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**	%