



# **2016 ANNUAL GENERAL MEETING**

## **PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS**

**NOVEMBER 13-15, 2016**

## **TABLE OF CONTENTS**

### **BYLAW AMENDMENTS**

|  |   |
|--|---|
| Bylaw 16-01 – Bylaw 3, Section B2(c) ..... | 1 |
| Bylaw 16-02 – Bylaw 11, Section 4 .....    | 3 |
| Bylaw 16-03 – Bylaw 4, Section 1(c) .....  | 4 |

### **BUDGET RESOLUTION**

|                  |   |
|------------------|---|
| Budget 2017..... | 6 |
|------------------|---|

### **RESOLUTIONS**

|   |    |
|---|----|
| AGM-16-01 “Assessment of Student Achievement” Position Statement.....   | 7  |
| AGM-16-02 “Teacher Education and Certification” Position Statement..... | 9  |
| AGM-16-03 “Public Engagement” Position Statement .....                  | 11 |
| AGM-16-04 School Community Council framework .....                      | 12 |
| AGM-16-05 School Review process.....                                    | 13 |
| AGM-16-06 Curriculum - History of First Nation and Métis People .....   | 14 |
| AGM-16-07 Provincial Strategy for student transience .....              | 16 |
| AGM-16-08 Saskatchewan Disability Strategy .....                        | 18 |
| AGM-16-09 Social Impact Bond .....                                      | 20 |
| AGM-16-10 The Education Property Tax Bill .....                         | 21 |
| AGM-16-11 NORTEP/NORPAC .....   | 22 |
| AGM-16-12 Insurance Fund Reserves .....                                 | 23 |

## BYLAW AMENDMENTS

Bylaw  
16-01

**BE IT RESOLVED THAT Bylaw No. 3 Section B 2(c) be amended by deleting "calculated by reducing the student count by one half." So the Bylaw will read as follows:**

**2(c) for a Board of Education that has the City of Lloydminster within the boundaries of its school division and that maintains membership in Alberta School Boards Association, calculate fees per September 30 Saskatchewan student enrollment count."**

**Lloydminster Roman Catholic Separate S.D. No. 89**  
**Lloydminster S.D. No. 99**

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

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

The bylaw references calculation by reducing the student count by one half presents an over calculation of cost. The bylaw, as it reads and has been implemented in past practice, assumes the split in enrollment is 50/50 between Alberta and Saskatchewan. In reality we have experienced over the last few years a 60/40 split.

As per the bylaw we are required to maintain a membership with Alberta School Boards Association. Our membership fees to Alberta School Boards Association are based on September 30th Alberta student enrollments. Each year we have been paying 60% of total enrollments to ASBA (based on actual September 30th student counts) and 50% of total enrollments to SSBA, resulting in a 10% overpayment of membership fees.

This amendment to the bylaw will also further align Bylaw 3-B 2(c) to Bylaw No. 11: Delegates and Voting (4). Currently point #4 of the Bylaw No. 11 states that the number of votes will be determined based on the student count at September 30th.

The proposed bylaw amendment allows for legitimacy and accuracy of calculating SSBA member fees per student residency.

The bylaw currently reads as follows:

**B. Membership Fees**

2(c) for a Board of Education that has the City of Lloydminster within the boundaries of its school division and that maintains membership in Alberta School Boards Association, calculated fees per September 30 Saskatchewan student enrollment count.

|  |                                    |                                    |               |          |
|--|------------------------------------|------------------------------------|---------------|----------|
| <b>BYLAW<br/>AMENDMENT<br/>Bylaw 16-01</b> | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|--|------------------------------------|------------------------------------|---------------|----------|

**Bylaw**

**16-02 BE IT RESOLVED that Bylaw Number 11 Delegates and Voting, section 4 be amended to recognize the increase in the number of students in Saskatchewan by deleting**

|                                 |           |
|---------------------------------|-----------|
| <b>15,001 students and over</b> | <b>51</b> |
|---------------------------------|-----------|

**And replacing it with**

|                                   |           |
|-----------------------------------|-----------|
| <b>15,001 to 20,000 students</b>  | <b>51</b> |
| <b>20,001 to 25, 000 students</b> | <b>57</b> |
| <b>25,001 to 30,000 students</b>  | <b>63</b> |

**Saskatoon S.D. No. 13**

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

**Sponsor's Rationale:**

Saskatchewan has experienced rapid growth over the last 5 years and the weighting table for the number of votes, needs to be updated to reflect this. The current cap of 15,001 students does not address large school divisions that have over 20,000 students.

Education is the foundation of democracy and this needs to be reflected in the student count weighting tables. To currently having 10 different brackets for the number of votes ranging from 1 student to 15,001 students as a cap, disenfranchises those school divisions with a large student body.

The bylaw on voting delegates needs to be updated to reflect those school divisions that currently have student numbers of 5,000 to 10,000 over the current cap limit.

|  |                          |                          |               |          |
|--|--------------------------|--------------------------|---------------|----------|
| <b>BYLAW<br/>AMENDMENT<br/>Bylaw 16-02</b> | <b>For:<br/>Against:</b> | <b>Spoil:<br/>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|--|--------------------------|--------------------------|---------------|----------|

*NOTE: Prairie Spirit S.D. No. 206 submitted the attached as a Resolution instead of a Bylaw Amendment which did not meet the deadline requirements. The Executive enacted Bylaw No. 13.5 to allow the proposed Bylaw Amendment to come forward to the general assembly.*

**Bylaw Amendment**

**16-03 BE IT RESOLVED that Bylaw No. 4 Section 1(c) be amended by adding “vii. Public” to the list of representatives currently on the SSBA Executive, so the Bylaw will read as follow:**

**“(c) one representative from each of the following constituencies:**

- i. Northern;
- ii. Central;
- iii. Southern;
- iv. Catholic;
- v. Conseil scolaire fransaskois;
- vi. Urban Public;
- vii. Aboriginal;
- viii. **Public.”**

**BE IT ALSO RESOLVED THAT Appendix A be amended by adding “(8) Public constituency”, so it will read as follows:**

**“(8) Public constituency:**

**Chinook S. D. No. 211  
Good Spirit School S.D. No. 204  
Horizon S.D. No. 205  
Living Sky S. D. No. 202  
Lloydminster S.D. No. 99  
North East S.D. No. 200  
Northwest S. D. No. 203  
Prairie South S.D. No. 210  
Prairie Spirit S.D. No. 206  
Prairie Valley S.D. No. 208  
Regina S.D. No. 4  
Saskatchewan Rivers S. D. No. 119  
Saskatoon S. D. No. 13  
South East Cornerstone S. D. No. 209  
Sun West S.D. No. 207”**

**Prairie Spirit School Division No. 206**

**Sponsor’s Rationale:**

Currently, the SSBA executive has representation from the Catholic Constituency, the CSF Constituency and the Aboriginal Constituency, among others. A focused Public Section perspective is not currently represented on the

SSBA Executive. Including a representative from the Public Section would support a consistent voice from all of the SSBA constituencies. The Public Section representative would provide the perspective from their constituents in the same way as other constituencies are represented on the SSBA Executive.

Cost of this resolution:

With the addition of a Public Section representative to the SSBA Executive, there would be associated costs for attending Executive meetings.

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

|  |                 |               |               |          |
|--|-----------------|---------------|---------------|----------|
| <b>BYLAW<br/>AMENDMENT<br/>Bylaw 16-03</b> | <b>For:</b>     | <b>Spoil:</b> | <b>CD DEF</b> | <b>%</b> |
|  | <b>Against:</b> | <b>Blank:</b> |               |          |

## BUDGET RESOLUTION

**Budget 2017**    **BE IT RESOLVED** that the Association’s 2017 annual operating expense budget of \$3,380,003, funded by membership fees, be approved.

Association Executive

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

Sponsor’s Rationale:

The total operating budget expenditure for 2017 is \$3,380,003, an increase of \$129,516 (4.0%) from the 2016 total operating budget, primarily due to association operations (which is offset by other revenue), and operating and building costs increases. SSBA’s continuing commitment and efforts towards operational efficiency has limited the increase in total operating budget expenditure to below inflationary increases.

In order to have a balanced budget and continue providing existing services and supports, membership fees, which makes up the majority of the Association’s revenue, have increased \$151,574. In 2016, membership fees did not increase but a deficit budget of \$117,002 was approved. While the membership fee increase is needed to sustain current service levels in the organization, beginning in 2017, there will be a reduction in the administration portion of the insurance premiums that will help minimize the overall impact to school division budgets.

Other revenue has increased \$83,305, primarily due to a change in administrative allocations to the members services’ program. Investment revenue is expected to remain weakened but anticipated to increase after a significant decrease in 2016 due to the volatility of the market.

This budget continues to support the *SSBA Strategic Plan 2013-2025* and appropriate resources to leading Saskatchewan education and continuing to provide high quality and valued services in the area of board development, legal, strategic human resources, communications, and First Nation and Metis Education through the operating budget and to sponsor events and activities that allow for meaningful interaction among and between member boards and the Association.

|  |                 |               |           |            |   |
|--|-----------------|---------------|-----------|------------|---|
| <b>BUDGET<br/>RESOLUTION<br/>Budget 2017</b> | <b>For:</b>     | <b>Spoil:</b> | <b>CD</b> | <b>DEF</b> | % |
|  | <b>Against:</b> | <b>Blank:</b> |           |            |   |



## RESOLUTIONS

**AGM 16-01 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.

The Association strongly supports the work of Boards of Education/CSF in strengthening the capacity of the publicly funded school divisions 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 ethical data handling, including, collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Engage parents in assessment of student achievement to increase opportunities for student success, and 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**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 2.2 Assessment of Student Achievement)*

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

**Sponsor's Rationale:**

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2011.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

|   |                                    |                                    |               |          |
|---|------------------------------------|------------------------------------|---------------|----------|
| <b>Resolution AGM 16-01</b><br>Re: Assessment of<br>Student Achievement | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|---|------------------------------------|------------------------------------|---------------|----------|

**AGM 16-02 BE IT RESOLVED that the proposed Position Statement on “Teacher Education and Certification” be adopted to replace the current “Position Statement 4.2 Teacher Education and Certification”;**

**PROPOSED “Position Statement 4.2  
TEACHER EDUCATION AND CERTIFICATION”**

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

1. Only the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is responsible for regulating teacher certification and registration, including issuing, suspending, or revoking a teacher’s certificate. Teacher education and certification requirements are approved by the Teacher Education and Certification Committee of the SPTRB, a committee of representatives from educational stakeholders including the SSBA. The Certification Decision Review Committee of the SPTRB, a committee of representatives from education stakeholders including the SSBA, hears certification decision appeals from teachers.

2. Boards of education/CSF expect teacher education programs that reflect the requirements of publicly funded school systems and that are based on current educational research and effective practices that develop teachers to focus on the skills and knowledge students need to succeed in work, life and citizenship.

3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.

4. Boards of education/CSF, as employers, have high expectations of teachers as professionals and therefore have a critical interest in defining and supporting the development of competencies for effective teaching including:

- a) Teachers value and care for the whole child by developing positive relationships and acting in the best interests of their students.
- b) Teachers facilitate the engagement and support of parents and the community.
- c) Teachers are committed to education as a profession and to engaging in ongoing professional development to remain current and effective, and apply these learnings 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**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 4.2 Teacher Education and Certification)*

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

**Sponsor's Rationale:**

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

**Cost of this resolution:**

Minimal Cost to the Saskatchewan School Boards Association

|   |                                    |                                    |               |          |
|---|------------------------------------|------------------------------------|---------------|----------|
| <b>Resolution AGM-16-02</b><br>Re: Teacher Education<br>and Certification | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|---|------------------------------------|------------------------------------|---------------|----------|

**AGM-16-03 BE IT RESOLVED that the proposed Position Statement on “Public Engagement” be adopted to replace the current “Position Statement 5.1 Public Engagement;**

**PROPOSED “Position Statement 5.1 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 acknowledged as the child’s first teacher and play a significant role in 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. Locally elected boards provide a strong mechanism for the public to be engaged in public education.
4. Boards engage in constructive partnerships with public stakeholders (e.g. business, local municipalities, non-profit organizations, etc.) to enhance student achievement.

**Association Executive**

*(Note: If passed by the membership this proposed Position Statement will replace Position Statement 5.1 Public Engagement)*

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

**Sponsor’s Rationale:**

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2011.

**Cost of this resolution:**

Minimal Cost to the Saskatchewan School Boards Association

|  |                 |               |               |   |
|--|-----------------|---------------|---------------|---|
| <b>Resolution AGM-16-03</b><br>Re: Public Engagement | <b>For:</b>     | <b>Spoil:</b> | <b>CD DEF</b> | % |
|  | <b>Against:</b> | <b>Blank:</b> |               |   |

**AGM-16-04 BE IT RESOLVED** that the Saskatchewan School Boards Association Executive request that the Government of Saskatchewan evaluate the effectiveness of the current School Community Council framework in supporting the educational needs of schools and their communities.

**Regina S.D. No. 4**

*(Note: This Resolution relates to Position Statement 1.2)*

**Sponsor’s Rationale:**

With School Community Councils now in their 10th year, an evaluation of the program and participants should be conducted to ensure that the program is meeting its objectives and is improving access and encouraging participation of parents and community. Schools/students benefit from parents/communities being involved in education. Volunteer time and commitment is a scarce resource. The systems established to support the councils need to provide value both to the school/student and volunteer; they also need to reduce barriers and bureaucracy for participation. The continued success of this program relies on an evaluation of its effectiveness and a plan for the future.

*Cost of this resolution:*

The cost to the SSBA will be limited to advocacy efforts.

|  |                                    |                                    |               |   |
|--|------------------------------------|------------------------------------|---------------|---|
| <b>Resolution AGM-16-04</b><br>Re: School Community<br>Council Framework | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | % |
|--|------------------------------------|------------------------------------|---------------|---|

**AGM-16-05 BE IT RESOLVED that the Saskatchewan School Boards Association Executive lobby the Government of Saskatchewan to amend the School Review legislated process to include the ability for rural school divisions to develop long range facility plans which may include consolidation.**

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

*(Note: This Resolution relates to Position Statement 1.2 and 3.2)*

**Sponsor’s Rationale:**

The School Review Process outlines the need for a consultation process regarding possible grade discontinuance up to and including closure of a school. There are set timelines and processes which must be adhered to. In the case where there is potential for consolidation of rural schools, the process does not allow for pre-planning and facility review.

**Cost of this resolution:**

No cost outside of attendance of regular meetings, consultations at existing opportunities.

|   |                                    |                                    |               |   |
|---|------------------------------------|------------------------------------|---------------|---|
| <b>Resolution AGM-16-05</b><br>Re: School Review<br>process | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | % |
|---|------------------------------------|------------------------------------|---------------|---|

**AGM-16-06 BE IT RESOLVED that the position paper, crafted by the SSBA with guidance from the Aboriginal Constituency, be used to advocate to the Ministry of Education for mandatory curriculum that includes the rich and diverse history of the First Nations and Metis Peoples with their experience of the arrival of the European newcomers, and the legacy of the Indian Residential Schools era.**

**Aboriginal Constituency**  
**supported by the Association Executive**

*(Note: This Resolution relates to Position Statement 2.1)*

*(Note: This relates to Vision 2025 Strategic Themes “Engagement at All Levels”, “Courageous Leadership” and “Alignment at all Levels”.)*

**Sponsor’s Rationale:**

The history of the First Peoples is fundamentally the history of Canada where they contributed, and continue to participate in the future of Saskatchewan and Canada. Every student in Saskatchewan, upon graduation, should have an understanding of this chapter of Canada’s First Peoples.

June 2009: Declared National Aboriginal History Month, providing the opportunity for the education sector to recognize the historic contributions of the First Peoples, their traditions and culture.

June 11, 2008: Statement of Apology to former students of Indian Residential Schools and the establishment of Truth and Reconciliation Commission (TRC). The establishment of the TRC created a unique opportunity to educate all Canadians about the Indian Residential Schools era.

In 2012: the TRC met with the Council of Canadian Ministers of Education and challenged that all Canadian jurisdictions should implement mandatory learning about residential school history for students.

November 2012 SSBA AGM: TRC Chair Murray Sinclair challenged the Saskatchewan Education sector, to enact changes to make it mandatory for all students to learn about the residential schools.

November 2013 SSBA AGM: TRC Commissioner Dr. Marie Wilson explained the TRC’s role to uncover the story of Canada’s “*Collective Thought Blind spot*” about the Indian Residential School experience.

June 2, 2015: TRC’s five year mandate ends with a final message from all three TRC Commissioners that the education sector has an important role in reconciliation.



July – September 2016: SSBA final draft of Position Paper, with feedback from sector partners; Endorsement of “Position Paper” from SSBA executive; Informal presentation to Members Council.

September 30, 2016: Don Morgan, Minister of Education officially proclaimed September 30 as “Orange Shirt Day” in Saskatchewan and requested that all citizens of the Province of Saskatchewan to recognize the day.

Cost of this resolution:

It is expected the cost of this resolution to not exceed \$3,000 for the following activity:

SSBA Advocacy that may include Executive and Senior Management

SSBA participation that may include Senior Management and Aboriginal Constituency representative

|  |                                    |                                    |               |   |
|--|------------------------------------|------------------------------------|---------------|---|
| <b>Resolution AGM-16-06</b><br>Re: Curriculum - History of First Nation and Métis People | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | % |
|--|------------------------------------|------------------------------------|---------------|---|

**AGM-16-07 BE IT RESOLVED that the SSBA request that the Ministry of Education initiate a provincial strategy to support students experiencing a high degree of transience.**

**Saskatchewan River S.D. No. 119**

*(Note: This Resolution relates to Position Statement 2.1)*

Sponsor's Rationale:

For the purposes of this resolution, transience refers to the movement of students between schools, between school divisions, and between communities. When families move to pursue work or educational opportunities, or to secure housing, students are often required to change schools, sometimes repeatedly throughout an academic year. Transience occurs due to circumstances beyond the control of students and boards of education but greatly effects student learning and academic achievement. Many school divisions have multiple schools that experience a chronic turnover of students (+100%) in a given academic year, suggesting that thousands of students throughout the province are effected by transience. Research shows, unequivocally, that transience has a negative impact on the academic progress of students. When a student moves to a new school in the middle of an academic year, roughly four months of academic progress are lost. In many cases, students move multiple times in a given school year, compounding the negative impact that transience has on learning.

Yet when boards of education innovate and implement local programs that support students who experience transiency, students are more successful. Local initiatives demonstrate that when appropriate and strategic interventions are put in place, it is possible to mitigate the negative impacts of transience on student achievement. For example, when students received targeted interventions to mitigate the effects of transience in the SRPSD Soft Landing initiative (2016), 83.3% of students experienced moderate to significant success. The initiative also proved to have a positive impact on absenteeism, for those who received interventions.

Transience is a phenomenon that occurs broadly, with known consequences. The approach needs to reflect this. This resolution calls for a concerted and collaborative approach to mitigating the effects of transience on student achievement and requests that the Ministry of Education undertake a provincial strategy in order to scale-up the efforts of individual boards. It is an opportunity to better understand the scope and scale of student transiency across the province and fully consider the effects of transiency on student learning and achievement. It is an opportunity to work collaboratively, across the Education sector to share successful approaches and interventions that address transience.

This resolution complements and builds on the efforts of boards of education who address the needs of transient students and their families through local initiatives and aligns with the great work being done to support vulnerable students through the Education Sector Strategic Plan 2014-2020.

Cost of this resolution:

The cost to the SSBA will be limited to advocacy efforts.

|  |                                    |                                    |               |   |
|--|------------------------------------|------------------------------------|---------------|---|
| <b>Resolution AGM-16-07</b><br>Re: Provincial Strategy<br>for student transience | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | % |
|--|------------------------------------|------------------------------------|---------------|---|

**AGM-16-08 BE IT RESOLVED** that the Saskatchewan School Boards Association collectively affirm the commitment of Boards of Education to the principles and vision for inclusion outlined in the *Saskatchewan Disability Strategy*, and that the SSBA request that the Ministry of Education dedicate new, targeted funding for school accessibility projects that reflect the intent of *Saskatchewan's Disability Strategy*.

**Saskatchewan Rivers S.D. No. 119**

(Note: This Resolution relates to Position Statement 2.1, 3.1, 3.2, and 3.3)

Sponsor's Rationale:

This resolution responds to *Saskatchewan's Disability Strategy, People Before Systems: Transforming the Experience of Disability in Saskatchewan*, released in December, 2015. A product of The Saskatchewan Plan for Growth, the *Saskatchewan Disability Strategy* outlines the Government's commitment to transform the experience of disability in our province and to make Saskatchewan the best place to live for people with disabilities. It is the intent of this resolution to affirm that boards of education throughout the province are equally committed to ensuring that our schools are universally accessible and to request that government provide dedicated funding so that school divisions can create the kind of inclusive educational experience that is envisioned throughout the document.

As part of a comprehensive plan, the *Saskatchewan Disability Strategy* acknowledges and demonstrates a strong commitment to invest in accessibility and inclusion, including the following recommendations:

- Recommendation #8  
FOCUS ON DEVELOPMENT AND LIFELONG LEARNING: Remove barriers to inclusive quality education, early development programming and lifelong learning so that people experiencing disability have the opportunity to realize their potential.
- Recommendation #11  
CREATING ACCESSIBLE COMMUNITIES FOR ALL: Create communities to meet the needs of all citizens.

Boards of education have a significant role to play in actualizing the *Saskatchewan Disability Strategy* by removing barriers to inclusive quality education and creating accessible schools that meet the needs of all students. Boards of education, with intimate knowledge of our local communities and the students we serve, are well positioned to innovate and lead change that improves the experience of disability for the students, families and communities we serve. Boards are committed to ensuring that school accessibility is part of long term capital planning, but need access

to dedicated funding in order to actualize school accessibility projects that improve access to learning environments and remove barriers for students who experience disability.

To varying degrees around the province, students with disabilities face limitations to fully accessing school facilities and programming offered in schools.

School boards, require access to dedicated funds for projects that seek transform existing learning environments and the experience of students with disabilities. While new buildings are built to provide universal accessibility and an inclusive educational experience, older buildings require retrofitting and renovation in order to mitigate barriers and meet similar standards and provide an equitable opportunity.

To meaningfully respond to the Saskatchewan Disability Strategy and genuinely strive to create universally accessible learning environments that are conducive to full inclusion, Boards of Education need access to new, dedicated funding that is:

- distinct from PMR funding
- separate from existing capital funding & prioritization formulas
- driven by student needs

This resolution is consistent with the Education Sector Strategic Plan 2014-2020 and also compliments the SSBA Vision 2025 and the SSBA Position Statement 3.3 Education Equity.

Cost of this resolution:

The cost to the SSBA will be limited to advocacy efforts.

|   |                                    |                                    |               |   |
|---|------------------------------------|------------------------------------|---------------|---|
| <b>Resolution AGM-16-08</b><br>Re: Saskatchewan Disability Strategy | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | % |
|---|------------------------------------|------------------------------------|---------------|---|

**AGM-16-09 BE IT RESOLVED that the Saskatchewan School Boards Association consult with the Ministry of Education to review the rationale for and mechanics of the “social impact bond” recently entered into by the Government of Saskatchewan with a view to the broader potential impact on funding for public education in Saskatchewan and the operation of publicly funded schools.**

**Regina S.D. No. 4**

*(Note: This Resolution relates to Position Statement 3.1, 3.3 and 5.2)*

**Sponsor’s Rationale:**

Reports are that the Mosaic Foundation will give \$1 Million over the next five years to boost the level of services available to students at Mother Teresa Middle School, an Associate school. In the event that at least 82% of the school’s students graduate Grade 12, the Government of Saskatchewan has agreed to repay the Mosaic Foundation the principal plus 1.3% annual interest. At a 75% graduation rate, 75% of the principal will be repaid by the government with no interest. While the government asserts that higher graduation rates will save it up to \$1.7 Million in reduced economic health and social services, the broader impact of this unprecedented arrangement requires further study and analysis. For example, students attending Mother Teresa Middle School are subject to a rigorous screening process while public schools accept all students. Also, all public schools do not have ready access to benefactors willing to make significant investments in increasing graduation rates. Associate schools receive government funding based on 80% of the average provincial per student funding rate. This level of funding is now supplemented as a result of the social impact bond. At a minimum, the funding principles of equity and transparency are significantly compromised by the government participating in such “one-off” arrangements. The government must fund all schools at a level that facilitates the provision of the additional supports necessary to improve graduation rates.

Cost of this resolution:

Executive advocacy to Ministry of Education.

|   |                                    |                                    |               |   |
|---|------------------------------------|------------------------------------|---------------|---|
| <b>Resolution AGM-16-09</b><br>Re: Social Impact Bond | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | % |
|---|------------------------------------|------------------------------------|---------------|---|

**AGM-16-10 BE IT RESOLVED that the Saskatchewan School Boards Association urge the Government of Saskatchewan to revise The Education Property Tax Bill to include the establishment of a distinct and separate fund to which education property tax levies would be deposited and payments made to school boards.**

**Regina S.D. No. 4**

*(Note: This Resolution relates to Position Statement 3.1)*

Sponsor's Rationale:

The Government of Saskatchewan is planning to introduce The Education Property Tax Bill at the Fall sitting of the legislature. While passage of the bill in its current form would serve to alleviate the administrative challenges certain school divisions face, there are broader, more far-reaching potential implications for boards of education to be considered. Pursuant to the current bill, education property tax levies will be deposited directly to the General Revenue Fund with minimal reporting provided to boards of education. Board funding will take the form of provincial grants exclusively. It is submitted that such a regime stands to compromise the principles of transparency, accountability, and traceability for property tax revenues. Establishment of a separate fund or foundation strictly for the collection of education property tax levies from municipalities and distribution of same to school boards would address these concerns. In Alberta, the Alberta School Foundation Fund serves this purpose.

Cost of this resolution:

Executive advocacy to Ministry of Education.

|   |                                    |                                    |               |   |
|---|------------------------------------|------------------------------------|---------------|---|
| <b>Resolution AGM-16-10</b><br>Re: The Education<br>Property Tax Bill | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | % |
|---|------------------------------------|------------------------------------|---------------|---|

**AGM-16-11 BE IT RESOLVED that the SSBA support the governance structure and northern location of the Northern Teacher Education Program (NORTEP)/ Northern Professional Access College (NORPAC) to educate teachers in the north knowing that locally trained teachers are essential to the success of northern children.**

Northern Lights S.D. NO 113  
Ile a La Crosse S.D. No. 112

*(Note: This Resolution relates to Position Statement 4.2)*

**Sponsors' Rationale:**

NORTEP/NORPAC is a local teacher education program located in La Ronge Saskatchewan. It has a long history, 40 years, of producing successful teachers who support education in all northern schools, both publicly and federally funded. It is estimated that approximately 400 teachers have been educated in NORTEP/NORPAC since its inception. A successful Master of Education program has also produced most of the school leadership currently in place.

The annual budget for NORTEP/NORPAC is \$3.4M. The benefit to northern communities is immeasurable in that Indigenous people earn a well-paying local job as well as stability to their families. These teachers become long-term employees providing continuity to their local schools.

The Northern Lights School Division started NORTEP in 1976 in order to train local people as teachers who could have a better chance of success with northern children. These teachers understand their culture and become role models for their students and the community at large.

The future of the NORTEP/NORPAC program is in jeopardy. The program will be restructured to fall under another larger post-secondary institution. It will lose its local nature and after 40 years of success it will disappear.

This is unacceptable. We ask for the SSBA's support.

**Cost of this resolution:**

No Costing submitted by the School Division.

|  |                 |               |               |   |
|--|-----------------|---------------|---------------|---|
| <b>Resolution AGM-16-11</b><br>Re: NORTEP/NORPAC | <b>For:</b>     | <b>Spoil:</b> | <b>CD DEF</b> | % |
|  | <b>Against:</b> | <b>Blank:</b> |               |   |



**AGM-16-12 BE IT RESOLVED** that the Saskatchewan School Boards Association annually report to boards on the level of insurance fund reserves held by the Association (property, general liability, sexual molestation, and air quality pools) and potential claims against said loss pools, compare same against the loss pool levels contemplated in the respective loss pool trust documentation and best practice, and provide a concrete plan for dealing with either surplus or deficit situations; the goal being to provide contributing boards with more meaningful information regarding their funds, held in trust by the Saskatchewan School Boards Association, than can be gleaned from a review of the Association’s Audited Financial Statements.

**Regina S.D. No.**

*(Note: This Resolution does not relate to a Position Statement)*

**Sponsor’s Rationale:**

According to the Saskatchewan School Boards Association’s financial statements as at December 31, 2015, the Association holds the following loss pool fund balances:

|                         |                     |
|-------------------------|---------------------|
| Property Pool           | \$3,020,110         |
| Sexual Molestation Pool | 5,464,432           |
| General Liability Pool  | 7,780,452           |
| Air Quality Pool        | 3,206,910           |
|                         | <u>\$19,471,904</u> |

This is the extent of information available to boards regarding these funds. Boards have no understanding of the potential for claims against said funds. With a regular reporting mechanism in place, the school boards for whom the funds are held in trust would be provided with more meaningful information and the loss pool balances would be regularly reviewed to ensure that responsible levels are maintained while, at the same time, turning back excesses on a timely basis when such is warranted.

**Cost of this resolution:**

Staff time to prepare and publish requested information.

|   |                 |               |               |   |
|---|-----------------|---------------|---------------|---|
| <b>Resolution AGM-16-12</b><br>Re: Insurance Fund<br>Reserves | <b>For:</b>     | <b>Spoil:</b> | <b>CD DEF</b> | % |
|   | <b>Against:</b> | <b>Blank:</b> |               |   |