



**2011 ANNUAL GENERAL  
MEETING**

**NOVEMBER 28, 2011**

**OFFICIAL  
BYLAW AMENDMENTS  
AND RESOLUTIONS PACKAGE**

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# **BYLAW AMENDMENTS**

## **NO BYLAW AMENDMENTS**

## **BUDGET RESOLUTION**

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

**Budget 2012**      **BE IT RESOLVED that the Association's 2012 annual operating budget of \$2,334,212, funded by membership fees, be approved.**

**Association Executive**

### Sponsor's Rationale

This budgeted membership fee increase is \$98,997.00 (4.4%) over the 2011 amount. The total operating budget expenditure for 2012 is \$3,008,585.00, an increase of \$154,167.00 (5.4%) over the 2011 total operating budget.

This majority of the increase in the budgeted amount is due to additional association work and replenishing funds associated with bargaining, with other additional costs associated with increased salaries. This operating budget provides for all the costs related to the Association's advocacy efforts, member services, supports and governance responsibilities.

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 and are not part of the operating budget.

The need for the Association to continue to be the 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. The introduction of a new performance plan

with both strategic targets and measurable outcomes as part of next year's annual report will also provide additional accountability towards strategic direction in the future.

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**

NO RELATED RESOLUTIONS  
NEXT RESOLUTION ON PAGE 6

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**

NO RELATED RESOLUTIONS  
NEXT RESOLUTION ON PAGE 6

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.

## 2. THE EDUCATION PROGRAM

### 2.1 STUDENT ACHIEVEMENT

TWO RELATED RESOLUTIONS  
NEXT RESOLUTION ON PAGE 6

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 the Saskatchewan School Boards Association partner with Saskatchewan Learning to develop an initiative to support and facilitate the transition of high school students into journeyman, technical programming and 21<sup>st</sup> century career options.**

**Lloydminster S.D. No. 99**

Sponsor's Rationale:

Saskatchewan is experiencing skilled labor shortages and the demand for students to enter into apprenticeship and trades programs continues to grow. Approximately two thirds to three quarters of students transition from high school directly to employment or technical or journeyman programs. This transition is critical for Saskatchewan as it is in the midst of leading the nation in economic growth and demand for trained labor. A coordinated program with adequate supports is required to deliver pre-apprenticeship training, internships for technical programs and increased access to a wider range of programming at the high school level. A menu of programming must be developed and introduced into our high schools

to create a “new” model of education that represents an evolution beyond the traditional comprehensive high schools and career paths that are not bound to university education paths.

Costing of this Resolution:

No costing information received from sponsor.

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"/>

**2.1-B BE IT RESOLVED that the Saskatchewan School Boards Association petition the Government of Saskatchewan and the Ministry of Education to expand Kindergarten programming to a full day, every day program supported by full educational grant resources for Kindergarten aged students in the province of Saskatchewan.**

**Saskatoon S.D. No. 13**  
**Greater Saskatoon Catholic Schools**

Sponsors' Rationale:

There is ample evidence through educational research that a full day, every day kindergarten program supports higher literacy and achievement outcomes for kindergarten aged students. Data collected in the full day, every day kindergarten classes in Public and Catholic schools in Saskatoon confirms the benefits found in much of the research.

Students enrolled in the full day, every day kindergarten classes show greater learning in terms of key school readiness indicators as measured by the Early Years Evaluation standardized assessment. In full day kindergarten students have scored higher in the learning domains of cognitive and physical development. In addition, social skills development has also been noted as an area of growth for these children. These findings are significant when one considers that the majority of our full day, every day kindergarten programs are placed in schools where vulnerability measures are prevalent. Further evidence of the value of this type of programming exists with the full or ongoing implementation of full day, every day kindergarten in a number of other Canadian provinces.

Cost of this resolution:

Minimal cost to the Saskatchewan School Boards Association



Most Recent Association Position

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

**The next resolution is on page 10.**

## **2.2 ASSESSMENT OF STUDENT ACHIEVEMENT**

### TWO RELATED RESOLUTIONS NEXT RESOLUTION ON PAGE 10

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.

**2.2-A BE IT RESOLVED that the proposed Position Statement on “Assessment of Student Achievement” be adopted to replace the current “Position Statement 2.2 - Assessment of Student Achievement”:**

**PROPOSED “Position Statement 2.2:**

**Assessment of Student Achievement**

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

**Boards of education/CSF and their Association work together to strengthen the capacity of the publicly funded school system to establish policies and procedures to:**

- 1. Adopt clear expectations for student achievement to focus board/CSF resources on the improvement of student learning;**
- 2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives;**
- 3. Support professional staff in the work of appropriately assessing and reporting student achievement information.**

- 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.**

**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.

Position Statement 1.1 B requires that:

**“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.”

This position statement is intended to replace the current Association Position Statement entitled “Position 2.2 – Assessment of Student Achievement that was adopted approximately 8 years ago. The proposed statement is intended to better reflect the current environment and ensure consistency with other current position statements.

The proposed statement was discussed at the September 2011 Members’ Councils. Boards of education received drafts of the statement at that time.

**Costing of this Resolution**

Minimal Cost to the Saskatchewan School Boards Association

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"/>

**2.2-B BE IT RESOLVED that the Saskatchewan School Boards Association study the current evaluation system for 30 level courses on the principles of equity and relevance for 21<sup>st</sup> century teaching and learning and make recommendations to the Ministry of Education for changes to the current evaluation system**

**Prairie Valley S.D. No. 208**

Sponsor's Rationale:

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

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

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

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

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

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

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

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

Costing of this resolution

No cost implications for the Saskatchewan School Boards Association.

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 17.**

**2.3 TEACHING AND LEARNING WITH TECHNOLOGY**

NO RELATED RESOLUTIONS  
NEXT RESOLUTION ON PAGE 17

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**

ONE RELATED RESOLUTIONS

NEXT RESOLUTION ON PAGE 17

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 government to recognize the voluntary participation and fund the extra costs associated with the requirements of the provincial auditor for the Boards of Education and the Conseil scolaire fransaskois.**

**Conseil des écoles fransaskoises**

Sponsor's Rationale:

Generally Boards and the Conseil have functioned with status quo budgets for the past three years. The government limited the ability of Boards and the Conseil to raise revenues to cover rising operational costs. Additional costs such as audit fees associated with the requirements imposed by the provincial auditor are now being absorbed by the Boards and the Conseil's budget.

*The Education Act* must be amended to include the jurisdiction of the Provincial auditor over Boards of Education and the Conseil. The Provincial auditor must assure consistency for all Boards and the Conseil audits. The lack of clarity of the provincial auditor's role and the methods used has created frustration within Boards of Education.

Cost of this resolution:

Time of the Saskatchewan School Boards Association, legal consultation, time of the executive and staff.

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 19.**

## **3.2 FACILITIES FUNDING**

### THREE RELATED RESOLUTIONS

NEXT RESOLUTION ON PAGE 19

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 request the Ministry to remove the Requirement for portables as part of major construction in areas where student population is stable or increasing.**

**South East Cornerstone S.D. No. 209**

Sponsor's Rationale:

Currently the Facilities Branch of the Ministry of Education requires that 40% of classroom space in construction of a new school facility be relocateables. The criteria were developed at a time when there was significant population exodus from the province and significantly declining enrolment. The Province of Saskatchewan now has evidence of increasing enrolments in many areas. Further, the cost of construction and of moving relocateables far exceeds the cost of regular classroom construction.

Costing of this Resolution

Minimal Cost to the Saskatchewan School Boards Association

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"/>

**3.2-B BE IT RESOLVED THAT the Saskatchewan School Boards Association lobby the Ministry of Education to change its process for allocating relocatable classrooms to address student learning needs in a timely manner so that relocatable classrooms are allocated annually in October based on enrolment numbers in September of that year.**

**Prairie Spirit School Division No. 206**

Sponsor's Rationale:

The Ministry of Education would be more responsive and effective in meeting the needs of students and school staff if new relocateables were allocated annually in October, using school enrolment statistics from September 30. With this timeline in place, these relocatable projects would be tendered in January when pricing is traditionally best and more contractors are available, with classrooms ready for the start of the new school year. With this schedule, relocatable classrooms would be in place within one year of the need being identified.

The Ministry of Education currently announces relocatable classrooms in March, around the time of the provincial budget. By the time these projects are designed, approved, tendered and constructed, the new school year is well underway. As a result, staff and students are without adequate classroom space for a difficult period of time.

Costing of this resolution:

Association resources anticipated in order to act on this resolution would be:

- a staff member to prepare a briefing note regarding the current process of allocating relocatable classrooms, with input from affected school divisions;
- the Executive Director to address this issue during regular meetings with the Minister of Education and senior Ministry officials.

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"/>            |

**3.2-C BE IT RESOLVED that the Saskatchewan School Board Association lobby the provincial government to provide pressing necessity capital funding to School Divisions that need to replace existing schools due to proven issues of health or safety where age of the facility makes improvement or adequate renovation of the existing facility impractical.**

**Northern Lights S.D. No. 113**

Sponsor's Rationale:

In many areas of the province, Saskatchewan schools have aged facilities and are at or near the end of their life cycle. Enhancements to and replacement of old buildings have not kept pace with changing curricula, instructional requirements and instructional technology. The age of some school facilities, despite efforts by school boards to mitigate the situation, have resulted in some facilities becoming unsafe for students especially as buildings codes and standards have evolved. Examples of this would be older school buildings which are built with unprotected combustible construction material or materials and processes, inefficient outdated HVAC systems leading to poor IAQ (indoor air quality).

As buildings age, the government needs to ensure that the school facilities can accommodate educational programming that is current and aligned to student needs. An abundance of research compiled by the National Clearing House for Educational Facilities supports the conclusion that the quality of student learning is inextricably linked to the quality of student facilities. . Saskatchewan education and the

government of Saskatchewan should be committed to providing students with a quality educational experience in a healthy, safe, and secure learning environment. The SSBA should act on the behalf of school boards as a voice to ensure that safe, up to date school facilities ar the goal for all students in our province. Hence, the SSBA should lobby the provincial government to enhance capital funding to a level which maintains, modernizes, preserves or replaces unsafe and/or aging facilities.

Cost of this resolution:

Minimal, as it can be placed on the agenda items when the SSBA regularly meets with the government.

Most Recent Association Position

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

**The next Resolution is on page 24.**

## **4. HUMAN RESOURCES**

### **4.1 COLLECTIVE BARGAINING**

NO RELATED RESOLUTIONS

NEXT RESOLUTION ON PAGE 24

- 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**

NO RELATED RESOLUTIONS

NEXT RESOLUTION ON PAGE 24

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.

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

**5-A BE IT RESOLVED that the proposed Position Statement on “Public Engagement” be adopted as Position Statement 5 - Public Engagement”:**

### **PROPOSED POSITION STATEMENT “PUBLIC ENGAGEMENT”**

**Boards of education/CSF value and support meaningful parent, school community council/conseil des ecoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.**

- 1. Parents and guardians are supported as the primary contributors to student success.**
- 2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement.**
- 3. Continuous conversations with the community are planned to sustain the public’s commitment to our schools.”**

**Association Executive**

#### **Sponsor’s Rationale:**

The Association currently does not have a position statement on public engagement. The Executive is of the opinion that, because public engagement is such an integral component of effective governance, it warrants a specific position statement. The wording of the proposed position statement mirrors the draft position statement recommended in the report of the Public Engagement Working Advisory Committee, with only very minor changes in wording. Position Statement 1.2 Local Governance of Education contains two points related to public engagement and are consistent with proposed position statement.

The Public Engagement WAG reported to the membership on its work as it was in progress, and its Report was submitted and presented to boards and the CEF.

Costing of this Resolution

Minimal Cost to the Saskatchewan School Boards Association

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"/>

**5-B BE IT RESOLVED that the Saskatchewan School Boards Association support the Canadian Centre on Substance Abuse’s “Portfolio of Canadian Standards for Youth Substance Abuse Prevention” as the standard for prevention programs.**

Association Executive

Sponsor’s Rationale:

The Canadian Centre on Substance Abuse (CCSA) has developed the first national resource for drug abuse prevention; the “*Portfolio of Canadian Standards for Youth Substance Abuse Prevention*”. Authored by members of CCSA’s Canadian Standard Task Force, a team of Canadian prevention experts, the Canadian Standards Portfolio draws upon best and most recent evidence of what works in prevention. It identifies the necessary components found in effective initiatives and provides step-by-step guidance, based on the best available evidence, on how best to plan, implement, monitor and evaluate prevention efforts with schools, communities and families.

The “*Portfolio*” is part of the CCSA led “*A Drug Prevention Strategy for Canada’s Youth*”, a five-year initiative that aims to reduce illegal drug use by Canadian youth aged 10–24. The Strategy involves stakeholders from across the country in all provinces and territories and is funded through the federal government’s National Anti-Drug Strategy.

The “*Portfolio*” standards can be a base for a nationwide strategy framework for substance abuse prevention where none currently exists.

Costing of this Resolution

Minimal Cost to the Saskatchewan School Boards Association

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 and the Ministry of Education review the legislative qualifications to hold the position of Director of Education.**

Prairie Spirit S.D. No.206

Sponsor's Rationale:

Boards of education have experienced a dramatic change in role and governance over the past several years. Boards have necessarily had to adapt to focus on effective governance as a large corporate entity, with budgets in the millions of dollars. In contrast, the legislative requirements for the qualifications of the Director of Education were enacted several decades ago. The Director of Education's required skill set, knowledge and experience now extend well beyond what was required in the past.

Currently, the qualifications needed to attain the position of Director of Education are set out in *The Education Act, 1995*, *The Education Regulations, 1986* and *The League of Educational Administrators, Directors and Superintendents Act*. According to the requirements in the regulations, a Director of Education must hold a Professional "A" teacher certificate. The LEADS Act prohibits anyone who is not a member of LEADS from holding the position of Director of Education.

In the past, there were more than a hundred school boards in the province, the vast majority of which were very small geographic areas with few schools and a small central office administration staff. Since then, the number of school boards has been reduced to 28, each of which has jurisdiction for thousands of students and many of which serve large geographic areas. Central office administration now includes many specialized senior positions to support the Director of Education, including those individuals with expertise and experience in curriculum, instruction, facilities, human resources, etc. These professionals reflect not only the expanded, more sophisticated nature of the board as a corporate entity, but also the changed role and expectations of schools.

When legislation was amended to remove the qualifications of secretary-treasurers over two years ago, the Ministry of Education acknowledged the changes that have occurred in the governance of publicly-funded education and the corporate responsibilities of boards of education. This amendment allowed boards to hire a person to fulfill the functions of chief financial officer and removed the requirements that had been prescribed by

regulations. The purpose of this resolution is to explore the merits of taking a similar approach with the role of Director of Education, recognizing that the Board of Education is in the best position to determine the needs of the school division in preparing its students for the world of the future.

A review of the legislative qualifications for CEOs of boards of education would not suggest a removal of Ministry oversight. The requirements for notification and approval of the appointment of a Director of Education, as currently prescribed by regulations, provide the Ministry with a mechanism by which it can be assured that boards of education hire CEOs who are qualified to serve in that capacity.

Costing of this resolution

In order to act on this resolution, possible Association resources would include:

- a staff member to prepare a briefing note regarding the needs of boards of education with respect to their CEOs;
- the Executive Director to address this issue during regular meetings with the Minister of Education and senior Ministry officials.

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"/> |

**5-D BE IT RESOLVED that the Saskatchewan School Boards Association lobby the provincial government to amend *The Education Act, 1995* to change the spring break from the five consecutive days following Easter Sunday to five consecutive days at a fixed time in the calendar year.**

**Prairie Valley S.D. No. 208**

Sponsor's Rationale:

The motion is intended to change the present practice as described in Section 166(1)(b) of having the spring break follow Easter Sunday to a defined and consistent time in the calendar year.

The intent is that this would allow for the ability to build more consistent blocks of instructional days in order to maximize student success. A calendar consistent spring break would allow organizing the second semester into instructional blocks to allow for appropriate assessing and reporting periods and for the organizing of units of study that achieve the maximum potential for student success. Researchers have indicated that

extended periods of time away from school negatively impacts academic results. It may be argued that short instructional blocks of time or extended instructional blocks that occur each year as Easter occurs early or late in the year may also impact student learning and engagement.

By detaching the spring break from Easter Sunday as described in the *Act* and fixing it to the calendar.

Boards of Education will be better able to organize their academic calendars to minimize the impacts of vacation periods and maximize positive student learning.

Costing of this resolution:

There are not any costs implications for the Saskatchewan School Boards Association.

Most Recent Association Position

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

**5-E BE IT RESOLVED THAT the Saskatchewan School Boards Association lobby the Ministry of Education to maintain existing guidelines surrounding alternative school year arrangements on a permanent basis.**

**Prairie South S.D. 210**

Sponsor's Rationale:

Alternative school year calendars can be extremely successful in remote rural areas where students need to be transported long distances to get to the nearest school. Prairie South has a number of students that ride the school bus for nearly three hours each day. Therefore it is beneficial to extend daily instructional time and reduce the school week to four days.

By doing this students benefit from reduced weekly travel time. The alternative school year has also reduced student absenteeism, as parents are able to book medical and other appointments on their day off. Students are also able to participate in more extra-curricular activities without missing school – as many athletic tournaments start on Friday and considerable travel is required to participate.

It is important to note that the alternative school calendar has been extremely well received by the public. For Prairie South, like many other school divisions, public engagement has become a priority in the decision-making process. In our communities, where the alternative

school year has been implemented, the public approval is at 97% – making its continuation a priority.

There is also value from a human resources standpoint. Absenteeism among staff is lower for the same reasons as students. In addition the alternative calendar is attractive to staff and has helped with recruitment of hard to fill positions. It is often hard to find teachers to work in our remote areas.

In closing Prairie South feels that this resolution is also about school board autonomy, and we strongly feel that school boards should have the power to make the decision. We recognize that alternative school year calendars work well in certain situations, and in fact only certain schools within the division should use it. We have also received requests to use the same calendar at some of our other rural schools, however without permanent approval from the ministry the each school has to go through a long and arduous process with no certainty of what the final outcome will be.

Costing of this resolution:

No costing information received from sponsor.

Most Recent Association Position

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