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Architect Contracts	Moose Jaw	information on architects	!"##	!""
Assessment Notices	Moose Jaw	Assessment notices for MJSD1 properties	!""#	!""#
Assessments	Wood River/Golden Plains	General Assessment information, Taxable assessments	!""(	
Attendance Officer	Wood River	Ministry Report, corre		

Debentures	Borderland	Correspondence/schedules	!"(	!"(
Debentures	Moose Jaw	Various Schools with varying in a range of maturities	!""	!"""
Debentures	Wood River	Bylaws, debentures, correspondence	!"'	!""
Debentures	Willow Bunch	Correspondence, receipts, bylaws, schedules	!" !	!")(
Decentralized Budgets	Golden Plains	Memos, budget amounts, forms	!	
Department of Education	Golden Plains	Board/officials annual reports to Ministry	!"")	!"""
Department of Education-Grant	Borderland	Provincial Grant information, actual revenue and expenditure	!""	!"""
Deposit Receipts	Moose Jaw	Receipts, correspondence	!"'(	!"'(

Old School District Loans	Willow Bunch	Correspondence

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Resolutions and Policy Development Committee Re2(ee)-3(q)3(u)3ees

Association Position Statements

Association position statements address key issues in the K-12 publicly funded education system. They describe the collective beliefs of boards of education and the CEF, and guide united action by boards, the CEF and their Association in advocacy. Statements within a position statement are broad statements articulating a position or objective. They state "what" rather than "how to".

Position Statement 1.1, Development of Position Statements, contains the process for development. Because the statements represent the shared views of the membership, it is the membership that votes on their adoption.

Position Statement 1.1 requires that an existing position statement is to be reviewed on a five-year cycle. The revised position statement of Assessment of Student Achievement results from that requirement for review.

Feedback from members and the Executive suggest that no major changes are required to the key, broad statements contained in the current position statement. The Committee has developed a new draft that reflects the broad statements of the current position but deletes subpoints that can have the potential of being limiting or of becoming more easily and quickly outdated. The draft sets out the statements in a format that is consistent with recently adopted position statements. The last point in the current position statement, regarding maintenance of student records, has been deleted because it does not speak to what assessment of student achievement should strive to accomplish.

The proposed revised Position Statement:

Draft Position Statement –
Resulting from Review of Current Position Statement

Position 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.

Boards of education/CSF and their Association work together to strengthen the capacity of the publicly funded school system 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;

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consideration include the cost and time requirements to conduct the project or provide the service.

The objective of such a requirement is to have sponsors turn their minds to the aspect of

(b) the urgent or emergent nature of the action being directed, regardless of budget implications;

(c) the impact on boards of not acting on the resolution in the year following its adoption;

(d) if the resolution is not prioritized for action in the year following its adoption, the Executive shall determine when it will be acted upon;

(e) percentage of support adopting a resolution shall not be the first or predominant consideration in prioritization of a resolution for action.

6. The Executive will inform the membership of its prioritization for action within 90 days of the date of which the resolution was adopted.

7. The Executive will ensure that reporting on resolutions occurs at least annually and that the report includes all resolutions adopted in the previous three years.

8. The sponsor shall, in submitting a resolution to the Resolutions and Policy Development Committee or when moving a resolution from the floor during a general meeting, when applicable, include a statement of the Association resources that the sponsor considers to be necessary to appropriately act on the resolution.

[redacted]

Board Feedback Form

Board of Education: _____

Contact Person: _____

A. New Position Statement 1.3: Public Engagement:

1. Which of the statements does your Board agree with?

_____

_____

2. Are there key broad statements in the area of Public Engagement that your Board feels should be added, and why?

_____

_____

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3.

3. Other comments (feel free to attach additional pages)

C. Proposed new Executive Policy – Prioritization of Resolutions for Action:

1. Please list any concerns that your Board may have about the process/considerations set out in the proposed new Executive policy:

_____
_____
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2. Should anything be added? Deleted?

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3. Other comments:

Please submit to the Association office to the attention of the Resolutions & Policy Development Committee as follows:

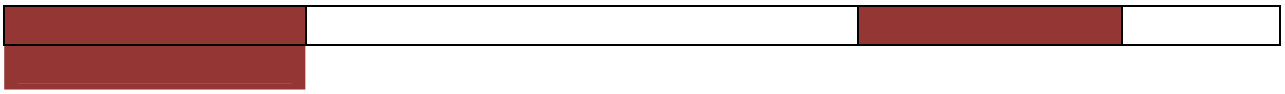
By Fax: (306)569-2317
By Email: klenius@saskschoolboards.ca

THANK YOU

SUSPENSIONS TO BOARD

Item #7.1
October 4, 2011

Date of Suspension or Violent Incident	Birth Date	Male	Female	School	Violent Incident	Verbal Abuse/Disrespect	Drugs / Alcohol	Smoking (Nicotine)	Attendance/Wrk habits	Physical Assault	Overt Opposition	Other	# Days	Suspension Confirmed	Suspension Appealed	Comments
September 8, 2011		X		WILL	X					X						Physical assault against staff



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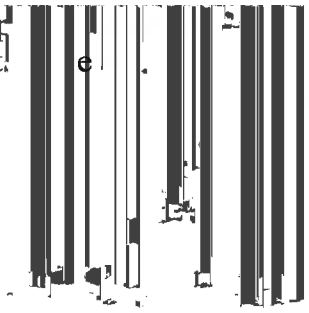

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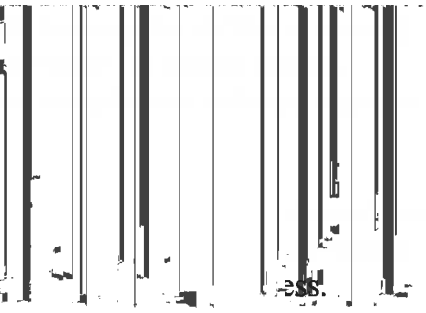
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