

	<p><i>Prairie South Schools</i></p> <p>BOARD OF EDUCATION</p>	
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November 2, 2021

1:00 p.m.

Central Office, 1075 9th Avenue NW
Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1. Regular Board Meeting October 5, 2021**
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. School & Division Improvement Accountability Report**
 - 5.2. Monthly Reports**
 - 5.2.1. Teacher Absence and Substitute Usage Report
 - 5.2.2. CUPE Staff Absence and Substitute Usage Report
 - 5.2.3. Bus Driver Absence and Substitute Usage Report
 - 5.2.4. Out of Scope Absence and Substitute Usage Report
 - 5.2.5. Tender Report
- 6. Delegations and Presentation**
 - 6.1. Tony Mckechnie (1:30 p.m.)**
- 7. Information Items**
 - 7.1. Administrative Procedure 430: COVID-19 Safety for Employees, Other Individuals and Trustees**
 - 7.2. SSBA Proposed Bylaw Amendments and Resolutions Package – AGM 2021**
 - 7.3. Public Section Bylaws for Amendment**
- 8. Provincial Matters**
- 9. Celebration Items**
- 10. Identification of Items for Next Meeting Agenda**
 - 10.1. Notice of Motions**
 - 10.2. Inquiries**
- 11. Meeting Review**
- 12. Adjournment**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on October 5, 2021 at 1:00 p.m.

Attendance:

Mr. R. Bachmann; Mr. J. Bumbac; Dr. S. Davidson; Ms. C. Froese; Mr. B. Hagan; Mr. T. Johnson; Ms. J. Jukes; Ms. D. Pryor; Ms. G. Wilson; Mr. L. Young; D. Swanson, Superintendent of School Operations; D. Huschi, Superintendent of School Operations; J. Prokopetz, Superintendent of School Operations; A. Johnson, Superintendent of Human Resources; A. Olson; Superintendent of Learning; R. Boughen, Director of Education; R. Purdy, Superintendent of Business; H. Boese, Director Assistant

Presentations:

South Hill School Update, Mike Sazynski (1:30 p.m.)
Mental Health & Wellbeing Presentation, Kirsten Lawson and Candace Spanjer, Advocacy & Behaviour Consultants (2:00 p.m.)

Motions:

- | | | |
|-------------------|---|---------|
| 2021-10-05 - 3614 | That the meeting be called to order at 1:00 p.m.
- Wilson | |
| 2021-10-05 - 3615 | That the Board adopt the agenda as presented.
- Pryor | Carried |
| 2021-10-05 - 3616 | That the Board adopt the minutes of the September 7, 2021 Organizational Board Meeting.
- Johnson | Carried |
| 2021-10-05 - 3617 | That the Board adopt the minutes of the September 7, 2021 Regular Board Meeting.
- Jukes | Carried |
| 2021-10-05 - 3618 | That the Board adopt Board Policy 5 updated September 28, 2021.
- Johnson | Carried |
| 2021-10-05 - 3619 | That starting October 1 of the 2021-2022 fiscal year, trustee remuneration for travel time shall be revised at \$0.30 per kilometer.
- Jukes | Carried |
| 2021-10-05 - 3620 | That the Board name Giselle Wilson and Darcy Pryor as voting representatives at the SSBA Annual General Meeting AND THAT for the Southern Constituency Election in November 2021, all attending trustees will cast a ballot.
- Jukes | Carried |

- 2021-10-05 - 3621 That the Board direct administration to access unrestricted surplus up to \$577,818 to hire more staff to support our increased student population. Carried
- Froese
- 2021-10-05 - 3622 That the Board go into closed session at 1:47 p.m. Carried
- Young
- 2021-10-05 - 3623 That the Board reconvene in open session at 2:03 p.m. Carried
- Young
- 2021-10-05 - 3624 That the Board receive and file the 4th Quarter Forecast and Finance Report. Carried
- Davidson
- Darcy Pryor nominated Brett Hagan as the Saskatchewan High Schools Athletic Association Representative.
- Lew Young nominated Todd Johnson as the Saskatchewan High Schools Athletic Association Representative.
- Giselle Wilson declared Todd Johnson elected as Prairie South's representative for the Saskatchewan High Schools Athletic Association (SHSAA) for the 2021-2022 school year.
- 2021-10-05 - 3625 That the ballots be destroyed. Carried
- Young
- Darcy Pryor nominated John Bumbac as Prairie South's Public Section Representative.
- Lew Young nominated Mary Jukes as Prairie South's Public Section Representative.
- Mary Jukes declined the nomination for the Public Section Representative.
- Lew Young moved nominations cease.
- Giselle Wilson declared John Bumbac as Prairie South's representative for Public Section for the 2021-2022 school year.
- 2021-10-05 - 3626 That the Board direct the Director of Education to put in place a COVID-19 Administrative Procedure and that the Administrative Procedure excludes all students. Carried
- Johnson

Lew Young requested motion 2021-10-05 – 3626 be a recorded vote.

In favour of motion: Bachmann, Davidson, Froese, Hagan, Johnson, Wilson, Young

Opposed to motion: Bumbac, Jukes, Pryor

- | | | |
|-------------------|---|---------|
| 2021-10-05 - 3627 | That the Board receive and file the Student Learning Accountability (II) Report.
- Hagan | Carried |
| 2021-10-05 - 3628 | That the Board receive and file the Student Learning Accountability Report.
- Jukes | Carried |
| 2021-10-05 - 3629 | That the Board receive and file the monthly reports as presented.
- Pryor | Carried |
| 2021-10-05 - 3630 | That the meeting be adjourned at 4:28 p.m.
- Froese | Carried |

G. Wilson
Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

November 2, 2021
Prairie South School Division Central Office, Moose Jaw

AGENDA ITEM

Meeting Date:	November 2, 2021	Agenda Item #:	05.1
Topic:	School and Division Improvement Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	This report was presented to the Student Outcomes Committee on October 26, 2021. The report is focused on school and division improvement, specifically the Learning Improvement Plans for the 2020-2021 school year.
Current Status:	Please see attached report.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Derrick Huschi, Jennifer Prokopetz, Dustin Swanson	October 27, 2021	School and Division Improvement Accountability Report

Recommendation:

That the Board receive and file the School and Division Improvement Accountability Report.

2020-2021 School and Division Improvement Accountability Report

November 2021

Prepared by: Superintendent of Operations

Source Documents

Policy 8

Standing committees are established to assist the Board with work of an on-going or recurring nature. All Committee meetings are closed to the public, and committee members shall hold committee work in strict confidence until such time as work is shared at a public meeting of the Board of Education as described above. The Director of Education may assign staff to support the work of the committee. Committees shall not exercise authority over staff.

Committee work will be presented to the Board by written report for decision, discussion, or information.

1. Student Outcomes Standing Committee

1.2 Terms of Reference

To review accountability reports and to make recommendations to the Board.

To examine issues related to increasing student literacy and achievement, promoting academic achievement for all students while closing achievement gaps and enhancing student outcomes.

To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division.

To make recommendations to the Board relative to actions the Board may take to improve student learning and achievement within the Division.

Policy 12

Section 1 Student Well-being

RE 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.

QI 1.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

Section 7 Improvement and Accountability Planning and Reporting

RE 7.1 Leads the Improvement and Accountability Planning and Reporting process including the development of Division goals, budget, and facilities.

RE 7.2 Implements plans as approved.

QI 7.2 Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.

Section 9 Communications and Community Relations

QI 9.3 Ensure information is disseminated to inform appropriate publics.

Administrative Procedure 104

1. Each school's Learning Improvement Plan (LIP) shall also take into consideration local student achievement data as well as the nature of the community and its aspirations for its children and youth.
2. The School Community Council (SCC) must attest that the SCC was consulted in the development of the LIP.
3. The Superintendent of Operations shall annually review the draft School Learning Improvement Plans for compliance with these requirements and shall approve the plan after sign-off by the School Community Council Chair.
4. The Superintendent of Operations shall annually review the outcomes achieved and provide feedback to the principal.

Evidence

➤ Background:

- ❖ LIP Goals will be developed by staff, based on school data, and will be aligned with the ESSP.
- ❖ LIPs are a critical component of the Comprehensive Learning Framework (CLF).
- ❖ LIPs ensure schools are responsive to the needs of students and may vary between schools based on local context.
- ❖ LIP goals are: strategic, measurable, and timely.
- ❖ Engagement of stakeholders ensures goals are being responsive to local context and circumstances.

- ❖ On-going discussions at the staff level monitor the progress of the LIP, regularly analyze, and evaluate the outcomes of the work plan and suggest modifications as the year progresses.
- ❖ Schools may access support at the division level from Learning Support Teams, consultants, and Superintendents.
- ❖ Schools are provided with a template (LIP Work plan - ATTACHED) and time at the beginning of the school year to review previous LIPs, analyze data, and collaboratively create the school's LIP.

➤ **Learning Improvement Plans**

- ❖ Each of our 39 schools was required to create at least one Student Learning Goal.

❖ Focus of Student Learning Goal:

Reading Goal	23 Schools
Writing Goal	18 Schools
Math Goal	10 Schools

NOTE: Some schools had multiple goals.

❖ Focus of Student Well-being Goal:

Belonging/Relationships/Engagement	10 Schools
Safety	6 Schools
Anxiety/Depression/Student Wellness	3 Schools
Other (Credit Attainment/Technology)	2 Schools

- ❖ Although most LIPs show improved growth, only 33 of 75 LIPs met their targeted goal and 1 was not reported due to multi-year goals.

➤ **Review Process**

- ❖ LIP work plans were shared with SCCs and plans were updated to include input from SCCs. Please note, some SCCs attended the planning sessions and collaboratively worked with staff to develop the LIP work plan.
- ❖ LIP work plans were reviewed with superintendents four times per year (September, October, February, and May).

- ❖ All work plans were uploaded to Connect for administrators to share and learn.
- ❖ LIP goals and results were communicated to students, staff, parents, and community a minimum of 3 times throughout the year.

➤ **SCC Engagement and Creating a Shared Plan**

- ❖ The information below is from the Prairie South SCC Self-Assessment Results.
- ❖ Survey data was collected using a 1-4 scale, with 1 representing Never and 4 representing Always.
- ❖ The yellow highlighted items reflect a direct correlation to the LIP planning and actualization. The green highlighted items show an increase from 2020 and the red highlighted items show a decrease from 2020.

Self-Assessment Item	2020	2021
Our SCC is inclusive.	3.44	3.60
I understand the roles and responsibilities of the SCC.	3.51	3.52
Our SCC receives, manages, and reports on an annual operating budget from the school division.	3.64	3.72
Our SCC approaches duties with discretion and maintains confidentiality regarding sensitive information.	3.82	3.81
Our SCC has participated in PD opportunities.	2.40	2.72
Our SCC is engaged in the development of the Learning Improvement Plan.	3.14	3.47
Our SCC supports student wellbeing and learning.	3.77	3.80
Our SCC performs action plans connected to the School Learning Improvement Plan goals.	3.30	3.53
The Learning Improvement Plan is a living document that responds to current needs.	3.43	3.62
SCC projects are included in the Learning Improvement Plan and are achieving the intended results.	3.11	3.23
Our SCC understands the economic, social, cultural and health needs of our community.	3.49	3.39
Our SCC understands the supports available in the community to support students' diverse needs.	3.15	3.29
Our SCC provides advice to community agencies about the needs of our students.	2.67	2.75
Our SCC works with community groups and parents to address community issues affecting students and families.	2.76	2.99
Our SCC has developed a climate of open, honest, and respectful communication.	3.71	3.74
Our SCC communicates effectively with a variety of audiences.	3.26	3.31
Our SCC is aware of the opportunity to provide advice and recommendations to the board of education regarding educational service delivery.	2.92	3.14
Our SCC provides advice to the principal and school staff regarding school programs.	2.93	3.26
Our SCC has opportunities to network and dialogue with the school board and Prairie South administrative staff.	2.93	3.07
The primary focus of our SCC is strengthening student learning and wellbeing.	3.73	3.78
Our SCC provides an annual report about its plans, initiatives, and accomplishments.	3.49	3.52
Our SCC uses data and information from this monitoring process to develop our School Learning Improvement Plan and support actions for improvement.	3.25	3.29
Our SCC has received training on the use and understanding of data and have had data relevant to our work explained to us.	2.63	2.67
Our SCC provides opportunities for parents, students, teachers, and community members to give us feedback about our work.	3.06	3.11

Administrative Challenges

- ❖ Due to COVID restrictions last year, SCCs did not attend planning sessions. As a result, there was little collaboration with staff to develop the LIP work plan.
- ❖ With face-to-face learning ending in March 2020, LIP goals were based on assumptions as year end data was not available.
- ❖ There were very little engagement activities last year as schools had students in cohorts, reduced student interactions through staggering recesses and lunch hours, and did not offer face-to-face extra-curricular activities.

LEARNING IMPROVEMENT PLAN

School Name: _____ Administrator(s): _____

SCC Chair: _____

Step 1: Problem Statement (Explain what the problem is and why strategic action is required to address it.)

Step 2: Student Strengths

STUDENT STRENGTHS – based on student results
READING:
WRITING:
MATH:
OTHER:

Step 3: Needs Analysis/Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis)

SCHOOL PROFILE

Demographics (Students)	2012-13	2013-14	2014-15	2015-16	2016-17
Total Enrolment					
- Male					
- Female					
School Attendance Rate					
School Graduation Rate (High School Only)					
First Nation & Metis					
Reading Assessment Results grade 1					
Reading Assessment Results grade 2					
Reading Assessment Results grade 3					
Reading Assessment Results grade 4					
Reading Assessment Results grade 5					
Reading Assessment Results grade 6					
Reading Assessment Results grade 7					
Reading Assessment Results grade 8					
Reading Assessment Results grade 9					
Reading Assessment Results grade 10					

Special Populations	2012-13	2013-14	2014-15	2015-16	2016-17
# of EAL Students					
# of Students receiving Student Support					
- eIIP					
- Modified					
- Alternate					
- Reduced					
- Other					

Step 4: School Goals/Future State (List the overarching and annual targets for the outcome. How will the situation be different because of the actions taken to improve it?)

SCHOOL GOAL (SMART FORMAT)

Step 5: Work Plan/Implementation Plan (What are the high-level actions that will be taken to address the problem?)

Adult Indicators						Student Evidence
Action Steps	Due Date:	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	

Adult Indicators						Student Evidence
Action Steps	Due Date:	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	

Step 6: Year End Data Collection Summary Profile/Metrics (How will you know a change has been an improvement?)

AGENDA ITEM

Meeting Date:	November 2, 2021	Agenda Item #:	05.2
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:	The Board has requested monthly updates regarding staff absences and tenders awarded.
Current Status:	Current information is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Amy Johnson/Ron Purdy	October 26, 2021	<ul style="list-style-type: none"> Staff Absence Summaries Tender Summary

Recommendation:

That the Board receive and file the monthly reports as presented.

Teacher Absences & Substitute Usage					
Date Range:	September 22, 2021 - October 19, 2021				
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	28.27	3.53%	24.3	85.96%	0.35%
Competition Leave	0.6	0.07%	0.6	100.00%	0.01%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Earned Day Off	32.92	4.11%	21.56	65.49%	0.40%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	0	0.00%	0	0.00%	0.00%
Prep Time	49.17	6.13%	48.31	98.25%	0.60%
Pressing Leave	19.84	2.47%	16.7	84.17%	0.24%
PSTA	1.08	0.13%	1	92.59%	0.01%
Leave Without Pay	7.48	0.93%	5.8	77.54%	0.09%
SUB TOTAL	139.36	17.38%	118.27	84.87%	1.71%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	249.17	31.08%	207.31	83.20%	3.06%
Illness - Long Term	110	13.76%	0	0.00%	1.36%
Medical/Dental Appt	90.54	11.29%	77.43	85.52%	1.11%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Quarantine	53.53	6.68%	44.6	83.32%	0.66%
Secondment	0	0.00%	0	0.00%	0.00%
STF Business - Invoice	0	0.00%	0	0.00%	0.00%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	503.52	62.81%	329.34	65.41%	6.19%
Prairie South					
Extra/Co-curr Teach	16.56	2.07%	15.03	90.76%	0.20%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	71.9	8.97%	63.07	87.72%	0.88%
Internship Seminar	0	0.00%	0	0.00%	0.00%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	35.43	4.42%	31.1	87.78%	0.44%
PD DEC Teachers	21.99	2.74%	18.13	82.45%	0.27%
School Operations Meet/PD	12.87	1.61%	12.56	97.59%	0.16%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	158.75	19.80%	139.89	88.12%	1.95%
Total Absences	801.63	100.00%	587.50	73.29%	9.85%

Teachers (FTE)

428.18

of teaching Days

19

Possible Days

8135.42

Long Term Illness: When a temporary contract is issued for an illness leave of 20+ days.

CUPE Staff Absences & Casual Usage 2021-2022

Date: September 27, 2021 - October 24, 2021

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	6.14	1.41%	5.14	83.71%	0.12%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	8.21	1.89%	1.31	15.96%	0.16%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Covid Close Contact Leave	21.51	4.94%	9.83	45.70%	0.41%
CUPE Business	7	1.61%	7	100.00%	0.13%
Earned Day Off	4.04	0.93%	1.5	37.13%	0.08%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	4	0.92%	1	25.00%	0.08%
Illness - Support	185.64	42.65%	87.95	47.38%	3.57%
Med/Den Appt Support	53.19	12.22%	27.98	52.60%	1.02%
Parenting/Caregiver	34.68	7.97%	14.22	41.00%	0.67%
Pressing Leave	11.93	2.74%	5	41.91%	0.23%
Quarantine Leave	21.5	4.94%	2	9.30%	0.41%
Service Recognition Days	0.92	0.21%	0	0.00%	0.02%
TIL Support	0.81	0.19%	0.38	46.91%	0.02%
Without Pay Support	11.26	2.59%	2.17	19.27%	0.22%
SUB TOTAL	370.83	85.19%	165.48	44.62%	7.13%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Special Vaccination Leave	0.5	0.11%	0	0.00%	0.01%
Vacation Support	41.89	9.62%	32.71	78.09%	0.80%
Workers Compensation	13.5	3.10%	1	7.41%	0.26%
SUB TOTAL	55.89	12.84%	33.71	60.31%	1.07%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	0.43	0.10%	0.43	0.00%	0.01%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	3.23	0.74%	2	0.00%	0.06%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC In Province Support Staff	4.49	1.03%	1	0.00%	0.09%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.42	0.10%	0.42	0.00%	0.01%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	8.57	1.97%	3.85	0.00%	0.16%
Total Absences	435.29	100.00%	203.04	46.64%	8.36%

Possible Days

September 27, 2021 - October 24, 2021

Days

19.00

FTE

273.9

Total Days

5204.10

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Bus Driver Staff Absences & Casual Usage 2021-2022

Date: September 27, 2021 - October 24, 2021

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0.00	0.00%	0.00	0.00%	0.00%
Bereavement Leave	0.00	0.00%	0.00	0.00%	0.00%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	0.50	0.47%	0.00	0.00%	0.03%
Competition Leave	1.00	0.00%	1.00	0.00%	0.05%
Convocation Leave	0.00	0.00%	0.00	0.00%	0.00%
Covid Close Contact	11.00	10.43%	4.00	0.00%	0.58%
Family Responsibilities	4.50	4.27%	2.00	44.44%	0.24%
Illness - Support	30.50	28.91%	23.50	77.05%	1.60%
Med/Den Appt Support	5.00	4.74%	4.50	90.00%	0.26%
Parenting/Caregiver	7.00	0.00%	6.50	92.86%	0.37%
Pressing Leave	3.00	2.84%	3.00	0.00%	0.16%
Quarantine Leave	8.00	7.58%	3.50	0.00%	0.42%
Without Pay Support	34.00	32.23%	30.50	89.71%	1.78%
SUB TOTAL	104.50	81.04%	78.50	75.12%	5.48%
Employment Act					
Court/Jury Duty	0.00	0.00%	0.00	0.00%	0.00%
Paternity Leave	0.00	0.00%	0.00	0.00%	0.00%
Special Vaccination Leave	0.00	0.00%	0.00	0.00%	0.00%
Vacation Support	0.00	0.00%	0.00	0.00%	0.00%
Workers Compensation	0.00	0.00%	0.00	0.00%	0.00%
SUB TOTAL	0.00	14.74%	0.00	0.00%	0.00%
Prairie South					
ACCT Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
BUSI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
Extra/Co-Curricular	0.00	0.00%	0.00	0.00%	0.00%
FACI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
HUMA Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
LRNG Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.00	0.00%	0.00	0.00%	0.00%
TRAN Meet/PD	1.00	0.00%	1.00	100.00%	0.05%
SUB TOTAL	1.00	0.00%	1.00	100.00%	0.05%
Total Absences	105.50	95.78%	79.50	75.36%	5.53%

Possible Days

September 27, 2021 - October 24, 2021

Days

18.00

Staff

106.00

Total Days

1908.00

** Data includes data from 3 CUPE bus drivers

*** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Out of Scope Staff Absences & Casual Usage 2021-2022

Date: September 27, 2021 - October 24, 2021

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	1	1.15%	0	0.00%	0.12%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Covid Close Contact	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	40.18	46.10%	0	0.00%	4.77%
Med/Den Appt Support	7.63	8.75%	0	0.00%	0.91%
Parenting/Caregiver	0.53	0.61%	0	0.00%	0.06%
Pressing Leave	1	1.15%	0	0.00%	0.12%
Quarantine Leave	0	0.00%	0	0.00%	0.00%
Without Pay Support	0.1	0.11%	0	0.00%	0.01%
SUB TOTAL	50.44	57.87%	0	0.00%	5.99%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Special Vaccination Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	34.72	39.83%	0	0.00%	4.12%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	34.72	39.83%	0	0.00%	4.12%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	2	2.29%	0	0.00%	0.24%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
PD Out of Province	0	0.00%	0	0.00%	0.00%
SUB TOTAL	2	2.29%	0	0.00%	0.24%
Total Absences	87.16	100.00%	0	0.00%	10.35%

Possible Days

September 27, 2021 - October 24, 2021

Days

19.00

FTE

44.32

Total Days

842.08

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Tender Report for the period September 29, 2021 to October 26, 2021

Background:

- Board has requested a monthly report of tenders awarded.
- Administrative procedure 513, which details limits where formal competitive bids are required.

The procedure is as follows:

- The Board of Education has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.
- Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

Current Status:

There was one competitive bid awarded during this period:

- A request for proposals was issued for banking services. The RFP was awarded to Scotia Bank on points with a score of 124.4.

Boese, Heather

Subject: Delegate to speak Tues Nov 2nd

From: Tony McK <tonxdas98@gmail.com>

Sent: October 27, 2021 1:06 PM

To: Boese, Heather <boese.heather@prairiesouth.ca>

Subject: Re: FW: Delegate to speak Tues Nov 2nd

I hope your week finds you well. I am aware that you have a meeting next week with the trustees. I would like to speak as a public delegate on Nov 2. I do want to reassure you my message is of consideration and thought with a respectful approach. I am not here to say what's right or what's wrong but to voice concerns regarding the decision to mandate vaccinations and testing.

I know there are people on my side of the fence that do our message no justice through willful ignorance and not showing compassion to differing opinions, and it goes the other way too. There are people wishing harm on a percentage of the population due to their stance/decision on the injection regardless of their circumstance.

I know you have had your hands full and hats off to you guys for doing the best you can with the tools you have. I'm sure you could agree that conversations based on respect and compassion are a necessity during trying times like these. Thanks in advance for the consideration to allow me to speak

This was my message to Ryan, along with this I would like to touch on some statistics, political media, adverse events, local concerns, and mental health. Any conversation I have I strive to be considerate, patient, and open to all discussion while reserving my emotions and personal opinion to keep an open dialogue. I will be there by myself. There is a possibility that others would want to come but I feel that my message will be more effective while representing myself.

Thanks again, let me know if you need anything else.

Tony McKechnie

On Tue., Oct. 26, 2021, 11:50 a.m. Boese, Heather, <boese.heather@prairiesouth.ca> wrote:

Good morning Tony,

Your request to present to the Board at their next regular Board Meeting on Tuesday, November 2 has been approved. The Board Meeting will take place at our office located at 1075 9th Avenue NW, Moose Jaw. The public Board Meeting begins at 1:00 p.m. and you are scheduled for your delegation at 1:30 p.m. Please confirm via return email that this time will work for you.

We require a written submission prior to 3:30 p.m. tomorrow (Wednesday) which can be emailed to me. Along with this submission, we would ask that you identify the spokesperson and provide an estimate to the number of people who will be in attendance. You will be given a maximum of 10 minutes to make your presentation. Additional time will be granted if the Board has any questions or needs clarification of any information you presented.

I have attached the guidelines for you regarding delegations, for your information.

If you have any questions, please let me know.

Heather Boese, Executive Assistant to the Director

Prairie South Schools

1075 9th Avenue NW, Moose Jaw, SK, S6H 1V7

P 306.694-1200, ext. 4001 C 306.631-5526 www.prairiesouth.ca

From: Tony McK <tonxdas98@gmail.com>
Date: October 26, 2021 at 8:33:48 AM CST
To: "Boughen, Ryan" <Boughen.Ryan@prairiesouth.ca>
Subject: Delegate to speak Tues Nov 2nd

Hello Ryan,

I hope your week finds you well. I am aware that you have a meeting next week with the trustees. I would like to speak as a public delegate on Nov 2. I do want to reassure you my message is of consideration and thought with a respectful approach. I am not here to say what's right or what's wrong but to voice concerns regarding the decision to mandate vaccinations and testing.

I know there are people on my side of the fence that do our message no justice through willful ignorance and not showing compassion to differing opinions, and it goes the other way too. There are people wishing harm on a percentage of the population due to their stance/decision on the injection regardless of their circumstance.

I know you have had your hands full and hats off to you guys for doing the best you can with the tools you have. I'm sure you could agree that conversations based on respect and compassion are a necessity during trying times like these. Thanks in advance for the consideration to allow me to speak.

Regards, Tony McKechnie

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AGENDA ITEM

Meeting Date:	November 2, 2021	Agenda Item #:	7.1
Topic:	Administrative Procedure 430: COVID-19 Safety for Employees, Other Individuals and Trustees		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Prairie South Schools is committed to the safety and health of its students, staff, volunteers, and communities.
Current Status:	<p>On October 5, 2021, the Board of Education made the following motion:</p> <p><i>That the Board direct the Director of Education to put in place a COVID-19 Administrative Procedure and that the Administrative Procedure excludes all students.</i></p> <p>After a full day of collaboration with the Board Trustees and senior administration on October 26, the Administrative Procedure 430: COVID-19 Safety for Employees, Other Individuals and Trustees was finalized.</p>
Pros and Cons:	
Financial Implications:	
Governance Implications:	
Legal Implications:	
Communications:	The AP will be email to all employees and placed on our website.

Prepared By:	Date:	Attachments:
Ryan Boughen	October 27, 2021	AP 430: COVID-19 Safety for Employees, Other Individuals and Trustees

Recommendation:

The Board review the information provided.

COVID-19 SAFETY FOR EMPLOYEES, OTHER INDIVIDUALS AND TRUSTEES

Background

Prairie South Schools is committed to taking the necessary precautions to protect the health and safety of students and employees and to providing and maintaining a safe work and learning environment for all.

Vaccination has been shown to effectively mitigate COVID-19 virus transmission and protect vaccinated individuals from severe consequences of COVID-19.

This Administrative Procedure is designed to:

- ensure the health and safety of our students and employees;
- encourage maximized COVID-19 vaccination rates among school division employees, trustees, and other individuals as one of the critical control measures to reduce the impact of COVID-19; and
- utilize testing of those who are unvaccinated to reduce the chances that school division employees, trustees, and other individuals are COVID-19 positive when they come to Prairie South Facilities.

Due to the evolving nature of COVID-19, and regular changes to direction or advice from the Ministry of Education and public health officials, this procedure will be updated as required on a regular basis.

Definitions

Prairie South Facilities – means any building or vehicle owned, leased, or operated by the school division and specifically includes, but is not limited to, schools, associate schools, offices, school buses, garages and workshops.

Employees – means all individuals employed by Prairie South Schools on a permanent, replacement, temporary, casual, or substitute basis.

Other Individuals – means any individual who spends a significant amount of time with Prairie South students and/or staff and is not an employee as defined above. Other Individuals includes but is not limited to interns, those who provide professional services to children at school, and out of school coaches.

Fully Vaccinated – means an individual has received the second dose of a two-dose COVID-19 vaccine or the first dose of a single-dose immunization series at least 14 days ago.

Proof of Vaccination – means documentation verifying receipt of a vaccination series approved by Saskatchewan Health which may include one of the following:

- card issued at time of vaccination by SaskHealth,
- a copy of their vaccination record, which is obtained online through MySaskHealthRecord,
- proof of vaccinations through system issued by the province of Saskatchewan (QR Code), or
- letter from doctor or pharmacist.

Rapid Test – means rapid point-of-care diagnostic tests performed at or near the place where a specimen is collected, which provide results within minutes rather than hours.

Trustee – means an elected member of the Board of Education of Prairie South School Division.

Vaccine – means a COVID-19 vaccine approved by the World Health Organization and Health Canada.

Procedures

1. Application and Scope

- a) This Procedure applies to all Employees, Other Individuals and Trustees who wish to access Prairie South Facilities.

2. Proof of Vaccination

- a) Employees shall provide proof of vaccination to Prairie South Schools (as per Appendix A) on or before December 22, 2021.
- b) Other Individuals shall provide proof of vaccination to the principal or other school division designated personnel.
- c) Employees and Other Individuals who are unable or who are unwilling to disclose their vaccination status as required must undergo school division approved COVID-19 self-testing and verification at home and outside of working hours. School division approved verification of a negative result must be provided to the principal, their immediate supervisor, or designated personnel.
 - i. Employees or Other Individuals subject to testing requirements must provide verification of negative test result once per week. Employees shall submit their result 24 hours prior to their first day of work.
 - Other Individuals who are present at Prairie South Facilities must complete a rapid antigen test as part of screening and demonstrate a negative test result, prior to interacting with students or employees.

3. Cost of Tests

- a) As of January 5, 2022, all Employees and Other Individuals who are not fully vaccinated or have not declared proof of full vaccination status are subject to COVID-19 testing and verification requirements at their own cost.

- i. Any Employee or Other Individual subject to testing and who provides proof of full vaccination will no longer be required to provide test results.

4. Accommodations

- a) Any Employee who is unable to be vaccinated is encouraged to discuss their situation with their supervisor and the Superintendent of Human Resources to determine whether an accommodation under *The Saskatchewan Human Rights Code* might be appropriate.

5. Positive Test

- a) A positive test result is considered a preliminary or presumptive positive and:
 - i. any Employee who receives a preliminary positive result must:
 - inform their supervisor and refer to AP 164 Communicable Diseases;
 - call 811 and seek confirmation through a lab-based Polymerase Chain Reaction (PCR) test; and
 - self-isolate until the results of the lab-based test are confirmed.
 - ii. any Other Individual who receives a preliminary positive result must:
 - inform the Principal or designate of the school they are expected to attend;
 - be encouraged to call 811 to seek confirmation through a lab-based PCR test; and
 - self-isolate until the results of the lab test are confirmed and follow the direction of health.

6. Protection of Privacy

- a) Proof of vaccination or other personal information collected in accordance with this Procedure will be kept confidential, stored in a secure location, with use and disclosure in accordance with the Local Authority Freedom of Information and Protection of Privacy Act.
- b) Information gathered for the purposes of this Procedure will only be used to the extent necessary for the implementation of this Procedure, for administering health and safety protocols, and infection and prevention control measures in Prairie South's Facilities.

7. Compliance with COVID-19 Safety Requirements

- a) All individuals entering any Prairie South Facility shall be required to comply with all COVID-19 safety requirements set by the school division or by the school, whether or not the individual is fully vaccinated, unless there is a specific exemption under this or other procedures. All individuals entering any Prairie South Facility are also subject to Administrative Procedure 164.

8. Non-Compliance

- a) Employees who fail to comply with this Procedure may be subject to disciplinary action.
- b) Other Individuals who fail to comply with this Procedure may be restricted from attending Prairie South Facilities for such duration as may be determined by the school division.

Reference: - The Saskatchewan Employment Act – the Employer’s COVID-19 Emergency Amendment Regulations 2021
- The Education Act, 1995 Section 190-5
- The Saskatchewan Occupational Health and Safety Regulations, 2020
- The Public Health Act

DATE APPROVED: November 2, 2021

AGENDA ITEM

Meeting Date:	November 2, 2021	Agenda Item #:	7.2
Topic:	SSBA Proposed Bylaw Amendments and Resolutions Package – AGM 2021		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Attached is the Proposed Bylaw Amendments and Resolutions package for the upcoming SSBA AGM November 14-16, 2021. The Fall Assembly will be held virtually – print copies will not be provided.
Current Status:	Please refer to attachments.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	October 25, 2021	1) Email from SSBA dated October 25, 2021 2) Proposed Bylaw Amendments and Resolutions package 3) Position Statements 4) Rules of Procedure 5) SSBA Resolutions Costing Rubric

Recommendation:

Information only.

Boese, Heather

Subject: FW: Proposed Bylaw Amendments and Resolutions for SSBA 2021 AGM
Attachments: 2021 Proposed Bylaw Amendments and Resolutions.pdf; 2019 Position Statements.pdf; Rules of Procedures.pdf; SSBA Resolutions Costing Rubric.pdf
Importance: High

From: Krista Lenius <KLenius@saskschoolboards.ca>
Sent: Monday, October 25, 2021 2:04 PM
Subject: Proposed Bylaw Amendments and Resolutions for SSBA 2021 AGM
Importance: High

(This email is being sent on behalf of the Resolutions and Policy Development Committee to Board Chairs, Directors of Education, Chief Financial Officers and SSBA Executive)

Proposed Bylaw Amendments and Resolutions Package - SSBA AGM 2021

Please provide a copy of this email and the attachments to all of your board members.

See attached:

1. The package of “*Proposed Bylaw Amendments and Resolutions*” to be presented by the Resolutions and Policy Development Committee at the Association’s Annual General Meeting on November 15, 2021. Each resolution has been categorized according to the Association Position Statement to which it relates.
2. *Position Statements*.
3. *Rules of Procedure* – Please note that Sections 5 and 6 of Bylaw No. 12 deal with provisions relating to submission of resolutions after the deadline that has now passed, and with the presentation of additional resolutions from the floor.
4. *SSBA Resolutions Costing Rubric*.

As our Assembly is being held virtually, the SSBA will not be printing materials for distribution. If you wish to have printed copies, please print them yourself from this email or visit our website. These documents and other AGM-related materials will all be available at: <https://saskschoolboards.ca/event/fall-general-assembly-2021/>

As previously indicated, we will be using Election Buddy for voting and have asked that boards select only 1-2 accredited delegates for voting on the proposed bylaw amendments and resolutions. The Northern Constituency and Southern Constituency Elections will be able to determine how the votes will be distributed to their board members. . Each voting delegate will need to provide an email address or mobile phone number connecting to a device (phone, tablet or computer) at which to receive the link and log-in information to participate in the voting. In addition to accessing the voting through the device, each participant will also need to be able to connect to a Zoom meeting, either through a different device or a different window on the same device.

Accredited delegates are also reminded that Bylaw 11 requires them to be in personal attendance (via Zoom) when a vote is taken in order for their ballot to be cast. The bylaws do not allow voting by proxy. If an accredited delegate is not able to attend the AGM, the Chair or other authorized board member or official should contact Krista Lenius at (306)569-0750 ext. 120 and then immediately scan and send the reallocation request to Krista Lenius’ email (klenius@saskschoolboards.ca) to have the votes of the absent delegate reallocated to another board delegate(s) by no

later than 11:00 a.m. on November 15, 2021. Any reallocation of accredited delegate requests received by Krista Lenius after 11:00 a.m. on November 15, 2021 will not be processed in time for the business portion of the AGM.

Krista Lenius
Administrative Paralegal

400-2222 13th Avenue Regina, SK S4P 3M7

Phone: 306-569-0750 Ext 120 | Fax: 306-569-2317

Email: klenius@saskschoolboards.ca | Website: www.saskschoolboards.ca





2021 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 14-16, 2021

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BYLAW AMENDMENTS

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 écoles 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 écoles 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: Against:	Spoil: Blank:	CD DEF	%
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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: Against:	Spoil: Blank:	CD DEF	%
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Position Statements

Association position statements address key issues for Pre-K-12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association.

The Saskatchewan School Boards Association represents the locally elected boards of education/Conseil scolaire fransaskois responsible for the delivery of public education in Saskatchewan. It is appropriate that boards of education/Conseil scolaire fransaskois and their Association develop reasonable and thoughtful positions on education issues for the benefit of students and to inform the public.

In Saskatchewan School Boards Association Position Statements:

“Board of Education means a board of education and Conseil scolaire fransaskois as established pursuant to *The Education Act, 1995*;

“Association” means the Saskatchewan School Boards Association.

Index of Association Position Statements	
1. Organizational Development 1.1 Development of Position Statements 1.2 Local Governance of Education	3. Operations and Facilities 3.1 Education Finance 3.2 Facilities Funding 3.3 Education Equity
2. The Education Program 2.1 Student Achievement 2.2 Assessment of Student Achievement 2.3 Digital Literacy and Citizenship	4. Human Resources 4.1 Collective Bargaining 4.2 Teacher Education and Certification
	5. Public Engagement and Partnerships 5.1 Public Engagement 5.2 Partnership Agreements

Other Key Documents: Board Member Code of Ethics

<p>Adopted Position 1.1:</p> <p>Development of Position Statements</p>	<p>Date Approved: November 2018</p>
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Association position statements address key issues for PreK to 12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association. Boards of education/Conseil scolaire fransaskois through their Association develop positions on education issues for the benefit of students and to inform the public. Position Statements will guide executive and staff in developing strategic plans that are consistent with and support the position statements.

A. Development of Position Statements

1. An approved resolution from a General Meeting or the Executive may identify the need for the development of a statement of position.
2. The Executive will establish a working committee to gather information, consult the membership and draft the statement of position.
3. The draft statement will be circulated to all member boards for input.
4. Position statements will be considered and voted on at a General Meeting under the sponsorship of the Executive. A vote of not less than two-thirds of the votes cast is required for adoption of a position statement.
5. The Executive may after appropriate consultation with the membership adopt an interim position on any matter under which to operate until an approved statement of position is approved by the membership at the next available opportunity.

B. Review of Position Statements

1. Each position statement will be reviewed on a five-year cycle, however, a position may be reviewed at any time upon the direction of the Executive.
2. A position will be reviewed when a resolution at a General Meeting is adopted which is inconsistent with the current position.

Adopted Position 1.2: Local Governance of Education	Date Approved: November 2019
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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.

Adopted Position 2.1: Student Achievement	Date Approved: November 2019
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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.

Adopted Position 2.2: Assessment of Student Achievement	Date Approved: November 2016
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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.

<p>Adopted Position 2.3: Digital Literacy and Citizenship</p>	<p>Date Approved: November 2019</p>
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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 appropriately fluent, embracing digital technology, resources and instructional strategies that enhance student

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*.

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.

Adopted Position 3.1: Education Finance	Date Approved: November 2019
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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.

Adopted Position 3.2: Facilities Funding	Date Approved: November 2014
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Boards of education/Conseil scolaire fransaskois (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 facilities that maximize student learning. All decisions related to facilities funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan.

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of school facilities.

2. Facilities funding in Saskatchewan should be determined according to the five categories set out below. In addition, facilities funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*:

- a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms. 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.
- b) **Infrastructure Renewal:** Each year, the province should prudently allocate a sufficient budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations². Boards need to develop a 3 year PMR Maintenance Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- c) **Ongoing Operation and Maintenance:** The Ministry of Education should prudently allocate a sufficient budget to school divisions for the operation and maintenance of facilities including general upkeep and repairs as well as expenses incurred to keep facilities operating such as monthly utility expenses.
- d) **Non-school Facilities:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including sheds, transportation and administrative facilities, 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 includes the cost of decommissioning space that is no longer required.

² In 2009 it was recommended that the province annually allocate 2% of Current Replacement Value to school divisions for the purpose of ongoing infrastructure renewal. Saskatchewan School Boards Association. (2009). Facilities Funding: Working Advisory Group Recommendations.

3. **Capital Funding Backlog:** A long-term, sustainable plan must be developed to address the current capital funding backlog. A prudent and sufficient budget should be allocated annually to address the backlog.³
4. **Ministry Support:** The Ministry of Education must maintain sufficient qualified expertise to provide appropriate and adequate support for school divisions, according to their needs. This may include supports for school capital projects including project management, technical, site development and cost management.

³ In 2009, it was recommended that a minimum of 10% of the shortfall be allocated annually to address the backlog. Saskatchewan School Boards Association. (2009). Facilities Funding: Working Advisory Group Recommendations.

Adopted Position 3.3: Education Equity	Date Approved: November 2017
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Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

1. Boards of education are 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.
2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure 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.
3. Education equity recognizes that some students need additional or specialized programming to achieve to their full potential.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.

Boards of education are responsible to their constituents for transparency of education in Saskatchewan. Funding should be monitored for adequacy and equity and should be publicly reported on a regular basis by the Province and by boards of education.

Adopted Position 4.1: Collective Bargaining	Date Approved: November 2017
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- . Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.

As well, representing boards of education, the Saskatchewan School Boards Association has a statutory role in collective bargaining with respect to the Provincial Collective Bargaining Agreement for teachers.
- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:
 1. The education interests and welfare of students must guide the collective bargaining process.
 2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
 3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
 4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
 5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
 6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to education funding and consistent with the fundamental principles described in the Adopted Position Statement 3.1: Education Finance.
 7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations practices, and professional and ethical standards.
- C. In working according to these principles, the Association undertakes in particular that:

1. The Association will endeavour to have representatives on the provincial bargaining team who have experience in labour relations negotiations.
2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for encouraging and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
3. The Association's staff is available to support boards of education in their collective bargaining processes.
4. The Association will advocate for boards of education to be fully consulted by the Province and that the Province be transparent regarding local agreements.
5. The Association will advocate to ensure that the boards of education's representatives on the provincial bargaining committee are an effective voice on that committee.

Adopted Position 4.2: Teacher Education and Certification	Date Approved: November 2016
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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.

<p>Adopted Position 5.1:</p> <p>Public Engagement</p>	<p>Date Approved: November 2016</p>
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Boards of education/CSF value and support meaningful parent, school community council/conseil des ecoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are acknowledged as the child's first teacher and play a significant role in student success.
2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement.
3. Locally elected boards provide a strong mechanism for the public to be engaged in public education.
4. Boards engage in constructive partnerships with public stakeholders (e.g. business, local municipalities, non-profit organizations, etc.) to enhance student achievement.

Adopted Position 5.2: Partnership Agreements	Date Approved: November 2017
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Individual Boards of Education and the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

1. Partners will include those agencies and organizations whose goals and objectives are compatible with the goals of the boards of education or the Association.
2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.
3. Allocation of resources to partnerships will not compromise the standards of services and administration of the boards of education or the Association.
4. Partnership agreements will be transparent and clearly defined and committed to in writing.

Code of Ethics	Date Approved: November 1993
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The commitment of each board member to high ethical standards is required to ensure that the school board can responsibly fulfill its obligations and discharge its duties.

As a school board member.

1. I will be motivated by an earnest desire to serve my school division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust, and I will endeavour to see that the funds are expended efficiently, in the best interests of the students.
3. I will not use my position for personal advantage or to the advantage of any other individual apart from the total interest of the school division, and I will resist outside pressure to so use my position.
4. I will act with integrity, and do everything possible to maintain the dignity of the office of a school board member.
5. I will carry out my duties objectively, and I will consider all information and opinions presented to the board in making my decisions, without bias.
6. I will work with other board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.
7. I will accept that authority rests with the board and that I have no individual authority outside the board, and I will abide by the majority decisions of the board once they are made, but I shall be free to repeat the opinion that I upheld when the decision was made.
8. I will express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other board members or their opinions.
9. I will communicate, and conduct my relationship with staff, the community, other school boards and the media in a manner that focuses on facts.

10. I will not divulge confidential information, which I obtain in my capacity as a board member, and I will not discuss those matters outside the meetings of the board or the board's committees.
11. I will endeavour to participate in trustee development opportunities to enhance my ability to fulfil my obligations as a school board member.
12. I will not conduct myself in a manner which is intended to be to the detriment of another school board.
13. I will support the value of public education, and will endeavour to participate, and encourage my board to participate, in activities that support or promote public education in Saskatchewan.

RULES OF PROCEDURE

Section 4 of both Bylaws No. 12 and 13 allow the Resolutions and Policy Development Committee to establish procedures for approval of the Executive. The Executive approved the following Rules of Procedure in August 2018:

A. RULES OF PROCEDURE

1. The Rules of Procedure are found in the Association's Bylaws and Special Rules of Procedure.
2. Any procedure not found in the Bylaws or in the Special Rules of Procedure shall be determined by *Robert's Rules of Order*. The Association currently uses *Robert's Rules of Order Newly Revised, 11th ed.*

B. RULES OF PROCEDURE FOR BOARDS SUBMITTING RESOLUTIONS TO THE POLICY AND RESOLUTION COMMITTEE

1. Any board wishing to submit a Resolution to the Committee shall
 - a. Provide its Resolution(s) in writing and provide a rationale explaining the background and reasons for the Resolution.
 - b. Provide on each Resolution, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the Resolution.
 - c. Identify the Association's Position Statement that the proposed Resolution relates to and how the Resolution relates to the Association's Strategic Plan or ESSP.
2. Once the board has submitted its Resolution(s) to the Resolutions & Policy Development Committee, the Committee will
 - a. Examine, edit and, where considered necessary, combine similar Resolutions; and
 - b. place each Resolution in the Proposed Bylaw Amendments and Resolutions booklet based on the order established by the Association's Position Statements.

C. RULES OF PROCEDURE PRIOR TO THE GENERAL MEETING

1. Accredited delegates must be in attendance when a vote is taken in order for their ballot to be cast. The bylaws do not allow voting by proxy.
2. If an accredited delegate does not attend the AGM or unexpectedly must leave the AGM, the Chair or other authorized board member or official should speak to the designated Association staff member to have the votes of the absent delegate reallocated to another board delegate(s). Changes must be made as soon as possible in advance of the Resolutions portion of the AGM to avoid a delay in the proceedings.

3. In accordance with *Robert's Rules of Order*, a delegate can modify or withdraw its own Bylaw Amendment or Resolution at any time before it is placed before the Assembly at a General Meeting.
4. If a delegate wishes to modify its own Bylaw Amendment or Resolution, the correct procedure is to move the modification by stating what words are to be deleted and substituted, or what words are to be added, etc., as the case may be.

Therefore, the form for a modification utilizes words like:

- To "insert words" or to "add words";
- To "strike out words";
- To "strike out and insert" or to "substitute"

The Bylaw Amendment or Resolution as modified will be discussed during the breakout sessions. The Bylaw Amendment or Resolution will be put to the Assembly in its modified form.

5. If a delegate wishes to withdraw its own Bylaw Amendment or Resolution, simply advise the Assembly of the number of the Bylaw Amendment or Resolution and the fact that it is being withdrawn by the delegate. The Bylaw Amendment or Resolution will not be brought forward to the Assembly for a vote.

The correct procedure to withdraw a Bylaw Amendment or Resolution is as follows:

"On behalf of the Board of Education for *** School Division, I withdraw Bylaw Amendment/Resolution no. ****"

D. RULES OF PROCEDURE FOR DEBATE DURING THE GENERAL MEETING

1. These Rules of Procedure for debate on Bylaw Amendments and Resolutions during the General Meeting are made pursuant to Association Bylaws No. 12 and 13.
2. Resolutions to be presented in the General Meeting by the Committee will be moved as circulated to members prior to the General Meeting.
3. **Timelines for Debate:**
 - 3.1. **For Bylaw Amendments and Resolutions presented by the Resolutions and Policy Development Committee:**
 - i. When seconding, the seconder will be allowed to speak for a maximum of 3 minutes;
 - ii. When there is debate on the Bylaw Amendment or Resolution, a delegate will be allowed to speak no more than twice:
 - a. the first time, for a maximum of 2 minutes; and

- b. the second time, for a maximum of 1 minute;
- iii. As the seconder has already spoken once, the seconder will have one more opportunity to speak for a maximum of 1 minute prior to the seconder's opportunity to speak in closing debate;
- iv. The seconder will be allowed a maximum of 1 minute to close debate.

3.2. For amendments moved to a Bylaw Amendment or Resolution on the floor or a Resolution moved by a delegate from the floor:

- i. The mover will be allowed a maximum of 3 minutes to make the motion;
- ii. A seconder is required;
- iii. The seconder and other delegates will each be allowed to speak no more than twice:
 - a. the first time, for a maximum of 2 minutes; and
 - b. the second time, for a maximum of 1 minute;
- iv. As the delegate who is the mover has already spoken once, that delegate will have one more opportunity to speak for a maximum of 1 minute prior to his/her last opportunity to speak in closing debate;
- v. The delegate who is the mover will be allowed a maximum of 1 minute to close debate.

4. Amendments:

- 1. Bylaw Amendments will be read in full when they are moved, unless the delegates vote, by show of hands, to dispense with the reading of a specific Bylaw Amendment.
- 2. Two-thirds of the votes cast are required for adoption of an amendment to a motion to adopt a Bylaw Amendment, Budget Resolution or Position Statement.

4.1 Correct Procedure for Moving an Amendment to a Bylaw Amendment or Resolution

The amendment shall state what words are to be deleted and substituted, or what words are to be added, etc., as the case may be.

Therefore, the form for an amendment utilizes words like:

- To "insert words" or to "add words";
- To "strike out words";

- To “strike out and insert” or to “substitute”

If the amendment passes, the Bylaw Amendment or Resolution as amended is then put before the Assembly.

4.2 Amendments - in order

It is essential that a proposed amendment be **germane** to be in order. This requirement for an amendment to be in order is often not understood, and, when an amendment that is not germane is ruled out of order, results in some discord.

To be **germane**, an amendment must in some way involve the same question that is raised by the Bylaw Amendment or Resolution on the floor. The following general rules guide the germaneness of an amendment, although there is no all-inclusive test:

- An amendment cannot introduce an independent question.
- An amendment that is hostile to or even defeats the spirit of the original motion might still be germane, and, therefore, in order.

4.3 Friendly Amendments:

1. A friendly amendment only clarifies wording or corrects a reference but does not otherwise change the intent or wording of the Bylaw Amendment or Resolution.
2. The process for a friendly amendment is:
 - i. Any time after the Resolution or Bylaw Amendment has been moved and seconded, a delegate may propose an amendment to clarify wording, indicating that it is a “friendly amendment”;
 - ii. If the Chair determines that the proposed amendment is a friendly amendment, the Chair will ask the Assembly to indicate, by a show of hands, whether the friendly amendment is adopted. The Chair reserves the right to call for a ballot vote if the show of hands is inconclusive;
 - iii. If the Chair determines that the proposed amendment is not a friendly amendment, it must be treated as an amendment to be handled according to normal Rules of Procedure;
 - iv. Any amendment not adopted as a friendly amendment must be moved, seconded, debated and voted on according to normal Rules of Procedure.

4.4 Amendments – Out of Order

Some examples of out of order Amendments include but are not limited to:

1. When the Assembly has decided a question, another Resolution raising the same or substantially the same question cannot be introduced.
2. An amendment that merely makes the adoption of the amended question equivalent to a rejection of the original motion.
3. An amendment that would make the Resolution, as amended, identical with, or contrary to, a Resolution already decided by the Assembly in the same session.
4. An amendment that would leave an incoherent wording or a wording which contains no rational proposition.

4.5 Withdrawal of a Bylaw Amendment or Resolution

1. In accordance with *Robert's Rules of Order*, any delegate can bring a motion to withdraw a Bylaw Amendment or Resolution in the ordinary course of business. As the Bylaw Amendment or Resolution has been introduced to the Assembly by the Resolutions and Policy Committee, the delegates must vote on its withdrawal.
2. The correct procedure to withdraw a Bylaw Amendment or Resolution is as follows:

“On behalf of the Board of Education for *** School Division, I withdraw Bylaw Amendment/Resolution no. ***”

E. MISCELLANEOUS RULES OF PROCEDURE

1. Point of Order

When a delegate thinks that the rules of the Assembly are being violated, the delegate can make a *Point of Order* or raise a question of order causing the Chair to make a ruling and enforce the regular rules.

2. Point of Information

A *Point of Information* is a request to the Chair, or through the Chair to another delegate or officer (or staff member, if necessary), for information relevant to the business at hand, but that is not related to parliamentary procedure.

3. Resolutions on Emergent Questions – “Suspend the Rules”

One of the purposes of a motion to suspend one or more of the Rules of Procedure is to permit the making of another Resolution or to consider another Resolution out of its scheduled order. This procedure to consider a new Resolution or a Resolution out of order is used infrequently, and only when the emergent question must be decided by the Assembly before the Assembly can properly consider the Resolution on the floor or subsequent Resolutions. The person making the motion must be prepared to state why a new Resolution or consideration of a Resolution out of its scheduled order should occur. Suspending the rules

and taking up a Resolution out of order requires a 2/3 vote. If, at the discretion of the Chair, the vote by show of hands is inconclusive, a vote by ballot can take place.

The usual form of a motion in these circumstances is:

"I move to suspend the rules and adopt the following Resolution: 'Be it resolved that . . .'".

Or

"I move to suspend the rules and immediately take up Resolution ____ as circulated (or as modified as the case may be). The reason we ask for this Resolution to be considered out of its scheduled order is _____."

SSBA Resolutions Costing Rubric

Purpose: To assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing.

	Low Cost <\$1,000	Medium Cost \$1,000-\$10,000	High Cost >\$10,000
Advocacy	<ul style="list-style-type: none"> Minimal advocacy, potentially a letter to a government official or Ministry. 1-2 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). 	<ul style="list-style-type: none"> Moderate advocacy which may include letters to government officials or Ministries, and follow up. 2-4 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). 	<ul style="list-style-type: none"> Ongoing advocacy throughout the year. > 5 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). A working advisory group may be formed as a result of the resolution.
Services	<ul style="list-style-type: none"> The proposed resolution action will require minimal utilization of existing SSBA services/resources. 	<ul style="list-style-type: none"> The proposed resolution action will significantly draw upon SSBA services/resources. 	<ul style="list-style-type: none"> The proposed resolution action includes elements that require existing SSBA services/resources, and/or requires services and/or resources beyond those provided by the SSBA.
Unanticipated Costs	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> There is a moderate likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are relatively anticipated or assumed. 	<ul style="list-style-type: none"> There is a high likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are primarily unknown.

AGENDA ITEM

Meeting Date:	November 2, 2021	Agenda Item #:	7.3
Topic:	Public Section Bylaws for Amendment		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Attached are proposed bylaw amendments that will be brought forward by the Table Officers at the November 15, 2021 Public Section Annual General Meeting. The reason for the change is to facilitate voting on any of the Table Officer positions that may be contested at the meeting. Up until now, the bylaws were very specific that voting could only take place in person.
Current Status:	Please refer to attachments.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	October 21, 2021	1) Bylaws for Amendment

Recommendation:

Information only.

**BYLAWS
of the
PUBLIC SECTION
(Updated November 18, 2019)**

Membership:

Membership shall be open to all public Boards of Education in Saskatchewan.

Meetings:

A minimum of two general meetings shall be held each year. The first one shall take place in the fall, in conjunction with the SSBA Fall General Assembly. The second shall take place in late spring.

Executive meetings shall take place in September, February and April or at the call of the Chair with one week's notice to the Executive.

Table Officers' meetings shall be at the call of the Chair.

Executive:

The Executive of the Public Section shall consist of a Chair, First Vice-Chair, Second Vice Chair and Members at Large representing all other Public Section boards.

The Chair shall preside over meetings of the Public Section. The Chair's duties shall include acting as its head, and, in conjunction with the executive director, its representative to the public and its spokesperson.

The First Vice Chair shall serve as Chair in the absence of the Chair. The Second Vice Chair shall serve as Chair in the absence of the Chair and First Vice Chair.

The Chair, First Vice Chair and Second Vice Chair shall serve as Table Officers.

Members at Large shall be elected or appointed by each member board not represented as Table Officers. Members at Large shall attend scheduled Public Section meetings as part of a leadership group, and shall serve as a liaison between the Section and member boards for the purpose of representing the views, concerns and interests of member boards of education.

Directors of Education for member Boards shall serve as ex-officio members of the Executive.

**Election of
Executive:**

1. Elections shall be held each fall at the Public Section general meeting. The Chair, First Vice Chair and Second Vice Chair shall be elected by secret ballot. Members at large shall be designated by their respective board.
2. Only trustees serving on member Boards of Education shall be eligible for election.
3. Each member Board of Education shall have two votes. ~~For deletion:~~
~~which may only be exercised in person.~~

4. No Board of Education shall be allowed to have more than one trustee on the Executive.
5. The Chair shall be elected for a two-year term. The Chair shall not serve more than three consecutive terms.
6. Table Officers shall be elected for two-year terms, staggered to avoid double vacancies. Executive members at Large shall be elected or appointed annually by member boards of education.

Vacancies:

1. When a vacancy on the Executive occurs in mid-term, the Executive shall appoint a replacement for the remainder of the term of the position, except in the event the Chair becomes vacant.
2. When the Chair becomes vacant in mid-term, the First Vice Chair shall assume the duties of the Chair until the next fall general meeting of the Section. The position of First Vice Chair shall be assumed by the Second Vice Chair, and the position of Second Vice Chair shall be filled as in 1.(above).

**Secretarial and
Administrative
Support:**

1. Secretarial and administrative support to the Executive shall be provided by the Boards of Education from which the Chair and Vice Chairs are elected, or as approved in the annual work plan and accompanying budget.
2. Table Officers may submit meeting expenses not covered by their respective boards of education for payment from Public Section operating funds.

Duties of the Executive:

The Executive shall meet as required to oversee the activities of the Public Section and to:

1. Provide direction to the Executive Director.
2. In concert with the Executive Director, act as a spokesperson for the Section.
3. In concert with the Executive Director, liaise with other individuals and organizations to advocate for public education.

Minutes:

Meeting minutes shall be kept by the Executive Director or designate. Upon their approval, minutes of all general and executive meetings shall be circulated to all member Boards by the Executive Director.

**Financial
Accountability:**

A financial statement shall be presented at each fall general meeting.

A financial statement with planned revenue and expenditures for the next operating year shall be presented at each spring general meeting.

Invoices and financial payments shall be submitted by the Public Section Executive Director to the designated employee of the member division performing financial duties on behalf of the Public Section.

The Executive Director shall review and approve all invoices and expenditures except his/her own expenses. Expenses of the Executive Director shall be reviewed and approved by the Chair.

Quorums:

1. A quorum for executive meetings shall consist of a majority of the Executive members.
2. A quorum for general meetings shall consist of representation from a majority of all member Boards.

Motions:

1. Motions of all general and executive meetings shall be decided by a simple majority vote.
2. Each trustee present at a General meeting shall have one equal vote.
3. Motions need not be seconded.

**Bylaw
Amendments
or Additions:**

Additions or amendments to the bylaws of the Section shall require a two-thirds vote at a general meeting.