

**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, October 20, 2025

Time: 2:00 p.m.

AGENDA (#25R-8)

- 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 – Cher Bloom**
- 5. Declaration of conflict of interest**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular Meeting Minutes – September 8, 2025
 - (b) Big River Schools SCC Constitution Revision
 - (c) Financial Statements – for the Period Ended August 31, 2025 - Preliminary
- 8. Business arising from the previous meeting**
- 9. Accountability reports**
 - (a) Learning Improvement Plans (LIP) Accountability Report – ***J. Hingley***
 - John Diefenbaker Public School Leadership Team will be in attendance.
 - (b) Student Achievement Accountability Report – ***J. Hingley***
- 10. New business** (Board Committee Reports, Trustees' Items and Notice of Motions)
 - (a) Matters and Motions brought forward from Closed Session of October 20, 2025
 - (b) External Board Committees (if any)
 - (c) Provincial Update (if any)
 - (d) SRSC Report – Student Board Representatives
 - (e) Revised Board Policies – ***C. Bloom***
 - (f) 2025 SSBA Information AGM – Ballot Information – ***C. Bloom***
 - (g) Verbal Update on School Tours – ***A. Lindberg***

October 20, 2025

11. Reports from administrative staff

- (a) Director's Update – **N. Finch**
- (b) Budget Development Process – **N. Finch**

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
Sunday, November 16 to 18, 2025	SSBA Convention
Monday, November 24, 2025 Time: 2:00 p.m.	Organizational/Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, December 8, 2025 Time: 9:00 a.m.	Pipe Ceremony
Monday, December 8, 2025 Time: 10:45 a.m.	Elders Council, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, December 8, 2025 Time: 1:00 p.m.	Board Development Session, Board Room
Monday, December 8, 2025 Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK

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

NOVEMBER

Regular Board Meeting Agenda Items

- Hold Organizational Meeting – Elections, Appointments and Establish Committees as per Board policies
- Appoint Voting Delegates and Allocate Votes for the SSBA Convention
- Approve Annual Report for Submission to Ministry of Education
- Approve the Audited Financial Statements
- Review Audit Report and Management Letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)

Events/Action

- SSBA Fall General Assembly
- Public Section General Meeting

MEETING DATE: **October 20, 2025**

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☐ Information
☐ Closed Session	☐ New Business	☒ Decision
	☒ Reports from Administrative Staff	☐ Discussion
	☐ Other: _____	☒ Consent Item
<i>Primary Policy Reference:</i>	<u>8.8</u>	

FROM: N. Finch, Director of Education	ATTACHMENTS ☒
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BACKGROUND

RE: **ADOPTION OF THE MINUTES OF THE REGULAR MEETING**

- September 8, 2025 Regular Meeting minutes

RECOMMENDATION

That the minutes of the Regular meeting of September 8, 2025 be approved as presented.

NO. #2025R-7 (MONDAY, SEPTEMBER 8, 2025)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, SEPTEMBER 8, 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

SENIOR ADMINISTRATION

N. Finch, Director of Education

J. Pidborochynski, Chief Financial Officer

C. Trann, Superintendent of Schools

J. Court, Superintendent of Schools

G. Tebay, Superintendent of Schools (virtual)

J. Ward, Administrative Services Officer

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

MOTION TO MOVE INTO CLOSED SESSION:

#25R-41

Moved by D. Sander that the meeting moves into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

OTHERS:

M. Oleksyn, Prince Albert Daily Herald

D. Sander provided his personal land acknowledgment.

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

ADOPTION OF THE AGENDA:

#25R-42

Moved by A. Lindberg that the agenda be approved as presented.

Carried.

CONSENT ITEMS:

#25R-43

Moved by B. Yeaman that the following consent items be approved:

(a) That the minutes of the Regular meeting of June 16, 2025 be approved as presented.
Carried.

(b) Administrative Procedures changes – AP 735.
Carried.

ACCOUNTABILITY REPORTS:

(a) Accountability Report – Human Resources

J. Court and C. Trann, Superintendents of Schools, reviewed the Human Resources Accountability Report for information.

#25R-44

***Moved by B. Hollick that the Board approve the Human Resources Accountability Report as presented.
Carried.***

NEW BUSINESS:

(a) Motions from the Closed Session of September 8, 2025:

No motions to rise and report.

(b) SSBA Information – Bylaws and Amendments / Position Statements

The information from the SSBA regarding the bylaw amendments, resolutions process deadlines for submission was shared. The proposed Position Statements will be voted upon as Resolutions at the Fall General Assembly in November 16 to 18, 2025.

(c) Review of the Board Development Plan for 2025-2026

A. Nunn reviewed the proposed board development for the upcoming school year for information.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Director's Update

• Student Update

- The UFLI Phonics Program will be supported division-wide across all Grade K-3 classrooms and is in year 3. The UFLI program provides a strong framework for promoting reading success among students at all grade levels. In conjunction with our Literacy Model and RSPD Phonics Benchmarking Scope and Sequence, teachers are provided with the necessary tools to both deliver and assess effective phonics instruction.
- SRPSD Commitment to Student Achievement has been revamped. These posters have been posted throughout our facilities.

• Professional Development (PD) for Staff

Many opportunities for staff to learn were held from August 27-29 for multiple employee groups.

• 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. 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.

- 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.
- P4A Cross Country Extravaganza will be held on October 2, 2025 at Spruce Home Public School.

KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Welcome back & professional development.
- Human Resources Accountability Report.
- Board Development Plan for 2025-26.

BOARD MEMBERS' FORUM:

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

ADJOURNMENT:

Board Chair C. Bloom adjourned the meeting. (4:03 p.m.)

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: **October 20, 2025**

Type of Meeting	Agenda Items	Intent
[V] Regular	[] Correspondence	[] Information
[] Closed Session	[] New Business	[V] Decision
	[V] Reports from Administrative Staff	[] Discussion
	[] Other: _____	[V] Consent Item
<i>Primary Policy Reference:</i>	<u>2.5</u>	

FROM: G. Tebay, Superintendent of Schools	ATTACHMENTS [V]
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BACKGROUND

RE: BIG RIVER SCHOOLS SCC CONSTITUTION REVISION

Attached is the revised constitution for the School Community Council for the Big River schools for Board approval.

RECOMMENDATION

That the revised constitution for the SCC for Big River schools be approved.



Big River Schools School Community Council (SCC) Constitution

Representing:

**T.D. Michel Public School
Big River Public High School**

Date of Revision:

May 2025

T.D. Michel Public School
700 Main Street
Big River, SK S0J 0E0

Big River Public High School
125-7th Ave. S.
Big River, SK S0J 0E0

Mission:

The Big River Community Schools School Community Council (SCC), representing T.D. Michel Public School and Big River Public High School, is committed to fostering a collaborative partnership between families, educators, and the community to support the academic and social development of our students. Our goal is to strengthen communication, promote active involvement, and create a supportive environment where every student can thrive. Over the next few years, the SCC aims to increase community engagement, advocate for student well-being, and support school initiatives in alignment with the priorities of Saskatchewan School Community Councils and the Saskatchewan Rivers Public School Division. We strive to be a dynamic force in shaping the future of our school, ensuring that every voice is heard, and every effort contributes to a vibrant, inclusive school community.

Guiding Principles:

1. Collaboration:

We believe in fostering strong partnerships between families, staff, and the community. Our collective efforts aim to support student success and well-being through open dialogue, cooperation, and shared goals.

2. Respect and Inclusion:

Every member of our community is valued. We commit to respecting diverse perspectives and ensuring that all voices are heard, regardless of background, opinion, or role in the school. We strive for inclusivity in decision-making and activities.

3. Transparency:

We prioritize open, honest communication. The SCC will keep the community informed about our activities, decisions, and the reasoning behind those decisions. Transparency builds trust and strengthens relationships within the school community.

4. Student-Centered Approach:

Every decision we make is guided by the best interests of the students. We recognize the unique needs and potentials of each child, and we are committed to supporting their holistic development—academically, socially, and emotionally.

5. Accountability:

We hold ourselves responsible for upholding the goals and commitments we set out to achieve. We regularly assess our progress and ensure that our work aligns with the priorities of the Saskatchewan School Community Councils and Saskatchewan Rivers Public School Division.

6. Active Engagement:

We value the contributions of all members and encourage active participation. Whether through attending meetings, offering feedback, or participating in school events, every form of engagement matters.

7. Continuous Improvement:

We strive for growth and improvement, both as individuals and as a council. We will continually seek ways to enhance our operations, learn from our experiences, and adapt to meet the evolving needs of our school community.

Members:

Elected Members:

1. Chairperson:

- Presides over all SCC meetings, sets meeting agendas, and ensures the council remains focused on its goals.
- Acts as the primary liaison between the SCC and the broader school community, including school administration and other stakeholders.
- Represents the SCC in public forums and at division-level events.

2. Vice-Chairperson:

- Assists the Chairperson in their duties and steps in as the acting Chair in their absence.
- Supports the ongoing activities and initiatives of the SCC, ensuring that goals are met.

3. Secretary:

- Keeps accurate minutes of all meetings and maintains official SCC documents.

Permanent Members:

1. School Principal:

- Acts as a liaison between the SCC and the school's staff, ensuring alignment with school policies and goals.
- Provides updates on school activities, budgets, and educational needs, and offers insight into administrative matters.

2. Teacher Representatives (One from each school):

- Represents the voice and perspective of the teaching staff within the SCC.
- Communicates SCC initiatives and discussions back to the school staff and brings educational priorities to the council.

3. Parent/Community Members (Two from each school):

- Serve as the bridge between families/community members and the SCC, ensuring that the interests and concerns of the community are heard.
- Actively participate in decision-making and support council initiatives.

4. Secondary Student Representatives (Two members):

- Provide the student perspective on school matters, ensuring that student voices are considered in SCC decisions.
- Act as a liaison between the student body and the SCC, promoting student engagement with council activities.

Schedule of Meetings:

The School Community Council (SCC) will hold a minimum of 5 regular meetings throughout the school year, providing consistent opportunities for discussion and decision-making. Special meetings may be called as necessary to address urgent matters or specific issues that require timely attention.

Special meetings will be arranged with sufficient notice for members and the community when required.

Means of Public Consultation:

When public consultation is required, the School Community Council (SCC) will seek input through various methods to ensure the community's voices are heard and considered in decision-making processes. These methods include:

- **Online Polls/Questionnaires:** Distributed to families and community members to gather feedback on specific issues or initiatives.
- **Public Meetings:** Held, as needed, to provide an open forum for discussion, allowing for direct interaction with council members and school administration.

The SCC will ensure that consultations are conducted transparently and inclusively, with all feedback carefully considered in council decisions.

Means of Public Communication:

The School Community Council (SCC) will communicate important information, including meeting minutes and updates, through the following channels:

- **Facebook Posts:** Updates will be posted in the Big River SCC Facebook group, as well as the TD Michel and Big River High School Facebook groups.
- **Principal's Monthly Newsletters:** Principals will include SCC updates in their regular monthly newsletters to ensure ongoing communication with families.
- **Special Notices or Information Sheets:** When necessary, special notices or information sheets will be sent home with students to provide timely updates on SCC matters.

This ensures that SCC information is shared through multiple channels to reach the broader school community.

Council Code of Conduct:

The Big River School Community Council (SCC) members are expected to adhere to the following guidelines to foster positive, cooperative, and forward-looking relationships among parents, the school, and the community. These principles ensure that the SCC remains focused on student well-being and respectful interactions.

1. **Confidentiality:**
A council member who is approached by a parent or community member with a concern related to an individual is in a privileged position and must handle such discussions with discretion, protecting the confidentiality of all parties involved.
2. **Upholding the Constitution:**
Each council member is committed to upholding the SCC's constitution, bylaws, policies, and procedures. Members must act in a manner that reflects the values and mission of the SCC.
3. **Integrity and Honesty:**
Council members perform their duties with honesty and integrity, ensuring that their actions are aligned with the best interests of the school community.
4. **Student-Focused Decisions:**
All decisions made by the SCC must prioritize the well-being of students. The focus is on creating a supportive and enriching school environment for all students.
5. **Respect for Others:**
Members are expected to respect the rights, opinions, and contributions of all

individuals. The SCC is a forum for positive collaboration and should not be used for discussing individual concerns related to school personnel, students, or parents.

6. Representation and Advocacy:

Council members take direction from the council, ensuring that appropriate representation processes are in place. They encourage and support parents and students with individual concerns to act on their own behalf and provide information on the process for bringing forward issues.

By adhering to this code, SCC members help maintain a constructive, respectful, and effective council that works in the best interest of the school community.

Decision-Making Process:

The School Community Council (SCC) will operate using a majority vote model for decision-making. Decisions will be made through open discussion, ensuring that all members have the opportunity to share their views and provide input. After discussion, a vote will be held, and the decision will be determined by a simple majority of those present.

In the case of a tie, the Chairperson will cast the deciding vote. This process ensures that decisions reflect the collective opinion of the council while maintaining fairness and transparency.

Conflict of Interest:

Any council member who has a conflict of interest in a particular matter must declare their conflict and refrain from participating in the discussion or voting on that issue. This ensures that decisions are made impartially and in the best interests of the school community.

Complaints and Concerns:

The School Community Council (SCC) is committed to fostering a respectful and supportive school environment.

Complaints or Concerns about an Individual Student or Staff Member

Any matter concerning an individual or staff member must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Board of Education Policy 2040 Parent and Student Concerns outlines the appropriate procedure to resolve complaints or concerns.

To address complaints and concerns related specifically to the SCC and its mandates or constitution, the following process will be followed:

1. Direct Resolution:

- Whenever possible, concerns should be addressed directly with the council members involved. The SCC encourages members to communicate openly to seek resolution before escalating issues.

2. Formal Submission:

- If a concern cannot be resolved through direct communication, it may be submitted in writing to the SCC Chairperson. The submission should detail the concern and any relevant background information.

3. SCC Discussion:

- The concern will be placed on the agenda for the next scheduled SCC meeting, where it will be discussed openly among members. Members will strive to address the concern in a constructive and respectful manner.

4. Confidentiality and Respect:

- All concerns will be handled with discretion. Discussions will focus on the mandates, policies, and constitution of the SCC rather than personal grievances.

5. Conflict Resolution Process:

- Should conflicts arise within the SCC regarding its operations or decisions, members will first attempt to resolve the issue through open dialogue.
- If the conflict persists, the council may seek the assistance of a neutral third party, such as a school superintendent, to facilitate discussions and find a resolution.
- The goal is to restore a collaborative atmosphere and ensure the council operates effectively in accordance with its mandates.

6. Follow-up:

- The SCC will ensure that any concerns brought forward are followed up in a timely manner, and responses or actions taken will be communicated back to the concerned party.

Formation of Subcommittees:

To effectively support the initiatives of the School Community Council (SCC) and the schools within the community, subcommittees may be formed as needed. These

subcommittees will allow for focused attention on specific projects or areas of interest, enhancing the SCC's ability to achieve its goals.

1. Purpose and Function:

- Subcommittees will be established to address issues or initiatives that require dedicated time and expertise. These may include areas such as fundraising, community engagement, policy review, or special events.

2. Formation Process:

- Subcommittees may be formed at the discretion of the SCC during regular meetings. Members interested in joining a subcommittee can express their interest, and participation will be open to all council members and community volunteers.

3. Leadership:

- Each subcommittee will have a designated chairperson responsible for organizing meetings, setting agendas, and reporting back to the SCC on progress and outcomes.

4. Reporting and Accountability:

- Subcommittees will provide regular updates to the SCC during scheduled meetings. The chairperson of each subcommittee will present findings, recommendations, and any action items for council consideration.

5. Duration:

- Subcommittees will remain in operation as long as needed to fulfill their objectives. Once a project is completed, the subcommittee may be dissolved, or its focus may be adjusted to address new priorities.

By forming subcommittees, the SCC aims to foster collaboration, leverage community expertise, and ensure that initiatives are effectively implemented to benefit the school community.

Methods for Evaluation of Council Operations:

The School Community Council (SCC) will implement both formal and informal methods to evaluate its operations, ensuring that it meets its goals and achieves its mission while effectively managing day-to-day activities.

1. Regular Self-Assessment:

- The SCC will conduct periodic self-assessments to reflect on its activities, decision-making processes, and overall effectiveness. This may include surveys or questionnaires distributed among council members to gather feedback on their experiences and perceptions of council operations.

2. Goal Setting and Review:

- The SCC will establish specific, measurable goals aligned with its mission. At the end of each school year, the council will review progress towards these goals, discussing successes and identifying areas for improvement.

3. Feedback Mechanisms:

- An open channel for feedback will be maintained, allowing council members and the school community to express their views on the SCC's performance. This feedback will be reviewed regularly and used to inform future planning and decision-making.

4. Meeting Evaluations:

- After each council meeting, members will evaluate the effectiveness of the meeting in achieving its objectives. This may include discussions on what worked well, what could be improved, and how the council can enhance its future meetings.

5. Annual Report:

- An annual report summarizing the SCC's activities, achievements, and challenges will be prepared. This report will serve as a formal evaluation tool, providing transparency to the school community regarding the council's operations.

6. External Evaluation:

- The SCC may seek external evaluation from district officials or other stakeholders to gain an objective perspective on its operations and effectiveness. This may include recommendations for improvement based on best practices.

By employing these methods, the SCC aims to continually assess and enhance its operations, ensuring it effectively serves the school community and fulfills its mission.

MEETING DATE: October 20, 2025

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☐ Information
☐ Closed Session	☐ New Business	☐ Decision
☐ Committee of the Whole	☒ Reports from Administrative Staff	☐ Discussion
	☐ Other: _____	☒ Consent Item
Primary Policy Reference:	<u>2.8</u>	
FROM:	J. Pidborochynski, Chief Financial Officer	ATTACHMENTS ☒

BACKGROUND

RE: FINANCIAL STATEMENTS – for the Period Ended August 31, 2025 - preliminary

The Statements of Financial Position and Operations have been prepared in accordance with the Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

The accompanying financial statements will be reviewed in detail with specific reference to the budget percentage remaining for the period.

Details of major variances in actual to budgeted revenue are detailed as follows:

1. Grants – Increase due to operating grant from the Ministry, increase in PMR, and increase in Jordan's Principle funding.
2. School Generated Funds – Increase due to fundraising.
3. Other – Increase in miscellaneous reimbursements and City of Prince Albert track donation.

Details of major variances in actual to budgeted expenses are detailed as follows:

1. Administration – Increase in salaries due to retroactive pay.
2. Instruction – Increase in teacher's salaries due to retroactive pay and increase in Jordan's Principle salaries.
3. Plant – Minor renovations/projects still in progress.
4. Complementary Services – Salary adjustments for Pre-K program done at year-end.
5. School Generated Funds Expense – Increase consistent with school generated fund revenue.
6. External Services – Increase in driver education and other external program costs. Consistent with increase in external services revenue..

Capital Purchases

1. Buses - \$863K, Computer equip - \$660K, vehicle - \$94K, Max Clunie Field/Harry Jerome Track - \$1.4M, and other equipment - \$393K.

RECOMMENDATION

That the Board accept the financial statements as presented.

Saskatchewan Rivers School Division No. 119
Statement of Financial Position
As at August 31, 2025

	As at Aug 31/25 Actual	As at Aug 31/24 Actual	Variance
Financial Assets			
Cash and Cash Equivalents	18,276,843	22,149,748	(3,872,905)
Other Receivables	520,989	1,539,036	(1,018,047)
Portfolio Investments	5,500,000	5,000,000	500,000
Total Financial Assets	24,297,832	28,688,784	(4,390,952)
Liabilities			
Accounts Payable and Accrued Liabilities	2,830,746	8,085,911	(5,255,165)
Liability for Employee Future Benefits	3,196,600	3,196,600	-
Deferred Revenue	30,592	1,074,510	(1,043,918)
Total Liabilities	6,057,938	12,357,021	(6,299,083)
Net Financial Assets	18,239,894	16,331,763	1,908,131
Non-Financial Assets			
Tangible Capital Assets	53,605,163	54,801,993	(1,196,830)
Inventory of Supplies for Consumption	175,632	175,632	-
Prepaid Expenses	800,045	1,138,937	(338,892)
Total Non-Financial Assets	54,580,840	56,116,562	(1,535,722)
Net Assets	72,820,734	72,448,325	(1,043,918)
Accumulated Surplus			
Accumulated Surplus - Beginning of the Year	72,448,325	76,065,005	(3,616,680)
(Loss) earnings from Operations	372,409	(3,616,680)	3,989,089
Accumulated Surplus	72,820,734	72,448,325	372,409

Saskatchewan Rivers School Division No. 119
Statement of Operations and Accumulated Surplus
For the Period from September 1, 2024 to August 31, 2025

	Current Year Actual	2024-25 Budget	Budget Remaining	Budget % Remaining	2023-24 Actual	Actual Variance
REVENUE						
Property Taxation	-	-	-	#DIV/0!	-	-
Grants	110,609,225	105,164,570	(5,444,655)	-5.18%	101,667,092	8,942,133
Tuition and Related Fees	2,919,760	2,753,590	(166,170)	-6.03%	2,757,223	162,537
School Generated Funds	3,226,697	2,280,000	(946,697)	-41.52%	2,683,775	542,922
Complementary Services	2,262,280	2,062,280	(200,000)	-9.70%	2,047,228	215,052
External Services	3,088,574	2,581,290	(507,284)	-19.65%	2,669,903	418,671
Other	2,178,584	1,744,626	(433,958)	-24.87%	3,170,197	(991,613)
Total Revenue	124,285,120	116,586,356	(7,698,764)		114,995,418	9,289,702
EXPENSES						
Governance	668,979	640,015	(28,964)	-4.53%	467,127	201,852
Administration	3,945,701	3,748,667	(197,034)	-5.26%	3,723,341	222,360
Instruction	87,157,947	84,326,131	(2,831,816)	-3.36%	82,685,781	4,472,166
Plant	16,526,763	17,241,700	714,937	4.15%	16,470,226	56,537
Transportation	7,448,208	7,452,714	4,506	0.06%	7,473,544	(25,336)
Tuition and Related Fees	254,230	184,413	(69,817)	-37.86%	192,608	61,622
School Generated Funds	3,013,163	2,285,000	(728,163)	-31.87%	2,585,894	427,269
Complementary Services	1,618,690	2,309,183	690,493	29.90%	2,209,199	(590,509)
External Services	3,278,914	2,612,765	(666,149)	-25.50%	2,804,378	474,536
Other Expenses	116	500	384	76.80%	-	116
Total Expenses	123,912,711	120,801,088	(3,111,623)		118,612,098	5,300,613
Surplus (Deficit) for the Period	372,409	(4,214,732)	4,587,141		(3,616,680)	3,989,089
Accumulated Surplus, Beginning of Year	72,448,325	72,448,325			76,065,005	(3,616,680)
Accumulated Surplus, End of Period	72,820,734	68,233,593			72,448,325	372,409
Tangible Capital Assets - Beginning of Year	54,801,993	54,801,993	-	0.00%	55,100,120	
Tangible Capital Asset Purchases	3,402,170	1,209,866	(2,192,304)	-181.20%	3,257,616	
Amortization	(4,599,000)	(4,825,000)	(226,000)	4.68%	(3,555,743)	
Tangible Capital Assets - End of Period	53,605,163	51,186,859	(2,418,304)		54,801,993	

MEETING DATE: October 20, 2025

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☐ Decision
☐ Planning	☐ Reports from Administrative Staff	☐ Discussion
	☒ Other: <u>Accountability Report</u>	☐ Consent Item
Primary Policy Reference:	<u>1, 2, 13</u>	

FROM: J. Hingley, Superintendent of Schools	ATTACHMENTS	☒
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BACKGROUND

RE: LEARNING IMPROVEMENT PLANS (LIP) ACCOUNTABILITY REPORT

The attached SRPSD LIP Accountability Report will be reviewed at the meeting. John Diefenbaker Public School Principal Jenna Cross along with her leadership team will be in attendance to share their school story.

There will be an opportunity for trustees' feedback and questions at the Board table.

RECOMMENDATION

That the Board approve the Learning Improvement Plan Accountability Report as presented.

Accountability Report

Instructional Leadership: School Strategic Planning

Jennifer Hingley, Superintendent of Schools

October 20, 2025



SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2030 Strategic Plan states the following:
 - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
 - Students are supported to sustain and strengthen their resiliency and mental wellness.
 - Students are affirmed and diversity is supported and celebrated.
 - Students demonstrate active citizenship and are supported by engaged families and effective partnerships
 - Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long-range goals through broad strategies and specific actions in each goal area.

2. Saskatchewan Rivers Public School Division Board Policy 2

Role of the Board

- 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
 - 3.1.1 Annually approve budget (driven by the Board priorities).
- 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
- 3.3 Annually evaluate the effectiveness of the Division in terms of key results.

EVIDENCE:

1. Planning for Alignment, Engagement and Improvement

Schools engage in strategic planning so that they are intentional about their actions and can ensure that students, staff and the community are accessing a quality learning program. School leadership teams can use the following tools to plan their specific actions:

- Following Their Voices School complete a LILAC.
- The Instructional Change Matrix
- Leadership Learning Community Year End Reflection Survey

School strategic planning documents serve multiple purposes:

- Surface beliefs and establish a compelling why;
 - Create a plan of action;
 - Determine a meaningful focus (professional learning target);
 - Implement change in practice;
 - Develop shared knowledge and understandings;
 - Examine outcomes and assess results to determine impact;
 - Celebrate effort and reflect on the process.

Schools create professional learning goal(s) within a literacy, math or high school context. This decision is made by school teams as a result of analyzing student learning needs data. The school team will identify the instructional strategy(ies) that is the best response to that student learning data. This becomes professional learning target of the staff.

Reading, Math and High School Division Professional Learning Targets

Reading Goal Schools: Deliverables and Goals



2021-2022

Teachers will have impactful and well established literacy routines with an emphasis on **morning meeting** and word work.

Explicit **teaching of phonemic awareness**, phonological awareness and phonics using the key resource **Heggerty**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

2022-2023

Teachers will enhance their **phonics/word work** instruction

Teachers will support student **fluency** in reading by using quality **decodable books**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

Literacy Look fors: Literacy Look-Fors

2023-2027

- K-3 Teachers will enhance their **phonics/word work** instruction by implementing the UFLI resource and following SRPSD's scope and sequence. Grades 4-12 teachers will use UFLI when necessary to ensure that all students have the foundational reading skills in place.
- teachers will implement impactful spelling and writing instruction
- teachers will conduct effective teacher read and think alouds to support student reading comprehension
- teachers will implement the Experiential Play Based Learning Model (EPBLM) to create invitations to learning that meet social, science, health and art outcomes
- Schools will work with SCCs and families to share the components of the Literacy Model and how to support learning at home

Saskatchewan Rivers Public School Division Math Model: A Professional Development Project for the Implementation of High Impact Strategies

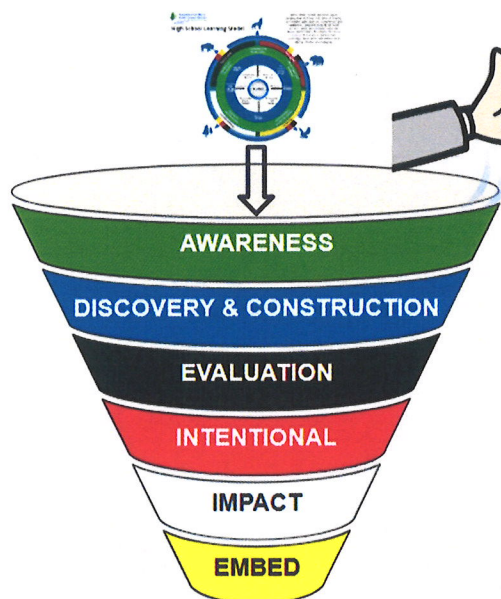


School Year	Goal/Deliverable
2020-2021	-teachers will explore the research around the math model (Math Workshop) -teachers will explore the research around engaging students in math (Building Thinking Classrooms)
2021-2022	-teachers will begin to have impactful and well established math routines with an emphasis on MindsOn -teachers will implement Building Thinking Classroom practices- flexible and collaborative groups, use of non-permanent vertical spaces -T.L.C. teachers will begin to implement the Building fact Fluency Kits
2022-2023	-teachers will have impactful and well established Minds On activities embedded in their math classes -teachers have a clear curricular goal and purpose that supports all students through differentiation (Lesson) -teachers will enhance their engagement instruction with continued strategies from Building Thinking Classrooms -teachers will implement the Building Fact Fluency Kits <u>Math "Look Fors"</u>

2023-2030

- Teachers will enhance their **Lesson** (explicit instruction) by implementing the MathUp resource
- Teachers will conduct the **Wrap Up** portion of the Math Model using the discussion questions from MathUp
- Teachers will continue to implement the **Building Fact Fluency** kits to increase **basic fact fluency**
- Teachers will continue to implement strategies for **engagement** from the Building Thinking Classroom resource
- Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes
- Schools will work with SCCs and families to share the components of the Math Model and how to support learning at home

HS Learning Model Rollout & Development



2022-2023 Generate Awareness & Discovery/Construction	✓ Embed model in all division based HS learning communities. ✓ Generate awareness of the model with school staff. ✓ Engage school staff in discovering and learning about ways in which the model can impact their teaching practice. ✓ Co-construct and flesh out resources to support implementation at both the school and classroom levels.
2023-2024 Discovery/Construction & Evaluation & Intentional	• Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs.
2024-2030 Discovery/Construction & Evaluation & Intentional & Impact & Embed	• Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs. • Assess the impact of the HS learning model. • Embed the HS learning model in all practices.

Alignment is key!

A plan to address student learning and growth.

Ministry of Education Provincial Learning Plan

Division Strategic Plan- responsive to Ministry of Education Plan and professional/student learning needs

School Plan- responsive to Division plan and professional/student learning needs

PLC- responsive to school goal and student learning data

Teacher Plan- PGP - responsive to PLC goal and addresses a professional learning target that the teacher sets based on their learning needs



Instructional/School Change Matrix "Great schools 'look' as one"; they are quite clearly in the same boat, pulling in the same direction in various ways. The best schools... were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff. A clear sense of "we" (Lickona and Doolittle, 2005)

Leadership Actions/ Functions	Create a Sense of Urgency: The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	Celebrate early wins	PERSISTENCE: Keep going when the going gets tough	Transformation: New culture to support new ways
Organize	What is your current state? Gather baseline data. Surface the beliefs of staff regarding the school goal/vision	Coordinate a representative plan if this is the problem... then implement this evidence-based strategy. Set the professional learning target and success criteria for the school goal	What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results, and school climate if the vision is achieved Be enthusiastic: Reinvigorate positivity	Create structures to support goal and vision Place the school goal everywhere! Everyone (staff, students, families, parents and the SCC) should be able to articulate the school learning goal/vision. Teachers need to be able to articulate what they do, and why they teach the way they do.	Remove or alter structures and procedures that support the old ways of doing things.	Establish short-term goals. Example: using a mind-on activity... moving... of students from yellow to green.	Stay focused- say no to other initiatives/opportunities. There is no shortage of "things" to do... Over-doing creates burn out and initiative fatigue. Use student learning data to mark progress.	Create shared beliefs about the school learning goal/vision. Describe the "tribes" and the taboos. Have an assessment/feedback loop established to review student learning information to ensure that everyone is on track. Write a reflective summary that captures the progress made towards the school learning goal.
Collaborate	Analyze/interpret student learning data. Go on a "data" treasure hunt. Highlight strengths. Drill down the "break-down". Identify an instructional response. Involve people, invite input.	Create a sense of team. Identify strengths.	Describe the commitments that individuals make to each other.	Establish regular meetings to discuss new learning, share ideas, set direction, review progress, and get feedback.	Provide PD, time, support and resources that will encourage implementation of the vision.	Recognize progress- have staff share something that they have tried that they are excited about.	Do a mid-year check in? Review the learning targets and success criteria. Reflect on what is different. Articulate the difference. "We used to... Now we"	Ensure that you have a plan for sustaining the work and "on-boarding" new staff. Plan for regular "touch points" to re-connect with shared beliefs and expectations of staff/students.
Engage	Ensure inclusion of key stakeholders- Staff, SCC, parents and students.	Establish school leadership team. Define roles and responsibilities.	Map out the vision with all stakeholders. (Consider the use of a metaphor to describe the journey)	If appropriate, build partnerships with other agencies to support the vision of the school.	Have regular check in conversations with staff, students, families, SCCS to talk about how the implementation plan is going.	Allocate school budget to ensure that staff have the resources that are needed.	Share staff/student/parent testimonials. What is working? What is challenging?	Recognize the school leadership team. Consider how to ensure that appreciation for growth and progress is embedded in the culture of the school.
Enact	Tell a compelling story. What is your "why"?	Establish a point person- Who will direct communication, organize meetings, ensure that tasks get done.	Create a hopeful vision that will inspire the school community to offer their heads and hearts to achieve the vision.	Create a "kick-off" to generate excitement regarding the work. -Goal setting assembly, notes in the newsletter, video- etc.	Address pockets of dissonance. Find something that they are willing to try. Create consensus.	Celebrate success! Make a "big deal" of progress. Include the wider community in acknowledging progress.	Invite others to share in and support learning. (Talk/ Collaborate with another school, invite In-Centre Staff for supportive PD)	Tell the school story. Highlight individuals who are leading the charge. Share student stories. "Ottag" about your staff and students.

FTV: LILAC

	1. First Nations, Métis and Inuit Student Achievement Goal: By June 2022, 100% of QMPS FNMI Pre-K-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in literacy, as outlined in their co-constructed achievement plan.				
	2. Lag Indicator(s) 1. EYE, ELS, or DRA 2. Weekly attendance data 3. Student and teacher FTV Data	3. Data Source(s) for the Lag Indicator(s) 1. Edsby 2. MSS 3. FTV Surveys			
4. Lead Indicators	5. Teacher Actions	6. Data Sources	7. Plan for Monitoring	8. SCLT Actions	9. Data Checks
5.1.1 Purposefully and strategically selecting teaching strategies and learning activities that promote student construction of knowledge aligned with specific lesson/unit outcomes.	A. Complete the teacher self-assessment tool on strategy use to determine baseline, then re-administer the tool monthly to determine progress and next steps. B. Complete anecdotal records of specific students when using the teacher clarity strategy in selected lessons. C. Study the teacher clarity strategy then use it in selected lessons. D. Work with intervention team when working through the intention/reflection plan. E. Gather and study student and teacher evidence to reflect on impact and inform next steps.	A. Teacher Self-assessment – Strategy Use tool B. Teacher Clarity Intent and Reflection plan. C. Student Anecdotal Records - New Learning and Work Completed D. Written feedback, feedforward and next steps through informal peer observation. F. Other student and teacher evidence FTV reports: Teacher Practice Report • 2. Drawing on Teacher Clarity Measures Engagement Report • 2.2. Self-reported work completed during an Observation • 3.1. Student new learning self-reported during an Observation FTV Survey Responses • Student Survey – Interactions	A. Every three months teachers review their self-assessment data in comparison to baseline. B. Before and after each PLC meeting, teachers reflect on understanding and use of the teacher clarity strategy. C. The SCLT monitors completion of teacher self-assessments, teacher reflection, and student anecdotal records and does a monthly review of the data. D. At each staff meeting, the SCLT provides teachers with the opportunity to review teacher self-assessment data and student anecdotal records together to determine impact and next steps. E. The SCLT regularly monitors that teachers are participating in informal peer observations.	A. Support teachers' study of the teacher clarity strategy in staff meetings. B. Support staff to administer self-assessments, reflect on understanding, use and impact of the teacher clarity strategy to determine next steps. C. Schedule opportunities for teachers to informally to share resources, observe one another teach using the teacher clarity strategy. D. Through Shadow Coaching support teachers to: • use the Teacher Clarity strategy in lessons; • reflect on impact of strategy on student learning; and, • consider next steps. E. Gather, analyze and share teacher and student evidence at staff meetings and other venues to inform discussion and next steps.	Baseline: • Teacher self-assessment: Before September 30 • Regular review at staff meetings Impact: Ongoing during PLC and Huddle meetings Plans for sharing: • Staff meetings • School Community Council meetings • Facebook page Plans for celebrating successes: • Providing information on the degree to which the goal is achieved through Facebook

2. Sample Instructional Change Matrix

John Diefenbaker School

Instructional/School Change Matrix "Great schools "row as one"; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools... were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff. A clear sense of "we". (Lickona and Davisson, 2005)

Leadership actions/Initiatives to organize	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	Celebrate early wins	PERSISTENCE- Keep going when the going gets tough	Transformation- New culture to support new ways
	What is your current state? Organize baseline data. JD has experienced a large intake of new students. Several are new to the division and establishing a baseline for data is first priority. Many of the students arriving this year are having their first experiences in schools or have been away for 2+ years. ELP Screens and DRA (4-8) assessments completed by Oct. 5th. ELP Screens 4-8 completed by Dreamcatcher /LST. Data will be ongoing and documented using bubble charts and running records.	Coordinate a responsive plan. If this is the problem... then implement this evidence-based strategy. A percentage of our students are not reaching their text level targets. We will use the Literacy Model as a tool to inform, model, and collaborate with teachers to create alignment and collective efficacy in response to our students' unfinished learning. High-impact strategies will be regularly introduced, practiced, and	What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved. Be enthusiastic. Resonate positivity. <u>Mission Statement</u> JDPS provides a safe, positive learning environment committed to respect, responsibility, safety, and high-level achievement. JDPS Beliefs Stat... JDPS 2022-23 Sc... <u>January 30th PLC</u> -Theme of Celebration and Acknowledgements	Create structures to support goal and vision. <u>(In progress) Flow Chart of who to connect with for support.</u> <u>Coaching (DC & LST) Collective Teacher Efficacy = 1.57 Coaching Effect Size = 0.58</u> <u>Resource Coaching:</u> providing teachers with resources needed to actualize high-effect instructional strategies. 10 Literacy Model Resources - School-wide word study resources -Heggerty (P.A.) -Jolly Phonics -Morpheme Magic -"Shifting the Balance" book	Remove or alter structures and procedures that support the old ways of doing things. Literacy Team (admin, DC, LST, IEC) model, co-plan, provide resources, and offer ongoing guidance for new initiatives. Collective Efficacy=1.57 Resources: -Structures to promote change in classroom environment (i.e. furniture) -in-class support to try new instructional strategies/methods -provide opportunities to visit colleagues (site visit) -Professional Reading Resources: "Shifting the Balance"	Establish short -term goals. Example- using a minds-on activity. Share successes/celebrations (Master Builder Cart/Individual and Class bricks) 	Stay focused- say no to other initiatives/opportunities. There is no shortage of "things" to do... Over-doing creates burn out and initiative fatigue. -Literacy Team re-focuses Grade 4 -8 staff (Math→ Literacy Goal) -created a sense of urgency (change in DRA data date) - Create "Must-Do" document outlining the area/areas of utmost importance=alignment is key (less is more). Use student learning data to mark progress. With the help of Patricia Bibby, create a "Text-Level Tracker" as a formative tool to assess student growth. John Diefenbaker Text Level Tr... Use of bubble charts and decodable running records for monitoring K-3.	Create shared beliefs about the school learning goal/vision. Co-collaborated with staff at onset of the year. JDPS Beliefs Statement 8 x11.d... Describe the "must-dos and the taboos..." JDPS Must Do Document Have an assessment/feedback loop established to review student learning information to ensure that everyone is on track. Embedded PLC's- time to reflect on student learning, collaborate with colleagues, and develop action plans. Provide opportunities to self-assess (dotification) and provide feedback

John Diefenbaker "Snapshot"

We believe:



At JDPS we believe students and families are fundamental in all we do. We ensure students are surrounded by safe and caring staff allowing **ALL** students to **THRIVE** and **LEARN**.

Our shared focus on building literacy skills supports students in reaching their full potential.

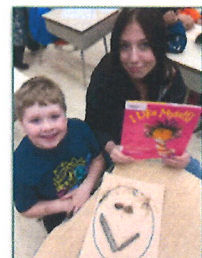


John Diefenbaker Public School

What our staff learning looks like:

Our staff at JDPS work together to support student learning. We ensure all classrooms have rich and engaging literacy **LEARNING** opportunities for all.

We learn together through monthly Professional Learning Communities, PLC days and individual professional growth plans. Staff use this time to discuss student growth and needs, analyze data and adjust teaching as needed.



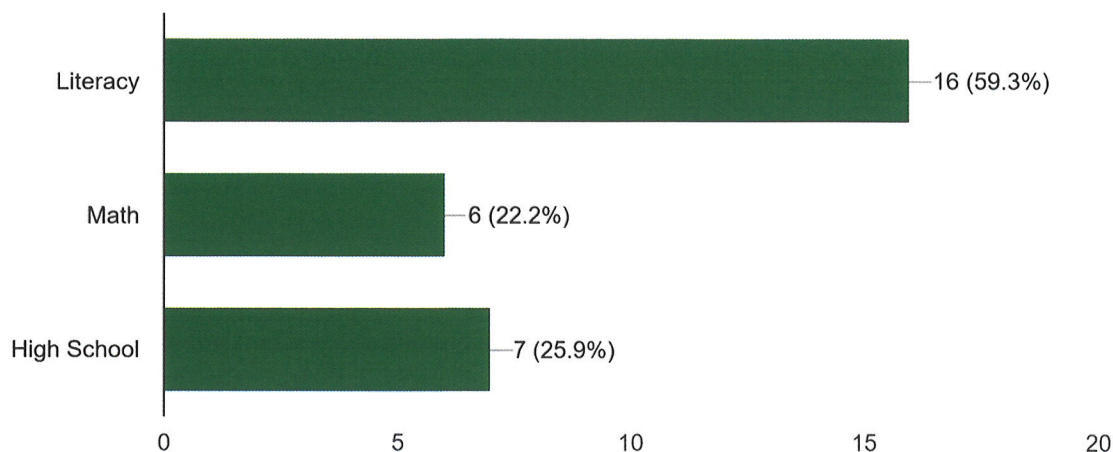
What does excellence look like:

At JDPS we show excellence when we work towards a common **GOAL**, use research-informed instructional approaches, let assessment guide us, and deliver instruction in whole & small groups, and individually when needed.

Leadership Learning Team Reflections:

Leadership Learning Community:

27 responses



What did your teachers focus on to improve their professional practice?

- Fidelity to UFLI - whole group and flex group differentiation; intervention; EPBL and Land-based to support the work in literacy and to provide experiences to support learning and comprehension overall. Bug Club was implemented in grades 5-7 with fidelity.
- Our literacy goal shifted from reading focused to writing. We introduced and started using the syntax project and the Expanding Expressions Toolkit. We also continue to use UFLI and Bug Club.
- Reading conferences, timely & effective feedback, incorporating decodables into their daily practice, independent reading
- Reading and Writing Instructional Strategies, Literacy Resources such as UFLI and Bug Club, Division Learning Models, Credit Attainment - teacher clarity (OB-PAR) and Morning Meeting as an Engagement strategy for the high school.
- Teacher Efficacy - - developing a system to help students take ownership of their learning and track their individual progress in courses. This was accomplished through the use of visuals, checklists and individualized schedules for completion. - Visuals in classrooms allows for students to be able to track where they were to be at any given moment throughout the year. - Used an adapted smart start strategy in all classrooms. - Co-Created a student self-assessment for progress conferences. - On-going refinement of tracking systems in second semester. - Having students set their academic goals. - Continuous feedback & regular check-ins with students at the start of workspace to help them identify what they should be working on. - Collaboration to identify student learning styles and co-construct plan to meet those learning needs - ie. hands on, engaging & predictable expectations.

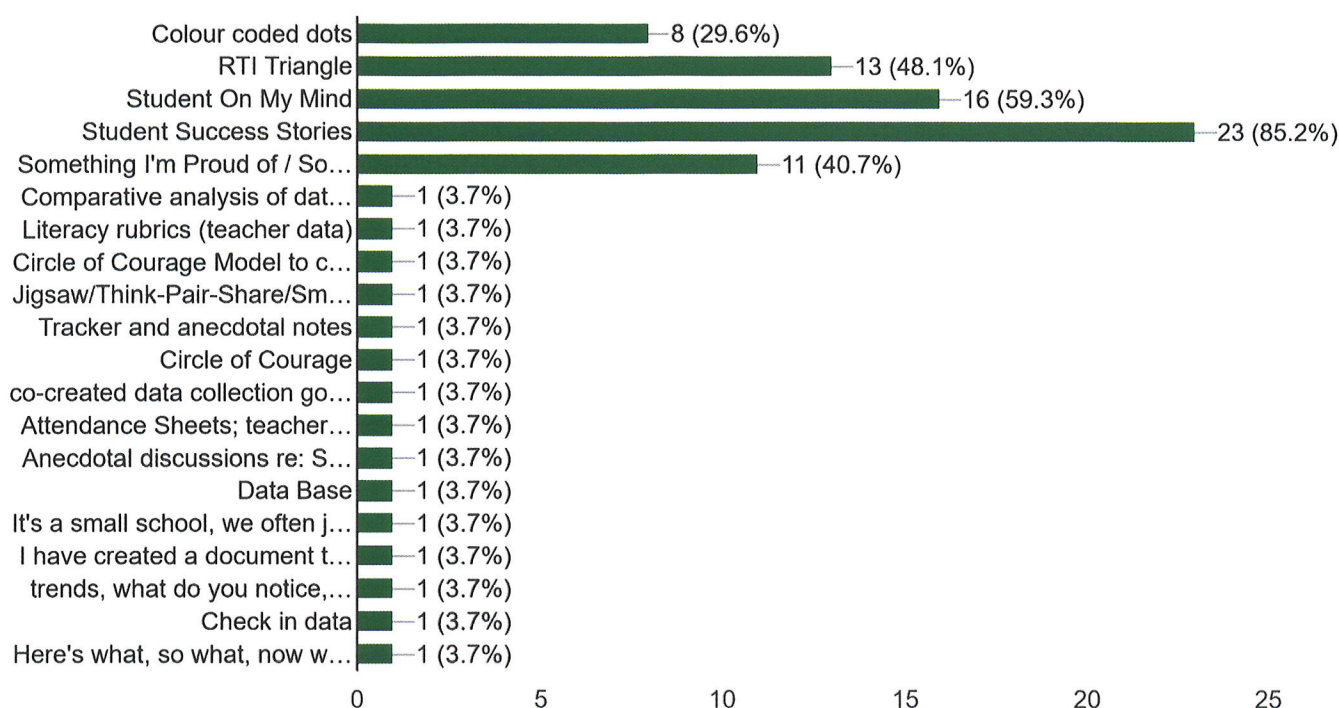
- Integration of ideas from book study using "Building Thinking Classrooms", incorporated Math Up strategies and used the Math Up Professional Development pieces at our PLCs, use of Math Screeners, increased use of manipulatives to improve student understanding.
- The most recent focus is effective instructional strategies for writing.

As a leadership team, what is a practise or process that you currently have in place that advanced your work as a team and impacted your staff in a positive way.

- Weekly embedded PLCs where high impact instructional strategies were modeled and shared. Weekly embedded PLCs are planned and include modeling, resources and sharing. Data check ins. Peer observations supported building capacity. Coaches modelling for teachers in the classroom. Co-planning with coaches, including individual teachers and grade alike teachers. Full day PLC that focused on school goals, Indigenous Education Framework, and offered workshop sessions for teachers to choose from.
- We use PLC days and Embedded PLC time to respond to teacher input. We also provided in class support and used school division leaders to help support in class learning.
- Weekly embedded PLC's, meeting monthly with our literacy coach, frequent check-ins with teachers, supported targeted students with extra practice and reading strategies.
- A practice that has advanced our work as a leadership team and positively impacted staff is the continued implementation of bi-weekly PLCs with a focus on proactive planning and responsive reflection where we could align on key priorities in math, identify pressure points in other subject areas or with intensive needs supports, share observations of what is going well or what needs tweaking, and share leading responsibilities with ELA initiatives, EPBL and land based work, Indigenous perspectives roll out, and math commitments.
- Weekly intervention meetings, WIG Huddles, Data meetings end of each block, student intervention and credit tracker, must haves and talk abouts which include the above practices
- embedded PLCs and weekly leadership meetings, anchor documents as a third point of reference for teacher reflection and coaching

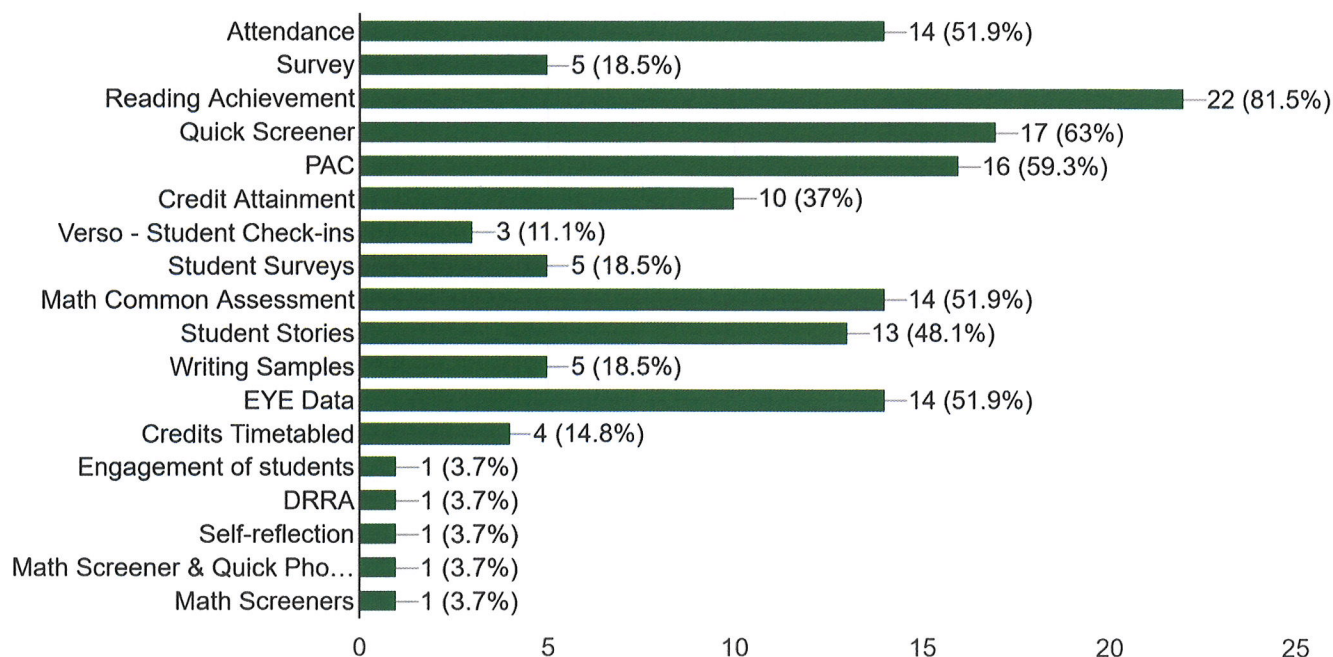
What processes do you use to look at this data on your PLC days?

27 responses



What student achievement data are you looking at during your PLC days?

27 responses



What actions did you take as a staff because of analyzing the data?

- We adapted programs for students who struggled with appropriate grade outcomes. With our grade 8s we looked at what we believed was most important to focus on to prepare them for High School.
- We fine-tuned what our key focus will be on with writing and on strong instructional practice to use throughout the school.
- We responded to our most recent data by replanning our flex groups, meet with IEC to plan for intervention, reflect on our current literacy practices and working with school-based coaches to further refine strategies.
- Gave more support, structured flex grouping, troubleshooting issues
- Adjusting EA/IEC supports; Adjusting student workloads (7-12); re-examine possible adaptations in the classroom; re-teaching

How did you use the Change Matrix to guide your work as an LLC?

- We use Lilac to review our SCLT actions and teacher actions to ensure that we are meeting our goals for student achievement.
- We went over it as a staff to help prioritize our next steps. We will look at it again to start our next school year.
- As an FTV school we use LILAC and check our progress throughout the year.
- We used it as a tool at the beginning of the year to set our school goals and individual professional goals.
- Celebrating and communicating with SCC and families
- We used our Action Plan, but our Action Plan was the foundation of what we did during our PLC's.
- The matrix helped us honestly assess where staff were in terms of aligning our vision and who could carry the loads in different areas. We used it to identify which initiatives had momentum and which areas needed more support.

What division supports were most impactful?

- LLC meetings and time to work on PLC planning
- Coaching support, check ins and scheduled conversations with learning consultants, Learning Models to anchor our work and look for, the amazing professional development opportunities that have been provided for all staff - teachers and EAs that support the vision
- The LLCs are critical. The planning, the ideas, and the activities already planned to bring back to our staff are huge. The time to sit down with our team and plan uninterrupted is key to having an intentional strategic plan. The support of Ed Centre coaches and consultants has helped move our work forward, particularly Kathleen and Kristin to meet our literacy goals. Teacher learning communities are a good way to sustain implementation of the literacy model.
- LLC meetings were fantastic, we really appreciate when we are given some direction and suggestions for our PLCs. Michelle B. Court has also been a tremendous support for our IECs. Shelley Moore and the training we received during our last IEC workshop regarding the Classroom Support Planning was also very valuable. We took that back to our staff and spent some time looking at our students and areas of

- Time with division coaches and consultants. We especially enjoy the visits to the school. Michelle, Darlana, Patricia, Jasmin and Tanis have been BEYOND helpful to us the last two years!!!need during our last PLC. The staff loved it and although it didn't answer all of our questions and classroom complexities, it is a starting point to target areas where multiple students have need.

ADMINISTRATIVE IMPLICATIONS:

1. Administration will continue to support school leadership teams with strategic planning, determining a clear professional learning focus based on high impact/effect teaching and learning strategies.
2. Administration will continue to refine the data collection and reporting process for school strategic plans to support our division's belief in the power of individualized goal setting for every student. The refinement will provide focus for schools in the goal setting and another point of reflection for goal achievement.
3. Administration will continue to support and sustain the alignment of school plans with the Division's strategic plan. This alignment creates greater efficiency and clarity for schools in their communication with all parts of their school community.
4. The Integrated Learning Team will continue to ensure that school teams are supported by providing access to evidence based research practices; timely in school support through coaching and mentoring; and providing effective and responsive professional development learning opportunities.

GOVERNANCE IMPLICATIONS

Based upon the report it is recommended the Board continue to do the following:

1. Ensure all schools use and complete one of the strategic planning tools.
2. Ensure Administration continues to provide accountability reporting on school strategic planning.
3. Understand and value the crucial role of Consultants and Coaches in developing efficient and effective school teams.
4. Provide the financial support for student learning and intervention strategies.

MEETING DATE: October 20, 2025

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☐ Decision
☐ Committee of the Whole	☐ Reports from Administrative Staff	☐ Discussion
	☒ Other: <u>Accountability Report</u>	☐ Consent Item
Primary Policy Reference:	<u>2, 13</u>	

FROM: J. Hingley, Superintendent of Schools

ATTACHMENTS ☒

BACKGROUND

RE: STUDENT ACHIEVEMENT ACCOUNTABILITY REPORT

The attached SRPSD Accountability Student Achievement Report will be reviewed at the meeting.

There will be an opportunity for trustees' feedback and questions at the Board table.

RECOMMENDATION

That the Board approve the Student Achievement Accountability Report as presented.



Accountability Report: Student Achievement

Student Achievement

Jennifer Hingley

10/20/2025



Accountability Report: Student Achievement

SOURCE DOCUMENTS:

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2. Saskatchewan Rivers Public School Division Board Policy 2 –

Role of the Board

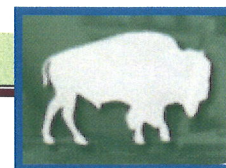
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- 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
- 3.3 Annually evaluate the effectiveness of the Division in terms of key results.

3. The following declarations are present in the "Saskatchewan Rivers Public School Division Commitment to Student Achievement"

- **All students can achieve at high standards.**
- **All teachers can teach to high standards.**
- **High expectations and early interventions are essential.**

4. The Accountability Measures reported on in this report will be the following:

- Early Years Evaluation – TA for Kindergarten fall data available only
- End of Year Reading Assessment for Grades 1-8
- End of Year Math Assessment Results
- Graduation rates (on-time and extended) – as data is provided by the Ministry
- Credit Attainment in Grades 10 -12.



EVIDENCE:

1. Early Years Evaluation – TA

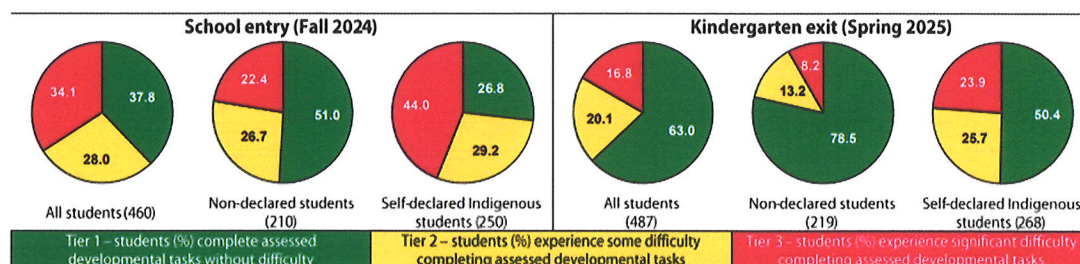
Saskatchewan Rivers 119 2024-25 EYE-TA Spring Report (Post) - Self-declared Indigenous / non-declared students

Frequencies

Fall 2024	Records with valid RTI (n)	% of valid records
Self-declared Indigenous students	250	54.3
Non-declared students	210	45.7
Saskatchewan Rivers 119	460	100.0

Spring 2025	Records with valid RTI (n)	% of valid records
Self-declared Indigenous students	268	55.0
Non-declared students	219	45.0
Saskatchewan Rivers 119	487	100.0

2024-25 collection



Totals may not add to 100.0 due to rounding

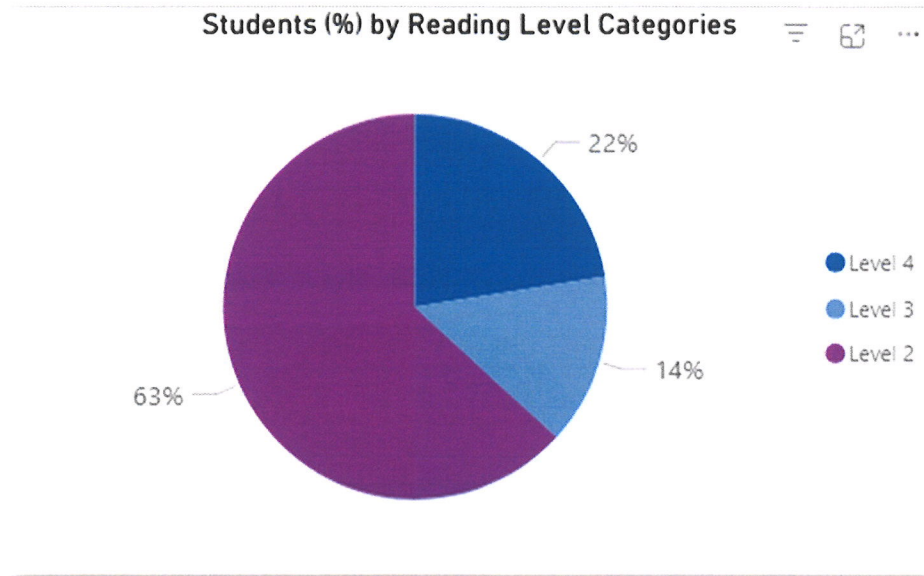
	Fall 2024 N=460	Spring 2025 N=487	
Tier 3	34.1	16.8(-17.3)	In the fall, 62.1% of students required tier 2 and 3 supports. In the spring, this number was reduced to 36.9%, with 63% of students moving into tier 1 level of support. Important to note, that 30% of students required Tier 3 supports and that number was reduced to 16% in the spring.
Tier 2	28	20.1(-7.9)	
Tier 1	37.8	63(+25.2)	

Accountability Report: Student Achievement



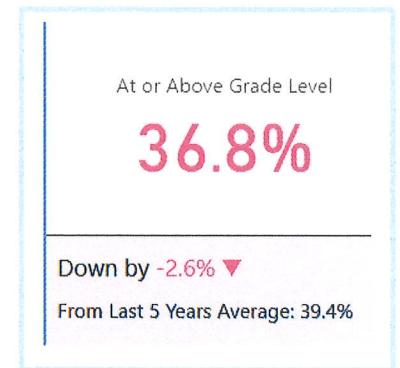
End of Year Reading Assessment for Grades 1, 2 and 3.

Grade 1 Reading Achievement –End of Year Reading Achievement



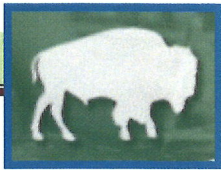
Criteria:	
Level 4-	Excelling (above grade level)
Level 3	Meeting (at grade Level benchmark)
Level 2	Approaching (within grade level, but achieving below the benchmark)
Level 1	Beginning (below grade level benchmark)

Year	All Students	FNMI Students	Non - FNMI
2015	47%	36%	62%
2016	54%	41%	70%
2017	41%	27%	59%
2018	45%	33%	60%
2019	47%	32%	66%
2020	No date available.		
2021	40.9%	24.2%	58.8%
2022	38.2%	NA	NA
2023	41.8%	29.8%	57.1%
2024	37.3%	29.7%	46.7%
2025	36.8%	25.7%	53.8%

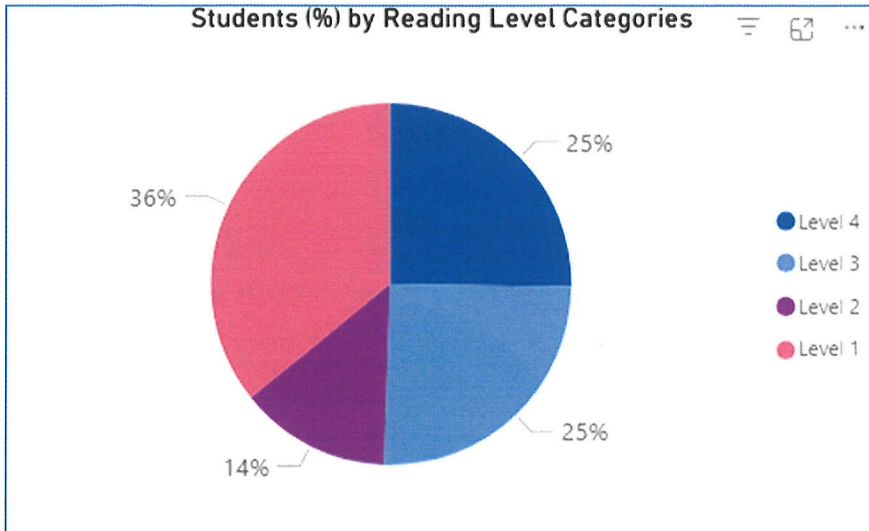


Interpreting the results- all of our Grade 1 students are reading withing their grade level. **None of our grade 1 students are reading below grade level.**

Accountability Report: Student Achievement



Grade 2 Reading Achievement –



Criteria:	
Level 4-	Excelling (above grade level)
Level 3	Meeting (at grade Level benchmark)
Level 2	Approaching (within grade level, but achieving below the benchmark)
Level 1	Beginning (below grade level benchmark)

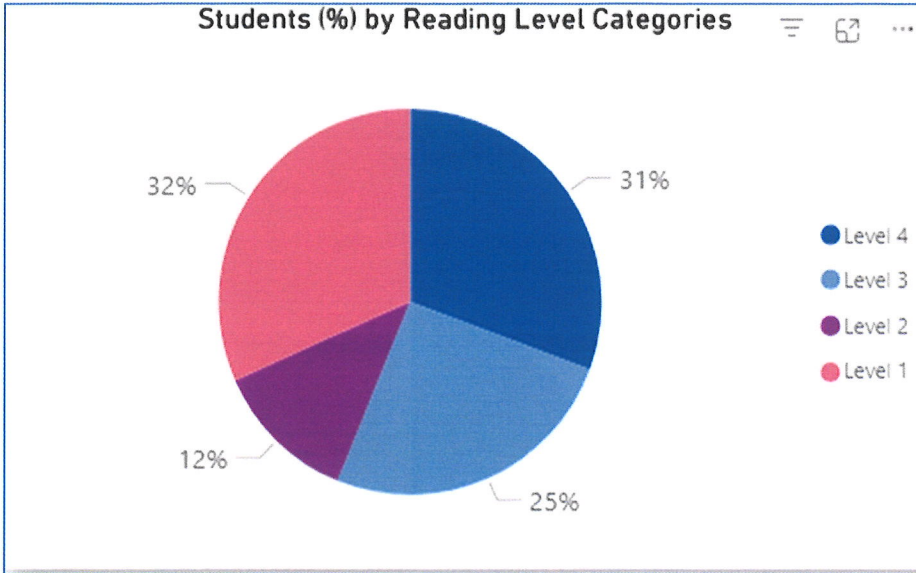
Grade 2 Reading Achievement

Level	1 Beginning (below grade level benchmark)	2 Approaching (within grade level, but achieving below the benchmark)	3 Meeting (at grade Level benchmark)	4 Excelling (above grade level)
All Students	36% (173)	14% (66)	25% (122)	25% (122)
FNIM	48% (125)	11% (29)	22% (58)	18% (46)
Non-FNIM	21% (48)	16% (37)	28% (64)	34% (76)



Accountability Report: Student Achievement

Grade 3 End of Year Reading Achievement



Criteria:

Level 4-	Excelling (above grade level)
Level 3	Meeting (at grade Level benchmark)
Level 2	Approaching (within grade level, but achieving below the benchmark)
Level 1	Beginning (below grade level benchmark)

Year	All Students	FNMI Students	Non - FNMI
2015	64%	53%	76%
2016	63%	57%	69%
2017	63%	55%	72%
2018	61%	55%	68%
2019	68%	59%	79%
2020*	34%	22%	48%
2021	53.8%	47%	61.1%
2022	50.9%	47.1%	56.1%
2023	54.6%	43.3%	67.4%
2024	52.3%	43.9%	62.9%
2025	56.1%	49.8%	64.1%

At or Above Grade Level

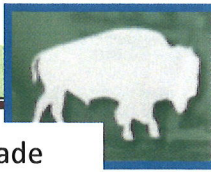
56.1%

Up by 4.1% ▲

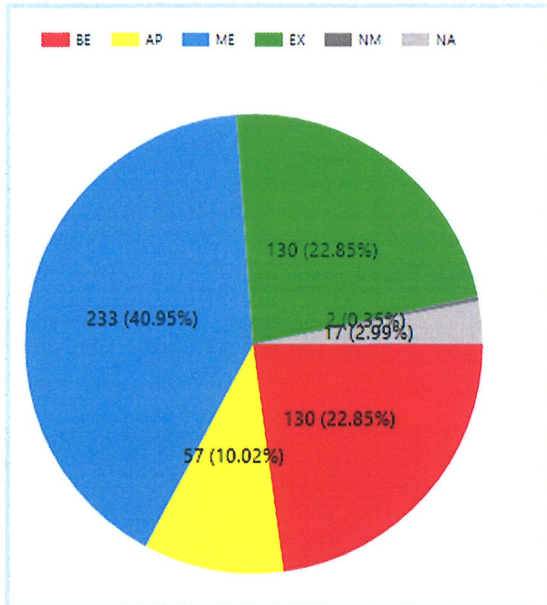
From Last 5 Years Average: 52.0%

Level	1 Beginning (below grade level benchmark)	2 Approaching (within grade level, but achieving below the benchmark)	3 Meeting (at grade Level benchmark)	4 Excelling (above grade level)
All Students	32% (156)	12% (60)	25% (125)	31% (151)
FNIM	40% (111)	10% (27)	28% (76)	22% (61)
Non-FNIM	21% (45)	15% (33)	23% (49)	41% (90)

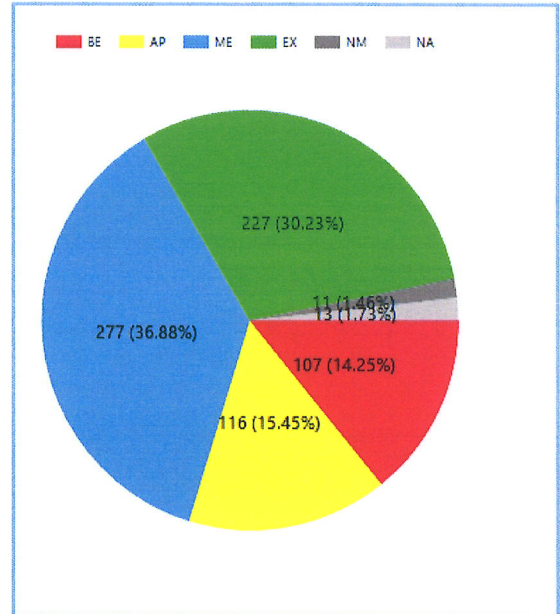
Accountability Report: Student Achievement



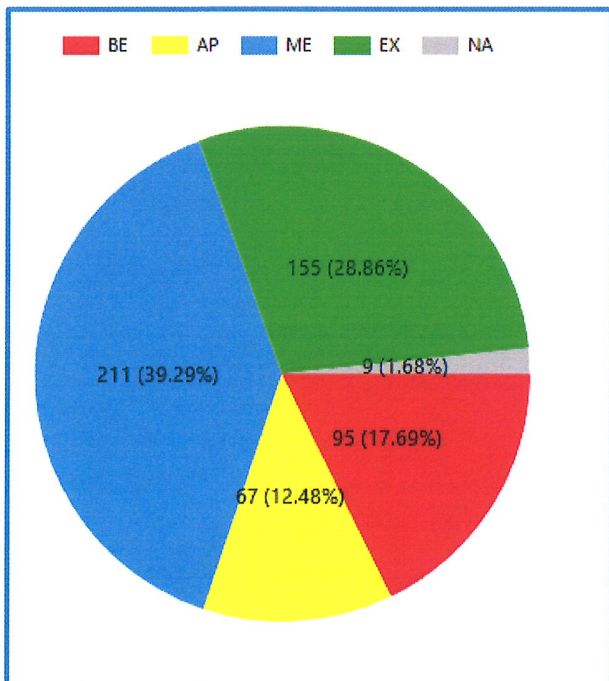
Grade 4= 74% within Grade level benchmarks. 73% of FNIM students within Grade level benchmarks.



Grade 5= All students- 82% within grade level benchmarks. 80% of FNIM students within grade level benchmarks.

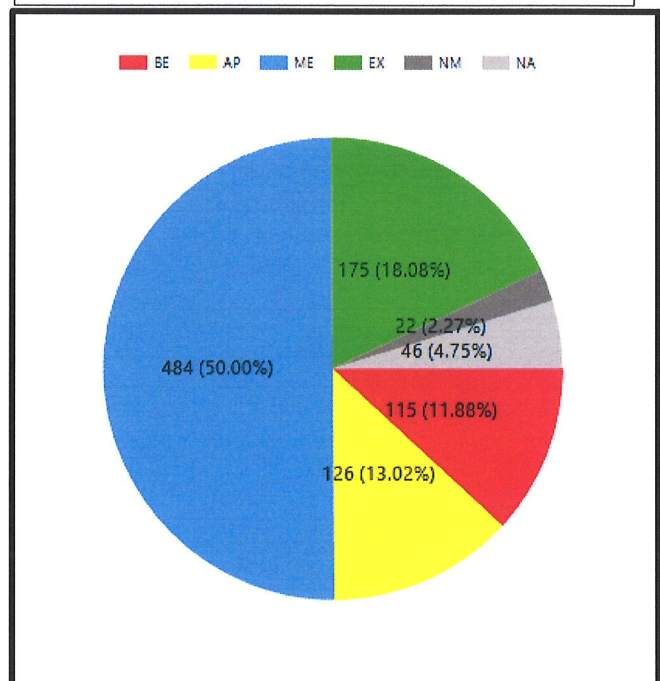


Grade 6- 81% of students are achieving within grade level benchmarks. 77% of FNIM students are achieving within benchmarks.



Reading and Assessment

Grade 8- 81% of students are achieving within grade level benchmarks. 78% of FNIM students are achieving within grade level benchmarks.



Accountability Report: Student Achievement

Purpose: Reading and Assessment Protocol

To ensure a consistent, research-informed approach to reading instruction and assessment across Grades 1–8, aligned with our literacy model and provincial curriculum outcomes. This plan supports teachers in using data to inform instruction and to strengthen student reading achievement.

1. Literacy Model Overview

Our literacy model is grounded in the Science of Reading and emphasizes:

- **Systematic and explicit instruction** in phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Responsive teaching** informed by ongoing assessment and professional judgment.
- **Balanced application** of decoding and meaning-making through authentic reading experiences.
- **Professional collaboration** through school-based literacy teams and coaching support.

2. Reading Assessment Protocol

Core Assessments and Schedule

Assessment	Purpose	Timing	Who	Notes
Phonological Awareness Continuum (PAC)	Identifies foundational phonological skills and gaps.	Fall, Winter, Spring (as needed)	Grades 1–2, or any student below benchmark	Continue until mastery (score $\geq 7/10$ Part 3a).
Quick Phonics Screener (QPS)	Determines phonics and decoding needs.	Fall, Winter, Spring (as needed)	Grades 1–8 (below benchmark)	Start at Part 5 for older students; continue until mastery.
Reading Rubric / Early Reading Rubric	Measures accuracy, fluency, and comprehension through reading conferences.	Fall, Winter, Spring	Grades 1–8	Replaces DRA/DRRA; conference-based assessment using authentic texts.

Accountability Report: Student Achievement

Assessment	Purpose	Timing	Who	Notes
Monthly Reading Conferences	Ongoing formative assessment and goal setting.	Monthly	All Grades	Assess engagement, fluency, and comprehension.
Progress Monitoring Tools	Tracks growth between benchmarks.	Ongoing	All Grades	May include grapheme cards, checklists, bubble sheets, teacher-made tools.

3. Instructional Response and Differentiation

Based on Assessment Data:

- **Phonological Gaps** → Daily small-group or targeted instruction using phonemic awareness routines.
- **Decoding Needs** → Structured phonics intervention using decodable texts (e.g., UFLI Passages, Dandelion Readers).
- **Fluency & Comprehension Focus** → Strategy instruction with levelled texts (e.g., *Under One Sun*, *Turtle Island*, *Literacy in Action*).
- **Students at or above Benchmark** → Enrichment through choice reading, author studies, and extended text sets.

4. Reporting and Communication

- **Report Card Marks** determined using multiple sources of evidence (Reading Rubric, class work, conferences, teacher judgment).
- **Parent Communication:** Share reading goals and growth at each reporting period.
- **School Literacy Teams:** Review reading data after each assessment window to identify trends and plan interventions.

Accountability Report: Student Achievement

5. Professional Learning and Support

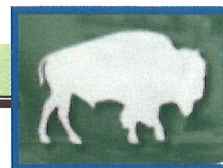
Focus Area	Timeline	Action Steps
Assessment Calibration	Fall	Review reading rubric exemplars; ensure consistency in scoring.
Targeted Instruction	Ongoing	Coaching cycles on small-group phonics and comprehension instruction.
Data Analysis	Winter & Spring	Literacy teams review division data to identify growth areas.
Teacher Collaboration	Ongoing	PLC meetings to share strategies and reflect on assessment insights.

6. Monitoring and Accountability

- **School Leaders** ensure assessment schedule adherence and provide collaborative time for data review.
- **Teachers** maintain assessment records and use data to adjust instruction.
- **Division Literacy Team** monitors implementation fidelity and supports with coaching and professional learning.

7. Guiding Beliefs

- Assessment is **for learning**, not of learning.
- Reading development is **holistic**, integrating decoding, fluency, and comprehension.
- Teachers' professional judgment is central and supported by consistent, evidence-based tools.
- Every student can grow as a reader with the right instruction and support.



Math Achievement Results- the percentage of students achieving mastery/proficiency as measured by the Math Common Assessment Tool.

% Students $\geq$ 75%		Column Labels ▾	
Row Labels ▾		2023-2024	2024-2025
= K			
Number		66.09%	62.15%
Patterns and Relations		65.11%	60.43%
Shape and Space		57.21%	52.69%
= 1			
Number		43.65%	41.84%
Patterns and Relations		56.02%	54.72%
Shape and Space		63.27%	60.67%
= 2			
Number		51.71%	52.66%
Patterns and Relations		49.35%	49.38%
Shape and Space		69.78%	57.80%
Statistics and Probability		70.56%	61.92%

Accountability Report: Student Achievement

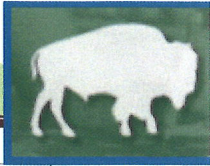
= 3		
Number	55.22%	56.95%
Patterns and Relations	59.23%	54.78%
Shape and Space	58.57%	57.37%
Statistics and Probability	63.85%	62.55%
= 4		
Number	60.11%	51.99%
Patterns and Relations	59.13%	51.76%
Shape and Space	65.41%	55.93%
Statistics and Probability	60.34%	58.63%
= 5		
Number	54.42%	49.65%
Patterns and Relations	51.89%	54.59%
Shape and Space	47.93%	47.86%
Statistics and Probability	49.91%	57.99%

Accountability Report: Student Achievement

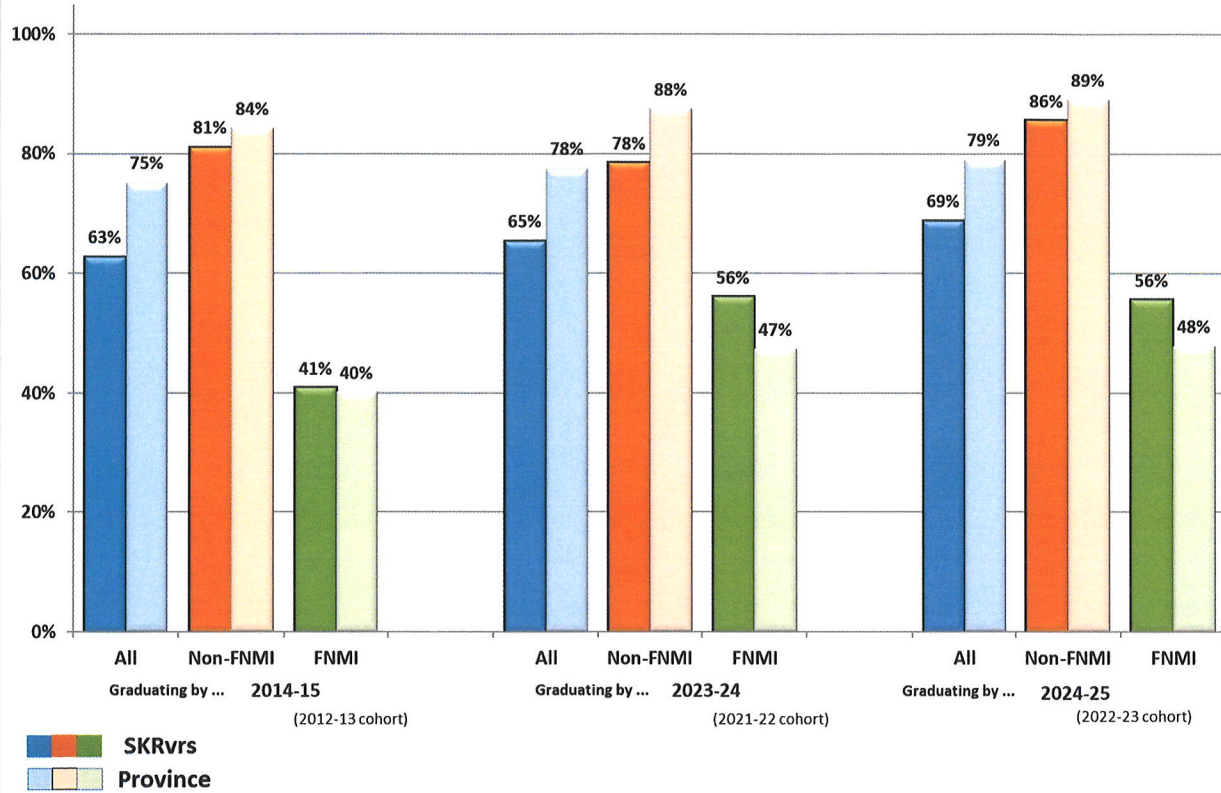
6		
Number	55.21%	43.88%
Patterns and Relations	45.29%	34.65%
Shape and Space	52.59%	41.68%
Statistics and Probability	48.96%	43.40%
7		
Number	38.98%	41.91%
Patterns and Relations	46.55%	51.84%
Shape and Space	49.75%	48.83%
Statistics and Probability	45.57%	48.44%
8		
Number	57.09%	58.42%
Patterns and Relations	41.58%	43.07%
Shape and Space	49.27%	42.22%
Statistics and Probability	36.08%	42.64%

Math Common Assessment Data was not available from 2020-22.

Accountability Report: Student Achievement

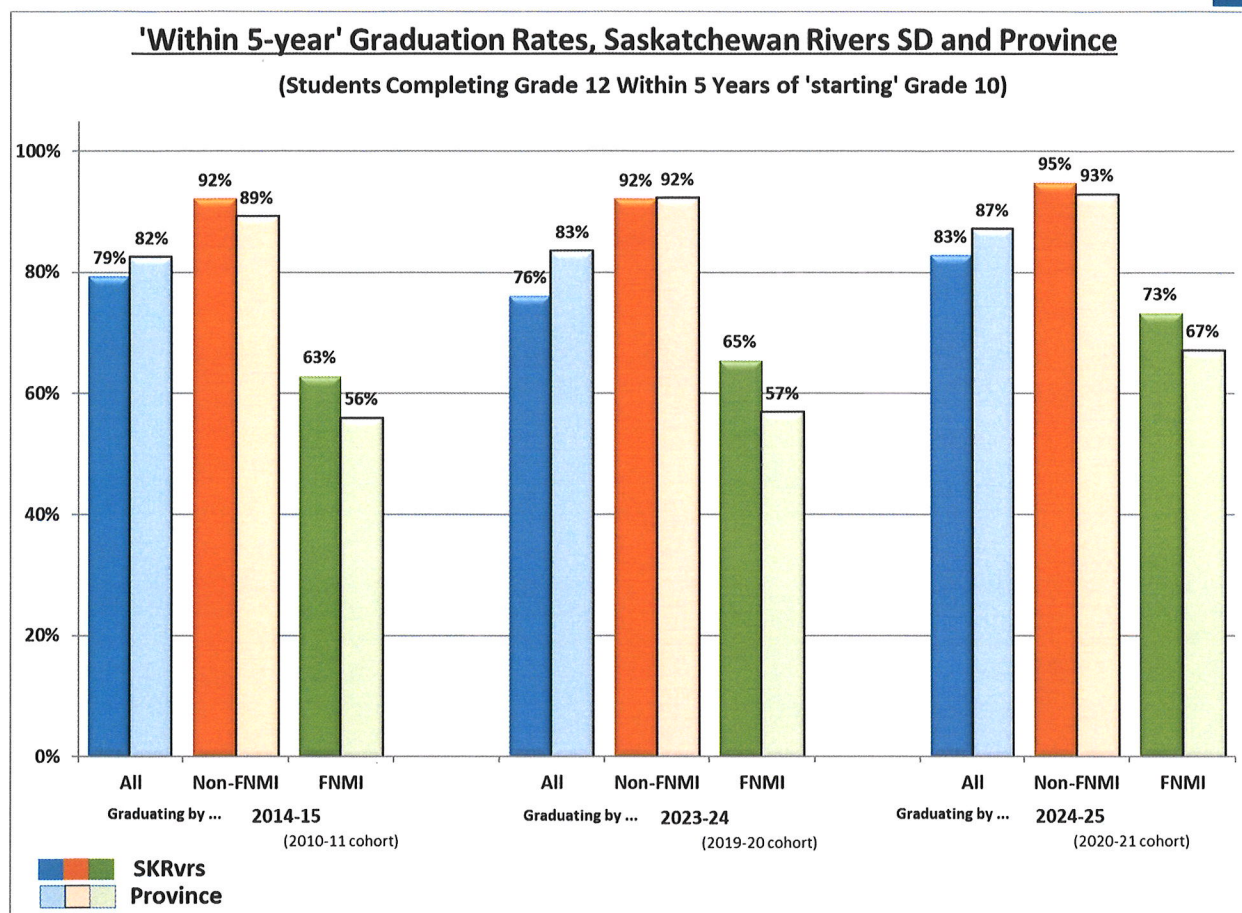
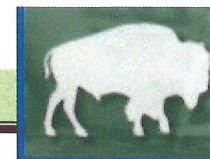


'3-year' Graduation Rates, Saskatchewan Rivers SD and Province (Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)



High School Graduation Achievement

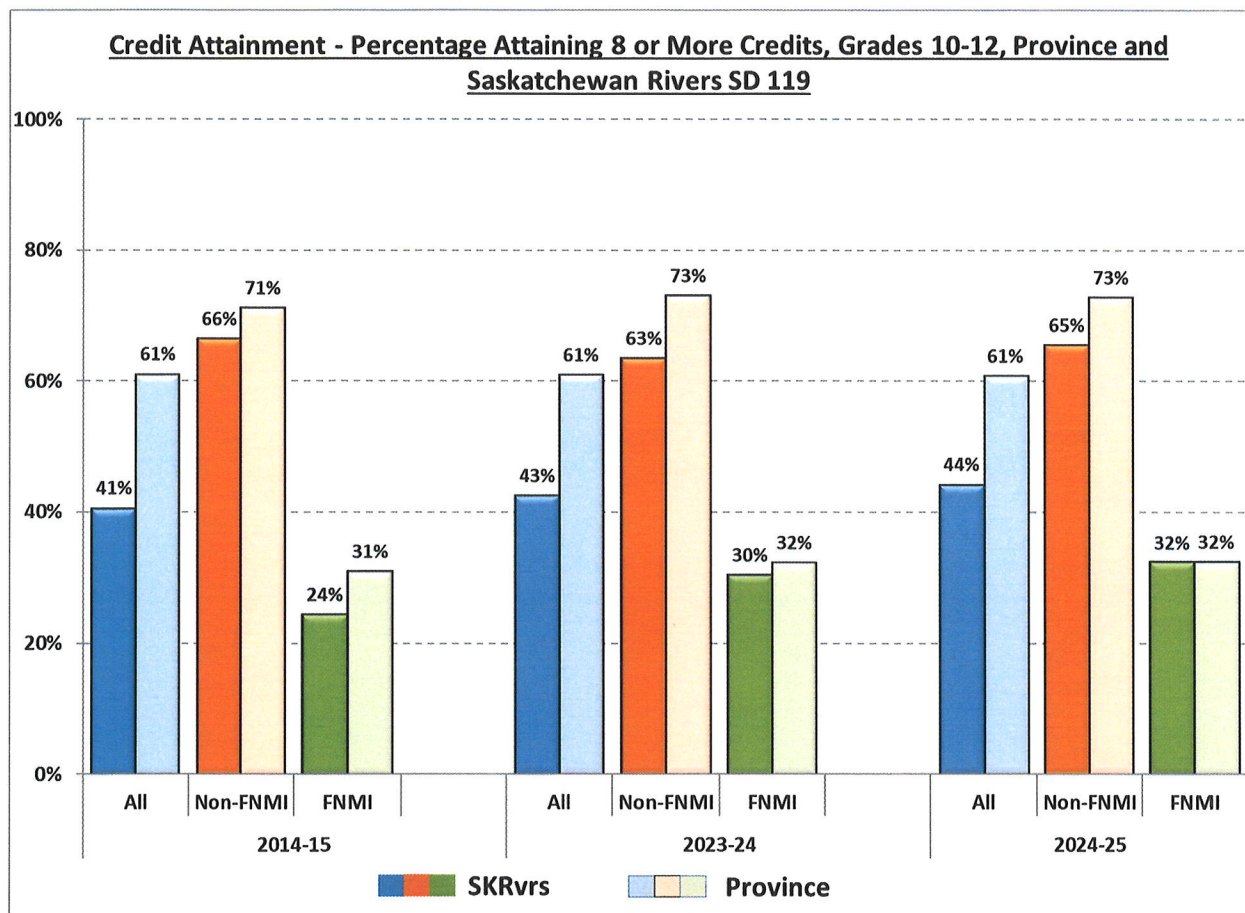
3 Year Graduation Rates		Province			SKRvrs			
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI	
2011-12	2013-14	74.7%	83.4%	40.3%	68.9%	84.1%	47.4%	
2012-13	2014-15	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%	
2013-14	2015-16	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%	
2014-15	2016-17	76.5%	85.4%	43.2%	69.4%	89.3%	52.5%	
2015-16	2017-2018	77.4%	86.5%	44.5%	72.1.6%	88%	53.2%	
2016-17	2018-19	77.3%	86.8%	43.5%	69.3%	90.4%	51.2%	
2017-18	2019-20*	80%	89%	47%	71%	90%	52%	
2018-19	2020-21	79%	89%	45%	73%	92%	54%	
2019-20	2021-22	76%	87%	40%	62%	87%	45%	
2020-21	2022-23	79%	88%	47.9%	73.3%	90.1%	60.1%	
2022-2023	2024-25	79%	89%	48%	69%	86%	56%	



5 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%
2010-2011	2014-2015	82.5%	89.2%	55.9%	79.2%	92.1%	62.7%
2011-2012	2015-2016	83.3%	89.5%	59.6%	79.7%	90.3%	65.4%
2012-2013	2016-2017	84.0%	90.4%	59.8%	76.6%	87.8%	63.1%
2013-2014	2017-2018	84.4%	91.1%	59.4%	77.6%	91.3%	63.0%
2014-2015	2018-2019	84.7%	91.2%	61.0%	81.5%	92.8%	72.1%
2015-2016	2019-2020	85%	92%	63%	83%	94%	69%
2016-2017	2020-2021	85%	92%	62%	80%	96%	67%
2017-2018	2021-2022	86%	93%	62%	82%	95%	68%
2018-2019	2022-2023	86%	93%	62%	84%	96%	73%
2019-2020	2023-2024	83%	92%	57%	76%	92%	65%
2020-2021	2024-2025	87%	93%	67%	83%	95%	73%



2. Credit Attainment



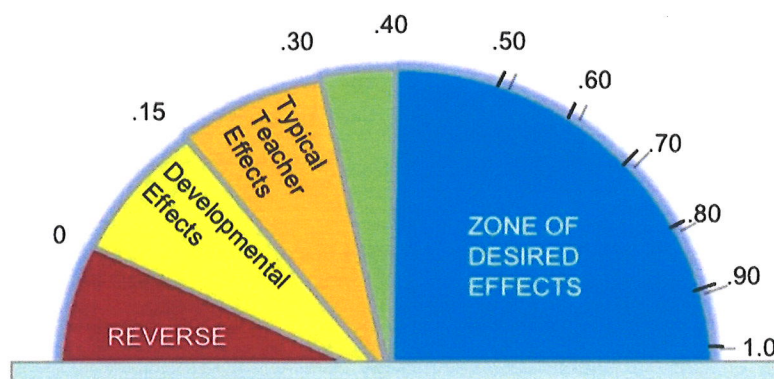
ADMINISTRATIVE IMPLICATIONS:

1. Focus on high impact accelerated teaching strategies

Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. Schools will continue to enhance their understanding of high impact, accelerated instructional strategies in literacy, numeracy and assessment. The goal is to implement instructional practices that have a high effect size. Effect size represents the magnitude of the impact of a given approach. The hinge point is .40 (an average of the growth in one year of learning) Teachers must use strategies that have an impact of greater than .40 to accelerate learning.

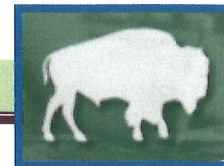


INFLUENCES ON ACHIEVEMENT



2. Build strong school teams and develop teacher collective efficacy using SRPSD learning models:

The most powerful impact on student learning and achievement is teacher collective efficacy. Collective efficacy occurs when, "Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018). Administration will continue to support school leaders and teachers with the implementation of literacy, assessment and numeracy learning models. These models of instruction will embed high effect teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

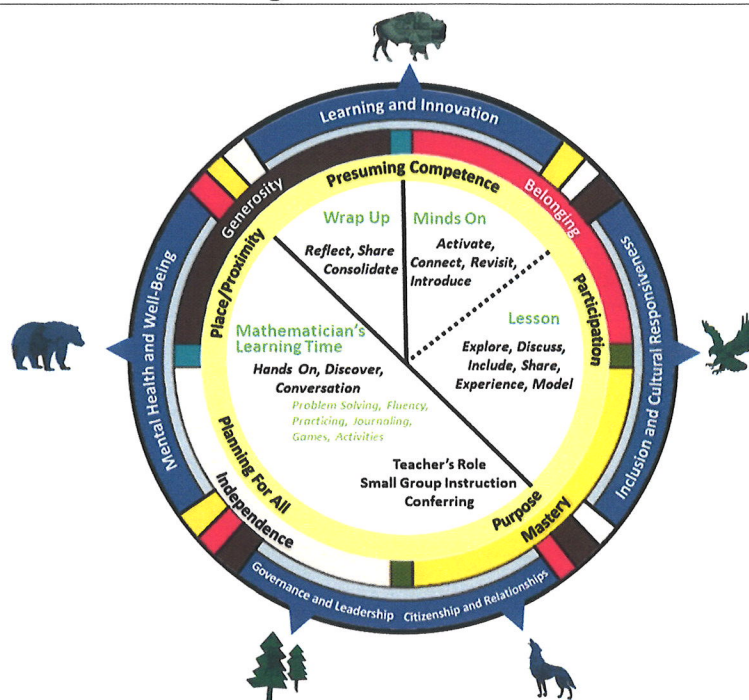


Math Instructional Learning Model



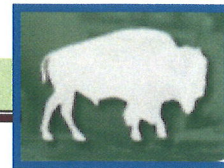
Math Learning Model

-  Circle of Courage
-  SRPSD Priorities
-  Principles of Inclusion



Instructional Practices Embedded within the Math Model

Response to intervention: 1.07	Direct Instruction .59
Providing formative evaluation: 0.90	Classroom discussion .82
Teacher-student relationships 0.72	Comprehensive instructional programs for teacher .72
Spaced versus mass practice: 0.71	Strategy based methods .85
Not labelling students: 0.61	Visual perception programs .55
Cooperative versus individualistic learning: 0.59	Interleaved practice .47
Peer tutoring: 0.55	Provide feedback .71
Classroom discussion: 0.82	Peer assisted learning .62
Vocabulary programs: 0.67	Help Seeking 0.72
Teacher modelling .73	Scaffolding .58

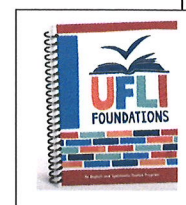
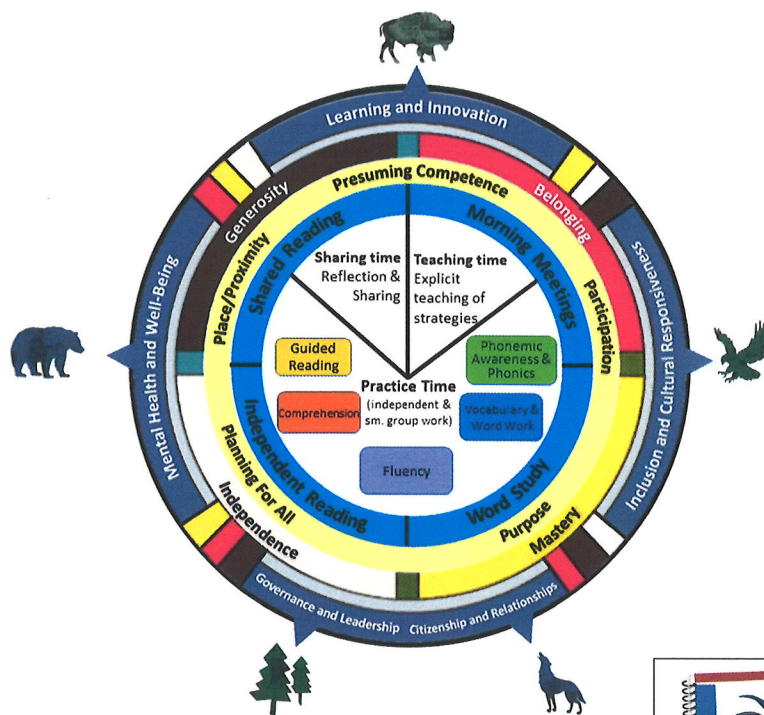


SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.



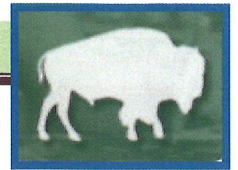
Literacy Learning Model

- Circle of Courage
- SRSPD Priorities
- Principles of Inclusion
- Daily Practices



The 2023-24 school year was the first year that the UFLI resource was introduced as the key resource to teach phonics in kindergarten to Grade 3. The UFLI resource:

1. Provides explicit and systematic programming that introduces students to the foundational reading skills necessary for proficient reading
2. Follows a carefully developed scope and sequence designed to ensure that students acquire each skill needed in a logical sequence
3. Allows students to learn and apply each skill with automaticity and confidence
4. Designed for whole-class instruction in the primary grades
5. Can be used for small-group instruction or intervention
6. Can be used for individual intervention with students experiencing difficulties learning to read in any grade
7. Features ample opportunities for students to practice
8. Built-in gradual release of responsibility

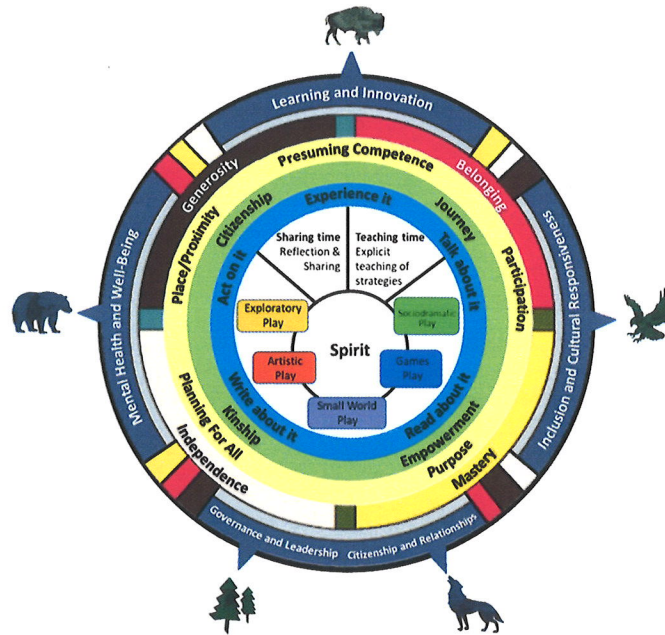


SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!

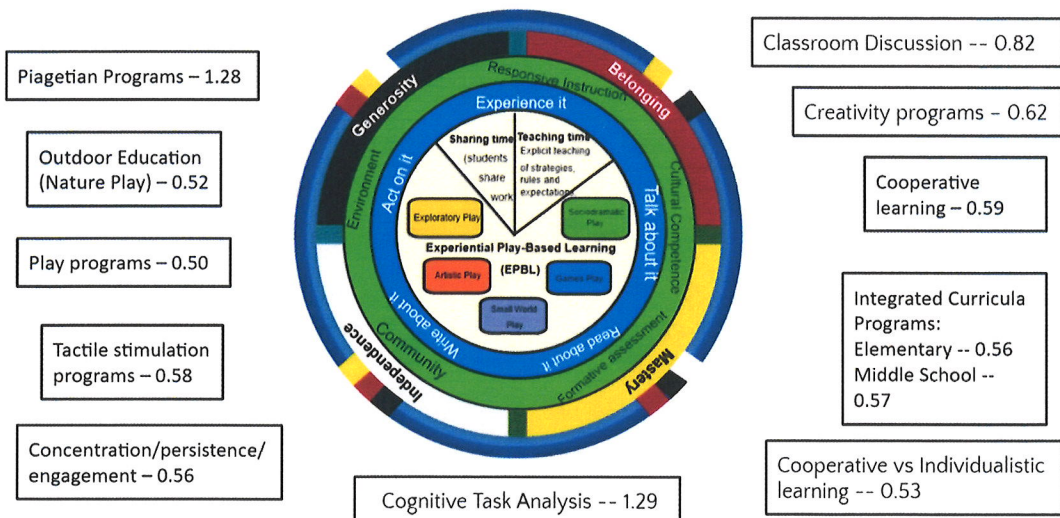


Experiential Play-Based Learning Model

- Circle of Courage
- SRPSD Priorities
- Principles of Inclusion



Experiential Learning in the Primary Grades

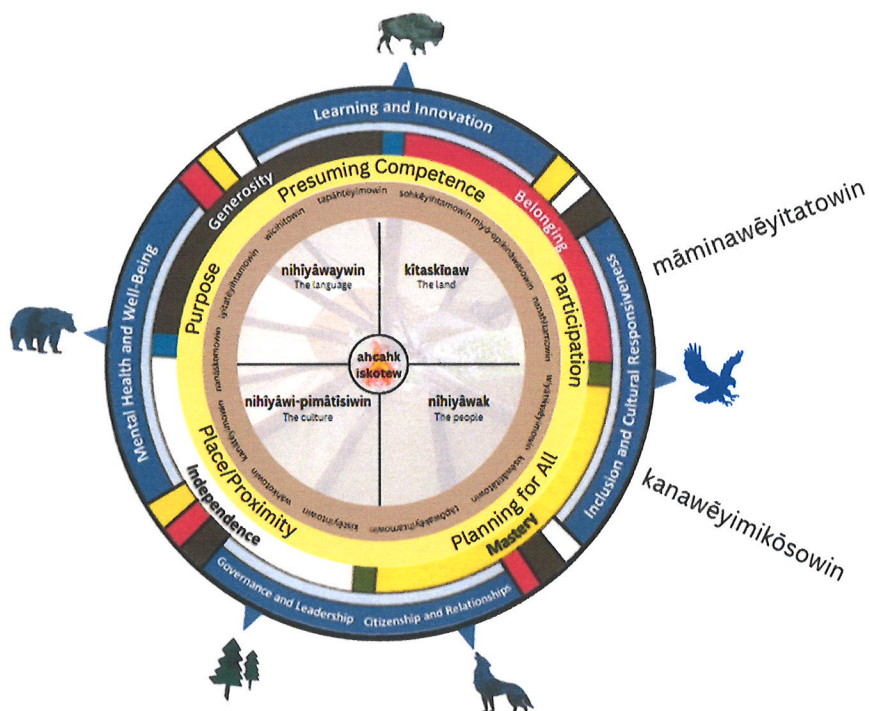


Accountability Report: Student Achievement

The Land Based Learning Model is currently being developed with the support of our Indigenous partnerships, particularly the Montreal Lake Cree Nation. This work will elevate the EPBL model and support the decolonization and indigenization of curriculum and teaching practices.

LAND-BASED LEARNING MODEL

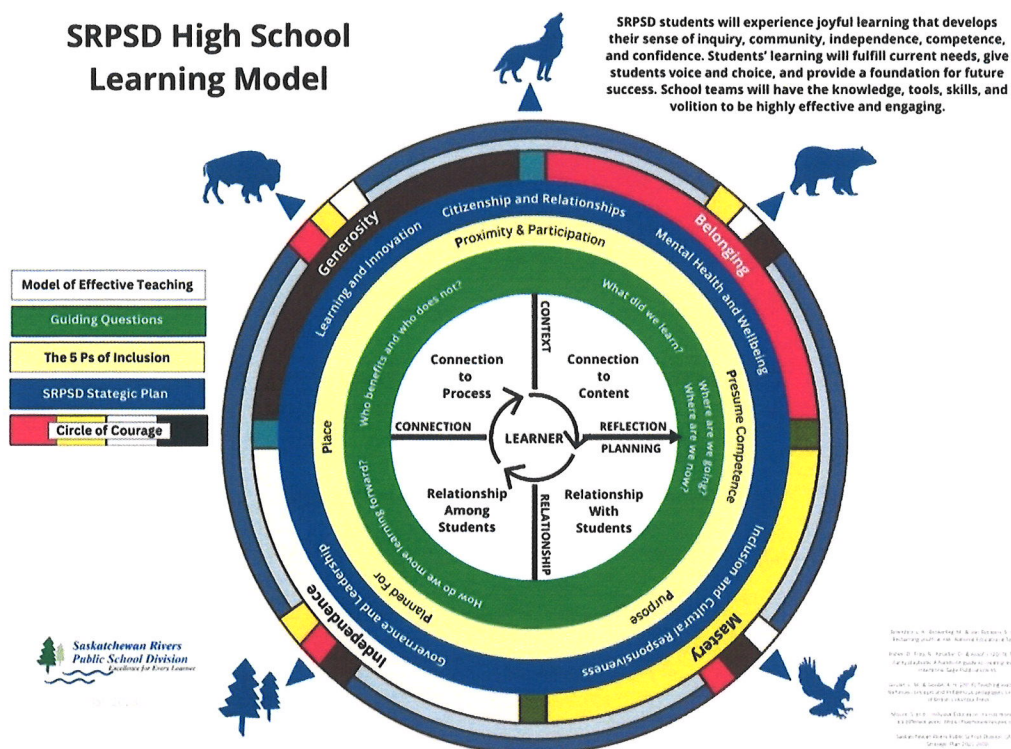
"THE LAND IS
THE REAL
TEACHER. ALL
WE NEED AS
STUDENTS IS
MINDFULNESS"
ROBIN WALL KIMMERER



Accountability Report: Student Achievement

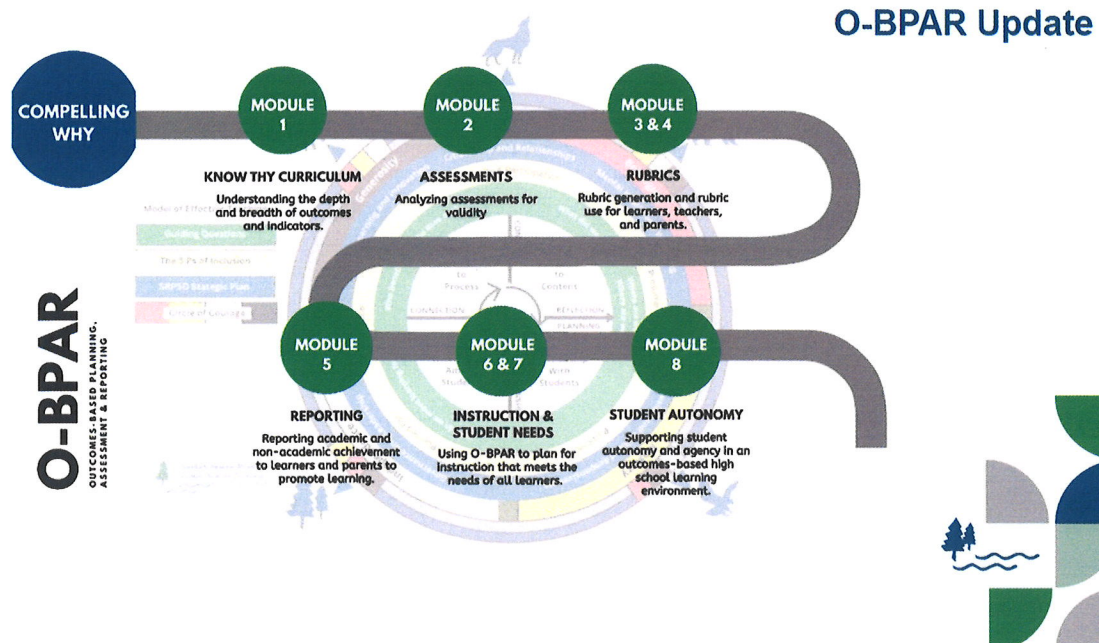
High School Learning Model:

SRPSD High School Learning Model



The high school learning model is based on Goulet and Goulet's research that is founded on Cree pedagogy. The focus is on relationship with students, relationship among students, connection to process and content. Additionally, high schools are on a journey of reviewing, refreshing and updating our understanding of curriculum, assessment and reporting, that we refer to O-BPAR.

O-BPAR Update



Accountability Report: Student Achievement

3. Emphasize assessment practices that supports differentiated learning

The purpose of assessment is to gain insights into student knowledge, skills and confidence in a subject area, with the intention of responding appropriately to support the growth of the student. Administration will continue to support schools as they engage in assessment practices that will lead to responsive and differentiated instruction. Assessment /learning data collection will continue to occur throughout the school year aligned to the Assessment Calendar. It is important to note that assessment is an ongoing process and schools will increase the frequency of assessments based on the needs of students.

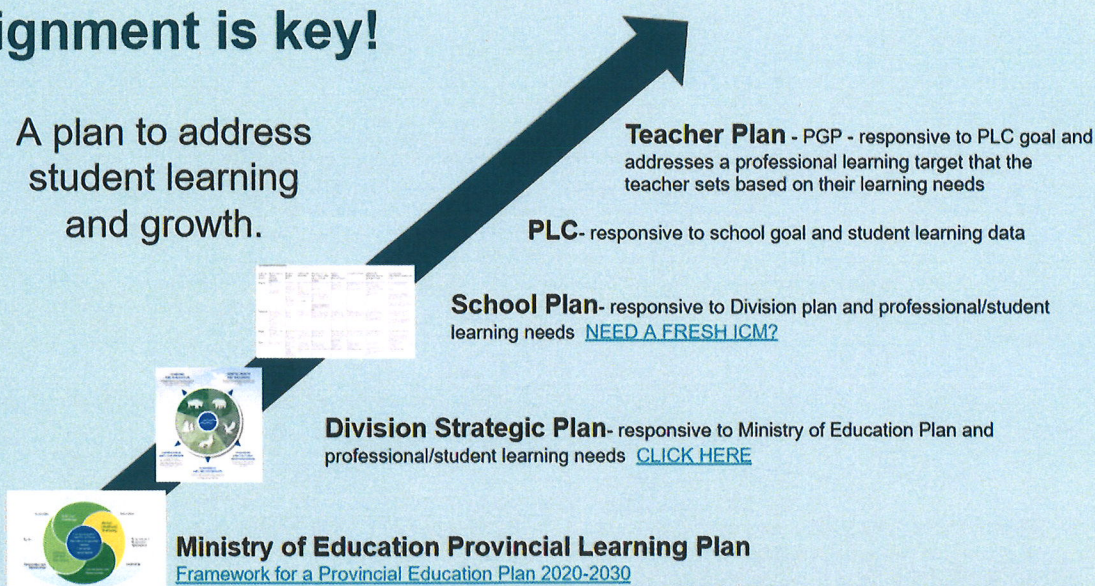
4. Provide responsive, aligned professional development opportunities

Administration is prioritizing the alignment of various professional development opportunities. Schools are organized into learning communities based on their school priority goal of numeracy, literacy or graduation. The learning community structure allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. The embedded coach involved in the Dreamcatcher Coaching Program will offer support to teachers that is aligned with the support provided by the consultants and coaches of the Inclusive Learning Team.

All school-based administrators are developing and enhancing their leadership by engaging in *Leading to Learn*. *Leading to Learn* is a Student First initiative designed to help administrators develop cross-cultural competences; an appreciation for Indigenous worldview and perspectives and anti-racist and anti-oppressive leadership and teaching strategies. This professional development is tied to the Truth and Reconciliation calls to action.

Alignment is key!

A plan to address student learning and growth.



Leadership Learning Community (School Leadership Teams)-the professional learning and dialogue are designed to assist school leaderships teams in the creation of a plan of action; determining a meaningful focus (professional learning target); implementing change in practice; developing shared knowledge and understandings; examining outcomes, assessing results to determine impact; celebrating effort and debriefing the process.

-Collective Efficacy of all staff members.
-increased student engagement and success.
-honouring a moral imperative.

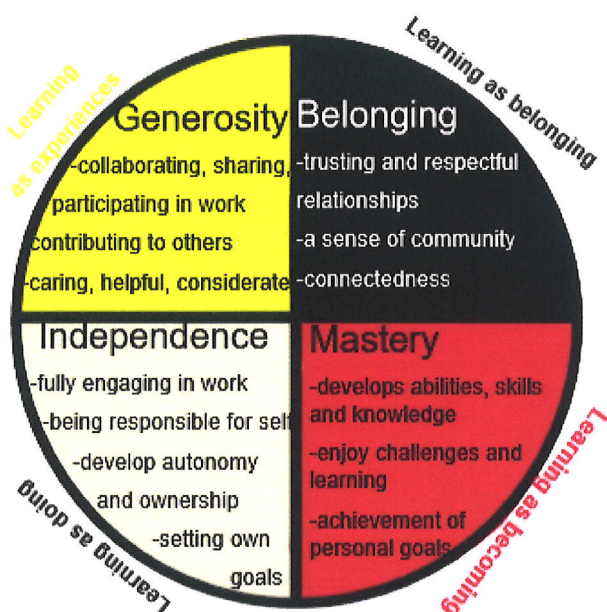
Teacher Learning Community-the TLC is designed to develop teacher collective efficacy and develop these teaching behaviours: putting forth great effort and persistence, especially towards students experiencing difficulty; try new teaching approaches based on effective pedagogy; convey high expectations to students; foster learner autonomy (students centered teaching); decreasing disruptive behaviour; and enhanced parental engagement.

The structure of professional development supports school leadership teams toward alignment of work in literacy, math and assessment and to implement the SRSPD learning models with integrity and fidelity.

Accountability Report: Student Achievement

5. Connect the work of the Indigenous Perspectives Team (IPT) to student achievement

The Indigenous Perspectives Team supports school leaders, teachers and students. Their work is comprehensive and elevates the work of all other teams with the inclusion of Indigenous ways of leading, learning and teaching. The IPT identify indigenous resources and have created an impressive cache of information that is accessible to teachers on a google site. They are naturalizing the inclusion of Indigenous Knowledge within curricula and they continue to foster relationships between schools and Elders.



Indigenous knowledge is the foundation of SRSPD's learning model.

Indigenous knowledge will strengthen and enhance our work as leaders create belonging and implement effective learning models.

GOVERNANCE IMPLICATIONS

Based upon the report it is recommended that the Board continue to provide the following:

1. Advocacy for early learning and literacy to be high priority items within the province;
2. Courageous data informed decisions;
3. Continue to partner with Indigenous organizations, Elders and Traditional Knowledge Keepers to demonstrate a commitment to the Truth and Reconciliation Calls to Action;
4. Honour Indigenous worldview, knowledge and perspectives by sustaining and maintaining the Indigenous Perspectives Team and the Cree Language and Culture Kindergarten program.
5. Continued focus on the improvement of student achievement;
6. Financial support for student learning and intervention strategies.

MEETING DATE: **October 20, 2025**

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☐ Decision
	☐ Reports from Administrative Staff	☐ Discussion
	☒ Other: <u>Board Chair</u>	☒ Consent Item
<i>Primary Policy Reference:</i> <u>11</u>		

FROM: C. Bloom, Board Chair	ATTACHMENTS	☒
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BACKGROUND

RE: REVISED BOARD POLICIES

The following Board policies were reviewed and revised at the October 20, 2025 policy session. The changes have been noted – additions are highlighted and deletions ~~crossed out~~ for reference.

- Policy 8: Board Operations – SSBA AGM Voting
- Policy 9: Board Committees
- Policy 6: Role of the Vice-Chair
- Policy 11: Policy Making
- Policy 12: Board Delegation of Authority
- Policy 17: Transportation
- Policy 18: Partnerships

RECOMMENDATION

That the Policy 8: Board Operations, Policy 9: Board Committees, Policy 6: Role of the Vice-Chair, Policy 11: Policy Making, Policy 12: Board Delegations of Authority, Policy 17: Transportation and Policy 18: Partnerships be approved as revised.

14. Board Development

- 14.1 In order to fulfill its commitment to professional and leadership development, the Board will analyze and pursue opportunities for growth as referenced in [Policy 3 Role of the Trustee](#) & [Policy 4 Trustee Code of Conduct](#).
- 14.2 The Board Development Committee shall provide a report on professional development progress and expenditure twice a year.

15. Saskatchewan School Boards Association

The Saskatchewan School Boards Association (SSBA) is a non-profit organization dedicated to excellence in public education by providing leadership services to Saskatchewan school boards. The Association represents school boards in Saskatchewan.

15.1 Membership and Participation

The Board

- 15.1.1 Endorses full active membership in the Association through its payment of the annual fee to the SSBA.
- 15.1.2 Supports active participation of its trustee membership in the Association at the section, constituency and provincial levels.
- 15.1.3 Establishes a remuneration and expense schedule at its Organizational Meeting, to recognize expenses incurred by trustees attending SSBA sponsored meetings, seminars, workshops and conventions.

15.2 SSBA Voting Delegates

- ~~15.2.1 The Board is to determine on or before November of each year, which of the trustees delegated to Convention are voting delegates.~~
- ~~15.2.2 The Board is to apportion in whole numbers, its number of votes among those voting delegates in accordance with SSBA Bylaws 10 and 11.~~
- ~~15.2.3 Each trustee attending as a voting delegate is apportioned at least one (1) vote.~~
- ~~15.2.4 Any votes remaining un-apportioned are to be divided equally as possible in whole numbers among trustees attending Convention.~~
- ~~15.2.5 When registering delegates, the SSBA is to be informed of the voting delegate and the number of votes apportioned to each.~~
- 15.2.1 The Board Chair will be the Board's designated voting delegate and the Vice-Chair will be the alternate voting delegate.
- 15.2.2 The vote will be determined by a majority of trustees.

16. Annual Meeting of Electors

The Board may convene an annual meeting of electors after receipt of the audited financial statement of the Board.

17. Special Meeting of Electors

- 17.1 A special meeting of electors may be held at any time according to Section 33 of the School Division Administration Regulations.
- 17.2 The Board must call a special meeting:
 - 17.2.1 If requested by the Minister of Education
 - 17.2.2 On receipt of a written request signed by not fewer than 25 electors of the school division.

Policy 9

BOARD COMMITTEES

The Board may establish committees to assist with its work. Committees may be standing or ad hoc in nature.

At its annual Organizational Meeting, the Board shall establish such standing committees, and name trustees to serve on each committee, as it deems necessary. Subsequently at any duly constituted meeting, the Board may establish standing or ad hoc committees, and terms of reference for each.

General Requirements

Committees are not empowered to make decisions on behalf of the Board unless specifically authorized to do so by Board motion or Board policy.

Standing Committees

Standing committees are established to assist the Board with work of an on-going or recurring nature. The Director may assign staff to support the work of the committee. Committees shall not exercise authority over staff.

Committee work will be presented to the Board by written report as information or for discussion and may include recommendations for Board decision.

1. Audit Committee

1.1 Membership

- The entire Board.

1.2 Terms of reference

- The overall purpose of the committee is to assist the Board in fulfilling its governance and oversight responsibilities relative to Division Finances.
- To review accountability reports and to make recommendations to the Board.
- To make recommendations regarding the Board's engagement of the auditor, and the Board's approval of the terms of engagement for the auditor.
- Meet with the auditor without senior administration being present.
- Review the annual external audit report and management letter and make recommendations to the Board relative to whether the auditor's report and management letter meet the auditor's terms of engagement and ensure that these terms of engagement include the collection of data relative to fiscal accountability requirements of the Director of Education. ~~GEO as detailed in the Director of Education evaluation criteria in the appendix to Policy 13.~~
- To make recommendations to the Board relative to the disposition of the auditor's recommendations.
- Monitor the remediation of deficiencies identified in the previous year's audit report and management letter.

- 1.3 Meetings
 - Meetings shall be as determined by the Board.
 - The audit committee shall meet with the auditor prior to the start of the annual audit and upon completion of the audit. A portion of these meetings shall be without staff present.
2. Out of Scope Compensation Committee
 - 2.1 Membership
 - The Board Chair and Vice-Chair
 - 2.2 Terms of Reference
 - To meet with the Director, review relevant data at least annually make recommendations to the Board related to compensation for all out-of-scope staff. This includes all compensation issues including but not restricted to salary grids, salary adjustments, and benefits.
 - 2.3 Meetings
 - Once annually and at the call of the chair.
3. Student Discipline Committee
 - 3.1 Membership
 - Four trustees selected annually at the Organizational meeting.
 - 3.2 Terms of Reference
 - 3.2.1 The Committee shall consist of four trustees, the Director, appropriate Superintendent and relevant Principal.
 - 3.2.2 The Committee shall select one of the four trustees as its chair.
 - 3.2.3 The student(s) and the parents/guardians shall be invited to attend appropriate portions of the committee's meeting.
 - 3.2.4 The Student Discipline Committee will confirm, modify or remove the suspension. The suspension may be increased to not more than one year or total expulsion could be recommended.
 - 3.2.5 The Student Discipline Committee will make its decision, notify the student and the parents/guardians of its decision and will report its decisions to the Board at the next regular board meeting.
 - 3.2.6 Any suspensions of more than three days shall be referred to the committee for deliberation.
 - 3.3 Meetings
 - At the call of the **Director** Chair but in a timely manner to comply with all statutory provisions.
- ~~4. Board Development Committee~~
 - ~~4.1 Membership~~
 - ~~• Three trustees, one being the Vice-Chair, selected annually at the Organizational meeting.~~
 - ~~4.2 Terms of Reference~~
 - ~~4.2.1 The Committee shall consist of three trustees, the Director or an administrative support designate.~~
 - ~~4.2.2 The Committee shall elect one of the three trustees as its chair.~~
 - ~~4.2.3 The Committee shall draft the Board Development Plan for consideration of the Board.~~
 - ~~4.2.4 The Committee shall provide a report on professional development progress and expenditure twice a year.~~

5. Saskatchewan Rivers Students for Change (SRSC) Committee

5.1 Membership

- Four trustees selected annually at the Organizational meeting as well as the Director or an administrative support designate.

5.2 Terms of Reference

- The committee shall support and annually review, amend, and work towards the objectives outlined by the SRSC and keep the whole Board informed of the objectives set out annually. in the board-approved terms of reference for the committee.

6. Policy Committee

6.1 Membership

- The entire Board.

6.2 Terms of Reference

- The committee is responsible for leading the Board's work to ensure it policies are effective, current and appropriate.
- The Board shall review and amend as needed at a minimum of once per four year Board term.

7. Elders Council Board Liaison

7.1 Membership

- All Board members, the Director and members of Administrative Council as determined.

7.2 Terms of Reference

- The committee shall annually review, amend and work towards the objectives outlined in the board-approved terms of reference for the committee.
- Meet as scheduled with the SRPSD Elders Council.

8. Facilities Committee

8.1 Membership

- Four trustees selected annually at the Organizational meeting.

8.2 Terms of Reference

8.2.1 The Committee shall select one of the four trustees as its chair.

8.2.2 To review the Facility Master Plan and provide recommendations to the Board regarding future school usage, capital needs and capital planning requests.

8.3 Meetings

At least annually or at the call of the Committee chair.

Board Professional Development

Professional development meetings are held to allow the Board opportunity to explore matters in much greater depth than can be accomplished in scheduled regular meetings of the Board.

1 Membership

- All trustees

2 Terms of reference

- To provide a forum for trustees to engage in professional development.

3 Meetings

- At the call of the Board Chair in consultation with the Director throughout the school year and connected to the Strategic Plan.

The Vice-Chair, in consultation with the Board Chair and the Director, will lead and implement the approved 4-year Board Development Plan.

Ad Hoc Committees

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The membership, terms of reference and timelines for each ad hoc committee will be established at the time of formation and approved by motion of the Board. The approved template will be used to develop timelines and terms of reference [Terms of Reference Committee Template](#)

Each ad hoc committee, at the conclusion of its work, shall present a written report to the Board. Unless otherwise directed by the Board, ad hoc committees are dissolved (by Board motion) as soon as they have reported to the Board.

Resource Personnel for Committees

The Director may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Reference: Sections 85, *The Education Act, 1995*

Approved: May 5, 2014

Revised: November 26, 2018; February 11, 2019; December 9, 2019; March 8, 2021; June 21, 2021; August 29, 2022; February 10, 2025

Policy 6

ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office during the pleasure of the Board.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence or at the Board Chair's request and shall have all the duties and responsibilities of the Board Chair. (Note: In the absence of the Board Chair and the Vice-Chair from a meeting of the Board, the trustees present shall elect one of their members to act as Chair of the meeting.)
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. In consultation with the Board Chair ensure the Board develops and implements an orientation program for newly elected trustees.
4. Act as a signing officer for the Division in the absence of the Board Chair.
5. Address inappropriate behaviour on the part of a trustee in collaboration with the Board Chair as per Policy 4 – Trustee Code of Conduct.
6. Be a standing member of the Board Development Committee. In consultation with the Board Chair and the Director, will lead and implement the approved 4-year Board Development Plan.
7. Be a standing member of the Out-of-Scope Committee.
8. Lead the process of drafting and presenting the Board advocacy plan for the coming year and update the Board regularly on progress.
9. Sign off monthly expense claims for the Board Chair.
10. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Revised: November 26, 2018; February 11, 2019; June 8, 2020; June 21, 2021

Policy 11

POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Board policies shall be maintained in the Board's Policy Handbook. Motions of the Board which have a continuing application shall be incorporated into an existing or new policy and placed in the Board Policy Handbook as soon as possible.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements of *the Education Act, 1995* and other relevant provincial and federal legislation and the Foundational Statements contained in Policy 1 – Foundation Statements. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons when the policy affects those other than the Board.

All Administrative Procedures developed by the Director shall be consistent with and subordinate to Board Policy.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning
The Board, in cooperation with the Director, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed. ~~The Policy Committee shall lead the planning of the policy making and review process.~~
2. Development
The Board may develop the policy itself or delegate the responsibility for its development to the Director or engage outside assistance.
3. Implementation
The Board is responsible for the implementation of policies governing its own processes. The Board and Director share the responsibility for implementation of policies relating to the Board-Director relationship. The Director is responsible for the implementation of the other policies and the **D**irector is responsible for making the **Board's** will as expressed in policy a reality.
4. Evaluation
The Board, in cooperation with the Director, shall review each policy a minimum of once every four years in order to determine currency and if it is meeting its intended purpose.

Specifically

1. At times Board policy or Administrative Procedures is required as a result of provincial or federal legislation.

2. Suggestions or recommendations in regard to new or existing policy may be made to the Director at any time. Such suggestions or recommendations shall be submitted in writing to the Director and include a brief statement of purpose or rationale. Any trustee, elector or staff member may initiate proposals for new policies or changes to existing policies.
3. Normally, requests for new policy or amendments to existing policy originating from schools will be directed through the principal and superintendent to the Director.
4. Policy development or revision may also be initiated as a result of a public consultation, survey, needs assessment or policy evaluation.
5. The Director shall be responsible to prepare policy proposals as follows.
 - 5.1 If the Board requests that a new policy be drafted or an existing policy be reviewed for possible amendment, the Director shall implement procedures to develop a draft proposal.
 - 5.2 Draft proposals may be developed in consultation with advisory committees, various employee groups, senior administrative staff, or outside agencies and consultants.
 - 5.3 The engagement of outside agencies or consultants to assist in policy development shall require prior approval of the Board if the total anticipated costs will exceed budget approved allocations.
6. When appropriate, the Director shall seek legal advice.
7. The final draft of the policy or amendments shall be presented to the Board for its consideration and approval.
8. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
9. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.
10. The Board may request the Director to change an Administrative Procedure to a draft Board policy. In doing so, the Board will provide rationale.
11. The Director must inform the Board in a timely manner in a Board agenda of any substantive changes to Administrative Procedures.
12. The Director shall arrange for all Board policies and Administrative Procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Reference: Sections 85, 87, *The Education Act, 1995*

Approved: May 5, 2014;

Revised: November 26, 2018; June 21, 2021; February 12, 2024

Policy 12

BOARD DELEGATION OF AUTHORITY

The Board authorizes the Director to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Director specifically:

- Includes any authority or responsibility set out in *The Education Act, 1995* and Regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact Administrative Procedures, regulations or practices required to carry out this authority; and
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local obligations must be initially brought to the Board **for information** and discussion. ~~and determination of decision-making authority.~~

Specifically

1. The Director is directed to develop an Administrative Procedure to fulfill the Board obligations created by federal, provincial or local legislations which are not covered through Board policy.
2. The Director is delegated authority for implementing the requirements of the LAFOIPP or its successor legislation.
3. The Board authorizes the payment of accounts for expenditures incurred within the approved Budget or specific Board decisions and in accordance with Board policy and generally accepted accounting principles, and delegates to the Director responsibility for certification of such payments.

Reference: Sections 85, *The Education Act, 1995*

Approved: May 5, 2014

Revised: November 26, 2018

Policy 17

TRANSPORTATION**Transportation Services**

The Division provides transportation for students requiring access to school in accordance with *The Education Act, 1995*, *The Highway Traffic Act*, and *The Vehicle Administration Act*. In addition, provisions are made for special use of buses to enable students to participate in learning and learning-related activities.

Student transportation shall be operated with due regard for safety, fiscal responsibility, maximum length of ride, school viability, ~~and parental satisfaction~~. The safety of students and staff is paramount.

Specifically

1. The Board shall provide transportation within approved boundaries only for approved preschool children, registered Prekindergarten to Grade 12 students, approved supervisors, and employees in the carrying out of their duties.
2. The Board will determine by motion the attendance areas and transportation service areas for each school and any adjustments to these.
3. The Board retains authority to approve any changes in the ratio from owner operated buses to school division operated bus or vice versa.
4. The Board retains authority for hearing transportation appeals.
5. The Division shall not normally provide transportation to a resident pupil to out of boundary schools.
6. Payment in lieu of transportation may be made when judged advisable.
7. The Director shall maintain a current [Transportation Manual](#).

Reference: Sections 85, 87, 194, *The Education Act, 1995*
Highway Traffic Act,
Vehicle Administration Act

Approved: May 5, 2014

Revised: November 26, 2018; February 10, 2025

Policy 18

PARTNERSHIPS

The Board encourages development of partnerships, both formal and informal, which benefit students and facilitate access to increased community resources. The Board believes such partnerships can serve to make more effective and efficient use of public, financial, human and material resources and promote improved outcomes for students. Some partnerships are encouraged as they provide opportunities for students to be involved in public service, acts of positive citizenship and caring while others are valuable as they provide a service or resources that would otherwise not be accessible.

When considering the establishment of partnerships, due consideration shall be given to meeting the following criteria:

1. **Alignment with the Board's Foundational Statements outlined in Policy 1.** ~~The ethical guidelines for partnerships developed by the [The Conference Board of Canada](#);~~
2. Positive net benefit to students;
3. Support for the Division's mission, vision and core values;
4. The quality and relevance of education for learners;
5. Legal and ethical considerations (example: no tobacco, cannabis or alcohol products);
6. Protection of students from commercialization;
7. Economic advantages for the division;
8. The facilitation of positive community engagement;
9. The impact on support for the division and its mission;
10. Communicating and sharing information about the partnership both internally and externally.

Legal Reference: Act references into agreements - Conference Board of Canada

Approved: May 5, 2014

MEETING DATE: **October 20, 2025**

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☒ Decision
☐ Planning	☒ Reports from Administrative Staff	☐ Discussion
	☐ Other: _____	☐ Consent Item
<i>Primary Policy Reference:</i> <u>8.15</u>		

FROM: C. Bloom, Board Chair	ATTACHMENTS ☒
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BACKGROUND

**RE: 2025 SASKATCHEWAN SCHOOL BOARDS ASSOCIATION (SSBA) ANNUAL GENERAL MEETING –
BALLOT INFORMATION**

Attached is the information that has been received regarding ballot information for the 2025 SSBA Annual General Meeting. The SSBA will be using Election Buddy for voting and encourage boards to limit their number of accredited delegations for voting to facilitate effective electronic voting. The SSBA is asking that boards of education complete and return information by November 7, 2025. As in previous years, SRPSD has designated its voting delegate to the Board Chair, with the Vice-Chair as an alternate.

Depending on the decision, the Board may need to waive the portion of Policy 8: Board Operations that relates to the distribution of ballots/voting delegates at the Annual General Meeting – see below:

- 15.2 SSBA Voting Delegates
- 15.2.1 The Board is to determine on or before November of each year, which of the trustees delegated to Convention are voting delegates.
 - 15.2.2 The Board is to apportion in whole numbers, its number of votes among those voting delegates in accordance with SSBA Bylaws 10 and 11.
 - 15.2.3 Each trustee attending as a voting delegate is apportioned at least one (1) vote.
 - 15.2.4 Any votes remaining un-apportioned are to be divided equally as possible in whole numbers among trustees attending Convention.
 - 15.2.5 When registering delegates, the SSBA is to be informed of the voting delegate and the number of votes apportioned to each.

RECOMMENDATION

- 1. That the Board waive Policy 8, 15.2 regarding SSBA ballot voting delegates.**
- 2. That the Board Chair be Saskatchewan Rivers' designated voting delegate and that the Vice-Chair be the alternate voting delegate for the 2024 SSBA Annual General Meeting.**

MEMORANDUM

September 15, 2025

TO: Chief Financial Officers for Boards of Education

CC: Board Chairs

FROM: Krista Lenius, Administrative Paralegal

RE: **2025 Annual General Meeting**
Ballot Information Forms

Please find attached a Ballot Information form that we ask you to complete and return to this office by November 7, 2025. We will be using Election Buddy for voting. To facilitate effective electronic voting, boards are encouraged to LIMIT their number of accredited delegates for voting. Some important considerations:

- Your accredited delegate(s) cast ballots for bylaw amendments, resolutions, and elections as part of the AGM.
- Each voting delegate will need to attend the AGM in-person and bring a fully charged device to connect to Election Buddy for voting (e.g., mobile phone, tablet, or laptop).
- It is the responsibility of each board to provide the SSBA with accurate email/phone information for their accredited delegate(s). Changing/re-assigning voters while the AGM is underway will not be permitted.
- It is expected that your accredited delegate(s) be familiar with electronic voting. The SSBA will offer training prior to the AGM. (More details on the training to follow.)

Please provide an email address and/or mobile phone number **connected to a device your accredited delegate(s) will have access to at the Fall Assembly**, for which to receive the link with log-in information to participate in the voting. This information will enable us to prepare the electronic voting information for your board for the purposes of voting on bylaw amendments, resolutions, and elections at the annual general meeting to be held on November 17 & 18, 2025.

A copy of Bylaw No. 9, which provides for allocation of votes, is also attached for your information.

NOTE: If a board member who is listed as a “voting” delegate for your board is unable to attend the general meeting, your board chair or other person authorized by your board can have that board member’s ballots allocated to another board member. To do this, please contact Krista Lenius at klenius@saskschoolboards.ca to make a change. It is important to do this prior to 9:00 am on November 17, 2025, so that the AGM is not interrupted after it has begun.

Thank you for your assistance.



BALLOT INFORMATION
2025 Annual General Meeting Voting Delegates

FOR: Board of Education of Saskatchewan Rivers School Division No. 119

Pursuant to Bylaw No. 9, section 4:

The number of votes to which your Board is entitled 30

(Based on your September 30, 2024 Enrolments student count of 8,401.)

The board of education has determined that its votes will be cast by the following board members in the following numbers:

	<u>Board members - Voting Delegates</u>	<u># of Votes</u>
1.	_____ (Board member – voting delegate)	_____
	_____ (email address/mobile phone number for Board member – voting delegate)	
2.	_____ (Board member – voting delegate)	_____
	_____ (email address/mobile phone number for Board member – voting delegate)	
3.	_____ (Board member – voting delegate)	_____
	_____ (email address/mobile phone number for Board member – voting delegate)	

Signature of School Business Official

**PLEASE RETURN THIS FORM, TO THE ATTENTION OF
KRISTA LENIUS, TO THE SASKATCHEWAN SCHOOL BOARDS ASSOCIATION BY
EMAIL TO klenius@saskschoolboards.ca**

Thank you

For your information:

Ballot Voting

Association Bylaw No. 9 provides:

Bylaw No. 9: Delegates and Voting

1. Board of education members who register and pay the registration fee are delegates at the general meetings of the Association.
2. Every board of education shall inform the Association as to which of its delegates it has authorized to be accredited delegates to cast the votes of the board of education on questions for which a formal ballot is used, and the number of votes each accredited delegate is authorized to cast.
3. Formal ballots shall be used for:
 - (a) election of members to the Executive;
 - (b) adoption of the Association budget;
 - (c) votes on bylaw amendments and resolutions; and
 - (d) approval to the Executive to petition the Legislative Assembly for changes to the Act incorporating the Association.
4. The number of votes to which each board of education is entitled when a formal ballot is used shall be determined in accordance with the following table using the student count of the board of education as of September 30 for the most recent year as provide by the Ministry of Education:

<u>Student Count</u>	<u>Number of Votes</u>
1 to 2000 students	6
2001 to 3000 students	9
3001 to 4000 students	12
4001 to 5000 students	15
5001 to 6000 students	18
6001 to 7000 students	21
7001 to 8000 students	24
8001 to 10,000 students	30
10,001 to 15,000 students	45
15,001 students and over	51

5. Only accredited delegates in attendance at the time a vote is taken shall be entitled to vote.
6. Absentee voting shall not be allowed.
7. At in-person assemblies, voting at general assemblies shall be by ballot except voting shall be by show of hands on motions with respect to procedural matters unless, at the discretion of the Chair, a vote by show of hands is inconclusive. On matters where voting is by show of hands, each delegate in attendance at the time the vote is taken shall be entitled to vote, and shall have one vote.

- 7.1 At virtual or hybrid assemblies, voting at general assemblies shall be by ballot except voting may be by show of hands and/or by electronic means such as polling on motions with respect to procedural matters unless, at the discretion of the Chair, this vote is inconclusive. Only delegates in attendance at the time a vote is taken shall be entitled to vote, and shall have one vote.
8. Delegates who are not accredited delegates may participate in General Assembly and general meeting discussions and debate.

MEETING DATE: October 20, 2025

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

FROM:	N. Finch, Director of Education	ATTACHMENTS	☐
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BACKGROUND

RE: DIRECTOR UPDATE

1. School Food Programming

School food programming continues to play a vital role in supporting student well-being and readiness to learn across Saskatchewan Rivers Public School Division. This year we received \$111,381.00 through the Child Nutrition Program funding grant to support food purchases in our schools. We also received our first round of National School Food Programming funds to further support feeding students in our schools. This funding totaled \$301,914.00 and schools are excited to have these funds to expand their current programing.

Our schools have met the needs of students through partnerships with community organizations such as *Feeding Our Future*, schools ensure that students who arrive without lunch have access to nutritious meals each day. In 2024–2025, *Feeding Our Future* supported by Lake Country Co-operative, Lakeland Ford and Hyundai, the Broda Group and B&B Construction, and Conexus Credit Union provided more than in 2024-25 to students in our school division. Since its launch in 2016, the program has delivered over one million lunches, demonstrating the collective commitment of local partners to removing barriers to learning through food security. This ongoing collaboration exemplifies how community partnerships directly enhance student health, engagement, and academic success.

SRPSD was pleased to support the application to the School Food Infrastructure Fund from the SSBA. The project approved at \$20,000 for the Lions Club and will support the purchase and installation of new garden beds and updates to the school kitchen, which will significantly benefit Christopher Lake Public School and the after-school programming provided by the community. The updates to the kitchen will enhance the after-school programs and will allow for greater student participation in food preparation and preservation activities. In addition, if the gardens produce sufficient harvests, the community hopes to initiate a snack program for students, further contributing to student health and wellness. Lions Club members are also in support of teaching Christopher Lake students how to preserve their garden's bounty through methods such as canning.

2. Enrolment

The Division's September 30 enrolment data has nearly been finalized. We are below projection by .7% or 59 students from what was anticipated. Our enrolment of 8679 includes Pre-K, K-12 and home school students.

3. City of Prince Albert Police Service Update

City of Prince Albert Crime Data

- Violent Crime – Overall up by 9.83%
- Property Crime – Overall down by 24.72%
- Controlled Drugs and Substances – Remained the same 0% increase or decrease
- Traffic Violations – Overall up by 23%
- Violations/Tickets – Overall up by 16.91%
- Arrests – Overall down by 5.79%
- Calls for Service – Overall up by 4.8%

Reporting Crime

- Despite only ~10% response rate, 77% of respondents are very or extremely concerned about crime.
- Vandalism (88%) and theft (72%) dominate reported incidents.
- 30% chose not to report some incidents – often citing frustration or lack of results.
- Some businesses now hire private security or absorb losses instead of reporting.
- Owners report lost customers, difficulty recruiting staff, and significant unplanned costs (e.g., over \$30K in a single year).
- Fear and visible disorder (needles, human waste, fires) damage the city’s reputation.

Concerning Trends – Drugs, Failed to Stop for Police, Firearms, Trauma and Victimization

Firearms and Weapons

- Weapon calls for service are 48.33% higher than last year
- Robberies are 45% higher than last year with 116
- Attempted Murders = 7
- Homicides YTD = 4
- Increasing firearm seizures

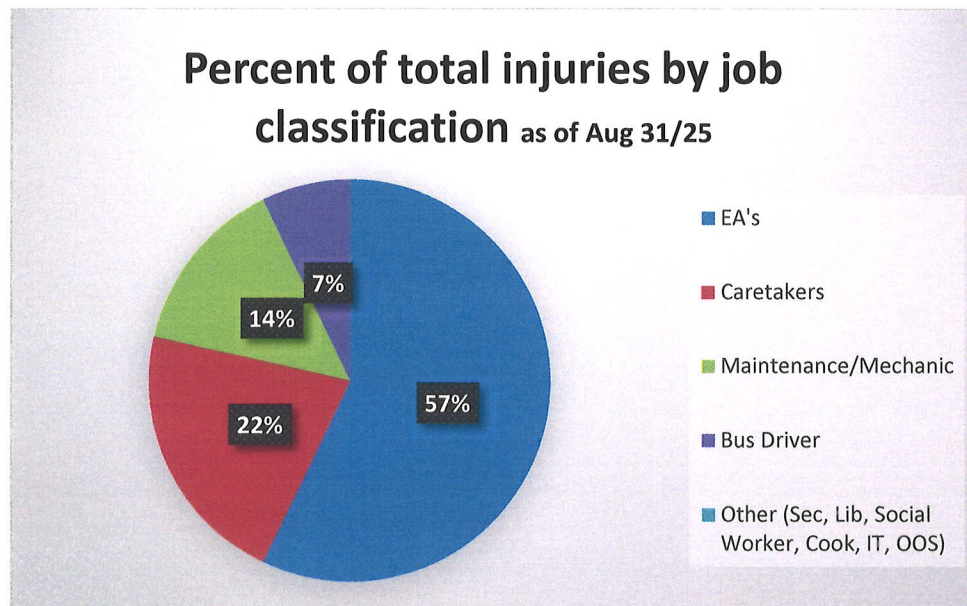
January – June	Seized Firearms	Weapon Calls
2025	101	490
2024	68	340
2023	77	467
2022	57	327
2021	60	293

Strategic Plan includes four areas, the areas are:

1. Public Safety
2. Celebrating Culture
3. Community Connections
4. Leadership

4. Staff Safety

The below graph is from the first 8 months of this calendar year, these are WCB claims only which means an injury at work that required medical attention.



Injury Classification	As of Dec 31/22	As of Dec 31/23	As of Dec 31/24	As of Aug 31/25
Bodily reaction and exertion	8	5	9	3
Slip and/or falls	16	7	6	8
Contact with objects and/or equipment	4	0		
Assaults, violent acts, attacks, harassment	3	5	6	3
Other events or exposures	0	0		
Total	31	17	21	14

Employee Classification	As of Dec 31/22	As of Dec 31/23	As of Dec 31/24	As of Aug 31/25
Educational Associates	18	9	13	8
Caretakers	7	4	8	3
Maintenance/Mechanic	1	1		2
Bus Drivers	1			1
Other (Secretary, Library, Social Worker)	4			
Cook, Informational Technology, OOS)		3		
Total	31	17	21	14

5. Upcoming Division Student Events

- SRPSD Annual School Art Show will be held on Wednesday, November 5, 2025 from 4:00 to 7:00 p.m. (come and go) at the Education Centre that showcases our students’ artwork.

RECOMMENDATION

For Board information and discussion as warranted.

MEETING DATE: October 20, 2025

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☐ Decision
☐ Committee of the Whole	☒ Reports from Administrative Staff	☐ Discussion
	☐ Other: _____	☐ Consent Item

Primary Policy Reference: 1, 13

FROM: N. Finch, Director of Education **ATTACHMENTS** ☐

BACKGROUND

RE: BUDGET DEVELOPMENT PROCESS

Budget Priorities, Guidelines and Timelines

The Board will approve annually the budget to ensure resources are allocated to achieve desired results. The current principles and guidelines are below for Board consideration:

Principles For Developing Budget Estimates

1. Mutual responsibility guided by sustainable programs and services that support the broad range of factors required for student achievement.
2. Accountability through respectful collaborative working relationships to ensure that the principles are reflected through actions and decisions.
3. Transparency where decisions are supported by evidence-based written policies that are consistently applied and easily understood.
4. Equity through decisions which support all students in reaching their full potential.
5. Stability through decisions which endeavor to provide the flexibility to deal with periods of economic stability, growth and decline.

Guidelines For Developing Budget Expenses versus Expenditures Estimates

1. Expenses will reflect current reality and future opportunities.
2. Provision will be made for revenues and expenses required for the implementation of the priorities and goals of the Board of Education as outlined in:
 - Board Foundational Statements in Policy 1
 - Division's Strategic Plan
3. Provision will be made for revenues and expenses required to meet the annual objectives of the division's services.
4. Provision will be made for revenues and expenses required for the implementation and actualization of the Ministry of Education curricula.
5. Allowances will be made for the capital priorities and facilities maintenance program.

6. Allowances will be made for building capacity for site-based management and accountability.
7. Budget estimates will be adjudicated by Administrative Council prior to presentation to the Board of Education.

TIMELINE FOR DEVELOPING BUDGET ESTIMATES

September 1 - Start of fiscal year (and prepare for audit of last year's financials)
October ----- Confirm Board principles and guidelines for budget development
December----- Review and analyze previous year's audited financial statements
January-May - Consultations and communication with Board and other stakeholders
January ----- Confirm capital project priorities (and finalize audit from previous year)
January ----- Staffing and enrolment projections
January-April- Administrative Council to meet a min. once per month to develop a balanced budget based on projections and strategic plan priorities
February ----- Preliminary budget additions and reductions
March----- Provincial budget and Ministry of Education funding information
April ----- Finalize budget additions and reductions
May ----- Review preliminary budget and approve if appropriate
June ----- Approve final budget, if not approved previously
June ----- Submit budget to Ministry and communicate budget to schools
August 31 ----- End of fiscal year

RECOMMENDATION

For Board information.