



2014 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 16-18, 2014

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BYLAW AMENDMENT

Bylaw
14-01

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

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

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

Association Executive

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

Sponsor’s Rationale:

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

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

The bylaws currently read as follows:

Bylaw 4.1 Election of Executive

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

Bylaw 10: General Assemblies

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

BYLAW AMENDMENT Bylaw 14-01	For: Against:	Spoil: Blank:	CD DEF	%
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BUDGET RESOLUTION

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

Association Executive

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

Sponsor’s Rationale:

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

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

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

BUDGET RESOLUTION Budget 2015	For:	Spoil:	CD	DEF	%
	Against:	Blank:			

RESOLUTIONS

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

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

Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of the communities they serve.

- 1. School governance decisions are guided by what is in the best interest of student learning for all students in the school division within the board of education’s financial resources.**

- 2. Boards of education/CSF operate with autonomy and authority within a legislated framework and act to fulfill their responsibilities. In addition, the CSF operates within the framework of section 23 of the *Canadian Charter of Rights and Freedoms* to fulfill its constitutional responsibilities and its triple mandate of academic success, cultural identity and community involvement.**

- 3. Board of education/CSF meetings are open to the public and board information is accessible to the public within the context of the law.**

- 4. Boards of education/CSF communicate information about the operation of the school system and establish procedures for public consultation.**

- 5. Boards of education/CSF support parental, family and community engagement in the education of each child for success in school.**

- 6. Boards of education/CSF engage and support School Community Councils/Conseils d’écoles as partners in improving student learning.**

- 7. Board members engage in networking and learning opportunities to fulfill their responsibilities as stewards of public education.**

8. **Boards of education/CSF are the voice of publicly funded education in Saskatchewan. Saskatchewan’s education system is best served by a partnership of provincial and local level of governance with shared responsibility for K-12 education.**

Association Executive

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

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

Sponsor`s Rationale:

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

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

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

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

Strengthening student achievement is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

- 1. Education should develop all aspects of a child, affirm their individuality, and engage them in community. Saskatchewan’s curriculum creates these opportunities and promotes lifelong learning. Student achievement is defined as the attainment of the developmentally appropriate educational outcomes of Saskatchewan’s curriculum.**
- 2. Boards of education/CSF, school community councils, Conseils d’écoles, parents and educators must be engaged and have a voice in defining student achievement.**
- 3. Boards of education/CSF are responsible for developing an accountability framework to establish standards, assess, monitor and report on student achievement.**
- 4. The role of boards of education/CSF is to provide leadership and allocate resources to establish school cultures that maximize student achievement.**
- 5. Student engagement, as well as parent and community support for education are important determinants of student success.**
- 6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.**

Association Executive

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

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

Sponsor's Rationale:

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

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

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

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

Saskatchewan’s elected boards of education/ Conseil scolaire fransaskois (CSF) require funding for education to maximize student achievement, develop the potential of all students, affirm the worth of each individual, and lay the foundation for learning throughout life.

Education funding is best provided unconditionally to boards of education/CSF in order to meet local needs. A balance between the following fundamental principles guides all decisions for education finance:

- 1. Sufficiency:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient to respond to the actual costs of provincial goals and priorities, to provide a high quality program to all students, and to accommodate local programming, innovation and initiatives.
- 2. Autonomy:** Boards of education/CSF derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, the CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
- 3. Equity:** Funding is allocated so that all elected boards of education/CSF have the resources they need to provide opportunities for each student to achieve at the highest levels regardless of where they live in the province and their personal circumstances.
- 4. Engagement:** Boards of education/CSF are equal partners, along with the provincial government, in meaningful decision making regarding funding formulas, accountability processes and resolving issues.
- 5. Predictability:** Clearly defined, predictable, and unconditional funding formulas are needed to enable long-term and sustainable program planning by boards of education/CSF.
- 6. Reciprocal Accountability:** Elected boards of education/CSF are responsible for achieving educational goals and objectives and the provincial government is responsible for providing the resources needed to achieve those goals and objectives. The funding model is reviewed on a regular basis to ensure it is functioning as intended.
- 7. Sustainability:** Reliable, factual data is used to establish funding.

- 8. Transparency: Straightforward information about education funding is monitored, available to the public, and the process is entirely transparent.**

Association Executive

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

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

Sponsor’s Rationale:

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

Costing of this Resolution:

Minimal Cost to the Saskatchewan School Boards Association

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

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

Boards of education/Conseil scolaire fransaskois (CSF) work with the Ministry of Education to jointly develop and periodically review a transparent, sufficient, predictable and sustainable funding formula for the planning, building and maintenance of education facilities that maximize student learning. All decisions related to facilities funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan.

- 1. The Minister of Education is responsible for providing required funding for the construction and maintenance of school facilities.**
- 2. Facilities funding in Saskatchewan should be determined according to the five categories set out below. In addition, facilities funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*:**
 - a) Major Capital Projects: The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable.**
 - b) Infrastructure Renewal: Each year, the province should prudently allocate a sufficient budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations¹. Boards need to develop comprehensive *5 Year Facility Plans* as well as detailed annual *Project Reports* for projects considered to be of high priority.**
 - c) Ongoing Operation and Maintenance: The Ministry of Education should prudently allocate a sufficient budget to school divisions for the operation and maintenance of facilities including general upkeep and repairs as well as expenses incurred to keep facilities operating such as monthly utility expenses.**
 - d) Non-school Facilities: Sufficient funding must be provided for the construction and maintenance of non-school facilities including**

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

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

- e) **Provincially Protected Schools: Funding must be provided for the operation and maintenance of schools that are protected from closure. This includes the cost of decommissioning space that is no longer required.**
3. **Capital Funding Backlog: A long-term, sustainable plan must be developed to address the current capital funding backlog. A prudent and sufficient budget should be allocated annually to address the backlog.²**
 4. **Ministry Support: The Ministry of Education must maintain sufficient qualified expertise to provide appropriate and adequate support for school divisions, according to their needs. This may include supports for school capital projects including project management, technical, site development and cost management.**

Association Executive

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

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

Sponsor's Rationale:

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

Costing of this Resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution 14-04 Re: "Finance Funding" Position Statement	For: Against:	Spoil: Blank:	CD DEF	%
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² In 2009, it was recommended that a minimum of 10% of the shortfall be allocated annually to address the backlog. Saskatchewan School Boards Association. (2009). Facilities Funding: Working Advisory Group Recommendations.

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

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

Saskatoon School Division No. 13

(Note: This Resolution relates to Position Statement 1.2)

Sponsor’s Rationale:

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

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

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

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

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

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

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

Cost of this resolution:

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

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

Saskatchewan Rivers School Division No. 119

(Note: This Resolution relates to Position Statement 1.2)

Sponsor's Rationale:

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

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

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

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

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

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

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

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

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

Cost of this resolution:

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

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

Prairie Valley School Division No. 208

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

Sponsor's Rationale:

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

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

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

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

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

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

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

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

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

Cost of this resolution:

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

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

South East Cornerstone School Division No. 209

(Note: This Resolution relates to Position Statement 3.1)

Sponsor’s Rationale:

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

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

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

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

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

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

Cost of this resolution:

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

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

Prairie Spirit School Division No. 206

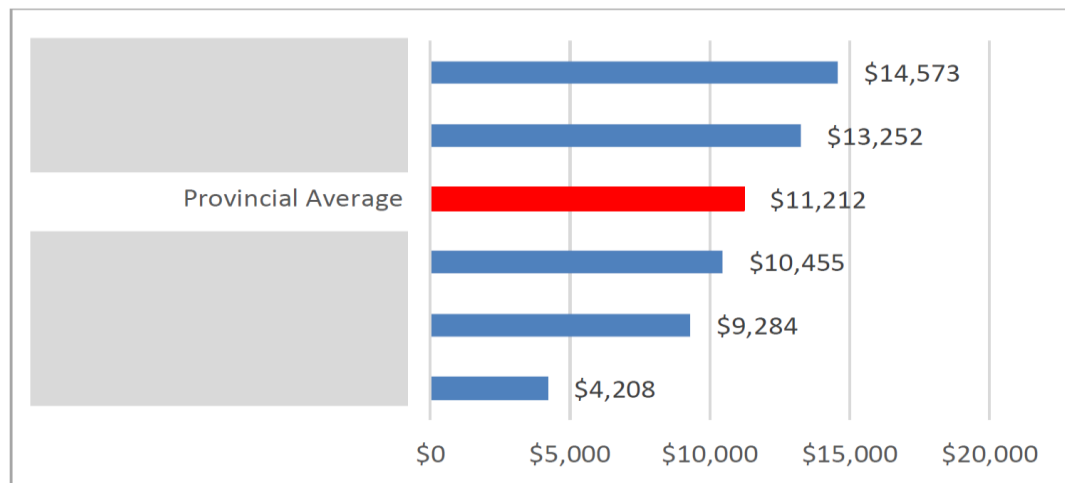
(Note: This Resolution relates to Position Statement 3.3)

Sponsor’s Rationale:

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

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

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



Ministry of Education data

Cost of this resolution:

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

Resolution 14-09 Re: Transition Funding for LDTC	For: Against:	Spoil: Blank:	CD DEF	%
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