

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

**Board Room, Education Centre**

**545 – 11<sup>th</sup> Street East**

**Prince Albert, SK S6V 1B1**

**Monday, October 21, 2024**

**Time: 2:00 p.m.**

**AGENDA (#24R-9)**

- 1. Call to order by Board Chair**
- 2. Land acknowledgement – Trustee Grant Gustafson**
- 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. Consent items**
  - (a) Adoption of the Regular Meeting Minutes – September 16, 2024
  - (b) Revised 2024-2025 Board Annual Work Plan
- 8. Accountability reports**
  - (a) Learning Improvement Plans (LIP) Accountability Report – ***J. Hingley***
    - Vincent Massey Public School Leadership Team will be in attendance.
  - (b) Student Achievement Accountability Report – ***J. Hingley***
- 9. Business arising from the previous meeting**
- 10. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
  - (a) Matters and Motions brought forward from Closed Session of October 21, 2024
  - (b) External Board Committees
  - (c) Provincial Update
  - (d) Revised SRPSD Legacy Document – ***G. Gustafson, Chair, Legacy Committee***
- 11. Reports from administrative staff**
  - (a) Revised 2024-2025 Board Meeting Schedule – ***N. Finch***
  - (b) Budget Development Process – ***N. Finch***
  - (c) Director's Update – ***N. Finch***

**12. Notice of Motion**

**13. Three key messages for SCC/public from meeting**

**14. Board members' forum**

**15. Adjournment**

<b>CALENDAR OF EVENTS</b>		
<b><i>School Board Elections – November 13, 2024</i></b>		
<table border="1"><tr><td><b>Friday, November 22, 2024</b> <b>Time: 9:00 a.m. to 4:30 p.m.</b></td><td>Trustee Orientation Session, PD, Organizational/Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK</td></tr></table>	<b>Friday, November 22, 2024</b> <b>Time: 9:00 a.m. to 4:30 p.m.</b>	Trustee Orientation Session, PD, Organizational/Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
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**OCTOBER**

***Regular Board Meeting Agenda Items***

- 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 Goal Achievement Accountability Report

***Events/Action***

- SCC Orientation Session
- SCC Regional Meeting (optional)

***Budget Considerations***

- Review 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 the Audited Financial Statements
- Review Audit Report and Management Letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)
- Consider trustees' interest in Board Committees (Policy 10) (only in year 1, 2 and 3)

***Events/Action***

***Budget Considerations***

- Review operations and priorities for next fiscal year



**MEETING DATE:**     **October 21, 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
Primary Policy Reference:	<u>8.8</u>	

<b>FROM:</b> <b>N. Finch, Director of Education</b>	<b>ATTACHMENTS</b> <input checked="" type="checkbox"/>
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**BACKGROUND**

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

- September 16, 2024 Regular Meeting Minutes

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**RECOMMENDATION**

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*That the minutes of the Regular meeting of September 16, 2024 be approved as presented.*

**NO. #2024R-8 (MONDAY, SEPTEMBER 16, 2024)**

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION  
NO119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, SEPTEMBER 16, 2024, AT 2:00 P.M. IN THE  
BOARD ROOM, EDUCATION CENTRE, 545 11<sup>TH</sup> STREET EAST, PRINCE ALBERT, SK**

**PRESENT:**

**MEMBERS OF THE BOARD**

**MRS. C. BLOOM**, Trustee

**MR. B. GEROW**, Trustee

**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.

A. Nunn provided his verbal land acknowledgement for the school division.

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

**MOTION TO MOVE INTO CLOSED SESSION:**

**#24R-60**

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

***Carried.***

Regular meeting resumed.

**OTHERS:**

M. Oleksyn, Prince Albert Daily Herald

**ADOPTION OF THE AGENDA:**

**#24R-61**

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

***Carried.***

**CONSENT ITEMS:**

**#24R-62**

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

***(a) That the minutes of the Regular meeting of August 26, 2024 be approved as presented.***

***(b) Administrative Procedure Changes.***

***(c) Revised 2024-2025 Board Annual Work Plan.***

***(d) Financial Statements – for the Period Ending August 31, 2024 – Preliminary.***

***Carried.***

**NEW BUSINESS:**

**(a) Motions from the Closed Session of September 16, 2024:**

**#24R-63**

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

- 1. That the Board submit the bylaw amendment regarding a Public Section representative on the Saskatchewan School Boards Association Executive to the Resolutions and Policy Development Committee for the 2024 AGM***

***Carried.***

- 2. That Board ratify the 2024-2028 LINC agreement and approve its implementation, pending teacher ratification.***

***Carried.***

**REPORTS FROM ADMINISTRATIVE STAFF:**

**(a) Director's Update**

- **Student Learning**

The Division is in year two of the division-wide phonics resource. The program follows a structured scope and sequence, ensuring that phonics skills are taught in a logical and sequential manner. It explicitly teaches the relationships between letters, sounds, and spelling patterns, enabling students to decode and encode (spell) words accurately.

During this school year, the UFLI Phonics Program will be supported division-wide across all Grade K-3 classrooms. Additionally, the program will also continue to be utilized as an intervention tool in Grade 4-8, targeting students who require additional support developing their phonics skills. Literacy support teachers and division-based coach/consultants will provide the appropriate training for K-8 classroom teachers, ensuring they have a deep understanding of the program and its instructional strategies.

- **Professional Development for Staff**

Many opportunities for staff to learn were held as they returned to work. The Ready, Set, Go was held once again at Wesmor and other locations on Tuesday, August 27, 2024. This is a professional development day held one day prior to teachers officially returning.

- **Upcoming Division Student Events**

P4A Cross Country Extravaganza will be held on October 1, 2024 at Spruce Home Public School. This event has hundreds of SRPSD students participating. Details will be shared once finalized.

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

- Pipe Ceremony / Elders Council.
- Artificial Intelligence (AI).
- School Board Election.

**BOARD MEMBERS' FORUM:**

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

**ADJOURNMENT:**

**#24R-59**

***Moved by A. Lindberg that the meeting adjourn. (3:48 p.m.)***

***Carried.***

**SIGNATURES:**

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Board Chair

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Administrative Services Officer

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Date of Approval

**MEETING DATE:** September 16, 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"/> 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
Primary Policy Reference:	<u>2</u>	

<b>FROM:</b>	<b>N Finch, Director of Education</b>	<b>ATTACHMENTS</b>	<b>[v]</b>
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**BACKGROUND**

**RE: REVISED 2024-2025 BOARD ANNUAL WORK PLAN**

The attached 2024-2025 Board Annual Work Plan which is part of the Policy 2 is presented for approval. Note – the change has been highlighted and the deletion ~~crossed-out~~.

**RECOMMENDATION**

*That the 2024-2025 Board Annual Work Plan be approved as revised.*



## **BOARD ANNUAL WORK PLAN – 2024-2025**

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***

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

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

- Saskatchewan Rivers Students for Change group meeting
- Elders Council / Summer Pipe Ceremony

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

### **OCTOBER**

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

- 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 Goal Achievement Accountability Report

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

- SCC Orientation Session
- SCC Regional Meeting (optional)

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

- Review 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 the Audited Financial Statements
- Review Audit Report and Management Letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)
- Consider trustees' interest in Board Committees (Policy 10) (only in year 1, 2 and 3)

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

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

- Review operations and priorities for next fiscal year

### **DECEMBER**

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

- Annual Report (if not in November)
- Review Inclusive Education Accountability Report

***Events/Action***

- SSBA Fall General Assembly
- Public Section General Meeting
- Elders Council / Fall Pipe Ceremony

**JANUARY*****Regular Board Meeting Agenda Items***

- Review Parameters and Approval of the School Year Calendar
- ~~Review Inclusive Education Accountability Report~~
- Review Initial Projected Enrollment for Next Year
- Review of Board policy
- Review Quarterly Statement of Financial Position and Operations
- Finalize Board and Director Evaluation Date and Plans
- Review Selected Program Initiatives (Global Sports Academy, Cree Language Program, Michif Language Program, Land-Based Learning and Experiential Play-Based Learning Model)
- Approve Board Development Plan
- Approve Board Advocacy Plan

***Events/Action***

- P.A.A.T.A. Executive Linkage Meeting
- School Tours
- MLAs Meeting
- First Nations Representatives Gathering
- RMs Gathering

***Budget Considerations***

- Review Potential Budget Additions or Deletions for Next Budget Year

**FEBRUARY*****Regular Board Meeting Agenda Items***

- Review Capital Project Priorities
- Review Semi-annual Transportation Report

***Events/Action***

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

***Budget Considerations***

- Review budget development progress

**MARCH*****Regular Board Meeting Agenda Items***

- Review Quarterly Statement of Financial Position and Operations
- Enterprise Risk Management Summary Report
- Review agenda items for the City/School Board Liaison Committee
- Complete the Board Competency Matrix

***Events/Action***

- P.A. Separate School Division Joint Board meeting
- Saskatchewan Rivers Students for Change group meeting

***Budget Considerations***

- Review Budget Development Progress

## **APRIL**

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

- Review Maintenance Accountability Report
- Review Legal Update of any outstanding cases
- Review of Board policy

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

- SSBA Spring General Assembly
- Public Section Meeting
- SCC Regional Meeting (optional)
- School tours

### ***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
- Review Community Engagement Accountability Report
- Review Progress of Board Advocacy Plan
- Review Progress of Board Development Plan
- Approve Board Calendar Schedule for the Next Year
- Approve Board Annual Work Plan

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

- Board/Director Evaluation
- Elders Council / Spring Pipe Ceremony
- Attend achievement nights and graduation ceremonies
- Saskatchewan Rivers Students for Change group meeting

### ***Budget Considerations***

- Review Preliminary Budget

## **JUNE**

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

- 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

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

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

## **JULY**

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

- Canadian School Boards Association (CSBA) Congress



### **ONGOING**

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

Revised: annually

**MEETING DATE:** October 21, 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"/> Planning	<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
Primary Policy Reference:	<u>1, 2, 13</u>	

<b>FROM:</b> J. Hingley, Superintendent of Schools	<b>ATTACHMENTS</b>	<input checked="" type="checkbox"/>
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**BACKGROUND**

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**RE: LEARNING IMPROVEMENT PLANS (LIP) ACCOUNTABILITY REPORT**

The attached SRPSD LIP Accountability Report will be reviewed at the meeting. Vincent Massey Public School Principal Harriet Tomporowski along her leadership team will be in attendance to share their school story.

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

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**RECOMMENDATION**

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*That the Board approved the Learning Improvement Plan Accountability Report as presented.*

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# Accountability Report

## Learning Improvement Plans: School Strategic Planning

**Jennifer Hingley, Superintendent of Schools**

**October 21, 2024**





## **SOURCE DOCUMENTS:**

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2030 Strategic Plan states the following:
  - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
  - Students are supported to sustain and strengthen their resiliency and mental wellness.
  - Students are affirmed and diversity is supported and celebrated.
  - Students demonstrate active citizenship and are supported by engaged families and effective partnerships
  - Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

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

2. Saskatchewan Rivers Public School Division Board Policy 2

### **Role of the Board**

3.1 Provide overall direction for the Division by establishing annual priorities and key results.

3.1.1 Annually approve budget (driven by the Board priorities).

3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.

3.3 Annually evaluate the effectiveness of the Division in terms of key results.

## **EVIDENCE:**

### **1. Planning for Alignment, Engagement and Improvement**

Schools engage in strategic planning so that they are intentional about their actions and can ensure that students, staff and the community are accessing a quality learning program. School leadership teams can use the following tools to plan their specific actions:

- Following Their Voices School complete a LILAC.
- The Instructional Change Matrix
- Leadership Learning Community Year End Reflection Survey

School strategic planning documents serve multiple purposes:

- Surface beliefs and establish a compelling why;
  - Create a plan of action;
  - Determine a meaningful focus (professional learning target);
  - Implement change in practice;
  - Develop shared knowledge and understandings;
  - Examine outcomes and assess results to determine impact;
  - Celebrate effort and reflect on the process.

Schools create professional learning goal(s) within a literacy, math or high school context. This decision is made by school teams as a result of analyzing student learning needs data. The school team will identify the instructional strategy(ies) that is the best response to that student learning data. This becomes professional learning target of the staff.



# Reading, Math and High School Division Professional Learning Targets

## Reading Goal Schools: Deliverables and Goals

### 2021-2022

Teachers will have impactful and well established literacy routines with an emphasis on **morning meeting** and word work.

Explicit **teaching of phonemic awareness**, phonological awareness and phonics using the key resource **Heggerty**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

### 2022-2023

Teachers will enhance their **phonics/word work** instruction

Teachers will support student **fluency** in reading by using quality **decodable books**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

Literacy Look fors: Literacy Look-Fors

### 2023-2024

- K-3 Teachers will enhance their **phonics/word work** instruction by implementing the UFLI resource and following SRPSD's scope and sequence. Grades 4-12 teachers will use UFLI when necessary to ensure that all students have the foundational reading skills in place.
- teachers will implement impactful spelling and writing instruction
- teachers will conduct effective teacher read and think alouds to support student reading comprehension
- teachers will implement the Experiential Play Based Learning Model (EPBLM) to create invitations to learning that meet social, science, health and art outcomes
- Schools will work with SCCs and families to share the components of the Literacy Model and how to support learning at home



## Saskatchewan Rivers Public School Division Math Model: A Professional Development Project for the Implementation of High Impact Strategies

School Year	Goal/Deliverable
2020-2021	-teachers will explore the research around the math model (Math Workshop) -teachers will explore the research around engaging students in math (Building Thinking Classrooms)
2021-2022	-teachers will begin to have impactful and well established math routines with an emphasis on <b>MindsOn</b> -teachers will implement Building Thinking Classroom practices- <b>flexible and collaborative groups</b> , use of <b>non-permanent vertical spaces</b> -T.L.C. teachers will begin to <b>implement the Building fact Fluency Kits</b>
2022-2023	-teachers will have impactful and well established Minds On activities embedded in their math classes -teachers have <b>a clear curricular goal and purpose</b> that supports all students through differentiation (Lesson) -teachers will enhance their <b>engagement</b> instruction with continued strategies from Building Thinking Classrooms -teachers will implement the <b>Building Fact Fluency Kits</b>

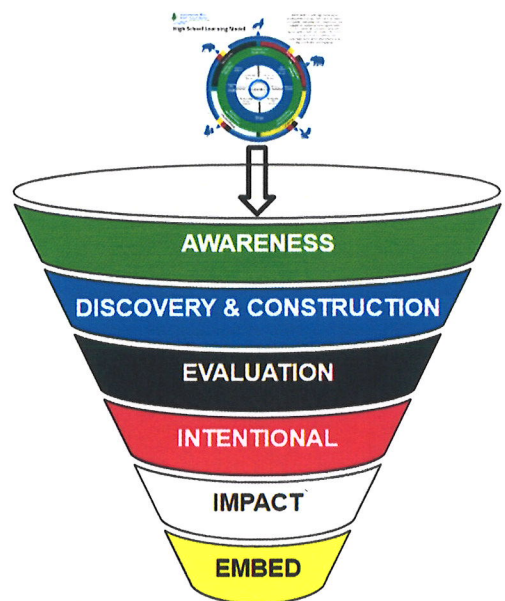
Math "Look Fors"

### 2023-2024

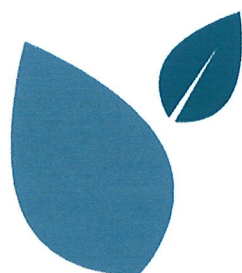
- Teachers will enhance their **Lesson** (explicit instruction) by implementing the MathUp resource
- Teachers will conduct the **Wrap Up** portion of the Math Model using the discussion questions from MathUp
- Teachers will continue to implement the **Building Fact Fluency kits** to increase **basic fact fluency**
- Teachers will continue to implement strategies for **engagement** from the Building Thinking Classroom resource
- Teachers will implement the Experiential Play Based Learning Model (EPBLM) to create invitations to learning that meet social, science, health and art outcomes
- Schools will work with SCCs and families to share the components of the Math Model and how to support learning at home



# HS Learning Model Rollout & Development

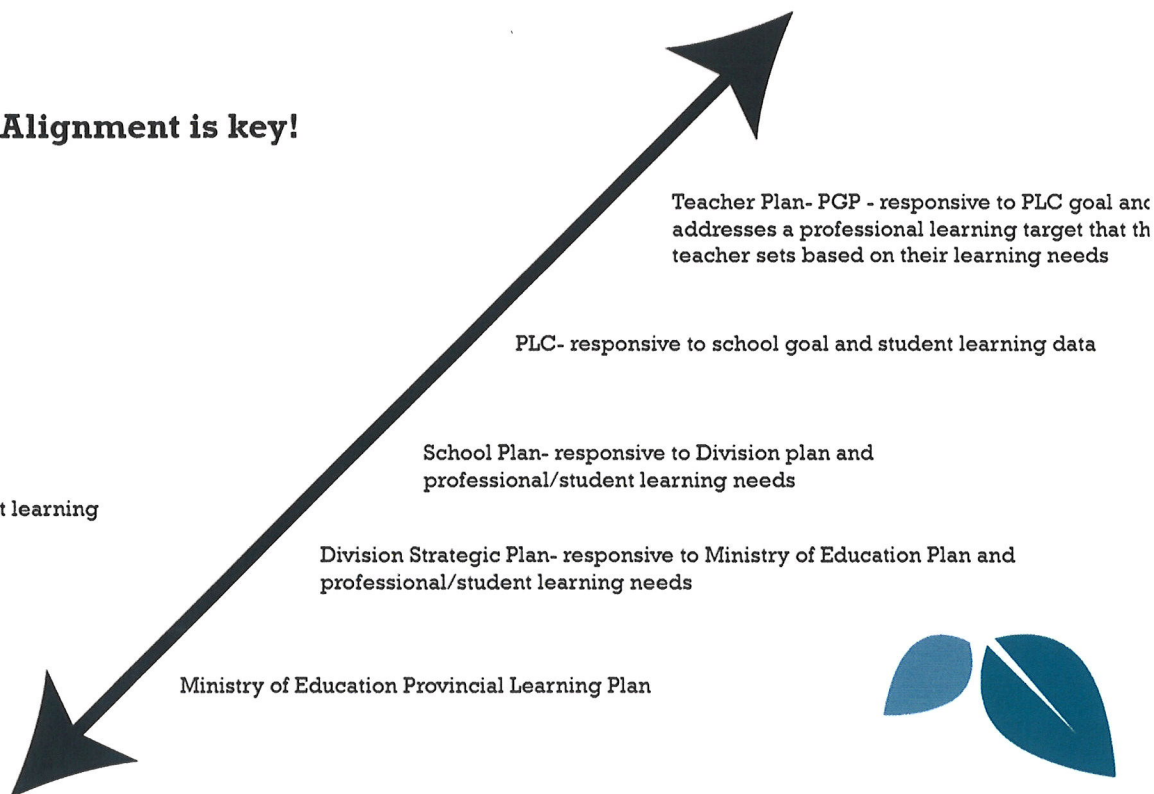


<b>2022-2023</b> Generate Awareness & Discovery/Construction	<ul style="list-style-type: none"> <li>• Embed model in all division based HS learning communities.</li> <li>• Generate awareness of the model with school staff.</li> <li>• Engage school staff in discovering and learning about ways in which the model can impact their teaching practice.</li> <li>• Co-construct and flesh out resources to support implementation at both the school and classroom levels.</li> </ul>
<b>2023-2024</b> Discovery/Construction & Evaluation & Intentional	<ul style="list-style-type: none"> <li>• Continue to embed model in all division based HS learning communities.</li> <li>• Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels.</li> <li>• Evaluate the resources constructed.</li> <li>• Intentionally include the learning model in teacher PGPs.</li> </ul>
<b>2024-2025</b> Discovery/Construction & Evaluation & Intentional & Impact & Embed	<ul style="list-style-type: none"> <li>• Continue to embed model in all division based HS learning communities.</li> <li>• Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels.</li> <li>• Evaluate the resources constructed.</li> <li>• Intentionally include the learning model in teacher PGPs.</li> <li>• Assess the impact of the HS learning model.</li> <li>• Embed the HS learning model in all practices.</li> </ul>



**Alignment is key!**


A plan to address student learning and growth.





Leadership Actions/ Functions	Create a Sense of Urgency: The Moral Imperative	Establish guiding team	Lifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	Celebrate early wins	PERSISTENCE: Keep going when the going gets tough	Transformation: New culture to support new ways
<b>Organize</b>	What is your current state? Gather baseline data. Surface the beliefs of staff regarding the school goal/vision.	Coordinate a responsive plan if this is the problem - then implement this evidence based strategy.  Set the professional learning target and success criteria for the school goal.	What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results, and school climate if the vision is achieved.  Be enthusiastic. Reconnect positivity.	Create structures to support goal and vision.  Place the school goal everywhere!  Everyone (staff, students, families, parents and the SCLT) should be able to articulate the school learning goal/vision.  <b>Teachers need to be able to articulate what they do, and why they teach the way they do.</b>	Remove or alter structures and procedures that support the old ways of doing things.	Establish short-term goals. Example: using a mind-or-activity... moving... of students from yellow to green.	Stay focused - saying no to other initiatives/opportunities. There is no shortage of "things" to do... Over-seeing created burn out and initiative fatigue.  Use student learning data to track progress.	Create shared beliefs about the school learning goal/vision.  Describe the "mushy" and the tedious...  Have an assessment/feedback loop established to review student learning information to ensure that everyone is on track.  Write a reflective summary that captures the progress made towards the school learning goal.
<b>Collaborate</b>	Analyze/interpret student learning data. Go on a "data" treasure hunt. Highlight strengths. Drill down the "break-downs". Identify an instructional response. Involve people. Invite input.	Create a sense of team. Identify strengths.	Describe the commitments that individuals make to each other.	Establish regular meetings to discuss new learning, share ideas, set direction, review progress and get feedback.	Provide PD, time, support and resources that will encourage implementation of the vision.	Recognize progress - have staff share something that they have tried that they are excited about.	Do a mid-year check-in? Review the learning targets and success criteria. Reflect on what is different. Articulate the differences. "We used to... Now we..."	Ensure that you have a plan for sustaining the work and "on-boarding" new staff.  Plan for regular "touch points" to re-connect with shared beliefs and expectations of staff/students.
<b>Engage</b>	Secure inclusion of key stakeholders: Staff, SCLT, parents and students.	Establish school leadership team. Define roles and responsibilities.	Map out the vision with all stakeholders. (Consider the use of a metaphor to describe the journey).	If appropriate, build partnerships with other agencies to support the vision of the school.	Have regular check in conversations with staff, students, families, SCLT to talk about how the implementation plan is going.	Allocate school budget to ensure that staff have the resources that are needed.	Share staff/student/parent testimonials. What is working? What is challenging?	Recognize the school leadership team.  Consider how to ensure that appreciation for growth and progress is embedded in the culture of the school.
<b>Enact</b>	Tell a compelling story. What is your "why"?	Establish a point person. What will direct communication, signage meetings, ensure that talks get done.	Create a hopeful vision that will inspire the school community to offer their heads and hearts to achieve the vision.	Create a "back-off" to generate excitement regarding the work. -Goal setting assembly, notes in the newsletter, video, etc.	Address pockets of resistance. Find something that they are willing to try. Create consensus.	Celebrate success! Make a "big deal" on progress. Include the wider community in acknowledging progress.	Invite others to share in and support learning.  (Talk/Collaborate with another school. Invite Ed Centre Staff for supportive PD)	Tell the school story. Highlight individuals who are leading the charge.  Share student stories. "Glow" about your staff and students.

## FTV: LILAC

	<b>1. First Nations, Métis and Inuit Student Achievement Goal:</b> By June 2022, 100% of QMPS FNMI Pre-K-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in literacy, as outlined in their co-constructed achievement plan.							
	<b>2. Lag Indicator(s)</b> 1. EYE, ELS, or DRA 2. Weekly attendance data 3. Student and teacher FTV Data				<b>3. Data Source(s) for the Lag Indicator(s)</b> 1. Edsby 2. MSS 3. FTV Surveys			
<b>4. Lead Indicators</b>	<b>5. Teacher Actions</b>	<b>6. Data Sources</b>	<b>7. Plan for Monitoring</b>	<b>8. SCLT Actions</b>	<b>9. Data Checks</b>			
<b>5.1.1</b> Purposefully and strategically selecting teaching strategies and learning activities that promote student construction of knowledge aligned with specific lesson/unit outcomes.	A. Complete the teacher self-assessment tool on strategy use to determine baseline, then re-administer the tool monthly to determine progress and next steps.  B. Complete anecdotal records of specific students when using the teacher clarity strategy in selected lessons.  C. Study the teacher clarity strategy then use it in selected lessons.  D. Work with intervention team when working through the intention/reflection plan.  E. Gather and study student and teacher evidence to reflect on impact and inform next steps.	A. Teacher Self-assessment – Strategy Use tool  B. Teacher Clarity Intent and Reflection plan.  C. Student Anecdotal Records - New Learning and Work Completed  D. Written feedback, feedforward and next steps through informal peer observation.  F. Other student and teacher evidence  FTV reports: Teacher Practice Report <ul style="list-style-type: none"><li>2. Drawing on Teacher Clarity Measures</li></ul> Engagement Report <ul style="list-style-type: none"><li>2.2. Self-reported work completed during an Observation</li><li>3.1. Student new learning self-reported during an Observation</li></ul> FTV Survey Responses <ul style="list-style-type: none"><li>Student Survey – Interactions</li></ul>	A. Every three months teachers review their self-assessment data in comparison to baseline.  B. Before and after each PLC meeting, teachers reflect on understanding and use of the teacher clarity strategy.  C. The SCLT monitors completion of teacher self-assessments, teacher reflection, and student anecdotal records and does a monthly review of the data.  D. At each staff meeting, the SCLT provides teachers with the opportunity to review teacher self-assessment data and student anecdotal records together to determine impact and next steps.  E. The SCLT regularly monitors that teachers are participating in informal peer observations.	A. Support teachers' study of the teacher clarity strategy in staff meetings.  B. Support staff to administer self-assessments, reflect on understanding, use and impact of the teacher clarity strategy to determine next steps.  C. Schedule opportunities for teachers to informally share resources, observe one another teach using the teacher clarity strategy.  D. Through Shadow Coaching support teachers to: <ul style="list-style-type: none"><li>use the Teacher Clarity strategy in lessons;</li><li>reflect on impact of strategy on student learning; and,</li><li>consider next steps.</li></ul> E. Gather, analyze and share teacher and student evidence at staff meetings and other venues to inform discussion and next steps.	<b>Baseline:</b> <ul style="list-style-type: none"><li>Teacher self-assessment: Before September 30</li><li>Regular review at staff meetings</li></ul> <b>Impact:</b> Ongoing during PLC and Huddle meetings  <b>Plans for sharing:</b> <ul style="list-style-type: none"><li>Staff meetings</li><li>School Community Council meetings</li><li>Facebook page</li></ul> <b>Plans for celebrating successes:</b> <ul style="list-style-type: none"><li>Providing information on the degree to which the goal is achieved through Facebook</li></ul>			

## 2. Sample Instructional Change Matrix

### Vincent Massey School

Leadership Actions/ Functions	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols																		
<b>Organize</b>	<p>What is your current state?</p> <p>Organize baseline data. <a href="#">DRA &amp; Pre-K/K Domains</a></p> <p>Early Lit Screen <a href="#">Grade 1</a> <a href="#">Grade 2</a> <a href="#">Grade 3</a></p> <p>*Grade 4-8 - formative tool for students below grade level</p> <p>*Phonological Awareness Continuum Grades 1-3</p> <p>*Phonics Placement Screener Grades 3-8</p> <p>*DRA Grades 4-8 Decodable Assessment</p> <p>*Grades 1 &amp; 2</p> <p>(The DRA DATA will be on a new chart once Stacey and Brad have the spreadsheet ready. 2022-2023 Data)</p> <table border="1"><thead><tr><th># Total</th><th>% Total</th><th>Grade Level</th></tr></thead><tbody><tr><td>200</td><td>100%</td><td>Total Students</td></tr><tr><td>118</td><td>40.83%</td><td>Meeting</td></tr><tr><td>7</td><td>2.42%</td><td>10% Growth</td></tr><tr><td>41</td><td>18.19%</td><td>Individual plan</td></tr><tr><td>186/200</td><td>97.44%</td><td>Goal summary</td></tr></tbody></table>	# Total	% Total	Grade Level	200	100%	Total Students	118	40.83%	Meeting	7	2.42%	10% Growth	41	18.19%	Individual plan	186/200	97.44%	Goal summary	<p>Coordinate a responsive plan. If this is the problem... then implement this evidence based strategy.</p> <p>A percentage of our students are not reaching their text level and comprehension targets, so we will use high impact strategies as a response to our students' learning.</p> <p>High impact strategies will be regularly introduced, practiced and planned for during weekly PLC meetings. Once implemented, the strategies will be revisited during PLCs and monthly "Burning Question" meetings.</p> <p>UFLI will be implemented <u>class wide</u> in grades K-3 according to the division scope and sequence. UFLI will be used <u>class wide</u> in grades 4-8 where 50% or more of the class requires a specific skill as indicated on the Phonics Placement Screener. It will be used in small group intervention for students who are scoring in the early primary area on the screener.</p> <p>Overarching responsive plan is the Literacy Model, implemented within PLC's and</p>	<p>What is the preferred state? (SMART goal)</p> <p>Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved.</p> <p>Be enthusiastic. Resonate positivity.</p> <ul style="list-style-type: none"><li>• changed practice</li><li>• enthusiasm</li><li>• positivity</li><li>• collaboration</li><li>• hope</li><li>• confidence from changed practices</li><li>• stronger relationships/connections as a result of collaboration</li><li>• classrooms that reflect a collaborative relationship focused environment</li></ul>	<p>Create structures to support goal and vision.</p> <p>Plaster the school goal everywhere! <a href="#">VM Reading Goal Poster</a></p> <p>Everyone (staff, students, families, parents and the SCC) should be able to articulate the school learning goal/vision.</p> <p>Teachers need to be able to articulate what they do, and why they teach the way they do.</p> <p>VM staff is working on building common language across PreK-8.</p> <p>Include the language from Focus on Regulation and the Zones of Regulation to support our students as they learn to regulate themselves.</p> <p>Common language is built around the implementation of UFLI from grades K-8.</p>
# Total	% Total	Grade Level																				
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### Vincent Massey School "Snapshot"

## Vincent Massey Public School

### What our staff learning looks like

Our staff is actively engaged in professional learning opportunities during weekly meetings, PLC Days, and individually chosen workshops.

Our teachers are risk takers who challenge themselves to learn new strategies which support joyful student learning!

At Vincent Massey Public School we **BELIEVE** in Safety, Responsibility, Respect and Courage as the foundations of teaching and learning.

**Safe** – We care about each other and we keep each other safe. We treat each other with kindness, compassion and empathy.

**Responsible** – We are all responsible for our learning environment. We make choices that allows us to stay in the "Green Zone" where everyone can learn in a positive space.

**Respect** – We choose to be respectful of ourselves, of each other and of our place of learning. We build healthy relationships that promote learning and create a positive school culture.

**Courage** – We have the courage to make healthy choices, to explore new opportunities, to develop our skills and to do what is right. We do not let fear stand in our way and challenge ourselves to be our very best.



### What does excellence look like

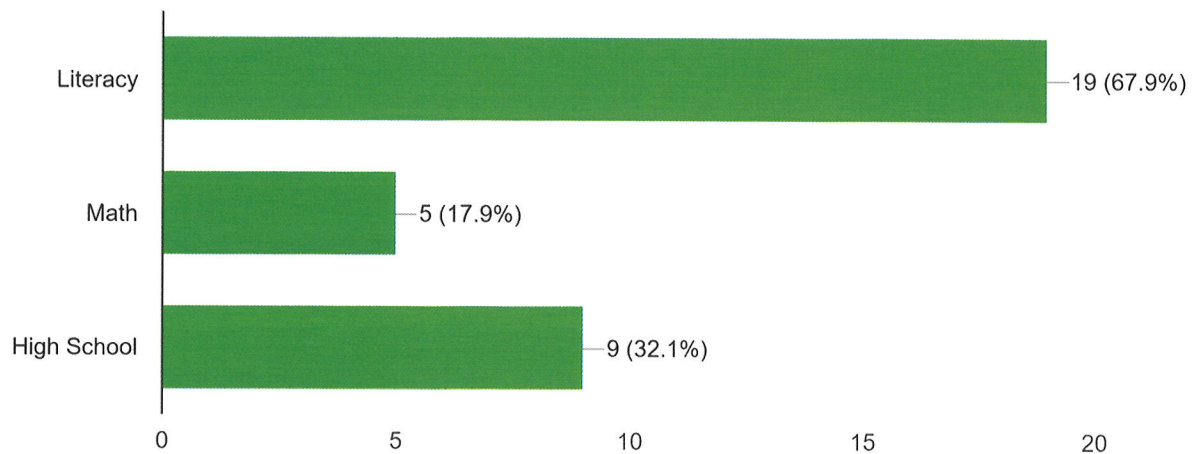
Students who are nurtured physically, mentally, spiritually, and emotionally; capable, caring and curious students; joyful learning to promote future success; meaningful, trusting relationships; belonging to a community that is compassionate, knowledgeable, responsive, reflective, and culturally sensitive.



## Leadership Learning Team Reflections:

What is your school goal?

28 responses



### **Specifically, what part(s) of the model were you actualizing this school year?**

- Onboarding middle years teachers onto EPBL, refining all parts of the model throughout the school.
- Phonics and word work; read alouds; monitoring reading goals, adapting to the students, intervention is at the forefront of the work, flex group implementation;
- Shared Reading, Story Workshop, Flex Groups, Morning Meeting, Modelled Reading, EPBL, Reading Workshop, DRRA, monitoring and tracking of data for UFLI, Reading conferences, Independent Reading
- We have been focussing on the "Blueberry" circle withing the Literacy Model.
- UFLI and EPBL
- Word study in the Literacy Model
- Within the Math Model, we were seeking to actualize the Lesson component with the use of the MathUP resource
- We continued to work on the workshop model by incorporating daily literacy groups. Over the course of the year, we focused on the outer rings ong the model including the blue ring (morning meeting, word study, independent reading, and shared reading). We were also intentional in maintaining effective practices that addressed the green circle through our Circle of Courage work. After teachers became proficient at UFLI, we focused heavily on EPBL and Land-based learning. During biweekly PLC meetings, teachers experienced each form of play in the EPBL model and learned how to implement it in their teaching.
- Word Study, flex groupings and EPBL
- Connection to Process-O-BPAR work Connection to Content- Teacher Clarity/Smart Starts Relationship with Students- Caught Being Deadly, Land-Based learning, Relationship among students- Morning Meetings, Land-Based Learning MUST HAVE AND TALK ABOUTS actualized all of the above; co-constructed with staff PGP's centered around this
- This year we were working on the circle of courage which is the outside of the High School Model.

We prioritized relationship to content in the form of our school wide clarity goal. We implemented a new huddle system, continued collecting student voice (VERSO), and re-vamped our advisory groups to be more agentic, and in our professional development we are taking a holistic view that is inspired by the circle of courage. However within all of these initiatives, we are using relationships as a foundation for creating change and taking risks.

### **How did your leadership team execute the plans that were created?**

- Follow the scheduled check-ins; co-create and plan it as a whole group
- Effective: embedded PLCs, modelling- gradual release of responsibility, using PD dollars to bring in subs for teachers to plan with LST and DC Tighten Up: follow up on planning days, more comprehensive embedded PLC schedule: what will each week look like?, shift from no longer having an LST to admin/IECs taking over that role, entering data in a timely fashion, review and implementing literacy model pieces
- Building consistency within the school in phonics/reading programs. Creating a continuum through the grade levels. For next school year, continue to work through the EPBL Model. Also, focusing on building autonomy with our Support Staff and student needs.
- Effective: ULFI, EBPL Room Creation/Activities Tighten Ups: Grade 6-8 implementing literacy look fors
- We have effectively created maintaining persistence of staff through embedded PLC time, creating empowerment with new ways of doing things. Created a culture of collaboration teacher self efficacy with great discussions around best practices and sharing stories of success. We have done a great job celebrating success with staff but need to extend that to the greater school community.
- Effective- building a team to work together; setting a direction; co-creating common expectations; Tighten Up- Monitoring of data; classroom observations by admin;
- Leadership communication and connection. This will be reflected in next year's timetable. We also need to revisit the Matrix more during leadership meetings to keep us on track and focused.
- Our strategies for empowering teachers were very effective. Teachers were fully supported in a purposeful way to overcome obstacles. Many teachers emerged as leaders in the high impact strategies offering our school many voices. We could tighten up opportunities for celebrations. We need more, well timed/purposeful celebrations planned.
- When leadership team is also involved in the teaching of target-goal subjects we are giving leadership in (ie Principal and IEC both were engaged in daily teaching and delivery of Math and UFLI instruction respectively), it allows for greater collective understanding of needs and concerns as we went forward, and therefore more effective actionable solutions to challenges that arose.

### **How has your leadership helped your teachers grow in their understand and implementation of Indigenous Worldview and practices**

- Self-reflection with the model, where teachers go through the process of highlighting what we are doing well and what they want to work on. Bringing these reflections to our PLC day so teachers are prepared to discuss the implementation with Mike and either Liz or Bente. Including Mike Relland's Model of Indigenous Education in our PGP's as part of our Teachers' Professional Goals.
- We had Knowledge Keeper Mike Relland spend time with our staff during our April PLC Day and used this as a way of moving our EPBL and Land-based learning forward. In our biweekly PLC meetings, we are following the Indigenous Education Model as teachers are learning, experiencing, and sharing each time.



- Our school is currently demonstrating a drive to incorporate the EPBL model in our classes, demonstrating a commitment to hands on learning and empowering students to take control of their learning. We are also working towards consistent land acknowledgments during morning announcements and encouraging staff and students to reflect on how the land shapes their identity. Outdoor learning is front and centre as we focus on our school garden boxes, encouraging students to grow their own food, traditional medicines and learn from the land and each other. Teachers then take these experiences and use them in their own teaching. We have a K-4 culture camp that is based on these ideas with activities connected to curriculum.
- We have worked on decolonizing classroom environments and the importance of that, We have connected our school 'Must Do's' to the Circle of Courage, school procedures are connected to the Medicine Wheel, Acknowledging and educating staff about Orange Shirt Day, MMIWG2S, Indigenous Storytelling Month, attending the Pow Wow, Indigenous correlation to EPBL, having Kevin come in to teach the importance of fire as it relates to fire Friday, Tipi teachings, encouraging staff to participate in Indigenous related PD through the division, supporting teachers to start teaching about treaties.
- We have seen growth in teachers understanding through experiential learning, incorporating the seven grandfather teachings, and actualizing the TRC calls to action embedded in the PGP. We started the year with Leading to Learn "someone on my mind" to focus on supporting all students.

### **I know we have made a difference for teachers because...**

- Far fewer disciplinary issues have arisen this year and attendance is strong. Utilized the mentors more this year to address the softer issues within the family instead of just focusing on student behaviour.
- We have seen the changes in their instructional practices. Shared discussions during the embedded PLCs
- Feeling and seeing teacher perspective shift, understanding their data and using student data to understand the full story of their students. Using data to drive their instruction. Teacher clarity, teacher efficacy and capacity.
- Teachers are incorporating all elements of the literacy and EPBL model. Teachers are excited to learn and share during our biweekly PLC meetings and FTV Huddles. Teachers have gained new skills and are taking risks in their instruction. Teachers tell us that they feel supported and that they appreciate the learning that we are doing at QM. Learning is happening organically. We receive a lot of positive feedback from staff. They appreciate that there is someone on staff to support them with new initiatives. Students are happy to be at school.
- We see the confidence in our teachers. They are being empowered through strategies.
- The school climate survey showed that teachers feel like we are working as a collaborative unit.
- Teachers are taking risks of new implementation. Our teachers see us approachable and there is high levels of trust. They come to us with issues. Students are happy in classes and experiencing joyful learning.
- Our teachers are comfortable in their roles, even though this year included many new adjustments and resources that altered previous teaching strategies. Their comfort shows that they are ready to take risks and move in positive directions.
- There is a culture of support and professional learning in the building.
- Teachers have trust in our leadership team and now confidently share challenges and celebrations on a regular basis, knowing that they will always be actively supported. There is a cohesion and a collective efficacy that had not existed previously.
- Because they are embracing looking at math as a next goal. They can see how flex groups are beneficial in other subject areas.

- They are feeling a sense of confidence in the new programs and resources they are using and are supporting one another in the use of these programs and resources. Conversations in the staffroom often revolve around what is happening in the classroom and we are seeing parallels across grade levels. We are no longer the first source of support; they are supporting each other and are providing training to EAs to carry out programs with individuals or small groups.

### **ADMINISTRATIVE IMPLICATIONS:**

1. Administration will continue to support school leadership teams with strategic planning, determining a clear professional learning focus based on high impact/effect teaching and learning strategies.
2. Administration will continue to refine the data collection and reporting process for school strategic plans to support our division's belief in the power of individualized goal setting for every student. The refinement will provide focus for schools in the goal setting and another point of reflection for goal achievement.
3. Administration will continue to support and sustain the alignment of school plans with the Division's strategic plan. This alignment creates greater efficiency and clarity for schools in their communication with all parts of their school community.
4. The Integrated Learning Team will continue to ensure that school teams are supported by providing access to evidence based research practices; timely in school support through coaching and mentoring; and providing effective and responsive professional development learning opportunities.

### **GOVERNANCE IMPLICATIONS**

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

1. Ensure all schools use and complete one of the strategic planning tools.
2. Ensure Administration continues to provide accountability reporting on school strategic planning.
3. Understand and value the crucial role of Consultants and Coaches in developing efficient and effective school teams.
4. Provide the financial support for student learning and intervention strategies.

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**MEETING DATE:** October 21, 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"/> 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
Primary Policy Reference:	<u>2, 13</u>	

<b>FROM:</b> J. Hingley, Superintendent of Schools	<b>ATTACHMENTS</b>	<input checked="" type="checkbox"/>
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**BACKGROUND**

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**RE: STUDENT ACHIEVEMENT ACCOUNTABILITY REPORT**

The attached SRPSD Accountability Student Achievement Report will be reviewed at the meeting.

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

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**RECOMMENDATION**

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*That the Board approve the Student Achievement Accountability Report as presented.*



# Accountability Report: Student Achievement

## Student Achievement

Jennifer Hingley

10/21/2024



# Accountability Report: Student Achievement

## SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2030 Strategic Plan states the following:
  - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
  - Students are supported to sustain and strengthen their resiliency and mental wellness.
  - Students are affirmed and diversity is supported and celebrated.
  - Students demonstrate active citizenship and are supported by engaged families and effective partnerships
  - Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

"Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long-range goals through broad strategies and specific actions in each goal area."
2. Saskatchewan Rivers Public School Division Board Policy 2 –  
**Role of the Board**
  - 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
    - 3.1.1 Annually approve budget (driven by the Board priorities).
  - 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
  - 3.3 Annually evaluate the effectiveness of the Division in terms of key results.
3. The following declarations are present in the "Saskatchewan Rivers Public School Division Commitment to Student Achievement"
  - **All students can achieve at high standards.**
  - **All teachers can teach to high standards.**
  - **High expectations and early interventions are essential.**
4. The Accountability Measures reported on in this report will be the following:
  - Early Years Evaluation – TA for Kindergarten fall data available only
  - Developmental Reading Assessment for Grades 1, 2 and 3
  - Graduation rates (on-time and extended) – as data is provided by the Ministry
  - Credit Attainment in Grades 10 -12.





## EVIDENCE:

### 1. Early Years Evaluation – TA

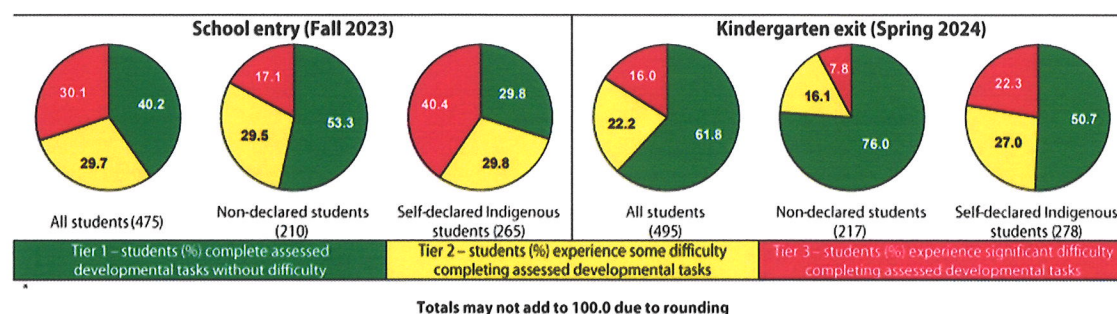
## Saskatchewan Rivers 119 2023-24 EYE-TA Spring Report (Post) – Self-declared Indigenous / non-declared students

### Frequencies

Fall 2023	Records with valid RTI (n)	% of valid records
Self-declared Indigenous students	265	55.8
Non-declared students	210	44.2
<b>Saskatchewan Rivers 119</b>	<b>475</b>	<b>100.0</b>

Spring 2024	Records with valid RTI (n)	% of valid records
Self-declared Indigenous students	278	58.2
Non-declared students	217	43.8
<b>Saskatchewan Rivers 119</b>	<b>495</b>	<b>100.0</b>

### 2023-24 collection



### Spring/Fall Comparisons 2023 Results

	2022	2023	2024
Tier 3	135=29%	145=30%	307=62%
Tier 2	143=31%	155=32%	109=22%
Tier 1	191=41%	181=38%	79=16%

In the fall, 59.8% of students required tier 2 and 3 supports. In the spring, this number was reduced to 38.2%, with 61.8% of students moving into tier 1 level of support. Important to note, that 30% of students required Tier 3 supports and that number was reduced to 16% in the spring.

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

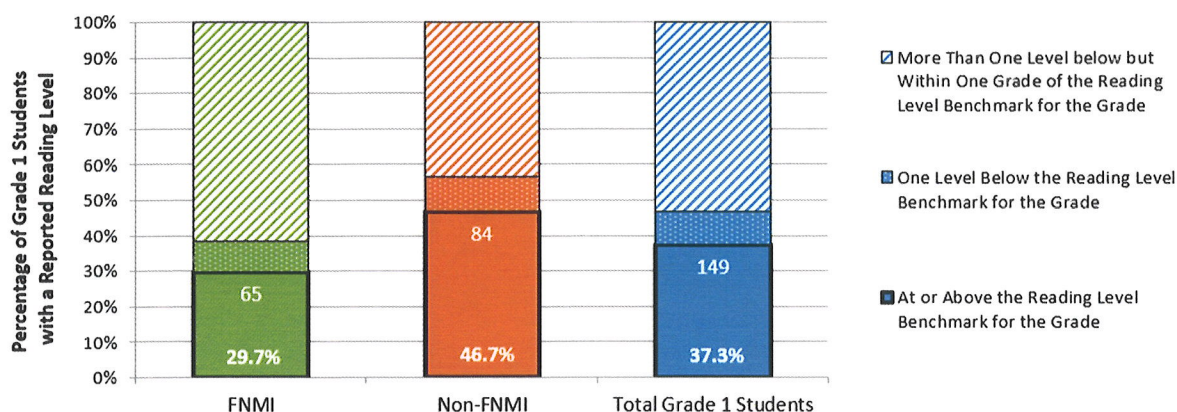
# Accountability Report: Student Achievement



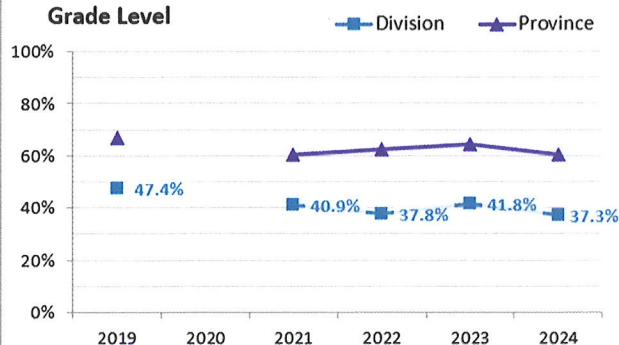
## Developmental Reading Assessment for Grades 1, 2 and 3.

### Grade 1 Reading Achievement –End of Year Reading Achievement

#### Reading Results Data, Saskatchewan Rivers SD 119, Grade 1, 2023-24



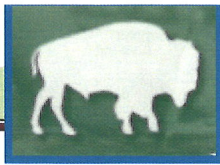
#### Percentage of Grade 1 Students Reading at or above Grade Level



#### Proportion of Grade 1 Students with Reported Reading Levels, 2023-24

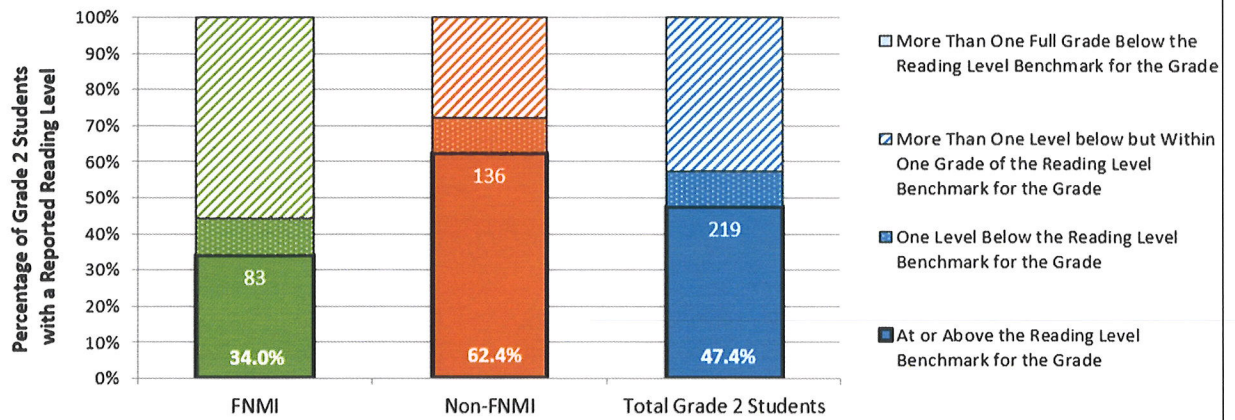
	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	219	78.8%	13.3%	7.9%	278
Division (Total)	399	74.0%	21.3%	4.6%	539
PrvSDs** (FNMI)	1,616	72.8%	22.8%	4.5%	2,221
PrvSDs** (Total)	10,196	69.5%	28.9%	1.7%	14,676

Year	All Students	FNMI Students	Non - FNMI
2015	47%	36%	62%
2016	54%	41%	70%
2017	41%	27%	59%
2018	45%	33%	60%
2019	47%	32%	66%
2020	No date available.		
2021	40.9%	24.2%	58.8%
2022	38.2%	NA	NA
2023	41.8%	29.8%	57.1%
2024	37.3	29.7	46.7

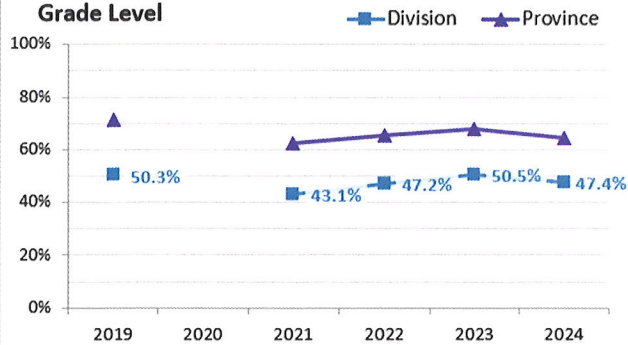


## Grade 2 Reading Achievement –

### Reading Results Data, Saskatchewan Rivers SD 119, Grade 2, 2023-24



### Percentage of Grade 2 Students Reading at or above Grade Level



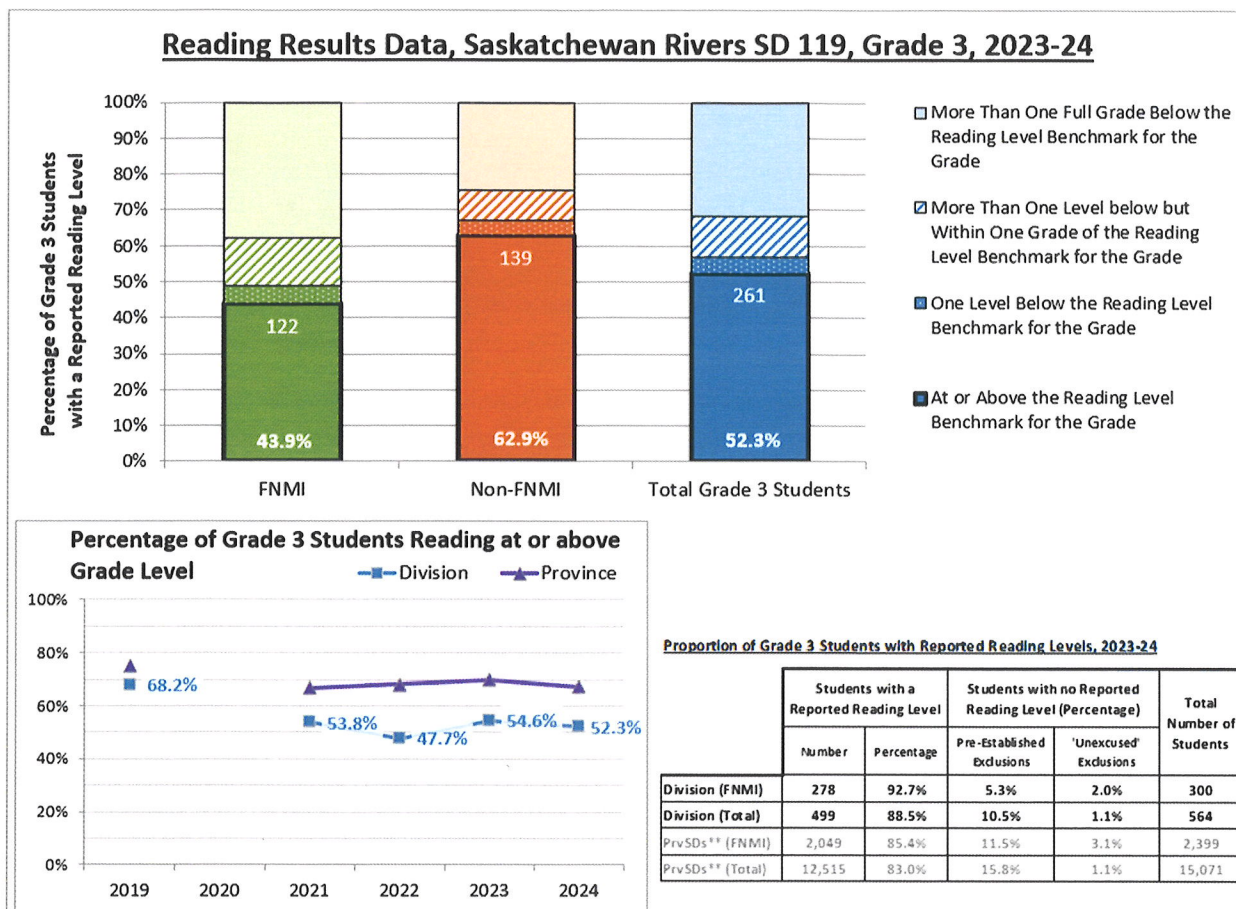
### Proportion of Grade 2 Students with Reported Reading Levels, 2023-24

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	244	84.1%	10.3%	5.5%	290
Division (Total)	462	84.2%	12.8%	3.1%	549
PrvSDs** (FNMI)	2,040	83.6%	13.1%	3.3%	2,441
PrvSDs** (Total)	12,265	81.3%	17.4%	1.3%	15,095



# Accountability Report: Student Achievement

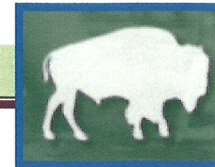
## Grade 3 Reading Achievement – DRA2 - Term 3 Results



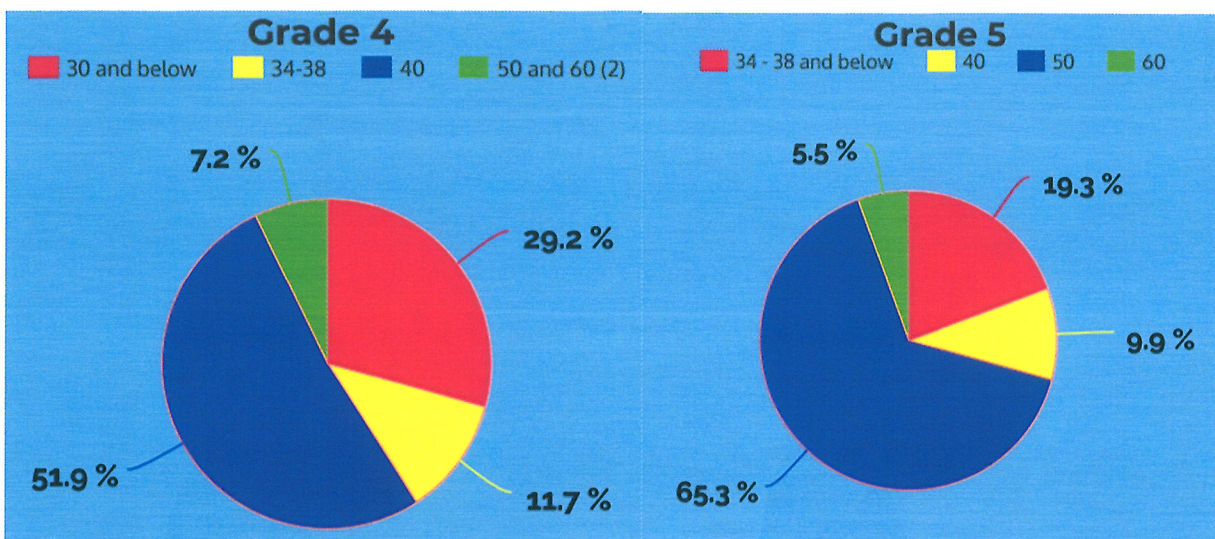
Year	All Students	FNMI Students	Non - FNMI
2015	64%	53%	76%
2016	63%	57%	69%
2017	63%	55%	72%
2018	61%	55%	68%
2019	68%	59%	79%
2020*	34%	22%	48%
2021	53.8%	47%	61.1%
2022	50.9%	47.1%	56.1%
2023	54.6%	43.3%	67.4%
2024	52.3%	43.9%	62.9%

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

## Accountability Report: Student Achievement

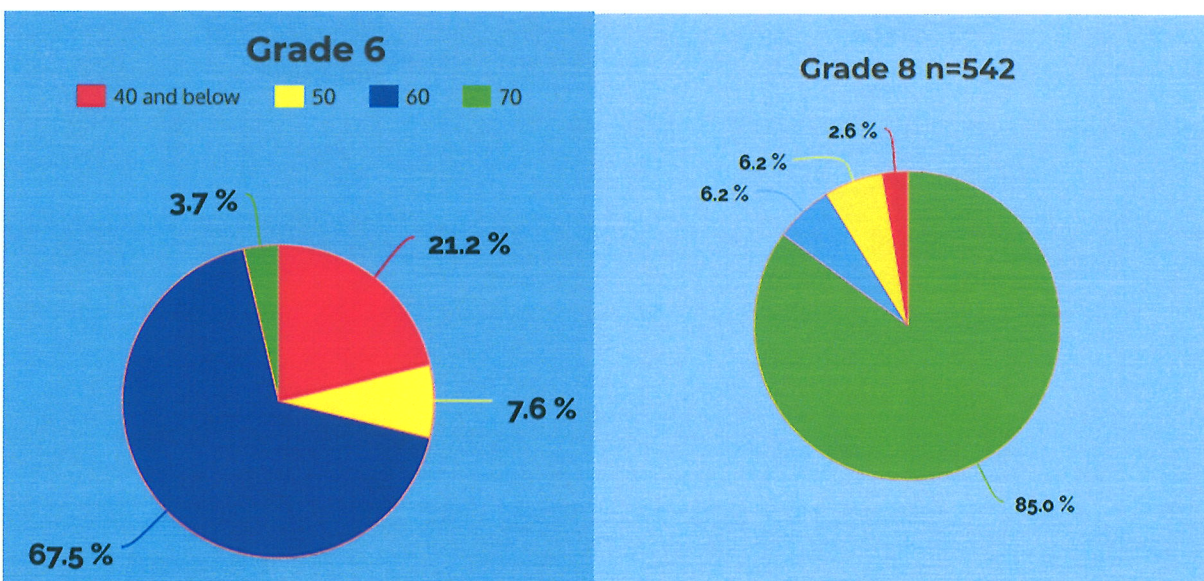


End of Year Grade 8 Reading Results:



Grade 4= 60% at and above grade level

Grade 5= 70% at and above grade level



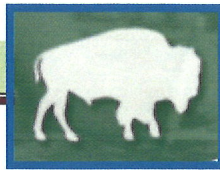
Grade 6= 71% at and above grade level

Grade 8= 90% at and above grade level

Students benefit from the high quality of instruction, additional supports and targeted intervention if needed that is provided by our teachers and school leadership teams. The improvement noted in the data is evidence of our belief that all students can achieve high standards.



## Accountability Report: Student Achievement



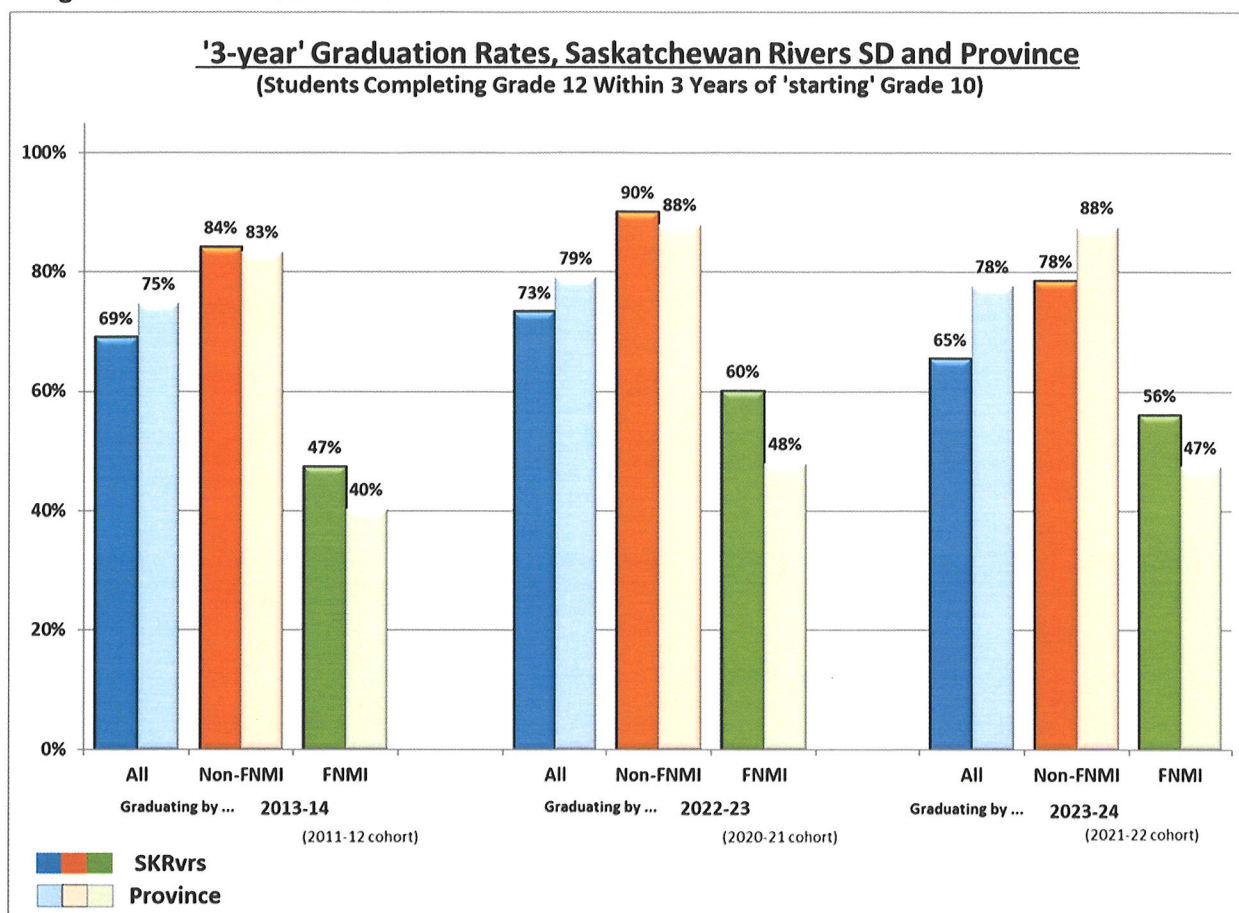
2. Math Achievement Results- the percentage of students achieving mastery/proficiency as measured by the Math Common Assessment Tool.

2023-2024					
Row Labels		% Students >= 75%		# Students	
		Number	Patterns and Relations	Number	Patterns and Relations
K		66.09%	65.11%	407	407
1		43.65%	56.02%	520	532
2		51.71%	49.35%	468	464
3		55.22%	59.23%	527	520
4		60.11%	59.13%	539	531
5		54.42%	51.89%	566	555
6		55.21%	45.29%	509	488
7		38.98%	46.55%	449	406
8		57.09%	41.58%	550	546

Math Common Assessment Data was not available from 2020-22.



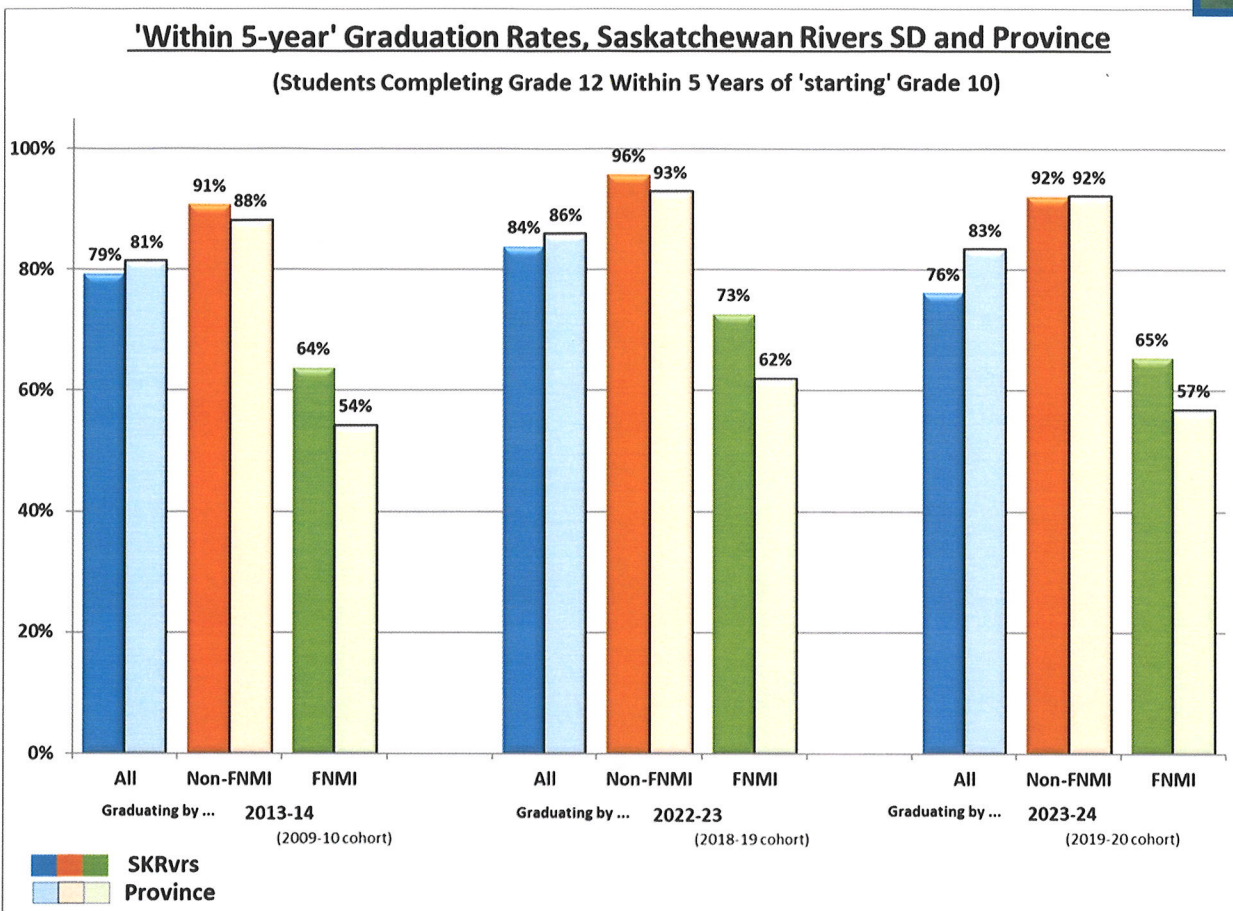
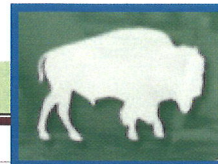
## 3. High School Graduation Achievement



3 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2011-12	2013-14	74.7%	83.4%	40.3%	68.9%	84.1%	47.4%
2012-13	2014-15	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%
2013-14	2015-16	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%
2014-15	2016-17	76.5%	85.4%	43.2%	69.4%	89.3%	52.5%
2015-16	2017-2018	77.4%	86.5%	44.5%	72.1.6%	88%	53.2%
2016-17	2018-19	77.3%	86.8%	43.5%	69.3%	90.4%	51.2%
2017-18	2019-20*	80%	89%	47%	71%	90%	52%
2018-19	2020-21	79%	89%	45%	73%	92%	54%
2019-20	2021-22	76%	87%	40%	62%	87%	45%
2020-21	2022-23	79%	88%	47.9%	73.3%	90.1%	60.1%

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



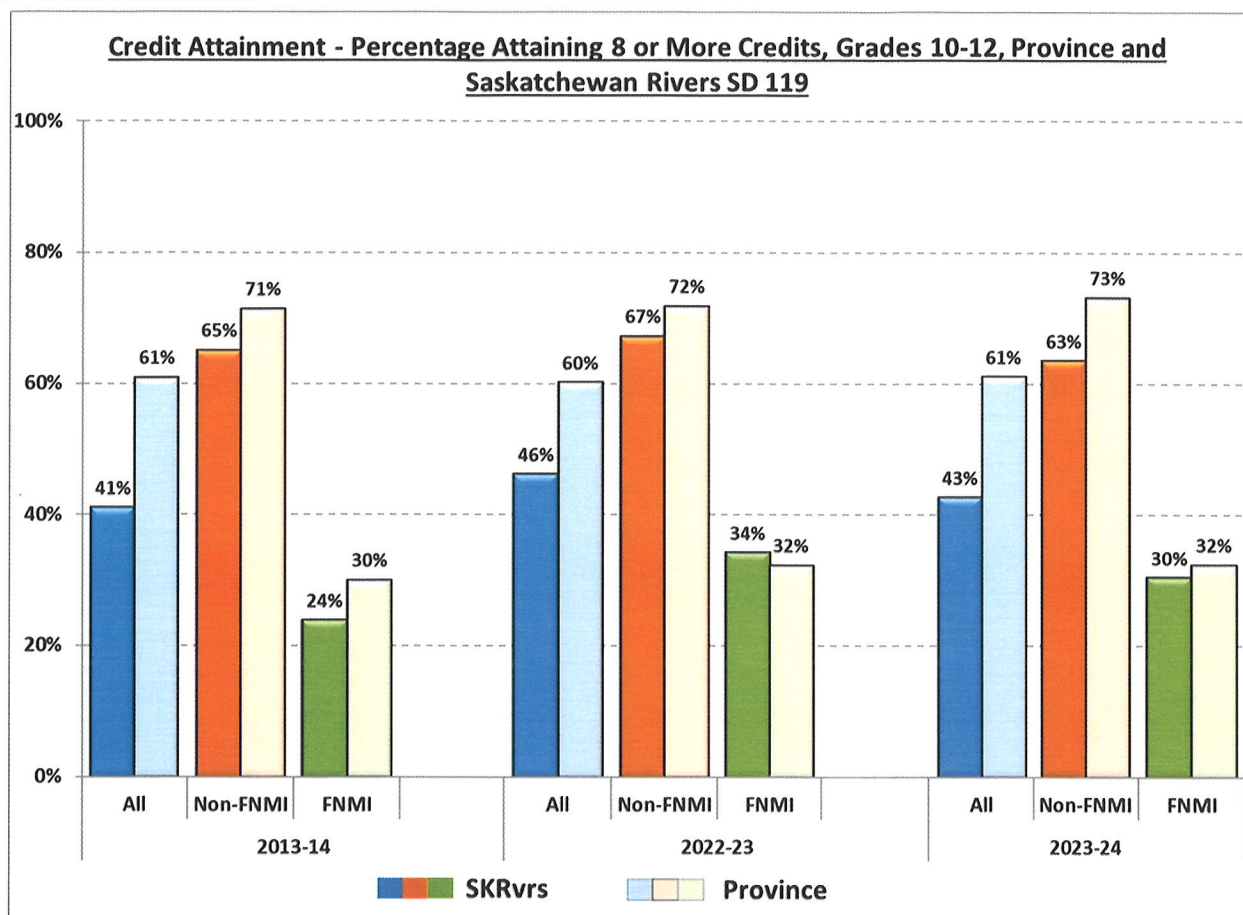


5 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%
2010-2011	2014-2015	82.5%	89.2%	55.9%	79.2%	92.1%	62.7%
2011-2012	2015-2016	83.3%	89.5%	59.6%	79.7%	90.3%	65.4%
2012-2013	2016-2017	84.0%	90.4%	59.8%	76.6%	87.8%	63.1%
2013-2014	2017-2018	84.4%	91.1%	59.4%	77.6%	91.3%	63.0%
2014-2015	2018-2019	84.7%	91.2%	61.0%	81.5%	92.8%	72.1%
2015-2016	2019-2020	85%	92%	63%	83%	94%	69%
2016-2017	2020-2021	85%	92%	62%	80%	96%	67%
2017-2018	2021-2022	86%	93%	62%	82%	95%	68%
2018-2019	2022-2023	86%	93%	62%	84%	96%	73%
2019-2020	2023-2024	83%	92%	57%	76%	92%	65%





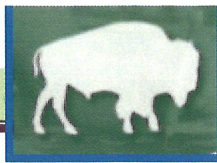
## 4. Credit Attainment



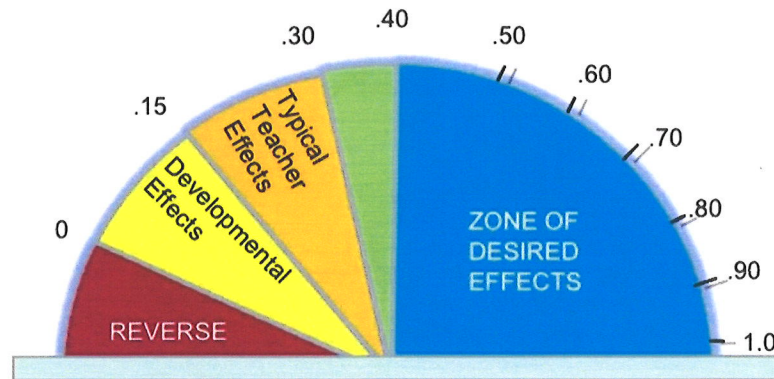
## ADMINISTRATIVE IMPLICATIONS:

### 1. Focus on high impact accelerated teaching strategies

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



## INFLUENCES ON ACHIEVEMENT



### 2. Build strong school teams and develop teacher collective efficacy using SRPSD learning models:

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

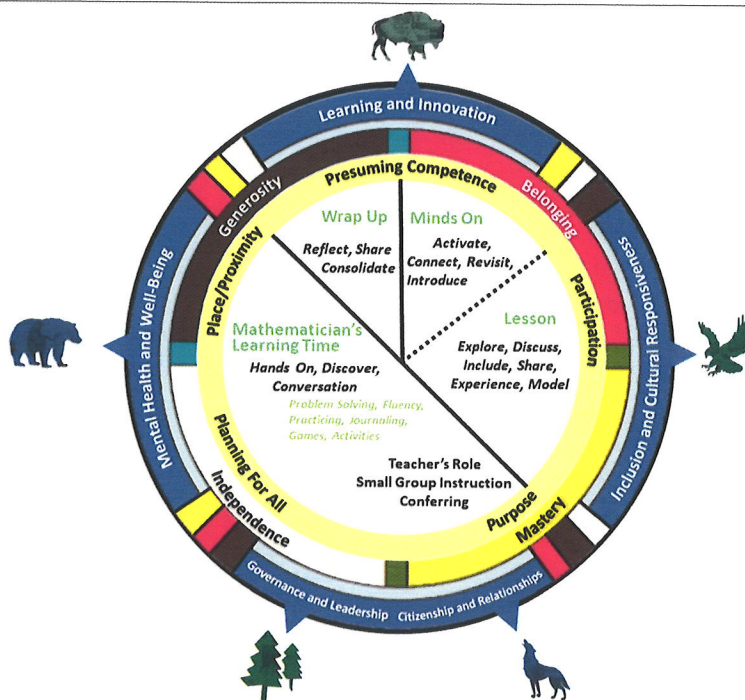


## Math Instructional Learning Model



### Math Learning Model

-  Circle of Courage
-  SRPSD Priorities
-  Principles of Inclusion

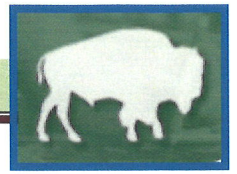


## Instructional Practices Embedded within the Math Model

Response to intervention: 1.07  
 Providing formative evaluation: 0.90  
 Teacher-student relationships 0.72  
 Spaced versus mass practice: 0.71  
 Not labelling students: 0.61  
 Cooperative versus individualistic learning: 0.59  
 Peer tutoring: 0.55  
 Classroom discussion: 0.82  
 Vocabulary programs: 0.67  
 Teacher modelling .73

Direct Instruction .59  
 Classroom discussion .82  
 Comprehensive instructional programs for teacher .72  
 Strategy based methods .85  
 Visual perception programs .55  
 Interleaved practice .47  
 Provide feedback .71  
 Peer assisted learning .62  
 Help Seeking 0.72  
 Scaffolding .58



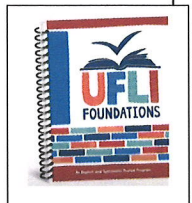
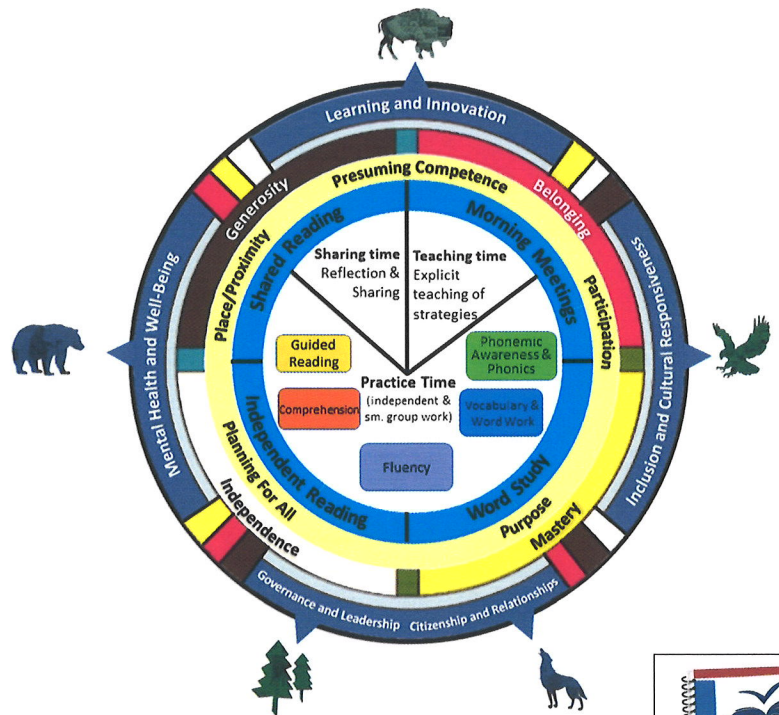


SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.



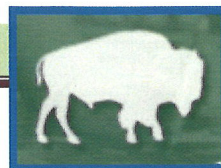
## Literacy Learning Model

-  Circle of Courage
-  SRPSD Priorities
-  Principles of Inclusion
-  Daily Practices



The 2023-24 school year was the first year that the UFLI resource was introduced as the key resource to teach phonics in kindergarten to Grade 3. The UFLI resource:

1. Provides explicit and systematic programming that introduces students to the foundational reading skills necessary for proficient reading
2. Follows a carefully developed scope and sequence designed to ensure that students acquire each skill needed in a logical sequence
3. Allows students to learn and apply each skill with automaticity and confidence
4. Designed for whole-class instruction in the primary grades
5. Can be used for small-group instruction or intervention
6. Can be used for individual intervention with students experiencing difficulties learning to read in any grade
7. Features ample opportunities for students to practice
8. Built-in gradual release of responsibility

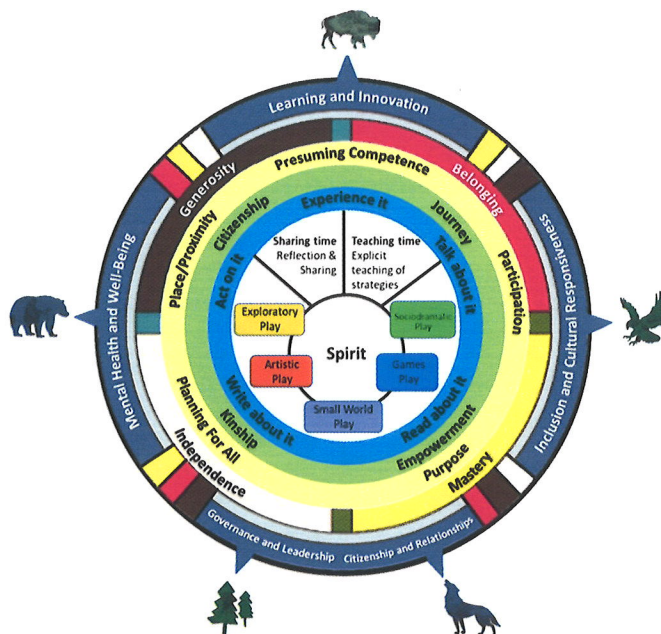


**SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!**

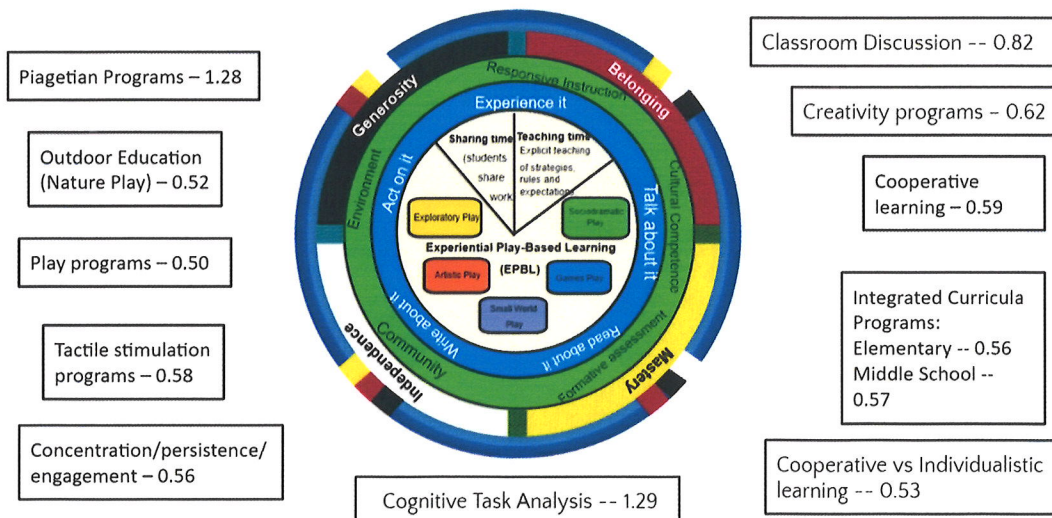


## Experiential Play-Based Learning Model

-  Circle of Courage
-  SRSPD Priorities
-  Principles of Inclusion



## Experiential Learning in the Primary Grades



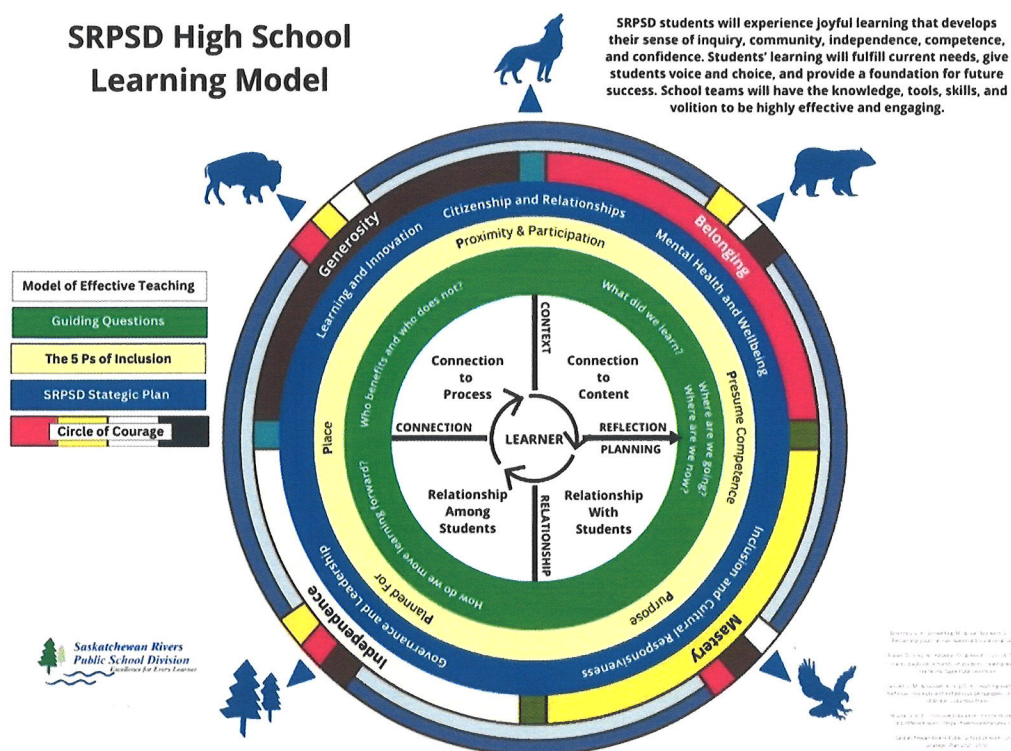
The Land Based Learning Model is currently being developed with the support of our Indigenous partnerships, particularly the Montreal Lake Cree Nation. This work will elevate the EPBL model and support the decolonization and indigenization of curriculum and teaching practices.



# Accountability Report: Student Achievement

## High School Learning Model:

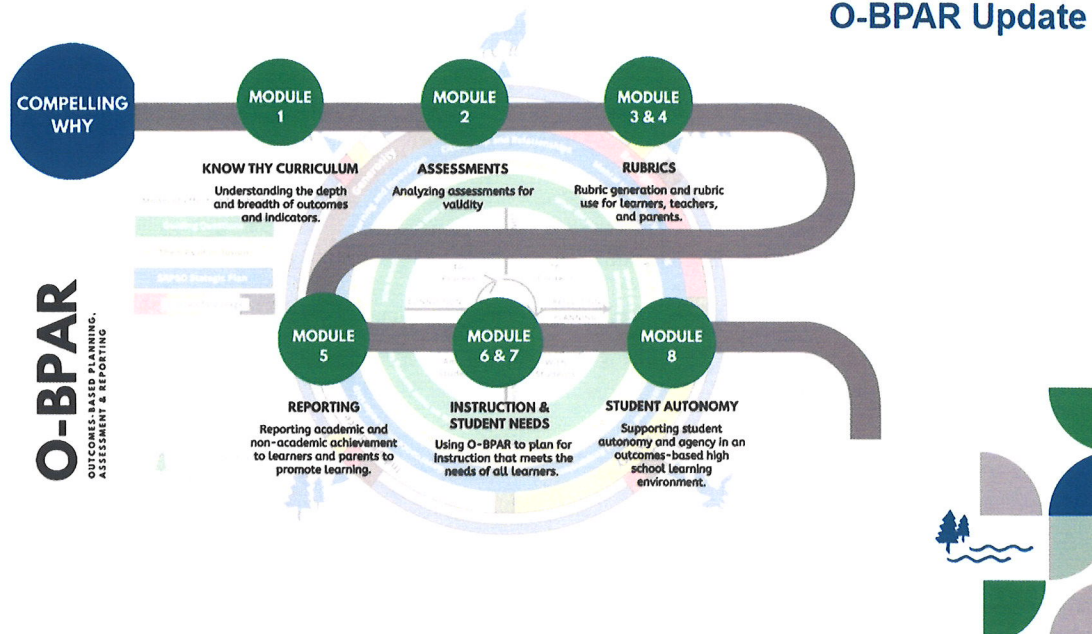
### SRPSD High School Learning Model



The high school learning model is based on Goulet and Goulet's research that is founded on Cree pedagogy. The focus is on relationship with students, relationship among students, connection to process and content. Additionally, high schools are on a journey of reviewing, refreshing and updating our understanding of curriculum, assessment and reporting, that we refer to O-BPAR.



## O-BPAR Update



### 3. Emphasize assessment practices that supports differentiated learning

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

### 4. Provide responsive, aligned professional development opportunities

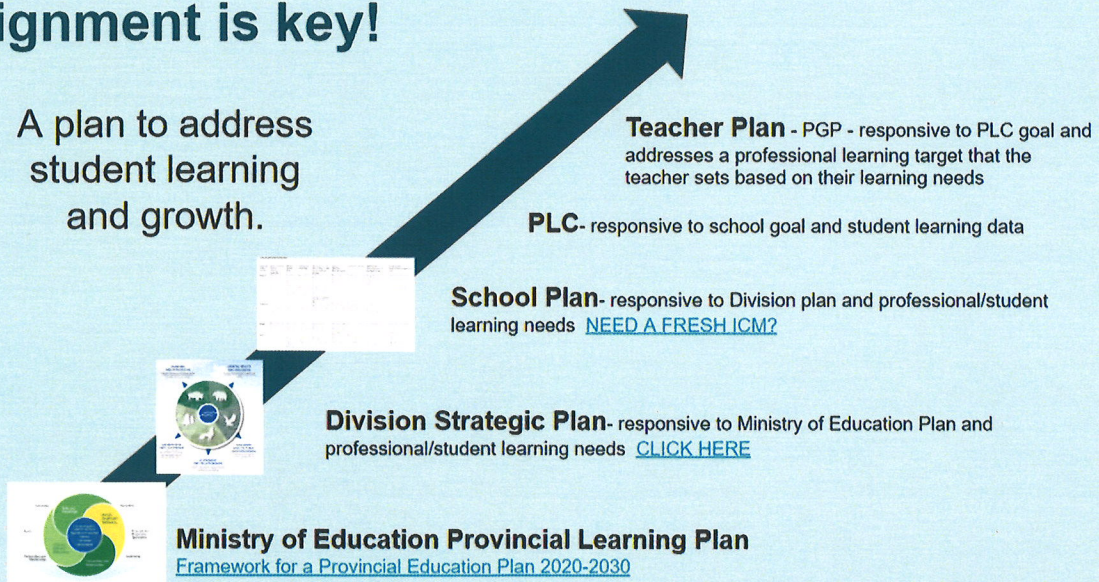
Administration is prioritizing the alignment of various professional development opportunities. Schools are organized into learning communities based on their school priority goal of numeracy, literacy or graduation. The learning community structure allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. The embedded coach involved in the Dreamcatcher Coaching Program will offer support to teachers that is aligned with the support provided by the consultants and coaches of the Inclusive Learning Team.

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



## Alignment is key!

A plan to address student learning and growth.



**Leadership Learning Community (School Leadership Teams)**-the professional learning and dialogue are designed to assist school leaderships teams in the creation of a plan of action; determining a meaningful focus(professional learning target); implementing change in practice; developing shared knowledge and understandings; examining outcomes, assessing results to determine impact; celebrating effort and debriefing the process.

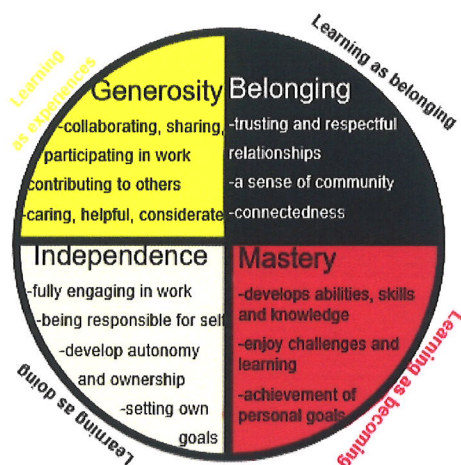
-Collective Efficacy of all staff members.  
-increased student engagement and success.  
-honouring a moral imperative.

**Teacher Learning Community**-the TLC is designed to develop teacher collective efficacy and develop these teaching behaviours: putting forth great effort and persistence, especially towards students experiencing difficulty; try new teaching approaches based on effective pedagogy; convey high expectations to students; foster learner autonomy (students centered teaching); decreasing disruptive behaviour; and enhanced parental engagement.

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

### 5. Connect the work of the Indigenous Perspectives Team (IPT) to student achievement

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



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

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

## GOVERNANCE IMPLICATIONS

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

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



**MEETING DATE:**     **October 21, 2024**

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

**FROM:**     **G. Gustafson, Chair**     **ATTACHMENTS**     **[v]**

## **BACKGROUND**

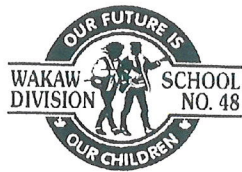
**RE:     REVISED SRPSD LEGACY DOCUMENT**

The Legacy Committee has met to review and update the current Legacy Document – see attached. The revised document will be posted to the website following the meeting.

The committee is recommending that the Legacy Committee be established annually in order to review and update the document.

## **RECOMMENDATION**

*That the Legacy document be received as information.*



*Kinistino School Division No. 55*

# THE LEGACY OF SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119

2016 → 2024

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## **INTRODUCTION**

The Saskatchewan Rivers Public School Division serves students and families in an area that has been home to Indigenous peoples since time immemorial. We are located within part of Treaty 6 Territory and on the traditional Homelands of the Métis people and the ancestral lands of Cree, Dene, Dakota, Lakota, Nakoda and Saulteaux (SOH-toh) peoples. We honour Indigenous peoples that are a vibrant part of our past, present and future.

In the fall of 2017, acting on a suggestion in a Board-Director Seminar, the Board appointed a committee to begin the work of creating a legacy document. This document is to incorporate some historical information about the school division as well as to identify issues, practices and accomplishments the current Board (elected in 2016) started with in pursuit of the Saskatchewan Rivers School Division (SRSD) goal *“Excellence for Every Learner”*.

The starting point for information collection was a survey to the Board asking

- 1) What they saw as historical information worth including and
- 2) A listing of achievements and observations of their collective first year in office.

The intent is to continue to add to this list of observations and achievements on an ongoing basis. All responses were considered and, where appropriate, incorporated into this document.

## **A VISION OF OUR LEGACY**

The legacy that the SRPSD Board of Education continues to build towards is not just evident in bricks and mortar, but in its operation, its continued pursuit of excellence in education governance and, above all, in its investment in students. The legacy of the SRSD Board is evident in its commitment:

- To operate at all times with a student-centered focus.
- To operate with integrity and to exemplify principled governance.
- To advocate for strong, locally elected leadership.

- To advocate for the importance of maintaining local autonomy and keeping decisions closest to the classrooms.
- To give voice to local needs.
- To cultivate a positive culture where staff feel valued and empowered in their roles.
- To elevate student voice and experiences.
- To be champions of diversity.
- To always strive to be the best version of ourselves.
- To be cognizant of the privilege and the humble opportunity to serve the public, and to serve students.
- To exercise humility where it is necessary to redouble our efforts when needed.
- To measure our own value through the successes of our students.

#### **FUNCTION OF THE LEGACY DOCUMENT COMMITTEE**

The Legacy Document Committee will develop a living document for submission to the Board that consists of four main parts.

- 1) History - What would a new trustee find relevant and important to know when assuming office in addition to the knowledge they gain through the new trustee orientation. This portion may also be valuable as a brief history lesson to returning board members or anyone new to SRPSD.
- 2) Current board challenges, achievements, failures and events worth noting during the term of the current board. This will include identifying inside and outside forces and events that influence the operation of the division.
- 3) Listing of what the Board is working on leading up to the next election, including but not limited to a listing of relevant documents/files for consideration of the Board elect in 2020 and 2024.
- 4) Each subsequent Board is expected to update and add to the Legacy document twice during its term using the Board Highlights from the Regular Board meetings.

## **SCHOOL DIVISION HISTORY**

### **History**

The origins of SRPSD goes back to 1885 when public school districts first formed in this province. Two of the first were the Prince Albert Public and Collestown (now part of East Central) districts. Throughout the years many other school divisions eventually formed; among them were Prince Albert Public No. 3, Prince Albert Rural No. 56, Kinistino No. 55, Parkland No.63, Wakaw No.48, and Prince Albert Comprehensive High School (which included Prince Albert Public, Prince Albert Rural and Prince Albert Catholic as partners). Through two amalgamations (1997 and 2005) all or part of these school divisions came together to form Saskatchewan Rivers School Division.

An elected board of ten trustees operating under a policy governance model governs the school division. Authority to manage the day-to-day operations currently has been delegated to the Director of Education; Robert Bratvold hired in 2011, and Neil Finch hired in 2023. The Director of Education oversees all aspects of programming and associated needs for approximately 9000 students in 32 schools, and included an online school started in September 2020 due to the COVID-19 pandemic, closed in 2023 when the provincial Distance Learning Centre was created by the Government of Saskatchewan.

Education programming has been synchronized since 2014 with the Education Sector Strategic Plan and since 2023 with the Provincial Education Plan through the Board's Strategic Plan. Financing is provided through a budget of approximately \$100 million set by the Board within limits determined annually by the Ministry of Education. Most funding comes from a combination of property tax and government general revenue, with a small portion represented by tuition, fees for service and fundraising.

Our Board has ongoing involvement with the Saskatchewan School Boards Association (SSBA) and especially the Public Section. Current and past board members were very involved in the creation of the Public Section and since the 1990s have been addressing issues of concern to public boards in the province. Former Board Chair, Wayne Steen,



chaired the group through the process of trying to determine public/separate mandates. This ultimately resulted in a court ruling that determined funding of non-Catholic students in Catholic schools to be unlawful. That decision was overturned through the court system and leave to have a further appeal heard by the Supreme Court of Canada that was subsequently denied. As of 2024, we still have one sitting board member, Grant Gustafson, that was there during those formative years of the public caucus and public section. Ongoing issues affecting the governance and operation of the school division include decreases in funding, increased enrolment and the growing needs of vulnerable and at-risk students. Our ability to provide desired resources has been complicated by the government taking away our responsibility to set mill rates and the implementation of a new funding model in 2013-2014.

## **BOARD ACHIEVEMENTS**

### October 2016 →

The Board, elected in 2016, added three new members, the other seven having four to more than 20 years of service. Since 2016, after board member George McHenry passed away, the Board was granted permission by the Minister of Education to operate until 2020 with nine elected members. We also have two student trustees selected from our high school leadership group, Saskatchewan Rivers Students for Change (SRSC), who sit on our Board as non-voting members in the regular portion of our Board meetings. The Board also works with School Community Councils (SCC) in all of our schools. The role of the SCCs is to be the community/parent contact with the educational programming in the schools.

The current Board, elected in 2020, added two new members, the other eight have 10 to 26 years of service. Student trustees continued to part of the Board of Education in the regular portion of board meetings.

We have three bargaining agreements in place.

- a) Saskatchewan Teachers Federation (STF) – provincial negotiated teacher salaries, classifications and benefits. This agreement expires August 31, 2023.

- b) L.I.N.C. covers teachers' local non-salary, non-classification items, local terms and conditions and is negotiated locally. This agreement expires June 30, 2028.
- c) C.U.P.E. Local #4195 covers in scope non-teaching personnel and is negotiated locally. This agreement expires July 31, 2025.

It is worth noting that after a long absence, trustees once again serve on both the L.I.N.C. and C.U.P.E. committees. A trustee also serves on each committee that establishes a pool of eligible candidates for principalships and vice-principalships.

Following is a list of noteworthy achievements and actions leading up to the 2016 election. Those marked with asterisk (\*) indicate they are ongoing items at the Board or division level.

- \* Engagement with C.U.P.E., Prince Albert and Area Teachers' Association (PAATA), Member of the Legislative Assembly (MLA), Rural Municipalities, City of Prince Albert, and Prince Albert Roman Catholic Separate School Division.
- \* GPS units installed on all buses and implementation of computer tracking/management system for transportation.
- \* Implementation of urban busing. Effective the 2022-23 partnered with the City of Prince Albert to provide city high school transportation services.
- \* Kisēwātōtātowin Partnership formed in 2012. (See Appendix I)
- \* Winding River Colony School established in 2012.
- \* Facility review in 2013, renewal of review will continue into 2023.
- \* Established the SRSD Charitable Foundation
- \* Change to policy governance model in 2014, including annual policy review.
- 2015 "Thoughtstream" public consultation process.
- Education Centre renovations including elevator installation.
- Construction of the Support Services Centre building in 2011.
- \* LAFOIP implementation (privacy).
- Founding partner in HUB/COR.
- Completion of the new Carlton Comprehensive High School gym (known as the CPAC).

- Expansion of French Immersion program to École Arthur Pechey Public School to address growing enrolment requiring two additions to the school.
- \* Annual Board Work Plan.
- \* Annual Board Development Plan.
- \* Ongoing commitment to Board's Strategic Plan ensuring alignment with the Education Strategic Section Plan (ESSP).
- \* Annual Board Advocacy Plan.
- \* Formal Board/Director evaluation and accountability reports.
- \* SRSC formation as well as student trustees at board table. (See Appendix B)
- \* Continued commitment to high quality maintained facilities with additional Preventive Maintenance and Renewal (PMR) funding and advocacy for facility renewal – W.P. Sandin Public High School and Christopher Lake Public School. (See Appendix C)

Specific events, achievements and challenges since 2016 Board election:

- Program Enhancement Grant renewal with all schools now receiving annual funding.
- \* Truth and Reconciliation Commission (TRC) calls to action elevated as priorities. Trustees started the 4 Seasons of Reconciliation in the summer of 2020.
- Declare and recognize Orange Shirt Day, division-wide.
- Effectively responded to 2017 "Pre-K to 12 Educational Governance Review" on the importance of locally elected trustees. Formal submission to Panel included a presentation from our SRSC group.
- Important ongoing involvement at provincial level by our Board Chair and Vice-Chair as well as submitting resolutions (See Appendix D) to SSBA Executive.
- Election of Vice-Chair Jaimie Smith-Windsor as central constituency representative to the SSBA Executive in 2016.
- Effectively responded to the Christopher Lake community's consideration of forming a separate school division.



- Successful focus on minimizing the impact of funding cuts at the classroom/student level with five consecutive lean budgets.
- Successful start of enrichment days for gifted students.
- Implementation of dual credit program options.
- More obvious move towards inclusion model.
- Continued strong focus on early years as a priority.
- \* Successful initiatives on closing achievement gap First Nations and Métis (FNM) / Non-FNM and use of data to guide program decisions, 5-year grad rate in particular.
- \* Continue to adapt to *The Education Act, 1995* / Regulation changes.
- Successful implementation of Following Their Voices (FTV). Saskatchewan Rivers is currently the accountable partner.
- Successful First Nation and Métis partnerships – Muskoday, Invitational Shared Services Initiative (ISSI) – see Appendix I.
- Meath Park fire – successfully came together as a school division in a time of crisis. Enhanced the facility during re-construction.
- Ongoing commitment to addressing needs of vulnerable students.
- Invested in professional development relating to LGBTQ+ for staff and students.
- \* Taking first steps regarding Cree language instruction. Cree Language Program for Kindergarten added in September 2020. Plans for annual expansion of grades for the program.
- Implemented an Elders Council.
- Premier’s Award for Excellence nomination in 2019 [Nomination/Award Recipient](#) – see Appendix H.
- Vision Project engagements – contribution to “Connections: Saskatchewan’s Boards of Education Vision Engagement Report” – [The Connections Report](#).
- Addition of daycare at École Arthur Pechey Public School in the Fall of 2020.
- Division still not at allowable level for senior administration/superintendents according to the Provincial Collective Teacher agreement formula.

- Staff Satisfaction Survey of 2019, resulted in over 900 responses through SELU to maintain anonymity of respondents.
- Changes made to Teacher “Happy Form” to better take into account personal circumstances and choices of teachers related to transfers.
- \* Received annual increases to PMR funding as well as access to additional funding for energy efficiency upgrades. Funding has allowed us to complete all planned roofing upgrades and start the renewal process again.
- \* Responded to COVID-19 pandemic including schools closure in March and re-opening in September – see Appendix K. Administrative procedures have been changed to reflect enhanced response to pandemic type occurrences – see Appendix K.
- \* Established online school with more than 400 students as a direct response to the realities of COVID-19 impact on students.

Specific events, achievements and challenges since 2020 Board election:

- Guidance and support from the Elders Council – the successful development of the Cree Language Program at John Diefenbaker Public School and the ongoing implementation of Following Their Voices initiative in several SRPSD schools.
- In February 2021, purchased 2600 Chromebooks to support student learning through additional provincial funds. Metis Nation Saskatchewan also contributed 400 Chromebooks for our students. Maintaining technology through ongoing replacement.
- The Board has sustained its many strong partnerships even through COVID restrictions (virtual and in-person) with Prince Albert and Area Teachers Association, Prince Albert Roman Catholic Separate School Division, local Members of Legislative Assembly, local Member of Parliament.
- Ongoing Board advocacy for increased provincial funding.
- The Board has set aside reserves for curriculum and learning, facilities, furniture and equipment and information technology.
- SRPSD has active OH&S Committees at all schools and support facilities. Co-chairs are trained with Level I and II OH&S Committee Training.

- SRPSD Facilities Department has developed its own safety program through the Saskatchewan Construction Safety Association and is CORE certified. An internal audit of the program is done annually with an external audit performed every three years.
- Student trustees continue to be an integral part of the Board of Education. SRSC presentation to the Board on mental health, education innovation and budget ideas (2022).

Following consultation with the SRSC group, the Board passed the following motion at the June 7, 2022 Board meeting – *“that the Board of Education invite student and staff submissions for the design of the SRPSD logo in recognition and celebration of Pride, June 2022, and annually thereafter.”*

- Student enrolment is the highest it has been in years and has exceed pre-pandemic numbers.
- Continued efforts to renew and enhance relationships with School Community Councils and parents.
- The Division continues to receive “clean audit” report on annual financial statements.
- Facilities Master Plan report is in progress, final report due in 2023. The Facilities Master Plan is intended to provide the Board with high level facilities information pertaining to the SRPSD facilities portfolio which will assist the Board when making long-range facilities-based decisions.
- Supports for learning – the Inclusive Education Accountability Report was accepted.
- Global Sports Academy excels in the Division and expands to include Grade 9-12 multi-sports athletic program.
- \* Elders Council – the council began in the fall of 2018 and since 2020 regular meetings with the Board have been included in the annual work plan.
- In the 2022-23 school, the vacant Superintendent of Schools position was restored after 5-year vacancy.
- Student voice is heard in SRPSD schools through OurSchool survey.



- School tours resumed to in-person in May, 2022 after virtual tours during the pandemic.
- After a COVID-induced hiatus, the Staff Recognition Event was held in June 2022.
- The Board returned to two regular Board meetings starting in the 2022-23 school year.
- Trustee Jaimie Smith-Windsor elected as SSBA Vice President in 2020 and President in 2022.
- Approval of the new SRPSD Strategic Plan with greater emphasis on priority areas – Appendix F.
- Return to in-person learning following COVID pandemic with focus on mental health, catching up on lost learning and “Grade 3 reading”.
- Implementation of play-based experiential learning K-3.
- 2022 restarted advocacy with area municipal governance organizations.
- Michif language/culture programs implemented at St. Louis Public School and Queen Mary Public School.

### **Summary for 2022-2024**

The 2022-23 school year began with an enhanced sense of anticipation as schools were able to plan for school operations without significant COVID-related restrictions. It was clear that large numbers of students had unfinished learning (both social and academic) because of the pandemic interruptions, and schools and staff made careful plans to address that need. The impact of the pandemic is no longer obvious through visible in the health and safety restrictions, but its effect on students and staff will continue for some time.

The school year contained too many celebrations and challenges to list them all, but a few of the most significant include:

- Establishment of Prince Albert Collegiate Institute as local site for provincial Mental Health Capacity Building initiative that furthers several years of work by SRPSD’s Mental Health Team.

- Providing staff and counselling supports to James Smith Cree Nation students, staff and community in response to the tragic attacks on September 4, 2022.
- Hosting Flag Raising Ceremony at the Education Centre on October 12, 2022 to officially raise the Treaty 6 and Metis Nation flags.
- Presentation of the Queens Platinum Jubilee Medal presented to several SRPSD Board members and staff to recognize their contributions to Education and community.
- Making significant contribution to the revision and finalization of the long-term Provincial Education Plan.
- Indigenous languages - programming in both Cree and Michif as well as Land-Based Learning are offered in schools across the division. Cree program is based at John Diefenbaker (PreK to 3) and Michif program is offered at Queen Mary and St. Louis Public Schools. No formal Land-Based Learning program is in place but several schools are pursuing these activities to honour the Board's commitment to the TRC Calls to Action.
- Board and Senior Administration facilitated a community meeting with Meath Park community members to address concerns about their school.
- The Board annually gathers with School Community Councils to discuss topics of interest such as budget, Strategic Plan, etc.
- Finalized Education Services Agreement with East Central First Nations Education Authority, the first of its kind for SRPSD.
- The 2023-24 Facilities Master Plan report was accepted by the Board. The intent of the plan is to evaluate existing facilities with respect to their ability to support 21<sup>st</sup> century learning. The report includes recommendations to better support educational goals and adaptability to future change.
- May 2023 marked the first time a division Pipe Ceremony was held in a rural school. Staff and students were invited to participate in the ceremony.
- An Indigenous Partners gathering was held in April 2023. The gathering was attended by educational representatives from several First Nations groups and Metis Nation of Saskatchewan.
- In June of 2023, three new Pride logos were approved by the Board for use.

- Near the end of the 2022-23 school year the division said farewell to their retiring Director of Education, Robert Bratvold, after serving in that role for 12 years. There was significant time for fond farewells and reflecting on his legacy of building relationships and partnerships, advancing the division's focus on Reconciliation and Indigenous student success and on continuing the pursuit of excellence for every learner. His summary of the 2022-23 is included below.
- *The 2022-23 school year began with an enhanced sense of anticipation as schools were able to plan for school operations without significant COVID-related restrictions. It was clear that large numbers of students had unfinished learning (both social and academic) because of the pandemic interruptions, and schools and staff made careful plans to address that need. The impact of the pandemic is no longer obvious through visible in the health and safety restrictions, but its effect on students and staff will continue for some time. The school year contained too many celebrations and challenges to list them all, but a few of the most significant include:*
  - *Establishment of Prince Albert Collegiate Institute as local site for provincial Mental Health Capacity Building initiative that furthers several years of work by SRPSD's Mental Health Team.*
  - *Providing staff and counselling supports to James Smith Cree Nation students, staff and community in response to the tragic attacks on Sept. 4, 2022.*
  - *Hosting Flag Raising Ceremony at the Education Centre on October 12, 2022 to officially raise the Treaty 6 and Métis Nation flags.*
  - *Presentation of the Queen's Platinum Jubilee Medal presented to several SRPSD board members and staff to recognize their contributions to Education and community.*
  - *Making significant contribution to the revision and finalization of the long-term Provincial Education Plan.*
  - *Recruiting and hiring a new Director of Education, Neil Finch, effective August 1, 2023.*
  - *Board and Senior Administration facilitated a community meeting with Meath Park community members to address concerns about their school.*
  - *Finalized Education Services Agreement with East Central First Nations Education Authority, the first of its kind for SRPSD.*
  - *Near the end of the school year the division, said farewell to their retiring Director of Education, Robert Bratvold, after serving in that role for 12 years. There was significant time for fond farewells and reflecting on Robert's legacy of building relationships and partnerships, advancing the Division's focus on Reconciliation and Indigenous student success and on continuing the pursuit of excellence for every learner.*



- Won Ska renewal – officially changed name to Victor Thunderchild Public High School on October 2, 2023 and grade 9 added, effective fall of 2024.
- Learners with Purpose ceased to be a stand alone program.
- In the 2023-24 year, all trustees were given the opportunity to provide their personal land acknowledgement at a Board meeting.
- A change in procedure regarding the date of the trustee appointments to the School Community Councils was approved. Appointments are now confirmed by June 30.
- New Director of Education was named in March of 2023. Selection completed with the assistance of an outside facilitator. Neil Finch assumed the role, effective August 1, 2023.
- The Board approved the cost of replacement of the Harry Jerome Track in partnership with the City of Prince Albert and the installation of artificial turf as the Max Clunie Field.
- In November of 2023, the first regional School Community Council gathering was held in Spruce Home Public School and was a huge success.
- Specialized supports classroom project commenced at Queen Mary Public School to provide universal, small group and target support for students to develop regulation skills.
- The Board supported Bill C-322, a federal bill, National Framework for a School Food Program as requested by the SSBA.
- The Equity, Diversity and Inclusion Accountability Report that outlines the work being done in the areas of supports for students with complex needs, gender and sexual diversity and mental health in the division was received by the Board.
- The annual gathering of School Community Councils and school administration was revised to include representatives from the Saskatchewan Rivers Students for Change in February 2024.
- Ratification of the 2024-2028 LINC agreement.
- Trustee Jaimie Smith-Windsor elected as Vice-President of the Canadian School Boards Association (CSBA).

## APPENDICES

- A. Record of directors / board chairs / trustees
- B. Student trustees – Board of Education
- C. List of Capital Priorities / Minor Submitted to Province
- D. SSBA Resolution submissions
- E. ESSP one pager leading up to 2020 goals
- F. Current Strategic Plan 2021 - 2024
- G. SRPSD Map of Schools
- H. SRSC and Saskatchewan Rivers subsequent Premier's Award of Excellence
- I. TRC Calls to Action – list of responses to date
- J. SRPSD Accountability Reports
- K. SRPSD Response to COVID-19
- L. Provincial Education Plan (PEP)
- M. Budgets at a Glance

## Appendix A - Record of directors / board chairs / trustees

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### Record of trustees / directors

#### Directors

Mrs. Shirley Gange	- October, 1997 to July 31, 1998
Dr. William Cooke	- August 1, 1998 to July 31, 2011
Mr. Robert Bratvold	- August 1, 2011 to July 31, 2023
Mr. Neil Finch	- August 1, 2023 to current

#### Board Chairs

Mr. Wayne Steen	-	1998 – 2001
Mr. George McHenry	-	2001 – 2003
Mr. Wayne Steen	-	2003 – 2011
Mr. Barry Hollick	-	2011 - 2022
Ms. Darlene Rowden	-	2022 - 2024

#### Trustees

- + Individuals on Saskatchewan Rivers School Division that served on Division Boards that amalgamated to form the Saskatchewan Rivers School Division.

#### October 1997 to October 2000

- Dr. Robert Ardell
- + Mrs. Joy Bastness
- + Mrs. Ava Bear (1998 – 2000)
- + Mr. Lew Hobson
- Mrs. Carol Janzen
- + Mr. George McHenry
- + Dr. Jan Moe
- + Mr. Wayne Steen

#### October 2000 to October 2003

- Dr. Robert Ardell
- Mrs. Joy Bastness
- + Mr. Grant Gustafson (April 2002 – 2003)
- Mr. Lew Hobson (2000 – 2001)
- Mrs. Carol Janzen
- Mr. George McHenry
- Dr. Jan Moe
- Mr. Wayne Steen



October 2003 to October 2005

- Mrs. Joy Bastness
- Mr. Grant Gustafson
- Mr. George McHenry
- Dr. Jan Moe
- Mr. Wayne Steen
- Mr. Rodney Thomson
- Mr. Mark Tweidt

June 2005 to October 2009

- Mrs. Joy Bastness
- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. George McHenry
- Dr. Jan Moe
- Mr. Roger Provencher
- Mr. Wayne Steen
- Mr. Rodney Thomson
- Mr. Mark Tweidt
- Mr. Art Voyer

October 2009 to October 2012

- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. Arne Lindberg
- Mr. George McHenry
- Mr. John McIvor
- Mr. Roger Provencher
- Ms. Darlene Rowden
- Ms. Jaimie Smith-Windsor
- Mr. Wayne Steen
- Mr. Rodney Thomson

October 2012 to October 2016

- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. Arne Lindberg
- Mr. George McHenry
- Mr. John McIvor
- Ms. Darlene Rowden
- Ms. Jaimie Smith-Windsor
- Mr. Wayne Steen
- Mr. Rodney Thomson
- Ms. Jeanette Wicinski-Dunn

October 2016 to October 2020

- Mr. Bill Gerow
- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. Arne Lindberg
- Mr. George McHenry (2016-2017)
- Mr. John McIvor
- Ms. Darlene Rowden
- Ms. Jaimie Smith-Windsor
- Dr. Michelle Vickers
- Mr. Bill Yeaman

November 2020 to November 2024

- Mrs. Cher Bloom
- Mr. Bill Gerow
- Mr. Grant Gustafson
- Mr. Barry Hollick
- Mr. Arne Lindberg
- Mr. Alan Nunn
- Ms. Darlene Rowden
- Ms. Jaimie Smith-Windsor
- Dr. Michelle Vickers
- Mr. Bill Yeaman

## Appendix B - Student trustees – Board of Education

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Record of student trustees / student board representative:

Two student representatives are selected from our high school leadership group, Saskatchewan Rivers Students for Change (SRSC), who sit on our Board as non-voting members in the regular portion of our Board meetings. This was implemented in 2016. Up to 2022-23, then representatives were formally known as students trustees, changed to student board representatives at the request of the SRSC group in 2023-24.

### 2016

Rahul Parekh	Carlton Comprehensive High Public School (urban)
Kali Stocks	Canwood Public School (rural)

### 2016-2017

Kiara Nicolas	St. Louis Public School (rural)
Maia Houle	P.A.C.I. (urban)

### 2017-2018

Sam Miller	W.P. Sandin Public School (rural)
Archie Waditaka	Wesmor Public High School (urban)

### 2018-2019

Jarica Gooding	Carlton Comprehensive High Public School (urban)
Sam Miller	W.P. Sandin Public High School (rural)

### 2019-2020

Kelly Lam	Carlton Comprehensive High Public School (urban)
Elizabeth Pala	St. Louis Public School (rural)

### 2020-2021

Kelly Lam	Carlton Comprehensive High Public School (urban)
Elizabeth Zbaraschuk	Meath Park Public School (rural)

### 2021-2022

Tia-Lee McCallum	P.A.C.I. (urban)
Daniel Vidal	W.P. Sandin Public School (rural)

### 2022-2023

Max Pahtayken	PACI (urban) - resigned
Courtney Horan	Wesmor (urban)
Deziree Zacharias	Big River Public High School (rural)

### 2023-2024

Charlie Lysyk	Changed to Student Board Representative Meath Park Public School
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## **Appendix C - List of Capital Priorities / Minor Submitted to Province**

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The request is for the replacement of the three listed schools except where noted as renovated/renewal. The list is reviewed annually and submitted to Ministry of Education for funding consideration. Current list is noted below and includes Minor Capital requests for approval cycles indicated.

### 2016-2017

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Christopher Lake Public School
- École Arthur Pechey Public School

### 2017-2018

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Christopher Lake School
- École Arthur Pechey Public School

### 2018-2019

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- École Arthur Pechey Public School
- Christopher Lake Public School

### 2019-2020

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- École Arthur Pechey Public School
- Christopher Lake Public School

### 2020-2021

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Christopher Lake Public School
- Princess Margaret Public School

### 2021-2022

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Christopher Lake Public School
- Princess Margaret Public School

### 2022-2023

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Princess Margaret Public School
- École Arthur Pechey Public School

### 2023-2024

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Princess Margaret Public School
- École Arthur Pechey Public School

### 2023-2024 - Minor Capital Program

- Carlton Comprehensive Public High School (renovations)

- Christopher Lake Public School (renovations)

#### 2024-2025

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Princess Margaret Public School
- École Arthur Pechey Public School

#### 2024-2025 - Minor Capital Program

- Carlton Comprehensive Public High School (renovations)
- Christopher Lake Public School (renovations)

#### 2025-2026

- W.P. Sandin Public High School/Shellbrook Public Elementary School consolidation
- Carlton Comprehensive Public High School – (renovations/renewal)
- École Arthur Pechey Public School

#### 2025-2026 - Minor Capital Program

- Christopher Lake Public School (renovations)
- Princess Margaret Public School (renovations)

## **Appendix D - SSBA Resolution submissions**

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The Saskatchewan Rivers Public School Board has brought forward numerous resolutions to the SSBA AGM to support its strategic plan and the Board Advocacy Plan, in particular where matters are of a provincial nature. The following list is a summary of resolutions sponsored by the SRPSD Board of Education since 2013<sup>1</sup>:

### **2013 Resolution (AGM):**

13-14 BE IT RESOLVED that the Saskatchewan School Boards Association work jointly with the Ministry of Education and the provincial government to initiate changes to legislation that will allow for student representation on the school boards of the province AND that the authority of these student trustees be established and granted by legislation.

FAILED.

### **2014 Resolution (AGM):**

14-06 BE IT RESOLVED that the Saskatchewan School Boards Association request, on behalf of Boards of Education in the province, a Ministerial review of Section 95.8 of The Education Regulations, 1986 as they relate to school review, enrolment thresholds and the proximity of other schools in school divisions, and that the SSBA work jointly with the Ministry of Education to renew Section 95.8 of The Education Regulations, 1986.

PASSED.

### **2015 Resolution (AGM):**

15-12 BE IT RESOLVED, that the Saskatchewan School Boards Association's Employee Benefits Plan be revised so that;

- i) all members of a Board of education may join the SSBA Employee Benefits Plan as a group; and
- ii) Any individual Board Trustee whose member Board chooses not to participate as a group may be included in their respective division's existing employees' group plan.

PASSED.

### **2016 Resolution (Spring Assembly)**

16-02 BE IT RESOLVED THAT the SSBA strongly lobby the provincial and federal governments to provide additional one-time funding to those school divisions receiving Syrian refugees and who experienced increased costs to support those students.

Co-sponsored with Regina Public School Division.

PASSED.

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<sup>1</sup> For further information on the resolutions, rationale, results and Government Response, see **The Saskatchewan School Boards Association** website available at: <https://saskschoolboards.ca/about-us/resolutions/>



### **2016 Resolution (AGM)**

GM-16-07 BE IT RESOLVED that the SSBA request that the Ministry of Education initiate a provincial strategy to support students experiencing a high degree of transience.  
PASSED.

AGM-16-08 BE IT RESOLVED that the Saskatchewan School Boards Association collectively affirm the commitment of Boards of Education to the principles and vision for inclusion outlined in the Saskatchewan Disability Strategy, and that the SSBA request that the Ministry of Education dedicate new, targeted funding for school accessibility projects that reflect the intent of Saskatchewan's Disability Strategy.  
PASSED.

### **2019 Resolutions (AGM)**

AGM 19-05 BE IT RESOLVED that the Saskatchewan School Boards Association work jointly with the provincial government to initiate changes to legislation to permit student representation on the school boards of the province AND that the authority of these student trustees be established and granted by legislation.  
FAILED.

AGM 19 - 08 BE IT RESOLVED that the Saskatchewan School Boards Association ratify a standing Advisory Committee on Inclusive and Special Education to provide advice and recommendations to the Executive on matters related to the funding and provision of programs and services to students requiring specialized supports in Saskatchewan.  
Co-sponsored by Prairie Spirit School Division.  
PASSED.

### **2020 Resolutions (AGM)**

BE IT RESOLVED that the Saskatchewan School Boards Association recommend and encourage the Saskatchewan Teachers' Federation (STF) continue their support of the Saskatchewan High School Athletic Association (SHSAA) by becoming an annual financial contributor of the SHSAA.  
FAILED.

BE IT RESOLVED that the Saskatchewan School Boards Association engage partners, as appropriate, to request that the Ministry of Health and the Ministry of Education work collaboratively to co-locate flu vaccine clinics in the schools in PreK to 12 system throughout the province.  
FAILED.

BE IT RESOLVED that the Saskatchewan School Boards Association engage education sector partners, as appropriate, to call on the Ministry of Education and the Ministry of Government Relations to review and renew *the Local Government Elections Act* and Regulations with the intent of creating more opportunities for the election and participation of Indigenous school board trustees.  
PASSED.

### **2021 Resolutions (AGM)**

BE IT RESOLVED that the Saskatchewan School Board Association Executive begin discussions with the Ministry of Education to make joint recommendations relative to the education mill rate.

*Note – this resolution did not meet the deadline – clerical error.*

### **2022 Resolutions (AGM)**

BE IT RESOLVED that the Saskatchewan School Board Association Executive begin discussions with the Ministry of Education to make joint recommendations relative to the education mill rate.

PASSED.

BE IT RESOLVED that the Saskatchewan School Board Association begin discussions with the Ministry of Education to jointly review and make recommendations on funding for all independent schools including Associate Schools, Historical High Schools, Qualified Independent Schools, Certified Independent Schools and Alternative Independent Schools.

PASSED.

### **2023 Resolutions (AGM)**

BE IT RESOLVED That the Saskatchewan School Boards Association request that the Minister of Education commit to improving early learning outcomes in Saskatchewan by allocating sufficient resources to fund universal full time Kindergarten across Saskatchewan schools and work collaboratively with the education sector to review “compulsory school age” as determined by *The Education Act 1995*. (with Saskatoon Public School Division No. 13).

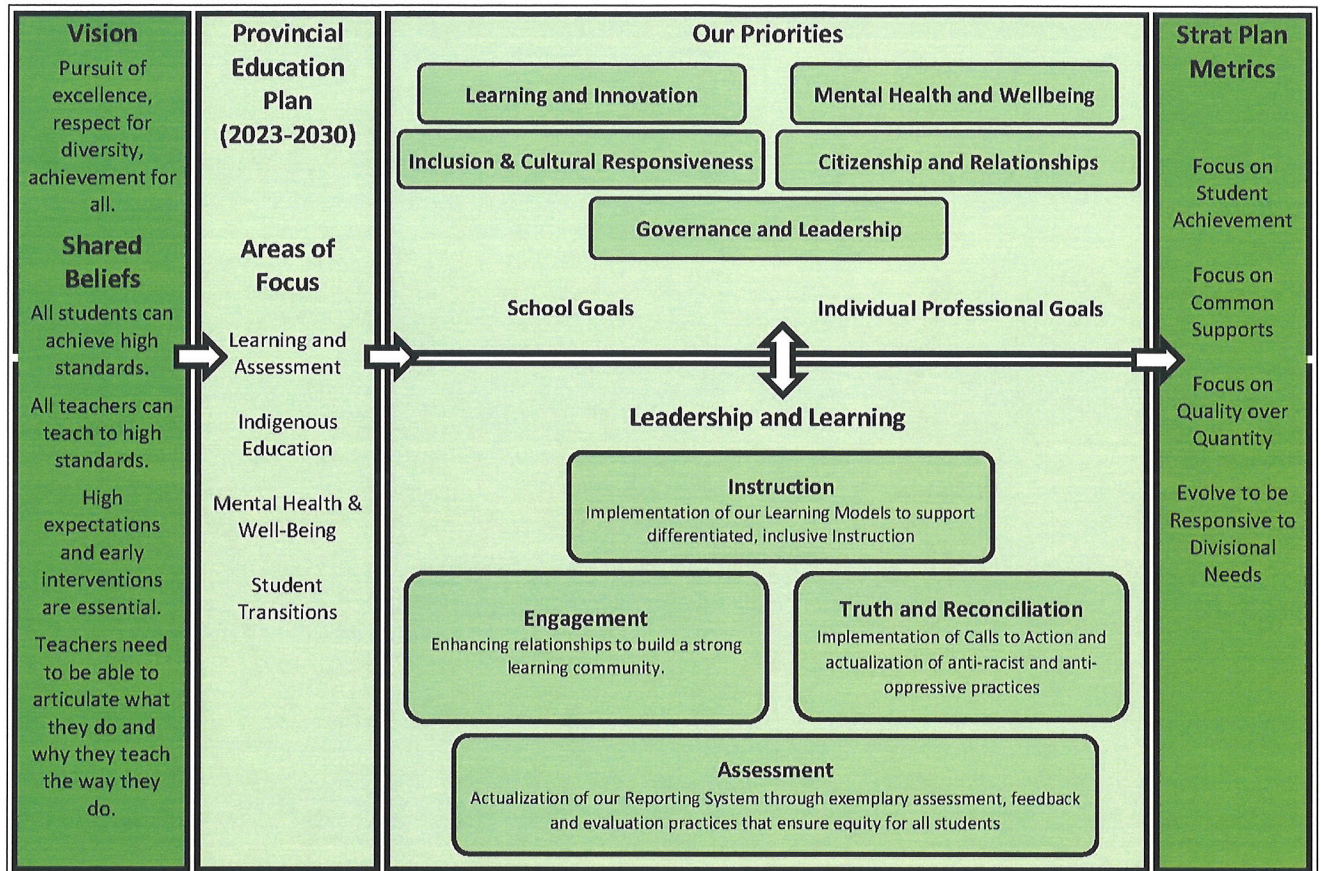
PASSED.

## Appendix E - ESSP one pager leading up to 2020 goals

### One pager SRPSD Commitment to Student Achievement



### SRPSD Commitment to Student Achievement



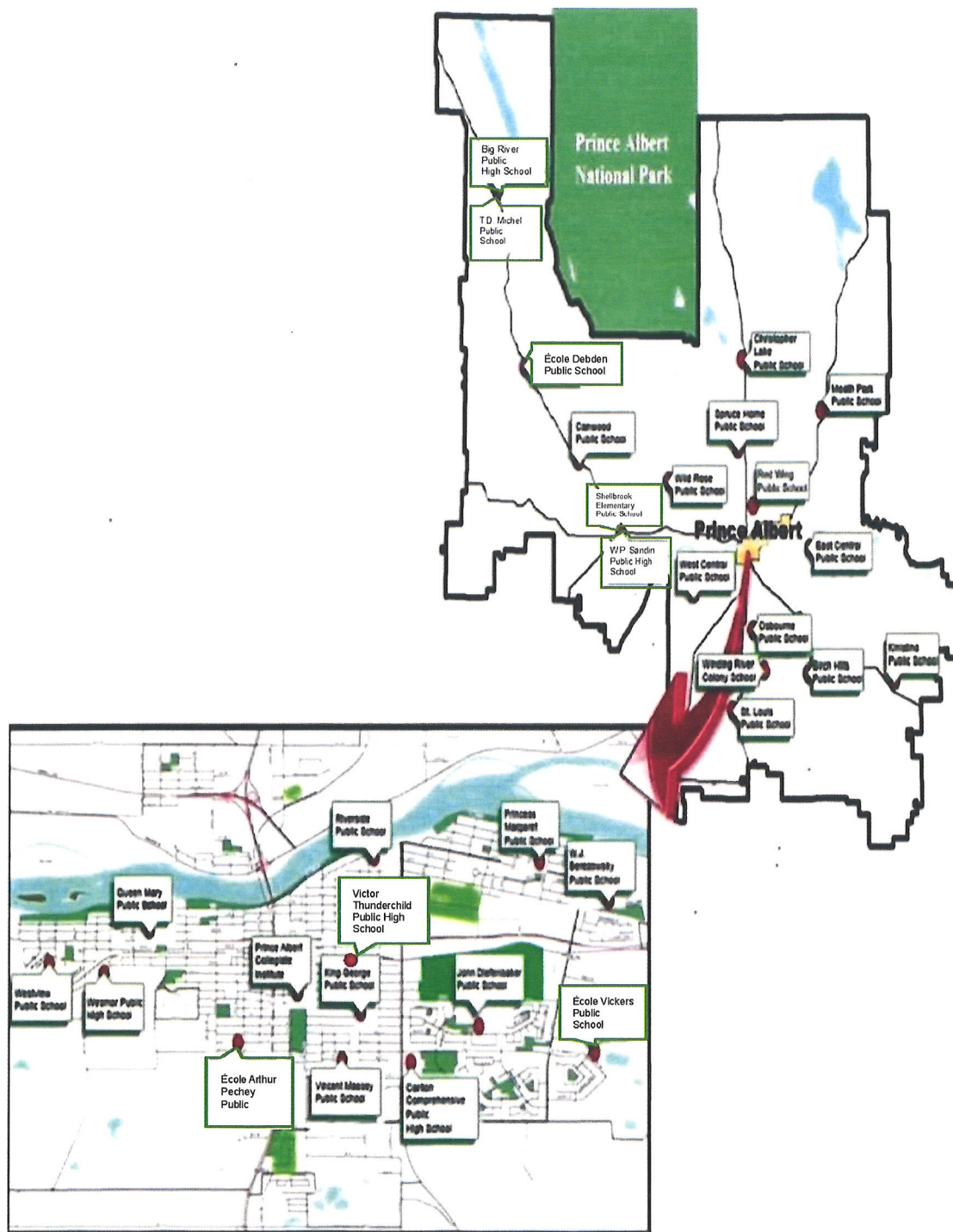


SRPSD Strategic Plan 2024-2030



## Appendix G - SRPSD Map of Schools

### SRPSD – Rural and Urban Schools



## Appendix H - SRSC and Saskatchewan Rivers subsequent Premier's Award of Excellence

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Saskatchewan Rivers Students for Change (SRSC) and Saskatchewan Rivers' subsequent Premier's Award of Excellence – Joint Letter

### [SSBA Media Release Award Recipient](#)

Joint letter from Board Chair and SRSC President dated September 25, 2019:

Inspired by the notion of student representation on school boards, a topic of conversation at the 2011 Canadian School Boards Association (CSBA) Congress, and impacted by the bold and progressive ideas shared by students through annual student panels at the Saskatchewan School Boards Association (SSBA) assemblies, the Saskatchewan Rivers Public School Board pursued a unique and innovative way to involve students in the board's operations, discussions, and decision-making. Our board of trustees, along with a team of approximately 30 students (2-3 representatives from each of the division's high schools), have worked persistently and jointly since 2012 to implement a division-wide student council known as the Saskatchewan Rivers Students for Change (SRSC). The SRSC comes together regularly to discuss challenges and opportunities in education, to take part in leadership and learning opportunities, to plan actions and events and to advocate for student learning and wellbeing. The SRSC provides advice and student perspective directly to the school board on a regular basis through two elected student trustees, with a focus on bettering student experiences in schools and improving results for the division.

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.

Our Board's motto is *Excellence for Every Learner*. Through policy, the Board provides leadership and strategic direction for the school division, which serves more than 9000 students across 32 schools. We maintain that one of the core values of leadership is responsible governance and that responsible governance includes consulting directly with students. This is embedded in our foundational board policies. As a board, we have committed to bold long-range local and provincial strategic goals to improve student outcomes in the areas of literacy, credit attainment and graduation rates, among others. But we know that in order to achieve these goals requires a shift in approach, a shift in how we do governance. What follows is an overview of a pivotal, dynamic and innovative initiative that shows how students can be empowered to contribute to



improved student outcomes by becoming directly involved in governance. Simply put, we seek to improve student outcomes by improving decision-making practices.

On behalf of the Saskatchewan Rivers Public Board of Education and the Saskatchewan Rivers Students for Change, we are pleased to submit this nomination for the Premier's Award for Innovation and Excellence in Education, ***Empowering Students and Responding to Student Voice: A Student-led Pathway to Improve Student Outcomes***. Apart from being a worthy nomination for this award, we are proud that this initiative will become part of the strong legacy of the Saskatchewan Rivers Public Board of Education in the province.

Barry Hollick  
Chair, Saskatchewan Rivers Public School Board

Jarica Gooding  
President, Saskatchewan Rivers Students for Change

<https://youtu.be/URBKcE2Qyvg> - SSBA video

## Appendix I - TRC Calls to Action – list of responses to date

### SRPSD Responses to the TRC Calls to Action

In 2015, Truth and Reconciliation released its 94 Calls to Action. Many of the Calls are directed towards federal and provincial government, but SRPSD sees itself as an agent for reconciliation. To that end, we see several of the Calls as areas we can make an impact and below is a summary of some (not all) of our key actions in response to the Calls.

	Calls to Action	SRPSD Actions	Date or Timeline	Group Supported
<b>CHILD WELFARE</b>				
3	We call upon all levels of government to fully implement Jordan's Principle.	Apply and receive Jordan's Principal funds to support 1811 First Nations students who have been limited in their opportunity to access learning because of limited SRPSD resources (facilitated through implementation of funds in support of 37.0 FTE school mentor positions and other services as needed). Applications have been submitted to Jordan's Principle for the 2024-25 school year for mentors and EAs to support First Nations students. JP Mentor PD is provided by the SRPSD Indigenous Perspectives Team in collaboration with the SRPSD Mental Health Consultant.	2018 and ongoing	Students
5	We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.	Support, guide and perform accountable partner function for Kids First program. PreK Liaison Coordinator who helps vulnerable families transition to PreK programs. Support, guide and perform accountable partner function of the Prince Albert Early Years Family Resource Centre Support our schools in accessing Catholic Family Services program: "Strengthening Families" – unfortunately, this program has been dissolved due to lack of funding but did utilize PACI weekly for the majority of this school year.	ongoing  Ongoing	Parents, Families  Families
<b>EDUCATION</b>				
7	We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and	SRPSD's Indigenous Perspectives Consultant promotes opportunities shared by Prince Albert's Urban Programming for Indigenous People's Coalition with school communities.	Ongoing	Indigenous community in Prince Albert

	employment gaps between Aboriginal and non-Aboriginal Canadians.	SRPSD's Indigenous Perspectives Consultant supports the work of the Community Building Youth Futures Coalition and opportunities for youth are shared with SRPSD Mentors to share with students.	Ongoing	and area
		SRPSD strives to create a representative workforce and partnerships with the TEP programs.	Ongoing	
10ii	Improving education attainment levels and success rates.	SRPSD strategic plan identifies targets to improve First Nations and Metis student engagement. The ILT has developed literacy, math and high school models of instruction to ensure that evidence-based instruction that has high impact on learners is being implemented in all schools across all grades.	ongoing	Students
		Enhancing positive Invitational Shared Services Initiative (ISSI) partnerships with Muskoday, Wahpeton and Montreal Lake First Nations to support the academic success of their students enrolled in SRPSD.	ongoing	Students
		Leadership Learning Teams in each SRPSD high school track student achievement and support individual graduation plans for First Nations and Metis students.	Ongoing	Students
10iii	Developing culturally appropriate curricula.	Following Their Voices is implemented with fidelity in the following SRPSD schools: Wesmor, Carlton, Ecole Arthur Pechey, PACI, Queen Mary, St. Louis & Kinistino.	Ongoing	Staff and Students
		Providing professional development workshops on culturally responsive topics including land based learning. All SRPSD Teacher Learning Communities and Leadership Learning Communities embed Indigenous Perspectives and worldview.	Ongoing teacher PD	Staff and Students
		Developed Tell resources for books with an Indigenous focus to support students with oral language development.	Ongoing	Staff and students
		SRPSD's ILT team has developed learning models based on the circle of courage teachings in the areas of Math, Literacy, High School, Experiential Play Based Learning and Land-Based Learning that are used to help teachers embed Indigenous Worldview when they are unit and lesson planning.	Ongoing	Staff and students
10iv	Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.	Cree 10 courses offered at both Carlton and Wesmor Public High Schools. St. Louis is in the process of exploring the offering of their localized Michif at the secondary level in the next year or two.	Ongoing	Students



		Developing support and resources for implementation/offering of Indigenous language programs including: Kindergarten and grade one Cree Language program offered at John Diefenbaker Public School in the 2021-22 school year; added PreK and Grade 2 during the 2022-23 school year; added Grade 3 in the 2023-24 school year. A commitment to add a Cree Language support teacher and land-based learning support teacher for grades 4-8 students in the upcoming 2024-25 school year.	2021–ongoing	Staff, Students, Language Keepers
		In partnership with the Metis Nation of SK, Michif Early Learning Culture and Language Program continued to be implemented in kindergarten at St. Louis and Queen Mary schools in the 2022-23, 2023-24 school year with plans to continue for 2024-25.	2021-ongoing	Staff, Students, Language Keepers
		Indigenous Languages Learning Community to support Cree and Michif SRPSD teachers and Language Keepers (early years & high school) as well as the Dakota teacher and Language Keeper, EA from Wahpeton and the Cree teacher from Muskoday. We also invited Indigenous Language Teachers from across SK to join us for these PD opportunities. French Michif 10/20/30 developed by Angeal Rancourt, St. Louis Elders and approved by the Ministry of Education.	Fall 2021 - Ongoing	Staff, Students, Language Keepers
		The Addition of the Cree Language Assistant Position (Permanent CUPE position) in 2022 to support the concept of a Language Nest has been very beneficial for the Cree Language Program at JD. This allows for a fluent speaker to interact with the students and support the staff and families.	Spring 2022-ongoing	Staff, Students, Families
10vi	Enabling parents to fully participate in the education of their children.	John Diefenbaker, St. Louis and Queen Mary Schools held parent/family engagement opportunities which promoted the Indigenous language to be spoken more at home. The SRPSD Indigenous Perspectives Team continues to support SCC requests. Since Covid, these requests have dwindled but have started to pick up again over the 2022-23 and 2023-24 school year.	Spring 2022-ongoing Ongoing	Parents, Students, Teachers, Principals
10vii	Respecting and honouring Treaty relationships.	The momentum of the formal Kisewatotatawin Partnership with Muskoday First Nation has dwindled recently. However, this continues to be a strong partnership as there is continual collaboration between the SRPSD Indigenous Perspectives Team, many SRPSD classrooms and Muskoday Community School. Muskoday Elder is active on the Elder Advisory Council. In February of 2024, another Muskoday Elder was	2012 and ongoing	Trustee, Staff & Students

		<p>added to the Elder's Advisory Committee. Our Indigenous Perspectives Consultant is also from Mukksoday First Nation, which builds the strong connection to our partnership.</p> <p>An Elders Council to the SRPSD Board is established. Four meetings were held this year following the Seasonal Pipe Ceremonies, where our trustees learned from our Elders. An opportunity for trustees to participate in a sweat is planned for June 2024 in addition to an opportunity for our trustees to learn from the Elders on the land is planned for September/24.</p> <p>Support and promote the Heart of the Youth Community Pow Wow. For the last two years, 2500+ SRPSD students and staff attended the Pow Wow which was held on May 26, 2023 and May 27, 2024. SRPSD's Indigenous Perspectives Team are active committee members. ILT members volunteer at the Pow Wow event.</p>	<p>2018 - ongoing</p> <p>May 26, 2023 and Ongoing</p>	<p>Trustees, Elders &amp; Knowledge Keeper</p> <p>Staff, Students, and Community</p>
<b>PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS</b>				
57	<p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Board and Senior Administration participated in the Blanket exercise with the executive of the local teachers' association.</p> <p>Trustees and Senior Admin participated in professional development provided by the Office of the Treaty commissioner to better understand historical context and current reality of Treaties and impacts of residential schools.</p> <p>Anti-racist, Anti-oppressive education PD provided to new teacher orientation group, several school PLC days (full staff) along with workshop opportunities for middle years and secondary teachers.</p> <p>Completed the Leading to Learn PD Initiative for all Principals and Vice Principals in Oct 2021. The Inclusive Learning Team consultants, coaches, SLPs and OTs received the training in the 2022-23 school year. Inclusive Education Coaches from throughout the division to receive a condensed version of the Leading to Learn PD in the 2023-24 school year. Leading to learn continued to be embedded in the Principal and Vice Principal meetings throughout the 2023-24 school year where Knowledge Keeper Mike Relland shared his teachings and Indigenous Education Model.</p> <p>4Seasons of Reconciliation PD modules by First Nations University was completed by senior admin and trustees.</p>	<p>2018</p> <p>October 2018</p> <p>Ongoing</p> <p>Fall 2019 and onward</p>	<p>Trustees and Senior Staff</p> <p>Trustees and Senior Admin</p> <p>Principals, Teachers</p> <p>Senior Admin, Principals, ILT, IECs</p>



EDUCATION FOR RECONCILIATION				
63i	Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.	SRPSD's Indigenous Perspectives team has responded to 90 teacher requests so far in the 2023-24 school year providing classroom support with implementing Indigenous content and approach in K – 12 classrooms throughout the division. This is an increase from 71 in the 2022-23 school year. This included Land-based Learning opportunities.	August 2022 -ongoing	Teachers Students
		SRPSD's Indigenous Perspectives Team created and frequently update an Indigenous Perspectives Google Site for school staff to access vetted resources, including recordings of Traditional Oral Stories and kits for teachers to sign out.	June 2020 - Ongoing	Teachers, Principals, Librarians
		SRPSD's Indigenous Perspectives team facilitated the updated Kairos Blanket Exercise with staff at three schools as well as at Carlton three times with students during the 2022-23 school year. The Kairos Blanket Exercise was facilitated by Indigenous Perspectives team 5 times during the 2023-24 school year, including once with an SCC.	Sept 2022 – June 2023	Students Teachers Principals EAs
63ii	Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.	SRPSD's Indigenous Perspectives team responded to 72 direct teacher requests so far this year by providing culturally relevant information and guidance reflective of Indigenous worldview. We have responded to 90 direct teacher requests so far in the 2023-24 school year, providing culturally relevant information and guidance reflective of Indigenous Worldview and Pedagogy.	Aug 2022 –June 2023 Ongoing	Teachers Students
63iii	Building student capacity for intercultural understanding, empathy, and mutual respect.	SRPSD's Indigenous Perspectives team strongly believes that all 194 requests received thus far have resulted in developing student capacity for intercultural understanding, empathy and mutual respect in SRPSD classrooms/schools. (This number includes those requests that directly reflect Call to Action 63 i & ii as well). This supported teachers directly in reconciliation actions in classrooms and encouraged local capacity building by supporting schools in development of reconciliation leadership teams (active in 8+ schools)	Sept 2022 – June 2023 Ongoing	Teachers Students School Staff
		SRPSD's Indigenous Perspectives Team organized pre, during, and post resource ideas for numerous Indigenous focused recognized days throughout the year including National Day for Truth and Reconciliation (Orange Shirt Day), Ribbon Skirt & Shirt Day, National Day of Awareness for Missing and Murdered Indigenous Women, Girls and 2SLGBTQIA+, Moosehide Campaign, National Indigenous Peoples Day, Indigenous Storytelling Month.	Ongoing	Teachers, Principals Students



		<p>In the 2022-23 school year we hosted division seasonal pipe ceremonies – Summer @ John Diefenbaker, fall with a feast @ Wesmor, winter @ Princess Margaret and spring @ Birch Hills. Students of the host schools were selected to attend the ceremony. Birch Hills also hosted an afternoon of learning from the Elders for classes following the spring pipe ceremony. During the 2023-24 school year, we hosted division seasonal pipe ceremonies – Summer @ Ecole Arthur Pechey, fall with a feast @ St. Louis where local elders and community members attended, winter at Riverside and spring at Vincent Massey where many families and community members attended.</p>	Sept 2021 - Ongoing	Trustees, Senior Admin, School Staff, Students
63iv	Identifying teacher-training needs relating to the above.	<p>SRPSD's Indigenous Perspectives team provides traditional teachings and insight for Pre-K to Grade 12 teachers at the majority of Professional Development Opportunities offered by SRPSD (First and Second Year Teacher Workshops, teacher candidates, Pre K – Grade 12 Teacher Learning Communities, Principal &amp; Vice Principal Meetings)</p> <p>SRPSD's Indigenous Perspectives Team facilitated Professional Development opportunities for teachers throughout the year which included land-based learning, ribbon skirt sewing, tipi raising with teachings, birch bark basket making, traditional medicine walks and harvesting and Peat moss conservation.</p> <p>Following Their Voices implementation at Carlton, Wesmor, PACI, Ecole Arthur Pechey, St. Louis, Queen Mary &amp; Kinistino with ongoing teacher PD throughout the Critical Learning Cycle (huddles, observations, co-construction meetings, walk-throughs, and reflections). SRPSD's Indigenous Perspectives Team along with a Provincial FTV Facilitator seconded half time from SRPSD, hosted the second annual FTV Day of Learning for SRPSD FTV leadership teams that included sessions with Elders and Traditional Knowledge Keepers and FTV focused conversations.</p> <p>Indigenous Languages Learning Community to support Cree and Michif SRPSD teachers and Language Keepers (early years &amp; high school) as well as the Dakota teacher and Language Keeper, EA from Wahpeton and the Cree teacher from Muskoday. Indigenous Language Teachers were invited from across SK. Majority of others who attended were from Prairie Spirit School Division. The focus this year was on Accelerated Second Language Acquisition and Total Physical Response training facilitated by Celia</p>	<p>Sept 2022 – June 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers Principals</p> <p>Teachers</p> <p>FTV Leadership Teams</p> <p>Teachers Language Keepers</p>

		<p>Deschambeault from Cumberland House. In 2023-24 our Indigenous Language Learning Community focused on embedding language while hosting family engagement evenings and land-based learning. Part of the summer literacy camp will be a language camp facilitated by our Cree language speech assistant hosted at JD school to support Cree language acquisition for students and families.</p> <p>The development of a Land-based learning networking group which included some senior admin, principals, teachers, students, elders, community partners and our ISSI partners from Muskoday and Montreal Lake where collaboration led to a definition of land-based learning; the development of a land-based learning model based on Cree teachings, language and worldview. The model will be used system wide in PD opportunities and help guide teachers when incorporating land-based learning experiences for their students.</p> <p>Additionally, 10 teachers have taken Forest School Training so that we build our capacity to create land-based learning experiences for students. We will host a Forest School Training PD October 6-10<sup>th</sup> at Little Red Park.</p>	Sept 2023 - Ongoing	Sr Admin, Principals, Teachers, Students, Elders, Community Partners
<b>SPORTS AND RECONCILIATION</b>				
88	<p>We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.</p>	<p>Partnership with Dreambroker – Kidsport to identify and support need for SRPSD youth to access sport and culture in the community</p>	Ongoing	Students Families





## Appendix J - SRPSD Accountability Reports

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### SRPSD Accountability Reports

The link to the accountability Reports is

[Current Year Accountability Reports](#)

- Human Resources
- Inclusive Education
- Learning Improvement Plans
- Maintenance
- Risk Management
- Stakeholders Engagement
- Student Learning
- Transportation

Archived Accountability Reports link - [Archived Accountability Reports](#)

## Appendix K - SRPSD Response to COVID-19

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### SRPSD Response to COVID-19

The global COVID-19 Pandemic hit hard in March 2020 when for the first time in memory all schools in the province were closed and remained closed to in-person classes for the rest of that school year. The next two school years were consumed with health and safety plans while trying to deliver the excellent educational program that the division was accustomed to providing and that our students and families have come to expect. It was an enormously challenging 30+ months. The Board provided clear leadership to steer the division, the local public health team under the leadership of Dr. K. Chokani was helpful in their guidance, and the staff was simply astounding in their work ethic, dedication, flexibility and skill.

The staff in the division did incomprehensibly amazing work from March to June 2020 in moving quickly to remote teaching and support for students and then continued that effort for the next two school years. During 2020-21 and 2021-22 school years, SRPSD experienced hundreds of confirmed cases of COVID in students and staff and many periods of moving to remote learning for classrooms along with several periods of remote learning for some or all of SRPSD schools. In her work *Calm Within the Storm* Dr. R Dafoe describes resiliency as “doing the next right thing. It is taking that next precarious step in the direction you want to go despite what the world may say about you or how hard it might be.” The COVID pandemic was a storm and SRPSD was resilient. Although not perfect, SRPSD was successful in taking the right steps to provide excellence for every learner during a global pandemic.

Director Robert Bratvold (2011 – 2023)

## **Appendix L - Provincial Education Plan (PEP)**

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### **Provincial Education Plan (PEP)**

After careful consideration in February of 2023, the Board chose to write an endorsement that is dependent on the Ministry's provision of the additional sufficient, stable and predictable funding that is necessary to effectively implement the PEP.

A new Provincial Education Plan developed to guide provincial education to 2030.

[Provincial Education Plan 2024-2030](#)



## Appendix M - Budgets at a glance

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### Budgets at a Glance

- 2024-2025

The Board was presented with the 2024-2025 budget. The Board was pleased to see that their advocacy for funding proved successful as the budget was able to address the demands of inflationary costs next year. The challenge of this budget comes with a projected decrease in enrollment. With fewer students expected in schools, the division will receive less funding. The Board used its Strategic Plan as the guiding principle in developing a budget that focuses on maintaining support for our students and our schools. The Board will continue to advocate for funding that addresses the unique complexities of our community.

A Multi Factor Agreement (MFA) was signed with the Saskatchewan School Boards Association and the Government of Saskatchewan that guaranteed funding each year for four years to deal with classroom complexity.

PMR funding remain below 2022-2023 level.

- 2023-2024

The Board approved the use of \$975,000 from surplus to balance the 2023-2024 budget. The majority of these funds will be used to continue the literacy initiative, Cree language programming and to refresh some division technology equipment such as smart boards. Although the Board was thankful for the additional funding to begin to meet the needs of our students, they adopted the budget with the recognition that additional funding is still needed to meet the unique educational needs of our students. The province reduced PMR funding in the budget cycle from 2022-23 level.

This report presented to the Saskatchewan Rivers Public School Division,  
Board of Education.

2016-2020

Grant Gustafson, Committee Chair  
On behalf of committee members:  
John McIvor  
Jaimie Smith-Windsor

With assistance from:  
Robert Bratvold  
Joyce Ward  
Karen Ruszkowski

2022

Grant Gustafson, Committee Chair  
On behalf of committee members:  
Cher Bloom  
Jaimie Smith-Windsor

With assistance from:  
Robert Bratvold  
Joyce Ward

2024

Grant Gustafson, Committee Chair  
On behalf of committee members:  
Cher Bloom  
Jaimie Smith-Windsor

With assistance from:  
Joyce Ward

Updated: September 2024

**MEETING DATE: October 21, 2024**

Type of Meeting	Agenda Items	Intent
[V] Regular	[ ] Correspondence	[V ] Information
[ ] Closed Session	[ ] New Business	[ ] Decision
	[ v] Reports from Administrative Staff	[V ] Discussion
	[ ] Other: _____	[ ] Consent Item
Primary Policy Reference:	<u>8.4 &amp; 13</u>	

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

## BACKGROUND

**RE: DIRECTOR UPDATE**

### 1. Enrolment

The division's **September 30 enrolment** data has nearly been finalized. We are above projection by 1.6% or 144 students above where we anticipated. Our enrolment of 8844 includes Pre-K, home school, SK DLC. Staffing responses will be made to accommodate over-enrolled schools through teacher transfers and the hiring of new staff in order to support students in our schools.

### 2. Technology

Over the summer and into the fall we worked with Sasktel to upgrade all 50M/75M connections to 100M. We are pleased to announce the upgrades are complete and were done as a remote/software change, this bandwidth increase will increase internet speeds in the following schools:

	School	Old speed	New speed
Saskatchewan Rivers SD	West Central School	75 Mbps	100 Mbps
Saskatchewan Rivers SD	Osborne School	75 Mbps	100 Mbps
Saskatchewan Rivers SD	Spruce Home School	75 Mbps	100 Mbps
Saskatchewan Rivers SD	East Central School	75 Mbps	100 Mbps

### 3. City of Prince Albert Police Service Update

Below is an update that was given by Prince Albert Police Service at a Chamber luncheon held in September 2024:

#### Statistical Updates:

Violent Crime down 15%  
 Property Crime down 10%  
 Controlled Drugs & Substances arrest up 13.5%  
 Traffic Violations down 21%  
 Ticket Violations up 6%  
 Arrests down 26%  
 Calls for Service down 8%



Strategic Plan:

1. Public Safety:

- CTSS Members trained on drug detection devices
- . Partnership with SLGA to conduct compliance checks on licensed establishments
- . “Warrant round-up” by Proactive Policing Unit
- . On-going collaboration with Mobile Crisis during family disputes where children are present
- . Curfew enforcement
- . Heat maps of Break and Enters provided to Patrol Unit for resource deployment
- . Detention Audit complete
- . Community Safety and Well Being partnership for shelter location
- . Operational schedules amended
- . Attended MMIWG Symposium
- . Several policies updated and created
- . Continued collaboration with Prince Albert Sexual Assault Center

2. Celebrating Culture:

- Participation in Indigenous culture & ceremony (Sweat/Powwow)
- Internal directives to acknowledge diversity within our community
- National Indigenous Peoples Day feed and tipi unveiling
- Attendance and participation and City of Prince Albert Street Fair
- Municipal Cultural Action Plan meeting

3. Community Connections:

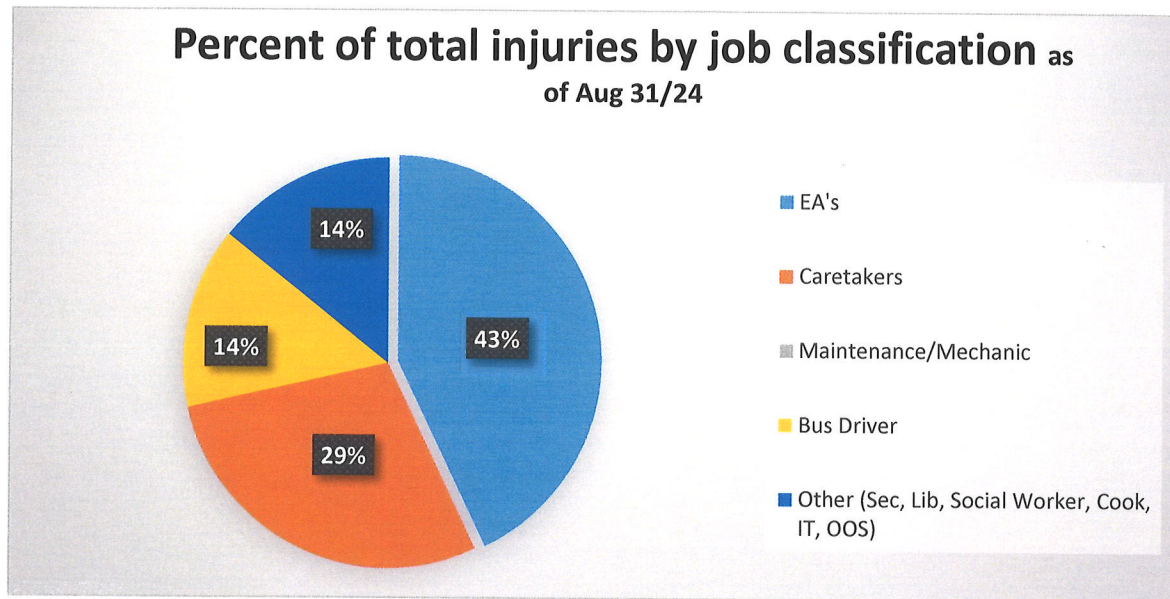
- Presentation at Westview School
- Impromptu basketball game with children at John Diefenbaker
- Emergency Services Hockey Tournament
- S.H.A.R.E gala attendance
- PAGC’s Vulnerable People Partnership community group participation
- Ceremonial Review with Navy Cadets
- Participated in SGI’s “Slow to 60” campaign
- Targeted recruiting resulting in one recruit hired and sent to Saskatchewan Police College
- Developed internal calendar for staff to see and plan for community events
- Enhanced monthly reporting on website
- Participated in National Missing Persons Week raising awareness
- Hosted the Bike Rodeo
- Participated in McHappyDay\*
- Multiple “town-hall” style community meetings\*

4. Leadership:

- Enhanced Daily Briefing Notes to include details on resource management and officer injury
- Template created for Justice of the Peace court appearance
- Electronic building access upgraded to key fobs
- Professional photos of all staff
- Development and roll out of Women in Policing –National Research project
- Hosted and participated –National conference on Equity, Diversity and Inclusion

4. **Staff Safety**

The below graph is from the first 8 months of this calendar year, these are WCB claims only which means an injury at work that required medical attention.



Employee Classification	As of Dec 31/21	As of Dec 31/22	As of Dec 31/23	As of Aug 31/24
EA's	12	18	9	3
Caretakers	3	7	4	2
Maintenance/Mechanic	1	1	1	
Bus Driver	1	1		1
Other (Sec, Lib, Social Worker, Cook, IT, OOS)	1	4	3	1
<b>TOTAL</b>	<b>18</b>	<b>31</b>	<b>17</b>	<b>7</b>

Injury Classification	As of Dec 31/21	As of Dec 31/22	As of Dec 31/23	As of Aug 31/24
Bodily reaction and exertion	6	8	5	3
Slip and/or Falls	4	16	7	2
Contact with objects and/or equipment	2	4	0	
Assaults, violent acts, attacks, harassment	6	3	5	1
Other events or exposures	0	0	0	1
<b>TOTAL</b>	<b>18</b>	<b>31</b>	<b>17</b>	<b>7</b>



## 5. Upcoming Division Student Events

- SRPSD Annual School Art Show will be held on Wednesday, November 6, 2024 from 4:00 to 7:00 p.m. (come and go) at the Education Centre that showcases our students' artwork.
- Celebrate Grand re-opening of Max Clunie Football Field and Harry Jerome Track that took place on Thursday, October 10<sup>th</sup>.



- Celebration - SRPSD Collaborates with P.A. French Canadian Society (SCFPA) to Enhance French Language Opportunities for Students

SRPSD and the SCFPA have a long history of collaboration to enhance learning experiences for our French Immersion students.

This year the SCFPA has been successful in securing additional grant funding to offer more French language programming for youth.

The SCFPA has set up a multimedia recording studio and has started to offer workshops on multimedia communications to French Immersion students. Students are being supported in developing podcasts, organizing and planning cultural activities in their school and creating promotional videos. Carlton French Immersion students from grades 9-12 have already had a workshop on podcasting held at the school on September 18 and 19. Other workshops are being planned with École Arthur Pechey Public School and École Vickers Public School.



We are also looking forward to June 2025 when a French-Canadian musical group LGS will be in PA to offer a performance hosted by the SCFPA on June 21 as part of their St-Jean Baptiste Day festivities (St. Jean Baptiste Day is recognized nationally to celebrate French language and culture). In the week prior to the community performance, LGS will be in SRPSD French Immersion schools, including Debden, to offer workshops in dance, and linguistic security (feeling comfortable speaking French as a second language).

With these two initiatives and our recurring events such as Carnaval, Tintamarre and other activities organized by our French Immersion school teams, our students will truly model the French-Canadian "Joie de Vivre". At SRPSD French Immersion is so much more than a program offering instruction in French. We are opening minds and giving the students the opportunity to experience French-Canadian culture at the heart of a vibrant and diverse community.

#### **6. Provincial Auditor's Office**

The Provincial Auditor's office is conducting an audit on student cumulative files based on the report published by the Saskatchewan Advocate for Children and Youth in 2018, found at: [When Every Second Matters | Saskatchewan Advocate For Children & Youth \(saskadvocate.ca\)](https://www.saskadvocate.ca/when-every-second-matters/), website-  
<https://www.saskadvocate.ca/when-every-second-matters/>.

We will get more information about how the process will work as time goes on.

#### **7. Thank You to the Board**

The Director and Senior Administration would like to take a moment to sincerely thank all 10 trustees who make up the SRPSD School Board. Your dedication to putting students first continues to help make our school division a first choice for our families and the community. For the past four years, you have served as elected officials, guiding us with a clear vision for success.

When we think about the legacy from the last four years, a few celebrations come to mind. There would be more celebrations for individual trustees with a longer tenure but the focus was on this current Board's tenure. This is not meant to be an all-inclusive list, please celebrate with us some of the legacy from the past 4 years:

- The upgrades to the Harry Jerome Track and Max Clunie Football field. We have one of the nicest facilities in all of Saskatchewan on SRPSD property.
- Supporting additional funds to hire literacy teachers to build the capacity of our staff. This will have long-term positive impacts on student learning.
- Approval of additional staff to support students when our numbers were much higher than anticipated in the fall of 2021.
- Approval of the purchase of resources to help get University of Florida Literacy Institute (UFLI) process started in a positive way in the fall of 2023. As a result, students and staff had the resources necessary to make the initiative a success early on.
- The approval of a long-term strategic plan which allows for more learning that takes place on the land, play based learning, continuing to honor and take action for truth and reconciliation, encourage culturally relevant and effective mental health supports are in place, engagement and relationships as a priority and ensuring that governance and leadership is accountable and transparent.
- The formalization of Elders Council and supporting four seasonal pipe ceremonies being held in our schools.

- Involvement of School Community Councils both through orientation evenings and regional meetings.
- SRPSD Education Centre flag renewal with flags that now represent Canada, Métis, Treaty 6 and Saskatchewan, which shows our inclusivity.
- Renaming of Won Ska School to become Victor Thunderchild Public High School.
- Hiring a new Director for the division as a result of the previous Director’s retirement who spent 12 years in his tenure as the Director.
- Genuinely presenting a land acknowledgement as an entire team taking turns to start Board meetings.
- Finalized the education services agreement with East Central First Nations Education Authority.
- Approved three new pride logos that can be utilized by staff and students.
- Reviewed the SRPSD facilities and accepted the report for the Facilities Master Plan.
- Continued to support and grow our Cree language program at John Diefenbaker Public School and support the introduction of Michif language programming in 2 of our schools.
- Approved Global Sports Academy to be offered from grade 7-12 which started in the fall of 2021.

We want to extend our best wishes to those who are running in the upcoming election—good luck to all of you. Thank you again for your continued service and commitment to our students and community, it is appreciated.

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## RECOMMENDATION

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*For Board information and discussion as warranted.*



**MEETING DATE:**     **October 21, 2024**

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item

*Primary Policy Reference:*     2, 8

<b>FROM:</b> <b>N. Finch, Director of Education</b>	<b>ATTACHMENTS</b> <input checked="" type="checkbox"/>
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**BACKGROUND**

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**RE:     REVISED 2024-2025 BOARD MEETING SCHEDULE**

Attached is the revised 2024-2025 schedule. Additions for Professional Development (PD) opportunities and Policy Committee meetings have been set out. The PD will give trustees an opportunity to learn more about operational items that align with our strategic plan. This will be similar to when K. Schwarzenberger and P. Bibby attended the spring session to present on stewardship of resources (expand on early learning), grading scale for high school, pathways to graduate and career guidance. We will utilize our experts in different areas to bring PD to the Board and help answer questions we might have. Policy Committee meetings that are scheduled on Board meeting days will support a continuous review of policies as an entire Board.

Due to a conflict with the provincial Directors meeting on November 25, followed by a PEP meeting and with the Board already scheduled on the 22nd, the Regular/Organizational meeting has been re-scheduled to Friday, November 22, 2024 at 1:30 p.m.

The schedule for Friday, November 22, 2024 is as follows:

8:30 - 9:00 a.m.	Laptop orientation, form completion
9:00 -10:30 a.m.	Orientation as per Policy 3.1 with Director and Board Chair. <i>Note – if current Board Chair no longer a trustee, contact Board for direction.</i>
10:40 - 12:00 noon	Orientation session continues
12:00 -12:45 p.m.	Lunch with entire Board and Director
12:45 -1:30 p.m.	Professional development session – all Board/Director
1:30 -2:00 p.m.	Organizational Meeting
	<i>*Committees and School Community Council clusters to be brought forward to the December Board meeting.</i>
2:00 - 3:00 p.m.	Regular Meeting
3:00 - 4:30 p.m.	Closed Session

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**RECOMMENDATION**

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***That the revised 2024-2025 Board meeting schedule be approved.***



## MEETING DATES

**NOVEMBER, 2024 TO JUNE, 2025**

*Closed Session start time: 2:00 p.m.*

*Regular meeting start time: 3:30 p.m.*

### NOVEMBER, 2024

- Wednesday, November 13, 2024 *School Board Elections*
- Friday, November 22, 2024 **Trustee Orientation** 9:00 a.m.
- Friday, November 22, 2024 **Professional Development** 12:45 p.m.
- Friday, November 22, 2024 **Organizational/Regular meeting** 1:30 p.m.
- ~~Monday, November 25, 2024 Regular meeting 2:00 p.m.~~

### DECEMBER, 2024

- Sunday, December 1 to Tuesday, December 3, 2024 **SSBA AGM** TBD
- Monday, December 9, 2024 **Pipe Ceremony (optional)** 9:00 a.m.
- Monday, December 9, 2024 **Elders Council** 10:30 a.m.
- Monday, December 9, 2024 **Regular meeting** 2:00 p.m.

*Note – Christmas Break – December 23, 2024 to January 3, 2025*

### JANUARY, 2025

- **Monday, January 13, 2025** **Prof. Develop/Policy Committee Meeting** 10:00 a.m.
- Monday, January 13, 2025 **Regular meeting** 2:00 p.m.
- Wednesday, January 15, 2025 **PAATA Executive (tentative)** 5:00 to 7:00 p.m.
- Monday, January 20, 2025 **First Nations Representative Gathering (lunch) (tentative)** 10:00 to 1:00 p.m.
- Monday, January 20, 2025 **MLAs (tentative)** 1:30 to 3:30 p.m.
- Monday, January 20, 2025 **Rural Municipalities/Towns, Villages Gathering (tentative)** 4:00 to 6:00 p.m.
- Monday, January 27, 2025 **School Tours (urban) – Day 1** all day

### FEBRUARY, 2025

- Monday, February 3, 2025 **SCC/SRSC Session (optional)** 10:00 a.m. to 3:00 p.m.
- Monday, February 10, 2025 **Pipe Ceremony (optional)** 9:00 a.m.
- Monday, February 10, 2025 **Elders Council** 10:30 a.m.
- Monday, February 10, 2025 **Regular meeting** 2:00 p.m.

### MARCH, 2025

- **Monday, March 3, 2025** **Prof. Develop./Policy Committee Meeting** 10:00 to 3:00 p.m. (tentative)
- Monday, March 17, 2025 **PARCSSD Linkage Meeting** 5:00 to 7:00 p.m.
- Monday, March 24, 2025 **Regular meeting** 2:00 p.m.

*Note: LEADS Convention – March 10 to 12, 2025*

### **APRIL, 2025**

- |  |  |                      |
|--|--|----------------------|
| • Monday, April 7, 2025                        | <b>School Tours – Day 2</b>                | all day              |
| • Thursday, April 10 to Friday, April 11, 2025 | <b>SSBA Spring Assembly</b>                | TBD                  |
| • <del>Monday, April 14, 2025</del>            | <del><b>Policy Committee Meeting</b></del> | <del>1:00 p.m.</del> |
| • Monday, April 14, 2025                       | <b>Regular meeting</b>                     | 2:00 p.m.            |
| • Wednesday, April 30, 2025                    | <b>SCC Regional (optional)</b>             | 6:00 to 8:00 p.m.    |

*Note – Easter Break – April 18 to 25, 2025*

### **MAY, 2025**

- |                        |                                  |                   |
|------------------------|----------------------------------|-------------------|
| • Monday, May 5, 2025  | <b>Board/Director Evaluation</b> | 9:00 to 4:00 p.m. |
| • Monday, May 12, 2025 | <b>Pipe Ceremony (optional)</b>  | 9:00 a.m.         |
| • Monday, May 12, 2025 | <b>Elders Council</b>            | 10:30 a.m.        |
| • Monday, May 12, 2025 | <b>Regular meeting</b>           | 2:00 p.m.         |

### **JUNE, 2025**

- |  |                               |           |
|--|-------------------------------|-----------|
| • Thursday, June 5 to Friday, June 6, 2025 | <b>Public Section</b>         | TBD       |
| • Monday, June 9, 2025                     | <b>June Recognition Event</b> | 5:45 p.m. |
| • Monday, June 16, 2025                    | <b>Regular meeting</b>        | 2:00 p.m. |

**MEETING DATE: October 21, 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"/> 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>1, 13</u>		

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

**ATTACHMENTS [ ]**

## BACKGROUND

**RE: BUDGET DEVELOPMENT PROCESS**

### Budget Priorities, Guidelines and Timelines

The Board will approve annually the budget to ensure resources are allocated to achieve desired results. The current principles and guidelines are below for Board consideration:

#### Principles For Developing Budget Estimates

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

#### Guidelines For Developing Budget Expenses versus Expenditures Estimates

1. Expenses will reflect current reality and future opportunities.
2. Provision will be made for revenues and expenses required for the implementation of the priorities and goals of the Board of Education as outlined in:
  - o Board Foundational Statements in Policy 1
  - o Division's Strategic Plan
3. Provision will be made for revenues and expenses required to meet the annual objectives of the division's services.
4. Provision will be made for revenues and expenses required for the implementation and actualization of the Ministry of Education curricula.
5. Allowances will be made for the capital priorities and facilities maintenance program.



6. Allowances will be made for building capacity for site-based management and accountability.
7. Budget estimates will be adjudicated by Administrative Council prior to presentation to the Board of Education.

#### **TIMELINE FOR DEVELOPING BUDGET ESTIMATES**

September 1 - Start of fiscal year (and prepare for audit of last year's financials)  
October ----- Confirm Board principles and guidelines for budget development  
December----- Review and analyze previous year's audited financial statements  
January-May - Consultations and communication with Board and other stakeholders  
January ----- Confirm capital project priorities (and finalize audit from previous year)  
January ----- Staffing and enrolment projections  
January-April- Administrative Council to meet a min. once per month to develop a balanced budget based on projections and strategic plan priorities  
February ----- Preliminary budget additions and reductions  
March----- Provincial budget and Ministry of Education funding information  
April ----- Finalize budget additions and reductions  
May ----- Review preliminary budget and approve if appropriate  
June ----- Approve final budget, if not approved previously  
June ----- Submit budget to Ministry and communicate budget to schools  
August 31 ----- End of fiscal year

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#### **RECOMMENDATION**

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*For Board information.*