

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

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

**Monday, October 24, 2022
Time: 4:00 p.m.**

AGENDA (#22R-13)

- 1. Call to order by Board Chair B. Hollick**
- 2. Land acknowledgement**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 5:30 p.m.**
- 6. Adoption of the agenda**
- 7. Accountability reports**
 - a) Student Achievement Accountability Report – **J. Hingley**
 - o Queen Mary Public School Leadership Team will be in attendance
- 8. Consent items**
 - (a) Adoption of the Regular meeting minutes – October 3, 2022
 - (b) Administrative Procedures Changes
- 9. Business arising from the previous meeting**
- 10. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Motions brought forward from Closed Session of October 24, 2022
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (e) Saskatchewan Rivers Students for Change (SRSC) Report – student trustees
 - (f) Minister of Education Visit on October 17, 2022 – **B. Hollick**
 - (g) 2022 SSBA Annual General Meeting Information – **B. Hollick**

11. **Reports from administrative staff**
 - (a) Budget Priorities, Guidelines and Timelines – *R. Bratvold*
12. **Notice of Motion**
13. **Three key messages for SCC/Public from meeting**
14. **Board members’ forum**
15. **Adjournment**

CALENDAR OF EVENTS	
Monday, October 24, 2022 Time: 1:00 to 3:00 p.m.	SSCs Gathering, Education Centre, 545 – 11 th Street East, Prince Albert
Monday, October 24, 2022 Time: 4:00 p.m.	Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert
Monday, October 31, 2022 Time: 9:00 a.m. to 4:00 p.m.	Speaking with Confidence Workshop, Education Centre, 545 – 11 th Street East, Prince Albert, SK
Monday, November 7, 2022 Time: 4:00 p.m.	Organizational/Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert
November 13 -15, 2022	SSBA General Assembly

MEETING DATE: October 24, 2022

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Planning	<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	<input checked="" type="checkbox"/>
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BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- October 3, 2022 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of October 3, 2022 be approved as presented.



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

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

NO. #2022R-12 (MONDAY, OCTOBER 3, 2022)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, OCTOBER 3, 2022 AT 4:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee (virtually)

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee

MR. A. NUNN, Trustee

MS. D. ROWDEN, Vice-Chair

MS. J. SMITH-WINDSOR, Trustee

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mr. T. Michaud, Superintendent of Schools

Mrs. G. Tebay, Superintendent of Schools

Mrs. J. Hingley, Superintendent of Schools

Mr. J. Pidborochynski, Chief Financial Officer

Mrs. J. Ward, Administrative Services Officer

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

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

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

MOTION TO MOVE INTO CLOSED SESSION:

#22R-83

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

Carried.

Regular meeting resumed.

STUDENT TRUSTEES

M. Pahtayken

M. Mitchell (absent)

OTHERS

Wild Rose Public School Leadership team – J. Ferguson, former Principal; C. Grant-Walker, Principal; L. Gunderson, Dream Catcher Coach/teacher

M. Oleksyn, Daily Herald reporter

INDUCTION OF STUDENT TRUSTEES FOR THE 2021-22 SCHOOL YEAR

- Max Pahtayken (urban)

ADOPTION OF THE AGENDA:

#21R-84

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

Carried.

CONSENT ITEMS:

#22R-85

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

(a) Adoption of the Minutes for Regular meeting of September 19, 2022 and Special Regular Meeting of September 26, 2022;

(b) Board Committee/Representatives TOR for 2022-2023 – Elders Council.

Carried.

ACCOUNTABILITY REPORTS:

(a) Learning Improvement Plans (LIP) Accountability Report

J. Hingley provided the Accountability Report on Learning Improvement Plans for information and noted that Wild Rose School would provide their school improvement plan. Wild Rose Public School leadership team attended to share their school story.

#21R-86

Moved by G. Gustafson that the Board confirm that the intent of Policy 1, Policy 2, Section 3 and the Board's Strategic Plan expectation for Learning Improvement Plans have been met and that the Learning Improvement Plan Accountability Report be referred to the Director Evaluation process.

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of October 3, 2022:

#22R-87

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

1. That the request for a bus transportation to Shellbrook from the Wild Rose attendance area be denied.

Carried.

2. That the order of precedence for the display of multiple flags, be the National flag of Canada, Métis Nation flag, Treaty Six flag and the Saskatchewan flag and that the Administrative Procedure 628 be revised to reflect this order.

Carried.

(b) SRSC Board Committee Report

C. Bloom provided a written report regarding the Board Committee meeting held on September 19, 2022. She indicated that the SRSC executive would have an opportunity to meet with role alike positions in the Education Centre and plans for the upcoming year were reviewed.

(c) **Update on Board/Director Evaluation Session**

R. Bratvold reported that the SSBA personnel were not available on October 15, 2022. Consensus was to inquire if Monday, November 21, 2022 was available for this session.

(d) **Plans for the 2022 SSBA Assembly**

B. Hollick noted that the SSBA AGM would be held from November 13 to 15, 2022 and hotel rooms were booked. All trustees were planning to attend.

(e) **2022 SSBA Annual General Meeting – Ballot Information**

Discussion took place regarding the voting process at the SSBA Annual General Assembly. The SSBA will be using Election Buddy for voting and encourage boards to limit their number of accredited delegations for voting to facilitate effective electronic voting. The boards of education must complete and return information by November 4, 2022.

(Motion)

Moved by G. Gustafson that the SSBA ballots be divided equally as possible among trustees that are attending the 2022 SSBA Convention.

Motion defeated.

#22R-88

Moved by A. Lindberg that the division's ballots be divided equally between three voting trustees for the 2022 SSBA Convention.

Carried.

It was noted that the Board will need to waive the required apportioning of votes outlined in Policy 8 at the next meeting.

(f) **Finalize Date/Location/Facilitator for Board Director Seminar**

Administration will provide preferred dates in January for the seminar. A suggestion was made to use Doodle poll to do a trustee survey to finalize the date.

(g) **Board Development Committee Verbal Report**

D. Rowden indicated that the Committee is still waiting to hear from the SSBA about dates for the SSBA Finance/Audit workshop. A LAFOIP session with Superintendent Trann will be planned prior to a Board meeting in January or February, 2023.

The Board Competency Matrix will be emailed out to trustees for completion by October 14, 2022.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) **SCCs Gathering**

G. Tebay provided a review of the engagement session for SCC chairs, principals, and trustees that will be taking place on Monday, October 24 at 1:00 p.m.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Student trustees;
- Wild Rose Public School LIP;
- Minister of Education Visit.

BOARD MEMBERS' FORUM:

Discussion was held regarding the urban high school transportation services now handled by the City of Prince Albert. It was reiterated that if trustees receive complaints about the service, please have the parents/guardians contact the City of Prince Albert and then share with administration.

The Board was wanting to have the City of Prince Albert provide an accountability report on the high school transportation services that the city provides to Saskatchewan Rivers students, if possible. Consensus was to have the Board Chair contact the city officials to convene the City/Board Liaison Committee.

ADJOURNMENT:

#22R-88

Moved by G. Gustafson that the meeting adjourn. (7:55 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: October 24, 2022

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2</u>	

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

BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedure has been revised/created – the changes have been highlighted and the deletions crossed-out:

- AP 337: Alcohol Drugs (revised)

RECOMMENDATION

For Board information.

ALCOHOL AND DRUGS

Background

The Division has an educational and societal responsibility to prohibit the student use or possession of alcohol or drugs on school premises, at other locations while involved as a participant or spectator in a school-sponsored activity, or while in transport to and from school or a school-sponsored activity.

The Division prohibits the use of alcohol or drugs by students while on Division property or at events sponsored by the Division and its schools. The possession of these substances, with the exception of tobacco and tobacco/**nicotine related** products, is also prohibited. (Note: While students 18 years of age may legally possess tobacco and tobacco/**nicotine related** products, this provision recognizes that it is the Board's legal right to prohibit or restrict its use on school property or at school-sponsored events.)

Violations can occur in five ways:

- Use of tobacco **and tobacco/nicotine related products** in a restricted area,
- Use or possession of alcohol,
- Use or possession of inhalants or other non-regulated substances for the purpose of intoxication,
- Use or possession of illicit drugs,
- Being intoxicated by alcohol or drugs.

While the Division recognizes the need for professional and resource staff to provide intervention, assistance and support to students who may be involved with chemical substance use or abuse, the Division believes that other community agencies have the major responsibility for providing counselling and rehabilitative programs for those who abuse alcohol and drugs. The schools of the Division will assist these agencies in fulfilling their responsibilities wherever possible, and refer students to them whenever necessary.

Procedures

1. Students Under the Influence of Alcohol and Drugs

Definition: "Under the Influence" means when the use of an alcoholic beverage or illegal drug has a discernible effect upon a student.

The process to be followed when a student is reasonably believed to be under the influence of alcohol or an illegal drug.

- 1.1 The student will be referred to the principal and/or vice-principal.
- 1.2 The principal and/or vice-principal will:
 - 1.2.1 Question the student about the incident;
 - 1.2.2 Document the "discernible effect" the substance has upon the student;
 - 1.2.3 Contact the parents/guardians immediately and require them to take the student out of the building. The student will be detained at the school until safe departure from the building can be arranged;
 - 1.2.4 Explain the suspension process to the student and the parents/guardians as soon as reasonably possible;
 - 1.2.5 Determine whether to contact the police for advice and/or assistance.

2. Students in Possession of Alcohol or Drugs

Definition: "Possession" means when a student has illegal drugs or alcoholic beverages on his or her person or in her or his control.

The process to be followed when a student is discovered to be in possession of alcohol or drugs.

- 2.1 The student will be referred to the principal and/or vice-principal.
- 2.2 The principal and/or vice-principal will:
 - 2.2.1 Question the student about the incident;
 - 2.2.2 Conduct a reasonable search of the student's person, the student's property and school property for evidence of the offence;
 - 2.2.3 Seize all material evidence;
 - 2.2.4 Contact the parents/guardians immediately and require them to take the student out of the building. The student will be detained at school until safe departure from the building can be arranged.
 - 2.2.5 Explain the suspension process to the parents/guardians as soon as reasonably possible;
 - 2.2.6 Consult the police for advice and/or assistance if it is deemed to be in the best interests of the student or the school.

3. Student Trafficking in Drugs or Supplying Alcohol

Definition: "Trafficking in drugs" and "supplying alcohol" means when a student gives, sells or delivers alcoholic beverages or illegal drugs to another student.

The process to be followed when a student is reasonably believed to be trafficking in drugs or supplying alcohol:

- 3.1 The student will be referred to the principal and/or vice-principal;
- 3.2 The principal and/or vice-principal will:
 - 3.2.1 Use their professional judgement to have the student remain at school.
 - 3.2.2 Advise the student of what is taking place and encourage the student to wait until the parents arrive before engaging in discussions with the police.
 - 3.2.3 Seek the advice of police in every case involving trafficking in drugs or supplying alcohol;
 - 3.2.4 Co-operate with police in the investigation;
 - 3.2.5 Inform the parents/guardians of the police action and the suspension process as soon as reasonably possible;

Note:

Possession of controlled drugs (e.g. valium) is not an offence. Possession of restricted drugs (e.g. LSD, MDA) and narcotics (e.g. marijuana, hashish) is an offence (*Narcotic Control Act* and *The Food and Drugs Act*).

Where a principal strongly suspects that alcohol or drugs are being "pushed" on school premises, by students or by others, the police shall be notified.

4. Student Possession and/or Trafficking in Cigarettes or Other Tobacco/nicotine related Products

Definition: "Possession" mean students under the age of 18 having cigarettes or other tobacco/nicotine related products under their control. "Trafficking" means when a student gives, sells, or delivers cigarettes or other tobacco/nicotine related products to students under the age of 18.

The process to be followed when a student under the age of 18 is reasonably believed to be in possession of and/or trafficking in cigarettes or other tobacco/nicotine related products, or students of any age who are trafficking in cigarettes or other tobacco/nicotine related products to students under the age of 18:

- 4.1 The student will be referred to the principal and/or vice-principal;
- 4.2 The principal and/or vice-principal will:
 - 4.2.1 Question the student about the incident;
 - 4.2.2 Conduct a reasonable search of the student's person, the student's property, and school property for evidence;

- 4.2.3 Seize all material evidence;
 - 4.2.4 Contact the parents/guardians about the incident to explain the disciplinary process as soon as possible;
 - 4.2.5 Determine whether to contact the police for advice and/or assistance.
5. When students are not acting in a usual or acceptable manner, procedures commonly used for illness shall be applied. A student obviously under the influence of alcohol or other drugs may require special and immediate protective attention.
 6. Particularly when drug abuse is suspected, care shall be taken to concentrate on specific behaviour when communication with parents and other individuals takes place. School personnel are not to make a diagnosis or state a suspected cause for such behaviour.
 7. As school buses are the property of the Division, possession, distribution, and sale of alcohol and/or drugs is prohibited on these vehicles. Students on school buses are subject to all the applicable policies and procedures of the Division with respect to transgressions related to alcohol and or drug offences.

Reference: Section 85, 87, 109, 150, 151, 152, 153-154, 175 *The Education Act, 1995*
Criminal Code
Saskatchewan Alcohol Control Act
Narcotic Control Act
Charter of Rights and Freedoms
Youth Criminal Justice Act
Food and Drug Act

Approved: May 12, 2014

tobacco/nicotine related products

MEETING DATE: October 24, 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 checked="" type="checkbox"/> Decision
<input type="checkbox"/> Planning	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 8

FROM: B. Hollick, Board Chair **ATTACHMENTS**

BACKGROUND

RE: 2022 SSBA ANNUAL GENERAL MEETING INFORMATION

- SSBA Voting Delegates / Board Policy
The Board needs to waive the portion of Policy 8: Board Operations that relates to the distribution of ballots/voting delegates at the Annual General Meeting.
- Seconders for SRPSD SSBA resolutions
A seconder for the two draft SSBA resolution is required. Discussion will take place at Board table.

RECOMMENDATION

That the Board waives the required apportioning of votes as outlined in Policy 8: Board Operations - 15.2 relating to voting delegates and distributes the ballots equally between three trustees.

MEETING DATE: October 24, 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 type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Accountability Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2, 13</u>	

FROM: J. Hingley, Superintendent of Schools

ATTACHMENTS [v]

BACKGROUND

RE: STUDENT ACHIEVEMENT ACCOUNTABILITY REPORT

The attached SRPSD Accountability Student Achievement Report will be reviewed at the meeting. The Queen Mary Public School Principal Kari Korczak and her Leadership Team will be in attendance to share their school story.

There will be an opportunity for trustees' feedback and questions at the Board table.

RECOMMENDATION

That the Board confirm that the intent of Policy 2, item 3.2 and the Board's Strategic Plan expectation for monitoring of student achievement have been met and that the Student Achievement Accountability Report be referred to the Director Evaluation process.



Accountability Report

Student Achievement

Jennifer Hingley

10/24/2022



Accountability Report

SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2024 Strategic Plan states the following:

- Students experience joyful learning that fulfills current needs and provides a foundation for future success.
- Students are supported to sustain and strengthen their resiliency and mental wellness.
- Students are affirmed and diversity is supported and celebrated.
- Students demonstrate active citizenship and are supported by engaged families and effective partnerships
- Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

"Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long-range goals through broad strategies and specific actions in each goal area."

2. Saskatchewan Rivers Public School Division Board Policy 2:

Role of the Board

- 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
 - 3.1.1 Annually approve budget (driven by the Board priorities).
- 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
- 3.3 Annually evaluate the effectiveness of the Division in terms of key results.

3. The following declarations are present in the "Saskatchewan Rivers Public School Division Commitment to Student Achievement"

- **All students can achieve at high standards.**
- **All teachers can teach to high standards.**
- **High expectations and early interventions are essential.**

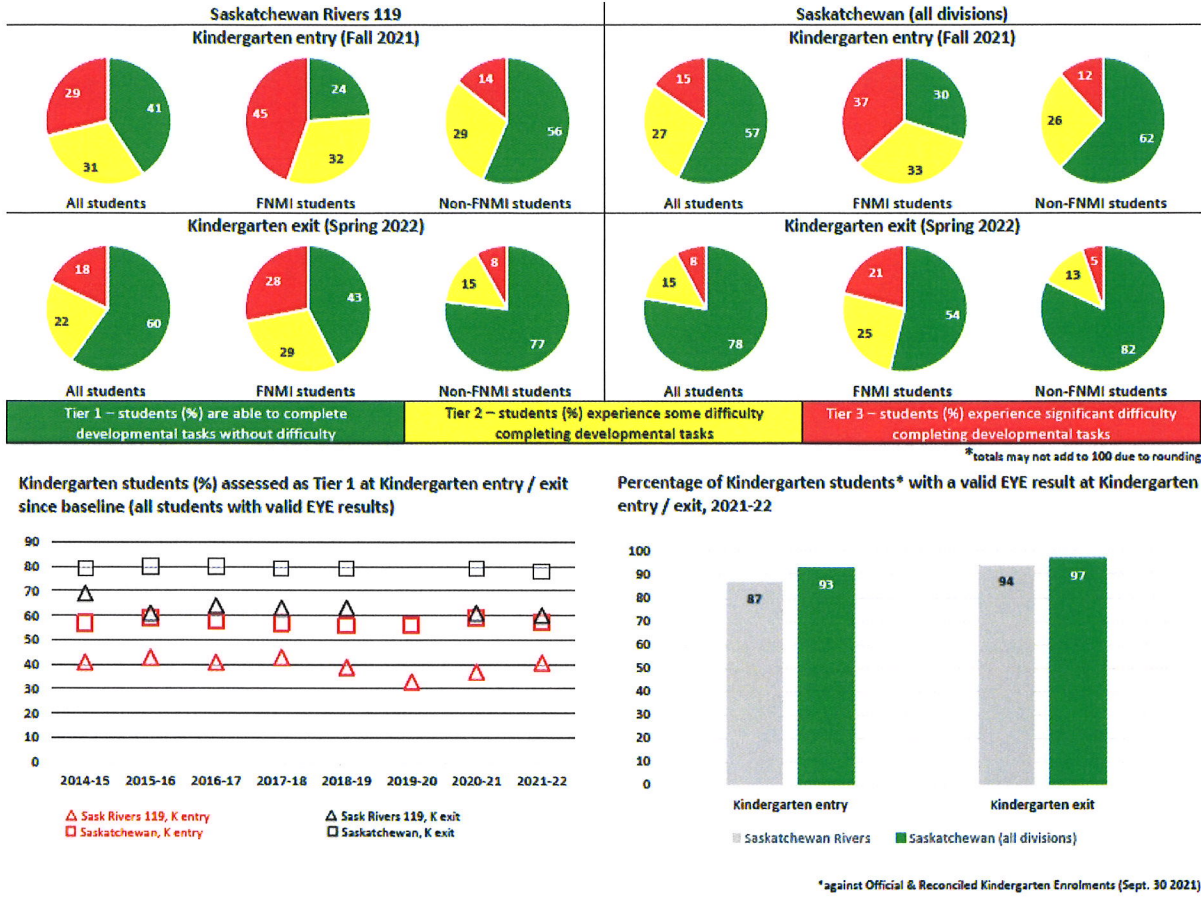
4. The Accountability Measures reported on in this report will be the following:

- Early Years Evaluation – TA for Kindergarten fall data available only
- Developmental Reading Assessment for Grades 1, 2 and 3
- Graduation rates (on-time and extended) – as data is provided by the Ministry
- Credit Attainment in Grades 10 -12.
- High School Marks in ELA 10A, Science 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30

Accountability Report

EVIDENCE:

1. Early Years Evaluation – TA for 2018-19, 2019-20 and 2020-21



Early Years Evaluation – Teacher Assessment (EYE-TA)

Number of children in each tier in an RTI framework

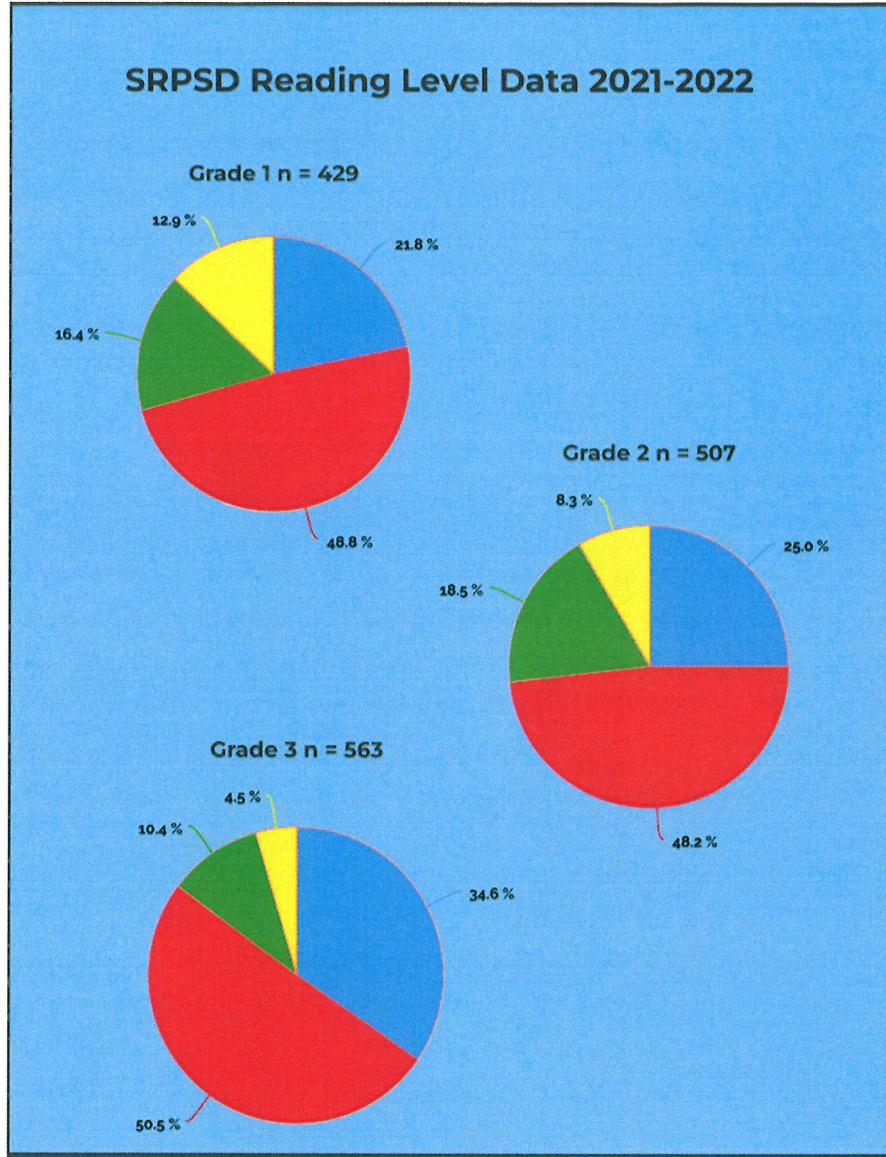
Percentage of children in each tier in an RTI framework

	2020	2021	2022		2020	2021	2022
Tier 3	202	109	135		35.3%	28%	29%
Tier 2	182	127	143		31.8%	36%	31%
Tier 1	189	137	191		33%	36%	41%
	573	382	469				

Readiness for school: students screened at Tier 1 (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, baseline (2014-15) to most recent

Accountability Report

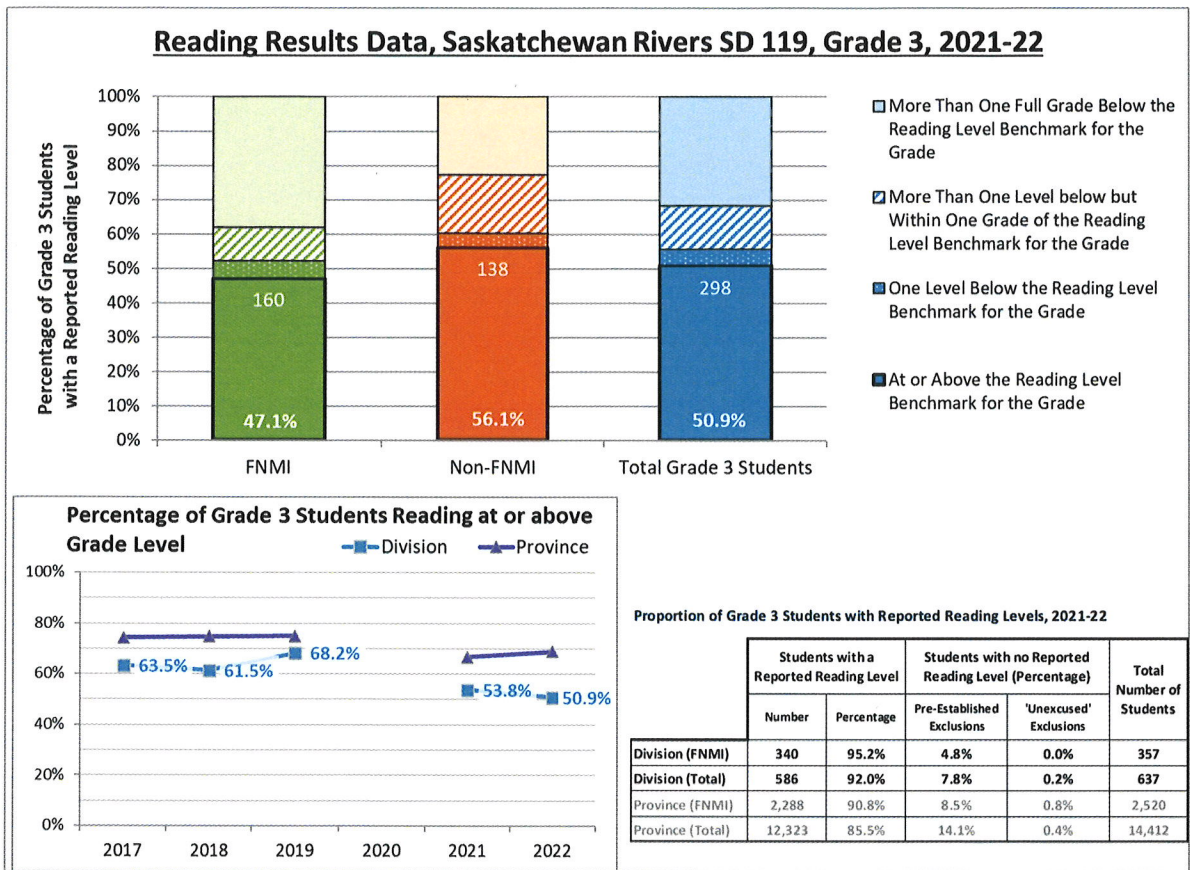
Developmental Reading Assessment for Grades 1, 2 and 3.



Grade 1 Reading Achievement –DRA2 Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2015	47%	36%	62%
2016	54%	41%	70%
2017	41%	27%	59%
2018	45%	33%	60%
2019	47%	32%	66%
2020	No date available.		
2021	40.9%	24.2%	58.8%
2022	38.2%	NA	NA

Accountability Report



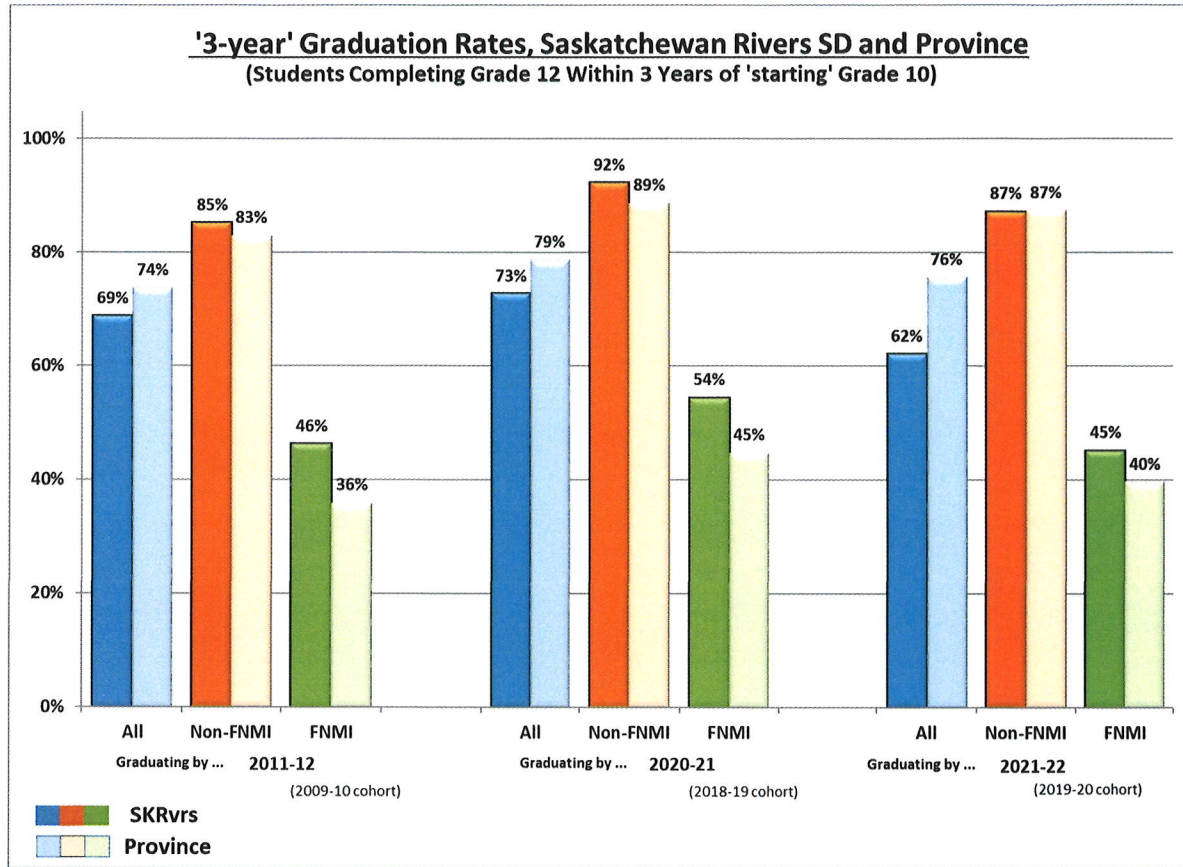
Grade 3 Reading Achievement – DRA2 - Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2015	64%	53%	76%
2016	63%	57%	69%
2017	63%	55%	72%
2018	61%	55%	68%
2019	68%	59%	79%
2020*	34%	22%	48%
2021	53.8%	47%	61.1%
2022	50.9%	47.1%	56.1%

*Schools were closed in March of the 2019-20 school year due to the COVID19 Pandemic.

Accountability Report

2. High School Graduation Achievement

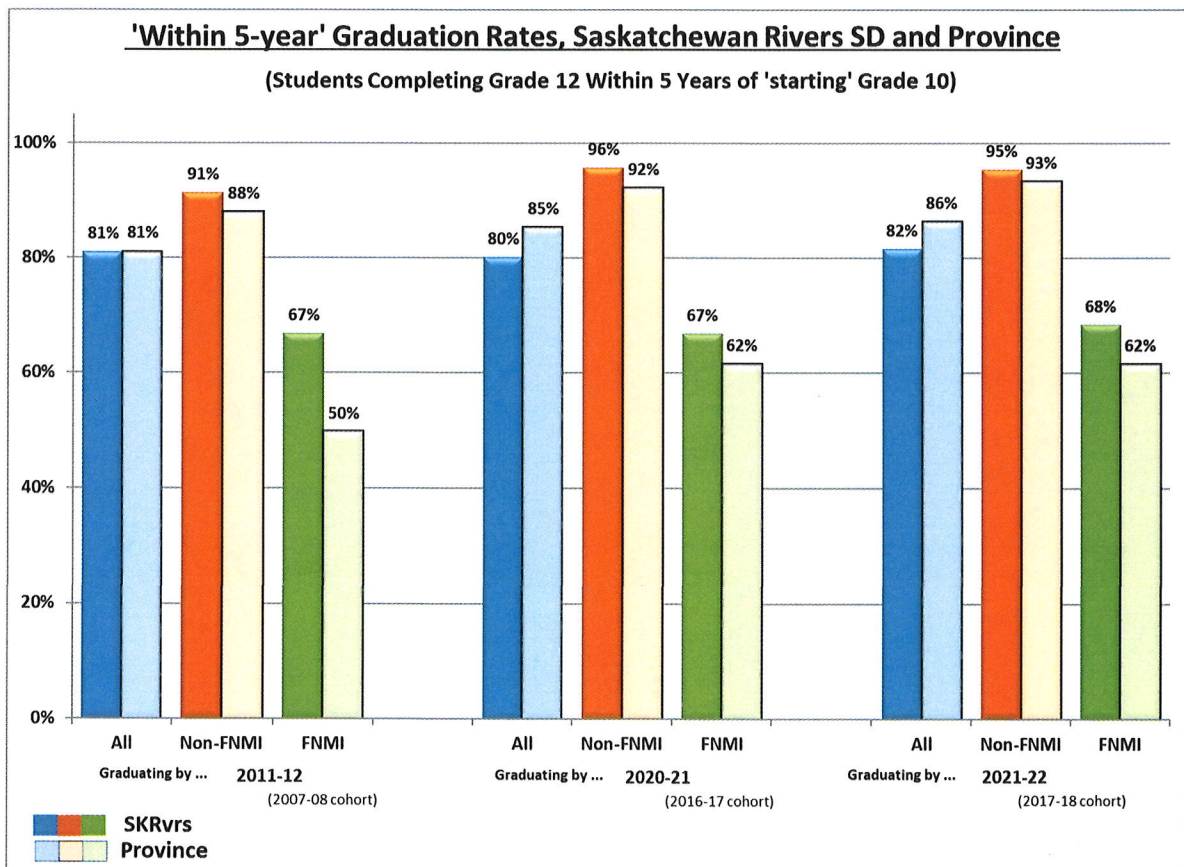


3 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2011-12	2013-14	74.7%	83.4%	40.3%	68.9%	84.1%	47.4%
2012-13	2014-15	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%
2013-14	2015-16	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%
2014-15	2016-17	76.5%	85.4%	43.2%	69.4%	89.3%	52.5%
2015-16	2017-2018	77.4%	86.5%	44.5%	72.1.6%	88%	53.2%
2016-17	2018-19	77.3%	86.8%	43.5%	69.3%	90.4%	51.2%
2017-18	2019-20*	80%	89%	47%	71%	90%	52%
2018-19	2020-21	79%	89%	45%	73%	92%	54%
2019-20	2021-22	76%	87%	40%	62%	87%	45%

*2019-20- Schools were closed in March due to the COVID pandemic.

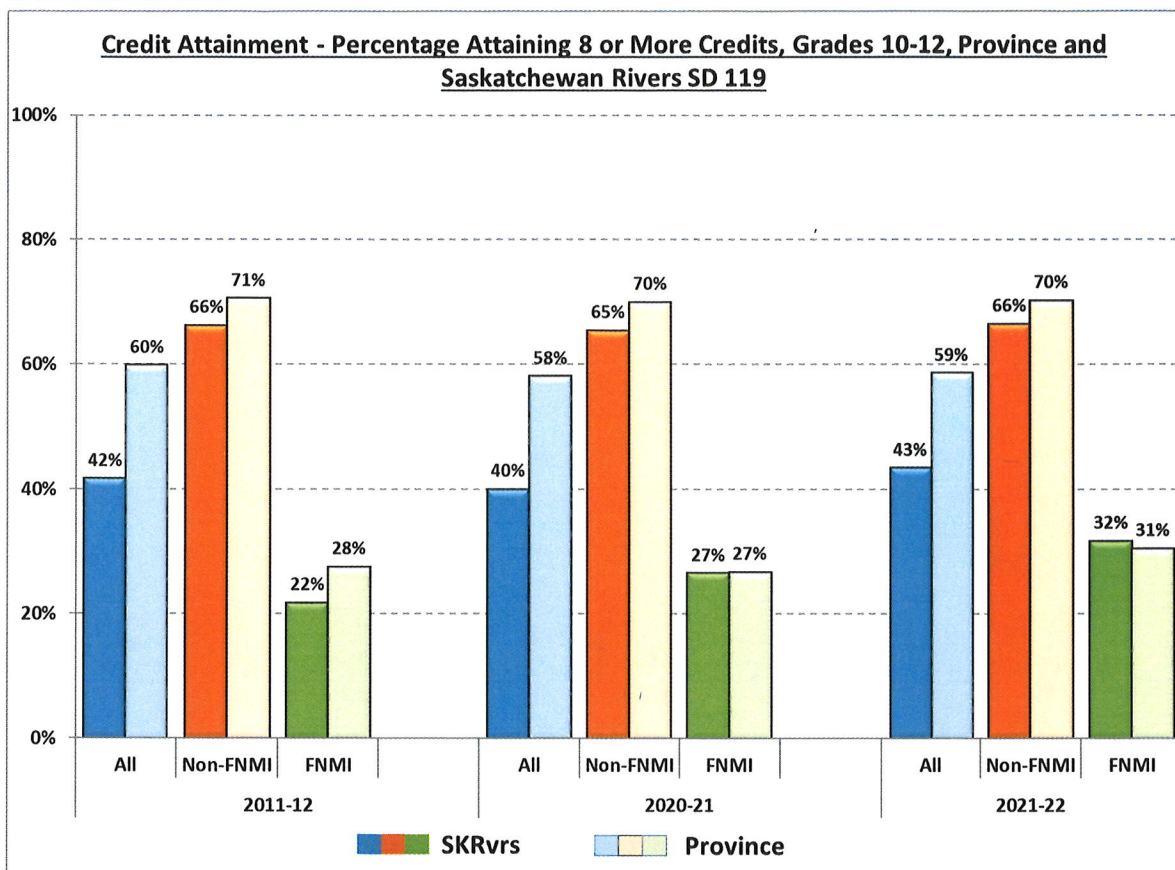
Accountability Report

5 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%
2010-2011	2014-2015	82.5%	89.2%	55.9%	79.2%	92.1%	62.7%
2011-2012	2015-2016	83.3%	89.5%	59.6%	79.7%	90.3%	65.4%
2012-2013	2016-2017	84.0%	90.4%	59.8%	76.6%	87.8%	63.1%
2013-2014	2017-2018	84.4%	91.1%	59.4%	77.6%	91.3%	63.0%
2014-2015	2018-2019	84.7%	91.2%	61.0%	81.5%	92.8%	72.1%
2015-2016	2019-2020	85%	92%	63%	83%	94%	69%
2016-2017	2020-2021	85%	92%	62%	80%	96%	67%
2017-2018	2021-2022	86%	93%	62%	82%	95%	68%



Accountability Report

3. Credit Attainment



4. High School Marks in ELA 10A, Science 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30

Average Final Marks in Selected Secondary-Level Courses 2018 - 2019

Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	73.9	76.1	77.0	80.1	62.0	71.9
Science 10	72.6	72.4	76.0	77.6	59.8	66.9
Math: Foundations and Pre-calculus 10	73.3	78.2	75.6	81.4	61.1	73.7
Math: Foundations 20	74.7	77.6	76.3	80.6	65.3	71.7
ELA 20	75.6	74.8	77.7	78.6	65.2	69.8
ELA A30	74.3	75.3	76.7	80.1	65.5	70.2
Math Pre-Calculus 30	78.8	80.6	79.1	82.2	74.7	74.5

Accountability Report

Average Final Marks in Selected Secondary-Level Courses 2019-20

Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	75.1	71	78.5	75.5	62.9	67.4
Science 10	73.8	72	77.5	78.9	61.8	67.3
Math: Foundations and Pre-calculus 10	76.8	75.5	79	79.9	65.5	70.6
Math: Foundations 20	77.4	76.6	79.1	81.5	67.8	71.1
ELA 20	77.3	73.9	79.6	79.7	67	69.9
ELA A30	75.7	76.2	78.2	82	67	70.6
Math Pre-Calculus 30	81	81.7	81.3	83.4	76.3	76.4

Average Final Marks in Selected Secondary-Level Courses, 2020-21

Subject	All Students		Non-FNMI		FNMI	
	SKRvrs	Province	SKRvrs	Province	SKRvrs	Province
English Language Arts A 10 (Eng & Fr equiv)	77.2	75.5	83.7	78.7	71.0	62.6
English Language Arts B 10 (Eng & Fr equiv)	77.2	74.9	82.4	78.1	72.8	62.2
Science 10 (Eng & Fr equiv)	75.0	74.6	81.6	77.8	69.5	61.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	78.1	74.5	83.6	78.5	74.4	61.6
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	77.7	76.0	81.4	78.1	72.7	63.8
English Language Arts 20 (Eng & Fr equiv)	75.0	76.6	78.9	78.9	70.8	64.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	76.2	69.4	81.4	72.8	72.9	62.3
Math: Foundations 20 (Eng & Fr equiv)	79.1	76.6	83.0	78.3	73.7	66.0

Average Final Marks in Selected Secondary-Level Courses, 2021-22

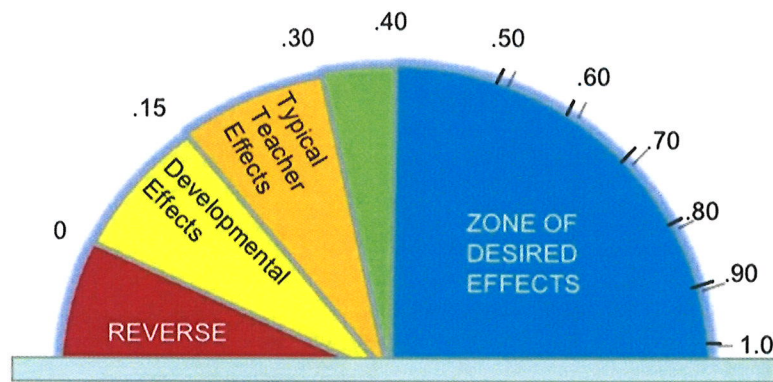
Subject	All Students		Non-FNMI		FNMI	
	SKRvrs	Province	SKRvrs	Province	SKRvrs	Province
English Language Arts A 10 (Eng & Fr equiv)	74.4	74.2	80.8	78.3	69.5	60.9
English Language Arts B 10 (Eng & Fr equiv)	74.1	74.2	79.2	77.8	70.1	62.1
Science 10 (Eng & Fr equiv)	73.3	72.7	79.6	76.6	68.3	60.2
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	74.2	72.8	81.2	77.3	69.4	61.1
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	76.2	75.2	80.1	77.6	71.3	64.2
English Language Arts 20 (Eng & Fr equiv)	77.4	76.5	80.9	78.9	74.3	65.4
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	74.1	69.0	79.9	72.1	71.6	63.1
Math: Foundations 20 (Eng & Fr equiv)	80.0	76.4	82.5	78.4	76.9	65.8

Accountability Report

ADMINISTRATIVE IMPLICATIONS:

1. Focus on high impact accelerated teaching strategies

Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. Schools will continue to enhance their understanding of high impact, accelerated instructional strategies in literacy, numeracy and assessment. The goal is to implement instructional practices that have a high effect size. Effect size represents the magnitude of the impact of a given approach. The hinge point is .40 (an average of the growth in one year of learning) Teachers must use strategies that have an impact of greater than .40 to accelerate learning.

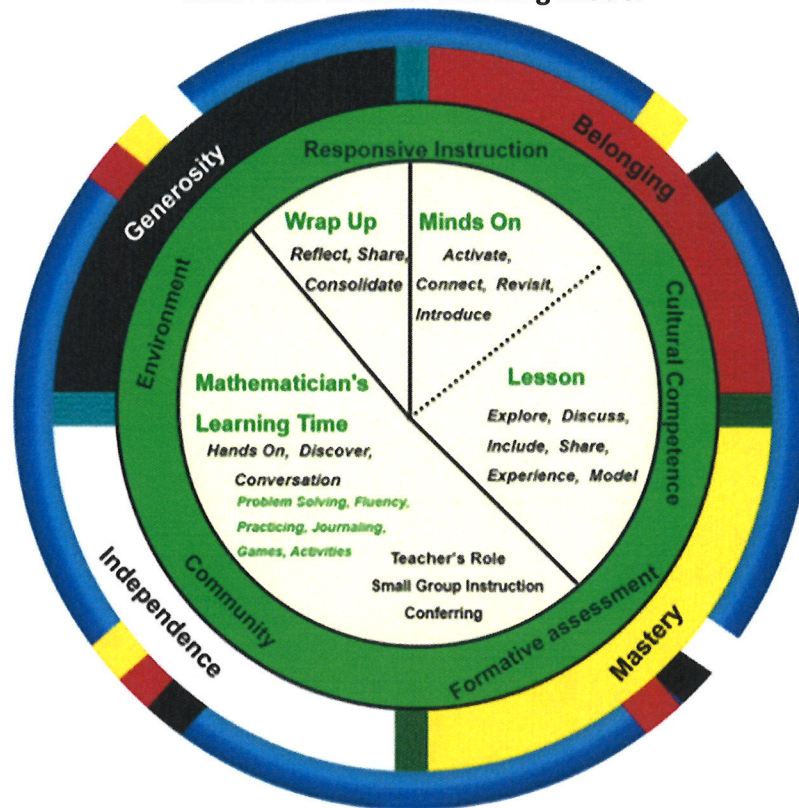


2. Build strong school teams and develop teacher collective efficacy

The most powerful impact on student learning and achievement is teacher collective efficacy. Collective efficacy occurs when, “Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018). Administration will continue to support school leaders and teachers with the implementation of literacy, assessment and numeracy learning models. These models of instruction will embed high effect teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

Accountability Report

Math Instructional Learning Model

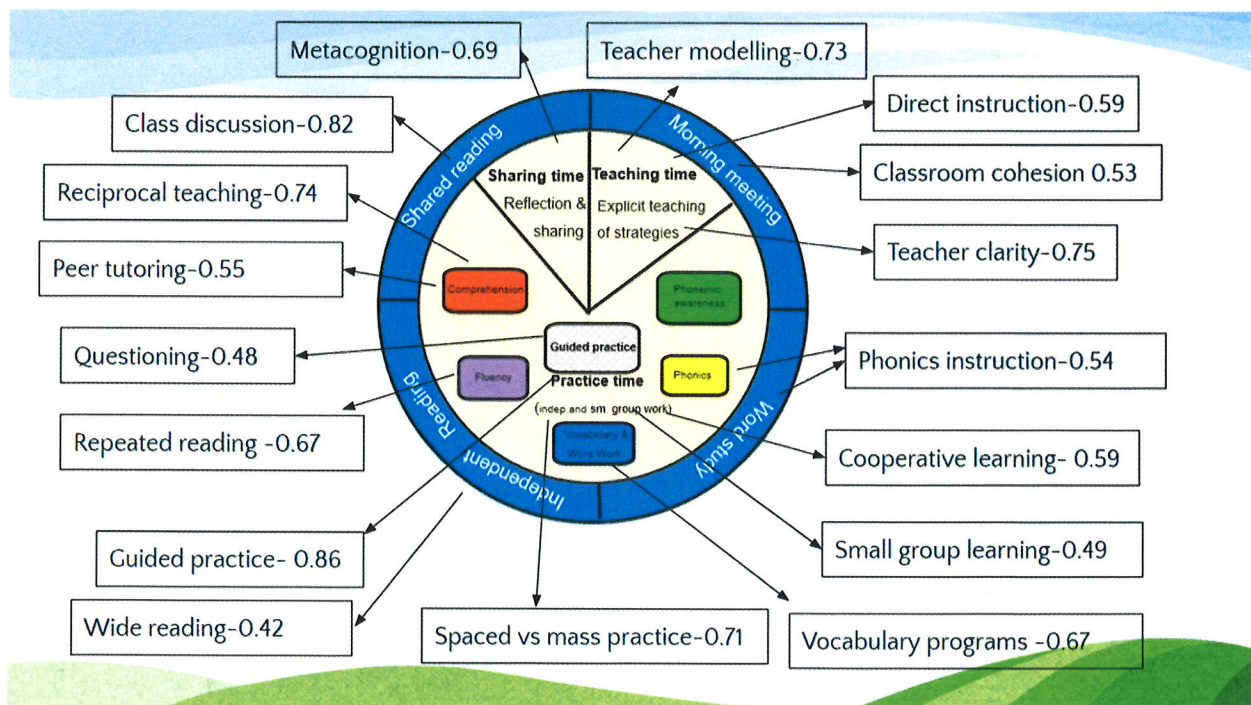
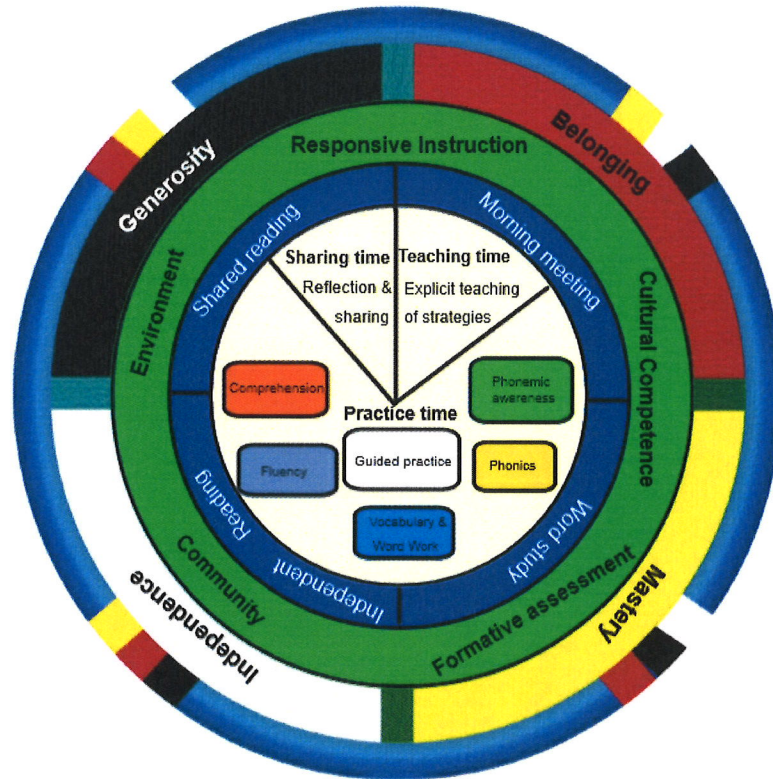


Instructional Practices Embedded within the Math Model

Response to intervention: 1.07
Providing formative evaluation: 0.90
Teacher-student relationships 0.72
Spaced versus mass practice: 0.71
Not labelling students: 0.61
Cooperative versus individualistic learning: 0.59
Peer tutoring: 0.55
Classroom discussion: 0.82
Vocabulary programs: 0.67
Teacher modelling .73
Direct Instruction .59
Classroom discussion .82
Comprehensive instructional programs for teacher .72
Strategy based methods .85
Visual perception programs .55
Interleaved practice .47
Provide feedback .71
Peer assisted learning .62
Help Seeking 0.72
Scaffolding .58

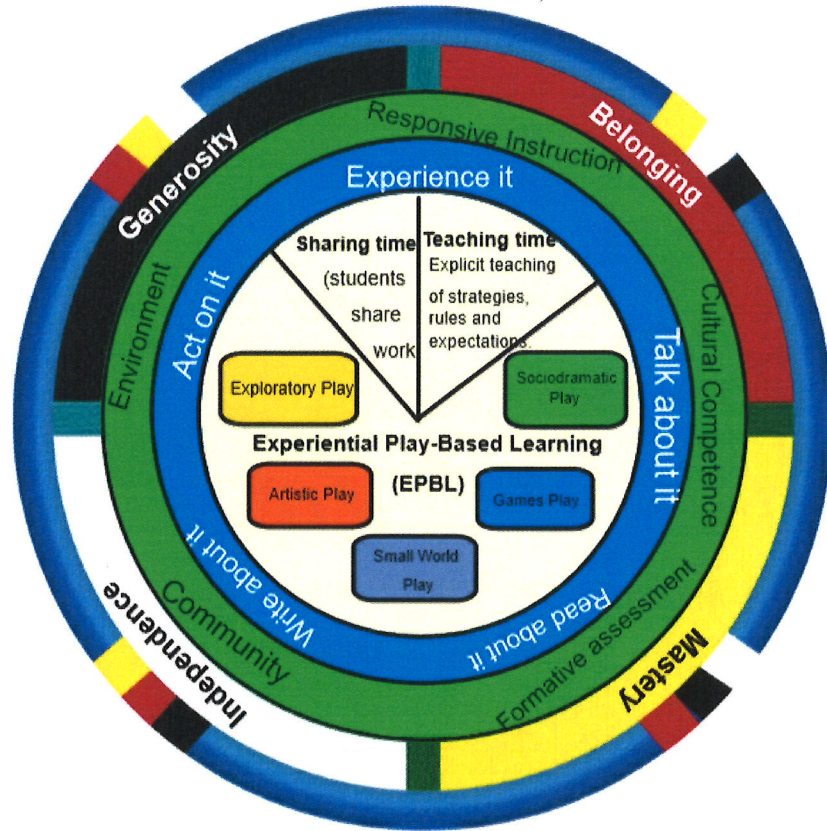
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SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.

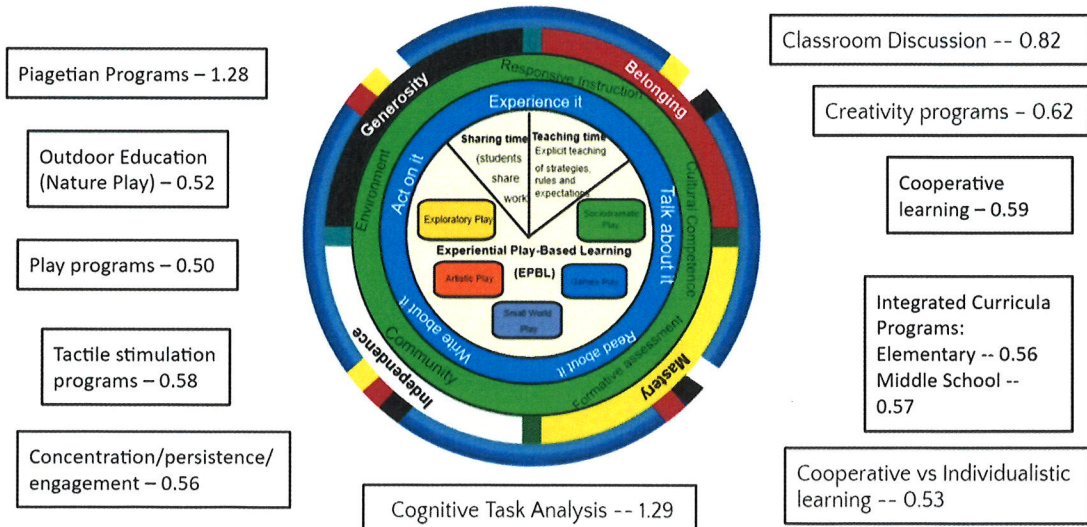


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SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!



Experiential Learning in the Primary Grades

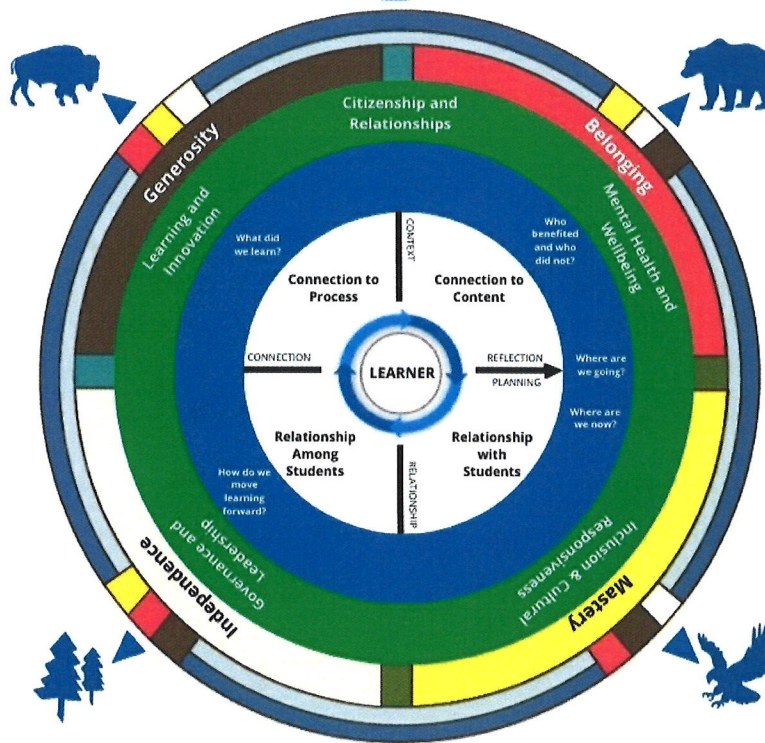


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High School Learning Model

SRPSD students will experience joyful learning that develops their sense of inquiry, community, independence, competence, and confidence. Students' learning will fulfill current needs, give students voice and choice, and provide a foundation for future success. School teams will have the knowledge, tools, skills, and volition to be highly effective and engaging.



DRAFT May 2022

modified by pd, Lorraine and Patricia Abbey for the SRPSD

Burkhart, J. K., Browning, M. A., van Balkom, S. (1998). *The Learning Journal*. National Education Service.

Fisher, D., Frey, N., Anderson, G., & Hattie, J. (2019). *Teacher's guide to effective learning experiences*. Sage Publications, Inc.

Osborne, L. M., & Gajjar, K. N. (2014). *Teaching with rigor: Pedagogical practices and indigenous pedagogies*. University of British Columbia Press.

Saskatchewan Rivers Public School Division (2021). *Strategy Plan 2021-2024*. Retrieved May 19, 2022, from https://www.srpsd.ca/sites/default/files/2022/05/19/2021-2024_SRPSP_Strategy_Plan_August_30_2021.pdf

3. Emphasize assessment practices that supports differentiated learning

The purpose of assessment is to gain insights into student knowledge, skills and confidence in a subject area, with the intention of responding appropriately to support the growth of the student. Administration will continue to support schools as they engage in assessment practices that will lead to responsive and differentiated instruction. Assessment /learning data collection will continue to occur throughout the school year aligned to the Assessment Calendar. It is important to note that assessment is an ongoing process and schools will increase the frequency of assessments based on the needs of students.

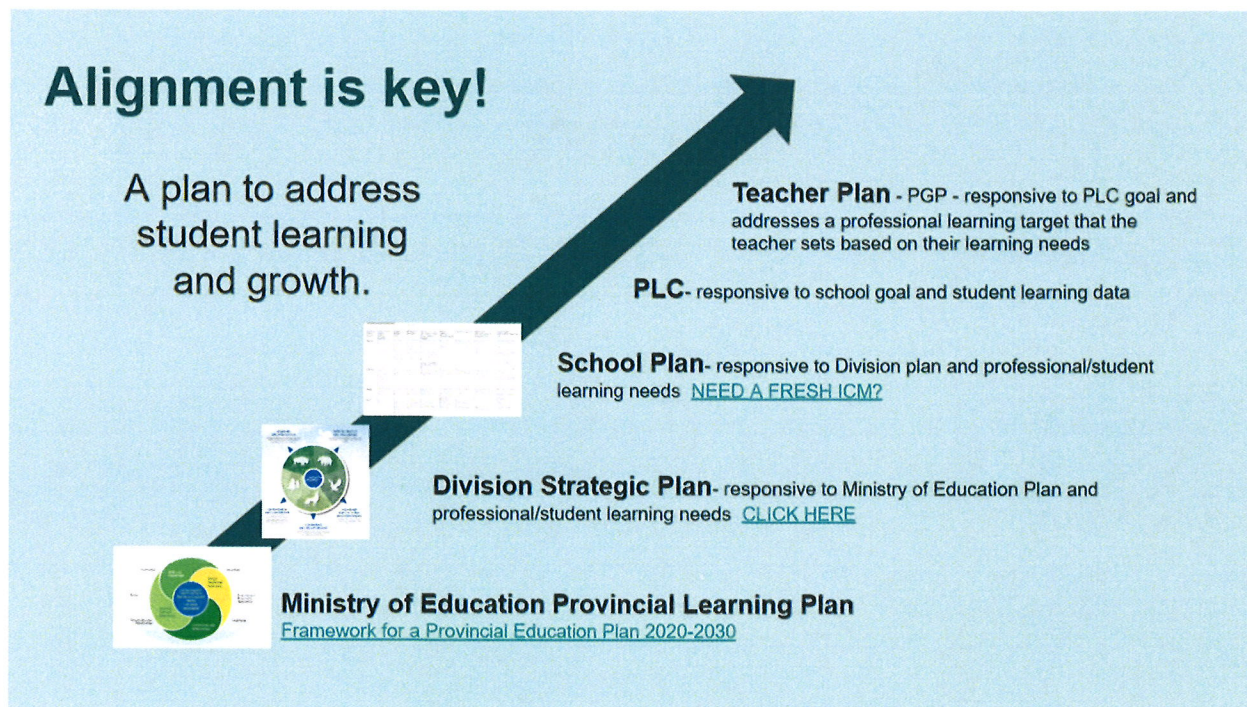
4. Provide responsive, aligned professional development opportunities

Administration is prioritizing the alignment of various professional development opportunities. Schools are organized into learning communities based on their school priority goal of numeracy, literacy or graduation. The learning community structure

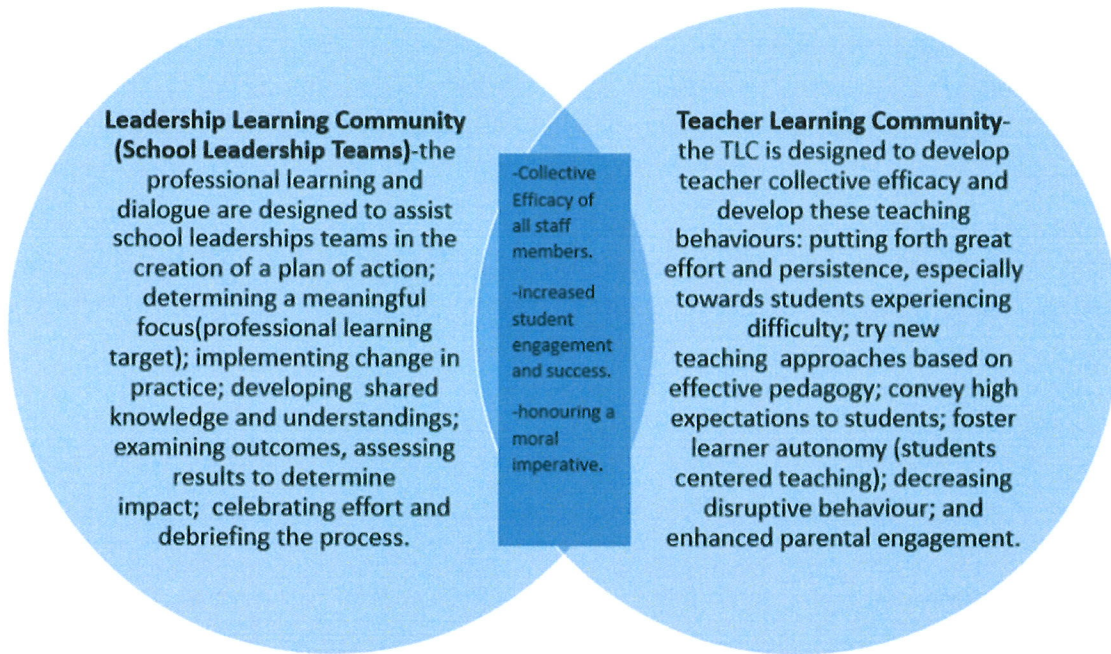
Accountability Report

allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. The embedded coach involved in the Dreamcatcher Coaching Program will offer support to teachers that is aligned with the support provided by the consultants and coaches of the Inclusive Learning Team.

All school-based administrators are developing and enhancing their leadership by engaging in *Leading to Learn*. *Leading to Learn* is a Student First initiative designed to help administrators develop cross-cultural competences; an appreciation for Indigenous worldview and perspectives and anti-racist and anti-oppressive leadership and teaching strategies. This professional development is tied to the Truth and Reconciliation calls to action.

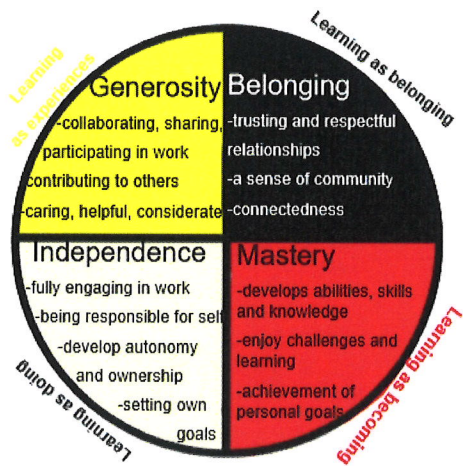


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The structure of professional development will support school leadership teams toward alignment of work in literacy, math and assessment and to implement the SRSPD learning models with integrity and fidelity.

5. **Connect the work of the Indigenous Perspectives Team (IPT) to student achievement**
 The Indigenous Perspectives Team supports school leaders, teachers and students. Their work is comprehensive and elevates the work of all other teams with the inclusion of Indigenous ways of leading, learning and teaching. The IPT identify indigenous resources and have created an impressive cache of information that is accessible to teachers on a google site. They are naturalizing the inclusion of Indigenous Knowledge within curricula and they continue to foster relationships between schools and Elders.



Indigenous models of learning are the foundation of SRSPD’s literacy, numeracy and experiential play-based model.

Indigenous knowledge will strengthen and enhance our work as leaders create belonging and implement effective learning models.

Accountability Report

GOVERNANCE IMPLICATIONS

Based upon the report it is recommended that the Board continue to provide the following:

1. Advocacy for early learning and literacy to be high priority items within the province;
2. Courageous data informed decisions;
3. Continue to partner with Indigenous organizations, Elders and Traditional Knowledge Keepers to demonstrate a commitment to the Truth and Reconciliation Calls to Action;
4. Honour Indigenous worldview, knowledge and perspectives by sustaining and maintaining the IPT and the Cree Language and Culture Kindergarten program.
5. Continued focus on the improvement of student achievement;
6. Financial support for student learning and intervention strategies.

MEETING DATE: October 24, 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, 13

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

BACKGROUND

RE: BUDGET PRIORITIES, GUIDELINES AND TIMELINES

Each Year the Board reviews and amends or approves the key elements of budget development. One of the items the board might recall is a discussion of the development of scenarios for budget to compare a more ideal plan for expenditures to meet needs with a more practical plan for expenditures that match revenue and balances budget. The “more ideal plan” may take more time and effort from administration and staff, but may be helpful in advocacy efforts. If the Board sees value in this suggestion, Guidelines and Timelines would be amended accordingly.

The current Principles, Guidelines are below for Board consideration:

Principles For Developing Budget Estimates

1. Mutual responsibility guided by sustainable programs and services that support the broad range of factors required for student achievement.
2. Accountability through respectful collaborative working relationships to ensure that the principles are reflected through actions and decisions.
3. Transparency where decisions are supported by evidence-based written policies that are consistently applied and easily understood.
4. Equity through decisions which support all students in reaching their full potential.
5. Stability through decisions which endeavor to provide the flexibility to deal with periods of economic stability, growth and decline.

Guidelines For Developing Budget Estimates

1. Expenditures will reflect current reality and future opportunities.
2. Provision will be made for revenues and expenditures required for the implementation of the priorities and goals of the Board of Education as outlined in:
 - o Board Foundational Statements in Policy 1
 - o Division’s Strategic Plan

3. Provision will be made for revenues and expenditures required to meet the annual objectives of the division's services.
4. Provision will be made for revenues and expenditures required for the implementation and actualization of the Ministry of Education curricula.
5. Allowances will be made for the capital priorities and facilities maintenance program.
6. Allowances will be made for building capacity for site-based management and accountability.
7. Budget estimates will be adjudicated by Administrative Council prior to presentation to the Board of Education.
8. Supplementary statements will be prepared consisting of statistical data on school enrolment, personnel requirements, additions to and changes in programs, explanations of the contents under each budgetary category, distribution of costs among defined school activities, and other supporting data.

TIMELINE FOR DEVELOPING BUDGET ESTIMATES

- Sept 1 ----- Start of fiscal year (and prepare for audit of last year's financials)
- Oct----- Confirm Board Principles and Guidelines for budget development
- Dec ----- Review and analyze previous year's audited financial statements
- Jan-May ----- Consultations and communication with Board and other stakeholders
- Jan ----- Confirm capital project priorities (and finalize audit from previous year)
- Jan ----- Staffing and Enrolment projections
- Feb ----- Preliminary Budget additions and reductions
- Mar----- Provincial Budget and Ministry of Education funding information
- Apr----- Finalize Budget additions and reductions
- May ----- Review Preliminary Budget and approve if appropriate
- June ----- Approve Final budget, if not approved previously
- June ----- Submit Budget to Ministry and communicate budget to schools
- Aug 31 ----- End of fiscal year

RECOMMENDATION

That the Board approve the Principles, Guidelines and Timelines for budget development as presented.