

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

JANUARY 3, 2017  
11:00 a.m. – 4:00 p.m.  
Central Office, 1075 9<sup>th</sup> Avenue NW, Moose Jaw

**AGENDA**

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
  - 1.1 Offer for Thatcher Drive**
  - 1.2 Perrins Press Release**
  - 1.3 Incidents of Concern**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
  - 5.1 First Quarter Financial Accountability Report**
  - 5.2 Monthly Reports**
    - 5.2.1. Teacher Absence and Substitute Usage Report
    - 5.2.2. CUPE Staff Absence and Substitute Usage Report
    - 5.2.3. Bus Driver Absence And Substitute Usage Report
    - 5.2.4. Out of Scope Absence and Substitute Usage Report
    - 5.2.5. Tender Report
  - 5.3 Parameters for 2017-2018 School Year Calendar**
  - 5.4 Out of Province Excursion – Central Collegiate to Banff & Lake Louise, Alberta**
- 6. Delegations and Presentations**
  - 6.1 Spencer Kirby (11:15 a.m.)**
  - 6.2 Vivian Gauvin: Truth, Reconciliation and Prairie South Schools (11:30 a.m.)**
- 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 November 8, 2016**

*What are the different ways schools (especially rural schools) are making up for the lost funding for reffing for school sports?*

**8.2. Inquiry from December 13, 2016**

*Can the Board be presented with a summary of the discussions and work being done by the Inclusion Model Focus Group, which may include a delegation to the Board if that group would so desire?*

**8.3. Inquiry from December 13, 2016**

*That administration provide information to trustees with regards to their insurance coverage while doing Prairie South business.*

**8.4. Inquiry from December 13, 2016**

*Can we add to Section B of the “Overnight Excursion/Outdoor Education High Risk Activities” application form: That if applicable, the SSBA Guidelines for 15 passenger van use regarding driver experience/training, luggage, passenger and weight placements were reviewed. These guidelines should be used for all instances of 15 passenger van use (i.e. sport teams).*

**9. Transformational Change Information Items**

**9.1. Perrins Report**

**10. Celebration Items**

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

**11.1. Notice of Motions**

**11.2. Inquiries**

**12. Meeting Review**

**13. Adjournment**

**MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 1075 9<sup>th</sup> Avenue North West, Moose Jaw, Saskatchewan on DECEMBER 13, 2016 at 11:00 a.m.**

Attendance: Mr. R. Bachmann; Dr. S. Davidson; Ms. M. Jukes; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; Mr. J. Radwanski; Mr. B. Swanson; Mr. L. Young; T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; L. Meyer, Superintendent of Learning; 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: Ms. G. Wilson, Trustee

Motions:

- |                 |   |         |
|-----------------|---|---------|
| 12/13/16 – 2659 | That the meeting be called to order at 11:07 a.m.<br>- Davidson   | Carried |
| 12/13/16 – 2660 | That the Board adopt the Agenda as presented.<br>- McLeod   | Carried |
| 12/13/16 – 2661 | That the Board adopt the Minutes of the Organizational Meeting of November 8, 2016 as presented.<br>- Young                                 | Carried |
| 12/13/16 – 2662 | That the Board adopt the Minutes of the Regular Meeting of November 8, 2016 as presented.<br>- Radwanski                                    | Carried |
| 12/13/16 – 2663 | That the Board adopt the Minutes of the Special Meeting of November 29, 2016 as amended.<br>- Bachmann                                      | Carried |
| 12/13/16 – 2664 | That the Board allow trustees on a voluntary basis to enroll in the SSBA Employee Benefits Plan at 100% cost to the trustee.<br>- Radwanski | Carried |

Mr. Young left the meeting at 11:50 a.m.

- |                 |  |         |
|-----------------|--|---------|
| 12/13/16 – 2665 | That subject to Trustee Radwanski's amendment regarding the asterisks on Riverview and the explanation for that facility usage, that we receive and file the Facilities Accountability Report.<br>- McLeod | Carried |
|-----------------|--|---------|

That the Board break for lunch at 11:55 p.m.

That the Board reconvene at 1:04 p.m.

- |                 |   |         |
|-----------------|---|---------|
| 12/13/16 – 2666 | That the Board accept the monthly reports as presented.<br>- Jukes  | Carried |
| 12/13/16 – 2667 | That the Board approve the Central Butte SCC Alternate School Year Proposal effective with the 2017-2018 school year and direct administration to complete a follow-up review in the spring of 2019.<br>- Kessler | Carried |

Mr. Young returned at 1:09 p.m.

- |                 |   |         |
|-----------------|---|---------|
| 12/13/16 – 2668 | That the Board refer the Riverview Collegiate SCC Alternate School Year Proposal to the Urban Strategies Committee for further review with the understanding that the proposal will return to the Board for decision by March, 2017.<br>- Radwanski | Carried |
| 12/13/16 – 2669 | That the Board receive and file the Human Resources Accountability Report.<br>- Kessler   | Carried |
| 12/13/16 – 2670 | That the Board approve Central Collegiate's Grade 10-12 students' attendance at a Senior Boys Basketball Tournament in Medicine Hat, Alberta on February 2-4, 2017.<br>- Young  | Carried |
| 12/13/16 – 2671 | That the Board approve Kincaid's Grade 5-12 students to attend a ski trip to Hidden Valley Ski Resort on January 13, 2017.<br>- Jukes   | Carried |
| 12/13/16 – 2672 | That the Board approve Lindale's Grade 8 students to attend a ski trip to Asessippi, Manitoba on February 28-March 2, 2017.<br>- McLeod   | Carried |
| 12/13/16 – 2673 | That the Board approve Palliser Heights' Grade 8 students to attend a ski trip to Asessippi, Manitoba on January 24-26, 2017.<br>- Jukes  | Carried |

### **Committee Reports**

#### **Standing Committees:**

##### *Student Literacy & Achievement*

- No report given. Next meeting December 20, 2016.

*Equitable Opportunities*

- Met the beginning of December and future meeting dates have been set.
- Discussed technology – where things have been and future directions for wishes and hopes for students. Moved on to discuss the Ministry document Technology in Education Framework which was created in 2013 and is the framework on how to implement technology. World-class hardware doesn't equate to world-class technology. Hope to have a strategic plan in place for technology renewal in Prairie South. It's a hands-on committee.
- Learning opportunity in Semester 2 using OneNote: Kincaid, Mankota and Coronach taking Chemistry 30 synchronously. Connectivity upgraded so that helps.

*Student Transitions*

- No report given. Meeting will take place in early 2017.

*Business and Governance*

- Facilities Accountability Report presented today.
- Next meeting January 3, 2017.

*Advocacy and Networking*

- Reviewed the Human Resources Accountability Report which was presented today.
- Met with PSTA and had an excellent meeting. Teacher transfers was our main item for the night but that quickly moved on to classroom supports and how important they are to teachers and those who may be having struggles. And not just young teachers – veteran teachers value them as well. Really respect and truly appreciate that in acknowledging a need for supports, there is, at the same time, the understanding from the PSTA that we have financial restraints and they are working with us to “think outside the box” for cost-neutral ways to address the problem.
- Advocacy continuing with transformational change.

*Rural Strategies*

- Giselle is the chairperson.
- Discussion focused around ride times for Rockglen catchment area and options to reduce ride times. Next major agenda item is Caronport Catchment area.

*Urban Strategies*

- Met on November 29.
- Discussed the Riverview Alternate School Year calendar proposal.
- Looking at a south hill school planning event with Holy Trinity Catholic School Division in the New Year.
- Query into the usage of Peacock's Centennial Auditorium by community and school groups.
- Next meeting to be held on January 4.

12/13/16 – 2674

That Tony Baldwin and Trustee Shawn Davidson be given permission to send out a press release on the Dan Perrins report.  
- Jukes

**Inquiries**

Can the Board be presented with a summary of the discussions and work being done by the Inclusion Model Focus Group, which may include a delegation to the Board if that group would so desire?

- McLeod

That administration provide information to trustees with regards to their insurance coverage while doing Prairie South business.

- Young

Can we add to Section B of the “Overnight Excursion/Outdoor Education High Risk Activities” application form: That if applicable, the SSBA Guidelines for 15 passenger van use regarding driver experience/training, luggage, passenger and weight placements were reviewed. These guidelines should be used for all instances of 15 passenger van use (i.e. sport teams).

- Radwanski

12/13/16 – 2675

That the meeting be adjourned at 2:06 p.m.

Carried

- McLeod

---

S. Davidson  
Chair

---

B. Girardin  
Superintendent of Business & Operations

**Next Regular Board Meeting:**

Date: January 3, 2017

Location: Central Office, 1075 9<sup>th</sup> Avenue, Moose Jaw

# AGENDA ITEM

|                      |   |                                     |                                      |
|----------------------|---|-------------------------------------|--------------------------------------|
| <b>Meeting Date:</b> | January 3, 2017   | <b>Agenda Item #:</b>               | 5.1                                  |
| <b>Topic:</b>        | <b>1<sup>st</sup> Quarter Financial Accountability Report</b> |                                     |                                      |
| <b>Intent:</b>       | <input checked="" type="checkbox"/> Decision                  | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

**Background:** In accordance with the Board's annual work plan, a quarterly financial accountability report is to be presented to the Board at the end of each quarter.

**Current Status:** Attached is the 1<sup>st</sup> Quarter Financial Accountability Report.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

|                     |                   |   |
|---------------------|-------------------|---|
| <b>Prepared By:</b> | <b>Date:</b>      | <b>Attachments:</b>                                     |
| Bernie Girardin     | December 21, 2016 | 1 <sup>st</sup> Quarter Financial Accountability Report |

***Recommendation:***

That the Board receive and file the 1<sup>st</sup> Quarter Financial Accountability Report.

**1ST QUARTER ACCOUNTABILITY REPORT**  
For the period ended November 30, 2015

**Source Documents**

**Policy 12 Section 3. Fiscal Responsibility**

- 3.1. Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.  
3.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.  
3.3. Ensures insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

**1. Accumulated Surplus**

Following is the accumulated surplus as at August 31, 2016. While the board has just reviewed this in November we usually highlight the surplus early in the year for awareness:

|   | August 31<br>2015    | Additions<br>during the<br>year | Reductions<br>during the<br>year | August 31<br>2016    |
|---|----------------------|---------------------------------|----------------------------------|----------------------|
| <b>Invested in Tangible Capital Assets:</b>             |                      |                                 |                                  |                      |
| Net Book Value of Tangible Capital Assets               | \$ 52,026,754        | \$ 10,480,449                   | \$ 5,163,531                     | \$ 57,343,672        |
| Less: Debt owing on Tangible Capital Assets             | (1,161,319)          | -                               | (368,641)                        | (792,678)            |
|   | <b>50,865,435</b>    | <b>10,480,449</b>               | <b>4,794,890</b>                 | <b>56,550,994</b>    |
| <b>PMR maintenance project allocations (1)</b>          | <b>2,812,530</b>     | <b>1,713,066</b>                | <b>1,175,143</b>                 | <b>3,350,453</b>     |
| <b>Internally Restricted Surplus:</b>                   |                      |                                 |                                  |                      |
| <b>Capital projects:</b>                                |                      |                                 |                                  |                      |
| Designated for tangible capital asset expenditures      | 1,196,591            | 2,146,637                       | 1,724,024                        | 1,619,204            |
| Gravelbourg School Consolidation                        | 158,071              | 8,801,619                       | 8,342,138                        | 617,552              |
| Gravelbourg Elementary replace sewer line               | 39,775               | -                               | 39,775                           | -                    |
|   | <b>1,394,437</b>     | <b>10,948,256</b>               | <b>10,105,937</b>                | <b>2,236,756</b>     |
| <b>Other:</b>   |                      |                                 |                                  |                      |
| School generated funds                                  | 1,158,784            | 71,471                          | -                                | 1,230,255            |
| School budget carryovers                                | 515,515              | -                               | 125,499                          | 390,016              |
| Support staff professional development                  | -                    | 183,645                         | 38,906                           | 144,739              |
| Board approved practical applied arts program           | 387,116              | -                               | 387,116                          | -                    |
| Board approved allocation for School Buses              | 57,858               | 707,057                         | -                                | 764,915              |
| Board approved allocation for future elections          | 30,000               | 15,569                          | -                                | 45,569               |
| Saskatchewan Government Insurance Driver Training Grant | 248,998              | 152,926                         | 247,331                          | 154,593              |
| School Community Council carry forwards                 | 129,032              | -                               | 342                              | 128,690              |
| Cognitive Disabilities Program Grant                    | 93,882               | -                               | -                                | 93,882               |
| Child Nutrition & Development Grant                     | 34,761               | 60,798                          | 35,947                           | 59,612               |
|   | <b>2,655,946</b>     | <b>1,191,466</b>                | <b>835,141</b>                   | <b>3,012,271</b>     |
| <b>Unrestricted Surplus</b>                             | <b>15,013,836</b>    | <b>418,708</b>                  | <b>-</b>                         | <b>15,432,544</b>    |
| <b>Total Accumulated Surplus</b>                        | <b>\$ 72,742,184</b> | <b>\$ 24,751,945</b>            | <b>\$ 16,911,111</b>             | <b>\$ 80,583,018</b> |



## 2.1 Restricted Operating Reserves –

The Division allows schools to accumulate surpluses or incur deficits on their decentralized budgets, Following is a summary of the schools 2015-16 decentralized budget (includes surplus or deficit) and their surplus or deficit at the end of the year:

| School                  | Decentralized Budget | Decentralized Total Budget Committed | Decentralized Variance to Budget |
|-------------------------|----------------------|--------------------------------------|----------------------------------|
| Assiniboia 7th          | 107,330.00           | 76,071.05                            | 31,258.95                        |
| Assiniboia Elementary   | 110,279.00           | 82,373.78                            | 27,905.22                        |
| Assiniboia Composite    | 86,917.00            | 97,703.84                            | (10,786.84)                      |
| Avonlea                 | 81,261.00            | 58,403.80                            | 22,857.20                        |
| Baildon                 | 9,749.00             | 8,435.54                             | 1,313.46                         |
| Belle Plaine            | 9,256.00             | 10,899.16                            | (1,643.16)                       |
| Bengough                | 59,514.00            | 41,321.01                            | 18,192.99                        |
| Caronport Elementary    | 68,391.00            | 69,075.79                            | (684.79)                         |
| Central Butte           | 70,816.00            | 43,348.50                            | 27,467.50                        |
| Central Collegiate      | 228,750.00           | 238,952.27                           | (10,202.27)                      |
| Chaplin                 | 23,087.00            | 27,716.09                            | (4,629.09)                       |
| Coronach                | 84,794.00            | 65,904.74                            | 18,889.26                        |
| Craik                   | 57,339.00            | 41,895.57                            | 15,443.43                        |
| Empire                  | 82,236.00            | 72,297.29                            | 9,938.71                         |
| Eyebrow                 | 29,271.00            | 33,116.02                            | (3,845.02)                       |
| Glentworth              | 56,574.00            | 47,057.52                            | 9,516.48                         |
| Gravelbourg Elementary  | 90,811.00            | 48,304.81                            | 42,506.19                        |
| Gravelbourg High School | 61,139.00            | 46,435.68                            | 14,703.32                        |
| Huron                   | 11,374.00            | 4,759.37                             | 6,614.63                         |

|                 |              |              |             |
|-----------------|--------------|--------------|-------------|
| John Chisholm   | 8,005.00     | 9,724.79     | (1,719.79)  |
| Kincaid         | 52,844.00    | 49,060.00    | 3,784.00    |
| King George     | 143,252.00   | 135,277.67   | 7,974.33    |
| Lafleche        | 57,659.00    | 37,585.09    | 20,073.91   |
| Lindale         | 210,934.00   | 182,286.08   | 28,647.92   |
| Mankota         | 48,533.00    | 31,267.42    | 17,265.58   |
| Mortlach        | 41,161.00    | 44,305.11    | (3,144.11)  |
| Mossbank        | 67,904.00    | 62,353.77    | 5,550.23    |
| Palliser        | 307,400.00   | 266,517.22   | 40,882.78   |
| Peacock         | 357,000.00   | 415,796.15   | (58,796.15) |
| Prince Arthur   | 131,892.00   | 134,587.61   | (2,695.61)  |
| Riverview       | 47,550.00    | 59,074.89    | (11,524.89) |
| Rockglen        | 55,857.00    | 56,477.13    | (620.13)    |
| Rose Valley     | 9,950.00     | 13,030.93    | (3,080.93)  |
| Rouleau         | 103,262.00   | 86,450.70    | 16,811.30   |
| Sunningdale     | 217,667.00   | 202,549.55   | 15,117.45   |
| Vanguard        | 35,248.00    | 3,835.44     | 31,412.56   |
| Westmount       | 128,548.00   | 158,492.51   | (29,944.51) |
| William Grayson | 45,615.00    | 48,191.09    | (2,576.09)  |
| Total           | 3,399,169.00 | 3,110,934.98 | 288,234.02  |

2. **Revenue/Expenditure patterns - 3 month expenditures for the period September 1, 2015 to November 30, 2016 is attached.**

***Revenue:***

Overall our revenue is at 102% of the 1<sup>st</sup> quarter budget:

- Grants are lower than the 1<sup>st</sup> Quarter budget as capital grants are lower. The PMR funding for 2016-17 was received in the prior year.
- Other Revenue is higher than anticipated in the quarter as we sold some busses for just under 30,000 which explains the extra funds received.

***Expenditure:***

Overall our expenditures are lower than expected in the 1<sup>st</sup> quarter we are only at 87% of the quarterly budget:

- Instruction – Salary and benefits are higher at this point which may be due to the combination of
- Plant Operations – we have a large number of projects planned for facilities renewal however most of the projects will start later in the year.

**Governance Implications**

Continue to monitor net effect of expenditures on future net assets and cash.

Prairie South School Division  
Statement of Financial Position  
As At November 30, 2016

|                                   |    | 2016-17           | 2015-16           |
|-----------------------------------|----|-------------------|-------------------|
|                                   |    | Actual            | Actual            |
| <b>FINANCIAL ASSETS</b>           |    |                   |                   |
| Cash                              | 30 | 28,792,438        | 27,193,148        |
| Short Term Investments            | 31 | 17,893            | 17,780            |
| Accounts Receivable               | 32 | 12,764,662        | 2,099,983         |
| Provincial Grants Receivable      | 33 | 1,128,249         | (475,412)         |
| Other Receivables                 | 34 | 344,189           | 272,581           |
| Portfolio Investments             | 37 | 22,850            | 40,351            |
| Other Assets                      | 40 | 15,572            | 15,385            |
| <b>TOTAL FINANCIAL ASSETS</b>     |    | <b>43,085,853</b> | <b>29,163,815</b> |
| <b>LIABILITIES</b>                |    |                   |                   |
| Other Payables                    | 52 | 4,292,198         | 4,230,629         |
| Capital Loans                     | 55 | 697,713           | 1,070,814         |
| Accrued Employee Future Benefits  | 57 | 1,986,500         | 2,231,488         |
| Deferred Revenue                  | 61 | 2,572,478         | 1,245,107         |
| <b>TOTAL LIABILITIES</b>          |    | <b>9,548,889</b>  | <b>8,778,039</b>  |
| <b>NET FINANCIAL ASSETS(DEBT)</b> |    | <b>33,536,964</b> | <b>20,385,777</b> |
| <b>NON-FINANCIAL ASSETS</b>       |    |                   |                   |
| Tangible Capital Assets           |    | 51,498,313        | 51,573,661        |
| Inventories of Supplies           | 85 | 199,193           | 4,046             |
| Prepaid Items                     | 86 | 615,407           | 25,611            |
| <b>TOTAL NON FINANCIAL ASSETS</b> |    | <b>52,312,913</b> | <b>51,603,318</b> |
| Current Year Net Income(Loss)     |    | 2,306,593         | (546,859)         |
| <b>Accumulated Surplus</b>        |    | <b>88,156,469</b> | <b>71,442,236</b> |

PRAIRIE SOUTH SCHOOL DIVISION NO. 210  
STATEMENT OF FINANCIAL ACTIVITIES  
As At November 30, 2016

|                               | 2016-17<br>Approved<br>Budget | 1st Quarter<br>Budget | Total<br>Revenue/Expenses<br>& Encumbrances | Budget<br>Remaining | Percentage<br>of Budget<br>Used | Percentage<br>of 1st<br>Quarter<br>Budget<br>Used | 2015-16 Actual    |
|-------------------------------|-------------------------------|-----------------------|---|---------------------|---------------------------------|---|-------------------|
| <b>REVENUE</b>                |                               |                       |   |                     |                                 |   |                   |
| Taxation                      | 29,969,700                    | 7,492,425             | 7,492,426                                   | 22,477,275          | 25%                             | 100%  | 7,448,975         |
| Grants                        | 50,403,828                    | 12,600,957            | 12,944,924                                  | 37,458,904          | 26%                             | 103%  | 11,749,952        |
| Tuition                       | 45,500                        | 11,375                | 1,475                                       | 44,025              | 3%                              | 13%   | 1,070             |
| School Generated Funds        | 1,135,000                     | 283,750               | 283,750                                     | 851,250             | 25%                             | 100%  | -                 |
| Complementary Services        | 572,540                       | 143,135               | 135,735                                     | 436,805             | 24%                             | 95%   | 161,568           |
| External Services             | 3,600,144                     | 900,036               | 917,383                                     | 2,682,761           | 25%                             | 102%  | 995,404           |
| Other Revenue                 | 318,500                       | 79,625                | 109,833                                     | 208,667             | 34%                             | 138%  | 95,686            |
| <b>TOTAL REVENUE</b>          | <b>86,045,212</b>             | <b>21,511,303</b>     | <b>21,885,526</b>                           | <b>64,159,687</b>   | <b>25%</b>                      | <b>102%</b>                                       | <b>20,452,655</b> |
| <b>EXPENSES</b>               |                               |                       |   |                     |                                 |   |                   |
| Governance                    | 464,350                       | 116,088               | 116,626                                     | 347,724             | 25%                             | 100%  | 120,386           |
| Administration                | 3,097,801                     | 774,450               | 700,937                                     | 2,396,864           | 23%                             | 91%   | 884,029           |
| Instruction                   | 58,069,672                    | 14,892,844            | 13,852,243                                  | 44,217,429          | 24%                             | 93%   | 14,437,371        |
| Plant Operation               | 14,911,782                    | 3,727,946             | 1,784,309                                   | 13,127,473          | 12%                             | 48%   | 2,867,903         |
| Transportation                | 7,420,795                     | 1,855,199             | 1,508,909                                   | 5,911,886           | 20%                             | 81%   | 1,967,274         |
| Tuition Expense               | 65,000                        | 16,250                | 3,500                                       | 61,500              | 5%                              | 22%   | 250               |
| School Generated Funds        | 1,135,000                     | 283,750               | 283,750                                     | 851,250             | 25%                             | 100%  | 311,034           |
| Complimentary                 | 1,689,083                     | 422,271               | 444,532                                     | 1,244,551           | 26%                             | 105%  | 542,947           |
| External Services             | 3,621,874                     | 905,469               | 876,693                                     | 2,745,181           | 24%                             | 97%   | 897,450           |
| Interest and Bank             | 29,736                        | 7,434                 | 7,434                                       | 22,302              | 25%                             | 100%  | 17,882            |
| <b>TOTAL EXPENSES</b>         | <b>90,505,093</b>             | <b>22,626,273</b>     | <b>19,578,933</b>                           | <b>70,926,160</b>   | <b>22%</b>                      | <b>87%</b>  | <b>22,046,526</b> |
| Consolidated Net Income(Loss) | (4,459,881)                   | (1,114,970)           | 2,306,593                                   |                     |                                 |   | (1,593,871)       |

# AGENDA ITEM

|                      |   |                       |     |
|----------------------|---|-----------------------|-----|
| <b>Meeting Date:</b> | January 3, 2017   | <b>Agenda Item #:</b> | 5.2 |
| <b>Topic:</b>        | <b>Monthly Reports</b>  |                       |     |
| <b>Intent:</b>       | <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information |                       |     |

## Background:

Attached are the following reports for Board approval:

1. Teacher Absences and Substitute Usage for the period Nov 25-Dec 21, 2016
2. CUPE Absences and Casual Usage for the period Nov 25-Dec 21, 2016
3. Bus Driver Absences and Casual Usage for the period Nov 25-Dec 21, 2016
4. Out of Scope Absences and Casual Usage for the period Nov 25-Dec 21, 2016
5. Tender Report for the period Dec 5/16-Jan 3/17

## Current Status:

## Pros and Cons:

## Financial Implications:

## Governance/Policy Implications:

## Legal Implications:

## Communications:

| Prepared By:               | Date:             | Attachments:  |
|----------------------------|-------------------|---|
| Ryan Boughen,<br>Ron Purdy | December 28, 2016 | 1. Teacher Absences and Substitute Usage<br>2. CUPE Absences and Casual Usage<br>3. Bus Driver Absences and Casual Usage<br>4. Out of Scope Absences and Casual Usage<br>5. Tender Report |

## Recommendation:

That the Board accept the monthly reports as presented.

## Teacher Absences & Substitute Usage

**Date Range:** November 25, 2016 - December 21, 2016

| Absence Reason   | Days          | % of<br>Total<br>Absences | Sub Days      | % Needed<br>Sub | % of<br>possible<br>days |
|--|---------------|---------------------------|---------------|-----------------|--------------------------|
| <b>LINC Agreement</b>                                      |               |                           |               |                 |                          |
| Compassionate Leave  | 30            | 3.34%                     | 22.9          | 76.33%          | 0.36%                    |
| Competition Leave  | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| Convocation Leave  | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| Education Leave  | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| Emergency Leave  | 8.5           | 0.95%                     | 5             | 58.82%          | 0.10%                    |
| Executive Leave  | 1             | 0.11%                     | 1             | 100.00%         | 0.01%                    |
| Prep Time  | 50.9          | 5.66%                     | 50.3          | 98.82%          | 0.62%                    |
| Pressing Leave Teacher                                     | 34.42         | 3.83%                     | 28.9          | 83.96%          | 0.42%                    |
| PSTA   | 0             | 0.00%                     |               | 0.00%           | 0.00%                    |
| Rec. Of Service  | 56.4          | 6.27%                     | 43.49         | 77.11%          | 0.68%                    |
| Leave Without Pay  | 5             | 0.56%                     | 4.3           | 86.00%          | 0.06%                    |
| <b>SUB TOTAL</b>   | <b>186.22</b> | <b>20.72%</b>             | <b>155.89</b> | <b>83.71%</b>   | <b>2.26%</b>             |
| <b>Provincial Agreement/ Education Act/ Employment Act</b> |               |                           |               |                 |                          |
| Court/Jury   | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| Illness - Teacher  | 317.6         | 35.33%                    | 248.47        | 78.23%          | 3.85%                    |
| Illness - Long Term  | 82.82         | 9.21%                     | 0             | 0.00%           | 1.00%                    |
| Medical/Dental Appt  | 91.33         | 10.16%                    | 80.16         | 87.77%          | 1.11%                    |
| Internship Seminar   | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| Paternity/Adoption Leave                                   | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| Secondment   | 2             | 0.22%                     | 2             | 100.00%         | 0.02%                    |
| Unpaid Sick Leave  | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| <b>SUB TOTAL</b>   | <b>493.75</b> | <b>54.92%</b>             | <b>330.63</b> | <b>66.96%</b>   | <b>5.99%</b>             |
| <b>Prairie South</b>                                       |               |                           |               |                 |                          |
| Extra/Co-curr Teach  | 26.58         | 2.96%                     | 20.38         | 76.67%          | 0.32%                    |
| FACI Meet/PD   | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| HUMA Meet/PD   | 77.21         | 8.59%                     | 64.21         | 83.16%          | 0.94%                    |
| LRNG Meet/PD   | 57.12         | 6.35%                     | 52.82         | 92.47%          | 0.69%                    |
| Noon Supervision Day                                       | 17            | 1.89%                     | 15.5          | 91.18%          | 0.21%                    |
| PD DEC Teachers  | 26.31         | 2.93%                     | 24.81         | 94.30%          | 0.32%                    |
| SOEH Meet/PD   | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| SONO Meet/PD   | 7.49          | 0.83%                     | 6.99          | 93.32%          | 0.09%                    |
| SOSO Meet/PD   | 7.28          | 0.81%                     | 4.1           | 56.32%          | 0.09%                    |
| STF Business - Invoice                                     | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| TRAN Meet/PD   | 0             | 0.00%                     | 0             | 0.00%           | 0.00%                    |
| <b>SUB TOTAL</b>   | <b>218.99</b> | <b>24.36%</b>             | <b>188.81</b> | <b>86.22%</b>   | <b>2.66%</b>             |
| <b>Total Absences</b>                                      | <b>898.96</b> | <b>100.00%</b>            | <b>675.33</b> | <b>75.12%</b>   | <b>10.90%</b>            |

Teachers (FTE)  
433.92

# of teaching Days  
19

Possible Days  
8244.48

## CUPE Staff Absences & Casual Usage 2016-2017

Date: November 25 - December 21, 2016

| Absence Reason          | Days          | % of Total Absences | Sub Days      | % Received Sub | % of possible days |
|-------------------------|---------------|---------------------|---------------|----------------|--------------------|
| <b>CUPE Agreement</b>   |               |                     |               |                |                    |
| Act of God              | 7             | 1.28%               | 3             | 42.86%         | 0.14%              |
| Bereavement Leave       | 11            | 2.01%               | 9             | 81.82%         | 0.22%              |
| Community Service       | 0             | 0.00%               | 0             | 0.00%          | 0.00%              |
| Compassionate Care      | 5             | 0.91%               | 4             | 80.00%         | 0.10%              |
| Competition Leave       | 0             | 0.00%               | 0             | 0.00%          | 0.00%              |
| Convocation Leave       | 0             | 0.00%               | 0             | 0.00%          | 0.00%              |
| CUPE Business - Invo    | 11.75         | 2.15%               | 11.75         | 100.00%        | 0.23%              |
| Earned Day Off          | 5             | 0.91%               | 4             | 80.00%         | 0.10%              |
| Executive Position      | 0             | 0.00%               | 0             | 0.00%          | 0.00%              |
| Family Responsibilities | 0             | 0.00%               | 0             | 0.00%          | 0.00%              |
| Illness - Support       | 274.96        | 50.29%              | 169           | 61.46%         | 5.48%              |
| Med/Den Appt Support    | 67.66         | 12.38%              | 49.7          | 73.46%         | 1.35%              |
| Noon Supervision        | 5.46          | 1.00%               | 3.5           | 64.10%         | 0.11%              |
| Parenting/Caregiver     | 28.25         | 5.17%               | 20.01         | 70.83%         | 0.56%              |
| Pressing Leave          | 19.81         | 3.62%               | 13.9          | 70.17%         | 0.39%              |
| Rec. of Service         | 7.5           | 1.37%               | 5.5           | 73.33%         | 0.15%              |
| TIL Support             | 5.64          | 1.03%               | 2.58          | 45.74%         | 0.11%              |
| Without Pay Support     | 25.38         | 4.64%               | 23.69         | 93.34%         | 0.51%              |
| <b>SUB TOTAL</b>        | <b>474.41</b> | <b>86.78%</b>       | <b>319.63</b> | <b>67.37%</b>  | <b>9.46%</b>       |
| <b>Employment Act</b>   |               |                     |               |                |                    |
| Court/Jury Duty         | 0.5           | 0.09%               | 0.5           | 100.00%        | 0.01%              |
| Paternity Leave         | 0             | 0.00%               | 0             | 0.00%          | 0.00%              |
| Vacation Support        | 44            | 8.05%               | 33.15         | 75.34%         | 0.88%              |
| Workers Compensation    | 27.04         | 4.95%               | 5.13          | 18.97%         | 0.54%              |
| <b>SUB TOTAL</b>        | <b>71.54</b>  | <b>13.09%</b>       | <b>38.78</b>  | <b>54.21%</b>  | <b>1.43%</b>       |
| <b>Prairie South</b>    |               |                     |               |                |                    |
| 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             | 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%              |
| PD DEC Support Staff    | 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            | 0.75          | 0.14%               | 0.75          | 100.00%        | 0.01%              |
| TRAN Meet/PD            | 0             | 0.00%               | 0             | 0.00%          | 0.00%              |
| <b>SUB TOTAL</b>        | <b>0.75</b>   | <b>0.14%</b>        | <b>0.75</b>   | <b>100.00%</b> | <b>0.01%</b>       |
| <b>Total Absences</b>   | <b>546.7</b>  | <b>100.00%</b>      | <b>359.16</b> | <b>65.70%</b>  | <b>10.90%</b>      |

0.75

Possible Days

November 25 - December 21, 2016

Days

19.00

FTE

264.0406

Total Days

5016.77

\*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.



## Bus Driver Staff Absences & Casual Usage 2016-2017

Date: November 25 - December 21, 2016

| Absence Reason                  | Days         | % of<br>Total<br>Absences | Sub Days     | %<br>Received<br>Sub | % of<br>possible<br>days |
|---------------------------------|--------------|---------------------------|--------------|----------------------|--------------------------|
| <b>Conditions of Employment</b> |              |                           |              |                      |                          |
| Act of God                      | 0            | 0.00%                     | 0            | 0.00%                | 0.00%                    |
| Bereavement Leave               | 0            | 0.00%                     | 0            | 0.00%                | 0.00%                    |
| 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               | 60           | 33.06%                    | 57           | 95.00%               | 2.75%                    |
| Med/Den Appt Support            | 44.5         | 24.52%                    | 40.5         | 91.01%               | 2.04%                    |
| Parenting/Caregiver             | 0            | 0.00%                     | 0            | 0.00%                | 0.00%                    |
| Pressing Leave                  | 10.5         | 5.79%                     | 7.5          | 71.43%               | 0.48%                    |
| Without Pay Support             | 66.5         | 36.64%                    | 64.5         | 96.99%               | 3.04%                    |
| <b>SUB TOTAL</b>                | <b>181.5</b> | <b>100.00%</b>            | <b>169.5</b> | <b>93.39%</b>        | <b>8.31%</b>             |
| <b>Employment Act</b>           |              |                           |              |                      |                          |
| 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%                    |
| <b>SUB TOTAL</b>                | <b>0</b>     | <b>0.00%</b>              | <b>0</b>     | <b>0.00%</b>         | <b>0.00%</b>             |
| <b>Prairie South</b>            |              |                           |              |                      |                          |
| 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%                    |
| <b>SUB TOTAL</b>                | <b>0</b>     | <b>0.00%</b>              | <b>0</b>     | <b>0.00%</b>         | <b>0.00%</b>             |
| <b>Total Absences</b>           | <b>181.5</b> | <b>100.00%</b>            | <b>169.5</b> | <b>93.39%</b>        | <b>8.31%</b>             |

|                                 |             |              |                   |
|---------------------------------|-------------|--------------|-------------------|
| <b>Possible Days</b>            | <b>Days</b> | <b>Staff</b> | <b>Total Days</b> |
| November 25 - December 21, 2016 | 19.00       | 115          | 2185.00           |

\* Bus Drivers are now counted by actual staff, not FTE

\*\* Data 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.

## Out of Scope Staff Absences & Casual Usage 2016-2017

Date: November 25 - December 21, 2016

| Absence Reason                  | Days         | % of Total Absences | Sub Days | % Received Sub | % of possible days |
|---------------------------------|--------------|---------------------|----------|----------------|--------------------|
| <b>Conditions of Employment</b> |              |                     |          |                |                    |
| Act of God                      | 0            | 0.00%               | 0        | 0              | 0.00%              |
| Bereavement Leave               | 6            | 8.24%               | 0        | 0              | 0.58%              |
| Community Service               | 0            | 0.00%               | 0        | 0              | 0.00%              |
| Compassionate Care              | 0.19         | 0.26%               | 0        | 0              | 0.02%              |
| Competition Leave               | 0            | 0.00%               | 0        | 0              | 0.00%              |
| Convocation Leave               | 0            | 0.00%               | 0        | 0              | 0.00%              |
| Family Responsibilities         | 0            | 0.00%               | 0        | 0              | 0.00%              |
| Illness - Support               | 7.38         | 10.14%              | 0        | 0              | 0.72%              |
| Med/Den Appt Support            | 10.28        | 14.12%              | 0        | 0              | 1.00%              |
| Parenting/Caregiver             | 3.15         | 4.33%               | 0        | 0              | 0.31%              |
| Pressing Leave                  | 7.45         | 10.23%              | 0        | 0              | 0.72%              |
| Without Pay Support             | 2            | 2.75%               | 0        | 0              | 0.19%              |
| <b>SUB TOTAL</b>                | <b>36.45</b> | <b>50.07%</b>       | <b>0</b> | <b>0.00%</b>   | <b>3.54%</b>       |
| <b>Employment Act</b>           |              |                     |          |                |                    |
| Court/Jury Duty                 | 0            | 0.00%               | 0        | 0              | 0.00%              |
| Paternity Leave                 | 0            | 0.00%               | 0        | 0              | 0.00%              |
| Vacation Support                | 36.35        | 49.93%              | 0        | 0              | 3.53%              |
| Workers Compensation            | 0            | 0.00%               | 0        | 0              | 0.00%              |
| <b>SUB TOTAL</b>                | <b>36.35</b> | <b>49.93%</b>       | <b>0</b> | <b>0.00%</b>   | <b>3.53%</b>       |
| <b>Prairie South</b>            |              |                     |          |                |                    |
| ACCT Meet/PD                    | 0            | 0.00%               | 0        | 0              | 0.00%              |
| BUSI Meet/PD                    | 0            | 0.00%               | 0        | 0              | 0.00%              |
| FACI Meet/PD                    | 0            | 0.00%               | 0        | 0              | 0.00%              |
| HUMA Meet/PD                    | 0            | 0.00%               | 0        | 0              | 0.00%              |
| LRNG Meet/PD                    | 0            | 0.00%               | 0        | 0              | 0.00%              |
| SOEH Meet/PD                    | 0            | 0.00%               | 0        | 0              | 0.00%              |
| SONO Meet/PD                    | 0            | 0.00%               | 0        | 0              | 0.00%              |
| SOSO Meet/PD                    | 0            | 0.00%               | 0        | 0              | 0.00%              |
| TRAN Meet/PD                    | 0            | 0.00%               | 0        | 0              | 0.00%              |
| <b>SUB TOTAL</b>                | <b>0</b>     | <b>0.00%</b>        | <b>0</b> | <b>0</b>       | <b>0.00%</b>       |
| <b>Total Absences</b>           | <b>72.8</b>  | <b>100.00%</b>      | <b>0</b> | <b>0.00%</b>   | <b>7.07%</b>       |

Possible Days

November 25 - December 21, 2016

Days

19.00

FTE

54.18

Total Days

1029.42

\*\* 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 December 5, 2016 to January 3, 2017**

### 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:

- A tender was issued for a roof replacement for Lafleche School. The tender was awarded to Atlas-Apex Roofing for a cost of 34,395.
- A tender was issued for roof replacement on roof section 1 of Prince Arthur School. The tender was awarded to Duncan Roofing for a cost of \$148,657.
- A tender was issued for roof replacement of roof section 3 at Empire School. The tender was awarded to Flynn Canada for a cost of \$150,888.
- A tender was issued for roof replacement of sections 2,4,5 and 6 of Central Butte School. The tender was awarded to Madge Roofing Inc for a cost of \$260,763.

All bid amounts are before tax.

# AGENDA ITEM

|                      |  |                                     |                                      |
|----------------------|--|-------------------------------------|--------------------------------------|
| <b>Meeting Date:</b> | January 3, 2017                                      | <b>Agenda Item #:</b>               | 5.3                                  |
| <b>Topic:</b>        | <b>Parameters for 2017-2018 School Year Calendar</b> |                                     |                                      |
| <b>Intent:</b>       | <input checked="" type="checkbox"/> Decision         | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

## Background:

Ministry requirements along with consideration of staff contracts provide guidelines for school calendar development.

In accordance with subsection 163(5) of The Education Act, 1995, the first instructional day for all schools across the province is set for September 5, 2017 as Labour Day is scheduled to occur on September 4, 2017.

The ministry will be reviewing the 2017-18 board approved school calendars in accordance with The Education Regulations, 2015 and The Education Act, 1995 to ensure that the calendars meet the prescribed requirements.

The ministries of Education and Parks, Culture, and Sport are requesting school divisions and the conseil scolaire provide a common province-wide break from February 18 to 24, 2018 inclusive to ensure participation of student athletes, teachers coaches, and officials in the 2018 Saskatchewan Winter Games in North Battleford.

## Current Status:

2017-2018 School Calendar Considerations

Prairie South procedures for development of the school year calendar:

1. November 23-December 13: parameters discussed and established based on Stat Holidays, LINC and CUPE, and professional development, The Education Regulations, 2015, and The Education Act, 1995. Consultation occurs with PSTA and CUPE through emails and trustees during a Board Planning Meeting on November 29.
2. December 8: stakeholder committee explores calendar options.
3. January 3 : parameters presented to the Board for final approval.

4. January 2017: School-based staff and parents are surveyed on calendar options and a preferred calendar option is selected for Board approval.
5. February 7: final calendar option presented to the Board for approval.

Proposed 2017-2018 school calendar teaching and instructional day parameters are:

197 teaching days  
185 instructional days (includes two days for student led conferences) 185x310=956 hours

12 non-instructional days include:

1 school-based organizational day (½ day start-up and ½ day year-end)  
5 teacher prep days (LINC contract)  
2 professional learning days at beginning of school year  
1 professional learning day for LIP work plan development  
3 professional learning days for Learning Improvement Teams (1 full day + 10 early dismissals)

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

| Prepared By: | Date:             | Attachments: |
|--------------|-------------------|--------------|
| Kim Novak    | December 22, 2016 | n/a          |

***Recommendation:***

That the Board approve the parameters for the 2017-2018 school year calendar as presented.

## AGENDA ITEM

|                      |   |                       |     |
|----------------------|---|-----------------------|-----|
| <b>Meeting Date:</b> | January 3, 2017   | <b>Agenda Item #:</b> | 5.4 |
| <b>Topic:</b>        | <b>Out of Province Excursion – Central Collegiate to Banff and Lake Louise, Alberta</b>                               |                       |     |
| <b>Intent:</b>       | <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information |                       |     |

**Background:** Central Collegiate’s Grade 9-12 students to attend a ski trip to Banff and Lake Louise, Alberta on April 12-15, 2017

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

|                     |                  |                           |
|---------------------|------------------|---------------------------|
| <b>Prepared By:</b> | <b>Date:</b>     | <b>Attachments:</b>       |
| Derrick Huschi      | December 7, 2016 | Out-of-Province Excursion |

***Recommendation:***

That the Board approve Central Collegiate’s Grade 9-12 students to attend a ski trip to Banff and Lake Louise, Alberta on April 12-15, 2017.

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

## Division Office Administration Approval Required

|  |   |
|--|---|
| <b>A. INFORMATION</b>  |   |
| <b>Name of Teacher:</b> Scott Wicker, Colin Belsher,<br>Cal Carter, Logan Petlak, Shelby Mackey, Rikell<br>Cooper  | <b>School:</b> Central Collegiate Institute |
| <b>Type of Activity:</b> Curricular <input checked="" type="checkbox"/> Extra-Curricular _____<br><input checked="" type="checkbox"/> High Risk Activity <u>Winter Activity Club/Ski Club</u>  |   |
| <b>Grade Level:</b> 9,10,11,12   | <b>Number of Students:</b> 45               |
| <b>Destination:</b> Banff and Lake Louise, Alberta   | <b>Trip Date:</b> April 12 – 15, 2017       |
| <b>Number of School Days (Partial/Full):</b> 1 Full Day  |   |
| <b>Transportation:</b> <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: South Sask. Bus Lines Coach<br><input type="checkbox"/> Travel by Car/Van (List names of drivers): _____          |   |
| <b>Number of Teachers, Parents, Chaperones:</b> 6  |   |
| <b>Qualifications/Certifications of Teachers, Parents, Chaperones:</b><br><input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____ |   |

|  |
|--|
| <b>B. SAFETY GUIDELINES</b>  |
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained.</li> <li><input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals.</li> <li><input checked="" type="checkbox"/> Designated supervisor has access to emergency vehicles at all times.</li> <li><input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device.</li> <li><input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated.</li> <li><input checked="" type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education.</li> <li><input checked="" type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines.</li> <li><input checked="" type="checkbox"/> Male and Female Chaperones for a co-ed activity.</li> </ul> |

|   |
|---|
| <b>C. BUDGET</b>  |
| <p>❖ Anticipated Budget</p> <p><b>3 days in Banff and Lake Louise Downhill Skiing/Snowboarding Experience</b></p> <ul style="list-style-type: none"> <li>• Inns of Banff Hotel (16 rooms - \$149.00 per night for 3 nights)    \$7200.00</li> <li style="padding-left: 40px;">- To be covered by fundraising/donations</li> </ul> |

|  |            |
|--|------------|
| • Transportation (Coach from South Sask Bus Lines)           | \$3852.00  |
| - To be covered by fundraising/donations                     |            |
| • Park Entrance (3 days of Banff National Park fees)         | \$0.00     |
| - 150 <sup>th</sup> Anniversary of Parks Canada, fees waived |            |
| • Winter Activities (3 days at Lake Louise Ski Resort)       | \$12000.00 |
| - Alpine skiing/snowboarding                                 |            |
| - 1.5 hour lesson each day, lift pass and equipment          |            |
| • Bus Driver Accommodations                                  | \$390.00   |
| • Total  | \$23442.00 |

❖ Description of Funding Sources

- Fundraising plan of selling cookie dough to offset the costs

❖ Out of Pocket Cost per Participant

- The balance not raised by our fundraiser will be paid by the student



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

**D. LEARNING OBJECTIVES**

- ❖ *I can respect nature and develop a stronger spiritual understanding of self, other and the environment connected to the Wellness/Physical Education curriculums while enhancing my mental health*
- ❖ *I can develop life- long skills related to fitness, physical activity and skillful movement within the activities of alpine skiing/snowboarding*
- ❖ *I can develop meaningful and respectful relationships with others during movement activities within nature*
- ❖ *I can identify safety measures that need to be put in place to ensure safe winter activities*
- ❖ *I can demonstrate proper dressing of winter attire to promote safe winter sports*
- ❖ *I can demonstrate improved movement skill while alpine skiing or snowboarding*
- ❖ *I can demonstrate core strength and medium to high levels of fitness while participating in physical activity for a prolonged period of time*
- ❖ *I can demonstrate leadership and caring characteristics that promote life-long learning and life-long physical activity*

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

**a) Pre-Excursion Learning:**

- Winter safety skills: proper dress, sun/wind safety, mountain skiing/boarding safety – ski with a buddy, know your terrain, know your limits
- Trail Reading
- How to pack and what to pack
- Assessing the risk
- Hydrating and fueling yourself with healthy foods and drinks

**b) Excursion Learning:**

- Students can describe environmental impact of skiing/snowboarding on natural terrain
- Students can articulate a historical understanding of the region
- Inspecting of ski/snowboard equipment and proper binding setting
- Students will be assessed in three days of skiing/snowboarding lessons and will be provided differentiated instruction based on their individual needs
- Students will develop a relationship with self/peers and nature so that they can be encouraged to maintain a life-long physically active lifestyle and a connection with nature

- Students will develop strength/fitness levels while gaining respect of their own awareness of personal physical limitations (understanding when one is fatigued can prevent risk of injury)
- Students will learn how to read trail maps and access basic orienteering skills
- Students will learn how to set up safety plans: ex. Ski with a buddy, identify ski patrol and ski volunteers and creating a cell phone contact list
- Students will be engaged in planning of meals/snacks during an outdoor excursion
- Students will have opportunity to experience alternative methods of healing/recovery

## **F. SCHEDULE OF ACTIVITIES**

### **Wednesday April 12<sup>th</sup>, 2017**

- Depart after school (approx. 3:30 p.m.)
- Supper in Medicine Hat (approx. 6 p.m.)
- Arrive in Banff at Inns of Banff (approx. 11 p.m.)

### **Thursday April 13<sup>th</sup>, 2017**

- 7:00 a.m. – Pre-planned breakfast at hotel
- 7:30 a.m. – Board bus for Lake Louise
- 8:30 a.m. – Arrive at Lake Louise Ski Resort
- 9:00 a.m. – Lessons begin
- 10:30 a.m. – Meeting with ski chaperones and group ski
- 12:30 p.m. – Group lunch in main chalet
- 1:30 p.m. – Group skiing
- 4:00 p.m. – Last ski run for the day
- 4:30 p.m. – Board bus for Banff
- 6:00 p.m. – Supper in downtown Banff
- 9:30 p.m. – Room Check
- 10:30 p.m. – Lights Out

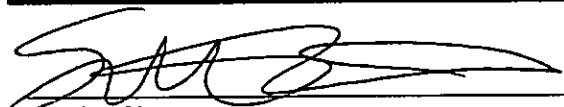
### **Friday April 14<sup>th</sup>, 2017**

- 7:00 a.m. – Pre-planned breakfast at hotel
- 7:30 a.m. – Board bus for Lake Louise
- 8:30 a.m. – Arrive at Lake Louise Ski Resort
- 9:00 a.m. – Lessons begin
- 10:30 a.m. – Meeting with ski chaperones and group ski
- 12:30 p.m. – Group lunch in main chalet
- 1:30 p.m. – Group skiing

4:00 p.m. – Last ski run for the day  
4:30 p.m. – Board bus for Banff  
6:00 p.m. – Supper in downtown Banff  
9:30 p.m. – Room Check  
10:30 p.m. – Lights Out

**Saturday April 15<sup>th</sup>, 2017**

7:00 a.m. – Pre-planned breakfast at hotel  
7:30 a.m. – Board bus for Lake Louise  
8:30 a.m. – Arrive at Lake Louise Ski Resort  
9:00 a.m. – Lessons begin  
10:30 a.m. – Meeting with ski chaperones and group ski  
12:30 p.m. – Group lunch in main chalet  
1:30 p.m. – Group skiing  
3:00 p.m. – Last ski run for the day  
3:30 p.m. – Board bus for Moose Jaw  
7:00 p.m. – Supper in Medicine Hat  
11:00 p.m. – Arrive at Central Collegiate

  
Teacher Signature

Dec 7, 2016  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director/Superintendent Signature

☐ Request Approved

☐ Request Denied

# AGENDA ITEM

|                      |  |                                     |  |
|----------------------|--|-------------------------------------|--|
| <b>Meeting Date:</b> | January 3, 2016                                  | <b>Agenda Item #:</b>               | 8.1  |
| <b>Topic:</b>        | <b>Lost Funding for Refing for School Sports</b> |                                     |  |
| <b>Intent:</b>       | <input type="checkbox"/> Decision                | <input type="checkbox"/> Discussion | <input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information |

## Background:

Inquiry made by Giselle Wilson at the November 8, 2016 Board Meeting asking: What are the different ways schools (especially rural schools) are making up for the lost funding for reffing for school sports?

## Current Status:

### Mortlach

Since we have been co-oping with Riverview for our high school sports we have had little officiating expenses. We hosted 3 league games during the volleyball season and we paid for it out of our **decentralized budget**. We did not do anything to try to recoup those costs.

### Chaplin

Officials and transportation have been grouped into one category for our school and I'm sure most. We started a **sports fee** last year to aid with these costs but have also used **fundraising** to help in other areas of the budget so that in turn it would help with the sports budget.

### Mankota

For bantams, reffing was done by **two senior girls** at no charge. We had very few home games, so not really an issue this year. As a rule, we generally **use staff to ref** and they put down ROS hours; however, not an issue this year.

### Avonlea

Avonlea collected a \$30 volleyball **team fee** from all Bantam and Senior players. **Canteens** from two exhibition tournaments and the bantam girls North Sections brought in revenue as well. We were able to **utilize a lot of capable local officials**, both adult and students (only two of which were SVA certified).

### Kincaid

Student **volleyball fees** that have ranged from \$25 – bantam girls to \$100 – senior boys; **Profit from a booth** at each tournament and league games; **Fundraising** from QSP by the grade 7-12 students selling cookie dough.

### Rockglen

Some **staff members** chose to use the hours towards ROS rather than get paid; we worked a community bar-b-q (**fundraising**) and raised \$600 that went directly to officiating expenses; any shortfall money came out of our **existing canteen/SRC funds** at the school level. **All travel expenses fell on the parents** this year.

### Rouleau

**Athletic Fees** – First time in a very long time we have athletic fees and our **parents offset the majority of the fees by taking turns** driving to league games.

#### **Assiniboia Elementary**

We usually have a **concession** during the event so we are using the profits from this as well as our **monthly hot lunch fundraiser** to cover ref costs as well as travel. We also had **staff members use ROS hours** and a few high **school students do a couple of games as volunteer hours** when it worked with their schedule.

#### **Gravelbourg**

We use **Senior students to ref** Bantam games. We try to get **staff** to do as many games as possible so that they can use **ROS**. However, we must still bring in officials from outside for tournaments. This is a cost to the school (**decentralized**). The **SRC** helps a bit and as a result the parents are doing more driving for free to get players to out of town games.

#### **Assiniboia Composite High School**

We have started **charging a player fee** of \$60 for higher cost sports (football – which already charges their own \$160 fee; volleyball and basketball) and \$20 for other sports. Additionally, we require **parent drivers** (and offer to reimburse their fuel costs). Teams have pre-set travel schedules; additional outings are covered **by funds raised by the team or parent payment**. Some teams have collected additional money for 'extra' travel. Volleyball games were also typically **officiated by a solo official**.

#### **Peacock**

**Team Fees, school fundraisers** to help offset the additional costs the schools have incurred (school pancake breakfast, raffle sale). Bottom line, **parents are paying more** to have the child involved in school sport.

#### **Moose Jaw District**

**Increased player participation** fees from \$10 to \$25 and an increase in play-off admission.

#### **SCDAA**

The biggest impact has not been the cost of officials; it has been travel costs

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

| <b>Prepared By:</b> | <b>Date:</b>      | <b>Attachments:</b> |
|---------------------|-------------------|---------------------|
| Derrick Huschi      | December 19, 2016 |                     |

***Recommendation:***

# AGENDA ITEM

|                      |   |                                     |   |
|----------------------|---|-------------------------------------|---|
| <b>Meeting Date:</b> | January 3, 2017                             | <b>Agenda Item #:</b>               | 8.2   |
| <b>Topic:</b>        | <b>Inquiry: Inclusion Model Focus Group</b> |                                     |   |
| <b>Intent:</b>       | <input type="checkbox"/> Decision           | <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Information |

**Background:**

At the December board meeting the following inquiry was made:

*Can the Board be presented with a summary of the discussions and work being done by the Inclusion Model Focus Group, which may include a delegation to the Board if that group would so desire?*  
- McLeod

**Current Status:**

Please see attached handout of information.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

|                     |                 |                         |
|---------------------|-----------------|-------------------------|
| <b>Prepared By:</b> | <b>Date:</b>    | <b>Attachments:</b>     |
| Lori Meyer          | January 3, 2017 | Behavior Support Update |

***Recommendation:***

That the Board receive and review the Behavior Support Update as provided.

## **Behavior Support Update**

**January 3, 2017**

Results of the focus groups that were held in the fall of 2015 indicated two main suggestions/requests:

1. Provide a division wide definition of inclusion
2. Provide supports including education, training and skills to work with students with significant behavior challenges

### **Response to request to define inclusion:**

#### **1. Administrators Meeting May 2016:**

- Worked with administrators to discuss and define Inclusion and Inclusive practices.
- Developed belief statement regarding the idea of inclusion with the understanding that it may look different in every building.
- There is no 'formula' for how to 'do' inclusion or how to work with students with behaviour challenges, there are common principles and ideas but each needs to be addressed individually.

#### **2. August 2016 Start up days:**

- Administration led discussion with staff to find consensus on the proposed belief statement with regard to what inclusion means in their school based. They based their discussion around the following belief statement and were free to add to it or change it to reflect their individual school building.

#### **Belief statement:**

*We are committed to building an inclusive community of learners where all students belong in their neighborhood schools, diversity is celebrated and individual needs are met through teamwork, caring and support.*

3. Superintendent of Operations visits will include follow up discussion about the adoption of the belief statement and inquire about further supports needed for schools in general.

**Response to request for support and training:**Professional learning for 2015-2016 school year

- Student support consultants and counsellor group led by Joyleen and Warren developed a 4 day Behavior Learning Cycle professional learning session. This was open to all administrators, classroom teachers and student support teachers as well as Learning Department staff.
- Focus was to choose one student from the school and work through a process of understanding the function of a behavior, developing plans and implementing the plans over the course of the year. This was intensive and new work for many who attended.
- 39 classroom teachers and student support teachers took part

Professional learning for 2016-2017 school year

- All professional staff received a one hour overview of the Behavior Learning Cycle at the August start up days
- New teacher orientation included 2 hours of behavior learning cycle session
- EA's will receive a half-day session on how to support Behavior plans in the classroom at the March 3<sup>rd</sup> optional PD session
- Same Behavior Learning Cycle professional learning process is being used as last year with 48 classroom teachers and student support teachers taking part



# AGENDA ITEM

|                      |   |                                     |   |
|----------------------|---|-------------------------------------|---|
| <b>Meeting Date:</b> | January 3, 2017   | <b>Agenda Item #:</b>               | 8.3   |
| <b>Topic:</b>        | <b>Inquiry: Board Member Insurance Coverage Through the School Division</b> |                                     |   |
| <b>Intent:</b>       | <input type="checkbox"/> Decision   | <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Information |

**Background:**

The following inquiry was made by Lew Young at the December 13, 2016 Board Meeting:  
*That administration provide information to trustees with regards to their insurance coverage while doing Prairie South business.*

**Current Status:**

Coverage is as follows:

1. Liability – This provides third party liability coverage for allegations of negligence causing bodily injury, personal injury and property damage. It does not insure you for injury or your vehicle for damages if your vehicle is involved.
2. Trustee Accident policy – coverage of \$100,000 for accidental death or permanent disability. It also has smaller coverages for things like rehabilitation, family travel, dental, funeral, dependent child education expense etc.
3. Errors and Omissions liability – combined directors and officers' liability and professional liability policy. Covers claims for business decisions and professional services which includes mistakes and poor judgement. Some examples of types of claims would be defence costs for an injunction preventing school closure, failure to educate and employment practices.
4. You are covered under Workmen's Compensation.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

|                     |                   |                     |
|---------------------|-------------------|---------------------|
| <b>Prepared By:</b> | <b>Date:</b>      | <b>Attachments:</b> |
| Ron Purdy           | December 16, 2016 | n/a                 |

**Recommendation:**

Information

# AGENDA ITEM

|                      |  |                                     |   |
|----------------------|--|-------------------------------------|---|
| <b>Meeting Date:</b> | January 3, 2017                              | <b>Agenda Item #:</b>               | 8.4   |
| <b>Topic:</b>        | <b>Inquiry: Consent Forms for Excursions</b> |                                     |   |
| <b>Intent:</b>       | <input type="checkbox"/> Decision            | <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Information |

**Background:**

The following inquiry was made by Jan Radwanski at the December 13, 2016 Board Meeting:

*Can we add to Section B of the "Overnight Excursion/Outdoor Education High Risk Activities" application form: That if applicable, the SSBA Guidelines for 15 passenger van use regarding driver experience/training, luggage, passenger and weight placements were reviewed. These guidelines should be used for all instances of 15 passenger van use (i.e. sport teams).*

**Current Status:**

A bullet was added to Section B - see attached form.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

|                     |                   |  |
|---------------------|-------------------|--|
| <b>Prepared By:</b> | <b>Date:</b>      | <b>Attachments:</b>  |
| Derrick Huschi      | December 19, 2016 | Overnight Excursion/Outdoor Education High Risk Activities |

**Recommendation:**

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

### Division Office Administration Approval Required

|   |                            |
|---|----------------------------|
| <b>A. INFORMATION</b>   |                            |
| <b>Name of Teacher:</b>   | <b>School:</b>             |
| <b>Type of Activity:</b> <input type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____<br><input type="checkbox"/> High Risk Activity _____   |                            |
| <b>Grade Level:</b>   | <b>Number of Students:</b> |
| <b>Destination:</b>   | <b>Trip Date:</b>          |
| <b>Number of School Days (Partial/Full):</b>  |                            |
| <b>Transportation:</b> <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____<br><input type="checkbox"/> Travel by Car/Van (List names of drivers): _____<br>_____                       |                            |
| <b>Number of Teachers, Parents, Chaperones:</b>   |                            |
| <b>Qualifications/Certifications of Teachers, Parents, Chaperones:</b><br><input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____ |                            |

|  |
|--|
| <b>B. SAFETY GUIDELINES</b>  |
| <input type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained.<br><input type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals.<br><input type="checkbox"/> Designated supervisor has access to emergency vehicles at all times.<br><input type="checkbox"/> Access to cellular or satellite phone or other communication device.<br><input type="checkbox"/> A list of emergency telephone numbers will be formulated.<br><input type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education.<br><input type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines.<br><input type="checkbox"/> Male and Female Chaperones for a co-ed activity.<br><input type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed. |

|  |
|--|
| <b>C. BUDGET</b>   |
| ❖ Anticipated Budget _____<br>- Budget breakdown (be sure to include cost of substitute staff)<br>❖ Description of Funding Sources _____<br>❖ Out of Pocket Cost per Participant _____ |

**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**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

# AGENDA ITEM

|                      |   |  |                                      |
|----------------------|---|--|--------------------------------------|
| <b>Meeting Date:</b> | January 3, 2017   | <b>Agenda Item #:</b>                          | 9.1                                  |
| <b>Topic:</b>        | <b>Educational Governance Review Report:<br/>Kindergarten to Grade 12</b> |  |                                      |
| <b>Intent:</b>       | <input type="checkbox"/> Decision   | <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Information |

**Background:** Minister of Education Don Morgan commissioned Dan Perrins to complete a report related to governance in the K-12 education sector in Saskatchewan on November 15, 2016. On December 21, Minister Morgan received the report which is attached

**Current Status:** Minister Morgan has struck a panel to receive feedback about the report and synthesize this feedback. The panel will be meeting as follows:

|                          |  |          |
|--------------------------|--|----------|
| Thursday<br>5-Jan-2017   | Saskatoon                              | 8:30 am  |
|                          |  | 10:30 am |
|                          |  | 1:30 pm  |
| Tuesday<br>10-Jan-2017   | North Battleford                       | 8:30 am  |
|                          |  | 10:30 am |
|                          |  | 1:30 pm  |
| Wednesday<br>11-Jan-2017 | Saskatoon                              | 8:30 am  |
|                          |  | 10:30 am |
|                          |  | 1:30 pm  |
| Thursday<br>12-Jan-2017  | Saskatoon                              | 8:30 am  |
|                          |  | 10:30 am |
|                          |  | 1:30 pm  |
| Tuesday<br>17-Jan-2017   | Prince Albert                          | 8:30 am  |
|                          |  | 10:30 am |
|                          |  | 1:30 pm  |
| Wednesday<br>18-Jan-2017 | Meadow lake                            | 8:30 am  |
|                          |  | 10:30 am |
|                          |  | 1:30 pm  |
| Thursday<br>19-Jan-2017  | La Ronge                               | 8:30 am  |
|                          |  | 10:30 am |
|                          |  | 1:30 pm  |
| Tuesday<br>24-Jan-2017   | Regina                                 | 8:30 am  |
|                          |  | 10:30 am |
|                          |  | 1:30 pm  |
| Wednesday<br>25-Jan-2017 | Regina                                 | 8:30 am  |
|                          |  | 10:30 am |
|                          |  | 1:30 pm  |
| Thursday<br>26-Jan-2017  | Saskatoon or location to be determined | 8:30 am  |
|                          |  | 10:30 am |

**Pros and Cons:**

**Financial  
Implications:**

**Governance/Policy  
Implications:** Mr. Perrins describes four options for the government related to school division governance. Each of the four options presented sees a shift in the oversight of education from school boards to the government of the day.

**Legal Implications:**

**Communications:**

| <b>Prepared By:</b> | <b>Date:</b>      | <b>Attachments:</b>                         |
|---------------------|-------------------|---|
| Tony Baldwin        | December 29, 2016 | <i>Educational Governance Review Report</i> |

***Recommendation:***

That the Board review the materials provided.

That the Board determine whether they would like to meet with the panel, and which date(s) are available.

# Educational Governance Review Report

Kindergarten to Grade 12

*By Dan Perrins*





## Letter of Transmittal

December 10, 2016

Honourable Don Morgan, Q.C.  
Deputy Premier and Minister of Education

Dear Minister Morgan:

On November 15, 2016 you asked me to develop a report providing options in response to the question "What system of governance and administration is needed in Saskatchewan's K-12 education sector to achieve the outcomes established by Saskatchewan's Plan for Growth and the Education Sector Strategic Plan (ESSP)?" I am pleased to provide you with a report that offers four options. The report also describes the context and changing environment that has impacted education governance, outlining the key challenges and considerations used in developing and analyzing the options.

In the development of my report, 32 stakeholders who approached me for a conversation, including 19 school boards, the Saskatchewan Teachers' Federation (STF), Service Employees International Union (SEIU), Saskatchewan School Boards Association (SSBA), SSBA Public and Catholic sections and Saskatchewan Association of School Business Officials (SASBO), as well as a parent group, the opposition education critic and members of the general public. While this was not a formal consultation because I did not discuss the options, in summary, the comments coming from the SSBA and the 19 school boards can be described as follows:

- Unanimous support for elected boards as the only effective way to represent the local voice;
- Unanimous support for no more amalgamation noting that the 2006 amalgamations have created school divisions that are large enough to achieve all significant economies of scale; additional outcomes will not improve student outcomes or result in other savings;
- Unanimous support for the ESSP noting that progress has been made since the plan was approved in April 2014 (September 2014 to August 2015 was the first year of implementing the ESSP) on reading levels and First Nations and Metis student graduation rates;
- Agreement that further progress on the sector plan would be lost due to the transfer of energy required to reorganize;
- Agreement that more can be done by the school divisions to find sector-wide efficiencies by working together; and,
- General agreement and acceptance that government may need to be more directive in requiring these sector-wide efficiencies to be realized.

Thank you for the opportunity to work on this important initiative.

Respectfully submitted,



Dan Perrins



# Education Governance Options

## Purpose:

The purpose of this paper is to provide options in response to the question “What system of governance and structure is needed in Saskatchewan’s K-12 education sector to achieve the outcomes established by the Saskatchewan Plan for Growth and the Education Sector Strategic Plan (ESSP)?”

The Saskatchewan Plan for Growth recognizes the critical importance of education and has established two key targets for K-12 education:

- reducing the difference in graduation rates between Aboriginal and non-Aboriginal students by 50 per cent by 2020; and,
- leading the country in Grade 12 graduation rates by 2020.

As well, the Plan for Growth includes a commitment to “continue to deliver smaller, more effective government ... as part of an ongoing process to ensure the programs and services delivered by government are being delivered as efficiently and effectively as possible and are aligned to the government’s priorities. [The government will] develop a two-year plan to require third parties that receive significant provincial funding such as health regions, school boards and post-secondary institutions to demonstrate financial efficiencies such as joint supply purchasing, shared back office services, LEAN initiatives and workforce adjustment targets that can be directed towards supporting front-line services” (*Government of Saskatchewan 2012*).

To meet current challenges and to prepare for the future, Saskatchewan’s K-12 education system requires a governance system that is structured to:

- Achieve improved student outcomes in keeping with Saskatchewan’s Plan for Growth and the ESSP;
- Maintain and improve the quality of instruction for all students, wherever they live;
- Achieve cost-containment by maximizing the use of resources;
- Ensure consistent, effective and efficient business processes;
- Improve accountability and transparency through clear lines of authority and responsibility; and,
- Preserve and strengthen parent and community voice.

## Education Sector Strategic Plan:

Plan for Growth targets are reflected in the Education Sector Strategic Plan (ESSP) outcomes, which were developed by the Provincial Leadership Team (PLT) in collaboration with the sector and launched in 2014:

- By June 30, 2020, 80 per cent of students will be at grade level or above in reading, writing and math.
- By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase the three-year graduation rate from 35 per cent in June 2012 to at least 65 per cent.
- By June 30, 2020, Saskatchewan will achieve an 85 per cent three-year graduation rate.
- By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value-add in order for the sector to be responsive to the challenges of student needs.
- By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.

# Saskatchewan's Education System

## Structure:

Saskatchewan's system of education governance has its roots in Canada's Constitution, which gives responsibility for education to the provinces, except for First Nations students living on-reserve. The Constitution also protects the rights of people of minority faith (i.e., Protestant or Catholic) and official minority language (i.e., French in Saskatchewan).

Saskatchewan's education system comprises 28 school divisions (18 public school divisions, 8 separate Roman Catholic school divisions, 1 separate Protestant school division and 1 francophone school division). Each school division is governed by an elected board of education. The overall student population is approximately 176,000. In the 2016-17 school year, the total operating funding distributed to boards of education is \$1.892 billion. Appendix A provides an overview of Saskatchewan's school divisions, including their geographic size, number of board members, total spending on governance and administration, number of schools, number of teachers, student enrolment and number of other educational staff.

## Roles and Responsibilities in Saskatchewan's Education System:

Duties and powers are ascribed by legislation to the Minister of Education, Ministry of Education, Boards of Education and School Community Councils:

### ***Minister of Education:***

*The Education Act, 1995* outlines the duties and powers of the Minister of Education to:

- Establish the boundaries for public school divisions;
- Establish the goals and objectives of the educational system;
- Prepare and distribute recommendations and advice on the management of schools and school divisions;
- Distribute funding to school divisions;
- Establish regulations authorizing provincial courses of instruction;
- Provide courses of study or curriculum guides pertaining to these courses;
- Provide lists of prescribed or recommended curriculum resource materials; and,
- Make regulations for the classification and certification of teachers.

### ***Ministry of Education:***

As outlined in *The Ministry of Education Regulations, 2007*, the Ministry of Education provides the structure to carry out the powers, responsibilities and functions of the Minister of Education. In addition to its roles related to early childhood, libraries and literacy, its role specific to K-12 education is:

- To support the growth and development of children and youths;
- To coordinate, develop, implement, promote and enforce policies and programs of the Government of Saskatchewan related to Kindergarten, elementary, middle and secondary French and English language education; and,
- To coordinate, develop, implement, promote and enforce policies and programs of the Government of Saskatchewan related to developing curriculum for early childhood, Kindergarten, elementary, middle and secondary education; professional development of early childhood, Kindergarten, elementary, middle and secondary educators, e-learning and distance education.

### ***Boards of Education:***

Elected Boards of Education have responsibility to manage and administer the Prekindergarten to Grade 12 school system in their school divisions, within the regulations and guidelines set out by the Ministry of Education. School boards are responsible for:

- Making budget decisions for the funding they receive and ensuring accountability;
- Establishing procedures for the management and supervision of schools;
- Providing and maintaining schools, equipment and facilities;
- Determining policies for staffing, including the number of teachers and other staff;
- Determining the grades offered in a school and the size of classrooms;
- Determining the programs that are offered (e.g., French Immersion, band); and,
- Making decisions about busing and transportation.

### ***School Community Councils:***

School community councils were established in 2006, replacing local boards of trustees and local school advisory committees. This followed the amalgamation of the 119 school boards to 28 over the 1995 to 2006 time frame. School community councils are advisory bodies made up of elected and appointed parents and community members. Their role is to engage parents and community members in school planning and to share responsibility for the success and well-being of all children and youth. School community councils are tasked with developing a good understanding of their community, including its needs, resources, supports and goals for student learning and well-being. They provide advice to the board of education, school staff and other organizations about the needs of their school community.

### **Other Partners in Education:**

Saskatchewan's provincial education organizations represent each of the major participants in the education system – boards of education, teachers, and administrators.

#### ***Saskatchewan School Boards Association (SSBA):***

The SSBA is a non-profit voluntary membership organization founded in 1915. It defines its role as speaking as the collective voice of publicly funded school boards and ensuring advocacy, leadership and support for members of boards of education. Its guiding principle is that public education is best governed by locally elected accountable boards of education.

It is a legislated corporation under *An Act to Incorporate the Saskatchewan School Boards Association*. SSBA members elect an Executive with a President and Vice-President and one member from each of the following constituencies: Aboriginal, Catholic, Central, Conseil scolaire fransaskois, Northern, Southern, and Urban Public.

The SSBA employs 20 staff and provides direct services to boards, such as trustee education and board development, administrator development, legal services, employee relations, education and research, communications, an insurance plan and an employee benefits plan. See <http://saskschoolboards.ca>.

#### ***Saskatchewan Teachers Federation (STF):***

The STF has been the professional association for educators in the K-12 education system in Saskatchewan for over 80 years. It has a membership of over 13,000 teachers and receives its mandate through *The Teachers' Federation Act, 2006*.

The STF provides programs, services and resources to support teachers to fulfil their professional roles and responsibilities, including opportunities for professional development, codes of conduct and competence; opportunities to participate in committees to contribute to the profession; advice (professional relationships, contracts, legal, pension and benefit plans), insurance (health, dental, disability and life), and collective bargaining at both the local and provincial levels as mandated in *The Education Act, 1995*. See <https://www.stf.sk.ca/about-stf>.

### ***League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS):***

In existence since 1969 as an organization for senior educational administrators in Saskatchewan, LEADS was formally recognized through legislation in June 1984, when the Saskatchewan Legislature adopted *The LEADS Act*. That Act determined that all educators employed by boards of education working in supervisory, administrative or similar capacities or who are regional directors of education must be members of LEADS. In 1991, LEADS was granted legislative authority, and it remains the only Canadian organization of its type to register its members prior to their employment with a provincial school division.

LEADS maintains full disciplinary powers over its membership, and is governed by an elected executive chaired by a president. A government-appointed public representative sits with the executive.

Membership requirements include successful graduate studies and a professional teaching certificate. Associate membership is available to individuals who are employed in supervisory or consultative positions by the Ministry of Education, members of faculties of education, professional staff of the STF or the SSBA and others approved by the executive. Offices are located in Saskatoon and staffed by the executive director and a full-time secretary (Nieman 2006). See [saskleads.ca](http://saskleads.ca).

### ***The Saskatchewan Association of School Business Officials (SASBO):***

SASBO is a professional organization to promote efficient school business management. It is governed by an executive in accordance with *The Non-Profit Corporations Act, 1995*.

Its members include chief financial officers, superintendents, financial managers, Information Technology managers, procurement managers and other managers of business operations in school divisions. There are also associate memberships and representative committees. Fees are required. SASBO has an executive director in Regina. See <http://sasbo.com>.

### ***First Nations and Tribal Councils:***

For First Nations students living on-reserve, K-12 education is under federal jurisdiction according to the Constitution. First Nations organizations (band councils and tribal councils) take responsibility for operating on-reserve schools through contracts with the federal government. Saskatchewan's provincial education system – at the ministry and school division levels has a strong history of partnerships with First Nations. For First Nations students who live on-reserve but attend a provincial school, educational services agreements are established between boards of education and band councils. In addition to these formal agreements, an array of partnerships have developed. Most recently the Invitational Shared Services Initiative supports 16 partnerships that share supports on- and off-reserve to ensure smooth transitions for students and to support improved education outcomes for all students.

## **Interjurisdictional Context:**

In general there are three levels of governance that characterize education in all Canadian provinces: the provincial ministry or department of education, school board, and school levels (*Lessard and Brassard 2005*). Galway and Weins (2013) cite a number of trends in the past 20 years in the governance of education in Canada, including:

- reduction in the number of school boards;
- reduction in the number of school board members, as well as administrators and professional staff;
- changes to board structure, such as replacing boards in New Brunswick with District Education Councils (DECs) in 2001;
- Constitutional changes to move away from denominationally-based school boards;
- increased emphasis on parent involvement in education governance and creation of school level councils;
- reduced or eliminated taxation authority at the school board level; and,
- centralized curriculum, provincially-defined learning outcomes and implementation of provincial and interprovincial assessments.

Garcea and Munroe (2014) described a series of reforms to the funding of primary and secondary education in the past 20 years, noting that Alberta, Ontario, Saskatchewan, Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Quebec and British Columbia have all moved to centralize authority for education funding and taxation. Conversely, in Manitoba both the provincial government and school boards have taxing authority.

An interjurisdictional scan completed in 2016 shows that all provinces have one or more boards representing minority language. Alberta, Saskatchewan and Ontario also have boards governing minority faith (separate) school divisions. Newfoundland replaced faith-based school boards with public school boards and Quebec replaced them with language based boards<sup>1</sup> in the 1990s. The number of school boards/districts by province varies greatly, from two in the Atlantic provinces of Prince Edward Island and Newfoundland and Labrador (one English, one French), to 75 (37 public, 38 separate) in Ontario and 72 (60 French, 9 English and 3 special status) in Quebec, respectively. British Columbia is close behind with 60 (one francophone and 59 public). Saskatchewan has the lowest number in the prairie provinces with 28 (18 public, 9 separate and 1 francophone), while Manitoba has 37 (36 public and 1 francophone) and Alberta has 63 (42 public, 17 separate and 4 francophone), respectively. Appendix B provides an overview of education governance in all ten Canadian provinces.

Overall, Saskatchewan is most similar to Alberta, in terms of its composition of public, Catholic and francophone boards. In terms of geography, Alberta (661,848 km<sup>2</sup>) and Manitoba (647,797 km<sup>2</sup>) are the most comparable provinces with Saskatchewan (651,036 km<sup>2</sup>). Manitoba and Saskatchewan are closest in student population (184,957 and 176,301 respectively). The following chart provides a brief overview of the education systems in the four western provinces. Overall, Saskatchewan has the lowest number of public boards, and the fewest board members.

|                              | BC  | AB   | SK   | MB   |
|------------------------------|---|--|--|--|
| Land Mass                    | 944,735 km <sup>2</sup>                                     | 661,848 km <sup>2</sup>  | 651,036 km <sup>2</sup>  | 647,797 km <sup>2</sup>  |
| Number of Boards             | 60<br>• 59 public<br>• 1 francophone                        | 63<br>• 42 public<br>• 17 separate<br>• 4 francophone                                      | 28<br>• 18 public<br>• 9 separate<br>• 1 francophone                             | 37<br>• 36 public<br>• 1 francophone                                   |
| Number of Board Members      | 416 board members<br>• 409 public<br>• 7 francophone        | 450 board members<br>• 307 public<br>• 119 separate<br>• 24 francophone                    | 252 board members<br>• 173 public<br>• 70 separate<br>• 9 francophone            | 316 board members<br>• 305 public<br>• 11 francophone                  |
| Number of students (2015-16) | Total of 553,378 students in public and francophone schools | Total of 635,187 students<br>• 464,567 public<br>• 162,552 separate<br>• 8,068 francophone | Total of 176,301<br>• 134,664 public<br>• 40,034 separate<br>• 1,603 francophone | Total of 184,957<br>• 179,582 public<br>• 5,375 francophone            |
| Taxation Authority           | Centralized<br><br>Mill rate set by the province            | Centralized<br><br>Mill rate set by the province   | Centralized<br><br>Mill rate set by the province                                 | Both the provincial government and school boards have taxing authority |

In Saskatchewan, the Separate (Catholic and Protestant) and francophone school divisions share the same land mass as the public school divisions. Assuming a comparable situation in Alberta and Manitoba, only the public school divisions have been considered within the comparison of land mass. Through a simple process of dividing the land mass by the number of public school divisions (recognizing that actual sizes will vary), the provincial average size of public school divisions for Saskatchewan (i.e., land mass per number of school divisions) is 36,200 km<sup>2</sup>, for Alberta, 15,800 sq. km<sup>2</sup> and for Manitoba, 18,000 km<sup>2</sup>. Saskatchewan's land mass per school division is approximately twice that of those in Alberta or Manitoba.

<sup>1</sup> In 2015, Quebec introduced a Bill that would have removed minority-language (English) school boards but later withdrew the Bill in May 2016 due to significant concern among both English and French Language Boards.

For Saskatchewan, if the public school divisions that encompass single communities (i.e., Saskatoon Public, Regina Public, Ile à la Crosse, Creighton, and Lloydminster) are removed from consideration, Saskatchewan has 13 public school divisions that are relatively large. The largest – Northern Lights School Division – covers over 322,000 km<sup>2</sup> (approximately half the province). The remaining school divisions range from approximately 15,500 km<sup>2</sup> (Prairie Spirit School Division and Saskatchewan Rivers School Division) to close to 43,000 km<sup>2</sup> (Chinook School Division).

The majority of provinces have elected boards with four year terms and provisions for appointments by the Minister in the case of a vacancy. Since August 2016, Prince Edward Island has an appointed board for the public sector, with three members, one of whom is the deputy minister. In the past, Newfoundland and Quebec appointed or partially appointed boards and in the case of Newfoundland, a public referendum led back to elected boards. Most provinces, however, have provisions to appoint members to the board in the case of vacancies. Saskatchewan has no such provisions.

With respect to the numbers of board members, board composition is typically prescribed in legislation or regulations as a range per division or district or a number determined by the Minister. The highest numbers of elected board members range from up to 22 in Ontario and as low as 3 in British Columbia and Alberta.

New Brunswick eliminated school boards altogether between 1997 and 2001. In 2001, New Brunswick implemented District Education Councils (DECs). DECs are made up of elected volunteer members. DECs hire the superintendent for their school district, subject to the approval by the Minister of Education and Early Childhood Development. The Superintendent assumes responsibility for all other employees and therefore, the DEC does not have any authority related to principals, teachers or school employees. DECs establish a District Education Plan, set policies within their authority under the Act, and monitor the performance of the school district. The Superintendent is accountable for the overall performance of the district and is evaluated annually by the DEC according to the performance of the district. This differs from most other provinces where the board of education has overall responsibility for the management and administration of the school division/district and delegates responsibility to the director of education or superintendent.

During the 2015-16 school year, the Government of Prince Edward Island (PEI) dissolved the English Language school board and established a Crown Corporation called the Public Schools Branch, governed by a three-person board of education, reporting to the Minister of Education, Early Learning and Culture. The Public Schools Branch is responsible for the day to day operations of 56 English language schools. The new Branch was in operation in time for the 2016-17 school year. The student achievement section of the former board was integrated into the department. The French school board was unchanged. Three new advisory councils (administrative bodies) were established to provide advice to the department, including eight Family of Schools District Advisory Councils, a PEI Principals' Council, and a PEI Learning Partners Advisory Council.

Although education legislation from one jurisdiction to the next varies in terms of its specificity, there are a number of duties and powers of boards that are common to most jurisdictions. For the most part, boards must:

- Submit an annual report and an annual budget to the ministry and provide any other information requested by government;
- Exercise wise stewardship of the funds provided by government;
- Hire administrators/staff for the school district and monitor/evaluate their performance;
- Implement the education programs prescribed by the province;
- Manage their schools;
- Establish policies and procedures to guide operations in the school district;
- Insure their school properties;
- Manage student records;
- Determine requirements in terms of school construction, maintenance and repair; and,
- Promote student achievement.



## Student Achievement and Board Governance:

Performance measures of student achievement vary significantly across the country. Those who do well on Programme for International Student Assessment (PISA) and the Pan-Canadian Assessment Program (PCAP) have elected boards and those who don't do as well also have elected boards. The Organisation for Economic Co-operation and Development (OECD) provides a few considerations when looking at the impact of board governance. School boards form only one element of the context in which learning occurs and thus it is challenging to isolate the impact of school board governance on student achievement. For example, provincial and/or federal actions, teacher education programs and the quality of classroom teaching, and students' socio-economic and family characteristics may significantly impact learning. There appears to be more research on broader questions of school leadership than there is research focused on the impact of school boards on learning. School boards create or contribute to the conditions in which teaching and learning occur in order to promote the most advantageous growing/learning environment.

## Two Decades of Changes to Improve Equity and Quality in Saskatchewan's Education System

Since the early 1990s, Saskatchewan has sought to improve equity and quality through a number of policy changes. The focus in Saskatchewan has traditionally been on achieving equity in taxation and equity in distribution of funding with a view to providing equitable access to education wherever a student may live.

### 1990 – 2003

In 1990, the Minister of Education commissioned the *School Finance and Governance Review* (1991) by Dr. Herve Langlois and Dr. Murray Scharf. They recommended that the size of school divisions in the province be increased to an average of 7,000 students in order to provide a full range of programs and services. Membership of the larger school divisions' boards would be from 11 to 15 members.

It is interesting to note that in 1993, the *Saskatchewan School Trustees Association Task Force on Educational Governance Final Report* recommended restructuring that would provide for about 35 public school divisions. Each division would have an enrolment of between 2,500 and 5,000 students, except where the population is sparse or dense. Each full service school divisions would be governed by an elected board responsible for system operations and educational outcomes. Local control and decision making would be enhanced through school level governance bodies.

Both studies concluded that school divisions should be restructured to strengthen their ability to provide a wide range of programs and services. Both reviews also called for an expanded role for parents in providing advice and participating in decision making at the school level (*Government of Saskatchewan 1996*).

In May 1996, the Minister of Education announced a public consultation process to determine how the education system should be structured to maintain and improve the quality of education, particularly in rural and northern Saskatchewan. The goal was to determine whether savings from structural change could be reallocated to support young people in the classroom. Key themes in the consultation were ensuring quality of education, readiness for change, importance of local determination, the need for strong government leadership, opportunities for parent and community involvement and building effective partnerships.

Following the consultation, government announced a leadership approach to encourage voluntary amalgamation of school divisions and published a Restructuring Guide and other supporting materials. The Guide described the full range of services expected of a school division and processes to use in developing partnerships and in moving toward restructuring. As a result of the process, the number of school divisions moved from 119 to 82 over the course of six years.

## 2003 - 2006

The Commission on Financing Kindergarten to Grade 12 Education (The Boughen Commission) was established in May 2003 to engage the public and stakeholders in reviewing K-12 education financing, particularly related to the balance between provincial and school board contributions, the balance between the use of property tax and other sources of taxation for education funding, fairness and equity among the existing classes of property taxpayers, and the impact on education quality of school division fiscal capacity and variations in assessment and spending per student. In order to reduce inequity in the K-12 financing system, one of the Commission's recommendations was to establish a task force to recommend revised boundaries to increase equity among school divisions and maintain local responsiveness and accountability.

Government responded to the Commission's report in May 2004 with a three phase program to renew the school system. The three phases included renewing and restructuring the school divisions, developing a fairer system of funding and committing to a long-term solution to lowering education property taxes.

With respect to the restructuring component, government announced a three member Education Equity Task Force, which was to recommend new school division boundaries based on a map with no more than 40 school divisions, with no fewer than 5,000 students in each division, and to ensure that all divisions, based on their taxable assessment per student, would be eligible to receive funding under the then current foundation operating grant system (no zero-grant boards). Equity of access to education programs and services and enhanced quality of education programming were among the key principles (*Government of Saskatchewan 2004*).

Based on the work of the Education Equity Task Force and voluntary amalgamation of separate school divisions, on January 1, 2006, the new school divisions were established, resulting in a map very similar to today's school divisions.

## 2007 - 2012

### Property Taxation:

In 2007, government committed to achieving a fairer balance of education funding, ensuring the education system was properly funded and significantly reducing the education portion of property taxes. This commitment was met in March 2009 when, following extensive consultation by Legislative Secretary Jim Reiter, government announced a new system of funding PreK-12 education. This new system reformed education financing by cutting and capping education property taxes by setting a uniform, province-wide tax rate for each class of property and increasing the provincial (general revenue) share of PreK-12 education funding to school divisions to offset the loss in tax revenues and offset other increased costs.

### New Funding Model:

With the changes to property taxation in 2009, the funding mechanism in place at that time could no longer be used (the Foundation Operating Grant / K-12 Operating Grant). From 2009 through 2011, the ministry developed a new funding distribution model through a process involving sector input with various working groups and committees. The PreK-12 Funding Distribution model (the model) was implemented for the 2012-13 school year.

This new model moved away from providing the majority of funds on a per-student rate and rather considered the operating costs of school divisions' major functions (e.g., instruction, transportation, plant operations, administration, etc.). Formulas were determined for each of these areas.

The previous K-12 Operating Grant considered only a portion of education property tax revenue in its formula. This resulted in fiscal disparity among school divisions depending on their local tax wealth. The new funding model considers the full amount of education property tax, and equalizes it across the province such that school divisions no longer benefit from or are impaired by different levels of tax wealth. This redistribution of tax wealth created funding shifts among school divisions; some of these shifts have still not been fully implemented due to continuing transition adjustments.



In 2015, government requested a review of the funding model to ensure it was working as intended. The Funding Model Review Committee was struck, which includes school division and ministry representatives. This review is nearly complete and will provide a number of recommendations to the Minister.

## 2012 - 2016

### Education Sector Strategic Plan (ESSP) and the Provincial Leadership Team:

Saskatchewan's ESSP (see page 3), launched in 2014, is the first province-wide plan to be developed through cooperation among all education partners. The Plan was not mandated by government. It was approved by the 28 boards of education and accepted by the Government of Saskatchewan. It is intended to provide a unified approach to education in order to meet the needs of all students. To provide leadership to the Plan, school division directors of education, leaders from First Nations and Métis education organizations and members of the Ministry of Education Deputy Minister's Office voluntarily work together as a Provincial Leadership Team (PLT).

The PLT was brought together as a new structure for directors of education to voluntarily plan and work together toward common outcomes. In the past, each school division and the Ministry of Education prepared its own strategic plan, independent of one another. The purpose of the PLT and the ESSP is to identify common priorities and focus resources toward achieving those priorities. Regular reporting and review is intended to promote mutual accountability and to develop corrective actions when strategies are not achieving the expected results.

Directors of Education in both the provincial education system and First Nations education systems take on leadership for specific outcomes and priorities. This represents a significant shift from the past where all action was focused within the school division. It has required directors of education and board members to begin to "think and act as one".

While the ESSP has been in operation for only two school years, good results have been achieved on one of the key priorities – improving reading at Grade 3. Since the initiation of the ESSP, all 28 school divisions are participating in Saskatchewan Reads and the percentage of students reading at grade level in Grade 3 has increased from 65 per cent in 2013 to 74 per cent in June 2016.

A second priority – Following Their Voices – an initiative that has been designed to improve First Nations, Métis and Inuit student outcomes, has been in full operation in 17 schools for only one full school year and is beginning to demonstrate small gains in student attendance, credit completion, on-time graduation and final marks in English language arts and math.

Recent conversations with board of education members from across the province demonstrate strong commitment to the ESSP, recognizing the value of working together toward a small number of key outcomes.

## Why Examine Saskatchewan's Education Governance and Structure?

Restructuring and changes to taxation and funding have impacted the role of boards of education and the role of the Minister in Saskatchewan's education system. With the restructuring, boards now operate larger, more sophisticated enterprises that offer a full range of services, manage budgets up to \$250 million and employ staff up to 2,500. They have responsibility for decisions that impact the quality of education for their students.

The structural changes of 2006 have been fully realized. What the system has not yet accommodated are implications of the changes to taxation.

Government's decision to set education property tax mill rates also changed the relationship between boards of education and government from a Public Sector Accounting Board perspective. The change meant, according

to accounting standards, that there was sufficient evidence of government control to require that government consolidate the financial information of school divisions within its summary financial statements. Since the school division financial statements must now be consolidated, the Provincial Auditor also now has a responsibility to review school division financial statements. As a result, government became fiscally vulnerable to decisions legislatively delegated to locally-elected boards of education concerning expenditures, deficits and operational choices. Deficits and debt incurred by school boards are now reflected as part of the provincial government's summary financial results.

Prior to 2009, there was a shared responsibility for how education was funded in that school boards could access the property tax base and set mill rates. As identified earlier, this is no longer the situation in that the province is now responsible for this and, as such, through the funding model, is responsible for how education is funded. Notwithstanding this change, the relationship between the government and the boards has maintained the concepts of board unconditionality and autonomy. This creates an ongoing tension whereby the Minister is held accountable to the public for overall spending and results, while boards of education control the human and financial resources within their school divisions. In turn, the legislation, which was proclaimed in 1995, still supports school divisions' authority over expenditures.

Complicating this situation is the current financial situation in which the education sector is being asked to examine expenditures. There is a need to examine the balance between local and provincial interests, within the context of improving results and containing costs province wide.

### **Key Challenges:**

The following are some of the key challenges that bring to light the need to consider the legislation, structure and governance of Saskatchewan's K-12 education system:

## **The K-12 Education System is Challenged to Achieve Broad-based Improvement in Student Achievement:**

The Minister of Education has the authority to publish goals and objectives for the system but cannot directly impact the achievement of students. The Minister must rely on the efforts of teachers, principals and administrators who are employed by boards of education to effect change. Michael Fullan, in discussing whole system reform, speaks to the need for vertical and lateral accountability where direction concerning core goals comes from the centre and there is a partnership with the sector in pursuit of the goals. Transparency of results and practice, monitoring and non-judgmental intervention are seen as essential to vertical accountability. Capacity building, engagement and trust building across schools and regions, openness of sharing results in mutual allegiance and collaborative competition are seen as essential to lateral or horizontal accountability (*Fullan 2011*).

The implementation of the ESSP in 2014 brought school divisions together toward a common strategic direction and set of outcomes, targets and actions to achieve the Plan for Growth targets. While every board has signed on to the ESSP and recent discussions with boards indicate commitment to the Plan, some boards and their administrators struggle with what they see as competing accountabilities. They are accountable to the province to achieve outcomes, which requires common action and thinking as one system rather than 28 individual systems. At the same time, boards see themselves as accountable to their electorate and their administrators see themselves as accountable to their employer (their board). There is nothing in the legislation or regulations that mandates boards and their administrators to support other boards and their administrators in the achievement of collective results. While the Minister has the authority to prepare and publish goals and objectives, the legislation does not clearly outline a duty or power to establish standards of performance or to assess the extent to which outcomes are achieved and standards are met.

Saskatchewan's performance on the Programme for International Student Assessment (PISA) and the Pan-Canadian Assessment Program (PCAP) continues to lag behind other Canadian provinces.

PISA 2015:

- Science: Saskatchewan ranked last among the provinces.
- Reading: Saskatchewan ranked last among the provinces.
- Math: Saskatchewan ranked last among the provinces.

PCAP 2013:

- Science: Saskatchewan ranked 7th among the provinces.
- Reading: Saskatchewan ranked 8th among the provinces.
- Math: Saskatchewan ranked 6th among the provinces

In addition, Saskatchewan's three-year graduation rates<sup>2</sup> have plateaued, remaining between 73 and 75 per cent for the past 10 years.

## **Each School Division has Broad Authority to Determine How to Allocate Resources to its Priorities:**

Funding to school divisions is distributed in accordance with the PreK-12 Funding Distribution Model formula. The majority of the funding, with a few small exceptions, is provided unconditionally to boards. The formula is a means to distribute available funding but does not dictate to boards of education how it must be spent.

Specifically this means that boards make decisions on where to spend money and where to make reductions. The areas that they control include:

- Human Resources:
  - o Assignment of teachers;
  - o Compensation of out-of scope staff;
  - o Staffing levels and job descriptions;
  - o Absence management;
  - o Locally-negotiated teacher benefits; and,
  - o Locally-negotiated employment contracts.
- Administration:
  - o Procurement arrangements;
  - o Contracted services;
  - o Payroll administration;
  - o Accounts payable;
  - o Financial and audit services; and,
  - o Tuition fees and agreements.
- Transportation:
  - o Busing Policies;
  - o Bus procurement and maintenance;
  - o Fleet Services; and,
  - o Contracted services.

---

<sup>2</sup> The three year graduation rate is the percentage of students that graduated within 3 years of becoming part of a Grade 10 cohort. Ministry of Education Student Data System.

- Schools:
  - o Grades and programs offered (e.g., K-12, split grades, French immersion, magnet programs, practical and applied arts, etc.);
  - o Student Services (speech language pathology, counselling, education psychologist, education assistants, etc.); and,
  - o Facility utilization policies.

Twenty-eight boards of education apply their judgement to the above categories with minimal provincial direction. As a result, decisions made by boards can result in students in one school division having a different educational experience from the students in the next school division depending upon the staffing decisions, the programs offered and the supports provided.

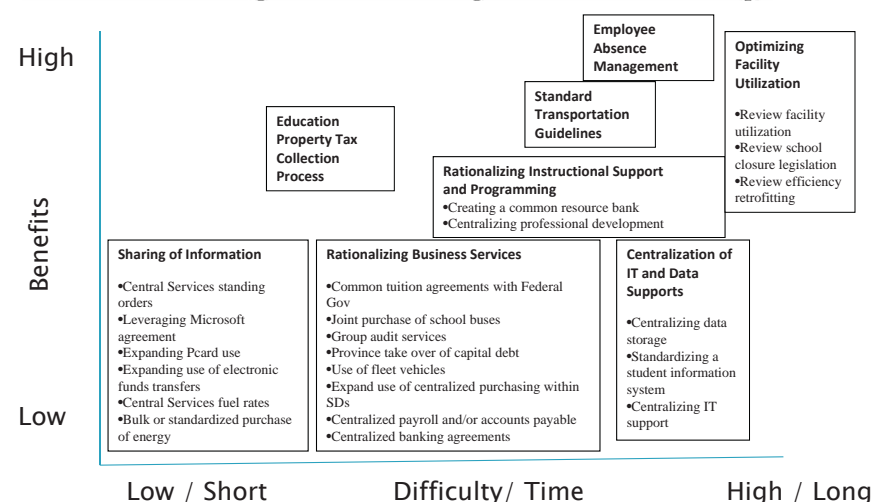
## The K-12 Education System is Challenged to Achieve Broad-based Efficiencies:

The provincial government has set an objective to ensure its programs and services are being delivered as efficiently and effectively as possible and are aligned to the government's priorities. Funding in 2016-17 for K to 12 education (operating and capital) accounts for approximately 16.5 per cent of government spending. Therefore, it is essential that the ministry work with the sector to achieve efficiencies. Through the ESSP, the sector determined it would implement a sector-wide approach to find efficiencies and increase value-add in order for the sector to be responsive to the challenges of student needs. The PLT set an efficiency target of \$5 million (less than 0.3 per cent of spending) in accumulated savings by August 31, 2017. The November 9, 2016 wall walk results by school divisions show that the \$5 million target has been surpassed with school divisions noting that \$8 million in efficiencies were achieved by August 31, 2016. On November 22, 2016 the Saskatchewan School Boards Association (SSBA) reported that school divisions have identified approximately \$9 million in accumulated savings for the 2015-16 school year as well \$6.4 million in planned reductions in FTE/positions and vacancy management during the school year.

In its Sector-wide Efficiencies Outcome Framework Document (April 2016), the PLT set out a plan to achieve the ESSP target for efficiency, noting that savings would be achieved through efficiency, shared services and continuous improvement initiatives. The framework states the intention of the outcome is "to identify and implement province-wide efficiency initiatives which will generate savings that can be retained by and redeployed by each school division." Efficiencies and shared services are expected to: lower the cost curve; create enhanced value in the system; and, improve services to students.

In the Framework, Directors of Education have collectively identified a number of priorities for province-wide efforts and used a heat map (below) to rank those that can be implemented quickly, with little effort and potentially less impact and those that will be more difficult and take longer to implement but have high impact.

## Efficiency Priority Heat Map



Prepared by PLT Efficiency Outcome Leadership Team

To date, only one province-wide efficiency has been achieved, which was the purchase of instructional software for math. Two province-wide initiatives were selected by the PLT – purchase cards (PCard) and absence management. For PCard, while most boards are participating, there are opportunities for broader use and higher rebates. The absence management project is in the development stages. There is scope for improved efficiency, particularly province-wide efficiencies, and recent conversations with boards indicate strong commitment to seeking efficiencies.

## Costs of Board Governance Are Determined Locally:

The education funding formula provides for the costs of governance, \$11.3 million, or 0.6 per cent of total operational funding.

The cost of governance is driven by a number of factors determined both provincially and locally. The following are determined provincially:

- **Number of boards** – currently 28 – 18 public (determined by government), 9 separate and 1 francophone. Any change in the number of separate boards must be agreed to by the boards; and,
- **Number of board members** – prescribed by the Minister in keeping with the limits set by legislation (5 to 10) per board, currently 252 province-wide.

The following costs are determined by board policy and decision making:

- **Board remuneration and expenses** – determined by board policy;
- **Number of meetings** – *The Education Act, 1995* sets a minimum number of meetings; there is no maximum. Board policy and processes determine the number of meetings, which will vary greatly depending on the nature of the board, the efficiency of the decision-making processes and the issues the board is facing. Depending upon the formula for compensation (daily rate or annual allocation), the number of meetings can increase the cost of governance.
- **Role of the board members** – some board members make a number of school visitations and attend numerous school community council meetings, other boards have set requirements for the number of visits and processes for bringing school community council members and board members together in larger forums. Engagement with school community councils is key; however, the number of visits can increase governance costs in some cases.
- **Professional development** – boards make decisions to allocate resources to board development based on their policies or other rationale.
- **Supports to school community councils** – boards determine the level of financial and developmental support provided to school community councils.
- **Payments to the Saskatchewan School Boards Association** – these costs are determined by the budget set by the association and calculated using a formula based on student enrolment.

Below is a chart of remuneration for the education sector board members compared to other sectors.

### Samples of Governance Remuneration

|  | Annual Rate (range)                        | Daily / Meeting (range)        |
|--|--|--------------------------------|
| School Boards <sup>3</sup><br>• Chair<br>• Member  | \$25,549 – \$31,000<br>\$22,915 – \$25,556 | \$235 - \$361<br>\$200 - \$260 |
| Regional college <sup>4</sup><br>• Chair<br>• Member   |  | \$155 - \$264<br>\$110 - \$264 |
| Sask. Crowns (Tier 1)<br>• Chair<br>• Member   | \$40,000<br>\$25,000                       | \$750                          |
| Sask. Crowns (Tier 2)<br>• Chair<br>• Member   | \$20,000<br>\$14,000                       | \$650                          |
| Regional Health Authority<br>• Chair<br>• Member   | \$9,960                                    | \$300<br>\$200                 |
| City Councillor <sup>5</sup><br>• Councillor   | \$17,756 - \$54,886                        |                                |
| Government of Saskatchewan<br>Boards, Commissions and<br>Committees<br>• High Responsibility Chair<br>• High Responsibility Member |  | \$235<br>\$155                 |

### The Role and Capacity of Boards Is Not Consistent:

Despite a common set of duties and powers in *The Education Act, 1995*, recent discussions with boards of education indicate that the role boards articulate for themselves in relation to the role of their administrators varies with some boards taking a more strategic focus and others maintaining a more direct role in management of the school division. A survey by the Provincial Auditor in 2013 found that most boards discuss strategic matters. Most (93 per cent) indicated they discuss the goals and mandate of the school division on a regular basis and 82 per cent are able to focus on what really matters in improving education outcomes. At the same time, it appears that a number of the board members rely on the recommendations of their administrators when making decisions. For example, 31 per cent of board members and 51 per cent of executives indicated the board approves the strategic plan presented by management with few changes. Only 43 per cent of board members and 40 per cent of executives indicated that they think their board often challenges assumptions and rationale behind recommendations being made by management. About half of board members (47 per cent) and executives (56 per cent) think their board almost always agrees with management's recommendations. Regardless, overall, boards appeared satisfied with the level and detail of information received in order to make decisions, although there was an interest in more time to discuss financial and budget issues (*Provincial Auditor Saskatchewan 2013*).

<sup>3</sup> Data from 8 school boards in Saskatchewan

<sup>4</sup> Data from 2 regional colleges in Saskatchewan

<sup>5</sup> Data from 4 cities in Saskatchewan



Saskatchewan's Provincial Auditor comments on the importance for boards to have a "sufficient level of knowledge and competencies in order to govern effectively." The auditor indicates boards must "understand their roles, responsibilities and the environment within which they operate". The competencies identified by the auditor include: leadership skills, board experience, education sector experience and financial expertise. While members who are elected to boards of education will typically possess a number of these skills, the auditor indicated that it is important to identify and address knowledge and competency gaps in order to govern effectively (*Provincial Auditor Saskatchewan 2015*).

To date, requirements for knowledge and competency of board members have not been prescribed by the province and the identification of board competency and skill gaps is left to the individual board. According to the Provincial Auditor's November 2013 survey of board members, almost all board members receive orientation to their role (*Provincial Auditor Saskatchewan 2013*).

## **Relationships Between Boards of Education and School Community Councils Differ:**

School community councils provide a critical opportunity at the school level for parents and community members to have a voice. Recent conversations suggest that boards have different relationships with their school community councils. This is supported by school division annual reports, which demonstrate varying levels of participation of school community councils in school level and division level planning. Several divisions outlined a process whereby school community councils play a role from the beginning stages of plan development, identifying priorities and actions, reviewing drafts and participating in year-end assessment. In some school divisions, the school level plan is presented to the school community council for review and feedback only, while in others the school community council is provided with the plan and develops parallel learning improvement goals and action plans or strategies to support the school plan. One division noted that its board invited school community councils to participate in a planning and feedback session leading to development of the division's three-year strategic direction.

The above analysis is not meant to be exhaustive but whichever option is adopted needs to address these key challenges.

## **Considerations for Developing and Analyzing Options**

In developing and analyzing options for governance and structure, consideration must be given to:

- Constitutional and Legal Considerations;
- Elements of Governance;
- Complexity and Cost of Achieving Change;
- Geographic Size and Sparsity; and,
- Means of Selecting Board Members (Elected or Appointed).

### **Constitutional and Legal Considerations:**

With the establishment of Saskatchewan as a province in 1905, the *1901 School Ordinances of the North-west Territories*, which set out the rights and privileges of religious minorities with respect to separate schools, were preserved. These provisions limit the authority of the province to make laws that might interfere with these rights and privileges. The religious minority may be Catholic or Protestant, depending upon the make-up of the population in a given area.

The francophone education system in Saskatchewan was developed in keeping with the rights of the linguistic minority included in section 23 of the *Charter of Rights and Freedoms*.

Constitutional provisions with respect to linguistic and religious minorities will need to be respected in any consideration of boundaries and structure.

Provision of education services in Lloydminster is negotiated with the Province of Alberta in *The Lloydminster Charter*. The affairs of the current Lloydminster public and Catholic school divisions (no matter which side of the border

the schools are located) are governed according to Saskatchewan's education legislation, regulations, policies and directives. Nothing in the *Charter* prohibits amalgamation of school divisions or revision of the boundaries of the Lloydminster school divisions; however, Alberta would not be responsible for any costs associated with those lands.

## Elements of Governance:

According to Saskatchewan's Provincial Auditor, "governance determines who has power, who makes decisions, how other players make their voices heard and how account is rendered. It refers to the structures and processes that direct, control and hold an organization to account. Management of an organization on the other hand, deals with the day-to-day operations of an organization within the directives established by the governing body (e.g., management implements board decisions, policies and strategies)" (*Provincial Auditor Saskatchewan 2015*).

According to United Nations Educational, Scientific and Cultural Organization (UNESCO), "the governance system sets the parameters under which management and administrative systems will operate. Governance is about how power is distributed and shared, how policies are formulated, priorities set and stakeholders made accountable. It is separate from the management functions that run an organization in line with the broad goals and direction set by the governing body, i.e., it implements the decisions."

The OECD defines the key elements of good governance to be accountability, transparency and participation. The United Nations Development Program describes "good governance" as having eight characteristics that are referenced broadly in current literature – participation, rule of law, transparency, responsiveness, consensus orientation, equity, effectiveness and efficiency, accountability and strategic vision.

## Principles of Good Governance for Assessing Options:

The following principles of good governance have been derived from a review of several frameworks of good governance in education and other sectors and provide some initial criteria for assessing the current state and options for change:

- **Strategic Direction:**
  - Clear vision of what is needed to achieve the goals of society and understanding the complexity involved in achieving the vision.
- **Effectiveness and Efficiency:**
  - Effectiveness is the capacity to achieve results; efficiency is the best use of resources.
  - Effectiveness of a board is dependent upon its capacity to act in accordance with the principles of good governance. Saskatchewan's Provincial Auditor notes the role and purpose, membership, structure, board culture, decision-making processes, knowledge and training opportunities, and internal and external relationships of boards will impact their effectiveness.
- **Accountability:**
  - The practice of accountability requires a clear understanding of the decision-making authority and who is accountable to whom and for what. This requires a clear articulation of roles and responsibilities, expectations and reporting requirements for results, effectiveness and efficiency.
- **Transparency:**
  - Transparency means that decision making processes and the rationale for decisions are accessible to those who are concerned with the decisions.
- **Participation:**
  - People who are impacted by decisions have an opportunity to have input either directly or through legitimate organizations or individuals that represent them.



- **Equity:**
  - o All have equitable access to services and derive equitable benefit from the expenditure of public funds on education.

## **Complexity and Cost of Achieving Change:**

The work of restructuring a large system, such as Saskatchewan's education system, is significant. Board members and their administrators report that, following the 2006 amalgamation of school divisions, administrative changes took from two to three years. More significantly, the process of creating the culture in the new divisions took four to five years. This challenge was also articulated in a research report by Jackie Kirk (2008) entitled *An Examination of School Division Restructuring in Saskatchewan*. It spoke of the difficulty in building a new culture and new relationships among old and new diverse school divisions and in achieving equity among employees and schools in the new school divisions. Respondents noted the importance of strong local leadership and the need for time and change management.

With the growth in the size of the school divisions, both board members and administrators noted they had to work at creating connections to schools and communities.

Given every school division has a number of locally negotiated employment contracts, a process to understand and review those contracts is a critical part of implementation for any changes.

In developing options, consideration needs to be given to how to mitigate the impact of restructuring, through effective change management and attention to the principles of good governance.

The focus of major changes in Saskatchewan's education system has been on improving equity both in terms of taxation and students' access to a full range of services and programs. There are costs associated with major restructuring in a system that must be borne before efficiencies or improvements are seen. For example, changes to the number of boards or board members can result in out-of-cycle school board elections (if the members are elected). It takes time to consolidate programs, services, contracts and agreements. Options will need to be assessed for the cost of implementation and the potential savings.

## **Geographic Size and Sparsity:**

Saskatchewan has a large land mass. Different areas of the province have different challenges in sparsity. For example, Chinook School Division covers 42,739 km<sup>2</sup> and serves 5,835 students. Northern Lights School Division covers 322,197 km<sup>2</sup> (close to half the province) and serves 4,206 students. Both geographic size and student enrolment must be considered when considering options for structures and boundaries.

## **Means of Selecting Board Members (Elected or Appointed?):**

When boards are elected, the public has a direct voice in their selection, which can lead to heightened civic engagement around issues. Elected members are accountable to the local community who voted for them to represent their constituency's values and interests. They are independent from the administration, which gives them a degree of freedom for their actions. Local control can be high and government direction setting is reduced. If the electorate is not satisfied with the performance of the board, they can replace the board at the next election. In conversations with boards, there was unanimous support for elected boards. Board of education members are elected every four years either at-large or by sub-division.

Elections for boards of education took place on October 26, 2016, voter turn out is not yet known. However, of the 252 board members in the province: 121 (48 per cent) were elected, 129 (51 per cent) were acclaimed and two positions (1 per cent) remained vacant. Of the elected members 52 (43 per cent) were newly elected and 69 (57 per cent) re-elected. Of the acclaimed members 27 (21 per cent) were newly acclaimed and 102 (79 per cent) were returning. The cost of elections in 2016 was approximately \$1.4 million.

Given approximately half of board members are acclaimed, the issue of acclamation was raised with board members in recent discussions. Their response was generally that once they had put their name forward to run, if people were generally satisfied with the job they were doing, there was little interest among others to run for the position. The number of returning acclaimed members in 2016 provides some support for this position.

In conversations with board members, many identify a personal sense of commitment to children and schools. They note that, by running for a position, they have publicly stated that commitment and that the public has supported them by voting for them. They also note that if the public is dissatisfied with the job they have done, they can be removed at the next election. Even those who are acclaimed note that the process of putting their name forward to run, while not knowing whether others will run against them, demonstrates a public commitment to serve students. In board elections, the public choose the member and assess their skill, as they do in civic, provincial and federal elections.

Appointments allow for the application of a skills matrix and can ensure members have diverse backgrounds and a range of expertise such as knowledge of strategic planning, financial management, administration, human resources and programs and services. With appointed boards, local voice is diminished and government authority is increased. The appointed board is accountable to government. Their direction can be set more readily to align with the interests and values of the appointers. They can be relieved of their role if they do not fulfil their mandate or do not achieve desired results.

If appointment is considered, processes can be implemented to reach as broad and representative a public as possible. For example, the British Columbia government has implemented the Board Resourcing and Development Office, which is responsible for establishing guidelines and ensuring provincial appointments are made on the basis of merit following an open and transparent process.

## Options and Analysis

### Shifts in Governance:

To address the key challenges articulated earlier, and regardless of the structural option selected from those described below, the following shifts in governance should occur for the system as a whole (public, separate and francophone) to address the key challenges:

- **Strategic Direction and Accountability:**
  - o redefine the roles of the Minister in the legislation and regulations to enhance the ability to provide direction in relation to outcomes and standards and to assess the extent to which they are achieved;
  - o examine the number of members per board for public and separate systems;
  - o standardize expectations of boards in relation to required competencies of board members; require mandatory board training.
- **Effectiveness:**
  - o renew and strengthen the emphasis on education outcomes through an ongoing focus on the ESSP and consideration of an Education Quality Council with responsibility for monitoring system performance.
- **Efficiency:**
  - o enhance the focus on lowering the cost curve, creating enhanced value in the system, and improving services to students through efficiency, shared services and continuous improvement initiatives in keeping with the work already underway in the PLT (centralize business functions such as central IT, financial, HR, payroll, procurement and purchasing).

- **Consistency/Standardization:**
  - o standardize governance costs, including remuneration rates, annual maximum remuneration for board members and rates for travel and sustenance (taking into account northern areas), professional development, and maximum number of board meetings;
  - o standardize administrative costs, including consideration of a provincial pay grid for out-of-scope positions and standards for the number of central office staff in relation to school-based staff; and,
  - o consider additional standardization of locally-bargained terms and conditions.
- **Participation:**
  - o reinforce the value of school community councils; and,
  - o enable First Nation representation on boards.

These shifts in governance will require amendments to legislation, regulations and ministry policy.

## Options

The following options are directed to public school divisions although voluntary consolidations could be considered by the separate school divisions to align more closely with the public system. All of the options presented will have the effect of shifting the balance of government direction and community input. Each will require substantial change, with some requiring more change than others. In each of the options presented below, the board could be either elected or appointed.

### Option 1: Provincial Model

Consolidate 18 existing public boards of education into a single provincial public school board with responsibility for management of all 606 of the public schools in the province. The public board would report to the Minister of Education.

Implement a provincial advisory body to the Minister of Education comprised of members of the public, Catholic, Francophone education systems and First Nations and Métis representatives (and North).

Implement an Education Quality Council reporting to the Deputy Minister of Education. The Council would focus on measurement of education system performance, including student outcomes, to monitor progress of the ESSP toward the Plan for Growth 2020 targets.

Implement an entity to drive sector-wide operational efficiencies, something similar to 3SHealth.

The public board of education would have members with competencies and expertise as identified by the Provincial Auditor including leadership skills, board experience, education sector experience and financial. These competencies could be acquired by application of a skills matrix and provision of board training.

The board would hire a CEO to manage the education and business functions. Four to six regional service areas would be established to provide support to the board of education through the CEO. They could align with health services and with current school division boundaries to the extent possible. The regional structures would:

- report to the CEO;
- be led by a regional director of education and include a financial manager, superintendents and other education professionals;
- establish procedures for the management and supervision of schools within the regions;
- develop a human resource plan to determine policies for staffing, including the number of teachers and other staff (administration, superintendents, educational supports and consultants, operational supports);
- develop administrative procedures for operation and administration of schools, programs, transportation and facilities;

- maintain schools, equipment and facilities; and,
- oversee data collection and provide reports to the Education Quality Council.

In accordance with provincial standards and policies, the role of the board of education would be to:

- Support the goals and align with the ESSP;
- Prepare and administer a budget;
- Oversee determination of staffing levels;
- Determine program and service levels to respond to community needs and interests;
- Oversee maintenance of facilities;
- Oversee provision of transportation services in keeping with provincial standards;
- Publicly report on expenditures and performance in relation to provincially determined outcomes and objectives;
- Support school community councils; and,
- Report regularly to the Minister of Education.

### Benefits and Challenges:

The key benefits of this model are strategic direction, effectiveness, efficiency, accountability and transparency. The key challenge is that this model has not been implemented in an education system of this size (geography and number of schools); as such, there is no precedent. Note: While Prince Edward Island has gone in this direction, as a province, it is smaller in geography, enrolment and number of schools than most public school divisions in Saskatchewan. In addition, significant challenges will be found in concerns about equity, cost and complexity, and participation.

| Benefits  | Challenges  |
|---|---|
| <b>Strategic Direction:</b> <ul style="list-style-type: none"> <li>• Strategic direction and provincial standardization would be streamlined and unified after the transition period is complete.</li> </ul>  | <b>Strategic Direction:</b> <ul style="list-style-type: none"> <li>• During the transition period, a focus on restructuring may compromise the focus on student outcomes in the Plan for Growth and ESSP.</li> <li>• Engagement of 606 schools and school community councils in the development of the strategic plan.</li> </ul> |
| <b>Effectiveness:</b> <ul style="list-style-type: none"> <li>• There is greater opportunity for sharing and implementing effective practices and results from one regional service area to another.</li> <li>• Once in place, implementation of future direction or change would be simplified.</li> <li>• Health services can be considered when developing regional service areas for education.</li> <li>• There is a greater opportunity for recruitment, retention and succession planning in a provincial model.</li> </ul> | <b>Effectiveness:</b> <ul style="list-style-type: none"> <li>• The time and energy required to accomplish the change will impact effectiveness in the shorter term.</li> </ul>  |
| <b>Efficiency:</b> <ul style="list-style-type: none"> <li>• Over time, this option is likely to improve efficiency, although the extent of efficiencies and the effectiveness is difficult to pre-judge.</li> <li>• Governance and senior administrative costs would decrease.</li> </ul>   | <b>Efficiency:</b> <ul style="list-style-type: none"> <li>• To maximize the sector-wide efficiencies while working through the governance and administrative changes.</li> </ul>  |

| Benefits  | Challenges   |
|---|--|
| <b>Accountability:</b> <ul style="list-style-type: none"> <li>• Accountability and reporting processes would be simplified.</li> <li>• More accountable to government.</li> <li>• Continued accountability to the community is through the school community council.</li> </ul>   | <b>Accountability:</b> <ul style="list-style-type: none"> <li>• Reduced local accountability given provincial focus of the board.</li> <li>• Loss of independence of board members if they are appointed.</li> </ul>   |
| <b>Transparency:</b> <ul style="list-style-type: none"> <li>• One entity provides for improved transparency through greater consistency and standardization of policies and procedures.</li> </ul>  | <b>Transparency:</b> <ul style="list-style-type: none"> <li>• Reduced communication between the board and community.</li> <li>• The public's access to the decision makers would be reduced.</li> </ul>  |
| <b>Equity:</b> <ul style="list-style-type: none"> <li>• The funding distribution model is designed to provide equity in resources across the system.</li> </ul>   | <b>Equity:</b> <ul style="list-style-type: none"> <li>• The public system would be very different from the separate school divisions in terms of size, capacity and structure.</li> <li>• Demonstrating equity between urban and rural schools will be difficult with one board.</li> <li>• A number of minority faith divisions could be constituted in an attempt to maintain their local voice.</li> </ul>  |
| <b>Participation:</b> <ul style="list-style-type: none"> <li>• Centrality of school community councils. More direct link of school community councils to decision makers results from the flatter organization structure.</li> <li>• Board knowledge and expertise will need to reflect urban, rural and northern needs and interests.</li> </ul> | <b>Participation:</b> <ul style="list-style-type: none"> <li>• With just one board, the public is more likely to seek redress from MLAs and government.</li> <li>• Participation in governance will be a challenge and parents and families in the public system would have different access to board members than in the separate and francophone system.</li> <li>• A plan will be needed for First Nations representation.</li> <li>• The board will be significantly removed from the community and school.</li> <li>• It would be difficult to elect a board at the provincial level.</li> </ul>  |
| <b>Cost and Complexity:</b> <ul style="list-style-type: none"> <li>• Once it is operational, the 'one board' model is less costly and less complex than the current state.</li> </ul>   | <b>Cost and Complexity:</b> <ul style="list-style-type: none"> <li>• The cumulative effect of the change described above in a year where budget constraint is expected.</li> <li>• Implementation costs for human resource implications will be significant , particularly in relation to combining negotiated agreements without substantial costs.</li> <li>• A plan will need to be developed to ensure negotiation of agreements with First Nations while respecting First Nations control of education on-reserve.</li> <li>• Numerous agreements with other entities will need to be renegotiated.</li> <li>• It will take significant time and energy to fully implement this option.</li> <li>• During the transition phase, the anxiety created by this level of change will impede functioning at all levels.</li> </ul> |

## Option 2: Regional Model

Another option is to establish four regional public boards of education, accountable to the Minister of Education. Regional boundaries would be established by the Minister following consultation and could consider health services to the extent possible.

Each board would represent a geographic area, and would be responsible to:

- Hire a CEO (director of education);
- Support the goals and align with the ESSP;
- Prepare and administer a budget;
- Oversee determination of staffing levels;
- Determine program and service levels to respond to community needs and interests;
- Oversee maintenance of facilities;
- Oversee provision of transportation services in keeping with provincial standards;
- Publicly report on expenditures and performance in relation to provincially determined outcomes and objectives;
- Support school community councils; and,
- Report regularly to the Minister of Education.

Similar to Option 1, there would be an Advisory Committee to the Minister, an Education Quality Council and an entity for coordination of sector-wide efficiencies, shared services and continuous improvement.

### **Benefits and Challenges:**

This option would have many of the benefits and challenges assigned to the provincial model. The key benefits of the regional model, in comparison, would be improved participation and opportunity for community/regional input, greater transparency through improved communication between communities and boards, and enhanced local accountability. The challenges would be comparable and would include some increase in governance and administrative costs relative to Option 1.

### **Option 3: Division Model**

These division model options present less disruption to the system than Options 1 and 2, and provide an opportunity for choice in the way boards are selected and still result in some of the benefits of the provincial and regional model.

#### **Option 3A: Restructuring Public School Divisions**

The current school division boundaries were determined more than ten years ago. With changing demographics, changes to legislation and taxation, and with a view to the future, a review of the current structure is appropriate. If more school divisions than in Options 1 and 2 are to be maintained, the shifts in governance described on page 20 are critical to this option achieving efficiencies and improved student outcomes.

This option is an evolution of the thinking/the track the province has been on since 1996 where small school divisions were consolidated in order to improve access to services and supports for students.

Critical to this option succeeding is the implementation of an entity to drive sector-wide operational efficiencies, something similar to 3SHealth, with mandated school division participation.

Create new boundaries for between eight and 14 public school divisions using the following criteria as a guide:

- A balanced number of students served within each school division with a minimum of 5,000 students, except where the geographic size exceeds 43,000 km<sup>2</sup>. Population projections should be taken into consideration.
- All existing public school division boundaries will be considered for potential realignment.
- Existing attendance areas will be taken into account. Where possible, attendance areas for each school come into the new school division “whole”.
- School divisions would be structured for effectiveness and efficiency to ensure students receive maximum benefit.
- Transportation routes and natural barriers will be considered. It is important to consider all weather transportation routes within the school division for each student based on their residence. It is also important to consider if the boundary changes result in increased traffic and access risks with new transportation routes. Bridge accesses, park boundaries, lakes and other natural barriers cannot result in school division staff or



students requiring transport to another division to access their school.

- Community trading patterns, communities of interest and health-care seeking patterns will be considered.
- Partnership agreements will be preserved (e.g., partnerships with First Nations education organizations, industry, justice and health facilities and community based organizations).
- School community councils will continue as the mechanism to ensure a local voice in the school learning program.

## Benefits and Challenges:

| Benefits   | Challenges   |
|--|--|
| <b>Strategic Direction:</b> <ul style="list-style-type: none"> <li>• When combined with the shifts in governance outlined on page 20, there will be an increase in government capacity to direct change.</li> </ul>  | <b>Strategic Direction:</b> <ul style="list-style-type: none"> <li>• Will require more time to facilitate cooperation and achieve consensus among the number of partners.</li> </ul>   |
| <b>Effectiveness:</b> <ul style="list-style-type: none"> <li>• When combined with the shifts in governance outlined on page 20, there will be a greater opportunity to achieve outcomes.</li> <li>• Boundary configuration can take health services into consideration.</li> </ul>   | <b>Effectiveness:</b> <ul style="list-style-type: none"> <li>• Will require more time to facilitate cooperation and achieve consensus among the number of partners.</li> </ul>   |
| <b>Efficiency:</b> <ul style="list-style-type: none"> <li>• Efficiencies in governance and administration will be achieved; however, it will take time to complete the transition of administrative changes before any efficiency can be achieved.</li> <li>• Current boards of education understand the need for change to create enhanced efficiencies and have expressed willingness to make modifications to current business practices (at least in transition).</li> </ul> | <b>Efficiency:</b> <ul style="list-style-type: none"> <li>• While boards understand the need for change and are currently willing to make those changes, there is a risk that the willingness will diminish if government does not implement the shifts in governance on page 20 and does not establish an entity to manage sector-wide efficiencies, shared services and continuous improvement.</li> </ul> |
| <b>Accountability:</b> <ul style="list-style-type: none"> <li>• Retains local accountability.</li> <li>• Board oversight of management would be greater than in Option 1 or 2.</li> </ul>  | <b>Accountability:</b> <ul style="list-style-type: none"> <li>• The tension between accountability to local electors and accountability to government for outcomes will remain, although will be mitigated by shifts in governance outlined on page 20.</li> </ul>   |
| <b>Transparency:</b> <ul style="list-style-type: none"> <li>• Better communication between the board and communities.</li> <li>• Access to the decision makers is better than in Options 1 and 2.</li> <li>• Standardization of policies and procedures will improve transparency.</li> </ul>  | <b>Transparency:</b> <ul style="list-style-type: none"> <li>• Much like the current state, this option has the risk of insufficient information at the provincial level.</li> </ul>  |
| <b>Participation:</b> <ul style="list-style-type: none"> <li>• Local voice will be stronger in this option than in either 1 or 2.</li> </ul>   | <b>Participation:</b> <ul style="list-style-type: none"> <li>• Communities may still feel their voice has been diminished.</li> </ul>  |
| <b>Equity:</b> <ul style="list-style-type: none"> <li>• The funding distribution model is designed to provide equity in resources across the system.</li> <li>• All public school divisions would have more capacity.</li> <li>• The public system would be similar to the separate school divisions in terms of size, capacity and structure.</li> </ul>  | <b>Equity:</b> <ul style="list-style-type: none"> <li>• Demonstrating equity between urban and rural schools will be similar to the current state.</li> </ul>  |

| Benefits  | Challenges   |
|---|--|
| <b>Complexity and Cost:</b> <ul style="list-style-type: none"> <li>• This option will be more acceptable to education stakeholders than Options 1 or 2.</li> <li>• There will be less disruption to the system than in Options 1 or 2; however, more than Option 3B.</li> </ul> | <b>Complexity and Cost:</b> <ul style="list-style-type: none"> <li>• There will be disruption at the school division and local community and school level through organizational changes, although fewer communities may be affected than in Options 1 or 2. Previous amalgamations demonstrated an extended period is required for full transition.</li> <li>• This option does not assume the boards will remain the same, particularly since there may be fewer members on the boards, fewer boards or appointed boards.</li> </ul> |

### Option 3B: Realigning Boundaries

Implement boundary changes where realignment will support local community needs and interests. For example, traffic patterns, health care seeking patterns, single-school school divisions, areas surrounding Saskatoon and Regina and northern Saskatchewan could be considered. Shifts in governance and provincial standards as outlined on page 20 will be introduced. The new boundaries would be determined by government following consultation.

Implement an entity to drive sector-wide operational efficiencies, something similar to 3SHealth, with division participation mandated.

Similar to Option 3A, if more school divisions are to be maintained, the shifts in governance described on page 20 remain critical to these options.

### Benefits and Challenges:

| Benefits   | Challenges  |
|--|---|
| <b>Strategic Direction:</b> <ul style="list-style-type: none"> <li>• When combined with the shifts in governance outlined on page 20, there will be an increase in government capacity to direct change.</li> </ul>  | <b>Strategic Direction:</b> <ul style="list-style-type: none"> <li>• Following completion of the transition, developing and implementing new practices will require more time to facilitate cooperation and achieve consensus among the number of partners.</li> <li>• The transition period to implement the changes contemplated by this option will be shorter.</li> </ul>   |
| <b>Effectiveness:</b> <ul style="list-style-type: none"> <li>• When combined with the shifts in governance outlined on page 20, there will be a greater opportunity to achieve outcomes.</li> <li>• Boundary configuration can take health services into consideration.</li> </ul> | <b>Effectiveness:</b> <ul style="list-style-type: none"> <li>• Will require more time to facilitate cooperation and achieve consensus among the number of partners.</li> </ul>  |
| <b>Efficiency:</b> <ul style="list-style-type: none"> <li>• Current boards of education understand the need for change to create enhanced efficiencies and have expressed willingness to make modifications to current business practices (at least in transition).</li> </ul>     | <b>Efficiency:</b> <ul style="list-style-type: none"> <li>• While boards understand the need for change and are currently willing to make those changes, there is a risk that the willingness will diminish if government does not implement the shifts in governance on page 20 and does not establish an entity to manage sector-wide efficiencies, shared services and continuous improvement.</li> <li>• Fewer efficiencies in governance and administration will be achieved.</li> </ul> |



| Benefits  | Challenges   |
|---|--|
| <b>Accountability:</b> <ul style="list-style-type: none"> <li>• Retains local accountability.</li> <li>• Board oversight of management would be greater than in Options 1, 2 or 3A.</li> </ul>  | <b>Accountability:</b> <ul style="list-style-type: none"> <li>• The tension between accountability to local electors and accountability to government for outcomes will remain, although will be mitigated by shifts in governance outlined on page 20.</li> </ul>   |
| <b>Transparency:</b> <ul style="list-style-type: none"> <li>• Better communication between the board and communities.</li> <li>• Access to the decision makers is better than in Options 1, 2 and 3A.</li> <li>• Standardization of policies and procedures will improve transparency.</li> </ul> | <b>Transparency:</b> <ul style="list-style-type: none"> <li>• Much like the current state, this option has the risk of insufficient information at the provincial level.</li> </ul>  |
| <b>Participation:</b> <ul style="list-style-type: none"> <li>• Local voice will be strongest in this option.</li> </ul>   | <b>Participation:</b> <ul style="list-style-type: none"> <li>• Communities may still feel their voice has been diminished.</li> </ul>  |
| <b>Equity:</b> <ul style="list-style-type: none"> <li>• The funding distribution model is designed to provide equity in resources across the system.</li> <li>• The public system would be similar to the separate school divisions in terms of size, capacity and structure.</li> </ul>          | <b>Equity:</b> <ul style="list-style-type: none"> <li>• Demonstrating equity between urban and rural schools will be similar to the current state.</li> </ul>  |
| <b>Complexity and Cost:</b> <ul style="list-style-type: none"> <li>• This option will be more acceptable to education stakeholders than Options 1, 2 or 3A.</li> <li>• This will have the least disruption to the system.</li> </ul>  | <b>Complexity and Cost:</b> <ul style="list-style-type: none"> <li>• There will be disruption at the school division and local community and school level through organizational changes, although fewer communities may be affected than in Options 1, 2 or 3A. Previous amalgamations demonstrated an extended period is required for full transition.</li> <li>• This option does not assume the boards will remain the same, particularly since there may be fewer members on the boards, fewer boards or appointed boards.</li> </ul> |

# Appendix A: Overview of Saskatchewan School Divisions (2014-15)

|                                  |                        |                         | Audited Financial Statements                  |                                     | Other Stats |                |                |                |
|----------------------------------|------------------------|-------------------------|---|-------------------------------------|-------------|----------------|----------------|----------------|
| School Division                  | Geographic Size (SSKm) | Number of Board Members | Governance \$<br>(net of amort and SCC costs) | Administration \$<br>(net of amort) | Schools     | Teachers       | Enrolment      | Other Ed staff |
| <b>PUBLIC</b>                    |                        |                         |   |                                     |             |                |                |                |
| Chinook                          | 42,739                 | 10                      | 388,244                                       | 3,095,103                           | 61          | 475.3          | 5,938          | 292.6          |
| Creighton                        | 952                    | 5                       | 127,745                                       | 402,801                             | 1           | 32.4           | 430            | 18.5           |
| Good Spirit                      | 23,826                 | 11                      | 477,568                                       | 2,694,458                           | 29          | 424.6          | 6,146          | 161.1          |
| Horizon                          | 30,976                 | 14                      | 685,000                                       | 4,163,316                           | 41          | 478.9          | 6,291          | 225.1          |
| Ile-a-la Crosse                  | 503                    | 7                       | 91,457  | 425,558                             | 2           | 31.0           | 384            | 13.8           |
| Living Sky                       | 25,146                 | 10                      | 405,834                                       | 2,564,849                           | 30          | 376.4          | 5,554          | 285.2          |
| Lloydminster                     | 42                     | 7                       | 198,998                                       | 2,035,051                           | 10          | 269.7          | 3,986          | 113.3          |
| North East                       | 30,576                 | 10                      | 339,787                                       | 2,200,889                           | 22          | 315.3          | 4,874          | 147.7          |
| Northern Lights                  | 322,197                | 9                       | 648,077                                       | 3,061,808                           | 20          | 318.1          | 4,182          | 202.9          |
| Northwest                        | 24,081                 | 11                      | 336,391                                       | 2,697,521                           | 24          | 344.5          | 4,718          | 162.7          |
| Prairie South                    | 32,755                 | 10                      | 464,764                                       | 3,143,585                           | 41          | 463.3          | 6,597          | 230.7          |
| Prairie Spirit                   | 15,510                 | 12                      | 566,506                                       | 3,664,770                           | 45          | 649.1          | 10,395         | 324            |
| Prairie Valley                   | 23,605                 | 11                      | 630,341                                       | 3,745,095                           | 39          | 552.2          | 8,090          | 263.7          |
| Regina                           | 182                    | 7                       | 447,050                                       | 6,066,564                           | 54          | 1458.0         | 21,160         | 425.9          |
| Saskatchewan Rivers              | 15,636                 | 10                      | 591,589                                       | 3,749,650                           | 32          | 540.5          | 8,446          | 349.9          |
| Saskatoon                        | 217                    | 10                      | 741,120                                       | 6,330,347                           | 58          | 1500.0         | 22,819         | 437.2          |
| South East Cornerstone           | 29,383                 | 10                      | 482,705                                       | 3,375,591                           | 39          | 544.4          | 8,043          | 300.3          |
| Sun West                         | 31,221                 | 9                       | 351,895                                       | 2,817,264                           | 40          | 333            | 4,718          | 192            |
| <b>SEPARATE</b>                  |                        |                         |   |                                     |             |                |                |                |
| Christ the Teacher               | 4,401                  | 10                      | 203,060                                       | 1,268,211                           | 9           | 113.3          | 1,666          | 54.3           |
| Englefeld*                       | 268                    | 5                       | 17,445  | 91,589                              | 1           | 8.6            | 103            | 2.5            |
| Holy Family                      | 6,612                  | 10                      | 160,557                                       | 1,106,307                           | 5           | 74.8           | 1,218          | 38.1           |
| Holy Trinity                     | 157                    | 8                       | 210,640                                       | 1,476,873                           | 9           | 145.2          | 2,030          | 63.8           |
| Light of Christ                  | 108                    | 7                       | 227,130                                       | 1,308,819                           | 7           | 129.2          | 1,933          | 48.0           |
| Lloydminster                     | 42                     | 7                       | 185,616                                       | 1,403,477                           | 6           | 141.8          | 2,468          | 81.3           |
| Prince Albert                    | 1,963                  | 7                       | 225,805                                       | 1,512,672                           | 9           | 181.0          | 2,955          | 79.7           |
| Regina                           | 182                    | 7                       | 678,351                                       | 3,745,448                           | 30          | 683.8          | 10,562         | 123.0          |
| St. Paul's                       | 4,243                  | 10                      | 831,960                                       | 6,062,661                           | 45          | 1,013.5        | 16,193         | 422.6          |
| <b>FRANCOPHONE</b>               |                        |                         |   |                                     |             |                |                |                |
| Conseil des Écoles Fransaskoises | 36,944                 | 8                       | 218,116                                       | 2,722,488                           | 13          | 161.3          | 1,649          | 84.0           |
| <b>TOTAL</b>                     | <b>704,467</b>         | <b>252</b>              | <b>10,933,751</b>                             | <b>76,932,765</b>                   | <b>722</b>  | <b>11758.7</b> | <b>173,548</b> | <b>5144.3</b>  |

From Annual Reports of all Saskatchewan School Divisions.

## Appendix B: Education Governance in Canadian Provinces

|   | BC   | AB  | SK   | MB  | ON  | OC  | NB   | NS   | PEI  | NL   |
|---|--|---|--|---|---|---|--|--|--|--|
| <b>Number of Boards</b>                                 | 60 total<br>• 59 public<br>• 1 francophone   | 63 total<br>• 42 public<br>• 17 separate<br>• 4 francophone   | 28 total<br>• 18 public<br>• 8 separate (Roman Catholic)<br>• 1 separate (Protestant)<br>• 1 francophone   | 37 total<br>• 36 public<br>• 1 francophone      | 75 total<br>• 37 public (4 French)<br>• 38 separate (8 French)<br>8 additional school authorities manage special types of schools | 72 total<br>• 60 French<br>• 9 English<br>• 3 special status boards | 7 District Education Councils<br>• 4 anglophone<br>• 3 francophone | 8 total<br>• 7 English<br>• 1 French             | 1 French Language School Board<br><br>Public Schools Branch governed by Board of Directors administers English Language Schools                              | 2 total<br>• 1 English<br>• 1 French   |
| <b>Student Population (2015-16, except where noted)</b> | 553,378 (in public and francophone schools)  | 635,187<br>464,567 public<br>162,552 separate<br>8,068 francophone  | 176,301<br>134,664 public<br>40,034 separate<br>1,603 francophone  | 184,957<br>179,582 public<br>5,375 francophone  | 2,003,237<br>1,901,399 English<br>101,838 French (2014-15)  | 1,183,590 (French and English Schools)                              | 97,912<br>69,049 English<br>28,863 French                          | 118,152  | 19,691<br>18,842 English<br>849 French   | 64,413<br>64,064 English<br>349 French   |
| <b>Taxation Authority</b>                               | Centralized  | Centralized   | Centralized  | Decentralized                                   | Centralized   | Centralized   | Centralized  | Centralized                                      | Centralized  | Centralized  |
| <b>Composition</b>                                      | Board consists of 3, 5, 7 or 9 members as determined by order of the Minister.<br><br>Elected for a 4 year term. | The Minister specifies the number of members for each board; it cannot be less than three.<br><br>Elected for a 4 year term | The Minister specifies the number of board members within the range of 5-10 members<br><br>May be increased by 1 to include an elected representative of a First Nation that has an education services agreement.<br><br>Elected for a 4 year term | 5 to 9 members<br><br>Elected for a 4 year term | 5 to 22 members according to a formula in the regulations<br><br>Elected for a 4 year term  | 8 to 18 commissioners<br><br>Elected for a 4 year term              | 7 to 13 members<br><br>Elected for a 4 year term                   | 5 to 18 Members<br><br>Elected for a 4 year term | The French Language School Board has 9 members<br><br>Elected for a 4 year term<br><br>The Board of Directors for the Public Schools Branch has 3 directors. | The English Language School Board has 14 members.<br><br>The French Language School Board has 10 members.<br><br>Elected for a 4 year term |

# References

- Canadian Charter of Rights and Freedoms*, Part I of the *Constitution Act*, 1982, being Schedule B to the *Canada Act 1982* (UK), 1982, c 11
- Canadian School Boards Association. 2015. *Cross-Country Overview of Education Structure for Public Boards of Education*. Accessed December 1, 2016. <http://cdnsba.org/wp-content/uploads/2010/07/SCHOOL-BOARDS-FINAL.pdf>
- Devarics, Chuck, and Eileen O'Brien. *Eight Characteristics of Effective School Boards*. Center for Public Education. Alexandria: Center for Public Education, 2011. Accessed November 18, 2016. [www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html](http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html)
- Education Encyclopedia. School Boards – Selection and Education of Members. Accessed November 17, 2016 <http://education.stateuniversity.com/pages/2390/School-Boards-SELECTION-EDUCATION-MEMBERS.html>
- Fullan, Michael. 2016. "The Big Ideas Behind Whole System Reform." *Education Canada*. Winter 2016: Vol. 56: 4.
- . 2011. *Choosing the Wrong Drivers for Whole System Reform*. Seminar Series Paper 204, May 2011. Victoria: Centre for Strategic Education.
- Galway, Gerald, and John Wiens. 2013. "The Impact of Centralization on Local School District Governance in Canada." *Canadian Journal of Educational Administration and Policy*, Issue 145, September 18, 2013.
- Garcea, Joseph. 2014. "Reforms to Funding Education in Four Canadian Provinces." *Canadian Journal of Educational Administration and Policy*, Issue 159, June 16, 2014.
- Kirk, Janice. 2008. *An Examination of School Division Restructuring in Saskatchewan*. Saskatchewan School Boards Association. Regina, Saskatchewan.
- Langlois, Herve O., and Murray P. Scharf. 1991. *School Finance and Governance Review Final Report*. Regina, Saskatchewan, Government of Saskatchewan: Regina.
- Lessard, Claude and André Brassard. 2005. "Education Governance in Canada: Trends and Significance." Accessed November 15, 2016. Retrieved from <http://www2.crifpe.ca/html/chaieres/lessard/pdf/AERAgouvernanceang3.pdf>
- Loraine Thompson Information Services, Ltd. 1993. *Final Report of the Saskatchewan Task Force on Educational Governance*. Saskatchewan School Trustees Association Research Centre. Accessed November 21, 2016. <http://www.saskschoolboards.ca/old/ResearchAndDevelopment/ResearchReports/Governance/b1993.htm>
- New Brunswick District Education Councils (DEC). n.d. *District Education Councils: Working Together to Improve Education*. Accessed November 30, 2016. <http://decnb.ca/>
- Nieman, Richard. 2006. *League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS)*. Canadian Plains Research Centre. Accessed November 21, 2016. [http://esask.uregina.ca/entry/league\\_of\\_education\\_administrators\\_directors\\_and\\_superintendents\\_leads.html](http://esask.uregina.ca/entry/league_of_education_administrators_directors_and_superintendents_leads.html)
- North-West Territories. 1901. *The School Ordinance*. Accessed December 1, 2016. <http://www.qp.gov.sk.ca/documents/english/statutes/historical/ONWT-1901-CH-29.pdf>
- Organisation for Economic Cooperation and Development. 2016. *Accountability, Transparency, Participation: Key Elements of Good Governance*. Accessed November 18, 2016. <http://www.oecd.org/governance/regulatory-policy/irrc.htm>

- . 2013. *What Makes Schools Successful? Resources, Policies and Practices*, Volume 4. Accessed on November 8, 2016. [www.oecd.org/pisa/keyfindings/Vol4Ch4.pdf](http://www.oecd.org/pisa/keyfindings/Vol4Ch4.pdf)
- . 2008. *School Boards – School Councils: Pointers for Policy Development*. Accessed on November 14, 2016. <http://www.oecd.org/edu/school/45162909.pdf>
- . 2008. *Policy Brief: Ten Steps to Equity in Education*. Accessed November 9, 2016. <http://www.oecd.org/education/school/39989494.pdf>
- . 2008. *Improving School Leadership, Volume 1: Policy and Practice*. Accessed November 18, 2016. <https://www.oecd.org/edu/school/44374889.pdf>
- Provincial Auditor Saskatchewan. 2015. *Provincial Auditor Report 2015 – Volume 1, Chapter 13: Prairie South School Division No. 201 – Equipping the Board with Knowledge and Competencies to Govern*. Regina: Government of Saskatchewan. Accessed November 23, 2016. [https://auditor.sk.ca/pub/publications/public\\_reports/2015/Volume\\_1/13\\_Prairie%20South-Equipping%20the%20Board.pdf](https://auditor.sk.ca/pub/publications/public_reports/2015/Volume_1/13_Prairie%20South-Equipping%20the%20Board.pdf)
- . 2014. *2014 Report – Volume 1, Chapter 19: Education – Grade 12 Graduation Rates*. Regina: Government of Saskatchewan.
- . 2013. *A Survey of Board Governance in School Divisions: Practices, Issues, and Opportunities*. Government of Saskatchewan. Accessed November 23, 2016 <https://auditor.sk.ca/pub/publications/special/2013SD%20Governance%20Report.pdf>
- Reiter, Jim. 2009. *A Decision for Our Future: Options for Long-Term Education Property Tax Relief: A Report to the Honourable Ken Krawetz, Deputy Premier and Minister of Education, Government of Saskatchewan*. Government of Saskatchewan: Regina.
- Saskatchewan. 2016. *Sector-Wide Efficiencies Outcome Framework Document: Education Sector Strategic Plan*. Unpublished.
- . 2013. *The Lloydminster Charter*. Accessed November 23, 2016. <http://www.qp.gov.sk.ca/documents/english/statutes/Lloydminster-Charter-2013.pdf>
- . 2012. *Saskatchewan Plan for Growth: Vision 2020 and Beyond*. Regina, SK. Accessed November 18, 2016. <http://www.gov.sk.ca/adx.aspx/adxGetMedia.aspx?mediaId=1800&PN=Shared>
- . 2003. *Commission on Financing Kindergarten to Grade 12 Education*. Report. Regina: Saskatchewan Education. (Commissioner: Ray Boughen).
- . 2007. *The Ministry of Education Regulations*. Queen's Printer. Regina: Ministry of Education.
- Saskatchewan Education. 1996. *Structuring Public Education for the New Century: Ensuring Quality Education for Saskatchewan Students: Public Discussion Paper*. Regina: Government of Saskatchewan.
- Saskatchewan Education. 1996a. *Structuring Public Education for the New Century: Ensuring Quality Education for Saskatchewan Students: Summary of Public Discussions and Plans for the Future*. Regina, SK.
- Saskatchewan Association of School Business Officials. 2016. *Saskatchewan Association of School Business Officials: Promoting efficient administration of school board management in Saskatchewan*. Accessed November 23, 2016. <http://www.sasbo.com/>

- Saskatchewan School Boards Association. 2016. *Saskatchewan School Boards Association*. Accessed November 23, 2016. <http://saskschoolboards.ca/>
- . 2016. *School Board Members as of October 27, 2016*. Accessed December 1, 2016. <http://saskschoolboards.ca/wp-content/uploads/2016-Election-Results.pdf>
- Saskatchewan Teachers Federation. 2016. *Saskatchewan Teachers Federation*. Accessed November 22, 2016. <https://www.stf.sk.ca/>
- Sheppard, Bruce, Gerald Galway, Jean Brown, John Wiens, Canadian School Boards Association, and Canadian Electronic Library (Firm). 2013. *School boards matter: Report of the pan-Canadian study of school district governance*. Montréal, Quebec: Canadian School Boards Association.
- United Nations Education, Scientific and Cultural Organization (UNESCO). n.d. *Concept of Governance*. Accessed November 18, 2016 <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/concept-of-governance/>
- . n.d. *Education: Concept of Governance*. Accessed November 18, 2016. <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/concept-of-governance/>
- . n.d. *World Education Forum 2015: Equitable and Inclusive Quality Education and Lifelong Learning for All by 2030. Transforming lives through Education*. Accessed November 18, 2016. <http://en.unesco.org/world-education-forum-2015/5-key-themes/equity-education>
- Washington State School Directors' Association. n.d. *The Role of School Boards in Improving Student Achievement*. Accessed November 18, 2016. <http://files.eric.ed.gov/fulltext/ED521566.pdf>

### Materials Consulted

- Alberta. Not Yet Proclaimed. *Education Act*. Accessed November 23, 2016. [www.qp.alberta.ca/1266.cfm?page=e00p3.cfm&leg\\_type=Acts&isbncln=9780779786855](http://www.qp.alberta.ca/1266.cfm?page=e00p3.cfm&leg_type=Acts&isbncln=9780779786855)
- . 2000. *School Act*. Accessed November 23, 2016. [www.qp.alberta.ca/1266.cfm?page=s03.cfm&leg\\_type=Acts&isbncln=9780779733941](http://www.qp.alberta.ca/1266.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941)
- British Columbia. 1996. *School Act*. Accessed November 23, 2016. [www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf](http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf)
- . 2014. *Co-Governance Relationship: Memorandum of Understanding*. Accessed November 23, 2016. [www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/bcsta\\_mou\\_web.pdf](http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/bcsta_mou_web.pdf)
- Canadian School Boards Association. 2015. "Cross-Country Overview of Education Structure for Public Boards of Education."
- CBC News. 2015. "English-language school boards plan court challenge of Quebec's Bill 86." December 04. *CBC/Radio Canada*. Accessed November 21, 2016. <http://www.cbc.ca/news/canada/montreal/quebec-school-boards-bill-tabled-today-1.3350450>
- Manitoba. 2015. *The Public Schools Act*. Accessed November 23, 2016. [web2.gov.mb.ca/laws/statutes/ccsm/p250e.php](http://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php)
- Ontario. 1990. *Education Act*. Accessed November 23, 2016. <https://www.ontario.ca/laws/statute/90e02>

Prince Edward Island. 2011. Charting the Course: Education Governance Discussion Paper. *Discussion Paper*. (Commission Co-Chairs: Carrie St. Jean and Bill Whelan).

Quebec. n.d. *Act Respecting School Elections*. Accessed November 22, 2016.  
[legisquebec.gouv.qc.ca/en/ShowDoc/cs/E-2.3](http://legisquebec.gouv.qc.ca/en/ShowDoc/cs/E-2.3)

———. n.d. *Education Act*. Accessed November 22, 2016.  
[legisquebec.gouv.qc.ca/en/showdoc/cs/l-13.3](http://legisquebec.gouv.qc.ca/en/showdoc/cs/l-13.3)

New Brunswick. 1997. *Education Act*. Accessed November 22, 2016.  
[laws.gnb.ca/en/ShowPdf/cs/E-1.12.pdf](http://laws.gnb.ca/en/ShowPdf/cs/E-1.12.pdf)

Nova Scotia. 1996. *Education Act*. Accessed November 22, 2016.  
<http://nslegislature.ca/legc/statutes/education.pdf>

Odden, Allan. 2003. "Equity and Adequacy in School Finance Today." *Phi Delta Kappan*. 85: 120-125.

Prince Edward Island. 1988. *Education Act*. Accessed November 22, 2016.  
<https://www.canlii.org/en/pe/laws/stat/rspei-1988-c-e-0.2/latest/part-1/rspei-1988-c-e-0.2-part-1.pdf>

Newfoundland and Labrador. 1997. *Schools Act, 1997*. Accessed November 22, 2016.  
[www.assembly.nl.ca/legislation/sr/statutes/s12-2.htm](http://www.assembly.nl.ca/legislation/sr/statutes/s12-2.htm)

Seel, Keith and Jim Gibbons. 2012. Governance in Transformation: Alberta School Board Chairs' Perspectives. *Canadian Journal of Nonprofit and Social Economy Research*. vol. 3, No 1. Spring, 2012: 26-41.

United Nations Economic and Social Commission for Asia and the Pacific. n.d. "What is Good Governance?"

Waters, J. Timothy and Robert J. Marzano. 2006. *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement*. Denver, CO: McREL.

