

M A N I T O B A

School Boards

A S S O C I A T I O N

Call for Nominations and Resolutions 2018



Manitoba School Boards Association 2018-2019 Provincial Executive First Call for Nominations

Member school boards and trustees are now invited to nominate candidates for the 2018-2019 Manitoba School Boards Association Provincial Executive. The following positions will be elected for two-year terms in 2018:

- Vice-President (Board with 6,000 students or more)¹
- Directors for Regions 1, 3, and 5 (one position)

¹ Brandon, Hanover, Louis Riel, Pembina Trails, River East Transcona, Seven Oaks, St. James-Assiniboia, and Winnipeg

Nominations may be made in any of three ways:

1. A trustee may be nominated for office by his or her school board by way of motion duly passed by that school board, and submitted in writing to the association's Nominating Committee.
2. A trustee may be nominated for office by submitting in writing an expression of intent, accompanied by the supporting signatures of five (5) trustees from member school boards.
3. A trustee may be nominated for office from the floor of a regional meeting or the annual convention by a single trustee from a member school board, with the consent of the nominee.

As outlined in Association by-laws, the responsibility of the Nominating Committee is to ensure that:

1. there is at least one candidate for each Executive position;
2. none of the committee's nominees is a member of the Nominating Committee; and
3. nominations received respect the term limits established in Association by-laws (two consecutive two-year terms).

This written notice is the **first call** for nominations. A **second call** will be made during the October regional meetings, and the **third and final call** at the morning call to order at the Annual convention.

Sincerely,

Nominating Committee
c/o Manitoba School Boards Association
191 Provencher Blvd.
Winnipeg, MB R2H 0G4
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Manitoba School Boards Association Call for 2018 Convention Resolutions

The Resolutions and Policy Committee is now inviting member boards to submit policy amendments and new resolutions for consideration at the Association's 2018 Annual Convention. Resolutions, along with supporting rationale, should be submitted to the Manitoba School Boards Association office no later than **Friday, September 29, 2017**. This deadline enables us to distribute all proposed resolutions in advance of regional meetings in October.

The sections that follow outline the processes to be followed for submitting **amendments to consolidated policies**, and **new resolutions**.

Amendments to consolidated policies

In recent years, the Association has been working towards consolidating existing policies into comprehensive policy statements. That work now completed, with consolidated policy statements in the following areas:

- principles of public education;
- school boards and trustees;
- transportation;
- facilities and materials;
- education programming;
- students;
- funding and financial matter; and
- human resources.

These statements (attached) were adopted by the membership at a convention, and most previously adopted resolutions in these areas have been archived.

Any resolutions pertaining to areas where consolidated policies have been adopted must take the form of an amendment—that is, an addition to, deletion from, or change of wording to—the consolidated policy. For 2018, those are the eight policy areas listed above.

New resolutions

The processes relating to the submission of new resolutions remains unchanged from previous years, except that such resolutions will no longer be accepted in the areas (identified above) where consolidated policies have been adopted. That means that resolutions will be accepted in the following areas for consideration at the 2018 convention:

- by-laws;
- matters affecting the association;
- external organizations.

New resolutions should augment rather than restate existing policy, which can be found in the Policies and Current Resolutions document, posted on our website.

General information

In order to receive regional support, a policy amendment or new resolution must be presented at the appropriate regional meeting and be passed by the majority of trustees in attendance at that meeting. Procedures relating to policy amendments and resolutions* are contained in Manitoba School Boards Association By-law #4 (11) (c), (d) and (e), and are summarized below.

- Each region may adopt a maximum of five board-sponsored resolutions for forwarding for consideration at the association's AGM as **regular resolutions**. Board-sponsored resolutions not adopted at the regional meeting for forwarding to the AGM may be forwarded, upon a majority vote in the affirmative at the regional meeting, to the provincial executive as an **issue or request for action**.
- **Emergent resolutions** may be submitted to the provincial executive by any member board in the period of time between the deadline for receipt of proposed regular resolutions and the last provincial meeting prior to the AGM. The provincial executive will assess each such resolution to determine whether it is truly emergent in nature – that is, whether the issue it addresses was evident prior to the deadline for the submission of resolutions. Where the resolution is determined to be truly emergent, the provincial executive will direct that the resolution in question be included among those being considered at the AGM. If the resolution is determined not to be emergent, it may still be considered at the AGM, at the request of the sponsoring board, if such consideration is supported by a two-thirds majority of voting trustees.
- A proposed resolution will be accepted for consideration as an **extraordinary resolution** if the resolution arises out of the business of the AGM and consideration of the resolution is supported by a two-thirds majority of voting trustees.

Please remember that beyond the resolutions process, individual boards or regions may identify issues or submit requests for action to the provincial executive at any time throughout the year. Requests for action generally relate to specific situations that fall within the parameters of existing association policy.

**By-law #4 uses the term "resolutions" exclusively, but the same provisions apply to consolidated policy amendments. For the purposes of determining the allowable number of resolutions that may be submitted to convention (as described in the first bullet), policy amendments and new resolutions will be considered to be one and the same, meaning that their combined total may not be more than five.*

Sincerely,

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c/o Manitoba School Boards Association
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Winnipeg, MB R2H 0G4
Phone: 204-233-1595 or 1-800-262-8836
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Current consolidated policies

These policies may be amended through the resolutions process at a Manitoba School Boards Association convention. New resolutions will not be accepted in those areas where consolidated policies exist.

Principles of Public Education

The Manitoba School Boards Association believes that the purpose of public schooling is to provide for the development of all children, so that each may take a meaningful place in society. The Manitoba School Boards Association has identified the following principles as key to the fulfilment of that purpose.

- The public school system provides quality programming that respects the intrinsic value of the individual and focuses on the development of each child.
- Public school programming reflects a contemporary view of the knowledge, skills, and attitudes that are of most worth to the individual and to society.
- Public schools reflect the character, cultural heritage, and democratic institutions of the communities they serve.
- The public school system demonstrates respect and support for fundamental human rights as identified in Canadian and provincial legislation.
- Public schooling is a responsibility shared among the school, the family, and the community.

School Boards and Trustees

Authority

The Manitoba School Boards Association believes that locally elected school boards are essential to ensuring community voice in public education, and that to be effective in this regard, they require the authority to make local decisions within broad parameters established by provincial legislation. This authority, which resides with the corporate board and not individual trustees, includes the ability to:

- access revenue beyond that which is provided by the provincial government for education purposes, through mechanisms such as the local special levy on property;
- manage financial, capital and human resources in an effective and efficient manner;
- determine and modify as necessary the school division's own internal operating structures; and
- adapt or develop curricula and establish academic requirements or standards that reflect community needs or values.

Responsibility

The Manitoba School Boards Association believes that the exercise of authority brings with it responsibility. In this light, school boards have a responsibility to:

- abide by all relevant laws by which they are bound, while retaining the right to try to influence the legislative process, or advocate for changes to existing laws;
- conduct school board business in an open and transparent manner, limiting the use of in-camera deliberations for those matters requiring confidentiality;
- preserve to the greatest extent possible the integrity of the school board and the office of school trustee through the development and enforcement of a strong school trustee code of conduct; and
- keep the best interest of students at the forefront of all deliberations.

Funding and Financial Matters

Education is a public responsibility. In Manitoba, that responsibility is shared between the provincial government and school boards. The province has constitutional authority for k-12 education, but it has delegated responsibility for the school system's day-to-day operations to school boards. This model of shared responsibility benefits Manitoba by ensuring a high standard of education across the province, by providing greater equity of educational opportunity, and by providing local communities with distinctive programs and services that meet their own self-identified needs. Education funding—the overall level of support and the mechanisms through which that support is distributed—is a critical component of a strong public school system. School boards believe that the following are key elements of an effective education-funding model.

Operational funding

- The provincial government should provide the majority of funds (greater than or equal to 80%) required to operate public schools in accordance with all legislation, regulation, and government mandates or directives.
- Elected school boards must have the authority to raise the balance of required operational funds through the local education property tax levy.
- Limitations, restrictions or conditions on allocation of school division budgets should be minimal, and clearly communicated at the time of the annual provincial funding announcement.
- Provincial funding of education should come primarily in the form of block or per pupil grants rather than categorical grants, to provide school divisions with the maximum flexibility in allocating resources.
- The education funding formula should contain equalization measures and other components to ensure equity of opportunity for students regardless of circumstances or location, and fairness for taxpayers in low-assessment divisions.

Capital funding

- The provincial government should fully fund new capital construction and major renovations to a level that accurately reflects current construction costs.
- The capital support formula must take into account the inclusion of spaces or facilities necessitated as the result of new mandates or pedagogical developments.
- Capital funding should be allocated objectively based on need, and school boards should be informed regularly on the status of divisional funding requests.

Other financial matters

- Relevant provincial departments (i.e. health) should support financially the delivery of non-educational services to children in schools.
 - The purchase of supplies and services required within the public school system should be exempt from consumption taxes levied by federal, provincial, or municipal levels of government.
- All school division property should be exempt from municipal property taxes or special services levies.

Education Programming

Public schools provide all children with the opportunity to acquire the skills and knowledge that enable them to develop their personal interests, explore and master new areas of inquiry, and build stronger futures for themselves and their communities. In order to fulfill this mandate, public schools must:

- maintain an instructional focus on the core subjects which remain integral to student success, including numeracy and literacy.
- offer a dynamic curriculum that recognizes emerging knowledge and learning needs.
- make available high-quality technical, vocational and career programming, and to the extent possible, ensure such offerings align with post-secondary requirements in technical and vocational fields of study.
- include curricular components that will enable young people to better fulfill their current and future roles as contributing family and community members, and as citizens of democratic societies.
- enable such course and delivery modifications as are necessary to ensure that all students, regardless of ability or special needs, geographic location, cultural or linguistic background, or other relevant factor, can benefit from the full range of educational offerings.
- conduct regular, meaningful assessments of student progress towards stated learning goals, with the results of such assessments being used to direct improvements to teaching and learning for both individual students and the student body as a whole.
- align instructional time and human/financial resource allocation with curricular requirements and priorities.

Students

Public schools not only provide academic courses of study for students; they also share in the family and community responsibility for nurturing the whole child, and for helping each one grow into a healthy, happy and contributing member of society. To that end, public schools must:

- recognize the critical importance of the early years for children’s healthy development and learning, and support inter-agency cooperation and collaboration to meet the needs of young children and their families.
- cooperate with organizations having child or youth-focused mandates, including those working with pre-school or young adult populations.
- mitigate the negative impacts of poverty on students, and ensure that equitable educational opportunities are available to all children and youth, regardless of socio-economic status.
- work with other levels of government to promote a “students-first” philosophy that consistently places the needs of children and youth ahead of financial or legal considerations associated with residency, guardianship, jurisdictional boundaries, or similar matters.
- understand the significant roles good physical and mental health, emotional intelligence and empathy play in overall student well-being and achievement, and support or develop programs and initiatives designed to have a positive impact in these areas.
- respect, reflect and celebrate the cultural diversity of Manitoba’s citizens and communities in philosophy and programming.

Human Resources

As employers, school boards have a responsibility to advocate for, develop and implement human resource legislation, policies and practices that will support the recruitment, professional growth and retention of the personnel instrumental to the success of students. These responsibilities to employees must be met within the context of concurrent responsibilities to students, communities, and ratepayers. School boards believe that they can best balance these responsibilities when:

- collective bargaining occurs at the local level between individual school boards and their respective teacher associations and other unionized groups.
- the risk of disruptions to student learning as a result of labour disputes is minimized by the use of

binding arbitration rather than strike/lockout as the final dispute resolution process in collective bargaining between school boards and teacher associations.

- arbitrators consider community economic conditions when awarding settlements.
- certification or other administrative barriers that negatively impact school boards' ability to hire qualified teachers, school clinicians, or other high-demand professionals from jurisdictions outside Manitoba are minimized.
- the provision of professional development in areas such as changing curricula, or training in the delivery of specialized health-care services required by individual students, is treated as a shared responsibility of the school board and the province.
- school boards regularly assess the performance of their superintendents in accordance with a defined set of agreed-to principles and criteria.

Transportation

The Manitoba School Boards Association believes that student safety is a key priority for public schools, and that concerns for safety extend to the transportation and movement of students to and from school. In order to maximize student safety, it is imperative that:

- school buses be outfitted with equipment and systems that are known to enhance safety;
- all students be educated on safe school bus ridership;
- appropriate accommodations be made in school zones to ensure the safety of students travelling to and from school (such as reduced speed zones and designated school bus loading/unloading zones);
- traffic laws relating to school buses (such as passing a stopped and signaling bus) be vigorously enforced; and
- regular public education campaigns be undertaken to ensure community members are aware of these laws, and the consequences for violating them.

Facilities and Materials

The Manitoba School Boards Association believes that appropriate school facilities and material resources are essential components of a strong public education system, and as such, must be available to all students and staff, in all areas of the province. Specifically:

- infrastructure such as high-speed Internet must be in place in all Manitoba schools, to enable students to participate fully in curricular offerings;
- new schools must be built, and existing schools retrofitted as required, to ensure accessibility and to meet the needs of students and other persons with disabilities;
- school boards must be involved in the planning of new residential developments to help ensure appropriate accommodations are made for public schools; and
- land required for new school sites must be made available to school divisions at a reasonable cost.