

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

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

Monday, June 21, 2021

Time: 4:00 p.m.

**AGENDA (#21R-7)**

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. Delegation
  - SRSC Delegates Presentations – **C. Trann**
8. Consent items
  - (a) Adoption of the Minutes for Regular meetings of June 7, 2021
  - (b) Administrative Procedure Changes
  - (c) Financial Statements – for the Third Quarter Ending May 31, 2021
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 from June 21, 2021
  - (b) External Board Committees (if any)
    - Approval of Policy Changes – **G. Gustafson, Chair**
  - (c) Provincial Update
    - Board Chairs Council Verbal Update – **B. Hollick**
  - (d) Saskatchewan Rivers Students for Change (SRSC) Verbal Report – **K. Lam/  
E. Zbarachuk, student trustees**
  - (e) Board Advocacy Update – November 2020 to June 2021 – **D. Rowden**

**11. Accountability reports**

- (a) Communication Accountability Report – ***R. Bratvold***
- (b) Transportation Services Accountability Report – ***J. Pidborochynski***

**12. Reports from administrative staff**

- (a) SRPSD Responses to the Truth and Reconciliation Commission's Calls to Action – ***R. Bratvold / J. Hingley***
- (b) 2021-2022 Annual Work Plan – ***R. Bratvold***
- (c) 2021-2022 Board Meeting Schedule – ***R. Bratvold***

**13. Notice of Motion**

**14. Three key messages for SCC/Public from meeting**

**15. Board members' forum**

**16. Adjournment**

CALENDAR OF EVENTS	
CSBA Congress 2021	July 7 to 9, 2021 – Virtual Conference
TBD – Fall 2021	Board meeting, Board Room, Education Centre, 545 – 11 <sup>th</sup> Street East, Prince Abert, SK



**MEETING DATE:** June 21, 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 checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: <u>Board Report</u>	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>9</u>	

**FROM:** C. Trann, Superintendent of Schools **ATTACHMENTS** [ ]

## BACKGROUND

### RE: SRSC DELEGATES PRESENTATIONS

The course "Presenting with Confidence" was offered as a professional development opportunity to the Student Voice Committee. As noted at a previous Board meeting, a suggestion was made to have interested students that completed the course present to the Board at meeting. The following students volunteered to do presentations:

- Emma Arcand – Canwood
- Marc Caron – St Louis

## RECOMMENDATION

*For Board information.*

**MEETING DATE:** June 21, 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 type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference:	<u>8.8</u>	

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

## BACKGROUND

**RE:** ADOPTION OF THE MINUTES OF THE REGULAR MEETINGS

- June 7, 2021 Regular Minutes

## RECOMMENDATION

*That the minutes of the Regular meeting of June 7, 2021 be approved as presented.*

**NO. #2021R-6 (MONDAY, JUNE 7, 2021)**

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON MONDAY, JUNE 7, 2021 AT 5:30 P.M. IN THE SEMINAR ROOM, EDUCATION CENTRE, 545 11<sup>TH</sup> 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  
**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 (absent)

**SENIOR ADMINISTRATION**

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

Mrs. J. Ward, Administrative Services Officer (E)  
Mr. C. Trann, Superintendent of Schools (E)

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

B. Hollick 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.

The Board and administration observed a moment of silence in recognition of the 215 graves recently found at the Kamloops Residential School in BC.

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

**MOTION TO MOVE INTO CLOSED SESSION:**

**#21R-54**

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

***Carried.***

Regular meeting resumed.

**STUDENT TRUSTEES**

K. Lam (absent)

E. Zbaraschuk (E)

**OTHERS**

J. Kerr, Daily Herald reporter (E)

**ADOPTION OF THE AGENDA:**

**#21R-55**

***Moved by A. Nunn that the agenda be approved as amended.***

***Carried.***

**CONSENT ITEMS:**

**#21R-56**

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

*(a) Adoption of the Minutes for Regular meetings of May 10, 2021.*

*Carried.*

**NEW BUSINESS:**

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

E. Zbaraschuk provided a verbal update of the school happenings at Meath Park Public School. C. Trann, Superintendent, indicated that in response to the request of the Board for input from students regarding a SRPSD Pride logo, the SRSC executive members created a short survey to gather student and staff feedback. The survey results were shared for information.

E. Zbaraschuk noted that C. Trann and herself are currently looking for student volunteers to do presentations at the June 21, 2021 Board meeting.

**(b) Tabled Motion from May 10, 2021 Board Meeting**

**#21R-57**

*Moved by J. Smith that the motion from May 10, 2021 (#21R-45) be lifted from the table.*  
*Carried.*

**#21R-58**

*Moved J. Smith-Windsor that the Board adopt the 2019 SRPSD Pride logos to use in pride celebrations and acknowledgements.*

*Carried.*

**#21R-59**

*Moved by J. Smith-Windsor that the Board of Education invite student and staff submissions for the design of the SRPSD logo in recognition and celebration of Pride, June 2022, and annually thereafter.*

*Carried.*

**(c) Final Report of the Student Voice Committee**

J. Smith-Windsor, Chair, provided a written report on the Student Voice Committee that highlighted the work for the 2020-2021 year and the initiatives for the 2021-2022.

**(d) Policy Committee Verbal Report**

G. Gustafson provided a written update on the Policy Committee. He reviewed the changes that will be presented to the Board at its June 21, 2021 meeting for approval. He noted the policies that still require further review.

**(e) Curriculum Renewal Feedback – Board Chairs Council**

Trustees were given an opportunity to provide feedback on the curriculum renewal and provide direction regarding curriculum suggestions.



(f) **Board Chairs Council Verbal Update**

B. Hollick provided an update on the vaccine uptake in Canada, guidelines surrounding the opening of Saskatchewan in terms of extra-curricular activities and student vaccines in schools.

**REPORTS FROM ADMINISTRATIVE STAFF:**

(a) **Approval of the 2021-2022 Annual Budget**

Administration reviewed the 2020-2021 budget for information.

**#21R-60**

***Moved by A. Lindberg that the Board approve the Annual Budget for 2021-2022 as presented.***

***Carried.***

(b) **Director Update**

R. Bratvold provided an update on:

- Student learning –WJ Berezowsky Public School grade 7 writing strands and math, the senior PAA in Canwood built toboggans and moving towards implementation of Edsby to replace the MSS teacher gradebook.
- Partnerships:
  - Update on SHA vaccine program in schools.
  - The Invitational Shared Service Initiative (ISSI) program has been revised, but the amount of funds available has decreased to 120K per partnership and has limited the timeline to a 3 year partnership after which re-applying is necessary and approval is not certain. The division expects to proceed with the partnerships we currently have (with WDN and STC/MFN/OAFN) and continue the successes achieved.
  - Our new Following their Voices schools Queen Mary, St. Louis have participated in the orientation to the program session and have begun the work to join École Arthur Pechey, Carlton, & Wesmor in the full implementation of the FTV initiative in the fall of 2021.
- Provided an update of COVID rates in the in SRPSD schools. The Director met with OHS officer to discuss the April 10 COVID case in the Education Centre and shared our prevention protocols, our response to the incident and the follow-up actions. The conversation was productive.
- The PLT will meet for the final time On June 8 (virtually) and the ESSP will be officially sunset after the completion of this school year. The transition of the PLT work to the Provincial Education Plan (PEP) is substantially complete, but will not be fully complete until the finalization of the new long-term PEP in the coming year.
- Ministry and Provincial Happenings
  - The fee for teachers to register with the Saskatchewan Professional Teachers Regulatory Board (SPTRB) has been set at \$85. The Ministry pays that fee on behalf of teachers.



- Templates for Annual Reports has been released.
- Each year the Minister sets the number of instructional days in the school year, but since some schools may have lost some instructional days because of COVID, the Ministry is requesting information about the range of the actual number of instructional days that occurred in the school year.
- All provincial schools are scheduled to on-board to the provincial MySchoolSask (MSS) data system this summer and fully implement the system next school year.
- Planning for graduation and other year-end celebrations is well underway and there are a variety of celebration styles planned from indoor, to out-door to drive-in style and virtual celebrations.
- AP and Policy Items
  - The draft Administrative Procedure related to naming facilities will be discussed at the June 21 meeting.
  - The development of the strategic plan has been slowed by various factors, but it is expected that a draft version of the plan will be ready for Board review at the June 21 meeting.
- Emergent items
  - A concern received regarding the Lord's Prayer and O'Canada in a school.
  - Perception that SRPSD employees received preferential treatment during the weekend drive through vaccine clinic.

**(c) Interim Provincial Education Plan Endorsement by the Board and Education Authority**

**#21R-61**

***Moved by D. Rowden that Saskatchewan Rivers Public School Division endorse the Interim Provincial Education Plan.***

***Carried.***

**THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING**

- SRPSD Distance Learning Centre;
- 2021-2022 Annual Budget / Strategic Plan implementation;
- Inclusion / Diversity.

**BOARD MEMBERS' FORUM:**

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

**MOTION TO MOVE INTO CLOSED SESSION:**

**#21R-62**

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

***Carried.***

**NEW BUSINESS:**

**(a) Motions from the Closed Session of June 7, 2021:**

**#21R-63**

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

- 1. *That the financial statements for Early Childhood and Development Program – Kids First Project be approved.***

***Carried.***

- 2. *That the financial statements for the Early Years Family Resource Centre be approved.***

***Carried.***

**ADJOURNMENT:**

**#21R-64**

***Moved by A. Nunn that the meeting adjourn. (7:54 p.m.)***

***Carried.***

**SIGNATURES:**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Administrative Services Officer

\_\_\_\_\_  
Date of Approval

**MEETING DATE:** June 21, 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

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

**ATTACHMENTS** ☒

## BACKGROUND

**RE: ADMINISTRATIVE PROCEDURES CHANGES**

The following Administrative Procedure was revised.

- AP 217: French Immersion

## RECOMMENDATION

*For Board information.*

**Administrative Procedure 217**

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**FRENCH IMMERSION****Background**

In that French is one of Canada's two official languages, the Division encourages students to study in the French language where numbers warrant.

**Procedures**

1. The French Immersion program shall be the Type B French Immersion/Bilingual program.
2. Any student living within the boundaries of Saskatchewan Rivers Public School Division may be registered in the French Immersion program designated to their attendance area.
3. Transportation to those schools offering a French Immersion program shall be provided for those students living outside of their regular within the identified attendance area of their designated French Immersion program.
4. The French Immersion program shall be operated under the regulations and guidelines as prescribed by Ministry of Education and the Official Minority Language Office.

Reference: Section 85, 87, 109, 180, *The Education Act, 1995*  
Section 38, 40, 42, 44, 45, 46 Education Regulations

Approved: May 12, 2014  
Revised: June 21, 2021



**MEETING DATE:** June 21, 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 type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference: <u>2.8</u>		

**FROM:** J. Pidborochynski, Chief Financial Officer **ATTACHMENTS** ☒

## BACKGROUND

**RE: FINANCIAL STATEMENTS – for the Third Quarter Ending May 31, 2021**

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

The accompanying financial statements will be reviewed in detail with specific reference to the budget percentage remaining for the period. For comparative purposes 25.0% or three months remain in the fiscal year.

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

1. Grants – Pandemic funding of \$5.2M not budgeted.
2. Tuition Fees – Decrease in on-reserve tuition fee students
3. School Generated Funds – large decrease in fundraising
4. Complementary Services - ELIS grant not budgeted
5. External Services – Large project grants (FTV) are received in June.

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

1. Instruction – majority of expenses incurred over 10 months
2. Tuition Fees – paid in June
3. School Generated Funds – consistent with decrease in SGF revenue
4. Complementary Services – ELIS expenses not budgeted

Capital Purchases

1. Computer equip - \$608K, other equipment - \$188K, AP Daycare - \$163K.

## RECOMMENDATION

***That the Board approve the Financial Statements for the third quarter ending May 31, 2021.***



**Saskatchewan Rivers School Division No. 119**  
**Statement of Financial Position**  
**As at May 31, 2021**

	Current Year Actual	Prior Year Actual	Variance
<b>Financial Assets</b>			
Cash and Cash Equivalents	20,934,131	21,905,101	(970,970)
Other Receivables	589,154	1,267,900	(678,746)
Portfolio Investments	1,000,000	5,000,000	(4,000,000)
<b>Total Financial Assets</b>	<b>22,523,285</b>	<b>28,173,001</b>	<b>(5,649,716)</b>
<b>Liabilities</b>			
Accounts Payable and Accrued Liabilities	5,826,164	2,622,502	3,203,662
Liability for Employee Future Benefits	3,391,900	3,391,900	-
Deferred Revenue	37,674	414,640	(376,966)
<b>Total Liabilities</b>	<b>9,255,738</b>	<b>6,429,042</b>	<b>2,826,696</b>
<b>Net Financial Assets</b>	<b>13,267,547</b>	<b>21,743,959</b>	<b>(8,476,412)</b>
<b>Non-Financial Assets</b>			
Tangible Capital Assets	61,978,467	65,480,175	(3,501,708)
Inventory of Supplies for Consumption	137,403	137,403	-
Prepaid Expenses	480,955	639,245	(158,290)
<b>Total Non-Financial Assets</b>	<b>62,596,825</b>	<b>66,256,823</b>	<b>(3,659,998)</b>
<b>Net Assets</b>	<b>75,864,372</b>	<b>88,000,782</b>	<b>(376,966)</b>
<b>Accumulated Surplus</b>			
Accumulated Surplus - Beginning of the Year	88,000,782	86,933,796	1,066,986
(Loss) earnings from Operations	(12,136,410)	1,066,986	(13,203,396)
<b>Accumulated Surplus</b>	<b>75,864,372</b>	<b>88,000,782</b>	<b>(12,136,410)</b>

**Saskatchewan Rivers School Division No. 119**  
**Statement of Operations and Accumulated Surplus**  
**For the Period from September 1, 2020 to May 31, 2021**

	Current Year Actual	Current Year Budget	Budget Remaining	Budget % Remaining	Prior Year Actual	Actual Variance
<b>REVENUE</b>						
Property Taxation	1,710	-	(1,710)	#DIV/0!	5,218	(3,508)
Grants	73,526,759	92,217,736	18,690,977	20.27%	92,036,682	(18,509,923)
Tuition and Related Fees	2,317,628	2,864,131	546,503	19.08%	3,145,774	(828,146)
School Generated Funds	1,159,814	2,280,000	1,120,186	49.13%	1,854,661	(694,847)
Complementary Services	1,474,905	1,566,543	91,638	5.85%	1,858,335	(383,430)
External Services	1,743,465	4,056,585	2,313,120	57.02%	5,889,509	(4,146,044)
Other	931,675	821,319	(110,356)	-13.44%	2,313,017	(1,381,342)
<b>Total Revenue</b>	<b>81,155,956</b>	<b>103,806,314</b>	<b>22,650,358</b>		<b>107,103,196</b>	<b>(25,947,240)</b>
<b>EXPENSES</b>						
Governance	447,322	601,327	154,005	25.61%	427,931	19,391
Administration	2,457,787	3,350,441	892,654	26.64%	3,271,026	(813,239)
Instruction	66,155,802	73,354,004	7,198,202	9.81%	71,577,876	(5,422,074)
Plant	12,725,464	15,985,011	3,259,547	20.39%	15,288,130	(2,562,666)
Transportation	5,631,392	7,298,486	1,667,094	22.84%	6,704,799	(1,073,407)
Tuition and Related Fees	4,200	69,072	64,872	93.92%	64,300	(60,100)
School Generated Funds	977,763	2,305,000	1,327,237	57.58%	1,652,986	(675,223)
Complementary Services	1,509,448	1,653,263	143,815	8.70%	1,754,487	(245,039)
External Services	3,383,188	4,111,210	728,022	17.71%	5,290,826	(1,907,638)
Other Expenses	-	500	500	100.00%	3,849	(3,849)
<b>Total Expenses</b>	<b>93,292,366</b>	<b>108,728,314</b>	<b>15,435,948</b>		<b>106,036,210</b>	<b>(12,743,844)</b>
<b>(Deficit) surplus for the Period</b>	<b>(12,136,410)</b>	<b>(4,922,000)</b>	<b>(7,214,410)</b>		<b>1,066,986</b>	<b>(13,203,396)</b>
<b>Accumulated Surplus, Beginning of Year</b>	<b>88,000,782</b>	<b>88,000,782</b>			<b>86,933,796</b>	<b>1,066,986</b>
<b>Accumulated Surplus, End of Period</b>	<b>75,864,372</b>	<b>83,078,782</b>			<b>88,000,782</b>	<b>(12,136,410)</b>
<b>Tangible Capital Assets</b>						
Tangible Capital Assets - Beginning of Year	65,480,175	65,480,175	-	0.00%	68,222,399	
Tangible Capital Asset Purchases	958,917	1,160,500	201,583	17.37%	1,498,297	
Amortization	(4,460,625)	(5,947,500)	(1,486,875)	25.00%	(4,240,521)	
<b>Tangible Capital Assets - End of Period</b>	<b>61,978,467</b>	<b>60,693,175</b>	<b>(1,285,292)</b>		<b>65,480,175</b>	

**MEETING DATE:** June 21, 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 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, 11</u>	

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

## BACKGROUND

### RE: APPROVAL OF POLICY CHANGES

The committee reviewed the changes to the policies that did not change the intent and for the most part just reflect current practice. The proposed changes have been highlighted and deletions crossed out for reference.

- Policy 2 – Role of the Board
- Policy 3 – Role of the Trustee
- Policy 6 – Role of the Vice-Chair
- Policy 9 – Board Committees
- Policy 11 – Policy Making
- Policy 15 – Viable Schools – *note change of wording for Section 58 School Division Administration Regulations*
- Policy 16 – Recruitment and Selection of Personnel

## RECOMMENDATION

***That Policy 2 – Role of the Board, Policy 3 – Role of the Trustee, Policy 9 – Board Committee, Policy 11 – Policy Making, Policy 15 – Viable Schools; and Policy 16 – Recruitment and Selection of Personnel be approved as revised.***



## Policy 2

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### ROLE OF THE BOARD

The Board is a body created by provincial legislation and it exercises its authority within *The Education Act, 1995* and its attendant Regulations. The Saskatchewan Rivers Public School Board is elected by the voters that support the Saskatchewan Rivers Public School Division. The Board is responsible for the following:

#### 1. Accountability to Provincial Government

- 1.1 Act in accordance with all statutory requirements to implement provincial educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

#### 2. Accountability to Community

- 2.1 Make decisions that reflect Saskatchewan Rivers Public Schools' vision, mission and core values and that represent the interests of the entire Division.
- 2.2 Establish processes and provide opportunities for information sharing with the community and for community input.
- 2.3 Identify key results and ensure annual reporting on these results.
- 2.4 Develop procedures for, and hear appeals as determined by the Board.
- 2.5 Exhibit behaviours that reflect the Board's shared core values and Code of Ethics.
- 2.6 Provide for two-way communications between the Board and School Community Councils and between the Board and the community.
- 2.7 Approve the hours of public access to all central offices.
- 2.8 Provide governance oversight of the Enterprise Risk Management program, including ranking of risks, establishing a process to mitigate risks and annually reviewing risks and mitigations steps.

#### 3. Continuous Improvement Planning and Reporting

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

#### 4. Policy

- 4.1 Identify the purpose to be achieved before creating a new policy.
- 4.2 Approve policy statements that achieve the purposes identified by the Board.
- 4.3 Conduct regular review of Board policies for currency and appropriateness.

#### 5. Director / Board Relations

- 5.1 Select the Director.
- 5.2 Provide the Director with clear corporate direction.

- 5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in *The Education Act, 1995*.
- 5.4 Respect the authority of the Director to carry out executive action and support the Director's actions which are exercised within the delegated discretionary powers of the position.
- 5.5 Interact with the Director in an open, honest, respectful and professional manner.
- 5.6 Annually evaluate the Director in regard to the Director's job description as outlined Policy 13/Appendix A and additional Board direction unless mutually agreed by February 1 of the current evaluation year by both parties to not complete the evaluation. (i.e., hold Director accountable for results identified in the strategic plan.) The Board Chair will manage the scheduling.
- 5.7 Review Director's compensation as per contract.

## 6. Political / Advocacy

- 6.1 Develop/review an annual advocacy plan to support the strategic plan.

## 7. Board Development

- 7.1 Develop a yearly plan for trustee development to support the Division's strategic plan.
- 7.2 Annually evaluate Board effectiveness.

## 8. Fiscal Accountability

- 8.1 Approve annually budget and ensure resources are allocated to achieve desired results.
- 8.2 Approve annually the Preventative Maintenance and Renewal Plan and amendments.
- 8.3 Review facilities master plan and establish long-range capital priorities.
- 8.4 Approve the submission of capital projects to the Ministry of Education.
- 8.5 Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for revenues.
- 8.6 Appoint an auditor and set the terms of engagement.
- 8.7 Receive the audit report and the management letter and ensure quality indicators are met.
- 8.7 Monitor revenues and expenditures on a monthly basis.
- 8.8 Set the mandate for employee group negotiations.
- 8.9 Review and approve the [Trustee Remuneration Guidelines](#) in the second year of the Board's term of office and other times as necessary.
- 8.10 Review and approve compensation for out-of-scope staff as per contracts.
- 8.11 Approve emergency expenditures over \$100,000.00 in excess of the budget. (The Board authorizes the Director to approve emergency expenditures under \$100,000.00.)

## Selected Responsibilities

- 1. Acquire and dispose of land and buildings, including expropriation proceedings.
- 2. Review and approve real estate leases.
- 3. Name of schools and other Board-owned facilities.
- 4. Obtain membership in the Saskatchewan School Boards Association & Public Section.
- 5. Approve of the purchase of Board memberships in non-educational associations.
- 6. Recognize students, staff and community.



## Policy 3

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### ROLE OF THE TRUSTEE

Trustees are elected in accordance with the [Local Government Election Act](#). As democratically elected officials, trustees represent the public voice in Prekindergarten to grade 12 educational governance.

The role of the trustee is to contribute to the Board as it carries out its role in order to achieve its mission, vision, beliefs and commitments. The Board believes that its ability to fulfill its obligations is enhanced when leadership and guidance are forthcoming from within its membership.

The Board is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans. The Board believes an orientation program is necessary for effective trusteeship. The Board Chair will write a letter to accompany the nomination package which outlines the dates and times for orientation sessions, organizational meetings and subsequent meetings in the first month.

1. The Board Chair, Vice-Chair in consultation with the Director will ensure the development and implementation of the Division's orientation program for newly elected trustees. This session will provide information on:
  - 1.1 Role of the trustee, the Board and the Director;
  - 1.2 Delegation of authority to the Director and related accountability mechanisms including CEO evaluation process criteria and timelines;
  - 1.3 Organizational structures and procedures of the Division, and governance tools used by the Board;
  - 1.4 The Board Policy Handbook, agendas and minutes;
  - 1.5 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
  - 1.6 Division programs and services;
  - 1.7 Board's function as an appeal body; and
  - 1.8 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
  - 1.9 The legacy document and board annual work plan.

New trustees are required to attend the Board developed orientation session(s).

2. The Division will provide financial support for trustees to attend Saskatchewan School Boards Association sponsored orientation seminars.
3. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

### **Specific Responsibilities of Individual Trustees**

The trustee shall:

1. Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.
2. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
3. Refer administrative matters to the Director. The trustee, upon receiving a complaint from a parent or community member about school operations, will refer the parent or community member back to the school and will inform the Director of this action if administrative action is desired.
4. Keep the Board and the Director informed in a timely manner of all matters coming to his/her attention that might affect the Division.
5. **When requested,** Provide the Director with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
6. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children within the Division.
7. Respectfully bring forward and advocate for local issues and concerns.
8. Accurately communicate the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the majority decision of the Board when it does not.
9. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
10. Participate in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
11. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
12. Strive to develop a positive learning and working culture both within the Board and the Division.
13. Participate in board / trustee / director evaluations.

14. Attend School Community Council meetings as requested and/or when possible.
15. Attend significant Division or school functions when possible.
16. Become familiar with, and adhere to, the Trustee Code of Conduct.
17. Report any violation of the Trustee Code of Conduct to the Board Chair or to the whole board during a closed session following the prescribed process for adding items to the agenda.

Reference: Sections 85, 87, *The Education Act, 1995*  
*The Local Government Election Act*

Approved: May 5, 2014

Revised: November 26, 2018; February 11, 2019

## Policy 6

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### ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office during the pleasure of the Board.

#### Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence or at the Board Chair's request and shall have all the duties and responsibilities of the Board Chair. (Note: In the absence of the Board Chair and the Vice-Chair from a meeting of the Board, the trustees present shall elect one of their members to act as Chair of the meeting.)
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. In consultation with the Board Chair ensure the Board develops and implements an orientation program for newly elected trustees.
4. Act as a signing officer for the Division in the absence of the Board Chair.
5. Address inappropriate behaviour on the part of a trustee in collaboration with the Board Chair as per Policy 4 – Trustee Code of Conduct.
6. Be a standing member of the Board Development Committee.
7. Be a standing member of the Out of Scope Committee.
8. ~~Draft for consideration~~ **Lead the process of drafting and presenting** the Board advocacy plan for the coming year and update the Board regularly on progress.
9. Sign off monthly expense claims for the Board Chair.
10. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Revised: November 26, 2018; February 11, 2019; June 8, 2020



## Policy 9

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### BOARD COMMITTEES

The Board may establish committees to assist with its work. Committees may be standing or ad hoc in nature.

At its annual Organizational Meeting, the Board shall establish such standing committees, and name trustees to serve on each committee, as it deems necessary. Subsequently at any duly constituted meeting, the Board may establish standing or ad hoc committees, and terms of reference for each.

#### General Requirements

Committees are not empowered to make decisions on behalf of the Board unless specifically authorized to do by Board motion or Board policy.

#### Standing Committees

Standing committees are established to assist the Board with work of an on-going or recurring nature. The Director may assign staff to support the work of the committee. Committees shall not exercise authority over staff.

Committee work will be presented to the Board by written report as information or for discussion and may include recommendations for Board decision.

#### 1. Audit Committee

##### 1.1 Membership

- The entire Board.

##### 1.2 Terms of reference

- The overall purpose of the committee is to assist the Board in fulfilling its governance and oversight responsibilities relative to Division Finances.
- To review accountability reports and to make recommendations to the Board.
- To make recommendations regarding the Board's engagement of the auditor, and the Board's approval of the terms of engagement for the auditor.
- Meet with the auditor without senior administration being present.
- Review the annual external audit report and management letter and make recommendations to the Board relative to whether the auditor's report and management letter meet the auditor's terms of engagement and ensure that these terms of engagement include the collection of data relative to fiscal accountability requirements of the CEO as detailed in the Director of Education evaluation criteria In the appendix to Policy 13.
- To make recommendations to the Board relative to the disposition of the auditor's recommendations.



- Monitor the remediation of deficiencies identified in the previous year's audit report and management letter.
- 1.3 Meetings
- Meetings shall be as determined by the Board.
  - The audit committee shall meet with the auditor prior to the start of the annual audit and upon completion of the audit. A portion of these meetings shall be without staff present.
2. Out of Scope Compensation Committee
- 2.1 Membership
- The Board Chair and Vice-Chair
- 2.2 Terms of Reference
- To meet with the Director, review relevant data and annually make recommendations to the Board related to compensation for all out of scope staff. This includes all compensation issues including but not restricted to salary grids, salary adjustments, and benefits.
- 2.3 Meetings
- Once annually and at the call of the chair.
3. Student Discipline Committee
- 3.1 Membership
- Four trustees selected annually at the Organizational meeting.
- 3.2 Terms of Reference
- 3.2.1 The Committee shall consist of four trustees, the Director, appropriate Superintendent and relevant Principal.
- 3.2.2 The Committee shall select one of the four trustees as its chair.
- 3.2.3 The student(s) and the parents/guardians shall be invited to attend appropriate portions of the committee's meeting.
- 3.2.4 The Student Discipline Committee will confirm, modify or remove the suspension. The suspension may be increased to not more than one year or total expulsion could be recommended.
- 3.2.5 The Student Discipline Committee will make its decision, notify the student and the parents/guardians of its decision and will report its decisions to the Board at the next regular board meeting.
- 3.2.6 Any suspensions of more than three days shall be referred to the committee for deliberation.
- 3.3 Meetings
- At the call of the Chair but in a timely manner to comply with all statutory provisions.
4. Board Development Committee
- 4.1 Membership
- Three trustees, one being the Vice-Chair, selected annually at the Organizational meeting.
- 4.2 Terms of Reference
- 4.2.1 The Committee shall consist of three trustees, the Director or an administrative support designate.
- 4.2.2 The Committee shall elect one of the three trustees as its chair.
- 4.2.3 The Committee shall annually facilitate the completion and review of the [Board Competency Matrix](#).

- 4.2.4 The Committee shall draft the Board Development Plan for consideration of the Board.
- 4.2.5 The Committee shall provide a quarterly report on professional development progress and expenditure.
- 5. Saskatchewan Rivers Students for Change (SRSC) Committee
  - 5.1 Membership
    - Four trustees selected annually at the Organizational meeting as well as the Director or an administrative support designate.
  - 5.2 Terms of Reference
    - The committee shall annually review, amend, and work towards the objectives outlined in the board-approved terms of reference for the committee.

### **Committees of the Whole Planning Meeting (Formerly referred to as Management Committee meetings)**

Committee of the Whole Planning meetings are held to allow the Board opportunity to explore matters in much greater depth than can be accomplished in scheduled regular meetings of the Board.

- 1 Membership
  - All trustees
- 2 Terms of reference
  - To provide a forum for trustees to engage in planning, information and fact finding sessions.
- 3 Meetings
  - At the call of the Board Chair in consultation with the Director, subject to change, but normally as determined by the Board at its June meeting.

### **Ad Hoc Committees**

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The membership, terms of reference and timelines for each ad hoc committee will be established at the time of formation and approved by motion of the Board. The approved template will be used to develop timelines and terms of reference [Terms of Reference template](#).

Each ad hoc committee, at the conclusion of its work, shall present a written report to the Board. Unless otherwise directed by the Board, ad hoc committees are dissolved (by Board motion) as soon as they have reported to the Board.

### **Resource Personnel for Committees**

The Director may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Reference: Sections 85, *The Education Act, 1995*

Approved: May 5, 2014

Revised: November 26, 2018; February 11, 2019; December 9, 2019; March 8, 2021

## Policy 11

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### POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Board policies shall be maintained in the Board's Policy Handbook. Motions of the Board which have a continuing application shall be incorporated into an existing or new policy and placed in the Board Policy Handbook as soon as possible.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements of *the Education Act, 1995* and other relevant provincial and federal legislation and the Foundational Statements contained in Policy 1 – Foundation Statements. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons when the policy affects those other than the Board.

All Administrative Procedures developed by the Director shall be consistent with and subordinate to Board Policy.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Director, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed. The Policy Committee shall lead the planning of the policy making and review process.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Director or engage outside assistance.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Director share the responsibility for implementation of policies relating to the Board-Director relationship. The Director is responsible for the implementation of the other policies and the director is responsible for making the boards will as expressed in policy a reality.

4. Evaluation

The Board, in cooperation with the Director, shall review each policy annually in order to determine currency and if it is meeting its intended purpose.



## Specifically

1. At times Board policy or Administrative Procedures is required as a result of provincial or federal legislation.
2. Suggestions or recommendations in regard to new or existing policy may be made to the Director at any time. Such suggestions or recommendations shall be submitted in writing to the Director and include a brief statement of purpose or rationale. Any trustee, elector or staff member may initiate proposals for new policies or changes to existing policies.
3. Normally, requests for new policy or amendments to existing policy originating from schools will be directed through the principal and superintendent to the Director.
4. Policy development or revision may also be initiated as a result of a public consultation, survey, needs assessment or policy evaluation.
5. The Director shall be responsible to prepare policy proposals as follows.
  - 5.1 If the Board requests that a new policy be drafted or an existing policy be reviewed for possible amendment, the Director shall implement procedures to develop a draft proposal.
  - 5.2 Draft proposals may be developed in consultation with advisory committees, various employee groups, senior administrative staff, or outside agencies and consultants.
  - 5.3 The engagement of outside agencies or consultants to assist in policy development shall require prior approval of the Board if the total anticipated costs will exceed budget approved allocations.
6. When appropriate, the Director shall seek legal advice.
7. The final draft of the policy or amendments shall be presented to the Board for its consideration and approval.
8. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
9. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.
10. The Board may request the Director to change an Administrative Procedure to a draft Board policy. In doing so, the Board will provide rationale.
11. The Director must inform the Board in a timely manner in a Board agenda of any substantive changes to Administrative Procedures.



12. The Director shall arrange for all Board policies and Administrative Procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.
13. The Board shall review each policy annually.

Reference: Sections 85, 87, *The Education Act, 1995*

Approved: May 5, 2014

Revised: November 26, 2018

## Policy 16

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### RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of Division personnel is a shared responsibility between the Board and the Director. The Board further believes strong central leadership and administration at the Division level is essential to the effective and efficient operation of the school system. The Board directs that all personnel are to be of exemplary character and possess the skills required for their positions.

All staff is to be hired to assist the Board in carrying out its vision, mission, and goals in accordance with the Board's beliefs and guiding principles. Selected staff is to be committed to promoting a positive, healthy work environment that fosters team work, professionalism and success for staff and for students.

1. The Board has sole authority to recruit and select the Director.
2. The Board and Director share responsibility for the recruitment and selection of Superintendents.
  - 2.1 These positions shall have formal written job descriptions and the person occupying the position shall have a written standardized (template) contract of employment approved by the Board.
  - 2.2 The Director shall ensure potential internal and external candidates are made aware of superintendent vacancies and such positions must be advertised and filled through an open competition unless Board approval is granted to the contrary.
  - 2.3 The selection committee shall be comprised of Board-appointed trustee(s), the Director and human resources representatives determined by the Director.
  - 2.4 The Selection Committee shall be responsible for the creation of the recruitment and selection processes.
  - 2.5 After interviewing the shortlisted candidates, the Selection Committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a majority of the committee in attendance and the Director. The Director must be one of the votes in the majority.
  - 2.6 After the Selection Committee has determined the selected candidate, the Director shall be authorized to make an offer of employment to the selected candidate.
3. The Director is delegated responsibility for the recruitment of principals. The Board and Director share responsibility for the selection of principals.
  - 3.1 Principal selection committees shall be comprised of Board-appointed trustee(s), the Director and senior administration determined by the Director.
  - 3.2 Positions will be open to external candidates as well as internal and positions will be advertised at a minimum on the Division website and filled through an open competition unless Board approval is granted to the contrary.
  - 3.3 The Director shall establish an Initial Pool of potential candidates.
  - 3.4 The Selection Committee shall interview those candidates they deem appropriate in order to establish a suitable Final Pool of potential principals.

- 3.5 The Director shall appoint principals from this Final Pool of candidates as appropriate vacancies become available.
  - 3.6 The Director is delegated authority to recruit and select all division-based and school-based personnel except those outlined in Guidelines 2, 3 and 4.
  - 3.7 All recruitment and selection processes will respect current collective bargaining agreements, applicable Board policies and relevant legislation and regulations.
4. The Director is delegated responsibility for the recruitment of vice-principals. The Board and Director share responsibility for the selection of vice-principals.
- 4.1 Vice-principal selection committees shall be comprised of Board-appointed trustee(s), the Director and senior administration determined by the Director.
  - 4.2 Positions will be open to external candidates as well as internal and positions will be advertised at a minimum on the Division website and filled through an open competition unless Board approval is granted to the contrary.
  - 4.3 The Director shall establish an Initial Pool of potential candidates.
  - 4.4 The Selection Committee shall interview those candidates they deem appropriate in order to establish a suitable Final Pool of potential vice-principals.
  - 4.5 The Director shall appoint vice-principals from this Final Pool of candidates as appropriate vacancies become available.
  - 4.6 The Director is delegated authority to recruit and select all division-based and school-based personnel except those outlined in Guidelines 2, 3 and 4.
  - 4.7 All recruitment and selection processes will respect current collective bargaining agreements, applicable Board policies and relevant legislation and regulations.
5. The Board reserves authority relative to the following:
- 5.1 Approval of all template contracts and any changes to such template contracts for non-unionized employees.
  - 5.2 Board approval is required for all out of scope employee terminations.
  - 5.3 The Board delegates to the Director authority to approve in exceptional circumstances short term contracts of employment (less than a full school year) for retired staff. For contracts of one full year or longer, Board approval is required. In no instance may such an individual be offered a continuous contract. All such contracts whether short or long term must be term contracts.
  - 5.4 The creation or elimination of any central office positions requires the prior approval of the Board.
6. All offers of employment shall be conditional on the successful applicant providing a criminal record check and vulnerable sector check that are acceptable to the Director. Additionally, the Director may require documentation certifying that the candidate is medically fit for the position.

Reference: Sections 85, 87, *The Education Act*, 1995

Approved: May 5, 2014

Revised: November 26, 2018



## Policy 15

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### VIABLE SCHOOLS

The Board, in its efforts to provide meaningful learning experiences that reflect what is best for students and to assist students in developing their full potential, recognizes that it needs to maintain viable schools and classrooms within the context of the entire Division.

In order to ensure quality education for its students, the Board may, from time to time, have to review the operation of one (1) or more of its schools and consider discontinuing one (1) or more grades offered in a school or closing schools.

A School Community Council (SCC) may initiate the review process by recommending to the Board that the school they represent be reviewed according to this policy.

Therefore, the Board will adhere to the following guidelines of operation with regard to determining the possible review status of a school. Review status is an opportunity to explore the facts; it does not necessarily mean the school will be closed. These guidelines will provide a process and procedure so that school review can be clearly predicted, giving people assurance as to how and when a decision process might be initiated.

#### Specifically

##### 1. Legislative Conditions for Review

[The Education Act, 1995](#) and the Education Regulations set out the process and criteria around school reviews for closure or grade discontinuance.

Pursuant to Section 54 to 58 of the School Division Administration Regulations, the Board may only carry out a review of a school pursuant to Section 87 of the Act if the following conditions are met:

- 1.1 For students in kindergarten to Grade 8 who are enrolled in the school:
  - 1.1.1 The nearest school is not more than (40) kilometres from the school under review, based on the shortest route by regularly maintained roads;
  - 1.1.2 At least 90% of those students live within 75 minutes of the nearest school if travelling by motor vehicle under normal driving conditions;
  - 1.1.3 The Board arranges for alternative transportation that minimizes the transportation time for those students who live more than 75 minutes from the nearest school; and



- 1.2 Projected enrolment for the school under review for the following school year is less than:
  - 1.2.1 For a school offering kindergarten to Grade 4 only, 25 students;
  - 1.2.2 For a school offering kindergarten to Grade 5 only, 30 students;
  - 1.2.3 For a school offering kindergarten to Grade 6 only, 37 students;
  - 1.2.4 For a school offering kindergarten to Grade 7 only, 44 students;
  - 1.2.5 For a school offering kindergarten to Grade 8 only, 51 students;
  - 1.2.6 For a school offering kindergarten to Grade 9 only, 58 students;
  - 1.2.7 For a school offering kindergarten to Grade 12 only, 88 students.

## 2. School Review Criteria

Pursuant to Section 58 of the School Division Administration Regulations, in carrying out a review of a school pursuant to Section 87 of the *Act*, the Board shall consider the following:

- 2.1 Physical condition of the school;
- 2.2 Operational cost per student;
- 2.3 Number of grades combined in each classroom;
- 2.4 Distribution of enrolments by grade level;
- 2.5 Projected enrolments;
- 2.6 Condition and capacity of potential receiving school(s);
- 2.7 Transportation implications to the potential receiving school(s); and
- 2.8 Availability of educational programming.

Each of the above criteria will be considered in the context of best interest of students, the school, the Division and communities.

Section 58 of the School Division Administration Regulations – are as follows:  
In carrying out a review of a school pursuant to Section 55, the board of education must consider all of the following:

- (a) The physical condition of the school;
- (b) The operational cost per pupil;
- (c) The number of grades combined in each classroom;
- (d) Any additional criteria that the board of education considers relevant to the review.

## 3. Process for Placing a School in Review

- 3.1 Enrolments for all schools will be monitored and reported to the Board on a regular basis. Schools with September enrolments that fall below, or are projected to fall below, the thresholds set in legislation will be identified to the Board annually.
- 3.2 For schools that meet the Legislative Conditions for Review, the Director will compile a report on the School Review Criteria and report to the Board with a recommendation as to the review status of the school(s) following the timeline in Board Policy 15– Appendix A – Calendar Guideline.
- 3.3 The Board will consider the information and, if the Board wishes to place a school into the review process, will pass a motion to that effect.

#### 4. Review Process

##### 4.1 Consultation Process with School Community Councils (SCC).

Once a school is placed in review status, the Board will consult with the SCC and the community in accordance with the process set out in *The Education Act, 1995*.

4.1.1 If the SCC consents to closure or grade discontinuance, the Board will make the appropriate motion.

4.1.2 If the SCC does not agree to the closure or grade discontinuance, the process continues as outlined below.

##### 4.2 Information and Analysis

As per Section 54 and 59 of the School Division Administration Regulations, the Board will establish a School Review Committee and provide the following information to the School Review Committee and SCC by November 1:

4.2.1 Enrolment history of the schools for the past five (5) years.

4.2.2 Projected enrolment for the school for the following five (5) school years, and the source of this data.

4.2.3 Current number of teaching and non-teaching staff at the school.

4.2.4 Projected number of teaching staff based on:

4.2.4.1. Projected enrolment outlined in clause 4.2.2, and

4.2.4.2. Board policy.

4.2.5 Information respecting the physical condition of the school.

4.2.6 Any other information that the Board plans to consider in reviewing the school.

##### 4.3 Decision by the Board to Consider Possible Closure or Grade Discontinuance

4.3.1 The information and data collected by the School Review Committee and the Director will be considered by the Board.

4.3.2 Pursuant to Section 87.5(4) of *the Education Act, 1995*, if the Board decides to consider the closure of any school that has been the subject of a review, the Board must, not later than February 1, pass a motion to consider the possible closure of the school or discontinuance of one (1) or more grades or years taught in the school stating the effective date of the possible closure or discontinuance.

4.3.3 The Board must notify the public of the motion passed.

##### 4.4 Public Meeting

The Board, not later than March 31 of the year in which the potential closure of the school or discontinuance of grades or years taught in the school is to come into effect, must hold a meeting of electors as per Section 87.5(2) of *the Education Act, 1995*.

#### 5. Decision Regarding Closure or Grade Discontinuance

5.1 After a thorough review of the information gathered and considering the consultations with the community, if the Board decides to close a school or to discontinue one (1) or more grades or years taught in the school, the Board must pass a motion to that effect by April 30 and provide notice as required under *the Education Act, 1995*.

## 6. School Closures or Grade Reduction and Integration Process

In schools where the Board has passed a motion approving a school closure or grade discontinuance, the Director shall, in consultation with the School Community Council, develop and implement a Transition Plan that includes:

- 6.1 Notifying the parents of the students attending the school affected.
- 6.2 Consulting with the SCC.
- 6.3 Consulting with all affected staff, parents and community.
- 6.4 Preparing an implementation schedule.
- 6.5 Ensuring that a familiarization program for new students and their parents is offered at the receiving school(s).
- 6.6 Redistribution of division assets shall not be done until after the conclusion of the school year.

Reference: Sections 85, 87, 347 *The Education Act, 1995*  
Part XIX.3 Education Regulations

Approved: May 5, 2014

Revised: November 26, 2018



## Policy 15 – Appendix A

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### VIABLE SCHOOLS CALENDAR GUIDELINE

The following calendar serves as a guideline only. Timelines can be adjusted depending on circumstances. Provisions of [The Education Act, 1995](#) must be followed.

#### **October (school year prior to Board deciding whether to place school in review status)**

Director collects September enrolment data and identifies school(s) meeting or close to meeting the conditions as set out in Board Policy 15 – Viable Schools.

#### **February (school year prior to Board deciding whether to place school in review status)**

Director prepares long-term enrolment projections by school and identifies school(s) meeting or projected to meet the conditions as set out in Board Policy 15 – Viable Schools.

#### **By October 15**

Director collects primary information as per Board Policy 15 – Viable Schools and recommends to the Board the placing of a school or schools in review status.

The Board decides whether or not a school is placed in review status.

#### **October**

Establishment of School Review Committee by November 1.

Appointment of members to School Review Committee by School Community Council (SCC) and municipality.

Inform SCC of each school placed in review status.

#### **November – January**

Ongoing opportunity for parents/residents to present comments and recommendations.

School Community Council and other community groups may present to the Board.

School Review Committee presents information.



**By February 1**

The information and data collected by the School Review Committee and the Director will be considered by the Board as outlined in Board Policy 15.

Board reviews recommendations and passes motions to consider closure or discontinuance.

**By March 31**

Begin ongoing provision of information to parents/residents and arrange for elector meeting(s) according to *the Education Act*.

At public meeting(s) distribute information and data collected and establish format for further feedback and response.

**February – April**

Board revisits information adding in parent/resident feedback to make final decision.

**By April 30**

Board decides whether or not to close school.

Board passes motions of school closures, or grade discontinuation to take effect after June 30 of the present school year.

**May**

Develop a Transition Plan in consultation with SCC.

**By June 15**

Complete the preparation of the Transition plan.

**After June 30 and Before Beginning of Next School Year**

Grade reduction, school amalgamation or closure occurs.

Reference: Sections 85, 87, 347, *The Education Act, 1995*  
Section 54 – 58, *The School Division Administrative Regulations*

**MEETING DATE:** June 21, 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 checked="" type="checkbox"/> Discussion
Primary Policy Reference:	<input checked="" type="checkbox"/> Other: <u>Board Report</u>	<input type="checkbox"/> Consent Item
	<u>6</u>	

**FROM:** D Rowden, Vice-Chair

**ATTACHMENTS** [ ]

## BACKGROUND

**RE: BOARD ADVOCACY UPDATE - NOVEMBER 2020 TO JUNE 2021**

Our advocacy efforts from November 2020 to June 2021 were affected by the COVID-19 situation, but we were still able to make meaningful connections with community partners and individuals using Zoom/Microsoft Teams meetings, teleconferences and a few in person meetings using masks and following Public Health order, i.e., social distancing. In our advocacy efforts outlined below, we tailored our conversation to the meeting attendees, but we ensure consistently to address our priorities of vulnerable & diverse student needs along with the need for adequate & stable funding.

- **December, 2020**

Our Board met with the Northern MP, Gary Vidal. This first time connection was used as a get to know each other, explain our Division, its student and staff numbers, our diverse needs and our challenges and successes.

- **December, 2020**

Met with three of our five government MLA's that connect to our Division.

- **February, 2021**

Met with Prince Albert MP, Randy Hoback. This was a new connection that was used as a get to know each other, school division introduction, and possibilities of any federal dollars for education initiatives.

- **February, 2021**

Met Elder's Council virtually.

- **February, 2021**

Hosted the new Minister of Education, Dustin Duncan virtually. This meeting was used as an introduction to trustees and the Division and our needs in Prince Albert and area.

- **March, 2021**

- Board Chair Hollick, Trustee Yeaman (Facility Committee chair), Trustee Bloom from Shellbrook and Superintendent of Facilities Mike Hurd met with Premier Moe (as his role as Shellbrook-Rosthern MLA) virtually about potential for a new facility in Shellbrook.
- B. Hollick/B. Yeaman/C. Bloom/M. Hurd also discussed the matter with the Town of Shellbrook Council in April and soon with Shellbrook RM Council.

- **March, 2021**  
Our Board met in person and virtually with members of PAATA.
- **May, 2021**  
We connected virtually with SSBA Executive Composition WAG.

We know advocacy is happening all the time by individual trustees and staff in our communities. The Board Chair and Director communicate to the media, and our Board Chair takes our message to Board Chairs Council (BBC). It is helpful having Trustee Smith-Windsor at the SSBA Executive table as Vice-President and her different roles, and Trustee Nunn communicating our message at the Public Section Executive. Some trustees have good relations with Municipal leaders and others keep abreast of municipal happenings/Council meetings that relate to education which keeps the Board/Senior Administration informed.

All trustees have kept in contact with our School Community Councils (SCC) and attended graduation through virtual meetings and a few in person conversations have transpired as well. The Board is using the Three Key Messages monthly at Regular meeting and word is travelling (in the Division at least). The School Division's social media is more active and individual trustees with social media are using their own to promote schools, their learning, culture and operational happenings ex: bus cancellations.

Trustees will be asked to provide input our Advocacy Plan and actions for the 2021-2022 school year. The Board should consider in the near future (early fall) what other community partners would be beneficial to connect with. Are there groups, organizations or individuals that we have met in the past and should plan for in the upcoming year? Our consistent messaging is good but do we require any changes? Would the Board find professional development about effective advocacy beneficial?

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**RECOMMENDATION**

*For Board information and discussion.*



**MEETING DATE:** June 21, 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 checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2,13</u>	

**FROM:** Robert Bratvold, Director of Education **ATTACHMENTS** ☒

## BACKGROUND

**RE: ACCOUNTABILITY REPORT - COMMUNICATIONS**

Director Bratvold will review the attached SRPSD Accountability Communications Report. There will be an opportunity for trustees' feedback, questions, and direction at the conclusion of the presentation.

## RECOMMENDATION

*That the Board confirm that the intent of Policy 2, item 2.2, Policy 8, item 8.5, and Policy 13, item 8.1 have been met and that the Communication Accountability Report be referred to the Director Evaluation process.*





# Accountability Report

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## Communications

2021 06 21

# Accountability Report

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## **SOURCE DOCUMENTS:**

1. Saskatchewan Rivers Public School Division (SRPSD) Board Policy 1 speaks to Community Engagement and Responsible Governance generally and specifically identifies “relationship with community partners” as important along with an expectation to “communicate regular” with stakeholders.

Policy 1 also includes information about the school division logo that informs the branding and communication process:

2. Board Policy 2.2 states the following in its Role of the Board Accountability:
  - Establish processes and provide opportunities for information sharing with the community and for community input.
3. Board Policy 8.8.4 states the following:
  - As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
4. Board Advocacy Plan indicates Priority Area #4:

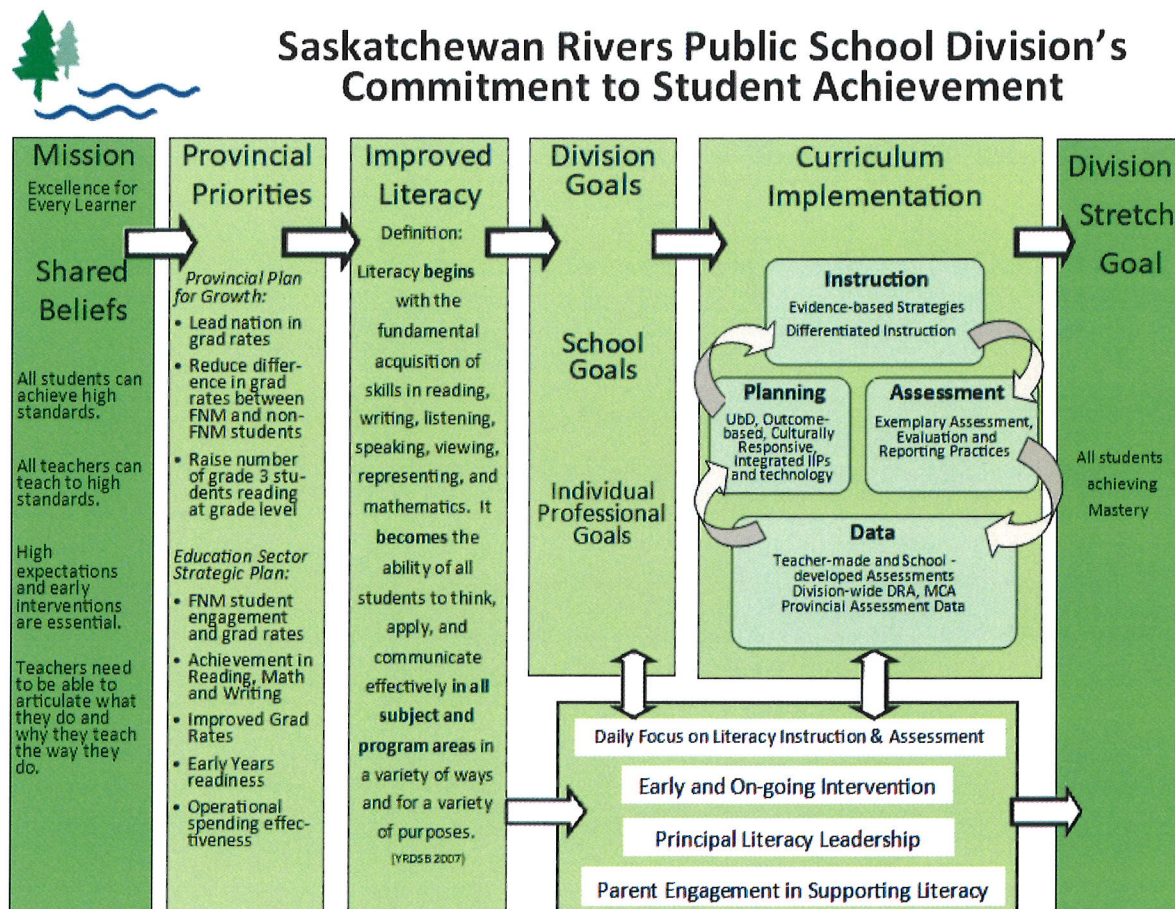
### **PUBLIC ENGAGEMENT AND COMMUNICATIONS**

The Board of Education affirms the importance of public engagement and enhancing positive public relations. Positive public relations and the promotion of the Saskatchewan Rivers Public School Division’s culture of excellence is seen by the Board as an integral part of advocating for students and providing local voice. Effective advocacy is contingent on the Board’s capacity for strategic communications and developing a robust and positive public relations presence. It also requires the right tools. Due to fiscal restraint in the area of governance, there are limited resources for public relations. This requires a shift in approach.

# Accountability Report

## EVIDENCE:

1. An internal communications document, which is sometimes used as part of external communications, is commonly referred to as “**the one pager**”. This document summarizes how various aspects of operations align with the mission of the Board.



2. The Board’s **Strategic Plan**, despite being in the midst of renewal, is still a helpful tool that not only guides the direction and work of the staff in the division, but also is used to communicate the division’s focus on student achievement, our goals, targets and strategies. The introduction and summary page especially serves this communication function both to internal audiences and to external audiences including partners and the Ministry.
3. The division **website** is a valued tool for staff as a repository for many documents, forms, information summaries and other resources that communicate important information to across the division. Anecdotal reports indicate the website is seen as informative and easy to access but the public use of the website is primarily parents seeking information about schools, bus reports and some other information. Media, the public and staff also access the website to find information about the Board meeting schedule, agendas and minutes from previous meetings that are normally posted the day after they are approved.



## Accountability Report

4. The **Splash Page** is one specific part of the website that is a tool for branding and setting the celebratory tone for highlighting student success. Schools or individual staff submit items and published items are selected for their alignment with the brand of excellence for every learner and their demonstration of a focus on literacy, citizenship/character, or outstanding achievement.
5. Social media platforms, including **Remind101**, **Facebook**, **Instagram** and **Twitter**, are used by individual schools, staff members and Trustees to share with the public both celebratory and informational items with the community and the wider public. Some samples are below:



**Birch Hills Public School**

June 13 at 9:21 PM · 🌐



Grade Four students Kohl Swales and Jacey Bird decided to enter the magnet market and made a profit of \$615.75. They used that revenue to purchase items to donate to the local spca. Thank you for sharing and for your leadership in our community! #entrepreneu... See More



81

9 Comments 6 Shares



## Accountability Report

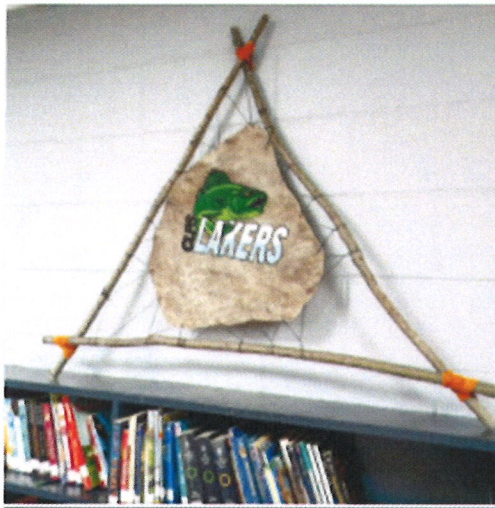


**Christopher Lake Public School**

June 9 at 8:40 AM · 🌐

...

This new library piece is just a sample of what will be coming from the moose hide that we prepared and tanned in March. Again, thank you to SRPSD's Indigenous Perspectives coach, Tyson Fetch, and CLPS's Mr. McDonald for helping us through the process of pr... [See More](#)



**W.P. Sandin Public High School**

June 4 at 5:56 PM · 🌐

...

Thank you Mrs. Boettcher for your leadership on this beautiful tribute and to our grade 6-10 students for putting their whole heart into this project. To the victims of the Kamloops residential school - we see you, we honour you, we remember you. It is thr... [See More](#)



## Accountability Report

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Social Media has had a growing impact on the Divisions communications in the last the school year. Most schools relied heavily on these media platforms to communicate and engage with students, families and the public, especially during periods of classroom or school COVID-based isolations. There are some tensions with the reduced effort to connect with mainstream media because those who rely on mainstream media see less of school activity within it, while schools with active social media presence report an increased level of activity and engagement both with parents and with the broader community.

With some discretionary funds, Precision Marketing has been contracted to provide guidance and action on social media efforts. This has included:

1. **Social Media Training Workshops** for school social media account managers
2. Establishment of a **Division Facebook Page** along with regular posts.
3. Creation of a Google Ad-words campaign has increased the reach and directed traffic to School Registration information on our website.

An initiative to support schools in re-connecting students who had been separated from school because of COVID provided was successful in many ways. While some schools had already exhausted most avenues of re-connection, others found support in the additional division support. For example, during the 2 month initiative one school went from over 100 disconnected student to only 22 students and another reduced their number of disconnected students from over 60 to less than 20. In addition, this initiative provided resources to schools to support the student registration process both for initial school entry and transition from grade 8 to grade 9.

6. **Radio communications** is a mechanism to reach a large audience with consistent branding and informational messages. Although budget restrictions have reduced our radio presence, the division runs ads at peak times during the year such as prior to school start-up, PreK/K recruitment and high school Open House season. Sample ads used this year are below

### **#1**

**FV:** *At Saskatchewan Rivers Public School Division, our board is focused on a mission to achieve excellence in education. To consistently improve and provide the best programs possible for over nine thousand pre kindergarten to grade 12 students in 32 school communities.*

**BH:** *This is Board Chair Barry Hollick; consider the advantages of an SRPSD education for your child. Fully rounded learning... individual growth and achievement; find out more at "SRPSD 119 dot CA". Saskatchewan Rivers Public School Division, excellence for every learner.*

### **#2**

**Student:** *Today, education is more than just preparing students for their future. It's also supporting us as we face the challenges of today.*

*Saskatchewan Rivers Public School Division provides extensive mental health support and has counselors OR Social Workers in every school. The schools support my well being so I can focus on learning.*

**RB:** *This is Robert Bratvold Director of Education; consider the advantages of having SRPSD support the education for your child. We do things differently to enhance your children's learning. Learn more at "SRSD 119 dot CA". Saskatchewan Rivers School Division, excellence for every learner.*



# Accountability Report

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In the recent school year the division tested an expansion of radio broadcasting with Missinippi Broadcasting. Initial indications suggest it may be helpful to reach many of our families who originate in Northern Saskatchewan or those within the division that appreciate the Cree Language component of their programming. Additional radio ads in English and Cree will air in late summer and early fall 2021.

7. Relationships with local media reporters and organizations helps to ensure that **coverage in the local media** continues to be overwhelmingly positive. Occasional auditing of media during select weeks of the school year indicate a strong positive representation in the media towards SRPSD in PA Herald (print and online), paNOW, and the Shellbrook Chronicle.

Although there have been occasions of inaccurate or critical news coverage, the hiring of an Education reporter at the Herald has resulted in a significant increase in media requests for information and comment and a corresponding increase in coverage in the Herald for Education and for SRPSD specifically.

8. Commercial website advertising through **paNOW** is also helpful in communicating and branding. Our year round SRPSD message campaign featuring online website messages and a special message campaign during K registration, Grade 8 open houses, Congratulations Grads, Welcome Back. We are not able to track hits on our ads specifically, but paNOW has over 2,000,000 site views per year and our business card size ads on the site are regularly present all year and the banner ads run at feature times.
9. Print media is less dominant than it once was but we participate in several special issues of the various print media including the **PA Shopper's** Community Directory and Grad tabloid including a message from Board.
10. In order to enhance our capacity to communicate to all schools, parents and staff uniformly or by selected audiences, administration continued the implementation of **School Messenger** and **Safe Arrival**. There are concerns with the new provincial student software system, MySchoolSask (MSS) as this system does not fully integrate with the established platforms. MSS does replace the school messenger platform effectively, but the Safe Arrival continues to be a challenge.
11. A **reallocation of duties** for Education Centre staff enabled Lisa Dryka to dedicate more of her time towards communication efforts in the 2020-21 school year. Her work to ensure Facebook, splash page and social media channels are more active and the traditional media have more access to the division information has been productive.

## **ADMINISTRATIVE IMPLICATIONS:**

1. Continue to provide a robust communications strategy informing our staff and the public about the excellence that SRPSD offers. In addition to our strong commitment to student achievement and our focus on literacy, we teach morals, characters, and citizenship.
2. Strive to infuse consistent branding messages in most or all communication to internal and external audiences and encourage staff to do the same.
3. Seek further efficiencies and strategies to maximize the communication impact with a significantly reduced budget.

# Accountability Report

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## **GOVERNANCE IMPLICATIONS:**

1. The Board is encouraged to maintain current direction for ensuring communication about the Division is consistently provided to the public.
2. Trustees are encouraged to continue seeking opportunities to communicate with staff, parents, students, and the community through presence at events (virtually if required), personal interaction, through social media communication. Messages should focus on the motto/brand (excellence for every learner), strong academics with a focus on literacy, and the inclusion athletics, morals and character education in our schools.

**MEETING DATE:** June 21, 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 checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2</u>	

**FROM:** J. Pidborochynski, Chief Financial Officer **ATTACHMENTS** ☒

## BACKGROUND

### RE: TRANSPORTATION SERVICES ACCOUNTABILITY REPORT

The accountability report for transportation provides the Board with timely, sufficient, and relevant information on pupil transportation on a semi-annual basis.

The report has been appended for the review and information of the Board.

## RECOMMENDATION:

*That the Board approve the Semi-Annual Transportation Report as presented.*



**Saskatchewan Rivers Public School Division #119**  
**Semi-Annual Transportation Services Report**

**Background Information:**

Saskatchewan Rivers Public School Division (SRSD) offers transportation services 31 of our 32 schools (Winding River Colony School being the exception).

The following statistics are a summary of the transportation services as of January 31<sup>st</sup>, 2021, June 16<sup>th</sup>, 2021 with comparison to prior year, March 18<sup>th</sup>, 2020.

Performance Indicator*	Results		
	Five months ended Jan 31, 2021	Five months ended June 16, 2021	Year ended, March 18, 2020
Total students transported	3,210	3,210	3,879
Number of transportation routes	112 (25 contracted)	112 (25 contracted)	112 (25 contracted)
Number of unfilled routes	0	0	0
Number of cancellations (days):	470	444.5	310
Mechanical	3.5	5.5	14.5
Weather	452.5	437	286
No substitute driver	14	2	9.5
Average age of bus fleet (years)	8	8.25	8.25
Capacity utilized on bus (average)	49%	49%	59%
Average <b>urban</b> one-way ride time (in minutes)	14	14	16
Average <b>rural</b> one-way ride time (in minutes)	25	27*	26
Longest <b>urban</b> one-way ride time (in minutes)	48	48	55
Longest <b>rural</b> one-way ride time (in minutes)	90	95*	90
Complaints of a serious nature	0	0	0

Emerging issues: None

\* Road construction caused detours and delays on our routes (Buckland Road, Highway 2 to Christopher Lake, Russ Stan in East Central, highway 788 near Spruce Home)

**MEETING DATE:** June 21, 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 checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference: <u>1.1, 1.2.1, 2.2, 2.3, 13</u>		

<b>FROM:</b>	<b>R. Bratvold, Director of Education</b>	<b>ATTACHMENTS</b>	<b>[V]</b>
	<b>J. Hingley, Superintendent of Schools</b>		

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## BACKGROUND

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**RE: SRPSD RESPONSES TO THE TRUTH AND RECONCILIATION COMMISSION'S CALLS TO ACTION**

It has been six years since the TRC published its Calls to Action and SRPSD has been responding to those calls since then. Four years ago, the division began to coordinate and track its response to the Calls that are particularly relevant to our work. Although the summary attached does not intend to capture the breadth of daily actions that staff take, it does provide some areas of focus for the division and its team.

It is important to acknowledge the work of the Indigenous Perspectives team (Jodi Letendre, Tyson Fetch and Heather Tibbs) under the leadership of Superintendent Jennifer Hingley in the promotion and achievement of the response.

The final report of the TRC including the 94 Calls to Action is here <http://nctr.ca/reports2.php> and the summary of the SRPSD's focused work is attached.

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## RECOMMENDATION

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*For Board information and discussion.*



# **TRC's Calls to Action:**

## **A Summary of SRPSD Responses**

*June 16, 2021*



## SRPSD RESPONSES TO TRC's CALLS TO ACTION

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

Calls to Action		SRPSD Actions	Date or Timeline	Group Supported
<b>CHILD WELFARE</b>				
3	We call upon all levels of government to fully implement Jordan's Principle.	Apply and receive Jordan's Principal funds to support First Nations students who have been limited in their opportunity to access learning because of limited SRPSD resources (facilitated through implementation of funds in support of School mentor, and other services as needed)	2018 and ongoing	Students
5	We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.	Support, guide and perform accountable partner function for KidsFirst program. * Support our schools in accessing Catholic Family Services program: "Strengthening Families" Support, guide and perform accountable partner function of the Prince Albert Early Years Family Resource Centre	ongoing	Parents
<b>EDUCATION</b>				
7	We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.	SRPSD's Indigenous Perspectives Consultant is an active member of Prince Albert's Urban Programming for Indigenous People's Coalition which strives to work together to improve outcomes for Indigenous peoples in Prince Albert and area while promoting reconciliation in our community. SRPSD's Indigenous Perspectives Consultant is also an active member of the Community Building Youth Futures Coalition that works to advocate for and promote the voice of Indigenous Youth in Prince Albert and area.	Ongoing  Ongoing	Indigenous community in PA & area

10ii	Improving education attainment levels and success rates.	SRPSD strategic plan identifies targets to improved First Nations and Metis student engagement	ongoing	Students
		Enhancing positive Invitational Shared Services Initiative (ISSI) partnerships with Muskoday, One Arrow and Wahpeton First Nations to support the academic success of their students enrolled in SRPSD.	ongoing	Students
		Graduation priority teams in each SRPSD high school to track student achievement and support individual graduation plans for First Nations and Metis students.	Ongoing	Students
10iii	Developing culturally appropriate curricula.	Following their Voices administrative leadership and commitment to implementation within Carlton and Wesmor Public High schools. Onboarding St. Louis and Queen Mary schools into Following Their Voices in fall of 2021.	Ongoing	Staff and Students
		Providing professional development workshops on culturally responsive topics including land based learning. Teacher Learning Communities and Leadership Learning Communities include Indigenous Perspectives and worldview.	Ongoing teacher PD	Staff and Students
10iv	Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.	Cree 10 courses offered at both Carlton and Wesmor Public high schools. Developing support and resources for implementation/offering of new indigenous language programs A Kindergarten and grade one Cree Language program will be offered at John Diefenbaker School in 2021-22 school year. Michif Early Learning Program will be implemented in kindergarten at St. Louis and Queen Mary schools in the 2021-22 school year.	Ongoing	Students

10vi	Enabling parents to fully participate in the education of their children.	Due to the pandemic, the Indigenous Perspectives Team did not have much involvement with parents this year. However, they did respond to parent questions regarding the Ribbon Skirt/Ribbon Shirt Day held in March. Indigenous Perspectives Team contact with parents through Blanket Exercise, attendance at P-T Interviews, etc. will resume when safe to do so.	Ongoing	Parents Principals
10vii	Respecting and honouring Treaty relationships.	Established and sustained the Kisewatotatawin Partnership with Muskoday First Nation (This was on pause due to the pandemic, but will start up again in the fall of 2021)	2012 and ongoing	Trustee, Staff & Students
		Support and promote Heart of the Youth Community Pow Wow. Student and staff participation and engagement. SRPSD's Indigenous Perspectives Team are part of the organizing committee. Over 2500 SRPSD students participated in (viewed) the virtual Heart of the Youth Community Powwow this year.	May 28, 2021	Staff, Students, and Community
		Truth and Reconciliation through the Arts at Prince Albert Collegiate Institute (on pause this year due to the pandemic)	Ongoing through the year	Staff, Students, Parents & community
		An Elder Advisory Council to the SRPSD Board is established. Elders appreciated the opportunity to meet virtually (those who could) and the Indigenous Perspectives Consultant connected with those who were limited by the technology to ensure they continue to be connected and aware of the great work happening in SRPSD schools	Ongoing	Trustees and community
		Promote and support treaty teachings and relationships in schools (orange shirt day ceremonies, Ribbon Skirt/Ribbon Shirt Day in March, Indigenous storytelling month opportunities offered virtually, Arthur Pechey/Christopher Lake Tipi Teachings for example).	Ongoing	Students, staff and community



PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS				
57	We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.	Board and Senior Administration participated in the Blanket exercise with the executive of the local teachers association	2018	Trustees and Senior Staff
		Trustees and Senior Admin participated in professional development provided by the Office of the Treaty commissioner to better understand historical context and current reality of Treaties and impacts of residential schools	October 2018	Trustees and Senior Admin
		Power and Privilege (anti-racist/Anti-oppression education program) provided to new teacher orientation group, several school PLC days (full staff) along with opportunities for workshops for staff who participate on a self-selection	Ongoing	Principals, Teachers
		Implementing and sustaining Leading to Learn anti-racist and anti-oppressive professional development for school administration and senior admin.  4Seasons of Reconciliation PD modules by First Nations University was completedd by senior admin and Trustees.	Fall 2019 and onward	Senior Admin, Principals
EDUCATION FOR RECONCILIATION				
63i	Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.	SRPSD's Indigenous Perspectives team has responded to 67 teacher requests for in classroom support with implementing Indigenous content and approach in K – 12 classrooms throughout the division.  Virtual sessions offered with Elder Liz Settee were very well received by teachers and students across the division. Storytelling sessions were organized for schools and facilitated by Elders and Traditional Knowledge Keepers, Joseph Naytowhow, Cort Dogniez and Tala Tootoosis.	August 2020 - June 2021	Teachers Students

		SRPSD's Indigenous Perspectives team has facilitated the newly updated Kairos Blanket Exercise in one school this year, but have three booked for the first three days of the 2021-22 school year. The Blanket Exercise has reached nearly all of our schools in the last 2 years	Sept 2020 – June 2021 Ongoing	Students Teachers Principals EAs Parents
63ii	Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.	SRPSD's Indigenous Perspectives team responded to 229 direct teacher requests so far this year by providing culturally relevant information and guidance reflective of Indigenous worldview	Sept/20 – June 2021 Ongoing	Teachers Students
63iii	Building student capacity for intercultural understanding, empathy, and mutual respect.	SRPSD's Indigenous Perspectives team strongly believes that all 370 requests they have received thus far have resulted in developing student capacity for intercultural understanding, empathy and mutual respect in SRPSD classrooms/schools. (This number includes those requests that directly reflect Call to Action 63 i & ii as well).	Sept/20 – June/21 Ongoing	Teachers Students School Staff
63iv Identifying teacher-training needs relating to the above.		SRPSD's Indigenous Perspectives team provides traditional teachings and insight for Pre-K to Grade 12 teachers at the majority of Professional Development Opportunities offered by SRPSD (First and Second Year Teacher Workshops, Pre K – Grade 12 Teacher Workshops, Principals & Vice Principals Meetings)	Sept/20 – June/21 Ongoing	Teachers Principals
		Indigenous Perspectives team facilitated the following PD Opportunities for SRPSD teachers: <ul style="list-style-type: none"> <li>• PLC workshop at AP to start FTV with a focus on power &amp; privilege</li> <li>• Land Based Learning: Sacred Medicine Teachings &amp; Harvest <ul style="list-style-type: none"> <li>○ Queen Mary Teachers in three cohorts</li> </ul> </li> <li>• Indigenous Studies 10 &amp; 30 Workshop</li> <li>• Indigenous Perspectives in Inclusive Education for ESTs and ILT SSS</li> </ul>		Teachers ILT

		Following Their Voices implementation at Carlton, Wesmor & PACI with ongoing teacher PD throughout the Critical Learning Cycle (huddles, observations, co-construction meetings, walk-throughs, and reflections). St. Louis & Queen Mary will also be a part of this next year.	Ongoing	Teachers
		Indigenous Perspectives focused Teacher Learning Communities will be facilitated next year in the area of Indigenous Language Instruction. It is hoped that this will occur in partnership with STC and other partnerships.		
SPORTS AND RECONCILIATION				
88	We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.	Partnership with Dreambroker – Kidsport to identify and support need for SRPSD youth to access sport and culture in the community	Ongoing	Students Families



**MEETING DATE:** June 21, 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 checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2

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

## BACKGROUND

**RE: 2020-2021 BOARD ANNUAL WORK PLAN**

The 2020-2021 proposed Board Annual Work Plan (attached). The work plan was reviewed at the June 7 Board Meeting. This Plan is part of the Policy Manual and the plan requires Board approval annually.

## RECOMMENDATION

*That the Board Annual Work Plan for 2020-2021 be approved as outlined.*

## BOARD ANNUAL WORK PLAN – 2021-2022

The Board believes the annual work plan should accurately reflect the work of the Board and may be amended any time during the year by motion of the Board.

### **AUGUST/SEPTEMBER**

#### ***Regular Board Meeting Agenda Items***

- Consider nomination of a program for the Premier's Award For Innovation
- Review Board Development Plan
- Review Board Advocacy Plan
- Approve Budget Calendar Dates
- Draft resolutions for submission to the SSBA Convention
- Review Auditor's Planning Memorandum
- ~~Review School Learning Improvement Plans Accountability Report~~
- Review Human Resources Accountability Report

#### ***Events/Action***

- Public Boards Section Executive Meeting
- Board Chairs Council
- Saskatchewan Rivers Student Voice Committee Workshop (include Strategic Plan review)
- MLAs Meeting

#### ***Budget Considerations***

- Budget Work Plan

### **OCTOBER**

#### ***Regular Board Meeting Agenda Items***

- Approve Board Advocacy Plan
- Approve Resolutions (if any) for Saskatchewan School Boards Association Annual Convention
- ~~Approve the SRPSD Legacy Document~~
- Review Legal Update of any outstanding cases
- Review draft Annual Report and provide direction, if any
- Review Student Learning Accountability Report
- Review School Learning Improvement Plans Accountability Report
- Review Board Communication Plan
- Complete the Board Competency Matrix

#### ***Events/Action***

- Board and Director evaluation session
- P.A.A.T.A. New Teacher Induction Event

#### ***Budget Considerations***

- Review, amend or adopt budget development timelines, principles and guidelines

## **NOVEMBER**

### ***Regular Board Meeting Agenda Items***

- Hold Organizational Meeting – elections and appointments
- Appoint Voting Delegates and allocate votes for the SSBA Convention
- Approve Annual Report for submission to Ministry of Education
- Approve Board Development Plan
- Review Board Advocacy Plan for upcoming events
- Review Capital Project Priorities
- Approve annually the Audited Financial Statements
- Review audit report and management letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)

### ***Events/Action***

- SSBA Fall General Assembly
- Public Boards Section General Meeting
- Board Chairs Council
- Board/Director Seminar

### ***Budget Considerations***

- Review operations and priorities for next fiscal year

## **DECEMBER**

### ***Regular Board Meeting Agenda Items***

- Review TRC – Call to Action Priority Progress
- ~~Complete the Board Competency Matrix~~

### ***Events/Action***

- Elders Council Gathering

## **JANUARY**

### ***Regular Board Meeting Agenda Items***

- Review parameters for school year calendar
- Review Inclusive Education Accountability Report
- Review initial projected enrollment for next year
- Review Quarterly Statement of Financial Position and Operations
- Finalize Board and Director evaluation date and plans

### ***Events/Action***

- P.A.A.T.A. Executive Joint Meeting
- P.A. Separate School Division Joint Board meeting
- School tours – Day 1

### ***Budget Considerations***

- Review potential budget additions or deletions for next budget year.



## **FEBRUARY**

### ***Regular Board Meeting Agenda Items***

- ~~Review initial projected enrollment for next year~~
- Review Strategic Plan
- Approve school year calendar
- Review TRC – Call to Action Priority Progress
- Review Semi-annual Transportation Report
- Review selected program initiatives – Global Sports Academy, Cree Language Program, Michif Language Program
- ~~Finalize Board and Director evaluation date and plans~~
- Review OurSchool Report

### ***Events/Action***

- Public Boards Section Executive Meeting
- Board Chairs Council
- SCC Engagement meeting (include Strategic Plan review)
- Elders Council Gathering
- RM Gathering

### ***Budget Considerations***

- Review budget development progress

## **MARCH**

### ***Regular Board Meeting Agenda Items***

- Review progress of Board Advocacy Plan
- ~~Review Quarterly Statement of Financial Position and Operations~~
- Review Maintenance Accountability Report
- Enterprise Risk Management Summary Report

### ***Events/Action***

- Rural Congress

### ***Budget Considerations***

- Review budget development progress

## **APRIL**

### ***Regular Board Meeting Agenda***

- Review progress of Board Development Plan
- Review Strategic Plan
- Review Legal Update of any outstanding cases
- Review Quarterly Statement of Financial Position and Operations

### ***Events/Actions***

- SSBA Spring General Assembly
- Public Boards Section Executive Meeting
- Board Chairs Council

### ***Budget Considerations***

- Review budget developments and give direction, if any

## **MAY**

### ***Regular Board Meeting Agenda Items***

- Review Board Communication Plan
- Approve Preventative Maintenance and Renewal Program and amendments

### ***Events/Action***

- School tours
- Attend achievement nights and graduation ceremonies

### ***Budget Considerations***

- Review preliminary budget

## **JUNE**

### ***Regular Board Meeting Agenda Items***

- Approve Annual Work Plan
- Approve Board meeting schedule for the next year
- Final Budget Approval, unless previously approved
- Review Quarterly Statement of Financial Position and Operations
- Review Semi-annual Transportation Report
- Review TRC – Call to Action Priority Progress
- Review Communications Accountability Report

### ***Events/Action***

- Public Boards Section General Meeting
- Elders Council Gathering
- Attend achievement nights and graduation ceremonies
- Board's Recognition Event and school-based recognition events

### ***Budget Considerations***

- Review Budget Process

## **JULY**

### ***Events/Action***

- Canadian School Boards Association (CSBA) Congress

## **ONGOING**

- Consider new developments and directions from Ministry of Education.
- Attend meetings as determined by the Board.
- Engage in individual trustee development approved by the Board.
- Engage in celebration/recognition of students, staff and community.
- Attend School Community Council meetings as scheduled and upon invitation.
- Attend Standing and ad hoc committee meetings as assigned.
- Develop a **Update** legacy document in the **second and** final year of the Board's term of office.
- Review the electoral boundaries and representation in the second year of the Board's term of office.

Revised: annually

**MEETING DATE:** June 21, 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 checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2, 8

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

## BACKGROUND

**RE: 2021-2022 BOARD MEETING SCHEDULE**

Attached is the proposed Board meeting schedule for 2020-2021 for approval. Note – the schedule was revised to include a Regular Board meeting in September.

## RECOMMENDATION

*For Board consideration.*



## BOARD MEETING DATES

### AUGUST, 2021 TO JUNE, 2022

Regular meeting start time: 4:00 p.m.

Planning meeting time: 3:00 to 5:00 p.m.

#### AUGUST/SEPTEMBER, 2021

- Monday, August 30, 2021
- Monday, September 13, 2021
- Monday, September 27, 2021

Regular meeting

Regular meeting

Planning meeting

#### OCTOBER, 2021

- Monday, October 4, 2021
- Monday, October 25, 2021

Regular meeting

Planning meeting

#### NOVEMBER, 2021

- Monday, November 8, 2021
- Monday, November 29, 2021

Regular meeting/Organizational meeting

Regular meeting

*Note: S.S.B.A. Convention – Sunday, November 14 to Tuesday, November 16, 2021*

#### DECEMBER, 2021

- Monday, December 13, 2021

Regular meeting

#### JANUARY, 2022

- Monday, January 10, 2022
- Monday, January 24, 2022

Regular meeting

Planning meeting

#### FEBRUARY, 2022

- Monday, February 7, 2022
- Monday, February 21, 2022

Regular meeting

Planning meeting

#### MARCH, 2022

- Monday, March 7, 2022
- Monday, March 21, 2022

Regular meeting

Planning meeting

#### APRIL, 2022

- Monday, April 4, 2022
- Monday, April 25, 2022

Regular meeting

Planning meeting

*Note: Easter break – April 15 - 22, 2022*

#### MAY, 2022

- Monday, May 9, 2022
- Monday, May 30, 2022

Regular meeting

Planning meeting

#### JUNE, 2022

- Monday, June 6, 2022
- Monday, June 20, 2022

Regular meeting

Regular meeting