

	<p><i>Prairie South Schools</i></p> <p><b>BOARD OF EDUCATION</b></p>	
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NOVEMBER 03, 2015  
11:00 a.m. – 4:00 p.m.  
Central Office, 1075 9<sup>th</sup> Avenue NW, Moose Jaw

**AGENDA**

1. **Board Planning Session (10:00 – 11:00 a.m.)**
2. **Call to Order**
3. **Adoption of the Agenda**
4. **Adoption of Minutes**
5. **Decision and Discussion Items**
  - 5.1. **Notice of Motion**

That Prairie South busing of provincially non-funded pre-kindergarten students be discontinued effective December 31, 2015.

AND

That Prairie South transportation of provincially funded pre-kindergarten students employ CSA approved child safety seats effective January 1, 2016.

- Swanson
  - 5.2. **Sale of Surplus Land**
  - 5.3. **Monthly Reports (Decision)**
    - 5.3.1. Substitute Usage Report
    - 5.3.2. Tender Report
    - 5.3.3. Incidents of Concern
  - 5.4. **Out of Province Excursion – Students to Attend Wrestling Tournament in Edmonton, Alberta**
  - 5.5. **Out of Province Excursion – Grade 10-12 Students from Peacock Collegiate to attend Basketball Tournament in Medicine Hat, Alberta**
  - 5.6. **Amendment to Kincaid Central SCC Constitution**
  - 5.7. **Mural on the Outside Wall of Central Collegiate Gymnasium**
  - 5.8. **School and Division Improvement Accountability Report**
6. **Delegations and Presentations**

- 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
    - 7.1.6.** Rural Catchment and Transportation
    - 7.1.7.** Urban Possibilities
- 8. Information Items**
  - 8.1.** Proposed SSBA Bylaw Amendments and Resolution Package
  - 8.2.** Prairie South/Holy Trinity Joint Planning Session Agenda
  - 8.3.** Friends of the Gravelbourg Convent Letter of Support
- 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, 201 1075 9<sup>th</sup> Avenue North West, Moose Jaw, Saskatchewan on OCTOBER 6, 2015 at 11:00 a.m.**

Attendance: Mr. R. Bachmann; Mr. D. Crabbe; Dr. S. Davidson; Mr. R. Gleim; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; B. Compton, Superintendent of School Operations; D. Huschi, Superintendent of School Operations; H. Boese, Executive Assistant

Regrets: R. Boughen, Superintendent of Human Resources  
L. Meyer, Superintendent of Learning  
K. Novak, Superintendent of School Operations

Motions:

10/06/15 – 2425	That the meeting be called to order at 11:05 a.m. - Davidson	Carried
10/06/15 – 2426	That the following item be added to the agenda: 5.10 City of Moose Jaw LIP Discussion That the Board adopt the agenda as amended. - Young	Carried
10/06/15 – 2427	That the Board adopt the Minutes of the Organizational Meeting of September 8, 2015 as amended. - Radwanski	Carried
10/06/15 – 2428	That the Board adopt the Minutes of the Regular Meeting of September 8, 2015 as presented. - Wilson	Carried
<p>Lew Young nominated Al Kessler as the Board Representative for the Saskatchewan High Schools Athletic Association Committee.</p> <p>Brian Swanson moved that nominations cease.</p>		
10/06/15 – 2429	That the Board appoint Al Kessler to the Saskatchewan High Schools Athletic Association Committee. - Young	Carried
<p>Brian Swanson nominated Lew Young as the Board Representative for the SSBA Public Boards Section Executive.</p> <p>Ron Gleim moved that nominations cease.</p>		
10/06/15 – 2430	That the Board appoint Lew Young to the Saskatchewan School Boards Association – Public Boards Section Executive. - Swanson	Carried

10/06/15 – 2431	That the Board Chair or designate be assigned to pick up the ballots for the SSBA Fall General Assembly. - McLeod	Carried
10/06/15 – 2432	That the Board submit a resolution that the Saskatchewan School Boards Association provide disclosure of salaries of over \$50,000 as is required by Provincial Government Crown Corporations annually. - Swanson	Carried
10/06/15 – 2433	That we receive and file the School Review Handbook. - Young	Carried
10/06/15 – 2434	That we receive and file the September 30, 2015 Enrolment Report. - Swanson	Carried
10/06/15 – 2435	That the Board approve the sale of parcel 151153938 (SE 33-20-7 W3) in the RM of Enfield for a price of \$500. - Gleim	Carried
10/06/15 – 2436	That the Board accept the Monthly Reports as presented. - Young	Carried
10/06/15 – 2437	That the annual allowance for trustee professional development for the 2015-16 fiscal year be set at \$4000 per trustee. This includes all professional development activities including SSBA events and which is to cover remuneration for all expenses associated with the activities. Professional development mileage and travel costs for out of division travel will be calculated on the assumption that everyone leaves from Moose Jaw or nearer. Professional Development costs will be not be incurred for the Board Representatives for Public Section, SHSAA and Members Council. - Gleim	Carried
10/06/15 – 2438	That the Board Chair extend another offer for a meeting with the Moose Jaw City Councillors and City Manager at a date that is agreeable to both parties. - Swanson	Carried
	That the Board break at 12:15 p.m.  That the Board reconvene at 1:00 p.m.  Darrell Crabbe left the meeting at 1:00 p.m.	

10/06/15 – 2439	That the Board receive and file the Student Achievement Accountability Report as presented. - Young	Carried
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### **Committee Reports**

#### Standing Committees:

##### *Higher Literacy & Achievement*

- The Accountability Report presented today shows what the committee has been working on.
- October 19 will be a busy day with LIT teams.
- Next meeting will be November 23.

##### *Equitable Opportunities*

- No report given.
- Our submission for the Premier's Board of Education Award for Innovation and Excellence for the PAA Enhancement Project was sent in and it's a great way to showcase this program that we're very proud of.

##### *Smooth Transitions*

- Met on September 14 toured four pre-kindergarten programs: YMCA Program, Palliser Heights, Lindale and Prince Arthur.
- Following the tours, the committee met to discuss what they saw.
- Next meeting will be following today's meeting to discuss next steps.

##### *Strong System-Wide Accountability and Governance*

- Met on September 15 and discussed: offer to Holy Trinity to maintain their busses; the utilization formula the province is working on which is of great importance to Prairie South; and the locally determined teacher contract is on the Provincial radar and the implications for Prairie South
- Next meeting is prior to the Board Planning Meeting on October 20 at 7:30 a.m.

##### *Advocacy and Networking*

- This committee has been very active lately with press releases and attendance at Moose Jaw City Council regarding cast iron water main replacement.
- Dates planned for engagement with staff groups within next couple of month.

##### *Rural Catchment and Transportation*

- Met with the Mortlach SCC to discuss the opportunity for busing to Caronport the evening of October 5. It was an excellent meeting with good dialogue. Meetings with other SCCs potentially involved will take place at a later date.

##### *Urban Possibilities*

- Met on September 23 and discussed: trends emerging in Moose Jaw with before and after school programming with private agencies; information regarding high school courses offered so we are aware of what is out there; Peacock Collegiate Centennial Auditorium and Guthridge Field – future resources that may be needed for updates and the condition they are in.
- We will try and meet in the mornings once a month.
- Looking forward to our annual meeting with HTCSD next month.

10/06/15 – 2440	That we receive and file the information items as presented. - Gleim	Carried
<b><u>Notices of Motion</u></b>		
10/06/15 – 2441	That Prairie South busing of provincially non-funded pre-kindergarten students be discontinued effective December 31, 2015.  AND  That Prairie South transportation of provincially funded pre-kindergarten students employ CSA approved child safety seats effective January 1, 2016. - Swanson	
<b><u>Adjournment</u></b>		
10/06/15 – 2442	That the meeting be adjourned at 1:55 p.m. - Kessler	Carried

\_\_\_\_\_  
S. Davidson  
Chair

\_\_\_\_\_  
B. Girardin  
Superintendent of Business and Operations

**Next Regular Board Meeting:**

Date: November 3, 2015  
Location: Central Office, 1075 9<sup>th</sup> Avenue, Moose Jaw

# AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	5.1
<b>Topic:</b>	<b>Notice of Motion: Busing Pre-kindergarten Students</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

At the October 6, 2015 Board Meeting the following notice of motion was made:

*That Prairie South busing of provincially non-funded pre-kindergarten students be discontinued effective December 31, 2015.*

*AND*

*That Prairie South transportation of provincially funded pre-kindergarten students employ CSA approved child safety seats effective January 1, 2016.*

- Swanson

**Current Status:**

**Pros and Cons:**

Replacement of seats (to child integrated seats) in bus is approximately \$1,500.00 per seat.

Seats can only be replaced in newer models – after about 2010.

Only two children per seat.

Compartmentalization with a school bus is negatively affected.

Buses after 2009 have front row seats so that child seats can be fastened but limited to four and no one can sit behind them due to compartmentalization.

Number of PreK students: approximately 132 PreK children transported throughout Prairie South Schools. So this will be a significant negative challenge.

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Clarke Baker	October 26, 2015	n/a

**Recommendation:**

Board decision.

# AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	5.2
<b>Topic:</b>	<b>Sale of Surplus Land</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

It was determined that there are a number of properties not used in the operations of the school division that are still owned by the school division. A decision was made to dispose of these properties.

**Current Status:**

For this meeting is one parcel of surplus land for consideration. There is an offer of \$100 for parcel, 104535918 (SW 22-21-26 W2), in the RM of Dufferin.

**Pros and Cons:**

Pros:

- We dispose of one more parcel of land which has no value to us.

Cons:

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	October 14, 2015	N/A

***Recommendation:***

That the Board approve the sale of parcel 104535918 (SW 22-21-26 W2) in the RM of Dufferin for a price of \$100.



# AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	5.3
<b>Topic:</b>	<b>Monthly Reports</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

Attached are the following reports for Board approval:

1. Teacher Absences and Substitute Usage for the period September 28-October 20, 2015.
2. Tender Report for the period September 27-October 23, 2015.
3. Incidents of Concern

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen, Ron Purdy, Derrick Huschi	October 22, 2015	<ol style="list-style-type: none"> <li>1. Teacher Absences and Substitute Usage</li> <li>2. Tender Report</li> <li>3. Incidents of Concern</li> </ol>

***Recommendation:***

That the Board accept the monthly reports as presented.

## Teacher Absences & Substitute Usage

Date Range:		September 28, 2015 to October 20, 2015			
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 7208.68 days
Compassionate Leave	7	1.04%	7	100.00%	0.09%
Competition Leave	2.4	0.36%	2	83.33%	0.03%
Convocation Leave	0.5	0.07%	0.5	100.00%	0.01%
Court/Jury	7	1.04%	7	100.00%	0.09%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	2	0.30%	0.8	40.00%	0.03%
Extra/Co-curr Teach	56.79	8.44%	41.09	72.35%	0.76%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	19.7	2.93%	19.7	100.00%	0.26%
Illness - Teacher	178.76	26.57%	133.87	74.89%	2.40%
Illness - Long Term	34.65	5.15%	0	0.00%	0.47%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	21.09	3.14%	17.09	81.03%	0.28%
Medical/Dental Appt	111.23	16.53%	98.34	88.41%	1.50%
Noon Supervision Day	13.73	2.04%	12.73	92.72%	0.18%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	74.29	11.04%	66.89	90.04%	1.00%
PP Teacher	16.5	2.45%	15	90.91%	0.22%
Prep Time	51.9	7.71%	51.9	100.00%	0.70%
PSTA	0.5	0.07%	0.5	100.00%	0.01%
Rec. Of Service	48.01	7.14%	37.57	78.25%	0.65%
Secondment	2	0.30%	2	100.00%	0.03%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	8.15	1.21%	6.65	81.60%	0.11%
SOSO Meet/PD	3.02	0.45%	2.52	83.44%	0.04%
STF Business - Invoice	5.5	0.82%	5.5	100.00%	0.07%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	8	1.19%	8	100.00%	0.11%
<b>Total Absences</b>	<b>672.72</b>	<b>100.00%</b>	<b>536.65</b>	<b>79.77%</b>	<b>9.04%</b>

**Teachers (FTE)**  
**437.58**

**# of teaching Days**  
**17**

**Possible Days**  
**7438.86**

## **Tender Report for the period September 27, 2015 to October 23, 2015**

### 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 was one Request for Proposals awarded during this period. The contract for caretaking at Mossbank School was awarded to Mona Vandurme.

**INCIDENTS OF CONCERN TO BOARD****November 3, 2015  
#7.1**

<b>Date of Incident</b>	<b>Male</b>	<b>Female</b>	<b>Suspension</b>	<b>Alternative to Suspension</b>	<b>Violent Threat Risk Assessment</b>	<b># Days</b>	<b>Comments</b>
September 21, 2015	X				X		Stage 1
September 30, 2015	X						Stage 1
October 2, 2015	X			X		3	Bullying/physical violence
October 5, 2015	X			X		3	Disruptive behavior/absenteeism
October 5, 2015		X		X		3	Disruptive behavior/absenteeism
October 13, 2015	X				X		Stage 1 & 2
October 13, 2015	X		X			3	Overt opposition/serious misconduct
October 14, 2015		X		X		3	Disruptive behavior/absenteeism
October 20, 2015		X		X		3	Overt opposition/absenteeism

## AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	5.4
<b>Topic:</b>	<b>Out of Province Excursion – Students to Attend Wrestling Tournament in Edmonton, Alberta</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Wrestling Tournament at University of Edmonton.

**Current Status:**

**Pros and Cons:**

**Financial  
Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	October 23, 2015	Overnight Excursion

***Recommendation:***

That the Board approve the overnight excursion for students to travel to the University of Edmonton to attend a High School Wrestling Tournament on January 29 and 30, 2016 as per outline provided.

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

## Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher: <u>Ronald Busch + T.B.D.</u>	School: <u>Will include all PSS210 schools involved in Wrestling program</u>
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>H.S Wrestling tournament</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: <u>9-12</u>	Number of Students: <u>Approx. 20</u>
Destination: <u>University of Alberta (Edmonton)</u>	Trip Date: <u>Jan 29/30</u>
Number of School Days (Partial/Full): <u>None will be missed. After Final exams.</u>	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: <u>charter</u> <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: <u>7</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

<b>C. BUDGET</b>
❖ Anticipated Budget <u>\$ 2000.00</u> ❖ Description of Funding Sources <u>Team fees, Fund raising,</u> ❖ Out of Pocket Cost per Participant <u>Approx. \$100.00</u>

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

**D. LEARNING OBJECTIVES**

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

a) Pre-Excursion Learning

b) Excursion Learning

c) Post-Excursion Learning

**F. SCHEDULE OF ACTIVITIES**

University of Alberta High School wrestling tournament. Chaperones have attended tournament many times as club coaches. Last year Peacock attended as a high school team for the first time.

Teacher Signature

Date

Principal Signature

Date

Director/Superintendent Signature

Request Approved

Request Denied

## AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	5.5
<b>Topic:</b>	<b>Out of Province Excursion – Students to Attend Basketball Tournament in Medicine Hat, Alberta</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Request from Peacock Collegiate for Grade 10-12 Students attending a Basketball Tournament in Medicine Hat, Alberta on January 28-30, 2016.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	October 23, 2015	Overnight Excursion

***Recommendation:***

That the Board approve the overnight excursion for the Peacock basketball team(s) to travel to Medicine Hat, Alberta for a Basketball Tournament from January 28-30, 2016 as per outline provided.



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

## Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher: <u>Dave Roney</u>	School: <u>A.E. Peacock Collegiate</u>
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Basketball tournament Med. Hat.</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: <u>10-12</u>	Number of Students: <u>12</u>
Destination: <u>Medicine Hat</u>	Trip Date: <u>Jan. 28, 29, 30</u>
Number of School Days (Partial/Full): <u>No class missed. After Final exams are completed.</u>	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): <u>Dave Roney</u> <u>Todd Johnson</u>	
Number of Teachers, Parents, Chaperones: <u>2-3</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

<b>C. BUDGET</b>
❖ Anticipated Budget <u>\$1000.00</u> ❖ Description of Funding Sources <u>Team Fees, Fundraising, school.</u> ❖ Out of Pocket Cost per Participant <u>Approx. \$100.00</u>

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

**D. LEARNING OBJECTIVES**

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

a) Pre-Excursion Learning

b) Excursion Learning

c) Post-Excursion Learning

**F. SCHEDULE OF ACTIVITIES**

Re-invited to Medicine Hat McCoy/Crescent Hts. tourney.  
Peacock has often been a part of this tournament and  
it will require no school missed and no substitute costs.  
Team will depart Moose Jaw after all Finals are  
complete.

Teacher Signature

Principal Signature

Director/Superintendent Signature

Date

Date

Request Approved

Request Denied

## AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	5.6
<b>Topic:</b>	<b>Amendment to Kincaid Central SCC Constitution</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Kincaid Central SCC would like to amend their constitution as presented.

**Current Status:**

**Pros and Cons:**

**Financial  
Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Barbara Compton	October 23, 2015	Revised SCC Constitution

***Recommendation:***

That the Board approve Kincaid Central SCC's Constitution as presented.

# **Kincaid School Community Council Constitution**

## **Mission Statement**

**“Our Communities Supporting Learning”**

## **Guiding Principles**

### **RESPECTFUL CARING COMMUNITIES**

Kincaid School Community Council values communities which support learning through a caring, respectful environment.

### **LEARNING**

Kincaid School Community Council values the learning process in all we do.

### **REPRESENTATIVE**

Kincaid School Community Council strives through their membership and their actions to be representative of the students, responsible to the public and accountable to the Board of Education.

### **COMMITTED**

Kincaid School Community Council is committed to the education of children in our Community.

## **Membership**

### **Representative Membership**

The School Community Council will have the following Representative Members:

(up to 9) parent and community members elected at the Annual General Meeting

(2-3) secondary student(s)

### **Permanent Members**

The School Community Council will have the following Permanent Members:

The School Principal

A teacher

## **Kincaid School Community Council 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.

The **Vice-Chairperson** will:

- Support the Chairperson in his/her duties. Taking over when the Chairperson is unable to attend.

The **Secretary** will:

- Take minutes at School Community Council meetings;
- Receive and send correspondence on behalf of the School Community Council;
- Take charge of all official records of the School Community Council; and
- Ensure that appropriate notice is given for all meetings of the school Community Council

The **Treasurer** will:

- Manage the finances of the School Community Council using procedures outlined in the School Community Councils Budget and Expense Guidelines

## Schedule of Meetings

### Kincaid School Community Council Schedule of Meetings

Are to be held the monthly during the school year.

General meeting is to be held in accordance with the board designated election week

### Kincaid School Community Council Provision for Special Meetings

In the event of a special meeting all reasonable effort will be made to notify the public as to appropriate information

Special meetings are deemed necessary by chairperson, principal, and a board member.

Special meeting may be called at the discretion of the chairperson, principal, and a board member, in all time sensitive issues.

## Means of Public Consultation

### Kincaid School Community Council Means of Public Consultation

Written Consultation

~~–Web page~~ Digital (web page, Facebook, email)

Minutes of meetings are accessible to the public upon request, council contact information, names of all council members, and the telephone/e-mail of chairperson.

School newsletter

use to post meeting date/time. Meeting summary in “Connections” after meeting.

Verbal Consultation

General meeting

# Council Code of Conduct

## Code of Conduct Kincaid School Community Council

The School Community Council of Kincaid School is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community.

A member of the School Community Council 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.

As a member of a School Community Council, I shall:

- Be guided by the mission, guiding principles and goals of the Council;

- Know and work toward the vision for the Kincaid Central School.

- Endeavor to be familiar with school policies and operating practices and act in accordance with them

- Perform my duties with honesty and integrity.

- Work to ensure that the well-being of students is the primary focus of all decisions.

- Recognize and respect the personal integrity of each member of the school community;

- Encourage a positive atmosphere where individual contributions are encouraged and valued;

- Use the appropriate communication channels when question or concerns arise;

- Work to ensure that issues are resolved through due process.

- Respect all confidential information.

- Support public education.

- Accept accountability for the decisions of the School Community Council; and,

- Declare any conflict of interest.

## Decision-Making Processes



## **Kincaid School Community Council Decision-making processes**

KSCC is adopting a consensus decision making, as outlined in the Handbook for School Community Councils and Principals, appendix A, Section 5.0.

At the time when consensus can not be reached we will move to majority vote as recommended by the chairperson.

### **Majority vote.**

KCS staff are non-voting members.

KCS student representatives are encouraged to contribute and vote in all circumstances.

Majority is  $\frac{1}{2}$  plus 1 Member of the eligible voting members

Quorum is a minimum of 5.

## **Complaints and Concerns Procedures**

### **Kincaid School Community Council Complaints and Concerns Procedures**

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

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.

### 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

### Kincaid School Community Council Formal Evaluation Methods

Three evaluation periods

Beginning of School Year

Set council goals for year.

~~Mid Year~~ Post Elections

~~Allow new council members to assess and add to yearly goals.~~

End of Year - June

Council to look back on year and forward to next year.

### Kincaid School Community Council Informal Evaluation Methods

Re-read previous meetings minutes and have open discussion on them.

## Kincaid School Community Council Formation of Committees

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

## **Amending the Constitution**

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

## AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	5.7
<b>Topic:</b>	<b>Mural on the Outside Wall of Central Collegiate Gymnasium</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

The Murals of MJ Committee is looking at the possibility of putting a mural on the outside wall of Central Collegiate Gymnasium. They are looking into six possible locations with Central being one of them.

Location would be the north side of the gym and the size of the mural would be 8'x12'. The description of the Mural will be a mosaic of 750 tiles depicting a MJ theme (theme TBD). The Moose Jaw Mural Committee will commit to maintaining the mural for the first 10 years. Timeline for completion will be three days in the third week of September 2016.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	October 22, 2015	No attachments

***Recommendation:***

That the Board approve the Mural to be put on the outside wall of the Central Collegiate Gymnasium.

# AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	5.8
<b>Topic:</b>	<b>School and Division Improvement Accountability Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** This is the first of 2 reports from the Higher Literacy and Achievement committee. This report is focused on Student School and Division Improvement, specifically the Learning Improvement Plans for the 2014-2015 school year.

**Current Status:** Please see attached report.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi, Barb Compton, Kim Novak	October 22, 2015	School and Division Improvement Accountability Report, Shared Understandings, LIP Work Plan.

***Recommendation:***

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

## 2014-15 School and Division Improvement Accountability Report

November 2015

Prepared by: Superintendent of Operations

### Source Documents

#### Policy 12

##### Section 1 Student Well-being

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

##### Section 7 Continuous Improvement and Accountability Framework (CIAF) Planning and Reporting

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

##### Section 9 Communications and Community Relations

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

#### Administrative Procedure 104

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

## Evidence

### ➤ **Background:**

- Each school creates a Learning Improvement Plan that aligns with the Provincial Education Sector Strategic Plan, Division Continuous Improvement Plan and goals of the Board.
- LIP's are a critical component of the Comprehensive Learning Framework (CLF).
- LIP's ensure schools are responsive to the needs of students and may vary between schools based on local context.
- LIP's goals are: strategic, measureable, and timely.
- Engagement of stakeholders ensures goals are being responsive to local context and circumstances.
- On-going discussions at the staff level monitor the progress of the LIP, regularly analyze and evaluate the outcomes of the work plan and suggest modifications as the year progresses.
- School may access support at the division level from Learning Support Teams, consultants and Superintendents.
- Schools are provided with a template (LIP Work plan - ATTACHED) and time at the beginning of the school year to review previous LIP's, analyze data and collaboratively create the school's LIP.

### ➤ **Learning Improvement Plans**

- ❖ Each school was required to create at least one Student Learning and one Student Well-being goal. In addition, all schools with grades one to six developed a reading goal.

- ❖ Focus of Student Learning Goal:

Reading Goal	40 Schools
Writing Goal	1 Schools
Math Goal	1 Schools

NOTE: Some schools had multiple goals.

❖ Focus of Student Well-being Goal:

Advocacy	7 Schools
Engagement/Involvement/Motivation	6 Schools
Positive Life Choices	6 Schools
Belonging/Relationships	5 Schools
Respect	4 Schools
Bullying/Safety	2 Schools
Anxiety/Depression	2 Schools
School Culture	2 Schools
Other	6 Schools

➤ Review Process

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

➤ SCC Engagement and Creating a Shared Plan

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

LIP Engagement	2012-13	2013-14	2014-15
Sometimes	7%	0%	0%
Usually	23%	13%	7%
Always	70%	87%	93%

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

## Administrative Challenges

- ❖ Although most LIP show improved growth very few school reached the division goal of 90%. This is indicative of a multi-year goal as opposed to an incremental growth goal.
  - Response. Starting in the 2016-17 school year, schools will be asked to add a one year growth goal to their LIP goal.

## Changes to the LIP Process

- School Learning Improvement Plans we adjusted to align with Division Education Sector Plans which align with the Provincial Educational Sector Plans.
- There was a targeted Support for Grade 1 Reading in 5 schools that resulted in substantial growth in all 5 schools.
- Shared Understandings (attached) regarding LIP's and LIT's were co-created with administrators. These shared understandings will guide future work.
- From the Staff Engagement Improvement Plan (staff satisfaction survey), changes were made to the LIT's
  - Last year's school calendar included 15 early dismissal days to work on LIT's. This year's school calendar was adjusted to 10 early dismissal days and one professional learning/sharing day.
  - School were provided with the opportunity to adjust how data is collected.





## **School and Division Improvement: Prairie South's Shared Understandings**

### **General**

1. Saskatchewan has an Education Sector Strategic Plan, and Prairie South Schools has a Board focus on reading improvement.
2. All schools will have a Learning Improvement Plan (LIP).
3. We need a model for LIP/LIT/ESSP/Division Improvement for 2015-16 that works

### **Learning Improvement Plans**

4. LIP Goals will be based on school data and will align with the ESSP.
5. LIP format will be a blend of the traditional Prairie South document and the ESSP A3 form as directed by principals.
6. Each school will have a reading goal as part of their LIP, and school staff will determine if other goals are necessary.

### **Learning Improvement Teams**

7. LIT work is the sweet spot between academic research and teacher common sense. LIT work includes collection and analysis of baseline data, implementation of a response, and collection and analysis of follow-up data. An LIT is action-oriented in response to student needs.
8. The focus of each LIT will be aligned with the school LIP and the ESSP.
9. Each school will have at least one reading literacy LIT.
10. Each school will choose a template to share LIT data on Connect.

### **Teachers**

11. Teaching in 2015 includes responsibility for improvement at the school and classroom level.
12. Every Prairie South teacher will be engaged as a member in the work of an LIT.
13. Schools need to decide which teachers need to be members of each LIT.

### **Administrators**

14. Learning Support Team resources are best involved by reviewing a summary of anticipated challenges related to the LIP (provided by the school staff), by responding to LIT identification of needs (provided by LIT members), and by offering assistance related to LIP goals (initiated by the Learning Support Team).
15. Every principal is accountable for LIT and LIP data (growth) at their school. Data is reportable at the individual student level.

## LEARNING IMPROVEMENT PLAN 2014-15

School Name: \_\_\_\_\_

Administrator(s): \_\_\_\_\_  
 \_\_\_\_\_

### *Step 1: Needs Analysis*

For a list of Comprehensive Needs Analysis – Data Sources refer to Appendix A

#### **A. SCHOOL PROFILE**

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

<b><i>Special Populations</i></b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Number of EAL Students			
Number of Students receiving Student Support			
- eIIP			
- Modified			
- Alternate			
- Reduced			
- Other			

**B. STUDENT ACHIEVEMENT DATA (See Appendix A)**

<b><i>STUDENT STRENGTHS – based on student results</i></b>
READING:
WRITING:
MATH:
<b><i>STUDENT NEEDS – based on student results</i></b>
READING:
WRITING:
MATH:

**C. STUDENT WELL BEING or ENGAGEMENT DATA (See Appendix A)**

<b><i>STUDENT STRENGTHS – based on student results</i></b>
1.
2.
3.
<b><i>STUDENT NEEDS – based on student results</i></b>
1.
2.
3.

## ***Step 2: School Goals***

For a list of LIP Goal Options – Refer to Appendix B

- 1. STUDENT LEARNING GOAL (SMART FORMAT): Reading, Writing or Math.**  
(Minimum 2 goals for K-12 schools to address the needs of all grades.)

- 1. By June 2014, 80% of students in grades 1 to 4 will comprehend what they read or what is read to them at grade level as measured by Fountas and Pinnell.**

- 2. STUDENT WELL BEING or ENGAGEMENT GOAL (SMART FORMAT):**

**Step 3: Work Plan: Implementation Plan**

**Work Plan - STUDENT LEARNING GOAL #1**

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Adult Indicators						Student Evidence
Action Steps	Due Date:	Person(s) Responsible	Measures	Professional Development & Resources	SCC / Agency Support	

**Work Plan - STUDENT LEARNING GOAL #2**

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Adult Indicators						Student Evidence
Action Steps	Due Date:	Person(s) Responsible	Measures	Professional Development & Resources	SCC / Agency Support	

**Work Plan - STUDENT LEARNING GOAL #3**

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Adult Indicators						Student Evidence
Action Steps	Due Date:	Person(s) Responsible	Measures	Professional Development & Resources	SCC / Agency Support	

**Work Plan - STUDENT WELL BEING or ENGAGEMENT GOAL**

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Adult Indicators						Student Evidence
Action Steps	Due Date:	Person(s) Responsible	Measures	Professional Development & Resources	SCC / Agency Support	

#### ***Step 4: Reflection for Improvement***

Please complete Appendix C and D. This information will be shared at Superintendent LIP meetings.

#### ***LIP Timeline***

<b>School Learning Improvement Plan (School LIP) TIMELINE</b>	
<b>Step Required</b>	<b>Due Date</b>
Comprehensive Needs Analysis	August 2014
With Input from Staff and SCC's, school goals are determined	End of September
Work Plan is uploaded to Connect	End of September
Appendix E – Learning Improvement Plan Summary Report is signed and emailed to Designated Superintendent	End of September
School Reflection	Reviewed end of February
Learning Improvement Report	Middle of June

#### ***Step 5: Year End Data Collection Summary Profile***

<b>Date</b>	<b>Learning Goal</b>	<b>2014-15 Year end Data</b>	<b>2014-15 Year end Data</b>	<b>Considerations or Next Steps</b>

<b>Date</b>	<b>Student Well Being or Engagement Goal</b>	<b>2014-15 Year end Data</b>	<b>2014-15 Year end Data</b>	<b>Considerations or Next Steps</b>



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## ***APPENDIX A - COMPREHENSIVE NEEDS ANALYSIS – DATA SOURCES***

<b><i>School Based Data</i></b>	
Population Demographics	Students Data Systems (SIRS) <ul style="list-style-type: none"> <li>○ PTR</li> <li>○ High School enrolment</li> </ul>
Student Well Being Or Engagement	Tell Them From Me Student Data Systems <ul style="list-style-type: none"> <li>○ Attendance</li> </ul>
Equitable Opportunities	Student Data Systems (SIRS) <ul style="list-style-type: none"> <li>○ Credit Accumulation</li> <li>○ Graduation Trends</li> <li>○ Course Offerings</li> <li>○ Enrolment Report</li> </ul>

<b><i>Student Achievement</i></b>	
Math	Provincial Assessments for grades 5 & 8 (both English and French) Students Data Systems (SIRS) <ul style="list-style-type: none"> <li>○ High school grades and credits</li> </ul> School and Division Level Data Sources <ul style="list-style-type: none"> <li>○ Beginning and End of Grade Assessments for grades 3-10</li> <li>○ SK Common Math Assessments for grades 1-9</li> </ul>
Reading	Provincial Assessments for grades 4 and 7 Students Data Systems <ul style="list-style-type: none"> <li>○ High school grades and credits</li> </ul> School and Division Level Data Sources <ul style="list-style-type: none"> <li>○ Fountas &amp; Pinnell for grades 1-8</li> <li>○ Groupe Beauchemin (GB+) for grades 1-6</li> <li>○ Whole Class Reading Assessment (WCRA) for grades 3-10</li> <li>○ ELA Generic Rubrics for grades 1 and 2</li> <li>○ Jerry Jones Reading Inventory for Grades 4-12</li> </ul>
Writing	Provincial Assessments for grades 5, 8 & 11 Students Data Systems (SIRS) <ul style="list-style-type: none"> <li>○ High school grades and credits</li> </ul> School and Division Level Data Sources <ul style="list-style-type: none"> <li>○ Saskatchewan Writing Rubric</li> <li>○ 6+1 Writing Traits Rubrics for grades 1-12</li> </ul>

Other	Early Development Instrument Assessment (EDI) Early Years Evaluation (EYE)
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***APPENDIX B - SCHOOL LEARNING IMPROVEMENT PLAN OPTIONS***

<b>LIP Goal Options</b>	<b>Assessment Tool(s)</b>
<b>Student Learning Goal</b>	
Reading	Fountas and Pinnell Gr.1 to 4  Whole Class Reading Assessment Gr. 5-11  Beauchemin GB+
Math	SK Common Math Assessment Gr. 3-9
Writing	Saskatchewan Writing Rubric
<b>Student Well Being or Engagement Goal</b>	
Student Well Being Or Engagement	Tell Them from Me Second Point Data

**APPENDIX C – REFLECTION FOR IMPROVEMENT – *Learning Goal***

**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

What assessments were used?	
What is working well and how do you know?	
What are you doing to address the learning needs of students?	
What supports are required?	
How has the LIP's been incorporated into staff meetings?	
How has the information been shared to the staff, students, and community?	
How has the LIP's been incorporated into staff meetings?	

**APPENDIX C - REFLECTION FOR IMPROVEMENT**

***Student Well Being or Engagement Goal***

**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

What assessments were used?	
What is working well and how do you know?	
What are you doing to address the learning needs of students?	
What supports are required?	
How has the LIP's been incorporated into staff meetings?	
How has the information been shared to the staff, students, and community?	
How has the LIP's been incorporated into staff meetings?	

## APPENDIX D – REFLECTION OF LIP PROCESS

School Name \_\_\_\_\_

Focus	Progressing	Proficient	Evidence Oct/Nov	Jan/Feb	Self Reflection June
Collaboration	The principal writes the Learning Improvement Plan alone or with a few teachers. At best, the school staff rubber stamps the plan	The Learning Improvement Plan is developed with input and agreement from school staff and SCC's. Plans are based on decisions made through reflection on student learning evidence and needs.			
Focus on Student Achievement	The primary goals in the plan are not focused on student achievement and better teaching and learning.	The primary goals in the plan are on teaching and learning issues within the circle of influence			
SMART Goals	Learning Improvement Goals are not measureable or attainable. Goals change every year whether they are accomplished or not.	Learning Improvement Goals are SMART and designed for 3 to 5 year period. Monitoring and implementation processes are established so that schools know they are accountable for accomplishing their goals			
Alignment	Learning Improvement Plans are only loosely linked to division Continuous Improvement initiatives.	Learning Improvement Plans are linked to the division's Continuous Improvement Initiatives.			
Professional Development	Professional development efforts do not support the changes outlined in the Learning Improvement Plans	Learning Improvement Plans include professional development efforts as a means for accomplishing the goals.			
Plan for Improvement is Continuous	The plan is only reviewed annually and rarely referred to throughout the year.	Learning Improvement Plans are reviewed throughout the year by principals, teacher-leaders, SCC's, and superintendents. .			
Living Document	No one believes that the Learning Improvement Plan is the primary plan for school improvement.	The Learning Improvement Plan is the primary plan for improving the school's academic achievement.			
Action Steps	Action steps are not purposeful. Action Steps generally describe activities and events that represent current and traditional actions rather than planned improvements in practice.	Action steps provide a clear guide for planning, implementing, and monitoring. All action steps describe: planned improvements in practice, identify specific data collection strategies, and define anticipated student outcomes			

***Appendix E - Learning Improvement Plan Goals***

School: \_\_\_\_\_

Administrator(s): \_\_\_\_\_

SCC Chairperson: \_\_\_\_\_

**1. STUDENT LEARNING GOAL (SMART FORMAT): Reading, Writing or Math.**

(Minimum 2 goals for K-12 schools to address the needs of all grades.)

**2. By June 2014, 80% of students in grades 1 to 4 will comprehend what they read or what is read to them at grade level as measured by Fountas and Pinnell.**

**2. STUDENT WELL BEING or ENGAGEMENT GOAL (SMART FORMAT):**

I agree that the above goals are based on decisions made through reflection on student learning evidence/needs and have been developed with input from school staff and School Community Councils.

Signature of Administrator(s): \_\_\_\_\_

Signature of SCC Chair: \_\_\_\_\_

## AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	8.1
<b>Topic:</b>	<b>Proposed SSBA Bylaw Amendments and Resolution Package</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:** Materials provided by SSBA in advance of the SSBA AGM November 8-10, 2015.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	October 21, 2015	<ul style="list-style-type: none"> <li>SSBA Resolutions Package</li> <li>Position Statements</li> <li>Rules of Procedure</li> </ul>

***Recommendation:***

Please review the proposed bylaw amendments and resolutions package.

**Boese, Heather**

---

**Subject:** FW: Proposed Bylaw Amendments and Resolutions Package for 2015 AGM  
**Attachments:** 2015ProposedBylawAmendmentsandResolutions.pdf; Position Statements.pdf; RULES OF PROCEDURE memo.pdf

**Importance:** High

**From:** Krista Lenius [<mailto:KLenius@saskschoolboards.ca>]  
**Sent:** Thursday, October 15, 2015 11:19 AM  
**Subject:** Proposed Bylaw Amendments and Resolutions Package for 2015 AGM  
**Importance:** High



*THIS EMAIL IS SENT ON BEHALF OF THE RESOLUTIONS AND POLICY DEVELOPMENT COMMITTEE TO BOARD CHAIRS, DIRECTORS AND CHIEF FINANCIAL OFFICERS*

**PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS PACKAGE –  
2015 AGM**

**PLEASE PROVIDE A COPY OF THIS MEMORANDUM AND THE ATTACHMENTS  
TO ALL OF YOUR BOARD MEMBERS**

Please find attached:

1. The package of *"Proposed Bylaw Amendments and Resolutions"* to be presented by the Resolutions and Policy Development Committee at the Association's Annual General Meeting on November 8-10, 2015. Each resolution has been categorized according to the Association Position Statement to which it relates.
2. *Position Statements*.
3. *Rules of Procedure* – [Please note that Sections 5 and 6 of Bylaw No. 12 deal with provisions relating to submission of resolutions after the deadline that has now passed, and with the presentation of additional resolutions from the floor].

*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.

*Krista Lenius*





## **2015 ANNUAL GENERAL MEETING**

### **PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS**

**NOVEMBER 8-10, 2015**

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No Bylaw Amendments

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## BUDGET RESOLUTION

**Budget 2016**      **BE IT RESOLVED** that the Association's 2016 annual operating expense budget of \$3,250,486, funded by membership fees, be approved.

**Association Executive**

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

Sponsor's Rationale:

The total operating budget expenditure for 2016 is \$3,250,486, a decrease of \$188,038 (5.5%) from the 2015 total operating budget, primarily due to removing 2015 CSBA Congress costs, aligning bargaining expenses to prior year actuals, and SSBA's continuing commitment and efforts towards operational efficiency.

Although membership fees comprise the majority of the Association's revenue and have remained the same as 2015, total revenue has decreased \$198,905 (6.0%) from the 2015 budget, primarily due to removing 2015 CSBA Congress revenue and investment revenue is anticipated to decrease by \$72,000 due to the volatility of the market.

The Association has accumulated surpluses for many years and has set aside unallocated reserves to a Building Capital reserve, a Bylaw Review reserve and a Teacher Bargaining reserve. To manage resources effectively and maintain no increase to membership costs, the Association has prepared this budget to reflect the use of the accumulated surpluses through a 2016 deficit of revenue over expenses of \$117,002.

This budget supports *SSBA Strategic Plan 2013-2025*. It will strengthen the Association in 2016 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 and to sponsor events and activities that allow for meaningful interaction among and between member boards and the Association.

<b>BUDGET RESOLUTION Budget 2016</b>	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD   DEF</b>	<b>%</b>
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## RESOLUTIONS

- 15-01 BE IT RESOLVED** that the Saskatchewan School Boards Association create a Board Chairs (or designate) Council to advise the SSBA Executive, based on instruction from their own boards. This Council may meet up to four times per year in conjunction with existing SSBA events. The Council will be comprised of the Board Chair (or designate) from each of the boards of education in Saskatchewan who are members of the SSBA.

**Association Executive**  
(with recommendation through the  
SSBA Governance Review process)

Sponsor's Rationale:

A strong SSBA is the provincial voice of publicly funded education in the province. This strength is best achieved through collective advocacy based on the perspectives, experiences and direction from all boards of education.

The SSBA has been engaged in a Governance Review process with the membership since 2013. Multiple engagement opportunities occurred with the membership and Johnson-Shoyama Graduate School of Public Policy who facilitated the processes. The findings of the review processes were validated with the membership throughout the process to verify the direction. Through the review process, a recommendation was made to create a Board Chairs (or designate) Council (BCC), which will advise the SSBA Executive on direction. The BCC is an advisory body created to provide advice to the executive but would not carry any authority for decision making. The Terms of Reference for the BCC will require approval by the SSBA Executive.

The creation of the BCC lies within the authority of the existing SSBA Bylaws, specifically Bylaw No. 4.2.2 Executive - Powers and Duties ("special directions from the membership by resolution passed at a general assembly"), and Bylaw No. 8 C Organization of Groups within the Framework of the Association – Council.

Cost of this resolution:

Costs to host the BCC (e.g. facility costs and refreshments of approximately \$420 per meeting) will be absorbed within SSBA events registration fees as the Council will meet in conjunction with these events. School boards will be responsible for their own per diem and travel expenses for the Board Chair or designate to participate on the Council.

<b>Resolution 15-01</b> Re: Creation of a Board Chair Council	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-02 BE IT RESOLVED that the Saskatchewan School Boards Association Annual General Meeting be moved from fall to spring, beginning in the spring of 2016.**

**Association Executive**  
**(with recommendation through the**  
**SSBA Governance Review process)**

**Sponsor's Rationale:**

The SSBA has been engaged in a Governance Review process with the membership since 2013. Multiple engagement opportunities occurred with the membership and Johnson Shoyama Graduate School of Public Policy who lead the processes. During the consultation process, the Board Chairs proposed that the change in the timing of the annual general meeting (AGM) may be beneficial for several reasons:

- It would allow opportunity for the membership to provide advocacy direction to the Executive to better align with Government decision making processes such as the provincial budget.
- Both SUMA and SARM hold their annual conventions in the spring which may lead to opportunities for greater alignment with other organizations on certain advocacy items of shared interest.
- Voting on the budget of the SSBA in the spring provides boards with the necessary information they require for finalizing their budgets.
- Trustees are elected on a four year cycle in October. Moving the election of Executives and resolutions process would give newer trustees time to become more familiar in their role before voting on these items.

**Cost of this resolution:**

No new costs are anticipated with the move of Fall AGM to Spring.

<b>Resolution 15-02</b> Re: Change to Annual General Meeting	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-03 BE IT RESOLVED that the Saskatchewan School Boards Association work with the Ministry of Education to provide for greater flexibility in the use of Pre-K funding to better meet actual need.**

**Horizon S.D. No. 205**

*(Note: This Resolution relates to Position Statement 1.2, 3.1, 3.3)*

Sponsor's Rationale:

Pre-K programs are approved and funded based on demographics for communities and, with each approval, the community is provided with 16 Pre-K seats. Often there is less need in that community than provided for. In other communities where a pre-k program has not been approved, needs may exist that are not provided for. Greater flexibility for Boards in the use of approved Pre-K funding would provide for an improvement in addressing actual need at the local level.

Cost of this resolution:

We believe it would take 2 SSBA staff members 6 hours of time over possibly 3 meetings. i.e.. 2 members x 2 hours per meeting x 3 meetings + 12 hours plus 8 hours of time to gather information on the issue. A total of 20 hours of staff time. It would also likely take some time of a few Boards to get some idea of how the process could be improved.

<b>Resolution 15-03</b> Re: Pre-K Funding	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-04 BE IT RESOLVED THAT the Saskatchewan School Boards Association work with the Ministry of Education and other relevant partners to develop and implement a provincial strategy to appropriately address the financial literacy of students in K-12 education.**

**Greater Saskatoon Catholic Schools**  
**Saskatchewan Catholic School Boards Association**

*(Note: This Resolution relates to Position Statement 2.1)*

Sponsors' Rationale:

- Education strives to be responsive to the changing needs of our students and our community. The demands on citizens today regarding their financial literacy far outstrip the demands of only a couple of decades ago. There are many examples of these demands including but not limited to: budgets, financial planning vehicles such as RRSPs/TSFAs/RESPs and pension plans, the proliferation of credit cards and associated interest, loans through various lending entities, income tax implications, and general information regarding bank accounts. The potential impacts on a person's life as a result of financial literacy, or lack thereof, are varied and significant. Financial literacy education provides a critical set of lifelong skills.

- Currently, a financial literacy scope and sequence does not exist within Saskatchewan curriculum. Although elements of financial literacy can be found within curriculum; in many cases it is accessed through learning contexts rather than explicit teaching and learning opportunities that are linked to outcomes and indicators. Courses that do offer explicit learning opportunities within high schools are optional or elective and therefore not accessed by all students.

- There are many stakeholders that have been voicing concern over this for a number of years. On June 9, 2015 the Federal Government announced the National Strategy for Financial Literacy that can be accessed through this link:

<http://www.fcac-acfc.gc.ca/Eng/financialLiteracy/financialLiteracyCanada/strategy/Pages/home-accueil.aspx>

Ontario completed a review of this topic and published this document in 2010:  
[http://www.edu.gov.on.ca/eng/Financial\\_Literacy\\_Eng.pdf](http://www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf)

Costing of this Resolution:

There is little anticipated cost to the SSBA beyond advocacy and potential human resource involvement.

<b>Resolution 15-04</b> Re: Financial literacy of students	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-05 BE IT RESOLVED** that the Saskatchewan School Boards Association lobby the provincial government to conduct a survey of all grade 12 graduates five years after completion of grade 12 so information can be gathered on the efficacy of the pre-K to 12 system in preparing students for work and/or educational opportunities after leaving the publicly funded school system.

**Good Spirit S.D. No. 204**

*(Note: This Resolution relates to Position Statement 2.1 & 2.2.)*

Sponsor's Rationale:

School boards across the province pride themselves on preparing students for their future. At the present time, there is no mechanism to gather information to determine student perceptions after they have made the transition to life after leaving the publicly funded school system.

The Education Sector Strategic Plan identifies graduation as a key step in helping young people realize healthy and fulfilling lives. To achieve this outcome it is imperative that we offer programming that is engaging and responsive to individual needs. Once students have graduated and entered the workforce or post secondary they can reflect back on their secondary schools and provide insight on how well that experience prepared them.

Cost of this resolution:

No costing provided by the Good Spirit School Division

<b>Resolution 15-05</b> Re: Survey of Grade 12 students	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-06 BE IT RESOLVED that the SSBA urge the Ministry of Education to identify children living in poverty and use this as a subcategory for all student achievement data gathering across all Saskatchewan schools.**

**Northern Lights S. D. No. 113**

*(Note: This Resolution relates to Position Statements 2.1, 2.2, 3.3)*

Sponsor's Rationale:

The Ministry of Education gathers data and creates categories delimiting the achievement of students based on cultural background alone. While this is useful, it would be more beneficial to identify the struggles that children face in their lives. Many of these obstacles to success are manifestations of poverty.

Children living in poverty are difficult to track. Saskatchewan's Poverty Plan: From Dependence to Independence states:

...almost half of all children in poverty live in lone-parent families. In recent years, poverty levels have declined in Saskatchewan and across Canada. Yet even with economic expansion in western Canada many individuals and families have been left out, with incomes insufficient to provide a reasonable level of living. In 2010, the latest year for which data are available, 63,000 Saskatchewan individuals (6.4% of the population) had incomes below the Low Income Cut-off After Tax (LICO-AT)...

And people living on reserves (estimated at 50,000 people) are excluded from these measures, meaning that the number of Saskatchewan individuals in low income is likely understated...

These child poverty rates may be understated — the Low Income Measure gives a figure of 13.8 per cent of Saskatchewan children in poverty. Clearly, children are a vulnerable group and single parenthood increases their vulnerability.

Simply, poverty is the situation that many of our Saskatchewan children are in that is holding them back and not necessarily who they are. Yet, Saskatchewan tracks the success of children within certain ethnic groups but does not track children's academic performance against any poverty indicators.

Data indicates that Aboriginal student achievement lags the rest of the province. We contend that this condition is not due to the children's Aboriginal culture but more because of the burden that poverty, and all of its consequences, places on these children's families.

Poverty is not restricted to the Aboriginal, or any other, culture. Poverty in Saskatchewan is pervasive across all cultures and its impact on student achievement is the same everywhere. To identify the children who struggle with

the manifestations of poverty in all of our Saskatchewan schools allows our school staffs to provide targeted support for their success everywhere.

The Ministry of Education is urged to identify children living below certain Low Income Cut-off After Tax (LICO-AT) levels and to track the academic performance of this identifiable group. Resources can then be directed to provide support wherever necessary. There are many models that have already been established in other areas of Canada and the United States that can be used to identify children in poverty and to track their academic achievement.

*Cost of this resolution:*

It would be a mistake to say that the cost of this resolution is zero. Every school division has personnel in place to collect student achievement data and reported to Saskatchewan's Ministry of Education on a regular basis. The implementation of this resolution would simply require another change in the data being requested by the province.

<b>Resolution 15-06</b> Re: Children living in poverty	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-07 BE IT RESOLVED that the Saskatchewan School Boards Association request Ministry of Education’s leadership in working with sector partners to utilize and/or develop common assessment tools for school divisions to use in the areas of Mathematics and Science.**

**Prairie Valley School Division No. 208**

***(Note: This Resolution relates to Position Statement 2.2)***

**Sponsor’s Rationale:**

The Education Sector Strategic Plan (ESSP) indicates that *by June 30, 2020 80% of students will be at or above grade level in reading, writing and math.* In order for school divisions to assess current achievement and future growth, common assessments are required. The ESSP outlines the following:

- Reading: Currently school divisions are submitting reading data.
- Writing: Grade levels to be assessed and metrics are TBD. First data collection will occur in 2015-16.
- Math: Grade levels to be assessed and metrics are TBD. First data collection will occur in 2016-17.

The Education Sector Strategic Plan (ESSP) requires common measurements within certain areas. Currently, a plan for Mathematics and Science measurements are not explicitly identified within the Education Sector Strategic Plan.

Some school divisions are currently assessing Mathematics and Science, having invested time, effort and resources into developing measurement tools. Moving forward, a balance of existing measurements and school division choice should be considered.

We believe that Mathematics and Science achievement needs to be assessed and measured as well. Mathematics and Science are essential core learning areas required for Saskatchewan students to remain competitive in a global market place. Science, Technology, Engineering and Mathematics (STEM) should be given increased attention within the learning program.

**Cost of this resolution:**

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

<b>Resolution 15-07</b> Re: Common assessment tools for Math and Science	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-08 BE IT RESOLVED** that the Saskatchewan School Boards Association strongly urge the Ministry of Education to ensure that operational funding provided to school boards in any fiscal year reflects actual student enrolment in that same year and, further, that this methodology be embedded in the grant calculation structure and not a matter of discretion.

**Regina S.D. No. 4**

*(Note: This Resolution relates to Position Statement 3.1)*

Sponsor's Rationale:

The level of school division funding under the former Foundation Operating Grant regime was based on prior September 30th enrolments. This resulted in the situation where students enrolled on October 1st would not impact school division funding levels for a full 23 months. To address this deficiency in 2012-13, a mid-year adjustment was implemented, and in 2013-15 and 2015-15, a current enrolment factor was included in the funding distribution model so that school division funding levels essentially reflected actual enrolment. To the surprise of school divisions, 2015-16 funding did not include this factor. The tight financial circumstances faced by the government was referenced as the rationale for this omission. As a result, 2015-16 funding is based on September 30, 2015 enrolments and, as such, does not reflect the number of students being educated by school divisions.

Cost of this resolution:

Executive advocacy to Ministry of Education.

<b>Resolution 15-08</b> Re: Operational Funding	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-09 BE IT RESOLVED that that the Saskatchewan School Boards Association clarify policies and procedures surrounding travel, expense claims, per diems, and mileage rates, and other related items, and, furthermore, that the Saskatchewan School Boards Association make publicly available at the Fall and Spring Assemblies all expense claims and travel expenses associated with the work of the executive members and senior administration in regards to Saskatchewan School Boards Association meetings, retreats, committees, and membership activities, inclusive of 2015.**

**Regina S.D. No. 4**

*(Note: This Resolution does not relate to a Position Statement)*

Sponsor's Rationale:

Financial transparency is one of the highest priorities for leaders and public officials to establish trust. To establish such trust, it is important that governance organizations provide accurate and complete information on expenditures and transactions, in order to demonstrate accountability and stewardship, and to reinforce their own credibility.

Cost of this resolution:

Staff time to prepare and publish requested information

<b>Resolution 15-09</b> Re: SSBA Policies and Procedures – travel, per diems, mileage rates	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-10 BE IT RESOLVED that the Saskatchewan School Boards Association undertake a review of its membership fee structure and its relationship to the funding formula used for that purpose as outlined by the Ministry of Education funding distribution model.**

**Northwest S.D. No. 203**

*(Note: This Resolution does not relate to a Position Statement)*

Sponsor's Rationale:

Currently, the Saskatchewan School Boards Association membership fee structure is based on a weighted student enrolment where the first 2000 students are weighted at 1 and reducing that weighting for every 1000 students until the weighting is down to .01 for every student over the 15,000 student mark.

The new funding distribution model recognizes funding for membership fees on a flat per school basis of \$4,004 (2014-15) (\$4,037; 2012-13 rate) and on a flat per student base of \$23.06 (2014-15) (\$23.00; 2012-13 rate). Membership fees are calculated at a minimum amount of \$20,000 for certain school divisions, and a maximum of 6.5% of the overall pool for certain others. The remainder is then distributed to all remaining school divisions on a weighted average basis.

The net result is that a school division with 21,622 students would pay fees that average \$5.81 per student (2014-15 rates) (20,794 students averaged \$7.30 per student in 2012-13) while a school division with 4718 students would pay fees that average \$20.73 (2014-15) (4,739 students averaged \$18.33 per student in 2012-13) even though recognition for those specific costs are recognized at flat per school and per student rates.

The Northwest Board believes that changing the SSBA fee structure to mirror the funding model would be fair and equitable for all Boards. If the funding is provided at a flat rate then the fees should also be charged at a flat rate.

Costing of this resolution:

There are no cost implications for the Saskatchewan School Boards Association

<b>Resolution 15-10</b> Re: Review of membership fee structure	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-11 BE IT RESOLVED that the Saskatchewan School Boards Association instruct the SSBA administration to examine how there could be fewer membership meetings.**

**Regina Roman Catholic Separate S. D. No. 81**

*(Note: This Resolution does not relate to a Position Statement)*

Sponsor's Rationale:

The SSBA typically hosts 2 Member's Council meetings, a Fall Assembly and a Spring Assembly. These SSBA meetings have agendas that address the business of the Association. In an effort to continue effectively addressing the Association's business, with a focus on cost efficiency, it is believed the concept of reducing the number of membership meetings would still enable the Association to realize its core business.

Cost of this resolution:

Minimal cost to the Saskatchewan School Boards Association.

<b>Resolution 15-11</b> Re: Membership meetings	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-12 BE IT RESOLVED, that the Saskatchewan School Boards Association's Employee Benefits Plan be revised so that;**

- i) all members of a Board of education may join the SSBA Employee Benefits Plan as a group;**
- and**
- ii) Any individual Board Trustee whose member Board chooses not to participate as a group may be included in their respective division's existing employees' group plan**

**Saskatchewan Rivers S.D. No. 119**

***(Note: This Resolution does not relate to a Position Statement)***

**Sponsor's Rationale:**

Section 69(6) of the Education Act 1995 states that "a board of education or the conseil scolaire may include any or all members of the board of education or the conseil scolaire in a benefit fund maintained for the benefit of its employees".

The Saskatchewan School Boards Association Employee Benefits Plan's group insurance program offers all member school boards a broad range of group benefits, including: Life, Disability, Health, Dental, Vision and Employee Family Assistance benefits. The Benefit Plan is available to trustees, permanent, non-teaching employees and their families. Boards of education may join the SSBA Employee Benefits Plan only as a group. Enrolment is contingent on the full participation of 100% of the trustees of a given board of education. The current enrolment requirements do not allow for individual trustees to enroll and access group benefits. Ultimately, this creates differential and inequitable access to SSBA services amongst trustees. The SSBA Employee Benefit's Plan should be revised so that all members of a board of education OR any individual member of a board of education may access group benefits, as allowed through provincial legislation.

There are currently eight (8) member Boards that participate in the SSBA's Benefits Plan. Additionally, the SSBA Executive accesses SSBA Employee Benefits under a group plan. This valuable plan is under-utilized by trustees and should be revised to better serve and include trustees as members. The Saskatchewan School Boards Association, as the third-party administrator and policy-holder of the benefits plan, establishes eligibility criteria for the plan and is in a position to make the plan more accessible to a greater number of trustees.

Boards of Education are comprised of diverse individuals with varied backgrounds. Trustees have varying opportunities to access to group insurance benefits outside of their roles as trustees. Understandably, this results in varying levels of interest in participating in a group benefits plan. The requisite participation of all board members results in low participation in the Employee



Benefits Plan by boards of education. The current program structure results in inequitable access to benefits and services that are intended for trustees to utilize.

The purpose of this resolution is to request that the SSBA Employee Benefits Plan be revised to allow both whole-boards (as a group) and trustees (as individuals) to join our Association's Employee Benefits Plan. This important SSBA service should be better-utilized, more accessible, and better-tailored to benefit all trustees in this province.

*Cost of resolution:*

Apart from the administrative time required to implement changes to the SSBA Employee Benefits Plan, there is minimal cost to the Association for this resolution. Revisions to the plan may allow for increased participation in the Employee Benefits Plan by individual trustees. Member boards will continue to retain the decision-making authority and full discretion to pay all, some or none of the premiums.

<b>Resolution 15-12</b> Re: SSBA Employee Benefit Plan	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**15-13 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Minister of Education to amend section 68 of *The Education Act* and any required regulations to provide Boards of Education the authority to grant leaves of absence to Trustees for substantiated reasons.**

**Saskatoon S.D. No. 13**

***(Note: This Resolution does not relate to a Position Statement)***

**Sponsor's Rationale:**

*The Education Act* clause 68(1)(b) states:

**Disqualification**

68(1) A member of a board of education or the conseil scolaire shall vacate his or her office if any one of the following applies to him or her:

- (a) the member is convicted of an indictable offence;
- (b) the member is absent from three or more consecutive meetings of the board or the conseil scolaire without the authorization of the board or the conseil scolaire to do so;
- (c) the member ceases to be eligible for election as a member:
  - (i) pursuant to The Local Government Election Act, in the case of a member of a board of education; or
  - (ii) pursuant to this Act, in the case of a member of the conseil scolaire; or
- (d) in the case of a member of the conseil scolaire, the member no longer meets the criteria to be a candidate as set out in subsection 65(1) or (2).

In recent years the Board of Saskatoon Public has had several circumstances where it has been necessary or appropriate for Trustees to be absent for more than three consecutive meetings. These circumstances have included significant medical issues and pregnancy. Other circumstances that we have dealt with or are dealing with include Trustees running for other public office.

We have several legal opinions from the SSBA that a Board has the ability to authorize a trustee to be absent for more than three meetings but we do not have the ability to grant a leave. In the case of both a medical issue and a maternity this inability to grant a leave could prevent the affected trustees from collecting long term leave benefits. We believe that this is certainly a barrier for some individuals to Trusteeship.

We also believe that Boards should have the ability to grant (or possibly mandate) leaves for trustees running for office either provincially or federally. Granting leaves in these instances would prevent or eliminate both the perception and real potential that individuals would be in conflict or possibly use their Trusteeship as a platform for their campaign.

We believe that because of the varied circumstances that Boards operate in around the province, the granting of any leaves should be at the discretion of individual Boards and that it would be incumbent on them to create and approve a policy

regarding leaves for their Board in order to have a clear understanding of the course of action the Board will take in these circumstances.

Cost of resolution:

No cost for this resolution.

<b>Resolution 15-13</b> Re: Section 68 of <i>The Education Act</i>	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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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	
<b>1. Organizational Development</b> 1.1 Development of Position Statements 1.2 Local Governance of Education	<b>3. Operations and Facilities</b> 3.1 Education Finance 3.2 Facilities Funding 3.3 Education Equity
<b>2. The Education Program</b> 2.1 Student Achievement 2.2 Assessment of Student Achievement 2.3 Teaching and Learning With Technology	<b>4. Human Resources</b> 4.1 Collective Bargaining 4.2 Teacher Education and Certification
	<b>5. Public Engagement and Partnerships</b> 5.1 Public Engagement 5.2 Partnership Agreements

Other Key Documents: Board Member Code of Ethics

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

**A. Development of Position Statements**

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

**B. Review of Position Statements**

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

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

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

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

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

<b>Adopted Position 2.2:</b> <b>Assessment of Student Achievement</b>	<b>Date Approved: November 2011</b>
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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.



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

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

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

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

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

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

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

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

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

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

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

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

## **7. Administrative Supports**

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

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

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

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

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

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

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

- a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable.
- b) **Infrastructure Renewal:** Each year, the province should prudently allocate a sufficient budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations<sup>1</sup>. Boards need to develop a 3 year PMR Maintenance Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- c) **Ongoing Operation and Maintenance:** The Ministry of Education should prudently allocate a sufficient budget to school divisions for the operation and maintenance of facilities including general upkeep and repairs as well as expenses incurred to keep facilities operating such as monthly utility expenses.
- d) **Non-school Facilities:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including sheds, transportation and administrative facilities, and for the CSF community spaces.
- e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This includes the cost of decommissioning space that is no longer required.

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

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

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

<b>Adopted Position 3.3:</b> <b>Education Equity</b>	<b>Date Approved: November 2012</b>
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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."

<b>Adopted Position 4.1:</b>  <b>Collective Bargaining</b>	<b>Date Approved: November 2012</b>
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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><b>Adopted Position 4.2:</b> <b>Teacher Education and Certification</b></p>	<p><b>Date Approved: November 2009</b></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.

<b>Adopted Position 5.1:</b> <b>Public Engagement</b>	<b>Date Approved: November 2011</b>
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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."

<b>Adopted Position 5.2:</b> <b>Partnership Agreements</b>	<b>Date Approved: November 2012</b>
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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.
5. Partnership agreements will be transparent and clearly define and committed to writing.

<b>Code of Ethics</b>	<b>Date Approved: November 1993</b>
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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, 9<sup>th</sup> 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 . . .’”.

## AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	8.2
<b>Topic:</b>	<b>Prairie South/Holy Trinity Joint Planning Session Agenda</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:**

Trustees from the Boards of Education of Prairie South Schools and Holy Trinity Catholic School Division meet annually to discuss matters of mutual interest. In 2015-16, it is Prairie South's turn to host. The Board has previously determined that the joint planning session will be held on 24 November 2015. The SWAGG Committee reviewed potential agenda items for the joint planning session at their October meeting.

**Current Status:**

An agenda for the joint planning session is included.

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	October 28, 2015	<ul style="list-style-type: none"> <li>Joint Planning Agenda</li> </ul>

***Recommendation:***

That the Board review the agenda for the joint planning session.

**Joint Planning Meeting**  
**Prairie South Schools and Holy Trinity Catholic School Division**  
**24 November 2015**

Jubilee C Room  
Heritage Inn, Moose Jaw, Saskatchewan

Agenda

- |         |   |
|---------|---|
| 5:30 pm | Social Time   |
| 6:00 pm | Supper  |
| 6:30 pm | Discussions of Mutual Interest <ol style="list-style-type: none"><li>1. Moose Jaw Infrastructure – Cast Iron Water Mains</li><li>2. Joint Purchasing Opportunities</li><li>3. Moose Jaw and Area Bussing</li><li>4. Moose Jaw Joint Facility Planning</li><li>5. Moose Jaw French Immersion Options</li></ol> |
| 8:00 pm | Closure   |

## AGENDA ITEM

<b>Meeting Date:</b>	November 3, 2015	<b>Agenda Item #:</b>	8.3
<b>Topic:</b>	<b>Friends of the Gravelbourg Convent Letter of Support</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:**

The Friends of the Gravelbourg Convent are working to develop a plan for the repurposing of the Gravelbourg Elementary School building once Prairie South is finished with the property in 2016-2017. The Friends of the Gravelbourg Convent requested a letter of support related to a grant application they are making, and the Board Chair provided this letter in consultation with administration and the vice-chair.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	October 28, 2015	<ul style="list-style-type: none"> <li>Letter of Support</li> </ul>

***Recommendation:***

That the Board review the letter of support.

October 23, 2015

National Trust for Canada  
190 Bronson Avenue  
Ottawa, Ontario  
K1R 6H4

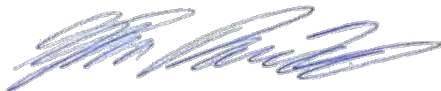
To Whom It May Concern:

Please be advised that the Prairie South School Division currently operates the building known as the Convent of Jesus and Mary in Gravelbourg, Saskatchewan as Gravelbourg Elementary School. During the 2016/2017 school year the School Division will be vacating this building as a school and relocating our students to a new facility in the community.

Prairie South School Division supports the efforts of the Friends of the Gravelbourg Convent to find a new purpose for the Convent of Jesus and Mary building. We are hopeful that the Friends of the Gravelbourg Convent will find suitable re-purposing of the building as we recognize the building's cultural importance to the community of Gravelbourg, even though the facility is no longer appropriate for our needs as a school in the community.

If we are able to support the fundraising work of the Friends of the Gravelbourg Convent in any way, please let us know.

Sincerely,



Dr. Shawn Davidson  
Board Chair, Prairie South School Division

cc: Board of Education