

*Prairie South Schools*  
**BOARD OF EDUCATION**

DATE: November 6, 2018  
10:00 a.m. – 4:00 p.m.  
Central Office, 1075 9<sup>th</sup> Avenue NW, Moose  
Jaw

**AGENDA**

1. **Board Planning Session (10:00 – 12:00 p.m.)**
  - 1.1. **Incidents of Concern**
  - 1.2. SSBA Good Neighbour Policy Advisory
  - 1.3. CSBA Income Tax Act Info
  - 1.4. Joint School Update
  - 1.5. AGM Ballot Info
  - 1.6. Committee Reports
    - 1.6.1. **Student Outcomes**
    - 1.6.2. **Business, Infrastructure, Governance**
    - 1.6.3. **Innovation**
    - 1.6.4. **Partnerships and Teambuilding**
2. **Call to Order**
3. **Adoption of the Agenda**
4. **Adoption of Minutes**
5. **Decision and Discussion Items**
  - 5.1. Board Policy 5 Update
  - 5.2. Board Policy 6 Update
  - 5.3. Relocatable Application
  - 5.4. School and Division Improvement Accountability Report
  - 5.5. **Monthly Reports**
    - 5.5.1. Teacher Absence and Substitute Usage Report
    - 5.5.2. CUPE Staff Absence and Substitute Usage Report
    - 5.5.3. Bus Driver Absence and Substitute Usage Report
    - 5.5.4. Out of Scope Absence and Substitute Usage Report
    - 5.5.5. Tender Report
6. **Delegations and Presentation**
  - 6.1. Tasha Roh – Transportation query
7. **Information Items**
  - 7.1. SSBA - AGM
  - 7.2. SWIS

- 8. Provincial Matters**
- 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 the Central Office, 1075 9<sup>th</sup> Avenue  
North West, Moose Jaw, Saskatchewan on OCTOBER 2, 2018 at 1:00 p.m.**

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

Regrets:

Delegations: None

Motions:

- |                 |   |         |
|-----------------|---|---------|
| 10/02/18 – 2993 | That the meeting be called to order at 1:00 p.m.<br>-McLeod   | Carried |
| 10/02/18 – 2994 | That the Board add the following items to the agenda:<br>5.9 School Viability 2018-2019<br><br>AND THAT the Board adopt the agenda as amended.<br>-Pryor  | Carried |
| 10/02/18 - 2995 | That the Board adopt the minutes of the Organizational meeting of 20180904.<br>-Young   | Carried |
| 10/02/18 – 2996 | That the Board adopt the minutes of the Regular meeting of 20180904.<br>-Davidson   | Carried |
| 10/02/18 – 2997 | That the Board receive and file the Student Learning Accountability Report as presented.<br>-Wilson   | Carried |
| 10/02/18 – 2998 | That the Board approve Peacock's Grade 9-12 Jazz Band trip to Canmore, AB on Nov. 2-4, 2018.<br>-Kessler  | Carried |
| 10/02/18 – 2999 | That the Board approve École Gravelbourg School's Grade 10-12 French Immersion trip to Carnaval Québec & Montréal on Jan. 31 – Feb. 5, 2020.<br>-Davidson | Carried |
| 10/02/18 – 3000 | That the Board receive and file the class size report.<br>-Swanson  | Carried |

- |                 |   |                        |
|-----------------|---|------------------------|
| 10/02/18 – 3001 | That the Board approve Board Policy 3 updated 02 October 2018.<br>-Davidson   | Carried                |
| 10/02/18 – 3002 | That the Board approve Board Policy 4 updated 02 October 2018.<br>-Jukes  | Carried                |
| 10/02/18 – 3003 | That the administration proceed with the execution of the joint use agreement as presented.<br>-Bachmann  | Carried                |
| 10/02/18 – 3004 | That the Board receive and file the monthly reports as presented.<br>-Young   | Carried                |
| 10/02/18 – 3005 | That the Annual Teacher absences be referred back to Administration for Verification.<br>-Swanson   | Carried                |
| 10/02/18 - 3006 | That the committee chairs provide a written report as an information item during the public meeting.<br>-Jukes  |                        |
| 10/02/18 – 3007 | Amends the motion 10/02/18 – 3006 to include (and a detailed report verbally during the Committee of the Whole planning session preceding the public meeting).<br>-Wilson   | Amended Motion Carried |
| 10/02/18 – 3008 | That the committee chairs provide a written report as an information item during the public meeting and a detailed report verbally during the Committee of the Whole planning session preceding the public meeting.<br>-Jukes | Carried                |
| 10/02/18 – 3009 | That the meeting be adjourned at 2:46 p.m.<br>- Wilson  | Carried                |

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T. McLeod  
Chair

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S. Robitaille  
Superintendent of Business and Operations



# AGENDA ITEM

<b>Meeting Date:</b>	November 6, 2018	<b>Agenda Item #:</b>	05.1
<b>Topic:</b>	<b>BP 5 Revision</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	<p>“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.</p> <p>The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.</p> <p>Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10</p> <p>Changes to <i>The Education Act, 1995</i> and the establishment of <i>The School Division Administration Regulations, 2017</i> require an update to Board Policy.</p>
<b>Current Status:</b>	<p>The updated BP5, Role of the Board Chair, is attached. Changes to the policy include:</p> <ol style="list-style-type: none"> <li>1. Substitution of <b><u>Business, Infrastructure and Governance for SWAG</u></b> at paragraph 16.</li> <li>2. Elimination of <b><u>the</u></b> at paragraph 5.</li> <li>3. Legal references.</li> </ol>
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	

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

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	November 6, 2018	<ul style="list-style-type: none"> <li>BP5, 06 November 2018</li> </ul>

***Recommendation:***

That the Board approve Board Policy 5 updated 06 November 2018.

## Policy 5

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### ROLE OF THE BOARD CHAIR

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board.

The Board delegates to the Chair the following powers and duties:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the Education Act and the policies and procedures as established by the Board and where those are silent, Robert's Rules of Order.
2. Prior to each Board meeting, confer with the other members of the Executive Committee (Director of Education, Superintendent of Business & Operations, Chair and Vice-Chair) on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
3. Perform the following duties during Board meetings:
  - 3.1 Preside over all Board meetings and ensure that such meetings are conducted in accordance with the Education Act, the policies and procedures as established by the Board and Robert's Rules of Order;
  - 3.2 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
  - 3.3 Ensure that all issues before the Board are well-stated and clearly expressed;
  - 3.4 Display firmness, courtesy, tact, and impartiality;
  - 3.5 Ensure that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached;
  - 3.6 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
  - 3.7 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members;
  - 3.8 Submit motions or other proposals to the final decision of the meeting by a formal vote;
  - 3.9 Extend hospitality to other trustees, officials of the Board, the press, and members of the public.

4. Keep informed of significant developments within the Division.
5. Keep the Board and the Director of Education informed in a timely manner of all matters coming to his/her attention that might affect educational opportunities in the Division.
6. Be in regular contact with the Director of Education to maintain a working knowledge of current issues and events.
7. Convey directly to the Director of Education such concerns as are related to him/her by trustees, parents, students or employees which may affect the administration of the Division.
8. Provide counsel to the Director of Education, when requested to do so.
9. Bring to the Board all matters requiring a decision of the Board.
10. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
11. Act as an ex-officio (non-voting) member of all committees appointed by the Board.
12. Act as a voting member of any committee specifically appointed to by Board resolution.
13. Act as a signing officer for the Division.
14. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
15. Review and approve the Director of Education's monthly expense claim, vacation entitlement report and sick leave report in accordance with the Director of Education's contract provisions, and the Vice-Chair's monthly expense claim in accordance with Board policy.
16. Review and sign-off trustee expense claim for the Vice-Chair and submit his own trustee expense claim to the Chair of the Business, Infrastructure and Governance Committee for review and sign-off.
17. Ensure the Director of Education's contract provisions are administered appropriately.
18. Name trustees to serve on standing and ad hoc committees.
19. Address inappropriate behaviour on the part of a trustee.
20. Receive any harassment complaints that involve the Director of Education.

Reference: *The School Division Administration Regulations, 2017*, Sections 14 and 39

November 6, 2018

# AGENDA ITEM

<b>Meeting Date:</b>	November 6, 2018	<b>Agenda Item #:</b>	05.2
<b>Topic:</b>	<b>BP 6 Revision</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	<p>“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.</p> <p>The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.</p> <p>Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10</p> <p>Changes to <i>The Education Act, 1995</i> and the establishment of <i>The School Division Administration Regulations, 2017</i> require an update to Board Policy.</p>
<b>Current Status:</b>	<p>The updated BP6, Role of the Vice-Chair, is attached. Changes to the policy include:</p> <ol style="list-style-type: none"> <li>1. Substitution of <b>at for during</b> in the preamble.</li> <li>2. Legal references.</li> </ol>
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	

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

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	November 6, 2018	• BP6, 06 November 2018

***Recommendation:***

That the Board approve Board Policy 6 updated 06 November 2018.

## Policy 6

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### ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office at the pleasure of the Board.

#### Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence or at the Chair's request and shall have all the duties and responsibilities of the Board Chair.
2. Prior to each Board meeting, confer with the other members of the Executive Committee on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
3. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
4. In consultation with the Chair ensure the Board develops and implements an orientation program for newly elected trustees.
5. Ensure that the Board engages in regular (annual) assessments of its effectiveness as a Board and that annual assessments of the Chair are conducted as part of this Board assessment.
6. Review and sign off on trustee expense claims with the exception of the Chair.
7. Act as a signing officer for the Division.
8. At the request of the Chair, assist the Chair in addressing inappropriate behavior on the part of a trustee.
9. Draft for consideration the Board development plan for the coming year.
10. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Reference: *The School Division Administration Regulations, 2017*, Sections 14 and 39

November 6, 2018

# AGENDA ITEM

<b>Meeting Date:</b>	November 6, 2018	<b>Agenda Item #:</b>	05.3
<b>Topic:</b>	<b>Relocatable Application</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	The minister invites annual applications for Relocatable Classroom. This year the application deadline was October 31 <sup>st</sup> , 2018
<b>Current Status:</b>	Business, Infrastructure and Governance Committee met and considered the need. After serious consideration the committee instructed administration to apply for two relocatable Classrooms for Sunningdale School
<b>Pros and Cons:</b>	n/a
<b>Financial Implications:</b>	n/a
<b>Governance/Policy Implications:</b>	n/a
<b>Legal Implications:</b>	n/a
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Stephen Robitaille	November 6, 2018	<ul style="list-style-type: none"> <li>Relocatable Application</li> </ul>

## ***Recommendation:***

Approve the following motion:

*"...so move that the Board of Education approve the relocatable classroom application as attached"*





Saskatchewan  
Ministry of  
Education

## 2019-20 Relocatable Classroom Program Application

This application is to be completed by the School Division. All fields must be filled in to be considered under the program. The deadline for application submission is October 31, 2019.

Date: <u>OCTOBER 26<sup>th</sup>, 2018</u>	Name of School Division: <u>PSSD #210</u>
Has the Board authorized this application?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If not, what is the date of the next board meeting? <u>November 6<sup>th</sup>, 2018</u>	

A) Number of new relocatable classrooms requested <u>2 (Two)</u>	
B) Number of existing relocatable classrooms to be moved to another location <u>NONE</u>	
C) Is additional site work required at the target sites? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Please describe any additional work required and/or special circumstances. <u>Earthwork, Site leveling, piles and link to School.</u>	
D) If applicable, provide a description and explanation of intensive supports programs offered at the school that significantly impact the school's student capacity (where at least 10% of school's instructional area is dedicated to the programming). Report the number of students being served by the programming and attach a school floor plan, identifying all areas where this programming is being offered.	
<b>Please fill out the attached spreadsheet providing details of your requests, ordered from highest to lowest priority.</b>	

<u>[Signature]</u>	<u>CFO</u>	<u>26/10/2018</u>
Signature of SD signing officer	Position	Date

<b>Required Attachment</b>
<ul style="list-style-type: none"><li>• Excel spreadsheet listing requests in order of priority.</li><li>• School floor plan (if applicable)</li></ul>

Submit completed application and email your responses to <a href="mailto:edinfrastucture@gov.sk.ca">edinfrastucture@gov.sk.ca</a> attention Terry White.
For information call Terry White at 306-798-9554.

Priority	School	Qty. Requested
1	Sunningdale	2
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

[illegible]



## Relocatable Classroom Transfers

### Request Details

Priority	School	Qty. Requested
1	From School A To School B	None
2		
3		
4		
5		
6		
7		
8		
9		
10		

[illegible]

# AGENDA ITEM

<b>Meeting Date:</b>	November 6, 2018	<b>Agenda Item #:</b>	05.4
<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 Student Outcomes and Achievement committee. This report is focused on Student School and Division Improvement, specifically the Learning Improvement Plans for the 2017-2018 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, Darran Teneycke, Ryan Boughen	October 26, 2018	School and Division Improvement Accountability Report

***Recommendation:***

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

## 2017-18 School and Division Improvement Accountability Report

November 2018

Prepared by: Superintendent of Operations

### Source Documents

#### Policy 12

##### **Section 1 Student Well-being**

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

##### **Section 7 Improvement and Accountability Planning and Reporting**

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

##### **Section 9 Communications and Community Relations**

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

#### **Administrative Procedure 104**

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

## Evidence

### ➤ Background:

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

### ➤ Learning Improvement Plans

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

Reading Goal	24 Schools	up 2 from 2016-17
Writing Goal	25 Schools	up 2 from 2016-17
Math Goal	3 School	up 2 from 2016-17

NOTE: Some schools had multiple goals.

❖ Focus of Student Well-being Goal:

Engagement/Involvement/Motivation	5 Schools
Belonging/Relationships	4 Schools
Anxiety/Depression	1 School
Bullying/Safety	3 Schools
Credit Attainment	3 Schools
EYE Development	1 School
Growth Mind Set	2 Schools
Attendance	1 School

➤ **Review Process**

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

➤ **SCC Engagement and Creating a Shared Plan**

- ❖ The information below is from the Prairie South SCC Self-Assessment Results
- ❖ Survey data was collected using a 1-4 scale, with 1 representing Never and 4 representing Always.
- ❖ The highlighted items reflect a direct correlation to the LIP planning and actualization.



Self-Assessment Item	Division
Our SCC is inclusive.	3.57
I understand the roles and responsibilities of the SCC.	3.39
Our SCC receives, manages, and reports on an annual operating budget from the school division.	3.61
Our SCC approaches duties with discretion and maintains confidentiality regarding sensitive information.	3.84
Our SCC has participated in PD opportunities.	2.71
Our SCC is engaged in the development of the Learning Improvement Plan.	3.40
Our SCC supports student wellbeing and learning.	3.77
Our SCC performs action plans connected to the School Learning Improvement Plan goals.	3.42
The Learning Improvement Plan is a living document that responds to current needs.	3.50
SCC projects are included in the Learning Improvement Plan and are achieving the intended results.	3.21
Our SCC understands the economic, social, cultural and health needs of our community.	3.39
Our SCC understands the supports available in the community to support students' diverse needs.	3.16
Our SCC provides advice to community agencies about the needs of our students.	2.67
Our SCC works with community groups and parents to address community issues affecting students and families.	2.83
Our SCC has developed a climate of open, honest and respectful communication.	3.60
Our SCC communicates effectively with a variety of audiences.	3.26
Our SCC is aware of the opportunity to provide advice and recommendations to the board of education regarding educational service delivery.	3.21
Our SCC provides advice to the principal and school staff regarding school programs.	3.12
Our SCC has opportunities to network and dialogue with the school board and Prairie South administrative staff.	3.17
The primary focus of our SCC is strengthening student learning and wellbeing.	3.61
Our SCC provides an annual report about its plans, initiatives and accomplishments.	3.52
Our SCC uses data and information from this monitoring process to develop our School Learning Improvement Plan and support actions for improvement.	3.26
Our SCC has received training on the use and understanding of data, and have had data relevant to our work explained to us.	2.60
Our SCC provides opportunities for parents, students, teachers and community members to give us feedback about our work.	3.19

## Administrative Challenges

- ❖ Although most LIPs show improved growth, only 29 of 71 LIPs met their targeted goal.



## LEARNING IMPROVEMENT PLAN

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

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

SCC Chair: \_\_\_\_\_

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

### Step 2: Student Strengths

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

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

**SCHOOL PROFILE**

<b>Demographics (Students)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</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>Special Populations</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
# of EAL Students					
# of Students receiving Student Support					
- eIIP					
- Modified					
- Alternate					
- Reduced					
- Other					

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

**SCHOOL GOAL (SMART FORMAT)**


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

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

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

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

## AGENDA ITEM

<b>Meeting Date:</b>	November 6, 2018	<b>Agenda Item #:</b>	05.5
<b>Topic:</b>	<b>Monthly Reports</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	The Board has requested monthly updates regarding staff absences and tenders awarded.
<b>Current Status:</b>	Current Information is attached.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	Nov. 6, 2018	<ul style="list-style-type: none"> <li>Staff Absence Summaries</li> <li>Tender Summary</li> </ul>

***Recommendation:***

That the Board receive and file the monthly reports as presented.

## Teacher Absences & Substitute Usage

**Date Range:** **September 24, 2018 - October 23, 2018**

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
<b>LINC Agreement</b>					
Compassionate Leave	35.76	3.97%	31.8	88.93%	0.39%
Competition Leave	2.16	0.24%	2	92.59%	0.02%
Convocation Leave	6.16	0.68%	6	97.40%	0.07%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	0	0.00%	0	0.00%	0.00%
Prep Time	74.2	8.23%	70.57	95.11%	0.81%
Pressing Leave	28.67	3.18%	27	94.18%	0.31%
PSTA	0	0.00%	0	0.00%	0.00%
Rec. Of Service	32.51	3.60%	30.5	93.82%	0.36%
Leave Without Pay	7.64	0.85%	7.2	94.24%	0.08%
<b>SUB TOTAL</b>	<b>187.10</b>	<b>20.75%</b>	<b>175.07</b>	<b>93.57%</b>	<b>2.05%</b>
<b>Provincial Agreement/ Education Act/ Employment Act</b>					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	196.9	21.83%	176.6	89.69%	2.16%
Illness - Long Term	101.20	11.22%	0	0.00%	1.11%
Medical/Dental Appt	92.85	10.30%	79.35	85.46%	1.02%
Internship Seminar	0.5	0.06%	0.5	100.00%	0.01%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	2	0.22%	2	100.00%	0.02%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>393.45</b>	<b>43.63%</b>	<b>258.45</b>	<b>65.69%</b>	<b>4.32%</b>
<b>Prairie South</b>					
Extra/Co-curr Teach	27.5	3.05%	22.07	80.25%	0.30%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	97.86	10.85%	74.5	76.13%	1.07%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	65.28	26.12%	58.29	89.29%	0.72%
Noon Supervision Day	10.97	1.22%	10.3	93.89%	0.12%
PD DEC Teachers	79.38	8.80%	69.3	87.30%	0.87%
School Operations Meet/PD	38.24	4.24%	30.6	80.02%	0.42%
STF Business - Invoice	2.08	0.23%	2	96.15%	0.02%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>321.31</b>	<b>54.51%</b>	<b>267.06</b>	<b>83.12%</b>	<b>3.53%</b>
<b>Total Absences</b>	<b>901.86</b>	<b>118.88%</b>	<b>700.58</b>	<b>77.68%</b>	<b>9.90%</b>

Teachers (FTE)  
433.86

# of teaching Days  
21

Possible Days  
9111.06

## Bus Driver Staff Absences & Casual Usage 2018 - 2019

Date: September 22 - October 28, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>Conditions of Employment</b>					
Act of God	0.00	0.00%	0.00	0.00%	0.00%
Bereavement Leave	2.50	1.41%	2.50	0.00%	0.10%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	4.00	2.25%	4.00	0.00%	0.16%
Competition Leave	0.50	0.28%	0.00	0.00%	0.02%
Convocation Leave	0.00	0.00%	0.00	0.00%	0.00%
Family Responsibilities	6.50	3.66%	6.50	0.00%	0.26%
Illness - Support	48.00	27.04%	26.50	0.00%	1.89%
Med/Den Appt Support	40.50	22.82%	37.50	0.00%	1.59%
Parenting/Caregiver	0.50	0.28%	0.50	0.00%	0.02%
Pressing Leave	1.50	0.85%	1.00	0.00%	0.06%
Without Pay Support	73.50	41.41%	71.00	0.00%	2.89%
<b>SUB TOTAL</b>	<b>177.50</b>	<b>100.00%</b>	<b>149.50</b>	<b>84.23%</b>	<b>6.98%</b>
<b>Employment Act</b>					
Court/Jury Duty	0.00	0.00%	0.00	0.00%	0.00%
Paternity Leave	0.00	0.00%	0.00	0.00%	0.00%
Vacation Support	0.00	0.00%	0.00	0.00%	0.00%
Workers Compensation	0.00	0.00%	0.00	0.00%	0.00%
<b>SUB TOTAL</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Prairie South</b>					
ACCT Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
BUSI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
Extra/Co-Curricular	0.00	0.00%	0.00	0.00%	0.00%
FACI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
HUMA Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
LRNG Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.00	0.00%	0.00	0.00%	0.00%
TRAN Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
<b>SUB TOTAL</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Total Absences</b>	<b>177.50</b>	<b>100.00%</b>	<b>149.50</b>	<b>84.23%</b>	<b>6.98%</b>

### Possible Days

September 22 - October 28, 2018

### Days

24.00

### Staff

106.00

### Total Days

2544.00

\*\* Data includes data from 3 CUPE bus drivers

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

## CUPE Staff Absences & Casual Usage 2018 - 2019

Date: September 22 - October 28, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>CUPE Agreement</b>					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	12.51	2.12%	12.51	0.00%	0.20%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	7.33	1.24%	5.49	0.00%	0.12%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	24.69	4.18%	24.72	0.00%	0.00%
Earned Day Off	3.21	0.54%	3.21	0.00%	0.05%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	14.5	2.46%	14.5	0.00%	0.23%
Illness - Support	281.52	47.70%	170.55	60.58%	4.45%
Med/Den Appt Support	57.72	9.78%	38.15	66.09%	0.91%
Noon Supervision	1.42	0.24%	1	0.00%	0.02%
Parenting/Caregiver	35.42	6.00%	22.6	63.81%	0.56%
Pressing Leave	15.79	2.68%	13.36	0.00%	0.25%
Rec. of Service	4.06	0.69%	3.21	0.00%	0.06%
TIL Support	2.75	0.47%	1	0.00%	0.04%
Without Pay Support	20.41	3.46%	13.2	0.00%	0.32%
<b>SUB TOTAL</b>	<b>481.33</b>	<b>81.55%</b>	<b>323.5</b>	<b>67.21%</b>	<b>7.61%</b>
<b>Employment Act</b>					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	62.36	10.57%	36.61	58.71%	0.99%
Workers Compensation	21.25	3.60%	1	0.00%	0.34%
<b>SUB TOTAL</b>	<b>83.61</b>	<b>14.17%</b>	<b>37.61</b>	<b>44.98%</b>	<b>1.32%</b>
<b>Prairie South</b>					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	9.31	1.58%	9.34	0.00%	0.15%
LRNG Meet/PD	1	0.17%	1	0.00%	0.02%
PD DEC In Province Support Staff	15	2.54%	14	0.00%	0.24%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>25.31</b>	<b>4.29%</b>	<b>24.34</b>	<b>0.00%</b>	<b>0.40%</b>
<b>Total Absences</b>	<b>590.25</b>	<b>100.00%</b>	<b>385.45</b>	<b>65.30%</b>	<b>9.34%</b>

### Possible Days

September 22 - October 28 , 2018

### Days

24.00

### FTE

263.45

### Total Days

6322.80

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

## Out of Scope Staff Absences & Casual Usage 2018 - 2019

Date: September 22 - October 28, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>Conditions of Employment</b>					
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	0	0.00%	0	0	0.00%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	0	0.00%	0	0	0.00%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	0	0.00%	0	0	0.00%
Family Responsibilities	0	0.00%	0	0	0.00%
Illness - Support	25.85	38.26%	0	0	2.38%
Med/Den Appt Support	5.75	8.51%	0	0	0.53%
Parenting/Caregiver	1.93	2.86%	0	0	0.18%
Pressing Leave	3.55	5.25%	0	0	0.33%
Without Pay Support	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>37.08</b>	<b>54.88%</b>	<b>0</b>	<b>0.00%</b>	<b>3.41%</b>
<b>Employment Act</b>					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	27.35	40.48%	0	0	2.51%
Workers Compensation	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>27.35</b>	<b>40.48%</b>	<b>0</b>	<b>0.00%</b>	<b>2.51%</b>
<b>Prairie South</b>					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	3.13	4.63%	0	0	0.29%
LRNG Meet/PD	0	0.00%	0	0	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
PD Out of Province	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>3.13</b>	<b>4.63%</b>	<b>0</b>	<b>0</b>	<b>0.29%</b>
<b>Total Absences</b>	<b>67.56</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>6.21%</b>

### Possible Days

September 22- October 28, 2018

### Days

24.00

### FTE

45.324

### Total Days

1087.78

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



## **Tender Report for the period September 25, 2018 to October 26, 2018**

### Background:

- Board has requested a monthly report of tenders awarded.
- 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 are the following tenders to report for this period. Bids do not include sales taxes.

- A request for quotes was issued for snow removal. The quote was awarded to Dome Construction. The term of the contract is 3 years with an option to renew for two additional years. Cost will depend on how often it snows and how much at one time.
- A request for proposals was issued for caretaking services for Mossbank School. The quote was awarded to Mona Vandurme. The term of the contract is three years with an option to renew for two additional years. The base cost for year one is \$56,580.

# AGENDA ITEM

<b>Meeting Date:</b>	November 6 <sup>th</sup> , 2018	<b>Agenda Item #:</b>	07.1
<b>Topic:</b>	<b>SSBA 2018 Annual General Meeting</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	The Saskatchewan School Boards Association Fall General Assembly is being held in Regina from November 15 <sup>th</sup> to November 17 <sup>th</sup> .
<b>Current Status:</b>	<p>The SSBA has requested that Trustees be provided with the following documents:</p> <ul style="list-style-type: none"> <li>• Proposed Bylaw Amendments and Resolutions</li> <li>• SSBA Rules of Procedure</li> <li>• SSBA Position Statements</li> </ul> <p>Delegates 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.</p>
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	Prairie South is a member board of the Saskatchewan School Boards Association.
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	November 6, 2018	<ul style="list-style-type: none"> <li>• Proposed Bylaw Amendments and Resolutions</li> <li>• SSBA Rules of Procedure</li> <li>• SSBA Position Statements</li> </ul>

**Recommendation:** That the Board review the information provided.



## **2018 ANNUAL GENERAL MEETING**

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

**NOVEMBER 15-17, 2018**

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## BYLAW AMENDMENTS

### Bylaw

**18-01** BE IT RESOLVED that Bylaw No. 4 Section 1(c) be amended by adding “vii. Public” to the list of representatives currently on the SSBA Executive, so the Bylaw will read as follow:

“(c) one representative from each of the following constituencies: i. Northern; ii. Central; iii. Southern; iv. Catholic; v. Conseil scolaire fransaskois; vi. Urban Public; vii. Aboriginal; viii. Public.”

BE IT ALSO RESOLVED THAT Appendix A be amended by adding “(8) Public constituency”, so it will read as follows:

“(8) Public constituency: Chinook S. D. No. 211 Good Spirit School S.D. No. 204 Horizon S.D. No. 205 Living Sky S. D. No. 202 Lloydminster S.D. No. 99 North East S.D. No. 200 Northwest S. D. No. 203 Prairie South S.D. No. 210 Prairie Spirit S.D. No. 206 Prairie Valley S.D. No. 208 Regina S.D. No. 4 Saskatchewan Rivers S. D. No. 119 Saskatoon S. D. No. 13 South East Cornerstone S. D. No. 209 Sun West S.D. No. 207”

Northwest S.D. No. 203

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

### Sponsor's Rationale:

Currently, the SSBA executive has representation from the Catholic Constituency, the CSF Constituency and the Aboriginal Constituency, among others. A focused Public Section perspective is not currently represented on the SSBA Executive. Including a representative from the Public Section would support a consistent voice from all of the SSBA constituencies. The Public Section representative would provide the perspective from their constituents in the same way as other constituencies are represented on the SSBA Executive.

### Cost of this Bylaw Amendment:

With the addition of a Public Section representative to the SSBA Executive, there would be associated costs for attending Executive meetings.

<b>BYLAW AMENDMENT</b>	<b>For:</b>	<b>Spoil:</b>	<b>CD</b>	<b>DEF</b>	<b>%</b>
<b>Bylaw 18-01</b>	<b>Against:</b>	<b>Blank:</b>			

Bylaw  
18-02

BE IT RESOLVED THAT Bylaw No. 4 1. (c) (vii) Executive be amended by deleting "Aboriginal." and replacing it with "Indigenous." so that it will read as follows:

4 1. (c) (vii) Indigenous.

AND BE IT FURTHER RESOLVED THAT that Bylaw No. 4.1 7. (5) Election of members of the Executive from constituencies: be amended by deleting "of aboriginal descent" and "Aboriginal" and replacing with "First Nations, Métis, or Inuit" and "Indigenous" so it reads:

(5) Members of school boards who are First Nations, Métis, or Inuit are eligible for election and to vote in the election of the representative to the Executive and alternate from the Indigenous constituency, and shall be elected by a majority of votes cast in an election in the constituency to be held during the annual general meeting.

AND BE IT FURTHER RESOLVED THAT that Bylaw No. 4.1 7. (7) (b) Election of members of the Executive from constituencies: be amended by deleting "Aboriginal" and replace with "Indigenous" so it reads:

7. (7) (b) representatives from the Catholic, Central, Urban Public and Indigenous constituencies elected in 2008 hold office for a term of two years, and in elections thereafter, for a term of two years.

AND BE IT FURTHER RESOLVED THAT that Bylaw Appendix "A" (7) be amended by deleting "Aboriginal" and "of Aboriginal descent" and replacing with "Indigenous" and "who are First Nations, Métis, or Inuit" so it reads:

(7) Indigenous constituency: School board members who are First Nations, Métis, or Inuit

Aboriginal Constituency

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

**Sponsor's Rationale:**

The Aboriginal constituency wishes to change the name of the constituency to Indigenous constituency. The term "Indigenous" is more commonly acceptable and appropriate, and preferred to "Aboriginal". The terminology "First Nations, Métis, or Inuit" is also preferred to "of aboriginal descent".

<b>BYLAW AMENDMENT Bylaw 18-02</b>	<b>For:</b>	<b>Spoil:</b>	<b>CD DEF</b>	<b>%</b>
	<b>Against:</b>	<b>Blank:</b>		



**Bylaw**

**18-03**

**BE IT RESOLVED THAT Bylaw Appendix “A” (2) be amended by deleting “Englefeld Protestant Separate School Division No. 132” so it reads:**

**(2) Central constituency:**

**Saskatchewan Rivers School Division No. 119**

**Prairie Spirit School Division No. 206**

**Horizon School Division No. 205**

**North East School Division No. 200**

**Living Sky School Division No. 202**

**Northwest School Division No. 203**

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

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

**Sponsor's Rationale:**

Englefeld Protestant Separate School Division No. 132 ceased operations as of June 30, 2018 and amalgamated with Horizon School Division No. 205.

<b>BYLAW AMENDMENT Bylaw 18-03</b>	<b>For:  Against:</b>	<b>Spoil:  Blank:</b>	<b>CD DEF</b>	<b>%</b>
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## BUDGET RESOLUTION

**Budget 2019**     **BE IT RESOLVED** that the Association's 2019 annual operating expense budget of \$2,866,670, funded by membership fees, be approved.

Association Executive

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

### Sponsor's Rationale:

Revenue continues to be funded by membership fees, rental income and services. In the Insurance, Employee Benefits, Human Resources and Legal Services budget, administration costs continue to remain low.

This budget is based on what we have heard from our members and essentially it holds the line and keeps services and the organization status quo – with no additional or restored services contemplated. This is also a balanced budget, as we know operating deficits are not sustainable. As you will recall, in order to achieve the significant membership fee reduction last year, 2018 saw a deficit budget passed where our revenue didn't cover all expenses by \$133,000.

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

<b>BUDGET RESOLUTION Budget 2019</b>	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD   DEF</b>	<b>%</b>
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## RESOLUTIONS

**AGM 18-01 BE IT RESOLVED** that the proposed Position Statement on “Development of Position Statement” be adopted to replace the current “Position Statement 1.1 Development of Position Statement;

**PROPOSED “Position Statement 1.1  
DEVELOPMENT OF POSITION STATEMENT”**

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

**A. Development of Position Statements**

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

**B. Review of Position Statements**

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

**Association Executive**

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

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

**Sponsor's Rationale:**

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2013.

**Cost of this resolution:**

Minimal Cost to the Saskatchewan School Boards Association

<b>Resolution AGM 18-01</b> Re: Development of Position Statement"	<b>For:</b>	<b>Spoil:</b>	<b>CD DEF</b>	<b>%</b>
	<b>Against:</b>	<b>Blank:</b>		

**AGM 18-02 WHEREAS the socioeconomic status of families can affect their physical and mental health, and the health of the family impacts the children's ability to learn and succeed at school; BE IT RESOLVED that the Saskatchewan School Boards Association invite the Ministry of Education to consider the possibility of creating a committee of professionals from Social Services, Health, Justice and Education to explore how the four can work together to help vulnerable children access what they need to be healthy and stay in and succeed at school.**

**Regina School Division No. 4**

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

**Sponsor's Rationale:**

Some of our students and/or families experience challenges and/or trauma from time to time or on an ongoing basis. This can significantly impact the child's behaviour at school and his/her ability to learn. Health, Justice, and Social Services are often the ones to know about such occurrences. If such children could be provided with appropriate help/interventions, the impact of the home situation could be reduced, thus allowing the child to continue and thrive at school.

The request is for the Ministry to explore possible avenues of helping these children without infringing on family privacy.

**Cost of this resolution:**

Advocacy efforts.  
Low cost; less than \$1,000.

<b>Resolution AGM-18-02</b> Re: Vulnerable Children	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	%
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**AGM-18-03 BE IT RESOLVED** that the SSBA advocate to the Ministry of Education and Ministry of Advanced Education for a collaborative approach in the co-construction of a recruitment and retention strategy for Saskatchewan teachers.

**Northern Lights School Division No. 113**

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

*(Note: This resolution relates to the Association's Vision 2025 strategic themes: Engagement at All Levels, Accountability for All, and Courageous Leadership)*

**Sponsor's Rationale:**

A strong public education system is the foundation of our province and by supporting Saskatchewan students we are giving them the opportunity to realize their full potential, no matter where they live or their personal circumstance.

Schools are foundations of rural and remote communities from across our province and their roles within their community should be strengthen and preserved.

A teacher shortage in northern Saskatchewan does not exist in isolation, northern jurisdictions across Canada also experience staffing challenges. Addressing these challenges provides an opportunity for integrated solutions.

There is an increase in demand for French-immersion and francophone education programs therefore a strategy in retaining and recruiting French immersion and francophone teachers will enable divisions to provide high quality programs. Enrollment in French-immersion and francophone education programs has steadily increased in western Canada.

In addition to attracting and retaining teachers for Cree and French immersion, specialist educators and non-teaching educators (Speech/language pathologists, math/science teachers, Occupational Therapists, social workers and educational physiologists) also pose a challenge for division administrators in rural and remote school divisions.

A teacher shortage causes classroom disruptions during the school year and places pressure for on-call teacher availability for substitution requests. This shortage results in no teacher available to instruct a class should another teacher be absent/on-leave one day.

The Ministry of Education has stated their commitment to the success and well-being of all Saskatchewan learners and putting the needs of each student first. They have also communicated their continued obligation to maintaining

relationships with northern school divisions in strengthening student success and engagement. We believe this commitment should be applied to all provincial divisions, for all students.

Cost of this resolution:

Medium cost <\$1,000-\$5,000

Executive board member and SSBA senior staff participates in meetings and assist in the coordination of the creation of a strategy.

<b>Resolution AGM-18-03</b> Re: Recruitment and Retention Strategy	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**AGM-18-04 BE IT RESOLVED** that the Saskatchewan School Boards Association advocate to the Ministry of Education to create and implement an assessment tool, forming a measurement of student knowledge of Treaty Education in Saskatchewan Schools.

**Aboriginal Constituency**

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

*(Note: This resolution relates to all of the Association's Vision 2025 strategic themes: Accountability for All, Engagement at All Levels, Courageous Leadership, Alignment at All Levels)*

**Sponsor's Rationale:**

In 2007, Premier Brad Wall made Treaty Education mandatory in all Saskatchewan schools, K-12 grades and in recognition of ten years later, this gives us the opportunity to examine our progress to date, measure our activity, improve where we need to and celebrate successes.

Saskatchewan was the first Canadian province to implement mandatory Treaty Education in schools.

The Office of the Treaty Commissioner (OTC) has been the lead in the development of teacher resources for Saskatchewan classrooms regarding Treaty education and since 2008, 10,000 teachers completed the Treaty training.

In 2009, over 9,000 students from provincial and First Nations schools, participated in the Grade 7 on-line survey of Treaty Knowledge and Understanding. Within those survey results, the Ministry had indicated their commitment of responsibility for conducting the survey in future years to continue monitoring the commitment to Treaty education.

In 2012, all assessments and curriculum renewal was placed on pause and eventually ceased.

In 2015 the TRC released its 94 Calls to Action, which included five calls that are connected and focus on Education.

Also in 2015, the OTC in collaboration with the Ministry of Education developed a new resource that aligns the Treaty Essential Learnings, Treaty Outcomes & Indicators, and K-9 Curriculum. This resource has not been officially released. Target date is Fall 2018.

In 2018 the Memorandum of Understanding on Treaty Education, with the Federation of Sovereign Indigenous Nations, Saskatchewan Indigenous Cultural Centre, the Office of the Treaty Commissioner, and the SSBA, recognizes that

Reconciliation through Treaty education endorses this partnership and addresses the advancement of Treaty awareness and education, as vehicles toward the elimination of systemic discrimination and embodies the TRC’s Calls to Action.

Strengthening Treaty education within our schools not only offers insight into what a respectful relationship between Canada and Indigenous Peoples should look like, it also assists in debunking the myths about Treaties.

Cost of this resolution:

Low Cost <\$1,000 for advocacy and an SSBA Executive board member or senior staff member to attend meetings

<b>Resolution AGM-18-04</b> Re: Treaty Education in Schools	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**AGM-18-05 BE IT RESOLVED** that the Saskatchewan School Boards Association request that the Government of Saskatchewan add additional scope for school boards to restrict campaign donations per *The Local Government Election Act, 2015*, s. 34.

**Regina School Division No. 4**

*(Note: This Resolution relates to the Code of Ethics)*

**Sponsor's Rationale:**

Currently, section 34 of *The Local Government Elections Act, 2015* allows school boards to establish disclosure requirements and campaign spending limits relating to election campaign contributions and expenses; however, it does not allow school boards to restrict or limit donations from any organization.

By not providing a mechanism to restrict or limit donations from organizations, school board trustees can solicit campaign donations from organizations that can put them directly in conflict of interest or perceived conflict of interest while carrying out their duties.

**Disclosure of campaign contributions and expenses**

**34** At least 60 days before an election, a council, by bylaw, or a board, by resolution, may do either or both of the following:

- i. establish disclosure requirements respecting campaign contributions and expenses;
- ii. establish election campaign spending limits.

2015, c.L-30.11, s.34.

**Cost of this resolution:**

The cost to the SSBA will be limited to advocacy efforts.  
Low cost; less than \$1,000.

<b>Resolution AGM-18-05</b> Re: Campaign Donations	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD   DEF</b>	    %
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*NOTE: The following resolution was submitted past the deadline for submission of resolutions to the Resolution and Policy Development Committee*

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

**BE IT RESOLVED** if the Provincial Government continues to underfund education, the Saskatchewan School Board Association lobby the government to remove the restrictions that are applied to how school boards use their surplus.

**Saskatchewan Rivers School Division No. 119**

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

**Sponsor's Rationale:**

The Provincial government made the decision in the 2016 budget to reduce funding to school boards across this province. Currently, the government has restored approximately 30 million of the 55 million that was removed from school board budgets. The financial burden that school boards are experiencing is having a direct impact on the quality of education that we provide our students. The ministry encourages school boards to scrutinize their budgets and to find ways to become more efficient.

Saskatchewan school boards have done a remarkable job in finding these savings, however the government continues to question school boards autonomy and discretionary powers by putting restrictions on how they can utilize their budget surpluses. In order to continue providing quality education for our students, it is deemed necessary for school boards to uphold their autonomy in making financial decisions about how best to use their surpluses.

**Cost of this resolution:**

This resolution has a low cost value attached to it.

## **RULES OF PROCEDURE**

**Section 4 of both 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 August 2018:**

### **A. RULES OF PROCEDURE**

1. The Rules of Procedure are found in the Association's Bylaws and Special Rules of Procedure.
2. Any procedure not found in the Bylaws or in the Special Rules of Procedure shall be determined by *Robert's Rules of Order*. The Association currently uses *Robert's Rules of Order Newly Revised, 11th ed.*

### **B. RULES OF PROCEDURE FOR BOARDS SUBMITTING RESOLUTIONS TO THE POLICY AND RESOLUTION COMMITTEE**

1. Any board wishing to submit a Resolution to the Committee shall
  - a. Provide its Resolution(s) in writing and provide a rationale explaining the background and reasons for the Resolution.
  - b. Provide on each Resolution, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the Resolution.
  - c. Identify the Association's Position Statement that the proposed Resolution relates to and how the Resolution relates to the Association's Strategic Plan or ESSP.
2. Once the board has submitted its Resolution(s) to the Resolutions & Policy Development Committee, the Committee will
  - a. Examine, edit and, where considered necessary, combine similar Resolutions; and
  - b. place each Resolution in the Proposed Bylaw Amendments and Resolutions booklet based on the order established by the Association's Position Statements.

### **C. RULES OF PROCEDURE PRIOR TO THE GENERAL MEETING**

1. Accredited delegates 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.
2. 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 the designated Association staff member to have the votes of the absent delegate reallocated to another board delegate(s). Changes must be made as soon as possible in advance of the Resolutions portion of the AGM to avoid a delay in the proceedings.



3. In accordance with *Robert's Rules of Order*, a delegate can modify or withdraw its own Bylaw Amendment or Resolution at any time before it is placed before the Assembly at a General Meeting.
4. If a delegate wishes to modify its own Bylaw Amendment or Resolution, the correct procedure is to move the modification 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 a modification utilizes words like:

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

The Bylaw Amendment or Resolution as modified will be discussed during the breakout sessions. The Bylaw Amendment or Resolution will be put to the Assembly in its modified form.

5. If a delegate wishes to withdraw its own Bylaw Amendment or Resolution, simply advise the Assembly of the number of the Bylaw Amendment or Resolution and the fact that it is being withdrawn by the delegate. The Bylaw Amendment or Resolution will not be brought forward to the Assembly for a vote.

The correct procedure to withdraw a Bylaw Amendment or Resolution is as follows:

"On behalf of the Board of Education for \*\*\* School Division, I withdraw Bylaw Amendment/Resolution no. \*\*\*"

#### **D. RULES OF PROCEDURE FOR DEBATE DURING THE GENERAL MEETING**

1. These Rules of Procedure for debate on Bylaw Amendments and Resolutions during the General Meeting are made pursuant to Association Bylaws No. 12 and 13.
2. Resolutions to be presented in the General Meeting by the Committee will be moved as circulated to members prior to the General Meeting.
3. **Timelines for Debate:**

##### **3.1. For Bylaw Amendments and Resolutions 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.

**3.2. For amendments moved to a Bylaw Amendment or Resolution on the floor or a Resolution moved by a delegate 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. Amendments:**

- 1. Bylaw Amendments will be read in full when they are moved, unless the delegates vote, by show of hands, to dispense with the reading of a specific Bylaw Amendment.
- 2. 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.

**4.1 Correct Procedure for Moving an Amendment to a Bylaw Amendment or Resolution**

The amendment shall state 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”

If the amendment passes, the Bylaw Amendment or Resolution as amended is then put before the Assembly.

#### 4.2 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 Bylaw Amendment or Resolution on the floor. The following general rules guide the germaneness of an amendment, 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.

#### 4.3 Friendly Amendments:

1. A friendly amendment only clarifies wording or corrects a reference but does not otherwise change the intent or wording of the Bylaw Amendment or Resolution.
2. 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 Procedure.

#### 4.4 Amendments – Out of Order

Some examples of out of order Amendments include but are not limited to:



1. When the Assembly has decided a question, another Resolution raising the same or substantially the same question cannot be introduced.
2. An amendment that merely makes the adoption of the amended question equivalent to a rejection of the original motion.
3. 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.
4. An amendment that would leave an incoherent wording or a wording which contains no rational proposition.

#### **4.5 Withdrawal of a Bylaw Amendment or Resolution**

1. In accordance with *Robert's Rules of Order*, any delegate can bring a motion to withdraw a Bylaw Amendment or Resolution in the ordinary course of business. As the Bylaw Amendment or Resolution has been introduced to the Assembly by the Resolutions and Policy Committee, the delegates must vote on its withdrawal.
2. The correct procedure to withdraw a Bylaw Amendment or Resolution is as follows:

“On behalf of the Board of Education for \*\*\* School Division, I withdraw Bylaw Amendment/Resolution no. \*\*\*”

### **E. MISCELLANEOUS RULES OF PROCEDURE**

#### **1. Point of Order**

When a delegate thinks that the rules of the Assembly are being violated, the delegate can make a *Point of Order* or raise a question of order causing 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 delegate or officer (or staff member, if necessary), for information relevant to the business at hand, but that is not related to parliamentary procedure.

#### **3. 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. Suspending the rules

and taking up a Resolution out of order requires a 2/3 vote. If, at the discretion of the Chair, the vote by show of hands is inconclusive, a vote by ballot can take place.

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 . . .'".

**Or**

"I move to suspend the rules and immediately take up Resolution \_\_\_\_ as circulated (or as modified as the case may be). The reason we ask for this Resolution to be considered out of its scheduled order is \_\_\_\_\_."





## 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

<b>Adopted Position 1.1:</b> <b>Development of Position Statements</b>	<b>Date Approved: November 2013</b>
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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 2016</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.

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

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

<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.

<p><b>Adopted Position 3.2:</b></p> <p><b>Facilities Funding</b></p>	<p><b>Date Approved: November 2014</b></p>
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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.

<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 2017</b>
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Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

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

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

<b>Adopted Position 4.1:</b>  <b>Collective Bargaining</b>	<b>Date Approved: November 2017</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 students must guide the collective bargaining process.
  2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
  3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
  4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
  5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
  6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to education funding and consistent with the fundamental principles described in the Adopted Position Statement 3.1: Education Finance.
  7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations practices, and professional and ethical standards.

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

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



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

1. Only the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is responsible for regulating teacher certification and registration, including issuing, suspending, or revoking a teacher's certificate. Teacher education and certification requirements are approved by the Teacher Education and Certification Committee of the SPTRB, a committee of representatives from educational stakeholders including the SSBA. The Certification Decision Review Committee of the SPTRB, a committee of representatives from education stakeholders including the SSBA, hears certification decision appeals from teachers.
2. Boards of education/CSF expect teacher education programs that reflect the requirements of publicly funded school systems and that are based on current educational research and effective practices that develop teachers to focus on the skills and knowledge students need to succeed in work, life and citizenship.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF, as employers, have high expectations of teachers as professionals and therefore have a critical interest in defining and supporting the development of competencies for effective teaching including:
  - a) Teachers value and care for the whole child by developing positive relationships and acting in the best interests of their students.
  - b) Teachers facilitate the engagement and support of parents and the community.
  - c) Teachers are committed to education as a profession and to engaging in ongoing professional development to remain current and effective, and apply these learnings in their work.
  - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

**Adopted Position 5.1:**

**Public Engagement**

**Date Approved: November 2016**

Boards of education/CSF value and support meaningful parent, school community council/conseil des écoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

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



<b>Adopted Position 5.2: Partnership Agreements</b>	<b>Date Approved: November 2017</b>
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Individual Boards of Education and the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

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

**Code of Ethics****Date Approved: November  
1993**

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.

# AGENDA ITEM

<b>Meeting Date:</b>	November 6 <sup>th</sup> , 2018	<b>Agenda Item #:</b>	07.2
<b>Topic:</b>	<b>2018-2019 SWIS Information</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	Moose Jaw Multicultural hosts the SWIS (Support Workers in Schools) Program in Moose Jaw. The program is funded by a yearly federal grant.
<b>Current Status:</b>	<p>96% of newcomer children in Moose Jaw attend Prairie South schools. The majority of these children are in younger grades. Schools with significant newcomer populations include Prince Arthur School, Westmount School, and King George School as well as Central Collegiate.</p> <p>Prairie South provides space in three schools (Central Collegiate, Westmount, and Prince Arthur) for one SWIS worker per school. The fourth SWIS worker is housed at the Moose Jaw Multicultural office, and supports a wide variety of schools.</p> <p>Prairie South receives a significant level of support from the SWIS program. SWIS workers support families of Prairie South students for approximately 18 months after they arrive in Canada, and help them navigate a variety of systems outside of the school. SWIS workers provide curricular support for classrooms and schools, PD opportunities for teachers, and individual support for students and parents in a variety of contexts.</p>
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	November 6, 2018	<ul style="list-style-type: none"> <li>2018/19 SWIS Team Poster</li> </ul>

**Recommendation:** That the Board review the information provided.



# 2018/19 SWIS Team



## August 2017 - June 2018 Statistics

### Prairie South School Division

12 Schools with Active SWIS Clients  
132 Newcomer Parents  
215 Newcomer Children

39 School Presentations  
and Events



### Holy Trinity Catholic School Division

5 Schools with Active SWIS Clients  
11 Newcomer Parents  
9 Newcomer Children

30 Client Group  
Sessions



3204 Client  
Services

We are excited for the new school year! Moose Jaw Multicultural Council and its SWIS Team are happy to support Newcomers and schools in the upcoming 2018—2019 school year and look forward to working with you.