



# **2024 ANNUAL GENERAL MEETING**

## **PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS**

**DECEMBER 1-3, 2024**

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# BYLAW AMENDMENTS

## 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 francaskois 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.**

### Indigenous Council

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

#### Sponsor's Rationale:

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

Originally brought forward in Fall 2023, a bylaw amendment was narrowly defeated. In response, and as the Indigenous Council would like to proceed, a webinar was held in May 2024 for boards of education. The webinar provided opportunity for education on the need for the bylaw amendment as well as offered an opportunity for dialogue and questions. This bylaw amendment is now being brought by the Indigenous Council for adoption at the Fall 2024 General Assembly.

The bylaw amendment would update the language to reflect the eligibility of Indigenous Education organizations to apply to be part of the SSBA. The Executive has also approved a policy which includes more rigorous criteria for approval of any new SSBA applicant, including Indigenous education authorities.

Cost of this Bylaw Amendment:

Low Cost – < \$1,000

<b>Bylaw Amendment 24-01 Bylaw No. 1 Interpretation</b>	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	<b>%</b>
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**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”**

**Saskatchewan Rivers School Division No. 119**

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

**Sponsor’s Rationale:**

Currently, the SSBA executive has representation from the Catholic Constituency, the CSF Constituency and the Indigenous Constituency, among others. A focused Public Section perspective is not currently represented on the

SSBA Executive. Including a representative from the Public Section would support a consistent voice from all of the SSBA constituencies. The Public Section representative would provide the perspective from their constituents in the same way as other constituencies are represented on the SSBA Executive.

Cost of this Bylaw Amendment:

With the addition of a Public Section representative to the SSBA Executive, there would be associated costs for attending Executive meetings. The SSBA has suggested that the cost for an executive member is estimated at \$15,000 per year, which is just over \$.10 per student attending Public Section member boards.

<b>Bylaw Amendment 24-02 Bylaw No. 4 and 4.1</b>	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	<b>%</b>
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## BUDGET RESOLUTION

**Budget 2025**     **BE IT RESOLVED that the Association’s 2025 annual operating expense budget of \$3,420,200 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 balanced operational budget with a \$117,600 or 4.9% increase to membership fees for 2025 for the addition of a permanent full-time Legal Counsel position and inflationary increases.

This budget supports the SSBA Strategic Plan for 2025 and maintains focus on advocacy, services and board development that are responsive to the needs and priorities of our members. The additional Legal Counsel position helps to address the increasing need from members for legal services and a shift from using external solicitors for the General Insurance Plan.

This budget also recognizes the value of maintaining the existing services provided by the Association. This budget recognizes staff performance and inflationary pressures for supplies and external services at the Association. A long-term decision was previously made to utilize investment income to fund occupancy costs. This budget does not include any funding or expenditures for group procurement services.

<b>BUDGET RESOLUTION Budget 2025</b>	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD   DEF</b>	<b>%</b>
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## RESOLUTIONS

**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 GOVERNANCE 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.

**Association Executive**

*(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 1.2 Local Governance of 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 2019.

Cost of this resolution:

Low Cost – < \$1,000

<b>Resolution AGM 24-01</b> Re: Position Statement on Local Governance of Education	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	<b>%</b>
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**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 fransaskois (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.

**Association Executive**

***(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 2.1 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 2019.

**Cost of this resolution:**

Low Cost – < \$1,000

<b>Resolution AGM 24-02</b> Re: Position Statement on “Student Achievement”	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	<b>%</b>
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**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.<sup>1</sup>

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<sup>1</sup> This position statement is adapted from C21 Canadians for 21<sup>st</sup> 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*.

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.

**Association Executive**

*(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 2.3 Digital Literacy and Citizenship)*

*(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 2019.

Cost of this resolution:

Low Cost – < \$1,000

<b>Resolution AGM 24-03</b> Re: Position Statement on “Digital Literacy and Citizenship”	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	<b>%</b>
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**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 engagement<sup>2</sup>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 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 –

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<sup>2</sup> 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)

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.

**Association Executive**

*(Note: If passed by the membership, this proposed Position Statement will replace Position Statement 1.2 Local Governance of Education)*

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

**Sponsor’s Rationale:**

At SSBA 2023 Fall Assembly, Resolution AGM 23-03 was adopted, directing the SSBA to create a working committee to engage member boards in drafting a position statement on School Community Councils, to be brought to the membership for adoption. A working committee was formed in 2024 to undertake this work. The working committee included a SSBA Executive member, trustees, LEADS representatives, and SASBO representatives. The proposed “Position Statement 5.3: School Community Councils” is now presented to the membership for adoption.

Cost of this resolution:

Low Cost – < \$1,000 Moderate advocacy for the SSBA Executive. This resolution primarily directs the efforts of boards of education/CSF.

<b>Resolution AGM 24-04</b> Re: Position Statement on School Community Councils	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	%
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**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.**

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

*(Note: This resolution relates to Position Statement 1.2 Local Governance of Education)*

**Sponsor's Rationale:**

As publicly funded organizations with responsibility for educating children and youth, school divisions must operate at the highest level of public trust and accountability. Accordingly, school divisions have developed and implemented strong financial management practices, internal controls, and audits.

Whistleblower protection is another important element of a financial risk management framework. A whistleblower phone or online platform provides a means by which staff members can come forward with credible information on fraudulent, illegal, unethical, dishonest, or unsafe practices and other conduct that might cause financial and reputational loss to the school division. Whistleblower policies protect good faith allegations and provide consequences for bad faith or malicious allegations.

In response to Resolution 21-06, the Saskatchewan School Boards Association researched and drafted a Whistleblower Policy/Procedure for consideration by school divisions. The Safe Disclosure Policy Template (Whistleblower) was developed and shared with all Boards and Directors for use if they deem appropriate in their own board/division policies and is available at: <https://saskschoolboards.ca/publications/policy-advisories/>.

Operationalizing a whistleblower policy requires an externally hosted hotline (phone and/or web-based) to facilitate the safe disclosure and investigation of violations that a school division employee believes may be unlawful, dangerous to others, and/or injurious to the school division's reputation.

It is not practical for each of Saskatchewan's 27 school divisions to contract for their own whistleblower service. Therefore, this resolution proposes that the Saskatchewan School Boards Association prepare and release a tender for a provincial education sector whistleblower service and manage the contracted service provider (law firms, accounting firms, and others provide this service). SSBA members would have the option to join the service for a fee based on equitable sharing of the contract cost among participating Boards.

The contracted service would provide a confidential, secure, and externally hosted whistleblower service for all school divisions in a cost-effective way.

The firm administering the whistleblower hotline would refer any complaints received directly to the applicable Director of Education and/or Board Chair. Following up on and responding to complaints would be the responsibility of the school division.

Cost of this resolution:

Medium Cost – \$1,000-\$10,000

The proposed resolution action will draw upon Saskatchewan School Boards Association services/resources to draft a Request for Proposals and select the successful vendor. Once a contract is in place, ongoing management of the contract will be minimal.

Cost of resulting whistleblower contract to be shared among participating boards.

<b>Resolution AGM-24-05</b> Re: Provincial Whistleblower Hotline	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	%
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**AGM 24-06 BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Minister of Education to remove the qualifications for Directors of Education from regulations and reinforce the autonomy of boards to make hiring decisions.**

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

*(Note: This Resolution relates to Position Statements 1.2 Local Governance of Education)*

**Sponsor's Rationale:**

The School Division Administration Regulations section 43 require that Directors of Education hold a Professional A teaching certificate:

**Qualifications of director**

**43** A person is eligible to be appointed by a board of education or the conseil scolaire as director if he or she:

- (a) holds or meets the requirements to hold a Professional A Teacher's Certificate issued pursuant to *The Registered Teachers Act*;
- (b) has completed a master's degree at a university recognized by the minister in a field that relates to the major duties of a director of education; and
- (c) submits evidence to the board of education or the conseil scolaire, acceptable to the board of education or the conseil scolaire, as the case may be, of:
  - (i) a minimum of 2 years of teaching experience in Canada at the elementary or secondary school level; and
  - (ii) a minimum of 2 years of experience in Canada as an educational administrator.

1 Sep 2017 cE-0.2 Reg 26 s43.

In addition, The League of Educational Administrators, Directors and Superintendent Act, 1991 requires that a Director of Education be a member of LEADS. LEADS bylaws state in part:

- 8. A person shall be eligible for membership in the League if he or she possesses the qualifications as follows:
  - 8.1 holds or meets the requirements to hold a Professional 'A' Teacher's Certificate issued pursuant to "The Teacher Certification and Classification Regulations, 2002" under *The Education Act, 1995*;
  - 8.2 has completed the requirements at a recognized university for:
    - a) A Master of Education degree, or;

- b) A Master of Business Administration degree or a Master of Public Administration degree, or;
- c) A Master's degree in a field related to the duties of an educational administrator, as approved by the executive.

The Director of Education is the chief executive officer for school divisions and, as such, this position requires broad-based leadership abilities and management skills. This includes competencies in strategic thinking, communication, organizational design, relationship building, decision-making and financial management.

Boards of education are responsible for overseeing PreK to Grade 12 education within growing and increasingly diverse and complex education environments. One of the key responsibilities of boards is to hire and work with the Director of Education. Boards know their communities and organizations and are capable to hire a Director without needing specific qualifications that are determined by the Minister of Education.

Specific qualifications for chief financial officer positions in school divisions were removed years ago, leaving divisions with the autonomy to determine the qualifications needed by their organization. With the revision of section 43 of the regulations, each board would determine qualifications for the chief executive officer position as government ministries, crown corporations and other public sector organizations currently do. Boards that believe a requirement for a teaching certificate is important would be free to continue to require this qualification.

Boards of education are in the best position to assess and respond to the needs of each school division and should have full responsibility for determining the qualifications needed for the Director of Education in their school division.

Cost of the Resolution:

Low Cost – < \$1,000

Requires advocacy work in the usual course of the SSBA’s meetings with the Minister.

<b>Resolution AGM-24-06</b> Re: Qualifications for Directors of Education	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	<b>%</b>
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**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.**

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

*(Note: This resolution relates to Position Statements 2.1 Student Achievement)*

**Sponsor’s Rationale:**

Environmental literacy is one of the principal goals of environmental education. It refers to the capacity to comprehend and critically assess the intricate interplay between human activities, ecological systems, and the changing climate. Environmental literacy involves an understanding of climate science and environmental dynamics, together with sustainable practices and the ethical and social dimensions of environmental challenges. Enhanced literacy empowers individuals to make informed decisions and adopt responsible behaviours. This work in education is crucial because it equips individuals to engage more effectively in developing and contributing to solutions. It will also prepare the citizens and workforce of the future to be innovative, responsive, and resilient.

The [2023 Galway and Field study](#) found that young people are seeking honesty about the risks and uncertainties they see in the world around them. Galway and Field sum up the message from young people as **“Just teach it.”**

The Organization for Economic Cooperation and Development’s 2021 report, “Beyond Academic Learning,” underlines that educational success involves more than building cognitive and technical knowledge. Social and emotional skills such as critical thinking, communication, collaboration, compassion, and curiosity are also necessary to help children and youth navigate a future defined by climate change, nature loss, and waste and pollution. Education equips learners with the knowledge they need to make real change, but it also inspires the cognitive skills to make connections between environmental issues and their impact on the learner’s everyday reality.

[Experts at Stanford University](#) systematically searched the academic literature and analyzed 119 peer-reviewed studies published over a 20-year period that measured the impacts of environmental education for K-12 students. The review found clear evidence that environmental education programs provide a variety of benefits. In studies reviewed, environmental education was shown to improve the following:

- Knowledge in science, mathematics, reading, writing, and more.

- Emotional and social skills, such as self-esteem, character development, teamwork, and leadership skills.
- Environmentally friendly behaviour, such as reducing water use, increasing recycling, and participating in community cleanups.
- Academic skills (21st century skills), such as critical thinking, oral communication, analytical skills, problem solving, and higher-order thinking.
- Motivation to learn, including enthusiasm for and interest in school.
- Civic interest and engagement, including feelings of civic responsibility, feelings of empowerment, and ability to act.

The Mental Health Commission of Canada explains that when worry about the well-being of the environment becomes severe enough to cause distress and dysfunction, it is called “eco-anxiety.” The [2022 State of Public Health in Canada report](#) emphasizes that climate change and eco-anxiety are looming public health crises that all governments must play a part to address. Of note, a 2021 study published in a top medical journal found that among 10,000 youth in 10 countries, there was a higher level of climate anxiety than ever seen before. In one Canadian study, at least 58% of youth reported feeling afraid, sad, anxious, and powerless in the face of climate change (Galway and Field, 2023). Nearly 40% said that feelings about climate change negatively affect their daily life.

[UNESCO’s “Getting every school climate-ready” report](#) found that **only half of the national curricula in the world refer to climate change and only 23% of teachers can explain well how to act on climate change.** In another [survey](#) done in 166 countries with 17,000 young people in 2022, UNESCO found that 70% of youth cannot explain climate change. In response to these gaps, UNESCO has called for environmental education to be a core curriculum component in all countries by 2025.

E. Field, P. Schwartzberg, P. Berger, and S. Gawron (2020), [Climate Change Education in the Canadian Classroom](#). Retrieved from EdCan Network.

[“Education is key to addressing climate change,” United Nations \[website\], un.org \(accessed November 1, 2023\).](#)

*Costing of the Resolution:*

Medium Cost – \$1,000-\$10,000

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

<b>Resolution AGM-24-07</b> Re: Environmental Education	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	%
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**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.**

**Regina School Division No. 4**

*(Note: This Resolution relates to Position Statements 3.1 Education Investment, specifically point 3 Transparency and Accountability.)*

**Sponsor’s Rationale:**

Financial transparency and accountability is essential to trust within a member-based organization. To maintain trust, leaders should provide accurate and complete information on the financial status of the organization.

Resolution 21-09 required the SSBA to “publish a membership report identifying its expenditures with a reasonable amount of specificity, including the amount of remuneration paid to SSBA employees and board members”.

In response, the SSBA executive approved the email distribution of the Membership Payee Disclosure Report to Board Chairs at the time that the Annual Report is published. The report is now part of the SSBA’s annual reporting.

This resolution seeks to further enhance accountability by requiring the SSBA to publish and release to all member boards, with the SSBA’s annual financial statement and audit, Public Accounts in the same form as school divisions:

- SSBA Executive remuneration as follows:

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		

- Payees who received payments for salaries, wages, honorariums, etc., which total \$50,000 or more.
- Payees who received a total of \$50,000 or more for the provision of goods and services.
- Other payees who receive a total of \$50,000 or more and are not included in the above categories.

Boards of education are required by provincial regulation to prepare Public Accounts and it is reasonable that the SSBA, as the voice of boards, be held to the same standards. This reporting format will ensure that all member boards receive timely and complete financial information about the SSBA.

Cost of the Resolution:

Low Cost – < \$1,000

There is minimal likelihood of the resolution action resulting in unanticipated costs for boards of education and/or the SSBA as the cost factors of the resolution are generally known and this information is already compiled.

<b>Resolution AGM-24-08</b> Re: SSBA annual audited financial statements	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	%
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**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.**

**Prairie Valley S.D. No. 208  
South East Cornerstone S.D. No. 209**

*(Note: This resolution relates to Position Statements 3.2 Infrastructure Funding*

- *This resolution aligns with the SSBA Strategic Plan’s Guiding Principles.*
- *SSBA 2024 Strategic Priorities 3. Advocacy (c) Education Investment – Value and Importance of Publicly Funded Education-investment in education review and proposal to support continued advocacy for 2025-26 fiscal year – recommendations relative to the education mill rate – Resolution 22-06)*

**Sponsors’ Rationale:**

Questions that should be considered by the WAG are:

- Are relocatable classrooms, including the connection costs, more cost effective than permanent infrastructure improvements?
- What are the PMR costs of relocatable classrooms compared to permanent infrastructure improvement at the 5-year threshold, 10-year threshold and 15-year threshold?
- Is it more cost effective to build new schools that will accommodate future enrolment rather than adding numerous relocatable classrooms in an attempt to “right size” the school?

The use of relocatable classrooms in schools has become a widespread practice due to overcrowding and insufficient classroom space. The relocatable classrooms are rarely relocated in the rural context and costs associated with the portability maybe higher and require significant long term maintenance costs compared to building permanent classrooms. Investing in permanent classroom facilities may lead to significant long-term savings for the Major Capital Program, Minor Capital Program, PMR and the Relocatable Classroom program. Therefore, the government should allow local boards of education the autonomy to plan, design, and build permanent classroom spaces with the capital funding provided by the Ministry for relocatable classrooms.

**Research Notes:**

- Regina does move their portables: [Saskatchewan's portable classroom predicament | Regina Leader Post](#)
- What are the cost implications of building and maintaining relocatable classrooms compared to traditional brick-and-mortar schools?
  - The cost implications of building and maintaining relocatable classrooms compared to traditional brick-and-mortar schools can be

significantly different. Relocatable classrooms have had lower upfront construction costs since they are temporary structures, however, this may no longer be the case currently with the limited number of vendors supplying relocatable classrooms. Additionally, the maintenance costs are higher for portable classrooms due to the need for regular inspections, repairs, and replacements of portable units.

- Relocatable classrooms may require additional resources such as proper infrastructure, access to utilities, and transportation arrangements. According to a study conducted in 2019 by the Saskatchewan Ministry of Education, the average annual maintenance cost per student for relocatable classrooms was 20% higher than that of traditional schools.
- Relocatable classrooms may provide a flexible and cost-effective solution for addressing the unique challenges education in Saskatchewan, but recent data on this is not readily available.
- In what ways do relocatable classrooms cater to the unique needs and challenges faced by rural communities in Saskatchewan?
  - Relocatable classrooms in Saskatchewan may cater to the unique needs and challenges faced by rural communities in various ways. Firstly, they provide flexibility and adaptability in addressing fluctuating student populations, allowing for efficient resource allocation. However, unlike in urban settings, in rural settings they are rarely moved.
  - Relocatable classrooms may help to ensure accessibility for remote regions by bringing education closer to where students live.
  - They may offer a cost-effective solution in comparison to building or maintaining multiple brick-and-mortar schools, but an examination of the long-term costs versus permanent structures is not readily available.

Cost of this resolution:

Medium Cost \$1,000-\$10,000 to High Cost >\$10,000

<b>Resolution AGM-24-09</b> Re: WAG for cost analysis of relocatable classrooms	<b>For:</b>  <b>Against:</b>	<b>Abstain:</b>	<b>CD DEF</b>	%
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