

**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, May 10, 2021

Time: 4:00 p.m.

AGENDA (#21R-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 Minutes for Regular meetings of April 12, 2021
 - (b) Correspondence
 - (c) Free Virtual Conference – May 27, 2021 – poster
8. **Business arising from the previous meeting**
 - (a) Notice of Motion – **J. Smith-Windsor**
 - (b) SSBA Position Statements – **B. Hollick**
9. **New business** (Board Committee Reports, Trustees' items and Notice of Motions)
 - (a) Motions brought forward from Closed Session from May 10, 2021
 - (b) External Board Committees (if any)
 - Policy Committee Verbal Update – **G. Gustafson, Chair**
 - (c) Provincial Update
 - (d) Saskatchewan Rivers Students for Change (SRSC) Verbal Report – **K. Lam/
E. Zbarachuk, student trustees**
 - (e) Review of CAPSLE Conference – May 2 to 4 – **B. Hollick**
 - (f) Canadian School Boards Association Congress 2021 – **B. Hollick**
 - (g) Request for Approval of Professional Development Expense – **J. Smith-Windsor**

10. Accountability reports

11. Reports from administrative staff

- (a) 2022-2025 Preventative Maintenance and Renewal Plan and the 2020-2021 Preventative Maintenance and Renewal Amendment – **M. Hurd**
- (b) Director’s Update – **R. Bratvold**
- (c) Interim Provincial Education Plan Endorsement by the Board of Education and Education Authority – **R. Bratvold**

12. Notice of Motion

13. Three key messages for SCC/Public from meeting

14. Board members’ forum

15. Adjournment

CALENDAR OF EVENTS	
Monday, May 17, 2021 <i>Time: 9:00 to 1:30 p.m.</i>	Day 3 – Virtual School Tours (Lunch will be provided for in person attendance)
Monday, May 17, 2021 <i>Time: 2:00 to 3:30 p.m.</i>	SSBA Enterprise Risk Management, Education Centre, 545 - 11 th Street East, Prince Albert, SK – virtually and in person
Monday, May 31, 2021 <i>Time: 3:00 to 5:00 p.m.</i>	Planning meeting, Education Centre, 545 -11 th Street East, Prince Albert, SK
Monday, June 7, 2021 <i>Time: 4:00 p.m.</i>	Regular Board meeting, Education Centre, 545 -11 th Street East, Prince Albert, SK
Monday, June 21, 2021 <i>Time: 4:00 p.m.</i>	Regular Board meeting, Education Centre, 545 -11 th Street East, Prince Albert, SK

MEETING DATE: May 10, 2021

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"/> Committee of the Whole	<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** [v]

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETINGS

- April 12, 2021 Regular minutes

RECOMMENDATION

That the minutes of the Regular meeting of April 12, 2021 be approved as presented.

NO. #2021R-4 (MONDAY, APRIL 12, 2021)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON MONDAY, APRIL 12, 2021 AT 5:30 P.M. IN THE SEMINAR 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 (E - electronically)

MR. B. HOLLICK, Board Chair (absent)

MR. A. LINDBERG, Trustee

MR. A. NUNN, Trustee

MS. D. ROWDEN, Vice-Chair

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

DR. M. VICKERS, Trustee (E)

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mr. J. Pidborochynski, Chief Financial Officer (E)

Mrs. J. Ward, Administrative Services Officer

Mr. M. Hurd, Superintendent of Facilities (E)

D. Rowden, Vice-Chair, called the meeting to order.

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:

#21R-33

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

Carried.

Regular meeting resumed.

STUDENT TRUSTEES

K. Lam (E)

E. Zbaraschuk (E)

OTHERS

M. Oleksyn, Daily Herald reporter

Gallery - 1

ADOPTION OF THE AGENDA:

#21R-34

Moved by B. Gerow that the agenda be approved as presented.

Carried.

NOTICE OF MOTION:

J. Smith-Windsor put forth the following notion of motion and the motion will be on the May 10, 2021 Regular meeting agenda. She indicated that whereas Policy 1 commits the Board of Education to actively recognize, respect and celebrate diversity in our schools.

“That the Board of Education invite student and staff submissions for the design of the SRPSD logo in recognition and celebration of Pride, June 2021, for approval at an upcoming Board meeting.”

CONSENT ITEMS:

#21R-35

Moved by A. Lindberg that the following consent items be approved:

(a) Adoption of the Minutes for Regular meetings of March 8, 2021

***(b) Financial Statements – for the Second Quarter Ending February 28, 2021.
Carried.***

BUSINESS ARISING FROM A PREVIOUS MEETING:

(a) Trustee Appointment to the SSBA Indigenous Council

#21R-36

***Moved by A. Nunn that B. Gerow be the Saskatchewan Rivers Public School Division’s trustee representative on the SSBA Indigenous Council.
Carried.***

NEW BUSINESS:

(a) External Board Committees

- **Terms of Reference – June Recognition Event and Welcome Back Barbeque Committee**

#21R-37

***Moved by D. Rowden that the Terms of References for the June Recognition Event and Welcome Back Barbeque Committee be approved.
Carried.***

- **Board Development Plan Progress Verbal Update**

D. Rowden provided a verbal update regarding SSBA sessions on Enterprise Risk Management and finance audit for trustees. Consensus of the Board was to schedule the Enterprise Risk Management session on Monday, May 17, 2021 from 2:00 to 3:30 p.m., following the Day 3 school tours. The audit will be scheduled in the 2021-2022 year.

(b) Provincial Update

- **Board Chairs Council Verbal Update**

This item was tabled due to the absence of the Board Chair.

- **Verbal Update – Rural Congress**

C. Bloom, B. Gerow, A. Lindberg, A. Nunn and B. Yeaman attended the Rural Congress conference and provided their feedback. The different sessions were highlighted for information.

April 12, 2021

(c) **Saskatchewan Rivers Students for Change (SRSC) Report**

E. Zbaraschuk and K. Lam provided a verbal SRSC report that included the recent SRSC professional development session and school updates for information. Trustees expressed appreciation for SRSC leaders supporting school engagement and leadership development.

(d) **Review of March 24, 2021 Linkage Meeting with PAATA Executive**

Consensus of the trustees was that the meeting was positive and great opportunity to network with PAATA Executive.

(e) **Appointment of the LAFOIP (Head) for the School Division**

As per The Local Authority Freedom of Information and Protection of Privacy Act, the Chairperson of the board of education is the “head” within the meaning of the legislation, unless someone else is designated. Policy 12: Board Delegation of Authority delegates this responsibility to the Director of Education but have been advised that a written letter specifying this is required.

(f) **Inclusion of Board Committee Minutes/Notes in Board Packages**

Discussion was held regarding the inclusion of Board committee minutes and notes in the Board meeting packages. Consensus was to revisit this at the June Board meeting and/or at the next Board evaluation session next fall.

ACCOUNTABILITY REPORTS

(a) **Facilities Accountability Report**

#21R-38

Moved by B. Yeaman that the Board confirm that the intent of Policy 8, Item 8 and Policy 13, Item 6.1 have been met and that the Facilities Accountability Report be referred to the Director Evaluation process.

Carried.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING

- Student engagement / SRSC Committee;
- 2021-2022 Provincial Budget Impact;
- Facilities Accountability Report.

BOARD MEMBERS' FORUM:

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

MOTION TO MOVE INTO CLOSED SESSION:

#21R-39

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

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of April 12, 2021:

#21R-40

Moved by D. Rowden that the following motions be brought forward:

- 1. *That all 2020 retirees be provided with a \$50.00 cheque in lieu of no June Recognition Event held in 2020 along with an appreciation letter for their service from the Board.***
Carried.
- 2. *That the Board approve the recommendations as outlined in the March 15, 2021 June Recognition Event Committee Report.***
Carried.
- 3. *That the Board ratify the purchase of new school buses from Western Canada Bus.***
Carried.
- 4. *That the Board establish the Norma Jean Shirley (Hoiseth) McConaghy Memorial Scholarship – Arts and Drama for ten years, beginning in the 2020-21 school year as outlined.***
Carried.
- 5. *That the Board establish the Buckingham Security Services Award beginning in the 2020-21 school year as outlined.***
Carried.

ADJOURNMENT:

#21R-41

Moved by A. Nunn that the meeting adjourn (7:50 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: May 10, 2021

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<input type="checkbox"/> Committee of the Whole	<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>2.2, 8.6.1.3</u>	

FROM: R. Bratvold, Director of Education **ATTACHMENTS** [v]

BACKGROUND

RE: CORRESPONDENCE

1. Sympathy card from the Regina School Division, dated April 18, 2021

RECOMMENDATION

For Board information.

Brendy Anderson.

April 15, 2021

Debbie Lacey Webber

Dear Sask Rivers Public
School Division,

We are so sorry for the
loss of Victor Thundeechild.
You are in our thoughts.

Sincerely,
Judy Webber

The Regina Public
School Board Trustees

Tate Core,

Adam Hicks

ETM



Russ Mirasty
Lieutenant Governor of
Saskatchewan



Liz Settee
Elder



Cody Demerais
Keynote Speaker



Johnny Caisse
Keynote Speaker

ATTENTION:

Social Workers, Educators,
Youth Justice Workers and
other Youth Stakeholder
Professionals

FREE
Virtual Conference

Thursday

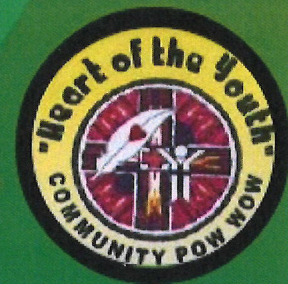
May 27

1pm - 4pm

2021

Local & northern youth will be presenting their perspective to adult youth stake holders on issues affecting their lives and communities; online support from Big Drum Media.

Held in conjunction with
**Heart of the Youth
Community Powwow**



for more info

kevin.mugford@ranchehrlo.ca

tlucyshyn@srsd119.ca

To Register Connect

Kandace Korycki
kanpark04@gmail.com

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	<input checked="" type="checkbox"/> Other: <u>(Board)</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.8</u>	

FROM: J. Smith-Windsor, Trustee ATTACHMENTS [v]

BACKGROUND

RE: NOTICE OF MOTION FROM APRIL 12, 2021 BOARD MEETING

The Saskatchewan Rivers Public School Division provides important opportunities for gender and sexual minority students and staff to belong, to be heard, and to be celebrated in a safe and inclusive environment. While recognizing that schools celebrate gender and sexual diversity and cultivate belonging and allyship in many different and effective ways, the board also has an opportunity to take meaningful actions to promote safe and inclusive schools.

One recommendation is:

That the Board of Education invite student and staff submissions for the design of the SRPSD logo in recognition and celebration of Pride, June 2021, and annually thereafter.

Rationale:

The intent of this motion is to affirm the board’s commitment to LGBTQ+ students and staff and to our collective core values as the Saskatchewan Rivers School Division. This motion should be interpreted as an opportunity to promote and model **respect for human diversity**. Annually recognizing Pride through a customized logo is a visible and meaningful action that can help to build culture, allies and pride in our diversity. It builds on and affirms the efforts of school staff, students and GSAs to have their efforts and their identities reflected in our logo and recognized in our shared work. This recommendation is consistent with the kind of culture we promote and aspire to in our vision, mission and values.

The vision statement for the SRPSD commits the Board to the **pursuit of excellence, respect for diversity, and achievement for all**. Board Policy 1 lays out many commitments to this vision and the kind culture where we:

- 2.1) Recognize ways in which human beings are both similar and different.
- 2.2) Accept and respect differences in people and their unique circumstances; including, but not limited to, gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic status, religion, family status, and mental and physical ability;

- 2.3) Subscribe to the fundamental principle that all persons are equal in dignity and rights;
- 2.4) Foster cultural responsiveness;
- 2.5) Promote everyone’s right to equal concern and respect;
- 2.6) Provide an environment which promotes and fosters growth, harmony and equality of opportunities for all students and staff members.

The Ministry of Education provides a policy framework for boards of education related to gender and sexual diversity and boards of education are responsible for developing policies for their school divisions. The Ministry’s policy framework, **Deepening the Discussion: Gender and Sexual Diversity** compels boards of education to develop anti-discrimination policies. Consider the following excerpt:

2. Effective Policy

Education in Saskatchewan is a shared responsibility. The Ministry of Education provides provincial curricula, policy frameworks, guidelines and funding to support schools, while boards of education and First Nation authorities develop policies for their school divisions. School divisions and First Nations authorities are encouraged to develop and implement anti-discrimination policies (e.g., anti-homophobia, anti-biphobia, anti-transphobia policies).

Generic safe school policies that do not include specific measures on homophobia are not effective in improving the school climate for gender and/or sexually diverse students in regards to their sexual orientation. Sexually diverse students from schools with anti-homophobia policies reported significantly fewer incidents of physical and verbal harassment due to their sexual orientation but not in regards to their gender identity or gender expression (EGALE Canada, 2011).

Being responsive, as a system, to gender and sexual diversity in education is part of a much larger and important conversation around equity, diversity and inclusion in education. The board’s participation in other professional learning opportunities this year has pointed to the need and the opportunity to look more broadly and purposefully at equity, diversity and inclusion policy as a significant driver of student success. Judge Arnot, Commissioner of the Saskatchewan Human Right’s Commission compelled boards to see their legislated responsibility and opportunity to advance citizenship education and to consider anti-racist, anti-discrimination policy. Dr. Jerome Cranston and other presentations at the CAPSLE 2021 also make compelling legal, moral and ethical arguments for boards to ensure that locally developed policies are effective and responsive to often deeply embedded systemic inequities.

In this regard, the intent of this motion is also, to compel deeper and sustained conversation about the development of a more explicit focus on equity, diversity and inclusion at the governance level and to consider the benefits to students for policy leadership in these areas.

In this much broader context, another recommendation is:

That the Board of Education commit to review its policies relating to equity, diversity and inclusion as a compliment to the 2021-2022 strategic plan renewal process.

RECOMMENDATION

- 1. *That the Board of Education invite student and staff submissions for the design of the SRPSD logo in recognition and celebration of Pride, June 2021, and annually thereafter.***

And, more broadly;

- 2. *That the Board of Education commit to review its policies relating to equity, diversity and inclusion as a compliment to the 2021-2022 strategic plan renewal process.***

MEETING DATE: May 10, 2021

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	<input checked="" type="checkbox"/> Other: <u>(Board)</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2</u>	

FROM: B. Hollick, Board Chair ATTACHMENTS [v]

BACKGROUND

RE: SSBA POSITION STATEMENTS

This item was on the April 26 Planning meeting but due to time, the item was tabled to a future meeting.

The SSBA reviews the Position Statements every five years (see email from Krista Lenius – attached).

The following draft positions are to be reviewed this year (attached):

- 2.2 – Assessment of Student Achievement
- 3.2 – Infrastructure Funding
- 4.2 – Teacher Education and Certification
- 5.1 – Public Engagement

The SSBA is requesting Board’s feedback by June 28, 2021 (forms attached for each statement). If time does not allow for discussion on all position statements, the remaining ones will be added to a future meeting.

RECOMMENDATION

For Board information and discussion.

From: Krista Lenius <KLenius@saskschoolboards.ca>
Date: April 19, 2021 at 4:15:50 PM CST
To: Krista Lenius <KLenius@saskschoolboards.ca>
Subject: Request for Feedback on Position Statements

External Email : Do not click any links or open attachments unless you trust the sender and know the content is safe.

(This email is being sent on behalf of the Resolutions and Policy Development Committee to Directors of Education, Chief Financial Officers, Board Chairs and SSBA Executive)

Association position statements address key issues in the K-12 publicly funded education system. They describe the collective beliefs of boards of education and the CSF, and guide united action by boards, the CSF and their Association in advocacy. Statements within a position statement are broad statements articulating a position or objective. They state “what” rather than “how to”.

Pursuant to the requirement to review position statements every five years, the following draft position statements are to be reviewed this year:

- Position statement on “Assessment on Student Achievement”; (resulting from the required cyclical review of existing position statements)
- Position statement on “Infrastructure Funding” formerly “Facilities Funding”; (this position statement was postponed to facilitate further discussion with boards of education through a working advisory group)
- Position statement on “Teacher Education and Certification” (resulting from the required cyclical review of existing position statements)
- Position statement on “Public Engagement”, (resulting from the required cyclical review of existing position statements)

Please note that a Facilities Funding Position Statement Working Advisory Group (WAG) was formed to conduct a thorough review of this position statement. That WAG consisted of representatives from SSBA, LEADS, and SASBO. The WAG completed a draft which was shared with member boards in December 2020 for feedback by February 2021. The WAG has completed its work, and the final draft of this position statement has been included in this package for a final review by boards of education. Please note the proposed change to "Infrastructure Funding" Position Statement.

We are collecting feedback electronically for efficiency purposes. Please [click here](#) to provide your Board’s feedback with respect to the SSBA position statements. There are prompting questions in the survey, as in previous years, to guide your reflections on the position statements. As you consider your review this year, you may also wish to reflect on the current context of the pandemic to see if the position statement adequately covers such contexts. We request feedback from your Board as soon as possible but no later than June 28, 2021. Once we have feedback from Boards, the position statements will be updated and discussed at Board Chairs’ Council in September and will be voted upon at the AGM.

Krista Lenius
Administrative Paralegal

400-2222 13th Avenue Regina, SK S4P 3M7

Phone: 306-569-0750 Ext 120 | Fax: 306-569-2317

Email: klenius@saskschoolboards.ca | Website: www.saskschoolboards.ca



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Adopted Position 2.2:	Date Approved: November 2016
Assessment of Student Achievement	

The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

The Association strongly supports the work of Boards of Education/CSF in strengthening the capacity of the publicly funded school divisions to establish policies and procedures to:

1. Adopt clear expectations for student achievement to focus board/CSF resources on the improvement of student learning;
2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives;
3. Support professional staff in the work of appropriately assessing and reporting student achievement information.
4. Support professional staff in the planning and organization of increasingly effective programs and learning environments designed to further strengthen student learning;
5. Ensure appropriate administrative procedures are established for ethical data handling, including, collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Engage parents in assessment of student achievement reporting processes to increase opportunities for student success, and ensure student achievement information is communicated to students and parents in a format that is easily understood, accurate and of practical value;
7. Ensure achievement information is reported to the public in a clearly written and illustrated format to display significant change over time.

Adopted Position 3.2:	Date Approved:
Infrastructure Funding	

Education infrastructure provides operational learning systems that boards of education/Conseil scolaire Fransaskois (CSF) use to deliver education services to each student. Students may be studying individually or collectively in schools or utilizing online education options offered by Saskatchewan school divisions. Education infrastructure includes schools, operational and maintenance facilities, school busses, fleet vehicles, electronic devices, wiring and bandwidth.

Boards of education/CSF work with the Ministry of Education to jointly develop and periodically review a transparent, sufficient, predictable and sustainable funding formula for the planning, building and maintenance of education infrastructure that maximize education equity, student learning, and are aligned with the needs and priorities of school boards. All decisions related to infrastructure funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan. The Ministry of Education needs to provide a plan for targeted funding so Saskatchewan's board of education/CSF average Facilities Condition Index (FCI) ranks a minimum of Fair.¹

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of education infrastructure, including bandwidth. Education infrastructure funding must take into consideration the inclusion of spaces or facilities necessitated as the result of new mandates, new building codes, pedagogical or human rights developments.
2. Education infrastructure funding in Saskatchewan should be determined according to the eight categories set out below. In addition, infrastructure funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*.
 - a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms, determined by a criteria-based priority list. The Ministry's funding for new schools should be accompanied by adequate operating funding, including reasonable and safe class sizes, once the schools are built and operating. The Ministry of Education should share with boards of education/CSF the Ministry's

¹ Saskatchewan's board of education/CSF average FCI ranks Poor. The current FCI describes the following categories:

- o Good – 0 to 5%
- o Fair – 5 to 10%
- o Poor – 10 to 30%
- o Critical – Greater than 30%

decision-making criteria and process for developing the annual major capital priority list for transparency in the criteria and their application and how the Ministry assesses and ranks capital priorities from one board of education against others. Sufficient budget should be annually allocated to address the capital backlog. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable. If the construction project delivery method is not the traditional build by the affected board(s) of education but is a build that includes integrated project delivery (IPD), public-private-partnerships (P3s), Alliance contracting, progressive design-build infrastructure delivery models or other similar methods, due diligence, including an appropriate risk assessment, should be conducted by the Ministry of Education and the affected board(s) of education.

- b) **Infrastructure Renewal:** Each year, the province should allocate a sustainable budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations². Boards need to develop a 3-year Preventative Maintenance and Renewal (PMR) Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- c) **Ongoing Operation and Maintenance:** The Ministry of Education should allocate a sufficient budget to school divisions for the operation and maintenance of infrastructure including general upkeep and repairs, pandemic or emergency planning and repairs, as well as expenses incurred to keep infrastructure operating such as monthly utility expenses to keep up with inflation.
- d) **Facilities and Transportation:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including transportation and operational facilities, playgrounds, and for the CSF community spaces.
- e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This would include separate Ministry funding incentives to decommission space that is no longer required beyond PMR or self-funded projects.
- f) **Joint Builds:**
 - i) Joint builds for public and separate boards need to be determined by the Ministry in consultation with the affected boards. Individual builds may be better suited because of land size and school population. To ensure equity, enrolment projections developed for construction planning purposes should be proportionately sized based on the populations being served by each board partner.
 - ii) Joint builds for boards with third party partner(s) such as municipal or Saskatchewan Health Authority entities need to be determined by the respective Ministries and third party partners in consultation with the affected

² The industry standard continues to be 2% of Current Replacement Value (*Guide to the Management of Real Property*, Government of Canada, Section 3.2.2).

board(s). Individual builds may be better suited because of land size, school population, insurance issues and school ground needs. Where the board(s) agrees to participate in a joint build with a third party partner(s), sufficient funding must be provided for legal fees and for the construction and maintenance of non-school facilities including transportation and operational facilities, playgrounds and for community spaces.

- g) **Accessibility:** New schools must be built and existing facilities including transportation and playgrounds retrofitted as required to ensure accessibility and to comply with the boards/CSF's obligations to accommodate persons under *The Saskatchewan Human Rights Code* including meeting the needs of students and other persons with disabilities.
 - h) **Energy efficiency upgrades:** Boards have an obligation to teach and lead in energy conservation practices and to use public funding responsibly. Boards have a need for dedicated, ongoing funding for energy efficiency upgrades for schools.
3. **Exemption from Taxes, Local Improvements or Special Levies:** The purchase of supplies and services required by boards of education/CSF should either be exempt from taxes levied by federal or provincial governments or the Ministry must compensate boards/CSF in full for these taxes. All school division property utilized for education purposes should either be exempt from all municipal property taxes, including local improvements or special levies or the Ministry must compensate boards/CSF in full for these taxes.

Adopted Position 4.2:

Teacher Education and Certification

Date Approved: November 2016

Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is responsible for regulating teacher certification and registration, including issuing, suspending, or revoking a teacher's certificate. Teacher education and certification requirements are approved by the Teacher Education and Certification Committee of the SPTRB, a committee of representatives from educational stakeholders including the SSBA. The Certification Decision Review Committee of the SPTRB, a committee of representatives from education stakeholders including the SSBA, hears certification decision appeals from teachers.
2. Boards of education/CSF expect teacher education programs that reflect the requirements of publicly funded school systems and that are based on current educational research and effective practices that develop teachers to focus on the skills and knowledge students need to succeed in work, life and citizenship.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF, as employers, have high expectations of teachers as professionals and therefore have a critical interest in defining and supporting the development of competencies for effective teaching including:
 - a) Teachers value and care for the whole child by developing positive relationships and acting in the best interests of their students.
 - b) Teachers facilitate the engagement and support of parents and the community.
 - c) Teachers are committed to education as a profession and to engaging in ongoing professional development to remain current and effective, and apply these learnings in their work.
 - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

Adopted Position 5.1:	Date Approved: November 2016
Public Engagement	

Boards of education/CSF value and support meaningful parent, school community council/conseil des ecoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are acknowledged as the child's first teacher and play a significant role in student success.
2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement.
3. Locally elected boards provide a strong mechanism for the public to be engaged in public education.
4. Boards engage in constructive partnerships with public stakeholders (e.g. business, local municipalities, non-profit organizations, etc.) to enhance student achievement.

MEETING DATE: May 10, 2021

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 checked="" 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>Policy Committee Report</u>	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2.4</u>	

FROM: G. Gustafson, Committee Chair **ATTACHMENTS**

BACKGROUND

RE: POLICY COMMITTEE UPDATE

1. Verbal Update on Committee Activity

2. Vaccination Discussion

Developments in previous years have drawn some attention to student and staff vaccine expectations and procedures in schools, but that attention has intensified in the last year as society considers the risks, rights, and responsibilities relative to the Covid-19 vaccine. The committee suggests that the Board provides some direction so that statements about vaccinations be included in policy and administrative procedures. The committee is recommending the motion shown below.

3. Timeline and Process for Completion of Policy Review

The Policy Committee has been engaged in policy development and review, but as discussed at a previous Board meeting, the full Board is expected to engage in the policy review process as well. The Committee has outlined a plan to complete that process and recommends Board approval – see the motion below.

RECOMMENDATION

- 1. That the Board request the Director to review division Administrative Procedures to ensure they include vaccine expectations to support student and staff safety that are based on legal and public health advice; and further, that policy development related to student & staff safety and well-being, including vaccination expectations, be included in the policy committee's current work plan.**
- 2. That the Board confirm the following process and timeline to complete the current year policy review:**
 - a) Request submissions of top 2-3 policy suggestions from trustees by noon on May 21, 2021;**
 - b) Committee meets the week of May 24, 2021;**
 - c) Board input will be discussed at Planning Meeting on May 31, 2021; and**
 - d) Board consideration/motion for policy changes at June 7 (or June 21) meeting, as needed.**

MEETING DATE: May 10, 2021

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<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" 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>(Board)</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.8</u>	

FROM: J. Smith-Windsor, Trustee **ATTACHMENTS**

BACKGROUND

RE: REQUEST FOR APPROVAL OF PROFESSIONAL DEVELOPMENT EXPENSE

Professional Director Designation Program

Program Dates: November 5 - April 15, 2021

I recently completed the 6th (and final) module of Professional Director Designation Program Live with Governance Solutions. I successfully wrote the final exam in mid April, completing the requirements for the Professional Director designation. The certification program consists of: 6 modules, 6 tests, weekly live virtual training with a small cohort, weekly video instruction, required readings, weekly case-study and a final examination.

With the intent of supporting and growing high-performance governance, the Professional Director program provides governance-specific training in the following areas:

1. Governance and Strategy
2. Governance and Risk
3. Governance and People
4. Governance and Board Effectiveness
5. Governance and Resources
6. Governance Culture and Behaviour

Included is a breakdown of the course content by modules and the “one pager” which breaks down the key systems and content covered. The final invoice is also included, payable September of 2021.

Program costs:

The total cost of the program is \$10,494.75 (incl. tax), payable in 4 instalments, as follows:

November 20, 2020 @ \$4795 + tax (paid)

December 20, 2020 @ \$1450 + tax (paid)

January 21, 2021 @ \$2480 + tax (paid)

September 21, 2021 @ \$1450 + tax (balance due)

I have utilized my 2020-2021 SRSD PD allocation, but the majority of the program costs were paid through my SSBA PD allocation.

The fourth and final instalment of \$1450.00 (+tax) is due in September 2021 according to the payment schedule.

As of our April 12, 2021 meeting, the Board has spent \$369,645.72 of its governance budget, \$601,327.00. The amount remaining in the governance budget in April was \$231,681.28.

There is considerable room in the governance budget (specifically in the professional development area) to pay the 4th and final instalment of this program in the current budget year.

My request is that the Board consider the approval of \$1638.00, an amount that exceeds my individual PD account in the current year.

RECOMMENDATION

For Board decision.



Professional Director

Guided Program Master Schedule: ProDir LIVE							
ALL ZOOM MEETINGS WILL BE HELD FROM 1:00 to 2:30 pm Eastern							
Module 1 Governance & Strategy	Nov 5, 12, 19, 26 Complete Quiz by Dec 10						
Module 2 Governance & Risk		Dec 3, 10, 17 Complete Quiz by Jan 14					
Module 3 Governance & People			Jan 7, 14, 21 Complete Quiz by Feb 4				
Module 4 Governance & Board Effectiveness				Jan 28, Feb 4, 11 Complete Quiz by Feb 25			
Module 5 Governance & Resources					Feb 18, 25 Mar 4 Complete Quiz by Mar 18		
Module 6 Governance Culture & Behaviour						Mar 11, 18, 25 Quiz for this Module Will be Included in the Exam Question Bank	
Exam							Exam Complete by April 15



Professional Director

New #	Module & Session	Cases for ProDirLIVE & ZOOM Schedule	Required Reading Materials	Optional Reading and Resources
Module 1: GOVERNANCE AND STRATEGY				
	Kick Off	Attend: ZOOM Meeting Nov 5 Read: Conflict of Interest Case	<ol style="list-style-type: none"> 1. Doing Business in Canada Chapter 10 (4 pages) 2. Combined Code: UK Corporate Governance Code (2018) (15 pages) 3. American Bar Association: Overcoming the Challenge of Director Misconduct (8 pages) 4. CPA 20 Questions Directors Should Ask About Strategy: 3rd Edition (15 pages) 	<ol style="list-style-type: none"> 1. Doing Business in Canada – Full Report (126 pages)
M1.1	Conceptual Model	Attend: ZOOM Meeting Nov 12		
M1.2	Roles and Responsibilities	Watch Video: M1.1 and M.1.2 Read: CEO Performance Issue Case		
M1.3	Five Types of Boards	Attend: ZOOM Meeting Nov 19		
M1.4	Director Conduct	Watch Video: M1.3 and M1.4 Read: WhistleBlowing		
M1.5	Strategic Thinking and Planning	Attend: ZOOM Meeting Nov 26 Watch Video: M1.5 Read: Strategy Case		
Module 2: GOVERNANCE AND RISK				
M2.1	Linking Strategy to Risk and Reporting	Attend: ZOOM Meeting Dec 3	<ol style="list-style-type: none"> 1. Performance Alignment (7 pages) 2. CPA Risk Oversight Framework for Boards (Executive Summary) (8 pages) 3. The Board and ESG (Harvard) (7 pages) 4. CPA 20 Questions Directors Should Ask About Crisis Communications (22 pages) 	<ol style="list-style-type: none"> 1. Driving Innovation – The Boardroom Gap (46 pages) 2. CPA Risk Oversight Framework for Boards – Full Report (90 pages)
M2.2	Risk Governance and Oversight	Watch Video: M2.1 & M2.2 Read: Case		
M2.3	ESG Part 1: Corporate Social Responsibility	Attend: ZOOM Meeting Dec 10 Watch Video: M2.3 & M2.4		
M2.4	ESG Part 2: Social justice, equity, and inclusion through the lens of bias	Read: Case		
M2.5	External Communications and The Board	Attend: ZOOM Meeting Dec 17 Watch Video: M2.5 Read: Case		
Module 3: GOVERNANCE AND PEOPLE				



Professional Director

New #	Module & Session	Cases for ProDirLIVE & ZOOM Schedule	Required Reading Materials	Optional Reading and Resources
M3.1	Leadership in The Boardroom	Attend: ZOOM Meeting Jan 7	<ol style="list-style-type: none"> 1. What Makes An Exceptional Chair (12 pages) 2. IVEY Together at The Top (5 pages) 3. 20 Questions Directors Should Ask About Executive Compensation (26 pages) 	<ol style="list-style-type: none"> 1. 20 Questions Directors Should Ask About Director Compensation (18 pages)
M3.2	The Chair of The Board	Watch Video: M3.1 & M3.2 Read: Case		
M3.3	Committees of The Board	Attend: ZOOM Meeting Jan 14 Watch Video: M3.3 Read: Case		
M3.4	CEO Succession, Selection, And Delegation	Attend: ZOOM Meeting Jan 21 Watch Video: M3.4 & M3.5		
M3.5	CEO Evaluation and Compensation	Read: Case		
Module 4: GOVERNANCE AND BOARD EFFECTIVENESS				
M4.1	Before, During, And After Meetings	Attend: ZOOM Meeting Jan 28	<ol style="list-style-type: none"> 1. Greater Expectations: Strategies for Effective Board Meeting Preparation (8 pages) 2. CPA 20 Questions Directors Should Ask About Building and Sustaining a Board (35 pages) 3. Women on Boards (17 pages) 	<ol style="list-style-type: none"> 1. It Pays to Have a Digitally Savvy Board (5 pages)
M4.2	In-Camera and Executive Sessions	Watch Video: M4.1 & M4.2 Read: Case		
M4.3	Board Evaluation	Attend: ZOOM Meeting Feb 4 Watch Video: 4.3 Read: Case		
M4.4	Board Orientation & Onboarding	Attend: ZOOM Meeting Feb 11		
M4.5	Board Renewal and Profiling	Watch Video: M4.4 & 4.5 Read: Case		
Module 5: GOVERNANCE AND RESOURCES				
M5.1	Financial Direction Role #1	Attend: ZOOM Meeting Feb 18	<ol style="list-style-type: none"> 1. Deutschebank's Art of Accounting (55 pages) 2. What Audit Committees Want from CFOs (3 pages) 3. CPA 20 Questions Directors Should Ask About Internal 	
M5.2	Financial Governance Role #2	Watch Video: M5.1; M5.2 & M5.3		
M5.3	Accounting Principles	Read: Case		
M5.4	Financial and Governance Disclosures	Attend: ZOOM Meeting Feb 25 Watch Video: M5.4		



Professional Director

New #	Module & Session	Cases for ProDirLIVE & ZOOM Schedule	Required Reading Materials	Optional Reading and Resources
		Read: Case	Audit (28 pages)	
M5.5	Monitoring Financial Performance: Role #3	Attend: ZOOM Meeting Mar 4 Watch Video: 5.5 Read: Case	4. Elephant in the Boardroom (30 pages)	
Module 6: GOVERNANCE CULTURE AND BEHAVIOUR				
M6.1	Understanding Boardroom Culture	Attend: ZOOM Meeting Mar 11 Watch Video: M6.1 Read: Case	1. Corporate Culture and the Role of the Board (FRC) (Pages 6 – 46) (40 pages)	
M6.2	Forging Healthy Boardroom Behaviour	Attend: ZOOM Meeting Mar 18 Watch Video: M6.2 & M6.3 Read: Case	2. Culture as a Corporate Asset (16 pages)	
M6.3	Asking Questions			
M6.4	Director Liability	Attend: ZOOM Meeting Mar 25		
M6.5	Integrity in The Boardroom	Watch Video: M6.4; M6.5 & M6.6 Read: Case		
M6.6	Some Final Thoughts			

Governance is the system by which organizations are directed and controlled.

Direction

<p>Strategy Direction Strategic Plan <i>Where are we headed?</i></p>
<p>Performance & Risk Direction Risk Appetites & Tolerances <i>What obstacles and opportunities might we face along the way?</i></p>
<p>People Direction CEO Job Description, Performance Mandate, Board & Committee Charters <i>Who will do what?</i></p>
<p>Resource Direction Budgets <i>How are we resourced for success?</i></p>

Control

<p>Strategy Control The Annual Report <i>Where are we compared to where we said we would be?</i></p>
<p>Performance & Risk Control Scorecard, Dashboard, Risk/Heat Map <i>How do we measure up & how well have we mitigated risks & acted on opportunities?</i></p>
<p>People Control Board and CEO Evaluations <i>How well did we perform?</i></p>
<p>Policy Control Policy Compliance, Internal Audit Reports, Minutes <i>How effective were our policies and what must be updated or adapted?</i></p>
<p>Resource Control Interim (Quarterly) Financial Statements <i>How are we doing compared to budget?</i></p>



Professional Director

243 Main St N
P.O. Box 9
Acton, Ontario L7J 2M2

Invoice

Date	Invoice #
4-13-2021	439

Invoice To
Jaimie Smith-Windsor JSmith-Windsor@srsd119.ca

P.O. No.	Terms	Due Date	Account #		
Description			Qty	Rate	Amount
Registration for Professional Director - Live Cohort Invoice 4 of 4 Jaimie Smith-Windsor JSmith-Windsor@srsd119.ca GST/HST				1,450.00	1,450.00
				13.00%	188.50
Total					\$1,638.50
Payments/Credits					\$0.00
Balance Due					\$1,638.50

GST/HST No.
845702893

MEETING DATE: May 10, 2021

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<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
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<input type="checkbox"/> Committee of the Whole	<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>2.8.2</u>	

FROM: M. Hurd, Superintendent of Facilities **ATTACHMENTS**

BACKGROUND

**RE: 2022 – 2025 PREVENTATIVE MAINTENANCE AND RENEWAL PLAN AND 2020-2021
PREVENTATIVE MAINTENANCE AND RENEWAL AMENDMENT**

As per Ministry requirements for this year, school divisions must submit a three-year plan by May 31, 2021. Attached is SRPSD's three plan for years 2022 to 2025 for Board approval.

Also included is the Preventative Maintenance and Renewal Amendment form that outlines changes to the current year's plan.

RECOMMENDATION

- 1. That the 2022-2025 Preventative Maintenance and Renewal Plan be approved as presented.***
- 2. That the 2020-2021 Preventative Maintenance and Renewal Amendment be approved as presented.***

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR006740	1370.001		4810813	911922	St. Louis Public School	Replacement of existing windows,	Architectural Systems - Building Envelope	2023-03-01	\$128,125
FR005722	1297.001		5651303	911915	Prince Albert Collegiate	Replace existing hardwood floor in gymnasium	Architectural Systems - Interior Finishes	2023-05-15	\$98,239
FR006833	314.002		5670104	911905	Carlton Comprehensive Public High School	Project involved the installation of dust collection system in carpentry shop. Work was performed by Thorpe Brothers Ltd. Amec Design was consultant. Drawing in file	Mechanical Systems - Specialty	2023-06-05	\$91,839
								Total:	\$318,203

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR009198	1426.001		5650501	911911	King George Public School	Replace windows south west wing	Architectural Systems - Building Envelope	2024-05-01	\$165,000
FR009237	1427.001		5650501	911911	King George Public School	Replacement of windows in south tower to match those done in north renovation.	Architectural Systems - Building Envelope	2024-06-03	\$120,000
FR009191	320.002		5670104	911905	Carlton Comprehensive Public High School	This project consisted of the removal of existing roofs on two gymnasiums approx. 1271m2. Thorpe Brothers Ltd. were awarded contract. Moore Arch. Consultant	Architectural Systems - Roofing	2024-06-03	\$400,000
FR004303	1203.001		5610611	911921	Spruce Home Public School	Continue operation of current element, providing regular inspections and maintenance to ensure service expectations are met.	Mechanical Systems - HVAC	2024-06-24	\$220,763
								Total:	\$905,763

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR010125	1459.001		5651503	911919	Riverside Public School	This project involves the removal of existing package boilers and associated pumps etc and the installation of new hi efficient boilers and equipment.	Mechanical Systems - HVAC	2025-05-05	\$248,358
FR003469	1115.001	130	6310143	911902	Big River Public High School	Replacement of both boilers with new high efficient condensating boilers. Installation of building management system to control boilers and air handlers (Metasys software)3	Mechanical Systems - HVAC	2025-05-12	\$344,390
								Total:	\$592,748

MEETING DATE: May 10, 2021

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<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>8.5, 8.6, 13</u>	

FROM: R. Bratvold, Director of Education

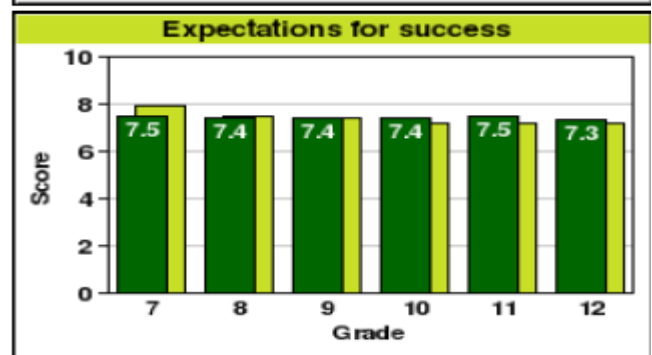
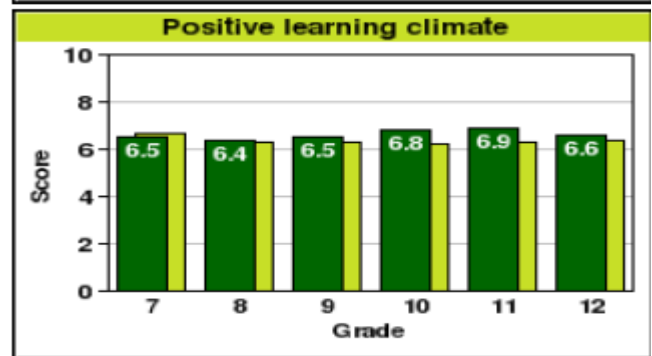
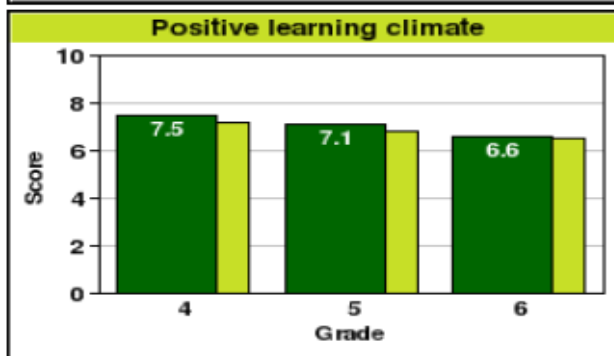
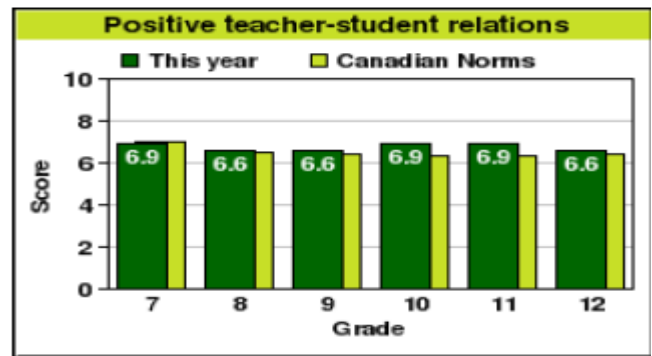
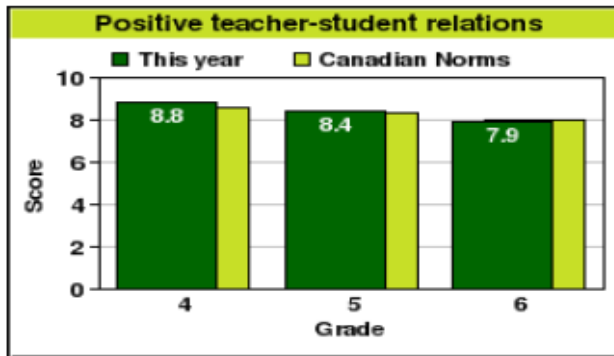
ATTACHMENTS

BACKGROUND

RE: DIRECTOR'S UPDATE

1. Student learning:

An excerpt from Our School that delves into three of the "Drivers of Student Achievement."



2. Partnerships

- a. Schools are working with the **City of Prince Albert** to promote the completion of Census 2021. We know that city funding relies on census numbers but so does a portion of our provincial grant funding for vulnerable students.
- b. We are excited to be partnering with **the Métis Nation-Saskatchewan** to implement a Michif Language and Culture early years program. We have selected two sites: St. Louis, which is a historical Métis Community, and Queen Mary, an urban site with a high population of Indigenous students. We would enhance St. Louis and Queen Mary Kindergarten programs so that we could offer every day, full day Kindergarten.

Additionally, we propose program lead teachers at each site that will:

- Support the Kindergarten teachers with the implementation of Michif language and cultural teachings.
- Development of language and cultural specific resources.
- Make connections to Métis Elders and Knowledge Keepers and facilitate their connection to the school community in the development of Michif Language Nests.
- Support the implementation of Michif Language and Métis culture in Pre-K and other primary classrooms.
- Facilitate a Michif Language and Métis Culture Teacher Learning Community to connect the urban and rural teachers as they implement resources and support the language development of students.

We are very honoured and humbled to have been invited to participate in the Michif Early Learning Pilot Project.

- c. Our partnership with Early Learning partners has led to the announcement that local childcare provider **Blooms and Buds** has been awarded and has verbally accepted the authority to operate of the Carlton Childcare Teen Facility. You will recall that the previous operating board was some experiencing some challenges and after a tender process, we have selected a new provider.
- d. We have a new **Following Their Voices** school being selected to join the program. After significant readiness work and application by the school team, St. Louis Public School will join Wesmor, Carlton, PACI and École Arthur Pechey as official FTV schools
- e. Work with **Kids First and Ministry of Education** have resulted in the creation of an Early Years Coach position that is funded by Kids First to work with Kids First clients and ensure smooth transition into PreK and Kindergarten programs within SRPSD.

3. OHS and Safety Update

- a. COVID update.
 - As of May 5, 2021: 85 cases in 20 different SRPSD schools. Most schools experienced less than three cases over the course of the year and there are 13 schools without a designated case.
 - Dr. Chokani’s team is concerned about the increase in the variants, but we have not seen the rapid rise that Regina experienced (yet). VOCs make up 40% of all positive cases outside of correctional facilities, a slight increase from previous week.
 - There is no indication that we will need to move to level 4 in schools in the near future. We will continue our conversations with Health and if a move is required, we will determine if that is division-wide or more community based.

- b. We have taken the next big step in our removal from the **WCB monitoring** and intervention program. That continues to have positive operational and fiscal benefits; however, we have taken a significant step back with **OHS compliance**. Several schools did not hold the required OHS meeting every 90 days, we are now back on the list of OHS intensive monitoring. We continue to work with OHS representatives and Principals to take additional corrective action.

4. Ministry and Provincial Happenings

- a. There has been an elevated concern among many divisions about the legal liabilities of the **Rapid Testing Program** as it is currently structured. SSBA legal will be providing some updated guidance to school divisions as the pilot program emerges. The third party vendors to serve our area for rapid testing have not yet been finalized.
- b. The actions from the **Provincial Education Interim Plan** have begun with a mental health strategy symposium scheduled for mid-May. Although the plan has not been formally approved for implementation starting in September 2021, several aspects of the initial work are progressing.

5. AP and Policy Items

The draft **Facility Naming Admin Procedure** was presented for initial discussion earlier this year and the Board indicated its preference to defer discussion until a later time. Normally, APs are for board information, but facility naming is a significant role retained by the Board and it would be prudent to determine a date to finalize this AP.

6. Emergent Items

Congratulations to **Westview Public School** for applying and being selected as one of the \$10,000 award recipients of the Mosaic School Nutrition Challenge. Westview joins a number of SRPSD schools that have been successful in their pursuit of this award over the last several years.

RECOMMENDATION

For Board information and discussion.

MEETING DATE: May 10, 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 checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<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>13</u>	

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

BACKGROUND

RE: INTERIM PROVINCIAL EDUCATION PLAN ENDORSEMENT BY THE BOARD OF EDUCATION AND EDUCATION AUTHORITY

Information regarding the Interim Provincial Education Plan (PEP) was emailed to Directors on May 6, 2021 and the Province is requesting a formal Board response by May 31.

If the Board is comfortable with limited time to review the documents and the time on Monday to discuss them, it can express its formal response on Monday, May 10. If more time is needed to consider the 1-year provincial plan, we can refer the discussion until our Planning Meeting on May 31 and ensure a follow-up motion is considered on the June 7 Regular Meeting agenda.

The following documents are attached:

- Provincial Level 1 Priority Action Plan: Learning Response
- Provincial Level 1 Priority Action Plan: Learning Response - Reading
- Provincial Level 1 Priority Action Plan: Mental Health and Well-Being
- Letter Template – Endorse Interim PEP
- Endorsement Form – Interim PEP

RECOMMENDATION

For Board information and decision.

Provincial Level 1 Priority Action Plan: Learning Response

<p>Which PEP pillars and goals does this action plan support? Skills and Knowledge pillar Relationships and Connections pillar</p>	<p>Leader (this is a member of the operational structure): Luc Lerminiaux Lori Jeschke</p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader): Aaron Hiske Tracey Young</p>	<p>Project Manager (this is the person who facilitates the work): Julie Smith Delise Pitman</p>
<p>N/A</p>		<p>Team Members:</p>	
<p>Date of Original Draft: January 18, 2021</p>	<p>Date Last Updated: April 27th, 2021</p>	<p>Nicole Bear, Vincent Brittain, Greg Chatlain, Maria Chow, Randy Emmerson, Randy Fox, Stacey Gherasim, Cathy Herrick, Rory Jensen, Rick Johnson, Bob Kowalchuk, Lynn Little, Ed Mirasty, Janet Mitchell, Trisha Rawlake, Quintin Robertson, Kevin Tonita, Lorel Trumier, Flo Woods</p>	
<p>Date Approved (by the PEP Implementation Team):</p>			
<p>1. Current Situation What is the reason action is needed?</p>	<p>2. Future State What will the future state look like when the need is successfully addressed?</p>	<p>3. Conditions for Success/Strategic Considerations Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p>4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?</p>
<p>Students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences as a result of the education sector's response to the COVID-19 pandemic. This has created a situation where many students have experienced amplified disparities in learning achievement upon their return to an in-school environment in 2021.</p> <p>The pandemic has created a situation where some students were isolated, stressed out, unable to engage in learning, unable to access resources, lonely, in unstructured environments, lacking supervision, and struggling to engage in the opportunities available to them. We also have students/families who have thrived in spite of everything. They've explored new ways of engaging online, created virtual communities, engaged in hands on learning opportunities in their yards and communities, reading every book they could get their hands on, and have flourished as learners.</p> <p>Also, some students and families may elect to continue learning in the home environment rather than return to school in the fall of 2021.</p>	<p>K-12 students will successfully transition from one grade level to the next, and graduates will successfully transition from school to higher education or the work world.</p> <p>Students will be supported with strength-based and focussed intervention and instruction in reading, writing and math to increase their individual academic learning achievement.</p> <p>Teachers will be well-versed in pedagogies that build literacy through subject area disciplines, including high-impact strategies identified by Hattie (2017).</p> <p>Families are engaged in students' learning journey, including in school and out of school experiences.</p> <p>Students and parents/caregivers will know what they are learning, why they are learning it, their next steps in learning and when they have achieved their learning goals.</p>	<p>Teachers and students are able to compare their reading, writing and math skills to existing provincial or educational organization exemplars.</p> <p>All educational organizations, including the ministry, will continue to offer options to support students in obtaining necessary high school credits, e.g., offering courses out-of-sequence or online, special project credits.</p> <p>Learning environments will encourage students and families to be engaged and to feel safe, cared for and valued.</p> <p>Increased staff professional knowledge of trauma informed classrooms and schools will contribute to student success.</p> <p>Engaging families in the co-creation of conditions for successful transitions that align with trauma informed practices will contribute to student success.</p> <p>Increased professional development opportunities related to intensive language instruction and cross-curricular planning, will include in school and out of school experiences.</p>	<p>An assessment of student grade level achievement at the end of the 2021 school year would provide a reference point for the further adaptation of pedagogy to suit the current needs of students. A full return to provincial data collection in 2022 would then provide a clear indication of the extent of further adaptations required.</p> <p>Student perceptual survey data can be used to shed light on student engagement and anxiety at the provincial, school organization, and school level.</p> <p>Teachers, students and parents/caregivers, will monitor what students are learning, why they are learning it, their next steps in learning and when they have achieved their learning goals.</p>

5. Implementation							
Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.?) How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
Connections Gap (Social and Academic)							
1. Increased student literacy and numeracy levels	1.1. Identification of crucial literacy and numeracy outcomes in grades 1-9. 1.2. Focus on intensive literacy instruction and pedagogy in all subject areas grades 1-12. 1.3. Develop professional development opportunities to increase pedagogical knowledge of intensive language instruction and cross-curricular planning (begin resource bank development). 1.4. Promising practice appendix (co-creating and sharing of resources and practices among school divisions, parents/caregivers, and education partners). 1.5. Provincial-level analysis will indicate the extent to which pedagogical adaptations (to be further defined) are to be continued.		SaskMath SaskReads The Adaptive Dimension for Saskatchewan K-12 Students Inspiring Success Provincial comparison of 2019 and June 2021 grade-level learning results (OurSCHOOL, Lost Student list, On-time to Graduate etcetera)		ASAP	June 2021	
2. Co-create communication strategies to develop and share to engage students, parents/caregivers and school communities.	2.1. Identify strategies to re-engage and support students at all grade levels (with an emphasis on importance of face to face instruction, but also include home based, virtual school, delayed registrants, and non-attenders.) 2.2. Develop a provincial public awareness campaign to reengage students (schools are safe, importance of a flexible graduation plan and timeline, message of hope, trauma informed pedagogy), including messaging to be used in local context. 2.3. Additional provincial messaging customizable for school divisions. 2.4. Engage critical friend to craft public messaging and PD opportunities for systems to share through school communities (i.e., Kevin Cameron).	Ministry of Education, Parents/Caregivers and Education Sector Partners	Social media messaging, newsletter items, posters, radio ads, newspaper ads, etcetera Human resources, such as Kevin Cameron, Debbie Pushor and parents		ASAP	September 2021	

Provincial Level 1 Priority Action Plan: Learning Response - Reading

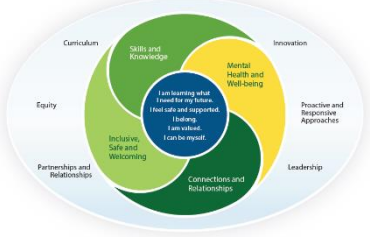
	<p>Which PEP pillars and goals does this action plan support?</p> <p>Skills and Knowledge</p>	<p>Leader (this is a member of the operational structure): Sean Chase</p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader): Tony Baldwin</p>	<p>Project Manager (this is the person who facilitates the work): Julie Smith & Delise Pitman</p>
<p>N/A</p>		<p>Team Members: Nicole Bear, Mark Benesh, Kelli Boklaschuk, Terri Fradette, Kevin Garinger, Duane Hauk, Davin Hildebrand, Karen Hrabinsky, Donna Johnson, Kevin Kusch, Nigel McCarthy, Tricia McEwen, Susan Nedelcov-Anderson, Amanda Olson, Katherine Oviatt, Cory Rideout, Kathy Robson, Shane Skjerven, Kevin Tonita, Mike Walter, Flo Woods, Lisa Wotherspoon, Lorel Trumier</p>		
<p>Date of Original Draft: January 15, 2021</p>	<p>Date Last Updated: April 27, 2021</p>			
<p>Date Approved (by the PEP Implementation Team):</p>				
<p>1. Current Situation What is the reason action is needed</p>	<p>2. Future State What will the future state look like when the need is successfully addressed?</p>	<p>3. Conditions for Success/Strategic Considerations Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p>4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?</p>	
<p>Some students' reading results/levels have not progressed over the past two years due to pandemic-related disruptions in learning.</p>	<p>Reading levels in June 2022 will be as high or higher than reading levels in June 2019, the last year that scores are available that were uninterrupted by COVID-19.</p> <p>Parent/caregiver experiences from at-home learning situations will form the basis for a greater level of engagement in the teaching and learning process.</p>	<ul style="list-style-type: none"> Collecting reading data for students in grades 1-3 in June 2021 (using existing tools). Reviewing reading proficiency of students in grades 4 and 5 in September 2021. Reviewing literacy skills with emergent readers as necessary. Teachers in older grades will increase knowledge of (early) literacy strategies. A clear picture of which children need skill development is needed. This will require time to identify who needs additional support and time for focused literacy instruction. A provincially sanctioned increased emphasis on English Language Arts grades 1-3 curricular outcomes, as well as instructional time, will be necessary to meet the desired future state. 	<p>June 2022 reading results.</p>	

5. Implementation

Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.?) How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
1. Provincial Data Analysis	1.1. Re-share June 2019 reading data and identify students who were below reading level. Reassess and provide reading support.	Ministry School Systems	Work previously completed	School Systems Ministry	March 2021	June 2021	Accuracy and timeliness of data sharing
	1.2. Collect at the system level interim (mid-year) reading data for grades 1-3 from 2020-2021. School systems consider analysis of available school system data from recent years. Review reading proficiency of students in grades 4 and 5 in September 2021.	School Systems	Work is likely already underway, however some school systems may not have collected interim data this year.		March 2021	September 2021	Availability of interim data Determining reading proficiency of grades 4 - 5 students will increase teacher workload.
	1.3. Collect and prepare June 2021 grades 1-3 reading data using the usual process for sharing in the same format as June 2019.	Ministry School Systems	Regular work cycle		June 2021	July 2021	Collecting reading data of students who have been learning from home.
2. Provincial Communication	2.1. Provide high level provincial messaging related to the anticipated challenges in building language and reading skills in our current context that sets the stage for a one-year focus on reading (and other) literacies with clear language on: <ul style="list-style-type: none"> ○ The COVID-19 pandemic is a major cause of the current challenge; we will meet students at their individual skill levels; ○ Setting a moral imperative; one opportunity in Saskatchewan in 2021-2022 to focus efforts on closing literacy gaps caused by implications of education in pandemic times but recognize this will require an ongoing focus in the Provincial Education Plan (September 2022); and, ○ Acknowledging professional flexibility at the classroom level to alter academic schedules to 	PEP Implementation Team	Ministry Communications Staff	Sector Partners SCCs School and school system administration teams	April 2021	June 2022	

	emphasize literacy in the primary grades.						
3. Post-COVID Literacy Research Summary	3.1. Develop and share e-scan summarizing national and North American impacts of the COVID pandemic on literacy development.	Ministry			March 2021	April 2021	Availability of data/research.
4. Reading Intervention Plans for Grades 1-5	<p>4.1. Implement reading intervention plans for grades 1-5 that identify every child by name/strength/need related to literacy at each grade level based on the following process:</p> <ul style="list-style-type: none"> ○ review reading proficiency of all grades 1-5 students. ○ provide intensive support for students below grade level. ○ implement highly effective instructional strategies for reading (SaskReads) including early literacy strategies. <p>4.2. Reference research-based literacy skills continua with a focus on literacy behaviours to support teachers in taking students from where they are at and moving them as far along as possible. E.g., F&P, SaskReads</p>	School-based administration, teachers and support professionals	School systems will resource grades 1-5 classrooms according to need, with additional FTE as required and available to address the goals. Incorporate reading selections that infuse Indigenous content, perspectives, values, and lessons.	School systems	September 2021	June 2022	Student physical attendance Family engagement Resource availability Unknown pandemic effects

Provincial Level 1 Priority Action Plan: Mental Health and Well-Being

 <p>Which PEP pillars and goals does this action plan support? <i>Mental Health and Well-Being Priority in Response to COVID-19 Pandemic</i> Mental Health and Well-Being pillar</p>	<p>Leader (this is a member of the operational structure): <i>Vince Cable</i></p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader): <i>Gwen Keith and Ward Strueby</i></p>	<p>Project Manager (this is the person who facilitates the work): <i>Felice McKay and Shea Duncan</i></p>
<p>Date of Original Draft: <i>January 28, 2021</i></p> <p>Date Last Updated: <i>April 28, 2021</i></p>		<p>Team Members: Robert Bratvold, Pat Bugler, Maureen Johns, Ronald Ajavon, Darrell Paproski, Thomas Sierzycki, Todd Robinson, Gerry Craswell, Angella Pinay, Domenic Scuglia, Joanna Landry, Chad Holinaty, Kevin Kleisinger, Tricia Wuschenny, Flo Woods, Sandy Pinay-Schindler, Brenda Green, Shaun McEachern, Brenda Vickers, Barbara Mackesey, Linda Greyeyes-Highway, Glenda Kary, Gerry Guillet, Nancy Schultz</p>	
<p>Date Approved (by the Implementation Team):</p>			
<p>1. Current Situation What is the reason action is needed?</p>	<p>2. Future State What will the future state look like when the need is successfully addressed?</p>	<p>3. Conditions for Success/Strategic Considerations Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p>4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?</p>
<p>Current state: There is an urgent need to address the mental health and well-being (MHWB) of Saskatchewan staff and students in response to the COVID-19 pandemic. The COVID-19 situation has exacerbated mental health concerns. The topic of MHWB and its challenges have been priorities and of key interest to all of the province's school systems (includes both First Nations education authorities and provincial school divisions) for some time, as evidenced by: Saskatchewan lens:</p>	<p>Resources committed to by inter-ministerial collaborations and partnership with other stakeholder organizations. School systems have an autonomous action plan based on the provincial plan to articulate MHWB and are supported by ministries that impact the implementation of the plan.</p> <ul style="list-style-type: none"> • Post pandemic plan • Professional development • Community collaboration • Classroom/staff/family support 	<p>Barriers:</p> <ul style="list-style-type: none"> • COVID-19 fatigue • Sector overload • Lack of high impact inter-ministry collaboration • Lack of awareness of shared services <p>These pieces must be in place:</p> <ul style="list-style-type: none"> • Template for action plans 	<p>Monitoring Options:</p> <ul style="list-style-type: none"> • New baseline data to inform the long term plan • Spring 2021 and Spring 2022 symposium surveys • Sharing of plans with school systems <ul style="list-style-type: none"> ○ How many school systems have plans as part of their work? • School system, Ministry of Education and school based accountability plans • Reporting on the number and types of shared services and resources <p>Potential avenues for data:</p>

<ul style="list-style-type: none"> • About 1 in 4 Saskatchewan students (23 per cent) considered suicide in 2019 (Saskatchewan Alliance for Youth and Community Well-being, 2019) (MHWB Policy Brief, p. 5, 2021). • The 2019-20 Saskatchewan <i>OurSCHOOL</i> grades 7-12 data (MHWB Policy Brief, p.5, 2021) • Saskatchewan data from Kids Help Phone (2019) <p>National lens:</p> <ul style="list-style-type: none"> • The World Health Organization (2018) (WHO) describes mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community” (MHWB Policy Brief). • The Public Health Agency of Canada defines it as “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face.” • Students who experience mental health challenges often struggle academically, experience social difficulties at school, are less engaged in the classroom, have lower levels of academic performance and achievement and are more likely to drop out of school (Government of Canada, 2020) (MHWB Policy Brief). • The Mental Health Commission of Canada (2020) estimates that about 1.2 million children and youth in Canada are affected by mental illnesses each year, and that about one in five will experience a mental illness by age 25 (para. 1) (MHWB Policy Brief). <p>Root Causes:</p> <ul style="list-style-type: none"> • The impacts of COVID- 19 and the fatigue it has created • Insufficient coordination between sectors; problems around sharing • Amounts of funds allocated to mental health • Stigma towards mental health issues 	<p>The Spring 2021 Symposium has provided information for school systems to inform the development of their plans.</p> <p>The Spring 2022 Symposium has provided best practices and will inform the development of a long-term PEP MHWB plan.</p> <p>Goals to be considered in long-term MHWB planning:</p> <ul style="list-style-type: none"> • Students are welcomed and included and feel a sense of belonging and caring at school; • Students learn skills that help them to identify emotions and cope with stress; • Students learn about mental health and know when and how to ask for help; • Students receive timely and responsive evidence-based prevention and early intervention services at school; and, • Students, parents and/or caregivers know where to turn for more intensive support when needed. <p>(Source: School Mental Health Ontario, www.smho-smso.ca)</p>	<ul style="list-style-type: none"> • Sustainable funding for mental health supports beyond the pandemic • Spring 2021 symposium to help school systems plan for 2021-22 • Role and scope of entities 	<ul style="list-style-type: none"> • OurSCHOOL • SAYCW • <i>Measuring Hope</i> – other measures – Gallop survey, tools that go with it • Graduation rates • Attendance data <p>Long-Term:</p> <ul style="list-style-type: none"> • Research professional with a background in MHWB to collect data for a baseline <p>Consideration:</p> <p>How will we address the issues around federal and provincial data with regards to First Nations education organizations and provincial systems?</p>
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5. Implementation

Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.?) How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
<p>1.A. Divisions will determine current year offsets in order to apply those funds to support this area.</p> <p>1.B. Engage in multi-ministry conversations regarding MHWB in school systems.</p>	<p>1.A.1. Explore additional resources and funding from the Ministry of Education, federal government, as well as other sources from local to national, for the MHWB initiatives.</p> <p>1.A.2. Request Deputy Ministers to look at joint partnerships (funding and staffing) to address MHWB.</p> <p>1.B.1. Explore multi-ministry joint partnership to secure funding and or support for the MHWB priority, such as:</p> <ul style="list-style-type: none"> • Resources • Professional development • Shared services <ul style="list-style-type: none"> ○ Multi-ministerial mental health liaison ○ Shared positions <ul style="list-style-type: none"> ▪ Counsellors, psychologists, mental health workers, social workers 	<p>Vince Cable Gwen Keith</p> <p>Deputy Minister and Assistant Deputy Ministers of Education</p>	<p>Multi-ministry staff participation</p> <p>School system leadership advocate for funding</p> <p>Multi-ministry mental health liaison</p>	<ul style="list-style-type: none"> • Ministries of Health, Education, Social Services • First Nations Authorities • Indigenous Elders and Knowledge Keepers 	<p>April 2021</p>	<p>June 2022</p>	<ul style="list-style-type: none"> • Continue to be reactive as opposed to proactive • Coordinated efforts, understandings, and funding among ministries • Funding for MHWB
<p>2. Each school system will develop a plan to address the added pressures on MHWB as a result of the pandemic.</p>	<p>2.1. Develop a template (i.e., exemplars) that school systems can use as a reference to create their own plan.</p> <p>2.2. Provide guidance and support to the provincial school systems (Level 1 organization in the PEP) to create their own local action plans around MHWB.</p> <ul style="list-style-type: none"> • 2021/22 school system plan/post-pandemic plan 	<p>Ward Strueby</p>	<p>Developed by MHWB team members</p>	<ul style="list-style-type: none"> • Education Organizations • Medicine Wheel concept - teachers and students (Indigenous/non-Indigenous) sessions on Mental Wellness. e.g., Thunderbird Lodge mental 	<p>March 2021</p> <p>May 2021</p>	<p>June 2022</p>	

	<ul style="list-style-type: none"> Professional development Community collaboration (Indigenous and critical friends) Relationship building Classroom/staff/student/parent and caregiver support 			wellness workshops online			
3. Spring 2021 Symposium aimed at school systems sharing information/resources, as well as SHA, so each system can be informed to develop plans for the fall.	3.1. Sharing & Refinement - Plan and coordinate a symposium where school systems and the SHA will share best practices, draft action plans and discuss future long-term goals.	Symposium subcommittee	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honorary for Elders and critical friends	<ul style="list-style-type: none"> Critical friends (i.e., Kevin Cameron) Indigenous Elders EdCan Wade Repta Coralee Pringle-Nelson 	The week of May 10-14 2021	May 2021	
4. Spring 2022 Symposium	4.1. Celebration & Innovation - Plan and develop a post-symposium to celebrate and help validate ideas for the long term plan.	Symposium subcommittee	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honorary for Elders and critical friends	<ul style="list-style-type: none"> Indigenous Elders Critical Friends 	Spring 2022	May 2022	

May XX, 2021

Work has been underway by school divisions and education authorities since 2018 to develop a long term education plan to guide, develop and implement a long-term plan for education in Saskatchewan. A Provincial Education Council (Council) was established in 2020 to provide strategic guidance to the development and renewal of a provincial education plan (PEP). A Provincial Education Plan Implementation Team (PEPIT) works to establish the outcomes, measures and key actions to operationalize the plan. The PEPIT includes directors of education, participating First Nations and Métis education authorities, two representatives of Saskatchewan Teachers' Federation Professional Learning, and senior Ministry of Education officials.

A one-year interim PEP has been developed to respond to the pressures experienced by school systems as a result of the COVID-19 pandemic. The interim PEP includes three priorities for the 2021-22 school year and includes provincial-level key actions to meet the needs of all students in the areas of reading, learning response, and mental health and well-being. The priorities of the interim PEP are aligned with the four pillars of the *Provincial Education Plan Framework (2019)*: skills and knowledge; mental health and well-being; connections and relationships; and, inclusive, safe and welcoming learning environments.

The interim PEP was informed by feedback from Council and PEPIT member organizations during mid-February to mid-March. It is now being presented to all PEPIT member organizations for endorsement by May 31, 2021 so that work may begin on these important priorities. Our organization is a member of the PEPIT and has been fully involved in the development of the draft interim plan presented for your consideration today. I seek your endorsement of this province-wide work.

The PEPIT will meet to discuss plans for implementation and monitoring of the interim PEP in early June. The PEPIT will also continue to develop a long-term provincial plan to guide education to 2030. Boards of education and the Minister of Education will have future opportunities to review and endorse the long-term plan.

For further information about the Provincial Education Plan, please access [*Framework for a Provincial Education Plan 2020-2030 / Cadre du plan d'éducation de la province de 2020 à 2030.*](#)

Thank you.

On _____ (date of meeting), 2021, the
(day, month)

(name of Board of Education or Education Authority)

endorsed, or *did not endorse* the Interim Provincial Education Plan.
(choose one)

Once completed, please return to the PEP Secretariat at pepsecretariat@gov.sk.ca.