



# **2023 ANNUAL GENERAL MEETING**

## **PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS**

**NOVEMBER 12-14, 2023**

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## BYLAW AMENDMENTS

**Bylaw Amendment**

**23-01      Bylaw No. 1: Interpretation**

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

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

**Association Executive**

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

**Sponsor’s Rationale:**

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

*Cost of this Bylaw Amendment:*

Low Cost – < \$1,000

|   |                 |               |                 |          |
|---|-----------------|---------------|-----------------|----------|
| <b>Bylaw Amendment<br/>23-01<br/>Bylaw No. 1<br/>Interpretation</b> | <b>For:</b>     | <b>Spoil:</b> | <b>CD   DEF</b> | <b>%</b> |
|   | <b>Against:</b> | <b>Blank:</b> |                 |          |

**Bylaw Amendment**

**23-02 Bylaw No. 2: Membership**

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

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

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

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

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

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

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

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

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

**Association Executive**

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

**Sponsor’s Rationale:**

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

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

Cost of this Bylaw Amendment:

Low Cost – < \$1,000

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|---|------------------------------------|------------------------------------|---------------|----------|
| <b>Bylaw Amendment<br/>23-02<br/>Bylaw No. 2<br/>Membership</b> | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|---|------------------------------------|------------------------------------|---------------|----------|

## BUDGET RESOLUTION

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

Association Executive

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

**Sponsor’s Rationale:**

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

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

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

|  |                 |               |                 |          |
|--|-----------------|---------------|-----------------|----------|
| <b>BUDGET<br/>RESOLUTION<br/>Budget 2024</b> | <b>For:</b>     | <b>Spoil:</b> | <b>CD   DEF</b> | <b>%</b> |
|  | <b>Against:</b> | <b>Blank:</b> |                 |          |

## RESOLUTIONS

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

### **PROPOSED “Position Statement 1.1 DEVELOPMENT OF POSITION STATEMENTS”**

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

#### **A. Development of Position Statements**

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

#### **B. Review of Position Statements**

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

**Association Executive**

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

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

**Sponsor's Rationale:**

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

Cost of this resolution:

Low Cost – < \$1,000

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



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

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

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

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

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

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

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

**Association Executive**

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

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

**Sponsor’s Rationale:**

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

Cost of this resolution:

Low Cost – < \$1,000

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

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

**Association Executive**

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

**Sponsor’s Rationale:**

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

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

*Cost of this resolution:*

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

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

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

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

**South East Cornerstone School Division No. 209**

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

**Sponsor's Rationale:**

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

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

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

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

Cost of the Resolution:

Medium Cost \$1,000-10,000

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

|  |                                    |                                    |               |          |
|--|------------------------------------|------------------------------------|---------------|----------|
| <b>Resolution AGM-23-04</b><br>Re: Affiliate Members -<br>criteria | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|--|------------------------------------|------------------------------------|---------------|----------|

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

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

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

**Sponsor’s Rationale:**

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

At least one province provides full-day Kindergarten for both 4 and 5 year olds.<sup>1</sup> The age of compulsory attendance in Saskatchewan is from 6-16.<sup>2</sup> A collaborative review and revision of legislative commitments to early learning may help to focus and maximize opportunities for early learning. Modernization of Saskatchewan’s *Education Act, 1995* based on available data on early years and school readiness in Saskatchewan and in other provinces could lead to more consistent, equitable access to early learning programming throughout the province for our earliest learners.

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

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

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

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

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

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

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

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

- Yukon offers optional full time Kindergarten for 4 year olds in all rural schools starting in 2021.<sup>5</sup>
- Alberta has a number of boards who offer full time Kindergarten, but it is not universal.<sup>6</sup>
- Quebec has universal Kindergarten for 5 year olds and is phasing in optional Kindergarten for 4 year olds.<sup>7</sup>
- British Columbia started offering universal, full time Kindergarten to all eligible 5 year olds in 2011.<sup>8</sup>
- Manitoba is monitoring pilot projects in full time Kindergarten and provides full time Kindergarten in Francophone schools. Overall, there are diverse approaches to Kindergarten across the province including: full time, part time, .6 time and multi-age classrooms that blend Kindergarten students with younger and older peers.<sup>9</sup>

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

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

<sup>5</sup> Early Kindergarten in the Yukon: [https://yukon.ca/sites/yukon.ca/files/edu/early\\_Kindergarten\\_policy\\_2021-08-20\\_1\\_1.pdf](https://yukon.ca/sites/yukon.ca/files/edu/early_Kindergarten_policy_2021-08-20_1_1.pdf)

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

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

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

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

- Ontario implemented a 2 year full time Kindergarten program in 2010.<sup>10</sup>
- Newfoundland and Labrador implemented full time Kindergarten in 2016.<sup>11</sup>

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

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

an opportunity to support developmentally appropriate educational outcomes of Saskatchewan’s curriculum<sup>12</sup> and build on the proven success of boards’ current programming and innovation.

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

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

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

<sup>11</sup> Full Day Kindergarten in Newfoundland and Labrador: [https://www.gov.nl.ca/education/files/pdf\\_full\\_day\\_Kindergarten.pdf](https://www.gov.nl.ca/education/files/pdf_full_day_Kindergarten.pdf)

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



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

Students enter into Saskatchewan schools with varying levels of learning readiness. Without a significant shift in how school boards are supported in the implementation and enhancement of early learning in Saskatchewan, history will likely repeat. The Education Sector Strategic Plan 2016-2020 (ESSP) set the goal that by 2020, 90% of students exiting Kindergarten will be ready for learning in primary grades and that by 2018, 80% of Grade 3 students will be reading at Grade level. It is widely accepted that these benchmarks are important indicators of success in school, in graduation and life beyond the K-12 education system. These goals were not met by 2020 and Saskatchewan's Early Years Evaluation results continue to demonstrate that more investment is needed to ensure that all students can finish Kindergarten with the skills and readiness they need to be successful in school. According to the Ministry of Education's Early Years Evaluation results from 2014, only 58% of Saskatchewan children exiting Kindergarten demonstrated readiness for school<sup>13</sup>. By 2019, 56% of students exiting Kindergarten demonstrated readiness for school. 2023 data suggests that we are still well below target. While 79% of Kindergarten students are exiting Kindergarten demonstrating readiness to learn in 2023, only 58% of FNMI students are seeing the same success. Further, the percentage of students at or above the grade 3 reading level in Saskatchewan is declining and is less than 70%. As a significant benchmark and predictor of success in school and graduation, this is concerning and further justifies the need to consider the potential benefits and impacts of investing in universal, full time Kindergarten.

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

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

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<sup>13</sup> Saskatchewan's Early Years Plan 2014-2020

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

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

Costing of the Resolution:

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

|   |                                    |                                    |               |          |
|---|------------------------------------|------------------------------------|---------------|----------|
| <b>Resolution AGM-23-05</b><br>Re: Full-time Kindergarten | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|---|------------------------------------|------------------------------------|---------------|----------|

**AGM 23-06 BE IT RESOLVED that the Saskatchewan School Board Association advocate provincially and nationally with the Canadian School Boards Association for the development of a healthy, universal, cost-shared school food program funded by the federal and provincial governments in partnership with school boards.**

**Regina School Division No. 4**

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

**Sponsor's Rationale:**

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

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

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

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

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

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

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

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

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

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

A successful Canada-wide school food program will be:

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

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

References:

- [Rachel Engler-Stringer – YouTube](#)
- The Coalition for Healthy School Food
- [Food Secure Canada](#)
- [e7a651\\_d7d5111daa994000a28c68637d9957e0.pdf \(healthyschoolfood.ca\)](#)

Cost of the Resolution:

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

|  |                                    |                                    |               |          |
|--|------------------------------------|------------------------------------|---------------|----------|
| <b>Resolution AGM-23-06</b><br>Re: School Food Program | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|--|------------------------------------|------------------------------------|---------------|----------|

**AGM 23-07 BE IT RESOLVED that the Saskatchewan School Boards Association advocate to secure Ministry of Education commitment to additional/incremental funding for school divisions that experience increases in student enrolments between September 30 and January 30.**

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

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

**Sponsor's Rationale:**

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

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

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

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

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

Cost of this resolution:

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

|   |                                    |                                    |               |          |
|---|------------------------------------|------------------------------------|---------------|----------|
| <b>Resolution AGM-23-07</b><br>Re:<br>Additional/Incremental<br>funding for School<br>Divisions | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|---|------------------------------------|------------------------------------|---------------|----------|

**AGM 23-08 BE IT RESOLVED that the Saskatchewan School Board Association assess the implications of changing its fiscal year-end from December 31<sup>st</sup> to August 31<sup>st</sup>.**

**Holy Trinity Roman Catholic Separate School Division No. 22**

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

**Sponsor’s Rationale:**

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

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

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

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

*Cost of this Resolution:*

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

|   |                 |               |               |          |
|---|-----------------|---------------|---------------|----------|
| <b>Resolution AGM-23-08</b><br>Re: SSBA Financial<br>year-end | <b>For:</b>     | <b>Spoil:</b> | <b>CD DEF</b> | <b>%</b> |
|   | <b>Against:</b> | <b>Blank:</b> |               |          |

***NOTE: The following resolution was submitted past the deadline for submission of resolutions to the Resolution and Policy Development Committee***

***Pursuant to section 6 of Bylaw No. 10, after all resolutions received by the Committee have been disposed of, a delegate of the sponsor may move this resolution only if a majority of the delegates present consent to consideration of the resolution***

**BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Government of Saskatchewan prior to November 30th, 2023, to keep in force Safe Access to Schools sections 369.2 to 369.5 of *The Education Act, 1995*.**

**Lloydminster Roman Catholic Separate SD No.89**

**Sponsor's Rationale:**

The Sections 369.2 to 369.5 of *The Education Act, 1995* are key to maintaining orderly operations of the school in the present political climate. These sections will automatically sunset November 30<sup>th</sup>, 2023, leaving schools and our children without a specific process to address Safe Access to Schools. These sections currently provide a 50m safe access zone for schools, and clearly sets out the law in definitions and the consequences for: “besetting” (dissuading school attendance), “interference” (with school attendance) and “protest” that may be disruptive to schools or interfere with a student’s access to education.

*The Education Act, 1995* presently states that:

*369 2. b. c. - no person shall while in an access zone (50 meters from the boundary of the property):*

*o Engage in interference*

***§ Interference 369. 2. (1.)c informing or attempting to inform another person concerning issues related to programming or services provided at a school, by any means, including graphic, verbal or written means or the use or display of models or representations;***

*o Engage in a protest*

***§ Protest 369. 2. (1) means an act of disapproval or attempted act of disapproval concerning issues related to programming or services provided at a school, by any means, including graphic, verbal or written means or the use or display of models or representations.***



*369.4 balances democratic rights with clarity for those organizing legitimate protests:*

*o **Notice 369.4** No person may be convicted of contravening subsection 369.2(2) unless the person knew or, at any time before the contravention, was given notice:*

- (a) of the location of the access zone; or*
- (b) if the contravention occurred within 50 metres from the boundaries of any parcel of land on which a school is located, that the location was a school.*

Manitoba has retained safe zone legislation around their schools. Quebec, Ontario and BC have either retained or are considering implementing a protest-exclusion zone around schools. Alberta Municipalities have passed bylaws to protect both the right to protest and the right to access public spaces safely.

Given that children are not enfranchised, protest at schools do not promote learning and can result in Shelter in Place or Lockdowns that interfere with learning as well as student perceptions of safety. Sections 369.2 to 369.5 of *The Education Act, 1995* provide clarity to all parties that school buildings and playgrounds are for children to learn and are not the appropriate locations for protest. As such we request that the Government of Saskatchewan move to renew these provisions of the Act.

*Cost of this resolution:*

Minimum Cost - less than \$1,000

|  |                                    |                                    |               |          |
|--|------------------------------------|------------------------------------|---------------|----------|
| <b>Resolution AGM-23-</b><br>Re: Safe Access to<br>Schools | <b>For:</b><br><br><b>Against:</b> | <b>Spoil:</b><br><br><b>Blank:</b> | <b>CD DEF</b> | <b>%</b> |
|--|------------------------------------|------------------------------------|---------------|----------|