

Prairie South Schools
BOARD OF EDUCATION

NOVEMBER 7, 2017
10:00 a.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW, Moose Jaw

AGENDA

1. **Board Planning Session (10:00 – 11:00 a.m.)**
 - 1.1 **Incidents of Concern**
 - 1.2 **Strategic Plan Update**
2. **Call to Order**
3. **Adoption of the Agenda**
4. **Adoption of Minutes**
5. **Decision and Discussion Items**
 - 5.1. **Meeting Times for Regular Board of Education Meetings**
 - 5.2. **Notice of Motion - Pryor**
 - 5.3. **BP 8 Revision**
 - 5.4. **Joint Board Meeting with Holy Trinity**
 - 5.5. **Relocatable Classrooms**
 - 5.6. **Notice of Motion A – Swanson**
 - 5.7. **Notion of Motion B - Swanson**
 - 5.8. **School and Division Improvement Accountability Report**
 - 5.9. **Out of Province: Peacock Sr. Boys' Basketball to Medicine Hat, AB**
 - 5.10. **Out of Province: Peacock, Central, RVC I Wrestling in Edmonton, AB**
 - 5.11. **Monthly Reports**
 - 5.11.1. **Teacher Absence and Substitute Usage Report**
 - 5.11.2. **CUPE Staff Absence and Substitute Usage Report**
 - 5.11.3. **Bus Driver Absence And Substitute Usage Report**
 - 5.11.4. **Out of Scope Absence and Substitute Usage Report**
 - 5.11.5. **Tender Report**
6. **Delegations and Presentations**
7. **Committee Reports**
 - 7.1. **Standing Committees**
 - 7.1.1. **Student Outcomes**
 - 7.1.2. **Innovation**
 - 7.1.3. **Relationships**
 - 7.1.4. **Business, Infrastructure and Governance**
8. **Information Items**
 - 8.1 **SSBA Information**

- 8.2 Provincial Auditor of Saskatchewan Follow-Up of Recommendations**
- 8.3 Additional Clarification Regarding Governance Conditionality**
- 8.4 Public Section Meeting Minutes**
- 8.5 Gender and Sexual Diversity 20L Course**
- 8.6 AE Peacock PMR Approval**
- 8.7 Premier's Awards of Excellence in Design Award**
- 8.8 Six Day Cycle / Ten Day Period**
- 8.9 Rockglen Expenses**

9. Provincial Matters

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 the Central Office, 1075 9th Avenue
North West, Moose Jaw, Saskatchewan on OCTOBER 3, 2017 at 11:00 a.m.**

Attendance: Mr. T. McLeod, Dr. S. Davidson; Mr. A. Kessler; Mr. R. Bachmann; Ms. D. Pryor; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; Ms. Mary Jukes, T. Baldwin, Director of Education; L. Meyer, Superintendent of Learning; D. Huschi, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; D. Welter, Human Resources Manager; P. Thomas, Executive Assistant

Regrets: Mr. B. Girardin, Superintendent of Business and Operations

Delegations: Ms. Newsham – Transportation Request
Ms. Huebner – Transportation Information

Motions:

- | | | |
|-------------------|--|---------|
| 10/03/17 – 2805 | That the meeting be called to order at 11:23 a .m.
- McLeod | Carried |
| 10/03/17 – 2806 | That the Board add the following items to the agenda:
5.9 2017 Sept 30 Enrollments – Discussion Item
5.10 Bargaining committee, CUPE bargaining committee – Trustee Appointments – Decision Item

And amend the agenda to change the wording of item 5.7
SSBA should read SHSAA and public section representatives.
-Young | |
| 10/03/2017 - 2807 | AND THAT the Board adopt the agenda as amended.
- Swanson | Carried |
| 10/03/2017 - 2808 | That the Board adopt the minutes of the Organizational meeting of 20170912.
-Wilson | Carried |
| 10/03/2017 - 2809 | That the Board adopt the Minutes of the Regular meeting of 20170912 with the correction as recording Mr. R. Bachmann as present.
- Davidson | Carried |
| 10/03/2017 - 2810 | That in regards to the SSBA Fall General Assembly, voting ballots be divided equally among trustees attending the meeting and that the Board Chair be designated to pick up the ballots.
-Jukes | Carried |
| 10/03/2017 - 2811 | That the Board of Eudcation accept the tender from Field Plumbing and Heating in the amount of \$2,565,276.47 for | Carried |

	the A.E. Peacock Collegiate Mechanical Upgrade project, and apply to the Ministry to use PMR funds for the additional costs beyond the initial approved amount of \$2,073,370.00. -Swanson	
10/03/2017 - 2812	That the Board approve the Empire School out of province excursion to Winnipeg, MN for WE day. - Kessler	Carried
10/03/2017 - 2813	Amend agenda to include item 5.11, Westmount School to attend WE day in Vancouver, BC. -Young	Carried
10/03/2017 – 2814	That the Board approve Lafleche Grades 5-12 ski trip to Elkwater (Hidden Valley, AB) on January 19, 2018. -Davidson	Carried
10/03/2017 – 2815	That the matter 2801 be lifted from table regarding abated taxes in the RM of Marquis. -Swanson	
10/03/2017 - 2816	That the Board agree to abate the taxes. -Davidson	Defeated
10/03/2017 - 2817	That the Board request for tax abatement be denied. -Swanson	Carried
	That the Board break for lunch at 11:59a.m.	
	That the Board reconvene at 1:02 p.m.	
10/03/2017 - 2818	That due to the sensitive nature of the upcoming presentation that we go into Closed Session. -Davidson	Carried
	1:04 p.m – 1:23 p.m. Closed Session. 1:23 p.m. reconvened	
10/03/2017 - 2819	That the board receive and file the Student Learning Accountability Report as presented by Lori Meyer and Derrick Huschi. -Pryor	Carried
10/03/2017 – 2820	That the board receive and file the monthly reports as presented. -Swanson	Carried

10/03/2017 - 2821	That the board receive and file the Sept. 30, 2017 information as distributed and presented by R. Boughen. -Swanson	Carried
10/03/2017 – 2822	That the Board directs the chair and/or his designate to the appointed to be part of the CUPE bargaining committee. -Bachmann	
10/03/2017 - 2823	Move to Amend that the 2822 motion delete wording and/or and replace with and a designate to the appointed to be part of the CUPE bargaining committee. -Swanson	Amendment Carried
10/03/2017 – 2824	That the Board directs the chair and a designate to the appointed to be part of the CUPE bargaining committee. -Bachmann	Amended Motion Carried
10/03/2017 - 2825	That the Board approve Westmount School's grade 6-8 students to attend WE day in Vancouver, BC on Oct. 17-18, 2017. -Young	Carried

Dr. S. Davidson left the table.

Committee Reports

Standing Committees:

- Student Outcomes: G. Wilson gave an overview of Student Learning Accountability Report and School and Division Accountability Report . Looked at our Strategic Plan and our goals for the next 4 years. Next meeting is Nov. 7.
- Innovation: Committee has been named but have not met yet.
- Relationships: D. Pryor, presented. Organization meeting was held September 25. Members are G. Wilson, T. McLeod, S. Davidson, D. Pryor, D. Welter and T. Baldwin. During the Organizational meeting relationship building with staff was discussed. They will be completing a Staff Survey Improvement Plan around Christmas. An advocacy letter is being drawn up for all PSS210 Reeves, Mayors and MLA's to give them contact information for their area representatives from the Board of Education Governance. There is a recommendation to change the name of the committee from Relationships to Partnerships and Team Building.
- Business, Infrastructure and Governace: R. Bachmann, respond to Prov for relocatables. There will be a recommendation at the next meeting. Discussed memorandum of understanding with Holy Trinity in regards to shared bussing. Moose Jaw city has annexed some land nearby from Municipality of Moose Jaw and talked about the implications for that and our sub division. Next meeting we will talk about strategic plans.

Notice of Motion

10/03/2017 – 2826

That the Board be provided the total number of absences for each of the Grade 12 students at Peacock, CCI and RVC having 10 or more absences in Semester II (January to June 2017); such information to be provided in a manner that does not disclose the names of individual students.

-Swanson

10/03/2017 – 2827

That administration present to the Board options for policy or administrative procedure that seek to significantly reduce student absenteeism at the urban high school level.

-Swanson

10/03/2017 – 2828

That the Relationship Committee name be changed to the Partnership and Team Building Committee.

-Pryor

Inquiry

Can trustees receive additional information in regards to the increase in homebased educators that would include new homebased students' movement from certain school and grade level? Comparison of 2016/17 to 2017/18 school year.

-Bachmann

10/03/17 – 2829

That the meeting be adjourned at 3 :00 p.m.

- Wilson

Carried

T. McLeod
Chair

T. Baldwin
Director of Education

Next Regular Board Meeting:

Date: November 7, 2017
Location: 1075 9th Avenue NW, Moose Jaw

AGENDA ITEM

Meeting Date:	November 7 th , 2017	Agenda Item #:	5.1
Topic:	Meeting Times for Regular Board of Education Meetings		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Board of Education meets on the first Tuesday, with a planning session at 10:00 am and the public meeting at 11:00 am.
Current Status:	The Board has discussed a variety of meeting options.
Pros and Cons:	
Financial Implications:	n/a
Governance/Policy Implications:	
Legal Implications:	
Communications:	Meeting time changes, if desired by the Board, should be published for ratepayers. This can happen via www.prairiesouth.ca and on Twitter.

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	

Recommendation:

That the Board determine whether their meeting needs have changed and set a direction for future meetings.

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	5.2
Topic:	Notice of Motion – Board Committee Names		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	At the October Meeting, Trustee Pryor provided the following Notice of Motion: “That the Relationship Committee name be changed to the Partnership and Teambuilding Committee.”
Current Status:	The Board has four standing committees that are aligned with the strategic planning process initiated last year.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Mandate, membership, and accountability report oversight would remain the same, so no adjustment in Board workplan would be required. A change in wording to Board Policy 8 would be necessary.
Legal Implications:	
Communications:	Strategic Plan documentation would need to be adjusted to reflect a new name to ensure continued alignment between governance and strategic planning.

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	

Recommendation:

That the Board approve the Notice of Motion.

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	5.3
Topic:	BP 8 Revision		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.</p> <p>The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.</p> <p>Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10</p> <p>At the October 3rd, 2017 meeting of the Board of Education, Trustees approved a name change for one of their standing committees, resulting in the need for an updated Board Policy 8, <i>Board Committees</i>.</p>
Current Status:	The updated BP8 is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	

Communications:	The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	<ul style="list-style-type: none"> BP8 – 07 November 2017

Recommendation:

That the Board approve Board Policy 8 updated 07 November 2017.

BOARD COMMITTEES

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

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

General Requirements

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

Committee Chairs will be determined by the Committee.

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

Standing Committees

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

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

1. Student Outcomes Standing Committee

1.1 Membership

- Minimum of three, maximum of four trustees.

1.2 Terms of Reference

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

- To make recommendations to the Board relative to actions the Board may take to improve student learning and achievement within the Division.

1.3 Authority

- To make recommendations to the Board.

2. Innovation Standing Committee

2.1 Membership

- Minimum of three, maximum of four trustees.

2.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to innovative practices and environments to allow students to maximize their potential regardless of socioeconomic status, gender, cultural or linguistic background, geographic location, personal circumstances or ability.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division.
- To make recommendations to the Board relative to actions the Board may take to advance innovative practice opportunities in the Division.

2.3 Authority

- To make recommendations to the Board.

3. Business, Infrastructure and Governance Standing Committee

3.1 Membership

- Minimum of three, maximum of four trustees.

3.2 Terms of reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to business, public accountability, stewardship, the advancement of public education including effective utilization of: human resources, finance, transportation, and facilities.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division.

3.3 Authority

- To make recommendations to the Board.

4. Partnerships and Teambuilding Standing Committee

- 4.1 Members
 - Minimum of three, maximum of four trustees.
- 4.2 Terms of Reference
 - To examine issues related to advocacy and networking and enhanced relationships with all stakeholders.
 - To draft the Board annual advocacy plan for consideration by the Board.
 - To monitor the implementation of the Board's annual advocacy plan.
 - To annually assess the effectiveness of the Board's advocacy plan.
 - To research effective advocacy plans and actions taken by other divisions.
- 4.3 Authority
 - To make recommendations to the Board.

Committees of the Whole

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

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

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

1. Audit Committee

- To serve as the audit committee for the Board.

The Audit Committee will lead the external audit function and act as a conduit between the Auditor and the Board.
- Pre-Audit
 - Provide for proposals for audit services as required and recommend the appointment of external auditors and the audit fees.

- Recommend on any question of resignation or dismissal of the external auditors.
- Review the auditor's proposed audit scope and approach.
- Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the Division, including non-audit services, and discussing the relationship with the auditors.
- Plan with the auditor for additional or specific focus services.
- Post-Audit
 - Review with the external auditors and management the results of the audit.
 - Review the external auditor's Management Letter and correspondence attached to the annual statement.
 - Review the effectiveness of the Committee and recommend any proposed changes to the Board.
 - The Committee shall report to the Board the results of the audit and its recommendation for the audited financial statements.

The Audit Committee has authority to:

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

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

2. Facilities Utilization Committee

Strategic focus

- Determine current realities in the Division related to enrollment, program location, office locations(s), demographics, city planning and other factors.
- Determine the variables the Division will focus on.
- Make educated, dependable and responsible decisions to address the Division's existing issues.

- Provide alternate proposals for the Ministry of Education to satisfy projected city development and other societal issues.

Ad Hoc Committees

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

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

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

Resource Personnel for Committees

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

Reference: Sections 85, 106 of the Education Act

November 7, 2017 – Need to update this date once Board has approved.

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	5.4
Topic:	Joint Board Meeting with Holy Trinity SD		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Holy Trinity and Prairie South School Divisions meet at a joint meeting once yearly. This is Prairie South's year to host.
Current Status:	In order to maintain focus on joint initiatives, a joint meeting prior to Christmas would be beneficial.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	November 7, 2017	

Recommendation:

That the Board direct administration to arrange for a joint meeting with Trustees from Holy Trinity SD prior to Christmas, 2017.

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	5.5
Topic:	Relocatable Classroom Application 2018-19		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Ministry of Education has asked for portable applications be submitted by October 31, 2017.

Current Status:

The application has been submitted as per previous discussions. However the application needs board approval therefore administration is recommending approval. The application is for a relocatable at Sunningdale School.

Pros and Cons:

Financial Implications:

The ministry has been funding relocatables at \$400,000 per unit.

Governance Implications:

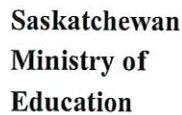
Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	October 30, 2017	Relocatable Classroom Application

Recommendation:

That the Board approve the 2018-19 Relocatable Classroom application to add a portable at Sunningdale School.



2018-19 Relocatable Classroom Program Application

Date: October 19, 2017 Name of School Division: Prairie South School Division No. 210

10

yes

X

no

If not, what is the date of the next board meeting? November 7, 2017

X

yes

no

Earthwork; site leveling; piles; link to school

Please fill out the attached spreadsheet providing details of your requests, ordered from highest to lowest priority.

Chief Financial Officer

October 18, 2017

Signature of SD signing officer

Position

Date _____

- Excel spreadsheet listing requests in order of priority.
- School floor plan (if applicable)

Submit completed application and email your responses to edinfrastructure@gov.sk.ca attention Terry White.

For information call Terry White at 306-798-9554.

AGENDA ITEM

Meeting Date:	November 7 th , 2017	Agenda Item #:	5.6
Topic:	Notice of Motion – Moose Jaw High School Student Absences		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	At the October Meeting, Trustee Swanson provided the following Notice of Motion: “That the Board be provided the total number of absences for each of the grade 12 students at Peacock, CCI and RVCI having 10 or more absences in Semester II (January to June 2017); such information to be provided in a manner that does not disclose the names of individual students.”
Current Status:	Aggregated student attendance data was provided to the Board in the Student Achievement Accountability Report in October, 2017.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	

Recommendation:

That the Board approve the Notice of Motion.

AGENDA ITEM

Meeting Date:	November 7 th , 2017	Agenda Item #:	5.7
Topic:	Notice of Motion – Moose Jaw High School Student Absences		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	At the October Meeting, Trustee Swanson provided the following Notice of Motion: “That administration present to the Board options for policy or administrative procedure that seek to significantly reduce student absenteeism at the urban high school level.”
Current Status:	Attendance and engagement metrics are included in implementation plans for the Education Sector Strategic Plan. Current work in this area is underway.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	

Recommendation:

That the Board refer the Notice of Motion to the Student Outcomes Committee.

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	5.8
Topic:	School and Division Improvement Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: This report is focused on Student School and Division Improvement, specifically the Learning Improvement Plans for the 2016-2017 school year.

Current Status: The School and Division Improvement Accountability Report was reviewed by the Student Outcomes Committee in October.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi, Darran Teneycke, Ryan Boughen	October 30, 2017	School and Division Improvement Accountability Report

Recommendation:

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

2016-17 School and Division Improvement Accountability Report

November 2017

Prepared by: Superintendent of Operations

Source Documents

Policy 12

Section 1 Student Well-being

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

Section 7 Improvement and Accountability Planning and Reporting

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

Section 9 Communications and Community Relations

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

Administrative Procedure 104

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

Evidence

➤ Background:

- LIP Goals will be developed by staff, based on school data and will be aligned with the ESSP.
- LIP format will be a blend of the traditional Prairie South document and the ESSP A3 form as directed by principals.
- LIP's are a critical component of the Comprehensive Learning Framework (CLF).
- LIP's ensure schools are responsive to the needs of students and may vary between schools based on local context.
- LIP's goals are: strategic, measureable, and timely.
- Engagement of stakeholders ensures goals are being responsive to local context and circumstances.
- On-going discussions at the staff level monitor the progress of the LIP, regularly analyze and evaluate the outcomes of the work plan and suggest modifications as the year progresses.
- Schools may access support at the division level from Learning Support Teams, consultants and Superintendents.
- Schools are provided with a template (LIP Work plan - ATTACHED) and time at the beginning of the school year to review previous LIPs, analyze data and collaboratively create the school's LIP.

➤ Learning Improvement Plans

- ❖ Each school was required to create at least one Student Learning goal.
- ❖ Focus of Student Learning Goal:

Reading Goal	22 Schools
Writing Goal	23 Schools
Math Goal	1 School

NOTE: Some schools had multiple goals.

❖ Focus of Student Well-being Goal:

Engagement/Involvement/Motivation	12 Schools
Belonging/Relationships	5 Schools
Anxiety/Depression	4 Schools
Bullying/Safety	3 Schools
Credit Attainment	1 School
EYE Development	1 School
Growth Mind Set	1 School

➤ Review Process

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

➤ SCC Engagement and Creating a Shared Plan

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

LIP Engagement	2012-13	2013-14	2014-15	2015-16	2016-17
Sometimes	7%	0%	0%	8%	12%
Usually	23%	13%	7%	31%	31%
Always	70%	87%	93%	61%	54%

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

Administrative Challenges

- ❖ Although most LIP show improved growth only 27 of 70 LIP's met their targeted goal.

LEARNING IMPROVEMENT PLAN

School Name: _____

Administrator(s): _____

SCC Chair: _____

Step 1: Problem Statement (Explain what the problem is and why strategic action is required to address it.)

Step 2: Student Strengths

STUDENT STRENGTHS – based on student results
READING:
WRITING:
MATH:
OTHER:

Step 3: Needs Analysis/Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis)

SCHOOL PROFILE

Demographics (Students)	2012-13	2013-14	2014-15	2015-16	2016-17
Total Enrolment					
- Male					
- Female					
School Attendance Rate					
School Graduation Rate (High School Only)					
First Nation & Metis					
Reading Assessment Results grade 1					
Reading Assessment Results grade 2					
Reading Assessment Results grade 3					
Reading Assessment Results grade 4					
Reading Assessment Results grade 5					
Reading Assessment Results grade 6					
Reading Assessment Results grade 7					
Reading Assessment Results grade 8					
Reading Assessment Results grade 9					
Reading Assessment Results grade 10					

Special Populations	2012-13	2013-14	2014-15	2015-16	2016-17
# of EAL Students					
# of Students receiving Student Support					
- eIIP					
- Modified					
- Alternate					
- Reduced					
- Other					

Step 4: School Goals/Future State (List the overarching and annual targets for the outcome. How will the situation will be different because of the actions taken to improve it?)

SCHOOL GOAL (SMART FORMAT)

Step 5: Work Plan/Implementation Plan (What are the high-level actions that will be taken to address the problem?)

Adult Indicators						Student Evidence
Action Steps	Due Date:	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	

Adult Indicators						Student Evidence
Action Steps	Due Date:	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	

Step 6: Year End Data Collection Summary Profile/Metrics (How will you know a change has been an improvement?).]

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	5.9
Topic:			
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Peacock's Grade 10-12 students to attend a Sr. Boys Basketball Tournament in Medicine Hat, AB on February 1-3, 2018.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	October 17, 2017	Out-of-Province Excursion

Recommendation:

That the Board approve Peacock's Grade 10-12 students to attend a Sr. Boys Basketball Tournament in Medicine Hat, AB on Feb. 1-3, 2018.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: <u>Dick Swanson</u>	School: <u>Peacock Collegiate</u>
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>sr Basketball Boys</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: <u>10-12</u>	Number of Students: <u>12-14</u>
Destination: <u>Medicine Hat</u>	Trip Date: <u>Feb 1-3, 2018</u>
Number of School Days (Partial/Full): <u>2 1 day</u>	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): <u>Rental vans, family drivers</u>	
Number of Teachers, Parents, Chaperones: <u>2 + Troy Selter, Glen Herdige</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

C. BUDGET
❖ Anticipated Budget <u>\$500 reg, \$1200 hotels, \$800 travel</u> - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources <u>student / family contr.</u> ❖ Out of Pocket Cost per Participant <u>TBD ~ \$150.00</u>

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

D. LEARNING OBJECTIVES

N/A

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

a) Pre-Excursion Learning

b) Excursion Learning

N/A

c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

Travel to Medicine Hat after school
on Thursday Feb. 1. Attend tournament
then return on Saturday, Feb. 3.

Teacher Signature

Principal Signature

Director/Superintendent Signature

Date

Date

☒

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	5.10
Topic:			
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Peacock, Central and Riverview's Grade 9-12 students to attend a Wrestling Tournament in Edmonton, AB on February 1-3, 2018.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	October 17, 2017	Out-of-Province Excursion

Recommendation:

That the Board approve Peacock, Central and Riverview's Grade 9-12 students to attend a Wrestling Tournament in Edmonton, AB on Feb. 1-3, 2018.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: <u>Sophie Russo</u>	School: <u>Peacock / Vanier / CCE / RUCI</u>
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Wrestling</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: <u>9-12</u>	Number of Students: <u>20-30</u>
Destination: <u>Edmonton AB</u>	Trip Date: <u>Feb 1-3, 2018</u>
Number of School Days (Partial/Full): _____	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: <u>COACH</u> <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: <u>3 + Sophie Russo, Kelly Busch, Rob Villeneuve</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

C. BUDGET
❖ Anticipated Budget <u>\$1000-</u> - Budget breakdown (be sure to include cost of substitute staff) <u>TBD</u> ❖ Description of Funding Sources <u>TBD, fundraising & out of pocket</u> ❖ Out of Pocket Cost per Participant <u>TBD</u>

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

D. LEARNING OBJECTIVES

N/A

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

a) Pre-Excursion Learning

b) Excursion Learning

N/A

c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

Thurs. Feb 1 depart for Edmonton
Fri Feb 2 compete
Sat Feb 3 compete & Return if early
enough
or
Sun. Feb 4 Return to A.T.

Teacher Signature

Principal Signature

Director/Superintendent Signature

Date

Date

☐

Request Approved

☐

Request Denied

Teacher Absences & Substitute Usage					
Date Range:	September 25, 2017 - October 24, 2017				
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	15.3	1.88%	10.18	66.54%	0.17%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Education Leave	9	1.11%	0	0.00%	0.10%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	0	0.00%	0	0.00%	0.00%
Prep Time	72.83	8.96%	72.4	99.41%	0.82%
Pressing Leave Teacher	34.22	4.21%	30.8	90.01%	0.39%
PSTA	1.42	0.17%	1.3	91.55%	0.02%
Rec. Of Service	34.02	4.19%	33.21	97.62%	0.38%
Leave Without Pay	5.5	0.68%	4	72.73%	0.06%
SUB TOTAL	172.29	21.21%	151.89	88.16%	1.94%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	166.07	20.44%	137.93	83.06%	1.87%
Illness - Long Term	127.63	15.71%	0	0.00%	1.44%
Medical/Dental Appt	82.75	10.19%	71.5	86.40%	0.93%
Internship Seminar	5.71	0.70%	5.6	98.07%	0.06%
Paternity/Adoption Leave	2	0.25%	2	100.00%	0.02%
Secondment	0	0.00%	0	0.00%	0.00%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	384.16	47.28%	217.03	56.49%	4.32%
Prairie South					
Extra/Co-curr Teach	47.17	5.81%	37.76	80.05%	0.53%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	87.92	10.82%	71.7	81.55%	0.99%
LRNG Meet/PD	24.96	3.07%	19.3	77.32%	0.28%
Noon Supervision Day	14.44	1.78%	13.3	92.11%	0.16%
PD DEC Teachers	61.19	7.53%	48.5	79.26%	0.69%
School Operations Meet/PD	18.33	2.26%	15	81.83%	0.21%
STF Business - Invoice	2	0.25%	2	100.00%	0.02%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	256.01	31.51%	207.56	81.07%	2.88%
Total Absences	812.46	100.00%	576.48	70.95%	9.14%

Teachers (FTE)

423.1

of teaching Days

21

Possible Days

8885.1

CUPE Staff Absences & Casual Usage 2017-2018

Date: September 23, 2017 - October 26, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	13.98	2.41%	7.83	0.00%	0.23%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	4.04	0.70%	2.38	0.00%	0.07%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	24.41	4.21%	22.86	0.00%	0.00%
Earned Day Off	6.29	1.09%	4.14	0.00%	0.11%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	2.43	0.42%	0.5	0.00%	0.04%
Illness - Support	225.46	38.92%	100.46	44.56%	3.79%
Med/Den Appt Support	66.87	11.54%	33.6	50.25%	1.12%
Noon Supervision	1.76	0.30%	1	0.00%	0.03%
Parenting/Caregiver	39.39	6.80%	19.48	49.45%	0.66%
Pressing Leave	23.9	4.13%	12.34	0.00%	0.40%
Rec. of Service	2.92	0.50%	2.31	0.00%	0.05%
TIL Support	4.48	0.77%	0.38	8.48%	0.08%
Without Pay Support	34.81	6.01%	12.2	0.00%	0.59%
SUB TOTAL	450.74	77.81%	219.48	48.69%	7.58%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	68.08	11.75%	14.25	20.93%	1.14%
Workers Compensation	45.56	7.87%	21.71	0.00%	0.77%
SUB TOTAL	113.64	19.62%	35.96	31.64%	1.91%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	0.43	0.07%	0.43	0.00%	0.01%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC Support Staff	14.44	2.49%	9.94	0.00%	0.24%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	14.87	2.57%	10.37	0.00%	0.25%
Total Absences	579.25	100.00%	265.81	45.89%	9.74%

Possible Days

September 23, 2017 - October 26, 2017

Days

23.00

FTE

258.689

Total Days

5949.85

This only includes 12 month staff

*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 2017-2018

Date: September 23, 2017 - October 26, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	6.5	5.91%	6.5	0.00%	0.26%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	2	1.82%	2	0.00%	0.08%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Family Responsibilities	7	6.36%	7	0.00%	0.28%
Illness - Support	38	34.55%	26	68.42%	1.54%
Med/Den Appt Support	24.5	22.27%	24.5	100.00%	0.99%
Parenting/Caregiver	0.5	0.45%	0.5	0.00%	0.02%
Pressing Leave	5	4.55%	5	100.00%	0.20%
Without Pay Support	26.5	24.09%	26.5	100.00%	1.08%
SUB TOTAL	110	100.00%	98	89.09%	4.46%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	0	0.00%	0	0.00%	0.00%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-Curricular	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%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Total Absences	110	100.00%	98	89.09%	4.46%

0

Possible Days	Days	Staff	Total Days
September 23, 2017 - October 26, 2017	22.00	112	2464.00

* 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: September 23, 2017 - October 26, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	1	1.50%	0	0	0.09%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	0	0.00%	0	0	0.00%
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	15.52	23.27%	0	0	1.41%
Med/Den Appt Support	19.68	29.51%	0	0	1.79%
Parenting/Caregiver	1.17	1.75%	0	0	0.11%
Pressing Leave	2.27	3.40%	0	0	0.21%
Without Pay Support	0	0.00%	0	0	0.00%
SUB TOTAL	39.64	59.44%	0	0.00%	3.60%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	20.24	30.35%	0	0	1.84%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	20.24	30.35%	0	0.00%	1.84%
Prairie South					
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	6.81	10.21%	0	0	0.62%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
SUB TOTAL	6.81	10.21%	0	0	0.62%
Total Absences	66.69	100.00%	0	0.00%	6.06%

Possible Days

September 23, 2017 - October 26, 2017

Days

23.00

FTE

47.86

Total Days

1100.78

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

Tender Report for the period September 25, 2017 to October 30, 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 roof replacement at Rouleau School, section 4. The tender was awarded to Duncan Roofing for a cost of \$48,371 plus taxes.
- A tender was issued for roof replacement at Craik School, sections 1,3,4, and 5. The tender was awarded to Haid roofing for a cost of \$223,358 plus taxes.
- A tender was issued for roof replacement at Bengough School, section 3. The tender was awarded to Clark Roofing for a cost of \$107,119 plus taxes.
- A tender was issued for roof replacement at Assiniboia Elementary School, section 3. The tender was awarded to Clark Roofing for a cost of \$131,986 plus taxes.

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	5.12
Topic:	Furrows and Faith Retirement Villa Request for Tax Exemption		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

I received an email from Furrows and Faith Retirement Villa in Mossbank asking for a tax exemption. At that time I had directed them to the Town of Mossbank as I could not find a record of previous exemptions.

Current Status:

The Town of Mossbank did contact me, previously the retirement home was exempt from tax under an economic development bylaw. 2017 is the first year that they are taxable. The Town of Mossbank has given the home an exemption for 2017. The education tax portion would be \$4,007.94.

Pros and Cons:

Pros:

There is no financial implication to the board.

Cons:

The Ministry is taking over taxes on January 1, 2018.

Economic development is only supposed to last for a five year period which has happened in Mossbank.

Financial Implications:

None

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	November 3, 2017	Email from Norman Erb, Furrows and Faith Retirement Villa

		<p>Furrows and Faith 2017 tax notice</p> <p>Letter from Chris Costley, CAO Town of Mossbank.</p>
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Recommendation:

That the Board deny the 2017 tax exemption requested by Furrows and Faith Retirement Villa.

Girardin, Bernie

From: Shirley Erb <nserb@sasktel.net>
Sent: Thursday, August 31, 2017 11:55 AM
To: Girardin, Bernie
Cc: girardin.bernie@prariesouth.ca
Subject: Taxes

Follow Up Flag: Follow up
Due By: Tuesday, September 05, 2017 1:00 PM
Flag Status: Flagged

August 31/2017
Norman Erb (chairman)
Furrows and Faith
Retirement Villa (Mossbank)

Prairie South School Board of Directors

We thank you for the past break on our taxes.

We are requesting you consider helping us out again this year.

We are contributing to the community by assisting our seniors with a local option for their retirement years. We are proud of our facility and invite all of you to come and visit us.

I've attached our tax notice for the 2017 year.

Thank you in advance
Norman Erb (chairman)
Ph. 306-354-7763
e-mail : nserb@sasktel.net

**TAX NOTICE
FOR THE YEAR 2017**

900645

Town Of Mossbank
P.O. Box 370
Mossbank SK
S0H 3G0
Voice (306)354-2294

Mailing Date: August 1, 2017

PL. NUMBER	LOT	BLK	PLAN	REV	CITY ADDRESS	FRONTAGE
140 000	4-8	7	AG895		408 Main Street	166.831 F

--269--

Furrows and Faith Retirement Co-op Ltd.
P.O. Box 214
Mossbank SK S0H 3G0

TAX USE

SCHOOL SUPPORT

Public

PROPERTY TAXES

PROPERTY CLASS	MILL RATE FACTOR	TAXABLE ASSIGNMENT	MUN	SCH	TOTAL
RESIDENTIAL		BASE TAX	875.00		875.00
RESIDENTIAL		972.800	6,323.20	4,007.94	10,331.14
		Total	7,198.20	4,007.94	11,206.14

LOCAL IMPROVEMENTS

DESCRIPTION	EXPEND	AMOUNT

Total Property Taxes	11,206.14
Total Improvements	0.00
Total Current Levies	11,206.14
Credits or Arrears	0.00
Total:	11,206.14

Discounts or penalties may apply. See below for amount to pay.

MILL RATES	DISCOUNT ON CURRENT TAXES			PENALTY ON CURRENT TAXES		
	IF PAID DURING	DISCOUNT	NET AMOUNT	IF PAID DURING	PENALTY	AMOUNT
MUN	8.5000 August	431.89	10,774.25			
SCH RESIDENTIAL	4.1200 September	287.93	10,918.21			
	October	143.96	11,062.98			
	November	71.93	11,134.16			

A 15% PENALTY WILL BE ADDED TO UNPAID TAX BALANCES ON JANUARY 1, 2018.



P.O. Box 370
Mossbank, SK
S0H 3G0
Telephone: (306) 354-2294
Fax: (306) 354-7725
Email: townofmossbank@sasktel.net

September 15, 2017

Prairie South School Division
c/o Bernie Girardin
1075 9th Avenue NW
Moose Jaw, SK
S6H 1V7

Dear Bernie & Board Members:

Furrows & Faith Retirement Co-operative Ltd. is a community-driven initiative that began operations in 2014. It provides basic care for seniors and allows those requiring limited support to extend their time in our community beyond that which would have been possible in years prior. This year is the first year the organization became taxable as it had been exempted under an economic development bylaw in years prior.

The Board of Directors has expressed to the Council of the Town of Mossbank that the organization is still in need of some support to ensure they remain viable. This year saw a lot of turnover for their residents as many had to leave to higher care facilities. A number of costly and unexpected upgrades related to their fire safety systems were required as a result of a fire inspector's review and this further strained their budget. In response, Council approved the cancellation of the municipal portion of the organization's taxes for 2017 amounting to \$7,198.20.

The Board has asked that we provide you with a request to consider the cancellation of the school portion of property taxes as well (amounting to \$4,007.94).

We realize that municipalities and schools alike face challenging circumstances in regards to budgetary needs and thank you for your consideration as well as any help you may be able to provide to this very worthwhile initiative.

Sincerely,

Chris Costley, B.A., B.Comm.
CAO, Town of Mossbank

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	5.13
Topic:	Land Transfer Application		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: We have a new land transfer application from the Prairie Valley area.

Current Status: This family does not have children in school at this time but wish to have their land transferred to Prairie South as their neighbours have just recently had their land transferred to Prairie South. The process is for Prairie South to approve the applications then apply to the Ministry for the transfer of the lands.

Pros and Cons:

Financial Implications: None presently as there are no students at this location however there could be future funds if there are students.

Governance Implications: It will be more advantageous for ministry approval if we can have Prairie Valley agree to signing off on these applications jointly

Legal Implications: The ministry of education needs to approve the applications and transfers.

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	November 6, 2017	n/a

Recommendation:

That the Board approve the land transfer listed below and apply to the Ministry to have the transfers completed. Further that the Board notify Prairie Valley School Division that we are going forward with this process and invite them to jointly submit the application for the following land:

From Prairie Vally School Division:
NW 11-15-21 W 2nd

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	8.1
Topic:	Saskatchewan School Boards Association Information		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The SSBA Fall Conference is scheduled for Regina beginning on November 12 th and continuing until November 14 th .
Current Status:	The SSBA has requested that each Trustee receive a copy of the SSBA Rules of Procedure, SSBA Position Statements, and SSBA Proposed Bylaw Amendments and Resolutions.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	<ul style="list-style-type: none"> • SSBA Rules of Procedure • SSBA Position Statements • SSBA Proposed Bylaw Amendments and Resolutions

Recommendation:

That the Board review the materials provided.



2017 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 12-14, 2017

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BYLAW AMENDMENTS

Bylaw

17-01 BE IT RESOLVED THAT Bylaw No. 3 Section A 5 be amended by deleting the bylaw and replacing it as follows:

5. If the budget resolution as presented or amended does not pass, the Executive shall bring another budget resolution with a revised amount to the assembly to be voted on prior to the conclusion of the annual general meeting.

Association Executive

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

Sponsor's Rationale:

The intent of Bylaw 3 A 5 is to outline a process for a revised or amended budget to be brought back to the membership for voting prior to the conclusion of the AGM. The specific language, of “the next day”, however, is constraining as it doesn’t contemplate that a revised budget resolution could be presented to the membership on the same day as the original resolution that was defeated.

The current bylaw language limits the flexibility of the SSBA to plan the AGM business, and requires any revised budget to be presented “the next day”. The proposed bylaw amendment allows the flexibility for a revised budget to be presented to the membership, perhaps on the same day. Such flexibility also allows for agenda items to be covered over a two-day AGM, if deemed appropriate. The proposed bylaw amendment still retains the requirement to present a revised budget prior to the conclusion of the annual general meeting.

The last sentence in the existing bylaw is not required, as the annual general meeting isn’t deemed concluded until the Chair presiding over the annual general meeting closes the meeting.

BYLAW AMENDMENT Bylaw 17-01	For: Against:	Spoil: Blank:	CD DEF	%
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Bylaw

17-02 BE IT RESOLVED THAT Bylaw No. 4.1 (2) Election of Executive be amended by deleting “, Northern” from the list so that it will read as follows:

- 2. Advance nomination of a member of a school board for election to the Executive, except for representatives from the Catholic and Conseil scolaire fransaskois constituencies, shall:**

AND BE IT FURTHER RESOLVED THAT that Bylaw No. 4.1 (7) Election of Executive be amended by deleting “and Northern” from the list in (a) and (d) so it reads as follows:

- (a) Members of the Executive from constituencies, and an alternate from each constituency, except the Catholic and Conseil scolaire fransaskois constituencies, shall be elected by a majority of votes cast at an election in the constituency to be held during the annual general meeting.**
- (d) The representative and alternate from each of the Catholic and Conseil scolaire fransaskois constituencies shall be elected or selected at a meeting of the constituency held no earlier than six weeks prior to the day of the annual general meeting.**

Northern Constituency

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

Sponsor's Rationale:

The Northern constituency advises that due to the distance of geography, the cost to hold a meeting for an election prior to the AGM is prohibitive and is likely to result in low voter turnout. The Northern constituency wishes to be included in the Advance Nomination process, and hold its election at the AGM. This is consistent with the practice that has occurred over the past few years for the Northern constituency election.

BYLAW AMENDMENT Bylaw 17-02	For: Against:	Spoil: Blank:	CD DEF	%
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BUDGET RESOLUTION

Budget 2018 **BE IT RESOLVED** that the Association's 2018 annual operating expense budget of \$2,276,638, funded by membership fees, be approved.

Association Executive

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

Sponsor's Rationale:

Significant pressures have been placed on the governance funding for school divisions for the 2017-18 year. The Association has responded with a decrease of \$326,260 (10.1%) from the 2017 total operating budget, as well as drawing on \$625,531 of reserves from unappropriated investment pools to subsidize the 2018 cost of Human Resources and Legal Services. There has also been a reduction of 2FTEs, two Executive face-to-face meetings to conference calls, reduction of management compensation and various other cost efficiencies found in all departments to help minimize the overall impact to school division budgets.

Revenue continues to be funded by membership fees at \$1,474,200 (a reduction of \$1,052,040), tenant and services rental income, and the sponsorship of events by the Insurance and Employee Benefits Plans. In the Insurance, Employee Benefits, Human Resources and Legal Services budget, administration costs continue to remain low.

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

BUDGET RESOLUTION Budget 2018	For: Against:	Spoil: Blank:	CD DEF	%
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RESOLUTIONS

AGM 17-01 BE IT RESOLVED that the proposed Position Statement on “Education Equity” be adopted to replace the current “Position Statement 3.3 Education Equity”;

PROPOSED “Position Statement 3.3 EDUCATION EQUITY”

Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

1. Boards of education are proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students’ individual or family circumstances.
2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure all students have access to school programs, facilities and services for students to achieve to their full potential regardless of where they live in the province and their personal circumstances.
3. Education equity recognizes that some students need additional or specialized programming to achieve to their full potential.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.

Boards of education are responsible to their constituents for transparency of education in Saskatchewan. Funding should be monitored for adequacy and equity and should be publicly reported on a regular basis by the Province and by boards of education.”

Association Executive

(Note: If passed by the membership this proposed Position Statement will replace Position Statement 3.3 Education Equity)

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

Sponsor’s Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2012.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution AGM 17-01 Re: Education Equity Position Statement	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 17-02 BE IT RESOLVED that the proposed Position Statement on “Collective Bargaining” be adopted to replace the current “Position Statement 4.1 Collective Bargaining”;

**PROPOSED “Position Statement 4.1
Collective Bargaining”**

- A. Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.

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

- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:
1. The education interests and welfare of students must guide the collective bargaining process.
 2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
 3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
 4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
 5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
 6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to education funding and consistent with the fundamental principles described in the Adopted Position Statement 3.1: Education Finance.
 7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations practices, and professional and ethical standards.

C. In working according to these principles, the Association undertakes in particular that:

1. The Association will endeavour to have representatives on the provincial bargaining team who have experience in labour relations negotiations.
2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for encouraging and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
3. The Association's staff is available to support boards of education in their collective bargaining processes.
4. The Association will advocate for boards of education to be fully consulted by the Province and that the Province be transparent regarding local agreements.
5. The Association will advocate to ensure that the boards of education's representatives on the provincial bargaining committee are an effective voice on that committee.

Association Executive

(Note: If passed by the membership this proposed Position Statement will replace Position Statement 4.1 Collective Bargaining)

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

Sponsor's Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2012.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution AGM-17-02 Re: Collective Bargaining Position Statement	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-03 BE IT RESOLVED that the proposed Position Statement on “Partnership Agreements” be adopted to replace the current “Position Statement 5.2 Partnership Agreements;

**PROPOSED “Position Statement 5.2
PARTNERSHIP AGREEMENTS”**

Individual Boards of Education and the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

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

Association Executive

(Note: If passed by the membership this proposed Position Statement will replace Position Statement 5.2 Partnership Agreements)

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

Sponsor’s Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2012.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution AGM-17-03 Re: Partnership Agreements Position Statement	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-04 BE IT RESOLVED that the Saskatchewan School Boards Association Executive consult with the Government of Saskatchewan, Elections Saskatchewan and SSBA Chairs' Council to consider additional qualifications for eligibility to be nominated as a candidate for and hold office as a board member for a school division under section 45 of The Local Government Election Act, 2015.

Regina School Division No. 4

(Note: This Resolution relates to Position Statement 1.2)

Sponsor's Rationale:

The Local Government Election Act, 2015 currently lists the following qualifications for a person to be eligible to be nominated as a candidate for and hold office as a board member for a school division:

- Canadian citizen;
- 18 years old;
- Lived in the school division for at least three consecutive months; and
- Lived in Saskatchewan for at least six consecutive months.

A requested addition to the required qualifications, before the 2020 elections, would be a satisfactory Vulnerable Sector Check. During the 2016 election, it was publicized that a candidate running for trustee of a board of education in Saskatoon had a criminal record involving underage individuals. As it currently stands, there are no regulations against someone running for a board of education with offences such as these.

Cost of this resolution:

Costs, in addition to advocacy, include attendance of meetings, consultations with member boards, and potential engagement costs such as surveys.

Resolution AGM-17-04 Re: Board member qualifications	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-05 BE IT RESOLVED that the SSBA advocate to the Ministry of Education to repeal the amendments pertaining to the disqualification of member clause in s. 10(1)(e) of *The School Division Administration Regulations*.

Horizon School Division No. 205

(Note: This Resolution relates to Position Statement 1.2)

Sponsor's Rationale:

There appears to be a legislative conflict with *The Local Government Elections Act* and s. 10(1)(e) of *The School Division Election Regulations*.

In creating *The School Division Administration Regulations*, Saskatchewan's Ministry of Education has inserted s. 10(1)(e) which reads:

Disqualification of member

10(1) A member of a board of education or the conseil scolaire must vacate his or her office if any one of the following applies to him or her:

(e) the member was employed by the board of education or the conseil scolaire within the 2 years preceding the member's nomination for election to the board of education or the conseil scolaire.

Board members are elected officials and as such, have a statutory right to be nominated and hold office as provided in Section 45 of *The Local Government Election Act, 2015* which states:

A person is eligible to be nominated as a candidate for and hold office as a board member for a school division if the person:

- (a) is a voter of the school division on the day of the election;
- (b) is a Canadian citizen at the time that he or she submits his or her nomination paper; and
- (c) has resided:

(i) in the school division for at least three consecutive months immediately preceding the date on which he or she submitted the nomination paper; and

(ii) in Saskatchewan for at least six consecutive months immediately preceding the date on which he or she submitted the nomination paper.

The only restrictions that exist for potential board member candidates are found within Sub-sections 43(3) and (4) of *The Local Government Election Act, 2015* which states,

(3) The following persons may seek nomination to the council, the board or a joint board, as defined in *The Education Act, 1995*, with which the person is employed if the person has first obtained a leave of absence in accordance with clause 2-54(1)(a) of *The Saskatchewan Employment Act*:

- (a) an employee of the municipality;
- (b) an employee of a board or commission appointed by a council;
- (c) an employee of the board of education;
- (d) an employee of the joint board.

(4) Notwithstanding clause 2-54(1)(c) of *The Saskatchewan Employment Act*, an employee described in subsection (4) who is elected is deemed to have resigned from his or her position of employment on the day before the day on which he or she is declared elected unless for any reason the results of the election are overturned.

The effect of Section 10(1)(e) of *The School Division Election Regulations* is that it

- restricts current and former staff from running for a Board for two years.
- limits diversity that is necessary for school boards to operate effectively.
- interferes with fundamental democratic principles of voters having the right to elect the candidate whom he or she deems best reflects the voice of the constituency.

The Government of Saskatchewan has not provided sufficient rationale as to the benefit or need of the s. 10(1)(e) disqualification clause as it pertains to School Board candidates or for the Board's constituents. It appears that no other province currently has legislation that restricts school board trustees for election based on their past or current employment.

Cost of this resolution:

Costs include attendance of meetings, and internal resources of member boards and the SSBA staff. Minimal (Under \$1000)

Resolution AGM-17-05 Re: Disqualification of member clause	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-06 BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Ministry of Education for the return of mandatory Annual General Meetings of Electors provisions in The School Division Administration Regulations.

Horizon School Division No. 205

(Note: This Resolution relates to Position Statement 1.2)

Sponsor's Rationale:

The Education Act, 1995 was amended in 2017 and mandatory provisions in the Act relating to Boards' Annual General Meetings of Electors were repealed. School divisions may continue the practice but there is no longer a legislated requirement to hold Annual General Meetings of Electors.

Boards of Education would be doing a disservice to their constituents by abdicating their responsibility to be transparent and accountable in relation to their annual reporting processes. By not requiring boards to hold Annual General Meetings of Electors, there is an inference there is no need for Boards to be publicly transparent and accountable to their constituents and the Saskatchewan public generally.

School divisions have a great deal of highly effective student learning opportunities that need to be celebrated. A mandatory Annual General Meeting of Electors provision in the Regulations would encourage boards to share their successes with their constituents which may otherwise be neglected if the Annual General Meeting of Electors is optional instead of mandatory.

Cost of this resolution:

Minimal (Under \$1000)

Resolution AGM-17-06 Re: Annual General Meetings of Electors	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-07 BE IT RESOLVED that the SSBA advocate to the Ministry of Education to restore funding levels for education sector Governance to a reasonable level that is more reflective of the financial restraint applied to the overall education sector and governance restraint measures at the provincial level.

Prairie Valley School Division No. 208

(Note: This Resolution relates to Position Statement 1.2 & 3.1)

Sponsor's Rationale:

Within a challenging provincial financial context, 2017-2018 provincial operating funding for school divisions was reduced by 2.8 percent. In addition, the budget included a 0 percent compensation restraint target and provided notice of Government's overall human resources compensation savings target of 3.5% across the public sector, including school divisions.

While overall Pre-K to 12 funding was reduced by 2.8 percent and compensation costs may be reduced by up to 3.5 percent, funding for governance related expenses was reduced by 35 percent.

Boards of education understand the provincial economic and financial context, however, a 35 percent funding reduction vastly exceeds other reductions in the education sector and in other parts of the public sector. Reductions of this magnitude will constraint the ability of boards to do the work we are elected to do:

- Representing the public, listening to and representing parent and school community council views about the education system
- Connecting with First Nations and other governments and the broader community to bring a variety of perspectives and views to the board table
- Providing system oversight through planning, monitoring and accountability processes
- Working together in support of the education sector strategic plan and other sector initiatives

Mitigating the 35 percent funding reduction would signal positive, trusting working relationships within the sector and ensure that boards of education are able to fulfill their role as elected representatives, while still doing our part to contribute to the provincial challenge of controlling spending and putting Saskatchewan on track to balance the budget.

Therefore, it is recommended that the SSBA work with the Ministry of Education to advocate for reasonable Governance funding levels that allow boards of education to effectively fulfill their responsibilities.

Cost of this resolution:

We don't anticipate that implementing actions with respect to these resolutions would require any additional outside resources. The message in these resolutions would become ingrained as part of the advocacy statements that the President, Executive and Executive Director would use in their meetings with the Ministry and Minister as we move forward in rebuilding trust in Boards and in understanding the value that Boards bring to the sector.

Resolution AGM-17-07 Re: Funding levels for education sector Governance	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-08 BE IT RESOLVED that the Saskatchewan School Boards Association Executive request that the Government of Saskatchewan create a working committee to develop standards, curriculum and implementation of a course credited personal finance class for high school students.

Regina School Division No. 4

(Note: This Resolution relates to Position Statement 2.1)

Sponsor's Rationale:

Personal finance classes exist throughout a few school divisions in Saskatchewan. These courses are 'locally developed courses' where a school division can develop a course and have it approved locally by the Ministry of Education.

Within Saskatchewan, the Saskatchewan Business Teachers' Association (SBTA) have set and share best practices across a number of school divisions to help build programming consistency. These teachers share ideas and work on teaching similar programs through their locally developed courses.

Some current examples of what current locally developed personal finance courses incorporate are:

- a) Housing, including rent and mortgages;
- b) Buy vs. lease a vehicle and general costs of vehicles;
- c) Credit cards;
- d) Investments, such as mutual funds, RESP, RRSP, pensions, etc.;
- e) Taxes;
- f) Life or health insurance; and
- g) Wills.

Potential working committee partners could include SBTA, STF and LEADS. It could also be beneficial to include external experts such as bankers, mortgage brokers, insurance brokers, and bankruptcy trustees.

This resolution has the potential to ensure all high school students have a heightened knowledge of financial literacy, helping them ease their transition to life after high school.

Cost of this resolution:

Advocacy efforts, in addition to partnering as a potential committee member for provincial feedback into the design/implementation of the course. If establishment of a Working Advisory Group (WAG) is deemed appropriate, the average cost of a WAG is approximately \$10,000.

Resolution AGM-17-08 Re: Personal finance class for high school students	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-09 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Government of Saskatchewan to ensure that student safety and wellness is a priority when developing new provincial legislation regarding marijuana possession by students and youth. In addition, the added responsibilities for both teachers and administrators must be considered when developing provincial legislation.

Prairie Spirit School Division No. 206

(Note: This Resolution relates to Position Statement 2.1)

Sponsor’s Rationale:

Upcoming changes to federal marijuana legislation will impact student safety and wellness. Students under the age of 21 should not be allowed to possess marijuana or use marijuana while on school grounds. If youth are allowed to possess up to 5 grams of marijuana without criminal consequences, there will be added responsibilities and incidents for school staff to manage.

Cost of this resolution:

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

Resolution AGM-17-09 Re: Provincial legislation re: marijuana possession	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-10 BE IT RESOLVED that all publicly funded schools in Saskatchewan be encouraged to display the Treaty symbol within their schools and board offices.

Aboriginal Constituency

(Note: this Resolution relates to Position Statement 2.1 and to the Vision 2025 Strategic Themes “Engagement at all Levels”, “Courageous Leadership” and “Alignment at all Levels”).

Sponsor’s Rationale:

In 2008, the Saskatchewan government declared treaty education mandatory for grades K-12 in both First Nations and provincial schools. To support this mandate, the displaying of the Treaty symbol in all Saskatchewan schools aligns with the sector’s commitment to treaty education.

In 2013, Board membership committed to hanging within their board office and schools, the Federal Government’s 2008 Statement of Apology to former students of Indian Residential Schools. All Saskatchewan school board offices and 94% of all Saskatchewan schools have the apology displayed. This commitment clearly supports weaving Canada’s First Peoples rich and diverse history into our classrooms.

The Truth and Reconciliation Commission (TRC) of Canada was a component of the Indian Residential Schools Settlement Agreement. Its mandate was to inform all Canadians about what happened in Indian Residential Schools (IRS). The TRC was established in June 2008, with a five year mandate. During that time, they hosted seven national events throughout Canada to collect and document the truth of survivors, families, communities and anyone personally affected by the IRS experience. Their mandate was also to promote awareness and public education about the IRS system and its impacts.

In December 2015, the TRC released their final report. This report is a detailed account of what happened to Indigenous children while attending those institutions, and indicated that an estimated 3,200 children died within those institutions.

A summary report was released before the final report and contained 94 “Calls to Action”. These “calls” urge all levels of government – federal, provincial, territorial and indigenous, to work together to achieve policy and program changes in a collaborative effort to repair the harm done by the residential school system and to move forward with reconciliation.

The Calls to Action are an appeal to mobilize not only all levels of government but individual Canadians to make concrete changes in society. These “calls” list specific actions for all Canadians to move forward together by understanding the legacy of residential schools, and advancing the process of reconciliation.

The “Calls to Action” are divided into two parts; Legacy and Reconciliation. This resolution of the displaying of the Treaty symbol at all Saskatchewan schools supports the following “call to action”:

- Improve education attainment levels and success rates
- Develop culturally appropriate curricula
- Enable parents to fully participate in the education of their children
- Respect and honour Treaty relationships

Cost of this resolution:

Minimal costs for a senior SSBA management and Aboriginal Constituency representative for the coordination of project.

Solicitation of external funding from three levels of government – Federal, Provincial and Indigenous.

Cost per school is approx. \$45, should external funding be unsuccessful.

Resolution AGM-17-10 Re: Treaty symbol	For: Against:	Spoil: Blank:	CD DEF	 %
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AGM-17-11 BE IT RESOLVED that that the Saskatchewan School Boards Association (SSBA) advocate for a mandatory Indigenous Studies course in Saskatchewan high schools as part of the required curriculum for students graduating from grade twelve.

Regina Roman Catholic Separate School Division No. 81

(Note: This Resolution relates to Position Statement 2.1 & 3.3)

Sponsor's Rationale:

- The Truth and Reconciliation Commission has put forth 94 calls to action that support building relationships with our Indigenous peoples, specifically **Call #62**, that; “calls upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators to: Make age-appropriate curriculum on residential schools, Treaties and Aboriginal peoples’ **historical and contemporary contributions** to Canada, a **mandatory education requirement** for Kindergarten to grade twelve students.
- The Ministry has made Treaty education mandatory for K-12. Treaty education is a start in awareness and understanding but does not provide students with a comprehensive knowledge of the **history and contributions** of First nations, Métis and Inuit peoples.
- The Regina Catholic School Division has engaged in a conversation with the Ministry of Education around a proposal for a mandatory Indigenous credit course for high school students in Saskatchewan, which was favorably received.
- A required Indigenous Studies course in high school would be:
 - a provincial response to the Truth and Reconciliation Commission’s Call to Action (Call #62)
 - In addition to Treaty education, in elementary schools, our high schools would continue to raise awareness by teaching our students the history of the Indigenous peoples of our province
 - An Indigenous Studies course would provide the students with a more in-depth understanding of Saskatchewan First nations, Métis and Inuit peoples and help them to gain knowledge about the many accomplishments and successes of Indigenous peoples

- *“What is best for non-Indigenous students isn’t always best for Indigenous students, but what is best for Indigenous students is often best for everyone.”* (Quote from one of our teachers, Robbie Desjarlais)

Cost of this resolution:

Estimated cost to SSBA- Commitment of time to Advocate

Resolution AGM-17-11 Re: Indigenous Studies course	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-12 BE IT RESOLVED that the SSBA advocate to the Ministry of Education to immediately remove the conditionality parameters from Governance funding.

Prairie Valley School Division No. 208

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

The March 22, 2017 Provincial Budget reduced operating funding to school divisions by 2.8 percent for the 2017-2018 school year. Governance funding, however, was reduced by 35 percent and Governance spending was capped so that actual spending may not exceed the funded amount. Following discussions with the sector last spring, in June 2017, the Ministry of Education made some minor adjustments to the conditionality parameters.

One of the sustaining principles of the funding system for more than ten years has been unconditionality. The funding formulas are intended to allocate funds equitably among school divisions, not to prescribe how boards of education should spend the money. Each board of education makes expenditure decisions based on budget priorities that meet local needs and boards are accountable for those decisions.

Removing the conditionality requirements would signal positive, trusting working relationships within the sector and ensure that boards of education are able to fulfill their role as elected representatives, while still respecting the need for financial restraint.

Therefore, it is recommended that the SSBA work with the Ministry of Education to advocate for immediate removal of the conditionality parameters from Governance funding.

Cost of this resolution:

We don't anticipate that implementing actions with respect to these resolutions would require any additional outside resources. The message in these resolutions would become ingrained as part of the advocacy statements that the President, Executive and Executive Director would use in their meetings with the Ministry and Minister as we move forward in rebuilding trust in Boards and in understanding the value that Boards bring to the sector.

Resolution AGM-17-12 Re: Governance funding	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-13 BE IT RESOLVED that the Saskatchewan School Boards Association request the Government of Saskatchewan amend the *Provincial Sales Tax Act* to exempt school boards from paying PST on insurance premiums and construction services.

Prairie Spirit School Division No. 206

(Note: This Resolution relates to Position Statement 3.1 & 3.2)

Sponsor's Rationale:

As part of the provincial budget in March, the Provincial Sales Tax (PST) increased from 5 to 6 per cent. In addition, the PST was expanded to include insurance payments (both general and employee benefits) and construction services.

The increase in PST, along with the expansion of the tax, will add significant costs to school divisions. It is estimated that the additional costs relating to the expanded and increased PST will be \$300,000 annually for Prairie Spirit School Division alone. In total, the increased and expanded PST represents a cost of approximately \$8 million for Saskatchewan's 28 school divisions.

The purpose of this resolution is to ask the Government of Saskatchewan to reverse the recent expansion of the PST, removing insurance premiums and construction services from this taxation.

School boards in Saskatchewan are funded entirely by the provincial government, from provincial taxes and local property taxes. In reality, charging the PST on school board construction projects and insurance payments is a tax on taxed monies.

Cost of this resolution:

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

Resolution AGM-17-13 Re: PST exemption	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-14 BE IT RESOLVED that the Executive of the Saskatchewan School Boards Association be restricted from making decisions to utilize employee benefit and/or insurance reserve funds (and the interest thereon) to fund Saskatchewan School Boards Association operational costs.

Regina Roman Catholic Separate School Division No. 81
Regina School Division No. 4

(Note: This Resolution relates to Position Statement 3.3)

Sponsors' Rationale:

School boards pay premiums into the employee benefit and insurance plans in order to secure the specified coverages and contribute to the costs directly associated with administration of those plans. These premiums are coded by boards to the appropriate expense accounts when said premiums are tendered.

The 2018 Saskatchewan School Boards Association budget proposal contemplates the transfer of employee benefits and insurance reserve funds and interest in order to balance the organization's budget. In particular, the 2018 budget overview, as circulated, reports that "the reserves for EBP and Insurance Plans are fully funded as determined by an actuarial valuation" and that "investment income from the reserve funds will be used to support operations;" further, the proposed budget contemplates that "the member registration costs for the 2018 Spring and Fall Assemblies will be fully sponsored by the EBP and Insurance Plan."

These contemplated allocations are not consistent with the purposes for which the premiums were paid by school boards and, additionally, confer benefits that are not directly proportional to the relative contributions made by boards to the respective programs. Executive direction to use Plan reserves/interest for such purposes should not be authorized.

It is recommended that the EBP and Insurance Plan reserves (and interest thereon) are more appropriately allocated to boards in the form of premium reductions or credits.

Cost of this resolution:

In response to inquiries, Board CFOs have been advised by SSBA staff that:

"The proposed amount of EBP and Insurance plan funds used to support operations is the following:

Membership subsidy	\$ 73,930 (not from reserves, from 2018 operations)
Spring and Fall Assembly sponsorship	\$134,240 (not from reserves, from 2018 operations)
Reserves from unappropriated Insurance pools used to cover HR and Legal fees for 2018	<u>\$625,531</u>
Total	\$833,701”

Adoption of the resolution would dictate a review of revenue sources and/or expense levels in the proposed 2018 SSBA budget; an exercise similar to that undertaken by boards of education in response to a reduction in Ministry funding levels.

Resolution AGM-17-14 Re: Employee benefits and/or Insurance reserve funds	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-17-15 BE IT RESOLVED that whereas private legal fees range in the vicinity of \$285.00 – 375.00/hour; and whereas school divisions frequently and routinely rely on the specialized legal services of the Saskatchewan School Boards Association to provide legal advice and services; Therefore be it resolved that the Saskatchewan School Boards Association reinstate the services that have been eliminated.

South East Cornerstone School Division No. 209

(Note: This Resolution relates to Position Statement 3.3)

Sponsor's Rationale:

The SSBA provides a multitude of services and supports. SECPSD has frequently accessed and benefitted from the legal services provided by SSBA. The cost of retaining legal services independently will be cost prohibitive. Legal services, with specialized experience and knowledge in Saskatchewan education cannot be underestimated. Boards of Education, under the SSBA, combining to support legal representation that is accessible to all is a key example of cost efficiencies in our province.

The Annual Report of the SSBA in 2016 highlighted the role and accessibility of the legal services department.

“Services

The SSBA Legal Services unit is widely recognized and used by the member school boards to formulate, evaluate and dispense sound situational and preventative legal advice. It is committed to facilitating legal solutions for clients. The team advised on thousands of education-related legal questions, matters and files during 2016. The varied scope of requests from school boards included contracts, duty of care, employment, interpretation of legislation, procurement and staff accommodation. Lawyers represented school boards at mediations and hearings in a variety of practice areas.

2016 Projects

- ☐ *Duty to Accommodate Students seminars for administration from more than 20 school divisions*
- ☐ *Presentation with the Information and Privacy Commissioner at the Regina Teachers Convention*
- ☐ *Prairie Valley School Division v. Pilot Butte, Saskatchewan Court of Appeal*
- ☐ *Legal Modules (10 hours of professional development) for LEADS*
- ☐ *Various presentations on legal topics (privacy law, search and seizure, student accommodation, conflict of interest, board conduct) to individual school divisions*
- ☐ *Comprehensive legal support to school boards for the 2016 municipal and school board elections”*

The following is a memo from SSBA Executive Director on June 9, 2017 which outlines the changes in services. When these services are not offered through the SSBA, member Boards will be forced to retain independent legal advice/work and the costs implications will be considerable.

“SSBA Legal Services provides for our members a team of lawyers uniquely experienced to provide legal advice in areas specific to the education sector. Boards also obtain or can seek advice from private law offices in those areas where legal services are not available through the SSBA.

Recent budget cuts and service reviews have led to the reduction of one lawyer on staff and we are carefully considering our capacity to ensure we continue to focus matters where our legal team is uniquely experienced in providing the best legal services to our members. We have outlined below an updated overview of the SSBA Legal Services provided to our members and this information is also available on our website at: <http://saskschoolboards.ca/services/legal/>

SSBA Legal Services continues to provide advice and support to boards of education on a variety of issues, including, but not limited to:

- student issues including suspensions, parent issues, accommodation and custody issues affecting the school;*
- teacher and other staff employment contracts including drafting, interpretation, investigations, discipline, termination, etc.;*
- accommodation of employees and other human rights issues;*
- matters arising under The Education Act, 1995 and its regulations;*
- privacy and access;*
- board of education matters including conflict of interest, SCC, school closures etc.;*
- any other legal matter where there is a unique educational component; and*
- legal workshops and seminars are also provided to school board members and senior administrators to support school divisions in their work.*

Please note, however the following about legal services offered by the SSBA:

- Commercial contracts: Drafting, interpreting, or enforcement of commercial contracts (i.e. procurement, facilities, builder liens, purchasing and construction) will no longer be provided. Contract issues unique to school divisions, such as tuition agreements will continue to be supported by SSBA Legal Services.*
- Board of reference nominee: SSBA Legal Services does provide legal counsel for boards of education involved in a board of reference, however are no longer able to provide the services of a nominee in the process.*

- *Limited review of policy and procedures: involvement in review of policy and/or administrative procedures will be restricted solely to legal aspects of the policy or procedure.*
- *Litigation: SSBA Legal Services will work with members to review and then make a decision regarding support for litigation based on (a) the nature of the claim, (b) whether or not the matter is substantially education-related, and (c) capacity/workload of the lawyers.*
- *Insurance and real estate: Insurance-related tort or negligence matters as well as real estate transactions will continue to be handled by private law offices.”*

Cost of this resolution:

Full time lawyer salary:

The budgeted amount for a full time lawyer at SSBA including salary, benefits and expenses is \$170 000.00.

2016 Annual Report – Legal Services Total \$519 749

2015 Annual Report – Legal Services Total \$527 236

2014 Annual Report – Legal Services Total \$568 660

Resolution AGM-17-15 Re: SSBA Legal Services	For: Against:	Spoil: Blank:	CD DEF	%
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Position Statements

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

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

In Saskatchewan School Boards Association Position Statements:

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

“Association” means the Saskatchewan School Boards Association.

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

Other Key Documents: Board Member Code of Ethics

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

A. Development of Position Statements

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

B. Review of Position Statements

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

Adopted Position 1.2: Local Governance of Education	Date Approved: November 2014
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Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of the communities they serve.

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

<p>Adopted Position 2.1:</p> <p>Student Achievement</p>	<p>Date Approved: November 2014</p>
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Strengthening student achievement is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

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

Adopted Position 2.2: Assessment of Student Achievement	Date Approved: November 2016
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The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

The Association strongly supports the work of Boards of Education/CSF in strengthening the capacity of the publicly funded school divisions to establish policies and procedures to:

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Administrative Supports

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

<p>Adopted Position 3.1:</p> <p>Education Finance</p>	<p>Date Approved: November 2014</p>
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Saskatchewan's elected boards of education/ Conseil scolaire fransaskois (CSF) require funding for education to maximize student achievement, develop the potential of all students, affirm the worth of each individual, and lay the foundation for learning throughout life.

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

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

Adopted Position 3.2: Facilities Funding	Date Approved: November 2014
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Boards of education/Conseil scolaire fransaskois (CSF) work with the Ministry of Education to jointly develop and periodically review a transparent, sufficient, predictable and sustainable funding formula for the planning, building and maintenance of education facilities that maximize student learning. All decisions related to facilities funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan.

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of school facilities.

2. Facilities funding in Saskatchewan should be determined according to the five categories set out below. In addition, facilities funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*:

- a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable.
- b) **Infrastructure Renewal:** Each year, the province should prudently allocate a sufficient budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations¹. Boards need to develop a 3 year PMR Maintenance Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- c) **Ongoing Operation and Maintenance:** The Ministry of Education should prudently allocate a sufficient budget to school divisions for the operation and maintenance of facilities including general upkeep and repairs as well as expenses incurred to keep facilities operating such as monthly utility expenses.
- d) **Non-school Facilities:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including sheds, transportation and administrative facilities, and for the CSF community spaces.
- e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This includes the cost of decommissioning space that is no longer required.

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

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

² In 2009, it was recommended that a minimum of 10% of the shortfall be allocated annually to address the backlog. Saskatchewan School Boards Association. (2009). Facilities Funding: Working Advisory Group Recommendations.

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

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

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

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

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

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

<p>Adopted Position 4.2:</p> <p>Teacher Education and Certification</p>	<p>Date Approved: November 2016</p>
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Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

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

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

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

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

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

Adopted Position 5.1: Public Engagement	Date Approved: November 2016
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Boards of education/CSF value and support meaningful parent, school community council/conseil des ecoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are acknowledged as the child's first teacher and play a significant role in student success.
2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement.
3. Locally elected boards provide a strong mechanism for the public to be engaged in public education.
4. Boards engage in constructive partnerships with public stakeholders (e.g. business, local municipalities, non-profit organizations, etc.) to enhance student achievement.

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

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

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

As a school board member.

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

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

RULES OF PROCEDURE – DEBATE ON RESOLUTIONS

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

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

I. RULES OF PROCEDURE

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

1. Bylaws of the Association:

Highlights of the relevant Bylaws are:

a. Bylaw No. 10:

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

b. Bylaw No. 11:

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

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

c. Bylaw No. 12:

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

2. Special Rules of Procedure

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

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

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

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

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

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

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

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

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

4. Friendly amendments:

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

The process for a friendly amendment is:

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

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

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

3. Roberts’ Rules of Order:

The Association currently uses *Robert’s Rules of Order Newly Revised*, 11th ed.

II. FREQUENTLY ENCOUNTERED RULES OF PROCEDURE

1. Point of Order

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

2. Point of Information

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

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

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

Therefore, the form for an amendment utilizes words like:

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

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

4. Amendments:

1) Amendments - in order

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

To be **germane**, an amendment must in some way involve the same question that is raised by the resolution or bylaw amendment on the floor. The edition of *Robert's Rules of Order* that the Association uses, at pp. 136 - 138, sets out the following general rules as a method by which the germaneness of an amendment can often be verified, although there is no all-inclusive test:

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

Robert's Rules of Order provides this example:

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

2) Amendments – out of order

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

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

For example:

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

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

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

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

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

the assembly before the assembly can properly consider the resolution on the floor or subsequent resolutions. The person making the motion must be prepared to state why a new resolution or consideration of a resolution out of its scheduled order should occur.

The usual form of a motion in these circumstances is:

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

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	8.2
Topic:	Provincial Auditor of Saskatchewan Follow-Up of Recommendations		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The Provincial Auditor of Saskatchewan (PAS) conducted an audit of Prairie South Schools in 2015 related to processes for <i>Equipping the Board with Knowledge and Competencies to Govern</i> . In 2016, Tony Baldwin and Bernie Girardin attended Public Accounts Committee, where a status update was provided by the Ministry of Education.
Current Status:	The PAS has conducted a follow up of recommendations made during the 2015 Audit on 01 November 2017. Information provided in advance of the follow up visit is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Knowledge and competencies to govern are addressed in Board Policy 2.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	<ul style="list-style-type: none"> PAS Materials

Recommendation:

That the Board review the materials provided.

TABLE OF CONTENTS

Follow Up of Recommendations—Prairie South School Division No. 210—Equipping the Board with Knowledge and Competencies to Govern

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1.0 OBJECTIVE AND SCOPE

The objective of this audit is to assess the status, at November 15, 2017, of four recommendations related to Prairie South School Division No. 210's (Prairie South) processes to equip itself with the necessary knowledge and competencies to govern the Division. We first made these recommendations in our *2015 Report – Volume 1*, Chapter 13.

This plan helps ensure we discharge responsibilities as set out in *The Provincial Auditor Act*.

2.0 BACKGROUND

Prairie South is responsible for equipping itself with the necessary knowledge and competencies to govern the Division. *The Education Act, 1995* gives Prairie South's Board of Education duties and responsibilities for administering and managing the educational affairs of the Division and establishing policies that guide its management and supervision.

Our *2015 Report – Volume 1*, Chapter 13 concluded that, for the 12-month period ended January 31, 2015, the Board of Education of Prairie South School Division No. 210 did not have effective

processes to equip itself with the necessary knowledge and competencies to govern the Division.¹ We made four recommendations:

- We recommended that the Board of Education of Prairie South School Division No. 210 set out its baseline knowledge and competencies necessary to govern the School Division.
- We recommended that the Board of Education of Prairie South School Division No. 210 maintain a current listing of knowledge and competencies possessed collectively and by individual Board members.
- We recommended that the Board of Education of Prairie South School Division No. 210 document a plan to address gaps in individual and collective Board knowledge and competencies.
- We recommended that the Board of Education of Prairie South School Division No. 210 periodically monitor whether Board professional development training addresses gaps in individual and collective Board knowledge and competencies

At October 2017, these recommendations remain relevant. Prairie South continues to be responsible for equipping itself with the necessary knowledge and competencies to govern the Division.

3.0 AUDIT APPROACH

We follow the standards for assurance engagements published in the *CPA Canada Handbook – Assurance* (CSAE 3001) in carrying out our audit. This includes obtaining an understanding of the agency for matters relevant to the audit and obtaining sufficient appropriate evidence to conclude whether each outstanding recommendation is implemented, partially implemented, or not implemented at November 15, 2017. To make this assessment, we plan to use the related criteria set out in the original audit.

In general, our approach to the audit will include the following main steps:

- Meet with primary contact person responsible for board training and development and the board's annual self-assessment (see **Section 5.0** for contact person) to discuss key actions Prairie South has taken to implement the recommendations we made in 2015. We may ask the contact person to outline these key actions in writing.
- Obtain information to understand key processes or controls developed and to identify when and how they are used:
 - Examine key documents
 - Interview Prairie South staff responsible for board training and development and the board's annual self-assessment
 - Test the design, implementation, and operating effectiveness of relevant controls.
- Assess information gathered against the outstanding recommendations.
- Confirm our findings and conclusion through discussions with management.

Obtain written letter of representation from Prairie South management (see **Appendix A** for standard format). This letter confirms representations made to us orally during our audit as well as representations that are implicit in the records.

¹ The original report regarding these recommendations can be found at www.auditor.sk.ca under the "Publications" tab, Public Reports. We reported the original audit work in *2015 Report – Volume 1* (Chapter 13, pp. 137-145).

We shall preserve confidentiality with respect to all matters that come to our knowledge in the course of our duties under *The Provincial Auditor Act* and shall not communicate those matters to any person, other than when required to do so under *The Provincial Auditor Act* or by a court of law. For additional information, please see **Appendix B – Independence, Confidentiality, Ethics, and Quality Control**.

Management recognizes and accepts the risks associated with electronic communications (e.g., email transmission of documents). Any restrictions on the use of electronic communications should be communicated to us at the start of the audit.

Any working papers and files, other materials, reports and work created, developed, or performed by our office during the course of the audit are the property of the Provincial Auditor.

4.0 REPORTING STRATEGY

Our management letter will present the results of our audit. We will discuss our findings and draft management letter with our contact person at Prairie South and with other recommended officials prior to finalization of the management letter. We will electronically issue the management letter to the Board Chair with copies to the Minister of Education and Prairie South's management, and related central agencies.

Our *2018 Report – Volume 1* to the Legislative Assembly will include the results of this audit. We expect to publish this report in June 2018.

5.0 PRIMARY CONTACT AND MANAGEMENT

We understand that Mr. Tony Baldwin, Director of Education, will be our primary contact person for this audit. We will keep the contact person informed of progress and issues.

The primary contact person:

- Facilitates a knowledgeable review within the agency of the objective and criteria
- Acts as a liaison to ensure our Office has access to appropriate and complete evidence
- Facilitates a knowledgeable review within the agency of findings and the management letter (e.g., to verify it is accurate, fair, complete)

6.0 RESOURCES

The following staff will be involved in the audit. We will inform management of significant staff changes. We may also consult with others in our Office or with external advisors, as needed.

Name and title	Role on audit	Phone # / email
Kelly Deis, CPA, CA Deputy Provincial Auditor	Deputy responsible	306-787-0027 dels@auditor.sk.ca
Jason Wandy, CPA, CA Principal	Summary Reviewer	306-787-6364 wandy@auditor.sk.ca
Kelly Chessie Senior Manager	Audit Senior	306-787-6386 chessie@auditor.sk.ca

Confidentiality notice: This may contain confidential information exempt from disclosure under *The Provincial Auditor Act*.

All audit team members are involved in audit planning. Detailed planning is approved prior to deciding and carrying out detailed audit procedures. Consistent with office policy, consultation takes place regularly between all levels of the audit team and with others in our Office and any specialists, as needed. Office policies require review of audit work to ensure the approved audit plan is carried out and audit work meets Canadian generally accepted auditing standards (professional assurance standards), office policies, and methodology.

The Summary Reviewer leads the audit. The Summary Reviewer reviews audit work to ensure it meets professional assurance standards, office policies, and methodology, and the audit file supports the content of the audit reports and matters included in external communications (e.g., management letter, chapter to the Legislative Assembly).

The Audit Senior leads the fieldwork under the direction of the Summary Reviewer.

In addition, the Deputy Provincial Auditor responsible for managing an assigned portfolio that includes Prairie South may review key file documentation and external communications.

The Provincial Auditor, Judy Ferguson, FCPA, FCA, reviews and approves our external communications prior to issuance.

7.0 PROJECTED TIMING

The following list identifies key points at which we require your co-operation and assistance. Based on our initial discussions with management, we propose the following tentative schedule:

Key Points	Target timing
Carry out examination	November 2017
Discuss draft management letter with contact person	December 2017
Obtain signed management letter of representation	December 2017
Issue management letter to the Minister responsible	December 21, 2017
Report in Provincial Auditor's 2018 Report – Volume 1	June 2018

This is our preliminary plan and changes may be required because of unforeseen circumstances. We will discuss any required changes with the primary contact person.

8.0 SPECIFIC INFORMATION TO BE PROVIDED BY PRAIRIE SOUTH

To complete the audit on a timely basis, management agrees to provide us the following information on or before the dates indicated:

Nature of information	Provided on or before
From the Prairie South School Division:	
Signed Management Representation Letter [date and sign the same day the draft management letter is discussed with the Provincial Auditor's Office or shortly thereafter]	To be Determined

APPENDIX A – WORDING FOR LETTER OF REPRESENTATION

[Date]

Ms Judy Ferguson, FCPA, FCA
Provincial Auditor
1500 Chateau Tower
1920 Broad Street
REGINA, SK S4P 3V2

Dear Ms Ferguson:

In connection with your examination of the status of implementation of the recommendations below related to Board Governance, we as members of management of Prairie South School Division No. 210 represent to the best of our knowledge and belief the following:

1. We are responsible for the processes for Board Governance as they relate to the recommendations noted in the table below, and for the accuracy and completeness of the Prairie South School Division No. 210's records for related processes.

- | |
|---|
| <ul style="list-style-type: none">➤ We recommend that the Board of Education of Prairie South School Division No. 210 set out its baseline knowledge and competencies necessary to govern the School Division.➤ We recommend that the Board of Education of Prairie South School Division No. 210 maintain a current listing of knowledge and competencies possessed collectively and by individual Board members.➤ We recommend that the Board of Education of Prairie South School Division No. 210 document a plan to address gaps in individual and collective Board knowledge and competencies.➤ We recommend that the Board of Education of Prairie South School Division No. 210 periodically monitor whether Board professional development training addresses gaps in individual and collective Board knowledge and competencies. |
|---|

Source: 2015 Report – Volume 1, Chapter 13

2. We provided you with:
 - a) access to all information that is relevant to the aforementioned processes, such as records, manuals, documentation, and any other matters
 - b) additional information that you requested from us for the purpose of the audit
 - c) unrestricted access to persons within the Prairie South School Division No. 210 from whom it was necessary to obtain audit evidence
 - d) minutes and summaries of board and committee work that are relevant to the aforementioned processes
 - e) documents and correspondence outlining management decisions or related resolutions relevant to the aforementioned processes
3. We understand that your audit was conducted in accordance with the standards for assurance engagements published in the *CPA Canada Handbook – Assurance* (CSAE 3001) and accordingly included such tests and other auditing procedures as you considered necessary in the circumstances for the purpose of expressing an opinion

Confidentiality notice: This may contain confidential information exempt from disclosure under *The Provincial Auditor Act*.

on the objective of your work. We also understand that such an audit would not necessarily disclose all possible deficiencies, should there be any.

[Date]

[Member of Executive Management]

[Date]

[Contact Person]

APPENDIX B – INDEPENDENCE, CONFIDENTIALITY, ETHICS, AND QUALITY CONTROL

Independence

We are not aware of any relationships between Prairie South School Division No. 210 and our audit team that, in our professional judgment, may reasonably be thought to bear on our independence and objectivity between November 1, 2016 and the date of this letter. If we become aware of any such relationships between your agency and our audit team during the audit, we will disclose these relationships to you. *The Provincial Auditor Act* creates an independent Officer of the Legislative Assembly called the Provincial Auditor. The Act gives the Provincial Auditor the responsibility to audit all government agencies and report the results of the audits to the Legislative Assembly.

The Act ensures that the Provincial Auditor is independent from elected and appointed officials including the Legislative Assembly's committees and boards. The Standing Committee on Public Accounts (PAC), an all-party committee that does not include cabinet ministers, unanimously recommends to the Legislative Assembly the appointment of the Provincial Auditor for an eight-year term, and can, in certain circumstances with a unanimous decision, suspend the Provincial Auditor. The Legislative Assembly must pass an order to appoint, suspend, or remove the Provincial Auditor, and can only suspend or remove the Provincial Auditor for cause.

The Act sets the Provincial Auditor's salary and benefits. Each year, PAC recommends to the Standing Committee on House Services the amount of resources for the Provincial Auditor's Office. The Act gives the Provincial Auditor administrative independence to decide what audit work to do, how to do that work, and which employees to hire and for how much.

Our Office's policies require all employees to confirm annually whether they have any relationships with agencies we examine that could be perceived to impact their independence and objectivity. Also, our policies require us to consider whether any significant threats to our independence exist. If a significant threat exists, we must apply adequate safeguards to reduce the threat to an acceptable level.

Confidentiality

A duty of confidentiality is a key underlying principle of the professional accounting profession. Records created by or for the Office of the Provincial Auditor pursuant to the Office's functions under *The Provincial Auditor Act* are confidential. These records include correspondence to and from the Office, email messages, and draft reports. It also includes records created by the Prairie South School Division No. 210 for the Office for the purposes of the audit.

Prairie South School Division No. 210 should consult with the Office of the Provincial Auditor if it receives any requests for information under The Local Authority Freedom of Information and Protection of Privacy Act related to correspondence or documents of the Office prior to Prairie South School Division No. 210 responding to such requests.

Confidentiality notice: This may contain confidential information exempt from disclosure under *The Provincial Auditor Act*.

Ethics

We have complied with the ethical requirements of the Chartered Professional Accountants (CPA) Saskatchewan *Rules of Professional Conduct*, which are founded on fundamental principles of integrity, objectivity, professional competency and due care, confidentiality, and professional behaviour.

Quality Control

We apply the *Canadian Standard on Quality Control 1* issued by CPA Canada and, accordingly, maintain a comprehensive system of quality control, including documented policies and procedures regarding compliance with ethical requirements, professional standards, and applicable legal and regulatory requirements.

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	8.3
Topic:	Additional Clarification Regarding Governance Conditionality		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	As part of the 2017-2018 school division budget process in Saskatchewan, the Ministry of Education increased the level of conditionality associated with funding of PreK-12 Education.
Current Status:	Governance funding in Prairie South and other school divisions has been capped at a level significantly lower than has been budgeted in previous years. The Ministry has provided additional detail regarding expectations for governance conditionality.
Pros and Cons:	
Financial Implications:	Reduced resources available for governance will restrict governance activities going forward. The 2017-2018 Prairie South budget is aligned with the governance conditionality originally presented on budget day, however Ministry changes to these expectations create pressure in other budget areas.
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	19 October Correspondence – D. Johnson 02 June Correspondence – R. Currie

Recommendation:

That the Board review the material provided.



June 2, 2017

School Division Board Chairs

We understand that there have been a number of questions and concerns regarding the conditionality requirements within governance funding this year. We thank you for bringing those to our attention and we appreciate your concerns.

The ministry recently met with the Saskatchewan School Boards Association (SSBA); the discussion involved governance clarifications needed in the short term, options for flexibility, and the longer term process through the Organizational Design and Staffing team in the Education Governance Renewal work.

Regarding the conditionality of the school community council (SCC) allowance, school boards still have flexibility regarding how to provide supports to their SCCs. We understand that there is a combination of direct payments to SCCs, payments made on behalf of SCCs, or school boards centralizing resources to provide support (such as regional meetings for multiple SCCs). The conditionality is not intended to require school boards to only provide direct grants to their SCCs; the conditionality relates to the combination of these supports. We are also determining the method by which school divisions will report how these dollars were used, for example through the annual report.

In the area of board member professional development (PD), the conditionality relates to the level of expenditure per board, not per board member. For example, if a board has 10 members, the maximum spent by the board would be \$7,500 (not a maximum of \$750 per individual member). We recognize that boards may choose to prioritize these dollars for specific events or conferences, and that some members may use more of these dollars than others.

Below are some adjustments to the conditionality requirements for 2017-18. However, school divisions should still complete their budget templates as currently set out, as many budgets have been completed or are nearly complete. The adjustments to conditionality will be applied to actual 2017-18 expenses, rather than budgeted expenses.

Due to the nature of the SSBA annual general meeting (AGM), expenses related to board member attendance at the AGM and at the Catholic Section AGM will not be subject to the professional development conditionality. In addition, expenses related to the Spring Council and the Board Chairs Council will not be subject to the PD conditionality. This means that school divisions will be able to spend the PD funding amount, plus expenses related to these meetings. Any other conventions, seminars, etc. are still included within the PD conditionality parameters for 2017-18.

The ministry is also willing to adjust the conditionality for professional development to apply to only the 'indemnity' and 'other' PD codes (which includes registration fees), and exclude the 'travel' PD code. We believe this will provide stronger equity between the different types of school boards, which can have different travel requirements to reach a PD opportunity. School divisions should still complete their budget templates based on the total of these three areas (indemnity, travel and other).

As you know, the Organizational Design and Staffing team is currently working on a process regarding out-of-province travel for board and staff members, which includes travel related to PD opportunities or events. This is expected to be in place for the 2017-18 school year. Beginning with the 2016-17 school year, annual reports will include a section to report out-of-province travel for each board member.

Discussions with the SSBA also touched on whether there was a portion of SSBA membership fees that are administrative in nature and not related to governance. The SSBA will be adjusting their invoices to separate these costs; school divisions will be able to see what portion of the invoice relates to legal and human resource support.

As these fees are still going to be calculated based on student enrolments, rather than specific services provided, the entire costs of the fees must be still coded to Governance, based on the current definitions set out in the chart of accounts. However, the portion of the fees related to legal and human resource support will not be included in the conditionality of Governance expenses. This will provide school divisions with some flexibility within the total governance conditionality requirement.

The ministry expects school divisions to continue to adhere to the chart of accounts in their 2017-18 budgets and financial reporting. We are reviewing the chart of accounts to confirm where changes are needed, with those changes being made in time for the 2017-18 actuals. We will continue to have conversations with the sector about this over the coming months.

The ministry and the SSBA also discussed the mandate of the Organizational Design and Staffing team and the link to governance funding and conditionality. This work is in its early stages, but will result in recommendations regarding board remuneration and expenses. If there are changes to the conditionality requirements that arise from this work, the ministry will discuss with the sector when it would be appropriate to implement those changes, either during the 2017-18 or 2018-19 school year.

I want to thank you for your patience as we work through these items, and also extend our thanks to the SSBA for their assistance in developing these clarifications and changes.

If you have any questions, please contact Angela Chobanik at (306) 787-6042 or at angela.chobanik@gov.sk.ca.

Sincerely,



J. Robert Currie
Deputy Minister

Attachment

cc: School Division Directors of Education
School Division Chief Financial Officers
Dr. Shawn Davidson, President, SSBA
Aleana Young, Vice-President, SSBA
Darren McKee, Executive Director, SSBA
Angela Chobanik, Executive Director, Education Funding



October 19, 2017

School Division Board Chairs

At the meeting of the Strategic Issues Committee (SIC) on September 20, 2017, we had further discussions about governance funding, the conditionality requirements in effect, and the work of the Organizational Design and Staffing Project Team. This letter is to clarify the questions discussed at that meeting.

A letter provided from Deputy Minister Currie on June 2, 2017, provided additional information on the conditionality of governance expenditures and where the ministry would exclude certain types of expenses from the conditionality parameters. This letter is attached for your reference; there are no changes to these conditionality expectations since June 2017.

As discussed at the September 20, 2017, SIC meeting, the ministry will consider exceptions in unusual circumstances for 2017-18, such as required additional board meetings related to amalgamation or school consolidation. Any exceptions may require an adjustment to the school division's governance cap. Resulting adjustments to spending in other areas of division operations (i.e. instruction, transportation, etc.) will be required to offset the higher governance spending.

Also discussed at the September SIC meeting was the concept of a school division overspending its governance allocation in 2017-18. Discussion on governance overspending emphasized the concept that the ministry does not presently have a procedure established for a penalty system. In the spirit of collaboration within the education sector, and working within our new financial reality, please be advised that the educational partners will be invited to develop a set of guidelines or establish consequences to be implemented for the 2018-19 budget year.

As you know, through the Education Governance Renewal (EGR) project, the Organizational Design and Staffing Project Team is undertaking work in areas of both governance and administration. Board member remuneration rates and structures (i.e. annual, monthly, per meeting) will be considered, in addition to board expenses and frequency of board meetings. A human resource consultant has been obtained to undertake research, look at options and provide recommendations to the team. The project team will make recommendations, which will be presented first to the Steering Committee and SIC, and then ultimately to the Minister.

The outcome of the Organizational Design and Staffing Project Team's work may impact the amount, allocation and/or conditionality of governance funding for 2018-19. Once eventual decisions have been made, if there are changes needed to the financial reporting (chart of accounts or COA), these will be considered as well.

The ministry's Education Funding Branch is working with SASBO to review the Chart of Accounts (COA). The COA is quite detailed and includes specific definitions and many examples for consideration. A working group has been formed including both the Chief Financial Officer and Financial Manager functional groups. In addition, to assist with providing current information, the Branch personnel also provide webinars specific to the budget and financial statement processes each year, and are available to provide information to questions regarding appropriate coding of expenses, within the COA.

Part of the working group's mandate is to gather information from all school divisions this fall, about the parts of the COA that they feel are unclear or lack consistency. If the Organizational Design and Staffing Project Team realizes recommendations related to the COA, these will be taken into consideration in the future. As referenced above, the review of the governance section of the COA will begin this fall and will be finalized upon completion of the outcome of the EGR work.

I thank you for the discussion around the topic of governance resource allocation and accounting. On behalf of the Ministry of Education, we appreciate the opportunity to have continued discussion to ensure these changes are understood and applied consistently.

If you have any questions, please contact Angela Chobanik at 306-787-6042 or at angela.chobanik@gov.sk.ca.

Sincerely,



Donna Johnson
Assistant Deputy Minister

Attachment

School Division Board Chairs

October 19, 2017

Page 3

cc: Rob Currie, Deputy Minister of Education
School Division Directors of Education
School Division Chief Financial Officers
Dr. Shawn Davidson, President, SSBA
Aleana Young, Vice-President, SSBA
Darren McKee, Executive Director, SSBA
Phil Benson, Executive Director, SASBO
Liam Choo-Foo, Chief Project Officer, EGR
Angela Chobanik, Executive Director, Education Funding

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	8.4
Topic:	Public Section Meeting Minutes		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The Public Section holds regular Executive and General Meetings. The next General Meeting is scheduled for November 13 th , 2017.
Current Status:	The Public Section has distributed several sets of minutes to be reviewed at the November 13 th meeting.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	<ul style="list-style-type: none"> • Minutes, Executive Meeting, 21 September 2017 • Minutes, General Meeting, 02 June 2017 • Minutes, General Meeting, 14 November 2016

Recommendation:

That the Board review the materials provided.

Public Section

A Section of the *Saskatchewan School Boards Association*

Executive

Chair

Bert de Gooijer
Prairie Valley S.D. No. 208

Vice-Chair

Bonnie Hope
Prairie Spirit S.D. No. 206

Secretary-Treasurer

Karoline Kennedy
Lloydminster S.D. No. 99

Members-at-Large

Shane Andrus
Chinook S.D. No. 211

Lois Smandych
Good Spirit S.D. No. 204

Jim Hack
Horizon S.D. No. 205

Ron Kowalchuk
Living Sky S.D. No. 202

Luke Perkins
North East S.D. No. 200

Faith Graham
Northwest S.D. No. 203

Jan Radwanski
Prairie South S.D. No. 210

Bonnie Hope
Prairie Spirit S.D. No. 206

Adam Hicks
Regina S.D. No. 4

Darlene Rowden
Saskatchewan Rivers S.D.
No. 119

Holly Kelleher
Saskatoon S.D. No. 13

Carol Flynn
South East Cornerstone
S.D. No. 209

Karen Itterman
Sun West S.D. No. 207

Executive Director
Norm Dray

GENERAL MEETING

November 13, 2017

DoubleTree by Hilton, Regina

Agenda

Call to Order: 3:00 p.m. Moose Jaw Room

1. Welcome: Chair, Bert de Gooijer
2. Adoption of Agenda:
3. Minutes of the Executive Meeting, September 21, 2017. Minutes of the General Meetings: June 2, 2017, November 14, 2016.
4. Business:
 - 4.1 SSBA President Shawn Davidson - Greetings
 - 4.2 Chair's Report
 - 4.3 Executive Director's Report
 - 4.4 Legal Update – Khurram Awan
 - 4.5 Financial Report
 - 4.6 Budget Update
 - 4.7 Meetings with Leadership Candidates
 - 4.8 Introduction of candidates for the SSBA Executive
 - 4.9 Election of Public Section Executive

Chair – Open - 2 year term
Vice Chair – Bonnie Hope entering second year of two year term
Secretary Treasurer – Karoline Kennedy finishing second year of two year term.
- 5.0 Adjournment

Public Section

A Section of the *Saskatchewan School Boards Association*

Public Section Executive Meeting Minutes September 21, 2017 Saskatoon Public Schools Board Room

Executive

Chair

Bert de Gooijer
Prairie Valley S.D. No. 208

Vice-Chair

Bonnie Hope
Prairie Spirit S.D. No. 206

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Saskatoon S.D. No. 13

Carol Flynn
South East Cornerstone
S.D. No. 209

Karen Itterman
Sun West S.D. No. 207

Executive Director
Norm Dray

Members present: **Prairie Valley** - Bert de Gooijer, Janet Kotylak. **North East** - Luke Perkins. **Saskatoon** - Donna Banks, Holly Kelleher. **Chinook** - Larry Caswell. **Good Spirit** - Lois Smandych, **Horizon** - Jim Hack, Wil Lengyel. **Living Sky** - Ron Kowalchuk, Ronna Pethick. **Lloydminster** - Karoline Kennedy, David Thompson. **Northwest** - Faith Graham, Barb Seymour. **Prairie South** - Tim McLeod, Lew Young. **Prairie Spirit** - Bonnie Hope. **Regina** - Aleanna Young, Katherine Gagne. **Saskatchewan Rivers** - Darlene Rowden, Barry Hollick. **South East** **Cornerstone** - Carol Flynn. **Sun West** - Karen Itterman. **Public Section** - Norm Dray

Call to order: 11:30 p.m.

1. **Welcome:** Public Section Chair, Bert de Gooijer, welcomed Executive members and explained directors were at a PLT meeting. He added "Advocacy with Leadership Candidates" to the agenda.
2. **Adoption of Agenda:** Mvd. Jim Hack, Horizon. Carried.
3. **Minutes of the Executive Meeting, April 6, 2017:** Mvd. Luke Perkins, North East. Carried.
4. **Introductions:**
 - 4.1 Recently engaged Executive Director Dr. Norm Dray introduced himself to the group. It was noted he has a long history of working with school boards and in public education.
 - 4.2 Bert mentioned the appointments of directors Brenda Vickers, Living Sky; Lori Jeschke, Prairie Spirit; and acting director Kyle McIntyre, Chinook. He noted that Faith Graham was now the rep on the executive from the Northwest School Division. He congratulated each on their new positions.
5. **Business:**
 - 5.1 **Meetings with Minister of Ed, Justice Minister and Deputy Minister of Ed.** - Bert reported that Larry Huber had been kept on during the summer to help organize the meetings. He reported that the Public Section advocated that the Notwithstanding Clause was not an appropriate reaction to the court ruling. We also advocated that boards should be able to fund the legal proceedings without fund raising. Further to this point, Bert quoted from a letter from the Minister that does not order us to fund raise, but leaves the door open to keep raising money as we have. He also reported that in our meeting with the Deputy Minister, Rob Currie, that interpretation was confirmed. With the Deputy, we advocated for changes to the Education Act sections 49 and 145 in the context of a general re-writing of the Act. Further, Bert reported that he raised the issue that, with four significant provincial committees and the PLT, our directors and senior staff were engaged in working extensively on Ministry business. He advocated for a balance in managing their time.
 - 5.2 **Meeting with Official Opposition.** Bert reported on our meeting with the Leader of the Official Opposition and the Education Critic. We expressed disappointment with their apparent position on the implementation of the Notwithstanding Clause. They told us that they had not taken a formal position. We also addressed the importance of trusteeship and the rewriting of the Education Act.
 - 5.3 **Appeal Status Report.** Bert reported that we have raised \$245,000 from ten boards for the appeal with \$150,000 from Saskatoon Public in reserve. We have a price assurance from MLT Akins of \$250,000 so we have the funding to proceed with the appeal. There is hope that the appeal will be heard within the first quarter of 2018. We have established a trust with MLT

Public Section

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Akins in which the funds will be kept. Bert noted that our account status with MLT Akins is current.

Bert thanked the boards for supporting the appeal.

5.4 Costs hearing. There will be costs hearing on October 11 in Yorkton (which has since been postponed until at least late November). We are asking for significant costs. We are pursuing several options, one of which asks for in excess of \$2M.

5.5 Public Section Fees. At the annual meeting in November, a budget will be presented that suggests fees be lowered to \$.70 per student from the current assessment of \$.80 per student. Discussion occurred about promotion of our brand, including the inclusion of diversity. It was suggested we review the strategic plan at the next Executive Meeting.

5.6 Members Council Future. It was noted that discussion is occurring on the SSBA Executive concerning the future of Members' Council. Several people spoke in favour of continuing Members' Council.

5.7 Education Act Rewrite. Bert reported that we have spoken in favour of a re-write of the Education Act which would include changes to section 49 (creation of Catholic school divisions) and section 145 (formation on high schools) and hopes Public Section Boards would do the same.

5.8 Public Section Representation on SSBA Executive. It was noted that, last year, Prairie Spirit put forward a resolution at the SSBA AGM to add a Public Section representative to the SSBA Executive, and the motion was narrowly defeated. There was discussion of another board putting forward a similar resolution in November at the SSBA AGM.

5.9. Public Section Annual Meeting and PD. There was a discussion about whether the Public Section should offer a June PD event. Most people felt that past events had been successful and provided excellent PD. However, financial challenges for boards were discussed, as were the implications of such financial challenges on the event. Hosting in Saskatoon vs Regina was mentioned.

5.10 Public Section Table Officers Positions. It was noted that Bert's term as Chair would end in November and that a new Chair would need to be chosen at the Public Section annual meeting. Trustees were encouraged to consider putting their name forward.

5.11 Members' Section of Website. Bonnie and Norm spoke to the group about the possibility of having a private "Members" section of the Public Section website. There seemed to be general support for the idea. Boards had different ideas about who should have access, but many thought all public board trustees should have access.

5.12 Advocacy with Leadership Candidates. Bert explained that we were considering meeting with Sask Party and NDP leadership candidates. There was encouragement from the Executive to do so.

5.13 Updates from Member Boards. Jim Hack informed the group that Horizon would be amalgamating with Englefeld Protestant Separate.

6. Adjournment

1:25. Mvd Ron Kawalchuk Living Sky SD Carried.

Public Section

A Section of the *Saskatchewan School Boards Association*

Public Section General Meeting Minutes

June 1/2, 2017

Park Town Hotel, Saskatoon, SK.

Executive

Chair

Bert de Gooijer
Prairie Valley S.D. No. 208

Vice-Chair

Bonnie Hope
Prairie Spirit S.D. No. 206

Secretary-Treasurer

Karoline Kennedy
Lloydminster S.D. No. 99

Members-at-Large

Shane Andrus
Chinook S.D. No. 211

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Saskatoon S.D. No. 13

Carol Flynn
South East Cornerstone
S.D. No. 209

Karen Itterman
Sun West S.D. No. 207

Executive Director

Larry Huber

Present: Chinook – Larry Caswell, Shane Andrus, Dianne Hahn, Tim Ramage, Kim Pridmore, Susan Moulard, Tim Weinbender, Katie Toney, Kyle McIntyre. **Good Spirit** – Lois Smandych, Florence Stachura, Bob Simpson, Quintin Robertson. **Horizon** – Jim Hack, Linda Mattock, Jennifer Lemky, Mark Fedak, Christine Gradin, Wil Lengyel, Jolene Koopman, Nathan Bitternose, Paul Crow-Buffalow, Albert Pinacie, Sheryl Kayseas, Marilyn Flaman, Lori-Anne Proznick, Kevin Garinger. **Living Sky** – Ron Kowalchuk, Ronna Pethick, Richard Hiebert, Tracie Heintz, Randy Fox. **Lloydminster** – David Thompson, Karoline Kennedy, Allan Park, Cathy Cornet. **North East** – Marla Walton, Luke Perkins. **Northwest** – Brian Gaboury, Faith Graham, Duane Hauk. **Prairie South** – Lew Young, Tim McLeod, Jan Radwanski, Shawn Davidson. **Prairie Spirit** – Bonnie Hope, Ken Crush, Sam Dyck, Pam Wieler, Garth Hetterly, George Janzen, Dawn Badrock, John Kuzbik. **Prairie Valley** – Bert de Gooijer, Janet Kotylak, Terry Bergland, Judy Bradly, Frank Thauberger, Verne Barber, Marlene Blatter, Jeffrey Baran, Ben Grebinski. **Regina** – Brian Hicks, Greg Enion. **Sask. Rivers** – Barry Hollick, Jaime Smith-Windsor, Darlene Rowden, John McIvor, Arne Lindberg, Robert Bratvold. **Saskatoon** – Holly Kelleher, Ray Morrison, Donna Banks, Colleen McPherson, Charmaine Bellamy, Kathleen Branner, Barry MacDougall. **South East Cornerstone** – Carol Flynn, Audrey Trombley, Pam Currie, Kevin Keating, Jim Henderson, Melanie Sorenson, Shari Sutter, Elwood White, Lynn Little. **Sun West** – Karen Itterman, Ruth Griffith, Cathy Morrow, Sue Lytte, Barb Cowell, Robert Dewey, Guy Tetrault. **SSBA** – Shawn Davidson. **Speakers:** John Whyte, Rod Dolmage, Khurram Awan. **Guests:** Wayne Steen, Bill Cooke, Russ Marchuk, Ernie Cychmisruk, Olivia Cychmistruk. **Public Section** – Larry Huber

Call to Order: 7 PM, June 1, Cedar Room, Park Town Hotel, Saskatoon.

1. Welcome - Chair, Bert de Gooijer

2. Adoption of agenda: Mvd. Pam Currie, SECSSD. Carried

3. Minutes of April 6, 2017 Executive Meeting - Mvd. Lois Smandych, GSSD. Carried.

4 Business:

4.1. Business: Rod Dolmage, Professor Emeritus, Faculty of Education, U of S spoke about the Theodore court case and the Court of Queens Bench judgement by Justice Layh. Bonnie Hope, in her introduction acknowledged the long history and involvement that Dr. Dolmage has had with the Public Section including the paper *Funding non-Minority Faith Adherents in Minority Faith Schools in Saskatchewan* (2007), June 4, 2010 presentation to the Public Section on the same topic, background papers for the litigation, Jan 5, 2015, and consultation with expert witness Professor Dixon prior to trial.

Dr. Dolmage as part of this presentation to the Section made three predictions: that because of the clarity of Justice Layh's judgement GSSD and the Public Section will successfully defend the appeal by the Government and CTT School Division; that the Governments invoking of the notwithstanding clause of the Charter will not prevail in the long term and; the Catholic System, if it relies on such measures for relevance, will not survive over time.

4.2 Bert de Gooijer - Chair's Remarks - Chairman Bert expressed appreciation for the excellent turnout at the meeting. He acknowledged the expertise of MLT Aikins counsel in successfully presenting the case for public education to the court and he also acknowledged the comprehensive and well argued judgement of Justice Layh. He advised the members that challenges facing the Section and public boards would be discussed during the course of the meeting and that important decisions will have to be made.

9279 Wascana Mews, Regina SK S4V 2W4

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Public Section

A Section of the *Saskatchewan School Boards Association*

4.3 Shawn Davidson, SSBA President - Greeting and Remarks: Mr. Davidson addressed a number of topics including the message conveyed to Government about the need to conduct a thorough review and revision of the Education Act with a process that involves meaningful consultation with school boards. He reviewed budget reductions that would be forthcoming by the SSBA given the financial issues faced by boards of education. He stressed that government needs to comprehend the financial benefits that derive from the SSBA in areas where savings could not be achieved through other mechanisms such as school board insurance and legal services. In short he indicated that membership fee relief would be provided but not to the degree that would “gut” the organization.

4.4 John Whyte, from 1979 to 1982 served as Director of Constitutional Law in the Saskatchewan Department of the Attorney-General during the process leading to the creation of the *Constitution Act, 1982*. From 1997 to 2002 he served as Deputy Minister of the Saskatchewan Department of Justice. He discussed the *Charter of Rights and Freedom's* clause permitting a legislative override of *Charter* rights.

During the introduction, Bert provided the following clarification on behalf of Professor Whyte: “The recent decision of the Saskatchewan Court of Queen’s Bench on the constitutional obligation on the province to fund denominational education stems from a question of constitutional law that first arose nearly two decades ago. At an early stage in the government’s consideration of this issue, Professor Whyte served the province as the Deputy minister of Justice and, consequently, played a role in this consideration. As a result, he is not able to discuss this constitutional issue or the recent court decision dealing with it, or respond to questions or comments that relate to this issue or the decision.”

Professor Whyte continued with his presentation. He discussed the *Charter of Rights and Freedom's* clause permitting a legislative override of *Charter* rights. Professor Whyte, because he was there as part of the Saskatchewan contingent led by Premier Romanow was able to provide an extremely interesting account of the process and negotiations that enabled the 1982 repatriation of the Constitution and Canadian self determination. He was able to provide anecdotes from his direct experience that were of interest to the assembly. He spoke of the regret of Prime Minister Trudeau that the Charter of Rights and Freedoms which enshrined basic human rights had to contain the notwithstanding clause in order to get it accepted by all provinces. Professor Whyte reviewed the rare use of the notwithstanding clause since its inception because of the danger and significance of governments overriding the rights of its citizens. He discussed the views of academics who believe that legislatures should be trusted and others who believe that they shouldn’t, that the notwithstanding clause provides the capacity to commit tyranny because it removes decisions from the purview of the courts.

4.5 Khurram Awan MLT

Mr. Awan utilizing a power point presentation entitled *Review of Trial Judgement*, discussed the Court ruling of Justice Layh in the context of the decision of the Saskatchewan Catholic School Boards Association and the Government of Saskatchewan to appeal the case to the Saskatchewan Court of Appeal. Mr. Awan reviewed the implications for the Public Section including costs for defending the Appeal. A copy of Mr. Awan’s power point is available with the following understanding: THE ENTIRE DOCUMENT IS SUBJECT TO SOLICITOR-CLIENT PRIVILEGE, AND INTENDED FOR REVIEW ONLY BY THE MEMBER BOARDS OF EDUCATION OF THE PUBLIC SECTION THAT HAVE CONTRIBUTED TO THE COSTS OF THE LAW SUIT KNOWN AS *GOOD SPIRIT SCHOOL DIVISION No. 204 V. CHRIST THE TEACHER RCSSD No. 212 & GOVERNMENT OF SASKATCHEWAN*. UNLESS YOU ARE AN ELECTED TRUSTEE OR DIRECTOR OF EDUCATION OF THE ABOVE-REFERENCED BOARDS OF EDUCATION, YOU MUST IMMEDIATELY DESTROY THIS DOCUMENT AND ALL COPIES IN YOUR POSSESSION.

4.6 Executive Directors Remarks - Mr. Huber spoke of his respect for Public Boards of Education and for the persistence and good judgement of the public boards which have supported the litigation to this successful conclusion. He thanked board members for their individual and collective support and wished them well in the future. He also thanked them for the retirement aspect of the meeting and the invited friends for their kind messages.

4.7 Financial Report - Karoline Kennedy, Public Section Secretary-Treasurer presented financial options for the Public Section moving forward. It was agreed that an assessment of \$.80/ pupil/board would be invoiced in early October.

4.8 Discussion Period - Bert presented information regarding public school board support of the appeal defence. Boards wanted some assurance regarding their ability to fund the appeal within the parameters of the current Education Act and clarification of the implications of Bill 63. It was agreed that legal advice would be sought from SSBA legal counsel and such information would be forwarded to member boards. It was agreed that invoices to address the outstanding Theodore litigation account as well as an appeal defence fund would be forthcoming as soon as possible. The invoices will be sent out by Sherry Todosichuk CFO, GSSD (financial officer for the Public Section).

4.9 Adjournment:

Public Section

A Section of the *Saskatchewan School Boards Association*

Executive

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Holly Kelleher
Saskatoon S.D. No. 13

Pam Currie
South East Cornerstone
S.D. No. 209

Karen Itterman
Sun West S.D. No. 207

Executive Director
Larry Huber

Public Section General Meeting Minutes

November 14, 2016

Radisson Hotel, Saskatoon, SK.

Present: **Chinook** – Elaine Anderson, Larry Caswell, Shane Andrus, Tim Ramage. **Good Spirit** – Lois Smandych, Florence Stachura, Bob Simpson, Rick Haacke, Gilda Dokuchie. **Horizon** – Dave Holinaty, Murray Proznick, Nathan Bitternose, Paul Crow-Buffalo, Albert Pinacie. **Living Sky** – Ron Kowalchuk, Ronna Pethick, Randy Fox. **Lloydminster** – David Thompson, Karoline Kennedy, Joy Wareham. **North East** – Todd Goudy, Marla Walton, Luke Perkins. **Northwest** – Doug Murray, Brian Gaboury, Duane Hauk. **Prairie South** – Lew Young, Tim McLeod, Al Kessler, Robert Bachman, Jan Radwanski. Tony Baldwin. **Prairie Spirit** – Bonnie Hope, Ken Crush, Bernie Howe, Dawne Badrock, Deanna Greyeyes, Pam Weiler. John Kuzbik. **Prairie Valley** – Bert de Gooijer, Janet Kotylak, Jay Jenkins, Deanna Fjestad, Terry Berglund, Frank Thauberger, Judy Bradley, Kenton Emery. Sandi Urban Hall, Ben Grebinski. **Regina** – Jane Ekong, Greg Enion. **Sask. Rivers** – Wayne Steen, Barry Hollick, George McHenry, Jaime Smith-Windsor, Darlene Rowden, John McIvor, Arne Lindberg, Jeanette Wicinski-Dunn, Robert Bratvold. **Saskatoon** – Darrell Utley, Donna Banks, Ray Morrison, Colleen McPherson. **South East Cornerstone** – Pam Currie, Audrey Trombley, Carol Flynn, Harold Laich, Shirley Wheeler, Kevin Keating, Warren Betker, Lynne Little. **Sun West** – Karen Itterman, Ruth Griffith, Connie Bailey. **SSBA** – Connie Bailey. **Public Section** – Larry Huber

Call to Order: 3:15 PM, DaVinci Room.

Welcome - Chair, Bert de Gooijer - Bert welcomed everyone and introduced and thanked the Public Section Table Officers and members of the Executive for representing their respective boards on the Executive. He also expressed appreciation for the support provided to the Section by the Directors of Education and introduced and welcomed recently appointed Directors, Quintin Robertson and Dave Hutchinson.

Approval of the minutes of the September 22, 2016 Executive meeting and the November 8, 2015 General meeting: Mvd. Lois Smandych, GSSD. Carried

4. Business:

4.1 Chairs Remarks - Bert de Gooijer began his remarks by commenting on the Theodore court case that is now in the hands of Justice Layh. It was originally thought that a decision would be forthcoming in late spring but current thinking has a decision earlier, possibly in February or March, 2017. Bert thanked Lois Smandych, Chair of GSSD and members of the GSSD Board and administration who maintained a presence at the court house throughout the trial.

Chair Bert then spoke to the topic of transformational change and the challenge of school system renewal. Bert presented that a collective effort needs to be taken to develop a clear vision for education in Saskatchewan. As an example he identified the Education Act as needing thorough revision and listed aspects of the Act that are clearly outdated and in need of change. He also identified that the Theodore Court case revealed a number of issues and challenges that need to be reviewed, many of which are connected to legislation. Bert also referenced the local improvement assessment in Pilot Butte that impacted Prairie Valley and that has similar potential implications for other school boards in the province. Bert suggested that transformational change has been and should be ongoing and is something that school boards have and will embrace but the immediate focus of meeting

Public Section

A Section of the *Saskatchewan School Boards Association*

financial challenges will not be the driver of thoughtful and productive change. Bert referenced the Role of the School Report, (Dr. Michael Tymchuk) and the Provincial Panel on Student Achievement Report, (Deputy Minister Audrey Roadhouse), which acknowledged that Saskatchewan students should and could do better and presented suggestions of ways communities, human services agencies, families and schools might better serve children and youth in this province, as documents which contained ideas and directions worthy of consideration.

4.3 Executive Director's Report Larry Huber took the opportunity to speak of the appropriateness and effectiveness of Saskatchewan's school boards. The fact that they attract individuals of high quality who have the interests of the children of their communities is well recognized. He also spoke of the effectiveness of the school board governance model in decision making and for establishing vision and direction for school divisions. He also addressed the importance of the Public Section and of its advocacy role as it pertains to public school and public education. He referenced the Theodore litigation as an advocacy approach that challenges government policy for its constitutional appropriateness. He pointed that changes were imposed on public school divisions and the citizens of Saskatchewan by government and Catholic school boards without consultation which have resulted in significant impacts on public education.

4.4 Transformational change/amalgamation - discussion.

4.5 Public Section Representation on the SSBA Executive.

This matter which was introduced to the Public Section Executive at the September 22 Executive meeting by Prairie Spirit's Bonnie Hope was presented to the SSBA AGM as a Bylaw amendment. The amendment was defeated due in part to the ongoing SSBA Governance Review. Taking it to the AGM enabled the Public Section to raise the matter for future consideration. Bert thanked Prairie Spirit Vice-Chair, Sam Dyck for helping to get this initiative to the floor of the AGM with the support of the SSBA Executive.

4.6 Public Section Transition. Bert reminded members that the Executive will be addressing, at the February Executive meeting changes that are forthcoming for the Section. The search for an Executive Director, effective September 1, 2017 was identified and members were reminded to communicate the names of any potential candidates to Section Table Officers.

4.7 Financial Report

Karoline Kennedy, Public Section Secretary Treasurer presented the Public Section Operating Budget, Revenue and Expenditures - September 1, 2015 - August 31, 2016. (see attachment) **Mvd. Ron Kowalchuk, Living Sky S. D. Carried.**

4.9 Introduction of candidates for the SSBA Executive.

The following candidates were provided the opportunity to address the meeting:

Shawn Davidson - Prairie South S. D.

Ronna Pethick - Living Sky S.D.

Janet Kotylak - Prairie Valley S. D.

Aleana Young - Regina Public

Connie Bailey outgoing President of the SSBA also spoke to the members: Connie spoke of her appreciation of the strength of the Association and its ability to speak as one voice on many important issues. She stated that on certain issues such as, resources in the classroom, importance of locally elected school boards, advocating for a local voice and school boards making a difference, we have agreed.

She closed by thanking all trustees for their service to the schools and children of this province.

4.9.1 Election of Public Section Executive Table Officers. ? nominated Bert de Gooijer for Public Section Chair. ? nominations cease. Carried.

Ken Crush, Prairie Spirit S.D. nominated Bonnie Hope for Public Section Vice. Colleen McPherson, Saskatoon Public, mvd. nominations cease. Carried.

Karoline Kennedy continues in the second year of a two year term.

5.0 – Adjournment – Chair Bert de Gooijer adjourned the meeting at 4:30 p.m.

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	8.5
Topic:	Gender and Sexual Diversity 20L Course		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: Prairie South has developed a Gender and Sexual Diversity Course approved for grade 10/11/12.

Current Status: Currently the course is not being taught. A teacher workshop will happen at the end of November to introduce the course to interested high schools. It may be taught in second term of this year.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	November 7, 2016	Gender and Sexual Diversity 20L Course and process summary

Recommendation:

For information purposes only.

Gender & Sexual Diversity Studies 20L

Prairie South Schools
2017

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Philosophy and Rationale

Gender and Sexual Diversity Studies 20L is a locally developed course with the goal of developing confident and competent students who understand, appreciate, and apply health knowledge, skills and strategies, and critical thinking skills throughout life. This document provides the intended learning outcomes that students are expected to achieve by the end of the year. Indicators are included to provide the breadth and depth of what students should know and be able to do in order to achieve the learning outcomes. Many “gender and/or sexually diverse individuals internalize negative beliefs about their self-worth” (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015). In response, this course provides “opportunities... for students to attain, maintain, and promote a healthy mind, body, heart, and spirit” (Ministry of Education, Health Education 9, 2009).

The Government of Saskatchewan is committed to ensuring schools are safe and inclusive environments where student success is a priority and everyone feels included, protected and respected. It is well known that when students do not feel safe or valued, it undermines their learning and well-being. Education in Saskatchewan is founded on a principle of respect for the diversity of all students and families. Diversity enriches school culture and increases knowledge and understanding of similarities and differences.

The intent of this document is to help Saskatchewan school divisions and First Nations and Métis organizations ensure that all students develop the following:

- a strong, positive sense of identity;
- a caring disposition;
- a respect for human and biological diversity;
- a commitment to the well-being of others; and,
- a desire and ability to engage in social action for the common good.

Diversity, within an education sector, applies to a range of contexts such as cultures, socio-economic situations, languages, learning needs and resources. This document will assist individuals and communities to engage in meaningful discussions and actions to respond to the experiences, perspectives and needs of students and families who are gender and/or sexually diverse (GSD). There are many reasons why we need to understand gender and sexual diversity. These reasons have been categorized into five themes (Elizabeth Meyer, 2010):

1. **Student Safety:** many incidents of bullying and harassment are gendered in nature; they isolate and target individuals who do not conform to dominant notions of masculinity and femininity.
2. **School Culture:** the silencing and marginalization of students and their families who are, or who are perceived to be, gender and/or sexually diverse tells community members that they are not welcomed or valued.
3. **Student Physical and Emotional Health:** feeling ostracized and isolated in schools has long-term negative impacts on one’s physical and emotional well-being. When students feel threatened, they may try to escape these negative environments through unhealthy behaviours.
4. **Student Engagement and Academic Success:** students who attend schools where they feel safe and welcomed while experiencing a less sexually prejudiced environment are more likely to attend school, learn and succeed.
5. **Diversity and Equity:** provincial curricula are designed to prepare students to become engaged citizens and to develop social responsibility. To live in a society that values all people and where every child has an opportunity for success requires finding ways to teach inclusively about the “hidden and marginalized experiences as well as the dominant and mainstream perspectives.”

(Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Aim & Goals

This course allows students to dissect content that is not often addressed in other courses such as, gender and sexual diversity history, cultural approaches, current issues and events, environment, health, and justice within the context of the Gender and Sexually Diverse community. “The nation’s children are its future workers, citizens, and leaders. Education remains the major tool by which people become empowered and the economic, social, and personal well-being of all citizens in a pluralistic society increases. A high dropout rate diminishes the pool of qualified people from diverse backgrounds who will enter the professional and political ranks that make important public policy decisions. Precise statistics on dropout rates among lesbian, gay, bisexual, and transgender students (LGBT) are difficult to find, although some have estimated that almost a third of LGBT students drop out of high school... the main cause of dropout among LGBT high school students appears to be the hostile school climate created by continual bullying and harassment from peers due to their sexual orientation” (American Psychological Association, p.1, 5-6, 2012).

Gender and Sexual Diversity Studies Education aims at improving the retention rates of students in the GSD community by; reducing stigma within the school and community while addressing norms and perceptions; working to build and maintain a safe and welcoming environment for all students; and by building capacity and understanding among teaching staff while increasing engagement in Gender and Sexually Diverse school initiatives (i.e. Gay-Straight Alliance, etc.).

Comprehensive School Health (CSH)

The health and well-being of Canadians is linked to a number of factors, including health services; social, economic, cultural, and physical environments; and interactions between individual biology and behaviour. As health educators, we need to acknowledge and respond to this range of individual and collective factors that affect well-being. A comprehensive school health approach includes a wide range of school personnel and community members collaborating to enhance the well-being of all students. Health and social problems require a comprehensive approach involving collaboration among young people, families, schools, agencies, communities, and governments. The school staff can identify children and youth at-risk, help or refer young people to health services, support the reintegration of students into regular school life, and promote students’ overall health and wellness. Healthier schools are effective schools, and considerations of health and social development should be part of school improvement planning (Canadian Association for School Health, 2007).

The purposes of a comprehensive school health approach are to collaboratively (Ministry of Education, Health Education 9, 2009):

- promote health and wellness
- prevent specific diseases, disorders, and injury
- intervene to assist children and youth who are in need or at risk
- support students who are already experiencing poor health
- provide an equitable playing field that addresses disparities and contributes to academic success.

Human Rights

Students who experience discrimination, whether it is based on race, religion, gender, sexual orientation, gender identity, ethnicity or culture have a legal right to be safe and protected in schools. The law is constantly evolving; therefore it is required, on the part of the reader, to appreciate the evergreen nature of laws, regulations and policies related to ensuring that all students feel included, protected and respected in schools and communities. Human rights laws prohibit discrimination based on an individual's gender identity, sexual preference and/or orientation. Words, actions or pictures that ridicule, scorn, mock, intimidate or otherwise threaten any individual because of their gender or sexual orientation or preference may constitute discrimination. Canada is a country that values equality and human rights. These values, aspirations and rights have been articulated in many documents including:

Aspirational Documents

- The Universal Declaration of Human Rights (Articles 1, 2 and 3)
- The United Nations Declaration on the Rights of Indigenous Peoples (Articles 2, 11, 15, 24 and 31)
- The United Nations Convention on the Rights of the Child (Articles 2, 15 and 19)

Legal Documents

- The Canadian Charter of Rights and Freedoms (Section 15)
- The Canadian Human Rights Act (Section 2)
- The Criminal Code of Canada (Sections 318(4) and 718.2)
- The Saskatchewan Human Rights Code
- Saskatchewan's The Education Act 1995

Individuals have the right to dignity and equality under The Saskatchewan Human Rights Code. Because human rights are so important, The Saskatchewan Human Rights Code takes precedence over other provincial laws. The Saskatchewan Human Rights Commission's mission is to promote and protect the individual dignity, fundamental freedoms and equal rights of Saskatchewan citizens. The Saskatchewan Human Rights Code protects human rights and prohibits discrimination. In Saskatchewan, it is against the law to discriminate because of sexual orientation and/or gender identity. In accordance, school divisions have a responsibility to assist people who could otherwise be denied opportunities because of gender and/or sexual identity. The duty to accommodate all students, up to the point of undue hardship, includes addressing their needs that may be related to prohibited grounds of discrimination. This may entail changing rules, policies, practices and/or behaviours. (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Gender and Sexual Diversity

Human sexuality is a positive and life-affirming part of being human. It is complex and includes knowledge of self, opportunities for healthy sexual development and sexual experience, a capacity for intimacy, the ability to share relationships, and comfort with different expressions of sexuality including love, joy, caring, sensuality or celibacy. Our attitudes about sexuality, our ability to understand and accept our own sexuality and to make healthy and informed decisions, and our capacity to respect the choices of others are essential aspects of who we are and how we interact with our world.

Sexuality is multi-faceted and includes the physical, emotional, spiritual and interpersonal development that influences one's thoughts, feelings, actions, interactions, and thereby one's mental and physical health. The role of sexuality changes throughout the stages of an individual's life. Sexual orientation is just one facet of sexuality and refers to what gender(s) someone is romantically and/or sexually attracted.

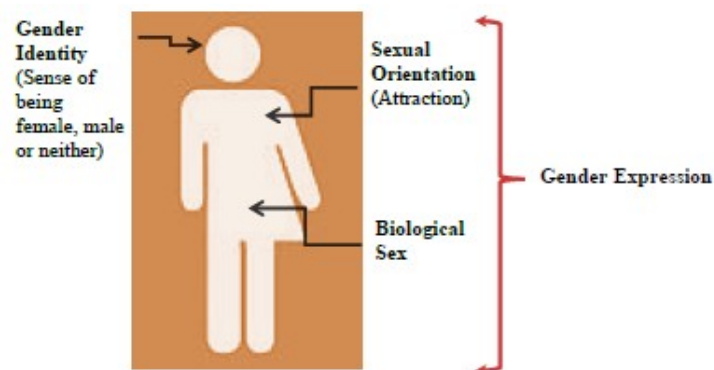
Research suggests that after the socialization of family, schools provide one of the most significant socialization processes for children. Schools shape a child's understanding of self in relation to others and in their understanding of identity beyond the family. A school's ideological perspective shapes the perspectives of students. For example, the way that children understand gender, privilege and heteronormativity are influenced by the social norms, biases and behaviours that exist in schools (Bhuiyan, 2007). Research also indicates that the education system needs to consciously support gender and sexually diverse students for the following reasons:

- One in 12 straight students reported being verbally harassed about their perceived sexual orientation and close to 10 per cent of straight students were physically assaulted about their perceived sexual orientation (EGALE, 2011). Gender and/or sexually diverse students often experience fear, anxiety and isolation at school; they may be unable to concentrate on academic tasks and learn effectively (Fisher et al., 2008).
- Fourteen per cent of students self-identified as not being exclusively heterosexual (EGALE, 2011).
- Many youth who are of a sexual minority have unique challenges that they must endure through their adolescent development. Labels such as gay, lesbian and bisexual limit understanding of all dimensions of same-sex sexuality. Experiences with stigmatization, discrimination and prejudice often prevent youth from positively integrating their sexual feelings and may inhibit them from publicly identifying as a sexual minority (Alberta Health Services, 2013). (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Gender Diversity

Gender identity is not the same as sexual orientation. It encompasses one's sense of being male, female or another identity in a spectrum of gender identities. Most people are educated and socialized to assume that gender identity is defined by our anatomical sex (PHAC, 2011). This traditional belief was first confronted by the scientific recognition that both sexes contain a mixture of male and female hormones (Alsop et al., 2002). In most cases, gender identity is consistent with anatomical sex and/or the societal expectations for male or female. However, in other cases, people's gender identity does not reflect their anatomical/biological sex. A person's gender identity is fundamentally different from, and does not determine, their sexual orientation (The Saskatchewan Human Rights Commission, 2013).

Gender is all around us. It is taught from the time we are born and is closely monitored by society. Most environments are gendered – websites, toys, colours, attitudes, activities, bathrooms, clothes and behaviours to name a few. Accepted social gender roles and expectations are normalized in culture and anyone who does not fit within these roles and expectations are often marginalized. The way people perceive themselves is their gender identity, which may or may not align with their biological sex. The way individuals communicate their gender identity, through their appearance and behaviours, is their gender expression. Transgender is an umbrella term used to describe anyone whose identity and/or behaviour falls outside of the stereotypical norm.



Sex and gender are two words that are often used interchangeably, but there are distinct differences in their definitions. Sex is generally understood to be based on a person's genitals and reproductive organs; these anatomical details are thought to define a person as male or female. Gender is regularly understood to refer to gender identity, meaning one's internal sense of self as female, male or other, regardless of biology. Gender, like sexual orientation, is diverse and includes multiple gender identities. Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviours that may even change from day to day where a student may feel they are a girl some days and a boy on others, or possibly feel that neither term describes them accurately.

Gender is made up of three parts: our bodies (gender biology); how we dress and act (gender expression); and, how we feel inside (gender identity), (Gender Spectrum, 2014). To assume that males and females can be separated into discrete categories does not align with what is now understood about gender identity development. Gender variance is seen in the kinds of play children choose when left to their own devices. This notion of "girl play" and "boy play" may be "corrected" by adults who perceive there are strict boundaries signaling proper gender assignments. Children playing across the range of male and/or female toys are exhibiting only a small part of the considerable overlap between female and male interests, aspirations and lives. While many adults will "allow" a range in play activity among children, the real "challenge" lies in the fact that our society imagines that male and female designations are "real" categories, rather than socially constructed ideas and as fluid identities.

There is a common misunderstanding that gender-variant individuals are gay, lesbian or bisexual. The majority of gender-variant individuals, however, do not identify as gay, lesbian or bisexual (PHAC, 2010). It is important for educators and families to acknowledge that gender-variant youth exist in the school system. Schools should be proactive in creating responsive cultures and not wait until a gender-variant student comes forward to address the issues (e.g., appropriate bathrooms, segregated classes, overnight school travel arrangements, participation in extra-curricular activities, dress codes or name changes). (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Sexual Diversity

Sexual diversity is a broad and complex construct that is understood as a fluid state that refers to one's sexual feelings and affection for one or more persons across the spectra of sex, sexuality and gender. A common misunderstanding is that sexuality is a binary (one is either straight or gay); however, past and current research indicates that sexual orientation exists along a continuum of emotional, romantic and sexual attractions (Psychology Today, 2013; PHAC, 2011). Simple categories of heterosexual and homosexual do not describe the lived experience of some people. Although the markers may vary with time and place, the diversity of sexual orientation (heterosexual, homosexual, pansexual, asexual and bisexual) includes the varying emotional and/or romantic attractions to people of the same and opposite sex.

Sexual orientation is not always the same as a person's sexual activity or sexual behaviour. Social, political and religious factors influence the extent to which an individual will self-identify as a sexual minority (PHAC, 2010).

Sexual minority youth, or those who have sexual minority family members and friends, are attending Canadian schools, whether they make themselves known to others or not. Research indicates that anywhere between 5-11 per cent of people are non-heterosexual or questioning their sexual orientation (PHAC, 2011; EGALE Canada, 2011). (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Transgender Students

Transgender students face unique challenges in their homes, schools and communities. Many of these challenges have to do with societal expectations about sex and gender. Some of these challenges, related to their gender identity and/or gender expression include (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015):

- Access to washroom and locker/change rooms;
- Participation in gendered extra-curricular activities;
- School gendered dress codes;
- Misunderstandings and misconceptions of gender;
- Gender discrimination and rejection;
- Lack of school and community supports;
- Unemployment;
- Informed medical care; and,
- Not seeing gender minorities reflected in teaching and resources.

First Nations and Métis Ways of Knowing

First Nations and Métis communities are diverse. In Saskatchewan, the six language groups include Nêhiyawak (Cree: Plains, Swampy, Woodland), Denesuline (Diné), Dakota, Lakota, Nakota, Nahkawé (Saulteaux) and Michif. While First Nations and Métis communities embody diverse values and beliefs, there are also some commonalities among the worldviews of the various language groups. Five common characteristics include:

- a holistic perspective;
- an interconnectedness of all living things;
- a connection to the land and community;
- the dynamic nature of the world; and,
- a strength in “power with” 1. (National Collaborating Centre for Aboriginal Health, 2010).

Cultural protocols, traditional gender roles and perspectives on sexual orientation and two-spirit individuals vary among First Nations and Métis communities. The meaning of the term two-spirit is grounded in the language of each First Nation. In many communities, for example, two-spirit individuals may embody characteristics of both genders and their contributions to the community are respected and highly valued. Dr. Wilson, author of *How We Find Ourselves: Identity Development and Two-Spirit People* (1996), explains that “two-spirit identity affirms the interrelatedness of all aspects of identity including sexuality, gender, culture, community and spirituality” (p. 334). (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Contemporary Perspectives

The contemporary contexts for First Nations and Métis individuals who self-identify as gender and/or sexually diverse are complex, however, it is important that each community acknowledge and support students in a holistic way that is respectful of each person’s unique situation. Today, many gender and/or sexually diverse persons are exploring and learning about traditional ways of being, including what it meant and means to be two-spirit. (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Assumptions, Privilege and Oppression

Society is increasingly aware of diversity in age, ability, gender, ethnicity, sexual orientation and socio-economic privilege and values equality and human rights. Teachers who understand and value their own identities often recognize identity as a complex construction. Within this complexity, teachers may or may not be aware of the privileges that are reflected and reinforced in their classrooms, yet the choices and expectations that school divisions and teachers have are often reflective of these privileges.

Heterosexism is the assumption that all people are heterosexual and that heterosexuality is the superior and only acceptable way of living. Whether intentionally or unintentionally these assumptions privilege and validate the worth of heterosexual people. Conversely and consequently, many gender and/or sexually diverse individuals internalize negative beliefs about their self-worth, whereas heterosexual individuals internalize positive beliefs. (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Course Content

This document provides the learning outcomes that students enrolled in Gender and Sexual Diversity Studies 20L are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should know, understand, and be able to do in order to achieve the outcomes. The learning experiences planned for students will support student achievement of the provincial Goals of Education by attending to the Broad Areas of Learning for Saskatchewan and the Cross-Curricular Competencies.

Outcomes, Indicators, Essential Questions and Resources

Terminology and Support	
How do we use terminology and allyship to support the GSD community?	
Outcomes	Indicators
GSD20.1 I can use appropriate terminology related to gender and sexual diversity (see glossary for examples).	<ul style="list-style-type: none"> • Outline appropriate terminology to discuss Gender and Sexual Diversity • Discuss the evolving nature of language and terminology used in the GSD community • Distinguish between these broad categories: gender identity, gender expression, sexual orientation, romantic attraction, and biological sex • Demonstrate the ability to participate in classroom discussions • Refrain from using offensive language • Support classmates in using appropriate language • Promote proper use of terminology and social etiquette within the school and community
GSD20.2 I can demonstrate characteristics of an ally.	<ul style="list-style-type: none"> • Reduce discrimination and stop the spread of misinformation • Create safe, welcoming spaces for all • Identify what constitutes bullying behaviour and what constitutes an ally • Explain when and how it is appropriate to intervene in cases of discrimination • Apply knowledge as an ally (e.g., through role play, while discussing case studies of discrimination, etc.) • Describe the risks and challenges associated with coming out (e.g., personal relationships, food and shelter, service or care you receive, ability to participate in various communities, mental health, basic safety, etc.)
Resources - The titles listed below may support instruction in the Gender and Sexual Diversity 20L classroom. These resources have not undergone the full evaluation process that is carried out for Ministry of Education core and additional resource lists. Before using these resources in the classroom, educators should consult their school division's resource evaluation and selection policy: <ol style="list-style-type: none"> 1. Bishop, Anne. (2015) How to Be an Ally. In <i>Becoming an Ally: Breaking the Cycle of Oppression in People</i>. Retrieved from http://www.daa.org.uk/uploads/pdf/How%20to%20be%20an%20Ally.pdf 2. Human Rights Campaign. (2014). Coming Out as a Supporter. Retrieved from http://www.hrc.org/resources/straight-guide-to-lgbt-americans 3. Moose Jaw Pride "Links and Resources". Moose Jaw, SK. https://moosejawpride.ca/resources/ 4. OUT Saskatoon "Resources". Saskatoon, SK. http://www.outsaskatoon.ca/resources 5. We Are Family. (2017). Lesbian, Gay and Bisexual Glossary of Terms. Retrieved from http://www.wearefamilycharleston.org/lgbt-a-z-glossary/ 	

Health

What contributes to the overall health and wellbeing of GSD individuals and communities?

Outcomes	Indicators
GSD20.3 I can identify factors that affect the health of GSD individuals and explain consequences on their health.	<ul style="list-style-type: none"> List and describe the societal factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness, etc.) that can influence a person's understanding of their gender identity and sexual orientation Explain how these factors affect the ability of GSD individuals to access rights (e.g., medical treatment, washrooms, jobs, housing, education, etc.), services (e.g., homeless shelters, sports institutions, businesses, etc.) and other areas affecting health and wellbeing Identify significant aspects of gender transition, [i.e., emotional (sense of self), physical (presentation to others), medical (hormones, surgery), social (impact on the individual, peers, family, school, coworkers), etc.] Recognize that transgender and gender diverse individuals take multiple paths in the exploration and expression of their transition (e.g., medical transition, social transition, presentation, etc.)
GSD20.4 I can make informed decisions for my sexual health and wellbeing and identify resources to help myself and others who are GSD individuals.	<ul style="list-style-type: none"> Describe factors that influence sexual decision making (e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, substance use, religion, etc.) Explain how the concept of consent, sexual limits and communication contributes to overall health and wellbeing Develop safety guidelines for risky/stressful situations (e.g. meeting romantic partners found with the help of technology, being asked to engage in unsafe sex, coming out or having a friend come out to you) and describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with them Identify resources at the local, provincial and national level (e.g. community centers, non-profits, school advocates/allies, books, online resources, phone help lines) that can offer support to GSD individuals and their allies to ensure that everyone has access to help

Resources - The titles listed below may support instruction in the Gender and Sexual Diversity 20L classroom. These resources have not undergone the full evaluation process that is carried out for Ministry of Education core and additional resource lists. Before using these resources in the classroom, educators should consult their school division's resource evaluation and selection policy:

1. Facilitators and barriers to health care for lesbian, gay and bisexual (LGB) People Rapid Response Service. (2014). Rapid Response: Facilitators and barriers to health care for lesbian, gay and bisexual (LGB) people. Retrieved from <http://www.ohtn.on.ca/Pages/Knowledge-Exchange/Rapid-Responses/Documents/RR79.pdf>
2. Ministry of Education, Ontario. (2015). The Ontario curriculum grades 9 to 12; Health and physical education. <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>
3. Teen Health Source. <http://teenhealthsource.com/topics/giso/>
4. The Lancet. (2016). Transgender Health. Retrieved from <http://www.thelancet.com/series/transgender-health>
5. Trans Lifeline. <https://www.translifeline.org/>
6. World Professional Association for Transgender Health <http://www.wpath.org/>

History & Human Rights

What events in Saskatchewan history have contributed to the current status of GSD?

Outcomes	Indicators
GSD20.5 I can describe key moments in the history of Gender and Sexual Diversity in Saskatchewan.	<ul style="list-style-type: none"> Discuss key moments with the Pride movement in SK Explore the addition of “Sexual Orientation” and “Gender Identity” in the Saskatchewan Human Rights Code
GSD20.6 I can connect key moments in Saskatchewan’s history of Gender and Sexual Diversity to similar key moments in Canada’s history of Gender and Sexual Diversity.	<ul style="list-style-type: none"> Discuss key moments with the Pride movement in Canada Explore the introduction of “Sexual Orientation” and “Gender Identity” in the Canadian Charter of Rights and Freedoms Make connections between key moments in Saskatchewan and Canada’s Gender and Sexual Diversity history
GSD20.7 Evaluate the scope and limits of current human rights legislation.	<ul style="list-style-type: none"> Outline the current process in which a human rights complaint is handled Differentiate between the Human Rights Commission model in Saskatchewan and that of other provinces Formulate alternatives to the current legal protections structure Examine the status of human rights protections internationally for Gender and Sexually Diverse individuals (i.e. medical coverage for gender confirmation surgery, legalization, criminality, etc.)
GSD20.8 Analyze the role of police in protecting the GSD community.	<ul style="list-style-type: none"> Identify the differences between the Criminal Justice System and the Human Rights Commission in Saskatchewan Distinguish between a human rights code violation, a hate crime, and a criminal offense that would not be considered a hate crime Determine when it is appropriate for police to be involved in an incident of harassment or discrimination Observe the equal obligations of protection by the police in the GSD community

Resources - The titles listed below may support instruction in the Gender and Sexual Diversity 20L classroom. These resources have not undergone the full evaluation process that is carried out for Ministry of Education core and additional resource lists. Before using these resources in the classroom, educators should consult their school division’s resource evaluation and selection policy:

1. All Froked Up: Glimpses of Cross-Dressing in Saskatchewan <http://scaa.usask.ca/gallery/allfrokedup/>
2. Ambisexuals: Gender Impersonators of Music Hall and Vaudeville. <http://scaa.sk.ca/gallery/genderimpersonators/>
3. Canadian Charter of Rights and Freedoms <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>
4. Canadian Civil Liberties Association <https://ccla.org/>
5. CBC Digital Archives. Homosexuality an Illness. <http://www.cbc.ca/archives/entry/homosexuality-an-illness>
6. CBC Digital Archives. OUT In Canada: The Road to Gay Rights. <http://www.cbc.ca/archives/topic/gay-and-lesbian-emergence-out-in-canada>
7. CBC News. CBC/Radio-Canada. (2015). Timeline: Same-Sex Rights in Canada. Retrieved from <http://www.cbc.ca/news/canada/timeline-same-sex-rights-in-canada-1.1147516>
8. Clark, Rodney Cirrol. 2015. Growing up Gay in Moose Jaw. <https://moosejawpride.ca/growing-up-gay/>
9. Egale Canada Human Rights Trust <http://egale.ca/portfolio/mygsa/>
10. Filice, M. R. The Canadian Encyclopedia. (2015). Two-spirit. Retrieved from <http://www.thecanadianencyclopedia.ca/en/article/two-spirit/>
11. Human Rights Campaign <http://www.hrc.org/>
12. Korinek, Valerie J. "Gay and Lesbian Activism." Encyclopedia of Saskatchewan. Regina: Canadian Plains Research Center, 2005.
13. Millard, Peter. Anita Bryant’s 1978 Visit to Moose Jaw. http://library2.usask.ca/srsd/memoir_millard.php

14. Moose Jaw Pride. Rare Footage of Gay Protest in SK Released 37 Years Later. <https://moosejawpride.ca/rare-footage-of-gay-protest-in-sk-released-37-years-later/>
15. OUT Saskatoon. Two Spirit. http://www.outsaskatoon.ca/two_spirit
16. Richards, Neil. Celebrating a History of Diversity: Lesbian and Gay Life in Saskatchewan, 1971 - 2006. A Selected Annotated Chronology, Saskatoon: Avenue Community Centre for Gender and Sexual Diversity, 2005. <http://library2.usask.ca/srsd/chronology/>
17. Saskatchewan Human Rights Code, Regulations <http://saskatchewanhumanrights.ca/learn/the-human-rights-code>
18. Saskatchewan Human Rights Commission <http://saskatchewanhumanrights.ca/>
19. Saskatchewan Resources for Sexual and Gender Diversity. University of Saskatchewan Library, Special Collections. (2006). <http://library2.usask.ca/srsd/resources.php>
20. Stryker, Susan. (2008) *Transgender History*. Berkeley: Seal Press.
21. Stubblejumper. [video production] Produced, written, directed and edited by David Geiss. Regina: da vid Films, 2009.
22. Warner, T. Never Going Back: A History of Queer Activism in Canada (2006). University of Toronto Press: Toronto.
23. Wickenhauser, Joseph. (2016). 37 Years Later: MJ Pride Office Opens Wednesday. <https://moosejawpride.ca/pride-office-opens/>
24. Wickenhauser, Joseph. (2015). Hundreds Protest for Gay Rights in Moose Jaw. <https://moosejawpride.ca/hundreds-protest-gay-rights/>
25. Wickenhauser, Joseph. (2012). Surprisingly Unexpected. LGBT Activism in Moose Jaw (1978-Present). Montreal: The Author. <http://library2.usask.ca/srsd/resources.php>
26. Wickenhauser, Joseph. (2012). Surprisingly Unexpected: Moose Jaw, Metronormativity and LGBTQ Activism. M. A. Thesis - York University, <http://library2.usask.ca/srsd/resources.php>

Diverse Voices in the Call for Change

How can an intersectional perspective guide action for positive change?

Outcomes	Indicators
GSD20.9 I can articulate the concepts of intersectionality and privilege and how they apply to Gender and Sexual Diversity.	<ul style="list-style-type: none"> • Define and give examples of intersectionality and privilege in student's own lives • Predict how an individual's multiple and intersecting identities impact others and their personal worldview (i.e. ability, class, race, gender, sexual-orientation, etc.) • Listen to two-spirit perspectives and how the history of colonization has impacted the relationships of GSD people within Indigenous communities • Examine policy, legislation and social norms (local, provincial, national, international) to determine how intersectionality affects a persons lived experience
GSD20.10 I can discuss personal narratives regarding the experiences of gender and sexually diverse people (e.g., guest speaker, media, newspaper articles, films, documentaries, social media, comics, books, graphic novels, etc.)	<ul style="list-style-type: none"> • Demonstrate active listening skills while listening to marginalized voices • Identify how a storyteller's multiple identities help shape their narratives and experiences • Apply appropriate vocabulary when responding to personal narratives • Connect personal narratives to the history and struggles of GSD communities within the local, national and international context

GSD20.11 I can analyze current issues and events that impact the GSD community.	<ul style="list-style-type: none"> Investigate the local, provincial, national, and international current issues and events (i.e. gender and sexual diversity in sport, gender segregated spaces, politics and policy, advocacy, activism, campaigns, personal narrative, pop culture, mainstream advertising and publicity, commercials, etc.) Think critically about current issues and events and their impact both positive and negative on individuals and Gender and Sexually Diverse communities
GSD20.12 I can take action within my community to effect positive change for gender and sexual diversity.	<ul style="list-style-type: none"> Identify and evaluate initiatives that currently occur within the school, community, city, province and country that promote positive change Propose and follow through with a plan that promotes positive change (e.g., Flag raising, guest speaker, fundraiser, GSA awareness, media campaign, etc.)
GSD20.13 I can explore and evaluate a variety of environments with respect to a welcoming, inclusive, responsive and open environment.	<ul style="list-style-type: none"> Investigate various environments (e.g., school, work, community, faith based, public spaces, government) while considering signage, washrooms, change rooms, forms and paperwork, policies, newsletters, social media, sports teams, etc.
<p>Resources - The titles listed below may support instruction in the Gender and Sexual Diversity 20L classroom. These resources have not undergone the full evaluation process that is carried out for Ministry of Education core and additional resource lists. Before using these resources in the classroom, educators should consult their school division's resource evaluation and selection policy:</p> <ol style="list-style-type: none"> 1. Battle, Juan & Pastrana Jr., Antonio (Jay). (2009). At the Intersection: Race, Sexuality and Gender. Retrieved from http://www.hrc.org/files/documents/HRC_Equality_Forward_2009.pdf 2. Desjarlais, S. A. (2007). First stories – two spirited. Retrieved from https://www.nfb.ca/directors/sharon_a-desjarlais/ 3. Egale Canada Human Rights Trust. (2015). MyGSA.ca. Retrieved from http://egale.ca/portfolio/mygsa/ 4. GSA Network. (2009) GSA Actions and Events. Retrieved from https://gsanetwork.org/resources/gsa-actions-events 5. Hankivsky, O. (2014). Intersectionality 101. Simon Fraser University. Institute for Intersectionality Research and Policy. Retrieved from https://www.sfu.ca/iirp/documents/resources/101_Final.pdf 6. Laframboise, S., and Anhorn, M. (2008). The way of two spirited people. Retrieved from http://dancingtoeaglespiritsociety.org/twospirit.php 7. Mock, Janet. (2014) <i>Redefining Realness</i>. New York: Atria Publishing. 8. Teen Health Source. http://teenhealthsource.com/topics/giso/ 9. Trans Lifeline. https://www.translifeline.org/ 10. van der Meide, Wayne. (2001). The intersection of sexual orientation and race. Retrieved from https://egale.ca/intersections/ 11. We've Been Around. S.T.A.R. (2016, June 10). <i>Youtube</i>. Retrieved from http://www.wevebeenaround.com/ 	

Additional Resources - The titles listed below may support instruction in the Gender and Sexual Diversity 20L classroom. These resources have not undergone the full evaluation process that is carried out for Ministry of Education core and additional resource lists. Before using these resources in the classroom, educators should consult their school division's resource evaluation and selection policy:

1. Alberta Government. (2016). Guidelines for best practices: Creating learning environments that respect diverse sexual orientations, gender identities and gender expressions. Retrieved from <https://open.alberta.ca/publications/9781460126240>
2. Alberta Teacher's Association. (2017). Diversity, equity and human rights. Retrieved from <https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Pages/Index.aspx>
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5. British Columbia Teachers' Federation. (2017). LGBTQ Resources. Retrieved from <https://bctf.ca/SocialJustice.aspx?id=17990>
6. Egale. Canada Human Rights Trust. <http://egale.ca/>
7. Egale Canada Human Rights Trust. MyGSA.ca Equity and inclusive education resource kit. <http://egale.ca/portfolio/mygsa/>
8. Encyclopedia of Saskatchewan. Gay and lesbian activism. http://esask.uregina.ca/entry/gay_and_lesbian_activism.html
9. Gender Creative Kids Canada <http://gendercreativekids.ca/>
10. Hixson-Vulpe, J. Creating authentic spaces: A gender identity and gender expression toolkit. Retrieved from <http://www.the519.org/education-training/training-resources/trans-inclusion-matters/creating-authentic-spaces>
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12. Ministry of Education, Ontario. (2015). The Ontario curriculum grades 9 to 12; Health and physical education. <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>
13. Ministry of Education, Saskatchewan. (2015). Deepening the discussion: Gender and sexual diversity. Regina, SK: Ministry of Education.
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17. Taylor, C., Peter, T. (2011). Every class in every school: Final report on the first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Retrieved from <http://egale.ca/wp-content/uploads/2011/05/EgaleFinalReport-web.pdf>

Glossary: Terminology and Definitions to Assist in Conversations

Note: The definitions listed below reflect the terminology used in this document at the time it was written. It is important to recognize the evolving nature of languages and cultures. In some First Nations and Métis communities many contemporary terms do not translate literally and may be interpreted differently and/or perceived to be derogatory. Terminology is also continuously evolving within gender and sexually diverse communities.

Advocate: A person who takes on a strong allied stance in support of gender and sexually diverse individuals, as well as in support of gender and sexual diversity within the larger society. Advocates work to create positive cultural shifts regarding gender and sexual diversity within the larger society, and to speak out against homonegativity and heteronormativity.

Ally: (support) A person, regardless of their sexual orientation or gender identity, who supports and stands up for the human, civil and sexual rights of gender and sexual minorities.

Asexual: Lack of sexual attraction to anyone or low or absent interest in sexual activity.

Bisexual: A person who is physically and emotionally attracted to both males and females.

Cisgender: To identify with the gender one is assigned at birth, when gender identity is considered to match biological sex (e.g., female sex organs = female gender). The term cisgender is understood in relation to transgender, therefore calling attention to the unmarked norm of gender expression where gender and sex align.

Cisnormativity: refers to the cultural bias in favour of cisgender and cissexual individuals, and which norms privilege these identities.

Discrimination: unfair action taken against others because they belong to a certain group.

Diversity: An understanding that each individual is unique in relation to their interests, backgrounds and life experiences. In this document, diversity is used to specifically reference gender, sexual identity and sexual orientation differences.

Gay: A person who is physically and emotionally attracted to someone of the same sex. The word gay can refer to both males and females, but is commonly used to identify males.

Gender: refers to the socially constructed roles, behaviours, activities and attributes that are considered appropriate for men and/or women.

Gender Expression: The ways we express our gender through dress, mannerisms and behaviours; may conflict with cultural and societal norms.

Gender Identity: A person's internal sense of being male, female, neither or an identity between or outside these categories.

Genderqueer: refers to persons who feel that their gender identity does not fit into the male-female binary. Genderqueer persons may identify somewhere within the spectrum of male-female, or outside of it completely, using terms such as "third gender," "bi-gender," and "gender outlaw." As well, some genderqueer persons remain 'neutral' or non-gendered.

GSA: Gay-Straight Alliances are student-initiated groups that directly challenge or resist the heteronormative culture structures that characterize adolescents' lives.

Gender and/or Sexually Diverse (GSD): A broad social construct that allows consideration of the multiple, complex, inter-related components that make up biological sex, gender and sexuality.

Heterosexism: The assumption that everyone is heterosexual and that this sexual orientation is normal, ideal and superior.

Heterosexual: A person who is romantically and emotionally attracted to someone of the opposite gender.

Heteronormative/Heteronormativity: A worldview that promotes heterosexuality as the normal or preferred sexual orientation.

Homonegative: An evolution of the word homophobia. Where homophobia refers to direct hatred and fear of homosexuality, homonegativity refers to ongoing and pervasive negative attitudes regarding gender and sexual diversity.

Homophobia: Fear and/or hatred of homosexuality in others, often exhibited by prejudice, discrimination, bullying or acts of violence.

Homosexual: romantic attraction between members of the same sex or gender.

Intersectionality: is a concept that promotes an understanding of human beings as shaped by the interaction of different social locations (e.g., 'race'/ethnicity, Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion). These interactions occur within a context of connected systems and structures of power (e.g., laws, policies, state governments and other political and economic unions, religious institutions, media). Through such processes, interdependent forms of privilege and oppression shaped by colonialism, imperialism, racism, homophobia, ableism and patriarchy are created. According to an intersectionality perspective, inequities are never the result of single, distinct factors. Rather, they are the outcome of intersections of different social locations, power relations and experiences. (https://www.sfu.ca/iirp/documents/resources/101_Final.pdf)

Intersex: A person who is born with sexual anatomy that does not fit with the socially constructed definitions of male or female.

Lesbian: A female who is physically and emotionally attracted to other females.

LGBTQ: A commonly used acronym for lesbian, gay, bisexual, trans-identified, transsexual, two-spirit and queer identities.

Pansexual: an evolution of the term bisexual (the attraction to both men and women). Pansexual individuals are open to relationships with men, women as well as people who identify beyond the gender binary including those who are transgender, transsexual, agender, or genderqueer.

Privilege: a special right, advantage, or immunity granted or available only to a particular person or group of people.

Queer: Historically, a negative term for homosexuality. Recently, the LGBTQ communities have reclaimed the word and use it in a positive way to refer to themselves.

Sexual Orientation: A person's romantic, psychological and emotional feelings of attraction towards another person.

Transgender/Trans-identified: A person whose gender identity, outward appearance, gender expression and/or anatomy does not fit into conventional expectations of male or female.

Transphobia: The irrational fear of people whose actual or perceived gender identity/expression departs from stereotypical gender roles and expectations.

Transsexual: A person who experiences intense personal and emotional discomfort with their assigned birth gender. Some transsexuals may undergo treatments to alter their physical sex to correspond with what they feel is their true gender.

Two-spirit: This term has different meanings specific to the traditions of each First Nations language group. Many contemporary First Nations and Métis people who are gender and sexually diverse self-identify as being two-spirit.

(Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Core Curriculum Components

Differentiated Instruction

Differentiated Instruction refers to the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make *curriculum, instruction, and the learning environment* meaningful and appropriate for each student. Differentiated Instruction addresses the importance of providing multiple or varied ways for students to learn and for assessment, evaluation, and reporting of what has been learned in order to promote optimum success for each student. Differentiation is tailored to students' strengths, needs, and interests and are applied within all program of instruction (regular, reduced, modified, and alternate). (SPDU, Saskatchewan Ministry of Education, 2008).

Broad Areas of Learning

Three Broad Areas of Learning provide a conceptual foundation for the renewal of curricula, and encompass and build upon the provincial Goals of Education. (Saskatchewan Ministry of Education, Renewed curricula: Understanding outcomes, 2010).

Sense of Self and Community

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages, and practices from the First Peoples of Saskatchewan and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others, and the influence of place on identity. In striving to balance their intellectual, emotional, physical, and spiritual dimensions, students' sense of self, community, and place is strengthened (Saskatchewan Ministry of Education, Renewed curricula: Understanding outcomes, 2010).

Lifelong Learners

Students are curious, observant, and reflective as they imagine, explore, and construct knowledge. They demonstrate the understandings, abilities, and dispositions necessary to learn from subject discipline studies, cultural experiences, and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning (Saskatchewan Ministry of Education, Renewed curricula: Understanding outcomes, 2010).

Engaged Citizens

Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens (Saskatchewan Ministry of Education, Renewed curricula: Understanding outcomes, 2010).

First Nations, Metis, and Inuit Content and Perspectives

First Nations, Métis, and Inuit Education is holistic, lifelong, culturally responsive learning that allows students to reflect on their relationships with themselves, on another, and the natural world. It is a commitment to improving achievement for all learners by providing equitable opportunities for all to succeed and contribute to society in a meaningful manner. (First Nations and Métis Education Policy Framework, 2009).

The inclusion of First Nations, Métis, and Inuit content, perspectives, and ways of knowing benefits all students. Culturally relevant curriculum and resources foster meaningful learning experiences for all students, promote an appreciation of Canada's cultural mosaic, and support universal human rights. (Saskatchewan Ministry of Education, Core curriculum: Principles, time allocations, and credit policy, 2011).

Gender Equity

Gender equity is defined as: the provision of equality of opportunity and the realization of equality of results for all students based on individual aptitudes, abilities and interests, regardless of gender. The intent of the Goals of Education in Saskatchewan is to develop the potential of each person to the fullest extent. In recognition of this, Saskatchewan Education encourages the achievement of gender equity within the province's Kindergarten to Grade 12 system. Gender equity will be promoted as an integral part of all aspects of the educational system including: curriculum, resource materials, instructional and assessment practices, school environment, student development, the relationship between the school and the community, and monitoring (Saskatchewan Education, Gender equity: Policy and guidelines for implementation, 1991).

Optimal health and well-being reaches beyond the ideas of fitness and/or the absence of disease; it is a way of doing, a way of being and a way of becoming. It is important for individuals to recognize that everything one does, thinks, feels and believes has an impact on the well-being of self and others. Connections 20L and 30L students are engaged in developing a deeper understanding of identity, relationships, personal agency and informed decision making. Learning to make sense of the world around them, nurturing a healthy self-concept and developing a strong sense of identity are important for all students, including those who are gender and/or sexually diverse. (Saskatchewan Ministry of Education, Deepening the Discussion: Gender and Sexual Diversity, 2015).

Resource-Based Learning

Resource-based Learning involves use of a wide array of print, non-print, new media, and human resources to assist students in learning. It offers students opportunities to choose, to explore, and to discover from a variety of resources both within and outside of their community. Resource-based Learning is a means by which teachers can greatly assist students to develop knowledge, attitudes, and abilities for independent, lifelong learning. (Saskatchewan Ministry of Education, Core curriculum: Principles, time allocations, and credit policy, 2011).

Multicultural Education

Multiculturalism is recognition of the diversity of cultural differences which exist in a pluralistic society and an endorsement of a society in which individuals of all cultures are accepted and accorded respect. Thus, it encourages a positive acceptance of races, religions and cultures, and recognizes such diversity as healthy. (Saskatchewan Education, Training and Employment, 1994). Multicultural education is an interdisciplinary educational process which fosters understanding, acceptance, empathy, and constructive and harmonious relations among people of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment. (Saskatchewan Ministry of Education, Core curriculum: Principles, time allocations, and credit policy, 2011).

Cross-Curricular Competencies

Although described separately, the cross-curricular competencies (i.e., Thinking, Identity and Interdependence, Literacies, and Social Responsibility) are interrelated. They are intended to embrace the Common Essential Learnings and support student achievement of subject area outcomes and, ultimately, the provincial Goals of Education (as expressed through the Broad Areas of Learning). These competencies will “strengthen and enrich students’ present learning and future lives” (Saskatchewan Ministry of Education, *Renewed Curricula: Understanding Outcomes*, 2010).

Developing Thinking

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others. K-12 Goals: think and learn contextually; think and learn creatively; think and learn critically. (Saskatchewan Ministry of Education, *Renewed Curricula: Understanding Outcomes*, 2010).

Developing Identity and Interdependence

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future (Saskatchewan Ministry of Education, *Renewed Curricula: Understanding Outcomes*, 2010).

Developing Literacies

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, and cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world (Saskatchewan Ministry of Education, *Renewed Curricula: Understanding Outcomes*, 2010).

Developing Social Responsibility

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space to engage in dialogue, address mutual concerns, and accomplish shared goals (Saskatchewan Ministry of Education, *Renewed Curricula: Understanding Outcomes*, 2010).

Assessment and Evaluation of Student Learning

Formative and summative assessments are critical to learning. Continuous and well-planned assessment practices, combined with an awareness of student needs and appropriate classroom adaptations will result in successful, targeted support for Connections 20L and 30L. Students will engage in the development of a personal evaluation. This will include a portfolio of work, creative writing rubrics, and self-evaluation and reflection tools. Students will also participate in weekly sharing sessions with their peers about their progress.

Assessment and evaluation of students requires:

- knowledge and practical insights into the areas of interpersonal and intrapersonal learning
- attention to the student's prior learning experiences and skill development
- attention to other factors which may impact assessment and evaluation processes

Formative assessment involves the systematic collection of information about student progress with respect to:

- achievement of outcomes
- effectiveness of selected teaching and learning strategies
- student self-reflection on their learning progress

Summative assessment requires evaluation of student achievement of learning outcomes. This information:

- highlights progress to students, teachers, parents, and others
- helps teachers to make informed decisions about next steps in the teaching and learning process

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, can contribute to an overall picture of student progress with interpersonal and intrapersonal skills.

Assessment for learning

Involves the use of information about student progress to support and improve learning. It also engages teachers in using differentiated instruction practices and a variety of assessment tools to enhance learning experiences.

Assessment of learning

Evaluates student achievement of the course outcomes. It involves teachers' judgments based on evidence of student learning. It occurs at the end of a learning cycle using a variety of tools.

Assessment as learning

Actively involves student reflection on learning and monitoring of her/his own progress. It is student-driven with teacher guidance.

Student assessment data should be triangulated using the following three assessment methods:

Conversation	Observation	Product
Talking to students to assess their understanding/ comprehension and/ or to detect areas of concern and recording this information for formative or summative purposes.	Watching students and using checklists to record information that will be considered when grading students' achievement of outcomes.	Projects, presentations, demonstrations, tests, quizzes, dances, songs, etc. that can be used to assess the achievement of outcomes.

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Acknowledgements

Special thanks to the following people for their hard work and dedication in creating the Gender & Sexual Diversity Studies 20L course.

Joe Wickenhauser – Executive Director, Moose Jaw Pride
Lori Meyer – Superintendent of Learning, Prairie South Schools
Jenn Chan – Learning Consultant, Prairie South Schools
Nan Chen – Summer Festival & Program Coordinator, Moose Jaw Pride
Laura Budd – Education Coordinator, Moose Jaw Pride

Response board Inquiry re: Gender and Sexual Diversity Studies 20L

Curriculum Development Process:

Development began in the winter of 2017 following discussion and ideas generated by the students in the Prairie South Gay Straight Alliance. This is often how locally developed courses get their start- a teacher or students notices a need for a unique course and suggests that one is written.

The ministry has final approval on all locally developed courses and they have a process for approval that was followed.

Several planning sessions were held, led by Jenn Chan, High School Learning Consultant. Joe Wickenheiser, Executive Director of Moose Jaw Pride, and Lori Meyer were also part of the curriculum planning and writing process.

“Intent to develop” forms were completed and submitted to the ministry as a first step in approval. This included a rough draft of the outcomes and purpose. Feedback from the ministry was received as well as permission to proceed with writing.

Revising, gathering resources and reviewing continued through the spring with Jenn, Joe and Lori.

Final submission to the ministry was made in early June with approval coming in July.

The course is currently not offered due to its late approval, however some may choose to do so in second term this year. A curriculum discovery/teacher workshop session has been set for November 30 for teachers to come and learn about the outcomes and begin planning to teach the course. This workshop will be led by Amanda McCann, Learning Consultant and Lori Meyer.

The Curriculum

The GSD 20L curriculum is approved for credit in all of our high schools at the 20 level (grade 11) as a general elective but could be taken by any student in grade 10,11 or 12. There is no prerequisite to take the course.

There are 4 main themes of the course:

1. Terminology and Support: 2 outcomes address how to be an ally and how to use the correct terminology when discussing issues of gender and sexual diversity.
2. Health: 2 outcomes that address health issues related to gender and sexual diversity and how to make informed decisions regarding sexual health including good sources of support and resources.
3. History and Human Rights: 4 outcomes that include exploration of the history of the GSD community in Saskatchewan and Canada as well as understanding the scope and limits of human rights legislation and the role of police in protecting the GSD community.

4. Diverse Voices in the Call for Change: 5 outcomes that encourage exploration of privilege, issues and events in the GSD community, how to take action and how to encourage an inclusive community.

Sharing of the GSD 20L Curriculum

After requests, this curriculum has been shared with:

- Regina Catholic Schools
- Sakewew High School (First Nations Reserve School near North Battleford)
- Saskatchewan Rivers School Division
- Regina Public School Division
- Government of Mongolia

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	8.6
Topic:	AE Peacock PMR Approval		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	At the October 2 nd Board Meeting, the Board approved additional funding for the AE Peacock heating system modernization project. In order to access PMR funds for this purpose, approval from the Ministry is required.
Current Status:	The letter of approval to access PMR funds is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	<ul style="list-style-type: none"> Ministry PMR Letter of Approval

Recommendation:

That the Board review the materials presented.



October 4, 2017

Mr. Tony Baldwin, Director of Education
Prairie South School Division No. 210
baldwin.tony@prairiesouth.ca

Dear Mr. Baldwin:

Thank you for your request made on behalf of the Board of Education of the Prairie South School Division for approval to proceed with construction of the boiler replacement and mechanical renovations at A.E. Peacock Collegiate in Moose Jaw. The project will replace the existing 87 year old steam plant, provide energy efficiency payback and will eliminate safety concerns. I recommend you proceed with construction of the renovation and addition project.

As indicated in your recent update, the cost of the project has increased to \$2.5 million. Since the school division only received approval to fund \$2.0 million through school division surplus funds, the additional costs will be funded through your 2017-18 Preventative Maintenance and Renewal allocation. Please continue to work closely with your facilities consultant throughout this project.

If you have any questions or concerns, please contact Terry White, Facilities Consultant, Infrastructure at 306-798-9554 or terry.white@gov.sk.ca.

Sincerely,

Sheldon Ramstead
Executive Director, Infrastructure

cc: Bernie Girardin, Chief Financial Officer, Prairie South School Division No. 210
Darren Baiton, Facilities Manager, Prairie South School Division No. 210
Terry White, Facilities Consultant, Infrastructure, Ministry of Education

AGENDA ITEM

Meeting Date:	November 7, 2017	Agenda Item #:	8.7
Topic:	Premier's Awards of Excellence in Design Award		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The Premier's Awards of Excellence in Design recognize applied design work being done in Saskatchewan. The award categories are as follows: <u>architecture</u> , engineering, <u>graphic design</u> , <u>interior design</u> , <u>landscape architecture</u> , <u>planning</u> , and <u>integrated design</u> (an integrated entry demonstrates significant involvement of three or more member associations throughout the project and cannot be entered in any other category). Entries must be designed in Saskatchewan by Saskatchewan personnel and have been completed within the two-year period prior to Design Week. All entries in the competition are displayed to the public during Design Week. At the conclusion of Design Week, an awards ceremony is held, where the winning professional designers are presented with their awards.
Current Status:	École Gravelbourg School has won an Award of Merit at the Premier's Awards of Excellence in Design. The Award ceremony was held in Saskatoon on 29 September 2017.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	07 November 2017	Award of Merit Certificate

Recommendation:

That the Board review the material provided.



2017 Premier's Awards of
Excellence in Design

Award of Merit

Category
ARCHITECTURE
Awarded to
P3 Architecture Partnership
Project
École Gravelbourg School

AGENDA ITEM

Meeting Date:		Agenda Item #:	8.8
Topic:	Six Day Cycle - Ten Period Day Moose Jaw and Caronport Elementary School Survey		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

Moose Jaw Elementary and Caronport School administrators were surveyed for feedback on the 6 day cycle, ten period day that was implemented this fall.

Current Status:

Pros and Cons:

The majority of schools have indicated that there has been little to no impact to the change to a six day cycle, ten period day.

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darran Teneycke	October 31, 2017	Survey Outcome

Recommendation:

Moose Jaw Elementary and Caronport School administrators were surveyed for feedback on the 6 day cycle, ten period day that was implemented this fall. The following is a summary of the survey.

Positive impact to the change to a 6 Day cycle	No impact to the change to a 6 Day cycle	Negative impact to the change to a 6 Day cycle
3	6	0
Positive impact to the change to a 10 period day	No impact to the change to a 10 period day	Negative impact to the change to a 10 period day
3	4	2

Comments:

This has had an impact on PAA that will need to be addressed next year in terms of scheduling certain schools at different times.

One school reported that some staff feel ½ hour periods are too short for stand-alone classes when they are either job sharing with someone or covering preps.

AGENDA ITEM

Meeting Date:	Novemer 7, 2017	Agenda Item #:	8.9
Topic:	Savings at Rockglen - Alternate Calendar		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

The following inquiry was made at the September 2017 meeting:
Rockglen School has been on the alternate school calendar for 2 years now. Have there been any savings noticed from this change: And if is are they noticeable?

Current Status:

Following are the findings:

Transportation Savings \$16,400 per year
Labour Savings \$ 2,300 per year
Utilities There were some changes to
utitlity costs however I cannot attribute them to the
alterante school year.

Total Savings over two years = \$ 37,400

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	October 30, 2017	N/A

Recommendation:

For Information Only.