

*Prairie South Schools*  
**BOARD OF EDUCATION**

NOVEMBER 4, 2014  
11:00 a.m. – 4:00 p.m.  
Central Office, 15 Thatcher Drive, Moose Jaw

**AGENDA**

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
  - 1.1 Board Update on CUPE Negotiations**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
  - 5.1. Notice of Motion: Council of Ministers of Education (Decision)**
  - 5.2. Notice of Motion: Professional Development Expenditures (Decision)**
  - 5.3. Board Handbook Policy No 8 Revision (Decision)**
  - 5.4. Standing Committee Members (Discussion)**
  - 5.5. Board Meetings and Board Planning Meetings Updated (Decision)**
  - 5.6. Accountability Report: Higher Literacy and Achievement (Decision)**
  - 5.7. Out of Province Excursion: A E Peacock Collegiate (Decision)**
  - 5.8. Out of Province Excursion: Lindale School (Decision)**
  - 5.9. Appointment of Members to Caronport Elementary School's SCC (Decision)**
  - 5.10. Appointment of Member to Kincaid Central School's SCC (Decision)**
  - 5.11. Sale of Surplus Land (Decision)**
  - 5.12. Monthly Reports (Decision)**
    - 5.12.1. Substitute Usage Report**
    - 5.12.2. Tender Report**
    - 5.12.3. Suspensions**
- 6. Delegations and Presentations**
  - 6.1 Theresa Gillis re: Transportation (via telephone conferencing) (11:45 a.m.)**
  - 6.2 High Literacy and Achievement Committee Live Action Report (1:00 p.m.)**
- 7. Committee Reports**
  - 7.1. Standing Committees**
    - 7.1.1. Higher Literacy and Achievement**
    - 7.1.2. Equitable Opportunities**
    - 7.1.3. Smooth Transitions**
    - 7.1.4. Strong System-Wide Accountability and Governance**

- 7.1.5. Advocacy and Networking
- 7.1.6. Rural Catchment and Transportation
- 7.1.7. South Hill

**8. Information Items**

**8.1. Inquiry from Previous Meeting**

- 8.1.1. To circulate a policy change regarding not allowing oversized bags on PSSD buses from June 5, 2014. I would request that this change be forwarded to SSWAG Committee for their perusal.  
- Crabbe

**8.2. FTE Report**

**8.3. Proposed SSBA Bylaw Amendments and Resolutions Package**

**8.4. Saskatchewan Rivers Public School Division: SSBA Resolution for Annual General Assembly**

**8.5. Ministry of Education: The Prince of Wales and Duchess of Cornwall Fund Recipient**

**8.6. Public Section: Minutes of September 24, 2014 Executive Meeting**

**9. Celebration Items**

**10. Identification of Items for Next Meeting Agenda**

**10.1. Notice of Motions**

**10.2. Inquiries**

**11. Meeting Review**

**12. Adjournment**

**MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 15 Thatcher Drive East, Moose Jaw, Saskatchewan on OCTOBER 7, 2014 at 10:30 a.m.**

Attendance: Mr. D. Crabbe; Mr. S. Davidson; Mr. R. Gleim; Mr. A. Kessler; Mr. T. McLeod, Mr. J. Radwanski, Mr. B. Swanson; Mrs. G. Wilson, Mr. L. Young; T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; J. Mann, Executive Assistant; D. Briggs, Communications Co-ordinator

Regrets:

Presentations: 2:00 p.m. 6.1 Mike and Lesley Camphaug, Re: Transportation

Motions:

- |                 |   |         |
|-----------------|---|---------|
| 10/07/14 – 2221 | That the meeting be called to order at 11:08 a.m.<br>- Davidson   | Carried |
| 10/07/14 – 2222 | The following items were added to the agenda:<br>5.9 – September 30 student enrolments<br>That the Board adopt the agenda as amended.<br>- Swanson  | Carried |
| 10/07/14 - 2223 | That the Board adopt the Minutes of the Organizational Meeting of September 2, 2014 as presented.<br>- Crabbe   | Carried |
| 10/07/14 – 2224 | That the Board adopt the Minutes of the regular meeting of September 2, 2014 as presented.<br>- Young   | Carried |
| 10/07/14 – 2225 | That the families at Fife Lake will only be authorized to be transported on one bus, either to Coronach School or Rockglen School.<br>- Gleim   | Carried |
| 10/07/14 – 2226 | That the Board deny the Transportation Catchment Area Application from Brent and Jolyn Tremblay.<br>- Crabbe  | Carried |
| 10/07/14 – 2227 | That in regards to the SSBA Fall General Assembly, voting ballots be divided equally among trustees attending the meeting and that the Board Chair be designated to pick up the ballots.<br>- Young | Carried |
| 10/07/14 – 2228 | That the Board appoint Kristin McCuaig to Bengough's School Community Council term ending 2015/2016.<br>- Kessler   | Carried |

10/07/14 – 2229      That the Board approve the sale of parcel 105188968 for \$50 and approve the transfer of parcel 105152509 to the adjacent land owner who has been paying taxes on the land.  
- Gleim      Carried

10/07/14 – 2230      That the Board accept the monthly reports as presented.  
- McLeod      Carried

That the Board break at 11:46 a.m.

That the Board will reconvene at 1:00 p.m.

That the Board reconvened at 1:03 p.m.

### **Committee Reports**

#### **Standing Committees:**

##### *Higher Literacy & Achievement*

- No report given
- Next meeting will be October 15th

##### *Equitable Opportunities*

- The committee provided an update on the Practical and Applied Arts Project 2014-15 Strategic Plan, available here ([https://www.prairiesouth.ca/document-area/doc\\_download/5516-paa-2014-15-strategic-plan.html](https://www.prairiesouth.ca/document-area/doc_download/5516-paa-2014-15-strategic-plan.html)).

##### *Smooth Transitions*

- The committee met on September 16th and primarily discussed the Prekindergarten transportation notice of motion that was presented today.
- Before they move forward, they are seeking more clarification and are touching base with Kids First to get more information.

##### *Strong System-Wide Accountability and Governance*

- No report given

##### *Advocacy and Networking*

- No report given

##### *Rural Catchment and Transportation*

- The committee met recently to discuss a variety of recommendations that came to the Board today.

##### *South Hill*

- The committee met on September 22<sup>nd</sup> and focused on bringing the new Director of Education up to speed on the South Hill project, including the various initiatives that have taken place to date.
- The committee is looking forward to further dialogue with the board as a whole at an upcoming planning meeting.
- The committee would also like to note that all three South Hill Schools had enrolment increases this September, there are healthy numbers on South Hill as the population and housing market continues to grow in that area.

**Notice of Motions**

10/07/14 - 2231 That Administration prepares a summary report for the Board of the recent Council of Ministers of Education (CMEC) national assessment; such report to include detailed Saskatchewan results in a comparative format.  
- Swanson

10/07/14 - 2232 That the Board receive a report detailing PSSD Professional Development expenditures (actual 2013-2014 and budgeted 2014-2015) categorized by SCC, CUPE, Board, STF, and LEADS.  
- Swanson

**Inquiries**

To circulate a policy change regarding not allowing oversized bags on PSSD buses from June 5, 2014. I would request that this change be forwarded to SSWAG Committee for their perusal.  
- Crabbe

**Motions**

10/07/14 - 2233 That the Board goes into closed session at 2:18 p.m. Carried  
- McLeod

10/07/14 - 2234 That the Board reconvened in open session at 2:41 p.m. Carried  
- Swanson

10/07/14 - 2235 That the Board requests for transportation not be provided for Mike and Leslie Camphaug Carried  
- Swanson

**Adjournment**

10/07/14 - 2236 That the meeting be adjourned at 2:42 p.m. Carried  
- Kessler

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Shawn Davidson  
Chair

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B. Girardin  
Superintendent of Business and Operations

**Next Regular Board Meeting:**

Date: November 4, 2014  
Location: Central Office, Moose Jaw



# AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.1
<b>Topic:</b>	<b>Notice of Motion: Council of Ministers of Education (CMEC) National Assessment</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

That Administration prepares a summary report for the Board of the recent Council of Ministers of Education (CMEC) national assessment; such report to include detailed Saskatchewan results in a comparative format.  
- Swanson

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	October 15, 2014	

***Recommendation:***





# AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.2
<b>Topic:</b>	<b>Notice of Motion: Professional Development Expenditures</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** That the Board receive a report detailing PSSD Professional Development expenditures (actual 2013-2014 and budgeted 2014-2015) categorized by SCC, CUPE, Board, STF, and LEADS.  
- Swanson

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	October 15, 2014	

**Recommendation:**



## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.3
<b>Topic:</b>	<b>Board Policy No 8 Update</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:** The Board has directed that Board Policy No 8 be updated for consideration of the Board at the November 4, 2014 meeting.

**Current Status:** The Board Policy Handbook currently includes a policy, Board Policy No 8, that outlines committee structures and mandates in Prairie South.

**Pros and Cons:** Proposed revisions to Board Policy No 8 more closely reflect the current Rural Catchment and Transportation Committee structure and articulate the will of the Board related to the South Hill Initiative Committee and a committee with an expanded mandate of Moose Jaw Issues.

**Financial Implications:**

**Governance/Policy Implications:** Board Policy No 8 defines the work of Board Committees in Prairie South.

**Legal Implications:** Board Policy provides a legal framework for the work of the Board.

**Communications:** Changes to policy should be articulated to staff and the public.

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	October 25, 2014	Board Policy No 8 (Revised)

***Recommendation:***

That the Board adopt Board Policy No 8 (Updated November 4, 2014) and direct that it replace the current policy in the Board Policy Handbook.

### BOARD COMMITTEES

The Board may establish committees to assist with its work. Committees may be standing or ad hoc in nature.

At its annual Organizational Meeting, the Board shall establish such standing committees, and terms of reference for each, as it deems necessary. At any duly constituted meeting, the Board may establish standing or ad hoc committees, and terms of reference for each.

#### General Requirements

Subsequent to the establishment of committees, appointment of trustees to committees will be the responsibility of the Chair. Normally trustees serve on a maximum of two standing committees.

Committee Chairs will be determined by the Committee.

All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board. Reports shall be included in the board agenda package.

#### Standing Committees

Standing committees are established to assist the Board with work of an on-going or recurring nature. The Director of Education may assign staff to support the work of the committee. Committees shall not exercise authority over staff.

Committee work will be presented to the board by written report for decision, discussion or information.

#### 1. Higher Literacy and Achievement Standing Committee

##### 1.1 Membership

- Minimum of three, maximum of four trustees.

##### 1.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to increasing higher literacy and student achievement, promoting academic achievement for all students while closing achievement gaps.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division.
- To make recommendations to the Board relative to actions the Board may take to improve student learning and measurable student achievement within the Division.

### 1.3 Authority

- To make recommendations to the Board.

## 2. Equitable Opportunities Standing Committee

### 2.1 Membership

- Minimum of three, maximum of four trustees.

### 2.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to providing students with a safe and secure learning environment where everyone has the opportunity to maximize their potential regardless of socioeconomic status, gender, cultural or linguistic background, geographic location, personal circumstances or ability.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division and which would assist in achieving this goal.
- To make recommendations to the board relative to actions the Board may take to advance equitable opportunities in Prairie South.

### 2.3 Authority

- To make recommendations to the Board.

## 3. Smooth Transitions Standing Committee

### 3.1 Membership

- Minimum of three, maximum of four trustees.

### 3.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to promoting conditions where students are ready to enter kindergarten and progress successfully through school and be prepared to pursue further education or enter the workforce when they graduate.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in Prairie South and which would advance the Division's smooth transitions goal.
- To make recommendations to the board relative to actions the Board may take to advance smooth transitions in Prairie South.

### 3.3 Authority

- To make recommendations to the Board.

## 4. Strong System-Wide Accountability and Governance Standing Committee

### 4.1 Membership

- Minimum of three, maximum of four trustees.

#### 4.2 Terms of reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to community engagement, public accountability, stewardship, the advancement of public education including effective utilization of: human resources, finance, transportation, and facilities.

### 5. Advocacy and Networking Standing Committee

#### 5.1 Members

- Minimum of three, maximum of four trustees.

#### 5.2 Terms of Reference

- To examine issues related to advocacy and networking.
- To draft the Board annual advocacy plan for consideration by the Board.
- To monitor the implementation of the Board's annual advocacy plan
- To annually assess the effectiveness of the Board's advocacy plan.
- To research effective advocacy plans and actions taken by other divisions.

#### 5.3 Authority

- Make recommendations to the Board.

### 6. Rural Catchment and Transportation Standing Committee

#### 6.1 Membership

- Trustees from subdivisions 1, 2, 3, 4, and 5

#### 6.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to rural transportation.
- To examine possible alternatives which may be considered or that others have successfully taken which might be appropriate for implementation in Prairie South and which would enhance rural transportation service to children, families and schools.
- To make recommendations to the Board relative to actions the Board may take to enhance transportation services in Prairie South.

#### 6.3 Authority

- To make recommendations to the Board.

### 7. Urban Opportunities Standing Committee

#### 7.1 Membership

- Trustees from subdivision 6.

#### 7.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues specific to schools and learning in the city of Moose Jaw.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in Prairie South and which would advance services to students, families, and schools in the city of Moose Jaw.
- To make recommendations to the board relative to actions the Board may take to advance opportunities for students in an urban setting in Prairie South.

### 7.3 Authority

- To make recommendations to the Board.

## Committees of the Whole

The Board may, from time to time, assign responsibility to the committee of the whole.

1. Membership
  - All trustees
2. Terms of reference
  - To provide a forum for trustees to engage in planning sessions related to issues such as, but not restricted to, finance, facilities, special projects and the Education Sector Strategic Plan.
3. Authority
  - To make recommendations to the Board.
4. Meetings
  - As determined by the Board.

The Board has structured two committees of the whole, Audit and Facilities, as follows:

### 1. Audit Committee

- To serve as the audit committee for the board.  
The Audit Committee will lead the external audit function and act as a conduit between the Auditor and the Board.
- Pre-Audit
  - Provide for proposals for audit services as required and recommend the appointment of external auditors and the audit fees.
  - Recommend on any question of resignation or dismissal of the external auditors.
  - Review the auditor's proposed audit scope and approach.
  - Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the Division, including non-audit services, and discussing the relationship with the auditors.

- Plan with the auditor for additional or specific focus services.
- **Post-Audit**
  - Review with the external auditors and management the results of the audit.
  - Review the external auditor's Management Letter and correspondence attached to the annual statement.
  - Review the effectiveness of the Committee and recommend any proposed changes to the Board.
  - The Committee shall report to the Board the results of the audit and its recommendation for the audited financial statements.

The Audit Committee has authority to:

- Meet with external auditor or auditor candidates.
- Meet with the Director of Education, Superintendent of Business and Operations and/or the Accounting Manager as deemed necessary.
- Seek advice of other professionals as deemed necessary and within Committee budget.
- Report to the Board with regard to any matters within its mandate.

The Board shall meet with the external auditors prior to the start of the annual audit and shall meet with the external auditors upon completion of the Annual Financial Statement. To make recommendations to the Board in all matters other than when serving as the audit committee.

## 2. Facilities Utilization Committee

### Strategic focus

- Determine current realities in Prairie South related to enrollment, program location, office locations(s), demographics, city planning and other factors.
- Determine the variables the division will focus on.
- Make educated, dependable and responsible decisions to address the division's existing issues.
- Provide alternate proposals for the Ministry of Education to satisfy projected city development and other societal issues.

## **Ad Hoc Committees**

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.

Each ad hoc committee, at the conclusion of its work, shall present a written report to the Board. Unless otherwise directed by the Board, ad hoc committees are dissolved as soon as they have reported to the Board.

The Director of Education shall attend meetings of ad hoc committees.



## **Resource Personnel for Committees**

The Director of Education may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Reference: Sections 85, 106 of the Education Act

November 4, 2014

DRAFT



## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.4
<b>Topic:</b>	<b>Board Standing Committee Appointments</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:**

In respect to Policy 8: the appointment of trustees to committees will be by the responsibility of the Chair. Normally trustees serve on a maximum of two standing committees. A list of current standing committee members is attached.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Shawn Davidson	October 23, 2014	2013-2014 Standing Committee Members

***Recommendation:***

# **STANDING COMMITTEES**

## **2013-14**

### **Higher Literacy and Achievement**

Lew Young (Chair)  
Al Kessler  
Tim McLeod  
Giselle Wilson

### **Rural Catchment and Transportation**

Shawn Davidson (Chair)  
Giselle Wilson  
Ron Gleim  
Al Kessler  
Vacant

### **Equitable Opportunities for Students**

Vacant (Chair)  
Al Kessler  
Jan Radwanski  
Lew Young

*2014-15 Committees to be Determined*

### **Smooth Transitions**

Giselle Wilson (Chair)  
Vacant  
Tim McLeod  
Jan Radwanski

### **Strong System-Wide Accountability and Governance**

Darrell Crabbe (Chair)  
Shawn Davidson  
Ron Gleim  
Brian Swanson

### **Advocacy, Networking (and AME)**

Darrell Crabbe (Chair)  
Shawn Davidson  
Ron Gleim

### **South Hill Initiative**

Jan Radwanski (Chair)  
Darrell Crabbe  
Tim McLeod  
Brian Swanson

## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.5
<b>Topic:</b>	<b>Dates of Regular Board Meetings and Planning Meetings - Revised</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:** Under Board Policy Handbook Policy 2 the Board sets an annual work plan. This plan includes scheduled dates for regular Board meetings and planning meetings. Attached is a schedule of these meetings for 2014-15.

**Current Status:** The Board approved the schedule at the June, 2014 meeting however there are a few changes that should be made. All changes are highlighted in the attachment.

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	October 17, 2014	Proposed Dates of Regular Board Meetings and Planning Meetings

***Recommendation:***

That the Board approve the revised schedule of Regular meetings dates and planning meetings for the 2014-15 year as presented.

# **BOARD MEETINGS AND BOARD PLANNING MEETINGS**

**2014-2015**

<b>September</b>	<ul style="list-style-type: none"><li>• Regular and Organizational Meeting: September 2</li><li>• Planning Meeting: September 16</li><li>• Accountability Report: Learning Improvement Plans</li></ul>
<b>October</b>	<ul style="list-style-type: none"><li>• Regular Meeting: October 7</li><li>• Planning Meeting: October 21</li></ul>
<b>November</b>	<ul style="list-style-type: none"><li>• Regular Meeting: November 4</li><li>• Accountability Report: Higher Literacy &amp; Achievement</li><li>• Special Meeting &amp; Planning Meeting: November 25 to approve the Audited Financial Statement and Annual Report</li></ul>
<b>December</b>	<ul style="list-style-type: none"><li>• Regular Meeting: December 2</li><li>• Accountability Report: Human Resources</li></ul>
<b>January</b>	<ul style="list-style-type: none"><li>• Regular Meeting: January 6</li><li>• Accountability Report: Equitable Opportunities</li><li>• Accountability Report: Facilities</li><li>• Accountability Report: PAA Enhancement Project</li><li>• Accountability Report: 1<sup>st</sup> Quarter – Business</li><li>• Planning Meeting: January 20</li></ul>
<b>February</b>	<ul style="list-style-type: none"><li>• Regular Meeting: February 3</li><li>• Accountability Report: Strong System-Wide Accountability &amp; Governance</li><li>• Accountability Report: Student Support</li><li>• Accountability Report: Transportation</li><li>• Planning Meeting: February 24</li></ul>
<b>March</b>	<ul style="list-style-type: none"><li>• Regular Meeting: March 3</li><li>• Accountability Report: Smooth Transitions/Early Learning</li><li>• Planning Meeting: March 24</li></ul>
<b>April</b>	<ul style="list-style-type: none"><li>• Regular Meeting: April 14</li><li>• Accountability Report: 2<sup>nd</sup> Quarter – Business</li><li>• Accountability Report: Nutrition</li><li>• Annual Meeting of Electors: April 14</li><li>• Planning Meeting: April 21</li></ul>
<b>May</b>	<ul style="list-style-type: none"><li>• Regular Meeting: May 5</li><li>• Budget Approval</li><li>• Accountability Report: SCC's</li><li>• Accountability Report: Grade 8 &amp; 9 Retention</li><li>• Planning Meeting: May 26</li></ul>
<b>June</b>	<ul style="list-style-type: none"><li>• Regular Meeting: June 2</li><li>• Accountability Report: 3<sup>rd</sup> Quarter – Business</li><li>• Accountability Report: Communications</li></ul>

## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.6
<b>Topic:</b>	<b>Accountability Report: Higher Literacy and Achievement</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:**

According to the yearly work plan of the Board of Education an accountability report regarding Higher Literacy and Achievement is to be presented to the Board in November of each year.

Please see the attached Higher Literacy and Achievement Accountability Report.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Lori Meyer	October 20, 2014	Higher Literacy and Achievement Accountability Report

***Recommendation:***

That the Director of Education accountabilities mandated in the source documents cited in the Higher Literacy and Achievement Report have been fully met.

## 2013-2014 Higher Literacy and Achievement Accountability Report

Prepared by: Lori Meyer, Superintendent of Learning

### Source Documents

- The Board's role as outlined in Policy 2:  
Annually review the effectiveness of the School Division in achievement of student learning (student learning accountability report).
- The director's role description as outlined in Policy 12:
  1. (Learning Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
  2. (Learning Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
  3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

### Evidence

- The division gathers grade 1 to 4 reading data twice per year. Grade 4 data was collected for the first time in June 2014. These data are used to assess student progress and provide a snapshot of information to guide appropriate interventions and supports.
- Our grade 1 to 4 teachers use the Fountas and Pinnell Reading Benchmark System which is considered the gold standard in literacy instruction and staff development. Each student is individually assessed and results indicate their performance in fluency and comprehension.
- Our grade 5 to 12 teachers will use the Basic Reading Inventory. Each student is individually assessed and results indicate their performance in accuracy and comprehension.
- The division goal for 2013-2018

***90% of Prairie South students in grades 1-12 will  
comprehend at grade level what they read.***

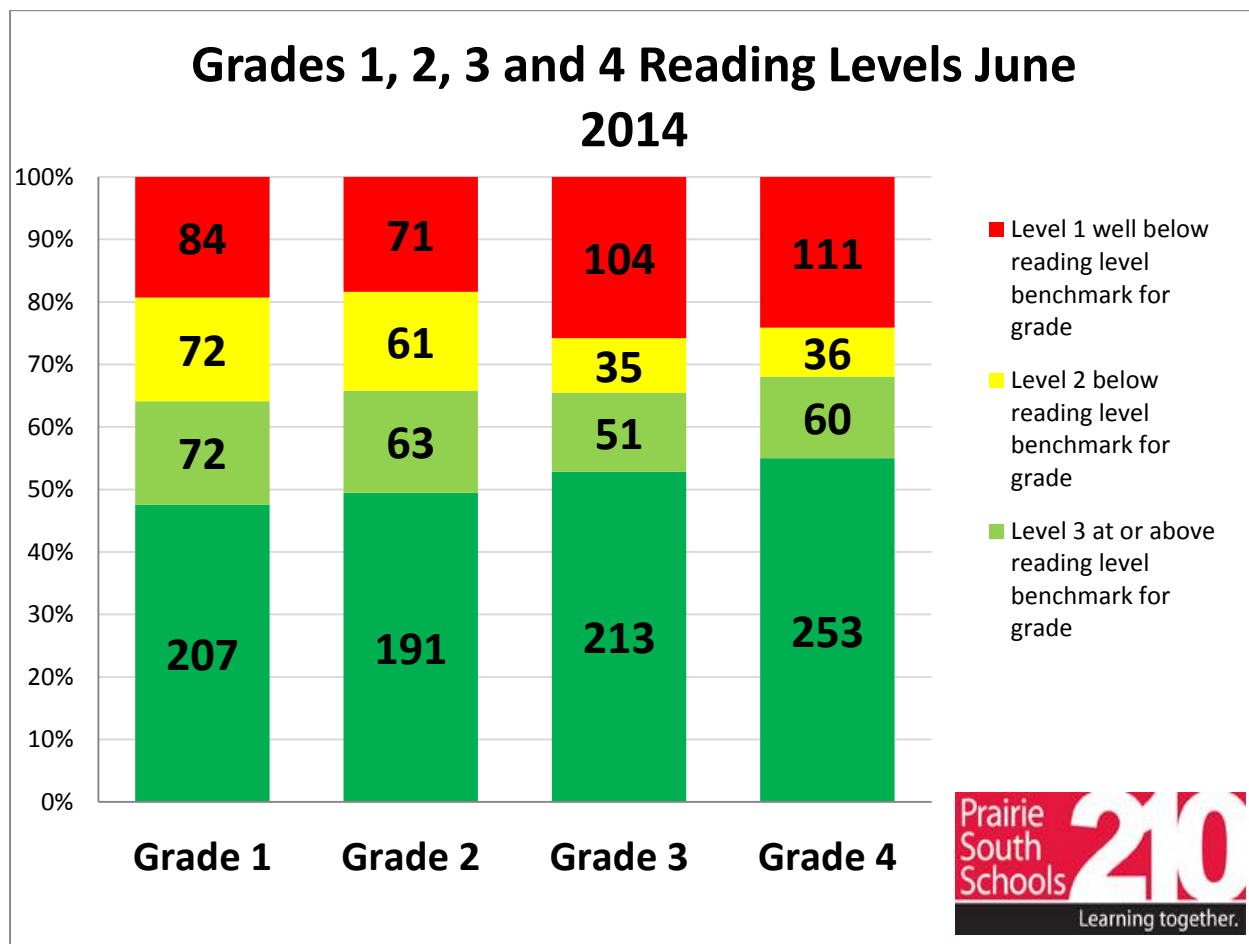
*\*\* exclusions are rare and are based on EAL levels and IIP goals. Please consult with Learning Support Team before excluding any students*



\*\*\*Kindergarten students are not formally assessed however the critical building blocks to reading are addressed in the Kindergarten program. Please consult the Learning Support Team or Early Learning Consultant if more information is needed on how to address oral language and early literacy skills in Kindergarten

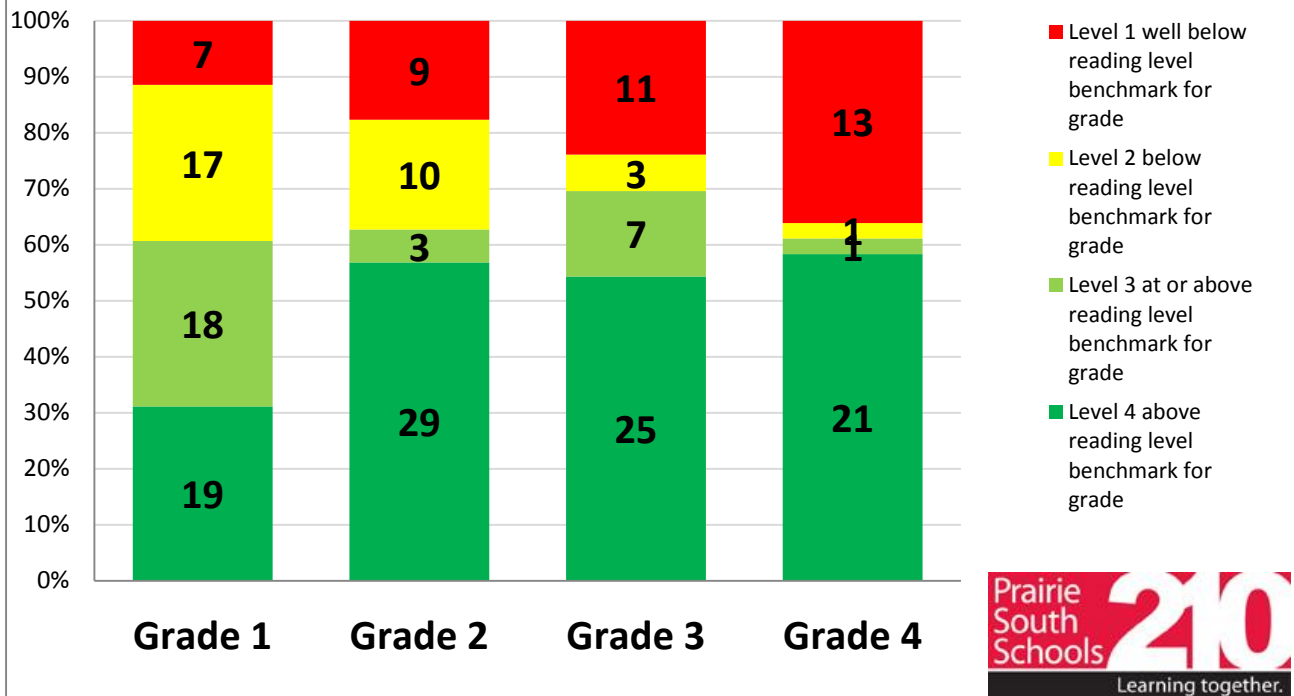
\*\*\* includes French Immersion students assessed in French to grade 6 and then in English from 7-12.

- Ministry of Education Goal 2014-2020:
  - 80% of students at grade level in reading, writing and math.



GRADE	1	2	3	4	Total
Students included	421	375	388	445	1629
Students not participating	9	1	2	2	14
<b>Total</b>	430	376	390	447	1643

### French Immersion Students Grades 1, 2, 3 and 4 Reading Levels June 2014



GRADE	1	2	3	4	Total
Students included	61	51	46	37	195
Students not participating	0	0	0	1	1
<b>Total</b>	61	51	46	36	195

### Administrative Issues

- The movement towards Reading as a strategic goal is timely as the ministry also pushes forward with literacy and reading as a provincial target in the Sector Plan.
- In August 2014 all teachers received instruction in teaching reading comprehension strategies. A satisfaction survey indicated that 93% of respondents felt the information was pertinent and valuable to their work. 96% felt confident in delivering reading comprehension instruction in their classrooms.
- In April of 2014 a volunteer team of middle years teachers formed our Middle Years Reading Group. This group selected the Basic Reading Inventory as the tool we will use. They refined the wording of the goal. In September they assisted in teaching the grade 5 and 6 teachers how to use the BRI. They will assist in development of three more professional learning sessions (half days) for the grade 5 and 6 teachers this year.

- Each school has at least one Levelled Literacy Intervention Kit as a tool to provide support for struggling readers. This year we will begin to track progress of struggling readers based on the use of this tool.

## **Governance Implications**

- That the board continue to support the work of the Higher Literacy and Achievement Committee in the development and implementation of the 5 year Reading Goal and plans.



## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.7
<b>Topic:</b>	<b>Out of Province Excursion: A E Peacock Collegiate</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Peacock Collegiate's Overnight Excursion/Outdoor Education request to Medicine Hat, AB is attached.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	October 15, 2014	Peacock's Overnight Excursion

***Recommendation:***

That the Board approve Peacock Collegiate's overnight excursion to Medicine Hat, AB as per the outline provided.

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher: Bryan Adams / Dustin Swanson	School: Peacock Collegiate
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> <u>Extra-Curricular</u> Sr. Boys Basketball <input type="checkbox"/> High Risk Activity _____	
Grade Level: 10-12	Number of Students: 12
Destination: Medicine Hat	Trip Date: Friday, January 30 / Sat. Jan 31
Number of School Days (Partial/Full): N/A	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input type="checkbox"/> Travel by Car/Van (List names of drivers): Bryan Adams, Lorne Polupski, TBD _____	
Number of Teachers, Parents, Chaperones:	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

<b>B. SAFETY GUIDELINES</b>
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated. <input checked="" type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input checked="" type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. <input checked="" type="checkbox"/> Male and Female Chaperones for a co-ed activity. <i>N/A</i>

<b>C. BUDGET</b>
❖ Anticipated Budget <u>\$ 1800.00</u> ❖ Description of Funding Sources <u>DPS &amp; out of pocket</u> ❖ Out of Pocket Cost per Participant <u>\$60 - \$85</u>

**SECTIONS D, E and F MUST BE COMPLETED FOR ALL CURRICULAR EXCURSIONS**

**D. LEARNING OBJECTIVES**

This tournament provides the team a chance to play in a high caliber tournament against teams not normally played each year. Traditionally the AEP boys senior team has travelled to participate in this prestigious tournament. It also provides an opportunity for the team to see a college level basketball game and tour Medicine Hat College.

**E. LEARNING ACTIVITIES** *(Outline prior training for outdoor education and high risk activities)*

Compete in high caliber basketball tournament.

Tour Medicine Hat College

Watch college level basketball game together.

**F. SCHEDULE OF ACTIVITIES**

Travel to Medicine Hat using parent drivers late on Thursday January 29<sup>th</sup> or Friday, January 30.  
Compete in two days of competition. Return home on Saturday January 31 or Sunday, February 1<sup>st</sup>.  
Leaving is dependent upon weather and tournament draw.

Teacher Signature

Principal Signature

Date

Date

Director/Superintendent Signature

Request Approved

Request Denied





## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.8
<b>Topic:</b>	<b>Out of Province Excursion: Lindale School</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Lindale School's Overnight Excursion/Outdoor Education request to Asessippi, MB is attached.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	October 21, 2014	Lindale's Overnight Excursion

***Recommendation:***

That the Board approve Lindale School's overnight excursion to Asessippi, MB as per the outline provided.

Oct. 17, 2014

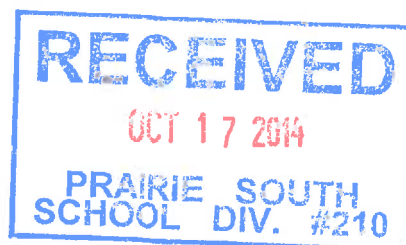
To Whom It May Concern:

Attached is my proposal for the Grade 8 Asessippi trip I take the Grade 8's on annually in February. I am sending it in now as I need to confirm bookings for the trip as soon as possible. Starting the process earlier will give me more preparation time after approval.

Thank you for your consideration.

Sincerely,

Marie Fish





# Prairie South School Division No. 210

15 Thatcher Drive East  
Moose Jaw, SK S6J 1L8

Phone: (306) 694-1200 Fax: (306) 694-4955  
Outside the Moose Jaw Area: 1-877-434-1200

[www.prairiesouth.ca](http://www.prairiesouth.ca)

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Marie Fish,	School: Lindale School
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity _____	
Grade Level: 8	Number of Students: 40
Destination: Asessippi Ski Resort	Trip Date: Feb. 24-26, 2015
Number of School Days (Partial/Full): 2 full days	
Transportation:    Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: __chartered bus Travel by Car/Van (List names of drivers):    __undetermined at this point _____	
Number of Teachers, Parents, Chaperones: 7	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input checked="" type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input checked="" type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated. <input checked="" type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input checked="" type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. <input checked="" type="checkbox"/> Male and Female Chaperones for a co-ed activity.

C. BUDGET
❖ Anticipated Budget _____ attached ❖ Description of Funding Sources ____ See attached under Proposed Expenses ❖ Out of Pocket Cost per Participant - none

**SECTIONS D, E and F MUST BE COMPLETED FOR ALL CURRICULAR EXCURSIONS**

**D. LEARNING OBJECTIVES**

As Attached

**E. LEARNING ACTIVITIES** *(Outline prior training for outdoor education and high risk activities)*

a) Pre-Excursion Learning

b) Excursion Learning

As Attached

c) Post-Excursion Learning

**F. SCHEDULE OF ACTIVITIES**

As Attached

Maree Fish  
Teacher Signature

Oct. 17 /14  
Date

[Signature]  
Principal Signature

Oct 17/14  
Date

D. Husch  
Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

**Grade 8 Winter Alternate Environment Activity Proposal**  
**Teachers : Marie Fish**

As part of the Alternate Environment Activities within the Grade 8 Outcomes Movement Activities Focus, I would like to plan 3-day, 2-night excursion for all the grade 8 students to Asessippi Ski Resort and Winter Park from Tuesday, Feb. 24 to Thursday, Feb. 26, 2015. There are approximately 40 students involved as well as parent and teacher chaperones.

Marie Fish

**Outcomes**

**Physical Education**

**8.8 – Alternate Environment Activities**

**Apply and adapt selected activity – related skills (*e.g., turning, balancing, snow ploughing,*) and strategies required for participation in alternate environment activities (*eg. downhill skiing, tobogganing,*).**

**Indicators**

- a. **Willingly participates in the alternate environment activities of downhill skiing and tobogganing focusing on developing the skills that are unique to these activities.**
- b. **Apply self, peer, and/or teacher-determined adaptations to skill performance in downhill skiing to support participation and/or skill development of self and others.**
- c. **Determine and practice skills required to enhance enjoyment of movement in downhill skiing.**

**Assessment**

**Formative**

- **Each student is required to take a lesson on the first morning of skiing. 5 – 6 qualified instructors group the students according to their experience and whether they are skiing or snowboarding. The instructors do a pre-assessment of each student in their group for their current ability level. They then teach the students according to what the students' weaknesses are from the pre-assessment.**

**Summative**

- **At the end of the first lesson, the students are assessed again for level of competence. Each student is given a lift pass according to the competence level. This pass will only allow them to go on certain lifts as there are 4 lifts in Asessippi, each with varying degrees of difficulty. The student will only be allowed to use lifts with runs at their competency level.**
- **At any time in the 2 days we are skiing, the students can set up an appointment with their instructor to be re-evaluated. If they have improved, they are given a different pass accordingly.**

## Health

**USC8.1 – Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.**

### Indicators

- a. Recognize times and situations in which others might appreciate help.**

### Assessment

#### **Formative**

- **Packing and Unpacking**  
Students are verbally instructed, monitored and given verbal feedback on their willingness to help.
- **Meals**  
Students are put into work groups for preparing for and cleaning up after meals. The groups decide on their individual tasks and are monitored and given feedback by chaperones during their tasks.
- **Setting up and Packing up sleeping areas**  
Each individual is responsible for preparing their sleeping area in the hall and cleaning up their area.
- **General Clean-up of Hall**  
All students are responsible for general clean-up of the hall on our last morning. Chaperones assess and give verbal feedback to help students get responsibilities done.

**USC8.6 - Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.**

### Indicators

- a. Investigate the connections between the health of the environment and the health of people.**
- b. Examine and appreciate the ways natural environments meet physical, aesthetic, and spiritual needs.**

### Assessment

#### **Formative**

- **Prior to the trip, students watch a DVD provided by Asessippi that deals with that deals with the expectations for taking care of the environment while students are at Assessippi. Discussion will follow.**
- **Throughout the trip, whole group discussions take place regularly about the importance of looking after our environment so activities like this can continue. Discussion also occurs around what is the environmental impact of skiing as compared to other outdoor activities.**

## **E. LEARNING ACTIVITIES**

### **a) Pre-Excursion Learning**

- i) Handout – School Trip Safety Guidelines by Canada West Ski Areas Association
  - includes what to wear, helmet safety, what to expect, Alpine Responsibility Code, safe use of the ski lifts, signage, and emergency situation protocol.
- ii) 2- DVD package – A Little Respect – Think First
- iii) Meal planning
- iv) Expectations of students for spending an extended time in a large group setting.
- v) Expectations for packing
- vi) Regular fitness activities associated with skiing/snowboarding in Phys. Ed.

### **b) Excursion Learning**

- i) Mandatory Ski lessons
  - Day 1 – Structured skill lessons and evaluations
  - Day 2 – opportunity to further their skill level with small group instruction on more challenging terrain than Day 1.
- ii) Presentation reviewing safety and ski hill etiquette by Asessippi instructors
- iii) Cooperation in a group setting
- iv) Meal preparation and clean-up
- v) Cooperative games

### **c) Post-Excursion Learning.**

- i) Student written evaluation/self-assessment
- ii) Review of basic movement patterns used and major muscle groups important for skiing/snowboarding.

## Grade 8 Winter Alternate Environment Activity Proposal

### Lindale School

The itinerary is as follows:

#### Tuesday, Feb. 24

3:00	Departure from Lindale
5:30	Supper break ( Western Pizza in Melville)
7:30 – 8:00	Arrival at Inglis Hall
8:00 – 9:30	Unpacking General meeting with students on responsibilities, rules, etc.
9:30 – 10:30	Planned activities
10:30	Bed preparation
11:00	Lights out

#### Wednesday, Feb. 25

7:00 – 8:30	Rise and Shine Breakfast
8:30	Depart for the hill
9:00 – 4:00	Skiing/Snowboarding Mandatory lesson to begin.
4:00 – 4:30	Return to Inglis Hall
4:30 – 6:30	Supper
6:30 – 10:30	Organized skits/activities Option to return to hill for night skiing
10:30	Bed preparation
11:00	Lights out



**Thursday, Feb. 26**

7:00 – 9:00

Rise and Shine  
Breakfast  
Pack up

9:00

Travel to the hill

9:30 – 4:00

Ski/Snowboard/tubing

4:00

Depart for home

6:00

Supper stop

8:00 – 8:30

Arrival back at Lindale

Chaperones will include myself, another teacher chaperone and 5-6 parent chaperones that will have costs covered. Any other parents that come will have to cover their own costs.

Marie Fish  
Excursion Organizer

## Proposed Expenses

### **I. Individual Cost per student**

2 night accommodation -	\$25.00
2 day lift passes -	- \$54.00
2 Day Skis, Boots, Helmet & Pole Rent	- \$40.50
Food Voucher (each day)	- \$11.00
 Total per student	 -\$130.50

### **I. Add Ons (Optional for students)**

Tubing Add On	- \$9.00
Board Boots Only (Per Day)	- \$10.00
Board Only (per day)	- \$15.25
Equipment Switch (by 1:00pm)	- \$ 5.00
Skis Only (per day)	- \$12.00

**Note:** Students who decide to take snowboarding lessons and then want to switch back to skis, will only be charged \$5.00 if the equipment is returned by 1:00 and \$10.00 if returned before the end of the day.

**Note:** Tubing is offered to students on the second day. Approximately one-third of the students will choose just to tube and not ski. The hill will reimburse our second day lift passes for those students.

**Note :** The rentals of equipment and helmets may not apply to some students as they bring their own equipment and helmet. In the past about one-quarter to one-third of our students have their own equipment.

### **2. Bus cost - \$3600**

This includes travel. Accommodations for 2 nights for the bus driver is extra.

### **3. Groceries – Breakfast - 2**

- lunch – 2

- supper – 1

- Cost approximately \$100

**Note:** To help cover costs for food, a meal plan is made and distributed to all parents. Any parents that are willing to donate food items communicate with me on which items they will donate. Whatever is left over is what I purchase. In the past, the response to this has been outstanding. I have not spent more than \$125 on groceries as the rest is generously covered by the parent donations.

Grand Total Projected cost –  $40 \times 130.50 + 3600 + 100 = \$8900$

### **General comments**

Throughout my teaching career, I have taken students to Mission Ridge Ski Resort, Ochapawaye Resort, White Track Resort and Asessippi. In my judgement, Asessippi stands out above the rest for the following reasons:

#### **1. SAFETY**

- Asessippi is the only resort that controls what lifts and runs the students are able to ski on. Many accidents occur while skiing when skiers choose runs that are above their level. At this resort, the students cannot go on the more difficult runs until they are ready which provides for a much safer and more positive experience for the students.

#### **2. Distance**

- With Asessippi being only 3.5 hours away from Moose Jaw, it is closer than both Table Mountain and Ochapawaye which cuts down on travel costs.

#### **3. Accommodations**

- With Inglis being only about 5 – 10 minutes away from the hill, the hall works as a perfect place for us to sleep and eat. We could not get accommodations that close to the hill for the same price at any other ski hill.

#### **4. Differentiation**

- With 4 chairlifts and a t-bar, the diversity of runs offered at Asessippi addresses the needs of all levels of skiers that a school group will bring on any ski excursion. There is safe runs and challenging runs for all levels of skiers. The mountains is the only other place where you can find such diversity.



## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.9
<b>Topic:</b>	<b>Appoint Members to Caronport Elementary's SCC</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Caronport Elementary has three vacancies on their School Community Council and has found three parents who are interested in fulfilling these SCC positions. Their names are Shawn Wheaton, term ending 2015/2016; Cora Lee Schulz, term ending 2014/2015 and Helen Drinkel, term ending 2014/2015.

**Current Status:** Caronport Elementary's SCC constitution allows for five members. At the present time, there are two members. With the addition of these three new members, the SCC is now full.

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Barbara Compton	October 16, 2014	

***Recommendation:***

That the Board approve and appoint Shawn Wheaton, Cora Lee Schulz and Helen Drinkel to Caronport Elementary's School Community Council with Shawn Wheaton's term ending 2015/2016; and Cora Lee Schulz and Helen Drinkel's terms ending 2014/2015.



## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.10
<b>Topic:</b>	<b>Appoint Member to Kincaid's SCC</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Kincaid has a vacancy on their School Community Council and has found a parent who is interested in fulfilling the SCC position. His name is Darryl Smith, term ending 2014/2015.

**Current Status:** Kincaid's SCC constitution allows for five members. At the present time, there are four members. With the addition of this new member, the SCC is now full.

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Barbara Compton	October 15, 2014	

***Recommendation:***

That the Board approve and appoint Darryl Smith to Kincaid's School Community Council term ending 2014/2015.





## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.11
<b>Topic:</b>	<b>Sale of Surplus Land</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

It was determined that there are a number of properties not used in the operations of the school division that are still owned by the school division. A decision was made to dispose of these properties.

**Current Status:**

There are five parcels for this meeting. We have offers to purchase parcel 105506388 in the RM of Sutton for \$50, parcel 105506366 in the RM of Sutton for \$75 and Parcel 104870011 in the RM of Waverly for \$50. There are two parcels where the surrounding land owner has been paying taxes on the surrounding land and the school site. They are parcel 150548294 in the RM of Mankota and parcel 105580717 in the RM of Willow Bunch.

**Pros and Cons:**

Pros:

- We dispose of five more pieces of land that are of no value or use to us.

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	October 24, 2014	N/A

***Recommendation:***

That the Board approve the sale of parcel 105506388 for \$50, parcel 105506366 for \$75 and parcel 104870011 for \$50 and approve the transfer of parcels 150548294 and 105580717 to the adjacent land owners who have been paying taxes on the land.



# AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	5.12
<b>Topic:</b>	<b>Monthly Reports</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

Attached are the following reports for Board approval:

1. Teacher Absences and Substitute Usage for the period September 29, 2014 – October 24, 2014.
2. Tender Report for the period September 26, 2014 - October 24, 2014
3. Suspensions Report

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen Ron Purdy Derrick Huschi	October 24, 2014	1. Teacher Absences and Substitute Usage 2. Tender Report 3. Suspensions Report

***Recommendation:***

That the Board accept the monthly reports as presented.

## Teacher Absences & Substitute Usage

Date Range:		September 29, 2014 to October 24, 2014			
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 8041.18 days
Compassionate Leave	17	1.83%	17	100.00%	0.21%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	15	1.61%	15	100.00%	0.19%
Court/Jury	0	0.00%	0	0.00%	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	4	0.43%	0.8	20.00%	0.05%
Extra/Co-curr Teach	37.35	4.02%	29.54	79.09%	0.46%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	1.5	0.16%	1.5	100.00%	0.02%
Illness - Teacher	202.89	21.83%	179.15	88.30%	2.52%
Illness - Long Term	154.64	16.64%	0	0.00%	1.92%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	117.2	12.61%	89.2	76.11%	1.46%
Medical/Dental Appt	125.24	13.48%	117.46	93.79%	1.56%
Noon Supervision Day	13	1.40%	12.77	98.23%	0.16%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	64.8	6.97%	58.7	90.59%	0.81%
PP Teacher	35.36	3.80%	28.81	81.48%	0.44%
Prep Time	55.5	5.97%	54.8	98.74%	0.69%
PSTA	0.6	0.06%	0.6	100.00%	0.01%
Rec. Of Service	31.8	3.42%	27.1	85.22%	0.40%
Secondment	2.9	0.31%	2.7	93.10%	0.04%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	15.82	1.70%	13.78	87.10%	0.20%
SOSO Meet/PD	14.71	1.58%	5.5	37.39%	0.18%
STF Business - Invoice	5	0.54%	5	100.00%	0.06%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	15	1.61%	14.8	98.67%	0.19%
<b>Total Absences</b>	<b>929.31</b>	<b>100.00%</b>	<b>674.21</b>	<b>72.55%</b>	<b>11.56%</b>

Teachers (FTE)  
423.22

# of teaching Days  
19

Possible Days  
8041.18

## **Tender Report for the period September 26, 2014 to October 24, 2014**

### Background:

- Board has requested a monthly report of tenders awarded which exceed the limits of Administrative procedure 513, which details limits where formal competitive bids are required. The procedure is as follows:
  - The Board of Education has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.
  - Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

### Current Status:

- There were no tenders awarded which exceed the limits of this policy for this period.



## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	8.1.1
<b>Topic:</b>	<b>Inquiry from Previous Meeting</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:**

The following inquiry was made at the October 7, 2014 regular Board meeting: To circulate a policy change regarding not allowing oversized bags on PSSD buses from June 5, 2014. I would request that this change be forwarded to SSWAG Committee for their perusal.  
- Crabbe

**Current Status:**

This inquiry will be on the November 24, 2014 SSWAG meeting agenda.

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	October 29, 2014	

***Recommendation:***





## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	8.2
<b>Topic:</b>	<b>FTE Report</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:**

The attached report shows the FTE totals by school year for Prairie South School Division. The first set of numbers is Pre-K to 12 and the second set is K-12 only. They include our home school and virtual school numbers.

There are three notes detailing when Pre-K classrooms were added and one which notes that the calculation of FTE's for home school students changed from .25 of an FTE for all students to .5 of an in school FTE for all home school students or .25 FTE for K and .5 for FTE grades 1-12.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	October 24, 2014	FTE Report

***Recommendation:***

Prairie South FTE Summary

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
FTE's Pre-K-12 PSSD	6,711.5	6,460.5	6,313.0	6,132.5	6,035.0	5,904.3	5,929.8	5,968.0	5,983.5
Associate Schools	509.5	488.0	468.0	436.5	427.0	435.0	448.5	415.0	412.0
Total	7,221.0	6,948.5	6,781.0	6,569.0	6,462.0	6,339.3	6,378.3	6,383.0	6,395.5

FTE'S K-12 PSSD	6,652.5	6,400.5	6,246.0	6,060.0	5,957.5	5,783.8	5,772.3	5,812.5	5,839.0
Associate Schools	509.5	488.0	468.0	436.5	427.0	435.0	448.5	415.0	412.0
Total	7,162.0	6,888.5	6,714.0	6,496.5	6,384.5	6,218.8	6,220.8	6,227.5	6,251.0

Note 1

Note 2

Note 3

Note 4

- Note 1                      Calculation of FTE's for home school changes from (.25 \* students) to (.25\*K)+(.5\*(1-12))
- Note 2                      Added on Pre-K classroom to King George and Assiniboia 7th
- Note 3                      Added Pre-K class to Empire, King George, Westmount, 2 at Sunningdale
- Note 4                      Added Pre-k class to Assiniboia 7th, Lafleche and 2 to Lindale

## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	8.3
<b>Topic:</b>	<b>Proposed SSBA Bylaw Amendments and Resolutions Package</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:** Materials provided by the SSBA in advance of the SSBA AGM on November 16-17.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	October 27, 2014	<ul style="list-style-type: none"> <li>2014 SSBA Resolutions Package</li> <li>2014 SSBA Position Statements</li> <li>Rules of Procedure</li> </ul>

***Recommendation:***

That the Board review the Proposed SSBA Bylaw Amendments and Resolutions Package.

**From:** Krista Lenius [<mailto:KLenius@saskschoolboards.ca>]  
**Sent:** October-27-14 10:31 AM  
**Subject:** Proposed Bylaw Amendments and Resolutions Package - 2014 AGM  
**Importance:** High



**THIS EMAIL IS SENT ON BEHALF OF THE RESOLUTIONS AND POLICY DEVELOPMENT COMMITTEE TO BOARD CHAIRS, DIRECTORS AND CHIEF FINANCIAL OFFICERS**

## **PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS PACKAGE – 2014 AGM**

**PLEASE PROVIDE A COPY OF THIS MEMORANDUM AND THE ATTACHMENTS TO ALL OF YOUR BOARD MEMBERS**

Please find attached:

1. The package of *“Proposed Bylaw Amendments and Resolutions”* to be presented by the Resolutions and Policy Development Committee at the Association’s Annual General Meeting on November 16-18, 2014. Each resolution has been categorized according to the Association Position Statement to which it relates.
2. *Position Statements*.
3. *Rules of Procedure* – [Please note that Sections 5 and 6 of Bylaw No. 12 deal with provisions relating to submission of resolutions after the deadline that has now passed, and with the presentation of additional resolutions from the floor].

**PLEASE NOTE: Accredited delegates are also reminded that they must be in attendance when a vote is taken in order for their ballot to be cast. The bylaws do not allow voting by proxy.**

- If an accredited delegate does not attend the AGM or unexpectedly must leave the AGM, the Chair or other authorized board member or official should speak to Krista Lenius to have the votes of the absent delegate reallocated to another board delegate(s). Please try to do this in advance of the start of the Resolutions portion of the AGM to avoid a delay in the proceedings.

*Krista Lenius*

Administrative Paralegal

Saskatchewan School Boards Association

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## **2014 ANNUAL GENERAL MEETING**

### **PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS**

**NOVEMBER 16-18, 2014**

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## BYLAW AMENDMENT

### Bylaw

14-01

**BE IT RESOLVED THAT Bylaw No. 4.1 Section 5(a) be amended by deleting “before noon of the first day” and substituting “within the first three hours of the opening” so the Bylaw will read as follows:**

- 5. Nominations shall be called for during the annual general meeting as follows:**
  - (a) for President and Vice-president, within the first three hours of the opening of the annual general meeting, and the election to occur no earlier than 24 hours following the call for nominations.**

**AND THAT Bylaw No. 10: General Assemblies be amended by deleting clause (i).**

**Association Executive**

*(Note: This requires a 2/3 majority of votes cast to pass)*

### **Sponsor’s Rationale:**

Two bylaw references to nominations for the President and Vice-president, each with different language, presents confusion. In addition, the bylaw, as it reads and as has been implemented in past practice, does not contemplate the fact that the SSBA AGM could start in the afternoon or evening. Given that the purpose of requiring nominations to be made before noon on the first morning was to give sufficient time for candidates to campaign and delegates to consider the nominations, holding the nominations in the afternoon or evening before the first full day could actually provide as much or even more time for this purpose.

The proposed bylaw amendment consolidates all references to the Election of the Executive to one section in the bylaws. The proposed bylaw amendment allows for flexibility in the agenda, while still maintaining sufficient time for candidates to campaign and delegates to consider the nominations.

The bylaws currently read as follows:

### Bylaw 4.1 Election of Executive

5. Nominations shall be called for during the annual general meeting as follows:
  - (a) for President and Vice-president, before noon of the first day of the annual general meeting

Bylaw 10: General Assemblies

- (i) Nominations for the office of president and vice-president shall be made in general assembly not later than noon of the day preceding the election.

<b>BYLAW AMENDMENT Bylaw 14-01</b>	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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## BUDGET RESOLUTION

**Budget 2015**     **BE IT RESOLVED** that the Association's 2015 annual operating budget of \$2,526,240, funded by membership fees, be approved.

Association Executive

*(Note: This requires a 2/3 majority of votes cast to pass)*

Sponsor's Rationale:

This budgeted membership fee increase is \$49,449 (2%) over the 2014 amount.

Total operating budget expenditures for 2015 are \$3,406,390, an increase of \$367,106 (12.1%) over the 2014 total operating budget. This includes one-time increases in expenditures associated with hosting the CSBA Congress in 2015 (\$200,000) which will be offset by increases in revenue for the event and \$74,000 that will be taken from Association reserves for continuation of the employee relations data warehouse project, funding for possible improvements to the SSBA office and the 100<sup>th</sup> anniversary of the SSBA.

This budget supports *SSBA Strategic Plan 2013-2025*. In 2015, the SSBA will continue to provide quality services in the area of board development, legal, strategic human resources, communications, and First Nation and Metis Education through the operating budget. SSBA's commitment and efforts towards operational efficiency continues as the Association works to manage budget pressures carried forward from previous years and the forecasted CPI increase of 2.2% for 2015.

<b>BUDGET RESOLUTION Budget 2015</b>	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD   DEF</b>	<b>%</b>
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## **RESOLUTIONS**

- 14-01 BE IT RESOLVED** that the proposed Position Statement on “Local Governance of Education” be adopted to replace the current “Position Statement 1.2 Local Governance of Education”;

### **PROPOSED “Position Statement 1.2 LOCAL GOVERNANCE OF EDUCATION”**

**Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of the communities they serve.**

- 1. School governance decisions are guided by what is in the best interest of student learning for all students in the school division within the board of education’s financial resources.**
- 2. Boards of education/CSF operate with autonomy and authority within a legislated framework and act to fulfill their responsibilities. In addition, the CSF operates within the framework of section 23 of the *Canadian Charter of Rights and Freedoms* to fulfill its constitutional responsibilities and its triple mandate of academic success, cultural identity and community involvement.**
- 3. Board of education/CSF meetings are open to the public and board information is accessible to the public within the context of the law.**
- 4. Boards of education/CSF communicate information about the operation of the school system and establish procedures for public consultation.**
- 5. Boards of education/CSF support parental, family and community engagement in the education of each child for success in school.**
- 6. Boards of education/CSF engage and support School Community Councils/Conseils d’écoles as partners in improving student learning.**
- 7. Board members engage in networking and learning opportunities to fulfill their responsibilities as stewards of public education.**

8. **Boards of education/CSF are the voice of publicly funded education in Saskatchewan. Saskatchewan's education system is best served by a partnership of provincial and local level of governance with shared responsibility for K-12 education.**

**Association Executive**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 1.2 Local Governance of Education)*

*(Note: This requires a 2/3 majority of votes to cast to pass)*

**Sponsor's Rationale:**

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2009.

**Cost of this resolution:**

Minimal Cost to the Saskatchewan School Boards Association

<b>Resolution 14-01</b> Re: "Local Governance of Education" Position Statement	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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- 14-02 BE IT RESOLVED that the proposed Position Statement on “Student Achievement” be adopted to replace the current “Position Statement 2.1 Student Achievement”;**

**PROPOSED “POSITION STATEMENT 2.1”  
STUDENT ACHIEVEMENT”**

**Strengthening student achievement is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).**

- 1. Education should develop all aspects of a child, affirm their individuality, and engage them in community. Saskatchewan’s curriculum creates these opportunities and promotes lifelong learning. Student achievement is defined as the attainment of the developmentally appropriate educational outcomes of Saskatchewan’s curriculum.**
- 2. Boards of education/CSF, school community councils, Conseils d’écoles, parents and educators must be engaged and have a voice in defining student achievement.**
- 3. Boards of education/CSF are responsible for developing an accountability framework to establish standards, assess, monitor and report on student achievement.**
- 4. The role of boards of education/CSF is to provide leadership and allocate resources to establish school cultures that maximize student achievement.**
- 5. Student engagement, as well as parent and community support for education are important determinants of student success.**
- 6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.**

**Association Executive**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 2.1 Student Achievement)*

*(Note: This requires a 2/3 majority of votes to cast to pass)*

Sponsor's Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2009.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

<b>Resolution 14-02</b> Re: "Student Achievement" Position Statement	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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- 14-03 BE IT RESOLVED** that the proposed Position Statement on “Education Finance” be adopted to replace the current “Position Statement 3.1 Education Finance”;

**PROPOSED “POSITION STATEMENT 3.1”  
EDUCATION FINANCE”**

Saskatchewan’s elected boards of education/ Conseil scolaire fransaskois (CSF) require funding for education to maximize student achievement, develop the potential of all students, affirm the worth of each individual, and lay the foundation for learning throughout life.

Education funding is best provided unconditionally to boards of education/CSF in order to meet local needs. A balance between the following fundamental principles guides all decisions for education finance:

- 1. Sufficiency:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient to respond to the actual costs of provincial goals and priorities, to provide a high quality program to all students, and to accommodate local programming, innovation and initiatives.
- 2. Autonomy:** Boards of education/CSF derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, the CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
- 3. Equity:** Funding is allocated so that all elected boards of education/CSF have the resources they need to provide opportunities for each student to achieve at the highest levels regardless of where they live in the province and their personal circumstances.
- 4. Engagement:** Boards of education/CSF are equal partners, along with the provincial government, in meaningful decision making regarding funding formulas, accountability processes and resolving issues.
- 5. Predictability:** Clearly defined, predictable, and unconditional funding formulas are needed to enable long-term and sustainable program planning by boards of education/CSF.
- 6. Reciprocal Accountability:** Elected boards of education/CSF are responsible for achieving educational goals and objectives and the provincial government is responsible for providing the resources needed to achieve those goals and objectives. The funding model is reviewed on a regular basis to ensure it is functioning as intended.
- 7. Sustainability:** Reliable, factual data is used to establish funding.

8. **Transparency: Straightforward information about education funding is monitored, available to the public, and the process is entirely transparent.**

**Association Executive**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 3.1 Education Finance)*

*(Note: This requires a 2/3 majority of votes to cast to pass)*

Sponsor's Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2009.

Costing of this Resolution:

Minimal Cost to the Saskatchewan School Boards Association

<b>Resolution 14-03</b> Re: "Education Finance" Position Statement	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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- 14-04 BE IT RESOLVED** that the proposed Position Statement on “Facilities Funding” be adopted to replace the current “Position Statement 3.2 Facilities Funding”;

**PROPOSED “POSITION STATEMENT 3.2”  
FACILITIES FUNDING”**

**Boards of education/Conseil scolaire fransaskois (CSF) work with the Ministry of Education to jointly develop and periodically review a transparent, sufficient, predictable and sustainable funding formula for the planning, building and maintenance of education facilities that maximize student learning. All decisions related to facilities funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan.**

- 1. The Minister of Education is responsible for providing required funding for the construction and maintenance of school facilities.**
- 2. Facilities funding in Saskatchewan should be determined according to the five categories set out below. In addition, facilities funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*:**
  - a) Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable.
  - b) Infrastructure Renewal:** Each year, the province should prudently allocate a sufficient budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations<sup>1</sup>. Boards need to develop comprehensive *5 Year Facility Plans* as well as detailed annual *Project Reports* for projects considered to be of high priority.
  - c) Ongoing Operation and Maintenance:** The Ministry of Education should prudently allocate a sufficient budget to school divisions for the operation and maintenance of facilities including general upkeep and repairs as well as expenses incurred to keep facilities operating such as monthly utility expenses.
  - d) Non-school Facilities:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including

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<sup>1</sup> In 2009 it was recommended that the province annually allocate 2% of Current Replacement Value to school divisions for the purpose of ongoing infrastructure renewal. Saskatchewan School Boards Association. (2009). Facilities Funding: Working Advisory Group Recommendations.



sheds, transportation and administrative facilities, and for the CSF community spaces.

- e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This includes the cost of decommissioning space that is no longer required.

3. **Capital Funding Backlog:** A long-term, sustainable plan must be developed to address the current capital funding backlog. A prudent and sufficient budget should be allocated annually to address the backlog.<sup>2</sup>
4. **Ministry Support:** The Ministry of Education must maintain sufficient qualified expertise to provide appropriate and adequate support for school divisions, according to their needs. This may include supports for school capital projects including project management, technical, site development and cost management.

**Association Executive**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 3.2 Facilities Funding)*

*(Note: This requires a 2/3 majority of votes to cast to pass)*

**Sponsor's Rationale:**

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2009.

**Costing of this Resolution:**

Minimal Cost to the Saskatchewan School Boards Association

<b>Resolution 14-04</b> Re: "Finance Funding" Position Statement	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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<sup>2</sup> In 2009, it was recommended that a minimum of 10% of the shortfall be allocated annually to address the backlog. Saskatchewan School Boards Association. (2009). Facilities Funding: Working Advisory Group Recommendations.

**14-05 BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Government of Saskatchewan to amend municipal legislation to:**

- a. Clarify that boards of education are exempt from Local Improvements Assessments (taxes), subject only to inter-governmental agreements between individual boards and municipalities;**
- b. Clarify that boards of education are “government” and are subject to municipal services at “government” rates and not at “corporate” rates; and**
- c. Require that municipalities consult with boards of education in order to minimize the negative impact and cost of new and deteriorating municipal infrastructure on board of education lands and budgets.**

**Saskatoon School Division No. 13**

*(Note: This Resolution relates to Position Statement 1.2)*

Sponsor’s Rationale:

Boards of education hold lands and monies in trust for the benefit of constitutionally protected education services to their students. It is imperative that boards of education be treated appropriately as publicly funded entities.

Historically, boards of education “voluntarily” paid municipal local improvement assessments even though boards were arguably exempt from local improvement assessments because boards are “persons who hold land in trust for the Crown. Boards may also have been reluctant to be seen as interfering in municipal matters.

Until 2009 local improvement assessments could be paid by adjusting education tax levies. Today boards do not have the power to raise money to cover unexpectedly high or unreasonable assessments and there may be a tendency for municipalities to try to “offload” costs to boards of education because the dollars used will come from provincial coffers and not local residents.

Boards of education continue to receive and pay municipal invoices and some municipalities resist negotiating an intergovernmental agreement to address municipal infrastructure costs. As a result, municipal local improvement assessments are often paid by boards of education at the expense of education services and/or education infrastructure.

Municipalities appear to be imposing “corporate municipal service rates” on boards of education instead of “government” service rates for municipal services

including water, sewer, and garbage services. Corporate service rates are typically more costly than government service rates or residential service rates. As boards of education provide a public good and hold lands and monies in trust for their students, boards of education should be paying government service rates for municipal services, not corporate service rates.

Aging municipal infrastructure negatively affect board of education infrastructure. Municipalities are statutorily protected from obligations to remediate board of education infrastructure when municipal infrastructure fails. Boards of education pay out of education budgets and through increased insurance premiums to repair damage caused by aging municipal infrastructure.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association.  
Executive advocacy to Government

<b>Resolution 14-05</b> Re: Amend Municipal Legislation	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD   DEF</b>	%
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**14-06 BE IT RESOLVED that the Saskatchewan School Boards Association request, on behalf of Boards of Education in the province, a Ministerial review of Section 95.8 of *The Education Regulations, 1986* as they relate to school review, enrolment thresholds and the proximity of other schools in school divisions, and that the SSBA work jointly with the Ministry of Education to renew Section 95.8 of *The Education Regulations, 1986*.**

**Saskatchewan Rivers School Division No. 119**

***(Note: This Resolution relates to Position Statement 1.2)***

**Sponsor's Rationale:**

The capacity of boards of education to access capital funding and renew infrastructure in rural schools and schools with stable or steadily declining student enrolment is significantly limited by the terms and conditions laid out in *The Education Regulations, 1986*, which state:

95.8(2) A board of education may only carry out a review of a school pursuant to section 87.2 if the Act if:

(b) projected enrolment for the school under review for the following school year is less than:

- (i) for a school offering kindergarten to Grade 4 only, 25 pupils;
- (ii) for a school offering kindergarten to Grade 5 only, 30 pupils;
- (iii) for a school offering kindergarten to Grade 6 only, 37 pupils;
- (iv) for a school offering kindergarten to Grade 7 only, 44 pupils;
- (v) for a school offering kindergarten to Grade 8 only, 51 pupils;
- (vi) for a school offering kindergarten to Grade 9 only, 58 pupils;
- (vii) for a school offering kindergarten to Grade 12, 88 pupils.

Subsequent sections of *The Education Regulations, 1986* impose additional limitations on boards' capacity to review schools based on geographical proximity to other schools within a school division.

Boards of education, especially those facing declining enrolment, are committed to creating sustainable, robust schools that are adequately resourced and offer the variety of programs that best meet the needs of students in the province of Saskatchewan. In some cases, this may mean that schools with low enrolments must be maintained. In other instances, it may be in the best interests of the students that schools within close proximity to each other be consolidated. In many cases school divisions are maintaining high-cost programming for multiple schools with declining enrolments. Regardless, Section 95.8 of *The Education Regulations, 1986* prevents boards of education from proactively reviewing schools, seeking program and/or school consolidation and making decisions that are both cost-efficient and in the best interests of the students and communities they serve.

Having approved and agreed to the **Education Sector Strategic Plan 2014-2020**, boards of education are accountable for the stated outcomes contained within it, namely that;

`By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector...`

If Boards of Education and the Ministry of Education are to jointly actualize the desired outcomes of the **Education Sector Strategic Plan, 2014-2020**, they need to work jointly to review and renew Section 95.8 of *The Education Regulations, 1986*. Ultimately, the very roles, powers and responsibilities of boards of education pertaining to school reviews that are provided for in *The Education Act, 1995* are contravened by the terms and conditions laid out in Section 95.8 of *The Education Regulations, 1986*. In short, this is a matter of Board autonomy and Board autonomy is that which all boards of education in the province should actively seek to preserve.

Cost of this resolution:

The cost to boards of education will vary; any additional costs to boards should be offset by operational efficiencies.

<b>Resolution 14-06</b> Re: Section 95.8 of <i>The Education Regulations, 1986</i>	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	%
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- 14-07 BE IT RESOLVED that the Saskatchewan School Boards Association study the current evaluation system for 30 level courses on the principles of equity and relevance for 21<sup>st</sup> century teaching and learning and make recommendations to the Ministry of Education for changes to the current evaluation system.**

**Prairie Valley School Division No. 208**

*(Note: This Resolution relates to Position Statement 2.1 & 2.2)*

Sponsor's Rationale:

This resolution was passed by SSBA delegates in November 2011 with 79% support. The SSBA subsequently approached the Ministry of Education about this issue, however, the timing coincided with the Ministry putting curriculum related work on hold. By passing this resolution again, the SSBA will have a renewed mandate to again undertake this work and make recommendations for a more current and equitable approach to 30 level assessments to the Ministry of Education.

Currently, Saskatchewan students who enroll in certain 30 level courses are assessed by an accredited teacher or, where the teacher is not accredited, student assessment in these same courses incorporates a provincial examination, which has a significant weighted value. This creates a dual evaluation system for these courses.

The dual evaluation system does not appear to be consistent with the current philosophy of student assessment and it creates inequity in student assessment. It is our position that the Ministry needs to re-evaluate this system as assessment and learning has changed immensely since its inception.

It is our position that the dual evaluation system is inequitable and clearly disadvantages a number of Saskatchewan students.

One could conclude that the current dual system has a bias which provides advantages for students who have access to accredited classroom teachers.

For example, in many schools, but particularly in smaller rural and northern high schools, a number of the 30 level teachers may not be accredited. Provincial departmental exams are comprehensive in nature, heavily weighted in determining the final grade and graded by an "unknown third person" with no consideration given to the individual learning styles of the students within the classroom.

Students writing exams prepared and marked by their own teacher are familiar with the teacher's test structure. The teacher's preparation includes consideration of the learning styles of the classroom and determination of the scope and weighting of the exam.

A significant concern occurs in circumstances where the regular classroom teacher may be absent for a period of time and students may be disadvantaged by lost instructional time where a departmental final must be written. Whereas in a school where an accredited teacher taught the same course, that teacher has the ability to adjust the pacing and course content because the final evaluation of all students within an accredited teacher class is determined by the teacher alone.

It is our recommendation that the Ministry of Education review these practices so that all 30 level courses have a consistent evaluation structure for determining the final student grade.

*Cost of this resolution:*

Minimal Cost to the Saskatchewan School Boards Association  
Executive advocacy to Government

<b>Resolution 14-07</b> Re: 30 Level Courses Evaluation	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	%
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**14-08 BE IT RESOLVED that the Saskatchewan School Boards Association work with the Ministry and other partners to review the processes of tax remittance and tax reporting with the intent of reducing duplication and simplifying the processes to make them more effective and efficient and; that a report on the findings be developed and implemented.**

**South East Cornerstone School Division No. 209**

*(Note: This Resolution relates to Position Statement 3.1)*

Sponsor's Rationale:

Whereas municipalities both urban and rural, levy and collect taxes on behalf of school divisions and other taxing authorities; and

Whereas this continues to be an efficient method of collecting property tax; and

Whereas the Provincial Government sets mill rates for the amounts levied by municipalities and approves budgets for school boards; and

Whereas there are a large number of municipalities within the boundaries of each school division, as many as one hundred and twenty-four; and

Whereas municipalities currently remit taxes collected to the school divisions and report to both the Ministry of Education and school divisions monthly, and both the Ministry and school divisions reconcile tax reports from municipalities, and whereas the remainder of the school division budget allocation is remitted from the Ministry, causing a duplication of reporting and reconciliation; and

Whereas school divisions are working with the Provincial Government to create efficiencies through the LEAN process;

Cost of this resolution:

Correspondence with the Minister; assuming a committee is formed costs to the Saskatchewan School Boards Association would be under One Thousand (\$1,000.00) Dollars.

<b>Resolution 14-08</b> Re: Processes of tax remittance and tax reporting	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**14-09 BE IT RESOLVED** that the Saskatchewan School Boards Association lobby the Government of Saskatchewan to provide transition funding to those school divisions who are significantly and negatively impacted by funding levels for Locally Determined Terms and Conditions of Employment of Teachers (LDTC) until all LDTC issues have been resolved in the budget process.

**Prairie Spirit School Division No. 206**

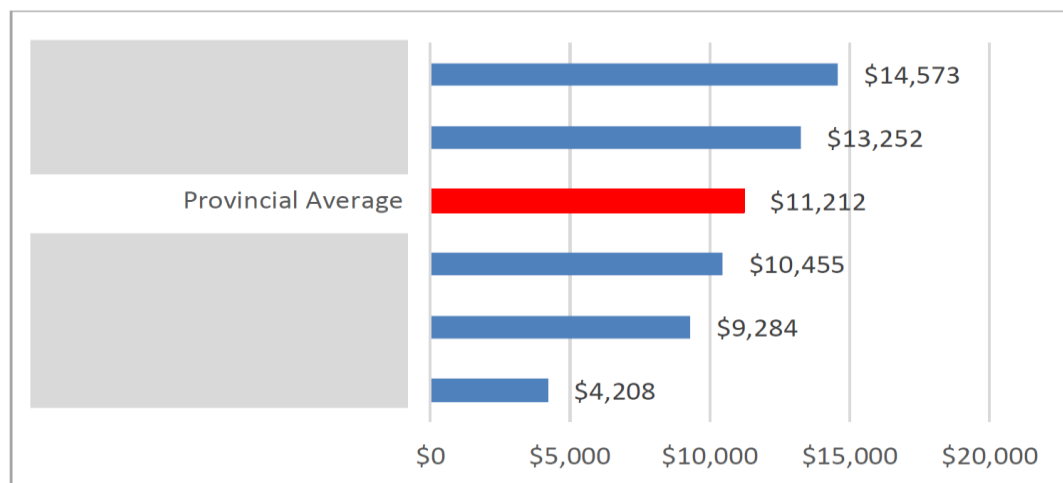
*(Note: This Resolution relates to Position Statement 3.3)*

Sponsor's Rationale:

With current funding practices, LDTC is funded at widely different levels across the province. Those school divisions who receive less funding in this area require ongoing transition funding to continue existing staffing practices and program offerings that are similar to those across the province. Transition funding will prevent a budget shortfall for those school divisions until LDTC is incorporated into the funding distribution model.

An increase in transition funding to some school divisions will not impact existing budget allocations. It is anticipated that transition funding will be new dollars to the sector.

**Locally Determined Terms and  
Conditions of Employment of Teachers \$/FTE  
2014/15**



*Ministry of Education data*

Cost of this resolution:

There would be a minimal cost associated with this resolution. This item can be added to the SSBA's agenda for its regular meeting with the Minister of Education and Ministry officials.

<b>Resolution 14-09</b> Re: Transition Funding for LDTC	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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## Position Statements

Association position statements address key issues for Pre-K-12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association.

The Saskatchewan School Boards Association represents the locally elected boards of education/Conseil scolaire fransaskois responsible for the delivery of public education in Saskatchewan. It is appropriate that boards of education/Conseil scolaire fransaskois and their Association develop reasonable and thoughtful positions on education issues for the benefit of students and to inform the public.

In Saskatchewan School Boards Association Position Statements:

“Board of Education means a board of education and Conseil scolaire fransaskois as established pursuant to *The Education Act, 1995*;

“Association” means the Saskatchewan School Boards Association.

Index of Association Position Statements	
<b>1. Organizational Development</b> 1.1 Development of Position Statements 1.2 Local Governance of Education	<b>3. Operations and Facilities</b> 3.1 Education Finance 3.2 Facilities Funding 3.3 Education Equity
<b>2. The Education Program</b> 2.1 Student Achievement 2.2 Assessment of Student Achievement 2.3 Teaching and Learning With Technology	<b>4. Human Resources</b> 4.1 Collective Bargaining 4.2 Teacher Education and Certification  <b>5. Public Engagement and Partnerships</b> 5.1 Public Engagement 5.2 Partnership Agreements

Other Key Documents: Board Member Code of Ethics

<p><b>Adopted Position 1.1:</b></p> <p><b>Development of Position Statements</b></p>	<p><b>Date Approved: November 2013</b></p>
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Association position statements address key issues for PreK to 12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association. Boards of education/Conseil scolaire fransaskois through their Association develop positions on education issues for the benefit of students and to inform the public. Position Statements will guide executive and staff in developing strategic plans that are consistent with and support the position statements.

**A. Development of Position Statements**

1. An approved resolution from a General Meeting or the Executive may identify the need for the development of a statement of position.
2. The Executive will establish a working committee to gather information, consult the membership and draft the statement of position.
3. The draft statement will be circulated to all member boards for input.
4. Position statements will be considered and voted on at a General Meeting under the sponsorship of the Executive. A vote of not less than two-thirds of the votes cast is required for adoption of a position statement.
5. The Executive may after appropriate consultation with the membership adopt an interim position on any matter under which to operate until an approved statement of position is approved by the membership at the next available opportunity.

**B. Review of Position Statements**

1. Each position statement will be reviewed on a five-year cycle, however, a position may be reviewed at any time upon the direction of the Executive.
2. A position will be reviewed when a resolution at a General Meeting is adopted which is inconsistent with the current position.

<b>Adopted Position 1.2:</b> <b>Local Governance of Education</b>	<b>Date Approved: November 2009</b>
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Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of the communities they serve.

1. School governance decisions are guided by what is in the best interest of student learning for all students in the school division within the board of education's financial resources.
2. Boards of education/CSF operate with autonomy and authority within a legislated framework and act to fulfill their responsibilities. In addition, the CSF operates within the framework of section 23 of the *Canadian Charter of Rights and Freedoms* to fulfill its constitutional responsibilities and its triple mandate of academic success, cultural identity and community involvement.
3. Board of education/CSF meetings are open to the public and board information is accessible to the public within the context of the law.
4. Boards of education/CSF communicate information about the operation of the school system and establish procedures for public consultation.
5. Boards of education/CSF support parental, family and community engagement in the education of each child for success in school.
6. Boards of education/CSF engage and support School Community Councils/Conseils d'écoles as partners in improving student learning.
7. Board members engage in networking and learning opportunities to fulfill their responsibilities as stewards of public education.
8. Saskatchewan's education system is best served by a partnership of provincial and local level of governance with shared responsibility for K-12 education.

<b>Adopted Position 2.1:</b> <b>Student Achievement</b>	<b>Date Approved: November 2009</b>
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Strengthening student achievement is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

1. Student achievement is defined as the attainment of the educational outcomes of Saskatchewan's curriculum.
2. Boards of education/CSF, school community councils, Conseils d'écoles, parents and educators must be engaged and have a voice in defining student achievement.
3. Boards of education/CSF are responsible for developing an accountability framework to establish standards, monitor and report on student achievement.
4. The role of boards of education/CSF is to provide leadership and allocate resources to establish school cultures that maximize student achievement.
5. Parent support for education and a positive student attitude are important determinants of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement."

<b>Adopted Position 2.2:</b> <b>Assessment of Student Achievement</b>	<b>Date Approved: November 2011</b>
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The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

Boards of education/CSF and their Association work together to strengthen the capacity of the publicly funded school system to establish policies and procedures to:

1. Adopt clear expectations for student achievement to focus board/CSF resources on the improvement of student learning;
2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives;
3. Support professional staff in the work of appropriately assessing and reporting student achievement information.
4. Support professional staff in the planning and organization of increasingly effective programs and learning environments designed to further strengthen student learning;
5. Ensure appropriate administrative procedures are established for collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Ensure student achievement information is communicated to students and parents in a format that is easily understood, accurate and of practical value;
7. Ensure achievement information is reported to the public in a clearly written and illustrated format to display significant change over time.

<b>Adopted Position 2.3:</b> <b>Teaching and Learning With Technology</b>	<b>Date Approved:</b> <b>November 2013</b>
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The board of education/Conseil scolaire fransaskois as the body responsible and accountable for the delivery of the education program works with the Ministry to invest in teaching and learning with technology. These investments focus on enabling students to use technology effectively to enhance learning.

The following dimensions of progress define the desired results for teaching and learning with technology.

- 1. Learners** – Students and teachers participate in technology in ways that empower learners to develop their potential and support the achievement of educational goals.

- 1.1 Every student will gain experience with using information technology and extend their learning skills to include online learning.

- 2. Learning Environment** – In every classroom, in every school, in every part of Saskatchewan students use online resources to learn.

Online resources are as integral to the educational program as print, multimedia and human resources. Because technology is fully integrated into teaching and learning in the regular classroom, all students will have the opportunity to master the skills essential for success in a highly competitive and rapidly changing world.

Whenever possible, resources will be available in both official languages as well as other languages, in order to address the diversity of culture in Saskatchewan.

- 2.1 Every board of education/Conseil scolaire fransaskois will provide access to online teaching and learning.

- 2.2 Secure networks will provide teachers and students with safe, reasonable and equitable access to each other and to the world.

- 2.3 A provincial web site provides a common access point to education information in Saskatchewan.



- 3. Professional Competency** – Educators and other school division staff will be appropriately fluent in their use of technology and provide positive role models for students. Technology will be used to enrich and enhance student learning. Staff will use technology to extend their own learning and professional growth.
  - 3.1** Professional growth is supported by accessing resources and professional development online.
- 4. Technology Capacity** – Adequate technologies, networks, resources and courses, and school-level and provincial supports will be available so that technology serves to develop each student's potential to the fullest extent.
  - 4.1** Students must have appropriate access to technology and the adequate bandwidth for contemporary teaching and learning processes.
  - 4.2** Boards of education/Conseil scolaire fransaskois define system needs for adequate bandwidth and reliable access.
- 5. Partnerships** – Boards of Education and Conseil scolaire fransaskois, businesses, government agencies, and community organizations partner to use resources in the most effective way and to expand opportunities for students.
  - 5.1** Processes are established to build understanding and support and to share successes.
  - 5.2** Long term vision and defined results inform planning for cooperative efforts.
  - 5.3** Boards of education/Conseil scolaire fransaskois work together in partnerships to increase efficiencies, manage services and monitor systems.
- 6. Accountability** – Technology provides a cost-effective and competitive alternative for delivering educational programs across Saskatchewan. School board and provincial initiatives measure progress and report progress to demonstrate good value for money spent.
  - 6.1** The Ministry of Education will be encouraged to ensure initiatives and expenditures are clearly defined, demonstrate appropriate accountability and are aligned with the needs and priorities of school boards.

- 6.2 The board of education/Conseil scolaire fransaskois will, when appropriate, include technology to keep parents and community informed and appropriately involved in the delivery of education services.

## **7. Administrative Supports**

- 7.1 Technology will be employed for administrative purposes including but not limited to data collection and security, human resource management, financial management, transportation planning and facility utilization in order to effectively enhance teaching and learning.

<b>Adopted Position 3.1:</b> <b>Education Finance</b>	<b>Date Approved: November 2009</b>
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Saskatchewan's elected boards of education/ Conseil scolaire fransaskois (CSF) require funding for education to maximize student achievement, develop the potential of all students, affirm the worth of each individual, and lay the foundation for learning throughout life.

The fundamental principles that guide all decisions for education finance are:

1. **Sufficiency:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient to respond to the actual costs of provincial goals and priorities, to provide a high quality program to all students, and to accommodate local programming, innovation and initiatives.
2. **Autonomy:** Boards of education/CSF derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, the CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
3. **Balance:** Education funding is a balance within these nine stated principles. As well, balance is attained between conditional and unconditional funding.
4. **Equity:** Funding is allocated so that all elected boards of education/CSF have the resources they need to provide opportunities for each student to benefit.
5. **Involvement:** Boards of education/CSF are equal partners, along with the provincial government, in meaningful decision making regarding funding formulas, accountability processes and resolving issues.
6. **Predictability:** Clearly defined predictable funding formulas are needed to enable long-term and sustainable program planning by boards of education/CSF.
7. **Reciprocal Accountability:** Elected boards of education/CSF are responsible for achieving educational goals and objectives and the provincial government is responsible for providing the resources needed to achieve those goals and objectives.
8. **Sustainability:** Reliable, factual data is used to establish funding.
9. **Transparency:** Straightforward information about education funding is monitored and available to the public."

<b>Adopted Position 3.2:</b>  <b>Facilities Funding</b>	<b>Date Approved: November 2009</b>
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Boards of education/Conseil scolaire fransaskois (CSF) work with the Ministry of Education to develop a transparent funding formula to allocate funds for the planning, building and maintenance of education facilities that maximize student learning.

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of school facilities.
2. Facilities funding in Saskatchewan should be determined according to the five categories set out below. In addition, facilities funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*:
  - a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms using a transparent, common approval template.
  - b) **Infrastructure Renewal:** Each year, the province should allocate 2% of Current Replacement Value to school divisions for the purpose of ongoing infrastructure renewal. The Ministry of Education and boards of education need to jointly develop a sufficient, predictable and sustainable funding distribution formula for school boards' discretionary funding of infrastructure renewal including minor upgrades and renovations. Boards need to develop comprehensive *5 Year Facility Plans* as well as detailed annual *Project Reports* for projects considered to be of high priority.
  - c) **Ongoing Operation and Maintenance:** The Ministry of Education and boards of education/CSF need to jointly develop a formula to distribute sufficient funding for the operation and maintenance of facilities including general upkeep and repairs as well as expenses incurred to keep facilities operating such as monthly utility expenses.
  - d) **Non-school Facilities:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including sheds, transportation and administrative facilities and for the CSF community spaces.
  - e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This includes the cost of decommissioning space that is no longer required.
3. **Capital Funding Backlog:** A long-term, sustainable plan must be developed to address the current capital funding backlog. A minimum of 10% of the shortfall should be allocated annually to address this backlog.

4. **Ministry Support:** The Ministry of Education must maintain sufficient staffing levels to provide support for school divisions around school capital projects including project management, technical, site development and cost management.”

<b>Adopted Position 3.3:</b> <b>Education Equity</b>	<b>Date Approved: November 2012</b>
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Education equity for students is a fundamental principle of public education

1. Boards of education are proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students' individual or family circumstances.
2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure all students have access to comparable school programs, facilities and services to achieve at the highest levels regardless of where they live in the province and their personal circumstances.
3. Education equity recognizes that some students need additional or specialized programming to achieve at high levels.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.
5. The adequacy and fairness of funding for education in Saskatchewan should be completely transparent. It should be monitored for adequacy and equity and should be reported on a regular basis."

<p><b>Adopted Position 4.1:</b></p> <p><b>Collective Bargaining</b></p>	<p><b>Date Approved: November 2012</b></p>
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- A. Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.

As well, representing boards of education, the Saskatchewan School Boards Association has a statutory role in collective bargaining with respect to the Provincial Collective Bargaining Agreement for teachers.

- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:
1. The education interests and welfare of K-12 students must guide the collective bargaining process.
  2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
  3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
  4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
  5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
  6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to allocated financial resources.
  7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations professional and ethical standards.

- C. In working according to these principles, the association undertakes in particular that:
1. Association representation on the provincial bargaining team will be on the basis of providing adequate professional labour relations capacity.
  2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for encouraging and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
  3. The Association will maintain adequate capacity for research and related resources in participating in the collective bargaining process.
  4. The Association will continue advocacy efforts to ensure that representation of boards of education on the provincial bargaining committee be at least equal and that legislation be amended to include such representation.
  5. Resources of the Association's Employee Relations department are available to support boards of education in the conduct of local collective bargaining with their employees.



<p><b>Adopted Position 4.2:</b> <b>Teacher Education and Certification</b></p>	<p><b>Date Approved: November 2009</b></p>
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Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Minister of Education is responsible for governing teacher education and certification with guidance from the Advisory Board for Teacher Education, Certification and Classification to meet the needs of boards of education/CSF. Only the Minister of Education has the authority to issue, suspend or revoke a teacher's certificate.
2. Boards of education/CSF encourage teacher education programs that reflect the requirements of publicly funded school systems and that are based on current research and effective practices to develop teachers for the grade levels and the subject areas required.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF support teacher development practices based on the principles of adult learning and staff development.
5. Boards of education/CSF, as employers, have a critical interest in defining and supporting the development of competencies for effective teaching including:
  - a) Teachers value and care for students and act in their best interests.
  - b) Teachers encourage the engagement and support of parents and the community.
  - c) Teachers are committed to education as a profession and to engaging in professional development to remain current and effective in their work.
  - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

<b>Adopted Position 5.1:</b> <b>Public Engagement</b>	<b>Date Approved: November 2011</b>
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Boards of education/CSF value and support meaningful parent, school community council/conseil des ecoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are supported as the primary contributors to student success.
2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement.
3. Continuous conversations with the community are planned to sustain the public's commitment to our schools."

<b>Adopted Position 5.2:</b> <b>Partnership Agreements</b>	<b>Date Approved: November 2012</b>
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Individual Boards of Education or the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

1. Partners will include those agencies and organizations whose goals and objects are compatible with the goals of the boards of education or the Association.
2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.
3. Allocation of resources to partnerships will not compromise the standards of services or administration of the boards of education or the Association.
4. Partnership agreements will be transparent and clearly define and committed to writing.

<b>Code of Ethics</b>	<b>Date Approved: November 1993</b>
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The commitment of each board member to high ethical standards is required to ensure that the school board can responsibly fulfill its obligations and discharge its duties.

As a school board member.

1. I will be motivated by an earnest desire to serve my school division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust, and I will endeavour to see that the funds are expended efficiently, in the best interests of the students.
3. I will not use my position for personal advantage or to the advantage of any other individual apart from the total interest of the school division, and I will resist outside pressure to so use my position.
4. I will act with integrity, and do everything possible to maintain the dignity of the office of a school board member.
5. I will carry out my duties objectively, and I will consider all information and opinions presented to the board in making my decisions, without bias.
6. I will work with other board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.
7. I will accept that authority rests with the board and that I have no individual authority outside the board, and I will abide by the majority decisions of the board once they are made, but I shall be free to repeat the opinion that I upheld when the decision was made.
8. I will express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other board members or their opinions.
9. I will communicate, and conduct my relationship with staff, the community, other school boards and the media in a manner that focuses on facts.

10. I will not divulge confidential information, which I obtain in my capacity as a board member, and I will not discuss those matters outside the meetings of the board or the board's committees.
11. I will endeavour to participate in trustee development opportunities to enhance my ability to fulfil my obligations as a school board member.
12. I will not conduct myself in a manner which is intended to be to the detriment of another school board.
13. I will support the value of public education, and will endeavour to participate, and encourage my board to participate, in activities that support or promote public education in Saskatchewan.

## **RULES OF PROCEDURE – DEBATE ON RESOLUTIONS**

***PLEASE NOTE:*** Accredited delegates are also reminded that they must be in attendance when a vote is taken in order for their ballot to be cast. The bylaws do not allow voting by proxy.

- If an accredited delegate does not attend the AGM or unexpectedly must leave the AGM, the Chair or other authorized board member or official should speak to Krista Lenius to have the votes of the absent delegate reallocated to another board delegate(s).
- Please try to do this in advance of the start of the Resolutions portion of the AGM to avoid a delay in the proceedings.

### **I. RULES OF PROCEDURE**

The rules of procedure for the Association are found in three sources:

#### **1. Bylaws of the Association:**

Highlights of the relevant Bylaws are:

##### **a. Bylaw No. 10:**

- Where neither the Association Bylaws nor rules of procedures approved by the Executive set out procedure on a specific point, the bylaws provide that *Robert's Rules of Order* applies. Only accredited delegates in attendance when the vote is taken are entitled to vote. There is no absentee voting.

##### **b. Bylaw No. 11:**

- Voting is by ballot cast by accredited delegates. However, voting on motions with respect to procedural matters is by a show of hands of all delegates.
- Formal ballots are used for votes on adoption of the Association budget and resolutions.

- Specifies the number of votes a board is entitled to based on student count.

c. Bylaw No. 12:

- Sets out the process for submitting resolutions that the Resolutions and Policy Development Committee presents, and, the procedure for moving resolutions, which have not been presented by the Committee, from the floor.

2. Special Rules of Procedure

Section 4 of Bylaws No. 12 and 13 allow the Resolutions and Policy Development Committee to establish procedures for approval of the Executive.

The Executive approved the following rules of procedure in October 2009:

**RULES OF PROCEDURE FOR DEBATE  
ON MOTIONS IN GENERAL MEETING**

These rules of procedure for debate on resolutions and bylaw amendments in general meeting are made pursuant to Association Bylaws No. 12 and 13.

1. Resolutions to be presented in general meeting by the Committee will be moved as circulated to members prior to the General Meeting.
2. Bylaw amendments will be read in full when they are moved, unless the membership votes, by show of hands, to dispense with the reading of a specific bylaw amendment.
3. Timelines for Debate:

**A. For resolutions and bylaw amendments presented by the Resolutions and Policy Development Committee:**

- i. When seconding, the seconder will be allowed to speak for a maximum of 3 minutes;
- ii. When there is debate on the bylaw amendment or resolution, a delegate will be allowed to speak no more than twice:
  - (a) the first time, for a maximum of 2 minutes; and
  - (b) the second time, for a maximum of 1 minute;
- iii. As the seconder has already spoken once, the seconder will have one more opportunity to speak for a maximum of 1 minute prior to the seconder's opportunity to speak in closing debate;
- iv. The seconder will be allowed a maximum of 1 minute to close debate.

**B. For amendments moved to a resolution or bylaw amendment on the floor or a resolution moved by a member from the floor:**

- i. The mover will be allowed a maximum of 3 minutes to make the motion;
- ii. A seconder is required;
- iii. The seconder and other delegates will each be allowed to speak no more than twice:
  - (a) the first time, for a maximum of 2 minutes; and
  - (b) the second time, for a maximum of 1 minute;
- iv. As the delegate who is the mover has already spoken once, that delegate will have one more opportunity to speak for a maximum of 1 minute prior to his/her last opportunity to speak in closing debate;
- v. The delegate who is the mover will be allowed a maximum of 1 minute to close debate.

#### 4. Friendly amendments:

A “friendly amendment” is an amendment that only clarifies wording or corrects a reference and does not otherwise change the intent or wording of the resolution or bylaw amendment.

The process for a friendly amendment is:

- i. Any time after the resolution or bylaw amendment has been moved and seconded, a delegate may propose an amendment to clarify wording, indicating that it is a “friendly amendment”;
- ii. If the Chair determines that the proposed amendment is a friendly amendment, the Chair will ask the assembly to indicate, by a show of hands, whether the friendly amendment is adopted. The Chair reserves the right to call for a ballot vote if the show of hands is inconclusive;
- iii. If the Chair determines that the proposed amendment is not a friendly amendment, it must be treated as an amendment to be handled according to normal rules of procedure;
- iv. Any amendment not adopted as a friendly amendment must be moved, seconded, debated and voted on according to normal rules of procedures.

#### 5. Amendment to a Motion on a bylaw amendment, budget resolution or position statement:

Two-thirds of the votes cast are required for adoption of an amendment to a motion to adopt a bylaw amendment, budget resolution or position statement.

### 3. Roberts’ Rules of Order:

The Association currently uses The Scott, Foresman *Robert’s Rules of Order Newly Revised*, 1990, 9<sup>th</sup> ed.



## II. FREQUENTLY ENCOUNTERED RULES OF PROCEDURE

### 1. Point of Order

When a delegate thinks that the rules of the assembly are being violated, the member can make a *Point of Order* or raise a question of order. This then requires the Chair to make a ruling, and enforce the regular rules.

### 2. Point of Information

A *Point of Information* is a request to the Chair, or through the Chair to another member or officer (or staff member, if necessary), for information relevant to the business at hand, but that is not related to parliamentary procedure.

### 3. Correct Procedure for Moving an Amendment to a Resolution or Bylaw amendment

Frequently, when a delegate wishes to move an amendment to a proposed bylaw amendment or resolution, the delegate will just state how the meaning of the resolution is proposed to be changed. That is not correct procedure. **The correct procedure is to move the amendment by stating what words are to be deleted and substituted, or what words are to be added, etc., as the case may be.**

Therefore, the form for an amendment utilizes words like:

- To “insert words” or to “add words”;
- To “strike out words”;
- To “strike out and insert” or to “substitute”

The proper form of amendment results in the members clearly understanding the amendment that they will be voting on and reduces the possibility of the amendment being ruled out of order. If the amendment passes, the resolution or bylaw amendment, as amended, is then put before the assembly.

### 4. Amendments:

#### 1) Amendments - in order

It is essential that a proposed amendment be **germane** to be in order. This requirement for an amendment to be in order is often not understood, and, when an amendment that is not germane is ruled out of order, results in some discord.

To be **germane**, an amendment must in some way involve the same question that is raised by the resolution or bylaw amendment on the floor. The edition of *Robert's Rules of Order* that the Association uses, at pp. 132 and 133, sets out the following general rules as a method by which the germaneness of an amendment can often be verified, although there is no all-inclusive test:

- An amendment cannot introduce an independent question.
- An amendment that is hostile to or even defeats the spirit of the original motion might still be germane, and, therefore, in order.

*Robert's Rules of Order* provides this example:

“As an example of a germane amendment, assume that a motion is pending “that the Society authorize the purchase of a new desk for the Secretary.” It would be germane and in order to amend by inserting after “desk” the words “and matching chair,” since both relate to providing the secretary with the necessary furniture. On the other hand, an amendment to add to the motion the words “and the payment of the President’s expenses to the State Convention,” is not germane.

## 2) Amendments – out of order

Some of the types of amendments that are out of order according to *Robert's Rules of Order* are:

- During the AGM at which the assembly has decided a question, another resolution raising the same or substantially the same question cannot be introduced.
- An amendment that merely makes the adoption of the amended question equivalent to a rejection of the original motion.

For example:

The motion is that: “our delegates be instructed to vote in favour of action X”.

An amendment to insert “not” before “be” (ie. The motion as amended would read “our delegates *not* be instructed to vote in favour of action X”) is out of order because an affirmative vote on not giving a certain instruction is identical to a negative vote on the instruction. The proper procedure is to vote against the resolution, rather than seeking to amend it.

- An amendment that would make the resolution, as amended, identical with, or contrary to, a resolution already decided by the assembly in the same session
- An amendment that would leave an incoherent wording or a wording which contains no rational proposition.

## 5. Resolutions on Emergent Questions – “Suspend the Rules”

One of the purposes of a motion to suspend one or more of the rules of procedure is to permit the making of another resolution or to consider another resolution out of its scheduled order. This procedure to consider a new resolution or a resolution out of order is used infrequently, and only when the emergent question must be decided by the assembly before the assembly can properly consider the resolution on the floor or

subsequent resolutions. The person making the motion must be prepared to state why a new resolution or consideration of a resolution out of its scheduled order should occur.

The usual form of a motion in these circumstances is:

“ I move to suspend the rules and adopt the following resolution: ‘Be it resolved that . . .’”.



## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	8.4
<b>Topic:</b>	<b>Saskatchewan Rivers Public School Division: Proposed SSBA Resolution</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information		

**Background:** Letter from Saskatchewan Rivers Public School Division. They will be proposing a resolution at the 2014 SSBA Annual General Assembly.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	October 28, 2014	Letter from Saskatchewan Rivers Public School Division

***Recommendation:***

October 15, 2014

Board of Education for  
Prairie South School Division No. 210  
15 Thatcher Drive East  
MOOSE JAW SK  
S6J 1L8

Dear trustees,

Our Board is submitting the following resolution to the 2014 SSBA Annual General Assembly pertaining to Section 95.8 of The Education Regulations, 1986:

**BE IT RESOLVED that the Saskatchewan School Boards Association request, on behalf of Boards of Education in the province, a Ministerial review of Section 95.8 of *The Education Regulations, 1986* as they relate to school review, enrolment thresholds and the proximity of other schools in school divisions, and that the SSBA work jointly with the Ministry of Education to renew Section 95.8 of *The Education Regulations, 1986*.**

Our Board's rationale for submitting the resolution along with the resolution is attached. This regulation limits boards of education to access capital funding to renew infrastructure in rural schools and review schools with stable or declining enrolment. This is a matter of board autonomy and autonomy that all boards in Saskatchewan should actively seek to preserve.

We are requesting boards of education support Saskatchewan Rivers Public School Division's submission at the 2014 SSBA General Assembly in November. Support from other boards of education in co-sponsoring this resolution would be welcome. If you would like additional information or have further questions, please feel free to contact me by email at [bwh@sasktel.net](mailto:bwh@sasktel.net) or by phone at (306) 922-2491.

Sincerely,



Barry Hollick  
Board Chair

BH/jw  
Att.



**BE IT RESOLVED** that the Saskatchewan School Boards Association request, on behalf of Boards of Education in the province, a Ministerial review of Section 95.8 of *The Education Regulations, 1986* as they relate to school review, enrolment thresholds and the proximity of other schools in school divisions, and that the SSBA work jointly with the Ministry of Education to renew Section 95.8 of *The Education Regulations, 1986*.

*Saskatchewan Rivers S.D. No. 119*

The capacity of boards of education to access capital funding and renew infrastructure in rural schools and schools with stable or steadily declining student enrolment is significantly limited by the terms and conditions laid out in *The Education Regulations, 1986*, which state:

95.8(2) A board of education may only carry out a review of a school pursuant to section 87.2 if the Act if:

(b) projected enrolment for the school under review for the following school year is less than:

- (i) for a school offering kindergarten to Grade 4 only, 25 pupils;
- (ii) for a school offering kindergarten to Grade 5 only, 30 pupils;
- (iii) for a school offering kindergarten to Grade 6 only, 37 pupils;
- (iv) for a school offering kindergarten to Grade 7 only, 44 pupils;
- (v) for a school offering kindergarten to Grade 8 only, 51 pupils;
- (vi) for a school offering kindergarten to Grade 9 only, 58 pupils;
- (vii) for a school offering kindergarten to Grade 12, 88 pupils.

Subsequent sections of *The Education Regulations, 1986* impose additional limitations on boards' capacity to review schools based on geographical proximity to other schools within a school division.

Boards of education, especially those facing declining enrolment, are committed to creating sustainable, robust schools that are adequately resourced and offer the variety of programs that best meet the needs of students in the province of Saskatchewan. In some cases, this may mean that schools with low enrolments must be maintained. In other instances, it may be in the best interests of the students that schools within close proximity to each other be consolidated. In many cases school divisions are maintaining high-cost programming for multiple schools with declining enrolments. Regardless, Section 95.8 of *The Education Regulations, 1986* prevents boards of education from proactively reviewing schools, seeking program and/or school consolidation and making decisions that are both cost-efficient and in the best interests of the students and communities they serve.

Having approved and agreed to the **Education Sector Strategic Plan 2014-2020**, boards of education are accountable for the stated outcomes contained within it, namely that;

'By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector...'

If Boards of Education and the Ministry of Education are to jointly actualize the desired outcomes of the **Education Sector Strategic Plan, 2014-2020**, they need to work jointly to review and renew Section 95.8 of *The Education Regulations, 1986*. Ultimately, the very roles, powers and responsibilities of boards of education pertaining to school reviews that are provided for in *The Education Act, 1995* are contravened by the terms and conditions laid out in Section 95.8 of *The Education Regulations, 1986*. In short, this is a matter of Board autonomy and Board autonomy is that which all boards of education in the province should actively seek to preserve.

**Cost of resolution:**

The cost to boards of education will vary; any additional costs to boards should be offset by operational efficiencies.



## AGENDA ITEM

<b>Meeting Date:</b>	November 4, 2014	<b>Agenda Item #:</b>	8.5
<b>Topic:</b>	<b>Ministry of Education: The Prince of Wales and Duchess of Cornwall Fund</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:** Letter from the Ministry of Education to Deon Breault, recipient of the Prince of Wales and Duchess of Cornwall Fund.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	October 28, 2014	Ministry of Education Letter

***Recommendation:***



Government  
— of —  
Saskatchewan

Ministry of Education  
2220 College Avenue  
Regina, Canada S4P 4V9

October 16, 2014

Deon Breault  
Assiniboia Composite High School  
Box 1300  
200 Bell Road  
ASSINIBOIA, SK S0H 0B0

Dear Deon:

On behalf of the Ministry of Education and the Saskatchewan Association for Community Education, we are pleased to inform you that the first installment of *The Prince of Wales and Duchess of Cornwall Fund* is enclosed to support you in completing your secondary education.

Your commitment to your education and demonstrated leadership in both your school and community is recognized and appreciated. Congratulations on receiving the scholarship and best wishes for the future.

Sincerely,  
Prince of Wales and Duchess of Cornwall  
Selection Committee  
Saskatchewan Association for Community Education (SACE)

Enclosure

cc: Brent Chadwick, Principal, Assiniboia High School  
Shawn Davidson, Chair, Prairie South School Division  
Tony Baldwin, Director, Prairie South School Division  
Delphine Melchert, Executive Director, Saskatchewan Association for Community Education  
Melinda Brown, President, Saskatchewan Association for Community Education  
Kevin Gabel, Director, Programs Unit, Ministry of Education