

**THE REGULAR MEETING FOR THE BOARD OF EDUCATION OF THE
SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION**

**Board Room, Education Centre
545 – 11th Street East
Prince Albert, SK S6V 1B1**

Monday, April 17, 2023

Time: 4:00 p.m.

AGENDA (#23R-6)

- 1. Call to order by Board Chair Darlene Rowden**
- 2. Land acknowledgement**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 5:30 p.m.**
- 6. Adoption of the agenda**
- 7. Accountability reports**
 - (a) Facilities Accountability Report – ***M. Hurd***
- 8. Consent items**
 - (a) Adoption of the Regular meeting – April 3, 2023
- 9. Business arising from the previous meeting**
 - (a) Feedback on SSBA Position Statements – ***D. Rowden***
- 10. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Matters and Motions brought forward from Closed Session of April 17, 2023
 - (b) External Board Committees (if any)
 - (c) Provincial Update (if any)
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report – ***Student trustees***
 - (e) Debrief of the Governance Session – April 14, 2023 – ***D. Rowden***
 - (f) Verbal Update on Board Chairs Council Meeting – April 5, 2023 – ***D. Rowden***
 - (g) Recap of SSBA Spring Assembly – ***D. Rowden***

April 17, 2023

11. Reports from administrative staff

- (a) School Tours 2023 Update – **R. Bratvold**
- (b) Board/School Community Council (SCC) Gathering Feedback – **G. Tebay**

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
Monday, April 24, 2023 1:00 p.m.	Time Management Session (Virtual)
Monday, April 24, 2023 Time: 5:30 p.m.	First Nations Representatives Gathering, Seminar Room, Education Centre, 545 11 th Street East, Prince Albert, SK
Monday, May 1, 2023 Time: 9:00 a.m.	Pipe Ceremony, Birch Hills Public School
Monday, May 1, 2023 Time: 10:30 a.m.	Elders Council – location – TBD
Monday, May 1, 2023 Time: 4:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK

2022-23 Board Annual Work Plan

April 2023

Events/Actions

- SSBA Spring General Assembly
- Public Section Meeting

May 2023

Events/Actions

- Elders Council
- School tours
- SCC Engagement Meeting
- Attend achievement nights and graduation ceremonies

MEETING DATE: April 17, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Accountability Report</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2

FROM: M. Hurd, Superintendent of Facilities **ATTACHMENTS**

BACKGROUND

RE: FACILITIES ACCOUNTABILITY REPORT

The attached Facilities Accountability Report will be reviewed at the Board table. There will be an opportunity for trustees' feedback and questions during the presentation.

RECOMMENDATION

That the Board confirm that the intent of Policy 8, Item 8 and Policy 13, Item 6.1 have been met and that the Facilities Accountability Report be referred to the Director Evaluation process.



Accountability Report

Facilities

Mike Hurd, Superintendent of Facilities

April 17, 2023

SOURCE DOCUMENTS:

- **SRPSD Policy 8: Board Operations, item 8 states the following:**

“8.0 Fiscal Accountability

8.2 Annually approve the five-year capital plan and review facilities master plan. Submit the five-year capital plan to the Ministry of Education by the due date.

8.4 Approve the submission of capital projects to the Ministry of Education, including emergency block capital projects.”

- **SRPSD Policy 13: Role of the Director of Education**

“6.0 Continuous Improvement Planning and Reporting

6.1 Leads the strategic planning process including the development of Division goals, budget, student learning, facilities and transportation plans and implements plans as approved. Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).”

- **SRPSD 2021 -2024 Strategic Plan**

Core value related to the infrastructure and facilities indicates:

“Effective Infrastructure and Facilities”

Long Term Outcome

Students will be supported in their learning by appropriate infrastructure and engaged communities.

Broad Strategies

- Use of Asset Planner for facility management.
- Engagement with community partners for shared facility usage.

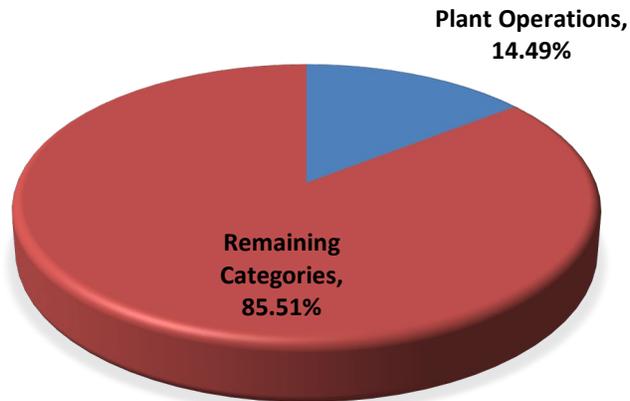
- There are several Administrative Procedures that guide the work of the Facilities Department.

EVIDENCE:

A. Budget

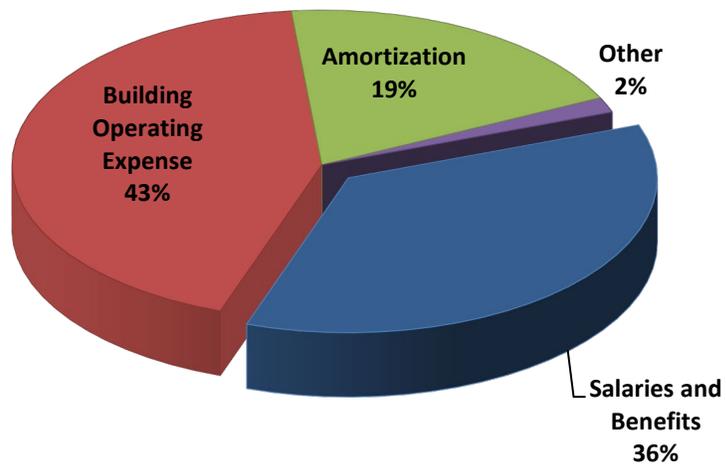
- Facilities operating budget is \$14.2 million.
- This includes PMR and capital expenditures.

PLANT OPERATIONS AND MAINTENANCE AS A PERCENTAGE OF BUDGET



Source: Budget 2021-22

Operating Budget

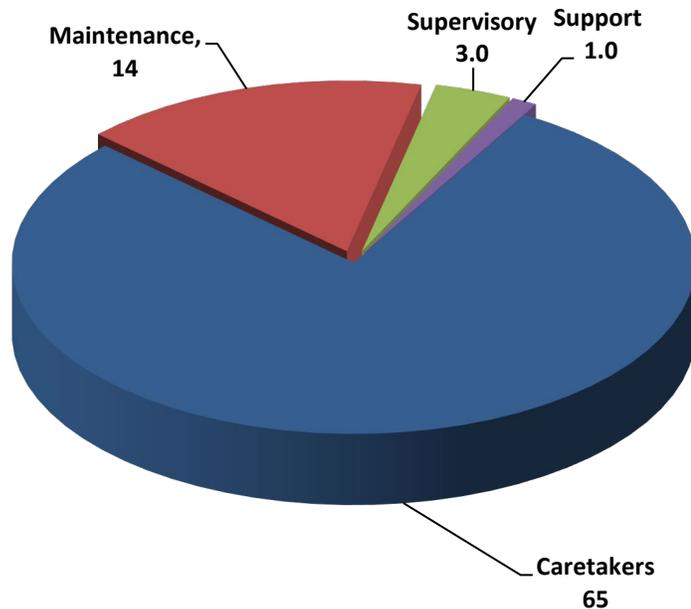


Source: Budget 2021-22

B. Staff

- Total number of staff in the department – see below.

Facility Department Staff



Source: Budget 2021-22

- Caretakers assigned to schools based on the size of the facility.
- Maintenance tradespersons (carpenters, plumbers, electrician, and welder) are assigned to the Maintenance Centre and service all facilities in the Division.
- Due to the size of facility, Carlton Comprehensive Public High School has three full time maintenance staff assigned to it permanently.

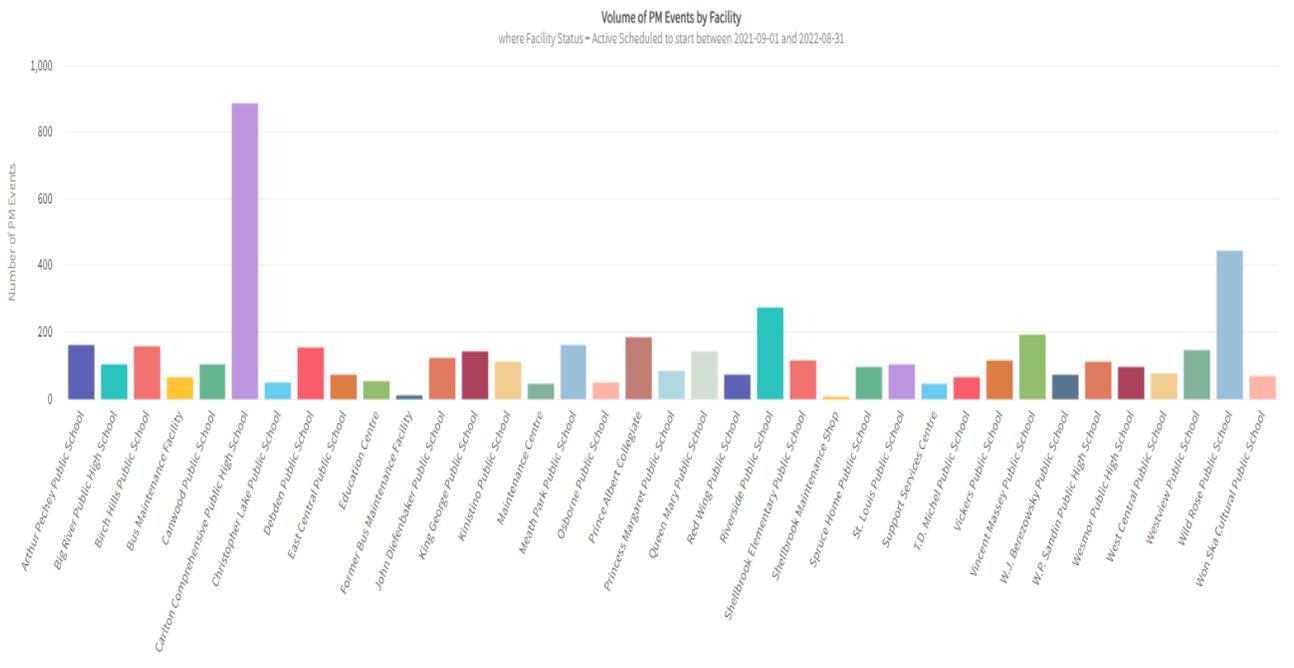
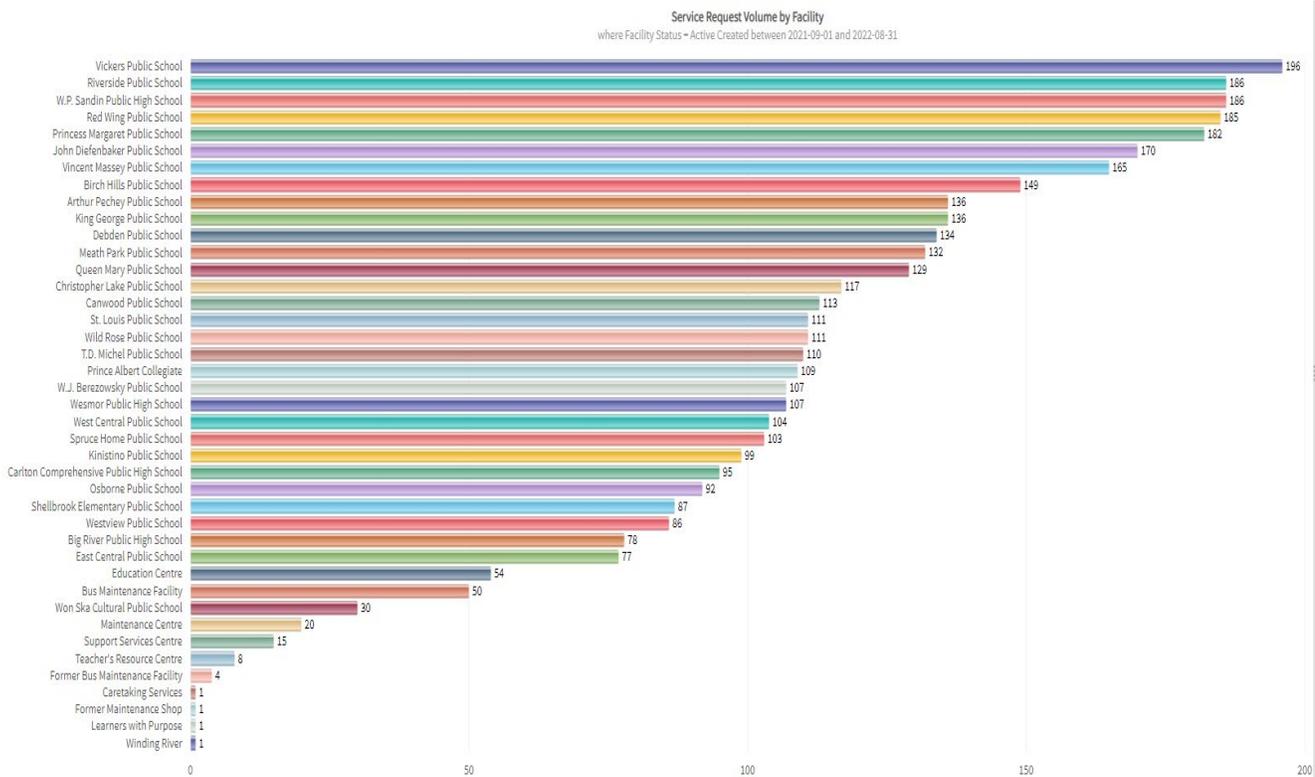
C. Maintenance Services Delivery Methods

- Service Requests
 - Service requests submitted electronically through the Asset Planner software by school administration and caretakers. The support person distributes the requests to the appropriate maintenance staff.
 - Approximately 250 service requests monthly.
 - Service requests reviewed quarterly to ensure targets for completion are being met.

Accountability Report

- **Preventative Maintenance Requests**

- Maintenance staff performs regularly scheduled maintenance on facility and components, i.e., boilers, furnaces, air-handling units.
- Approximately 230 preventative maintenance requests monthly.
- Preventative maintenance requests reviewed quarterly to ensure targets for completion are being met and discuss equipment that may be reaching the end of its lifecycle.



D. Projects

- **Annual Small Projects**

- Work is determined by regular facility inspections and annual review meetings with principals and the use of the Asset Planner audit module.
- Maintenance Centre staff undertook a large number of projects this past year, some examples are as follows:
 - Gym floor sanding and recoating Riverside and St Louis Schools.
 - Gym floor sanding and recoating CPAC, Red Gym Carlton
 - Refresh painting middle wing Birch Hills.
 - Refresh painting middle and east wings St. Louis.
 - Refresh painting entire school Kinistino.
 - Replaced flooring in classrooms, hallways and washrooms in number of schools.
 - Replace library floor École Vickers.
 - Replaced library flooring East Central.
 - Replaced flooring in administrative areas of Big River HS.
 - Replaced blinds in a number of schools.
 - Built garage at Christopher Lake School.
 - Wireless upgrade St Louis School.
 - Completed installations of main door security systems all schools.
 - Construction of sensory rooms at Wild Rose and Princess Margaret schools.
 - Construction of shade structures for outdoor classrooms at Vincent Massey, École Debden and St Louis Schools.
 - Construction of shade structure at École Arthur Pechey daycare.
 - Replaced lockers and toilet partitions in a number of schools.
 - Installation of playground equipment in a number of schools.
 - Replaced doors and hardware in a number of schools.
 - Replaced concrete walks in various locations

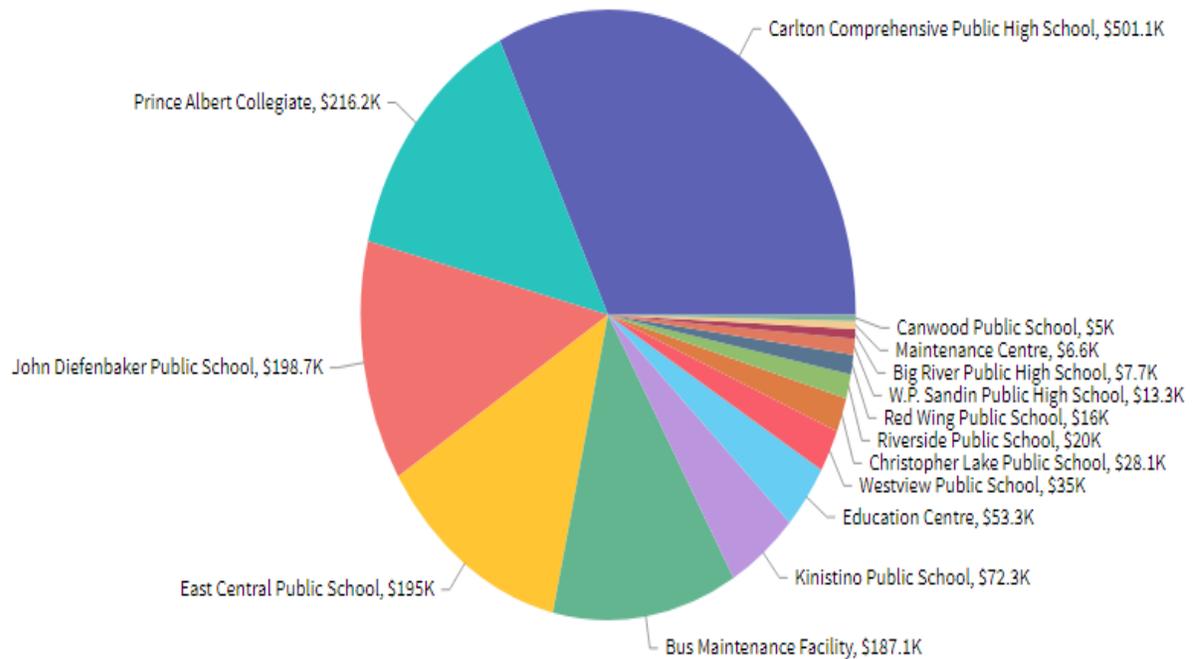
- **Preventative Maintenance and Renewal (PMR)**

- Ministry funding in addition to operating budget.
- Based on square footage of facilities.
- Board approve updated three-year PMR plan prior to May 31 of each year.
- The division received \$2,642,171.00 in 2021-2022
- Preventative Maintenance and Renewal Projects tracked on the Asset Planner software.

Accountability Report

Project Cost by Facility

where Status is Work in Progress or Completed and where Facility Status = Active Scheduled to start between 2021-09-01 and 2022-08-31



- **Major Projects**

- Window replacement PACI.
- Replacement of heating system John Diefenbaker School (30 furnaces)
- Modernization of washrooms at Carlton PH II PH III
- Phase one and two of SRPSD Facilities Master Plan
- Replacement of condensate tank Carlton
- Installation of CCTV system Westview School.
- Re-engineered parking lot and paved Bus Maintenance Facility.

E. **Capital Planning**

- **Summary**

The present level of the deferred maintenance backlog and facility renewal for the SRPSD portfolio is about \$87 million. The replacement value of the assets estimated to be \$410 million based on cost per square foot analysis projections (in current year dollars). Using these two numbers, without funding, we find that the overall portfolio is in the “Poor” range (20.1% FCI) based on industry standards.

The current portfolio FCI of 20.1% is common among school boards & public infrastructure in Canada and can be effectively managed with adequate funding and the application of capital planning strategies. Without funding the portfolio migrates to “Critical” by 2025 but with current funding the portfolio will reach “Critical” by 2054. The current estimated annual funding of \$5.3 Million extends the life of the portfolio by 29 years.

- **Detailed Findings**

- **Age Profile**

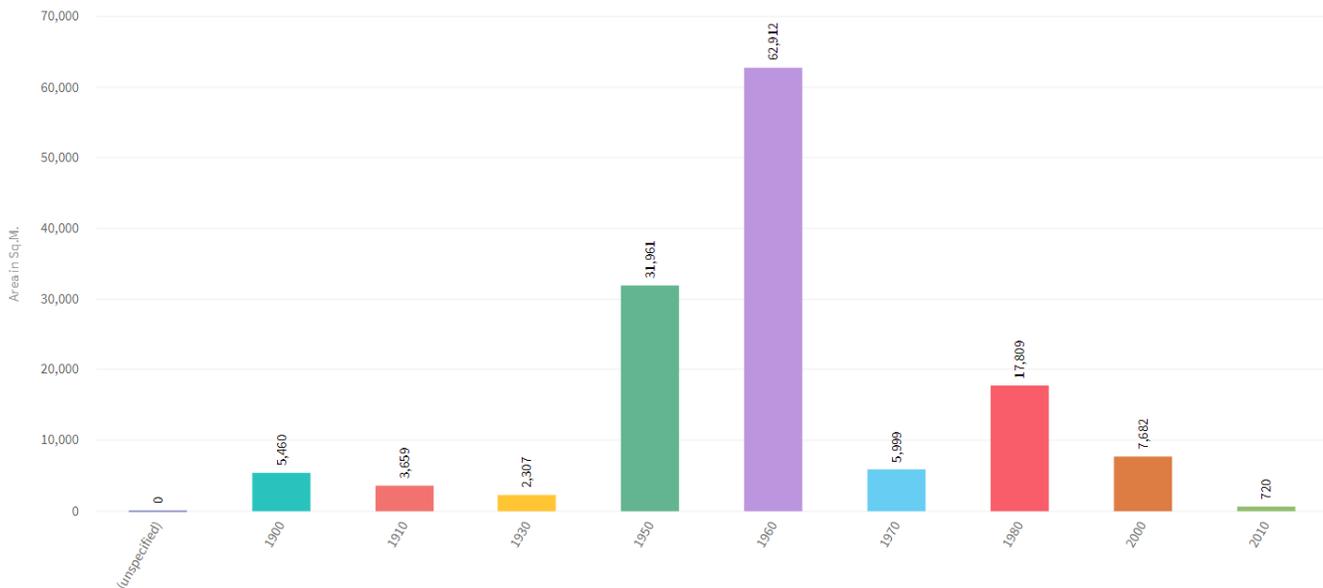


Figure 1: Age Profile of SRPSD Portfolio by Decade

The building ages vary from 1900 to 2012 with a weighted average portfolio age of 52 years (circa 1964). Over half of the portfolio – 25 facilities – representing 76% of the total portfolio size were constructed prior to 1970 while the remaining 19 facilities were constructed between 1970 and 2012.

As facilities age, they require increased maintenance and upkeep. The overall condition of the portfolio is directly attributable to the level of funding required for maintenance and building renewal.

Life Cycle Projections

Based on preliminary estimates of life cycle timing and costs, the present level of the “Deferred Maintenance Backlog” is estimated at approximately \$87 million prior to any funding as shown in Figure 2 below. Life cycle renewal costs for the major building elements have been established for each building to determine the Capital Renewal budget requirements over the next 30 years. These repair and replacement values are in current year dollars.

Accountability Report

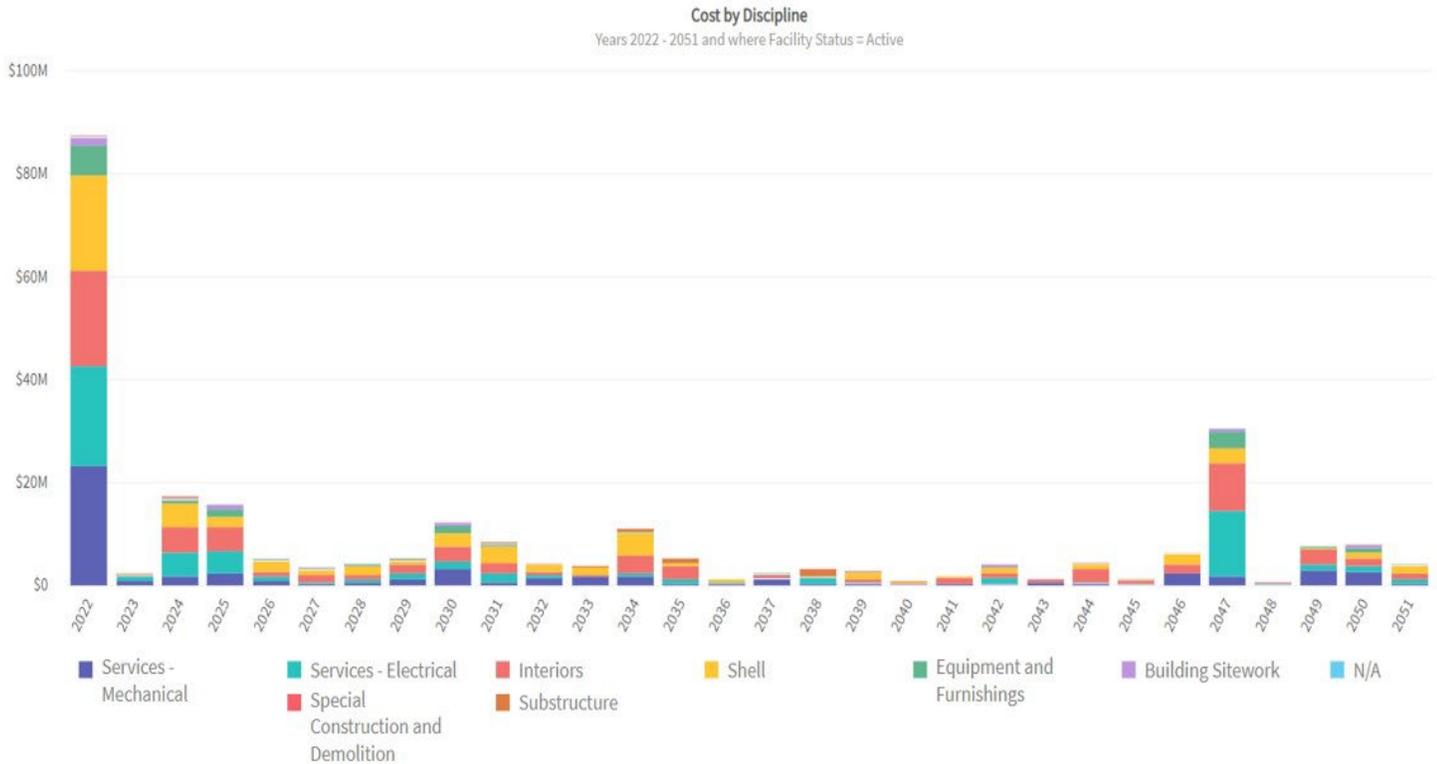


Figure 2: Current Deferred Backlog and 30-year Renewal Cost for all SRPSD Facilities

- Capital Funding Analysis

How much funding is required?

Industry guidelines recommend an annual funding amount between 2% to 4% of the facility replacement value to adequately maintain them. In addition to an annual funding amount, special funds should be allocated to reduce the backlog of deferred maintenance.

Excluding special funds, the renewal funding required for SRPSD portfolio would translate to \$8.2 million annually (2% of \$410M replacement value).

Presently, the average funding for the SRPSD portfolio, allocated to deferred maintenance and capital renewal, is estimated to be \$5.3 million per year.

Accountability Report

Figure 3 below provides a graphical comparison of the cumulative renewal costs (top line) and the cumulative assumed current funding allocation (dark blue). The unfunded liability gap (light blue) in 30 years is approximately \$100 million.

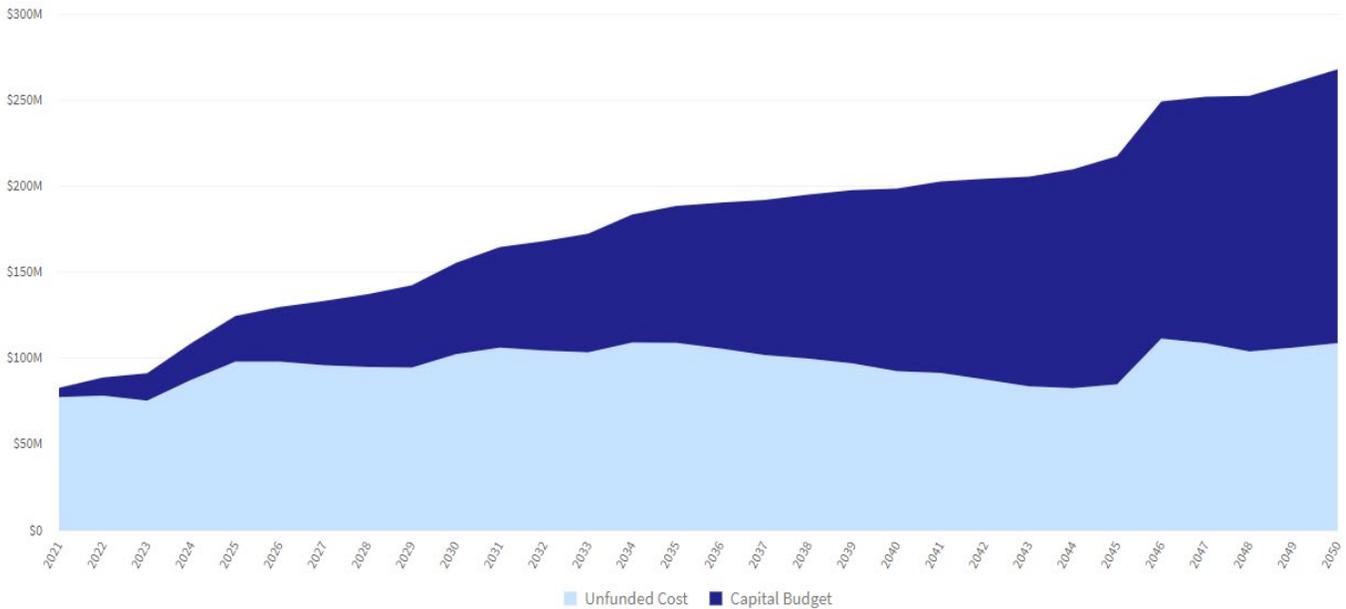


Figure 3: Cumulative Needs (top line) vs Available Funds (dark blue)

The unfunded figures represent the findings and results obtained from the life cycle renewal cost analysis.

Facility Condition Index (FCI)

The term Facility Condition Index (or FCI) is “a ratio of the cost of remedying capital deficiencies listed in the deferred maintenance backlog to the current replacement value”. The formula used for determining the FCI for a facility, or a component of the facility, is as follows:

$$F.C.I = \frac{\text{Unfunded Liability (\$)}}{\text{Current Replacement Value (\$)}}$$

Where the “Unfunded liability” represents the sum value of all capital deficiencies and renewal costs (at any given point in time) less the funding applied to the asset(s) for capital renewal. “Current Replacement Value” is defined as the total amount of expenditure in current dollars that would be required to replace the institution's facilities to its optimal condition.

As the FCI rating increases, facilities will experience:

- Increased failure risk to components
- Increased maintenance and operating costs of facilities
- Negative impacts on building occupants; Quality of Teaching & Learning

Accountability Report

Figure 4 below illustrates that the SRPSD Campus Portfolio has a deferred unfunded liability of 20.1% in the current year, which places the portfolio in the “Poor” range based on its current FCI rating and will migrate to the “Critical” range by 2025 (**black line**). With \$5.3 million in annual funding the current FCI is 18.9% and will migrate to the “Critical” range by 2054 (**blue line**).

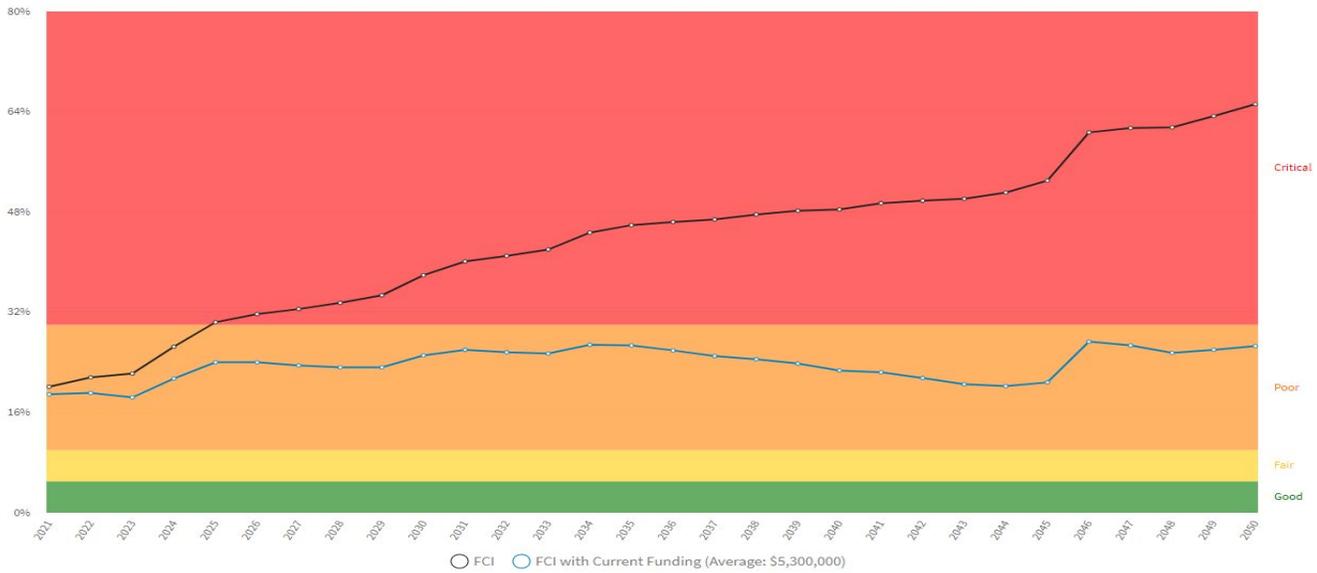


Figure 4: FCI & Backlog Funding Model for SRPSD Portfolio

Sustainability Target

Many Real Property Owners have begun using 10% as an appropriate FCI level for their portfolios, stating that it is acceptable to carry a deferred backlog of up to 10% of the replacement value of the asset.

If the deferred backlog can remain around 10%, then the assets will be continually “sustained” at an acceptable level of risk that preserves the initial capital investment and minimizes impacts to campus occupants. This Sustainability Target compared to the Unfunded Liability is shown below in Figure 5.

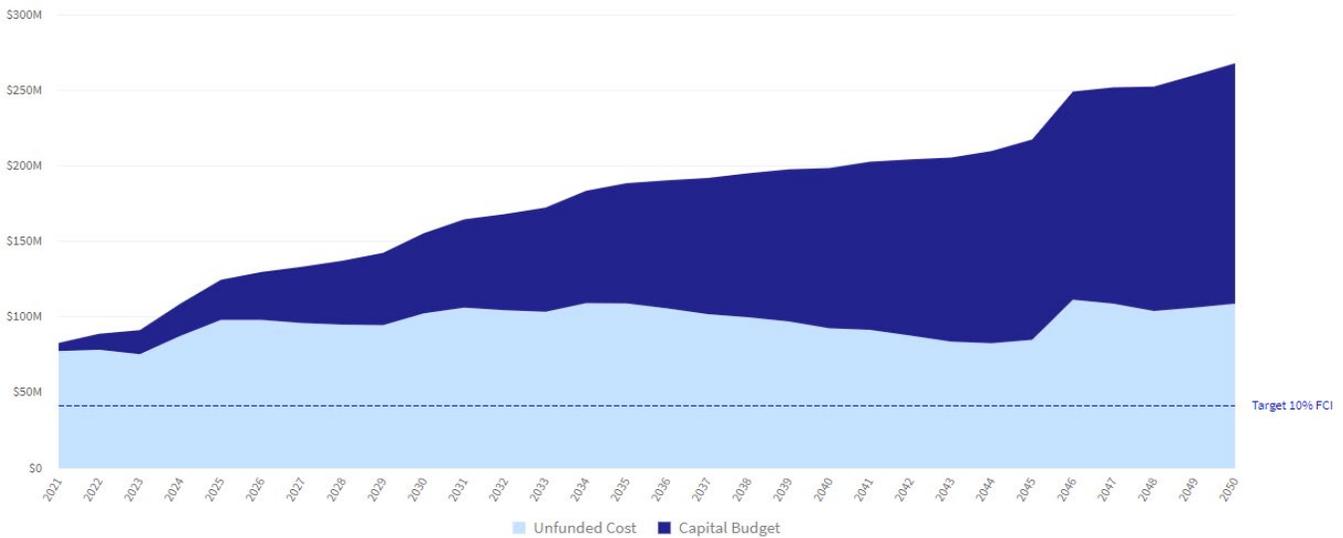


Figure 5: Unfunded Liability & Sustainability Target for SRPSD Portfolio

The Sustainability Target funding levels are illustrated below in Figure 6 in what is known as the Backlog Funding Model. Based on the projected future funding level a Facilities Condition Index (FCI) is calculated. To maintain the facilities in a “Fair” state of repair (based on a 10% FCI rating), about \$7.5 million will need to be applied annually for the next 30 years.

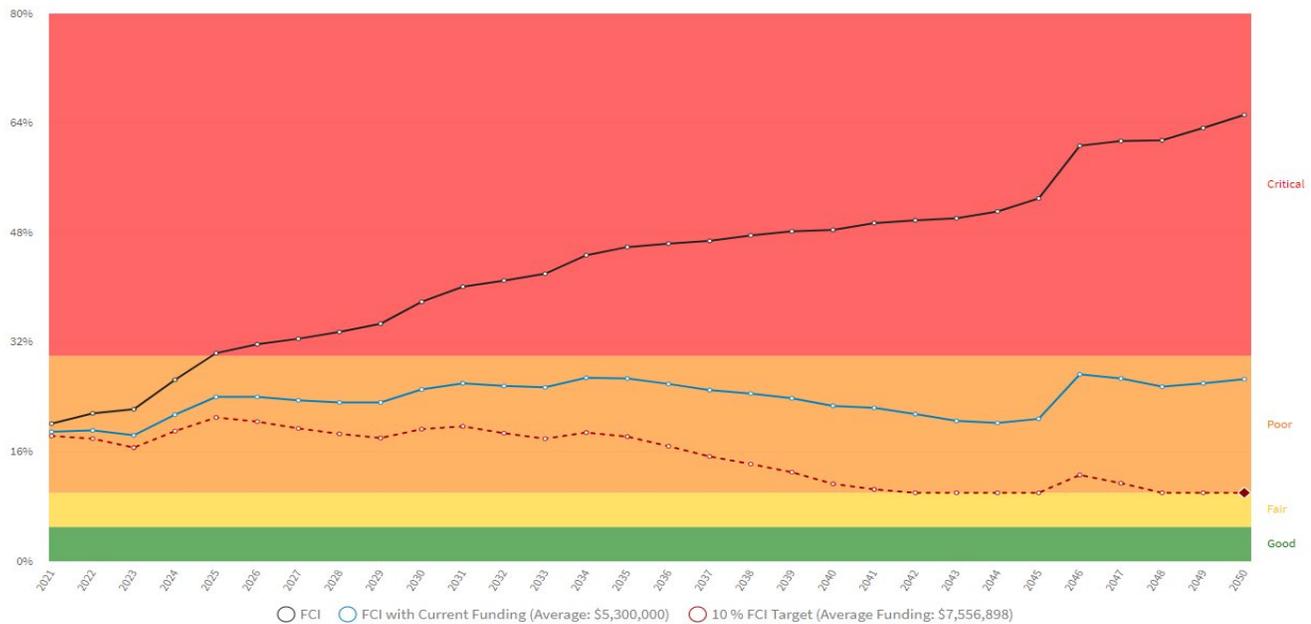


Figure 6: FCI and Funding Required to Maintain Assets

These levels of funding for capital and repair will ensure the building stock will be maintained at an acceptable level of risk preserving the initial capital investment. If the level of facility renewal funding is reduced, the exposure to risk will increase and the probability of premium renewal expenditures will increase.

Impact Analysis of Current Funding

In addition to demonstrating the need for additional funding, we have performed an impact analysis to demonstrate the impact of the current funding level. The analysis demonstrates that the \$5.3 million in annual capital funds does make a significant impact on the portfolio FCI and unfunded liability. The impact analysis is outlined below and demonstrated in Figure 7.

With funding, the current FCI is 18.9% and the portfolio approaches critical in 2054;
 Without funding, the current FCI is 20.1% and the portfolio approaches critical in 2025;

This demonstrates that the current funding of \$5.3 million annually extends the portfolio useful service life by 29 years, by utilizing the Critical range as our facility lifecycle benchmark (30% FCI).

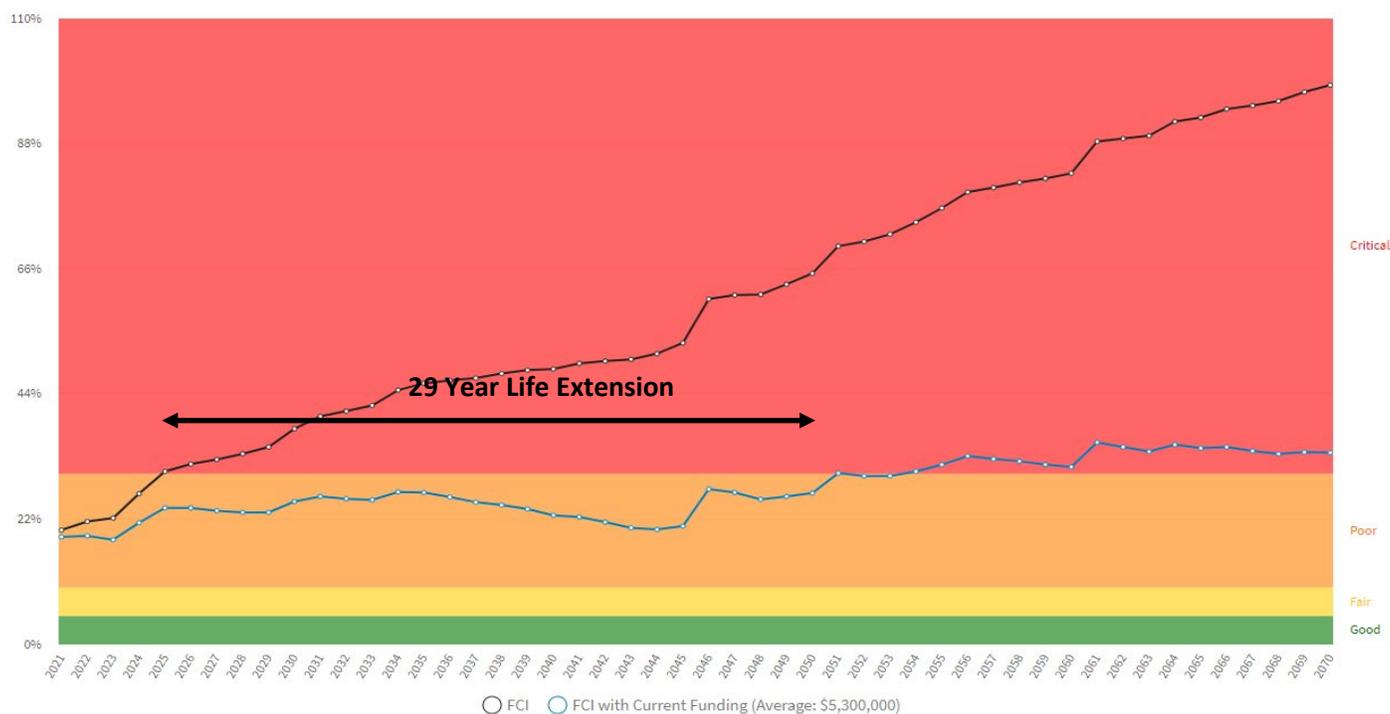


Figure 7: Impact Analysis & Useful Service Life Extension for SRPSD Portfolio

While additional funding would help to improve the FCI and sustain a 10% FCI, it is important to note that the current funding level does make a significant impact on the portfolio condition and the expected life of the facilities. If this funding level were to be reduced, it would have a clear impact on the FCI and the lifecycle of the SRPSD facilities.

F. Safety

- Active SRPSD safety program.
- COR status (Certificate of Recognition) for Maintenance Department.
- An external audit was completed on the Maintenance Department in November 2021.
- Safe work practices and job procedures reviewed annually (October).
- Ongoing safety training for facilities staff.
- Weekly toolbox meetings – safety is always first and foremost.

Division safety initiatives

- Review of asbestos management plan
 - Reviewed existing asbestos audit and upgraded maintenance plan. Undertook removal where recommended by asbestos management consultant.
 - Asbestos awareness training provided to all maintenance and caretaking staff and supervisors.
- Occupational, Health and Safety
 - Ensuring that all schools and support facilities have an active Occupational Health and Safety Committees and that the Co-Chairs are trained with Level I and II for compliance with the OH&S Regulations.

- Review of the Fire Safety Guidelines for Schools
 - Implementation of recommendations from the Fire Safety Audit and Inspections.
 - Annual school fire inspection.
 - Fire officials and risk managers inspect all schools annually.
- WHMIS 2015
 - Co-ordinated the expedition of all SRPSD staff obtaining WHMIS 2015 to comply with legislation.

G. Professional Development

- Facility staff receives professional development in areas relating to their job – health and safety, first aid, etc.
- Mechanical controls and building automation training (mechanical and electrical trades).

H. Facility Department Initiatives

- In 2019 -2020 the division undertook a major LED lighting retrofit project in all facilities. We have tracked the electrical consumption over the past two years using our energy module in Asset Planner using pre project data from a baseline year 2019. The chart below shows the savings last year compared to the baseline year allowing us to reduce our electrical budget accordingly. This project was funded federally and provincially and with the first-year savings is about 95% paid off. This project has proven to perform as projected and should continue to do so in years to come with the savings going back into the classrooms. The chart below shows the 2021-2022 savings.



In 2021-2022 Phase I and II of the SRPSD Facilities Master Plan was undertaken. When complete, the plan will be a four Phase document that will assist the Board going forward in making division wide facilities decisions.

ADMINISTRATIVE IMPLICATIONS:

A. Successes

- Regularly scheduled maintenance and repair of SRPSD facilities allows for the delivery of educational programming in a safe and well-maintained environment.
- Consistent funding in PMR will assist in funding future projects.
- Current funding levels of PMR and the Board's commitment to maintaining its facilities have allowed us to undertake projects that will help in extending the life of the division facilities.
- Mechanical systems in many of our schools have been or are on list for replacement.
- Addressing building envelope projects such as window replacements.
- Starting new cycle of roof replacements.

B. Challenges

- The age of SRPSD facilities (14 to 114 years).
- Lack of funding for capital projects (i.e., W.P. Sandin Public High School).
- Reduction of PMR funding will have a negative impact on SRPSD facilities.
- The supply chain for major components i.e., roof top units, boilers etc. is backed up for almost a year, therefore, pre tendering projects a year in advance has become the norm.
- Increases in costs for materials and supplies has had an impact on internal maintenance operations as well as tendered project pricing.

GOVERNANCE IMPLICATIONS

1. Based upon the report, it is recommended the Board maintain current direction for ensuring the facilities budget remains at the level that best serves our facilities.

MEETING DATE: April 17, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Planning	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>8.8</u>	

FROM: R. Bratvold, Director of Education **ATTACHMENTS** [v]

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- April 3, 2023 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of April 3, 2023 be approved as presented.



MISSION: *Strives for excellence in education and seeks to maximize each child's unique learning ability.*

VISION: *Pursuit of excellence, respect of diversity and achievement for all.*

NO. #2023R-6 (MONDAY, APRIL 3, 2023)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, APRIL 3, 2023 AT 4:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee (*absent*)

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Trustee

MR. A. LINDBERG, Trustee

MR. A. NUNN, Vice-Chair (*virtual*)

MS. D. ROWDEN, Board Chair

MS. J. SMITH-WINDSOR, Trustee (*absent*)

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee (*virtual*)

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mr. T. Michaud, Superintendent of Schools

Mrs. G. Tebay, Superintendent of Schools

Mrs. J. Ward, Administrative Services Officer

Mrs. J. Hingley, Superintendent of Schools

Mr. J. Pidborochynski, Chief Financial Officer

Mr. C. Trann, Superintendent of Schools

D. Rowden, Board Chair, called the meeting to order.

D. Rowden provided the land acknowledgement for the school division. Trustees were given an opportunity to declare a conflict of interest.

MOTION TO MOVE INTO CLOSED SESSION:

#23R-37

Moved by A. Lindberg that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

ADOPTION OF THE AGENDA:

#23R-38

Moved by M. Vickers that the agenda be approved as amended.

Carried.

CONSENT ITEMS:

#23R-39

Moved by A. Lindberg that the following consent items be approved:

(a) Adoption of the Minutes for Regular of March 27, 2023.

Carried.

April 3, 2023

NEW BUSINESS:

(a) Matters and Motions from the Closed Session of April 3, 2023

#23R-40

Moved by D. Rowden that the following motion be brought forward:

1. That D. Rowden and A. Nunn be the appointed trustees on the Superintendent Selection Committee.

Carried.

2. That the Board approve the Education Services Agreement with East Central First Nation Education Authority as presented.

Carried.

(b) City Board Liaison Committee

D. Rowden that she had received confirmation that the meeting would take place on Wednesday, May 10 at 9:00 a.m. at City Hall. R. Bratvold was unavailable to attend and Board suggested J. Pidborochynski and M. Hurd attend on his behalf.

(c) Saskatchewan Rivers Public School Division Facilities Master Plan Report 2023

The Facilities Master Plan 2023 was reviewed with Board and Administration by AODBT Architecture + Interior Design at a meeting on March 27, 2023.

#23R-40

Moved by A. Lindberg that the Saskatchewan Rivers Public School Division Master Facility Plan report 2023 be approved as presented.

Carried.

(d) Feedback on SSBA Position Statements

Consensus of the Board was to defer this item to a future meeting.

(e) Verbal Update on Board Development Session

A. Nunn provided a verbal update regarding professional development sessions for trustees from now until July 2023.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Request from SSBA to Attend a SRPSD Board Meeting

Consensus of the Board was to have the SSBA President, Vice-President and Executive Director at the June 19 Board meeting. More information was requested regarding the discussion topics/content of the session.

(b) Director's Update

R. Bratvold provided an update on:

• Student learning

- o An excerpt from a Grade 1 teacher's message to parents was shared,
- o Learning through story was a significant feature last month as Elder Bente Huntley shared stories with students and staff over a live stream virtual presentation where we reached over 80 classrooms throughout the division.

April 3, 2023

- Partnerships
 - o It was noted that SRPSD teachers are involved with STF Advisory Committee and others continue to serve in various capacities on Ministry, STF or other committees. It was noted that our teachers often volunteer their expertise and lend an SRPSD voice to provincial work. Administration work to manage the impacts on classrooms and students and the benefits of teachers' participation.
 - o Many community partners gathered to plan a two-day Youth Conference that wrapped up with a "Ceremonial, Celebrational, Inclusive, Community Spirit of Reconciliation Round Dance" on Friday, March 31 at Carlton.
- Ministry and Provincial happenings
 - o The Ministry has not yet finished their work on our 2023-24 school calendar to declare it compliant with legislation.
 - o The Provincial Education Plan is in the final phase of refinement - leadership teams have been assembled and work to finalize timelines, targets and measures is in progress.
 - o The Sask DLC continues to evolve. The financial impacts, course registration information, full time student registrations, staffing component, online suitability and governance structure was shared.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Education Services Agreement;
- Facility Master Plan Report;
- 2023-24 budget shortfall.

BOARD MEMBERS' FORUM:

Trustees were given an opportunity to share information on items of mutual interest.

ADJOURNMENT:

#23R-41

Moved by M. Vickers that the meeting adjourn. (6:43 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: April 17, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Planning Meeting	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2</u>	

FROM: D. Rowden, Board Chair ATTACHMENTS [v]

BACKGROUND

RE: FEEDBACK ON SSBA POSITION STATEMENTS

This item was deferred at the April 3, 2023 to a future meeting.

The SSBA is required to review position statements every five years, the following draft position statements are to be reviewed this year (attached):

- Position statement on “Development of Position Statements”; (resulting from the required cyclical review of existing position statements)
- Position statement on “Education Finance” (resulting from a motion made at the January 2023 Executive Meeting to accelerate the review of the existing position statement)

The SSBA is collecting feedback electronically. The SSBA is requesting feedback as soon as possible, but no later than June 30, 2023. Once feedback from boards has been received, the position statements will be reviewed and updated by the RPD Committee. The revised positions statements will be sent out to Boards in August and then will be voted upon as resolutions at the AGM.

RECOMMENDATION

For Board information and discussion.

Adopted Position 1.1:	Date Approved: November 2018
Development of Position Statements	

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 3.1: Education Finance	Date Approved: November 2019
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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, create responsible citizens 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 mandated provincial goals and priorities, to provide a high quality education to all students, and to accommodate opportunities for 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 mandated provincial goals and priorities 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.

MEETING DATE: April 17, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Student Trustee Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>9.5</u>	

FROM: Student Trustees - SRSC **ATTACHMENTS** []

BACKGROUND

RE: SRSC STUDENT TRUSTEE REPORT

BACKGROUND:

The SRSC Executive met on April 3rd and looked at the feedback collected from the full group about the SRSC to provide feedback to the board. Please find below the feedback collected

SRSC Feedback for the Board

Please Rate Each Element of the SRSC based on how important you feel it is to the success of the group. Then add notes of your table discussion about how this element gives you a voice in governance, and if this is an important thing to keep doing, or should there be changes to it?

FULL GROUP MEETINGS

Average RATING: 5/5 very important

We meet five times per year as a full group, is this the right amount of meetings? Are the meetings productive? Is there anything we should change about them?

Discussion Notes:

We feel like we should have more meetings (one every month rather than every two months) to be able to cover a greater variety of topics. The meetings seem to be productive, however, they could be even more productive if we stayed on topic. Otherwise we are happy with how the meetings go!

Meeting amount is appropriate, easy to deal with in cooperation with busy schedules while also allowing for meetings to be productive. Meetings allow enough time to be productive and accomplish our goals.

We discuss a lot; however, we sometimes get off topic and don't have enough time to finish our discussions. Our discussions are important, and we find solutions.

Meetings allow for socialization and discussion.

SRSC EXECUTIVE

Average RATING: 5/5 very important

The executive meets six times a year; the first meeting is an orientation to the roles, is this the right amount of meetings? Are the roles of the executive clear? Are there roles we are missing? Should anything change about the SRSC Executive?

Discussion Notes:

Executive meetings seem to be the right amount. The roles of the executive could be made clearer to the full group so we know what they're doing on our behalf. We do not believe that there are any roles missing in the executive. As of right now we do not believe there is anything to change about the SRSC Executive.

The meetings sit at a fair amount, allowing for orientation, planning, and follow-up to prior meetings. The roles of the executive are clear but can be practiced more frequently and used as demonstration for other members who are looking to one day become executive. All roles are important, but the Media Relations Officer has not been used for some time. The role may need to be combined with the role of another, addressed to make use of the role, or repurposed. Student executives are useful and included in the meetings.

The commitment is a bit overwhelming for some people, especially for those who live an hour away from the city. The roles of the executive are clear.

STUDENT TRUSTEES

Average RATING: 4/5 (3,4,5)

Student trustees are currently the SRSC voice at the Board table. They are expected to go to as many Board meetings as possible (at least one per month) and report on behalf of the SRSC to the Board. Is this the right amount of meetings to expect? Is this the best way to represent the SRSC at the Board table? Should anything change about the role of Student Trustee?

Discussion Notes:

It seems like the appropriate amount of meetings. We think it's one of the best ways to represent the SRSC at the board table. We also think it would be a good idea to have a group of us go in and give a presentation about some of the big things our SRSC has been doing at our meetings and think it would be beneficial to rotate the student trustees to ensure we have diversity in opinion.

Once per month is the agreed upon minimum for student trustee meetings with the Board, but more meetings might be beneficial when required or offered. Following up student SRSC meetings with board meetings are helpful to report what was discussed as well as cover interests and concerns between both groups. The role of two single trustees throughout the year is being debated; would it be easier to find members or more beneficial if multiple volunteered SRSC members were invited to join the board meetings?

There can be many students involved because sometimes people can't make the meetings. If a student wants to join a meeting because they feel they could benefit from it or they have a personal connection to the topic, they should be able to join even if they are not a trustee.

BOARD INVOLVEMENT

Average RATING: 5/5 very important

Your voice is important to the Board, currently members of a Board committee are committed to attending SRSC meetings and taking part in discussions with you. The rest of the Board eagerly awaits your reports at Board meetings. Do you feel like you have a voice in governance? Should we change anything about this structure?

Discussion Notes:

We think Board involvement is very important because they actually listen to what we have to say and help us find a way to export our ideas into a functional plan that can be put into action. We could have an SRSC meeting with the entire Board where we present any and all of our big concerns/ideas. This would give an opportunity for the SRSC and the Board members to be able to socialize and communicate important issues.

The attendance of the Board members in SRSC meetings is highly appreciated when it comes to leading discussions and offering insight. They offer a feeling of reassurance that our issues are being listened to because of the direct involvement. A suggestion made is that the entire Board may attend a SRSC meeting once a year to become more involved in the discussion and the process, as well to familiarize each member of the SRSC with the Board members ahead of time.

Everything we discuss in SRSC meetings are reported to the Board which is great. We have a voice regarding issues within our school division, and the Board listens to what we have to say. It is essential that the Board knows what we have to say because we are in the schools.

RECOMMENDATION

That the Board support the SRSC in amending the SRSC Constitution to change the role of the student trustee to a revolving role where students sign up for meetings and the Board has the opportunity to hear from a wide range of student voices through SRSC reports, or presentations.

MEETING DATE: April 17, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2</u>	

FROM: R. Bratvold, Director of Education **ATTACHMENTS** [v]

BACKGROUND

RE: SCHOOL TOURS 2023

Attached are the proposed school tours for 2023 for Day 1 (Friday, May 5) and Day 2 (Tuesday, May 16). Note – there has been a change of schools on the days – Vincent Massey and King George.

We will need to confirm numbers of those attending by the end of the month.

RECOMMENDATION

For Board information.

SCHOOL TOURS – 2023

DAY 1: Friday, May 5, 2023

Arrive		Leave
	Education Centre	8:30 a.m.
8:45 a.m.	<p>Westview Public School (PreK-8) <i>Principal: Cheryl Arcand</i> <i>Vice-Principal: Matthew Bergen</i> <i>Enrolment: 234</i></p>	9:30
9:40	<p>Wesmor Public High School (9-12) <i>Principal: Jennifer Ferguson</i> <i>Vice-Principal: Kim Jones</i> <i>Enrolment: 312</i></p>	10:25
10:35	<p>Queen Mary Public School (PreK - 8) <i>Principal: Kari Korczak</i> <i>Vice-Principal: Jennifer Painchaud</i> <i>Enrolment: 348</i></p>	11:20
11:30	<p>King George Public School (PreK-8) <i>(lunch – 35 minutes)</i> <i>Principal: Art Feher</i> <i>Vice-principal: Ryan Gareau</i> <i>Enrolment: 233</i></p>	12:50 p.m.
1:00 p.m.	<p>Carlton Comprehensive Public High School (9-12) <i>Principal: Jeff Court</i> <i>Vice-Principal: Kent Arpin</i> <i>Corinne Cey</i> <i>Bruce Friesen</i> <i>Enrolment: 1,527</i></p>	2:30
2:35	<p>SRPSD Distance Learning Centre (7-12) <i>Principal: Jenna Cross</i> <i>Enrolment: 141 (primary)</i> <i>188 (secondary)</i></p>	3:20

Arrive back at Education Centre at approximately 3:30 p.m.

SCHOOL TOURS – 2023

DAY 2: Tuesday, May 16, 2023

Arrive		Leave
	Education Centre	8:30 a.m.
9:00 a.m.	West Central Public School (K-8) <i>Principal: Kevin Tait</i> <i>Enrolment: 94</i>	9:45
10:15 a.m.	École Arthur Pechey Public School (K-8) <i>Principal: Brandi Sparboe</i> <i>Vice-Principal: Cara Cantin</i> <i>Enrolment: 436</i>	11:00
11:15	Won Ska Cultural Public School (9-12) <i>Principal: Gina Sinoski</i> <i>Enrolment: 106</i>	11:50
12:00	PACI (9-12) <i>Principal: David Lokinger</i> <i>Vice-Principal: Jodi Honch</i> <i>Enrolment: 305</i>	1:15 (lunch)
1:25	Vincent Massey Public School (PreK-8) <i>Principal: Harriet Tomporowski</i> <i>Vice-principal: Kendra Fernie</i> <i>Enrolment: 386</i>	2:10 p.m.
2:30	East Central Public School (K-8) <i>Principal: Joanne Tournier</i> <i>Enrolment: 52</i>	3:15

Arrive back at Education Centre at approximately 3:40 p.m.

MEETING DATE: April 17, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2, 10</u>	

FROM: G. Tebay, Superintendent of Schools **ATTACHMENTS**

BACKGROUND

RE: BOARD/SCHOOL COMMUNITY COUNCIL (SCC) GATHERING FEEDBACK

Attached is the feedback that was gathered from the March 28, 2023 session with Board, principals and SCC members.

RECOMMENDATION

For Board information and discussion.

Board - SCC Spring
Gathering School
Conversation Feedback



Conversation Topic

Using the SRPSD [Strategic plan](#), look at the 5 priorities and discuss how these priorities should be addressed in the 23/24 budget, what are the top priorities for funding?

Discussion Summary: Mental health emerged as a strong common theme in conversation around the topic of budget priorities. Groups that strayed from the core mental health conversation made connections to improved mental health in other plan priorities (for example: investing in land based learning has ties to improved mental wellness). Participants discussed that although services such as OT, and SLP are important and could be increased, they do not want adjustments to the number of teachers in a school to do so.

Unedited Notes

- We believe increased funding in the Mental Health and Well Being category should be increased where possible
- Students are not entering school ready with the prerequisite skills necessary for learning
- Conflict resolution skills are non existent and need to become a focus again
- School situations are mimicking home situations and students are behaving in a way that is echoing the situations they are experiencing outside of schools
- alignment of other Ministries to support schools. (health)
- more support for services (social workers, SLPS, counseling)
- do not cut teachers to offer more services
- supports for early learning but recognize that high school students also need supports
- More dollars into mental health and well being and learning and innovation
- Governance and Leadership-why are some board members PD more than the entire school?
- Every school should have a full time school counselor that can deal with mental health. Not 10 or 20 % per week?
- or, every school (depending on size) hire a full time teacher that deals with mental health in the school.
- learning and innovation. More resources for those students in a red or yellow zone that are not intensive needs or a behavior problem. These students are being lost through the cracks.
- Mental health- seeing more staff needing support because there are more demands in their job
- We have three mental health people that have been extended this year.
 - These need to continue
 - We need to have more if possible
 - The case loads are big for them
 - Finding people that are qualified is a problem for the division.
 - It is hard to entice them to work with us
 - We are trying to build capacity in our staff.
 - Having meetings with all counselors and admin streamlines and maximizes the support for the kids
 - Making the connections is super important.
 - There are a number of barriers (hoops) that have to go through.
 - Jordan Principle is a help.

Citizenship and Relationships

- Cell phones
 - Staff needs to promote it in a healthy way

- What is the balance between healthy screen time and unhealthy?
- We need to work with our community partners to learn about the harms of a cell phone.
- **Overarching Priority-** Mental Health in regards to students learning to self-regulate including support for school.
- Building capacity within students and families.
- Being proactive with information and training.
- More timely support for services such as speech, Ed Psychs, etc as this will support students' mental health
- Priority - Learning & Innovation - investing in technology renewal to support student learning
- Priority - Inclusion and Cultural Responsiveness - Investing in outdoor land-based learning will support regulation and mental health.

Conversation Topic

Our Saskatchewan Rivers Students for Change student voice group has held discussion around the inequity of departmental exams in our division (and beyond). [They have a letter to share with you tonight](#), and supporting documents including: [SRSC Letter to the Minister of Education](#), and [Minister of Education Response](#)

Discussion Summary: Tables were in agreement with the SRSC's assertion that there is inequity in our system in regards to Departmental Exams. Some Tables discussed assessment practices, and the level of robustness a departmental exam would be other tables requested more information around assessment research. SCC's were generally in support of further investigation, but no table committed to engaging in advocacy at the school level.

Unedited Notes

- We agree that a huge disparity exists in experience between students who must write a departmental vs those who do not
- It is not our job to "prepare" students for test taking in university - it is our job to support them in learning the material and assessing the learning appropriately
- As SCC members we would support further investigation into a letter in support of abolishing departmentals
- Experienced teachers may never be able to be accredited if they do not have enough university credits yet they may be a very effective teachers / assessor
- Concerns over DLC and loss of DLC in SRPSD
- Standardized assessments don't always mean its fair
- One school has open book exams, or projects to demonstrate their learning, others have to write departmental
- Provincial Education Plan - there's an opportunity to change assessment through the PEP, one of the action items is to develop a provincial assessment plan
- The majority of the students who take departmentals are on Reserve schools and rural schools
- Elected officials are focused on the rigor of departmental exams
- University assessments are changing - departmental exams aren't preparing students for University
- Project-based learning is a better measure of student learning
- How do we support this change?
- Research doesn't support departmental exams
- Curriculum changes, assessment should change
- It impacts university entrance
- It creates anxiety to write these exams
- Kids still graduate without departmental exams
- SRSC - this is great awareness for our students
- Assessments are based on a colonized
- Actions: What can the board do?
 - Share research with decision-makers
 - Meet with the MLAs, invite a parent to speak to MLAs
 - Invite all the MLAs for soup and discuss the issue
- What can SCCs do?
 - It would be nice to get research to share on assessment

- Find out who this impacts and write a letter to the Minister sharing parent voice on this issue
- Rural congress as an opportunity to share concerns about departmentals
- If we could have a rural forum and have a united letter signed by all the rural SCCs
- Make sure to ask parents if they have agenda items for regional meetings

Conversation Topic

Strategies for parent engagement: what is working, what could change?

Discussion Summary: Tables who tackled this discussion talked about meeting people where they are at, literally at concerts, and fun nights, and community events. But also figuratively through building connection and finding ways to bring families into school community councils in comfortable ways.

Unedited Notes

- walk beside families
- recognize the different ways that parents can engage with their child, support the schools.
- problem solve together
- ask the story of children and families
- how do we give more time to build relationships and a sense of belonging?
- build trust
- more resources to support student and parent engagement. (teacher time/release time, admin time, IEC, EA)
- make meetings less threatening
- go to where people are as opposed to members coming to a meeting. ie parent engagement nights, Christmas concerts,...
- feel appreciated
- engagement note at the beginning of the year.
- food, draws, free things
- invite the parents to see what is happening in schools. Play base, technology,...
- come and go events, No set times
- student led with parents
- shift how interviews are conducted. Maybe a walk through, more positives.

How to Get Parents Involved:

- Some schools have problems with getting parents involved
- Passing letters, ask them
- Newsletter - combine SCC meetings with school events, Ukrainian dance, held the meeting during Ukrainian dance practice (cultural events)
- Volunteering for reading
- Fundraisers work for some
- Intergenerational Food Club - it doesn't have to be a meeting, with minutes
- Bring back coordinators - to connect with families
- Some of the best decisions we make in a family are made around the kitchen table, sharing a meal, a food club
- Make SCCs a place to share your stories
- National School Food Policy - is coming - is there opportunity here?
- Integrate SCC Gatherings into Family Literacy Night