

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

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

Monday, May 9, 2022

Time: 4:00 p.m.

AGENDA (#22R-7)

- 1. Call to order by Board Chair B. Hollick**
- 2. Land acknowledgement**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 5:30 p.m.**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular meetings minutes – April 4, 2022
 - (b) Administrative Procedure Changes
- 8. Business arising from the previous meeting**
- 9. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Motions brought forward from Closed Session of May 9, 2022
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report – *T. McCallum / D. Vidal*
 - (e) Highlights of the CAPSLE Conference – May 1-2, 2022 – *D. Rowden*
 - (f) Policy Committee Update – *G. Gustafson*
- 10. Accountability reports**
(if any)

- 11. Reports from administrative staff**
 - (a) 2023-2026 PMR Plan and 2021-22 PMR Renewal Amendment – **M. Hurd**
 - (b) Director’s Update – **R. Bratvold**
- 12. Notice of Motion**
- 13. Three key messages for SCC/Public from meeting**
- 14. Board members’ forum**
- 15. Adjournment**

CALENDAR OF EVENTS	
Wednesday, May 11, 2022 9:00 a.m. to 4 p.m.	Speaking with Confidence workshop, Saskatchewan Polytechnic – PA Campus Optional
Thursday, May 12, 2022 10:00 a.m. to 3:00 p.m.	SCC Annual Gathering, Education Centre, 545 – 11 th Street East
Monday, May 16 to Tuesday, May 17	Indigenous Education Symposium – Saskatoon, SK (Optional)
Wednesday, May 18, 2022 All day	School Tours – Day 2
Monday, May 30, 2022 Time: 3:00 to 5:00 p.m.	Planning Meeting, Education Centre, 545 – 11 th Street East, Prince Albert
Thursday, June 2 (evening) and Friday, June 3, 2022	Public Section AGM - Saskatoon
Monday, June 6, 2022 Time: 4:00 p.m.	Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert
Monday, June 13, 2022 Time: 5:30 p.m.	June Recognition Event, Wildlife Federation
Monday, June 20, 2022 Time: 4:00 p.m.	Board Meeting, Education Centre, 545 – 11 th Street East, Prince Albert

MEETING DATE: May 9, 2022

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>8.8</u>	

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

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- April 4, 2022 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of April 4, 2022 be approved as presented.

NO. #2022R-6 (MONDAY, APRIL 4, 2022)

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

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Board Chair

MR. A. LINDBERG, Trustee

MR. A. NUNN, Trustee

MS. D. ROWDEN, Vice-Chair

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

DR. M. VICKERS, Trustee (virtual)

MR. B. YEAMAN, Trustee (left at 5:20 p.m.)

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mr. J. Pidborochynski, Chief Financial Officer (virtual)

Mrs. J. Ward, Administrative Services Officer

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

Board Chair B. Hollick completed the land acknowledgement at an earlier session with the Board.

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

MOTION TO MOVE INTO CLOSED SESSION:

#22R-28

Moved by B. Yeaman that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

STUDENT TRUSTEES

T. McCallum

D.Vidal

OTHERS

M. Oleksyn, Daily Herald reporter (virtual)

E. Arcand, SRSC student representative

ADOPTION OF THE AGENDA:

#21R-29

Moved by G. Gustafson that the agenda be approved as amended.

Carried.

April 4, 2022

CONSENT ITEMS:

#22R-30

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

- (a) Adoption of the Minutes for the Regular meeting of March 14, 2022;*
 - (b) Board Committee/Representative Updated Terms of Reference for 2021-2022;*
- Carried.*

NEW BUSINESS:

(a) Verbal Update – SRSC Committee

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

(b) Verbal Update Regarding Rural Congress

C. Bloom and A. Nunn provided a verbal update regarding the sessions they had attended at the recent Rural Congress. A. Nunn will share the presentation he attended.

(c) Canadian School Boards Association Conference – July 2022

B. Hollick indicated that the Canadian School Boards Association conference will be held in Saskatoon from July 6 to 8, 2022. If trustees are interested, please contact J. Ward.

(d) Verbal Update on the Policy Committee

G. Gustafson, Chair of the Policy Committee, indicated that the Committee has a tentative annual work plan for the year. The Committee will bring forward a plan for its annual policy review for information.

ACCOUNTABILITY REPORTS

(a) Facilities Accountability Report

#21R-31

Moved by A. Nunn that the Board confirm that the intent of Policy 8, Item 8 and Policy 13, Item 6.1 have been met and that the Facilities Accountability Report be referred to the Director Evaluation process.

Carried.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Director's Update

R. Bratvold provided an update on:

- Student learning
 - As part of the ISSI work the division track several pieces of data, and some initial credit attainment data from blocks 1-3 shows some improvement compared to last year.
 - The review and renewal of SRPSD Framework for Inclusive Education is well underway. This year is used to identify current successes and challenges with regards to our processes and services to support inclusive education and next year (2022-23) will include the development of an action plan.

- Partnerships:
 - Transition of high school busing continues to proceed as City Transit provides updates on their progress.
 - Childcare partnerships continue to grow. Prince Albert Cooperative Childcare have expressed appreciation for the growing relationships. We are exploring sites in several schools.
 - Conversations to operationalize the partnership with Dumont Technical Institute are scheduled for later this week to provide greater service to students seeking adult basic education in the area.
- External Safety audit to confirm COR certification is underway. Results are expected in the coming weeks.
- Ministry and Provincial happenings:
 - The 2022-23 Interim Education Plan is nearing completion as the teams have finalized the plans for presentation to the PEP leadership in the coming weeks. The work on the three priorities (Learning Supports, Reading and Mental Health & Wellbeing) is focused on responding to the pandemic needs, but a portion is aimed at a smooth transition to the long-term PEP.
 - Implementation of the MySchoolSask software is proceeding as all provincial school systems are now implementing the platform.
 - We have received official word that the Ministry of Education will be resuming provincial examinations (departmentals) as per the pre-pandemic state for the 2022-23 school year.
- The March 23 provincial budget contained what the division expected. The province continues to fail to recognize school division's fixed cost increases for non-teaching staff, fuel, and various other operational needs. There was no recognition of the pressure schools are facing to address the mental health and well-being needs of staff and students. Due to the difficult cuts the Division made in the last two years and our enrolment increase, our budget will be manageable.
- SRPSD did not get any of our capital projects listed as approved or in the top 10 next projects. Frustrations persist with the absence of our projects on the provincial priority list, especially with the potential WP Sandin & Shellbrook Elementary consolidation. The community and both schools' SCC have expressed support for the project and conversations with Ministry officials have not identified any missing elements in our documentation or background information. Further conversations with Ministry officials are underway.

MOTION TO MOVE INTO CLOSED SESSION:

#22R-32

Moved by B. Yeaman that the meeting move into Closed Session with Board and Administration present.

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of April 4, 2022:

#22R-33

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

- 1. That the revised Board Remuneration Guidelines be approved as amended, effective September 1, 2022.
Carried.*
- 2. That appreciation be extended to the Board Indemnity Committee for its work and that the Committee be disbanded effective immediately.
Carried.*
- 3. That the Board approve the Financial Statements for the Charity and Scholarship Fund for the year ended December 31, 2021.
Carried.*

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- SRSC Presentation on Priorities;
- Inclusion Education Leadership;
- Facilities Report/School Tours.

BOARD MEMBERS' FORUM:

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

ADJOURNMENT:

#22R-34

Moved by A. Lindberg that the meeting adjourn. (7:20 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: May 9, 2022

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

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

BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedures will be repealed:

- AP 326: Students with COVID-19 Symptoms in School / Appendix A

RECOMMENDATION

For Board information.

Administrative Procedure 326

STUDENTS WITH COVID-19 SYMPTOMS IN SCHOOL

Background

The Saskatchewan Re-Open Plan's Primary and Secondary Educational Institution Guidelines have been developed to inform local planning on the resumption of in-classroom learning from students in the 2020-21 school year. Under these guidelines, local administrative procedures are required for students that are exhibiting signs and symptoms consistent with COVID-19 (refer to Appendix A). It is important to note that not all students with symptoms consistent with COVID-19 will actually have the disease, but processes to mitigate the risk of transmission of COVID-19 must be followed.

Procedures – Student with Potential COVID-19 Symptoms

If a student is exhibiting symptoms suggestive of COVID-19 (see Appendix A), the following steps should be taken in order to minimize the risk of exposure to others:

1. In consultation with the Superintendent, each school shall:
 - a) set up a designated isolation room in the school;
 - b) ensure that appropriately sized face masks, face shields and hand sanitizer are readily available in all classrooms in the school;
 - c) keep accurate and up-to-date records of attendance and seating arrangements to support public health investigation and contact tracing;
 - d) establish standardized procedures for cleaning and disinfecting classrooms and high touch surfaces and student work stations, including designating the employees who shall be responsible for these tasks, noting that all requirements associated with the increased sanitization and disinfection of facilities including common areas will be completed by custodial staff throughout the day; and,
 - e) establish standardized procedures for the disposal of PPE equipment.
2. If, while at a school, a staff member identifies a student exhibiting one or more of the symptoms of COVID-19 (as set out in Appendix A), a staff member shall:
 - a) immediately remove the student from the classroom to a designated isolation area:
 - i) in a respectful manner that protects the privacy of the student; and,
 - ii) in a manner that is as safe as possible for the staff members and other students and staff.
 - b) notify the principal or designate.
3. In all interactions with the student, staff members shall:
 - a) maintain physical distancing from the student as much as possible;
 - b) wear a mask and face shield, if a face shield is available;
 - c) avoid contact with the student's respiratory secretions;
 - d) provide the student with a face shield (if available) and request the student to wear it;
 - e) provide the student with a face mask, if the student is not wearing one, and request the student to wear it provided the student is not in respiratory distress;
 - f) wash their hands adequately with soap and water or use hand sanitizer before and after attending to the student; and,
 - g) dispose of disposable PPE and arrange for non-disposable PPE (i.e., face shield) to be cleaned and disinfected.

4. The principal or designate shall, as soon as reasonably possible:
 - a) call parents or caregivers to pick up and remove their child from the school to a location where the child may self-isolate, and instruct them to call 811 as soon as possible;
 - b) arrange for the cleaning and disinfection of the isolation room as soon as reasonably possible, the student's classroom and, in particular, the student's desk and surrounding desks and any other common touch items in the classroom and/or other school facility (i.e., washroom) to which the student would have had access that school-day by custodial staff; and,
 - c) advise the Superintendent.
5. If a case of COVID-19 is confirmed by the Saskatchewan Health Authority (SHA), the Director or designate will arrange for any other steps that may be required by SHA Public Health.
6. Any and all communications regarding the student or further action that might need to be taken by the staff, students or school must be done only by or with the approval of the Director or designate in consultation with Public Health.

Reference: Section 85 (1)(d) *The Education Act, 1995*
Approved: August 31, 2020

COVID-19 Symptoms – [Saskatchewan.ca/covid19](https://www.saskatchewan.ca/covid19)

Testing is available and recommended if someone has unexplained new or worsening symptoms (even mild symptoms) that may include one or more of the following:

- Fever
- Cough
- Headache
- Muscle and/or joint aches and pains
- Sore throat
- Chills
- Runny nose
- Nasal congestion
- Conjunctivitis
- Dizziness
- Fatigue
- Nausea/vomiting
- Diarrhea
- Loss of appetite (difficulty feeding for children)
- Loss of sense of taste or smell
- Shortness of breath
- Difficulty breathing

MEETING DATE: April 25, 2022

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 Meeting	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Committee Update</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>9,11</u>	

FROM: G. Gustafson, Chair, Policy Committee **ATTACHMENTS** []

BACKGROUND

RE: POLICY COMMITTEE REPORT

The Board's Policy Committee has met several times in the last months, most recently on May 2 to review the suggestions received from trustees after the April 25, 2022 Board Planning Meeting. There are several policies that seem to need some minor adjustments and a few that will need some more significant review and consideration.

Attached is the Committee's revised Terms of reference for Board approval as well as the Committee's Work Plan for Board information and discussion as warranted.

RECOMMENDATION

That the Board approve the Policy Committee's updated Terms of Reference as presented.

SRPSD Policy Review Committee

Terms of Reference

Committee Approved: 2022 05 02; Board Approved: TBD

1. Purpose of the Committee:

The role of the Policy Committee is to support the Board's role in identifying, amending and developing policy and to support the Board in undertaking a continuous and systematic review of its policies. The Policy Review Committee is to review those policies referred by the Board to ensure they are current and accurately reflect the Board's intended policy direction and bring recommendation(s) to the Board for confirmation of existing policy or amendments. The Committee will consider other changes to policy as they emerge during the work.

2. Background

The Board reviews policy on a continuous basis and as part of that process it reviewed its policies in focused sessions in May 2020. Following those discussions, several policies were confirmed as existing, some were amended and some were referred to an ad hoc policy review committee for further discussion and review. The report that summarizes those policy sessions is attached to this document for reference. The ad hoc committee recommended in its final report that a policy review committee be established following the 2020 election to address unfinished work of the committee. The Policy Review Committee was appointed as a standing committee at the 2020 organizational meeting.

3. Member Expectations

Committee members are expected to demonstrate a commitment to:

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

4. Composition of the Committee:

Trustees: Grant Gustafson (Chair), Jaimie Smith-Windsor, Michelle Vickers
Admin Support: Robert Bratvold, and others as needed.

5. Roles and Responsibilities:

- a. The committee chair (or designate) is responsible for
 - i. calling the meetings, setting the agenda and sending notice to committee members
 - ii. chairing the meetings and ensuring the recording of minutes
 - iii. ensuring the purpose/deliverables of the committee are achieved
- b. Committee members are responsible for contributing to the committee work.
- c. The Committee is to develop and adopt a work plan, which will include an evaluation of the committee every 2 years(minimum.)

6. Meetings:

- a. Meetings will be called by notice of the committee chair, virtually or at a location agreed upon by the Committee.
- b. Meetings scheduled as policy review issues are referred by the board or as identified by committee members.

7. Expenses:

- a. Costs of the committee are borne by the Board
- b. Meetings are expected to be arranged in a manner that reasonably minimizes costs (virtually or at locations that are conveniently central to members and rent-free, at times connected to other Board events, if possible, when meal costs are not required, etc.)
- c. Other than necessary mileage and expenses, committee work is included in monthly trustee remuneration, unless otherwise determined by motion of the board

8. Term of the Committee:

The committee is established annually at the organizational meeting of the board.

9. Reporting/Communication:

The committee chair (or designate) will report on the progress of the committee to the Board and prepare a final report with recommendations for board consideration.

10. Decision Making/Recommendations

The committee will endeavor to work to consensus in decisions/recommendations to the board but the chair will call for a vote on decisions, as he/she deems appropriate.

SRPSD Policy Committee– 2022 Work Plan

	Working Agenda	Goals	Priority	Timeline	Status
email	<p>Re-orient - Review policies 2.4 & Policy 11 as well as ToR and meeting notes from last meeting</p> <p>Approve ToR</p> <p>Select Committee Chair</p> <p>Approve Work Plan</p> <p>Set meeting schedule May-Oct</p>	<p>Finalize ToR and work plan via email</p> <p>Include ToR and work plan in the board meeting pkg (April 4)</p>	High	by March 31 for inclusion in the April 4 board package	Complete
Meeting 1 of 4 April	<p>Outstanding: Review Policies 1, 3, 8, 16</p> <p>Policy Development - Flag Protocol & Treaty Symbols</p> <p>Policy Manual - Links update</p> <p>Annual Policy Review - plan interactive board engagement activity for April 25 planning meeting</p> <p>Strategic Plan - review for connections to policy</p> <ul style="list-style-type: none"> • Elders Council • Other <p>SCC Gathering - opportunity for consult/feedback on policy issues?</p> <p>Update Work Plan</p>	<p>Finalize recommendations for Policies 1, 3, 8, 16 (2022 05 02 update: include in working meeting later this year or defer to August 2022 mtg)</p> <p>Review current flag & treaty symbol display protocols (policy and related procedure) & prepare a short report to the board & Elders Council for discussion (2022 05 02 update: Robert to lead development of Draft AP/Report by May 30 or June 6, 2022)</p> <p>Identify missing “links” (2022 05 02 update: Joyce will update links in July/August 2022)</p> <p>Finalize engagement activity-engage the board in its annual policy review so that the board can identify policies for review/amendment (2022 05 02 update: initial discussion & invitation for Trustee suggestions at planning meeting April 25)</p>	High	<p>Policies 1,3,8,18 and “links” finalized for May 4 for inclusion in the pkg for the May 9 board meeting</p> <p>Present a short report to the board in Elders Council for April 25 meeting with the Elders</p> <p>Engagement Activity - April 20 for inclusion in the April 25 Planning Meeting package</p>	In Progress
Meeting 2a of 4 May	<p>Policy Development - Plan for EDI policy development</p> <p>Policy Development - Finalize Flag Protocol & Treaty Symbols actions</p>	<p>Discuss plan for EDI policy development</p> <p>Finalize Flag/Treaty actions to coincide w June 21 Indigenous Peoples Day</p> <p>Prioritize policy items identified by the board &</p>	Medium	Prepare recommendations around flag protocol & symbol display for June 15 for inclusion in the board package for June 20th	In Progress

	Annual Policy Review -review board feedback from engagement activity Committee Evaluation - discuss & finalize 5-10 key questions for committee evaluation Update Work Plan	plan for amendments/renewal if/where needed Approve draft evaluation via email prior to next meeting			
Between Meetings Via email	Consider making revisions to policies that are potentially more direct/simple	Make Revisions to Policy 1, 3, 6, 7, 9 10, 11, 12	high		Not yet started
Meeting 2b of 4 Late May or June	Work Session of committee	Finalize plan for EDI policy development Initiate the committee evaluation plan			Not yet started
Meeting 3 of 4 August	Annual Policy Review - policy review & amendments	Policies to consider: 2 and 8 and appendices	Medium	TBD	Not yet started
Meeting 4 of 4 October	Annual Policy Review - finalize annual report & recommendations to the board	Consider Revisions to Policy 14,15, 16, 18	Medium	TBD	Not yet started
NEXT YEAR'S PLAN	<p>New Policies</p> <p>a. Consider "Running for Other Office" policy and guidelines as per SSBA example.</p> <p>b. Consider social media policy/guidelines as per SSBA example.</p> <p>Other</p> <p>a. Flag protocols – Treaty, Metis, Pride</p> <p>b. Consider a plan to ensure our policy explicitly includes Indigenous Education principles (ways of knowing, learning and being) and/or Truth and Reconciliation Calls to Action. Potential resources: Elders Council, Saskatoon Tribal Council Education Bundle, Office of the Treaty Commissioner...</p>				Not yet started

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<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.8.2</u>	

FROM: M. Hurd, Superintendent of Facilities **ATTACHMENTS**

BACKGROUND

RE: 2023 – 2026 PREVENTATIVE MAINTENANCE AND RENEWAL PLAN AND 2021-2022 PREVENTATIVE MAINTENANCE AND RENEWAL AMENDMENT

The Ministry requires school divisions to submit a three year PMR plan annually by May 31st of each year, the 2023-2026 PMR is attached.

Also included is the Preventative Maintenance and Renewal Amendment form that outlines changes to the current year's plan.

RECOMMENDATION

- 1. That the 2023-2026 Preventative Maintenance and Renewal Plan be approved as presented.***
- 2. That the 2021-2022 Preventative Maintenance and Renewal Amendment be approved as presented.***

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR010125	1459.001		5651503	911919	Riverside Public School	This project involves the removal of existing package boilers and associated pumps etc and the installation of new hi efficient boilers and equipment.	Mechanical Systems - HVAC	2024-05-20	\$248,358
FR006740	1370.001		4810813	911922	St. Louis Public School	Replacement of existing windows,	Architectural Systems - Building Envelope	2024-05-31	\$128,125
FR009191	320.002		5670104	911905	Carlton Comprehensive Public High School	This project consisted of the removal of existing roofs on two gymnasiums approx. 1271m2.	Architectural Systems - Roofing	2024-06-03	\$400,000
FR004303	1203.001		5610611	911921	Spruce Home Public School	Continue operation of current element, providing regular inspections and maintenance to ensure service expectations are met.	Mechanical Systems - HVAC	2024-06-24	\$220,763
								Total:	\$997,245

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR011133	1495.001		5510123	911903	Birch Hills Public School	Replacement of existing Hydrotherm modular boilers with high efficient condensing boilers	Mechanical Systems - HVAC	2025-06-02	\$325,000
FR005722	1297.001		5651303	911915	Prince Albert Collegiate	Replace existing hardwood floor in gymnasium	Architectural Systems - Interior Finishes	2025-06-30	\$98,239
FR006833	314.002		5670104	911905	Carlton Comprehensive Public High School	Project involved the installation of dust collection system in carpentry shop. Work was performed by Thorpe Brothers Ltd. Amec Design was consultant. Drawing in file	Mechanical Systems - Specialty	2025-06-30	\$91,839
								Total:	\$515,078

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR011134	322.002		5670104	911905	Carlton Comprehensive Public High School	This project involved the removal of existing roof and replacing approx 1121m2 with new inverted roof c/w ct insulation . This roof replacement was over the lecture theatre and library.	Architectural Systems - Roofing	2026-05-04	\$301,712
FR003469	1115.001	130	6310143	911902	Big River Public High School	Replacement of both boilers with new high efficient condensating boilers. Installation of building management system to control boilers and air handlers (Metasys software)	Mechanical Systems - HVAC	2026-05-04	\$344,390
								Total:	\$646,102

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<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>8.5, 8.6, 13</u>	

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

BACKGROUND

RE: DIRECTOR UPDATE

1. Student Learning

- a. The Assessment Coalition has nearly completed its work for the 2021-22 school year. This group of over 30 teachers and administrators led by Superintendent Hingley and Consultants Stacey Monette and Patricia Bibby has relied on research and collaboration to develop an Assessment Expectations and Support document that will be shared prior to the next school year. The document includes timelines, best practices, and a wide range of related support that will provide a framework for teachers and schools to continue the move to ongoing assessment and reporting.
- b. Schools provide a number of mechanisms for students to develop and demonstrate citizenship and good character. One of those is participation in community and this week students at Queen Mary joined in the community clean-up efforts in their neighbourhood. Teachers provide guidance and orientation but focus is on student engagement in community improvement.
- c. As an example of the activities in classrooms below are excerpts from school newsletters:

GRADE ONE: Happy May everyone! Students have been very eager to get outside to learn and play. We have been learning about pedestrian safety in health, which gives us many opportunities to get outside and put our learning to good use. Students continue to work very hard on reading, and of course they could always use at home support with this goal. We are learning about "Hope" in Tipi Teachings. We are learning how to invest in our own self-confidence and understanding expectations. I am so proud of our grade 1 students for working so hard this year.

GRADE FOUR: Welcome to May! We are busy in Grade Four! We are reading mysteries independently and will continue to work on narrative writing. In Math we have wrapped up fractions and will be moving on to decimals. We learn what decimals are and how to add or subtract them. This is a great skill students can practice at home or when you go to the grocery store! Make a grocery list for them, have them find the prices of items on the list and add them up! You can practice subtraction by teaching them how to make change! In Science we will start our last unit on Habitats! We will be doing a science project that requires a shoebox; please send a shoebox to school before May 15th. In Social Studies, we will be learning about different types of governments here in Saskatchewan! I have sent home a note about Math Prodigy with instructions on how to log on at home. There is a new exciting English part too! Have a wonderful Month!

2. Partnerships

- a. Transition of high school busing continues to proceed as City Transit updates us on their progress. The city invited all urban high school principals to a collaborative session to share and plan ways to make the transition to city bus transportation as smooth as possible for students. City officials and school Principals reported positive outcomes from the meeting. Collaborative planning for fall will continue.
- b. The East Central First Nation Authority (ECFNEA) is the joint effort of several first nations to develop a shared management for Education. The ECFNEA has been working with SRPSD and NESD for several years in the development of collaborative efforts. The joint work was interrupted by COVID, but on May 4, 2022 the work continued with the discussion of a draft Educational Services Agreement. Initial hopes were to have an agreement ready for the fall of 2022, but that seems unlikely. It is detailed and complex work, but relationships are strong and there is a good sense of collective commitment.
- c. After the fire at Senator Allen Bird Memorial Centre, we have offered SRPSD support to Prince Albert Grand Council (PAGC) with some discussion about using SRPSD facilities for programs/events that had been planned and are in need of a location. Those discussions are ongoing, and other efforts to share potential collaboration on Mental Health supports and Land-based Learning opportunities are ongoing as well.

3. Ministry and Provincial Happenings

- a. The **2022-23 Interim Education Plan** is nearing completion as the teams have finalized the plans for presentation to the PEP leadership in the coming weeks. The work on the three priorities (Learning Supports, Reading and Mental Health & Wellbeing) is focused on responding to the pandemic needs, but a portion is aimed at a smooth transition to the long-term PEP.
- b. The planning for the long-term **Provincial Education Plan** has moved to the next phase of development. The Education Council has provided its direction in the attached document and the implementation team met on April 28 and 29 for full days of discussion and determination of potential priority actions on the four areas of the Plan. SRPSD is represented on the Implementation team by the Director and Superintendent Tom Michaud.
- c. Implementation of the MySchoolSask software is proceeding as all provincial school systems are now implementing the platform. There are two significant developments underway:
 - i. **Inclusion and Intervention Plan (eIIP)** in MSS has been under development and will be available in the Production environment on May 9, 2022. Current year (2021-22) IIPs will be imported from the SDS; for those organizations using the IIP in MSS/MÉS, any new entries of data into current IIPs, the June 2022 progress reports and the creation of next year IIPs are to be done in MSS/MÉS.
 - ii. Work on developing an **electronic cumulative record** is underway. A four-member working group has been formed and SRPSD expert, Maureen McKeand, is part of the team that will create a recommendation for processes for the management of cumulative records in MSS/MÉS; the Business Operations Group (BOG) will be asked to provide feedback and approve the final recommendation for consideration by the Strategic Leadership Team (SLT).

4. Budget and Related

The discussion and suggestions from the April 25 Planning Meeting have provided the feedback needed for the last phase of budget development. There are some potential adjustments in the next few weeks as some final costs will be determined. Based on the direction provided by the Board, administration will bring a balanced budget for Board consideration at one of its June meetings.

5. Emergent Items

RECOMMENDATION

For Board information and discussion as warranted.

Provincial Education Council

Areas of Focus for the Provincial Education Plan

Provided by the Provincial Education Council to Guide the Development of Outcomes, Actions and Measures for the Long-Term Provincial Education Plan

Commitment Statements

The Provincial Education Council provides the following commitment statements as guides for the development of the long-term provincial education plan. These commitments should be considered within the context of the *Framework for a Provincial Education Plan 2020-2030*.

- From a strengths-based approach, create relevant and responsive family-centric models, inclusive of students, staff, parents, families, cultures and communities encompassing the entire framework.
- Deepen understanding of First Nations, Métis and Inuit histories, languages, contributions, values, ways of knowing and learning and cultures within all aspects of the education system.
- Develop deep relationships between and among people, land, curricula, systems and structures in order to enhance students' sense of cultural identity, belonging and security.
- Improve relationships among schools, educators, industry, employers, parents and families and co-construct teaching and learning to ensure the success and well-being of students.
- Value innovation so resources are used effectively to support transformative influential leaders in all aspects of the education system.
- Use a wholistic (physical, mental, spiritual and emotional) approach in education, developing students' skills, knowledge and values.
- Honour and learn from Elders and Knowledge Keepers on an ongoing basis, respecting the guiding principles of:
 - Wâhkôhtowin – All things are related;
 - Wicîhitowin – Helping each other; and,
 - Wîtaskêwin – Living together on the land in harmony.

Areas of Focus

Recognizing the *Framework for a Provincial Education Plan* provides broad guidance for the development of the provincial education plan, the Council provides the following areas of focus to guide PEPIT in the initial development of concrete outcomes, actions and measures for the long-term plan. In developing these areas of focus, the Council was guided by the wisdom of the Following Their Voices Elders, a review of research and e-scan information, and the components of the framework for the plan.

The Council understands that in developing specific outcomes, actions and measures, PEPIT may need to focus initially on a small number of outcomes and sequence outcomes over the life of the plan. It is also understood that over the lifetime of the plan new areas of focus may emerge as circumstances in Saskatchewan's education system continue to evolve.

Skills and Knowledge

The following areas of focus relate directly to **skills and knowledge for future learning, life and participation in society** and have linkages to the other areas of the provincial education plan framework.

1. Improve literacy and numeracy in early years and all grades through a variety of strategies inclusive of diverse languages, cultures and identities.
2. Use authentic, meaningful and culturally relevant approaches to assessment that honour Indigenous ways of knowing in process and content.
3. Encourage development of diverse skills and knowledge through experiential learning and provide alternative pathways to graduation.
4. Nurture students' sense of self and purpose and develop competencies for an interconnected and interdependent world (for example, critical thinking, communication, creativity, problem solving, perseverance, collaboration, information literacy, technological literacy, financial literacy and digital literacy).
5. Ease transitions to life beyond Grade 12 by providing more knowledge about diverse career pathways and encouraging partnerships with business and industry and social supports for students experiencing transitions.

Mental Health and Well-being

The following areas of focus relate directly to **mental health and well-being** and have linkages to the other areas of the provincial education plan framework.

1. Improve student, parent, family and staff access to culturally responsive and wholistic supports for mental, spiritual, emotional and physical health and well-being, shaped by different worldviews in collaboration with other ministries, organizations and communities.
2. Enhance mental health literacy¹ among students, staff, parents and families to provide supportive environments in collaboration with other ministries, organizations and communities so that people who need access to mental health supports/resources can get it and feel safe in requesting help.
3. Co-create supportive cultures and environments in schools where students, parents, families and communities can openly discuss and make use of tools to reduce stigma and enhance mental health.
4. Implement trauma-informed practices.

¹ **Mental health literacy** encompasses the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health problems with a range of benefits including early recognition and intervention, and reduction of stigma associated with mental illness.

Connections and Relationships

The following areas of focus relate directly to **connections among people and relationships between systems and structures** and have linkages to the other areas of the provincial education plan framework.

1. Deepen relationships with parents, families and community organizations to foster engagement, belonging and identity in education/schools.
2. Enhance the overall achievement of all students by providing direct, culturally affirming wraparound support/services to students, parents and their families.
3. Increase opportunities for students to strengthen their connection to the land through experiential land-based learning².

Inclusive Safe and Welcoming

The following areas of focus relate directly to **inclusive safe and welcoming learning environments** and have linkages to the other areas of the provincial education plan framework.

1. Support students, parents, families and communities in facilitating students' transitions throughout Prekindergarten to Grade 12 education and beyond so that children are safe, confident and welcomed.
2. Improve transitions into school by decolonizing spaces and sharing knowledge, tools and skills between schools and families so that students are safe, confident, and successful throughout the entire educational journey.
3. Support effective leadership (teachers, principals, administrators, school staff, students, parents, families, community and teacher educators) to facilitate a change in organizational culture from school-centric to family-centric in approach.
4. Expand and/or embed a renewed approach and commitment to anti-racist and anti-oppressive education and practices for school staff, students, parents, families and community to enhance belonging.

² **Land-based learning** supports the Indigenous-led passing of knowledge about cultural, physical and spiritual connections to the land and environment.