

**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, June 17, 2024

Time: 12:30 p.m.

AGENDA (#24R-6)

- 1. Call to order by Board Chair**
- 2. Land acknowledgement – Trustee Cher Bloom**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 3:00 p.m.**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular meeting minutes – May 13, 2024
 - (b) Financial Statements – for the Third Quarter Ending – May 31, 2024
- 8. Accountability reports**
 - (a) Accountability Report – Community Engagement – **G. Tebay**
 - (b) Transportation Services Accountability Report – **J. Pidborochynski**
- 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 June 17, 2024
 - (b) External Board Committees
 - (c) Provincial Update
 - (d) SRPSD Trustee Schedule for Land Acknowledgement at Board Meetings – **D. Rowden**
- 11. Reports from administrative staff**
 - (a) 2025-2028 Preventative Maintenance and Renewal Plan – **M. Hurd**
 - (b) SRPSD Responses to the Truth and Reconciliation Commission's Calls to Action – **J. Hingley**

June 17, 2024

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members’ forum

15. Adjournment

CALENDAR OF EVENTS	
Monday, August 26, 2024 Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, September 16, 2024 Time: 9:00 a.m.	Pipe ceremony (optional) Kinistino Public School
Monday, September 16, 2024 Time: 11:00 a.m.	Elders Council – location to be confirmed
Monday, September 16, 2024 Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK

JUNE

Regular Board Meeting Agenda Items

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

Events/Action

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

AUGUST/SEPTEMBER

Regular Board Meeting Agenda Items

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

Events/Action

- Saskatchewan Rivers Student Voice Workshop
- Elders Council / Summer Pipe Ceremony

Budget Considerations

- Budget Work Plan

MEETING DATE: June 17, 2024

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

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

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- May 13, 2024 Regular Meeting Minutes

RECOMMENDATION

That the minutes of the Regular meeting of May 13, 2024 be approved as presented.

NO. #2024R-5 (MONDAY, MAY 13, 2024)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, MAY 13, 2024, AT 2:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Trustee

MR. A. LINDBERG, Trustee

MR. A. NUNN, Vice-Chair

MS. D. ROWDEN, Board Chair

MS. J. SMITH-WINDSOR, Trustee

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

B. Yeaman 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-37

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

Carried.

Regular meeting resumed.

OTHERS:

M. Oleksyn, Prince Albert Daily Herald

C. Lysyk, Student Board representative

ADOPTION OF THE AGENDA:

#24R-38

Moved by B. Hollick that the agenda be approved as presented.

Carried.

CONSENT ITEMS:

#24R- 39

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

(a) That the minutes of the Regular meeting of April 15, 2024 be approved as presented.

(b) That the administrative procedures changes be received for information.

(c) That the 2023-24 School Community Council Clusters remain in place until the 2024 school board elections.

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of May 13, 2024:

#24R-40

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

- 1. That the proposed schedule for meetings for Monday, June 17th, 2024 be approved as presented.*

Carried.

(b) SRSC Report

C. Lysyk, Student Board Representative, provided a report on the SRSC committee latest committee meetings. She noted that the main topic for the group meeting was career guidance.

(c) Feedback on SSBA Position Statements

The SSBA is required to review position statements every five years. The Board provided its feedback on three position statements and the feedback will be shared with the SSBA.

(d) Possible Changes to Federal Funding

Discussion regarding possible changes to federal funding and if it has any effect on Jordan's Principle funding of educational associates and mentors. Consensus was to request that this item be placed on the next Board Chairs Council meeting agenda for discussion.

(e) Correspondence Received from City of Prince Albert Regarding the Upcoming City/School Boards Liaison Committee Meeting

The representatives on this committee were notified by email that due to the upcoming 2024 Municipal and In-City school boards election, and other priorities within the City of Prince Albert, there will be no scheduled City/School Board Liaison Committee meetings for the year 2024, unless there are emergent agenda items to discuss.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) 2024-2025 Board Schedule

Discussion was held regarding the start time of the Board meetings. Consensus was to continue with the current schedule until after the next school board election.

#24R- 41

Moved by A. Lindberg that the 2024-2025 Board schedule be approved.

Carried.

(b) 2024-2025 Board Annual Work Plan

#24R- 42

Moved by G. Gustafson that the 2024-2025 Board Annual Work Plan be approved with the addition of the SRSC full group meeting to be included as optional under the events/action.

Carried.

(c) Annual Budget 2024-2025

Administration reviewed the proposed 2024-2025 budget in detail for information.

#24R- 43

***Moved by G. Gustafson that the Board approve the Annual Budget as presented, including minor changes made after Ministry of Education’s review and approval.
Carried.***

KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Pipe Ceremony/Elders Council.
- Administrative Procedure on volunteerism.
- 2024-2025 budget approval.

BOARD MEMBERS’ FORUM:

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

ADJOURNMENT:

#24R-44

***Moved by A. Lindberg that the meeting adjourn. (5:30 p.m.)
Carried.***

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: June 17, 2024

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> 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>2.8</u>	

FROM: J. Pidborochynski, Chief Financial Officer ATTACHMENTS [v]

BACKGROUND

RE: FINANCIAL STATEMENTS – for the Third Quarter Ending May 31, 2024

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

The accompanying financial statements will be reviewed in detail with specific reference to the budget percentage remaining for the period. For comparative purposes 25.0% or three months remain in the fiscal year.

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

1. Tuition and Related Fees – Tuition fees billed up to June 30
2. Other Revenue – Investment income higher due to increase in interest rates

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

1. Instruction – majority of expenses incurred over 10 months
2. Tuition Fees – GDI tuition not budgeted for

Capital Purchases

1. Computer equip - \$541K, other equipment - \$124K, buses/vehicles - \$886K, Track - \$494K, East Central Rink - \$2K

RECOMMENDATION

That the Board approve the Financial Statements for the third quarter ending May 31, 2024.

Saskatchewan Rivers School Division No. 119
Statement of Financial Position
As at May 31, 2024

	Current Year Actual	Prior Year Actual	Variance
Financial Assets			
Cash and Cash Equivalents	14,878,197	24,859,243	(9,981,046)
Other Receivables	1,044,768	850,557	194,211
Portfolio Investments	4,000,000	4,000,000	-
Total Financial Assets	19,922,965	29,709,800	(9,786,835)
Liabilities			
Accounts Payable and Accrued Liabilities	7,887,116	4,474,976	3,412,140
Liability for Employee Future Benefits	3,216,100	3,216,100	-
Deferred Revenue	75,408	2,068,681	(1,993,273)
Total Liabilities	11,178,624	9,759,757	1,418,867
Net Financial Assets	8,744,341	19,950,043	(11,205,702)
Non-Financial Assets			
Tangible Capital Assets	53,528,654	55,100,120	(1,571,466)
Inventory of Supplies for Consumption	191,113	191,113	-
Prepaid Expenses	844,096	823,729	20,367
Total Non-Financial Assets	54,563,863	56,114,962	(1,551,099)
Net Assets	63,308,204	76,065,005	(1,993,273)
Accumulated Surplus			
Accumulated Surplus - Beginning of the Year	76,065,005	78,157,607	(2,092,602)
(Loss) earnings from Operations	(12,756,801)	(2,092,602)	(10,664,199)
Accumulated Surplus	63,308,204	76,065,005	(12,756,801)

Saskatchewan Rivers School Division No. 119
Statement of Operations and Accumulated Surplus
For the Period from September 1, 2023 to May 31, 2024

	Current Year Actual	Current Year Budget	Budget Remaining	Budget % Remaining	Prior Year Actual	Actual Variance
REVENUE						
Property Taxation	-	-	-	#DIV/0!	-	-
Grants	74,565,019	100,118,213	25,553,194	25.52%	99,425,413	(24,860,394)
Tuition and Related Fees	2,713,457	2,647,888	(65,569)	-2.48%	2,611,949	101,508
School Generated Funds	2,391,910	2,280,000	(111,910)	-4.91%	2,884,827	(492,917)
Complementary Services	1,635,421	2,047,228	411,807	20.12%	2,041,824	(406,403)
External Services	1,702,743	2,501,290	798,547	31.93%	3,025,024	(1,322,281)
Other	1,695,907	1,819,738	123,831	6.80%	3,881,832	(2,185,925)
Total Revenue	84,704,457	111,414,357	26,709,900		113,870,869	(29,166,412)
EXPENSES						
Governance	408,045	530,639	122,594	23.10%	524,412	(116,367)
Administration	2,847,656	3,595,946	748,290	20.81%	3,597,332	(749,676)
Instruction	71,043,118	80,592,661	9,549,543	11.85%	79,768,128	(8,725,010)
Plant	11,793,063	16,717,252	4,924,189	29.46%	16,652,345	(4,859,282)
Transportation	6,056,092	7,414,238	1,358,146	18.32%	7,592,802	(1,536,710)
Tuition and Related Fees	115,408	69,072	(46,336)	-67.08%	121,592	(6,184)
School Generated Funds	1,821,879	2,295,000	473,121	20.62%	2,809,421	(987,542)
Complementary Services	1,356,181	2,213,911	857,730	38.74%	2,035,582	(679,401)
External Services	2,019,816	2,585,236	565,420	21.87%	2,861,596	(841,780)
Other Expenses	-	500	500	100.00%	261	(261)
Total Expenses	97,461,258	116,014,455	18,553,197		115,963,471	(18,502,213)
(Deficit) surplus for the Period	(12,756,801)	(4,600,098)	(8,156,703)		(2,092,602)	(10,664,199)
Accumulated Surplus, Beginning of Year	76,065,005	76,065,005			78,157,607	(2,092,602)
Accumulated Surplus, End of Period	63,308,204	71,464,907			76,065,005	(12,756,801)
Tangible Capital Assets - Beginning of Year	55,100,120	55,100,120	-	0.00%	58,314,979	
Tangible Capital Asset Purchases	2,047,284	1,209,866	(837,418)	-69.22%	(1,703,477)	
Amortization	(3,618,750)	(4,825,000)	(1,206,250)	25.00%	(1,511,382)	
Tangible Capital Assets - End of Period	53,528,654	51,484,986	(2,043,668)		55,100,120	

MEETING DATE: June 17, 2024

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>1, 2, 8, 9, 10, 18</u>	

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

BACKGROUND

RE: ACCOUNTABILITY REPORT – COMMUNITY ENGAGEMENT

Superintendent Tebay will review the attached SRPSD Community Engagement Accountability Report. There will be an opportunity for trustees' feedback, questions, and direction during and after the presentation.

RECOMMENDATION

That the Board approve the Community Engagement Accountability Report as presented.

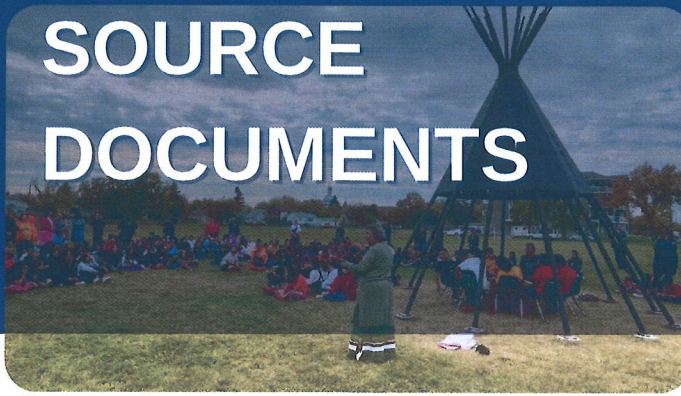


*Saskatchewan Rivers
Public School Division*
Excellence for Every Learner

COMMUNITY ENGAGEMENT ANNUAL REPORT

Prepared By
Garette Tebay , Superintendent of Schools
June 17th, 2024

SOURCE DOCUMENTS



1. The Education Act (1995)

a. Section 140 – School Community Councils

2. Education Regulations

a. Part 4 (Sections 5-16) – School Community Councils

3. Saskatchewan Rivers Public School Division Strategic Plan 2024–2030

a. Core Values: Community Engagement and Responsible Governance

i. Citizenship and Relationships: Student demonstrate active citizenship and are supported by engaged families and effective partnerships

1. Engagement – families, SCCs and communities

2. Volunteerism

3. Partnerships and connections to global opportunities

4. Financial literacy

5. Community education

6. Student voice

ii. Governance and Leadership: Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

1. Communication, accountability, and transparency

2. Fiscal responsibility

3. Stewardship of resources, technology, and infrastructure

4. Saskatchewan Rivers Public School Division Board Policy Handbook

a. Policy 1 – Foundation Statements

i. Community Participation/engagement

b. Policy 2 – Role of the Board

i. Accountability to Community

c. Policy 8

i. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

d. Policy 9 – Board Committees

i. Saskatchewan Rivers Students for Change (SRSC) Committee

e. Policy 10 – Board Representatives

i. School Community Council Cluster Representatives

f. Policy 18 – Partnerships

5. Saskatchewan Rivers Public School Division Administrative Procedures Manual

API10 School community Councils

API12 Community Engagement

API75 Outside Organizations Access to Schools

API77 External Service Providers in Schools

AP 473 Volunteers

AP 625 Community Use & Rental of School Facilities

6. Saskatchewan Rivers Public School Division Commitment to Student Achievement

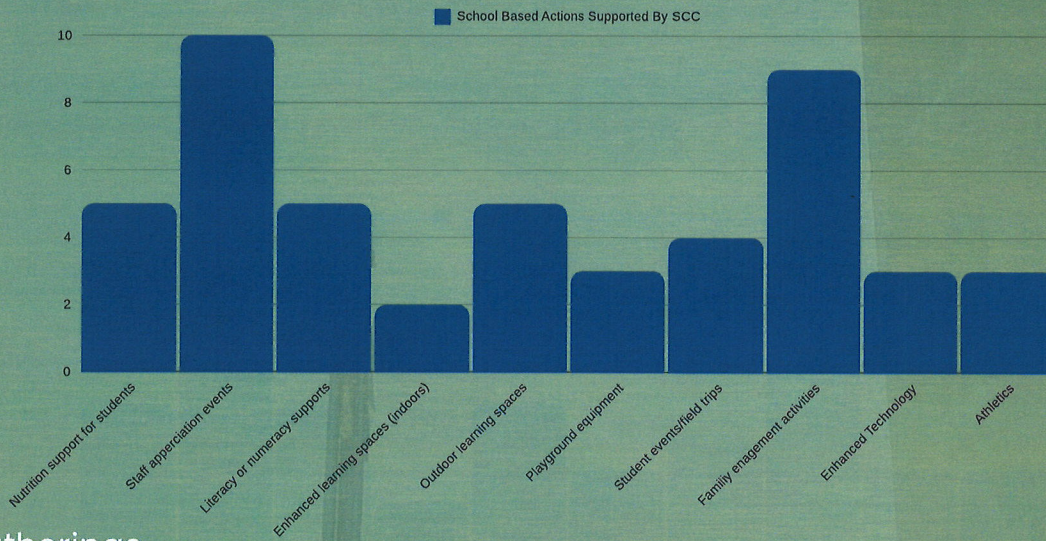


CITIZENSHIP & RELATIONSHIPS

SCHOOL COMMUNITY COUNCILS

During the 2023-2024 school year, SRPSD had a total of 31 active School Community Councils (SCC), included in the total: one combined SCC. Financing for SRPSD SCC is provided through governance funding providing SRPSD SCC's with a total of \$55,9800 to support SCC directed school-based initiatives and SCC annual gathering costs.

School Community Councils provide yearly executive summaries of the collaborative work completed with schools each year. Executive summaries include: short descriptions of school and community activities that each SCC supported, identification of SCC actions that align with division or school goals, and provide an overview of future plans. This year 2 SCC's have completed the process of redeveloping their constitutions, with a handful more beginning the process. Another celebration this year is the revitalization of the Riverside SCC and the growth from one parent member to seven parent members this year.



SCC Gatherings

SCC's were invited to gather at multiple points this school year. The first gathering was held in October 2023 to provide an "orientation for SCC's. 2 additional Regional Gatherings were held one focusing on the Inclusive Education Model, the Second focusing on High School Transitions. Scc's were invited to attend a Community Engagement Gathering including School Principals, SCC Members and the SRSC on February 6th 2024.



STUDENT VOICE

Our Board has committed 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. The Saskatchewan Rivers Students for Change (SRSC) regularly met 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 provided advice and student perspective directly to the school board through its elected student representatives, with a focus on bettering student experiences in schools and improving results for the division. Saskatchewan Rivers Students for Change was provided \$5000.00 through Board approved governance funds.



SRSC Highlights

- Participated in professional development sessions on discrimination and adult allyship, students developed plans to strengthen their leadership work in their schools through this lense
- The SRSC joined School Leaders and SCC members in our February 6th gathering. Their voices were appreciated and respected at the tables
- The SRSC did a deep dive into Career Guidance work in SRPSD and developed a triangle of support to help schools guide their work in this area
- Group meetings were led primarily by students, and began with team building exercises that built trust and supportive relationships among the group creating a space students were comfortable sharing their voice.

Challenges

- Finding SRSC members who have the capacity to commit to SRSC work beyond the full group meetings continues to be a challenge in the work of the group.

Future Considerations

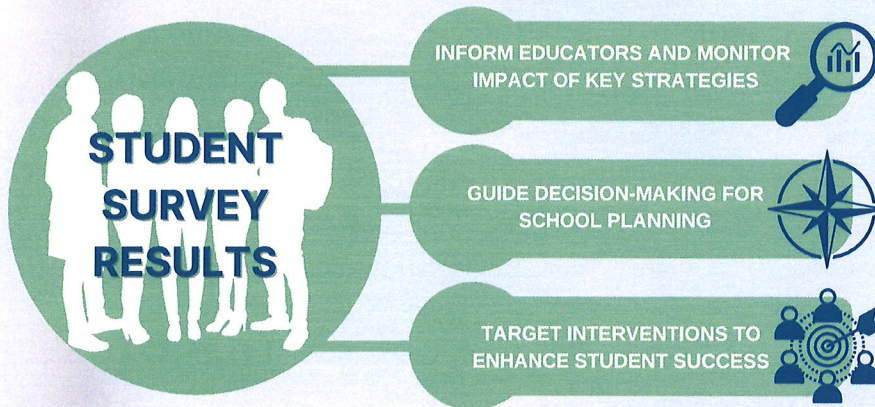
- Continue to foster the partnership developed this year with the Ontario Student Trustees Association
- Look for ways to increase board participation in full group meetings

OurSCHOOL Survey

STUDENT PERCEPTUAL DATA

The OurSCHOOL Student Survey Allows students to share their feedback anonymously on their experiences at school, school environment, and school improvement programs.

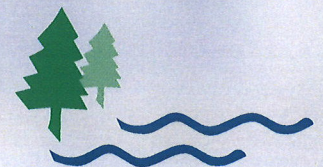
Participation in the survey is voluntary and survey measures include such topics as behaviours and attitudes linked to student success, emotional and social well-being and physical health. Based on how students respond to the questions in the survey; SRPSD can make changes to improve their experiences at school and engage their participation in school activities.



Considerations for 2023/24 Survey

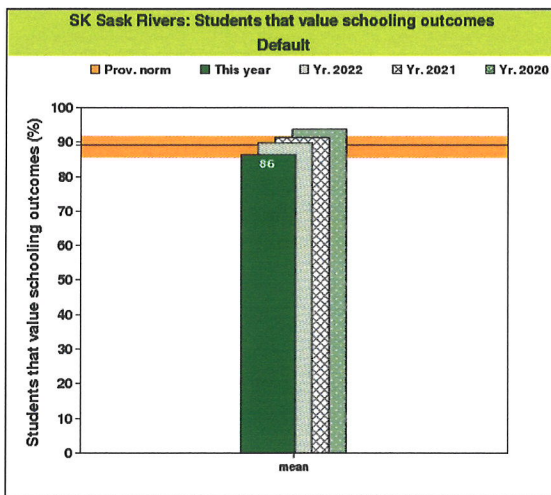
The timeline for survey administration was shifted this year by the Ministry. It is usually completed by SRPSD Schools the fall and was not completed until the spring in 2024. It is anticipated to return to a fall administration in the 2024/2025 School Year.

The parent survey was not offered this year. A local survey is in development for use in the 2024/2025 School Year.

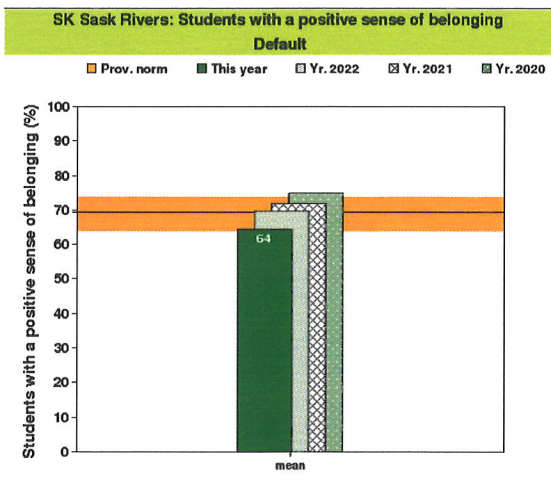


STUDENT SURVEY HIGHLIGHTS: ELEMENTARY

ELEMENTARY (GRADE 4-6): A TOTAL OF 1287 GRADE 4-6 STUDENTS PARTICIPATED

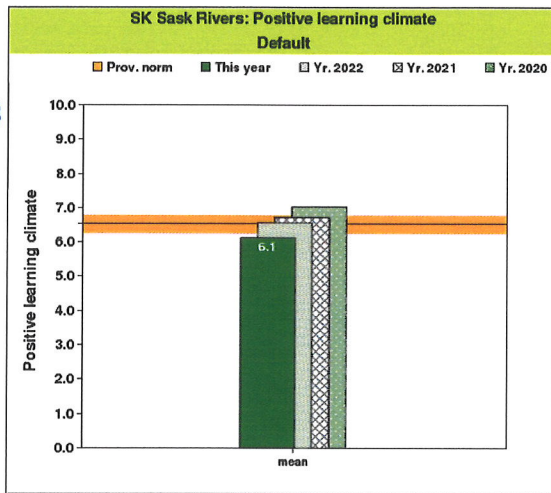
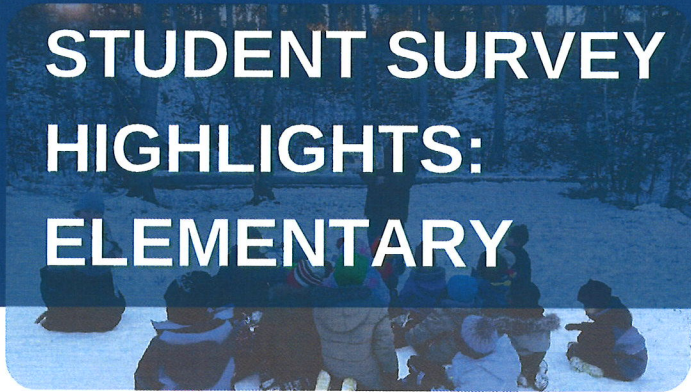


In the gathering of this data elementary students are asked to rate generic statements about their beliefs on the value of school. Things such as “doing well in school is important for when I grow up”.

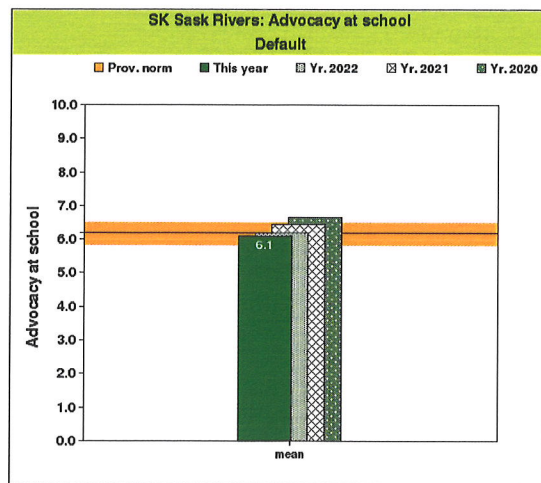


Measures of social engagement at school are indicators of mental health and well being. Feeling connected to school, and people in it elicits positive affiliation, and engagement. Students with a positive sense of belonging at school tend to have an overall positive experience at school.

STUDENT SURVEY HIGHLIGHTS: ELEMENTARY



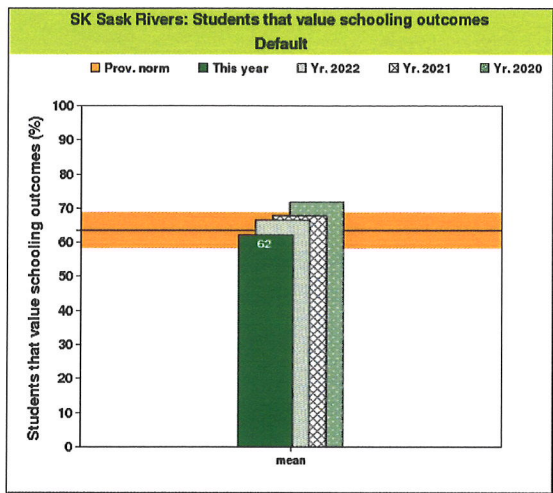
A positive learning environment is one that is inclusive of students regardless of differences. In this indicator students are asked a series of questions about the environment in which they learn and the responses of staff in those environments to maintain a calm sense of order and peaceful interactions.



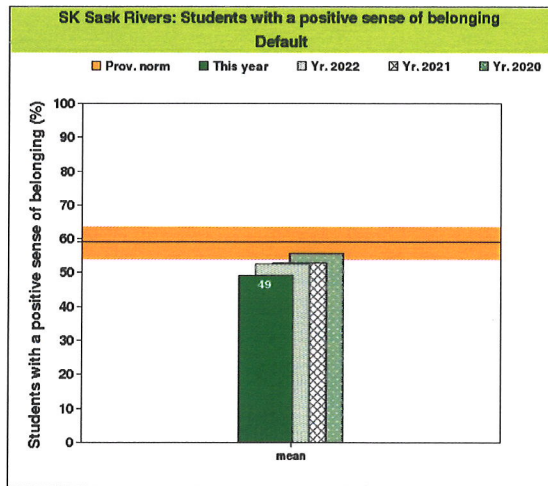
Elementary students are asked about how their teachers engage with them at school through responding to statements such as “My teachers ask me about how well I am doing at school” to measure the student perception of their teachers as advocates for their learning

STUDENT SURVEY HIGHLIGHTS: SECONDARY

SECONDARY (GRADE 7-12): A TOTAL OF 1442 GRADE 7-12 STUDENTS PARTICIPATED

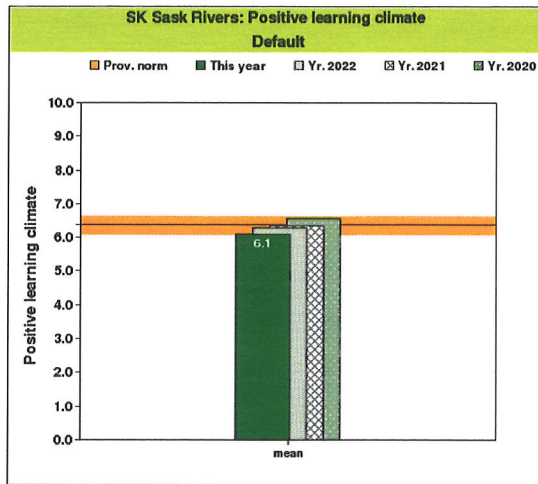
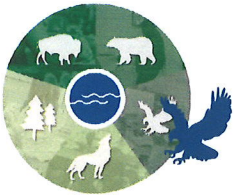
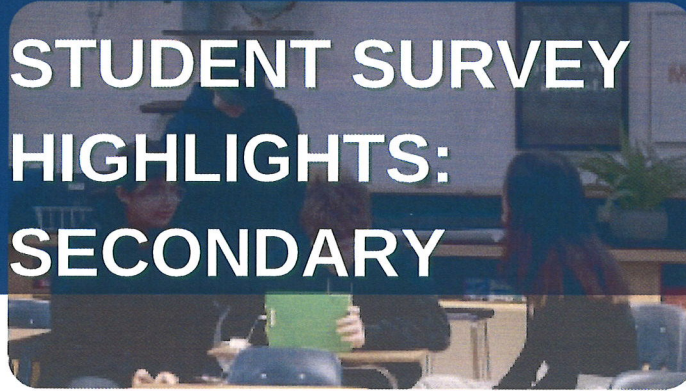


The Secondary Survey asks to what degree students agree with given statements. Statements include things such as, "I'm learning the skills I will need for success later in life"

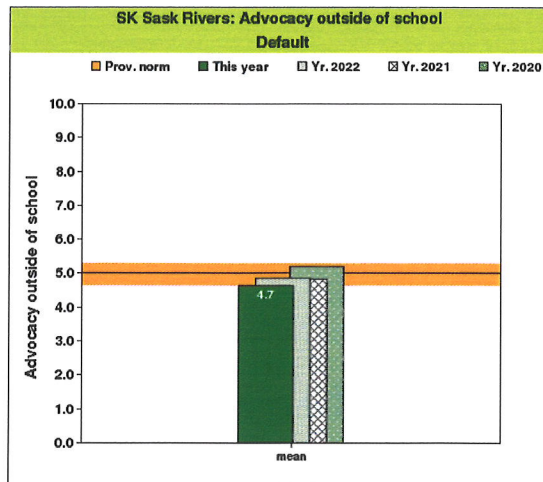


Measures of social engagement at school are indicators of mental health and well being. Feeling connected to school, and people in it elicits positive affiliation, and engagement. Students with a positive sense of belonging at school tend to have an overall positive experience at school.

STUDENT SURVEY HIGHLIGHTS: SECONDARY



A positive learning environment is one that is inclusive of students regardless of differences. In this indicator students are asked a series of questions about the environment in which they learn and the responses of staff in those environments to maintain a calm sense of order and peaceful interactions.



The advocacy outside of school measure gives us insight into the students perspective of the engagement (or advocacy) level of their parents or family members in their school lives. Secondary students are asked about how often a parent or family member does things such as asking them about how they are doing in school, or encouraging them to do well, showing interest in their projects etc.

PARTNERSHIP AND COMMUNITY SUPPORTS

Saskatchewan Rivers Public School Division (SRPSD) is deeply integrated with community entities through both formal and informal partnerships. Connections extend across sectors from large provincial bodies like the Ministries of Health, Social Services, and Justice to local community-based organizations (CBOs).

SRPSD boasts numerous formal partnerships and memorandums of understanding with local stakeholders, including:

KidsFirst and the Prince Albert Early Years Family Resource Centre.

SRPSD serves as the accountable partner.

Prince Albert Early Childhood Council and the Community Network Coalition.

SRPSD is an active member.

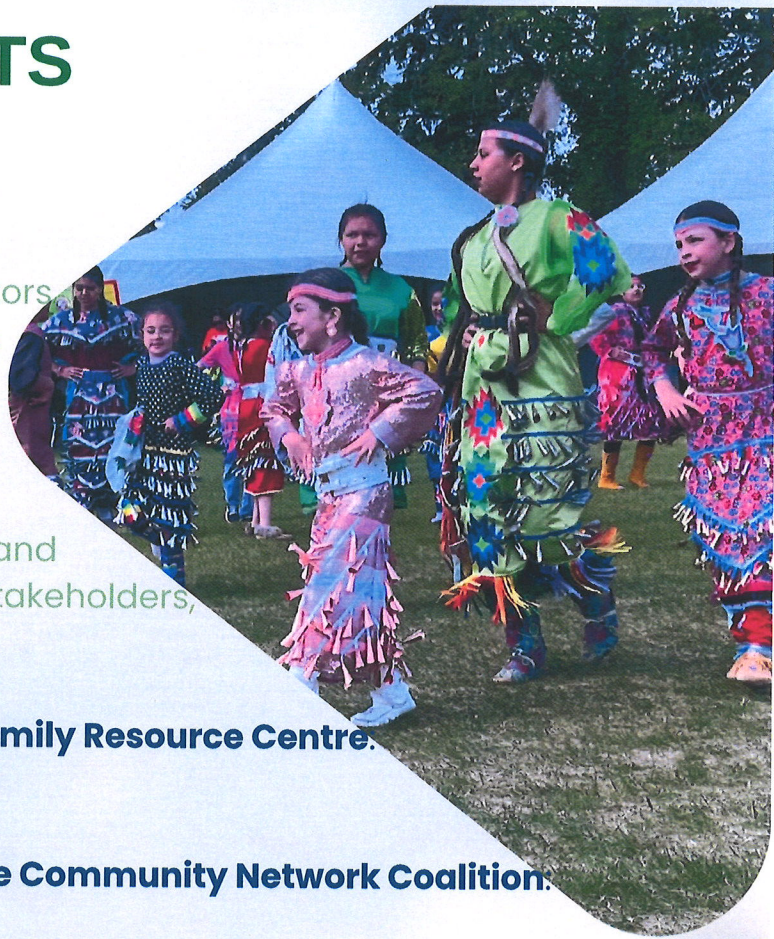
Facility Use Agreements: Established with many childcare and before-and-after school program providers.

Invitational Shared Services Initiative Agreements: In place with the Saskatoon Tribal Council and Wahpeton Dakota Nation.

Training Partnership with Red Cross Saskatchewan: To provide first aid and CPR training, and AED training

Childcare Agreements: Numerous existing agreements support the community's childcare needs.

SRPSD values cooperative relationships that bring allies together to enhance student achievement.



PARTNERSHIPS IN SRPSD

- STUDENT PARTICIPATION AND SRPSD STAFF LEADERSHIP SUPPORTING THE HEART OF THE YOUTH COMMUNITY POW WOW
- FEEDING OUR FUTURES – COMMUNITY NUTRITION INITIATIVE
- SCHOOL BASED CHILD CARE FACILITIES:
 - *Ecole Arthur Pechey*
 - *Birch Hills (located beside school)*
 - *Carlton Comprehensive*
 - *Christopher Lake*
 - *King George*
 - *Kinistino*
 - *Riverside*
 - *St. Louis*
 - *Wesmor*
- SCHOOL BASED BEFORE AND AFTER SCHOOL PROGRAMS:
 - *Ecole Arthur Pechey*
 - *Birch Hills*
 - *East Central*
 - *John Diefenbaker*
 - *King George*
 - *Prince Margaret*
 - *Red Wing*
 - *Shellbrook Elementary*
 - *Spruce Home*
 - *St Louis*
 - *Ecole Vickers*
 - *WJ Berezowsky*
 - *Meath Park*
- YOUTH IN CORRECTIONS
 - Work directly with the Prince Albert Youth Remand Centre, Community Corrections, PA Roman Catholic School Division Support the appropriate and supported transition of youth involved in the corrections system
- SUMMER PROGRAMS
 - *Summer Literacy Program (Riverside)*
 - *Summer Music Program (WJ Berezowsky)*



PARTNERSHIPS IN SRPSD

- PRINCE ALBERT GRAND COUNCIL
 - *Student / School participation in PAGC hosted Cultural Events*
 - *Actively enhancing partnerships between SRPSD and PAGC to coordinate academic and cultural responsiveness supports for youth*
- STUDENT PROGRAM PARTNERSHIP HIGHLIGHTS
 - *Global Sports Academy*
 - *Canadian Military Co-Op*
 - *Emergency Management and Fire Services program*
 - *Gabriel Dumont / University of Regina - Dual credit programming*
- KIDSFIRST
 - *Accountable partner*
 - *Providing HR, financial, facility and leadership support to enhance targeted supports for families with children aged 0-3*
 - *Supporting Pre-Kindergarten TRANSITIONS through Pre-K liaison early years educator*
- PRINCE ALBERT EARLY YEARS FAMILY RESOURCE CENTRE
 - *Accountable partner*
 - *Staffing partner*
 - *Providing HR, financial, facility and leadership support to provide parenting supports for vulnerable families*
- RED CROSS
 - *provide youth and staff with training in CPR and First Aid, and AED training.*
- SASK SPORT
 - *Dreambroker program supporting vulnerable students access to sport and cultural activities (situated at WJ Berezowsky and Princess Margaret schools)*





Communications

This is the second year of implementing a robust communications plan. SRPSD has continued to refine and enhance our comprehensive communications plan to align both internal and external communications with the division's strategic plan. Below are the methods and modes of communication used to convey the division's story:

Learning and Innovation

Internal Communications:

- Leadership Learning Communities share research-based best practices and ensure consistency in messaging for professional development of school-based staff.
- Ebsy is used to communicate learning progress through grade books and learning stories.

External Communications:

- Best practices are highlighted in external communications by sharing school stories on the splash page and social media platforms.

Mental Health and Wellbeing

Internal Communications:

- Employee and department newsletters include best practices and information from the intensive supports team.
- Schools disseminate information through newsletters and directed emails.

External Communications:

- Best practices are highlighted in external communications by sharing school stories on the splash page and social media platforms.

Inclusion and Cultural Responsiveness

Internal Communications:

- Employee newsletters include best practices and information from the intensive supports team and the Indigenous perspectives team.
- Consultation with our Elders Council provides guidance in our operations.

External Communications:

- Best practices are highlighted in external communications by sharing school stories on the splash page and social media platforms.

Citizenship and Relationships

Internal Communications:

- School Community Councils (SCC) are the main point of contact with school communities to provide information and gather feedback.
- The Student Representative School Council (SRSC) serves as the primary group for student voice within the division.
- The OurSCHOOL Survey is administered annually to collect feedback from students, staff, and parents.

External Communications:

- Participation in community events such as Kidzfest enables direct communication with community members.
- Employee appreciation days and other stakeholder achievements are acknowledged on our social media platforms.

Governance and Leadership

Internal Communications:

- Full group, employee group, and targeted small group emails are primarily used for communication.
- Meetings with Principals and Vice Principals are conducted to develop consistency of practice.

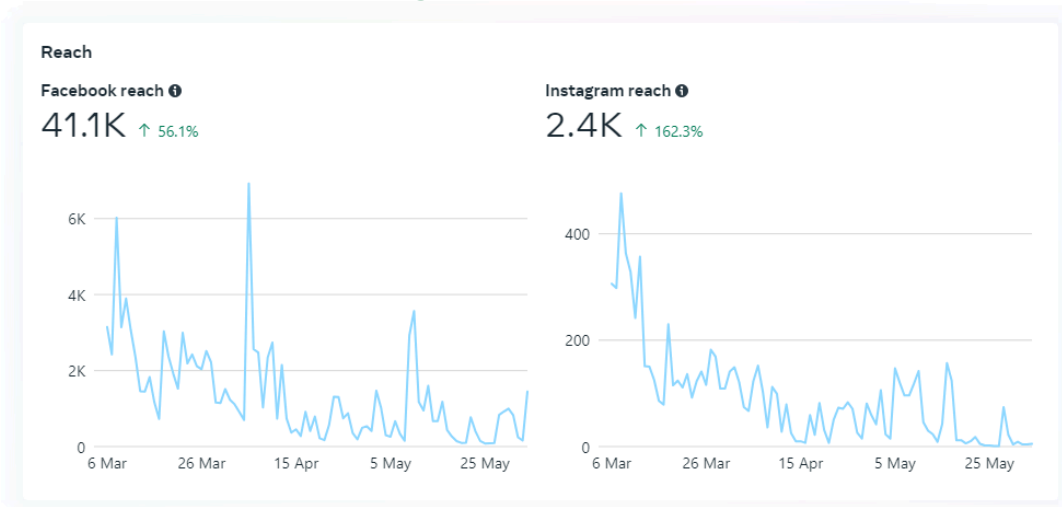
External Communications:

- Board Highlights are shared with external stakeholders and on social media platforms following every board meeting.
- Media releases are developed when appropriate to inform local media of significant events.

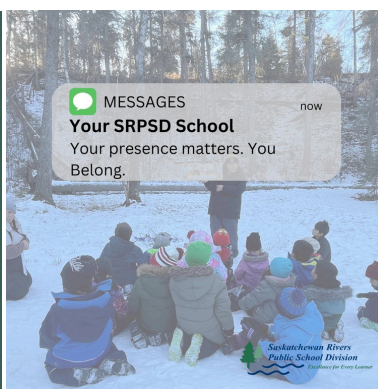


COMMUNICATIONS HIGHLIGHTS

SRPSD Social Media reach has grown from the thousands to the tens of thousands this year. The division page added over 400 new Facebook users and over 100 new Instagram followers.

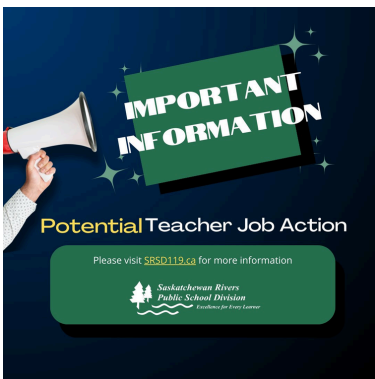


The division ran social media campaigns to introduce the updated commitment to student achievement, Staff Appreciation, Attendance, and Registration. SRPSD's registration campaign reached approximately 50 thousand people.

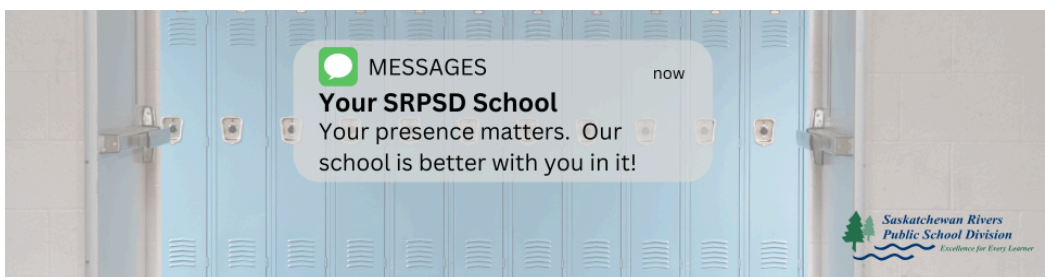


COMMUNICATIONS HIGHLIGHTS CONTINUED

Alongside internal communications via email, social media pages became a source for communicating clearly about STF job action. Posts informing the community about STF job action had an average reach of approximately 3500 accounts.

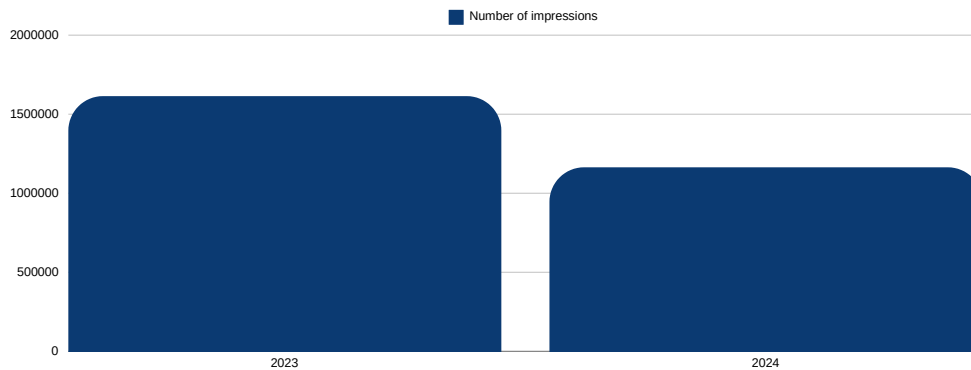


Access to a new tool "Canva" helped build brand recognition that spread across our social media post and into our campaigns with the Pattison group on PA Now and Local Radio stations. Radios ads included student voice from Redwing and King George Public Schools this year.



Example of a PANow ad that ran concurrently with our own social media campaign

COMMUNICATIONS HIGHLIGHTS CONTINUED



Ads run through PANow have proven to have wide visibility. SRPSD Ads have had almost 3 million impressions in 2023/2024 which means they have been on the page for a user to see that many times. From these impressions PA Now readers have gone on to click for more information on our website over 1500 times.

Prince Albert Daily Herald

Prince Albert's only locally-owned daily newspaper

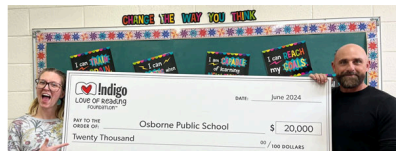


Home > News > Local school gets literary boost from Love of Reading Grant

News Top Stories

Local school gets literary boost from Love of Reading Grant

By Michael Olekyn, Local Journalism Initiative Reporter - June 4, 2024



FOLLOW US

Access our archives, 1910 to today's date, with your digital subscription. Only \$9 a month.



ADVERTISE or SUBSCRIBE TODAY! SUPPORT YOUR LOCAL NEWSPAPER

Prince Albert Daily Herald Digital Subscription
From: \$9.00 / month

Auction - Classified Ad Space
\$30.00

Relationships with local media reporters and organizations help to ensure that positive reporting outweighs coverage with criticism. While there have been challenges from politically-driven stories, google alerts notifications indicate a strong positive representation of SRPSD in the PA Herald (print and online), paNOW, and the Shellbrook Chronicle. Although there have been occasions of inaccurate or critical news coverage, there has been continued reliability in coverage in the Daily Herald for education and for SRPSD specifically.

ADMINISTRATIVE IMPLICATIONS

- Continue efforts to develop parent understanding and engagement within our system, ensuring their voices are heard and valued.
- Strengthen student representation and voice at the board level.
- Support the school-based administration of the OurSCHOOL survey, utilizing feedback from the new format to drive improvements.
- Continue developing partnerships and community supports to enhance family engagement across all schools.
- Innovate and find unique, eye-catching ways to share the SRPSD story with the broader community.
- Increase the sharing of school-based stories through division channels to highlight successes and initiatives in all of our facilities.



Governance Implications

- Continue to promote policies that facilitate parent understanding and engagement within our system, ensuring their voices are acknowledged and valued in decision-making processes.
- Continued endorsement of SRSC initiatives to strengthen student representation and voice at the board level, ensuring their perspectives are integrated into governance in ways that are meaningful to the students.
- Advocate for the development and maintenance of partnerships and community supports that enhance family engagement across for all of our schools, and students at all grade levels.
- Encourage the creation of innovative and impactful strategies to communicate the SRPSD story to the wider community, enhancing transparency and engagement.
- Support the increased sharing of school-based stories through division channels, highlighting achievements and initiatives to foster a sense of community and shared purpose.

MEETING DATE: June 17, 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: _____	
<i>Primary Policy Reference:</i>	<u>2</u>	

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

BACKGROUND

RE: TRANSPORTATION SERVICES ACCOUNTABILITY REPORT

The accountability report for transportation provides the Board with timely, sufficient, and relevant information on pupil transportation on a semi-annual basis.

The report has been appended for the review and information of the Board.

RECOMMENDATION:

That the Board approve the Semi-Annual Transportation Report as presented.

**Saskatchewan Rivers Public School Division #119
Semi-Annual Transportation Services Report**

Background Information:

Saskatchewan Rivers Public School Division (SRSD) offers transportation services 31 of our 32 schools (Winding River Colony School being the exception).

The following statistics are a summary of the transportation services as of January 31st, 2024, June 10th, 2024 with comparison to 2022-23 and 2021-22.

Performance Indicator*	Results				
	Five months ended Jan 31, 2024	Five months ended June 15, 2024	2023-24 Total	2022-23 Total	2021-22 Total
Total students transported	3,321	3,330	3,330	3,196	3,487
Number of transportation routes	105 (25 contracted)	104 (25 contracted)	105 (25 contracted)	106 (25 contracted)	112 (25 contracted)
Number of unfilled routes	-	-	-	-	-
Number of cancellations (days):	254	475.5	729.50	369	1,175.5
Mechanical	8.5	3	11.5	12.5	30.5
Weather	210	459.5	669.50	332.50	1,087
No substitute driver	35.5	13	48.5	24	43
Covid related	-	-	-	-	15
Average age of bus fleet (years)	8	8	8	7.5	8.5
Capacity utilized on bus (average)	50%	50%	50%	51%	52%
Average urban one-way ride time (in minutes)	14	15	15	14	14
Average rural one-way ride time (in minutes)	27	27	27	29	27
Longest urban one-way ride time (in minutes)	75	75	75	80	60
Longest rural one-way ride time (in minutes)	95	95	95	90	95
City bus passes purchased	1,266	953	2,219	1,809	236
Complaints of a serious nature	0	2	2	5	4

Emerging issues: Nothing on significance

MEETING DATE: June 17, 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 checked="" type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item

Primary Policy Reference: 8

FROM: D. Rowden, Board Chair

ATTACHMENTS []

BACKGROUND

RE: SRPSD TRUSTEE SCHEDULE FOR LAND ACKNOWLEDGEMENT AT BOARD MEETINGS

In maintaining the individualized land acknowledgement of trustees at Regular meetings, the order will continue as the 2023-2024 schedule until after the school board elections in November 2024.

- Monday, August 26, 2024 Darlene Rowden
- Monday, September 16, 2024 Alan Nunn
- Monday, October 21, 2024 Grant Gustafson

RECOMMENDATION

For Board information.

MEETING DATE: June 17, 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 type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.8.2</u>	

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

BACKGROUND

RE: 2025 – 2028 PREVENTATIVE MAINTENANCE AND RENEWAL PLAN

This year, the Ministry extended the deadline for school divisions to submit a three-year PMR plan to June 30, 2024. The SRPSD 2025-2028 PMR is attached.

RECOMMENDATION

That the 2025-2028 Preventative Maintenance and Renewal Plan be approved as presented.

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR005722	1297.001		5651303	911915	Prince Albert Collegiate	Replace existing hardwood floor in gymnasium	Architectural Systems - Interior Finishes	2026-05-04	\$98,239
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
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	2026-05-04	\$220,763
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	2026-06-03	\$400,000
								Total:	\$1,063,392

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR011839	1508.001		5510343	911912	Kinistino Public School	Replace existing hot water boiler with new condensing or near condensing type HDA Engineering Consultant	Mechanical Systems - HVAC	2027-04-01	\$242,300
FR011956	1520.001		5610411	911930	Wild Rose Public School	Removal of existing boiler , replace with new near condensating hi efficient boiler	Mechanical Systems - HVAC	2027-05-03	\$193,167
								Total:	\$435,468

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR012974	1569.001		6310143	911902	Big River Public High School	Replace dry and wet pipe sprinkler system throughout the school. Existing system rusting out many leaks	Mechanical Systems - Fire Protection & Suppression	2028-04-03	\$193,167
FR012976	1571.001		5651303	911915	Prince Albert Collegiate	replacement of two, ply roof system on original section of school. This will happen in conjunction with the restoration of the north parapet wall	Architectural Systems - Roofing	2028-04-03	\$579,502
FR012975	1570.001		5651303	911915	Prince Albert Collegiate	This project is restoration and involves taking down of north parapet walls and rebuilding them c/w reinforcement	Architectural Systems - Roofing	2028-04-04	\$303,549
FR012968	1568.001		5650401	911910	John Diefenbaker Public School	Replace roof over gymnasium and gym change rooms	Architectural Systems - Roofing	2028-05-01	\$193,167
								Total:	\$1,269,385

MEETING DATE: June 17, 2024

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>1.1, 1.2, 1. 2.2 2.3, 13</u>	

FROM: J. Hingley, Superintendent of Schools **ATTACHMENTS**

BACKGROUND

RE: SRPSD RESPONSES TO THE TRUTH AND RECONCILIATION COMMISSION’S 94 CALLS TO ACTION

In June 2015, the TRC published its Calls to Action and SRPSD has been responding to those calls since then. Seven years ago, the division began to coordinate and track its responses to the Calls that are particularly relevant to our work. Although the summary attached does not intend to capture the depth and breadth of daily actions that staff take to advance Reconciliation, the report does provide some insight into the areas of focus for the division and its team.

The Elders Council and other community Elders provides guidance, direction and direct work with students. Staff across the division in a range of positions also work with students to make full Reconciliation closer to reality.

The final report of the TRC including the 94 Calls to Action is here <http://nctr.ca/reports2.php> and the summary of SRPSD’s focused work in the 2023-24 school year is attached.

RECOMMENDATION

For Board information and discussion.

**TRC's Calls to Action:
A Summary of SRPSD Responses**
June 17, 2024



SRPSD RESPONSES TO TRC's CALLS TO ACTION

In 2015, the 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
CHILD WELFARE				
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.	ongoing	Parents, Families
		Support, guide and perform accountable partner function of the Prince Albert Early Years Family Resource Centre	Ongoing	Families
		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.		Families
EDUCATION				
7	We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.	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 and area
		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	
		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.	Spring 2022-ongoing	Parents, Students, Teachers, Principals
		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.	Ongoing	
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 added to the Elder's Advisory Committee. Our Indigenous Perspectives Consultant is also from Muksoday First Nation, which builds the strong connection to our partnership.	2012 and ongoing	Trustee, Staff & Students
		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	2018 - ongoing	Trustees, Elders & Knowledge Keeper

		opportunity for our trustees to learn from the Elders on the land is planned for September, 2024.		
		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.	May 26, 2023 and Ongoing	Staff, Students, and Community

PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS

57	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.	Board and Senior Administration participated in the Blanket exercise with the executive of the local teachers association	2018	Trustees and Senior Staff
		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.	October 2018	Trustees and Senior Admin
		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.	Ongoing	Principals, Teachers
		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. 4Seasons of Reconciliation PD modules by First Nations University was completed by senior admin and Trustees.	Fall 2019 and onward	Senior Admin, Principals, ILT, IECs

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 2SLGBTQQIA+, Moosehide Campaign, National Indigenous Peoples Day, Indigenous Storytelling Month.	Ongoing	Teachers, Principals Students
		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	Sept 2021 - Ongoing	Trustees, Senior Admin, School Staff, Students

		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.		
63iv	Identifying teacher-training needs relating to the above.	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 & Vice Principal Meetings)	Sept 2022 –June 2023	Teachers Principals
		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.	Ongoing	Teachers
		Following Their Voices implementation at Carlton, Wesmor, PACI, Ecole Arthur Pechey, St. Louis, Queen Mary & 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.	Ongoing	FTV Leadership Teams
		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. 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 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	Sept 2022 - Ongoing	Teachers Language Keepers

		hosted at JD school to support Cree language acquisition for students and families.		
		<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 6-10th at Little Red Park.</p>	Sept 2023 - Ongoing	Sr Admin, Principals, Teachers, Students, Elders, Community Partners
SPORTS AND RECONCILIATION				
88	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.	Partnership with Dreambroker – Kidsport to identify and support need for SRPSD youth to access sport and culture in the community	Ongoing	Students Families