

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

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

**Monday, October 3, 2022
Time: 4:00 p.m.**

AGENDA (#22R-12)

- 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. Induction of Student Trustees for 2022-23 school year:**
 - Max Pahtayken (urban)
 - Mallie Mitchell (rural)
- 8. Consent items**
 - (a) Adoption of the Regular meeting minutes – September 19, 2022 and Special Regular Meeting of September 26, 2022
 - (b) Board Committees/Representatives TOR for 2022-23
- 9. Business arising from the previous meeting**
- 10. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Motions brought forward from Closed Session of October 3, 2022
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) SRSC Board Committee Report – **C. Bloom**
 - (e) Saskatchewan Rivers Students for Change (SRSC) Report – student trustees

October 3, 2022

- (f) Update on Board/Director Evaluation Session – **B. Hollick**
- (g) Plans for 2022 SSBA Assembly – **B. Hollick**
- (h) 2022 SSBA Annual General Meeting – Ballot Information – **B. Hollick**
- (i) Finalize Date/Location/Facilitator for January 2023 Board/Director Seminar – **B. Hollick**
- (j) Board Development Committee Verbal Report – **D. Rowden**

10. Accountability reports

- (a) Learning Improvement Plans (LIP) Accountability Report – **J. Hingley**

11. Reports from administrative staff

- (a) SCCs Gathering – **G. Tebay**

12. Notice of Motion

13. Three key messages for SCC/Public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
Friday, October 7, 2022 Time: 1:30 p.m.	MLAs meeting, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert
Wednesday, October 12, 2022 Time: 11:15 a.m.	Flag Raising Ceremony – outside - Education Centre, 545 – 11 th Street East, Prince Albert
Friday, October 14, 2022	Board/Director Evaluation Session – Education Centre, 545 – 11 th Street East, Prince Albert
Monday, October 24, 2022 Time: 1:00 to 3:00 p.m.	SCCs Gathering, Education Centre, 545 – 11 th Street East, Prince Albert
Monday, October 24, 2022 Time: 4:00 p.m.	Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert

MEETING DATE: October 3, 2022

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Planning	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>8.8</u>	

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

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- September 19, 2022 Regular Minutes
- September 26, 2022 Special Regular Minutes

RECOMMENDATION

1. That the minutes of the Regular meeting of September 19, 2022 be approved as presented.
2. That the minutes of the Special Regular meeting of September 26, 2022 be approved as presented.

NO. #2022R-1 (MONDAY, SEPTEMBER 26, 2022)

MINUTES OF THE SPECIAL REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, SEPTEMBER 26, 2022 AT 4:30 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Board Chair (virtual)

MR. A. LINDBERG, Trustee

MR. A. NUNN, Trustee (absent)

MS. D. ROWDEN, Vice-Chair

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

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mrs. J. Ward, Administrative Services Officer

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

MOTION TO MOVE INTO CLOSED SESSION:

#22SR-1

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

Carried.

Regular meeting resumed.

ADOPTION OF THE AGENDA:

#21SR-2

Moved by A. Lindberg that the agenda be approved as amended.

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of September 26, 2022:

#22SR-3

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

- 1. That the Board continue with Saskatchewan School Boards Association, Darren McKee, Executive Director and Ted Amendt, Director, Board Development and Indigenous Education as the facilitators for 2021-2022 Board/Director Evaluation.***

Carried.

(b) Urban Transportation Services

It was noted that if trustees are contacted by parents regarding urban transportation, please refer parents to the City of Prince Albert and then inform administration.

BOARD MEMBERS' FORUM:

The date for the MLA meeting with the Board was confirmed. Discussion of agenda items will take place at the October 3 Board meeting.

ADJOURNMENT:

#22SR-4

Moved by D. Rowden that the meeting adjourn. (5:20 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

NO. #2022R-11 (MONDAY, SEPTEMBER 19, 2022)

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION
NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, SEPTEMBER 19, 2022 AT 4:00 P.M.
IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK**

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee (absent)

MR. A. NUNN, Trustee

MS. D. ROWDEN, Vice-Chair

MS. J. SMITH-WINDSOR, Trustee

DR. M. VICKERS, Trustee (absent)

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mr. J. Pidborochynski, Chief Financial Officer

Mrs. G. Tebay, Superintendent of Schools

Mrs. J. Ward, Administrative Services Officer

D. Rowden, Vice-Chair, called the meeting to order in the absence of Board Chair Hollick.

D. Rowden acknowledged the traditional homelands of the Métis and the ancestral lands of the Cree, Dene, Dakota, Lakota, Nakoda and Saulteaux peoples and that the division is within Treaty 6 Territory.

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

MOTION TO MOVE INTO CLOSED SESSION:

#22R-71

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

Carried.

Regular meeting resumed.

ADOPTION OF THE AGENDA:

#21R-72

Moved by A. Nunn that the agenda be approved as presented.

Carried.

CONSENT ITEMS:

#22R-73

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

(a) Adoption of the Minutes for Regular meetings of August 29, 2022;

(b) Board Committee/Representatives TOR for 2022-2023;

(c) Correspondence;

(d) Financial Statements – for the Period Ended August 31, 2022 - preliminary.

Carried.

BUSINESS ARISING FROM THE PREVIOUS MEETING:

(a) **SSBA Information – Bylaws and Resolutions**

The information from the SSBA regarding the bylaw amendments, resolutions process deadlines for submission was shared at the August 29, 2022 Board meeting. The draft resolutions proposed were discussed.

#22R-74

Moved by G. Gustafson the Board submit the resolution pertaining to education mill rates with the rationale addition to the 2022 Saskatchewan School Boards Association Annual General Meeting.

Carried.

#22R-75

Moved by B. Yeaman that the Board submit the resolution pertaining to funding for independent schools to the 2022 Saskatchewan School Boards Association Annual General Meeting.

Carried.

(b) **Setting the Date for the Board/Director Seminar**

Consensus of the Board was to schedule the Board/Director Seminar in January 2023. The date will be finalized in the near future.

NEW BUSINESS:

(a) **Motions from the Closed Session of September 19, 2022:**

#22R-77

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

- 1. That the Board hold a special meeting on Monday, September 26, 2022 at 3:00 p.m. to finalize the Board/Director evaluation session.*

Carried.

(b) **Provincial Update**

- **SSBA Report on Increasing Indigenous Trusteeship through the LGEA**

Discussion was held regarding increasing Indigenous representation on school boards. Further discussion will be held at future meetings.

- **SSBA 2023 Proposed Budget**

Consensus of the Board is to support the SSBA 2023 proposed budget.

(c) **Trustee Professional Development Processes**

#22R-78

Moved by A. Nunn that the Board approved the amendment to the 2022-2023 SRPSD Trustee Remuneration Guidelines as presented.

Carried.

(d) Policy Committee Update

Discussion was held regarding the proposed amendments to Policy 10.

#22R-79

***Moved by G. Gustafson that Policy 10 – Board Representatives be approved as revised.
Carried.***

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Proposed Revision to the 2022-2023 Board Meeting Schedule

#22R-80

***Moved by C. Bloom that the 2022-2023 Board meeting schedule be revised to move the
March 13, 2023 to March 6, 2023.
Carried.***

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Student involvement at the Carlton Indigenous Day and the Pipe Ceremony at John Diefenbaker;
- Elders Council;
- SSBA proposed resolutions.

BOARD MEMBERS' FORUM:

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

MOTION TO MOVE INTO CLOSED SESSION:

#22R-81

***Moved by G. Gustafson that the meeting move into Closed Session with Board and
Administration present.
Carried.***

ADJOURNMENT:

#22R-82

***Moved by G. Gustafson that the meeting adjourn. (7:57 p.m.)
Carried.***

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: October 3, 2022

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Planning	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>9, 10</u>	

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

BACKGROUND

RE: BOARD COMMITTEES TERMS OF REFERENCE FOR 2022-2023

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

- Elders Council

RECOMMENDATION

That the Term of Reference for Elders Council be approved.

Elders Council with the Saskatchewan Rivers Public School Division

Terms of Reference

Introduction

The following Terms of Reference are for the use of present and future members of the Elders Council and the Board of Education. This document describes the purpose and role of the Elders Council and relationship to SPRSD's Board of Education.

Purpose

The purpose of the Elders Advisory is to:

- Advise, guide, and support the Board with matters connected to First Nation and Métis education and the Truth and Reconciliation Calls to Action.
- Advise, guide, and support the Board with the implementation of the SRSD Strategic Plan.
- Provide Indigenous perspective and worldview in the development of policies and procedures.
- Provide guidance in areas of Indigenous Languages, traditions, cultural understandings and ceremonies.
- Lead and participate in ceremonies.
- Express opinion on issues that relate to the education of Métis, First Nations, and Inuit students, or on other issues Elders feel are important to discuss.

Protocol

- Elder/Traditional Knowledge Keeper (TKK) protocols will be followed when engaging Elders and Knowledge Keepers in the work of the Board.

Term

These terms will be reviewed annually at the first meeting of the school year between the Elders Council and the Board.

Membership

- The Elders Council will consist of Elders representing a variety of Nations located within Treaty Six territory and the boundaries of SRSD.
- Elders/Traditional Knowledge Keepers will be recognized as Elders from within the Nation they represent.

The membership of the Elder's Council will commit to:

- Providing honest and direct feedback to the Board on matters consulted
- Encouraging the Board in the work of Truth and Reconciliation and anti-racist education
- Acting with humility

The Board of Education will commit to:

- Creating the conditions for open dialogue with the Elders/TKKs
- Respecting the knowledge and lived experiences of the Elders/TKKs
- Acting with humility
- Acting on the feedback and direction provided by the Elder's Council

Meetings

All meetings will be chaired by SRPSD Board of Education. Meeting agendas and minutes will be provided by SRPSD, this includes preparing agendas and supporting papers; preparing meeting notes and information. Meetings will be held (every two months try to coincide with a seasonal pipe ceremony) for (an afternoon) and will occur at the Board office. If required subcommittee meetings will be arranged outside of these times at a time convenient to subcommittee members.

2022-23 Meeting Dates – to immediately follow the Pipe Ceremony.

- Monday, September 19, 2022 - 10:30 a.m. to noon
- Monday, November 7, 2022 - 10:30 a.m. to noon
- Monday, February 6, 2023 - 10:30 am to noon
- Monday, May 1, 2023 - 10:30 a.m. to noon

Priorities/Topics to Explore:

A workplan will be developed to prioritize discussion items and topics. These will be reviewed and approved by the Board and Elder's Council at the last meeting of the year.

2021-22 Topics:

- Wellness and mental health;
- Ensure opportunities to discuss cultural teachings and participate in pipe and sweat lodge ceremonies, land-based learning.

2022-23 Topics:

- Lands based learning - participate in a Sweat Lodge Ceremony, gather medicines, (Perhaps create a full day of learning);
- Apply the Indigenous Education Responsibility Framework to assess the work of the Board;
- Anti-racist and anti-oppressive learning;
- Possibly arrange a visit to Sturgeon Lake First Nation to learn about the wellness initiatives in the community.

Amendment, Modification or Variation

These Terms of Reference may be amended, varied or modified in writing after consultation and agreement by the Elders Council or the Board of Education.

MEETING DATE: October 3, 2022

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
<i>Primary Policy Reference:</i>	<input checked="" type="checkbox"/> Other: <u>Committee Report</u>	<input type="checkbox"/> Consent Item
	<u>9.5</u>	

FROM: C. Bloom, Committee Chair **ATTACHMENTS**

BACKGROUND

RE: SRSC Committee Report

The minutes of the September 19, 2022 SRSC Board Committee meeting is attached for information.

RECOMMENDATION

For Board information.

Sask Rivers Students for Change Committee Meeting

Sept. 19, 2022 2:30 pm

Trustees Present: Jaimie Smith-Windsor, Cher Bloom
Admin Support

Agenda

Overview from previous year end meeting

Orientation planned with executive for Sept. 26

- Each member will meet with division counterpart being:
- President Ella McBride - DLC Robert
- Vice President Jayden Braaten - Birch Hills Robert
- Secretary Abi Kynuik - Shellbrook Joyce
- Media Relations Officer - Deziree Zacharias - Big River - Garette
- Urban/Rural trustees - Max Pahtayken - PACI Mallie Mitchell - DLC - Cher/Michelle

-Wanting executives to lead meetings and plans for the year ahead and hoping executive orientation will help guide them to do this.

Update on full group meeting and plans for the year ahead

-Discussed ideas brought forward at the full group meeting for possible direction of SRSC group this year and will brainstorm with the executive at their first meeting in October. Possible topics may include mental health, departmental exams, and student voice connection. Use our strategic plan as a focus again this year. Possibility of students creating a video with their perspective on the strategic plan much like the Elders video.

Committee evaluation at the end of year. Can help set focus for the following year and takeaways from current year such as successes and challenges. Will make decisions on how this may be accomplished at a later committee meeting.

A welcome to all or any trustees to attend full group meeting with dates as follows:

Wednesday Nov. 23 10-3pm

Monday Jan. 16 10-3pm

Monday Mar. 6 10-3pm

Monday May 8 10-3pm

MEETING DATE: **October 3, 2022**

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Planning	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 8

FROM: **B. Hollick, Board Chair**

ATTACHMENTS

BACKGROUND

RE: 2022 SASKATCHEWAN SCHOOL BOARDS ASSOCIATION (SSBA) ANNUAL GENERAL MEETING – BALLOT INFORMATION

Attached is the information that has been received regarding ballot information for the 2022 SSBA Annual General Meeting. The SSBA will be using Election Buddy for voting and encourage boards to limit their number of accredited delegations for voting to facilitate effective electronic voting. The SSBA is asking that boards of education complete and return information by November 4, 2022.

RECOMMENDATION

For Board information and decision.

MEMORANDUM

September 26, 2022

TO: Chief Financial Officers for Boards of Education

CC: Board Chairs

FROM: Krista Lenius, Administrative Paralegal

RE: **2022 Annual General Meeting
Ballot Information Forms**

Please find attached a Ballot Information form that we ask you to complete and return to this office by November 4, 2022. We will be using Election Buddy for voting. To facilitate effective electronic voting, boards are encouraged to LIMIT their number of accredited delegates for voting. Some important considerations:

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

Please provide an email address and/or mobile phone number **connected to a device your accredited delegate(s) will have access to at the Fall Assembly**, for which to receive the link with log-in information to participate in the voting. This information will enable us to prepare the electronic voting information for your board for the purposes of voting on bylaw amendments, resolutions, and elections at the annual general meeting to be held on November 14 and 15, 2022.

The Indigenous Constituency election is included in the positions up for election at this year's AGM. The Indigenous Constituency includes self-identified First Nations, Métis, or Inuit school board members. Indigenous Constituency members vote as individuals, not as an accredited delegate of their board. If you have an Indigenous school board member who has not self-identified to the SSBA, please contact Stephanie Shaw at sshaw@saskschoolboards.ca so that they can be added to the Indigenous Constituency list. Indigenous Constituency members who attend the Fall Assembly in-person are eligible to vote.

A copy of Bylaw No. 11, which provides for allocation of votes, is also attached for your information.

NOTE: If a board member who is listed as a "voting" delegate for your board is unable to attend the general meeting, your board chair or other person authorized by your board can have that board member's ballots allocated to another board member. To do this, please contact Krista Lenius at klenius@saskschoolboards.ca to make a change. It is important to do this prior to 9:30 a.m. on November 14, 2022, so that the AGM is not interrupted after it has begun.

Thank you for your assistance.

BALLOT INFORMATION
2022 Annual General Meeting Voting Delegates

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

Pursuant to Bylaw No. 11, section 4:

The number of votes to which your Board is entitled 30

(Based on your September 30, 2021 Projected Enrolments student count of 8,622.)

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

	<u>Board members - Voting Delegates</u>	<u># of Votes</u>
1.	_____	_____
	(Board member – voting delegate)	

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

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

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

Signature of School Business Official

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

Thank you

For your information:

Ballot Voting

Association Bylaw No. 11 provides:

Bylaw No. 11: Delegates and Voting

1. School board members who register and pay the registration fee are delegates at the general meetings of the Association.
2. Every member shall inform the Association as to which of its delegates it has authorized to be accredited delegates to cast the votes of the member on questions for which a formal ballot is used, and the number of votes each accredited delegate is authorized to cast.
3. Formal ballots shall be used for:
 - (a) election of members to the Executive;
 - (b) adoption of the Association budget;
 - (c) votes on bylaw amendments and resolutions; and
 - (d) approval to the Executive to petition the Legislative Assembly for changes to the Act incorporating the Association.
4. The number of votes to which each board of education is entitled when a formal ballot is used shall be determined in accordance with the following table using the student count of the board of education as of September 30 for the most recent year as provide by the Ministry of Education:

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

5. Only accredited delegates in attendance at the time a vote is taken shall be entitled to vote.
6. Absentee voting shall not be allowed.
7. On matters where voting is by show of hands, such as motions on procedural matters, each delegate in attendance at the time the vote is taken shall be entitled to vote, and shall have one vote.
8. Delegates who are not accredited delegates may participate in General Assembly and general meeting discussions and debate.

MEETING DATE: October 4, 2021

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Accountability Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>1, 2, 13</u>	

FROM: J. Hingley, Superintendent of Schools

ATTACHMENTS

BACKGROUND

RE: LEARNING IMPROVEMENT PLANS (LIP) ACCOUNTABILITY REPORT

The attached SRPSD LIP Accountability Report will be reviewed at the meeting. Wild Rose Public School Jennifer Ferguson (former Principal); Leanne Gunderson, Dream Catcher Coach and teacher and current Principal, Carrie Grant-Walker will be in attendance to share the Wild Rose Public School story.

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

RECOMMENDATION

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



Accountability Report

Learning Improvement Plans: School Strategic Planning

Jennifer Hingley, Superintendent of Schools

October 3, 2022



SOURCE DOCUMENTS:

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

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

2. Saskatchewan Rivers Public School Division Board Policy 2

Role of the Board

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

EVIDENCE:

1. Planning for Alignment, Engagement and Improvement

Schools engage in strategic planning so that they are intentional about their actions and can ensure that students, staff and the community are accessing a quality learning program. School leadership teams can use the following tools to plan their specific actions:

- Following Their Voices School complete a LILAC.
- The Instructional Change Matrix

School strategic planning documents serve multiple purposes:

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

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

Reading, Math and High School Division Professional Learning Targets



Reading Goal Schools: Deliverables and Goals

2021-2022

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

Literacy Look fors: [Literacy Look-Fors](#)

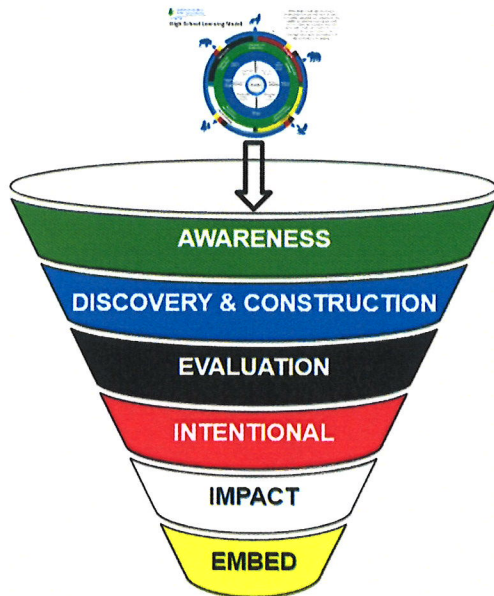
2022-2023

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

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

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

HS Learning Model Rollout & Development

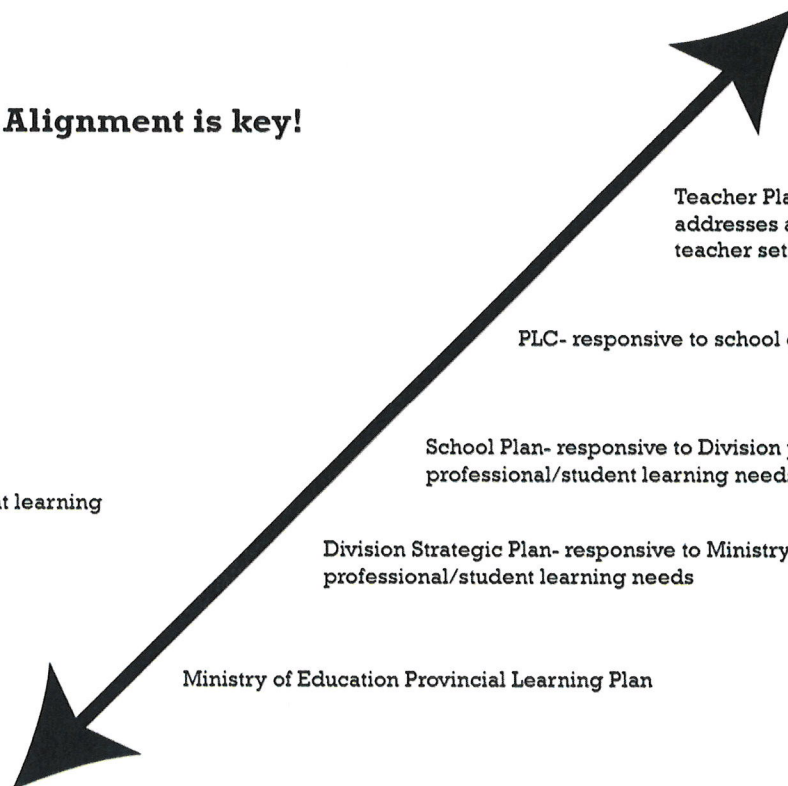


2022-2023 Generate Awareness & Discovery/Construction	<ul style="list-style-type: none"> • Embed model in all division based HS learning communities. • Generate awareness of the model with school staff. • Engage school staff in discovering and learning about ways in which the model can impact their teaching practice. • Co-construct and flesh out resources to support implementation at both the school and classroom levels.
2023-2024 Discovery/Construction & Evaluation & Intentional	<ul style="list-style-type: none"> • Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs.
2024-2025 Discovery/Construction & Evaluation & Intentional & Impact & Embed	<ul style="list-style-type: none"> • Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs. • Assess the impact of the HS learning model. • Embed the HS learning model in all practices.



Alignment is key!

A plan to address student learning and growth.



Teacher Plan- PGP - responsive to PLC goal and addresses a professional learning target that the teacher sets based on their learning needs

PLC- responsive to school goal and student learning data

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

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


Ministry of Education Provincial Learning Plan



Instructional/School Change Matrix "Great schools 'row at one' they are quite clearly in the same boat, pulling in the same direction in unison. The best schools were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff. A clear sense of 'we' (Johnson and Dambodon, 2005)

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

FTV: LILAC

	<p>1. First Nations, Métis and Inuit Student Achievement Goal: By June 2022, 100% of QMPS FNMI Pre-K-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in literacy, as outlined in their co-constructed achievement plan.</p>								
	<p>2. Lag Indicator(s) 1. EYE, ELS, or DRA 2. Weekly attendance data 3. Student and teacher FTV Data</p>			<p>3. Data Source(s) for the Lag Indicator(s) 1. Edsby 2. MSS 3. FTV Surveys</p>					
4. Lead Indicators	5. Teacher Actions	6. Data Sources	7. Plan for Monitoring	8. SCLT Actions	9. Data Checks				
<p>5.1.1 Purposefully and strategically selecting teaching strategies and learning activities that promote student construction of knowledge aligned with specific lesson/unit outcomes.</p>	<p>A. Complete the teacher self-assessment tool on strategy use to determine baseline, then re-administer the tool monthly to determine progress and next steps.</p> <p>B. Complete anecdotal records of specific students when using the teacher clarity strategy in selected lessons.</p> <p>C. Study the teacher clarity strategy then use it in selected lessons.</p> <p>D. Work with intervention team when working through the intention/reflection plan.</p> <p>E. Gather and study student and teacher evidence to reflect on impact and inform next steps.</p>	<p>A. Teacher Self-assessment – Strategy Use tool</p> <p>B. Teacher Clarity Intent and Reflection plan.</p> <p>C. Student Anecdotal Records - New Learning and Work Completed</p> <p>D. Written feedback, feedforward and next steps through informal peer observation.</p> <p>F. Other student and teacher evidence</p> <p>FTV reports: Teacher Practice Report ● 2. Drawing on Teacher Clarity Measures Engagement Report ● 2.2. Self-reported work completed during an Observation ● 3.1. Student new learning self-reported during an Observation FTV Survey Responses ● Student Survey – Interactions</p>	<p>A. Every three months teachers review their self-assessment data in comparison to baseline.</p> <p>B. Before and after each PLC meeting, teachers reflect on understanding and use of the teacher clarity strategy.</p> <p>C. The SCLT monitors completion of teacher self-assessments, teacher reflection, and student anecdotal records and does a monthly review of the data.</p> <p>D. At each staff meeting, the SCLT provides teachers with the opportunity to review teacher self-assessment data and student anecdotal records together to determine impact and next steps.</p> <p>E. The SCLT regularly monitors that teachers are participating in informal peer observations.</p>	<p>A. Support teachers' study of the teacher clarity strategy in staff meetings.</p> <p>B. Support staff to administer self-assessments, reflect on understanding, use and impact of the teacher clarity strategy strategy to determine next steps.</p> <p>C. Schedule opportunities for teachers to informally to share resources, observe one another teach using the teacher clarity strategy.</p> <p>D. Through Shadow Coaching support teachers to: ● use the Teacher Clarity strategy in lessons; ● reflect on impact of strategy on student learning; and, ● consider next steps.</p> <p>E. Gather, analyze and share teacher and student evidence at staff meetings and other venues to inform discussion and next steps.</p>	<p>Baseline:</p> <ul style="list-style-type: none"> Teacher self-assessment: Before September 30 Regular review at staff meetings <p>Impact: Ongoing during PLC and Huddle meetings</p> <p>Plans for sharing:</p> <ul style="list-style-type: none"> Staff meetings School Community Council meetings Facebook page <p>Plans for celebrating successes:</p> <ul style="list-style-type: none"> Providing information on the degree to which the goal is achieved through Facebook 				

2. Sample Instructional Change Matrix

Wild Rose School

Leadership Actions/ Functions	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	Celebrate early wins
Organize	<p>What is your current state? Organize baseline data.</p> <p>Surface the beliefs of staff regarding the school goal/vision.</p> <p>Teachers are using June 2021 data as baseline data for returning students, and completing Early Lit Screens and DRAs for new students</p> <p>Teachers are using the RTI Triangle to monitor student current state and growth - each teacher will focus on a different student each mini PLC</p> <p>RTI Triangle part of PGPs and discussed with DC Coach and/or Principal monthly</p> <p>Staff beliefs regarding Literacy created and discussed regularly - See WR Strat Plan</p>	<p>Coordinate a responsive plan. If this is the problem... then implement this evidence based strategy.</p> <p>Set the professional learning target and success criteria for the school goal.</p> <p>We believe fluency is critical to comprehension and staff is focused on phonemic awareness in early years (and with struggling middle years students) in order to make improvements</p> <p>DRA data shows increase in fluency and comprehension. Student data shows growth.</p> <p>Creating stronger classroom connections and relationships is a priority and teachers are focused on use of Morning Meeting to start day in a good</p>	<p>What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved.</p> <p>Be enthusiastic. Resonate positivity.</p>	<p>Create structures to support goal and vision.</p> <p>Plaster the school goal everywhere!</p> <p>Needs a plan</p> <p>Everyone (staff, students, families, parents and the SCC should be able to articulate the school learning goal/vision.</p> <p>Needs a plan</p> <p>Teachers need to be able to articulate what they do, and why they teach the way they do.</p> <p>PLC time built into TT biweekly</p> <p>Ed Support structures TT to minimize pullouts (although do happen) and support teachers in classroom</p>	<p>Remove or alter structures and procedures that support the old ways of doing things.</p> <p>EA scheduling looks different and majority of time is more focused on group support rather than individual intervention.</p> <p>Teachers are working to shift practices in classroom so students needing more support receive it from teacher rather than EA.</p>	<p>Establish short -term goals. Example- using a minds-on activity. -moving ___ of students from yellow to green.</p> <p>Teachers will incorporate Morning Meetings into Daily Routine</p> <p>Sharing time and reflection will be made a priority as part of the learning process</p>

Quotes from school leadership team survey:

The matrix was the tool which set the tone for our goal work and planned for how this work would be laid out. The matrix guided our team in making necessary check-ins, the continual analyzing of our school data and guiding our overall work

We looked to it, added and expanded as the year progressed...love that it was a living document

We used our LILAC as part of FTV and filled in the required reflection documents each week.

Direction and reflection

Flexible matrix to guide learning.

co-constructed, use check-ins as benchmarks

The instructional change matrix helped define our path throughout the school year.

Establishing goals. Forward planning for second half of year.

The matrix gave our math team direction for each semester. The matrix also gave us suggestions and support to try if we ran into something that we were unfamiliar with.

It allowed us to reflect when we came together on PLC days. It gave us a clear goal but also allowed for change and growth.

I revisited the Change Matrix periodically this year, but I am just getting comfortable with it.

ADMINISTRATIVE IMPLICATIONS:

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

GOVERNANCE IMPLICATIONS

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

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

MEETING DATE: October 3, 2022

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Planning	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>10.4</u>	

FROM: G. Tebay, Superintendent of Schools **ATTACHMENTS**

BACKGROUND

RE: SCC GATHERING

The afternoon of the 24th has been set aside as an opportunity for a mini engagement session for SCC chairs, principals, and trustees. You are invited to take part in round table discussions in school clusters and geographically based networking for SCC chairs and principals.

Draft Agenda:

- 1:00 p.m. Gather and welcome
- 1:05 p.m. Round table discussions with school clusters with topics to be determined
- 2:00 p.m. SCC breakout with other geographically relevant SCC's
- 2:45 p.m. Wrap up

A feedback survey will be available at wrap up, and also sent to participants to gather information about the frequency, and content of future SCC events.

RECOMMENDATION

For Board information.