

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

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

**Monday, February 28, 2022
Time: 2:45 p.m.**

AGENDA (#22R-4)

- 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 4:30 p.m.**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular meetings minutes – January 10, 2022, February 7, 2022 and February 16, 2022
 - (b) Board Committee/Representative Updated Terms of Reference for 2021-2022
 - (c) Administrative Procedure Changes
- 8. Business arising from the previous meeting**
- 9. New business** (Board Committee Reports, Trustees' items and Notice of Motions)
 - (a) Motions brought forward from Closed Session of February 28, 2022
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report – **T. McCallum / D. Vidal**
 - (e) Follow-up on Linkage Meetings (PA Separate School Division/PAATA Executive) – **B. Hollick**
 - (g) Board Development Update - Governance Financial Workshop Follow-up – **D. Rowden**
- 10. Accountability reports**

11. Reports from administrative staff

- (a) 2021-2022 SRPSD Global Sports Academy Program Update – **C. Trann**
- (b) Indigenous Languages Update – **J. Hingley**

12. Notice of Motion

13. Three key messages for SCC/Public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
Monday, March 14, 2022 Time: 4:00 p.m.	Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert
Monday, March 21, 2022 Time: 3:00 p.m. to 5:00 p.m.	Planning Meeting, Education Centre, 545 – 11 th Street East, Prince Albert
Monday, April 4, 2022 Time: 4:00 p.m.	Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert
Thursday, April 7 (pm) and Friday, April 8 (all day)	SSBA Spring Assembly, Saskatoon, SK – in person and virtual

MEETING DATE: February 28, 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

- January 10, 2022 Regular Minutes
- February 7, 2022 Regular Minutes
- February 16, 2022 Special Regular Minutes

RECOMMENDATION

1. *That the minutes of the Regular meeting of January 10, 2022 be approved as presented.*
2. *That the minutes of the Regular meeting of February 7, 2022 be approved as presented.*
3. *That the minutes of the Special Regular meeting of February 16, 2022 be approved as presented.*

NO. #2022R-1 (MONDAY, JANUARY 10, 2022)

MINUTES OF THE REGULAR MEETING OF THE JANUARY 10, 2022 AT 5:30 P.M. IN THE SEMINAR ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee (absent)

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee (virtual)

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee (absent)

MR. A. NUNN, Trustee

MS. D. ROWDEN, Vice-Chair

MS. J. SMITH-WINDSOR, Trustee

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mr. T. Michaud, Superintendent of Schools

Mr. J. Pidborochynski, Chief Financial Officer

Mrs. J. Ward, Administrative Services Officer

B. Hollick, Vice-Chair, called the meeting to order.

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

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

MOTION TO MOVE INTO CLOSED SESSION:

#22R-1

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

Carried.

Regular meeting resumed.

STUDENT TRUSTEES

T. McCallum (absent)

D.Vidal

OTHERS

M. Oleksyn, Daily Herald reporter

Gallery – 4 people

ADOPTION OF THE AGENDA:

Chair B. Hollick allowed the group to be added to the meeting as a delegation.

#21R-2

Moved by D. Rowden that the agenda be approved as amended.

Carried.

DELEGATION:

J. Yungwirth, spokesperson for the group, attended the meeting to present notices for approximately 30 individuals regarding COVID-19 injections recommended or administered to minors (under 19 years of age). Note that the group left a package of written information for each trustee and Administrative Council members. She noted that the group plans to follow up in two weeks. B. Hollick informed her of the process to be added as delegation for the next Regular meeting and to contact R. Bratvold for further information.

CONSENT ITEMS:

#22R-3

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

- (a) Adoption of the Minutes for the Regular meetings of December 13, 2021;*
- (b) Board Committee/Representative Updated Terms of Reference for 2021-2022;*
- (c) Financial Statement – for the First Quarter Ending November 30, 2021.*

Carried.

NEW BUSINESS:

- (a) Verbal Update – SRSC Committee

D. Vidal provided a verbal report on the individual schools' activities that have taken place.

ACCOUNTABILITY REPORTS:

- (a) SRPSD Inclusive Education Accountability Report

T. Michaud reviewed the Inclusive Education Accountability Report.

#22R-4

Moved by M. Vickers 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.

Carried.

REPORTS FROM ADMINISTRATIVE STAFF:

- (a) French Immersion Designation – 2022-2023

#22R-5

Moved by B. Gerow 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*

Carried.

(b) **School Community Councils Constitution Amendment**
#22R-6

Moved by D. Rowden that the Board approve the presented amended SCC constitution for St. Louis Public School for the 2021-2022 school year.
Carried.

(c) **Linkage Meetings**

R. Bratvold provided an overview of upcoming linkage meetings for Board information.

- G. Vidal, Member of Parliament for the constituency for Desnethé – Missinippi – Churchhill River – Monday, January 17, 2022 at 2:00 p.m. – virtual
Consensus of the Board was to have administration inquire if MP Randy Hoback would be available for this meeting as well.
- Prince Albert Separate School Division Board – Monday, January 31, 2022 – 6:00 p.m. – virtual meeting.
- Prince Albert and Area Teachers Association Executive – Wednesday, February 16 – 6:00 p.m. (This meeting may be a combination of in-person and virtual.)

(d) **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. The June 2021 full report was provided along with some key actions that the division has taken in recent months and a few actions planned for the coming months.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Inclusive Education Accountability Report;
- Engagement with School Community Councils;
- SRPSD Responses to the TRC Calls for Action.

BOARD MEMBERS’ FORUM:

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

D. Vidal, student trustee, inquired regarding the division hosting a session for interested high school students regarding what a student can expect going to university from an actual university student, CPR session for students and a mandatory language class for high school students. R. Bratvold commented there may be some challenges with the mandatory language such a selection of the language, instructors, and changing the requirements for graduation which is a Ministry responsibility. This can be explored further if needed.

MOTION TO MOVE INTO CLOSED SESSION:

#22R-7

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

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of January 10, 2022:

#22R-8

Moved by that the following motion be brought forward:

- 1. That the Board thank C. Yungwirth, spokesperson for the November 8, 2021 delegation, for the input and continue to follow the guidance from the Saskatchewan Health Authority.***

Carried.

ADJOURNMENT:

#22R-9

Moved by A. Nunn that the meeting adjourn. (7:33 p.m)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval



MISSION: *Strives for excellence in education and seeks to maximize each child's unique learning ability.*

VISION: *Pursuit of excellence, respect of diversity and achievement for all.*

NO. #2022R-2 (MONDAY, FEBRUARY 7, 2022)

MINUTES OF THE REGULAR MEETING OF THE FEBRUARY 7, 2022 AT 5:30 P.M. IN THE SEMINAR ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee
MR. B. GEROW, Trustee (virtual)
MR. G. GUSTAFSON, Trustee
MR. B. HOLLICK, Board Chair
MR. A. LINDBERG, Trustee

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

SENIOR ADMINISTRATION

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

Mr. J. Pidborochynski, Chief Financial Officer
Mr. C. Trann, Superintendent of Schools

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

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

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

MOTION TO MOVE INTO CLOSED SESSION:

#22R-10

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

Carried.

Due to an unplanned power outage, consensus of the trustees present was to reschedule the Board meeting until Wednesday, February 16 for time-sensitive/action items and the remainder of the agenda items to Monday, February 28, 2022.

Board Chair Hollick recessed the Board meeting at 5:00 p.m.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

NO. #2022R-3 (WEDNESDAY, FEBRUARY 16, 2022)

MINUTES OF THE SPECIAL REGULAR MEETING OF THE FEBRUARY 16, 2022 AT 4:00 P.M. IN THE SEMINAR ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee (virtual)

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee

MR. A. NUNN, Trustee

MS. D. ROWDEN, Vice-Chair

MS. J. SMITH-WINDSOR, Trustee (virtual)

DR. M. VICKERS, Trustee (virtual)

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mrs. J. Ward, Administrative Services Officer

Mr. J. Pidborochynski, Chief Financial Officer

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

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

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

MOTION TO MOVE INTO CLOSED SESSION:

#22R-11

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

Carried.

Regular meeting resumed at 5:30 p.m.

OTHERS

M. Oleksyn, Daily Herald reporter (virtual)

ADOPTION OF THE AGENDA:

#21R-12

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

Carried.

NEW BUSINESS:

(a) **Motions from the Closed Session of February 16, 2022:**

#22R-13

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

1. *That the Board authorize the Board Chair to send a letter to J. Yungwirth to advise that her group is not required to attend the next Board meeting as a delegation, and to accept their written presentation by email and if required, have the group attend a future Board meeting and to request that the written submission include full names of those involved in the presentation.*

Carried.

2. *That B. Hollick and C. Bloom be the appointed trustees on the Superintendent Selection Committee.*

Carried.

3. *That the Board approve the division's top three 2023-2024 major capital project priorities to be submitted to the Ministry of Education.*

Carried.

ACCOUNTABILITY REPORTS:

(a) **Transportation Services Accountability Report**

J. Pidborochynski reviewed the Accountability Report for information. Some trustees inquired concerning the lost learning days in relation to bus cancellations due to weather and possible alternate options of learning for those days.

#22R-14

Moved by D. Rowden that the Board approve the Semi-Annual Transportation Accountability Report as presented.

Carried.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) **2022-2023 School Year Calendar**

#22R-15

Moved by G. Gustafson that the Board approve the 2022-2023 school year calendar as presented and request that the Director distribute the calendar following Ministry confirmation of legislative compliance.

Carried.

(b) **Reschedule March 7, 2022 Regular Board Meeting**

#22R-16

Moved by D. Rowden that the Board moved the March 7, 2022 Regular meeting to March 14, 2022.

Carried.

BOARD MEMBERS' FORUM:

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

ADJOURNMENT:

#22R-17

Moved by A. Nunn that the meeting adjourn. (6:00 p.m)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: February 28, 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>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:

- Invitational Shared Services (ISS) Representative
- SSBA Indigenous Council

RECOMMENDATION

That the Terms of Reference for the Invitational Shared Services Initiative (ISSI) and SSBA Indigenous Council be approved.

**INVITATIONAL SHARED SERVICES INITIATIVE (ISSI) REPRESENTATIVE
2021-2022
Terms of Reference**

1. Purpose of the Committee:

The ISSI partnerships also provide an opportunity for the development of joint strategies between provincial school divisions and First Nations to answer the Truth and Reconciliation Commission's (TRC) Calls to Action to eliminate education and employment gaps between First Nations and Métis and non-First Nations and Métis Canadians.

2. Background

The Invitational Shared Services Initiative (ISSI) provides Ministry of Education funding that supports partnerships between provincial school divisions and First Nations education organizations to support students living on-reserve. The partnerships focus on supports for students and teaching staff in the areas of:

- reading;
- literacy;
- graduation;
- early learning; and,
- student engagement.

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:

SRPSD has two different ISSI agreements: One with Wahpeton Dakota Nation and one with Saskatoon Tribal Council, Muskoday First Nation and One Arrow First Nation. The ISSI committee consists of senior staff from each partner, elders and governance officials (trustee and band councillor). Bill Gerow is the trustee representative on this committee.

5. Roles and Responsibilities:

The trustee's role on the committee is to:

- bring school division governance perspective and input to the discussion
- contribute to the planning and monitoring of actions
- bring perspectives of the Board's strategic plan to the ISSI activities
- report highlights from the ISSI meeting back to the Board.

6. Meetings:

- Meetings will be called by notice of the committee chair, at a location agreed upon by the Committee.
- The committee meets several times each year to establish plans for actions, to review progress and track annual outcomes. One of the meetings is usually a celebration of successes and one of the meetings usually includes Ministry representatives as well.

7. Expenses:

- Costs of the committee are borne by the Board.
- 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 trustee is normally appointed to the ISSI committee on an annual basis at the Organizational Meeting.

Approved:

SSBA Indigenous Council

Terms of Reference

2021-2022

1. **Purpose of the Committee:**

The Saskatchewan School Boards Association (SSBA) has engaged and supported Indigenous voice in the Association through the formation of a Council since at least 1990. The value of Indigenous voice in the Association was solidified in 2006 with the inclusion of an Indigenous Constituency representative on the SSBA Executive. The SSBA Indigenous Council provides a forum to engage Indigenous school board members and others in providing strategic advice to the SSBA Executive, and in particular the SSBA Indigenous Constituency representative, on matters regarding Indigenous Education and other relevant matters related to Indigenous Education.

2. **Member Expectations**

Council members are expected to demonstrate a commitment to:

- Work collaboratively to achieve the Indigenous Council's purpose.
- Provide Indigenous perspective, and perspectives of their organizations at Indigenous Council meetings.
- Provide advice to the SSBA Executive, and in particular the SSBA Indigenous Constituency representative, regarding Indigenous Education and other relevant matters related to Indigenous Education.
- Attend Indigenous Council meetings and follow through in a timely manner on any commitments.
- Are engaged to support the success of the Indigenous Council and the SSBA.
- Suggest agenda items to the Chair which may be of a provincial interest.

3. **Composition of the Committee:**

The SSBA Indigenous Council shall consist of self-identified First Nations, Métis, and Inuit school board members, and welcome all school board members interested in the Indigenous Council's work. The Indigenous Council may also include other interested and relevant partners, such as but not limited to, Directors of Education, and individuals from relevant education partners (e.g., Ministry of Education, OTC, FSIN, MN-S).

Bill Gerow is the SRPSD representative.

4. **Roles and Responsibilities:**

- The representative is responsible for
 - attending the provincial SSBA Indigenous Council meetings
 - providing a report to the Board on the meetings
- Council member is responsible for reading, preparation and contributing to the committee work.

5. **Meetings:**

The Indigenous Council may meet four times per year in conjunction with existing Association events, and/or by videoconference/regional gatherings. Additional meetings may be held at the request of the Chair. These meetings may be up to half days in length at a location and date named by the Chair.

6. **Expenses:**

- Costs of the Council member are borne by the Board.
- Other incremental expenses related to Indigenous Council meetings (i.e., facility costs, refreshments, etc.) will be covered by the SSBA.

7. Term of the Committee:

The trustee is normally appointed to the Indigenous Council on an annual basis at the Organizational Meeting. The term of the Council is for two years. Approval to continue the Indigenous Council will be made by motion of the Executive of the SSBA every two years.

8. Reporting/Communication:

- Report to the Board of Education as needed.

9. Decision Making

The Indigenous Council is not a decision-making body. It provides advice to the SSBA Executive, and in particular, to the Indigenous Constituency representative on the SSBA Executive.

Approved:

MEETING DATE: February 28, 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</u>	

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

BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedures has been revised.

- AP 153: Student and Staff Safety (revised) – changes bold/italics and links have been updated

RECOMMENDATION

For Board information.

Administrative Procedure 153

STUDENT AND STAFF SAFETY

Background

Saskatchewan Rivers Public School Division is committed to ensuring safe learning and working environments throughout the school division to ensure acceptable standards of comfort, safety, health and sanitation.

Procedures

1. General
 - 1.1 Principals are ultimately responsible for the safety of students and employees at the school.
 - 1.2 The principal is required to conduct an investigation into all potential and reported incidents of unsafe conditions and establish a plan to alleviate the safety concern.
 - 1.3 The principal is responsible for establishing and communicating clear processes for the development, review and communication of safety plans.
 - 1.4 The principal is to ensure that all exterior doors are locked during the school day.
 - 1.4.1 The main door entrance may remain unlocked if not equipped with an electronic door locking system.
 - 1.4.2 The principal may approve leaving an exterior door entrance unlocked and monitored for special events or circumstances.
 - 1.5 The principal is to maintain adequate conditions of safety and sanitation in the school and on school grounds.
 - 1.6 The principal is to comply with established local, provincial or divisional administrative procedures to ensure that general and emerging repair work meets acceptable safety and sanitary standards.
 - 1.7 The principal is to arrange for the establishment and maintenance of an Occupational Health Committee in the school in accordance with The Saskatchewan Employment Act.
2. The division directs that all employees who have reasonable grounds to believe that there is a child in need of protection from abuse report the matter immediately to an appropriate authority in accordance with *The Child and Family Services Act* and/or *The Emergency Protection of Victims of Child Sexual Abuse and Sexual Exploitation Act*. All employees shall follow the Saskatchewan Child Abuse Protocol Saskatchewan Child Abuse Protocol.
3. Student Safety Plan
 - 3.1 The principal shall ensure that a Student Safety Plan is developed for each student whose repeated and/or predictable behaviour is considered at risk of significant harm to self or others in the school.
 - 3.1.1 The classroom teacher, Educational Support and Principal shall collaborate with other relevant school team members, parents and members of the SRPSD Inclusive Learning Team in elaborating the Student Safety Plan.

- 3.1.2 The principal shares the Student Safety Plan with all persons responsible for carrying out the plan (including substitutes and others who may supervise the student) in order that everyone understands their role in ensuring the student's safety.
 - 3.1.3 The principal shall ensure distribution of the Student Safety Plan as follows:
 - 3.1.3.1 a copy is inserted the student's cumulative file
 - 3.1.3.2 a copy is given to the parents/guardians
 - 3.1.3.3 a copy is forwarded to SSS Superintendent for inclusion in the student's SSS file.
 - 3.1.4 The principal shall ensure that a flag is added to the student's profile in the Student Information System to indicate the existence of an active safety plan
 - 3.1.5 The SSS superintendent shall confirm the existence of a flag in the student's profile in the Student Information System to indicate the existence of an active safety plan.
 - 3.1.6 The Educational Support Teacher shall ensure that the Student Safety Plan is a component of the student's Inclusion and Intervention Plan.
 - 3.1.7 The principal will document that all employees who have direct, regular contact with students with a history of violent aggressive behaviour in school are informed of the risk of injury and related information.
 - 3.2 The principal shall offer to employees having to do physical interventions when managing violent student behaviours associated with an active Student Safety Plan training in Non-Violent Crisis Intervention (NVCI).
 - 3.2.1 The principal shall contact the Student Support Services Consultant to coordinate NVCI training for employees.
4. Transition of students with student safety plans
- 4.1 When a student with an active student safety plan leaves a school, the principal shall follow the procedures listed on the "Sending Principal's Checklist".
 - 4.2 A principal who is to receive a student from within SRPSD who has an active student safety plan will be notified through the following process:
 - 4.2.1 Notification by the Student Support Services consultant;
 - 4.2.2 Notification by the sending Principal.
 - 4.3 When a principal is informed of the upcoming arrival of a student with an active safety plan, the principal shall follow the procedures listed on the "Receiving Principal's Checklist".
5. Emergency Response Plan-Violence Threat Risk Assessment (VTRA)
- 5.1 The superintendent in charge of safety shall ensure that the School Division Emergency Response Plan/ VTRA protocol is current and is followed.
 - 5.2 The principal is to be familiar with and have a working knowledge of the school division's Emergency Response Plan.
 - 5.3 In consultation with their superintendent, the principal shall ensure that the VTRA is followed when any student displays worrisome or threatening behavior.
 - 5.4 At the beginning of the school year, principals shall establish a School Emergency Response Team (SERT) and review the VTRA protocol with them. The principal shall inform staff members, students, parents, and SCC members of the school division's VTRA protocol using the Letter of Fair Notice which is on the School Division website: Letter of Fair Notice.

6. Emergency Plan Plan – Crisis Response
 - 6.1 The Superintendent of Schools in charge of safety shall ensure that the Emergency Response Plan is current and followed.
 - 6.2 The principal shall be familiar with and have a working knowledge of the SRPSD Emergency Response Plan.
 - 6.3 At the beginning of the school year, principals shall review crisis response procedures with the established SST.
 - 6.4 The principal is to inform staff members and SCC members of the school's Emergency Response procedures.

7. Emergency Plan-Tragic Events
 - 7.1 The Superintendent of Schools in charge of safety shall ensure that the Emergency Response Plan is kept current and up to date.
 - 7.2 At the beginning of the school year, principals shall review traumatic incidents and loss guidelines with the established SERT.
 - 7.3 The principal is to inform staff members, parents, and SSC members of the purpose and function of the SERT.

8. Emergency Response Plan Lockdowns

The appropriate number of lockdown exercises are to match the number of fire drills in accordance with Administrative Procedure 161.

9. Other Emergencies

In any school emergency, the principal shall follow the School Division Emergency Response Plan and take whatever immediate action appears to be reasonable and necessary to ensure the safety of students, employees or visitors to the school.

- 10: First Aid
 - 10.1 The principal shall ensure that a supply of first aid materials is available in the school and stored in a location known to all members of the staff.
 - 10.2 The principal shall ensure that *at least* one member of the staff has current certification and training in first aid and Cardio Pulmonary Resuscitation and AED deployment.
 - 10.3 The principal shall ensure that WHMIS (Workplace Hazardous Materials Information System) manuals are current and staff member in-service and materials meet the requirements of The Saskatchewan Employment Act and *Regulations of the Act, 1996*.

11. Hospital Emergency Treatment
 - 11.1 When a student is taken to hospital for treatment of illness or injury or aggressive behavior, the following conditions are to apply:
 - 11.1.1 Attempts are made to notify the parent or guardian
 - 11.1.2 If the parent or guardian cannot be contacted, the hospital is to be advised accordingly.
 - 11.1.3 In the absence of the parent or guardian, hospital procedures for consent and treatment are to be followed.
 - 11.1.4 The Emergency Response Plan has a sample letter to parents and protocol to follow when aggressive behavior is exhibited.
 - 11.2 If an ambulance is required, it is to be called and the expense is the responsibility of the Division.

12. Physical Activities

12.1 Procedures for physical activities safety are stated in SRPSD Safety Guidelines for Physical Activities.

12.2 It is the responsibility of the superintendent responsible for athletics to ensure that the guidelines are kept current and includes direction specific to the following:

12.2.1 Standard of care

12.2.2 Facilities

12.2.3 Equipment

12.2.4 Instruction

12.2.5 Supervision

12.2.6 Clothing and footwear and,

12.2.7 Approved activities.

12.3 Concussion protocol

It is important that all education and sport stakeholders understand the facts about concussion as the risk of concussion extends beyond high school sports into physical education classes, playground activities, and elementary school sports. Therefore, the following concussion protocol shall be in place in all schools:

12.3.1 Every physical education teacher, every school administrator, and at least one coach per team must complete the free concussion management course located at Coaching Association of Canada: Making Head Way Concussion eLearning and/or Concussion Awareness Training Tool.

12.3.2 Students participating in all school sports and their parents/guardians shall be made aware of the symptoms of concussion through the Concussion Recognition Tool. The document shall be a part of the regular communication process to students and parents.

12.3.3 School principals will maintain a record of those staff members who have completed a concussion management course.

12.3.4 An athlete suspected of suffering a concussion must be removed from play immediately and not return to activity until they have followed the six steps of recovery and are symptom free.

12.3.5 Students diagnosed with a concussion must progress through the Six Steps of returning to sports outlined below.

12.3.5.1 No activity - mental and physical rest until symptom-free

12.3.5.2 Light aerobic activity like walking or stationary cycling

12.3.5.3 Sport-specific activity like running or skating.

12.3.5.4 Training drills without body contact

12.3.5.5 Training drills with body contact — only once cleared by a physician

12.3.5.6 Game play

Note: Each step must take a minimum of one day.

If an athlete has any symptoms of a concussion (e.g., headache, feeling sick to his/her stomach) that come back either with activity, or later that day, he/she should stop the activity immediately and rest until symptoms resolve, for a minimum of 24 hours. The athlete should be seen by a doctor and cleared before starting the six-step protocol again. This protocol must be individualized to the athletes, their injuries, and their respective sport.

12.3.6 Additional Resources:

- 12.3.6.1 Parachute Canada**
- 12.3.6.2 Acquired Brain Injury Partnership Project**
- 12.3.6.3 Ministry of Health: Acquired Brain Injury Services**
- 12.3.6.4 Saskatchewan Brain Injury Association.**

13. Protective Equipment

- 13.1 Teachers shall require students to wear safety and protective equipment as recommended for use in their instructional program and other school-approved activities.
- 13.2 Specific guidelines for sporting and physical activities equipment shall be adhered to as outlined in the school division's SRPSD physical activity guidelines.

14. Bus Loading

- 14.1 The principal shall establish procedures and arrange for supervision of bus loading and unloading at the school.
- 14.2 If alterations to existing bus or parking signage is required at any time, the principal shall contact the Superintendent of Facilities.

15. Motorized Vehicular Traffic

Motorized vehicular traffic is prohibited on school property with the exception of:

- 15.1 Designated parking areas and,
- 15.2 Service, maintenance and repair vehicles requiring access to specific areas.

Reference: Section 85, 87, 109, 150, 151, 175, 231, *The Education Act, 1995*; Section 264.1 Criminal Code of Canada; Section 2.8 of the National Fire Code

Revised: December 15, 2014; September 6, 2016; August 21, 2018; November 26, 2018; February 28, 2022

MEETING DATE: February 28, 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, 1.3, 2.3</u>	

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

BACKGROUND

RE: 2021-2022 SRPSD GLOBAL SPORTS ACADEMY PROGRAM UPDATE

Mid-year report containing anecdotal information and data pertaining to successes of the Global Sports Academy program.

RECOMMENDATION

For Board information.



C Trann Report to SRPSD Board February 7, 2022

Re: Global Sports Academy Program Update

Total Student Enrolment Numbers: 49

- 19 Students enrolled in Grade 9-12 Hockey
- 18 Students enrolled in Grade 7-8 Hockey
 - Schools involved: Red Wing, Ecole Vickers, Ecole Arthur Pechey and Osborne
- 12 Students enrolled in the High School Athletics

Grade 7-8 Hockey Program

- Tuesdays and Thursday on-ice training
- Alternate Wednesdays in class learning at Carlton
- Return transportation provided from school to rink or Carlton
- Curricular learning and assessment alignment with Ministry Curriculum. Teacher (Frank Fazio) provides SRPSD report card for students in the grade 7/8 program providing assessment on curricular outcomes connected to the global sports program – primarily PE and Health. Global sports academy (GSA) provides a report card providing assessment of student achievement relevant to GSA outcomes.
- Grade 7/8 program is unique for SRPSD as other global models provide the program at one school only similar to the 9-12 program, it has been a successful partnership in co-developing this program with global.

Grade 9-12 Program:

- Sport specific hockey program and a multisport program which focuses on the sport of choice of the athlete.
- Blended learning environment for students

Student Voice – “What blended learning means to me”:

- *In blended learning, you are able to take multiple classes at once. The majority of work is done online, and you are also able to "blend" outcomes, so if something you're doing in ELA also applies to say, Social Studies, you are able to do one assignment that will cover both outcomes.*
- *Blended learning is where you get to work at your own pace and choose what you want to work on. It will give you a better opportunity to become more self-discipline.*
- *I like the independent aspect.*
- *I like the freedom we have with our work capacity.*

Teacher (Carey Lehner) voice:

- *There is a lot of overlap with academic learning and life skills between Global and Academic programs. Our students are learning how to advocate for themselves with their education.*
- *Our students are excelling as we have provided them choice and allowed a lot of the work to be in their passion area.*
- *The students are learning skills from this program that are going to serve them well in their future regardless of what they do.*
- *From an academic perspective, our students are excelling in their academics. The students and I have regular meetings to make sure they are on track, and if we need to adjust their course plan, we do so.*
- *Our grade 10 students are on track to earn anywhere from 11 – 13 credits this year, whereas a typical grade 10 student earns 10 credits in the year.*
- *The grade 11 students are all working towards a variety of credits as well, depending on their own grad plan. The opportunity to earn additional credits is provided for these students should they wish.*
- *I believe that these students are working harder and learning more than if they were sitting in a “traditional” classroom, even though they might not realize it because they are having fun while doing it!*

Administrator’s Voice (Jeff Court):

- *The addition of Multisport athletes has really pushed the thinking inside of our school’s programs, our students and our staff to think differently about Sport and its core values.*
- *Connecting Global Sport to our enhanced Blended Learning space where student personalization, cross-curricular connections and the development of the whole child has been the central focus.*
- *It has pushed our operational thinking and led us to revamp our adult learning, our offerings for our Band students and how each program can serve our students in a better way.*
- *Global has become an active part of our professional development regarding culture and leadership. They have facilitated workshops for coaches and teachers about creating high impact environments for students. They are currently working with us on co-constructing pillars of what it means to be a Carlton athlete, the parent of a Carlton athlete and the ideals of a Carlton coach.*

Global Sports Academy Voice (Doan Smith):

- *Blended Learning has meshed with Global Sport Academy better than we could have ever imagined. With the academic support and flexibility our students have on a daily level, we have seen great numbers when it comes to attendance, academic success and athletic development.*
- *Celebrations to Share:*
 - *2 students have seen success through WHL Draft.*
 - *3 students in currently in the Process of University commitments.*

MEETING DATE: February 28, 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 type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>9, 10</u>	
FROM: J. Hingley, Superintendent of Schools		ATTACHMENTS []

BACKGROUND

RE: INDIGENOUS LANGUAGES UPDATE

Saskatchewan Rivers Public School Division is committed to responding to the Truth and Reconciliation Calls to Action. Establishing language programs has provided the opportunity to respond to the following *Calls to Action*:

14 i Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them

14 ii Aboriginal language rights are reinforced by the Treaties

SRPSD Language Programs and locations:

Program	School	Grades and enrollment	Partnering Organization
Cree Language Program	John Diefenbaker Public School	Kindergarten - 16 students Grade 1 – 20 students	Not currently
Northern Michif	Queen Mary Public School	Kindergarten - 9 students (Every Day)	Métis Nation of Saskatchewan
Heritage/ St. Louis Michif	St. Louis Public School	Kindergarten - 7 students (Every Day)	Métis Nation of Saskatchewan

Teachers are striving to implement Acquired Second Language Acquisition (ASLA) strategies and include principles from the Language Nest philosophy. “The goal of a language nest is not to “teach” children the language, but rather to create an environment where language can be acquired naturally, as infants acquire their first language. It may be useful to think of a language nest as like “Granny’s house”, where children are cared for in a traditional, cultural way in the language” (Language Nest Handbook BC First Nations Communities, 2014, p. 5). The Michif Language programs are supported by teacher coordinators that provide cultural and language support for students, staff, and the community. Elders and Knowledge Keepers are invited in to share their knowledge and language. The Cree Language Program is supported by staff that have cultural and language expertise.

The professional development of teachers is supported primarily through the Indigenous Language Teacher Learning Community. Teachers are provided with training; sharing and creating of resources and the opportunity to network with each other. The Indigenous Language Teacher Learning Community includes teachers from SPRSD, Saskatoon Tribal Council (Muskoday), Wahpeton Dakota First Nation, Prairie Spirit School Division and Prince Albert Catholic School Division. Plans are underway for a more intensive training in ASLA for the early spring in conjunction with Northern Lights School Division.

RECOMMENDATION

For Board information.