Prairie South Schools

BOARD OF EDUCATION

November 3, 2026
1:30 pm
Central Office, 1075 9th Avenue NW
Moose Jaw

AGENDA

1. Call to Order

2. Adoption of the Agenda

3. Adoption of Minutes
3.1. Regular Board Meeting, October 13, 2026

4. Declarations of Conflict of Interest

5. Decision and Discussion Items
5.1. School and Division Improvement Accountability Report
5.2. Monthly Tender Report

6. Delegations and Presentation – NONE

7. Information Items
7.1. Inquiry from Trustee Boyle:
Please outline the operational funding for Prairie South School Division from 2018-19 to 2026-27. Please include the total amount, per cent increase and or decrease overall, and each year of funding in a table.
7.2. Inquiry from Trustee Boyle:
Please outline the total amount of capital funding received from 2018-19 to 2026-27. Please include the total amount, per cent increase and or decrease overall, and each year of funding in a table.
7.3. SSBA Proposed Bylaw Amendments and Resolutions Package 2026

8. Committee Reports
8.1. Business, Infrastructure and Governance
8.2. Human Resources
8.3. Partnerships and Teambuilding
8.4. Student Outcomes
8.5. Transportation

9. Provincial Matters

10. Celebration Items

11. Identification of Items for Next Meeting Agenda

11.1. Notice of Motions

11.2. Inquiries

12. Meeting Review

13. Adjournment

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on October 13, 2026 at 1:30 pm.

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; Dr. S. Davidson; Mr. B. Hagan; Ms. M. Jukes; Dr. T. McLeod; Ms. D. Pryor; Mr. L. Young; D. Huschi, Superintendent of School Operations; J. Prokopetz, Superintendent of School Operations; D. Murphy, Superintendent of School Operations; A. Olson, Superintendent of Learning; D. Swanson, Superintendent of Human Resources; R. Boughen, Director of Education; J. Ansell, Superintendent of Business; H. Boese, Board Assistant

Regrets:
Ms. G. Wilson, Trustee

Motions:

2026-10-13 – 4291	Darcy Pryor took the chair and called the meeting to order at 1:30 pm.	
2026-10-13 – 4292	That the Board adopt the agenda as presented. - Jukes	Carried
2026-10-13 – 4293	That the Board adopt the minutes of the September 1, 2026 Organizational Board Meeting as presented. - McLeod	Carried
2026-10-13 – 4294	That the Board receive and file the Student Learning Accountability Report. - Jukes	Carried

Nominations for SHSAA and Public Section Reps took place.

Shawn Davidson nominated Brett Hagan as Prairie South's Saskatchewan High School Athletic Association (SHSAA) representative for the 2026-2027 school year.

- Darcy Pryor declared that Trustee Hagan be appointed as Prairie South School's representative for SHSAA for the 2026-2027 school year.

Brett Hagan nominated Mary Jukes as Prairie South's Public Section representative for the 2026-2027 school year.

- Darcy Pryor declared that Trustee Jukes be appointed as Prairie South School's representative for Public Section for the 2026-2027 school year.

2026-10-13 – 4295	That the Board name Giselle Wilson as voting representative at the SSBA Annual General Meeting in November 2026. - Boyle	Carried

draft

2026-10-13 – 4296	That the Board approve the revised Mankota School Community Council Constitution dated September 2026. - Davidson	Carried
2026-10-13 – 4297	That the Board receive and file the tender report as presented. - Boyle	Carried
2026-10-13 – 4298	That the Board approve A.E. Peacock Collegiate's Grade 10-12 Senior Boys and Senior Girls Basketball trip to Medicine Hat, Alberta on December 3-5, 2026. - Hagan	Carried
2026-10-13 – 4299	That the Board adopt the minutes of the September 1, 2026 Regular Board Meeting as presented. - Jukes	Carried
Inquiry:	Trustee Boyle: Please outline the operational funding for the Prairie South School Division from 2018-19 to 2026-2027. Please include the total amount, per cent increase and or decrease overall, and each year of funding in a table.	
Inquiry:	Trustee Boyle: Please outline the total amount of capital funding received from 2018-19 to 2026-27. Please include the total amount, per cent increase and or decrease overall, and each year of funding in a table.	
2026-10-13 – 4300	That the meeting be adjourned at 1:59 pm. - Boyle	Carried

D. Pryor
Vice-Chairperson

J. Ansell
Superintendent of Business

Next Regular Board Meeting:

November 3, 2026
Prairie South School Division Office, Moose Jaw

draft

AGENDA ITEM

Meeting Date:	November 3, 2026	**Agenda Item #:**	5.1
Topic:	**School and Division Improvement Accountability Report**		
Intent:	☒ Decision ☐ Discussion ☐ Information		

Background:	This report was presented to the Student Outcomes Committee. The report is focused on school and division improvement, specifically the Learning Improvement Plans for the 2025-26 school year.
Current Status:	Please see attached report.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Derrick Huschi, Jennifer Prokopetz, Darby Murphy	October 23, 2026	School and Division Improvement Accountability Report

Recommendation:

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

Prairie South Schools 210 Learning together.
1075 9th Avenue North West, Moose Jaw, SK S6H 1V7 P 306.694.1200 1.877.434.1200 F 306.694.4955 prairiesouth.ca

2026-27 School and Division Improvement Accountability Report

November 2026 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.

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Section 7 Improvement and Accountability Planning and Reporting

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

RE 7.2 Implements plans as approved.

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

Section 9 Communications and Community Relations

QI 9.3 Ensure information is disseminated to inform appropriate publics.

Administrative Procedure 104

1. Each school's Learning Improvement Plan (LIP) shall also take into consideration local student achievement data as well as the nature of the community and its aspirations for its children and youth.

2. The School Community Council (SCC) must attest that the SCC was consulted in the development of the LIP.

3. The Superintendent of Operations shall annually review the draft School Learning Improvement Plans for compliance with these requirements and shall approve the plan after sign-off by the School Community Council Chair.

4. The Superintendent of Operations shall annually review the outcomes achieved and provide feedback to the principal.

Strategic Plan (Four-Year Objectives)

Skills & Knowledge

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

Connection & Relationships

- Develop and administer a yearly SCC engagement plan

Inclusive, Safe & Welcoming

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

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Evidence

- **Background:**
  - LIP Goals will be developed by staff, based on school data and will be aligned with the Provincial Education Plan.
  - LIPs ensure schools are responsive to the needs of students and may vary between schools based on local context.
  - LIP goals are: strategic, measurable, and timely.
  - Engagement of stakeholders ensures goals are being responsive to local context and circumstances.
  - Staff regularly review the progress of the LIP, analyze, and evaluate the outcomes of the work plan and suggest modifications as the year progresses.
  - Schools may access support at the division level from Learning Support Teams, consultants, and Superintendents.
  - Schools are provided with a template (LIP Work plan - ATTACHED) and time at the beginning of the school year to review previous LIPs, analyze data and collaboratively create the school's LIP.
  - The LIP template allows schools to view latitudinal and longitudinal student data.
  - Schools are provided with a year end report that contains enrolment information, attendance rates, reading, writing, and math results, and graduation rates to help direst LIP initiatives.

- **Learning Improvement Plans**

NOTE: Some schools had multiple goals.

- Focus of Student Academic Goal:

Reading Goal	26 Schools	(up 2 from 2024-25)
Writing Goal	10 Schools	(same as 2024-25)
Math Goal	14 Schools	(down 2 from 2024-25)

- Focus of Student Well-being Goal:

Belonging/Wellbeing	14 Schools	(up 1 from 2024-25)
Attendance	9 Schools	(up 2 from 2024-25)
IERF	3 Schools	(down 5 from 2024-25)
Other (Credit Attainment/RTI/Behavior)	1 Schools	(up 1 from 2024-25)

- Most LIPs show improved growth with 44 (up 7 from the previous year) of 84 LIPs meeting their targeted goal.

Review Process

- LIP work plans were shared with SCCs and plans were updated to include input from SCCs. Please note, some SCCs attended the planning sessions and collaboratively worked with staff to develop the LIP work plan.

- LIP work plans were reviewed with superintendents three times per year (October, February, and May).

- Work plans can be uploaded to Connect for administrators to share and learn.

- LIP goals and results were communicated to students, staff, parents, and community a minimum of 3 times throughout the year.

SCC Engagement and Creating a Shared Plan

- Three SCC Parent presentations were organized in 2025-26. These are annual events designed to engage community and allow for networking between schools and their council members. The presentations were held in Mortlach, Moose Jaw, and Glentworth in late October and early November 2025. The presentations focused on revisiting the board's strategic plan and their strategic imperative which is Student Attendance. We shared the gains that Prairie South Schools' #YourPresenceMatters Campaign had made in student attendance rates over the last year and discussed how families and schools can work together in order to continue this great work in our schools. School Community Council members were able to connect with each other and share ideas around supporting school attendance in our schools and communities.

- A second area of focus for these presentations was again, a follow-up on last year's theme of screen time and social media and the impact they have on our youth. Schools were able to reflect on the previous year, and how the discussions had were able to shape decisions in their own homes as well as the changes that were made in our schools. The concept of collective action in our communities was discussed, and parents shared how they were working alongside their children to make impactful changes that work for their families.

SCC Members also participated in discussion regarding our Board's Strategic Plan to engage families. The Board's aspirational statement for Families is "The school cares about my child – they are safe, and they learn a lot, which provides many opportunities." Parents reflected on this statement, and provided example questions they would like asked in an upcoming survey. This feedback will be used to create a survey that will go out to families in our schools.

Examples of the community and family engagement at the school level included:

- Coteau Hills Elementary School opened in September 2025, and their new SCC worked hard to build new school and community culture. During the second half of the school year, they planned monthly engagement activities that took place both in the school and within the community. Through this work the school introduced health related community organizations and shared information with families about keeping themselves well.

- Central Collegiate ran an attendance support program which saw a 1.59% decrease in absenteeism over a three-month period. Students and families were engaged in conversations of support when they reached a certain number of absences in any of their classes, and students were rewarded with prizes for positive changes in their attendance. Feedback from students showed that the possibility of winning a prize was incentivizing and for those with already good attendance, also rewarding. Through this program, the team aimed to cultivate an environment where students and families felt supported, valued, and motivated to attend regularly, thus improving their overall well-being.

- Eyebrow School hosted a Winter Family and Community Event that was open to people of all ages. They facilitated sleigh rides, oversized games, snacks, and opportunities to connect. They indicated that being with others and having time for fellowship contributed to a sense of well-being within the community.

- Bengough School created Advent calendars for all families with students in grades K through 6. Each family received a box filled with envelopes that contained books, crafts, and activities. Families were to open one per day and complete the activity as a family. This supported their school's reading goal and encouraged families to put down their phones and spend some time together in a meaningful, structured way.

- Central Butte hosted a day of resilience and mental health. They hosted Keynote Speaker Chris Gray who shared an inspiring message about pushing through challenges and persevering through difficult times. Then students participated in breakout sessions of their choosing, including activities such as yoga, nutrition, mindfulness, healthy screen habits, breathwork, grounding in nature, goal setting, and more.

- Sunningdale School hosted Mark O'Leary, Head Coach of the Moose Jaw Warriors. Coach O'Leary spoke to students about resiliency and goal setting. The SCC also provided a take home item to add to the students' Mental Health Toolkit.

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These are just a few examples of the many events and initiatives that took place in Prairie South schools throughout the year.

The Education Regulations, 2019 also require SCCs to work with school staff to develop an annual school level plan and to recommend that plan to the Board of Education. Prairie South provides SCCs with a guidebook that provides the roles and responsibilities of school SCCs. The guidebook also provides direction on how to review their constitution, code of conduct, directing their finances, and how to support their schools Learning Improvement Plans. SCC members attended our Learning Improvement Plan (LIP) Planning Sessions at the start of the year, and SCC chairs sign off on all school plans. LIPs are then reviewed and revised with SCCs on a bi-monthly basis. We are proud of the work our SCC members do to support learning and wellness initiatives in our schools.

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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)	**2023-24**	**2024-25**	**2025-26**
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	**2023-24**	**2024-25**	**2025-26**
# 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)	

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

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

AGENDA ITEM

Meeting Date:	November 3, 2026	**Agenda Item #:**	5.2
Topic:	**Monthly Tender Report**		
Intent:	☒ Decision ☐ Discussion ☐ Information		

Background:	The Board has requested a monthly update regarding tenders awarded. AP 513 details limits where formal competitive bids are required. The procedure is as follows: • The Board has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report on the tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting. • Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding $75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding $200,000.
Current Status:	This tender report covers the period from October 1, 2026 to October 26, 2026. There were no tenders for this period. We would like to note the following: • Brenda Fellner has taken over Driver Education for Glentworth, Kincaid, Lafleche, and Mankota for the 2026-27 School Year. 42 Students $12,600 in class + $37,800 = $50,400 • RMIS - Roof tender closed October 22, 2026; nothing awarded as of October 26, 2026
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Jaime Ansell	October 26, 2026	• n/a

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

AGENDA ITEM

Meeting Date:	November 3, 2026	**Agenda Item #:**	7.1
Topic:	**Inquiry: Operational Funding Received from 2018-19 to 2026-27**		
Intent:	☐ Decision ☐ Discussion ☒ Information		

Background:	At the October 13, 2026 Board Meeting the following inquiry was made by trustee Boyle: *Please outline the operational funding for Prairie South School Division from 2018-19 to 2026-27. Please include the total amount, per cent increase and or decrease overall, and each year of funding in a table.*
Current Status:	Please find attached the information requested.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Jaime Ansell	October 26, 2026	• Operational Funding 2018-19 to 2026-27

Recommendation:

That the Board review the information provided.

Prairie South SD 210 Operational Funding (2018-19 to 2026-27)												
School Division	Budget Day 2026-27 ($000s)	Funding Update 2025-26 ($000s)	Funding Update 2024-25 ($000s)	Funding Update 2023-24 ($000s)	Budget Day 2022-23 ($000s)	Funding Update 2021-22 ($000s)	Budget Day 2020-21 ($000s)	Funding Update 2019-20 ($000s)	Funding Update 2018-19 ($000s)	Total Funding from 2018-19 to 2026-27 ($000s)	Budget Increase from 2018-19 to 2026-27 ($000s)	Growth from 2018-19 to 2026-27 (%)
Prairie South SD 210	101,517	99,124	92,187	84,191	82,801	81,285	79,534	78,681	78,657	777,977	22,860	29.1%

AGENDA ITEM

Meeting Date:	November 3, 2026	**Agenda Item #:**	7.2
Topic:	**Inquiry: Capital Funding Received from 2018-19 to 2026-27**		
Intent:	☐ Decision ☐ Discussion ☒ Information		

Background:	At the October 13, 2026 Board Meeting the following inquiry was made by trustee Boyle: *Please outline the total amount of capital funding received from 2018-19 to 2026-27. Please include the total amount, per cent increase and or decrease overall, and each year of funding in a table.*
Current Status:	Please find attached the information requested.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Jaime Ansell	October 26, 2026	• Capital Funding 2018-19 to 2026-27

Recommendation:

That the Board review the information provided.

Prairie South SD 210 Capital/PMR Funding (2018-19 to 2026-27)												
School Division	Budget Day 2026-27 ($000s)	Actual Funding 2025-26 ($000s)	Actual Funding 2024-25 ($000s)	Actual Funding 2023-24 ($000s)	Actual Funding 2022-23 ($000s)	Actual Funding 2021-22 ($000s)	Actual Funding 2020-21 ($000s)	Actual Funding 2019-20 ($000s)	Actual Funding 2018-19 ($000s)	Total Funding from 2018-19 to 2026-27 ($000s)	Budget Increase from 2018-19 to 2026-27 ($000s)	Growth from 2018-19 to 2026-27 (%)
Prairie South SD 210	2,952	2,952	3,121	2,391	2,629	2,629	2,411	2,428	2,429	23,942	523	21.5%

AGENDA ITEM

Meeting Date:	November 3, 2026	**Agenda Item #:**	7.3
Topic:	**SSBA Proposed Bylaw Amendments and Resolutions Package – AGM 2026**		
Intent:	☐ Decision ☐ Discussion ☒ Information		

Background:	Attached is the Proposed Bylaw Amendments and Resolutions package for the upcoming SSBA AGM November 16-17, 2026.
Current Status:	Please refer to attachments.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	October 26, 2026	1) Email from SSBA dated October 21, 2026 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 2026 Fall Assembly
Attachments: 2026 Proposed Bylaw Amendments and Resolutions.pdf; SSBA Position Statements.pdf; RULES OF PROCEDURE.pdf

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From: Krista Lenius <KLenius@saskschoolboards.ca>
Sent: Wednesday, October 21, 2026 4:16 PM
To: Krista Lenius <KLenius@saskschoolboards.ca>
Subject: Proposed Bylaw Amendments and Resolutions - SSBA 2026 Fall Assembly

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

Proposed Bylaw Amendments and Resolutions Package - SSBA 2026 Fall Assembly

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 16, 2026. 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 9:00 a.m. on November 16, 2026, so that the AGM is not interrupted after it has begun.

Krista Lenius, Executive Assistant

SASKATCHEWAN School Boards ASSOCIATION

2026 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 16-17, 2026

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BYLAW AMENDMENTS

Bylaw Amendment
26-01 Bylaw No. 9 Delegates and Voting

BE IT RESOLVED that Bylaw No. 9 Section 4 be amended as follows:

4. The number of votes to which each board of education is entitled when a formal ballot is used shall be determined in accordance with the following table using the student count of the board of education as of September 30 for the most recent year as provide by the Ministry of Education:

Student Count	Number of Votes
1 to 2,000 students	6
2,001 to 4,000 students	12
4,001 to 6,000 students	18
6,001 to 8,000 students	24
8,001 to 10,000 students	30
10,001 to 12,000 students	36
12,001 to 14,000 students	42
14,001 to 16,000 students	48
16,001 to 18,000 students	54
18,001 to 20,000 students	60
20,001 to 22,000 students	66
22,001 to 24,000 students	72
24,001 to 26,000 students	78
26,001 students and over	an additional 6 votes added for every additional bracket of 2,000 students

Regina S.D. No. 4

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

Sponsor's Rationale:

Based on the current voting formula, the breakdown of votes from 15,000 students or less allocates three votes for every 1,000 students per division.

As enrolments continue to fluctuate, the allocation for all brackets should be increased to six votes for every 2,000 students per division up to 26,001 students and over.

Cost of this Bylaw Amendment:

Low Cost - < $1,000

Bylaw Amendment 26-01 Re: Bylaw No. 9(4) Delegates and Voting	**For:** **Against:**	**Abstain:**	**CD DEF**	%

BUDGET RESOLUTION

Budget 2027 **BE IT RESOLVED that the Association's 2027 annual operating expense budget of $3,779,000 funded by membership fees, be approved.**

Association Executive

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

Sponsor's Rationale:

The Association has prepared a deficit operational budget of $130,000 where $55,000 is to utilize reserves that have accumulated from strong investment returns and $75,000 from the provincial bargaining reserve.

Included in this budget is a $52,000 or 2.0% increase to membership fees for 2027 for inflationary pressures on supplies, services, and staff salaries. While reserves are healthy today, they're not meant to replace regular contributions long-term. Continuing contributions provides transparency and predictability around membership fees and helps avoid sudden increases or shortfalls in the future.

This proposed budget aligns to the strategic priorities and recognizes the value of services provided by the Association while recognizing the contributions of Executive and committee members with an increased per diem rate, staff performance and a plan to utilize growing reserves from many years of profitable investments. The 2027 proposed budget also includes a planned use of reserves for provincial bargaining, subsidized access to Trustee Academy, and research and consultant fees to support the Strategic Plan.

This proposed budget does not contemplate any changes that may arise from the completion of the 5-year SSBA services review or legal services review. Any additional costs to any changes can utilize SSBA operational reserves during the transition period.

BUDGET RESOLUTION Re: Budget 2027	**For:** **Against:**	**Abstain:**	**CD DEF**	%

RESOLUTIONS

AGM 26-01 **BE IT RESOLVED that the proposed Position Statement on "Assessment of Student Achievement" be adopted to replace the current "Position Statement 2.2 Assessment of Student Achievement";**

PROPOSED "Position Statement 2.2
Assessment of Student Achievement

The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

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.

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 of Education/CSF resources on the improvement of student learning;

2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives, reflecting multiple measures of student success quantitatively and qualitatively;

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. Support professional staff in the inclusion of culturally inclusive and affirming assessment practices.

6. Ensure appropriate administrative procedures are established for ethical data handling, including, collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;

7. 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;

8. Ensure achievement information is reported to the public in annual reports, in a clearly written and illustrated format to display trends over time.

9. Ensure the prescribed Ministry assessment programs are implemented, recognizing that such assessment programs are best developed in collaboration with boards of education/CSF and education partners.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 2.2 Assessment of Student Achievement)

(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 2021.

Cost of this resolution:

Low Cost – < $1,000

Resolution AGM 26-01 Re: Position Statement – Assessment of Student Achievement	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-02 **BE IT RESOLVED that the proposed Position Statement on "Indigenous Education" be adopted to replace the current "Position Statement 2.4 Indigenous Education";**

PROPOSED "Position Statement 2.4
Indigenous Education

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, nurture and sustain 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. Boards of education/CSF will advocate to the federal and provincial government for funding for Indigenous language programming.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 2.4 Indigenous Education)

(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 2021.

Cost of this resolution:

Low Cost – < $1,000

Resolution AGM-26-02 Re: Position Statement - Indigenous Education	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-03 **BE IT RESOLVED that the proposed Position Statement on "Infrastructure Funding" be adopted to replace the current "Position Statement 3.2 Infrastructure Funding";**

PROPOSED "Position Statement 3.2
Infrastructure Funding

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, relocatables, operational and maintenance facilities, school buses, 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.[1]

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,

[1] 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%

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 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) **Minor Capital Projects/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 renovations[2]. 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. Real property decisions are based on risk management practices, performance information and an assessment of full life-cycle costs.

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.

Sufficient funding for transportation ensures the school buses used can be replaced in an effective and timely manner.

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

[2] The industry standard is between 2-4% of Current Replacement Value (*Committing to the Cost of Ownership: Maintenance and Repair of Public Buildings, National Research Council, 1990, p. 18*)

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-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* and *The Accessible Saskatchewan Act* and its regulations 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.

i) IT Network:

The Ministry should provide sufficient funding to ensure that IT networks are sufficient, sustainable, and protected from cyber risks. This includes software, hardware, network, staff/student training, etc.

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.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 3.2 Infrastructure Funding)

(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 2021.

Cost of this resolution:

Low Cost – < $1,000

Resolution AGM 26-03 Re: Position Statement - Infrastructure Funding	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-04 **BE IT RESOLVED that the proposed Position Statement on "Teacher Education and Certification" be adopted to replace the current "Position Statement 4.2 Teacher Education and Certification";**

PROPOSED "Position Statement 4.2 Teacher Education and Certification

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 all 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.

5. Boards of education/CSF seek innovative and practical solutions, where appropriate, to address particular challenges that may arise and advocate to the SPTRB to raise awareness and understanding of unique contexts to seek recognition of innovative and pragmatic solutions in appropriate instances.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 4.2 Teacher Education and Certification)

(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 2021.

Cost of this resolution:

Low Cost – < $1,000

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Resolution AGM 26-04 Re: Position Statement – Teacher Education and Certification	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-05 **BE IT RESOLVED that the proposed Position Statement on "Public Engagement" be adopted to replace the current "Position Statement 5.1 Public Engagement";**

PROPOSED "Position Statement 5.1
Public Engagement

Boards of education/CSF value and support meaningful and authentic parent, school community council/conseil des ecoles 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 ecoles 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 School Boards provide a strong mechanism for the public to participate meaningfully in publicly funded education. Public engagement should be supported through a variety of accessible and inclusive avenues that honour cultural diversity and ensure all community members are able to contribute. The processes used must be intentional, respectful, and designed to encourage broad and equitable participation.

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.

Association Executive

(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 5.1 Public Engagement)

(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 2021.

Cost of this resolution:

Low Cost – < $1,000

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Resolution AGM 26-05 Re: Position Statement – Public Engagement	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-06 **BE IT RESOLVED THAT the Saskatchewan School Boards Association advocate to the provincial government to amend *The Local Government Elections Act, 2015* to grant school boards the optional authority to establish additional eligibility criteria for school board member candidates which could include the requirement that a candidate must reside in the subdivision they seek to represent.**

Association Executive

(Note: This Resolution relates to Position Statement 1.2 Local Governance of Education)

Sponsor's Rationale:

The Local Government Election Act, 2015 stipulates that a candidate must have resided in the school division for at least three consecutive months before submitting nomination paper. It does not currently require candidates for school board to reside in the subdivision they seek to represent. Residency within the subdivision is likely to result in elected officials having a direct understanding of the unique needs, priorities and concerns of the constituents they represent. An amendment to *The Local Government Election Act, 2015* proposed in this resolution would not require any board of education to adopt such a change. It would, however, enable the authority for any board of education for whom this applies and who would like to establish such additional eligibility criteria for school board member candidates, to do so through board policy or resolution.

The Saskatchewan Association of Rural Municipalities adopted a similar resolution at its 2026 Annual Convention. The SSBA Executive raised this matter at the April 2026 Board Chairs Council and received general support to propose this resolution at 2026 Fall General Assembly.

Cost of this resolution:

Low Cost – < $1,000

Resolution AGM 26-06 Re: Amend *The Local Government Elections Act, 2015*	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-07 BE IT RESOLVED that the Saskatchewan School Boards Association, in consultation with member boards and relevant education sector partners, establish a regular process to review publicly available Provincial Auditor reports concerning the Education Sector; identify recurring or systemic findings related to governance and operations, and share relevant guidance and leading practices with member boards.

Prairie Valley S.D. No. 208

SSBA Strategic Plan Alignment:
Priority: Good Governance
Aligned goals, summarized:

- Support member boards with services responsive to their responsibilities as local governors and employers.
- Provide learning opportunities and resources that strengthen board and trustee effectiveness.

Priority: Importance and Impact of Locally Elected School Boards
Aligned goal, summarized:

- Strengthen recognition of board autonomy and local decision-making in the interests of students and communities.

Alignment: The Resolution supports continuous improvement in governance, accountability, risk management and financial stewardship through shared learning from Provincial Auditor findings. It reflects the SSBA's values of evidence-based decision-making, accountability, collaboration and integrity. By strengthening boards' capacity to demonstrate effective oversight and respond to identified risks, it also supports public confidence in locally elected governance and aligns with SSBA Position Statement 1.2 Local Governance of Education.

Sponsor's Rationale:

Provincial Auditor reports can identify deficiencies and opportunities for improvement in governance and operations. While individual findings are specific to the organizations audited, recurring or systemic findings have relevance across the education sector. A regular sector-level review would support boards in learning from these findings, assess whether similar risks exist within their own school divisions, and strengthening governance and operational practices.

As locally elected representatives, boards of education give voice to the electorate in publicly funded education and are accountable to the communities they serve. Protecting the integrity and credibility of this democratic role requires transparent governance, responsible stewardship, and a demonstrated commitment to addressing identified risks. Proactively learning from audit findings would help sustain public confidence in boards of education and reinforce the value of locally elected governance.

This process would support shared learning and continuous improvement while respecting each board's authority and responsibility to determine appropriate action within its local context.

Cost of this resolution:

Medium Cost – $1,000 – $10,000

Resolution AGM-26-07 Re: Review Provincial Auditor reports concerning the Education Sector	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-08 **BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Government of Saskatchewan to fund universal full-day, every day kindergarten throughout the province.**

Saskatoon S.D. No. 13

(Note: This Resolution relates to Position Statement 1.2 Local Governance of Education, 2.1 Student Achievement and 3.1 Education Investment)

Relationship to SSBA Position Statements and Strategic Priorities
This resolution relates to SSBA positions and priorities concerning:

- sufficient, sustainable and predictable investment in publicly funded education;
- equitable opportunities and outcomes for Saskatchewan students;
- evidence-based advocacy and decision-making;
- early learning and student achievement; and
- the authority of boards of education to respond to local student needs.

Sponsors' Rationale:

In 2023, the Saskatchewan School Boards Association membership adopted a resolution calling on the Minister of Education to improve early learning outcomes by allocating sufficient resources to fund universal full-time kindergarten across Saskatchewan schools. The resolution passed with strong support. As of March 2026, the SSBA continued to identify the resolution as ongoing and reported that it had raised the matter with the Minister of Education, the Ministry of Education and the Official Opposition. The provincial government has not made a commitment to fund universal full-day kindergarten.

Since the 2023 resolution was adopted, new Saskatchewan-specific evidence has become available. In 2025, the University of Toronto completed an evaluation. "Every Day Matters", of the Early Learning Equal Start full-day, every day kindergarten initiative funded by Saskatoon Public Schools Foundation. The evaluation analyzed five cohorts of Saskatoon Public Schools students from 2019-20 through 2023-24. The phased expansion from a single-school pilot in 2019 to 25 schools and 29 classrooms in 2023-24 allowed the study to compare student growth across full day every day, full-day alternating-day and half-day kindergarten programs.

The evaluation found that children attending full-day, every day kindergarten demonstrated consistently larger gains in school readiness and early literacy than children attending half-day or full-day alternating-day programs.

Compared with half-day kindergarten, full-day, every day kindergarten:

- increased the share of children assessed as “on track” in Tier 1 of the Early Years Evaluation by approximately 19 per cent;
- reduced the share assessed as requiring targeted Tier 2 support by approximately 50 per cent;
- increased the share meeting the reading benchmark by approximately 27 per cent;
- reduced the share classified as at risk on reading by approximately 22 per cent;
- increased the share meeting alphabet-assessment benchmarks by approximately 5 to 20 per cent, depending on the measure; and
- reduced the share classified as at risk on alphabet assessments by approximately 30 to 55 per cent, depending on the measure.

The evaluation also found that full-day, every day kindergarten increased the share of children assessed as on track for both Indigenous and non-Indigenous students. Some estimated gains were particularly large for Indigenous students, newcomers to Canada and for children who did not speak English at home.

The evaluation moves the case for universal full-day kindergarten beyond evidence drawn primarily from other jurisdictions. Saskatchewan now has multi-year, locally generated evidence showing that full-day, every day kindergarten improves measurable student outcomes within the Saskatchewan education context. The evaluation supports the conclusion that full-day, every day kindergarten can place more students on track before Grade 1 and reduce the number of students requiring targeted early support.

Access to full-day kindergarten currently depends on the decisions, resources, facilities and fundraising capacity of individual school divisions and communities. The Saskatoon initiative evaluated in the report was funded by the Saskatoon Public Schools Foundation and expanded from one school to 25 schools over the five cohorts studied. Reliance on local funding means that access to a program with demonstrated benefits is not assured for all Saskatchewan children. Provincial funding would support more equitable access and allow boards of education to implement programming in response to local circumstances without shifting the cost to locally raised funds. The description of the local initiative and its funding source is documented in the evaluation; the conclusion regarding the need for equitable provincial funding is the sponsor’s policy position.

The Saskatchewan School Boards Association's 2023 resolution established strong support among boards of education for universal full-time kindergarten. The new Saskatchewan-specific evaluation provides evidence that was not available when the membership considered that resolution. Renewing the resolution in 2026 would reaffirm the membership's position and direct the SSBA to use this new evidence in seeking a provincial funding commitment.

Cost of this resolution:

Low cost

The resolution calls for provincial advocacy using an existing Saskatchewan research report and aligns with advocacy already undertaken. Potential SSBA activities could include presenting the research to government, incorporating the findings into advocacy materials and engaging member boards.

Supporting Evidence

Dhuey, E. (2025). *Full-Day, Every Day Kindergarten in Saskatoon: An Evaluation of the Early Learning Equal Start Initiative Funded by Saskatoon Public Schools Foundation.* University of Toronto.

Resolution AGM-26-08 Re: Universal Full-Day, Every Day Kindergarten	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-09 **BE IT RESOLVED that the Saskatchewan School Boards Association lobby the Government of Saskatchewan to amend the applicable municipal legislation and any other necessary provincial statutes and regulations to provide the legislative authority for Education Property Tax to be levied on eligible properties located within Saskatchewan provincial parks, consistent with the principles applied to other taxable properties throughout the province.**

South East Cornerstone S.D. No. 209

(Note: This Resolution relates to Position Statement 3.1 Education Investment)
(This resolution relates to creating equity and fairness of taxation for the Education System.)

Sponsor's Rationale:

Whereas the provision of public education is a shared responsibility that benefits all Saskatchewan residents. Currently properties throughout Saskatchewan are subject to property assessment and taxation in accordance with the applicable legislation, including properties located in regional parks.

Many of the residents within provincial parks are occupied as permanent homes by individuals and families, including families whose children attend and receive publicly funded education in Saskatchewan schools. Equitable and consistent treatment of properties across Saskatchewan is an important principle of a fair and sustainable education funding system.

Cost of the Resolution:

Minimal cost

Resolution AGM-26-09 Re: Education Property taxes within Sask. Provincial Parks	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-10 **BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Government of Saskatchewan for a dedicated, predictable, multi-year funding stream for critical school infrastructure renewal across Saskatchewan school divisions, in addition to existing Major Capital, Minor Capital, and Preventative Maintenance and Renewal (PMR) funding streams, without reducing existing funding allocations or commitments under those programs.**

Prairie Valley S.D. No. 208

SSBA Strategic Plan Alignment:
Priority: Education as a Priority Investment in the Future of our Province
Aligned goal, summarized:

- Goal two: Advocate for adequate, equitable and sustainable investment so schools have the resources students need to succeed.

Priority: Importance and Impact of Locally Elected School Boards
Aligned goal, summarized:

- Goal two: Advance member boards' priorities through focused advocacy and effective relationships with stakeholders.

Alignment: This Resolution advances sustainable, predictable infrastructure investment and supports the SSBA's collective advocacy on behalf of member boards. It reinforces SSBA Position Statement 3.2: Infrastructure Funding, including its emphasis on multi-year planning, addressing capital backlogs, modernization and ongoing renewal. The proposed additional funding would support these objectives while maintaining existing capital funding commitments and respecting locally identified infrastructure priorities.)

Sponsor's Rationale:

The deterioration of critical school infrastructure across Saskatchewan requires greater provincial attention and sustained investment. Aging HVAC, roofing, electrical, plumbing and building-envelope systems create significant renewal pressures. Delaying necessary work can increase costs, heighten the risk of building-system failures and disrupt learning. School divisions also face broader modernization needs to ensure facilities continue to support safe, accessible, and effective learning environments.

The scale and cost of these projects can exceed the capacity of annual PMR allocations and place competing demands on existing capital programs. Relying on Minor Capital to address larger renewal needs does not provide a predictable, equitable, province-wide approach to maintaining aging infrastructure. Access to additional renewal funding depends on individual project approvals, while divisions with similar needs must manage within existing PMR allocations. It also places essential building-system renewal in competition with broader school modernization priorities. These

pressures affect school divisions across the province, regardless of school size or location.

A dedicated, additional funding stream would support long-term asset planning, allow divisions to address critical renewal and modernization needs proactively, and reduce reliance on emergency repairs. Maintaining existing Major Capital, Minor Capital, and PMR allocations and commitments would ensure that this investment increases overall capacity to address infrastructure needs while preserving support for other established capital priorities.

Through collective advocacy, the SSBA can bring greater attention to the condition of school infrastructure and the need for a coordinated provincial response informed by facility conditions and locally identified priorities.

Cost of this resolution:

Medium Cost – $1,000 – $10,000

Resolution AGM-26-10 Re: Predictable, multi-year funding for school infrastructure	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-11 **BE IT RESOLVED that the SSBA negotiate and/or instruct its insurance broker to negotiate language into all risk insurance policies to better and more accurately reflect the actual replacement cost value of and for aging infrastructure and/or provide its members with additional opt-in clauses and premium costs for same.**

Chinook S.D. No. 211

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

Sponsor's Rationale:

The current All Risk Policy does not adequately cover the full replacement cost of aging infrastructure. More specifically, if an insurable event occurs that requires a rebuild of older infrastructure, the current All Risk Policy does not cover the full replacement cost of a new building using current design requirements mandated by the Ministry of Education. Instead, the All Risk Policy states as follows:

8. Basis of Loss of Settlement
…

(b) Applicable to Property of Every Description

i) Replacement Cost:
In case of loss, settlement shall be based on the lesser of:

(1) The cost to repair, rebuild or replace, (whichever is least), with new materials **of similar kind and quality**, without deduction for depreciation;

(2) The actual expenditure incurred in repairing, rebuilding or replacing; and shall be subject to the following provisions;

(a) The liability of the Insurer(s) shall be limited to the Actual Cash Value of the damaged or destroyed property at the time of loss until the damaged or destroyed property is repaired or replaced and unless repair or replacement is executed with due diligence and dispatch.

(b) **In the event that any portion of the repair, rebuilding or replacement with material of like kind and quality is not allowed because the Regulations pertaining to the Education Act, 1978, the Department of Education Educational Facilities Guidelines applicable to the Province of Saskatchewan, or any by-law, regulation, ordinance or law in force at the time of loss or damage,**

which requires repair, rebuilding or replacement with superior materials, then this policy shall extend to cover such additional costs including the cost of demolishing undamaged portions of buildings and debris removal required to comply with such Building Code, By-law, Regulation, Ordinance or Law. In no event, however, shall coverage apply, in such case, beyond the minimum requirements of said Building Code, by-law, regulation, ordinance or law, unless material of like kind and quality as previously existed exceeds in quality such minimum requirements.

The maximum liability for Clause 8.(f) A.(b)(2) is $5,000,000 subject to a maximum of $1,000,000 for additional costs pertaining specifically to the Education Act, 1978, the Department of Education Educational Facilities Guidelines.

The Education Act, 1978 referred to in the All Risk Policy was replaced by the *Education Act, 1995* in 1995. Similarly, the "Department of Education Educational Facilities Guidelines" referred to in the All Risk Policy was placed by the 2006 Pre-K to 12 School Facilities Funding Guidelines. It appears that the language of this clause in this Policy has not been updated in decades.

For aging infrastructure, building with "similar kind and quality" is no longer feasible. It is well known that buildings are not made with wood, cindercrete and decorative bricks any longer, they are made with steel, drywall and significantly more electronic equipment and wiring.

Insurers under the current All Risk Policy maintain that a building that is designed and built using new materials is better (ie it is not "similar kind and quality"), and they refuse to pay for any incremental costs that "betters" the school unless it falls under Policy clause (2)(b). That includes the incremental costs for building materials (steel studs and drywall), school size, improved bathroom stalls (ie the number, size and accommodating bathroom stalls), window size, number of doors, roofing materials etc.

However, Policy clause (2)(b) does not adequately describe what the Ministry requires a school board to build and, further, the Policy limits that increase to $1,000,000 for additional costs flowing from The Education Act, 1978 and Facilities Guidelines. This does not cover the true cost of replacing older infrastructure because current design and build requirements are so vastly different now than they were when older buildings were built. The current design and build requirements from the Ministry are not easily categorized and some of the Ministry's requirements are not described in the Policy wording. In other words, the Ministry may require a school board to include certain design and build features that are not covered, or are not adequately covered

under the Policy. Those costs not covered under the Policy must then be borne by the individual school board.

Therefore, new language should be included to ensure that the Policy covers the risk on an actual replacement cost basis, including the cost of whatever the Ministry of Education requires school boards to build and in whatever form that may take. The specific wording of the Policy should be discussed with the Broker.

In addition, SSBA should negotiate and/or instruct its insurance broker to increase the maximums under the Policy to ensure they adequately cover the current cost of construction. With the significant rise in construction costs and the likelihood that construction costs will continue to increase, the Policy must take into account these ongoing increases such that the increased costs of construction are not borne by the school boards.

Costing of the Resolution:

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

Resolution AGM-26-11 Re: Insurance Policy – Replacement Cost Value	**For:** **Against:**	**Abstain:**	**CD DEF**	%

AGM 26-12 **BE IT RESOLVED that the SSBA advocate to the Minister and Ministry of Education to incorporate statutory immunities and limitations of liability into the *Education Act, 1995* to provide Boards of Education with similar statutory protections that are already available to Saskatchewan municipalities and cities.**

Chinook S.D. No. 211

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

Sponsor's Rationale:

Saskatchewan Boards of Education are locally elected governments and statutory corporations most similar in structure to Saskatchewan's municipalities and cities. Saskatchewan's municipalities and cities have statutory protections that limit their liability and may include statutory restriction of limitation periods. For example, see Appendix A to this Resolution for selected provisions from Saskatchewan's *Municipalities Act*. More statutory restrictions are available in both Saskatchewan's *Municipalities Act* and its *Cities Act*.

The Province's long-term inadequate funding of education services and infrastructure increases risks and liabilities of Boards of Education. If the Province is not going to adequately fund education services and infrastructure, the Province needs to update the *Education Act, 1995* to provide similar immunities and limitations of liability as already afforded to Saskatchewan municipalities and cities.

Cost of the Resolution:

Low Cost: < $1,000

APPENDIX A: Selected Provisions from Saskatchewan's *Municipalities Act*

Non-liability if acting in accordance with statutory authority
339 Subject to this and any other Act, a municipality is not liable for damage caused by any thing done or not done by the municipality in accordance with the authority of this or any other Act unless the cause of action is negligence or any other tort.

Immunity against certain nuisance actions
340(1) A municipality is not liable in an action based on nuisance, or on any other tort that does not require a finding of intention or negligence, for any loss or damage arising,

directly or indirectly, from any public works, including streets, or from the operation or non-operation of a public utility.

(2) A municipality is not liable for damages resulting from:

(a) any interference with the supply of a public utility service if:

(i) the interference is necessary for the repair and proper maintenance of the public utility service; and

(ii) a reasonable attempt is made to notify the owners or occupants of land or buildings affected by the intended interference; or

(b) the breaking or severing of a service pipe, service line or attachment.

Non-liability for discretion
341 A municipality that has the discretion to do something is not liable for, in good faith, deciding not to do the thing.

Limitation of actions against municipalities
344(1) Notwithstanding *The Limitations Act*, no action is to be brought against a municipality for the recovery of damages after the expiration of one year from the time when the damages were sustained, and no such action is to be continued unless service of the statement of claim is made within that one-year period.

(2) If a defendant in a legal action institutes a third party claim against a municipality for contribution or indemnity arising out of that legal action, the day on which the defendant was served with the claim for the legal action is deemed to be the day on which the act or omission on which that defendant's third party claim is based took place.

(3) Subsection (2) applies whether the right to contribution and indemnity arises with respect to a tort or otherwise.

Resolution AGM-26-12 Re: Limitation of Liability	**For:** **Against:**	**Abstain:**	**CD DEF**	%

Position Statements

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

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

In Saskatchewan School Boards Association Position Statements:

> "Board of Education means a board of education and Conseil scolaire fransaskois as established pursuant to *The Education Act, 1995;*
>
> "Association" means the Saskatchewan School Boards Association.

Index of Association Position Statements

1. **Organizational Development**
   - 1.1 Development of Position Statements
   - 1.2 Local Governance of Education

2. **The Education Program**
   - 2.1 Student Achievement
   - 2.2 Assessment of Student Achievement
   - 2.3 Digital Literacy and Citizenship
   - 2.4 Indigenous Education
   - 2.5 Inclusive Education

3. **Operations and Facilities**
   - 3.1 Education Investment
   - 3.2 Infrastructure Funding
   - 3.3 Education Equity

4. **Human Resources**
   - 4.1 Collective Bargaining
   - 4.2 Teacher Education and Certification

5. **Public Engagement and Partnerships**
   - 5.1 Public Engagement
   - 5.2 Partnership Agreements
   - 5.3 School Community Councils

Adopted Position 1.1: **Development of Position Statements**	**Date Approved: November 2023**

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

A. Development of Position Statements

1. An approved resolution from a General Meeting or the Executive may identify the need for the development of a statement of position.

2. The Executive will establish a working committee to gather information, consult the membership and draft the statement of position.

3. The draft statement will be circulated to all member boards for input.

4. Position statements will be considered and voted on at a General Meeting under the sponsorship of the Executive. A vote of not less than two-thirds of the votes cast is required for adoption of a position statement.

5. The Executive may after appropriate consultation with the membership adopt an interim position on any matter under which to operate until an approved statement of position is approved by the membership at the next available opportunity.

B. Review of Position Statements

1. Each position statement will be reviewed on a five-year cycle, however, a position may be reviewed at any time upon the direction of the Executive.

2. A position will be reviewed when a resolution at a General Meeting is adopted which is inconsistent with the current position.

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Adopted Position 1.2: **Local Governance of Education**	**Date Approved: December 2024**

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

1. Governance decisions are guided by what is in the best interest of student learning for all students in the school division within the board of education's financial resources.

2. Boards of education/CSF operate with autonomy and authority within a legislated framework and act to fulfill their responsibilities. Boards of education/CSF derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, Catholic schools derive their authority from the Constitution, *The Saskatchewan Act,* and the guarantee of separate school rights under section 29 of the *Canadian Charter of Rights and Freedoms*. The CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms.*

3. Board of education/CSF meetings are open to the public and board information is accessible to the public within the context of the law.

4. Boards of education/CSF communicate information about the operation of the education system and establish procedures for public engagement.

5. Boards of education/CSF engage students, staff, families, communities, and partners in the education of students for success in school. Boards of education/CSF pay particular attention to engaging with First Nations and Métis communities.

6. Boards of education/CSF engage and support School Community Councils/Conseils d'écoles as partners in improving student learning.

7. Board members engage in networking and learning opportunities to fulfill their responsibilities as stewards of publicly funded education.

8. Boards of education/CSF are the voice of publicly funded education in Saskatchewan. Saskatchewan's education system is best served by a partnership of provincial and local level of governance with shared responsibility for publicly funded education.

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Adopted Position 2.1: **Student Achievement**	**Date Approved: December 2024**

Facilitating the provision of high-quality education is the primary mission of boards of education/ Conseil scolaire fransaskois (CSF).

1. Saskatchewan curriculum should provide lifelong learning skills, affirm each student's individuality, and engage them in community. Saskatchewan's curriculum creates these opportunities and should be delivered in inclusive, safe, and welcoming learning environments that support mental health and well-being. Student achievement is defined as the attainment of the developmentally appropriate educational outcomes of Saskatchewan's curriculum.

2. Boards of education/CSF, School Community Councils, Conseils d'écoles, students, staff, families, communities, and partners must be engaged and have a voice in defining student achievement.

3. Boards of education/CSF are individually responsible for developing an accountability framework to establish standards, assess, monitor and report on student achievement. Boards of education/CSF are responsible for partnering with senior levels of government to develop strategic plans establishing province-wide objectives for education.

4. The role of boards of education/CSF is to provide leadership, advocate for education investment, and allocate resources within the board of education's purview to maximize student achievement.

5. Student engagement, as well as parent and community support for education are important components of student success.

6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.

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

The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

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

1. Adopt clear expectations for student achievement to focus board/CSF resources on the improvement of student learning;

2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives;

3. Support professional staff in the work of appropriately assessing and reporting student achievement information.

4. Support professional staff in the planning and organization of increasingly effective programs and learning environments designed to further strengthen student learning;

5. Ensure appropriate administrative procedures are established for ethical data handling, including, collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;

6. Engage parents in assessment of student achievement reporting processes to increase opportunities for student success, and ensure student achievement information is communicated to students and parents in a format that is easily understood, accurate and of practical value;

7. Ensure achievement information is reported to the public in a clearly written and illustrated format to display significant change over time.

Adopted Position 2.3: **Digital Literacy and Citizenship**	**Date Approved: December 2024**

Digital literacy refers to fluency in the use and security of interactive digital tools and searchable networks. Digital citizenship is defined as the norms of safe, respectful, responsible and ethical behaviour when using technology.

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

It is imperative that boards of education/CSF take a risk management approach to balance the need to support students as learners, digital citizens, and creators, while also ensuring enhanced vigilance for the safety and well-being of students, including their mental health, as they engage with emerging technologies. Boards of education/CSF embrace digital technological innovation as an important component of educational strategy for the province of Saskatchewan, and work in partnership with the Saskatchewan Ministry of Education to create a vision for digital literacy and citizenship that:

1. Focuses on engaging and inspiring students and fosters creative and innovative minds, embracing the enabling role of digital technology in expanding how, when and where learning takes place.

2. Recognizes that we exist in a connected world requiring a global set of competencies for a digital age – creativity and innovation, critical thinking, communication and collaboration, as well as safe and ethical behaviours for responsible digital citizenship.

3. Is centred within a provincial curriculum that reflects these values, aspirations, and practices.

4. Is founded on the principles of equity of access and opportunity.[1]

This vision for digital literacy and citizenship is situated in a learning environment where teachers are supported to be professionally competent and appropriately fluent, embracing digital technology, resources and instructional strategies that enhance student learning, engagement, safety, and digital

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

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

Adopted Position 2.4: **Indigenous Education**	**Date Approved: November 2021**

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

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

1. Building Relationships and Partnerships
   Boards of education/CSF foster and nurture relationships and partnerships with First Nations and Métis communities, educational authorities, Elders, and traditional Knowledge keepers. These relationships are necessary to build an understanding of Indigenous ways of knowing, and to collaborate through shared values and priorities to ultimately enhance student learning and well-being.

2. Creating Welcoming Environments
   Boards of education/CSF create a mandate for all schools to establish and sustain respectful and welcoming environments, including visible commitments such as flag raisings and symbols, that instill belonging for all students, including Indigenous learners. Strategies are developed that foster the engagement of youth, families and communities in schools.

3. Representative Governance and Workforce in the Education Sector
   Boards of education/CSF encourage the participation of Indigenous peoples in governance, and work through the SSBA to encourage Indigenous trusteeship. Boards of education/CSF commit to a representative workforce and examine their recruitment, selection, retention, and promotion practices, and remove systemic racism and other barriers for Indigenous peoples.

4. Increasing Capacity Across the Education System
Boards of education/CSF engage in professional learning focused on Indigenous education and reconciliation, and ensure staff are similarly engaged in professional learning regarding Indigenous education, understanding the concept of colonization and its impact, anti-racist/anti-oppressive education, and reconciliation. Through relationships developed with First Nations and Métis partners, boards of education/CSF invite these strengths from Indigenous communities to support them in these efforts.

5. Culturally Responsive Curriculum, Pedagogy, and Assessment
Boards of education/CSF advocate for curriculum that includes Indigenous content, perspectives, and ways of knowing across the subject areas, and that is developed with the engagement of First Nations and Métis peoples, Elders and traditional Knowledge keepers. Boards of education/CSF advocate for teacher education programs that include courses on Indigenous histories and perspectives so that teachers are prepared to incorporate these areas into their practice. Boards of education/CSF support educators as they implement community education practices, land-based learning, and other experiential learning opportunities for students. Boards of education/CSF promote assessment practices that are culturally appropriate and acknowledge an array of learning models and styles, and take steps to eliminate systemic racism and bias in student assessment. Finally, boards of education/CSF value Indigenous Knowledge and expertise by supporting Indigenous research to inform education practice and pedagogy for the benefit of all learners.

6. Affirming and Revitalizing Indigenous Languages and Cultures
Boards of education/CSF recognize the central role of language in supporting identity and culture and in validating Indigenous worldviews, and promote Indigenous language programs in schools.

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

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

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

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

Inclusionary Philosophy and Beliefs:

1. All students and families are welcomed and respected.

2. All students have opportunities to experience positive interpersonal interactions that support the development of authentic relationships.

3. All students have access to activities that promote positive self-esteem, engagement, and a sense of belonging.

4. Individual interests, backgrounds, life experiences and identities are valued.

5. Schools engage parents/guardians in meaningful ways (e.g., parents/guardians are provided ways to support their child's learning and development).

6. Curricula are used as the starting point for developing and implementing adaptations to support student learning. This may include referring to previous grade-level curricula to support individualized learning needs.

7. Differentiated instruction is used, including multi-level instructional approaches, so all learners in a classroom can participate and are engaged.

8. Ensure resources, practices are reflective of students - where students can see themselves in the resources and assessment/instructional practices.

9. Learning opportunities are provided that are: challenging; engaging; culturally and linguistically affirming and responsive; developmentally fitting; and age appropriate.

10. Accessibility - barriers to learning are reduced or eliminated by providing access to appropriate learning opportunities and resources identifying and implementing supports (including technology) to optimize student learning; and supporting the development and attainment of competencies and independence.

11. Schools, classrooms, common learning areas and other learning spaces provide emotionally safe environments, acknowledge the culture, language(s) and background of students, and incorporate physical adaptations as necessary.

Adopted Position 3.1: **Education Investment**	**Date Approved: November 2023**

Boards of education/Conseil scolaire fransaskois (CSF) are autonomous and derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, Catholic schools derive their authority from the Constitution, *The Saskatchewan Act,* and the guarantee of separate school rights under section 29 of the *Canadian Charter of Rights and Freedoms*. The CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms.*

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

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

1. **Sufficiency, Sustainability, and Predictability**: The amount of funding provided to boards of education/CSF by the provincial government must be sufficient for education equity that provides high quality education for all students, that includes opportunities for local innovation, and that responds to inflationary costs, enrolment growth, and the continuing need for specialized programming. Reliable, factual data is used to establish funding formulas that are clearly defined, predictable, and unconditional that reflect the actual costs of mandated provincial goals and priorities and enable long-term and sustainable planning by boards of education/CSF.

2. **Partnership and Engagement**: In Saskatchewan, Boards of education/CSF and the provincial government are partners in education where elected boards of education/CSF are responsible for achieving mandated provincial goals and priorities and the provincial government is responsible for providing the resources needed to achieve those goals and objectives. Meaningful collaboration and engagement in decision-making regarding funding formulas and forecasting, accountability processes, setting provincial priorities, and resolving issues is best done in this spirit of partnership. The funding model is reviewed periodically by the education partners to ensure it is functioning as intended.

3. **Transparency and Accountability**: Straightforward information about education funding is monitored, understandable and available to the public, and the process is entirely transparent.

Adopted Position 3.2: **Infrastructure Funding**	**Date Approved: November 2021**

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 renovations[3]. 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**

Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

1. Boards of education are proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students' individual or family circumstances.

2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure all students have access to school programs, facilities and services for students to achieve to their full potential regardless of where they live in the province and their personal circumstances.

3. Education equity recognizes that some students need additional or specialized programming to achieve to their full potential.

4. Education equity recognizes that boards of education operate with very different circumstances and situations.

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

Adopted Position 4.1: **Collective Bargaining**	**Date Approved: November 2022**

A. Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.

As well, representing boards of education, the Saskatchewan School Boards Association has a statutory role in collective bargaining with respect to the Provincial Collective Bargaining Agreement for teachers.

B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:

1. The education interests and well-being of students must guide the collective bargaining process.

2. The collective bargaining process must respect the integrity of the board of education in its role as employer.

3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.

4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.

5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.

6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to education funding and consistent with the fundamental principles described in the Adopted Position Statement 3.1: Education Investment.

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

C. In working according to these principles, the Association undertakes in particular that:

1. The Association will endeavour to have representatives on the provincial bargaining team who have experience in labour relations negotiations.

2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for engaging and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.

3. The Association's staff is available to support boards of education in their collective bargaining processes.

4. The Association will advocate for boards of education to be fully consulted by the Province and that the Province be transparent regarding local agreements.

5. The Association will advocate to ensure that the representatives of boards of education on the provincial bargaining committee are an effective voice on that committee.

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

Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is responsible for regulating teacher certification and registration, including issuing, suspending, or revoking a teacher's certificate. Teacher education and certification requirements are approved by the Teacher Education and Certification Committee of the SPTRB, a committee of representatives from educational stakeholders including the SSBA. The Certification Decision Review Committee of the SPTRB, a committee of representatives from education stakeholders including the SSBA, hears certification decision appeals from teachers.

2. Boards of education/CSF expect teacher education programs that reflect the requirements of publicly funded school systems and that are based on current educational research and effective practices that develop teachers to focus on the skills and knowledge students need to succeed in work, life and citizenship.

3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.

4. Boards of education/CSF, as employers, have high expectations of teachers as professionals and therefore have a critical interest in defining and supporting the development of competencies for effective teaching including:

a) Teachers value and care for the whole child by developing positive relationships and acting in the best interests of their students.
b) Teachers facilitate the engagement and support of parents and the community.
c) Teachers are committed to education as a profession and to engaging in ongoing professional development to remain current and effective, and apply these learnings in their work.
d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

Adopted Position 5.1: **Public Engagement**	**Date Approved: November 2021**

Boards of education/CSF value and support meaningful and authentic parent, school community council/conseil des ecoles 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 ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement, and to provide advice to the board of education/CSF.

3. Locally elected boards provide a strong mechanism for the public to be engaged in publicly funded education.

4. Boards engage in relationships and collaboration with a variety of partners (e.g. levels of government, post-secondary, First Nations and Métis, business, human service agencies, non-profit organizations, etc.) to enhance student well-being and achievement.

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

Individual boards of education and the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

1. Partners will include those agencies and organizations whose goals and objectives are compatible with the goals of the boards of education or the Association.

2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.

3. Allocation of resources to partnerships will not compromise the standards of services and administration of the boards of education or the Association.

4. Partnership agreements will be transparent and clearly defined and committed to in writing.

Adopted Position 5.3: **School Community Councils**	**Date Approved: December 2024**

The engagement[4] of family and communities with schools is foundational to education and a priority for boards of education/CSF. School Community Councils (SCC)/Conseils d'écoles are one avenue to facilitate this engagement. In Saskatchewan, each school is required to have a School Community Council to develop shared responsibility for the learning success and well-being of all children and youth. The mandate of the SCC is to encourage and facilitate parent and community participation in school planning and improvement processes, and provide advice to the board of education and the school's staff. In co-operation with the school staff, the SCC develop and recommend to its board of education for approval a school level plan that is in accordance with the school division's strategic plan.

1. Boards of education/CSF build relationships, engage with, and support SCCs/Conseils d'écoles as valued partners in education to mobilize their communities to strengthen student achievement, and to provide advice to the board of education/CSF.

2. Boards of education/CSF expect that schools create an environment where all students, families, and SCCs are welcomed and respected so that SCCs are engaged and can thrive. Regular evaluation is conducted so that SCCs, parents, and community members can provide the board with evidence of this.

3. Boards of education/CSF are committed to providing school staff and SCCs with orientation, ongoing professional learning and networking opportunities focused on the SCC mandate. Strategies are developed by school staff and SCCs that foster the engagement of youth, families, and communities in schools.

4. Boards of education/CSF acknowledge the key role of the school administrator with respect to SCCs. Supports are put in place to enable school administrators to carry out their leadership role effectively – particularly focused on the SCC mandate to co-construct a school level plan and monitor and report on its outcomes.

5. Boards of education/CSF facilitate two-way communication with SCCs. They regularly check with SCCs to determine that the school division supports provided are adequate and are meeting the needs of the SCC, enabling them to be successful with their mandate.

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

SASKATCHEWAN School Boards ASSOCIATION

RULES OF PROCEDURE

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

A. GENERAL

1. The Rules of Procedure are found in both the Saskatchewan School Boards Association (the "Association") Bylaws and these Rules of Procedure.

2. Any procedure not found in the Bylaws or in these Rules of Procedure shall be administered pursuant to Robert's Rules of Order. The Association currently uses *Robert's Rules of Order Newly Revised, 12th ed.*

3. SSBA bylaws allow for two general assemblies (spring assembly and fall assembly) of the association to be held annually, with one being the annual general meeting of the association. In addition, the Executive may call a special general assembly. These Rules of Procedures and relevant SSBA bylaws will apply to the business component in all of these instances.

4. In accordance with Bylaw No. 9, the information submitted by boards of education listing accredited delegates and number of votes each can cast will be used for the purposes of voting on: (1) Bylaw Amendments, (2) Resolutions, and (3) Elections at the general assemblies of the Association (the "general assembly").

5. Boards of education will submit the names of their accredited delegates to the Association prior to the general assembly. An accredited delegate is defined in Bylaw 9.2.

6. In accordance with SSBA Bylaw 9, voting at general assemblies shall be by ballot except voting shall be by show of hands on motions with respect to procedural matters unless, at the discretion of the Chair, a vote by show of hands is inconclusive. On matters where voting is by show of hands, each delegate in attendance at the time the vote is taken shall be entitled to vote, and shall have one vote.

7. Two-thirds of the votes cast are required to adopt an addition to the Bylaws or a Bylaw Amendment, Budget Resolution or Position Statement. In addition, an amendment to a motion to adopt an addition to the Bylaws, a Bylaw

Amendment, Budget Resolution or Position Statement shall require two-thirds of the votes cast to adopt.

8. Fifty plus (majority) of the votes cast are required for adoption of a Resolution. In addition, fifty plus (majority) of the votes cast are required for an amendment to a motion to adopt a Resolution.

9. **Point of Order:** When a delegate believes that these Rules of Procedure are being violated, the delegate can make a *Point of Order* or raise a question of order causing the Chair to make a ruling.

10. **Point of Information:** A *Point of Information* is a request to the Chair, or through the Chair to another delegate or officer (or Association staff member, if necessary), for information relevant to the business at hand.

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

The usual form of a motion in these circumstances is:

"I move to suspend the rules and adopt the following Resolution: 'Be it resolved that . . .'".

<u>Or</u>

"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 _____.

12. **Destroying Ballots**: At the end of the Assembly a motion to destroy ballots is required. The intention of the motion to destroy ballots is to get rid of all the ballots in the SSBA's possession so that all that remains is the final tallies of each motion.

ElectionBuddy records have safeguards in place so an individual's votes cannot be identified.

The usual form of a motion in these circumstances is:

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

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

1. Any board of education wishing to submit a Bylaw Amendment or Resolution to the RPD Committee shall:

    a. Provide its Resolution(s) in writing and provide a rationale explaining the background and reasons for the Bylaw Amendment or Resolution.
    b. Provide on each Resolution, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the Resolution.
    c. Identify the Association's Position Statement that the proposed Resolution relates to and how the Resolution relates to the Association's Strategic Plan or provincial priorities.

2. Once the board has submitted its Bylaw Amendment or Resolution(s) to the RPD Committee, the RPD Committee will:

    a. Examine, edit and, where considered necessary, combine similar Resolutions; and
    b. Place each Bylaw Amendment and Resolution in the following order: Bylaw Amendments, Budget Resolution, Resolutions relating to new or existing Position Statements and Resolutions based on the order established by the Association's Position Statements.
    c. In all cases, the order of the items listed in (b) will be at the discretion of the RPD committee to determine.
    d. The committee will make the proposed Bylaw Amendments and Resolutions available to boards of education in advance of the general assembly.

C. RULES OF PROCEDURE IMMEDIATELY PRIOR TO THE BUSINESS COMPONENT OF THE GENERAL ASSEMBLY

1. The RPD committee will select the Chair for the business component of the general assembly.

2. The RPD committee will select the Parliamentarian for the business component of the general assembly.

3. Accredited delegates must be in attendance when a vote is taken in order for their vote to be cast. The Bylaws do not allow voting by proxy.

4. If an accredited delegate does not attend the general assembly or unexpectedly must leave the general assembly, an authorized board member or official should inform the Chair to have the votes of the absent delegate reallocated to another board delegate(s). Changes must be made as soon as possible in advance of the Bylaw Amendments and Resolutions portion of the general assembly to avoid a delay in the proceedings.

5. A delegate can modify or withdraw its own Bylaw Amendment or Resolution at any time before it is considered at the business component of the general assembly.

6. If a delegate wishes to modify its own Bylaw Amendment or Resolution, the correct procedure is to move the modification by stating what words are to be deleted and substituted, or what words are to be added, etc., as the case may be.

   Therefore, the form for a modification utilizes words like:

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

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

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

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

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

D. RULES OF PROCEDURE FOR DEBATE DURING THE GENERAL ASSEMBLY

1. These Rules of Procedure for debate on Bylaw Amendments and Resolutions during the general assembly are made pursuant to Association Bylaws No. 10 and 11.

2. Resolutions to be presented in the general assembly by the RPD Committee will be moved as circulated to members prior to the general assembly.

3. Each Bylaw Amendment will be read in full when it is moved, unless the delegates vote, by show of hands, to dispense with the reading of the Bylaw Amendment.

4. Only delegates may speak at the microphone during debate.

5. No one shall be permitted to approach the podium during the general assembly, unless invited to do so by the Chair for the general assembly.

6. **Timelines for Debate:**

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

i. When seconding, the seconder will be allowed to speak for a maximum of 3 minutes;

ii. When there is debate on the Bylaw Amendment or Resolution, a delegate will be allowed to speak no more than twice:

a. the first time, for a maximum of 2 minutes; and

b. the second time, for a maximum of 1 minute;

iii. As the seconder has already spoken once, the seconder will have one more opportunity to speak for a maximum of 1 minute prior to the seconder's opportunity to speak in closing debate;

iv. The seconder will be allowed a maximum of 1 minute to close debate.

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

i. The mover will be allowed a maximum of 3 minutes to make the motion;

ii. A seconder is required;

iii. The seconder and other delegates will each be allowed to speak no more than twice:

a. the first time, for a maximum of 2 minutes; and

b. the second time, for a maximum of 1 minute;

iv. As the delegate who is the mover has already spoken once, that delegate will have one more opportunity to speak for a maximum of 1 minute prior to his/her last opportunity to speak in closing debate;

v. The delegate who is the mover will be allowed a maximum of 1 minute to close debate.

7. Amendments to Bylaw Amendments or Resolutions:

7.1 Procedure for Moving an Amendment to a Bylaw Amendment or Resolution

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

Therefore, the form for an amendment utilizes words like:

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

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

7.2 Amendments - in order

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

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

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

7.3 Friendly Amendments:

1. A friendly amendment only clarifies wording or corrects a reference but does not otherwise change the intent or wording of the Bylaw Amendment or Resolution.

2. The process for a friendly amendment is:

    i. Any time after the Bylaw Amendment or Resolution has been moved and seconded, a delegate may propose an amendment to clarify wording, indicating that it is a "friendly amendment";

    ii. If the Chair determines that the proposed amendment is a friendly amendment, the Chair will ask the Assembly to indicate, by a show of hands, whether the friendly amendment is adopted. The Chair reserves the right to call for a ballot vote if the show of hands is inconclusive;

    iii. If the Chair determines that the proposed amendment is not a friendly amendment, it must be treated as an amendment to be handled according to normal Rules of Procedure;

    iv. Any amendment not adopted as a friendly amendment must be moved, seconded, debated and voted on according to normal Rules of Procedure.

7.4 Amendments – Out of Order

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

1. When the Assembly has decided a question, another Resolution raising the same or substantially the same question cannot be introduced.

2. An amendment that merely makes the adoption of the amended question equivalent to a rejection of the original motion.

3. An amendment that would make the Bylaw Amendment or Resolution, as amended, identical with, or contrary to, a Bylaw Amendment or Resolution already decided by the Assembly in the same session.

4. An amendment that would leave an incoherent wording or a wording which contains no rational proposition.

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

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

1. At any general assembly where there is a business component requiring voting, the accredited delegates will be permitted 5 minutes to vote electronically at the close of debate on the Bylaw Amendment or Resolution. If the vote is not electronically tallied within this 5-minute timeframe, the Chair will proceed to the next Bylaw Amendment or Resolution and will announce the vote's results as soon as practicable. (If technical difficulties arise with electronic voting, additional time beyond the 5-minute voting timeframe may be granted at the discretion of the Chair.)

2. Votes cast are: for, against and abstain. It is not possible for an accredited delegate to "spoil their ballot" electronically.

3. There shall not be rounding up or down when calculating percentages. Abstaining ballots shall be removed when calculating the percentage.

4. The electronic vote will be automatically tallied as the final vote at the close of debate on the Bylaw Amendment or Resolution and following the 5-minute voting timeframe. An accredited delegate who, for whatever reason, does not cast their vote within the allotted 5 minutes from close of debate will have their vote deemed as "abstain".

F. RULES OF PROCEDURES FOR ELECTIONS

1. The RPD Committee will select the Chair for the Elections.

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

3. If an accredited delegate does not attend the election or unexpectedly must leave the election, an authorized board member or official should inform the Chair to have the votes of the absent delegate reallocated to another board delegate(s). Changes must be made as soon as possible in advance of the elections to avoid a delay in the proceedings.

4. Only members of the boards of education in the Constituency are eligible to vote and run in the Constituency election.

5. Only members of the Constituency and those deemed necessary by the RPD Committee are allowed to be in the room during a Constituency election.

6. The following procedures apply to the election:

    1. The Chair will call for nominations for candidates for Constituency Representative, as the case may be, for President and Vice President. All nominations require a seconder. Nominators and seconders must state their name and name of their board of education.

    2. The person making the nomination will have two minutes to speak.

    3. Board members who used the advanced nomination process will be called on first to formally make nomination.

    4. The Chair will make three calls for nominations.

    5. The Chair will ask for a motion for nominations to cease.

    6. Each candidate will then be given a maximum of five minutes to speak.

    7. Votes are cast.

    8. In the event of a tie, a re-vote will be held. If the numbers are still tied, a second re-vote will be held. If after the second re-vote there is still a tie, the two candidates shall be given the opportunity to agree amongst themselves, and failing agreement, the successful candidate shall be chosen by placing the candidates' names in a container and the official conducting the election will draw one of the candidate's names and that person will be the constituency's representative or alternate to the Executive, as the case may be.

    9. The Chair will announce the results and who is declared elected and tally results including percentages.

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