



2021 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 14-16, 2021

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No Bylaw Amendments submitted

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BUDGET RESOLUTION

Budget 2022 **BE IT RESOLVED** that the Association’s 2022 annual operating expense budget of \$3,434,148, 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 a 2% increase to membership fees for 2022. This budget considers the current economic climate, the potential impacts of COVID-19, and Saskatchewan hosting the annual CSBA Congress.

Building revenues are zero in anticipation that SSBA will be unable to secure tenants due to rental market conditions and economic impact of COVID-19. The Executive will continue to review and assess the needs of the Association for office space in the short, medium, and long term.

This budget supports the SSBA Strategic Plan for 2022 and maintains focus on board development, advocacy and services that are responsive to the needs and priorities of our members.

BUDGET RESOLUTION Budget 2022	For: Against:	Spoil: Blank:	CD DEF	%
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RESOLUTIONS

AGM 21-01 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 reporting processes 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 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 2016.

Cost of this resolution:

Low Cost – < \$1,000

Resolution AGM 21-01 Re: Position Statement “Assessment of Student Achievement”	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 21-02 BE IT RESOLVED that the proposed Position Statement on “Infrastructure Funding” be adopted to replace the current “Position Statement 3.2 Facilities Funding”;

**PROPOSED “Position Statement 3.2
INFRASTRUCTURE FUNDING”**

Education infrastructure provides operational learning systems that boards of education/Conseil scolaire Fransaskois (CSF) use to deliver education services to each student. Students may be studying individually or collectively in schools or utilizing online education options offered by Saskatchewan school divisions. Education infrastructure includes schools, operational and maintenance facilities, school busses, fleet vehicles, electronic devices, wiring and bandwidth.

Boards of education/CSF work with the Ministry of Education to jointly develop and periodically review a transparent, sufficient, predictable and sustainable funding formula for the planning, building and maintenance of education infrastructure that maximize education equity, student learning, and are aligned with the needs and priorities of school boards. All decisions related to infrastructure funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan. The Ministry of Education needs to provide a plan for targeted funding so Saskatchewan’s board of education/CSF average Facilities Condition Index (FCI) ranks a minimum of Fair.¹

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of education infrastructure, including bandwidth. Education infrastructure funding must take into consideration the inclusion of spaces or facilities necessitated as the result of new mandates, new building codes, pedagogical or human rights developments.
2. Education infrastructure funding in Saskatchewan should be determined according to the eight categories set out below. In addition, infrastructure 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, determined by a criteria-

¹ Saskatchewan’s board of education/CSF average FCI ranks Poor. The current FCI describes the following categories:

- Good – 0 to 5%
- Fair – 5 to 10%
- Poor – 10 to 30%
- Critical – Greater than 30%

based priority list. The Ministry's funding for new schools should be accompanied by adequate operating funding, including reasonable and safe square footage per classroom, once the schools are built and operating. The Ministry of Education should share with boards of education/CSF the Ministry's decision-making criteria and process for developing the annual major capital priority list for transparency in the criteria and their application and how the Ministry assesses and ranks capital priorities from one board of education against others. Sufficient budget should be annually allocated to address the capital backlog. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable. If the construction project delivery method is not the traditional build by the affected board(s) of education but is a build that includes integrated project delivery (IPD), public-private-partnerships (P3s), Alliance contracting, progressive design-build infrastructure delivery models or other similar methods, due diligence, including an appropriate risk assessment, should be conducted by the Ministry of Education and the affected board(s) of education.

- b) **Infrastructure Renewal:** Each year, the province should allocate a sustainable budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations². Boards need to develop a 3-year Preventative Maintenance and Renewal (PMR) Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- c) **Ongoing Operation and Maintenance:** The Ministry of Education should allocate a sufficient budget to school divisions for the operation and maintenance of infrastructure including general upkeep and repairs, pandemic or emergency planning and repairs, as well as expenses incurred to keep infrastructure operating such as monthly utility expenses to keep up with inflation.
- d) **Facilities and Transportation:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including transportation and operational facilities, playgrounds, and for the CSF community spaces.
- e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This would include separate Ministry funding incentives to decommission space that is no longer required beyond PMR or self-funded projects.
- f) **Joint Builds:**
 - i) Joint builds for public and separate boards need to be determined by the Ministry in consultation with the affected boards. Individual

² The industry standard continues to be 2% of Current Replacement Value (*Guide to the Management of Real Property*, Government of Canada, Section 3.2.2).

builds may be better suited because of land size and school population. To ensure equity, enrolment projections developed for construction planning purposes should be proportionately sized based on the populations being served by each board partner.

ii) Joint builds for boards with third party partner(s) such as municipal or Saskatchewan Health Authority entities need to be determined by the respective Ministries and third party partners in consultation with the affected board(s). Individual builds may be better suited because of land size, school population, insurance issues and school ground needs. Where the board(s) agrees to participate in a joint build with a third party partner(s), sufficient funding must be provided for legal fees and for the construction and maintenance of non-school facilities including transportation and operational facilities, playgrounds and for community spaces.

- g) **Accessibility:** New schools must be built and existing facilities including transportation and playgrounds retrofitted as required to ensure accessibility and to comply with the boards/CSF's obligations to accommodate persons under *The Saskatchewan Human Rights Code* including meeting the needs of students and other persons with disabilities.
- h) **Energy efficiency upgrades:** Boards have an obligation to teach and lead in energy conservation practices and to use public funding responsibly. Boards have a need for dedicated, ongoing funding for energy efficiency upgrades for schools.

- 3. **Exemption from Taxes, Local Improvements, Service Fees and Special Levies:** The purchase of supplies and services required by boards of education/CSF should either be exempt from taxes levied by federal or provincial governments or the Ministry must compensate boards/CSF in full for these taxes. All school division property utilized for education purposes should either be exempt from all municipal property taxes and service fees, including local improvements or special levies, or the Ministry must compensate boards/CSF in full for these taxes and service fees.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 3.2 Facilities Funding)

(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:

Low Cost – < \$1,000

Resolution AGM 21-02 Re: Position Statement “Infrastructure Funding”	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 21-03 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 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 2016.

Cost of this resolution:

Low Cost – < \$1,000

Resolution AGM 21-03 Re: Position Statement “Teacher Education and Certification”	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 21-04 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 and authentic 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, and to provide advice to the board of education/CSF.
3. Locally elected boards provide a strong mechanism for the public to be engaged in publicly funded education.
4. Boards engage in relationships and collaboration with a variety of partners (e.g. levels of government, post-secondary, First Nations and Métis, business, human service agencies, non-profit organizations, etc.) to enhance student well-being and 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 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 2016.

Cost of this resolution:

Low Cost – < \$1,000

Resolution AGM 21-04 Re: Position Statement “Public Engagement”	For:	Spoil:	CD DEF	%
	Against:	Blank:		

AGM 21-05 BE IT RESOLVED that the proposed Position Statement on “Indigenous Education” be adopted to become “Position Statement 2.4: Indigenous Education.”

**PROPOSED “Position Statement 2.4
INDIGENOUS EDUCATION”**

Indigenous Knowledge resides within First Nations and Métis peoples and communities. While there is no one Indigenous way of knowing, there is a set of common themes that emerge when Indigenous peoples share their knowledge – land, languages, and relationships. These themes are built upon principles and values that are important to Indigenous peoples such as building relationships, seeking harmony, affirming and revitalizing Indigenous languages and cultures, putting children first, and honouring the land.

Indigenous education in Saskatchewan includes achieving equitable outcomes for First Nations and Métis learners, and for all Saskatchewan students to have knowledge of the contributions, perspectives and ways of knowing of Indigenous peoples. Indigenous education is also about advancing reconciliation by acknowledging truth including the history and intergenerational effects of residential schools, and championing reconciliation. In Canada, this work is situated in the treaty relationship, in the Truth and Reconciliation Commission, and in the United Nations Declaration on the Rights of Indigenous Peoples. In Saskatchewan, First Nations and Métis education is set out in the Ministry of Education’s *Inspiring Success* policy framework and boards of education/Conseil scolaire fransaskois (CSF) are committed to its implementation, and therefore build authentic relationships with Indigenous peoples to assist them on this journey. Boards of education/CSF create policies and strategies, resource programs, and monitor performance of Indigenous education within the school division in the following ways.

1. **Building Relationships and Partnerships**
Boards of education/CSF foster and nurture relationships and partnerships with First Nations and Métis communities, educational authorities, Elders, and traditional Knowledge keepers. These relationships are necessary to build an understanding of Indigenous ways of knowing, and to collaborate through shared values and priorities to ultimately enhance student learning and well-being.

2. **Creating Welcoming Environments**
Boards of education/CSF create a mandate for all schools to establish and sustain respectful and welcoming environments, including visible commitments such as flag raisings and symbols, that instill belonging for all students, including Indigenous learners. Strategies are developed that foster the engagement of youth, families and communities in schools.

3. **Representative Governance and Workforce in the Education Sector**
Boards of education/CSF encourage the participation of Indigenous peoples in governance, and work through the SSBA to encourage Indigenous trusteeship. Boards of education/CSF commit to a representative workforce and examine their recruitment, selection, retention, and promotion practices, and remove systemic racism and other barriers for Indigenous peoples.
4. **Increasing Capacity Across the Education System**
Boards of education/CSF engage in professional learning focused on Indigenous education and reconciliation, and ensure staff are similarly engaged in professional learning regarding Indigenous education, understanding the concept of colonization and its impact, anti-racist/anti-oppressive education, and reconciliation. Through relationships developed with First Nations and Métis partners, boards of education/CSF invite these strengths from Indigenous communities to support them in these efforts.
5. **Culturally Responsive Curriculum, Pedagogy, and Assessment**
Boards of education/CSF advocate for curriculum that includes Indigenous content, perspectives, and ways of knowing across the subject areas, and that is developed with the engagement of First Nations and Métis peoples, Elders and traditional Knowledge keepers. Boards of education/CSF advocate for teacher education programs that include courses on Indigenous histories and perspectives so that teachers are prepared to incorporate these areas into their practice. Boards of education/CSF support educators as they implement community education practices, land-based learning, and other experiential learning opportunities for students. Boards of education/CSF promote assessment practices that are culturally appropriate and acknowledge an array of learning models and styles, and take steps to eliminate systemic racism and bias in student assessment. Finally, boards of education/CSF value Indigenous Knowledge and expertise by supporting Indigenous research to inform education practice and pedagogy for the benefit of all learners.
6. **Affirming and Revitalizing Indigenous Languages and Cultures**
Boards of education/CSF recognize the central role of language in supporting identity and culture and in validating Indigenous worldviews, and promote Indigenous language programs in schools.

Indigenous Council

(Note: This resolution relates to Position Statement 1.1 Development of Position Statements)

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

Sponsor’s Rationale:

At SSBA 2021 Fall Assembly, Resolution AGM 20-01 was adopted, directing the SSBA to create a working committee to engage member boards in drafting a position statement on Indigenous Education, to be brought to the membership for adoption.

A working committee was formed in 2021 to undertake this work in conjunction with the Indigenous Council. The working committee included SSBA Executive members, trustees, and LEADS representatives. The working committee was guided by Elder Harry Lafond.

A Position Statement was drafted and circulated to member boards and LEADS for feedback. The proposed “Position Statement 2.4: Indigenous Education” is now presented to the membership for adoption.

Cost of this resolution:

Low Cost – < \$1,000

Moderate advocacy for the SSBA Executive. This resolution primarily directs the efforts of boards of education/CSF.

Resolution AGM-21-05 Re: Indigenous Education Position Statement	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 21-06 BE IT RESOLVED that the Saskatchewan School Boards Association research and draft a Whistleblower Policy/Procedure for the consideration of School Divisions.

Regina S.D. No. 4

(Note: This resolution relates to Position Statement 1.2, Local Governance of Education)

Sponsor’s Rationale:

1. School Divisions are already required by the Ministry of Education to have an administrative procedure on reporting fraud and loss. As publicly funded organizations with responsibility for educating children and youth, School Divisions must operate at the highest level of public trust and accountability.
2. A well-defined whistleblower policy and accompanying procedures are becoming a best practice for Boards across Canada.
3. A whistleblower policy/procedure provides a means by which staff members can come forward with credible information on illegal practices or violations of policies. Such a policy typically provides protection for individuals from retaliation, identifies those to whom such information can be reported and outlines consequences for frivolous or vexatious complaints.
4. This resolution suggests that that SSBA prepare a draft whistleblower policy/procedure for consideration by School Boards. This will ensure the procedure is properly drafted with full legal review.
5. The option to adopt the draft, modify it or choose not to adopt it would rest with each School Board.

Cost of this resolution:

Medium Cost – \$1,000 - \$10,000

The proposed resolution action will significantly draw upon Saskatchewan School Boards Association services/resources to implement a Provincial program.

Resolution AGM-21-06 Re: Provincial Whistleblower Policy	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 21-07 BE IT RESOLVED that the Saskatchewan School Boards Association advocate for September 30th to be observed as a provincial statutory Day for Truth and Reconciliation.

Regina S.D. No. 4

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

Sponsor’s Rationale:

1. The federal government recently passed legislation to make September 30th a federal statutory holiday called the National Day for Truth and Reconciliation.
2. This resolution directs the SSBA to advocate that the Government of Saskatchewan pass similar legislation to mark September 30th as a statutory holiday (and therefore a non-school day) for provincially regulated workplaces including school divisions.
3. In the spirit of reconciliation, this day would serve as an acknowledgment for the lives lost at residential schools and for the continuous need for community healing regarding the intergenerational trauma that persists today.

Cost of this resolution:

Medium Cost – \$1,000 - \$10,000

Moderate advocacy which may include letters to government officials or Ministries, and some follow up; 2-4 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action.

Resolution AGM-21-07 Re: September 30 Statutory Day for Truth and Reconciliation	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 21-08 BE IT RESOLVED that the Saskatchewan School Boards Association recommend to the Ministry of Education that provincial examinations be eliminated at the beginning of the 2022-2023 school year for students in the provincial K-12 system.

Prairie Valley S.D. No. 208

(Note: This resolution relates to Position Statement 2.2 Assessment of Student Achievement)

Sponsor's Rationale:

Provincial examinations have been optional since the beginning of the COVID-19 pandemic in March, 2020 and continue to be optional in the 2021-2022 school year. June of 2022 will mark the third consecutive year where provincial examinations have not been used in most schools in Saskatchewan. Although unintended, the COVID-19 pandemic has led to improved assessment processes in many schools with outdated provincial examination processes replaced by meaningful assessment practices that take the needs of individual students into account while maintaining curricular integrity.

A related resolution was passed at the SSBA Annual General Assembly in 2011 with 79% support of voting delegates. This resolution will provide the SSBA with a renewed mandate in this area that is in alignment with changes made to the provincial examination structure in response to the COVID-19 pandemic.

Saskatchewan students who enroll 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 that creates perceptions of inequity between classrooms with accredited teachers and those without.

For example, in many schools, but particularly in smaller rural and northern high schools, a number of 30 level teachers may not be accredited. Provincial departmental exams are comprehensive in nature, heavily weighted in determining 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 arose during the COVID-19 pandemic related to lost instructional time resulting from the absence of students, teachers or both. The practical solution implemented provincially saw the temporary accreditation of all teachers which led to provincial examinations becoming optional in all classrooms.

Cost of this resolution:

Low Cost – < \$1,000

Resolution AGM-21-08 Re: Provincial Examinations	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 21-09 BE IT RESOLVED that the Saskatchewan School Boards Association publish a public report identifying its expenditures with a reasonable amount of specificity, including the amount of remuneration paid to SSBA employees and board members.

Regina S.D. No. 4

(Note: This resolution loosely relates to Position Statement 3.1, Education Finance, specifically point 8)

Sponsor's Rationale:

1. The SSBA provides advocacy, leadership and support for member boards of education, speaking as the voice for quality public education for all children, offering opportunities for trustee development and providing information and services to member Boards.
2. Financial transparency is essential to trust within a member-based organization. To establish such trust, leaders should provide accurate and complete information on revenues, expenditures and transactions.
3. Annually, the SSBA prepares and releases an annual report and audited financial statement. However, the SSBA does not release details of amounts paid to SSBA executive members, staff or external vendors.
4. It is recognized that Board Chairs currently receive semi-annual, confidential reports that provide this information; however, these are not shared with the broader SSBA membership or publicly.
5. Boards of education are required by provincial regulation to prepare public accounts publicly disclosing all payments to trustees as well as all employees who received payments for salaries, wages, honorariums, etc., of \$50,000 or more and vendor payments and transfers of \$50,000 or more.
6. This resolution proposes that the SSBA be held to a similar standard of public disclosure. The SSBA should include in its annual year-end financial reporting to SSBA members all payments to trustees as well as all employees who received payments for salaries, wages, honorariums, etc., of \$50,000 or more and vendor payments and transfers of \$50,000 or more.

Cost of this resolution:

Low Cost – < \$1,000

There is minimal likelihood of the resolution action resulting in unanticipated costs for boards of education and/or the SSBA as the cost factors of the resolution are generally known as this report is already completed in a confidential manner.

Resolution AGM-21-09 Re: SSBA Remuneration & Payee Detail	For: Against:	Spoil: Blank:	CD DEF	%
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AGM 21-10 BE IT RESOLVED that the Saskatchewan School Boards Association advocate with the Colleges of Education at both the University of Saskatchewan and University of Regina for a review of, and possible increase in, the literacy instruction training provided to all preservice teachers in order to support literacy achievement for students at all grades.

Saskatoon S.D. No. 13

(Note: This resolution relates to Position Statement 4.2 – Teacher Education and Certification

4.2.2: 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.)

Sponsor’s Rationale:

Literacy has a profound impact on students’ future success. The education sector in Saskatchewan has placed, and continues to place, a great deal of emphasis on early years literacy. This was evident in the previous Education Sector Strategic Plan, and early learning achievement is a main focus of the current Interim Provincial Education Plan. As the sector moves toward a 10-year education plan for 2020-2030, it is noteworthy that the plan framework includes the following foundational statement: “Young children will be supported in their learning and development of essential literacies and abilities that prepare them for future learning.” (Emphasis added)

The correlation between literacy skills and credit attainment leading to graduation has been well documented in the literature, and both credit attainment and graduation rates are performance measures named in the *Ministry of Education’s Plan for 2021-22*. A critical milestone is understood to be students reading at or above grade level by Grade 3 but student learning as it relates to reading and writing does not stop at end of Grade 3; reading with comprehension and writing to clearly express oneself should be reinforced throughout a student’s school experience.

To support the literacy focus adopted by school divisions across the province requires that all teachers, no matter their grade or subject specialty, have the appropriate skills to teach literacy along the entire education continuum. It is imperative Saskatchewan’s Colleges of Education are aware of, and adapt their programs to, the literacy focus of the education sector to ensure their graduates are prepared to meet the literacy achievement, credit attainment and graduation rate expectations of the divisions that will employ them.

Cost of this resolution:

Low Cost – < \$1,000

Resolution AGM-21-10 Re: Literacy Instruction Training for Teachers	For: Against:	Spoil: Blank:	CD DEF	%
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NOTE: The following resolution was submitted past the deadline for submission of resolutions to the Resolution and Policy Development Committee

Pursuant to section 6 of Bylaw No. 12, after all resolutions received by the Committee have been disposed of, a delegate of the sponsor may move this resolution only if a majority of the delegates present consent to consideration of the resolution

AGM 21-11 BE IT RESOLVED that the Saskatchewan School Board Association Executive begin discussions with the Ministry of Education to make joint recommendations relative to the education mill rate.

Saskatchewan Rivers School Division No.119

(Note: This Resolution relates to Position Statement 3.1 (Educational Finance) and with the Vision 2025 Strategic Plan, specifically with the “Advocacy” initiative.)

Sponsor’s Rationale:

Many previous recommendations from the SSBA have been carried by the assembly advocating for educational funding that meets the needs of students. It is crucial that funding be stable, predictable, and sufficient and the SSBA position statement 3.1 outlines its expectations and foundations for its advocacy efforts.

There is the potential to use the recent change in the Educational Mill Rate as a step towards greater advocacy for stable and predictable funding.

Cost of the Resolution:

If a significant level of advocacy is to be achieved will likely have a medium cost (1K to 10K) according to the SSBA’s resolution costing rubric.

Resolution AGM-21-11 Re: Education Mill Rate	For:	Spoil:	CD DEF	%
	Against:	Blank:		