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## NOTICE

### THE ORGANIZATIONAL MEETING OF THE BOARD OF EDUCATION

of the Regina School Division No. 4 of Saskatchewan

November 4, 2014, at 7:00 p.m.

Regina Public School Board Office – 1600 4th Avenue

## AGENDA

1. Adoption of Agenda
2. Declaration of Any Conflicts of Interest re:  
Agenda Items
3. Election of Officers  
(Legislation and Policy 7, Articles 2.5-2.7)  
([pp. 1-2](#))  
Officers elected November, 2013:  
Mrs. Katherine Gagne – Chairperson  
Mr. Dale West – Vice-Chairperson
4. Establishing date, time and place of regular  
Board meetings  
([pp. 3-4](#))  
Request direction.
5. Trustee Remuneration  
([pp. 5-6](#))  
Information only.
6. Trustee Conflict of Interest / Code of Conduct  
Provisions  
([pp. 7-14](#))  
Information only.
7. Approving of minutes of the Board meeting  
of October 14, 2014  
(enclosure)  
Request approval.

8. DELEGATIONS / PRESENTATIONS9. EMPLOYEE GROUPS10. STANDING COMMITTEES11. SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

- a) 2014 Annual General Meeting – Proposed Bylaw Amendments and Resolutions Package  
([pp. 15-64](#)) Information only.

12. BUSINESS ARISING OUT OF THE MINUTES13. CORRESPONDENCE14. NEW BUSINESS

- a) Appointment of Auditors  
([p. 65](#)) Information only.
- b) Date of 2015 Annual Meeting of Electors Suggest Tuesday, January 27, 2015

- c) Date of 2015 Organizational Meeting      Suggest Tuesday, November 3, 2015
- d) SaskPower Utility Easement Agreements      Mr. Dave Bryanton to comment.  
     (pp. 66-72)
- e) School Boards/City Council Liaison Committee      Suggest discussion in closed session.  
     Meeting

15. NOTICES OF MOTION

16. OTHER BUSINESS

17. SUBDIVISION REPORTS

18. INFORMATION

SSBA 2014 Fall General Assembly	November 16-17, 2014, TCU Place, Saskatoon.
SSBA/SASBO/LEADS Joint Conference	November 17-19, 2014, TCU Place, Saskatoon
Audit and Compliance Committee Meeting	Thursday, November 20, 2014, 11:45AM-1:15PM, RPS Division Office, Committee Room.

<b><i>Board Standing Committees:</i></b>	<b><i>Meeting Dates:</i></b>
Audit and Compliance Committee Meeting	November 20, 2014
Community Relations Committee Meeting	Not yet determined.
Policy and Planning Committee Meeting	Not yet determined.
Public Education Advocacy Committee Meeting	Not yet determined.

***Upcoming Board Meetings:***

Tuesday, November 25, 2014, 7:00 PM
Tuesday, December 16, 2014, 7:00 PM



# REGINA BOARD OF EDUCATION

3

**BOARD MEETING DATE: NOVEMBER 4, 2014**

**TOPIC: ELECTION OF OFFICERS**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: External Reports/Presentations	

## BACKGROUND

### THE EDUCATION ACT, 1995

#### MEETINGS OF BOARDS OF EDUCATION AND CONSEILS SCOLAIRES

#### **Organizational meeting**

##### Section 72

- (1) A board of education shall hold an organizational meeting:
  - (a) in the case of a newly established school division, on the date and at the time and place fixed for that purpose pursuant to an order mentioned in section 42; and
  - (b) in every following year before November 30.
- (2) At each organizational meeting, the board of education shall select a chairperson, and a vice-chairperson to act in the absence of the chairperson.

## CURRENT STATUS

Excerpt from Policy 7, *Board Operations*:

2.5 The Director or designate shall request each member of the Board present to indicate verbally if they are willing to serve as Board Chair for the ensuing year, and prepare a list indicating the name(s) of those members willing to serve as Board Chair. Those names appearing on the list shall be made known to the members of the Board, after which a vote or votes shall take place by secret ballot to determine which member has the support of the majority of members.

#### 2.5.1 Procedure for voting:

2.5.1.1 Each member of the Board shall have one vote as to each vote, and sub-vote.

2.5.1.2 All voting shall be done by secret ballot, with the surname of the member of the Board for whom the vote is cast being used.

2.5.1.3 The vote shall proceed as follows:

- ◆ A vote shall be taken as to all members on the list referred to in this policy.



- ◆ The member polling a majority of votes cast shall be declared elected; if this does not occur on the first ballot, the member polling the lowest number of votes shall be dropped and eliminated from the list. If there is a tie for low, a sub-vote or sub-votes shall be conducted to determine the survivor of the tie, with the member polling the lowest number of votes on each sub-vote being dropped and eliminated from the list.
- ◆ A vote shall then be taken as to the members remaining on the list.
- ◆ If necessary, the last two steps shall be repeated until one member shall have received a majority of votes (on a vote other than a sub-vote), whereupon such member of the Board shall be declared elected.

2.5.1.4 Forthwith, after each vote or sub-vote, the ballots shall be counted by the Director and designate, and immediately thereafter a report of the results shall be given to the members of the Board, whereupon the ballots as to such vote or sub-vote shall be destroyed.

2.6 The member who receives the majority of votes shall be declared elected as Board Chair by the Director or designate. In the event that only one member has indicated willingness to serve as Board Chair, that member shall be declared elected by acclamation.

2.7 The Board Chair shall assume office and shall immediately proceed with the election of the Vice-Chair following the procedure noted above.

<b>PREPARED BY</b>	<b>DATE</b>	<b>ATTACHMENTS</b>
Debra Burnett, Deputy Director, Division Services	October 28, 2014	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



## REGINA BOARD OF EDUCATION

4

**BOARD MEETING DATE:** NOVEMBER 4, 2014

**TOPIC:** DATE, TIME AND PLACE OF REGULAR MEETINGS

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: External Reports/Presentations	

### BACKGROUND/CURRENT STATUS

The Education Act, 1995, section 74(1) provides that:

Where a board of education or a conseil scolaire at any meeting at which all the members are present decides by resolution to hold regular meetings on or at predetermined dates, times and places, no further or other notice of those meetings is necessary.

At the annual Board Planning meeting held August 24, 2012, the Board determined that, commencing November 6, 2012, regular meetings of the Board should be held every third Tuesday falling on school days, with the exception of the Tuesday designated as the date of the Annual Meeting of Electors, commencing at 7:00 p.m., to be held at the Regina Public School Board Office, 1600 4th Avenue, Regina, unless otherwise scheduled by resolution.

### RECOMMENDATION

That from November, 2014, to October, 2015, regular meetings of the Board be held on the following school days:

Tuesday, November 25, 2014	Tuesday, May 5, 2015
Tuesday, December 16, 2014	Tuesday, May 26, 2015
Tuesday, January 6, 2015	Tuesday, June 16, 2015
Tuesday, February 10, 2015	Tuesday, September 8, 2015
Tuesday, March 3, 2015	Tuesday, September 29, 2015
Tuesday, March 24, 2015	Tuesday, October 20, 2015
Tuesday, April 14, 2015	

commencing at 7:00 p.m., to be held at the Regina Public School Board Office, 1600 4th Avenue, Regina, unless otherwise scheduled by resolution.

PREPARED BY	DATE	ATTACHMENTS
Julie MacRae, Director of Education	October 28, 2014	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

# 2014

October							November							December						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

# 2015

January							February							March						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29							29	30	31				
		↑																		
		AGM																		
April							May							June						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													
July							August							September						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
October							November							KEY:						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa							
				1	2	3	1	2	3	4	5	6	7	Board Meeting						
4	5	6	7	8	9	10	8	9	10	11	12	13	14	Agenda Package Posted to Network						
11	12	13	14	15	16	17	15	16	17	18	19	20	21	Statutory Holiday						
18	19	20	21	22	23	24	22	23	24	25	26	27	28	School Vacation						
25	26	27	28	29	30	31	29	30						SSBA Fall/Spring Assembly						
														Standing Committee Meeting						
														Teachers' Convention						



## REGINA BOARD OF EDUCATION

5

**BOARD MEETING DATE: NOVEMBER 4, 2014**

**TOPIC: TRUSTEE REMUNERATION**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: External Reports/Presentations	

### SCHEDULE OF REMUNERATION, ALLOWANCES AND EXPENSES

FOR MEMBERS OF THE BOARD OF EDUCATION OF THE  
REGINA SCHOOL DIVISION NO. 4 OF SASKATCHEWAN

(September 2012)

I. In accordance with Article 11 of Board Policy 7 “Board Operations”:

1. Annual trustee remuneration payments shall be limited to a maximum of:

- (a) \$29,549.00 for the Board Chair; and
- (b) \$25,556.00 for other trustees;

and shall be paid as follows:

- (a) \$2,954.90/month (January-June, September-December) for the Board Chair; and
- (b) \$2,555.60/month (January-June, September-December) for other trustees.

- 2. The per diem shall be established at \$361.00 for the Board Chair and \$240.00 for other trustees. In the event that the Vice-Chair is required to chair a meeting, the Vice-Chair will receive the Chair per diem and the differential so paid shall not be included in the calculation of the maximum payments stipulated in (1) above.
- 3. Notwithstanding the above, the Board shall retain the right to adjust the maximum annual remuneration if deemed necessary, to account for special meetings related to budget, negotiations, or other important issues.
- 4. No trustee shall attend more than one convention per calendar year outside of Saskatchewan without obtaining the prior approval of the Board.

- II. Trustees shall be reimbursed for the actual cost of travel and accommodation (meals and lodging) when on Board-related business, excepting when such activities are held in Regina. Trustees shall submit expense claims to the Trustee Remuneration, Expense and Evaluation Committee for approval. Trustees may request an advance for expenses when attending a conference, subject to the prior approval of the Trustee Remuneration, Expense and Evaluation Committee. Any trustee dissatisfied with the decision of the Committee may appeal to the Board, which decision shall be final.

Travel Expense: Actual receipts for air, railway or bus shall be attached to expense claims. If travelling by private vehicle, the rate specified in the Travel Advance and Expense Claim Guidelines applicable to Board employees shall apply. Transportation costs for travel outside province shall not exceed regular coach airfare; costs for travel inside province shall not exceed private vehicle rate.

Accommodation: Actual receipts from hotels or motels for accommodation shall be attached to expense claims.

Meals: Actual receipts for meals shall be attached to expense claims. Trustees may opt to claim, pursuant to the Travel Advance and Expense Claim Guidelines applicable to Board employees, for meals rather than submit receipts (the amount to be in U.S. currency when the event is taking place in the United States).

- III. In the event that a trustee is handicapped to the extent that he/she must be accompanied by an assistant, reasonable expenses of the assistant shall be recognized as an expense of the Board.
- IV. Members attending Board-related activities outside of Regina shall file with the Director or designate an itemized account showing the activity attended, the location of the activity, the date of the activity, the days in attendance, and the expenses incurred.
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## REGINA BOARD OF EDUCATION

6

**BOARD MEETING DATE: NOVEMBER 4, 2014**

**TOPIC: TRUSTEE CONFLICT OF INTEREST / CODE OF CONDUCT PROVISIONS**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: External Reports/Presentations	

### The Education Act, 1995

#### **Conflict of interest**

**69(1)** No member of a board of education and no member of the conseil scolaire shall:

- (a) be or become directly interested in any contract entered into by or on behalf of the board of education or the conseil scolaire of which he or she is a member;
- (b) participate directly in the profit or in any benefit or emolument arising from a contract entered into by or on behalf of the board of education or the conseil scolaire of which he or she is a member;
- (c) accept any office or place of emolument under the board of education or the conseil scolaire of which he or she is a member;
- (d) perform any duty, transact any business or do anything whatever in any character or capacity for or in expectation of any fee, gain or reward for or on behalf of the board of education or the conseil scolaire of which he or she is a member.

(2) A member of a board of education or the conseil scolaire who contravenes subsection (1) shall vacate his or her office as a member of the board of education or conseil scolaire.

(3) If a member of a board of education or the conseil scolaire vacates his or her office pursuant to subsection (2), the remaining members of the board of education or conseil scolaire shall immediately inform the minister of the vacancy.

(4) Nothing in this section shall extend to or disqualify as a member of a board of education or the conseil scolaire any person who:

- (a) purchases or becomes the holder of debentures issued by the board of education;
- (b) enters into a contract with the board of education or the conseil scolaire for the sale to the board of education or the conseil scolaire of a school site;
- (c) has received a sum not exceeding \$200 in any one year for labour authorized by and supplied to the board of education or the conseil scolaire;
- (d) enters into a contract with the board of education or the conseil scolaire for the sale of utilities, services or merchandise in an amount or amounts that in total do not exceed \$500 in any one year;

(e) receives payment on account of or in lieu of the cost of transportation or other allowances payable to him or her as the parent or guardian of a pupil; or

(f) is a shareholder in or is employed by a company that has dealings or contracts with the board of education or the conseil scolaire for the supply of utilities, goods or services, but that person shall not vote as a member of the board or the conseil scolaire on any matter affecting that company.

(5) Notwithstanding subsection (1), a member of a board of education or the conseil scolaire may have an interest in a contract with the board of education or the conseil scolaire for goods and services where:

(a) the goods and services are not readily obtainable from some other person in the school division or the francophone education area;

(b) the price of goods and services to be obtained is reasonable; and

(c) every member of the board of education or the conseil scolaire present and eligible to vote at a meeting of the board of education or the conseil scolaire votes in favour of the contract.

(d) **Repealed.** 2000, c.10, s.10.

(6) Notwithstanding subsection (1) but subject to any terms and conditions that the board of education or the conseil scolaire considers proper, a board of education or the conseil scolaire may include any or all members of the board of education or the conseil scolaire in a benefit fund maintained for the benefit of its employees.

1995, c.E-0.2, s.69; 1998, c.21, s.25 and 128;  
2000, c.10, s.10; 2009, c.13, s.5; 2013, c.9, s.8.



## TRUSTEE CODE OF CONDUCT

REGINA

BOARD

OF

EDUCATION

The Board commits itself and its members to ethical and appropriate conduct. This includes proper use of authority, appropriate decorum, and mutual respect when acting as members of the Board. In extreme circumstances of non-compliance, trustees may be removed from office under the provisions of sections 68, 69 and 70 of *The Education Act 1995*.

In addition

1. Trustees shall serve the Regina Public School Division to the best of their abilities, and shall be accountable for making decisions in an effort to meet the educational needs of all students. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards. It also supersedes the personal interest of any member of the Board acting as a consumer of the Regina Board of Education's services.
2. The Board recognizes that trustees owe a duty to the board first and foremost in assisting the Board in its legislative duties.
3. Trustees must not inhibit the will of the Board being carried out once that will is expressed by formal motion.
4. Devote time, thought and study to the duties of a trustee so that they may render effective and creditable service.
5. Work with their fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
6. Work together with fellow trustees to communicate to the electorate all the facts about our schools.
7. Provide leadership to the community through setting goals and policies for educational programs and by regularly evaluating these in the light of the wishes and expectations of the Division's stakeholders.
8. Provide effective trustee service to the community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.
9. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
10. Act as a trustee for the Division to ensure that it is well maintained, fiscally secure, and operating in the best interests of those we serve.



11. Trustees shall abide by the Code of Ethics for Trustees established by the Saskatchewan School Boards Association (see Policy 4, Appendix A).
12. Trustees shall respect the confidentiality appropriate to issues of a sensitive nature.
13. Trustees shall avoid conflict of interest with respect to their trusteeship responsibility:
  - 13.1 There shall be no conduct of private business or personal services between any member of the Board and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "insider" information;
  - 13.2 When the Board is to decide upon an issue about which a member has an avoidable conflict of interest, that member shall absent him/herself without comment from not only the vote, but also from the deliberation;
  - 13.3 Trustees shall not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a trustee desire employment in the organization, (s)he shall first resign;
  - 13.4 Trustees shall disclose their involvement with other organizations, with vendors, or any other associations which might produce a conflict; and
  - 13.5 Trustees who receive a pecuniary benefit or gift which exceeds \$50 in value from any person or group having an association with the Board shall disclose the matter at a closed meeting of the Board.
14. Trustees shall not attempt to exercise individual authority over the organization except as explicitly set forth in policies of the Board:
  - 14.1 Trustees' interaction with the Director or with staff shall recognize the lack of authority vested in individuals except when explicitly authorized by the Board;
  - 14.2 Trustees' interaction with public, media, or other entities shall recognize the same limitation and the inability of any member of the Board, except for the Chair, to speak for the Board. Trustees may speak about what the Board has decided, and individuals may state the reason for their vote; and
  - 14.3 Trustees shall not give undue weight to an individual's judgment of the performance of the Director or of staff.
15. Trustees absent from the Division for an extended period shall, for emergency contact purposes, ensure that the office of the Director is made aware of their whereabouts.
16. Consequences for the failure of individual Trustees to adhere to the Trustee Code of Conduct are specified in Policy 4, Appendix B.

Legal Reference: Sections 68, 69, 70 The Education Act, 1995

**Appendix A**

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**SASKATCHEWAN SCHOOL BOARDS ASSOCIATION  
CODE OF ETHICS****Purpose:**

The commitment of each trustee to high ethical standards is required to ensure that the school board can responsibly fulfill its obligations and discharge its duties.

**As a school trustee:**

1. I will be motivated by an earnest desire to serve my 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 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 trustee.
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 trustees 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 trustees 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 trustee, and I will not discuss those matters outside the meetings of the Board or the Board's committees.

## Appendix A

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11. I will endeavor to participate in trustee development opportunities to enhance my ability to fulfill my obligations as a trustee.
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.

Legal Reference: Sections 68, 69, 70 The Education Act, 1995

**Appendix B**

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**TRUSTEE CODE OF CONDUCT SANCTIONS**

1. The Trustee Code of Conduct requires that the Board commit itself and its members to ethical and appropriate conduct. This includes proper use of authority, appropriate decorum, and mutual respect when acting as members of the Board.
2. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
3. In particular, the Trustee Code of Conduct requires that trustees shall respect the confidentiality appropriate to issues of a sensitive nature.
4. Failure to comply with this requirement constitutes a failure of security. An individual trustee may bring a suspected breach of security to the attention of the Board, at a closed meeting of the Board. If by majority vote the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:
  - 4.1 The Board Chair shall request that the Director or designate for the Regina Board of Education (as head of the Regina Board of Education under *The Local Authority Freedom of Information and Protection of Privacy Act*), appoint an independent investigator to review this matter. This request may occur only after such a motion has been discussed and agreed to by a majority of trustees present at a closed meeting of the Board. This decision shall immediately be approved in a public meeting of the Board.
  - 4.2 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Director.
  - 4.3 The Board Chair shall present at a closed meeting of the Board, the report of the independent investigator. At this time, the trustee in question shall have an opportunity to present any additional, relevant information.
  - 4.4 If it is determined by a majority vote of the Board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked "Personal and Confidential" is required to be discussed and agreed upon by a majority of trustees present at a closed meeting of the Board. This decision requires immediate approval by a majority vote of trustees at a public meeting of the Board.
  - 4.5 For subsequent occurrences, a motion of censure against the trustee in question may be brought directly to a public meeting of the Board. This motion shall be approved by a majority vote of trustees present at such a meeting.

## Appendix B

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5. A violation of all other sections of the Code of Conduct shall result in:
  - 5.1 The Board Chair writing a letter of censure marked "Personal and Confidential" to the trustee in question. This occurs only after having such action discussed and agreed upon by a majority vote of trustees present at a closed meeting of the Board. A majority of trustees at a public meeting of the Board shall immediately approve this decision.
  - 5.2 For a subsequent occurrence, at a public meeting of the Board, a motion of censure shall be presented against the trustee in question; and/or,
  - 5.3 For a third and subsequent occurrences, at a public meeting of the Board, a motion to remove the trustee in question from one, or more, of all Board appointments may be presented.

Legal Reference: Sections 68, 69, 70 The Education Act, 1995



## REGINA BOARD OF EDUCATION

11a

**BOARD MEETING DATE:** NOVEMBER 4, 2014

**TOPIC:** 2014 SSBA ANNUAL GENERAL MEETING RESOLUTIONS

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input checked="" type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: External Reports/Presentations	

### BACKGROUND / CURRENT STATUS

Attached please find:

1. Copy of Saskatchewan School Boards Association [email](#) dated October 27, 2014, relative to proposed Bylaw Amendments and Resolutions;
2. Copy of the [Proposed Bylaw Amendments and Resolutions](#);
3. Copy of Saskatchewan School Boards Association [Position Statements](#); and
4. Copy of [Rules of Procedure](#).

As you are aware, no resolutions have been submitted on behalf of this Board for debate at this year's Annual General Meeting.

PREPARED BY	DATE	ATTACHMENTS
Debra Burnett, Deputy Director, Division Services	October 29, 2014	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



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**Subject:** Proposed Bylaw Amendments and Resolutions Package - 2014 AGM  
**Attachments:** 2014ResolutionPackageforAGM.pdf; 2014PostitionStatementsforAGM.pdf; RULES OF PROCEDURE.pdf  
**Importance:** High

**From:** Krista Lenius [<mailto:KLenius@saskschoolboards.ca>]  
**Sent:** October-27-14 10:31 AM  
**Subject:** Proposed Bylaw Amendments and Resolutions Package - 2014 AGM  
**Importance:** High



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

## **PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS PACKAGE – 2014 AGM**

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

Please find attached:

1. The package of *"Proposed Bylaw Amendments and Resolutions"* to be presented by the Resolutions and Policy Development Committee at the Association's Annual General Meeting on November 16-18, 2014. Each resolution has been categorized according to the Association Position Statement to which it relates.
2. *Position Statements.*
3. *Rules of Procedure* – [Please note that Sections 5 and 6 of Bylaw No. 12 deal with provisions relating to submission of resolutions after the deadline that has now passed, and with the presentation of additional resolutions from the floor].

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

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

*Krista Lenius*

Administrative Paralegal

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## **2014 ANNUAL GENERAL MEETING**

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

**NOVEMBER 16-18, 2014**

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## BYLAW AMENDMENT

Bylaw  
14-01

**BE IT RESOLVED THAT Bylaw No. 4.1 Section 5(a) be amended by deleting “before noon of the first day” and substituting “within the first three hours of the opening” so the Bylaw will read as follows:**

- 5. Nominations shall be called for during the annual general meeting as follows:**
  - (a) for President and Vice-president, within the first three hours of the opening of the annual general meeting, and the election to occur no earlier than 24 hours following the call for nominations.**

**AND THAT Bylaw No. 10: General Assemblies be amended by deleting clause (i).**

**Association Executive**

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

### **Sponsor’s Rationale:**

Two bylaw references to nominations for the President and Vice-president, each with different language, presents confusion. In addition, the bylaw, as it reads and as has been implemented in past practice, does not contemplate the fact that the SSBA AGM could start in the afternoon or evening. Given that the purpose of requiring nominations to be made before noon on the first morning was to give sufficient time for candidates to campaign and delegates to consider the nominations, holding the nominations in the afternoon or evening before the first full day could actually provide as much or even more time for this purpose.

The proposed bylaw amendment consolidates all references to the Election of the Executive to one section in the bylaws. The proposed bylaw amendment allows for flexibility in the agenda, while still maintaining sufficient time for candidates to campaign and delegates to consider the nominations.

The bylaws currently read as follows:

#### Bylaw 4.1 Election of Executive

5. Nominations shall be called for during the annual general meeting as follows:
  - (a) for President and Vice-president, before noon of the first day of the annual general meeting

Bylaw 10: General Assemblies

- (i) Nominations for the office of president and vice-president shall be made in general assembly not later than noon of the day preceding the election.

<b>BYLAW AMENDMENT Bylaw 14-01</b>	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD   DEF</b>	<b>%</b>
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## BUDGET RESOLUTION

**Budget 2015**     **BE IT RESOLVED** that the Association's 2015 annual operating budget of \$2,526,240, funded by membership fees, be approved.

**Association Executive**

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

### Sponsor's Rationale:

This budgeted membership fee increase is \$49,449 (2%) over the 2014 amount.

Total operating budget expenditures for 2015 are \$3,406,390, an increase of \$367,106 (12.1%) over the 2014 total operating budget. This includes one-time increases in expenditures associated with hosting the CSBA Congress in 2015 (\$200,000) which will be offset by increases in revenue for the event and \$74,000 that will be taken from Association reserves for continuation of the employee relations data warehouse project, funding for possible improvements to the SSBA office and the 100<sup>th</sup> anniversary of the SSBA.

This budget supports *SSBA Strategic Plan 2013-2025*. In 2015, the SSBA will continue to provide quality services in the area of board development, legal, strategic human resources, communications, and First Nation and Metis Education through the operating budget. SSBA's commitment and efforts towards operational efficiency continues as the Association works to manage budget pressures carried forward from previous years and the forecasted CPI increase of 2.2% for 2015.

<b>BUDGET RESOLUTION Budget 2015</b>	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD   DEF</b>	<b>%</b>
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## **RESOLUTIONS**

- 14-01 BE IT RESOLVED that the proposed Position Statement on “Local Governance of Education” be adopted to replace the current “Position Statement 1.2 Local Governance of Education”;**

**PROPOSED “Position Statement 1.2  
LOCAL GOVERNANCE OF EDUCATION”**

**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.**

**Association Executive**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 1.2 Local Governance of Education)*

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

**Sponsor's Rationale:**

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2009.

**Cost of this resolution:**

Minimal Cost to the Saskatchewan School Boards Association

<b>Resolution 14-01</b> Re: "Local Governance of Education" Position Statement	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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- 14-02 BE IT RESOLVED that the proposed Position Statement on “Student Achievement” be adopted to replace the current “Position Statement 2.1 Student Achievement”;**

**PROPOSED “POSITION STATEMENT 2.1”  
STUDENT ACHIEVEMENT”**

**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.**

**Association Executive**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 2.1 Student Achievement)*

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



Sponsor's Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2009.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

<b>Resolution 14-02</b> Re: "Student Achievement" Position Statement	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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- 14-03 BE IT RESOLVED that the proposed Position Statement on “Education Finance” be adopted to replace the current “Position Statement 3.1 Education Finance”;

**PROPOSED “POSITION STATEMENT 3.1”  
EDUCATION FINANCE”**

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.

Association Executive

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 3.1 Education Finance)*

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

Sponsor's Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2009.

Costing of this Resolution:

Minimal Cost to the Saskatchewan School Boards Association

<b>Resolution 14-03</b> Re: "Education Finance" Position Statement	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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- 14-04 BE IT RESOLVED that the proposed Position Statement on “Facilities Funding” be adopted to replace the current “Position Statement 3.2 Facilities Funding”;**

**PROPOSED “POSITION STATEMENT 3.2”  
FACILITIES FUNDING”**

**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 comprehensive *5 Year Facility Plans* as well as detailed annual *Project Reports* for projects considered to be of high priority.
  - c) Ongoing Operation and Maintenance:** The Ministry of Education 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

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

sheds, transportation and administrative facilities, and for the CSF community spaces.

- e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This includes the cost of decommissioning space that is no longer required.

- 3. **Capital Funding Backlog:** A long-term, sustainable plan must be developed to address the current capital funding backlog. A 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.

**Association Executive**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 3.2 Facilities Funding)*

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

**Sponsor's Rationale:**

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2009.

**Costing of this Resolution:**

Minimal Cost to the Saskatchewan School Boards Association

<b>Resolution 14-04</b> Re: "Finance Funding" Position Statement	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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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.

**14-05 BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Government of Saskatchewan to amend municipal legislation to:**

- a. Clarify that boards of education are exempt from Local Improvements Assessments (taxes), subject only to inter-governmental agreements between individual boards and municipalities;**
- b. Clarify that boards of education are “government” and are subject to municipal services at “government” rates and not at “corporate” rates; and**
- c. Require that municipalities consult with boards of education in order to minimize the negative impact and cost of new and deteriorating municipal infrastructure on board of education lands and budgets.**

**Saskatoon School Division No. 13**

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

**Sponsor’s Rationale:**

Boards of education hold lands and monies in trust for the benefit of constitutionally protected education services to their students. It is imperative that boards of education be treated appropriately as publicly funded entities.

Historically, boards of education “voluntarily” paid municipal local improvement assessments even though boards were arguably exempt from local improvement assessments because boards are “persons who hold land in trust for the Crown. Boards may also have been reluctant to be seen as interfering in municipal matters.

Until 2009 local improvement assessments could be paid by adjusting education tax levies. Today boards do not have the power to raise money to cover unexpectedly high or unreasonable assessments and there may be a tendency for municipalities to try to “offload” costs to boards of education because the dollars used will come from provincial coffers and not local residents.

Boards of education continue to receive and pay municipal invoices and some municipalities resist negotiating an intergovernmental agreement to address municipal infrastructure costs. As a result, municipal local improvement assessments are often paid by boards of education at the expense of education services and/or education infrastructure.

Municipalities appear to be imposing “corporate municipal service rates” on boards of education instead of “government” service rates for municipal services

including water, sewer, and garbage services. Corporate service rates are typically more costly than government service rates or residential service rates. As boards of education provide a public good and hold lands and monies in trust for their students, boards of education should be paying government service rates for municipal services, not corporate service rates.

Aging municipal infrastructure negatively affect board of education infrastructure. Municipalities are statutorily protected from obligations to remediate board of education infrastructure when municipal infrastructure fails. Boards of education pay out of education budgets and through increased insurance premiums to repair damage caused by aging municipal infrastructure.

Cost of this resolution:

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

<b>Resolution 14-05</b> Re: Amend Municipal Legislation	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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- 14-06 BE IT RESOLVED** that the Saskatchewan School Boards Association request, on behalf of Boards of Education in the province, a Ministerial review of Section 95.8 of *The Education Regulations, 1986* as they relate to school review, enrolment thresholds and the proximity of other schools in school divisions, and that the SSBA work jointly with the Ministry of Education to renew Section 95.8 of *The Education Regulations, 1986*.

**Saskatchewan Rivers School Division No. 119**

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

**Sponsor's Rationale:**

The capacity of boards of education to access capital funding and renew infrastructure in rural schools and schools with stable or steadily declining student enrolment is significantly limited by the terms and conditions laid out in *The Education Regulations, 1986*, which state:

95.8(2) A board of education may only carry out a review of a school pursuant to section 87.2 if the Act if:

(b) projected enrolment for the school under review for the following school year is less than:

- (i) for a school offering kindergarten to Grade 4 only, 25 pupils;
- (ii) for a school offering kindergarten to Grade 5 only, 30 pupils;
- (iii) for a school offering kindergarten to Grade 6 only, 37 pupils;
- (iv) for a school offering kindergarten to Grade 7 only, 44 pupils;
- (v) for a school offering kindergarten to Grade 8 only, 51 pupils;
- (vi) for a school offering kindergarten to Grade 9 only, 58 pupils;
- (vii) for a school offering kindergarten to Grade 12, 88 pupils.

Subsequent sections of *The Education Regulations, 1986* impose additional limitations on boards' capacity to review schools based on geographical proximity to other schools within a school division.

Boards of education, especially those facing declining enrolment, are committed to creating sustainable, robust schools that are adequately resourced and offer the variety of programs that best meet the needs of students in the province of Saskatchewan. In some cases, this may mean that schools with low enrolments must be maintained. In other instances, it may be in the best interests of the students that schools within close proximity to each other be consolidated. In many cases school divisions are maintaining high-cost programming for multiple schools with declining enrolments. Regardless, Section 95.8 of *The Education Regulations, 1986* prevents boards of education from proactively reviewing schools, seeking program and/or school consolidation and making decisions that are both cost-efficient and in the best interests of the students and communities they serve.



Having approved and agreed to the **Education Sector Strategic Plan 2014-2020**, boards of education are accountable for the stated outcomes contained within it, namely that;

‘By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector...’

If Boards of Education and the Ministry of Education are to jointly actualize the desired outcomes of the **Education Sector Strategic Plan, 2014-2020**, they need to work jointly to review and renew Section 95.8 of *The Education Regulations, 1986*. Ultimately, the very roles, powers and responsibilities of boards of education pertaining to school reviews that are provided for in *The Education Act, 1995* are contravened by the terms and conditions laid out in Section 95.8 of *The Education Regulations, 1986*. In short, this is a matter of Board autonomy and Board autonomy is that which all boards of education in the province should actively seek to preserve.

Cost of this resolution:

The cost to boards of education will vary; any additional costs to boards should be offset by operational efficiencies.

<b>Resolution 14-06</b> Re: Section 95.8 of <i>The Education Regulations, 1986</i>	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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- 14-07 BE IT RESOLVED that the Saskatchewan School Boards Association study the current evaluation system for 30 level courses on the principles of equity and relevance for 21<sup>st</sup> century teaching and learning and make recommendations to the Ministry of Education for changes to the current evaluation system.**

**Prairie Valley School Division No. 208**

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

**Sponsor's Rationale:**

This resolution was passed by SSBA delegates in November 2011 with 79% support. The SSBA subsequently approached the Ministry of Education about this issue, however, the timing coincided with the Ministry putting curriculum related work on hold. By passing this resolution again, the SSBA will have a renewed mandate to again undertake this work and make recommendations for a more current and equitable approach to 30 level assessments to the Ministry of Education.

Currently, Saskatchewan students who enroll in certain 30 level courses are assessed by an accredited teacher or, where the teacher is not accredited, student assessment in these same courses incorporates a provincial examination, which has a significant weighted value. This creates a dual evaluation system for these courses.

The dual evaluation system does not appear to be consistent with the current philosophy of student assessment and it creates inequity in student assessment. It is our position that the Ministry needs to re-evaluate this system as assessment and learning has changed immensely since its inception.

It is our position that the dual evaluation system is inequitable and clearly disadvantages a number of Saskatchewan students.

One could conclude that the current dual system has a bias which provides advantages for students who have access to accredited classroom teachers.

For example, in many schools, but particularly in smaller rural and northern high schools, a number of the 30 level teachers may not be accredited. Provincial departmental exams are comprehensive in nature, heavily weighted in determining the final grade and graded by an "unknown third person" with no consideration given to the individual learning styles of the students within the classroom.

Students writing exams prepared and marked by their own teacher are familiar with the teacher's test structure. The teacher's preparation includes consideration of the learning styles of the classroom and determination of the scope and weighting of the exam.

A significant concern occurs in circumstances where the regular classroom teacher may be absent for a period of time and students may be disadvantaged by lost instructional time where a departmental final must be written. Whereas in a school where an accredited teacher taught the same course, that teacher has the ability to adjust the pacing and course content because the final evaluation of all students within an accredited teacher class is determined by the teacher alone.

It is our recommendation that the Ministry of Education review these practices so that all 30 level courses have a consistent evaluation structure for determining the final student grade.

Cost of this resolution:

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

<b>Resolution 14-07</b> Re: 30 Level Courses Evaluation	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD   DEF</b>	<b>%</b>
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- 14-08 BE IT RESOLVED that the Saskatchewan School Boards Association work with the Ministry and other partners to review the processes of tax remittance and tax reporting with the intent of reducing duplication and simplifying the processes to make them more effective and efficient and; that a report on the findings be developed and implemented.**

**South East Cornerstone School Division No. 209**

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

**Sponsor's Rationale:**

Whereas municipalities both urban and rural, levy and collect taxes on behalf of school divisions and other taxing authorities; and

Whereas this continues to be an efficient method of collecting property tax; and

Whereas the Provincial Government sets mill rates for the amounts levied by municipalities and approves budgets for school boards; and

Whereas there are a large number of municipalities within the boundaries of each school division, as many as one hundred and twenty-four; and

Whereas municipalities currently remit taxes collected to the school divisions and report to both the Ministry of Education and school divisions monthly, and both the Ministry and school divisions reconcile tax reports from municipalities, and whereas the remainder of the school division budget allocation is remitted from the Ministry, causing a duplication of reporting and reconciliation; and

Whereas school divisions are working with the Provincial Government to create efficiencies through the LEAN process;

**Cost of this resolution:**

Correspondence with the Minister; assuming a committee is formed costs to the Saskatchewan School Boards Association would be under One Thousand (\$1,000.00) Dollars.

<b>Resolution 14-08</b> Re: Processes of tax remittance and tax reporting	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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- 14-09 **BE IT RESOLVED** that the Saskatchewan School Boards Association lobby the Government of Saskatchewan to provide transition funding to those school divisions who are significantly and negatively impacted by funding levels for Locally Determined Terms and Conditions of Employment of Teachers (LDTC) until all LDTC issues have been resolved in the budget process.

**Prairie Spirit School Division No. 206**

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

**Sponsor's Rationale:**

With current funding practices, LDTC is funded at widely different levels across the province. Those school divisions who receive less funding in this area require ongoing transition funding to continue existing staffing practices and program offerings that are similar to those across the province. Transition funding will prevent a budget shortfall for those school divisions until LDTC is incorporated into the funding distribution model.

An increase in transition funding to some school divisions will not impact existing budget allocations. It is anticipated that transition funding will be new dollars to the sector.

**Locally Determined Terms and  
Conditions of Employment of Teachers \$/FTE  
2014/15**



*Ministry of Education data*

Cost of this resolution:

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

<b>Resolution 14-09</b> Re: Transition Funding for LDTC	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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## Position Statements

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

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

In Saskatchewan School Boards Association Position Statements:

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

“Association” means the Saskatchewan School Boards Association.

<b>Index of Association Position Statements</b>	
<b>1. Organizational Development</b> 1.1 Development of Position Statements 1.2 Local Governance of Education  <b>2. The Education Program</b> 2.1 Student Achievement 2.2 Assessment of Student Achievement 2.3 Teaching and Learning With Technology	<b>3. Operations and Facilities</b> 3.1 Education Finance 3.2 Facilities Funding 3.3 Education Equity  <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 2009</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. 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 2009</b>
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Strengthening student achievement is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

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

**Adopted Position 2.2:****Assessment of Student Achievement****Date Approved: November 2011**

The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

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

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



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

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

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

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

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

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

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

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

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

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

**7. Administrative Supports**

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



<b>Adopted Position 3.1:</b> <b>Education Finance</b>	<b>Date Approved: November 2009</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.

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

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

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

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



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

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

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

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

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

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

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



<b>Adopted Position 4.2:</b> <b>Teacher Education and Certification</b>	<b>Date Approved: November 2009</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 Minister of Education is responsible for governing teacher education and certification with guidance from the Advisory Board for Teacher Education, Certification and Classification to meet the needs of boards of education/CSF. Only the Minister of Education has the authority to issue, suspend or revoke a teacher's certificate.
2. Boards of education/CSF encourage teacher education programs that reflect the requirements of publicly funded school systems and that are based on current research and effective practices to develop teachers for the grade levels and the subject areas required.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF support teacher development practices based on the principles of adult learning and staff development.
5. Boards of education/CSF, as employers, have a critical interest in defining and supporting the development of competencies for effective teaching including:
  - a) Teachers value and care for students and act in their best interests.
  - b) Teachers encourage the engagement and support of parents and the community.
  - c) Teachers are committed to education as a profession and to engaging in professional development to remain current and effective in their work.
  - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

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

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

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

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

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

As a school board member,

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



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

## **RULES OF PROCEDURE – DEBATE ON RESOLUTIONS**

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

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

### **I. RULES OF PROCEDURE**

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

#### **1. Bylaws of the Association:**

Highlights of the relevant Bylaws are:

##### **a. Bylaw No. 10:**

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

##### **b. Bylaw No. 11:**

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

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

c. Bylaw No. 12:

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

2. Special Rules of Procedure

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

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

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

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

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

3. Timelines for Debate:

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

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

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

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

#### 4. Friendly amendments:

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

The process for a friendly amendment is:

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

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

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

### 3. Roberts’ Rules of Order:

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

## II. FREQUENTLY ENCOUNTERED RULES OF PROCEDURE

### 1. Point of Order

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

### 2. Point of Information

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

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

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

Therefore, the form for an amendment utilizes words like:

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

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

### 4. Amendments:

#### 1) Amendments - in order

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

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

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

*Robert's Rules of Order* provides this example:

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

## **2) Amendments – out of order**

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

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

For example:

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

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

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

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

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

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

The usual form of a motion in these circumstances is:

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





## REGINA BOARD OF EDUCATION

14a

**BOARD MEETING DATE: NOVEMBER 4, 2014**

**TOPIC: APPOINTMENT OF AUDITORS**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input checked="" type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: External Reports/Presentations	

### BACKGROUND / CURRENT STATUS

Subsection 85(1)(s) of The Education Act, 1995, states that a board of education shall:

“appoint, not later than March 1 in each year, one or more persons or a company or partnership to audit the books and accounts of the school division, but no person shall be appointed:

- (i) who is then, or was during the preceding year, a member of the board of education;
- (ii) who is then, or was during the preceding year, secretary or treasurer of the school division;
- (iii) who has then, or had during the preceding year, an interest in a contract made by the board of education; or
- (iv) who is employed by the board of education in any capacity except that of auditor.”

The firm of Meyers Norris Penny has provided auditing services for our school division since February, 2006, and was the successful bidder from last year’s Request for Proposals. In the interest of continuity and scheduling of audit procedures, it would be advisable to confirm appointment of an auditing firm at this point in time.

### RECOMMENDATION

That, subject to submission of an acceptable audit plan (including fee schedule) to the Audit and Compliance Committee, Meyers Norris Penny be appointed auditors for the Regina School Division No. 4 of Saskatchewan for the 2014-2015 fiscal year.

PREPARED BY	DATE	ATTACHMENTS
Debra Burnett, Deputy Director, Division Services	October 29, 2014	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No





## REGINA BOARD OF EDUCATION

14d

**BOARD MEETING DATE: NOVEMBER 4, 2014**

**TOPIC: SASKPOWER UTILITY EASEMENT AGREEMENTS:**  
**1) IMPERIAL SCHOOL**  
**2) CAMPBELL COLLEGIATE**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: External Reports/Presentations	

### BACKGROUND

SaskPower is requesting easements on behalf of SGI for the purpose of installing photo radar in front of Imperial School and Campbell Collegiate parcels of land (attached).

### CURRENT STATUS

It is common to have utility easements on Regina Public School Board property, however, this is the first request relating to photo radar. The proposed easements will not impede the functions of the schools. Permanent structures are not permitted on or under the easements; the easements also limit the Board's ability to excavate/drill in the easement areas.

Pursuant to the easement agreements, the Grantees will have the right of access to the properties, so it is possible that some temporary disruption to the grounds and vegetation may occur at times. Such damage must be repaired at the expense of the Grantees, although trees may be trimmed.

### RECOMMENDATION

That the Board authorize execution of the two Easement Right-of-Way with SaskPower relative to the Imperial School and Campbell Collegiate properties.

PREPARED BY	DATE	ATTACHMENTS
Dave Bryanton, General Manager, Educational Facilities	October 22, 2014	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

CONSENT AND AGREEMENT  
WITH RESPECT TO ACQUISITION OF AND COMPENSATION  
FOR EASEMENT OF RIGHT-OF-WAY  
URBAN ELECTRICAL DISTRIBUTION

WHEREAS Saskatchewan Power Corporation, hereinafter called SPC, requires an Easement for right-of-way for the purpose of a powerline on, over, under and/or through the parcel of land described as follows:

**BLK/PAR DPLAN NO 67R12565; PARCEL NO. 107148753**

**Width of Easement 3 Metres**

NOW THEREFORE, **THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4 OF SASKATCHEWAN**, hereinafter called the Owner, of the postal address of **1600 4TH AVE., REGINA, SASKATCHEWAN, S4R 8C8**, being the registered owner(s)/purchaser(s), under agreement for sale of the said parcel of land, do/does hereby consent and agree to the acquisition by SPC of the said easement to consist of the right to SPC by itself, its employees and/or agents to enter upon the said land for the purpose of constructing, placing, laying, operating, maintaining, inspecting, altering, removing, replacing, and/or repairing poles, anchors, kiosks, transformers and pads, wires, cables, conduits and other conductors, apparatus and equipment as SPC may consider necessary or convenient in connection with the operation of an electrical distribution system on, over, under, and/or through the said right-of-way together with the right of ingress and egress to and from the said parcel of land for the employees, agents, vehicles, supplies and equipment of SPC for all purposes necessary or incidental to the exercise and enjoyment of the rights hereby acquired, on the following terms and conditions:

- (1) The easement acquired hereunder will be evidenced at the Land Titles Registry either by registration of a Power Corporation Act Easement (s.23) or by the filing of a miscellaneous interest.
- (2) The consideration for the said easement shall be the sum of One Dollar (\$1.00), the receipt whereof is hereby acknowledged.
- (3) It is hereby agreed that whenever SPC breaks or opens up the said right-of-way for any purpose, SPC shall diligently and expeditiously complete the work for which such breaking or opening up was required, and shall, at the expense of SPC, restore the ground so broken and opened up as nearly as possible to its former condition forthwith upon the said work being completed.
- (4) SPC shall exercise its rights with due care and attention with a view to avoiding any unnecessary damage to trees, shrubs, plants, flower beds, lawns or fences located within the said easement.
- (5) The owner shall be allowed free access to and use of the said parcel of land hereinbefore described, except insofar as it may be necessary for SPC to use the same for the purposes hereinbefore specified; provided further that the owner shall not, without the prior written consent of SPC, excavate, drill, install or erect or permit to be excavated, drilled, installed or erected on or under the said parcel of land any pit, well, trench, foundation, pavement, building, or other structure or installation.
- (6) Upon the discontinuance of the said right-of-way and the exercise of the rights hereby acquired, SPC shall restore the said land to the same condition, so far as it is practicable to do so, as the same was in prior to the entry thereon by SPC and the exercise by it of the rights hereby acquired.
- (7) Nothing herein contained shall be deemed to vest in SPC any title to mines, ores, metals, coal, slate, oil, gas or other minerals in or under the said parcel of land, except only the parts thereof that are necessary to be dug, carried away or used in the laying down, construction, operation, maintenance, inspection, alteration, removal, replacement, reconstruction, and/or repair of the said powerline, works, apparatus and equipment of SPC.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2014.

**THE BOARD OF EDUCATION OF THE REGINA  
SCHOOL DIVISION NO. 4 OF SASKATCHEWAN**

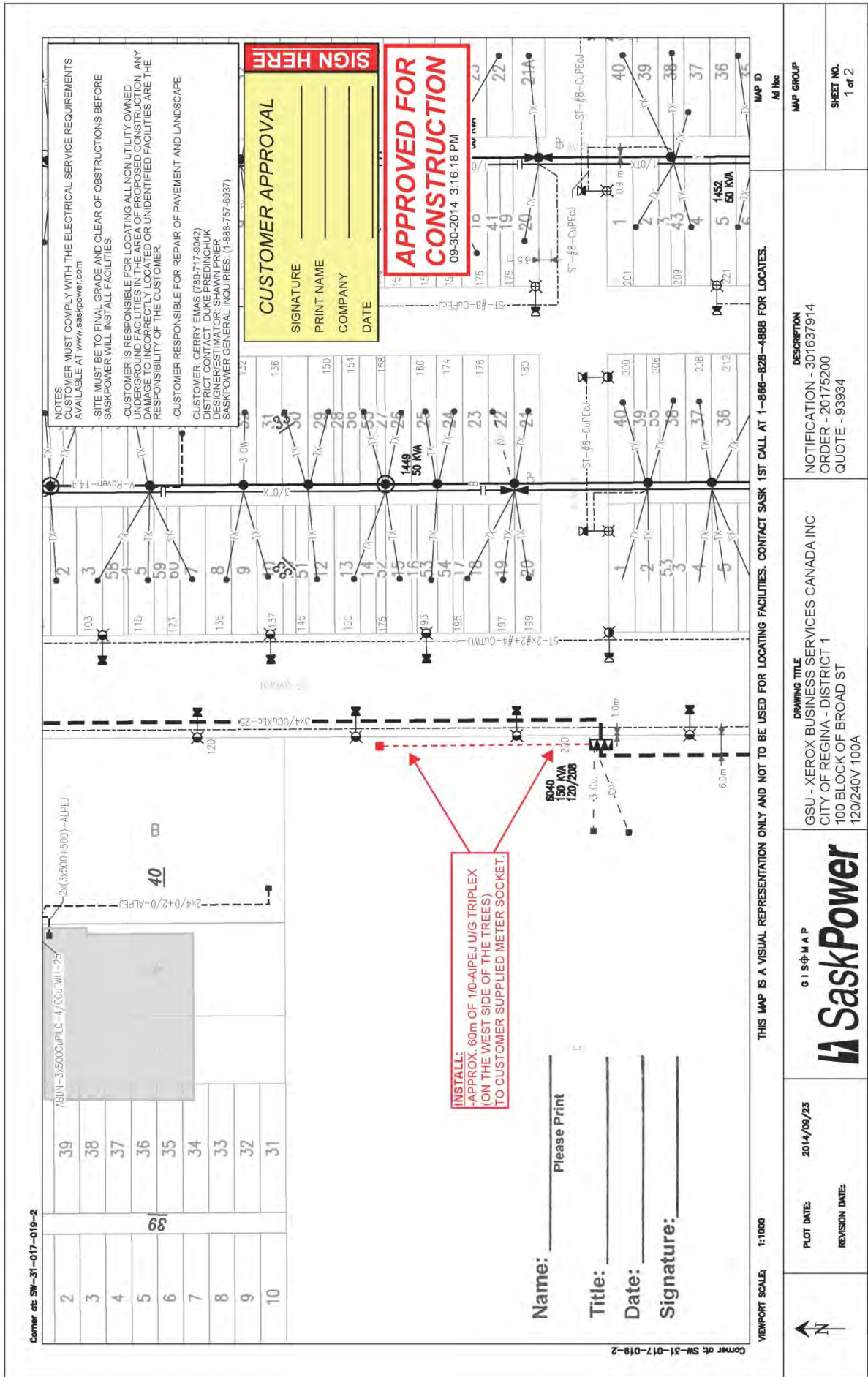
\_\_\_\_\_  
Witness

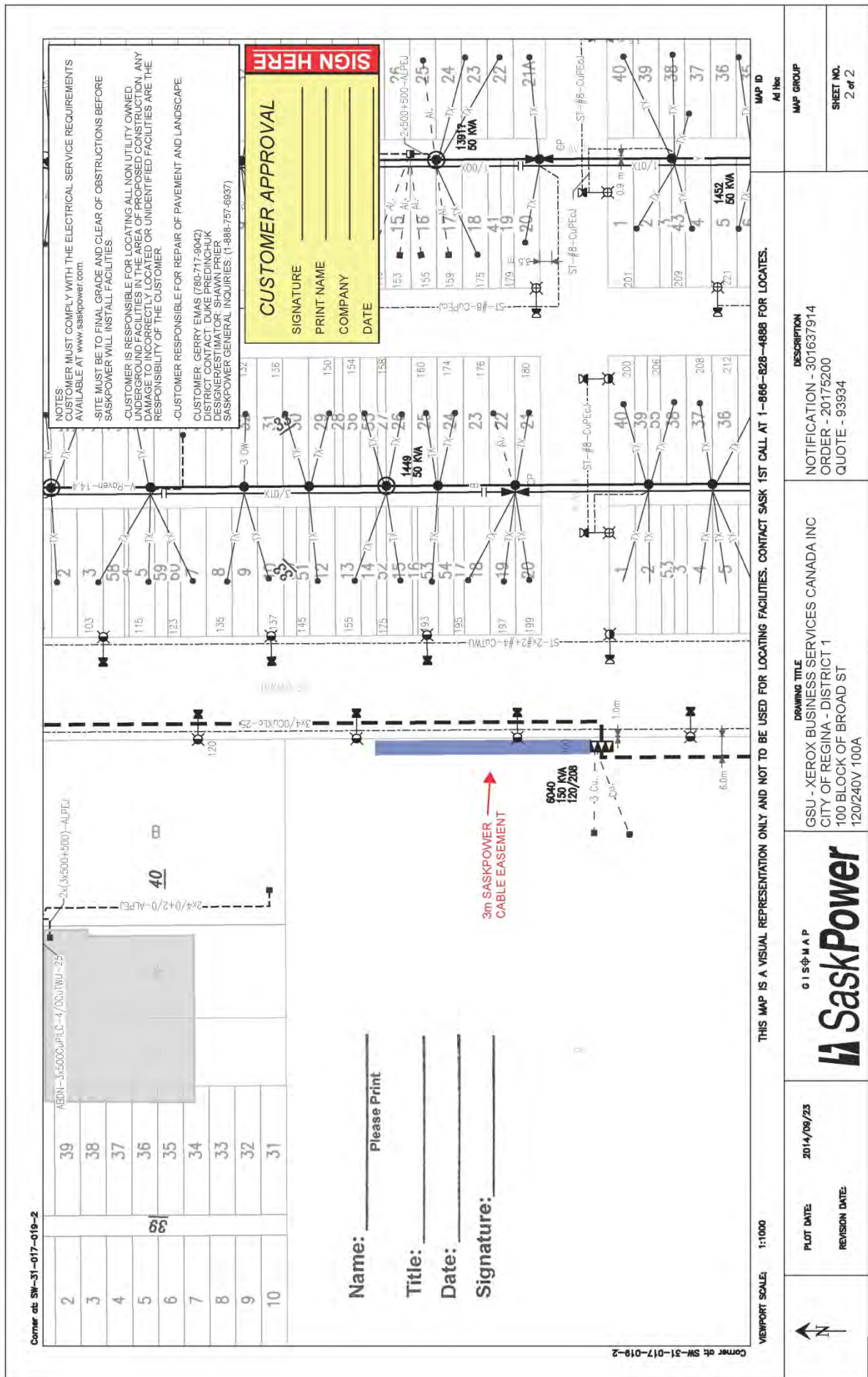
\_\_\_\_\_  
Address

\_\_\_\_\_  
Occupation

\_\_\_\_\_  
(Print Name and Signing Authority)

Order No. **20175200**







CONSENT AND AGREEMENT  
WITH RESPECT TO ACQUISITION OF AND COMPENSATION  
FOR EASEMENT OF RIGHT-OF-WAY  
URBAN ELECTRICAL DISTRIBUTION

WHEREAS Saskatchewan Power Corporation, hereinafter called SPC, requires an Easement for right-of-way for the purpose of a powerline on, over, under and/or through the parcel of land described as follows:

**BLK/PAR APLAN NO 62R16618; PARCEL NO. 107295666**

**Width of Easement 3 Metres**

NOW THEREFORE, **THE BOARD OF EDUCATION OF THE REGINA SCHOOL DIVISION NO. 4 OF SASKATCHEWAN**, hereinafter called the Owner, of the postal address of **1600 4TH AVE., REGINA, SASKATCHEWAN, S4R 8C8**, being the registered owner(s)/purchaser(s), under agreement for sale of the said parcel of land, do/does hereby consent and agree to the acquisition by SPC of the said easement to consist of the right to SPC by itself, its employees and/or agents to enter upon the said land for the purpose of constructing, placing, laying, operating, maintaining, inspecting, altering, removing, replacing, and/or repairing poles, anchors, kiosks, transformers and pads, wires, cables, conduits and other conductors, apparatus and equipment as SPC may consider necessary or convenient in connection with the operation of an electrical distribution system on, over, under, and/or through the said right-of-way together with the right of ingress and egress to and from the said parcel of land for the employees, agents, vehicles, supplies and equipment of SPC for all purposes necessary or incidental to the exercise and enjoyment of the rights hereby acquired, on the following terms and conditions:

- (1) The easement acquired hereunder will be evidenced at the Land Titles Registry either by registration of a Power Corporation Act Easement (s.23) or by the filing of a miscellaneous interest.
- (2) The consideration for the said easement shall be the sum of One Dollar (\$1.00), the receipt whereof is hereby acknowledged.
- (3) It is hereby agreed that whenever SPC breaks or opens up the said right-of-way for any purpose, SPC shall diligently and expeditiously complete the work for which such breaking or opening up was required, and shall, at the expense of SPC, restore the ground so broken and opened up as nearly as possible to its former condition forthwith upon the said work being completed.
- (4) SPC shall exercise its rights with due care and attention with a view to avoiding any unnecessary damage to trees, shrubs, plants, flower beds, lawns or fences located within the said easement.
- (5) The owner shall be allowed free access to and use of the said parcel of land hereinbefore described, except insofar as it may be necessary for SPC to use the same for the purposes hereinbefore specified; provided further that the owner shall not, without the prior written consent of SPC, excavate, drill, install or erect or permit to be excavated, drilled, installed or erected on or under the said parcel of land any pit, well, trench, foundation, pavement, building, or other structure or installation.
- (6) Upon the discontinuance of the said right-of-way and the exercise of the rights hereby acquired, SPC shall restore the said land to the same condition, so far as it is practicable to do so, as the same was in prior to the entry thereon by SPC and the exercise by it of the rights hereby acquired.
- (7) Nothing herein contained shall be deemed to vest in SPC any title to mines, ores, metals, coal, slate, oil, gas or other minerals in or under the said parcel of land, except only the parts thereof that are necessary to be dug, carried away or used in the laying down, construction, operation, maintenance, inspection, alteration, removal, replacement, reconstruction, and/or repair of the said powerline, works, apparatus and equipment of SPC.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2014.

**THE BOARD OF EDUCATION OF THE REGINA  
SCHOOL DIVISION NO. 4 OF SASKATCHEWAN**

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Address

\_\_\_\_\_  
Occupation

\_\_\_\_\_  
(Print Name and Signing Authority)

Order No. **20175499**





