

**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 15, 2024

Time: 2:00 p.m.

AGENDA (#24R-1)

- 1. Call to order by Board Chair**
- 2. Land acknowledgement – Trustee Jaimie Smith-Windsor**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 3:30 p.m.**
- 6. Adoption of the agenda**
- 7. Accountability reports**
 - (a) SRPSD Inclusive Education Accountability Report – ***T. Michaud***
- 8. Consent items**
 - (a) Adoption of the Regular meeting minutes – December 11, 2023
 - (b) Administrative Procedure Changes
 - (c) Financial Statements – for the First Quarter Ending November 30, 2023
 - (d) Revision to the 2023-2024 Board Annual Work Plan
 - (e) French Immersion Designation – 2024-2025
 - (f) École Debden SCC Constitution Revision
- 8. Business arising from the previous meeting**
- 9. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Matters and Motions brought forward from Closed Session of January 15, 2024
 - (b) External Board Committees
 - (c) Provincial Update
 - (d) Verbal Update regarding Agenda Items for PAATA Executive meeting – ***D. Rowden***
 - (e) Agenda items for upcoming linkage meetings – First Nation Representative Gathering and RM Gathering on January 29, 2024– ***D. Rowden***
 - (f) Establishment of the SRPSD Legacy Committee – ***D. Rowden***
 - (g) Update on Linkage Meeting with Prince Albert Roman Catholic Separate School Board – ***D. Rowden***

- (h) Confirmation of Chairs for Board Committees/Representatives – **D. Rowden**
- (i) Upcoming SSBA Trustee Academy Sessions – **D. Rowden**
- (j) Support for Bill C-322 – National Framework for a School Food Program Act – **D. Rowden**
- (k) Verbal Update on State of City Address 2024 – February 1, 2024 – **D. Rowden**

11. Reports from administrative staff
 (if any)

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members’ forum

15. Adjournment

CALENDAR OF EVENTS	
Wednesday, January 17, 2024 Time: 5:00 to 7:00 p.m.	Linkage meeting with PAATA Executive – Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, January 22, 2024 All Day	School tours
Monday, January 29, 2024 Time: 10:30 a.m. to 1:30 p.m.	First Nations Representative Gathering, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK (<i>potential cancellation is participation is low</i>)
Monday, January 29, 2024 Time: 2:00 to 4:00 p.m.	RM Gathering, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK (<i>potential cancellation is participation is low</i>)
Monday, February 5, 2024 Time: 10:00 am to 3:00 pm	SCC/SRSC/Principals session, location to be determined.
Monday, February 12, 2024 Time: 9:00 a.m.	Pipe Ceremony, Riverside Public School, 511 – 5 th Avenue East, Prince Albert, SK
Monday, February 12, 2024 Time: 10:30 a.m.	Elders Council, Education Centre, 545 -11 th Street East, Prince Albert
Monday, February 12, 2024 Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK

JANUARY

Regular Board Meeting Agenda Items

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

Events/Action

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

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January 15, 2024

- First Nations Representatives Gathering
- RMs Gathering

Budget Considerations

- Review Potential Budget Additions or Deletions for Next Budget Year

FEBRUARY

Regular Board Meeting Agenda Items

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

Budget Considerations

- Review budget development progress

Events/Action

- Elders Council / Winter Pipe Ceremony
- SCC / SRSC Engagement Meeting

MEETING DATE: January 15, 2024

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"/> 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

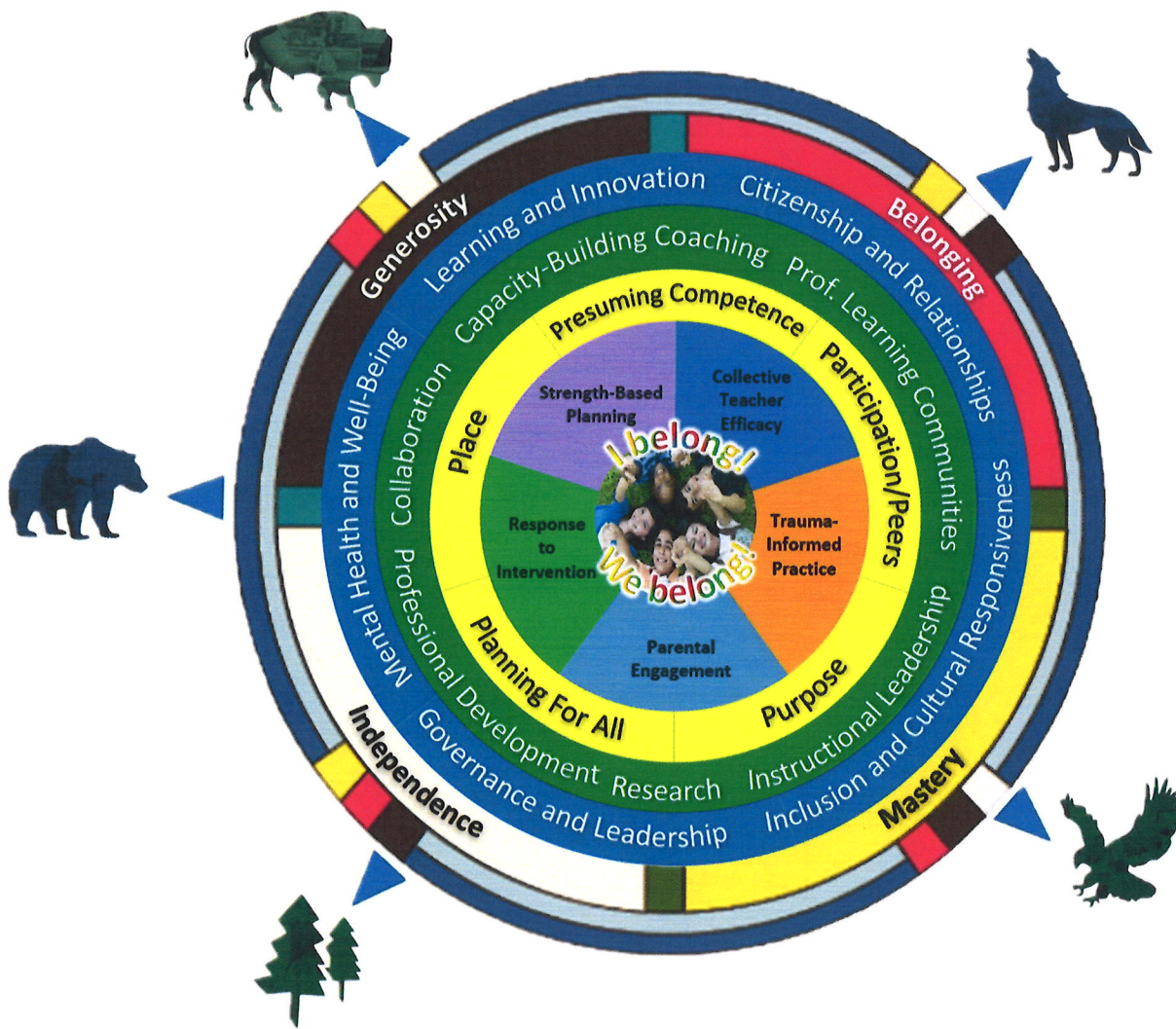
RE: INCLUSIVE EDUCATION ACCOUNTABILITY REPORT

The attached Accountability Report will be reviewed at the meeting. Kelly Gerhardt, Mental Health and Wellness Consultant along with Reagan Jacobsen, Mental Health Capacity Coordinator, PACI, will be in attendance to share information. There will be an opportunity for trustees' feedback and questions during 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: Equity, Diversity, and Inclusion



Prepared by:
Tom Michaud
Superintendent of Schools
January 2024

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
- Section 197 – Parents and Guardians

2. SRPSD Board Policy Handbook

a. Policy 1: Foundation Statements – Core Values

b. 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.

c. 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. Provincial Education Plan 2030

Priority Actions

- Learning and Assessment
- Indigenous Education
- Mental Health and Well-Being
- Student Transitions

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 316](#) – Communicating with Parents/Guardians
- [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
ARTO	Assessment of Risk to Others
CFR	Common Framework of Reference
C-Team	Collaborative Team
EAL	English as an Additional Language
ELIS	Early Learning Intensive Supports
ELL	English Language Learner
ESSP	Education Sector Strategic Plan
FTE	Full Time Equivalent
GSD	Gender and Sexual Diversity
IEC	Inclusive Education Coach (formerly Educational Support Teacher)
IIP	Inclusion and Intervention Plan
IS	Intensive Supports
SHA	Saskatchewan Health Authority
SLC	Specialized Learning Centre
SRPSD	Saskatchewan Rivers Public School Division
VTRA	Violence Threat Risk Assessment

Introduction

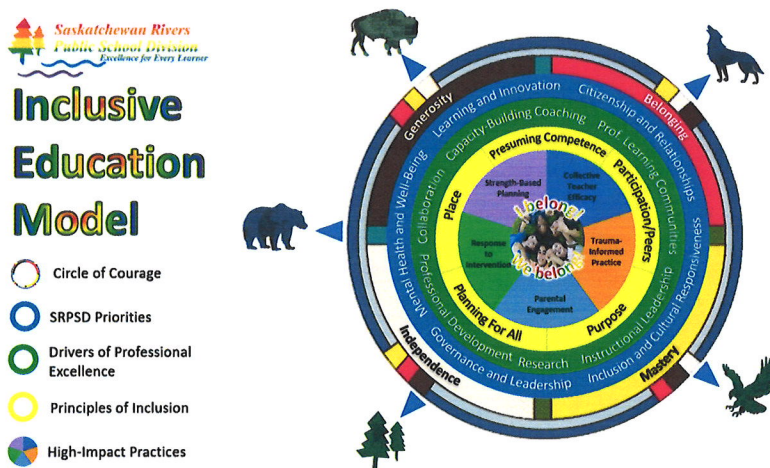
Saskatchewan Rivers Public School Division prides itself in being a leader in inclusive education focused on *Excellence for Every Learner*. This accountability report will provide of summary of several initiatives and programs that support high-quality and purposeful educational programming for each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



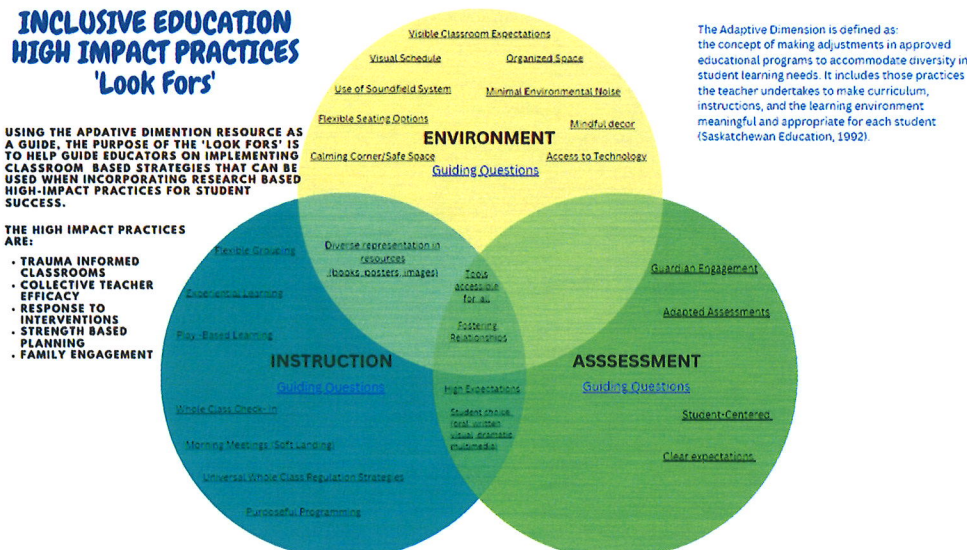
Inclusion and Cultural Responsiveness

Equity, Diversity, and Inclusion

To support school teams with the implementation of best practices in inclusive education, the SRPSD Inclusive Learning Team has developed a series of learning models. During the 2022-23 school year, a new Inclusive Education Learning Model was developed. The visual below identifies the various elements of the SRPSD Inclusive Education Model. An [interactive version of the model](#) is accessible from Edsby and our website for instructional leaders to access as a professional development reference providing access to detailed information and multiple resources to support their colleagues and school communities in continued growth in inclusive education. It is important to note that the Principles of Inclusion (yellow ring) are common in all five SRPSD Learning Models as are the SRPSD Priorities (blue ring) and the Circle of Courage (outer ring) as these are essential elements present throughout our learning continuum.



The 2022-23 school year also saw the development of the SRPSD Inclusive Education “Look-Fors”. The “Look-Fors” is a reference tool created by our Inclusive Learning Team of coaches and consultants to support teachers in the integration of classroom-based strategies that are research-based, high-impact practices that support student learning in today’s diversified classrooms.



Click on the image to be directed to SRPSD Inclusive Education “Look-Fors”

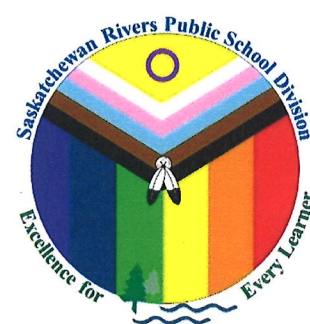
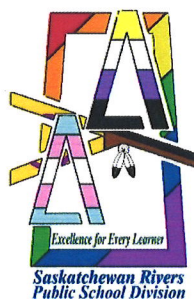
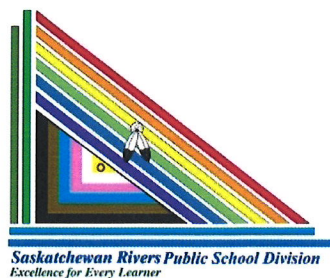
Gender and Sexual Diversity (GSD)

SRPSD is committed to ensuring schools are safe and inclusive environments for all students and staff regardless of their sexual orientation or gender identity. Our Inclusive Learning Team works with each school to support their Gender and Sexual Diversity (GSD) Alliances. Each school has a staff member who leads the work of their GSD Alliance.

A highlight of the 2022-23 school year was the formation of the Gender Sexual Diversity Leadership Team that was initially brought together to support the actualization of the board's motion to solicit student participation in the creation of an adaptation of the SRPSD logo that demonstrates SRPSD's commitment to inclusion. The GSD Leadership Team led the planning of an Artistic Retreat held in April 2023. The Artistic Retreat gathered over 80 grade 8-12 students from multiple schools to collectively engage in the production of over 60 student creations of original adaptations of the SRPSD logo to highlight GSD inclusion. Of these 60+ submissions, three were brought to the Board of Education for consideration as an approved adaptation of the SRPSD logo. During the May 15, 2023 Board meeting, the Board approved all three submissions as adaptations of the SRPSD logo.

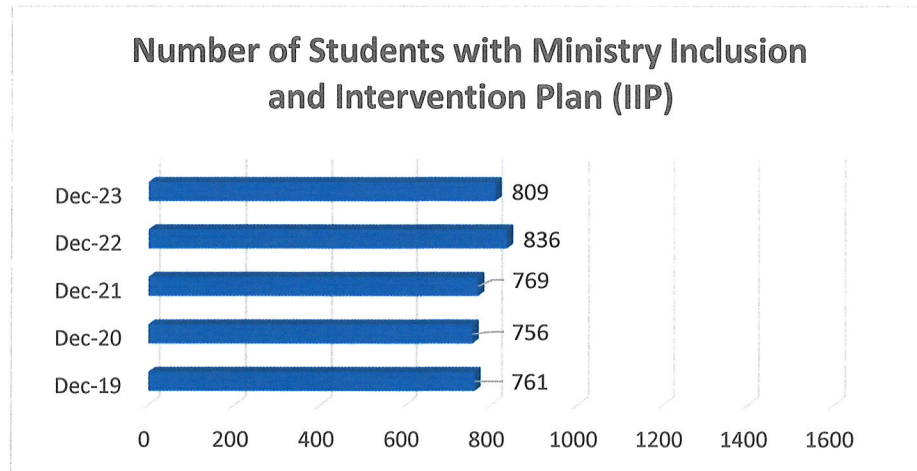
SRPSD also saw an increase in the number of initiatives both at the school and division levels that celebrated diversity in our school communities. Pride events were held in many schools, including the first Queer Prom Dance hosted by Carlton Comprehensive Public High School and open to all SRPSD high school students. Many SRPSD staff, students and community allies also actively participated in our first presence in the Prince Albert Pride Parade on June 3, 2023.

The GSD Leadership team continues to work collaboratively with Division leadership and school GSD Alliances to guide and support our school communities to ensure that our schools are places where each student can learn and grow in a community that fosters an authentic sense of belonging.



Students Requiring Intensive Supports

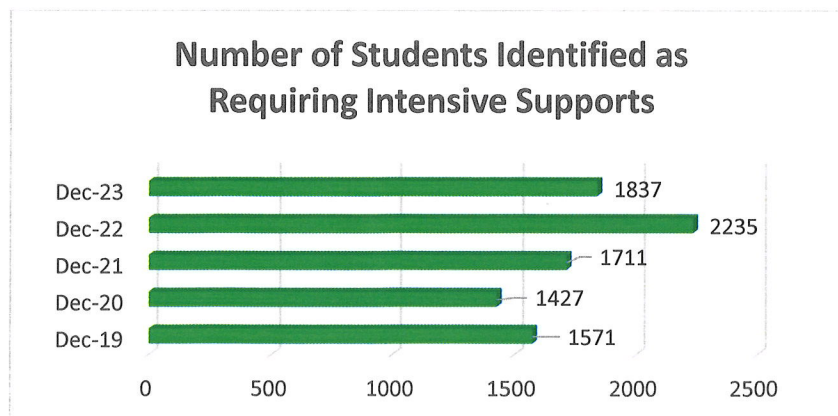
The Ministry of Education requires school divisions to annually report the number of students requiring intensive supports. The number reported is in direct correlation to the number of students with a registered Inclusion and Intervention Plan (IIP). The chart below indicates the number of students 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 can effectively manage and include in our report. However, SRPSD's commitment to excellence for every learner is evident when one considers the supports that are being provided in response to identified student needs by school teams.

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 Inclusive Education Coaches have been tracking 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, Inclusive Education Coaches, 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

In 2022-23, SRPSD moved forward with the implementation of [CLEVR](#) as a centralized form management tool that also supports workflow and collaboration of multiple stakeholders supporting student needs. CLEVR has become the student information hub to communicate student needs, track interventions, monitor student progress and so much more. CLEVR houses our IIPs, and other documentation that supports collaboration such as:

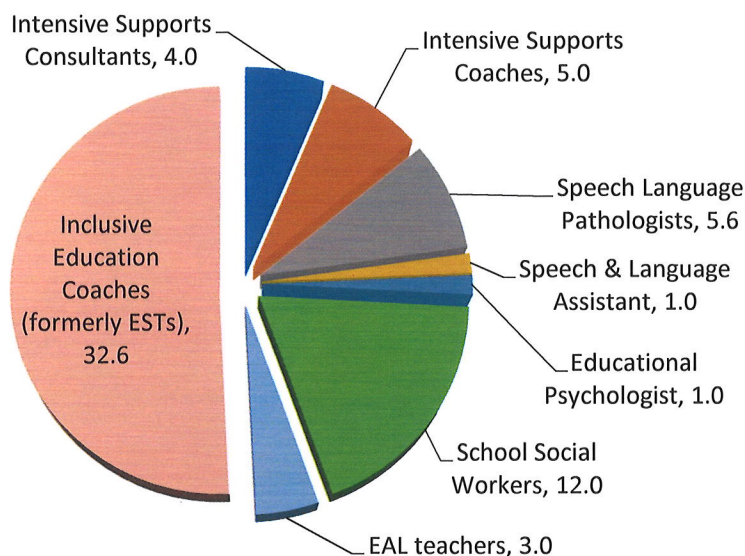
- Record of Adaptations
- Assessment of Risk to Others
- Student Supports Log entries
- School Social Worker Contact Log entries
- Assistive Technology and Equipment Request forms
- Referral forms
- Student Safety Plans
- Consent to Share Confidential Information forms

CLEVR has proven to be very effective in improving efficiencies in managing access and delivery of services involving multiple stakeholders and is also valuable in supporting a student's transition from one SRPSD school to another.

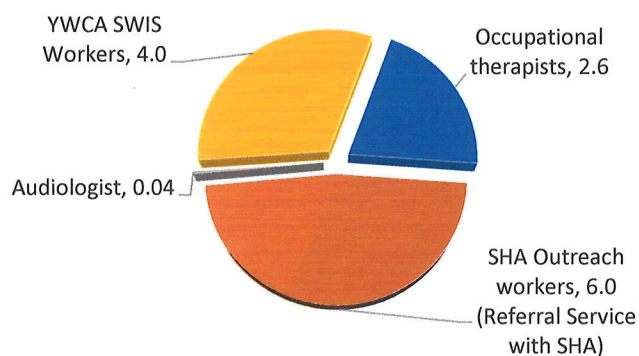
The CLEVR team continues to work with SRPSD leadership to onboard additional forms and tools to maximize efficiencies in our collaborative service delivery model. Another element in development is the ability to use CLEVR to track and report on goal achievement in our Inclusion and Intervention Plans to replace the now defunct SRSPD IIP database.

Professional Services to Support Equity, Diversity, and Inclusion

SRPSD Intensive Supports Professional Staffing (2022-23 FTE)



Contracted Service Providers/Partnerships (2022-23 FTE)



In 2022-23, Learning Disabilities Association of Saskatchewan was contracted to provide an additional 35 psycho-educational assessments.

2023-24 SRPSD Intensive Supports Staffing Update

- 2.0 vacancies in Occupational Therapy contractors due to maternity leave and non-renewal of a contract.
- Addition of 3.0 language assistants to support capacity-building of social referencing and regulation strategies in schools. (re-allocation of unused funds for OT contracted services)
- Re-instatement of third mental health coach with the increased funding for complex student needs.
- 0.6 FTE SLP vacancy due to maternity leave (Sept. 2023 to March 2024)
- Transition of temporary speech and language assistant position to a permanent position.
- Retirement of our sole educational psychologist.
- Contracted services agreement with Learning Disabilities of Saskatchewan for 140 psycho-educational assessments.



MENTAL HEALTH AND WELLBEING

Mental Health Supports

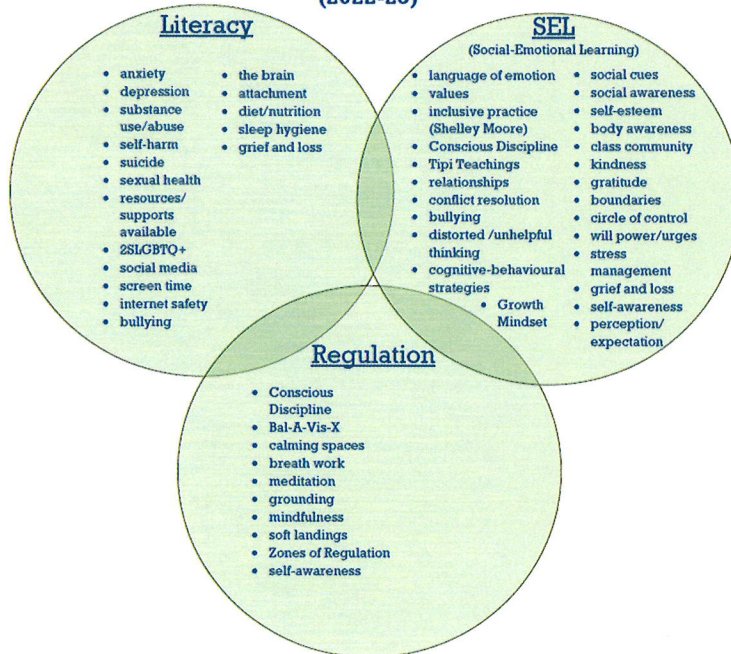
Saskatchewan Rivers Public School Division recognizes the importance of personal wellness in the pursuit of educational excellence. The Division has a multitude of mental health resources and supports to ensure the wellbeing of our staff and students. Our team of consultants, coaches, social workers, mentors, school counsellors and the school-based SHA outreach workers provide a wide array of valuable, on-going 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. The core of our mental health supports is focused on capacity-building so that classroom teachers have the necessary resources and supports to integrate universal strategies and trauma-informed practices in their educational programming. Our mental health coaching supports target three key elements: mental health literacy, social-emotional learning, and self-regulation.

<p>Why?</p> <ul style="list-style-type: none"> 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. <p>Who?</p> <ul style="list-style-type: none"> Dorothy Schluff – grades 3-6 dschluff@srsd119.ca (306) 764-1871 ext. 2088 Carolyn Lemire – grades 7-12 clemire@srsd119.ca (306) 764-1871 ext. 2056 <p>How?</p> <ul style="list-style-type: none"> 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. <p>***If you are looking for supports for an individual student, please connect with your Inclusive Education Coach.</p>

Mental Health Coaching Model

(2022-23)



The 2022-23 school year also saw the expansion of the Saskatchewan Health Authority's Mental Health Capacity Building Pilot Project with its implementation at Prince Albert Collegiate Institute (PACI). Funding from the SHA allows for the addition of a 0.5 FTE Mental Health Coordinator and a 1.0 FTE 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](#) and SRPSD's mental health framework. A formal agreement is in place confirming funding for the pilot project until June 30, 2025.

Suicide intervention is another key component of SRPSD's mental health supports. In 2022-23 a consultant and social worker completed training for trainers to become certified [SafeTALK](#) trainers. SafeTALK is a four-hour training module for individuals 15 years of age or older. SafeTALK training sessions were facilitated by our trainers with students in multiple high schools throughout the year and will be available in an ongoing basis. In addition to SafeTALK training for students, we continue to offer [Applied Suicide Intervention Skills Training \(ASIST\)](#) for SRPSD personnel. SRPSD appreciates the additional funding provided by the Ministry of Education with the Mental Health Grant made available to school divisions to support mental health training and supports. In 2022-23, SRPSD received an additional \$9,000.00 with the targeted funding for mental health.

SRPSD stands out as one of the few school divisions in Saskatchewan to have an Administrative Procedure¹ to guide the process allowing therapy dogs in schools to support the mental health needs of staff and students. We currently have two handlers of certified therapy dogs who are available to offer supports in our schools.

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

Hospital Program	2020-21 Student Contacts	2021-22 Student Contacts	2022-23 Student Contacts
Family Treatment Centre	0 ²	15 ³	64
Mental Health Services	74 ⁴	177	57 ⁵

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

Ministry funding for the hospital program is now confirmed until March 31st, 2025.

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

Traumatic Event Response

Intensive Supports personnel are available to support a school community following a traumatic event. The SRPSD Traumatic Response Team includes superintendents, consultants, psychologists, and social workers. In 2022-23, the Traumatic Response Team responded to three traumatic events to support students and staff, and also supported the return to school plan for Bernard Constant School at James Smith Cree Nation following the traumatic events of September 2022.

¹ [AP 152 – Therapy Animals in Schools](#)

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

³ SHA statistics only available for Sept. 2021 to Mar. 2022 when FTC was operating at 50% capacity

⁴ Services at Child and Youth Mental Health resumed in late February 2021.

⁵ Limited capacity at Youth Mental Health Services due to vacant psychiatrist positions.

Violence Threat Risk Assessment (VTRA)

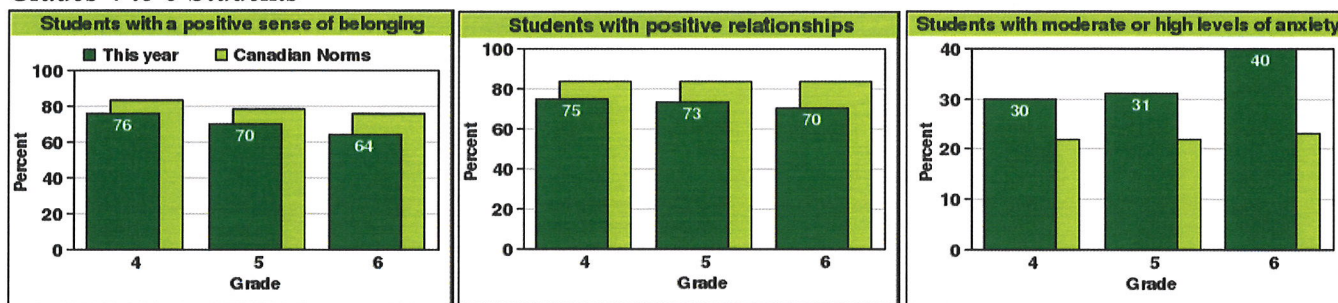
Prince Albert Community VTRA Protocol partners continue to collaborate to update our VTRA Community Protocol and provide VTRA training to personnel from partner agencies. Inter-agency collaboration continues to be a valuable support when schools need to enact a VTRA. The Prince Albert VTRA Community Protocol leadership team continued 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.

Recent changes at the North American Centre for Threat Assessment and Trauma Response saw it transition to a new name: the Centre for Trauma-Informed Practices and develop the sixth edition of the VTRA model which now uses the label Assessment of Risk to Others (ARTO) for the community-driven process engaging stakeholders in a risk assessment.

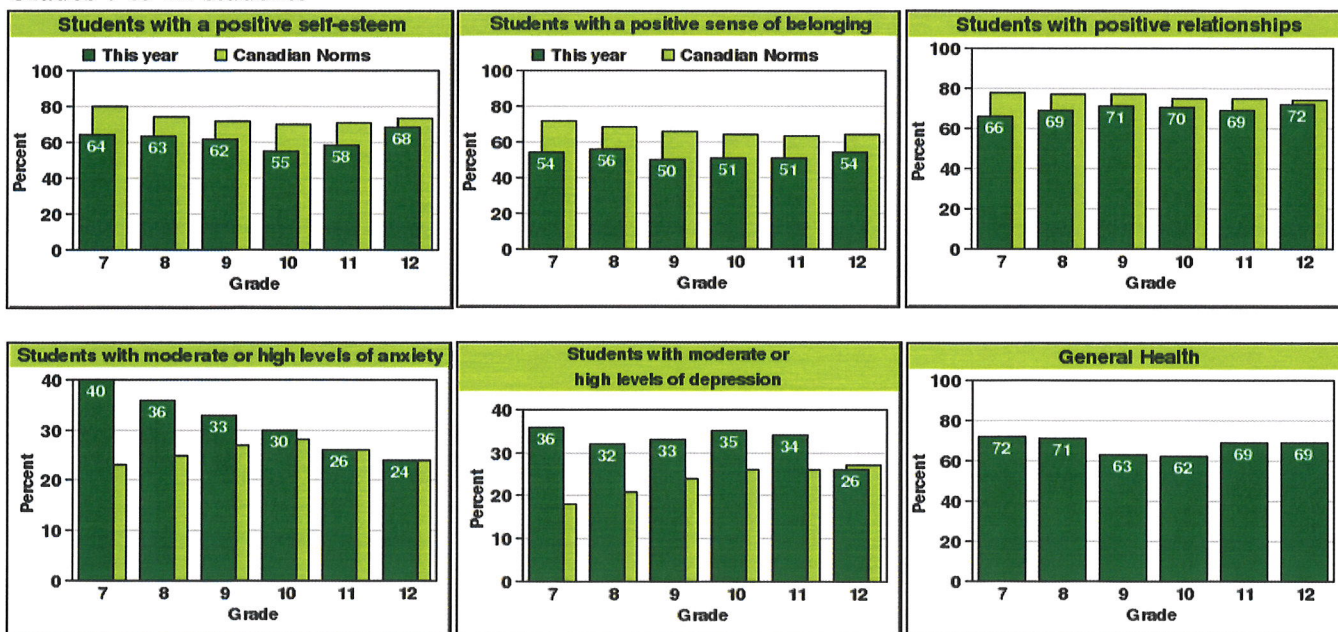
Student Mental Health Metrics

The following graphs illustrate feedback provided by students to questions associated with mental health and wellbeing in the 2022 OurSCHOOL Student Engagement Survey.

Grades 4 to 6 Students



Grades 7 to 12 students





LEARNING AND INNOVATION

SRPSD Specialized Learning Centres, Functional Integrated Programs and Alternative Education

Prekindergarten to Grade 8

Specialized Learning Centre	2021-22			2022-23			2023-24			Capacity 2022-23
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
English as an Additional Language	10	1.0	1.0	17	1.0	1.0	27	1.5	0	20
Developmental Education	17	2.0	9.0	21	2.0	9.0	21	2.0	11.0	22
Life Skills (PK-8)	17	1.0	3.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Totals (PreK – Grade 8)	44	4.0	13.0	38	3.0	10.0	48	3.5	9.0	

Grades 9 to 12

Educational Program	2021-22			2022-23			2023-24		
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE
Carlton Public High School Functional Integrated Program	43	3.0	12.0	49	3.0	16.0	53	3.0	16.0
Wesmor Public High School Functional Integrated Program	50	2.0	4.0	41	2.0	4.0	46	2.0	4.0
Totals (Grades 9-12)	98	5.0	16.0	90	5.0	20.0	99	5.0	20.0

Alternative Education Program courses are available to students in grades 10 to 12 to accommodate student needs that are not met by provincially developed courses. Alternative Education courses give teachers the flexibility to tailor a course to meet their students' needs and allow them to earn credits towards graduation.

In 2022-23, there were a total of 92 student registrations in 16 different alternative education courses offered in four SRPSD schools.

English as an Additional Language (EAL)

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

EAL teachers assess the 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 2022-23 school year, 74 ELLs were initially assessed by SRPSD whereas 41 ELLs were assessed in 2021-22 and 16 were assessed in 2020-21. For the 74 assessments completed in 2022-23, SRPSD received \$6,496.46.

The chart below shows the annual number of ELLs in SRPSD schools from September 2021 to September 2023.

	Number of ELLs Sept. 30/21	Number of ELLs Sept. 30/22		Number of ELLs Sept. 30/23	
Total ELLs	262	343	+30.9%	367	+7.0%

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 all students, 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 by 1.5 teachers 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.

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 can 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. Administration will ensure that Equity, Diversity, and Inclusion will be the core of the SRPSD Inclusive Education Framework.
2. 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.
3. The Intensive Supports Team continues to strive for an exemplary level of supports as defined in the [Ministry of Education's Rubrics for Student Support Services](#) (Pages 6-14). 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.
4. SRPSD will continue to focus on responding to the mental health needs of its staff and students. Administration and the Inclusive Learning Team will continue to review and enhance mental health and well-being supports.
5. SRPSD administration will continue to support gender and sexual diversity in our school communities.
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 continues to monitor EAL enrolments in each school to determine the most appropriate allocation of resources across the division.
8. SRPSD continues to value its partnerships with multiple community agencies who provide important complimentary supports to services offered by SRPSD personnel.

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 equity, diversity, and inclusion;
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 15, 2024

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 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: N. Finch, Director of Education **ATTACHMENTS** [v]

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- December 11, 2023 Regular Meeting Minutes

RECOMMENDATION

That the minutes of the Regular meeting of December 11, 2023 be approved as presented.

NO. #2023R-15 (MONDAY, DECEMBER 11, 2023)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, DECEMBER 11, 2023, AT 2:00 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

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Trustee

MR. A. LINDBERG, Trustee

MR. A. NUNN, Vice-Chair

MS. D. ROWDEN, Board Chair

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

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. N. Finch, Director of Education

Dr. G. Tebay, Superintendent of Schools

Mr. J. Pidborochynski, Chief Financial Officer

Mrs. J. Ward, Administrative Services Officer

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

B. Gerow provided the verbal land acknowledgement for the school division.

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

MOTION TO MOVE INTO CLOSED SESSION:

#23R-134

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

Carried.

Regular meeting resumed at 3:01 p.m.

OTHERS:

M. Oleksyn, Prince Albert Daily Herald

ADOPTION OF THE AGENDA:

#23R-135

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

Carried.

CONSENT ITEMS:

#23R-136

Moved by B. Hollick the following consent items be approved:

(a) Adoption of the Organizational meeting – November 20, 2023;

(b) Adoption of the Regular meeting – November 20, 2023 amended;

(c) Adoption of the Regular meeting – November 27, 2023;

(d) Correspondence

(e) Board Committees Terms of Reference – OOS Committee.

Carried.

NEW BUSINESS:

- (a) **Verbal Update Regarding Agenda Items for PAATA Executive Meeting in January 2024**
D. Rowden requested that trustees send their agenda items to J. Ward by January 10, 2024, for the PAATA Executive meeting.
- (b) **Terms of Reference for Board Committees/Representatives**
D. Rowden noted that now that our Board Committees/representatives have been appointed, the next steps would be for the committees to update its Terms of Reference (TOR). Board committees are asked to submit their updated TORs to J. Ward by January 31, 2024. The TORs will be on the February 12, 2024, Board agenda for approval.
- (c) **P.A. BizConnect- Tuesday, November 21, 2023**
M. Vickers noted that this is an opportunity for trustees and senior administration to be involved in dialogues regarding the social issues in Prince Albert. It is important to have the education voice at the table. N. Finch reported that Superintendent J. Court will serve on this steering committee.
- (d) **Verbal Update Regarding Linkage Meetings – January 29, 2024**
D. Rowden indicated that the linking meetings with the First Nations Representative Gathering and the RM Gathering have now been scheduled for Monday, January 29, 2023.
- (e) **Re-Establishment of the Legacy Committee**
D. Rowden noted that this is the last year of the current Board’s term, therefore, the Legacy Committee will need to be re-established. Consensus was to have the previous committee be asked to serve again. J. Smith-Windsor was unable to be at the meeting. This item will be placed on the January Board meeting agenda for approval.

REPORTS FROM ADMINISTRATIVE STAFF:

- (a) **School Tours 2024 – Day 1**
The school tour schedule was provided. Consensus was to select another school to replace Riverside Public School as the Board will be at the school on January 15, 2024.
- (b) **2023-2024 Board Meeting Revised Schedule**
#23R-136
Moved by G. Gustafson that the 2023-2024 Board meeting schedule be approved as revised.
Carried.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Regional SCC Gathering;
- Happy Holiday Wishes from the Board;
- Carlton hosting 5A provincial volleyball.

BOARD MEMBERS’ FORUM:

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

ADJOURNMENT:

#23R-137

***Moved by A. Lindberg that the meeting adjourn. (4:01 p.m.)
Carried.***

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: January 15, 2024

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 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: N. Finch, Director of Education **ATTACHMENTS**

BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedures has been revised and/or created. Note - the changes have been **highlighted** and deletions ~~crossed out~~.

- AP 206: Family Life and Human Sexuality (revised)
- AP 555: Accumulated Surplus From Operations (new)

RECOMMENDATION

For Board information.

Administrative Procedure 206

FAMILY LIFE AND HUMAN SEXUALITY

Background

The Division delivers a well-rounded Health program, including family life and human sexuality which incorporates attitudes and practices that are sensitive to and encourage responsible choices within the context of personal, family and societal values that lead to healthy outcomes. When addressing controversial issues relating to sexuality, equitable and balanced representation of divergent viewpoints is required.

Procedures

1. The Human Sexuality program will be delivered according to the Saskatchewan Health Curriculum.
2. Responsible decision-making, self-assertiveness and the sexuality theme of abstinence will receive primary emphasis at all ages.
3. The implementation of the sexuality unit, among other topics includes proper contraception skills, issues leading to and implications of high risk behaviour and strategies promoting the reduction of high risk behaviour.
4. The delivery of the Human Sexuality program will be age appropriate and presented in a timely and sensitive manner.
5. Teachers shall inform parents about the program **two weeks prior to the beginning of instruction** (commencement/completion dates, objectives, scope and sequence of content, resources, and activities) and give them the opportunity to ask questions, get clarification, and express concerns. ~~This dialogue can occur during a school-wide public meeting or through individual classroom teachers.~~
6. Parents shall be given the opportunity to opt out of all or part of the Human Sexuality unit. The withdrawal shall be expressed in writing.
7. Partnerships will be encouraged among educators, the home, and ~~resource personnel~~ **Ministry approved personnel**. In all cases, the presentations of resource personnel shall align with and support the contents of the Saskatchewan Health Curriculum.
8. Respect of all students' personal and family beliefs regarding family life and human sexuality will be the foremost objective. The primary response to a student who raises a controversial issue will be to refer that student to family to clarify personal and family beliefs. Further counsel offered to a student will be considered only with expressed, written parental/guardian consent.

Reference: Section 85, 87, 108, 109, 175, 177, *The Education Act, 1995*

Approved: May 12, 2014;

ACCUMULATED SURPLUS FROM OPERATIONS

Background

The Board is responsible for ensuring that the Division is financially protected from extraordinary circumstances which would negatively impact school division operations and the education of students. Further, a level of financial reserves is an indicator of financial health and can contribute resources to provide for multi-year planning for future educational services, and protection from future financial risk.

An operating surplus represents the extent to which operating revenues in a fiscal year exceed operating expenses in that year. Conversely, an operating deficit occurs when operating expenses in a fiscal year exceed operating revenues in the same year. The Board is responsible to maintain a positive combined restricted and unrestricted accumulated surplus from operations to ensure fiscal sustainability.

Administration has established this procedure in order to address their commitment to business practices that promote a sustainable organization. The purpose of this procedure is to provide:

- guidance and consistency in financial planning
- mitigation of short-term volatility
- protection against future financial risk
- support of thoughtful and effective resource allocation
- a contingency for unexpected costs

Definitions

In this procedure, the relevant financial terms are defined as follows:

- “*Accumulated Surplus from Operations*” means the accumulated excess of operating revenues from all prior years over operating expenses from all prior years.
- “*Accumulated Deficit from Operations*” means the accumulated excess of operating expenses from all prior years over operating revenues from all prior years.
- “*Adjusted Annual Operating Revenue*” is the annual Operating Revenue less capital grants and school based fund revenue.
- “*Operating Surplus for the Year*” is the amount by which a fiscal year’s operating revenues exceed that same fiscal year’s operating expenses.
- “*Operating Deficit for the Year*” is the amount by which a fiscal year’s operating expenses exceed that same fiscal year’s operating revenues.
- “*Operating Revenue*” is the total of all revenue in the operating fund as disclosed in the Statement of Operations of the financial statements.
- “*Operating Expense*” is the total of all expenses in the operating fund as disclosed in the Statement of Operations of the financial statements.
- “*Unrestricted Surplus*” means that portion of the Accumulated Surplus that has not been allocated by the Board for specific uses.
- “*Internally Restricted Reserve*” means that portion of the Accumulated Surplus that the Board has designated, via Board motion, for specific uses. These resources may be repurposed at the discretion of the Board through a subsequent Board motion.
- “*Externally Restricted Reserve*” means that portion of the Accumulated Surplus that has been restricted for a specific purpose by the contributor of the resource. There is a contractual or fiduciary responsibility to hold these funds until their future purpose is carried out.

The purpose of the Internally Restricted Reserve is to support stable programming and ongoing operations for the benefit of the students served by the division. The Internally Restricted Reserve provides an internal source of funds to access in situations such as an unanticipated increase in expenses, one-time unbudgeted expenses including capital expenses, unanticipated funding reductions or shortfalls in uninsured losses. The Internally Restricted Reserve is not intended to replace a permanent loss of funding.

Procedures

1. The Internally Restricted Reserve will be approved by Board motion annually, following review of the annual financial statements. The balance in the Internally Restricted Reserve will be managed within a reasonable percentage compared to annual operating revenues.
2. The Director is responsible to identify the internally and externally restricted reserves each year and to identify and recommend amounts to access if needed, consistent with the purpose of the reserve as described in this procedure. The recommended amount to access includes analysis of the reason for the shortfall, the availability of any other sources of funds, an assessment of the estimated time period the funds will be required and the strategy and timeframe to replenish the reserve.
3. The Chief Financial Officer is responsible to ensure that the internally and externally restricted reserves are properly recorded, maintained, and used as described in this procedure.
4. The financial statements will record the Internally and Externally Restricted Reserves per the recommendations of the SASBO Accumulated Surplus Reporting Manual. The reserves are available in cash and funds comingled with the general cash and investment accounts of the school division.
5. Surplus unrestricted operating funds are used to fund the Internally Restricted Reserve. Administration may also direct a specific source of revenue, such as donations, fundraising or special grants, to be allocated to the reserve.
6. The Internally Restricted Reserve is dynamic, and the Board will review the reserve annually in conjunction with its review of the audited financial statements for the year.
7. The Board will aim to retain the following operational reserves balances:
 - 7.1 An Unrestricted Surplus between 0.5% and 2% of the Adjusted Annual Operating Revenue.
 - 7.2 Internally Restricted Reserves between 1% and 10% of the Adjusted Annual Operating Revenue. This amount does not include Internally Restricted Reserves designated for capital expenditures, facility related projects, and school generated funds.
 - 7.3 No limit on Externally Restricted Reserve balances as those categories are managed by way of an agreement between the Board and another organization.
 - 7.4 If the school division retains reserve balances that exceed the targeted levels, the Board would approve a detailed plan to spend the excess funds.

Reference: SASBO Accumulated Surplus Reporting Manual

Approved:

MEETING DATE: January 15, 2024

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"/>	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.8</u>	

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

BACKGROUND

RE: FINANCIAL STATEMENTS – for the First Quarter Ending November 30, 2023

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

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

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

1. Tuition Fees – On-reserve tuition fees for September to December 2023 were billed in November.

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

1. None identified

Capital Purchases

1. Computer equip - \$189K, other equipment - \$47K

RECOMMENDATION

That the Board approve the Financial Statements for the first quarter ending November 30, 2023.

Saskatchewan Rivers School Division No. 119
Statement of Financial Position
As at November 30, 2023

	Current Year Actual	Prior Year Actual	Variance
Financial Assets			
Cash and Cash Equivalents	21,892,225	24,859,243	(2,967,018)
Other Receivables	898,383	850,557	47,826
Portfolio Investments	5,000,000	4,000,000	1,000,000
Total Financial Assets	27,790,608	29,709,800	(1,919,192)
Liabilities			
Accounts Payable and Accrued Liabilities	5,703,800	4,474,976	1,228,824
Liability for Employee Future Benefits	3,216,100	3,216,100	-
Deferred Revenue	74,190	2,068,681	(1,994,491)
Total Liabilities	8,994,090	9,759,757	(765,667)
Net Financial Assets	18,796,518	19,950,043	(1,153,525)
Non-Financial Assets			
Tangible Capital Assets	54,129,465	55,100,120	(970,655)
Inventory of Supplies for Consumption	191,113	191,113	-
Prepaid Expenses	215,587	823,729	(608,142)
Total Non-Financial Assets	54,536,165	56,114,962	(1,578,797)
Net Assets	73,332,683	76,065,005	(1,994,491)
Accumulated Surplus			
Accumulated Surplus - Beginning of the Year	76,065,005	78,157,607	(2,092,602)
(Loss) earnings from Operations	(2,732,322)	(2,092,602)	(639,720)
Accumulated Surplus	73,332,683	76,065,005	(2,732,322)

Saskatchewan Rivers School Division No. 119
Statement of Operations and Accumulated Surplus
For the Period from September 1, 2023 to November 30, 2023

	Current Year Actual	Current Year Budget	Budget Remaining	Budget % Remaining	Prior Year Actual	Actual Variance
REVENUE						
Property Taxation	-	-	-	#DIV/0!	-	-
Grants	25,976,917	100,118,213	74,141,296	74.05%	99,425,413	(73,448,496)
Tuition and Related Fees	1,110,245	2,647,888	1,537,643	58.07%	2,611,949	(1,501,704)
School Generated Funds	961,199	2,280,000	1,318,801	57.84%	2,884,827	(1,923,628)
Complementary Services	611,807	2,047,228	1,435,421	70.12%	2,041,824	(1,430,017)
External Services	426,265	2,501,290	2,075,025	82.96%	3,025,024	(2,598,759)
Other	496,868	1,819,738	1,322,870	72.70%	3,881,832	(3,384,964)
Total Revenue	29,583,301	111,414,357	81,831,056		113,870,869	(84,287,568)
EXPENSES						
Governance	172,637	530,639	358,002	67.47%	524,412	(351,775)
Administration	986,515	3,595,946	2,609,431	72.57%	3,597,332	(2,610,817)
Instruction	23,682,012	80,592,661	56,910,649	70.62%	79,768,128	(56,086,116)
Plant	3,820,807	16,717,252	12,896,445	77.14%	16,652,345	(12,831,538)
Transportation	2,017,862	7,414,238	5,396,376	72.78%	7,592,802	(5,574,940)
Tuition and Related Fees	5,995	69,072	63,077	91.32%	121,592	(115,597)
School Generated Funds	509,138	2,295,000	1,785,862	77.82%	2,809,421	(2,300,283)
Complementary Services	442,190	2,213,911	1,771,721	80.03%	2,035,582	(1,593,392)
External Services	678,467	2,585,236	1,906,769	73.76%	2,861,596	(2,183,129)
Other Expenses	-	500	500	100.00%	261	(261)
Total Expenses	32,315,623	116,014,455	83,698,832		115,963,471	(83,647,848)
(Deficit) surplus for the Period	(2,732,322)	(4,600,098)	1,867,776		(2,092,602)	(639,720)
Accumulated Surplus, Beginning of Year	76,065,005	76,065,005			78,157,607	(2,092,602)
Accumulated Surplus, End of Period	73,332,683	71,464,907			76,065,005	(2,732,322)
Tangible Capital Assets						
Tangible Capital Assets - Beginning of Year	55,100,120	55,100,120	-	0.00%	58,314,979	
Tangible Capital Asset Purchases	235,595	1,209,866	974,271	80.53%	(1,703,477)	
Amortization	(1,206,250)	(4,825,000)	(3,618,750)	75.00%	(1,511,382)	
Tangible Capital Assets - End of Period	54,129,465	51,484,986	(2,644,479)		55,100,120	

MEETING DATE: January 15, 2024

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 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: N. Finch, Director of Education **ATTACHMENTS** [v]

BACKGROUND

RE: REVISION TO THE 2023-2024 BOARD ANNUAL WORK PLAN

The attached 2023-2024 Board Annual Work Plan revised to reflect the following change:

- Review OurSchool Report removed from February. This report is already part of the Stakeholders Engagement Accountability Report in June. *(The change is due to the province not scheduling the OurSchool survey yet.)*

RECOMMENDATION

That the 2023-2024 Board Annual Work Plan be approved as revised.

BOARD ANNUAL WORK PLAN – 2023-2024

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

AUGUST/SEPTEMBER

Regular Board Meeting Agenda Items

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

Events/Action

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

Budget Considerations

- Budget Work Plan

OCTOBER

Regular Board Meeting Agenda Items

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

Events/Action

- P.A.A.T.A. New Teacher Induction Event
- SCC Orientation Session

Budget Considerations

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

NOVEMBER

Regular Board Meeting Agenda Items

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

Events/Action

- SSBA Fall General Assembly
- Public Section General Meeting
- Elders Council / Fall Pipe Ceremony
- SCC Regional Meeting – rural (*pilot*)

Budget Considerations

- Review operations and priorities for next fiscal year

DECEMBER**Events/Action**

- Board/Director Check In

JANUARY**Regular Board Meeting Agenda Items**

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

Events/Action

- P.A.A.T.A. Executive Joint Meeting
- P.A. Separate School Division Joint Board meeting
- School tours
- First Nations Representatives Gathering
- RMs Gathering

Budget Considerations

- Review Potential Budget Additions or Deletions for Next Budget Year

FEBRUARY**Regular Board Meeting Agenda Items**

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

Budget Considerations

- Review budget development progress

Events/Action

- Elders Council / Winter Pipe Ceremony
- SCC / SRSC Engagement Meeting

MARCH

Regular Board Meeting Agenda Items

- Review Progress of Board Advocacy Plan
- Review Legal Update of any outstanding cases
- Review Quarterly Statement of Financial Position and Operations
- Enterprise Risk Management Summary Report
- Review agenda items for the City/School Board Liaison Committee

Events/Action

Budget Considerations

- Review Budget Development Progress

APRIL

Regular Board Meeting Agenda

- Review Progress of Board Development Plan
- Review Maintenance Accountability Report

Events/Actions

- SSBA Spring General Assembly
- Public Section Meeting
- SCC Regional Meeting – urban (*pilot*)

Budget Considerations

- Review Budget Development Progress

MAY

Regular Board Meeting Agenda Items

- Approve Preventative Maintenance and Renewal Program and amendments
- Establish School Community Council Clusters for the Next Year

Events/Action

- Board/Director Evaluation
- Elders Council / Spring Pipe Ceremony
- School tours
- Attend achievement nights and graduation ceremonies
- SCC Regional Meeting – rural (*pilot*)

Budget Considerations

- Review Preliminary Budget

JUNE

Regular Board Meeting Agenda Items

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

Events/Action

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

JULY***Events/Action***

- Canadian School Boards Association (CSBA) Congress

ONGOING

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

MEETING DATE: January 15, 2024

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 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>2.1</u>	

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

BACKGROUND

RE: FRENCH IMMERSION DESIGNATION – 2024-2025

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 2024-2025 academic year.

RECOMMENDATION

That the Board request that the following schools be designated for French Immersion programming purposes for the 2024-2025 school year:

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

MEETING DATE: January 15, 2024

Type of Meeting	Agenda Items	Intent
<input type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input checked="" type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<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>2.2.6</u>	

FROM: G. Tebay, Superintendent of Schools **ATTACHMENTS**

BACKGROUND

RE: ÉCOLE DEBDEN SCC CONSTITUTION REVISION

Attached is the revised constitution for the School Community Council for École Debden Public School along with the minutes when the revision was approved.

RECOMMENDATION

That the constitution for the SCC for École Debden Public School be approved with the proposed changes.

The School Community Council of Debden Public School

1. Membership:

1.1 Representative membership (two-year term)

The School Community Council will have the following Representative Members:

- Up to 7 parent and/or community members elected at the Annual General Meeting
- The majority must be parents of students attending the school.

1.2 Student Representative (one-year term)

- 1-2 students from grades 10-12 will be elected by the Student Leadership Committee (SLC) to represent student voice.

1.3 Representative from Big River First Nations and/or Ahtahkakoop (two-year term)

- If there are students who live on reserve and attend École Debden Public School, the band will be invited to select one representative member for a two-year term.

1.4 Permanent Members

The School Community Council will have the following Permanent Members:

- The School Principal
- The School Vice-Principal
- A teacher – rotation schedule

2. Officers & Election Process

2.1 One-half of the representative Parent and Community Members of the SCC will be elected each year.

2.2 The following School Community Council Officers will be elected annually from among the Representative Members:

- Chairperson
- Vice-Chairperson
- Secretary

The roles and responsibilities of officers can be found in Appendix A of this constitution.

3. School Community Council Meetings

3.1 Annual General Meeting

3.1.1 The Annual General meeting will be held in the fall of each year. During this meeting School Community Council members will be selected and officers will be chosen.

3.2 The School Community Council will meet at least five times per school year, including the AGM. The Chairperson may call additional meetings, if the need arises.

3.3 Model of Governance will be The Representative Model. The School Community Council represents the wider school community. Meetings are open to the public but only members of the School Community Council may decide upon matters brought

before the SCC. The SCC reports to the school community using a communications strategy, an annual report and the Annual General Meeting.

3.4 Voting – On matters requiring a formal vote, only Representative members of the School Community Council may vote.

3.5 Quorum – A quorum of the School Community Council shall be a majority of the Representative Members.

3.6 Budget – The SCC will prepare an annual budget. All SCC funds will be administered by the school principal and secretary using procedures outlined in the School-based Funds Operation and Procedures Manual.

4. Public Consultation and Communication

The School Community Council will consult with the school community through the following strategies:

- Bi-monthly meetings and with an Annual General Meeting
- Information networks
 - Advertising meetings in the Highlights & Treasures and on the school and community social media pages.
 - Verbal communication

The School Community Council will communicate with the school community and the Board of Education through the following strategies:

- Meeting minutes
- Written correspondence
- Verbal communication

5. School Community Council Code of Conduct

The School Community Council will adopt the Code of Conduct of the Saskatchewan Association of School Councils which can be found in Appendix B of this constitution.

6. Conflict of Interest

A School Community Council member may occasionally find him/herself in a conflict of interest in terms of some issue under consideration by the SCC. When this happens, the Member should declare that he/she is in a conflict of interest situation and leave the room for the portion of the meeting, thus refraining from participating in the discussion. The Member should not vote on any decision made on the issue.

7. Decision-Making Process

Majority Vote Model – The issue is discussed and a vote taken. The majority vote decides the issue.

8. Handling Complaints or Concerns

8.1 Complaints or Concerns about an individual student or staff member

- 8.1.1 Any matter concerning an individual student or staff member must be directed to the staff member or principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Administrative

Procedure 140 Parent and Student Concerns outlines the appropriate procedure to resolve complaints or concerns.

8.2 Complaints or Concerns about School Community Council Initiatives or Activities

8.2.1 Informal Complaints or Concerns

Provided School Community Council members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about SCC initiatives or activities expressed informally to members of the SCC may be addressed immediately by the member. If a member is unsure of the appropriate response, he/she should say so but indicate that he/she will check and get back to the individual. If such a commitment is made the member must follow through. After responding to the complaint or concern the member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the member should explain how the concern or complaint could be brought to the attention of the School Community Council.

8.2.2 Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the School Community Council by addressing the concern in writing to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. The School Community Council will provide a written response regarding how they have or will address the concern or complaint.

9. Conflict Resolution Process

The Conflict Resolution Process will be used by the School Community Council to address both internal conflict, which may occur among individuals within the School Community Council and external conflict that may occur between the School Community Council and individuals, groups or organizations outside of the SCC. The conflict resolution process is outlined in A Handbook for School Community Councils and Principals (p 99)

If reasonable attempts to resolve the conflict have been unsuccessful, the principal or the chairperson will contact the Superintendent of Schools.

10. Committees

The School Community Council will act in a coordination role for committees operating in support of the SCC and the school program.

11. Amend the Constitution

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

Appendix A

Roles and Responsibilities of School Community Council Officers

The Chairperson will:

- Conduct meetings of the School Community Council;
- Ensure that all members have input to discussions and decisions;
- Prepare meeting agendas in consultation with the Principal and other School Community Council members;
- Oversee operations of the School Community Council;
- Establish networks that support the School Community Council; and
- Act as a spokesperson for the School Community Council.

The Vice-Chairperson will:

- Support the Chairperson in his/her duties, taking over when the Chairperson is unable to attend; and,
- Perform responsibilities assigned by the Chairperson.

The Secretary will:

- Take minutes at School Community Council meetings;
- Receive and send correspondence on behalf of the School Community Council;
- Take charge of any official records of the School Community Council; and,
- Ensure that appropriate notice is given for all meetings of the School Community Council.

Appendix B

School Community Council Code of Conduct

1. The School Community Council of Debden Public School is not a forum for discussion of individual school personnel, students, parents, or other individual members of the school community.
2. A member of the School Community Council who is approached by a parent with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality of the people involved.
3. A parent or community member who accepts a position as a member of a School Community Council:
 - a. Upholds the constitution and bylaws, policies and procedures of the School Community Council.
 - b. Performs his/her duties with honesty and integrity.
 - c. Works to ensure that the well-being of students is the primary focus of all decisions.
 - d. Respects the rights of all individuals.
 - e. Takes direction from the members, ensuring that the representation processes are in place.
 - f. Encourages and supports parents and students with individual concerns to act on their own behalf and provides information on the process for taking forward concerns.
 - g. Works to ensure that issues are resolved through due process.
 - h. Strives to be informed and only passes on information that is reliable and correct.
 - i. Respects all confidential information.
 - j. Supports public education.

Source: Saskatchewan Association of School Councils

**Ecole Debden Public School Community Council Meeting Minutes
Sept 13, 23
Debden School Library**

Presiding Officer: Angela Vaadeland

Attending from Executive: Corrine Schwehr, Armand Tetreault, Angela Vaaddeland, Liesl Lockhart, Candis Dumais, Ashley Jonasson, Shannon Amundson

School Board Trustee in attendance: Bill Gerow

Number of people in attendance: 1

1. Meeting called to order at 7:25 pm

2. Adoption of agenda: Liesl, seconded by Candis. Carried

3. Adoption of minutes from previous meeting, May 3, 23: Candis, seconded by Liesl. Carried

4. Business arising from the minutes:

- a. BBQ and Presentation by Carol Lemire booked for Sept 13, 23

5. Correspondence:

- a. Angela will continue to send out Board Highlights and any other information she receives

6. Financial Statement:

- a. Balance at last meeting: **\$2294.19**
- b. Recent Deposits: 0
- c. Expenses: 0
- d. Balance as of today: **\$2294.19**
- e. Upcoming expenses:
 - i. BBQ \$539.32

7. Trustee Report:

- a. Sask. governments changes for parental consent regarding preferred names and pronouns of students
 - i. Corrine provided a copy of the information from the Sask. government
 - ii. School board is being sued under the umbrella of the Sask. government
 - iii. Bill is in favor of the changes and asked if we were also, everyone was.
- b. Possible cuts due to financial shortfalls
- c. The new director is very open to suggestions from SCC members if we would like to talk to him about anything
- d. Changes in the wording of AP443 regarding how long a teacher may stay in a school

8. School Administration Report:

- a. Enrollment is at 144 students
 - i. Big classes graduating and small K classes coming in
 - ii. Lost a staff position due to lower enrollment, which makes scheduling classes very difficult
- b. New staff
 - i. Josh Baren decided to go to a different school
 - ii. Hired Ashley Jewitt
 - iii. Hired Rachelle Little as .5 Librarian and .5 as a Jordans Principal mentor

- c. Highlight and Treasures
 - i. Corrine asked if there was anything we wanted to add
- d. Vape Alarms
 - i. SRSC brought up vaping at their last meeting and students and teachers from other schools acted like they didn't know that vaping is an issue
 - ii. Corrine will continue to bring up vape alarms
 - iii. Fines can be given by Public Health
- e. SCC/School connections
 - i. Book fair
 - ii. Track and field
 - iii. Science fair 2nd semester, K-8
- f. Early development center is still being used and more is being added
- g. Outdoor learning space is also being well used and work will continue

9. New Business:

- a. Adoption of the new Constitution with changes Armand provided. Adopted by Ashley, Seconded by Candis. Carried

10. Elections:

- a. Elections will be held off until January

11. Dates of next meeting:

- a. Nov. 8, 2023 @5:30
- b. Jan. 10, 2024 @5:30
- c. March 13, 2024 @5:30
- d. May 15, 2024 @5:30

12. Meeting Adjourned at 8:10 pm

MEETING DATE: January 15, 2024

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"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2

FROM: D. Rowden, Board Chair

ATTACHMENTS []

BACKGROUND

RE: ESTABLISHMENT OF THE SRPSD LEGACY COMMITTEE

As per Policy 2 of the Board’s Annual Work Plan – ongoing responsibilities and being its the final year of the Board’s term of office, the Legacy document will require updating. At the December 11, 2023, Board meeting, consensus was to ask the previous committee members to serve on the Legacy Committee and all members accepted.

RECOMMENDATION

That C. Bloom, G. Gustafson, and J. Smith-Windsor be named to the Legacy Board Committee and that administrative support be determined by the Director of Education, and that the Committee’s Terms of Reference be brought to a future Board meeting for approval.

MEETING DATE: January 15, 2024

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"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2,10

FROM: D. Rowden, Board Chair

ATTACHMENTS []

BACKGROUND

RE: UPDATE ON LINKAGE MEETING WITH PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Prince Albert Separate School Board is now holding a Board meeting on Monday, January 29, 2024 and requested that the joint meeting be postponed to Thursday, March 21, 2024 at 5:30 p.m.

Note – the Prince Albert Separate School Board are the hosts for this meeting.

RECOMMENDATION

For Board consideration.

MEETING DATE: January 15, 2024

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"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 9,10

FROM: D. Rowden, Board Chair

ATTACHMENTS

BACKGROUND

RE: CONFIRMATION OF CHAIRS FOR BOARD COMMITTEES/REPRESENTATIVES

As noted at the previous Board meeting and in preparation for the Terms of References to be submitted to J. Ward by the end of January and subsequently, approved at the February 12 Board meeting, the list of Board Committees/Representatives for the current year is attached. The past and/or current chair of the committees are highlighted. Please confirm the committee chairs without a highlight.

RECOMMENDATION

For Board information and discussion.

BOARD COMMITTEES/REPRESENTATIVES 2023-2024

(Previous/current Chairs highlighted)

Committees:

- Board Development Committee Cher Bloom / Bill Gerow / Alan Nunn
- Facilities Committee Cher Bloom / Grant Gustafson / Darlene Rowden / Bill Yeaman
- Policy Committee Darlene Rowden
- OOS Bargaining Committee Darlene Rowden / Alan Nunn
- Saskatchewan Rivers Students for Change Bill Gerow / Grant Gustafson / Barry Hollick / Jaimie Smith-Windsor / Michelle Vickers
- Student Discipline Committee Cher Bloom / Bill Gerow / Grant Gustafson / Darlene Rowden
- SRSPD Foundation: Cher Bloom / Arne Lindberg / Bill Yeaman

Individual Trustee Representative:

- CUPE Bargaining Committee Jaimie Smith-Windsor
- LINC Bargaining Committee Alan Nunn
- Principals' Selection Committee Arne Lindberg
- Vice-Principals' Selection Committee Barry Hollick

Ad Hoc Committees:

- Legacy Committee (to be established at the January 15, 2024)

MEETING DATE: January 15, 2024

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"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2,10

FROM: D. Rowden, Board Chair

ATTACHMENTS []

BACKGROUND

RE: UPCOMING SSBA TRUSTEE ACADEMY SESSIONS

The SSBA will be holding virtual Lunch & Learn sessions between January 24 and February 2 to facilitate the 2024 Trustee Academy. These sessions are free to attend - no registration fees. Registration is required in order to access the Zoom link and the recorded sessions.

All sessions will begin at 12 pm and run for 60 minutes. These sessions will be recorded and available to view for a limited time. Registration for all sessions will close Monday, January 22, 2024. Zoom links will be sent out to registrants one day prior to the session.

If trustees are planning on attending any of the virtual sessions, please let D. Rowden and J. Ward know.

RECOMMENDATION

For Board information.

MEETING DATE: January 15, 2024

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"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2

FROM: D. Rowden, Board Chair

ATTACHMENTS []

BACKGROUND

RE: SUPPORT FOR BILL C-322 – NATIONAL FRAMEWORK FOR A SCHOOL FOOD PROGRAM ACT

Board Chair Rowden received an email from the SSBA President regarding a federal advocacy opportunity in support of Bill C-322. The SSBA is requesting member boards to submit a letter to their Members of Parliament (MPs) in support of Bill C-322. A copy of the email along with the letter template is attached for information.

RECOMMENDATION

For Board consideration.

Ward, Joyce

From: Rowden, Darlene
Sent: Tuesday, December 12, 2023 4:10 PM
To: Finch, Neil; Ward, Joyce
Subject: Fwd: Federal Advocacy Opportunity in Support of Bill C-322
Attachments: image001.jpg; Template Letter re National School Food Policy and Program _FINAL (1).docx

Sent from my iPhone

Begin forwarded message:

From: Jaimie Smith-Windsor <JSmith-Windsor@saskschoolboards.ca>
Date: December 12, 2023 at 2:07:09 PM CST
To: Jaimie Smith-Windsor <JSmith-Windsor@saskschoolboards.ca>
Subject: Federal Advocacy Opportunity in Support of Bill C-322

External Email : Do not click any links or open attachments unless you trust the sender and know the content is safe.

(This email is being sent to all Board Members and EDs of Public and Catholic Sections, SASBO and LEADS)

Good afternoon,

The Canadian School Boards Association has shared a letter template for your consideration to help garner more support for the federal [Private Member's Bill C-322 – National Framework for a School Food Program Act](#) – letter template attached.

We encourage our member boards to use the template to submit a letter to your Members of Parliament (MPs). The bill has passed Second Reading and has been sent to the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities. The template is provided in Word so it can be edited for the addition of local content if you deem appropriate.

This advocacy is directly in support of our recently adopted resolution *AGM-23-06 BE IT RESOLVED that the Saskatchewan School Board Association advocate provincially and nationally with the Canadian School Boards Association for the development of a healthy, universal, cost-shared school food program funded by the federal and provincial governments in consultation with all school boards.*

Your efforts to connect and send a message to your local MPs to support Bill C-322 would support our provincial and national advocacy efforts. MP contact information can be found here: [Find Members of Parliament - Members of Parliament - House of Commons of Canada \(ourcommons.ca\)](#)

Thank you,

Jaimie Smith-Windsor
President

400-2222 13th Ave., Regina, Sask., S4P 3M7

Phone: 306-569-0750

Email: JSmith-Windsor@saskschoolboards.ca

Website: www.saskschoolboards.ca

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[Your Name]
[Your Title]
[Your School Board]
[Your Address]
[City, Province, Postal Code]
[Email Address]
[Phone Number]

December X, 2023

[Member of Parliament's Full Name (with honorifics as necessary)]
[Constituency Office Address]
[City, Province, Postal Code]

Re: Private Member's Bill C-322 – National Framework for a School Food Program Act

Dear (MP's NAME),

We are writing to you today in strong support of MP Serge Cormier's Private Member's Bill C-322, National Framework for a School Food Program Act. Specifically, we are requesting that you work with your caucus colleagues to seek unanimous consent of this Bill in support of children and youth across Canada.

Our (association/school board/school authority/school district) has been following the process of this Bill with great interest. It is heartening to see that the Bill has passed second reading and has been sent to committee, however it will still need the support of those on the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities. We fully support the concept of a universal national school food policy and program for all public schools with certain requirements as described below. As the preamble to the Bill states, "*almost one in five children reported to school or to bed hungry sometimes, often or always because there was not enough food at home.*" In a country as developed and wealthy as ours, this is simply unacceptable. In fact, Canada is currently the only country in the G7 that does not have a national school food program or national standards¹.

This type of program could provide a variety of benefits for students, including:

- Improving access to nutritious food for students, allowing all students to focus on learning in school
- Addressing food insecurity and the resulting anxiety and mental health challenges that affect students
- Improving the social determinants of health for marginalized communities
- Promoting healthy eating habits, choices, and lifestyles
- Increasing food literacy
- Supporting local agriculture and traditions; and

¹ According to [Breakfast Club of Canada](#), and as reported by [CBC](#) and the [Globe and Mail](#)

- Supporting a healthier and more sustainable food system.

A national school food policy and program would also help ensure that all children have the nourishment they need to learn and grow and improve their health and well-being. Additionally, it can also contribute to the development of a more sustainable food system by supporting local and sustainable food production, and local economies through the creation of jobs.

We suggest that any federally supported policy/program to provide food (breakfasts, meals, snacks) must meet the following minimum requirements:

- Be present at every publicly funded school and accessible, at no cost to students or care providers, school or boards/districts/authorities
- Offered in a manner that is stigma-free
- Support culturally appropriate local food producers
- No marketing to children and youth.

Given the widespread need across **(your province/territory)** and indeed Canada, and the extraordinary diversity of approaches school boards/districts take in forming partnerships to support those in need, there is a strong need for the federal government, in partnership with provincial ministries and school boards/districts, to commit to a National School Food Policy. A national policy would set a standard both for securing food for schools and ensuring it is delivered consistently, sustainably, and within a context of transformative action to end poverty, improve students' health and achievement outcomes and build cultural and economic success.

The Policy should be followed up by the rollout of a National School Nutritious Meal Program, and with it the \$200 million per year that the Government of Canada committed to in 2021. An investment in Budget 2024 in a national school food program will support both families and school food providers, who have been struggling due to the affordability crisis.

On behalf of **(Your association/school board/school district)**, we look forward to continued engagement on this critical issue for children and youth and encourage you to vote to pass Bill C-322 as soon as possible. For more information, please review the Employment and Social Development Canada [National School Food Policy Engagements – What We Heard Report](#).

Please do not hesitate to contact me, or our staff, directly should you wish to discuss the importance of this [legislation](#).

Best Regards,

[Signature]
[Your Full Name]
[Your Title]
[Your School Board]