Region 1

Proposed 2027 Convention Resolutions

MOUNTAIN VIEW SCHOOL DIVISION

Interprovincial Travel for School Buses

BE IT RESOLVED THAT the Manitoba School Boards Association advocate to the Government of Manitoba for legislative, regulatory or policy changes that would permit Manitoba school buses travelling across provincial boundaries for school-related purposes to retain appropriate school-bus exemptions from federal interprovincial motor carrier requirements, including electronic logging device requirements, while maintaining applicable safety standards.

Rationale:

School divisions located near provincial boundaries may have educational, athletic, cultural and extracurricular opportunities in neighbouring provinces that are significantly closer than comparable opportunities within Manitoba. However, school buses that are exempt from certain requirements while operating solely within Manitoba may become subject to additional federal interprovincial motor carrier requirements when crossing a provincial boundary, including electronic logging device requirements.

These requirements can create additional administrative and operating costs for school divisions making occasional school-related trips across provincial boundaries. Providing appropriate exemptions for school buses engaged in school-related interprovincial travel would reduce unnecessary regulatory barriers while maintaining student transportation safety and could improve access to educational, athletic and extracurricular opportunities for students in Manitoba's border communities.

For example, Roblin, MB is approximately 80 kilometres from Yorkton, SK while Winnipeg is approximately 400 kilometres from Roblin. For students in the Roblin area, accessing an event in Yorkton could mean a round trip of approximately 160 kilometres, compared with approximately 800 kilometres for a similar opportunity in Winnipeg. This shows how provincial boundaries can create disproportionate transportation challenges for rural and border school communities when significantly closer opportunities exist in a neighbouring province.

Region 2

Proposed 2027 Convention Resolutions

PRAIRIE ROSE SCHOOL DIVISION

Aligning MSBA-Related Fee Payments with School Division Cash Flow

BE IT RESOLVED THAT the Manitoba School Boards Association adjust the timing of the fees that it directly controls, or has influence over, so that they are drawn from the Divisions in a manner that reduces interest costs.

BE IT FURTHER RESOLVED that the Manitoba School Boards Association consult with member school divisions to determine the most cost-effective timing for fee payments, transition Association-administered fees to those timelines where feasible and consider the impact of payment schedules when negotiating contracts and services on behalf of school divisions.

Rationale:
The reality of the financial structure of every school Division is that they are in a positive financial position for a portion of the calendar year, and are in a negative position for a portion of the calendar year. The interest received when in a positive balance does not compensate for the interest paid when the Division is in a negative balance.

Contextual Example:

The Prairie Rose School Division paid $57,038.10 fees to MSBA in July of 2026 when the division was already operating in a deficit position. The Division will come into a positive financial position in November of 2026. The division forecasts to pay interest of $559.52 for the period July 31 to October 31. If instead, the division incurred this cost in November, when the Division was in a positive position, we would have reduced our positive and foregone positive interest of $13.83. The net result is that we would have paid approximately $545.69 less interest.

While the absolute value of this may be considered a minor savings, if we can replicate this savings across all Divisions, every year, the total impact is significant.

We acknowledge that a previous MSBA Resolution (Resolution FFM-04-25 – Tax Revenue Remittance) asked government to fund Divisions in a manner that doesn't lead to these periods of significant short-term indebtedness. However, no apparent action has been taken on this resolution, so consideration should be given to how we can adjust our financial obligations in the best way possible to minimize interest costs.

PINE CREEK SCHOOL DIVISION

Farmland School Tax Rebate Increase

BE IT RESOLVED THAT the Manitoba School Boards Association lobby the Provincial Government to increase the Farmland School Tax Rebate to 50% of $20,000, effective beginning in 2027.

Rationale:
Equalization funding is a revenue support provided to school divisions with lower property tax base. Recent adjustments to provincial funding allocations have reduced equalization support for many rural divisions, transferring a higher burden to local tax levies. While a $1,600 credit has been established for residential homeowners, the provincial maximum Farmland School Tax Rebate remains capped at 50% of $5,000. An update to 50% of $20,000 starting in 2027 is necessary to provide equitable relief to farm property owners.

PINE CREEK SCHOOL DIVISION

Provincial Transportation Funding Increase

BE IT RESOLVED THAT the Manitoba School Boards Association lobby the Provincial Government to expand the total provincial transportation funding allocation within the FRAME budget and distribute additional funding outside the existing redistribution model to support the operational needs of rural school divisions.

Rationale:
Over the past 17 years, the overall provincial transportation funding allocation has not seen meaningful increases. Instead, funds have been redistributed annually according to proportional adjustments in factors like mileage and enrollment growth. As a result, divisions experiencing lower relative growth have faced reductions in funding allocations to accommodate growth elsewhere. Although $10 million in supplementary support was provided for urban transportation outside standard education funding, rural school divisions continue to experience significant financial pressure due to longer travel distances and funding reallocation toward largely urban divisions.

GARDEN VALLEY SCHOOL DIVISION

Restoring the 2:1 Apprentice-to-Journeyperson Ratio in Manitoba

BE IT RESOLVED THAT the Manitoba School Boards Association advocate to the Government of Manitoba to restore the 2:1 apprentice-to-journeyperson ratio as the standard ratio for apprenticeship training in Manitoba.

Rationale:
Manitoba's former 2:1 apprentice-to-journeyperson ratio enabled employers to provide apprenticeship opportunities to a greater number of individuals while maintaining appropriate supervision and mentorship. The reduction to a 1:1 ratio has limited apprenticeship placements and created additional barriers for employers, including those supporting High School Apprenticeship Program (HSAP) students. While employers may apply for ratio adjustments, the process requires additional documentation, can take several months for approval, must be renewed annually, and does not guarantee approval, discouraging participation and limiting timely access to training opportunities. Restoring the 2:1 ratio would expand apprenticeship opportunities, particularly in rural and northern communities where recruiting certified journeypersons remains challenging, support greater participation in HSAP and formal apprenticeship training, strengthen workplace safety education, and help address Manitoba's skilled labour shortages.

PORTAGE LA PRAIRIE SCHOOL DIVISION

Foundational Learning and the Responsible Use of Artificial Intelligence and Technology in Education

BE IT RESOLVED THAT the Manitoba School Boards Association advocate to the Province of Manitoba to develop and implement provincial guidance for the age- and developmentally appropriate use of artificial intelligence and technology in Manitoba schools that prioritizes foundational literacy and numeracy learning and establishes minimum expectations and safeguards for the use of artificial intelligence and technology in teaching, learning, assessment, and reporting.

Rationale:
Artificial intelligence and technology are increasingly present in K-12 education and can enhance teaching and learning when used appropriately and under the professional direction of qualified teachers. The early years of education are critical for developing foundational literacy, numeracy, communication, problem-solving, and critical-thinking skills through direct instruction, practice, handwriting, reading, writing, conversation, play, exploration, assessment, feedback, and meaningful interactions with teachers and peers. Students should develop the ability to read independently, communicate effectively in writing, apply appropriate spelling and grammar, and demonstrate foundational mathematical understanding before becoming substantially dependent on technology-assisted tools to generate, correct, or complete their work. While AI, digital learning platforms, automated writing tools, and other technology-assisted resources present valuable opportunities for students, educators, families, and school divisions, there is growing concern that premature reliance on these tools may undermine the development of essential foundational skills. Provincial guidance would provide consistent expectations for the developmentally appropriate use of AI and technology in Manitoba schools, ensuring innovation supports student learning while preserving foundational skill development, professional judgment, effective assessment practices, and the central role of teachers in the learning process.

PORTAGE LA PRAIRIE SCHOOL DIVISION

Strengthening Teacher Preparation Programs in Manitoba

BE IT RESOLVED THAT the Manitoba School Boards Association advocate to the Province of Manitoba to collaborate with Manitoba post-secondary institutions offering teacher education programs to review and enhance teacher preparation programs by strengthening:

- **practical classroom-based learning experiences and practicum opportunities;**
- **preparation in evidence-informed classroom and behaviour management practices;**
- **literacy instruction and the teaching of foundational reading skills;**
- **Indigenous education and culturally responsive teaching practices; and**
- **preparation to support diverse learners, including students requiring additional academic,**
- **behavioural, language and social-emotional supports.**

BE IT FURTHER RESOLVED that the Manitoba School Boards Association advocate increased collaboration between school divisions and post-secondary institutions in developing, delivering, and reviewing teacher education programs to ensure alignment with the evolving needs of Manitoba classrooms.

Rationale:
Manitoba school divisions continue to face increasingly diverse and complex learning environments that require teachers to support a broad range of student learning, behavioural, cultural, and well-being needs. To effectively meet these demands, teacher education programs must equip teacher candidates with the knowledge, skills,

and practical classroom experience necessary to succeed from the outset of their careers. Enhanced preparation in areas such as classroom management, literacy instruction, Indigenous education, inclusive education, and support for diverse learners, combined with expanded opportunities for practical classroom experience, will help ensure new teachers are better prepared to meet the needs of Manitoba students. Increased collaboration between school divisions and teacher education programs will strengthen the connection between teacher preparation, current educational priorities, and classroom realities, ultimately supporting improved student outcomes across the province.

Region 3

Proposed 2027 Convention Resolutions

DIVISION SCOLAIRE FRANCO MANITOBAINE

Histoire de la langue française / French Language History

QU'IL SOIT RÉSOLU QUE la Manitoba School Boards Association fasse valoir auprès du gouvernement du Manitoba l'importance d'intégrer de façon explicite et substantielle l'histoire du français et de la francophonie au Manitoba dans le curriculum provincial de la maternelle à la 12e année, afin que l'ensemble des élèves manitobains puisse mieux comprendre la contribution historique et actuelle des francophones, des Métis et des communautés francophones à la construction et à l'évolution du Manitoba.

BE IT RESOLVED THAT the Manitoba School Boards Association advocate to the Government of Manitoba for the importance of explicitly and substantially integrating the history of the French language and the Francophonie in Manitoba into the provincial curriculum from Kindergarten through Grade 12, so that all Manitoba students may better understand the historical and current contributions of Francophones, the Métis, and francophone communities to the development and growth of Manitoba.

Rationale: (English follows)
L'histoire du Manitoba est profondément liée à celle des Premières Nations, du français et des Métis. La présence francophone sur le territoire remonte au XVIIIe siècle, notamment avec l'arrivée de La Vérendrye dans la région en 1738. Au moment de la création du Manitoba en 1870, la population de la colonie de la Rivière-Rouge comptait une importante population francophone et métisse. La liste des droits élaborée sous la direction de Louis Riel a contribué à établir les fondements de l'Acte du Manitoba de 1870, qui reconnaissait notamment le français et l'anglais dans les institutions législatives et judiciaires de la nouvelle province. [Province of Manitoba][2]

Cette histoire fait partie intégrante de la construction du Manitoba et ne devrait donc pas être abordée uniquement dans le cadre de l'enseignement du français ou dans les écoles offrant un programme de français langue première ou d'immersion française. Tous les élèves manitobain·e·s devraient avoir l'occasion de comprendre le rôle historique du français, des Métis francophones et des diverses communautés francophones dans la création, le développement et l'évolution de leur province. Une telle approche permettrait notamment de reconnaître le rôle central joué par les Métis francophones dans les premières années du Manitoba et dans la défense des droits linguistiques et culturels, tout en situant leur contribution dans l'histoire plus large et continue de la francophonie manitobaine.

Cette reconnaissance est d'autant plus pertinente dans le contexte actuel. En mars 2026, le gouvernement du Manitoba a publié les résultats de sa consultation sur la création d'une **province véritablement bilingue**, réaffirmant que la francophonie a joué un rôle fondateur dans l'histoire du Manitoba et qu'elle continue de contribuer à son avenir. Le rapport gouvernemental souligne également la volonté de bâtir sur cette histoire commune afin de faire progresser le bilinguisme au Manitoba. [Province of Manitoba][3]

L'éducation constitue un levier essentiel pour atteindre cet objectif. Une meilleure connaissance de l'histoire du français au Manitoba peut contribuer à développer chez les jeunes une compréhension commune de la dualité linguistique de la province, à favoriser le respect des droits linguistiques et à renforcer le sentiment d'appartenance à une société manitobaine inclusive et bilingue.

Cette demande s'inscrit également dans la continuité des orientations déjà exprimées par la Manitoba School Boards Association. Dans ses travaux sur l'éducation de la maternelle à la 12e année, l'Association reconnaît l'importance de l'héritage linguistique du Manitoba, de l'éducation en français ainsi que de l'accès aux dimensions culturelles de l'apprentissage du français. [Manitoba School Boards Association][1]

Il existe par ailleurs un précédent clair pour l'intégration d'éléments historiques particuliers au curriculum provincial. La Loi sur Louis Riel prévoit notamment que le curriculum offert dans les écoles publiques et indépendantes traite des contributions importantes de Louis Riel au Manitoba et au Canada. Le ministère de l'Éducation indique également que le curriculum actuel offre plusieurs occasions d'apprentissage portant sur Louis Riel et son importance dans l'histoire du Manitoba.

Il importe toutefois de reconnaître que plusieurs apprentissages liés à l'histoire des francophones et du français au Manitoba sont déjà présents dans les programmes d'études, et que le renouvellement en cours pourrait contribuer à bonifier davantage leur place. L'enjeu réside également dans leur mise en oeuvre : les apprentissages obligatoires doivent être connus, compris et effectivement enseignés dans les écoles. [Province of Manitoba][4]

L'objectif n'est donc pas uniquement d'ajouter de nouveaux contenus au curriculum, mais aussi de s'assurer que les apprentissages déjà prévus portant sur l'histoire du français, des Métis francophones et de la francophonie manitobaine sont effectivement enseignés dans les écoles. Un plan clair d'intégration et de mise en oeuvre de ces apprentissages, accompagné de balises et de responsabilités précises pour le ministère, les divisions scolaires, les administrations scolaires et le personnel éducatif, permettrait de renforcer leur enseignement et d'en assurer une présence cohérente d'une école à l'autre. Le renouvellement du curriculum représente également une occasion de bonifier et de mieux structurer ces contenus afin que tous les élèves manitobain·e·s puissent comprendre le rôle du français et des francophones dans l'histoire, le présent et l'avenir de leur province.

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Manitoba's history is deeply intertwined with that of First Nations, the French language, and the Métis. The French-speaking presence in the region dates back to the 18th century, notably with the arrival of La Vérendrye in 1738. When Manitoba was created in 1870, the Red River Settlement had a significant francophone and Métis population. The list of rights drafted under the leadership of Louis Riel helped lay the groundwork for the Manitoba Act of 1870, which recognized French and English in the legislative and judicial institutions of the new province. [Province of Manitoba][2]

This history is an integral part of Manitoba's development and should therefore not be addressed solely in the context of French language instruction or in schools offering a French as a First Language or French immersion program. All students in Manitoba should have the opportunity to understand the historical role of the French language, French-speaking Métis, and francophone communities in the creation, development, and growth of their province. Such an approach would recognize the central role played by French-speaking Métis in Manitoba's early years and in the defence of linguistic and cultural rights, while situating their contribution within the broader and ongoing history of Manitoba's Francophonie.

This recognition is especially relevant in the current context. In March 2026, the Manitoba government released the results of its consultation on the creation of a **a truly bilingual province**, reaffirming that Manitoba's Francophonie have a founding role in the province's history and continue to shape its future. The government report also underscores the commitment to building on this shared history to advance bilingualism in Manitoba. [Province of Manitoba][3]

Education is a key lever for achieving this goal. A better understanding of the history of French in Manitoba can help foster a shared understanding among young people of the province's linguistic duality, promote respect for language rights, and strengthen their sense of belonging to an inclusive and bilingual Manitoban society.
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This request is also in line with the positions previously stated by the Manitoba School Boards Association. In its work on Kindergarten to Grade 12 education, the Association recognizes the importance of Manitoba's linguistic heritage, French language education, and access to the cultural aspects of learning French. [Manitoba School Boards Association][1]

There is also a clear precedent for incorporating specific historical elements into the provincial curriculum. The Louis Riel Act stipulates that the curriculum delivered by public and independent schools must include the significant contributions of Louis Riel to Manitoba and to Canada. The Department of Education also states that the current curriculum offers several learning opportunities related to Louis Riel and his significance in Manitoba's history.

However, it is important to recognize that several learning outcomes related to the history of Francophones and the French language in Manitoba are already included in the curriculum, and that the current renewal process could help further enhance their prominence. The challenge also lies in their implementation: the required learning outcomes must be known, understood, and actually taught in schools. [Province of Manitoba][4]

The goal is therefore not merely to add new content to the curriculum, but also to ensure that the learning outcomes already included regarding the history of the French language, French-speaking Métis, and Manitoba's Francophonie are actually taught in schools. A clear plan for integrating and implementing these learning outcomes, accompanied by specific guidelines and responsibilities for the department, school divisions, school boards, and teaching staff, would strengthen their teaching and ensure consistency across schools. The curriculum renewal process is also an opportunity to enhance and better structure this content so that all Manitoba students can understand the role of the French language and Francophones in the history, present, and future of their province.

DIVISION SCOLAIRE FRANCO MANITOBAINE

Limite de vitesse dans une zone scolaire / School Zone Speed Limit

QU'IL SOIT RÉSOLU QUE l'Association des conseils scolaires du Manitoba revendique auprès des municipalités et de la Ville pour assurer qu'il y ait une circonférence d'un minimum de 100 mètres autour de chaque école dans laquelle la vitesse maximale est de 30 km/h.

BE IT RESOLVED THAT the Manitoba School Boards Association *call on municipalities and the City to establish a minimum 100-metre buffer zone around each school with a speed limit of 30 km/h.*

Rationale:
L'imposition d'une limite de vitesse de 30 km/h à proximité des écoles vise à accroître considérablement les chances de survie des piétons, à donner aux conducteurs plus de temps pour réagir et à tenir compte du comportement imprévisible des enfants.

ORSW – Réduction des limites de vitesse près des écoles et effets sur la santé : examen des données probantes

Ce rapport de l'ORSW indique que les conséquences physiques d'une collision avec un véhicule sont beaucoup moins graves lorsque la vitesse est réduite :

30 km/h	5 %
40 km/h	13 %
50 km/h	29 %

Plus la vitesse augmente, plus le champ de vision du conducteur se rétrécit et plus la distance requise pour percevoir un danger et arrêter complètement le véhicule s'accroît.

- À 50 km/h, un véhicule parcourt environ 14 mètres par seconde. Le temps que le conducteur réagisse et freine, la distance totale nécessaire pour immobiliser le véhicule sur une chaussée sèche est d'environ 25 à 30 mètres.

- À 30 km/h, un véhicule parcourt environ 8 mètres par seconde. La distance d'arrêt totale n'est alors que d'environ 11 à 13 mètres, ce qui permet souvent au conducteur de s'immobiliser avant de heurter un enfant qui se trouve sur la chaussée.

Service de police de Winnipeg

Il faut prévoir des mesures de sécurité supplémentaires dans les zones scolaires, car les enfants ne sont pas aussi aptes que les adultes à composer avec la circulation :

- Imprévisibilité : Les enfants sont facilement distraits et ont tendance à faire des mouvements brusques, comme se faufiler entre des voitures stationnées pour traverser la chaussée.

- Perception : Les enfants ont une vision périphérique plus restreinte que les adultes et ont de la difficulté à évaluer correctement la vitesse et la distance des véhicules qui approchent.

- Visibilité : En raison de leur petite taille, les enfants peuvent facilement être cachés par les véhicules stationnés et passer inaperçus aux yeux des conducteurs jusqu'à ce qu'ils s'engagent sur la chaussée.

La Revue canadienne de génie civil souligne que les données concrètes démontrent l'efficacité de ces zones pour protéger les communautés. Une évaluation approfondie des effets de l'instauration de zones scolaires à 30 km/h sur la santé et la sécurité a notamment permis de relever les avantages mesurables suivants :

- Nombre total d'accidents : Le nombre de collisions ayant entraîné des décès ou des blessures a diminué de 45,3 %.

- Usagers vulnérables de la route : Le nombre de blessures chez les piétons, les cyclistes et les planchistes a diminué de 55,3 %.

Uniformité de la vitesse : Abaisser la limite de vitesse permet de réduire les écarts de vitesse entre les véhicules, favorisant ainsi une circulation plus fluide et moins de manœuvres brusques.

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The rationale for enforcing a 30 km/h speed limit around school centres on drastically increasing pedestrian survival rates, expanding driver reaction times, and compensating for the unpredictable behaviour of children.

WRHA – Lowering Speed Limits around Schools and Health: Evidence Review

This report from WRHA indicates that the physical impact of a vehicle collision drops dramatically when speed is reduced

30 Km/h	5%
40 Km/h	13%
50 Km/h	29%

At higher speeds, a driver's field of vision narrows, and the distance required to perceive a hazard and bring the vehicle to a complete stop increases rapidly.
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- At 50 km/h: A vehicle travels roughly 14 metres per second. By the time a driver reacts and brakes, the total stopping distance on dry pavement is about 25–30 metres.
- At 30 km/h: The vehicle travels only about 8 metres per second. The total stopping distance drops to roughly 11–13 metres, often allowing a driver to halt before hitting a child who has stepped into the street.

Winnipeg police service

School zones require extra safety margins because children do not possess the same traffic navigation skills as adults:

- Unpredictability: Children are easily distracted and prone to sudden movements, such as darting between parked cars into the roadway.
- Perception: Children have narrower peripheral vision than adults and struggle to accurately judge the speed and distance of oncoming vehicles.
- Visibility: Because of their shorter stature, children are easily obscured by parked vehicles, making them harder for drivers to spot until they are already in the lane

Canadian Journal of Civil Engineering indicates:

Real-world evidence confirms that these zones successfully protect communities. For example, a comprehensive health and safety evaluation following the implementation of 30 km/h school zones found the following measurable benefits:

- Total Crashes: Fatal and injury collisions dropped by 45.3%.
- Vulnerable Road Users: Injuries to pedestrians, cyclists, and skateboarders decreased by 55.3%.
- Speed Uniformity: Lowering the limit reduces the variance in speeds between vehicles, resulting in smoother traffic flow and fewer erratic maneuvers.

LORD SELKIRK SCHOOL DIVISION

Criminal Record and Child Abuse Registry Checks

BE IT RESOLVED THAT the Manitoba School Boards Association lobby the Manitoba Government to amend *The Municipal and Boards Election Act* to include, as a requirement for trusteeship, that any person proposing to run in a trustee election must submit a Criminal Records Check and a Child Abuse Registry Check to the Senior Election Officer and to the school division in which they are hoping to run.

Rationale:
School trustees hold a position of significant public trust and responsibility. As elected representatives of their communities, trustees make decisions that directly affect the education, well-being, and safety of children and youth. Trustees also have access to schools, students, staff, confidential information, and sensitive matters involving families and children.

The purpose of this resolution is to strengthen public confidence in the school trustee election process and to ensure that individuals seeking to serve as trustees meet an appropriate standard of accountability consistent with the responsibilities of the position.

Currently, individuals seeking election as school trustees are not required, as a condition of candidacy, to provide both a Criminal Record Check and a Child Abuse Registry Check. Requiring these checks would provide

an additional safeguard and would establish a consistent standard for all candidates seeking a position of public trust within Manitoba's publicly funded education system.

A Child Abuse Registry Check is particularly relevant because the fundamental responsibility of a school system is the protection and well-being of children. A Criminal Record Check provides additional information that may be relevant to assessing an individual's suitability for a position involving significant public responsibility. These checks would not replace the democratic process or suggest that a past offence automatically determines a person's suitability to serve.

The requirement should apply equally to all candidates, regardless of the school division or municipality in which they seek election. Establishing the requirement through provincial legislation would therefore create a consistent, transparent, and equitable standards across Manitoba.

Ultimately, this resolution is about ensuring that the responsibilities entrusted to school trustees are matched by appropriate safeguards. Parents and the public should have confidence that individuals seeking to govern Manitoba's school divisions have undergone reasonable screening appropriate to a position of public trust.

The Manitoba School Boards Association should therefore lobby the Manitoba Government to amend The Municipal and Boards Election Act to require prospective school trustee candidates to submit both a Criminal Record Check and a Child Abuse Registry Check as part of the nomination process.

LAKESHORE SCHOOL DIVISION

Expanding Accessible Pathways to Teacher Certification

BE IT RESOLVED THAT the Manitoba School Boards Association advocate for the expansion of Bachelor of Education program to provide flexible and accessible teacher education pathways for educational assistants and other working adults, including alternative program delivery models, earn-and-learn opportunities, targeted financial supports, recognition of relevant school-based experience, and collaborative partnerships that reduce barriers to certification;

AND FURTHER, THAT program models similar to Community-based Aboriginal Teacher Education Program (CATEP) be explored to increase workforce diversity and strengthen teacher recruitment and retention in Manitoba.

Rationale:
The teacher shortage is approaching a critical tipping point, threatening the quality and stability of education in our communities. Traditional Bachelor of Education programs often require full-time, on-campus attendance, creating barriers for working professionals and educational assistants who wish to pursue teaching careers. The Community-based Aboriginal Teacher Education Program (CATEP) demonstrates that accessible, flexible pathways to teacher certification are both possible and effective, allowing participants to continue working while studying. Expanding such program models can empower educational assistants and other school staff with opportunities for career advancement and help address urgent workforce needs.

LAKESHORE SCHOOL DIVISION

Advocacy for Federal and Provincial Action on Youth-Oriented Vape Marketing

BE IT RESOLVED THAT the Manitoba School Boards Association advocate to the Governments of Manitoba and Canada for strengthened regulations and oversight of vape product marketing and advertising that may appeal to children and youth; and further, that both levels of government collaborate with public health, education, and youth stakeholders to implement effective public awareness initiatives on the risks of vaping, while monitoring, evaluating, and updating regulatory measures to address emerging trends in youth vaping and vape marketing.

Rationale:

The use of vaping products among teenagers and pre-teenagers has increased at an alarming rate across Canada, raising significant concerns about youth health, addiction, and long-term well-being. Numerous vape products are marketed in ways that are particularly appealing to young people, including but not limited to the use of bright packaging, sweet and fruity flavors, and advertising techniques that mimic youth culture and trends. Evidence suggests that early exposure to nicotine through vaping can have detrimental effects on adolescent brain development and may increase the likelihood of long-term addiction. The regulatory landscape for the marketing and sale of vape products varies between federal and provincial jurisdictions, and current measures have proven insufficient to adequately protect youth from targeted marketing practices.

LAKESHORE SCHOOL DIVISION

Certification Pathway for Educational Assistants

BE IT RESOLVED THAT the Manitoba School Boards Association advocate to the Manitoba Education and Early Childhood Learning (MEECL) to explore the development of a training and certification model for uncertified educational assistants, modeled after the successful Early Childhood Educator (ECE) program, so that uncertified educational assistants (EAs) may attain recognized education assistant (EA) certification.

FURTHER, THAT the Manitoba School Boards Association urge Manitoba Education and Early Childhood Learning (MEECL) to collaborate with school divisions, educational assistants, teachers, and relevant training providers to ensure that such a model meets the needs and realities of Manitoba's education system.

Rationale:

Educational assistants (EAs) are essential to supporting students and fostering inclusive learning environments in Manitoba's schools. The Early Childhood Educator (ECE) training model provides a pathway for uncertified daycare workers to gain ECE certification and better serve children in early learning settings. Many educational assistants currently work in schools without formal certification, and would benefit from accessible professional training opportunities that lead to EA certification.

SEINE RIVER SCHOOL DIVISION

Safe Routes to School

BE IT RESOLVED THAT the Manitoba School Boards Association advocate to the Provincial Government of Manitoba for coordinated provincial and municipal requirements and funding to establish and maintain safe routes to school in existing and new residential developments, in consultation with school divisions and developers, including connected sidewalks or walking paths, safe crossings, and appropriate provision for school bus access and student pickup and drop-off.

BE IT FURHTER RESOLVED THAT Provincial transportation funding be provided for students who are otherwise ineligible under existing funding criteria but have no safe walking route to their designated school, for as long as a safe walking route remains unavailable.

Rationale:
Residential growth in rural and rapidly developing communities is creating gaps in safe access to schools. Some students living less than 1.6 kilometres from their designated school must walk along provincial highway shoulders or busy roads without sidewalks, separated walking paths, or safe crossings. A short distance to school does not necessarily mean that the route is safe.

New residential developments may lack pedestrian connections to existing schools or adequate provision for school bus access and safe pickup and drop-off. These concerns should be addressed during development planning and approval, with school divisions involved early enough to identify student transportation and access needs.

Where students are ineligible for provincial transportation funding despite having no safe walking route, families and school divisions are left to address the immediate safety concern. Provincial funding would support transportation while the necessary infrastructure is planned and completed.

A lasting solution requires provincial and municipal coordination, developer participation, and clear responsibility for constructing and maintaining safe routes throughout the school year. Addressing existing gaps and incorporating safe school access into new development would help ensure that community growth does not compromise student safety.

LORD SELKIRK SCHOOL DIVISION

Trustee Eligibility and Criminal Charge Provisions

BE IT RESOLVED THAT the Manitoba School Boards Association lobby the Manitoba Government to amend *The Public School Act* to include a provision that if a trustee, while in office, is charged with a serious specified criminal offence under The Criminal Code or *The Controlled Drugs and Substances Act*, be automatically placed on paid leave of absence until the charges are dropped or, if found guilty, the trustee must face disqualification from holding office.

Rationale:
It has come to the public's attention that in the city of Winnipeg a municipal councillor has been charged with a criminal offence. Despite the council asking the councillor to take a leave of absence until the situation is rectified, the said councillor has refused to do so and has maintained his position. There is no legislation to deal with this situation in Manitoba. There are no procedures to follow in the Public School Act to deal with a similar situation if a trustee, while serving their term, is charged with a criminal offense. In British Columbia, legislation

dictates that a municipal councillor charged with a serious criminal offense must take a mandatory paid leave of absence until the situation is resolved. This ruling balances the presumption of innocence with the need to prevent major distraction in local government. This resolution proposes that the B.C. example should be followed by amending the Public School Act to deal with such situations that affect the office of a trustee. If a trustee is convicted of an indictable offense (a serious crime), they should face disqualification from holding office. Minor summary conviction offences should not automatically trigger disqualification unless specific jail terms or statutory limits apply.

LORD SELKIRK SCHOOL DIVISION

Fully Fund Adult Basic Education

BE IT RESOLVED THAT the Manitoba School Boards Association lobby the Manitoba Government to fully fund adult basic education at the same level as the K-12 component of the education system.

Rationale:
In May 2026, the Manitoba government invested an additional $2.5 million to strengthen and expand adult education programming, including $1 million dedicated to First Nations and Northern communities, bringing the total funding for adult learning and literacy to $24.9 million. These figures might seem impressive, but divvied up over thirty-seven school divisions, the amount received does not cover the total costs of running adult basic education programs. School divisions often have to take extra amounts from their budgets to fund these programs. Studies by the Canadian Centre for Policy Alternatives show that doubling the money spent would cost only a small fraction of Manitoba's budget, and this cost would be offset because adult basic education moves people off social assistance and into full-time employment at a rate that the program effectively pays for itself. What is invested in adult basic education results in reduced costs and increased income tax revenue. Jim Silver, Professor Emeritus of the University of Winnipeg and research associate with the Center for Policy Alternatives of Manitoba, argues that adult basic education should be a major component of the K-12 education system and should be funded as such.

He also proposes that this funding is warranted, as adult basic education transforms the lives of adult learners and that the money spent on it by government is an investment that actually pays for itself in the long run and is thus cost-free.

Professor Silver has shown that adult basic education moves enough people off Employment and Income Assistance, reducing government expenditures, adding enough people into full-time employment, and increasing tax revenue that could pay for itself in ten years. In fact, it pays for itself sooner than ten years because the number does not include the significant increase in the income earned by graduates that produces multiplier effects in the graduates' communities, and it does not take into account the well-documented reductions in costs for health and criminal justice that are known to improve from improved levels of education.

Adult education has contributed to building stronger and healthier families, and children in those families are more likely to attend school regularly and actually do better in school. Evidence also shows that children who grow up in poverty are themselves more likely to end up in poverty. Adult education has been shown to be an important factor in breaking this cycle.

Indigenous youth graduate from school at a rate of about thirty percentage points lower than non-Indigenous youth. Yet Indigenous adults are turning to adult education at a rate two and a half times their share of the population, and when they do, their families, their children, and their communities benefit. Adult basic education can function as the ultimate act of reconciliation.

Funding adult basic education is a fiscally sound, preventative investment that reduces poverty, generates

economic return, and not only strengthens the workforce; it betters the lives of individuals and their families and strengthens their communities.

LORD SELKIRK SCHOOL DIVISION

Master's Program for Speech Language Pathologists

BE IT RESOLVED THAT the Manitoba School Boards Association lobby the Manitoba Government to collaborate with and support post-secondary institutions to implement a Master's Program for Speech-Language Pathologists in Manitoba.

Rationale:
A requirement to become a speech-language pathologist is a master's degree. Currently, Manitoba is one of the few provinces without an in-province Speech-Language Pathologist graduate program, requiring students to leave the province to receive training. There is no assurance that they return to practice in Manitoba. This leads to chronic staffing shortages within Manitoba and especially in School Divisions, leaving long waitlists and unmet student needs. School divisions, particularly rural and northern ones, struggle with recruitment and retention.

Early Developmental Indices (EDI) identify an increasing number of students struggle with Speech and Communication skills. Pre-COVID studies found 39% of students in the "not ready for school range" with post-COVID numbers expected to be even higher. 'Not ready for school' is closely tied to poor school performance in later years, and it is very difficult to reverse this pathway of vulnerability over the subsequent school years. This underscores the need for SLPs.

Without direct SLP intervention, the burden falls on classroom teachers and EAs, who lack specialized clinical training to provide the necessary help. School boards are often forced to hire private consultants or agencies. This, in turn, strains the division's educational budget.

A local program would allow for the recruitment of Indigenous, Francophone, and rural students, and could ensure SLP graduates remain in their community, and they would be better able to understand the needs of the communities they serve.

Investing in post-secondary health and education keeps the tuition dollars in Manitoba but also creates a local faculty that could provide clinical research opportunities. Hiring professionals who already live in Manitoba and have established families here makes them far more likely to stay long-term and avoid expensive relocation packages.

LORD SELKIRK SCHOOL DIVISION

Year-Round School Speed Zones

BE IT RESOLVED THAT the Manitoba School Boards Association lobby the Manitoba government to require city, town or municipal governments to implement year-round, no time limit school speed zones.

Rationale:
Currently, school speed zones are set at 30km/hr. with time limits from 7:30 a.m. to 5:30 p.m. from September to June while the speed limit increases to 50km/hr. during the summer months of July and August.

School playgrounds are often used throughout the year for community events, recreational sports, on weekends and especially during summer months. Children often use the playgrounds beyond the 5:30 p.m. time limit.

Maintaining a consistent school speed zone without time limits would help to improve safety for children, families, pedestrians, and community members.

Year-round speed zones without time limits would provide greater clarity for drivers and reduce the confusion of what months school speed zones change. A more consistent speed limit with clear year-round expectations without time limits may encourage drivers to abide by the posted speed on a regular It is for the reasons mentioned above that we request that MSBA advocate for consistent, year-round, no time limit speed limits in school zones.

EVERGREEN SCHOOL DIVISION

School Year Start Date

BE IT RESOLVED THAT the Manitoba School Boards Association lobby the Provincial Government to undertake a review of the legislation requiring the start of the school year to occur after Labour Day, including consultation with school boards and other education partners, to assess the educational, operational, and community impacts of the current requirement and to consider whether adjustments to the legislation are warranted.

Rationale:
The current Public Schools Act, Regulation 101/95 currently reads:

School year

3(2) For the purpose of subsection (1), only days after Labour Day and before July 1 may be counted as days in the school year. Further, June 30 must not be counted as a day if it falls on a Monday.

This longstanding legislative restriction limits flexibility in establishing the school calendar. A review would provide an opportunity to consider whether the current requirement continues to best serve Manitoba's education system, while considering educational, operational, and community impacts.

Without prescribing or advocating for any particular outcome, greater flexibility could create opportunities to explore:

- professional learning, planning, or collaboration for teachers prior to Labour Day while maintaining a post-Labour Day start for students;
- whether greater calendar flexibility could reduce some disruptions for professional development during the school year;
- additional or more meaningful breaks during the school year to support student and staff well-being; and / or
- other approaches or opportunities that may emerge through consultation.

Other provinces, including Alberta and Saskatchewan, operate school years of similar overall length without Manitoba's restriction on counting school days before Labour Day, demonstrating that alternative approaches to structuring the school calendar are possible.

In 2024, MSBA considered a related resolution that called for the *removal* of the legislative requirement and focused primarily on opportunities for additional breaks during the school year. This resolution takes a different approach: it does not advocate for a predetermined change, but instead

calls for a review and consultation to determine whether the existing requirement should be maintained or whether adjustments are warranted.

Region 4

Proposed 2027 Convention Resolutions

SCHOOL DISTRICT OF MYSTERY LAKE

Provincial Student Attendance and Engagement Task Force

BE IT RESOLVED THAT the Manitoba School Boards Association lobby the province of Manitoba to establish and fund a Provincial student attendance and engagement task force to examine the causes of chronic absenteeism and develop a coordinated, culturally responsive and adequately funded provincial action plan with particular consideration given to socioeconomic barriers.

Rationale:

Given the numbers presented in the CBC news article 'Shocking number of students chronically absent in Manitoba Schools, says MLA' (March 12, 2026), and considering the high numbers of chronic student non-attenders across the Province, this resolution speaks to the considerable socio-economic barriers discouraging our youth from attending school; it also asks the Province to address the geographic and cost of delivery barriers between servicing students in the South of the province in comparison to the North, contrasting rural to urban, and allocating spending of government dollars appropriately. CBC article Manitoba Students Chronically Absent.

Also, this Resolution recognizes that Indigenous students in the Province are disproportionately over-represented in those not attending school, and that Indigenous students form a majority of students enrolled in northern school boards, thereby producing significant obstacles for Northern boards in maintaining effective attendance levels in their schools.

In addition, this Resolution would like to consider strategies to engage parents, families, and caregivers in encouraging their children to attend school.

Finally, this Resolution calls for the need to find ways for school districts to work with other Provincial departments and community stakeholders in addressing the problem of chronically absent children, in the interests of promoting accessibility and student success for all learners in our schools.

Region 5

Proposed 2027 Convention Resolutions

ST. JAMES-ASSINIBOIA SCHOOL DIVISION

Financial Support for Grade 11 and 12 Physical Education

BE IT RESOLVED THAT the Manitoba School Board Association lobby the Manitoba government for additional financial support for infrastructure required to facilitate additional sections of in-person Grade 11 and Grade 12 physical education.

Rationale:
The Manitoba government has introduced a two-year pilot of a new Health and Physical Education curriculum that includes the "Every Body, Every Day" policy requiring in-person physical education for all students from Kindergarten to Grade 12[i]. Many high schools already face challenges accommodating mandatory Grade 9 and 10 physical education programming due to limited gymnasium space, and expanding the requirement to Grades 11 and 12 will place additional pressure on existing school infrastructure. Additional capital investments are necessary to ensure school divisions can successfully implement the new requirements while supporting the Province's goal of improving student physical and mental health through increased participation in physical activity.[ii]

[i] 2026, August 27. News Release - PROVINCE ROLLS OUT NEW HEALTH AND PHYSICAL EDUCATION CURRICULUM TO MAKE MANITOBA KIDS HEALTHIER.
[ii] 2026, September 22. News Release MANITOBA GOVERNMENT ANNOUNCES PREMIER'S FITNESS CHALLENGE.

Region 6

Proposed 2027 Convention Resolutions

WINNIPEG SCHOOL DIVISION

Provincial Safe Routes to School Framework

BE IT RESOLVED THAT the Manitoba School Boards Association advocate to the Province of Manitoba for the development and implementation of a Provincial Safe Routes to School Framework that:

1. **Establishes provincial standards and best practices for safe, accessible, and sustainable student travel to and from schools;**
2. **Builds upon and strengthens existing Manitoba initiatives, including Active and Safe Routes to School, school travel planning, and active transportation programs, rather than duplicating existing expertise and resources;**
3. **Provides dedicated and sustainable provincial funding mechanisms to assist communities and school divisions in implementing identified Safe Routes to School priorities, particularly where infrastructure needs exceed local capacity;**
4. **Establishes measurable goals and mechanisms for monitoring and reporting progress toward safer, more accessible, and more sustainable student travel throughout Manitoba.**

BE IT FURTHER RESOLVED THAT the Manitoba School Boards Association encourage the Province of Manitoba to establish an intergovernmental Safe Routes to School working group with representation from education, municipal government, transportation, infrastructure, accessibility, Indigenous communities, public health, and active transportation sectors to guide the development and implementation of the framework.

Rationale:

WHEREAS safe and reliable travel to and from school is a fundamental component of student access, attendance, well-being, and participation in education, particularly for children and youth who walk, cycle, use mobility devices, take public transit, or rely on school transportation; and

WHEREAS ensuring safe student travel is a shared responsibility requiring coordinated leadership among the Province of Manitoba, school divisions, municipalities, Indigenous governments and communities, and other partners, with responsibilities spanning education, transportation, land-use planning, road safety, infrastructure, accessibility, and public health; and

WHEREAS early integration of safe routes, pedestrian and cycling infrastructure, accessibility considerations, traffic calming, school-zone design, transit access, and winter maintenance into planning and development can improve student safety, reduce long-term infrastructure costs, and create healthier and more connected communities; and

WHEREAS a coordinated provincial approach would provide greater consistency across Manitoba while allowing communities to develop solutions that reflect their unique urban, rural, northern, remote, and Indigenous contexts; and

WHEREAS every infrastructure decision affecting a child's journey to school is an opportunity to prevent injury, remove barriers, promote independence, support active transportation, and strengthen the relationship between schools and the communities they serve.