

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

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

**Monday, January 10, 2022  
Time: 4:00 p.m.**

**AGENDA (#22R-1)**

- 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 – December 13, 2021
  - (b) Board Committee/Representative Updated Terms of Reference for 2021-2022
  - (c) Financial Statements – for the First Quarter Ending November 30, 2021
- 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 January 10, 2022
  - (b) External Board Committees (if any)
  - (c) Provincial Update
  - (d) Saskatchewan Rivers Students for Change (SRSC) Report – ***T. McCallum / D. Vidal***
- 10. Accountability reports**
  - (a) SRPSD Inclusive Education Accountability Report – ***T. Michaud***
- 11. Reports from administrative staff**
  - (a) French Immersion Designation – 2022-2023 – ***T. Michaud***
  - (b) School Community Councils Constitution Amendments – ***C. Trann***

- (c) Linkage Meetings – **R. Bratvold**
- (d) SPRSD Responses to the Truth and Reconciliation Commission’s 94  
Calls to Action – **R. Bratvold**

- 12. Notice of Motion
- 13. Three key messages for SCC/Public from meeting
- 14. Board members’ forum
- 15. Adjournment

<b>CALENDAR OF EVENTS</b>	
<b>Monday, January 24, 2022</b> <i>Time: 4:00 p.m.</i>	Planning meeting, Board Room, Education Centre, 545 – 11 <sup>th</sup> Street East, Prince Albert, SK
<b>Monday, January 31, 2022</b> <i>Time: 1:00 p.m.</i>	Governance Solutions Workshop (virtual)
<b>Monday, February 7, 2022</b> <i>Time: 4:00 p.m.</i>	Regular meeting, Board Room, Education Centre, 545 – 11 <sup>th</sup> Street East, Prince Albert, SK

**MEETING DATE: January 10, 2022**

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**

- December 13, 2021 Regular Minutes

**RECOMMENDATION**

*That the minutes of the Regular meeting of December 13, 2021 be approved as presented.*

**NO. #2021R-13 (MONDAY, DECEMBER 13, 2021)**

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION, BOARD OF EDUCATION HELD ON MONDAY, DECEMBER 13, 2021 AT 5:30 P.M. IN THE SEMINAR ROOM, EDUCATION CENTRE, 545 11<sup>TH</sup> STREET EAST, PRINCE ALBERT, SK**

**PRESENT:**

**MEMBERS OF THE BOARD**

**MRS. C. BLOOM**, Trustee  
**MR. B. GEROW**, Trustee  
**MR. G. GUSTAFSON**, Trustee  
**MR. B. HOLLICK**, Board Chair (absent)  
**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  
Mrs. J. Ward, Administrative Services Officer

Mr. J. Pidborochynski, Chief Financial Officer

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

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

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

**MOTION TO MOVE INTO CLOSED SESSION:**

**#21R-138**

***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 (virtually)

**OTHERS**

M. Oleksyn, Daily Herald reporter

**ADOPTION OF THE AGENDA:**

**#21R-139**

***Moved by G. Gustafson that the agenda be approved as presented.***

***Carried.***

**CONSENT ITEMS:**

**#21R-140**

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

- (a) Adoption of the Minutes for the Regular meetings of November 22, 2021;*
  - (b) Administrative Procedures;*
  - (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.*
- Carried.*

**NEW BUSINESS:**

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

**#21R-141**

*Moved by that the following motions be brought forward:*

- 1. That the Board Self-Evaluation Report be received as information and the summary as the Positive Path Forward be approved as presented.*

*Carried.*

- 2. That the Report be referred to the Board Chair for next steps and further action as required.*

*Carried.*

- 3. The Board approve the change to internally restricted surplus listing as presented.*
- Carried.*

**(b) Facilities Committee Report**

B. Yeaman reviewed the process that the AODBT was utilizing to develop the 10-year plan for the school division for information. The report will provide information on schools moving into the 21<sup>st</sup> century.

A suggestion was made to have a representative from the Saskatchewan Rivers Public School Division (either a trustee or Administrative Council member) to be added to the Prince Albert Regional Development Alliance Board (PAREDA). Administration will contact the PAREDA and report back to the Board at a future meeting.

**(c) Provincial Update**

R. Bratvold noted that information was shared with trustees regarding two optional online orientation sessions on the Provincial Education Plan that will be held virtually. The presentation will address six overarching themes including PEP's origins, framework, organization structure, plan development process, current focus and plan implementation and monitoring.

J. Smith-Windsor commented that the SSBA Trustee Academy will be held in February 2022. More details will be shared once finalized.

**(d) Verbal Update – SRSC Committee**

T. McCallum provided a verbal report on the individual school activities that have taken place recently.

**(e) Scheduling Linkage Meetings (PAATA Executive/PA Separate School Division/MPs)**

Consensus was to plan for in-person meetings with the Prince Albert and Area Teachers' Association executive and the Prince Albert Separate School Board. Administration will arrange dates/times and share information with the Board.

The linkage meeting with our local Members of Parliament will be presumably be virtual. Once arranged, this information will be shared.

Trustees were asked to submit agenda items for any of the meetings to B. Hollick, Board Chair or R. Bratvold, Director of Education.

The scheduling of a school tour will be discussed at a future Board meeting.

**(f) 2021-2022 Board Advocacy Plan**

**#21R-142**

***Moved by G. Gustafson that the 2021-2022 Board Advocacy Plan be approved with the minor revisions as noted.***

***Carried.***

**REPORTS FROM ADMINISTRATIVE STAFF:**

**(a) Director's Update**

R. Bratvold provided an update on:

- Student learning – SPRSD seasonal Pipe Ceremony at PACI on November 29, 2021; excerpt from a school newsletter demonstrates some of the kind of message to parents that are included in several school newsletters; Teacher Learning Communities is underway, and the November Parent-Teacher Interviews proceeded very well.
- Partnerships – MOU is signed with GDI/University of Regina to continue offering university courses to SPRSD students; grand opening of Family Resource Centre on November 18; the SPRSD will continue to participate and support the Following Their Voices (FTV) but the division's work as the accountable partner will conclude this fiscal year and our partnership with the Ministry and the Learning Bar supports the use of the Parent Survey as part of the OurSchool survey in schools which will be completed shortly.
- OHS and Safety Update - Dr. Chokani presented updated COVID data and perspectives to the Board at a recent session. COVID update data was shared with the Board by email.
- The Ministry of Education is offering an optional online orientation to the Provincial Education Plan (PEP) for new PEPIT members.

- Audited financial statements have been submitted to the provincial comptroller's office and appended to our Annual Report.
- Revisions to our Community Use of Facilities Manual to clarify some of the parameters and costs related to community groups using facilities has been completed.

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

- Facilities Renewal project;
- Advocacy and Engagement part of the Saskatchewan Rivers Students for Change report;
- Dr. Chokani, Medical Health Officer, provides local health update.

**BOARD MEMBERS' FORUM:**

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

**MOTION TO MOVE INTO CLOSED SESSION:**

**#21R-143**

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

*Carried.*

**NEW BUSINESS:**

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

**#21R-144**

*Moved by that the following motions be brought forward:*

- 1. That the Board approve the change to internally restricted surplus listing as presented.  
Carried.*
- 2. That that the Board approve the updated template for reporting for Board committees.  
Carried.*
- 3. That the Board approve the revised Enterprise Risk Management Framework.  
Carried.*
- 4. That the Board approve the SRPSD Risk Register.  
Carried.*
- 5. That the Education Centre be closed to the public on December 28, 29 and 30, 2021.  
Carried.*

**ADJOURNMENT:**

**#21R-145**

*Moved by A. Nunn that the meeting adjourn. (7:10 p.m)*

*Carried.*

**SIGNATURES:**

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Board Chair

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Administrative Services Officer

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Date of Approval

**MEETING DATE: January 10, 2022**

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<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>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:

- Board Remuneration Committee
- LINC Bargaining Committee
- SRSC

**RECOMMENDATION**

***That the Terms of Reference for the Board Remuneration Committee, LINC Bargaining Committee and SRSC be approved.***



**SRPSD Board Remuneration Review Committee**  
**2021-2022**  
**Terms of Reference**

**1. Purpose of the Committee:**

The purpose of the Board Remuneration Review Committee is to review provincial board remuneration rates and provide a written report with recommendations to the Board.

**2. Background**

The committee is created and guided by Board Policy 9: Ad Hoc Committees.

**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:**

The committee shall be composed of the following:

- Cher Bloom, Chair
- Arne Lindberg, Committee member
- Bill Yeaman, Committee member
- Jerrold Pidborochynski, Administrative Support

**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 and recording minutes,
  - ensuring the purpose/deliverables of the committee are achieved.
- Committee members are responsible for contributing to the committee work.

**6. Meetings:**

Meetings will be called by notice of the committee chair, at a location agreed upon by the Committee.

- Meetings schedule:
  - December 10<sup>th</sup>, 2021 - 3:00 p.m.
  - February 2022 TBD

**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 term of the Committee shall be from December 10<sup>th</sup>, 2021 to March, 2022.

**9. Reporting/Communication:**

The committee chair will report on the progress of the committee to the Board and prepare a final report with recommendations for board consideration.

**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 she deems appropriate.

# Trustee Representative on LINC Bargaining Committee 2021-2022 Terms of Reference

## 1. Purpose of the Committee:

The LINC Committee is responsible for negotiating the local benefits related to employment, as determined by *The Education Act, 1995*.

## 2. Background

Local bargaining takes place in a legislative context in the province of Saskatchewan where collective bargaining occurs at both the provincial level and the local school division level. Contract items that are bargained provincially and items that are bargained locally are set in legislation, *The Education Act, 1995*. Specifically, Sections 234 to 269 legislate the bilevel system of bargaining in Saskatchewan.

At its Organizational Meeting, annually, the Board appoints one trustee to represent the Board during the local bargaining process. The Board member appointed to the LINC bargaining committee is important in acting a liaison to the board, ensuring that board policies, foundational beliefs, vision and mission are voiced at the bargaining table, where local benefits of employment are negotiated.

Currently there is a negotiated LINC contract in place from July 1, 2019 to June 30, 2024.

## 3. Member Expectations

The representative trustee on the LINC committee is expected to demonstrate a commitment to:

- Research and understand the bilevel bargaining system in Saskatchewan and their role on the committee.
- Work collaboratively to achieve the committee's purpose.
- Support the work of the management team by providing a board perspective.
- Set a high standard of professionalism in their conduct at the bargaining table.
- Communicate in a manner conducive with maintaining strong and respectful employer-employee relations.
- Maintain the level of confidentiality that is agreed to by the bargaining teams.

## 4. Composition of the Committee:

There are four committee members that represent the Board through and between negotiations:

- The Board is represented by 1 trustee.
- Management is represented by 3 members of the senior management team, as determined by the Director of Education.

Current committee members are appointed, as follows:

Neil Finch – Co-Chair

Jerrold Pidborochynski – Chief Financial Officer

Jaimie Smith-Windsor - Trustee

Robert Bratvold - Director

Teachers establish their own bargaining team, in a manner that fits with *The Education Act, 1995*, their bylaws, and as determined by their membership.

## 5. Roles and Responsibilities:

The committee co-chairs are responsible for:

- orienting committee members
- calling the meetings, setting the agenda and sending notice to committee members
- providing preparation materials
- chairing the meetings and keeping formal documentation/records.
- ensuring the purpose/deliverables of the committee are achieved

Committee members are responsible for meeting preparation, contributing to the committee work and operating within the Board's approved mandate.

The Board's representative on the LINC committee shall:

- Work collaboratively with management to table a pre-bargaining report to the Board that sets (by motion) the mandate for bargaining.
- Ensure that the negotiation of benefits does not exceed the board-approved mandate, unless a change of mandate is approved.
- Adhere to the negotiation principles agreed to by both bargaining parties.
- Draw on Board Policies to express the perspective of the board as the employer.
- Be available between bargaining mandates to reconvene and address matters that have contractual implications (i.e. grievances or MOAs).
- Work with the committee co-chair to provide an appropriate level of reporting to the Board.

**6. Meetings:**

Meetings will be:

- called by notice of the committee chair, at a location agreed upon by the Committee.
- scheduled with reasonable notice, typically with input from all members.

The length of meetings and the number of meetings can vary greatly. Committee members should be prepared to contribute a considerable number of hours to preparation, reading and meeting throughout the bargaining process.

**7. Expenses:**

- Cost-sharing related to bargaining (i.e. snacks/meals) shall be determined by the parties at their first meeting.
- Meetings are expected to be arranged in a manner that reasonably minimizes costs.
- 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:**

Board appointment of its representative occurs at the Organizational Meeting, annually. The committee only meets after the teacher's bargaining committee indicates the desire to begin bargaining, typically at the conclusion of the current contract. Depending on the length of the contract negotiated, this can lead to multiple years without bargaining. The Board appointment continues even in years where no bargaining is expected. The committee is effectively a standing committee. Although it's rare that the parties are convened outside of formal bargaining, the bargaining committee or parties may be convened or called upon to address bargaining or other contractual matters at any time.

**9. Reporting/Communication:**

- The committee establishes communications protocols specific to each round of bargaining.
- The Board member appointed to the committee is expected to assist the administration co-chair in reporting on the collective agreement bargaining progress up to and including the presentation of a tentative agreement for Board consideration.
- As Letters or Memorandums of Understanding are signed with the Teacher LINC Committee, it is the trustees's responsibility to inform the Board, as it is appropriate.

**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.

**Saskatchewan Rivers Students for Change (SRSC) Committee  
2021-2022  
Terms of Reference**

**1. Purpose of the Committee:**

The purpose of the SRSC committee is to support the work of the SRSC, to mentor student trustees, to engage students in the governance of the school division with a focus on improved outcomes for students, and to promote and develop student leadership in the division and province.

**2. Background:**

In its pursuit to improve decision-making, the Board committed to a set of visionary goals; to directly involve students in the governance of the school division; to provide for a mechanism where students could share their perspectives and opinions on education with their locally elected trustees; to maximize student voice and the opportunities available for young people to engage in division-wide leadership and capacity building; and to become the first school division in the province of Saskatchewan to allow for formal representation of student trustees at the board table. What began as a board-initiated effort to allow student trustees a seat and a voice at the board table has become an invaluable part of the culture of the Saskatchewan Rivers Public School Division. Amplifying student voice in the decision-making structures of the school division has also paved the way for partnership building, innovation, enhanced student engagement and a critical cultural shift in school and division culture where students are invited to lead change and affect student achievement and outcomes.

**3. Member Expectations:**

The committee chair (or designate) is responsible for:

- Booking meeting space, calling meetings, setting the agenda, and sending notice to committee members,
- Chairing the meeting and recording minutes,
- Ensuring the purpose and deliverables of the committee are achieved.

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 committee and its objectives.

**4. Composition of the Committee:**

The SRSC committee shall be composed of at least 3 trustees, selected annually at the Organizational meeting of the board:

- Cher Bloom, Chair
- Barry Hollick, Board Chair
- Arne Lindberg, Trustee
- Jaimie Smith-Windsor, Trustee
- Michelle Vickers, Trustee

Administrative Support Cory Trann, Superintendent designated to represent administration

A quorum represents any two committee members.

**5. Committee Roles and Responsibilities:**

SRSC committee members shall:

- Select, on an annual basis, a committee chair and review/approve the terms of reference
- Support the election of SRSC executive on an annual basis,
- Work jointly with the SRSC directly or indirectly to bring forward board directed topics at executive meetings or meetings of the whole SRSC,
- Support the renewal and alignment of the SRSC strategic plan and work plans and work towards alignment with the division strategic plan,
- Review SRSC annual expenses and make an annual recommendation to the board of education for a budget allocation to the SRSC for the purposes of student leadership development,
- Work proactively to help connect students with possible external sources of educational opportunities.
- Evaluate yearly the committee's support of the SRSC

**6. Meetings:**

Committee members shall:

- Meet a minimum of three times per year and/or at the call of the chair,
- Attend meetings of the SRSC and meetings of the SRSC executive.

**7. Expenses:**

The committee shall operate on a near-zero cost basis by attaching committee meetings to existing scheduled meetings and events of the board of education.

**8. Term of the Committee:**

The SRSC is a standing committee of the board, established through policy (Policy 9) and appointed annually at the Organizational meeting of the Board of Education.

**9. Reporting/Communications:**

The committee chair (or designate) will table meeting minutes and prepare a written report with recommendations (if appropriate) to the board for consideration. The committee shall utilize an online platform to house committee minutes, reports and other relevant information.

**10. Decision-Making:**

The committee will work towards consensus in their decisions but the chair will call for a vote where appropriate.

Approved:      December 13, 2021

**MEETING DATE:** January 10, 2022

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>2.8</u>	

**FROM:** J. Pidborochynski, Chief Financial Officer      **ATTACHMENTS** [v]

**BACKGROUND**

**RE: FINANCIAL STATEMENTS – for the First Quarter Ending November 30, 2021**

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

The accompanying financial statements will be reviewed in detail with specific reference to the budget percentage remaining for the period. For comparative purposes 75.0% or nine months remain in the fiscal year.

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

1. Tuition Fees – On-reserve tuition fees for September to December 2021 were billed in November.

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

1. None identified

Capital Purchases

1. Computer equip - \$59K, other equipment - \$42K

**RECOMMENDATION**

***That the Board approve the Financial Statements for the first quarter ending November 30, 2021.***

**Saskatchewan Rivers School Division No. 119**  
**Statement of Financial Position**  
**As at November 30, 2021**

	Current Year Actual	Prior Year Actual	Variance
<b>Financial Assets</b>			
Cash and Cash Equivalents	27,205,973	29,769,460	(2,563,487)
Other Receivables	1,111,096	439,163	671,933
Portfolio Investments	1,000,000	1,000,000	-
<b>Total Financial Assets</b>	<b>29,317,069</b>	<b>31,208,623</b>	<b>(1,891,554)</b>
<b>Liabilities</b>			
Accounts Payable and Accrued Liabilities	3,131,485	2,262,104	869,381
Liability for Employee Future Benefits	3,178,400	3,178,400	-
Deferred Revenue	1,014,083	1,047,781	(33,698)
<b>Total Liabilities</b>	<b>7,323,968</b>	<b>6,488,285</b>	<b>835,683</b>
<b>Net Financial Assets</b>	<b>21,993,101</b>	<b>24,720,338</b>	<b>(2,727,237)</b>
<b>Non-Financial Assets</b>			
Tangible Capital Assets	60,699,955	61,980,847	(1,280,892)
Inventory of Supplies for Consumption	141,036	141,036	-
Prepaid Expenses	204,544	660,782	(456,238)
<b>Total Non-Financial Assets</b>	<b>61,045,535</b>	<b>62,782,665</b>	<b>(1,737,130)</b>
<b>Net Assets</b>	<b>83,038,636</b>	<b>87,503,003</b>	<b>(33,698)</b>
<b>Accumulated Surplus</b>			
Accumulated Surplus - Beginning of the Year	87,503,003	88,000,782	(497,779)
(Loss) earnings from Operations	(4,464,367)	(497,779)	(3,966,588)
<b>Accumulated Surplus</b>	<b>83,038,636</b>	<b>87,503,003</b>	<b>(4,464,367)</b>



**Saskatchewan Rivers School Division No. 119**  
**Statement of Operations and Accumulated Surplus**  
**For the Period from September 1, 2021 to November 30, 2021**

	Current Year Actual	Current Year Budget	Budget Remaining	Budget % Remaining	Prior Year Actual	Actual Variance
<b>REVENUE</b>						
Property Taxation	-	-	-	#DIV/0!	118,651	(118,651)
Grants	22,312,824	90,987,788	68,674,964	75.48%	99,237,912	(76,925,088)
Tuition and Related Fees	1,142,752	2,596,213	1,453,461	55.98%	2,299,631	(1,156,879)
School Generated Funds	761,203	2,280,000	1,518,797	66.61%	1,318,469	(557,266)
Complementary Services	552,885	1,611,542	1,058,657	65.69%	1,866,543	(1,313,658)
External Services	569,684	4,011,354	3,441,670	85.80%	4,400,276	(3,830,592)
Other	275,080	1,031,742	756,662	73.34%	1,308,917	(1,033,837)
<b>Total Revenue</b>	<b>25,614,428</b>	<b>102,518,639</b>	<b>76,904,211</b>		<b>110,550,399</b>	<b>(84,935,971)</b>
<b>EXPENSES</b>						
Governance	159,522	507,962	348,440	68.60%	506,339	(346,817)
Administration	931,648	3,315,166	2,383,518	71.90%	3,211,947	(2,280,299)
Instruction	22,115,436	74,211,913	52,096,477	70.20%	74,893,185	(52,777,749)
Plant	3,339,473	15,914,133	12,574,660	79.02%	18,074,284	(14,734,811)
Transportation	1,861,624	7,226,063	5,364,439	74.24%	6,684,752	(4,823,128)
Tuition and Related Fees	1,000	69,072	68,072	98.55%	81,800	(80,800)
School Generated Funds	434,110	2,305,000	1,870,890	81.17%	1,389,831	(955,721)
Complementary Services	444,023	1,707,630	1,263,607	74.00%	1,944,291	(1,500,268)
External Services	791,959	4,070,122	3,278,163	80.54%	4,261,749	(3,469,790)
Other Expenses	-	500	500	100.00%	-	-
<b>Total Expenses</b>	<b>30,078,795</b>	<b>109,327,561</b>	<b>79,248,766</b>		<b>111,048,178</b>	<b>(80,969,383)</b>
<b>(Deficit) surplus for the Period</b>	<b>(4,464,367)</b>	<b>(6,808,922)</b>	<b>2,344,555</b>		<b>(497,779)</b>	<b>(3,966,588)</b>
<b>Accumulated Surplus, Beginning of Year</b>	<b>87,503,003</b>	<b>87,503,003</b>			<b>88,000,782</b>	<b>(497,779)</b>
<b>Accumulated Surplus, End of Period</b>	<b>83,038,636</b>	<b>80,694,081</b>			<b>87,503,003</b>	<b>(4,464,367)</b>
<b>Tangible Capital Assets</b>						
Tangible Capital Assets - Beginning of Year	61,980,847	61,980,847	-	0.00%	65,480,175	
Tangible Capital Asset Purchases	100,733	817,600	716,867	87.68%	(2,652,980)	
Amortization	(1,381,625)	(5,526,500)	(4,144,875)	75.00%	(846,348)	
<b>Tangible Capital Assets - End of Period</b>	<b>60,699,955</b>	<b>57,271,947</b>	<b>(3,428,008)</b>		<b>61,980,847</b>	

**MEETING DATE:** January 10, 2022

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Accountability Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>13, 14</u>	

**FROM:** T. Michaud, Superintendent of Schools **ATTACHMENTS**

**BACKGROUND**

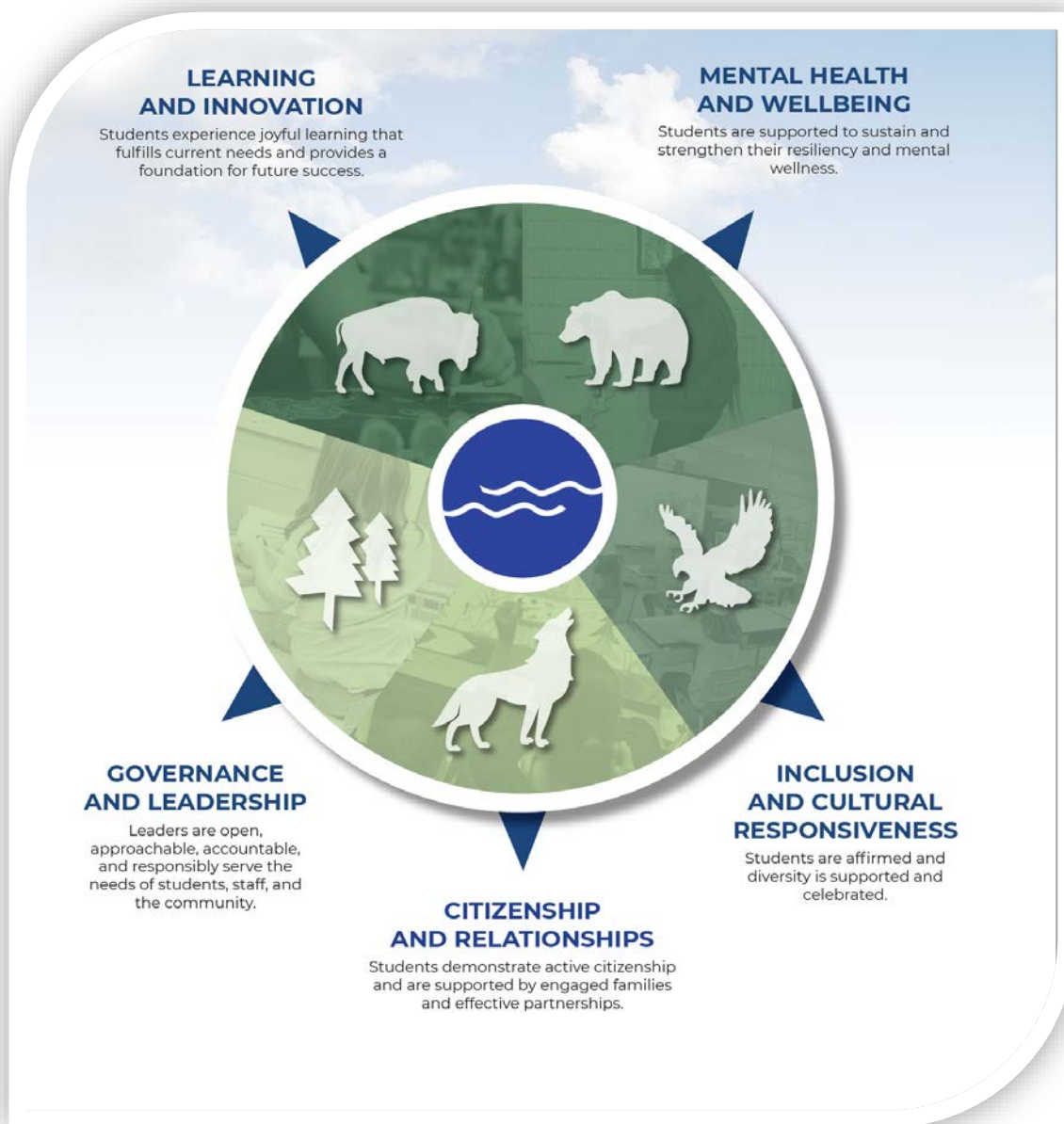
**RE: SRPSD INCLUSIVE EDUCATION ACCOUNTABILITY REPORT**

The attached Accountability Report will be reviewed at the meeting. There will be an opportunity for trustees' feedback, questions, and direction throughout the presentation.

**RECOMMENDATION**

***That the Board confirm that the intent of Policy 14 and the Board's 2021-2024 Strategic Plan expectation for student learning, achievement, community engagement and professional development have been met and that Inclusive Education Accountability Report be referred to the Director Evaluation process.***

# Accountability Report: Inclusive Education



Prepared by:  
**Tom Michaud**  
Superintendent of Schools  
January 2022

## **Source Documents:**

### **1. [The Education Act \(1995\)](#)**

- Section 178 – Pupils with intensive needs
- Section 187 – Gifted pupils
- Section 190 – Health of pupils
- Section 191 – Guidance and counselling services
- Section 192 – Liaison with social agencies

### **2. SRPSD Board Policy Handbook**

#### **a. [Policy 13: Role of the Director of Education](#)**

13.1.2 - Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.

13.6.2 - Reports regularly on results achieved through accountability reports.

#### **b. [Policy 14: Appeals and Hearings Regarding Student Matters](#) **Intensive Needs Review****

As stated in Policy 14, *the Board recognizes the right of a student with intensive needs or the parents/guardians of that student to request a review of a decision related to the designation, placement and program in accordance with provisions outlined in [The Education Act, 1995 and Regulations 50.1](#).*

### **3. [SRPSD 2021-2024 Strategic Plan](#)**

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

#### **Our Priorities**

- Learning and Innovation
- Inclusion and Cultural Responsiveness
- Mental Health and Wellbeing
- Citizenship and Relationships
- Governance and Leadership

### **4. Interim Provincial Education Plan**

- Reading Supports for Grade 1 to 5 Students
- Supportive Learning Opportunities for Students Whose Education May Have Been Impacted by the COVID Pandemic
- Mental Supports for Students and Staff

### **5. [SRPSD Annual Board Advocacy Plan for 2021-2022](#)**

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.

### **6. [Saskatchewan Rivers Public School Division \(SRPSD\) Commitment to Student Achievement](#)**

### **7. [SRPSD English as an Additional Language \(EAL\) Handbook](#)**

## 8. [SRPSD Emergency Response Plan](#)

## 9. [Community Threat/Risk Assessment and Support Protocol](#)

### 10. Administrative Procedures (APs)

- [AP 106](#) – Accountability Reporting
- [AP 150](#) – Lockdown Protocol
- [AP 153](#) – Student and Staff Safety
- [AP 154](#) – Temporary Exclusion of Students for Safety or Medical Reasons
- [AP 200](#) – Organization for Instruction
- [AP 201](#) – Modified, Alternative, Functional and Locally Developed Programs
- [AP 214](#) – Special Education
- [AP 325](#) – Administering Medication and Medical Treatment of Students
- [AP 345](#) – Admission of Resident Students

### Acronyms

Acronym	Description
AP	Administrative Procedure
ASIST	Applied Suicide Intervention Skills Training
CFR	Common Framework of Reference
C-Team	Collaborative Team
EAL	English as an Additional Language
eIIP	Electronic Inclusion and Intervention Plan
ELIS	Early Learning Intensive Supports
ELL	English Language Learner
ESSP	Education Sector Strategic Plan
EST	Educational Support Teacher
FTE	Full Time Equivalent
IS	Intensive Supports
SHA	Saskatchewan Health Authority
SRPSD	Saskatchewan Rivers Public School Division
SSS	Student Support Services
VTRA	Violence Threat Risk Assessment

## Introduction

Saskatchewan Rivers Public School Division prides itself in being a leader in inclusive education focused on *Excellence for Every Learner*. This accountability report will provide of summary of a number of initiatives and programs that support high-quality and purposeful educational programming for each student in our school communities in response to their individual needs. The accountability report has been structured to demonstrate alignment with the priorities of SRPSD’s 2021-24 Strategic Plan.



## LEARNING AND INNOVATION

### SRPSD Specialized Learning Centres, Functional Integrated Programs and Alternative Education Programs

#### Prekindergarten to Grade 8

Specialized Learning Centre	2019-20			2020-21			2021-22			Capacity 2020-21
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
English as an Additional Language	20	1	1	20	1.0	1.0	10	1.0	1.0	20
Developmental Education	22	2.0	10.0	19	2.0	9.0	17	2.0	9.0	22
Life Skills (PK-8)	17	1.0	4.0	16	1.0	3.0	17	1.0	3.0	20
<b>Totals (PreK – Grade 8)</b>	<b>59</b>	<b>4.0</b>	<b>15.0</b>	<b>55</b>	<b>4.0</b>	<b>13.0</b>	<b>44</b>	<b>4.0</b>	<b>13.0</b>	<b>62</b>

#### Grades 9 to 12

Educational Program	2019-20			2020-21			2021-22			Capacity 2020-21
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Carlton High School Independent Futures (Functional Integrated Program)	27	2.0	11.0	29	2.0	12.0	43	3.0	12.0	28
Wesmor Life Skills (Functional Integrated Program)	35	2.0	3.0	41	2.0	3.0	50	2.0	4.0	44
<b>Totals (Grades 9-12)</b>	<b>62</b>	<b>4.0</b>	<b>14.0</b>	<b>70</b>	<b>4.0</b>	<b>15.0</b>	<b>98</b>	<b>5.0</b>	<b>16.0</b>	

There are also three other high school students registered in functional integrated programs in two rural high schools in the Division.

Below is a chart showing how many student registrations were associated with Alternative Education credit courses in each of our high schools. Alternative Education registrations are included in this accountability report as an indicator of our supports for students in completing graduation credit requirements in diverse classroom settings.

School	Number of registrations in Alternative Education Courses	
	2020-21	2021-22
Big River Public High School	17	3
Birch Hills Public School	2	0
Canwood Public School	0	0
Carlton Comp. Public High School	30	22
Distance Learning Centre	0	0
École Debden Public School	0	0
Kinistino Public School	0	0
Meath Park Public School	0	0
Prince Albert Collegiate Institute	0	1
St. Louis Public School	0	0
Wesmor Public High School	192	82
W. P. Sandin Public School	3	6
Won Ska Cultural School	0	0

A hospital-based program provides children accompanying parents requiring mental health supports (Family Treatment Centre), or patients of the Child and Youth Mental Health Services Unit access to educational programming while in the hospital.

Hospital Program	2018-19 Student Contacts	2019-20 Student Contacts	2020-21 Student Contacts
Family Treatment Centre	86	50 <sup>1</sup>	0 <sup>2</sup>
Mental Health Services	317	111 <sup>3</sup>	74 <sup>4</sup>

\*The data in the chart above is a cumulative tally of monthly student contacts and is not indicative of the number of individual students receiving educational services in the hospital program.

Ministry funding for the hospital program is confirmed until March 31<sup>st</sup> 2023.

<sup>1</sup> Services at the Family Treatment Centre were suspended in March 2020 due to the COVID-19 pandemic.

<sup>2</sup> Services at the Family Treatment Centre continued to be suspended for the entire 2020-21 school year.

<sup>3</sup> Services at Youth Mental Health were suspended in January 2020 due to the lack of local psychiatrists and since March 2020, the COVID-19 pandemic has extended the suspension of services.

<sup>4</sup> Services at Child and Youth Mental Health resumed in late February 2021.

## English as an Additional Language (EAL)

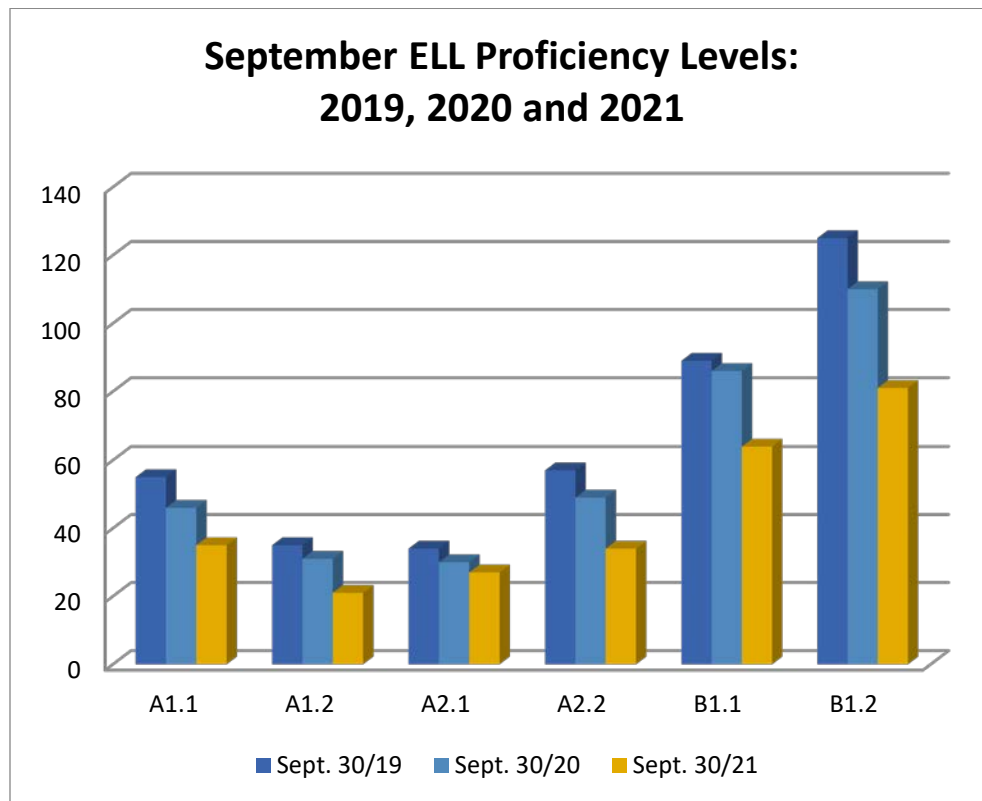
### English Language Learners (ELL) and the Common Framework of Reference (CFR)

EAL teachers assess the readiness and CFR language levels of newcomers to Canada registering in a Canadian school for the first time. The [CFR Global Scale](#) is a chart of internationally recognized language levels that highlight observable language behaviours in social or academic contexts (i.e., the learner will...). The statements describe proficiency according to the learner's performance within 'real-world' contexts.

During the 2020-21 school year, 16 ELLs were assessed, whereas 42 ELLs were assessed in 2019-20 and 49 were assessed in 2018-19. The Ministry provides funding to SRPSD in for initial CFR assessments for newcomers to Canada. For the 16 assessments completed in 2020-21, SRPSD received \$6,430.56.

Additionally, the CFR is used to determine English language proficiency of all EAL students annually. EAL teachers provide support primarily to students with CFR levels of A1.1 to A2.2.

The EAL data illustrated in the following graph is indicative of student growth.



The chart below shows the number of ELLs from September 2019 to September 2021.

	Number of ELLs Sept. 30/19	Number of ELLs Sept. 30/20	Number of ELLs Sept. 30/21
<b>Total ELLs</b>	<b>395</b>	<b>352</b>	<b>-10.9%</b>
			<b>262</b>
			<b>-25.6%</b>



## EAL Service Delivery Model

Various SRPSD personnel are part of the support network for English Language Learners (ELLs) in SRPSD's EAL program. As with any other student, classroom teachers will adapt teaching strategies and modify programming to meet the individual needs of their students. For those students who are at the lowest level of proficiency with the English language, EAL programming and supports are offered to respond to the unique needs of students acquiring English as an additional language.

In elementary schools where the number of EAL students with a CFR Level of A1.1 to A2.2 is greater than five, a dedicated EAL teacher is available to offer enhanced supports to the targeted group of ELLs.

High school EAL supports are offered at Carlton for all city students. In the high school setting, supports are determined based on the required interventions to support students in completing their credit requirements for graduation. Therefore, the staffing allocation will vary when compared to elementary students because of the greater number of students requiring intensive supports to successfully complete necessary credit courses.

The chart below indicates EAL teacher allocations for 2020-21 school year.

School	# of Students A-Level CFR	EAL Staffing Allocation
École Vickers Public School (Grades 1-8 EAL SLC)	20	1.0 FTE Teacher and 1.0 FTE Language Assistant
John Diefenbaker Public School	16	0.6 FTE Teacher
Arthur Pechey Public School	14	0.5 FTE Teacher
Riverside Public School	15	0.5 FTE Teacher
Vincent Massey Public School	15	0.5 FTE Teacher
Princess Margaret Public School	13	0.4 FTE Teacher
Carlton Comp. Public High School	11	2.0 FTE Teachers

An Intensive Supports consultant is responsible for coordinating SRPSD's EAL program. EAL teachers collaborate with the IS consultant throughout the year to network, analyze student data and identify instructional practices that align with students' strengths and needs and contribute to continued student growth.

## EAL Elementary Specialized Learning Centre (SLC)

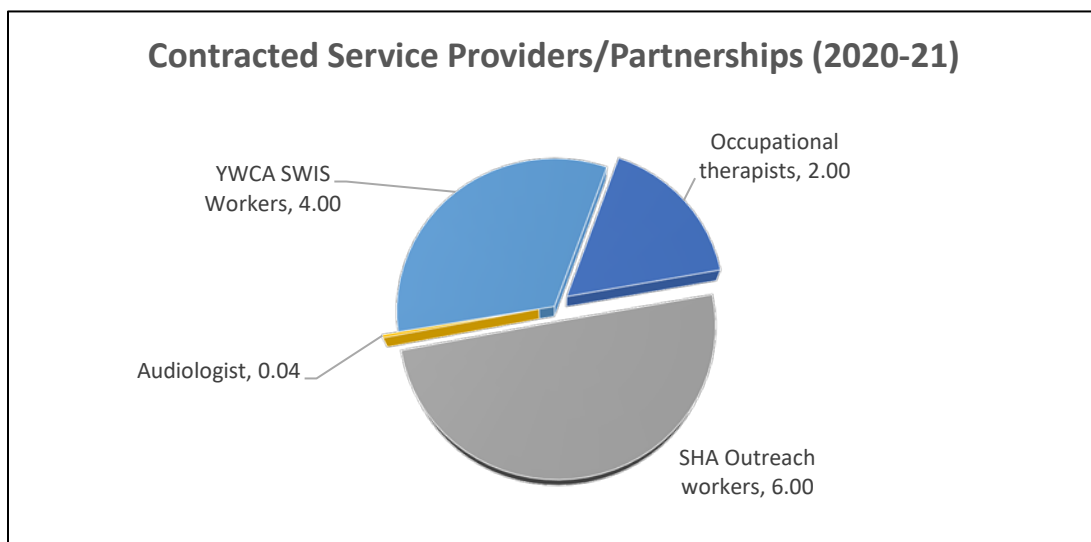
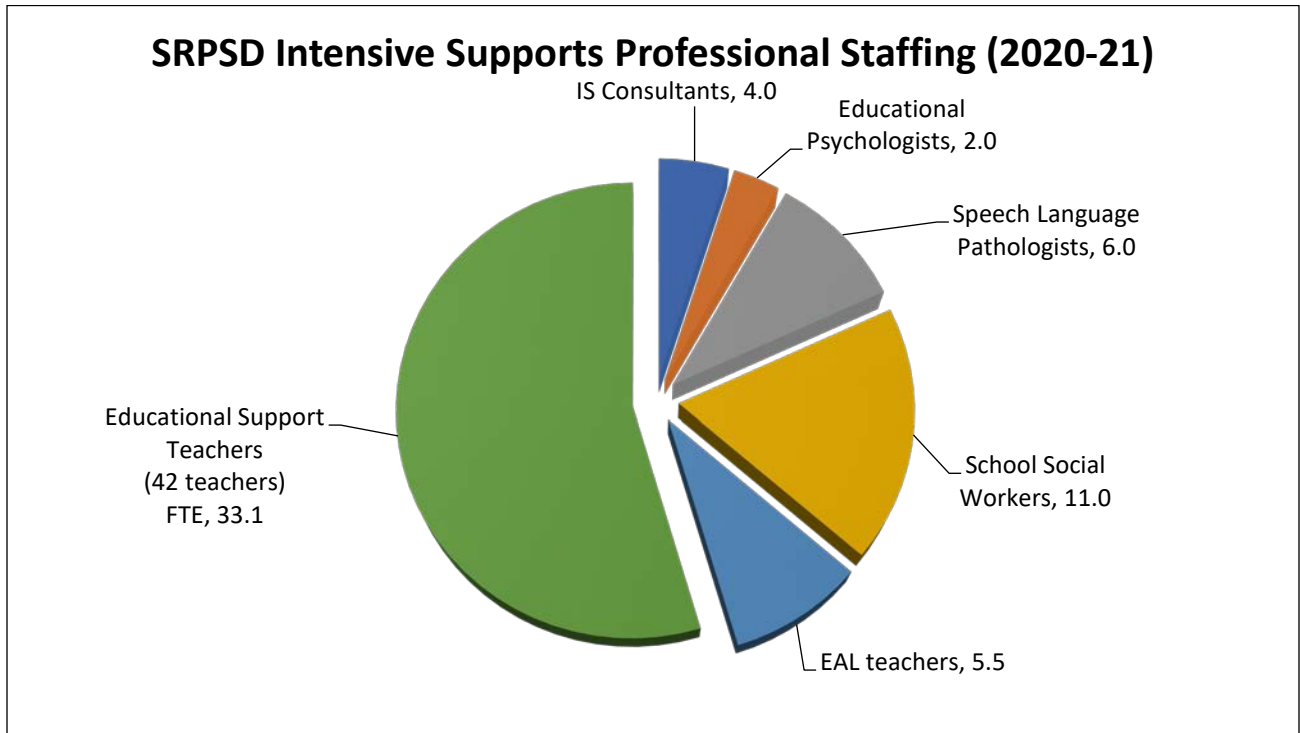
The EAL Specialized Learning Centre for students in grades 1 to 8 is located at Ecole Vickers Public School. The EAL SLC is the initial placement for all elementary aged ELLs in the city of Prince Albert with a CFR Level of A1.1. The purpose of a placement in the EAL SLC is to provide students a language rich education program aimed at accelerating their acquisition of English as an additional language. Once a student's English language skills have improved to the point of being able to be successful in a mainstream classroom, a transition plan will be prepared for placement in their attendance area school. Having the elementary EAL SLC ensures that SRPSD is able to accommodate any ELL who settles in the city of Prince Albert at any time throughout the school year. No student will be placed in the EAL SLC for more than a school year.<sup>5</sup>

<sup>5</sup> Due to the suspension of classes in March 2020, all students who were attending the EAL SLC at the time were placed in the EAL SLC for 2020-21 school year.



# INCLUSION AND CULTURAL RESPONSIVENESS

## Professional Services to Support Inclusive Education



SRPSD also has an agreement with a contractor for additional psychological assessments to compliment our internal services with our two psychologists. In 2020-21, the contractor completed a total of 47 psychological assessments. These assessments are in addition to those provided by our two employed psychologists.

### **2021-22 SRPSD Intensive Supports Staffing Adjustments**

- Transition to contracted services for all educational psychology supports with the retirement and resignation of our two employed psychologists.
- Additional 1.0 FTE Social Worker to respond to needs in multiple schools (funded by one-time COVID supports)
- Additional 3.0 FTE Mental Health Coach supports (funded by one-time COVID supports)
- 0.5 FTE SLP vacant due to extended family support leave
- 1.0 FTE SLP vacant due to maternity leave
- 1.0 FTE Speech and Language Assistant position (temporary to June 2021)
- 2.5 FTE reduction to EAL teachers

### **Gender and Sexual Diversity**

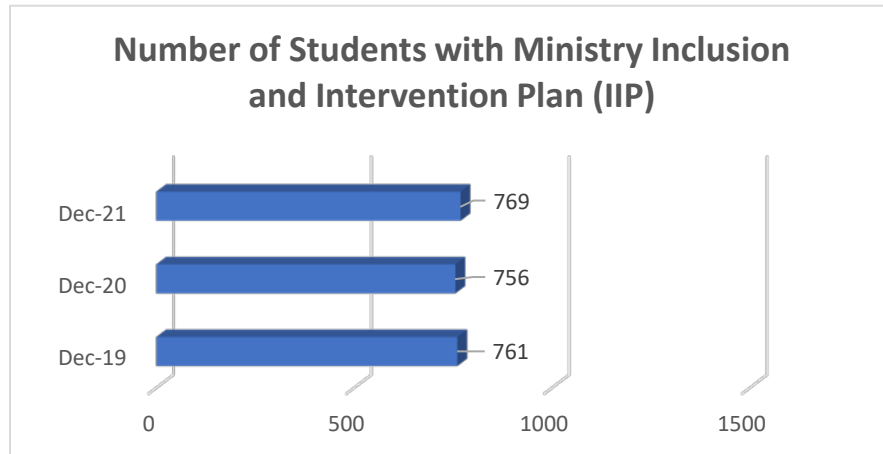
SRPSD is committed to ensuring schools are safe and inclusive for all students, including those who identify as gender and/or sexually diverse. The Mental Health and Wellness Consultant works with each school to support their Student Alliances for Gender and Sexual Diversity. Each school has a staff member who leads the work of their Student Ally Group. Many school groups organized a variety of activities throughout the year, more specifically in June, recognized as Gender and Sexual Diversity Pride Month in Saskatchewan and globally. An example of such activities would include the crosswalk painting on 15<sup>th</sup> Avenue West in front Queen Mary Public School. The adoption of modified versions of the SRPSD logo to show support for gender and sexual diversity has also been widely adopted in the Division with multiple uses throughout the year. SRPSD would also like to recognize the support of Adie Schenk, teacher at Queen Mary Public School, who collaborated with our consultant and school principals to offer a number of workshops for staff and students during the 2020-21 school year. Workshops were offered to members of the Inclusive Learning Team, SRPSD social workers and to staff and students in a number of schools.

It is also important to note that recent facility upgrades also support the inclusion of gender and sexually diverse students. Carlton Comprehensive Public High School, École Arthur Pechey Public School and Riverside Public School now have gender neutral bathrooms.

Recognizing that more needs to be done to support an even more inclusive mindset for gender and sexual diversity in our school communities, the Mental Health and Wellbeing consultant and Superintendent collaborated with an external consultant and researched the initiatives of other school divisions in the province to identify additional measures that align with the provincial vision as outlined in [Deepening the Discussion: Gender and Sexual Diversity](#). Gender and sexual diversity inclusion will become an integral component of our renewed Inclusive Education Framework. It is anticipated that the development of administrative procedures to formally guide school communities in actively supporting gender and sexual diversity will be a key component of the renewed framework.

## Students Requiring Intensive Supports

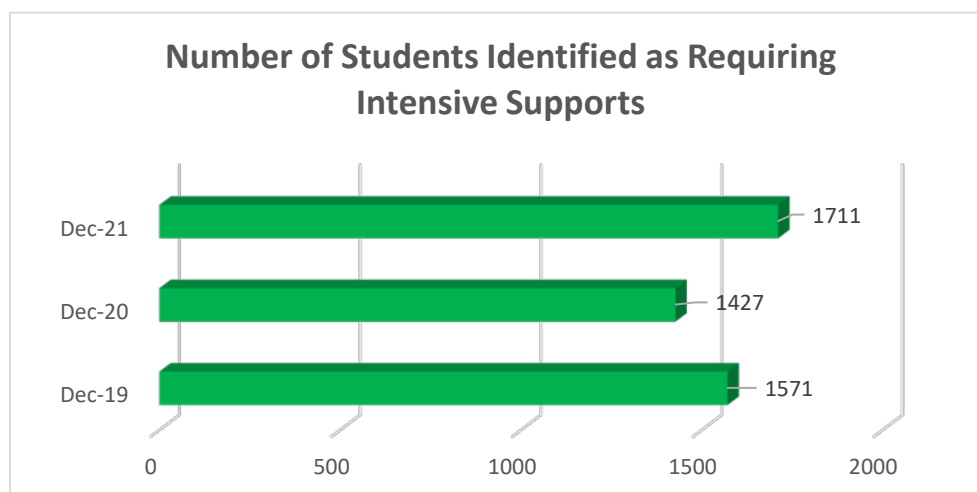
The Ministry of Education requires school divisions to annually report the number of students requiring intensive supports. The number reported is a direct correlation to the number of students with a registered Inclusion and Intervention Plan (IIP). The chart below indicates the number of students with an IIP as identified in SRPSD's annual report submitted to the Ministry in December.



It is important to note that the number of students identified above does not fully portray the actual additional supports being provided to our students with intensive needs. The requirements from the Ministry for the submission of an IIP, and the demands of high caseloads in our schools, limit the number of IIPs we are able to effectively manage and submit in our report. However, SRPSD's commitment to excellence for every learner is evident when one considers the supports that are being provided based on identified student needs.

To more accurately reflect the number of students that have recognized needs and are receiving additional supports in response to these needs, classroom teachers and Educational Support Teachers have been providing data on students receiving additional supports. These students may have a formal IIP, a locally managed intervention plan or other types of structured intervention plans encompassed in our collaborative supports model.

The chart below indicates the total number of students with recognized needs including those with a registered IIP and those with a locally managed intervention plan.



## Inclusion and Intervention Plans (IIP)

As mentioned above, Inclusion and Intervention Plans must be developed for each student identified to the Ministry as requiring intensive supports. Classroom teachers, Educational Support Teachers, school administrators, Intensive Supports personnel, parents, students (when appropriate) and other stakeholders are all involved in the elaboration and actualization of the Inclusion and Intervention Plan. Student growth can be targeted with various strategies and outcomes in nine areas of development. The chart and graph below illustrate IIP outcome achievement rates for each area of development.

IIP Area of Development	Percentage of Overall eIIP Outcomes (2020-21)	eIIP Outcome Achievement rate (2020-21)	eIIP Outcome Achievement rate (2019-20)
Academic Achievement	Unfortunately, due to technical difficulties with our database, we are not able to provide data at this time.  Once the problem has been rectified, the report will be updated.		n/a <sup>6</sup>
Communication			n/a
Health & Personal Care			n/a
Independence			n/a
Motor Skills			n/a
Personal & Social Well Being			n/a
Safety			n/a
Sensory			n/a
Transitions			n/a
<b>Total</b>		<b>n/a</b>	<b>n/a</b>

<sup>6</sup> Due to the suspension of classes and transition to supplemental learning in March 2020, it was not possible to compile accurate data on achievement of IIP goals for the 2019-20 school year.



## MENTAL HEALTH AND WELLBEING

### **Mental Health Supports**

Saskatchewan Rivers Public School Division recognizes the importance of personal wellness in our pursuit of educational excellence. The Division has a multitude of mental health resources and supports to ensure the wellbeing of our staff and students. Our team of psychologists, social workers and the school-based SHA outreach workers provide valuable, on-going professional mental health and personal wellbeing services in each of our schools.

Education is key to empowering individuals in monitoring and managing their mental health and personal wellbeing. In 2020-21, our new Mental Health and Wellbeing Consultant developed a framework detailing a capacity-building model to support Trauma Informed Practice in classrooms. The implementation plan targeted ongoing supports in two pilot schools: École Arthur Pechey Public School and Queen Mary Public School as well as division-based professional development available to personnel from all schools. Please refer to Appendix A for an overview of the Trauma Informed Schools Framework and a summary of the division-based professional development opportunities. This framework facilitated a strategic integration of additional mental health supports for the 2021-22 school year with the allocation of one-time additional funding from the government as part of its COVID response allowing us to expand school-based mental health coaching supports to all schools.

Suicide intervention is another key component of SRPSD's mental health supports. The division has two staff members who are certified to offer Applied Suicide Intervention Skills Training (ASIST). Three ASIST workshops were offered in 2020-21 to a total of 38 participants. Three additional sessions are planned for the 2021-22 school year. Having personnel to offer ASIST training to members of our school teams ensures that we are able to identify at-risk students and direct them to appropriate mental health supports. SRPSD appreciates the additional funding provided by Ministry of Education with the Mental Health Grant made available to school divisions to support mental health training and supports. In 2020-21, SRPSD received an additional \$10,285.00 with the targeted funding for Mental Health.

### **Emergency Response**

The [SRPSD Emergency Response Plan](#) guides administrators and school teams in responding with a proactive and organized process to situations or events that have an impact on students and staff in our schools. Examples of such situations or events may include:

- Unusual incident jeopardizing personal safety
- Serious accident/loss of life of a student or staff member
- Bus accident
- Violence-Threat Risk Assessment
- Other traumatic events

### **Traumatic Event Response**

Intensive Supports personnel are called upon to offer supports to a school community following a traumatic event. The SRPSD Traumatic Response Team includes superintendents, consultants, psychologists, and social workers. In 2020-21, the Traumatic Response Team responded to two traumatic events to support students and staff in schools.

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## **Violence Threat Risk Assessment (VTRA)**

Prince Albert Community VTRA Protocol partners continue to collaborate to update our VTRA Community Protocol and provide VTRA training to partner personnel. Although the pandemic has limited formal in-person meetings of leaders from each partner agency, inter-agency collaboration continues to be a valuable support when schools need to enact a VTRA. The Prince Albert VTRA Community Protocol leadership team will continue its work in finalizing an updated version of the protocol and engaging new community partner agencies. Level 1 training opportunities will continue to be offered on a regular basis by our team of VTRA trainers which includes two SRPSD staff members.



## CITIZENSHIP AND RELATIONSHIPS

***“It takes an entire village  
to raise a child”***

African Proverb

Inclusive education focusing on *Excellence for Every Learner* relies on a wide array of services and supports in response to the needs that are unique to each learner. SRPSD is proud to engage with a wide array of community agencies from diverse service sectors. When responding to complex student needs, having input from multiple and diverse stakeholders such as those identified below, allows school teams to develop and implement high quality education plans targeting individual student growth.

Here are only a few of the stakeholders that play an integral role with ongoing collaboration in our collaborative planning to respond to evolving student needs:

- Parents/guardians
- YWCA Settlement Workers in Schools
- Saskatchewan Health Authority outreach workers
- Prince Albert HUB table
- Neighbouring School Divisions and Education Authorities
- Eagle’s Nest Youth Ranch
- Ranch Ehrlo Society
- Child and Youth Mental Health Services
- Prince Albert Police Service
- Prince Albert Fire and Protective Services
- Royal Canadian Mounted Police
- Parkland Ambulance
- Child and Family Services
- Child and Youth Development Clinic
- Alvin Buckwold Child Development Program
- Saskatchewan Health Authority Therapies Unit
- Prince Albert Community Networking Coalition
- Prince Albert Urban Indigenous Coalition
- and many more...





## GOVERNANCE AND LEADERSHIP

### **ADMINISTRATIVE IMPLICATIONS**

1. In collaboration with the school-based teams and the SRPSD Inclusive Learning Team, we will continue to engage all stakeholders in the best practices in inclusive education and ensure continued alignment with the Ministry of Education's needs-based model of inclusive education.
2. Members of the Intensive Supports team will continue to collaborate with classroom teachers, Educational Support Teachers and administrators in actualizing the needs-based model of inclusive education. The capacity-building approach that directs supports to the school team empowers more stakeholders in the provision ongoing supports that foster student growth.
3. The Intensive Supports Team continues to strive for an exemplary level of supports as defined in the [Ministry of Education's Rubrics for Student Support Services](#) (Pages 6-14). Feedback from school teams confirms that the three Collaborative Teams (C-Teams) are effective in actualizing the above-mentioned collaboration and coordination of interdisciplinary services to maximize supports and build capacity in schools. We will continue to use the C-Team model to foster ongoing collaboration between school teams and the Intensive Supports branch of the Inclusive Learning Team.
4. In 2020-21, Administration developed a three-year plan to review and renew SRPSD's Intensive Supports Framework to support inclusive education. Actualization of the plan began at the start of the 2021-22 school year with data gathering to determine the current level of supports in comparison to the Ministry of Education's rubrics (see #3). Data gathered in year one will be analyzed to develop an action plan to support our school communities with evolving needs to support inclusive education. Year three will see the implementation of the initiatives identified in the Action Plan.
5. SRPSD will continue to focus on responding to mental health needs. The mental health consultant will work with administration to review and enhance current supports and develop a plan for coordinated mental health supports across the division.
6. SRPSD administration will continue to focus on initiatives to support gender and sexual diversity in our school communities. Such initiatives will be a component of the renewed Inclusive Education Framework.
7. SRPSD continues to explore sources of supplemental funding to enhance services provided to students with intensive needs. Additional funding has recently been granted by both the provincial and federal governments (mental health grant, Jordan's Principle and ELIS funding).
8. SRPSD will continue to monitor student progress in the competency levels identified in the Common Framework of Reference and analyze student needs to ensure that our EAL supports are in line with the needs of the evolving English Language Learner population at SRPSD.

9. SRPSD continues to monitor EAL enrolments in each school to determine the most appropriate allocation of resources across the division.
10. SRPSD continues to value its partnership with the YWCA who provides support to our EAL students and families with their Settlement Workers In Schools (SWIS) program.
11. SRPSD continues to value our partnership with the Saskatchewan Health Authority who provides six outreach workers in direct support of students in eight.
12. SRPSD administration will continue to collaborate with school administrators to ensure the Emergency Response Plan remains current and effectively guides responses in emergency situations.

### **GOVERNANCE IMPLICATIONS**

Based on this accountability report, it is recommended that the Board continue to:

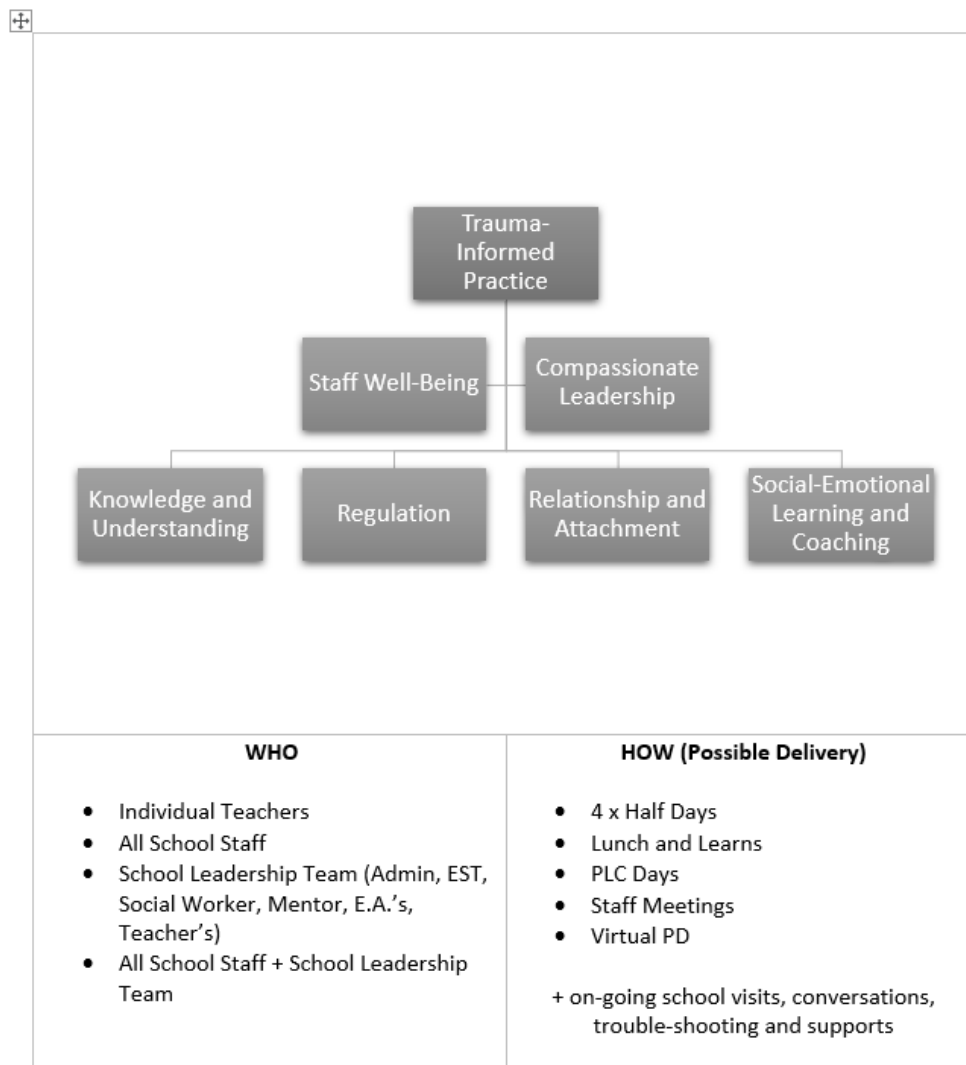
1. provide insight and perspective to administration regarding the provision of services in support of inclusive education.
2. support best practice in inclusive education to ensure *Excellence For Every Learner*,
3. focus on supporting the needs of vulnerable students as outlined in the Board Advocacy Plan,
4. foster partnerships and community engagement, particularly with the Saskatchewan Health Authority,
5. support ongoing renewal of SRPSD Intensive Supports including the potential to restructure or discontinue programs, and allocate budget for intensive supports in ways that appropriately support the current needs of our students based on their learning strengths and challenges and align with the Ministry of Education's needs-based model of inclusive education.

**APPENDIX A****TRAUMA INFORMED SCHOOLS: IMPLEMENTATION PLAN**

<b>SEPTEMBER/OCTOBER/NOVEMBER</b>	
<b>Trauma and Trauma-Informed/Attachment-Based Practice</b>	
<b>Staff Will Learn About (2-3 hours):</b>	<b>Staff Will Work Towards (On-Going):</b>
<ul style="list-style-type: none"> <li>• Trauma and ACE's (Adverse Childhood Experiences)</li> <li>• The Impact of Trauma on the Brain and Development</li> <li>• The Impact of Trauma on Attachment</li> <li>• Protective Factors and Resilience</li> <li>• Intro to Growth Mindset</li> <li>• Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing a student/students to focus on</li> <li>• Identifying the attachment style (if possible) and proving them wrong!</li> <li>• Getting to know the student(s) – likes, dislikes, strengths, triggers</li> <li>• Self-awareness of their own regulation state – identifying triggers</li> <li>• Helping the student regulate – finding strategies that work for that student(s)</li> </ul>
<b>NOVEMBER/DECEMBER/JANUARY</b>	
<b>The Importance of a Healthy Staff</b>	
<b>Staff Will Learn About (2-3 hours):</b>	<b>Staff Will Work Towards (On-Going):</b>
<ul style="list-style-type: none"> <li>• More on Growth Mindset</li> <li>• Self-Awareness</li> <li>• Self-Care Habits <ul style="list-style-type: none"> <li>○ The Regulars (Diet, Exercise, Sleep)</li> <li>○ Benefits</li> </ul> </li> <li>• Boundaries</li> <li>• Distorted Thinking Patterns</li> <li>• Progress, Not Perfection</li> <li>• Healthy Debriefing</li> </ul>	<ul style="list-style-type: none"> <li>• Ways they can challenge themselves and each other to encourage a growth mindset (changing their self-talk and responses to others)</li> <li>• Setting some personal goals for self-care</li> <li>• Making a plan to formally debrief and support progress</li> </ul>
<b>FEBRUARY/MARCH</b>	
<b>Intentional Attachment Building</b>	
<b>Staff Will Learn About (2-3 hours):</b>	<b>Staff Will Work Towards (On-Going):</b>
<ul style="list-style-type: none"> <li>• Effective Strategies to Build Attachment</li> <li>• Playfulness, Playing and Therapeutic Play</li> <li>• Consistency</li> <li>• Behaviour as Language</li> <li>• Being Empathetic and Holding Kids Accountable (Hard Lines)</li> <li>• Trauma-Informed Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to work on attachment building with their student(s)</li> <li>• Picking a couple of specific strategies to try – put in the time</li> <li>• Identifying behaviours and what those behaviours are communicating</li> <li>• Deciding on a couple of 'hard line' behaviours (only 1-3 at a time)</li> <li>• Creating a plan to help with consistency – how will you respond to the 'hard line' behaviours and communicate this to the student(s)</li> <li>• Practicing trauma-informed communication whenever possible</li> </ul>

APRIL/MAY	
Social Emotional Coaching	
Staff Will Learn About (2-3 hours):	Staff Will Work Towards (On-Going):
<ul style="list-style-type: none"> <li>• Teaching/Coaching Social Emotional Skills</li> <li>• Specific Emotional Language – labelling for and getting students to label</li> <li>• Coaching Student(s) on Triggers</li> <li>• Modelling Empathy</li> <li>• Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to practice trauma-informed communication</li> <li>• Labelling emotions appropriately and coaching on appropriate behaviour/responses</li> <li>• Practicing using different behaviours to communicate (re-do's and practice)</li> </ul>

### Coaching and Professional Development Overview



In 2020-21 Twenty-eight workshops or information sessions were offered to staff, students and parents by the Mental Health Consultant engaging approximately a total of 400 participants.

**MEETING DATE:** January 10, 2022

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
<i>Primary Policy Reference:</i>	<u>2.1</u>	

**FROM:** T. Michaud, Superintendent of Schools

**ATTACHMENTS** [ ]

**BACKGROUND**

**RE: FRENCH IMMERSION DESIGNATION – 2022-2023**

The Board must annually pass a resolution confirming French Immersion designation for École Arthur Pechey Public, École Debden Public, École Vickers Public, and Carlton Comprehensive Public High Schools for the 2022-2023 academic year.

**RECOMMENDATION**

*That the Board request that the following schools be designated for French Immersion programming purposes for the 2022-2023 school year:*

- *École Arthur Pechey Public School* *Grades K to 8*
- *École Vickers Public School* *Grades K to 8*
- *École Debden Public School* *Grades K to 8*
- *Carlton Comprehensive Public High School* *Grades 9 to 12*

**MEETING DATE: January 10, 2022**

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>SCC Constitution Amendments</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>10</u>	
<b>FROM: C. Trann, Superintendent of Schools</b>		<b>ATTACHMENTS</b> <input checked="" type="checkbox"/>

**BACKGROUND**

**RE: SCHOOL COMMUNITY COUNCILS CONSTITUTION AMENDMENTS**

AP 110: School Community Councils (SCC), 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 SCCs’ 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:

St. Louis Public High School:

- Changed AGM from June to November
- Removed the position of treasurer
- Updated the name to St. Louis Public School instead of community school.

**RECOMMENDATION**

***The Board approve the presented amended SCC Constitutions for St. Louis Public School for the 2021-22 school year.***

# **The School Community Council of St. Louis Public 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
- 2 secondary students
- 1 representative from One Arrow First Nation

### **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
- Treasurer

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 8 times per school year.

## *The School Community Council Constitution*

### 3.3 Model of Governance

#### **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, Permanent Members of the School Community Council may not 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 and communicate with the school community through the following strategies:

Invitations

Posters

Flyers

Open Monthly SCC meetings

Meeting minutes

Newsletter

## **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.

## **11 Amend the Constitution**

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

School Community Council Constitution (Update of January 2008) Page 4 of 6

## **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 St. Louis 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

**MEETING DATE: January 10, 2022**

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>1.1,1.2, 2.2, 2.3, 13</u>	
<b>FROM: R. Bratvold, Director of Education</b>		<b>ATTACHMENTS</b> <input checked="" type="checkbox"/>

**BACKGROUND**

**RE: SRPSD RESPONSES TO THE TRUTH AND RECONCILIATION COMMISSION’S 94 CALLS TO ACTION**

In June 2015, the Truth and Reconciliation Commission (TRC) published its Calls to Action and SRPSD has been responding to those calls since then. The division began to coordinate and track its response to the Calls that are particularly relevant to our work in 2017. It is important to acknowledge the work of the Indigenous Perspectives team (Jodi Letendre, Shea Pilon) under the leadership of Superintendent Jennifer Hingley in the promotion and achievement of the division’s responses.

Although the summary attached does not intend to capture the complete breadth and depth of daily actions that staff take to move towards full reconciliation, it does indicate some of the focused actions that the division is taking. For reference, the final report of the TRC including the 94 Calls to Action is available here <http://nctr.ca/reports2.php>. Last June’s full report is attached for information and below are some of the key actions that the division has taken in recent months and a few actions planned for the coming months

1. **In response to Call #3**  
Support and implement Jordan’s Principle by accessing Jordan’s Principle funds to support First Nations students who have been limited in their opportunity to access learning in September 2021 and ongoing.
2. **In response to Call #10.iii**  
Development of Tell books with an Indigenous focus to support students with oral language development of students.
3. **In response to Call #10.iv**
  - Expanded Cree Language and Culture program into grade one at John Diefenbaker Public School and recently committed to add PreK and Grade 2 for 2022-23 school year.
  - Established partnership with Métis Nation – Saskatchewan to create a Michif Language and Culture Program at Queen Mary and St. Louis Public Schools in September 2021.
  - Created Indigenous Languages Learning Community - Fall 2021 – ongoing. This group supports Cree & Michif SRPSD teachers and Language Keepers (early years & high school) as well as the Dakota teacher and Language Keeper, EA from Wahpeton and the Cree teacher from Muskoday. We also invited the Michif teachers from St Michael’s Catholic School and Stobart Community School in Duck Lake - provides a rich opportunity for learning and sharing language acquisition strategies & resource ideas

**4. In response to call #10.vii**

The partnership with PA Outreach is continuing to grow. Knowledge Keeper, Pearl Morin is also supporting school requests and their Cultural Advisor Rene French is building hand drums with classes in a few schools and will be leading drumming and singing in those schools as well on a weekly basis.

**5. In response to Call #57**

Completed the Leading to Learn PD initiative for all principals and vice-principals in October 2021. Our team of principals that facilitated the sessions are finalizing plans for renewal and ongoing support.

**6. In response to Call #63.i and 63.ii**

- Facilitated a Land-based Learning overview session for principals in October 2021 and provided several half-day sessions for staff and students.
- Supported teachers directly in reconciliation actions in classrooms and encouraged local capacity building by supporting schools in development of reconciliation leadership teams (active in 8+ schools).

**7. In response to Call #63.iii:**

Hosted a Fall Feast and Pipe Ceremony in November 2021 at PACI and plans are in place for a Winter Pipe Ceremony on February 7, 2022 at Queen Mary Public School.

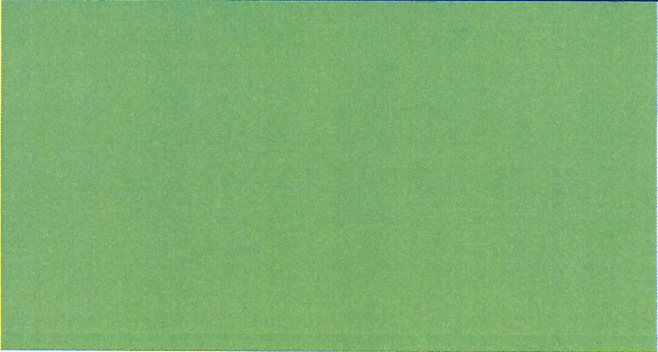
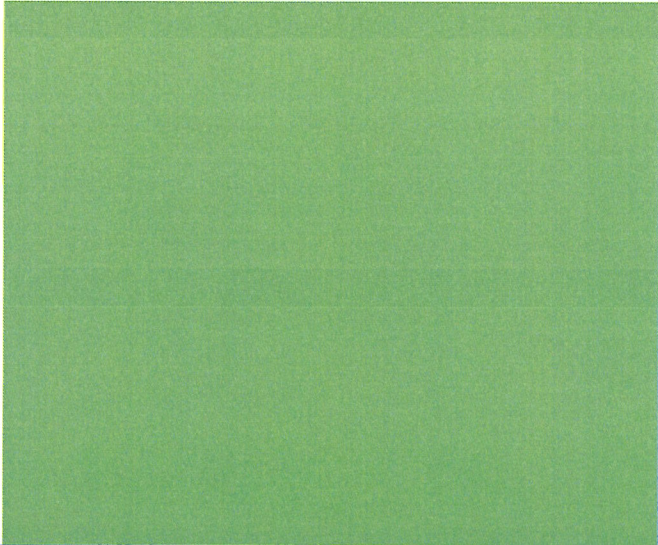
**8. In response to Call #63.iii:**

Planning for pre-teaching classroom sessions about Ribbon Skirt & Ribbon Shirts in February 2022 with celebration of SRPSD Ribbon Skirt and Shirt Day in March 2022.

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**RECOMMENDATION**

***For Board information.***



**TRC's Calls to Action:**  
**A Summary of SRPSD Responses**  
*June 16, 2021*

## SRPSD RESPONSES TO TRC's CALLS TO ACTION

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

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



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

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

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

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

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

**MEETING DATE:** January 10, 2022

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

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

**BACKGROUND**

**RE: LINKAGE MEETINGS**

Administration has been in contact with the Prince Albert Catholic Separate School Division and the President of the Prince Albert and Area Teachers Association regarding meetings. The following are dates and times suggested.

- Prince Albert Separate School Board of Education – *Monday, January 31, 2022* at 6:00 p.m. – proposing the meeting be virtual.  
(Note – the Board has already scheduled a session with the Governance Solutions on this date as well – virtual)
- PAATA Executive – *Wednesday, February 16, 2022* at 5:30 p.m. or 6:00 p.m. – TBD if the meeting is virtual/in-person or a combination of both.

Once meetings have been confirmed, trustees can forward agenda items to Barry Hollick or Robert Bratvold.

**RECOMMENDATION**

*For Board consideration.*