

**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, November 8, 2021

Time: Immediately following the Organizational meeting

AGENDA (#21R-11)

1. **Call to order by Board Chair**
2. **Land acknowledgement**
3. **Declaration of conflict of interest**
4. **Adoption of the agenda**
5. **Delegation**
 - C. Yungwirth - Administrative Procedures: 423 COVID-19 Vaccination for Employees (see attached letter)
6. **Consent items**
 - (a) Adoption of the Regular meeting minutes
 - (b) Administrative Procedures Changes
7. **Business arising from the previous meeting**
8. **New business** (Board Committee Reports, Trustees' items and Notice of Motions)
 - (a) External Board Committees (if any)
 - (b) Provincial Update
 - (c) Saskatchewan Rivers Students for Change (SRSC) Report – **T. McCallum / D. Vidal**
 - (d) Board Development Plan for 2021-2022 – **D. Rowden**
 - (e) 2021 Saskatchewan School Boards Association Annual General Meeting – Ballot Information – **B. Hollick**
9. **Accountability reports**
10. **Reports from administrative staff**
 - (a) Workers' Compensation Board Decision – **R. Bratvold**
 - (b) School Division Enrolments Increases – **R. Bratvold**
 - (c) School Community Councils Constitution Amendments – **C. Trann**

11. **Notice of Motion**
12. **Three key messages for SCC/Public from meeting**
13. **Board members' forum**
14. **Motion to move into Closed Session**
15. **Regular session convenes**
16. **New business** (Board Committee Reports, Trustees' items and Notice of Motions)
 - (a) Motions brought forward from Closed Session from November 8, 2021
17. **Adjournment**

CALENDAR OF EVENTS	
November 15 and 16, 2021	2021 SSBA Virtual Conference, 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 Seminar, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK
Monday, November 22, 2021 <i>Time: 4:00 p.m.</i>	Regular meeting, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK
Monday, December 13, 2021 <i>Time: 4:00 p.m.</i>	Regular meeting, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK

To: Board of Trustees of Saskatchewan Rivers School Division

My name is Cheryl Yungwirth and I have been a loyal Educational Associate of Saskatchewan Rivers Public School Division for the past 21 years. I love my job and the people I work with. I take my job seriously and respect my employers very much.

Since this pandemic started I have become increasingly frustrated with how the Government of Saskatchewan and the Government of Canada have handled this virus. **In my opinion** we should of isolated the sick and elderly and allowed the healthy to be free. Obviously lockdowns, masking and vaccinations are not working. The virus still spread and even increased when the world started getting vaccinated.

I want to attend the meeting on Nov.8, 2021 because I have many concerns with the new Administrative Procedure 423 Saskatchewan Rivers School Division Board of Directors has put forward on Oct. 4, 2021. I just wanted to make you aware of my concerns about this procedure. I believe the procedure violates my rights as a Canadian and Saskatchewan citizen in many ways. Firstly that asking for ones vaccination status is a violation of the Saskatchewan Freedom of Information and Protection of Privacy Act, F-22.01 and the Health Information Protection Act which states, " HO-021 2 6(1) Where consent is required by this act for the collection, use or disclosure of personal health information, the consent:

- a. Must relate to the purpose for which the information is required;
- b. Must be informed
- c. Must be given voluntarily
- d. Must not be obtained through misrepresentation, fraud or coercion.

(2) A consent to the collection, use or disclosure of personal health information is informed if the individual who gives the consent is provided with the information that a reasonable person in the same circumstances would require in order to make a decision about the collection, use or disclosure of personal health information.

(3) A consent may be given that is effective for a limited period.

(4) Consent may be express or implied unless otherwise provided

(5) An express consent need not be in writing.

So asking for ones medical status is clearly in violation of ones privacy. It has been stated to me that two important rights conflict with the need to fight the virus and the

need for one to disclose their medical information. I believe that fighting a virus is more than requiring one to get vaccinated. The Covid 19 vaccine is an mRNA Gene Therapy shot. It is an experimental vaccine and will be an experiment until the year 2023. There are many ways to fight a virus but it is not up to the Government of Saskatchewan and Saskatchewan Rivers School Division to determine what I put in my own body. It has always been a recommendation to get immunized or get a flu shot but never been forced. Because forcing someone to undergo a medical procedure is against the law. This includes vaccines, PCR testing and Rapid testing. This needs to be the employees with their doctor or health care practitioner choice not the employer's or the Government's choice.

As a Board of Trustees you have taken "Recommendations" from the Government of Saskatchewan to put forth this procedure. It is my understanding that as a school division it is ultimately still a "choice" to put forth this procedure. You are not health care professionals so you should not be acting as such. Only my doctor or health care practitioner should be recommending the vaccines. Health and safety for our children and staff should be a priority but there is no proof that being vaccinated can protect me from Covid 19. Other means of health should always be considered as well (eating healthy, exercise, taking supplements, enough sleep, etc.) but those items are not in the Ap423 just vaccination or testing

In the AP 423 it states that we must give you our status if we have received the Covid 19 vaccine, or if we chose not disclose our status we must provide you with weekly Rapid negative test results. Testing healthy individuals is something never before in history has been required. The Covid 19 virus cannot be transmitted asymptotically only by air particles. This means you have to have Covid 19 symptoms to spread the virus. If I'm healthy why do I need to take a test. In my opinion It just does not seem logical.

Another concern of mine is that you are discriminating against a group of individuals in regards to the testing. You are asking one group to test (individuals that are not vaccinated or individuals you do not wish to disclose their vaccination status. All other staff who are vaccinated receive special privileges by not having to test. Why are ALL STAFF not having to test? Covid 19 can be contracted by both vaccinated and unvaccinated individuals.

My final issue on testing is the cost incurred by the employee for the testing. As stated in the AP 423 "After Dec. 17, 2021, tests will no longer be supplied by the employer and employees who are required to test must source and pay for the tests themselves." If you are requiring the employees to test as part of their employment them SRPSD should paying for these tests.

All of these measures put forward by the board in this AP423 in my opinion is coercion. The definition of coercion is “the use of express or implied threats of violence or reprisal (as discharge from employment) or other intimidating behaviour that puts a person in immediate fear of the consequences In order to compel that person to act against his or her will.” By either having to vaccinate or test weekly to keep someone’s job is coercion and intimidation. In my conversations with

As Saskatchewan Rivers Public School Division, we foster inclusivity and individuality for all students, encouraging critical thinking and serving community with conviction. This Policy only further encourages segregation, between vaccinated and unvaccinated, by allowing some faculty privileges and denying others for making personal medical decisions that should never be discussed or have repercussions.

On September 30. 2021, Orange Shirt Day was announced as a provincial and federal initiative acknowledging the mistreatment and segregation of its indigenous peoples in Canada, only to enforce the illegal practice of segregating the people in this province by coercing citizens to divulge their personal medical decisions that should always remain private.

This procedure coerces an employee into testing or disclosing private medical information or risk job termination. Only a year prior (when the experimental gene therapy was not available), staff wearing proper PPE and self monitoring according to the provincial health measures were considered complying with all safety measures.

I know SRPSD feels they are looking out for the best interest and safety of the children and staff but they are not considering ALL individuals when making such a policy. Leaving some staff no alternative but to leave a job they love and parents to withdraw their children from a school division in which also love because the policy is not lawful is not right.

In conclusion, I would like you to please reconsider withdrawing AP 423 and lets find a better alternative to handling this virus.

Thank you for consideration in this matter.

Summary of Appendix

1 Canadian Bill of Rights

Rights Recognition and declaration of rights and freedoms 1 It is hereby recognized and declared that in Canada there have existed and shall continue to exist without discrimination by reason of race, national origin, colour, religion or sex, the following human rights and fundamental freedoms, namely, (a) the right of the individual to life, liberty, security of the person and enjoyment of property, and the right not to be deprived thereof except by due process of law; (b) the right of the individual to equality before the law and the protection of the law; (c) freedom of religion; (d) freedom of speech; (e) freedom of assembly and association; and (f) freedom of the press.

2. Canadian Charter of Rights and Freedoms

PART I Canadian Charter of Rights and Freedoms

Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law: Guarantee of Rights and Freedoms Rights and freedoms in Canada 1 The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society. Fundamental Freedoms Fundamental freedoms 2 Everyone has the following fundamental freedoms: (a) freedom of conscience and religion; (b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; (c) freedom of peaceful assembly; and (d) freedom of association. Democratic Rights Democratic rights of citizens 3 Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein

3. Equality Rights

4. Equality before and under law and equal protection and benefit of law 15 (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability

Code of Ethics for Registered Nurses

Ethical responsibilities:

1. Nurses provide persons receiving care with the information they need to make informed and autonomous decisions related to their health and well-being. They also work to ensure that health information is given to those persons in an open, accurate, understandable and transparent manner.
2. Nurses respect the wishes of **capable** persons receiving care to decline to receive information about their health condition.
3. Nurses ensure that nursing care is provided with the person's informed consent. Nurses recognize and support a capable person's right to refuse or withdraw **consent** for care or treatment at any time (College of Registered Nurses of British Columbia [CRNBC], 2017a). Nurses recognize that capable persons receiving care may place a different weight on individualism and may choose to defer to **family**, cultural expectations or community values in decision-making while complying with the law of consent.

Decision-making

Medical decision-making is ideally a deliberative process that engages the patient in shared decision-making and is informed by the patient's experience and values and the physician's clinical judgment. This deliberation involves discussion with the patient and, with consent, others central to the patient's care (families, caregivers, other health professionals) to support patient-centred care.

In the process of shared decision-making:

1. Empower the patient to make informed decisions regarding their health by communicating with and helping the patient (or, where appropriate, their substitute decision-maker) navigate reasonable therapeutic options to determine the best course of action consistent with their goals of care; communicate with and help the patient assess material risks and benefits before consenting to any treatment or intervention.
2. Respect the decisions of the competent patient to accept or reject any recommended assessment, treatment, or plan of care.

Mounties for Freedom Open Letter

EXECUTIVE SUMMARY As Canadians, our constitutionally-protected freedoms precede the government, and may only be temporarily limited if the majority of evidence justifies such infringements as reasonable, provable, and guided by law. If presented with all available evidence in a court, we firmly believe the government implemented mandates would not hold up under scrutiny. As experienced investigators, we look past *what* information is provided and focus on *how* the information is presented. A proper investigation should be conducted as objectively as possible, and follow the principle that it is better to have questions that cannot be answered than to have answers that cannot be questioned. A complete investigation must include full disclosure of all the facts of the case, even contradictory evidence. Why, then, is there little to no tolerance for free and open debate on this matter? Many credible medical and scientific experts are being censored. Accordingly, we rightly have concerns about “the science” we are being coerced to “follow”. As representatives of our communities within the RCMP and representatives of the RCMP in our communities, we have never witnessed such division in our country. This sense of “Us versus Them” will be further fueled by having a police force consisting only of “vaccinated” people, while serving communities consisting of “unvaccinated” people, which goes against the community policing model the RCMP has strived to achieve. As law enforcement officers, we already face higher levels of stress and mental illnesses due to the nature of our work. These have been compounded – considerably – by mandates that we believe are deeply unethical, threatening our livelihood, and dividing society.

DISCRIMINATION We strongly oppose the discrimination that has already begun to create segregation in our country. It has divided families, ended friendships, torn apart spouses, and entered the RCMP workplace. We believe the current messaging being put out by our provincial and federal governments is promoting the creation of an in-group referred to as “Vaccinated” and an out-group as “Unvaccinated”. Even worse, the out-group has been labelled “Anti-vaxxers,” a term used out of context in a negative and derogatory way. The messaging from our governments is causing the dehumanization of the “Unvaccinated” group. By dehumanizing the out-group, an institution creates a greater divide between them and the in-group.

The Nuremberg Code

Though the Nuremberg Code is not a law, it is internationally accepted and falls in line with the spirit of our Charter and Bill of Rights. A key component of the Nuremberg Code is that participants in a medical experiment need to participate voluntarily without any form of force or coercion⁸. We have obtained documentation from several Canadian doctors who have explained the current COVID-19 treatment options in Canada, being referred to as “vaccines”, were recently authorized as new drugs despite the absence of long-term data⁹. According to these accredited Canadian doctors, these treatment options did not meet the criteria of true vaccines until very recently when the definition of vaccine was changed^{10,11}. Without long-term data, these vaccines are still experimental. We believe the act of removing the rights and freedoms of citizens who refuse to participate in specific COVID-19 treatment options is a form of coercion.

The Health Information Protection Act

Consent

6(1) Where consent is required by this Act for the collection, use or disclosure of personal health information, the consent:

- (a) must relate to the purpose for which the information is required;
- (b) must be informed;
- (c) must be given voluntarily; and
- (d) must not be obtained through misrepresentation, fraud or coercion.

Open Letter to the People Of Saskatchewan, The Saskatchewan Health Authority, The Government of Saskatchewan and its Authorities from Saskatchewan Health Care Professionals

We have many reasons supported by the scientific literature and real world data for opposing these policies:

1. Multiple studies confirm that SARS-CoV-2 vaccines in use in Canada do not prevent infection with the covid-19 virus. Nor do they prevent transmission. Indeed, the viral load of vaccinated and infected individuals is no different from unvaccinated and infected individuals. (1,2,3). Daily data in Saskatchewan confirms this phenomenon - we see high numbers of breakthrough cases every day and current statistics show that more than 20% of covid-19 hospitalizations are in fully vaccinated individuals.

2. Vaccine mandates will not prevent the collapse of a healthcare system. The most effective way to protect a healthcare system is through the adequate provision of resources and personnel, and that will not be achieved through coercion, division and restrictions. Furthermore, the provision of resources must coincide with the reality of the system's needs. Covid-19 has exposed and exacerbated problems that already existed in our healthcare system. In fact, 2020 and 2021 are the first years in the last several that we did not have "hallway patients" in our hospitals. And the data in the latest Saskatchewan Health Authority annual report actually indicates fewer hospital and ICU admissions between April 2020-March 2021 than in the previous year of 2019-2020 when Covid-19 was not circulating (4).

3. The unvaccinated public should not be blamed for systemic failures and the lack of government planning. Instead, we urgently need to examine real solutions for improving our system capacity during this pandemic and beyond.

4. The province must recognize that tens of thousands of recovered covid-19 patients already have acquired superior natural immunity to the virus. Historically, the scientific community has recognized natural immunity as longer lasting and more robust than vaccine immunity. Indeed, a recent study out of Israel shows vaccinated individuals were 6-13 times more likely to become infected than individuals who had recovered from Covid-19 but did not have any doses of a vaccine (5).

Broad antibody and memory cell responses are found in people with prior SARS-CoV-2 infections (6). It follows that the many healthcare workers who have recovered from covid-19 are in fact less likely to transmit the virus to fellow workers and patients than vaccinated individuals. This fact must be taken into account in all government policy decisions concerning vaccination requirements. Failure to do so is anti-science, arbitrary and discriminatory.

MEETING DATE: November 8, 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 MEETING

- October 4, 2021 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of October 4, 2021 be approved as presented.

NO. #2021R-10 (MONDAY, OCTOBER 4, 2021)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON MONDAY, OCTOBER 4, 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. T. Michaud, Superintendent of Schools

Mr. C. Trann, Superintendent of Schools

Mrs. J. Hingley, Superintendent of Schools

Mr. J. Pidborochynski, Chief Financial Officer

Mrs. J. Ward, Administrative Services Officer

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

B. Hollick acknowledged the traditional homelands of the Métis and the ancestral lands of the Cree, Dene, Dakota, Lakota, Nakoda and Saulteaux peoples and that the division is within Treaty 6 Territory and recognized the significance of September 30.

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

MOTION TO MOVE INTO CLOSED SESSION:

#21R-90

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

Carried.

Regular meeting resumed.

STUDENT TRUSTEES

T. McCallum

D. Vidal

OTHERS

École Arthur Pechey Public School Leadership Team - B. Sparboe, Principal; S. Pilon, L. Primeau, C. Mercredi

D. Harding, Coach

M. Oleksyn, Daily Herald reporter

INDUCTION OF STUDENT TRUSTEES FOR THE 2021-22 SCHOOL YEAR

- Tia-Lee McCallum (urban)
- Daniel Vidal (rural)

ADOPTION OF THE AGENDA:

#21R-91

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

CONSENT ITEMS:

#21R-92

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

(a) Adoption of the Minutes for Regular meetings of September 13, 2021 and Special Meeting of September 22, 2021;

(b) Administrative Procedures Changes.

Carried.

NEW BUSINESS:

(a) Verbal Update – SRSC Committee

T. McCallum and D. Vidal, student trustees, provided a verbal report on the recent SRSC meeting including the committee’s main priorities for this year. It was noted that SRSC Executive elections were held recently.

(b) Verbal Discussion on SRPSD Communication Plan

Consensus was to add Communication Plan to the upcoming October 25, 2021 Planning Meeting for further discussion.

(c) Board Development Plan Review

B. Gerow provided a verbal report on the Board Development Committee’s work. He noted that the Board Competency Matrix needs to be completed by trustees as the Committee uses this tool to arrange professional development.

ACCOUNTABILITY REPORTS:

(a) Learning Improvement Plans (LIP) Accountability Report

J. Hingley reviewed the Accountability Report on Learning Improvement Plans for information. The École Arthur Pechey Public School Leadership Team attended the meeting to provide their school’s story through data from the school’s Math goal.

#21R-93

Moved by G. Gustafson 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.

(b) Student Learning Accountability Report

J. Hingley reviewed the Accountability Report on student learning for information.

#21R-94

Moved by J. Smith-Windsor 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.

Carried.

A trustee commented about how the Board’s Advocacy Plan could support student learning in our division, i.e., continuing to lobby for full day Kindergarten. The 2018-2019 Board Advocacy Plan will be brought back to a future Board meeting for discussion.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Director Update

R. Bratvold provided an update on:

- Student learning – Reading Data as of June 2021 indicates significant drop in reading scores in the pandemic; Carlton Indigenous Day celebrations to honour the past achievements and trauma experienced and to celebrate the contributions by Indigenous people; National Truth and Reconciliation Day and Orange Shirt Day – schools planned many different ways to reflect, honour and take action on reconciliation in meaningful ways.
- Enrolment update – increase in numbers this year.
- COVID case update and discussion.
- The Senior Administration Team continue to work on the development of a comprehensive Enterprise Risk Management Program. Once the external facilitator has finished the next phase of the work, the Board will have the opportunity to review and discuss the risks and assess the draft risk register.
- 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 is a sharing of that workload in that most School Divisions appoint two PEPIT Leads and there is strength in SRPSD as Superintendent Tom Michaud is joining the Director in this role.
- The Rapid Testing for Families Pilot Program provincial pilot included 12 communities (15 schools) where low vaccination rates, higher COVID-19 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.
- The Strategic Plan was well-received by staff with some specific appreciation for the simplicity and the aspirational language. The development of specific goals and targets, along with monitoring processes continues to be considered within Senior Administration and staff.
- Vaccination Protocol Administrative Procedure 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

employees will be required to declare their vaccination status and trust this declaration and then verify that through an audit process. AP 423: COVID-19 Vaccination for Employees will be shared with employees as soon as possible.

- Elders Council meeting arrangements are still in progress, possibly Monday, October 25, 2021

(b) 2021 Saskatchewan School Boards Association Annual General Meeting – Ballot Information

This item will be placed on the next Board meeting agenda.

It was noted that the Board would need to waive the required apportioning of votes as outlined Policy 8: Board Operations – 15.2 relating to voting delegates if that only two voting delegations for the 2021 SSBA Convention.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING

- SRSC Student trustees / increased school division enrolment;
- École Arthur Pechey School Leadership Team presentation and the Learning Improvement Plans and Student Achievement Accountability Reports;
- Board support for Administrative Procedure 423 COVID-19 Vaccination for Employees.

BOARD MEMBERS’ FORUM:

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

MOTION TO MOVE INTO CLOSED SESSION:

#21R-95

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

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of October 4, 2021:

#21R-96

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

1. That the Board of Education comply with the protocols in AP 423 COVID-19 Vaccination for Employees relating to COVID-19 proof of vaccination and testing.

Carried.

2. That the Board authorize the expenditure of up to \$1.4 million above the budget allocation to support the hiring of additional staff required to support the unexpected increase in student enrolment.

Carried.

3. That the Board submit a resolution to the 2021 SSBA Annual General Assembly regarding advocacy related to educational funding.

Carried.

Page 4 – Regular Meeting Minutes (#2021R-10)
October 4, 2021

ADJOURNMENT:

#21R-97

Moved by J. Smith-Windsor that the meeting adjourn. (8:30 p.m)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: November 8, 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 develop:

- AP 151: Service Dogs in Schools (new)
- AP 152: Therapy Animals in Schools (new)

RECOMMENDATION

For Board information.

SERVICE DOGS IN SCHOOLS

Background

Saskatchewan Rivers Public School Division is committed to the delivery of high quality educational programs, supports and services that allow students with diverse needs to maximize their learning and achievement. The Division recognizes that the diverse needs of some students and employees may require unique accommodation(s). These accommodations may include the use of Service Dogs in situations where there is a physical disability, such as blindness or low vision, deafness or hearing impairment, as well as seizure disorder, or autism spectrum disorder. The approval of a Service Dog is decided after extensive consultation and is not automatically approved.

Definition:

“Service dog” means a dog that has been trained and accredited by Assistance Dogs International to provide assistance to an individual with a disability.

Procedures

1. A request for a service dog to accompany an individual must be made in writing, to the Principal and Superintendent of Schools using Form - Parent/Guardian Request for a Service Dog.
2. The Request for Service Dog application must be accompanied by supporting medical documentation regarding the need for accommodation. Decisions regarding approval of a service dog are made on a case-by-case basis.
3. The parents/guardians or employee must co-operate with the school division and provide appropriate information about the individual's medical restrictions and define the benefit of a service dog in order for the school division to determine if other accommodations would address the restrictions of the individual during school hours.
4. Before approving the presence of a service dog in the school the principal shall, with the support of the Superintendent of Schools, make enquiries as to whether or not the introduction of the service dog into the school will affect the medical restrictions of other students in the school.
5. If the presence of a service dog is approved by the principal and the Superintendent of Schools the following shall apply:
 - 5.1 If other students/staff with medical restrictions will be affected by the presence of the service dog:
 - 5.1.1. The principal shall determine how the accommodations of all students/staff can best be achieved.
 - 5.1.2 The parents/legal guardian of the student, or the individual, requesting the Service Dog will cooperate with the school to minimize any possible effects of the presence of the Service Dog on the

medical restrictions of other students;

5.1.3 The principal shall make best efforts to accommodate all students in consideration with all students' learning needs.

6. The parent/legal guardian or employee requesting the presence of the service dog must:
 - 6.1 Accept all liability that might be incurred as a result of the behaviour of the service dog while being present at a school;
 - 6.2 Provide appropriate insurance coverage (third party liability coverage of not less than \$2,000,000) naming and stating the Division's interest therein, for any damages caused by the service dog or any damages or injuries caused to the service dog and shall provide proof of such coverage annually;
 - 6.3 Pay for any training of school personnel regarding the use and care of the service dog in the school;
 - 6.4 Participate in an annual review of the presence of the service dog at the school;
 - 6.5 Provide information in writing from the service agency who trained the service dog indicating details around the personal care and physical needs of the service dog, including the safest and most environmentally sound place for the dog to relieve itself, the safe removal and disposal of dog waste, and considerations for seasonal changes and inclement weather;
 - 6.6 Provide evidence of up-to-date vaccinations and licensing of the service dog annually;
 - 6.7 Indicate who will accompany and handle the service dog both inside and outside the school and what arrangements have been made with regard to alternate handlers when necessary;
 - 6.8 Make arrangements for the service dog to visit the school to familiarize it with the school site, and indicate how and when initial and ongoing training will be provided for staff;
 - 6.9 Allow school division staff and volunteers to touch, feed, or deal with the service dog in any way that may be required to ensure appropriate care of the service dog and the safety of students and staff.

7. Considerations and limitations include:
 - 7.1 The school division may impose reasonable conditions or restrictions relating to:
 - 7.1.1 Transportation of the service dog to and from school;
 - 7.1.2 Restricting the presence of the service dog to specific areas in the school;
 - 7.1.3 Exclusion from access to specific areas where required by other laws (i.e., food preparation areas).
 - 7.2 The right to be accompanied by a service dog does not apply if the student and/or handler is not in control of the behavior of the service dog. The service dog will also be denied access to the school if it:
 - Is not clean or has an offensive odor
 - Urinates or defecates in inappropriate locations
 - Vocalizes unnecessarily: barking, growling, howling, whining
 - Shows aggression toward people
 - Solicits or steals food or other items
 - 7.3 The agreement to accommodate a service dog is reviewed annually and

may be modified as required following the same process set out in this administrative procedure.

- 7.4 If the student or employee moves to a different school, the request for a service dog must be resubmitted to the principal at the new site for consideration.
- 7.5 The agreement to accommodate a service dog may be terminated by the Division if the dog does not meet the needs of the individual or have up to date Assistance Dog International accreditation documentation or licensing.

- 8.0 The principal and parents/guardians or employee will work together to complete Form 331-2, Service Dog Planning Checklist, to ensure all factors have been considered and planned for.

- 9.0 The application, insurance and related documentation will be retained on file at the school and submitted to the Superintendent of Schools.

- 10.0 The principal will initiate the annual reviews and receipt of necessary documentation.

Reference: Section 85, 175, 178, *The Education Act, 1995*
Saskatchewan Rivers Public School Division Administrative Procedures 152, 153 and 214
Section 9, 13, 16, *Saskatchewan Human Rights Code, 2018*
[Assistance Dogs International](#)

Approved:

Administrative Procedure 151 – Appendix A

PARENT/GUARDIAN REQUEST FOR A SERVICE DOG

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____ Phone: _____

Name/Contact of Physician: _____

Insurance Company/Coverage: _____

Reasons for Requesting a service dog:

What medical needs of your child will be met by a service dog? How will the service dog provide access to educational services that existing resources are not providing?

Length of time the student and service dog have worked together?

As a parent(s)/guardian(s), I/we acknowledge and understand that it is our responsibility to:

1. Provide the principal with all required documentation, reports, certificates, including:
 - 1.1. A letter from a physician confirming that the student's need for the use of a service dog in school is essential and directly related to the learning needs of the students.
 - 1.2. Provide up-to date proof of vaccinations, licensing, insurance and liability coverage.
 - 1.3. Provide documentation of service dog training and proof of certification by Assistance Dogs International.
2. Assume financial responsibility for the service dog's training, veterinary care, city/town/country license and other related costs.
3. Participate in a collaborative meeting to inform the principal of all relevant information that may affect our child, other students, staff, and/or visitors to the school.
4. Assist the principal to communicate relevant information to the school community.
5. Work cooperatively with school staff to make this accommodation a success.
6. Organize or cooperate with the division to arrange appropriate transportation for the service dog.
7. Provide the required equipment and dog care items.

8. Provide food, water, and "bio-breaks" to the service dog as required, and remove and dispose of animal waste in a safe and environmentally friendly manner.
9. Remove the dog immediately from the school, should the service dog exhibit any unprovoked behaviours (ie. Growling, scratching, nipping, biting, etc.) until the plan is re-evaluated to ensure the safety of staff, students, and visitors.

I/we acknowledge having read a copy of the Saskatchewan Rivers Public School Division Administrative Procedure 151: Service Dogs in Schools and agree to the responsibilities outlined above.

Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Date: _____

THERAPY ANIMALS IN SCHOOLS

Background

Saskatchewan Rivers Public School Division is committed to the delivery of high quality educational programs, supports, and services that allow students with diverse needs to maximize their learning and achievement. The Division recognizes that the use of therapy dogs can be beneficial to student learning and an individual's well-being in the right circumstances and with careful planning. Research supports the use of therapy dogs in the following areas: anxiety, self-regulation, trauma, social skills, compassion and empathy, self-esteem, and motivation to move. Responding to the needs of individuals in these areas can lead to improved cognitive performance, memory, and problem solving.

"Therapy dog" is a dog that has been certified by St. John's Ambulance Therapy Dog Program or another nationally certified program to provide support and services as outlined above.

Procedures

1. Before approving the presence of a therapy dog in the school the principal shall, in consultation with their Superintendent of Schools, make enquiries as to whether or not the introduction of the therapy dog into the school will affect the medical restrictions of other students in the school.
2. The Division is not responsible for any fees or costs associated with the therapy dog.
 - 2.1. If the presence of a therapy dog will affect other students and staff with medical restrictions, then the principal will need to determine how the accommodations of all staff and students can be best achieved.
 - 2.2. The principal and therapy dog handler will complete the School and Therapy Dog Agreement (Appendix A), as part of the planning prior to the dog beginning to provide therapy services in the school.
 - 2.3. The therapy dog handler will be part of all planning as to the services the dog will provide in the school.
 - 2.4. The therapy dog handler will be considered the Handler at all times and in control of the Dog when it is in the school.
 - 2.5. The therapy dog handler will train staff and students as to how to appropriately interact with the dog.
3. The therapy dog handler must:
 - 3.1. Accept all liability that might be incurred as a result of the behaviour of the therapy dog while being present at a school;
 - 3.2. Provide proof of appropriate insurance coverage (third party liability coverage of not less than \$2,000,000) for any damages caused by the therapy service dog or any damages or injuries caused to the therapy dog, and shall provide proof of coverage annually;
 - 3.3. Participate in an annual review of the presence of the therapy dog at the school;

- 3.4. Provide up-to-date proof of vaccinations and licensing of the therapy dog annually;
 - 3.5. As part of planning, make arrangements for the therapy dog to visit the school to familiarize it with the school site.
4. Considerations and limitations include:
 - 4.1. The school division may impose reasonable conditions or restrictions relating to:
 - 4.1.1 Restricting the presence of the therapy dog to specific areas in the school;
 - 4.1.2 Exclusion from access to specific areas where required by other laws (i.e., food preparation areas).
 - 4.2 The right for a handler to be accompanied by a therapy dog does not apply if the handler is not in control of the behavior of the therapy dog. The therapy dog will also be denied access to the school if it:
 - 4.2.1 Is not clean or has an offensive odor
 - 4.2.2 Urinates or defecates in inappropriate locations
 - 4.2.3 Vocalizes unnecessarily: barking, growling, howling, whining
 - 4.2.4 Shows aggression toward people
 - 4.2.5 Solicits or steals food or other items
 - 4.3 The agreement to have a therapy dog in school may be terminated by the Division if the dog's certification and/or licensing is not up to date.
5. The principal and therapy dog handler will complete Form 332-2 Therapy Dog Planning Checklist, to ensure all factors have been considered and planned for prior to the dog being present in the school with students.
 6. The completed agreement, insurance, and related documentation will be retained on file at the school and submitted to the Superintendent of Schools responsible for Student Services.
 7. The principal will initiate annual reviews of the agreement and receipt of necessary documentation.

Reference: Section 85, 175, 178, *The Education Act, 1995*
Saskatchewan Rivers Public School Division Administrative Procedures 152, 153 and 214
[Therapy Dog Program](#), Saint John's Ambulance
[CompanionPaws](#), The LifeLine Canada

Approved:

Administrative Procedure 152 - Appendix A

SCHOOL AND THERAPY DOG HANDLER AGREEMENT

Therapy Dog Handler Name: _____

School: _____ School Year: _____

Rationale for therapy dog services in this school:

Length of time the therapy dog and handler have worked together: _____

Therapy dog handler acknowledges and understands the responsibility to:

1. Provide the Principal with all required documentation, certificates, including:
 - 1.1. Provide up-to-date proof of vaccinations, licensing, insurance, and liability coverage of not less than two million dollars.
 - 1.2. Provide documentation of Therapy Dog certification through St. John Ambulance or another approved Canadian association.
2. Assume financial responsibility for the Therapy Dog's training, veterinary care, city/town/country license and other related costs.
3. Assist the principal to communicate relevant information to the school community.
4. Work cooperatively with school staff to make this service a success for students.
5. Work cooperatively with school staff to make this service a success for students.
6. Provide the required equipment and dog care items.
7. Provide food, water, and "bio-breaks" to the Therapy Dog as required, and remove and dispose of animal waste in a safe and environmentally friendly manner.
8. Remove the dog immediately from the school, should it exhibit any unprovoked behaviours (ie. Growling, scratching, nipping, biting, etc.) until the plan is re-evaluated to ensure the safety of staff, students, and visitors.
9. Remove the dog immediately from the school, should it exhibit any unprovoked behaviours (ie. Growling, scratching, nipping, biting, etc.) until the plan is re-evaluated to ensure the safety of staff, students, and visitors.

I acknowledge having read a copy of Saskatchewan Rivers Public School Division Administrative Procedure 151: Service Dogs in Schools.

Name of therapy dog handler: _____

Signature of therapy dog handler: _____

Signature of principal: _____

Date: _____

Administrative Procedure 152– Appendix B

THERAPY DOG PLANNING CHECKLIST

The principal provides a copy of *AP 152 Therapy Dogs in Schools* and this checklist to the therapy dog handler and reviews the documents together.

The principal receives proof from the therapy dog handler of training certification, up-to-date vaccinations, dog license, and proof the dog is in good health and forwards this information to the Superintendent of Schools.

The principal shares the rationale for the inclusion of a therapy dog with staff, invites staff input around planning considerations based on students in classes where the therapy dog may be present, and gathers information regarding allergies, phobias, or other concerns. A therapy dog may be excluded from the school or parts of the school when there is a risk to the health or physical and/or mental well-being of students or staff

The principal sets up a team meeting to discuss concerns or questions brought forward by the staff. Target classrooms and students should also be discussed.

A planning meeting with the therapy dog handler should be arranged with the following discussed:

- The purpose and function of the therapy dog and the support it will provide students in areas such as the following: anxiety, self-regulation, trauma, social skills, compassion and empathy, self-esteem, memory, problem solving, and/or motivation to move.
- Clarification that the handler is solely responsible for the overall care and any costs associated with the therapy dog.
- Plan for personal care of the therapy dog during the school day including bio breaks and disposal of waste.
- Plan for educating the school staff on the role of the therapy dog and the rules of conduct concerning interactions with the dog. Include plans for classroom and other areas of school such as hallway and recess if applicable. Consider routines that need to be established and expectations/rules of conduct for students and staff around the therapy dog.
- Discuss which areas of the school the therapy dog will have access to and what entrance will be used.
- Discuss dates/plan for integration of the therapy dog to the school and/or classes.

The principal will ask the therapy dog handler to complete the Agreement for Therapy Dog Service and will forward a copy to the Superintendent of Schools.

Once the plan to integrate a therapy dog has been established, the principal will send a letter home to parents/guardians of students in the school to inform them, and offer to answer questions or address any concerns. The principal will also inform the School Community Council.

Arrange for the therapy dog to first visit the school when students are not present in order to familiarize the dog to the school site and facilitate planning

Collaborate with the handler to develop an appropriate emergency plan that will include a plan for evacuation, lock down, fire drills, and any other relevant procedures

Ensure signage is placed on each entry door of the school to inform visitors of the presence of a therapy dog (Please be aware a Certified Therapy Dog may be present in our school to support various student learning and well-being goals).

Monitor and review documentation annually to ensure that all certification, vaccination, licenses, and agreement is updated.

Maintain open communication with parents/guardians, staff, and School Community Council to proactively address concerns as they arise.

MEETING DATE: November 8, 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 type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.8, 6.6, 8.14, 9.4</u>	

FROM: D. Rowden, Chair, Board Development Committee **ATTACHMENTS** [v]

BACKGROUND

RE: 2021-2022 BOARD DEVELOPMENT PLAN

The 2021-2022 Board Development Plan is attached for information and discussion.

RECOMMENDATION

For Board discussion and approval.



2021-2022 Board Development Plan

Background:

In the spring of 2014, the Saskatchewan Rivers Public School Board ratified a renewed policy framework for the school division. As part of the policy renewal process, the Board committed to developing an annual plan to help guide the Board's development activities for the year. It is the responsibility of the Board Development Committee to draft the Board Development Plan, for the consideration of the Board annually (Policy 9.4).

Purpose:

The primary purpose and benefit of developing a Board Development Plan is to align Board development activities with the Board's Three Year Strategic Plan and the Board Advocacy Plan.

Process:

As per the Board Annual Work Plan, the Committee shall facilitate the completion and review of the Board Competency Matrix (Policy 9, Section 4.2.2) by September annually. A draft of the Board Development Plan will be brought back on an annual basis for consideration in November and for review in April. The Board Development Plan will be further strengthened through the Board's planned annual self-evaluation (Policy 8.13).

Guiding Principles:

The Board believes that an effective Board Development Plan will:

1. Strategically support the Three-Year Plan and the Education Sector Strategic Plan.
2. Utilize SSBA Board Development services and personnel, including regional workshop offerings.
3. Focus on internal, local initiatives, opportunities, and partnerships.
4. Support effective and ongoing trustee development that allows for effective and locally responsive education governance.
5. Develop processes to equip its Board with the knowledge and competencies necessary to govern the division.

Board Development Focus for 2021-2022:

Where possible, the following topics shall be addressed during or in conjunction with existing scheduled meetings of the Board of Education:

1. Audit/Budget

- Arrange to have an external agency provide a workshop about the functions of an audit committee.
- Consider extending an invitation for trustees to attend with the external agency from divisions within the surrounding region.

2. Communication:

- *Presenting with Confidence*- connection has been made with the facilitator.

3. Legal/LAFOIP

- Arrange a Saskatchewan School Boards' Association session related to LAFOIP.
- Consider extending an invitation for trustees to attend from divisions within the surrounding region.

In addition to internally, Board-driven opportunities for Board Development, trustees will have the opportunity to attend professional development offerings specific to education governance, including:

- Trustee Academy - TBD
- Johnson and Shoyama's Public Sector Governance Program
 - Winter 2022- MARCH 4, 25 and April 8 Online Offering
<https://www.schoolofpublicpolicy.sk.ca/executive-education/public-sector-governance-program.php#NextProgramOfferings>
 - Policy Workshop Series
<https://www.schoolofpublicpolicy.sk.ca/executive-education/policy-workshop-series.php#OurFacilitators>
- National Congress on Rural Education in Canada -TBD
- CAPSLE – Canadian Association for the Practical Study of Law in Education –TBD
- CSBA Annual Congress and National Trustee Gathering on Indigenous Education 2022- Saskatoon, July 6 – 8, 2022 - Sheraton Cavalier Hotel

Financial: 2021-22 budget

- \$2,010 per trustee and additional pool of \$6,000. The total PD budget is \$26,100 (\$2,010*10 + \$6,000).

MEETING DATE: November 8, 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: B. Hollick **ATTACHMENTS** [v]

BACKGROUND

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

This item was tabled at from the October 4, 2021 Regular Meeting.

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.

Note - the Board would need to waive the required apportioning of votes as outlined Policy 8: Board Operations – 15.2 relating to voting delegates for the 2021 SSBA Virtual Convention.

RECOMMENDATION

That in consideration of the 2021 Saskatchewan School Boards Association (SSBA) AGM being held virtually with 1-2 accredited voting delegates per board, the Board waives the required apportioning of votes as outlined in Policy 8: Board Operations - 15.2 relating to voting delegates and distributes the ballots equally between the Board Chair and Vice-Chair.

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.



For your information:

Ballot Voting

Association Bylaw No. 11 provides:

Bylaw No. 11: Delegates and Voting

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

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

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

MEETING DATE: November 8, 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 checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item

Primary Policy Reference: 1.5.1, 2.1.1

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

BACKGROUND

RE: WORKERS' COMPENSATION BOARD DECISION

Recently the Division received notice that it has advanced through the final stage of the WorkSafe Priority Employer Program. This achievement is a result of the improvements in safety that have been developed and implemented by leaders in the division. These leaders include both division-based staff and school-based staff across the division. This level of change does not occur without the hard work and change in habits supported by people throughout our schools and other facilities. This is not the end of our work on safety, but it certainly is important to recognize and celebrate the achievements.

The announcement is meaningful, but tangible impacts of this achievement have already been experienced in the division. We have work environments that are more safe, our staff are experiencing fewer injuries and we are attending to a climate of safety more often. Benefits also include a reduction in costs due to injury and a reduction in WCB premiums.

Further information is provided in the attached letter.

RECOMMENDATION

That the Board continue to support and monitor safety practices in the division in pursuit of the Mission: Zero objectives.

October 26, 2021

JAMIE HENRY
HUMAN RESOURCES
SASKATCHEWAN RIVERS SCHOOL DIVISION NO 119
545 11TH STREET EAST
PRINCE ALBERT SK S6V 1B1

Dear Jamie:

RE: WorkSafe Priority Employer Program Closure

Over the past 8 years, your organization has demonstrated a commitment to health and safety and has accomplished the following achievements:

- Total Claims reduction from 34 in baseline year of 2013 to 22 in 2020
– a reduction of 35.29%
- Total Injury Rate reduction from 6.85% in baseline year of 2013 to 4.89% 2020
– a reduction of 28.61%
- Time Loss Injury Rate reduction from 4.06% in baseline year of 2013 to 1.95% in 2020
– a reduction of 51.97%

WorkSafe Saskatchewan, a partnership between the Occupational Health and Safety (OHS) Division and the Workers' Compensation Board (WCB) recognizes these efforts.

In 2013, Saskatchewan Rivers School Division No 119 began participation in a health and safety initiative with WorkSafe Saskatchewan. Based on the progress that has been made, we are advancing Saskatchewan Rivers School Division No 119 through the final stage of the Priority Employer Program.

While formal involvement in the program has ended, we will continue to be a resource for you as you continue on your journey of continuous improvement and your goal to reach Mission: Zero.

WorkSafe Saskatchewan is committed to supporting employers on improving workplace health and safety. We believe that all injuries are preventable and we share the common goal of zero workplace injuries.

... 2



Page 2
October 26, 2021

Please don't hesitate to reach out to your Account Manager, Beth Antoshkiw, should you require our assistance. Beth can be reached at 306.933.5048.

Thank you for your cooperation and commitment to workplace safety and we wish your organization ongoing success in your prevention initiatives.

Sincerely,



Annette Goski
Director, Prevention
Saskatchewan Workers' Compensation Board
w: 306.787.4141
c: 306.530.7512
agoski@wcbask.com

/an

cc: Les Hrischuk, Occupational Health Officer

MEETING DATE: November 8, 2021

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

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

BACKGROUND

RE: SCHOOL DIVISION ENROLMENTS INCREASES

During the October meeting, the Division had not yet finalized the enrolment numbers but in the attached table the Board will see the substantial enrolment increases. Last year's enrolments were certainly impacted by COVID, but this increase returns the enrolment to pre-pandemic levels and even exceeds projections significantly. This extraordinary increase has not been experienced by the Division since amalgamation in 2006.

RECOMMENDATION

For Board information.

NOTE: The Ministry requires DLC students to be counted in their nearby school so some 2021 school-level numbers are slightly inflated. The total of 8969 is correct, but the grade level and school level numbers are not precise.

School	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	F.I./ C.I.	OCTOBER 2020 approx.	Sept. 30, 2021 projection	SEPT 30 2021	+/-
Arthur Pechey School	17	30	19	24	23	38	30	47	29	26						352	371	431	60
		16	12	18	18	21	19	20	7	17					148				0
Big River High School									16	19	23	16	18	16		108	97	108	11
Birch Hills School		18	19	20	28	21	18	18	23	18	20	29	22	14		264	248	268	20
Canwood School	14	10	9	10	14	11	13	13	18	9	12	15	8	8		121	131	164	33
Carlton Comprehensive High School										2	340	348	305	576		1582	1584	1727	143
											39	23	28	20	110				0
Christopher Lake School		19	9	25	14	23	21	11	20	17						150	144	159	15
Debden School		3	7	3	6	9	4	8	2	3	10	14	11	13		147	146	160	14
		1	9	1	10	8	7	4	12	10	5	0	0	0	67				0
East Central School		4	12	5	11	4	9	7	4	8						58	59	64	5
John Diefenbaker School	35	17	14	33	32	31	29	39	48	48						250	335	362	27
		16	20												36				0
King George School	32	22	17	21	23	28	20	20	27	28						188	233	238	5
Kinistino School	15	15	15	15	18	15	17	20	16	18	22	23	14	17		230	217	240	23
Meath Park School		14	13	16	20	15	10	28	15	17	11	18	13	13		204	198	203	5
Osborne School		4	5	11	10	10	7	16	16	14						89	82	93	11
Prince Albert Collegiate Institute											86	95	70	60		242	236	311	75
Princess Margaret School	14	20	23	26	27	27	17	25	22	27						192	191	228	37
Queen Mary School	42	30	53	42	37	35	42	44	48	42						229	310	415	105
Red Wing School		12	26	24	15	27	18	34	29	16						193	201	201	0
Riverside School	40	47	35	42	53	39	38	31	45	52						372	450	441	-9
St. Louis School	13	6	11	11	17	13	7	15	16	8	6	5	7	15		125	147	150	3
Shellbrook Elementary School	18	42	31	30	35	18	33									188	189	207	18
Spruce Home School		15	10	12	15	13	9	8	15	6						93	98	103	5
T.D. Michel School	17	8	17	19	20	18	17	16								126	120	132	12
Ecole Vickers School		21	22	28	18	39	20	36	36	45						553	584	541	-43
		24	21	29	33	34	20	33	23	34					251				0
Vincent Massey School	35	53	43	39	37	37	34	41	52	53						321	358	424	66
W.J. Berezowsky School	30	24	19	26	32	27	17	21	24	26						181	232	246	14
W.P. Sandin School								26	30	30	28	39	25	29		206	200	207	7
Wesmor High School											29	40	84	115		276	335	343	8
West Central School		11	13	10	12	8	13	6	9	12						93	90	94	4
Westview School	17	18	20	18	19	19	29	28	17	23						157	165	208	43
Wild Rose School		9	9	6	11	13	9	7	8	10						84	78	82	4
Winding River Colony School		2	1		1	1	1	1	1		1			1		11	11	10	-1
Won Ska Cultural School - Jr./Sr.											0	1	8	93		139	100	102	2
Distance Learning Centre		0	6	4	1	2	1	1	4	5	10	15	13	38		471	310	100	-210
Home Schoolers		13	25	20	21	22	23	23	11	15	11	7	12	4		216	160	207	47
Total	339	544	565	588	631	626	552	647	643	658	653	688	638	1032	612	8211	8410	8969	559

MEETING DATE: November 8, 2020

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

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

BACKGROUND

RE: SCHOOL COMMUNITY COUNCILS CONSTITUTION AMENDMENTS

AP 110 School Community Councils (SSC) Section 4 outlines: *"An initial constitution was developed for each SCC. The SCC may amend its constitution by sending suggestions for change in writing to the Board."*

SRPSD fall School Community Council AGM's and first meetings are starting to take place and SCC's for the 2021-22 school year are being established. During initial SCC meetings many SCC's take the time at their first meeting to review their constitutions. As per AP 110 amended SCC constitutions are to be presented to the Board with their suggested edits in writing.

Please see the following updated SCC constitutions and descriptions of the amendments for your review:

- East Central Public School (constitution attached with the amendments included)
 - Page 1.....remove the word treasurer from the title "Secretary-Treasurer"
 - Page 1.....move the AGM from February to November
 - Page 1.....meet at least 6 times per year rather than 9 times per year
 - Page 5.....remove the role of the Treasurer
- Vincent Massey Public School (constitution attached with the changes highlighted)

RECOMMENDATION

That the Board approve the amended SCC Constitutions for the 2021-22 school year as presented.

The School Community Council of East Central School 1 Membership

1.1 Representative Membership

The School Community Council will have the following Representative Members:

- 5 parent and community members elected at the Annual General Meeting

1.2 Permanent Members

The School Community Council will have the following Permanent Members:

- The School Principal
- A teacher

2 Officers

2.1 The following School Council Officers will be elected annually from among the Representative Members (Parent, Community, Student and First Nations Members):

- Chairperson
- Vice-Chairperson
- Secretary

The roles and responsibilities of officers can be found in Appendix A of this constitution.

3 School Community Council Meetings

3.1 Annual General Meeting

The Annual General meeting will be held in November of each year. During this meeting School Community Council members will be selected and officers will be chosen.

3.2 The School Community Council will meet at least 6 times per school year.

3.3 Model of Governance

The Representative Model

The School Community Council represents the wider school community. Meetings are open to the public but only members of the School Community Council may decide upon matters brought before the SCC. The School Community Council reports to the school community using a communication strategy, an annual report and the Annual General meeting.

3.4 Voting

On matters requiring a formal vote, only Representative Members of the School Community Council may vote.

3.5 Quorum

A quorum of the School Community Council shall be a majority of the Representative Members.

4 Public Consultation and Communication

The School Community Council will consult with the school community through the following strategies:

- Newsletters;
- School Web Page; and,
- School news in the Prince Albert Daily Herald.

The School Community Council will communicate with the school community and the Board of Education through the following strategies:

- Meeting minutes

5 School Community Council Code of Conduct

The School Community Council will adopt the Code of Conduct of the Saskatchewan Association of School Councils which can be found in Appendix B of this constitution.

6 Conflict of Interest

A School Community Council member may occasionally find him/herself in a conflict of interest position in terms of some issue under consideration by the S.C.C. When this happens, the Member should declare that s/he is in a conflict of interest situation and leave the room for the portion of the meeting, thus refraining from participating in the discussion. The Member should not vote on any decision made on the issue.

7 Decision-Making Process

Majority Vote Model

The issue is discussed and a vote is taken. The majority vote decides the issue.

8. Handling Complaints or Concerns

8.1 Complaints or Concern about an Individual Student or Staff Member Any matter concerning an individual student or staff member must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Board of Education Policy 2040 Parent and Student Concerns outlines the appropriate procedure to resolve complaints or concerns.

8.2 Complaints or Concerns about School Community Council Initiatives or Activities

8.2.1 Informal Complaints or Concerns

Provided School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about S.C.C. initiatives or activities expressed informally to members of the School Community Council may be addressed immediately by the Member. If a Member is unsure of the appropriate response, s/he should say so but indicate that s/he will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the School Community Council in a more formal manner.

8.2.2 Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the School Community Council by addressing the concern in writing to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. The School Community Council will provide a written response regarding how they have or will address the concern or complaint.

9 Conflict Resolution Process

The Conflict Resolution Process will be used by the School Community Council to address both internal conflict, which may occur among individuals within the School Community Council and external conflict that may occur between the

School Community Council and individuals, groups or organization outside of the S.C.C. The conflict resolution process is outlined in A Handbook for School Community Councils and Principals (p 99).

If reasonable attempts to resolve the conflict have been unsuccessful, the principal or the chairperson will contact the Superintendent of Schools.

10 Committees

The School Community Council will act in a coordination role for committees operating in support of the S.C.C. and the school program.

The following committees will be established by the School Community Council.

- Home and School Volunteer Committee
- Gym Committee

11 Amend the Constitution

The School Community Council may amend its constitution by sending suggestions for change in writing to the Board of Education.

Appendix A

Roles and Responsibilities of School Community Council Officers

The **Chairperson** will:

- conduct meetings of the School Community Council;
- ensure that all members have input to discussion and decisions;
- prepare meeting agendas in consultation with the Principal and other School Community Council Members;
- oversee operations of the School Community Council;
- establish networks that support the School Community Council; and,
- act as a spokesperson for the School Community Council.

The **Vice-Chairperson** will;

- support the Chairperson in his/her duties, taking over when the Chairperson is unable to attend; and,
- perform responsibilities assigned by the Chairperson.

The **Secretary** will;

- take minutes at School Community Council meetings;
- receive and send correspondence on behalf of the School Community Council;
- take charge of any official records of the School Community Council; and,
- ensure that appropriate notice is given for all meetings of the School Community Council.

Appendix B School Community Council Code of Conduct

1. The School Community Council of East Central School is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community.
2. A member of the School Community Council who is approached by a parent with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality of the people involved.
3. A parent who accepts a position as a member of a School Community Council:
 - i. Upholds the constitution and bylaws, policies and procedures of the School Community Council.
 - ii. Performs his/her duties with honesty and integrity.
 - iii. Works to ensure that the well-being of students is the primary focus of all decisions
 - iv. Respects the rights of all individuals.
 - v. Takes direction from the members, ensuring that the representation processes are in place.
 - vi. Encourages and support parents and students with individual concerns to act on their own behalf and provides information on the process for taking forward concerns.
 - vii. Works to ensure that issues are resolved through due process.
 - viii. Strives to be informed and only passes on information that is reliable and correct.
 - ix. Respects all confidential information.
 - x. Supports public education.

Source: Saskatchewan Association of School Councils

The School Community Council of Vincent Massey Community School

1 Membership

1.1 Representative Membership

The School Community Council will have the following Representative Members:

- 5 parent and community members elected at the Annual General Meeting

1.2 Permanent Members

The School Community Council will have the following Permanent Members:

- The School Principal
- A teacher
- The Vice-Principal
- ~~The Community School Coordinator~~

2 Officers

2.1 The following School Council Officers will be elected annually from among the Representative Members (Parent, Community, Student and First Nations Members):

- Chairperson
- Vice-Chairperson
- Secretary ~~Treasurer~~
- Fundraising Chairperson

The roles and responsibilities of officers can be found in Appendix A of this constitution.

3 School Community Council Meetings

3.1 Annual General Meeting

The Annual General meeting will be held in May of each year. During this meeting School Community Council members will be selected and officers will be chosen.

3.2 The School Community Council will meet 10 times per school year.

3.3 Model of Governance (~~TO BE DETERMINED~~)

The School Community Council will need to choose a model of governance. Two general governance models are offered below.

The Representative Model

In this model, the School Community Council represents the wider school community. Meetings are open to the public but only members of the School Community Council may decide upon matters brought before the SCC. The School Community Council reports to the school community using a communications strategy, an annual report and the Annual General meeting.

The Town-Hall Model

In this model members are elected to the School Community Council but regular meetings are open to the entire school community. Any member of the school community can participate in the meeting and be involved in the decision making process of matters brought before the SCC.

3.4 Voting

On matters requiring a formal vote, only Representative Members of the School Community Council may vote.

3.5 Quorum

A quorum of the School Community Council shall be a majority of the Representative Members.

4 Public Consultation and Communication

The School Community Council will consult with the school community through the following strategies:

- Monthly meetings;
- Newsletters;
- Signs;
- Verbal Communication

- school website
- e-mail

The School Community Council will communicate with the school community and the Board of Education through the following strategies:

- PAC Meetings
- Written correspondence
- Invite a member of the Board of Education to attend one meeting per year.

5 School Community Council Code of Conduct

The School Community Council will adopt the Code of Conduct of the Saskatchewan Association of School Councils which can be found in Appendix B of this constitution.

6 Conflict of Interest

A School Community Council member may occasionally find him/herself in a conflict of interest position in terms of some issue under consideration by the S.C.C. When this happens, the Member should declare that s/he is in a conflict of interest situation and leave the room for the portion of the meeting, thus refraining from participating in the discussion. The Member should not vote on any decision made on the issue.

7 Decision-Making Process (TO BE DETERMINED)

The School Community Council will need to choose a preferred decision-making process. Although some decisions like adopting a constitution will require a motion and a formal vote, not all S.C.C. business will require this process.

There are two common decision-making models:

Majority Vote Model

The issue is discussed and a vote is taken. The majority vote decides the issue.

Consensus Building Model

Consensus does not necessarily mean that all parties agree, but that all can live with a decision for the sake of the group's ability to move forward. It requires that all Members listen to each other's opinions and try to find solutions to problems and differences. Consensus will almost always involve compromise and can release a group to move beyond individual wants to determining and pursuing shared needs. Consensus does not necessarily mean that all parties agree, but that all can live with a decision made for the sake of the group's ability to move forward.

8. Handling Complaints or Concerns

8.1 Complaints or Concern about an Individual Student or Staff Member

Any matter concerning an individual student or staff member must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Board of Education Policy 2040 Parent and Student Concerns outlines the appropriate procedure to resolve complaints or concerns.

*Initiatives or
Activities*

8.2 Complaints or Concerns about School Community Council Initiatives or Activities

8.2.1 Informal Complaints or Concerns

Provided School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about S.C.C. initiatives or activities expressed informally to members of the School Community Council may be addressed immediately by the Member. If a Member is unsure of

the appropriate response, s/he should say so but indicate that s/he will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the School Community Council in a more formal manner.

8.2.2 Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the School Community Council by addressing the concern in writing to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. The School Community Council will provide a written response regarding how they have or will address the concern or complaint.

9 Conflict Resolution Process

The Conflict Resolution Process will be used by the School Community Council to address both internal conflict, which may occur among individuals within the School Community Council and external conflict that may occur between the School Community Council and individuals, groups or organization outside of the S.C.C. The conflict resolution process is outlined in A Handbook for School Community Councils and Principals (p 99).

If reasonable attempts to resolve the conflict have been unsuccessful, the principal or the chairperson will contact the Superintendent of Schools.

10 Committees

The School Community Council will act in a coordination role for committees operating in support of the S.C.C. and the school program.

The following committees will be established by the School Community Council:

- Fundraising Committee

11 Amend the Constitution

The School Community Council may amend its constitution by sending suggestions for change in writing to the Board of Education.

Appendix A

Roles and Responsibilities of School Community Council Officers

The **Chairperson** will:

- conduct meetings of the School Community Council;
- ensure that all members have input to discussion and decisions;
- prepare meeting agendas in consultation with the Principal and other School Community Council Members;
- oversee operations of the School Community Council;
- establish networks that support the School Community Council; and,
- act as a spokesperson for the School Community Council.

The **Vice-Chairperson** will;

- support the Chairperson in his/her duties, taking over when the Chairperson is unable to attend; and,
- perform responsibilities assigned by the Chairperson.

The **Secretary** will;

- take minutes at School Community Council meetings;
- receive and send correspondence on behalf of the School Community Council;
- take charge of any official records of the School Community Council; and,
- ensure that appropriate notice is given for all meetings of the School Community Council.

The **Treasurer** will;

- manage the finances of the School Community Council using procedures outlined in the School Community Council Funds: Operation and Procedures Manual.

Appendix B

School Community Council Code of Conduct

1. The School Community Council of Vincent Massey Community School is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community.
2. A member of the School Community Council who is approached by a parent with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality of the people involved.
3. A parent who accepts a position as a member of a School Community Council:
 - i. Upholds the constitution and bylaws, policies and procedures of the School Community Council.
 - ii. Performs his/her duties with honesty and integrity.
 - iii. Works to ensure that the well-being of students is the primary focus of all decisions
 - iv. Respects the rights of all individuals.
 - v. Takes direction from the members, ensuring that the representation processes are in place.
 - vi. Encourages and support parents and students with individual concerns to act on their own behalf and provides information on the process for taking forward concerns.
 - vii. Works to ensure that issues are resolved through due process.
 - viii. Strives to be informed and only passes on information that is reliable and correct.
 - ix. Respects all confidential information.
 - x. Supports public education.

Source: Saskatchewan Association of School Councils