

**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, December 13, 2021
Time: 4:00 p.m.**

AGENDA (#21R-13)

- 1. Call to order by Board Chair B. Hollick**
- 2. Land acknowledgement**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 5:30 p.m.**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular meeting minutes
 - (b) Administrative Procedure Changes
 - (c) Request from the Prince Albert Kiwanis Music Festival
 - (d) School Community Council Clusters – 2021-2022
 - (e) Board Committee/Representative Updated Terms of Reference for 2021-2022
- 8. Business arising from the previous meeting**
- 9. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Motions brought forward from Closed Session of December 13, 2021
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report – *T. McCallum / D. Vidal*
 - (e) Scheduling Linkage Meetings (PAATA Executive/PA Separate School Division / Members of Parliament, etc. – *B. Hollick*
 - (e) 2021-2022 Board Advocacy Plan – *D. Rowden*
- 10. Accountability reports**

11. **Reports from administrative staff**
 - (a) Director's Update – *R. Bratvold*
12. **Notice of Motion**
13. **Three key messages for SCC/Public from meeting**
14. **Board members' forum**
15. **Adjournment**

CALENDAR OF EVENTS	
Monday, January 10, 2022 <i>Time: 4:00 p.m.</i>	Regular meeting, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK
Monday, January 24, 2022 <i>Time: 4:00 p.m.</i>	Planning meeting, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert, SK

MEETING DATE: December 13, 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

- November 22, 2021 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of November 22, 2021 be approved as presented.

NO. #2021R-12 (MONDAY, NOVEMBER 22, 2021)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON MONDAY, NOVEMBER 22, 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 (virtual)
MS. J. SMITH-WINDSOR, Trustee
DR. M. VICKERS, Trustee
MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education
Mrs. J. Ward, Administrative Services Officer

Mr. J. Pidborochynski, Chief Financial 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.

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

MOTION TO MOVE INTO CLOSED SESSION:

#21R-132

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

M. Oleksyn, Daily Herald reporter

ADOPTION OF THE AGENDA:

#21R-133

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

Carried.

CONSENT ITEMS:

#21R-134

Moved by M. Vickers that the following consent items be approved:

(a) Adoption of the Minutes for Organizational meeting of November 8, 2021 and the Regular meetings of November 8, 2021.

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of November 22, 2021:

#21R-135

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

*1. That the Board ratify the purchase of new school buses from Western Canada Bus.
Carried.*

(b) Verbal Update – SRSC Committee

T. McCallum and D. Vidal, student trustees, provided a verbal report on the school activities at W.P. Sandin Public High School, PACI and École Dedben Public School.

(c) Recap of the SSBA Annual General Meeting

Consensus was that the conference was good. It was noted that there were some pause time during the conference and suggested a possible re-structuring or to fill the time with option professional development sessions.

(d) Board Committee Structure – 2021-2022

Trustees were asked to confirm the school clusters and to ensure that all trustees have at least three schools. The final list of school clusters will be approved at the December 13, 2021 Board meeting.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Audited Financial Statement – Year Ended August 31, 2021:

#21R-136

Moved by G. Gustafson that the Board approve the Financial Statements for the school division for the fiscal year ended August 31, 2021, subject to minor revisions.

Carried.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING

- Audited Financial Statement – fiscal responsive;
- SSBA Home Visit Pilot Project launch and learning opportunity;
- Opportunity for 5 – 11-year-olds vaccine.

BOARD MEMBERS' FORUM:

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

ADJOURNMENT:

#21R-137

Moved by A. Nunn that the meeting adjourn. (6:36 p.m)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: December 13, 2021

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<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2</u>	

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

BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedures has been revised.

- AP 448: Deferred Salary Leave Plan – Teachers (revised)

RECOMMENDATION

For Board information.

DEFERRED SALARY LEAVE PLAN - TEACHERS

Background

The Division provides a deferred salary plan to allow teachers opportunity for self-renewal to benefit both the teacher and students.

Procedures

1. The Deferred Salary Leave Plan is a plan managed by the Division, in which a full time teacher with a minimum of five years experience with the Division can choose to defer a portion of his/her salary for four years. The deferred salary is then paid out monthly in the fifth year, while the teacher is on leave for 12 months. The amount of salary that has been deferred will not be included in the teacher's income in the year earned, but will be considered income in the year paid.
2. Should a discrepancy arise between the plan and the *Income Tax Act*, the Act will prevail.
3. Upon entering the plan, the teacher shall have the option of deferring 12%, 15% or 20% of net salary during the four years of employment prior to the leave of absence.
4. The teacher must make application to the superintendent responsible for human resources not later than June 30th. The application will be for a leave of absence for one year, commencing the start of the fifth school year following the date of application.
5. The Division will maintain applicable pension and group life benefits coverage during the leave of absence, provided the teacher continues to pay his/her portion of the cost of benefits.
6. Interest earned by the plan will be paid to the teacher during the leave of absence and will be considered as employment income for income tax purposes.
7. During the leave of absence the teacher will not accumulate, nor be entitled to, the following:
 - 7.1 teaching experience for salary increments;
 - 7.2 statutory holidays, maternity, sick or other leaves.
8. In extenuating circumstances, such as financial hardship, the teacher may withdraw from the plan upon giving not less than six months notice of intent prior to the commencement of the leave of absence. Within 60 days of such withdrawal, the Division will pay to the teacher the deferred compensation total to date.
9. A teacher who ceases to be employed by the Division must withdraw from the plan. Within 60 days, the Division will pay to the teacher the deferred compensation amount.
- 10. The teacher must return to work after the leave for a period that is not less than the length of the leave.**
11. Should the teacher die, the Division will pay the deferred compensation total to date to the teacher's estate, subject to the Division receiving the necessary clearances and proofs normally required for payment to estates.

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<i>Primary Policy Reference:</i>	<u>2</u> _____	

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

BACKGROUND

RE: REQUEST FROM THE PRINCE ALBERT KIWANIS MUSIC FESTIVAL

The P.A. Kiwanis Music Festival Association is requesting the usual scholarship donation for the Music Festival 2022. The Board's donation of \$300.00 has been used towards the instrumental and vocal scholarships. As the Festival was limited last year in terms of allowable participants (during COVID restrictions and remote learning), the Saskatchewan Rivers Public School Division's scholarship fund is carrying a balance.

The plans for the 2022 festival include in-person performances, a change after the virtual format in 2021. The dates of the 2022 Music Festival are as follows:

- Piano: February 28th - March 3rd
- Vocal/Choral: March 3rd and 4th
- Instrumentals: March 8th - 11th
- Band: March: 22nd - 25th

Administration is recommending that the \$300.00 sponsorship continue for 2022 but that the PA Music Festival Association have the discretion to use the funds as a general donation being there may be extra expenses due to sanitizing, cleaning, etc. in addition to the normal expenses incurred.

The PA Music Festival Association expressed appreciation to the Board for the support of the scholarships in the past.

RECOMMENDATION

That the Board contribute its usual donation of \$300.00 to P.A. Kiwanis Music Festival Association for the Music Festival 2022.

MEETING DATE: December 13, 2021

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<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: <u>Board</u>	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>9, 10</u>	

FROM: B. Hollick, Board Chair

ATTACHMENTS [v]

BACKGROUND

RE: SCHOOL COMMUNITY COUNCIL CLUSTERS – 2021-2022

At the November 22, 2021 Board meeting trustees were asked to review their schools in their clusters and to ensure that all trustees have at least three schools in their cluster. B. Hollick requested that any changes be communicated to J. Ward. The attached list has the changes outlined.

RECOMMENDATION

That the School Community Council Clusters for 2021-2022 be confirmed as presented.

School Community Council Clusters:

Cluster 1:

- Queen Mary Public School
- Princess Margaret Public School
- SRPSD Distance Learning Centre

Alan Nunn

Alternate:

Barry Hollick

Cluster 2:

- Christopher Lake Public School
- Meath Park Public School
- ~~Spruce Home School~~
- Riverside Public School

Jaimie Smith-Windsor

Alternate:

Arne Lindberg

Cluster 3

- Big River Public School
- TD Michel Public School
- Ecole Debden Public School

Bill Gerow

Alternate:

Cher Bloom

Cluster 4:

- PACI
- Westview Public School
- Spruce Home Public School

Michelle Vickers

Alternate:

Grant Gustafson

Alternate:

Jaimie Smith-Windsor

Cluster 5:

- Canwood Public School
- Shellbrook Elementary Public School
- WP Sandin Public High School
- Wild Rose Public School

Cher Bloom

Alternate:

Bill Gerow

Alternate:

Grant Gustafson

Cluster 6:

- East Central Public School
- Ecole Arthur Pechey Public School
- Won Ska Public School

Grant Gustafson

Alternate:

Michelle Vickers

Cluster 7:

- Carlton Comprehensive Public High School
- Vincent Massey Public School
- Osborne Public School

Barry Hollick

Alternate:

Alan Nunn

Cluster 8:

- St. Louis Public School
- Red Wing Public School
- West Central Public School

Darlene Rowden

Alternate:

Bill Yeaman

Cluster 9:

- Ecole Vickers Public School
- Wesmor Public High School
- W.J. Berezowsky Public School

Arne Lindberg

Alternate:

Jaimie Smith-Windsor

Cluster 10::

- Birch Hills Public School
- John Diefenbaker Public School
- King George Public School
- Kinistino Public School
- Winding River Colony School

Bill Yeaman

Alternate:

Darlene Rowden

MEETING DATE: December 13, 2021

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<i>Primary Policy Reference:</i>	<u>9, 10</u>	

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

BACKGROUND

RE: BOARD COMMITTEE/REPRESENTATIVES UPDATED TERMS OF REFERENCE FOR 2021-2022

The following committees/Board representative has revised Terms of Reference for 2021-2022:

- Out-of-Scope Compensation Committee
- Public Section
- Student Discipline Committee

RECOMMENDATION

That the Terms of References for the following committees be approved:

- ***Out-of-Scope Compensation Committee***
- ***Public Section***
- ***Student Discipline Committee***

Out-of-Scope Compensation Committee

Terms of Reference

2021-2022

Committee revised: March 2, 2021

Board Ratified: March 8, 2021; Committee re-confirmed: Oct. 25, 2021

1. Purpose of the Committee:

The Committee provides Board assurance and monitoring of appropriate Out of Scope staff compensation by meeting with the Director, reviewing relevant data and annually making recommendations to the Board related to compensation for all out-of-scope staff. In addition, the committee will review the emergency succession plan for the Director of Education.

2. Background

Committee is created and guided by Board Policy 9.

3. Member Expectations

Committee members are expected to demonstrate a commitment to:

- Work collaboratively to achieve the committee's purpose.
- Provide perspective of what is best for the Division
- Attend committee meetings and follow through in a timely manner on any commitments.
- Support the success of the project.

4. Composition of the Committee:

Membership is outlined in Policy 9 and consists of Board Chair and Vice-Chair with administrative support provided by the Director of Education.

5. Roles and Responsibilities:

- The committee chair (or designate) is responsible for
 - calling the meetings, setting the agenda and sending notice to committee members
 - chairing the meetings
 - ensuring the purpose/deliverables of the committee are achieved
- The administrative support person will record minutes and send them to the Chair after the meeting for review and distribution. Administrative support will facilitate the committee access to information required for decisions.
- Committee members are responsible for contributing to the committee work.

6. Meetings:

- Meetings will be called by the committee chair, but at least annually after the organizational meeting.
- Meetings at a location at a location agreed upon by the Committee or via conference call/virtual means as needed.

7. Expenses:

- Costs of the committee are borne by the Board.
- Meetings are expected to be arranged in a manner that reasonably minimizes costs (at locations that are conveniently central to members and rent-free, at times connected to other Board events, if possible, when meal costs are not required, etc.).
- Other than necessary mileage and expenses, committee work is included in monthly trustee remuneration, unless otherwise determined by motion of the Board.

8. Term of the Committee:

Established as a standing committee by Board Policy 9.

9. Reporting/Communication:

The committee chair (or designate) will report on the progress of the committee to the Board and may prepare a written reports (with recommendations as appropriate) for board consideration.

- Within the first 3 months of a newly elected Board's term, the committee will provide the Board with a report that includes the current Out of Scope Salary grid and the current Out of Scope Contract Template.

10. Decision Making

The committee will endeavor to work to consensus in decisions around the work undertaken but chair will call for a vote on decisions, as he/she deems appropriate. As with all committees, any decisions which impact the division will be subject to board approval prior to implementation.

**Public Section Board Representative
2021-2022
Terms of Reference**

1. Purpose of the Committee:

To serve as the SRSD Board Rep on the Public Section Executive and to keep the Board update on events, happening and all meetings held.

2. Background

The Board established this position to serve as the representative on the Public Section Executive and also keep the Board informed of all information portent to the Public Section.

3. Member Expectations

Committee members are expected to demonstrate a commitment to:

- Work collaboratively to work with the Public Section.
- Provide perspective of what is best for the Division.
- Attend Public Section meetings and attend to emergent emails sent out.

4. Composition of the Committee:

- Alan Nunn, Board representative

5. Roles and Responsibilities:

To serve as the representative for SRSD; report back to the Board on all information (done during Board meetings as needed) and promote the SRSD role in Public Section.

6. Meetings:

To attend all meetings called by the Public Section Executive Director or by the Public Section Chair or Vice Chair.

7. Expenses:

- Costs of the committee are borne by the Board.
- Meetings are expected to be arranged in a manner that reasonably minimizes costs (at locations that are conveniently central to members and rent-free, at times connected to other Board events if possible, when meal costs are not required, etc.).
- Other than necessary mileage and expenses, committee work is included in monthly trustee. remuneration, unless otherwise determined by motion of the Board.

8. Term of the Committee:

The position is set at the Organizational meeting and information and decisions will be brought to the Board on an “as needed: basis.

9. Reporting/Communication:

The designate will report and inform as noted on a “as needed” basis.

Student Discipline Committee

2021-2022

Terms of Reference

(From Policy 9 and updated 2020 12 16)

3.1 Membership

Four trustees selected annually at the Organizational meeting.

3.2 Terms of Reference

3.2.1 The Committee shall consist of four trustees, the Director, appropriate Superintendent and relevant Principal.

3.2.2 The Committee shall select one of the four trustees as its chair.

3.2.3 The student(s) and the parents/guardians shall be invited to attend appropriate portions of the committee's meeting.

3.2.4 The Student Discipline Committee will confirm, modify or remove the suspension. The suspension may be increased to not more than one year or total expulsion could be recommended.

3.2.5 The Student Discipline Committee will make its decision, notify the student and the parents/guardians of its decision and will report its decisions to the Board at the next regular board meeting.

3.2.6 Any suspensions of more than three days shall be referred to the committee for deliberation.

3.3 Meetings

At the call of the the Chair but in a timely manner to comply with all statutory provisions

MEETING DATE: December 13, 2021

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<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
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<input type="checkbox"/> Committee of the Whole	<input 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>6</u>	

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

BACKGROUND

RE: 2021-2022 BOARD ADVOCACY PLAN

Trustees reviewed the 2021-2022 Board Advocacy Plan at its last Board meeting. The Plan is attached for Board approval.

RECOMMENDATION

That the 2021-2022 Board Advocacy Plan be approved as presented.

2021-2022 Board Advocacy Plan

Background:

As part of the policy renewal process, the Board committed to developing an annual advocacy plan which is to be reviewed periodically and renewed on an annual basis. It is the responsibility of the Vice-Chair to lead the process of drafting and presenting the Board advocacy plan for the coming year and updating the Board regularly on progress (Policy 6.8).

Purpose:

The Board and individual trustees represent and promote the best interests of students through their interactions with families, the public, the media, community partners, provincial organizations and with government. It is the responsibility of the Board of Education to act as an advocate for students, to continually enhance their experiences, opportunities and wellbeing within the context and mandate of *The Education Act, 1995*. Ultimately, the purpose of advocacy is to influence education policy and to seek to secure sufficient resources in order to meet local student needs identified by the Board of Education. Effective advocacy depends on consistency and persistence, as well as effective engagement.

The Board Advocacy Plan complements the existing Strategic Plan of the Board. It outlines general and specific actions that the Board can take to actualize the stated goals from the Board's strategic planning and guiding documents.

Process:

In June or August each year, the Board reviews the recent Advocacy Plan and has the opportunity to provide input into its renewal. Trustees' feedback forms the basis of the current plan, and there are opportunities throughout the year to provide further input into advocacy. The plan is revisited in November and again in March of each year, or as otherwise indicated on the Board Annual Work Plan.

Long Term Goal Areas:

The Board identified areas for advocacy efforts align with the focus areas of the Strategic Plan. Advocacy in these areas (see details in Appendix A) occur as a matter of course in interactions with others and when opportunities present. The short-term goals and actions are outlined on the next pages.

- 1. Learning and Innovation**
- 2. Inclusion and Cultural Responsiveness**
- 3. Mental Health and Wellbeing**
- 4. Citizenship and Relationships**
- 5. Governance and Leadership**

Advocacy Priorities for 2021-22:

The Board recognizes the effectiveness of identifying a few priorities for focused work in the current year. These priorities will be monitored over the remaining school year, then revised as needed at the end of this school year to identify priorities for the next year. Efforts to build coalitions with local agencies, industry and other levels of government will be paramount.

1. Learning and Innovation Targets for 2021-2022

1.1. Secure sustainable funding or in-kind support for SRPSD indigenous language programs

Actions/Activities:

- a) Meet with Minister of Education to promote and celebrate our current language programs and promote plan for future.
- b) Explore partnerships First Nations and Métis and post-secondary organizations.
- c) Identify and communicate with potential corporate sponsors.
- d) Locate and access federal or international funding programs that support.

1.2. Ensure the elimination of provincial examinations (departmentals) for grade 12 students

Actions/Activities

- a) Acquire data (fiscal, academic, or other) that supports the goal of elimination.
- b) Develop support from other school division trustees and boards.
- c) Seek support of parents and SCCs by providing rationale/data that supports the elimination and ensure an opportunity to have parent questions addressed.
- d) Consider discussions or other communication with local and provincial STF.
- e) Meet with MLAs and Minister of Education to provide rational and encouragement
- f) Record advocacy rational and request in writing to the Minister and others as appropriate.

2. Mental Health and Wellbeing Targets for 2021-2022

2.1. Secure additional funds for next three years to support students recovering from the unfinished learning caused by the COVID disruptions.

Actions/Activities

- a) Request report from Senior Administration outlining the scope and nature of the issue.
- b) Meet with local human service agencies to build awareness and collaboration.
- c) Meet with MLAs and Minister of Education to share concerns and request supports.

2.2. Establish schools as sites for more appropriate and accessible local mental health supports for students and families

Actions/Activities

- a) Meet with local MLAs and the Ministers of Health and Education or government/secretariat/mental health action plan.
- b) Communicate promote the school infrastructure in place to meet mental health needs and advocate for integrated service delivery of mental health supports in schools.
- c) Meet with local Health Region officials to strengthen mental health supports offered in schools, with particular attention for child and youth psychologist position.

Board approved:

Appendix A: Long Term Advocacy Goals: Broad Strategies

1. Learning & Innovation

The Board of Education is committed to recognizing, enhancing and promoting learning and innovation opportunities in the school division and will continue to advocate for programs and resources that will enrich the academic experience for all students.

Broad Strategies:

- a) Advocate for additional Prekindergarten programs in the school division.
- b) Advocate for universal full day, every day Kindergarten in SRPSD schools.
- c) Promote the school division's current offerings: dual credit courses, e-learning, industry-specific training opportunities, program enhancement initiatives and strong academics.
- d) Engage post-secondary partners and advocate provincially for dual credit programs, locally developed programs and innovative partnerships that have a positive impact on student learning and transitions.
- e) Advocate provincially for renewal of graduation requirements that reflect the current and future needs of students.
- f) Include parent engagement and student engagement in its advocacy efforts.

2. Inclusion and Cultural Responsiveness

Funding adequacy continues to be a primary concern of the Board of Education, especially as it relates to supporting vulnerable students. The school division has an inordinate number of students and families that are vulnerable. Striving to meet the complex needs of vulnerable students places extra demands on the school division budget, which are not fully recognized through provincial funding distribution. The Board affirms the need to continue to advocate for adequate resources for students with vulnerabilities in order to meet bold provincial and locally determined targets around student learning.

Broad Strategies:

- a) Share information relating to vulnerable student demographics and associated impacts on student learning and the school division budget at planned linkage meetings and with government throughout the year.
- b) Promote staff capacity-building programs that are having a positive impact on the learning and futures of vulnerable students.
- c) continue to respond to the calls to action in the Truth & Reconciliation Report and to be seen as champions of reconciliation.
- d) Advocate for fully resourced inclusive education at the provincial level and raise awareness with SSBA Executive and membership at provincial events.
- e) Advocate for a review of funding distribution weightings and factors that impact the division's capacity to actualize provincial and local plans to support vulnerable students.

- f) Share strategic goals and diverse stories of student success and anti-oppressive, anti-racist practices in student-first, plain language.
- g) Create a coalition of Indigenous and non-Indigenous partners to consider joint-advocacy efforts and initiatives (i.e. Action on TRC Calls, September 30 National Day for Truth and Reconciliation, June 21 National Aboriginal Day, and other opportunities).
- h) Establish advisory mechanisms to ensure the voice of LGBTQ2S+ community, persons with disabilities and other visible and invisible minorities is present in Board deliberations.

3. Mental Health & Well-Being

The Board of Education envisions and works towards communities where students, staff and families are supported to sustain and strengthen their resiliency and mental wellness. Proactive measures to preserve and support mental wellness

- a) Advocate for wholistic interventions, supports and partnerships that address the root causes of academic disengagement: poverty, transience, marginalization, mental health and addictions.
- b) Meet annually with MLAs, MPs and Saskatchewan Health leadership to advocate for sustainable, predictable and sufficient funding for mental health programs in schools.
- c) Recognize that schools are easily accessed sites for students to access mental health services and meet annually with MLAs and MPs to advocate for integrated service delivery of mental health supports in schools.
- d) Advocate to the ministries of health, education, social services and justice to raise awareness of local service capacity concerns.

4. Citizenship & Relationships

The Board of Education affirms the importance of public engagement and enhancing positive relationships with students, staff, parents and the public. Positive public relationships and the promotion of the Saskatchewan Rivers Public School Division's culture of excellence is seen by the Board as an integral part of advocating for students and providing local voice. It is also clear that effective relationships within schools and between schools and families are essential elements for student success. Advocacy will be helpful in strengthening the reciprocal connection between effective relationships and positive citizenship in students, staff and the public.

Broad Strategies:

- a) Continue to support diversity and the welcoming culture of Saskatchewan Rivers Public School Division schools.
- b) Publicly recognize and highlight the achievements of all Governor General Award winners in each graduating class.
- c) Prioritize SCC engagement and capacity building.
- d) Ensure the Board's Communications Committee considers Advocacy Plan goals in its actions.

- e) Continue to support the activities and effective operation of the Saskatchewan Rivers Students for Change (SRSC) group and promote implementation of student voice/student leadership structures in other divisions and levels of government.
- f) Include a Communications or Key Messages component on each Board agenda.
- g) Promote the sharing of and response to the data gathered annually from the OurSCHOOL parent survey and the results of the staff satisfaction survey conducted every three years.
- h) Meet annually with local post-secondary partners as part of its linkage meetings.
- i) Promote its connection to and the messages of the Public Schools of Saskatchewan (Public Section) that promote the value of public education.

5. Governance and Leadership

The Board of Education believes in the importance of strong local voice and takes seriously its role to provide open and accountable leadership. This includes maintaining strong relationships with the Ministry of Education and seeking out opportunities to engage directly with the Minister and/or Ministry of Education on educational matters. The foundational statements of the Board outlined in Policy 1 articulate the Board's beliefs in local government.

Broad Strategies:

- a) Advocate for sufficient funding in order to meet student needs and actualize local/provincial goals.
- b) Advocate for a Ministerial review of Sections 55 to 58 of the School Division Administration Regulations, 2017 as they relate to school review, enrolment thresholds and the geographical proximity of schools.
- c) Publicly recognize the strong stewardship of the school division's facilities and maintenance record and advocate for continued provincial support for preventative maintenance funding.
- d) Lobby locally and provincially for a provincial capital infrastructure renewal plan that recognizes the unique context of rural schools.
- e) Advocate for local voice in education by developing local campaigns that contribute to SSBA advocacy initiatives such as Local Voices, Local Choices and Local Government Week (in November annually)
- f) Lobby for flexible and sufficient governance funding to provide effective local voice.
- g) That the Board seek out formal and informal opportunities to work jointly with the Minister of Education and/or Ministry of Education officials.
- h) That the Board clearly communicate key messages around the strength, stewardship and importance of locally-elected trustees and autonomous boards of education in the province.
- i) Lobby for strategic and targeted funding to address accessibility issues in schools and monitor/respond to the development of provincial accessibility legislation

Board approved:

MEETING DATE: December 13, 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

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) Several PACI students served as helpers in the **SPRSD seasonal Pipe Ceremony** at PACI on November 29, 2021. Leadership from Elder Liz Settee, Superintendent Jennifer Hingley, Consultant Jodi Letendre, Principal David Lockinger and others was essential in the organization of the event. Participants had the opportunity to hear teachings from Elders Liz Settee and Curtis Breton as well as Knowledge Keeper Michael Relland. This event was a meaningful opportunity for the 50 of our staff and students.
- b) An excerpt from a school newsletter demonstrates some of the kinds of messages to parents that are included in several school newsletters. This one is from a grade 6 classroom in WJ Berezowsky:

This month students are learning about different communities throughout Canada and our neighbors. They This month students are learning about different communities throughout Canada and our neighbors. They have also been discussing global and local issues regarding racism, prejudice and stereotypes in health. This is a heavy subject but the grade 6 class have been really respectful when discussing such issues. I am very proud of our class; they have been working with multiplication and division and they have been eager to learn and challenge themselves in math. Their Multiplication duo-tang will be sent out every Monday and returned every Friday. We will be creating a lot of Christmas crafts throughout December; they are all excited for the Christmas festivities to come! Please remember to sign up for ClassDojo as you can see how great your child has been behaving!
- c) Another round of Teacher Learning Communities is underway. High School Math, Science and PAA teachers met the week of November 29 while elementary literacy, numeracy and Literacy Dream Catchers met the week of December 6. These are opportunities for teachers (and School Administration) to explore high impact strategies that are supported by research, aligned with the SRPSD Strategic Plan and instructional models, and supportive of the achievement of curricular outcomes.
- d) The November Parent-Teacher Interviews proceeded very well, despite the substantial change in the structure of those interviews without a formal report card. The assessment & reporting system for the division is shifting away from heavy reliance on term-ending formal reports and towards more frequent and regular progress conversations. Students will receive formal reports in January and June and other forms of progress reporting throughout the year. There were some challenges with the change, but most reports indicated deeper conversations about student potential and progress.

2. Partnerships

- a) MOU is signed with GDI /University of Regina to continue offering university courses to SRPSD students. This is an excellent enrichment opportunity for students to receive university credit while completing high school.
- b) The Grand Opening of the Prince Albert Early Years Family Resource Centre was officially conducted on November 18. The Centre is a product of a partnership between SRPSD, KidsFirst, Ministry of Education and several other agencies. It is an outstanding support for families that has been operational for two years, but its operation and official opening have been restricted by COVID.
- c) The work our schools continue to do with Following Their Voices (FTV) continues to be appreciated by the FTV leadership team. Student voice is intrinsic to FTV and it is part of operations at the classroom and school level but now the FTV Leadership Team is implementing a student voice council similar to the SRSC that serves SRPSD. Our work as accountable partner for FTV will conclude this fiscal year, but our participation and support will continue.
- d) Our partnership with the Ministry and the Learning Bar supports the use of the Parent Survey as part of the OurSchool survey in schools. If it has not already occurred, schools or SCCs will send parents information about the rationale for the survey along instructions for completion. Our response rate has increased over the last two years and it is hoped with the extra encouragement from trustees to their SCCS, we will continue to grow parent participation in the survey.

3. OHS and Safety Update

Specific COVID update data is shared weekly with the Board by email, but some additional items:

- Dr. Chokani will present updated data and perspectives to the Board at the scheduled time.
- The impact of the outbreak at Meath Park and at Christopher Lake are declining, but the outbreaks at École Vickers continue to cause disruptions and concerns.

4. Ministry and Provincial Happenings

- a) The recent Minister’s Directive has caused some concern within the Education Sector. While it does not require significant changes within our operations, implications can be discussed at the table.
- b) The Ministry of Education is offering an optional online orientation to the Provincial Education Plan (PEP) for new PEPIT members. The presentation will address six overarching themes including PEP’s origins, framework, organization structure, plan development process, current focus and plan implementation and monitoring. The presentation will be delivered by members of the Strategic Policy and Planning branch of the Ministry to division administrators. Partner-members of the Educational Council may be planning similar events for their members.

5. Budget and Related

Audited financial statements have been submitted to the provincial comptroller’s office and appended to our Annual Report. Once government has tabled annual reports, we can publish ours as well. That is not expected until late December or early January.

6. Facilities and Related

We have made some revisions to our Community Use of Facilities Manual to clarify some of the parameters and costs related to community groups using facilities. The Division strives to find the balance of serving community needs with schools that are funded by taxpayers and not disrupting school operations or the work of other community organizations that have facilities to rent.

7. Upcoming Events

School Christmas Concerts or Winter Carnivals are proceeding either in-person with COVID protocols in place, virtually or in some combination. Depending on each school’s needs, there was guidance provided by the Public Health Orders, the local Health team and our SRPSD plan.

8. AP and Policy Items

The new Administrative Procedure related to Enterprise Risk Management is outlined in a separate memorandum.

9. Emergent Items

RECOMMENDATION

For Board information and discussion as warranted.