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| | <p><i>Prairie South Schools</i></p> <p>BOARD OF EDUCATION</p> | |
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November 7, 2023

1:30 p.m.

Central Office, 1075 9th Avenue NW

Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1. Regular Board Meeting October 3, 2023
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. School & Division Improvement Accountability Report
 - 5.2. Monthly Tender Report
 - 5.3. Sunningdale School Community Council Constitution
 - 5.4. Out of Province Excursion: Central Collegiate and Peacock Collegiate to Calgary, Alberta
- 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
- 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 3, 2023 at 1:30 p.m.**

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; Dr. S. Davidson; Ms. C. Froese; Mr. B. Hagan; Ms. M. Jukes; Ms. D. Pryor; Ms. G. Wilson; Mr. L. Young; D. Huschi, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; A. Olson, Superintendent of Learning; R. Boughen, Director of Education; R. Purdy, Superintendent of Business; H. Boese, Director Assistant

Regrets:

A. Johnson, Superintendent of Human Resources; D. Swanson, Superintendent of School Operations

Motions:

- 2023-10-03 – 3893 Giselle Wilson took the chair and called the meeting to order at 1:29 p.m.
- 2023-10-03 – 3894 That the Board adopt the agenda as presented. Carried
- Boyle
- 2023-10-03 – 3895 That the Board adopt the minutes of the September 5, 2023 Carried
Organizational Board Meeting.
- Pryor
- 2023-10-03 – 3896 That the Board adopt the minutes of the September 5, 2023 Carried
Regular Board Meeting.
- Jukes
- Crystal Froese nominated Brett Hagan as the Saskatchewan High Schools Athletic Association representative.
- 2023-10-03 – 3897 That nominations for the Saskatchewan High School Athletic Carried
Association representative cease.
- Boyle
- Giselle Wilson declared Brett Hagan as Prairie South's representative for the Saskatchewan High Schools Athletic Association (SHSAA) for the 2023-2024 school year.
- Mary Jukes nominated John Bumbac as the Public Section representative.
- 2023-10-03 – 3898 That nominations for the Public Section representative cease. Carried
- Hagan
- Giselle Wilson declared John Bumbac as Prairie South's representative for Public Section for the 2023-2024 school year.

| | | |
|-------------------|--|---------|
| 2023-10-03 – 3899 | That the Board receive and file the Student Learning Accountability Report. - Jukes | Carried |
| 2023-10-03 – 3900 | That the Board name Giselle Wilson as voting representative at the SSBA Annual General Meeting in November 2023. - Bachmann | Carried |
| 2023-10-03 – 3901 | That the Board receive and file the tender report as presented. - Boyle | Carried |
| 2023-10-03 – 3902 | That the Board approve Central Collegiate's Grade 10-12 Basketball Tournament to Edmonton, Alberta on December 13-16, 2023. - Boyle | Carried |
| 2023-10-03 – 3903 | That the meeting be adjourned at 2:32 pm. - Hagan | Carried |

G. Wilson
Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

November 7, 2023 at 1:30 pm
Prairie South School Division, Moose Jaw

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | November 7, 2023 | Agenda Item #: | 05.1 |
| Topic: | School and Division Improvement Accountability Report | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

| | |
|--|---|
| Background: | This report will be presented to the Student Outcomes Committee the morning of this Board Meeting. The report is focused on school and division improvement, specifically the Learning Improvement Plans for the 2022-2023 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, Darran Teneycke | October 24, 2023 | School and Division Improvement Accountability Report |

Recommendation:

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

2023-2024 School and Division Improvement Accountability Report

November 2023

Prepared by: Superintendent of Operations

Source Documents

Policy 8

Standing committees are established to assist the Board with work of an on-going or recurring nature. All Committee meetings are closed to the public, and committee members shall hold committee work in strict confidence until such time as work is shared at a public meeting of the Board of Education as described above. The Director of Education may assign staff to support the work of the committee. Committees shall not exercise authority over staff.

Committee work will be presented to the Board by written report for decision, discussion or information.

1. Student Outcomes Standing Committee

1.2 Terms of Reference

To review accountability reports and to make recommendations to the Board.

To examine issues related to increasing student literacy and achievement, promoting academic achievement for all students while closing achievement gaps and enhancing student outcomes.

To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division.

To make recommendations to the Board relative to actions the Board may take to improve student learning and achievement within the Division.

Policy 12

Section 1 Student Well-being

- RE 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
- QI 1.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

Section 7 Improvement and Accountability Planning and Reporting

- RE 7.1 Leads the Improvement and Accountability Planning and Reporting process including the development of Division goals, budget, and facilities.

RE 7.2 Implements plans as approved.

QI 7.2 Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.

Section 9 Communications and Community Relations

QI 9.3 Ensure information is disseminated to inform appropriate publics.

Administrative Procedure 104

1. Each school's Learning Improvement Plan (LIP) shall also take into consideration local student achievement data as well as the nature of the community and its aspirations for its children and youth.
2. The School Community Council (SCC) must attest that the SCC was consulted in the development of the LIP.
3. The Superintendent of Operations shall annually review the draft School Learning Improvement Plans for compliance with these requirements and shall approve the plan after sign-off by the School Community Council Chair.
4. The Superintendent of Operations shall annually review the outcomes achieved and provide feedback to the principal.

Evidence

➤ Background:

- ❖ LIP Goals will be developed by staff, based on school data, and will be aligned with the Provincial Education Plan.
- ❖ LIPs are a critical component of the Comprehensive Learning Framework (CLF).
- ❖ LIPs ensure schools are responsive to the needs of students and may vary between schools based on local context.
- ❖ LIP goals are: strategic, measurable, and timely.
- ❖ Engagement of stakeholders ensures goals are being responsive to local context and circumstances.

- ❖ 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.

➤ Learning Improvement Plans

Learning Improvement Plans in 2022-23 had a focus on belong and relationships as well as learning. NOTE: Some schools had multiple goals.

❖ Focus of Student Learning Goal:

| | | |
|--------------|------------|----------------------|
| Reading Goal | 28 Schools | (same as in 2021-22) |
| Writing Goal | 10 Schools | (up 4 from 2021-22) |
| Math Goal | 12 Schools | (up 2 from 2021-22) |

❖ Focus of Student Well-being Goal:

| | | |
|------------------------------------|------------|------------------------|
| Belonging/Relationships/Engagement | 21 Schools | (up 9 from 2021-22) |
| Mental Health | 2 Schools | (down 18 from 2021-22) |
| Other (Credit Attainment/RTI/) | 8 Schools | (up 2 from 2021-22) |

- ❖ Although most LIPs show improved growth, only 30 (down 10 from previous year) of 81 LIPs met their targeted goal and 1 was not reported due to multi-year goals.

➤ Review Process

- ❖ LIP work plans were shared with SCCs and plans were updated to include input from SCCs. Please note, some SCCs attended the planning sessions and collaboratively worked with staff to develop the LIP work plan.
- ❖ LIP work plans were reviewed with superintendents four times per year (September, October, February, and May).
- ❖ All work plans were uploaded to Connect for administrators to share and learn.
- ❖ LIP goals and results were communicated to students, staff, parents, and community a minimum of 3 times throughout the year.

➤ SCC Engagement and Creating a Shared Plan

- ❖ The information below is from the Prairie South SCC Self-Assessment Results.
- ❖ Survey data was collected using a 1-4 scale, with 1 representing Never and 4 representing Always.
- ❖ The yellow highlighted items reflect a direct correlation to the LIP planning and actualization. The green highlighted items show an increase from 2022 and the red highlighted items show a decrease from 2022.

| Self-Assessment Item | 2023 | 2022 |
|---|------|------|
| Our SCC is inclusive. | 3.61 | 3.60 |
| I understand the roles and responsibilities of the SCC. | 3.46 | 3.57 |
| Our SCC receives, manages, and reports on an annual operating budget from the school division. | 3.46 | 3.58 |
| Our SCC approaches duties with discretion and maintains confidentiality regarding sensitive information. | 3.71 | 3.78 |
| Our SCC has participated in PD opportunities. | 2.97 | 2.68 |
| Our SCC is engaged in the development of the Learning Improvement Plan. | 3.29 | 3.14 |
| Our SCC supports student wellbeing and learning. | 3.66 | 3.71 |
| Our SCC performs action plans connected to the School Learning Improvement Plan goals. | 3.40 | 3.35 |
| The Learning Improvement Plan is a living document that responds to current needs. | 3.46 | 3.58 |
| SCC projects are included in the Learning Improvement Plan and are achieving the intended results. | 3.24 | 3.18 |
| Our SCC understands the economic, social, cultural and health needs of our community. | 3.40 | 3.53 |
| Our SCC understands the supports available in the community to support students' diverse needs. | 3.23 | 3.25 |
| Our SCC provides advice to community agencies about the needs of our students. | 2.59 | 2.65 |
| Our SCC works with community groups and parents to address community issues affecting students and families. | 2.74 | 2.79 |
| Our SCC has developed a climate of open, honest and respectful communication. | 3.39 | 3.67 |
| Our SCC communicates effectively with a variety of audiences. | 3.11 | 3.13 |
| Our SCC is aware of the opportunity to provide advice and recommendations to the board of education regarding educational service delivery. | 2.74 | 2.77 |
| Our SCC provides advice to the principal and school staff regarding school programs. | 3.07 | 3.14 |
| Our SCC has opportunities to network and dialogue with the school board and Prairie South administrative staff. | 2.99 | 2.77 |
| The primary focus of our SCC is strengthening student learning and wellbeing. | 3.58 | 3.54 |
| Our SCC provides an annual report about its plans, initiatives and accomplishments. | 3.21 | 3.44 |
| Our SCC uses data and information from this monitoring process to develop our School Learning Improvement Plan and support actions for improvement. | 3.01 | 3.18 |
| Our SCC has received training on the use and understanding of data, and have had data relevant to our work explained to us. | 2.50 | 2.54 |
| Our SCC provides opportunities for parents, students, teachers and community members to give us feedback about our work. | 2.96 | 3.13 |

Summary

- ❖ Within the elements that have a direct correlation to the LIP, there was an increase in engagement in 4 of the 7 indicators.
- ❖ Two of the top-ranking indicators center around the SCC supporting student learning/student well-being initiatives.

Administrative Challenges

- ❖ SCCs are uncertain of the value of the Self Assessment.

LEARNING IMPROVEMENT PLAN

School Name: _____

Administrator(s): _____

SCC Chair: _____

Step 1: Problem Statement (Explain what the problem is and why strategic action is required to address it.)

Step 2: Student Strengths

| STUDENT STRENGTHS – based on student results |
|---|
| READING: |
| WRITING: |
| MATH: |
| OTHER: |

Step 3: Needs Analysis/Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis)

SCHOOL PROFILE

| Demographics (Students) | 2020-21 | 2021-22 | 2022-23 |
|---|----------------|----------------|----------------|
| Total Enrolment | | | |
| - Male | | | |
| - Female | | | |
| School Attendance Rate | | | |
| School Graduation Rate (High School Only) | | | |
| First Nation & Metis | | | |
| Reading Assessment Results grade 1 | | | |
| Reading Assessment Results grade 2 | | | |
| Reading Assessment Results grade 3 | | | |
| Reading Assessment Results grade 4 | | | |
| Reading Assessment Results grade 5 | | | |
| Reading Assessment Results grade 6 | | | |
| Reading Assessment Results grade 7 | | | |
| Reading Assessment Results grade 8 | | | |
| Reading Assessment Results grade 9 | | | |
| Reading Assessment Results grade 10 | | | |

| Special Populations | 2020-21 | 2021-22 | 2022-23 |
|---|----------------|----------------|----------------|
| # of EAL Students | | | |
| # of Students receiving Student Support | | | |
| - eIIP | | | |
| - Modified | | | |
| - Alternate | | | |
| - Reduced | | | |
| - Other | | | |

Step 4: School Goals/Future State (List the overarching and annual targets for the outcome. How will the situation will be different because of the actions taken to improve it?)

SCHOOL GOAL (SMART FORMAT)

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

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

AGENDA ITEM

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|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | November 7, 2023 | Agenda Item #: | 5.2 |
| Topic: | Monthly Tender Report | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

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| Background: | <p>The Board has requested a monthly update regarding tenders awarded. AP 513 details limits where formal competitive bids are required. The procedure is as follows:</p> <ul style="list-style-type: none"> The Board has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting. Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000. |
| Current Status: | <p>This tender report covers the period from September 27, 2023 to October 31, 2023. The following competitive bids were awarded during the reporting period:</p> <ul style="list-style-type: none"> A PO was issued to Wild Rose Flooring for Coronach School Gym Floor refinish for \$18,938. Quotes were obtained from 3 separate vendors. A PO was issued to Genx Solutions for Chromebooks for \$36,953. Quotes were received from 4 separate vendors. A tender was issued for Caronport Elementary School Controls Upgrade. The tender was awarded to Prairie Controls for \$107,004. A tender was issued for Chaplin School Controls Upgrade. The tender was awarded to Prairie Controls for \$60,939. A tender was issued for Mortlach School Controls Upgrade. The tender was awarded to Prairie Controls for \$131,900. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | |

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| Prepared By: | Date: | Attachments: |
| Ron Purdy | October 31, 2023 | • n/a |

Recommendation:

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

AGENDA ITEM

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|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | November 7, 2023 | Agenda Item #: | 5.3 |
| Topic: | Sunningdale School Community Council Constitution | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

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|--|---|
| 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 Sunningdale School Community Council has completed a review of their constitution. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | The October 2023 Sunningdale School Community Council Constitution is in alignment with <i>The Education Act (1995)</i> and Board Policy 16. |
| Legal Implications: | |
| Communications: | |

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|---------------------|------------------|---|
| Prepared By: | Date: | Attachments: |
| Darran Teneycke | October 25, 2023 | Sunningdale SCC Constitution October 2023 |

Recommendation:

That the Board approve the revised Sunningdale School Community Council Constitution dated October 2023.

Sunningdale School Community Council Constitution

Revised: October 2023

1. Membership

1.1 Representative Membership

The School Community Council (SCC) shall have the following representative members:

- 5-9 parent and/or community members elected at the Annual General Meeting.

Note: The majority of members must be parents.

1.2 Permanent Members

The SCC will have the following permanent members:

- The school's Principal
 - Communicate Board Policy and new initiatives
 - Share staffing updates
 - Share progress on school goals
 - Share perspective on learning, well-being, teaching and programs
 - Work with the Chairperson on creating meeting agendas and ensuring the SCC is carrying out its mandate
 - Oversees the financial statements for the SCC
- A teacher
 - Liaise information from staff to SCC and vice versa
 - Serves as a resource regarding the issues affecting teachers
- Any additional members as recommended by the SCC and approved by the Prairie South School Division Board of Education

2. Officers

2.1 The following SCC Officers will be elected annually and/or as terms expire, from the members:

- Chairperson (2-year term)
 - Works with the Principal on establishing meeting agendas and ensures the SCC is carrying out its mandate
 - Calls meeting to order
 - Follows meeting agenda
 - Delegates duties, as necessary
 - Ensures all members have input to discussions and decisions
 - Serves as the spokesperson for the SCC
 - Establishes a network that supports the SCC
 - Meets with Principal, as required
 - Authorizes SCC expenses
 - Serves as an administrator on the SCC's Facebook page (in conjunction with an appointed staff member)
- Vice-Chairperson (2-year term, staggered from the Chairperson)
 - Serves fully as the Chairperson, in the Chairperson's absence

- Secretary (2-year term)
 - Retains/files minutes for meetings
 - Forwards minutes to all council members within 5 days following the meeting
 - Sends out the agenda to all members in advance of the meeting
 - Brings any necessary correspondence to meetings and provides direct correspondence on behalf of the SCC
 - Maintains a current database of all members

2.2 The above positions shall be elected from the representative membership.

3. Code of Conduct

- 3.1 The SCC shall adhere to a code of conduct that promotes respectful, inclusive, and collaborative behavior among its members. This code of conduct (Appendix A) shall align with concepts outlined in the Prairie South School Division Administrative Procedures and shall guide the conduct of SCC members during meetings and interactions within the school community.

4. Compliance with Education Act, 1999

- 4.1 The SCC shall ensure that all its activities, decisions, and procedures are conducted in accordance with the provisions of the most recent Educational Act and Regulations of Saskatchewan, and any other relevant legislation or regulations.

5. Decision-Making Process

- 5.1 The SCC shall establish transparent decision-making processes to ensure that all members have the opportunity to participate and contribute to the decision-making activities of the SCC. The SCC shall strive to reach consensus on matters. This involves active listening, seeking compromise, and working towards a mutually acceptable solution. If consensus cannot be achieved, a vote may be called. Members shall vote based on their best judgment and the best interests of the school community.
- 5.2 Decisions will be made by consensus or, if necessary, by a majority vote of those present at the meeting.

6. Complaint and Dispute Resolution Process

- 6.1 The SCC shall establish procedures for addressing complaints and disputes within the school community. These procedures are outlined in the *Complaint and Dispute Resolution Processes for the School Community Council* document (Appendix B) and shall include mechanisms for resolving conflicts in a fair, impartial, and timely manner, while promoting open communication and collaboration.

7. Mandate

7.1 As directed by the Prairie South School Division, the SCC's mandate is as follows:

- Facilitate parent and community participation in school planning;
- Provide advice to the Board of Education and to the school's staff;
- Provide advice to other agencies that may be involved in the development and learning of students; and
- Comply with the Board of Education.

7.2 Facilitate regular fundraising activities.

7.3 Communicate with parents and the community respecting the SCC's plans, initiatives, outcomes and operational spending.

7.4 Coordinate educational opportunities for SCC members, school staff, parents and community members.

7.5 Form partnerships, as necessary, within the community to facilitate this mandate.

8. SCC Meetings

8.1 The SCC will have a minimum of five (5) meetings per year plus one (1) AGM in April.

8.2 On matters requiring a formal vote, all representative members of the SCC may vote. A majority vote decides any issues.

8.3 A quorum of the SCC shall be a majority (50%) of the representative members.

8.4 All elected members are expected to attend meetings to ensure quorum. In the event a member cannot attend a meeting, that member must notify the Chairperson no less than 48 hours from the start of the scheduled meeting.

8.5 Meetings will be scheduled for the entire school year at the September meeting and posted on the website & social media channels. All meetings will take place in the school's library, unless otherwise stated.

8.6 A special meeting of the SCC shall be called by the Chairperson upon the request of an executive member (officer) or by written request signed by no fewer than 25 persons who have a child attending Sunningdale School or members of the Sunningdale Community. Only business pertaining to the SCC can be considered at a special meeting.

8.7 Elected members may miss no more than 3 meetings (if 8-9 meetings per year) or 2 meetings (if 7 or less meetings per year). An elected member who misses more than the allotted meetings, may be approached by the Chair or Vice Chair to step down.

9. Public Consultation and Communication

9.1 The SCC will consult and communicate with the school community through but not limited to the following strategies:

- Social Media
- Website
- School newsletters
- SCC Minutes
- Bulletin Boards

10. Elections

- 10.1 All members of the Sunningdale School community are eligible to vote at the AGM. One (1) month prior to SCC elections, nominations for parent and community representation will be advertised through the channels indicated in 4.1.
- 10.2 Nomination forms will be available at the school's office and online and may be submitted up until the AGM.
- 10.3 The Chairperson will make a motion that the nomination period is over prior to conducting the vote.
- 10.4 Candidates may address the attendees prior to the vote (maximum 3 minutes).
- 10.5 The Chairperson or Vice-Chairperson (whomever is not up for re-election) will be assigned as the Returning Officer and will administer the vote.
- 10.6 The Chairperson will call for a secret ballot vote.
- 10.7 The Returning Officer will count the votes and announce the winners.
- 10.8 If there is a tie, it will be broken by a coin flip.
- 10.9 From those elected, the newly formed SCC will determine who will fill any vacant SCC officer positions. This may be determined by acclamation, voting by hand or secret ballot. The Returning Officer shall make this decision.
- 10.10 Acclamations would occur should there be only one candidate in a category.
- 10.11 The Returning Officer will place all ballots and election results in a sealed envelope. This envelope will be forwarded to the Superintendent of the Prairie South School Division.
- 10.12 Seats not filled or vacated during the school term are the responsibility of the Executive to resolve. The SCC may appoint a qualified person(s) to fill a role until that vacancy can be filled at the AGM.

11 Amendments the Constitution

- 11.1 The SCC may amend its constitution by sending suggestions for change in writing, as agreed to by the representative members, to the Board of Education.

Sunningdale SCC

Appendix A - School Community Council Code of Conduct

1. An individual who accepts a position as a member of the Sunningdale School Community Council:
 - 1.1 Upholds the constitution of the Sunningdale School Community Council, and the procedures and policies of Prairie South Schools.
 - 1.2 Performs his/her duties with honesty and integrity.
 - 1.3 Works to ensure that the well-being of students is the primary focus of all decisions.
 - 1.4 Respects the rights of all individuals.
 - 1.5 Takes direction from the members, ensuring that the representation processes are in place.
 - 1.6 Encourages and support parents and students with individual concerns and works to ensure that issues are resolved through due process.
 - 1.7 Strives to be informed and only passes on information that is reliable and correct.
 - 1.8 Acknowledges conflicts of interest when they exist, and refrains from discussion and voting.
 - 1.9 Abides by the decisions made by the Council.
 - 1.10 Respects all confidential information.
 - 1.11 Supports public education.
2. The Sunningdale School Community Council is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community. The Sunningdale School Community Council provides an opportunity for members of the community to have input and influence related to the practices of the school and school division for the betterment of children and education at Sunningdale School.
3. A member of the Sunningdale School Community Council who is approached with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality of the people involved.

*Adapted from the Prairie South School Division Administrative Procedure Manual – Appendix G

Appendix B - Complaint and Dispute Resolution Processes for the School Community Council

1. Introduction

The School Community Council (SCC) is committed to addressing concerns, complaints, and disputes in a fair, transparent, and constructive manner. These processes are designed to facilitate effective conflict resolution within the SCC and the school community.

2. Informal Resolution

(a) Direct Communication: Whenever possible, individuals with complaints or concerns should attempt to resolve them informally by engaging in direct, respectful communication with the person(s) involved.

(b) Mediation: If informal resolution attempts are unsuccessful, parties involved may seek the assistance of the SCC Chair, who can facilitate a conversation and help find a mutually acceptable solution. Mediation is voluntary. In the event the complaints or concerns include the SCC Chair, the SCC may seek the assistance of the School Principal, or Board of Director assigned to Sunningdale School.

3. Formal Resolution within the SCC

(a) Complaint Submission: If informal resolution attempts and mediation do not lead to a satisfactory resolution, the complainant may submit a formal written complaint to the SCC Chairperson or Vice-Chairperson. The complaint should include:

- A clear and concise description of the issue or concern.
- Relevant supporting documentation, if available.
- Desired outcome or proposed solution.

(b) Acknowledgment: Upon receiving the complaint, the SCC Chairperson or Vice-Chairperson shall acknowledge receipt within five (5) business days.

(c) Investigation: The SCC shall establish a subcommittee or designate responsible individuals to conduct an impartial investigation into the complaint. The subcommittee will gather relevant information, interview involved parties, and review any documentation.

(d) Resolution Meeting: Following the investigation, the SCC subcommittee shall arrange a resolution meeting with all parties involved. The meeting aims to facilitate open and constructive dialogue, explore potential resolutions, and reach a mutually agreeable solution.

(e) Decision: After the resolution meeting, the SCC subcommittee shall make a determination regarding the complaint and communicate its decision in writing to all parties involved within ten (10) business days.

4. Appeal Process

(a) Request for Appeal: If any party involved in the complaint process is dissatisfied with the SCC subcommittee's decision, they may request an appeal by submitting a written request to the SCC Chairperson or Vice-Chairperson within thirty (30) days.

(b) Appeal Committee: The SCC shall provide the appeal to the PSSD Board of Director(s) appointed to Sunningdale School, and any other PSSD Board Directors who can provide a non-biased perspective, furthermore referred to as the "Appeal Committee".

(c) Appeal Hearing: The Appeal Committee shall conduct a hearing to review the complaint, the initial investigation, and any new evidence presented by the appellant. All parties involved in the complaint shall have the opportunity to present their case to the Appeal Committee.

(d) Appeal Decision: The Appeal Committee shall render a final decision within sixty (60) days following the conclusion of the appeal hearing. The decision of the Appeal Committee shall be communicated in writing to all parties involved.

5. Record Keeping

(a) Confidentiality: All information related to complaints and dispute resolution processes shall be treated with the utmost confidentiality, consistent with legal requirements.

(b) Record Retention: The SCC shall maintain records of all formal complaints, investigations, resolution meetings, and appeal proceedings for a period of seven (7) years, after which they shall be securely archived or destroyed in accordance with applicable policies.

6. Review and Amendment

(a) Regular Review: These complaint and dispute resolution processes shall be subject to periodic review to ensure their effectiveness. Amendments may be proposed and adopted as necessary to enhance the efficiency and fairness of the resolution procedures.

AGENDA ITEM

| | | | |
|----------------------|---|-----------------------|-----|
| Meeting Date: | November 7, 2023 | Agenda Item #: | 5.4 |
| Topic: | Out of Province Excursion – Central Collegiate and Peacock Collegiate to Calgary, Alberta | | |
| Intent: | <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information | | |

| | |
|--|---|
| Background: | Central Collegiate and Peacock Collegiate Grades 9-12 Band trip to Calgary, Alberta on March 1-3, 2024. |
| Current Status: | See attached application form. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | |

| | | |
|---------------------|------------------|--|
| Prepared By: | Date: | Attachments: |
| Derrick Huschi | October 25, 2023 | <ul style="list-style-type: none"> Out of Province Excursion Application Form |

Recommendation:

That the Board approve Central Collegiate and Peacock Collegiate Grade 9-12 Band trip to Calgary, Alberta on March 1-3, 2024.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

| | |
|---|---|
| A. INFORMATION | |
| Name of Teacher: Paul McCorriston | School: Central/Peacock Collegiate |
| Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular – Band Trip <input type="checkbox"/> High Risk Activity _____ | |
| Grade Level: 9-12 | Number of Students: 46 |
| Destination: Calgary | Trip Date: March 1-3 |
| Number of School Days (Partial/Full): 1 | |
| Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: South Sask Bus Lines <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____ _____ | |
| Number of Teachers, Parents, Chaperones: 3 | |
| Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____ | |

| |
|--|
| B. SAFETY GUIDELINES |
| X Parent consent forms and medical information including the Health Card Number will be obtained. X Evacuation Plan is in place and will be communicated to appropriate individuals. X Designated supervisor has access to emergency vehicles at all times. X Access to cellular or satellite phone or other communication device. X A list of emergency telephone numbers will be formulated. <input type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. X Male and Female Chaperones for a co-ed activity. <input type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed. |

| |
|--|
| C. BUDGET |
| ❖ Anticipated Budget - \$13,200 - Budget breakdown (be sure to include cost of substitute staff) - attached ❖ Description of Funding Sources - Fundraising and Out-of-Pocket ❖ Out of Pocket Cost per Participant - \$300 |

SECTIONS D, E and F MUST BE COMPLETED FOR ALL CURRICULAR EXCURSIONS

D. LEARNING OBJECTIVES

E. LEARNING ACTIVITIES *(Outline prior training for outdoor education and high risk activities)*

- a) Pre-Excursion Learning
- b) Excursion Learning
- c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

Friday – Performance at Swift Current elementary school
Saturday – Band Clinic in Calgary with Nathan Gingrich; Shopping at Mall; Lasertag team-building
Sunday – Drive home to Moose Jaw

Detailed Itinerary will be given to the students closer to the date

Paul Maffeo
Teacher Signature

Oct 10, 2023
Date

Sanclut/Baurth
Principal Signature

Oct 11, 2023
Date

Director/Superintendent Signature

☒ Request Approved

☐ Request Denied

| | |
|--------------------|---------------|
| Expenses | |
| Bus | 4,200 |
| Hotel | 7,000 |
| Honourarium | 500 |
| Laserquest | 700 |
| Total | 12,400 |
| Sub Costs | 800 |
| Grand Total | 13,200 |

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|---|
| Meeting Date: | November 7, 2023 | Agenda Item #: | 7.1 |
| Topic: | SSBA Proposed Bylaw Amendments and Resolutions Package – AGM 2023 | | |
| Intent: | <input type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Information |

| | |
|--|---|
| Background: | Attached is the Proposed Bylaw Amendments and Resolutions package for the upcoming SSBA AGM November 12-14, 2023. |
| Current Status: | Please refer to attachments. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | |

| | | |
|---------------------|------------------|--|
| Prepared By: | Date: | Attachments: |
| Ryan Boughen | October 19, 2023 | 1) Email from SSBA dated October 18, 2023 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 - SSBA AGM 2023
Attachments: 2023 Proposed Bylaw Amendments and Resolutions.pdf; RULES OF PROCEDURE-Sep 2023.pdf; 2022 Position Statements..pdf
Importance: High

From: Krista Lenius <KLenius@saskschoolboards.ca>
Sent: Wednesday, October 18, 2023 11:03 AM
Subject: Proposed Bylaw Amendments and Resolutions - SSBA AGM 2023
Importance: High

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

(This email is being sent on behalf of the Resolutions and Policy Development Committee to Board Chairs, Directors of Education, Chief Financial Officers and SSBA Executive)

Proposed Bylaw Amendments and Resolutions Package - SSBA AGM 2023

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 13, 2023. 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.

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 9:30 a.m. on November 13, 2023, so that the AGM is not interrupted after it has begun.

Krista Lenius
Administrative Paralegal

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

Phone: 306-569-0750 Ext 120

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



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2023 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 12-14, 2023

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BYLAW AMENDMENTS

Bylaw Amendment

23-01 Bylaw No. 1: Interpretation

BE IT RESOLVED THAT Bylaw No. 1 (b) be amended by deleting “b)” in its entirety and replacing it to read:

(b) "board of education" means a board of education or conseil scolaire fransaskois as established by *The Education Act, 1995* of Saskatchewan or an education authority of a First Nation or First Nations based in Saskatchewan governed under their own jurisdiction and legislation.

Association Executive

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

Sponsor's Rationale:

The SSBA Indigenous Council has recommended this change noting that the SSBA currently has no First Nation education authority members as this existing bylaw as written sets out conditions which exclude them (e.g., First Nation education authorities govern under their own jurisdiction and legislation and therefore will not be incorporated under *The Non-profit Corporations Act*). Removing the restrictive language may encourage membership of First Nation education authorities.

Cost of this Bylaw Amendment:

Low Cost – < \$1,000

| | | | | |
|---|-----------------|---------------|---------------|----------|
| Bylaw Amendment 23-01 Bylaw No. 1 Interpretation | For: | Spoil: | CD DEF | % |
| | Against: | Blank: | | |

Bylaw Amendment

23-02 Bylaw No. 2: Membership

BE IT RESOLVED THAT Bylaw No. 2: Membership 1. Members (1) be amended by adding “, subject to the approval of the Executive and any terms and conditions that the Executive may consider necessary” so that it will read as follows:

1. Members: (1) All boards of education, as defined in clause (b) of Bylaw No. 1, are eligible to become members of the Association, subject to the approval of the Executive and any terms and conditions that the Executive may consider necessary.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 2: 1 be amended by adding a section (4) to read:

1. Members: (4) If the Executive wishes to remove the membership of a member in the Association, the Executive shall provide at least 12 months’ written notice to the member, and the effective date of the removal from membership shall be December 31 of a year.

AND BE IT FURTHER RESOLVED THAT Bylaw No. 2: Membership 2.

Affiliate Members: (1) be amended by adding to the preamble “, subject to the approval of the Executive and any terms and conditions that the Executive may consider necessary” so that it will read as follows:

2. Affiliate Members: (1) The following are eligible to become affiliate members of the Association, subject to the approval of the Executive and any terms and conditions that the Executive may consider necessary:

AND BE IT FURTHER RESOLVED THAT Bylaw No. 2: 2 be amended by adding a section (6) to read:

2. Affiliate Members: (6) If the Executive wishes to remove the membership of an affiliate member in the Association, the Executive shall provide at least 12 months’ written notice to the affiliate member, and the effective date of the removal from membership shall be December 31 of a year.

Association Executive

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

Sponsor’s Rationale:

This proposed change was determined through the 2023 consultation process with member boards regarding affiliate members. This change provides the Executive with the authority to set conditions in policy for the addition of any new provincial boards of education or First Nation education authorities, as well as the authority to set conditions for the addition of any new affiliate members. This change also

provides clarity regarding the Executive’s authority for removal of members and affiliate members.

Cost of this Bylaw Amendment:

Low Cost – < \$1,000

| | | | | |
|---|------------------------------------|------------------------------------|-----------------|----------|
| Bylaw Amendment 23-02 Bylaw No. 2 Membership | For: Against: | Spoil: Blank: | CD DEF | % |
|---|------------------------------------|------------------------------------|-----------------|----------|

BUDGET RESOLUTION

Budget 2024 **BE IT RESOLVED** that the Association’s 2024 annual operating expense budget of \$3,127,680 funded by membership fees, be approved.

Association Executive

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

Sponsor’s Rationale:

The Association has prepared an operational budget with a 2% increase to membership fees for 2024 to cover inflationary increases. This budget maintains the current services and considers the transition period for SSBA legal services and the provincial election initiatives.

This budget reflects that the Association will be in a lease agreement as a tenant for a smaller rental space which will continue to support staff operations and also realize significant cost savings.

This budget supports the SSBA Strategic Plan for 2024 and maintains focus on board development, advocacy and services that are responsive to the needs and priorities of our members.

| | | | | |
|--|------------------------------------|------------------------------------|-----------------|----------|
| BUDGET RESOLUTION Budget 2024 | For: Against: | Spoil: Blank: | CD DEF | % |
|--|------------------------------------|------------------------------------|-----------------|----------|

RESOLUTIONS

AGM 23-01 BE IT RESOLVED that the proposed Position Statement on “Development of Position Statements” be adopted to replace the current “Position Statement 1.1 Development of Position Statements”;

PROPOSED “Position Statement 1.1 DEVELOPMENT OF POSITION STATEMENTS”

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.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 1.1 Development of Position Statements)

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

Sponsor's Rationale:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2017.

Cost of this resolution:

Low Cost – < \$1,000

| | | | | |
|---|------------------------------------|------------------------------------|---------------|----------|
| Resolution AGM 23-01 Re: Position Statement on Development of Position Statements | For: Against: | Spoil: Blank: | CD DEF | % |
|---|------------------------------------|------------------------------------|---------------|----------|

AGM 23-02 BE IT RESOLVED that the proposed Position Statement on “Education Investment” be adopted to replace the current “Position Statement 3.1 Education Finance”;

**PROPOSED “Position Statement 3.1
EDUCATION INVESTMENT”**

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.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 3.1 Education Finance)

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

Sponsor's Rationale:

The Position Statement is being reviewed as a result from a motion made at the January 2023 Executive Meeting to accelerate the review of the existing position statement

Cost of this resolution:

Low Cost – < \$1,000

| | | | | |
|---|------------------------------------|------------------------------------|---------------|----------|
| Resolution AGM 23-02 Re: Position Statement on “Education Investment” | For: Against: | Spoil: Blank: | CD DEF | % |
|---|------------------------------------|------------------------------------|---------------|----------|

AGM 23-03 BE IT RESOLVED that the SSBA create a working committee to engage member boards in drafting a position statement on School Community Councils, to be brought to the membership for adoption.

Association Executive

(Note: This resolution relates to Position Statement 1.1.)

Sponsor’s Rationale:

Engagement of family and communities with schools is foundational to education and a priority for boards of education. School Community Councils are one mechanism to facilitate this engagement. The purpose of School Community Councils is to “develop shared responsibility for the learning success and well-being of all children and youth; and, encourage and facilitate parent and community engagement in school planning and improvement processes” (Saskatchewan Learning, 2005, p. 8). While School Community Councils are referenced in some SSBA Position Statements, the SSBA Executive believes that a position statement on School Community Councils will provide clarity and guidance to the SSBA and member boards in this work.

SSBA Position Statement 1.1 outlines the process for the development of a new position statement, which includes a resolution being adopted by the membership to approve its development. This resolution complies with SSBA Position Statement 1.1. If this resolution is adopted by the membership, a working committee will be struck to begin consultation with member boards and conduct the research and writing of the position statement, to be brought to SSBA Fall Assembly 2024 for adoption.

Cost of this resolution:

One or two working committee meetings. Staff time to research and draft the position statement. Consultation with member boards for input and feedback will be done through email. Approximately \$1,000-\$2,000.

| | | | | |
|---|------------------------------------|------------------------------------|-----------------|----------|
| Resolution AGM-23-03 Re: Working committee – Position on SCC | For: Against: | Spoil: Blank: | CD DEF | % |
|---|------------------------------------|------------------------------------|-----------------|----------|

AGM 23-04 **BE IT RESOLVED** that all affiliate members be subject to membership criteria that maintain clearly established markers, providing a base expectation and accountability that align with the position statements of the SSBA. The criteria for affiliate membership will include:

- **Utilizing Saskatchewan curriculum,**
- **A locally elected board of trustees to govern,**
- **Public accountability and financial reporting,**
- **Teachers certified by the Saskatchewan Professional Teachers Regulatory Board,**
- **Adherence to *The Saskatchewan Human Rights Code*.**

South East Cornerstone School Division No. 209

(Note: This Resolution relates to Position Statements 1.2 Local Governance, 2.1 Student Achievement, 3.1 Education Finance, 4.2 Teacher Education and Certification. This resolution aligns with the SSBA's advocacy role in being the voice of publicly funded education across Saskatchewan. By ensuring affiliate members adhere to a set of criteria the SSBA is advocating for education excellence across the entire membership base. Having criteria in place will hold new applicants, most of those being Registered Independent Schools, accountable to a standard of excellence that permeates the SSBA's position statements and organizational values.)

Sponsor's Rationale:

The Government of Saskatchewan is increasing its categories of Registered Independent Schools, thereby potentially increasing the number of provincially recognized independent schools in the province. These independent schools may wish to become members in the Saskatchewan School Boards Association.

The Saskatchewan School Boards Association currently does not have a clear policy as to the admission, denial or termination of Independent School membership; and

Admission of Registered Independent Schools could have a negative impact on current member boards insurance policies and legal services.

The SSBA should admit affiliate members if they adhere to affiliate membership criteria as listed above that are reflective of SSBA position statements. Developing membership admission criteria for affiliate membership would mitigate financial, legal and other risks while ensuring all boards are held accountable to a standard of excellence that permeates the SSBA's position statements and organizational values. Furthermore, affiliate membership criteria provides a beginning framework for the SSBA Executive to discipline, remove, or retire affiliate members.

Cost of the Resolution:

Medium Cost \$1,000-10,000

- Development of updated affiliate membership application form to include the new criteria, with the burden of proof on the applicant to show evidence of compliance.
- Development of bylaws giving the SSBA Executive authority for denial/removal/discipline of affiliate members.
- Development of forms for denial, removal or disciplinary actions.
- Development of an appeals process and employees to process appeals.

| | | | | |
|--|------------------------------------|------------------------------------|-----------------|----------|
| Resolution AGM-23-04 Re: Affiliate Members - criteria | For: Against: | Spoil: Blank: | CD DEF | % |
|--|------------------------------------|------------------------------------|-----------------|----------|

AGM 23-05 **BE IT RESOLVED** that the Saskatchewan School Boards Association request that the Minister of Education commit to improving early learning outcomes in Saskatchewan by allocating sufficient resources to fund universal full time Kindergarten across Saskatchewan schools and work collaboratively with the education sector to review “compulsory school age” as determined by *The Education Act 1995*.

Saskatchewan Rivers School Division No.119
Saskatoon Public School Division No. 13

(Note: This resolution relates to Position Statements 2.1 (Student Achievement), 2.4 (Indigenous Education), 3.1 (Education Finance), 3.3 (Education Equity) and also seeks to strengthen provincial strategic commitments to Saskatchewan’s early learners through the Provincial Education Plan 2020-2030.)

Sponsor’s Rationale:

Early childhood education plays a pivotal role in shaping the future of our children. This resolution calls for a collaborative review of the “compulsory school age” set out in the *Education Act, 1995*. Currently, Saskatchewan is one of only three provinces/territories that do not provide funding for full-day Kindergarten. Our children deserve the same opportunities as those in other provinces/territories.

At least one province provides full-day Kindergarten for both 4 and 5 year olds.¹ The age of compulsory attendance in Saskatchewan is from 6-16.² A collaborative review and revision of legislative commitments to early learning may help to focus and maximize opportunities for early learning. Modernization of Saskatchewan’s *Education Act, 1995* based on available data on early years and school readiness in Saskatchewan and in other provinces could lead to more consistent, equitable access to early learning programming throughout the province for our earliest learners.

Full-day Kindergarten offers a comprehensive learning environment that can greatly benefit children's early development and readiness (Villegas, 2005). The longer hours of instruction allow for a deeper exploration of the core curriculum, promoting intellectual, social-emotional, physical, and spiritual growth crucial for school readiness. With more time for learning, children in full-day Kindergarten develop early literacy, numeracy, communication, and language skills.

Consequently, they often achieve better academic outcomes compared to their peers in half-day programs. Additionally, full-day Kindergarten attendees are more likely to have good school attendance (Villegas, 2005). This positive beginning to their educational journey establishes a strong foundation for future academic success.

¹ The Kindergarten Program in Ontario: <https://www.dcp.edu.gov.on.ca/en/curriculum/Kindergarten>

² Saskatchewan Education Act 1995 p.10 <https://publications.saskatchewan.ca/#/products/487>

Full-day Kindergarten promotes vital social skills through continuous peer interaction, aiding in conflict resolution, relationship-building, and enhancing emotional regulation and self-esteem for a smoother transition to grade 1 (Villegas, 2005).³

In Saskatchewan, where affordable childcare is often scarce, full-day Kindergarten programs provide a reliable educational alternative, supporting working parents and enabling them to pursue employment or education without compromising their child's development (McLernon, 2023).⁴

Furthermore, this resolution suggests that there are collective benefits to the implementation of a universal, full time Kindergarten program in Saskatchewan. Saskatchewan's 27 locally elected and publicly funded boards of education are committed to delivering high quality Kindergarten programming. The vast majority of Kindergarten programming in Saskatchewan is provided on a part-time basis, starting at age 5 (although students are not legally required to attend school until age 6).

Consider the commitments made by other provinces to universal, full time Kindergarten:

- Yukon offers optional full time Kindergarten for 4 year olds in all rural schools starting in 2021.⁵
- Alberta has a number of boards who offer full time Kindergarten, but it is not universal.⁶
- Quebec has universal Kindergarten for 5 year olds and is phasing in optional Kindergarten for 4 year olds.⁷
- British Columbia started offering universal, full time Kindergarten to all eligible 5 year olds in 2011.⁸
- Manitoba is monitoring pilot projects in full time Kindergarten and provides full time Kindergarten in Francophone schools. Overall, there are diverse approaches to Kindergarten across the province including: full time, part time, .6 time and multi-age classrooms that blend Kindergarten students with younger and older peers.⁹

³ Villegas, M. (2005, April). *Full-Day Kindergarten: Expanding learning opportunities*. WestED Center on Policy. <https://eric.ed.gov/?id=ED485712>.

⁴ McLernon, W. (2023, May 21). Sask. has worst child-care deserts in Canada. *CBC News*. <https://www.cbc.ca/news/canada/saskatchewan/saskatchewan-has-the-worst-childcare-deserts-in-canada-report-1.6849603>

⁵ Early Kindergarten in the Yukon: https://yukon.ca/sites/yukon.ca/files/edu/early_Kindergarten_policy_2021-08-20_1_1.pdf

⁶ Early childhood education in Alberta: <https://www.alberta.ca/early-childhood-education#:~:text=registering%20your%20child.-,Kindergarten,programming%20and%20enrolling%20your%20child.>

⁷ Kindergarten in Quebec: <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/Kindergarten>

⁸ Kindergarten information in British Columbia: <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/Kindergarten>

⁹ Early Childhood Education in Manitoba: <https://www.edu.gov.mb.ca/k12/childhood/parents/Kindergarten.html>

- Ontario implemented a 2 year full time Kindergarten program in 2010.¹⁰
- Newfoundland and Labrador implemented full time Kindergarten in 2016.¹¹

While many jurisdictions have moved towards or implemented a full time Kindergarten program over the last decade, providing for a universal, full time Kindergarten program is not currently part of Saskatchewan's long range strategy for education, the Provincial Education Plan 2020-2030. However, available Early Years Evaluation data shows that high quality Kindergarten programming in Saskatchewan is effective in preparing students for success in school while reducing inequities.

In Saskatchewan, boards of education deliver innovative and locally responsive Kindergarten programs that provide all students with the opportunity to learn, build relationships, acquire social and emotional skills, receive high quality instruction and early literacy. Local innovations have also created opportunities for boards to deliver a Kindergarten program that offers land-based learning, language learning for French and English as a Second Language students, Indigenous language and cultural revitalization, and a strong start for students with disabilities. With growing numbers of Indigenous students and growing diversity through immigration, maximizing the learning opportunities of early learners is responsive. Enhancing early learning through the provision of universal, full-day, every day Kindergarten in Saskatchewan schools is

an opportunity to support developmentally appropriate educational outcomes of Saskatchewan's curriculum¹² and build on the proven success of boards' current programming and innovation.

A legislated or strategic commitment to universal, full-time Kindergarten consistent with other jurisdictions in Canada requires sufficient investment to implement. Currently, school boards are not currently sufficiently funded through the Provincial Operating Grant to provide for universal, full-time Kindergarten through their local budgets. Some boards are able to enhance their Kindergarten programming through the use of charitable or external funds. This contributes to a pattern of unequal benefits and access to Kindergarten in Saskatchewan. Shouldn't Kindergarten be equitably and fully funded by the provincial government and accessible to all Saskatchewan children?

The role of boards of education is to provide leadership in order to maximize student achievement for all learners and to set educational priorities and policy based on evidence and shared principles such as equity. School boards share a

¹⁰ The Kindergarten Program in Ontario: <https://www.ontario.ca/document/Kindergarten-program-2016>

¹¹ Full Day Kindergarten in Newfoundland and Labrador: https://www.gov.nl.ca/education/files/pdf_full_day_Kindergarten.pdf

¹² Position Statement 2.1 Student Achievement available on p.4: <https://saskschoolboards.ca/wp-content/uploads/2022-Position-Statements.pdf>

strong belief that all students can achieve at high levels, given the right supports, resources and learning opportunities. This resolution is rooted in boards' enduring efforts to eliminate educational gaps & address systemic inequities.

Students enter into Saskatchewan schools with varying levels of learning readiness. Without a significant shift in how school boards are supported in the implementation and enhancement of early learning in Saskatchewan, history will likely repeat. The Education Sector Strategic Plan 2016-2020 (ESSP) set the goal that by 2020, 90% of students exiting Kindergarten will be ready for learning in primary grades and that by 2018, 80% of Grade 3 students will be reading at Grade level. It is widely accepted that these benchmarks are important indicators of success in school, in graduation and life beyond the K-12 education system. These goals were not met by 2020 and Saskatchewan's Early Years Evaluation results continue to demonstrate that more investment is needed to ensure that all students can finish Kindergarten with the skills and readiness they need to be successful in school. According to the Ministry of Education's Early Years Evaluation results from 2014, only 58% of Saskatchewan children exiting Kindergarten demonstrated readiness for school¹³. By 2019, 56% of students exiting Kindergarten demonstrated readiness for school. 2023 data suggests that we are still well below target. While 79% of Kindergarten students are exiting Kindergarten demonstrating readiness to learn in 2023, only 58% of FNMI students are seeing the same success. Further, the percentage of students at or above the grade 3 reading level in Saskatchewan is declining and is less than 70%. As a significant benchmark and predictor of success in school and graduation, this is concerning and further justifies the need to consider the potential benefits and impacts of investing in universal, full time Kindergarten.

In her 2021 report, Judy Ferguson, Saskatchewan's provincial auditor, emphasized the critical nature of initiatives aimed at supporting early learners. She pointed out that the percentage of Kindergarten students in Saskatchewan's publicly funded schools assessed as 'ready for learning' falls well below the provincial goal of 90 percent. At the time of her report, the provincial average stood at 79 percent, with an even lower rate for self-declared First Nations, Inuit, and Métis Kindergarten students, at just 56 percent (Short, 2021).¹⁴

The Provincial Education Plan lays out priorities for education in the province of Saskatchewan to 2030. It makes commitments relative to early learning, but does not commit to a strategic shift towards implementing universal, province-wide, all-day, every day K over the duration of the plan. This resolution will compel boards and government to consider the benefits and potential positive impacts of a universal, full time Kindergarten program on student achievement in Saskatchewan.

¹³ Saskatchewan's Early Years Plan 2014-2020

¹⁴ Provincial Auditor's Report 2021, Volume 1: <https://auditor.sk.ca/publications/public-reports/2021-report-volume-1>

Equitable and inclusive access to full-day Kindergarten in Saskatchewan ensures that all children, regardless of their socioeconomic background, can benefit from high-quality early education.

Costing of the Resolution:

In consideration of the need for consultation, advocacy and sector engagement, this resolution is medium cost (1K to 10K) according to the SSBA's resolution costing rubric.

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| Resolution AGM-23-05 Re: Full-time Kindergarten | For: Against: | Spoil: Blank: | CD DEF | % |
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AGM 23-06 BE IT RESOLVED that the Saskatchewan School Board Association advocate provincially and nationally with the Canadian School Boards Association for the development of a healthy, universal, cost-shared school food program funded by the federal and provincial governments in partnership with school boards.

Regina School Division No. 4

(Note: This Resolution relates to Position Statements 2.5 Inclusive Education, 3.3 Education Equity, and 5.2 Partnership Agreements)

Sponsor's Rationale:

According to The Coalition for Healthy School Food, a national school food program would provide the following benefits:

Studies have shown that school food programs can contribute to reducing the risk of cardiovascular events and chronic disease such as stroke, heart disease, Type 2 diabetes, and certain types of cancer by increasing the intake of vegetables, whole grains, and macro- and micro-nutrients.

Research from northern Ontario and British Columbia found that students who participated in a school food program reported higher intakes of fruits and vegetables and lower intakes of “other” (i.e., non-nutritious) foods.

Students who participate in school food programs consume more fibre and micronutrients, and consume less saturated and trans fat, sodium and added sugars.

School food programs have been linked with positive impacts on children's mental health, including reductions in behavioral and emotional problems, bullying, aggression, anxiety, and depression, as well as fewer visits to the school nurse.

Children who eat a morning meal are sick less often, have fewer problems associated with hunger, such as dizziness, lethargy, headaches, stomachaches and earaches, and do significantly better than their peers in terms of cooperation, discipline, and interpersonal relations.

An evaluation of a morning meal program in the Toronto District School Board found that students who consume a morning meal most days show at least a 10% increase in skills such as independent academic work, initiative, conflict resolution, class participation and problem-solving at school.

When children attend school hungry or undernourished their energy levels, memory, problem-solving skills, creativity, concentration, and other cognitive functions are all negatively impacted. They are also more likely to repeat a grade.

A national healthy school food program has the potential to create thousands of new jobs in communities across Canada.

When local food is served, the local multiplier of the increased local food purchases will impact regional food production, household and business earnings, long-term gross domestic product, and part-time jobs created or sustained.

A successful Canada-wide school food program will be:

- Health Promoting
- Universal
- Cost-shared
- Flexible and Locally adopted
- Committed to Indigenous control over programs for Indigenous students
- A driver of community economic development
- Promoting of food literacy
- Supported by guidance and accountability measures

This resolution directly aligns with the poverty reduction resolution passed in the Fall of 2022.

References:

- [Rachel Engler-Stringer – YouTube](#)
- The Coalition for Healthy School Food
- [Food Secure Canada](#)
- [e7a651_d7d5111daa994000a28c68637d9957e0.pdf \(healthyschoolfood.ca\)](#)

Cost of the Resolution:

High Cost: This resolution will require > 5 meetings of the President, Vice-president, other Executive/board members, and/or other SSBA staff.

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| Resolution AGM-23-06 Re: School Food Program | For: Against: | Spoil: Blank: | CD DEF | % |
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AGM 23-07 BE IT RESOLVED that the Saskatchewan School Boards Association advocate to secure Ministry of Education commitment to additional/incremental funding for school divisions that experience increases in student enrolments between September 30 and January 30.

Regina S.D. No. 4

(Note: This resolution relates to Position Statements 3.1 Education Finance, and 3.3 Education Equity)

Sponsor's Rationale:

The Ministry of Education's Operating Grant process provides estimated operating grants to school divisions on Provincial budget day based on enrolment projections and recalculates operating grants in the Fall based on actual September 30 enrolments, with notice of final funding coming to school divisions in mid-December.

During the 2022-23 school year, some school divisions experienced record increases in student enrolment after September 30. This meant that some school divisions were educating between 400 and 700+ additional students for most of the year without any additional funding. Denying funding to some students can negatively impact the educational experience of all students and impacts families.

Much of the increase last year was attributable to newcomers to Canada, who we welcome in our schools. Often, these students require additional assessments to ensure they are appropriately placed, and some need additional supports such as English as an Additional Language once they are in school. In addition to payroll costs for the required teachers and educational assistants, school divisions incurred unfunded costs in transportation, furniture, technology, and learning resources. It is not equitable or sustainable to expect school divisions to incur operating deficits to support unfunded students.

This resolution does not call for a second funding recalculation for all school divisions based on January 30 enrolments, which would create funding instability/uncertainty within school divisions.

Rather, this resolution calls on the Province to commit to additional/incremental funding from Provincial revenues to fairly recognize costs incurred by school divisions that experience increases in student enrolments between September 30 and January 30. As the entity responsible for funding Pre-K to Grade 12 education, the Province is in the best position to respond to in-year enrolment pressures.

Cost of this resolution:

Low cost. This advocacy work can be led by the SSBA with data and support provided by school divisions and would entail 1-2 meetings, a letter and potentially a media release.

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| Resolution AGM-23-07 Re: Additional/Incremental funding for School Divisions | For: Against: | Spoil: Blank: | CD DEF | % |
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AGM 23-08 **BE IT RESOLVED** that the Saskatchewan School Board Association assess the implications of changing its fiscal year-end from December 31st to August 31st.

Holy Trinity Roman Catholic Separate School Division No. 22

(Note: This resolution relates to Bylaw No. 3A(1))

Sponsor's Rationale:

The fiscal year- end for school divisions changed from December 31st to August 31st commencing with the 2006/07 school year. At that time, the Ministry of Education changed its grant distribution schedule from ten payments (excluding July and August) to twelve payments per year. This change, combined with the fiscal year-end change, resulted in school divisions being financially advantaged for the stub period ending August 31, 2006.

It is recognized that the Saskatchewan School Boards Association has a least two significant services, the group insurance program and employee benefits program, with operational years that differ from the SSBA's fiscal year-end. Given the school division experience with changing the fiscal year-end, there may be consequences, unintended or otherwise, with this proposed resolution.

Pending adoption of the resolution and positive outcomes from the fiscal year-end change assessment, a resolution to amend Bylaw No. 3A(1) may be brought forward for consideration at a subsequent AGM.

With the fiscal year-end for school divisions being August 31st this resolution attempts to potentially align the Association's fiscal year-end with that of its Membership.

Cost of this Resolution:

Medium Cost: \$1,000 - \$10,000

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| Resolution AGM-23-08 Re: SSBA Financial year-end | For: Against: | Spoil: Blank: | CD DEF | % |
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Position Statements

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

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

In Saskatchewan School Boards Association Position Statements:

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

“Association” means the Saskatchewan School Boards Association.

| Index of Association Position Statements | |
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| 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 Finance 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 |

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| <p>Adopted Position 1.1: Development of Position Statements</p> | <p>Date Approved: November 2018</p> |
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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: November 2019**

Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of the communities they serve.

1. Governance decisions are guided by what is in the best interest of student learning for all students in the school division within the board of education's financial resources.
2. Boards of education/CSF operate with autonomy and authority within a legislated framework and act to fulfill their responsibilities. In addition, the CSF operates within the framework of section 23 of the *Canadian Charter of Rights and Freedoms* to fulfill its constitutional responsibilities and its triple mandate of academic success, cultural identity and community involvement.
3. Board of education/CSF meetings are open to the public and board information is accessible to the public within the context of the law.
4. Boards of education/CSF communicate information about the operation of the education system and establish procedures for public engagement.
5. Boards of education/CSF support students, family and community engagement in the education of students for success in school.
6. Boards of education/CSF engage and support School Community Councils/Conseils d'écoles as partners in improving student learning.
7. Board members engage in networking and learning opportunities to fulfill their responsibilities as stewards of public education.
8. Boards of education/CSF are the voice of publicly funded education in Saskatchewan. Saskatchewan's education system is best served by a partnership of provincial and local level of governance with shared responsibility for publicly funded education.

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| Adopted Position 2.1: Student Achievement | Date Approved: November 2019 |
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Facilitating the provision of high quality education is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

1. Saskatchewan curriculum should provide lifelong learning skills, affirm each student's individuality, and engage them in community. Saskatchewan's curriculum creates these opportunities and promotes lifelong learning. Student achievement is defined as the attainment of the developmentally appropriate educational outcomes of Saskatchewan's curriculum.
2. Boards of education/CSF, school community councils, Conseils d'écoles, students, families and educators must be engaged and have a voice in defining student achievement.
3. Boards of education/CSF are individually responsible for developing an accountability framework to establish standards, assess, monitor and report on student achievement. Boards of education/CSF are responsible for partnering with senior levels of government to develop strategic plans establishing province-wide objectives for education.
4. The role of boards of education/CSF is to provide leadership and allocate adequate resources to maximize student achievement.
5. Student engagement, as well as parent and community support for education are important components of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.

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| Adopted Position 2.2: Assessment of Student Achievement | Date Approved: November 2021 |
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The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

The Association strongly supports the work of Boards of Education/CSF in strengthening the capacity of the publicly funded school divisions to establish policies and procedures to:

1. Adopt clear expectations for student achievement to focus board/CSF resources on the improvement of student learning;
2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives;
3. Support professional staff in the work of appropriately assessing and reporting student achievement information.
4. Support professional staff in the planning and organization of increasingly effective programs and learning environments designed to further strengthen student learning;
5. Ensure appropriate administrative procedures are established for ethical data handling, including, collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Engage parents in assessment of student achievement reporting processes to increase opportunities for student success, and ensure student achievement information is communicated to students and parents in a format that is easily understood, accurate and of practical value;
7. Ensure achievement information is reported to the public in a clearly written and illustrated format to display significant change over time.

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| Adopted Position 2.3: Digital Literacy and Citizenship | Date Approved: November 2019 |
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Digital literacy refers to fluency in the use and security of interactive digital tools and searchable networks. Digital citizenship is defined as the norms of safe, respectful, responsible and ethical behaviour when using technology.

Boards of education/Conseil scolaire fransaskois (CSF) want students to be well-prepared to be successful in an evolving society where people use digital technology regularly as an important part of connectedness. Fundamental to such success is the ability to use digital technology responsibly to access, gather, evaluate, construct, and share knowledge in a contemporary context. Students need to learn to use digital technology safely, effectively, ethically, and respectfully. More succinctly put – to think critically, be safe, and act responsibly. It is imperative that boards of education/CSF support students as learners, as well as digital citizens and creators.

Boards of education/CSF embrace digital technological innovation as an important component of educational strategy for the province of Saskatchewan, and work in partnership with the Saskatchewan Ministry of Education to create a vision for digital literacy and citizenship that:

1. Focuses on engaging and inspiring students and fosters creative and innovative minds, embracing the enabling role of digital technology in expanding how, when and where learning takes place.
2. Recognizes that we exist in a connected world requiring a global set of competencies for a digital age – creativity and innovation, critical thinking, communication and collaboration, as well as safe and ethical behaviours for responsible digital citizenship.
3. Is centred within a provincial curriculum that reflects these values, aspirations, and practices.
4. Is founded on the principles of equity of access and opportunity.¹

This vision for digital literacy and citizenship is situated in a learning environment where teachers are supported to be professionally competent and appropriately fluent, embracing digital technology, resources and instructional strategies that enhance student learning, safety, and digital fluency and engagement. Investments in education are required to enable boards of education/CSF to implement a vision for digital literacy and citizenship and keep current with changing digital environments.

¹ This position statement is adapted from C21 Canadians for 21st Century Learning & Innovation – *Shifting Minds 3.0 – Redefining the Learning Landscape in Canada* (2015), as well as the Ontario Public School Boards' Association – *A Vision for Learning and Teaching in a Digital Age*.

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| Adopted Position 2.4: Indigenous Education | Date Approved: November 2021 |
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Indigenous Knowledge resides within First Nations and Métis peoples and communities. While there is no one Indigenous way of knowing, there is a set of common themes that emerge when Indigenous peoples share their knowledge – land, languages, and relationships. These themes are built upon principles and values that are important to Indigenous peoples such as building relationships, seeking harmony, affirming and revitalizing Indigenous languages and cultures, putting children first, and honouring the land.

Indigenous education in Saskatchewan includes achieving equitable outcomes for First Nations and Métis learners, and for all Saskatchewan students to have knowledge of the contributions, perspectives and ways of knowing of Indigenous peoples. Indigenous education is also about advancing reconciliation by acknowledging truth including the history and intergenerational effects of residential schools, and championing reconciliation. In Canada, this work is situated in the treaty relationship, in the Truth and Reconciliation Commission, and in the United Nations Declaration on the Rights of Indigenous Peoples. In Saskatchewan, First Nations and Métis education is set out in the Ministry of Education’s *Inspiring Success* policy framework and boards of education/Conseil scolaire fransaskois (CSF) are committed to its implementation, and therefore build authentic relationships with Indigenous peoples to assist them on this journey. Boards of education/CSF create policies and strategies, resource programs, and monitor performance of Indigenous education within the school division in the following ways.

1. **Building Relationships and Partnerships**
Boards of education/CSF foster and nurture relationships and partnerships with First Nations and Métis communities, educational authorities, Elders, and traditional Knowledge keepers. These relationships are necessary to build an understanding of Indigenous ways of knowing, and to collaborate through shared values and priorities to ultimately enhance student learning and well-being.
2. **Creating Welcoming Environments**
Boards of education/CSF create a mandate for all schools to establish and sustain respectful and welcoming environments, including visible commitments such as flag raisings and symbols, that instill belonging for all students, including Indigenous learners. Strategies are developed that foster the engagement of youth, families and communities in schools.
3. **Representative Governance and Workforce in the Education Sector**
Boards of education/CSF encourage the participation of Indigenous peoples in governance, and work through the SSBA to encourage Indigenous trusteeship. Boards of education/CSF commit to a representative workforce and examine their recruitment, selection, retention, and promotion practices, and remove systemic racism and other barriers for Indigenous peoples.

4. **Increasing Capacity Across the Education System**
Boards of education/CSF engage in professional learning focused on Indigenous education and reconciliation, and ensure staff are similarly engaged in professional learning regarding Indigenous education, understanding the concept of colonization and its impact, anti-racist/anti-oppressive education, and reconciliation. Through relationships developed with First Nations and Métis partners, boards of education/CSF invite these strengths from Indigenous communities to support them in these efforts.
5. **Culturally Responsive Curriculum, Pedagogy, and Assessment**
Boards of education/CSF advocate for curriculum that includes Indigenous content, perspectives, and ways of knowing across the subject areas, and that is developed with the engagement of First Nations and Métis peoples, Elders and traditional Knowledge keepers. Boards of education/CSF advocate for teacher education programs that include courses on Indigenous histories and perspectives so that teachers are prepared to incorporate these areas into their practice. Boards of education/CSF support educators as they implement community education practices, land-based learning, and other experiential learning opportunities for students. Boards of education/CSF promote assessment practices that are culturally appropriate and acknowledge an array of learning models and styles, and take steps to eliminate systemic racism and bias in student assessment. Finally, boards of education/CSF value Indigenous Knowledge and expertise by supporting Indigenous research to inform education practice and pedagogy for the benefit of all learners.
6. **Affirming and Revitalizing Indigenous Languages and Cultures**
Boards of education/CSF recognize the central role of language in supporting identity and culture and in validating Indigenous worldviews, and promote Indigenous language programs in schools.

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| Adopted Position 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.

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| Adopted Position 3.1: Education Finance | Date Approved: November 2019 |
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Saskatchewan's elected boards of education/ Conseil scolaire fransaskois (CSF) require funding for education to maximize student achievement, develop the potential of all students, affirm the worth of each individual, create responsible citizens and lay the foundation for learning throughout life.

Education funding is best provided unconditionally to boards of education/CSF in order to meet local needs. A balance between the following fundamental principles guides all decisions for education finance:

1. **Sufficiency:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient to respond to the actual costs of mandated provincial goals and priorities, to provide a high quality education to all students, and to accommodate opportunities for local programming, innovation and initiatives.
2. **Autonomy:** Boards of education/CSF derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, the CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
3. **Equity:** Funding is allocated so that all elected boards of education/CSF have the resources they need to provide opportunities for each student to achieve at the highest levels regardless of where they live in the province and their personal circumstances.
4. **Engagement:** Boards of education/CSF are equal partners, along with the provincial government, in meaningful decision making regarding funding formulas, accountability processes and resolving issues.
5. **Predictability:** Clearly defined, predictable, and unconditional funding formulas are needed to enable long-term and sustainable program planning by boards of education/CSF.
6. **Reciprocal Accountability:** Elected boards of education/CSF are responsible for achieving mandated provincial goals and priorities and the provincial government is responsible for providing the resources needed to achieve those goals and objectives. The funding model is reviewed on a regular basis to ensure it is functioning as intended.
7. **Sustainability:** Reliable, factual data is used to establish funding.
8. **Transparency:** Straightforward information about education funding is monitored, available to the public, and the process is entirely transparent.

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

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| 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.

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| 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 Finance.
 7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations practices, and professional and ethical standards.

- C. In working according to these principles, the Association undertakes in particular that:
1. The Association will endeavour to have representatives on the provincial bargaining team who have experience in labour relations negotiations.
 2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for engaging and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
 3. The Association's staff is available to support boards of education in their collective bargaining processes.
 4. The Association will advocate for boards of education to be fully consulted by the Province and that the Province be transparent regarding local agreements.
 5. The Association will advocate to ensure that the representatives of boards of education on the provincial bargaining committee are an effective voice on that committee.

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| Adopted Position 4.2: Teacher Education and Certification | Date Approved: November 2021 |
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Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is responsible for regulating teacher certification and registration, including issuing, suspending, or revoking a teacher's certificate. Teacher education and certification requirements are approved by the Teacher Education and Certification Committee of the SPTRB, a committee of representatives from educational stakeholders including the SSBA. The Certification Decision Review Committee of the SPTRB, a committee of representatives from education stakeholders including the SSBA, hears certification decision appeals from teachers.
2. Boards of education/CSF expect teacher education programs that reflect the requirements of publicly funded school systems and that are based on current educational research and effective practices that develop teachers to focus on the skills and knowledge students need to succeed in work, life and citizenship.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF, as employers, have high expectations of teachers as professionals and therefore have a critical interest in defining and supporting the development of competencies for effective teaching including:
 - a) Teachers value and care for the whole child by developing positive relationships and acting in the best interests of their students.
 - b) Teachers facilitate the engagement and support of parents and the community.
 - c) Teachers are committed to education as a profession and to engaging in ongoing professional development to remain current and effective, and apply these learnings in their work.
 - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

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| Adopted Position 5.1: Public Engagement | Date Approved: November 2021 |
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Boards of education/CSF value and support meaningful and authentic parent, school community council/conseil des écoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are acknowledged as the child's first teacher and play a significant role in student success.
2. School community councils/conseil des écoles are supported as valued partners in education to mobilize their communities to strengthen student achievement, and to provide advice to the board of education/CSF.
3. Locally elected boards provide a strong mechanism for the public to be engaged in publicly funded education.
4. Boards engage in relationships and collaboration with a variety of partners (e.g. levels of government, post-secondary, First Nations and Métis, business, human service agencies, non-profit organizations, etc.) to enhance student well-being and achievement.

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

RULES OF PROCEDURE

Section 4 of both Bylaws No. 10 and 11 allow the Resolutions and Policy Development Committee to establish procedures for approval of the Executive. The Executive approved the following Rules of Procedure in September 2023:

A. RULES OF PROCEDURE

1. The Rules of Procedure are found in the Association's Bylaws and Rules of Procedure.
2. Any procedure not found in the Bylaws or in the Rules of Procedure shall be determined by *Robert's Rules of Order*. The Association currently uses *Robert's Rules of Order Newly Revised, 12th ed.*

B. RULES OF PROCEDURE FOR BOARDS SUBMITTING BYLAW AMENDMENTS AND RESOLUTIONS TO THE POLICY AND RESOLUTION COMMITTEE

1. Any board wishing to submit a Bylaw Amendment or Resolution to the Committee shall
 - a. Provide its Resolution(s) in writing and provide a rationale explaining the background and reasons for the Resolution.
 - b. Provide on each Resolution, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the Resolution.
 - c. Identify the Association's Position Statement that the proposed Resolution relates to and how the Resolution relates to the Association's Strategic Plan or provincial priorities.
2. Once the board has submitted its Bylaw Amendment or Resolution(s) to the Resolutions & Policy Development Committee, the Committee will
 - a. Examine, edit and, where considered necessary, combine similar Resolutions; and
 - b. place each Resolution in the Proposed Bylaw Amendments and Resolutions booklet based on the order established by the Association's Position Statements.

C. RULES OF PROCEDURE PRIOR TO THE GENERAL MEETING

1. Accredited delegates must be in attendance when a vote is taken in order for their ballot to be cast. The bylaws do not allow voting by proxy.
2. If an accredited delegate does not attend the AGM or unexpectedly must leave the AGM, the Chair or other authorized board member or official should speak to the designated Association staff member to have the votes of the absent delegate reallocated to another board delegate(s). Changes must be made as soon as possible in advance of the Resolutions portion of the AGM to avoid a delay in the proceedings.

3. In accordance with *Robert's Rules of Order*, a delegate can modify or withdraw its own Bylaw Amendment or Resolution at any time before it is placed before the Assembly at a General Meeting.
4. If a delegate wishes to modify its own Bylaw Amendment or Resolution, the correct procedure is to move the modification by stating what words are to be deleted and substituted, or what words are to be added, etc., as the case may be.

Therefore, the form for a modification utilizes words like:

- To "insert words" or to "add words";
- To "strike out words";
- To "strike out and insert" or to "substitute"

The Bylaw Amendment or Resolution as modified will be discussed during the breakout sessions. The Bylaw Amendment or Resolution will be put to the Assembly in its modified form.

5. If a delegate wishes to withdraw its own Bylaw Amendment or Resolution, simply advise the Assembly of the number of the Bylaw Amendment or Resolution and the fact that it is being withdrawn by the delegate. The Bylaw Amendment or Resolution will not be brought forward to the Assembly for a vote.

The correct procedure to withdraw a Bylaw Amendment or Resolution is as follows:

"On behalf of the Board of Education for *** School Division, I withdraw Bylaw Amendment/Resolution no. ****"

D. RULES OF PROCEDURE FOR DEBATE DURING THE GENERAL MEETING

1. These Rules of Procedure for debate on Bylaw Amendments and Resolutions during the General Meeting are made pursuant to Association Bylaws No. 10 and 11.
2. Resolutions to be presented in the General Meeting by the Committee will be moved as circulated to members prior to the General Meeting.
3. **Timelines for Debate:**
 - 3.1. **For Bylaw Amendments and Resolutions presented by the Resolutions and Policy Development Committee:**
 - i. When seconding, the seconder will be allowed to speak for a maximum of 3 minutes;
 - ii. When there is debate on the Bylaw Amendment or Resolution, a delegate will be allowed to speak no more than twice:
 - a. the first time, for a maximum of 2 minutes; and

- b. the second time, for a maximum of 1 minute;
- iii. As the seconder has already spoken once, the seconder will have one more opportunity to speak for a maximum of 1 minute prior to the seconder's opportunity to speak in closing debate;
- iv. The seconder will be allowed a maximum of 1 minute to close debate.

3.2. For amendments moved to a Bylaw Amendment or Resolution on the floor or a Resolution moved by a delegate from the floor:

- i. The mover will be allowed a maximum of 3 minutes to make the motion;
- ii. A seconder is required;
- iii. The seconder and other delegates will each be allowed to speak no more than twice:
 - a. the first time, for a maximum of 2 minutes; and
 - b. the second time, for a maximum of 1 minute;
- iv. As the delegate who is the mover has already spoken once, that delegate will have one more opportunity to speak for a maximum of 1 minute prior to his/her last opportunity to speak in closing debate;
- v. The delegate who is the mover will be allowed a maximum of 1 minute to close debate.

4. Amendments:

- 1. Bylaw Amendments will be read in full when they are moved, unless the delegates vote, by show of hands, to dispense with the reading of a specific Bylaw Amendment.
- 2. Two-thirds of the votes cast are required for adoption of an amendment to a motion to adopt a Bylaw Amendment, Budget Resolution or Position Statement.

4.1 Correct Procedure for Moving an Amendment to a Bylaw Amendment or Resolution

The amendment shall state what words are to be deleted and substituted, or what words are to be added, etc., as the case may be.

Therefore, the form for an amendment utilizes words like:

- To "insert words" or to "add words";
- To "strike out words";

- To “strike out and insert” or to “substitute”

If the amendment passes, the Bylaw Amendment or Resolution as amended is then put before the Assembly.

4.2 Amendments - in order

It is essential that a proposed amendment be **germane** to be in order. This requirement for an amendment to be in order is often not understood, and, when an amendment that is not germane is ruled out of order, results in some discord.

To be **germane**, an amendment must in some way involve the same question that is raised by the Bylaw Amendment or Resolution on the floor. The following general rules guide the germaneness of an amendment, although there is no all-inclusive test:

- An amendment cannot introduce an independent question.
- An amendment that is hostile to or even defeats the spirit of the original motion might still be germane, and, therefore, in order.

4.3 Friendly Amendments:

1. A friendly amendment only clarifies wording or corrects a reference but does not otherwise change the intent or wording of the Bylaw Amendment or Resolution.
2. The process for a friendly amendment is:
 - i. Any time after the Resolution or Bylaw Amendment has been moved and seconded, a delegate may propose an amendment to clarify wording, indicating that it is a “friendly amendment”;
 - ii. If the Chair determines that the proposed amendment is a friendly amendment, the Chair will ask the Assembly to indicate, by a show of hands, whether the friendly amendment is adopted. The Chair reserves the right to call for a ballot vote if the show of hands is inconclusive;
 - iii. If the Chair determines that the proposed amendment is not a friendly amendment, it must be treated as an amendment to be handled according to normal Rules of Procedure;
 - iv. Any amendment not adopted as a friendly amendment must be moved, seconded, debated and voted on according to normal Rules of Procedure.

4.4 Amendments – Out of Order

Some examples of out of order Amendments include but are not limited to:

1. When the Assembly has decided a question, another Resolution raising the same or substantially the same question cannot be introduced.
2. An amendment that merely makes the adoption of the amended question equivalent to a rejection of the original motion.
3. An amendment that would make the Resolution, as amended, identical with, or contrary to, a Resolution already decided by the Assembly in the same session.
4. An amendment that would leave an incoherent wording or a wording which contains no rational proposition.

4.5 Withdrawal of a Bylaw Amendment or Resolution

1. In accordance with *Robert's Rules of Order*, any delegate can bring a motion to withdraw a Bylaw Amendment or Resolution in the ordinary course of business. As the Bylaw Amendment or Resolution has been introduced to the Assembly by the Resolutions and Policy Development Committee, the delegates must vote on its withdrawal.
2. The correct procedure to withdraw a Bylaw Amendment or Resolution is as follows:

“On behalf of the Board of Education for *** School Division, I withdraw Bylaw Amendment/Resolution no. ***”

E. RULES OF PROCEDURE FOR ELECTRONIC VOTING DURING THE GENERAL MEETING

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

F. MISCELLANEOUS RULES OF PROCEDURE

1. Point of Order

When a delegate thinks that the rules of the Assembly are being violated, the delegate can make a *Point of Order* or raise a question of order causing the Chair to make a ruling and enforce the regular rules.

2. Point of Information

A *Point of Information* is a request to the Chair, or through the Chair to another delegate or officer (or staff member, if necessary), for information relevant to the business at hand, but that is not related to parliamentary procedure.

3. Resolutions on Emergent Questions – “Suspend the Rules”

One of the purposes of a motion to suspend one or more of the Rules of Procedure is to permit the making of another Resolution or to consider another Resolution out of its scheduled order. This procedure to consider a new Resolution or a Resolution out of order is used infrequently, and only when the emergent question must be decided by the Assembly before the Assembly can properly consider the Resolution on the floor or subsequent Resolutions. The person making the motion must be prepared to state why a new Resolution or consideration of a Resolution out of its scheduled order should occur. Suspending the rules and taking up a Resolution out of order requires a 2/3 vote. If, at the discretion of the Chair, the vote by show of hands is inconclusive, a vote by ballot can take place.

The usual form of a motion in these circumstances is:

“I move to suspend the rules and adopt the following Resolution: ‘Be it resolved that . . .’”.

Or

“I move to suspend the rules and immediately take up Resolution ____ as circulated (or as modified as the case may be). The reason we ask for this Resolution to be considered out of its scheduled order is _____.”