

**THE REGULAR MEETING FOR THE BOARD OF EDUCATION OF THE
SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION**

Board Room, Education Centre

545 – 11th Street East

Prince Albert, SK S6V 1B1

Monday, September 8, 2025

Time: 2:00 p.m.

AGENDA (#25R-7)

- 1. Call to order by Board Chair Cher Bloom**
- 2. Motion to move into Closed Session**
- 3. Regular session convenes – 3:00 p.m.**
- 4. Land acknowledgement – Darcy Sander**
- 5. Declaration of conflict of interest**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular Meeting Minutes – June 6, 2025
 - (b) Administrative Procedure Changes
- 8. Business arising from the previous meeting**
- 9. Accountability reports**
 - (a) Accountability Report – Human Resources – **J. Court / C. Trann**
- 10. New business (Board Committee Reports, Trustees' Items and Notice of Motions)**
 - (a) Matters and Motions brought forward from Closed Session of September 8, 2025
 - (b) External Board Committees (if any)
 - (c) Provincial Update (if any)
 - (e) SSBA Information – Submission of Bylaw Amendments and Resolutions – **C. Bloom**
 - (f) Review of the Board Development Plan for 2025-2026 – **A. Nunn**
- 11. Reports from administrative staff**
 - (a) Director's Update – **N. Finch**

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
Monday, September 8, 2025 Time: 9:00 a.m.	Pipe Ceremony –John Diefenbaker Public School
Monday, September 8, 2025 Time: 10:45 a.m.	Elders Council, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, September 8, 2025 Time: 1:00 p.m.	Board Development Session, , Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, September 8, 2025 Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, September 22, 2025 Time: 9:00 to 3:00 p.m.	Planning/Board Seminar – Log House, Exhibition Centre

SEPTEMBER

Regular Board Meeting Agenda Items

- Draft Resolutions for Submission to the SSBA Convention
- Review Auditor's Plan
- Review Human Resources Accountability Report

Events/Action

- Elders Council / Summer Pipe Ceremony
- Consider trustees' interest in Board Committees (Policy 10) (only in year 1, 2 and 3)

OCTOBER

Regular Board Meeting Agenda Items

- Approve Resolutions (if any) for Saskatchewan School Boards Association Annual Convention
- Review Legal Update of any outstanding cases
- Review Draft Annual Report and Provide Direction, if any
- Review Student Learning Accountability Report
- Review School Goal Achievement Accountability Report

Events/Action

- SCC Orientation Session
- School tours

Budget Considerations

- Review budget development timelines, principles and guidelines

MEETING DATE: September 8, 2025

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference:	<u>8.8</u>	

FROM:	N. Finch, Director of Education	ATTACHMENTS	<input checked="" type="checkbox"/>
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BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- June 16, 2025 Regular Meeting minutes

RECOMMENDATION

That the minutes of the Regular meeting of June 16, 2025 be approved as presented.

NO. #2025R-6 (MONDAY, JUNE 16, 2025)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, MAY 12, 2025, AT 2:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

C. BLOOM, Board Chair

J. BROWN, Trustee

N. FRANC, Trustee

B. GEROW, Trustee

B. HOLLICK, Trustee

M. LEWIS, Trustee

A. LINDBERG, Trustee

A. NUNN, Vice-Chair

D. SANDER, Trustee

B. YEAMAN, Trustee (absent)

SENIOR ADMINISTRATION

N. Finch, Director of Education

J. Hingley, Superintendent of Schools

J. Ward, Administrative Services Officer

J. Pidborochynski, Chief Financial Officer

G. Tebay, Superintendent of Schools (virtual)

C. Bloom, Board Chair, called the meeting to order.

MOTION TO MOVE INTO CLOSED SESSION:

#25R-33

Moved by A. Lindberg that the meeting moves into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

OTHERS:

M. Oleksyn, Prince Albert Daily Herald

T. Henderson / C. Frenette, Student Board representatives

M. Lewis provided her personal land acknowledgment.

Trustees were given an opportunity to provide any conflict of interest.

ADOPTION OF THE AGENDA:

#25R-34

Moved by J. Brown that the agenda be approved as presented.

Carried.

CONSENT ITEMS:

#25R-35

Moved by A. Lindberg that the following consent items be approved:

(a) That the minutes of the Regular meeting of May 12, 2025 be approved as presented.
Carried.

(b) Administrative Procedures changes – AP 159 and AP 805.
Carried.

- (c) *That the Board approve the Financial Statements for the third quarter ending May 31, 2025.*
Carried.

ACCOUNTABILITY REPORTS:

(a) Accountability Report – Community Engagement

G. Tebay, Superintendent of Schools, reviewed the Community Engagement Accountability Report for information.

#25R-36

Moved by B. Hollick that the Board approve the Community Engagement Accountability Report as presented.
Carried.

(b) Transportation Services Accountability Report

#25R-37

Moved by B. Gerow that the Board approve the Semi-Annual Transportation Report as presented.
Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of June 16, 2025:

#25R-38

Moved by C. Bloom that the following motions be brought forward:

1. *That the Superintendent of Facilities Selection Committee be comprised of Cher Bloom, Arne Lindberg, Neil Finch and Jamie Henry.*
Carried.
2. *That the financial statements for Early Childhood and Development Program – Kids First Project be approved.*
Carried.

(b) SRSC Report

T. Henderson and C. Frenette, Student Board representative, provided overview of the SRSC progress this past year and some initiatives for the next school year.

C. Bloom thanked them for their role as a student representative by attending monthly Board meetings, sharing updates on the SRSC Group, and bringing the student perspective into the Board's discussions. A small token of appreciation was presented to them.

(c) SRPSD Trustee Schedule for Land Acknowledgement at Board Meetings

#25R-39

Moved by M. Lewis that the SRPSD Trustee Schedule for Land Acknowledgement for Board Meeting for the 2025-2026.
Carried.

June 16, 2025

(d) PEPIT Inspiring Success Focussed Session – May 21, 2025 Verbal Update

C. Bloom and J. Hingley provided highlights of the PEPIT Inspiring Success Focussed session that was held in Saskatoon on May 21, 2025.

(e) Public Section Annual General Meeting Verbal Update

The Public Section AGM was changed to a ½ day virtual meeting on June 6, 2025 due to the hotels required for wildfire evacuees. A. Nunn provided a verbal update for information. It was noted that Lynn Little is the new Executive Director for the Public Section as of September 1, 2025.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Director's Update

- Student Update

- SRPSD athletes – SHSAA Provincial track meet.
- P4A track meet.
- Other student achievements were celebrated, including recognition as a Saskatchewan Junior Citizen of the Year, a Bronze Medal in Skills Canada – Photography, selection to attend the SHAD Canada STEM Program at York University and a divisional nominee for the Ministry of Education's Youth Council, and a Bronze Medal at the National Science Fair. Several band trips were also highlighted, such as those by W.J. Berezowsky/Princess Margaret and the Carlton Grade 10 Band.

N. Finch also highlighted several events and initiatives the Board participated in over the past school year.

(b) SRPSD Responses to the Truth and Reconciliation Commission's Calls to Action

J. Hingley provided an overview of SRPSD's planned focus on the Truth and Reconciliation Commission's Calls to Action for the 2024–25 school year for informational purposes.

(c) Annual Budget 2025-2026

#25R-40

***Moved by M. Lewis that the Board approve the 2025-2026 Annual Budget as presented, including minor changes made after Ministry of Education's review and approval.
Carried.***

KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Approval of the 2025-2026 budget.
- Farewell to the Student Board representatives.
- Community Engagement Accountability Report, Transportation Accountability Report and the TRC report.

BOARD MEMBERS' FORUM:

Trustees were given an opportunity to share information on items of mutual interest.

ADJOURNMENT:

Board Chair C. Bloom adjourned the meeting. (4:27 p.m.)

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: September 8, 2025

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<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
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	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference:	2 _____	

FROM: N. Finch, Director of Education	ATTACHMENTS	<input checked="" type="checkbox"/>
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BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedures have been revised. The deletions has been ~~striked through~~ and revisions **highlighted** for reference.

- AP 735: Student Transportation in Private Vehicles

RECOMMENDATION

For Board information.

Administrative Procedure 735

STUDENT TRANSPORTATION IN PRIVATE VEHICLES**Background**

In certain circumstances, the transportation of students may be provided using private vehicles. The school principal is responsible for the administration of this policy.

Procedures

1. The use of private vehicles for transporting students on approved school sponsored activities should occur only when commercial sources of transportation are not available and when the principal deems the former mode of transportation unsuitable.
2. The Board cannot place primary insurance on a vehicle that it does not own, rent or lease. A minimum personal liability insurance coverage of \$2,000,000 ~~must be carried~~ **is strongly recommended** on each private vehicle used to transport students on school approved trips.
3. A parental consent form signed by the parents must be obtained for each student to be transported by private motor vehicle. One consent form may cover a series of trips.
4. No student, irrespective of age, may drive a private vehicle transporting other students to school-sponsored activities during school hours or as school representatives, without additional written permission from their parents.
5. Students representing their school at extra-curricular activities (i.e. sports, debates, drama) shall be transported in school-approved transportation, by their own parents, or by themselves with parent permission. Parents shall advise the principal in advance of the activity if the student is not traveling with the rest of the students. Students who disregard this provision shall be prohibited from participating in the activities.
6. The number of persons transported in any one private vehicle may not exceed the insured passenger capacity rating of that vehicle (i.e., the number of seatbelts provided in the vehicle).
7. All drivers transporting students in private vehicles shall provide the Principal/designate with a copy of a valid Driver's License and a signed application for driver authorization.

Approved: February 23, 2015; September 8, 2025

MEETING DATE: September 8, 2025

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<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Accountability Report</u>	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>13.3, 16</u>	

FROM: Jeff Court, Superintendent of Schools Cory Trann, Superintendent of Schools	ATTACHMENTS	<input checked="" type="checkbox"/>
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BACKGROUND

RE: HUMAN RESOURCES ACCOUNTABILITY REPORT

The attached SRPSD Human Resources Accountability Report will be reviewed at the meeting. There will be an opportunity for trustees' feedback, questions, and direction at the Board table.

RECOMMENDATION

That the Board approve the Human Resources Accountability Report as presented.



Accountability Report

Human Resources

Jeff Court, Superintendent of Schools
Cory Trann, Superintendent of Schools

September 8, 2025

Accountability Report

SOURCE DOCUMENTS:

1. SRPSD Policy 16 states the following *“all staff is to be hired to assist the Board in carrying out its vision, mission, and goals”*.
2. SRPSD Policy 13, item 3, states the following for the Director’s role:
3. Personnel Management
 - 3.1 Has overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
 - 3.2 Monitors and improves the performance of all staff.
4. The role for Human Resources is outlined in Administrative Procedure 400, with the procedures outlined for recruitment, selection, and placement of all teaching staff. This includes the assignment of all teacher contracts.
5. The SRPSD Strategic Plan 2024-2030 with Learning and Innovation (LI) , Mental Health and Wellbeing (MH), inclusion and cultural responsiveness (INC), citizenship and relationships (CR), and governance and leadership as our priorities (GL). Please note that the abbreviations provided will be used throughout the document to indicate connections to the strategic plan.

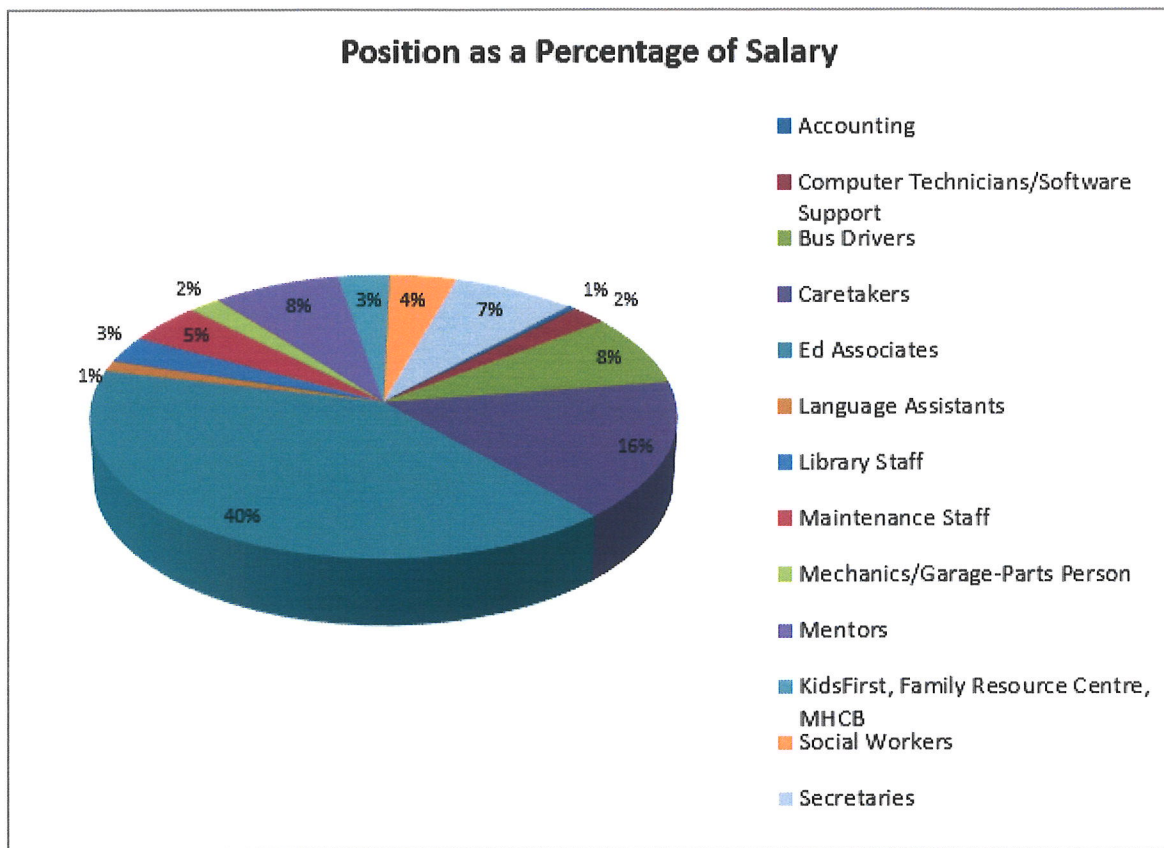
EVIDENCE:

Teachers

During the 2024-25 school year, the number of teachers in classrooms was 548 FTE; this includes 32 principals and 23 vice-principals. We had 19 female and 13 male principals and 16 female and 7 male vice-principals in 2024-2025. In addition, there were 28 FTE’s who work out of the Education Centre; this includes speech and language pathologists, consultants, coaches, and a teacher librarian at the TRC.

The total budget for teachers and administrators is approximately \$52.2 M the following is the 2024-2025 staffing breakdown (GL):

Accountability Report



All contracts given to teachers are bound and determined by *The Education Act, 1995*, and the *Provincial Collective Bargaining Agreement*, which is monitored by the Saskatchewan Teachers' Federation (STF). Many different moves were made, which include new teacher hires, changes in temporary and replacement contracts, and transfers.

We saw 7 teachers apply for the Early Resignation- (4 Option A, 3 Option B) Incentive, and 6 teachers retired who did not qualify for the incentive. Between March and June, we had 20 other teachers on continuing contracts resign. This is a modest turnover of 6.4%. The Early Resignation Incentive plays a major role in allowing us to avoid redundancy and teacher hiring efficiently.

The total teacher allocation was increased by 4.0 FTE teachers for the 2024-2025 school year through our budget allocation and is directly related to our enrollment. Board allocated funds provided for 4.0 school-based literacy coaches, and additional funding provided 2.0 Teachers for the Michif language and culture, 3.5 for Following Their Voices programming, 0.5 Family Resource Centre program designer, and a 0.5 Kids First Coach.

The monitoring and evaluation of staff is done in accordance with Administrative Procedure 428: Evaluation of Employees and 430: Supporting Professional Practices (Teachers, In-School Administrators and Consultants). All teachers must submit a Professional Growth Plan to their principal by October 15 each year. The plan aligns with school and Division priorities and includes at least two follow-up meetings during the year to monitor progress using school data. Continuing this year will be conversations related to AP 443: Teacher Transfers. This allows for an early discussion with all teachers

Accountability Report

regarding transfers. This will enhance the pre-thinking that is required regarding where the next school experience might be for individual teachers. (LI, GL)

Our Division runs a very successful Early to the Profession Teacher Program. If you are early in your career and in your first or second year with SRPSD, you will take part in this program. They also have formal classroom visits from the superintendent in charge of the program and the school-based administrators. During the 2024-25 school year, we had 22 teachers take part in their first year, with 19 continuing employment with SRPSD for the 2025-26 school year. In the 2025-26 school year, this program will continue to be the responsibility of Superintendent Jeff Court. (LI)

Our Division offers educational bursary support to a maximum of \$85,000.00 as outlined in the *Teacher Local Bargaining Agreement - Article 7*. For the 2024-25 school year, we had 29 applicants for the school year and paid out a total of \$32,506.47.

Our Division also offers an educational leave amounting to a maximum of 2.0 FTE/year as outlined in the *Teacher Local Bargaining Agreement - Article 5*. For the 2024-25 school year, one .5 FTE teacher was approved for the year.

The recruitment of teaching staff is a year-long focus but is most active January through March, with SRPSD attending two consistent career fairs - University of Regina (U of R) and University of Saskatchewan (U of S), and sometimes other fairs when required. These career fairs allow the division to make contact with graduating education students and recruit the best for our division. SRPSD has a strong relationship with the SUNTEP campus in Prince Albert and their interns within our schools. Being connected helps us with the recruitment of the tougher to fill positions like Cree Language, French Immersion, Senior Science/Math, and early years, for example. (INC, CR & GL)

Human resources endeavours to maintain the substitute teacher list at about 200 teachers. Over the past couple of years, we have had difficulty maintaining an adequate sub-list. SPTRB has allowed us to add teacher candidates to our sub list who have finished their internship but not their education degree. This has been of great value both for SRPSD and teacher candidates.

Transfer history:

Year (spring of)	APPROX # of transfers (Staff Survey)	APPROX # of Transfers (AP 443)	APPROX Total number of transfers	Number of admin transferred
2018-19	15	24	39	16
2019-20	34	18	52	3
2020-21	40	15	55	14
2021-22	41	12	53	10
2022-23	18	14 (includes 7 DLC)	32	9
2023-24	14	10	24	10
2024-25	20	27	47	14

Accountability Report

Please note - In 2025-26, we will have 8 new administrators, 4 principals, and 4 vice-principals. Also, the transfers above do not include teachers on temporary contracts or returning from leave and being placed in a different school. The transfer number is calculated from those who are currently at work and on a continuing contract. (LI & MH)

Absence Comparison for Teachers

The chart below outlines the total absences per month for teachers. It includes all types of absences and all teachers, including administrators, principals, consultants, and coaches. (MH)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
September	722.5	688	1103	1156.5	987.5	945.55
October	1231.25	1314	1347	1436.5	1347	1329.5
November	1133.5	1601.5	1399	1529.5	1613	1299.55
December	850.5	910	893.5	988.5	1157	963
January	1235	817.2	1728.5	1263.5	1059	1185.5
February	981.7	726.5	1133.6	1137	1225	1053
March	787	1228	1790.9	1542.5	1566	1427
April	124.5	1012.5	1219	957.5	1196	1152
May	196.5	1403	1736.5	1554.5	1760	1552.5
June	381.8	1605.75	1767.5	1588	1395	1407
	7644.25	11306.45	14118.5	13154	13303	12314.5

CUPE / Non-teaching staff

During the 2024-25 school year, the number of CUPE employees was 473 FTE; this includes 243.50 educational associates (EAs), who make up the highest number of CUPE employees. These numbers are based on the last day of work for EAs, which was June 25, 2025. SRPSD has 77 employees (41 Mentors, 2 Grad/Mentor Support Coaches, 6 KidsFirst employees, 3 Literacy Camp Coordinators, 2 French Monitors, 12 Nutrition Coordinators, 7 Before & After School Coordinators, 4 Family Resource Centre Facilitators) who are non-CUPE members and are either under contract or considered employees through separate funding arrangements. The 77 employees referred to do not include our 27 out-of-scope personnel (7 Managers, 2 Assistant Managers, 3 Administrative Assistants, 1 Office Assistant, 3 Payroll Clerks, 1 Occupational Therapist, 2 IT, 1 CFO, 5 Superintendents of Schools, 1 Superintendent of Facilities, 1 Director), which include 6 LEADS members.

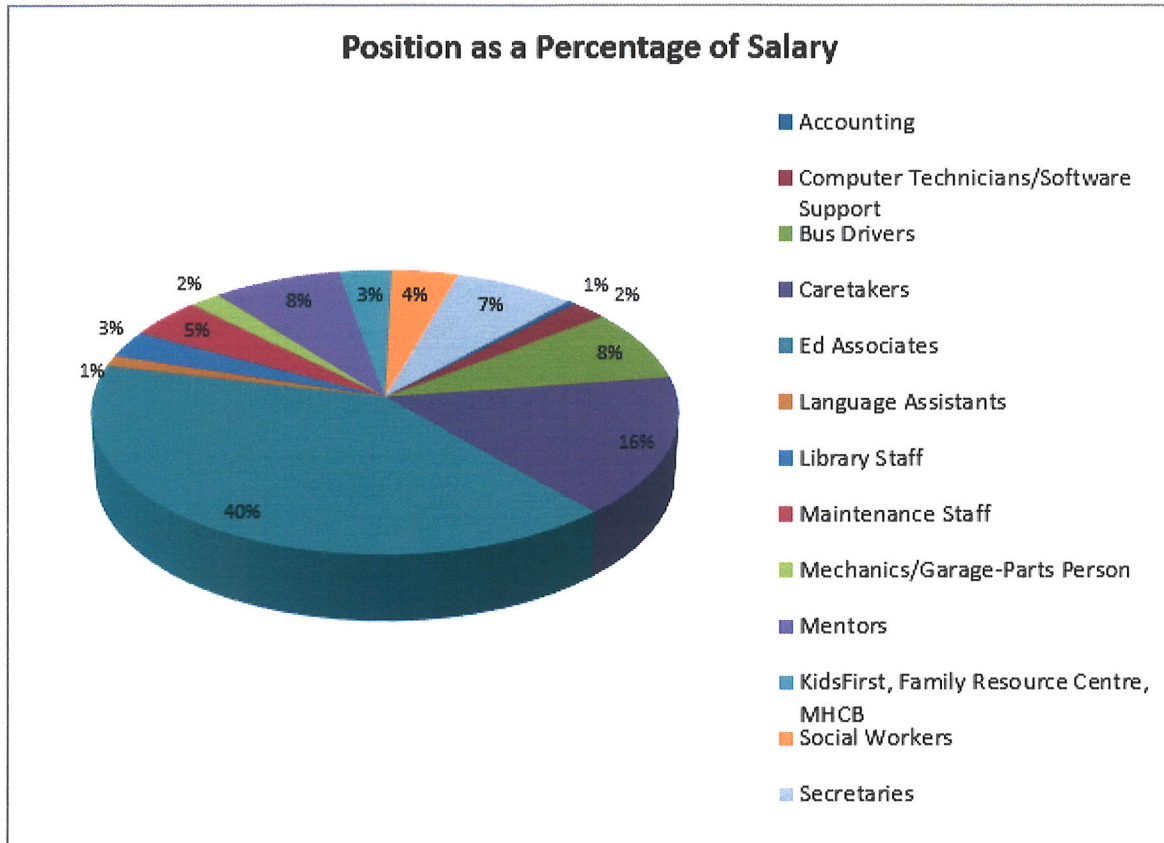
All contracts given to CUPE are bound and determined by *The Education Act, 1995*, and the *CUPE 4195 Local Bargaining Agreement*.

The recruitment of CUPE staff is a year-long focus, and we are working towards increasing our substitute list in many of our CUPE classifications. Continuous advertisements and interviews run year-round to increase the number and availability of casual employees (CR).

We met with CUPE several times over the year as issues came up. Labour Management meetings are set for every other month and held as needed. CUPE filed four grievances in 2024-25; three were dropped, and one is currently in abeyance. We also received an estoppel notice on a few items ahead of bargaining. Since 2013, there have been 26 grievances. We value the working relationship with CUPE and aim to resolve issues before they reach the grievance stage. (CR)

Accountability Report

The total salary for non-teacher employees **\$22.9M**. The following is the 2024-2025 staffing breakdown (GL):



Staffing for CUPE positions for the 2024-25 school year was completed by mid-July. We continue to staff throughout the year as employees leave or move for various reasons. The main delay in EA staffing this year was due to the late confirmation of Jordan's Principle funding for additional support.

The Division continued to focus on Return to Work over the 2024-25 school year. Over the past years, we have had the following:

2019	18 Time Loss incidents	585 lost days
2020	8 Time Loss incidents	667 lost days
2021	12 Time Loss incidents	474 lost days
2022	16 Time Loss incidents	270 lost days
2023	10 Time Loss incidents	307 lost days
2024	14 Time Loss incidents	592 lost days
2025	9 Time Loss incidents - Please note this is only until June 30, 2025	237 lost days

Accountability Report

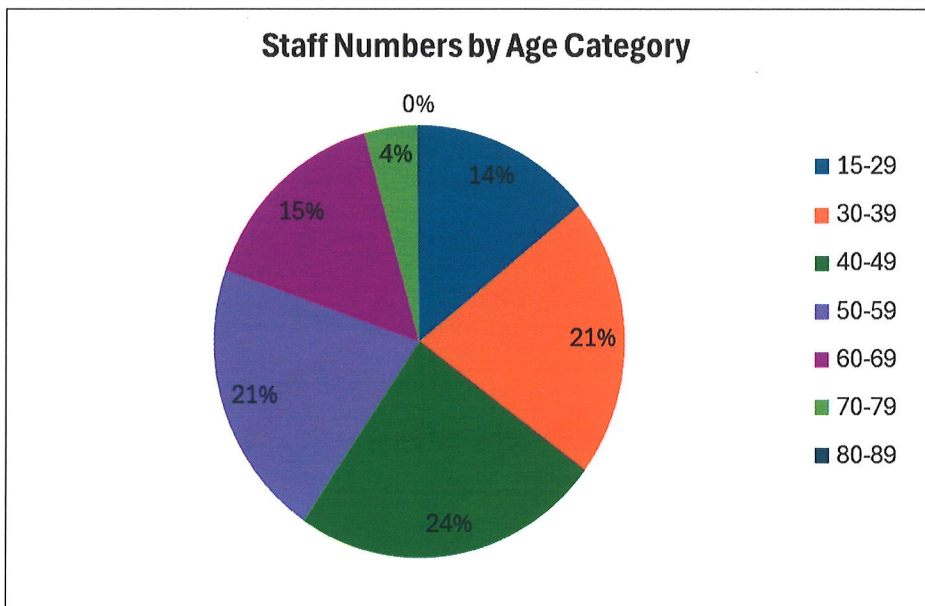
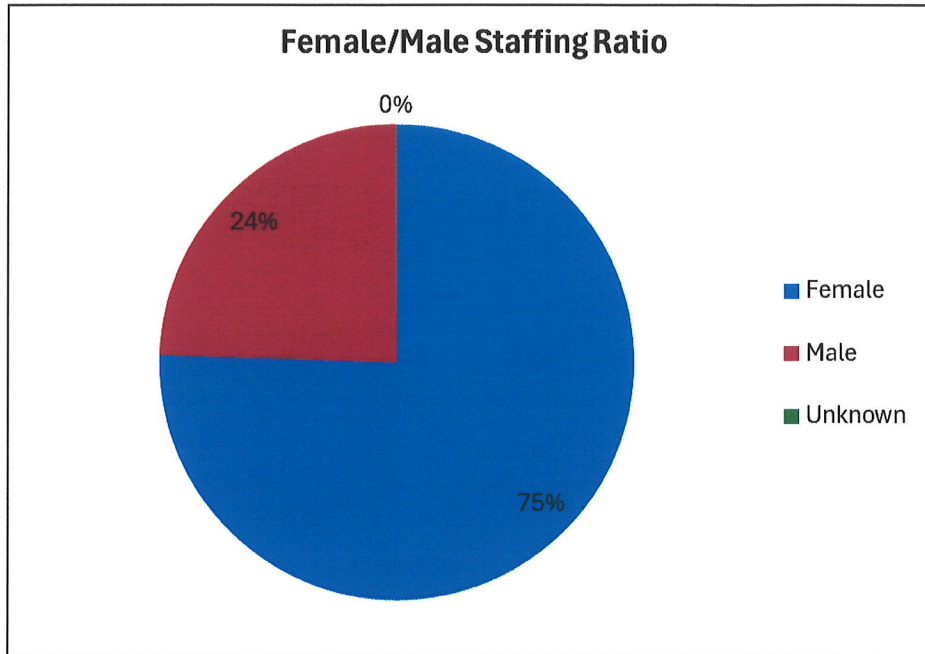
Other information (GL & CR):

DESCRIPTION	Total as of June 30/20	Total as of June 30/21	Total as of June 30/22	Total as of June 30/23	Total as of June 30/24	Total as of June 30/25
Total number of EAs on sub List	156	169	169	197	203	201
Number of CUPE Assignment Changes, including NEW HIRES (PERM & TEMP)/ LEAVES/RESIGNATIONS/RETIREMENTS/TERMINATIONS (July 1 to June 30 each year)	503	412	423	506	488	493
New to the EA sub list	102	68	94	106	105	128
CUPE employees on the sub list (all non-EAs)	134	138	126	133	130	119
Number of grievances from CUPE	0	0	0	0	0	4
SRPSD takes on practicum students from Saskatchewan Polytechnic, the University of Saskatchewan, and First Nations University. Students from various programs worked across SRPSD in multiple roles. (LI)	7	26	35	40	45	43
Total number of practicum experiences						

Accountability Report

All Human Resources

In 2024-2025, we had 1726 employees (active and inactive) as of June 25, 2024. This number includes all teachers, CUPE, contracted employees, OOS, and subs. The following graphs show some of the demographics of those SRPSD employees (INC):



Accountability Report

ADS Audit Report August 1, 2024 - June 30, 2025				
	Acceptances	Refusals	No Answers	Total Calls
Sub Teachers	2,164	5,797	20,974	28,935
Sub CUPE	1,641	3,203	21,453	26,297
Totals	3,805	9,000	42,427	55,232

Number of FNMI educators on contract with Saskatchewan Rivers SD 119 as of September 30, 2024.

FNMI Status	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Metis	158	157	166	163	155	164	162
First Nation	21	19	23	22	26	26	28
Total FNMI Educators	179	176	189	185	181	190	190
Total Number of Educators	592	582	592	584	567	583	580

Risk Management (LI, MH, INC, CR & GL):

We will ensure that Human Resources supports the reduction of risk to the organization in all areas outlined in the SRPSD risk register. Specifically, a focus continues to be on Division Expectations and Staff Engagement as well as student enrolment. As a Division by recruiting, training, and supporting staff in student learning, we enhance the engagement of our staff and students. The impact on enrolment will continue to be positive if we find ways to tell our story and truly provide a learning experience that is *Excellence for Every Learner*. Once students join us, we strive to have them stay with us throughout their PreK-12 experience.

September 30 enrolment from 2018 and on:

30-Sep-18	30-Sep-19	30-Sep-20	30-Sep-21	30-Sep-22	30-Sep-23	30 – Sep – 24 Projected
8991	8916	Data not reliable	8969	8874	8614	8777

Accountability Report

ADMINISTRATIVE IMPLICATIONS:

Successes

We can place teacher candidate interns in our schools from multiple universities, including SUNTEP, U of S, U of R, Minot, and FNUC. These interns are with the division for a four-month placement, which allows the principals and cooperating teachers to have a sound knowledge regarding the strengths of these interns. We also recruited teachers from within the province and across Canada. For the 2024-25 school year, we had 36 interns join us. We also had 70+ first, second, and third-year student teaching opportunities for teacher candidates within SRPSD. (LI)

We have worked with the College of Nursing to place nursing practicum students in our schools. These students assist teachers and staff in facilitating health and wellness programs in the schools. The number of practicum students continues to grow year after year. (LI)

Through our recruitment process, we were able to fill all French Immersion, Cree language, and other challenging positions early, preventing them from being filled by other divisions. We typically hire mid-school year for the upcoming year. We find that the earlier we consider our staffing needs, the more effective the staffing process becomes while assuring school staffing needs. (GL)

Our staff consistently exemplifies true professionalism in everything they do. Their support and dedication for our students demonstrate themselves in countless ways and are visible in the commitment our staff have for our students, regardless of the challenges or situations that arise. Their dedication is appreciated, and it is a crucial part of the responsive and joyful learning environment we strive to maintain for our students' growth and well-being. (CR)

Challenges

The range and intensity of behavioural, medical, and learning needs among our students continue to grow each year. While our staffing process, at the school and divisional levels, provides a broad array of supports designed to meet these needs as effectively and efficiently as possible, the rising level of complexity makes it clear that school-based and divisional-based resources continue to be required to enhance student success. Staffing challenges are compounded by the reduced availability of substitute teachers, which limits our flexibility to respond to both planned and unexpected staffing needs.

We need to continue to focus on maintaining an adequate sub-list for all classifications. It has been more difficult to fill some positions, but it is starting to get better as time goes on.

GOVERNANCE IMPLICATIONS

1. Based upon the report, it is recommended that the Board maintain the current direction for ensuring the staff budget remains at a level that best serves our students.

MEETING DATE: September 8, 2025

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
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	<input checked="" type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>10</u>	

FROM: C. Bloom, Board Chair **ATTACHMENTS** [v]

BACKGROUND

RE: SSBA INFORMATION – SUBMISSION OF BYLAW ADMENDMENTS AND RESOLUTIONS - 2025

The 2025 SSBA Fall General Assembly will be held in Regina on November 16 – 18, 2025.

The SSBA memorandum (attached) is to remind boards of the bylaw amendments and resolutions process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General meeting.

RECOMMENDATION

For Board information and decision.

August 14, 2025

TO: Chairs, Boards of Education, Conseil scolaire fransaskois,
Directors of Education and Chief Financial Officers
cc. Resolutions and Policy Development Committee, Darren McKee, Executive
Tom Fortosky, Catholic Section
Lynn Little, Public Section

FROM: Resolutions and Policy Development Committee

RE: Submission of Bylaw Amendments and Resolutions for the 2025 AGM

The 2025 Fall General Assembly will be held in Regina at the Delta Hotels by Marriott on November 16-18, 2025. Bylaw Amendments and Resolutions are a key part of the Association's Annual General Meeting, which is part of the Fall General Assembly. The AGM is set for November 17, 2025. The purpose of this memorandum is to remind boards of the bylaw amendments and resolutions process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General Meeting.

The Executive, a board of education, the Conseil scolaire fransaskois or a group established in accordance with Bylaw No. 7 are entitled to sponsor bylaw amendments and resolutions.

Bylaw Amendments:

1. Bylaw No. 11, Paragraph 4, states that bylaw amendments are to be submitted to the Resolutions and Policy Development Committee "at least 45 days prior to the day on which the annual general meeting commences".

This year the **deadline for submission of bylaw amendments** is 4:30 p.m., **September 30, 2025.**

Every bylaw amendment is to **be submitted in writing** by email (see below) and **accompanied by a rationale explaining the background and reasons for** the amendment containing sufficient detail so that members may form a reasonable judgment about it. An amendment to one provision of a bylaw may necessitate consequential changes to other parts of the bylaws, and those consequential amendments must also be included. If you have questions regarding bylaw amendments, please contact Krista Lenius at (306)569-0750 ext. 120 or klenius@saskschoolboards.ca.

2. The Committee will examine and edit proposed bylaw amendments.
3. The package of proposed bylaw amendments will be forwarded to boards and posted on the Association's website no later than October 24, 2025.

Resolutions:

1. Bylaw No. 10, Paragraph 4, states that resolutions are to be submitted to the Resolutions and Policy Development Committee “at least 30 days prior” to the commencement of the general meeting at which they will be voted on. This year the **deadline for submission of resolutions** is 4:30 p.m., **October 16, 2025**. Resolutions received by the deadline will be presented by the Committee at the AGM.

(Paragraph 5 of Bylaw No. 10 provides for submission of resolutions that “directly relate to a matter that has arisen after the deadline for submission” at least 5 days prior to the commencement of the general meeting.)

2. Every resolution is to **be in writing and accompanied by a rationale explaining the background and reasons for the resolution.**

A resolution from 2010 called for the Committee to ask sponsors to provide, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the resolution. The Resolutions and Policy Development Committee have developed an SSBA Resolutions Costing Rubric to assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing. A copy of the SSBA Resolutions Costing Rubric is attached to this letter.

Boards of Education will need to identify the position statement that the proposed resolution relates to and how the resolution relates to the SSBA Strategic Plan or Provincial Education Plan.

3. The Committee will examine, edit, and, where considered necessary, combine similar resolutions.
4. The package of resolutions to be presented by the Committee at the AGM will be e-mailed to boards, posted on the Association website no later than October 24, 2025, and included in the Fall General Assembly registration package.
5. Resolutions provide directives for action to the Association by its members and direction for development of Association position statements. To increase the effectiveness of resolutions, the wording of a resolution should, whenever possible, describe what boards of education or the Association will do, rather than directing others, over whom the Association has no control, to act.
6. Resolutions received by the deadline will be presented at the AGM by the Committee. Any board that wishes to present a resolution after the deadline for submission will have to obtain the consent of the delegates at the annual general meeting after all reported resolutions have been disposed of. (Bylaw No. 10, paragraph 6).

Bylaw amendments and resolutions must be submitted by email to Krista Lenius, Executive Assistant: klenius@saskschoolboards.ca. You will receive an email confirmation that your submission has been received.

SSBA Proposed Bylaw Amendments/Resolutions Costing Rubric

Purpose: To assist Boards of Education to more effectively identify costs associated with proposed bylaw amendments or resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the bylaw amendment or resolution they are proposing.

	Low Cost <\$1,000	Medium Cost \$1,000-\$10,000	High Cost >\$10,000
Advocacy	<ul style="list-style-type: none"> Minimal advocacy, potentially a letter to a government official or Ministry. 1-2 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). 	<ul style="list-style-type: none"> Moderate advocacy which may include letters to government officials or Ministries, and follow up. 2-4 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). 	<ul style="list-style-type: none"> Ongoing advocacy throughout the year. > 5 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). A working advisory group may need to be created.
Services	<ul style="list-style-type: none"> The proposed action will require minimal utilization of existing SSBA services/resources. 	<ul style="list-style-type: none"> The proposed action will significantly draw upon SSBA services/resources. 	<ul style="list-style-type: none"> The proposed action includes elements that require existing SSBA services/resources, and/or requires services and/or resources beyond those provided by the SSBA.
Unanticipated Costs	<ul style="list-style-type: none"> There is minimal likelihood of the action resulting in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the proposed bylaw amendment or resolution are generally known. 	<ul style="list-style-type: none"> There is a moderate likelihood that the action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the proposed bylaw amendment or resolution are relatively anticipated or assumed. 	<ul style="list-style-type: none"> There is a high likelihood that the action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the proposed bylaw amendment or resolution are primarily unknown.

MEETING DATE: September 8, 2025

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board Report</u>	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2.8, 6.6, 8.14, 9.4</u>	

FROM: A. Nunn, Chair, Board Development Committee **ATTACHMENTS** [V]

BACKGROUND

RE: REVIEW OF THE BOARD DEVELOPMENT PLAN FOR 2025-2026

As per the 2024-2028 Board Development Plan that has been approved, a few reminders are below:

Guiding Principles:

The Board believes that an effective Board Development Plan will:

1. Strategically support the SRPSD Strategic Plan.
2. Focus on internal, local initiatives, opportunities, and partnerships.
3. Support effective and ongoing trustee development that allows for effective and locally responsive education governance.
4. Develop processes to equip its Board with the knowledge and competencies necessary to govern the division.

Board Development Focus for 2024-2028:

Topics will be addressed during scheduled meetings of the Board of Education. Learning will take place related to how we are doing in achieving the different areas of the SRPSD strategic plan. Specifically, the 5 areas of the strategic plan that will be focused on, the 2 areas for 2025-26 are listed below:

Mental Health and Well-being (2025-26 school year)

- ▶ Culturally relevant and effective mental health supports
- ▶ Connections that foster engagement and belonging
- ▶ Physical activity and wellness

Inclusion and Cultural Responsiveness (2025-26 & 2027-28 school year)

- ▶ First Nations and Métis student success
- ▶ Truth and Reconciliation Commission's Calls to Action
- ▶ Land-Based Learning Focus
- ▶ Anti-racist and anti-oppressive practices
- ▶ Partnerships with First Nations communities and leaders
- ▶ Inclusive learning practices
- ▶ Acknowledge and encourage Equity, Diversity and Inclusion for all individuals and groups (i.e. LGBTQ2S+ and newcomers to Canada)

Governance and Leadership (2024-25 & 2026-27 school year), although it is not a focus there will be opportunities for some development throughout the year.

- ▶ Communication, accountability, and transparency
- ▶ Fiscal responsibility
- ▶ Stewardship of resources, technology, and infrastructure
- ▶ Board and Trustee Role Clarification

Dates and Topics that are set out for the 2025-2026 school year:

Date	Topic and additional information	Time that will be utilized
September 8, 2025	Mental Health and Well-Being after Elders Council	1:00 - 2:00 pm
September 22, 2025	Inclusion & seminar topics	2 hours during seminar day which is 9:00 -3:00 pm
October 20, 2025	Cultural Responsiveness & Policy Review	9:00 -2:00 pm, some time spent on policy
December 8, 2025	Mental Health and Well-Being after Elders Council	1:00 - 2:00 pm
February 2, 2026	Mental Health and Well-Being after Elders Council	1:00 - 2:00 pm
March 23, 2026	Inclusion & Policy Review	9:00 -2:00 pm, some time spent on policy
May 11, 2026	Cultural Responsiveness after Elders Council	1:00 - 2 :00 pm

If time is needed throughout the year for governance training, we will fit it into one of the above dates.

RECOMMENDATION

For Board information.

MEETING DATE: September 8, 2025

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>8.4 & 13</u>	

FROM:	N. Finch, Director of Education	ATTACHMENTS	<input type="checkbox"/>
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BACKGROUND

RE: DIRECTOR UPDATE

1. Student Learning

We are in Year three of the division wide phonics resource. The implementation of the University of Florida Literacy Institute (UFLI) Phonics Resource and training began in the fall of 2023. As a reminder, this major integrated resource (MIR) is in alignment with the Science of Reading. As such, it is a research-based approach that synthesizes findings from cognitive science, linguistics, and educational research. By incorporating evidence-based strategies, the UFLI Phonics Program ensures effective instruction that supports students' reading development for all. The program follows a structured scope and sequence, ensuring that phonics skills are taught in a logical and sequential manner. It explicitly teaches the relationships between letters, sounds, and spelling patterns, enabling students to decode and encode (spell) words accurately.

The UFLI Phonics Program will be supported division-wide across all Grade K-3 classrooms. This comprehensive implementation ensures that every student in these grades receives systematic and explicit phonics instruction. Additionally, the program will also continue to be utilized as an intervention tool in Grade 4-8, targeting students who require additional support developing their phonics skills. In school support teachers and division-based coach/ consultants will continue to provide the appropriate training for K-8 classroom teachers, ensuring they have a deep understanding of the program and its instructional strategies. This training will equip teachers with the necessary skills to implement the program effectively and meet the diverse needs of their students. Th UFLI program provides a strong framework for promoting reading success among students at all grade levels. In conjunction with our Literacy Model and SRPSD Phonics Benchmarking Scope and Sequence, teachers are provided with the necessary tools to both deliver and assess effective phonics instruction.

2. SRPSD Commitment to Student Achievement

The attached Commitment to Student Achievement document has been revamped. These posters have been posted throughout our facilities. There is one for each trustee to take home with them as well.

3. Professional Development (PD) for Staff

- a) Many opportunities for staff to learn were held from August 27-29 for multiple employee groups.
- b) Ready, Set, Go was held once again on Tuesday, August 26. This is a professional development day held one day prior to teachers officially returning. Approximately 50 participants/presenters participated in multiple PD sessions that were offered.

4. Teacher Innovation & Support Fund

The Ministry has announced another round of the Teacher Innovation and Support Fund. They will be accepting submissions from August 28 to October 3, 2025. The goal of this fund is to have local, innovative initiatives brought forward to enhance classrooms in areas such as student achievement, student wellness and school safety. We have already had some success with approvals in the past and hoping for some more as we move forward. The most recent approvals were:

- Innovative Flexible Learning Space Project at Vincent Massey Public School, approved for \$40,000.00
- Inclusive Land-Based Outdoor Learning Space Project at John Diefenbaker Public School, approved for \$75,000.00.

5. 2025-26 Provincial Youth Council

One of our grade 11 students from Kinistino Public School, Hadley Gariepy was selected as member of the provincial 2025-26 Youth Council. The Council will have opportunities throughout the school year to provide advice and insights on education policies, curriculum, programs and priorities in response to requests made by the Minister of Education and Ministry of Education staff.

6. Upcoming Division Student Events

P4A Cross Country Extravaganza will be held on October 2 at Spruce Home Public School. This event has hundreds of SRPSD students participating. Races typically start around 10.

RECOMMENDATION

For Board information and discussion as warranted.



COMMITMENT TO STUDENT ACHIEVEMENT

Our Pathway to Excellence for Every Learner.

Vision

Pursuit of excellence, respect for diversity, achievement for all.

Shared Beliefs

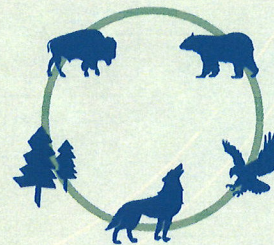
All students can achieve high standards.
All teachers can teach to high standards.
High expectations and early interventions are essential.
Teachers need to be able to articulate what they do and why they teach the way they do.

Provincial Education Plan: Areas of Focus

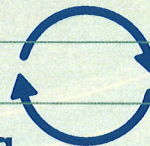
Learning and Assessment
Indigenous Education
Mental Health and Well-Being
Student Transitions

Our Priorities

Learning and Innovation
Mental Health and Well-Being
Inclusion and Cultural Responsiveness
Citizenship and Relationships
Governance and Leadership



School Goals



Individual Professional Goals

Leadership and Learning

Instruction

Implementation of our learning models to support differentiated, inclusive instruction.

Engagement

Enhancing relationships to build a strong learning community.

Truth and Reconciliation

Implementation of Calls to Action and actualization of anti-racist and anti-oppressive practices.

Assessment

Actualization of our reporting system through exemplary assessment, feedback, and evaluation practices that ensure equity for all students.

Strat Plan Metrics

Focus on student achievement
Focus on common supports
Focus on quality over quantity
Evolve to be responsive to division needs

[Link to SRPSD Strat
Plan 2024-2030](#)

