

Accountability Topic: Offering Safe and Inviting Facilities

Date of Board Meeting:

August 15, 2024

Strategic Priority:

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

Quality Indicator(s) (if applicable):

QI 1.1 Facilitating environments where students feel a sense of belonging and have high levels of intellectual engagement.

QI 1.2 Ensuring regular actions are taken to ensure buses and facilities are safe and healthy.

QI 7.4 Engaging with the Board in an open, honest, pro-active, and professional manner.

QI 11.5 Demonstrating a high commitment to the needs of students.

Presented by:

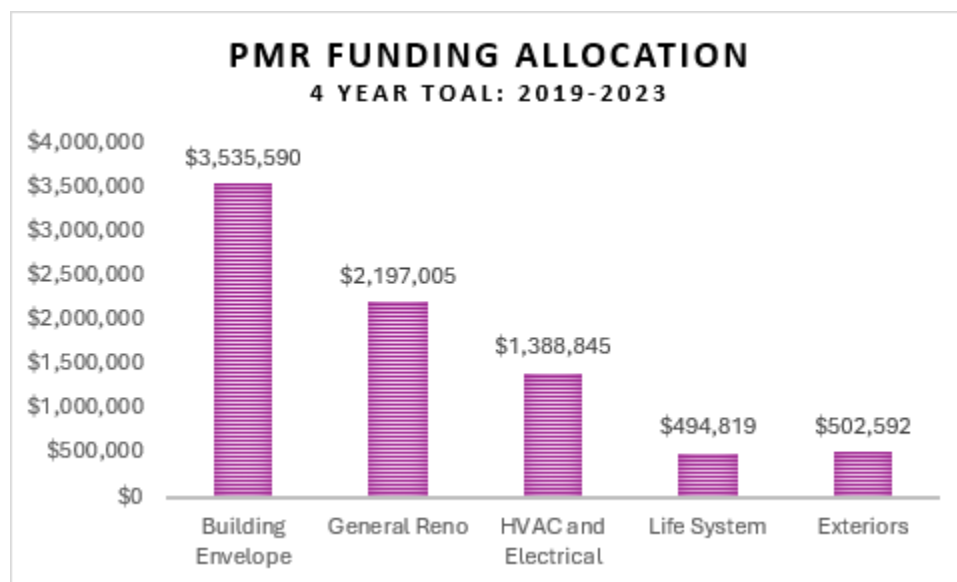
Pat Morrison, Facilities Manager

Shaune Beatty, Superintendent of Schools

Amanda Kornaga, Superintendent of Schools

Section 1: Presented by Pat Morrison, Facilities Manager

Data:



Key Strategies Employed:

Preventative Maintenance and Renewal (PMR) funding is our main source of project funding for our schools. Student safety and well-being is paramount and always factored in during the project selection and planning process. Referencing the funding allocation chart, you will see our investment in providing safe and inviting facilities.

- Building Envelope – Roof, window, and cladding projects.
 - Minimize / control interior temperature as well interior moisture levels.
- General Reno – Classroom, washroom, lab, gymnasium renovations
 - Provide students with a functional and inviting space to learn.
- HVAC and Electrical – Boiler, air handler and various HVAC equipment replacement including controls and building management system involvement.
 - These projects provide our staff and students with better controlled temperature and improved air quality.
- Life System – Fire monitoring, security, surveillance and phone systems.
 - These systems are solely focused on occupant safety. With continued advancement, this technology allows us to provide our staff and students with the safest facilities under all circumstances.
- Exteriors – Landscaping, parking lots, sidewalks.
 - Proper landscaping keeps water from entering our buildings and crawlspace. Parking lot and sidewalk projects allow us to look at improving out pickup and drop off traffic flow as well as improve our buildings accessibility.

Administrators, Caretakers, School Staff and Occupation Health Committees (OHC) are encouraged to bring forward all facility related safety concerns or threats. This is completed through a service request which when received, a technician is automatically dispatched with the safety of staff and students the priority and a goal to eliminate or control the safety concern.

We are currently wrapping up a 2-year safety management system project. The project has provided GSSD with an array of outcomes including:

- Local OHC education and support
- Incident reporting and investigation procedure
- Centralized repository specific to safety management system

Future Strategies:

- School Surveillance Program
 - We have improved our baseline for camera systems in our schools to include complete surveillance in High Schools and exterior perimeter surveillance for Elementary Schools.
- Safety section included in annual facilities audits.
 - When completing our annual facilities audits a portion of the inspection will include workplace safety items.
- Facilities monitoring and building management systems
 - We intend to improve our temperature, humidity and water leak monitoring throughout our facilities.

Section 2: Presented by Shaune Beatty, Superintendent of Schools

Key Measures:

- **AP165 Safe Schools-** Outlines plans related to divisional safety plans. There are three support Appendices
 - AP 165 Appendix A Crisis Response Guide- Preparations for up to 18 scenarios
 - AP 155 Appendix B Traumatic Events Responses assisting with Readiness, Response & Recovery

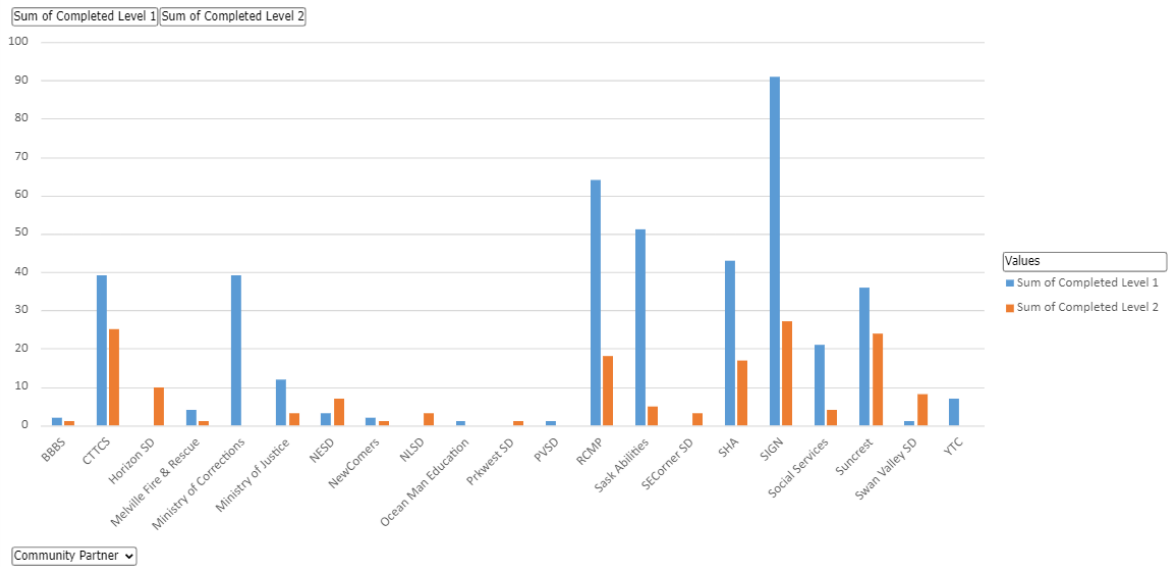
- AP 165 Appendix C VTRA- Multi-disciplinary Approach to Assessment, Prevention & Intervention

Targets:

- **Promote Practices that Align with AP 165 Safe Schools and Its Accompanying Appendices**
- **Align GSSD with CTIP Initiatives of Inclusivity**
 - **Audit the Completion of VTRA Assessments**
 - **Revise a List of VTRAs Do's and Don'ts for Administrators**
- **Increase the Number and Diversity of Trainers**
- **Revitalize the CTSAP VTRA Protocol Meetings**
- **How Do We Keep the Stakeholders Informed?**

Key Strategies Employed & Related Data:

- **AP165 Safe Schools**- Outlines plans related to divisional safety plans. There are three support Appendices
 - [AP 165 Appendix A Crisis Response Guide](#)- Preparations for up to 18 scenarios
 - [AP 155 Appendix B Traumatic Events Responses](#) assisting with Readiness, Response & Recovery
 - [AP 165 Appendix C VTRA](#)- Multi-disciplinary Approach to Assessment, Prevention & Intervention
- Coming into GSEC, an audit of completed VTRA occurred. This was completed while looking at CLEVR.
 - There have been updates to the VTRA processes, including efforts to make it more inclusive.
 - VTRA Assessments are now referred as ARTO or Assessment of Risk to Others
 - The subject of a VTRA used to be POC but it is now IOC, or Individual of Concern.
 - VTRA from an Indigenous Perspective has brought an additional lens to being “trauma-informed.” This lens includes being “culture-informed.” This is not required training, but a number of principals and counselors have taken it.
 - As we know, we are always looking to ensure that VTRA is helpful not harmful.
- GSSD has taken a leadership role within VTRA. GSSD creates agendas and chairs the meetings.
 - In 2023, it was promoted that CTSAP adopt a goals-priorities approach to annual work.
 - Our trainer team has become diverse and includes Education, Mental Health, RCMP & College.
 - This training team has facilitated the training of 417 community members, including 64 in GSSD.
 - In addition, 158 community members have been trained at VTRA2 which occurs every two years.



- CTASP now meets 5 times per year. We reduced the number of meetings but added “case studies” to agendas. Other protocols meet as little 1-3 times. We enjoy good conversations as a group.
 - The CTSAP Protocol was last renewed in 2023. Our partners grew to 22 members including the City of Yorkton & the City of Melville. Yorkton Tribal Council also elevated to “Core Partner.”

Data:

- Coming into GSEC, an audit of completed GSSD-initiated VTRA occurred. Completed by looking at CLEVR.

2016-2021- There were 53 VTRA assessments completed. 2021-2024- There were 78% VTRA assessments completed. <ul style="list-style-type: none">• 2021-2022- 34 assessments• 2022-23- 20 assessments• 2023-2024- 24 assessments	The increase is consistent with national data and that of Sask Health, who have reported increases as high as 300%. This peaked during the pandemic. While many cases remain “worrisome,” we are seeing some escalated behaviours.
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- All GSSD Principals and Counselors have to have Level 1 & 2 VTRA. This is achieved by organized two Level 1 training sessions per school year and a Level 2 session every two years. With the recent roll over within schools, four employees who need Level 1 and eight employees in Level 2.
- While receiving training, VTRA/ARTO’s are monitored in CLEVR, there are some habits where administrators are provided feedback. A review of this feedback was condensed to re-created the [VTRA Do’s and Don’ts Refresher for GSSD Administrators](#).

Future Strategies:

- Annually, Administrators are to review with staff members about [VTRA processes](#). This is tad dated.
- In September 2024, GSSD should have a new educational video around safety and VTRA processes.
 - This was created with Nathan Grayston of Gradient Visuals.
 - An 8-min video for staff awareness and a 3-min social media video will be created.
 - Appreciation to extended to the Elias Giannoulis Memorial **Hockey** Tournament for Mental Health who assisted in funding the project.
- Thank you to Lauren & Cyndi who have made recent efforts to make all the supports available to Administrators on the [GSSD Portal](#).

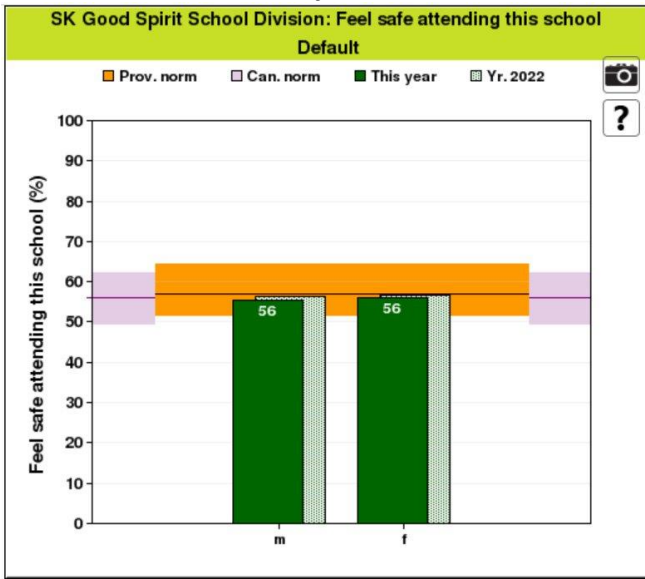
Section 3: Presented by Amanda Kornaga, Superintendent of Schools

Targets:

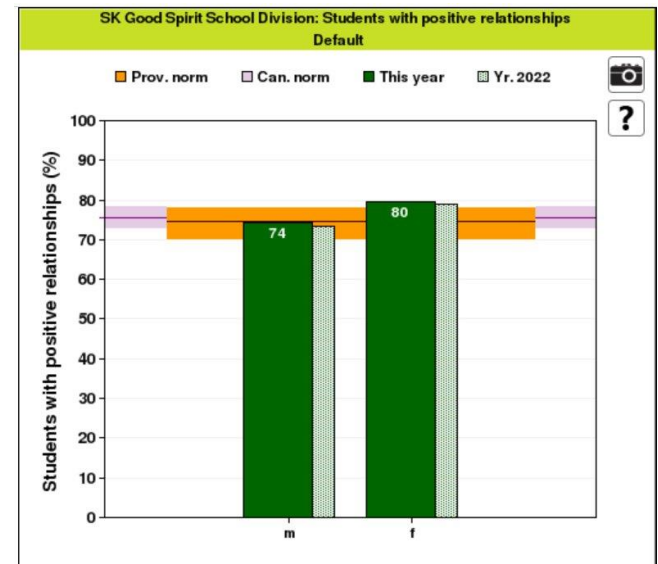
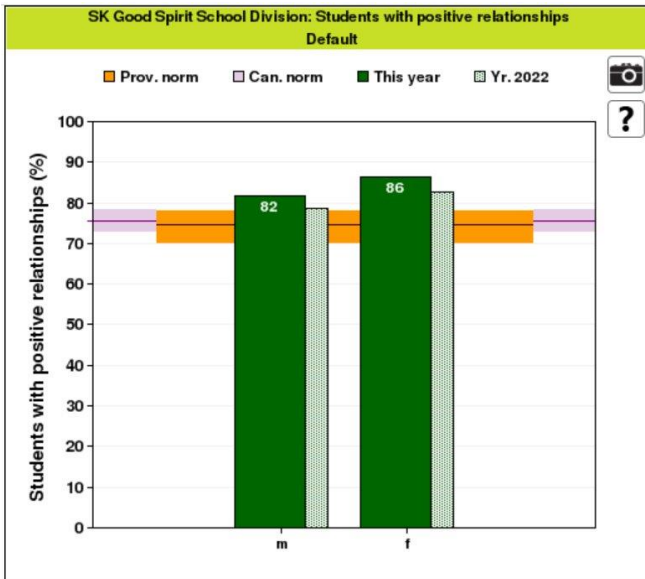
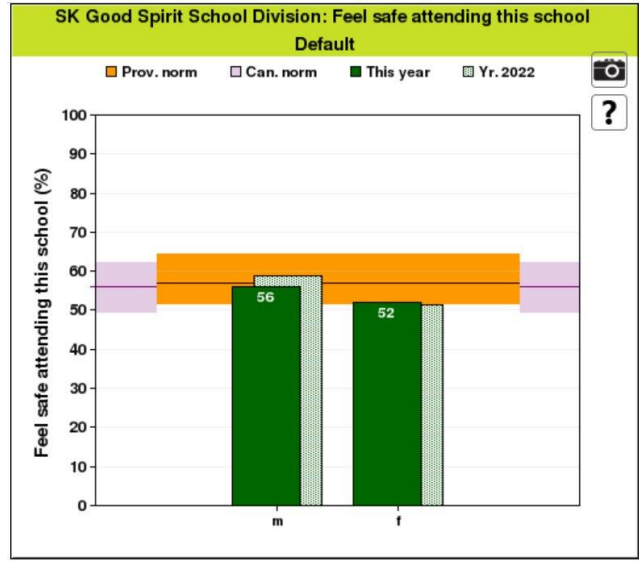
- Increase the number of students reporting a positive sense of belonging and connection while feeling safe in their schools.

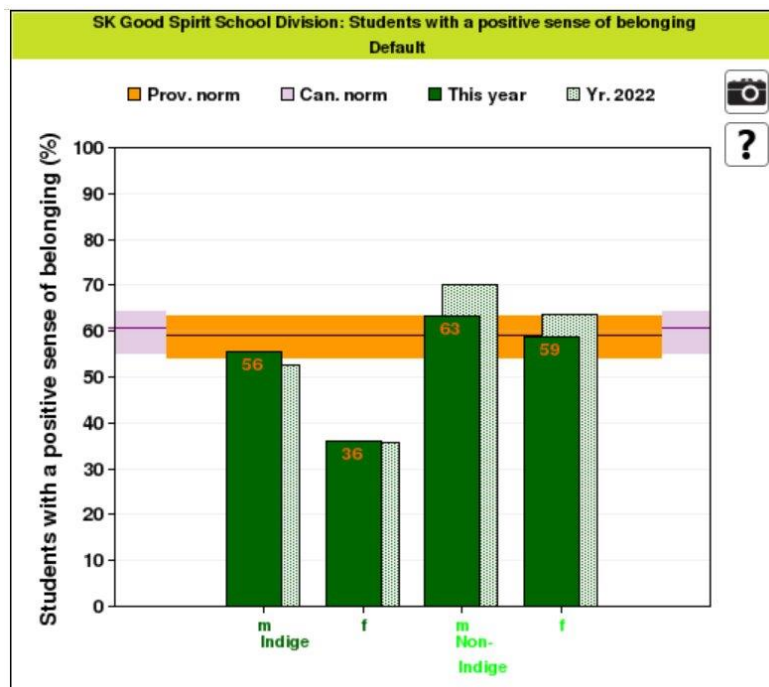
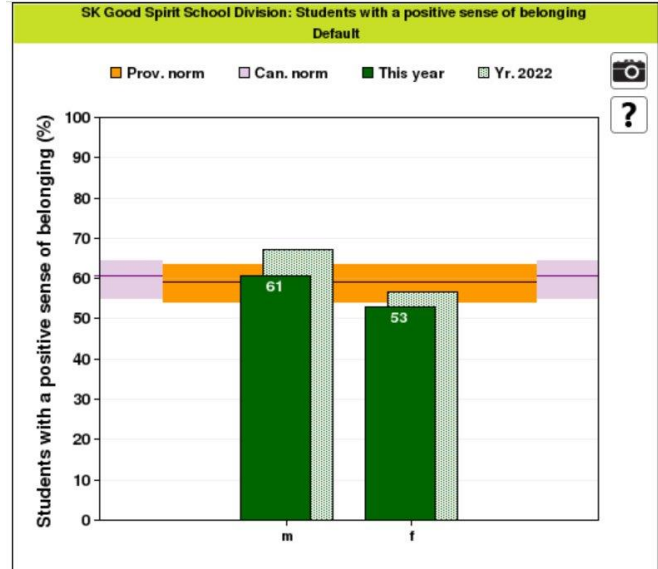
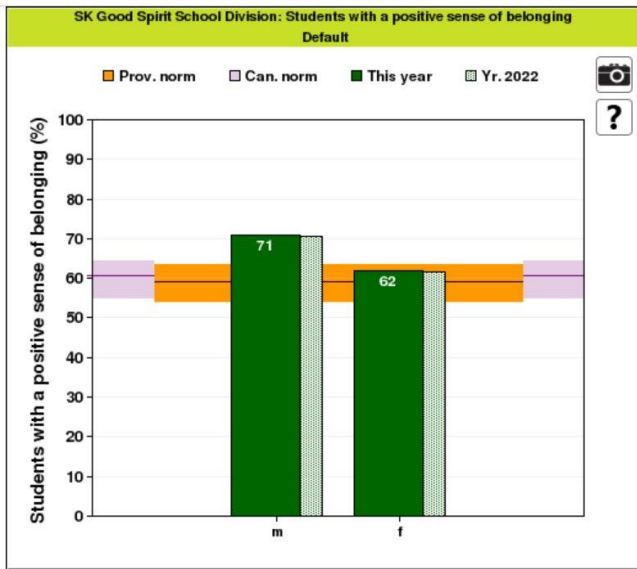
Data:

Elementary



High School





Key Strategies Employed:

Aligning the four pillars of comprehensive school community health (High Quality Teaching and Learning, Engagement of All Students, Families, and Communities, Effective Policy and Procedures, and Healthy, Sustainable Physical and Social Environments) with GSSD’s aspirational statements ensures the well-being of students in Good Spirit School Division is a top priority.

High Quality Teaching and Learning

To support high quality teaching and learning, the mental health capacity-building team and curriculum consultants have created a roadmap of resources to support curricula from kindergarten to grade twelve. These resources are research, evidence based, and rooted in a common language so students, parents, teachers and administrators can speak openly and clearly about mental health.

Engagement of All Students, Families, and Communities

Good Spirit School Division recognizes the importance of mental health and offers comprehensive support services. This includes access to school counselors, psychologists, and other mental health professionals who provide counseling, guidance, and resources to students facing various challenges.

Collaboration with families and the wider community is key to supporting student well-being. Good Spirit School Division actively engages parents, caregivers, local organizations, and community partners to provide additional resources, support networks, and opportunities for students to thrive academically, socially, and emotionally. A conscious effort to develop reciprocal relationships with all stakeholders has been made to create rich and inclusive learning environments.

Effective Policy and Procedures

We have worked to review and revise the GSSD policy and administrative procedures, ensuring they promote equity and incorporate inclusive language and practices.

Healthy, Sustainable Physical and Social Environments

Creating a safe and inclusive environment is fundamental to student well-being. Good Spirit School Division promotes respect, diversity, and acceptance, fostering a sense of belonging for all students regardless of background, identity, or abilities.

Physical health is integral to student success. The division encourages active lifestyles through physical education programs, sports teams, and extracurricular activities. Additionally, nutritious meal options and wellness initiatives promote healthy habits both in and out of school.

Facilities have focused on enhancing school entrances by incorporating consistent signage with respect to division and school values and cultural celebrations. This is to improve how welcoming and inviting schools are to students, staff, and the community.

Future Strategies:

- Mental health literacy training for staff
- Further development of the Social Emotional Learning strategies and roadmap
- TIPS facility analysis will be shared with administrators.
- The TERT guide will be updated and include quick guides for TERT teams

Risk Assessment:

Impact Categories	Insignificant	Minor	Moderate	Major	Catastrophic
Financial	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
Comments & Mitigation Strategy					
Reputational	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

Comments & Mitigation Strategy					
Managerial Effort/Capacity	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
Comments & Mitigation Strategy					
Government Relations	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
Comments & Mitigation Strategy	A \$10 000 grant is applied for from the Ministry of Education and historically granted for mental health training. Follow-up on impact is provided to the ministry at the end of each year.				
Legal	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
Comments & Mitigation Strategy					
Student Outcomes	Inmaterial 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
Comments & Mitigation Strategy					

Likelihood				
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:

Recommended Decision/Motion:

“That the Board approve the accountability report on Accountability Topic and acknowledge the report met the requirements of QIs 1.1, 1.2, 7.4, 11.5 based on the evidence within the report.”

Respectfully submitted,

Quintin M. Robertson, Director/CEO
Good Spirit School Division