

	<i>Prairie South Schools</i> BOARD OF EDUCATION	
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November 4, 2025

1:30 pm

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 7, 2025
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. School and Division Improvement Accountability Report
 - 5.2. Monthly Tender Report
 - 5.3. Bengough School Community Council Constitution Update
- 6. Delegations and Presentation – NONE**
- 7. Information Items**
 - 7.1. SSBA Proposed Bylaw Amendments and Resolutions Package
- 8. Committee Reports**
 - 8.1. Business, Infrastructure and Governance
 - 8.2. Human Resources
 - 8.3. Partnerships and Teambuilding
 - 8.4. Student Outcomes discretion
 - 8.5. Transportation
- 9. Provincial Matters**
- 10. Celebration Items**
- 11. Identification of Items for Next Meeting Agenda**
 - 11.1. Notice of Motions
 - 11.2. Inquiries

12. Meeting Review

13. 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 7, 2025.**

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; Mr. B. Hagan; Ms. J. Jukes; Ms. T. McLeod; Ms. D. Pryor; Mr. L. Young; D. Huschi, Superintendent of School Operations; D. Swanson, Superintendent of School Operations; J. Prokopetz, Superintendent of School Operations; A. Johnson, Superintendent of Human Resources; R. Boughen, Director of Education; R. Purdy, Superintendent of Business; H. Boese, Board Assistant

Regrets:

Dr. S. Davidson, Trustee; Ms. G. Wilson, Trustee; Ms. A. Olson, Superintendent of Learning

Motions:

- | | | |
|-------------------|---|---------|
| 2025-10-07 – 4155 | Darcy Pryor took the chair and called the meeting to order at 1:29 pm. | |
| 2025-10-07 – 4156 | That the Board approve the agenda as presented.
- Boyle | Carried |
| 2025-10-07 – 4157 | That the Board adopt the minutes of the September 2, 2025 Organizational Board Meeting as presented.
- Hagan | Carried |
| 2025-10-07 – 4158 | That the Board adopt the minutes of the September 2, 2025 Regular Board Meeting as presented.
- Bumbac | Carried |
| 2025-10-07 – 4159 | That the Board adopt Board Policy 17 updated October 7, 2025.
- Boyle | Carried |
| 2025-10-07 – 4160 | That the Board receive and file the Student Learning Accountability Report.
- Jukes | Carried |

Mary Jukes nominated Brett Hagan as the Saskatchewan High Schools Athletic Association representative.

Darcy Pryor declared Brett Hagan as Prairie South's representative for the Saskatchewan High Schools Athletic Association (SHSAA) for the 2025-2026 school year.

Lew Young nominated Mary Jukes as the Public Section Representative.

Darcy Pryor declared Mary Jukes as Prairie South's representative for Public Section for the 2025-2026 school year.

- | | | |
|-------------------|---|---------|
| 2025-10-07 – 4161 | That the Board name Giselle Wilson as voting representative at the SSBA Annual General Meeting in November 2025.
- Boyle | Carried |
| 2025-10-07 – 4162 | That the Board approve École Palliser Heights School ski trip to Asessippi Ski Resort on February 23-25, 2026.
- Boyle | Carried |
| 2025-10-07 – 4163 | That the Board receive and file the Tender Report as presented.
- Jukes | Carried |
| 2025-10-07 – 4164 | That the meeting be adjourned at 2:06 pm.
- Hagan | Carried |

D. Pryor
Vice-Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

November 4, 2025

Prairie South School Division Office, Moose Jaw

AGENDA ITEM

Meeting Date:	November 4, 2025	Agenda Item #:	5.1
Topic:	School and Division Improvement Accountability Report		
Intent:	☒ Decision	☐ Discussion	☐ Information

Background:	This report was presented to the Student Outcomes Committee on October 28, 2025. The report is focused on school and division improvement, specifically the Learning Improvement Plans for the 2024-25 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, Dustin Swanson, Jennifer Prokopetz	October 28, 2025	School and Division Improvement Accountability Report

Recommendation:

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

2025-26 School and Division Improvement Accountability Report

November 2025

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.

Strategic Plan (Four-Year Objectives)

Skills & Knowledge

- Develop and implement a system responsive to achieve academic targets
- Achieve 90%+ of students graduating
- Increase reading/writing/math proficiency

Connection & Relationships

- Develop and administer a yearly SCC engagement plan

Inclusive, Safe & Welcoming

- Increase attendance rate to 90%+
- Increase positive sense of belonging for students

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.
- ❖ Staff regularly review the progress of the LIP, 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.
- ❖ The LIP template allows schools to view latitudinal and longitudinal student data.

➤ Learning Improvement Plans

NOTE: Some schools had multiple goals.

❖ Focus of Student Academic Goal:

Reading Goal	24 Schools	(down 4 from 2023-24)
Writing Goal	10 Schools	(same as 2023-24)
Math Goal	16 Schools	(up 4 from 2023-24)

❖ Focus of Student Well-being Goal:

Belonging/Wellbeing	13 Schools	(down 8 from 2023-24)
Attendance	7 Schools	(new in 2024-25)
IERF	8 Schools	(new in 2024-25)
Other (Credit Attainment/RTI/Behavior)	6 Schools	(down 2 from 2023-24)

- ❖ Most LIPs show improved growth with 37 (up 6 from the previous year) of 84 LIPs meeting their targeted goal.

➤ **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**

- ❖ Three SCC Parent presentations were organized in 2024-25. The presentations were held in Eyebrow, Moose Jaw, and Rockglen in late October and early November 2024. The presentations focused on sharing the board's strategic plan and their strategic imperative which is Student Attendance. We shared Prairie South Schools #YourPresenceMatters Campaign, and discussed research supporting the importance of student attendance, and the impact lack of attendance has on student learning and wellness. School Community Council members were able to connect with each other and share ideas around supporting school attendance in our schools and communities.
- ❖ A second area of focus for these presentations was Jonathan Haidt's research regarding screen time and social media and the impact they have on our youth. Concepts from his book "The Anxious Generation" provided some fantastic discussion amongst parents regarding the challenges raising youth in today's world of changing technology. Following these presentations 6 of our school communities hosted a subsequent presentation open to all parents and community members to continue the conversation.
- ❖ Examples of community and family engagement at the school level included:
 - Rouleau School engaged in a 6 week tech free challenge with their entire school population. Students left their technology at school or left it in a safe space so they could enjoy their day connecting with each other face to face. They also shared

- community challenges to spend time together as families doing fun activities outdoors during May and June.
 - Rockglen community put a large #YourPresenceMatters sticker on the rink's Zamboni. Spectators and athletes saw the message that being present at school is incredibly important in their community.
 - Prince Arthur School hosted a parent evening for families to discuss challenges they face around managing their child's technology. They invited the MJ Police Services School Liaison Officer to discuss the current situation related to youth and online activity, as well as an Advocacy and Behaviour Consultant to discuss impacts of screen time on the brain.
- ❖ SCC members attended our Learning Improvement Plan (LIP) Planning Sessions at the start of the year, and SCC chairs sign off on all school plans. LIPs are then reviewed and revised with SCCs on a bi-monthly basis. One of the challenges with this work is that SCC members can feel hesitant on exactly how to support learning initiatives. However, we feel that in Prairie South that as we engage our SCCs in this work, there continues to be increased comfort and success supporting learning in our schools. Some examples of this from the 2025-26 school year include:
- Coronach School SCC worked with the greater community to purchase books for students to take home over the Christmas holidays. SCC members as well as business owners and other community members engaged in the delivery of the books, promoting the importance of reading every day.
 - Westmount School hosted Family Literacy Day on January 27th and invited parents and family members to participate in a variety of activities throughout the school with a focus on reading and writing.
 - Mortlach School SCC hosted a Breakfast and Books event. Students wrote invitations to the guest of their choice and met with that person for muffins and reading to start the day.
 - Many of our SCCs supported and coordinated welcome back activities as part of school belonging goals. They hosted backpack drop off nights and many celebrations throughout the year to support student wellness and belonging.

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)	2022-23	2023-24	2024-25
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	2022-23	2023-24	2024-25
# 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)

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

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

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

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

AGENDA ITEM

Meeting Date:	November 4, 2025	Agenda Item #:	5.2
Topic:	Monthly Tender Report		
Intent:	☒ Decision	☐ Discussion	☐ Information

Background:	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: - 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:	This tender report covers the period from October 1, 2025 to October 31, 2025. The following competitive bids were awarded during the reporting period: - A tender was posted to SaskTenders for Facility Operator Services at Assiniboia 7th Avenue School. The tender was awarded to Macarenas Cleaning Limited for \$244,113 for a 3-year term. - A tender was posted to SaskTenders for Facility Operator Services at Assiniboia Elementary School. The tender was awarded to Beaton Enterprises for \$243,331 for a 3-year term.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	October 27, 2025	• n/a

Recommendation:

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

AGENDA ITEM

Meeting Date:	November 4, 2025	Agenda Item #:	5.3
Topic:	Bengough School Community Council Constitution Changes		
Intent:	☒ Decision	☐ Discussion	☐ Information

Background:	<i>The Education Act (1995)</i> requires that School Community Councils maintain an updated constitution. Board Policy 16 requires that updates to SCC constitutions be approved by the Board of Education.
Current Status:	The Bengough School Community Council has completed a review of their constitution.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	The October 2025 Bengough School Community Council Constitution is in alignment with <i>The Education Act (1995)</i> and Board Policy 16.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Jennifer Prokopetz	October 21, 2025	Bengough School SCC Constitution October 2025

Recommendation:

That the Board approve the revised Bengough School Community Council Constitution dated October 2025.



Bengough School Community Council Mission Statement

Encouraging and supporting excellence within a community of lifelong learners.

Bengough School Community Council Guiding Principles

- Representative – The Bengough School Community Council will strive through their membership and their actions to be representative of all of our students attending the school.
- Inclusive- The Bengough School Community Council will recognize that all members of our school communities can make a difference in the learning success of our children and youth
- Respectful- The Bengough School Community Council will understand that the school's communities are complex environments and will strive to appreciate all viewpoints.
- Trustworthy- The Bengough School Community Council will conduct their affairs in an open and transparent manner. The Bengough School Community Council will honour the right to privacy of individuals and treat all information they are privy to with appropriate discretion and sensitivity
- Responsible- The Bengough School Community Council will make every effort to respond to the needs and aspirations of all members of our school community. The Bengough School Community Council will regularly consult with students, parents, community members, the Board of Education, the school Principal, school staff and others. In addition to this, the Bengough School Community Council will respond to requests for guidance and direction, by the Prairie South School Division No. 210 Board of Education, the school Principal and other community agencies and organizations that support our children and youth.
- Effective- The Bengough School Community Council will focus our attention and efforts that make a difference in student learning and well-being. Keeping in mind our understandings of our unique school community, the Bengough School Community Council will align

our work with provincial and Prairie South School Division No. 210 goals and initiatives related to student learning and well-being outcomes.

- Committed- The Bengough School Community Council is committed to fulfilling our role as a vital link in school level governance. The Bengough School Community Council will evaluate our performance regularly, take advantage of opportunities to build our capacity and account to the public we represent and the Board of Education on our progress.

Membership

Representative Membership

The Bengough School Community Council will have the following Representative Members:

- 5 - 9 parent and community members elected at the Annual General Meeting and serve a 2 year term
- (2) secondary student(s)

Permanent Members

The School Community Council will have the following Permanent Members:

- The School Principal
- A teacher, who serves a two year term
- Other Non-voting Permanent Members that serve a 2 year term at the Bengough School Community Council's discretion

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Bengough School Community Council Roles and Responsibilities of Officers

Chairperson

The Chairperson will:

- Conduct meetings of the Bengough School Community Council;
- Ensure that all members have input to discussion and decisions;
- Prepare meeting agendas in consultation with the Principal and other Bengough School Community Council Members;
- Oversee operations of the Bengough School Community Council;
- Establish networks that support the Bengough School Community Council; and,
- Act as a spokesperson for the Bengough School Community Council.

The Vice-Chairperson will:

- Support the Chairperson in his/her duties, taking over when the Chairperson is unable to attend; and,
- Perform responsibilities assigned by the Chairperson.

The Secretary will:

- Take minutes at the Bengough School Community Council meetings;
- Receive and send correspondence on behalf of the Bengough School Community Council ;
- Oversee management of the official records of the Bengough School Community Council; and
- Ensure that appropriate notice is given for all meetings of the Bengough School Community Council.

The Treasurer will:

- Manage the finances of the Bengough School Community Council using procedures outlined in AP 112 – School Community Councils - Finances

Bengough School Community Council Schedule of Meetings

- The Bengough School Community Council will meet on the **first Wednesday of every month with the meeting to start at 6:00 (with an option to change to 7:00 if that works better for the members)**
- **The AGM and the Bengough School** Community Council election will be held **during** April, prior to April 30.

Bengough School Community Council Provision for Special Meetings

- A special meeting of the Bengough School Community Council shall be called by the chair of the Bengough School Community Council if required to do so by the Prairie South School Division No. 210 Board of Education or by a request in writing signed by no fewer than 25 persons who have a child attending Bengough School or who are electors living in Bengough School's attendance area. Only business pertaining to the roles and responsibilities of the Bengough School Community Council can be considered at a special meeting. The Bengough School Community Council will determine the time and place of the Special Meeting.

Bengough School Community Council Means of Public Consultation

The Bengough School Community Council may use various forms communications to consult with the Bengough School Community, such as:

- Mailed and/or Email Questionnaires
- Face-to-Face Interviews/Questionnaires; and
- Public Meetings
- Bengough School Facebook page

Bengough School Community Council Means of Public Communication

The Bengough School Community Council may use various methods of communicating with the Bengough School Community, such as:

- Bengough Bulletin
- Bengough School Facebook Page
- Email
- Face-to Face Communication
- Public Meetings
- Edsby

Bengough School Community Council Code of Conduct

A Bengough School Community Council Member shall:

- Be guided by the overall vision and purpose of the Bengough School Community Council
- Practice the highest standards of honesty and integrity.
- Recognize and respect each member of the Bengough School Community Council.
- Encourage a positive atmosphere where individual contributions are encouraged and valued.
- Contribute to consensus building.
- Consider the best interests of all students.
- Use the appropriate communication channels when questions or concerns arise.
- Declare any conflict of interest.
- Endeavour to be familiar with Bengough School and Prairie South School Division No. 210 policies and operating practices and act in accordance with them.

Bengough School Community Council Code of Ethics

As a Member of Bengough School Community Council, Members shall:

- Be guided by the mission, guiding principles and goals of the Bengough School Community Council;
- Know and work toward the vision for Bengough School;
- Endeavor to be familiar with school policies and operating practices and act in accordance with them
- Practice the highest standards of honesty, accuracy, integrity and truth;
- Encourage a positive atmosphere where individual contributions are encouraged and valued;
- Recognize and respect the personal integrity of each member of the Bengough School community;
- Apply democratic principles;
- Consider the best interests of all students;
- Respect and maintain the confidentiality of student, parent and community member information;
- Limit discussions at Bengough School Community Council meetings to matters of concern to the school community as a whole;
- Use the appropriate communication channels when questions or concerns arise;
- Promote high standards of ethical practice within the Bengough School community;
- Accept accountability for the decisions of Bengough School Community Council;
- Declare any conflict of interest.

Bengough School Community Council Decision-Making Process

- Decisions by the Bengough School Community Council will be made with using a majority vote model. For a vote on a decision to pass the number in favor must be a majority of all elected Bengough School Community Council members.

Bengough School Community Council Complaints and Concerns Procedures

Complaints or Concerns about Bengough School Community Council Initiatives or Activities

a. Informal Complaints or Concerns

Provided Bengough School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about Bengough School Community Council initiatives or activities expressed informally to members of the Bengough

School Community Council may be addressed immediately by the Member. If a member is unsure of the appropriate response, s/he should say so but indicate that s/he will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern, the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the Bengough School Community Council in a more formal manner.

b. Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the Bengough School Community Council by addressing the concern in writing to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the Bengough School Community Council at an upcoming meeting. The Bengough School Community Council will provide a written response regarding how they have or will address the concern or complaint.

Complaints or Concern about an Individual Student or Staff Member

Any matter concerning an individual student or staff member must be directed to the staff member or Principal. It is not the responsibility of the Bengough School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. For any concerns referring to an individual student or staff member refer to Prairie South School Division No. 210 Board of Education Administrative Policy 152- Student and Parent Complaints and Grievances.

Bengough School Community Council Methods for Evaluation of Operations

Bengough School Community Council Formal Evaluation Methods

The Bengough School Community Council shall perform a minimum of one formal evaluation of the Bengough School Community Council Meetings using the “SCC Self-monitoring” survey provided by the Prairie South School Division No. 210.

Committees of Bengough School Community Council

The Bengough School Community Council will act in a coordination role for any committees that the Bengough School Community Council may create in the future to support the Bengough School Community Council and the school program.

Amending the Constitution of the Bengough School Community Council

The Bengough School Community Council may amend its constitution by sending suggestions for change in writing to the Prairie South School Division No. 210 Board of Education. Any suggestions for change put forward to the board must be first approved by 2/3 of the elected members of the Bengough School Community Council.

Chairman
Bengough S.C.C.

Secretary
Bengough S.C.C.

AGENDA ITEM

Meeting Date:	November 4, 2025	Agenda Item #:	7.1
Topic:	SSBA Proposed Bylaw Amendments and Resolutions Package – AGM 2025		
Intent:	☐ Decision	☐ Discussion	☒ Information

Background:	Attached is the Proposed Bylaw Amendments and Resolutions package for the upcoming SSBA AGM November 17, 2025.
Current Status:	Please refer to attachments.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	October 28, 2025	1) Email from SSBA dated October 23/25 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 2025
Attachments: 2025 Proposed Bylaw Amendments and Resolutions Revised.pdf; 2024 Position Statements.pdf; RULES OF PROCEDURE - Approved August 2025.pdf

From: Krista Lenius <KLenius@saskschoolboards.ca>
Sent: Thursday, October 23, 2025 5:09 PM
Subject: Proposed Bylaw Amendments and Resolutions Package - SSBA AGM 2025

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.

Good afternoon,

This email replaces the email that was sent out on October 22, 2025.

The Proposed Bylaw Amendments and Resolutions package has been updated to include a minor change to the wording in resolution 25-05 on page 17.

The email has also been amended to replace “compensation” with “composition”.

(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 and SSBA Senior Management)

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 17, 2025. 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. 10 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.

Please note that there were two proposed Bylaw Amendment motions regarding Executive composition submitted by Boards. Both cannot pass as there cannot be two different Executive composition approved for the Association. Please see the process that is set out on the Table of Contents page in the Proposed Bylaw Amendments and Resolutions package that will be followed at the AGM.

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 prior to the AGM. (More details on the training to follow.)

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 9:00 a.m. on November 17, 2025, so that the AGM is not interrupted after it has begun.

Krista Lenius
Executive Assistant

400-2631 28th Avenue Regina, SK S4S 6X3

Phone: 306-569-0750 Ext 120

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2025 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 17-18, 2025

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*There are two bylaw amendment motions before the Assembly regarding Executive composition. Both cannot pass as there cannot be two different Executive compositions approved for the Association. Therefore, the Chair will call for a show of hands on a procedural item to determine which of the two proposed bylaw amendment motions will be considered first. **The Chair will ask: If you wish to have Bylaw Amendment 25-01 considered first, please raise your hands. The Chair will then ask: If you wish to have Bylaw Amendment 25-02 considered first, please raise your hands.** If the Chair is able to determine a majority by show of hands on this procedural matter, then that bylaw amendment motion will be considered first. If the Chair is unable to declare a majority by show of hands, then the Assembly will use electronic voting for a formal procedural vote on which bylaw amendment motion to consider first. The electronic vote will be carried out in accordance with our Rules of Procedure (i.e., accredited voting delegates and weighted votes).*

With the procedural matter settled, the Chair will then proceed with the standard process as outlined in our Rules of Procedure. Members will be asked to debate and vote on the first proposed bylaw amendment as determined through the procedural settlement of this matter. Should the proposed bylaw amendment pass with 2/3 majority of the Assembly, the second proposed bylaw amendment will be ruled out of order for this Assembly. Should the first proposed bylaw amendment be defeated by the Assembly, then the second proposed bylaw amendment will be presented to the Assembly for debate and vote.

BUDGET RESOLUTION

Budget 20267

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BYLAW AMENDMENTS

Bylaw Amendment

25-01 Bylaw No. 4 Executive & Bylaw 4.1 Election to Executive

BE IT RESOLVED THAT Bylaw No. 4 Section 1(c) be amended by adding:

“Section” to (iv) so it reads (iv) Catholic Section, by deleting “Public” in (vi) so it reads (vi) Urban, and by adding “viii. Public Section” to the list of representatives currently on the Saskatchewan School Boards Association (SSBA) Executive, so the Bylaw will read as follow: “(c) one representative from each of the following constituencies: i. Northern; ii. Central; iii. Southern; iv. Catholic Section; v. Conseil scolaire fransaskois; vi. Urban; vii. Indigenous; viii. Public Section.”

BE IT ALSO RESOLVED that Bylaw No. 4.1.7 (1) be amended by adding “Section” to “Catholic” and by adding “Public Section” so it reads (1) Members of the Executive from constituencies, and an alternate from each constituency, except the Catholic Section, Public Section, and Conseil scolaire fransaskois, shall be elected by a majority of votes cast at an election in the constituency to be held during the annual general meeting.

BE IT ALSO RESOLVED that Bylaw No. 4.1.7 (4) be amended by adding “Section” to “Catholic” and by adding “Public Section” so it reads (4) The representative and alternate from each of the Catholic Section, Public Section, and Conseil scolaire fransaskois constituencies shall be elected or selected at a meeting of the constituency held no earlier than six weeks prior to the day of the annual general meeting.

BE IT ALSO RESOLVED that Bylaw No. 4.1.7 (7) (b) be amended by adding “Section” to “Catholic” and by deleting “Public” so it reads (b) representatives from the Catholic Section, Central, Urban and Indigenous constituencies elected in 2008 hold office for a term of two years, and in elections thereafter, for a term of two years.

BE IT ALSO RESOLVED that Bylaw No. 4.1.7 (7) be amended by adding (c) representatives from the Public Section constituency will be elected in 2026 and will hold office for a term of two years, and in elections thereafter, for a term of two years.

BE IT ALSO RESOLVED that Appendix A be amended by deleting in its entirety and replacing it as follows:

(1) Northern constituency:

Northern Lights School Division No. 113

Ile-a-la Crosse School Division No. 112

Creighton School Division No. 111

(2) Central constituency:

Conseil des écoles fransaskoises No. 310

Horizon School Division No. 205

Light of Christ Roman Catholic Separate School Division No. 16

Living Sky School Division No. 202

North East School Division No. 200

Northwest School Division No. 203

Prairie Spirit School Division No. 206

Prince Albert Roman Catholic Separate School Division No. 6

Saskatchewan Rivers School Division No. 119

(3) Southern constituency:

Chinook School Division No. 211

Christ the Teacher Roman Catholic Separate School Division No. 212

Good Spirit School Division No. 204

Holy Family Roman Catholic Separate School Division No. 140

Holy Trinity Roman Catholic Separate School Division No. 22

Prairie South School Division No. 210

Prairie Valley School Division No. 208

South East Cornerstone School Division No. 209

Sun West School Division No. 207

(4) Catholic Section constituency: Boards of education who are members of the Catholic Section.

(5) Conseil scolaire fransaskois constituency: Conseil des écoles fransaskoises No. 310

(6) Urban constituency:

Lloydminster Roman Catholic Separate School Division No. 89

Lloydminster School Division No. 99

Regina School Division No. 4

Regina Roman Catholic Separate School Division No. 81

Saskatoon School Division No. 13

St. Paul's Roman Catholic Separate School Division No. 20

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

(8) Public Section constituency: Boards of education who are members of the Public Section.

**Christ the Teacher Catholic School Division
Greater Saskatoon Catholic Schools (St. Paul's R.C.S.S.D. No. 20)
Holy Family Catholic School Division
Holy Trinity Catholic School Division
Light of Christ Catholic School Division
Lloydminster Catholic School Division
Prince Albert Catholic School Division
Regina Catholic School Division**

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

Sponsor's Rationale:

SSBA executive composition has been reviewed by the SSBA through a Working Advisory Group (WAG) in 2020 and the question continues to come forward to the annual general assembly in 2016, 2018 and 2024 with no resolution to the matter. This motion attempts to address previous requests to add "Public" representation as well as not reduce Catholic representation. There are two main parts of this motion:

- 1) Add one Executive member by creating a new Public Section.
- 2) Allow Catholic School trustees within their geographical constituencies to put forward their names to represent their constituencies.

Cost of this Bylaw Amendment:

With the addition of a Public Section representative to the SSBA Executive, there would be associated costs for attending Executive meetings. The SSBA has suggested that the cost for an executive member is estimated at \$15,000 per year.

Bylaw Amendment 25-01 Bylaw No. 4 Executive & 4.1 Executive Elections	For: Against:	Abstain:	CD DEF	%
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Bylaw Amendment

25-02 Bylaw No. 4: Executive and Bylaw No. 4.1 Election of Executive

BE IT RESOLVED that Bylaw No. 4 Section 1(c) be amended by adding “viii. Public” to the list of representatives currently on the Saskatchewan School Boards Association (SSBA) Executive, so the Bylaw will read as follows: “(c) one representative from each of the following constituencies:

- i. Northern;
- ii. Central;
- iii. Southern;
- iv. Catholic;
- v. Conseil scolaire fransaskois;
- vi. Urban Public;
- vii. Indigenous;
- viii. Public.”

BE IT FURTHER RESOLVED that Bylaw No. 4.1.7 (1) be amended by adding Public so that it reads as follows:

“(1) Members of the Executive from constituencies, and an alternate from each constituency, except the Catholic, Conseil scolaire Fransaskois and Public, shall be elected by a majority of votes cast at an election in the constituency to be held during the annual general meeting.

BE IT FURTHER RESOLVED that Bylaw No. 4.1.7 (4) be amended by adding Public such that it reads as follows:

“(4) The representative and alternate from each of the Catholic, Conseil scolaire Fransaskois, and Public constituencies shall be elected or selected at a meeting of the constituency held no earlier than six weeks prior to the day of the annual general meeting.

BE IT FURTHER RESOLVED that Bylaw No. 4.1.7 (7) be amended by adding (c) representatives from the Public constituency will be elected in 2026 and will hold office for a term of two years, and in elections thereafter, for a term of two years.

BE IT FURTHER RESOLVED that Appendix A be amended by adding “(8) Public constituency”, so it will read as follows:

“(8) Public constituency:

**Chinook SD No. 211
Creighton SD No. 111**

Good Spirit SD No. 204
Horizon SD No. 205
Living Sky SD No. 202
Lloydminster SD No. 99
North East SD No. 200
Northwest SD No. 203
Prairie South SD No. 210
Prairie Spirit SD No. 206
Prairie Valley SD No. 208
Regina SD No. 4
Saskatchewan Rivers SD No. 119
Saskatoon SD No. 13
South East Cornerstone SD No. 209
Sun West SD No. 207”

Horizon School Division No. 205
Chinook SD No. 211
Creighton SD No. 111
Good Spirit SD No. 204
Lloydminster SD No. 99
North East SD No. 200
Northwest SD No. 203
Prairie South SD No. 210
Prairie Valley SD No. 208
Regina SD No. 4
Saskatchewan Rivers SD No. 119
Saskatoon SD No. 13
South East Cornerstone SD No. 209
Sun West SD No. 207

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

Sponsor’s Rationale:

Currently, the SSBA executive has representation from seven constituencies. Among those seven, three constituencies explicitly represent the interests of a specific entity with a distinctive position or unique legal status including the Catholic Constituency, the CSF Constituency and the Indigenous Constituency. The distinctive position of the Public Section is not currently represented on the SSBA Executive. Including a formal representative from the Public Section would support an inclusive executive where all constituency voices are present and valued on the SSBA Executive. The Public Section representative would provide the perspective from their constituents, members of Public Section, in the same way as other constituencies are represented on the SSBA Executive.

Cost of this Bylaw Amendment:

With the addition of a Public Section representative to the SSBA Executive, there would be associated costs for attending Executive meetings. The SSBA has previously suggested that the cost for an executive member is estimated at \$15,000 per year.

Bylaw Amendment 25-02 Bylaw No. 4 Executive & 4.1 Executive Elections	For: Against:	Abstain:	CD DEF	%
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BUDGET RESOLUTION

Budget 2026 **BE IT RESOLVED** that the Association's 2026 annual operating expense budget of \$3,523,900 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 a balanced operational budget with a \$57,000 or 2.25% increase to membership fees for 2026 for inflationary increases.

This budget supports the SSBA Strategic Plan for 2026 and maintains focus on advocacy, services and board development that are responsive to the needs and priorities of our members. This budget recognizes the value of maintaining the existing services, staff performance and inflationary pressures for supplies and external services.

In addition to the operating expense budget, the Association anticipates utilizing \$35,000 from reserves to fund expenditures for the upcoming provincial bargaining scheduled to start in 2026.

BUDGET RESOLUTION Budget 2026	For: Against:	Abstain:	CD DEF	%
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RESOLUTIONS

AGM 25-01 BE IT RESOLVED, that the Saskatchewan School Boards Association (SSBA) create an independent Working Advisory Group (WAG) of no more than 10 individuals made up of a cross-representation of volunteer Board members and no more than 3 staff members nominated by their constituency (Catholic, Central, Northern, Southern, and Urban Public constituency) from Boards that do not have a SSBA Executive member as a member of their Board by December 1, 2025. Each member of the WAG has a duty to act in the boards' interests and maintain confidentiality.

The WAG's purpose is to:

- Have its inaugural meeting by December 31, 2025 to develop and implement a comprehensive and anonymous Member Feedback Survey to evaluate member experience and satisfaction regarding SSBA's services;
- be distributed to all Member Boards by mid-February, 2026;
- Provide a detailed report of the survey results to all Member Boards in advance of the SSBA's April 2026 Assembly; and
- Utilize the survey to recommend actions to all Member Boards by late June 2026 so the actions including Bylaw Amendments and Resolutions may be considered for implementation at the SSBA's Autumn 2026 Assembly.

Chinook S.D. No. 211

(Note: This Resolution relates to Position Statement 1.2 Local Governance of Education and Position Statement 3.1: Education Investment.)

Sponsor's Rationale:

The Saskatchewan School Boards Association (SSBA) is created by private statute, *An Act to incorporate Saskatchewan School Boards Association*¹ to serve its members. The members recognize the importance of continually assessing and improving the quality of services provided by the SSBA. Member satisfaction is a key indicator of the SSBA's effectiveness and relevance, and to ensure the SSBA is aligned with its statutory mission. As a result, this Resolution proposes an independent, comprehensive and anonymous Member Feedback Survey to evaluate member experience and satisfaction regarding SSBA's services.

¹ An Act to incorporate Saskatchewan School Boards Association is available at: <https://publications.saskatchewan.ca/#/products/22846>

The Resolution suggests the survey, its results and recommended actions to be conducted by defined timeframes so that the members may develop Bylaw Amendments and/or Resolutions in time for SSBA's autumn 2026 Annual AGM.

The Saskatchewan School Boards Association (SSBA) currently commissions a third-party review of its services every 5 years. While this process is intended to ensure some level of objectivity, the review is directed by the SSBA Executive, which still can create a perception of bias, as the Executive provides direction for information collection and analysis. The intention of this Resolution is to create a fully independent WAG free of conflict of interest, bias or perception of bias by excluding SSBA Executive members and their respective Boards from participation on the WAG. When selecting Board members from Catholic, Central, Northern, Southern, and Urban Public constituencies and no more than 3 Board staff members for the WAG, each constituency is encouraged to consider whether its selected WAG members and staff's skillset would be appropriate for survey development and analysis and the development of recommendations and actions. The WAG may need to consult with external experts if necessary. The WAG may meet in person, hybrid or virtually to reduce costs.

The Member Feedback Survey must be designed to ensure inclusiveness, anonymity, and data integrity by individual members. The results of this Survey must be used to guide strategic planning, improve service delivery, and enhance member engagement and satisfaction across all identified SSBA service areas and responsibilities. The Survey would not be extended to Affiliate Members, Honorary Members or Honorary Life Members.

Questions that should be considered by the WAG for Member Feedback Survey development relate to the purpose and value of SSBA's operations:

- General Administrative Services – feedback is needed regarding efficiency, accessibility, responsiveness, and quality of member support;
- Core Services – including Indigenous Education; Communications & Strategic Services; Corporate Services (including group procurement); Employee Benefits; Insurance, Legal Services, Employee and Labour Relations. Feedback is needed on the scope of service of each core service area as described by the SSBA for each area's clarity, value, process, timeliness, relevance, accessibility, effectiveness, communication, and member support;
- Advocacy – feedback is needed to consider the SSBA's effectiveness in representing member interests to external stakeholders and decision-makers;

- Board Development – feedback is needed to consider member perceptions of transparency, accountability, and inclusiveness in board and leadership activities including Board and Director of Education evaluations;
- Policy Support – feedback is needed regarding quality, timeliness, and relevance of policy development, guidance, and implementation assistance provided to members.

Cost of this resolution:

Medium Cost –\$1,000 - \$10,000

Resolution AGM 25-01 Re: Member Feedback Survey WAG	For: Against:	Abstain:	CD DEF	%
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AGM 25-02 BE IT RESOLVED THAT the Saskatchewan School Boards Association advocate to the University of Saskatchewan and the University of Regina to increase pre-service teacher education support in the areas of curriculum design, literacy instruction, differentiated instruction and assessment; ensuring that future educators are equipped with the foundational skills and pedagogical strategies necessary to meet the diverse learning needs of Saskatchewan students.

**Prairie Valley S.D. No. 208
South East Cornerstone S.D. No. 209**

(Note: This resolution relates to Position Statement 2.1 Student Achievement; Position Statement 2.5 Inclusive Education; Position Statement 3.1 Education Investment; Position Statement 3.3 Education Equity.)

Sponsor's Rationale:

Strong literacy skills and the ability to differentiate instruction are critical components of effective teaching and inclusive education. As classrooms become increasingly diverse in terms of language, ability, and learning styles, it is essential that new teachers enter the profession with robust training in these areas.

Currently, school divisions are investing significant resources in professional development to address gaps in literacy instruction and differentiated teaching practices among new educators. By enhancing pre-service teacher education in these domains, universities can better align with the needs of K–12 classrooms and reduce the burden on school divisions to provide foundational training post-hire.

Increased university-level support could include:

- Expanded coursework and practicum experiences focused on evidence-based literacy instruction.
- Knowledge and practical understanding of Saskatchewan curriculum design.
- Integration of differentiated instruction and assessment strategies across subject areas and grade levels.
- Collaboration with school divisions to ensure alignment between university programs and classroom realities.

This resolution supports a proactive approach to teacher preparation, ensuring

that all students—regardless of background or ability—have access to high-quality, responsive instruction from the first day of school.

Cost of this resolution:

Low Cost – < \$1,000

Resolution AGM 25-02 Re: Increase Pre-Service Teacher Education within Literacy Instruction and Differentiated Instruction	For: Against:	Abstain:	CD DEF	%
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AGM 25-03 BE IT RESOLVED THAT the Saskatchewan School Boards Association advocate to the Government of Saskatchewan for dedicated funding to use at the discretion of each school division and to support each school division in meeting the requirements of *The Accessible Saskatchewan Act* and commitment made in each school division's respective accessibility plan.

**North East S.D. No. 200
Chinook S.D. No. 211
Prairie Valley S.D. No. 208**

(Note: This resolution relates to Position Statement 2.3 Digital Literacy and Citizenship; Position Statement 2.5 Inclusive Education; Position Statement 3.1 Education Investment; Position Statement 3.2 Infrastructure Funding; Position Statement 3.3 Education Equity.)

Sponsor's Rationale:

The Accessible Saskatchewan Act came into force on December 3, 2023. It establishes a framework to remove and prevent barriers, ensuring persons with disabilities can fully participate in schools, workplaces, and communities. The Act applies to all Saskatchewan school boards, which are required to develop and publish their first Accessibility Plan by December 3, 2025. Plans must be updated at least once every three years. Accessibility Plans must address barriers in priority areas including the built environment, information and communications, employment, transportation, service animals, procurement and service delivery.

While boards are currently preparing accessibility plans and may be engaging in consultations to be published no later than December 3, 2025, the costs associated with implementing accessibility plans and compliance with Saskatchewan's regulations setting accessibility standards addressing could be significant. Without dedicated funding, compliance with this Act risks diverting resources from classroom learning and student supports. Costs associated with implementing accessibility plans and compliance with Saskatchewan's accessibility standards could include:

- Upgrading school yards and playgrounds to remove and prevent barriers and/or meet Saskatchewan's accessibility standards;
- Upgrading schools and central offices to remove and prevent barriers and/or meet Saskatchewan's accessibility standards;
- A consultant to support the school division to review its accessibility plan at least once every 3 years; and
- A consultant for information and communications to make the school division's digital content more accessible.

Cost of this resolution:

Low Cost - <\$1,000

This resolution requires advocacy work in the usual course of the SSBA's meetings with the Minister.

Resolution AGM-25-03 Re: Funding to support Implementation of <i>The Accessibility Saskatchewan Act</i>	For: Against:	Abstain:	CD DEF	%
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AGM 25-04 **BE IT RESOLVED THAT** the Saskatchewan School Boards Association direct the appropriate committee or working advisory group to create a comprehensive Policy Advisory Document on Artificial Intelligence in Education, which will include but will not be limited to:

- Set guiding policy considerations for ethical and effective use of AI in education
- Define policy considerations related to equity, access and student data privacy.
- Provide framework for member boards to adapt and apply AI policy within their local contexts.
- Include a review process so the document remains current as technologies evolve.

South East Cornerstone S.D. No. 209

(Note: This resolution relates to Position Statement 2. The Education Program as well as Position statement 3.3 Education Equity)

Sponsor's Rationale:

Artificial intelligence is rapidly shaping educational practices for educators and students. While these technologies present exciting opportunities for innovation and improved learning outcomes, they also raise significant concerns related to ethics, equity, student privacy, data security and the professional standards for educators.

Without clear policy guidelines, the use of AI risks being inconsistent, inequitable and reactive rather than proactive. Policy advisory documents help ensure that member boards and institutions have a shared framework for decision-making, grounded in best practices and ethical principles. They provide:

- **Clarity:** helping stakeholders understand the boundaries and responsibilities around AI use.
- **Consistency:** supporting coherent approaches across board tables, classrooms, schools and systems.
- **Protection:** safeguarding of students, staff, and institutions from misuse or unintended harm
- **Preparedness:** allowing member boards to respond confidently to rapid technological change rather than reacting in a crisis.
- **Collaboration:** creating a common foundation for dialogue with policymakers, technology providers and the wider community.

By developing a policy advisory document, the Saskatchewan School Boards Association equips its members with practical tools to navigate AI responsibly, ensuring technology serves learning while upholding equity and ethical standards.

Cost of this resolution:

Medium Cost – < \$1,000 - \$10,000

Resolution AGM 25-04 Re: Development of a Policy Advisory Document on Artificial Intelligence in Education	For: Against:	Abstain:	CD DEF	%
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AGM 25-05 BE IT RESOLVED THAT the Saskatchewan School Boards Association advocate for the government to publicly report on an annual basis by year, on a ten year rolling basis, for each school division:

(a) the amount of Education Tax collected within the geographic boundaries of each school division;

(b) total Ministry of Education operating and capital funding, shown separately and in total; and,

(c) the amount of Education Tax collected within the geographic boundaries of the division as a percentage of total operating and capital funding provided to the division.

Regina S.D. No. 4

(Note: This Resolution relates to Position Statement 3.1, Education Investment, specifically point 3 Transparency and Accountability.)

Sponsor's Rationale:

Based on the Johnson Shoyama Policy Paper: *Public Money, Private Priorities: Impact of Education Policy Shifts on Democracy, Equity, and Local Governance in Saskatchewan*, by Michelle Bussière-Prytula, JSGS Associate Professor, University of Saskatchewan and Arisha Jamil Ahmad, Legislative Auditor, Provincial Auditor of Saskatchewan

<https://www.schoolofpublicpolicy.sk.ca/documents/research/policy-briefs/jsgs-policypaper- public-money-education-final.pdf>.

The paper makes four recommendations to restore accountability and public trust in Saskatchewan's education system. This resolution begins to address recommendation number two by transparently showing the amount of Education Tax collected in a school division's geographic area annually, how the Education Tax collected compares to the amount of operating and capital funding the school division received on a percentage basis, and how that percentage has changed over a 10-year period.

Recommendation two in the policy paper states:

2. Require Full Transparency on Education Tax Revenues

Taxpayers deserve to know where their money goes, or whether it actually supports public education.

Today, education property taxes are collected under the promise that they fund local schools, but those funds are quietly redirected into the province's General Revenue Fund. There is no breakdown, no regional reporting, and no way for

the public to know how much of its money paid in education property tax actually goes to education. This isn't just a gap in reporting, but instead it's a decision to keep the public in the dark. It gives the impression of a government that prefers to obscure financial decisions rather than be held accountable for them.

What must happen: This government must mandate annual public reporting that shows how much education tax is collected within a geographic division, where it is spent, and what percentage is reinvested in local schools. Dedicated education accounts must be created within the GRF to prevent diversion and restore public confidence.

Cost of this resolution:

Low Cost – < \$1,000

There is minimal likelihood of the resolution action resulting in unanticipated costs for boards of education and/or the SSBA as the cost factors of the resolution are generally known and this information is already compiled.

Resolution AGM 25-05 Re: Public report on Education Funding	For: Against:	Abstain:	CD DEF	%
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AGM 25-06 WHEREAS *The Accessible Saskatchewan Act* applies to Boards of Education to require them to remove and prevent barriers to individuals who are in or interacting with the Boards;
AND WHEREAS who are in or interacting with the Boards include students, staff, volunteers, and the community;
AND WHEREAS this Act permits the Lieutenant Governor in Council to make regulations to create accessibility standards respecting the identification, removal or prevention of barriers affecting the built environment, transportation and service delivery;
AND WHEREAS the Saskatchewan Accessibility Office (SAO) is under the purview of Saskatchewan's Ministry of Social Services;
BE IT RESOLVED that the Saskatchewan School Boards Association advocate with the Saskatchewan Association of School Business Officials to the SAO and the Ministries of Education and Social Services for the development of regulations grandfathering the Boards' aged infrastructure until the Province of Saskatchewan provides adequate and dedicated funding for accessible infrastructure renewal that is separate and apart from the Ministry's 3-year Preventative Maintenance and Renewal (PMR) Plan and funding for Ongoing Operation and Maintenance.

North East S.D. No. 200
Prairie Valley S.D. No. 208

(Note: This Resolution relates to Position Statement 3.1 Education Investment; Position Statement 3.2 Infrastructure Funding; Position Statement 3.3 Education Equity.)

Sponsor's Rationale:

According to Statistics Canada's *Age of Education Infrastructure Report*,² the service life of education buildings is estimated at about 40 years. This 2009 report identified that the average age of Saskatchewan's education infrastructure exceeded the national average.

Aging school facilities were generally not designed to meet current expectations and statutory obligations regarding accommodation of students and staff under The Saskatchewan Human Rights Code, 2018 nor under the new Accessible Saskatchewan Act and its anticipated Accessible Standards in regulations. Historically, each Board of Education typically responded to an individual's needs to be accommodated under The Saskatchewan Human Rights Code, 2018 on an individualized basis so that specific infrastructure was retrofitted to accommodate that individual student(s) and/or staff member(s).

² See Statistics Canada's *Age of Education Infrastructure Report* published September 2009 and available at <https://www150.statcan.gc.ca/n1/pub/11-621-m/2009081/part-partie1-eng.htm> accessed online on September 19, 2025.

The Accessible Saskatchewan Act came into force on December 3, 2023. It establishes a framework to remove and prevent barriers, ensuring persons with disabilities can fully participate in schools, workplaces, and communities. The costs associated with implementing accessibility plans and compliance with Saskatchewan’s regulations setting Accessibility Standards could be significant. Some Board of Education infrastructure is so old that full retrofitting is not financially or structurally feasible.

Saskatchewan Boards of Education do not have the ability to raise education property tax mill rates to increase funding to comply with obligations under *The Accessible Saskatchewan Act*. Without dedicated funding, compliance with this Act and regulations setting Accessibility Standards risk diverting resources from classroom learning and student supports. Costs associated with compliance with Saskatchewan’s Accessibility Standards could include:

- Upgrading school yards and playgrounds to remove and prevent barriers to meet Saskatchewan’s anticipated accessibility standards;
- Upgrading schools, central offices, parking lots, school buses and their facilities to remove and prevent barriers to meet Saskatchewan’s anticipated accessibility standards; and
- Updating the school division’s information and communications infrastructure (including electronic devices) to meet Saskatchewan’s anticipated accessibility standards.

Cost of the Resolution:

Low Cost - <\$1,000

This resolution requires advocacy work in the usual course of the SSBA’s meetings with the Minister of Education. This resolution would also require the SSBA to extend its advocacy work to the Ministry of Social Services and the SAO.

Resolution AGM-25-06 Re: Implementation of The Accessible Saskatchewan Act and Accessible Standard Regulations	For: Against:	Abstain:	CD DEF	%
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AGM 25-07 BE IT RESOLVED the Saskatchewan School Boards Association advocate to the Government of Saskatchewan to:

- **Provide full transparency on the allocation and redistribution of Section 16 tuition funding amounts withheld from school divisions; and**
- **Ensure the federal funding amounts remain with and are reinvested in First Nations and Métis students enrolled in publicly funded school divisions, in order to support equity of opportunity and success for all students.**

North East S.D. No. 200

(Note: This resolution relates to Ensuring that Section 16 funding from the federal government remains with and is reinvested in First Nations and Métis students within publicly funded school divisions, in order to support equitable opportunities, culturally responsive education, and improved outcomes in line with Inspiring Success and the IERF goals.)

Sponsor's Rationale:

Section 16 of *The Education Regulations, 2019* outlines how tuition fees are calculated for students who are not provincially funded, such as students residing on-reserve but attending a publicly funded school board. For example, in 2023–24 the Section 16 amount in the North East School Division was \$13,107 per student.

Currently, the province deducts the total Section 16 amount from the division's allocation and then redistributes funding through the provincial operating grant formula (based on enrollment, intensive supports, school space, geographical factors, etc.). However, it remains unclear what happens to the difference between the Section 16 amount and the provincial redistribution. The incremental increase in the operating grant for the additional on-reserve students is less than the tuition fee calculated. This lack of transparency raises concerns about whether resources intended to support First Nations and Métis students remain with those students in publicly funded education boards.

- The incremental operating grant or the operating grant received for each additional student is different from the per student operating grant amount.
 - The per student funding for a school division = total operating grant/student enrolment.
 - Incremental student funding = funding for the school division when one student is added.
 - The two are not the same because there are several calculations in the operating grant that are not based on the number of students enrolled at the school division.

- E.g. Administration factor provides approximately \$513,000 per school division, instructional resources provides approximately \$77,800 per school – both do not increase if another student is added to the school division.
- Since only a few of the funding factors are linked directly to student enrolment, the resulting increase in funding is less than the per-student amount a school division receives.

Costing of the Resolution:

Advocacy – Medium cost – \$1000 - \$10 000

Resolution AGM-25-07 Re: Section 16 Funding Related to First Nations and Métis Students	For: Against:	Abstain:	CD DEF	%
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AGM 25-08 **BE IT RESOLVED** that the Saskatchewan School Boards Association advocate to the federal government to enact legislation focused specifically on protecting children from online harms, by requiring online platforms to manage and mitigate harmful content, while respecting the rights and freedoms of all Canadians.

North East S.D. No. 200

(Note: This Resolution relates to the following:

- The Saskatchewan School Boards Association (SSBA) and its member boards are committed to ensuring the safety and well-being of students in all learning environments, including digital spaces;*
- The online environment increasingly exposes children to harmful and unsafe content, including bullying, exploitation, and materials that may cause psychological or physical harm;*
- International and national research, including Jonathan Haidt's *The Anxious Generation*, demonstrates that excessive exposure to social media and online platforms is contributing to increased levels of anxiety, depression, and disengagement among children and youth;*
- Ontario school boards have initiated litigation against major social media companies, underscoring the significant financial, educational, and mental health impacts these platforms are having on schools and students;*
- The protection of children from online harms is consistent with the priorities of Saskatchewan school boards and the Provincial Education Plan's focus on safe and inclusive learning environments.)*

Sponsor's Rationale:

Growing evidence points to the urgent need for federal action on online harms. Studies show that children and youth are disproportionately impacted by harmful digital content and by the addictive features of many online platforms. These harms include cyberbullying, sexual exploitation, exposure to violent or degrading material, and algorithms that amplify harmful messaging.

Jonathan Haidt's *The Anxious Generation* highlights how the rise of smartphones and social media has coincided with increased rates of anxiety, depression, and self-harm among adolescents. Haidt and other researchers point to several core issues:

- Unrestricted access to harmful content: Children are regularly exposed to violent, sexual, or manipulative material online.
- Algorithm-driven amplification: Social media platforms prioritize engagement, often by pushing extreme or harmful content.
- Loss of real-world connection: Excessive online time has reduced in-person play, exploration, and learning, impacting healthy child development

- Mental health impacts: Significant increases in anxiety, depression, loneliness, and sleep disruption are linked to prolonged online engagement.

In 2024, a coalition of Ontario school boards launched lawsuits against social media companies, arguing that the design and operation of these platforms have fueled a youth mental health crisis, disrupted student learning, and strained school resources. This legal action reflects the seriousness of the issue and the direct consequences school systems are facing.

While schools and provincial governments can provide digital literacy education, support student well-being, and set policies for responsible use within schools, they cannot regulate multinational tech companies or enforce platform accountability. This responsibility lies with the federal government, which holds the jurisdiction to legislate in areas of telecommunications, criminal law, and human rights that are necessary to protect children across the country.

By advocating for child-centered legislation on online harms, the SSBA would join other educational, health, and child protection organizations in pressing the federal government to act on a growing national and international concern.

Cost of the Resolution:

Advocacy - Medium cost – \$1000 - \$10 000

Resolution AGM-25-08 Re: Federal Online Harms Protection for Children	For: Against:	Abstain:	CD DEF	%
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AGM 25-09 **BE IT RESOLVED** that the Saskatchewan School Boards Association call on the Government of Saskatchewan and the Ministry of Education to require, in any school receiving public funds, the provision of instruction in comparative religious studies. Such instruction shall include Indigenous spiritual beliefs and practices, and shall be developed in collaboration with Indigenous Elders.

Horizon S.D. No. 205

(Note: This resolution aligns with the Government of Saskatchewan's and the Ministry of Education's goals of fostering inclusive and equitable education for all students. It supports the Provincial Education Plan and aligns with the Inspiring Success Policy Framework This resolution aligns with the Government of Saskatchewan's and the Ministry of Education's goals of fostering inclusive and equitable education for all students. It supports the Provincial Education Plan and aligns with the Inspiring Success Policy Framework.)

Sponsors' Rationale:

Background

This resolution directly supports the Truth and Reconciliation Commission's Call to Action 64, which urges governments to establish multi-faith education that includes Indigenous spiritual beliefs and practices. By integrating these teachings into all schools, we honour the commitment to reconciliation and promote understanding and respect for Indigenous cultures.

Across Saskatchewan, all 27 school divisions are doing remarkable work in advancing Truth and Reconciliation within their classrooms and communities. Guided by the *Provincial Education Plan* and *Inspiring Success: First Nations and Métis PreK–12 Education Policy Framework*, school divisions have embedded Indigenous perspectives across curricula, strengthened relationships with Elders and Knowledge Keepers, and fostered environments that reflect respect, understanding, and reconciliation.

This resolution recognizes and supports the strong foundation of work across the province and seeks to ensure that all publicly funded educational entities, including private, independent denominational schools receiving public funds, uphold the same expectations and commitments as those in Saskatchewan's School Divisions.

Publicly-funded schools exist to serve a pluralistic society, and in doing so, they bear an obligation to offer comparative religious studies that include Indigenous spiritual beliefs. These expectations support reconciliation, mitigate stereotypes, foster cultural respect, and align with Charter and human rights expectations, so long as the instruction is academic, neutral, and inclusive.

Enhancing curricula centred on Indigenous spiritual beliefs in collaboration with Indigenous Elders ensures the authenticity and accuracy of the teachings. This collaboration honours Indigenous ways of knowing and provides students with a deeper, more meaningful understanding of Indigenous spirituality.

Exposure to diverse religious and spiritual beliefs, including Indigenous practices, positively impacts students by broadening their perspectives, enhancing their cultural competence, and preparing them to be global citizens. This education fosters critical thinking, empathy, and a deeper appreciation for human diversity.

This resolution aligns with the Government of Saskatchewan's and the Ministry of Education's goals of fostering inclusive and equitable education for all students. It supports the *Provincial Education Plan* and aligns with the *Inspiring Success* Policy Framework.

Cost of this resolution:

Low Cost – <\$1,000 – Minimal advocacy on behalf of the SSBA and Boards of Education.

Resolution AGM-25-09 Re: Indigenous spiritual beliefs in religious studies	For: Against:	Abstain:	CD DEF	%
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AGM 25-10 WHEREAS northern Saskatchewan school divisions face ongoing and significant challenges in recruiting and retaining qualified teachers due to geographic isolation, limited access to housing, high travel costs, and limited community amenities; and WHEREAS these challenges contribute to higher teacher turnover, unfilled positions, and disruptions to student learning and community stability; and WHEREAS school divisions in the North are often required to invest additional resources into training, mentoring, recruitment, and diverting funds that could otherwise support classroom instruction and student success; and WHEREAS equitable access to quality education for students in northern and remote communities is a provincial responsibility and essential to reconciliation, and educational equity; and WHEREAS other jurisdictions in Canada have implemented targeted government supports to address similar recruitment and retention challenges in remote and northern regions, including housing incentives, relocation allowances, professional learning supports, and northern living differentials.

BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Government of Saskatchewan and the Ministry of Education to develop and implement a Northern Teacher Recruitment and Retention Strategy, in collaboration with northern school divisions, to include but not be limited to:

- Increased funding for northern and remote living allowances;
- Support for developing and maintaining teacher housing;
- Incentives for post-secondary teacher education students to complete internships and practicum placements in northern schools;
- Expanded professional learning, mentorship, and wellness supports for teachers in northern communities; and
- Partnerships to promote northern teaching careers and improve long-term retention.

Northern Lights S.D. No. 113

(Note: This Resolution relates to Position Statement 3.2 Infrastructure funding and 4.1 Collective Bargaining)

Sponsor's Rationale:

Recruitment and retention of teachers in northern Saskatchewan is a persistent and growing concern that directly impacts student outcomes, school community stability, and educational equity. Geographic isolation, limited housing, and fewer community amenities make it difficult to attract and retain qualified educators, leading to frequent turnover and unfilled positions. This instability disrupts learning, weakens relationships, and increases costs related to continual recruitment and training.

A coordinated, province-wide strategy developed collaboratively between the Government of Saskatchewan, the Ministry of Education, and northern school

divisions is essential to address these challenges. Targeted supports such as signing and retention allowances, northern living allowances, teacher housing initiatives, professional learning and mentorship opportunities, and incentives for post-secondary education students to complete practicums in northern schools would strengthen recruitment and long-term retention efforts.

This resolution aligns with the Saskatchewan School Boards Association Strategic Plan by advancing student success and well-being, promoting strong advocacy and collaboration, and demonstrating leadership in governance to address regional inequities. It also supports the Provincial Education Plan by ensuring equitable access to education, advancing reconciliation, supporting staff and student well-being, and building system-wide capacity.

The anticipated cost implications of developing and implementing a Northern Teacher Recruitment and Retention Strategy are expected to be moderate, primarily involving collaboration among existing Ministry and school division staff, consultation with post-secondary institutions, and the reallocation or increase of targeted funding for signing and retention allowances, northern allowances, housing supports, and recruitment initiatives. Staff resources required to support this initiative would largely involve current personnel within the Ministry of Education, school divisions, and SSBA, with additional administrative coordination to sustain interagency collaboration.

Through coordinated advocacy and action, the SSBA can help ensure that every student, regardless of geography, has access to stable, high-quality teaching and learning environments. A provincial Northern Teacher Recruitment and Retention Strategy is not only an investment in education but also in the long-term social and economic vitality of northern Saskatchewan communities.

Cost of this resolution:

Medium Cost – \$1,000 – \$10,000

Resolution AGM-25-10 Re: Support for the Recruitment and Retention of Teachers in Northern Saskatchewan	For: Against:	Abstain:	CD DEF	%
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Position Statements

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

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

In Saskatchewan School Boards Association Position Statements:

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

“Association” means the Saskatchewan School Boards Association.

Index of Association Position Statements	
1. Organizational Development 1.1 Development of Position Statements 1.2 Local Governance of Education 2. The Education Program 2.1 Student Achievement 2.2 Assessment of Student Achievement 2.3 Digital Literacy and Citizenship 2.4 Indigenous Education 2.5 Inclusive Education	3. Operations and Facilities 3.1 Education Investment 3.2 Infrastructure Funding 3.3 Education Equity 4. Human Resources 4.1 Collective Bargaining 4.2 Teacher Education and Certification 5. Public Engagement and Partnerships 5.1 Public Engagement 5.2 Partnership Agreements 5.3 School Community Councils

Adopted Position 1.1: Development of Position Statements	Date Approved: November 2023
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Association position statements address key issues for PreK to 12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association. Boards of education/Conseil scolaire fransaskois through their Association develop positions on education issues for the benefit of students and to inform the public. Position Statements will guide executive and staff in developing strategic plans that are consistent with and support the position statements.

A. Development of Position Statements

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

B. Review of Position Statements

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

Adopted Position 1.2: Local Governance of Education	Date Approved: December 2024
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Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of local communities and are accountable to 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. 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, Catholic schools derive their authority from the Constitution, *The Saskatchewan Act*, and the guarantee of separate school rights under section 29 of the *Canadian Charter of Rights and Freedoms*. The CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
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 engage students, staff, families, communities, and partners in the education of students for success in school. Boards of education/CSF pay particular attention to engaging with First Nations and Métis communities.
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 publicly funded education.
8. Boards of education/CSF are the voice of publicly funded education in Saskatchewan. Saskatchewan's education system is best served by a partnership of provincial and local level of governance with shared responsibility for publicly funded education.

Adopted Position 2.1: Student Achievement	Date Approved: December 2024
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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 should be delivered in inclusive, safe, and welcoming learning environments that support mental health and well-being. 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, staff, families, communities, and partners 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, advocate for education investment, and allocate resources within the board of education's purview to maximize student achievement.
5. Student engagement, as well as parent and community support for education are important components of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.

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

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.

Adopted Position 2.3: Digital Literacy and Citizenship	Date Approved: December 2024
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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. Boards of education/CSF also want students 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 take a risk management approach to balance the need to support students as learners, digital citizens, and creators, while also ensuring enhanced vigilance for the safety and well-being of students, including their mental health, as they engage with emerging technologies. 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, engagement, safety, and digital

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*.

fluency. Investments in education are required to enable boards of education/CSF to implement a vision for digital literacy and citizenship and keep current with changing digital environments.

Adopted Position 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.

Adopted Position 2.5: Inclusive Education	Date Approved: November 2022
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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.

Adopted Position 3.1: Education Investment	Date Approved: November 2023
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Boards of education/Conseil scolaire fransaskois (CSF) are autonomous and 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, Catholic schools derive their authority from the Constitution, *The Saskatchewan Act*, and the guarantee of separate school rights under section 29 of the *Canadian Charter of Rights and Freedoms*. The CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.

Saskatchewan's elected boards of education/CSF require education investment so that they have the resources they require to provide opportunities for each student to achieve at the highest levels regardless of where they live in the province and their personal circumstances. Education funding is best provided unconditionally to boards of education/CSF in order to meet local needs.

On behalf of the communities they serve, boards of education/CSF advocate resolutely for education investment. Within this context, the following fundamental principles guide all decisions for education investment:

1. **Sufficiency, Sustainability, and Predictability:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient for education equity that provides high quality education for all students, that includes opportunities for local innovation, and that responds to inflationary costs, enrolment growth, and the continuing need for specialized programming. Reliable, factual data is used to establish funding formulas that are clearly defined, predictable, and unconditional that reflect the actual costs of mandated provincial goals and priorities and enable long-term and sustainable planning by boards of education/CSF.
2. **Partnership and Engagement:** In Saskatchewan, Boards of education/CSF and the provincial government are partners in education where 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. Meaningful collaboration and engagement in decision-making regarding funding formulas and forecasting, accountability processes, setting provincial priorities, and resolving issues is best done in this spirit of partnership. The funding model is reviewed periodically by the education partners to ensure it is functioning as intended.
3. **Transparency and Accountability:** Straightforward information about education funding is monitored, understandable and available to the public, and the process is entirely transparent.

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 list for transparency in the criteria

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%

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 maintenance of non-

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).

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.

Adopted Position 3.3: Education Equity	Date Approved: November 2022
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Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

1. Boards of education are proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students' individual or family circumstances.
2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure all students have access to school programs, facilities and services for students to achieve to their full potential regardless of where they live in the province and their personal circumstances.
3. Education equity recognizes that some students need additional or specialized programming to achieve to their full potential.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.

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

Adopted Position 4.1: Collective Bargaining	Date Approved: November 2022
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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 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 Investment.
 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.

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.

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.

Adopted Position 5.2: Partnership Agreements	Date Approved: November 2022
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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.

Adopted Position 5.3:

School Community Councils

Date Approved: December 2024

The engagement⁴ of family and communities with schools is foundational to education and a priority for boards of education/CSF. School Community Councils (SCC)/Conseils d'écoles are one avenue to facilitate this engagement. In Saskatchewan, each school is required to have a School Community Council to develop shared responsibility for the learning success and well-being of all children and youth. The mandate of the SCC is to encourage and facilitate parent and community participation in school planning and improvement processes, and provide advice to the board of education and the school's staff. In co-operation with the school staff, the SCC develop and recommend to its board of education for approval a school level plan that is in accordance with the school division's strategic plan.

1. Boards of education/CSF build relationships, engage with, and support SCCs/Conseils d'écoles as valued partners in education to mobilize their communities to strengthen student achievement, and to provide advice to the board of education/CSF.
2. Boards of education/CSF expect that schools create an environment where all students, families, and SCCs are welcomed and respected so that SCCs are engaged and can thrive. Regular evaluation is conducted so that SCCs, parents, and community members can provide the board with evidence of this.
3. Boards of education/CSF are committed to providing school staff and SCCs with orientation, ongoing professional learning and networking opportunities focused on the SCC mandate. Strategies are developed by school staff and SCCs that foster the engagement of youth, families, and communities in schools.
4. Boards of education/CSF acknowledge the key role of the school administrator with respect to SCCs. Supports are put in place to enable school administrators to carry out their leadership role effectively – particularly focused on the SCC mandate to co-construct a school level plan and monitor and report on its outcomes.
5. Boards of education/CSF facilitate two-way communication with SCCs. They regularly check with SCCs to determine that the school division supports provided are adequate and are meeting the needs of the SCC, enabling them to be successful with their mandate.

⁴ Engagement is defined as students, parents, and community members actively engaged in the life of the school and community. Together the school staff, students, parents, and community members create the agenda, make decisions, and take actions that affect many aspects of the school community. (Amendt, 2008, p. 3)

RULES OF PROCEDURE

Section 4 of both Saskatchewan School Boards Association Bylaws Nos. 10 and 11 allow the Resolutions and Policy Development Committee (the “RPD Committee”) to establish procedures for approval of the Executive.

A. GENERAL

1. The Rules of Procedure are found in both the Saskatchewan School Boards Association (the “Association”) Bylaws and these Rules of Procedure.
2. Any procedure not found in the Bylaws or in these Rules of Procedure shall be administered pursuant to Robert’s Rules of Order. The Association currently uses *Robert’s Rules of Order Newly Revised, 12th ed.*
3. In accordance with Bylaw No. 9, the information submitted by boards of education listing accredited delegates and number of votes each can cast will be used for the purposes of voting on: (1) Bylaw Amendments, (2) Resolutions, and (3) Elections at the Annual General Meeting (the “AGM”).
4. Boards of education will submit the names of their accredited delegates to the Association prior to the AGM. An accredited delegate is defined in Bylaw 9.2.
5. 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.
6. Fifty plus (majority) of the votes cast are required for adoption of a Resolution.
7. **Point of Order:** When a delegate believes that these Rules of Procedure are being violated, the delegate can make a *Point of Order* or raise a question of order causing the Chair to make a ruling.
8. **Point of Information:** A *Point of Information* is a request to the Chair, or through the Chair to another delegate or officer (or Association staff member, if necessary), for information relevant to the business at hand.
9. **Resolutions on Emergent Questions – “Suspending 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 delegate 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 _____."

10. **Destroying Ballots:** At the end of the Assembly a motion to destroy ballots is required. The intention of the motion to destroy ballots is to get rid of all the paper ballots in the SSBA's possession so that all that remains is the final tallies of each motion – paper ballots could potentially identify how individual members voted, so the immediate destruction of the ballots preserves the voter's anonymity. Although ElectionBuddy records are not like paper ballots and have safeguards in place so an individual's votes cannot be identified, we want to maintain the status quo of only retaining the final tallies.

The usual form of a motion in these circumstances is:

"I move to destroy the ElectionBuddy records by *(date)*, except for the aggregate results of each election and for each motion."

B. RULES OF PROCEDURE FOR SUBMITTING BYLAW AMENDMENTS AND RESOLUTIONS TO THE RPD COMMITTEE

1. Any board of education wishing to submit a Bylaw Amendment or Resolution to the RPD Committee shall:
 - a. Provide its Resolution(s) in writing and provide a rationale explaining the background and reasons for the Bylaw Amendment or 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 provincial priorities.

2. Once the board has submitted its Bylaw Amendment or Resolution(s) to the RPD Committee, the RPD Committee will:
 - a. Examine, edit and, where considered necessary, combine similar Resolutions; and
 - b. Place each Bylaw Amendment and Resolution in the following order: Bylaw Amendments, Budget Resolution, Resolutions relating to new or existing Position Statements and Resolutions based on the order established by the Association's Position Statements.
 - c. The committee will make the proposed Bylaw Amendments and Resolutions available to boards of education in advance of the AGM.

C. RULES OF PROCEDURE IMMEDIATELY PRIOR TO THE BUSINESS PORTION OF THE AGM

1. The RPD committee will select the Chair for the AGM.
2. Accredited delegates must be in attendance when a vote is taken in order for their vote to be cast. The Bylaws do not allow voting by proxy.
3. If an accredited delegate does not attend the AGM or unexpectedly must leave the AGM, an authorized board member or official should inform the Chair 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 Bylaw Amendments and Resolutions portion of the AGM to avoid a delay in the proceedings.
4. A delegate can modify or withdraw its own Bylaw Amendment or Resolution at any time before it is placed before the Assembly at the AGM.
5. 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"

If a Bylaw Amendment or Resolution is modified then the modified version will be put to the Assembly in its modified form.

6. If a delegate wishes to withdraw its own Bylaw Amendment or Resolution, the delegate shall 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 AGM

1. These Rules of Procedure for debate on Bylaw Amendments and Resolutions during the AGM are made pursuant to Association Bylaws No. 10 and 11.
2. Resolutions to be presented in the AGM by the RPD Committee will be moved as circulated to members prior to the AGM.
3. Each Bylaw Amendment will be read in full when it is moved, unless the delegates vote, by show of hands, to dispense with the reading of the Bylaw Amendment.
4. Only delegates may speak at the microphone during debate.
5. No one shall be permitted to approach the podium during the AGM, unless invited to do so by the Chair for the AGM.
6. **Timelines for Debate:**

6.1. For Bylaw Amendments and Resolutions presented by the RPD 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.

6.2. 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.

7. Amendments to Bylaw Amendments or Resolutions:

7.1 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.

7.2 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.

7.3 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 Bylaw Amendment or Resolution 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.

7.4 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.

no. ***". . A seconder will be required, followed by a vote to withdraw.

E. RULES OF PROCEDURE FOR ELECTRONIC VOTING DURING THE AGM

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. Votes cast are: for, against and abstain. It is not possible for an accredited delegate to "spoil their ballot" electronically.
3. There shall not be rounding up or down when calculating percentages. Abstaining ballots shall be removed when calculating the percentage.
4. 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 as "abstain".

F. RULES OF PROCEDURES FOR ELECTIONS

1. The RPD Committee will select the Chair for the Elections.
2. Accredited delegates must be physically present in the room when a vote is taken in order for their vote to be cast. The Bylaws do not allow voting by proxy.

3. If an accredited delegate does not attend the election or unexpectedly must leave the election, an authorized board member or official should inform the Chair 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 elections to avoid a delay in the proceedings.
4. Only members of the boards of education in the Constituency are eligible to vote and run in the Constituency election.
5. Only members of the Constituency and those deemed necessary by the RPD Committee are allowed to be in the room during a Constituency election.
6. The following procedures apply to the election:
 1. The Chair will call for nominations for candidates for Constituency Representative, as the case maybe, for President and Vice President. All nominations require a seconder. Nominators and seconders must state their name and name of their board of education.
 2. The person making the nomination will have two minutes to speak.
 3. Board members who used the advanced nomination process will be called on first to formally make nomination.
 4. The Chair will make three calls for nominations.
 5. The Chair will ask for a motion for nominations to cease.
 6. Each candidate will then be given a maximum of five minutes to speak.
 7. Votes are cast.
 8. In the event of a tie, a re-vote will be held. If the numbers are still tied, a second re-vote will be held. If after the second re-vote there is still a tie, the two candidates shall be given the opportunity to agree amongst themselves, and failing agreement, the successful candidate shall be chosen by placing the candidates' names 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.
 9. The Chair will announce the results and who is declared elected and tally results including percentages.

10. The same process will be followed in the election for Constituency Alternate.