



**REGULAR MEETING
OF THE BOARD OF EDUCATION
OF LIVING SKY SCHOOL DIVISION NO. 202**

Wednesday, February 13, 2013
Central Office Board Room
North Battleford, SK

AGENDA

- 4:00 pm 1. CALL TO ORDER**
- 4:00 pm 2. ADOPT AGENDA**
- 4:05 pm 3. MINUTES**
- Regular Board Meeting of January 21, 2013 (attached) Pages 2-3
- 4:10 pm 4. DELEGATION** Pages 4-13
i. First Nations and Métis Education Plan (attached)
- Brian Quinn, Superintendent of School Operations,
Curriculum & Instruction
- Michelle Sanderson, First Nations & Métis Achievement Coordinator
- Sherron Burns, Learning Consultant – Arts Education
- 4:40 pm 5. BOARD ITEMS**
i. Continuous Agenda – no changes (attached) Pages 14-16
ii. Confidential Human Resources Staffing Report (attached) Pages 17-21
iii. Approval of School Operations Procedure Revisions (attached): Pages 22-30
- 4.3 Admission of Students
- 4.14 Code of Conduct
- 4.33 Student Excursion
iv. Members' Council Report – Trustee *Pethick*
- 5:00 pm 6. SUPPER**
- 5:30 pm 7. DIRECTOR OF EDUCATION REPORT** (attached) Pages 31-32
- 5:50 pm 8. CHIEF FINANCIAL OFFICER REPORT** (attached) Pages 33-35
- 6:15 pm 9. ACCOUNTS** (attached in separate email)
- | | | | |
|----|------------|-------------------------------------|------------------------|
| 1. | Jan. 16/13 | #056625 | \$ 5,790.20 |
| 2. | Jan. 18/13 | #DD042525-DD042652 (Direct Deposit) | 19,741.42 |
| 3. | Jan. 18/13 | #056626-056783 | 436,711.96 |
| 4. | Jan. 18/13 | #002211-002216 (US Acct) | 1,064.32 |
| 5. | Jan. 30/13 | #DD042653-DD042751 (Direct Deposit) | 162,108.37 |
| 6. | Jan. 30/13 | #056784-056954 | 626,585.88 |
| 7. | Jan. 30/13 | #002217-002222 (US Acct) | 8,039.25 |
| 8. | Feb. 4/13 | #056955-056968 | 1,471,990.77 |
| | | TOTAL | \$ 2,732,032.17 |
- 6:20 pm 10. CORRESPONDENCE/OTHER**

ADJOURN



MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

Living Sky School Division No. 202

On

Wednesday, January 21, 2013 at 3:00 p.m.

Central Office Board Room

North Battleford, SK

PRESENT

Trustees: Arsenault, Pethick, Foreman, Gartner, Hiebert, Kowalchuk, Link, Miller, Snell, and Wouters. Also in attendance were: Director of Education, Randy Fox; Chief Financial Officer, Lonny Darroch; Superintendent of School Operations, Curriculum & Instruction, Brian Quinn.

CALL TO ORDER

Chairman Arsenault called the meeting to order at 3:00 p.m.

AGENDA

Trustee Link moved the agenda be approved with additions.

Carried

MINUTES

Trustee Pethick moved the Board approve the minutes of the Regular Board Meeting of January 9, 2013 as circulated.

Carried

DELEGATION

- i. Jim Shevchuk, Superintendent of Curriculum & Instruction; Donna DesRoches, Learning Consultant – Learning Resources; Jason Caswell, ICS Manager presented the Technology Department Report highlighting the School Logic program being piloted by five schools, bandwidth upgrades, new devices being deployed in the schools to improve student learning. An update was given on the strategic plan, one-to-one project, replacement plan and acceptable use plan.

BOARD ITEMS

- i. Continuous Agenda - reviewed
- ii. Major School Review – reviewed the two options to either stop the review process or continue and consider grade discontinuance or closure.
- iii. Bus Accident - discussed
- iv. Confidential Sakewew Report

DIRECTOR OF EDUCATION REPORT

Director of Education, Randy Fox, presented the non-confidential items of the Director's Report as filed.

CHIEF FINANCIAL OFFICER REPORT

Chief Financial Officer, Lonny Darroch, presented the non-confidential items of the Chief Financial Officer's report as filed.

ACCOUNTS

Trustee *Miller* moved the Board approve payment of accounts as follows:

1.	Jan. 4/13	##056406-056412	\$ 1,202,831.16
2.	Jan. 8/13	#056413-056414	360,943.68
3.	Jan. 10/13	#DD042436-DD042524 (Direct Deposit)	23,895.31
4.	Jan. 10/13	#056415-056624	586,386.42
5.	Jan. 10/13	#002207-002210 (US Acct)	649.71
TOTAL			\$ 2,174,706.28

CORRESPONDENCE /OTHER

- i. *Eagle Feather News* (January 2013) – distributed
- ii. *STF Bulletin* (January 16, 2013) - distributed

Trustee *Gartner* moved the Board move to in-camera session to discuss confidential items.

Trustee *Foreman* moved the Board rise and report from in-camera session.

RESOLUTIONS

037-01/21/13 Trustee *Hiebert* moved the Board accept the Technology Monitoring Report as presented.

Carried

038-01/21/13 Trustee *Snell* moved the Board set an elector's meeting on March 6, 2013 at 7:00 pm at Major School.

Carried

039-01/21/13 Trustee *Kowalchuk* moved the Board accept the Interim Financial Statements for November 30, 2012 as presented by Lonny Darroch, Chief Financial Officer.

Carried

ADJOURNMENT

Trustee *Wouters* moved the meeting be adjourned at 6:10 p.m.

CHAIRMAN OF THE BOARD

CHIEF FINANCIAL OFFICER

Living Sky School Division

First Nations and Métis Education Plan 2012-2015

Quote:

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. "

— Alvin Toffler

We Believe...

That First Nations and Metis Students are capable of achieving to the same high standard of education as any other non-First Nations and Metis student.

We believe that given the proper time, support and respect (manatisiwin), First Nations and Metis students can and will flourish.

We recognize that First Nations and Metis Education has been a negative experience historically for FNM families and it this negative experience in education, which leads to part of the resistance experienced by FNM students. We are willing to learn and re-learn best practices, which will encourage FNM families to be a part of school and our shared philosophies through shared consultation, and input into the policies and practices within the school division. Including, being exposed to and learning new ways of seeing the world, but no limited to anti-racist/anti-oppressive frameworks in guiding best practices.

That creating allies is utmost in ensuring FNM success and challenging normative everyday common sense racism .

Goal 1: Equitable Outcomes and Higher Literacy for First Nations and Métis (FNM) Learners.

What do we want?

1. To eliminate the existing achievement gap.

- We know that there is an achievement gap between non FNM and FNM students in the elementary grades. We are currently looking at existing FNM division data.
- (A complete list of data collection is included in the actions and repeated in goal 3 data collection.)
- Sample of FNM data:

Vancouver IslandNet Diagnostic Math Assessment Western Protocol WNCPEnd of grade test. (Math)

Grade	Non FNM	FNM	Difference (Achievement Gap)
3	70.9	60.5	10.4
4	69.4	64.1	5.3
5	59.9	50.1	9.8
6	53.3	44.4	8.9
7	60.6	37.5	23.1
8	53.6	38.3	15.3
9	58.4	47.6	10.8

- In Grade 7, this gap increase is significantly higher, the higher the grades go, with an almost complete drop out or non-participation in the more challenging math and sciences in high school.
- The higher the increase in difficulty, the higher the achievement gap is. What's interesting to note, is the more challenging the math, the more the increase in participation and success for non FNM students.
- We want to do some quantitative data as to why the FNM students are dropping out. Are there supports that we could provide? We will continue to answer this question through our qualitative data section.

Average Final Marks in Selected Courses 2011-12

Course	Average Grades ALL	# of ALL students	Average FNM grades	# of FNM Students	Pop. of FNM% students All - FNM	Grade Difference All - FNM The "gap"
English Language Arts A 10	69	370	52.4	83	22%	16.6
English Language Arts B 10	65.8	421	48.9	125	29%	16.9
Science 10	64.7	383	42.8	86	22%	21.9
Math: Workplace and Apprenticeship 10	64.5	343	42.7	77	22%	21.8
Math: Foundations and Pre-Calculus 10	67.5	299	50.5	38	12%	17
English Language Arts 20	71.0	366	60.2	61	17%	11.2
Biology 20	65.3	314	45.7	78	25%	12.7
Chemistry 20	73.0	310	58.6	40	13%	14.4
Physics 20	72.7	178	50.3	18	22.4%	10
Math: Workplace and Apprenticeship 10	68.1	171	54.5	30	13.6%	18
Math: Foundations 20	72.0	245	54.0	9	3%	18
Math: Pre-calculus 20	75.7	97	62.8	6	6%	13
English Language Arts A 30	70.6	394	60.5	89	23%	10.1
English Language Arts B30	72.2	375	63.0	76	20.2%	9.2
Biology 30	72.6	284	60.7	48	17%*	11.9
Chemistry 30	72.9	235	61.4	17	7%	11.5
Physics 30	76.6	125	63.4	4	3%	13.1
Mathematics A 30	54.6	50	51.6	28	56%	3
Mathematics B 30	73.4	62	63.2	11	18%	10.2
Mathematics C 30 (geogtrig)	77.9	156	57.2	2	1%	20.7

Average across all subjects 11.91 % achievement gap.

2. We want to see an increase in higher literacy in elementary throughout high school. We are currently in the process of collecting and organizing our data into the system wide student management system SchoolLogic.

- For the 2012-2013 year (December – June 2013) we will be collecting baseline data to inform our understanding of where the strengths and weaknesses are in current FNM education. We will make numerical goals to increase student achievement in the higher grades for the 2013-2015 years. Based on our forthcoming data, we will expect an increase in the amount of somewhere between 3 and 5%. We will use, and continue to use existing programming and brainstorming and perhaps implement new programming such as tutoring, peer-tutoring groups, or more academic supports as necessary to lower the existing achievement gap across all subject areas, but concentrating on Language Arts, math and sciences.
- During the collection and the analyzation process of the forthcoming data, we will attempt to see if more supports could be put in place to help FNM students in achieving success.

3. We want to see a higher attendance rate in FNM students.

- We realize that the attendance rate is inextricably linked to achievement. Our Data & Assessment Support Person, Amy Williams is currently harvesting data from LSSD cumulative files. Amy will put these numbers together, and based on the attendance, we will come together to brainstorm specific ways that we can improve FNM achievement and the factors (qualitative data) which explain the quantitative data.

4. We want to see higher numerical literacy amongst FNM students.

- We will continue to collect baseline data regarding math.
- We will include data consultants and math consultants to advise and give some light as to what is happening in the way math is taught and if there are ways to increase FNM achievement using a variety of creative measures, including perhaps tutoring, or revamping the way math is taught, as our division has done in science.
- We are currently using First Steps in Math as a means of providing Differentiated Instruction in math.

5. We know that FNM students can achieve at the same levels as non FNM students and we also realize that historically, they have had many reasons for the crisis that they are in, so we will attempt to alleviate and not create the types of oppressive measures that created the gap in the first place.

6. Complete program audit of efficacy and relevance of Living Sky current and considered program/practice.

- Conduct a complete Library Survey: We realize that students of Aboriginal ancestry maybe become disengaged if they can't see their own life experiences in the schools. We want to ensure our libraries center a variety of people in the schools, especially FNM. (Library techs can be able to pull everything that is FNM to find the percentage of FNM books. Looking at books/resources/films that would be beneficial to everyone to challenge what they believe is possible, in terms of race, class and gender.
- Program Survey: Living Sky School Division provides an array of programs and support to FNM students and other in the following areas:
 - Nutrition
 - Family workers (School Liaisons)
 - Cultural support workers
 - Counsellors
 - Student Services (available to all students)
 - Behavioural Supports, both programs and practices

As these supports were developed at various times for a variety of purposes, it is timely to engage in a program review to be completed by December 31, 2013, with outside facilitation if necessary, to determine efficiency and assist in future planning.

We Believe...

We believe that understanding the histories behind our lands is important. It's hardly feasible to celebrate a settler society, without also telling the whole story.

We believe that forwarding and validating First Nation and Métis worldview is at the heart of success for all students.

We believe that teaching First Nations Languages and Cultures are a valid component which can complement the current western worldview to bring about mutual benefits to include holistic well-being and mutual respect as well, which is integral to all of the Treaty six people.

Goal 2: All learners have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan.

What do we want?

- 1. All learners will have a foundational understanding that we are all beneficiaries of Treaty, and of Métis peoples' contributions to the development of the Canadian West, including their traditional settlement areas in Saskatchewan.**

Indicators:

- We will find creative ways to include Cree language teachers/speakers in our target schools.
- We will develop curriculum in partnership, possibly with the Gift of Language and Culture and other possible programs that are currently being developed Example: Saskatchewan Indian Cultural College. (SICC)
- We will develop a plan to strategically increase the number of treaty catalyst teachers in Living Sky priority will be given to our target schools.
- Sherron Burns and Michelle Sanderson have volunteered to undergo Treaty Catalyst Training in order to bring the numbers up from 5 to at least 10 within the 2013-2014 school year.
- In particular, we will look at our Treaty Essential Learnings and work at steadily increasing the involvement and implementation of the treaty education materials including the Office of the Treaty Commissioner Kit, and the The Treaty Six Education website created by Living Sky School Division.
- We will aim to have more of a representative workforce in Living Sky School Division. We will develop and implement a procedure at all levels, for more school and division staff, liaison workers, and teachers who are of First Nations descent and those who have taken anti-racist/anti-oppression classes at their respective universities.
- As well, we will develop policy to ensure there are First Nations, Métis , representatives on the board of trustees, and school community council.
- We will develop a solid core of anti-racist/anti-oppressive procedure for Living Sky, to be completed by June 2013. Implementation to be determined.

We Believe...

We believe that quantitative data doesn't tell the whole story of skillsets or ability.

Goal 3: Data collection and reporting on measures outlined in the Ministry's First Nations and Métis Education Policy Framework that demonstrate accountability towards educational outcomes.

We believe that there is more qualitative data which is extremely useful in understanding our students. We will undergo qualitative data to try to understand the story of the achievement gap. We also want to continue collecting our quantitative data:

- Expository writing assessment (3, 6, 9, 12)
- Number strand assessment, (2,5, 8, 10)
- Tell them from me.
- Graduation rates
- credit attainment
- Self-identification
- Transitions to work or post-secondary
- Grade 9 assessment, qualitative data study for FNM students.

As well, the following and a note about them...

1. AFL – Assessment for Learning
 - a. Saskatchewan government provincial testing
 - b. In the midst of switching the format and delivery of results
2. F & P – Fountas and Pinnell
 - a. Benchmark Assessment
 - b. Reading test
 - c. Published in Canada by Pearson
 - d. Most used reading assessment used in Saskatchewan
 - e. Used across Canada and the US
3. EDI – Early Development Instrument
 - a. Early childhood development questionnaire
 - b. Most/all schools use in it Saskatchewan
4. EYE - ?
 - a. Also a early childhood inventory
 - b. I think it is going to replace the EDI next year
 - c. Angela will know the details
5. Gates McGinite
 - a. Standardized reading test
 - b. Not used that often anymore
 - c. Schools now use the F & P
 - d. Gave a grade equivalent score in vocabulary, comprehension, and combined score
 - e. Does not reflect the comprehension strategies which is why we have moved to the F % P
6. Self –Regulation
 - a. Strategies to help people regulate their nervous systems – help kids manage their own behavior – used instead of rewards or punishments
 - b. Brain Dance – Ashley Johnson (dancer in residence) has taught these in several schools
 - c. Cando is using a program called the Universal Strategies

A meaningful year over year improvement in data around student achievement would be in the area of 3 -5%. This would cut the achievement gap in half in a five year period. We will research through qualitative data student resiliency and success. We will engage in data collection and research using CIHR's guidelines to ethical research on Aboriginal peoples.

By 2013-2014, we will have gathered qualitative data from students, teachers, administrators, FNM parents to understand the circumstances surrounding the achievement gap and the mysteries behind it.

We believe... We feel that FNM voice and perspective is necessary, and must be represented in all decision making and discussions in education. We would like to call out to FNM leaders/institutions and worldview to help guide our ship in a holistic & meaningful way. We would like to work in consultation with FSIN and the AFN have to regarding education. We would like to include, students, parents, and community members to engage meaningful dialogue about the direction of education.

Goal 4: Shared management of the provincial education system by partnering with First Nations and Métis peoples at the provincial and local level.

Current and Developing Partnerships:

Elders' Council
Sakewew High School
Battleford Tribal Council & B Agency Tribal Chiefs
Prairie North Health Region
North West Regional College
Light of Christ Roman Catholic School Division
School Community Councils

Proposed that we explore:

First Nations and Metis Representation on Living Sky School Division Board
Partnering with the Bands in our Respective Schools
Federation of Saskatchewan Indian Nations
Assembly of First Nations (Research)
Saskatchewan Indian Institute of Technology,
Saskatchewan Institute of Applied Science and Technology,
University of Saskatchewan,
University of Regina
CIHR (Council of Ethical Research on Indigenous Peoples)

Appendices:

Indigenous methodologies: *Specifically Nehiyaw Kiskayitamowin Cree worldview/epistemology

- Data collection through:
- Conversations
- Sharing circles
- Story
- Protocol
- Indigenous research is concerned with doing research in a good way... As a researcher, you are accountable to all your relations when you are doing research.. (Kovach, 2009, p. 35)
- One of the most critical aspects to Indigenous research is the ethical responsibility to ensure that Indigenous knowledges and people are not exploited. Research is about collective responsibility: 'we can only go so far before we see a face or our Elder cleaning fish, our sister living on the edge in East Vancouver... -and hear a voice whispering, "Are you helping us?"' (Kovach, 2005, pp 31)
- The Nehiyaw Methodology is based on key qualities.
"These key qualities include: (a) holistic epistemology, (b) story, (c) purpose, (d) the experiential, (e) tribal ethics, (f) tribal ways of gaining knowledge, and (g) and overall consideration of the colonial relationship. (Kovach, 2009, p.44)

Figure 1: An Indigenous research (conceptual) framework with Nehiyaw epistemology



(Kovach, 2009, p.45)

A few more words on Indigenous methodology:

It is done with the people being studied, but not to them, to benefit them, but as well as to benefit us.

Participants are invited to review and approve the final reports or findings, to ensure that it is what they meant to say and that they agree with the data as presented in the final report.

This data will help us to understand the qualitative information that is missing from the quantitative data Eg: *cat4, .

Data collection has always been a political act, and can be done in a bad way, or in a good ethical way. This is what we attempt to do with Nehiyaw kiskiskayimihtowin.

It is also based on the tenets of the Nehiyaw nation, including giving back, cultural and historical understandings.

References:

Kovach, Margaret. (2009). *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. University of Toronto Press.

Martin, Karen L. (2003) *Ways of Knowing, Ways of Being and Ways of Doing: a theoretical framework and methods for Indigenous re-search and Indigenist research..* *Voicing Dissent, New Talents 21C: Next Generation Australian Studies Journal of Australian Studies*, 76, pp. 203-214.

<http://eprints.qut.edu.au/7182/1/7182.pdf>

<http://www.cihr-irsc.gc.ca/e/4656.html>



CONTINUOUS AGENDA 2012-13

Updated September 26, 2012

Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
September	Student Hall of Fame Overview		Student Hall of Fame	
Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
October	Human Resources/Payroll – Technology Check Inspiring Movement EAL/ELL			Operations Rationalization (including Joint Use)
Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
November	SSBA Convention School Goals	Organizational Meeting Year End Financial Statements		Generative: First Nations Education
Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
December	Facilities		Board/CEO Review <i>Most difficult things to learn</i>	Facilities
Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
January	Transportation Technology	Operations Rationalization	Technology Plan Update	Generative: Trades Training Critical Incident Review Transportation



CONTINUOUS AGENDA 2012-13

Updated September 26, 2012

Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
February	Supervision Communications		Communication Plan	Maintenance /Renovations Operational Plan for 2013-14
Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
March	Curriculum Student Services Rural Ed Congress	Operational Plan Details for 2012-13	Supports to Learning - PLC's – UBD -Student Services Board <i>Most difficult things to learn</i>	Generative Alignment Operational Plan with CIAF Finances with Operational Plan
Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
April	CIAF/Achievement Goals Human Resources Light of Christ	Staffing Projections	CIAF	Budget Planning 2011-12 Staffing Levels/Targets
Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
May	School Community Council Reps Caring/Respectful School Environments Treaty Education Admin Council		School Community Councils Behavioral Programming	Program Audit Budget Planning 2013-14



CONTINUOUS AGENDA 2012-13

Updated September 26, 2012

Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
June	Critical Incident Report Student Hall of Fame Politicians Technology Check	Budget 2013-14 Central Office Wages/Benefits	Supervision Report Central Office Administrators Professional/Support Staff	
Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
July				
Month	Delegations & Linkage	Decision Items	Monitoring Reports	Planning Discussion
August	Governance Review – Board Advance Strategic Planning – Board Advance			



LIVING SKY SCHOOL DIVISION No. 202
CONFIDENTIAL HUMAN RESOURCES REPORT

February 13, 2013

Last Name	First Name	School	Position	Contract	Details
Snyder	Joleyne	BCS	Educational Assistant	CUPE Job Posting	Temporary, 6 hours/day, commencing January 31 to June 28, 2013, replacing Sandra Brabant, resignation.
Winia	Lisa	Bready	Teacher	Maternity Leave	Effective March 14, 2013 to March 30, 2014.
Reade	Cindy	Cando	Secretary	CUPE Job Posting	Temporary, 4 hours/day, commencing January 14 to June 28, 2013, replacing Faith Struhan, resignation.
Ross	Mitchell	Cando	Library Assistant	CUPE Contract Amendment	Amendment to temporary 3.5 hour/day, increasing to 6.5 hours/day, commencing January 14 to June 28, 2013, replacing Faith Struhan, resignation.
Struhan	Faith	Cando	Secretary/Library Assistant	Resignation	Effective January 2, 2013.
Seth	Naomi	Central Office	HR Assistant	Resignation	Effective February 1, 2013.
Deleanu	Priscilla	CKES	Educational Assistant	CUPE Job Posting	Temporary, 6 hours/day, commencing January 21 to June 28, 2013, due to student needs.

Last Name	First Name	School	Position	Contract	Details
Booth	Betty	Hartley Clark/SHS	Bus Driver	CUPE Job Posting	Temporary, 3 hours/day, commencing January 24 – June 28, 2013, new position due to needs.
Baroni	Michael	Kerrobert	Bus Driver	Retirement	Effective January 8, 2013.
Halter	Kristin	Kerrobert	Teacher	Amend Contract for a Specified Term	Amend .25 FTE to .57 FTE, commencing January 3 to 25, 2013, replacing Greg Kenyon resignation.
Sultana	Rehana	Kerrobert	Teacher	Full Time Temporary	Commencing February 1 – June 28, 2013, replacing Cathy Harvey, reassigned.
Van Basten	Caron	Kerrobert	Bus Driver	CUPE Job Posting	Temporary, 4 hours/day, commencing January 16 to June 28, 2013, replacing Michael Baroni, retired.
Jordan	RoxAnne	Lawrence	Teacher	Full Time Temporary	Commencing January 11 to February 28, 2013, replacing Sherri Dzeylion, medical.
LeMay	Michael	Luseland	Teacher	Leave Without Pay	For the 2013/14 school year, as per Section 12.1 of the LINC Agreement.

Last Name	First Name	School	Position	Contract	Details
Hollman	Nancy	Macklin	Teacher	Temporary Part Time	Temporary, .40 FTE, commencing January 3 to June 28, 2013, or the return of Lori Chotowetz, medical leave.
Balness	Trish	Macklin	Educational Assistant	CUPE Job Posting	Temporary, 6 hours/day, commencing February 4 to June 28, 2013, replacing Amanda Risling, maternity leave.
Risling	Amanda	Macklin	Educational Assistant	Maternity Leave	Commencing February 4, 2013 to February 4, 2014.
Hansen	Daryl	Major	Caretaker	CUPE Job Placement	Temporary, 7.5 hours/day, commencing January 1- June 28, 2013, replacing Darlene Shatkowski, medical.
Buziak	Jamie	Medstead	Caretaker	CUPE Job Posting	Temporary, 3.5hours/day, commencing January 21 – August 30, 2013, replacing Jeanette Short, resignation.
Cronkhite	Dana	McLurg	Educational Assistant	Termination	Effective February 1, 2013.
Johnson	Karen	McLurg	Educational Assistant	CUPE Job Posting	Temporary, 6 hours/every second day, commencing January 21 to June 28, 2013, replacing part of Lisa Pernitsky's assignment due to medical.

Last Name	First Name	School	Position	Contract	Details
Kobelsky	Nicole	McLurg	Library Technician	CUPE Job Posting	Temporary, 6.5 hours/day, commencing January 28 to June 28, 2013, replacing Cindy Petterson, retired.
Petterson	Cindy	McLurg	Library Technician	Retirement	Effective January 4, 2013.
Dowdell	Lisa	NBCHS	Teacher	Full Time Temporary	Commencing February 1 – June 28, 2013, replacing Patti Serwotki, medical leave.
Hanna	Nicole	NBCHS	Welding Teacher	Part Time Temporary	.50 FTE, commencing February 4 – Mar 15, 2013, replacing part of Gerald Nickel's assignment, medical.
Schmidt	Sherry	NBCHS	Caretaker	CUPE Job Posting	Temporary, 6 hours/day, commencing January 28 to August 31, 2013, replacing Andrew Mudge, reassigned to BCS.
Abrams	Lisa	UCHS	Educational Assistant	CUPE Job Posting	Temporary, 6 hours/day, commencing January 31 – June 28, 2013, replacing Breanne Sperle, maternity leave.

Last Name	First Name	School	Position	Contract	Details
<i>English</i>	<i>Doug</i>	UPS	Principal	Retirement	Effective June 30, 2013.



Living Sky School Division No. 202

Procedure Type: School Operations

Procedure Number: 4.3

Procedure Title: Admission of Students

Legal Reference: Education Act 1995 Sections 85,120,121,122,141,142,171,172,173

Approval Date: November 10, 2010

Revision Date: February 6, 2013

Revision Approval Date:

Background

Living Sky School Division provides learning opportunities for children and adults within the context of the Board's vision, mission and guiding principles.

According to *The Education Act, 1995*, all persons residing in the School Division, who have attained the age of six years but not yet attained the age of twenty-two years have the right to attend a school in the school division and a right to secure instruction appropriate to their age and level of achievement. The right to receive instruction is the right to instruction in courses or programs approved by the school division. In most case this instruction will be provided in the school that is situated within the attendance area in which the student lives, but may be provided in another school in the division, or in Board-approved schools or institutions outside the division's jurisdiction.

The school division may provide programs and services to persons beyond those required by provincial legislation.

Procedures

1. Resident Students

- a. The principal is responsible for the admission of students who reside in the attendance area of his/her school.
- b. Requests for admission to schools from students living outside the established attendance area are to be submitted to the Director of Education or designate for recommendation to the Director.
- c. In the case of students requiring special programming, where the program is not available in the student's attendance area, the Director of Education or designate shall assign the student to the appropriate school.
- d. Resident adults who are, or exceed twenty-two years of age, may enroll in schools of the division with the approval of the Director of Education or designate.



2. Kindergarten and Grade One

- a. Children who are five years of age as of October 31 of the school year may be admitted to kindergarten.
- b. Children who meet the Ministry of Education's criteria for a student with *intensive needs*, may be enrolled in Early Entrance programming at an earlier age, provided the Director of Education has approved such an admission.
- c. Children who meet the Ministry of Education's criteria for Pre-Kindergarten programming may be enrolled in Pre-Kindergarten programming at an earlier age, provided the Director of Education has approved such an admission.
- d. Children who are six years of age as of October 31 of the school year are to be admitted to grade one.

3. Non-Resident Students

- a. Saskatchewan students, who are non-residents of Living Sky School Division may be admitted subject to the following conditions:
 - i. the student(s) or jurisdiction acting on behalf of the student(s) makes application for admission to the Director of Education or designate
 - ii. space, material and appropriate staffing are available to accommodate the student or students
 - iii. tuition fees are charged as outlined in the Regulations to *The Education Act, 1995*
 - iv. the non-resident student(s) or jurisdiction representing the student(s) pays a tuition fee as agreed upon by the student(s) and the division, or the responsible jurisdiction and the division.
- b. Exchange students may be admitted subject to the following conditions:
 - i. the Director of Education or designate approves the request for admission
 - ii. exchange students who are not eligible for grant recognition are required to pay 100% of the computed tuition fee amount
 - iii. tuition fees are to be waived for students who are eligible for grant recognition. Eligible students are those engaged in a year of study in the school division as part of a reciprocal exchange program
 - iv. a reciprocal exchange program is one where at least one student from the school division is benefiting from an equivalent time period of studies in another country or province and not paying tuition
 - v. An exception to the definition of a reciprocal exchange program is a program where there are specific one-to one exchange arrangements between foreign countries and the province.
- c. Foreign students may be admitted subject to the following conditions:
 - i. students request admission in accordance with Living Sky School Division procedures
 - ii. applications are completely processed and returned to the Director of Education or designate by March 30 for enrolment in September.
 - iii. appropriate fees, as determined by the Director of Education are paid when all documentation has been received and the application approved by the Director of Education or designate



- iv. students who last attended school in a country other than Canada may, prior to admission to a school in the division, **at the discretion of the school principal** be required ~~by the school principal~~ to have their previous educational standing evaluated by the Ministry of Education.

4. Transfers from Other Jurisdictions

- a. A child who has attended kindergarten or grade one in another jurisdiction during the current school year and who does not meet the admission requirements of Living Sky School Division is to be admitted at the level to which he or she was entitled by the sending jurisdiction.
- b. All other students entering the school division are to be admitted and placed provisionally at the level to which they were entitled by their sending school division.
- c. Provisional placements are to be changed only in cases when the placement is found to be clearly inconsistent with the student's general achievement.

5. Documentation

- a. Principals are required to collect, assess, and record information required for the admission of students to schools.
- b. It is the responsibility of parents or guardians of students to provide information required by the principal. In the case of adult students, it is the responsibility of the adult student to provide information required by the principal.



Living Sky School Division No. 202

Procedure Type: School Operations

Procedure Number: 4.14

Procedure Title: Code of Conduct

Legal Reference: Legal Reference: Section 85, 87, 108, 109, 150, 151, 175 Education Act
Saskatchewan Teachers' Federation Code of Ethics

Approval Date: November 10, 2010

Revision Date: February 6, 2013

Revision Approval Date:

Background

Schools operate with good discipline in order to:

- Develop students' knowledge, attitudes, and skills that will assist them in conducting themselves according to appropriate standards of behavior;
- Provide school-wide conditions which will contribute to effective teaching and learning, and protect the health and safety needs of students and staff;
- Help students reach their fullest potential.

Living Sky School Division encourages the cooperative efforts of students, parents, teachers, administrators and School Community Councils in providing educationally productive environments in our schools. With this in mind, the principal shall develop a Student Code of Conduct in consultation with staff, students, and the School Community Council, and communicate the Code to students and parents.

Procedures

1. Students are to:
 - a. Be diligent in pursuing their studies;
 - b. Attend school regularly and punctually;
 - c. Cooperate fully with everyone involved in providing education programs and services;
 - d. Comply with the rules of the school;
 - e. Account to their teachers for their conduct;
 - f. Respect the rights of others;
 - g. Respect and care for personal and public property;
 - h. Be polite and display good manners.



2. Parents will help students meet the Code of Conduct when they:
 - a. Send children to school rested, clean, fed, and ready to learn;
 - b. Ensure that the child attends school regularly;
 - c. Are aware of the child's work, progress and problems – by talking to the child about school, by looking at the child's work and progress reports, and by participating in school programs and activities when possible;
 - d. Maintain continuing contact with the child's teacher and principal about the progress of the child's education;
 - e. Reinforce at home the importance of acquiring the knowledge, skills, and values needed to function effectively in society;
 - f. Take part in school programs that enable parents to participate in making educational decisions;
 - g. Respond to communications from the child's school;
 - h. Hold the child responsible for the work, attendance and behavior expected for the child's education;
 - i. Treat school personnel with courtesy and respect.
3. Teachers and/or staff will help students meet the Code of Conduct when they:
 - a. Create and maintain a safe, caring atmosphere within the classroom and the school;
 - b. Create an environment which helps students learn to accept themselves and others by becoming competent, fulfilled and independent persons;
 - c. Seek appropriate ways to enhance each students opportunity for success;
 - d. Create and maintain cooperative relationships between the school and family;
 - e. Inform parents through conferences and report cards, about the academic and social progress of their children;
 - f. Provide professional advice to parents with regard to the educational needs and recommended programs for their children;
 - g. Remain current in their profession by continuously searching for ideas, materials and experiences to use in helping students; and
 - h. Treat students and parents with courtesy and respect.
4. Living Sky School Division encourages every student to be accountable to herself or himself regarding conduct, and recognizes that students are accountable to the following:
 - a. the teacher for her or his conduct on the school premises and property during school hours, and such hours as the teacher is in charge of the student in class, or while engaged in authorized school activities outside regular school hours.



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- b. the principal and members of the teaching staff at any time the student is under supervision of the school, including time spent traveling between the school and the student's place of residence.
 - c. the operator of a school bus, and to any other person appointed for the purpose of supervision during hours when students are in the personal charge of such employees.
5. Schools will ensure that individual school codes of conduct are consistent with this Procedure.



Living Sky School Division No. 202

Procedure Type: School Operations

Procedure Number: 4.33

Procedure Title: Student Excursions

Legal Reference: Education Act, 1995 Sections 85, 87, 108, 109, 175, 179, 231

Approval Date: November 10, 2010

Revision Date: February 6, 2013

Revision Approval Date:

Background

Living Sky School Division recognizes that out-of-school educational and recreational experiences enhance learning opportunities for students. Activities are encouraged which provide opportunities such as:

- Personal experience in environmental education
- Awareness of the outdoors as a resource of activities for a healthy lifestyle
- The development of self-reliance, initiative, responsibility, and cooperative attitudes
- Gaining knowledge of the cultural, spiritual, historical, geographical, scientific, industrial, social, and physical aspects of life
- Activities leading to peer recognition and leadership roles
- Participation in public performances, festivals, and competitions

Procedures

1. General

- a. All groups participating in out-of-school activities are to be under the supervision of a teacher, or another employee approved by the principal.
- b. Principals will follow Human Resources: Volunteers procedure when volunteers or chaperones are involved in out-of-school activities.
- c. Adequate safety precautions must be in place.
- d. Transportation is by school vehicle, paid licensed carrier, or private vehicles. Owners of private vehicles will be encouraged to carry additional package policy insurance coverage (suggested minimum of two million dollars third party liability coverage).

2. Day Trips

- a. Day trips are trips that do not exceed one day in duration.
- b. The principal is authorized to approve day trips. (Excursions within city or town limits may be approved by the principal without completion of the Student Excursion form.)



- c. The school must obtain signed consent forms from parents or guardians.
- d. For events or trips outside of the community, the teacher must complete the Student Excursion form.
- e. One form may be used for multiple activities, if each is clearly described on the form. Reminders should be sent to parents/guardians closer to the excursion date.

3. Overnight Excursions, Outdoor Education Excursions or Out-of-Province Day Trips

- a. The Director or designate may approve overnight excursions, outdoor educational excursions or out-of-province day trips.
- b. The Student Excursion form must be completed, signed by the principal, and submitted to the Director or designate.
- c. The school must obtain signed consent forms from parents or guardians.

4. Out-of-Province Overnight Excursions

- a. All out-of-province overnight pupil travel organized under the auspices of the school division must have the approval of the school principal and the Director or designate.
- b. The principal of the school must ensure that the following conditions can be met before recommending out-of-province overnight pupil travel to the Director or designate:
 - i. Only currently registered students of Living Sky School Division will be considered.
 - ii. Signed parent/guardian consent forms are collected and filed for all students involved in the trip.
 - iii. Any staff members whose instructional activities may be affected by the absence of students, support staff and teachers have been consulted.
 - iv. Adequate provisions have been made for accommodation, supervision and welfare of traveling students.
 - v. Adequate and appropriate insurance coverage is provided to protect the students, teachers, and the Board of Education in the event of an accident or misfortune. Clarification of adequacy of insurance for all persons traveling shall be made through consultation with the Superintendent of Business.
 - vi. The educational benefits of the field trip or excursion will complement the students' regular school program.
 - vii. The students will suffer no serious loss in their basic educational program normally provided through the school.
- c. Once the preceding conditions are met, the principal is to inform the Director or designate of the travel plans being developed.
- d. If the Director or designate consents, the principal is to make a formal request, which is to include the following:
 - i. An itinerary of the proposed travel, specifically identifying times, places, and modes of travel
 - ii. A list of persons or agencies who have accepted responsibility for organizing the trip
 - iii. A statement of anticipated costs including fares, tariffs, meals, spending money, accommodation, deposits and any other known costs



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- iv. A statement indicating the need for and provision of tour or travel documents such as passports
 - v. A list of chaperones, indicating their relationship to the school system and qualifications as leaders or chaperones on the proposed trip
 - vi. A list of participants indicating their full names, grades, home address, telephone numbers and names of parents or guardians
 - vii. A statement of anticipated educational benefits, including pre-travel and post-travel educational activities
 - viii. A statement of guidelines governing student behavior. Students are subject to all regulations normally associated with behavior in the school setting including the use of alcohol or illicit drugs
 - ix. A statement of safety considerations
 - x. If applicable, a statement indicating adequate or additional health insurance.
- e. The Director or designate, upon receipt of the formal request, may approve the excursion.
- f. Notwithstanding the foregoing, it is expected that student travel time shall normally occur during school breaks.



DIRECTOR OF EDUCATION REPORT

February 13, 2013 Regular Board Meeting

INFORMATION

1. Major School Review

- The SCC has requested further information, which we have provided. This included information on such things as enrolment at Kerrobert and Luseland, transportation procedures, and the bus garage costs/savings.

2. Directors meeting with Ministry

- I will be updating the Board on a number of items that were discussed at the recent Directors-Ministry meeting. These include the following:
 - Budget expectations (don't expect much)
 - Transition funding (nothing definite)
 - LINC funding (likely not settled for at least another year)
 - School Calendar
 - Expectations regarding "Lean"
 - Transportation re: funding formula
 - "Efficiency" expectations
 - Supports for Learning re: funding formula
 - Assessment policy and progress regarding Assessment plans
 - Sharing of Health Information for enrolment projects
 - Annual Reports

For the most part these things continue to be in development.

3. First Nations and Metis Student Achievement Plan

- Brian Quinn, Sherron Burns and Micelle Sanderson, our First Nations and Metis Student Achievement Coordinator, have been instrumental in the development of our First Nations and Metis Student Achievement Plan. The Ministry has also worked closely with us on its development. This plan is included in the Board package, and will be presented at the Board meeting. This is a comprehensive plan that focuses on closing the gap for First Nations and Metis students in regard to such things as achievement and graduation rates. This plan has been well received by our First Nations and Metis partners, such as Elders and cultural support people.

4. Cando-McLurg PAA

- Grade 10 students from Cando School will have the opportunity this semester to take PAA courses at McLurg School. There is no PAA shop of any kind at Cando, so presenting PAA opportunities has always been somewhat of a challenge. I certainly appreciate the work that principals Greg Mamer and Tammy Riel have done to make this happen. Students from Cando will be bussed to Wilkie. The classes will be organized in modular format (one week blocks five times per semester).

DISCUSSION

1. Shell Lake Meeting

- Lonny Darroch, Colin Westgard and I will be attending a public meeting in Shell Lake, February 19th regarding the bussing of students from the Shell Lake and Debden area to Spiritwood. At this time, there are students attending school in both Spiritwood and Debden. I am not sure how productive the meeting will be (sometimes at public meetings you really only hear from a small percentage of the parents) but it will be an opportunity to listen. I believe that Saskatchewan Rivers School Division is considering an "open boundary" area for those families that wish to be bussed out of the Debden attendance area. If we are to begin bussing any of these students, we should be developing an agreement regarding the funding of the transportation.

2. Public Section Resolution

- At the Public Section Meeting on Thursday, February 7, 2013 there was discussion regarding a resolution which would see the Government of Saskatchewan assume full responsibility for collection of Education Property Taxes. This resolution was supported by the Board members present. It is my understanding that this resolution will eventually come forward to the general assembly of SSBA.



Living Sky School Division No. 202
Chief Financial Officer Report
February 13, 2013

1) Resolute School Site

In 1965, the Resolute School was sold to the Resolute Snow Plow Club however the title was never transferred. The Club is trying to have the School declared a heritage site but are not able to because the title is in the name of Living Sky School Division. I will need a Board motion to approve transferring the title. (The Ministry is aware of this and will approve the transfer to the Club).

2) City of North Battleford Tax Remittances

I have included a copy of the letter from the City to the Minister advising that the City will remit taxes based on the amount collected. In the past, the City would remit the total levied. This change will not have any effect on the Board as the grant payment will go up to compensate for the decrease in tax collections.

3) Design Work for NBCHS

Brian Bossaer and I will be meeting with NBCHS school administration and the architect next week to look at the work that will be needed at NBCHS to accommodate the Grade 8's. We want to have the design work completed prior to budget day (I believe that is March 20) so that we are ready to proceed when the capital/project funding is announced by the Ministry.

4) Other Matters

5) Confidential Items

7th of February 2013

Via e-mail

Hon. Russ Marchuk
Minister of Education, Saskatchewan Government
Room 348, Legislative Building, 2405 Legislative Drive
Regina, SK, Canada, S4S 0B3

Dear Honourable Russ Marchuk,

Thank you for providing direction in your letter to my office dated 16th of November 2012 regarding the collection and remittance of education property taxes (EPT) for school divisions in the City of North Battleford (hereafter referred to as the City).

Re: Collection and remittance of education property taxes for 2012

The purpose of this letter is to verify the remittance process of EPT by the City to the school divisions Light of Christ RCSSD #16 and the Living Sky School Division #202.

In 2012, the City paid the total levied amount to the school divisions per the previous operating process. The City continued to incur the cost of unpaid school taxes, which includes the administrative and collection costs. See the attached list of levies and amounts paid on page 2.

The City understands this process is unique in the province of Saskatchewan and was being administered without a signed agreement. The City respects the wishes of the Minister to begin remitting the actual EPT cash collections under one of the following options:

1. Pay the school division the amount of EPT received each month, or
2. Sign an agreement with the school division to pay an estimated amount per month during the calendar year and then reconcile the amount paid to the actual cash collections when making the final December payment.

The City will amend the remittance of EPT for 2013, post discussion with the school divisions.

Kindest regards,



Matthew V. Hartney MBA, CMA
Director of Finance

cc. Hon. Jim Reiter, Minister of Government Relations
Cheryl Senecal, Deputy Minister, Ministry of Education
Ian Hamilton, Mayor, City of North Battleford
Jim Toye, City Manager, City of North Battleford
Lonny Darroch, Chief Financial Officer, Living Sky School Division #202
Joel Lloyd, Chief Financial Officer, Light of Christ RCSSD #16
Valerie Lusk, Acting Executive Director, Education Funding

Education property tax (EPT) levies and amounts paid, past 5 years, per School division

The following is the actual amounts paid per calendar year to the respective school divisions by the City given the EPT levied and grants-in-lieu received net incentives.

Light of Christ Roman Catholic School Division

	2012	2011	2010	2009	2008
School Levy, EPT	\$ 1,590,871	\$ 1,562,241	\$ 1,626,005	\$ 1,571,138	\$ 2,497,815
Grants-in-lieu paid net incentives	\$ 92,303	\$ 85,659	\$ 62,614	\$ 95,569	\$ 115,398
Paid to School Division	\$ 1,683,174	\$ 1,647,900	\$ 1,688,619	\$ 1,666,707	\$ 2,613,213

Living Sky School Division

	2012	2011	2010	2009	2008
School Levy, EPT	\$ 2,614,501	\$ 2,603,275	\$ 2,676,996	\$ 2,669,092	\$ 4,195,240
Grants-in-lieu paid net incentives	\$ 138,384	\$ 113,082	\$ 80,905	\$ 95,656	\$ 157,893
Paid to School Division	\$ 2,752,885	\$ 2,716,356	\$ 2,757,901	\$ 2,764,748	\$ 4,353,133

Note the City remits the EPT to the respective school divisions based on the total levies; the City did not remit school taxes to the school divisions based on cash collections received.