

## Accountability Topic: Forming Partnerships

### Date of Board Meeting:

April 25, 2024

### Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

### Presented by:

Quintin Robertson, Director of Education/CEO

### Quality Indicator(s)

- QI 1.1 - Facilitating environments where students feel a sense of belonging and have high levels of intellectual engagement.
- QI 2.2 - Identifying trends and issues related to student achievement, informing yearly priorities and outcomes.
- QI 2.6 - Championing the Calls to Action by promoting reconciliation events and initiatives.
- QI 3.2 - Engaging in ongoing professional learning related to board governance.
- QI 4.4 - Administering all collective agreements and contracts, so staff and contracted personnel are paid appropriately, and appropriate deductions are made.
- QI 5.6 - Modeling behaviours that promote a safe and open work environment and high employee morale.
- QI 8.2 - Demonstrating the achievement of key results identified in the Division's Strategic Plan and the Provincial Education Plan.
- QI 9.1 - Ensuring divisional compliance with all Ministry of Education and Board mandates (timelines and quality).
- QI 10.1 - Representing the Division in a positive, professional manner.
- QI 10.2 - Managing and resolving conflict effectively through the development and implementation of procedures and processes.
- QI 10.4 - Working cooperatively with the media to represent the Board's views/positions.

### Key Measures

- Existing & Future Partnerships:
  - **Christ the Teacher Separate School Division (CTTSD)**
    - Collaborative transportation for rural students within shared boundaries.
    - MCS Governance Agreement for Gr. 10-12 education with CTTSD; future partnership with CTTSD to improve Melville's sports facilities.
    - GSSD is pursuing a partnership with CTTSD/Dream Builder Program to offer alternate programming for Gr. 9 to 12 students in GSSD.

- **Suncrest College (Formerly Parkland College)**
  - Rental agreement for space utilization at Melville Comprehensive School & Yorkton Regional High School. Facility sharing for educational and community purposes including a community daycare.
- **Dr. Brass School**
  - Incorporation of a daycare facility within the school premises.
  - Partnership with Air Cadets to utilize the gym.
- **Métis Nation of Saskatchewan**
  - Management of the Métis/Michif Early Learning Program at Columbia.
- **SaskAbilities**
  - Partnership for job coaching and placement for students with intensive needs.
- **Ministry of Education**
  - Accountability for the Regional Kids First Program (Mobile Early Learning).
  - Joint use agreement between GSSD and Little Miner Daycare at Esterhazy High School (supported by the Ministry of Education)
- **Local First Nations and Yorkton Tribal Council**
  - Educational service agreements and shared services focused on cultural learning.
  - Indigenous Advisory Committee supporting the Board of Education and GSSD Administration.
- **University Partnerships**
  - Collaboration with Dr. George G. from the University of Alberta on the Science of Reading initiative.
- **Grayson**
  - Partnership with Parkland Libraries and GRA School to house the community library in the school.
    - The agreement allows a branch of the Parkland Regional Library to operate from Grayson School.
    - All patrons have the right to borrow from both library collections.
    - GSSD provides public access to the library and ensures full accessibility to the facility, including wheelchair access.
  - Partnership with the community daycare to provide a facility with the school.
- **SaskDLC (Distance Learning Center)**
  - GSSD provides space for the local SDLC campus at the YRHS.
- **Parkland Region**
  - GSSD provides user group agreements within the entire parkland region to support community events, clubs, etc.
- **Yorkton Minor Football (YMF)**
  - GSSD has a long-standing partnership with YMF. GSSD has teamed to supply cleaning and maintenance services to for the clubhouse which is on GSSD property at the YRHS.

- **Mauler Hockey**
  - GSSD has a partnership with the Mauler’s Hockey Team to provide educational services to the team. GSSD is given naming rights to the team and is the sole educational service provider at the YRHS.
  
- **East Central District Athletic Association (ECDAA) Athletics Director**
  - GSSD has partnered with CTTSD to fund the athletics director position to support and lead the ECDAA.
  
- **Community Threat Risk Assessment and Support Protocol**
  - The shared goal is safer schools and communities
  - Early intervention, violence prevention, high-risk assessments, interventions and supports and creating and maintaining internal processes and practices consistent with the model, in accordance with other CTASP partners
  
- **Mental Health Capacity Building in Partnership with the Sunrise Health Authority**
  - The Mental Health Capacity Building Initiative (MHCBI) is a provincial pilot project offered in partnership with the Saskatchewan Health Authority at Dr. Brass school in Yorkton.
  - MHCBI is funded and led by the Saskatchewan Health Authority (SHA) with support from the Ministries of Health and Education
  - The MHCBI program works to provide programming and support to students, schools, families, and communities in building their mental health and wellness capacity
  
- **The Regina District Industry Education Council (RDIEC)**
  - Connects education and industry to provide increased opportunities for students to learn about future career pathways
    - Think Agriculture, Think Trades, Think Health (2024 events)
    - Career Explorations
  
- **Youth Employment Skills and Strategies (Y.E.S.S.)**
  - The Y.E.S.S. program offers essential skill training at Suncrest College in preparation for students to enter or re-enter the workforce
  - GSSD provides college students with work experience placements and mentorship, giving helpful feedback and advice throughout their placement.
  
- **Saskatchewan Health Authority**
  - Nurse Practitioner at Esterhazy High School

**Risk Assessment**

<b>Impact Categories</b>	<b>Insignificant</b>	<b>Minor</b>	<b>Moderate</b>	<b>Major</b>	<b>Catastrophic</b>
<b>Financial</b>	Financial impact of the event is less than \$50,000	Financial impact of the event exceeds \$50,000, but less than \$150,000	Financial impact of the event exceeds \$150,000, but is less than \$250,000	Financial impact of event exceeds \$250,000, but is less than \$500,000	Financial impact of the event exceeds \$500,000

<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>In most instances, the partnerships GSSD has entered have no negative cost implications. In the case of the YMF partnership, GSSD has been working closely with the YFM to repay the project costs for the YFM clubhouse project.</li> </ul>				
<b>Reputational</b>	One negative article in a publication	Negative articles in more than one publication	Short term negative media focus and concerns raised by stakeholders	Long term negative media focus and sustained concerns raised by stakeholders	Stakeholders lose faith in management or Trustees
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>When a board of education engages in community partnerships, it opens many opportunities for mutual benefits and support. However, these partnerships also come with various reputation risks. Here are some of the key risks to consider: <ul style="list-style-type: none"> <li>Misalignment of Values: If the community partner has values or practices that conflict with those of the educational institution, the association could harm the reputation of the board. This misalignment could relate to ethical practices, quality of services, or other core principles.</li> <li>Lack of Transparency: Partnerships that are not transparent about their objectives, funding, and outcomes can lead to suspicions and mistrust among stakeholders. Transparency in all aspects of the partnership is crucial to maintaining trust.</li> <li>Failure to Deliver Promised Outcomes: If a partnership fails to deliver on its commitments, whether in terms of resources, programs, or improvements, it can damage the credibility and trustworthiness of the board. This is particularly sensitive if public expectations are high.</li> <li>Controversies or Scandals: If a community partner becomes embroiled in a controversy or scandal, the association can reflect negatively on the board. Even if the board is not directly involved, the partnership link can cause reputational damage.</li> </ul> </li> </ul>				
<b>Managerial Effort/Capacity</b>	Impact can be absorbed through normal activity	Some management effort is required to manage the impact	Can be managed under normal circumstances with moderate effort	With significant management effort, can be endured	Potential to lead to the collapse of the organization
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>Sometimes partnerships can lead to internal disagreements or dissatisfaction among staff or other stakeholders. If not managed well, these conflicts can spill over into public domains and affect the board's reputation.</li> <li>Poor Communication: Ineffective communication about the nature and benefits of the partnership can lead to misunderstandings and negative perceptions. It is important that the goals and achievements of the partnership are communicated clearly and regularly to all stakeholders.</li> </ul>				
<b>Government Relations</b>	Routine ministerial inquires	In-depth ministerial inquires	Concerns raised by Ministry of Education	School division's ability mandate is questioned	Ministry of Education loses faith in the organization
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>GSSD has worked closely with local MLA's and the Ministry of Education to promote a variety of partnership opportunities.</li> </ul>				
<b>Legal</b>	Legal action threatened	Civil action commenced/small fine assessed	Criminal action threatened/moderate fine assessed	Criminal lawsuit commenced/significant fine assessed	Jail term of any length for a Trustee/Director; multiple significant fines assessed

<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>Legal and Ethical Issues: Partnerships must adhere to legal and ethical standards. Any deviation, either by the partner or by the board in managing the partnership, can lead to legal consequences and public disapproval.</li> </ul>				
<b>Student Outcomes</b>	Immaterial impact on student achievement	Student achievement metrics begin to show a decline	Parental complaints submitted related to student achievement	Overall student competency levels are below standards	Inability to satisfactorily deliver curriculum or key programs
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>				

<b>Likelihood</b>				
The likelihood of identified risks is to be assessed by estimate the probability of the risk occurring during the planning horizon.				
Rare	Unlikely	Moderate	Likely	Almost Certain
Extremely rare in the sector. Once in more than 10 years at the school division.	Has occurred occasionally in the sector. Once in 5 to 10 years at the school division.	Periodic occurrence in the sector; possible occurrence. Once in 3 years at the school division.	Has occurred previously and could reasonably occur again. Once in 1 to 2 years at the school division.	Extremely likely to occur. Multiple times per year at the school division.

**Summary Comments:**

- The Good Spirit School Division continues to foster and develop numerous strategic partnerships, both existing and prospective, aimed at enriching the educational experience, supporting community engagement, and enhancing staff development.

**Recommended Decision/Motion:**

- “That the Board approve the accountability report on Forming Partnerships and acknowledge the report met the requirements of QI 1.1, QI 2.2, QI 2.6, QI 3.2, QI 4.4, QI 5.6, QI 8.2, QI 9.1, QI 10.1, QI 10.2, & QI 10.4 based on the evidence within the report.”

Respectfully submitted,

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Good Spirit School Division