2022 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of June 20, 2022 be approved as presented.

NO. #2022R-9 (MONDAY, JUNE 20, 2022)

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION
NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, JUNE 20, 2022 AT 4:00 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 (absent)
MS. D. ROWDEN, Vice-Chair
MS. J. SMITH-WINDSOR, Trustee
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.

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:

#22R-49

Moved by C. Bloom that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

STUDENT TRUSTEES

T. McCallum

D.Vidal

OTHERS

M. Oleksyn, Daily Herald reporter (virtually)

ADOPTION OF THE AGENDA:

#21R-50

Moved by M. Vickers that the agenda be approved as presented.

Carried.

June 20, 2022

CONSENT ITEMS:

#22R-51

Moved by A. Lindberg that the minutes for the Regular meeting of June 6, 2022 be approved as presented.

Carried.

#22R-52

Moved by A. Lindberg that the Board approve the Financial Statements for the third quarter ending May 31, 2022.

Carried.

BUSINESS ARISING FROM PREVIOUS MEETING

(a) Student Trustee Special Report

R. Bratvold indicated that this item is being brought to the table by an individual student trustee who worked with administration to develop the report. She reviewed the report to encourage Board action to end sexual violence in high schools.

#22R-53

Moved by M. Vickers that the Board commit to advocacy, board development and action to end sexual violence in schools.

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of June 20, 2022:

#22R-54

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

- 1. That the financial statements for the Early Years Family Resource Centre be approved.
Carried.*
- 2. That the financial statements for Early Childhood and Development Program – Kids First Project be approved.
Carried.*
- 3. that the Board deny the request for out of attendance area transportation.
Carried.*

(b) Board Development Committee Update

D. Rowden reported that a survey will be emailed to trustees regarding the past year's professional development. She noted that the Speaking with Confidence session has been planned for Monday, October 31, 2022. The session will be open to 20 participants and invitation will be extended to the SRSC Executive to attend.

(c) Verbal Update – SRSC Committee

D. Vidal provided a verbal report on some of the graduation celebrations in the division.

B. Hollick, on behalf of the Board, expressed appreciation to both student trustees for their involvement with the Board as student trustees and wished them well in their future endeavours.

(d) **SRSC Board Report**

C. Bloom reviewed the final report of the 2021-2022 SRSC Committee that included next steps for the 2022-23 school year along with the highlights of the year.

(e) **Verbal Update on CSBA Congress 2022**

B. Hollick indicated that he would be emailing those who are attending the CSBA Congress 2022 regarding supper arrangements during the conference.

(f) **Electoral Boundary Committee Update**

#22R-55

Moved by D. Rowden that the Board establish an Electoral Boundary Committee with membership of C. Bloom, B. Hollick and A. Lindberg with administrative support provided and report back to the Board by the end of October 2022.

Carried.

(g) **Policy Committee Update**

#22R-56

Moved by G. Gustafson that Policy 1 – Foundation Statements and Policy 6 – Role of the Vice-Chair be approved as revised.

Carried.

G. Gustafson requested Board direction regarding Elders Council and policy location and reviewed the suggested changes to policies such as formatting and pronoun reference in policy.

(h) **An Overview of the Resolving Conflicting Constructively Workshop**

J. Smith-Windsor provided an overview of the Resolving Conflicting Constructively workshop that she had attended for information.

ACCOUNTABILITY REPORTS:

(a) **Communication Accountability Report**

#22R-57

Moved by D. Rowden that the Board confirm that the intent of Policy 2, item 2.2, Policy 8, item 8.5, and Policy 13, item 8.1 have been met and that the Communication Accountability Report be referred to the Director Evaluation process.

Carried.

(b) **Stakeholder Engagement Accountability Report**

#22R-58

Moved by A. Lindberg that the Board confirm that the intent of Policies 1, 2, 9, 10 and 18 have been met and that the Stakeholder Engagement Accountability Report be referred to the Director Evaluation process.

Carried.

(c) **Transportation Services Accountability Report**

#22R-59

Moved by B. Yeaman that the Board approve the Semi-Annual Transportation Report as presented.

Carried.

Discussion was held regarding the requesting of a report from the City of Prince Albert on student transportation.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) **SRPSD Responses to the Truth and Reconciliation Commission's Calls to Action**

R. Bratvold provided a summary of SRPSD's focused work on the TRC's Calls to Action for information. The team recognized reconciliation work remains but the Indigenous Perspective Team along with the leadership of Superintendent Hingley was acknowledged in the promotion and achievement of the responses.

(b) **2022-2023 Annual Work Plan**

The 2022-2023 Annual Work Plan was reviewed.

#22R-60

Moved by G. Gustafson that the Board Annual Work Plan for 2022-2023 be approved as presented.

Carried.

A trustee commented that the RM gathering may work better in November than the April slot.

#22R-61

Moved by A. Lindberg that the Board Annual Work Plan for 2022-2023 be amended to switch the RM Gathering to November.

Carried.

(c) **2022-2023 Board Meeting Schedule**

The proposed schedule for Board meetings for 2022-2023 was presented.

#21R-62

Moved by A. Lindberg that the 2022-2023 Board meeting schedule be approved as presented.

Carried.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- SRSC student trustee special report;
- Annual Work Plan and moving to two board meetings a month;
- Congratulations to the 2022 graduates.

BOARD MEMBERS' FORUM:

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

ADJOURNMENT:

#22R-63

Moved by A. Lindberg that the meeting adjourn. (7:50 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: August 29, 2022

| 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 |
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| | <input type="checkbox"/> Other: _____ | <input checked="" type="checkbox"/> Consent Item |
| <i>Primary Policy Reference:</i> | <u>2</u> | |

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

BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedures has been revised/created – the changes have been highlighted and the deletions ~~crossed-out~~:

- AP 156: Communicable Diseases (revised)
- AP 710: Bus Cancellations (revised)
- AP 720: Student Conduct on School Buses and School Division Vans (revised)
- AP 745: Transportation of Carry-On Items (new)

RECOMMENDATION

For Board information.

Administrative Procedure 156

COMMUNICABLE DISEASES

Background

The Division believes it has a responsibility, to the extent possible, to protect students and staff from risk of contagion by communicable diseases.

In the course of providing protection from communicable diseases, the well being and rights of all students and staff shall be duly considered.

Communicable diseases are defined as follows

- *Category I diseases includes, among others, those that are common and can often cause large outbreaks. These include Pertussis, Measles, Hepatitis A, influenza, etc.*
- *Category II diseases include Tuberculosis, Hepatitis (B, C and D), Sexually Transmitted Diseases (STD's), and Human Immunodeficiency Virus (HIV).*

Procedures

1. Through the principal, school staffs shall be required to notify the local Medical Health Officer as soon as possible but within 48 hours if they become aware that someone has a communicable disease, [Public Health Act](#), 1994.
1. In like manner, the Medical Health Officer has a responsibility to notify the school administrators of the existence of communicable diseases within schools.
2. In the event that a student or a staff member is infected with a Category I communicable disease which may present a significant health risk to others if transmitted, or where school officials have a reasonable basis to believe that a student's or a staff member's physical condition may pose a significant health risk to others, said student or staff member will be required to undergo a medical assessment by a physician at the Division's expense, if necessary, to determine the nature of the student's or staff member's physical condition and the extent of any health risk to others as a result thereof. Such medical exam shall be undertaken with all due haste. If there is any communicable disease present the physician will notify the Medical Health Officer according to the provisions of the *Public Health Act, 1994* and provide a medical certificate to the Director stating whether the physical condition or behaviour of the student or a staff member poses a significant threat to the health and welfare of the students or staff of the Division.
3. In the event that the physician examining a student or a staff member determines, in consultation with the Medical Health Officer, that the physical condition or behaviour of the student or staff member poses a significant threat to the health and welfare of the students or other staff of the Division.
 - 3.1 The student will be required to withdraw from attendance at school and shall not be readmitted to school until the Medical Health Officer has determined that the student's condition no longer poses a risk of contagion in the school environment.

- 3.2 The staff member will be placed on a leave for medical reasons until the Medical Health Officer has determined that the staff member's condition no longer poses a risk of contagion in his/her working environment. Such medical leave will qualify the staff member for any sick leave compensation to which he/she may be entitled by virtue of his/her employment contract with the Division.
4. The superintendent responsible for human resources is hereby authorized to seek medical advice to determine if there is a reasonable basis to believe that a medical examination may be required of a student or a staff member and to direct that such an examination be performed.
5. Staff:
 - 5.1 Upon receipt of a medical diagnosis that a staff member has a Category II communicable disease, the superintendent responsible for human resources shall inform the local Medical Health Officer of the situation. The Medical Health Officer shall be requested to consult with the staff member's attending physician.
 - 5.2 Dissemination of information regarding the affected staff member shall be determined by the patient's physician. Such health information as is held by the Division will be treated in confidence and not shared without the written consent of the staff member.
 - 5.3 A staff member infected with a Category II communicable disease shall not be prevented from working for the Division except on the recommendation of the Director, following consultation with the Medical Health Officer and the staff member's attending physician.
 - ~~5.4 When an infected staff member is excluded from his/her usual place of employment, every attempt shall be made to provide alternate employment. Decisions regarding appropriate settings shall be made on a case by case basis.~~
6. Students:
 - 6.1 Upon receipt of a medical diagnosis that a student who is enrolled or seeking enrolment in the School Division has a communicable disease, the appropriate superintendent shall consult with the Local Medical Health Officer. The Medical Health Officer shall be requested to consult with the student's parent(s) or guardian(s) and the attending physician.
 - 6.2 Dissemination of information regarding the infected pupil shall be determined in consultation with the local Medical Officer or the Medical Health Office nurse responsible for Communicable Diseases. Such health information as is held by the Division will be treated in confidence and not shared without the written consent of the parent or guardian.
 - 6.3 A student infected with a Category II communicable disease shall not be excluded from the regular educational program except on the recommendation of the Director following consultation with the Medical Health Officer and the student's attending physician.
 - 6.4 When an infected student is excluded from school, every attempt shall be made to provide an alternate educational program. Decisions regarding appropriate educational settings shall be made on a case by case basis.
7. Precautions:
 - 7.1 The principal shall review with teachers appropriate ways of educating all students about the proper ways of dealing with potentially infectious agents, and specifically in standard (universal) precautions against exposure to blood and body fluids. In each school a definite plan shall be articulated by the principal so that all students and all other staff in the building on a regular basis, will know the expected means

- of dealing with potentially infectious body fluids such as blood, vomit, or other secretions.
- 7.2 As a matter of course, open lesions on an individual who requires attention shall be covered using established first-aid procedures.
 - 7.3 Any caregiver shall avoid unprotected exposure to blood or body fluids by taking adequate precautions (e.g. wearing rubber gloves, etc.).
 - 7.4 A supply of disposable gloves will be distributed by the Education Centre to all schools and kept in a place designated by the principal so that they are available to be worn when needed by a caregiver.
 - 7.5 Gloves must be worn if open lesions are present on the hands of any caregiver. These gloves must be immediately disposed of by discarding them into a plastic bag, along with any materials used in the clean-up of a spill of body fluids, if that material has not been satisfactorily disposed of by flushing into a school's sewage system. In any event, the soiled gloves and residue from the clean up will be sealed in a plastic bag and placed, by the staff (not a student) or a custodian, in an appropriate place for refuse collection.
 - 7.6 Good hand-washing, using hot water and soap shall be an established practice for all caregivers, staff and students.
 - 7.7 Any soiled surfaces shall be cleaned with a disinfectant such as Javex, or its equivalent, diluted one part bleach to nine parts water.
 - 7.8 Whenever possible, disposable towels or tissues shall be used in the clean up.
 - 7.9 Mops shall be rinsed in a solution of disinfectant as indicated in No. 8 above (or Hydrox). Disinfected and rinsed mops shall be stored dry rather than being left in a solution.

Reference: Section 85, 87, 109, 141, 175, 178, 190, 231, *The Education Act, 1995*
Public Health Act

Approved: May 12, 2014

Administrative Procedure 710

BUS CANCELLATIONS

Background

Student safety is the Division's first priority.

On occasion, weather conditions and/or road conditions may be such that safe transportation services are put at risk.

The Division, therefore, authorizes the cancellation of bus operations as provided in this administrative procedure.

Procedures

1. When the temperature is at or below -40°C , bus runs will be cancelled. When the temperature is at or below -35°C and the wind chill temperature is at or below -45°C , bus runs will normally be cancelled.
2. Wheelchair lifts will not be operated at or below -30°C . When the temperature is at or below -30°C , the developmental education and independent futures buses will normally be cancelled.
3. Bus run cancellations, as determined by the Manager of Transportation, can apply to the entire Division, to clusters of school attendance areas, or to individual schools.
4. Regardless of temperatures or wind chill conditions, bus runs may be cancelled if severe storms or road conditions make travel dangerous.
5. Weather and road conditions information used for purposes of decision-making shall be as reported by the Weather Information Office of Environment Canada at the Prince Albert Airport, the Melfort Weather Station, and the Spiritwood Weather Station, and the Saskatchewan Highway Hotline.
6. Bus cancellations will normally only be made in the morning before bus drivers begin their route or at noon if weather conditions deteriorate during the day.
7. Individual drivers have the authority and responsibility to cancel their own run should local conditions warrant.
8. ~~CKBI, CJVR radio and~~ The website - www.srsd119.ca, the Division's notification service and local media shall be the Division's main communication medium with regard to decisions relative to this policy.
9. The Manager of Transportation may consult with the Director, CFO, weather offices and/or with others, as appropriate, in arriving at a decision regarding the cancellation of bus runs.
10. The Director or designate will announce morning bus cancellations or school closures through ~~CKBI, CJVR and the website, www.srsd119.ca~~ by 6:30 a.m. Noon cancellations will be announced ~~over CKBI, CJVR and the website, www.srsd119.ca~~ as soon as the decision is finalized.

11. ~~In addition to radio announcements,~~ Noon closures will require further notification to bus garage and driver personnel and all principals of schools attended by Division students. Principals shall arrange to have affected parents notified of any noon closure.
12. In the event that a Weather Watch or forest fire is declared, the Manager of Transportation shall ~~consult relevant sources to determine the severity of the situation.~~ ~~contact the weather stations in Prince Albert, Melfort and Spiritwood to determine the severity of the situation.~~ If it is determined that a major storm, forest fire or other threatening situation is imminent, including a tornado watch or warning, the Manager shall assess which, if any, bus runs are in danger and take action, including the delay, early dispatch or cancellation of bus runs, to avoid putting students at risk. Parents and schools shall be advised accordingly.
13. For the cancellation of individual bus runs, the following steps are required:
 - 13.1 The bus driver reviews the decision to cancel with the Manager of Transportation of the decision to cancel,
 - 13.2 The Manager of Transportation will announce individual bus cancellations through CKBI, CJVR and the website, and www.srsd119.ca, the Division's notification service and local media.
 - 13.3 The bus driver informs the principal or vice-principal,
 - 13.4 Contacts are to be made by 7:00 a.m.
14. Schools will remain open - regardless of inclement weather or bus cancellations - unless closed for cause by the Director of Education. Staff members are expected to report to their scheduled work site unless an appropriate leave request has been approved.

Reference: Section 85, 87, 91 (a), 108, 109, 110, 194, 196, 197, *The Education Act, 1995*
Highway Traffic Act

Revised: December 15, 2014; February 23, 2015; August 29, 2022

Administrative Procedure 720

STUDENT CONDUCT ON SCHOOL BUSES AND SCHOOL DIVISION VANS

Background

The task of maintaining safe and comfortable transportation for students is the responsibility of bus or van drivers, students, parents, supervisors and principals.

Student transportation includes rides to and from school and rides to and from Division sponsored activities.

Access to student transportation is a privilege not a right.

Procedures

1. It is the duty of every bused student to act in a responsible manner to ensure that the safety of other students, the bus or van driver and the general public is not placed at risk.
2. Students must respect their own privacy as well as the privacy of others and not do anything that might put their privacy or the privacy of others at risk.
3. Each bus or van driver has the authority and the responsibility for maintaining a safe and orderly environment on their school bus or van in a manner similar to that of a classroom.
4. When student behaviour problems escalate beyond the scope of the bus or van driver, the school principal becomes responsible. Referrals from bus or van drivers shall be addressed in a manner similar to that received from classroom teachers.
5. Once referred to the principal, behavioural expectations and consequences shall be consistent with expectations and procedures outlined in the school Code of Conduct.
6. Every bused student is accountable to the bus driver for their conduct;
 - 6.1 On the school bus or van and,
 - 6.2 In the area of bus or van pick up, transfer locations and drop off points unless accompanied by a parent, guardian or chaperone. ~~or other adult.~~
7. Bus drivers are responsible for supervising students at transfer points during wait times, drop-offs, and pick-ups when students are in the vicinity of buses.
8. In order to maintain consistency in timing at all bus stops, students will be at the bus stop before the regular pick up time. Buses will not usually wait for students past the regular pick up times.
9. It is at the discretion of the bus or van driver or principal to assign seats to students.
10. Students are to board and get off the bus or van quietly and in an orderly fashion.
11. While on the bus or van, students will conduct themselves in a quiet and courteous manner showing consideration for the comfort and safety of others.

12. Unless permission is granted by the bus or van driver, students will remain in their seats at all times.
13. While seated, students will keep their feet, arms, lunch boxes, backpacks, brief cases, etc. out of the aisle and will have control over their belongings at all times.
14. Students will refrain from eating on the bus or van. ~~if so directed by the bus driver.~~
15. Possession or use of drugs, tobacco, vaping products or alcohol on the bus or van or at transfer points is strictly prohibited.
16. ~~Permission must be received from the bus or van driver prior to bringing items or equipment onto the bus that may cause a distraction on the bus.~~
17. Items such as knives or firearms must never be brought on the bus or van.
18. Use of profane language is strictly prohibited.
19. Students must never tamper with, damage, or deface any part of the bus or van or its equipment. Students who willfully damage a bus or van will be held accountable.
20. Windows may not be opened unless permission is received from the bus or van driver. Objects may not be thrown out of the bus, nor is it permitted to have any part of the body or any object extended out of the bus or van.
21. The use of electronic or digital devices for the purpose of recording, storing, or transmitting images, video or audio is strictly prohibited.
22. During inclement weather or extreme weather appropriate clothing is to be worn. The Division reserves the right to deny service to students unsuitably dressed.
23. Where, on an evening run, a student's conduct is unacceptable, the driver has the right to refuse service for the following morning.
24. The driver will report any unacceptable behavior to the principal of the school where the student is in attendance. Misbehavior could result in the suspension of bus privileges and suspension or expulsion from school.
25. Misbehaviour protocol:
 - 25.1 Bus drivers will post behavioral expectations in a prominent place in the bus and will verbally review such expectations and the consequences of violating them with their bus students each September.
 - 25.2 Bus drivers will keep a written log of all behavioral incidents. If it is not recorded, there was no incident.
 - 25.3 If a student behaves inappropriately, the bus driver will speak to the student in an attempt to resolve the matter.
 - 25.4 Should the misbehavior continue, the driver will contact the parents advising them of the situation and the possibility of suspension of bus privileges.
 - 25.5 If there is no change, the bus driver will recommend in writing that the principal suspend the student from transportation privileges as per Administrative Procedure 723.
 - 25.6 If the inappropriate behavior still continues, the bus driver will contact the principal for further investigation and possible action.

25.7 If the student behaviour or violation of rules places anyone in immediate danger the bus driver shall immediately stop the bus and contact the Manager of Transportation.

~~26. Suspension/expulsion of bus privileges shall be dealt with as per Appendix A.~~

Reference: Section 85, 87, 408, 409, 440, 150, 151, 152, 155, 157, 194, 197, *The Education Act, 1995*
Traffic Safety Act, School Bus Operating Regulations

Approved: May 12, 2014; August 21, 2018; August 29, 2022

Administrative Procedure 745

TRANSPORTATION OF CARRY-ON ITEMS

Background

School buses have been specifically designed and equipped to carry students and provide the highest level of protection for passengers. School buses are not designed to safely carry cargo along with passengers. It is both prudent and appropriate to take the necessary measures that improve bus passenger safety.

Procedures

1. Carry-On Items

- 1.1 For safety reasons, items being carried on by students are limited to small articles (placed in a backpack, or small gym or kit bag) that can easily be stored and adequately managed within the student's personal space. These items are easily carried on the lap or stored under the seat occupied by the students. Items cannot be stored on the floor in front of an occupant.
- 1.2 Only small musical instruments contained in their cases that can be easily carried on the lap or stored under the seat occupied by the student are permitted on a bus.
- 1.3 All skates must have the blades suitably protected with guards and shall be tied together, stored in a durable bag and kept on the lap of the student or under the seat.
- 1.4 Electronic games, musical devices with earphones, and cell phones are permitted on the bus as long as they do not create a distraction. Noise level must be kept low. Earphones may not be worn and cell phones may not be used while students are boarding or exiting the bus.
- 1.5 Items must be adequately managed by each passenger in their assigned seating place.
- 1.6 These items cannot interfere with free access to the exits of the bus. Items cannot stick out into the aisles or above seats or into any other student's space. Aisles must be kept clear and the doors and emergency exits shall remain unobstructed at all times.
- 1.7 No student carry-on items can obstruct the orderly emergency or non-emergency exiting of the school bus.
- 1.8 Items cannot be dislodged or move about when the brakes of the school bus are applied, during acceleration of the school bus or in the event of an accident involving a school bus. The interior of the bus shall be free of all unnecessary items likely to cause injury.
- 1.9 The rear emergency door may be used only in emergency situations, and will not be used for the loading or unloading of items.

2. Items Prohibited for Transportation Purposes

- Explosives, firearms or other dangerous instruments, weapons or materials. Anything of a dangerous or objectionable nature.
- Any pet, animals, or any other living creature.
 - Exceptions may be made for approved service animals
- Any drugs, tobacco, vaping products, alcohol or related items such as lighters, etc.
- Glass containers or aerosol cans.

- Sport equipment including but not limited to: golf clubs, hockey equipment, hockey sticks, curling brooms, baseball bats, lacrosse sticks, skateboards, snowboards, skis and poles, or other similar items are not allowed.
- Coolers, camping and tenting equipment.
- Oversized objects – an average student's backpack would be considered regular size.
- Science boards (e.g. trifold displays).
- Large band instruments such as tuba, sousaphone, baritone, guitars, drums, French horn, tenor sax, bass trombone.
- Extra-large athletic bags.
- Any school project that cannot be held in a student's lap.
- Plants, dirt, sand or other growing projects.
- Any item which cannot be transported safely in the seat with the student or which creates a safety concern.
- Anything that might endanger the lives or safety of persons in the bus, or may pose a hazard to the safe operation of the bus.

3. Notes

- 3.1 The above mentioned list of prohibited items is not exhaustive.
- 3.2 Schools and students are to make alternate arrangements for the transportation of prohibited items including large quantities of carry-on items.
- 3.3 The safety and well-being of our passengers and drivers is paramount. The Transportation Department including the driver has the responsibility and right to reject any item(s) determined to be unsafe or inappropriate for school bus travel.

Reference: Section 85, 87, 194, 196, 197, *The Education Act, 1995*
Highway Traffic Act, School Bus Operating Regulations

Approved: August 29, 2022

MEETING DATE: August 29, 2022

| 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>9, 10</u> | |

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

BACKGROUND

RE: BOARD COMMITTEES TERMS OF REFERENCE FOR 2022-2023

The following committees/Board representative Terms of Reference for 2022-2023:

- Board Legacy Committee
- Electoral Boundaries and Representation Committee

RECOMMENDATION

That the Terms of References for Board Legacy Committee and the Electoral Boundaries and Representation Committee be approved.

BOARD LEGACY COMMITTEE
Terms of Reference
2022-2023

1. Purpose of the Committee:

To update the Board Legacy document that was done on October 27, 2020.

2. Background

- Committee established in 2017 to act on a suggestion from a Board Director Seminar to create a legacy document.
- By Board motion, included in the Annual Work Plan. The Board Legacy document is to be updated in the second and 4th year of the Board's current term.

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.
- Provide insight into what is important to include in the Board Legacy document as required.

4. Composition of the Committee:

Trustees - Grant Gustafson (Chair), Cher Bloom, Jaimie Smith-Windsor
Administrative support – Joyce Ward, others as necessary.

5. Roles and Responsibilities:

- The committee chair is responsible for:
 - calling the meetings, setting the agenda and sending notice to committee members,
 - chairing the meetings and ensuring written records are kept,
 - ensuring the purpose/deliverables of the committee are achieved.
- Committee members are responsible for contributing to the committee work.

6. Meetings:

- Meetings will be called by notice of the committee chair, at a location agreed upon by the Committee.

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:

Term start: Appointed June 6, 2022.

Term completion: Scheduled to complete work by December, 2022.

9. Reporting/Communication:

The committee will present the updated Board Legacy document to the Board by the end of December, 2022.

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.
- Chair is responsible for ensuring final editing is completed prior to the committee presenting the “legacy document” to the Board.

Electoral Boundaries and Representation Committee

Terms of Reference

Committee Approved Jul 27, 2022

1. Purpose of the Committee:
To review electoral boundaries and consider ways to support indigenous representation.
2. Background
Article 1.4 in Policy 8 (Board Operations) indicates that “The electoral boundaries and representation shall be reviewed in the second year of the Board’s term of office.” This committee was struck in the 2021-2022 school year to fulfill this obligation.
3. Member Expectations
 - a. Committee members are expected to demonstrate a commitment to:
 - b. Work collaboratively to achieve the committee's purpose.
 - c. Provide perspective of what is best for the Division.
 - d. Attend committee meetings and follow through in a timely manner on any commitments.
 - e. Support the success of the project.
4. Composition of the Committee:
Trustees: Cher Bloom, Barry Hollick, Arne Lindberg
Admin Support: Robert Bratvold, Jerrold Pidborchynski
5. Roles and Responsibilities:
 - a. The committee chair (or designate) is responsible for:
 - calling the meetings, setting the agenda and sending notice to committee members,
 - chairing the meetings and recording minutes,
 - ensuring the purpose/deliverables of the committee are achieved.
 - b. Committee members are responsible for contributing to the committee work.
6. Meetings:
 - a. 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.).
 - b. Meetings will be called by the committee chair, at a location agreed upon by the Committee.
 - c. Meeting schedule: TBD
7. Expenses:
 - a. Costs of the committee are borne by the Board.
 - b. Other than necessary mileage and expenses, compensation for committee work is included in monthly trustee remuneration, unless otherwise determined by motion of the Board.
8. Term of the Committee:
Committee established in June 2022 and expected to complete its work by the end of October 2022.
9. Reporting/Communication:

Electoral Boundaries and Representation Committee

Terms of Reference

Committee Approved Jul 27, 2022

- a. The committee chair (or designate) will report on the progress of the committee to the Board and prepare a final report (with recommendations if appropriate) for board consideration.
- b. Final report to the Board will occur before the end of October 2022.

10. Decision Making

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

MEETING DATE: August 29, 2022

| 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>Policy Committee Report</u> | <input type="checkbox"/> Consent Item |
| <i>Primary Policy Reference:</i> | <u>2.4, 11</u> | |

FROM: G. Gustafson, Committee Chair **ATTACHMENTS**

BACKGROUND

RE: APPROVAL OF POLICY CHANGES

The committee reviewed the changes to the policies that did not change the intent and for the most part just reflect current practice. The proposed changes have been highlighted and deletions ~~crossed-out~~ for reference.

- Policy 7 – Role of Deputy Chair
- Policy 9 – Board Committees

RECOMMENDATION

That Policy 7 – Role of the Deputy Chair and Policy 9 – Board Committees be approved as revised.

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) and chairing meetings in the unscheduled absence of the Chair and Vice-Chair. 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 their responsibility to ensure that debate must be relevant to the question, shall, when s/he is they are 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.
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 most recent Deputy Chair in attendance.

Revised: November 26, 2018

Policy 9

BOARD COMMITTEES

The Board may establish committees to assist with its work. Committees may be standing or ad hoc in nature.

At its annual Organizational Meeting, the Board shall establish such standing committees, and name trustees to serve on each committee, as it deems necessary. Subsequently at any duly constituted meeting, the Board may establish standing or ad hoc committees, and terms of reference for each.

General Requirements

Committees are not empowered to make decisions on behalf of the Board unless specifically authorized to do so by Board motion or Board policy.

Standing Committees

Standing committees are established to assist the Board with work of an on-going or recurring nature. The Director may assign staff to support the work of the committee. Committees shall not exercise authority over staff.

Committee work will be presented to the Board by written report as information or for discussion and may include recommendations for Board decision.

1. Audit Committee

1.1 Membership

- The entire Board.

1.2 Terms of reference

- The overall purpose of the committee is to assist the Board in fulfilling its governance and oversight responsibilities relative to Division Finances.
- To review accountability reports and to make recommendations to the Board.
- To make recommendations regarding the Board's engagement of the auditor, and the Board's approval of the terms of engagement for the auditor.
- Meet with the auditor without senior administration being present.
- Review the annual external audit report and management letter and make recommendations to the Board relative to whether the auditor's report and management letter meet the auditor's terms of engagement and ensure that these terms of engagement include the collection of data relative to fiscal accountability requirements of the CEO as detailed in the Director of Education evaluation criteria In the appendix to Policy 13.
- To make recommendations to the Board relative to the disposition of the auditor's recommendations.

- Monitor the remediation of deficiencies identified in the previous year's audit report and management letter.
- 1.3 Meetings
- Meetings shall be as determined by the Board.
 - The audit committee shall meet with the auditor prior to the start of the annual audit and upon completion of the audit. A portion of these meetings shall be without staff present.
2. Out of Scope Compensation Committee
- 2.1 Membership
- The Board Chair and Vice-Chair
- 2.2 Terms of Reference
- To meet with the Director, review relevant data **at least** annually make recommendations to the Board related to compensation for all out of scope staff. This includes all compensation issues including but not restricted to salary grids, salary adjustments, and benefits.
- 2.3 Meetings
- Once annually and at the call of the chair.
3. Student Discipline Committee
- 3.1 Membership
- Four trustees selected annually at the Organizational meeting.
- 3.2 Terms of Reference
- 3.2.1 The Committee shall consist of four trustees, the Director, appropriate Superintendent and relevant Principal.
- 3.2.2 The Committee shall select one of the four trustees as its chair.
- 3.2.3 The student(s) and the parents/guardians shall be invited to attend appropriate portions of the committee's meeting.
- 3.2.4 The Student Discipline Committee will confirm, modify or remove the suspension. The suspension may be increased to not more than one year or total expulsion could be recommended.
- 3.2.5 The Student Discipline Committee will make its decision, notify the student and the parents/guardians of its decision and will report its decisions to the Board at the next regular board meeting.
- 3.2.6 Any suspensions of more than three days shall be referred to the committee for deliberation.
- 3.3 Meetings
- At the call of the Chair but in a timely manner to comply with all statutory provisions.
4. Board Development Committee
- 4.1 Membership
- Three trustees, one being the Vice-Chair, selected annually at the Organizational meeting.
- 4.2 Terms of Reference
- 4.2.1 The Committee shall consist of three trustees, the Director or an administrative support designate.
- 4.2.2 The Committee shall elect one of the three trustees as its chair.
- 4.2.3 The Committee shall annually facilitate the completion and review of the [Board Competency Matrix](#).

- 4.2.4 The Committee shall draft the Board Development Plan for consideration of the Board.
- 4.2.5 The Committee shall provide a quarterly report on professional development progress and expenditure.
5. Saskatchewan Rivers Students for Change (SRSC) Committee
- 5.1 Membership
- Four trustees selected annually at the Organizational meeting as well as the Director or an administrative support designate.
- 5.2 Terms of Reference
- The committee shall annually review, amend, and work towards the objectives outlined in the board-approved terms of reference for the committee.
6. Policy Committee
- 6.1 Membership
- A minimum of three trustees selected annually at the Organizational Meeting as well as the Director or an administrative support designate.
- 6.2 Terms of Reference
- The committee is responsible for leading the Board's work to ensure its policies are effective, current and appropriate.
 - The committee shall annually review, amend as needed, and work towards the objectives outlined in the board-approved terms of reference for the committee.
7. Elders Council Board Liaison
- 7.1 Membership
- All Board members, the Director and members of Administration as determined.
- 7.2 Terms of Reference
- The committee shall annually review, amend, and work towards the objectives outlined in the board-approved terms of reference for the committee.
 - Meet as scheduled with the SRPSD Elders Council.

Planning Meeting

Planning meetings are held to allow the Board opportunity to explore matters in much greater depth than can be accomplished in scheduled regular meetings of the Board.

- 1 Membership
 - All trustees
- 2 Terms of reference
 - To provide a forum for trustees to engage in planning, information and fact finding sessions.
- 3 Meetings
 - At the call of the Board Chair in consultation with the Director, subject to change, but normally as determined by the Board at its June meeting.

Ad Hoc Committees

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The membership, terms of reference and timelines for each ad hoc committee will be established at the time of formation and approved by motion of the Board. The approved template will be used to develop timelines and terms of reference

[Terms of Reference template.](#)

Each ad hoc committee, at the conclusion of its work, shall present a written report to the Board. Unless otherwise directed by the Board, ad hoc committees are dissolved (by Board motion) as soon as they have reported to the Board.

Resource Personnel for Committees

The Director may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Reference: Sections 85, *The Education Act, 1995*

Approved: May 5, 2014

Revised: November 26, 2018; February 11, 2019; December 9, 2019; March 8, 2021; June 21, 2021

MEETING DATE: August 29, 2022

| Type of Meeting | Agenda Items | Intent |
|---|---|---|
| <input checked="" type="checkbox"/> Regular | <input type="checkbox"/> Correspondence | <input checked="" 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 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>13.3, 16</u> | |

FROM: Neil Finch, Superintendent of Schools

ATTACHMENTS

BACKGROUND

RE: HUMAN RESOURCES ACCOUNTABILITY REPORT

The attached SRPSD Human Resources Accountability Report will be reviewed at the meeting. There will be an opportunity for trustees' feedback, questions, and direction at the Board table.

RECOMMENDATION

That the Board confirm that the intent of Policy 13, Item 3 and Policy 16 have been met and that the Human Resources Accountability Report be referred to the Director Evaluation process.



Accountability Report

Human Resources

Neil Finch, Superintendent of Schools

August 29, 2022

Accountability Report

SOURCE DOCUMENTS:

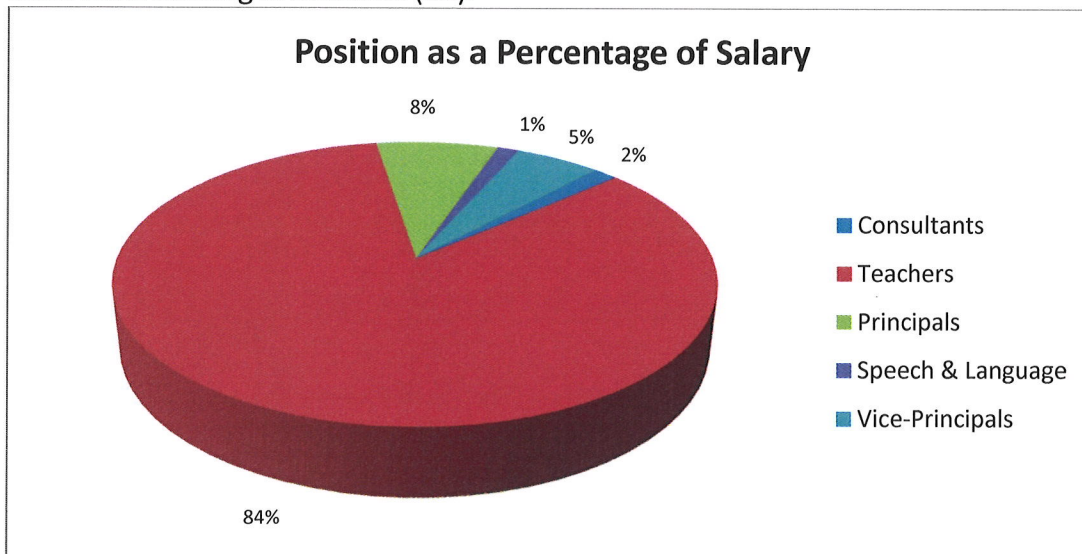
1. SRPSD Policy 16 states the following *“all staff is to be hired to assist the Board in carrying out its vision, mission, and goals”*.
2. SRPSD Policy 13, item 3, states the following for the Director’s role:
 - 3.0 Personnel Management**
 - 3.1 Has overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
 - 3.2 Monitors and improves the performance of all staff.
3. The role for Human Resources is outlined in Administrative Procedure 400; with the procedures outlined for recruitment, selection and placement of all teaching staff. This includes the assigning of all teacher contracts.
4. The SRPSD Strategic Plan 2021-2024 with learning and innovation (LI), mental health and wellbeing (MH), inclusion and cultural responsiveness (INC), citizenship and relationships (CR) and governance and leadership as our priorities (GL). Please note the abbreviations given will be utilized throughout the document to show connection to the strategic plan.

EVIDENCE:

• Teachers

During the 2021-2022 school year, the number of teachers in classrooms was 580 FTE; this includes 33 principals and 25 vice-principals. We had 17 female and 16 male principals and 16 female and 9 male vice-principals in 2021-2022. In addition, there were 24 FTE’s who work out of the Education Centre; this includes Speech and Language Pathologists, consultants, coaches and a teacher librarian at the TRC.

The total budget for teachers and administrators is approximately \$50.4 M, the following is the 2021-2022 staffing breakdown (GL):



Accountability Report

All contracts given to teachers are bound and determined by *The Education Act, 1995* and the *Provincial Collective Bargaining Agreement* which is monitored by the Saskatchewan Teachers' Federation (STF). Many different moves were made which includes new teacher hires, changes in temporary and replacement contracts and transfers.

We saw 12 teachers apply for the Early Resignation Incentive and 3 teachers retire that did not qualify for the incentive. Between March and June, we had 19 other teachers (17 continuing + 2 temps) including two SLPs resign. This is a modest turnover of 5.9%. The Early Resignation Incentive plays a major role in allowing us to avoid redundancy and teacher hiring efficiently.

We are up 6.5 FTE teachers for the 2022-2023 school year through our budget allocation. This increase is directly related to our enrolment. Above and beyond the teacher increase, we also have additional funds for 8 school-based literacy coaches, 2 for Michif language and culture, 3.25 for FTV and 1 Kids First Coach.

The monitoring and evaluation of staff is done in accordance to Administrative Procedure 428 and 430. All teachers are required to submit a Professional Growth Plan to their principal (vice-principals are often part of the process) by October 15th of each school year. This outlines their professional goals and ensures they are aligned with the school and Division goals. The teacher will meet two more times during the year to monitor progress and look at school data. Continuing this year will be conversations related to AP 443: Teacher Transfers. This allows for an early discussion with all teachers regarding transfers. This will enhance the pre thinking that is required regarding where the next school experience might be for individual teachers. (LI, GL)

Our Division runs a very successful First and Second Year Program. All 'new' teachers belong to the First Year Program. Both first and second year teachers meet formally throughout the year. They also have formal classroom visits from the superintendent in charge of the program. This year the two programs will be the responsibility of Superintendent Cory Trann. (LI)

Our Division offers educational bursary support to a maximum of \$85,000.00 as outlined in the *Teacher Local Bargaining Agreement - Article 7*. For the 2021-2022 school year we had 65 applicants for the school year we paid out a total of \$72,228.84.

Our division also offers an educational leave amounting to a maximum of 2.0 FTE/year as outlined in the *Teacher Local bargaining Agreement - Article 5*. For the 2022-23 school year we did not have any applicants.

The recruitment of teaching staff is a year-long focus but culminates in January and February with SRPSD attending two consistent career fairs - University of Regina (U of R) and University of Saskatchewan (U of S) and sometimes other fairs when required. In 2021-2022 we attended the fairs virtually. As a result, less contacts were made, we are looking forward to face-to-face career fairs taking place in the future. These career fairs allow us to make contacts with graduating education students and recruit the best for our division. SRPSD has a strong relationship with SUNTEP campus in Prince Albert and their interns within our schools. Being

Accountability Report

connected helps us with the recruitment of the tougher to fill positions like Cree Language, French Immersion, Senior science/Math and early years for example. (INC, CR & GL)

Human resources try to maintain the sub list at about 200 teachers; this is typically made up of 120 teachers and about 80 superannuated teachers. This past year we really struggled to maintain an adequate sub list. The two main issues continued from the year previous which included more teachers on leave because of self-isolation orders and subs unwilling to be in schools because of COVID fears. For the second year in a row, we were able to add teacher candidates that were finished their internship but not their education degree to our sub list. This will likely be the last time we will be able to do this as it was intended to be a COVID response.

Transfer history:

| Year (spring of) | APPROX # of transfers (Staff Survey) | APPROX # of Transfers (AP 443) | APPROX Total number of transfers | Number of admin transferred |
|------------------|--------------------------------------|--------------------------------|----------------------------------|-----------------------------|
| 2014-15 | 12 | 12 | 24 | 2 |
| 2015-16 | 17 | 7 | 24 | 4 |
| 2016-17 | 20 | 13 | 33 | 10 |
| 2017-18 | 20 | 25 | 45 | 17 |
| 2018/19 | 15 | 24 | 39 | 16 |
| 2019-20 | 34 | 18 | 52 | 3 |
| 2020-21 | 40 | 15 | 55 | 14 |
| 2021-22 | 41 | 12 | 53 | 10 |

Please note - In 2022-2023 we will have 6 new administrators, 2 principals and 4 vice-principals. Also, the transfers above do not include teachers on temporary contracts, returning from a leave and being placed in a different school and/or full-time teachers that were .5 between two buildings but are now full time in one of those schools. The transfer number is calculated from those that are currently at work and on a continuing contract. (LI & MH)

Principal and Vice Principal Pool - During the 2021-2022 school year we had 16 people in the VP pool and 12 in the P pool that we had access too. As we enter the 2022-2023 school year, we have 12 in the VP pool and 10 in the P pool. We will reopen the interview process during the 2022-23 school year.

Accountability Report

Absence Comparison for Teachers

The chart below outlines the total absences per month for teachers. It includes all types absences and all teachers including administrators, principals, consultants and coaches. (MH)

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|-----------|-----------------|----------------|-----------------|----------------|
| September | 779 | 722.5 | 688 | 1103 |
| October | 1210.5 | 1231.25 | 1314 | 1347 |
| November | 1375.75 | 1133.5 | 1601.5 | 1399 |
| December | 965.5 | 850.5 | 910 | 893.5 |
| January | 1118.5 | 1235 | 817.2 | 1728.5 |
| February | 998.5 | 981.7 | 726.5 | 1133.6 |
| March | 1135 | 787 | 1228 | 1790.9 |
| April | 1042.5 | 124.5 | 1012.5 | 1219 |
| May | 1604 | 196.5 | 1403 | 1736.5 |
| June | 1328 | 381.8 | 1605.75 | 1767.5 |
| | 11557.25 | 7644.25 | 11306.45 | 14118.5 |

- **CUPE**

During the 2021-2022 school year, the number of CUPE employees was at 402.5 FTE; this includes 213 educational associates (EAs) who make up the highest number of CUPE employees. SRPSD has 50 FTE (27.5 Mentors, 2.5 Grad/Mentor Support Coaches, 7 KidsFirst, 2 Literacy Camp Coordinators, 2 French Monitors, 3 Nutrition Coordinators, 6 Before & After School Coordinators) that are non CUPE members and are either under contract or considered employees through separate funding arrangements. The 50 FTE referred to does not include our 24 Out of Scope personnel (7 Managers, 2 Assistant Managers, 3 Administrative Assistant, 4 Superintendents, 3 Payroll Clerks, Director, CFO, 2 IT, Facilities) which include 5 LEADS members.

All contracts given to CUPE are bound and determined by *The Education Act, 1995* and the *CUPE 4195 Local Bargaining Agreement*.

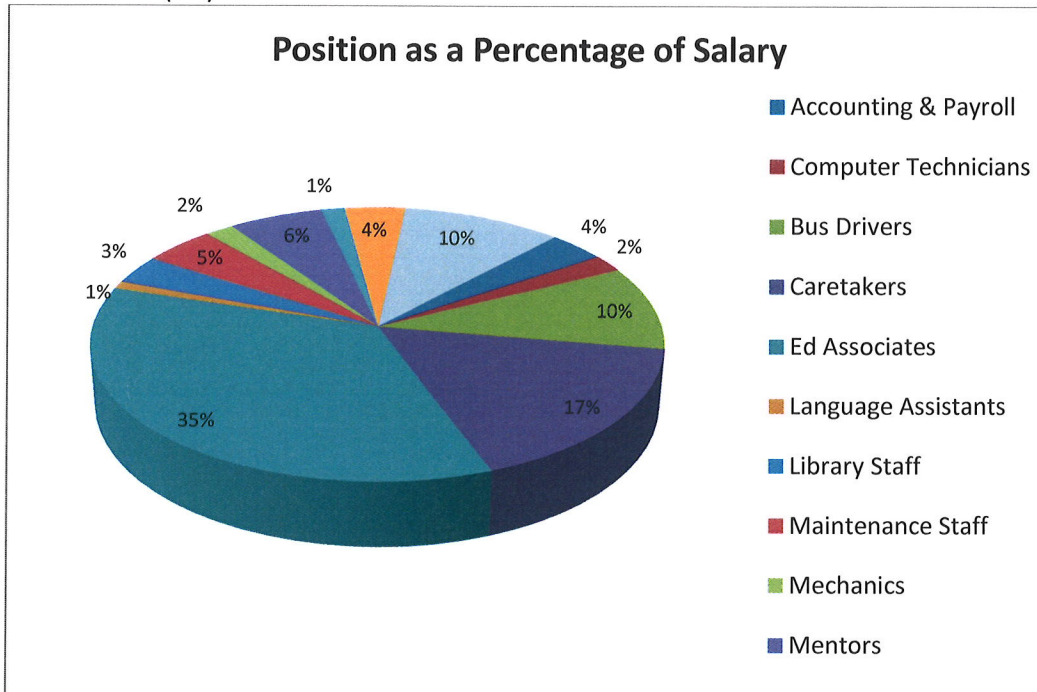
The recruitment of CUPE staff is a year-long focus and we are working towards increasing our substitute list in many of our CUPE classifications. Continuous advertisements for substitute now run year-round. A round of interviews takes place once every 4-8 weeks to continually increase the number of casual employees (CR).

SRPSD takes on practicum students from Saskatchewan Polytechnic, University of Saskatchewan, First Nations University, and Saskatchewan Indian Institute of Technologies. In 2021-2022, the Division had 35 practicum students in many classifications work with our students (LI).

Accountability Report

Interaction with CUPE resulted in discussions multiple times throughout the year. Labour Management meetings are scheduled every second month and take place when required. CUPE did not bring forward any grievances for the fifth year in a row, which is a celebration. Since 2013 we have had 22 grievances, we are proud of the relationships we have built with CUPE and we strive to solve issues prior to them being grieved (CR).

The total salary for non-teacher employees \$20.4 M, the following is the 2021-2022 staffing breakdown (GL):



Staffing for CUPE for the 2022-2023 school year went well and was completed by mid June, 2022. We are constantly staffing throughout the year as employees leave for different reasons at all times of the school year.

The Division continued to focus on Return to Work over the 2021-2022 school year. Over the past years we have had the following (MH):

| | | |
|------|---|----------------|
| 2016 | 19 Time Loss incidents | 1609 lost days |
| 2017 | 12 Time Loss incidents | 628 lost days |
| 2018 | 15 Time Loss incidents | 826 lost days |
| 2019 | 18 Time Loss incidents | 585 lost days |
| 2020 | 8 Time Loss incidents | 667 lost days |
| 2021 | 12 Time Loss incidents | 474 lost days |
| 2022 | 6 Time Loss claims reported and WCB approved (as of June 30/22) | 158 lost days |

Accountability Report

Other information (GL & CR):

| DESCRIPTION | TOTAL as of June 30/17 | Total as of June 30/18 | Total as of June 30/19 | Total as of June 30/20 | Total as of June 30/21 | Total as of June 30/22 |
|---|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| Total number of EAs on Sub List | 129 | 134 | 146 | 156 | 169 | 169 |
| Number of CUPE Assignment Changes including NEW HIRES (PERM & TEMP)/ LEAVES/RESIGNATIONS/RETIREMENTS/TERMINATIONS (July 1 to June 30 each year) | 643 (out of this total, 312 were layoff/recall letters) | 371 | 456 | 503 | 412 | 423 |
| Number of times we were unable to secure EA subs | 125 | 102.50 | 130 | 109 | 131.5 | 453.5 |
| Number of times we were unable to secure Teacher subs | 83 | 66.50 | 61 | 81.5 | 374.5 | 724.5 |
| New to EA Sub. List | 52 | 51 | 65 | 102 | 68 | 94 |
| CUPE employees on the sub list (all non EAs) | 123 | 140 | 147 | 134 | 138 | 126 |
| Number of grievances from CUPE | 2 | 0 | 0 | 0 | 0 | 0 |
| Total number of practicum experiences | 23 | 11 | 5 | 7 | 26 | 35 |

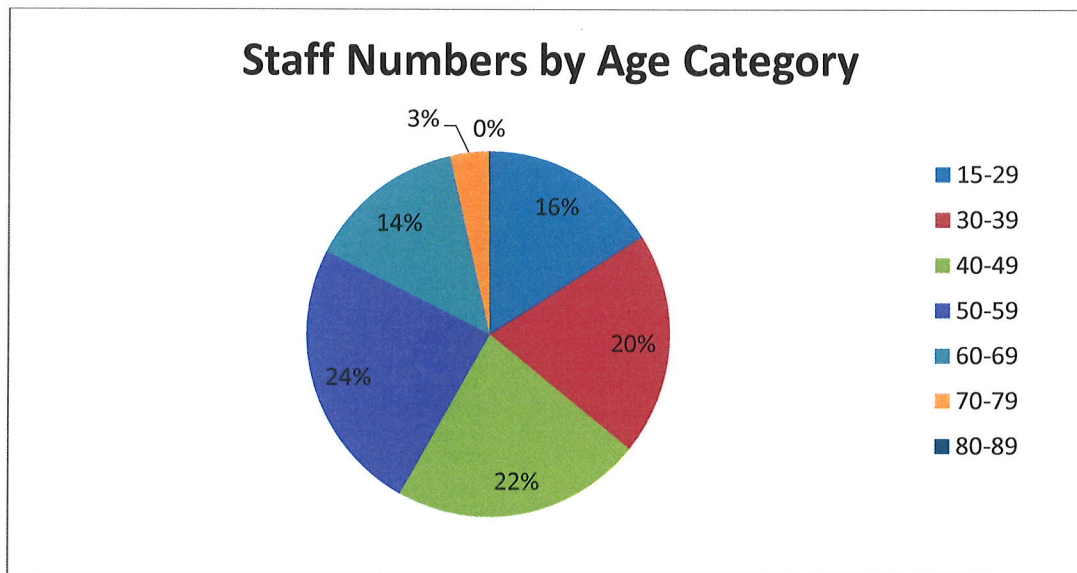
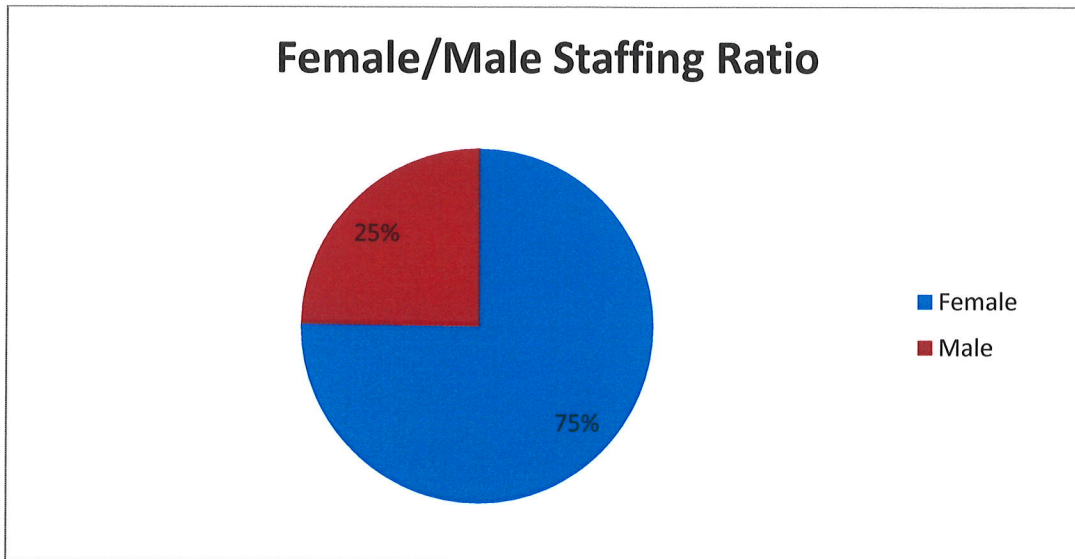
C. All Human Resources

Human resources had a second staff satisfaction survey in 2021-2022. Results were brought to the Board in the spring of 2022. As a reminder, the four areas of commitment will be (LI, MH, INC, CR & GL):

- Enhance equitable, consistent, and fair hiring and transfer processes;
- Strengthen professional development opportunities and strategies for mental health and wellness for both students and staff;
- Promote, communicate, and celebrate SRPSD successes for both employees and students; and
- Conduct another employee satisfaction survey by the end of the 2024-2025 school year.

Accountability Report

In 2021-2022 we had 1675 employees as of June 27, 2022. This number includes teachers, CUPE, Non-CUPE Support, OOS, and subs, the following graphs show some of the demographics of those SRPSD employees (INC):



Number of FNMI Educators Saskatchewan Rivers SD 119 2015-16 to 2021-22 (INC)

| FNMI Status | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|----------------------------------|------------|------------|------------|------------|------------|------------|
| Métis | 156 | 159 | 158 | 157 | 166 | 163 |
| First Nation | 17 | 18 | 21 | 19 | 23 | 22 |
| Total FNMI Educators | 173 | 177 | 179 | 176 | 189 | 185 |
| Total Number of Educators | 603 | 592 | 592 | 582 | 592 | 584 |

Accountability Report

Risk Management (LI, MH, INC, CR & GL):

We will ensure that the Human Resources supports the reduction of risk to the organization in all areas outlined in SRPSD risk register. Specifically, a focus continues to be on Division Expectations and Staff Engagement as well as student enrolment. As a division by recruiting, training and supporting staff in student learning, we enhance the engagement of our staff and students. The impact on enrolment will continue to be positive if we find ways to tell our story and truly provide a learning experience that is Excellence for Every Learner. Once students join us, we strive to have them stay with us throughout their PreK-12 experience.

September 30 enrolment from 2015 and on:

| 30-Sep-15 | 30-Sep-16 | 30-Sep-17 | 30-Sep-18 | 30-Sep-19 | 30-Sep-20 | 30-Sep-21 | 30-Sep-22 projection |
|-----------|-----------|-----------|-----------|-----------|-------------------|-----------|----------------------|
| 8968 | 9114 | 9157 | 8991 | 8916 | Data not reliable | 8969 | 8980 |

ADMINISTRATIVE IMPLICATIONS:

A. Successes

We are able to place teacher candidate interns in our schools from the multiple universities, including SUNTEP, U of S, U of R, Minot and FNUC. These interns are with the division for a four month placement which allows the principals and cooperating teachers to have a sound knowledge regarding the strengths of these interns. We also recruited teachers from within the province and across Canada. For the 2021-2022 school year, we had 19 interns joining us. We also had 67 first, second and third year student teaching opportunities for teacher candidates within SRPSD. (LI)

We have worked with the College of Nursing to place nursing practicum students into our schools. These students help teachers and staff facilitate health and wellness programming in the schools. The number of practicum students continues to grow year after year. (LI)

With our recruitment process, we were able to fill all French Immersion, Cree language and other difficult to fill positions early and not lose them to other divisions. We typically hire in November/December for the upcoming year but have to consider earlier. (GL)

Our enrolment was back to pre-COVID enrolment. This was beneficial for our students and our budget.

Overall, our staff were true professionals during an unprecedented COVID time the past 2.5 years. They were resilient in so many ways. We were reminded that our staff truly care for our students regardless of what we are faced with. (CR)

Accountability Report

B. Challenges

We continue to find the needs of our students increasing. We offer many supports but it seems like more could always be utilized to benefit students.

We need to continue to focus on maintaining an adequate sub list for all classifications. The last 2.5 school years have been extremely difficult to recruit enough staff to fill day to day open positions. We think we will be in a much better position to fill open positions post COVID.

We believe this is coming to an end or at least in a better place than the last 2.5 years but ensuring we stay on top of the ever-changing direction regarding COVID. We received many forms of communication giving us direction throughout the pandemic that impact staff and students. With every communication we ensure we adjust how we operate as a school division. The focus of our core business of learning was taken away at times as a result.

GOVERNANCE IMPLICATIONS

1. Based upon the report, it is recommended the Board maintain current direction for ensuring staff budget remains at level that best serves our students.

MEETING DATE: August 29, 2022

| Type of Meeting | Agenda Items | Intent |
|---|---|---|
| <input checked="" type="checkbox"/> Regular | <input type="checkbox"/> Correspondence | <input checked="" 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, 10</u> | |

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

BACKGROUND

RE: SSBA INFORMATION – BYLAWS AND RESOLUTIONS

The 2022 Fall General Assembly will be held in Regina on November 13 – 15, 2022.

The SSBA memorandum (attached) is to remind boards of the bylaw amendments and resolutions process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General meeting.

Further discussion will take place at the September 19, 2022 Board meeting.

RECOMMENDATION

For Board information and decision.

August 8, 2022

TO: Chairs, Boards of Education, Conseil scolaire fransaskois,
Directors of Education and Chief Financial Officers
cc. Resolutions and Policy Development Committee, Darren McKee, Executive
Tom Fortosky, Catholic Section
Norm Dray, Public Section

FROM: Resolutions and Policy Development Committee

RE: Submission of Bylaw Amendments and Resolutions for the 2022 AGM

The 2022 Fall General Assembly will be held in Regina at the DoubleTree by Hilton on November 13-15, 2022. Bylaw Amendments and Resolutions are a key part of the Association's Annual General Meeting, which is part of the Fall General Assembly. The AGM is tentatively set for November 14, 2022. The purpose of this memorandum is to remind boards of the bylaw amendments and resolutions process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General Meeting.

The Executive, a board of education, the Conseil scolaire fransaskois or a group established in accordance with Bylaw No. 8 are entitled to sponsor bylaw amendments and resolutions.

Bylaw Amendments:

1. Bylaw No. 13, Paragraph 4, states that bylaw amendments are to be submitted to the Resolutions and Policy Development Committee "at least 45 days prior to the day on which the annual general meeting commences".

This year the **deadline for submission of bylaw amendments** is 4:30 p.m., **September 28, 2022.**

Every bylaw amendment is to **be submitted in writing** by email (see below) and **accompanied by a rationale explaining the background and reasons for** the amendment containing sufficient detail so that members may form a reasonable judgment about it. An amendment to one provision of a bylaw may necessitate consequential changes to other parts of the bylaws, and those consequential amendments must also be included. If you have questions regarding Bylaw Amendments, please contact Krista Lenius at (306)569-0750 ext. 120 or klenius@saskschoolboards.ca.

2. The Committee will examine and edit proposed bylaw amendments.
3. The package of proposed bylaw amendments will be forwarded to boards and posted on the Association's website no later than October 27, 2022.

Resolutions:

1. Bylaw No. 12, Paragraph 4, states that resolutions are to be submitted to the Resolutions and Policy Development Committee “at least 30 days prior” to the commencement of the general meeting at which they will be voted on. This year the **deadline for submission of resolutions** is 4:30 p.m., **October 13, 2022**. Resolutions received by the deadline will be presented by the Committee at the AGM.

(Paragraph 5 of Bylaw No. 12 provides for submission of resolutions that “directly relate to a matter that has arisen after the deadline for submission” at least 5 days prior to the commencement of the general meeting.)

2. Every resolution is to **be in writing and accompanied by a rationale explaining the background and reasons for the resolution.**

Pursuant to Resolution 5-E passed at the 2010 AGM, the Committee asks sponsors to provide, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the resolution.

5-E BE IT RESOLVED that from time to time when proposals for projects or services to be carried out by the Saskatchewan School Boards Association are put to member Boards for approval and those projects or services may have a cost and time component that will impact Association finances and staff time, it be required that all such proposals put to member Boards for consideration include the cost and time requirements to conduct the project or provide the service.

The Resolutions and Policy Development Committee have developed an SSBA Resolutions Costing Rubric to assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing. A copy of the SSBA Resolutions Costing Rubric is attached to this letter.

Boards of Education will need to identify the position statement that the proposed resolution relates to and how the resolution relates to the SSBA Strategic Plan or Provincial Education Plan.

3. The Committee will examine, edit, and, where considered necessary, combine similar resolutions.
4. The package of resolutions to be presented by the Committee at the AGM will be e-mailed to boards, posted on the Association website no later than October 27, 2022, and included in the Fall General Assembly registration package.
5. Resolutions provide directives for action to the Association by its members and direction for development of Association position statements. To increase the effectiveness of resolutions, the wording of a resolution should, whenever possible, describe what boards

of education or the Association will do, rather than directing others, over whom the Association has no control, to act.

6. Resolutions received by the deadline will be presented at the AGM by the Committee. Any board that wishes to present a resolution after the deadline for submission will have to obtain the consent of the delegates at the annual general meeting after all reported resolutions have been disposed of. (Bylaw No. 12, paragraph 6).

Bylaw amendments and resolutions must be submitted by email to Krista Lenius, Administrative Paralegal: klenius@saskschoolboards.ca. You will receive an email confirmation that your submission has been received.

SSBA Resolutions Costing Rubric

Purpose: To assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing.

| | Low Cost <\$1,000 | Medium Cost \$1,000-\$10,000 | High Cost >\$10,000 |
|----------------------------|---|--|--|
| Advocacy | <ul style="list-style-type: none"> Minimal advocacy, potentially a letter to a government official or Ministry. 1-2 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). | <ul style="list-style-type: none"> Moderate advocacy which may include letters to government officials or Ministries, and follow up. 2-4 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). | <ul style="list-style-type: none"> Ongoing advocacy throughout the year. > 5 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). A working advisory group may be formed as a result of the resolution. |
| Services | <ul style="list-style-type: none"> The proposed resolution action will require minimal utilization of existing SSBA services/resources. | <ul style="list-style-type: none"> The proposed resolution action will significantly draw upon SSBA services/resources. | <ul style="list-style-type: none"> The proposed resolution action includes elements that require existing SSBA services/resources, and/or requires services and/or resources beyond those provided by the SSBA. |
| Unanticipated Costs | <ul style="list-style-type: none"> There is minimal likelihood of the resolution action resulting in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are generally known. | <ul style="list-style-type: none"> There is a moderate likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are relatively anticipated or assumed. | <ul style="list-style-type: none"> There is a high likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are primarily unknown. |

MEETING DATE: August 29, 2022

| Type of Meeting | Agenda Items | Intent |
|---|---|---|
| <input checked="" type="checkbox"/> Regular | <input type="checkbox"/> Correspondence | <input checked="" 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>10</u> | |

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

BACKGROUND

RE: SSBA INFORMATION – POSITION STATEMENTS

Feedback was provided by boards of education. SSBA appreciated the time boards invested into consideration of the Position Statements and the thoughtful feedback that was provided.

Attached please find the following:

1. Position Statement on “Education Equity”;
2. Position Statement on “Collective Bargaining” – minor changes;
3. Position Statement on “Partnership Agreements” – minor changes.
4. New Position Statement on Inclusive Education.

A new proposed Position Statement on Inclusive Education was developed as part of the SSBA 2021 Strategic Plan and sent to boards of education in March seeking board engagement and feedback. The position statement on Inclusive Education was discussed in the breakout rooms at Spring Assembly and it was also discussed at the Board Chairs Council. Following the Spring Assembly, the document has been updated based on the feedback.

The proposed Position Statements will be voted upon as Resolutions at the Fall General Assembly in November 2022.

RECOMMENDATION

For Board information.

Adopted Position 3.3:

Education Equity

Date Approved: November 2017

Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

1. Boards of education are proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students' individual or family circumstances.
2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure all students have access to school programs, facilities and services for students to achieve to their full potential regardless of where they live in the province and their personal circumstances.
3. Education equity recognizes that some students need additional or specialized programming to achieve to their full potential.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.

Boards of education are responsible to their constituents for transparency of education in Saskatchewan. Funding should be monitored for adequacy and equity and should be publicly reported on a regular basis by the Province and by boards of education.

Adopted Position 4.1:

Collective Bargaining

Date Approved: November 2017

- A. Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.

As well, representing boards of education, the Saskatchewan School Boards Association has a statutory role in collective bargaining with respect to the Provincial Collective Bargaining Agreement for teachers.

- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:
1. The education interests and well-being of students must guide the collective bargaining process.
 2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
 3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
 4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
 5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
 6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to education funding and consistent with the fundamental principles described in the Adopted Position Statement 3.1: Education Finance.
 7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations practices, and professional and ethical standards.
- C. In working according to these principles, the Association undertakes in particular that:

1. The Association will endeavour to have representatives on the provincial bargaining team who have experience in labour relations negotiations.
2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for **engaging** and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
3. The Association's staff is available to support boards of education in their collective bargaining processes.
4. The Association will advocate for boards of education to be fully consulted by the Province and that the Province be transparent regarding local agreements.
5. The Association will advocate to ensure that the **representatives of** boards of education on the provincial bargaining committee are an effective voice on that committee.

| | |
|---|-------------------------------------|
| Adopted Position 5.2: Partnership Agreements | Date Approved: November 2017 |
|---|-------------------------------------|

Individual boards of education and the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

1. Partners will include those agencies and organizations whose goals and objectives are compatible with the goals of the boards of education or the Association.
2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.
3. Allocation of resources to partnerships will not compromise the standards of services and administration of the boards of education or the Association.
4. Partnership agreements will be transparent and clearly defined and committed to in writing.

**Proposed Position 2.5:
Inclusive Education**

Date Approved: NEW

Proposed SSBA Position Statement on Inclusive Education

Diversity enriches school culture and increases knowledge and understanding of similarities and differences. Within an education sector **and system**, diversity applies to a range of contexts such as cultures, socio-economic situations, languages, learning needs, sexual orientation and gender identity. Education in Saskatchewan is founded on a principle of respect for the diversity of all students and families. It is through conversations with students and families that educators, administration, staff, and boards of education develop a growing awareness and understanding of the diverse cultures and communities in their schools.

In Saskatchewan “inclusive education” is used to describe education for students with diverse backgrounds. The ministry defines inclusive education as “providing equitable treatment and appropriate, high-quality education to all students. It encompasses a blend of philosophical beliefs, practices and processes to create flexible support systems and learning environments based on students’ strengths, abilities, interests and needs.”

Ultimately, the goal of inclusive education is **to presume the competence and strength of the learner**, reduce exclusion by eliminating barriers to one’s school success, and enhancing participation and sense of belonging in one’s community. **Including anti-racist, anti-oppressive and equity practices.**

Inclusionary Philosophy and Beliefs:

1. All students and families are welcomed and respected.
2. All students have opportunities to experience positive interpersonal interactions that support the development of authentic relationships.
3. All students have access to activities that promote positive self-esteem, engagement and a sense of belonging.
4. Individual interests, backgrounds, life experiences and identities are valued.
5. Schools engage parents/guardians in meaningful ways (e.g., parents/guardians are provided ways to support their child’s learning and development).
6. Curricula are used as the starting point for developing and implementing adaptations to support student learning. This may include referring to previous grade-level curricula to support individualized learning needs.
7. Differentiated instruction is used, including multi-level instructional approaches, so all learners in a classroom can participate and are engaged.

8. Ensure resources, practices are reflective of students - where students can see themselves in the resources and assessment/instructional practices.
9. Learning opportunities are provided that are: challenging; engaging; culturally and linguistically affirming and responsive; developmentally fitting; and, age appropriate.
10. **Accessibility** - barriers to learning are reduced or eliminated by: providing access to appropriate learning opportunities and resources identifying and implementing supports (including technology) to optimize student learning; and, supporting the development and attainment of competencies and independence.
11. School, classroom, common learning areas and other learning spaces: provide emotionally safe environments; acknowledge the cultures, languages and backgrounds of students and families; and incorporate physical adaptations as necessary.