Prairie South Schools

BOARDOFEDUCATION

(Decision)

5.4. Amendment to Palliser Heights SCCConstitution (Decision)

5.5. Monthly Reports (Decision)

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5.6. Gravelbourg School Project: Family Resource Centre

Reports

7.1. Standing Committees

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7.2. Adhoc Committees

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Meeting Date:	‘ ˜ ‡ • „ ‡ ” w á t r s u	Agenda Item #:	w ä s
Topic:	Accountability Report – Higher Literacy and Achievement		
Intent:	☒ ‡ … ‹ • ‹ ‘ • ☐ ‹ • … — • • ‹ ‘ • ☐ • ˆ ‘ ” • ƒ – ‹ ‘ •		

Background:

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Current Status:

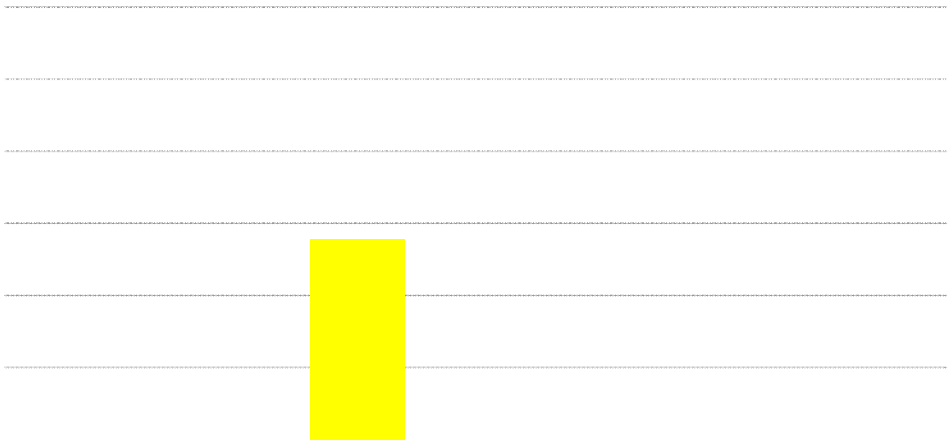
Pros and Cons:

Financial Implications:

Prairie South School Division

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

1. Source Documents
   - The board's role as outlined in Policy 2: Annually review the effectiveness of the School Division in achievement of student learning (student learning accountability report).
   - The director's role description as outlined in



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

GRADE	1	2	3	Total
Students included	421	436	484	1341

FrenchImmersionResults

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

Accountability Report: Smooth Transitions æ
Graduation Rates

Background:

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Recommendation:

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	Appoint Member to Gravelbourg Elementary's SCC		
Intent:	☒ ‡…‹•‹‘•	☐ ‹•…—••‹‘•	☐ •^‘”•ƒ–‹‘•

Background:

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Current Status:

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Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
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Recommendation:

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Topic:	Amendment to Palliser Heights SCC Constitution
Intent:	☒ ‡ … ‹ • ‹ ‘ • ☐ ‹ • … — • • ‹ ‘ • ☐ • ^ ‘ ” • ƒ – ‹ ‘ •

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Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
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Palliser Heights School Community Council Constitution

Name: Palliser Heights School Community Council (PHSCC)

Mission

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

Palliser Heights School Community Council Guiding Principles

(a) We believe students are most likely to be successful learners when all the concerned participants of our school community work together.

(b) We believe that each of these partners has a distinct and different role to play in educating the students and that the best possible education is attained when all partners work together to honour, support and facilitate each other's role.

(c) We believe that effective partnerships are built on understanding, trust, and mutual respect fostered by honest and open communication.

(d) We believe that the success of our school is dependent upon all of the partners sharing a common vision for our school and working together to achieve the outcome.

Membership

Representative Membership
The School Community Council will have the following Representative Members:

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

Structure and Officers

PHSCC Roles and Respons ibilities of Officers

The Chairperson will:

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

The Vice-Chairperson will;

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

The Secretary will;

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

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

The Treasurer will;

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

Other Officers:

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

Note: Members may serve more than one term.

PHSCC Means of Public Consultation

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

Code of Conduct Palliser Heights School Community Council

1. The Palliser Heights School Council is not a forum for the discussion of individual school personnel, students, parents of other individual members of the school community.

2. A Council member who is approached by a parent with a concern relating to an individual, is in a privileged position, and must treat such discussion with discretion, protecting the confidentiality of the people involved.

3. A member who accepts a position, as a Council Member must:

- x Uphold the constitution and byla

PHSCC School Community Counc il Decision-making processes

VOTING PROCEDURES

(a) Decisions at the regular meetings will be made by consensus as much as possible. The decisions made by consensus must be clearly stated and recorded as such in the minutes of the meeting.

(b) If a vote is taken, the motion must be moved and seconded and passed by 75% majority.

(c) If a vote is necessary at a regular meeting, only council members may vote.

(d) Voting by Proxy is not permitted.

(e) The principal does not vote.

(f) The chair person will break any ties.

CONSENSUS BUILDING MODEL

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

(a) Every concerned participant of the school community shall be given the opportunity to discuss issues leading to a decision. The responsibility of speaking ensures that all will benefit from the thinking of each other but accepting the responsibility to speak implies accepting the responsibility to listen.

(b) After real disclosure about a particular issue has taken place and everyone has been given legitimate opportunity to state their case and be listened to, the chair will bring closure on the decision by articulating the sufficient consensus of the School Council. If a small number of members were not in agreement, such disagreement should not hold up the majority taking action.

(c) The Chair will then ask twice if any member remains opposed to the sufficient consensus and any member entitled to participate in the decision may voice their opposition as a dissenting member. The dissenting member will be requested by the Chair to give careful thought as to whether the personal stand is one of individual preference. If the answer is yes, then that individual is expected to lay the personal preference aside to allow the group to move forward with sufficient consensus. If, however, the dissenting person declares the personal stand to be one of a matter of conscience then the Chair shall declare the sufficient consensus to be a motion upon which members shall vote. The sufficient consensus shall then be deemed to be a motion under Robert's Rules of Order

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

(d) Voting on a motion shall be on the basis of one vote for each member actually in attendance and a 51% majority of votes

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

b. Formal Complaints or Concerns

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

Amending the Constitution

Background:

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:

Recommendation:

Teacher Absences & Substitute Usage

Date Range: September 20, 2013 to October 23, 2013

Absence Reason	% of Tota	possible 9756.37
Compassio		
Competitio		
Convocatio		
Court/Jury		
Education L		
Emergency		
Executive L		
Extra/Co-cu		
FACI Meet/		
HUMA Mee		
Illness - Tea		
Illness - Lor		
Internship S		
LRNG Meet		
Medical/De		
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Paternity Le		
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PP Teacher		
Prep Time		
PSTA		
Rec. Of Ser		
Secondmen		
SOEH Meet		
SONO Meet		
SOSO Meet		
STF Busines		
TRAN Meet		
Leave With		
Total Abser		

Teachers (F	# of teaching Days	ssible Days
	23	9756.37

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

Background 20, 20, 20,

SUSPENSIONS TO BOARD

November 5, 2013

Date of Suspension or Violent Incident	Birth Date

Meeting Date:	‘ ˜ ‡ • „ ‡ ” w á t r s u	Agenda Item #:	w ä x
Topic:	Gravelbourg School Project: Family Resource Centre		
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Current Status:

Pros and Cons:

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Governance Implications:

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	Date:	Attachments:
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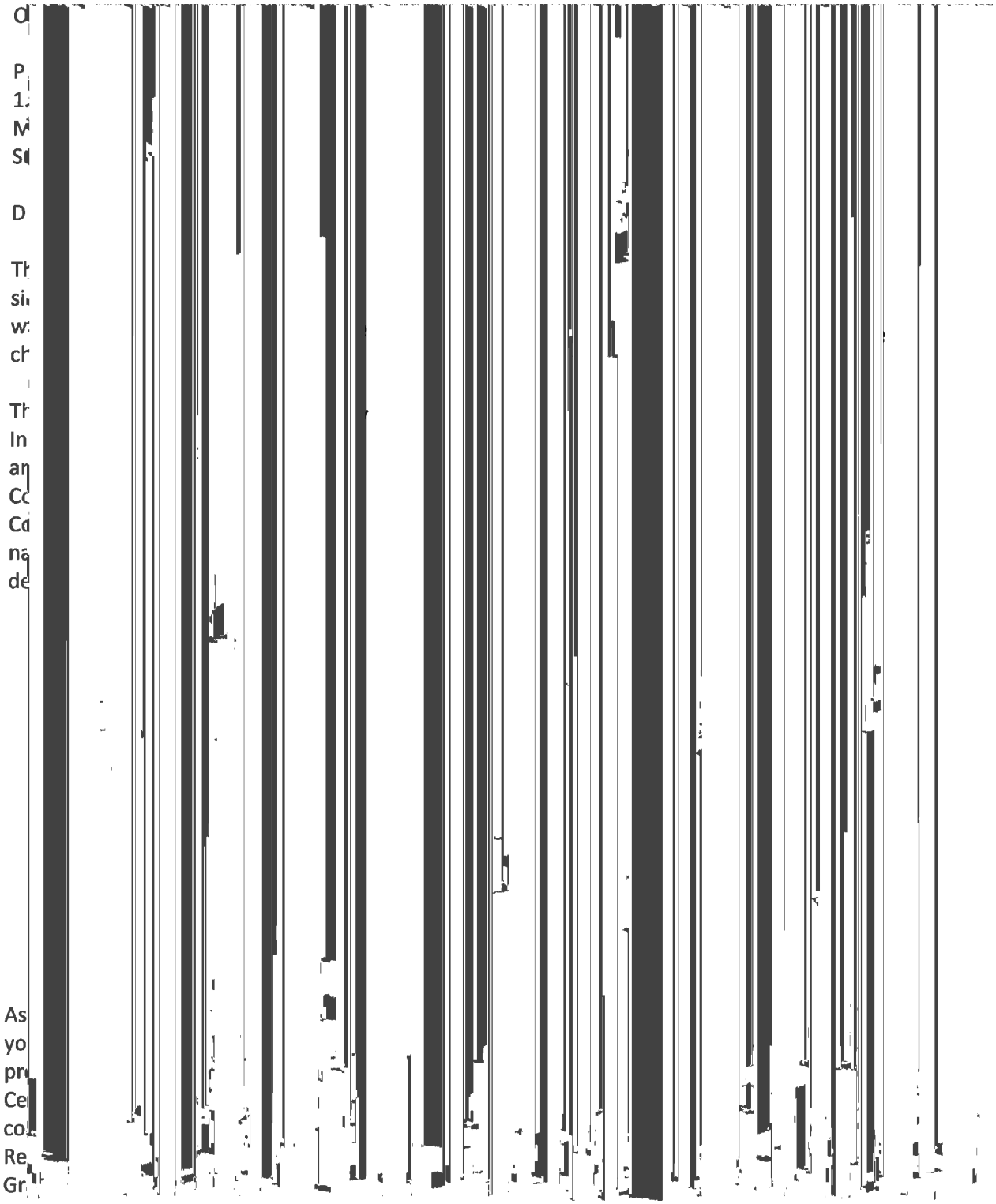

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Christine.Boyczuk@fhhr.ca

CEIM
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CBoyczuk
Christine Boyczuk, on behalf of

Finell, Jeff

From: Mikulsky, Walt
Sent: October-16-13
To: Baiton, Darren
Cc: Finell, Jeff; Alla
Subject: RE: need inforr
renovation

Hi Darren,

A Family Resource C
October 2, 2013 by
On October 9, 2013
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S.D. It appears that
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program requiremer
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to discuss their need
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school project shoul be

Walter Mikulsk
Facilities Consultant
Ministry of Education
4th Floor - 2220 Colleg
REGINA SK S4P 4V9
Ph. # 787-6034 Fax #
Email: walter.mikulsk

CONFIDENTIALITY
privileged or confident
advise me by return em
AVIS DE CONFIDEN
Son contenu peut être c
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Meeting Date:	‘˜‡•„‡” wá trsu	Agenda Item #:	wäy
Topic:			

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Prepared By:	Date:

Meeting Date:	‘ ˜ ‡ • „ ‡ ” w á t r s u	Agenda Item #:	z ä s ä s
Topic:	Inquiry: French Immersion Enrolment and Legal Requirement		
Intent:	☐ ‡ … ‹ • ‹ ‘ • ☐ ‹ • … — • • ‹ ‘ • ‘ • • ‡ • – ☒ • ˆ ‘ ” • ƒ – ‹ ‘ •		

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Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications: ‡ ‰ ƒ Ž ‹ • ’ Ž ‹ … ƒ – ‹ ‘ • • ƒ • † … Ž ƒ ” ‹ ˆ ‹ … ƒ – ‹ ‘ • ƒ ” ‡ ƒ -

Communications:

Prepared By:	Date:	Attachments:
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Recommendation:
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Palliser Heights & Central Collegiate French Immersion enrolments September 30, 2012; September 30, 2013

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

Designated French Program (French Immersion)

PART IX

Designated Schools

Interpretation of Part

38(1) In this Part:

(a) **"designated"** means designated in accordance with subsection 180(3) of the Act;

(b) **"designated program"** means a Type A French Language Program or a Type B Immersion/Bilingual Program;

(c) **"designated school"** means a school that has been designated as a school in which a designated program is offered;

(d) **"Type B Immersion/Bilingual Program"** means a program of instruction in which:

(i) French is the language of instruction for at least 50% of the instructional time or, subject to section 45, may be the sole language of instruction for all courses of study; and

(2) The parents' council shall act in an advisory capacity to:

(a) the board of education; and

(b) the school community council.

Designation of schools and programs

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

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

(a) by a school community council;

(b) by the parents or guardians of 15 or more pupils eligible for enrolment in the program in the proposed school year; or

(c) by means of a petition from a parents' council representing the parents or guardians of 15 or more pupils;

asking that a school be designated and that a specific type of designated program be established, continued or expanded in that designated school, the board of education shall request the minister to recommend to the Lieutenant Governor in Council that the school be so designated and that a specific designated program be established, continued or expanded in that designated school.

(3) A board of education that is empowered or required pursuant to this section to

Meeting Date:	‘˜‡•„‡” wá trsu	Agenda Item #:	zät
Topic:	SSBA Proposed Resolutions		

2013 AERAL MEETIEMC PS

BUDGET RESOLUTION

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

Association Executive

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

Sponsor's Rationale:

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

This budget supports *SSBA Strategic Plan 2013-2025.* It will strengthen

3.

informed and appropriately involved in the delivery of education services.

7. Administrative Supports

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

Association Executive

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

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

Sponsor's Rationale:

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

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

There were relatively few changes required to the position statement.

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

Cost of this resolution:

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13-03 BE IT RESOLVED that the Saskatchewan School Boards Association urge the Ministry of Education, in consultation with the Saskatchewan School Boards Association and other relevant stakeholders, to lead a process to develop a provincial policy guiding the appropriate policy and procedures to effectively address the needs of students and staff with anaphylactic allergic reactions.

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

(Note: This Resolution relates to Position Statement 1.2)

13-05

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

Resolution 13-06 Re: Statement of Apology	**For:** **Against:**	**Spoil:** **Blank:**	**CD DEF**	%

13-08 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Government of Canada to amend the *Excise Tax Act* to rebate 100% of the GST paid by school boards.

Saskatoon School Division No. 13

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

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

Cost of this resolution:

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

Resolution 13-08 Re: 100% rebate of GST	**For:** **Against:**	**Spoil:** **Blank:**	**CD DEF**	%

13-09 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Government of Saskatchewan to amend the *PST Act* for an exemption for school boards.

Saskatoon School Division No. 13

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

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

Cost of this resolution:

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

Resolution 13-09 Re: PST exemption for Boards	**For:** **Against:**	**Spoil:** **Blank:**	**CD DEF**	%

13-10 BE IT RESOLVED that the Saskatchewan School Boards Association analyse the actual cost (accounting/services offered) of Student Support Services Delivery

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

Cost of this resolution:

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

Resolution 13-10 Re: Cost of Student Support Services delivery	**For:** **Against:**	**Spoil:** **Blank:**	**CD DEF**	%

13-11 BE IT RESOLVED that the Saskatchewan School Boards Association undertake a study of the Regulation 20 tuition fee rate Calculation including foreign students and the sale or purchase of services for students in another province.

Conseil scolaire fransaskois

(Note: This Resolution relates to Position Statement 3.1)

Sponsor's Rationale:

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

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

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

Cost of this resolution:

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

Resolution 13-11	**For:**
Re: Tuition fee rate calculation study	**Against:**.54 41.4

Cost of this resolution:

There

13-13 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Saskatchewan Ministry of Education and the Saskatchewan Ministry of Government Relations to amend the Lloydminster Charter to include the Conseil scolaire fransaskois.

Conseil scolaire fransaskois

(Note: This Resolution relates to Position Statement 3.3)

Sponsor's Rationale:

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

The Lloydminster Charter, section 370-

NOTE: The following resolution was submitted past the deadline for submission of resolutions to the Resolutions and Policy Development Committee.

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

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

Saskatchewan Rivers S.D. No. 119

(Note: This Resolution relates to Position Statement 1.2)

Sponsor's Rationale:

Students shape our education systems as learners in the system, and through their individual efforts and achievements. Increasingly, Boards are also recognizing the value, benefit and potential for students to contribute to local school board governance by providing relevant input into decision-making. We believe that it is both important and beneficial to involve and

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

Cost of this resolution:

Minimal or no cost to the Association.

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

Association develop reasonable and thoughtful positions on education issues for the benefit

Adopted Position 1.1: **Development of Position Statements**	**Date Approved: November 2008**

Association position statements address key issues for K-12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association. Boards of education/Conseil scolaire fransaskois through their Association develop positions on education issues for the benefit of students and to inform the public.

A. Development of Position Statements

1. An approved resolution from a General Meeting or the Ex

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Adopted Position 1.2: **Local Governance of Education**	**Date Approved: November 2009**

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.(duc)4(a)4(ti)n 1.od 6/97f8n5(6/97fi5.274 491.35 Tm[ )]

Adopted Position 2.1: **Student Achievement**	**Date Approved: November 2009**

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 a

Adopted Position 2.3:	**Date Approved:**
Teaching and Learning With Technology	**November 2008**

Adopted Position 3.1: **Education Finance**	**Date Approved: November 2009**

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*

Adopted Position 3.2: **Facilities Funding**	**Date Approved: November 2009**

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

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."

Adopted Position 3.3: **Education Equity**	**Date Approved: November 2012**

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

Adopted Position 4.1: **Collective Bargaining**	**Date Approved: November 2012**

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.

C.

Adopted Position 4.2: **Teacher Education and Certification**	**Date Approved: November 2009**

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.

Position Stat

Adopted Position 5.2: **Partnership Agreements**	**Date Approved: November 2012**

Individual Boards of Education or the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

1. Partners will include those agencies and organizations whose goals and objects are compatible with the goals of the boards of education or the Association.

2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.

3. Allocation of resources to partnerships will not compromise the standards of services or administration of the boards of education or the Association.

4. Partnership agreements will be transparent and clearly define and committed to writing.

Code of Ethics	Date Approved: November 1993

The commitment of each board member to high ethical standards is required to ensure that the scho

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.

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

iv. The seconder will be allowed a maximum of 1 minute to close debate.

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

i. The mover will be allowed a maximum of 3 minutes to make the motion;
ii. A seconder is required;
iii. The seconder and other delegates will each be allowed to speak no more than twice:
(a)

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

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:

necessary furniture. On the other hand, an amendment to add to the motion

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

not be instructed to vote in
te 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

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

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.