Saskatchewan Rivers Public School Division
Excellence for Every Learner

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

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

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

Board Room, Education Centre
545 – 11th Street East
Prince Albert, SK   S6V 1B1
Monday, October 16, 2023
Time: 2:00 p.m.

AGENDA (#23R-14)

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

2.   **Land acknowledgement**

3.   **Declaration of conflict of interest**

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

5.   **Regular session convenes at 3:30 p.m.**

6.   **Adoption of the agenda**

7.   **Consent items**
     (a)   Adoption of the Regular meeting – September 18, 2023
     (b)   Correspondence

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

9.   **New business** (Board Committee Reports, Trustees' items and Notice of Motions)
     (a)   Matters and Motions brought forward from Closed Session of October 16, 2023
     (b)   External Board Committees
     (c)   Provincial Update
     (d)   SRSC Report – Student Board Representative
     (e)   Verbal Update Regarding the Victor Thunderchild Public High School Renaming Ceremony and Carlton Powwow Celebration – *D. Rowden*
     (f)   2023 SSBA Annual General Meeting – Ballot Information – *D. Rowden*
     (g)   Verbal Update on Indigenous Gathering – October 30, 2023 - *D. Rowden*
     (h)   Verbal Update on RM Gathering – November 6, 2023 – *D. Rowden*
     (i)   Verbal Update on Land Acknowledgement for Trustees - *D. Rowden*
     (j)   Board Chairs Council Verbal Update - *D. Rowden*
     (k)   Revision to Board Policies – *G. Gustafson*

10. **Accountability reports**
    (a) Learning Improvement Plans (LIP) Accountability Report – *J. Hingley*
        - École Vickers Public School Administrative Team will be presenting.
    (b) Student Achievement Accountability Report – *J. Hingley*

11. **Reports from administrative staff**
    (a) Budget Priorities, Guidelines and Timelines – *N. Finch*
    (b) Update regarding 2024 Board Director Seminar – *N. Finch*

12. **Notice of Motion**

13. **Three key messages for SCC/public from meeting**

14. **Board members' forum**

15. **Adjournment**

CALENDAR OF EVENTS	
Monday, October 23, 2023 **Time: Full day**	School Tours
Monday, October 30, 2023 **Time: 10:00 am. to 1:00 p.m.**	Indigenous Gathering, Seminar Room, Education Centre, 545 11th Street East, Prince Albert, SK
Thursday, November 2, 2023 **Time: 4:00 to 7:00 p.m.**	SRPSD Annual Art Show, Education Centre, 545 – 11th Street East, Prince Albert, SK
Monday, November 6, 2023 **Time: 5:30 to 7:30 p.m.**	Rural Municipalities/Towns/Villages Gathering, Seminar Room, Education Centre, 545 – 11th Street East, Prince Albert, SK
November 12 to 14, 2023	SSBA AGM
Monday, November 20, 2023 **Time: 9:00 a.m.**	Pipe Ceremony, St. Louis Public School
Monday, November 20, 2023 **Time: 10:30 a.m.**	Elders Council, St. Louis Public School
Monday, November 20, 2023 **Time: 2:00 p.m.**	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK

OCTOBER
Regular Board Meeting Agenda Items
- Approve Board Advocacy Plan
- Approve Resolutions (if any) for Saskatchewan School Boards Association Annual Convention
- Review Legal Update of any outstanding cases
- Review Draft Annual Report and Provide Direction, if any
- Review Student Learning Accountability Report
- Review School Learning Improvement Plans Accountability Report
- Complete the Board Competency Matrix

Events/Action
- First Nations Representatives Gathering
- P.A.A.T.A. New Teacher Induction Event
- SCC Orientation Session

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

NOVEMBER
Regular Board Meeting Agenda Items
- Hold Organizational Meeting – Elections, Appointments and Establish Committees
- Appoint Voting Delegates and Allocate Votes for the SSBA Convention
- Approve Annual Report for Submission to Ministry of Education
- Approve Board Development Plan
- Approve the Audited Financial Statements
- Review Audit Report and Management Letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)

Events/Action
- SSBA Fall General Assembly
- Public Section General Meeting
- RMs Gathering
- Elders Council / Fall Pipe Ceremony
- SCC Regional Meeting – rural *(pilot)*

Budget Considerations
- Review operations and priorities for next fiscal year

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: October 16, 2023

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

Primary Policy Reference: ___8.8_____

FROM: N. Finch, Director of Education   **ATTACHMENTS**   [√]

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- September 18, 2023 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of September 18, 2023 be approved as presented.

Saskatchewan Rivers
Public School Division
Excellence for Every Learner

NO. #2023R-13 (MONDAY, SEPTEMBER 18, 2023)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, SEPTEMBER 18, 2023 AT 2:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:
MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee (absent)	**MR. A. NUNN,** Vice-Chair
MR. B. GEROW, Trustee	**MS. D. ROWDEN,** Board Chair
MR. G. GUSTAFSON, Trustee	**MS. J. SMITH-WINDSOR,** Trustee
MR. B. HOLLICK, Trustee	**DR. M. VICKERS,** Trustee
MR. A. LINDBERG, Trustee	**MR. B. YEAMAN,** Trustee

SENIOR ADMINISTRATION

Mr. N. Finch, Director of Education	Mr. J. Pidborochynski, Chief Financial Officer
Dr. G. Tebay, Superintendent of Schools	Mrs. J. Ward, Administrative Services Officer

D. Rowden, Board Chair, called the meeting to order and provided the land acknowledgement for the school division. Trustees were given an opportunity to declare a conflict of interest.

MOTION TO MOVE INTO CLOSED SESSION:
#23R-92
Moved by A. Lindberg that the meeting move into Closed Session with Board and Administration present.
Carried.

Regular meeting resumed.

OTHERS:
M. Oleksyn, Prince Albert Daily Herald

ADOPTION OF THE AGENDA:
#23R-93
Moved by B Hollick that the agenda be approved as presented.
Carried.

CONSENT ITEMS:
#23R-94
Moved by G. Gustafson the following consent items be approved:
(a) Adoption of the Regular meeting – August 28, 2023;
(b) Administrative Procedure Changes;
(c) Correspondence;
(d) Financial Statement – for the Period Ending August 31, 2023 – Preliminary.
Carried.

(e) **Request from Buckland Fire and Rescue**
The request from the Buckland Fire and Rescue was discussed. It was noted that the division has donated two buses that have been decommissioned.

#23R-95
Moved by G. Gustafson that the report be received.
Carried.

NEW BUSINESS:
(a) **Motions from the Closed Session of September 18, 2023:**
#23R-96
Moved by D. Rowden that the following motions be brought forward:
1. *That the Board approve administration to explore options through a request for proposal (RFP) or request for quotations (RFQ) and approve an additional allocation of $700,000.00 to the track resurfacing reserve from unrestricted surplus.*
Carried.
2. *The Board approve submitting the resolution on compulsory age and funding for full time Kindergarten as presented to the SSBA Resolution Committee.*
Carried.

(b) **Public Section Update**
A. Nunn reported that the Public Section Executive met on September 15, 2023. He noted that Public Section is pausing on the bylaw amendment regarding a seat on the SSBA Executive. C. MacPherson, the current Chair of the Public Section, is stepping down in November.

(c) **Board Development Plan / Board Advocacy Plan**
Discussion was held the last year's Board Development Plan and Advocacy Plan. A. Nunn noted that the Plans for the current school year will be brought back to the Board at future meeting for approval. He indicated that the Board Development Committee will be meeting soon to discuss professional development opportunities for trustees.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:
- Max Clunie Football field and track resurfacing;
- Buckland Fire and Rescue Bus Donation;
- SSBA Resolution - Kindergarten.

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

ADJOURNMENT:
> **#23R-97**
> ***Moved by A. Lindberg that the meeting adjourn.*** *(4:27 p.m.)*
> ***Carried.***

SIGNATURES:

_____   _____
Board Chair   Administrative Services Officer

_____
Date of Approval

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

Saskatchewan Rivers
Public School Division
Excellence for Every Learner

MEETING DATE: October 16, 2023

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

FROM: N. Finch, Director of Education   **ATTACHMENTS** [√]

BACKGROUND

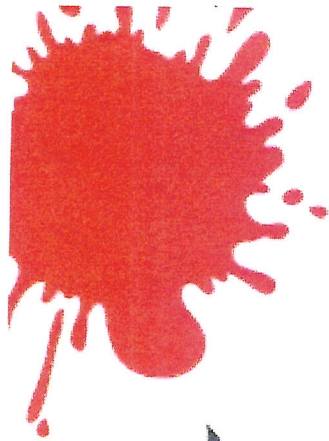**RE:** **CORRESPONDENCE**

- Invitation to SRPSD Annual School Art Show Reception – Thursday, November 2, 2023
- Certification of Appreciation and Photograph from the Heart of the Youth Powwow Committee

RECOMMENDATION

For Board information.

Saskatchewan Rivers Public School Division
Excellence for Every Learner

Your artwork was submitted by your school and was chosen to to be displayed as part of the SRPSD annual art show.

We, therefore, invite you and your family to attend our

ANNUAL SCHOOL ART SHOW RECEPTION

Thursday, November 2, 2023
come and go from 4:00 – 7:00PM

545 – 11th Street East, Prince Albert, SK
(306) 764-1571

"Heart of the Youth"
COMMUNITY POW WOW

Certificate of Appreciation

This certificate is given to

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

In recognition of your sponsorship of the Prince Albert Heart of the Youth Community Pow Wow, May 2023

GOLD SPONSOR

With our sincere appreciation,

Nicole Matheis

NICOLE MATHEIS
On behalf of the Heart of the Youth Powwow Committee

"Heart of the Youth" COMMUNITY POW WOW

THANK YOU FOR YOUR SPONSORSHIP • 2023

Saskatchewan Rivers
Public School Division
Excellence for Every Learner

MEETING DATE: **October 16, 2023**

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

Primary Policy Reference: _9.5_

FROM: **SRSC Group**   **ATTACHMENTS**   [ ]

BACKGROUND

RE: SRSC UPDATE

The SRSC met with the full group on September 20th, and the Executive members met on October 3rd, 2023.

Highlights of Recent SRSC Meeting:

For the September 20th meeting, the full SRSC had meaningful conversations. It brought together students who want change and want to bring back positive school spirit.

We held our annual election and all positions were won by acclamation. We are still looking for an urban student board representative.

We learned about the SRSC constitution through a Scavenger Hunt activity that SRSC members found fun and engaging.

We discussed in small groups visions for the year for the SRSC - student voice and inclusivity were considered amongst all groups.

For the October 3rd meeting, executive members met for orientation. We learned roles and responsibilities, as well as planned out our goals for the year. Student voice was the primary discussion.

We would like to thank Grant Gustafson and Bill Gerow for helping out and providing information for the Executive.

School Highlights (2-3 schools at each meeting so each is highlighted at least once/year):
- SRSC members really enjoyed hearing the highlights from other schools.
- Meath Park is changing their Pep rallies to student vs teacher games.
- Birch Hills is hosting Friday spirit days instead of doing Spirit Weeks.

Board Directed Topics (Trustees to request topic of interest from the Board for the SRSC to consider:

Does the Board have any topics they would like the SRSC to consider for discussion at our next full group meeting in November?

Executive Planning, does the Board want any feedback from the group?

RECOMMENDATION

That the Board consider the information in this report and take appropriate action as needed.

- Board directed questions:

Saskatchewan Rivers
Public School Division
Excellence for Every Learner

MEETING DATE: October 16, 2023

Type of Meeting	Agenda Items	Intent
[√] Regular	[ ] Correspondence	[√] Information
[ ] Closed Session	[ ] New Business	[√] Decision
[ ] Planning	[ ] Reports from Administrative Staff	[ ] Discussion
	[√] Other: Board	[ ] Consent Item

Primary Policy Reference: <u>8</u>

FROM: D. Rowden, Board Chair   **ATTACHMENTS**   [√]

BACKGROUND

RE: 2023 SASKATCHEWAN SCHOOL BOARDS ASSOCIATION (SSBA) ANNUAL GENERAL MEETING – BALLOT INFORMATION

Attached is the information that has been received regarding ballot information for the 2023 SSBA Annual General Meeting. The SSBA will be using Election Buddy for voting and encourage boards to limit their number of accredited delegations for voting to facilitate effective electronic voting. The SSBA is asking that boards of education complete and return information by November 3, 2023.

Depending on the decision, the Board may need to waive the portion of Policy 8: Board Operations that relates to the distribution of ballots/voting delegates at the Annual General Meeting – see below:

15.2   SSBA Voting Delegates
   15.2.1 The Board is to determine on or before November of each year, which of the trustees delegated to Convention are voting delegates.
   15.2.2 The Board is to apportion in whole numbers, its number of votes among those voting delegates in accordance with SSBA Bylaws 10 and 11.
   15.2.3 Each trustee attending as a voting delegate is apportioned at least one (1) vote.
   15.2.4 Any votes remaining un-apportioned are to be divided equally as possible in whole numbers among trustees attending Convention.
   15.2.5 When registering delegates, the SSBA is to be informed of the voting delegate and the number of votes apportioned to each.

RECOMMENDATION

For Board information and decision.

400 - 2222 13th Avenue, Regina, SK S4P 3M7
Tel: 306-569-0750 | Fax: 306-352-9633
Email: admin@saskschoolboards.ca
www.saskschoolboards.ca

SASKATCHEWAN
School Boards
A S S O C I A T I O N

MEMORANDUM

September 18, 2023

TO: Chief Financial Officers for Boards of Education

CC: Board Chairs

FROM: Krista Lenius, Administrative Paralegal

RE: **2023 Annual General Meeting**
           Ballot Information Forms
_____

Please find attached a Ballot Information form that we ask you to complete and return to this office by November 3, 2023. We will be using Election Buddy for voting. To facilitate effective electronic voting, boards are encouraged to LIMIT their number of accredited delegates for voting. Some important considerations:

- Your accredited delegate(s) cast ballots for bylaw amendments, resolutions, and elections as part of the AGM.
- Each voting delegate will need to attend the AGM in-person and bring a fully charged device to connect to Election Buddy for voting (e.g., mobile phone, tablet, or laptop).
- It is the responsibility of each board to provide the SSBA with accurate email/phone information for their accredited delegate(s). Changing/re-assigning voters while the AGM is underway will not be permitted.
- It is expected that your accredited delegate(s) be familiar with electronic voting. The SSBA will offer training prior to the AGM. (More details on the training to follow.)

Please provide an email address and/or mobile phone number **connected to a device your accredited delegate(s) will have access to at the Fall Assembly,** for which to receive the link with log-in information to participate in the voting. This information will enable us to prepare the electronic voting information for your board for the purposes of voting on bylaw amendments, resolutions, and elections at the annual general meeting to be held on November 13 and 14, 2023.

A copy of Bylaw No. 9, which provides for allocation of votes, is also attached for your information.

NOTE: If a board member who is listed as a "voting" delegate for your board is unable to attend the general meeting, your board chair or other person authorized by your board can have that board member's ballots allocated to another board member. To do this, please contact Krista Lenius at klenius@saskschoolboards.ca to make a change. It is important to do this prior to 9:30 a.m. on November 13, 2023, so that the AGM is not interrupted after it has begun.

Thank you for your assistance.

<div align="center">

BALLOT INFORMATION
2023 Annual General Meeting Voting Delegates

</div>

FOR: Board of Education of   Saskatchewan Rivers School Division No. 119

Pursuant to Bylaw No. 9, section 4:
The number of votes to which your Board is entitled ___30___
(Based on your December 2022 student count of _8,480_.)

The board of education has determined that its votes will be cast by the following board members in the following numbers:

Board members - Voting Delegates	**# of Votes**

1. _____   _____
   (Board member – voting delegate

   _____
   (email address/mobile phone number for Board member – voting delegate)

2. _____   _____
   (Board member – voting delegate

   _____
   (email address/mobile phone number for Board member – voting delegate)

3. _____   _____
   (Board member – voting delegate

   _____
   (email address/mobile phone number for Board member – voting delegate)

_____
Signature of School Business Official

<div align="center">

**PLEASE RETURN THIS FORM, TO THE ATTENTION OF
KRISTA LENIUS, TO THE SASKATCHEWAN SCHOOL BOARDS ASSOCIATION BY
EMAIL TO klenius@saskschoolboards.ca**

</div>

Thank you

For your information:

Ballot Voting

Association Bylaw No. 9 provides:

Bylaw No. 9: Delegates and Voting

1. Board of education members who register and pay the registration fee are delegates at the general meetings of the Association.

2. Every board of education shall inform the Association as to which of its delegates it has authorized to be accredited delegates to cast the votes of the board of education on questions for which a formal ballot is used, and the number of votes each accredited delegate is authorized to cast.

3. Formal ballots shall be used for:

    (a) election of members to the Executive;
    (b) adoption of the Association budget;
    (c) votes on bylaw amendments and resolutions; and
    (d) approval to the Executive to petition the Legislative Assembly for changes to the Act incorporating the Association.

4. The number of votes to which each board of education is entitled when a formal ballot is used shall be determined in accordance with the following table using the student count of the board of education as of September 30 for the most recent year as provide by the Ministry of Education:

Student Count	Number of Votes
1 to 2000 students	6
2001 to 3000 students	9
3001 to 4000 students	12
4001 to 5000 students	15
5001 to 6000 students	18
6001 to 7000 students	21
7001 to 8000 students	24
8001 to 10,000 students	30
10,001 to 15,000 students	45
15,001 students and over	51

5. Only accredited delegates in attendance at the time a vote is taken shall be entitled to vote.

6. Absentee voting shall not be allowed.

7. At in-person assemblies, voting at general assemblies shall be by ballot except voting shall be by show of hands on motions with respect to procedural matters unless, at the discretion of the Chair, a vote by show of hands is inconclusive. On matters where voting is by show of hands, each delegate in attendance at the time the vote is taken shall be entitled to vote, and shall have one vote.

7.1 At virtual or hybrid assemblies, voting at general assemblies shall be by ballot except voting may be by show of hands and/or by electronic means such as polling on motions with respect to procedural matters unless, at the discretion of the Chair, this vote is inconclusive. Only delegates in attendance at the time a vote is taken shall be entitled to vote, and shall have one vote.

8. Delegates who are not accredited delegates may participate in General Assembly and general meeting discussions and debate.

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MEETING DATE: October 16, 2023

Type of Meeting	Agenda Items	Intent
[√] Regular	[ ] Correspondence	[ ] Information
[ ] Closed Session	[ ] New Business	[√] Decision
[ ] Planning	[ ] Reports from Administrative Staff	[ ] Discussion
	[√] Other: Policy Committee Report	[ ] Consent Item
Primary Policy Reference:	*9.6, 11*	

FROM: G. Gustafson, Chair, Policy Committee	ATTACHMENTS	[√]

BACKGROUND

RE: REVISION TO BOARD POLICIES

The following policies have been updated to reflect the current procedures. The revisions have been highlighted and the deletions crossed out.

- Policy 8: Board Operations – included page with changes only
- Policy 10: Board Representatives

RECOMMENDATION

That Policy 8: Board Operations and Policy 10: Board Representatives be approved as presented.

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

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

2. Organizational Meeting

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

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

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

2.4   The Director shall proceed to conduct the election of the Board Chair.

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

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

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

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

    2.4.5   Where, on the addition of the votes, two (2) or more candidates for the position of Board Chair have an equal number of votes, the Director shall follow the tie vote procedure specified in Section 141(1) if the *Local Government Election Act*.

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

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

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

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

- Confirm ~~Approval~~ of Deputy Chair rotation
- Create such standing committees of the Board as are deemed appropriate, and appoint members;
- Make external Board appointments;
- Authorize the Chief Financial Officer to certify all accounts for payment;
- Confirm current attendance areas and transportation service areas.
- Review trustee conflict of interest stipulations and determine any disclosure of information requirements;
- Appoint the Division's solicitor, insurance agent or broker, banking and auditing firms;
- Designate those with signing authority, and provide borrowing authority;
- Confirm ~~Approve~~ trustee appointments to school clusters in June of each year and review at the Organizational meeting in an election year.
- Confirm ~~Approve~~ the hours of public access to the all central offices.

Policy 10

BOARD REPRESENTATIVES

The Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The following guidelines shall apply to such representation:
- The trustee shall reflect the current formal position of the Board;
- On other issues of significant importance, the trustee shall consult with the Board to determine the formal position of the Board;
- The Board requires that important issues be brought to its attention. Therefore, if an issue has policy implications it shall be verbally reported at meetings of the Board and supplemented by a written report, along with all other reports that may be written and included with the meeting agenda; and
- All expenses of this activity shall be covered in accordance with compensation guidelines approved annually at the Organizational Meeting.

The following committees/organizations will have a Board representative as identified each year at the first regular meeting after the annual Organization Meeting:

Selection & Support

- In September each year, a facilitated session for all trustees will be provided to support the operations of committees. Topics will include the role of committee chair, running meetings, developing Terms of Reference, creating work plans, reporting to the Board and other committee operations. In an election year, these topics will be included in the new trustee orientation.
- Board Chair will call for trustees' interest in committees for submission by September 30. Trustees who prefer or have potential conflict of interest can indicate that at this time.
- Administration will collate responses and prior to the Organizational meeting will bring the summary to the open session of the Board for review, discussion and recommendation of proposed slate for consideration at the Organizational meeting.
- In an election year, the process for committee selection will begin at the Organizational meeting and be concluded at the next regularly scheduled meeting of the Board.
- When administrative support is required, the Director will appoint resource personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel

1. Saskatchewan School Boards Association (SSBA) - Public Section Executive
   1.1 Purpose
   - Attend SSBA Public Section Executive meetings.
   - Clarify and represent the Board's formal positions and interests at the provincial level.
   - Communicate to the Board at the next regular meeting the work of the SSBA Public Section Executive.
   1.2 Membership
   - One trustee.
   1.3 Meetings
   - As determined and scheduled by the SSBA Public Section Executive.

2. Saskatchewan School Boards Association (SSBA) – Indigenous Council
   2.1 Purpose
   - Attend SSBA Indigenous Council meetings.
   - Clarify and represent the Board's formal positions and interests at the provincial level.
   - Communicate to the Board at the next regular meeting the work of the SSBA Indigenous Council.
   2.2 Membership
   - A minimum of one designated representative.
   - Other trustees may also attend meetings.
   2.3 Meetings
   - As determined and scheduled by the SSBA Indigenous Council – generally four times per year.

3. Saskatchewan High Schools Athletic Association (SHSAA)
   3.1 Purpose
   - Attend SHSAA meetings.
   - Clarify and represent the Board's formal positions and interests at SHSAA meetings.
   - Communicate to the Board the work of SHSAA.
   - May be a voting member of the North Central Athletic Association
   3.2 Membership
   - One trustee.
   3.3 Meetings
   - At the call of SHSAA

4. Saskatchewan School Boards Association (Board Chairs Council)
   4.1 Purpose
   - Attend meetings of the SSBA Board Chairs Council.
   - Clarify and represent the Board's formal positions and communicate to the Board Chairs Council the Board's perspectives.
   - Communicate to the Board the work of Board Chairs Council.
   4.2 Membership
   - Board Chair or designate.
   4.3 Meetings
   - As determined and scheduled by the SSBA.

5. Saskatchewan Rivers School Division #119 Foundation Corporation
   5.1 Purpose
   - Attend Foundation Board meetings.
   - Communicate to the Board the work of the Foundation Corporation, including annual report and financial statements.
   5.2 Membership
   - At least two elected members of the Board (requires three members until the Foundation Board is operational).
   5.3 Meetings
   - At the call of the SRSD Foundation Corporation.

6. City and School Boards Liaison Committee
   6.1 Purpose
   - Attend meetings of the City and School Boards Liaison Committee.
   - Prepare a list of school board priorities for the City and School Boards Liaison Committee to be submitted at least annually.
   - Clarify and represent the Board's formal positions and communicate to the Committee the Board's issues and concerns.
   - Makes recommendations to City Council and or the respective School Boards in relevant matters to all parties.
   - Communicate to the Board the committee's Terms of Reference and updates on the work of City and School Boards Liaison Committee.
   6.2 Membership
   - Board Chair and two urban trustees, except when the Board Chair is an urban trustee, then Board Chair and one urban trustee.
   6.3 Meetings
   - As determined and scheduled by the City of Prince Albert.

7. School Community Council Cluster Representatives
   7.1 Purpose
   - Trustees are selected to act as SCC cluster representatives to build and maintain effective two-way communication between SCCs and the Board
   - The role of the representative:
     o Represent Board decisions and directions to the SCC;
     o Represent Council recommendations and issues to the Board;
     o Serve as a liaison and support/resource person to the SCC.
   7.2 Membership
   - Trustees are assigned to clusters in June of each year and reviewed at the organizational meeting. Current cluster assignments are as follows SRPSD Board Committee Structure.
   7.3 Meetings
   - At the call of the SCC. Typically, the schedule for the year is determined in September.

Reference: Sections 85, The Education Act, 1995

Approved: May 5, 2014
Revised: November 26, 2018; June 8, 2020; March 8, 2021; September 19, 2022; June 19, 2023; October 16, 2023

Saskatchewan Rivers Public School Division
Excellence for Every Learner

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: October 16, 2023

Type of Meeting	Agenda Items	Intent
[√] Regular	[ ] Correspondence	[√] Information
[ ] Closed Session	[ ] New Business	[ ] Decision
[ ] Planning	[ ] Reports from Administrative Staff	[ ] Discussion
	[√] Other: _Accountability Report_	[ ] Consent Item
Primary Policy Reference:	_1, 2, 13_	

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

BACKGROUND

RE: LEARNING IMPROVEMENT PLANS (LIP) ACCOUNTABILITY REPORT

The attached SRPSD LIP Accountability Report will be reviewed at the meeting. École Vickers Public School Principal Jennie Green along with Vice-Principal Chelsie Bergen will be in attendance to share their school story.

There will be an opportunity for trustees' feedback and questions at the Board table.

RECOMMENDATION

That the Board confirm that the intent of Policy 1, Policy 2, Section 3 and the Board's Strategic Plan expectation for Learning Improvement Plans have been met and that the Learning Improvement Plan Accountability Report be referred to the Director Evaluation process.

Saskatchewan Rivers Public School Division

Excellence for Every Learner

Accountability Report

Learning Improvement Plans:
School Strategic Planning

Jennifer Hingley, Superintendent of Schools
October 16, 2023

OUR PRIORITIES

LEARNING AND INNOVATION
Students experience joyful learning that fulfills current needs and provides a foundation for future success.

MENTAL HEALTH AND WELLBEING
Students are supported to sustain and strengthen their resiliency and mental wellness.

GOVERNANCE AND LEADERSHIP
Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff and the community.

INCLUSION AND CULTURAL RESPONSIVENESS
Students are affirmed and diversity is supported and celebrated.

CITIZENSHIP AND RELATIONSHIPS
Students demonstrate active citizenship and are supported by engaged families and effective partnerships.

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2024 Strategic Plan states the following:
    - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
    - Students are supported to sustain and strengthen their resiliency and mental wellness.
    - Students are affirmed and diversity is supported and celebrated.
    - Students demonstrate active citizenship and are supported by engaged families and effective partnerships
    - Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

    Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long-range goals through broad strategies and specific actions in each goal area.

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

EVIDENCE:
1. **Planning for Alignment, Engagement and Improvement**
    Schools engage in strategic planning so that they are intentional about their actions and can ensure that students, staff and the community are accessing a quality learning program. School leadership teams can use the following tools to plan their specific actions:
    - Following Their Voices School complete a LILAC.
    - The Instructional Change Matrix
    - Leadership Learning Community Year End Reflection Survey

    School strategic planning documents serve multiple purposes:
    - Surface beliefs and establish a compelling why;
    - Create a plan of action;
    - Determine a meaningful focus (professional learning target);
    - Implement change in practice;
    - Develop shared knowledge and understandings;
    - Examine outcomes and assess results to determine impact;
    - Celebrate effort and reflect on the process.

    Schools create professional learning goal(s) within a literacy, math or high school context. This decision is made by school teams as a result of analyzing student learning needs data. The school team will identify the instructional strategy(ies) that is the best response to that student learning data. This becomes professional learning target of the staff.

Reading, Math and High School Division Professional Learning Targets

Reading Goal Schools: Deliverables and Goals

2021-2022

- ❖ Teachers will have impactful and well established literacy routines with an emphasis on morning meeting and word work.
- ❖ Explicit teaching of phonemic awareness, phonological awareness and phonics using the key resource Heggerty
- ❖ Teachers will implement the Experiential Play Based Learning Model (EPBLM) to create invitations to learning that meet social, science, health and art outcomes
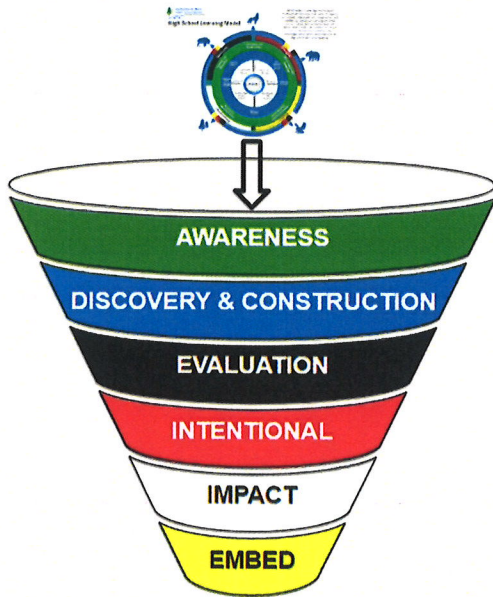
Literacy Look fors: Literacy Look-Fors

2022-2023

- ❖ Teachers will enhance their phonics/word work instruction
- ❖ Teachers will support student fluency in reading by using quality decodable books
- ❖ Teachers will implement the Experiential Play Based Learning Model (EPBLM) to create invitations to learning that meet social, science, health and art outcomes

Saskatchewan Rivers Public School Division Math Model:
A Professional Development Project for the Implementation of High Impact Strategies

School Year	Goal/Deliverable	Student Outcome
2020-2021	-teachers will explore the research around the math model (Math Workshop) -teachers will explore the research around engaging students in math (Building Thinking Classrooms)	-caring relationships established through the Math Model, opportunities to speak and listen with purpose
2021-2022	-teachers will begin to have impactful and well established math routines with an emphasis on MindsOn -teachers will implement Building Thinking Classroom practices- flexible and collaborative groups, use of non-permanent vertical spaces -T.L.C. teachers will begin to implement the Building fact Fluency Kits	-students will experience a soft landing routine at the beginning of math class -students will be prepared and excited for math -students will become engaged thinkers and part of a community of learners -students will work toward becoming fluent with their basic facts
2022-2023	-teachers will have impactful and well established Minds On activities embedded in their math classes -teachers have a clear curricular goal and purpose that supports all students through differentiation -teachers will enhance their engagement instruction with continued strategies from Building Thinking Classrooms -teachers will implement the Building Fact Fluency Kits	-students will construct their own math meaning and have a positive mathematical mindset -students will be confident and willing to take risks without the need to mimic -students will know their basic facts

Math "Look Fors"

HS Learning Model Rollout & Development


2022-2023 Generate Awareness & Discovery/ Construction	• Embed model in all division based HS learning communities. • Generate awareness of the model with school staff. • Engage school staff in discovering and learning about ways in which the model can impact their teaching practice. • Co-construct and flesh out resources to support implementation at both the school and classroom levels.
2023-2024 Discovery/ Construction & Evaluation & Intentional	• Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs.
2024-2025 Discovery/ Construction & Evaluation & Intentional & Impact & Embed	• Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs. • Assess the impact of the HS learning model. • Embed the HS learning model in all practices.

Alignment is key!

A plan to address student learning and growth.
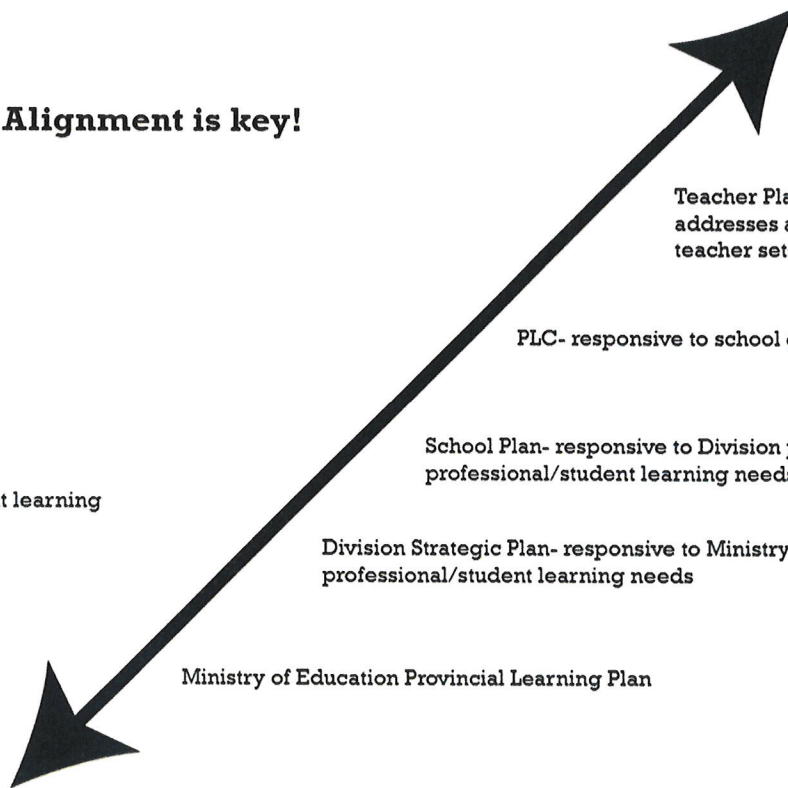
Teacher Plan- PGP - responsive to PLC goal and addresses a professional learning target that th teacher sets based on their learning needs

PLC- responsive to school goal and student learning data

School Plan- responsive to Division plan and professional/student learning needs

Division Strategic Plan- responsive to Ministry of Education Plan and professional/student learning needs

Ministry of Education Provincial Learning Plan
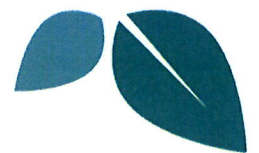
Instructional/School Change Matrix

"Great schools 'row as one'; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools... were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff. A clear sense of 'we'". (Lorkens and Balonston, 2005)

Leadership Actions/ Functions	Create a Sense of Urgency — The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	Celebrate early wins	PERSISTENCE- Keep going when the going gets tough	Transformation- New culture to support new ways
Organize	What is your current state? Organize baseline data. Surface the beliefs of staff regarding the school goal/vision.	Coordinate a responsive plan. If this is the problem... then implement that evidence based strategy. Set the professional learning target and success criteria for the school goal.	What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results, and school climate if the vision is achieved. Be enthusiastic. Resonate positivity.	Create structures to support goal and vision. Plaster the school goal everywhere? Everyone (staff, students, families, parents and the SCC) should be able to articulate the school learning goal/vision. Teachers need to be able to articulate what they do, and why they teach the way they do.	Remove or alter structures and procedures that support the old ways of doing things.	Establish short –term goals. Example- using a minds-on activity -moving ____ of students from yellow to green.	Stay focused- say no to other initiatives/opportunities. There is no shortage of "things" to do... Over-doing creates burn out and initiative fatigue. Use student learning data to mark progress.	Create shared beliefs about the school learning goal/vision. Describe the "must-dos and the taboos". Have an assessment/feedback loop established to review student learning information to ensure that everyone is on track. Write a reflective summary that captures the progress made towards the school learning goal.
Collaborate	Analyze/interpret student learning data. Go on a "data" treasure hunt. Highlight strengths. Drill down the "break-down". Identify an instructional response. Involve people. Invite input.	Create a sense of team. Identify strengths.	Describe the commitments that individuals make to each other.	Establish regular meetings to discuss new learning, share ideas, set direction, review progress and get feedback.	Provide PD, time, support and resources that will encourage implementation of the vision.	Recognize progress- have staff share something that they have tried that they are excited about.	Do a mid-year check in? Review the learning targets and success criteria. Reflect on what is different. Articulate the differences. "We used to... Now we..."	Ensure that you have a plan for sustaining the work and "on-boarding" new staff. Plan for regular "touch points" to re-connect with shared beliefs and expectations of staff/students.
Engage	Ensure inclusion of key stakeholders- Staff, SCC, parents and students.	Establish school leadership team. Define roles and responsibilities.	Map out the vision with all stakeholders. (Consider the use of a metaphor to describe the journey.)	If appropriate, build partnerships with other agencies to support the vision of the school.	Have regular check in conversations with staff, students, families. SCCs to talk about how the implementation plan is going.	Allocate school budget to ensure that staff have the resources that are needed.	Share staff/student/parent testimonials. What is working? What is challenging?	Recognize the school leadership team. Consider how to ensure that appreciation for growth and progress is embedded in the culture of the school.
Enact	Tell a compelling story. What is your "why"?	Establish a point person- Who will direct communication, organize meetings, ensure that tasks get done.	Create a hopeful vision that will inspire the school community to offer their heads and hearts to achieve the vision.	Create a "kick-off" to generate excitement regarding the work. -Goal setting assembly, notice in the newsletter, video- etc.	Address pockets of dissonance. Find something that they are willing to try. Create consensus.	Celebrate success! Make a "big deal" of progress. Include the wider community in acknowledging progress.	Invite others to share in and support learning. (Talk/Collaborate with another school. Invite Ed Centre Staff for supportive PD.)	Tell the school story. Highlight individuals who are leading the charge. Share student stories. "Brag" about your staff and students.

FTV: LILAC

	1. First Nations, Métis and Inuit Student Achievement Goal: By June 2022, 100% of QMPS FNMI Pre-K-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in literacy, as outlined in their co-constructed achievement plan.		
(Following Their Voices logo)	**2. Lag Indicator(s)** 1. EYE, ELS, or DRA 2. Weekly attendance data 3. Student and teacher FTV Data		**3. Data Source(s) for the Lag Indicator(s)** 1. Edsby 2. MSS 3. FTV Surveys

4. Lead Indicators	5. Teacher Actions	6. Data Sources	7. Plan for Monitoring	8. SCLT Actions	9. Data Checks
5.1.1 Purposefully and strategically selecting teaching strategies and learning activities that promote student construction of knowledge aligned with specific lesson/unit outcomes.	A. Complete the teacher self-assessment tool on strategy use to determine baseline, then re-administer the tool monthly to determine progress and next steps. B. Complete anecdotal records of specific students when using the teacher clarity strategy in selected lessons. C. Study the teacher clarity strategy then use it in selected lessons. D. Work with intervention team when working through the intention/reflection plan. E. Gather and study student and teacher evidence to reflect on impact and inform next steps.	A. Teacher Self-assessment – Strategy Use tool B. Teacher Clarity Intent and Reflection plan. C. Student Anecdotal Records - New Learning and Work Completed D. Written feedback, feedforward and next steps through informal peer observation. F. Other student and teacher evidence FTV reports: Teacher Practice Report • 2. Drawing on Teacher Clarity Measures Engagement Report • 2.2. Self-reported work completed during an Observation • 3.1. Student new learning self-reported during an Observation FTV Survey Responses • Student Survey – Interactions	A. Every three months teachers review their self-assessment data in comparison to baseline. B. Before and after each PLC meeting, teachers reflect on understanding and use of the teacher clarity strategy. C. The SCLT monitors completion of teacher self-assessments, teacher reflection, and student anecdotal records and does a monthly review of the data. D. At each staff meeting, the SCLT provides teachers with the opportunity to review teacher self-assessment data and student anecdotal records together to determine impact and next steps. E. The SCLT regularly monitors that teachers are participating in informal peer observations.	A. Support teachers' study of the teacher clarity strategy in staff meetings. B. Support staff to administer self-assessments, reflect on understanding, use and impact of the teacher clarity strategy to determine next steps. C. Schedule opportunities for teachers to informally to share resources, observe one another teach using the teacher clarity strategy. D. Through Shadow Coaching support teachers to: • use the Teacher Clarity strategy in lessons; • reflect on impact of strategy on student learning; and, • consider next steps. E. Gather, analyze and share teacher and student evidence at staff meetings and other venues to inform discussion and next steps.	**Baseline:** • Teacher self-assessment: Before September 30 • Regular review at staff meetings **Impact:** Ongoing during PLC and Huddle meetings **Plans for sharing:** • Staff meetings • School Community Council meetings • Facebook page **Plans for celebrating successes:** • Providing information on the degree to which the goal is achieved through Facebook

2. Sample Instructional Change Matrix

École Vickers School Plan

Leadership Actions/ Functions	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	C
Organize	What is your current state? Organize baseline data. Surface the beliefs of staff regarding the school goal/vision. *This is our fourth year at EVS with a primary Math goal. Our secondary goal is citizenship. Our data is showing progress in both areas.* *We are continuing to focus on the implementation of Math Up and Building Thinking Classroom strategies as our primary Math teaching resources.* *Baseline data is set using Math, data from the previous school year.* *Our leadership team will continue to use the SRPSD Priorities to support growth in our building.*	Coordinate a responsive plan. If this is the problem... then implement this evidence based strategy. Set the professional learning target and success criteria for the school goal. *Staff PGP's include a professional learning target related to Math including a success criteria for this goal as well as an individual professional goal that they strive to improve on throughout the school year.*	What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved. Be enthusiastic. Resonate positivity. *Our preferred state is to walk down the hallway and observe students and teachers alike engaged in building thinking classrooms where students are working in collaborative groupings and teachers are facilitating learning.*	Create structures to support goal and vision. Plaster the school goal everywhere! Everyone (staff, students, families, parents and the SCC should be able to articulate the school learning goal/vision. **Teachers need to be able to articulate what they do, and why they teach the way they do.** *The school goal "level up" is visible when you walk into the building and see the staff introduction bulletin board.* *There is a goal bulletin board in the staff room displaying staff responses to their plans to "level up" their students and/or classrooms.*	Remove or alter structures and procedures that support the old ways of doing things. *Further support Math Up Implementation through PLC discussions and any available PD opportunities.* *Traditional Instructional Practices will blend with workshop models (flex groups, random groups, student choice, vertical writing surfaces, etc.).* *Grade-like PLC groups → sharing teaching strategies and success stories.*	E: E: a(-r ye N in o P. sl s(

Ecole Vickers School "Snapshot"
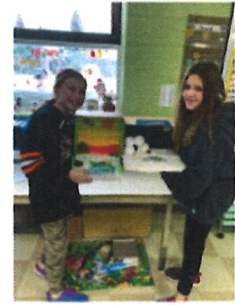
École Vickers

We believe

At Ecole Vickers we aim for all staff, students, and community members to foster a learning environment that is safe, enjoyable and focused on building the learning of every individual. Our shared belief is that we will be successful in our school Math goal once the Math Look Fors are consistently visible in our classrooms.

What our staff learning looks like

Our teachers can articulate the school goal and understand the high impact strategies needed to achieve the goal. The staff use PLC time to engage in discussions about student needs, analyze data, and adjust their teaching as needed. They celebrate successes and support each other with challenges. Our staff is confident in taking risks in the classroom using new resources and strategies to gain success in our school goals.

What does excellence look like

At École Vickers, we show excellence when we are united in a common goal; we are collaborative; we are supportive. Excellence is our students achieving their goals, growing in all areas, and reaching their full potential.

Saskatchewan Rivers Public School Division
Excellence for Every Learner

Leadership Learning Team Reflections:

What was your school goal? Choose the most appropriate.

Copy

29 responses

Category	Responses
Literacy	21 (72.4%)
Math	0 (0%)
High School	11 (37.9%)
Early Years	1 (3.4%)
Plus 6-8 Math Goal	1 (3.4%)
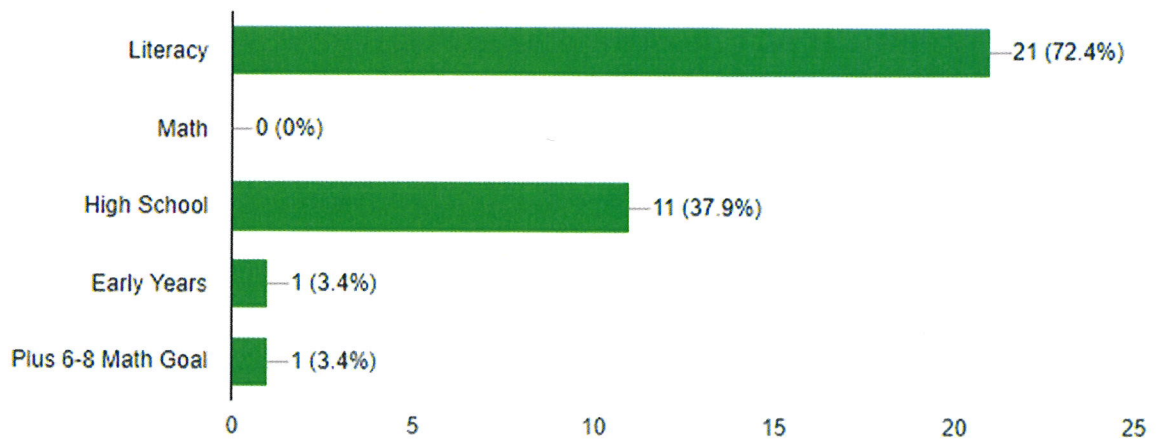
Specifically, what part(s) of the model were you actualizing this school year?

- Connection to process and content with a focus on I can statements, visibly posted success criteria and co-constructed with students
- New Literacy model for k-6 classrooms, Introduction of the high school model for 7-12, with a focus on the first two sections, and looking into differentiation and how to support grad plans that don't fall into the three-year traditional grad plan.
- Our staff focused on flex groupings, co-construction, and teacher clarity (high impact FTV practices) and how these align with the practices in the Literacy Model. Some of our staff focused on word work and morning meeting
- Building fluency using decodable books; Collective teacher efficacy using the workshop model - flex groups; building understanding of the science of reading in a book study format; worked on different strategies for "sharing" in both flex groups & morning meeting; Story workshop; vocab & word work in the workshop model (morpheme magic gr. 5-8); improved used of Heggerty; implemented UFLI in gr. 1-4 and as an intervention model in gr. 5-8

How did your leadership team execute the plans that were created?

- Embedded PLD's, Mentoring, Shadow coaching, Team teaching, resource creating, resource sharing, teacher led PLD's, Alignment with FTV
- We made sure that our PLCs were aligned with Literacy Model, our school goal and best/high efficacy teaching strategies. We used the information we received in our Literacy Leadership Meetings to guide our planning for PLCs. We worked together to check in with our classroom teachers regularly and made ourselves available to support when needed. We set realistic expectations for each part of the Literacy Model with our staff and allowed time to implement, ask questions, revise, etc.
- All staff were provided with the necessary resources to implement grade appropriate strategies. PD funds were used to bring in subs to allow for monthly WIG Meetings. Both Admin and Coach attended all WIG Meetings. PLC Days focused on Literacy Model, Literacy Look-Fors and opportunities to discuss and share best teaching practices. Support provided to implement use of Decodable Readers. Bulletin Board in Staffroom was created at the beginning of the year to ensure that Literacy Model and best practices were always kept in mind. Literacy Look-Fors document was used as PGP.
- Through embedded huddles (PLC's) we: Support and monitor teachers' understanding and application of various strategies. Provide opportunity for teacher to see strategies modelled. Offer opportunities for shadow coaching. Encourage self reflection of the impact. Create strategy look-fors in order to reflect on the impact. Schedule opportunities for teachers to informally observe one another teach using the various strategies. Offer opportunities for teachers to visit teachers from other schools. Through Shadow Coaching support teachers to: a. use the various strategies in lessons; b. reflect on impact of strategy on student learning; and, c. consider next steps.
- Weekly PLC Meetings, student-centered meetings, weekly wrap-up meetings, ongoing conversations between staff and with students and families, focus on teacher clarity, leadership team meetings, data reflection to make decisions.

Describe your team's leadership actions that have had the greatest impact on teacher learning.

- Embedded PLCs, working one-on-one with teachers, staying the course with implementation (revisiting the plan), modelling high-impact strategies, making connections/relationships with teachers, and taking the initiative to extend our learning (UFLI site visit), voluntary book study.
- Use of sub time to allow for WIG meetings throughout the year to ensure that all staff have opportunities to share and discuss progress. Has led to a sense of collective teacher efficacy. Having both admin and coach available for these meetings has been essential to our progress

- Modeling, communicating, and taking risks. Modeling, navigating, and authentically sharing challenges. Creating open community for dialogue -- authentic conversations between staff members. Well organized PLC days that were aligned, strategic, and provided time for staff to explore the new learning within their own context. Strategically building professional relationships with staff who have relevant individual goals to themselves.
- PLC days were effective but the greatest impact was actually one on one coaching with staff, in real situations, with lots of discussion.
- We are much more intentional and we communicate. The trust and autonomy given to the teachers has been reciprocal. We are co-learners. That has been made clear we are on the journey with the teachers.

I know we have made a difference for teachers because...

- Teachers are engaged in learning and are excited for weekly PLC meetings. We have built a culture of reflection and continuous improvement. Teachers are willing to take risks in their teaching and engage in rich conversations about teaching and learning. Teachers have attended TLCs and other SRPSD PD and immediately try their new learnings in the classroom. Teachers better understand the "Why" behind what we are doing in regards to the science of reading. They can articulate what they are doing and why they are doing it.
- They have provided us feedback in regards to the support they have received in working towards their goals. (Staff Survey)
- Students know what they need to do to achieve
- We are feeling more confident with the changes that have been made and we are seeing stronger relationships with students; staff feel that they have the knowledge and ability to make beneficial changes for the whole school.
- We focus on constructive conversations for change, free of judgment.

ADMINISTRATIVE IMPLICATIONS:

1. Administration will continue to support school leadership teams with strategic planning, determining a clear professional learning focus based on high impact/effect teaching and learning strategies.
2. Administration will continue to refine the data collection and reporting process for school strategic plans to support our division's belief in the power of individualized goal setting for every student. The refinement will provide focus for schools in the goal setting and another point of reflection for goal achievement.
3. Administration will continue to support and sustain the alignment of school plans with the Division's strategic plan. This alignment creates greater efficiency and clarity for schools in their communication with all parts of their school community.
4. The Integrated Learning Team will continue to ensure that school teams are supported by providing access to evidence based research practices; timely in school support through coaching and mentoring; and providing effective and responsive professional development learning opportunities.

GOVERNANCE IMPLICATIONS

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

1. Ensure all schools use and complete one of the strategic planning tools.
2. Ensure Administration continues to provide accountability reporting on school strategic planning.
3. Understand and value the crucial role of Consultants and Coaches in developing efficient and effective school teams.
4. Provide the financial support for student learning and intervention strategies.

Saskatchewan Rivers Public School Division
Excellence for Every Learner

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: October 16, 2023

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	[√] Other: Accountability Report	[ ] Consent Item
Primary Policy Reference:	*2, 13*	

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

BACKGROUND

RE: STUDENT ACHIEVEMENT ACCOUNTABILITY REPORT

The attached SRPSD Accountability Student Achievement Report will be reviewed at the meeting.

There will be an opportunity for trustees' feedback and questions at the Board table.

RECOMMENDATION

That the Board confirm that the intent of Policy 2, item 3.2 and the Board's Strategic Plan expectation for monitoring of student achievement have been met and that the Student Achievement Accountability Report be referred to the Director Evaluation process.

Saskatchewan Rivers Public School Division

Excellence for Every Learner

Accountability Report: Student Achievement

Student Achievement

Jennifer Hingley
10/16/2023

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LEARNING AND INNOVATION
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MENTAL HEALTH AND WELLBEING
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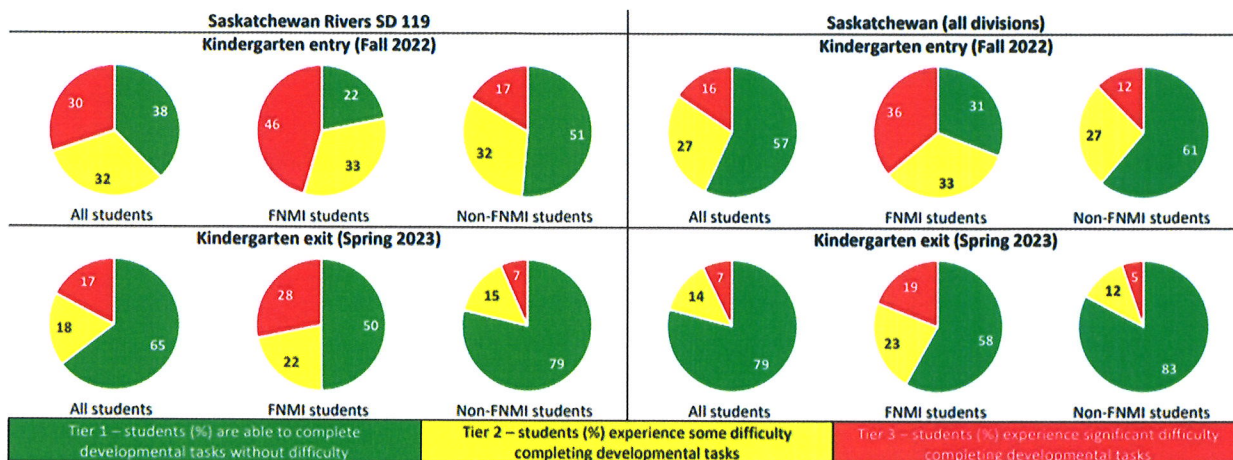
SOURCE DOCUMENTS:

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   3.1.1   Annually approve budget (driven by the Board priorities).
   3.2   Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
   3.3   Annually evaluate the effectiveness of the Division in terms of key results.

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

4. The Accountability Measures reported on in this report will be the following:
   - Early Years Evaluation – TA for Kindergarten fall data available only
   - Developmental Reading Assessment for Grades 1, 2 and 3
   - Graduation rates (on-time and extended) – as data is provided by the Ministry
   - Credit Attainment in Grades 10 -12.

EVIDENCE:

1. **Early Years Evaluation – TA**

Saskatchewan Rivers SD 119 / Saskatchewan (all divisions) — Kindergarten entry (Fall 2022) and Kindergarten exit (Spring 2023) pie charts for All students, FNMI students, Non-FNMI students.

Tier 1 – students (%) are able to complete developmental tasks without difficulty
Tier 2 – students (%) experience some difficulty completing developmental tasks
Tier 3 – students (%) experience significant difficulty completing developmental tasks

Kindergarten students (%) assessed as Tier 1 at Kindergarten entry / exit since baseline (all students with valid EYE results)

△ SRSD 119, K entry   ▲ SRSD 119, K exit
☐ Saskatchewan, K entry   ◼ Saskatchewan, K exit
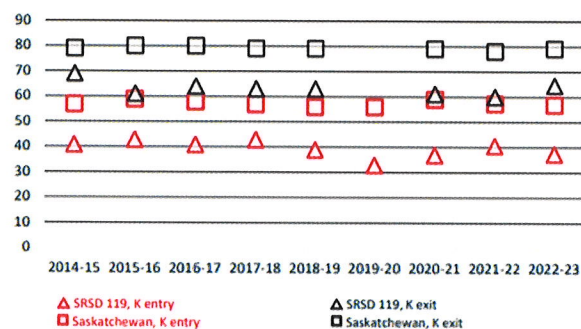
Proportion of Kindergarten students* with a valid EYE result at Kindergarten entry / exit, 2022-23

SRSD 119   Saskatchewan (all divisions)
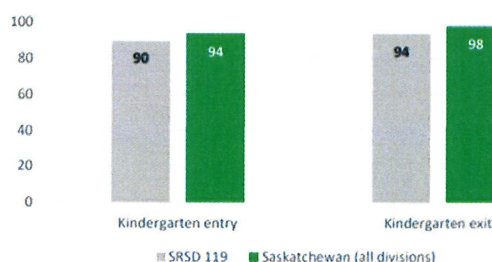
*against Official & Reconciled Kindergarten enrolments (Sept. 30, 2022)

Early Years Evaluation – Teacher Assessment (EYE-TA)

Number of children in each tier in an RTI framework FALL

		2021	2022	2023
Tier 3		109- 28%	135=29%	145=30%
Tier 2		127=36%	143=31%	155=32%
Tier 1		137=35%	191=41%	181=38%

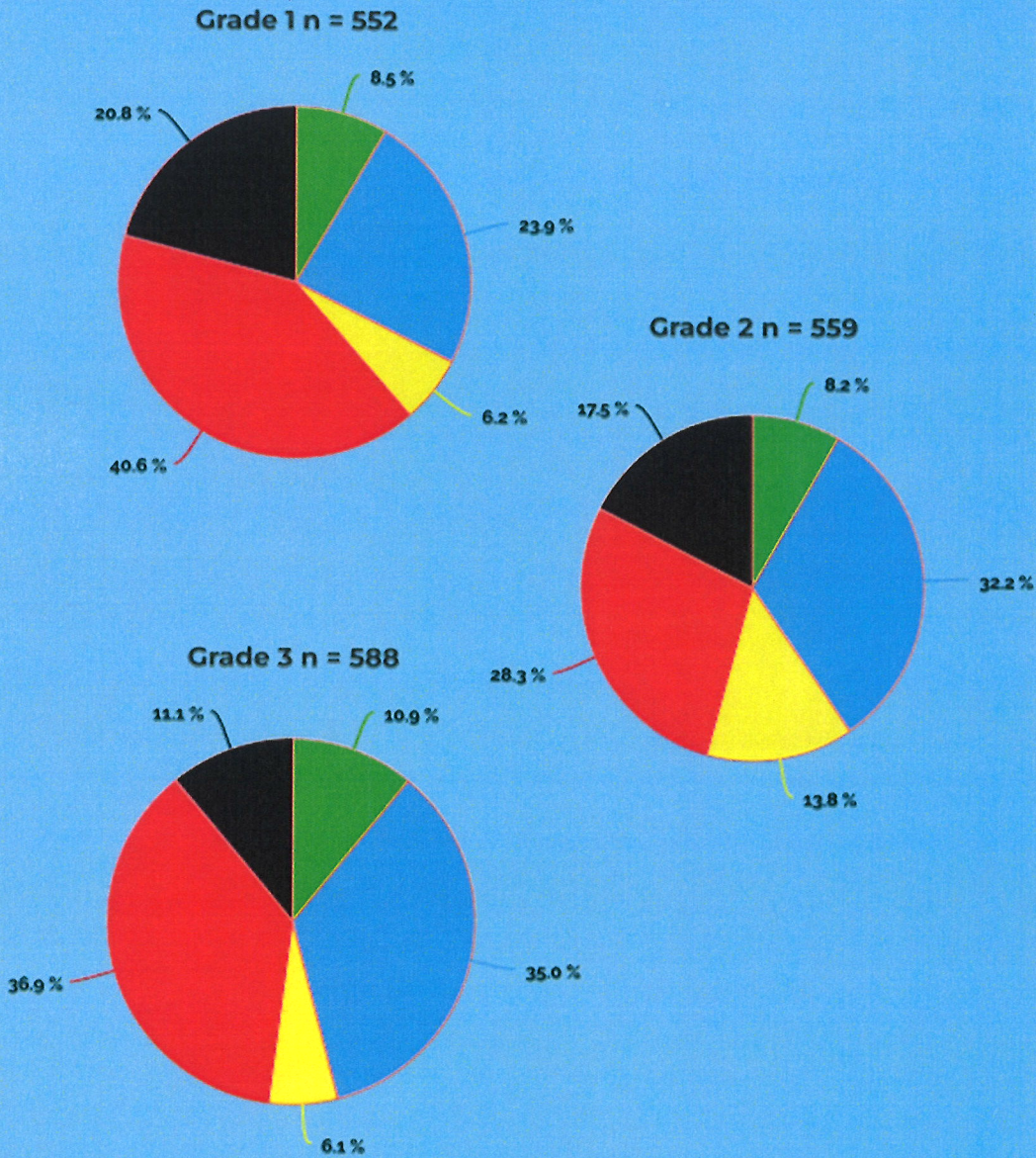**Spring/Fall Comparisons 2023 Results**

In the fall, 52% of students required tier 2 and 3 supports. In the spring this number was reduced to 35%, with 65% of students moving into tier 1 support.

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

-

Developmental Reading Assessment for Grades 1, 2 and 3.

SRPSD Reading Level Data 2022 - 2023

Grade 1 n = 552

- 8.5 %
- 20.8 %
- 23.9 %
- 6.2 %
- 40.6 %

Grade 2 n = 559

- 8.2 %
- 17.5 %
- 32.2 %
- 28.3 %
- 13.8 %

Grade 3 n = 588

- 11.1 %
- 10.9 %
- 35.0 %
- 36.9 %
- 6.1 %

Grade 1 Reading Achievement –DRA2 Term 3 Results

Reading Results Data, Saskatchewan Rivers SD 119, Grade 1, 2022-23

Legend:
- ☑ More Than One Level below but Within One Grade of the Reading Level Benchmark for the Grade
- ▨ One Level Below the Reading Level Benchmark for the Grade
- ■ At or Above the Reading Level Benchmark for the Grade

FNMI: 70 / 29.8%
Non-FNMI: 105 / 57.1%
Total Grade 1 Students: 175 / 41.8%

Percentage of Grade 1 Students Reading at or above Grade Level

Division / Province

Division: 45.9%, 47.4%, 40.9%, 37.8%, 41.8%

Proportion of Grade 1 Students with Reported Reading Levels, 2022-23

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	235	82.5%	10.5%	7.0%	285
Division (Total)	419	75.8%	20.3%	4.0%	553
PrvSDs** (FNMI)	1,478	74.6%	21.5%	3.8%	1,980
PrvSDs** (Total)	8,855	70.7%	27.9%	1.4%	12,523

Year	All Students	FNMI Students	Non - FNMI
2015	47%	36%	62%
2016	54%	41%	70%
2017	41%	27%	59%
2018	45%	33%	60%
2019	47%	32%	66%
2020	No date available.		
2021	40.9%	24.2%	58.8%
2022	38.2%	NA	NA
2023	41.8%	29.8%	57.1%

Grade 2 Reading Achievement –DRA2 Term 3 Results

Reading Results Data, Saskatchewan Rivers SD 119, Grade 2, 2022-23

Bar chart legend:
- More Than One Full Grade Below the Reading Level Benchmark for the Grade
- More Than One Level below but Within One Grade of the Reading Level Benchmark for the Grade
- One Level Below the Reading Level Benchmark for the Grade
- At or Above the Reading Level Benchmark for the Grade

Y-axis: Percentage of Grade 2 Students with a Reported Reading Level

- FNMI: 89, 40.5%
- Non-FNMI: 133, 60.5%
- Total Grade 2 Students: 222, 50.5%

Percentage of Grade 2 Students Reading at or above Grade Level

Legend: Division, Province

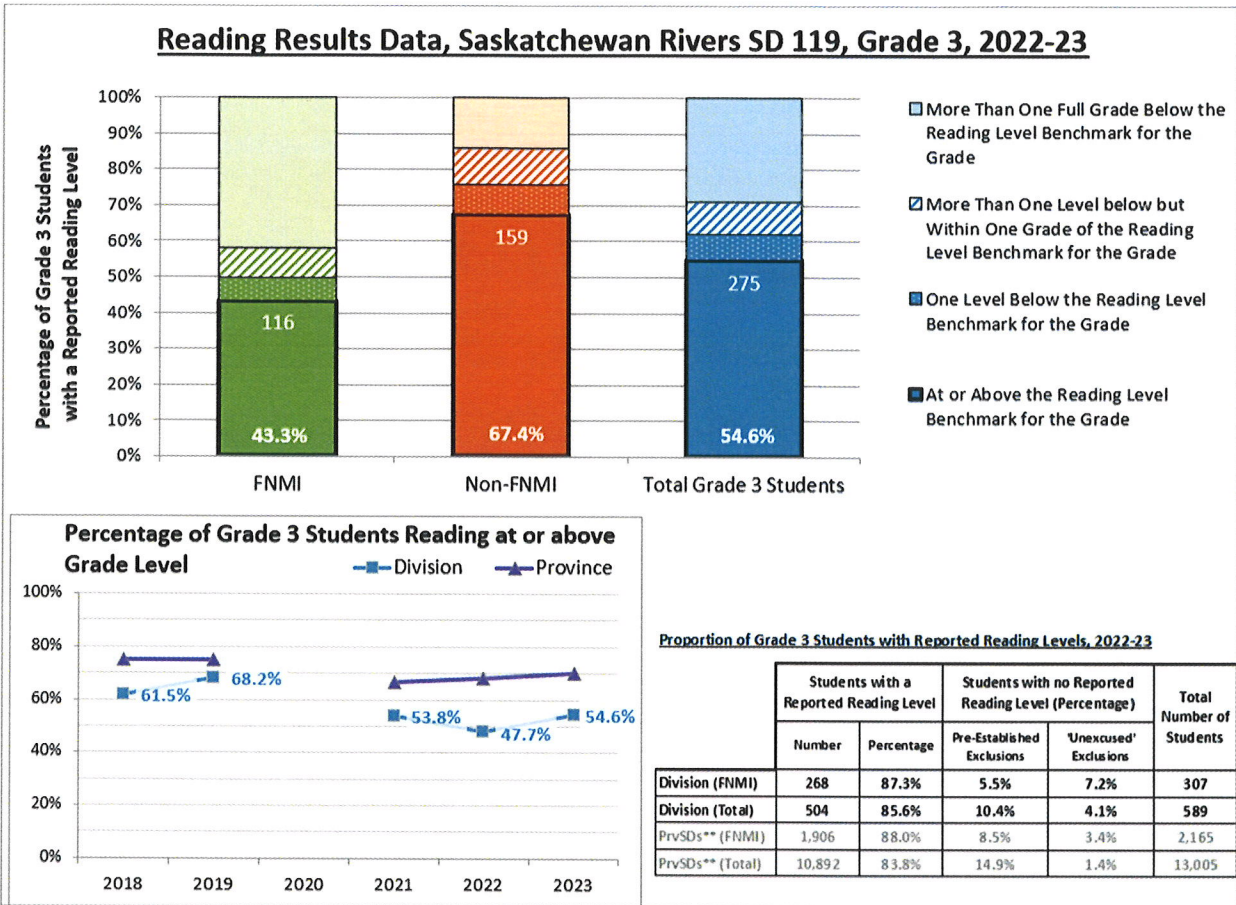Division: 60.7% (2018), 50.3% (2019), 43.1% (2021), 47.2% (2022), 50.5% (2023)
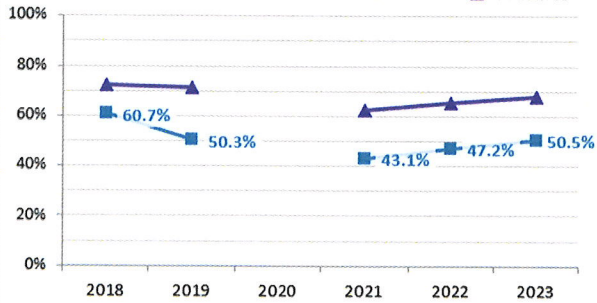
Proportion of Grade 2 Students with Reported Reading Levels, 2022-23

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	220	77.7%	12.4%	9.9%	283
Division (Total)	440	78.9%	14.3%	6.8%	558
PrvSDs** (FNMI)	1,671	82.8%	13.2%	4.0%	2,018
PrvSDs** (Total)	10,263	82.2%	16.1%	1.7%	12,485

Grade 3 Reading Achievement – DRA2 - Term 3 Results

Reading Results Data, Saskatchewan Rivers SD 119, Grade 3, 2022-23

Legend:
- More Than One Full Grade Below the Reading Level Benchmark for the Grade
- More Than One Level below but Within One Grade of the Reading Level Benchmark for the Grade
- One Level Below the Reading Level Benchmark for the Grade
- At or Above the Reading Level Benchmark for the Grade

Bar chart values:
- FNMI: 116, 43.3%
- Non-FNMI: 159, 67.4%
- Total Grade 3 Students: 275, 54.6%

Percentage of Grade 3 Students Reading at or above Grade Level — Division, Province

Line chart values: 61.5%, 68.2%, 53.8%, 47.7%, 54.6%

Proportion of Grade 3 Students with Reported Reading Levels, 2022-23

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	268	87.3%	5.5%	7.2%	307
Division (Total)	504	85.6%	10.4%	4.1%	589
PrvSDs** (FNMI)	1,906	88.0%	8.5%	3.4%	2,165
PrvSDs** (Total)	10,892	83.8%	14.9%	1.4%	13,005

Year	All Students	FNMI Students	Non - FNMI
2015	64%	53%	76%
2016	63%	57%	69%
2017	63%	55%	72%
2018	61%	55%	68%
2019	68%	59%	79%
2020*	34%	22%	48%
2021	53.8%	47%	61.1%
2022	50.9%	47.1%	56.1%
2023	54.6%	43.3%	67.4%

*Schools were closed in March of the 2019-20 school year due to the COVID19 Pandemic.
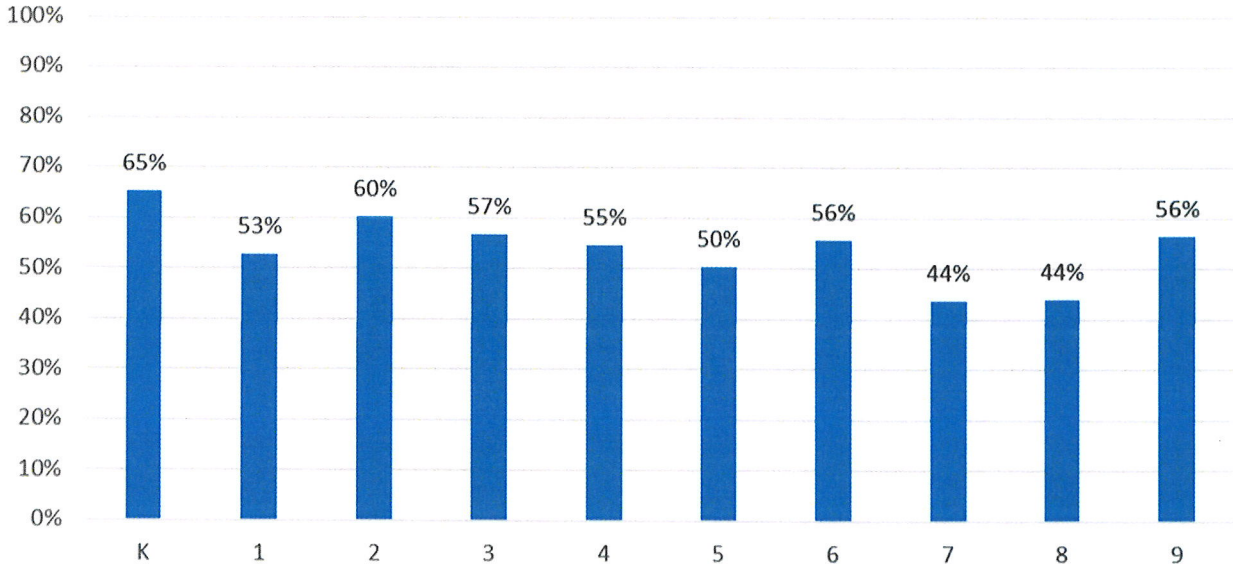
2. Math Achievement Results- the percentage of students achieving mastery/proficiency as measured by the Math Common Assessment Tool.
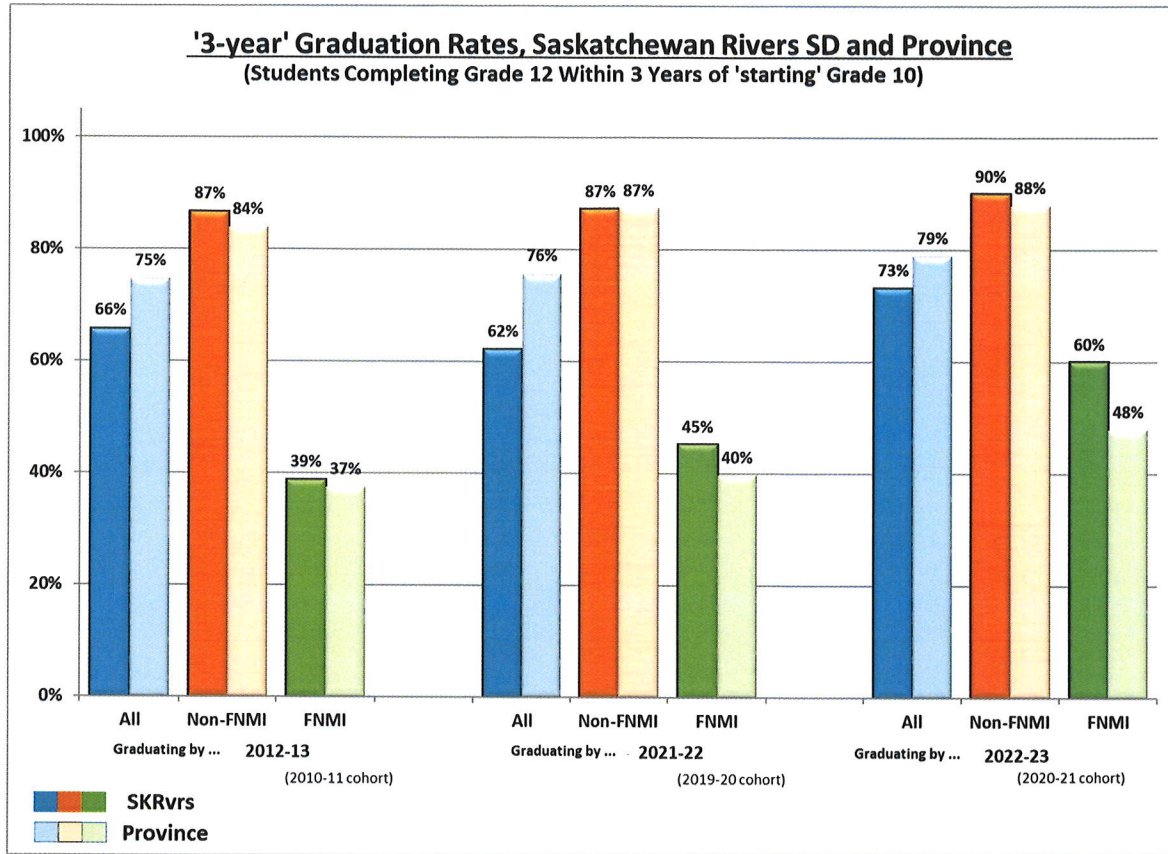
MCAD % of Students >= 75%

Math Common Assessment Data
2022-23

Math Common Assessment Data was not available from 2020-22.
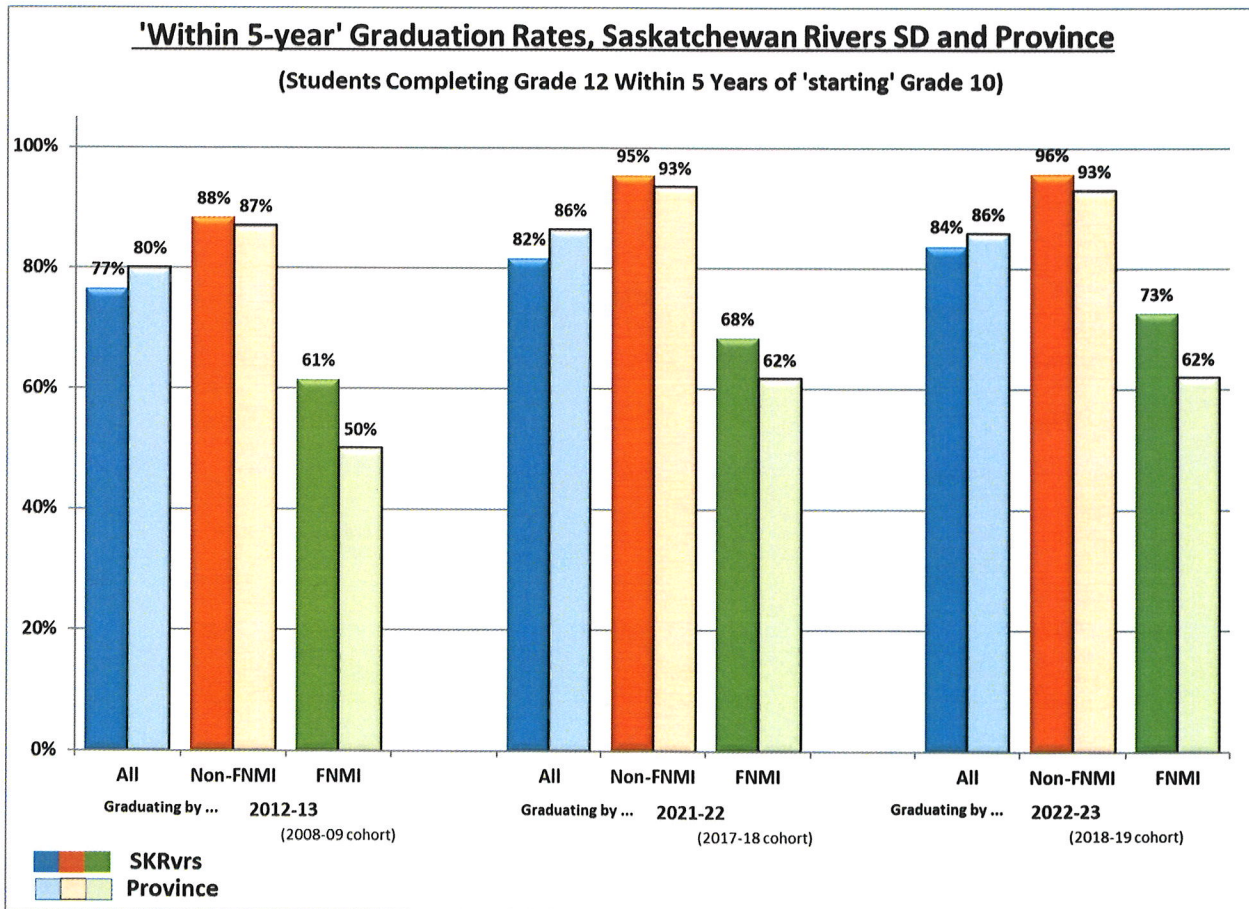
3. **High School Graduation Achievement**

'3-year' Graduation Rates, Saskatchewan Rivers SD and Province
(Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)

3 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2011-12	2013-14	74.7%	83.4%	40.3%	68.9%	84.1%	47.4%
2012-13	2014-15	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%
2013-14	2015-16	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%
2014-15	2016-17	76.5%	85.4%	43.2%	69.4%	89.3%	52.5%
2015-16	2017-2018	77.4%	86.5%	44.5%	72.1.6%	88%	53.2%
2016-17	2018-19	77.3%	86.8%	43.5%	69.3%	90.4%	51.2%
2017-18	2019-20*	80%	89%	47%	71%	90%	52%
2018-19	2020-21	79%	89%	45%	73%	92%	54%
2019-20	2021-22	76%	87%	40%	62%	87%	45%
2020-21	2022-23	79%	88%	47.9%	73.3%	90.1%	60.1%

*2019-20- Schools were closed in March due to the COVID pandemic.

5 Year Graduation Rates

Grade 10 start year	Graduation year	Province			SKRvrs			
		All	Non-FNMI	FNMI	All	Non-FNMI	FNMI	
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%	
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%	
2010-2011	2014-2015	82.5%	89.2%	55.9%	79.2%	92.1%	62.7%	
2011-2012	2015-2016	83.3%	89.5%	59.6%	79.7%	90.3%	65.4%	
2012-2013	2016-2017	84.0%	90.4%	59.8%	76.6%	87.8%	63.1%	
2013-2014	2017-2018	84.4%	91.1%	59.4%	77.6%	91.3%	63.0%	
2014-2015	2018-2019	84.7%	91.2%	61.0%	81.5%	92.8%	72.1%	
2015-2016	2019-2020	85%	92%	63%	83%	94%	69%	
2016-2017	2020-2021	85%	92%	62%	80%	96%	67%	
2017-2018	2021-2022	86%	93%	62%	82%	95%	68%	
2018-2019	2022-2023	86%	93%	62%	84%	96%	73%	

'Within 5-year' Graduation Rates, Saskatchewan Rivers SD and Province

(Students Completing Grade 12 Within 5 Years of 'starting' Grade 10)

4. **Credit Attainment**

Credit Attainment - Percentage Attaining 8 or More Credits, Grades 10-12, Province and Saskatchewan Rivers SD 119
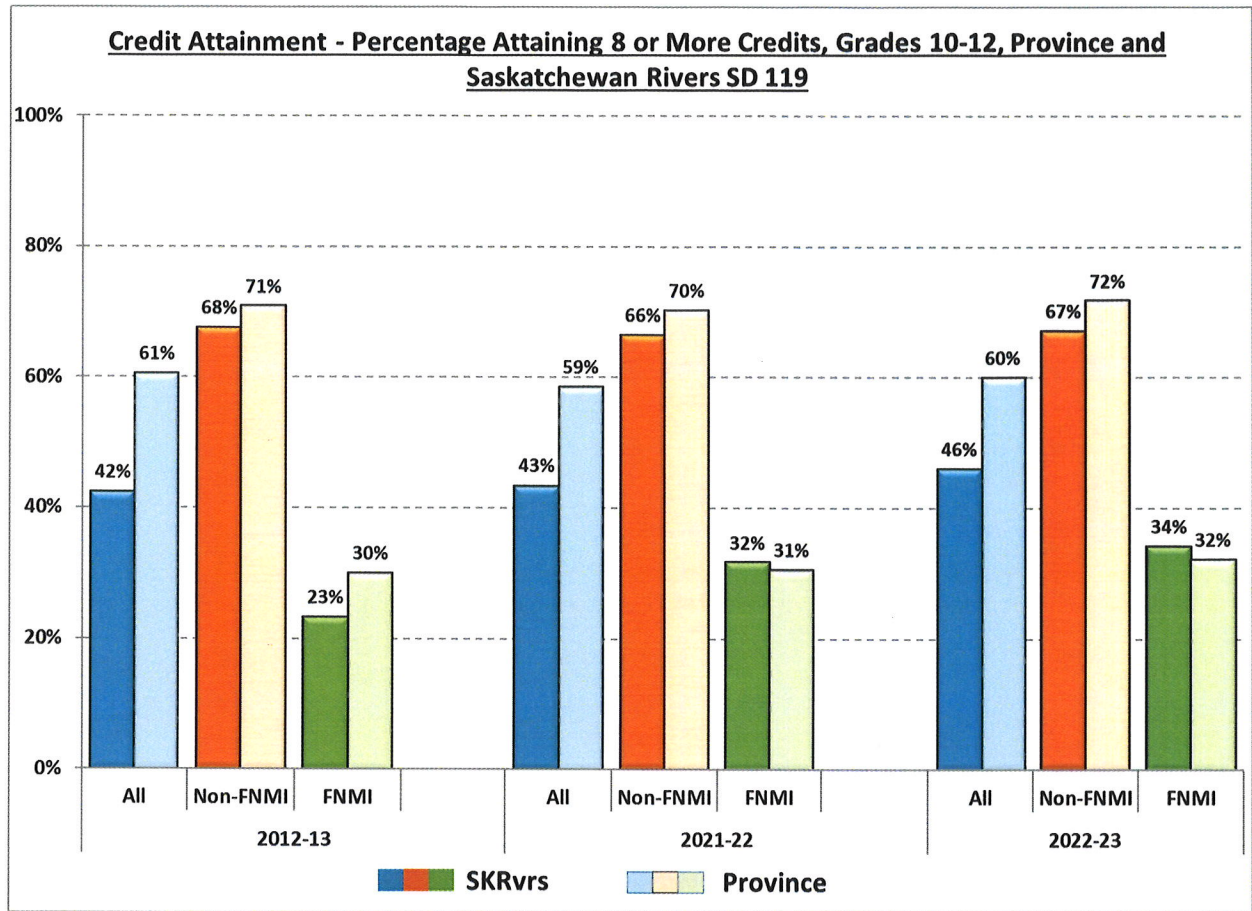
5. **Dual Credit Offerings:** SRSPD is able offer students the opportunity to take dual credits as a result of our partnership with the Gabriel Dumont Institute and the University of Saskatchewan. The following reflects the number of students that participated in the dual credit offering through Carlton and the SRPSD Distance Learning Centre:

CLASS NAME	LOCATION	# STUDENTS TOTAL ENROLLMENT	METIS	FIRST NATION	OTHER
Indigenous Studies 100	Carlton	4	2	1	1
Math 110	Carlton	34	8	0	23
English 100	Carlton	11	1	0	10
Biology 100	Carlton	12	0	1	11
Bio 100	Carlton	15	3	0	12
Math 110	Carlton	11	3	0	8
Eng 100	Carlton	11	2	1	8
Indigenous Studies 100	DLC	8	1	2	5
English 100	DLC	17	0	1	16
Math 110	DLC	9	0	1	8
Math 110	DLC	2	1	0	1

ADMINISTRATIVE IMPLICATIONS:

1. **Focus on high impact accelerated teaching strategies**
   Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. Schools will continue to enhance their understanding of high impact, accelerated instructional strategies in literacy, numeracy and assessment. The goal is to implement instructional practices that have a high effect size. Effect size represents the magnitude of the impact of a given approach. The hinge point is .40 (an average of the growth in one year of learning) Teachers must use strategies that have an impact of greater than .40 to accelerate learning.
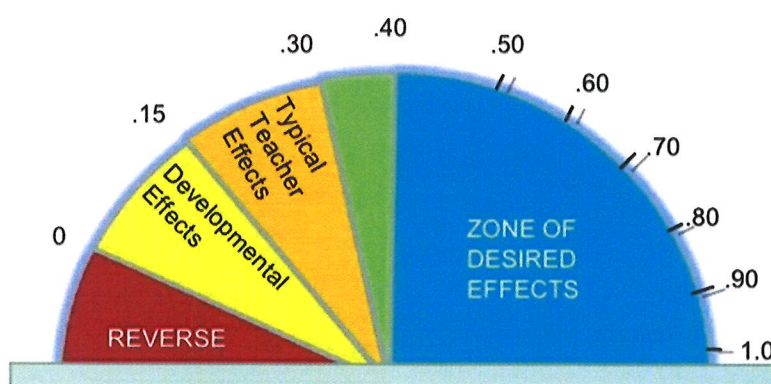
2. **Build strong school teams and develop teacher collective efficacy**
   The most powerful impact on student learning and achievement is teacher collective efficacy. Collective efficacy occurs when, "Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018). Administration will continue to support school leaders and teachers with the implementation of literacy, assessment and numeracy learning models. These models of instruction will embed high effect teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

Math Instructional Learning Model
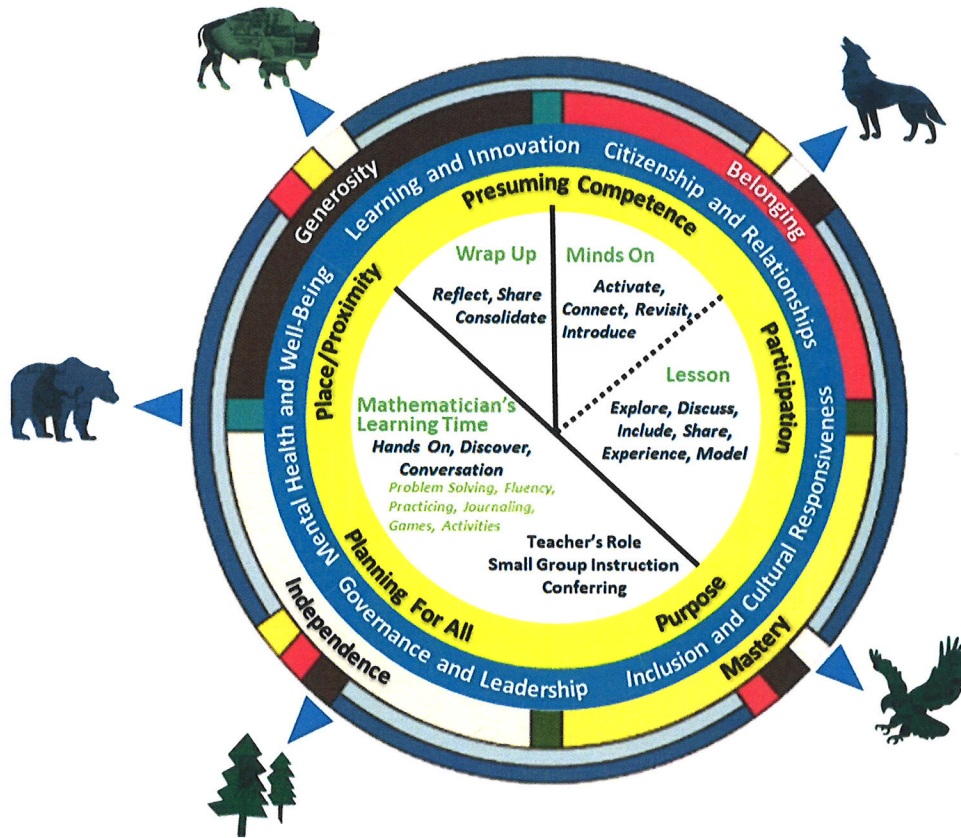
Instructional Practices Embedded within the Math Model

Response to intervention: 1.07	Direct Instruction .59
Providing formative evaluation: 0.90	Classroom discussion .82
Teacher-student relationships 0.72	Comprehensive instructional programs for teacher .72
Spaced versus mass practice: 0.71	Strategy based methods .85
Not labelling students: 0.61	Visual perception programs .55
Cooperative versus individualistic learning: 0.59	Interleaved practice .47
Peer tutoring: 0.55	Provide feedback .71
Classroom discussion: 0.82	Peer assisted learning .62
Vocabulary programs: 0.67	Help Seeking 0.72
Teacher modelling .73	Scaffolding .58

SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.
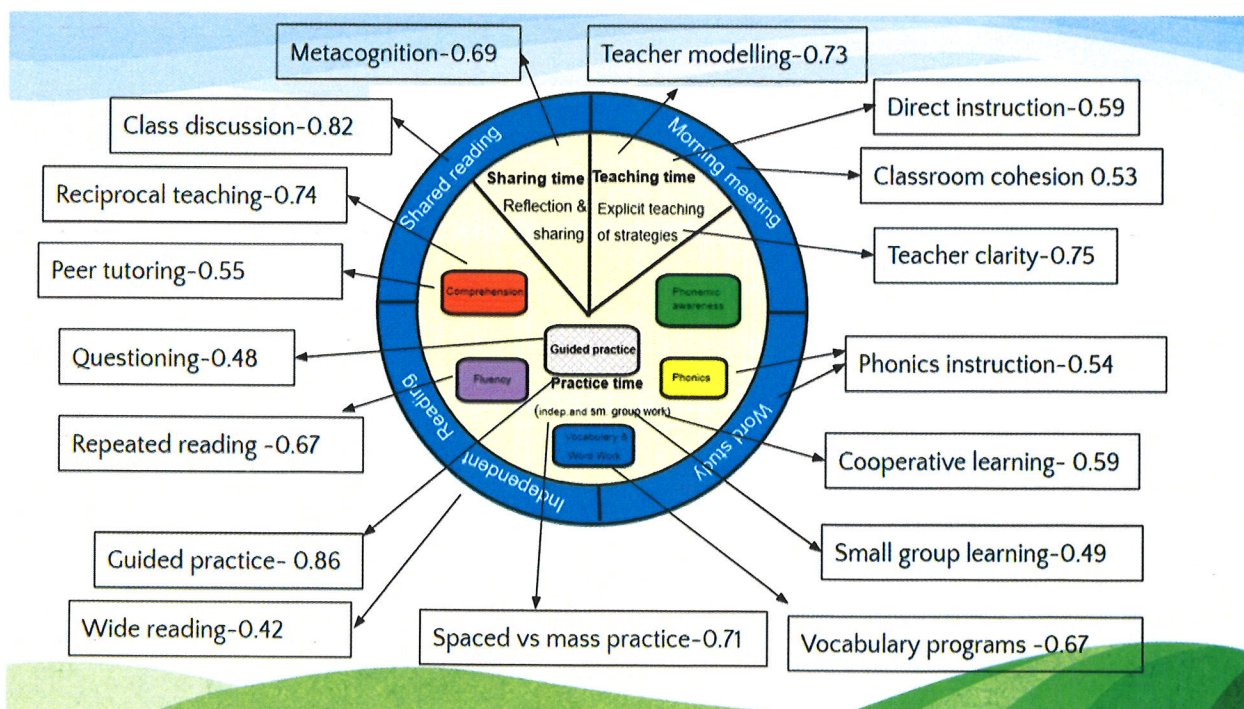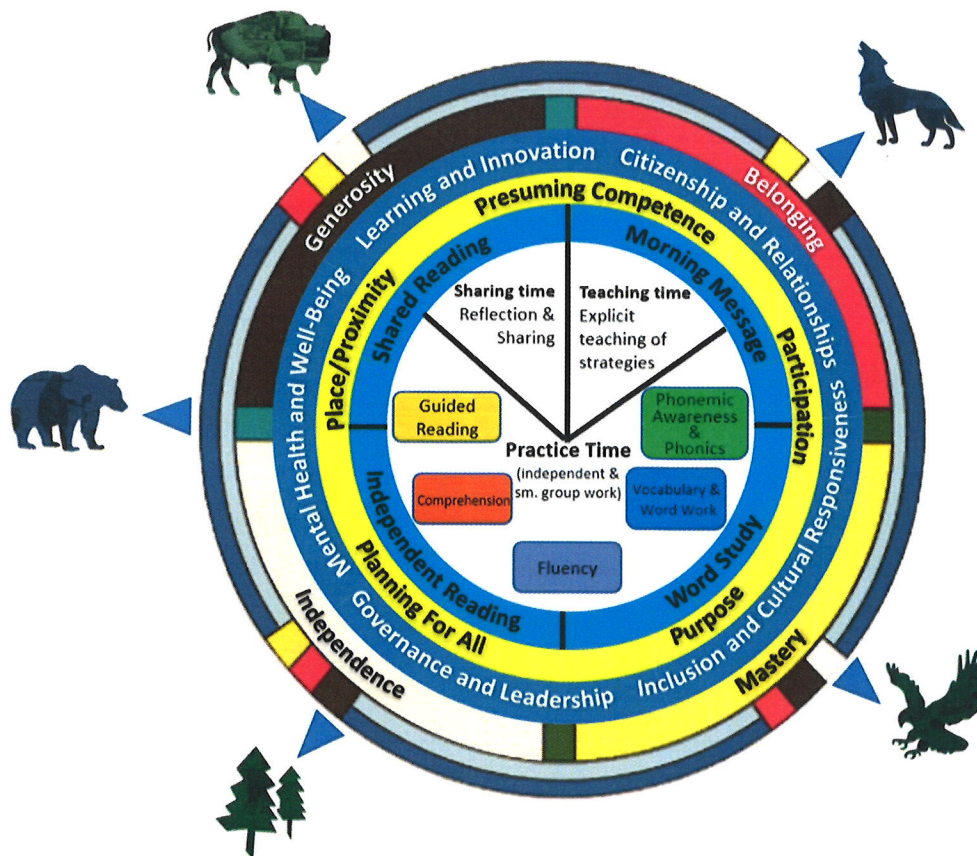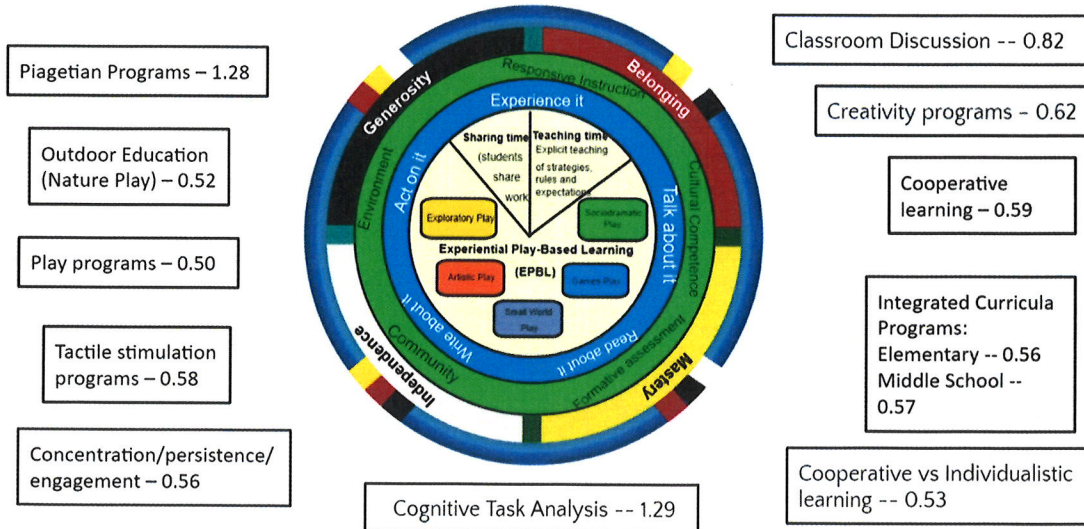
SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!
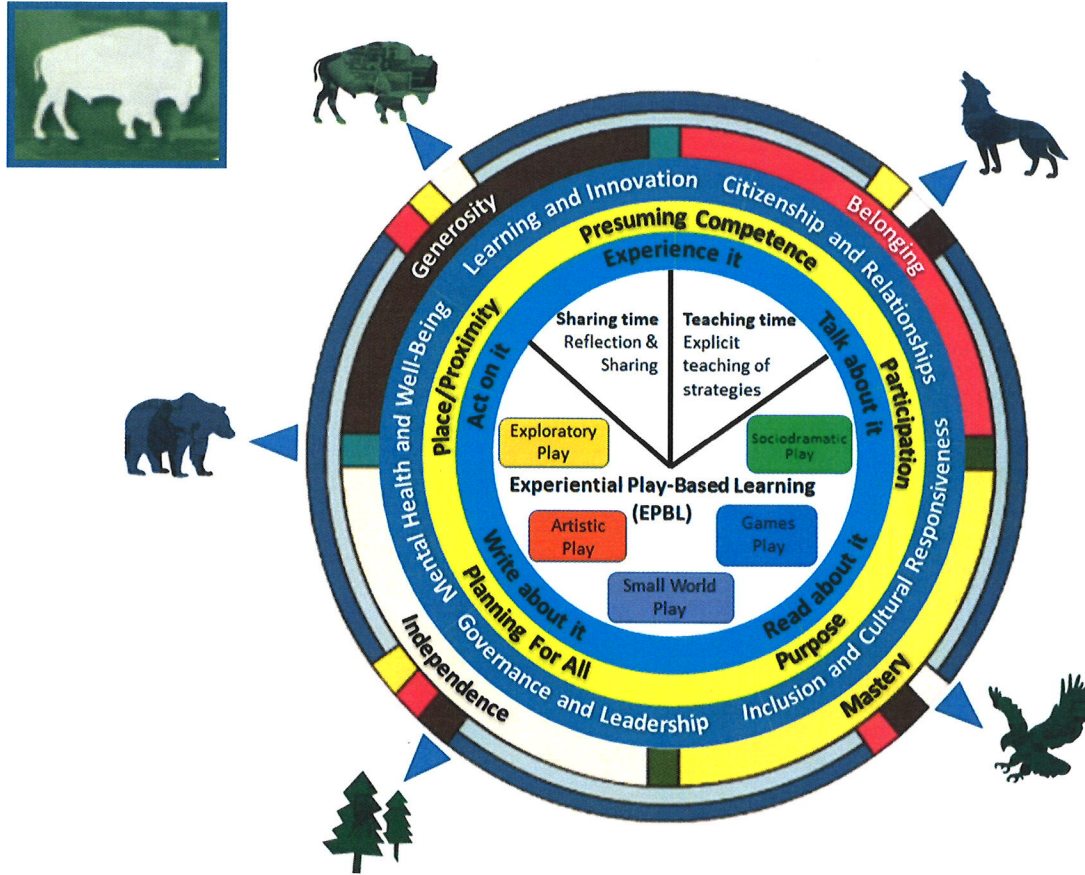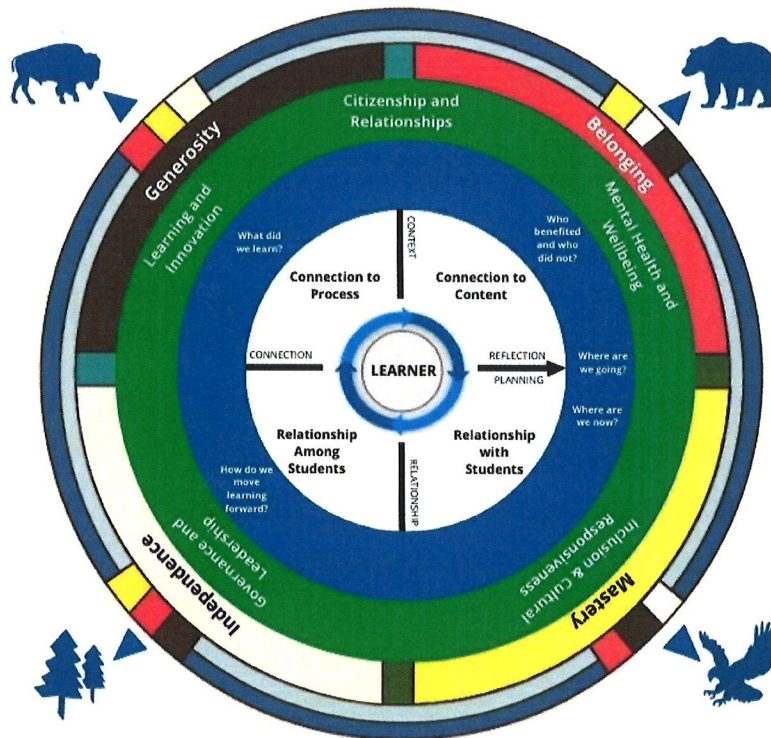

Experiential Learning in the Primary Grades

Piagetian Programs – 1.28

Outdoor Education (Nature Play) – 0.52

Play programs – 0.50

Tactile stimulation programs – 0.58

Concentration/persistence/ engagement – 0.56

Cognitive Task Analysis -- 1.29

Classroom Discussion -- 0.82

Creativity programs – 0.62

Cooperative learning – 0.59

Integrated Curricula Programs:
Elementary -- 0.56
Middle School -- 0.57

Cooperative vs Individualistic learning -- 0.53

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

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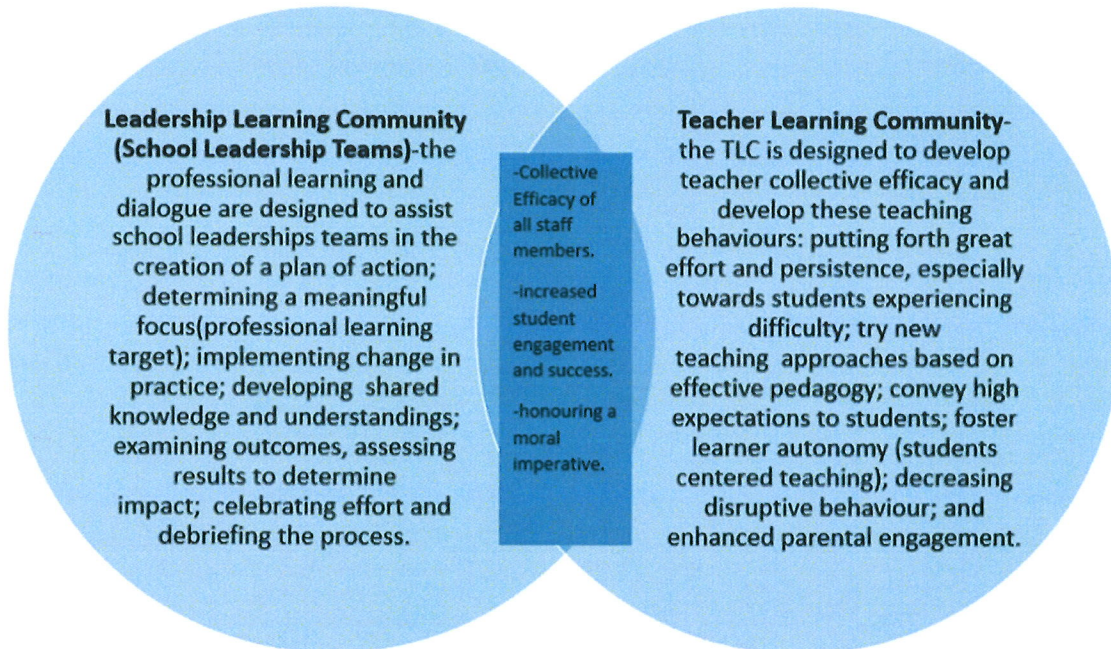
allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. The embedded coach involved in the Dreamcatcher Coaching Program will offer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

All school-based administrators are developing and enhancing their leadership by engaging in *Leading to Learn*. *Leading to Learn* is a Student First initiative designed to help administrators develop cross-cultural competences; an appreciation for Indigenous worldview and perspectives and anti-racist and anti-oppressive leadership and teaching strategies. This professional development is tied to the Truth and Reconciliation calls to action.
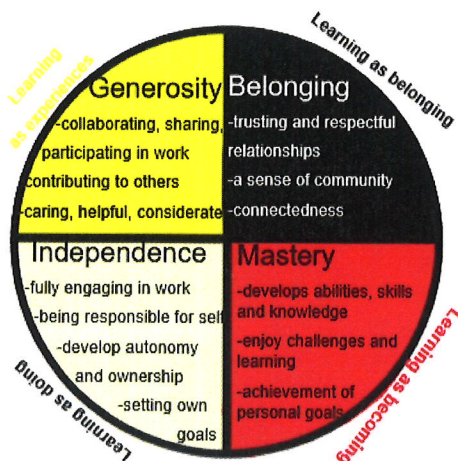
Leadership Learning Community (School Leadership Teams)-the professional learning and dialogue are designed to assist school leaderships teams in the creation of a plan of action; determining a meaningful focus(professional learning target); implementing change in practice; developing shared knowledge and understandings; examining outcomes, assessing results to determine impact; celebrating effort and debriefing the process.

-Collective Efficacy of all staff members.

-increased student engagement and success.

-honouring a moral imperative.

Teacher Learning Community-the TLC is designed to develop teacher collective efficacy and develop these teaching behaviours: putting forth great effort and persistence, especially towards students experiencing difficulty; try new teaching approaches based on effective pedagogy; convey high expectations to students; foster learner autonomy (students centered teaching); decreasing disruptive behaviour; and enhanced parental engagement.

The structure of professional development supports school leadership teams toward alignment of work in literacy, math and assessment and to implement the SRSPD learning models with integrity and fidelity.

5. **Connect the work of the Indigenous Perspectives Team (IPT) to student achievement**
The Indigenous Perspectives Team supports school leaders, teachers and students. Their work is comprehensive and elevates the work of all other teams with the inclusion of Indigenous ways of leading, learning and teaching. The IPT identify indigenous resources and have created an impressive cache of information that is accessible to teachers on a google site. They are naturalizing the inclusion of Indigenous Knowledge within curricula and they continue to foster relationships between schools and Elders.

Learning as experiences

Learning as belonging

Generosity
-collaborating, sharing, participating in work
-contributing to others
-caring, helpful, considerate

Belonging
-trusting and respectful relationships
-a sense of community
-connectedness

Independence
-fully engaging in work
-being responsible for self
-develop autonomy and ownership
-setting own goals

Mastery
-develops abilities, skills and knowledge
-enjoy challenges and learning
-achievement of personal goals

Learning as doing

Learning as becoming

Indigenous models of learning are the foundation of SRSPD's literacy, numeracy and experiential play-based model.

Indigenous knowledge will strengthen and enhance our work as leaders create belonging and implement effective learning models.

GOVERNANCE IMPLICATIONS

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

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

Saskatchewan Rivers
Public School Division
Excellence for Every Learner

MEETING DATE: October 16, 2023

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

Primary Policy Reference: *1, 13*

FROM: N. Finch, Director of Education   **ATTACHMENTS**   [ ]

BACKGROUND

RE: BUDGET PRIORITIES, GUIDELINES AND TIMELINES

The Board will approve annually the budget to ensure resources are allocated to achieve desired results.

The current principles and guidelines are below for Board consideration:

Principles For Developing Budget Estimates
1. Mutual responsibility guided by sustainable programs and services that support the broad range of factors required for student achievement.
2. Accountability through respectful collaborative working relationships to ensure that the principles are reflected through actions and decisions.
3. Transparency where decisions are supported by evidence-based written policies that are consistently applied and easily understood.
4. Equity through decisions which support all students in reaching their full potential.
5. Stability through decisions which endeavor to provide the flexibility to deal with periods of economic stability, growth and decline.

Guidelines For Developing Budget Expenses versus Expenditures Estimates
1. Expenses will reflect current reality and future opportunities.
2. Provision will be made for revenues and expenses required for the implementation of the priorities and goals of the Board of Education as outlined in:
   o Board Foundational Statements in Policy 1
   o Division's Strategic Plan
3. Provision will be made for revenues and expenses required to meet the annual objectives of the division's services.
4. Provision will be made for revenues and expenses required for the implementation and actualization of the Ministry of Education curricula.
5. Allowances will be made for the capital priorities and facilities maintenance program.
6. Allowances will be made for building capacity for site-based management and accountability.
7. Budget estimates will be adjudicated by Administrative Council prior to presentation to the Board of Education.

TIMELINE FOR DEVELOPING BUDGET ESTIMATES

September 1 - Start of fiscal year (and prepare for audit of last year's financials)
October ------- Confirm Board Principles and Guidelines for budget development
December----- Review and analyze previous year's audited financial statements
January-May - Consultations and communication with Board and other stakeholders
January -------- Confirm capital project priorities (and finalize audit from previous year)
January -------- Staffing and Enrolment projections
February ------ Preliminary Budget additions and reductions
March---------- Provincial Budget and Ministry of Education funding information
April ------------ Finalize Budget additions and reductions
May ------------ Review Preliminary Budget and approve if appropriate
June ------------ Approve Final budget, if not approved previously
June ------------ Submit Budget to Ministry and communicate budget to schools
August 31 ----- End of fiscal year

RECOMMENDATION

For Board information.