

Minutes of the Regular Meeting of the Board of Education of Prairie Spirit School Division No. 206 held in the Prairie Spirit School Division Office, on Monday, April 25, 2022, commencing at 10:00 a.m.

Present for the meeting were Board Members: Bernie Howe; Chairperson; Kate Kading, Vice Chairperson; Dawne Badrock; Angela Bothner; Ken Crush; Adin Dereniwski; Kimberly Greyeyes; Bonnie Hope; Pam Wieler; Christa-Ann Willems (left at 1:35 p.m.; joined at 1:52 p.m.) ; and Grace Wudrick.

Also in attendance: Darryl Bazylak, Director of Education; Tracey Young, Deputy Director of Education; Bob Bayles, Deputy Director of Division Services, CFO, CHRO; and Nadine Meister, Assistant to the Director.

Guests in attendance: Shawn Davidson, President; Jaimie Smith-Windsor, Vice President; and Darren McKee, Executive Director; Saskatchewan School Boards Association (all joined at 10:02 a.m.; all left at 10:41 a.m.); Michael Collins, Chairperson; and Kari Dean, Executive Director, Prairie Spirit Schools Foundation (both joined at 10:42 a.m.; both left at 11:71 a.m.); and Jon Yellowlees, HR Superintendent (joined at 12:37 p.m.; left at 12:42 p.m.).

Bernie Howe called the meeting to order at 10:02 a.m. and acknowledged that the meeting was being held on Treaty Six Territory.

Shawn Davidson, President, Jaimie Smith-Windsor, Vice President, and Darren McKee, Executive Director, Saskatchewan School Boards Association, joined the meeting.

Two additions to the agenda were requested:

- Decision Item - Request from the Aberdeen Days Planning Committee to hold a beer garden on Division property – Grace Wudrick
- Information Item – 2022/23 Targeted Classroom Support Funding – Bob Bayles

1. THAT the agenda be adopted with the above-noted additions.

Agenda
Wieler

Carried.

2. THAT the minutes of April 11, 2022, be adopted as presented.

Minutes
Willems

Carried.

Shawn Davidson, Jaimie Smith-Windsor, and Darren McKee provided an update on the work being done in a variety of areas by the Saskatchewan School Boards Association, including:

- Provincial Education Plan
- Class Size & Composition
- Legislative changes regarding local taxation
- Local Government Elections Act

- Diversity
- Director of Education evaluation best practices
- Provincial Curriculum Advisory
- Provincial Collective Bargaining
- School Division Reserve Balances
- Mental Health & Wellbeing
- SSBA review of services
- SSBA office location

Shawn Davidson, Jaimie Smith-Windsor and Darren McKee left the meeting at 10:41 a.m.

3. THAT the Board move into closed session at 10:42 a.m. to receive a report from the Prairie Spirit Schools update and review new Board Policy – Indigenous Perspectives, Partnerships and Outcomes.

Closed Session
Wudrick

Carried.

Michael Collins, Chairperson, and Kari Dean, Executive Director, Prairie Spirit Schools Foundation, joined the meeting at 10:42 a.m. and left at 11:17 a.m.

4. THAT the Board return from closed session at 11:59 a.m.

Closed Session
Kading

Carried.

Darryl Bazylak presented the decision report requesting the Board approve the addition of new Board Policy – Indigenous Perspectives, Partnerships and Outcomes. Kimberly Greyeyes acknowledged the work of Ted Amendt, Saskatchewan School Boards Association, in the drafting of this policy. Prairie Spirit is one of the first school divisions in the province to adopt such a policy.

5. THAT the Board adopt new Board Policy BO-19 Indigenous Perspectives, Partnerships, and Outcomes.

BO-19
Crush and
Greyeyes

Carried.

The meeting adjourned for lunch at 12:02 p.m.

The meeting reconvened at 12:37 p.m. Jon Yellowlees, HR Superintendent, joined at 12:37 p.m.

Jon Yellowlees presented the Staffing Report as at March 31, 2022, for the Board's information.

Jon Yellowlees left the meeting at 12:42 p.m.

Darryl Bazylak presented the Director's Report.

6. THAT the Board accept the Governance Agenda reports as presented.

Governance
Agenda Reports
Greeyes

Carried.

Tracey Young presented the Decision Report requesting approval of the use \$1.022 million of Education Sector Strategic Plan (ESSP) Reserve for additional supports for mental health and wellbeing, learning response, response to pandemic and implementation of Provincial Education Plan (PEP) and Board Strategic Plan.

7. THAT the Board approve the use of \$1,022,000 from the Education Sector Strategic Plan Reserve for the following as presented by Administration:

ESSP Reserve
Dereniowski

- Additional supports for Mental Health and Wellbeing - \$500,000
- Additional supports for Learning Response - \$175,000
- Additional supports for Response to Pandemic - \$232,000
- Additional supports for Provincial Education Plan and Board Strategic Plan - \$65,000

Carried.

Christa-Ann Willems left the meeting at 1:35 p.m.

The Board discussed moving the May 16 Board meeting to May 18 to accommodate Trustees and staff that want to attend the Indigenous Education Symposium in Saskatoon on May 16 and 17. This decision was tabled until the May 2 meeting, which will be held via Microsoft Teams.

Christa-Ann Willems joined the meeting at 1:52 p.m.

Grace Wudrick presented the request from the Aberdeen Days Planning Committee to hold a beer garden on Division property (next to the ball diamonds in Aberdeen) on June 17 and 18, 2022.

8. THAT the Board approve the request from the Aberdeen Days Planning Committee to hold a beer garden on Division property (near the ball diamonds in Aberdeen) on June 17 and 18, 2022.

Aberdeen Days
Planning
Committee
Request
Bothner

Carried.

The Board reported on other activities and meetings attended since the last meeting.

9. THAT the meeting be adjourned at 2:31 p.m. The next meeting to be held via Microsoft Teams, on Monday, May 2, 2022, at 10:00 a.m.

Adjournment
Badrock

Carried.

Chairperson

Secretary to the Board

Policy Name: Indigenous Perspectives, Partnerships,
and Outcomes

Number: BO-19

Policy Type: Board Operations

Date Approved: April 25, 2022

Date Revised:

General Board Directive: The Board provides leadership to the Division through policy setting, strategic planning, linking with owners and directs implementation through the Director of Education at Board meetings.

The principle of Truth and Reconciliation and the implementation of the Calls to Action are significant goals of the Division and the Board of Education. The goals of Reconciliation are highlighted within our Board's Strategic Plan and was established in response to Canada's Truth and Reconciliation Calls to Action and is underpinned by the United Nations Declaration on the Rights of Indigenous Peoples. The Division is committed to working together with our Indigenous Partners on the journey toward Reconciliation.

The work of Reconciliation is rooted in learning. *Prairie Spirit Learners will possess intercultural understanding, empathy, and mutual respect with and for Indigenous Peoples of Canada (Calls to Action 63.3).* Commonly understood as "walking a mile in another's shoes", empathy is a powerful teacher and that helps all learners to build understanding of neighbors and of self. The work of Reconciliation in obliges us to do just that. *Infusion of First Nations and Métis content, perspectives, and ways of knowing in provincial curricula and Indigenous pedagogy into the classroom benefits both students and teachers by engaging participants in a relational understanding about the similarities and differences between First Nations and Métis and non-indigenous worldviews. Learners will gain from experience with both Indigenous and western methodologies within educational settings in order to deepen their understanding that worldviews are integral to the ways all people experience, engage, participate in, and contribute to society (Inspiring Success, p. 7).* Prairie Spirit commits to learning about worldviews and perspectives from and alongside our Indigenous neighbors, communities, and partners for the benefit of all learners and stakeholders.

Relationships and partnerships with Indigenous neighbours, communities, and organizations allow us to learn and grow together. When we enter partnerships with shared values and goals, the work and the learning is informed and enriched through collaboration and multiple perspectives. Prairie Spirit will grow stronger by nurturing and fostering authentic partnerships with Indigenous neighbours, communities, and organizations, and, in doing so, supports the Inspiring Success sector framework principle of authentic engagement in all aspects of the education system (*Inspiring Success, p 14*).

A shared and prosperous future for all is dependent upon the success of all people. Prairie Spirit aspires to ensure that all learners achieve goals, regardless of gender, culture, and ancestry. We monitor our successes and make informed decisions aimed at equitable outcomes among all. In Prairie Spirit School Division, we commit to goals of truth and reconciliation as a pathway toward a prosperous and shared future for all learners across all levels of our Division. *Indeed all Saskatchewan citizens are called to the opportunity of reconciling our shared history and building a brighter future. Creating an attitudinal shift and new understanding means that, "everyone has a role to play in reconciliation and a responsibility to seek inclusivity." (Inspiring Success, p. 6)*

- The Board commits to grounding the work of Reconciliation in authentic learning that is informed by and with Indigenous voices and perspectives within our partners, neighbours, communities, and organizations.
- The Board will nurture and foster partnerships at all levels with First Nations and Métis neighbours, communities, and organizations.
- The Board will direct the Director to implement First Nations and Métis education within the Division ([Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework](#) and the SSBA Responsibility Framework).
- The Board commits to innovative and evolving methods of recruitment and ongoing retention of employees with the background, knowledge, and leadership skills to help achieve these goals.

The Board recognizes that First Nations and Métis education is about taking steps to eliminate systemic racism and bias in student assessment, improving outcomes as well as the quality of education, for Indigenous students. These steps will increase understanding for all learners about the contributions, content, perspectives, and ways of knowing of First Nations and Métis peoples.