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| | <p><i>Prairie South Schools</i></p> <p>BOARD OF EDUCATION</p> | |
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November 1, 2022
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 4, 2022**
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. School & Division Improvement Accountability Report**
 - 5.2. Monthly Tender Report**
- 6. Delegations and Presentation**
 - 6.1. Student Support Services in Prairie South Schools (1:15 p.m.)**
- 7. Information Items**
 - 7.1. SSBA Proposed Bylaw Amendments and Resolutions Package**
- 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 4, 2022 at 1:00 p.m.

Attendance:

Mr. R. Bachmann; Mr. J. Bumbac; Dr. S. Davidson (via teleconference); 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; 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

Regrets:

Jennifer Prokopetz, Superintendent of School Operations

Delegation:

Blaise Ariss, Transportation Concern (1:30 p.m.)

Motions:

- 2022-10-04 – 3749 Giselle Wilson took the chair and called the meeting to order at 1:01 p.m.
- 2022-10-04 – 3750 That the Board add: Carried
5.8 Memorandum of Understanding with the New
Southern Plains Métis Local 160.
and adopt the agenda as amended.
- Johnson
- 2022-10-04 – 3751 That the Board adopt the minutes of the September 6, 2022 Carried
Organizational Board Meeting.
- Jukes
- 2022-10-04 – 3752 That the Board adopt the minutes of the September 6, 2022 Carried
Regular Board Meeting.
- Jukes
- 2022-10-04 – 3753 That the Board adopt Board Policy 17 updated October 4, 2022. Carried
- Bachmann

Darcy Pryor nominated Brett Hagan as the Saskatchewan High Schools Athletic Association representative.

Giselle Wilson declared Brett Hagan as Prairie South's representative for the Saskatchewan High Schools Athletic Association (SHSAA) for the 2022-2023 school year.

Mary Jukes nominated John Bumbac as the Public Section representative.

Giselle Wilson declared John Bumbac as Prairie South's representative for Public Section for the 2022-2023 school year.

- | | | |
|-------------------|--|----------|
| 2022-10-04 – 3754 | That the Board receive and file the Student Learning Accountability Report. - Davidson | Carried |
| 2022-10-04 – 3755 | That the Board go into closed session at 1:32 p.m. - Pryor | Carried |
| 2022-10-04 – 3756 | That the Board reconvene in open session at 2:02 p.m. - Froese | Carried |
| 2022-10-04 – 3757 | That the Board name Giselle Wilson, Darcy Pryor, and Crystal Froese as voting representatives at the SSBA Annual General Meeting in November 2022. - Froese | Carried |
| 2022-10-04 – 3758 | That the Board receive and file the tender report as presented. - Bumbac | Carried |
| 2022-10-04 – 3759 | That during the 2022-2023 fiscal year, any trustee may miss up to 4 (four) half days from regular Board Meetings or Committee of the Whole Planning Meetings yearly without adjustment to remuneration. Missed meetings in excess of 4 (four) half days shall result in a reduction in remuneration of \$150 for every half-day meeting missed thereafter, whether a Board Meeting or Committee of the Whole Planning Meeting, with the exception of meetings that are rescheduled after the Board approval of the yearly continuous agenda. - Froese | Carried |
| 2022-10-04 – 3760 | That the Board adopt Board Policy 5 updated October 4, 2022. - Pryor | Carried |
| 2022-10-04 – 3761 | That the Board direct administration to enter into a Memorandum of Understanding with the New Southern Plains Métis Local #160. - Froese | Carried |
| 2022-10-04 – 3762 | That we table motion 2022-10-04 – 3761 for more discussion with the Partnership and Team Building Committee to bring back to the Board. - Young | Defeated |

2022-10-04 – 3763 That the meeting be adjourned at 2:48 p.m.
- Johnson

Carried

G. Wilson
Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

November 1, 2022

Prairie South School Division Central Office, Moose Jaw

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | November 1, 2022 | 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 4, 2022. The report is focused on school and division improvement, specifically the Learning Improvement Plans for the 2021-2022 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 13, 2022 | School and Division Improvement Accountability Report |

Recommendation:

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

2022-2023 School and Division Improvement Accountability Report

November 2022

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 Provincial Education Plan.
- ❖ 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

Learning Improvement Plans in 2021-22 had a focus on student wellbeing and connection as well as learning. NOTE: Some schools had multiple goals.

❖ Focus of Student Learning Goal:

| | |
|--------------|------------|
| Reading Goal | 28 Schools |
| Writing Goal | 6 Schools |
| Math Goal | 10 Schools |

❖ Focus of Student Well-being Goal:

| | |
|------------------------------------|------------|
| Belonging/Relationships/Engagement | 12 Schools |
| Mental Health | 20 Schools |
| Other (Credit Attainment/RTI/) | 6 Schools |

- ❖ Although most LIPs show improved growth, only 40 of 81 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 2021 and the red highlighted items show a decrease from 2021.

| Self-Assessment Item | 2021 | 2022 |
|---|------|------|
| Our SCC is inclusive. | 3.60 | 3.60 |
| I understand the roles and responsibilities of the SCC. | 3.52 | 3.57 |
| Our SCC receives, manages, and reports on an annual operating budget from the school division. | 3.72 | 3.58 |
| Our SCC approaches duties with discretion and maintains confidentiality regarding sensitive information. | 3.81 | 3.78 |
| Our SCC has participated in PD opportunities. | 2.72 | 2.68 |
| Our SCC is engaged in the development of the Learning Improvement Plan. | 3.47 | 3.14 |
| Our SCC supports student wellbeing and learning. | 3.80 | 3.71 |
| Our SCC performs action plans connected to the School Learning Improvement Plan goals. | 3.53 | 3.35 |
| The Learning Improvement Plan is a living document that responds to current needs. | 3.62 | 3.58 |
| SCC projects are included in the Learning Improvement Plan and are achieving the intended results. | 3.23 | 3.18 |
| Our SCC understands the economic, social, cultural and health needs of our community. | 3.39 | 3.53 |
| Our SCC understands the supports available in the community to support students' diverse needs. | 3.29 | 3.25 |
| Our SCC provides advice to community agencies about the needs of our students. | 2.75 | 2.65 |
| Our SCC works with community groups and parents to address community issues affecting students and families. | 2.99 | 2.79 |
| Our SCC has developed a climate of open, honest and respectful communication. | 3.74 | 3.67 |
| Our SCC communicates effectively with a variety of audiences. | 3.31 | 3.13 |
| Our SCC is aware of the opportunity to provide advice and recommendations to the board of education regarding educational service delivery. | 3.14 | 2.77 |
| Our SCC provides advice to the principal and school staff regarding school programs. | 3.26 | 3.14 |
| Our SCC has opportunities to network and dialogue with the school board and Prairie South administrative staff. | 3.07 | 2.77 |
| The primary focus of our SCC is strengthening student learning and wellbeing. | 3.78 | 3.54 |
| Our SCC provides an annual report about its plans, initiatives and accomplishments. | 3.52 | 3.44 |
| Our SCC uses data and information from this monitoring process to develop our School Learning Improvement Plan and support actions for improvement. | 3.29 | 3.18 |
| Our SCC has received training on the use and understanding of data, and have had data relevant to our work explained to us. | 2.67 | 2.54 |
| Our SCC provides opportunities for parents, students, teachers and community members to give us feedback about our work. | 3.11 | 3.13 |

Administrative Challenges

- ❖ Due to full restrictions the previous year and transitioning restrictions during the 2021-22 school year, there were times of disconnect and anxiety throughout the school year.
- ❖ At various times throughout the year and in certain communities, SCCs were unable or not comfortable to meet face to face due to the Covid-19 pandemic.

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) | 2020-21 | 2021-22 | 2022-23 |
|---|----------------|----------------|----------------|
| 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 | 2020-21 | 2021-22 | 2022-23 |
|---|----------------|----------------|----------------|
| # 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 will be different because of the actions taken to improve it?)

SCHOOL GOAL (SMART FORMAT)

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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) | |
| | | | | | | |
| | | | | | | |
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| | | | | | | |

| Adult Indicators | | | | | | Student Evidence |
|------------------|-----------|------------------------------|----------|--|--|------------------|
| Action Steps | Due Date: | Person(s) Responsible (Lead) | Measures | Professional Development & Resources (Human & Financial) | Engagement (SCC, Staff, Parents, Community, other) | |
| | | | | | | |
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Step 6: Year End Data Collection Summary Profile/Metrics (How will you know a change has been an improvement?).]

AGENDA ITEM

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|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | November 1, 2022 | Agenda Item #: | 05.2 |
| Topic: | Monthly Tender Report | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

| | |
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| Background: | <p>The Board has requested a monthly update regarding tenders awarded. AP 513 details limits where formal competitive bids are required. The procedure is as follows:</p> <ul style="list-style-type: none"> The Board 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. 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: | <p>This tender report covers the period from September 28, 2022 to October 24, 2022. The following competitive bids were awarded during the reporting period:</p> <ul style="list-style-type: none"> There were no tenders to report for this reporting period. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | |

| | | |
|---------------------|------------------|---------------------|
| Prepared By: | Date: | Attachments: |
| Ron Purdy | October 24, 2022 | • n/a |

Recommendation:

That the Board receive and file the tender report as presented.

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|---|
| Meeting Date: | November 1, 2022 | Agenda Item #: | 7.1 |
| Topic: | SSBA Proposed Bylaw Amendments and Resolutions Package – AGM 2022 | | |
| 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 13-15, 2022. |
| 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, 2022 | 1) Email from SSBA dated October 21, 2022 2) Proposed Bylaw Amendments and Resolutions package 3) Position Statements 4) Rules of Procedure |

Recommendation:

Information only.

Boese, Heather

Subject: FW: Proposed Bylaw Amendments and Resolutions Package - SSBA AGM 2022
Attachments: 2022 Proposed Bylaw Amendments and Resolutions.pdf; 2021 Position Statements.pdf; 2022 RULES OF PROCEDURE .pdf
Importance: High

From: Krista Lenius <KLenius@saskschoolboards.ca>
Sent: Friday, October 21, 2022 4:32 PM
Subject: Proposed Bylaw Amendments and Resolutions Package - SSBA AGM 2022
Importance: High

WARNING, this email originated from outside of Prairie South.
Do not click links or open attachments unless you trust the sender and believe the contents are safe.

(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 2022

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 14, 2022. 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.

As previously indicated, we will be using Election Buddy for voting. To facilitate effective electronic voting, boards are encouraged to LIMIT their number of accredited delegates for voting. Some important considerations:

- Your accredited delegate(s) cast ballots for bylaw amendments, resolutions, and elections as part of the AGM.
- Each voting delegate will need to attend the AGM in-person and bring a fully charged device to connect to Election Buddy for voting (e.g., mobile phone, tablet, or laptop).
- It is the responsibility of each board to provide the SSBA with accurate email/phone information for their accredited delegate(s). Changing/re-assigning voters while the AGM is underway will not be permitted.
- It is expected that your accredited delegate(s) be familiar with electronic voting. The SSBA will offer training for electronic voting on November 10, 2022 at 1:30-3:00 p.m.

If a board member who is listed as a “voting” delegate for your board is unable to attend the general meeting, your board chair or other person authorized by your board can have that board member’s ballots allocated to another board member. To do this, please contact Krista Lenius at klenius@saskschoolboards.ca to make a change. It is important to do this prior to 9:30 a.m. on November 14, 2022, so that the AGM is not interrupted after it has begun.

Krista Lenius
Administrative Paralegal

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

Phone: 306-569-0750 Ext 120

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



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2022 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 13-15, 2022

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BYLAW AMENDMENTS

Bylaw Amendment

22-01

Bylaw No. 1: Interpretation

BE IT RESOLVED THAT Bylaw No. 1 (b) (vi) be amended by deleting “and whose credentials have been approved by the Department of Education, Training, and Employment” so that it will read as follows:

(b) (vi) has its operations supervised by a person who meets the qualifications for a director of education as contained in the regulations under *The Education Act, 1995*.”

AND BE IT FURTHER RESOLVED THAT Bylaw No. 1 (c.1) be amended by deleting “school”, and adding “of education”, and deleting “9.1” and replace with “7” so it reads:

(c.1) “caucus group” means a group of boards of education with common interests approved as a caucus group by Bylaw No. 7.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 1 (d) be amended by deleting “9” and replace with “7” so it reads:

(d) "council" means a group of trustees, by themselves or along with other persons sharing a special interest, who have been affiliated with the association under the provisions of Bylaw No. 7.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 1 (e) be amended by deleting “11” and replace with “9” so it reads:

(e) "delegate" or "convention delegate" means a trustee appointed under the provisions of Bylaw No. 9.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 1 (e) be amended by adding the following:

(e. 1) “in-person” means where an assembly or meeting is held in-person only with no arrangements made for hybrid or virtual participation.

(e. 2) “hybrid” means participating in Association business by means of telephone or electronic device or in-person.

(e. 3) “virtual” means participating in Association business by means of telephone or electronic device.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 1 (g) be amended by deleting “10” and replace with “8” so it reads:

(g) ‘general assembly’ means a general assembly provided for in Bylaw No. 8.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 1 (g.2) be deleted in its entirety.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 1 (h) be deleted in its entirety.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 1 (i) be deleted in its entirety and replaced as follows:

(h) “section” means a group of boards of education designated a section by Bylaw No. 7.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 1 (j) be deleted in its entirety and replaced as follows:

(i) “trustee” or “school trustee” means a person elected as a member of a board of education.

Bylaw No. 2: Membership

BE IT RESOLVED THAT Bylaw No. 2 (1) (a), (1) (b), and (1) (c) be amended by adding “*Registered*” so that it will read as follows:

(a) the board of an historical high school as defined in *The Registered Independent Schools Regulations*;

(b) the board of an associate school within the meaning of section 6 of *The Registered Independent Schools Regulations*;

(c) the board of an independent school within the meaning of *The Registered Independent Schools Regulations* that meets the following criteria:

AND BE IT FURTHER RESOLVED THAT Bylaw No. 2: Membership 3. Honorary Members: (1) be amended by deleting “secretary-treasurers” and replace with “chief financial officers” so it reads:

3. Honorary Members: (1) The Minister of Education, the Deputy Minister of Education and directors of education and chief financial officers employed by member school boards are honorary members of the Association.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 2: Membership 3. Honorary Members: (2) be amended by adding “or to address the assembly at” so it reads:

3. Honorary Members: (2) Honorary members have the privilege of attending General Assemblies of the Association, but have no right to vote at or to address the assembly at general meetings or to be present during closed portions of Association meetings.

Bylaw No. 3: Association Finance and Membership Fees

BE IT RESOLVED THAT Bylaw No. 3 A. Operating Budget: 5. be amended by adding “If the revised budget is not adopted by the assembly, the approved operating budget of the Association for the previous fiscal year will be deemed adopted by the assembly.” so that it will read as follows:

3. A. Operating Budget: 5. If the budget resolution as presented or amended does not pass, the Executive shall bring another budget resolution with a revised amount

to the assembly to be voted on prior to the conclusion of the annual general meeting. If the revised budget is not adopted by the assembly, the approved operating budget of the Association for the previous fiscal year will be deemed adopted by the assembly.

Bylaw No. 4.1: Election of Executive

BE IT RESOLVED THAT Bylaw No. 4.1 Election of Executive: 1. be amended by deleting “school”, and adding “of education” so that it will read as follows:

1. A member of a board of education may stand for nomination for more than one Executive position at the same time, but, if elected to one of the positions, is deemed to have withdrawn from nomination for election to other positions.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 2. and 2 (b) be amended by deleting “school”, and adding “of education” so that it will read as follows:

2. Advance nomination of a member of a board of education for election to the Executive, except for representatives from the Catholic and Conseil scolaire fransaskois constituencies, shall:

- (a) be received at the Association office no later than 4:30 p.m. on the first business day in November;
- (b) be in writing, signed by a member of a board of education who is making the nomination, and signed by the member of a board of education who is being nominated; and
- (c) include information and comply with the procedures approved by the Executive.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 4. be amended by adding “in-person or conducted virtually or by hybrid means” so that it will read as follows:

4. Voting in elections of the Executive is in-person or conducted virtually or by hybrid means by secret ballot using the formal ballot.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 6. (1) be amended by deleting “school”, and adding “of education” so that it will read as follows:

6. (1) All members of boards of education are eligible for election for President and Vice-president, and are eligible for re-election.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 7. (3) be amended by deleting “school”, and adding “of education” so that it will read as follows:

7. (3) Members of boards of education that are part of the constituency are eligible for election to the Executive from the constituency, and are eligible for re-election.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 7. (5) be amended by deleting “school”, and adding “of education” so that it will read as follows:

7. (5) Members of boards of education who are First Nations, Métis, or Inuit are eligible for election and to vote in the election of the representative to the Executive and alternate from the Indigenous constituency, and shall be elected by a majority of votes cast in an election in the constituency to be held during the annual general meeting.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 8. be amended by adding a new item “8.1” so that it will read as follows:

8.1 In any election to the Executive where there are two candidates for the position of representative or alternate to a constituency, and if no candidate receives a majority of votes cast on the first ballot resulting in a tie vote, the constituency will cast votes on a second ballot. If no candidate receives a majority of votes cast on the second ballot resulting in a tie vote, the candidates’ names will be placed in a container and the official conducting the election will draw one of the candidate’s names and that person will be the constituency’s representative or alternate to the Executive, as the case may be.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 10. (a) and (b) be amended by deleting “school”, and adding “of education” so that it will read as follows:

10. If a member of the Executive loses re-election or does not seek re-election in a board of education election:

(a) that member of the Executive shall continue in office on the Executive until the conclusion of the annual general meeting in the year in which the board of education election was held; and

(b) if the member of the Executive is in the first year of the term of office, that member shall continue in office on the Executive in accordance with clause (a), and the alternate for the constituency shall take office and serve for the remainder of the term, and, if the alternate loses re-election or does not seek re-election in a board of education election, an election for the constituency representative shall be held at the annual general meeting in that year to serve for the remainder of the term of the vacant office.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 11. be amended by deleting “school”, and adding “of education” so that it will read as follows:

11. If the President ceases to be a member of a board of education or vacates office during a term:

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 12. be amended by deleting “school”, and adding “of education” so that it will read as follows:

12. If the Vice-President ceases to be a member of a board of education or vacates office during a term, clauses 11(b) and (c) apply, with necessary changes, to fill the vacancy.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 4.1 Election of Executive: 13. be amended by deleting “school”, and adding “of education” so that it will read as follows:

13. If a member of the Executive, who represents one of the constituencies, ceases to be a member of a board of education or vacates office during a term:

Bylaw No. 7: Members’ Council

BE IT RESOLVED THAT Bylaw No. 7: Members’ Council (a), (b), (c), (d), (e), and (f) be deleted in its entirety.

Bylaw No. 8: Organization of Groups within the Framework of the Association

BE IT RESOLVED THAT Bylaw No. 8: Organization of Groups within the Framework of the Association be amended by deleting “8” and replacing it with “7” so that it will read as follows:

Bylaw No. 7: Organization of Groups within the Framework of the Association

AND BE IT FURTHER RESOLVED THAT Bylaw No. 8 A. Section: 1. be amended by adding “board of education” so that it will read as follows:

A. Section: 1. A group of board of education members that shares a unique legal status or possesses a distinctive position within the legal framework for education in Saskatchewan, or a member that has a unique legal status, may apply to the Executive for approval as a Section of the Association.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 8 A. Section: 11. (c) be amended by adding “of education” so that it will read as follows:

A. Section: 11. (c) If a majority of the boards of education eligible to participate in the Section choose not to belong to the Section;

AND BE IT FURTHER RESOLVED THAT Bylaw No. 8 B. Caucus: 1. be amended by adding “board of education” so that it will read as follows:

B. Caucus: 1. A group of board of education members who share a special interest and serve an identifiable need appropriately and directly connected to the aims and objectives of the Association, may apply to the Executive for approval as a Caucus of the Association.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 8 B. Caucus: 2. (a) be amended by deleting “an” and replacing with “and” so that it will read as follows:

B. Caucus: 2. (a) provide a forum for members of the Caucus to network and discuss issues related to the special interest and identifiable need that they share; and

AND BE IT FURTHER RESOLVED THAT Bylaw No. 8 C. Council: 1. be amended by deleting “school” and adding “of education” so that it will read as follows:

C. Council: 1. A group of board of education members, who share a special interest and serve an identifiable need appropriately and directly connected to the aims and objectives of the Association, may apply to the Executive for approval as a Council of the Association.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 8 C. Council: 3., 3 (a), and 3 (b) be amended by deleting “school” and adding “of education” so that it will read as follows:

C. Council: 3. The application of board of education members pursuant to this section shall:

- (a) clearly identify the special interest and identifiable need of the board of education members;
- (b) list the criteria for eligibility of board of education members who could be part of the Council;

Bylaw No. 10: General Assemblies

BE IT RESOLVED THAT Bylaw No. 10: General Assemblies be amended by deleting “10” and replacing it with “8” so that it will read as follows:

Bylaw No. 8: General Assemblies

AND BE IT FURTHER RESOLVED THAT Bylaw No. 10: General Assemblies

(a) be amended by adding “and in the format” so that it will read as follows:

(a) Two general assemblies of the association shall be held annually on dates and in the format determined by the Executive.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 10: General Assemblies

(e) be deleted in its entirety.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 10: General Assemblies

(f) be deleted in its entirety.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 10: General Assemblies

(h) be deleted in its entirety.

Bylaw No. 11: Delegates and Voting

BE IT RESOLVED THAT Bylaw No. 11: Delegates and Voting be amended by deleting “11” and replacing it with “9” so that it will read as follows:

Bylaw No. 9: Delegates and Voting

AND BE IT FURTHER RESOLVED THAT Bylaw No. 11: Delegates and Voting 1. be amended by deleting “School board” and replace with “Board of education” so that it will read as follows:

1. Board of education members who register and pay the registration fee are delegates at the general meetings of the Association.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 11: Delegates and Voting 2. be amended by deleting “member” and replace with “board of education” so that it will read as follows:

2. Every board of education shall inform the Association as to which of its delegates it has authorized to be accredited delegates to cast the votes of the board of education on questions for which a formal ballot is used, and the number of votes each accredited delegate is authorized to cast.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 11: Delegates and Voting 7. be deleted in its entirety and replaced with the following:

7. At in-person assemblies, voting at general assemblies shall be by ballot except voting shall be by show of hands on motions with respect to procedural matters unless, at the discretion of the Chair, a vote by show of hands is inconclusive. On matters where voting is by show of hands, each delegate in attendance at the time the vote is taken shall be entitled to vote, and shall have one vote.

7.1 At virtual or hybrid assemblies, voting at general assemblies shall be by ballot except voting may be by show of hands and/or by electronic means such as polling on motions with respect to procedural matters unless, at the discretion of the Chair, this vote is inconclusive. Only delegates in attendance at the time a vote is taken shall be entitled to vote, and shall have one vote.

Bylaw No. 12: Resolutions

BE IT RESOLVED THAT Bylaw No. 12: Resolutions be amended by deleting “12” and replacing it with “10” so that it will read as follows:

Bylaw No. 10: Resolutions

AND BE IT FURTHER RESOLVED THAT Bylaw No. 12: Resolutions 2. be amended by deleting “school” and adding “of education” so that it will read as follows:

2. The Executive, a board of education, or a group established pursuant to these Bylaws may submit a resolution to the Resolutions and Policy Development Committee for presentation to the annual general meeting of the Association or other general meeting at which the Executive decides to include a business component during which resolutions will be considered.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 12: Resolutions 5. be amended by deleting “school” and adding “of education” so that it will read as follows:

5. Where the Executive, a board of education, or a group established pursuant to these Bylaws wishes to sponsor a resolution that directly relates to a matter that has arisen after the deadline for submission of resolutions pursuant to section 4, the resolution shall be submitted as an emergent resolution to the Resolutions and Policy Development Committee, in accordance with the procedures specified above, at least five days prior to the day the general meeting at which it will be

considered commences, and the Committee will present the resolution to the general meeting of the Association.

Bylaw No. 13: Amendments to Bylaws

BE IT RESOLVED THAT Bylaw No. 13: Amendments to Bylaws be amended by deleting “13” and replacing it with “11” so that it will read as follows:

Bylaw No. 11: Amendments to Bylaws

AND BE IT FURTHER RESOLVED THAT Bylaw No. 13: Amendments to Bylaws 2. be amended by deleting “school” and adding “of education” so that it will read as follows:

2. The Executive, a board of education, or a group established pursuant to these Bylaws may submit a Bylaw amendment to the Resolutions and Policy Development Committee for presentation to the annual general meeting of the Association.

Appendix “A”

BE IT RESOLVED THAT SSBA Bylaws Appendix “A” (7) be amended by deleting “school” and adding “of education” so that it will read as follows:

(7) Indigenous constituency: Board of education members who are First Nations, Métis, or Inuit

Association Executive

(Note: This requires a 2/3 majority of votes cast to pass)

Sponsor’s Rationale:

It is important to note that while the proposed amendments are numerous, the Executive deems these to be of a “housekeeping” nature, and not substantive changes to the existing bylaws. The primary changes proposed include:

- Replacing “school board” with “board of education” throughout.
- Adding in language to allow for varied formats of assemblies: in-person, hybrid, and virtual.
- Adding in language that reflects the historical practice at assemblies, where the bylaws are currently silent.
- Updating/correcting typos and number references.

Cost of this Bylaw Amendment:

Low Cost – < \$1,000

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| Bylaw Amendment 22-01 | For: | Spoil: | CD DEF | % |
| | Against: | Blank: | | |

BUDGET RESOLUTION

Budget 2023 **BE IT RESOLVED** that the Association's 2023 annual operating expense budget of \$3,015,700 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 2023. This budget considers the continued work on the Indigenous Accountability Framework, the potential impacts of future pandemics, and transition planning for SSBA legal services.

This budget reflects that the Association is no longer a building owner and in a lease agreement as a tenant. The Executive is continuing to review and assess the needs of the Association for office space in the medium and long term. Net proceeds related to the sale of the building have been placed into a reserve until this assessment is complete.

This budget supports the SSBA Strategic Plan for 2023 and maintains focus on board development, advocacy and services that are responsive to the needs and priorities of our members.

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| BUDGET RESOLUTION Budget 2023 | For: Against: | Spoil: Blank: | CD DEF | % |
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RESOLUTIONS

AGM 22-01 **BE IT RESOLVED** that the proposed Position Statement on “Education Equity” be adopted to replace the current “Position Statement 3.3 Education Equity”;

**PROPOSED “Position Statement 3.3
EDUCATION EQUITY”**

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.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 3.3 Education Equity)

(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 2017.

Cost of this resolution:

Low Cost – < \$1,000

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| Resolution AGM 22-01 Re: Position Statement on Education Equity | For: Against: | Spoil: Blank: | CD DEF | % |
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AGM 22-02 BE IT RESOLVED that the proposed Position Statement on “Collective Bargaining” be adopted to replace the current “Position Statement 4.1 Collective Bargaining”;

**PROPOSED “Position Statement 4.1
COLLECTIVE BARGAINING”**

- A. 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 well-being 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 engaging 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 representatives of boards of education on the provincial bargaining committee are an effective voice on that committee.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 4.1 Collective Bargaining)

(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 2017.

Cost of this resolution:

Low Cost – < \$1,000

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| Resolution AGM 22-02 Re: Position Statement “Collective Bargaining” | For: Against: | Spoil: Blank: | CD DEF | % |
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AGM 22-03 BE IT RESOLVED that the proposed Position Statement on “Partnership Agreements” be adopted to replace the current “Position Statement 5.2 Partnership Agreements”;

**PROPOSED “Position Statement 5.2
PARTNERSHIP AGREEMENTS”**

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.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 5.2 Partnership Agreements)

(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

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| Resolution AGM 22-03 Re: Position Statement “Partnership Agreements” | For: Against: | Spoil: Blank: | CD DEF | % |
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AGM 22-04 BE IT RESOLVED that the proposed Position Statement on “Inclusive Education” be adopted to become “Position Statement 2.5: Inclusive Education.”

**PROPOSED “Position Statement 2.5
INCLUSIVE EDUCATION”**

Diversity enriches school culture and increases knowledge and understanding of similarities and differences. Within an education sector and system, diversity applies to a range of contexts such as cultures, socio-economic situations, languages, learning needs, sexual orientation, and gender identity. Education in Saskatchewan is founded on a principle of respect for the diversity of all students and families. It is through conversations with students and families that educators, administration, staff, and boards of education develop a growing awareness and understanding of the diverse cultures and communities in their schools.

In Saskatchewan “inclusive education” is used to describe education for students with diverse backgrounds. The ministry defines inclusive education as “providing equitable treatment and appropriate, high-quality education to all students. It encompasses a blend of philosophical beliefs, practices, and processes to create flexible support systems and learning environments based on students’ strengths, abilities, interests and needs.”

Ultimately, the goal of inclusive education is to presume the competence and strength of the learner, reduce exclusion by eliminating barriers to one’s school success, and enhance participation and sense of belonging in one’s community. This includes anti-racist, anti-oppressive and equity practices.

Inclusionary Philosophy and Beliefs:

1. All students and families are welcomed and respected.
2. All students have opportunities to experience positive interpersonal interactions that support the development of authentic relationships.
3. All students have access to activities that promote positive self-esteem, engagement, and a sense of belonging.
4. Individual interests, backgrounds, life experiences and identities are valued.
5. Schools engage parents/guardians in meaningful ways (e.g., parents/guardians are provided ways to support their child’s learning and development).
6. Curricula are used as the starting point for developing and implementing adaptations to support student learning. This may include referring to previous grade-level curricula to support individualized learning needs.
7. Differentiated instruction is used, including multi-level instructional approaches, so all learners in a classroom can participate and are engaged.

8. Ensure resources, practices are reflective of students - where students can see themselves in the resources and assessment/instructional practices.
9. Learning opportunities are provided that are: challenging; engaging; culturally and linguistically affirming and responsive; developmentally fitting; and age appropriate.
10. Accessibility - barriers to learning are reduced or eliminated by providing access to appropriate learning opportunities and resources identifying and implementing supports (including technology) to optimize student learning; and supporting the development and attainment of competencies and independence.
11. Schools, classrooms, common learning areas and other learning spaces provide emotionally safe environments, acknowledge the culture, language(s) and background of students, and incorporate physical adaptations as necessary.

Association Executive

(Note: This resolution relates to Position Statement 1.1)

(Note: This requires a 2/3 majority of votes cast to pass)

Sponsor's Rationale:

In support of, and as a foundational piece for SSBA Resolution 19-08 - *BE IT RESOLVED that the Saskatchewan School Boards Association ratify a standing Advisory Committee on Inclusive and Special Education to provide advice and recommendations to the Executive on matters related to the funding and provision of programs and services to students requiring specialized supports in Saskatchewan*, the SSBA prioritized in the 2021 Strategic Plan the development of a SSBA Position Statement on Inclusive Education, to be brought to the membership for adoption.

In developing the statement - the SSBA was able to leverage the relevant efforts of the Ministry of Education that began in 2017 with the initial development of a document on inclusive education which was also reviewed and updated in 2021. The following education sector partners and stakeholder groups were part of the document development: First Nations University of Canada, Inclusion Saskatchewan, Parents/Guardians, Student Support Services Teams, Student Support Coordinators and Supervisors, Saskatchewan Teachers' Federation, Saskatchewan School Boards Association, Saskatchewan League of Educational Administrators and Superintendents, Teachers, University of Regina, and the University of Saskatchewan.

The proposed Position Statement was adapted from *Inclusive Education 2021* and was drafted and circulated to member boards for feedback. The proposed "Position

Statement 2.5: Inclusive 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 guides the strategic work of the Association in support of the efforts of boards of education/CSF.

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| Resolution AGM-22-04 Re: Position Statement Inclusive Education | For: Against: | Spoil: Blank: | CD DEF | % |
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AGM 22-05 BE IT RESOLVED that the Saskatchewan School Boards Association bring awareness to the impacts poverty has on Saskatchewan students and prioritize poverty reduction advocacy in Saskatchewan schools.

Regina S.D. No. 4

(Note: This resolution relates to Position Statement 2.1 Student Achievement. Especially 2.1.4: The role of boards of education/CSF is to provide leadership and allocate adequate resources to maximize student achievement, 3.1 Education Finance. Especially 3.1.4: 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. 3.3 Education Equity. Especially 3.3.4: Education equity recognizes that some students need additional or specialized programming to achieve to their full potential.)

Sponsor's Rationale:

The Federal Government and Statistics Canada use three measures to find the poverty line, these are:

1. the Market Basket Measure (MBM),
2. the Low Income Cut-Off (LICO), and
3. the Low Income Measure (LIM) (Saskatchewan Ministry of Education, n.d.).

If using the Federal Government's Low Income Measure (LIM) the statistics place 26.1% of all children in Saskatchewan in poverty. (Sanchez, 2019).

Other sources measure poverty via the MBM - an income level below which a household does not have enough money to buy a specific basket of goods and services that allows it to meet its basic needs and achieve a modest standard of living. Using the MBM, approximately 12.6% of all children in Saskatchewan live in Poverty (Gingrich, 2019).

Since between 12.6% and 26.1% of all children in Saskatchewan live at or below the poverty line, there are tens of thousands of children in our schools who may experience:

- food insecurity
- unstable housing
- little or no internet connectivity
- discrimination (poor shaming)
- and, because racialized children are more likely to live in poverty, racism.

Poverty can have other serious, negative effects on children's mental health issues including anxiety and depression and can contribute to addiction. Unfortunately, these same students often find it difficult to get to school and attend school consistently, and as studies tell us low attendance is correlated with poor academic outcomes and lower graduation rates, these students often struggle academically and are less likely to graduate (Cummings Truszkowski, 2022).

Poverty directly hurts children in our schools. Unfortunately, chronic underfunding of education has limited our ability to support students experiencing poverty.

Examples of fulfilling this awareness and advocacy might include (but is not limited to):

- meeting with the Ministry of Education and Provincial Government officials to build empathy for those in poverty, and to ask for financial assistance for students in need,
- writing letters (or calling for a letter writing campaign from all our provincial divisions) to the Ministry of Education seeking increased financial aid for students in our schools experiencing poverty, (and/or for the programs in our schools that directly help these students),
- building awareness around how poverty hurts students in schools,
- using social media to present data and encourage empathy towards those who are experiencing poverty,
- bringing in speakers involved with anti-poverty advocacy to SSBA conferences,
- brainstorming ways the SSBA can help lessen the weight of poverty on our students (improving food security, improving shelter stability, advocating for free transportation, etc)
- continuing this work and advocacy long-term, not short-term.

Connection to Provincial Education Plan:

This resolution on poverty reduction advocacy supports the Provincial Education Plan's (PEP) commitment to the guiding principle of Wicihitowin – Helping each other. Anti-poverty advocacy also relates directly to supporting the Mental Health and Wellbeing (found in the PEP) of our students by using a wholistic view of students to improve their feeling of safety and support from the school system in which they belong.

References

Cummings Truszkowski, Sarah. *Poverty in Regina Public Schools*. Regina Public School Board. March 2022.

Gingrich, Paul. "Poverty in Saskatchewan - 2019." *Paul Gingrich Home Page*, University of Regina, Department of Sociology and Social Studies.
<http://uregina.ca/~gingrich/>.

Sanchez, Miguel. (2021). *Child and Family Poverty in Saskatchewan: 2019*. Regina: Social Policy Research Centre, University of Regina.

Saskatchewan Ministry of Education. (n.d.). *Poverty Reduction in Saskatchewan Background and Context*. Research Paper Prepared for the Advisory Group on Poverty Reduction.

Cost of this resolution:

Medium Cost – \$1,000 - \$10,000

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| Resolution AGM-22-05 Re: Poverty Reduction Advocacy | For: Against: | Spoil: Blank: | CD DEF | % |
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AGM 22-06 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.

With the Provincial Education Plan in its final stages of development, it is crucial that the cost of implementing that plan be supported by funding for the sector. A portion of Educational funding comes from Educational Property Tax, so it is essential that Boards and the SSBA collectively have the opportunity to be part of the discussion and decisions relative to the education mill rate. This resolution supports that effort.

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.

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| Resolution AGM-22-06 Re: Education Mill Rate | For: | Spoil: | CD DEF | % |
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AGM 22-07 BE IT RESOLVED that the Saskatchewan School Board Association begin discussions with the Ministry of Education to jointly review and make recommendations on funding for all independent schools including Associate Schools, Historical High Schools, Qualified Independent Schools, Certified Independent Schools and Alternative Independent Schools.

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, equitable, transparent and sufficient and the SSBA position statement 3.1 outlines its expectations and foundations for its advocacy efforts.

There is a need to perform a thorough analysis and review of funding for independent schools as a step towards greater advocacy for equitable and transparent funding.

Cost of this 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.

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| Resolution AGM-22-07 Re: Independent School Funding | 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.

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| Adopted Position 1.1: Development of Position Statements | Date Approved: November 2018 |
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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.

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| 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.

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| 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.

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| Adopted Position 2.2: Assessment of Student Achievement | Date Approved: November 2021 |
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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.

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| Adopted Position 2.3: Digital Literacy and Citizenship | Date Approved: November 2019 |
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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 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.

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*.

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| Adopted Position 2.4: Indigenous Education | Date Approved: November 2021 |
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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.

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| 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.

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| Adopted Position 3.2: Infrastructure Funding | Date Approved: November 2021 |
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Education infrastructure provides operational learning systems that boards of education/Conseil scolaire Franskais (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.²

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-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

² 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%

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 renovations³. 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 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

³ 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).

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 be either 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 be exempt from all municipal property taxes and service fees, including local improvements or special levies.

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| 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.

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| Adopted Position 4.1: Collective Bargaining | Date Approved: November 2017 |
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- A. 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.

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| Adopted Position 4.2: Teacher Education and Certification | Date Approved: November 2021 |
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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.

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| Adopted Position 5.1: Public Engagement | Date Approved: November 2021 |
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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.

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| 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.

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| 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 September 2022:

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. RULES OF PROCEDURE FOR ELECTRONIC VOTING DURING THE GENERAL MEETING

1. At any assembly where there is a business portion requiring voting, the accredited delegates will be permitted 5 minutes to vote electronically at the close of debate on the Bylaw Amendment or Resolution. If the vote is not electronically tallied within this 5-minute timeframe, the Chair will proceed to the next Bylaw Amendment or Resolution and will announce the vote's results as soon as practicable. (If technical difficulties arise with electronic voting, additional time beyond the 5-minute voting timeframe may be granted at the discretion of the Chair.)
2. The electronic vote will be automatically tallied as the final vote at the close of debate on the Bylaw Amendment or Resolution and following the 5-minute voting timeframe. An accredited delegate who, for whatever reason, does not cast their vote within the allotted 5 minutes from close of debate will have their vote deemed “abstained”.
3. It is not possible for an accredited delegate to “spoil their ballot” electronically.

F. 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 _____.”