

Holy Trinity Roman Catholic Separate School Division No. 22

Regular Board Meeting Agenda



Friday, January 23, 2015
Division Office, Moose Jaw
Supper: 5:00 p.m.
Meeting Start Time: 5:30 p.m.

Time	Agenda Item
5:30	1. Call to Order (Board Chair)
	2. Opening Prayer (Lucy Gehl)
	3. Adoption of Agenda *
	4. Adoption of Minutes of Previous Meeting(s) * 4.1 Regular Board Meeting Dated December 7, 2014
5:35	5. Delegations & Special Presentations 5.1 High School Review
6:30	6. Closed Session 6.1 1 Item
6:35	7. Reports *
	7.1 Director <ul style="list-style-type: none"> • ESSP Update • Other
	7.2 Staff
6:50	7.2.1 Geri Hall – Prekindergarten Review
7:15	7.2.2 Ryan Stinn – Vanier Chromebook Review
Break 7:30	7.2.3 Ward Strueby – Medically Fragile Students Program Update
7:40	
8:10	7.2.4 Dave DePape – Human Resources Report
8:30	7.2.5 Gerry Gieni – Board Governance Update
8:45	7.3 Board Chair <ul style="list-style-type: none"> •

9:00	7.4 Board Committees <ul style="list-style-type: none"> • Mary Jane Benesh – SCSBA
9:10	7.5 Trustees <ul style="list-style-type: none"> •
9:20	8. Action Items* <ul style="list-style-type: none"> 8.1 High School Review 8.2 Prekindergarten Programs 8.3 Chrome Book Review 8.4 Mecically Fragile Students Program 8.5 Updated Schedule of Regular Public Meetings and Special Planning Meetings
	9. Correspondence
	10. Correspondence From The Chair on Behalf of The Board
9:25	11. Round Table and Good News
	12. Closing Prayer (Lucy Gehl)
9:30	13. Adjournment *

*Requires a Motion

Action Items:

Item 8.1: High School Review

Presented by: Geri Hall

Background: Holy Trinity Catholic School Division approved a division high school review, refocus and renew process to be completed between November 2014 and February 2015. The review focused on how Vanier Collegiate Institute and Phoenix Academy are succeeding in providing quality Catholic education to the Moose Jaw community and to provide direction for the division based on a) recent changes and b) evidence collected from various stakeholder groups and data sources.

The comprehensive project is now complete which includes ten recommendations. It is apparent that some recommendations can be initiated immediately while others will take more planning. Also each recommendation will need to be considered in regards to its appropriate owner or owners for completion of goal.

Recommendation: *“That the Board accept the Executive Summary of the **2014 Holy Trinity Catholic School Division High School Review, Refocus and Renew** and that administration are charged with developing an action plan that is responsive to the recommendations.”*

Item 8.2: Prekindergarten Programs

Presented by: Geri Hall

Background: Prekindergarten programs have been offered in all Holy Trinity Catholic School Division elementary schools. The Ministry funds five Prekindergarten programs and Holy Trinity School Board funds six. A review of Prekindergarten mandate and the division programs has been undertaken to determine the value of these programs being funded by the Board in division schools. The review included program goals, history of division Prekindergarten programs, analysis of costs, community context, and implications for Kindergarten.

Recommendation: *“That the Board approve changes to the number of Prekindergarten programs funded by the Board in 2015-16 as follows: the decrease of one division-funded Prekindergarten program and the retention of five division-funded Prekindergarten programs. However if the Ministry approves an additional Ministry-funded Prekindergarten, the Board will then fund four Prekindergarten programs.”*

Item 8.3: Chrome Book Review

Presented by: Ryan Stinn

Background: In June 2014 Holy Trinity Catholic School Division approved the Grade 9 Vanier Chromebook Initiative to be implemented in the 2014-15 school year. At that time the Board requested that there be a scheduled review early in 2015 of the Chromebook Initiative. The review, along with recommendations, is based on analysis of intended outcomes and data was collected from students and teachers. Based on this review, the Board can determine if the Grade 9 Chromebook Initiative should be continued in the upcoming school years.

The review has been prepared by Ryan Stinn, Supervisor of Technology. The results of the review indicates that both students and teachers value the use of the Chromebook for learning and establishing an engaging learning environment. Some of the observable outcomes were part of the plan and others, though related, were unexpected. Overall it is apparent that the Chromebook Initiative has been successful as a tool for 21st century learners.

Recommendation: *“That the Board approve the Grade 9 Chromebook Initiative at Vanier on an ongoing basis.”*

Item 8.4: Medically Fragile Students Program

Presented by: Ward Strueby

Background: Holy Trinity Catholic School Division has provided programming for medically fragile Moose Jaw students at the Raphael Centre at St. Michael School. Its purpose is to promote independence in children with significant physical and cognitive disabilities / complex needs. Criteria for admission into the Raphael Centre is based on a student’s need for medical support from a nurse. In the past several years, the program has expanded to include students who do not require daily and regular medical supports. This expansion has not allowed students to be provided an educational program in their home schools and has put a stress on the Raphael Centre facility. A review of students’ needs is underway and students not requiring nurses will be offered the option to return to their home schools. Also, six Raphael Centre students are presently in grade eight and their parents are now deciding what would be the best program for their children as of the fall of 2015.

Vanier Collegiate Institute is presently acquiring permission to run a Functional Education Program as of the fall of 2015. Once this approval has been accepted, a program will be developed for the 2015-16 school year. This will provide a high school option for Raphael Centre students.

Recommendation: *“That the Board accept the recommendations for Raphael Centre admissions and approve a Functional Education Program to be instituted at Vanier as of September 2015.”*

Item 8.5: Updated Schedule of Regular Public Meetings and Special Planning Meetings

Presented by: Joann Blazieko

Background: Meeting adjustments as required to facilitate meetings with other school divisions.

Recommendation: *“That the Board accept the changes to the Schedule of Regular Public Meetings and Special Planning Meetings as presented.”*



**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION OF
HOLY TRINITY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 22**
Held at the Division Office – Moose Jaw
On December 07, 2014 at 1:30 pm.

ATTENDANCE (all present except as noted):

Mary Jane BENESH (Vice Chairperson)	Patricia GOTTSELIG
Joann BLAZIEKO (Chairperson)	Debbie OLESEN
Helene CHENARD	Gisele PERRAULT
Lucy GEHL	Joan SCHWINGHAMER

Geri HALL, Director of Education
Dave DePAPE, Superintendent of Human Resources
Ward STRUEBY, Superintendent of Learning
Doug SEARS, Supervisor of Facilities & Transportation
Gerry GIENI, Chief Financial Officer

Opening

The meeting was called to order by Trustee BLAZIEKO and opened with a prayer led by herself.

Additions to the Agenda

None

Approval of the Agenda
13-2015 CARRIED

It was moved by Trustee GEHL that the agenda be adopted as circulated.

Approval of the Previous Minutes
14-2015 CARRIED

It was moved by Trustee SCHWINGHAMER that the minutes of the November 03, 2014 Organizational Meeting of the Board be adopted as circulated.

It was moved by Trustee OLESEN that the minutes of the November 03, 2014 Regular Board Meeting be adopted as circulated.

It was moved by Trustee GOTTSELIG that the minutes of the November 20, 2014 Special Board Meeting be adopted as circulated.

Closed Session
15-2015 CARRIED

It was moved by Trustee OLESEN that the Board adjourns to closed session.

Rise and Report
16-2015 CARRIED

It was moved by Trustee PERRAULT that the Board reconvenes from closed session.

Human Resources Accountability Report
17-2015 CARRIED

It was moved by Trustee CHENARD that the Board adopts the 'Human Resources Accountability Report' as presented and attached to these minutes, further that the report meets the Accountability Requirements as stated in the CEO Role Description, Process, Criteria and Timelines for the CEO Evaluation and Board Policy 2 & 12, further that the report be referred to the Board CEO Evaluation Process.

January 2015 Board Meeting Change
18-2015 CARRIED

It was moved by Trustee OLESEN that the Board approves changing the January 2015 regular board meeting to January 23, 2015 at the Division Office in Moose Jaw with a start time of 5:30 p.m.

Teacher Resignation
19-2015 CARRIED

It was moved by Trustee GOTTSELIG that the Board accepts, with regret, the resignation of Leahn Froehlich, teacher for the school division, effective December 31, 2014.

Adjourn
20-2014 CARRIED

It was moved by Trustee PERRAULT that the meeting stand adjourned, the time being 4:20 p.m.

CHAIRPERSON

CHIEF FINANCIAL OFFICER

Synopsis of Prekindergarten

Vision

Prekindergarten in Saskatchewan incorporates a comprehensive range of effective educational practices to support young children's total development and to lay the foundation for school success and lifelong learning. It provides a holistic, responsive, developmentally and culturally appropriate and caring learning program. The focus is on the healthy development of the whole child – social-emotional, physical, intellectual and spiritual. Family members and caregivers are active participants in the children's development and are provided with parenting skill development opportunities and social and health supports. Development and support for Prekindergarten is the shared responsibility of school divisions, community agencies, family members and the province.

Goals

The goals of the Prekindergarten program are summarized below:

1. School and life success for children
2. High quality Prekindergarten programming
3. Increased parenting effectiveness and shared responsibility

Prekindergarten at a Glance

Prekindergarten programming incorporates what is known from the literature and practice about early childhood education and the needs of developing children. The chart below provides a brief description of the Saskatchewan Ministry of Education's Prekindergarten Program.

Prekindergarten is:

- a developmentally appropriate educational program, founded on early childhood research and practice:
 - active, experiential learning through play
 - comprehensive, integrated program within a prepared environment
 - child-centred, self-directed, choice
 - focused on development of whole child – social-emotional, physical, intellectual and spiritual
- meaningful family engagement
- community partnerships and shared ownership
- integrated health, social services and educational supports
- culturally responsive for all
- mixed age groupings
- intensive exposure – minimum 12 hours per week
- professional teaching staff with a focus in early childhood education

Resource Sheet B: Sample Template – Selection Criteria Rating Scale

The criteria listed below (as well as others that may be identified by the community) are used to broadly define vulnerability and can be helpful in selecting children for placement in a Prekindergarten program. For each applicant, a rating scale may be created where the selection committee assigns a numerical value to each criterion, from high impact for selection (5) to less impact for selection (1). A total numerical value may assist in prioritizing children for the program. A sample rating scale follows.

Name: _____ Age as of Dec. 31 _____

	High Impact----->Less Impact					
Criteria	5	4	3	2	1	N/A
• Low income/poverty						
• Single parent						
• Teen parent(s)						
• Family abuse/neglect						
• Alcohol/drug abuse in family						
• Mother has less than high school education						
• Mother's mental health						
• Non-English mother tongue in home						
• Family isolation						
• Little or no contact with other children						
• Frequent parent absence						
• Communication/language delays/difficulties						
• Social/emotional/behavioural difficulties						
• Referral by partner agency						
• Family commitment to program						
• Child's consistent attendance						
• Previously enrolled in program						
• Other (e.g., child not living with parents, level of independence with toileting, family crisis, siblings have attended Prekindergarten program). Please list.						

Please note that a child's access to additional learning opportunities (e.g., high quality child care, community literacy programs) or frequent interaction with siblings or other children may affect the selection process.

Resource Sheet E: Prekindergarten Information for School Staff

How is Prekindergarten structured?

- Prekindergarten is a program operated by the school division targeted primarily to vulnerable children aged three and four years old and their families.
- Ideally, a selection committee composed of the Prekindergarten teacher, administrator, other school-based professionals and any other individuals from the community who are involved with children of Prekindergarten age, prioritize applications based on highest need. Children who are admitted to the program are given opportunities they may not have had otherwise.
- A qualified teacher employs educational practices that are appropriate to the individual and to the age of the children.
- Quality Prekindergarten programs challenge children while they play. Experiential play is critical for child development.
- Gymnasium, library and music schedules should be at the beginning or end of the Prekindergarten program to allow for large blocks of uninterrupted play experiences.
- The Prekindergarten program has a ratio of one adult to eight children and typically accommodates 16 children for a minimum of 12 hours per week. Prekindergarten teachers usually schedule family events, conduct home visits or prepare materials for the program one day per week, often on Friday.
- Prekindergarten operates on a slightly different daily schedule than the rest of the school building; for example, recess breaks are at a different time, and the children are accompanied outside by the teacher and the educational assistant. However, the Prekindergarten teacher's work schedule follows the same yearly calendar as the rest of the school. Prekindergarten students' first and last day dates may differ from other grade levels. Prekindergarten report card dates are different from the typical school calendar dates.
- Prekindergarten is as important to the school as any other grade. Research strongly supports high quality early childhood programs.

Why is the program important for the school and the community?

- The Prekindergarten program builds early relationships between the school and the families. Staff can create a support network for families that need it, and parents can access community resources earlier.
- Because children come into the school at age three or four, those with diverse abilities who may need supports to succeed can be identified earlier.
- The program provides learning opportunities for both children and parents.

What is the role of the school staff?

- The staff supports the Prekindergarten philosophy and practice and embraces it as part of the school.
- The staff promotes the program inside and outside the school. When a new Prekindergarten program is established, the principal promotes the program well before it begins.
- The staff makes the Prekindergarten teacher and educational assistant part of the school family by including them in staff activities as much as possible (e.g., take them a treat on birthdays if they aren't able to come to the staffroom, make sure that they are aware of activities going on within the school and include them in school events).
- The staff offers assistance to families who come into the school not knowing where to find the Prekindergarten classroom. Accompanying guests to the classroom and offering friendly words does much to dispel the discomfort some people feel when entering a school environment.

Appendix D: Roles and Responsibilities

1. Program and Policy Analyst, Ministry of Education, Early Learning and Child Care Branch

- Consults with the school division to ensure high quality Prekindergarten programs
- Distributes communication throughout the school year to the school division superintendent/consultant responsible for Prekindergarten
- Arranges a meeting every two years to review the school division Prekindergarten program
- Organizes a Prekindergarten Basics professional development event for school division personnel who are new to the Prekindergarten program
- Provides feedback and professional resources as requested by the school division

2. School Division Superintendent/Consultant Responsible for Prekindergarten

- Provides leadership and support to school division's Prekindergarten policy development
- Supports Prekindergarten professional development within the school division
- Supports new Prekindergarten program development and continuous improvement
- Provides ongoing consultative support to existing Prekindergarten programs
- Liaises with the Ministry of Education Program and Policy Analyst
- Distributes communication to Prekindergarten programs
- Participates in biennial review process
- Provides leadership to complete the school division Prekindergarten assessment and evaluation plan
- Oversees and submits the annual Prekindergarten reports to the Ministry of Education in June of each school year

3. Administrator

- Collaborates in the decision-making process regarding student selection
- Supports the Prekindergarten teacher in establishing community partnerships (e.g., OT, SLP)
- Supports and guides the Prekindergarten teacher and educational assistant/associate in professional development related to early childhood

- Becomes familiar with high quality early childhood research-based principles
- Promotes the Prekindergarten program to other teachers, staff and community
- Advocates for appropriate facility accommodations and student transportation

4. Prekindergarten Teacher (refer to page 53 of *Better Beginnings, Better Futures*)

- Obtains specialized knowledge with a focus on early childhood education or related fields
- Works in partnership with the educational assistant to deliver a caring, safe, enriched, culturally responsive learning program and environment to promote play, thinking and children's self-confidence
- Observes and documents children's learning
- Establishes and maintains close communication with families including home visits and family education opportunities
- Engages diverse, multi-ethnic communities and establishes mutual respect and trust with children and families
- Collaborates with other professionals such as speech language pathologists, child psychologists and other human service providers in the community

5. Prekindergarten Educational Assistant/Associate

- Works in partnership with the teacher to deliver a high quality Prekindergarten program
- Establishes and maintains close relationships with families, including participation in home visits and development and delivery of family education opportunities
- Interacts with children in experiential centres providing stimulation, enhancing language development and extending play and knowledge
- Participates in case management and planning sessions with the teacher and other service providers to coordinate support services for children
- Participates in professional learning to enhance knowledge and skills

References

Ministry of Education. (2008). *Better beginnings, better futures: Effective practices, policy and guidelines for Prekindergarten in Saskatchewan* (Rev. ed.). Regina, SK: Author.

Ministry of Education. (2008). *Play and exploration: Early learning program guide*. Regina, SK: Author.

Ministry of Education. (2008). *Leading for change: Into practice booklet*. Supplement to *Play and exploration: Early learning program guide*. Regina, SK: Author.

Ministry of Education. (November 2008). *Early learning environment grant: Resource booklet*. Regina, SK: Author.

CHROMEBOOK PROJECT REVIEW

Presented to the Board by Ryan Stinn
January 23, 2015

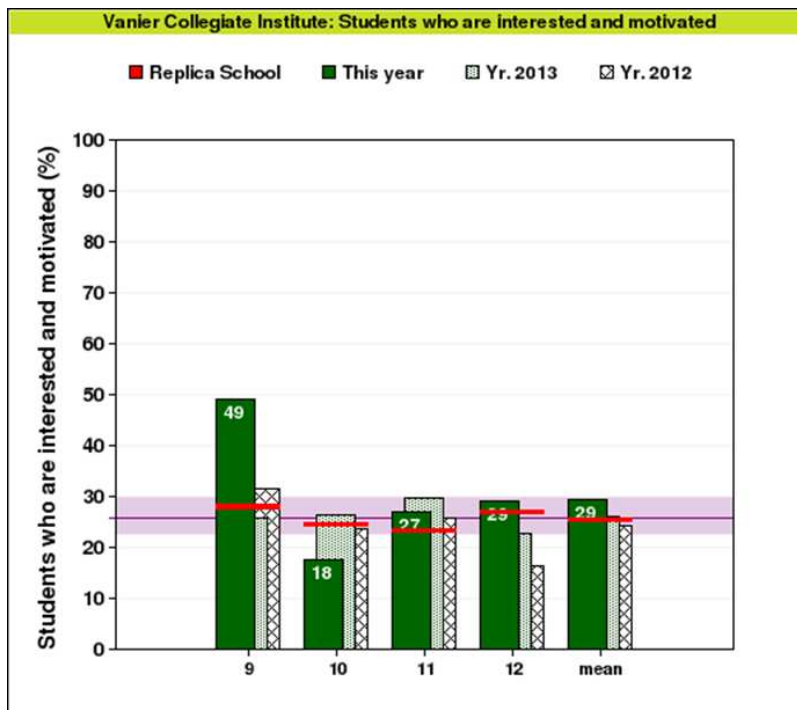
TEACHERS PERSPECTIVE

The four teachers all had very positive feedback on the project but identified areas of growth for the future. They felt Google Classroom was an excellent tool and most of them are using it heavily in their classroom and have even provided feedback to Google to make it better.

They did express a need for more control over content the students had access to during school hours. The ability to view the students screens from their own computer could help police this.

The teachers like the online marking of papers within Classroom, allowing live, instant feedback to the student. The student can see as notes are added to the paper and make the changes while the teacher is watching.

STUDENTS PERSPECTIVE



The *Tell Them From Me* data for Vanier shows a significant spike in engagement in the Grade 9 students. Compared to previous years as well as other grade levels there is a very noticeable increase. In response to this information our first question to students was about engagement. They all said they felt more engaged than previous years. Some of this change was owed to the cohort model put in place, allowing a smoother transition to high school. However, many noted that the Chromebooks played a key role in this. Having technology at their fingertips, not having to run around the school to get a laptop, made school work easier, quicker, and “more fun”. Not having to carry

around a heavy backpack laden with textbooks and binders, or sifting through all their papers when looking for information made the school work easier and less frustrating.

We observed a very quick transition from teacher instruction and discussion to students getting to work on their devices. Only having to pull out a device they had with them, a device that boots in less than 10 seconds, made this transition extremely fast.

The students shared mixed feelings on the devices ability to distract you from your task. However having all their information on the device and not having to go through papers and books trying to find the information they needed made it easier to focus on the work they were doing.

Surprisingly some of the students expressed the desire to have physical books available while at school as the majority felt it was easier or more pleasant to read paper than the screen. Teacher support on how to use the etexts might alleviate student frustration as well. However they all appreciated having it available digitally when they were at home.

The students noted that Google Classroom was an excellent way for them to keep track of homework and assignments. The students are able to ask questions within their Google Classroom and the rest of the class can help them with their question, allowing problem solving among peers regardless of location. However they expressed the need for some improvements and we have passed the improvement requests onto Google.

CONCERNS/RECOMMENDATIONS FOR IMPROVEMENTS

CONCERN	PLAN
The teachers and students both expressed concerns with the future, how these devices will be used in the coming years.	It is imperative that we get working with the rest of the teachers in the school so they are ready for these to be in their classroom next year.
The students expressed concerns around the longevity of the device.	These are relatively new devices so we won't really be able to know this but we are confident that they should still be productive in four years.
The students had concerns about having multiple login credentials, one for Google, one for our system and one for Pearson E-Texts.	We will investigate a way that we might be able to sync these accounts for easier access.
The last most common concern we heard was around WiFi requirements.	It is true that for most functions you require an internet connection however students can create new documents or edit previous ones if they have been synced which is an automatic process. This does mean that a chromebook has most of the capabilities a normal laptop would have while off of the internet, however it might be that the students aren't aware of this.

DURABILITY AND DAMAGE

One of the concerns around the project has been the durability of the devices and how likely they would be to get damaged being transported from school to the home. We are very happy to say that only a few instances of damage have come up, in general the students seem to be taking good care of their devices. We have had minor issues with the model we chose, some battery failures, and some hardware failures. This is to be expected but we will need to keep an eye on this as we plan to order for the new class and ensure this is still the best model to use.

FUTURE PLANS

1. In the spring the school plans to hold a Chromebook camp for the Grade 9s. They are hoping to bring in a speaker and have the students work together on a number of different, interactive projects.
2. School staff will begin to use Google Classroom at their monthly Staff Meetings, giving teachers an easy, natural transition to the product that they will be using next year.
3. All Vanier teachers will have their desktop replaced with a laptop with Google Chrome installed, allowing them to take advantage of all the features that a Chromebook has.

CONCLUSION

When we asked the students if this project should continue they unanimously agreed that it should. They all felt it was a very useful tool and should be given to next year's Grade 9 class as well.

The *Tell Them From Me* data is quite clear that engagement is up in our Grade 9 classes and the students helped to identify that the Chromebook was a definite factor behind some of this increase. If this device can help keep our students engaged throughout high school then we should see positive impact on student retention and student outcomes.

Celebrating 100 Years of Supporting Student Success

Written by: Connie Bailey – SSBA President

2015 has been proclaimed “The Year of the School Trustee” in our province to acknowledge and honour the [Saskatchewan School Boards Association](#)’s 100-year history of supporting student achievement and success.

As President of the SSBA, I encourage everyone in the province to celebrate the very important contributions made by school board trustees in Saskatchewan over the past century. Through their commitment and dedication, school board trustees have worked to ensure local communities are represented and provide students with the supports they need to achieve the best possible learning outcomes.



When this province was settled by immigrants, the first thing a community built was a church – and the second was a school. The community elected members to run the school, hire and pay the teacher – sometimes in chickens and eggs. They built a school because education mattered to people, especially to those who did not have access to education in their old country. Education was a foundation for their new lives in this country.

The tradition of local community control of Kindergarten to Grade 12 education was formalized in 1905 when, upon becoming a province, the **Government of Saskatchewan** legislated that locally elected boards of trustees were responsible for governing and overseeing publicly-funded education in our province.

To this day, school board trustees are elected to ensure the wishes and aspirations of local communities are understood and reflected in the operation and governance of Saskatchewan school divisions.

In 1915, the Saskatchewan School Boards Association was established (under its former name, the Saskatchewan School Trustees' Association) to support the work of school boards by providing advocacy, leadership and support. The SSBA speaks as the provincial and collective voice of boards, offers opportunities for trustee development and provides information and services to member boards in areas including employee relations, legal services, communications, First Nations and Métis education, board development, insurance, employee benefits and risk management.



The SSBA represents all boards of education in our province – public, separate and francophone – and reflects the rural, urban and northern diversity of the province. Membership in the SSBA is and has always been voluntary.

For the past 100 years, a common desire to support and improve student achievement has been the tie that binds together all school board trustees in Saskatchewan. The work of the SSBA and its member boards is deeply rooted in the belief that every child in Saskatchewan, regardless of where

achieve and succeed.



Saskatchewan's children are this province's future. School board trustees in Saskatchewan remain committed to contributing their time and talents in the service of Saskatchewan students, families and communities.

Holy Trinity Roman Catholic Separate School Division No. 22 Board Planning Meeting Agenda



Saturday, January 24 and Sunday, January 25, 2015

Facilitators:

- **Bernadette Cey – Lord, Teach us to Pray**
- **Ernie Cychmistruk - Accountability and Governance Review**

Location: Professional Development Room: Moose Jaw Division Office

January Board Meeting: Friday, January 23 at 5:30 p.m. to 9:30 p.m.

Division Office Boardroom

Board Planning Day 1: January 24, 2015

Facilitator: Bernadette Cey

9:00 a.m. Lord, Teach us to Pray

Deliverables: Create Board Prayer Protocols

12 noon lunch

Facilitator: Ernie Cychmistruk

1: 15 - 4:00 Board Accountability and Governance Review

5:00 p.m. Mass at St. Joseph Church

6:30 p.m. Supper (Venue Heritage Inn)

Board Planning Day 2: January 25, 2015

8:30 Breakfast

9:00 – 12:00 noon Trustee Accountability and Governance Review

12:00 noon Lunch

HOLY TRINITY CATHOLIC SCHOOL DIVISION
BOARD of EDUCATION WORKSHOP
JANUARY 24 - 25, 2015

SATURDAY JANUARY 24, 2015

DRAFT AGENDA

CALL TO ORDER 1:15pm

1. Opening Remarks – Chair
2. Trustee Round Table
 - What do you hope to get out of today's agenda?
3. Board Governance
 - What is Policy Governance?
 - What is it not?
 - What are the challenges for you?
4. Holy Trinity Board Governance
 - What are the challenges for you?
 - What changes would you make (if any)?
5. Trusteeship
 - What does trusteeship mean to you?
 - SSBA Code of Ethics
6. Holy Trinity Code of Conduct
 - Policy 4
7. Summary – Director of Education
8. Adjourn – 4:00 pm

SUNDAY JANUARY 25,2015

DRAFT AGENDA

CALL TO ORDER - 9:00 am

1. Opening Remarks - Chair
2. Trustee Round Table
 - What do you hope to get out of today's agenda?
3. Role of the Board - Policy 2
4. Role of the Trustee - Policy 3
5. Role of the Chair - Policy 5
6. Role of the Vice-Chair - Policy 6
7. Role of the Director/CEO - Policy 12
8. Annual Performance Reviews - Board and Director
9. Summary - Director of Education
10. Trustee Comments
11. Chair Comments
12. Adjourn - 12:00 Noon



Agenda Annual Meeting of Electors

Holy Trinity Roman Catholic Separate School Division No. 22
St. Michael School, 1111 Brown St. W, Moose Jaw with video links to
Christ the King School and All Saints Catholic School
Monday, February 23, 2015 @ 7:00 p.m.

1. Call to Order – Joann Blazieko
2. Opening Prayer – Geri Hall
3. Election of a Chairperson & Recording Secretary
4. Additions, Deletions, Changes to the Agenda
5. Approval of the Agenda
6. Approval of the Minutes of the Previous Meeting – February 10, 2014
7. Report of the Director of Education – Geri Hall
8. Report of the Board of Education – Chairperson Joann Blazieko
9. Reports from:
 - Superintendent of Learning – Ward Strueby
 - Supervisor of Technology – Ryan Stinn
 - Superintendent of Human Resources – Dave DePape
 - Supervisor of Facilities and Transportation - Doug Sears
 - Chief Financial Officer - Gerry Gieni
10. Other Business – Questions and Answers
12. Adjournment

Holy Trinity Catholic School Board Schedule of Regular Public Meetings and Special Planning Meetings

Please check *Notes* for start time.



2014-2015

Date	Day	Location	Prayer	Notes
January 23, 2015	Friday	Moose Jaw	Lucy Gehl	5:30 p.m. - 9:30 p.m. Supper @ 5:00
January 24-25, 2015	Saturday/ Sunday	Moose Jaw	Hélène Chenard	Board Planning: Facilitator – Jan. 24 Bernadette Cey Jan. 25 Ernie Cychmistruk Location - Division Office
February 23, 2015	Monday	Moose Jaw	Patricia Gottselig	Board Meeting @ 2:00 p.m. AGM @ 7:00 p.m. – St. Michael School, 1111 Brown St., Moose Jaw
March 23, 2015	Monday	Moose Jaw	Debbie Olesen	Meeting @ 1:00 p.m. followed by Joint Meeting with Prairie South @ 5:30 – Heritage Inn, Moose Jaw
April 20, 2015	Monday	Shaunavon	Gisele Perrault	Board Meeting @ 3:00 p.m.
April 30, 2015	Thursday	Moose Jaw	Joan Schwinghamer	Budget Planning Meeting
May 25, 2015	Monday	Moose Jaw	Dave DePape	Board Meeting @ 3:00 p.m. LLI Reading and BBQ to follow
June 23, 2015	Tuesday	Swift Current	Gerry Gieni	Board Meeting @ 1:00 p.m. followed by Joint Meeting with Chinook and BBQ - All Saints Patio
August 16, 2015	Sunday	TBD		Board Retreat
August 17, 2015	Monday	TBD	Geri Hall	Organizational Meeting @ 9:00 a.m. Regular Board Meeting @ 10:00 a.m. immediately following the conclusion of the Organizational Meeting
September 21, 2015	Monday	Shaunavon	Mary Jane Benesh	Board Meeting @ 3:00 p.m.
October 19, 2015	Monday	Moose Jaw	Joann Blazieko	Board Meeting @ 3:00 p.m.
TBD				Board Planning Meeting

A supper break from 5:30 to 6:00 p.m. will be built into each agenda



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January 13, 2015

Dear Chairs of Saskatchewan's boards of education:

Your Saskatchewan School Boards Association continues to dialogue with the provincial government through the Ministry of Education on a variety of topics. In recent conversations, Ministry officials have indicated an urgent need to reflect on the fiscal capacity of the education sector given the impact of significant oil-price fluctuations.

We anticipate the government will be looking for cost reductions in many sectors. We also know that in the education sector, the majority of costs are associated with staffing and are fixed costs. However, we should be proactively thinking about potential savings in anticipation of a tight provincial budget for 2015-16.

As the president of your Association, I will soon be initiating a conversation among board chairs, directors of education, chief financial officers and Ministry representatives to further strategize regarding this situation. This upcoming conversation will offer an opportunity to clarify implications of the government's fiscal direction, and will represent a chance to show leadership in our partnership with the province. Our shared Education Sector Strategic Plan includes a commitment to be responsive to student needs, population growth and demographic changes, while limiting spending increases.

Consistent with the position statement approved by the Association membership on education financing, we recognize that funding needs to balance the principles of sufficiency, autonomy, equity, engagement, predictability, reciprocal accountability, sustainability and transparency. Boards will be asked this year to participate in our new report-card system for evaluating the provincial budget based on those principles.

Your Association will continue to advocate for the interests of school boards when working with the Ministry regarding fiscal restraint. We firmly believe all students should have the resources they need to succeed, regardless of where they live or their personal circumstances.

Thank you to boards of education for their work in relation to this subject.

Best regards,

A handwritten signature in black ink that reads "C Bailey".

Connie Bailey
President

"Provide leadership, coordination and services to member boards of education to support student achievement."

CC: Trustees of Saskatchewan's school boards
School division Directors of Education
School division Chief Financial Officers
Ministry of Education Officials
SSBA Executive Director
Public Section Executive Director
Catholic Section Executive Director
LEADS Executive Director
SASBO Executive Director



Government
— of —
Saskatchewan

Ministry of Education
Deputy Minister
5th Floor, 2220 College Ave.
Regina, Canada S4P 4V9

January 13, 2015

Directors of Education & Board Chairs:

As you are aware, recent oil price fluctuations have had a significant impact on the Province's revenue base. As a result, ministries and Crowns have been asked to freeze staffing, out of province travel, and all discretionary spending, including Information Technology projects and initiatives, advertising, as well as the use of consultants until March 31, 2015.

Ministries have also been directed to initiate expense restraint measures with major third parties, including school divisions. Therefore, I am seeking your support and cooperation in managing discretionary spending in school divisions as per the direction given by government.

We understand the pressures in the education system and appreciate all the work school divisions and boards do to manage within the funding allocation. While we will not know the budget for 2015-16 until March 18, 2015, we trust that school divisions understand the importance and urgency of exploring new and innovative ways to exercise restraint, while continuing to put the student first.

Ministry representatives will be working with you and your staff in the coming days and weeks to further clarify and work in partnership to meet the expectations outlined by government.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Greg Miller".

J. Greg Miller
Acting Deputy Minister

cc: Honourable Don Morgan, Minister of Education
Connie Bailey, President, SSBA
Darren McKee, Executive Director, SSBA
Phil Benson, Executive Director, SASBO
Bill Cooke, Executive Director, LEADS