

**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, June 20, 2022**

**Time: 4:00 p.m.**

**AGENDA (#22R-9)**

- 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 meetings minutes – June 6, 2022
  - (b) Financial Statements – for the Third Quarter Ending May 31, 2022
- 8. Business arising from the previous meeting**
  - (a) Student Trustee Special Report – ***T. McCallum / R. Bratvold***
- 9. New business** (Board Committee Reports, Trustees' items and Notice of Motions)
  - (a) Motions brought forward from Closed Session of June 20, 2022
  - (b) External Board Committees (if any)
  - (c) Provincial Update
  - (d) Saskatchewan Rivers Students for Change (SRSC) Report – ***T. McCallum / D. Vidal***
  - (e) SRSC Board Report – ***C. Bloom***
  - (f) Verbal Update on CSBA Congress 2022 – ***B. Hollick***
  - (g) Electoral Boundary Committee Update – ***B. Hollick***
  - (h) Policy Committee Update – ***G. Gustafson***
  - (i) An Overview of the Resolving Conflict Constructively Workshop – ***J. Smith-Windsor***

**10. Accountability reports**

- (a) Communication Accountability Report – ***R. Bratvold***
- (b) Stakeholder Engagement Accountability Report – ***C. Trann***
- (c) Transportation Services Accountability Report – ***J. Pidborochynski***

**11. Reports from administrative staff**

- (a) SRPSD Responses to the Truth and Reconciliation Commission’s Calls to Action  
– ***R. Bratvold***
- (b) 2022-2023 Annual Work Plan – ***R. Bratvold***
- (c) 2022-2023 Board Meeting Schedule – ***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>July 6 to 8, 2022</b>	2022 CSBA Congress, Saskatoon, SK
<b>Monday, August 29, 2022 (to be confirmed)</b>	Board meeting, Education Centre, 545 – 11 <sup>th</sup> Street East, Prince Albert, SK

**MEETING DATE:** June 20, 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>8.8</u>	

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

**BACKGROUND**

**RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING**

- June 6, 2022 Regular Minutes

**RECOMMENDATION**

*That the minutes of the Regular meeting of June 9, 2022 be approved as presented.*

**NO. #2022R-7 (MONDAY, JUNE 6, 2022)**

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION  
NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, JUNE 6, 2022 AT 4:00 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 (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  
**DR. M. VICKERS**, Trustee  
**MR. B. YEAMAN**, Trustee

**SENIOR ADMINISTRATION**

Mr. R. Bratvold, Director of Education  
Mr. J. Pidborochynski, Chief Financial Officer

Mr. M. Hurd, Superintendent of Facilities  
Mrs. J. Ward, Administrative Services Officer

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

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

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

**MOTION TO MOVE INTO CLOSED SESSION:**

**#22R-40**

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

***Carried.***

Regular meeting resumed.

**STUDENT TRUSTEES**

T. McCallum

D.Vidal (absent)

**OTHERS**

M. Oleksyn, Daily Herald reporter

**ADOPTION OF THE AGENDA:**

**#21R-41**

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

***Carried.***

June 6, 2022

**CONSENT ITEMS:**

**#22R-42**

*Moved by G. Gustafson that the Minutes for the Regular meeting of May 9, 2022 be amended to include information shared by student trustee.*

*Carried.*

**#22R-43**

*Moved by A. Lindberg that the following consent item be approved:*

*(a) Correspondence – City of Prince Albert.*

*Carried.*

**NEW BUSINESS:**

**(a) Motions from the Closed Session of June 6, 2022:**

**#22R-44**

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

*1. That the Board authorize expenditures over the individual trustees' professional development allocation.*

*Carried.*

**(b) Board Development Committee Update**

D. Rowden reported that a survey will be emailed to trustees regarding the past year's professional development. She requested trustees to complete as soon as possible unless trustees are planning to attend the Canadian School Boards Association Congress.

**(b) ISSI Partnership Meeting with Muskoday First Nation**

B. Gerow reported at the recent ISSI meeting with Muskoday First Nations he had requested a tour of the Muskoday First Nation School for trustees.

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

T. McCallum provided a verbal report on the individual high schools' activities that have taken place to date including upcoming events.

**(c) Provincial Update**

J. Smith-Windsor provided an update of the items from the SSBA that will be placed on the June 20 Board meeting agenda.

**(d) Board Year-End Events**

B. Hollick provided updates on the following:

- Public Section Annual General Meeting.
- Proposed Minister of Education visit to city school divisions in June or September;
- Importance of trustee's attendance at Grade 12 graduation ceremonies;
- Canadian School Boards Association 2022 Congress – Saskatoon;
- June Recognition Event and individual schools' events to recognize long service recipients.

June 6, 2022

**REPORTS FROM ADMINISTRATIVE STAFF:**

**(a) Approval of the 2022-2023 Annual Budget**

Administration reviewed the 2022-2023 budget for information.

**#21R-45**

***Moved by B. Yeaman that the Board approve the 2022-2023 Annual Budget as presented, including minor changes made after Ministry of Education’s review and approval.***

***Carried.***

**(b) 2021-2024 Strategic Plan Metrics**

**#21R-46**

***Moved by G. Gustafson that the Board affirm the presented metrics as measurements of Strategic Plan goal achievement.***

***Carried.***

**(c) Director’s Update**

R. Bratvold provided an update on:

- Student learning
  - Financial supports for staff to take courses to further their education;
  - V. Kostyniuk’s ELA 10 project with local musician Donny Parenteau;
  - W.J. Berezowsky students/staff involved in the process of incubating eggs.
  - 2022-2023 responsibilities/clusters of Superintendent of Schools shared.
- Partnerships:
  - King George hosts the Firebird North Sistema Music Program on a daily basis after school. Initiated by retired SRPSD band teacher Kathleen Clarke, this is a non-profit community organization that provides a free after school program for youth.
  - Students from many of our schools participated in the Heart of the Youth Pow Wow on May 27. It was estimated to be the largest crowd since its inception and youth learned about the value of culture and tradition by witnessing and participating in the events.
  - The project plans for our two Invitational Shared Service Initiative partnerships have been tentatively approved, but the allocation of funds is not yet finalized.
  - Discussions with Muskoday First Nation has indicated that in the upcoming year they will provide support for their Grade 9 students to enrol in SRPSD high schools.
  - Work continues with the Prince Albert Childcare Cooperative to select a site and develop additional childcare programming connected to one of our SRPSD schools.
- **Ministry and Provincial Happenings**
  - The Interim Provincial Education Plan for 2022-23 and the development of the Long-Term Provincial Education Plan is proceeding as the Education Council will review the work of the PEPIT and then determine if the plan is ready to share with stakeholders to begin the feedback and refinement process. Boards are expected to provide review and consider endorsing the final long-term plan in December 2022 or January 2023.

- The Ministry has indicated that its work on developing a Distance Education Policy is in the final stages.
  - The Ministry has expressed interest in leveraging SRPSD’s work to implement Leading to Learn in our division. In particular, they are interested in the model that our team of Jen Ferguson, Barclay Batiuk and Jennie Green has developed.
  - **Budget and Related:**  
Five years ago, schools and the division made a substantial injection of Chromebooks and these have now reached the end of their lifespan and no longer received security updates from Google. It is a standard practice to cycle the replacement of devices, but this was a significant bulk purchase and its impacts will be felt in schools.
  - Student leaders from École Debden Public School were honoured with one of 3 provincial student citizenship awards for high school students from the Public Section. The Public Schools of Saskatchewan honoured Kyra, Desiree, Gracie, Rose and their SLC advisor Ms. Poirier with the award at its recent gathering. These students developed and implemented their *Mind Your Health Movement* with great success.
- (d) **Approval of the 2022-2023 Interim Provincial Education Plan (PEP)**  
**#21R-47**  
***Moved by D. Rowden that the Board of Education approve the 2022-23 interim Provincial Education Plan.***  
***Carried.***
- (e) **2022-2023 Draft Annual Work Plan**  
The Board reviewed the draft annual work plan for 2022-2023 for information. The plan will be placed on the June 20, 2022 Board meeting agenda for final approval.
- (f) **2022-2023 Board Meeting Schedule**  
The 2022-2023 Board meeting schedule was reviewed. It was noted that as per Board’s request there will be two regular board meetings per month. The meeting schedule along with dates for Planning meetings, Board Director Seminar and Board/Director evaluation will be included on the schedule for approval at the June 20 Board meeting.

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

- 2022-2023 Budget approval;
- Citizenship and relationships;
- Recognition of Long Service Awards/Retirees.

**BOARD MEMBERS’ FORUM:**

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

Student trustee shared information regarding High School Too movement with trustees and requested Board support for this. R. Bratvold indicated that he along with the student trustee will present a written report regarding this for the June 20<sup>th</sup> Board meeting.

June 6, 2022

**#21R-48**

*Moved by A. Nunn that the Board establish a Legacy Document Committee with membership of G. Gustafson, J. Smith-Windsor and C. Bloom with administrative support as required and report back to the Board by the end of December 2022.*

*Carried.*

**#21R-49**

*Moved by D. Rowden that the Board establish a Professional Development Review Committee with membership of the Board Chair, Vice-Chair and Director of Education and report back to the Board by the end of October 2022.*

*Carried.*

**ADJOURNMENT:**

**#22R-48**

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

*Carried.*

**SIGNATURES:**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Administrative Services Officer

\_\_\_\_\_  
Date of Approval

**MEETING DATE: June 20, 2022**

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<input type="checkbox"/> Planning Meeting	<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>	
<b>FROM:</b>	<b>J. Pidborochynski, Chief Financial Officer</b>	<b>ATTACHMENTS <input checked="" type="checkbox"/></b>

**BACKGROUND**

**RE: FINANCIAL STATEMENTS – for the Third Quarter Ending May 31, 2022**

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 25.0% or three months remain in the fiscal year.

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

1. Complementary Services - ELIS grant not budgeted
2. External Services – Large project grants (FTV) are received in June

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

1. Instruction – majority of expenses incurred over 10 months
2. Tuition Fees – paid in June
3. Complementary Services – ELIS expenses not budgeted

Capital Purchases

1. Computer equip - \$219K, other equipment - \$124K

**RECOMMENDATION**

***That the Board approve the Financial Statements for the third quarter ending May 31, 2022.***

**Saskatchewan Rivers School Division No. 119**  
**Statement of Financial Position**  
**As at May 31, 2022**

	Current Year Actual	Prior Year Actual	Variance
<b>Financial Assets</b>			
Cash and Cash Equivalents	20,476,710	29,769,460	(9,292,750)
Other Receivables	779,813	439,163	340,650
Portfolio Investments	2,000,000	1,000,000	1,000,000
<b>Total Financial Assets</b>	<b>23,256,523</b>	<b>31,208,623</b>	<b>(7,952,100)</b>
<b>Liabilities</b>			
Accounts Payable and Accrued Liabilities	5,763,173	2,262,104	3,501,069
Liability for Employee Future Benefits	3,178,400	3,178,400	-
Deferred Revenue	168,029	1,047,781	(879,752)
<b>Total Liabilities</b>	<b>9,109,602</b>	<b>6,488,285</b>	<b>2,621,317</b>
<b>Net Financial Assets</b>	<b>14,146,921</b>	<b>24,720,338</b>	<b>(10,573,417)</b>
<b>Non-Financial Assets</b>			
Tangible Capital Assets	58,178,694	61,980,847	(3,802,153)
Inventory of Supplies for Consumption	141,036	141,036	-
Prepaid Expenses	614,746	660,782	(46,036)
<b>Total Non-Financial Assets</b>	<b>58,934,476</b>	<b>62,782,665</b>	<b>(3,848,189)</b>
<b>Net Assets</b>	<b>73,081,397</b>	<b>87,503,003</b>	<b>(879,752)</b>
<b>Accumulated Surplus</b>			
Accumulated Surplus - Beginning of the Year	87,503,003	88,000,782	(497,779)
(Loss) earnings from Operations	(14,421,606)	(497,779)	(13,923,827)
<b>Accumulated Surplus</b>	<b>73,081,397</b>	<b>87,503,003</b>	<b>(14,421,606)</b>

**Saskatchewan Rivers School Division No. 119**  
**Statement of Operations and Accumulated Surplus**  
**For the Period from September 1, 2021 to May 31, 2022**

	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	71,042,034	90,987,788	19,945,754	21.92%	99,237,912	(28,195,878)
Tuition and Related Fees	2,564,499	2,596,213	31,714	1.22%	2,299,631	264,868
School Generated Funds	2,097,579	2,280,000	182,421	8.00%	1,318,469	779,110
Complementary Services	1,517,857	1,611,542	93,685	5.81%	1,866,543	(348,686)
External Services	1,835,293	4,011,354	2,176,061	54.25%	4,400,276	(2,564,983)
Other	878,495	1,031,742	153,247	14.85%	1,308,917	(430,422)
<b>Total Revenue</b>	<b>79,935,757</b>	<b>102,518,639</b>	<b>22,582,882</b>		<b>110,550,399</b>	<b>(30,614,642)</b>
<b>EXPENSES</b>						
Governance	375,908	507,962	132,054	26.00%	506,339	(130,431)
Administration	2,526,495	3,315,166	788,671	23.79%	3,211,947	(685,452)
Instruction	68,065,872	74,211,913	6,146,041	8.28%	74,893,185	(6,827,313)
Plant	11,048,231	15,914,133	4,865,902	30.58%	18,074,284	(7,026,053)
Transportation	6,123,030	7,226,063	1,103,033	15.26%	6,684,752	(561,722)
Tuition and Related Fees	2,700	69,072	66,372	96.09%	81,800	(79,100)
School Generated Funds	1,758,539	2,305,000	546,461	23.71%	1,389,831	368,708
Complementary Services	1,355,580	1,707,630	352,050	20.62%	1,944,291	(588,711)
External Services	3,101,008	4,070,122	969,114	23.81%	4,261,749	(1,160,741)
Other Expenses	-	500	500	100.00%	-	-
<b>Total Expenses</b>	<b>94,357,363</b>	<b>109,327,561</b>	<b>14,970,198</b>		<b>111,048,178</b>	<b>(16,690,815)</b>
<b>(Deficit) surplus for the Period</b>	<b>(14,421,606)</b>	<b>(6,808,922)</b>	<b>(7,612,684)</b>		<b>(497,779)</b>	<b>(13,923,827)</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>73,081,397</b>	<b>80,694,081</b>			<b>87,503,003</b>	<b>(14,421,606)</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	342,722	817,600	474,878	58.08%	(2,652,980)	
Amortization	(4,144,875)	(5,526,500)	(1,381,625)	25.00%	(846,348)	
<b>Tangible Capital Assets - End of Period</b>	<b>58,178,694</b>	<b>57,271,947</b>	<b>(906,747)</b>		<b>61,980,847</b>	

**MEETING DATE: June 20, 2022**

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<input type="checkbox"/> Planning Meeting	<input type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Student Trustee Special Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>1.2, 1.4</u>	

**FROM: Robert Bratvold, Director of Education**      **ATTACHMENTS**     

**BACKGROUND**

**RE: ENCOURAGING BOARD ACTION TO END SEXUAL VIOLENCE IN HIGH SCHOOLS**

Recently, there has been a movement that is growing in strength to end sexual violence. The “High School Too” movement is specifically seeking action to support high schools. Background information below is based on information from the High School Too website <https://www.highschooltoo.ca/>.

Sexual assault against high school students is not just rumours or school drama. It is a problem in Canada, with [1 in 7 girls](#) saying another student has sexually assaulted them. Attention and resources have been placed on sexual violence in colleges and universities in recent years, but the same attention is needed for high schools. The research shows that 15% of girls and 9% of boys between the ages of 14 to 21 identified that they have had a sexual act forced upon them by a peer, including oral sex or being forced to touch someone sexually ([Taylor et al., 2019](#)). Moreover, in a school climate survey, many LGBTQ+ students (58%) identified that they had been sexually harassed in the past year, and 13% reported that this harassment occurred often or frequently ([Kosciw et al., 2020](#)). It is evident from these statistics that more is needed to prevent, support and respond to sexual violence and harassment for high school students across Canada.

**Potential Actions**

Given the current circumstances, it is critical for educational leaders to address the concerns of high school students and their supporters regarding sexual violence support and education in high schools. Current SRPSD policies, procedures and training provided to staff and students are helpful but more is needed. The Board is encouraged to:

1. Review its polies and procedures related to violence, harassment and discipline and consider developing stand-alone sexual violence and sexual harassment policies/procedures
2. Update dress code policies and protocols with students to ensure that learning environments are equitable, shame-free, welcoming, and inclusive.
3. Invite the SRSC to consider establishing a “Consent Committee” that could provide meaningful insights and feedback on the ongoing work to address sexual violence.
4. Explore partnerships with community sexual violence organizations with the intent to establish agreements to ensure high school students and families have access to education and support.
- 5.

**RECOMMENDATION**

***That the Board commit to advocacy, board development and action to end sexual violence in schools.***

## Ideas to Consider

Provided by Student Trustee McCallum June 20, 2022

The “High School Too” movement is a great starting point in order to combat sexual violence in high schools. They create some great points that we can adapt to our schools all over the province. Although there is another idea that Mr. Lokinger helped conjure up recently to help improve our mental health system.

Mental health is an endless battle for people all over, especially in schools. Many children and teenagers suffer from mental health as a never-ending cycle, and it is a mix of the pressures of their personal life and school life. Over the years there have been many ideas brought up in order to combat mental health issues in schools all over, but it seems some of those strategies do not work as well as others. The reason could possibly be the “cycle” of mental health. In the article “*Desperately Waitin*” -A Report by Saskatchewan’s Advocate for Children & Youth,” they bring up the idea that the way our schools handle mental health is just a cycle. This link to the article is here <https://www.saskadvocate.ca/sites/default/files/u11/Desperately%20Waiting%20-%20special%20report%20-%20Mar%202022.pdf> and the cycle described is:

- 1. Youth speak up about their issues**
- 2. Get help from an institution for their issue**
- 3. Get medication and different coping skills for their issue**
- 4. Be released from institution, expected to help themselves**
- 5. Relapse**

Sometimes the youth who do speak up are unable to get the help they need for their issue. Although within schools this cycle is evident since many schools claim they have the solution to help their students with their new strategy. Most of the time with this new strategy, things tend to stay the same.

The proposal brought up in the article is simple, “The way to break the cycle is to combat mental health at the root of the problem,” but wouldn’t that mean schools would need to invade a student's personal life? No. With a certain strategy in place, there are ways to overcome this and easily make it so the student can be encouraged to use their own voice.

By utilizing a series of stages throughout a youth's early school years we can teach them about the topic of Prevention of ACEs (Adverse Childhood Experiences). These stages would be spread out a youths grade system, and when they get older they learn ways to identify whether they are in a toxic household and to build the courage to speak up and get help. Here are the stages:

**STAGE 1 -PreK to Grade 4- (Prevention of ACEs):**

Teaching our young students about what is okay, and what is not okay (Emotional abuse, physical abuse, sexual abuse, neglect, and more.) These would be the most crucial moments in a student's life since most young children do not know right from wrong. Basing a curriculum on teaching the Prevention of ACEs, or identifying a toxic household, fits perfectly on “combatting mental health problems at the root.” If we get a student's help before too much trauma sets in, then the issues in the future are slimmed down.

**STAGE 2 -Grade 4 to Grade 8- (Finding Voice):**

In this stage, there would be teaching on how to encourage our students on voicing their trauma. One such idea would be to use the Embracing Life app as a “how are you feeling today” system. Most students are too afraid to voice up about their trauma, but making use of technology in order for them to find a voice is a step in the right direction. From there, teachers can be an admin on their student's journaling on the app, and if they see any indication that the student is in trouble at home they can take the initiative. Another topic we can teach is good strategies for dealing with mental health, this being journaling as one the ways. The Embracing Life app would be a great flagging system for teachers.

**STAGE 3 -Grade 8 to Grade 12- (Surfacing Trauma with support from counsellors.):**

In this stage, if there is any trauma set in then schools would make use of the support they have for the student. This is in the form of counsellors, mentors, etc. Mental health can never be fully taken away, but it can be slimmed down to a more manageable state.

By making use of these different stages we can help our students by combating mental health at the root of the issue. Teaching young children how to identify if they are in a bad place or not. These issues they face would be manageable if we gain the advantage of learning about them early on in their life, ad

**MEETING DATE: June 20, 2022**

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	<input type="checkbox"/> Other:	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>9.5</u>	

**FROM: C. Bloom, Chair of the SRSC Committee** **ATTACHMENTS**

**BACKGROUND**

**RE: FINAL REPORT OF THE SASKATCHEWAN RIVERS STUDENTS FOR CHANGE (SRSC) COMMITTEE**

Attached is the report from the SRSC Board Committee from its June 13 meeting for information.

**RECOMMENDATION**

*For Board information.*

## **Final Report from the Sask River Students for Change Committee**

**Members: Cher Bloom (Chair) Arnie Lindberg, Barry Hollick, Michelle Vickers, Jaimie Smith-Windsor, Cory Trann (administrative support)**

Committee met on June 13 and discussed the past year with the Sask Rivers students for change. Discussion included overview of the success and challenges of this year and impacts of the virtual platform that had to be encountered and navigated through. Ideas for improvement were suggested and will be implemented for the new school year. We had a strong showing of trustee attendance at both executive and full meetings, however had some challenges with executive attendance. The committee reaffirmed the importance of student engagement at the board table and will add an orientation for the student executive to highlight roles and responsibilities of those members including student trustees. The committee will stress with the student trustees that they are speaking on behalf of the entire student body and to obtain feedback when expressing issues and ideas at the board table. As a committee we will suggest a template for student trustees to follow when presenting their reports to the board monthly and have a process to review and summarize prior to meetings.

### **Next Steps for Committee**

- orientation framework for SRSC executive outlined by early September with orientation to take place late September when positions are filled
- encouraging students to lead executive meetings
- facilitating SRSC to connect with other student voice groups in the province's school divisions
- connection or possible presentation from organized student voice groups outside of province

Examples could include but not limited to:

Vancouver District Student Council

Ontario Student Trustees Association:

Assembly of First Nations Youth Council on Education - Carriers of Hope -- Youth Calls to Action

Minister of Education Youth Council (Sask):

Student Voice initiative (Canada):

- Possibility of students joining in Presenting With Confidence workshop when course is held in fall
- Advocacy with students for removal of departmental exams

### **Highlights of the Year**

- We were able to meet as a full group in early May for our last full meeting. Representatives attended from PAGC to present on Embracing Life app that was developed and implemented for youth mental health but could be valuable tool for anyone and available for free Download, includes journalling portion, resources available, safety plans
- Were able to present students with Children's Advocate's report titled Desperately Waiting which examines the mental health and services for youth in Saskatchewan as well as shortfalls, worked in groups to unpackage information and receive their feedback and perspectives on areas of the report
- Student executive worked together to create presentation to board with mental health, education innovations, and budget ideas
- Introduced the strategic plan and spent the year using this as a guide for our engagements with students, was able to use Elder's video to help build a First Nations perspective and understanding of the plan

**MEETING DATE:** June 20, 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 type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Policy Committee Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.4, 11</u>	

**FROM:** G. Gustafson, Committee Chair **ATTACHMENTS**

**BACKGROUND**

**RE: APPROVAL OF POLICY CHANGES**

The committee reviewed the changes to the policies that did not change the intent and for the most part just reflect current practice. The proposed changes have been highlighted and deletions crossed-out for reference.

- Policy 1 – Foundation Statements
- Policy 6 – Role of the Vice-Chair

**RECOMMENDATION**

***That Policy 1 – Foundation Statements and Policy 6 – Role of the Vice-Chair be approved as revised.***

## Policy 1

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### Foundation Statements

#### Vision

Pursuit of excellence, respect for diversity, and achievement for all.

#### Mission

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

#### Motto

*Excellence for Every Learner*

#### Core Values

##### 1. Educational excellence:

- 1.1 Ensure excellence in academics, citizenship and character education;
- 1.2 Maximize every student's ability to learn;
- 1.3 Promote a school environment conducive to learning;
- 1.4 Provide a broad base of current knowledge to students;
- 1.5 Educate every student to be a citizen who is responsible, demonstrates integrity, respects him/herself and others and exhibits high self-esteem;
- 1.6 Instill in students a sense of lifelong learning;
- 1.7 Deliver a value-oriented education to students. Core values such as respect, responsibility, joy and excellence are highly regarded;
- 1.8 Address the educational, cultural and spiritual needs of all students.
- 1.9 Provide an education for students which will enable them to become responsible members of society.

##### 2. Human diversity:

- 2.1 Recognize ways in which human beings are both similar and different.
- 2.2 Accept and respect differences in people and their unique circumstances; including, but is not limited to, gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic status, religion, family status, and mental and physical ability;
- 2.3 Subscribe to the fundamental principle that all persons are equal in dignity and rights;
- 2.4 Foster cultural responsiveness;
- 2.5 Promote everyone's right to equal concern and respect;
- 2.6 Provide an environment which promotes and fosters growth, harmony and equality of opportunities for all students and staff members.

### 3. Community participation/engagement:

- 3.1 Recognize the home has an important role in building a learning community and is a genuine partner in education;
- 3.2 Develop effective partnerships;
- 3.3 Follow an integrated services model that includes human services agencies as partners in education;
- 3.4 Enhance relationships with community partners and the business sector;
- 3.5 Build and maintain trusting relationships among home, school, and community.

### 4. Responsible governance:

- 4.1 Provide leadership and strategic direction;
- 4.2 Operate with integrity in an open, accountable and approachable fashion;
- 4.3 Consult and communicate regularly with **Elders Council**, students, School Community Councils and other stakeholders;
- 4.4 Make well informed, proactive, fiscally responsible decisions that reflect the needs of the community and the best interests of students;
- 4.5 Treat staff in a professional manner and value good staff morale.

### 5 Effective infrastructure and facilities:

- 5.1 Provide high quality, safe, and accessible facilities, transportation, equipment and technological resources.

#### Logo



The purpose of the Saskatchewan Rivers Public logo is to visually represent our brand and effectively communicate who we are as a division. The two rivers represent the North and South Saskatchewan Rivers which meet within the boundaries of the school division. The trees also refer to our location in the parklands area of the province. The word public is significant as it speaks to our commitment to serve all children in our area. This logo may not be duplicated without express permission from the Division.

Legal Reference: Section 85, 87, *The Education Act, 1995*

Approved: May 5, 2014

Revised: November 26, 2018;

## Policy 6

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### ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office during the pleasure of the Board.

#### Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence or at the Board Chair's request and shall have all the duties and responsibilities of the Board Chair. (Note: If both the Board Chair and Vice Chair are absent from a Board meeting, the Deputy Chair or most current Deputy Chair in attendance shall act as chair of the meeting. In the absence of the Board Chair and the Vice Chair from a meeting of the Board, the trustees present shall elect one of their members to act as Chair of the meeting.)
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. In consultation with the Board Chair ensure the Board develops and implements an orientation program for newly elected trustees.
4. Act as a signing officer for the Division in the absence of the Board Chair.
5. Address inappropriate behaviour on the part of a trustee in collaboration with the Board Chair as per Policy 4 – Trustee Code of Conduct.
6. Be a standing member of the Board Development Committee.
7. Be a standing member of the Out of Scope Committee.
8. Lead the process of drafting and presenting the Board advocacy plan for the coming year and update the Board regularly on progress.
9. Sign off monthly expense claims for the Board Chair.
10. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Revised: November 26, 2018; February 11, 2019; June 8, 2020; June 21, 2021

**MEETING DATE:** June 20, 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"/> Planning Meeting	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2</u>	

**FROM:** J. Smith-Windsor, Trustee **ATTACHMENTS**

**BACKGROUND**

**RE: AN OVERVIEW OF THE RESOLVING CONFLICT CONSTRUCTIVELY WORKSHOP**

Attached is the agenda for the Resolving Conflict Constructively Workshop offered by the Ministry of Justice this spring.

This workshop provided participants from varying positions in leadership and government sectors the opportunity to develop tools and improve skills in assessing conflict styles, problem solving and conflict management on an interpersonal basis. The course involved skill building through theoretical discussion in small and large group settings and practical application activities, such as exercises and role playing.

Cost: \$446.25  
 Delivery Method: Zoom  
 Duration: 6 x 4.5 hour sessions

This workshop is a recommended prerequisite to other workshops offered by the Ministry of Justice, including *Negotiation & Influence* which may be relevant to trustees involved with local negotiation teams or to build capacity for provincial level work and engagement. This workshop is also recommended in the Board's approved Positive Path Forward.

**RECOMMENDATION**

*For Board information.*

# Resolving Conflict Constructively

## Agenda

**Dispute Resolution Office**  
**Ministry of Justice and the Attorney General**

DAY	TYPE	CONTENT
	SELF DIRECTED	<ul style="list-style-type: none"> <li>● Sources of Conflict: <a href="https://youtu.be/QPndJ6N6Qv">https://youtu.be/QPndJ6N6Qv</a> (8 mins and 40 secs)</li> <li>● Review RCC manual (pages 16-17)</li> <li>● Approaches to Conflict: <a href="https://youtu.be/JEc2FXqeM-A">https://youtu.be/JEc2FXqeM-A</a> (21 mins)</li> <li>● Complete Conflict Style Inventory</li> <li>● Review RCC manual (pages 10-14)</li> </ul>
DAY 1	WEBEX	<ul style="list-style-type: none"> <li>● Introductions</li> <li>● DRO background</li> <li>● Review self-directed material</li> <li>● Eddie and Mary</li> <li>● Interests</li> </ul>
	SELF DIRECTED	<ul style="list-style-type: none"> <li>● Satisfaction Triangle – Video (link to be made available)</li> <li>● Review Manual (pages 32-37)</li> <li>● Hunching Interests exercise – Handout</li> <li>● Review Manual (pages 38-39)</li> <li>● Escalation <a href="https://youtu.be/8kyoZBNZYiA">https://youtu.be/8kyoZBNZYiA</a> (17mins and 39 secs)</li> <li>● Review Manual (pages 18-20)</li> <li>● Rescuer’s Dilemma <a href="https://youtu.be/mqGufwJ4FaM">https://youtu.be/mqGufwJ4FaM</a> (6mins and 46 secs)</li> <li>● Review Manual (pages 6-7)</li> </ul>
DAY 2	WEBEX	<ul style="list-style-type: none"> <li>● Practice working with interests</li> <li>● Conflict Escalation</li> <li>● Rescuer’s Dilemma</li> <li>● Sounding board (page 56)</li> </ul>

DAY 3	WEBEX	<ul style="list-style-type: none"> <li>● Communication Skills</li> <li>● Active Listening</li> <li>● Questioning</li> <li>● Energy Circle</li> <li>● Reframing</li> </ul>
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DAY	TYPE	CONTENT
	SELF DIRECTED	<ul style="list-style-type: none"> <li>● Interests, Rights and Power- Video <a href="https://youtu.be/bNmmeZdSiJQ">https://youtu.be/bNmmeZdSiJQ</a> (6 mins)</li> <li>● Review Manual pg 40-41</li> <li>● Trust and Rapport – Video <a href="https://youtu.be/NfobvcFc0oM">https://youtu.be/NfobvcFc0oM</a> (5:17 mins)</li> <li>● Review Manual pg 70-71</li> <li>● Ladder of Inference – Video (5:24 mins)</li> <li>● Raising Issues Constructively – Video <a href="https://youtu.be/AH4xoZ774C4">https://youtu.be/AH4xoZ774C4</a> (16 mins)</li> <li>● Review manual pg 51-55</li> </ul>
DAY 4	WEBEX	<ul style="list-style-type: none"> <li>● Welcome back</li> <li>● Review previous learnings</li> <li>● Intent Action Impact</li> <li>● Raising Issues</li> </ul>
	SELF DIRECTED	<ul style="list-style-type: none"> <li>● 4 Step Problem Solving Model – video <a href="https://youtu.be/LIKyRViAJSA">https://youtu.be/LIKyRViAJSA</a> (10 mins)</li> <li>● Review manual pg 57-62</li> </ul>
DAY 5	WEBEX	<ul style="list-style-type: none"> <li>● Review self-directed learning</li> <li>● Problem Solving Model</li> <li>● Role play: Kramer v Olson</li> </ul>
DAY 6	WEBEX	<ul style="list-style-type: none"> <li>● Dealing with Anger</li> <li>● Resourceful States (video)</li> <li>● Change and Transition</li> </ul>

**MEETING DATE: June 20, 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 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>2,13</u>	

**FROM: Robert Bratvold, Director of Education**      **ATTACHMENTS**

**BACKGROUND**

**RE: ACCOUNTABILITY REPORT - COMMUNICATIONS**

Director Bratvold will review the attached SRPSD Accountability Communications Report. There will be an opportunity for trustees' feedback, questions, and direction during the presentation.

**RECOMMENDATION**

***That the Board confirm that the intent of Policy 2, item 2.2, Policy 8, item 8.5, and Policy 13, item 8.1 have been met and that the Communication Accountability Report be referred to the Director Evaluation process.***



# Accountability Report

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Communications

June 20, 2022

# Accountability Report

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## SOURCE DOCUMENTS:

1. Saskatchewan Rivers Public School Division (SRPSD) Board Policy 1 speaks to Community Engagement and Responsible Governance generally and specifically identifies “relationship with community partners” as important along with an expectation to “communicate regularly” with stakeholders.  
Policy 1 also includes information about the school division logo that informs the branding and communication process:
2. Board Policy 2.2 states the following in its Role of the Board Accountability:
  - Establish processes and provide opportunities for information sharing with the community and for community input.
3. Board Policy 8.8.4 states the following:
  - As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
4. The Boards Strategic Plan directs communication efforts in direct ways in the Focus Areas for two of its priority areas:
  - a. Governance and Leadership: Communication, Accountability and Transparency
  - b. Citizenship and Relationships; Engagement – families, SCCs and communities
5. Board Advocacy Plan indicates within its purpose statement that:
  - “The Board and individual trustees represent and promote the best interests of students through their interactions with families, the public, the media, community partners, provincial organizations and with government.”

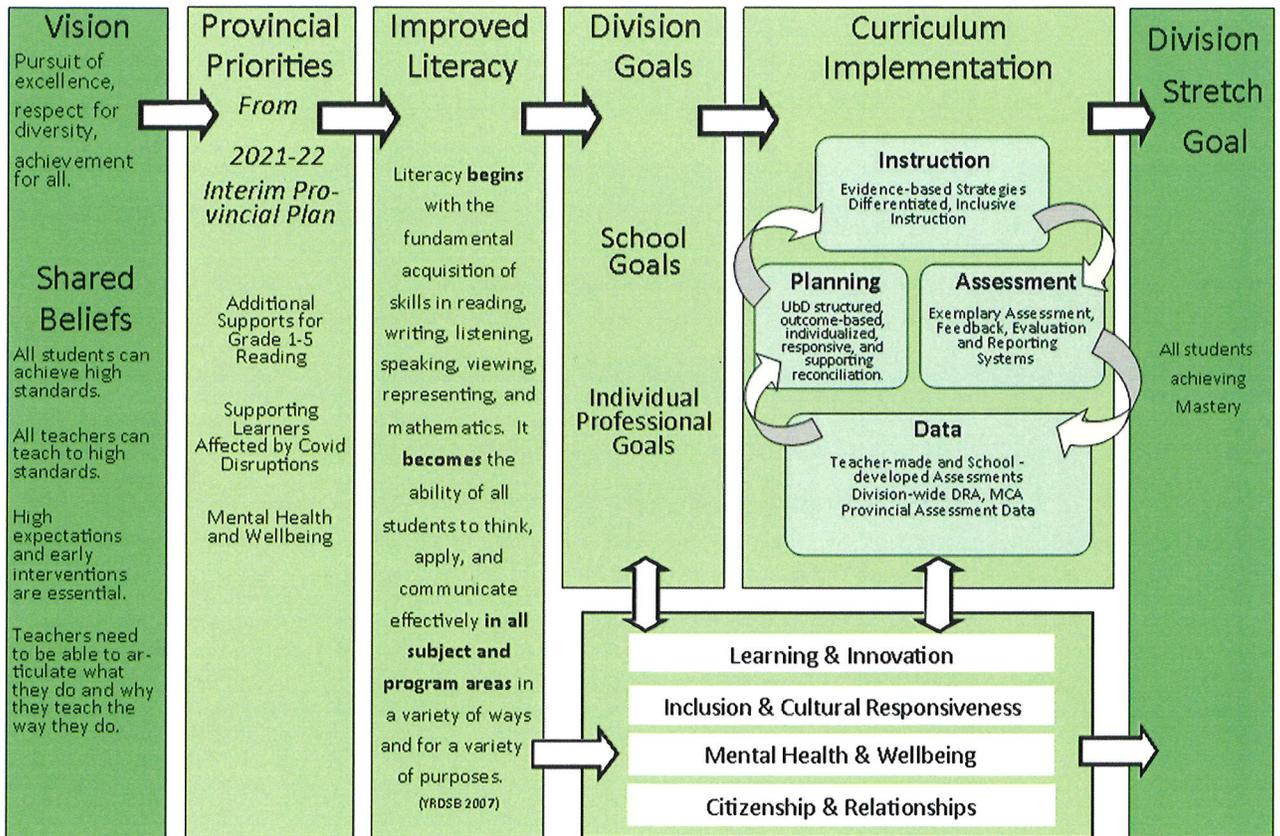
# Accountability Report

## EVIDENCE:

1. An internal communications document, which is sometimes used as part of external communications, is commonly referred to as “**the one pager**”. This document summarizes how various aspects of operations align with the mission of the Board.



## Commitment to Student Achievement 2021-22 Focus



2. The Board’s **Strategic Plan**, is a very helpful tool that not only guides the direction and work of the staff in the division, but also is used to communicate the division’s focus on student achievement, our goals, targets and strategies. The introduction and summary page especially serves this communication function both to internal audiences and to external audiences including partners and the Ministry. There has been strong expressed appreciation from staff and from external audiences for the clarity and content of the strategic plan.

# Accountability Report

3. The division website is a valued tool for staff as a repository for many documents, forms, information summaries and other resources that communicate important information to across the division. Reports indicate the website is seen as informative and easy to access by staff, but the public use of the website is primarily people seeking job postings, and parents seeking information about schools, bus reports and some other information. Media, the public and staff also access the website to find information about the Board meeting schedule, agendas and minutes from previous meetings that are normally posted the day after they are approved.
4. The Splash Page is one specific part of the website that is a tool for branding and setting the celebratory tone for highlighting student success. Schools or individual staff submit items and published items are selected for their alignment with the brand of excellence for every learner and their demonstration of a focus on literacy, citizenship/character, or outstanding achievement.
5. **Social media platforms**, including Remind101, Facebook, Instagram and Twitter, are used by individual schools, staff members and Trustees to share with the public both celebratory and informational items with the community and the wider public. Some samples are below:



W.P. Sandin Public High School

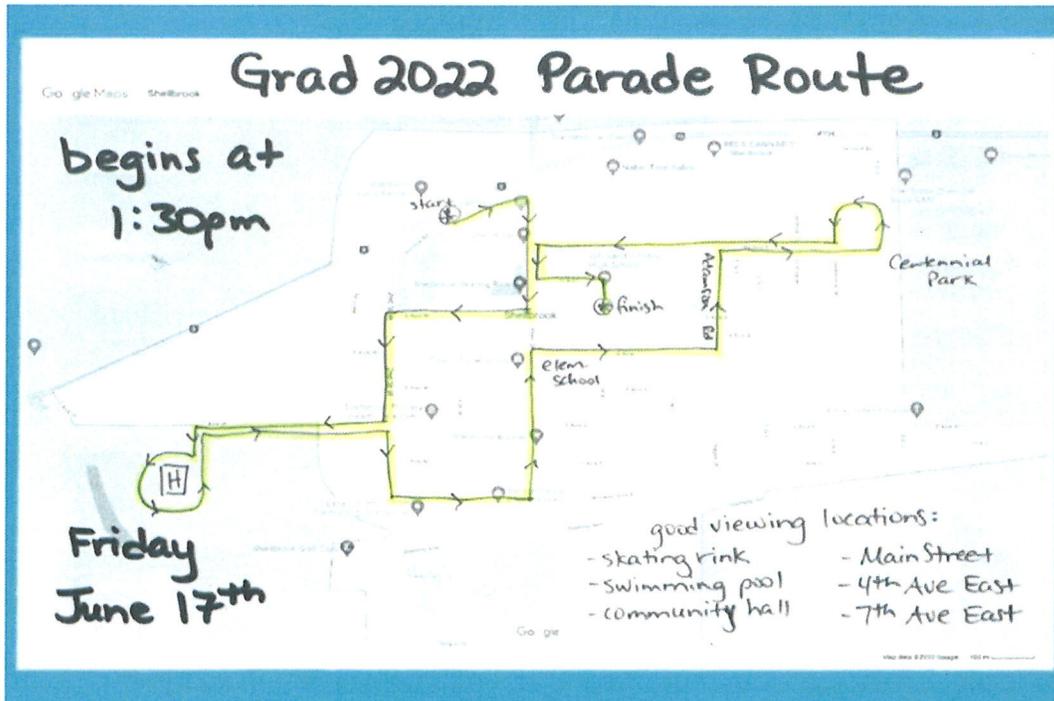
June 6 at 8:26 AM · 🌐

Our High School Graduates have once again planned a town parade as part of their Graduation activities.

Please come out and cheer on our 2022 graduates.

June 17th, 2022

1:30pm



# Accountability Report



**Kinistino Public School** is at Kinistino School.

June 1 at 6:21 PM · Kinistino · 🌐

...

Mr. Tilford and the grade 10 students braved the wind today to plant a garden as part of their Environmental Science 20 class.



👍❤️ Cody Demerais and 61 others

6 Comments 13 Shares



**Westview Public School**

June 2 at 11:14 AM · 🌐

...

Congratulations to our weekly WolfPack Winners! Thank you for being leaders in our school and making our ancestors proud 🐾💙



👍❤️ 13

2 Comments

## Accountability Report

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Social Media has had a growing impact on the Division's communications in the last the school year. Most schools relied heavily on these media platforms to communicate and engage with students, families and the public, especially during periods of classroom or school COVID-based isolations. There are some tensions with the reduced effort to connect wit mainstream media because those who rely on mainstream media see less of school activity within it, while schools with active social media presence report an increased level of activity and engagement both with parents and with the broader community.

With some discretionary funds, Precision Marketing has been contracted to provide guidance and action on social media efforts. This has included:

1. Social Media Training Workshops for school social media account managers
2. Establishment of a Division Facebook Page along with regular posts.
3. Creation of a Google Ad-words campaign has increased the reach and directed traffic to School Registration information on our website.

This work with Precision Marketing has been successful in its capacity building intentions and is no longer part of division needs. This contract concluded on May 31, 2022.

6. Radio communications is a mechanism to reach a large audience with consistent branding and informational messages. Although budget restrictions have reduced our radio presence, the division runs ads at peak times during the year such as prior to school start-up, PreK/K recruitment and high school Open House season. Sample ads used this year are below.

<i>STATION</i>	CKBI☒ Beach Radio☒ Power 99☒		
<i>CLIENT</i>	SRPSD 119		
<i>TITLE</i>	Congratulations Graduates		
<i>WRITER</i>	Supplied	<i>SALES</i>	Melanie
<i>LENGTH</i>	10☐ 15☒ 30☐ 60☐	<i>RUN DATES</i>	
<i>NOTES</i>			

**MUSIC:** (AMBITIOUS)

**CLIENT:** *I'm Robert Bratvold, Director of Education for Saskatchewan Rivers Public School Division. I would like to congratulate our 2022 graduates. Through hard work and determination, all of you have achieved something remarkable. You embody excellence for every learner. Congratulations from everyone at Saskatchewan Rivers Public School Division*

Recently, the division tested an expansion of radio broadcasting with Missinipi Broadcasting. Initial indications suggest it may be helpful to reach many of our families who originate in Northern Saskatchewan or those within the division that appreciate the Cree Language component of their programming. Additional radio ads in English and Cree will air in late summer and early fall 2022.

7. Relationships with local media reporters and organizations helps to ensure that coverage in the local media continues to be overwhelmingly positive. While there have been challenges from parent-driven stories often related to transportation, auditing of media during select

## Accountability Report

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weeks of the school year indicate a strong positive representation in the media towards SRPSD in the PA Herald (print and online), paNOW, and the Shellbrook Chronicle. Although there have been occasions of inaccurate or critical news coverage, there has been an increase in coverage in the Daily Herald for Education and for SRPSD specifically.

8. Commercial website advertising through paNOW is also helpful in communicating and branding. Our year round SRPSD message campaign featuring online website messages and a special message campaign during K registration, Grade 8 open houses, Congratulations Grads, Welcome Back. We are not able to track hits on our ads specifically, but paNOW has over 2,000,000 site views per year and our business card size ads on the site are regularly present all year and the banner ads run at feature times.
9. Print media is less dominant than it once was but we participate in several special issues of the various print media including the PA Shopper's Community Directory and various community publications with general welcome and information messaging.
10. In order to enhance our capacity to communicate to all schools, parents and staff uniformly or by selected audiences, administration continued the implementation of School Messenger, Edsby and Safe Arrival. There are concerns with the new provincial student software system, MySchoolSask (MSS) as this system does not fully integrate with the established platforms. MSS does replace the school messenger platform effectively, but the Safe Arrival continues to be a challenge.
11. A reallocation of duties for Education Centre staff enabled Lisa Dryka to dedicate more of her time towards communication efforts. Her work to ensure Facebook, splash page and social media channels are more active and the traditional media have more access to the division information has been productive.
12. There was a recognition of the need for some additional communication supports. The Board's decision to fill the of the long-vacant Superintendent position and the Director's allocation of communication and engagement as one of the focus areas of the position is anticipated to bring substantial success in communication.

# Accountability Report

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## **ADMINISTRATIVE IMPLICATIONS:**

1. Continue to provide a robust communications strategy informing our staff and the public about the excellence that SRPSD offers. In addition to our strong commitment to student achievement and our focus on literacy, we teach morals, characters, and citizenship.
2. Strive to infuse consistent branding messages in most or all communication to internal and external audiences and encourage staff to do the same.
3. Seek further efficiencies and strategies to maximize the communication impact within a modest annual budget.

## **GOVERNANCE IMPLICATIONS:**

1. The Board is encouraged to maintain current direction for ensuring communication about the Division is consistently provided to the public.
2. Trustees are encouraged to continue seeking opportunities to communicate with staff, parents, students, and the community through presence at events (virtually if required), personal interaction, through social media communication. Messages should focus on the motto/brand (*Excellence for Every Learner*), strong academics with a focus on literacy, and the inclusion athletics, morals and character education in our schools.
3. It is recommended that the Board continue to communicate in person, verbally and in writing to members of the Legislative Assembly and Cabinet to convey the key messages and needs of the division.

**MEETING DATE: June 20, 2022**

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<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, 2, 9, 10, 18</u>	

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

**BACKGROUND**

**RE: ACCOUNTABILITY REPORT – STAKEHOLDER ENGAGEMENT**

Superintendent Trann will review the attached SRPSD Stakeholder Engagement Accountability Report. There will be an opportunity for trustees' feedback, questions, and direction during and after the presentation.

**RECOMMENDATION**

***That the Board confirm that the intent of Policies 1, 2, 9, 10 and 18 have been met and that the Stakeholder Engagement Accountability Report be referred to the Director Evaluation process.***



# Accountability Report

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## Stakeholder Engagement

Cory Trann, Superintendent of Schools

06/20/2022

# Stakeholder Engagement Accountability Report

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## **SOURCE DOCUMENTS:**

### **1. The Education Act (1995)**

- a. Section 140 – School Community Councils

### **2. Education Regulations**

- a. Part 4 (Sections 5-16) – School Community Councils

### **3. Saskatchewan Rivers Public School Division Strategic Plan 2021-2024**

#### **a. Core Values: Community Engagement and Responsible Governance**

- i. Citizenship and Relationships: Student demonstrate active citizenship and are supported by engaged families and effective partnerships
  - 1. Engagement – families, SCCs and communities
  - 2. Volunteerism
  - 3. Partnerships and connections to global opportunities
  - 4. Financial literacy
  - 5. Community education
  - 6. Student voice
- ii. Governance and Leadership: Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community
  - 1. Communication, accountability, and transparency
  - 2. Fiscal responsibility
  - 3. Stewardship of resources, technology, and infrastructure

### **4. Saskatchewan Rivers Public School Division Board Policy Handbook**

- a. Policy 1 – Foundation Statements
  - i. Community Participation/engagement
- b. Policy 2 – Role of the Board
  - i. Accountability to Community
- c. Policy 9 – Board Committees
  - i. Saskatchewan Rivers Students for Change (SRSC) Committee
- d. Policy 10 – Board Representatives
  - i. School Community Council Cluster Representatives
- e. Policy 18 – Partnerships

### **5. Saskatchewan Rivers Public School Division Administrative Procedures Manual**

- a. AP110 School community Councils
- b. AP 175 Outside Organizations Access to Schools
- c. AP 177 External Service Providers in Schools
- d. AP 473 Volunteers
- e. AP 625 Community Use & Rental of School Facilities

### **6. Saskatchewan Rivers Public School Division Commitment to Student Achievement**

# Stakeholder Engagement Accountability Report

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## **EVIDENCE:**

### **A. School Community Councils**

During the 2021-2022 school year, SRPSD had a total of 31 active School Community Councils (SCC), included in the total: one combined SCC and one Hutterite School Council member. Financing for SRPSD SCC is provided through governance funding providing SRPSD SCC's with a total of \$61,442.00 to support SCC directed school-based initiatives and SCC annual gathering costs.

#### School Community Councils:

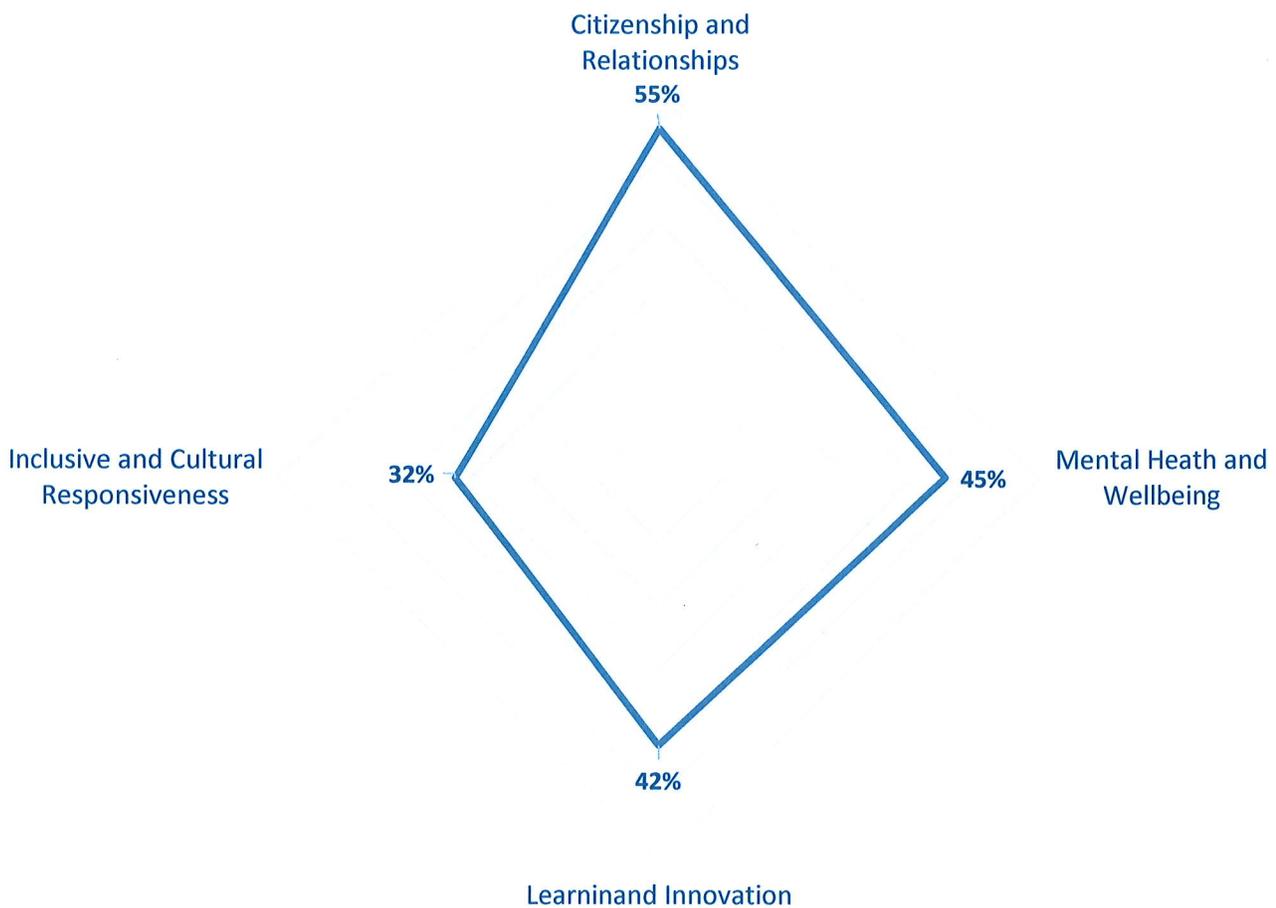
École Arthur Pechey Public School  
Big River Public High School / T.D. Michel Public School  
Birch Hills Public School  
Canwood Public School  
Carlton Comprehensive Public High School  
Christopher Lake Public School  
École Debden Public School  
Distance Learning Centre  
East Central Public School  
John Diefenbaker Public School  
King George Public School  
Kinistino Public School  
Meath Park Public School  
Osborne Public School  
Prince Albert Collegiate Institute  
Princess Margaret Public School  
Queen Mary Public School  
Red Wing Public School  
Riverside Public School  
Shellbrook Elementary Public School  
Spruce Home Public School  
St Louis Public School  
École Vickers Public School  
Vincent Massey Public School  
West Central Public School  
Westview Public School  
Wesmor Public High School  
Wild Rose Public School  
W J Berezowksy Public School  
WP Sandin Public School  
Won Ska Public High School  
Winding River Colony School

# Stakeholder Engagement Accountability Report

School Community Councils provide yearly executive summaries of the collaborative work completed with schools each year. Executive summaries include: short descriptions of school and community activities that each SCC supported, identification of SCC actions that align with division or school goals, and provide an overview of future plans.

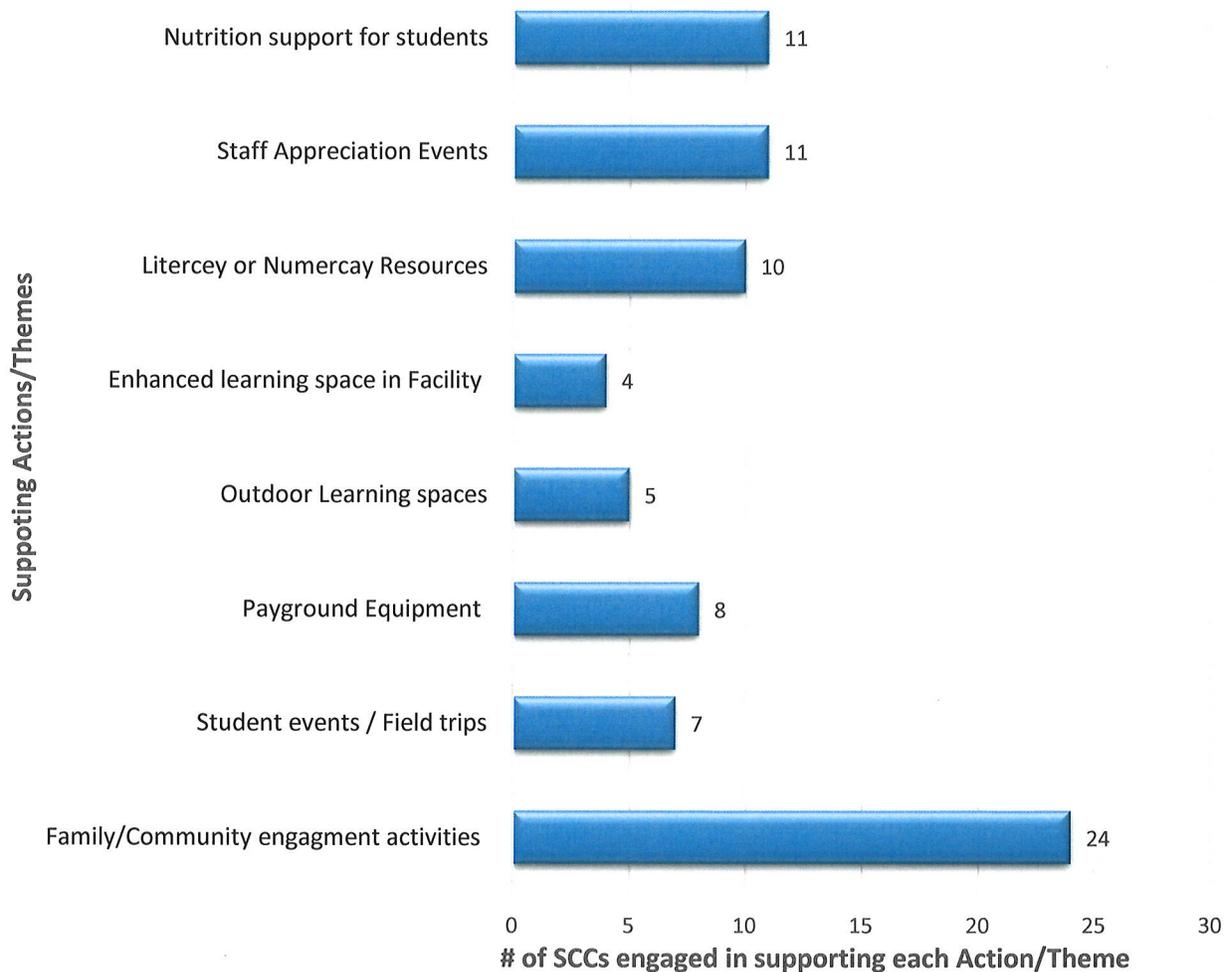
SCC Executive Summary Highlights:

## SCC Actions - SRPSD Strategic Plan Alignment



# Stakeholder Engagement Accountability Report

## School Based Actions Supported by SCC's



### SCC Annual Gathering

School Community councils gathered for SRPSD's SCC Annual Gathering to connect with SCC Chairs, SRPSD Trustees and School Administrators to learn about programs and initiatives occurring in SRPSD and how they impact our students and community. Learning Circuits for attendees offered opportunity for information and feedback on: Student Resiliency, Assessment, and Inclusive Education practices. The annual gathering was attended by 67 people, including 27 SCC members, School Administrators, SRPSD Ed Centre staff, and SRPSD Trustees. SCC Feedback was collected for Trustees from the SCC members in attendance and some of the feedback included:

- *"Relationships are good and we love having our trustees out to SCC's and appreciate all they do."*

## Stakeholder Engagement Accountability Report

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- *“Google drive for all SCC members to add ideas throughout the year”*
- *“Have this meeting in October and if needed again later in the year – come with ideas for fundraising and parent engagement.”*
- *“Let’s have part of the annual gathering dedicated to SCC networking”*
- *“Participation in more SCC meetings, engage not only the school, but communities as well.”*
- *“More informal connections between Trustees and chair”*
- *“Understanding the differences between urban and rural schools and advocating for our diverse needs.”*

### **B. Student Voice – Saskatchewan Rivers Students for Change (SRSC)**

Our Board has committed 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. The Saskatchewan Rivers Students for Change (SRSC) regularly met to discuss challenges and opportunities in education, to take part in leadership and learning opportunities, to plan actions and events and to advocate for student learning and wellbeing. The SRSC provided advice and student perspective directly to the school board through its two elected student trustees, with a focus on bettering student experiences in schools and improving results for the division. Saskatchewan Rivers Students for Change was provided \$5000.00 through Board approved governance funds.

#### SRSC Highlights:

- 31 student members from 12 SRPSD High Schools
- 10 meetings (virtual and in-person)
- SRSC Presentation to SRPSD Board providing advocacy for priorities in the areas of:
  - Mental Health,
  - Educational Innovation, and
  - Financial Priorities
- SRSC Recommendations to support student mental health:
  - Increased numbers of staff trained to support mental health.
  - Start mental health education earlier/in younger grades. Provide regulation and mental health supports for younger kids such as body breaks.
  - Schools should have quite safe places for students
  - Allow support animals
  - Provide mental health training for staff to help notice students earlier and not in response to an event that happens.
  - Increase learning opportunities that are outside the classroom.
- SRPSD Strategic Plan feedback and engagement
  - Connected to SRPSD Elders’ Voice Strategic Plan Reflection Video
  - Provided SRPSD Trustees with student perspective and connections the Strategic Plan 2021-24

# Stakeholder Engagement Accountability Report

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- Successes and challenges for the year
  - Successes:
    - Blend of Virtual and in-person events
    - Student voice that provided clarity on operation and policy work - evolution from forming the group to representing positions on specific issues (collective voice)
    - Presentation to the board with key focus areas
    - Presentations could continue help build confidence with SRSC representatives going forward
    - Connecting with Prince Albert Grand Council delegates regarding supporting youth mental health
  - Challenges:
    - Attendance and blending of virtual and in-person
    - Being a student Trustee is difficult to manage personal opinion and representation for the entire student body/SRSC
    - Managing SRSC executive responsibilities and time commitments efficiently
    - Collecting school perspectives from all high schools on a monthly basis to report to the board
- Future SRSC focus areas:
  - Research other Youth leadership in other provinces and use this to drive SRSC focus on policy support and development.
  - Continued advocacy for provincial student trusteeship in each school division
  - Generate deeper network of youth councils within the province/nation
  - Communicate with the Minister of Education's office to advocate for youth perspectives & supports in education
  - Develop Leadership Professional Development opportunities for SRSC members
  - Enhance Inclusion and diversity perspectives
  - Focus SRSC actions on specific areas of the SRSPD Strategic plan and Provincial Education plan
  - Develop enhanced SRSC communication plans
  - Develop an in-depth SRSC executive orientation plan

# Stakeholder Engagement Accountability Report

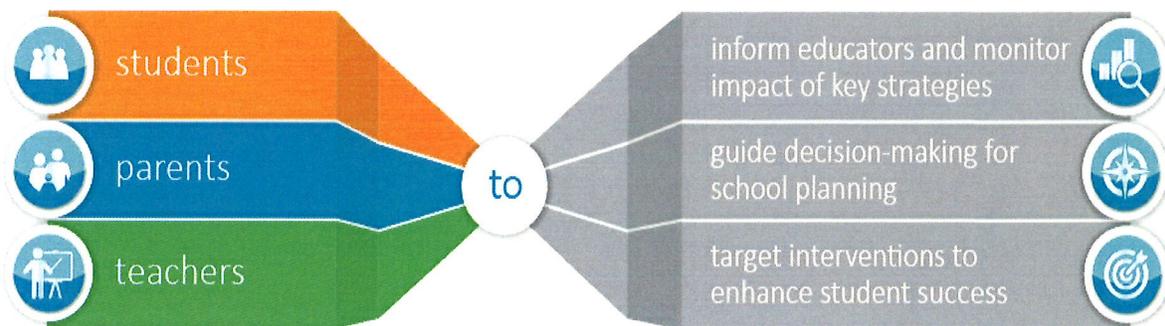
## C. OurSCHOOL Survey – Stakeholder Perceptual Data (Students and Parents)

About the OurSCHOOL Survey:

The OurSCHOOL Student Survey Allows students to share their feedback anonymously on their experiences at school, school environment, and school improvement programs. Participation in the survey is voluntary and survey measures include such topics as behaviours and attitudes linked to student success, emotional and social well-being and physical health. Based on how students respond to the questions in the survey; SRPSD can make changes to improve their experiences at school and engage their participation in school activities.

The OurSCHOOL Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey gives parents the chance to provide feedback anonymously regarding school initiatives and how they feel about how the school supports learning, positive behaviour and promotes a safe and inclusive environment.

More comprehensive OurSCHOOL data for the SRPSD Board can be found in the February 7, 2022 Board closed meeting package



source: <https://ourschool.thelearningbar.com/hc/en-ca/articles/115011450227-What-is-the-OurSCHOOL-Survey->

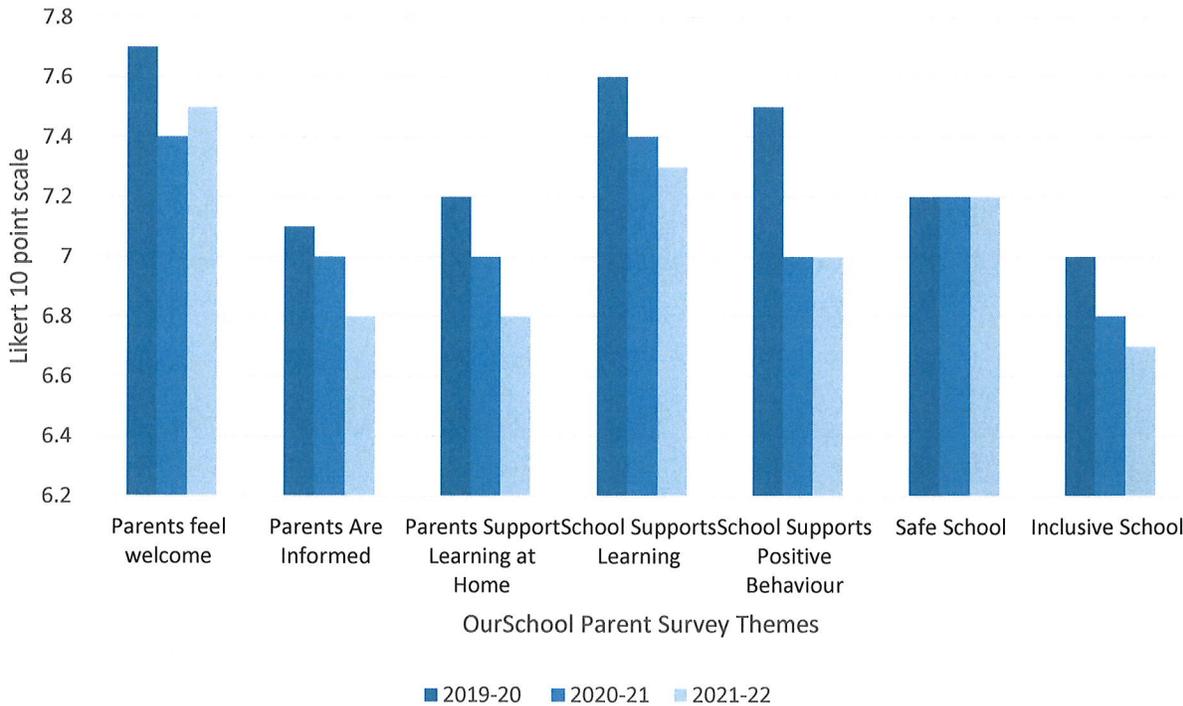
### Parent Survey Results

A total 500 parents participated in the 2021-22 OurSCHOOL Survey.

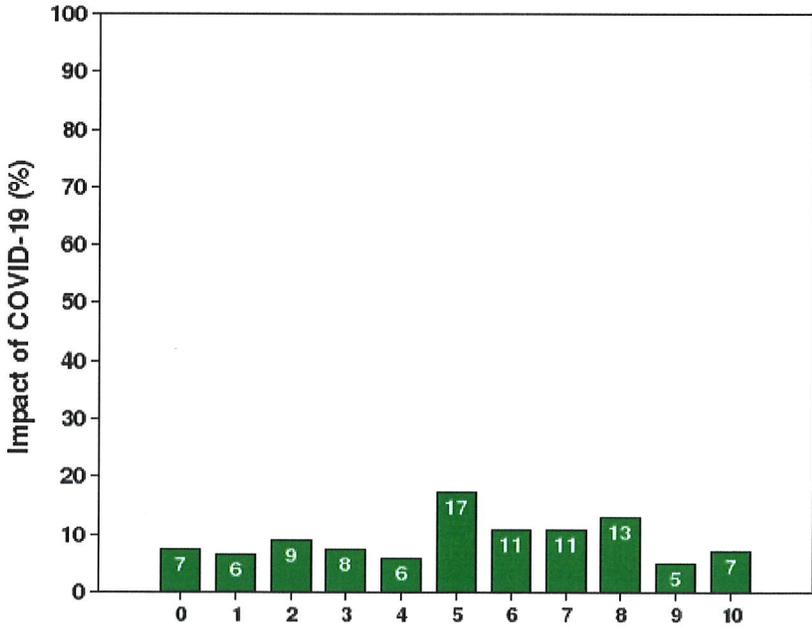
The OurSCHOOL Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

# Stakeholder Engagement Accountability Report

## OurSchool Parent Survey



The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).



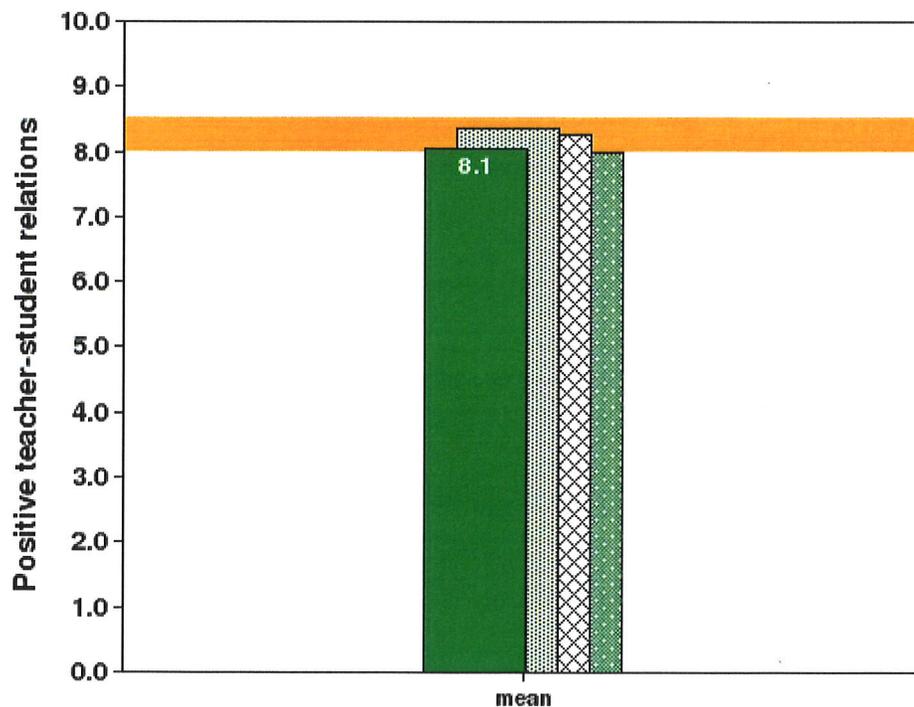
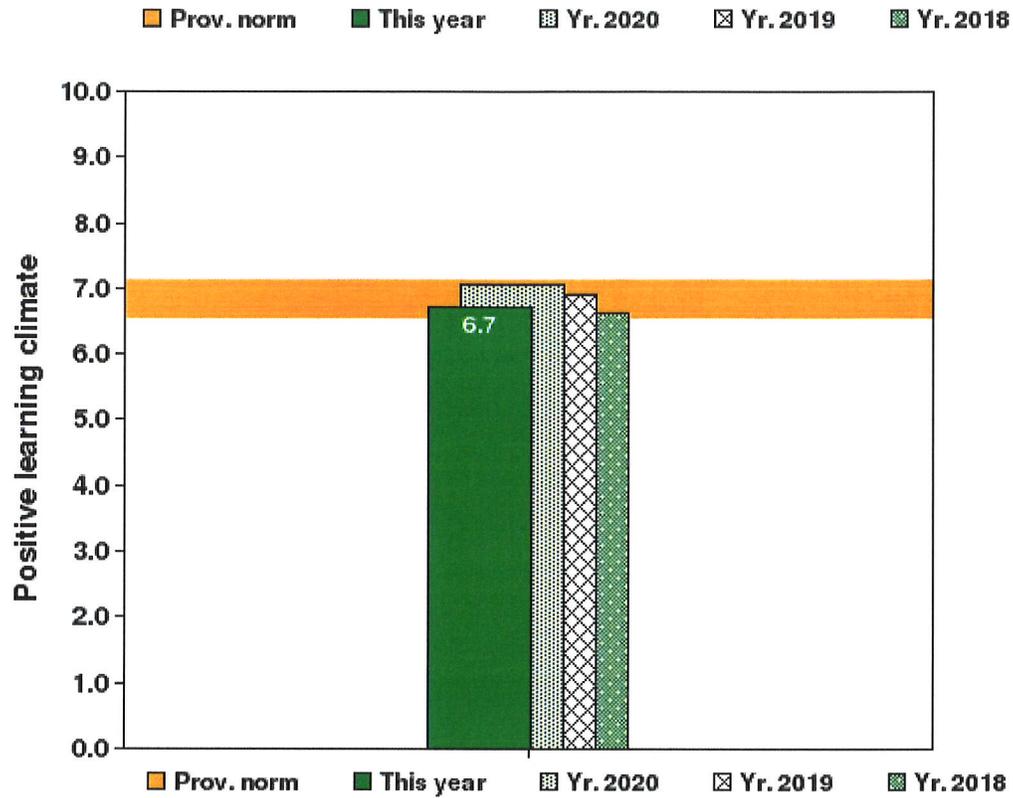
### Impact of COVID – Parent Survey Results

Parents were asked to indicate on a scale of 0 to 10, where zero means 'not impacted' and ten means 'very impacted', how COVID-19 has affected their child's mental health. Results are reported as the percentage of parents who selected each category.

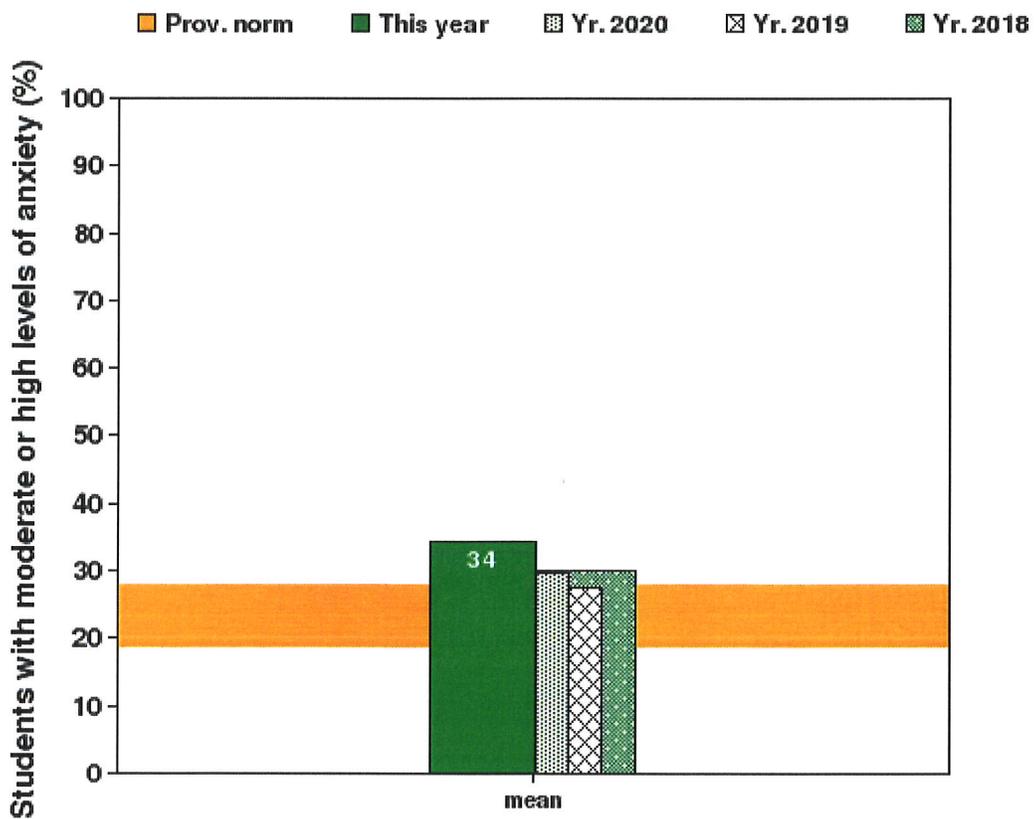
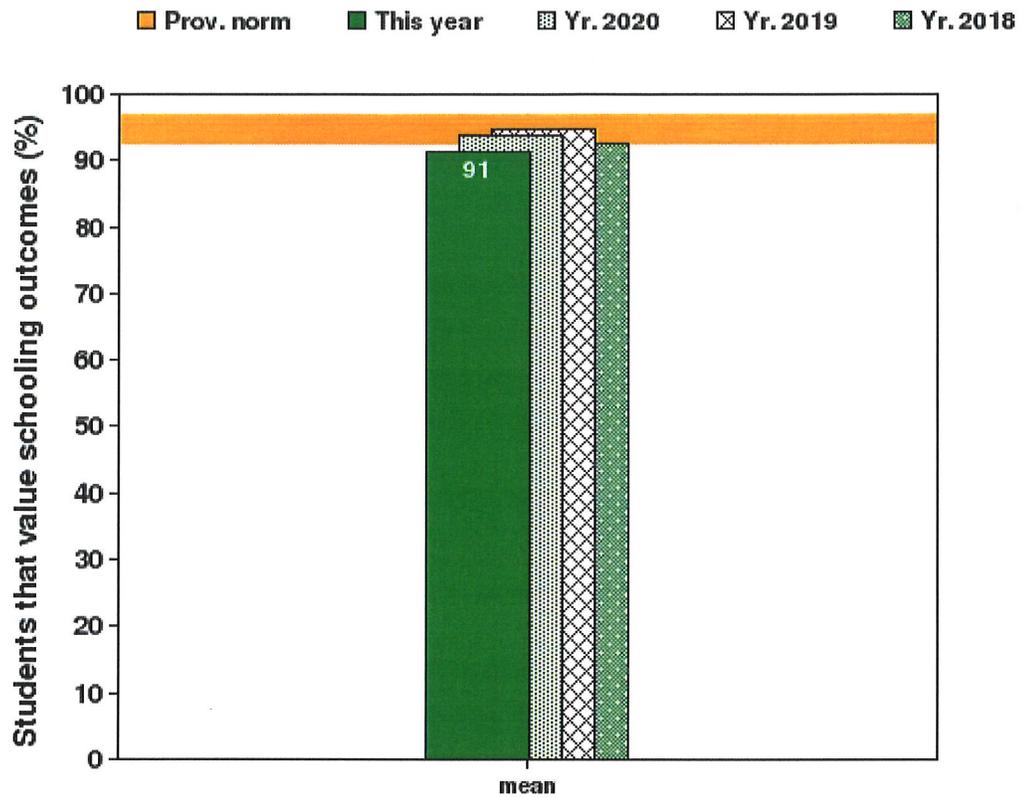
# Stakeholder Engagement Accountability Report

## Student Survey Highlights

Elementary (Grade 4-6): A total of 1302 grade 4-6 students participated

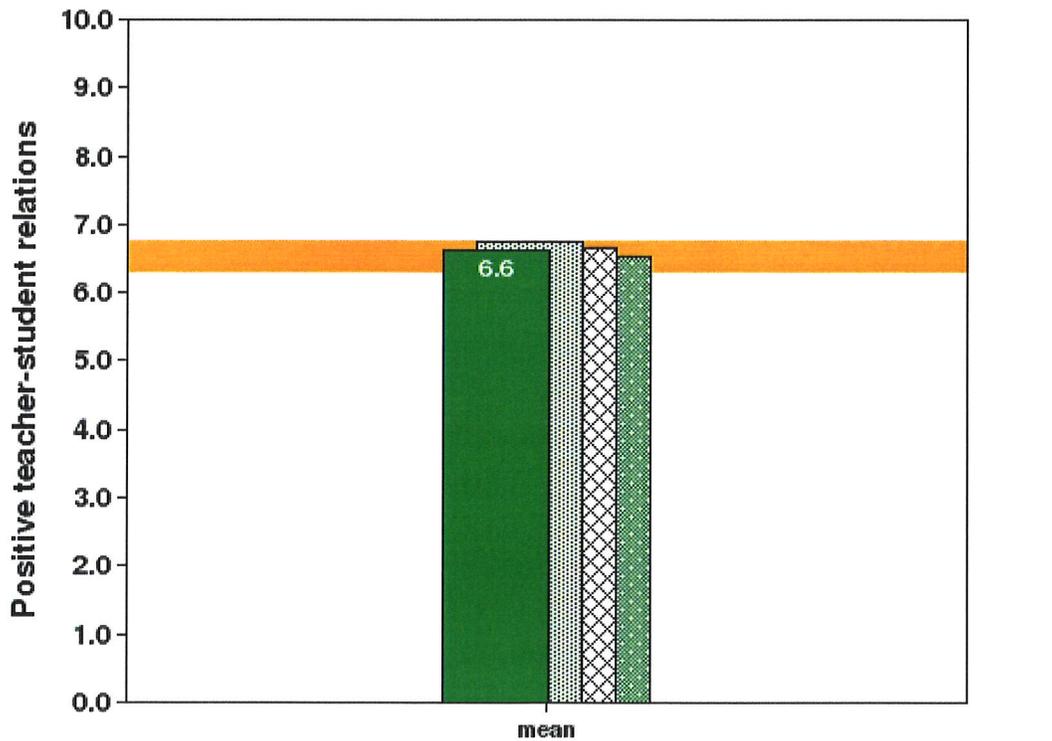
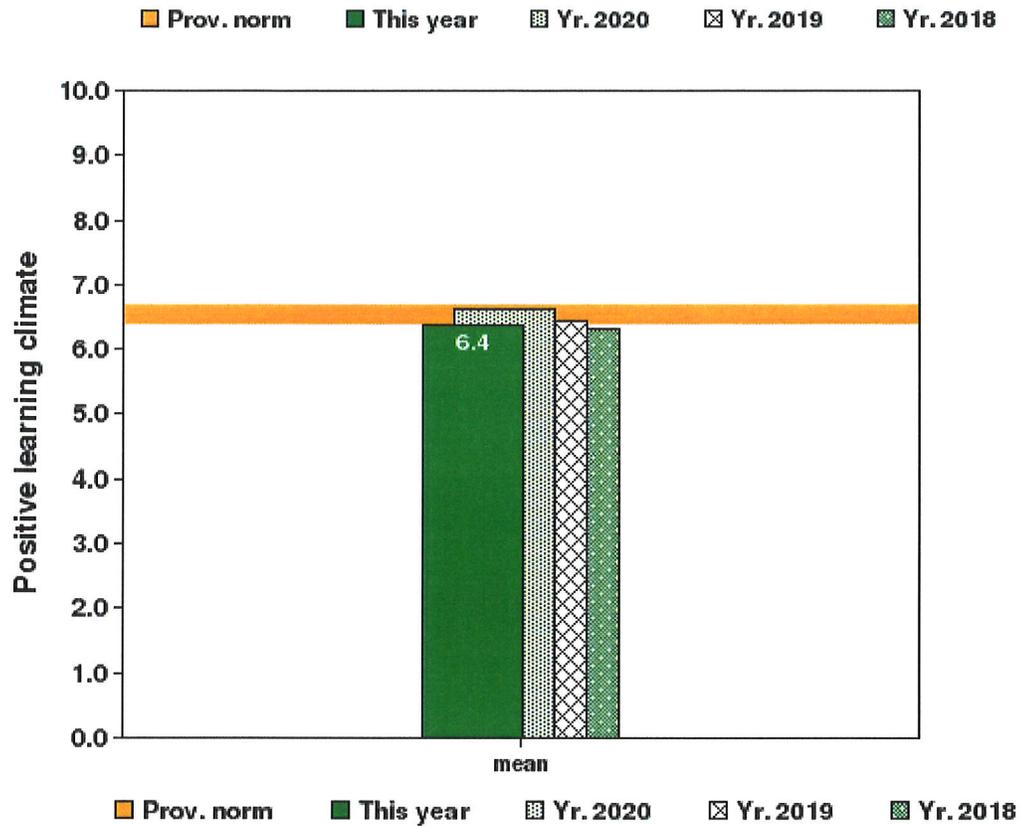


# Stakeholder Engagement Accountability Report

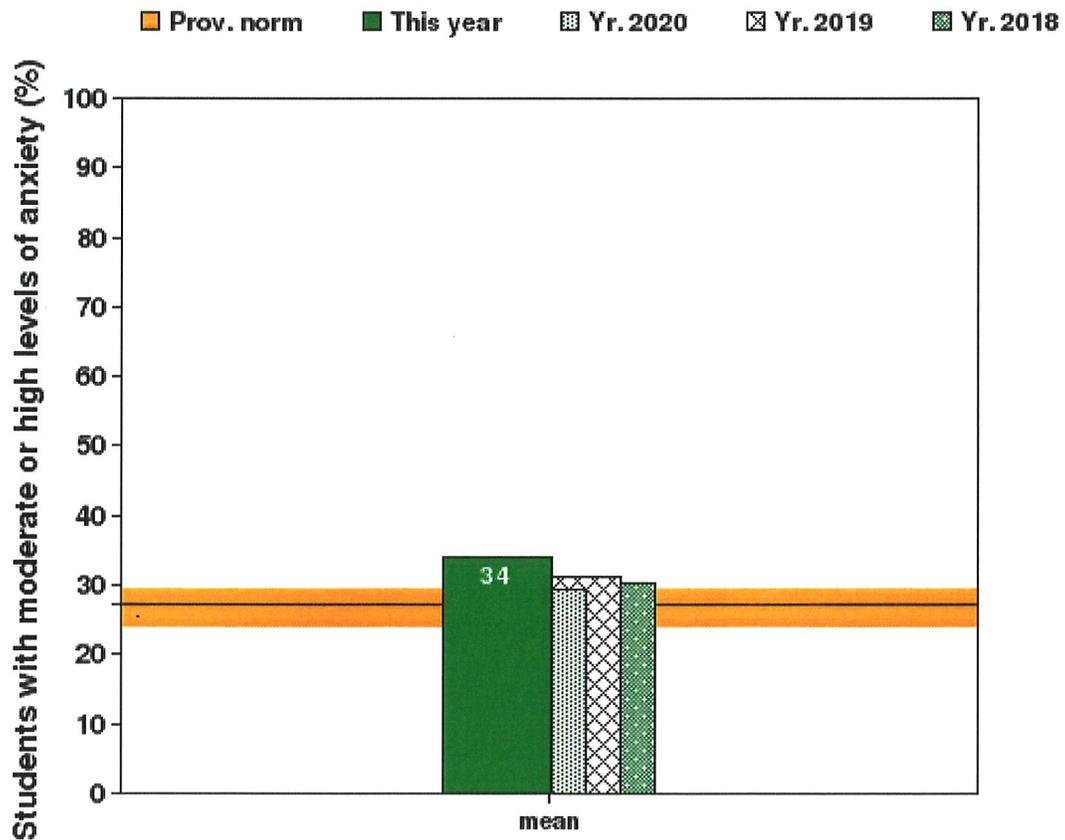
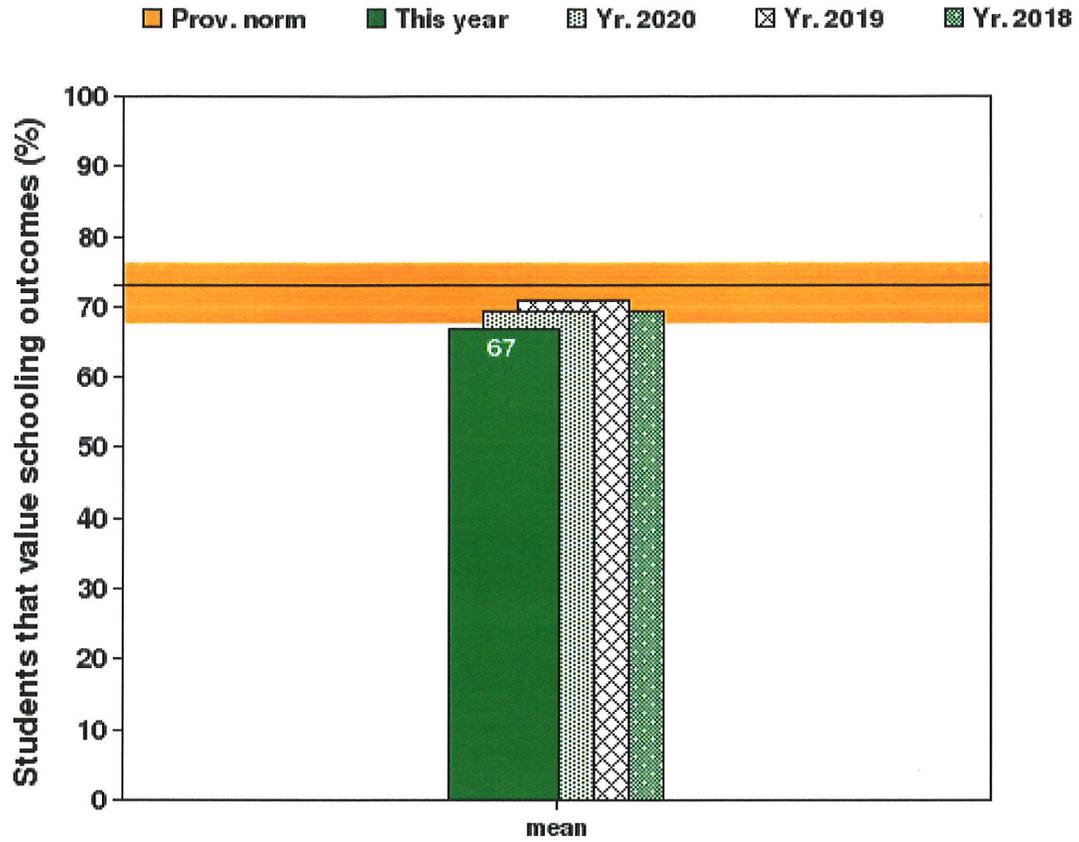


# Stakeholder Engagement Accountability Report

Secondary (Grade 7-12): A total of 2293 students participated in the survey



# Stakeholder Engagement Accountability Report



# Stakeholder Engagement Accountability Report

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## D. Partnerships and Community Supports

Saskatchewan Rivers Public School Division is extensively involved with community entities through formal and informal partnerships. Every sector, ranging from large provincial bodies such as Ministries of Health, Social Services, and Justice to local community-based organizations (CBO), connects in some way to SRPSD.

SRPSD has a wealth of formal partnerships and memorandums of understanding with local community stakeholders including, but not limited to, the following examples: SRPSD is the accountable partner for KidsFirst and the Prince Albert Early Years Family Resource Centre, is an active member of the Prince Albert Early Childhood Council and the Community Network Coalition. Moreover, SRPSD has facility use agreements with many Childcares and Before and Afterschool program providers. Formal Invitational Shared Services Initiative agreements occur with Saskatoon Tribal Council and Wahpeton Dakota Nation. Training partnerships agreement with Red Cross Saskatchewan to provide, First aid and CPR training, Healthy Youth Symposiums, Psychological First Aid. As well as a shared agreement to administer support for youth in corrections within SRPSD. Saskatchewan Rivers Public School Divisions has many existing childcare agreements in place to support our communities. SRPSD supports the cooperative relationships that can bring allies to the quest for enhanced student achievement.

At the school level, numerous schools bring in various community members and stakeholders to say thank you and celebrate the student achievement that occurs when community resources are aligned to supporting learning. Community support for SRPSD Commitment to Student Achievement is evident, for example, through partnerships that supported summer camp opportunities, such as literacy, music, and cultural camps, to help with the holiday achievement gap that can surface for vulnerable students.

### Partnership Highlights:

- Student participation and SRPSD staff leadership supporting the Heart of the Youth Community Pow Wow
- Feeding our Futures – community nutrition initiative
  - We have recently passed 250,000 lunches served since the start of the program
- Prince Albert Outreach Program Incorporated
  - advisory member on PA Outreach board and provide in-kind contribution of office space at Won Ska Cultural School
- School Based Childcares:
  - Ecole Arthur Pechey
  - Birch Hills (located beside school)
  - Carlton Comprehensive
  - Christopher Lake
  - King George
  - Kinistino
  - Riverside
  - St. Louis
  - Wesmor

## Stakeholder Engagement Accountability Report

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- School Based Before and After School Programs:
  - Ecole Arthur Pechey
  - Birch Hills
  - East Central
  - John Diefenbaker
  - King George
  - Prince Margaret
  - Red Wing
  - Shellbrook Elementary
  - Spruce Home
  - St Louis
  - Ecole Vickers
  - WJ Berezowsky
- Youth in Corrections
  - Work directly with the Prince Albert Youth Remand Centre, Community Corrections, PA Roman Catholic School Division Support the appropriate and supported transition of youth involved in the corrections system
- Summer Programs
  - Summer Literacy Program (Riverside)
  - Summer Music Program (WJ Berezowsky)
- Prince Albert Grand Council
  - Student / School participation in PAGC hosted Cultural Events
  - Actively enhancing partnerships between SRPSD and PAGC to coordinate academic and cultural responsiveness supports for youth
- Student Program Partnership Highlights
  - Global Sports Academy
  - Canadian Military Co-Op
  - Emergency Management and Fire Services program
  - Gabriel Dumont / University of Regina - Dual credit programming
- KidsFirst
  - Accountable partner
  - Providing HR, financial, facility and leadership support to enhance targeted supports for families with children aged 0-3
  - Supporting Pre-Kindergarten
- Prince Albert Early Years Family Resource Centre
  - Accountable partner
  - Providing HR, financial, facility and leadership support to provide parenting supports for vulnerable families
- Red Cross
  - provide youth and staff with training in CPR and First Aid, and AED training.
- Sask Sport:
  - Dreambroker program supporting vulnerable students access to sport and cultural activities (situated at WJ Berezowsky and Princess Margaret schools)

# Stakeholder Engagement Accountability Report

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## **ADMINISTRATIVE IMPLICATIONS:**

1. Support school-based administration to provide positive responses and actions correlating to their student and parent OurSCHOOL survey results.:
  - a. Strategically respond to the increasing mental health concerns in both elementary and secondary students, working directly with school-based administrators, SRPSD intensive supports staff, and community-based Health supports for youth
  - b. Address the gap between elementary and secondary students pertaining to valuing schooling outcomes through collaboration with school-based administrators and SRPSD curricular consultants and coaches
2. Collaborate directly with local childcare providers, the Ministry of Education Early Years branch, School-Based administrators, and SPRSP Superintendent of Facilities to increase the access to quality early years childcare spaces for families in SRPSD schools.
3. Responding affirmatively to student voice regarding:
  - a. Equity in assessment Departmental Exams vs. Accredited Teacher initiated assessment
  - b. Provincial advocacy for youth voice with the Ministry of Education
  - c. Aligning SRPSD student Mental Health initiatives and strategies with the feedback provided by the Saskatchewan Rivers Students for Change
4. Enhancing high quality community partnerships to support student socio-emotional, nutritional, cultural, and academic needs. Furthermore, endeavour to search out new partnerships to expand rural access to community-based partnership supporting SRPSD students.

## **GOVERNANCE IMPLICATIONS**

Based upon the report it is recommended to support stakeholder engagement practices to ensure Excellence for Every Learner the Board continue to:

1. Advocate with the Ministry of Education for the funding and expansion of early learning childcare allocations and facility spaces within SRPSD schools.
2. Increase relationships and feedback with School Community Councils through engagement opportunities with other SCC's and SRPSD Trustees.
3. Enhance student voice opportunities to ensure student representation continues to support the goals and direction of the school division.
4. Ensure SRSC and SCC funding models are maintained to support engagement projects
5. Foster and enhance partnerships within SRPSD communities to support the needs of students and families.

**MEETING DATE:** June 20, 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"/> Planning Meeting	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2</u>	

**FROM:** J. Pidborochynski, Chief Financial Officer      **ATTACHMENTS**     

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**BACKGROUND**

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**RE:    TRANSPORTATION SERVICES ACCOUNTABILITY REPORT**

The accountability report for transportation provides the Board with timely, sufficient, and relevant information on pupil transportation on a semi-annual basis.

The report has been appended for the review and information of the Board.

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**RECOMMENDATION:**

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*That the Board approve the Semi-Annual Transportation Report as presented.*

**Saskatchewan Rivers Public School Division #119  
Semi-Annual Transportation Services Report**

**Background Information:**

Saskatchewan Rivers Public School Division (SRSD) offers transportation services 31 of our 32 schools (Winding River Colony School being the exception).

The following statistics are a summary of the transportation services as of January 31<sup>st</sup>, 2022, June 15<sup>th</sup>, 2022 with comparison to prior year.

Performance Indicator*	Results			
	Five months ended Jan 31, 2022	Five months ended June 15, 2022	2021-22 Total	2020-21 Total
Total students transported	3,368	3,487	3,487	3,210
Number of transportation routes	112 (25 contracted)	112 (25 contracted)	112 (25 contracted)	112 (25 contracted)
Number of unfilled routes	0	0	0	0
Number of cancellations (days):	739.5	436	1,175.5	914.5
Mechanical	16.5	14	30.5	9.0
Weather	685.5	401.5	1,087	889.5
No substitute driver	25.5	17.5	43	16
Covid related	12	3	15	0
Average age of bus fleet (years)	8	8.5	8.5	8.25
Capacity utilized on bus (average)	51%	52%	52%	49%
Average <b>urban</b> one-way ride time (in minutes)	14	14	14	14
Average <b>rural</b> one-way ride time (in minutes)	27	27	27	27
Longest <b>urban</b> one-way ride time (in minutes)	50	60	60	48
Longest <b>rural</b> one-way ride time (in minutes)	95	95	95	95
Complaints of a serious nature	1	3	4	0

Emerging issues: Above average weather (snow)

**MEETING DATE: June 20, 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

Primary Policy Reference: 1.1, 1.2, 2.2, 2.3, 13

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

**BACKGROUND**

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

It has been 7 years since the TRC published its Calls to Action and SRPSD has been responding to those calls since then. Five years ago, the division began to coordinate and track its response to the Calls that are particularly relevant to our work. Although the summary attached does not intend to capture the breadth of daily actions that staff take, it does provide some areas of focus for the division and its team.

The Elders Council and others Elders provides guidance, direction and direct work with students. Staff across the division in a range of positions work with students to make this work a reality. In this work, it is important to acknowledge the work of the Indigenous Perspectives team as leaders and facilitators: Jodi Letendre, Shea Pilon & Theresa Thorsen under the leadership of Superintendent Jennifer Hingley provide promotion and support the achievement of SRPSD's response and journey towards Reconciliation

The final report of the TRC including the 94 Calls to Action is here <http://nctr.ca/reports2.php> and the summary of SRPSD's focused work in the 2021-22 school year is attached.

**RECOMMENDATION**

***For Board information and discussion.***

**TRC's Calls to Action:  
A Summary of SRPSD Responses**  
*June 13, 2022*



## 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 1667 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 31.5 FTE school mentor positions 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. PreK Liaison Coordinator who helps vulnerable families transition to PreK programs. 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 a 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 supports the work of the Community Building Youth Futures Coalition that works to advocate for and promote the voice of Indigenous Youth in Prince Albert and area. Opportunities for youth are shared with SRPSD Mentors to share with students.  SRPSD strives to create a representative workforce and partnerships with the TEP programs.	Ongoing  Ongoing  Ongoing	Indigenous community in PA & area

10ii	Improving education attainment levels and success rates.	SRPSD strategic plan identifies targets to improve First Nations and Metis student engagement. The staff development team have developed literacy, math and high school models of instruction to ensure that evidence-based instruction that has high impact on learners is being implemented in all schools.	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
		Leadership Learning Teams in each SRPSD high school track student achievement and support individual graduation plans for First Nations and Metis students.	Ongoing	Students
10iii	Developing culturally appropriate curricula.	Following Their Voices is implemented with fidelity in the following SRPSD schools: Wesmor, Carlton, Ecole Arthur Pechey, PACI, Queen Mary and St. Louis. Kinistino will be onboarded as an FTV school in the fall of 2022.	Ongoing	Staff and Students
		Providing professional development workshops on culturally responsive topics including land based learning. All SRPSD Teacher Learning Communities and Leadership Learning Communities include Indigenous Perspectives and worldview.	Ongoing teacher PD	Staff and Students
		Developed Tell resources for books with an Indigenous focus to support students with oral language development.	Ongoing	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.	Ongoing	Students
		Developing support and resources for implementation/offering of indigenous language programs including: Kindergarten and grade one Cree Language program offered at John Diefenbaker Public School in the 2021-22 school year and recently committed to add PreK and Grade 2 for the 2022-23 school year. Michif Early Learning Culture and Language Program implemented in kindergarten at St. Louis and Queen Mary schools in the 2021-22 school year and will continue in the 2022-23 school year.	Ongoing	Staff, Students, Language Keepers
		Created Indigenous Languages Learning Community to support Cree and 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.	Fall 2021 - Ongoing	Staff, Students, Language Keepers

		<p>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 &amp; resource ideas.</p> <p>Cree Language Assistant The Addition of the Cree Language Assistant Position (Permanent CUPE position) in 2022 to support the concept of a Language Nest. This allows for a fluent speaker to interact with the students and support the staff and families.</p>	Spring 2022	
10vi	Enabling parents to fully participate in the education of their children.	<p>Due to the pandemic, the Indigenous Perspectives Team had fewer interactions with parents. However, they did respond to parent questions regarding presentations offered during Indigenous Storytelling Month in February and during Ribbon Skirt/Ribbon Shirt Day held in March.</p> <p>The Indigenous Perspectives Team's contact with parents through Blanket Exercise, attendance at P-T Interviews, etc. will resume in the Fall of 2022.</p> <p>John Diefenbaker, St. Louis and Queen Mary Schools held specific parent engagement opportunities to ask for parent and community advisement into the language programs for the schools.</p>	Ongoing  Spring 2022	Parents Principals
10vii	Respecting and honouring Treaty relationships.	<p>Established and sustained the Kisewatotatawin Partnership with Muskoday First Nation. This partnership was impacted by Covid but was rejuvenated in June 2022 with a collaborative work plan for the 2022-23 school year.</p> <p>Support and promote the Heart of the Youth Community Pow Wow. 2000+ SRPSD students and staff attended on May 27, 2022. More SRPSD students and staff will watch the edited professional video of the powwow upon its release before the end of June 2022. SRPSD's Indigenous Perspectives Team are active committee members.</p> <p>An Elder Advisory Council to the SRPSD Board is established. Elders appreciated the opportunity to return to in person meetings with the Board. Two meetings were held this year with plans for four meetings next year. Elder's Council with the Saskatchewan Rivers Public School Division Terms of Reference was agreed upon in April 2022.</p>	2012 and ongoing  May 27, 2022 and ongoing  Ongoing	Trustee, Staff & Students  Staff, Students, and Community  Trustees 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.	Ongoing	Principals, Teachers
		Completed the Leading to Learn PD Initiative for all Principals and Vice Principals in Oct 2021. Plans are in place for renewal and ongoing support along with expansion to include the Inclusive Learning Team consultants and coaches in the 2022-23 school year.  4Seasons of Reconciliation PD modules by First Nations University was completed by senior admin and Trustees.	Fall 2019 and onward	Senior Admin, Principals, ILT
<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 35 teacher requests for in classroom support with implementing Indigenous content and approach in K – 12 classrooms throughout the division. This included Land-based Learning opportunities.	August 2021 - June 2022	Teachers Students
		SRPSD's Indigenous Perspectives Team created and frequently update an Indigenous Perspectives Google Site for teachers to access vetted resources. The site currently has been accessed 1743 times.	June 2020 - Ongoing	Teachers
		SRPSD's Indigenous Perspectives team facilitated the updated Kairos Blanket Exercise with staff at three schools as well as at Carlton twice with students. This was less than a typical year due to Covid.	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 134 direct teacher requests so far this year by providing culturally relevant information and guidance reflective of Indigenous worldview	Aug 2021 –June 2022  Ongoing	Teachers Students
63iii	Building student capacity for intercultural understanding, empathy, and mutual respect.	SRPSD's Indigenous Perspectives team strongly believes that all 180 requests 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). This 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)	Sept 2021 –June 2022  Ongoing	Teachers Students School Staff
		SRPSD's Indigenous Perspectives Team organized pre, during, and post resource ideas for numerous Indigenous focused recognized days throughout the year including National Day for Truth and Reconciliation (Orange Shirt Day), Ribbon Skirt & Shirt Day, National Day of Awareness for Missing and Murdered Indigenous Women, Girls and 2SLGBTQQIA+, Moosehide Campaign, National Indigenous Peoples Day, Indigenous Storytelling Month.	Ongoing	Teachers Students
		Hosted division seasonal pipe ceremonies – Fall with a feast @ PACI, winter @ Queen Mary and spring @ Westview.	Sept 2021 - Ongoing	Trustees, Senior Admin, School Staff, Students
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, Prek – Grade 12 Teacher Learning Communities, Principal & Vice Principal Meetings)	Sept 2021 –June 2022  Ongoing	Teachers Principals
		SRPSD's Indigenous Perspectives Team facilitated a Land-based Learning overview for Principals in October 2021 and provided several half-day sessions for staff and students throughout the year.	Ongoing	Teachers

		<p>Following Their Voices implementation at Carlton, Wesmor, PACI, Ecole Arthur Pechey, St. Louis &amp; Queen Mary with ongoing teacher PD throughout the Critical Learning Cycle (huddles, observations, co-construction meetings, walk-throughs, and reflections). Kinistino will also be a part of this next year. SRPSD's Indigenous Perspectives Team along with a Provincial FTV Facilitator seconded half time from SRPSD, hosted the first annual FTV Day of Learning for SRPSD FTV leadership teams that included sessions with Elders and Traditional Knowledge Keepers and FTV focused conversations.</p>	Ongoing	Teachers
		<p>Created Indigenous Languages Learning Community to support Cree and Michif SRPSD teachers and Language Keepers (early years &amp; 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 &amp; resource ideas</p> <p>Created a video that supports early learning teachers with the understanding and strategies</p>	Sept 2022 - Ongoing	Teachers Language Keepers
<b>SPORTS AND RECONCILIATION</b>				
88	<p>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.</p>	<p>Partnership with Dreambroker – Kid Sport to identify and support need for SRPSD youth to access sport and culture in the community</p>	Ongoing	Students Families

**MEETING DATE:** June 20, 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 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>2</u>	

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

**BACKGROUND**

**RE: 2022-2023 BOARD ANNUAL WORK PLAN**

The attached 2022-2023 Board Annual Work Plan which is part of the Policy 2 was presented at the June 6 Board meeting for review and now for approval.

**RECOMMENDATION**

*That the 2022-2023 Board Annual Work Plan be approved as presented.*

## BOARD ANNUAL WORK PLAN – 2022-2023

The Board believes the annual work plan should accurately reflect the work of the Board and may be amended any time during the year by motion of the Board.

### **AUGUST/SEPTEMBER**

#### ***Regular Board Meeting Agenda Items***

- Consider nomination of a program for the Premier's Award for Innovation
- Review Board Development Plan
- Review Board Advocacy Plan
- Draft Resolutions for Submission to the SSBA Convention
- Review Auditor's Plan
- Review Human Resources Accountability Report
- Establish Dates for Board/Director Seminar

#### ***Events/Action***

- Saskatchewan Rivers Student Voice Workshop (include Strategic Plan review)
- Elders Council
- MLAs Meeting

#### ***Budget Considerations***

- Budget Work Plan

### **OCTOBER**

#### ***Regular Board Meeting Agenda Items***

- Approve Board Advocacy Plan
- Approve Resolutions (if any) for Saskatchewan School Boards Association Annual Convention
- Review Legal Update of any outstanding cases
- Review Draft Annual Report and Provide Direction, if any
- Review Student Learning Accountability Report
- Review School Learning Improvement Plans Accountability Report
- Complete the Board Competency Matrix

#### ***Events/Action***

- Board and Director Evaluation Session
- P.A.A.T.A. New Teacher Induction Event
- SCC Engagement Meeting

#### ***Budget Considerations***

- Review, amend or adopt budget development timelines, principles and guidelines

### **NOVEMBER**

### ***Regular Board Meeting Agenda Items***

- Hold Organizational Meeting – Elections, Appointments and Establish Committees
- Appoint Voting Delegates and Allocate Votes for the SSBA Convention
- Approve Annual Report for Submission to Ministry of Education
- Approve Board Development Plan
- Approve the Audited Financial Statements
- Review Audit Report and Management Letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)

### ***Events/Action***

- SSBA Fall General Assembly
- Public Section General Meeting

### ***Budget Considerations***

- Review operations and priorities for next fiscal year

## **DECEMBER**

### ***Regular Board Meeting Agenda Items***

- Review TRC – Call to Action Priority Progress

### ***Events/Action***

- Elders Council

## **JANUARY**

### ***Regular Board Meeting Agenda Items***

- Review Parameters for School Year Calendar
- Review Inclusive Education Accountability Report
- Review Initial Projected Enrollment for Next Year
- Review Quarterly Statement of Financial Position and Operations
- Finalize Board and Director Evaluation Date and Plans

### ***Events/Action***

- P.A.A.T.A. Executive Joint Meeting
- P.A. Separate School Division Joint Board meeting
- School tours

### ***Budget Considerations***

- Review Potential Budget Additions or Deletions for Next Budget Year

## **FEBRUARY**

### ***Regular Board Meeting Agenda Items***

- Review Strategic Plan
- Review Capital Project Priorities
- Approve School Year Calendar
- Review Semi-annual Transportation Report
- Review Selected Program Initiatives (Global Sports Academy, Cree Language Program, Michif Language Program and others)
- Review OurSchool Report

### ***Events/Action***

### ***Budget Considerations***

- Review budget development progress

## **MARCH**

### ***Regular Board Meeting Agenda Items***

- Review Progress of Board Advocacy Plan
- Review Legal Update of any outstanding cases
- Enterprise Risk Management Summary Report

### ***Events/Action***

- Rural Congress
- Elders Council

### ***Budget Considerations***

- Review Budget Development Progress

## **APRIL**

### ***Regular Board Meeting Agenda***

- Review Progress of Board Development Plan
- Review Quarterly Statement of Financial Position and Operations
- Review Maintenance Accountability Report

### ***Events/Actions***

- SSBA Spring General Assembly
- Public Section Meeting
- RMs Gathering

### ***Budget Considerations***

- Review Budget Development Progress

## **MAY**

### ***Regular Board Meeting Agenda Items***

- Approve Preventative Maintenance and Renewal Program and amendments

### ***Events/Action***

- Elders Council
- School tours
- SCC Engagement Meeting
- Attend achievement nights and graduation ceremonies

### ***Budget Considerations***

- Review Preliminary Budget

## **JUNE**

### ***Regular Board Meeting Agenda Items***

- Approve Annual Work Plan
- Approve Board Meeting Schedule for the Next Year
- Final Budget Approval, unless previously approved
- Review Quarterly Statement of Financial Position and Operations
- Review Semi-annual Transportation Report
- Review TRC – Call to Action Priority Progress
- Review Stakeholders Engagement Accountability Report

### ***Events/Action***

- Public Section General Meeting
- Attend achievement nights and graduation ceremonies
- Board's Recognition Event and school-based recognition events

## **JULY**

### ***Events/Action***

- Canadian School Boards Association (CSBA) Congress

## **ONGOING**

- Consider new developments and directions from Ministry of Education.
- Attend meetings as determined by the Board.
- Engage in individual trustee development approved.
- Engage in celebration/recognition of students, staff and community.
- Attend School Community Council meetings as scheduled and upon invitation.
- Attend standing and ad hoc committee meetings as assigned.
- Update legacy document in the second and final year of the Board's term of office.
- Review the electoral boundaries and representation in the second year of the Board's term of office.

Revised: annually

**MEETING DATE: June 20, 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

Primary Policy Reference: 2, 8

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

**BACKGROUND**

**RE: 2022-2023 BOARD MEETING SCHEDULE**

The schedule was reviewed at the June 6 Board meeting. Consensus was to include dates for Planning meetings, Board/Director Evaluation Session and the Board/Director Seminar – the revised schedule is attached with the new dates highlighted. Note: the date for the Board/Director Seminar is to be determined.

Discussion took place regarding the start/defined end time and the expected length of the meeting but no decision was made.

**RECOMMENDATION**

*That the 2022-2023 Board meeting schedule be approved as presented.*

