

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

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

**Monday, August 30, 2021
Time: 4:00 p.m.**

AGENDA (#21R-8)

- 1. Call to order by Board Chair B. Hollick**
- 2. Land acknowledgement**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 5:30 p.m.**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Minutes for Regular meetings of June 21, 2021
 - (b) Administrative Procedure Changes
- 8. Business arising from the previous meeting**
- 9. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Motions brought forward from Closed Session from August 30, 2021
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Transportation Appeal to the Board – Molzan Family – **R. Bratvold**
 - (e) 2021-2022 Board Meeting Schedule / Attendance at Board Meetings – **B. Hollick**
 - (f) Board Chairs Council Verbal Update – **B. Hollick**
- 10. Accountability reports**
 - (a) Human Resources Accountability Report – **N. Finch**

11. Reports from administrative staff

- (a) SSBA Information – Bylaws, Resolutions and Position Statements– **R. Bratvold**
- (b) Saskatchewan Rivers Public School Division Strategic Plan 2021-2024 – **R. Bratvold**

12. Notice of Motion

13. Three key messages for SCC/Public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
September 13, 2021 <i>Time: 4:00 p.m.</i>	Board meeting, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK
September 27, 2021 <i>Time: 3:00 to 5:00 p.m.</i>	Planning meeting, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK

MEETING DATE: August 31, 2021

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

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

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETINGS

- June 21, 2021 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of June 21, 2021 be approved as presented.

NO. #2021R-7 (MONDAY, JUNE 21, 2021)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON MONDAY, JUNE 21, 2021 AT 5:30 P.M. IN THE SEMINAR ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee (E- electronically)

MR. B. HOLLICK, Board Chair

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. Hingley, Superintendent of Schools (E)

Mrs. J. Ward, Administrative Services Officer (E)

Mr. C. Trann, Superintendent of Schools (E)

Mr. T. Michaud, Superintendent of Schools (E)

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

B. Hollick acknowledged National Indigenous Peoples Day today and the traditional homelands of the Métis and the ancestral lands of the Cree, Dene, Dakota, Lakota, Nakoda and Sauteaux peoples and that the division is within Treaty 6 Territory.

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

MOTION TO MOVE INTO CLOSED SESSION:

#21R-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 (absent)

OTHERS

M. Oleksyn, Daily Herald reporter (E)

ADOPTION OF THE AGENDA:

#21R-63

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

Carried.

CONSENT ITEMS:

#21R-64

Moved by D. Rowden that the following consent item be approved:

- (a) Adoption of the Minutes for Regular meetings of June 7, 2021;*
 - (b) Administrative Procedures Changes, and*
 - (c) Financial Statements – for the Third Quarter Ending May 31, 2021.*
- Carried.*

NEW BUSINESS:

- (a) Approval of Policy Changes

#21R-65

Moved by G. Gustafson 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.

Carried.

- (b) Board Chairs Council Verbal Update

B. Hollick noted that BCC will have one more meeting in June and begin in August again. He noted that the draft protocol for vaccine has been sent to Saskatchewan Health for review and once approve the final version will be sent to school divisions to provide guidance to school divisions.

- (c) Board Advocacy Update – November 2020 to June 2021

D. Rowden provided a written report on its advocacy efforts from November 2020 to June 2021 and noted that these efforts were affected by the COVID-19 situation. Some other suggested linkage meetings included Prince Albert and Area Chamber of Commerce, City of Prince Albert and RMs, Village and Towns.

REPORTS FROM ADMINISTRATIVE STAFF:

- (a) Communication Accountability Report

#21R-66

Moved by A. Nunn 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.

Carried.

- (b) Transportation Services Accountability Report

#21R-67

Moved by J. Smith-Windsor that the Board approve the Semi-Annual Transportation Report as presented.

Carried.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) **SRPSD Responses to the Truth and Reconciliation Commission's Calls to Action**

R. Bratvold noted that since the TRC published its Calls to Action, SRPSD has been responding to them. J. Hingley provided a summary of SRPSD's focused work on the TRC's Calls to Action for information. The team recognized reconciliation work remains but the Indigenous Perspective Team along with the leadership of Superintendent Hingley was acknowledged in the promotion and achievement of the responses.

(b) **2021-2022 Board Annual Draft Work Plan**

The 2021-2022 Annual Work Plan was reviewed.

#21R-68

Moved by G. Gustafson that the Board Annual Work Plan for 2020-2021 be approved as amended.

Carried.

(c) **2020-2021 Board Meeting Schedule**

The proposed schedule for Board meetings for 2020-2021 was presented.

#21R-69

Moved by G. Gustafson that the 2020-2021 Board meeting schedule be approved as amended.

Carried.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING

- Thanks to staff and salute to retiring and long service recipients;
- Congratulations to our students and our graduates;
- Highlights/summary of the Division's responses TRC Calls to Action.

BOARD MEMBERS' FORUM:

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

MOTION TO MOVE INTO CLOSED SESSION:

#21R-70

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

Carried.

NEW BUSINESS:

(a) **Motions from the Closed Session of June 21, 2021:**

#21R-71

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

1. ***That the Board approve a \$15,000 transfer of funds to the SRPSD Foundation.***
Carried.

June 21, 2021

2. ***That senior Administration team provide the Board with a report comparing what the schools within Prairie South Public School Division, Living Sky Public School Division, Good Spirit Public School Division, Light of Christ Separate School Division, Chinook School Division, South East Cornerstone Public School Division and Holy Family Separate School Divisions have implemented for a teacher transfer policy/administrative procedures.***
Carried.

ADJOURNMENT:

#21R-72

Moved by G. Gustafson that the meeting adjourn. (8:30 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: August 30, 2021

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

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

BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedures has been revised and/or developed. The additions/changes are in **bold** and deletions ~~crossed-out~~ in the revised AP.

- AP 211: Distance Learning (revised)
- AP 421: Work from Alternate Location (new)

RECOMMENDATION

For Board information.

Administrative Procedure 211

DISTANCE LEARNING

Background

The Division believes that it may be beneficial **and necessary at times** for students to enroll in Distance Learning. ~~Courses that are not offered in the school but are essential to the student's overall educational program.~~

Procedures

1. The Division is able to provide Distance Learning Courses with a variety of methods:

- 1.1 **Registration within SRPSD Distance Learning Centre**

Students can register as full-time students within SRPSD's Distance Learning Centre. Grades 9-12 Students are required to take a full course load in order to meet the requirements for graduation. Distance learning is offered synchronously and asynchronously. Attendance is taken for synchronous learning opportunities.

~~Cohort—Hybrid Courses~~

~~Calculus 30 is an example of a cohort hybrid class offered in one school that is able to be accessed by students across the division. If students are interested in taking Calculus (or other cohort hybrid courses as they develop) they should contact their school administration to begin the registration process.~~

- 1.2 **Secondary registration within SRPSD Distance Learning Centre**

- 1.2.1 **Students can register with the SRPSD Distance Learning Centre as a secondary school to take courses as needed and remain registered in their school. If students wish to register for a course with the SRPSD Distance Learning Centre they should contact their school administration to begin the registration process. The school administrator will contact the principal of SRPSD Distance Learning Centre to create a learning plan for the student.**

- 1.2.2 **The school division will pay the fee for a student to register at another provincial Distance Learning Centre/Online School if the course is a requirement of graduation and it is not offered at a student's school or within SRPSD Distance Learning Centre. Approval for this type of request is made by the Superintendent of Schools responsible for distance learning in collaboration with the school administration team. Students that register for courses without receiving approval will be responsible for the fees associated with the course.**

- 1.2.3 **Students and their families are responsible for the fees of online/distance learning elective courses that they are interested in taking.**

- ~~1.3 **Moodle Platform Courses**~~

~~Courses offered collaboratively by teachers in different classrooms within SRPSD use Moodle as the platform. The Distance Learning Course support is provided to students in a coordinated effort between the teacher in the home-based school and teachers from other~~

~~contact their school administration for more details.~~

~~1.4 Online Distance Learning Courses~~

~~There are a variety of online courses able to be accessed by students after consulting with their school administration. Students interested in taking an online distance learning course should contact their school administration.~~

~~There are two types of Online Distance Learning Courses:~~

~~1.3.1 A course that is a requirement for graduation but through no fault of their own the student is not able to take with a cohort group in their school. Upon approval of the Superintendent of Schools responsible for Home Based Learning or Distance Learning, the school division will pay the fee for this type of online course.~~

~~1.3.2 A course a student is interested in taking but there are other elective choices for the student to take in their school. The student and family will be responsible for the fee for registration for this type of online course.~~

~~1.4 Online courses for home based students are accessed according to the procedures in AP 260.~~

2. Outcome recovery is a normal curricular adaptation that each school is expected to provide and is the responsibility of the classroom teacher.

Reference: Section 85, 87, 109, 176, *The Education Act, 1995*
Section 8 Regulation Act

Revised: September 8, 2015; August 30, 2021

WORK FROM ALTERNATE LOCATION

Background

The Division recognizes that, in certain unique circumstances, the use of flexible working arrangements can be beneficial to both the employee and the school division. As such, the Division supports the concept of working at an alternate location, such as the employee's home. Typically, if a work from an alternate location arrangement is approved, a blend of working at an alternate location and on site will be the standard. Typically, this will be applied to out of scope employees but in unique circumstances, other employees would be considered.

Procedures

1. Principles, Criteria and Guidelines for Working in Alternate Locations
 - 1.1 The Division recognizes that working at an alternate location should be beneficial to both the employee and the employer.
 - 1.2 An alternate working location can be initiated by the Division or by the employee. However, the supervisor and the appropriate human resources personnel are responsible for the decision regarding the alternate arrangement.
 - 1.3 Arrangements to work at an alternate location can either be temporary or can be longer term.
 - 1.4 Working at an alternate location shall be compatible with the employee's job duties and responsibilities and/or personal circumstances, as determined by the employee's supervisor.
 - 1.5 When assessing working at an alternate location, the following factors will be considered; nature of position/tasks, operational needs, ability to maintain appropriate service levels, performance and productivity of the employee and the ability to work independently with minimal supervision.
 - 1.6 Employees who work from an alternate location are required to follow regular work hours.
 - 1.7 Employees who have received approval to work from an alternate location are to participate in meetings or report to the office as requested by their supervisor.
 - 1.8 If working at an alternate location is approved, the arrangement does not change the employee's basic terms and conditions of employment with the Division under the applicable collective agreement, employment contract, policies, and legislation.
 - 1.9 Working at an alternate location arrangement will be reviewed on a regular basis. The employer reserves the right to change or end the arrangement at any time and will ensure reasonable notice to the employee is provided.
2. Requesting Leaves
 - 2.1 The normal processes apply for seeking approval for vacation, illness, or other absences. (Eg: if the employee has a scheduled medical appointment, the employee must submit a medical leave).
 - 2.2 Employees are expected to follow the regular leave processes which includes communicating with their Supervisors and the Receptionist.
 - 2.3 Employees who are uncertain whether such requests are compatible with the working from an alternate location arrangement can contact Human Resources for clarification. For clarity, working at an alternate location, in and of itself, shall not trigger overtime.

3. Information Security

3.1 The employee who works at an alternate location is responsible for protecting the Division's data by adhering to AP 805 Acceptable Use of Technology for Employees. The employee must comply with all division guidelines to protect the Divisions data and the use of computer hardware and software.

4. Expenses

4.1 Working from an alternate location provides flexibility for employees and therefore is seen as benefit. As it is not a condition of employment for employees to work remotely, Canada Revenue Agency form T2200 will not be completed. However, on a case by case basis, an employee may be reimbursed for additional expenses incurred for items required by the school division.

5. Safety

5.1 It is the expectation of the Division that the employee shall maintain their workspace in a safe condition, free from hazards and other dangers to the employees and or the Division's equipment.

Approved: September 1, 2021

MEETING DATE: August 30, 2021

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

Primary Policy Reference: 17

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

BACKGROUND

RE: TRANSPORTATION APPEAL TO THE BOARD – MOLZAN FAMILY

The Molzan family has had conversations with the Transportation Manager, the Chief Financial Officer (transportation supervisor) and appealed to the Director of Education who met with them at their home and travelled the potential bus routes with them. Their request was denied for a number of reasons and they have enacted their right to appeal to the Board (letter attached). They indicated they will not be attending the meeting, but they have submitted the attached letter for the Board to consider.

RECOMMENDATION

For Board consideration.

August 23, 2021

Dear Saskatchewan Rivers School Board of Education,

Take notice that we, Jeff and Tammy Molzan do hereby appeal the decision of Mr. Robert Bratvold to decline our request regarding our children's bus transportation to Ecole Debden Public school.

We request that you overturn Mr. Bratvold's decision.

If you could all, please take a moment and step into our shoes.

We would like to start with some background information. In March of 2021, we received an email from Jerrold Pidborochynski, stating that bus transportation would no longer be provided for our three French Immersion children ages 16, 12, and 9 from our home to Debden, due to an existing French Immersion Transportation Boundary Area Map.

Now as you could imagine this WAS and STILL is very devastating to our family. As soon as we received this email we thought it had to be an April fool's joke! We quickly contacted our school. Our Vice Principal, Armand Tetreault, stated he was unaware of this transportation change and that our school had not been notified, nor had any discussions been had.

Now when this letter comes from the Chief Financial Officer, one would automatically assume the Division is trying to cut costs and why not cut costs from the French Immersion right?

We have been told many different versions as to why Saskatchewan Rivers School Division has decided to remove our land location from the Debden bus route but no real concrete reason has been stated.

We have been told that the last boundary change in our area happened in 2007, we were not yet living in our current home location at that time. We understand that it was changed so that a student could go to Canwood school instead of Debden, since they lived in a Debden bus boundary as it has been since the 1970's not a Canwood bus boundary.

We currently reside in an area which has ALWAYS been a Debden bus route. Why now after so many years does this need to be changed? If it is due to funds, cutting my residence off the Debden bus route and adding it to the Canwood bus route is NOT saving the Division any funds. There are no savings from taking from one bus and adding onto another when the funds are coming from the same place.

Our oldest daughter Karlee started Kindergarten in Ecole Debden Public School in the fall of 2010. Prior to Karlee starting school, I was contacted by the Debden school bus driver Laurie Dumais in 2009. She informed me that our location was no longer on her route that it had been changed and we were now a Canwood Bus route.

I contacted Tim Wilkinson, Manager of Transportation at that time. I explained to him our situation, I gave him our land location and explained that we had planned on sending our daughter to school in Debden but now with the new boundary, we were told, we actually lived in a Canwood Transportation

area, he told me “not to worry, that they would make it work so that our daughter would still be able to ride the Debden bus” Now fast forward 11 years later, 2 more children added to the mix and we are now being told “You are no longer allowed to take this bus”

We understand that distance to schools and student ride times play a part in the decision for boundary changes.

Currently our children get on the Debden bus in the morning approximately around 8:03 a.m. – 8:08 a.m. and arrive at school at 8:37 a.m. – 8:40 a.m. They leave school at 3:20 p.m. and arrive home at approximately 3:50 p.m. – 4:00 p.m.

Total bus ride time in AM: 25 – 30 minutes, roughly same amount in the afternoon.

If our children attend Canwood school, the Canwood bus will be picking up our children between 7:30 a.m. – 7:40 a.m. arrive at school at 8:45 a.m. They leave school at 3:15 p.m. and arrive home at approximately 4:20 p.m. to 4:30 p.m.

Total bus ride time in AM: 1 hour 10 min – 1 hour 15 min, roughly the same in the afternoon.

Why would this in anyway make more sense to send them on the Canwood bus?

Now for distance to schools, we reside 29 kms to Debden and 40 kms to Canwood. How does that make sense to choose a school that is farther away?

Also take note, that there is no bus overlap in our area.

This situation has been very stressful on our three children. How do you explain to a 9 and 12-year-old that she may no longer be riding on the bus with all of her friends? How do you explain to a 16-year-old that only has 2 years left of high school that she may have to change schools due to bus transportation?

Jeff and I do not speak the French Language, we thought it would a great opportunity for our children to learn the French language and open up many more doors for them in the future. We had no idea that our children would excel in the French language. We never imagined that we would be put in the position that we could possibly have to take that away from them.

This is what we propose,

Option 1

We would like the imaginary boundary that is currently west of our home approximately 1 km, and also runs South and North to the Prince Albert National Park moved to turn on Section 34 and go East to the Prince Albert National Park. By moving this boundary, we are not effecting any current and future residences since we are the last residence on a dead end road. If you are needing more clarification on this, we explained it to Mr. Bratvold, or we would be happy to provide you with more information.

Option 2

Can you please grandfather our 3 children into the Debden bus route until our youngest graduates?

In the letter from Jerrold, families are to provide transportation for their children or bring them to a safe haven located on an existing bus route.

Currently Jeff and I work full time, now would it be feasible for myself to quit my job so I could drive my children to and from school each day. Obviously not.

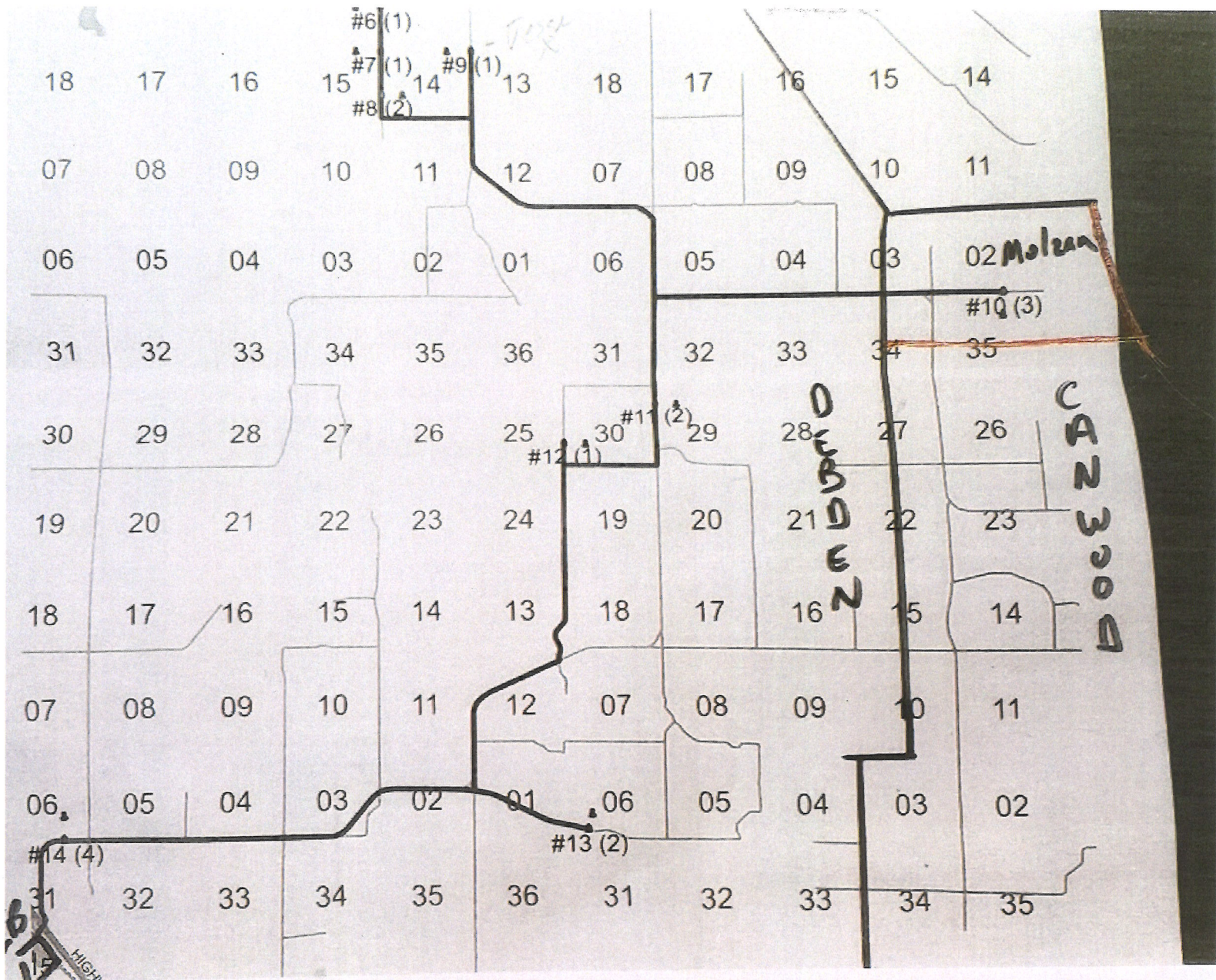
A safe haven is not a possibility either, since pickup and drop off will not coincide with our work and school hours. And if this was an option, we now have to find a safe haven on the current bus route, which would involve giving someone else the responsibility to watch our three children before and after school. What if there is no adult supervision during the times they need to wait for a bus? How is this then a safe haven? We don't see how this is a realistic option.

Lastly, that leaves us with giving the responsibility to our 16-year-old to drive her siblings 12, and 9 to and from school each day, year round.

Thank you for taking the time to read our letter.

Sincerely,

Jeff and Tammy Molzan



#6(1)

#7(1)

#8(2)

#9(1)

#10(3)

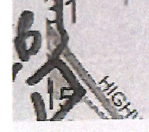
#12(1)

#13(2)

#14(4)

NE D BIRD

DOE W A



MEETING DATE: August 30, 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: B. Hollick, Board Chair **ATTACHMENTS** []

BACKGROUND

RE: 2021-2022 BOARD MEETING SCHEDULE

The 2021-2022 Board meeting schedule was approved at the June 21, 2021 meeting. Note that the schedule had a Planning meeting set for Monday, February 21. This meeting has been rescheduled to Monday, February 28, 2021.

Discussion regarding virtual or in person attendance at Board meetings at the Board table.

RECOMMENDATION

That the 2021-2022 Board meeting schedule be approved as revised.

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 Regular meeting
- Monday, September 13, 2021 Regular meeting
- Monday, September 27, 2021 Planning meeting

OCTOBER, 2021

- Monday, October 4, 2021 Regular meeting
- Monday, October 25, 2021 Planning meeting

NOVEMBER, 2021

- Monday, November 8, 2021 Regular meeting/Organizational meeting
 - Monday, November 29, 2021 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 Regular meeting
- Monday, January 24, 2022 Planning meeting

FEBRUARY, 2022

- Monday, February 7, 2022 Regular meeting
- **Monday, February 28, 2022** Planning meeting

Note: Winter break – February 21 - 25, 2022

MARCH, 2022

- Monday, March 7, 2022 Regular meeting
- Monday, March 21, 2022 Planning meeting

APRIL, 2022

- Monday, April 4, 2022 Regular meeting
- Monday, April 25, 2022 Planning meeting

Note: Easter break – April 15 - 22, 2022

MAY, 2022

- Monday, May 9, 2022 Regular meeting
- Monday, May 30, 2022 Planning meeting

JUNE, 2022

- Monday, June 6, 2022 Regular meeting
- Monday, June 20, 2022 Regular meeting

MEETING DATE: August 30, 2021

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

FROM: Neil Finch, Superintendent of Schools

ATTACHMENTS

BACKGROUND

RE: HUMAN RESOURCES ACCOUNTABILITY REPORT

The attached SRPSD Human Resources Accountability Report will be reviewed at the meeting. 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 13, Item 3 and Policy 16 have been met and that the Human Resources Accountability Report be referred to the Director Evaluation process.



Accountability Report

Human Resources

Neil Finch, Superintendent of Schools

August 30, 2021

Accountability Report

SOURCE DOCUMENTS:

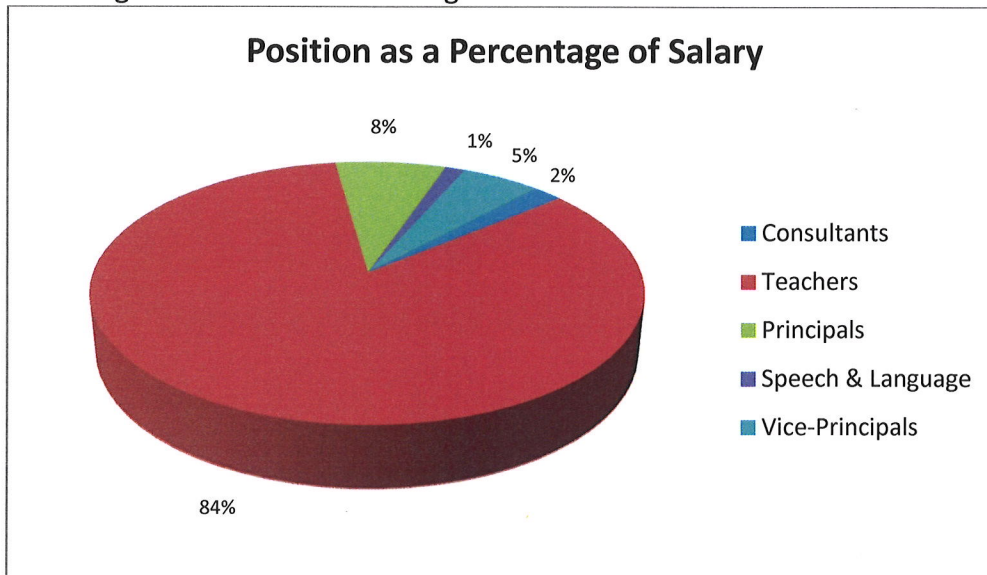
1. SRPSD Policy 16 states the following *“all staff is to be hired to assist the Board in carrying out its vision, mission, and goals”*.
2. SRPSD Policy 13, item 3, states the following for the Director’s role:
 - 3.0 Personnel Management**
 - 3.1 Has overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
 - 3.2 Monitors and improves the performance of all staff.
3. The role for human resources is outlined in Administrative Procedure 400; with the procedures outlined for recruitment, selection and placement of all teaching staff. This includes the assigning of all teacher contracts.

EVIDENCE:

A. Teachers

During the 2020-2021 school year, the number of teachers in classrooms was 537.35 FTE; this includes 33 principals and 25 vice-principals. We applied and were approved for an additional 13 teachers to help support the Distance Learning Centre through additional COVID funding. We had 16 female and 17 male principals and 16 female and 9 male vice-principals in 2020-2021. In addition, there were 29 FTE’s who work out of the Education Centre; this includes Educational Psychologists, Speech and Language Pathologists, consultants, coaches and a teacher librarian at the TRC.

The total budget for the above teachers and administrators is approximately \$49.9M, the following is the 2020-2021 staffing breakdown:



Accountability Report

All contracts given to teachers are bound and determined by *The Education Act, 1995* and the *Provincial Collective Bargaining Agreement* which is monitored by the Saskatchewan Teachers' Federation (STF). Many different moves were made which includes new teacher hires, changes in temporary and replacement contracts and transfers.

We saw five teachers apply for the Early Resignation Incentive and four teachers retire that did not qualify for the incentive. Between March and June, three other teachers including an SLP resigned to move to other employment. This is a modest turnover of 2%. The Early Resignation Incentive plays a major role in allowing us to avoid redundancy and teacher hiring efficiently.

We are down 24.85 FTE teachers for the 2021-2022 school year through our budget allocation. This decrease is directly related to our enrolment drop. We will not feel the full impact of this decrease because of additional funds that we have in place for this school year. Those increases in funding include 10 school-based literacy coaches, 1 division based mental health coach and 1 literacy coach, 2 social workers and 3 EAs funded by COVID supports. We also have 2.0 teachers for Michif language and culture, 3.25 for FTV and 1.0 Kids First Coach.

The monitoring and evaluation of staff is done in accordance to Administrative Procedure 428 and 430. All teachers are required to submit a Professional Growth Plan to their principal (vice-principals are often part of the process) by October 15 of each school year. This outlines their professional goals and ensures they are aligned with the school and Division goals. The teacher will meet two more times during the year to monitor progress and look at school data. Continuing this year will be conversations related to AP 443: Teacher Transfers. This allows for an early discussion with all teachers regarding transfers. This will enhance the pre thinking that is required regarding where the next school experience might be for individual teachers.

Our Division runs a very successful First and Second Year Program. All 'new' teachers belong to the First Year Program. Both first and second year teachers meet formally throughout the year. They also have formal classroom visits from the superintendent in charge of the program. This year the two programs will be the responsibility of Superintendent Cory Trann.

Our Division offers educational bursary support to a maximum of \$85,000.00 as outlined in the *Teacher Local Bargaining Agreement - Article 7*. For the 2020-2021 school year:

- We had 19 applicants for April 1 and we had 39 applicants in October.
- For the school year, we paid out a total of \$58,372.82.
- Our budget last year was \$84,523.46 because we overspent by just over \$400 the year prior.
- In comparison in 2019-2020, we paid out \$93,476.54.
- It is hard to predict year-to-year how many applicants we will get but it interesting to compare the last few years.

Our Division also offers an educational leave amounting to a maximum of 2.0 FTE/year as outlined in the *Teacher Local bargaining Agreement - Article 5*. This year, we had two applicants that were approved for the school year.

Accountability Report

The recruitment of teaching staff is a year-long focus but culminates in January and February with SRPSD attending two consistent career fairs University of Regina (U of R) and University of Saskatchewan (U of S) and sometimes other fairs when required. In 2020-2021, we attended the fairs virtually. These career fairs allow us to make contacts with graduating education students and recruit the best for our division. SRPSD has a strong relationship with SUNTEP campus in Prince Albert and their interns within our schools.

Human resources try to maintain the sub list at about 200 teachers; this is typically made up of 120 teachers and about 80 superannuated teachers. This past year we really struggled to maintain an adequate sub list. The two main issues included more teachers on leave because of self-isolation orders and subs unwilling to be in schools because of COVID fears. For the first time ever we were able to add teacher candidates that were finished their internship to our sub list. This was a saving grace as we added 25+ subs that we typically would not have been able to.

For the 2020-2021 school year, we interviewed approximately 75 candidates for all school-based administration and teaching positions.

Transfer history:

Year (spring of)	APPROX # of transfers (Staff Survey)	APPROX # of Transfers (AP 443)	APPROX Total number of transfers	Number of admin transferred
2014-15	12	12	24	2
2015-16	17	7	24	4
2016-17	20	13	33	10
2017-18	20	25	45	17
2018-19	15	24	39	16
2019-20	34	18	52	3
2020-21	40	15	55	14

Please note in 2021-2022, we will have three new administrators, 1 principal and 2 vice-principals. Also, the transfers include teachers returning from a leave and being placed in a different school as well as full time teachers that were .5 between two buildings but is now full time in one of those schools.

Principal and Vice Principal Pool - During the 2020-2021 school year we had 17 people in the VP pool and 13 in the P pool that we had access too. As we enter the 2021-2022 school year, we have 16 in the VP pool and 12 in the P pool. Out of the 28 people in the two pools, three have been added to the pool from out of the division.

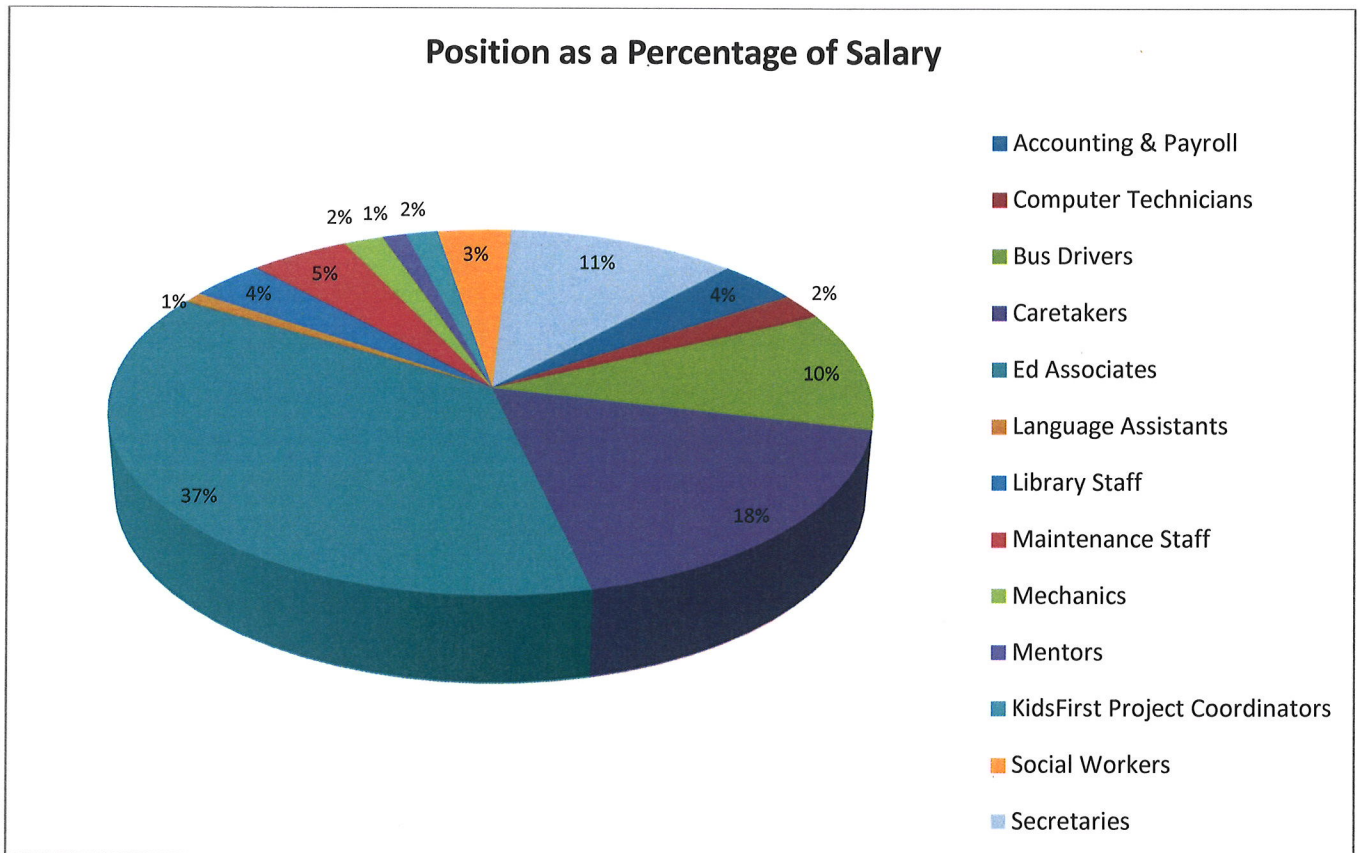
B. CUPE

During the 2020-2021 school year, the number of CUPE employees was at 413.793 FTE; this includes 204.50 educational associates (EAs) who make up the highest number of CUPE employees. SRPSD has 30 individuals (16 Mentors, 4 Grad/Mentor Support Coaches, 7

Accountability Report

KidsFirst, 2 Literacy Camp, 1 French Monitor) that are non-CUPE members and are either under contract or considered employees through separate funding arrangements. The 30 individuals referred to does not include our 24 Out of Scope personnel (7 Managers, 2 Assistant Managers, 3 Administrative Assistant, 4 Superintendents, 3 Payroll Clerks, Director, CFO, 2 IT, Facilities) which include 5 LEADS members.

The total salary for non-teacher employees \$18.9 M, the following is the 2020-2021 staffing breakdown:



All contracts given to CUPE are bound and determined by *The Education Act, 1995* and the *CUPE 4195 Local Bargaining Agreement*.

The recruitment of CUPE staff is a year long focus and we are working towards increasing our substitute list in many of our CUPE classifications. Continuous advertisements for substitute now run year round. A round of interviews takes place once every 4-8 weeks to continually increase the number of casual employees. A positive as a result of this process is that we are starting to see less misses in securing subs when staff are away. COVID hindered our success rate in regards to misses but we still had success with our processes (please see other information below).

SRPSD takes on practicum students from Saskatchewan Polytechnic. In 2020-2021, the Division had 26 practicum students in many classifications work with our students.

Accountability Report

Interaction with CUPE resulted in discussions multiple times throughout the year. Labour Management meetings are scheduled every second month and take place when required. CUPE did not bring forward any grievances for the fourth year in a row, which is a celebration. Since 2013 we have had 22 grievances, are proud of the relationships we are building with CUPE and hope we continue to solve items prior to it being grieved.

Staffing for CUPE for the 2021-2022 school year went well and was completed by late June 2021. We are constantly staffing throughout the year as employees leave for different reasons at all times of the school year.

The Division continued to focus on Return to Work over the 2020-2021 school year. Over the past years, we have had the following:

2015	12 Time Loss incidents	1508 lost days
2016	19 Time Loss incidents	1609 lost days
2017	12 Time Loss incidents	628 lost days
2018	15 Time Loss incidents	826 lost days
2019	19 Time Loss incidents	585 lost days
2020	8 Time Loss incidents	667 lost days
2021	7 Time Loss claims reported and WCB approved (as of June 30/21)	266 lost days

Other information:

DESCRIPTION	TOTAL as of June 30/16)	TOTAL as of June 30/17	Total as of June 30/18	Total as of June 30/19	Total as of June 30/20	Total as of June 30/21
Total number of EAs on Sub List	116	129	134	146	156	169
Number of CUPE Assignment Changes including NEW HIRES (PERM & TEMP)/ LEAVES/RESIGNATIONS/RETIREMENTS/TERMINATIONS (July 1 to June 30 each year)	682 (out of this total, 310 were layoff/recall letters)	643 (out of this total, 312 were layoff/recall letters)	371	456	503	412
Number of days we were unable to secure EA subs	291	125	102.50	130	109	131.5
Number of days we were unable to secure Teacher subs	N/A	83	66.50	61	81.5	374.5
New to EA Sub. List	43	52	51	65	102	68
CUPE employees on the sub list (all non EAs)	150	123	140	147	134	138
Number of grievances from CUPE	3	2	0	0	0	0
Total number of practicum experiences	13	23	11	5	7	26

Accountability Report

C. All Human Resources

Human resources implemented a staff satisfaction survey in 2018-2019. Results were brought to the Board in the spring of 2019. As a reminder, the four areas of commitment will be:

- Enhance equitable, consistent, and fair hiring and transfer processes;
- Strengthen professional development opportunities and other supports to better respond to diverse student learning needs;
- Promote, communicate, and investigate how employees can have meaningful input into decisions that affect their work; and
- Conduct another employee satisfaction survey by the end of the 2021-2022 school year.

Human Resource Strategies to enhance equitable, consistent and fair hiring and transfer processes.

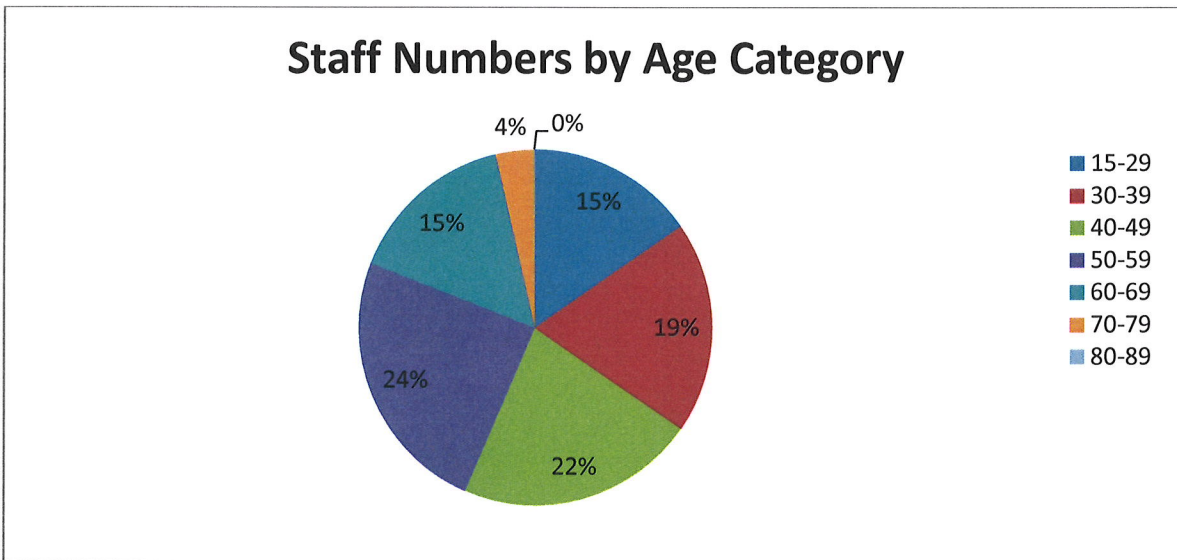
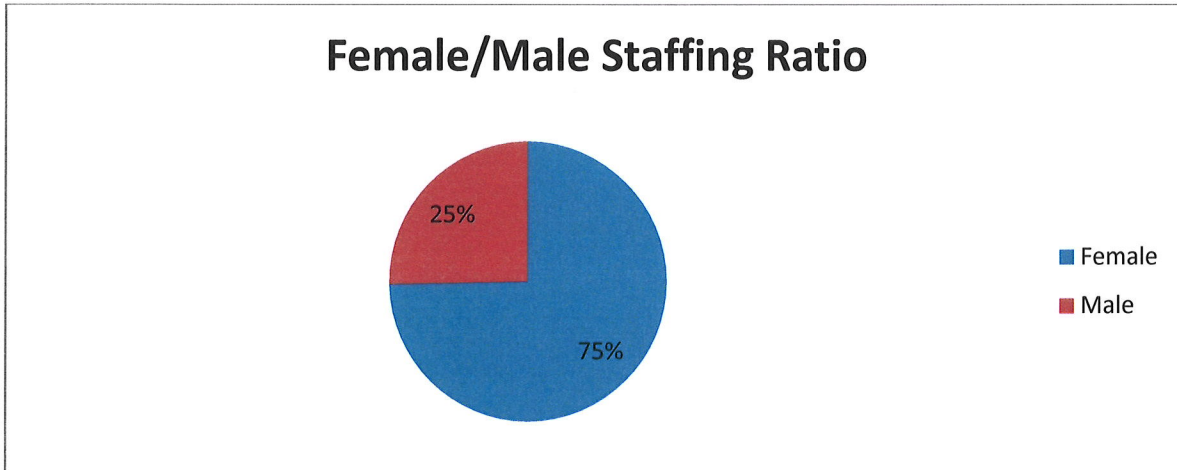
In order to achieve our goal we starting tracking some items that we are doing that is new, different, or enhanced (this is not an all-inclusive list):

- Send an email once a year to our administrators outlining hiring practices so that there is more transparency (new). This enhances transparency so our leaders understand the process of hiring.
- Include the resume of the applicant that is successful to the supervisor gaining a new employee (new), carbon copy (cc) the vice principal and potentially the secretary depending on situation as an information piece. This enhances the understanding as to why the person we are hiring is a good fit for that situation/position.
- Update of AP 443: Teacher Transfer was completed October 2019. The Board, Administrative Council, principal and PAATA voice was utilized to put together the final draft. The intent was to be clear on process, continue to find different opportunities for teachers in their career but soften the anxiety of having to move schools for teachers (enhanced).
- 55+ teacher transfers communicated in the spring of 2021. A result that was appreciated and gave us some affirmation was that we received positive feedback from a majority of teachers who were transferred. This is not typically received until the fall in which the transfer takes place (enhanced). There is still work to do for a small percentage of teachers and we will continue to do so.
- There continues to be positive feedback regarding the Superintendent overseeing Human Resources in having direct conversations with teachers regarding transfers. This was a change from the past as the process was to have principals have the direct transfer conversations. Principals still have preamble conversations during PGPs but when the transfer is taking place, they are removed from the conversation.
- Teacher hiring practice - to hire continuing contracts effective February 1 instead of the second temporary for those that we were sure about and had room for created less anxiety in the spring staffing season (new).
- HR survey requesting feedback from principal/supervisors (37 out of 39 participated) for the most part was quite positive. This was done the year after the staff satisfaction survey was completed in May 2020 (new and enhanced).
- We continue to get out in front of our language-based programs. We are hiring Cree Language and French Immersion teachers at times a year or more ahead of when we will need them. We have also learned that we are seeking great teachers that have an interest in these areas versus

Accountability Report

someone with the skill set of the language but potentially not as skilled in the art of teaching and learning.

In 2020-2021, we had 1716 employees as of June 25, 2021. This number includes teachers, CUPE, Non-CUPE Support, OOS, and subs, the following graphs show some of the demographics of those SRPSD employees:



Number of FNMI Educators Saskatchewan Rivers SD 119 2015-16 to 2020-21

FNMI Status	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Metis	147	156	159	158	157	166
First Nation	17	17	18	21	19	23
Total FNMI Educators	164	173	177	179	176	189
Total Number of Educators	596	603	592	592	582	592

Accountability Report

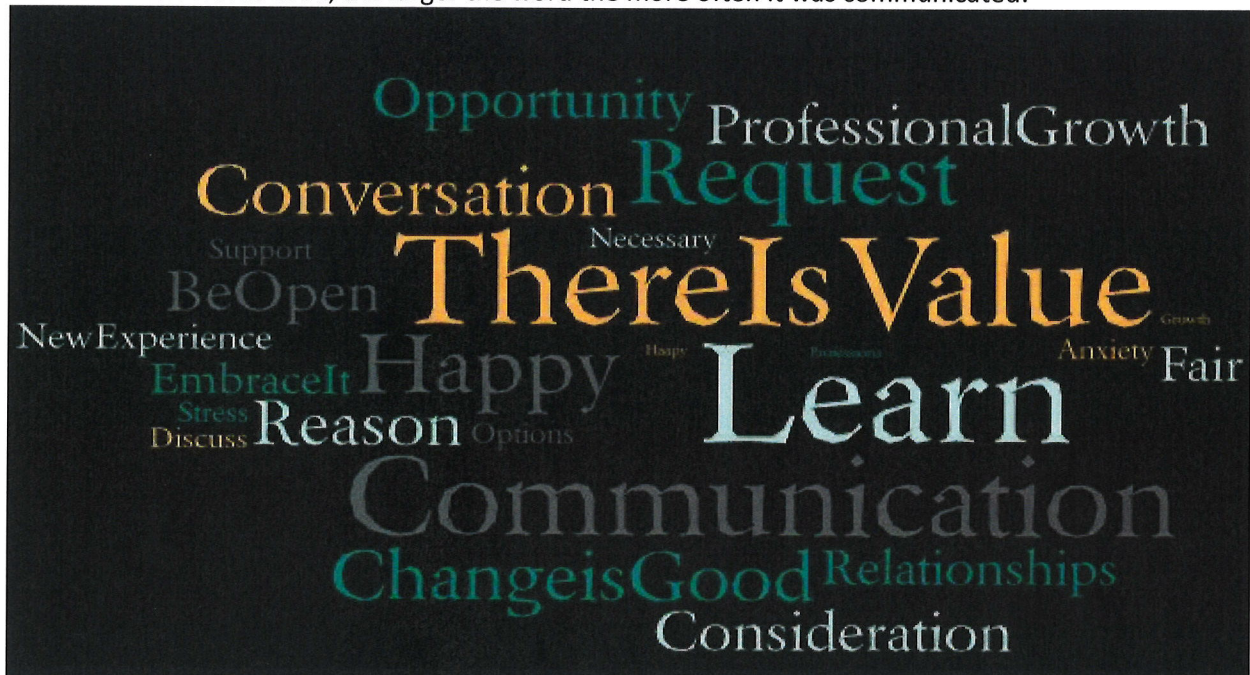
Saskatchewan Rivers Public School Division Teacher Transfer Survey – Summary Report

The teacher survey was sent out in June 2021 to all teachers and administrators that were transferred for the 2019-20, 2020-21 and 2021-22 school years. In total 168 teachers received the survey and 143 teachers participated. Eighty-three percent (83%) of the participants were teachers and 17% were administrators. It was voluntary and the individual submissions remain anonymous. The response rate is appreciated as well as the constructive and open feedback that was shared. Below you will find a summary of the data collected and the positive path forward as a result of the feedback.

Comments from teachers:

Common Phrase/Message	Number of times mentioned by different respondents
Be open to the opportunity as it is a learning experience so embrace the new experience	41
Change is good, there is value for professional growth	34
There was an opportunity to discuss the transfer with open communication, it was supportive and teacher thoughts are considered	31
Transfers should come from teacher request(s) and the explanation for the transfer is important	20
I am happy and have built great new relationships	18
Communications and conversations need to take place	18
Ensure transfers are fair and teachers have options	9
Transfers can be stressful and create anxiety	6

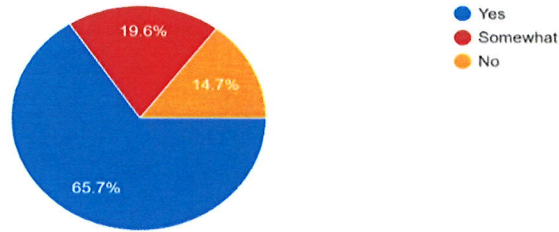
Most common words used, the larger the word the more often it was communicated:



Accountability Report

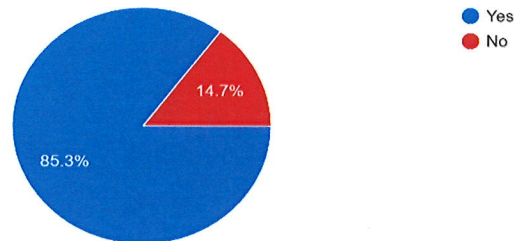
Do you feel you were treated in a fair and equitable manner?

143 responses



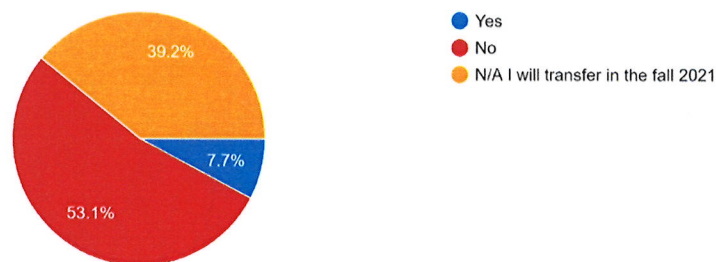
Do you feel there is value in teachers serving students in a variety of school communities throughout their careers?

143 responses



Now that you have been in your position for awhile do you wish you would have remained in your previous school?

143 responses



Positive Path Forward

Using information gathered from the 2021 Teacher Transfer Survey, **Saskatchewan Rivers Public School Division** commits to:

- Enhance equitable, consistent, and fair transfer processes;
- Ensure the transfer process continues to have open and supportive communication between teachers, in school administrators and human resource personnel;
- Continue to help teachers find comfort in the value of transfers and professional growth opportunities that exist as a result of new experiences;
- Celebrate the positives that come from the transfer process while at the same time being cognizant of improvements that will help support teachers that are anxious about transferring

Your voices matter as we pursue Excellence for Every Learner!

Accountability Report

ADMINISTRATIVE IMPLICATIONS:

A. Successes

We are able to place teacher candidate interns in our schools from the multiple universities, including SUNTEP, U of S, U of R, Minot and FNUC, which provides us with a 'leg up' in recruiting teachers. These interns are with the division for a four-month placement that allows the principals and cooperating teachers to have a sound knowledge regarding the strengths of these interns. For the 2020-2021 school year, we had 39 interns joining us. We also had 62 first, second and third year student teaching opportunities for teacher candidates within SRPSD.

With our recruitment process, we were able to fill all French Immersion position early and not lose them to other Divisions. We typically hire in November/December for the upcoming year but have to consider earlier.

Overall, our staff were true professionals during an unprecedented COVID time this past year. They were resilient in so many ways. We were reminded that our staff truly care for our students regardless of what we are faced with.

B. Challenges

We had to deal with a major decrease in budget due to enrolment drop. As a result, staff are impacted as that is the largest portion of our budget. We will continue to try and avoid cuts that impact the classroom directly and find ways to increase resources where necessary to ensure achievement of Provincial and SRPSD goals.

WCB time lost continues to be a challenge; our return to work focus has decreased the amount of time employees are away from work. We will continue to focus on getting our employees back to work by accommodating them back as quickly as possible. We are working with employees and supervisors to investigate accidents that occur in order to prevent future injuries.

We also need to ensure that we have adequate sub teachers and CUPE employees available. Last school year was a tough year when it came to how many teacher misses we had. We are hopeful that it was directly related to COVID and we take strides in the right direction in the 2021-2022 school year.

I believe this is coming to an end or at least a better place than last year but ensuring we stay on top of the ever-changing direction regarding COVID. We received many forms of communication giving us direction throughout the pandemic that impact staff and students. With every communication, we ensure we adjust how we operate as a school division.

Accountability Report

GOVERNANCE IMPLICATIONS

1. Based upon the report, it is recommended the Board maintain current direction for ensuring staff budget remains at level that best serves our students.

MEETING DATE: August 30, 2021

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

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

BACKGROUND

RE: SSBA INFORMATION – BYLAWS, RESOLUTIONS AND POSITION STATEMENTS

The 2021 Fall General Assembly will be held in Regina at the DoubleTree (subject to approval of the Executive based upon the advice of the Saskatchewan Chief Medical Officer) on November 14-16, 2021.

The SSBA memorandum (attached) is to remind boards of the bylaw amendments and resolutions process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General meeting.

RECOMMENDATION

For Board information and decision.

MEMORANDUM

August 13, 2021

TO: Chairs, Boards of Education, Conseil scolaire fransaskois,
Directors of Education and Chief Financial Officers
cc. Resolutions and Policy Development Committee, Darren McKee, Executive
Tom Fortosky, Catholic Section
Norm Dray, Public Section

FROM: Resolutions and Policy Development Committee

RE: Submission of Bylaw Amendments and Resolutions for the 2021 AGM

The 2021 Fall General Assembly will be held in Regina at the DoubleTree by Hilton (subject to approval of the Executive based upon the advice of Saskatchewan's Chief Medical Officer) on November 14-16, 2021. Bylaw Amendments and Resolutions are a key part of the Association's Annual General Meeting, which is part of the Fall General Assembly. The AGM is tentatively set for November 15, 2021. The purpose of this memorandum is to remind boards of the bylaw amendments and resolutions process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General Meeting.

The Executive, a board of education, the Conseil scolaire fransaskois or a group established in accordance with Bylaw No. 8 are entitled to sponsor bylaw amendments and resolutions.

Bylaw Amendments:

1. Bylaw No. 13, Paragraph 4, states that bylaw amendments are to be submitted to the Resolutions and Policy Development Committee "at least 45 days prior to the day on which the annual general meeting commences".

This year the **deadline for submission of bylaw amendments** is 4:30 p.m., **September 30, 2021.**

Every bylaw amendment is to **be submitted in writing** by email (see below) and **accompanied by a rationale explaining the background and reasons** for the amendment containing sufficient detail so that members may form a reasonable judgment about it. An amendment to one provision of a bylaw may necessitate consequential changes to other parts of the bylaws, and those consequential amendments must also be included. If you have questions regarding Bylaw Amendments, please contact Krista Lenius at (306)569-0750 ext. 120 or klenius@saskschoolboards.ca.

2. The Committee will examine and edit proposed bylaw amendments.
3. The package of proposed bylaw amendments will be forwarded to boards and posted on the Association's website no later than October 27, 2021.

Resolutions:

1. Bylaw No. 12, Paragraph 4, states that resolutions are to be submitted to the Resolutions and Policy Development Committee “at least 30 days prior” to the commencement of the general meeting at which they will be voted on. This year the **deadline for submission of resolutions** is 4:30 p.m., **October 15, 2021**. Resolutions received by the deadline will be presented by the Committee at the AGM.

(Paragraph 5 of Bylaw No. 12 provides for submission of resolutions that “directly relate to a matter that has arisen after the deadline for submission” at least 5 days prior to the commencement of the general meeting.)

2. Every resolution is to **be in writing and accompanied by a rationale explaining the background and reasons for the resolution.**

Pursuant to Resolution 5-E passed at the 2010 AGM, the Committee asks sponsors to provide, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the resolution.

5-E BE IT RESOLVED that from time to time when proposals for projects or services to be carried out by the Saskatchewan School Boards Association are put to member Boards for approval and those projects or services may have a cost and time component that will impact Association finances and staff time, it be required that all such proposals put to member Boards for consideration include the cost and time requirements to conduct the project or provide the service.

The Resolutions and Policy Development Committee have developed an SSBA Resolutions Costing Rubric to assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing. A copy of the SSBA Resolutions Costing Rubric is attached to this letter.

Boards of Education will need to identify the position statement that the proposed resolution relates to and how the resolution relates to the SSBA Strategic Plan or ESSP.

3. The Committee will examine, edit, and, where considered necessary, combine similar resolutions.
4. The package of resolutions to be presented by the Committee at the AGM will be e-mailed to boards, posted on the Association website no later than October 27, 2021, and included in the Fall General Assembly registration package.
5. Resolutions provide directives for action to the Association by its members and direction for development of Association position statements. To increase the effectiveness of resolutions, the wording of a resolution should, whenever possible, describe what boards of education or the Association will do, rather than directing others, over whom the Association has no control, to act.

6. Resolutions received by the deadline will be presented at the AGM by the Committee. Any board that wishes to present a resolution after the deadline for submission will have to obtain the consent of the delegates at the annual general meeting after all reported resolutions have been disposed of. (Bylaw No. 12, paragraph 6).

Bylaw amendments and resolutions must be submitted by email to Krista Lenius, Administrative Paralegal: klenius@saskschoolboards.ca. You will receive an email confirmation that your submission has been received.

SSBA Resolutions Costing Rubric

Purpose: To assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing.

	Low Cost <\$1,000	Medium Cost \$1,000-\$10,000	High Cost >\$10,000
Advocacy	<ul style="list-style-type: none"> Minimal advocacy, potentially a letter to a government official or Ministry. 1-2 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). 	<ul style="list-style-type: none"> Moderate advocacy which may include letters to government officials or Ministries, and follow up. 2-4 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). 	<ul style="list-style-type: none"> Ongoing advocacy throughout the year. > 5 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). A working advisory group may be formed as a result of the resolution.
Services	<ul style="list-style-type: none"> The proposed resolution action will require minimal utilization of existing SSBA services/resources. 	<ul style="list-style-type: none"> The proposed resolution action will significantly draw upon SSBA services/resources. 	<ul style="list-style-type: none"> The proposed resolution action includes elements that require existing SSBA services/resources, and/or requires services and/or resources beyond those provided by the SSBA.
Unanticipated Costs	<ul style="list-style-type: none"> There is minimal likelihood of the resolution action resulting in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are generally known. 	<ul style="list-style-type: none"> There is a moderate likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are relatively anticipated or assumed. 	<ul style="list-style-type: none"> There is a high likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are primarily unknown.

MEETING DATE: August 30, 2021

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

Primary Policy Reference: 17

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

BACKGROUND

RE: SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION STRATEGIC PLAN 2021-2024

Attached is the SRPSD Strategic Plan for 2021-2024 for review and final Board approval.

RECOMMENDATION

That the Saskatchewan Rivers Public School Division Strategic Plan for 2021-2024 be approved.



Saskatchewan Rivers Public School Division

Excellence for Every Learner



Strategic Plan 2021-2024



*Pursuit of excellence,
respect for diversity and
achievement for all*

OUR CORE VALUES

Educational Excellence

Human Diversity

Community Engagement

Responsible Governance

Effective Infrastructure and Facilities



OUR PRIORITIES

LEARNING AND INNOVATION

Students experience joyful learning that fulfills current needs and provides a foundation for future success.

MENTAL HEALTH AND WELLBEING

Students are supported to sustain and strengthen their resiliency and mental wellness.



GOVERNANCE AND LEADERSHIP

Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community.

INCLUSION AND CULTURAL RESPONSIVENESS

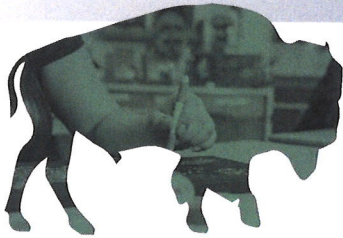
Students are affirmed and diversity is supported and celebrated.

CITIZENSHIP AND RELATIONSHIPS

Students demonstrate active citizenship and are supported by engaged families and effective partnerships.

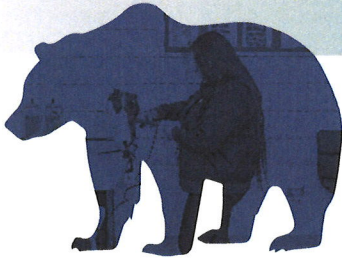
FOCUS AREAS IN EACH PRIORITY

LEARNING AND INNOVATION



- Communication, critical thinking and problem solving
- Individualized learning in literacy and math
- Engagement in Early Learning
- Technology and innovation
- Innovative learning approaches and alternate pathways to graduation

MENTAL HEALTH AND WELLBEING



- Culturally relevant and effective mental health supports
- Connections that foster engagement and belonging
- Physical activity and wellness

INCLUSION AND CULTURAL RESPONSIVENESS



- First Nations and Métis student success
- Truth and Reconciliation Commission's Calls to Action
- Anti-racist and anti-oppressive practices
- Partnerships with First Nations communities and leaders
- Inclusive learning practices
- Support for LGBTQ2S+ community

FOCUS AREAS IN EACH PRIORITY

CITIZENSHIP AND RELATIONSHIPS



- Engagement – families, SCCs and communities
- Volunteerism
- Partnerships and connections to global opportunities
- Financial literacy
- Community education
- Student voice

GOVERNANCE AND LEADERSHIP



- Communication, accountability, and transparency
- Fiscal responsibility
- Stewardship of resources, technology, and infrastructure





*Saskatchewan Rivers Public School Division
strives for excellence in education and seeks to
maximize each child's unique learning ability.*



*Saskatchewan Rivers
Public School Division*

Excellence for Every Learner

545 - 11th Street East
Prince Albert, SK S6V 1B1
Phone: 306-764-1571

www.srsd119.ca