

Prairie South Schools **BOARD OF EDUCATION**

November 5, 2013
10:30 a.m. – 4:00 p.m.
Central Office, 15 Thatcher Drive East, Moose Jaw

AGENDA

- 1. Board Planning Session (10:00 – 10:30 a.m.)**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
 - 5.1. Accountability Report – Higher Literacy & Achievement (Decision)**
 - 5.2. Accountability Report – Smooth Transitions (Decision)**
 - 5.3. Appoint Member to Gravelbourg Elementary's SCC (Decision)**
 - 5.4. Amendment to Palliser Heights SCC Constitution (Decision)**
 - 5.5. Monthly Reports (Decision)**
 - 5.5.1. Substitute Usage Report
 - 5.5.2. Tender Report
 - 5.5.3. Suspensions
 - 5.6. Gravelbourg School Project: Family Resource Centre (Discussion)**
 - 5.7. Learning Presentations (Discussion)**
 - 5.8. Canine Training Facility (Discussion)**
- 6. Delegations and Special Presentations – NONE**
- 7. Committee Reports**
 - 7.1. Standing Committees**
 - 7.1.1. Higher Literacy and Achievement
 - 7.1.2. Equitable Opportunities
 - 7.1.3. Smooth Transitions
 - 7.1.4. Strong System-Wide Accountability and Governance
 - 7.1.5. Advocacy and Networking
 - 7.2. Adhoc Committees**
 - 7.2.1. South Hill

8. Information Items

8.1. Inquiry from Previous Meeting

8.1.1. What are the legal requirements with respect to the offering of French Immersion schooling? What are the enrolment numbers for French Immersion at Palliser Heights School and Central Collegiate by grade? How does this compare to 2012-2013?

8.2. SSBA Proposed Resolutions for 2013 AGM

9. Celebration Items

10. Identification of Items for Next Meeting Agenda

10.1. Notice of Motions

10.2. Inquiries

11. Meeting Review

12. Adjournment

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 15 Thatcher Drive East, Moose Jaw, Saskatchewan on October 1, 2013 at 10:00 a.m.

Attendance: Mr. D. Crabbe; Mr. S. Davidson; Mr. R. Gleim; Ms. J. Jelinski; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; J. Finell, Director of Education; R. Boughen, Superintendent of Human Resources; L. Meyer, Superintendent of Learning; B. Compton, Superintendent of School Operations; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; D. Briggs, Communications Coordinator; H. Boese, Executive Assistant

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

Presentations: Student Advisory Group Presentation (11:30 a.m.)

Delegations: Jaylyn Knudson, Valley Ridge Estates (2:00 p.m.)

Motions:

- | | | |
|-----------------|---|---------|
| 10/01/13 – 1995 | That the meeting be called to order at 10:53 a.m.
- Davidson | Carried |
| 10/01/13 – 1996 | The following items were added to the agenda:
5.1 becomes 5.2
5.2 becomes 5.1
8.8 Public Section (Lew)
8.9 Members' Council (Shawn)
8.10 Presentation to Treasury Board (Jeff)
8.11 CUPE Agreement Ratification (In Camera)
That the Board adopt the agenda as amended.
- Gleim | Carried |
| 10/01/13 – 1997 | That the Board adopt the Minutes of the Organizational Meeting of September 3, 2013 as presented.
- Young | Carried |
| 10/01/13 – 1998 | That the Board adopt the Minutes of the regular meeting of September 3, 2013 as presented.
- Crabbe | Carried |
| 10/01/13 – 1999 | That due to health reasons that prevent Bernie Girardin from fulfilling his duties as Returning Officer, the Board appoint Ron Purdy as Returning Officer for the upcoming By-Election for Subdivision Number 4.
- Jelinski | Carried |

Ron Purdy signed his Oath and Georgia witnessed as Notary Public.

Giselle Wilson read and signed the Declaration of Office. Georgia Hanwell signed as Notary Public.

- | | | |
|-----------------|---|----------|
| 10/01/13 – 2000 | <p>Due to higher costs of school renovations in Saskatchewan today, we ask administration to research and report back to the Board the pros and cons or costs of hiring trade people to:</p> <ul style="list-style-type: none">a) upgrade our changroomsb) complete our roofing projectsc) monitor and fix our crawlspace. <p>This item will be referred to the SSWAG Committee.
- Gleim</p> | Carried |
| 10/01/13 – 2001 | <p>That in regards to the SSBA Fall General Assembly, voting ballots be divided equally among trustees attending the meeting and that the Board Chair be designated to pick up the ballots.
- Young</p> | Carried |
| 10/01/13 – 2002 | <p>That the Board approve \$105,000 be redirected from surplus funds earmarked for the PAA Rural Enhancement fund towards the expenditures, recommended by the Higher Literacy and Achievement Committee, towards supporting the Reading goal.
- Young</p> <p>Young requested motion 10/01/13 – 2002 be a recorded vote:
<u>In favour of motion:</u> Jelinski, Young, Crabbe, Wilson, McLeod, Davidson, Kessler
<u>Opposed to motion:</u> Gleim, Radwanski, Swanson</p> | Carried |
| 10/01/13 – 2003 | <p>That motion 10/01/13 – 2002 be referred to next year's budget discussions.
- Swanson</p> <p>Swanson requested motion 10/01/13 – 2003 be a recorded vote:
<u>In favour of motion:</u> Gleim, Swanson
<u>Opposed to motion:</u> Crabbe, Wilson, Radwanski, Kessler, Young, Jelinski, Davidson, McLeod</p> | Defeated |
| 10/01/13 – 2004 | <p>That motion 09/03/13 – 1988 be lifted from the table.
- McLeod</p> <p>Motion 09/03/13 – 1988 read as:
That the Board approve one time expenditures for initiatives for the Higher Literacy and Achievement committee to support the strategic goal of reading.
- Young</p> <p>Lew Young withdrew his motion 09/03/13 – 1988.</p> | Carried |

That the Board break at 11:48 a.m.

That the Board reconvene at 12:40 p.m.

10/01/13 – 2005	That the Director of Education accountabilities mandated in the source documents cited in the Learning Improvement Plans Accountability Report, presented at the September 2, 2013 Regular Board Meeting, have been fully met. - Young	Carried
10/01/13 – 2006	That the Board approve the amended Work Plan as presented. - Jelinski	Carried
10/01/13 – 2007	That the Board approve and appoint members to Empire's School Community Council as presented. - Crabbe	Carried
10/01/13 – 2008	That the Board accept the monthly reports as presented. - Gleim	Carried

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- The committee unanimously voted Lew Young as the new committee chair.
- The EYE (early years evaluation) for Kindergarten students is moving forward, new high school science curriculum is moving forward as planned but the ELA 20 and 30 curriculum implementation is on pause. There is a new curriculum out for our primary French Immersion students, and we will work with HTCSD to develop a new report card that is reflective of the curriculum changes.
- The committee reported that the Learning Improvement Team (LIT) workshops were well received by staff.
- The committee also worked on putting together an extensive plan for the Reading Goal, including ideas on how to engage the SCCs, school communities, etc.

Equitable Opportunities

- The committee recently met to discuss the Practical and Applied Arts (PAA) Enhancement Project. They reported that two of the three online courses are full with waiting lists and one is half full. They are also collaborating with Sun West School Division to develop four more online course options for students in both divisions. The committee is also looking at areas to increase teacher professional development to enhance their skills to deliver trade courses for 2014, implement resource sharing plans for courses, and creating two portable equipment trailers to augment school capabilities.

Smooth Transitions

- The committee is working closely with Administration and the Superintendents to collect information and data to inform their work plan.

Strong System-Wide Accountability and Governance

- No report

Advocacy, Networking and Marketing

- No report

Adhoc Committees:

South Hill

- The committee toured Westmount (including the new YMCA daycare), Empire and Riverview in September.
- There was an overview presented of the promotional activities that have happened to date to increase awareness of the high quality public education available in our South Hill Schools.

Inquiries

What are the legal requirements with respect to the offering of French Immersion schooling? What are the enrolment numbers for French Immersion at Palliser Heights School and Central Collegiate by grade? How does this compare to 2012-2013?

- Swanson

10/01/13 – 2009	That the Board go into closed session. - McLeod	Carried
10/01/13 – 2010	That the Board reconvene in open session. - Swanson	Carried

Adjournment

10/01/13 – 2011	That the meeting be adjourned at 3:37 p.m. - Crabbe	Carried
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Shawn Davidson
Chair

Jeff Finell
Director of Education

Next Regular Board Meeting:

Date: November 5, 2013
Location: Board Office, Moose Jaw

AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	5.1
Topic:	Accountability Report - Higher Literacy and Achievement		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

According to the yearly work plan of the Board of Education an Accountability Report regarding Higher Literacy and Achievement is to be presented to the Board in November of each year.
Please see the attached Higher Literacy and Achievement Accountability Report.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	November 5, 2013	Accountability Report

Recommendation:

That the Director of Education accountabilities mandated in the source documents cited in the Higher Literacy and Achievement Report have been fully met.

Prairie South School Division

2012-2013 Higher Literacy and Achievement Accountability Report - November 2013

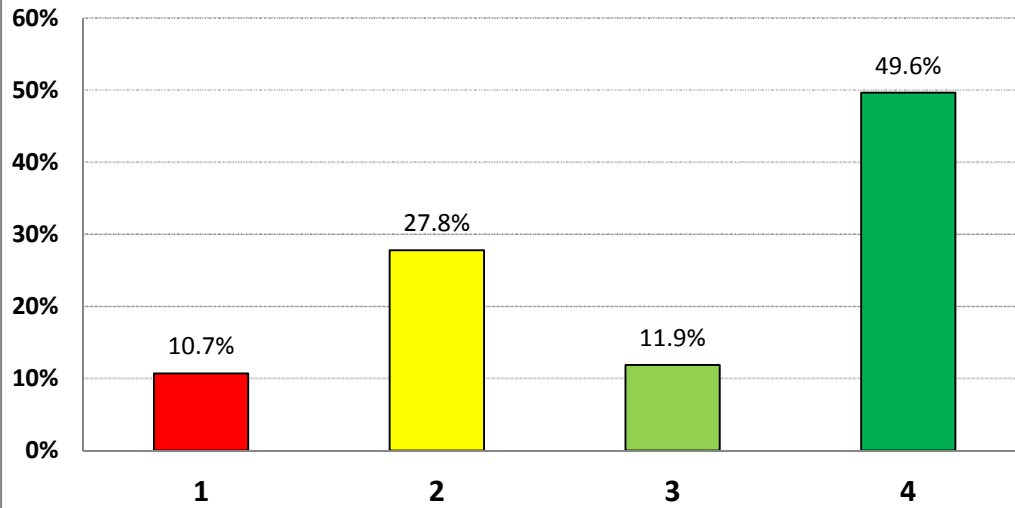
1. Source Documents

- The board's role as outlined in Policy 2:
Annually review the effectiveness of the School Division in achievement of student learning (student learning accountability report).
- The director's role description as outlined in Policy 12:
 1. (Learning Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
 2. (Learning Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
 3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

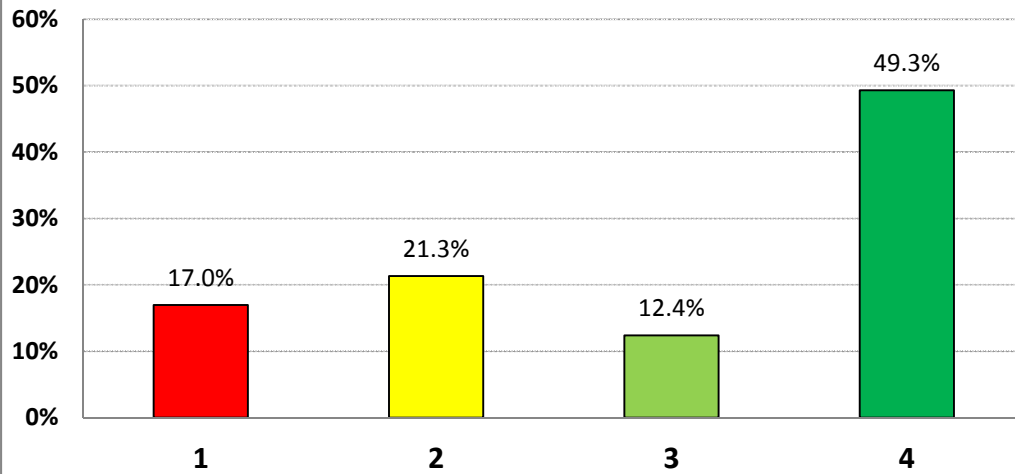
2. Evidence

- The division gathers grade 1 to 3 reading data twice per year. Grade 3 was collected for the first time in June 2013. These data are used to assess student progress and provide a snapshot of information to guide appropriate interventions and supports.
- Our teachers use the Fountas and Pinnell Reading Benchmark System which is considered the gold standard in literacy instruction and staff development. Each student is individually assessed and results indicate their performance in fluency and comprehension.
- The division goal for 2012-2013
 - *All students in grades 1 and 2 will read at developmentally appropriate levels.*
- The division goal for 2013-2018
 - *All students in Prairie South will comprehend what they read or what is read to them.*
 - This goal will be refined as we collect baseline data from all of our grade levels. At this point we have asked all of the LITs for grades 1-4 to focus on reading. Each school will have created a goal based around reading and the data particular to their school.

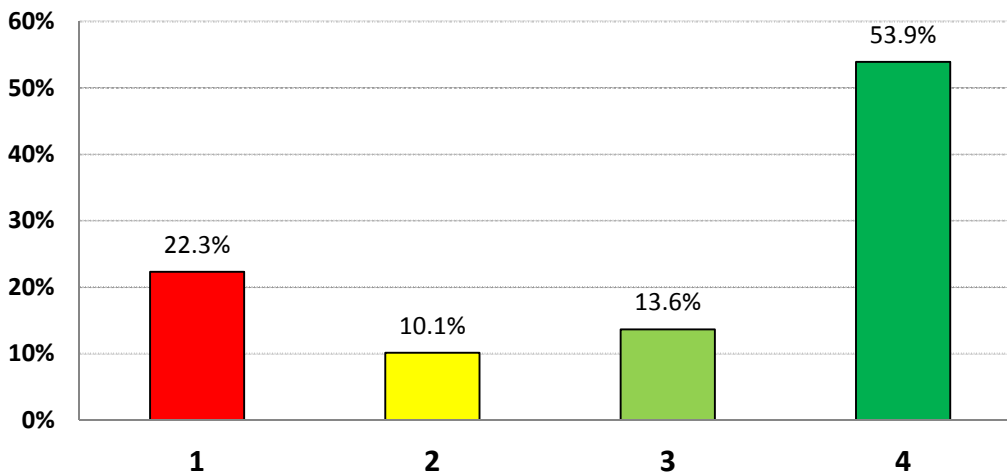
Grade 1 Reading Results June 2013



Grade 2 Reading Results June 2013



Grade 3 Reading Results June 2013

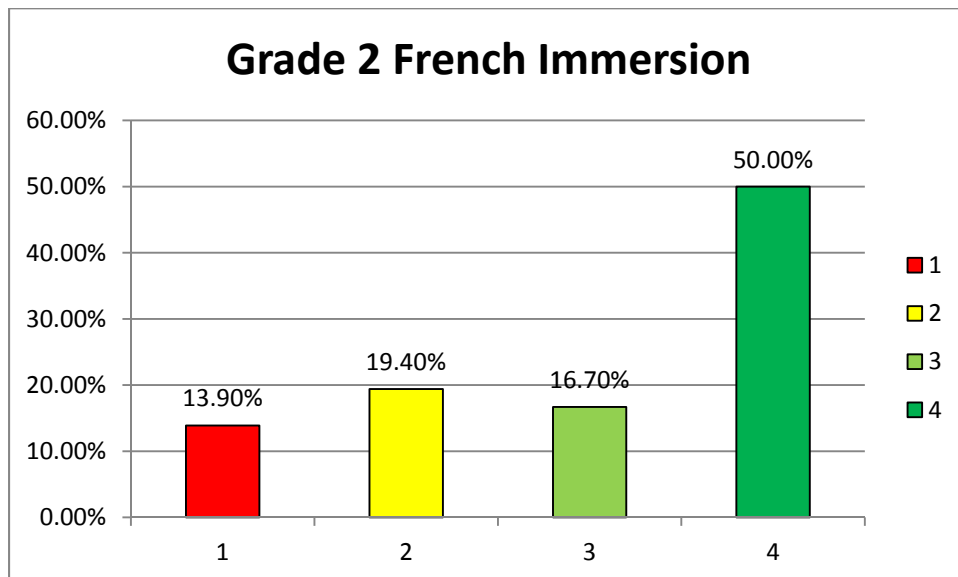
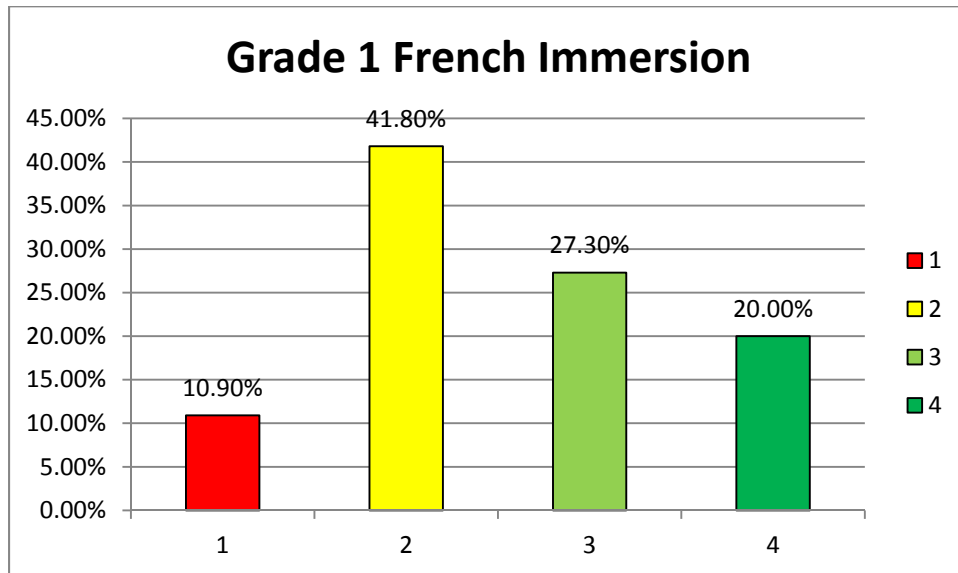


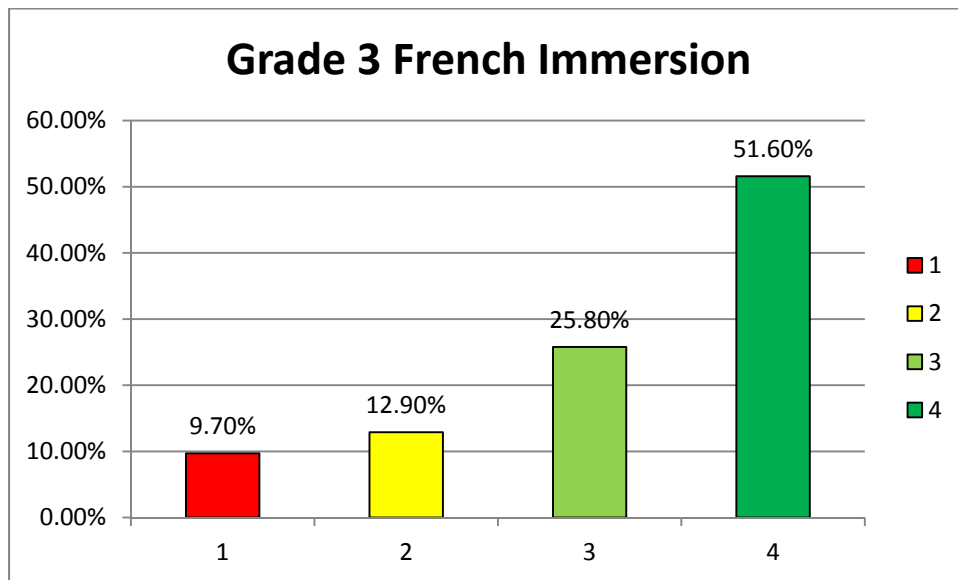
*Note that in the spring of 2013 we increased our expectations for reaching each of the cut off points in order to come in line with the rest of the province. This had an impact of about 10% reduction in the number of students reaching proficiency or higher. This means that our results are not comparable from previous years to June of 2013. Essentially we are starting over with new baseline data.

GRADE	1	2	3	Total
Students included	421	436	484	1341
Students not participating	8	9	10	27
Total	429	445	494	1368

Some students may not have participated due to having a personal program plan with significantly different reading goals or being EAL and too new to the country to take part.

French Immersion Results





3. Administrative Issues:

- The movement towards Reading as a strategic goal is timely as the ministry also pushes forward with literacy and reading as a strong thrust.
- Our Professional Learning days in August were well received and teachers and administrators are talking about and asking about reading indicating an interest and desire to provide high quality reading instruction to all of our students.
- We will provide further professional learning focused on grade 3 and 4 teachers this year with some follow up with our grade 1 and 2 teachers that were our focus in the 2012-2013 year.
- Each school has a Levelled Literacy Intervention Kit as a tool to provide support for struggling readers.
- Having a solid baseline and long term and mid term targets are administrative issues. During this school year we will gather k-12 baseline data in order to set an appropriate long term and mid term targets. Teacher leadership is critical in establishing the mid term and long term targets. Teachers were informed at the August start up days that they would be invited to share their ideas and leadership in the second half of the year.

4. Governance Implications:

- That the board continue to support the work of the Higher Literacy and Achievement Committee in the development and implementation of the 5 year Reading Goal and plans.

AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	5.2
Topic:	Accountability Report: Smooth Transitions - Graduation Rates		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

According to the updated Board Work Plan, the Graduation Rate Accountability Report is submitted to The Smooth Transitions Committee for review in October and included in the board package for November.

The Smooth Transitions Committee is meeting on Tuesday, October 29 at 4:00 p.m. to review this Accountability Report. The Graduation Rate Accountability Report will be emailed out to Board Members on Wednesday, October 30.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi & Lori Meyer	October 15, 2013	Will be emailed on Wednesday, October 30.

Recommendation:

That the Director of Education accountabilities mandated in the source documents cited in the Graduation Rates Accountability Report have been fully met.

AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	5.3
Topic:	Appoint Member to Gravelbourg Elementary's SCC		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Gravelbourg Elementary has a vacancy on their School Community Council and has found a parent who is interested in fulfilling the SCC position. Her name is Kristina Goepen Bourgeois, term ending 2014/2015.

Current Status: Gravelbourg Elementary's SCC constitution allows for 7 members. At the present time, there are 6 members. With the addition of this new member, the SCC is now full.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	October 10, 2013	No

Recommendation:

That the Board approve and appoint Kristina Goepen Bourgeois to Gravelbourg Elementary's School Community Council.

AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	5.4
Topic:	Amendment to Palliser Heights SCC Constitution		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Palliser Heights SCC would like to amend their constitution to decrease the number of representative members serving on the committee from 9 to 6 as previously approved.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	October 24, 2013	Palliser Height's SCC Constitution

Recommendation:

That the Board approve Palliser Heights SCC Constitution from nine members to six members.

Palliser Heights School Community Council Constitution

Name: Palliser Heights School Community Council (PHSCC)

Mission

Kindling school spirit
Involvement of parents and caregivers
Dedicated to our kids futures
Supporting excellence and performance

Palliser Heights School Community Council Guiding Principles

- (a) We believe students are most likely to be successful learners when all the concerned participants of our school community work together.
- (b) We believe that each of these partners has a distinct and different role to play in educating the students and that the best possible education is attained when all partners work together to honour, support and facilitate each other's role.
- (c) We believe that effective partnerships are built on understanding, trust, and mutual respect fostered by honest and open communication.
- (d) We believe that the success of our school is dependent upon all of the partners sharing a common vision for our school and working together to achieve the outcome.

Membership

Representative Membership

The School Community Council will have the following Representative Members:

- (6) parent and community members elected at the Annual General Meeting
- (1) teacher member
- (1) administrator

Structure and Officers

PHSCC Roles and Responsibilities of Officers

The **Chairperson** will:

- Conduct meetings of the School Community Council;
- Ensure that all members have input to discussion and decisions;
- Prepare meeting agendas in consultation with the Principal and other School Community Council Members;
- Oversee operations of the School Community Council;
- Establish networks that support the School Community Council; and,
- Act as a spokesperson for the School Community Council.
- This will be a one year term.
- The president shall preside at all regular meetings, executive meetings, annual meeting and special meetings.
- The president shall be an ex officio member of all committees.
- The president shall represent the association in ongoing contact with Campbell Collegiate administrators, teachers, student council, school board, community associations, zone board, City Parks and Recreation or any organization as may be required to oversee the operation of the association.

The **Vice-Chairperson** will;

- Support the Chairperson in his/her duties, taking over when the Chairperson is unable to attend; and,
- Perform responsibilities assigned by the Chairperson
- This will be a two year term.
- The president elect shall perform duties of the president in his/her absence or inability to act.
- The president elect shall prepare, in conjunction with the president, to succeed to the position of president in the following term.

The **Secretary** will;

- Take minutes at School Community Council meetings;
- Receive and send correspondence on behalf of the School Community Council;
- Take charge of an official records of the School Community Council; and

- Ensure that appropriate notice is given for all meetings of the school Community Council
- This will be a one year term.
- The secretary shall be responsible for recording and maintaining minutes of all regular meetings, executive meetings, annual meeting and special meetings.
- The secretary shall maintain all records, files and correspondence of the association.
- The secretary shall prepare and transmit all letters and correspondence as required.
- The secretary shall issue notices of meeting as required.

The **Treasurer** will;

- Manage the finances of the School Community Council using procedures outlined in the School Community Councils Budget and Expense Guidelines
- This will be a two year term.
- The treasurer shall account for all receipts and disbursements and shall report same to the membership at the annual meeting.
- The treasurer shall give interim reports to the regular meetings, special meetings and executive meetings on the association's finances.
- The treasurer, with the executive's approval, shall arrange each year for an audit to be presented at the annual meeting.

Other Officers:

- (a) to help out with the above duties
- This will be a two year term.

Note: Members may serve more than one term.

PHSCC Schedule of Meetings

- (a) Regular meetings of the association shall be held monthly during the normal academic year.
- (b) The time and place of the regular meetings shall be set by the President in consultation with the executive, and the representative of the school administration.

Executive Meetings

- (a) Executive Meetings shall be held no less than four times per year.
- (b) The time and the place of the Executive Meetings shall be set by the President and the representative of the school administration.

Annual Meetings

- (a) An annual meeting shall be held for all members, administration staff, teachers, ratepayers, or other members of the community.
- (b) The date, time and place of the annual meeting shall be set by the executive.
- (c) In addition to normal business, the annual meeting shall include an election of officers for the following term, and a final financial report to the membership.
- (d) Notice of the annual meeting shall be issued at least one month in advance of the meeting and shall be advertised by means of a letter to families, announcements in the news media and community association newsletters.

PHSCC Provision for Special Meetings

- (a) Special meetings of the membership or executive may be called as required.
- (b) A special meeting may be called if requested in writing by a minimum of 10 members.
- (c) The time and place of the meeting shall be fixed by the executive and advertised no less than ten days prior to the meeting.
- (d) Notice of special meetings must be sent by means of a letter to families. If possible, notice should also be given by telephone. In addition public announcement in community association newsletters, news media, or school public notice board may be used.

PHSCC Means of Public Consultation

- Phone Calls
- Door to Door
- Palliser Heights Website
- Newspaper
- Mail Outs
- Other Media Outlets

Code of Conduct Palliser Heights School Community Council

1. The Palliser Heights School Council is not a forum for the discussion of individual school personnel, students, parents of other individual members of the school community.
2. A Council member who is approached by a parent with a concern relating to an individual, is in a privileged position, and must treat such discussion with discretion, protecting the confidentiality of the people involved.
3. A member who accepts a position, as a Council Member must:
 - Uphold the constitution and bylaws, policies and procedures of the Council.
 - Perform his/her duties with honesty and integrity.
 - Work to ensure that the well being of students is the primary focus of all decisions.
 - Respect the rights of individual.
 - Encourage and support parents and students with individual concerns to act on their own behalf and provide information on the process for taking forward concerns.
 - Work to ensure that issues are resolved through due process.
 - Strive to be informed and only pass on information that is reliable and correct.
 - Respect all confidential information.
 - Support public education.

PHSCC School Community Council Decision-making processes

VOTING PROCEDURES

- (a) Decisions at the regular meetings will be made by consensus as much as possible. The decisions made by consensus must be clearly stated and recorded as such in the minutes of the meeting.
- (b) If a vote is taken, the motion must be moved and seconded and passed by 75% majority.
- (c) If a vote is necessary at a regular meeting, only council members may vote.
- (d) Voting by Proxy is not permitted.
- (e) The principal does not vote.
- (f) The chair person will break any ties.

CONSENSUS BUILDING MODEL

In recognition of a commitment to consensus building, the decisions of the School Council shall be made as follows:

- (a) Every concerned participant of the school community shall be given the opportunity to discuss issues leading to a decision. The responsibility of speaking ensures that all will benefit from the thinking of each other but accepting the responsibility to speak implies accepting the responsibility to listen.
- (b) After real disclosure about a particular issue has taken place and everyone has been given legitimate opportunity to state their case and be listened to, the chair will bring closure on the decision by articulating the sufficient consensus of the School Council. If a small number of members were not in agreement, such disagreement should not hold up the majority taking action.
- (c) The Chair will then ask twice if any member remains opposed to the sufficient consensus and any member entitled to participate in the decision may voice their opposition as a dissenting member. The dissenting member will be requested by the Chair to give careful thought as to whether the personal stand is one of individual preference. If the answer is yes, then that individual is expected to lay the personal preference aside to allow the group to move forward with sufficient consensus. If, however, the dissenting person declares the personal stand to be one of a matter of conscience then the Chair shall declare the sufficient consensus to be a motion upon which members shall vote. The sufficient consensus shall then be deemed to be a motion under Robert's Rules of Order

with the usual rights for discussion and amendment and the requirements of a seconder; and

(d) Voting on a motion shall be on the basis of one vote for each member actually in attendance and a 51% majority of votes shall prevail. Voting by proxy shall not be permitted.

PHSCC Complaints and Concerns Procedures

ADMINISTRATIVE POLICY NO. 408

STUDENT AND PARENT COMPLAINTS AND GRIEVANCES

The Board is committed to ensuring a fair and equitable process for hearing and addressing student and parental complaints. The Board is committed to just and careful procedures for adjudicating and resolving complaints.

PROCEDURES

1. General

- a. Complaints are to be addressed in a timely and appropriate manner.
- b. Efforts to address and/or redress complaints are to be carefully documented in order to ensure and enhance a fair and consistent response.
- c. Complaints regarding school operation and treatment of students may be made by:
 - i. A parent or guardian who is acting on behalf of the student.
 - ii. A student who is:
 - Sixteen years of age or older and living independently or,
 - Eighteen years of age or older.
- d. In the event of a dispute at the school, the student's teacher is to be the first person to hear and address any complaint or grievance from a student or parent.

- e. If the complaint cannot be resolved with the teacher, the principal is to be contacted.
- f. If a complaint cannot be resolved with the principal, the student or parent may contact the designated school superintendent to seek resolution. Complaints may be made directly to the designated school superintendent in the event of conflict of interest with the principal.
- g. If the complaint cannot be resolved with the designated superintendent the student or parent may make a complaint directly to the Director of Education.
- h. If a complaint cannot be resolved with the Director of Education or the Director's designate, the student or parent may make a written statement of the complaint to the Board.
 - i. Complaints may be made directly to the Board in the event of conflict of interest with the Director.
 - ii. Complaints against the Director may be made directly to the Board.
- i. The Board is to determine an appropriate address to the complaint or grievance, and then is to use that method to make a decision that resolves the dispute. The Board's decision is binding on all parties.

Handling Complaints or Concerns

Complaints or Concern about an Individual Student or Staff Member

Any matter concerning an individual student or staff member must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Board of Education Administrative Policy No. 408 Student and Parent Complaints and Grievances, included as Appendix B, outlines the appropriate procedure to resolve complaints or concerns.

Complaints or Concerns about School Community Council Initiatives or Activities

- a. Informal Complaints or Concerns

Provided School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about S.C.C. initiatives or activities expressed informally to members of the School Community Council may be addressed immediately by the Member. If a member is unsure of the appropriate response, s/he should say so but indicate that s/he will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern, the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the School Community Council in a more formal manner.

b. Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the School Community Council by addressing the concern in writing to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. The School Community Council will provide a written response regarding how they have or will address the concern or complaint.

Methods for Evaluation of Council Operations

PHSCC Formal Evaluation Methods

(a) The School Council, through the Chair, must prepare and provide the school with an annual report which includes:

- a summary of council's activities for the year
- a financial statement
- copies of the minutes

(b) The Council shall make the report available to all concerned members of the school community.

Committees

The School Community Council will act in a coordination role for committees operating in support of the SCC and the school program.

The above committees will be established by the School Community Council.

Amending the Constitution

The School Community Council may amend its constitution by sending suggestions for change in writing to the Board of Education.

AMENDMENTS TO THE BY-LAWS

(a) The by-laws remain in force from year to year unless amended at the annual meeting in May.

(b) Notice of proposed by-law amendments must be circulated with the notice of meeting at least twentyone (21) days in advance of the meeting.

AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	5.5
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Attached are the following reports for Board approval:

1. Teacher Absences and Substitute Usage for the period September 20-October 23, 2013
2. Tender Report for the period September 20-October 25, 2013
3. Suspensions

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi Ron Purdy Ryan Boughen	October 25, 2013	1. Teacher Absences and Substitute Usage Report 2. Tender Report 3. Suspensions

Recommendation:

That the Board accept the monthly reports as presented.

Teacher Absences & Substitute Usage

Date Range:

September 20, 2013 to October 23, 2013

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 9756.37 days
Compassionate Leave	37.6	3.42%	35.4	94.15%	0.39%
Competition Leave	1.41	0.13%	1.41	0.00%	0.01%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Court/Jury	0	0.00%	0	0.00%	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	2	0.18%	0.5	25.00%	0.02%
Extra/Co-curr Teach	57.06	5.19%	49.22	86.26%	0.58%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	17	1.55%	14.68	0.00%	0.17%
Illness - Teacher	293.6	26.72%	245.87	83.74%	3.01%
Illness - Long Term	130.38	11.87%	0	0.00%	1.34%
Internship Seminar	5	0.46%	5	100.00%	0.05%
LRNG Meet/PD	87.53	7.97%	77.38	88.40%	0.90%
Medical/Dental Appt	178.46	16.24%	164.18	92.00%	1.83%
Noon Supervision Day	16	1.46%	16	100.00%	0.16%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	61.41	5.59%	52.11	84.86%	0.63%
PP Teacher	33.69	3.07%	28.4	84.30%	0.35%
Prep Time	69.6	6.34%	68.89	98.98%	0.71%
PSTA	0.6	0.05%	0.6	100.00%	0.01%
Rec. Of Service	42.54	3.87%	38.09	89.54%	0.44%
Secondment	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	31.57	2.87%	26.85	85.05%	0.32%
SOSO Meet/PD	16.7	1.52%	14.2	85.03%	0.17%
STF Business - Invoice	8.5	0.77%	8.5	100.00%	0.09%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	8	0.73%	8	100.00%	0.08%
Total Absences	1098.65	100.00%	855.28	77.85%	11.26%

Teachers (FTE)

424.19

of teaching Days

23

Possible Days

9756.37

Tender Report for the period September 20, to October 25, 2013

Background:

- Board has requested a monthly report of tenders awarded which exceed the limits of Administrative procedure 513, which details limits where formal competitive bids are required. The procedure is as follows:
 - The Board of Education has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.
 - Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

Current Status:

- There were no tenders which exceeded the limits of the policy for this reporting period.

AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	5.6
Topic:	Gravelbourg School Project: Family Resource Centre		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Gravelbourg and District Early Childhood Coalition is requesting the inclusion of a Family Resource Centre within the design of the school project at Gravelbourg. Attached, please find letters from Gwen Frank and Karen Lehmann on behalf of the coalition and from Christine Boyczuk, RIC Coordinator. Also attached, please find a letter of response from Walter Mikulsky outlining the Ministry of Education - Infrastructure Branch's position regarding this request. Shawn Davidson, Board Chair and I met with Karen Lehmann regarding the request. We will report on this meeting. We request that the Board consider ways it might support the Family Resource Centre.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

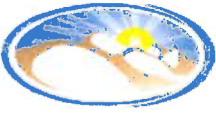
Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	October 28, 2013	1. Letter from Gwen Frank & Karen Lehmann 2. Letter from Christine Boyczuk 3. Response from Walter Mikulsky

Recommendation:

Discussion only.



October 8, 2013

Prairie South School Division
15 Thatcher Drive East
Moose Jaw, Saskatchewan
S6J 1L8

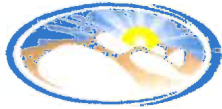
Dear Mr. Finell,

The Gravelbourg & District Early Childhood Coalition has been providing services to families and children since 2010. The group is active and consists of parents and professionals within the Gravelbourg District who appreciate the importance of the early years in shaping a child's life and want to provide our children with the best start possible.

This past June we had the opportunity to be made aware of the results of the Early Development Instrument (EDI) data from the questionnaires delivered to Kindergarten students within our community and surrounding area. We were very pleased to see that the results in the five areas of Social Competence, Language and Thinking Skills, Physical Health and Well Being, Emotional Maturity, and Communication Skills and General Knowledge demonstrated scores better than the provincial and national average. Our goal as a committee is to continue our programming to maintain this level of development. Our committee has initiated and supported programming such as:

- Tot Spot: A weekly group providing peer support for parents, learning opportunities for parents and children, and encouragement of developmental skills for preschoolers.
- Gravelbourg Kids in Safe Seats: A program which increases the accessibility of child restraints to parents in our community.
- Welcome Packages: A book bag filled with information about literacy and child development along with a book is provided to parents of new babies.
- Parenting Classes: A series of parenting classes is held on an annual basis.
- Parenting Events: Speakers and other special opportunities for learning are made available to families with preschool children to support them in their parenting.
- Books for Busy Minds: A book club for children 3-5 years and their caregiver to encourage literacy.
- Tots in Motion: An organized and supervised active play time once per week for preschoolers and their caregivers to support gross motor development.

As you can see, we are an active committee providing and supporting many services to the families with young children in our community. Our goal is to enhance development in the early years through provision of support and services to parents and their children. The development of a Family Resource Centre within our community would allow us to provide these services in a space which is reliable, comfortable, and available for our needs. We believe that the inclusion of space to allow for a Family Resource Centre would be valuable and a perfect fit in the new school building being planned in Gravelbourg.



We envision this space to be one that incorporates all the best practices associated with Family Resource Centres. This would include high quality early childhood programming, parent education, family wellness programs and Information, and referral services. Parents with young children will have access to the resources they need to assist in the positive development of their children. This flexible and shared space could serve many purposes such as early childhood programming, child minding for school and community events, a play space for children, immunizations and other health related events, meeting space, as well as consultation space for school use. The Gravelbourg & District Early Childhood Coalition has utilized space in the Gravelbourg Schools in the past. The inclusion of space for a Family Resource Centre would be a continuation of the existing relationship and partnership with the School. The provision of services from birth to early childhood to pre-kindergarten and school age under one roof would allow for continuity and a smooth transition for families from the preschool years to the school years.

The design of a new school in Gravelbourg is an exciting opportunity! At the community consultation meetings it was emphasized that the new school design should reflect and encompass the needs of our community into the 21st century. As this process continues we hope that the needs of early childhood will be considered and can find a place within our new facility.

We would be glad to share and expand upon our ideas with you at your convenience. Thank you.

Yours truly,

Gwen Frank and Karen Lehmann
Public Health Nurses
Gravelbourg & District Early Childhood Coalition



Moose Jaw-South Central RIC

Providence Place, Rm. 63, 100 2nd Avenue NE, Moose Jaw, SK S6H 1B1

Phone: (306) 691-1569 Fax: (306) 691-2808

Email: Christine.Boyczuk@fhhr.ca

Board of Education
Prairie South School Division #210
Main Office
15 Thatcher Drive East.
Moose Jaw SK
S6J 1L8



Dear Board of Education,

The purpose of this letter is to request consideration of “flexible space” in order to accommodate a family resource center in the new Gravelbourg School.

We envision this space to be one that incorporates all the best practices associated with Family Resource Centers. This would include high quality early childhood programming (0-5), parent education, family wellness programs and information and referral services. Parents with young children will have access to the resources they need that will assist in the positive development of their children. This flexible and shared space could serve many purposes such as programming, child minding(for SCC), a play space for children, immunizations and other health related events, meeting space, as well as consultation space for school use.

Because the school will be connected to a licensed childcare centre and have a Pre- K program, there would certainly be an opportunity for an early childhood pod which includes a 0-5 family resource center in the school.

As the Gravelbourg School will have a “new and innovative” design based on the needs of the community, we see this as an exciting opportunity to have an innovative building that will have great benefit to the community not only for the present but also well into the future. This idea is not a new one, as school districts around the world are incorporating family/community resource centers into schools. There is an opportunity here to do it from the ground up!

Because Gravelbourg School is situated in a rural community this would be a way to meet the needs of families in that community. The newly renovated school can be a model for many rural communities across our province. Please find attached a document which supports the development of Family Resource centers in schools called *Investing in Our Future: Better Beginnings, Better Futures*.

We commend your interest, support and work in the area of Early Childhood in the past.

Most sincerely,

Christine Boyczuk, on behalf of Regional Intersectoral Committee

cc

Lynn Allen, Director Early Childhood branch, Ministry of Education
Yogi Huyghebaert MLA
Pat Erhardt

Finell, Jeff

From: Mikulsky, Walter ED <Walter.Mikulsky@gov.sk.ca>
Sent: October-16-13 10:11 AM
To: Baiton, Darren
Cc: Finell, Jeff; Allan, Lynn ED; Ramstead, Sheldon ED; Pearson, Phil ED; Mikulsky, Walter ED
Subject: RE: need information - Family Resource Centre - Gravelbourg k-12 school addition renovation

Hi Darren,

A Family Resource Centre for Gravelbourg was brought to the attention of the Infrastructure Branch on October 2, 2013 by Lynn Allan, Executive Director of the Early Years Branch.

On October 9, 2013 Sheldon Ramstead, Alicia McEwen and I attended a meeting with Lynn to discuss the possibility of establishing a centre in conjunction with the Gravelbourg project.

We had discussed the possibility of scheduling shared space, if available and approved by the Prairie South S.D. It appears that they need dedicated space and since the ministry area and funds are available for school programming, they would have to come up with the funds for the additional space as well as an agreement with the school division for maintenance cost of this additional area. Since this area does not support the educational program, it would not be eligible for PMR funds.

They have set up these centres in other schools, but usually there was surplus area in the schools that could be dedicated to them. At Gravelbourg, the area of the school will be designed to meet the educational program requirements with no surplus space.

We had also indicated that the activities carried on in the Family Resource Centre should be appropriate in the context of the school environment, not interfere with school programming activities, and may be subject to some conditions identified by the school division. We also suggested that they meet with the school division to discuss their needs and explain how the centre could enhance services at the school to the community. We indicated that the timing is now, to identify their needs, since the project is in the design development stage. Please note that the ministry does encourage partnerships that enhance school programming and community services, usually requiring partnership funds. Another benefit of a partnership by adding area to the larger school project should be a reduced cost versus a stand alone project.

Walter Mikulsky

Facilities Consultant

Ministry of Education - Infrastructure Branch

4th Floor - 2220 College Avenue

REGINA SK S4P 4V9

Ph. # 787-6034 Fax # 798-5042

Email: walter.mikulsky@gov.sk.ca

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AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	5.7
Topic:	Learning Presentations		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

It is suggested the Board consider ways to incorporate a form of learning presentation into all Board meetings. This might include a variety of presentation types scheduled throughout the year. They might include student presentations, school presentations, SCC presentations, etc.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	October 28, 2013	n/a

Recommendation:

Discussion only.

AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	5.8
Topic:	Canine Training Facility		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Moose Jaw City Police would like to enter into a partnership with Prairie South Schools where they use our facilities as part of their canine training venues. The purpose of this partnership would familiarize the canine unit with the layout of our facilities and provide additional training locations for the canine unit.

All of the following parameters have been set:

- All training will take place outside school hours, and when no staff (or school sectioned off as staff work evenings and weekends) and students are in the building.

The following stakeholders were consulted and have indicated support in the project:

- SCC's representing parents.
- CUPE Executive representing CUPE members.
- PSTA representing teachers.

Geraldine Knudson (from SSBA) has also stated "the parameters set out are good."

Current Status:**Pros and Cons:****Financial Implications:****Governance Implications:****Legal Implications:****Communications:**

Prepared By:	Date:	Attachments:
Derrick Huschi	October 15, 2013	N/A

Recommendation:

Board discussion.

AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	8.1.1
Topic:	Inquiry: French Immersion Enrolment and Legal Requirement		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information		

Background:

At the October 1, 2013 Board Meeting the following inquiry was made:
 What are the legal requirements with respect to the offering of French Immersion schooling? What are the enrolment numbers for French Immersion at Palliser Heights School and Central Collegiate by grade? How does this compare to 2012-2013?

Current Status:

Current and past enrolment data are attached.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Legal implications and clarification are attached.

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	October 7, 2013	Enrolment data, Legal Requirements

Recommendation:

Information only.

Palliser Heights & Central Collegiate French Immersion enrolments September 30, 2012; September 30, 2013

															Prek - 12	
Palliser Heights School											Central Collegiate				Total	Total FTE
Grade	Prek	K	1	2	3	4	5	6	7	8	9	10	11	12		
September 30, 2012	34	45	45	38	34	25	18	11	11	3	17	9	9	6	305	265.5
September 30, 2013	33	40	50	40	40	33	26	17	10	13	3	16	9	7	337	300.5
Change	(1.0)	(5.0)	5.0	2.0	6.0	8.0	8.0	6.0	(1.0)	10.0	(14.0)	7.0	0.0	1.0	32.0	35.0

Designated French Program (French Immersion)

There is a statutory obligation on boards of education to enable students to attend a designated French program.

If the board itself does not provide an available program the board will be responsible for the costs associated with the attendance of the student at a program in another attendance area or even outside the division.

Section 180(3) and (5) of *The Education Act, 1995* provide:

180(3) Subject to any conditions that may be prescribed in the regulations, the Lieutenant Governor in Council shall designate school in which French is the principal language of instruction in a designated program.

180(5) Notwithstanding clause 85(1)(g), a pupil is entitled, at the request of the pupil's parent or guardian, to attend a designated school mentioned in subsection (3) and to receive instruction in a designated program appropriate to the pupil's grade.

Sections 38-46 of *The Education Regulations, 1986* set out the provisions relating to designated schools. If there is no designated program appropriate to a pupil's grade level available in the student's attendance area section 42 of the *Regulations* provides that the parents may enrol the student in a designated program in an area outside the attendance area by applying to the board of education.

While it is the parents who have the right to demand the enrolment of the student in a designated program, the arrangements must be made through the board and the board can make a reasonable decision as to the best placement for the student. The board is then responsible for making arrangements for the enrolment of the student and for transportation of the student to the program.

The *Regulations* provide that in non-city schools the board has full financial responsibility for transportation of the student and in city schools the board has full financial responsibility for the transportation of students in K-8 who would need to travel further than the maximum distance established for non-designated students in the division. In both cases, the board will be responsible for accommodation (room and board) costs if required.

Section 42(5) of the *Regulations* provides that the receiving school division will not charge tuition

PART IX

Designated Schools

Interpretation of Part

38(1) In this Part:

- (a) **“designated”** means designated in accordance with subsection 180(3) of the Act;
- (b) **“designated program”** means a Type A French Language Program or a Type B Immersion/Bilingual Program;
- (c) **“designated school”** means a school that has been designated as a school in which a designated program is offered;
- (d) **“Type B Immersion/Bilingual Program”** means a program of instruction in which:
 - (i) French is the language of instruction for at least 50% of the instructional time or, subject to section 45, may be the sole language of instruction for all courses of study; and
 - (ii) provision may be made for complementary francophone cultural activities;
- (e) **“Type A French Language Program”** means a program of instruction:
 - (i) in which:
 - (A) French is the language of instruction for all courses of study except English and, subject to section 45, may be the sole language of instruction from kindergarten to year 2; and
 - (B) provision is made for activities that emphasize French-Canadian culture; and
 - (ii) provided in the whole or a portion of a facility which assures its self-contained operation and administration;
- (f) **“full-time equivalent pupil”** means one pupil from that number of pupils obtained by multiplying the number of pupils enrolled in a program by the percentage of instructional time devoted to instruction in a language other than English, to a maximum of:
 - (i) 75% of the instructional time available in a school week in the case of pupils enrolled in kindergarten to year 6; and
 - (ii) 60% of the instructional time available in a school week, in the case of pupils enrolled in year 7 to year 12;
- (g) **“non-resident pupil”** means a person whose declared place of residence is outside the boundaries of the division in which that person is provided with educational services by a designated school;
- (h) **“parents’ council”** mean a parents’ council formed in accordance with section 39.

(2) Where a Type A French Language Program has been designated, the administration and operation of the program shall be conducted in French but, if requested by parents, guardians, members of the teaching staff or administrative officials, the intent of administrative and operational procedures and directives shall be communicated in English.

(3) Where a Type B Immersion/Bilingual Program has been designated, the administration and operation of the program may be conducted in French but, where requested by parents, guardians, members of the teaching staff or administrative officials, the intent of administrative and operational procedures and directives shall be communicated in English.

Parents’ council

39(1) In a school division, the parents and guardians of the pupils enrolled or to be enrolled in a designated program on the written application to the board of education form the parents’ council.

- (2) The parents' council shall act in an advisory capacity to:
- (a) the board of education; and
 - (b) the school community council.

Designation of schools and programs

40(1) A board of education may, of its own initiative, request the minister to recommend to the Lieutenant Governor in Council that a school be designated and that a specific designated program be established, continued or expanded in that designated school.

(2) If a written request is submitted to a board of education before the December 15 preceding the school year in which a designated program is proposed to begin, continue or be expanded:

- (a) by a school community council;
 - (b) by the parents or guardians of 15 or more pupils eligible for enrolment in the program in the proposed school year; or
 - (c) by means of a petition from a parents' council representing the parents or guardians of 15 or more pupils;
- asking that a school be designated and that a specific type of designated program be established, continued or expanded in that designated school, the board of education shall request the minister to recommend to the Lieutenant Governor in Council that the school be so designated and that a specific designated program be established, continued or expanded in that designated school.

(3) A board of education that is empowered or required pursuant to this section to make a request to the minister shall submit the request to the minister before the February 15 preceding the school year in which the designated program is to begin, continue or be expanded, together with a plan that outlines:

- (a) the implementation, continuance or expansion of the designated program;
- (b) the resources to be provided; and
- (c) the administrative structure to be employed.

(4) The minister shall recommend to the Lieutenant Governor in Council that a school be designated if:

- (a) a request for the designation of the school has been submitted to him before the February 15 preceding the school year in which the designated program is to begin, continue or be expanded by a board of education acting in accordance with subsection (3) or by the governing body of a registered independent school;
- (b) the school:
 - (i) will have at least 15 pupils enrolled in each instructional grouping;
 - or
 - (ii) will offer only a designated program; and
- (c) the minister is satisfied that:
 - (i) a designated program of the specific type proposed can be operated for at least three consecutive years; and
 - (ii) if the school will offer only a designated program, adequate provision has been made for the education of pupils who do not wish to enroll in the designated program.

(5) If the minister makes a recommendation to the Lieutenant Governor in Council, the Lieutenant Governor in Council shall designate the school and shall specify:

- (a) the type of designated program;
- (b) the division and grade or year level; and
- (c) the school year or years during which the order is to be effective.

(6) The board of education shall provide for the additional needs of the designated program in its allocation of staff and resources.

Consultation required

41 A board of education shall develop the plan mentioned in subsection 40(3) in consultation with the parents' council or, if applicable, with the school community council.

Enrolment in designated school

42(1) Subject to subsections (2) and (3), where:

- (a) there is no designated program appropriate to a pupil's grade level available in his attendance area; or
- (b) the department confirms that the specific type of designated program established in a pupil's attendance area is of a different type than the designated program in which the parents or guardian of the pupil wish the pupil to be enrolled;
the parents or guardian of the pupil may enroll the pupil in a designated program in a designated school outside the pupil's attendance area by applying to the board of education in the pupil's attendance area.

(2) Where the entitlement described in subsection (1) is to be exercised with respect to the attendance of a pupil at a designated school located:

- (a) in the same school division in which the parents or guardian resides, the board of education shall make the necessary arrangements for the enrolment of the pupil;
- (b) outside the school division in which the parents or guardian resides, the board of education shall, on its own initiative or with the assistance of the department, arrange for the enrolment of the pupil; or
- (c) outside the attendance area in which the parents or guardian resides, the board of education in whose local attendance area the parents or guardian resides shall assume:
 - (i) in non-city school divisions, full organizational and financial responsibility for the transportation of the pupil;
 - (ii) in city school divisions, full organizational and financial responsibility for the transportation of the pupil where the pupil:
 - (A) is in Kindergarten to Grade 8; and
 - (B) travels a greater distance than the maximum distance travelled by pupils in non-designated schools in established attendance areas in the division; and
 - (iii) where applicable, financial responsibility for the accommodation costs of the pupil in accordance with the provisions of clause 61(d).

(3) Notwithstanding subsection (2), where the department confirms that the requested type of designated program is available within the school division or attendance area in which the parents or guardian resides, the board of education may choose not to arrange for attendance of a pupil at a designated school outside the division.

(4) A board of education shall not charge a non-resident pupil a tuition fee to enroll in a designated program in a designated school under its jurisdiction.

(5) For the purposes of clause (2)(c):

- (a) **"city school division"** means a school division that includes a city wholly or substantially within its boundaries;
- (b) **"non-city school division"** means a school division that does not include a city wholly or substantially within its boundaries.

AGENDA ITEM

Meeting Date:	November 5, 2013	Agenda Item #:	8.2
Topic:	SSBA Proposed Resolutions for 2013 AGM		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background:

Please see the attached documents in preparation for the SSBA Fall General Assembly:

1. Proposed Resolutions
2. Position Statements
3. Rules of Procedure

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	October 24, 2013	1. Proposed Resolutions 2. Position Statements 3. Rules of Procedure

Recommendation:

Information only.



2013 ANNUAL GENERAL MEETING

PROPOSED RESOLUTIONS

NOVEMBER 11-13, 2013

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BUDGET RESOLUTION

Budget 2014 **BE IT RESOLVED** that the Association's 2014 annual operating budget of \$2,476,791, funded by membership fees, be approved.

Association Executive

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

Sponsor's Rationale:

This budgeted membership fee increase is \$142,579 (6%) over the 2013 amount. The total operating budget expenditure for 2014 is \$3,039,284.00, an increase of \$49,164.00 (1.6%) over the 2013 total operating budget.

This budget supports *SSBA Strategic Plan 2013-2025*. It will strengthen the Association in 2014 to continue leading Saskatchewan education and providing high quality and valued services in the area of board development, legal, strategic human resources, communications, and First Nation and Metis Education through the operating budget. SSBA's commitment and efforts towards operational efficiency results in a 1.6% increase to the 2013 budget, compared to the provincial projection of CPI increase of 2%. However, the investment revenue is anticipated to decrease by \$75,000 due to the volatility of the market.

To manage resources effectively and further reduce membership costs, the Association has adopted a proactive approach to set aside unallocated reserves to a Building Capital reserve, a Bylaw Review reserve and a Teacher Bargaining reserve. This is to ensure that the SSBA will not ask for fees to replenish these projects for the next three years.

BUDGET RESOLUTION Budget 2014	For: Against:	Spoil: Blank:	CD DEF	%
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RESOLUTIONS

- 13-01 BE IT RESOLVED** that the proposed Position Statement on “Development of Position Statements” be adopted to replace the current “Position Statement 1.1 Development of Position Statements”;

PROPOSED “Position Statement 1.1 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.

Association Executive

(Note: If passed by the membership this proposed Position Statement will replace Position Statement 1.1 Development of Position Statements)

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

Sponsor's Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2008.

This position statement was circulated to boards of education and presented to the Spring Assembly in April 2013. Feedback has been provided by boards of education.

There were relatively few changes required to the position statement.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution 13-01 Re: "Development of Position Statements" Position Statement	For: Against:	Spoil: Blank:	CD DEF	%
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- 13-02 BE IT RESOLVED that the proposed Position Statement on “Teaching and Learning with Technology” be adopted to replace the current “Position Statement 2.3 Teaching and Learning with Technology”;**

PROPOSED “POSITION STATEMENT 2.3”

Teaching and Learning with Technology

The board of education/Conseil scolaire fransaskois as the body responsible and accountable for the delivery of the education program works with the Ministry to invest in teaching and learning with technology. These investments focus on enabling students to use technology effectively to enhance learning.

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

- 1. Learners – Students and teachers participate in technology in ways that empower learners to develop their potential and support the achievement of educational goals.**
 - 1.1 Every student will gain experience with using information technology and extend their learning skills to include online learning.**
- 2. Learning Environment – In every classroom, in every school, in every part of Saskatchewan students use online resources to learn.**

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

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

- 2.1 Every board of education/Conseil scolaire fransaskois will provide access to online teaching and learning.**
- 2.2 Secure networks will provide teachers and students with safe, reasonable and equitable access to each other and to the world.**
- 2.3 A provincial web site provides a common access point to education information in Saskatchewan.**

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

informed and appropriately involved in the delivery of education services.

7. Administrative Supports

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

Association Executive

(Note: If passed by the membership this proposed Position Statement will replace Position Statement 2.3 Teaching and Learning with Technology)

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

Sponsor's Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2008.

This Position Statement has been sent out to Boards of Education for their feedback and the feedback has been considered by the Resolutions and Policy Development Committee and revisions made to the policy statements as a result.

There were relatively few changes required to the position statement.

Note: There were a substantial number of comments with regard to the *Teaching and Learning with Technology* position statement in the feedback from boards. Many boards made comments about technology that indicated a serious concern with, and interest in this issue. Because the comments identified specific challenges rather than beliefs, they were not incorporated into the position statement. The comments were provided to the Executive of the SSBA.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution 13-02 Re: "Teaching and Learning with Technology" Position Statement	For: Against:	Spoil: Blank:	CD DEF	%
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- 13-03 BE IT RESOLVED that the Saskatchewan School Boards Association urge the Ministry of Education, in consultation with the Saskatchewan School Boards Association and other relevant stakeholders, to lead a process to develop a provincial policy guiding the appropriate policy and procedures to effectively address the needs of students and staff with anaphylactic allergic reactions.**

Regina School Division No. 4
Greater Saskatoon Catholic Schools
(St. Paul's Roman Catholic Separate School Division No. 20)

(Note: This Resolution relates to Position Statement 1.2)

Sponsors' Rationale:

Anaphylactic allergic reactions are a very serious health concern. The rate of anaphylactic allergic reactions in our population has grown dramatically as has the range of allergens that cause these potentially fatal reactions. All school boards have students with this health concern and likely, virtually every school.

The Canadian Society of Allergy and Clinical Immunology recommends that every school board should have a written anaphylaxis policy and written procedures that provide minimum standards for schools within its region. This board policy development is supported by the Canadian School Boards Association guide Anaphylaxis: A Handbook for School Boards. Our province of Saskatchewan is the only province that does not have a provincial anaphylaxis policy. Individual boards may have policy and procedures in place, but there is neither provincial expectation nor guidance as to the appropriate policy and procedures that are warranted for our communities.

The most successful board policies cultivate understanding and enlist the support of the entire school community. Additionally, policies should be flexible enough to allow schools and classrooms to adapt to the needs of individual children and differences in the organizational and physical environment of schools.

Cost of this resolution:

It is anticipated that adequate staff resources (committees) will be required for policy development.

Resolution 13-03 Re: Anaphylactic allergic reactions policy	For: Against:	Spoil: Blank:	CD DEF	%
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13-04 BE IT RESOLVED that the Saskatchewan School Boards Association seeks partnership with the Ministry of Education, Ministry of Health, Saskatchewan Teachers' Federation and other stakeholders to develop a provincial health policy guideline for children to assist school divisions developing comprehensive health policies.

Regina School Division No. 4

(Note: This Resolution relates to Position Statement 1.2)

Sponsor's Rationale:

School serves as an important access point for health practices and modeling of healthy lifestyles. It plays a significant role in supporting and practicing student health and wellness. Research shows school-based health interventions can improve academic performance through effectively embracing the interdependence between health and education outcomes.

In Saskatchewan, there is no comprehensive policy guideline of provincial protocols and standards for school-based health education and practice. To positively influence and enhance the health and well-being of all students, it is important to develop a provincial policy guideline, which will establish standards for wellness education and practice, as well as promote awareness and commitment for comprehensive school health.

Promoting and supporting the healthy growth and development of children and youth is a shared responsibility among family, school and other government/non-government agencies. Therefore, a collaborative approach and strategic planning is crucial for the success of this initiative.

Cost of this resolution:

Executive advocacy to Ministry of Education and Health
Executive engagement with STF and other stakeholders
Staff policy research support

Resolution 13-04 Re: Provincial health policy guidelines	For: Against:	Spoil: Blank:	CD DEF	%
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13-05 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Ministry of Education to approve the employer's option to pay students while they are registered in Work Experience 10, 20 or 30.

Lloydminster School Division No. 99

(Note: This Resolution relates to Position Statement 2.1)

Sponsor's Rationale:

Many students benefit from the experiences and opportunities from Work Experience 10, 20 and 30 courses. These serve a key role in helping students explore the work place environment and assist in determining career paths.

Many students are in the position where part time work is necessary due to family and home environments. In some situations students withdraw to work because of these same conditions. Student retention and work experience programs in Alberta have shown that maintaining a connection with students significantly influences students to return to either part time or full time attendance in schools.

Under the current regulations students are not paid while participating in Work Experience 10, 20 or 30. Informally, it has been suggested that employers in Saskatchewan have paid students while on work experience. They appreciate the quality of work students bring and the value they add to the business.

We believe that the option to pay should be formalized to remove any perceptions of inappropriate behavior by business when they opt to pay and show their appreciation. As well, students who have dropped out and are working can qualify for Work Experience credits and stay connected with their school. This connection increases the likelihood of returning to school and increasing the graduation rate of the province.

Cost of this resolution:

Executive advocacy to Ministry of Education

Resolution 13-05 Re: Optional Pay for Students Registered in Work Experience	For: Against:	Spoil: Blank:	CD DEF	%
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13-06 BE IT RESOLVED that every publicly funded school in Saskatchewan be required to frame and place in a prominent location the Federal Government's 2008 *Statement of Apology - to former students of Indian Residential Schools*.

Association Executive
(with recommendation from the Aboriginal Constituency)

(Note: This Resolution relates to Position Statement 2.1)

Sponsor's Rationale:

On Wednesday June 11, 2008, the Prime Minister of Canada, the Right Honourable Stephen Harper, made a Statement of Apology to former students of Indian Residential Schools, on behalf of the Government of Canada. The apology correctly acknowledges that the federal government played a role in the removal and isolation of more than 150,000 "children from the influence of their homes, families, traditions and cultures, and to assimilate them into the dominant culture. These objectives were based on the assumption Aboriginal cultures and spiritual beliefs were inferior and unequal." This policy caused great harm to Aboriginal peoples in Canada, with the legacy of the impacts being felt to this day.

As part of the apology, the Government of Canada established the Indian Residential Schools Truth and Reconciliation Commission. "This Commission presents a unique opportunity to educate all Canadians on the Indian Residential Schools system. It will be a positive step in forging a new relationship between Aboriginal peoples and other Canadians, a relationship based on the knowledge of our shared history, a respect for each other and a desire to move forward together with a renewed understanding that strong families, strong communities and vibrant cultures and traditions will contribute to a stronger Canada for all of us."

Schools play a pivotal role in reconciliation through education, and the development of new relationships with First Nations, Inuit, and Métis in support of student achievement. Placing the Statement of Apology in a prominent location in every publicly funded school in Saskatchewan demonstrates the commitment of the Saskatchewan School Boards Association in this important role.

Cost of this resolution:

Cost to school boards to frame the apology for each one of their schools. (Approximately \$35 each frame. Provincial cost for approximately 750 schools is \$26,250.)

The time of school division staff to place the apology in each of their schools.

Resolution 13-06 Re: Statement of Apology	For: Against:	Spoil: Blank:	CD DEF	%
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13-07 BE IT RESOLVED that the Ministry of Education be urged to restore full Board decision-making authority regarding the method by which portable classrooms are acquired and installed in school divisions and, further, that Ministry funding criteria for approved portable projects not be conditional upon board participation in a Ministry mandated bulk purchase program.

Regina School Division No. 4

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

In 2013-14, in order to qualify for Ministry funding, school boards with approved portable projects were required to participate in a Ministry-specified bulk purchase program. This was the case notwithstanding that, in some instances, boards had the ability to acquire relocatable classrooms in a more economical and efficient manner. The 2013-14 experience was unsatisfactory from a number of perspectives: portables were not delivered on time, portable specifications were not met, and costs were higher than originally projected by the Ministry. In the future, there may be instances where accessing a group purchase program is the best alternative available to a board, but in those instances where a board has the capacity to deliver portables outside of such a program, this must be facilitated by the Ministry and not result in any financial penalty to the board. A "one size fits all" approach is not desirable in this regard.

Cost of this resolution:

Executive advocacy to Ministry of Education and Health

Resolution 13-07 Re: Portable classrooms	For: Against:	Spoil: Blank:	CD DEF	%
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13-08 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Government of Canada to amend the *Excise Tax Act* to rebate 100% of the GST paid by school boards.

Saskatoon School Division No. 13

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

The Government of Canada rebates 100% of the GST paid by municipalities. School boards are rebated 68% of the GST resulting in a net GST payable of 32%. There does not seem to be a consistent application of taxes for public entities. School boards provide a public good for the education of future members of society. GST is applied to a wide range of goods and services that apply to education. This ranges from items such as school supplies, desks, chairs, construction of new schools, transportation, technology, utilities, etc. School boards are mainly funded by taxes (provincial grants and local property taxes). It would appear to be a redundancy in taxes. A 100% rebate of GST would allow for more resources for the students in the classroom.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association
Executive advocacy to Government

Resolution 13-08 Re: 100% rebate of GST	For: Against:	Spoil: Blank:	CD DEF	%
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13-09 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Government of Saskatchewan to amend the *PST Act* for an exemption for school boards.

Saskatoon School Division No. 13

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

School boards provide a public good for the education of future members of society. PST is applied to a wide range of goods that apply to education. This ranges from items such as school supplies, desks, chairs, equipment, technology etc. School boards are mainly funded by taxes (provincial grants and local property taxes). It would appear to be a redundancy in taxes by having school boards pay PST taxes and then have part of their overall funding come from PST taxes. It would be a more efficient and effective process to eliminate this duplication and devote the PST savings to school boards, to be applied to resources for students in the classroom.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association
Executive advocacy to Government

Resolution 13-09 Re: PST exemption for Boards	For: Against:	Spoil: Blank:	CD DEF	%
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13-10 BE IT RESOLVED that the Saskatchewan School Boards Association analyse the actual cost (accounting/services offered) of Student Support Services Delivery provided by the School Boards.

Conseil scolaire fransaskois

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

Student support services delivery cost is not evident and differs from school division to school division. The need for a comparative study of the actual costs compared to the funding provided by the Saskatchewan Ministry of Education for Student Support Services will provide a baseline for school divisions. The delivery of similar student support services will help school divisions make more informed decisions about student support services based on best practices.

The analysis would focus on the cost of the following rubrics:

- School Division/school personnel and Support of School Personnel: mechanisms in place for school personnel who work with students with intensive needs
- School facilities (special classroom, resource room, therapy room, regular classroom with support, etc.)
- Structures that are required to support inclusive education that are not consistently monitored or implemented such as multi-disciplinary teams, administrative support & leadership, professional supports and resources, etc.
- Building relationships with parents/caregivers; special events opportunities, PPP meetings for parental/caregiver involvement.
- *Impact Assessment Profile* and with the standards identified by the Ministry of Education
- The cost of fostering Independence: students provided with consistent one-to-one adult support for significant portion of school day; multi-disciplinary team, assessing potential reduction in one-on-one adult support, etc.
- Assistive Technologies : Plan to enhance assistive technologies and training relative to assistive technology provided to staff
- Behavioural Supports: data collection regarding behavioural incidents
- Culture of collaboration: School-based teams
- Building an Interprofessional team: Supporting professionals and human service agencies
- Effective Professional Development: The cost of professional development expectations for personnel who work with students with intensive needs.
- Engagement of Support Agencies: Professionals from Health, social services, youth justice, employment and other related human services fields

at various time. Cost of interagency coordination and/or protocols to connect interagency supports.

Cost of this resolution:

We expect there would be minimal costs associated with this resolution. It will require an initial communication with the Ministry (written or in person) making the request. Depending on the response from the Ministry, it might also require the creation of a joint committee that would set out a process to identify issues, and then to develop recommendations for the Ministry and the SSBA.

Resolution 13-10 Re: Cost of Student Support Services delivery	For: Against:	Spoil: Blank:	CD DEF	%
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13-11 BE IT RESOLVED that the Saskatchewan School Boards Association undertake a study of the Regulation 20 tuition fee rate Calculation including foreign students and the sale or purchase of services for students in another province.

Conseil scolaire fransaskois

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

The comparative cost of Education delivery in the province can be detrimental to school divisions that do not benefit from economies of scale. All school divisions should be enabled to offer equitable and comparable services.

The Saskatchewan Government should be proactive and examine the average cost of Education on a provincial scale. Small school divisions with little or no economies of scale are disfavoured by the current Regulation 20 calculation.

Regulation 20 can be found at *The Education Regulations, 1986 s. 20*.

Cost of this resolution:

We expect there would be minimal costs associated with this resolution. It will require an initial communication with School Boards with agreement with another School Board out of province (written or in person) making the request. Depending on the response from the School Boards to set out a process to identify issues, the complexity of services delivery and then to develop recommendations for the Ministry and the SSBA.

Resolution 13-11 Re: Tuition fee rate calculation study	For: Against:	Spoil: Blank:	CD DEF	%
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13-12 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Government of Saskatchewan to provide transition funding to those school divisions who are negatively impacted by funding levels for Locally Determined Terms and Conditions of Employment of Teachers that are significantly below the provincial average.

Prairie Spirit School Division No. 206

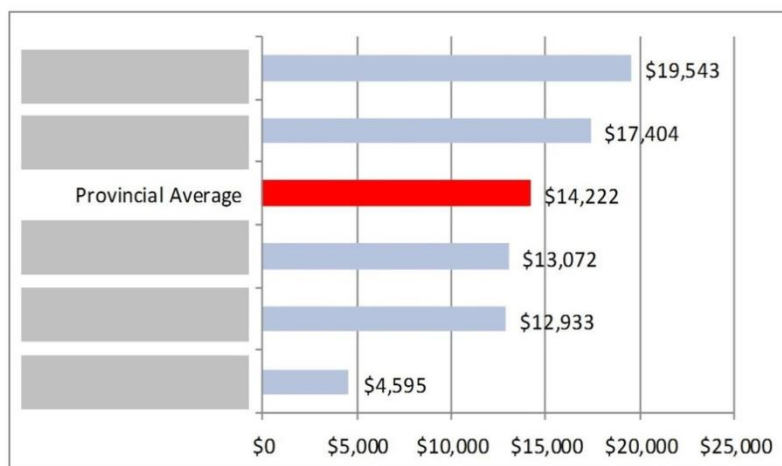
(Note: This Resolution relates to Position Statement 3.3)

Sponsor's Rationale:

To achieve equity, there should be a minimal variance in the average funding per teacher throughout the province. The current variance is \$10,000 per teacher from the lowest to the average and \$18,000 per teacher from the lowest to the highest (*see chart below*). Most of these costs are the result of differences in the Locally Determined Terms and Conditions of Employment of Teachers (LDTC).

The transition funding should be no less than the funding levels provided in the first year of the new education funding model.

**Locally Determined Terms and Conditions of Employment of Teachers
2013/14**



Cost of this resolution:

There would be a minimal cost associated with this resolution. This item can be added to the SSBA's agenda for its regular meetings with the Minister of Education and with Ministry officials.

Resolution 13-12 Re: Funding levels for Locally Determined Terms and Conditions	For: Against:	Spoil: Blank:	CD DEF	%
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13-13 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Saskatchewan Ministry of Education and the Saskatchewan Ministry of Government Relations to amend the Lloydminster Charter to include the Conseil scolaire fransaskois.

Conseil scolaire fransaskois

(Note: This Resolution relates to Position Statement 3.3)

Sponsor's Rationale:

In 2010, the CSF established a Fransaskois school in Lloydminster (prekindergarten to grade 12). The school is currently located in Alberta.

The Lloydminster Charter, section 370-377: Only The Lloydminster Public School Division and the Lloydminster Roman Catholic Separate School Division are mentioned in the Charter.

The affairs and program of studies of the Schools Boards are to be conducted in accordance with the *Education Act, 1995* which the CSF is part of since 1995.

School Funding

The issue is that the CSF has to enrol its students through an Alberta conseil scolaire for students who are residents of Alberta in Lloydminster. This issue causes great prejudice to the CSF and the other conseil scolaire in Alberta. Being excluded from the Charter, both Governments (Alberta and Saskatchewan) deal with the CSF in a different manner. This issue causes inequities to the CSF. Being included in the Charter will recognize the CSF as a School Board at the same level as the Public and Catholic School Boards in Lloydminster.

City of Lloydminster

Being included in the Charter, the City of Lloydminster will recognize the CSF when it comes to providing services such as new school land acquisition and construction.

Cost of this resolution:

Minimum to no cost.

The cost of amending the Lloydminster Charter will likely incur legal fees and should be assumed by the two provinces

Resolution 13-13 Re: Lloydminster Charter to include CSF	For: Against:	Spoil: Blank:	CD DEF	%
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NOTE: The following resolution was submitted past the deadline for submission of resolutions to the Resolutions and Policy Development Committee.

Pursuant to section 6 of Bylaw No. 12, after all resolutions received by the Committee have been disposed of, a delegate of the sponsor may move this resolution only if a majority of the delegates present consent to consideration of the resolution.

13-14 BE IT RESOLVED that the Saskatchewan School Boards Association work jointly with the Ministry of Education and the provincial government to initiate changes to legislation that will allow for student representation on the school boards of the province AND that the authority of these student trustees be established and granted by legislation.

Saskatchewan Rivers S.D. No. 119

(Note: This Resolution relates to Position Statement 1.2)

Sponsor's Rationale:

Students shape our education systems as learners in the system, and through their individual efforts and achievements. Increasingly, Boards are also recognizing the value, benefit and potential for students to contribute to local school board governance by providing relevant input into decision-making. We believe that it is both important and beneficial to involve and engage Saskatchewan students in education governance and that student trusteeship is a viable mechanism through which that involvement can be formalized and cultivated. Many school boards in the Province of Saskatchewan have already developed informal mechanisms through which to engage in meaningful consultation and dialogue with student representatives. However, the formalization of student-trustees in education governance is currently limited/prevented by provincial legislation. The introduction of student trusteeship requires legislative change.

Other jurisdictions have successfully undertaken legislative change and/or formalized student-trusteeship in Canada:

In Ontario, student trustees have been mandated since 1998. In New Brunswick, student trustees have been part of school board governance since 2009. The Vancouver School Board is initiating a pilot student-trustee program this fall (2013). Calgary Public Schools is moving towards formalizing student trusteeship this fall (2013). In September of 2013, the Edmonton Public School Board voted unanimously to move forward with implementing a student trustee program in 2014-2015.

This initiative is consistent with Vision 2025 of the SSBA and Ministry of Education goals of enhancing student engagement and maintaining a student-centered focus going forward into significant education sector planning.

Cost of this resolution:

Minimal or no cost to the Association.

Resolution 13-14 Re: Student representation on boards of education	For: Against:	Spoil: Blank:	CD DEF	%
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Position Statements

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

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

In Saskatchewan School Boards Association Position Statements:

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

“Association” means the Saskatchewan School Boards Association.

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

Other Key Documents: Board Member Code of Ethics

Adopted Position 1.1: Development of Position Statements	Date Approved: November 2008
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Association position statements address key issues for K-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.

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 adopt an interim position on any matter under which to operate until an approved statement of position is adopted by the membership.

B. Review of Position Statements

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

Adopted Position 1.2: Local Governance of Education	Date Approved: November 2009
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Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of the communities they serve.

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

Adopted Position 2.1: Student Achievement	Date Approved: November 2009
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Strengthening student achievement is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

1. Student achievement is defined as the attainment of the educational outcomes of Saskatchewan's curriculum.
2. Boards of education/CSF, school community councils, Conseils d'écoles, parents and educators must be engaged and have a voice in defining student achievement.
3. Boards of education/CSF are responsible for developing an accountability framework to establish standards, monitor and report on student achievement.
4. The role of boards of education/CSF is to provide leadership and allocate resources to establish school cultures that maximize student achievement.
5. Parent support for education and a positive student attitude are important determinants of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement."

Adopted Position 2.2: Assessment of Student Achievement	Date Approved: November 2011
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The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

Boards of education/CSF and their Association work together to strengthen the capacity of the publicly funded school system to establish policies and procedures to:

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

Adopted Position 2.3: Teaching and Learning With Technology	Date Approved: November 2008
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The board of education/Conseil scolaire fransaskois as the body responsible and accountable for the delivery of the education program invests in teaching and learning with technology. These investments focus on enabling students to use technology effectively to enhance learning.

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

- 1. Learners** – Students and teachers participate in e-learning in ways that empower learners to develop their potential and support the achievement of educational goals.
 - 1.1 Every student will gain experience with using information technology and extend their learning skills to include online learning.
 - 1.2 Technology will be employed for administrative purposes, however, schools will concentrate use of technology to effectively enhance teaching and learning.
- 2. Learning Environment** – In every classroom, in every school, in every part of Saskatchewan students use online resources to learn. Online resources are as integral to the educational program as print, multimedia and human resources. Because e-learning is fully integrated into teaching and learning in the regular classroom, all students will have the opportunity to master the skills essential for success in a highly competitive and rapidly changing world. Whenever possible, resources will be available in several languages, including both official languages, to address the diversity of culture in Saskatchewan.
 - 2.1 Every board of education/Conseil scolaire fransaskois will provide access to online teaching and learning.
 - 2.2 Secure networks (i.e.: CommunityNet) will provide teachers and students with safe, reasonable and equitable access to each other and to the world.
 - 2.3 A provincial web portal provides a common access point to education information in Saskatchewan.

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

Adopted Position 3.1: Education Finance	Date Approved: November 2009
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Saskatchewan's elected boards of education/ Conseil scolaire fransaskois (CSF) require funding for education to maximize student achievement, develop the potential of all students, affirm the worth of each individual, and lay the foundation for learning throughout life.

The fundamental principles that guide all decisions for education finance are:

1. **Sufficiency:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient to respond to the actual costs of provincial goals and priorities, to provide a high quality program to all students, and to accommodate local programming, innovation and initiatives.
2. **Autonomy:** Boards of education/CSF derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, the CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
3. **Balance:** Education funding is a balance within these nine stated principles. As well, balance is attained between conditional and unconditional funding.
4. **Equity:** Funding is allocated so that all elected boards of education/CSF have the resources they need to provide opportunities for each student to benefit.
5. **Involvement:** Boards of education/CSF are equal partners, along with the provincial government, in meaningful decision making regarding funding formulas, accountability processes and resolving issues.
6. **Predictability:** Clearly defined predictable funding formulas are needed to enable long-term and sustainable program planning by boards of education/CSF.
7. **Reciprocal Accountability:** Elected boards of education/CSF are responsible for achieving educational goals and objectives and the provincial government is responsible for providing the resources needed to achieve those goals and objectives.
8. **Sustainability:** Reliable, factual data is used to establish funding.
9. **Transparency:** Straightforward information about education funding is monitored and available to the public."

Adopted Position 3.2: Facilities Funding	Date Approved: November 2009
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Boards of education/Conseil scolaire fransaskois (CSF) work with the Ministry of Education to develop a transparent funding formula to allocate funds for the planning, building and maintenance of education facilities that maximize student learning.

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of school facilities.
2. Facilities funding in Saskatchewan should be determined according to the five categories set out below. In addition, facilities funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*:
 - a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms using a transparent, common approval template.
 - b) **Infrastructure Renewal:** Each year, the province should allocate 2% of Current Replacement Value to school divisions for the purpose of ongoing infrastructure renewal. The Ministry of Education and boards of education need to jointly develop a sufficient, predictable and sustainable funding distribution formula for school boards' discretionary funding of infrastructure renewal including minor upgrades and renovations. Boards need to develop comprehensive *5 Year Facility Plans* as well as detailed annual *Project Reports* for projects considered to be of high priority.
 - c) **Ongoing Operation and Maintenance:** The Ministry of Education and boards of education/CSF need to jointly develop a formula to distribute sufficient funding for the operation and maintenance of facilities including general upkeep and repairs as well as expenses incurred to keep facilities operating such as monthly utility expenses.
 - d) **Non-school Facilities:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including sheds, transportation and administrative facilities and for the CSF community spaces.
 - e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This includes the cost of decommissioning space that is no longer required.
3. **Capital Funding Backlog:** A long-term, sustainable plan must be developed to address the current capital funding backlog. A minimum of 10% of the shortfall should be allocated annually to address this backlog.

4. **Ministry Support:** The Ministry of Education must maintain sufficient staffing levels to provide support for school divisions around school capital projects including project management, technical, site development and cost management.”

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

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

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

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

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

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

<p>Adopted Position 4.2: Teacher Education and Certification</p>	<p>Date Approved: November 2009</p>
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Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Minister of Education is responsible for governing teacher education and certification with guidance from the Advisory Board for Teacher Education, Certification and Classification to meet the needs of boards of education/CSF. Only the Minister of Education has the authority to issue, suspend or revoke a teacher's certificate.
2. Boards of education/CSF encourage teacher education programs that reflect the requirements of publicly funded school systems and that are based on current research and effective practices to develop teachers for the grade levels and the subject areas required.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF support teacher development practices based on the principles of adult learning and staff development.
5. Boards of education/CSF, as employers, have a critical interest in defining and supporting the development of competencies for effective teaching including:
 - a) Teachers value and care for students and act in their best interests.
 - b) Teachers encourage the engagement and support of parents and the community.
 - c) Teachers are committed to education as a profession and to engaging in professional development to remain current and effective in their work.
 - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

Adopted Position 5.1: Public Engagement	Date Approved: November 2011
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Boards of education/CSF value and support meaningful parent, school community council/conseil des ecoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are supported as the primary contributors to student success.
2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement.
3. Continuous conversations with the community are planned to sustain the public's commitment to our schools."

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

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

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

As a school board member.

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

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

RULES OF PROCEDURE – DEBATE ON RESOLUTIONS

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

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

I. RULES OF PROCEDURE

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

1. Bylaws of the Association:

Highlights of the relevant Bylaws are:

a. Bylaw No. 10:

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

b. Bylaw No. 11:

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

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

c. Bylaw No. 12:

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

2. Special Rules of Procedure

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

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

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

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

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

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

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

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

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

4. Friendly amendments:

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

The process for a friendly amendment is:

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

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

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

3. Roberts’ Rules of Order:

The Association currently uses The Scott, Foresman *Robert’s Rules of Order Newly Revised*, 1990, 9th ed.

II. FREQUENTLY ENCOUNTERED RULES OF PROCEDURE

1. Point of Order

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

2. Point of Information

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

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

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

Therefore, the form for an amendment utilizes words like:

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

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

4. Amendments:

1) Amendments - in order

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

To be **germane**, an amendment must in some way involve the same question that is raised by the resolution or bylaw amendment on the floor. The edition of *Robert's Rules of Order* that the Association uses, at pp. 132 and 133, sets out the following general rules as a method by which the germaneness of an amendment can often be verified, although there is no all-inclusive test:

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

Robert's Rules of Order provides this example:

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

2) Amendments – out of order

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

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

For example:

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

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

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

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

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

subsequent resolutions. The person making the motion must be prepared to state why a new resolution or consideration of a resolution out of its scheduled order should occur.

The usual form of a motion in these circumstances is:

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