



2024 ANNUAL GENERAL MEETING

The following Bylaw Amendments and Resolutions were passed at the Association's annual general meeting on December 2, 2024

BYLAW AMENDMENT

(85.5% Support) **Bylaw Amendment 24-01**
Bylaw No. 1 - Interpretation

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

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

BUDGET RESOLUTION

(100% Support) **Budget 2025**
BE IT RESOLVED that the Association's 2025 annual operating expense budget of \$3,420,200, funded by membership fees, be approved as revised.

RESOLUTIONS

(100% Support) **AGM 24-01**
BE IT RESOLVED that the proposed Position Statement on “Local Governance of Education” be adopted to replace the current “Position Statement 1.2 Local Governance of Education”;
PROPOSED “Position Statement 1.2
LOCAL GOVENANCE OF EDUCATION

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

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

2. Boards of education/CSF operate with autonomy and authority within a legislated framework and act to fulfill their responsibilities. Boards of education/CSF derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, Catholic schools derive their authority from the Constitution, *The Saskatchewan Act*, and the guarantee of separate school rights under section 29 of the *Canadian Charter of Rights and Freedoms*. The CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
3. Board of education/CSF meetings are open to the public and board information is accessible to the public within the context of the law.
4. Boards of education/CSF communicate information about the operation of the education system and establish procedures for public engagement.
5. Boards of education/CSF engage students, staff, families, communities, and partners in the education of students for success in school. Boards of education/CSF pay particular attention to engaging with First Nations and Métis communities.
6. Boards of education/CSF engage and support School Community Councils/Conseils d'écoles as partners in improving student learning.
7. Board members engage in networking and learning opportunities to fulfill their responsibilities as stewards of publicly funded education.
8. Boards of education/CSF are the voice of publicly funded education in Saskatchewan. Saskatchewan's education system is best served by a partnership of provincial and local level of governance with shared responsibility for publicly funded education.

(98.22% Support) **AGM-24-02**

BE IT RESOLVED that the proposed Position Statement on “Student Achievement” be adopted to replace the current “Position Statement 2.1 Student Achievement”;

**PROPOSED “Position Statement 2.1
STUDENT ACHIEVEMENT”**

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

1. Saskatchewan curriculum should provide lifelong learning skills, affirm each student's individuality, and engage them in community. Saskatchewan's curriculum creates these opportunities and should be delivered in inclusive, safe, and welcoming learning environments that support mental health and well-being. Student achievement is defined as the attainment of the developmentally appropriate educational outcomes of Saskatchewan's curriculum.
2. Boards of education/CSF, School Community Councils, Conseils d'écoles, students, staff, families, communities, and partners must be engaged and have a voice in defining student achievement.
3. Boards of education/CSF are individually responsible for developing an accountability framework to establish standards, assess, monitor and report on student achievement. Boards of education/CSF are responsible for partnering with senior levels of government to develop strategic plans establishing province-wide objectives for education.
4. The role of boards of education/CSF is to provide leadership, advocate for education investment, and allocate resources within the board of education's purview to maximize student achievement.
5. Student engagement, as well as parent and community support for education are important components of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.

(100% Support) **AGM-24-03**

BE IT RESOLVED that the proposed Position Statement on “Digital Literacy and Citizenship” be adopted to replace the current “Position Statement 2.3 Digital Literacy and Citizenship”;

PROPOSED “Position Statement 2.3 DIGITAL LITERACY AND CITIZENSHIP”

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

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

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

1. Focuses on engaging and inspiring students and fosters creative and innovative minds, embracing the enabling role of digital technology in expanding how, when and where learning takes place.
2. Recognizes that we exist in a connected world requiring a global set of competencies for a digital age – creativity and innovation, critical thinking, communication and collaboration, as well as safe and ethical behaviours for responsible digital citizenship.
3. Is centred within a provincial curriculum that reflects these values, aspirations, and practices.
4. Is founded on the principles of equity of access and opportunity.¹

This vision for digital literacy and citizenship is situated in a learning environment where teachers are supported to be professionally competent and appropriately fluent, embracing digital technology, resources and instructional strategies that enhance student learning, engagement, safety, and digital fluency. Investments in education are required to enable boards of education/CSF to implement a vision for digital literacy and citizenship and keep current with changing digital environments.

(100% Support) **AGM-24-04**

BE IT RESOLVED that the proposed Position Statement on “School Community Councils” be adopted to become “Position Statement 5.3 School Community Councils”;

PROPOSED “Position Statement 5.3 SCHOOL COMMUNITY COUNCILS”

The engagement² of family and communities with schools is foundational to education and a priority for boards of education/CSF. School Community Councils (SCC)/Conseils d'écoles are one avenue to facilitate this engagement. In Saskatchewan, each school is required to have a School Community Council to develop shared responsibility for the learning success and well-being of all children and youth. The mandate of the SCC is to encourage and facilitate parent and community participation in school planning and improvement processes, and provide advice to the board of education and the school's staff. In co-operation with the

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

² Engagement is defined as students, parents, and community members actively engaged in the life of the school and community. Together the school staff, students, parents, and community members create the agenda, make decisions, and take actions that affect many aspects of the school community. (Amendt, 2008, p. 3)

school staff, the SCC develop and recommend to its board of education for approval a school level plan that is in accordance with the school division's strategic plan.

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

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

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

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

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

(59.89% Support) **AGM-24-08**

BE IT RESOLVED that the Saskatchewan School Board Association prepare, publish, and release to all members in conjunction with annual audited financial statements, Public Accounts in the same form as School Division Public Accounts.

(74.05% Support) **AGM-24-09**

BE IT RESOLVED that the Saskatchewan School Boards Association create a Working Advisory Group (WAG) for the purpose of a cost analysis of relocatable classrooms.

The following Bylaw Amendment and Resolutions were defeated or withdrawn at the Association's annual general meeting on December 2, 2024

(63.64% Support) **Bylaw Amendment 24-02**

Bylaw No. 4: Executive and Bylaw No. 4.1 Election of Executive

BE IT RESOLVED that Bylaw No. 4 Section 1(c) be amended by adding “viii. Public” to the list of representatives currently on the Saskatchewan School Boards Association (SSBA) Executive, so the Bylaw will read as follow:

“(c) one representative from each of the following constituencies: i. Northern; ii. Central; iii. Southern; iv. Catholic; v. Conseil scolaire fransaskois; vi. Urban Public; vii. Indigenous; viii. Public.”

BE IT ALSO RESOLVED that Bylaw No. 4.1.7 (7) be amended by adding (c) representatives from the Public constituency will be elected in 2025 and will hold office for a term of two years, and in elections thereafter, for a term of two years.

BE IT ALSO RESOLVED that Appendix A be amended by adding “(8) Public constituency”, so it will read as follows:

“(8) Public constituency:

Chinook S. D. No. 211

Creighton S.D. No. 111

Good Spirit S.D. No. 204

Horizon S.D. No. 205

Ile-a-la Crosse S. D. No. 112

Living Sky S. D. No. 202

Lloydminster S.D. No. 99

North East S.D. No. 200

Northwest S. D. No. 203

Prairie South S.D. No. 210

Prairie Spirit S.D. No. 206

Prairie Valley S.D. No. 208

Regina S.D. No. 4

Saskatchewan Rivers S. D. No. 119

Saskatoon S. D. No. 13

South East Cornerstone S. D. No. 209

Sun West S.D. No. 207”

(36.19% Support) **AGM-24-05**

BE IT RESOLVED that the Saskatchewan School Boards Association tender for and manage a Provincial Whistleblower Hotline for fraud reporting in school divisions.

AGM-24-06 - WITHDRAWN

(10.16% Support) **AGM-24-07**

BE IT RESOLVED that the Saskatchewan School Boards Association advocate to secure the Ministry of Education's commitment to include environmental education as a core curriculum to prepare students for our changing environment.