



2019 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 17-19, 2019

TABLE OF CONTENTS

BYLAW AMENDMENTS

Bylaw 19-01 – Bylaw 4.1(13)	1
Bylaw 19-02 – Bylaw 4.1 (14).....	3

BUDGET RESOLUTION

Budget 2020.....	4
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RESOLUTIONS

AGM-19-01 “Local Governance of Education” Position Statement.....	5
AGM-19-02 “Student Achievement” Position Statement.....	7
AGM-19-03 “Digital Literacy and Citizenship” Position Statement	9
AGM-19-04 “Education Finance” Position Statement.....	11
AGM-19-05 Student Trustees	13
AGM-19-06 Children and Vaping.....	15
AGM-19-07 Local Improvement Costs.....	16
AGM-19-08 Inclusive and Special Education	17
AGM-19-09 First Nations and Métis Education Achievement Fund	20
AGM-19-10 Relocatable Classroom Program	23
AGM-19-11 General Election Proceedings	24
AGM-19-12 Trilateral Funding Agreement	25

BYLAW AMENDMENTS

Bylaw 19-01

BE IT RESOLVED THAT Bylaw No. 4.1 (13) Election of Executive be amended by deleting “and the alternate for that constituency shall fill that position for the remainder of the term., and, if there is no alternate, the Executive shall provide for the election or selection, as the case may be, of a representative to fill the position for the remainder of the term.”

And by adding so that it will read as follows:

13. If a member of the Executive, who represents one of the constituencies, ceases to be a member of a school board or vacates office during a term:

- (a) the Executive shall immediately declare that position to be vacant;**
- (b) the alternate for that constituency shall fill that position for the remainder of the term,**
- (c) if there is no alternate, the constituency shall inform the Executive to do one of the following:**
 - i. keep the position vacant until the next general assembly where an election for the constituency representative shall be held to serve for the remainder of the term of the vacant office.**
 - ii. provide for the immediate election or selection, as the case may be, of a representative to fill the position for the remainder of the term.**

Association Executive

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

Sponsor's Rationale:

This clarification of the bylaw provides options for the members on how to manage vacancies in the Executive which can vary depending on the amount of time remaining in term while balancing costs and higher participation.

The clarity of the option for the constituency to keep the position vacant until the next general assembly can address this issue.

Clause (c)(i) addresses the length of vacancy on the Executive as an election can occur at the next general assembly, whether it be the Spring or Fall. This limits the duration of the vacancy to approximately 6 months, based on the current assembly dates.

Clause (c)(ii) maintains the option for an election or selection by the constituency. The wording of “election or selection” is consistent with existing bylaw 4.1 Election of Executive clauses 7. (4), (6), (7), and 13.

Cost of this Bylaw Amendment:

This bylaw amendment is low cost.

BYLAW AMENDMENT Bylaw 19-01	For: Against:	Spoil: Blank:	CD DEF	%
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Bylaw 19-02 **BE IT RESOLVED THAT Bylaw No. 4.1 Election of Executive be amended by adding clause 14 so it reads as follows:**

14. A member of the Executive may not hold more than one position on the Executive. In the event that the alternate for a constituency is already a member of the Executive, clause 13 (c) will apply to fill the vacancy.

Association Executive

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

Sponsor's Rationale:

This clarification of the bylaw provides options for the members on how to manage vacancies in the Executive which can vary depending on the amount of time remaining in term while balancing costs and higher participation.

This addition to the bylaw provides clarity that a single member cannot hold more than one position on the Executive to ensure proper representation and composition of the Executive.

Cost of this Bylaw Amendment:

This bylaw amendment is low cost.

BYLAW AMENDMENT Bylaw 19-02	For: Against:	Spoil: Blank:	CD DEF	%
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BUDGET RESOLUTION

Budget 2020 **BE IT RESOLVED** that the Association’s 2020 annual operating expense budget of \$2,971,425, funded by membership fees, be approved.

Association Executive

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

Sponsor’s Rationale:

The Association has prepared an operational budget with no increase to membership fees for 2020. This budget considers the current economic climate and sustains the considerable efficiencies found over the past few years. As the budget has typically anticipated rental income to offset operating costs, continued vacancies in 2020 could impact the operational budget and require the utilization of reserves, as seen through a planned deficit associated with the rental revenue. As there are sufficient reserves to mitigate the loss of rental income in 2020, and the SSBA is working diligently with a realtor to find a tenant, there is no reason to increase membership fees to offset this deficit.

With current vacancies in the SSBA building, the Association is working hard to mitigate the vacancy risk and offering very competitive market rental rates. While the building continues to be a valuable asset with its desirable location and past history to generate rental income, the 2020 budget anticipates and plans for a “worst case scenario” situation that the Association will be unable to find tenants for the building due to current rental market conditions.

As work is ongoing, this budget does not consider any changes that are currently being reviewed such as the executive composition, membership fee structure, and the SSBA General Insurance Plan. Any recommendations that require Association Bylaws to be revised will require 2/3 majority vote by the membership prior to any changes being implemented.

This budget supports the SSBA Strategic Plan for 2020 and maintains focus on board development, advocacy and services that are responsive to the needs and priorities of our members.

BUDGET RESOLUTION Budget 2020	For:	Spoil:	CD	DEF	%
	Against:	Blank:			

RESOLUTIONS

AGM 19-01 BE IT RESOLVED that the proposed Position Statement on “Local Governance of Education” be adopted to replace the current “Position Statement 1.2 Local Governance of Education”;

PROPOSED “Position Statement 1.2 LOCAL GOVERNANCE OF EDUCATION”

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

1. 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 education system and establish procedures for public engagement.
5. Boards of education/CSF support students, family and community engagement in the education of students for success in school.
6. Boards of education/CSF engage and support School Community Councils/Conseils d’écoles as partners in improving student learning.
7. Board members engage in networking and learning opportunities to fulfill their responsibilities as stewards of public education.
8. Boards of education/CSF are the voice of publicly funded education in Saskatchewan. Saskatchewan’s education system is best served by a partnership of provincial and local level of governance with shared responsibility for publicly funded education.

Association Executive

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

(Note: This requires a 2/3 majority of votes 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 2014.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution AGM 19-01 Re: Position Statement “Local Governance of Education”	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 19-02 BE IT RESOLVED that the proposed Position Statement on “Student Achievement” be adopted to replace the current “Position Statement 2.1 Student Achievement”;

**PROPOSED “Position Statement 2.1
STUDENT ACHIEVEMENT”**

Facilitating the provision of high quality education is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

1. Saskatchewan curriculum should provide lifelong learning skills, affirm each student’s individuality, and engage them in community. Saskatchewan’s curriculum creates these opportunities and promotes lifelong learning. Student achievement is defined as the attainment of the developmentally appropriate educational outcomes of Saskatchewan’s curriculum.
2. Boards of education/CSF, school community councils, Conseils d’écoles, students, families and educators must be engaged and have a voice in defining student achievement.
3. Boards of education/CSF are individually responsible for developing an accountability framework to establish standards, assess, monitor and report on student achievement. Boards of education/CSF are responsible for partnering with senior levels of government to develop strategic plans establishing province-wide objectives for education.
4. The role of boards of education/CSF is to provide leadership and allocate adequate resources to maximize student achievement.
5. Student engagement, as well as parent and community support for education are important components of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.

Association Executive

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

(Note: This requires a 2/3 majority of votes 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 2014.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution AGM-19-02 Re: Position Statement – “Student Achievement”	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 19-03 BE IT RESOLVED that the proposed Position Statement on “Digital Literacy Citizenship” be adopted to replace the current “Position Statement 2.3 Teaching and Learning with Technology;

**PROPOSED “Position Statement 2.3
DIGITAL LITERACY AND CITIZENSHIP”**

Digital literacy refers to fluency in the use and security of interactive digital tools and searchable networks. Digital citizenship is defined as the norms of safe, respectful, responsible and ethical behaviour when using technology.

Boards of education/Conseil scolaire fransaskois (CSF) want students to be well-prepared to be successful in an evolving society where people use digital technology regularly as an important part of connectedness. Fundamental to such success is the ability to use digital technology responsibly to access, gather, evaluate, construct, and share knowledge in a contemporary context. Students need to learn to use digital technology safely, effectively, ethically, and respectfully. More succinctly put – to think critically, be safe, and act responsibly. It is imperative that boards of education/CSF support students as learners, as well as digital citizens and creators.

Boards of education/CSF embrace digital technological innovation as an important component of educational strategy for the province of Saskatchewan, and work in partnership with the Saskatchewan Ministry of Education to create a vision for digital literacy and citizenship that:

1. Focuses on engaging and inspiring students and fosters creative and innovative minds, embracing the enabling role of digital technology in expanding how, when and where learning takes place.
2. Recognizes that we exist in a connected world requiring a global set of competencies for a digital age – creativity and innovation, critical thinking, communication and collaboration, as well as safe and ethical behaviours for responsible digital citizenship.
3. Is centred within a provincial curriculum that reflects these values, aspirations, and practices.
4. Is founded on the principles of equity of access and opportunity.¹

This vision for digital literacy and citizenship is situated in a learning environment where teachers are supported to be professionally competent and

¹ This position statement is adapted from C21 Canadians for 21st Century Learning & Innovation – *Shifting Minds 3.0 – Redefining the Learning Landscape in Canada* (2015), as well as the Ontario Public School Boards’ Association – *A Vision for Learning and Teaching in a Digital Age*.

appropriately fluent, embracing digital technology, resources and instructional strategies that enhance student learning, safety, and digital fluency and engagement. Investments in education are required to enable boards of education/CSF to implement a vision for digital literacy and citizenship and keep current with changing digital environments.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 2.3 Teaching and Learning with Technology)

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

Sponsor’s Rationale:

Pursuant to the requirement to review Position Statements every five years, the existing Position Statement 2.3 Teaching and Learning with Technology, was last reviewed and approved in November 2013 and was postponed for review by a Working Advisory Group (WAG) committee. The WAG commenced its work in autumn 2018 and concluded its work in April 2019 after receiving feedback from members at the SSBA Spring Assembly 2019. The WAG recommended:

- replacing Position Statement 2.3 Teaching and Learning with Technology with this proposed “Position Statement 2.3 DIGITAL LITERACY AND CITIZENSHIP” and
- that any relevant elements from the existing Position Statement 2.3 Teaching and Learning with Technology be transferred to other existing Position Statements such as Position Statement 3.2 Facilities Funding (which is now subject to a separate WAG).

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution AGM-19-03 Re: Position Statement – “Digital Literacy and Citizenship”	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 19-04 BE IT RESOLVED that the proposed Position Statement on “Education Finance” be adopted to replace the current Position Statement 3.1 Education Finance;

**PROPOSED “Position Statement 3.1
EDUCATION FINANCE”**

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

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

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

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

Association Executive

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

(Note: This requires a 2/3 majority of votes 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 2014.

Cost of this resolution:

Minimal Cost to the Saskatchewan School Boards Association

Resolution AGM-19-04 Re: Position Statement – “Education Finance”	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 19-05 BE IT RESOLVED that the Saskatchewan School Boards Association work jointly with the provincial government to initiate changes to legislation to permit student representation on the school boards of the province AND that the authority of these student trustees be established and granted by legislation.

Saskatchewan Rivers S.D. No. 119

(Note that this resolution aligns with the SSBA Position Statements 1.2: Local Governance in Education and 2.1: Student Achievement)

Sponsor's Rationale:

Students shape our education systems as learners and they are directly impacted by the decisions made at board tables across the province. Student leaders have a deep and sophisticated understanding of school systems, they have the capacity to make positive change and they deserve to have a strong voice in the governance of those systems.

Boards recognize the benefit to students and school systems when students contribute to local school board governance and provide relevant input into decision-making. There are systems in Ontario, Alberta, British Columbia and other places across the globe that have benefitted from formal recognition of student trustees as part of school boards; these jurisdictions have demonstrated that student trusteeship is not only possible but beneficial. It is also well known that when students are engaged then achievement levels increase. Students are asking to be engaged and listened to; students are capable and prepared to provide valuable perspective, insight and guidance as part of the school board. They are also able to understand the rationale and purpose of decisions they are part of and convey that to their peers across the division. The benefits of student trusteeship seem clear.

The risks of student trusteeship is small to negligible. Concerns around the participation of students in personnel or other sensitive matters can be mitigated by clarity within legislation outlining student trustee's roles and responsibilities. Individual boards currently manage potential interpersonal or other challenges at the board table with elected trustees, and similar procedures can address role, function and activity of student trustees as well. On the whole student trustees is a low risk, high reward endeavor.

We believe that it is both important and beneficial to engage Saskatchewan students in education governance and that student trusteeship is a viable mechanism to achieve those ends. Many school boards in Saskatchewan have already developed informal mechanisms through which to engage in meaningful consultation and dialogue with

student representatives. Trustees have seen the capacity of student leaders to understand complex situations and to influence positive change; however, the formalization of student-trustees in education governance is currently prevented by provincial legislation. The introduction of student trusteeship requires legislative change.

This initiative is consistent with Vision 2025 of the SSBA and Ministry of Education goals of enhancing student engagement and maintaining a student-centred focus going forward into significant education sector planning.

Cost of this resolution:

Based on the SSBA costing rubric, the cost of this resolution would be medium, with an expected cost of \$3,000 -5,000 of advocacy and communication work.

Resolution AGM-19-05 Re: Student Trustees	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 19-06 WHEREAS the promotion and marketing of vapes and vaping products be treated like other tobacco products. BE IT RESOLVED that the Saskatchewan School Boards Association invite the Ministry of Education to advocate to the Ministry of Health to explore how to limit marketing and availability of vapes, vape juices, and vaping products to align with marketing of other tobacco products including reduced visual access to minors.

Prairie Valley School Division No. 208

(Note: This Resolution relates to Position Statement 2.1 Student Achievement)

Sponsor’s Rationale:

The Federal government legalized vaping in May 2018. Since that time provinces have regulated the use of vapes and vaping products—Saskatchewan has not. As a result, school divisions are experiencing a rise in student possession and use of vaping products during the school day. Currently, this trend far outweighs the use of tobacco products such as cigarettes or chewing tobacco. (A survey of Prairie Valley School Division students indicated that 67 per cent of smoking/vaping related behaviour interventions were related to vaping alone.) Although these products are not available to purchase by minors, the promotional materials on store counters attracts students toward the use of the products. There is very little literature available to students and families from the federal or provincial governments which deters the use of vaping products. In turn, the use of these products is preventing students from experiencing healthy behaviours at school and at home.

The request is for the Ministry to explore ways to work with the Ministry of Health to reduce the availability of vaping, tobacco, and e-cigarette products by:

- restricting advertising of products,
- considering increasing the age to purchase these products,
- storing products out of sight of minors,
- limit marketing of products, and
- providing promotional materials related to the harm of these products for minors.

Cost of this Resolution:

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

Resolution AGM-19-06 Re: Children and Vaping	For:	Spoil:	CD DEF	%
	Against:	Blank:		

AGM-19-07 WHEREAS some municipalities expect school divisions to cover the costs for local improvements near public schools (i.e., roadwork, infrastructure) and whereas the school division does not receive provincial funding for these unexpected costs, BE IT RESOLVED that the Saskatchewan School Boards Association ask the Minister of Education to work with other government departments, including the Minister of Government Relations, to develop a remedy to provide relief to school divisions regarding local improvement costs.

Prairie Spirit School Division No. 206

(Note: This Resolution relates to Position Statement 3.1, Education Finance)

Sponsor’s Rationale:

When smaller municipalities undertake significant local improvements (i.e., road work, infrastructure), there is an expectation that local residents, commercial businesses and other organizations, including the local school division, participate in paying for the costs of these improvements. This is based on *The Local Improvements Act 1993*. These costs can be very significant.

Provincial government funding for school divisions does not include funding to recognize the costs for local improvements. As a result, general funding that is designed for students and classrooms must be allocated for these local improvement costs. School divisions do not have the capacity to raise additional funds for these unexpected costs. Based on a recent court case involving a Saskatchewan school division, school divisions cannot refuse to pay these costs.

This topic has not been addressed by an SSBA resolution in the past. The government’s support for school divisions regarding local improvement costs would be appreciated, as this tends to be a political issue.

Cost of this resolution:

Advocacy efforts. Low cost; less than \$1,000

Resolution AGM-19-07 Re: Local Improvement Costs	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 19 - 08 BE IT RESOLVED that the Saskatchewan School Boards Association ratify a standing Advisory Committee on Inclusive and Special Education to provide advice and recommendations to the Executive on matters related to the funding and provision of programs and services to students requiring specialized supports in Saskatchewan.

Prairie Spirit School Division No.206
Saskatchewan Rivers School Division No. 119

(Note: This Resolution relates to Position Statement 3.1 Education Finance and Position Statement 3.3 Education Equity)

Sponsor's Rationale:

Boards of education in the province of Saskatchewan have undertaken significant work to implement inclusive education services and practices for students with intensive or specialized needs while maintaining a strong focus on individual learning. At the same time, budget constraints have contributed to reductions in critical ancillary services that assist boards in the delivery of specialized programs for some of its most vulnerable students, those with exceptional or intensive needs. In a context where boards of education are responding to increasing diversity and complexity within Saskatchewan classrooms with fewer financial and human resources, it is important to monitor impacts and advocate for appropriate resources.

Historically, the inclusion of students with additional needs was guided by a **medical model**, with a strong focus on students' medical diagnoses, 'deficits' and management of their disabilities in an educational setting. Today, supporting students with additional needs is guided by the philosophy and principles of a **needs-based service delivery model** where students' individual strengths and abilities are emphasized, along with efforts to eliminate barriers to their learning and achievement. Boards of education have a strong history and long standing practices of delivering high quality inclusive education and have done good work to actualize a needs-based model of service delivery with the resources available to them. This resolution supports that work. Currently, the SSBA does not have a mechanism in place to inform advocacy for students with exceptional or intensive needs, specifically. The purpose of this resolution is to request that a standing Advisory Committee on Inclusive and Special Education be ratified in an effort to support the SSBA Executive's advocacy efforts related to inclusion, equity and sufficient funding.

Specifically, the Advisory Committee on Inclusive and Special Education will support the Executive by:

- Engaging member boards in a review of needs-based service delivery², identifying successes and barriers to implementation.
- Reviewing the current state of inclusive and special education services and funding in the province, including the complex legislative and policy framework that exists.
- Identifying needs, concerns and opportunities in the delivery of inclusive and special education services for students requiring specialized supports, including (but not limited to) the need for program development, teacher education training and consideration of assessment practices.
- Considering research for the benefit of the Executive and member boards of the SSBA on matters related to inclusive and special education, and the unique learning needs of students with exceptional needs.
- Preparing an annual report with recommendations and key advocacy messages for the consideration of the Executive that can be presented to the Minister of Education on a yearly basis.

This resolution is consistent with the SSBA Position Statement 3.3 Education Equity which emphasizes the important role of boards of education in being "proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students' individual or family circumstances". The Association's Position Statement on Education Equity also recognizes that boards of education require "the fair distribution of necessary resources to ensure that all students have access to school programs, facilities and services for students to achieve to their full potential regardless of where they live in the province and their personal circumstances" and that "some students need additional or specialized programming to achieve their full potential"³. This resolution is also consistent with Position Statement 3.1 Education Finance, which underscores the fundamental principles of education finance; sustainability, autonomy, equity, engagement, predictability, reciprocal accountability, sustainability and transparency.⁴

² The Saskatchewan Ministry of Education (2015), *Actualizing a Needs-Based Model*, available here: https://pubsaskdev.blob.core.windows.net/pubsask-prod/87218/87218-Actualizing_a_needs-based_model.pdf

³ p.11, **Position Statement 3.3 Education Equity**, Saskatchewan School Boards Association, available here: <https://saskschoolboards.ca/wp-content/uploads/Position-Statements-Revised-2018.pdf>

⁴ p.8, **Position Statement 3.1 Education Finance**, Saskatchewan School Boards Association, available here: <https://saskschoolboards.ca/wp-content/uploads/Position-Statements-Revised-2018.pdf>

Cost of this resolution:

The proposed committee shall operate under a structure and Terms of Reference determined by the Executive. This is a high cost initiative (\$15,000) as the initial year 1 cost to set up the committee and undertake considerable work. Funding the committee's operations in future years is expected to be minimal as maintaining the committee would be a usual operating cost as per other committees.

Resolution AGM-19-08 Re: Inclusive and Special Education	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 19-09 BE IT RESOLVED that the Government of Saskatchewan be urged to review the level of funding to be distributed through the First Nations and Métis Education Achievement Fund component of the Funding Distribution Model to ensure it is sufficient for “ensuring equitable outcomes and improving student achievement for First Nations, Métis and Inuit students” (excerpt from 2019-20 Funding Manual – Prekindergarten to Grade 12 Funding Distribution Model), and to ensure that the available funding component pool is distributed to school divisions based on current First Nations, Métis and Inuit enrolment data.

Regina S. D. No. 4

(Note: This Resolution relates to Position Statement 3.1 Education Finance and 3.3 Education Equity)

Sponsor’s Rationale:

The First Nations and Métis Education Achievement Fund was introduced a number of years ago. In 2018-19, this funding was rolled into the Funding Distribution Model. In the intervening multi-year period, the amount available for distribution has remained static with each board’s allocation remaining unchanged. The \$3.8M distributed through this component represents a mere 0.2% of the total provincial funding recognition. Given the priority of First Nations and Métis achievement in the Education Sector Strategic Plan, this allocation is woefully inadequate. In addition, there have been significant changes in the numbers of First Nations, Métis and Inuit students enrolled in school divisions since the inception of the fund that must, from an equity perspective, be reflected in division funding allocations.

Cost of this resolution:

Advocacy efforts.
Low cost; less than \$1,000.

Resolution AGM-19-09 Re: First Nation and Métis Education Achievement Fund	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 19-10 BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Ministry of Education to work collaboratively with school divisions to review and update the Relocatable Classroom Program.

Prairie Valley School Division No. 208
Regina Public School Division No. 4

(Note: This Resolution relates to Position Statement 3.2 Facilities Funding)

Sponsor's Rationale:

The Ministry of Education's Relocatable Classroom Program provides an annual process for school divisions to apply for relocatable classroom funding to accommodate increases in student enrolments. The 2019-2020 provincial budget allocated \$6.4 million. Per unit funding is:

- \$360,000 per new classroom and \$65,000 for relocation of an existing relocatable in the Regina and Saskatoon areas, and
- \$440,000 per new classroom and \$80,000 for relocation of an existing relocatable in all other areas of the province.

Any costs beyond the funded amounts, and all costs associated with building, moving and equipping classrooms that are not approved as part of the program, are the responsibility of school divisions.

School divisions appreciate ongoing funding for relocatable classrooms to help ease space pressures in schools with enrolment growth. However, the program could be strengthened through a collaborative effort involving the Ministry of Education, school divisions and the SSBA.

Several challenges are evident with the current Relocatable Classroom Program:

- Per unit funding amounts for both new relocatables and moves of existing relocatables have increased minimally and do not always cover the actual cost of new or moved units.
- The rationale for the per unit funding amounts and for the differentials among school divisions is not clear. The Ministry's policy requires a review of costs each year, however, the results are not shared with school divisions.
- Announcement of relocatable approvals in conjunction with release of the provincial budget can negatively impact both costs and delivery timelines.
- Relocatable classrooms are an appropriate solution for temporary enrolment increases but might not be the best long-term investment for schools experiencing sustained high enrolment levels. An analysis of the cost of new relocatable construction versus the cost of permanent

construction, the frequency with which relocatable classrooms are actually relocated, the cost-benefit of moving relocatable classrooms and the appropriateness of relocatable classrooms from an instructional and operations/maintenance perspective would help to inform future decision-making.

- Not all requests are approved, leaving some school divisions to either manage within inadequate instructional spaces or self-fund relocatables by reallocating from operational spending.
- In some cases, municipal bylaw/code requirements result in project design delays and increased costs.
- Provincial approvals for relocatables are based on space utilization ratios, but should also take into account special programming requirements, that impact space, such as French Immersion and Intensive needs programming.
- Applications for relocatable classroom funding are due by the end of October. Enrolment numbers and building utilization plans for the current year are not finalized until the end of September, leaving less than one month to assess needs for the following year. This compressed timing does not allow enough time to gather the best information to inform decisions.

In an effort to strengthen the relocatable classroom program, this resolution would direct the SSBA to advocate to the Ministry:

- To work collaboratively with school divisions to review, update and strengthen the relocatable classroom program.
- To prepare and share with school divisions an annual review of the relocatable program that includes:
 - o The number of requests submitted, approved and denied and the criteria used.
 - o Analysis of the projected utilization rates that were used to approve relocatable requests compared to actual utilization rates.
 - o Analysis of actual school division costs to construct and/or move relocatable classrooms compared to funded amounts.
 - o Recommendations regarding per unit funding for the next year.
- To consult with school division staff regarding timing and other operational aspects of the program, including ways to obtain the most competitive pricing.
- To develop criteria collaboratively with school divisions to assess whether relocatable or permanent construction is the best investment over the short and longer terms.

An updated relocatable classroom program would ensure equitable and adequate learning space for students and maximize the impacts of provincial funding.

Cost of this resolution:

Low cost. This resolution involves minimal advocacy to government based on the SSBA’s Resolutions Costing Rubric.

Resolution AGM-19-10 Re: Relocatable Classroom Program	For: Against:	Spoil: Blank:	CD DEF	%
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AGM-19-11 BE IT RESOLVED that the Saskatchewan School Boards Association support School Division collaboration with Municipalities in administration of General Election proceedings.

Horizon School Division No. 205

(Note: This Resolution relates to Position Statement 5.1 Public Engagement)

Sponsor’s Rationale:

The ability to collaborate election efforts with Municipalities will reduce the time and cost associated with conducting General Elections at the School Division level. In order to facilitate efficient election processes, election locations and personnel should be utilized for both the Municipal General Election and the School Board General Elections where possible. Consideration should be given to joint use of the following personnel:

- Deputy Returning Officer
- Poll Clerk

In addition to efficiency gains, joint operation of election polls will result in a higher election turnout for School Divisions.

Cost of this resolution:

Staff time to advocate for collaboration and to facilitate discussions regarding shared resources.

Resolution AGM-19-11 Re: General Election Proceedings	For:	Spoil:	CD DEF	%
	Against:	Blank:		

AGM 19-12 BE IT RESOLVED that the SSBA advocate to the Ministry of Education for a commitment of a trilateral funding agreement that includes Boards of Education (Trustees, LEADS & SASBO members), SSBA and the Ministry. This resolution supports the participation of all Trustees, LEADS & SASBO members to complete a 3.5 hrs on-line professional development training unit that provides a basic foundational knowledge of Truth and Reconciliation, the Treaties and supporting connections to some of the TRC's Calls to Action.

Indigenous Constituency

(Note: This resolution relates to all four Strategic Intent in the Association's Vision 2025: Engagement, Alignment, Accountability and Courageous Leadership)

Sponsor's Rationale:

Some boards have committed to weaving the history of Indigenous peoples in Canada (Treaties, Indian act, residential schools, culture and history) into their strategic plan, board discussions and classrooms. While many Sask. boards have embraced a commitment to answering the Calls to Action, some divisions may still find themselves in the starting blocks of their Reconciliation journey.

To support member boards in their Reconciliation journey, the association's First Nations and Metis education unit, with guidance from the Indigenous Trustees Council, has embarked on the exploration of a professional development on-line training program that strengthens an individual's understanding of historical and contemporary challenges faced by Indigenous peoples, the importance of Treaties, the on-going impact of colonialism, Residential schools and the Indian Act, etc. (Appendix 1 outlines the 4 Seasons of Reconciliation PD on-line training program). By providing the 4 Seasons of Reconciliation on-line training to all Trustees, LEADS and SASBO members, it delivers a consistent message and an approach that ignites, entices and further motivates a self-directed professional development journey.

In December 2015 the Truth and Reconciliation Commission released its final report, containing the 94 Calls to Action, calls to abandon the Doctrine of Discovery and a call to fully adopt or implement the UN Declaration on the Rights of Indigenous Peoples, etc. Since the release of the Calls to Action, educational partners are encouraged to place emphasis and embrace these calls that assist in ensuring equity for Indigenous peoples. In each Canadian jurisdiction this action has taken on different forms. In 2016, the CSBA undertook a survey of the jurisdictions to create

a synopsis of educational initiatives in the provinces and territories, highlighting how Indigenous education is structured and supported across Canada, and how jurisdictions are responding to the Calls to Action. CSBA’s intent of collecting this data is to cautiously begin to identify promising practices so that jurisdictions may be able to learn from one another.

In early 2019, the SSBA reached out to boards regarding how they are advancing Truth and Reconciliation. Seventy-five percent of boards responded with what boards are doing, how the board is supported, if more supports are required and who is leading this work within their division. The data indicates some board professional development activities range from participation in the blanket exercise to Elder presentations, to attending local Indigenous conferences and events, to acknowledging National awareness days such as Orange Shirt Day, National Indigenous Peoples Day, etc. While participation in these types of activities advances a division’s understanding of Truth and Reconciliation, a stronger emphasis of professional development that provides a clearer understanding of the history of Indigenous peoples in Canada (treaties, Indian act, residential schools, culture and traditions, TRC, etc) is an investment worth exploring, supporting and implementing.

Cost of this resolution:

27 Boards 540 participants* \$65 per participant \$35,100 (approx.) total	Tri-cost partnership	Financial commitment
Ministry of Education	11,700	11,700
SSBA	11,700	11,700
Boards of Education	21,060	
Individual Board of Education		780
Total cost of the on-line program		35,100
<i>*Participants include all School Board Trustees, LEADS and SASBO members.</i>		

Appendix 1

4 Seasons of Reconciliation	
Participants	All Saskatchewan Board Trustees, LEADS and SASBO members
Duration	3.5 hrs; Self-paced*
Timeline	From the program start date, an individual has two years to complete the training**
Description	Ten modules. Multiple choice questions upon completion of each module and

	one final Multiple choice quiz.
Overview / Objective	Multi-media teaching units that promotes a renewed relationship between Indigenous and non-Indigenous Canadians. Provide a basic foundational knowledge about Truth and Reconciliation, supporting an organization in connecting some of the TRC Calls to Action.
Learning Objectives	<ol style="list-style-type: none"> 1. Overview of Truth & Reconciliation. 2. Call to Action #92 3. Economic Reconciliation & examples of solutions. 4. Historical & contemporary challenges faced by Indigenous Peoples. 5. The importance of Treaties and what is meant by “We are all Treaty People”. 6. Historical & contemporary contributions of Indigenous Peoples. 7. Truth & Reconciliation in the workplace. 8. The on-going impact of colonialism, Residential schools & the Indian Act. 9. Positive stories of partnerships, hope & Indigenous cultural revitalization. 10. Terminology.
Delivery	PowerPoint slides, Videos, Quizzes
Additional resources	At the end of each module, participants have access to additional learning through bonus videos and film library.
Français	Oui
Participant testimonial	<i>I have completed the course and took the final quiz. Thank you so much for this invaluable experience. Once I started it was difficult to put it away. The lessons are full of information that I was not aware of and I had many Wow moments that left me shocked to even think of how humans could do that to other humans. I now understand the reaction of indigenous peoples to having schools named after Darwin and Scott I must admit the course just increased my thrust for more knowledge and to get these types instructional opportunities in front of our members. Another step in my reconciliation journey.</i>

***While each module is to be completed in chronological order, a participant may choose how many modules at a time they want to complete during the two year timeframe.**

****Upon purchasing the 4 Seasons licence, a Trustee, LEADS or SASBO member may access the unit as often as they like and have a two-year licence to complete all ten modules in the PD unit.**

Resolution AGM-19-12 Re: Trilateral Funding Agreement	For: Against:	Spoil: Blank:	CD DEF	%
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