



## **2015 ANNUAL GENERAL MEETING**

## **PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS**

**NOVEMBER 8-10, 2015**

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No Bylaw Amendments

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# BUDGET RESOLUTION

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

Association Executive

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

Sponsor’s Rationale:

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

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

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

This budget supports *SSBA Strategic Plan 2013-2025*. It will strengthen the Association in 2016 to continue leading Saskatchewan education and providing high quality and valued services in the area of board development, legal, strategic human resources, communications, and First Nation and Metis Education through the operating budget and to sponsor events and activities that allow for meaningful interaction among and between member boards and the Association.

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

## RESOLUTIONS

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

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

**Sponsor’s Rationale:**

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

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

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

**Cost of this resolution:**

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

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

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

**Sponsor’s Rationale:**

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

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

**Cost of this resolution:**

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

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

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

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

Sponsor's Rationale:

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

Cost of this resolution:

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

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

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

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

Sponsors' Rationale:

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

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

- There are many stakeholders that have been voicing concern over this for a number of years. On June 9, 2015 the Federal Government announced the National Strategy for Financial Literacy that can be accessed through this link: <http://www.fcac-acfc.gc.ca/Eng/financialLiteracy/financialLiteracyCanada/strategy/Pages/home-accueil.aspx>  
Ontario completed a review of this topic and published this document in 2010: [http://www.edu.gov.on.ca/eng/Financial\\_Literacy\\_Eng.pdf](http://www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf)

Costing of this Resolution:

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

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

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

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

Sponsor's Rationale:

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

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

Cost of this resolution:

No costing provided by the Good Spirit School Division

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

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

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

Sponsor's Rationale:

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

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

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

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

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

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

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

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

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

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

Cost of this resolution:

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

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

**Prairie Valley School Division No. 208**

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

Sponsor’s Rationale:

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

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

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

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

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

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association.

Executive advocacy to Government.

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

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

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

Sponsor's Rationale:

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

Cost of this resolution:

Executive advocacy to Ministry of Education.

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

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

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

Sponsor`s Rationale:

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

Cost of this resolution:

Staff time to prepare and publish requested information

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

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

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

Sponsor’s Rationale:

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

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

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

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

Costing of this resolution:

There are no cost implications for the Saskatchewan School Boards Association

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

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

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

Sponsor’s Rationale:

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

Cost of this resolution:

Minimal cost to the Saskatchewan School Boards Association.

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

**i) all members of a Board of education may join the SSBA Employee Benefits Plan as a group;**

**and**

**ii) Any individual Board Trustee whose member Board chooses not to participate as a group may be included in their respective division’s existing employees’ group plan**

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

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

Sponsor’s Rationale:

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

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

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

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



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

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

Cost of resolution:

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

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

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

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

Sponsor's Rationale:

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

**Disqualification**

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

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

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

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

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

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

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

Cost of resolution:

No cost for this resolution.

<b>Resolution 15-13</b> Re: Section 68 of <i>The Education Act</i>	<b>For:</b> <b>Against:</b>	<b>Spoil:</b> <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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