



Kinistino School Division No. 55

THE LEGACY OF SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119

2016 →

INTRODUCTION

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

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

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

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

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

A VISION OF OUR LEGACY

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

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

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

FUNCTION OF THE LEGACY DOCUMENT COMMITTEE

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

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

1) History

The origins of SRSD goes back to 1885 when public school districts first formed in this province. Two of the first were the Prince Albert Public and Collestone (now part

of East Central) districts. Throughout the years many other school divisions eventually formed; among them were Prince Albert Public No. 3, Prince Albert Rural No. 56, Kinistino No. 55, Parkland No.63, Wakaw No.48, and Prince Albert Comprehensive High School (also included Prince Albert Catholic as a partner). Through two amalgamations (1997 and 2005) all or part of these school divisions came together to form Saskatchewan Rivers School Division.

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

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

Our Board has ongoing involvement with the Saskatchewan School Boards Association (SSBA) and especially the Public Section. Current and past board members were very involved in the creation of the Public Section and since the 1990s have been addressing issues of concern to public boards in the province. Former Board Chair, Wayne Steen, chaired the group through the process of trying to determine public/separate mandates. This ultimately resulted in a court ruling that determined funding of non-Catholic students in Catholic schools to be unlawful. That decision was successfully appealed through the court system, and leave to have a further appeal heard by the Supreme Court of Canada that was subsequently

denied. We still have one sitting board member that was there during those formative years of the public caucus and public section. Ongoing issues affecting the governance and operation of the school division include decreases in funding, increased enrolment and the growing needs of vulnerable and at-risk students. Our ability to provide desired resources has been complicated by the government taking away our responsibility to set mill rates and the implementation of a new funding model in 2013-2014.

2) October 2016 →

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

The current Board, elected in 2020, added two new members, the other eight have 10 to 26 years of service. Student trustees continued to part of the Board of Education in the regular portion of board meetings.

We have three bargaining agreements in place.

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

It is worth noting that after a long absence, trustees once again serve on both the L.I.N.C. and C.U.P.E. committees. A trustee also serves on each committee

that establishes a pool of eligible candidates for principalships and vice-principalships.

Following is a list of noteworthy achievements and actions leading up to the 2016 election. Those marked with asterisk (*) indicate they are ongoing items at the Board or division level.

- * Engagement with C.U.P.E., Prince Albert and Area Teachers' Association (PAATA), Member of the Legislative Assembly (MLA), Rural Municipalities, City of Prince Albert, and Prince Albert Roman Catholic Separate School Division.
- * GPS units installed on all buses and implementation of computer tracking/management system for transportation.
- * Implementation of urban busing. Effective the 2022-23 partnered with the City of Prince Albert to provide city high school transportation services.
- * Kisēwātōtātowin Partnership formed in 2012. (See Appendix I)
- * Winding River Colony School established in 2012.
- * Facility review in 2013, renewal of review will continue into 2023.
- * Established the SRSD Charitable Foundation
- * Change to policy governance model in 2014, including annual policy review.
- 2015 "Thoughtstream" public consultation process.
- Education Centre renovations including elevator installation.
- Construction of the Support Services Centre building in 2011.
- * LAFOIP implementation (privacy).
- Founding partner in HUB/COR.
- Completion of the new Carlton Comprehensive High School gym (known as the CPAC).
- Expansion of French Immersion program to École Arthur Pechey Public School to address growing enrolment requiring two additions to the school.
- * Annual Board Work Plan.
- * Annual Board Development Plan.

- * Ongoing commitment to Board's Strategic Plan ensuring alignment with the Education Strategic Section Plan (ESSP).
- * Annual Board Advocacy Plan.
- * Formal Board/Director evaluation and accountability reports.
- * SRSC formation as well as student trustees at board table. (See Appendix B)
- * Continued commitment to high quality maintained facilities with additional Preventive Maintenance and Renewal (PMR) funding and advocacy for facility renewal – W.P. Sandin Public High School and Christopher Lake Public School. (See Appendix C)

Specific events, achievements and challenges since 2016 Board election:

- Program Enhancement Grant renewal with all schools now receiving annual funding.
- * Truth and Reconciliation Commission (TRC) calls to action elevated as priorities. Trustees started the 4 Seasons of Reconciliation in the summer of 2020.
- Declare and recognize Orange Shirt Day, division-wide.
- Effectively responded to 2017 "Pre-K to 12 Educational Governance Review" on the importance of locally elected trustees. Formal submission to Panel included a presentation from our SRSC group.
- Important ongoing involvement at provincial level by our Board Chair and Vice-Chair as well as submitting resolutions (See Appendix D) to SSBA Executive.
- Election of Vice-Chair Jaimie Smith-Windsor as central constituency representative to the SSBA Executive in 2016.
- Effectively responded to the Christopher Lake community's consideration of forming a separate school division.
- Successful focus on minimizing the impact of funding cuts at the classroom/student level with five consecutive lean budgets.
- Successful start of enrichment days for gifted students.
- Implementation of dual credit program options.

- More obvious move towards inclusion model.
- Continued strong focus on early years as a priority.
- * Successful initiatives on closing achievement gap First Nations and Métis (FNM) / Non-FNM and use of data to guide program decisions, 5-year grad rate in particular.
- * Continue to adapt to *The Education Act, 1995* / Regulation changes.
- Successful implementation of Following Their Voices (FTV). Saskatchewan Rivers is currently the accountable partner.
- Successful First Nation and Métis partnerships – Muskoday, Invitational Shared Services Initiative (ISSI) – see Appendix I.
- Meath Park fire – successfully came together as a school division in a time of crisis. Enhanced the facility during re-construction.
- Ongoing commitment to addressing needs of vulnerable students.
- Invested in professional development relating to LGBTQ+ for staff and students.
- * Taking first steps regarding Cree language instruction. Cree Language Program for Kindergarten added in September 2020. Plans for annual expansion of grades for the program.
- Implemented an Elders Council.
- Premier’s Award for Excellence nomination in 2019 [Nomination/Award Recipient](#) – see Appendix H.
- Vision Project engagements – contribution to “Connections: Saskatchewan’s Boards of Education Vision Engagement Report” – [The Connections Report](#).
- Addition of daycare at École Arthur Pechey Public School in the Fall of 2020.
- Division still not at allowable level for senior administration/superintendents according to the Provincial Collective Teacher agreement formula.
- Staff Satisfaction Survey of 2019, resulted in over 900 responses through SELU to maintain anonymity of respondents.
- Changes made to Teacher “Happy Form” to better take into account personal circumstances and choices of teachers related to transfers.

- * Received annual increases to PMR funding as well as access to additional funding for energy efficiency upgrades. Funding has allowed us to complete all planned roofing upgrades and start the renewal process again.
- * Responded to COVID-19 pandemic including schools closure in March and re-opening in September – see Appendix K. Administrative procedures have been changed to reflect enhanced response to pandemic type occurrences – see Appendix K.
- * Established online school with more than 400 students as a direct response to the realities of COVID-19 impact on students.

Specific events, achievements and challenges since 2020 Board election:

- Guidance and support from the Elders Council – the successful development of the Cree Language Program at John Diefenbaker Public School and the ongoing implementation of Following Their Voices initiative in several SRPSD schools.
- In February 2021, purchased 2600 Chromebooks to support student learning through additional provincial funds. Metis Nation Saskatchewan also contributed 400 Chromebooks for our students. Maintaining technology through ongoing replacement.
- The Board has sustained its many strong partnerships even through COVID restrictions (virtual and in-person) with Prince Albert and Area Teachers Association, Prince Albert Roman Catholic Separate School Division, local Members of Legislative Assembly, local Member of Parliament.
- Ongoing Board advocacy for increased provincial funding.
- The Board has set aside reserves for curriculum and learning, facilities, furniture and equipment and information technology.
- SRPSD has active OH&S Committees at all schools and support facilities. Co-chairs are trained with Level I and II OH&S Committee Training.
- SRPSD Facilities Department has developed its own safety program through the Saskatchewan Construction Safety Association and is CORE certified. An internal audit of the program is done annually with an external audit performed every three years.

- Student trustees continue to be an integral part of the Board of Education. SRSC presentation to the Board on mental health, education innovation and budget ideas (2022).

Following consultation with the SRSC group, the Board passed the following motion at the June 7, 2022 Board meeting – *“that the Board of Education invite student and staff submissions for the design of the SRPSD logo in recognition and celebration of Pride, June 2022, and annually thereafter.”*

- Student enrolment is the highest it has been in years and has exceed pre-pandemic numbers.
- Continued efforts to renew and enhance relationships with School Community Councils and parents.
- The Division continues to receive “clean audit” report on annual financial statements.
- Facilities Master Plan report is in progress, final report due in 2023. The Facilities Master Plan is intended to provide the Board with high level facilities information pertaining to the SRPSD facilities portfolio which will assist the Board when making long-range facilities-based decisions.
- Supports for learning – the Inclusive Education Accountability Report was accepted.
- Global Sports Academy excels in the Division and expands to include Grade 9-12 multi-sports athletic program.
- * Elders Council – the council began in the fall of 2018 and since 2020 regular meetings with the Board have been included in the annual work plan.
- In the 2022-23 school, the vacant Superintendent of Schools position was restored after 5-year vacancy.
- Student voice is heard in SRPSD schools through OurSchool survey.
- School tours resumed to in-person in May, 2022 after virtual tours during the pandemic.
- After a COVID-induced hiatus, the Staff Recognition Event was held in June 2022.
- The Board returned to two regular Board meetings starting in the 2022-23 school year.

- Trustee Jaime Smith-Windsor elected as SSBA Vice President in 2020 and President in 2022.
- Approval of the new SRPSD Strategic Plan with greater emphasis on priority areas – Appendix F.
- Return to in-person learning following COVID pandemic with focus on mental health, catching up on lost learning and “Grade 3 reading”.
- Implementation of play-based experimental learning K-3.
- 2022 restarted advocacy with area municipal governance organizations.
- Michif language/culture programs implemented at St. Louis Public School and Queen Mary Public School.

APPENDICES

- A. Record of directors / board chairs / trustees
- B. Student Trustees – Board of Education
- C. List of Capital Priorities / Minor Submitted to Province
- D. SSBA Resolution submissions
- E. ESSP one pager leading up to 2020 goals
- F. Current Strategic Plan 2021 - 2024
- G. SRPSD Map of Schools
- H. SRSC and Saskatchewan Rivers subsequent Premier's Award of Excellence
- I. TRC Calls to Action – list of responses to date
- J. SRPSD Accountability Reports
- K. SRPSD Response to COVID-19
- L. Provincial Education Plan (PEP)

Appendix A

Record of trustees / directors

Directors

Mrs. Shirley Gange – October, 1997 to July 31, 1998
Dr. William Cooke - August 1, 1998 to July 31, 2011
Mr. Robert Bratvold - August 1, 2011 to present

Board Chairs

W. Steen - 1998 – 2001
G. McHenry - 2001 – 2003
W. Steen - 2003 – 2011
B. Hollick - 2011 - 2022
D. Rowden - 2022 -

Trustees

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

October 1997 to October 2000

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

October 2000 to October 2003

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

October 2003 to October 2005

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

June 2005 to October 2009

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

October 2009 to October 2012

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

October 2012 to October 2016

- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. Arne Lindberg
- Mr. George McHenry
- Mr. John McIvor
- Ms. Darlene Rowden
- Ms. Jaimie Smith-Windsor

- Mr. Wayne Steen
- Mr. Rodney Thomson
- Ms. Jeanette Wicinski-Dunn

October 2016 to October 2020

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

November 2020 to November 2024

- Mrs. Cher Bloom
- Mr. Bill Gerow
- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. Arne Lindberg
- Mr. Alan Nunn
- Ms. Darlene Rowden
- Ms. Jaimie Smith-Windsor
- Dr. Michelle Vickers
- Mr. Bill Yeaman

Appendix B

Record of student trustees

Two student trustees are selected from our high school leadership group, Saskatchewan Rivers Students for Change (SRSC), who sit on our Board as non-voting members in the regular portion of our Board meetings. This was implemented in 2016.

2016

Rahul Parekh	Carlton Comprehensive High Public School (urban)
Kali Stocks	Canwood Public School (rural)

2016-2017

Kiara Nicolas	St. Louis Public School (rural)
Maia Houle	P.A.C.I. (urban)

2017-2018

Sam Miller	W.P. Sandin Public School (rural)
Archie Waditaka	Wesmor Public High School (urban)

2018-2019

Jarica Gooding	Carlton Comprehensive High Public School (urban)
Sam Miller	W.P. Sandin Public High School (rural)

2019-2020

Kelly Lam	Carlton Comprehensive High Public School (urban)
Elizabeth Pala	St. Louis Public School (rural)

2020-2021

Kelly Lam	Carlton Comprehensive High Public School (urban)
Elizabeth Zbaraschuk	Meath Park Public School (rural)

2021-2022

Tia-Lee McCallum	P.A.C.I. (urban)
Daniel Vidal	W.P. Sandin Public School (rural)

2022-2023

Max Pahtayken	P.A.C.I. (urban)
Deziree Zacharias	Big River Public High School (rural)

Appendix C

The request is for the replacement of the three listed schools. The list is reviewed annually and submitted to Ministry of Education for funding consideration. Current list is noted below and includes Minor Capital requests for approval cycles indicated.

2016-2017

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Christopher Lake Public School
- École Arthur Pechey Public School

2017-2018

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Christopher Lake School
- École Arthur Pechey Public School

2018-2019

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- École Arthur Pechey Public School
- Christopher Lake Public School

2019-2020

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- École Arthur Pechey Public School
- Christopher Lake Public School

2020-2021

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Christopher Lake Public School
- Princess Margaret Public School

2021-2022

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Christopher Lake Public School
- Princess Margaret Public School

2022-2023

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Princess Margaret Public School
- École Arthur Pechey Public School

2023-2024

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Princess Margaret Public School
- École Arthur Pechey Public School

2023-2024 - Minor Capital Program

- Carlton Comprehensive Public High School (renovations)
- Christopher Lake Public School (renovations)

Appendix D

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

2013 Resolution (AGM):

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

FAILED.

2014 Resolution (AGM):

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

PASSED.

2015 Resolution (AGM):

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

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

PASSED.

¹ For further information on the resolutions, rationale, results and Government Response, see **The Saskatchewan School Boards Association** website available at: <https://saskschoolboards.ca/about-us/resolutions/>

2016 Resolution (Spring Assembly)

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

Co-sponsored with Regina Public School Division.

PASSED.

2016 Resolution (AGM)

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

PASSED.

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

PASSED.

2019 Resolutions (AGM)

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

FAILED.

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

Co-sponsored by Prairie Spirit School Division.

PASSED.

2020 Resolutions (AGM)

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

FAILED.

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

FAILED.

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

PASSED.

2021 Resolutions (AGM)

BE IT RESOLVED that the Saskatchewan School Board Association Executive begin discussions with the Ministry of Education to make joint recommendations relative to the education mill rate.

Note – this resolution did not meet the deadline – clerical error.

2022 Resolutions (AGM)

BE IT RESOLVED that the Saskatchewan School Board Association Executive begin discussions with the Ministry of Education to make joint recommendations relative to the education mill rate.

PASSED.

BE IT RESOLVED that the Saskatchewan School Board Association begin discussions with the Ministry of Education to jointly review and make recommendations on funding for all independent schools including Associate Schools, Historical High Schools, Qualified Independent Schools, Certified Independent Schools and Alternative Independent Schools.

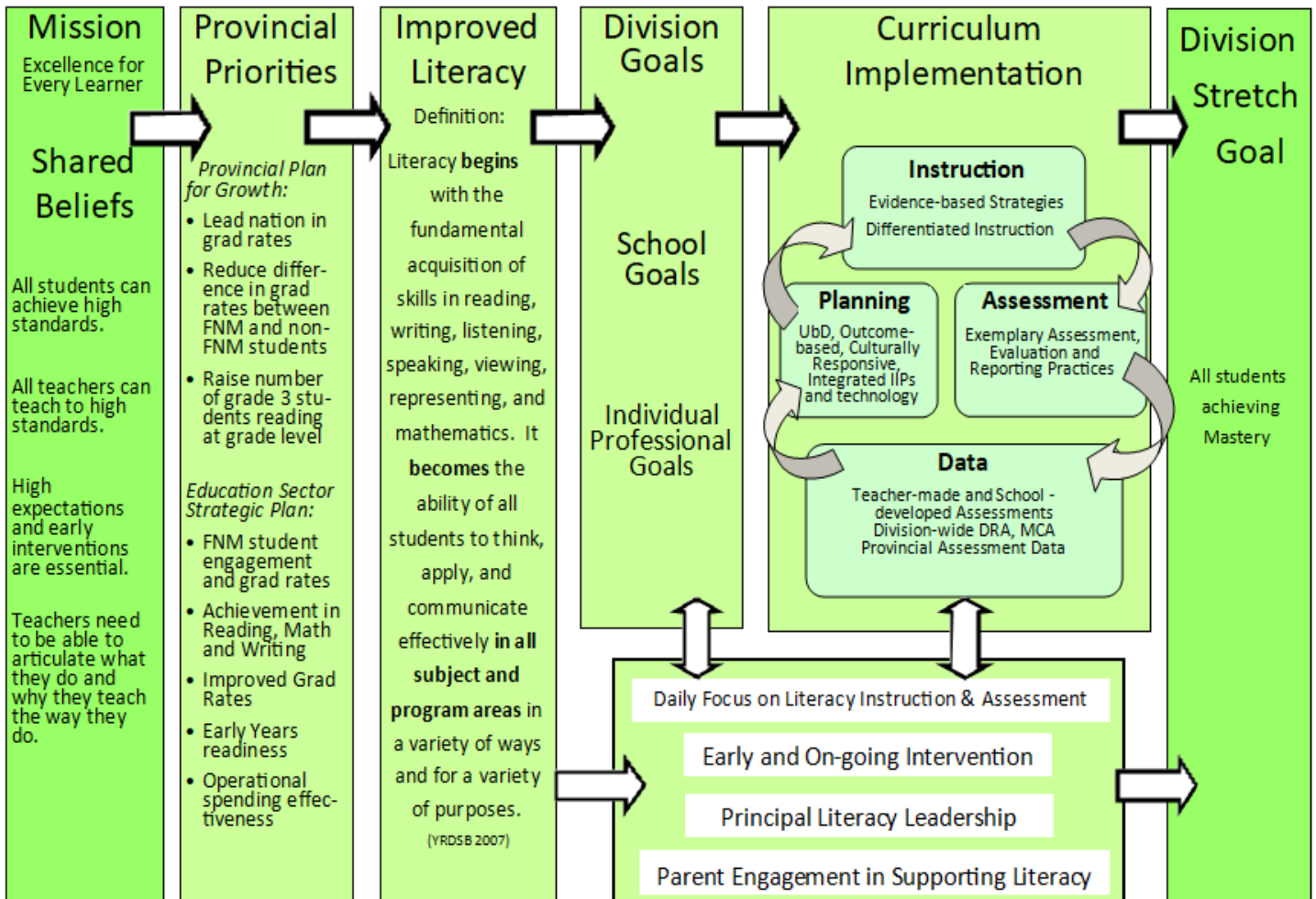
PASSED.

Appendix E

ESSP one pager leading up to 2020 goals



Saskatchewan Rivers Public School Division's Commitment to Student Achievement



Appendix F

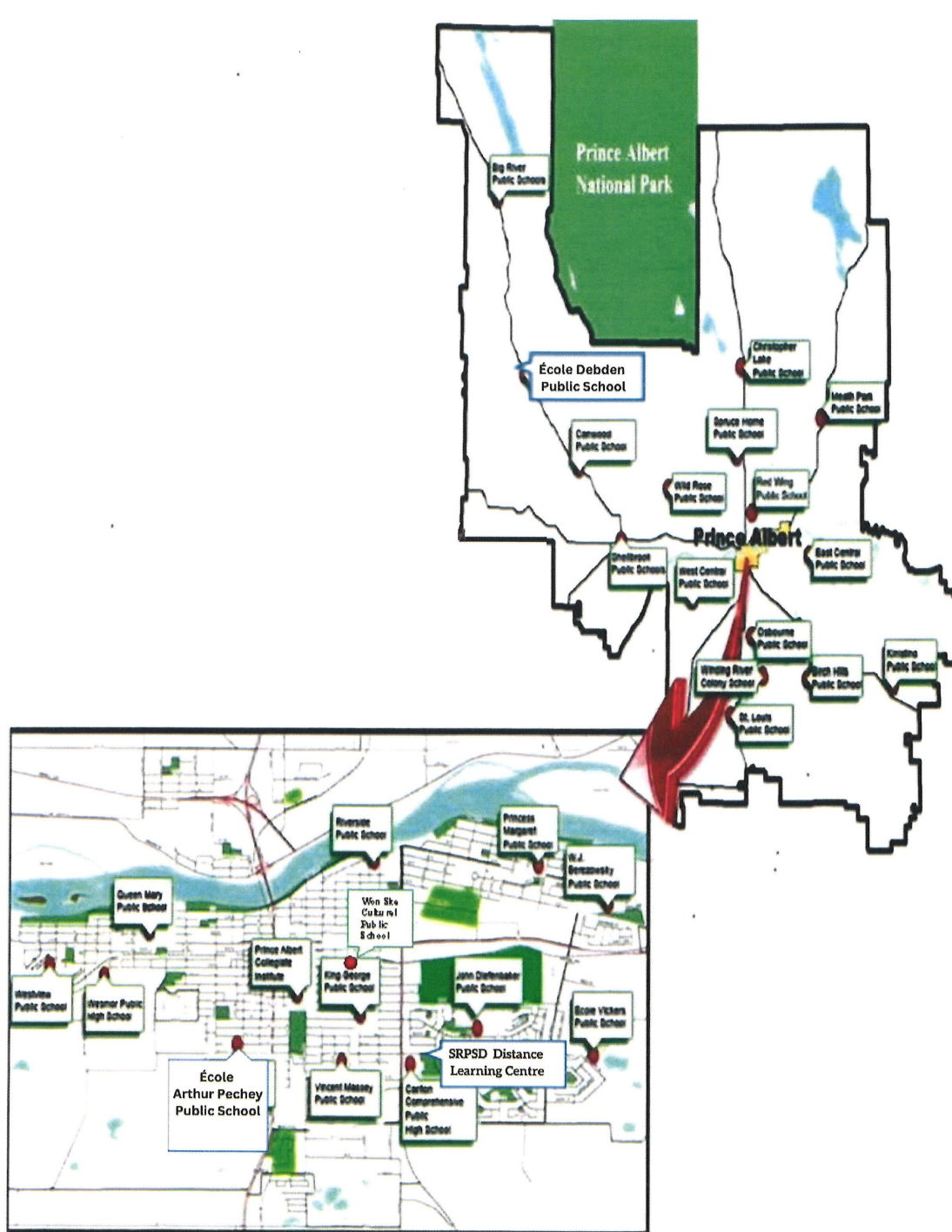
SRPSD Strategic Plan 2021-2024

[https://www.srsd119.ca/wp-](https://www.srsd119.ca/wp-content/uploads/BED_RL_SRPSD_Strategic_Plan_August_30_2021.pdf)

[content/uploads/BED_RL_SRPSD_Strategic_Plan_August_30_2021.pdf](https://www.srsd119.ca/wp-content/uploads/BED_RL_SRPSD_Strategic_Plan_August_30_2021.pdf)



SRPSD – Rural and Urban Schools



Appendix H

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

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

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

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

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

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

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

Barry Hollick
Chair, Saskatchewan Rivers Public School Board

Jarica Gooding
President, Saskatchewan Rivers Students for Change

Appendix I

SRPSD Responses to the TRC Calls to Action

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

Calls to Action		SRPSD Actions	Date or Timeline	Group Supported
CHILD WELFARE				
3	We call upon all levels of government to fully implement Jordan's Principle.	Apply and receive Jordan's Principal funds to support 1667 First Nations students who have been limited in their opportunity to access learning because of limited SRPSD resources (facilitated through implementation of funds in support of 31.5 FTE school mentor positions and other services as needed)	2018 and ongoing	Students
5	We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.	Support, guide and perform accountable partner function for KidsFirst program. PreK Liaison Coordinator who helps vulnerable families transition to PreK programs. Support our schools in accessing Catholic Family Services program: "Strengthening Families" Support, guide and perform accountable partner function of the Prince Albert Early Years Family Resource Centre.	ongoing	Parents
EDUCATION				

7	We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.	<p>SRPSD's Indigenous Perspectives Consultant is a member of Prince Albert's Urban Programming for Indigenous People's Coalition which strives to work together to improve outcomes for Indigenous peoples in Prince Albert and area while promoting reconciliation in our community.</p> <p>SRPSD's Indigenous Perspectives Consultant supports the work of the Community Building Youth Futures Coalition that works to advocate for and promote the voice of Indigenous Youth in Prince Albert and area. Opportunities for youth are shared with SRPSD Mentors to share with students.</p> <p>SRPSD strives to create a representative workforce and partnerships with the TEP programs.</p>	Ongoing	Indigenous community in PA & area
10ii	Improving education attainment levels and success rates.	SRPSD strategic plan identifies targets to improve First Nations and Metis student engagement. The staff development team have developed literacy, math and high school models of instruction to ensure that evidence-based instruction that has high impact on learners is being implemented in all schools.	ongoing	Students
		Enhancing positive Invitational Shared Services Initiative (ISSI) partnerships with Muskoday, One Arrow and Wahpeton First Nations to support the academic success of their students enrolled in SRPSD.	ongoing	Students
		Leadership Learning Teams in each SRPSD high school track student achievement and support individual graduation plans for First Nations and Metis students.	Ongoing	Students
10iii	Developing culturally appropriate curricula.	Following Their Voices is implemented with fidelity in the following SRPSD schools: Wesmor, Carlton, Ecole Arthur Pechey, PACI, Queen Mary and St. Louis. Kinistino will be onboarded as an FTV school in the fall of 2022.	Ongoing	Staff and Students
		Providing professional development workshops on culturally responsive topics including land-based learning. All SRPSD Teacher Learning Communities and Leadership Learning Communities include Indigenous Perspectives and worldview.	Ongoing teacher PD	Staff and Students
		Developed Tell resources for books with an Indigenous focus to support students with oral language development.	Ongoing	Staff and students

10iv	Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.	Cree 10 courses offered at both Carlton and Wesmor Public High Schools.	Ongoing	Students
		Developing support and resources for implementation/offering of indigenous language programs including: Kindergarten and grade one Cree Language program offered at John Diefenbaker Public School in the 2021-22 school year and recently committed to add PreK and Grade 2 for the 2022-23 school year. Michif Early Learning Culture and Language Program implemented in kindergarten at St. Louis and Queen Mary schools in the 2021-22 school year and will continue in the 2022-23 school year.	Ongoing	Staff, Students, Language Keepers
		Created Indigenous Languages Learning Community to support Cree and Michif SRPSD teachers and Language Keepers (early years & high school) as well as the Dakota teacher and Language Keeper, EA from Wahpeton and the Cree teacher from Muskoday. We also invited the Michif teachers from St. Michael's Catholic School and Stobart Community School in Duck Lake – provides a rich opportunity for learning and sharing language acquisition strategies & resource ideas.	Fall 2021 - Ongoing	Staff, Students, Language Keepers
		Cree Language Assistant The Addition of the Cree Language Assistant Position (Permanent CUPE position) in 2022 to support the concept of a Language Nest. This allows for a fluent speaker to interact with the students and support the staff and families.	Spring 2022	
10vi	Enabling parents to fully participate in the education of their children.	Due to the pandemic, the Indigenous Perspectives Team had fewer interactions with parents. However, they did respond to parent questions regarding presentations offered during Indigenous Storytelling Month in February and during Ribbon Skirt/Ribbon Shirt Day held in March. The Indigenous Perspectives Team's contact with parents through Blanket Exercise, attendance at P-T Interviews, etc. will resume in the Fall of 2022. John Diefenbaker, St. Louis and Queen Mary Schools held specific parent engagement opportunities to ask for parent and community advisement into the language programs for the schools.	Ongoing Spring 2022	Parents Principals

10vii	Respecting and honouring Treaty relationships.	Established and sustained the Kisewatotatawin Partnership with Muskoday First Nation. This partnership was impacted by Covid but was rejuvenated in June 2022 with a collaborative work plan for the 2022-23 school year.	2012 and ongoing	Trustee, Staff & Students
		Support and promote the Heart of the Youth Community Pow Wow. 2000+ SRPSD students and staff attended on May 27, 2022. More SRPSD students and staff will watch the edited professional video of the powwow upon its release before the end of June 2022. SRPSD's Indigenous Perspectives Team are active committee members.	May 27, 2022 and ongoing	Staff, Students, and Community
		An Elder Advisory Council to the SRPSD Board is established. Elders appreciated the opportunity to return to in person meetings with the Board. Two meetings were held this year with plans for four meetings next year. Elder's Council with the Saskatchewan Rivers Public School Division Terms of Reference was agreed upon in April 2022.	Ongoing	Trustees and community
PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS				
57	We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human	Board and Senior Administration participated in the Blanket exercise with the executive of the local teachers association	2018	Trustees and Senior Staff
		Trustees and Senior Admin participated in professional development provided by the Office of the Treaty commissioner to better understand historical context and current reality of Treaties and impacts of residential schools	October 2018	Trustees and Senior Admin
		Power and Privilege (anti-racist/Anti-oppression education program) provided to new teacher orientation group, several school PLC days (full staff) along with opportunities for workshops for staff who participate.	Ongoing	Principals, Teachers

	rights, and anti-racism.	Completed the Leading to Learn PD Initiative for all Principals and Vice Principals in Oct 2021. Plans are in place for renewal and ongoing support along with expansion to include the Inclusive Learning Team consultants and coaches in the 2022-23 school year. 4Seasons of Reconciliation PD modules by First Nations University was completed by senior admin and Trustees.	Fall 2019 and onward	Senior Admin, Principals, ILT
EDUCATION FOR RECONCILIATION				
63i	Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.	SRPSD's Indigenous Perspectives team has responded to 35 teacher requests for in classroom support with implementing Indigenous content and approach in K – 12 classrooms throughout the division. This included Land-based Learning opportunities.	August 2021 - June 2022	Teachers Students
		SRPSD's Indigenous Perspectives Team created and frequently update an Indigenous Perspectives Google Site for teachers to access vetted resources. The site currently has been accessed 1743 times.	June 2020 - Ongoing	Teachers
		SRPSD's Indigenous Perspectives team facilitated the updated Kairos Blanket Exercise with staff at three schools as well as at Carlton twice with students. This was less than a typical year due to Covid.	Sept 2020 – June 2021 Ongoing	Students Teachers Principals EAs Parents
63ii	Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.	SRPSD's Indigenous Perspectives team responded to 134 direct teacher requests so far this year by providing culturally relevant information and guidance reflective of Indigenous worldview	Aug 2021 –June 2022 Ongoing	Teachers Students

63iii	Building student capacity for intercultural understanding, empathy, and mutual respect.	SRPSD's Indigenous Perspectives team strongly believes that all 180 requests received thus far have resulted in developing student capacity for intercultural understanding, empathy and mutual respect in SRPSD classrooms/schools. (This number includes those requests that directly reflect Call to Action 63 i & ii as well). This supported teachers directly in reconciliation actions in classrooms and encouraged local capacity building by supporting schools in development of reconciliation leadership teams (active in 8+ schools)	Sept 2021 – June 2022 Ongoing	Teachers Students School Staff
		SRPSD's Indigenous Perspectives Team organized pre, during, and post resource ideas for numerous Indigenous focused recognized days throughout the year including National Day for Truth and Reconciliation (Orange Shirt Day), Ribbon Skirt & Shirt Day, National Day of Awareness for Missing and Murdered Indigenous Women, Girls and 2SLGBTQIA+, Moosehide Campaign, National Indigenous Peoples Day, Indigenous Storytelling Month.	Ongoing	Teachers Students
		Hosted division seasonal pipe ceremonies – Fall with a feast @ PACI, winter @ Queen Mary and spring @ Westview.	Sept 2021 – Ongoing	Trustees, Senior Admin, School Staff, Students
63iv	Identifying teacher-training needs relating to the above.	SRPSD's Indigenous Perspectives team provides traditional teachings and insight for Pre-K to Grade 12 teachers at the majority of Professional Development Opportunities offered by SRPSD (First and Second Year Teacher Workshops, Prek – Grade 12 Teacher Learning Communities, Principal & Vice Principal Meetings)	Sept 2021 – June 2022 Ongoing	Teachers Principals
		SRPSD's Indigenous Perspectives Team facilitated a Land-based Learning overview for Principals in October 2021 and provided several half-day sessions for staff and students throughout the year.	Ongoing	Teachers

		<p>Following Their Voices implementation at Carlton, Wesmor, PACI, Ecole Arthur Pechey, St. Louis & Queen Mary with ongoing teacher PD throughout the Critical Learning Cycle (huddles, observations, co-construction meetings, walk-throughs, and reflections). Kinistino will also be a part of this next year. SRPSD's Indigenous Perspectives Team along with a Provincial FTV Facilitator seconded half time from SRPSD, hosted the first annual FTV Day of Learning for SRPSD FTV leadership teams that included sessions with Elders and Traditional Knowledge Keepers and FTV focused conversations.</p>	Ongoing	Teachers
		<p>Created Indigenous Languages Learning Community to support Cree and Michif SRPSD teachers and Language Keepers (early years & high school) as well as the Dakota teacher and Language Keeper, EA from Wahpeton and the Cree teacher from Muskoday. We also invited the Michif teachers from St. Michael's Catholic School and Stobart Community School in Duck Lake – provides a rich opportunity for learning and sharing language acquisition strategies & resource ideas</p> <p>Created a video that supports early learning teachers with the understanding and strategies</p>	Sept 2022 - Ongoing	Teachers Language Keepers
SPORTS AND RECONCILIATION				
88	We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.	Partnership with Dreambroker – Kid Sport to identify and support need for SRPSD youth to access sport and culture in the community	Ongoing	Students Families

Appendix J

SRPSD Accountability Reports

The link to the accountability Reports is

<https://www.srsd119.ca/2022-2023-accountability-reports/>

- Communications
- Human Resources
- Inclusive Education
- Learning Improvement Plans
- Maintenance
- Risk Management
- Stakeholders Engagement
- Student Learning

Appendix K

SRPSD Response to COVID-19

The global COVID-19 Pandemic hit hard in March 2020 when for the first time in memory all schools in the province were closed and remained closed to in-person classes for the rest of that school year. The next two school years were consumed with health and safety plans while trying to deliver the excellent educational program that the division was accustomed to providing and that our students and families have come to expect. It was an enormously challenging 30+ months. The Board provided clear leadership to steer the division, the local public health team under the leadership of Dr. K. Chokani was helpful in their guidance, and the staff was simply astounding in their work ethic, dedication, flexibility and skill.

The staff in the division did incomprehensibly amazing work from March to June 2020 in moving quickly to remote teaching and support for students and then continued that effort for the next two school years. During 2020-21 and 2021-22 school years, SRPSD experienced hundreds of confirmed cases of COVID in students and staff and many periods of moving to remote learning for classrooms along with several periods of remote learning for some or all of SRPSD schools. In her work *Calm Within the Storm* Dr. R Dafoe describes resiliency as “doing the next right thing. It is taking that next precarious step in the direction you want to go despite what the world may say about you or how hard it might be.” The COVID pandemic was a storm and SRPSD was resilient. Although not perfect, SRPSD was successful in taking the right steps to provide excellence for every learner during a global pandemic.

Director Robert Bratvold

Appendix L

Provincial Education Plan (PEP)

2022 – A new Provincial Education Plan is being developed to guide provincial education to 2030.

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

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

With assistance from:
Robert Bratvold
Joyce Ward
Karen Ruszkowski

2022
Grant Gustafson, Committee Chair
On behalf of committee members:
Cher Bloom
Jaimie Smith-Windsor

With assistance from:
Robert Bratvold
Joyce Ward

Updated: December 2022