



Kinistino School Division No. 55

THE LEGACY OF SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119

2016 → 2024

Table of Contents

INTRODUCTION.....	3
A VISION OF OUR LEGACY	3
FUNCTION OF THE LEGACY DOCUMENT COMMITTEE.....	4
SCHOOL DIVISION HISTORY	5
BOARD ACHIEVEMENTS	6
APPENDICES.....	16
APPENDIX A - RECORD OF DIRECTORS / BOARD CHAIRS / TRUSTEES	17
APPENDIX B - STUDENT TRUSTEES – BOARD OF EDUCATION	20
APPENDIX C - LIST OF CAPITAL PRIORITIES / MINOR SUBMITTED TO PROVINCE.....	21
APPENDIX D - SSBA RESOLUTION SUBMISSIONS	23
APPENDIX E - ESSP ONE PAGER LEADING UP TO 2020 GOALS.....	26
APPENDIX F - CURRENT STRATEGIC PLAN 2024 - 2030.....	27
APPENDIX G - SRPSD MAP OF SCHOOLS	28
APPENDIX H - SRSC AND SASKATCHEWAN RIVERS SUBSEQUENT PREMIER’S AWARD OF EXCELLENCE.....	29
APPENDIX I - TRC CALLS TO ACTION – LIST OF RESPONSES TO DATE	29
APPENDIX J - SRPSD ACCOUNTABILITY REPORTS	29
APPENDIX K - SRPSD RESPONSE TO COVID-19.....	30
APPENDIX L - PROVINCIAL EDUCATION PLAN (PEP)	31
APPENDIX M - BUDGETS AT A GLANCE	32

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 SRPSD 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 consists 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 SRPSD.
- 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 and 2024.
- 4) Each subsequent Board is expected to update and add to the Legacy document twice during its term using the Board Highlights from the Regular Board meetings.

SCHOOL DIVISION HISTORY

History

The origins of SRPSD goes back to 1885 when public school districts first formed in this province. Two of the first were the Prince Albert Public and Colleston (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 (which included Prince Albert Public, Prince Albert Rural and Prince Albert Catholic as partners). 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 operating under a policy governance model governs the school division. Authority to manage the day-to-day operations currently has been delegated to the Director of Education; Robert Bratvold hired in 2011, and Neil Finch hired in 2023. The Director of Education oversees all aspects of programming and associated needs for approximately 9000 students in 32 schools, and included an online school started in September 2020 due to the COVID-19 pandemic, closed in 2023 when the provincial Distance Learning Centre was created by the Government of Saskatchewan.

Education programming has been synchronized since 2014 with the Education Sector Strategic Plan and since 2023 with the Provincial Education Plan through the Board's Strategic 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 overturned through the court system and leave to have a further appeal heard by the Supreme Court of Canada that was subsequently denied. As of 2024, we still have one sitting board member, Grant Gustafson, 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.

BOARD ACHIEVEMENTS

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, 2028.
- 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 Jaimie 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 experiential 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.

Summary for 2022-2024

The 2022-23 school year began with an enhanced sense of anticipation as schools were able to plan for school operations without significant COVID-related restrictions. It was clear that large numbers of students had unfinished learning (both social and academic) because of the pandemic interruptions, and schools and staff made careful plans to address that need. The impact of the pandemic is no longer obvious through visible in the health and safety restrictions, but its effect on students and staff will continue for some time.

The school year contained too many celebrations and challenges to list them all, but a few of the most significant include:

- Establishment of Prince Albert Collegiate Institute as local site for provincial Mental Health Capacity Building initiative that furthers several years of work by SRPSD’s Mental Health Team.

- Providing staff and counselling supports to James Smith Cree Nation students, staff and community in response to the tragic attacks on September 4, 2022.
- Hosting Flag Raising Ceremony at the Education Centre on October 12, 2022 to officially raise the Treaty 6 and Metis Nation flags.
- Presentation of the Queens Platinum Jubilee Medal presented to several SRPSD Board members and staff to recognize their contributions to Education and community.
- Making significant contribution to the revision and finalization of the long-term Provincial Education Plan.
- Indigenous languages - programming in both Cree and Michif as well as Land-Based Learning are offered in schools across the division. Cree program is based at John Diefenbaker (PreK to 3) and Michif program is offered at Queen Mary and St. Louis Public Schools. No formal Land-Based Learning program is in place but several schools are pursuing these activities to honour the Board's committee to the TRC Calls to Action.
- Board and Senior Administration facilitated a community meeting with Meath Park community members to address concerns about their school.
- The Board annually gathers with School Community Councils to discuss topics of interest such as budget, Strategic Plan, etc.
- Finalized Education Services Agreement with East Central First Nations Education Authority, the first of its kind for SRPSD.
- The 2023-24 Facilities Master Plan report was accepted by the Board. The intent of the plan is to evaluate existing facilities with respect to their ability to support 21st century learning. The report includes recommendations to better support educational goals and adaptability to future change.
- May 2023 marked the first time a division Pipe Ceremony was held in a rural school. Staff and students were invited to participate in the ceremony.
- An Indigenous Partners gathering was held in April 2023. The gathering was attended by educational representatives from several First Nations groups and Metis Nation of Saskatchewan.
- In June of 2023, three new Pride logos were approved by the Board for use.

- Near the end of the 2022-23 school year the division said farewell to their retiring Director of Education, Robert Bratvold, after serving in that role for 12 years. There was significant time for fond farewells and reflecting on his legacy of building relationships and partnerships, advancing the division's focus on Reconciliation and Indigenous student success and on continuing the pursuit of excellence for every learner. His summary of the 2022-23 is included below.
- *The 2022-23 school year began with an enhanced sense of anticipation as schools were able to plan for school operations without significant COVID-related restrictions. It was clear that large numbers of students had unfinished learning (both social and academic) because of the pandemic interruptions, and schools and staff made careful plans to address that need. The impact of the pandemic is no longer obvious through visible in the health and safety restrictions, but its effect on students and staff will continue for some time. The school year contained too many celebrations and challenges to list them all, but a few of the most significant include:*
 - *Establishment of Prince Albert Collegiate Institute as local site for provincial Mental Health Capacity Building initiative that furthers several years of work by SRPSD's Mental Health Team.*
 - *Providing staff and counselling supports to James Smith Cree Nation students, staff and community in response to the tragic attacks on Sept. 4, 2022.*
 - *Hosting Flag Raising Ceremony at the Education Centre on October 12, 2022 to officially raise the Treaty 6 and Métis Nation flags.*
 - *Presentation of the Queen's Platinum Jubilee Medal presented to several SRPSD board members and staff to recognize their contributions to Education and community.*
 - *Making significant contribution to the revision and finalization of the long-term Provincial Education Plan.*
 - *Recruiting and hiring a new Director of Education, Neil Finch, effective August 1, 2023.*
 - *Board and Senior Administration facilitated a community meeting with Meath Park community members to address concerns about their school.*
 - *Finalized Education Services Agreement with East Central First Nations Education Authority, the first of its kind for SRPSD.*
 - *Near the end of the school year the division, said farewell to their retiring Director of Education, Robert Bratvold, after serving in that role for 12 years. There was significant time for fond farewells and reflecting on Robert's legacy of building relationships and partnerships, advancing the Division's focus on Reconciliation and Indigenous student success and on continuing the pursuit of excellence for every learner.*

- Won Ska renewal – officially changed name to Victor Thunderchild Public High School on October 2, 2023 and grade 9 added, effective fall of 2024.
- Learners with Purpose ceased to be a stand alone program.
- In the 2023-24 year, all trustees were given the opportunity to provide their personal land acknowledgement at a Board meeting.
- A change in procedure regarding the date of the trustee appointments to the School Community Councils was approved. Appointments are now confirmed by June 30.
- New Director of Education was named in March of 2023. Selection completed with the assistance of an outside facilitator. Neil Finch assumed the role, effective August 1, 2023.
- The Board approved the cost of replacement of the Harry Jerome Track in partnership with the City of Prince Albert and the installation of artificial turf as the Max Clunie Field.
- In November of 2023, the first regional School Community Council gathering was held in Spruce Home Public School and was a huge success.
- Specialized supports classroom project commenced at Queen Mary Public School to provide universal, small group and target support for students to develop regulation skills.
- The Board supported Bill C-322, a federal bill, National Framework for a School Food Program as requested by the SSBA.
- The Equity, Diversity and Inclusion Accountability Report that outlines the work being done in the areas of supports for students with complex needs, gender and sexual diversity and mental health in the division was received by the Board.
- The annual gathering of School Community Councils and school administration was revised to include representatives from the Saskatchewan Rivers Students for Change in February 2024.
- Ratification of the 2024-2028 LINC agreement.
- Trustee Jaimie Smith-Windsor elected as Vice-President of the Canadian School Boards Association (CSBA).

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)
- M. Budgets at a Glance

Appendix A - Record of directors / board chairs / trustees

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 July 31, 2023
Mr. Neil Finch	- August 1, 2023 to current

Board Chairs

Mr. Wayne Steen	- 1998 – 2001
Mr. George McHenry	- 2001 – 2003
Mr. Wayne Steen	- 2003 – 2011
Mr. Barry Hollick	- 2011 - 2022
Ms. Darlene Rowden	- 2022 - 2024

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 (2016-2017)
- 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 - Student trustees – Board of Education

Record of student trustees / student board representative:

Two student representatives 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. Up to 2022-23, then representatives were formally known as students trustees, changed to student board representatives at the request of the SRSC group in 2023-24.

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	PACI (urban) - resigned
Courtney Horan	Wesmor (urban)
Deziree Zacharias	Big River Public High School (rural)

2023-2024

Charlie Lysyk	Changed to Student Board Representative Meath Park Public School
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Appendix C - List of Capital Priorities / Minor Submitted to Province

The request is for the replacement of the three listed schools except where noted as renovated/renewal. 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)

2024-2025

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

2024-2025 - Minor Capital Program

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

2025-2026

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Carlton Comprehensive Public High School – (renovations/renewal)
- École Arthur Pechey Public School

2025-2026 - Minor Capital Program

- Christopher Lake Public School (renovations)
- Princess Margaret Public School (renovations)

Appendix D - SSBA Resolution submissions

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.

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.

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 (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.

2023 Resolutions (AGM)

BE IT RESOLVED That the Saskatchewan School Boards Association request that the Minister of Education commit to improving early learning outcomes in Saskatchewan by allocating sufficient resources to fund universal full time Kindergarten across Saskatchewan schools and work collaboratively with the education sector to review “compulsory school age” as determined by *The Education Act 1995*. (with Saskatoon Public School Division No. 13).

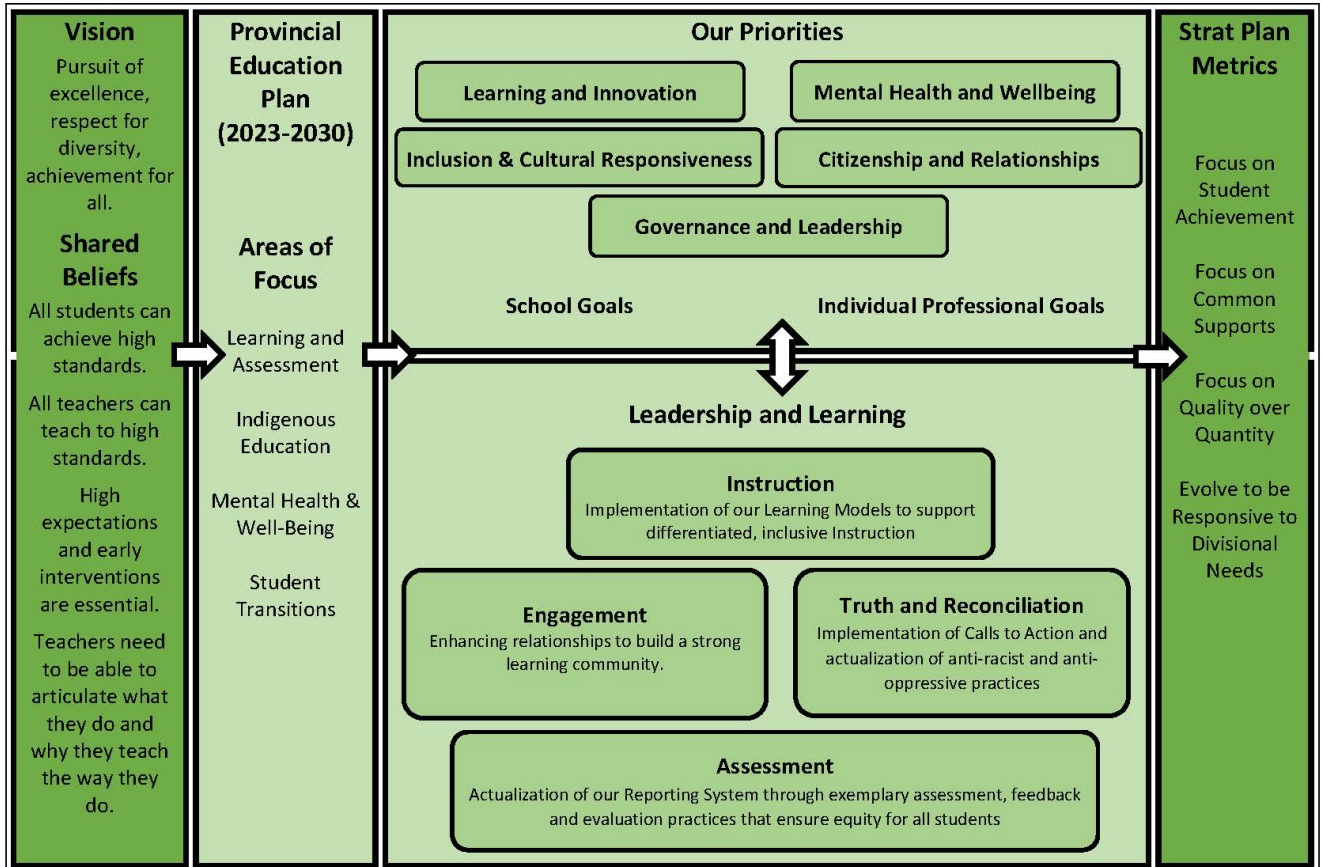
PASSED.

Appendix E - ESSP one pager leading up to 2020 goals

One pager SRPSD Commitment to Student Achievement



SRPSD Commitment to Student Achievement



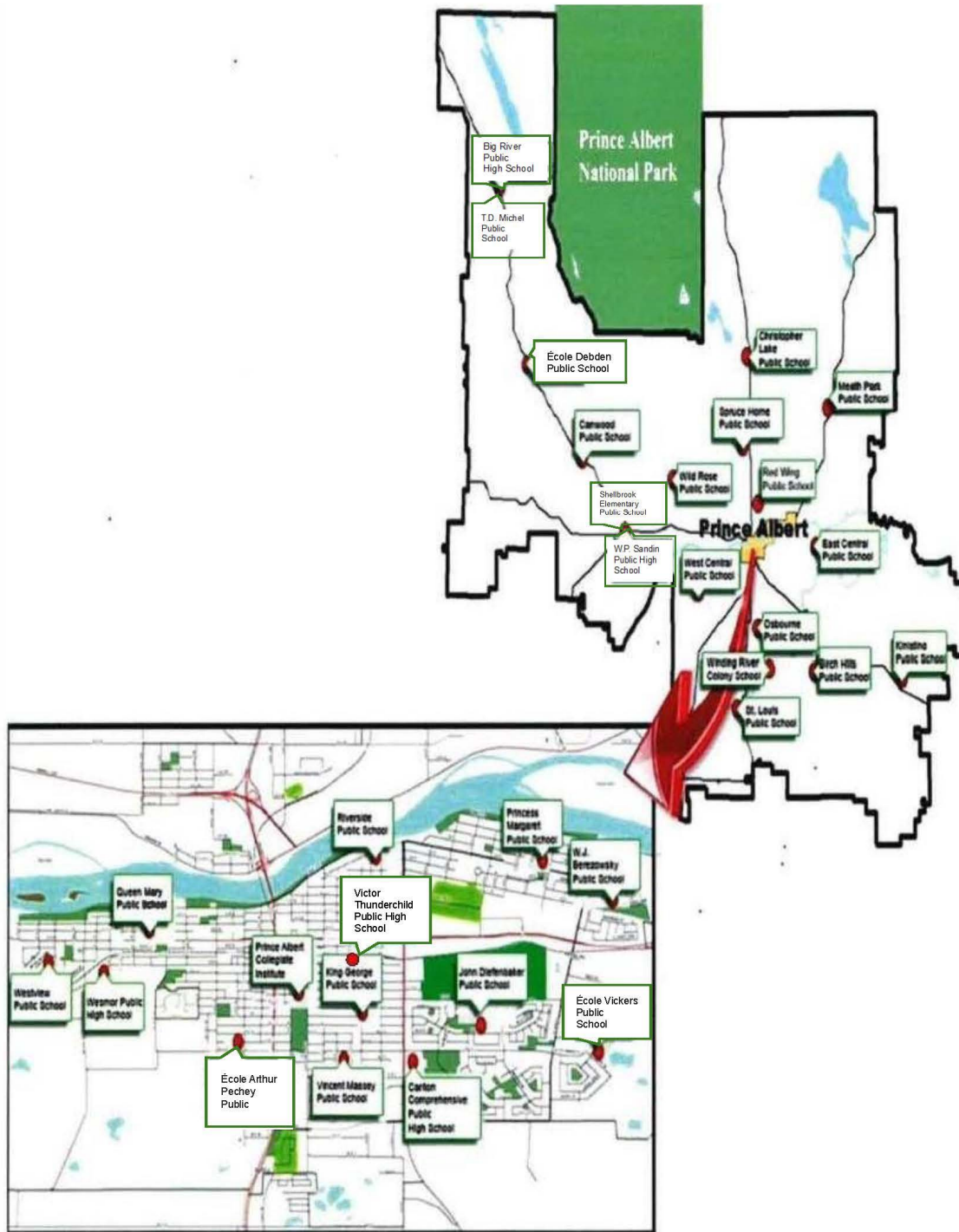
Appendix F - Current Strategic Plan 2024 - 2030

[SRPSD Strategic Plan 2024-2030](#)



Appendix G - SRPSD Map of Schools

SRPSD – Rural and Urban Schools



Appendix H - SRSC and Saskatchewan Rivers subsequent Premier's Award of Excellence

Saskatchewan Rivers Students for Change (SRSC) and Saskatchewan Rivers' subsequent Premier's Award of Excellence – Joint Letter

[SSBA Media Release Award Recipient](#)

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

<https://youtu.be/URBKcE2Qyvg> - SSBA video

Appendix I - TRC Calls to Action – list of responses to date

SRPSD Responses to the TRC Calls to Action

In 2015, 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 1811 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 37.0 FTE school mentor positions and other services as needed). Applications have been submitted to Jordan’s Principle for the 2024-25 school year for mentors and EAs to support First Nations students. JP Mentor PD is provided by the SRPSD Indigenous Perspectives Team in collaboration with the SRPSD Mental Health Consultant.	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 Kids First program. PreK Liaison Coordinator who helps vulnerable families transition to PreK programs.	ongoing	Parents, Families
		Support, guide and perform accountable partner function of the Prince Albert Early Years Family Resource Centre	Ongoing	Families
		Support our schools in accessing Catholic Family Services program: “Strengthening Families” – unfortunately, this program has been dissolved due to lack of funding but did utilize PACI weekly for the majority of this school year.		Families
EDUCATION				
7	We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and	SRPSD’s Indigenous Perspectives Consultant promotes opportunities shared by Prince Albert’s Urban Programming for Indigenous People’s Coalition with school communities.	Ongoing	Indigenous community in Prince Albert

	employment gaps between Aboriginal and non-Aboriginal Canadians.	SRPSD's Indigenous Perspectives Consultant supports the work of the Community Building Youth Futures Coalition and opportunities for youth are shared with SRPSD Mentors to share with students.	Ongoing	and area
		SRPSD strives to create a representative workforce and partnerships with the TEP programs.	Ongoing	
10ii	Improving education attainment levels and success rates.	SRPSD strategic plan identifies targets to improve First Nations and Metis student engagement. The ILT has 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 across all grades.	ongoing	Students
		Enhancing positive Invitational Shared Services Initiative (ISSI) partnerships with Muskoday, Wahpeton and Montreal Lake 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, St. Louis & Kinistino.	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 embed 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
		SRPSD's ILT team has developed learning models based on the circle of courage teachings in the areas of Math, Literacy, High School, Experiential Play Based Learning and Land-Based Learning that are used to help teachers embed Indigenous Worldview when they are unit and lesson planning.	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. St. Louis is in the process of exploring the offering of their localized Michif at the secondary level in the next year or two.	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; added PreK and Grade 2 during the 2022-23 school year; added Grade 3 in the 2023-24 school year. A commitment to add a Cree Language support teacher and land-based learning support teacher for grades 4-8 students in the upcoming 2024-25 school year.	2021–ongoing	Staff, Students, Language Keepers
		In partnership with the Metis Nation of SK, Michif Early Learning Culture and Language Program continued to be implemented in kindergarten at St. Louis and Queen Mary schools in the 2022-23, 2023-24 school year with plans to continue for 2024-25.	2021-ongoing	Staff, Students, Language Keepers
		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 Indigenous Language Teachers from across SK to join us for these PD opportunities. French Michif 10/20/30 developed by Angeal Rancourt, St. Louis Elders and approved by the Ministry of Education.	Fall 2021 - Ongoing	Staff, Students, Language Keepers
		The Addition of the Cree Language Assistant Position (Permanent CUPE position) in 2022 to support the concept of a Language Nest has been very beneficial for the Cree Language Program at JD. This allows for a fluent speaker to interact with the students and support the staff and families.	Spring 2022-ongoing	Staff, Students, Families
10vi	Enabling parents to fully participate in the education of their children.	John Diefenbaker, St. Louis and Queen Mary Schools held parent/family engagement opportunities which promoted the Indigenous language to be spoken more at home.	Spring 2022-ongoing	Parents, Students, Teachers, Principals
		The SRPSD Indigenous Perspectives Team continues to support SCC requests. Since Covid, these requests have dwindled but have started to pick up again over the 2022-23 and 2023-24 school year.	Ongoing	
10vii	Respecting and honouring Treaty relationships.	The momentum of the formal Kisewatotatawin Partnership with Muskoday First Nation has dwindled recently. However, this continues to be a strong partnership as there is continual collaboration between the SRPSD Indigenous Perspectives Team, many SRPSD classrooms and Muskoday Community School. Muskoday Elder is active on the Elder Advisory Council. In February of 2024, another Muskoday Elder was	2012 and ongoing	Trustee, Staff & Students

		added to the Elder’s Advisory Committee. Our Indigenous Perspectives Consultant is also from Muksoday First Nation, which builds the strong connection to our partnership.		
		An Elders Council to the SRPSD Board is established. Four meetings were held this year following the Seasonal Pipe Ceremonies, where our trustees learned from our Elders. An opportunity for trustees to participate in a sweat is planned for June 2024 in addition to an opportunity for our trustees to learn from the Elders on the land is planned for September/24.	2018 - ongoing	Trustees, Elders & Knowledge Keeper
		Support and promote the Heart of the Youth Community Pow Wow. For the last two years, 2500+ SRPSD students and staff attended the Pow Wow which was held on May 26, 2023 and May 27, 2024. SRPSD’s Indigenous Perspectives Team are active committee members. ILT members volunteer at the Pow Wow event.	May 26, 2023 and Ongoing	Staff, Students, 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 rights, and anti-racism.	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
		Anti-racist, Anti-oppressive education PD provided to new teacher orientation group, several school PLC days (full staff) along with workshop opportunities for middle years and secondary teachers.	Ongoing	Principals, Teachers
		Completed the Leading to Learn PD Initiative for all Principals and Vice Principals in Oct 2021. The Inclusive Learning Team consultants, coaches, SLPs and OTs received the training in the 2022-23 school year. Inclusive Education Coaches from throughout the division to receive a condensed version of the Leading to Learn PD in the 2023-24 school year. Leading to learn continued to be embedded in the Principal and Vice Principal meetings throughout the 2023-24 school year where Knowledge Keeper Mike Relland shared his teachings and Indigenous Education Model. 4Seasons of Reconciliation PD modules by First Nations University was completed by senior admin and trustees.	Fall 2019 and onward	Senior Admin, Principals, ILT, IECs

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 90 teacher requests so far in the 2023-24 school year providing classroom support with implementing Indigenous content and approach in K – 12 classrooms throughout the division. This is an increase from 71 in the 2022-23 school year. This included Land-based Learning opportunities.	August 2022 -ongoing	Teachers Students
		SRPSD's Indigenous Perspectives Team created and frequently update an Indigenous Perspectives Google Site for school staff to access vetted resources, including recordings of Traditional Oral Stories and kits for teachers to sign out.	June 2020 - Ongoing	Teachers, Principals, Librarians
		SRPSD's Indigenous Perspectives team facilitated the updated Kairos Blanket Exercise with staff at three schools as well as at Carlton three times with students during the 2022-23 school year. The Kairos Blanket Exercise was facilitated by Indigenous Perspectives team 5 times during the 2023-24 school year, including once with an SCC.	Sept 2022 – June 2023	Students Teachers Principals EAs
63ii	Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.	SRPSD's Indigenous Perspectives team responded to 72 direct teacher requests so far this year by providing culturally relevant information and guidance reflective of Indigenous worldview. We have responded to 90 direct teacher requests so far in the 2023-24 school year, providing culturally relevant information and guidance reflective of Indigenous Worldview and Pedagogy.	Aug 2022 –June 2023 Ongoing	Teachers Students
63iii	Building student capacity for intercultural understanding, empathy, and mutual respect.	SRPSD's Indigenous Perspectives team strongly believes that all 194 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 2022 – June 2023 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 2SLGBTQQIA+, Moosehide Campaign, National Indigenous Peoples Day, Indigenous Storytelling Month.	Ongoing	Teachers, Principals Students

		In the 2022-23 school year we hosted division seasonal pipe ceremonies – Summer @ John Diefenbaker, fall with a feast @ Wesmor, winter @ Princess Margaret and spring @ Birch Hills. Students of the host schools were selected to attend the ceremony. Birch Hills also hosted an afternoon of learning from the Elders for classes following the spring pipe ceremony. During the 2023-24 school year, we hosted division seasonal pipe ceremonies – Summer @ Ecole Arthur Pechey, fall with a feast @ St. Louis where local elders and community members attended, winter at Riverside and spring at Vincent Massey where many families and community members attended.	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, teacher candidates, Pre K – Grade 12 Teacher Learning Communities, Principal & Vice Principal Meetings)	Sept 2022 – June 2023 Ongoing	Teachers Principals
		SRPSD's Indigenous Perspectives Team facilitated Professional Development opportunities for teachers throughout the year which included land-based learning, ribbon skirt sewing, tipi raising with teachings, birch bark basket making, traditional medicine walks and harvesting and Peat moss conservation.	Ongoing	Teachers
		Following Their Voices implementation at Carlton, Wesmor, PACI, Ecole Arthur Pechey, St. Louis, Queen Mary & Kinistino with ongoing teacher PD throughout the Critical Learning Cycle (huddles, observations, co-construction meetings, walk-throughs, and reflections). SRPSD's Indigenous Perspectives Team along with a Provincial FTV Facilitator seconded half time from SRPSD, hosted the second annual FTV Day of Learning for SRPSD FTV leadership teams that included sessions with Elders and Traditional Knowledge Keepers and FTV focused conversations.	Ongoing	FTV Leadership Teams
		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. Indigenous Language Teachers were invited from across SK. Majority of others who attended were from Prairie Spirit School Division. The focus this year was on Accelerated Second Language Acquisition and Total Physical Response training facilitated by Celia	Sept 2022 - Ongoing	Teachers Language Keepers

		Deschambeault from Cumberland House. In 2023-24 our Indigenous Language Learning Community focused on embedding language while hosting family engagement evenings and land-based learning. Part of the summer literacy camp will be a language camp facilitated by our Cree language speech assistant hosted at JD school to support Cree language acquisition for students and families.		
		The development of a Land-based learning networking group which included some senior admin, principals, teachers, students, elders, community partners and our ISSI partners from Muskoday and Montreal Lake where collaboration led to a definition of land-based learning; the development of a land-based learning model based on Cree teachings, language and worldview. The model will be used system wide in PD opportunities and help guide teachers when incorporating land-based learning experiences for their students. Additionally, 10 teachers have taken Forest School Training so that we build our capacity to create land-based learning experiences for students. We will host a Forest School Training PD October 6-10 th at Little Red Park.	Sept 2023 - Ongoing	Sr Admin, Principals, Teachers, Students, Elders, Community Partners
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 – Kidsport to identify and support need for SRPSD youth to access sport and culture in the community	Ongoing	Students Families

Appendix J - SRPSD Accountability Reports

SRPSD Accountability Reports

The link to the accountability Reports is

[Current Year Accountability Reports](#)

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

Archived Accountability Reports link - [Archived Accountability Reports](#)

Appendix K - SRPSD Response to COVID-19

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 (2011 – 2023)

Appendix L - Provincial Education Plan (PEP)

Provincial Education Plan (PEP)

After careful consideration in February of 2023, the Board chose to write an endorsement that is dependent on the Ministry's provision of the additional sufficient, stable and predictable funding that is necessary to effectively implement the PEP.

A new Provincial Education Plan developed to guide provincial education to 2030.

[Provincial Education Plan 2024-2030](#)

Appendix M - Budgets at a glance

Budgets at a Glance

- 2024-2025

The Board was presented with the 2024-2025 budget. The Board was pleased to see that their advocacy for funding proved successful as the budget was able to address the demands of inflationary costs next year. The challenge of this budget comes with a projected decrease in enrollment. With fewer students expected in schools, the division will receive less funding. The Board used its Strategic Plan as the guiding principle in developing a budget that focuses on maintaining support for our students and our schools. The Board will continue to advocate for funding that addresses the unique complexities of our community.

A Multi Factor Agreement (MFA) was signed with the Saskatchewan School Boards Association and the Government of Saskatchewan that guaranteed funding each year for four years to deal with classroom complexity.

PMR funding remain below 2022-2023 level.

- 2023-2024

The Board approved the use of \$975,000 from surplus to balance the 2023-2024 budget. The majority of these funds will be used to continue the literacy initiative, Cree language programming and to refresh some division technology equipment such as smart boards. Although the Board was thankful for the additional funding to begin to meet the needs of our students, they adopted the budget with the recognition that additional funding is still needed to meet the unique educational needs of our students. The province reduced PMR funding in the budget cycle from 2022-23 level.

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

2016-2020

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

2024

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

With assistance from:
Joyce Ward

Updated: September 2024