

## 2019 ANNUAL GENERAL MEETING

The following Bylaw Amendments and Resolutions were passed at the Association's annual general meeting on November 18, 2019.

### **BYLAW AMENDMENTS**

(98% Support)

#### **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.**

(99% Support)

#### **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.**

## **BUDGET RESOLUTION**

(95% Support) **Budget 2020**

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

## **RESOLUTIONS**

(99% Support) **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.

(98% Support) **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.

(97% Support)

**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.<sup>1</sup>

<sup>1</sup> This position statement is adapted from C21 Canadians for 21<sup>st</sup> 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*.

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

(97% Support)

**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.

(98% Support)

**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.**

(71% Support)

**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.

(86% Support) **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.

(95% Support) **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.

(94% Support) **AGM-19-11**

**BE IT RESOLVED** that, with the exception of CSF, the Saskatchewan School Boards Association support School Division collaboration with Municipalities in administration of General Election proceedings.

(75% Support) **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 the 4 Seasons of Reconciliation, 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.

(92% Support) **AGM-19-13**

**BE IT RESOLVED** that the Saskatchewan School Boards Association request that the Government of Saskatchewan provide guidance to school divisions as it relates to the accommodation of immune-compromised students, staff, and volunteers, as well as those who are electively unvaccinated.

(96% Support) **AGM-19-14**

**WHEREAS** the promotion and marketing of vapes and vaping products should be treated like other tobacco products. **BE IT RESOLVED** that the Saskatchewan School Boards Association commend the Minister of Health and Members of the Legislative Assembly for passing legislation to limit the marketing, visibility and availability of vaping products to minors and advocate to the Ministries of Education and Health to establish a proactive public education initiative to reduce the use of vaping products by young people.

The following Resolutions was Defeated

(29% Support) **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.

The following Resolution was Withdrawn

**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