

Accountability Topic: Promoting Equity, Diversity and Inclusion in GSSD Schools

Date of Board Meeting:

December 12, 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 1.6 Utilizes performance metrics for the purpose of monitoring and evaluating operational performance relative to student wellness.

QI 2.6 Championing the Calls to Action by promoting reconciliation events and initiatives.

QI 3.1 Facilitating professional learning for in-school administrators and division office leadership staff, as required.

QI 6. 4 Ensuring that administrative procedures are kept current while following the Board's intent.

QI 7.2 Keeping the Board informed about Division operations, challenges, and celebrations.

QI 8.2 Demonstrating the achievement of key results identified in the Division's Strategic Plan and the Provincial Education Plan.

Presented by:

Amanda Kornaga, Superintendent of Schools

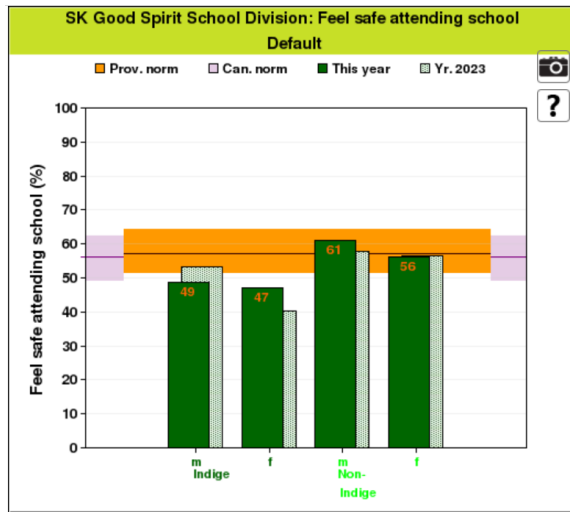
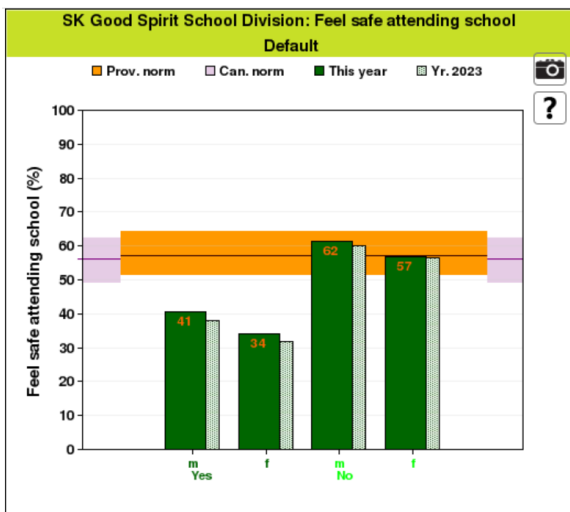
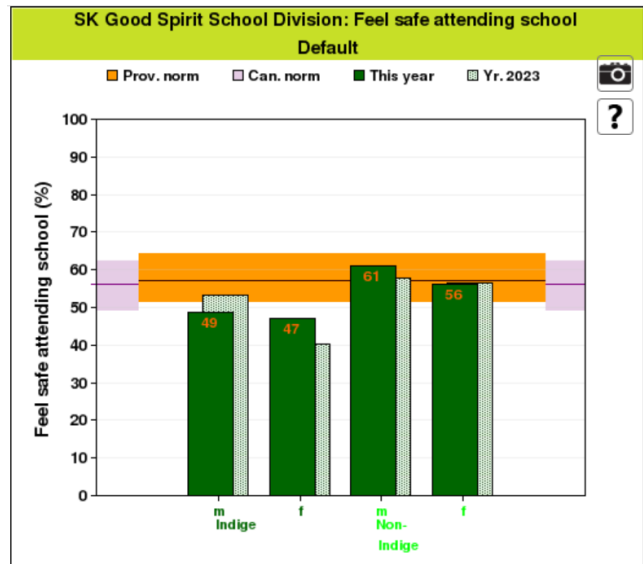
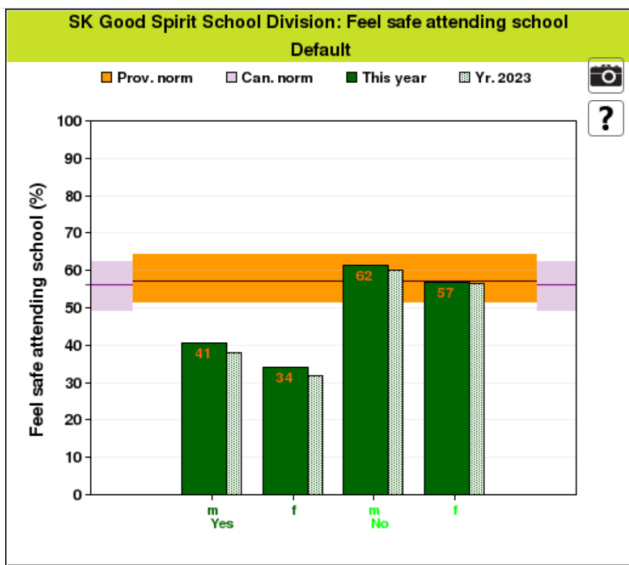
Key Measures:

- Our School Data
- Attendance

Targets:

- The percentage of students who report feeling a sense of belonging and safety at school will increase each year.

Data:



Key Strategies Employed:

- Updated AP's 170 & 172
- Support of GSA's
- Presentations on the power of words
- The student-led conference model has shifted as a means of improving family engagement. (options for phone calls, face-to-face, family fun nights etc.)
- Administrators have been encouraged to facilitate trauma-integrated walk-throughs with the different stakeholders to their building.
- The Indigenous Advisory Committee is a partnership between leaders from neighbouring First Nations, the Métis Nation and GSSD. The committee works to identify trends/patterns, and risk factors in communities.
- MHCB is supporting the grade nine, twelve and mental health 30 students. They are using the Know Before You Go Curriculum to support their work.
- Recruiting, retaining, and promoting employees based on merit consistent with the Human Rights Code, and the Truth and Reconciliation Commission of Canada: Calls to Action.
 - Partnership with FNUC
 - HR / Super of Ind Ed presentations to universities

- Designated roles have been developed (ICW, ISSL)
- Staff Professional Development
 - Continuing Your Journey to Becoming an Anti-racist Educator
 - Tanya McCullum presentations to ISSL's and ICW's
- Reporting on Treaty Outcomes
- The GSSD curriculum team are working alongside Dr. George Georgia and Dr. Mathew Kierstead from the U of A to implement a structured literacy approach and assessment that is responsive to the Saskatchewan Human Rights Students Right to Read report.

Future Strategies:

- To align with the Government's Accessibility Plan which outlines seven key goals, and 28 actions aimed at improving the accessibility of government services, the division will be creating their own document to support their areas in all GSSD facilities.
- A student senate is currently being developed. This will provide students with a platform to share concerns, advocate for needs, and serve as a reference forum for the director.

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					
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	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
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.

Recommended Decision/Motion:

“That the Board approve the accountability report on Promoting Equity, Diversity and Inclusion in GSSD Schools and acknowledge the report met the requirements of QIs 1.1, 1.6, 2.6, 3.1, 6.4, 7.2 and 8.2, based on the evidence within the report.”

Respectfully submitted,

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