

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

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

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

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

> Monday, March 14, 2022 Time: 4:00 p.m.

> > **AGENDA (#22R-5)**

- 1. Call to order by Board Chair B. Hollick
- 2. Land acknowledgement
- 3. Declaration of conflict of interest
- 4. Motion to move into Closed Session
- 5. Regular session convenes at 5:30 p.m.
- 6. Adoption of the agenda
- 7. Consent items
 - (a) Adoption of the Regular meetings minutes February 28, 2022
 - (b) Board Committee/Representative Updated Terms of Reference for 2021-2022
 - (c) Financial Statements for the Period Ended February 28, 2022
- 8. Business arising from the previous meeting
 - (a) Injury Report R. Bratvold
- 9. New business (Board Committee Reports, Trustees' items and Notice of Motions)
 - (a) Motions brought forward from Closed Session of March 14, 2022
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report T. McCallum / D. Vidal
 - (e) Verbal update regarding a RM/Towns Gathering **B. Hollick**
 - (f) Update on the Progress of the 2021-22 Board Advocacy Plan **D. Rowden**
- 10. Accountability reports

Page 2 – Regular Meeting Agenda (#22R-5) March 14, 2022

11. Reports from administrative staff

- (a) Director's Update R. Bratvold
- (b) School Tours *R. Bratvold*
- (c) Verbal update on June Recognition Event J. Ward

12. Notice of Motion

- 13. Three key messages for SCC/Public from meeting
- 14. Board members' forum
- 15. Adjournment

	CALENDAR OF EVENTS
Monday, March 21, 2022	Planning Meeting, Education Centre, 545 – 11 th Street East, Prince
Time: 3:00 p.m. to 5:00 p.m.	Albert
March 27 (pm) and March 28,	Rural Congress – virtual / in-person, Saskatoon, SK
2020	
Monday, April 4, 2022	Board Meeting, Education Centre, 545 – 11 th Street East, Prince
Time: 4:00 p.m.	Albert
Thursday, April 7 (pm) and	SSBA Spring Assembly, Saskatoon, SK – in person and virtual
Friday, April 8 (all day)	



SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: March 14, 2022

Type of Meeting	Agenda Items	Intent	
[V] Regular	[] Correspondence	[] Inforr	nation
[] Closed Session	[] New Business	[] Decis	ion
[] Committee of the Whole	[V] Reports from Administrative Staff	[] Discu	ssion
	[] Other:	[√] Conse	nt Item
Primary Policy Reference:	8.8		
FROM: R. Bratvold, Director	of Education	ATTACHMENTS	[٧]
BACKGROUND			A

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

• February 28, 2022 Regular Minutes

RECOMMENDATION



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

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

NO. #2022R-4 (MONDAY, FEBRUARY 28, 2022)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, FEBRUARY 28 2022 AT 3:00 P.M. IN THE SEMINAR ROOM, EDUCATION CENTRE, 545 11^{TH} STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee

MR. A. NUNN, Trustee

MS. D. ROWDEN, Vice-Chair

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

DR. M. VICKERS, Trustee (virtual)

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education Mr. J. Pidborochynski, Chief Financial Officer

Mrs. J. Ward, Administrative Services Officer

Mrs. J. Hingley, Superintendent of Schools

Ms. C. Trann, Superintendent of Schools

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

The land acknowledgement was completed at the Elders Council that was held prior to the Board meeting.

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

MOTION TO MOVE INTO CLOSED SESSION:

#22R-18

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

Carried.

Regular meeting resumed.

STUDENT TRUSTEES

T. McCallum (virtual)

D.Vidal (absent)

OTHERS

M. Oleksyn, Daily Herald reporter (virtual)

ADOPTION OF THE AGENDA:

#21R-19

Moved by D. Rowden that the agenda be approved as presented. Carried.

Page 2 – Regular Meeting Minutes (#2022R-4) February 28, 2022

CONSENT ITEMS:

#22R-20

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

- (a) Adoption of the Minutes for the Regular meetings of January 10, February 7, and February, 2016;
- (b) Board Committee/Representative Updated Terms of Reference for 2021-2022;
- (c) Administrative Procedures Changes.

Carried.

NEW BUSINESS:

(a) Verbal Update – SRSC Committee

T. McCallum provided a verbal report on the individual schools' activities that have taken place and the SRSC Executive workings.

(b) Follow-up on Linkage Meetings

B. Hollick commented that both meetings provide good networking opportunities and will continue with them for next year.

(c) **Board Development Committee Update**

D. Rowden commented the Speaking with Confidence session will be held May 11, 2022 at Saskatchewan Polytechnic and will involve the trustees and Administrative Council. She noted that the Board Development Committee will sending out a survey requesting feedback regarding the professional development opportunities that took place this year.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) 2021-2022 SRPSD Global Sports Academy Program Update

C. Trann provided a mid-year report containing anecdotal information and data pertaining to successes of the Global Sports Academy program for the 2021-2022 school year. The expansion of a Grade 7/8 hockey program and a Grade 9 to 12 multi-sport athlete program have been excellent.

(b) <u>Indigenous Languages Update</u>

The Truth and Reconciliation Commission's Call to Action 12, 13 and 14 guides SRPSD in its work to promote Indigenous Languages and the support of partners and the community strengthens that work. J. Hingley reported the success of the Cree Language Program at John Diefenbaker and the plans to expand to grade 2 starting next fall. The Metis Nation-Saskatchewan continues to partner with SRPSD to sustain the Michif Language and Culture Programs in Kindergarten at Queen Mary and St. Louis. The excellent experiences for these students are created by the leadership of outstanding staff, the generous guidance of Elders and the support of parents and communities.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Indigenous Languages Program;
- Global Sports Academy Program;
- Elders Council

Page 3 – Regular Meeting Minutes (#2022R-4) February 28, 2022

BOARD MEMBERS' FORUM:

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

MOTION TO MOVE INTO CLOSED SESSION:

#22R-21

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

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of February 28, 2022:

#22R-22

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

1. That the Board affirm the presented tentative metrics as measurements of Strategic Plan goal achievement and direct administration to present the final metrics prior to June 30, 2022 for Board consideration.

Carried.

2. That the Board continue to operate on the existing Memorandum of Understanding (MOU) with Living Sky School Division for a period of five years and at that time the MOU will be reviewed.

Carried.

ADJOURNMENT:

#22R-23

Moved by B. Gerow that the meeting adjourn. (6:20 p.m) **Carried.**

SIGNATURES:

Board Chair	Administrative Services Officer
Date of Approval	



March 14, 2022

MEETING DATE:

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

Type of Meeting	Agenda Items	Intent		
[√] Regular	[] Correspondence	[] Information		
[] Closed Session	[] New Business	[] Decision		
[] Committee of the Whole	[$\sqrt{\ }$] Reports from Administrative Staff	[] Discussion		
	[] Other:	[V] Consent Item		
Primary Policy Reference:	9, 10			
ROM: R. Bratvold, Director of Education		ATTACHMENTS [√]		
¥				
BACKGROUND				

RE: BOARD COMMITTEE/REPRESENTATIVES UPDATED TERMS OF REFERENCE FOR 2021-2022

The following committees/Board representative has revised Terms of Reference for 2021-2022:

Student Discipline Committee (revised)

RECOMMENDATION

That the revised Terms of Reference for the Student Discipline Committee be approved.

Student Discipline Committee 2021-2022

Terms of Reference

(Confirmed by committee 2021 11 26, approved by Board 2021 12 13) Revised by committee 2022 02 28, revisions approved by Board TBD

1. Purpose of the Committee:

The purpose of the Board Development Committee is to carry out the Boards delegated authority to review appropriate student discipline incidents and take action as outlined in Board Policy and the *Education Act, 1995* and its relevant Regulations.

2. Background

The committee is constituted at the Board's Organizational meeting and its structure and function is outlined in Policy 9:

3.1 Membership

Four trustees selected annually at the Organizational meeting.

- 3.2 Terms of Reference
 - 3.2.1 The Committee shall consist of four trustees, the Director, appropriate Superintendent and relevant Principal.
 - 3.2.2 The Committee shall select one of the four trustees as its chair.
 - 3.2.3 The student(s) and the parents/guardians shall be invited to attend appropriate portions of the committee's meeting.
 - 3.2.4 The Student Discipline Committee will confirm, modify or remove the suspension. The suspension may be increased to not more than one year or total expulsion could be recommended.
 - 3.2.5 The Student Discipline Committee will make its decision, notify the student and the parents/guardians of its decision and will report its decisions to the Board at the next regular board meeting.
 - 3.2.6 Any suspensions of more than three days shall be referred to the committee for deliberation.
- 3.3 Meetings

At the call of the Chair but in a timely manner to comply with all statutory provisions

3. Member Expectations

Committee members are expected to demonstrate a commitment to:

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

4. Composition of the Committee:

The committee shall be composed of trustees appointed annually at the Organizational meeting. Current members are:

Chair:

Grant Gustafson (Chair)

Trustees:

Cher Bloom, Arne Lindberg, Bill Gerow

Admin Support as determined by the Director:

Robert Bratvold

5. Roles and Responsibilities:

- The committee chair (or designate) is responsible for
 - i. calling the meetings, setting the agenda and sending notice to committee members.
 - ii. chairing the meetings and ensuring minutes are recorded.
 - iii. achieving the purpose/deliverables of the committee.
- Committee members are responsible for reading, preparation and contributing to the committee work.

6. Meetings:

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

7. Expenses:

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

8. Term of the Committee:

The committee is a permanent committee of the Board. Members will continue to serve the committee until new members are appointed by the Board.

9. Reporting/Communication:

- Upon receipt of a Suspension Report from the Director, committee members can choose to investigate further or accept the report as presented. Members will indicate their choice by contacting the chair within an appropriate time:
 - i. Within five days of the start of any 10-day suspension.
 - ii. Prior to the end of any suspension of less than 10 days.
- The Committee Chair will confirm as soon as is practicable with the Director the committee's choice to investigate further or accept the report.
- The committee chair (or designate) will report to the Board:
 - i. The number of suspensions, length of suspensions, any concerning trends or other details the committee determines.
 - ii. The results of any investigations to confirm, modify or remove a suspension.
 - iii. Any time the committee is recommending expulsion or other circumstances where the committee seeks the whole board to consider disciplinary action.

10. Decision Making

The committee will endeavor to work to consensus in decisions around the work undertaken but the chair will call for a vote on decisions, as he/she deems appropriate. The Education Act, 1995 and relevant regulations are the final authority on all decisions and actions related to student discipline.



SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE:

March 14, 2022

Type of Meeting		Agenda Items	Intent
[√] Regular		[] Correspondence	[] Information
[] Closed Session		[] New Business	[] Decision
[] Committee of t	he Whole	[V] Reports from Administrative Staff	[] Discussion
		[] Other:	[V] Consent Item
Primary Policy Refe	rence:	2.8	
FROM:	J. Pidborod	chynski, Chief Financial Officer	ATTACHMENTS [V]
BACKGROUND	-		

RE: FINANCIAL STATEMENTS - for the Second Quarter Ending February 28, 2022

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

The accompanying financial statements will be reviewed in detail with specific reference to the budget percentage remaining for the period. For comparative purposes 50.0% or six months remain in the fiscal year.

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

- 1. Tuition Fees On-reserve tuition fees have been billed for September 2021 to March 2022.
- 2. Complementary Services ELIS grant not budgeted
- 3. External Services Large project grants (FTV, ISSI) are received in June.

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

1. Tuition Fees – paid in June

Capital Purchases

1. Computer equip - \$127K, other equipment - \$108K.

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That the Board approve the Financial Statements for the second quarter ending February 28, 2022.

Saskatchewan Rivers School Division No. 119 Statement of Financial Position

As at February 28	8, 2022
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	Current Year Actual	Prior Year Actual	Variance
Financial Assets			
Cash and Cash Equivalents	23,292,207	29,769,460	(6,477,253)
Other Receivables	1,293,111	439,163	853,948
Portfolio Investments	2,000,000	1,000,000	1,000,000
Total Financial Assets	26,585,318	31,208,623	(4,623,305)
Liabilities			
Accounts Payable and Accrued Liabilities	4,197,341	2,262,104	1,935,237
Liability for Employee Future Benefits	3,178,400	3,178,400	-
Deferred Revenue	1,014,083	1,047,781	(33,698)
Total Liabilities	8,389,824	6,488,285	1,901,539
Net Financial Assets	18,195,494	24,720,338	(6,524,844)
Non-Financial Assets			
Tangible Capital Assets	59,452,808	61,980,847	(2,528,039)
Inventory of Supplies for Consumption	141,036	141,036	-
Prepaid Expenses	128,568	660,782	(532,214)
Total Non-Financial Assets	59,722,412	62,782,665	(3,060,253)
Net Assets	77,917,906	87,503,003	(33,698)
Accumulated Surplus			
Accumulated Surplus - Beginning of the Year	87,503,003	88,000,782	(497,779)
(Loss) earnings from Operations	(9,585,097)	(497,779)	(9,087,318)
Accumulated Surplus	77,917,906	87,503,003	(9,585,097)

Saskatchewan Rivers School Division No. 119

Statement of Operations and Accumulated Surplus For the Period from September 1, 2021 to February 28, 2022

	Current Year Actual	Current Year Budget	Budget Remaining	Budget % Remaining	Prior Year Actual	Actual Variance
REVENUE						
Property Taxation	-	_	_	#DIV/0!	118,651	(118,651)
Grants	46,432,055	90,987,788	44,555,733	48.97%	99,237,912	(52,805,857)
Tuition and Related Fees	1,857,562	2,596,213	738,651	28.45%	2,299,631	(442,069)
School Generated Funds	1,275,179	2,280,000	1,004,821	44.07%	1,318,469	(43,290)
Complementary Services	961,906	1,611,542	649,636	40.31%	1,866,543	(904,637)
External Services	1,355,970	4,011,354	2,655,384	66.20%	4,400,276	(3,044,306)
Other	584,673	1,031,742	447,069	43.33%	1,308,917	(724,244)
Total Revenue	52,467,345	102,518,639	50,051,294		110,550,399	(58,083,054)
EXPENSES						
Governance	265,863	507,962	242,099	47.66%	506,339	(240,476)
Administration	1,727,742	3,315,166	1,587,424	47.88%	3,211,947	(1,484,205)
Instruction	44,822,999	74,211,913	29,388,914	39.60%	74,893,185	(30,070,186)
Plant	7,388,467	15,914,133	8,525,666	53.57%	18,074,284	(10,685,817)
Transportation	3,877,280	7,226,063	3,348,783	46.34%	6,684,752	(2,807,472)
Tuition and Related Fees	1,500	69,072	67,572	97.83%	81,800	(80,300)
School Generated Funds	1,033,650	2,305,000	1,271,350	55.16%	1,389,831	(356, 181)
Complementary Services	900,926	1,707,630	806,704	47.24%	1,944,291	(1,043,365)
External Services	2,034,015	4,070,122	2,036,107	50.03%	4,261,749	(2,227,734)
Other Expenses		500	500	100.00%	-	
Total Expenses	62,052,442	109,327,561	47,275,119		111,048,178	(48,995,736)
(Deficit) surplus for the Period	(9,585,097)	(6,808,922)	(2,776,175)		(497,779)	(9,087,318)
Accumulated Surplus, Beginning of Year	87,503,003	87,503,003			88,000,782	(497,779)
Accumulated Surplus, End of Period	77,917,906	80,694,081			87,503,003	(9,585,097)
Tangible Capital Assets - Beginning of Year	61,980,847	61,980,847	-	0.00%	65,480,175	
T		SECRETARIO DE CONTRACTORIO				
Tangible Capital Asset Purchases	235,211	817,600	582,389	71.23%	(2,652,980)	CONTROL OF THE PROPERTY OF
Amortization	(2,763,250)	(5,526,500)	(2,763,250)	50.00%	(846,348)	
Tangible Capital Assets - End of Period	59,452,808	57,271,947	(2,180,861)	1. 按例 医子侧原根	61,980,847	



SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE:

March 14, 2022 (deferred from February 7 power outage)

Type of Meeting	Agenda Items	Intent	建树脂 群
[√] Regular	[] Correspondence	[√] Informa	tion
[] Closed Session	[] New Business	[] Decisior	า
[] Committee of the Whole	[v] Reports from Administrative Staff	f [] Discussi	on
	[] Other:	[] Consent	Item
Primary Policy Reference: <u>13</u>			
FROM: R. Bratvold, Director	of Education	ATTACHMENTS	[]

RE: INJURY REPORT

1. Background

The Safety Program of the division is wide ranging and includes things ranging from fire safety and WHMIS to OHS and our Return-to-Work program. The division safety team consists of the Superintendent of Facilities, Human Resources Manager and Director of Education. This team meets on a regular basis (quarterly at minimum) to

- Review data from WCB, OHS, and internal sources.
- Connect with representatives from WCB, OHS and WorkSafe.
- Plan, implement and monitor actions designed to improve safety across the division.
- Identify emerging issues and plan a response.
- Create reports or other forms of communication to share with the Board, administration and others.

The purpose of this Injury Report is to highlight some of the key indicators that provide a snapshot of injury data currently and over time.

Note that the WCB operates on a calendar year (January 1 to December 31) so its collection and comparison of data does not integrate well with the school-year cycle that the school division follows.

2. Injury Data

Annual Data Comparison								
WCB Injury	WCB Injury 2019 2020 2021							
Rate for SRPSD	SRPSD	Industry	SRPSD	Industry	SRPSD	Industry		
and Industry	45	577	20	405	19	457		
Category G12	9.97%	6.95%	4.89%	4.88%	n/a	5.64%		

Timelines and Injury Data									
		As of Dec 31/19	As of Dec 31/20	As of Dec 31/21					
Data Type	2018	2019	2020	2021					
Total Employees in data set									
(CUPE, sub CUPE, contract, OOS, sub Teacher)	984	1000	1035	986					
Total Injury Claims	28	45	20	19					
Loss Time Injury Claims	15	19	8	11					
Lost Days	826	585	667	474					
Lost wages cost estimate (Note 1)	\$125,469.40	\$89,621.00	\$101,317.30	\$74,522.28					
Lost wages reimbursed (Note 2)	\$23,502.04	\$30,660.62	\$13,146.70	\$44,424.29					
Cost to SRPSD from all injuries (Note 3)	\$101,967.36	\$58,960.38	\$88,170.60	\$30,097.99					

NOTE 1: This data is intended to provide a rough estimate. It is not precise because the hourly wages of those injured ranges from \$22.62/hour (Caretaker) to \$22.30/hour (EA) and the number of employees at each rate varies. The average used for this calculation is \$22.46 per hour at 7 hrs/day

<u>NOTE 2:</u> This data is actual wages reimbursed by WCB. The data is not precise because WCB reimburses the division for 80-85% of the wages paid to an employee if that injury is covered by the WCB program but numbers and wages vary as outlined in NOTE 1.

NOTE 3: The data does not include the salary of SRPSD staff managing the injury and return to work process, the lost productivity, nor the WCB annual premium costs. The salary of those managing the injury and the lost productivity data is not available and the WCB premiums are part of the budget and financial statements.

3. Injury Data by Employee Classification

Note WCB data does not include teachers so although some extrapolation of CUPE data might be indicative of employee injury generally, the duties of teachers are quite different from CUPE.

Employee Classification	As of Oct 31/19	As of Dec 31/19	As of Dec 31/20	As of Dec 31/21
EA's	11	20	4	13
Caretakers	9	13	9	3
Maintenance/Mechanic	2	4	5	1
Bus Driver		2		1
Other (Sec, Lib, Social				
Worker, Cook, IT, OOS)	4	6	2	1
TOTAL	26	45	20	19

Employee Classification	As of Oct 31/18	As of April 30/19	As of May 31/19
EA's	10	4	6
Caretakers	9	5	7
Maintenance/Mechanic	2	1	1
Other (Sec, Lib, Social	5	1	1
Worker, Cook)			
TOTAL	26	11	15

4. Injury Data by Most Frequent Type

Injury Classification	As of Oct 31/19	As of Dec 31/19	As of Dec 31/20	As of Dec 31/21
Bodily reaction and exertion	11	16	6	6
Slip and/or Falls	7	16	8	4
Contact with objects and/or equipment	3	5	1	2
Assaults, violent acts, attacks, harassment	5	8	2	7
Other events or exposures			3	
TOTAL	26	45	20	19

5. Key Actions in Next Term

- a) Provide advice and direction on safety measures to OHS committees.
- b) Ensure OHS committees remain compliant with legislation and operate effectively.
- c) Collaborate with WCB rep to investigate potential training for EAs and other staff.
- d) Communicate injury rates and key interventions to staff through principals.
- e) Sustain implementation of the Return to Work and COR Safety programs.
- f) Analyze and respond to the external audit of the Safety Program and COR certification.
- g) Refresh and remind principals and OHS committees about requirements of Fire Code and safety audits.



MEETING DATE:

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

ATTACHMENTS

[٧]

Type of Meeting Agenda Items Intent [V] Regular [] Correspondence [\formation [] Closed Session [] New Business [v] Decision [] Committee of the Whole [] Reports from Administrative Staff [] Discussion [√] Other: <u>Board Committee</u> [] Consent Item Primary Policy Reference: 9.4 FROM: D. Rowden, Chair, Board Development Committee

BACKGROUND

RE: 2021-2022 BOARD ADVOCACY PLAN UPDATE

March 14, 2022

Attached is the 2021-2022 Board Advocacy Plan that was approved on December 13, 2021. A verbal update on the progress of the plan will be provided at the Board table.

RECOMMENDATION



2021-2022 Board Advocacy Plan

Background:

As part of the policy renewal process, the Board committed to developing an annual advocacy plan which is to be reviewed periodically and renewed on an annual basis. It is the responsibility of the Vice-Chair to lead the process of drafting and presenting the Board advocacy plan for the coming year and updating the Board regularly on progress (Policy 6.8).

Purpose:

The Board and individual trustees represent and promote the best interests of students through their interactions with families, the public, the media, community partners, provincial organizations and with government. It is the responsibility of the Board of Education to act as an advocate for students, to continually enhance their experiences, opportunities and wellbeing within the context and mandate of *The Education Act, 1995*. Ultimately, the purpose of advocacy is to influence education policy and to seek to secure sufficient resources in order to meet local student needs identified by the Board of Education. Effective advocacy depends on consistency and persistence, as well as effective engagement.

The Board Advocacy Plan complements the existing Strategic Plan of the Board. It outlines general and specific actions that the Board can take to actualize the stated goals from the Board's strategic planning and guiding documents.

Process:

In June or August each year, the Board reviews the recent Advocacy Plan and has the opportunity to provide input into its renewal. Trustees' feedback forms the basis of the current plan, and there are opportunities throughout the year to provide further input into advocacy. The plan is revisited in November and again in March of each year, or as otherwise indicated on the Board Annual Work Plan.

Long Term Goal Areas:

The Board identified areas for advocacy efforts align with the focus areas of the Strategic Plan. Advocacy in these areas (see details in Appendix A) occur as a matter of course in interactions with others and when opportunities present. The short-term goals and actions are outlined on the next pages.

- 1. Learning and Innovation
- 2. Inclusion and Cultural Responsiveness
- 3. Mental Health and Wellbeing
- 4. Citizenship and Relationships
- 5. Governance and Leadership

Advocacy Priorities for 2021-22:

The Board recognizes the effectiveness of identifying a few priorities for focused work in the current year. These priorities will be monitored over the remaining school year, then revised as needed at the end of this school year to identify priorities for the next year. Efforts to build coalitions with local agencies, industry and other levels of government will be paramount.

1. Learning and Innovation Targets for 2021-2022

1.1. Secure sustainable funding or in-kind support for SRPSD indigenous language programs

Actions/Activities:

- a) Meet with Minister of Education to promote and celebrate our current language programs and promote plan for future.
- b) Explore partnerships First Nations and Métis and post-secondary organizations.
- c) Identify and communicate with potential corporate sponsors.
- d) Locate and access federal or international funding programs that support Indigenous language programs.

1.2. Lobby for the elimination of provincial examinations (departmentals) for grade 12 students

Actions/Activities

- a) Acquire data (fiscal, academic, or other) that supports the goal of elimination.
- b) Develop support from other school division trustees and boards.
- c) Seek support of parents and School Community Councils (SCCs) by providing rationale/data that supports the elimination and ensure an opportunity to have parent questions addressed.
- d) Consider discussions or other communication with local and provincial STF.
- e) Meet with Members of the Legislative Assembly (MLAs) and Minister of Education to provide rational and encouragement
- f) Record advocacy rational and request in writing to the Minister and others as appropriate.

2. Mental Health and Well-being Targets for 2021-2022

2.1. Secure additional funds for the next three years to support students recovering from the unfinished learning caused by the COVID disruptions.

Actions/Activities

- Request a report from Administrative Council outlining the scope and nature of the issue.
- b) Meet with local human service agencies to build awareness and collaboration.
- c) Meet with MLAs and Minister of Education to share concerns and request supports.

2.2. Establish schools as sites for more appropriate and accessible local mental health supports for students and families

Actions/Activities

- a) Meet with local MLAs and the Minsters of Health and Education or government/secretariat/mental health action plan.
- b) Communicate about and promote the existing school infrastructure that is in place to meet mental health needs and advocate for integrated service delivery of mental health supports in schools.
- c) Meet with local Health Region officials to strengthen mental health supports offered in schools, with particular attention to lobbying for additional child and youth psychologists.

Board approved: December 13, 2021

Appendix A: Long Term Advocacy Goals: Broad Strategies

1. Learning & Innovation

The Board of Education is committed to recognizing, enhancing and promoting learning and innovation opportunities in the school division and will continue to advocate for programs and resources that will enrich the academic experience for all students.

Broad Strategies:

- a) Advocate for additional Prekindergarten programs in the school division.
- b) Advocate for universal full day, every day Kindergarten in SRPSD schools.
- c) Promote the school division's current offerings: dual credit courses, e-learning, industry-specific training opportunities, program enhancement initiatives and strong academics.
- d) Engage post-secondary partners and advocate provincially for dual credit programs, locally developed programs and innovative partnerships that have a positive impact on student learning and transitions.
- e) Advocate provincially for renewal of graduation requirements that reflect the current and future needs of students.
- f) Include parent engagement and student engagement in its advocacy efforts.

2. Inclusion and Cultural Responsiveness

Funding adequacy continues to be a primary concern of the Board of Education, especially as it relates to supporting vulnerable students. The school division has an inordinate number of students and families that are vulnerable. Striving to meet the complex needs of vulnerable students places extra demands on the school division budget, which are not fully recognized through provincial funding distribution. The Board affirms the need to continue to advocate for adequate resources for students with vulnerabilities in order to meet bold provincial and locally determined targets around student learning.

Broad Strategies:

- a) Share information relating to vulnerable student demographics and associated impacts on student learning and the school division budget at planned linkage meetings and with government throughout the year.
- b) Promote staff capacity-building programs that are having a positive impact on the learning and futures of vulnerable students.
- c) continue to respond to the calls to action in the Truth & Reconciliation Report and to be seen as champions of reconciliation.
- d) Advocate for fully resourced inclusive education at the provincial level and raise awareness with SSBA Executive and membership at provincial events.
- Advocate for a review of funding distribution weightings and factors that impact the division's capacity to actualize provincial and local plans to support vulnerable students.

- f) Share strategic goals and diverse stories of student success and anti-oppressive, anti-racist practices in student-first, plain language.
- g) Create a coalition of Indigenous and non-Indigenous partners to consider joint-advocacy efforts and initiatives (i.e. Action on TRC Calls, September 30 National Day for Truth and Reconciliation, June 21 National Aboriginal Day, and other opportunities).
- Establish advisory mechanisms to ensure the voice of LGBTQ2S+ community, persons with disabilities and other visible and invisible minorities is present in Board deliberations.

3. Mental Health & Well-Being

The Board of Education envisions and works towards communities where students, staff and families are supported to sustain and strengthen their resiliency and mental wellness. Proactive measures to preserve and support mental wellness

- a) Advocate for wholistic interventions, supports and partnerships that address the root causes of academic disengagement: poverty, transience, marginalization, mental health and addictions.
- b) Meet annually with MLAs, MPs and Saskatchewan Health leadership to advocate for sustainable, predictable and sufficient funding for mental health programs in schools.
- c) Recognize that schools are easily accessed sites for students to access mental health services and meet annually with MLAs and MPs to advocate for integrated service delivery of mental health supports in schools.
- d) Advocate to the ministries of health, education, social services and justice to raise awareness of local service capacity concerns.

4. Citizenship & Relationships

The Board of Education affirms the importance of public engagement and enhancing positive relationships with students, staff, parents and the public. Positive public relationships and the promotion of the Saskatchewan Rivers Public School Division's culture of excellence is seen by the Board as an integral part of advocating for students and providing local voice. It is also clear that effective relationships within schools and between schools and families are essential elements for student success. Advocacy will be helpful in strengthening the reciprocal connection between effective relationships and positive citizenship in students, staff and the public.

Broad Strategies:

- a) Continue to support diversity and the welcoming culture of Saskatchewan Rivers Public School Division schools.
- b) Publicly recognize and highlight the achievements of all Governor General Award winners in each graduating class.
- c) Prioritize SCC engagement and capacity building.
- d) Ensure the Board's Communications Committee considers Advocacy Plan goals in its actions.

- e) Continue to support the activities and effective operation of the Saskatchewan Rivers Students for Change (SRSC) group and promote implementation of student voice/student leadership structures in other divisions and levels of government.
- f) Include a Communications or Key Messages component on each Board agenda.
- g) Promote the sharing of and response to the data gathered annually from the OurSCHOOL parent survey and the results of the staff satisfaction survey conducted every three years.
- h) Meet annually with local post-secondary partners as part of its linkage meetings.
- i) Promote its connection to and the messages of the Public Schools of Saskatchewan (Public Section) that promote the value of public education.

5. Governance and Leadership

The Board of Education believes in the importance of strong local voice and takes seriously its role to provide open and accountable leadership. This includes maintaining strong relationships with the Ministry of Education and seeking out opportunities to engage directly with the Minister and/or Ministry of Education on educational matters. The foundational statements of the Board outlined in Policy 1 articulate the Board's beliefs in local government.

Broad Strategies:

- a) Advocate for sufficient funding in order to meet student needs and actualize local/provincial goals.
- b) Advocate for a Ministerial review of Sections 55 to 58 of the School Division Administration Regulations, 2017 as they relate to school review, enrolment thresholds and the geographical proximity of schools.
- c) Publicly recognize the strong stewardship of the school division's facilities and maintenance record and advocate for continued provincial support for preventative maintenance funding.
- d) Lobby locally and provincially for a provincial capital infrastructure renewal plan that recognizes the unique context of rural schools.
- e) Advocate for local voice in education by developing local campaigns that contribute to SSBA advocacy initiatives such as Local Voices, Local Choices and Local Government Week (in November annually)
- f) Lobby for flexible and sufficient governance funding to provide effective local voice.
- g) That the Board seek out formal and informal opportunities to work jointly with the Minister of Education and/or Ministry of Education officials.
- h) That the Board clearly communicate key messages around the strength, stewardship and importance of locally-elected trustees and autonomous boards of education in the province.
- i) Lobby for strategic and targeted funding to address accessibility issues in schools and monitor/respond to the development of provincial accessibility legislation



SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: March 14, 2022

Type of Meeting	Agenda Items	Intent		
[√] Regular	[] Correspondence	[√] Information		
[] Closed Session	[] New Business	Decision		
[] Committee of the Whole	[V] Reports from Administrative Staff	Discussion		
	[] Other:	[] Consent Item		
Primary Policy Reference:	8.5, 8.6, 13			
FROM: R. Bratvold, Director of Education		ATTACHMENTS []		
BACKGROUND				

RE: DIRECTOR UPDATE

1. Student Learning

a) Excerpts from a few school newsletters provides some insight into the kinds of activities students are engaged in:

Happy March! In grade six, we have been creating poetry pieces about ourselves. The grade six are creating their poetry anthology, which lets the students create, dissect and practice their poetry skills. In math, the grade six class will be completing Probability and Rations and moving into fractions. They really loved doing the hands-on math! Our class will be doing a few art classes with the grade seven's as we are going to learn how to jig from Ms. Deschambeault, we have been learning about different dances and the elements behind dance — I am so proud, in one way or another, they stepped out of the comfort zone and participated. Way to go grade six!

Wow, where did the first two months of 2022 go? In grade four we were so busy learning about Medieval Times and working on multiplication and division facts. It is hard to believe we are into March already! This month we will be reading Charlotte's Web and working on the reading strategies of summarizing and inferencing and in Social we will be learning all about Agriculture in Saskatchewan. We will continue to investigate light energy in Science. Double digit multiplication and division are on the menu for Math class! I hope everyone had a restful break because Grade Four is heading into March like a lion, eager and excited to learn new things. Remember to dress for the weather!

b) The move to a comprehensive reporting system has been mostly successful as we transition away from reliance on a few major events (report cards and parent teacher interviews) towards a more frequent and diverse approach to assess and report student progress to students and families. We have been able to learn some different ways of reporting through COVID and some of those practices can remain as valuable parts of the teacher-home communication process.

2. Partnerships

- a) We are excited to announce a partnership with **Dumont Technical Institute** (DTI) to provide additional support for students seeking Adult Basic Education. We have a number of 18 21 year-olds in our community whose life did not include success in high school and are now returning to complete some essential education. In SRPSD schools, we provide supportive programming for diverse needs, but some of these young adults find more success through an ABE program in an adult environment. DTI has a record of strong programming and support for these learners and we are pleased to provide some transfer of provincial funding to support these students.
- b) At least two local organizations are considering the purchase of the Margo Fournier Centre and both have reached out to SRPSD to explore possible partnerships and shared programming, should they be successful in their venture. There are some good potential outcomes with either partner.

3. Ministry and Provincial Happenings

- a) Feedback on the **Interim Provincial Education Plan** was well-received by the Ministry and expectations to have the IPEP finalized in the coming month.
- b) The Invitational Shared Service Initiative partnerships will continue to be an application-based process. Our good work with our active ISSI First Nation partners (Wahpeton, One Arrow, Muskoday, Saskatoon Tribal Council) is anticipated to roll-over as it was a three-year plan with annual renewal. Meetings have been less frequent during COVID, but Superintendent Jennifer Hingley and Consultant Jodi Letendre are working to establish a schedule to reinvigorate or collaborate meetings
- c) There will be a special report from the **Children's Advocate** regarding mental health support. It will have several recommendations specific to school divisions and is expected to be released before the end of March. We anticipate it will provide support for the kinds of work that SRPSD has been doing and perhaps some guidance for next steps.

4. Budget and Related

- a) There have been additional discussions since the last budget discussion with the Board but we are awaiting the provincial budget allocation before considering next decisions. Schools shares significant appreciation for the Board's decision to support the literacy coaching and staff development project.
- b) Although there were a number of critical comments on social media about the decision to transfer high school transportation to city transit, there were some positive comments as well. There is no doubt that the serious challenges the City of Prince Albert is experiencing with its transit system makes this decision look questionable. We have been part of the City's efforts to recover from the flawed bus purchase and have seen the background and progress of that work. Aside from those optics, there will be some very real challenges to individuals and to our system as we move into this new practice. The first few weeks of September are significantly challenging for us so we can anticipate some of the same challenges to occur for the city transit as well. This change is not without obstacles, but we will work through those and get to a better place.

Page 2 – Director's Update March 14, 2022

We do know that schools currently provide support to vulnerable families by providing city bus passes and expect that to continue. We also know that despite the substantial growth in enrolment in our city high schools, our ridership on buses remains relatively low. This suggests that many have found other ways to get to high school and for the ones riding our buses, we will work to provide some learning and support as they move to city transit. We need to be cautious not to underestimate the adaptability of students, while still supporting those who need it.

5. Emergent Items

RECOMMENDATION