

**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, January 23, 2023
Time: 4:00 p.m.**

AGENDA (#23R-2)

- 1. Call to order by Board Chair Darlene Rowden**
- 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. Induction of Student Trustee for 2022-23 school year:**
 - Courtney Horan (urban)
- 8. Accountability reports**
 - (a) SRPSD Inclusive Education Accountability Report – ***T. Michaud***
- 9. Consent items**
 - (a) Adoption of the Regular meeting – January 9, 2023
 - (b) Administrative Procedures Changes
 - (c) Correspondence
 - (d) Board Committee Terms of Reference for 2022-2023 – SRSC Committee
- 10. Business arising from the previous meeting**
- 11. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Motions brought forward from Closed Session of January 23, 2023
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report – ***D. Zacharias / C. Horan***

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January 23, 2023

11. Reports from administrative staff

- (a) Director’s Update – **R. Bratvold**
- (b) French Immersion Designation – 2023-2024 – **T. Michaud**

12. Notice of Motion

13. Three key messages for SCC/Public from meeting

14. Board members’ forum

15. Adjournment

CALENDAR OF EVENTS	
Monday, January 23, 2023 Time 1:30 p.m. (virtual)	SSBA Finance Workshop, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, January 23, 2023 Time: 4:00 p.m.	Regular meeting, Education Centre, Board Meeting, 545 – 11 th Street East, Prince Albert, SK
Thursday, January 26, 2023 Time: 9:30 to 4:00 p.m.	Trustee Academy 2023 – virtual session (optional)
Monday, February 6, 2023 Time: 4:00 p.m.	Pipe Ceremony at Princess Margaret School, 351 – 13 th Avenue East, Prince Albert, followed by the Elders Council – 10:30 a.m.
Monday, February 6, 2023 Time: 4:00 p.m.	Regular meeting, Education Centre, Board Meeting, 545 – 11 th Street East, Prince Albert, SK
Wednesday, February 8, 2023 Time: 6:15 p.m.	Joint meeting with PAATA Executive – location - TBD

2022-23 Board Annual Work Plan

January 2023

Events/Action

- P.A.A.T.A. Executive Joint Meeting – see above
- P.A. Separate School Division Joint Board meeting – Monday, March 20, 2023 – 6:00 p.m.
- School tours – *rescheduled to the Fall 2023*

February 2023

Events/Action

- No events scheduled in this month.

MEETING DATE: January 23, 2023

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

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

BACKGROUND

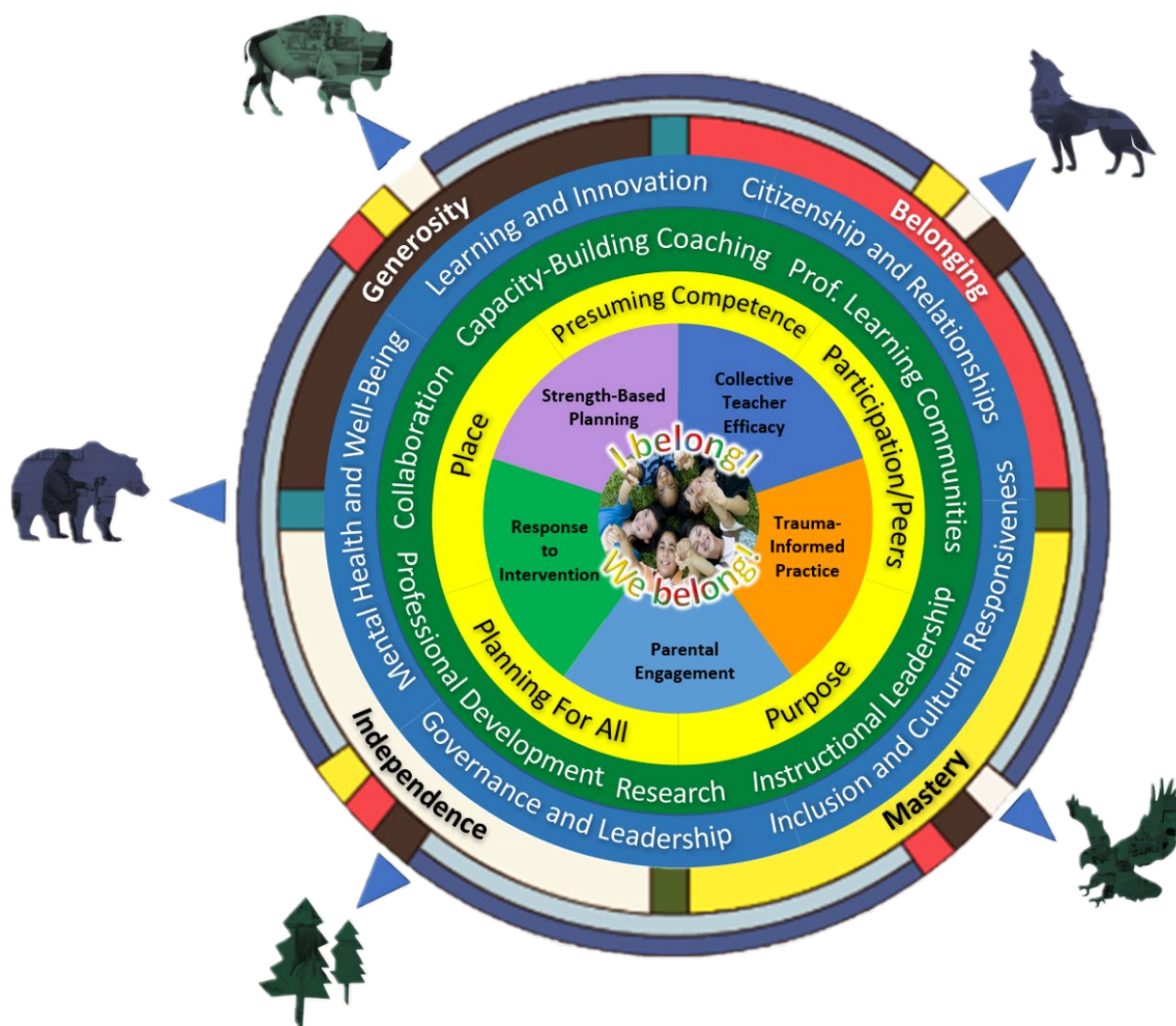
RE: INCLUSIVE EDUCATION ACCOUNTABILITY REPORT

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

RECOMMENDATION

That the Board confirm that the intent of Policy 13 and 14 and the Board's 2021-2024 Strategic Plan expectation for student learning, achievement, community engagement and professional development have been met and that Inclusive Education Accountability Report be referred to the Director Evaluation process.

Accountability Report: Inclusive Education



Source Documents:

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

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

2. SRPSD Board Policy Handbook

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

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

13.6.2 - Reports regularly on results achieved through accountability reports.

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

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

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

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

Our Priorities

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

4. Interim Provincial Education Plan

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

5. [SRPSD Annual Board Advocacy Plan](#)

The Board affirms the need to continue to advocate for adequate resources for students with vulnerabilities in order to meet bold provincial and locally determined targets around student learning.

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

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

8. [SRPSD Emergency Response Plan](#)

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

10. Administrative Procedures (APs)

- [AP 106](#) – Accountability Reporting
- [AP 150](#) – Lockdown Protocol
- [AP 151](#) – Service Dogs in Schools
- [AP 152](#) – Therapy Animals in Schools
- [AP 153](#) – Student and Staff Safety
- [AP 154](#) – Temporary Exclusion of Students for Safety or Medical Reasons
- [AP 200](#) – Organization for Instruction
- [AP 201](#) – Modified, Alternative, Functional and Locally Developed Programs
- [AP 214](#) – Special Education
- [AP 325](#) – Administering Medication and Medical Treatment of Students
- [AP 345](#) – Admission of Resident Students

Acronyms

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

Introduction

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



Inclusion and Cultural Responsiveness

Inclusive Education Framework

SRPSD continues to pursue the review and renewal of its Inclusive Education Framework.

In 2021-22, we analyzed feedback received from schools and Education Centre personnel regarding the Core Elements of Inclusive Education and their associated rubrics¹ developed by the Ministry of Education as part of the Actualization of the Needs-Based Model. Below is a summary of the responses provided by 84 individuals who completed the survey.

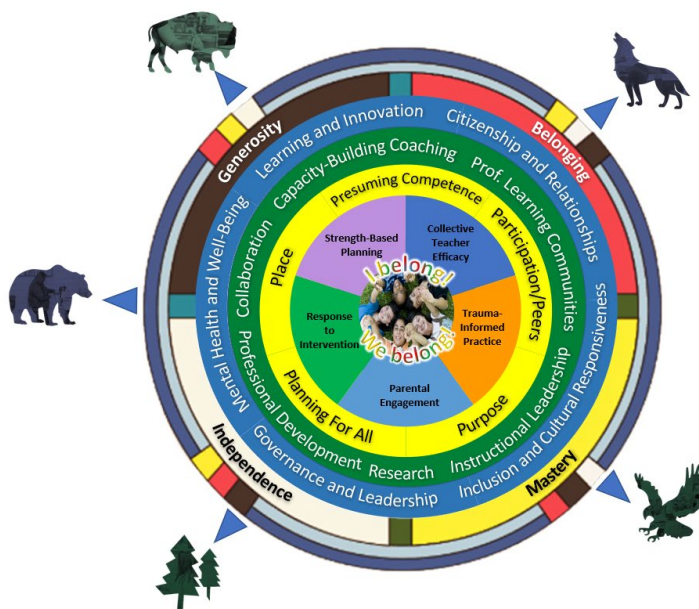
Inclusive Education: Core Elements	Not Evident	Emerging/ Developing	Evident	Exemplary
Inclusive Attitudes	0%	66%	27%	7%
Inclusive Practice	1%	41%	57%	1%
Organizational Structures Support Inclusive Education	1%	45%	49%	5%
Parental/Caregiver Engagement	3%	42%	47%	8%
Designing Instructional Programming	4%	51%	41%	4%
Creating a Culture of Collaboration	3%	21%	68%	8%
Administrative Leadership	7%	37%	49%	7%
Support of School Personnel	6%	48%	43%	3%
Building an Interprofessional Team	0%	59%	36%	4%
Effective Professional Development	15%	52%	30%	3%

To support school teams with the implementation of best practices to support inclusive education, the SRPSD Inclusive Learning Team has developed a series of learning models, including the Inclusive Education Model. The visual below identifies the various elements of the Inclusive Education Model. An [interactive version of the model](#) (PowerPoint file) is available on our website for instructional leaders to access as a professional development reference tool providing access to detailed information and multiple resources to support their colleagues and school communities in continued growth in inclusive education.



Inclusive Education Model

-  Circle of Courage
-  SRPSD Priorities
-  Drivers of Professional Excellence
-  Principles of Inclusion
-  High-Impact Practices



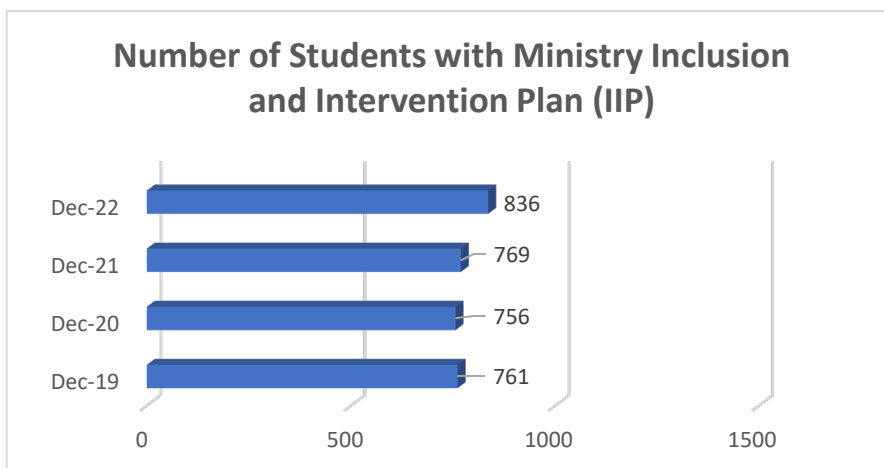
¹ [Ministry of Education's Rubrics for Student Support Services](#) (Pages 6-14)

Gender and Sexual Diversity

SRPSD is committed to ensuring schools are safe and inclusive for all students, including those who identify as gender and/or sexually diverse. The Mental Health and Wellness Consultant works with each school to support their Gender and Sexual Diversity (GSD) Student Alliances. Each school has a staff member who leads the work of their GSD Student Alliance. Many school groups organized a variety of activities throughout the year, more specifically in June, recognized as Gender and Sexual Diversity Pride Month in Saskatchewan and globally. A sample of such activities would include; painting of the main entrance walkways at John Diefenbaker Public School and École Vickers Public School, Rainbow Pride Days at École Arthur Pechey Public School and raising of the Pride flag at Vincent Massey Public School. The adoption of modified versions of the SRPSD logo to show support for gender and sexual diversity has also been widely adopted in the Division with multiple uses throughout the year. In response to Board motion #21R-59, a SRPSD working group will lead a division-wide contest to solicit additional adaptations of the SRPSD logo to propose to the Board of Education for approval to celebrate Pride month and further highlight our commitment to inclusion. The working group will also develop a plan to further support schools in responding to the needs of their sexually diverse population.

Students Requiring Intensive Supports

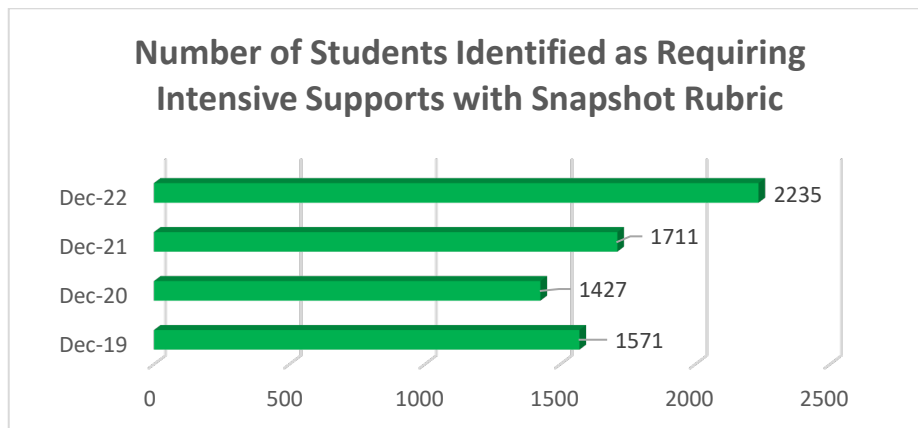
The Ministry of Education requires school divisions to annually report the number of students requiring intensive supports. The number reported is in direct correlation to the number of students with a registered Inclusion and Intervention Plan (IIP). The chart below indicates the number of students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



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

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

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



Inclusion and Intervention Plans (IIP)

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

Areas of Development

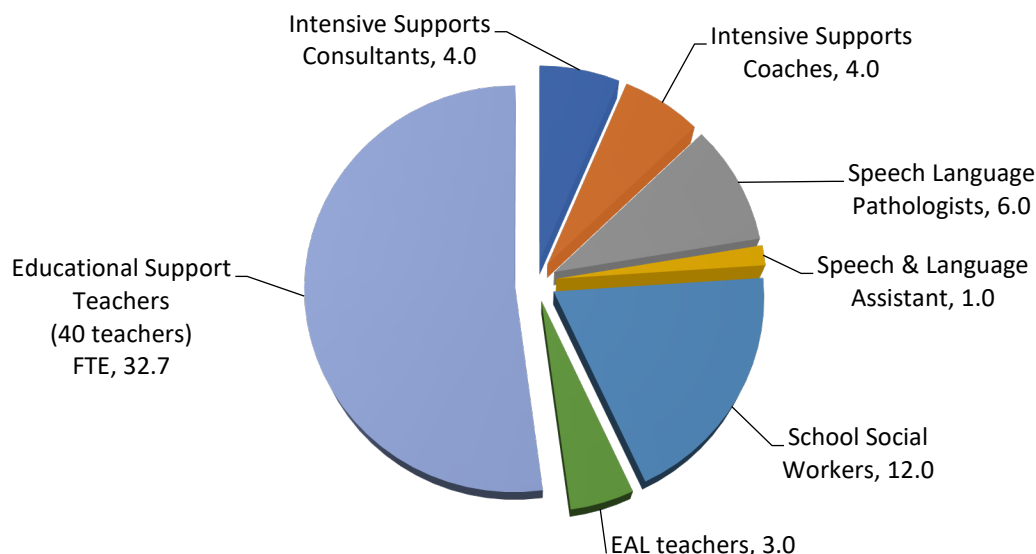
- Independence
- Health/Medical Need/Personal Care
- Sensory
- Personal/Social Well-being
- Academic Achievement
- Motor Skills
- Communication
- Safety
- Transitions

Continued technical challenges with our outdated IIP database do not allow us to compile data on IIP outcome achievement rates once again this year. It is anticipated that with the transition of our IIPs to the new CLEVR cloud-based software, we will be able to compile this data for the 2022-23 school year.

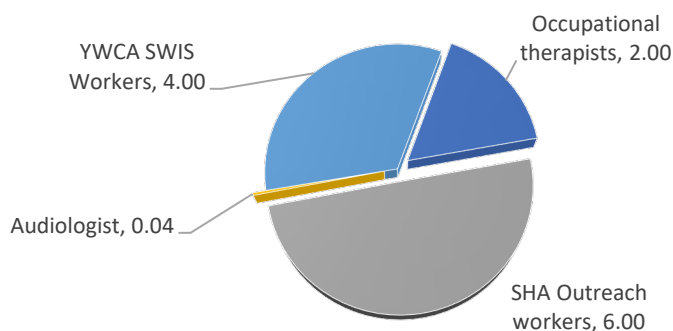
Another highlight of the 2021-22 school year was the development of [Administrative Procedure 151 – Service Dogs in Schools](#) recognizing the need to support administrators in accommodating to the needs of those in their school communities who rely on a service dog in their daily lives.

Professional Services to Support Inclusive Education

SRPSD Intensive Supports Professional Staffing (2021-22)



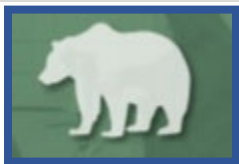
Contracted Service Providers/Partnerships (2021-22)



In 2021-22, all educational psychology supports were provided by three contracted service providers. These contractors completed 62 psychoeducational assessments during the course of the school year.

2022-23 SRPSD Intensive Supports Staffing Adjustments

- 0.5 FTE SLP vacancy due to resignation
- Increase of 0.6 FTE SLP due to return from maternity leave
- Extension of 1.0 FTE Speech and Language Assistant temporary position to June 2023
- Increase of 2.0 FTE Intensive Supports Coaches
- 1.0 FTE psychologist hired on temporary contract for 2022-23 school year.
- Increase of 450 hours of contracted occupational therapy services as part of a re-entry plan for a local occupational therapist after an extended leave from practice.
- Retention of two of the three Mental Health Coach positions added in 2021-22 with COVID funding.



MENTAL HEALTH AND WELLBEING

Mental Health Supports

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

Education is key to empowering individuals in monitoring and managing their mental health and personal wellbeing. In 2021-22, Administration and our Mental Health and Wellbeing continued to implement our Mental Health Framework with a capacity-building approach to support Trauma Informed Practice in classrooms. This framework facilitated the strategic integration of additional mental health coaching supports for the 2021-22 school year with the allocation of one-time additional funding from the government as part of its COVID response allowing us to broaden supports to all schools. The framework provides access to ongoing supports as well as division-based professional development available to personnel from all schools.

Why?

- We know that our students are struggling in the area of mental health (literacy, SEL, regulation).
- We know that students cannot learn unless they are regulated.
- We know that in order for our students to struggle less, we need to teach all of our students skills to build resilience in navigating challenges.
- We know that if it is good for one student, it is good for all students. If one is struggling, more are struggling.
- We identify social and emotional skills as being a top priority.
- We know that people who have strong social and emotional skills live happier, more successful lives.

Who?

- Dorothy Schluff – grades 3-6
dschluff@srsd119.ca
(306) 764-1571 ext. 2088
- Carolyn Lemire – grades 7-12
clemire@srsd119.ca
(306) 764-1571 ext. 2056

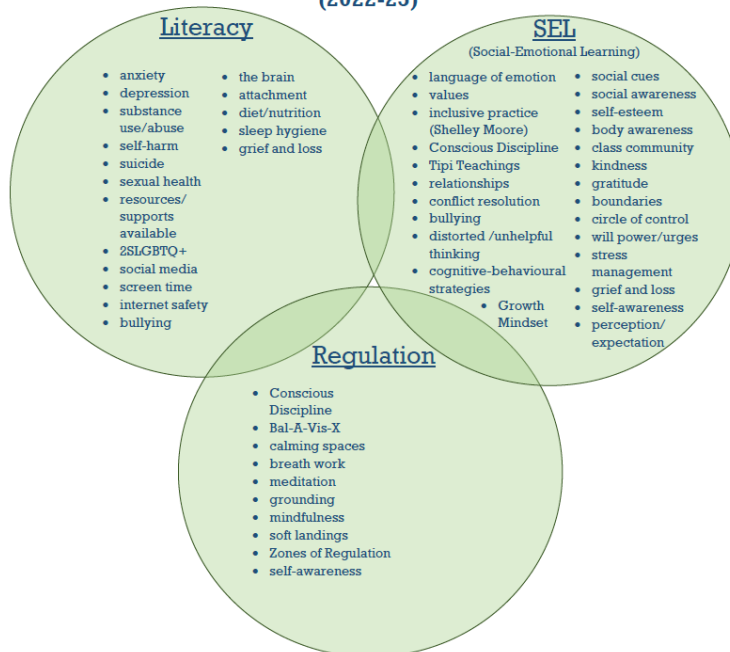
How?

- Teachers (individually or in conversation with their coach) determine how they can support mental health and build the resiliency of their students through universal classroom strategies.
- Connect with your Mental Health Coach directly (email or phone call).
- Resources and supports available on request.

***If you are looking for supports for an individual student, please connect with your Inclusive Education Coach.

Mental Health Coaching Model

(2022-23)



In June 2022, SRPSD was also excited to learn that it was successful in its application to have PACI included in the expansion of the Saskatchewan Health Authority's Mental Health Capacity Building in Schools pilot project. Funding from the SHA allows for the addition of a Mental Health Coordinator (shared with the Prince Albert Catholic School Division) and a Mental Health Promoter to support mental health capacity building initiatives with the staff and students at PACI. The Mental Health Capacity Building initiatives are developed in alignment with the Government of Saskatchewan's [Comprehensive School Community Health Framework](#). A formal agreement is in place confirming funding until June 30, 2025.

Suicide intervention is another key component of SRPSD's mental health supports. In 2021-22 the division had two staff members who were certified to offer Applied Suicide Intervention Skills Training (ASIST). Three ASIST workshops were offered in 2021-22 with a total of 32 participants. Having personnel to offer ASIST training to members of our school teams ensures that we are able to identify at-risk students and direct them to appropriate mental health supports. SRPSD appreciates the additional funding provided by Ministry of Education with the Mental Health Grant made available to school divisions to support mental health training and supports. In 2021-22, SRPSD received an additional \$9,000.00 with the targeted funding for Mental Health.

The Government of Saskatchewan also committed to having personnel in every school in the province trained in Mental Health First Aid. Thanks to this commitment, 74 staff members, representing each of our schools, successfully completed virtual Mental Health First Aid training sessions in November 2022 at no additional cost to the school division.

SRPSD stands out as one of the few school divisions in Saskatchewan to have developed an Administrative Procedure² to guide the process allowing therapy dogs in schools to support the mental health needs of staff and students. We currently have one handler of a certified therapy dog who is available to offer supports in our schools. There are currently two other dogs completing their certification requirements.

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

Hospital Program	2019-20 Student Contacts	2020-21 Student Contacts	2021-22 Student Contacts
Family Treatment Centre	50 ³	0 ⁴	15 ⁵
Mental Health Services	111 ⁶	74 ⁷	177

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

Ministry funding for the hospital program is confirmed until March 31st 2023.

Emergency Response

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

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

² [AP 152 – Therapy Animals in Schools](#)

³ Services at the Family Treatment Centre were suspended in March 2020 due to the COVID-19 pandemic.

⁴ Services at the Family Treatment Centre continued to be suspended for the entire 2020-21 school year.

⁵ SHA statistics only available for Sept. 2021 to Mar. 2022 when FTC was operating at 50% capacity

⁶ Services at Youth Mental Health were suspended in January 2020 due to the lack of local psychiatrists and since March 2020, the COVID-19 pandemic has extended the suspension of services.

⁷ Services at Child and Youth Mental Health resumed in late February 2021.

Traumatic Event Response

Intensive Supports personnel are available to offer supports to a school community following a traumatic event. The SRPSD Traumatic Response Team includes superintendents, consultants, psychologists, and social workers. In 2021-22, the Traumatic Response Team responded to one traumatic event to support students and staff.

Violence Threat Risk Assessment (VTRA)

Prince Albert Community VTRA Protocol partners continue to collaborate to update our VTRA Community Protocol and provide VTRA training to partner personnel. Inter-agency collaboration continues to be a valuable support when schools need to enact a VTRA. The Prince Albert VTRA Community Protocol leadership team will continue its work in finalizing an updated version of the protocol and engaging new community partner agencies. Level 1 training opportunities will continue to be offered on a regular basis by our team of VTRA trainers which includes two SRPSD staff members. The next Level 1 VTRA training session in Prince Albert is scheduled for March 2023.



LEARNING AND INNOVATION

SRPSD Specialized Learning Centres, Functional Integrated Programs and Alternative Education

Prekindergarten to Grade 8

Specialized Learning Centre	2020-21			2021-22			2022-23			Capacity 2021-22
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
English as an Additional Language	20	1.0	1.0	10	1.0	1.0	17	1.0	1.0	20
Developmental Education	19	2.0	9.0	17	2.0	9.0	21	2.0	9.0	22
Life Skills (PK-8)	16	1.0	3.0	17	1.0	3.0	n/a	n/a	n/a	20
Totals (PreK – Grade 8)	55	4.0	13.0	44	4.0	13.0	38	3.0	10.0	

Grades 9 to 12

Educational Program	2020-21			2021-22			2022-23			Capacity 2020-21
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Carlton Public High School Functional Integrated Program	29	2.0	12.0	43	3.0	12.0	49	3.0	16	28
Wesmor Public High School Functional Integrated Program	41	2.0	3.0	50	2.0	4.0	41	2.0	4.0	44
Totals (Grades 9-12)	70	4.0	15.0	98	5.0	16.0	90	5.0	20	

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

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

English as an Additional Language (EAL)

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

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

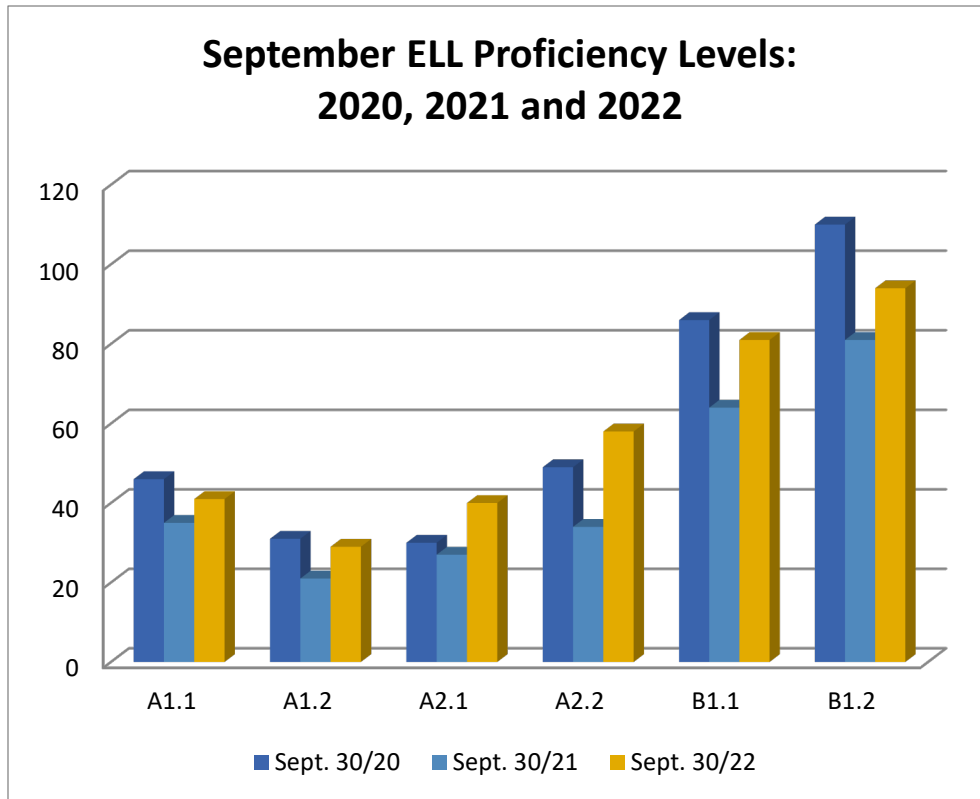
The Ministry provides funding to SRPSD in for initial CFR assessments for newcomers to Canada. During the 2021-22 school year, 41 ELLs were initially assessed by SRPSD whereas, 16 ELLs were assessed in 2020-21 and 42 were assessed in 2019-20. For the 41 assessments completed in 2021-22, SRPSD received \$8,464.04.

The chart below shows the annual number of ELLs in SRPSD schools from September 2020 to September 2022.

	Number of ELLs Sept. 30/20	Number of ELLs Sept. 30/21	Number of ELLs Sept. 30/22
Total ELLs	352	262 -25.6%	343 +30.9%

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

The EAL data illustrated in the following graph shows the number of EAL students in each of the CFR Proficiency Levels.



EAL Service Delivery Model

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

In elementary schools where the number of EAL students with a CFR Level of A1.1 to A2.2 is greater than five, an itinerant EAL teacher (0.5 FTE) is available to offer enhanced supports to targeted English Language Learners.

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

The chart below indicates EAL teacher allocations for 2021-22 school year.

School	# of Students A1-Level CFR	EAL Staffing Allocation
École Vickers Public School (Grades 1-8 EAL SLC)	18	1.0 FTE Teacher 1.0 FTE Language Assistant
John Diefenbaker Public School	11	0.5 FTE Itinerant Teacher Supports
Arthur Pechey Public School	12	
Riverside Public School	11	
Vincent Massey Public School	15	
Carlton Comp. Public High School	17	1.5 FTE Teachers

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

EAL Elementary Specialized Learning Centre (SLC)

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



CITIZENSHIP AND RELATIONSHIPS

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

African Proverb

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

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

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



GOVERNANCE AND LEADERSHIP

ADMINISTRATIVE IMPLICATIONS

1. Members of the Intensive Supports team will continue to collaborate with classroom teachers, Inclusive Education Coaches (new term in 2022-23 replacing Educational Support Teachers) and administrators in actualizing the needs-based model of inclusive education. The capacity-building approach, that directs supports to the school team, empowers more stakeholders in the provision ongoing supports that foster student growth.
2. The Intensive Supports Team continues to strive for an exemplary level of supports as defined in the [Ministry of Education's Rubrics for Student Support Services](#) (Pages 6-14). In response to stakeholder feedback, our priority will be the offering of ongoing professional development opportunities for school-based personnel to support them in adopting high impact strategies proven effective by research in inclusive education.
3. Administration and the Inclusive Learning Team will focus on finalizing the development of our renewed Inclusive Education Framework that will guide our actions as SRPSD continues to progress to Stage 7 of the [Inclusion Continuum](#) developed by the Provincial Education Plan Implementation Team.
4. SRPSD will continue to focus on responding to the mental health needs of its staff and students. Administration and the mental health consultant will continue to review and enhance current supports.
5. SRPSD administration will enhance initiatives to support gender and sexual diversity in our school communities. Such initiatives will be a core component of the renewed Inclusive Education Framework.
6. SRPSD continues to explore sources of supplemental funding to enhance services provided to students with intensive needs. Additional funding has recently been granted by both the provincial and federal governments (mental health grant, Jordan's Principle and ELIS funding).
7. SRPSD will continue to ensure that our EAL supports are in line with the needs of the evolving English Language Learner population at SRPSD.
8. SRPSD continues to monitor EAL enrolments in each school to determine the most appropriate allocation of resources across the division.
9. SRPSD continues to value its partnership with the YWCA who provides support to our EAL students and families with their Settlement Workers In Schools (SWIS) program.
10. SRPSD continues to value our partnership with the Saskatchewan Health Authority who provides six outreach workers in direct support of students in eight.

GOVERNANCE IMPLICATIONS

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

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

MEETING DATE: January 23, 2023

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** [v]

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- January 9, 2023 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of January 9, 2023 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. #2023R-1 (MONDAY, JANUARY 9, 2023)

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION
NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, JANUARY 9, 2023 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. A. NUNN , Vice-Chair |
| MR. B. GEROW , Trustee | MS. D. ROWDEN , Board Chair |
| MR. G. GUSTAFSON , Trustee | MS. J. SMITH-WINDSOR , Trustee |
| MR. B. HOLLICK , Trustee (absent) | DR. M. VICKERS , Trustee |
| MR. A. LINDBERG , Trustee | MR. B. YEAMAN , Trustee |

SENIOR ADMINISTRATION

- | | |
|--|--|
| Mr. R. Bratvold, Director of Education | Mr. J. Pidborochynski, Chief Financial Officer |
| Mrs. G. Tebay, Superintendent of Schools | Mrs. J. Ward, Administrative Services Officer |

D. Rowden, Board Chair, called the meeting to order.

D. Rowden acknowledged the ancestral lands of the Cree, Dene, Dakota, Lakota, Nakoda and Saulteaux peoples and the traditional homelands of the Métis and noted 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:

- #23R-1**
- Moved by A. Lindberg that the meeting move into Closed Session with Board and Administration present.***
- Carried.***

Regular meeting resumed.

STUDENT TRUSTEE

- M. Pahtayken (absent)
- D. Zacharias (absent)

ADOPTION OF THE AGENDA:

- #23R-2**
- Moved by A. Lindberg that the agenda be approved as presented.***
- Carried.***

January 9, 2023

CONSENT ITEMS:

#23R-3

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

- (a) Adoption of the Minutes for Regular of December 12, 2022;*
 - (b) Financial Statements – for the First Quarter Ending November 30, 2022.*
- Carried.*

NEW BUSINESS:

(a) Motions from the Closed Session of January 9, 2023

#23R-4

Moved by D. Rowden that the following motions be brought forward:

- 1. That the Board approve the updated 2022-2023 Advocacy Plan as presented.*
Carried.
- 2. That the Board approve the start of the formal naming process for the Carlton soccer field.*
Carried.

(b) SSBA Trustee Academy – January 26, 2023

If trustees are planning to attend the SSBA Trustee Academy, please contact J. Ward.

(c) 2023 State of the City Address – January 26, 2023

D. Rowden noted that a table had been reserved for Saskatchewan Rivers at the luncheon. If interested in attending, please let J. Ward know.

(d) Verbal Update on First Nations Representatives Gathering

Consensus of the Board was to arrange a gathering of First Nations authorities' representatives located in our school division to informational sharing session. The session will be held on Monday, April 24, 2023 at 5:30 p.m. at the Education Centre. The invitation will be sent out in February.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Revised Policy 13: Role of the Director of Education

The revised policy of the role of the director was reviewed. It was noted that Appendix A will be finalized before the end of February.

#23R-5

Moved by G. Gustafson that the Board approve the revised Policy 13: Role of the Director of Education and its Appendix B as presented and that Appendix A of Policy 13 be revised on or before February 27, 2023.

Carried.

(b) Director Evaluation Plans

Considerable discussion took place regarding the evaluation for the new director of education and what format it may entail in relation to the policy/process. Some trustees suggested that the Board could schedule an evaluation for themselves in May or June of this year.

It was mentioned that the Board could request feedback from D. Hoium, the Board’s Director Search facilitator.

(c) 2023-2024 School Year Calendar Development

R. Bratvold indicated that the Calendar Committee (teacher, CUPE, student and SCC representatives) has met and developed a draft calendar that has been reviewed by Administrative Council and will be considered by principals on January 11. The summary of the feedback will be discussed by the Calendar Committee and a draft calendar is expected to be provided for Board consideration at its February 6 meeting.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Naming of the Carlton Soccer Field;
- Board Advocacy Plan;
- Bill Yeaman Induction to the Prince Albert Sports Hall of Fame.

BOARD MEMBERS’ FORUM:

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

ADJOURNMENT:

#23R-118

Moved by A. Lindberg that the meeting adjourn. (6:22 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: January 23, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input 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 – the changes are highlighted.

- AP 515: Expense Reimbursement

RECOMMENDATION

For Board information.

Administrative Procedure 515

EXPENSE REIMBURSEMENT

Background

The Division will reimburse staff for travel for Division sanctioned activities.

The following procedures are to ensure a reasonable cost is incurred by the Division.

Procedures

1. The following meetings will qualify for reimbursement:
 - 1.1 Administrative meetings;
 - 1.2 Curriculum and program support committees;
 - 1.3 Employee groups;
 - 1.4 Ad hoc committees;
 - 1.5 System initiated professional development workshops, with the exception of system-wide in-service days;
 - 1.6 Any other meetings approved by the Director.
2. The CFO will budget for staff travel to meetings based on the following:
 - 2.1 Reimbursement will be made only when normal travel between the employee's home community and work community does not take the employee by the location of the meeting.
 - 2.2 The employee will be reimbursed for the lesser of:
 - 2.2.1 The distance between the meeting and school
 - 2.2.2 The distance between the meeting and home.
 - 2.3 ~~Normally, all meetings will be held in Prince Albert unless otherwise approved by the Director.~~
 - 2.4 Employees will be reimbursed for travel at the rates specified in their collective agreements or, if none is stated, at the Division approved rate.
3. **Requests for reimbursement must be submitted in a timely fashion and prior to August 31st each year.**

Reference: Section 85, 87, 109, 110 *The Education Act, 1995*

Approved: May 12, 2014
Revised: January 23, 2023

MEETING DATE: January 23, 2023

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>13</u>	

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

BACKGROUND

RE: CORRESPONDENCE

1. Proclamation of March 21, 2023 – Elimination of Racial Discrimination in Saskatchewan from the Government of Saskatchewan

RECOMMENDATION

For Board information.



Government
of
Saskatchewan
Minister of Education
Legislative Building
Regina, Canada S4S 0B3

JAN 11 2023

Lisa Dryka, Administrative Assistant
Saskatchewan Rivers School Division No 119
LDryka@srsd119.ca

Dear Lisa Dryka:

Thank you for your letter requesting March 21, 2023, be proclaimed as Elimination of Racial Discrimination Day in Saskatchewan. I am pleased to inform you that the proclamation has been prepared and is attached.

The Government of Saskatchewan is committed to creating inclusive, safe and welcoming learning environments for students across this province. We appreciate the efforts all school divisions have made to eliminate racial discrimination.

On behalf of the Government of Saskatchewan, I would like to wish you a successful Elimination of Racial Discrimination Day.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Dustin Duncan', with a stylized flourish extending to the right.

Dustin Duncan

Attachment

cc: Robert Bratvold, Director of Education, Saskatchewan Rivers School Division



GOVERNMENT OF SASKATCHEWAN

Certificate of Recognition

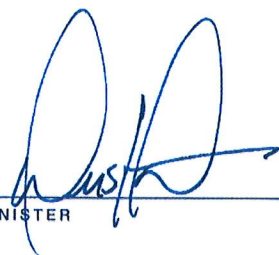
I, Dustin Duncan, Minister of Education
in the Province of Saskatchewan
in exercise of the powers conferred upon me,
do hereby designate the day of
March 21, 2023 to be:

"Elimination of Racial Discrimination Day" in Saskatchewan

And I request the citizens of the Province of Saskatchewan to
recognize this day.

Dated at the City of Regina this 18th day of January, 2023.




MINISTER

MEETING DATE: January 23, 2023

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

FROM: C. Bloom, Chair, SRSC

ATTACHMENTS

BACKGROUND

RE: BOARD COMMITTEES TERMS OF REFERENCE FOR 2022-2023

The following committees/Board representative Terms of Reference for 2022-2023 have been updated:

- SRSC Committee

RECOMMENDATION

That the Term of Reference for Saskatchewan Rivers Students for Change committee be approved.

**Saskatchewan Rivers Students for Change (SRSC) Committee
2022-2023
Terms of Reference**

1. Purpose of the Committee:

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

2. Background:

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

3. Member Expectations:

The committee chair (or designate) is responsible for:

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

Committee members are expected to demonstrate a commitment to:

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

4. Composition of the Committee:

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

- Cher Bloom, Chair
- Bill Gerow, Trustee
- Grant Gustafson, Trustee
- Barry Hollick, Trustee
- Jaimie Smith-Windsor, Trustee
- Michelle Vickers, Trustee

Administrative Support – Garette Tebay, Superintendent designated to represent administration
A quorum represents any two committee members.

5. Committee Roles and Responsibilities:

SRSC committee members shall:

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

6. Meetings:

Committee members shall:

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

7. Expenses:

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

8. Term of the Committee:

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

9. Reporting/Communications:

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

10. Decision-Making:

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

Board Approved:

MEETING DATE: January 23, 2023

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 type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
<input type="checkbox"/> Planning Meeting	<input checked="" type="checkbox"/> Other: <u>Student Trustee Report</u>	<input type="checkbox"/> Consent Item

FROM: Student trustees **ATTACHMENTS []**

BACKGROUND

RE: SRSC MEETING – JANUARY 16, 2023

The SRSC met with the full group on January 16th, 2023. A by-election was held for an urban trustee, we are pleased to welcome Courtney Horan as our urban trustee for the remainder of the year.

Highlights of Recent SRSC Meeting:

Attendance conversation:

We did an activity using the Newfoundland Child advocate report on chronic absenteeism to talk about attendance in our schools. We were asked to give suggestions and advice to the group of staff who are developing SRPSD's effective responses to increasing attendance.

Mental Health conversation:

Kelly Gerhardt spent the afternoon presenting to the group about mental health support and creating peer support groups to help give students a place, and supportive space to have conversation to help manage their mental distress, and low level problems

Recent SRSC Activities:

- Sent Departmental Letter to Minister, MLA's, Board Chair, and Director of Education
 - Haven't heard back from Minister yet (as of January 16th meeting)
 - DLC is piloting our solution in semester 2, the solution was to use technology to pair accredited teachers with not accredited teachers to team teach.

School Highlights (2-3 schools at each meeting so each is highlighted at least once/year):

- All schools reported on their Christmas Spirit Week Activities.
- Debden and Big River reported finally having a JR basketball Team up and running this year (yay).

Board Directed Topics (Trustees to request topic of interest from the Board for the SRSC to consider:

Does the Board have any topics they would like the SRSC to consider for discussion at our next full group meeting in March?

RECOMMENDATION

That the Board consider the information in this report and take appropriate action as needed.

MEETING DATE: January 23, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>8.5, 8.6, 13</u>	

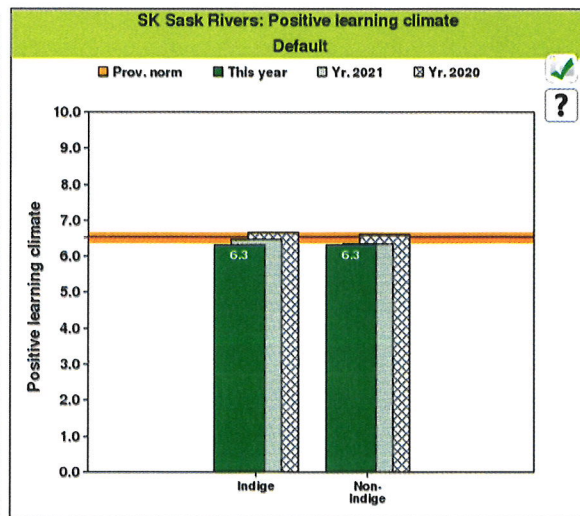
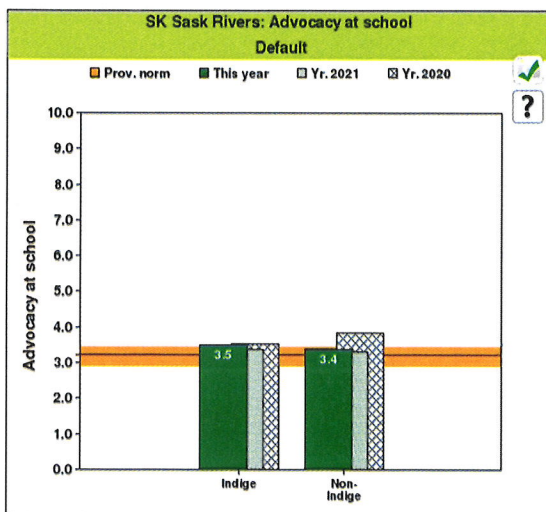
FROM: R. Bratvold, Director of Education ATTACHMENTS []

BACKGROUND

RE: DIRECTOR UPDATE

1. Student Learning (Early Learning, RWM, FNMI, Graduation, staff PD)

- a. Some of the successes of **Michif Language and Culture** program was evident at St. Louis as the PreK and K classrooms hosted a new year’s celebration on January 12 with food, music, dancing and the sharing of the Michif language. The student learning of the language and culture is emerging and the positive impact of the program on the community is obvious and growing.
- b. **Math Achievement** has been significantly disrupted by COVID and the gathering and analysis of the math data has been difficult since the introduction of the new provincial data system and then our move to Edsby. More details will be provided at a future meeting but we know that in K-9 an average of 48% of students are achieving at or above level 3 range (meeting grade level expectations). There is some good news in the data shows the effectiveness of goal setting and focused work on math achievement: schools with a math goal have an average of 64% of their students at or above level 3. This data is not a surprise as we have known that levels of attendance, engagement and achievement have all been negatively affected by the pandemic. Schools are well aware of the needs and working on systems to engage parents and students in our work to return student attendance and achievement to pre-pandemic levels and above.
- c. A more complete picture of the **OurSchool** data will be shared in a future accountability report but two snapshots for the board to consider. What do you notice? What do you wonder? What further questions might this data lead you to pose?



- d. The process of renewing and **revisions** **Won Ska Cultural School’s** programming and offerings is underway. The Elders Council provided some direction last spring and recently the planning team met with Knowledge Keeper Mike Relland to learn more about the foundation of an Indigenous Education Model that will guide the work.

2. Partnerships

- a. The local PAATA is undergoing some changes with the current president taking on a new position as a member of the STF Senior Staff effective February 1, 2023. The current Vice President is Veronica Stewart, a SRPSD teacher at Birch Hills, and she will become the interim President for this school year.
- b. We are nearing the final stages of negotiating an Education Services Agreement with East Central First Nation Education Authority and beginning the process with Ahtahkakoop First Nation as well.
- c. We have updated and enhanced our Elders Protocol for school and division events. The most recent version helps to clarify that Elders leading ceremonies is distinct from other events where Elders are invited to share teachings, skills or participate in other ways.

3. OHS and Safety Update

- a. Annual asbestos management review has been completed. Provincial registry has been updated.
- b. The WCB data is available to the end of December 2022 and is summarized below.

Annual Data Comparison						
	2020		2021		2022	
	SRPSD	Industry	SRPSD	Industry	SRPSD	Industry
WCB Injury Rate for SRPSD and Industry category G12	20	405	18	457	31	N/A
	4.89%	4.88%	4.29	5.60	N/A	N/A

Timelines and Injury Data			
Data Type	As of Dec 31 2020	As of Dec 31 2021	As of Dec 31 2022
Total Employees in data set (CUPE, sub CUPE, contract, OoS, sub Teacher)	1035	986	1039
Total Injury Claims	20	18	31
Loss Time Injury Claims	8	11	15
Lost Days	667	474	270
Lost wages cost estimate (Note 1)	\$101,317.30	\$74,522.28	\$42,449.40
Lost wages reimbursed (Note 2)	\$13,146.70	\$44,424.29	\$36,957.96
Cost to SRPSD from all injuries (Note 3)	\$88,170.60	\$30,097.99	\$5,491.44

NOTE 1: This data is intended to provide a rough estimate. It is not precise because the hourly wages of those injured ranges from **\$22.62/hour** (Caretaker) to **\$22.30/hour** (EA) and the number of employees at each rate varies. The average used for this calculation is **\$22.46** per hour at 7 hrs/day

NOTE 2: This data is actual wages reimbursed by WCB. The data is not precise because WCB reimburses the division for 80-85% of the wages paid to an employee if that injury is covered by the WCB program but numbers and wages vary as outlined in NOTE 1.

NOTE 3: The data does not include the salary of SRPSD staff managing the injury and return to work process, the lost productivity, nor the WCB annual premium costs. The salary of those managing the injury and the lost productivity data is not available and the WCB premiums are part of the budget and financial statements.

4. Ministry and Provincial Happenings

- a. **Centralization of Online Learning** is proceeding, but very few details are finalized. We anticipated more details to support our work to ensure that we support the needs of all current DLC students in a way that is within the Ministry restrictions. We have learned this from the government:
 - i. Darren Gasper has been seconded from Sun West School Division to oversee the Ministry's work to determine the new provincial operating structure.
 - ii. The Sunwest platform, model and courses seem to be the what the provincial DLC will be using, perhaps with some minor adjustments
 - iii. Although not finalized, indications are that students will enrol with home school/division and be funded as a "regular student" and then the division will be invoiced for tuition at the provincial DLC. The tuition amount has not yet been determined.
 - iv. The provincial STF is hosting meetings of teachers and others to gather information about teachers understanding and perceptions about the transition
 - v. The Ministry continues to seek further details from Divisions about how they have delivered online and hybrid learning in the past

The staff and administration at our SRPSD DLC continue to demonstrate admirable dedication, flexibility and skill in serving students despite the uncertainty created by the government decision. Our DLC staff will not be losing their jobs because of the Ministry's centralization efforts. We are looking at ways to serve the student need while being compliant with Ministry rules and regulations. There may be elements within the revisioning of Won Ska that can support this work and there may be things we can do within what Carlton was providing in its programming.

- b. The **Provincial Education Plan** continues to be refined. The PEPIT met for two days in November to consider all of the feedback and to discuss the Plan. The outcome of those discussions is that the original 8 Actions in the first draft have been consolidated into 4 Actions while the targets and measures will be finalized in the next part of the process in February 2023.
The Education Council will review the current draft PEP and is expected to provide support for the plan or suggestions for amendments the next PEPIT meeting on February 8, 2023. Whenever the Education Council approves the plan, it is anticipated that the plan will be provided to Boards and to the Minister of Education for their consideration. Approval of the plan is expected in time for divisions to consider the Provincial Plan in their local planning for the 2023-24 school year.

5. Budget and Related

Details are provided in another item in the Board package, but the some of the contextual factors that influence budget development include:

- a. Rural depopulation and changing enrolment mean that our baseline budget is starting from a significant deficit position. The other part of this challenge is that as Saskatoon, Regina and a few other divisions neighbouring those cities grow in enrolment, that makes the distribution of funding less favourable for SRPSD.
- b. The increasing need for intensive supports and for covid-disrupted learning recovery means there are pressures for staff and resources.
- c. Inflationary pressures of everything from salaries to supplies will have impacts in many categories of budget allocation.
- d. The current surplus in revenue for the province from resource revenue may indicate a less harsh budget, but it seems prudent to expect that much of that allocation from the province will necessarily be directed to collective agreement costs and other government priorities.

6. Emergent Items

RECOMMENDATION

For Board information and discussion

MEETING DATE: January 23, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.1</u>	

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

BACKGROUND

RE: FRENCH IMMERSION DESIGNATION – 2023-2024

The Board must annually pass a resolution confirming French Immersion designation for École Arthur Pechey Public, École Debden Public, École Vickers Public, and Carlton Comprehensive Public High Schools for the 2023-2024 academic year.

RECOMMENDATION

That the Board request that the following schools be designated for French Immersion programming purposes for the 2023-2024 school year:

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