



# **2022 ANNUAL GENERAL MEETING**

## **PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS**

**NOVEMBER 13-15, 2022**

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## BYLAW AMENDMENTS

### Bylaw Amendment

22-01

#### **Bylaw No. 1: Interpretation**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Bylaw No. 2: Membership**

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

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

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

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

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

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

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

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

**Bylaw No. 3: Association Finance and Membership Fees**

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

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

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

**Bylaw No. 4.1: Election of Executive**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Bylaw No. 7: Members’ Council**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Bylaw No. 10: General Assemblies**

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

Bylaw No. 8: General Assemblies

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

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

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

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

(e) be deleted in its entirety.

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

(f) be deleted in its entirety.

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

(h) be deleted in its entirety.

**Bylaw No. 11: Delegates and Voting**

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

Bylaw No. 9: Delegates and Voting

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

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



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

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

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

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

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

**Bylaw No. 12: Resolutions**

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

Bylaw No. 10: Resolutions

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

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

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

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

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

**Bylaw No. 13: Amendments to Bylaws**

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

Bylaw No. 11: Amendments to Bylaws

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

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

**Appendix “A”**

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

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

**Association Executive**

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

**Sponsor’s Rationale:**

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

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

Cost of this Bylaw Amendment:

Low Cost – < \$1,000

<b>Bylaw Amendment 22-01</b>	<b>For:</b>	<b>Spoil:</b>	<b>CD DEF</b>	<b>%</b>
	<b>Against:</b>	<b>Blank:</b>		

## BUDGET RESOLUTION

**Budget 2023**     **BE IT RESOLVED** that the Association’s 2023 annual operating expense budget of \$3,015,700 funded by membership fees, be approved.

Association Executive

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

**Sponsor’s Rationale:**

The Association has prepared an operational budget with a 2% increase to membership fees for 2023. This budget considers the continued work on the Indigenous Accountability Framework, the potential impacts of future pandemics, and transition planning for SSBA legal services.

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

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

<b>BUDGET RESOLUTION Budget 2023</b>	<b>For:</b>	<b>Spoil:</b>	<b>CD DEF</b>	<b>%</b>
	<b>Against:</b>	<b>Blank:</b>		

## RESOLUTIONS

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

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

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

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

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

**Association Executive**

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

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

### **Sponsor’s Rationale:**

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

Cost of this resolution:

Low Cost – < \$1,000

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

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

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

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

- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:
1. The education interests and well-being of students must guide the collective bargaining process.
  2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
  3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
  4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
  5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
  6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to education funding and consistent with the fundamental principles described in the Adopted Position Statement 3.1: Education Finance.

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

**Association Executive**

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

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

**Sponsor's Rationale:**

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

Cost of this resolution:

Low Cost – < \$1,000

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

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

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

1. Partners will include those agencies and organizations whose goals and objectives are compatible with the goals of the boards of education or the Association.
2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.
3. Allocation of resources to partnerships will not compromise the standards of services and administration of the boards of education or the Association.
4. Partnership agreements will be transparent and clearly defined and committed to in writing.

**Association Executive**

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

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

**Sponsor’s Rationale:**

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2016.

**Cost of this resolution:**

Low Cost – < \$1,000

<b>Resolution AGM 22-03</b> Re: Position Statement “Partnership Agreements”	<b>For:</b>	<b>Spoil:</b>	<b>CD DEF</b>	<b>%</b>
	<b>Against:</b>	<b>Blank:</b>		

**AGM 22-04 BE IT RESOLVED that the proposed Position Statement on “Inclusive Education” be adopted to become “Position Statement 2.5: Inclusive Education.”**

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

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

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

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

**Inclusionary Philosophy and Beliefs:**

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

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

**Association Executive**

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

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

**Sponsor's Rationale:**

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

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

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

Statement 2.5: Inclusive Education” is now presented to the membership for adoption.

Cost of this resolution:

Low Cost – < \$1,000

Moderate advocacy for the SSBA Executive. This resolution primarily guides the strategic work of the Association in support of the efforts of boards of education/CSF.

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

**Regina S.D. No. 4**

*(Note: This resolution relates to Position Statement 2.1 Student Achievement. Especially 2.1.4: The role of boards of education/CSF is to provide leadership and allocate adequate resources to maximize student achievement, 3.1 Education Finance. Especially 3.1.4: Engagement: Boards of education/CSF are equal partners, along with the provincial government, in meaningful decision making regarding funding formulas, accountability processes and resolving issues. 3.3 Education Equity. Especially 3.3.4: Education equity recognizes that some students need additional or specialized programming to achieve to their full potential.)*

**Sponsor's Rationale:**

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

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

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

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

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

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

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

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

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

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

Connection to Provincial Education Plan:

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

References

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

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

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

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

Cost of this resolution:

Medium Cost – \$1,000 - \$10,000

<b>Resolution AGM-22-05</b> Re: Poverty Reduction Advocacy	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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**AGM 22-06 BE IT RESOLVED that the Saskatchewan School Board Association Executive begin discussions with the Ministry of Education to make joint recommendations relative to the education mill rate.**

**Saskatchewan Rivers School Division No.119**

*(Note: This Resolution relates to Position Statement 3.1 (Educational Finance) and with the Vision 2025 Strategic Plan, specifically with the “Advocacy” initiative.)*

**Sponsor’s Rationale:**

Many previous recommendations from the SSBA have been carried by the assembly advocating for educational funding that meets the needs of students. It is crucial that funding be stable, predictable, and sufficient and the SSBA position statement 3.1 outlines its expectations and foundations for its advocacy efforts.

There is the potential to use the recent change in the Educational Mill Rate as a step towards greater advocacy for stable and predictable funding.

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

**Cost of the Resolution:**

If a significant level of advocacy is to be achieved will likely have a medium cost (1K to 10K) according to the SSBA’s resolution costing rubric.

<b>Resolution AGM-22-06</b> Re: Education Mill Rate	<b>For:</b>	<b>Spoil:</b>	<b>CD DEF</b>	<b>%</b>
	<b>Against:</b>	<b>Blank:</b>		



**AGM 22-07 BE IT RESOLVED that the Saskatchewan School Board Association begin discussions with the Ministry of Education to jointly review and make recommendations on funding for all independent schools including Associate Schools, Historical High Schools, Qualified Independent Schools, Certified Independent Schools and Alternative Independent Schools.**

**Saskatchewan Rivers School Division No.119**

*(Note: This resolution relates to Position Statement 3.1 (Educational Finance) and with the Vision 2025 Strategic Plan, specifically with the “Advocacy” initiative.)*

**Sponsor’s Rationale:**

Many previous recommendations from the SSBA have been carried by the assembly advocating for educational funding that meets the needs of students. It is crucial that funding be stable, predictable, equitable, transparent and sufficient and the SSBA position statement 3.1 outlines its expectations and foundations for its advocacy efforts.

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

**Cost of this Resolution:**

If a significant level of advocacy is to be achieved will likely have a medium cost (1K to 10K) according to the SSBA’s resolution costing rubric.

<b>Resolution AGM-22-07</b> Re: Independent School Funding	<b>For:</b>  <b>Against:</b>	<b>Spoil:</b>  <b>Blank:</b>	<b>CD DEF</b>	<b>%</b>
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