

**Regular Meeting of the Board  
Agenda**

Thursday, February 28, 2019

8:00 PM

Board Room

Administration Office

181 Henlow Bay, Winnipeg, MB R3Y 1M7

**1. CALL TO ORDER**

Comments:

The content of the Informational Reports has been reviewed by Trustees prior to the Board Meeting. The reports reflect discussions and activities of the Committees. At Board Meetings, if Trustees wish to speak or to ask questions regarding a particular report included in the Information Reports section of the Board Meeting agenda - that needs to be identified at the time the agenda is amended. Recommended motions from Committees are addressed separately in the agenda.

**2. AGENDA APPROVAL**

**3. BOARD MINUTES APPROVAL**

**4. STANDING COMMITTEE REPORTS, SPECIAL COMMITTEE REPORTS AND OTHER REPORTS**

**1. Standing Committee Reports:**

- a. Report of the Committee Meeting of the Whole held on February 14, 2019;
- b. Committee Report of the Finance and Planning Committee Meeting held on February 19, 2019;
- c. Committee Report of the Education Committee Meeting held on February 11, 2019;
- d. Committee Report of the Budget Study Meeting held on February 7, 2019;
- e. Committee Report of the PTTA Negotiations Committee Meeting held on February 12, 2019.

**2. Special Committee Reports:**

- a. Minutes of the Pembina Trails Educational Support Fund, Inc. Corporate Board Meeting held on February 14, 2019.

**3. Other Reports:**

- a. Commendation Report dated February 28, 2019
- b. Teacher Contracts (Permanent and Term) as listed in the Teacher Contracts Report dated February 28, 2019;
- c. Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated October February 28, 2019;
- d. Substitute Teacher Contracts as listed in the 2018-19 Substitute Teacher Contracts Report dated February 28, 2019;
- e. Resignations as listed in the Resignations Report dated February 28, 2019;
- f. MITT Board Meeting Minutes - June, September, November 2018;
- g. Minutes for Fort Garry/St. Norbert Healthy Child Coalition Meeting dated February 14, 2019.

**Purpose:**

To consider receiving the Standing Committee Reports, Special Committee Report and Other Reports as information, and

To consider ratifying Teacher Contracts (Permanent and Term) as listed in the Teacher Contracts Report dated February 28, 2019, and

To approve Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated February 28, 2019, and

To consider ratifying Substitute Teacher Contracts as listed in the 2018-19 Substitute Teacher Contracts Report dated February 28, 2019, and

To consider receiving resignations as listed in the Resignations Report dated February 28, 2019, and

To consider approving Disbursements for the period January 1 to January 31, 2019.

## **5. DELEGATIONS**

### **5.1 J. Lukes, City Councillor**

Purpose: To make a presentation to the Board.

## **6. EDUCATIONAL PRESENTATIONS**

## **7. BUSINESS FROM PREVIOUS BOARD MEETINGS**

## **8. BUSINESS FROM PREVIOUS FINANCE COMMITTEE OF THE WHOLE**

## **9. BUSINESS FROM PREVIOUS COMMITTEE MEETING OF THE WHOLE**

## **10. BY-LAWS AND/OR POLICIES**

### **10.1 By-Law No. 132 (Debenture LTPS0272)**

WHEREAS it is deemed necessary and expedient to raise by loan the sum of Four Hundred Eighty Three Thousand Dollars (\$483,000) on the credit of said school division for the purpose of payment for AA Leach Elevator and Roof, Acadia Modular Classrooms, Bairdmore Rooftop Unit, Vincent Massey Roof Replacement.

THEREFORE BE IT RESOLVED THAT By-Law No. 132, being a by-law of the Board of Trustees of the Pembina Trails School Division, for the purpose of borrowing the sum of \$483,000, and of issuing a Debenture and/or Promissory Note (Hereinafter called the Security) therefor be given first reading.

## **11. CORRESPONDENCE FOR DISCUSSION**

## **12. STANDING AND SPECIAL/ADVISORY COMMITTEE REPORTS**

### **12.1 Buildings, Property and Transportation Committee**

### **12.2 Communication and Community Relations Committee**

### **12.3 Education Committee**

### **12.4 Finance and Planning Committee**

### **12.5 Human Resources and Policy Committee**

### **12.6 Negotiations Committee**

Purpose: To consider PTTA Negotiations.

### **12.7 Pembina Trails School Division Educational Support Fund Inc.**

### **12.8 Pembina Trails Voices**

### **12.9 Council of Presidents**

### **12.10 Boards/Association Council on Education (B.A.C.E)**

## **13. ADMINISTRATIVE REPORTS**

### **13.1 Assistant Superintendent:, Student Services - Appointment**

Purpose: To consider appointment of Assistant Superintendent: Student Services.

### **13.2 Assistant Superintendent, Student Services - Contract**

Purpose: To consider ratifying the contract between the Pembina Trails School Division and the Assistant Superintendent, Divisional Support Services.

**14. NEW BUSINESS**

**15. CORRESPONDENCE FOR INFORMATION DISTRIBUTION LIST**

**16. QUESTIONS FROM TRUSTEES**

Purpose: To receive questions from Trustees.

**17. QUESTIONS FROM MEMBERS OF THE PUBLIC IN ATTENDANCE**

Purpose: To receive questions from members of the public.

**18. REQUIREMENT FOR A COMMITTEE MEETING OF THE WHOLE**

**19. ADJOURNMENT**

## Opinion

# Local school boards must have a role in education review

By: Alan M. Campbell

Posted: **02/12/2019 3:00 AM** | [Comments: 15](#)

It all comes down to what is best for students, families and communities. This is the important focus that mustn't be lost in the coming weeks and months as the recently-appointed commissioners prepare to start the long-awaited provincial review of K-12 education in Manitoba.

As the only level of government that has been elected with the singular mandate of ensuring that community perspective and the voices of individual Manitobans are reflected in the delivery of public education in our province, locally-elected school boards stand ready to work with the government to ensure that this review maintains that focus.

Whether you look at the public schools located in the core of our most densely populated urban centres, or those found in our smallest rural and remote communities, there is one constant: schools are at the heart of communities and are direct reflections of the people they serve. Schools meet community needs not because of centralized decision-making that paints entire populations or regions with the same brush, but because of programs that are tailored to respond to those specific needs. And school boards are the vehicle that allows this to happen.

Manitoba's public school boards are confident that the provincial review on K-12 education will be successful as long as these important facts are respected.

However, the success of the review depends entirely on the extent to which Manitobans engage in the process and understand the potential impacts of the "everything is on the table" approach endorsed by Minister of Education Kelvin Goertzen. It is difficult to understand why school-board amalgamation is being considered in this environment of fiscal austerity. The Frontier Centre for Public Policy, a conservative think-tank based in western Canada, reported that the last round of forced school-board amalgamations in the early 2000s not only failed to save money as promised by the government of the day, but actually cost taxpayers money while at the same time eroding community voices.

Manitoba's school boards are integral to the grass-roots, day-to-day delivery of public education in this province. They are advocates working on Manitobans' behalf to respond to the extraordinary challenges faced by students and staff in their own communities. Mental-health supports, resources to combat substance abuse, and breakfast programs to ensure children can start their school day ready to learn may not be traditional school responsibilities, but they are critical to student success and well-being.

Alternative language studies preserve the culture and traditions of local school communities. Community partnerships in fine arts enrich students' educational experiences, while athletic programs thrive as a result of partnerships between school boards and municipalities in the form of Joint Use and Community Use of Schools agreements. These are just some of the ways school boards work to serve their communities, and they do it all for about half of one cent of every dollar spent on public education in Manitoba.

By building on existing solid relationships with our provincial, municipal and education partners, the Manitoba School Boards Association looks forward to the dialogue that will undoubtedly take place both at the provincial and local levels throughout the review, about how important the voices of individual Manitobans are in the delivery of public education in our province.

Over the last several months, we have seen countless examples of Manitobans engaging with their local school boards in the context of the MSBA's "Local Voices, Local Choices" campaign. The response has been very encouraging as we continue to push forward with our message on protecting the foundations of our democracy, providing fiscally responsible leadership of our \$2.5-billion education system, and ensuring that we as Manitobans never lose sight of the fact that schools belong to communities.

As we move through the school division budget development period in February, many Manitobans will have already received or can expect an invitation from their local school board to engage with them in the annual process of in-depth budget consultation. With the recent announcement on the review of K-12 education, it is imperative that Manitobans start talking to their local school boards on the future of public education in their communities, and across our province.

Please visit [www.mbschoolboards.ca](http://www.mbschoolboards.ca) to learn more.

*Alan M. Campbell is president of the Manitoba School Boards Association.*

# ***Chair Workshop February, 2019***

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*Heather Demetriooff  
Director, Education and Communication Services*

*Janis Arnold  
Board Development Consultant*

# Agenda

9:00 a.m.	Welcome and Introductions Building the Team Focusing the Work
10:30 a.m.	Break
10:45 a.m.	Managing Relationships <ul style="list-style-type: none"><li>• Code of Conduct</li><li>• Parliamentary Procedure</li></ul>
12:15 p.m.	Lunch
1:00 p.m.	Growing Governance Capacity Representing the School Division
2:15 p.m.	Break
2:30 p.m.	Learning Together: An open discussion of experiences, challenges and successes
3:30 p.m. (approx.)	Adjournment



# Building the team

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*I can't but we can.*

*Coming together is a beginning. Keeping together is progress. Working together is success.*

*The strength of the team is each individual member. The strength of each member is the team.*



# Mocking the team

[www.flickr.com/photos/eerror](http://www.flickr.com/photos/eerror)



## TEAMWORK

Working together towards a common goal... until a 'difference of opinion' gets someone dropped into molten lava.

# **But we need the team**

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When we learn how to work together versus against each other, things might start getting better.



# Building the team

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“Don’t it always seem to go, that you  
don’t know what you’ve got ‘til it’s gone.”

--Joni Mitchell, *Big Yellow Taxi*






# The teams you serve

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Along with the superintendent, secretary-treasurer, and the rest of the trustees that comprise the corporate school board, you are part of the ***divisional leadership team***.

As an elected school trustee, you are part of the ***school board team***, and by virtue of having been chosen chair, you are the leader of that team for a specified period of time.



# Effective boards

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Effective boards:

- Have lots of debates, but present unanimous decisions
- Manage conflict, don't add to it
- Are behind the organization they represent, sharing its vision, goals
- Have a clearly defined strategic goal

--Adapted from the Winnipeg Chamber of Commerce blog,  
January 24, 2019



# Disagreements and conflicts

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**Fundamental disagreements** include strategic matters, organizational direction, core values and ethical principles—the what and the why.

**Secondary disagreements** are usually less important matters that tend to deal more with the how, the when and the who.



# **Your challenge (and you chose to accept it)**

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In a business environment, a manager has a boss, subordinates, and peers or colleagues.

On a school board, a chair has peers or colleagues.

Unlike a business, a school board is a democracy, and an elected one at that. You can't fire anyone over a disagreement. You need to find a way to work through it.





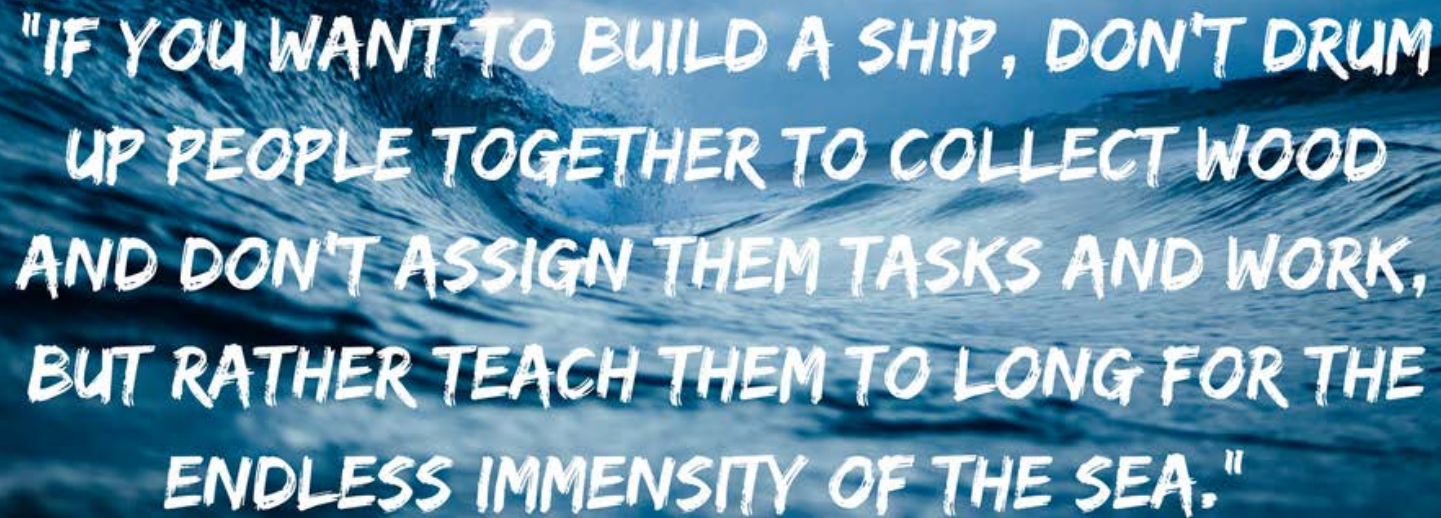
# Three key points

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1. Take a balanced approach, respect the individuals involved, and show the need for resolution.
2. Separate the opinion from the people, and the subject matter from the individual.
3. Take the high road—be professional, respectful, polite and considerate.



# Building the Team



"IF YOU WANT TO BUILD A SHIP, DON'T DRUM  
UP PEOPLE TOGETHER TO COLLECT WOOD  
AND DON'T ASSIGN THEM TASKS AND WORK,  
BUT RATHER TEACH THEM TO LONG FOR THE  
ENDLESS IMMENSITY OF THE SEA."

— ANTOINE DE SAINT-EXUPERY

# Board Chair's Role

- Team leader
- Organizer
- Spokesperson
- Mentor





# Holding the Course



# Focusing the Work

**Student  
Learning &  
Achievement**

- Strategic planning
- Decision-making (board level issues)
- Community engagement
- System goals
- Monitoring and evaluation

# Focusing the Work

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## Student Learning & Achievement

**Effective boards -clearly defined strategic goal & action-oriented.**

Good boards:

- lots of debates
- present a unanimous decision
- come together to manage conflict
- behind the organization
- share the organizations' vision and goals
- clearly defined strategic goal



# How the work is done

- Under board authority
- Governing / leadership vs Operations
- Respecting the process
  - coming to board too soon?
- Agenda planning
- Debating



THE NONCOMMITTAL  
COMMITTEE.

DOES EVERYONE  
AGREE WITH THE  
PLAN?



IT  
DEPENDS.

ASK ME  
LATER.

I'LL  
THINK  
ABOUT  
IT.

EH.



Dilbert.com DilbertCartoonist@gmail.com

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MAKE A  
DECISION!!!



IS  
THIS  
YOUR  
FIRST  
DAY?



# Difficult decisions

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- ✓ Using a process – complex issues
  - 8 Thinking Hats
  - Decision-making framework
  - etc
- ✓ Rational vs emotional – the ‘job’
- ✓ Following policy and direction – support debate with:
  - Mandate / Vision / Mission / Values
  - Working toward success / achievement for ALL students
  - Developed in a time uninfluenced by events
- ✓ Defensible
- ✓ Follow-through
- ✓ Support for fellow trustees

## 8 Thinking Hats

Have your group debate or bring new ideas to the issue by having everyone don the same hat at once. Spend 10 – 15 minutes with each hat or pick just 3-4. Alternatively, leave the hats behind and just propose the trait in **bold** to your group, steering the discussion from that point of view for a few minutes.



**Logical / positive** – why something will work. Looks forward to expected, positive results



**Judgement / caution** – not negative but points out why an option / suggestion doesn't fit the facts



**Covers facts, figures, info needs, gaps** – drop arguments at this point and look at data



**Global decision-maker** – in shared decision-making, collective interests should supersede personal or constituency interests



**Common views** of your local geographic region or specific constituency



**Process control** – looks not at the issue but how to think about the issue – 'Now put on green hat'



**Intuition / feelings / emotions** – giving permission to put forward feelings not supported by logic or allows false logic



**Alternatives / proposals / creativity** – look at what's interesting, provocative and make changes

# Framework for Decisions

Discuss the pros and cons of the decision against these influences. Add others that may play a role in your own school division.

## Ethical Principles

- ✓ Democratic Freedom
- ✓ Truth
- ✓ Equality

## Values

- ✓ Individual
- ✓ Community
- ✓ Board

## Social / Cultural Expectations

- ✓ Education community
- ✓ Provincial
- ✓ Global

## Legal Requirements

- ✓ Human Rights
- ✓ Prov / Fed

## Board Codes of Ethics

- ✓ ALL students achieve
- ✓ Promote freedom of choice
- ✓ Reflect changing society

***ACTION & REVIEW***

# Agendas

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Set your agenda to steer your larger agenda

- ✚ Strategic Plan / Priorities

- Work plan
  - ✓ Meetings
    - › Agendas

Review

Check

Monitor





# Leading Meetings

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## Controlled items

- Pet projects
- Walk-ons
- Indecision
- Lack of progress

## No control

- Address and move on



# Managing Relationships

## Setting the stage - culture

- Serving the greater good
- One board / One voice
- Support for BOARD decisions / actions



# Managing Relationships

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**BALANCE**



One voice

Experienced

Tried and true



Represent view

New

Change

# Managing Relationships

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## Policy

- Recognition of Board authority
- Governing at the RIGHT level
- Focus on work of the Board



# Managing Relationships

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## Code of Conduct

- Provides direction and authority to take action
- May we will take next step
- Slippery slope if taking the easy out
- Chair – often leads process

# Why is parliamentary procedure important?

- It allows everyone to be heard
- It helps boards make decisions without confusion



# Principles of parliamentary law

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A strong system of parliamentary law balances the rights of:

- the majority
- the minority (especially a strong minority)
- individual members
- absentees

When in doubt as chair, ask yourself:  
Which decision will best honour this balance



# Sources for parliamentary law

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There are three sources for Manitoba school boards (your “procedural pyramid”):

1. provincial law, *The Public Schools Act*
2. your divisional procedural by-law
3. your named parliamentary authority



# The PSA's procedural “musts”

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A few examples:

- When and to some extent how the chair and vice-chair are elected
- If and when the chair votes
- Meeting notice requirements
- How a board must “undo” a decision
- Rules governing participation by electronic means

# Your procedural by-law

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A board's procedural by-law:

- ***Should*** outline the proper procedures for routine board business
- ***May*** reiterate procedural requirements of *The Public Schools Act*
- ***Must*** name a parliamentary authority (most commonly Robert's)



# Common conundrums

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## **Didn't we already decide that?**

- A motion can be ruled dilatory if someone tries to bring it back more than twice in the same session

## **I can't bite my tongue any longer!**

- The gavel is not a gag, but the chair needs to be (and be seen to be) impartial. Pass the gavel before entering into debate



# Common conundrums (con't)

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## Where did everybody go?

- Committee of the whole is not a synonym for in camera. While you can hold committee meetings in camera, you don't have to. So, think about the "why."

## Déjà vu all over again (aka the merry-go-round)

- There are ways to bring debate to its conclusion. Ask for a motion if one is not on the table, or enforce existing limits on debate



# **Useful resources**

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**The A-B-C's of Parliamentary Procedure  
(American Institute of Parliamentarians)**

**Practical Procedure Division Dispatches**

**[http://www.mbschoolboards.ca/dd\\_pracProced.php](http://www.mbschoolboards.ca/dd_pracProced.php)**

**Robert's Rules of Order**



# Governing Capacity

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## Policy Manual (Board)

Framework / structure



Procedural By-laws  
(Board operations)

Administrative Procedures  
(Administration / Supt)

Guidelines  
Regulations  
Exhibits

(Division Operations)

# Governing Capacity

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## Board self-evaluation

- Board as a whole
- Evaluating the WHAT
  - Non-personal
  - Goals
- Evaluating the HOW
  - Board dynamics
  - Teamwork
  - Behaviour – Code of Conduct



# Governing Capacity

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- Identify and groom
  - Chair / V-Chair successors
  - Next election
  - Get your house in order





# Governing Capacity

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## ➤ Board PD

- Identify weaknesses and strengths
- Develop a plan to address
- Be proactive



# Representing the school division

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As the chair of the school board, you may represent the school board in several different ways:

- in the community, at public events
- in discussions with other levels of government
- as a spokesperson in the media



# Are you the right person for the job?

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- Is the matter operational? If yes, maybe the superintendent or another administrator is the better choice.
- Is there someone better informed, such as a committee chair?
- Can you speak convincingly on behalf of the board, or were you a vocal advocate for a different course of action?



# Are you comfortable in the spotlight?

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“Being a school board chair is a great chance to be in the community limelight.

Unfortunately, when the light is on you, it generally gives the critics a target which is easier to hit.”

--An anonymous school board member





# Community relations

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- Everyone has a role to play in community relations—you as chair, other trustees, and administration
- Model both the collegiality of the leadership team, and the governance and community representation role of the school board.
- Work together to develop your key messages, and craft elevator speeches and sound-bites

# Key messages

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- [https://www.youtube.com/watch?v=\\_qyzoEF7Wfc](https://www.youtube.com/watch?v=_qyzoEF7Wfc)

# Elevator speeches and sound-bites

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- [https://www.youtube.com/watch?v=YZ\\_K3XC5euE](https://www.youtube.com/watch?v=YZ_K3XC5euE)

# Government relations

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- Establish connections and nurture relationships
- Respect the office and its realities
- Create understanding of your issues and concerns
- Offer solutions, not just problems
- Acknowledge positives and agree publicly
- Disagree respectfully and privately



# Media relations

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- Remember the 5 W's
- Respect timelines and return emails and calls
- Be prepared and know the facts
- Stay on message
- KISS: **K**ee**P** **I**t **S**imple and **S**hort
- “off the record” is a dangerous premise



# Crisis communications

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- Have a plan
- Anticipate the questions
- Tell it all, tell it fast, and tell the truth
- Monitor social media to the extent possible, and quell rumours as they arise
- If applicable, consult with the police re: what information can or cannot be released

# Useful resources

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***Telling Your Story: A Communications Guide for School Boards***—NSBA publication

**[https://www.hopkinsschools.org/sites/default/files/public/downloads/II\\_NSBA\\_Telling\\_Your\\_Story.pdf](https://www.hopkinsschools.org/sites/default/files/public/downloads/II_NSBA_Telling_Your_Story.pdf)**

**Community Voice: Getting Your Message Out**—an 8-part MSBA video series

**[http://www.mbschoolboards.ca/dd\\_CommunityVoice.php](http://www.mbschoolboards.ca/dd_CommunityVoice.php)**

# Learning together: An open discussion

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- Questions that have been submitted over the course of the day will be discussed
- Experiences, successes and challenges that you would like to share?
- Observations about anything you heard today?
- Something that was missed in today's session?







[www.mbschoolboards.ca](http://www.mbschoolboards.ca)

LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

