



2025 ANNUAL GENERAL MEETING

PROPOSED BYLAW AMENDMENTS AND RESOLUTIONS

NOVEMBER 17-18, 2025

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*There are two bylaw amendment motions before the Assembly regarding Executive composition. Both cannot pass as there cannot be two different Executive compositions approved for the Association. Therefore, the Chair will call for a show of hands on a procedural item to determine which of the two proposed bylaw amendment motions will be considered first. **The Chair will ask: If you wish to have Bylaw Amendment 25-01 considered first, please raise your hands. The Chair will then ask: If you wish to have Bylaw Amendment 25-02 considered first, please raise your hands.** If the Chair is able to determine a majority by show of hands on this procedural matter, then that bylaw amendment motion will be considered first. If the Chair is unable to declare a majority by show of hands, then the Assembly will use electronic voting for a formal procedural vote on which bylaw amendment motion to consider first. The electronic vote will be carried out in accordance with our Rules of Procedure (i.e., accredited voting delegates and weighted votes).*

With the procedural matter settled, the Chair will then proceed with the standard process as outlined in our Rules of Procedure. Members will be asked to debate and vote on the first proposed bylaw amendment as determined through the procedural settlement of this matter. Should the proposed bylaw amendment pass with 2/3 majority of the Assembly, the second proposed bylaw amendment will be ruled out of order for this Assembly. Should the first proposed bylaw amendment be defeated by the Assembly, then the second proposed bylaw amendment will be presented to the Assembly for debate and vote.

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Budget 20267

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BYLAW AMENDMENTS

Bylaw Amendment

25-01 Bylaw No. 4 Executive & Bylaw 4.1 Election to Executive

BE IT RESOLVED THAT Bylaw No. 4 Section 1(c) be amended by adding:

“Section” to (iv) so it reads (iv) Catholic Section, by deleting “Public” in (vi) so it reads (vi) Urban, and by adding “viii. Public Section” 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 Section; v. Conseil scolaire fransaskois; vi. Urban; vii. Indigenous; viii. Public Section.”

BE IT ALSO RESOLVED that Bylaw No. 4.1.7 (1) be amended by adding “Section” to “Catholic” and by adding “Public Section” so it reads (1) Members of the Executive from constituencies, and an alternate from each constituency, except the Catholic Section, Public Section, and Conseil scolaire fransaskois, shall be elected by a majority of votes cast at an election in the constituency to be held during the annual general meeting.

BE IT ALSO RESOLVED that Bylaw No. 4.1.7 (4) be amended by adding “Section” to “Catholic” and by adding “Public Section” so it reads (4) The representative and alternate from each of the Catholic Section, Public Section, and Conseil scolaire fransaskois constituencies shall be elected or selected at a meeting of the constituency held no earlier than six weeks prior to the day of the annual general meeting.

BE IT ALSO RESOLVED that Bylaw No. 4.1.7 (7) (b) be amended by adding “Section” to “Catholic” and by deleting “Public” so it reads (b) representatives from the Catholic Section, Central, Urban and Indigenous constituencies elected in 2008 hold office for a term of two years, and in elections thereafter, for a term of two years.

BE IT ALSO RESOLVED that Bylaw No. 4.1.7 (7) be amended by adding (c) representatives from the Public Section constituency will be elected in 2026 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 deleting in its entirety and replacing it as follows:

(1) Northern constituency:

Northern Lights School Division No. 113

Ile-a-la Crosse School Division No. 112

Creighton School Division No. 111

(2) Central constituency:

Conseil des écoles fransaskoises No. 310

Horizon School Division No. 205

Light of Christ Roman Catholic Separate School Division No. 16

Living Sky School Division No. 202

North East School Division No. 200

Northwest School Division No. 203

Prairie Spirit School Division No. 206

Prince Albert Roman Catholic Separate School Division No. 6

Saskatchewan Rivers School Division No. 119

(3) Southern constituency:

Chinook School Division No. 211

Christ the Teacher Roman Catholic Separate School Division No. 212

Good Spirit School Division No. 204

Holy Family Roman Catholic Separate School Division No. 140

Holy Trinity Roman Catholic Separate School Division No. 22

Prairie South School Division No. 210

Prairie Valley School Division No. 208

South East Cornerstone School Division No. 209

Sun West School Division No. 207

(4) Catholic Section constituency: Boards of education who are members of the Catholic Section.

(5) Conseil scolaire fransaskois constituency: Conseil des écoles fransaskoises No. 310

(6) Urban constituency:

Lloydminster Roman Catholic Separate School Division No. 89

Lloydminster School Division No. 99

Regina School Division No. 4

Regina Roman Catholic Separate School Division No. 81

Saskatoon School Division No. 13

St. Paul's Roman Catholic Separate School Division No. 20

(7) Indigenous constituency: Board of education members who are First Nations, Métis, or Inuit.

(8) Public Section constituency: Boards of education who are members of the Public Section.

**Christ the Teacher Catholic School Division
Greater Saskatoon Catholic Schools (St. Paul's R.C.S.S.D. No. 20)
Holy Family Catholic School Division
Holy Trinity Catholic School Division
Light of Christ Catholic School Division
Lloydminster Catholic School Division
Prince Albert Catholic School Division
Regina Catholic School Division**

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

Sponsor's Rationale:

SSBA executive composition has been reviewed by the SSBA through a Working Advisory Group (WAG) in 2020 and the question continues to come forward to the annual general assembly in 2016, 2018 and 2024 with no resolution to the matter. This motion attempts to address previous requests to add "Public" representation as well as not reduce Catholic representation. There are two main parts of this motion:

- 1) Add one Executive member by creating a new Public Section.
- 2) Allow Catholic School trustees within their geographical constituencies to put forward their names to represent their constituencies.

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.

Bylaw Amendment 25-01 Bylaw No. 4 Executive & 4.1 Executive Elections	For: Against:	Abstain:	CD DEF	%
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Bylaw Amendment

25-02 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 follows: “(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 FURTHER RESOLVED that Bylaw No. 4.1.7 (1) be amended by adding Public so that it reads as follows:

“(1) Members of the Executive from constituencies, and an alternate from each constituency, except the Catholic, Conseil scolaire Fransaskois and Public, shall be elected by a majority of votes cast at an election in the constituency to be held during the annual general meeting.

BE IT FURTHER RESOLVED that Bylaw No. 4.1.7 (4) be amended by adding Public such that it reads as follows:

“(4) The representative and alternate from each of the Catholic, Conseil scolaire Fransaskois, and Public constituencies shall be elected or selected at a meeting of the constituency held no earlier than six weeks prior to the day of the annual general meeting.

BE IT FURTHER RESOLVED that Bylaw No. 4.1.7 (7) be amended by adding (c) representatives from the Public constituency will be elected in 2026 and will hold office for a term of two years, and in elections thereafter, for a term of two years.

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

“(8) Public constituency:

**Chinook SD No. 211
Creighton SD No. 111**

Good Spirit SD No. 204
Horizon SD No. 205
Living Sky SD No. 202
Lloydminster SD No. 99
North East SD No. 200
Northwest SD No. 203
Prairie South SD No. 210
Prairie Spirit SD No. 206
Prairie Valley SD No. 208
Regina SD No. 4
Saskatchewan Rivers SD No. 119
Saskatoon SD No. 13
South East Cornerstone SD No. 209
Sun West SD No. 207”

Horizon School Division No. 205
Chinook SD No. 211
Creighton SD No. 111
Good Spirit SD No. 204
Lloydminster SD No. 99
North East SD No. 200
Northwest SD No. 203
Prairie South SD No. 210
Prairie Valley SD No. 208
Regina SD No. 4
Saskatchewan Rivers SD No. 119
Saskatoon SD No. 13
South East Cornerstone SD No. 209
Sun West SD No. 207

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

Sponsor’s Rationale:

Currently, the SSBA executive has representation from seven constituencies. Among those seven, three constituencies explicitly represent the interests of a specific entity with a distinctive position or unique legal status including the Catholic Constituency, the CSF Constituency and the Indigenous Constituency. The distinctive position of the Public Section is not currently represented on the SSBA Executive. Including a formal representative from the Public Section would support an inclusive executive where all constituency voices are present and valued on the SSBA Executive. The Public Section representative would provide the perspective from their constituents, members of Public Section, 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 previously suggested that the cost for an executive member is estimated at \$15,000 per year.

Bylaw Amendment 25-02 Bylaw No. 4 Executive & 4.1 Executive Elections	For: Against:	Abstain:	CD DEF	%
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BUDGET RESOLUTION

Budget 2026 **BE IT RESOLVED** that the Association's 2026 annual operating expense budget of \$3,523,900 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 \$57,000 or 2.25% increase to membership fees for 2026 for inflationary increases.

This budget supports the SSBA Strategic Plan for 2026 and maintains focus on advocacy, services and board development that are responsive to the needs and priorities of our members. This budget recognizes the value of maintaining the existing services, staff performance and inflationary pressures for supplies and external services.

In addition to the operating expense budget, the Association anticipates utilizing \$35,000 from reserves to fund expenditures for the upcoming provincial bargaining scheduled to start in 2026.

BUDGET RESOLUTION Budget 2026	For: Against:	Abstain: 	CD DEF	%
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RESOLUTIONS

AGM 25-01 BE IT RESOLVED, that the Saskatchewan School Boards Association (SSBA) create an independent Working Advisory Group (WAG) of no more than 10 individuals made up of a cross-representation of volunteer Board members and no more than 3 staff members nominated by their constituency (Catholic, Central, Northern, Southern, and Urban Public constituency) from Boards that do not have a SSBA Executive member as a member of their Board by December 1, 2025. Each member of the WAG has a duty to act in the boards' interests and maintain confidentiality.

The WAG's purpose is to:

- Have its inaugural meeting by December 31, 2025 to develop and implement a comprehensive and anonymous Member Feedback Survey to evaluate member experience and satisfaction regarding SSBA's services;
- be distributed to all Member Boards by mid-February, 2026;
- Provide a detailed report of the survey results to all Member Boards in advance of the SSBA's April 2026 Assembly; and
- Utilize the survey to recommend actions to all Member Boards by late June 2026 so the actions including Bylaw Amendments and Resolutions may be considered for implementation at the SSBA's Autumn 2026 Assembly.

Chinook S.D. No. 211

(Note: This Resolution relates to Position Statement 1.2 Local Governance of Education and Position Statement 3.1: Education Investment.)

Sponsor's Rationale:

The Saskatchewan School Boards Association (SSBA) is created by private statute, *An Act to incorporate Saskatchewan School Boards Association*¹ to serve its members. The members recognize the importance of continually assessing and improving the quality of services provided by the SSBA. Member satisfaction is a key indicator of the SSBA's effectiveness and relevance, and to ensure the SSBA is aligned with its statutory mission. As a result, this Resolution proposes an independent, comprehensive and anonymous Member Feedback Survey to evaluate member experience and satisfaction regarding SSBA's services.

¹ An Act to incorporate Saskatchewan School Boards Association is available at: <https://publications.saskatchewan.ca/#/products/22846>

The Resolution suggests the survey, its results and recommended actions to be conducted by defined timeframes so that the members may develop Bylaw Amendments and/or Resolutions in time for SSBA's autumn 2026 Annual AGM.

The Saskatchewan School Boards Association (SSBA) currently commissions a third-party review of its services every 5 years. While this process is intended to ensure some level of objectivity, the review is directed by the SSBA Executive, which still can create a perception of bias, as the Executive provides direction for information collection and analysis. The intention of this Resolution is to create a fully independent WAG free of conflict of interest, bias or perception of bias by excluding SSBA Executive members and their respective Boards from participation on the WAG. When selecting Board members from Catholic, Central, Northern, Southern, and Urban Public constituencies and no more than 3 Board staff members for the WAG, each constituency is encouraged to consider whether its selected WAG members and staff's skillset would be appropriate for survey development and analysis and the development of recommendations and actions. The WAG may need to consult with external experts if necessary. The WAG may meet in person, hybrid or virtually to reduce costs.

The Member Feedback Survey must be designed to ensure inclusiveness, anonymity, and data integrity by individual members. The results of this Survey must be used to guide strategic planning, improve service delivery, and enhance member engagement and satisfaction across all identified SSBA service areas and responsibilities. The Survey would not be extended to Affiliate Members, Honorary Members or Honorary Life Members.

Questions that should be considered by the WAG for Member Feedback Survey development relate to the purpose and value of SSBA's operations:

- General Administrative Services – feedback is needed regarding efficiency, accessibility, responsiveness, and quality of member support;
- Core Services – including Indigenous Education; Communications & Strategic Services; Corporate Services (including group procurement); Employee Benefits; Insurance, Legal Services, Employee and Labour Relations. Feedback is needed on the scope of service of each core service area as described by the SSBA for each area's clarity, value, process, timeliness, relevance, accessibility, effectiveness, communication, and member support;
- Advocacy – feedback is needed to consider the SSBA's effectiveness in representing member interests to external stakeholders and decision-makers;

- Board Development – feedback is needed to consider member perceptions of transparency, accountability, and inclusiveness in board and leadership activities including Board and Director of Education evaluations;
- Policy Support – feedback is needed regarding quality, timeliness, and relevance of policy development, guidance, and implementation assistance provided to members.

Cost of this resolution:

Medium Cost –\$1,000 - \$10,000

Resolution AGM 25-01 Re: Member Feedback Survey WAG	For: Against:	Abstain: 	CD DEF	%
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AGM 25-02 BE IT RESOLVED THAT the Saskatchewan School Boards Association advocate to the University of Saskatchewan and the University of Regina to increase pre-service teacher education support in the areas of curriculum design, literacy instruction, differentiated instruction and assessment; ensuring that future educators are equipped with the foundational skills and pedagogical strategies necessary to meet the diverse learning needs of Saskatchewan students.

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

(Note: This resolution relates to Position Statement 2.1 Student Achievement; Position Statement 2.5 Inclusive Education; Position Statement 3.1 Education Investment; Position Statement 3.3 Education Equity.)

Sponsor's Rationale:

Strong literacy skills and the ability to differentiate instruction are critical components of effective teaching and inclusive education. As classrooms become increasingly diverse in terms of language, ability, and learning styles, it is essential that new teachers enter the profession with robust training in these areas.

Currently, school divisions are investing significant resources in professional development to address gaps in literacy instruction and differentiated teaching practices among new educators. By enhancing pre-service teacher education in these domains, universities can better align with the needs of K–12 classrooms and reduce the burden on school divisions to provide foundational training post-hire.

Increased university-level support could include:

- Expanded coursework and practicum experiences focused on evidence-based literacy instruction.
- Knowledge and practical understanding of Saskatchewan curriculum design.
- Integration of differentiated instruction and assessment strategies across subject areas and grade levels.
- Collaboration with school divisions to ensure alignment between university programs and classroom realities.

This resolution supports a proactive approach to teacher preparation, ensuring

that all students—regardless of background or ability—have access to high-quality, responsive instruction from the first day of school.

Cost of this resolution:

Low Cost – < \$1,000

Resolution AGM 25-02 Re: Increase Pre-Service Teacher Education within Literacy Instruction and Differentiated Instruction	For: Against:	Abstain:	CD DEF	%
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AGM 25-03 BE IT RESOLVED THAT the Saskatchewan School Boards Association advocate to the Government of Saskatchewan for dedicated funding to use at the discretion of each school division and to support each school division in meeting the requirements of *The Accessible Saskatchewan Act* and commitment made in each school division's respective accessibility plan.

**North East S.D. No. 200
Chinook S.D. No. 211
Prairie Valley S.D. No. 208**

(Note: This resolution relates to Position Statement 2.3 Digital Literacy and Citizenship; Position Statement 2.5 Inclusive Education; Position Statement 3.1 Education Investment; Position Statement 3.2 Infrastructure Funding; Position Statement 3.3 Education Equity.)

Sponsor's Rationale:

The Accessible Saskatchewan Act came into force on December 3, 2023. It establishes a framework to remove and prevent barriers, ensuring persons with disabilities can fully participate in schools, workplaces, and communities. The Act applies to all Saskatchewan school boards, which are required to develop and publish their first Accessibility Plan by December 3, 2025. Plans must be updated at least once every three years. Accessibility Plans must address barriers in priority areas including the built environment, information and communications, employment, transportation, service animals, procurement and service delivery.

While boards are currently preparing accessibility plans and may be engaging in consultations to be published no later than December 3, 2025, the costs associated with implementing accessibility plans and compliance with Saskatchewan's regulations setting accessibility standards addressing could be significant. Without dedicated funding, compliance with this Act risks diverting resources from classroom learning and student supports. Costs associated with implementing accessibility plans and compliance with Saskatchewan's accessibility standards could include:

- Upgrading school yards and playgrounds to remove and prevent barriers and/or meet Saskatchewan's accessibility standards;
- Upgrading schools and central offices to remove and prevent barriers and/or meet Saskatchewan's accessibility standards;
- A consultant to support the school division to review its accessibility plan at least once every 3 years; and
- A consultant for information and communications to make the school division's digital content more accessible.

Cost of this resolution:

Low Cost - <\$1,000

This resolution requires advocacy work in the usual course of the SSBA's meetings with the Minister.

Resolution AGM-25-03 Re: Funding to support Implementation of <i>The Accessibility Saskatchewan Act</i>	For: Against:	Abstain:	CD DEF	%
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AGM 25-04 **BE IT RESOLVED THAT** the Saskatchewan School Boards Association direct the appropriate committee or working advisory group to create a comprehensive Policy Advisory Document on Artificial Intelligence in Education, which will include but will not be limited to:

- Set guiding policy considerations for ethical and effective use of AI in education
- Define policy considerations related to equity, access and student data privacy.
- Provide framework for member boards to adapt and apply AI policy within their local contexts.
- Include a review process so the document remains current as technologies evolve.

South East Cornerstone S.D. No. 209

(Note: This resolution relates to Position Statement 2. The Education Program as well as Position statement 3.3 Education Equity)

Sponsor's Rationale:

Artificial intelligence is rapidly shaping educational practices for educators and students. While these technologies present exciting opportunities for innovation and improved learning outcomes, they also raise significant concerns related to ethics, equity, student privacy, data security and the professional standards for educators.

Without clear policy guidelines, the use of AI risks being inconsistent, inequitable and reactive rather than proactive. Policy advisory documents help ensure that member boards and institutions have a shared framework for decision-making, grounded in best practices and ethical principles. They provide:

- **Clarity:** helping stakeholders understand the boundaries and responsibilities around AI use.
- **Consistency:** supporting coherent approaches across board tables, classrooms, schools and systems.
- **Protection:** safeguarding of students, staff, and institutions from misuse or unintended harm
- **Preparedness:** allowing member boards to respond confidently to rapid technological change rather than reacting in a crisis.
- **Collaboration:** creating a common foundation for dialogue with policymakers, technology providers and the wider community.

By developing a policy advisory document, the Saskatchewan School Boards Association equips its members with practical tools to navigate AI responsibly, ensuring technology serves learning while upholding equity and ethical standards.

Cost of this resolution:

Medium Cost – < \$1,000 - \$10,000

Resolution AGM 25-04 Re: Development of a Policy Advisory Document on Artificial Intelligence in Education	For: Against:	Abstain:	CD DEF	%
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AGM 25-05 BE IT RESOLVED THAT the Saskatchewan School Boards Association advocate for the government to publicly report on an annual basis by year, on a ten year rolling basis, for each school division:

(a) the amount of Education Tax collected within the geographic boundaries of each school division;

(b) total Ministry of Education operating and capital funding, shown separately and in total; and,

(c) the amount of Education Tax collected within the geographic boundaries of the division as a percentage of total operating and capital funding provided to the division.

Regina S.D. No. 4

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

Sponsor's Rationale:

Based on the Johnson Shoyama Policy Paper: *Public Money, Private Priorities: Impact of Education Policy Shifts on Democracy, Equity, and Local Governance in Saskatchewan*, by Michelle Bussière-Prytula, JSGS Associate Professor, University of Saskatchewan and Arisha Jamil Ahmad, Legislative Auditor, Provincial Auditor of Saskatchewan
<https://www.schoolofpublicpolicy.sk.ca/documents/research/policy-briefs/jsgs-policypaper- public-money-education-final.pdf>.

The paper makes four recommendations to restore accountability and public trust in Saskatchewan's education system. This resolution begins to address recommendation number two by transparently showing the amount of Education Tax collected in a school division's geographic area annually, how the Education Tax collected compares to the amount of operating and capital funding the school division received on a percentage basis, and how that percentage has changed over a 10-year period.

Recommendation two in the policy paper states:

2. Require Full Transparency on Education Tax Revenues

Taxpayers deserve to know where their money goes, or whether it actually supports public education.

Today, education property taxes are collected under the promise that they fund local schools, but those funds are quietly redirected into the province's General Revenue Fund. There is no breakdown, no regional reporting, and no way for

the public to know how much of its money paid in education property tax actually goes to education. This isn't just a gap in reporting, but instead it's a decision to keep the public in the dark. It gives the impression of a government that prefers to obscure financial decisions rather than be held accountable for them.

What must happen: This government must mandate annual public reporting that shows how much education tax is collected within a geographic division, where it is spent, and what percentage is reinvested in local schools. Dedicated education accounts must be created within the GRF to prevent diversion and restore public confidence.

Cost of this 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.

Resolution AGM 25-05 Re: Public report on Education Funding	For: Against:	Abstain: 	CD DEF	%
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AGM 25-06 WHEREAS *The Accessible Saskatchewan Act* applies to Boards of Education to require them to remove and prevent barriers to individuals who are in or interacting with the Boards;
AND WHEREAS who are in or interacting with the Boards include students, staff, volunteers, and the community;
AND WHEREAS this Act permits the Lieutenant Governor in Council to make regulations to create accessibility standards respecting the identification, removal or prevention of barriers affecting the built environment, transportation and service delivery;
AND WHEREAS the Saskatchewan Accessibility Office (SAO) is under the purview of Saskatchewan's Ministry of Social Services;
BE IT RESOLVED that the Saskatchewan School Boards Association advocate with the Saskatchewan Association of School Business Officials to the SAO and the Ministries of Education and Social Services for the development of regulations grandfathering the Boards' aged infrastructure until the Province of Saskatchewan provides adequate and dedicated funding for accessible infrastructure renewal that is separate and apart from the Ministry's 3-year Preventative Maintenance and Renewal (PMR) Plan and funding for Ongoing Operation and Maintenance.

North East S.D. No. 200
Prairie Valley S.D. No. 208

(Note: This Resolution relates to Position Statement 3.1 Education Investment; Position Statement 3.2 Infrastructure Funding; Position Statement 3.3 Education Equity.)

Sponsor's Rationale:

According to Statistics Canada's *Age of Education Infrastructure Report*,² the service life of education buildings is estimated at about 40 years. This 2009 report identified that the average age of Saskatchewan's education infrastructure exceeded the national average.

Aging school facilities were generally not designed to meet current expectations and statutory obligations regarding accommodation of students and staff under The Saskatchewan Human Rights Code, 2018 nor under the new Accessible Saskatchewan Act and its anticipated Accessible Standards in regulations. Historically, each Board of Education typically responded to an individual's needs to be accommodated under The Saskatchewan Human Rights Code, 2018 on an individualized basis so that specific infrastructure was retrofitted to accommodate that individual student(s) and/or staff member(s).

² See Statistics Canada's *Age of Education Infrastructure Report* published September 2009 and available at <https://www150.statcan.gc.ca/n1/pub/11-621-m/2009081/part-partie1-eng.htm> accessed online on September 19, 2025.

The Accessible Saskatchewan Act came into force on December 3, 2023. It establishes a framework to remove and prevent barriers, ensuring persons with disabilities can fully participate in schools, workplaces, and communities. The costs associated with implementing accessibility plans and compliance with Saskatchewan’s regulations setting Accessibility Standards could be significant. Some Board of Education infrastructure is so old that full retrofitting is not financially or structurally feasible.

Saskatchewan Boards of Education do not have the ability to raise education property tax mill rates to increase funding to comply with obligations under *The Accessible Saskatchewan Act*. Without dedicated funding, compliance with this Act and regulations setting Accessibility Standards risk diverting resources from classroom learning and student supports. Costs associated with compliance with Saskatchewan’s Accessibility Standards could include:

- Upgrading school yards and playgrounds to remove and prevent barriers to meet Saskatchewan’s anticipated accessibility standards;
- Upgrading schools, central offices, parking lots, school buses and their facilities to remove and prevent barriers to meet Saskatchewan’s anticipated accessibility standards; and
- Updating the school division’s information and communications infrastructure (including electronic devices) to meet Saskatchewan’s anticipated accessibility standards.

Cost of the Resolution:

Low Cost - <\$1,000

This resolution requires advocacy work in the usual course of the SSBA’s meetings with the Minister of Education. This resolution would also require the SSBA to extend its advocacy work to the Ministry of Social Services and the SAO.

Resolution AGM-25-06 Re: Implementation of The Accessible Saskatchewan Act and Accessible Standard Regulations	For: Against:	Abstain:	CD DEF	%
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AGM 25-07 BE IT RESOLVED the Saskatchewan School Boards Association advocate to the Government of Saskatchewan to:

- **Provide full transparency on the allocation and redistribution of Section 16 tuition funding amounts withheld from school divisions; and**
- **Ensure the federal funding amounts remain with and are reinvested in First Nations and Métis students enrolled in publicly funded school divisions, in order to support equity of opportunity and success for all students.**

North East S.D. No. 200

(Note: This resolution relates to Ensuring that Section 16 funding from the federal government remains with and is reinvested in First Nations and Métis students within publicly funded school divisions, in order to support equitable opportunities, culturally responsive education, and improved outcomes in line with Inspiring Success and the IERF goals.)

Sponsor's Rationale:

Section 16 of *The Education Regulations, 2019* outlines how tuition fees are calculated for students who are not provincially funded, such as students residing on-reserve but attending a publicly funded school board. For example, in 2023–24 the Section 16 amount in the North East School Division was \$13,107 per student.

Currently, the province deducts the total Section 16 amount from the division's allocation and then redistributes funding through the provincial operating grant formula (based on enrollment, intensive supports, school space, geographical factors, etc.). However, it remains unclear what happens to the difference between the Section 16 amount and the provincial redistribution. The incremental increase in the operating grant for the additional on-reserve students is less than the tuition fee calculated. This lack of transparency raises concerns about whether resources intended to support First Nations and Métis students remain with those students in publicly funded education boards.

- The incremental operating grant or the operating grant received for each additional student is different from the per student operating grant amount.
 - The per student funding for a school division = total operating grant/student enrolment.
 - Incremental student funding = funding for the school division when one student is added.
 - The two are not the same because there are several calculations in the operating grant that are not based on the number of students enrolled at the school division.

- E.g. Administration factor provides approximately \$513,000 per school division, instructional resources provides approximately \$77,800 per school – both do not increase if another student is added to the school division.
- Since only a few of the funding factors are linked directly to student enrolment, the resulting increase in funding is less than the per-student amount a school division receives.

Costing of the Resolution:

Advocacy – Medium cost – \$1000 - \$10 000

Resolution AGM-25-07 Re: Section 16 Funding Related to First Nations and Métis Students	For: Against:	Abstain:	CD DEF	%
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AGM 25-08 **BE IT RESOLVED** that the Saskatchewan School Boards Association advocate to the federal government to enact legislation focused specifically on protecting children from online harms, by requiring online platforms to manage and mitigate harmful content, while respecting the rights and freedoms of all Canadians.

North East S.D. No. 200

(Note: This Resolution relates to the following:

- The Saskatchewan School Boards Association (SSBA) and its member boards are committed to ensuring the safety and well-being of students in all learning environments, including digital spaces;*
- The online environment increasingly exposes children to harmful and unsafe content, including bullying, exploitation, and materials that may cause psychological or physical harm;*
- International and national research, including Jonathan Haidt's *The Anxious Generation*, demonstrates that excessive exposure to social media and online platforms is contributing to increased levels of anxiety, depression, and disengagement among children and youth;*
- Ontario school boards have initiated litigation against major social media companies, underscoring the significant financial, educational, and mental health impacts these platforms are having on schools and students;*
- The protection of children from online harms is consistent with the priorities of Saskatchewan school boards and the Provincial Education Plan's focus on safe and inclusive learning environments.)*

Sponsor's Rationale:

Growing evidence points to the urgent need for federal action on online harms. Studies show that children and youth are disproportionately impacted by harmful digital content and by the addictive features of many online platforms. These harms include cyberbullying, sexual exploitation, exposure to violent or degrading material, and algorithms that amplify harmful messaging.

Jonathan Haidt's *The Anxious Generation* highlights how the rise of smartphones and social media has coincided with increased rates of anxiety, depression, and self-harm among adolescents. Haidt and other researchers point to several core issues:

- Unrestricted access to harmful content: Children are regularly exposed to violent, sexual, or manipulative material online.
- Algorithm-driven amplification: Social media platforms prioritize engagement, often by pushing extreme or harmful content.
- Loss of real-world connection: Excessive online time has reduced in-person play, exploration, and learning, impacting healthy child development

- Mental health impacts: Significant increases in anxiety, depression, loneliness, and sleep disruption are linked to prolonged online engagement.

In 2024, a coalition of Ontario school boards launched lawsuits against social media companies, arguing that the design and operation of these platforms have fueled a youth mental health crisis, disrupted student learning, and strained school resources. This legal action reflects the seriousness of the issue and the direct consequences school systems are facing.

While schools and provincial governments can provide digital literacy education, support student well-being, and set policies for responsible use within schools, they cannot regulate multinational tech companies or enforce platform accountability. This responsibility lies with the federal government, which holds the jurisdiction to legislate in areas of telecommunications, criminal law, and human rights that are necessary to protect children across the country.

By advocating for child-centered legislation on online harms, the SSBA would join other educational, health, and child protection organizations in pressing the federal government to act on a growing national and international concern.

Cost of the Resolution:

Advocacy - Medium cost – \$1000 - \$10 000

Resolution AGM-25-08 Re: Federal Online Harms Protection for Children	For: Against:	Abstain:	CD DEF	%
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AGM 25-09 **BE IT RESOLVED** that the Saskatchewan School Boards Association call on the Government of Saskatchewan and the Ministry of Education to require, in any school receiving public funds, the provision of instruction in comparative religious studies. Such instruction shall include Indigenous spiritual beliefs and practices, and shall be developed in collaboration with Indigenous Elders.

Horizon S.D. No. 205

(Note: This resolution aligns with the Government of Saskatchewan's and the Ministry of Education's goals of fostering inclusive and equitable education for all students. It supports the Provincial Education Plan and aligns with the Inspiring Success Policy Framework This resolution aligns with the Government of Saskatchewan's and the Ministry of Education's goals of fostering inclusive and equitable education for all students. It supports the Provincial Education Plan and aligns with the Inspiring Success Policy Framework.)

Sponsors' Rationale:

Background

This resolution directly supports the Truth and Reconciliation Commission's Call to Action 64, which urges governments to establish multi-faith education that includes Indigenous spiritual beliefs and practices. By integrating these teachings into all schools, we honour the commitment to reconciliation and promote understanding and respect for Indigenous cultures.

Across Saskatchewan, all 27 school divisions are doing remarkable work in advancing Truth and Reconciliation within their classrooms and communities. Guided by the *Provincial Education Plan* and *Inspiring Success: First Nations and Métis PreK–12 Education Policy Framework*, school divisions have embedded Indigenous perspectives across curricula, strengthened relationships with Elders and Knowledge Keepers, and fostered environments that reflect respect, understanding, and reconciliation.

This resolution recognizes and supports the strong foundation of work across the province and seeks to ensure that all publicly funded educational entities, including private, independent denominational schools receiving public funds, uphold the same expectations and commitments as those in Saskatchewan's School Divisions.

Publicly-funded schools exist to serve a pluralistic society, and in doing so, they bear an obligation to offer comparative religious studies that include Indigenous spiritual beliefs. These expectations support reconciliation, mitigate stereotypes, foster cultural respect, and align with Charter and human rights expectations, so long as the instruction is academic, neutral, and inclusive.

Enhancing curricula centred on Indigenous spiritual beliefs in collaboration with Indigenous Elders ensures the authenticity and accuracy of the teachings. This collaboration honours Indigenous ways of knowing and provides students with a deeper, more meaningful understanding of Indigenous spirituality.

Exposure to diverse religious and spiritual beliefs, including Indigenous practices, positively impacts students by broadening their perspectives, enhancing their cultural competence, and preparing them to be global citizens. This education fosters critical thinking, empathy, and a deeper appreciation for human diversity.

This resolution aligns with the Government of Saskatchewan's and the Ministry of Education's goals of fostering inclusive and equitable education for all students. It supports the *Provincial Education Plan* and aligns with the *Inspiring Success* Policy Framework.

Cost of this resolution:

Low Cost – <\$1,000 – Minimal advocacy on behalf of the SSBA and Boards of Education.

Resolution AGM-25-09 Re: Indigenous spiritual beliefs in religious studies	For: Against:	Abstain:	CD DEF	%
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AGM 25-10 WHEREAS northern Saskatchewan school divisions face ongoing and significant challenges in recruiting and retaining qualified teachers due to geographic isolation, limited access to housing, high travel costs, and limited community amenities; and WHEREAS these challenges contribute to higher teacher turnover, unfilled positions, and disruptions to student learning and community stability; and WHEREAS school divisions in the North are often required to invest additional resources into training, mentoring, recruitment, and diverting funds that could otherwise support classroom instruction and student success; and WHEREAS equitable access to quality education for students in northern and remote communities is a provincial responsibility and essential to reconciliation, and educational equity; and WHEREAS other jurisdictions in Canada have implemented targeted government supports to address similar recruitment and retention challenges in remote and northern regions, including housing incentives, relocation allowances, professional learning supports, and northern living differentials.

BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Government of Saskatchewan and the Ministry of Education to develop and implement a Northern Teacher Recruitment and Retention Strategy, in collaboration with northern school divisions, to include but not be limited to:

- Increased funding for northern and remote living allowances;
- Support for developing and maintaining teacher housing;
- Incentives for post-secondary teacher education students to complete internships and practicum placements in northern schools;
- Expanded professional learning, mentorship, and wellness supports for teachers in northern communities; and
- Partnerships to promote northern teaching careers and improve long-term retention.

Northern Lights S.D. No. 113

(Note: This Resolution relates to Position Statement 3.2 Infrastructure funding and 4.1 Collective Bargaining)

Sponsor's Rationale:

Recruitment and retention of teachers in northern Saskatchewan is a persistent and growing concern that directly impacts student outcomes, school community stability, and educational equity. Geographic isolation, limited housing, and fewer community amenities make it difficult to attract and retain qualified educators, leading to frequent turnover and unfilled positions. This instability disrupts learning, weakens relationships, and increases costs related to continual recruitment and training.

A coordinated, province-wide strategy developed collaboratively between the Government of Saskatchewan, the Ministry of Education, and northern school

divisions is essential to address these challenges. Targeted supports such as signing and retention allowances, northern living allowances, teacher housing initiatives, professional learning and mentorship opportunities, and incentives for post-secondary education students to complete practicums in northern schools would strengthen recruitment and long-term retention efforts.

This resolution aligns with the Saskatchewan School Boards Association Strategic Plan by advancing student success and well-being, promoting strong advocacy and collaboration, and demonstrating leadership in governance to address regional inequities. It also supports the Provincial Education Plan by ensuring equitable access to education, advancing reconciliation, supporting staff and student well-being, and building system-wide capacity.

The anticipated cost implications of developing and implementing a Northern Teacher Recruitment and Retention Strategy are expected to be moderate, primarily involving collaboration among existing Ministry and school division staff, consultation with post-secondary institutions, and the reallocation or increase of targeted funding for signing and retention allowances, northern allowances, housing supports, and recruitment initiatives. Staff resources required to support this initiative would largely involve current personnel within the Ministry of Education, school divisions, and SSBA, with additional administrative coordination to sustain interagency collaboration.

Through coordinated advocacy and action, the SSBA can help ensure that every student, regardless of geography, has access to stable, high-quality teaching and learning environments. A provincial Northern Teacher Recruitment and Retention Strategy is not only an investment in education but also in the long-term social and economic vitality of northern Saskatchewan communities.

Cost of this resolution:

Medium Cost – \$1,000 – \$10,000

Resolution AGM-25-10 Re: Support for the Recruitment and Retention of Teachers in Northern Saskatchewan	For: Against:	Abstain:	CD DEF	%
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