



## **Annual Meeting of Council 2021 – Virtual Event Resolutions, Notices of Motion Passed, Referred or Tabled and Election Results**

Resolutions and notices of motion which appeared in the 2021 *Resolutions and Notices of Motion Information* booklet but do not appear here were defeated.

### **Resolutions Carried**

#### **01-2021A**

**BE IT RESOLVED** that the per diem allowance for members of Council attending the 2022 meetings of Council be continued at \$32 to cover meal and incidental costs and that reimbursement be made to members of Council for reasonable and actual expenses based on approved STF policies and guidelines.

#### **02-2021A**

**BE IT RESOLVED** that STF Policy 1.4 (Goals of Publicly Funded Education) be rescinded and replaced with the proposed STF Policy 1.4 (Goals of Publicly Funded Education):

##### **Definitions**

Public education refers to the publicly funded education system described in *The Education Act*, 1995 and is accountable through public representation and is universally accessible to all students as defined by legislation and the *Canadian Charter of Rights and Freedoms*.

Societal good refers to actions that benefit all of society.

Fully funded means that every school within Saskatchewan's public education system has the funding to deliver programs and services that meet the educational needs of all children.

Public representation refers to the accountability of democratically elected leaders at all governance levels who have responsibility for PreK-12 education.

Inter-ministerial collaboration at the Ministry level may include ministries such as health, justice, social services and education.

Reconciliation is establishing and maintaining a mutually respectful relationship between Indigenous and non- Indigenous peoples in Canada through an awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour.

### **Beliefs**

- (1) All children and youth have a right to a public education that meets their educational needs.
- (2) As a societal good, and in the spirit of reconciliation, public education must recognize and value the gifts, talents, diverse backgrounds and ways of knowing of all students.
- (3) Investing in public education furthers the development of a just and democratic society.
- (4) Public education addresses the holistic (intellectual, emotional, physical, mental and spiritual) well-being of children and youth.
- (5) Inter-ministerial partnerships are necessary to ensure all students have access to an equitable education.
- (6) Stakeholders play a vital role in planning, supporting and advocating for public education.
- (7) Decisions affecting student learning must always be made by those closest to the teaching and learning environment.
- (8) Public education requires Ministry-led, teacher-developed, inclusive curricula to support students in their growth as knowledgeable, caring and responsible citizens.
- (9) Teachers have the expertise and experience to develop curriculum, resources, materials and professional learning through authentic, professional collaborations at the provincial, local and school levels.
- (10) Publicly elected representatives should reflect the community they represent and play a vital role in ensuring accountability within the public education system.
- (11) Planning for public education must:
  - (a) Ensure equitable access for all students.
  - (b) Balance provincial as well as local and community needs.
  - (c) Ensure teacher voice is central to decision making at both the provincial and local levels.
  - (d) Include input from parents, caregivers and community.
- (12) Therefore teachers, individually and collectively:
  - (a) Champion public education as a public and societal good.
  - (b) Further the work of reconciliation in strengthening a public education system for all students.
  - (c) Create accessible, inclusive and safe teaching and learning environments for all students within the scope of their professional duties and responsibilities.
  - (d) Advocate for universally accessible public education that supports children and youth as lifelong learners.
  - (e) Participate in planning and developing for the ongoing improvement of public education.

### 03-2021A

**BE IT RESOLVED** that STF Policy 1.5 (Education Funding) be rescinded and replaced with the proposed STF Policy 1.5 (Education Funding):

#### **Definitions**

Public education funding refers to the process whereby public monies are allocated to democratically elected boards of education for capital and operational purposes as defined in *The Education Act, 1995*.

Fully funded means that every school within Saskatchewan's public education system has the funding to deliver services and programs that meet the educational needs of all students.

Equity in public education funding means school divisions have the funding and resources to support the unique learning needs of each student regardless of location.

#### **Beliefs**

- (1) A fully funded education system is a shared responsibility and benefits all members of society.
- (2) Fully funding public education is a long-term and sustained endeavor which shapes and enriches the life opportunities of each student.
- (3) Public education funding must ensure universal access and equitable educational opportunities for all students.
- (4) A fully funded public education system supports accessible, safe and inclusive teaching and learning conditions.  
Public education funding should be:
  - (a) Commensurate with student needs and sufficient to ensure school divisions have the resources to meet each student's unique learning needs.
  - (b) Proportionate with societal and community expectations of the school.
- (5) Provincial education funding should only be allocated to schools within the universally accessible public education system.
- (6) Schools must be able to render holistic, equitable and effective teaching and learning without relying on corporate contributions, tuition or fundraising.
- (7) School divisions must have the autonomy to disburse provincial funding in ways which address local needs and priorities.
- (8) Accountability and transparency must be integral to all areas of provincial education funding.
- (9) Therefore, teachers individually and collectively:
  - (a) Advocate for a fully funded public education system that can achieve the goals of publicly funded education.

- (b) Advocate for public education funding which guarantees equality of access and equitable opportunities and supports to all students.
- (c) Advocate for accountability and transparency in all areas of education funding.

#### **04-2021A**

**BE IT RESOLVED** that STF Policy 1.6 (Independent Schools) be rescinded and replaced with the proposed STF Policy 1.6 (Privatization in Education):

##### **Definitions**

Public education refers to the publicly funded education system described in *The Education Act, 1995*, is accountable through public representation, and is universally accessible to all students as defined by legislation and the *Canadian Charter of Rights and Freedoms*.

Privatization refers to the commodification of products and services typically provided by the public education system, and includes the outsourcing of those services, and/or the allocation of public funds to schools, school systems or corporations which are not accountable to the public, operate for profit, charge tuition, or some combination thereof.

##### **Beliefs**

- (1) A democratic society is best served by an education system that is accountable to the public and equally accessible by all.
- (2) Saskatchewan's public education system provides a wide array of learning opportunities for students and educational choice for parents.
- (3) Privatization threatens public education by weakening public accountability, jeopardizing equal accessibility and equitable service to students.
- (4) Provincial education funding should be allocated only to school divisions within the public education system.
- (5) Therefore, teachers individually and collectively:
  - (a) Advocate for a public education system which upholds the values of equal accessibility supported by public accountability.
  - (b) Advocate for provincial education funding to be allocated only to school divisions within the public education system.
  - (c) Call attention to policies and practices that enable an increasing commodification of services that threaten public education.

#### **05-2021A**

**BE IT RESOLVED** that STF Policy 1.7 (Home-Based Education) be rescinded and replaced with the proposed STF Policy 1.7 (Home-Based Education):

##### **Definition**

The Education Act, 1995 and applicable regulations define home-based education as learning programs that are:

- Directed by parents or caregivers to their own children of compulsory school age.
- Exist outside public school facilities.
- Are registered and monitored through public school divisions.

### **Beliefs**

- (1) Parents and caregivers have the right to educate their children through home-based education programs.
- (2) Home-based education programs should deliver the Saskatchewan curriculum in its entirety.
- (3) The registration and monitoring of home-based education programs through school divisions should ensure children receive a quality and complete education.
- (4) Where teachers have designated professional responsibility for home-based students, direct tasks should be provided within their assigned duties.
- (5) Therefore teachers, individually and collectively:
  - (a) Advocate for the delivery of the entire curriculum to all students in Saskatchewan.
  - (b) Support a robust registration and monitoring process for home-based programs.

### **06-2021A**

**BE IT RESOLVED** that STF Policy 1.14 (Gender Equity) be rescinded and replaced with STF Policy 1.14 (Women in Educational Leadership):

#### **Definitions**

Women in educational leadership refers to women who perform or aspire to perform formal leadership roles, responsibilities and duties within the education sector. Formal leadership refers to an official appointment or elected position.

The education sector refers to organizations involved and responsible for education, including schools, school divisions, local associations and the Saskatchewan Teachers' Federation.

Women refers to all individuals who identify as women.

Systemic barriers refer to institutionalized beliefs expressed through policies and practices that have an exclusionary impact on groups and individuals.

Intersectionality is the recognition that socially constructed identities are interconnected and overlapping.

#### **Beliefs**

- (1) The role of women in educational leadership is essential.

- (2) The proportion of women in educational leadership positions should reflect that of the profession as a whole.
- (3) Systemic barriers and unconscious bias impede the advancement of women as educational leaders.
- (4) The reality of intersectionality means that women who belong to multiple minority groups may experience a greater degree of discrimination.
- (5) In general, women assume a greater role of family and caregiver responsibilities.
- (6) Therefore, teachers individually and collectively:
  - (a) Work to create opportunities for women to network and participate in leadership regardless of geography, family and caregiver responsibilities.
  - (b) Advocate for the advancement and development of women's leadership; including the provision of formal training and mentorship programs.
  - (c) Recognize and challenge barriers that discourage or prevent women from pursuing leadership positions.
  - (d) Address and challenge the additional barriers created through intersectionality.
  - (e) Reflect on personal and societal assumptions and expectations regarding women in positions of leadership.
  - (f) Strive for the achievement of the proportionate representation of formal leadership for women in education sector.

## **07-2021A**

**BE IT RESOLVED** that the proposed policy on distance learning be adopted:

### **Definitions**

Distance learning is teaching and learning which occurs outside of the face-to-face instructional setting.

It includes both online and correspondence learning. Distance learning occurs remotely as well as within physical spaces provided by the school.

Online learning refers to learning delivered through the use of internet technology.

Correspondence learning refers to learning that requires packaged materials be delivered between teachers and students.

Non-teaching professionals provide supports for students and include but are not limited to speech language pathologists, occupational therapists, physical therapists, Elders, nurses, social workers and educational assistants. Exceptionalities refers to a student's unique behavioural, communicational, intellectual or physical attributes.

### **Beliefs**

- (1) Distance learning programs provide quality public education when:
  - (a) Every student and teacher has consistent access to the internet and a connected device as well as a physical space suitable for learning.
  - (b) Access to programming is guaranteed, regardless of the student's or school division's ability to pay.
  - (c) Students with exceptionalities have access to equitable supports, as they would in a face-to-face program.
  - (d) Teachers and a variety of non-teaching professionals support students.
  - (e) Teachers have administrative supports within the school.
  - (f) Cooperation, collaboration and resource sharing occurs between both teachers and school divisions.
  - (g) The size and composition of online classes corresponds to face-to-face classes, both of which are based on best practice and sound education research.
- (2) Distance learning best meets a student's educational needs when it is not mandated as compulsory, used solely for credit recovery or chosen when more suitable options exist.
- (3) Distance learning must teach to the whole student, attendant to their intellectual, social, emotional, physical and spiritual well-being.
- (4) Distance learning must incorporate all facets of the Saskatchewan curriculum, supporting student engagement and growth through appropriate pedagogy, differentiation, communication, interaction and multiple assessment practices.
- (5) The working conditions of distance-learning teachers must include:
  - (a) Adherence to all articles in provincial and local collective bargaining agreements.
  - (b) Access to substitute, temporary contract or replacement teachers for leaves and absences, as required.
  - (c) Resources and assigned time required to develop and deliver distance-learning programs.
  - (d) Workloads, accountability and professional expectations as experienced by all teachers.
- (6) Only teachers with a Saskatchewan teaching certificate should design and teach courses in Saskatchewan.
- (7) Only students registered with a Saskatchewan school division should have access to publicly funded distance-learning programs.
- (8) Distance-learning materials and resources created by Saskatchewan teachers must adhere to existing intellectual property law.
- (9) Material created through public funds to support distance-learning programs should be made available freely throughout the public education system.
- (10) School divisions should create specific policies and/or procedures for distance learning, such as ensuring teacher and student privacy, in addition to those for face-to-face instruction.
- (11) Distance-learning teachers must have access to professional learning, teaching resources, accreditation, networking, mentorships and opportunities to collaborate.
- (12) Therefore, teachers individually and collectively:

- (a) Recognize distance learning as a valuable component of the public education system.
- (b) Advocate for all distance-learning programs to have resources required to deliver high-quality education.
- (c) Advocate for curriculum supports and examples that reflect the needs of distance-learning teachers and learners.
- (d) Advocate for the expansion of curriculum resources administered by the Ministry of Education tailored for distance learning.
- (e) Advocate for pre- and in-service professional learning for online pedagogy and assessment practices.
- (f) Recognize the unique working conditions of distance-learning teachers.

#### **08-2021A**

**BE IT RESOLVED** that the Saskatchewan Teachers' Federation investigate the barriers that are preventing Indigenous STF members from actively participating in Council and committees.

#### **09-2021A**

**BE IT RESOLVED** that the Saskatchewan Teachers' Federation research the teaching workload of online and virtual school teachers.

#### **13-2021A**

**BE IT RESOLVED** that the Saskatchewan Teachers' Federation investigate providing long-term accounting support, financial accountability support and audit support for local associations that request it.

#### **14-2021A**

**BE IT RESOLVED** that the Teachers' Bargaining Committee negotiate, during the next cycle of provincial collective bargaining, to increase the current \$2,000 lifetime maximum per individual for orthodontic services to \$3,000.

#### **19-2021A**

**BE IT RESOLVED** that the following members of the Saskatchewan Teachers' Federation be appointed for the designated term to the panel (not to exceed 10 members) from which the STF Ethics and Practice Committee shall be constituted on a case-by-case basis:

- Raisa Vallis
- Angus McIntosh

**20-2021A**

**BE IT RESOLVED** that the following members of the Saskatchewan Teachers' Federation be appointed for the designated term to the panel (not to exceed 10 members) from which the STF Collective Interests Committee shall be constituted on a case-by-case basis:

- Melissa Murray
- Timothy Vanderhooft

**24-2021A**

**BE IT RESOLVED** that the Saskatchewan Teachers' Federation lobby the Government of Saskatchewan to provide policy, protocols and appropriate funding so that schools and school divisions have the funds readily available for educational psychologists, certificated teachers with specialized training and other trained support staff to meet the needs of and deal with seriously disruptive students and students who become involved in or are at risk of becoming involved in violent behaviour.

**25-2021A**

**BE IT RESOLVED** that the Saskatchewan Teachers' Federation lobby the Ministry of Education to have inclusive education and sensitivity training available for all staff regarding the creation of safe, caring and welcoming environments for people of all sexual orientations, gender identities and gender expressions.

**28-2021A**

**BE IT RESOLVED** that the STF Pension and Benefits Board of Directors increase massage benefits.

**29-2021A**

**BE IT RESOLVED** that the STF Pension and Benefits Board of Directors increase chiropractic benefits.

**30-2021A**

**BE IT RESOLVED** that the STF Pension and Benefits Board of Directors increase benefits for hearing aids under the Members' Health Plan.

**33-2021A**

**BE IT RESOLVED** that the STF Pension and Benefits Board of Directors cover all drugs listed in the Saskatchewan Formulary, including Appendix A (EDS) drugs.

## **Notices of Motion Carried**

### **NM1-2021A**

**BE IT RESOLVED** that in accordance with STF Bylaw 8 (Fees) Section 8.1, the proposed 2021-22 budget be approved, and further that STF Bylaw 8.1.1 be amended to provide that effective July 1, 2021, the annual fee for all members mentioned in Section 17, subsection (1) of *The Teachers' Federation Act, 2006* shall be \$884, with the following exceptions:

- (1) The fee for part-time teachers teaching fewer than 10 percent of the number of days in a school year shall be pro-rated on the basis of the number of days in the school year.
- (2) The fee for a teacher who receives salary for 10 percent or more of the number of days in a school year and fewer than 45 percent of the days in a school year shall be one-half of the annual fee.
- (3) The fee for substitute teachers shall be pro-rated based on the number of days in the school year.

### **NM2-2021A**

**BE IT RESOLVED** that STF Bylaw 8 (Fees) Section 8.1.4 be amended to provide that:

Effective July 1, 2021, the amount of 0.0 percent of each member's salary shall be allocated to the Contingency Fund.

## **Resolutions Referred to the STF Executive**

### **10-2021A**

**BE IT RESOLVED** that the Saskatchewan Teachers' Federation make local organizational capacity an area of focus in the next strategic plan.

### **11-2021A**

**BE IT RESOLVED** that the Saskatchewan Teachers' Federation investigate increasing the amount of investment into operational support for local associations.

## **Resolutions Tabled**

### **15-2021A**

**BE IT RESOLVED** that the Teachers' Bargaining Committee negotiate, during the next cycle of provincial collective bargaining, a clause in our provincial agreement that ensures that a teacher on leave will be replaced by another teacher that is not employed with other duties during the time of the absence, no matter what the role of the teacher on leave is within a school.

### **35-2021A**

**BE IT RESOLVED** that the STF Pension and Benefits Board of Directors investigate the cost of including a Health Care Spending Account as part of the benefits for teachers in Saskatchewan.

## **Council 2021 Election Results**

<b>Position</b>	<b>No. of Votes</b>	<b>Term Length (Years)</b>
<b>President</b>		
Patrick Maze, Regina Public	Acclaimed	2
<b>Vice-President</b>		
Samantha Becotte, Lloydminster	Acclaimed	2
<b>Executive</b>		
Nathan Bromm, South East Cornerstone *	184	2
Kirsten Fritsch, Creighton *	184	2
Ben Goby, Regina Public *	166	2
Nadine Jennison, Horizon	149	
Amy Korver, Prairie Spirit *	181	2

\* Elected

The following Executive members were elected to serve a two-year term at the 2020 Annual Meeting of Council. Their terms expire on June 30, 2022.

Neal Boutin, Chinook

Vincent Mamer, Saskatoon

Gwen Paul, Prairie Valley

Laura Skrumeda Sawby, Chinook