

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

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

**Monday, October 4, 2021
Time: 4:00 p.m.**

AGENDA (#21R-10)

- 1. Call to order by Board Chair B. Hollick**
- 2. Land acknowledgement**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 5:30 p.m.**
- 6. Adoption of the agenda**
- 7. Induction of Student Trustees for 2021-22 school year:**
 - Tia-Lee McCallum (urban)
 - Daniel Vidal (rural)
- 8. Consent items**
 - (a) Adoption of the Regular / Special meetings minutes
 - (b) Administrative Procedures Changes
- 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 October 4, 2021
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report – **SRSC students**
 - (e) Verbal Discussion on SRPSD Communication Plan – **R. Bratvold**
 - (f) Board Advocacy Plan update – **D. Rowden**

12. Accountability reports

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

13. Reports from administrative staff

- (a) Director Update – *R. Bratvold*
- (b) 2021 Saskatchewan School Boards Association Annual General Meeting – Ballot Information – *R. Bratvold*

14. Notice of Motion

15. Three key messages for SCC/Public from meeting

16. Board members' forum

17. Adjournment

CALENDAR OF EVENTS	
October 18, 2021 Time: TBD	Board Director Evaluation, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK
November 8, 2021 Time: 4:00 p.m.	Regular/Organizational meeting, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK
November 19, 2021 (1 to 5 pm) November 20, 2021 (9 to 2:30 pm)	Board Director Semiinar, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK
November 22, 2021 Time: 4:00 p.m.	Regular meeting, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK

MEETING DATE: October 4, 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 / SPECIAL MEETINGS

- September 13, 2021 Regular Minutes
- September 22, 2021 Special Regular Minutes

RECOMMENDATION

1. *That the minutes of the Regular meeting of September 13, 2021 be approved as presented.*
2. *That the minutes of the Special Regular meeting of September 22 2021 be approved as presented.*

NO. #2021R-9 (MONDAY, SEPTEMBER 13, 2021)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON MONDAY, AUGUST 30, 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

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee

MR. A. NUNN, Trustee

MS. D. ROWDEN, Vice-Chair

MS. J. SMITH-WINDSOR, Trustee

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mr. J. Pidborochynski, Chief Financial Officer

Mrs. J. Ward, Administrative Services Officer

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

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

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

MOTION TO MOVE INTO CLOSED SESSION:

#21R-82

Moved by B. Gerow that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

OTHERS

M. Oleksyn, Daily Herald reporter

ADOPTION OF THE AGENDA:

#21R-83

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

Carried.

CONSENT ITEMS:

#21R-84

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

(a) Adoption of the Minutes for Regular meetings of August 30, 2021;

(b) Financial Statements – for the Period Ended August 31, 2021 - Preliminary.

Carried.

NEW BUSINESS:

(a) Transportation Appeals to the Board of Education

The Schattle and De Bruijn families appealed to the Board for French Immersion programming at École Debden Public School.

(Motion)

Moved by B. Gerow the Board allow the Schattle family to have the grandfathering option for their child currently attending École Debden Public School until the child graduates.

Motion defeated.

#21R-85

Moved by D. Rowden that the Board grant the request from De Bruijns to grandfather transportation services for the three De Bruijns children currently attending École Debden Public School until the youngest child graduates.

Carried.

A trustee suggested that a report be provided at the upcoming Organizational meeting on boundaries.

(b) MLA Meeting Pre-Planning

Consensus was to arrange a meeting with our local MLAs in the next few weeks, with the option of attending in person or virtually. If trustees have agenda items, please email R. Bratvold and B. Hollick.

(c) Board Development Plan Review

It was noted that trustees had access to a variety of professional developments over the past year. Discussion was held regarding expanding the 4 Seasons of Reconciliation course in the division.

It was noted that the Board Competency Matrix will be forwarded to trustees for completion shortly.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Board Director Evaluation Dates

R. Bratvold proposed two dates for the Board Director evaluation either Friday, October 15 or Monday, October 18. Consensus of the Board was Monday, October 18 to allow all trustees to attend.

Discussion was held regarding other evaluation tools available for boards of education and suggested that a discussion on this be included in the session

(b) Budget Priorities, Guidelines and Timelines

#21R-86

Moved by G. Gustafson that the Board approve the Principles, Guidelines and Timelines for budget development as presented.

Carried.

(c) Safety Update

The safety program of the division is wide ranging and includes things ranging from fire safety and WHMIS to OHS and our Return to Work program. The division safety team consists of the Superintendent of Facilities, Human Resources Manager and Director of Education. The purpose of this Safety Report is to highlight some of the key indicators that provide a snapshot of injury data currently and over time for information of the Board.

J. Smith-Windsor commented that the information in the report warrants it to become an accountability report.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING

- Dr. Chokani's Report on COVID;
- Board's Professional Development;
- Safety Update.

BOARD MEMBERS' FORUM:

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

MOTION TO MOVE INTO CLOSED SESSION:

#21R-87

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

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of September 13, 2021:

#21R-88

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

- 1. That the Board authorize the Chair and Director to develop and publish the Board's position in support of vaccine promotion for staff, students, families and community members.***

Carried.

ADJOURNMENT:

#21R-89

Moved by J. Smith-Windsor that the meeting adjourn. (7:45 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

NO. #2021SR-1 (WEDNESDAY, SEPTEMBER 22, 2021)

MINUTES OF THE SPECIAL REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON MONDAY, SEPTEMBER 22, 2021 AT 6:30 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 (virtually)
MR. G. GUSTAFSON, Trustee
MR. B. HOLLICK, Board Chair
MR. A. LINDBERG, Trustee (absent)

MR. A. NUNN, Trustee (virtually)
MS. D. ROWDEN, Vice-Chair
MS. J. SMITH-WINDSOR, Trustee
DR. M. VICKERS, Trustee
MR. B. YEAMAN, Trustee (virtually)

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education
Mrs. J. Hingley, Superintendent of Schools
Mr. J. Pidborochynski, Chief Financial Officer
Mrs. J. Ward, Administrative Services Officer

Mr. N. Finch, Superintendent of Schools
Mr. T. Michaud, Superintendent of Schools
Mr. C. Trann, Superintendent of Schools

B. Hollick, Board Chair, called the meeting to order. A copy of the Waiver of Notice and Consent will be appended to the official meeting minutes.

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.

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

ADOPTION OF THE AGENDA:

#21SR-1

***Moved by M. Vickers that the agenda be approved as presented.
Carried.***

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Discussion on Draft Policy/Administrative Procedures for Mandatory Vaccinations

Administration provided a number of documents for review and discussion purposes. These included the revised draft administrative procedures for staff vaccinations in school divisions from the Saskatchewan School Boards Association, information on the benefits and risks associated with mandatory vaccinations in school divisions, and the current health data as of September 21, 2021.

Trustees and administration had the opportunity to provide feedback along with their individual viewpoints on an administrative procedures on COVID-19 vaccinations. Considerable discussion ensued on this topic.

(Motion)

Moved by J. Smith-Windsor that the Board authorize the Director of Education to develop and implement division protocols for required COVID-19 vaccination or routine COVID-19 testing of employees and that protocols also be developed that take into consideration accommodations and exemptions.

D. Rowden request a recorded vote.

(Motion)

Moved by B. Yeaman that this motion be tabled to the September 27, 2021 Planning Meeting.

Motion defeated.

#21SR-2

Moved by J. Smith-Windsor that the Board authorize the Director of Education to develop and implement division protocols for required COVID-19 vaccination or routine COVID-19 testing of employees and that protocols also be developed that take into consideration accommodations and exemptions.

Voting for the motion: C. Bloom, B. Gerow, G. Gustafson, B. Hollick, A. Nunn,
J. Smith-Windsor, M. Vickers, B. Yeaman

Voting Against the Motion: D. Rowden

Absent: A. Lindberg

Carried.

(b) Request for Agenda Items for MLA Meeting

Trustees provided agenda items for the upcoming meeting with Members of Legislative for Saskatchewan Rivers Public School Division to be held on Monday, September 27, 2021

ADJOURNMENT:

#21SR-3

Moved by G. Gustafson that the meeting adjourn.

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: October 4, 2021

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<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 developed and will be provided at the October 4, 2021 Board meeting, if finalized.

- AP 423: COVID-19 Vaccination for Employees (new)

RECOMMENDATION

For Board information.

MEETING DATE: October 4, 2021

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

FROM: J. Hingley, Superintendent of Schools

ATTACHMENTS

BACKGROUND

RE: LEARNING IMPROVEMENT PLANS (LIP) ACCOUNTABILITY REPORT

The attached SRPSD LIP Accountability Report will be reviewed at the meeting. The École Arthur Pechey Public School Leadership Team and D. Harding, Inclusive Learning Coach (K-8 Math) will be in attendance for the presentation.

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

RECOMMENDATION

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



Accountability Report

Learning Improvement Plans

Jennifer Hingley, Superintendent of Schools
October 4, 2021

SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2017-2020 Strategic Plan states the following in its preamble:
"Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long range goals through broad strategies and specific actions in each goal area."
2. Saskatchewan Rivers Public School Division Board Policy 2
Role of the Board
 - 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
 - 3.1.1 Annually approve budget (driven by the Board priorities).
 - 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
 - 3.3 Annually evaluate the effectiveness of the Division in terms of key results.

EVIDENCE:

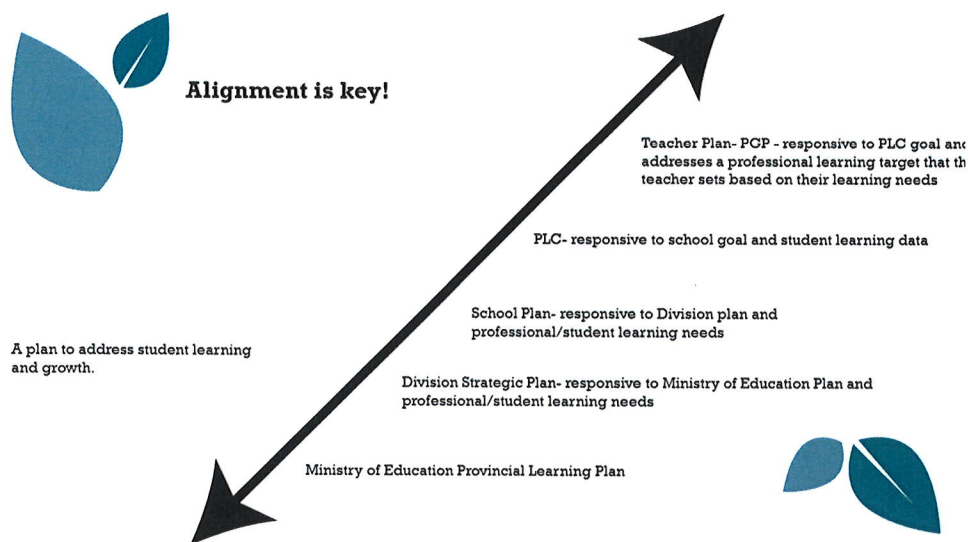
1. What is a Learning Improvement Plan?

The Learning Improvement Plan (LIP) is a strategic planning document that helps schools align their work to the school division strategic plan. There is more than one strategic planning tool that school teams can use for the 2020-21 school year:

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

School strategic planning documents serve multiple purposes:

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



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

FTV Schools LILAC- Arthur Pechey



1. First Nations, Métis and Inuit Student Achievement Goal:

By June 2021, 100% of students (FMNI & Non FMNI) will be achieving, in the Number Strand:

- meeting and exceeding standards or
- 50% catch up growth or
- an individualized goal.

2. Lag Indicator(s)

- Number Strand (Math Common Assessment)
- Making Connections Document
- Environment Checklist

3. Data Source(s) for the Lag Indicator(s)

- Math Common Assessment; Number Strand
- School-based Math Tracking Sheets
- Making Connections (Relationship/Culture) Document
- Environment Checklist & Walkthroughs (PGP & Admin Walkthroughs)
- Student Goal Setting (Lead by Teachers)

Lead Indicators	5. Teacher Actions	6 Data Sources	7. Plan for Monitoring	8. SCLT Actions	9. Data Checks
<p>CADEMICS</p> <p>.1.1 Purposefully and strategically selecting teaching strategies and learning activities that promote student construction of knowledge aligned with specific lesson/unit outcomes.</p>	<p>A. PGP Goals</p> <ul style="list-style-type: none"> • IC Map used to address personal teacher goal with self-assessment • Reviewed 3 times a year with admin • Updated LILAC consistently by SCLT (1st Friday of every month) <p>B. Teachers will attend PD & Learning Supports:</p> <ul style="list-style-type: none"> • Math PD with <i>MathUP School</i> (Division PLCs) • FNMI Workshop Opportunities (Teachers seek outside PDs) • Embedded PLC (Bi-weekly at AP) <p>C. Literacy Model Implementation (1 - 3)</p> <ul style="list-style-type: none"> • Morning Meeting • Heggerty Phonemic Awareness Program • Phonics program • Reading and writing workshop (Daily 5) • Play based/Experiential Learning • Print rich/homelike environment <p>D. Teachers will implement a variety of high impact discursive and</p>	<p>A. PGP Document and IC Map</p> <p>B. Google Drive document to update</p> <p>C. Early Lit screen & DRAs (October 29)</p> <p>D.</p> <ul style="list-style-type: none"> • MCA Number Strand • 1re-8e année Évaluation Commun de Mathématiques, volet nombre • School-Based Tracking Sheet 	<p>A. PGP meetings with admin</p> <ul style="list-style-type: none"> • Revisit IC Map and adjust as growth is made in goal <p>B.</p> <ul style="list-style-type: none"> • <i>MathUP</i> Checklist <ul style="list-style-type: none"> ○ Embedded PLC allows for check-ins with teachers ○ Co-constructed and individual goals are reviewed in weekly huddles • Provide staff FNMI PD opportunities and sign up accessible to all staff • Embedded PLC agendas and outlines shared by the leadership team weekly and collaborated on. <p>C. Continue to complete sections of the Lit Screen to monitor progress</p>	<p><i>Instructional/School Change Matrix</i> (Insert):</p> <ul style="list-style-type: none"> • What is your current state? Organize baseline data. • Surface the beliefs of staff regarding the school goal/vision by supporting staff in contributing to the LILAC with actions and plans for meeting PGP goals. • What is the preferred state? (SMART goal) As a school, staff will monitor and reflect on teaching strategies that promote student achievement through collaboration. • Through shadow coaching, huddle discussions, and embedded PLCs, teachers will learn about and practice strategic high impact practices and strategies that support their students' achievement. • Do a mid-year check-in? Review the learning targets and 	<p>Baseline: 2020-2021 Data</p> <p>Impact: Ongoing, monthly data trackers through Google Sheets.</p> <p>Plans for sharing: Bi-weekly embedded PLCs</p> <p>Plans for celebrating successes:</p> <ul style="list-style-type: none"> • School clan challenges to support math growth and connect as a school. • Showcasing student achievement and goals on social media, classroom platforms, and bulletin boards.

2. Sample Instructional Change Matrix Vincent Massey School

Leadership Actions/ Functions	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people
Organize	<p>What is your current state? Organize baseline data. *DRA *Early Lit Screen *Pre-K/K Domains</p> <p>Surface the beliefs of staff regarding the school goal/vision.</p> <p>Completed surfacing beliefs activity on August 31st PLC Day</p>	<p>Coordinate a responsive plan. If this is the problem... then implement this evidence based strategy.</p> <p>Set the professional learning target and success criteria for the school goal.</p>	<p>What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved.</p> <p>Be enthusiastic. Resonate positivity. *changed practice *enthusiasm *positivity *collaboration *hope</p>	<p>Create structures to support goal and vision.</p> <p>Plaster the school goal everywhere!</p> <p>Everyone (staff, students, families, parents and the SCC should be able to articulate the school learning goal/vision.</p> <p>Teachers need to be able to articulate what they do, and why they teach the way they do.</p>	<p>Remove or alter structures and procedures that support the old ways of doing things. High impact:</p> <ol style="list-style-type: none"> 1. Heggerty 2. Lips-school wide 3. Literacy teacher 4. Modeling 5. Embedded time 6. Connie M 7. Visualize & Verbalize 8.
Collaborate	<p>Analyze/interpret student learning data. Go on a "data" treasure hunt. Highlight strengths. Drill down the "break-down". Identify an instructional response. Involve people, Invite input.</p>	<p>Create a sense of team. Identify strengths.</p>	<p>Describe the commitments that individuals make to each other. To be: *open-minded *growth mind-set *vulnerable - willing to try new things *stretch thinking</p>	<p>Establish regular meetings to discuss new learning, share ideas, set direction, review progress and get feedback.</p> <p>Four Week PLC/Collaboration Rotation: 1. High Effect Literacy Strategies 2. Collaboration - co-planning with grade alike partner 3. Ed. Support - strategies 4. Data analysis and plan</p>	<p>Provide PD, time, support and resources that will encourage implementation of the vision.</p>
Engage	<p>Ensure inclusion of key stakeholders- Staff, SCC, parents and students. *Edsby *SCC Meetings</p>	<p>Establish school leadership team. Define roles and responsibilities. Carla Penner Henry - Literacy Coach Chelsea Gunville - Literacy Coach</p>	<p>Map out the vision with all stakeholders. (Consider the use of a metaphor to describe the journey)</p>	<p>If appropriate, build partnerships with other agencies to support the vision of the school.</p>	<p>Have regular check in conversations with staff, students, families, SCCS to talk about how the implementation plan is going.</p>

ADMINISTRATIVE IMPLICATIONS:

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

GOVERNANCE IMPLICATIONS

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

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

MEETING DATE: October 4, 2021

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

BACKGROUND

RE: STUDENT ACHIEVEMENT ACCOUNTABILITY REPORT

The attached SRPSD Accountability Student Achievement Report will be reviewed at the meeting. The École Arthur Pechey Public School Leadership Team and D. Harding, Inclusive Learning Coach (K-8 Math) will be in attendance for the presentation.

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

RECOMMENDATION

That the Board confirm that the intent of Policy 2, item 3.2 and the Board's Strategic Plan expectation for monitoring of student achievement have been met and that the Student Achievement Accountability Report be referred to the Director Evaluation process.



Accountability Report

Student Achievement

Jennifer Hingley

10/4/2021

Accountability Report

SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board **2017-2019 Strategic Plan** states the following in its preamble:

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

2. Saskatchewan Rivers Public School Division Board Policy 2 –

Role of the Board

3.1 Provide overall direction for the Division by establishing annual priorities and key results.

3.1.1 Annually approve budget (driven by the Board priorities).

3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.

3.3 Annually evaluate the effectiveness of the Division in terms of key results.

3. The following declarations are present in the "Saskatchewan Rivers Public School Division Commitment to Student Achievement"

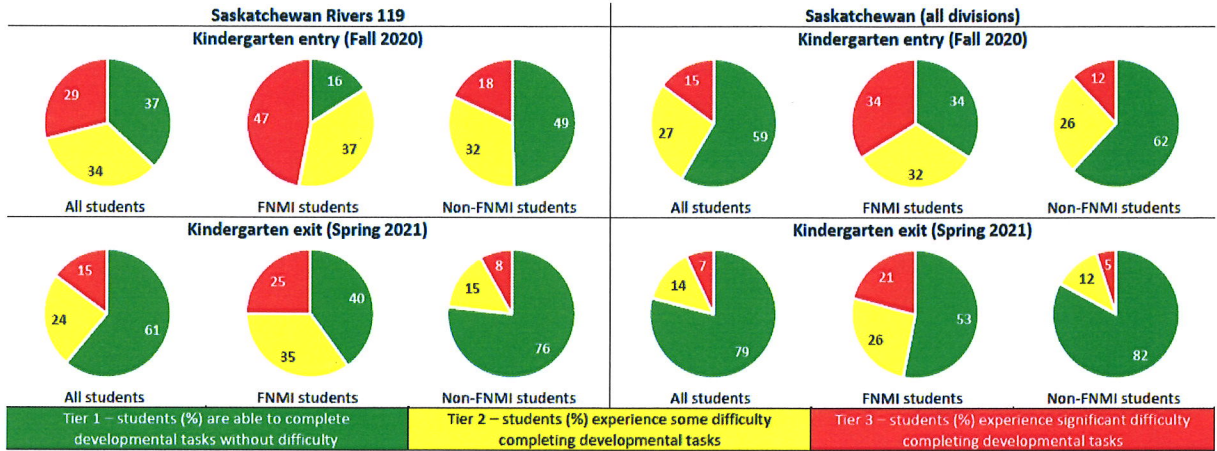
- **All students can achieve at high standards.**
- **All teachers can teach to high standards.**
- **High expectations and early interventions are essential.**

4. The Accountability Measures reported on in this report will be the following:

- Early Years Evaluation – TA for Kindergarten fall data available only
- Developmental Reading Assessment for Grades 1, 2 and 3
- Graduation rates (on-time and extended) – as data is provided by the Ministry
- Credit Attainment in Grades 10 -12.
- High School Marks in ELA 10A, Sci. 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30.

Accountability Report

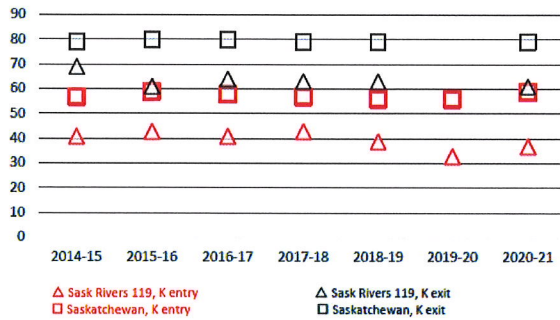
EVIDENCE:



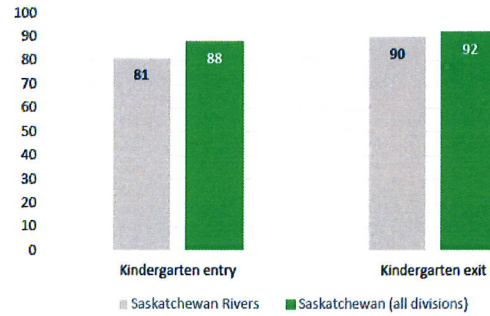
Tier 1 – students (%) are able to complete developmental tasks without difficulty
Tier 2 – students (%) experience some difficulty completing developmental tasks
Tier 3 – students (%) experience significant difficulty completing developmental tasks

*totals may not add to 100 due to rounding

Kindergarten students (%) assessed as Tier 1 at Kindergarten entry / exit since baseline (all students with valid EYE results)



Proportion of Kindergarten students* with a valid EYE result at Kindergarten entry / exit, 2020-21



*against Official & Reconciled Kindergarten Enrolments (Sept. 30 2020)

1.

Early Years Evaluation – TA for 2018-19, 2019-20 and 2020-21

Early Years Evaluation – Teacher Assessment (EYE-TA)

Number of children in each tier in an RTI framework

Percentage of children in each tier in an RTI framework

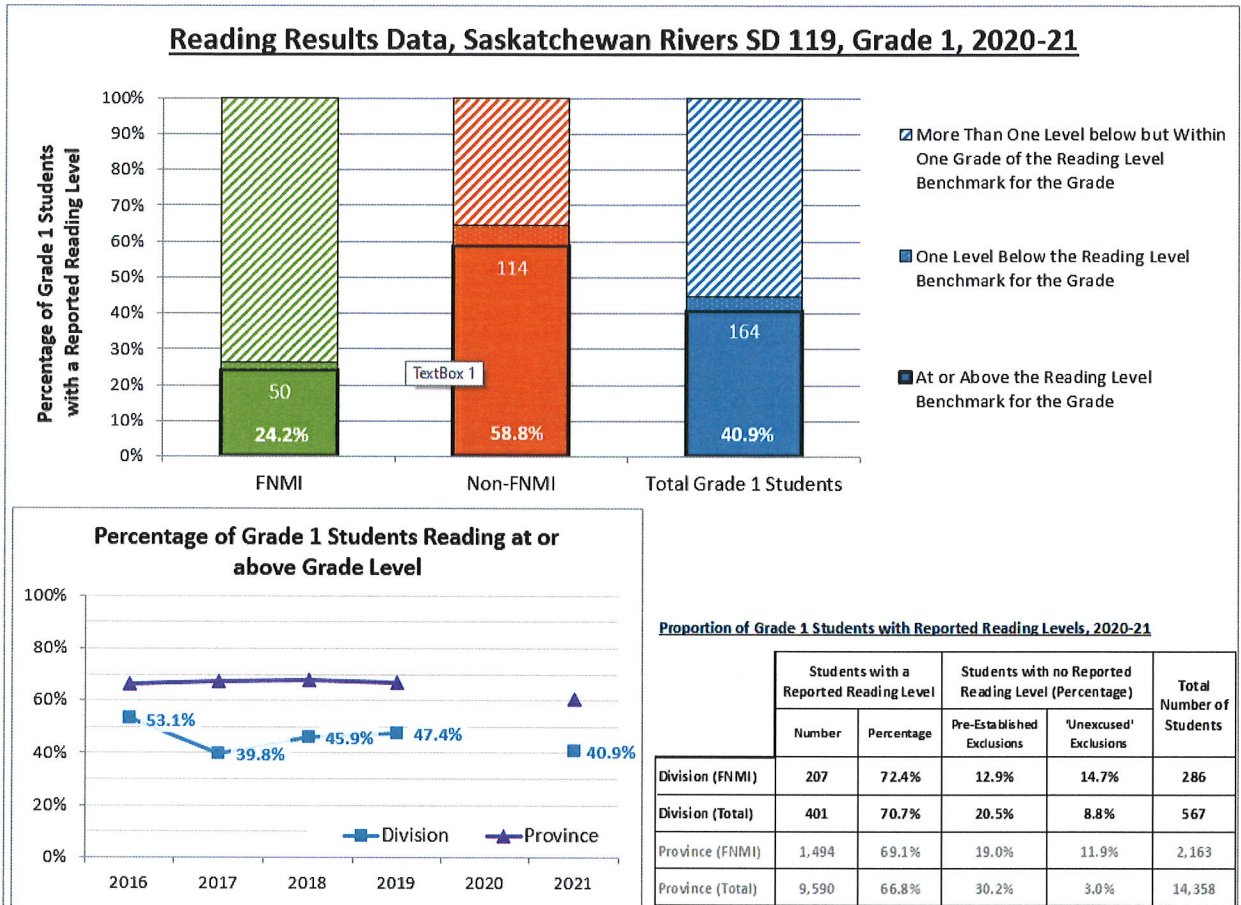
	Number of children in each tier in an RTI framework			Percentage of children in each tier in an RTI framework		
	2019	2020	2021	2019	2020	2021
Tier 3	125	202	109	19%	35.3%	28%
Tier 2	120	182	127	18%	31.8%	36%
Tier 1	389	189	137	63%	33%	36%
	634	573	382			

Readiness for school: students screened at Tier 1 (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, baseline (2014-15) to most recent

Accountability Report

Developmental Reading Assessment for Grades 1, 2 and 3.

Graphic provided by the Ministry

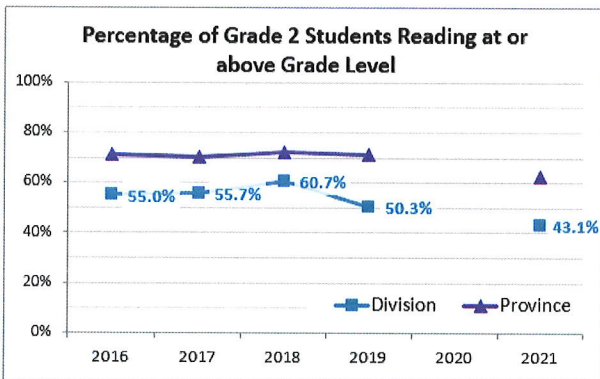
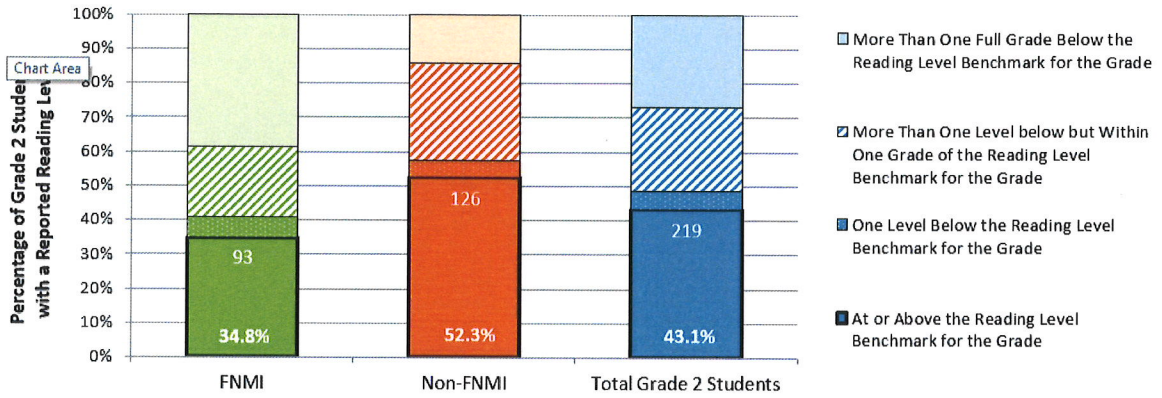


Grade 1 Reading Achievement –DRA2 Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2015	47%	36%	62%
2016	54%	41%	70%
2017	41%	27%	59%
2018	45%	33%	60%
2019	47%	32%	66%
2020	No date available.		
2021	40.9%	24.2%	58.8%

Accountability Report

Reading Results Data, Saskatchewan Rivers SD 119, Grade 2, 2020-21

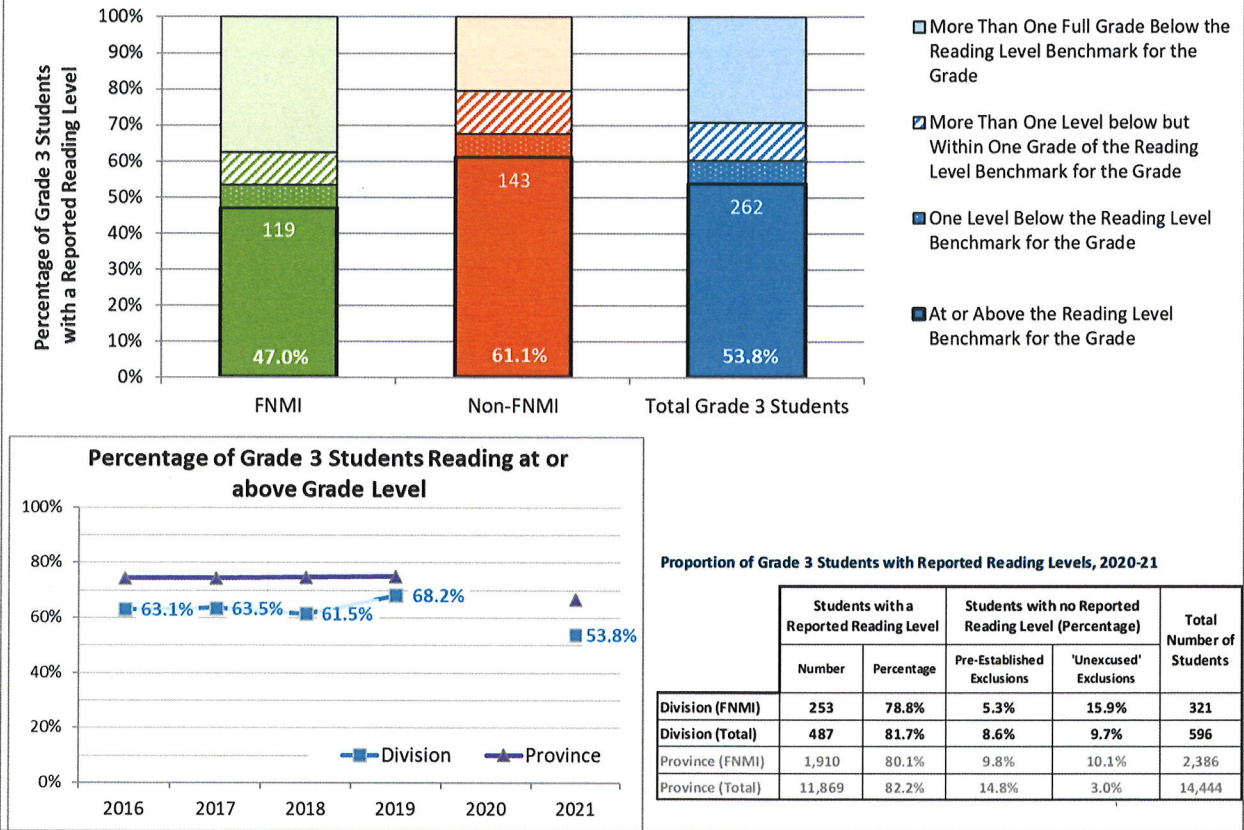


Proportion of Grade 2 Students with Reported Reading Levels, 2020-21

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	267	76.9%	6.1%	17.0%	347
Division (Total)	508	81.2%	8.8%	10.1%	626
Province (FNMI)	1,874	79.5%	9.6%	10.8%	2,356
Province (Total)	11,483	81.1%	15.8%	3.1%	14,160

Accountability Report

Reading Results Data, Saskatchewan Rivers SD 119, Grade 3, 2020-21



Grade 3 Reading Achievement – DRA2 - Term 3 Results

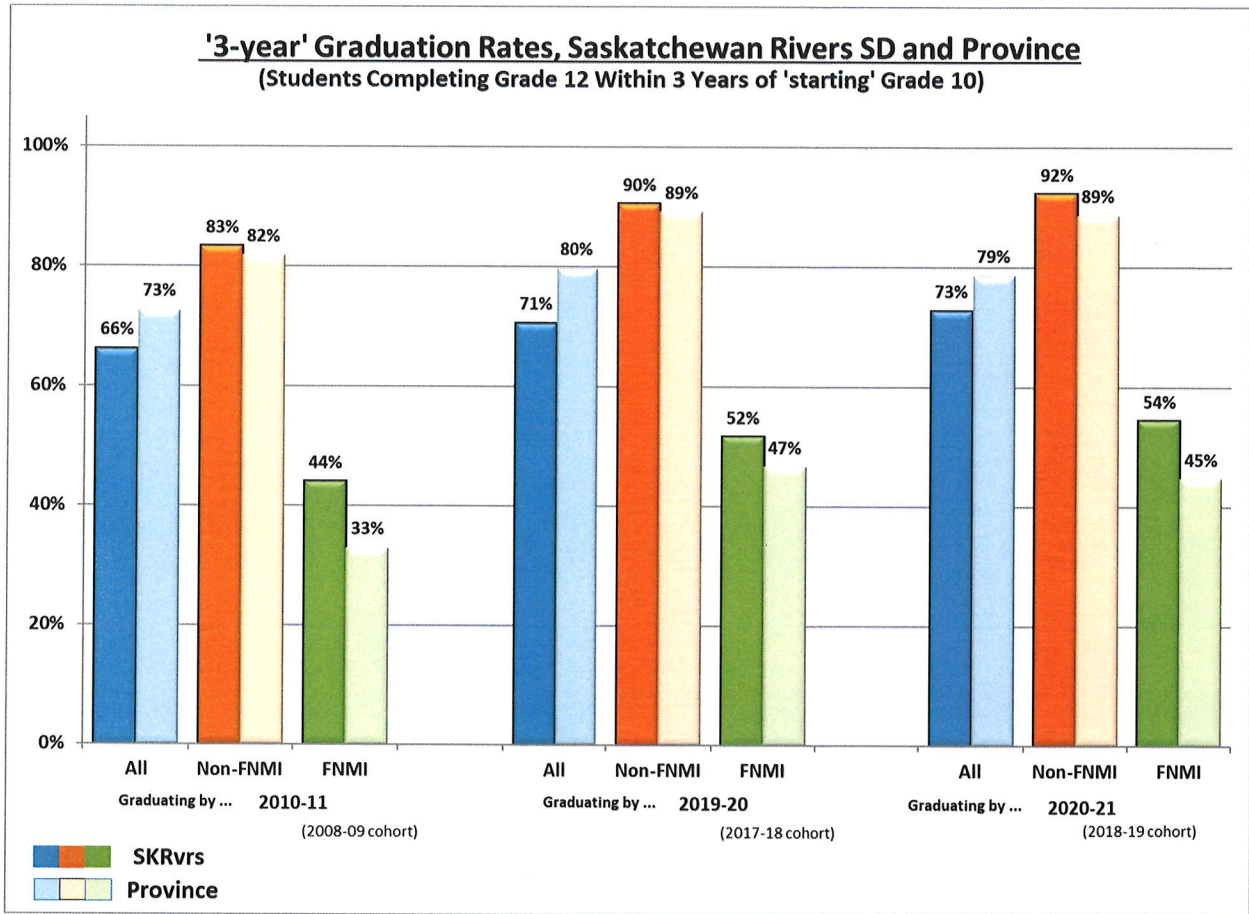
Year	All Students	FNMI Students	Non - FNMI
2015	64%	53%	76%
2016	63%	57%	69%
2017	63%	55%	72%
2018	61%	55%	68%
2019	68%	59%	79%
2020*	34%	22%	48%
2021	53.8%	47%	61.1%

Math and Writing Data Collection were suspended for the 2020-21 school year.

*Schools were closed in March of the 2019-20 school year due to the COVID19 Pandemic.

Accountability Report

2. High School Graduation Achievement

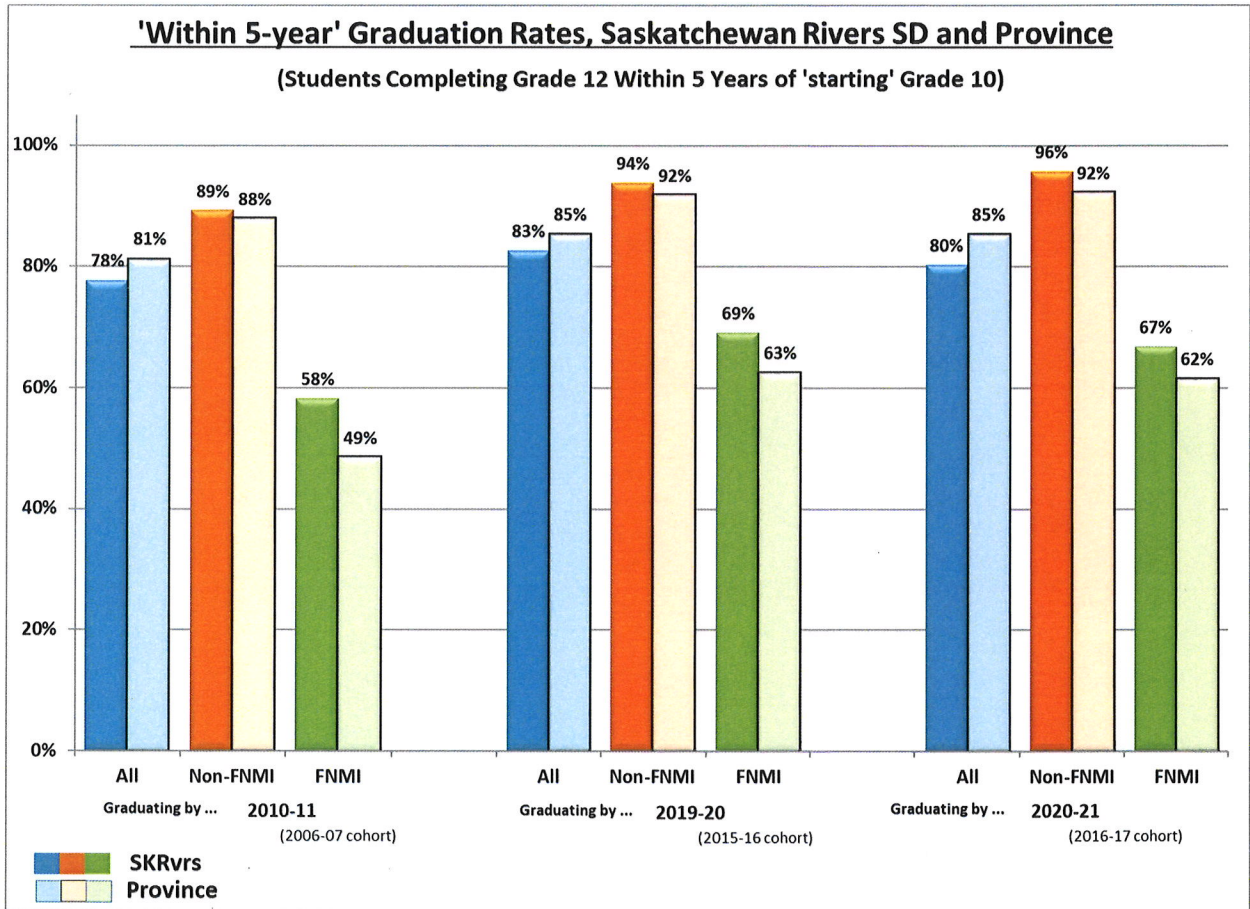


3 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2011-12	2013-14	74.7%	83.4%	40.3%	68.9%	84.1%	47.4%
2012-13	2014-15	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%
2013-14	2015-16	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%
2014-15	2016-17	76.5%	85.4%	43.2%	69.4%	89.3%	52.5%
2015-16	2017-2018	77.4%	86.5%	44.5%	72.1.6%	88%	53.2%
2016-17	2018-19	77.3%	86.8%	43.5%	69.3%	90.4%	51.2%
2017-18	2019-20*	80%	89%	47%	71%	90%	52%
2018-19	2020-21	79%	89%	45%	73%	92%	54%

*2019-20- Schools were closed in March due to the COVID pandemic.

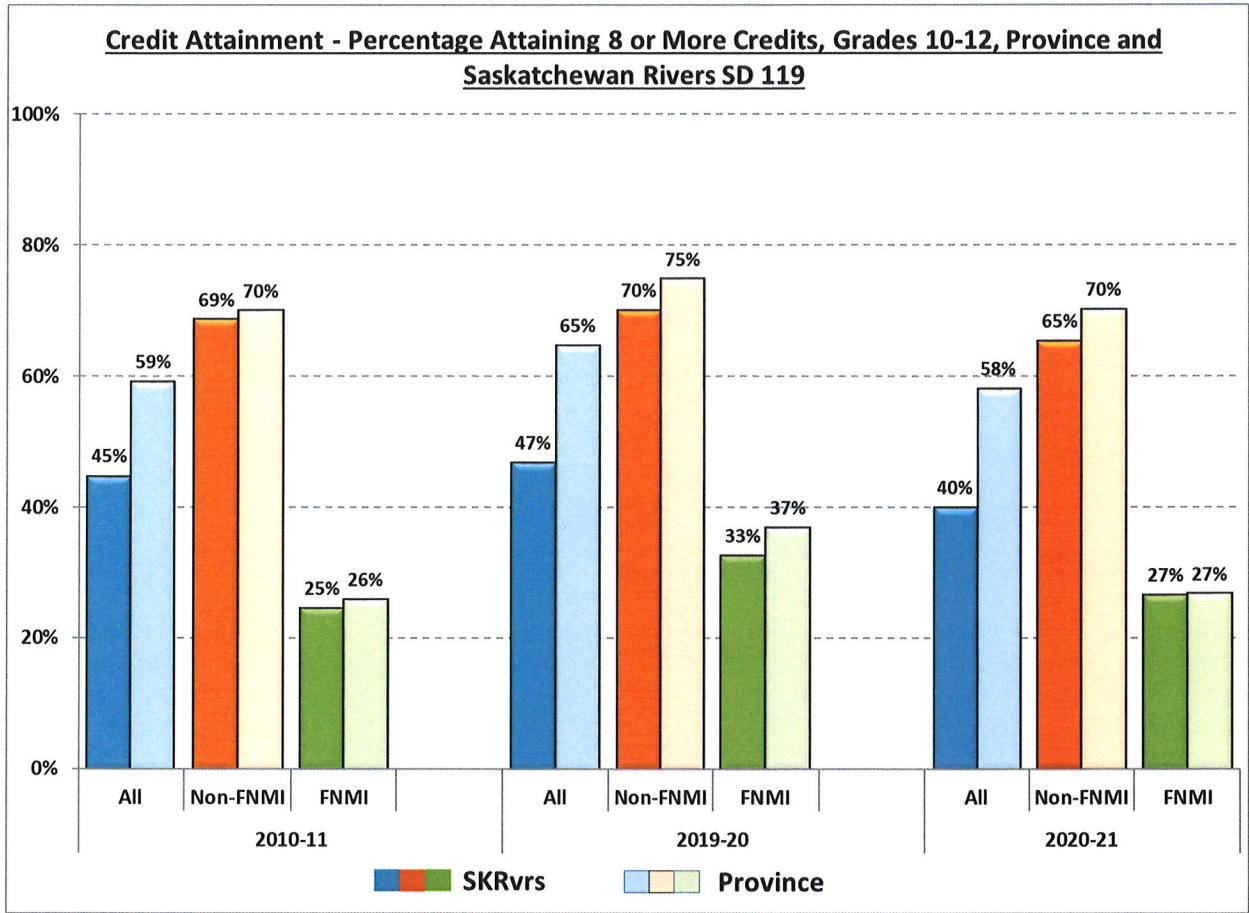
Accountability Report

5 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%
2010-2011	2014-2015	82.5%	89.2%	55.9%	79.2%	92.1%	62.7%
2011-2012	2015-2016	83.3%	89.5%	59.6%	79.7%	90.3%	65.4%
2012-2013	2016-2017	84.0%	90.4%	59.8%	76.6%	87.8%	63.1%
2013-2014	2017-2018	84.4%	91.1%	59.4%	77.6%	91.3%	63.0%
2014-2015	2018-2019	84.7%	91.2%	61.0%	81.5%	92.8%	72.1%
2015-2016	2019-2020	85%	92%	63%	83%	94%	69%
2016-2017	2020-2021	85%	92%	62%	80%	96%	67%



Accountability Report

3. Credit Attainment



4. High School Marks in ELA 10A, Science 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30

Average Final Marks in Selected Secondary-Level Courses 2017 - 2018

Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	74.2	74.8	77.3	79.8	62.1	69.7
Science 10	72.7	72.4	76.0	77.3	59.9	67.4
Math: Foundations and Pre-calculus 10	73.7	76.9	75.8	79.5	61.7	72.6
Math: Foundations 20	74.7	79.0	76.4	82.5	65.3	73.3
ELA 20	74.8	75.7	77.0	79.9	63.9	70.5
ELA A30	75.9	74.5	76.7	79.9	66.2	71.2
Math Pre-Calculus 30	79.2	80.0	79.6	81.4	72.9	75.7

Average Final Marks in Selected Secondary-Level Courses 2018 - 2019

Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	73.9	76.1	77.0	80.1	62.0	71.9

Accountability Report

Science 10	72.6	72.4	76.0	77.6	59.8	66.9
Math: Foundations and Pre-calculus 10	73.3	78.2	75.6	81.4	61.1	73.7
Math: Foundations 20	74.7	77.6	76.3	80.6	65.3	71.7
ELA 20	75.6	74.8	77.7	78.6	65.2	69.8
ELA A30	74.3	75.3	76.7	80.1	65.5	70.2
Math Pre-Calculus 30	78.8	80.6	79.1	82.2	74.7	74.5

Average Final Marks in Selected Secondary-Level Courses 2019-20

Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	75.1	71	78.5	75.5	62.9	67.4
Science 10	73.8	72	77.5	78.9	61.8	67.3
Math: Foundations and Pre-calculus 10	76.8	75.5	79	79.9	65.5	70.6
Math: Foundations 20	77.4	76.6	79.1	81.5	67.8	71.1
ELA 20	77.3	73.9	79.6	79.7	67	69.9
ELA A30	75.7	76.2	78.2	82	67	70.6
Math Pre-Calculus 30	81	81.7	81.3	83.4	76.3	76.4

Average Final Marks in Selected Secondary-Level Courses, 2020-21

Subject	All Students		Non-FNMI		FNMI	
	SKRvrs	Province	SKRvrs	Province	SKRvrs	Province
English Language Arts A 10 (Eng & Fr equiv)	77.2	75.5	83.7	78.7	71.0	62.6
English Language Arts B 10 (Eng & Fr equiv)	77.2	74.9	82.4	78.1	72.8	62.2
Science 10 (Eng & Fr equiv)	75.0	74.6	81.6	77.8	69.5	61.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	78.1	74.5	83.6	78.5	74.4	61.6
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	77.7	76.0	81.4	78.1	72.7	63.8
English Language Arts 20 (Eng & Fr equiv)	75.0	76.6	78.9	78.9	70.8	64.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	76.2	69.4	81.4	72.8	72.9	62.3
Math: Foundations 20 (Eng & Fr equiv)	79.1	76.6	83.0	78.3	73.7	66.0

Accountability Report

ADMINISTRATIVE IMPLICATIONS:

1. Focus on high impact accelerated teaching strategies

Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. Schools will continue to enhance their understanding of high impact, accelerated instructional strategies in literacy, numeracy and assessment.

2. Build strong school teams and develop teacher collective efficacy

The most powerful impact on student learning and achievement is teacher collective efficacy. Collective efficacy occurs when, “Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018). Administration will continue to support school leaders and teachers with the implementation of literacy, assessment and numeracy learning models. These models of instruction will embed high yield teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

Math Instructional Learning Model and Key Resources

Building Thinking Classrooms in Mathematics
PETER LILJEDAHL

The Environment

- ❖ The use of non curricular tasks (Minds On option)
- ❖ Forming collaborative groups
- ❖ Using vertical non permanent working surfaces (vnps)

Mathematician's Workshop
A Framework for Learning

Mathematically Rich Environment

Wrap-Up
Reflect Share Consolidate

Minds On
Activate Connect Revisit Introduce

Lesson
Explore Discuss Include Share Experience Model

Formative Assessment

Teacher's Role
Small Group Instruction Conferencing

Community of Mathematicians

Cultural Competence

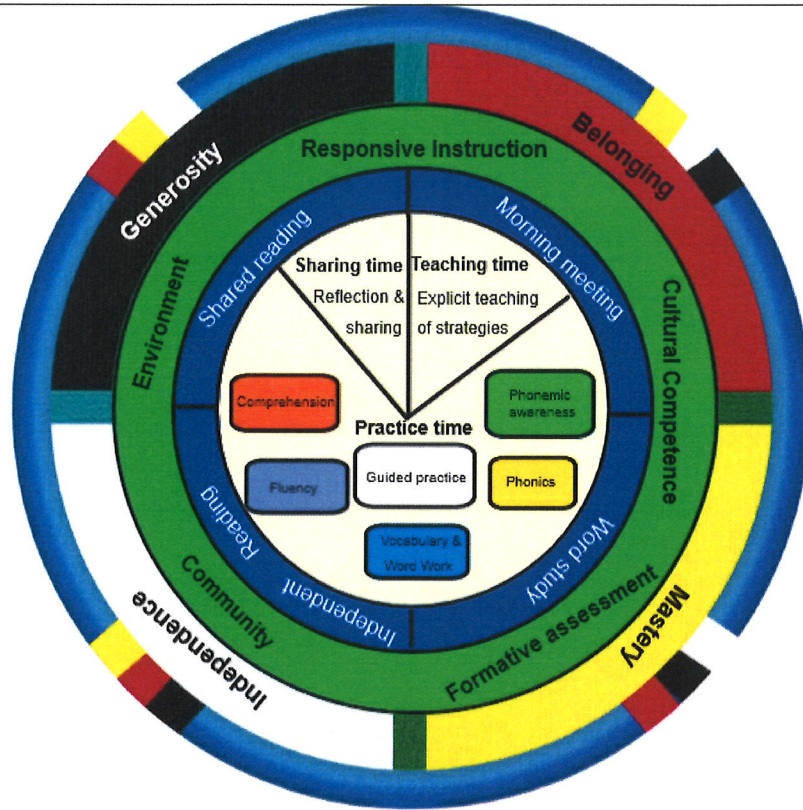
MATH UP CLASSROOM
Empowering every teacher to be an effective math teacher.

Three Part lesson:

- Minds On
- Action
- Consolidate
- Your Turn

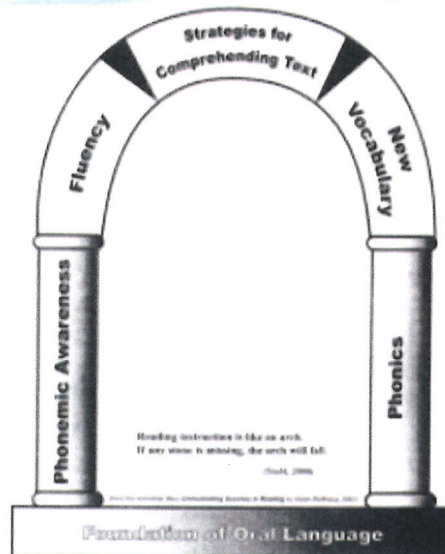
Accountability Report

SRSPPD's Literacy Model- an explicit teaching model that is based on the science of reading research.



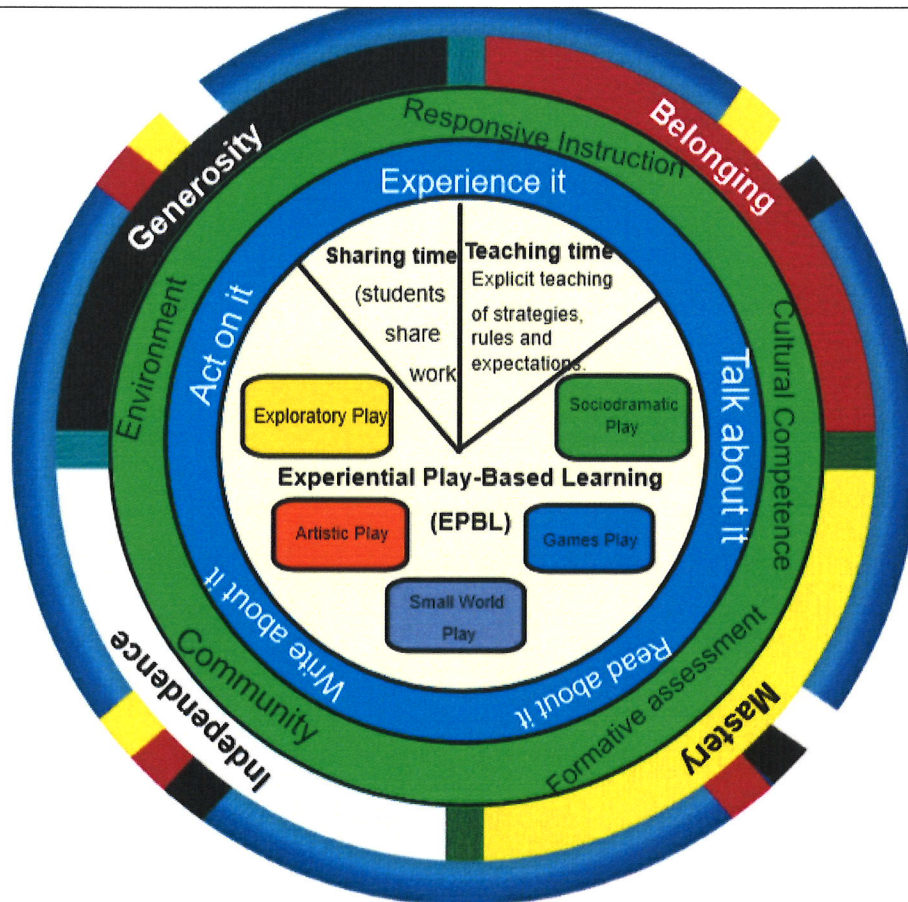
The 5 Components of Reading

- 1) Phonemic Awareness
- 2) Phonics
- 3) Fluency
- 4) Vocabulary
- 5) Comprehension

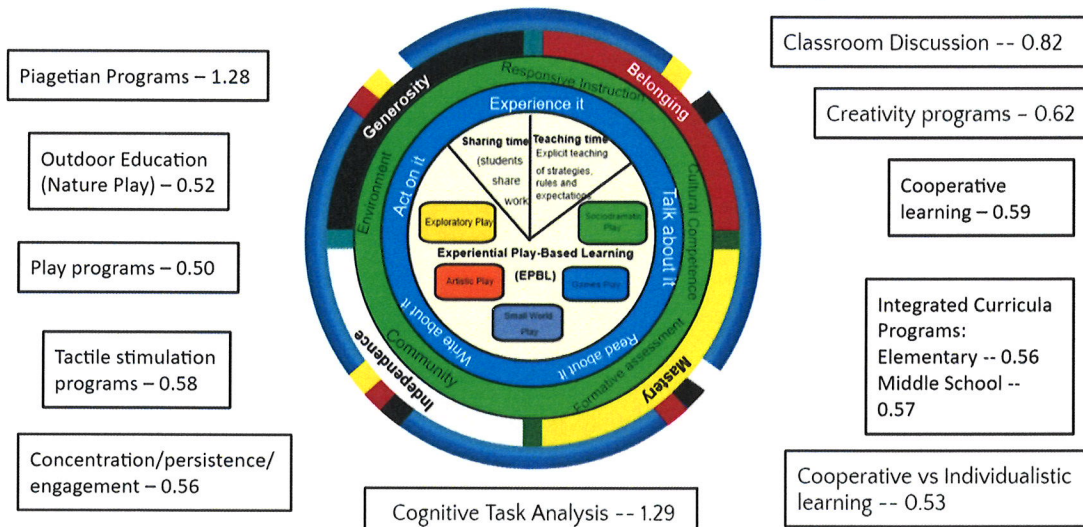


Accountability Report

SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!



Experiential Learning in the Primary Grades



Accountability Report

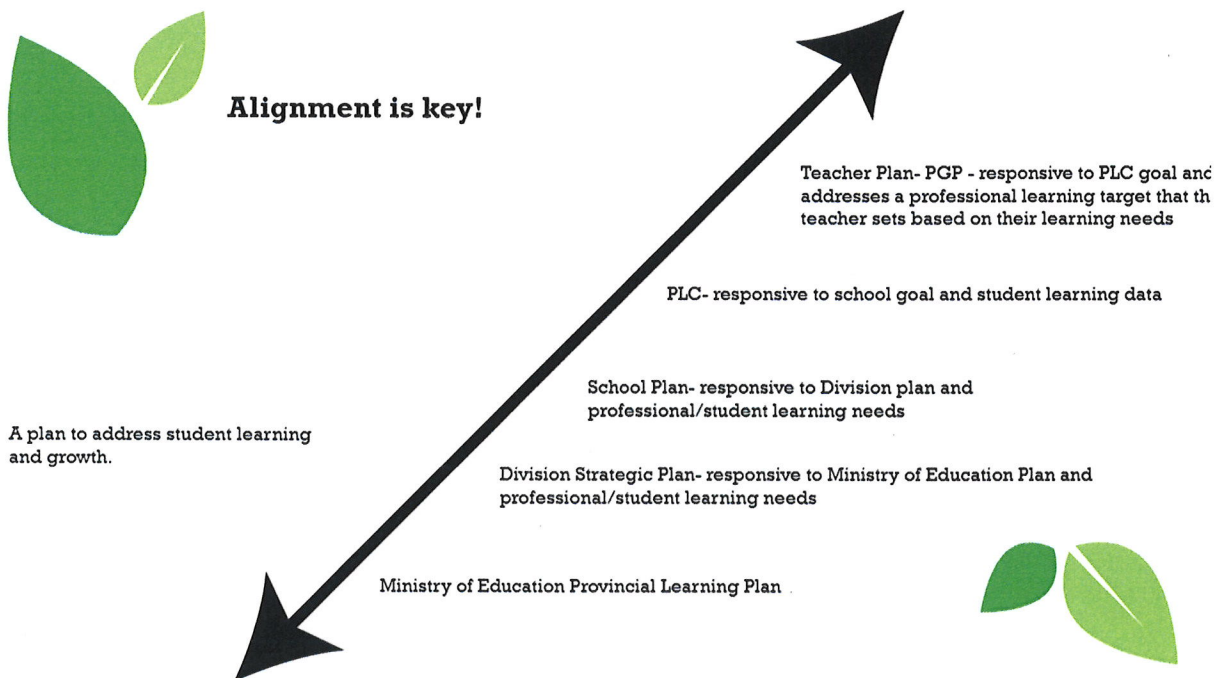
3. Emphasize assessment practices that supports differentiated learning

The purpose of assessment is to gain insights into student knowledge, skills and confidence in a subject area, with the intention of responding appropriately to support the growth of the student. Administration will continue to support schools as they engage in assessment practices that will lead to responsive and differentiated instruction. Assessment /learning data collection will continue to occur throughout the school year aligned to the Assessment Calendar. It is important to note that assessment is an ongoing process and schools will increase the frequency of assessments based on the needs of students.

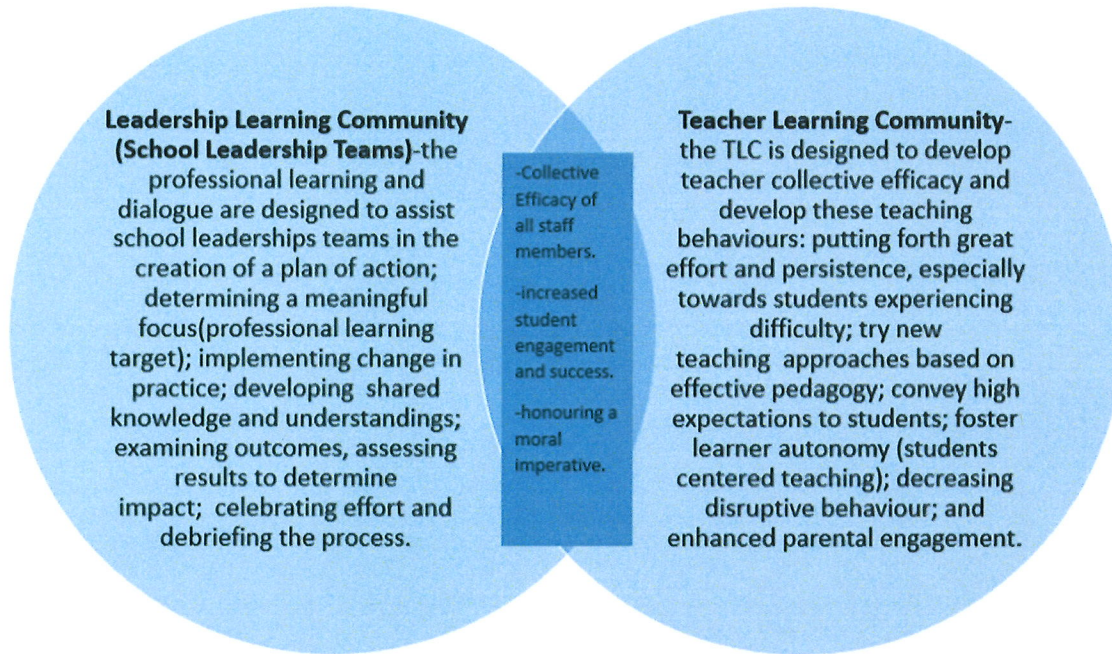
4. Provide responsive, aligned professional development opportunities

Administration is prioritizing the alignment of various professional development opportunities. Schools are organized into learning communities based on their school priority goal of numeracy, literacy or graduation. The learning community structure allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. The embedded coach involved in the Dreamcatcher Coaching Program will offer support to teachers that is aligned with the support provided by the consultants and coaches of the Inclusive Learning Team.

All school-based administrators are developing and enhancing their leadership by engaging in *Leading to Learn*. *Leading to Learn* is a Student First initiative designed to help administrators develop cross-cultural competences; an appreciation for Indigenous worldview and perspectives and anti-racist and anti-oppressive leadership and teaching strategies. This professional development is tied to the Truth and Reconciliation calls to action.

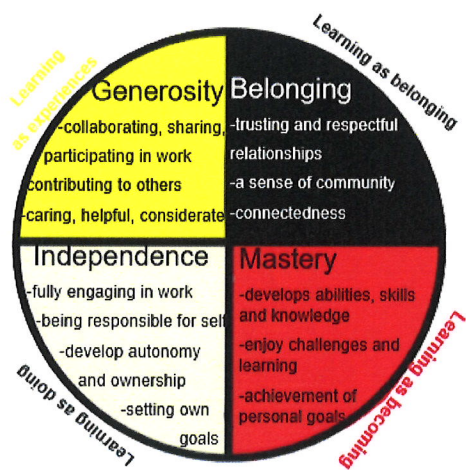


Accountability Report



The structure of professional development will support school leadership teams toward alignment of work in literacy, math and assessment and to implement the SRSPD learning models with integrity and fidelity.

5. **Connect the work of the Indigenous Perspectives Team to student achievement**
 The Indigenous Perspectives Team supports school leaders, teachers and students. Their work is comprehensive and elevates the work of all other teams with the inclusion of Indigenous ways of leading, learning and teaching. The IPT identify indigenous resources and have created an impressive cache of information that is accessible to teachers on a google site. They are naturalizing the inclusion of Indigenous Knowledge within curricula and they continue to foster relationships between schools and Elders.



Indigenous models of learning are the foundation of SRSPD’s literacy, numeracy and experiential play based model.

Indigenous knowledge will strengthen and enhance our work as leaders create belonging and implement effective learning models.

Accountability Report

GOVERNANCE IMPLICATIONS

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

1. Advocacy for early learning and literacy to be high priority items within the province;
2. Courageous data informed decisions;
3. Continue to partner with Indigenous organizations, Elders and Traditional Knowledge Keepers to demonstrate a commitment to the Truth and Reconciliation Calls to Action;
4. Honour Indigenous worldview, knowledge and perspectives by sustaining and maintaining the IPT and the Cree Language and Culture Kindergarten program.
5. Continued focus on the improvement of student achievement;
6. Financial support for student learning and intervention strategies.

MEETING DATE October 4, 2021

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

Primary Policy Reference: 8.5, 8.6, 13

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

BACKGROUND

RE: DIRECTOR UPDATE

1. Student Learning (Early Learning, RWM, FNMI, Graduation, staff PD)

a. **Reading Data as of June 2021** indicates significant drop in reading scores in the pandemic. This was not entirely unexpected. We did have some anecdotal reports from teachers indicating the smaller class sizes helped improve reading scores, but that seems to have not been the case over-all. The pandemic instruction disruptions seemed to outweigh some of those individual experiences.

Saskatchewan Rivers	2019 % AAGL	2021 % AAGL
Grade 1 (R)	47.4%	40.9%
Grade 2 (R)	50.3%	43.1%
Grade 3 (R)	68.2%	53.8%

The literacy model that was developed over the course of last year and the PEPIT funding allocation for the 2021-22 school year will help us recover from the decline. Further details and some school-based perspectives are outlined in the Student Learning Accountability Report.

b. Carlton Indigenous Day Celebrations

The planning committee organized and implemented a fantastic day to honour the past achievements and trauma experienced and to celebrate the contributions by Indigenous people. There was a tribute to the late Victor Thunderchild who was instrumental in establishing the first Indigenous Day in Carlton years ago and his family was present to participate in the day. It was also an honour to have Lieutenant Governor, Russ Mirasty, attend the day and bring greetings at the Grand Entry opening ceremonies. It was a chilly morning outside to start the day, but it was a fantastic experience.

c. National Truth and Reconciliation Day and Orange Shirt Day September 30

Schools planned many different ways to reflect, honour, and take action on reconciliation in meaningful ways. The plans range from school-wide activities and events, like the 3-day Culture Camp sessions at Riverside, to individual guided reflection activities for students. There is work done to balance the need for reflection on the terrible tragedies of Residential Schools and to ensure that we recognize and celebrate the achievements of Indigenous people and the contributions they have made to our country and to reconciliation.

d. Enrolment Update

As of the writing of this report, the firm September 30 enrolment numbers are not available; they will be uploaded to the Board’s file when they are confirmed. However we do know that enrolments are very strong this year. We ended last June near the 8000 student mark, we projected 8410 to start the year but enrolments are in the 8900 range.

2. OHS and Safety Update

a. Covid Cases and Response and communication discussion

In terms of COVID update as of noon on Sept 29, 2021

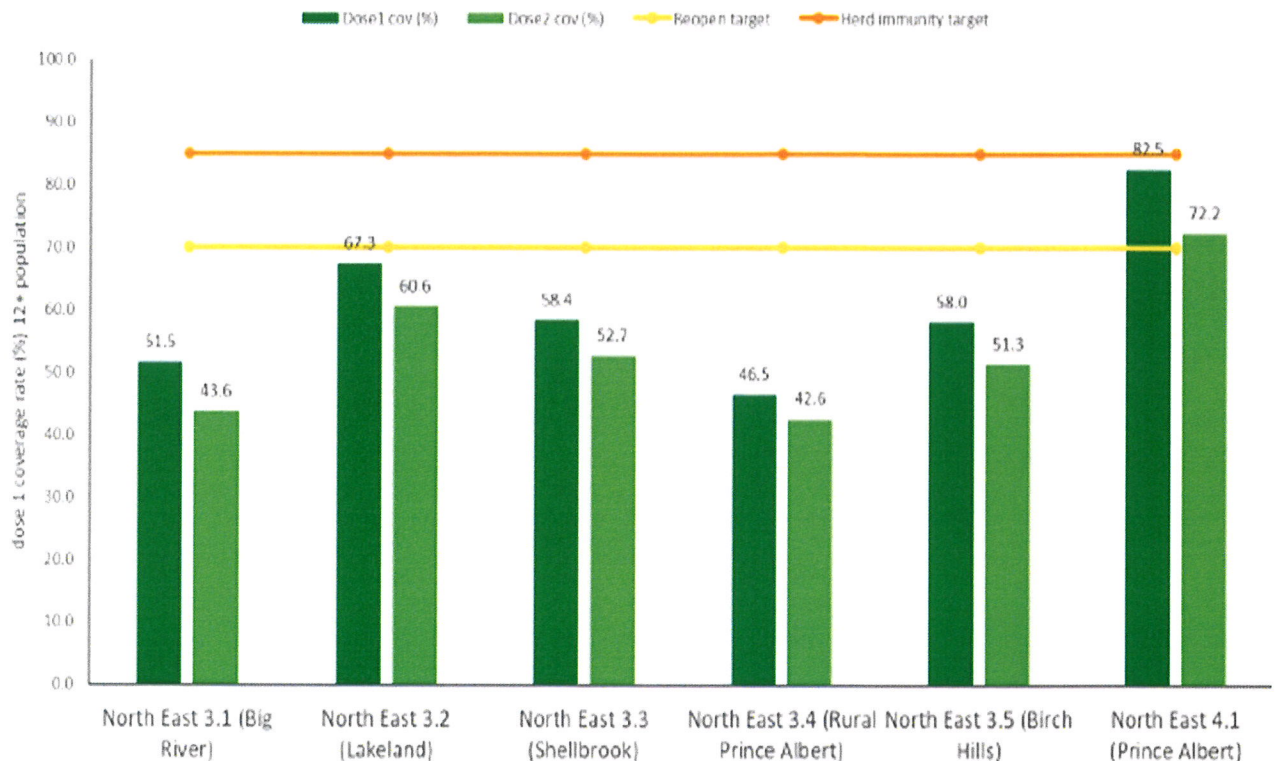
1. Number of schools with cases: **16** of 32 (Previous weeks: 7 then 10 then 13 schools)
2. Number of total cases: **59** (Previous weeks: 13 then 26 then 44 then 47 cases)

North Central Zone Stats Sept 28, 2021

(Population=88,991) <https://dashboard.saskatchewan.ca/health-wellness?subzone=subNorthCentral2>

3. Active Cases: 459 (previous three weeks: 570 then 585 then 501)
4. Hospitalized Cases: 31 (previous three weeks: 30 then 28 then 37)
5. Total Fully Vaccinated: 48,851 or 54.9% (last weeks: 47,007 then 47,574 then 48,447)
6. Regional age break down of vaccination numbers. You will need to zoom in on the images to see details but note that it is not current data, but it is the most recent available from LMHO.

Vaccination Rates As of August 29, 2021:



Second Dose Vaccination Rates By Age as of September 12, 2021:



- b. The Senior Administration Team continue to work on the development of a comprehensive Enterprise Risk Management Program. The team is working internally and with an external facilitator to incorporate the previous work of the Board and Admin Council. The work has resulted in the identification and analysis of 24 broad risks along with current mitigation strategies that are in place. Once the facilitator has finished the next phase of the work, the Board will have the opportunity to review and discuss the risks and assess draft the risk register.

3. Provincial Education Plan

- a. The Provincial Education Plan Implementation Team (PEPIT) continues to meet and implement the Interim Provincial Plan while finalizing the plan and implementation for the long range plan. There are some concerns over the aggressive timetable, heavy workload and important work that requires the full attention of PEPIT members that might not be realistic in the current context.
- b. There is a sharing of that workload in that most School Divisions appoint two PEPIT Leads and there is strength in SRPSD has Superintendent Tom Michaud is joining the Director in this role.

4. Ministry and Provincial Happenings

Rapid testing for Families Pilot Program

The provincial pilot included 12 communities (15 schools) where low vaccination rates, higher Covid rates and lower levels of health determinates existed. SRPSD was selected to have 4 schools in this pilot program and it began quite smoothly in our work with Principals and their work with families. Supply of the testing kits has been a substantial concern, especially since the province announced the program would be expanded to all Saskatchewan schools. The 500K testing kits have been announced but not fully procured or available.



5. **AP and Policy Items**

- a. **The Strategic Plan** was well-received by staff with some specific appreciation for the simplicity and the aspirational language. Several staff members commented specifically on the reflection of the “needs of students” in the plan and the inclusion of intent for “joyful” learning. The development of specific goals and targets, along with monitoring processes continues to be considered within Senior Admin and staff. Trustees are likely aware that the demands of COVID and the related implications are having negative impacts on the timely progress of this work.

- b. **Vaccination Protocol AP** has been in development since the Board passed its motion at the September 22 meeting. The approach has been to focus on employees and ensure some clear expectations and plans are in place, along with a process for tracking and checking. It is developed from a place of trust that initially, we will require employees to declare their vaccination status and we will trust this declaration and then verify that through an audit process. Our division governance system does not include Board formal approval of APs, but the full AP is nearly ready for Board information and will be shared prior to the October 4, 2021 meeting if possible.

RECOMMENDATION

For Board information and discussion as warranted.

MEETING DATE: October 4, 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: 8

FROM: R. Bratvold, Director of Education

ATTACHMENTS

BACKGROUND

RE: 2021 SASKATCHEWAN SCHOOL BOARDS ASSOCIATION (SSBA) ANNUAL GENERAL MEETING – BALLOT INFORMATION

Attached is the information that has been received regarding ballot information for the 2021 SSBA Annual General Meeting. This year the SSBA will be using Election Buddy for voting and ask that each board select only 1-2 accredited delegations for voting this year. The SSBA is asking that boards of education complete and return information by November 8, 2021.

RECOMMENDATION

For Board information and decision.

MEMORANDUM

September 24, 2021

TO: Chief Financial Officers for Boards of Education

CC: Board Chairs

FROM: Krista Lenius, Administrative Paralegal

RE: **2021 Annual General Meeting
Ballot Information Forms**

Please find attached a Ballot Information form that we ask you to complete and return to this office by November 8, 2021. We will be using Election Buddy for voting and would ask that your board select only 1-2 accredited delegates for voting this year. Each voting delegate will need to attend in person and bring a device to connect to Election Buddy for voting (e.g. mobile phone, tablet or laptop). Please provide an email address or mobile phone number connecting to a device at which to receive the link with log-in information to participate in the voting. This information will enable us to prepare the electronic voting information for your board for the purposes of voting on bylaw amendments and resolutions at the annual general meeting to be held on November 15, 2021 during the Fall General Assembly.

For the Northern Constituency and Southern Constituency Elections to be held on November 16, 2021, we will also be using Election Buddy for voting. Those boards of education who participate in the Northern Constituency and Southern Constituency Elections will be able to determine how the votes will be distributed to their board members. Each voting delegate will need to attend in person and bring a device to connect to Election Buddy for voting (e.g. mobile phone, tablet or laptop). Please provide an email address or mobile phone number connecting to a device at which to receive the link with log-in information to participate in the voting. This information will enable us to prepare the electronic voting information for your board for the purposes of voting at the Northern Constituency and Southern Constituency Elections.

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

NOTE: If a board member who is listed as a “voting” delegate for your board is unable to attend the general meeting, your board chair or other person authorized by your board can have that board member’s ballots allocated to another board member. To do this, please contact Krista Lenius at klenius@saskschoolboards.ca to make a change. It is important to do this prior to 11:00 a.m. on November 15, 2021, so that the AGM is not interrupted after it has begun.

Thank you for your assistance.



BALLOT INFORMATION
2021 Annual General Meeting Voting Delegates

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

Pursuant to Bylaw No. 11, section 4:

The number of votes to which your Board is entitled 30

(Based on your September 30, 2020 Projected Enrolments student count of 8,096.)

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

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

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

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

Signature of School Business Official

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

Thank you

For your information:

Ballot Voting

Association Bylaw No. 11 provides:

Bylaw No. 11: Delegates and Voting

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

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

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