



***2010 ANNUAL GENERAL  
MEETING***

***NOVEMBER 29, 2010***

***OFFICIAL  
BYLAW AMENDMENTS  
AND RESOLUTIONS PACKAGE***

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**Note: Two other boards added their names as sponsors to Resolutions 3.1-F, 5-A and 5-B after the Official package was compiled.**

# **BYLAW AMENDMENTS**

1. **BE IT RESOLVED THAT Bylaw No. 7, Members' Council, be amended as follows:**
  - (a) **by striking out "and" after subclause (a)(i);**
  - (b) **by adding "and" after subclause (a)(ii); and**
  - (c) **by adding the following subclause after subclause (a)(ii):**  
**"(iii) the Chair of each Section, or designate, and the Executive Director of each Section established pursuant to Bylaw No. 8."**

**Association Executive**

Sponsor's Rationale:

Bylaw No. 7, Members' Council, was adopted by the membership at a time prior to current Bylaw No. 8, Organization of Groups within the Framework of the Association. The purposes of Members' Councils are:

- a forum for two-way communication between member boards of education and the Executive;
- a forum for advocacy with MLAs and others;
- an advisory group to help direct the work of the Association;
- a forum for discussion and development of policy.

The Bylaw states that Members' Council has no authority to make decisions which bind any board of education.

Two Sections are established pursuant to Bylaw No. 8, and have among their purposes, liaison with the Executive on issues of unique or exclusive concern to the Section and advocacy on those issues to government jointly with the Association or in a manner not inconsistent with the Association's position on an issue. Advocacy by the Association is not only supplemented by Section advocacy but also enhanced. Co-ordinated advocacy, between the Association and Sections, requires an understanding of Association positions, advocacy initiatives and progress on those initiatives. Consequently, communication and discussion on issues is essential.

Members' Council provides an important forum for two-way communication. Currently, Bylaw No. 7 provides an entitlement to two members of each board that is a member of the Association (Chair or designate and one other trustee) and the Director of Education or designate to attend. Without the entitlement of representatives of Sections to attend, important voices within the framework of the Association are missing; voices that can add important information to enable the Association to be as effective as possible in its advocacy.

An amendment to Bylaw No. 7 to confer entitlement on the Chairs of Sections, or designate, and the Executive Directors of Sections to attend Members' Councils would provide an opportunity not only for communication between Sections and the Executive, but also an opportunity for all member boards to acquire an understanding of the work of Sections and issues of importance to them.

The language of the amendment would confer the same entitlement on the Chair and Executive Director of Sections to attend Members' Council as currently exists for Board representatives and their Directors of Education, except that the Executive Director of a Section could not send a designate in his or her place.

## **BUDGET RESOLUTION**

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

**Budget 2011**      **BE IT RESOLVED that the Association's annual operating budget for 2011, that is funded by membership fees, of \$2,279,258 be approved.**

**Association Executive**

### Sponsor's Rationale

This budgeted amount that is paid for by membership fees is an increase of \$77,076.00 over the amount paid in 2010. Membership fees in 2011 would pay for \$2,279,258 of the annual operating budget of \$2,898,461. The total operating budget for 2011 is an increase of \$244,942 over the 2010 operating budget.

This budgeted amount provides for all the costs related to the Association's advocacy efforts, member services, supports and governance responsibilities.

This budgeted amount provides for the funding of Association services that boards have identified as most important: legal and employee relations services, communications services and trustee/board development. These services, along with trustee research and development, are included in this amount. Association services will be based upon the expressed needs of boards and the staff component of the Association will reflect those expressed needs and support the achievement of the Association's strategic plan.

Insurance and employee benefits have also been identified as very important. These services, however, are funded by the premiums paid by members, not through the Association's membership fees.

The need for the Association to become a recognized and respected voice for public education has been identified by the membership. The Association will focus its work on a limited number of advocacy issues which clearly reflect the priority areas identified by boards. Boards and trustees will actively participate in the advocacy process and will be kept up to date on efforts and results.

This budgeted amount reflects the Association's goal to continue its important communication role with the membership, to provide board development and inservice opportunities that respond to the expressed needs identified by boards, and to sponsor events and activities that allow for meaningful interaction among and between member boards and the Association.

## **RESOLUTIONS**

### **DIRECTIONS FOR ACTION**

**Resolutions are categorized by subject matter according to Association Position Statements. Position statements reflect the collective beliefs of boards of education on fundamental education issues and have been adopted by a vote of membership.**

## **POSITION STATEMENTS**

**The first resolution is on page 6.**

### **1. ORGANIZATIONAL DEVELOPMENT**

#### **1.1 DEVELOPMENT OF POSITION STATEMENTS**

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

##### **A. Development of Position Statements**

1. An approved resolution from a General Meeting or the Executive may identify the need for the development of a statement of position.
2. The Executive will establish a working committee to gather information, consult the membership and draft the statement of position.
3. The draft statement will be circulated to all member boards for input.
4. Position statements will be considered and voted on at a General Meeting under the sponsorship of the Executive. A vote of not less than two-thirds of the votes cast is required for adoption of a position statement.
5. The Executive may adopt an interim position on any matter under which to operate until an approved statement of position is adopted by the membership.

##### **B. Review of Position Statements**

1. Each position statement will be reviewed on a five-year cycle, however, a position may be reviewed at any time upon the direction of the Executive.  
A position will be reviewed when a resolution at a General Meeting is adopted which is inconsistent with the current position.

#### **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'école 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. Saskatchewan's education system is best served by a partnership of provincial and local level of governance with shared responsibility for K-12 education.

**1.2-A BE IT RESOLVED that the Saskatchewan School Boards Association develop a strategy to unify the various parent groups associated with schools under the voice and direction of School Community Councils.**

**Lloydminster School Division No.99**

Sponsor's Rationale:

School Community Councils (SCCs) were established as required by *The Education Act, 1995* during the amalgamation and transition process in Saskatchewan. While the SCCs have become a formalized part of schools across Saskatchewan, other parent groups continue to play an active role in supporting students and specific goals they have as parents.

In a time when resources, including money and time are in demand, conflict over these resources can have the effect of diluting or confusing the roles parents may have or wish to take on in support of public education in Saskatchewan.

As we look to engage parents in public education in Saskatchewan, it is important to recognize the competition for time. Saskatchewan's Children in Sport – A Resource Guide for Parents notes that there are over 12,000 volunteer sport, culture and recreation groups. If one uses Google to search “parent groups in Saskatchewan”, there are over 3.3 million hits that reflect groups of parents engaged in health, sport, advocacy and education groups.

The School Community Council survey conducted by the Ministry identified the diversity of groups school divisions currently engage with. In addition to the School Community Councils, schools have Home and School

Associations, Parent Councils, Community School Councils, Band Associations, sub/support committees reporting to the SCC, French Immersion Parent Advisory Groups and a litany of other parent groups including graduation and fund raising committees.

Within our immediate circle of public education, a conference is being planned in May for parents in Saskatoon under the umbrella of SCCs. The Saskatchewan Association of School Councils in conjunction with the Literacy Council and some SCCs is also planning a conference with similar goals for the same month in Regina.

In a time when a unified parent voice is required to speak on behalf of public education, we must ensure that all voices are aligned in support of one message. Part of this alignment requires that parents are clear on the roles they can play and not be distracted by multiple organizations and multiple voices. SSBA can be a leader by unifying the voices of parents and aligning the organizations.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**The next resolution is on page 8.**

## **2. THE EDUCATION PROGRAM**

### **2.1 STUDENT ACHIEVEMENT**

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

1. Student achievement is defined as the attainment of the educational outcomes of Saskatchewan's curriculum.
2. Boards of education/CSF, school community councils, parents and educators must be engaged and have a voice in defining student achievement.
3. Boards of education/CSF are responsible for developing an accountability framework to establish standards, monitor and report on student achievement.
4. The role of boards of education/CSF is to provide leadership and allocate resources to establish school cultures that maximize student achievement.



5. Parent support for education and a positive student attitude are important determinants of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.

**2.1-A BE IT RESOLVED that Boards of Education work to actualize the principles outlined in the Saskatchewan Provincial Policy Framework “Nourishing Minds – Eat Well, Learn Well, Live Well” introduced in October 2009;**

**AND, BE IT FURTHER RESOLVED that the Saskatchewan School Boards Association lobby the Saskatchewan Ministry of Finance, Ministry of Education and Ministry of Health to acknowledge all real costs associated with implementing this Framework document, including such initiatives as staff and volunteer training, minor facility renovations, and other necessary resources. All real costs should be recognized from new monies to implement this policy.**

**Association Executive**

Sponsor’s Rationale:

Boards of education are responsible for implementing programs that will improve student learning outcomes. The Minister of Education has shown leadership by establishing the policy framework document, *Nourishing Minds*. However, it is school boards who are expected to implement the components of the policy in hopes of improving outcomes. Support from government is critical to actualizing expected outcomes. The SSBA and other partners such as the Saskatchewan Nutrition Advisory Council for kids (SNACK), a committee of Breakfast for Learning that allocates funds to Saskatchewan, can work with school boards with support from the Ministry to help implement the policy.

Over the last 25 years obesity rates for children have tripled. Diet related disease is the leading cause of death; however, it is preventable. Statistical evidence shows that 31% of elementary and 62% of secondary students do not eat a daily breakfast. In Saskatchewan 1 in 5 children live below the nourishment they require (Nourishing Minds, 2009).

According to research, with proper nutrition, students’ ability to concentrate improves, their agitation decreases and they are more constructive learners. Boards of education can implement the policy, but not without resources to cover primary issues such as: training for front-line workers, additional resources for facility renovations, and other support towards creating a comprehensive community health approach.

This initiative is about creating a culture of change towards healthy lifestyles. SNACK is supportive of the document and works to actualize its contents through various initiatives. SNACK is currently working to increase awareness through community engagement, and many good

activities are taking place. We need to capitalize on those activities by conducting an environmental scan of the many organizations and work with the Ministries to create an opportunity to expand and celebrate what is currently happening. SNACK has also indicated that it wishes to work closely with the SSBA and the Ministry to support the actualization of the policy framework.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**The next resolution is on page 14.**

**2.2. ASSESSMENT OF STUDENT ACHIEVEMENT**

The board of education as the governing body accountable for the education of children has a critical interest in student achievement. Boards of education require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within the school division.

Student achievement data collected is used primarily for purposes of improving student learning. The information gathered is used:

- ✓ to help educators plan instruction and improve instructional decisions,
- ✓ to direct professional staff development,
- ✓ to provide information for making decisions about students' educational needs and program improvement,
- ✓ to provide information to parents and guardians, and
- ✓ to recognize strengths and honour accomplishments.

Boards of education and their Association work together to strengthen the capacity of school systems to establish policies and procedures to:

1. Adopt clear expectations for student achievement to focus school system resources on the improvement of student learning.
  - ✓ Student achievement is broadly defined to include the learning we want for our children as outlined in the Saskatchewan Goals of Education.
  - ✓ Student achievement expectations are based on the Goals of Education of the Province of Saskatchewan, the authorized provincial curriculum, the needs of the students, and the wishes of the parents and the public, as established in the approved program of studies for each school.
2. Monitor student achievement data on a predetermined timeframe from several perspectives:
  - ✓ in comparison to Saskatchewan curriculum objectives and Goals of Education,

- ✓ in comparison to the board's approved program of studies,
  - ✓ in comparison to achievement in the division over a period of time, and
  - ✓ in comparison to provincial, national and international norms.
3. Support professional staff in the work of appropriately assessing and reporting student achievement information to ensure:
    - ✓ Assessments are fair to students,
    - ✓ Assessments are consistent and valid,
    - ✓ Learning assessments are aligned with the learning objectives and the philosophy of the curriculum,
    - ✓ Students understand the expectations for each assessment and the criteria for evaluating their work,
    - ✓ Appropriate adaptations are made to assess the achievement of a diverse population of students including students with special needs, and
    - ✓ Students (at an appropriate age) are engaged in setting personal goals, assessing their own performance and participating in parent-teacher conferences.
  4. Support professional staff in the planning and organization of increasingly effective programs and learning environments designed to further strengthen student learning.
  5. Ensure appropriate administrative procedures are established for collecting, analyzing, reporting and using assessment data to monitor and improve student achievement.
  6. Ensure student achievement information is communicated to students and parents in a format that is easily understood, accurate, and of practical value.
  7. Ensure achievement information is reported to the public in a clearly written and illustrated format to display significant change-over-time.
  8. Ensure records for individual students and school division achievement are maintained appropriately.

### **2.3 TEACHING AND LEARNING WITH TECHNOLOGY**

The board of education/Conseil scolaire fransaskois as the body responsible and accountable for the delivery of the education program invests in teaching and learning with technology. These investments focus on enabling students to use technology effectively to enhance learning.

The following dimensions of progress define the desired results for teaching and learning with technology.

1. Learners – Students and teachers participate in e-learning in ways that empower learners to develop their potential and support the achievement of educational goals.
  - 1.1 Every student will gain experience with using information technology and extend their learning skills to include online learning.

- 1.2 Technology will be employed for administrative purposes, however, schools will concentrate use of technology to effectively enhance teaching and learning.
2. Learning Environment – In every classroom, in every school, in every part of Saskatchewan students use online resources to learn. Online resources are as integral to the educational program as print, multimedia and human resources. Because e-learning is fully integrated into teaching and learning in the regular classroom, all students will have the opportunity to master the skills essential for success in a highly competitive and rapidly changing world. Whenever possible, resources will be available in several languages, including both official languages, to address the diversity of culture in Saskatchewan.
  - 2.1 Every board of education/Conseil scolaire fransaskois will provide access to online teaching and learning.
  - 2.2 Secure networks (i.e.: CommunityNet) will provide teachers and students with safe, reasonable and equitable access to each other and to the world.
  - 2.3 A provincial web portal provides a common access point to education information in Saskatchewan.
3. Professional Competency – Educators and other school division staff will be appropriately fluent in their use of technology and provide positive e-learning role models for students. Technology will be used to enrich and enhance student learning. Staff will use technology to extend their own learning and professional growth.
  - 3.1 Professional growth is supported by accessing resources and professional development online.
4. System Capacity – Governance structures engage key stakeholders and facilitate the charting of a common course to systematically meet the needs of learners. A compelling vision and implementation plan for teaching and learning with technology is established.
  - 4.1 Boards of education/Conseil scolaire fransaskois work together in partnerships to increase efficiencies, manage services and monitor systems.
5. Technology Capacity – Adequate technologies, networks, resources and courses, and school-level and provincial supports will be available so that technology serves to develop each student's potential to the fullest extent.
  - 5.1 Students will have appropriate access to technology and the adequate bandwidth for contemporary teaching and learning processes.
  - 5.2 Boards of education/Conseil scolaire fransaskois define system needs for adequate bandwidth and reliable access.

6. Community Partnerships – Schools, businesses, government agencies, and community organizations partner to use resources in the most effective way and to expand opportunities for students.
  - 6.1 Processes are established to build understanding and support and to share successes.
  - 6.2 Long term vision and defined results inform planning for cooperative efforts.
7. Accountability – E-learning provides a cost-effective and competitive alternative for delivering educational programs across Saskatchewan. School board and provincial initiatives measure progress and report progress to demonstrate good value for money spent.
  - 7.1 The Ministry of Education will be encouraged to ensure initiatives and expenditures off the top of the Foundation Operating Grant are clearly defined, demonstrate appropriate accountability and are aligned with the needs and priorities of school boards.
  - 7.2 The Ministry of Education will be encouraged to ensure that protocols are established to ensure that the director of education or designate receives information and is the key contact for the board of education/Conseil scolaire fransaskois.

### **3. OPERATIONS AND FACILITIES**

#### **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.

The fundamental principles that guide all decisions for education finance are:

1. **Sufficiency:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient to respond to the actual costs of provincial goals and priorities, to provide a high quality program to all students, and to accommodate local programming, innovation and initiatives.
2. **Autonomy:** Boards of education/CSF derive their authority from *The Education Act, 1995* 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. **Balance:** Education funding is a balance within these nine stated principles. As well, balance is attained between conditional and unconditional funding.
4. **Equity:** Funding is allocated so that all elected boards of education/CSF have the resources they need to provide opportunities for each student to benefit.
5. **Involvement:** Boards of education/CSF are equal partners, along with the provincial government, in meaningful decision making regarding funding formulas, accountability processes and resolving issues.
6. **Predictability:** Clearly defined predictable funding formulas are needed to enable long-term and sustainable program planning by boards of education/CSF.
7. **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.
8. **Sustainability:** Reliable, factual data is used to establish funding.
9. **Transparency:** Straightforward information about education funding is monitored and available to the public.

**3.1-A BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Ministry of Education to provide funding to upgrade and maintain record storage facilities as required for the preservation of school division records.**

**Sun West School Division No. 207**

Sponsor's Rationale:

Historical and student records that are in a hard-copy format are subject to mold and disintegration unless suitable climate-controlled storage can be provided. The cost of providing suitable storage, whether on-site in a division-owned building or off-site in rented space, is prohibitive for individual school divisions and since boards are required to retain these records, financial support is needed to ensure that the records remain usable.

Most Recent Association Position

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| Consistent with previous position   | <input checked="" type="checkbox"/> |
| Inconsistent with previous position | <input type="checkbox"/>            |
| No previous position                | <input type="checkbox"/>            |

**3.1-B BE IT RESOLVED that the Saskatchewan School Boards Association lobby the government of Saskatchewan to declare and support Education as its number one priority.**

**Lloydminster School Division No. 99**

Sponsor's Rationale:

The Saskatchewan Ministry of Education has long been proud of the accomplishments of its students. Whether the outcomes were graduation rates or international large scale assessments Saskatchewan residents could hold their head high with respect to the educational achievements of their children and students. Over the last decade evidence from international testing has revealed that ranking of Saskatchewan students has continued to decline relative to provincial counterparts in Canada. Saskatchewan students no longer score in the top third or top half when compared to other provinces.

In a time when health care and economy have attracted the attention of voters and the government, we have lost sight of the importance of education in our society.

- We cannot be both ignorant and free in a democratic society.
- Diverse and strong economies boast a highly educated work force.

- Individuals with higher education report better personal health and present less demands on our health system.

While we recognize that health care, infrastructure and focus on economic growth are critical in the province, they cannot be promoted at the expense of public education. We have seen a commensurate lack of focus on education as an investment and a decline in our performance as a public education system. If we are to prosper as a province we must commit to public education as our number one priority and provide the human and financial supports to ensure Saskatchewan can hold its head proud among all Canadians. Our students have the right to access a public education system that can maximize their potential, and ensure that they can compete successfully in Saskatchewan, Canada and internationally. If our students continue to do poorly it is because we choose to allow them to. Education must become our number one priority in Saskatchewan. We owe it to our students. We owe it to our future.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**3.1-C WITHDRAWN**

**3.1-D BE IT RESOLVED that the 2011/12 provincial funding model be applied retroactively for the 2009/10 and 2010/11 fiscal years and for those school divisions advantaged by such application, a one-time unconditional grant be provided in recognition of the inequities resulting from the transition funding model and that the one-time unconditional grant not impact any school division’s operating grant in the fiscal year in which the one-time grant is received.**

**Regina Roman Catholic Separate School Division No. 81**

Sponsor’s Rationale:

The transition funding model has created inequities amongst school divisions, particularly for those school divisions recognizing per pupil or per student funding analysis. This resolution attempts to fiscally address the inequities caused by the transition funding model. Those school divisions advantaged by this resolution would receive this grant unconditionally in recognition of the exercising of Board authority in addressing local needs.



Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**3.1-E BE IT RESOLVED that those school divisions operating within coterminous boundaries receiving less funding on a per pupil basis than their geographical counterpart for the 2009/10 and 2010/11 fiscal years receive an equivalent credit to be applied against the respective school division's share of future capital projects with the credit adjusted by the annual percentage change in provincial operating funding.**

**Regina Roman Catholic Separate School Division No. 81**

Sponsor's Rationale:

The transition funding model has created inequities amongst school divisions, particularly for those school divisions operating within the same conterminous boundary. This resolution attempts to fiscally address the inequities caused by the transition funding model. The credit may not be exhausted in a short time frame, hence the need for an annual adjustment.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**R&PD Note:**

The Association Position Statement includes equity as a fundamental principle to guide decisions for education finance. The Association Executive established The Education Equity Working Advisory Group in April, 2010 to assist boards of education in defining and assessing education equity. Work on this issue continues.

**3.1-F BE IT RESOLVED that the Association representatives urge the Ministry of Education New Pre-K-12 Education Funding System Advisory Committee to recommend that the principles of equity are developed in the new funding model through various factors that take into consideration the Northern disparities and differences of poverty, geography, cost of living, languages and culture.**

**Northern Lights School Division No. 113**  
**Creighton School Division No. 111**  
**Ile-a-la-Crosse School Division No. 112**

Sponsors' Rationale:

According to the Conference Board of Canada, Northern Saskatchewan is the second poorest region in the country with a median income of \$13,600. In terms of high school graduation rates, Saskatchewan has the highest percentage (49%) of adults between ages 25 and 64 years old who have not graduated. Nunavut has the second highest rate of adults who have not graduated in Northern Canada at 46%, followed by Northern Manitoba at 41%. It is also very evident from the provincial indicators report that First Nations and Metis students are achieving at academic levels significantly lower than the rest of the students in the province. Therefore, it is essential to utilize provincial data and demographics in a supportive and strategic manner that takes into consideration necessary financial and human resources.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**R&PD Note:**

The Association Position Statement includes equity as a fundamental principle to guide decisions for education finance. The Association Executive established The Education Equity Working Advisory Group in April, 2010 to assist boards of education in defining and assessing education equity. Work on this issue continues.

**3.1-G BE IT RESOLVED that the Saskatchewan School Boards Association lobby the provincial government to make PreKindergarten Education a high priority during the 2011, and future, Provincial Budgeting process.**

**Prairie South School Division No. 210**

Sponsor's Rationale:

Learning knows no boundaries; children begin a lifetime of learning from their earliest moments. It is with this understanding that Saskatchewan acknowledge the importance and power of PreKindergarten Education programs in determining the future success of our students. It is no secret that quality PreKindergarten Education programs have long prepared children for educational success, but investing in high-quality voluntary PreKindergarten Education also offers substantial strength to the future economic and fiscal position of our province. The long-term impact of high-quality PreKindergarten Education programs translates into significant economic, social and educational benefits (narrowing achievement gaps, reducing number of dropouts, gaining the competitive advantage, saving taxpayer dollars) with returns far exceeding the costs. We believe that an overwhelming majority of Saskatchewan residents want quality PreKindergarten Education made available for all children. Many University research papers and education professionals have found that for every \$1.00 invested in quality early childhood program, the province will incur at least \$3.00 return on investment generating significant public and private benefits and creating sound fiscal policy.

Our province/country, as it enters the 21st century, finds increasing challenges in a competitive global marketplace in comparison to countries such as China, India and several others. Saskatchewan's business leaders and key educators agree that many "Baby Boomers" who will leave the workplace over the next decade must be replaced with a generation of young adults whose math, science and technology skills will help our province sustain its economic leadership. Access to high-quality PreKindergarten Education programs is essential to keeping the Saskatchewan workforce in-tact and increasing the likelihood for financial stability for Saskatchewan families. PreKindergarten Education programs have been shown to have a significant impact on high school graduation rates, instilling a culture of learning and a standard for educational achievement.

Most Recent Association Position

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| Consistent with previous position   | <input type="checkbox"/>            |
| Inconsistent with previous position | <input type="checkbox"/>            |
| No previous position                | <input checked="" type="checkbox"/> |

**The next resolution is on page 20.**

### **3.2 FACILITIES FUNDING**

Boards of education/Conseil scolaire fransaskois (CSF) work with the Ministry of Education to develop a transparent funding formula to allocate funds for the planning, building and maintenance of education facilities that maximize student learning.

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of school facilities.
2. Facilities funding in Saskatchewan should be determined according to the five categories set out below. In addition, facilities funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*:
  - a) Major Capital Projects: The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms using a transparent, common approval template.
  - b) Infrastructure Renewal: Each year, the province should allocate 2% of Current Replacement Value to school divisions for the purpose of ongoing infrastructure renewal. The Ministry of Education and boards of education need to jointly develop a sufficient, predictable and sustainable funding distribution formula for school boards' discretionary funding of infrastructure renewal including minor upgrades and renovations. 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 and boards of education need to jointly develop a formula to distribute sufficient funding 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 sheds, transportation and administrative facilities.
  - 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 minimum of 10% of the shortfall should be allocated annually to address this backlog.
4. Ministry Support: The Ministry of Education must maintain sufficient staffing levels to provide support for school divisions around school capital projects including project management, technical, site development and cost management.

**3.2-A BE IT RESOLVED that the Saskatchewan School Boards Association impress upon the Ministry of Education the fallacy of rigid adherence to maintaining a “Board share” of capital costs and the urgency of clarifying capital funding arrangements explicitly, recognizing that, pursuant to new funding arrangements, school boards have no local capacity to raise a percentage share of capital project costs.**

**Regina Roman Catholic Separate School Division No. 81**

**Regina School Division No. 4**

**Prairie Valley School Division No. 208**

Sponsors’ Rationale:

The Ministry of Education, concurrent with the recent release of the 2010 K-12 Major Capital Request List, issued a listing of “2010-11 Capital Shares of Saskatchewan School Divisions”. This clearly illustrates the province’s reluctance to recognize the exclusive responsibility of the province for capital project costs given the new provincial funding regime. It is further submitted that this responsibility rests with the province for capital projects approved even prior to the 2009-10 funding change in those instances where boards were thwarted in their efforts to raise their “share” locally due to lack of access to the property tax base.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**3.2-B BE IT RESOLVED that the Saskatchewan School Boards Association lobby government to work with the Association to explore a revenue sharing mechanism to fund the board of education share of capital projects.**

**Association Executive**

Sponsor’s Rationale:

Boards of Education have varying capacity currently to cover the “board share” of capital projects out of reserves that were created when boards had the power to access the property tax base.

Resources are required to provide safe and healthy environments for teaching and learning. 80% of the 715 schools in Saskatchewan are 25 years of age and older. Attention to the children’s infrastructure is a high priority for the SSBA. School boards do not have access to the property tax to contribute to their 35% share of capital projects.

The Provincial Government will require a source of revenue to replace the Board’s share contribution. This resolution would have the government

working with the Association to look at possible revenue sharing options that could be implemented to satisfy the “board share”.

Most Recent Association Position

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| Consistent with previous position   | <input checked="" type="checkbox"/> |
| Inconsistent with previous position | <input type="checkbox"/>            |
| No previous position                | <input type="checkbox"/>            |

**The next resolution is on page 23.**

## **4. HUMAN RESOURCES**

### **4.1 COLLECTIVE BARGAINING**

- A. Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.

As well, representing boards of education, the Saskatchewan School Boards Association has a statutory role in collective bargaining with respect to the Provincial Collective Bargaining Agreement for teachers.

- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:
1. The education interests and welfare of K-12 students must guide the collective bargaining process.
  2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
  3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
  4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
  5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.

6. Collective bargaining must be conducted in recognition of the financial circumstances of the board(s) of education affected, and collective bargaining agreements must be sustainable in relation to available financial resources.
  7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations professional and ethical standards.
- C. In working according to these principles, the association undertakes in particular that:
1. Association representation on the provincial bargaining team will be on the basis of providing adequate professional labour relations capacity.
  2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for encouraging and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
  3. The Association will maintain adequate capacity for research and related resources in participating in the collective bargaining process.
  4. The Association advocates that:
    - (i) legislative requirements be amended to include at least equal representation from boards of education on the provincial bargaining committee.
    - (ii) boards of education be encouraged to utilize the resources of the association's Employee Relations Department in the conduct of local collective bargaining with their employees.

## **4.2 TEACHER EDUCATION AND CERTIFICATION**

Boards of education/ Conseil scolaire francsaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Minister of Education is responsible for governing teacher education and certification with guidance from the Advisory Board for Teacher Education, Certification and Classification to meet the needs of boards of education/CSF. Only the Minister of Education has the authority to issue, suspend or revoke a teacher's certificate.
2. Boards of education/CSF encourage teacher education programs that reflect the requirements of publicly funded school systems and that are based on current research and effective practices to develop teachers for the grade levels and the subject areas required.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF support teacher development practices based on the principles of adult learning and staff development.
5. Boards of education/CSF, as employers, have a critical interest in defining and supporting the development of competencies for effective teaching including:
  - a) Teachers value and care for students and act in their best interests.
  - b) Teachers encourage the engagement and support of parents and the community.
  - c) Teachers are committed to education as a profession and to engaging in professional development to remain current and effective in their work.
  - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

**4.2-A BE IT RESOLVED that the Saskatchewan School Boards Association request the University of Saskatchewan and the University of Regina to implement methodology courses to prepare students in their Colleges of Education for multi-graded classes.**

**Sun West School Division No. 207**

### Sponsor's Rationale:

Declining enrolments and limited financial resources are making multi-graded classes the norm in rural schools in this province. Recent graduates from the two Colleges are often unprepared for the reality of multi-graded classes which in turn makes recruitment of teachers to rural schools a challenge. We believe that, if new teachers felt more prepared to manage multi-graded classes, there would be more interest in teaching in small rural schools.



Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**5. RESOLUTIONS NOT RELATED TO ANY CURRENT POSITION STATEMENT**

**5-A BE IT RESOLVED that the Association representatives urge the Ministry of Education New PreK-12 Education Funding System Advisory Committee to recommend allocating the necessary child care spaces in all Northern communities that have met the start-up requirements for these much needed spaces.**

**Northern Lights School Division No. 113**  
**Creighton School Division No. 111**  
**Ile-a-la-Crosse School Division No. 112**

Sponsors' Rationale:

Research has affirmed the importance of early child care programs for giving children a head start before entering the public school system. These programs provide children with many of the prerequisite skills required for success in the K-12 school system. Parents are also able to become involved and learn many teaching and learning skills and strategies which can augment and enhance their children's success when they transition into the regular school program. According to the Northern Saskatchewan Regional Training Needs Assessment Report 2010/2011, the Youth in Transition Survey found that children in the following groups are more at risk of not finishing school: those of Aboriginal ancestry; those with greater number of brothers and sisters; those from single parent homes; and children of teen parents. The Northern region has a higher proportion of its population in all of these categories. The objective of the resolution is to give the groups identified above a head start and greater opportunity for school success.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**5-B BE IT RESOLVED that the Association representatives urge the Ministry of Education New PreK-12 Education Funding System Advisory Committee to recommend that the Ministry of Education increase the incentives for people to become trained as student support professional specialists and to remain in their positions in rural and northern locations;**

**AND BE IT FURTHER RESOLVED that Association representatives urge the Ministry of Education New PreK-12 Education Funding System Advisory Committee to recommend that the Ministry of Education and the Saskatchewan based universities increase the number of openings for people wishing to be trained as student support professional specialists.**

**Northern Lights School Division No. 113  
Creighton School Division No. 111  
Ile-a-la-Crosse School Division No. 112**

Sponsors' Rationale:

The Saskatchewan Ministry of Education released a document on November 24, 2009 which was entitled Enhancing Opportunities Through Full-Service School Divisions. The document starts by stating that:

Full-service schooling is a concept that promotes the importance of addressing the academic and non-academic needs of children in an effort to overcome barriers to successful learning.

The document goes on to state that:

One aspect of full-service schools is student and teacher access to professional student support services (eg., student support services teachers, psychologists, social workers, occupational and physical therapists, speech and language pathologists, translators and additional language specialists).

Later the document describes the shortage of student support professional specialists:

There is reference in the literature to the shortage of professional support staff in many school divisions across Canada, with the most pronounced concerns in rural and remote areas (Crawford, 2005).

For a number of years, the Northern Lights School Division No. 113, which is Saskatchewan's most northerly school division, has been unable to recruit speech-language pathologists and has had great difficulty recruiting student support teachers, educational psychologists and occupational and physical therapists.

The document also discusses issues related to recruitment and retention of student support professional specialists such as demanding caseloads and underfunding. Another issue, not included in the document, is that universities are not training enough specialists.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**5-C BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Ministry of Education and the Ministry of Health to institute the Eye See...Eye Learn (ESEL) Program in all school divisions in Saskatchewan.**

**St. Paul's Roman Catholic Separate School Division No. 20**

Sponsor's Rationale:

A Letter of Understanding between the Saskatchewan Association of Optometrists (SAO) and the Ministry of Health was signed on September 27, 2007. Through consultation with government departments (Education and Health) and SAO, it was identified that a child's vision has an impact on his or her ability to actively participate and benefit from a range of developmental activities including school functions. Children under the age of 18 are eligible to receive an optometric eye exam every 12 months, with the costs covered by Saskatchewan Health. The consultation committee acknowledged that a significant number of eligible children are not currently accessing this health benefit. Barriers to eye examinations should not exist for children. The Ministry of Health funds the eye examinations and health benefit programs exist for those people requiring additional health and treatment coverage.

In an attempt to ensure school-age children and their families are aware of the benefits and the availability of a regular optometric examination, the parties agreed, during the term of the agreement, to undertake a Pilot Project.

Greater Saskatoon Catholic Schools volunteered to pilot the ESEL program within their pre-kindergarten and kindergarten classes. During the Pilot there were 130 participating pre-kindergarten and kindergarten teachers, 157 classrooms and approximately 2370 students registered.

For the majority both teachers and parents/guardians found value in the ESEL message and materials and felt that the program provided motivation to obtain an eye examination for children starting school.

Our children depend on us to give them the necessary tools to succeed in school and in life. Comprehensive eye exams to ensure that students can see clearly and comfortably is an important step in helping them fulfil their potential.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**5-D BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Ministry of Education to set as one of its priorities investigating the gaps occurring between our high school grade 12 and our post-secondary education (primarily in the areas of Mathematics and English Language Arts), and, upon its findings, initiate strategies to improve the transition from K to 12 to post-secondary education.**

Sun West School Division No. 207

Sponsor's Rationale:

Statistical data shows that, while students entering the University of Saskatchewan in 2002 had an average grade of 82.1% the grade average for students, at the end of their first year of university in 2002, was 68.1%. We believe that the difference in marks clearly demonstrates a disconnect between the instructional program offered by the K to 12 educational system and the one in place in the universities. We further believe that the province needs to ensure that our students can effectively transition from one system to the other.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position

**5-E BE IT RESOLVED that from time to time when proposals for projects or services to be carried out by the Saskatchewan School Boards Association are put to member Boards for approval and those projects or services may have a cost and time component that will impact Association finances and staff time, it be required that all such proposals put to member Boards for consideration include the cost and time requirements to conduct the project or provide the service.**

South East Cornerstone School Division No.209

Sponsor's Rationale:

On occasion a desire arises to have the Association conduct a project or provide a service. Often those projects or services have a cost and impact staff time or may require new costs or new staff. In order for Boards to make informed decisions about their support for those proposals, information about how much it may cost and how it may affect staff is important and should be included with a proposal.

Most Recent Association Position

- Consistent with previous position   
Inconsistent with previous position   
No previous position

**5-F BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Ministry of Education and the Provincial Government for the repeal of the following tax exemption and cancellation legislation:**

*The Municipalities Act:*

**Clause 274(2)(e), Subsection 274(2.1), 291(4), 298(2), 298(7) & 298(8)**

*The Cities Act*

**Clause 244(2)(e), Subsections 244(2.1), 263(2), 263(7) & 265(8)**

**Holy Family Roman Catholic Separate School Division No. 140**  
**South East Cornerstone School Division No. 209**

Sponsors' Rationale:

Current Municipalities and Cities legislation include provisions for certain tax exemption and cancellation that require municipalities to involve boards of education. Prior to March, 2009, school boards carried full authority to set property taxation levels for education. Legislation also includes the ability for municipalities to approach the school board to request a reduction of its property tax revenue in some cases when a municipality wants to cancel or exempt taxes.

Since March of 2009, boards of education no longer have authority to set property tax levels, however legislation continues to include provision for municipalities to approach boards of education for tax exemption and cancellation. The proposed repeal of the legislation would take boards out

of that ancillary part of the tax revenue issue along with the major role of tax rate setting which was removed in March of 2009.

Most Recent Association Position

- Consistent with previous position
- Inconsistent with previous position
- No previous position