



## **2009 ANNUAL GENERAL MEETING**

### **BYLAW AMENDMENTS**

**THERE ARE NO BYLAW AMENDMENTS**

### **BUDGET RESOLUTION**

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

**Budget 2010**      **BE IT RESOLVED** that the Association's annual operating budget, that is funded by membership fees, for 2010 \$2,202,182 be approved.

**Association Executive**

#### **Sponsor's Rationale**

This budgeted amount that is paid for by membership fees is an increase of \$219,600.00 over the amount paid in 2009. Membership fees in 2010 would pay for \$2,202,182 of the annual operating budget of \$2,658,519. (The total operating budget for 2010 is an increase of \$244,509 over the 2009 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 goals.

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. The policy and research functions of the Association will become much more closely aligned with the advocacy goals identified by the membership. 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 improve communication 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.

Association communication with the membership will continue through such vehicles as "The School Trustee" newsletter, the "E-News" and the reorganized and redesigned SSBA website. In addition, support for Community Engagement initiatives will be provided to boards in 2010.

# **RESOLUTIONS**

## **DIRECTIONS FOR ACTION**

**Resolutions are categorized by subject matter according to Association policies for education (being renamed “position statements”) adopted by the membership. Position statements reflect the collective beliefs of boards of education on fundamental education issues.**

## **ASSOCIATION POLICIES FOR EDUCATION**

### **(POSITION STATEMENTS)**

**The first resolution is on page 4.**

### **POLICY A - THE SCHOOL BOARD**

The school board should be sensitive and responsive to the educational needs and expectations of the local community, able to appraise the schools in light of the established goals and objectives, able to contribute to the improvement of opportunities for the development of students, and aware of its obligation to keep the community informed about its schools. Therefore:

1. School board elections should be held at intervals sufficiently frequent to permit effective expression of the community will for its schools.
2. School boards should establish procedures and channels for communication which encourage easy and free public access to the administration and to the board.
3. School board meetings should be open to the public and formal proceedings should be a matter of public record.
4. School trustees are representative of the public generally and not of special interest groups.
5. No employee of a school board should be permitted to serve as a trustee of the employing board or of any other school board where a conflict of interest could arise.

## “A” Resolutions

**A-1 BE IT RESOLVED that the proposed Position Statement on “Local Governance of Education” be adopted to replace current “Policy A - The School Board” and “Policy C - Administration”:**

### “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’ e/cole 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.”**

Association Executive

Sponsor's Rationale:

Association position statements address key issues for K-12 education and describe the shared beliefs of member boards of education that direct united action by boards of education and their Association.

This position statement is intended to replace the current Association Policies for Education entitled "Policy A - The School Board" and "Policy C – Administration" that were adopted approximately 20 years ago. The proposed statement is intended to better reflect the current environment. Adoption of responsibility for 'Pre-K' education is not included in this statement as a separate position statement is considered necessary to address this issue.

The proposed statement was discussed at the April and October, 2009 Members' Councils. Boards of education received drafts of the statement in April and September.

**The next Resolution is on page 6.**

**POLICY B - EDUCATIONAL PROGRAMS**

School boards have an obligation to assist students to develop an appreciation of their heritage; and to provide an opportunity for them to acquire skills enabling them to develop to their fullest potential.

In order that educational program policies reflect the wishes of the total community to the extent possible, and that the program obligation of school boards are recognized:

1. School boards should develop logical program priorities based upon the purposes of their educational system.
2. Trustees should become familiar with all programs operated within their jurisdictions.
3. Trustees should be represented on all provincial curriculum committees.
4. Trustees should ensure that continual program assessment, evaluation and revision, where necessary, are undertaken in their jurisdictions.
5. Trustees should ensure that the environment exists for suitable program innovation under competent control.

6. School boards should ensure that the new technologies are available to their jurisdiction.

**“B” Resolutions**

- B-1 BE IT RESOLVED that the Saskatchewan School Boards Association undertake a study to:**
- 1. Define equity in public education;**
  - 2. Report how Saskatchewan school boards are addressing issues of equity in Saskatchewan; and**
  - 3. Determine how school divisions in other provinces are addressing issues in equity, and, how that compares to practices in Saskatchewan.**

**Sun West S.D. No. 207**

Sponsor’s Rationale:

Equity in education is a critical goal for school boards across Saskatchewan. All school boards can benefit from understanding how other school boards are addressing equity issues. A provincial focus on defining and addressing equity issues would be the most effective way to define equity.

School boards in Saskatchewan are responsible for ensuring equitable educational opportunities for their students. It would be useful to establish a definition of what “equity” means for Saskatchewan students and to have access to an overview of what is occurring in other jurisdictions.

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"/>            |

- B-2 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the provincial government to include a community service component as part of the requirements for grade 12 graduation.**

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

Sponsor's Rationale:

The function of school extends beyond academic preparation for life after leaving the publicly funded school system. The contribution of volunteers to our communities and province is a trademark of Saskatchewan. The graduation requirements for community service would provide students with an opportunity to experience the benefits of volunteerism and would set the stage for a lifetime of volunteer service.

Most Recent Association Position

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

**B-3 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the provincial government to conduct an exit survey of all grade 12 graduates five years after completion of grade 12 so information can be gathered on the efficacy of the pre-K to 12 system in preparing students for life after leaving the publicly funded school system.**

Good Spirit S.D. No. 204

Sponsor's Rationale:

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

Most Recent Association Position

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

**B-4 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Ministry of Education to amend clause 166(1)(b) of *The Education Act, 1995* to confer authority on individual boards of education and the Conseil scolaire fransaskois to set the five-day “spring vacation” period at a time that each considers advisable for its school divisions.**

**Prairie Valley School Division No. 208**

Sponsor’s Rationale:

Section 166 of *The Education Act, 1995* specifically prescribes “vacation periods” that are to be observed. Clause 166(1)(b) states:

“(b) a spring vacation, which is to be the five days following Easter Sunday;”

The rationale for wanting to control the blocks of instructional days is to maximize student success. Organizing the second semester in equal instructional blocks allows for appropriate reporting periods and also for units of study to end prior to spring vacation and commence with new units and reporting periods following the vacation. Researchers have indicated that extended periods away from school results in students experiencing academic setbacks as a result of those interruptions. It may also be argued that short instructional blocks of time or extended instructional blocks that occur when Easter falls early or late in the calendar year may also impact student learning and engagement. By detaching spring vacation from Easter Sunday and by allowing boards of education to establish the spring vacation for its school division based on its academic calendar in a manner that minimizes the potential impacts of the vacation period, it follows that students’ learning will be impacted in a positive manner.

Most Recent Association Position

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

R&PD Committee’s notes:

This resolution is consistent with the Association’s previous position that boards of education should have the flexibility to prepare its school calendar that will best meet the needs of students and maximize student success. However, the Association has not, at least in recent years, had a position on school vacation periods.



**B-5 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Ministry of Education to limit the current evaluation system for 30 level courses, such as ELA A30, ELA B30, Math A30, Math B30, Math C30, Physics 30, Chemistry 30, or Physics 30, which currently allows for either accredited teacher assessments or a combination of non-accredited teacher assessments and a provincial examination, to a single evaluation system.**

**Prairie Valley School Division No. 208**

Sponsor's Rationale

Currently, Saskatchewan students who enrol in select 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. This creates a dual evaluation system for these courses.

The dual evaluation system creates inequity in student assessment. It is our position that this dual evaluation system should be reduced to a single evaluation system, whereby either all students within the province are required to write provincial examinations in these subjects or are all assessed by their subject teachers, whether accredited or not accredited.

In many schools, but particularly in smaller rural high schools, a number of the 30 level teacher may not be accredited. The inequity related to student assessment that is created by the current dual evaluation system is a concern as these 30 level marks are used as a primary consideration for entry into post-secondary courses and other future opportunities. In order to provide equity, we recommend that all 30 level courses adopt a single evaluation system throughout the province.

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"/> |

**B-6 BE IT RESOLVED that the proposed Position Statement on “Student Achievement” be adopted:**

**“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.”**

**Association Executive**

*(Note: Position Statements require a 2/3 majority of votes cast to pass)*

Sponsor’s Rationale:

Association position statements address key issue for K-12 education and describe the shared beliefs of member boards of education that direct united action by boards of education and their Association.

The Association does not currently have a statement of position regarding student achievement.

This position statement has been developed from work by the Student Learning Working Advisory Group and feedback from boards of education/CSF. The proposed statement was communicated to boards of education in September, 2009 and discussed at the October Members’ Council.

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

**B.1 - POSITION STATEMENT: TEACHING AND LEARNING WITH TECHNOLOGY**

*(Note: This new Position Statement was adopted by the membership at the 2008 AGM)*

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”.

### **“B.1” Resolutions**

No “B.1” Resolutions.

## **POLICY C - ADMINISTRATION**

To vitalize its legislative role, the school board must have the authority necessary to implement its policies.

1. The school board should determine its administrative structure in the light of community needs and aspirations.
2. The school board should recruit, select and define the functions of all its employees.
3. The school board should initiate, encourage and support continuing research and evaluation in all areas of program and administration as an integral part of decision making.
4. The school board should develop effective reporting procedures to assist in making educational decisions.

### **“C” Resolutions**

No “C” Resolutions.

## **POLICY D – POLICY POSITION ON EDUCATION FUNDING**

### **The Saskatchewan School Boards Association believes...**

All citizens benefit from public education. Education funding is an investment in the development of individual human capacity, in building our economic and social future, and in maintaining civil society.

Every student must have access to learning opportunities that will enable the full development of their educational potential.

### **The Saskatchewan School Boards Association values...**

**Fairness:** Education funding programs must be designed so that financial resources are fairly allocated among school divisions to address educational delivery circumstances beyond the control of school boards and to compensate for variations in local fiscal capacity.

**Adequacy:** Financial support for school boards must be sufficient to fund provincial and federal policy expectations for education and to respond to the educational needs of students and the priorities of their families and communities.

**Autonomy:** School boards must be able to establish their own spending priorities and set their own levels of expenditure based on locally determined educational needs and expectations. School boards must receive the major portion of their funding unconditionally and must retain access to the property tax base.

**Partnerships:** School boards must have the capacity to facilitate partnerships with other agencies both public and private to provide academic, social, physical and spiritual supports for students and the educational program.

**Accountability:** School boards must be accountable to their electors for the educational expenditure priorities they establish and for the efficient and effective use of the financial resources available to them.

**Clarity:** Education funding must be easily explained and understood and efficient to administer.

### **“D” Resolutions**

**D-1 BE IT RESOLVED that the Saskatchewan School Boards Association undertake an ongoing public lobby campaign with the goal of educating stakeholders, property tax payers and the general public with respect to the need for and benefits of adequate funding for K to 12 education.**

**Sun West S.D. No. 207**

Sponsor's Rationale:

The transition funding and the new funding model for Public Education gives the provincial government total control of K to 12 educational funding. School boards need adequate resources to fund existing K to 12 programs, capital projects, new initiatives and ever-increasing costs. Public understanding of the need for adequate resources for K to 12 education must come before public support will occur. The Saskatchewan School Boards Association is the provincial voice for public education, hence is focused on the broader picture with respect to school board issues.

School boards must ensure public education receives adequate resources. With boards no longer having discretionary access to the property tax base to fund education, we need to find effective methods to convince the government to adequately fund education. While individual school boards may have limited influence at the provincial level, the Saskatchewan School Boards Association operates and has influence at the provincial level.

Most Recent Association Position

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

**D-2 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the federal government to ensure more timely payment of federal tuition dollars to school boards payable with respect to children resident on First Nations who attend a school operated by a board of education.**

**Good Spirit School Division No. 204**

Sponsor's Rationale:

The payment for students listed in the fall nominal roll submitted to Indian and Northern Affairs Canada is generally not received until March of the following year. The delay in tuition payment adversely impacts on school division finances as additional debt servicing charged are incurred.

Most Recent Association Position

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

- D-3 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the provincial government to provide all school boards with an exemption from the payment of the provincial sales tax.**

**Good Spirit School Division No. 204**

Sponsor's Rationale:

The current practice of requiring school boards to pay the provincial sales tax is a significant burden on the financial capacity of school boards. With the changes to education funding announced in March of 2009, paying the provincial sales tax essentially requires school boards to return provincial tax dollars back to the government. Exemptions currently exist for municipal governments and, therefore, should be extended to boards of education.

Most Recent Association Position

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

- D-4 BE IT RESOLVED that the Saskatchewan School Boards Association establish an official position that recognizes the real and distinct disparity in the costs of delivering equitable education opportunities in Saskatchewan, and continue to advocate that the Ministry of Education provide adequate funding for all students in Saskatchewan.**

**Horizon School Division No. 205**

Sponsor's Rationale:

School boards have long recognized that there exists considerable differences in the costs of delivery of education in Saskatchewan,



yet the Saskatchewan School Boards Association does not have a clearly articulated position with regard to such disparity.

Most Recent Association Position

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

**D-5 BE IT RESOLVED that the Saskatchewan School Boards Association expand its advocacy on the behalf of school boards with agencies, such as Health, Justice, Social Services, Ministry of Education etc., in which decisions to cut services handicap the delivery of educational services by downloading these costs to school boards onto what is now a fixed budget.**

Horizon School Division No. 205

Sponsor’s Rationale:

There has long been the need for the Saskatchewan School Boards Association, as a Provincial voice of boards, to advocate directly to other Government agencies. This need is greater now, in light of the recent and ongoing changes to Education funding. While the Saskatchewan School Boards Association has representation on approximately 48 committees, it is not evident that they have the ear of the various Ministries and, in particular, the members of the Provincial Cabinet. The Association, as our parent organization, must refocus its advocacy efforts to ensure that member boards are receiving maximum benefit.

Most Recent Association Position

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

**D-6 BE IT RESOLVED that the proposed Position Statement on “Education Finance” be adopted to replace the current “Policy D – Policy Position on Education Funding”:**

**“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.”

Association Executive

*(Note: Position Statements require a 2/3 majority of votes cast to pass)*

Sponsor's Rationale:

Association position statements address key issues for K-12 education and describe the shared beliefs of member boards of education that direct united action by boards of education and their Association.

Association procedures for "Development of Position Statements" state that position statements should be reviewed every five years. The existing "Policy Position on Education Funding" was adopted in 2002 and has triggered the review process. A revised position statement is appropriate due to recent changes in education finance and the importance of sufficient funding to achieve educational outcomes.

This position statement has been developed from the work done by the Education Finance Working Advisory Group and feedback from boards of education/CSF. The proposed statement was communicated to boards of education in September, 2009 and discussed at the October Members' Council.

**D-7 BE IT RESOLVED that the proposed Position Statement on "Facilities Funding" be adopted.**

**"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.”**

**Association Executive**

**Sponsor's Rationale:**

Association position statements address key issues for K-12 education and describe the shared beliefs of member boards of education that direct united action by boards of education and their Association.

The Association does not currently have a statement of position regarding facility funding.

This position statement has been developed from work done by the Facility Funding Working Advisory Group and feedback from boards of education/CSF. The proposed statement was

communicated to boards of education in September, 2009 and discussed at the October Members' Council.

**The next Resolution is on page 22.**

**POSITION STATEMENT: E – 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.

### **“E” Resolutions**

**E-1 BE IT RESOLVED that the Saskatchewan School Boards Executive establish a position statement that clearly articulates that:**

- the responsibility and authority to determine the appropriate level of staffing for school divisions is vested with the Board of Education;
- Article 9 of the Provincial Teacher's collective bargaining agreement in no way allows for the diversity of delivery of education in Saskatchewan; and
- Article 9 is no longer relevant as a result of restructuring;

**and that the members directly involved strive to have Article 9 removed from the Provincial collective agreement in the next round of bargaining.**

**Horizon School Division No. 205**

Sponsor's Resolution

Decisions continue to be made by others that directly affect a school board's ability to offer the appropriate level of educational opportunities to the students they are responsible for. Article 9 is an archaic component of the Provincial collective bargaining agreement and is sadly out of touch with reality. There continues to be increased demands on the School Division as a whole and specifically on central office staff. These vitally important people are stretched to the limit and beyond, yet boards have little recourse in providing additional supports.

Most Recent Association Position

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

**The next Resolution is on page 26.**

**POLICY F - TEACHER TENURE**

While the school board must be able to select and utilize its teachers and to maintain flexible administrative practices in order to carry out its responsibility, legislation should protect individual teachers against unfair termination of contract and at the same time, ensure the provision of quality education in order to safeguard the interests of students.

1. School board decisions with respect to the transfer of teachers, appointment of administrative or supervisory staff, and disciplinary actions should not be subject to review by any administrative tribunal.
2. When a teacher is suspended or his contract terminated the reasons for such action should be made known to the teacher.
3. The school board should have the authority to dismiss or suspend summarily any teacher for gross misconduct, neglect of duty or refusal or neglect to obey any lawful order of the board, such dismissal or suspension to be subject to appeal to the courts.
4. Any teacher whose contract is terminated shall have the opportunity to meet with the school board to show cause why his contract ought not be terminated.

5. An initial two-year non-tenure period shall apply to every teacher upon commencement of employment with a board.
6. Any teacher whose contract is terminated with effect at a date other than June 30, or any teacher with more than two consecutive years of service whose contract is terminated with effect on June 30, shall have the right to appeal to the Minister of Education for a review of the case by a board of conciliation.
  - 6.1 The board of conciliation shall include one representative nominated by the Saskatchewan Teachers' Federation, one representative nominated by the Saskatchewan School Boards Association, and a Chairman nominated by mutual consent of the two representatives. If the parties cannot agree, the chairman shall be nominated by the Chief Justice of Saskatchewan.
  - 6.2 The board of conciliation shall hear evidence, review the case and make such recommendations to the school board as it deems advisable.
  - 6.3 If the parties agree beforehand, the decisions of the board of conciliation shall be final and binding upon the parties.

### **“F” Resolutions**

No “F” Resolutions.

### **POLICY G - TEACHER EDUCATION**

1. Teacher education programs should focus on academic, professional and practical preparation.
2. The academic component of teacher education programs for both elementary and secondary teachers should be developed in accordance with the level at which the teachers plan to teach, but in each case it should ensure a general education.
3. Teacher education programs should develop in teachers the required skills for effective teaching as well as a desire to work with students and a commitment to education as a profession.
4.
  - 4.1 Teacher education programs should provide for a period of internship for student teachers not less than one university semester in duration.
  - 4.2 School boards should co-operate fully with the colleges of education in the operation of practice teaching and internship programs.
5. Teacher education programs should reflect the requirements of school systems and be modified or expanded as school system needs change.



6. Every effort should be made to improve communications between college of education personnel and school system personnel in order that each has a better appreciation of its respective requirements.
7. Insofar as it is possible, the university should offer off campus credit classes according to demand in order to facilitate teacher education.
8. Pre-service training of teachers is only the beginning of the professional development of teachers; teachers should participate in seminars, workshops, etc., in order to keep abreast of educational innovations.
9. Extensive programs of study in the areas of personnel management and school administration should be offered at the Colleges of Education in order to assist with the preparation of principals and superintendents.
10. Trustees should have membership on all inter-agency committees dealing with teacher education including such committees as the Board of Teacher Education and Certification and the internship committees.

#### **“G” Resolutions**

No “G” Resolutions

#### **POLICY H - TEACHER CERTIFICATION**

1. Trustees should have representation on all inter-agency committees established to deal with teacher certification.
2. The Minister of Education should retain control of teacher certification and be guided closely by the recommendations of the Board of Teacher Education and Certification.
3. School boards should have the power to engage uncertified persons to teach when competent qualified teachers are not available, such persons to be granted a probationary certificate valid until the end of the current academic year and renewable upon further application by the employing school board.
4. The types of teaching certificates should be kept at the lowest appropriate number and the requirements for these certificates should be stated in the Regulations with clarity and precision.
5. Only the Minister of Education should have the power to issue, suspend or revoke a teacher's certificate.

6. The minimum period of teacher education leading to a permanent teaching certificate should be four years.

### **“H” Resolutions**

**H-1 BE IT RESOLVED that the proposed Position Statement on “Teacher Education and Certification” be adopted to replace current “Policy G - Teacher Education” and “Policy H - Teacher Certification”.**

### **“TEACHER EDUCATION AND CERTIFICATION**

**Boards of education/ Conseil scolaire fransaskois (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.**

**Association Executive**

### Sponsor's Rationale:

Association position statement address key issues for K-12 education and describe the shared beliefs of member boards of education that direct united action by boards of education and their Association.

This statement is intended to replace the current Association Policies for Education entitled "Teacher Education" and "Teacher Certification". The proposed revisions are timely to respond to changes with the Saskatchewan Board of Teacher Education and Certification and the Canadian Agreement on Internal Trade.

The proposed statement was discussed at the April and October, 2009 Members' Councils. Boards of education received drafts of the statement in April and September.

**The next Resolution is on page 30.**

### **POLICY I - TEACHER AIDES AND SCHOOL AIDES**

Many of the duties performed in schools do not require the attention of a professionally trained teacher. Therefore:

1. In order to better utilize the professional skills of the teacher, school boards should have the authority to employ teacher aides or school aides.
2. The duties assigned to aides should reflect the requirements of the school situation and should not be specified by statute or regulations under any statutes.
3. Training programs should be available for aides but such training should not be compulsory for aides.
4. Aides should not be members of the Saskatchewan Teachers' Federation.

### **"I" Resolutions**

No "I" Resolutions.

### **POLICY J - TRANSPORTATION OF STUDENTS**

The school board is responsible for safe and efficient transportation service where it deems it necessary to give students access to schools and school-sponsored activities.

1. The school board should determine the type and extent of its student transportation services.
2. The school board should adopt a consultative process with students, parents, drivers and administrators for the development of policies on transportation service, and these policies should be communicated to all persons involved.
3. School board policy on transportation should delineate rules of conduct for students and the relationships by which the authority of the school is extended to the operation of buses.
4. The school board should sponsor in-service institutes for bus drivers.
5. The school board, either individually or in co-operation with other school boards and agencies, should actively promote public awareness of school bus safety.
6. School boards, through their Association, should be represented on interagency committees established to deal with student transportation service and the development of legislation and regulations pertaining thereto.

### **“J” Resolutions**

No “J” Resolutions

### **POLICY K - THE ASSOCIATION**

The school boards of Saskatchewan require a forum within which representatives can present their views, test their ideas, draw their conclusions and voice their convictions.

1. There should be a provincial Association of school boards to voice their collective interests.
2. Membership in the Association should be voluntary with member boards having an annual opportunity for review of membership.
3. The member boards should have responsibility for communicating goals, desirable activities and school board needs to the Association.
4. The Association should conduct an annual convention of trustees at which member boards can review the affairs of the Association, consider events in education and describe in their resolutions the course of Association activities.
5. An elected executive of school trustees should be responsible to the membership from convention to convention for affairs of the Association and should strive to employ and retain personnel competent to participate in all aspects of providing education services in Saskatchewan.

6. The Association staff should be available to school boards on a basis consistent with the operational policies of the executive.
7. The Association should provide opportunities for trustees of member boards to inform themselves of development in the programs and administration of education and to inform themselves of the duties and powers, responsibilities and privileges of trusteeship.
8. The Association will support member boards and pursue their legitimate interests in local, provincial, and national councils of education and government so long as those interests do not conflict with the by-laws and policies of the Association and its executive.

### **“K” Resolutions**

No “K” Resolutions

### **L-POSITION STATEMENT: DEVELOPMENT OF POSITION STATEMENTS**

*(Note: This Position Statement was adopted by the membership at the 2008 AGM and replaces former “Policy L – Policy Position Development Process”).*

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”.

## “L” Resolutions

**L-1 BE IT RESOLVED that the following Association Policies for Education be deleted:**

**“Policy B – Educational Programs”;**

**“Policy F – Teacher Tenure”;**

**“Policy I – Teacher Aides and School Aides”;**

**“Policy J – Transportation of Students”;** and

**“Policy K – The Association”.**

### Association Executive

#### Sponsor’s Rationale:

The Association is working to develop a comprehensive set of position statements that address key issues for K-12 education and describe the shared beliefs of member boards of education that direct united action by boards of education and their Association. Position Statements are intended to replace the older Association Policies for Education.

The recommendation to delete these older Policies for Education is intended to facilitate the transition to Position Statements. These older Policies are out-of-date and/or considered of limited value in informing advocacy on current issues. Some parts of the current “Policy B – Educational Programs” were not captured in the new position statements. A review may be undertaken to determine if a new position statement is required. “Policy M – Assessment of Student Achievement” is due for review.

The Association Executive will establish a work plan to continue the work of developing new position statements in 2010.

**The next Resolution is on page 32.**

## **POLICY M – 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.

#### **“M” Resolutions**

No “M” resolutions.

#### **N” Resolutions Not Related to Any Current Association Policy**

**N-1 BE IT RESOLVED that the Saskatchewan School Boards Association lobby the provincial government to declare the first Tuesday in September of each year as “Provincial Students Day in Saskatchewan”.**

#### **Prairie Spirit School Division No. 206**

##### Sponsor’s Rationale:

The students and youth of Saskatchewan are our future. Having a special day set aside to recognize this fact would contribute to their importance and help to alert all drivers that students are back in school and extra care for their safety should be considered.



Most Recent Association Position

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