

Prairie South Schools

BOARD OF EDUCATION

NOVEMBER 08, 2016
11:00 a.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW, Moose Jaw

AGENDA

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
 - 1.1 Public Section Documentation**
 - 1.2 SSBA Lobbying Efforts**
 - 1.3 Funding Formula Update**
 - 1.4 Personnel Matter**
 - 1.5 Board of Education Knowledge and Competencies to Govern Process**
 - 1.6 Incidents of Concern**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
 - 4.1 Regular Minutes from October 4, 2016**
 - 4.2 Special Minutes from October 12, 2016**
- 5. Decision and Discussion Items**
 - 5.1 Schedule of 2016-2017 Board Meetings**
 - 5.2 SSBA Fall General Assembly Registration**
 - 5.3 Monthly Reports**
 - 5.3.1. Teacher Absence and Substitute Usage Report
 - 5.3.2. CUPE Staff Absence and Substitute Usage Report
 - 5.3.3. Out of Scope Absence and Substitute Usage Report
 - 5.3.4. Bus Driver Absence And Substitute Usage Report
 - 5.3.5. Tender Report
 - 5.4 Bengough School Alternate School Year Proposal**
 - 5.5 School and Division Improvement Accountability Report**
 - 5.6 Out of Province Excursion – Central Collegiate Grades 9-12 Students to Calgary/Okotoks, Alberta**
 - 5.7 Out of Province Excursion – Peacock Collegiate Grade 9 Students to Medicine Hat, Alberta**
 - 5.8 Board Representatives on External Committees**
- 6. Delegations and Presentations**
 - 6.1 Spencer Kirby, Rockglen Parent**

7. Committee Reports

7.1. Standing Committees

- 7.1.1. Student Literacy and Achievement
- 7.1.2. Equitable Opportunities
- 7.1.3. Student Transitions
- 7.1.4. Business and Governance
- 7.1.5. Advocacy and Networking
- 7.1.6. Rural Strategies
- 7.1.7. Urban Strategies

8. Information Items

8.1. Inquiry from October 4, 2016:

How many elementary students are enrolled in Prairie South band programs in Moose Jaw this year? How does this compare to last year's band enrollments?

8.2. Proposed SSBA Bylaw Amendments and Resolution Package

8.3. Letters from Auditors

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, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on OCTOBER 4, 2016 at 11:00 a.m.

Attendance: Mr. R. Bachmann; Dr. S. Davidson; Mr. R. Gleim; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; T. Baldwin, Director of Education; R. Boughen, Superintendent of Human Resources; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; H. Boese, Executive Assistant

Regrets: Mr. D. Crabbe, Trustee
Mr. B. Girardin, Superintendent of Business and Operations
Ms. L. Meyer, Superintendent of Learning

Motions:

Mr. Shawn Davidson attending via teleconference.
Mr. Tim McLeod will chair the meeting until Mr. Shawn Davidson arrives in person.

10/04/16 – 2611	That the meeting be called to order at 11:13 a.m. - McLeod	Carried
10/04/16 – 2612	That the Board add the following item to the agenda: 5.9 September 30, 2016 enrollment data and adopt the agenda as amended. - Swanson	Carried
10/04/16 – 2613	That the Board adopt the Minutes of the Regular Meeting of September 6, 2016 as presented. - Young	Carried
10/04/16 – 2614	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. - Young	Carried
10/04/16 – 2615	That we pay the invoice in the amount of \$47,718.75 to finalize our commitment to the Theodore Litigation. - Young	Defeated
10/04/16 – 2616	That we table item #5.3 of the Monthly Reports until later in the meeting when appropriate personnel is available for questions. - Swanson	Carried – Tabled to later in meeting
10/04/16 – 2617	That the Board lift item 09/06/16 – 2597 from the table. - Kessler	Carried

Mr. Shawn Davidson attended in person at 11:44 a.m.

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|--|--|---------------------------------------|
| 10/04/16 – 2618 | That a catchment zone be established for Caronport Elementary School beginning fall 2017.
- Bachmann | Carried |
| 10/04/16 – 2619 | That we amend motion 10/04/16 – 2618 to include after 2017: “that would include a sunset clause for families accessing one of the dual routes.”
- Radwanski | Referred to Rural Catchment Committee |
| 10/04/16 – 2620 | That we refer the amended motion 10/04/16 – 2619 to the Rural Catchment Committee.
- Swanson | Carried |
| | That we break for lunch at 12:05 p.m. | |
| | That we reconvene at 1:00 p.m. | |
| Trustee Davidson chaired the remainder of the meeting. | | |
| 10/04/16 – 2621 | That the Board receive and file the Student Achievement Accountability Report as presented.
- Swanson | Carried |
| 10/04/16 – 2622 | That the Student Achievement Accountability Report be distributed to each School Community Council in Prairie South Schools.
- Swanson | Carried |
| 10/04/16 – 2623 | That the Board approve the Lafleche School and Kincaid School application to take the Senior Girls volleyball team to a high school tournament in Vauxhall, Alberta from October 6-8, 2016 as per the outline provided.
- Kessler | Carried |
| 10/04/16 – 2624 | That the Board approve the Lafleche Central School grades 5-12 students to attend a ski trip to Elkwater, Alberta on January 13, 2017.
- Swanson | Carried |
| 10/04/16 – 2625 | That the Board approve Peacock’s grade 10-12 students to attend WE Day in Winnipeg, Manitoba on November 17-18, 2016.
- Gleim | Carried |
| 10/04/16 – 2626 | That we lift the tabled item 10/04/16 – 2616 from earlier today re: Monthly Reports.
- Gleim | Carried |

- | | | |
|-----------------|--|----------|
| 10/04/16 – 2627 | That the Board accept and file the monthly reports as presented excepting out the Out of Scope Absence and Substitute Usage Report given that the data in that report is acknowledged as being inaccurate due to a data entry error.
- McLeod | Carried |
| 10/04/16 – 2628 | That vacation be excluded from employee absence reports.
- Swanson | Defeated |

Committee Reports

Standing Committees:

Student Literacy & Achievement

- The Accountability Report was presented at today's meeting.

Equitable Opportunities

- No report given. Next meeting scheduled for October 19 to get started on the work of IT and Innovation standards.

Student Transitions

- No report given.

Business and Governance

- No report given.

Advocacy and Networking

- We have advocacy work that needs to be done. Met with Minister Morgan briefly and he did commit to getting us a meeting date with the MLAs and also committed to Shawn to sit down and meet one on one.

Rural Strategies

- No report given.

Urban Strategies

- No report given.

Inquiries

How many elementary students are enrolled in Prairie South band programs in Moose Jaw this year? How does this compare to last year's band enrollments?

- Swanson

- | | | |
|-----------------|---|---------|
| 10/04/16 – 2629 | That the meeting be adjourned at 2:09 p.m.
- Gleim | Carried |
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S. Davidson
Chair

T. Baldwin
Director of Education

Next Regular Board Meeting:

Date:	November 8, 2016
Location:	Central Office, 1075 9 th Avenue, Moose Jaw

MINUTES OF THE SPECIAL BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 1075 9th Avenue NW, Moose Jaw, Saskatchewan on October 12, 2016.

Attendance: Mr. R. Bachmann; Mr. D. Crabbe; Dr. S. Davidson; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; T. Baldwin, Director of Education; R. Purdy, Business Manager; H. Boese, Executive Assistant

Regrets: Mr. R. Gleim

Motions:

Mr. T. McLeod left the meeting due to a conflict of interest.

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|-----------------|--|---------|
| 10/12/16 – 2630 | That the meeting be called to order at 9:22 a.m.
- Young | Carried |
| 10/12/16 – 2631 | That the Board approve in principle the offer to sell the Thatcher Drive property and direct administration to complete the transaction with a report to the Board to follow at the December meeting.
- Swanson | Carried |
| 10/12/16 – 2632 | That the meeting be adjourned at 9:26 a.m.
- Kessler | Carried |

Shawn Davidson
Chair

Tony Baldwin
Director of Education

Next Regular Board Meeting:

Date: November 8, 2016
Location: Board Office, Moose Jaw

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	5.1
Topic:	Dates for Regular and Planning Meetings 2016-2017		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: Board Policy 2 directs an annual work plan for the Board of Education. This plan includes scheduled dates for regular Board meetings and planning meetings. Attached is a proposed schedule of these meetings for 2016-17.

Current Status: The Board reviewed this schedule in May, 2016. At that time, the Board decided the dates after the municipal election should be reviewed by the new Board. Changes have been made to the original dates reviewed by the Board to accommodate other events that have been scheduled since the May meeting.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	November 8, 2016	Proposed Dates of Regular Board Meetings and Planning Meetings

Recommendation:

That the Board approve the amended schedule of regular and planning meeting dates for the 2016-2017 year as presented.

BOARD MEETINGS AND BOARD PLANNING MEETINGS

2016-2017

September	<ul style="list-style-type: none"> • Regular Meeting: September 6 • Planning Meeting: September 20 • Nomination Day: September 21
October	<ul style="list-style-type: none"> • Regular Meeting: October 4 • Election Day: October 26
November	<ul style="list-style-type: none"> • Board Orientation: November 7 • Regular Meeting: November 8 • Special Meeting & Planning Meeting: November 29 to approve the Audited Financial Statement and Annual Report
December	<ul style="list-style-type: none"> • Regular Meeting: December 6
January	<ul style="list-style-type: none"> • Regular Meeting: January 3 • Planning Meeting: January 17
February	<ul style="list-style-type: none"> • Regular Meeting: February 7
March	<ul style="list-style-type: none"> • Regular Meeting: March 14 • Planning Meeting: March 21
April	<ul style="list-style-type: none"> • Regular Meeting: April 4 • Annual Meeting of Electors: April 4 • Planning Meetings: April 24 and 25
May	<ul style="list-style-type: none"> • Planning Meetings: May 1 and 23 • Regular Meeting: May 2 • Budget Approval: May 2
June	<ul style="list-style-type: none"> • Regular Meeting: June 13

A July or August Meeting will be left at the call of the Chair.

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	5.2
Topic:	SSBA Fall General Assembly Registration		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: The SSBA holds an annual Fall General Assembly.

Current Status: The 2016 Fall General Assembly of the SSBA is scheduled for November 13-15 in Saskatoon. Registration deadline is November 10th.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	November 8, 2016	<ul style="list-style-type: none"> SSBA Fall General Assembly Info

Recommendation:

That the Board consider attendance at the 2016 SSBA Fall General Assembly.



SSBA Fall General Assembly 2016

Today's Students - Tomorrow's Saskatchewan

REGISTRATION

Online Registration Deadline: Thu Nov 10, 2016 at 11:00pm

Payment and Pricing: Pay online by Visa, Mastercard, Visa Debit or Interac Online. Pricing is in Canadian Dollars. GST will be added to your purchase total at the payment page (GST #R107956302).

Cancellation Policy: Cancellations received in writing on or before Thu Nov 10, 2016 will be refunded in full. No refunds will be issued after this date, but you may send another person in your place. To transfer or cancel your registration, contact Cindy Komonosky at ckomonosky@saskschoolboards.ca.

Seating Policy: On the following page, you will be prompted to select seating for the Banquet on Mon Nov 14, 2016. Seating cannot be changed once registration is complete. The organizer reserves the right to re-assign guest seating to accommodate table requirements. You will be notified by email if your seating has been changed.

All fields marked with an asterisk * are required

Category	Until Nov 10/16 at 11:00pm CST Regular	Quantity
2016 Fall Assembly Registration Includes * Participation in all Assembly sessions * Assembly materials * Coffee break and refreshments * Breakfast, lunch, and refreshments * Banquet entry	\$410.00	0 ▾
Banquet Guest ONLY Allows guest attendance to Banquet on Mon Nov 14, 2016	\$50.00	0 ▾

PRIMARY DELEGATE INFORMATION

This is contact information for the primary delegate.

If you are registering for multiple delegates, you will be prompted to fill in their information on the following page.

* Delegate First Name

* Delegate Last Name

* School Division or Organization Name

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	5.3
Topic:	Monthly Reports		
Intent:	<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 Sept 26–Oct 28, 2016
 2. CUPE Absences and Casual Usage for the period Sept 1-23, 2016 AND Sept 26–Oct 28, 2016
 3. Out of Scope Absences and Casual Usage for the period Sept 1-23, 2016 AND Sept 26-Oct 28, 2016
 4. Bus Driver Absences and Casual Usage for the period Sept 1-12, 2016 AND Sept 26-Oct 28, 2016
 5. Tender Report for the period Sept 23-Oct 28, 2016.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen, Ron Purdy	October 31, 2016	<ol style="list-style-type: none"> 1. Teacher Absences and Substitute Usage 2. CUPE Absences and Casual Usage 3. Out of Scope Absences and Casual Usage 4. Bus Driver Absences and Casual Usage 5. Tender Report

Recommendation:

That the Board accept the monthly reports as presented.

Teacher Absences & Substitute Usage

Date Range: September 26, 2016 - October 28, 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	33	3.00%	22.18	67.21%	0.32%
Competition Leave	2	0.18%	2	100.00%	0.02%
Convocation Leave	1	0.09%	1	100.00%	0.01%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0.5	0.05%	0.5	100.00%	0.00%
Executive Leave	2	0.18%	0.8	40.00%	0.02%
Prep Time	85	7.74%	85	100.00%	0.82%
Pressing Leave Teacher	38.41	3.50%	31.2	81.23%	0.37%
PSTA	2.9	0.26%	2.9	100.00%	0.03%
Rec. Of Service	63.4	5.77%	52.2	82.33%	0.61%
Leave Without Pay	7	0.64%	7	100.00%	0.07%
SUB TOTAL	235.21	21.41%	204.78	87.06%	2.26%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	284.96	25.94%	185.97	65.26%	2.74%
Illness - Long Term	30.45	2.77%	0	0.00%	0.29%
Medical/Dental Appt	142.88	13.01%	124.73	87.30%	1.37%
Internship Seminar	4	0.36%	4	100.00%	0.04%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Secondment	3	0.27%	3	100.00%	0.03%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	465.29	42.36%	317.7	68.28%	4.47%
Prairie South					
Extra/Co-curr Teach	55.82	5.08%	40.54	72.63%	0.54%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	87.5	7.97%	63.8	72.91%	0.84%
LRNG Meet/PD	75.43	6.87%	69.52	92.16%	0.73%
Noon Supervision Day	12	1.09%	9.5	79.17%	0.12%
PD DEC Teachers	102.16	9.30%	87.39	85.54%	0.98%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	25.5	2.32%	22	86.27%	0.25%
SOSO Meet/PD	19	1.73%	15	78.95%	0.18%
STF Business - Invoice	20.51	1.87%	20.01	97.56%	0.20%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	397.92	36.23%	327.76	82.37%	3.83%
Total Absences	1098.42	100.00%	850.24	77.41%	10.56%

Teachers (FTE)
433.42

of teaching Days
24

Possible Days
10402.08

CUPE Staff Absences & Casual Usage 2016-2017

Date: September 1 - 23, 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	25.46	5.63%	24.37	95.72%	0.61%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	8	1.77%	7	87.50%	0.19%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	9.5	2.10%	9.5	100.00%	0.23%
Earned Day Off	1.99	0.44%	1.99	100.00%	0.05%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0.61	0.14%	0.61	100.00%	0.01%
Illness - Support	149.47	33.08%	110.47	73.91%	3.57%
Med/Den Appt Support	41.05	9.09%	30.61	74.57%	0.98%
Noon Supervision	0	0.00%	0	0.00%	0.00%
Parenting/Caregiver	25.76	5.70%	20.16	78.26%	0.61%
Pressing Leave	16.53	3.66%	14.48	87.60%	0.39%
Rec. of Service	1	0.22%	1	100.00%	0.02%
TIL Support	12.88	2.85%	6	46.58%	0.31%
Without Pay Support	22.04	4.88%	21	95.28%	0.53%
SUB TOTAL	314.29	69.56%	247.19	78.65%	7.50%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0.78	0.17%	0.78	100.00%	0.02%
Vacation Support	106.94	23.67%	83	77.61%	2.55%
Workers Compensation	19.13	4.23%	0.89	4.65%	0.46%
SUB TOTAL	126.85	28.08%	84.67	66.75%	3.03%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	5.1	1.13%	2.6	50.98%	0.12%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC Support Staff	5.58	1.24%	4.08	73.12%	0.13%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	10.68	2.36%	6.68	62.55%	0.25%
Total Absences	451.82	100.00%	338.54	74.93%	10.78%

Possible Days	Days	FTE	Total Days
September 1 - 23	16.00	262.0406	4192.65

*Does not include data from the 3 CUPE bus drivers

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

CUPE Staff Absences & Casual Usage 2016-2017

Date: September 24 - October 28 , 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	2	0.30%	1.5	0.00%	0.03%
Bereavement Leave	7.5	1.12%	7.5	100.00%	0.12%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	3	0.45%	3	100.00%	0.05%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	24.5	3.67%	23.5	95.92%	0.39%
Earned Day Off	4	0.60%	2	50.00%	0.06%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	1.42	0.21%	1.42	100.00%	0.02%
Illness - Support	282.41	42.34%	216.4	76.63%	4.46%
Med/Den Appt Support	77.42	11.61%	53.29	68.83%	1.22%
Noon Supervision	1.52	0.23%	0.52	0.00%	0.02%
Parenting/Caregiver	28.36	4.25%	22.07	77.82%	0.45%
Pressing Leave	17.5	2.62%	12.83	73.31%	0.28%
Rec. of Service	5.08	0.76%	4.56	89.76%	0.08%
TIL Support	4.49	0.67%	0.9	20.04%	0.07%
Without Pay Support	56.89	8.53%	47.35	83.23%	0.90%
SUB TOTAL	516.09	77.37%	396.84	76.89%	8.14%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	101.54	15.22%	75.58	74.43%	1.60%
Workers Compensation	38.5	5.77%	8.87	23.04%	0.61%
SUB TOTAL	140.04	20.99%	84.45	60.30%	2.21%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	0.5	0.07%	0.5	100.00%	0.01%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0.45	0.07%	0.45	0.00%	0.01%
PD DEC Support Staff	10	1.50%	4	40.00%	0.16%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	10.95	1.64%	4.95	45.21%	0.17%
Total Absences	667.08	100.00%	486.24	72.89%	10.53%

Possible Days	Days	FTE	Total Days
September 24 - October 28	24.00	264.0406	6336.97

*Does not include data from three CUPE bus drivers

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Out of Scope Staff Absences & Casual Usage 2016-2017

Date: September 1 - 23, 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God		0.00%		0.00%	0.00%
Bereavement Leave		0.00%		#DIV/0!	0.00%
Community Service		0.00%		0.00%	0.00%
Compassionate Care		0.00%		0.00%	0.00%
Competition Leave		0.00%		0.00%	0.00%
Convocation Leave		0.00%		0.00%	0.00%
Family Responsibilities		0.00%		0.00%	0.00%
Illness - Support	6	8.04%		0.00%	0.69%
Med/Den Appt Support	18.98	25.44%		0.00%	2.19%
Parenting/Caregiver	1.25	1.68%		0.00%	0.14%
Pressing Leave	1.73	2.32%		0.00%	0.20%
Without Pay Support		0.00%		0.00%	0.00%
SUB TOTAL	27.96	37.47%	0	0.00%	3.23%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	45.31	60.73%	0	0.00%	5.23%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	45.31	60.73%	0	0.00%	5.23%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	1.34	1.80%	0	0.00%	0.15%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	1.34	1.80%	0	0.00%	0.15%
Total Absences	74.61	100.00%	89.08	119.39%	8.61%

Possible Days

September 1 - 23, 2016

Days

16.00

FTE

54.18

Total Days

866.88

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Out of Scope Staff Absences & Casual Usage 2016-2017

Date: September 24 - October 28 , 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	1	0.77%	0	0.00%	0.08%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	45.81	35.22%	0	0.00%	3.52%
Med/Den Appt Support	8.54	6.57%	0	0.00%	0.66%
Parenting/Caregiver	0.77	0.59%	0	0.00%	0.06%
Pressing Leave	3.04	2.34%	0	0.00%	0.23%
Without Pay Support	0	0.00%	0	0.00%	0.00%
SUB TOTAL	59.16	45.48%	0	0.00%	4.55%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	65.39	50.27%	0	0.00%	5.03%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	65.39	50.27%	0	0.00%	5.03%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	3	2.31%	0	0.00%	0.23%
FACI Meet/PD	2	1.54%	0	0.00%	0.15%
HUMA Meet/PD	0.53	0.41%	0	0.00%	0.04%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	5.53	4.25%	0	0.00%	0.43%
Total Absences	130.08	100.00%	85.56	65.77%	10.00%

Possible Days

September 24 - October 28. 2016

Days

24.00

FTE

54.18

Total Days

1300.32

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Bus Driver Absences & Casual Usage 2016-2017

Date: September 1 - 23, 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	1.33	1.47%	1.33	100.00%	0.11%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	21.42	23.73%	20.25	94.54%	1.69%
Med/Den Appt Support	10	11.08%	10	100.00%	0.79%
Parenting/Caregiver	0	0.00%	0	0.00%	0.00%
Pressing Leave	3	3.32%	3	100.00%	0.24%
Without Pay Support	54.5	60.39%	54.5	100.00%	4.31%
SUB TOTAL	90.25	100.00%	89.08	98.70%	7.13%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	0	0.00%	0	0.00%	0.00%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Total Absences	90.25	100.00%	89.08	98.70%	7.13%

Possible Days

September 1 - 23, 2016

Days

16.00

FTE

79.0871

Total Days

1265.39

*Includes data from 3 CUPE bus drivers

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Bus Driver Staff Absences & Casual Usage 2016-2017

Date: September 24 - October 28 , 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	1.67	1.86%	1.67	100.00%	0.09%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	18.83	21.00%	16.51	87.68%	0.99%
Med/Den Appt Support	12.17	13.57%	11.88	97.62%	0.64%
Parenting/Caregiver	0	0.00%	0	0.00%	0.00%
Pressing Leave	3.5	3.90%	2	57.14%	0.18%
Without Pay Support	53.5	59.66%	53.5	100.00%	2.82%
SUB TOTAL	89.67	100.00%	85.56	95.42%	4.72%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	0	0.00%	0	0.00%	0.00%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Total Absences	89.67	100.00%	85.56	95.42%	4.72%

Possible Days

September 24 - October 28. 2016

Days

24.00

FTE

79.0871

Total Days

1898.09

* Includes data from 3 CUPE bus drivers

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Tender Report for the period September 23, 2016 to October 28, 2016

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 competitive bids awarded during this period.

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	5.4
Topic:	Bengough Alternate Calendar Proposal		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: The Bengough School SCC is requesting permission to move to an alternate calendar beginning in the fall of 2017

Current Status: Currently, Bengough School follows the traditional school year calendar.

Pros and Cons: The Bengough SCC has outlined a series of benefits that they believe will be achieved in their community if they move to an alternate calendar. Research does not show a significant difference in educational attainment with either calendar format.

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	November 8, 2016	<ul style="list-style-type: none"> Bengough SCC ASY Proposal

Recommendation:

That the Board approve the Bengough SCC Alternate School Year Proposal and direct administration to complete a follow-up review prior in the spring of 2019.

That the Board review the Bengough SCC Alternate School Year Proposal and request additional information as follows:

- a.
- b.
- c.

BENGOUGH SCHOOL

ALTERNATE YEAR PROPOSAL

Bengough School Community Council (SCC) is applying to participate in the Alternate School Year (ASY) program. Upon witnessing the success that many schools in our surrounding communities have had with the program, our council determined that it would be beneficial for both our school and our community to pursue this option.

RATIONALE AND BENEFIT FOR BENGOUGH STUDENTS

Our goal in moving to an Alternate School Year calendar is to increase student attendance and student/family satisfaction. We believe that this model will also allow for an increase in the amount of instructional time spent on curriculum.

The following list includes some of the benefits that we have identified for the students and families in our community:

- decreases amount of time that students spend on the bus
- decreases family stress by allowing more free time together
- allows additional time to fulfill family obligations
- increases time for high school students to complete CWEX placements
- provides an extra day for students with jobs to work/help out on the farm
- allows earlier start times for extra-curricular sports/tournaments on Fridays
- eases stress when coordinating sporting events with surrounding communities (for example, students participating in a hockey tournament will have a common school calendar with Rockglen, Gravelbourg, Mankota, Kincaid, La Fleche, Coronach and Glentworth)

COMMUNITY CONSULTATION PROCESS

The SCC began the consultation process by calling each family with students currently enrolled in Bengough School and inviting them to a community presentation held at the school on October 3rd, 2016. Bus drivers and parents of pre-school aged and homeschooled children living within the Bengough School catchment area were also contacted and invited. Other community members were invited via posters, social media and word-of-mouth.

Delegates present at the community meeting were the Director of Education-Tony Baldwin, Division Trustee-Giselle Wilson, Principal of Gravelbourg school-Jody Lehmann, and SCC Representative from Gravelbourg-Jennifer Jacobs.

Tony Baldwin began the presentations by discussing the parameters set for the Alternate School Year. He compared both the Traditional and the ASY calendars and explained how they differ. He then referred to the SELU report that compared learning results between the two calendars and noted that there was no evidence identified supporting or refuting

either model in terms of quality of education. He discussed that the ASY model is grounded in its practicality and preference for communities.

Giselle Wilson spoke on behalf of the Prairie South School Board, and indicated that the school board does not specifically endorse either calendar. Instead, the board feels that whichever calendar is best suited to the needs of the community, should be the calendar used.

Jody Lehmann and Jennifer Jacobs ended the presentations by sharing their perspectives as school staff and parents that have been experiencing the ASY since its inception.

The evening ended with a question and answer session, followed by a vote that was open to all parents, staff and community members present.

VOTING PROCEDURES

Prior to the community meeting, the SCC determined that we would require a minimum 70% approval, based on parent, staff and community member votes in order to pursue the application process.

We asked that anyone wishing to vote on whether or not Bengough School should pursue the ASY attend the community meeting and listen to the presentations in order to make an educated decision. All attendees were asked to register with one of three SCC members upon arrival. Following the meeting, those wishing to vote were cross-referenced against the sign-in sheet to ensure that they had attended the presentation.

A voting ballot was created, which consisted of a "yes" or "no" selection, followed by an indication of placement in the community. Placement options included "parent", "staff" and "community member".

VOTING RESULTS

There were 60 votes cast in total. 55 voted in favour, and 5 voted against the idea of the Alternate School Year proposal.

The following table details the voting results:

Category	Votes Cast	In Favour	Against	Percentage in Favour
Parent	40	38	2	95%
Staff	5	5	0	100%
Community Member	15	12	3	80%
Overall	60	55	5	91.7%

PROPOSED CALENDAR

The calendar will be created in conjunction with the Prairie South school calendar committee meeting.

PROVINCIAL GUIDELINES

Currently the Alternate School Year calendar adheres to 171 instructional days, consisting of 334 minutes of instruction per day. There are also 12 non-instructional days, which complete the 183 teacher days.

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	5.5
Topic:	School and Division Improvement Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: This is the first of 2 reports from the Higher Literacy and Achievement committee. This report is focused on Student School and Division Improvement, specifically the Learning Improvement Plans for the 2015-2016 school year.

Current Status: Please see attached report.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi, Darran Teneycke, Kim Novak	October 25, 2016	School and Division Improvement Accountability Report

Recommendation:

That the Board receive and file the School and Division Improvement Accountability Report.

2015-16 School and Division Improvement Accountability Report

November 2016

Prepared by: Superintendent of Operations

Source Documents

Policy 12

Section 1 Student Well-being

- RE 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
- QI 1.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

Section 7 Improvement and Accountability Planning and Reporting

- RE 7.1 Leads the Improvement Planning process including the development of Division goals, budget and facilities.
- RE 7.2 Implements plans as approved.
- QI 7.2 Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.

Section 9 Communications and Community Relations

- QI 9.3 Ensure information is disseminated to inform appropriate publics.

Administrative Procedure 104

1. Each school's Learning Improvement Plan (LIP) shall also take into consideration local student achievement data as well as the nature of the community and its aspirations for its children and youth.
2. The School Community Council (SCC) must attest that the SCC was consulted in the development of the LIP.
3. The Superintendent of Operations shall annually review the draft School Learning Improvement Plans for compliance with these requirements and shall approve the plan after sign-off by the School Community Council Chair.
4. The Superintendent of Operations shall annually review the outcomes achieved and provide feedback to the principal.

Evidence

➤ **Background:**

- Each school creates a Learning Improvement Plan that aligns with provincial and division goals in the Education Sector Strategic Plan.
- LIP's are a critical component of the Comprehensive Learning Framework (CLF).
- LIP's ensure schools are responsive to the needs of students and may vary between schools based on local context.
- LIP's goals are: strategic, measureable, and timely.
- Engagement of stakeholders ensures goals are being responsive to local context and circumstances.
- On-going discussions at the staff level monitor the progress of the LIP, regularly analyze and evaluate the outcomes of the work plan and suggest modifications as the year progresses.
- Schools may access support at the division level from Learning Support Teams, consultants and Superintendents.
- Schools are provided with a template (LIP Work plan - ATTACHED) and time at the beginning of the school year to review previous LIPs, analyze data and collaboratively create the school's LIP.

➤ **Learning Improvement Plans**

- ❖ Each school was required to create at least one Student Learning goal. In addition, all schools with grades one to six developed a reading goal.
- ❖ Focus of Student Learning Goal:

Reading Goal	36 Schools
Writing Goal	3 Schools
Math Goal	1 School
NOTE: Some schools had multiple goals.	

❖ Focus of Student Well-being Goal:

Belonging/Relationships	9 Schools
Engagement/Involvement/Motivation	6 Schools
Anxiety/Depression	2 Schools
Bullying/Safety	1 School
School Culture	1 School
21 st Century Competencies	1 School

➤ Review Process

- ❖ LIP work plans were shared with SCCs and plans were updated to include input from SCCs. Please note, some SCCs attended the planning sessions and collaboratively worked with staff to develop the LIP work plan.
- ❖ LIP work plans were reviewed with superintendents four times per year (September, October, February, and May).
- ❖ All work plans were uploaded to Connect for administrators to share and learn.
- ❖ LIP goals and results were communicated to students, staff, parents and community a minimum of 3 times throughout the year.

➤ SCC Engagement and Creating a Shared Plan

- ❖ The below information is from the SCC Resource for Self-Monitoring and Planning for Improvement which is completed annually.

LIP Engagement	2012-13	2013-14	2014-15	2015-16
Sometimes	7%	0%	0%	8%
Usually	23%	13%	7%	31%
Always	70%	87%	93%	61%

- ❖ All LIP work plans are signed by the SCC chairperson.

Administrative Challenges

- ❖ Although most LIP show improved growth very few schools reached the division goal of 90%. This is indicative of a multi-year goal as opposed to an incremental growth goal.
 - Response. Starting in the 2016-17 school year, schools will be asked to add a one year growth goal to their LIP goal.

Changes to the LIP Process

- School Learning Improvement Plans were adjusted to ensure alignment with division and provincial plans connected to the Education Sector Strategic Plan.
- Shared Understandings regarding LIPs and LITs were co-created with administrators. These shared understandings were reviewed and updated in 2015-2016.
- All SCC representatives completed the Self Monitoring and Planning for Improvement document via an online survey. This is the first time each SCC member completed the survey.

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	5.6
Topic:	Out of Province Excursion – Central Collegiate Grades 9-12 Students to Calgary/Okotoks, Alberta		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Central Collegiate Grade 9-12 students to attend a band trip in Calgary/Okotoks, Alberta on February 9-11, 2017.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	October 26, 2016	Out-of-Province Excursion

Recommendation:

That the Board approve Central Collegiate's grade 9-12 students to attend a band trip to Calgary/Okotoks, Alberta on February 9-11, 2017.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK

ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: <u>Paul McCorniston</u>	School: <u>Central Collegiate Institute</u>
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Band Trip</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: <u>9-12</u>	Number of Students: <u>51</u>
Destination: <u>Calgary, Okotoks</u>	Trip Date: <u>Feb 9-11, 2017</u>
Number of School Days (Partial/Full): <u>2</u>	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: <u>South Saskatchewan Bus Lines</u> <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: <u>4</u>	
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. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input 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 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 <u>\$13591</u> - Budget breakdown (be sure to include cost of substitute staff) - <u>on sheet</u> ❖ Description of Funding Sources <u>Fundraising + Students</u> ❖ Out of Pocket Cost per Participant <u>\$300-400 p/ student</u>

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

D. LEARNING OBJECTIVES

- Band Clinic will focus on improving curricular outcomes

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

a) Pre-Excursion Learning

- Preparing music for clinic

b) Excursion Learning

- Band clinic w/ Brian Uzick

- Tour of U of C Music Department

c) Post-Excursion Learning

- Reflection

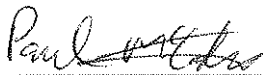
F. SCHEDULE OF ACTIVITIES

Thurs, Feb 9 - 9 AM - Bus Leaves for Calgary

Fri, Feb 10 - 10 AM - Tour of U of C Music Department

- 1-3 PM - Band clinic in Okotoks

Sat, Feb 11 - 9 AM - Bus Leaves for Moose Jaw



Teacher Signature

Oct 25, 2016

Date



Principal Signature

Oct 25, 2016

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

Detailed Information for Central Band Trip to Calgary and Okotoks (Feb. 9-11, 2017)

1. Long-Term Plan Re: Out-Of Province Trips

The Central Music Department is hoping to take **one** out-of-province trip this year and every year following. The choir and band will alternate going out of province and staying in province. For 2016-17, the band was planning to go to Calgary while the choir will tour Saskatchewan communities. In 2017-18, the choir will go out-of-province while the band will stay in province. **We know it is a privilege to make out-of-province excursions and we will fundraise all the costs except for the substitute teacher costs.**

2. Budget for Band Trip

Expenses

Expenses

Bus	\$2,940
Hotel	\$5,151
Honourarium	\$300
Substitute Teacher Costs	\$3200
Other Activities TBD	\$2000
Total	\$13591

3. Extra-Curricular

This is an extra-curricular trip as it is included in our band class but the trip is optional. It has learning opportunities at the clinic in Okotoks with renowned clinician Brian Uzick at the prestigious Strathcona-Tweedsmuir School. We are also planning on touring the U of C Music Department and attending a musical performance as well.

4. In/Out-of-Province

Band trips can occur within the province and the band will be taking a trip within the province next year. However, this unique opportunity to tour the prestigious Strathcona-Tweedsmuir School and the U of C music Department can only occur by going to Calgary and Okotoks.

5. Choir Trip In-Province

Central Music is currently planning a choir trip that will also be a three-day excursion in the Spring of 2017. Although the trip will remain in-province it will be approximately the same cost as the out-of-province band trip. The choir will be performing at Saskatchewan schools in Regina, Yorkton, Prince Albert, and Saskatoon.

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	5.7
Topic:	Out of Province Excursion – Peacock Collegiate Grade 12 Students to Medicine Hat, Alberta		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Peacock's Grade 12 students to attend a Senior Boys Basketball Tournament in Medicine Hat, Alberta on February 2-4, 2017.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	October 28, 2016	Out-of-Province Excursion

Recommendation:

That the Board approve Peacock Collegiate's grade 12 students to attend a Senior Boys Basketball Tournament in Medicine Hat, Alberta on February 2-4, 2017.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK

ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Dave Roney	School: A. E. Peacock Collegiate
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Sr. Boys basketball</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: 10 -12	Number of Students: 12
Destination: Medicine Hat	Trip Date: Feb. 2-4, 2017
Number of School Days (Partial/Full): 1 ½	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): <u>Dave Roney</u> <u>Todd Johnson</u>	
Number of Teachers, Parents, Chaperones: VP – Peacock plus 2 coaches	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

C. BUDGET
<p>❖ Anticipated Budget <u>\$1000</u></p> <p>❖ Description of Funding Sources <u>Player fees, school funds</u></p> <p>❖ Out of Pocket Cost per Participant <u>Included in their initial cost to be part of Sr. Boys BBall team</u></p>

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

D. LEARNING OBJECTIVES

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

a) Pre-Excursion Learning

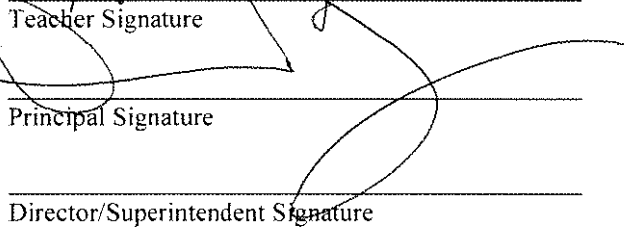
b) Excursion Learning

c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

Medicine Hat Basketball Tournament – 16 team tourney that Peacock has attended for many years. 4 games spread over Thursday evening to Saturday evening. Leaving MJ Thursday and returning after games are done Sat. night.


Teacher Signature


Principal Signature

Director/Superintendent Signature

Oct. 25/16
Date

OEA 25/16
Date

Request Approved

Request Denied

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	5.8
Topic:	Board Representatives on External Committees		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: As per Policy 9 Board Representatives, appointments must be made annually to the following committees:

1. Public Section (one member)
2. Saskatchewan High Schools Athletic Association (one member)

Current Status: Lew Young is currently the Board representative for Public Section.
Al Kessler is currently the Board representative for SHSAA.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	November 2, 2016	N/A

Recommendation:

That the Board appoint (name) to the Saskatchewan School Boards Association - Public Boards Section Executive.

That the Board appoint (name) to the Saskatchewan High Schools Athletic Association.

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	8.1
Topic:	Inquiry re: Number of Band Students Enrolled in Band Programs in Moose Jaw		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: The following inquiry was received at the October 4, 2016 Board Meeting:
How many elementary students are enrolled in Prairie South band programs in Moose Jaw this year? How does this compare to last year's band enrollments?

Current Status: Data presented is a comparison between 2015 and 2016 September 30 band program registration numbers for elementary as well as high schools in Moose Jaw.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Kim Novak	October 24, 2016	2015-2016 Band Registration Comparison Chart-Moose Jaw Schools

Recommendation:

That the Board review the information gathered in response to Trustee Swanson's inquiry.

ENROLMENTS BY SCHOOL/GRADE

Elementary Band

		Gr 6	Gr 7	Gr 8	Total
Palliser	2015-16	67	36	14	117
	2016-17	55	43	19	117
					0
William Grayson	2015-16	14	7	9	30
	2016-17	9	11	1	21
					-9
Prince Arthur	2015-16	24	7	5	36
	2016-17	26	7	5	38
					2
King George	2015-16	39	20	10	69
	2016-17	40	15	14	69
					0
Westmount	2015-16	41	28	26	95
	2016-17	36	14	13	63
					-32
Empire	2015-16	23	10	12	45
	2016-17	16	14	2	32
					-13
Sunningdale	2015-16	51	34	37	122
	2016-17	57	32	14	103
					-19
Lindale	2015-16	35	13	10	58
	2016-17	28	17	7	52
					-6
Total	2015-16	294	155	123	572
Elementary Band	2016-17	267	153	75	495
Difference					-77

High School Band

		Gr 9	Gr 10	Gr 11	Gr 12	Total
A.E. Peacock Collegiate	2015-16	23	15	1	1	40
	2016-17	21	20	16	1	58
						18
Central Collegiate	2015-16	30	23	12	4	69
	2016-17	42	49	28	10	129
						60
Total	2015-16	53	38	13	5	109
High School Band	2016-17	63	69	44	11	187
Difference						78

AGENDA ITEM

Meeting Date:	November 8, 2016	Agenda Item #:	8.2
Topic:	Proposed SSBA Bylaw Amendments and Resolution Package		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

Attached are three documents from the SSBA sent for Trustees in advance of the Annual General Meeting November 13-15, 2016. The three documents are:

1. Proposed Bylaw Amendments & Resolutions – various amendments and bylaws proposed by various boards.
2. Position Statements - SSBA position statements which are reviewed on a 5 year cycle
3. Rules of Procedure – Debate of Resolutions – this describes the debate process for the SSBA AGM

Please read prior to your attendance at the 2016 SSBA AGM November 13-15.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	October 25, 2016	<ul style="list-style-type: none"> • SSBA Resolutions Package • Position Statements • Rules of Procedure

Recommendation:

Please review the proposed bylaw amendments and resolutions package.



2016 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 13-15, 2016

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BYLAW AMENDMENTS

**Bylaw
16-01**

BE IT RESOLVED THAT Bylaw No. 3 Section B 2(c) be amended by deleting "calculated by reducing the student count by one half." So the Bylaw will read as follows:

2(c) for a Board of Education that has the City of Lloydminster within the boundaries of its school division and that maintains membership in Alberta School Boards Association, calculate fees per September 30 Saskatchewan student enrollment count."

Lloydminster Roman Catholic Separate S.D. No. 89
Lloydminster S.D. No. 99

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

Sponsor's Rationale:

The bylaw references calculation by reducing the student count by one half presents an over calculation of cost. The bylaw, as it reads and has been implemented in past practice, assumes the split in enrollment is 50/50 between Alberta and Saskatchewan. In reality we have experienced over the last few years a 60/40 split.

As per the bylaw we are required to maintain a membership with Alberta School Boards Association. Our membership fees to Alberta School Boards Association are based on September 30th Alberta student enrollments. Each year we have been paying 60% of total enrollments to ASBA (based on actual September 30th student counts) and 50% of total enrollments to SSBA, resulting in a 10% overpayment of membership fees.

This amendment to the bylaw will also further align Bylaw 3-B 2(c) to Bylaw No. 11: Delegates and Voting (4). Currently point #4 of the Bylaw No. 11 states that the number of votes will be determined based on the student count at September 30th.

The proposed bylaw amendment allows for legitimacy and accuracy of calculating SSBA member fees per student residency.

The bylaw currently reads as follows:

B. Membership Fees

2(c) for a Board of Education that has the City of Lloydminster within the boundaries of its school division and that maintains membership in Alberta School Boards Association, calculated fees per September 30 Saskatchewan student enrollment count.

BYLAW AMENDMENT Bylaw 16-01	For:	Spoil:	CD DEF	%
	Against:	Blank:		

Bylaw

16-02 BE IT RESOLVED that Bylaw Number 11 Delegates and Voting, section 4 be amended to recognize the increase in the number of students in Saskatchewan by deleting

15,001 students and over	51
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And replacing it with

15,001 to 20,000 students	51
20,001 to 25, 000 students	57
25,001 to 30,000 students	63

Saskatoon S.D. No. 13

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

Sponsor's Rationale:

Saskatchewan has experienced rapid growth over the last 5 years and the weighting table for the number of votes, needs to be updated to reflect this. The current cap of 15,001 students does not address large school divisions that have over 20,000 students.

Education is the foundation of democracy and this needs to be reflected in the student count weighting tables. To currently having 10 different brackets for the number of votes ranging from 1 student to 15,001 students as a cap, disenfranchises those school divisions with a large student body.

The bylaw on voting delegates needs to be updated to reflect those school divisions that currently have student numbers of 5,000 to 10,000 over the current cap limit.

BYLAW AMENDMENT Bylaw 16-02	For: Against:	Spoil: Blank:	CD DEF	%
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NOTE: Prairie Spirit S.D. No. 206 submitted the attached as a Resolution instead of a Bylaw Amendment which did not meet the deadline requirements. The Executive enacted Bylaw No. 13.5 to allow the proposed Bylaw Amendment to come forward to the general assembly.

Bylaw Amendment

16-03 BE IT RESOLVED that Bylaw No. 4 Section 1(c) be amended by adding “vii. Public” to the list of representatives currently on the SSBA Executive, so the Bylaw will read as follow:

“(c) one representative from each of the following constituencies:

- i. Northern;
- ii. Central;
- iii. Southern;
- iv. Catholic;
- v. Conseil scolaire fransaskois;
- vi. Urban Public;
- vii. Aboriginal;
- viii. **Public.”**

BE IT ALSO RESOLVED THAT Appendix A be amended by adding “(8) Public constituency”, so it will read as follows:

“(8) Public constituency:

**Chinook S. D. No. 211
Good Spirit School S.D. No. 204
Horizon S.D. No. 205
Living Sky S. D. No. 202
Lloydminster S.D. No. 99
North East S.D. No. 200
Northwest S. D. No. 203
Prairie South S.D. No. 210
Prairie Spirit S.D. No. 206
Prairie Valley S.D. No. 208
Regina S.D. No. 4
Saskatchewan Rivers S. D. No. 119
Saskatoon S. D. No. 13
South East Cornerstone S. D. No. 209
Sun West S.D. No. 207”**

Prairie Spirit School Division No. 206

Sponsor’s Rationale:

Currently, the SSBA executive has representation from the Catholic Constituency, the CSF Constituency and the Aboriginal Constituency, among others. A focused Public Section perspective is not currently represented on the

SSBA Executive. Including a representative from the Public Section would support a consistent voice from all of the SSBA constituencies. The Public Section representative would provide the perspective from their constituents in the same way as other constituencies are represented on the SSBA Executive.

Cost of this resolution:

With the addition of a Public Section representative to the SSBA Executive, there would be associated costs for attending Executive meetings.

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

BYLAW AMENDMENT Bylaw 16-03	For: Against:	Spoil: Blank:	CD DEF	%
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BUDGET RESOLUTION

Budget 2017 **BE IT RESOLVED** that the Association's 2017 annual operating expense budget of \$3,380,003, funded by membership fees, be approved.

Association Executive

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

Sponsor's Rationale:

The total operating budget expenditure for 2017 is \$3,380,003, an increase of \$129,516 (4.0%) from the 2016 total operating budget, primarily due to association operations (which is offset by other revenue), and operating and building costs increases. SSBA's continuing commitment and efforts towards operational efficiency has limited the increase in total operating budget expenditure to below inflationary increases.

In order to have a balanced budget and continue providing existing services and supports, membership fees, which makes up the majority of the Association's revenue, have increased \$151,574. In 2016, membership fees did not increase but a deficit budget of \$117,002 was approved. While the membership fee increase is needed to sustain current service levels in the organization, beginning in 2017, there will be a reduction in the administration portion of the insurance premiums that will help minimize the overall impact to school division budgets.

Other revenue has increased \$83,305, primarily due to a change in administrative allocations to the members services' program. Investment revenue is expected to remain weakened but anticipated to increase after a significant decrease in 2016 due to the volatility of the market.

This budget continues to support the *SSBA Strategic Plan 2013-2025* and appropriate resources to leading Saskatchewan education and continuing to provide high quality and valued services in the area of board development, legal, strategic human resources, communications, and First Nation and Metis Education through the operating budget and to sponsor events and activities that allow for meaningful interaction among and between member boards and the Association.

BUDGET RESOLUTION Budget 2017	For: Against:	Spoil: Blank:	CD DEF	%
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RESOLUTIONS

AGM 16-01 BE IT RESOLVED that the proposed Position Statement on “Assessment of Student Achievement” be adopted to replace the current “Position Statement 2.2 Assessment of Student Achievement”;

PROPOSED “Position Statement 2.2 ASSESSMENT OF STUDENT ACHIEVEMENT”

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.

The Association strongly supports the work of Boards of Education/CSF in strengthening the capacity of the publicly funded school divisions 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 ethical data handling, including, collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Engage parents in assessment of student achievement to increase opportunities for student success, and 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.

Association Executive

(Note: If passed by the membership this proposed Position Statement will replace Position Statement 2.2 Assessment of 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 2011.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution AGM 16-01 Re: Assessment of Student Achievement	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 16-02 BE IT RESOLVED that the proposed Position Statement on “Teacher Education and Certification” be adopted to replace the current “Position Statement 4.2 Teacher Education and Certification”;

**PROPOSED “Position Statement 4.2
TEACHER EDUCATION AND CERTIFICATION”**

Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is responsible for regulating teacher certification and registration, including issuing, suspending, or revoking a teacher’s certificate. Teacher education and certification requirements are approved by the Teacher Education and Certification Committee of the SPTRB, a committee of representatives from educational stakeholders including the SSBA. The Certification Decision Review Committee of the SPTRB, a committee of representatives from education stakeholders including the SSBA, hears certification decision appeals from teachers.

2. Boards of education/CSF expect teacher education programs that reflect the requirements of publicly funded school systems and that are based on current educational research and effective practices that develop teachers to focus on the skills and knowledge students need to succeed in work, life and citizenship.

3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.

4. Boards of education/CSF, as employers, have high expectations of teachers as professionals and therefore have a critical interest in defining and supporting the development of competencies for effective teaching including:

- a) Teachers value and care for the whole child by developing positive relationships and acting in the best interests of their students.
- b) Teachers facilitate the engagement and support of parents and the community.
- c) Teachers are committed to education as a profession and to engaging in ongoing professional development to remain current and effective, and apply these learnings in their work.
- d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

Association Executive

(Note: If passed by the membership this proposed Position Statement will replace Position Statement 4.2 Teacher Education and Certification)

(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

Resolution AGM-16-02 Re: Teacher Education and Certification	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-16-03 BE IT RESOLVED that the proposed Position Statement on “Public Engagement” be adopted to replace the current “Position Statement 5.1 Public Engagement;

**PROPOSED “Position Statement 5.1
PUBLIC ENGAGEMENT”**

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 acknowledged as the child’s first teacher and play a significant role in 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. Locally elected boards provide a strong mechanism for the public to be engaged in public education.
4. Boards engage in constructive partnerships with public stakeholders (e.g. business, local municipalities, non-profit organizations, etc.) to enhance student achievement.

Association Executive

(Note: If passed by the membership this proposed Position Statement will replace Position Statement 5.1 Public Engagement)

(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 2011.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution AGM-16-03 Re: Public Engagement	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-16-04 BE IT RESOLVED that the Saskatchewan School Boards Association Executive request that the Government of Saskatchewan evaluate the effectiveness of the current School Community Council framework in supporting the educational needs of schools and their communities.

Regina S.D. No. 4

(Note: This Resolution relates to Position Statement 1.2)

Sponsor's Rationale:

With School Community Councils now in their 10th year, an evaluation of the program and participants should be conducted to ensure that the program is meeting its objectives and is improving access and encouraging participation of parents and community. Schools/students benefit from parents/communities being involved in education. Volunteer time and commitment is a scarce resource. The systems established to support the councils need to provide value both to the school/student and volunteer; they also need to reduce barriers and bureaucracy for participation. The continued success of this program relies on an evaluation of its effectiveness and a plan for the future.

Cost of this resolution:

The cost to the SSBA will be limited to advocacy efforts.

Resolution AGM-16-04 Re: School Community Council Framework	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-16-05 BE IT RESOLVED that the Saskatchewan School Boards Association Executive lobby the Government of Saskatchewan to amend the School Review legislated process to include the ability for rural school divisions to develop long range facility plans which may include consolidation.

South East Cornerstone S.D. No. 209

(Note: This Resolution relates to Position Statement 1.2 and 3.2)

Sponsor’s Rationale:

The School Review Process outlines the need for a consultation process regarding possible grade discontinuance up to and including closure of a school. There are set timelines and processes which must be adhered to. In the case where there is potential for consolidation of rural schools, the process does not allow for pre-planning and facility review.

Cost of this resolution:

No cost outside of attendance of regular meetings, consultations at existing opportunities.

Resolution AGM-16-05 Re: School Review process	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-16-06 BE IT RESOLVED that the position paper, crafted by the SSBA with guidance from the Aboriginal Constituency, be used to advocate to the Ministry of Education for mandatory curriculum that includes the rich and diverse history of the First Nations and Metis Peoples with their experience of the arrival of the European newcomers, and the legacy of the Indian Residential Schools era.

Aboriginal Constituency
supported by the Association Executive

(Note: This Resolution relates to Position Statement 2.1)

(Note: This relates to Vision 2025 Strategic Themes “Engagement at All Levels”, “Courageous Leadership” and “Alignment at all Levels”.)

Sponsor’s Rationale:

The history of the First Peoples is fundamentally the history of Canada where they contributed, and continue to participate in the future of Saskatchewan and Canada. Every student in Saskatchewan, upon graduation, should have an understanding of this chapter of Canada’s First Peoples.

June 2009: Declared National Aboriginal History Month, providing the opportunity for the education sector to recognize the historic contributions of the First Peoples, their traditions and culture.

June 11, 2008: Statement of Apology to former students of Indian Residential Schools and the establishment of Truth and Reconciliation Commission (TRC). The establishment of the TRC created a unique opportunity to educate all Canadians about the Indian Residential Schools era.

In 2012: the TRC met with the Council of Canadian Ministers of Education and challenged that all Canadian jurisdictions should implement mandatory learning about residential school history for students.

November 2012 SSBA AGM: TRC Chair Murray Sinclair challenged the Saskatchewan Education sector, to enact changes to make it mandatory for all students to learn about the residential schools.

November 2013 SSBA AGM: TRC Commissioner Dr. Marie Wilson explained the TRC’s role to uncover the story of Canada’s “*Collective Thought Blind spot*” about the Indian Residential School experience.

June 2, 2015: TRC’s five year mandate ends with a final message from all three TRC Commissioners that the education sector has an important role in reconciliation.

July – September 2016: SSBA final draft of Position Paper, with feedback from sector partners; Endorsement of “Position Paper” from SSBA executive; Informal presentation to Members Council.

September 30, 2016: Don Morgan, Minister of Education officially proclaimed September 30 as “Orange Shirt Day” in Saskatchewan and requested that all citizens of the Province of Saskatchewan to recognize the day.

Cost of this resolution:

It is expected the cost of this resolution to not exceed \$3,000 for the following activity:

SSBA Advocacy that may include Executive and Senior Management

SSBA participation that may include Senior Management and Aboriginal Constituency representative

Resolution AGM-16-06 Re: Curriculum - History of First Nation and Métis People	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-16-07 BE IT RESOLVED that the SSBA request that the Ministry of Education initiate a provincial strategy to support students experiencing a high degree of transience.

Saskatchewan River S.D. No. 119

(Note: This Resolution relates to Position Statement 2.1)

Sponsor's Rationale:

For the purposes of this resolution, transience refers to the movement of students between schools, between school divisions, and between communities. When families move to pursue work or educational opportunities, or to secure housing, students are often required to change schools, sometimes repeatedly throughout an academic year. Transience occurs due to circumstances beyond the control of students and boards of education but greatly effects student learning and academic achievement. Many school divisions have multiple schools that experience a chronic turnover of students (+100%) in a given academic year, suggesting that thousands of students throughout the province are effected by transience. Research shows, unequivocally, that transience has a negative impact on the academic progress of students. When a student moves to a new school in the middle of an academic year, roughly four months of academic progress are lost. In many cases, students move multiple times in a given school year, compounding the negative impact that transience has on learning.

Yet when boards of education innovate and implement local programs that support students who experience transiency, students are more successful. Local initiatives demonstrate that when appropriate and strategic interventions are put in place, it is possible to mitigate the negative impacts of transience on student achievement. For example, when students received targeted interventions to mitigate the effects of transience in the SRPSD Soft Landing initiative (2016), 83.3% of students experienced moderate to significant success. The initiative also proved to have a positive impact on absenteeism, for those who received interventions.

Transience is a phenomenon that occurs broadly, with known consequences. The approach needs to reflect this. This resolution calls for a concerted and collaborative approach to mitigating the effects of transience on student achievement and requests that the Ministry of Education undertake a provincial strategy in order to scale-up the efforts of individual boards. It is an opportunity to better understand the scope and scale of student transiency across the province and fully consider the effects of transiency on student learning and achievement. It is an opportunity to work collaboratively, across the Education sector to share successful approaches and interventions that address transience.

This resolution complements and builds on the efforts of boards of education who address the needs of transient students and their families through local initiatives and aligns with the great work being done to support vulnerable students through the Education Sector Strategic Plan 2014-2020.

Cost of this resolution:

The cost to the SSBA will be limited to advocacy efforts.

Resolution AGM-16-07 Re: Provincial Strategy for student transience	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-16-08 BE IT RESOLVED that the Saskatchewan School Boards Association collectively affirm the commitment of Boards of Education to the principles and vision for inclusion outlined in the *Saskatchewan Disability Strategy*, and that the SSBA request that the Ministry of Education dedicate new, targeted funding for school accessibility projects that reflect the intent of *Saskatchewan's Disability Strategy*.

Saskatchewan Rivers S.D. No. 119

(Note: This Resolution relates to Position Statement 2.1, 3.1, 3.2, and 3.3)

Sponsor's Rationale:

This resolution responds to *Saskatchewan's Disability Strategy, People Before Systems: Transforming the Experience of Disability in Saskatchewan*, released in December, 2015. A product of The Saskatchewan Plan for Growth, the *Saskatchewan Disability Strategy* outlines the Government's commitment to transform the experience of disability in our province and to make Saskatchewan the best place to live for people with disabilities. It is the intent of this resolution to affirm that boards of education throughout the province are equally committed to ensuring that our schools are universally accessible and to request that government provide dedicated funding so that school divisions can create the kind of inclusive educational experience that is envisioned throughout the document.

As part of a comprehensive plan, the *Saskatchewan Disability Strategy* acknowledges and demonstrates a strong commitment to invest in accessibility and inclusion, including the following recommendations:

- Recommendation #8
FOCUS ON DEVELOPMENT AND LIFELONG LEARNING: Remove barriers to inclusive quality education, early development programming and lifelong learning so that people experiencing disability have the opportunity to realize their potential.
- Recommendation #11
CREATING ACCESSIBLE COMMUNITIES FOR ALL: Create communities to meet the needs of all citizens.

Boards of education have a significant role to play in actualizing the *Saskatchewan Disability Strategy* by removing barriers to inclusive quality education and creating accessible schools that meet the needs of all students. Boards of education, with intimate knowledge of our local communities and the students we serve, are well positioned to innovate and lead change that improves the experience of disability for the students, families and communities we serve. Boards are committed to ensuring that school accessibility is part of long term capital planning, but need access

to dedicated funding in order to actualize school accessibility projects that improve access to learning environments and remove barriers for students who experience disability.

To varying degrees around the province, students with disabilities face limitations to fully accessing school facilities and programming offered in schools.

School boards, require access to dedicated funds for projects that seek transform existing learning environments and the experience of students with disabilities. While new buildings are built to provide universal accessibility and an inclusive educational experience, older buildings require retrofitting and renovation in order to mitigate barriers and meet similar standards and provide an equitable opportunity.

To meaningfully respond to the Saskatchewan Disability Strategy and genuinely strive to create universally accessible learning environments that are conducive to full inclusion, Boards of Education need access to new, dedicated funding that is:

- distinct from PMR funding
- separate from existing capital funding & prioritization formulas
- driven by student needs

This resolution is consistent with the Education Sector Strategic Plan 2014-2020 and also compliments the SSBA Vision 2025 and the SSBA Position Statement 3.3 Education Equity.

Cost of this resolution:

The cost to the SSBA will be limited to advocacy efforts.

Resolution AGM-16-08 Re: Saskatchewan Disability Strategy	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-16-09 BE IT RESOLVED that the Saskatchewan School Boards Association consult with the Ministry of Education to review the rationale for and mechanics of the “social impact bond” recently entered into by the Government of Saskatchewan with a view to the broader potential impact on funding for public education in Saskatchewan and the operation of publicly funded schools.

Regina S.D. No. 4

(Note: This Resolution relates to Position Statement 3.1, 3.3 and 5.2)

Sponsor’s Rationale:

Reports are that the Mosaic Foundation will give \$1 Million over the next five years to boost the level of services available to students at Mother Teresa Middle School, an Associate school. In the event that at least 82% of the school’s students graduate Grade 12, the Government of Saskatchewan has agreed to repay the Mosaic Foundation the principal plus 1.3% annual interest. At a 75% graduation rate, 75% of the principal will be repaid by the government with no interest. While the government asserts that higher graduation rates will save it up to \$1.7 Million in reduced economic health and social services, the broader impact of this unprecedented arrangement requires further study and analysis. For example, students attending Mother Teresa Middle School are subject to a rigorous screening process while public schools accept all students. Also, all public schools do not have ready access to benefactors willing to make significant investments in increasing graduation rates. Associate schools receive government funding based on 80% of the average provincial per student funding rate. This level of funding is now supplemented as a result of the social impact bond. At a minimum, the funding principles of equity and transparency are significantly compromised by the government participating in such “one-off” arrangements. The government must fund all schools at a level that facilitates the provision of the additional supports necessary to improve graduation rates.

Cost of this resolution:

Executive advocacy to Ministry of Education.

Resolution AGM-16-09 Re: Social Impact Bond	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-16-10 BE IT RESOLVED that the Saskatchewan School Boards Association urge the Government of Saskatchewan to revise The Education Property Tax Bill to include the establishment of a distinct and separate fund to which education property tax levies would be deposited and payments made to school boards.

Regina S.D. No. 4

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

The Government of Saskatchewan is planning to introduce The Education Property Tax Bill at the Fall sitting of the legislature. While passage of the bill in its current form would serve to alleviate the administrative challenges certain school divisions face, there are broader, more far-reaching potential implications for boards of education to be considered. Pursuant to the current bill, education property tax levies will be deposited directly to the General Revenue Fund with minimal reporting provided to boards of education. Board funding will take the form of provincial grants exclusively. It is submitted that such a regime stands to compromise the principles of transparency, accountability, and traceability for property tax revenues. Establishment of a separate fund or foundation strictly for the collection of education property tax levies from municipalities and distribution of same to school boards would address these concerns. In Alberta, the Alberta School Foundation Fund serves this purpose.

Cost of this resolution:

Executive advocacy to Ministry of Education.

Resolution AGM-16-10 Re: The Education Property Tax Bill	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-16-11 BE IT RESOLVED that the SSBA support the governance structure and northern location of the Northern Teacher Education Program (NORTEP)/ Northern Professional Access College (NORPAC) to educate teachers in the north knowing that locally trained teachers are essential to the success of northern children.

Northern Lights S.D. NO 113
Ile a La Crosse S.D. No. 112

(Note: This Resolution relates to Position Statement 4.2)

Sponsors' Rationale:

NORTEP/NORPAC is a local teacher education program located in La Ronge Saskatchewan. It has a long history, 40 years, of producing successful teachers who support education in all northern schools, both publicly and federally funded. It is estimated that approximately 400 teachers have been educated in NORTEP/NORPAC since its inception. A successful Master of Education program has also produced most of the school leadership currently in place.

The annual budget for NORTEP/NORPAC is \$3.4M. The benefit to northern communities is immeasurable in that Indigenous people earn a well-paying local job as well as stability to their families. These teachers become long-term employees providing continuity to their local schools.

The Northern Lights School Division started NORTEP in 1976 in order to train local people as teachers who could have a better chance of success with northern children. These teachers understand their culture and become role models for their students and the community at large.

The future of the NORTEP/NORPAC program is in jeopardy. The program will be restructured to fall under another larger post-secondary institution. It will lose its local nature and after 40 years of success it will disappear.

This is unacceptable. We ask for the SSBA's support.

Cost of this resolution:

No Costing submitted by the School Division.

Resolution AGM-16-11 Re: NORTEP/NORPAC	For:	Spoil:	CD DEF	%
	Against:	Blank:		

AGM-16-12 BE IT RESOLVED that the Saskatchewan School Boards Association annually report to boards on the level of insurance fund reserves held by the Association (property, general liability, sexual molestation, and air quality pools) and potential claims against said loss pools, compare same against the loss pool levels contemplated in the respective loss pool trust documentation and best practice, and provide a concrete plan for dealing with either surplus or deficit situations; the goal being to provide contributing boards with more meaningful information regarding their funds, held in trust by the Saskatchewan School Boards Association, than can be gleaned from a review of the Association's Audited Financial Statements.

Regina S.D. No.

(Note: This Resolution does not relate to a Position Statement)

Sponsor's Rationale:

According to the Saskatchewan School Boards Association's financial statements as at December 31, 2015, the Association holds the following loss pool fund balances:

Property Pool	\$3,020,110
Sexual Molestation Pool	5,464,432
General Liability Pool	7,780,452
Air Quality Pool	3,206,910
	<u>\$19,471,904</u>

This is the extent of information available to boards regarding these funds. Boards have no understanding of the potential for claims against said funds. With a regular reporting mechanism in place, the school boards for whom the funds are held in trust would be provided with more meaningful information and the loss pool balances would be regularly reviewed to ensure that responsible levels are maintained while, at the same time, turning back excesses on a timely basis when such is warranted.

Cost of this resolution:

Staff time to prepare and publish requested information.

Resolution AGM-16-12 Re: Insurance Fund Reserves	For: Against:	Spoil: Blank:	CD DEF	%
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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	
1. Organizational Development 1.1 Development of Position Statements 1.2 Local Governance of Education	3. Operations and Facilities 3.1 Education Finance 3.2 Facilities Funding 3.3 Education Equity
2. The Education Program 2.1 Student Achievement 2.2 Assessment of Student Achievement 2.3 Teaching and Learning With Technology	4. Human Resources 4.1 Collective Bargaining 4.2 Teacher Education and Certification 5. Public Engagement and Partnerships 5.1 Public Engagement 5.2 Partnership Agreements

Other Key Documents: Board Member Code of Ethics

<p>Adopted Position 1.1:</p> <p>Development of Position Statements</p>	<p>Date Approved: November 2013</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.

Adopted Position 1.2: Local Governance of Education	Date Approved: November 2014
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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. 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.

Adopted Position 2.1: Student Achievement	Date Approved: November 2014
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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.

Adopted Position 2.2:**Assessment of Student Achievement****Date Approved: November 2011**

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.

Adopted Position 2.3: Teaching and Learning With Technology	Date Approved: November 2013
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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.

Adopted Position 3.1: Education Finance	Date Approved: November 2014
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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.

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.

Adopted Position 3.2: Facilities Funding	Date Approved: November 2014
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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 renovations¹. Boards need to develop a 3 year PMR Maintenance Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- 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 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.

¹ 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.

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.²
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.

² 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.

<p>Adopted Position 3.3:</p> <p>Education Equity</p>	<p>Date Approved: November 2012</p>
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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."

Adopted Position 4.1: Collective Bargaining	Date Approved: November 2012
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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>Adopted Position 4.2: Teacher Education and Certification</p>	<p>Date Approved: November 2009</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.

Adopted Position 5.1: Public Engagement	Date Approved: November 2011
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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."

Adopted Position 5.2: Partnership Agreements	Date Approved: November 2012
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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.
5. Partnership agreements will be transparent and clearly define and committed to writing.

Code of Ethics	Date Approved: November 1993
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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 of the Board 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 *Robert’s Rules of Order Newly Revised*, 11th 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. 136-138, 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

Meeting Date:	November 8, 2016	Agenda Item #:	8.3
Topic:	Letters from Auditors		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: Attached you will find a letter of independence and a letter outlining reporting responsibilities from our auditors pertaining to the 2015-16 audit.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	October 31, 2016	Oct 3/16 Letter of Independence Oct 3/16 Letter re: Reporting Responsibilities and Audit Plan with attachment

Recommendation:
Information only.



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Letter of Independence

October 3, 2016

Prairie South School Division No. 210
1075 - 9th Avenue North West
MOOSE JAW, SK S6H 1V7

ATTENTION: Board of Directors

Dear Sir(s)/Madam(s):

We have been engaged to audit the financial statements of Prairie South School Division No. 210 for the year ending August 31, 2016.

Canadian Generally Accepted Auditing Standards (GAAS) require that we communicate at least annually with you regarding all relationships between the organization and Stark & Marsh CPA LLP, that, in our professional judgment, may reasonably be thought to bear on our independence.

In determining which relationships to report, these standards require us to consider relevant rules and related interpretations prescribed by the Uniform Rules of Professional Conduct of the Institute of Chartered Professional Accountants of Saskatchewan, covering such matters as:

- (a) holding a financial interest, either directly or indirectly, in a client;
- (b) holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- (c) personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- (d) economic dependence on a client; and
- (e) provision of services in addition to the audit engagement.

We have prepared the following comments to facilitate our discussion with you regarding independence matters arising since September 15, 2015.

We are not aware of any relationships between the organization and ourselves that, in our professional judgment, may reasonably be thought to bear on our independence.

GAAS requires that we confirm our independence to the Board of Directors in the context of the Uniform Rules of Professional Conduct of the Institute of Chartered Professional Accountants of Saskatchewan. Accordingly, we hereby confirm that we are independent with respect to the organization within the meaning of the Uniform Rules of Professional Conduct of the Institute of Chartered Professional Accountants of Saskatchewan as of August 31, 2016.

This report is intended solely for the use of the the Board of Directors, management and others within the organization and should not be used for any other purposes.

Should you have any questions regarding the foregoing or other matters, please contact us at your convenience. We are prepared to answer any questions you may have regarding our independence.

Yours truly,

A handwritten signature in cursive script, reading "Terri Olfert".

Terri Olfert, CPA, CA, CFP

TLO/prm



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October 3, 2016

Prairie South School Division No. 210
1075 - 9th Avenue North West
MOOSE JAW, SK S6H 1V7

ATTENTION: Board of Directors

Dear Sir(s)/Madam(s):

We have been engaged to provide the following services for Prairie South School Division No. 210 for the year ending August 31, 2016:

1. Audit the statement of financial position and the related statements of operations, changes in net financial assets and changes in cash flow; and
2. Prepare special reports: Report on Internal Controls, Report on Legislative Compliance and Report on Other Matters.

Enclosed is a report pertaining to our audit of the financial statements of the organization. This document had been prepared to aid you in fulfilling your obligation(s) with respect to the 2016 financial statements and is not intended for any other purpose. We do not accept any responsibility if the report is distributed to third parties or other users.

Should you have any questions regarding the enclosed, please do not hesitate to contact us.

Yours truly,

A handwritten signature in black ink that reads 'Terri Olfert'.

Terri Olfert, CPA, CA, CFP

TLO/prm
Enc.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210

REPORTING RESPONSIBILITIES AND AUDIT PLAN

I. Our Responsibility as Auditors

Our responsibility, as auditors, is to express an opinion to the Board on whether the financial statements present fairly, in all material respects, the financial position, results of operations and cash flows in accordance with Canadian public sector accounting standards.

An audit is conducted to obtain reasonable (but not absolute) assurance that the financial statements are free of material misstatements. Due to the inherent limitations of an audit, there is an unavoidable risk that some misstatements will not be detected (particularly intentional misstatements concealed through collusion), even though the audit is properly planned and performed. Should we discover any such irregularities during our examination, we will report these matters to you.

Our audit includes:

- An assessment of the risk that the financial statements may contain material misstatements;
- An examination of various tests and sampling of data, supporting documentation and the disclosures made in the financial statements;
- An assessment of the accounting principles used by management; and
- An assessment of the significant estimates made by management.

We will obtain an understanding of internal controls to plan the audit and provide a report on the effectiveness of internal controls.

Our understanding of internal controls will also include management's assessment of the risk that the financial statements may be materially misstated as a result of fraud and error and the internal controls put into place by management to address such risks.

II. Responsibilities of the Board of Directors

As management for the organization, the Board is responsible for establishing and maintaining an adequate internal control structure and procedures for financial reporting. This includes the design and maintenance of accounting records, recording transactions, selecting and applying accounting policies, safeguarding of assets and preventing and detecting fraud and error.

The the Board's responsibilities with respect to the audit engagement include (but are not limited to) the following:

- Being available to assist and provide direction in the audit planning process when and where appropriate;
- Meeting with us as necessary and prior to the release and approval of financial statements to review audit, disclosure and compliance issues;
- Where necessary, reviewing matters raised by the audit process with appropriate levels of management/the Board and reporting back to the auditors with respect to your findings;

- Making known to us any issues of disclosure, corporate governance, fraud or illegal acts, non-compliance with laws or regulatory requirements that are known to you, where such matters may impact the financial statements or the auditor's report;
- Providing guidance and direction to us on any additional work you feel should be undertaken in response to issues raised or concerns expressed;
- Making such enquiries as appropriate into our findings with respect to corporate governance, management conduct, cooperation, information flow and systems of internal controls; and
- Reviewing the draft financial statements prepared by the Board, including the presentation, disclosures and supporting notes and schedules, for accuracy, completeness and appropriateness.

III. Audit Approach

Outlined below are certain aspects of our audit approach which are intended to help you in discharging your oversight responsibilities. Our general approach to the audit of Prairie South School Division No. 210 is to assess the risks of material misstatement in the financial statements and then respond by designing audit procedures.

a) Illegal Acts, Fraud, Intentional Misstatements and Errors

Our auditing procedures, including tests of your accounting records, are limited to those considered necessary in the circumstances and would not necessarily disclose all illegal acts, fraud, intentional misstatements or errors should any exist. We will conduct the audit under Canadian generally accepted auditing standards (GAAS), which include procedures to consider the potential likelihood of fraud and illegal acts occurring (based on the control environment, governance structure and circumstances encountered during the audit).

These procedures are not designed to test for fraudulent or illegal acts, nor would they necessarily detect such acts or recognize them as such, even if the effect of their consequences on the financial statements is material. However, should we become aware that an illegal or possible illegal act or an act of fraud may have occurred, other than one considered clearly inconsequential, we will communicate this information directly to the Board.

It is management's and/or the Board's responsibility to detect and prevent illegal actions. If such acts are discovered or management/the Board become aware of circumstances under which the organization may have been involved in fraudulent, illegal or regulatory non-compliance situations, such circumstances must be disclosed to us.

b) Related Party Transactions

During our audit, we conduct various tests and procedures to identify transactions considered to involve related parties. Related parties exist when one party has the ability to exercise, directly or indirectly, control, joint control or significant influence over the other. Two or more parties are related when they are subject to common control, joint control or common significant influence. Related parties also include management, members of the Board and their immediate family members and companies with which these individuals have an economic interest.

We will ensure that all related party transactions that were identified during the audit have been represented by management/the Board to have been disclosed in the notes to financial statements, recorded in accordance with Canadian public sector accounting standards and have been reviewed with you. All gains and losses occurring as a result of transactions with related parties have been recorded in accordance with the recommendations of the Chartered Professional Accountant (CPA) Canada Handbook. You are also required to identify any other related party transactions not disclosed in the financial statements.

c) Risk-based

Our risk-based approach focuses on obtaining sufficient appropriate audit evidence to reduce the risk of material misstatement in the financial statements to an appropriately low level. This means that we will focus our audit work on higher risk areas that have a higher risk of being materially misstated.

Based on our knowledge of the organization's business and our past experience, we have identified the following areas that have a potentially higher risk of a material misstatement:

- Recognition of property taxation revenues and assessment of management's estimates used in recording revenue and related accounts receivable as of August 31, 2016.

d) Materiality

Materiality in an audit is used to help us achieve the following:

- Guide planning decisions on the nature and extent of our audit procedures;
- Assess the sufficiency of the audit evidence gathered; and
- Evaluate any misstatements found during our audit.

Materiality is the term used to describe the significance of financial statement information to decision makers. An item of information, or an aggregate of items, is material if it is probable that its omission or misstatement would influence or change a decision. Materiality is a matter of professional judgment in the particular circumstances.

We plan to use a materiality level of \$800,000. The materiality level for the prior year's audit was \$800,000.

e) Audit Procedures

In responding to our risk assessment, we will use a combination of tests of controls, tests of details and substantive analytical procedures. The objective of the tests of controls is to evaluate whether certain controls operated effectively. The objective of the tests of details is to detect material misstatements in the account balances and transaction streams. Substantive analytical procedures are used to identify differences between recorded amounts and predictable expectations in larger volumes of transactions over time.

f) Other Matters

- Provide an opinion on Internal Control, Legislative Compliance and Other Matters to the office of the Provincial Auditor as in prior year audit.

g) Timing

October 5-6 Internal Control testing

October 25-26 Year end audit field work

November 29 Audit Memorandum presented to the Board of Trustees

This communication is prepared solely for the information of the Board and is not intended for any other purpose. We do not accept any responsibility if this document is distributed to third parties or other users.