



Saskatchewan Rivers School Division

No. 119

2024-25 Annual Report

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Contact Information

Saskatchewan Rivers School Division No. 119



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Letter of Transmittal

Honourable Everett Hindley
Minister of Education

Dear Minister Hindley:

The Board of Education of Saskatchewan Rivers School Division No. 119 is pleased to provide you and the residents of the school division with the 2024-25 annual report. This report presents an overview of Saskatchewan Rivers Public School Division's goals, activities and results for the fiscal year September 1, 2024 to August 31, 2025. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink that reads "Cher Bloom". The signature is fluid and cursive, with a long horizontal line extending from the end.

Cher Bloom
Chairperson



Introduction

This annual report provides information about Saskatchewan Rivers School Division for its 2024-25 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances. In addition to describing the school division's goals, activities and performance, the report details how the division implemented the provincial education plan in relation to its school division plan and the progress that has been made towards achieving the provincial level targets.

Governance

The Board of Education

Saskatchewan Rivers School Division (SRPSD) is governed by a 10-member elected board. Among its many articles, *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”.

The SRPSD is organized into five urban at large seats and five rural subdivision seats. The current Board of Education was elected on November 13, 2024 and is serving a four-year term.

Elected to represent the City of Prince Albert at large:

Barry Hollick, Mira Lewis, Arne Lindberg, Alan Nunn (Vice-Chair) and Darcy Sander.

Elected/acclaimed to represent rural wards:

Ward 1 – Bill Yeaman

Ward 2 – Neru Franc

Ward 3 – Jill Brown

Ward 4 – Cher Bloom (Board Chair)

Ward 5 – Bill Gerow



Back Row: Alan Nunn (Vice-Chair), Jill Brown, Bill Gerow, Mira Lewis, Bill Yeaman

Front Row: Arne Lindberg, Neru Franc, Cher Bloom (Board Chair), Darcy Sander

Not pictured: Barry Hollick

School Community Councils

SRPSD has an active School Community Council (SCC) in each of its 32 schools (including SCC representation within the only colony school in the division). SCCs within SRPSD are established using Ministry of Education guidelines, which outline the formation of SCCs and election processes for representing members. SRPSD promotes the inclusion of high school students to have representation on their local SCCs. Student voice and representation are found through our Board-mandated student representative group: Saskatchewan Rivers Students for Change (SRSC). SRSC student representatives in each high school community provide communication to the Board through two elected student board representatives who deliver student priorities and concerns directly to the Board.

The Education Regulations, 2019 require each SCC to work with school staff to develop an annual school level plan (SRPSD School Learning Improvement Plans) and to recommend that plan to the Board of Education. To support this requirement in 2024-25, SCCs reviewed School Goals and Change Matrix with school administrators. The plans were completed and submitted to the Board by SCC members representing each school.

The regulations also require school divisions to undertake orientation, training, development and networking for SCC members. In February 2025, the Board hosted its SRPSD Annual Community Engagement Gathering. SCC members, school administrators, and Saskatchewan Rivers Students for Change members attended the event. Participants at the annual gathering were provided updates on division initiatives that aligned with the SRPSD strategic plan. Participants spent the afternoon engaged in advocacy scenarios that aligned with the SRPSD Strategic Plan and discussed how the issues presented could be handled by the school community. SCCs were further involved over the course of the school year in small group sessions offered at the Education Centre to act as an orientation for SCC members, as well as a session at Red Wing Public School that focused on family literacy strategies.

The Board designated \$1,800 annually to each SCCs from the SCC governance budget. A total of \$56934.82 was expended to support SCC learning opportunities (SRPSD SCC Annual Gathering) as well as each SCC's ability to champion local school programs that align with strategies that support SRPSD's Strategic Plan and ultimately enhance student achievement, promote student engagement, and support the principles of equity and inclusion.

Parent engagement is at the heart of SRPSD's work. Families and schools share the same goal - helping every child succeed. When schools and families partner together, the bond between classrooms and communities grows stronger. SCCs play a vital role in this partnership by offering advice that shapes school programs. Their input ensures that the community has a voice in educational planning and decision-making, while fostering a shared responsibility for student learning among families, educators, and the wider community.

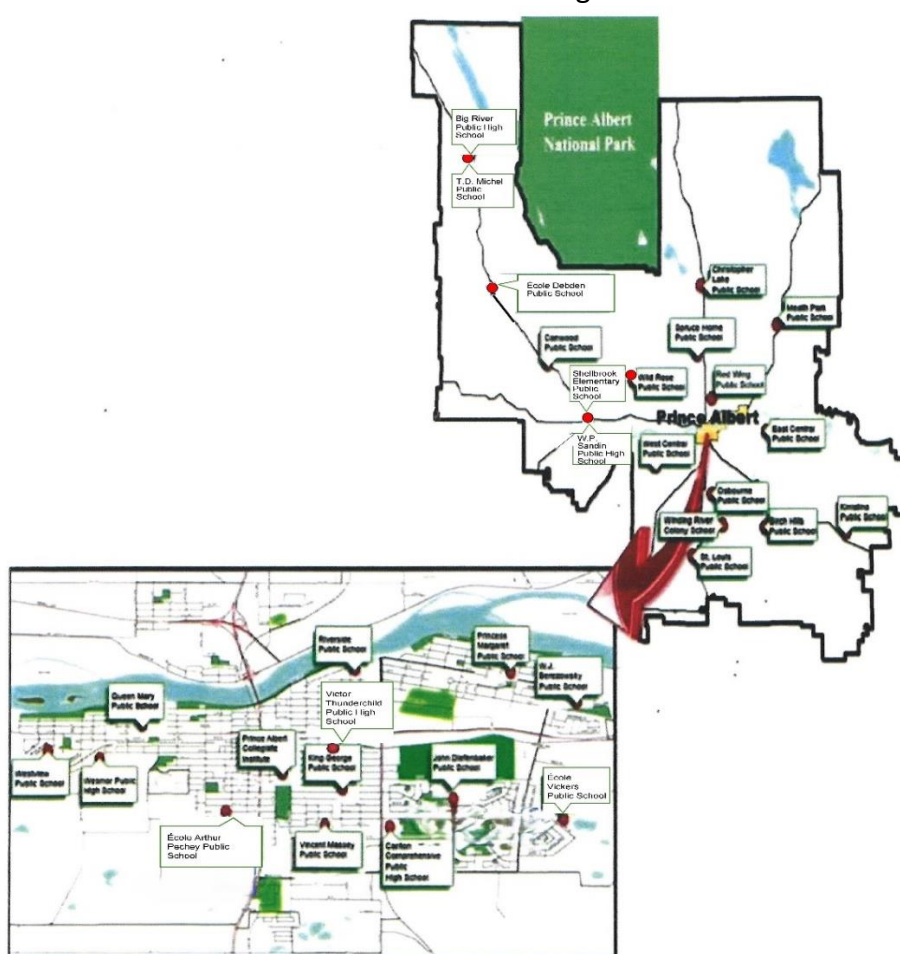
School Division Profile

School Division in Context

SRPSD is located on the traditional homelands of the Métis and the ancestral lands of the Cree, Saulteaux, Dene, Dakota, Lakota and Nakoda peoples within Treaty 6 territory. SRPSD is committed to honouring the spirit and intent of the Treaty and working towards reconciliation.

SRPSD has schools in the city of Prince Albert and in rural communities surrounding the city. The total geographic area of the school division is 15,702.50 km² and situated in the north central area of the province

We take great pride in the wide range of programs we provide for our students, the strong relationships we maintain with families, and the many partnerships we have with community agencies to support what is best for our students. We are also extremely proud of our staff and commend them for their dedication in meeting the educational needs of our students.



Division Philosophical Foundation

Our Mission:

Saskatchewan Rivers Public School Division strives for excellence in education and seeks to maximize each child's unique learning ability.

Our Vision: Pursuit of excellence, respect for diversity and achievement for all.

Our Motto: *Excellence for Every Learner*

Our Core Values:

1. Educational Excellence
2. Human Diversity
3. Community Participation & Engagement
4. Responsible Governance
5. Effective Infrastructure and Facilities

For a full description of the Board's core values and priorities, please see the Board's Foundation Statements available here: [Policy 1 Foundation Statements](#)

Demographics

Students

As a public-school division, SRPSD welcomes students of all faiths and backgrounds. SRPSD has 32 schools and nearly 9,000 students. Over half of SRPSD students declare First Nations and Métis ancestry.

In the 2024-25 school year, SRPSD continued its Cree Language program for the fifth year. This program is in one school, in addition to early years Michif language programs in two schools. Home-based enrolment trends remained consistent from the previous school year.

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	470	541	528	519	507
1	569	566	566	536	546
2	634	596	566	559	577
3	594	639	592	565	565
4	558	629	624	582	574
5	646	571	631	635	606
6	613	650	569	598	630
7	633	644	638	540	609
8	651	659	630	633	570
9	640	677	651	610	657
10	587	722	729	671	705
11	640	660	729	750	731
12	1,110	1,068	1,027	1,056	1,124
Total	8,345	8,622	8,480	8,254	8,401
PreK	238	342	379	351	345

Subpopulation Enrolments	Grades	2020-21	2021-22	2022-23	2023-24	2024-25
Self-Identified First Nations, Métis, or Inuit	K to 3	1,120	1,191	1,145	1,130	1,201
	4 to 6	970	1,020	1,037	1,010	1,012
	7 to 9	1,053	1,147	1,065	1,003	1,050
	10 to 12	1,510	1,617	1,571	1,551	1,630
	Total	4,653	4,975	4,818	4,694	4,893
English as an Additional Language	1 to 3	57	42	71	59	44
	4 to 6	92	79	102	80	76
	7 to 9	86	55	90	93	88
	10 to 12	65	68	66	100	118
	Total	300	244	329	332	326
French Immersion	K to 3	229	191	194	161	156
	4 to 6	160	168	171	160	124
	7 to 9	147	142	146	142	143
	10 to 12	72	66	97	124	124
	Total	608	567	608	587	547
Cree/Dene Immersion	K to 3	-	-	55	66	70
	4 to 6	-	-	-	-	-
	7 to 9	-	-	-	-	-
	10 to 12	-	-	-	-	-
	Total	-	-	55	66	70

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and homebound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
- Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which include those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
- FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

Source: Ministry of Education, 2024

Staff

Job Category	FTEs
Classroom teachers	492.5
Principals, vice-principals	55.0
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	398.3
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	16.0
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	82.0
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	86.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	6.0
Total Full-Time Equivalent (FTE) Staff	1135.8

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.

Source: SRPSD 2024-25

Senior Management Team

- Neil Finch, Director of Education
- Jeffrey Court, Superintendent of Schools
- Kelly Gerhardt, Superintendent of Schools (January 1, 2025)
- Jennifer Hingley, Superintendent of Schools
- Mike Hurd, Superintendent of Facilities
- Tom Michaud, Superintendent of Schools (September 1 to December 31, 2024)
- Jerrold Pidborochynski, Chief Financial Officer
- Garette Tebay, Superintendent of Schools
- Cory Trann, Superintendent of Schools
- Joyce Ward, Administrative Services Officer

Strategic Direction and Reporting

Provincial Education Plan

Saskatchewan's provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students for their future, and to ensure students feel safe and supported.

The provincial education plan focuses on the needs of all Prekindergarten to Grade 12 students. It reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future.

Central to the plan are the student-centred goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

Provincial Education Plan – Priority Actions

Four priority actions are being undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, and priorities continue to be responsive to the educational experiences and outcomes of Saskatchewan students.

>>Priority Actions			
Learning & Assessment	Indigenous Education	Mental Health & Well-Being	Student Transitions

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Actualize the vision and goals of [*Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework*](#).
- Enrich and enhance mental health and well-being capacity in students.
- Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

Provincial Education Plan – Provincial-Level Targets

The following are provincial-level targets. Progress toward these targets will measure the impact of the plan over time. For each of these targets, the aim will be to achieve equity in outcomes for Indigenous and non-Indigenous students and to see improvement for all students.

Over the life of the plan:

- Student attendance will improve annually.
- Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.
- Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.
- Student literacy and numeracy outcomes will increase year over year.
- All students will have an increased sense of connection and safety in schools.

Progress in 2024-25: Targets and Measures

Reporting progress towards provincial-level and locally determined targets is an important component in the implementation of the provincial education plan. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year.

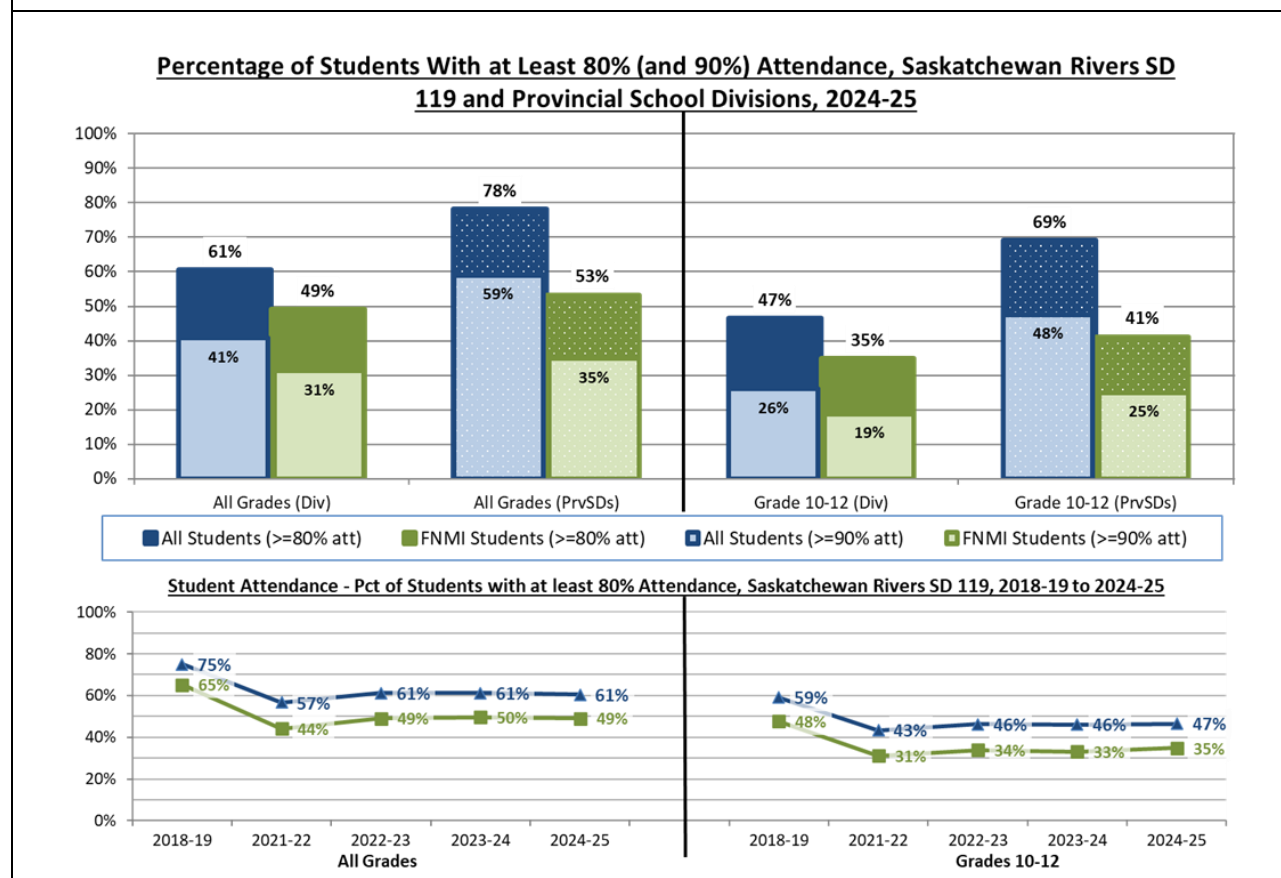
Target: Student attendance will improve annually.

Measures:

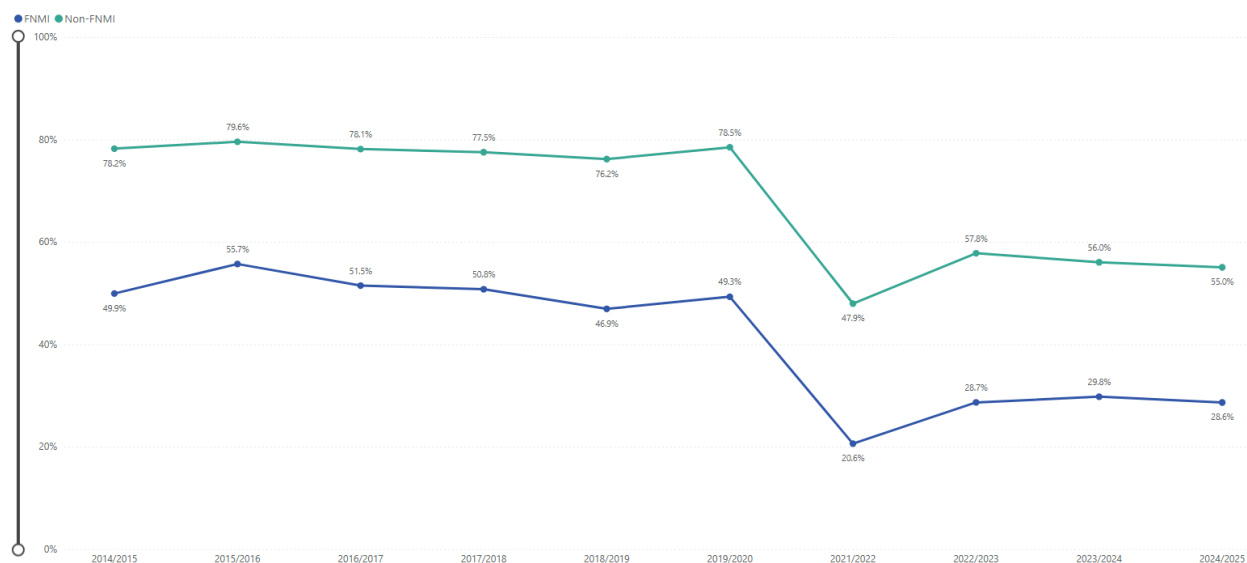
- The percentage of students with at least 80% attendance.
- The percentage of students with at least 90% attendance.

Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.

The line graphs below show the percentage of students in the school division in the past five years who have at least 80% attendance for the specified year, with a specific look at grades 10-12, as well as the percentage of students in the school division in the past five years who have at least 90% attendance for the specified year.



The percentage of students in the school division (FNMI and non-FNMI subpopulation) with at least 90% attendance



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

Analysis of Results – Attendance

Over the past five years, attendance rates in SRSD have been below the provincial average. When disaggregated, the data for both FNMI and non-FNMI students have remained lower than pre-pandemic levels, with FNMI students experiencing a much steeper and more sustained drop. While non-FNMI attendance has seen recovery and is beginning to improve, FNMI attendance remained well below this threshold, with only slight improvements in recent years. This persistent gap is a concern, as research shows that students with less than 80% attendance are far less likely to achieve strong educational outcomes.

Moving forward, the division's next steps will focus on targeted supports to improve FNMI student attendance, including strengthening relationships with families, working with community partners to address barriers, and ensuring that schools create welcoming, culturally responsive environments where students feel a strong sense of belonging. At the same time, strategies such as our response to chronic absenteeism to sustain high levels of attendance among non-FNMI students will also remain a priority.

Target: Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.

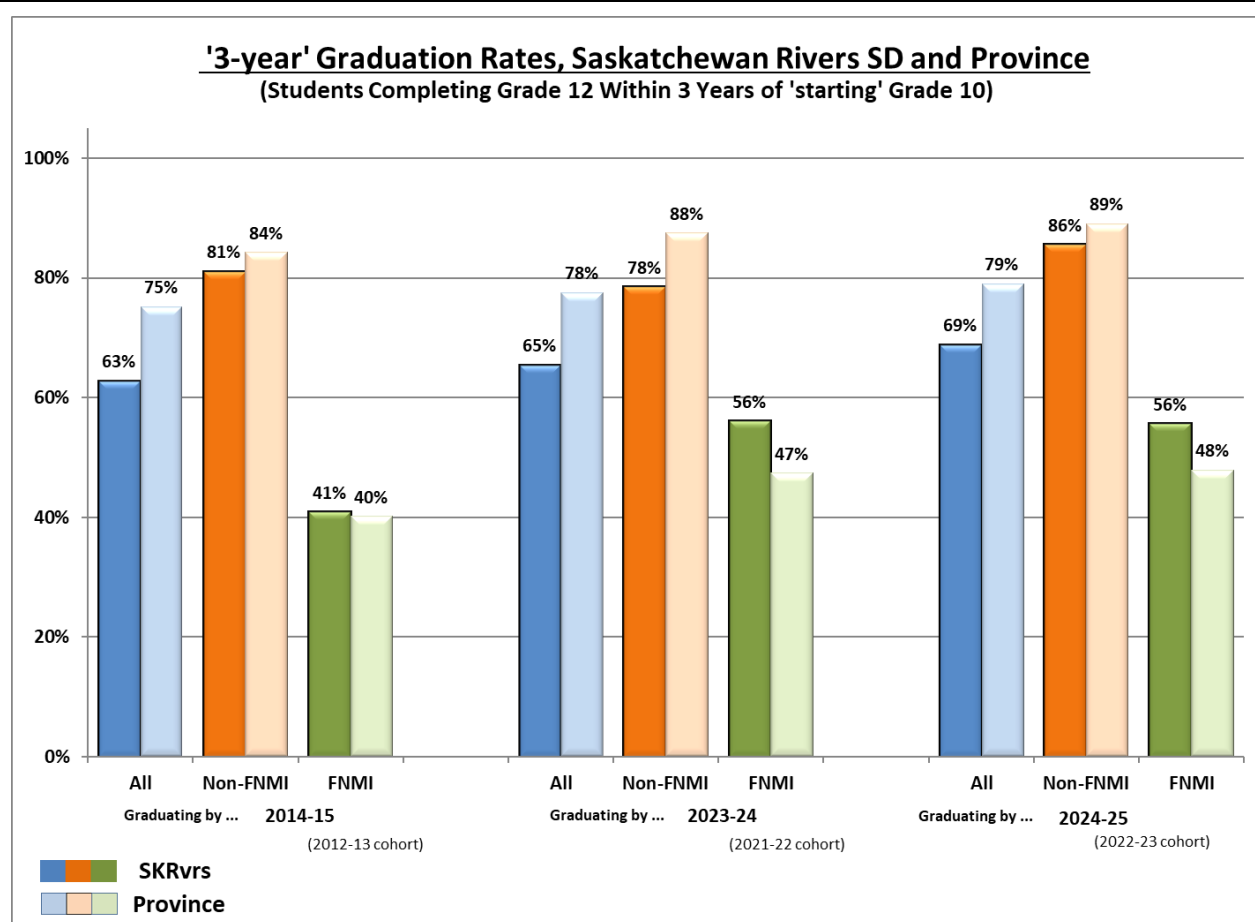
Measure

- The percentage of students who graduate within 3-years of entering Grade 10.

Generally, students who complete Grade 12 have more opportunities for education and work, and experience better health and well-being. More students graduating contributes to a stronger Saskatchewan through an educated and engaged population and to economic growth through the availability of skilled and knowledgeable entrepreneurs and employees.

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 secondary level credits by the end of Grade 12. Three-year graduation rates are one measure of the efficiency of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within three years of entering Grade 10, along with provincial results in each of these categories.



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2025

Analysis of Results – Three-Year Graduation Rates

Compared to the 2023-24 results, the three-year graduation rate for all SRPSD students increased from 65% to 69% for all students. There was no change in the graduation rate for FNMI students. This increase in results for all students is encouraging. The gap in graduation rates between Non-FNMI and FNMI students highlights an ongoing disparity that remains an area of focus for SRPSD. It is important to recognize that SRPSD's results for FNMI students, at 56%, are above the provincial average of 48%.

Actions taken to increase graduation rates continue to include:

- Enhanced course counselling.
- Increased mentor support.
- Implementation of accelerated instructional strategies.
- Clarity regarding assessment and reporting expectations.
- Implementation of a high school learning based on Keith and Linda Goulet's research in *Teaching Each Other: Nehinuw Concepts and Indigenous Pedagogies*. This model focuses on four key areas: relationships between the student and teacher; relationships among students; connection to process; and connection to content and places the student at the center of learning.
- O-BPAR (Outcomes-based, planning, assessment and reporting) is a professional learning series that all high schools are working through to enhance teacher clarity and work towards equitable assessment and reporting practices.
- Increased access to land-based learning and Indigenous pedagogy and methodologies; a
- Elder support provided by Muskoday First Nation to support urban high schools.
- Graduation coaches that worked with Muskoday and Wahpeton students through ISSI partnerships
- Increased opportunities for extra-curricular activities and in-school clubs to increase belonging.
- Focus on Mental Health and Well-Being, schools have worked on creating safe and calm spaces for students to regulate and connect with a trusted adult.
- School level action on the OurSCHOOL results.

The SRPSD High School Learning Model is an SRPSD action towards the decolonization of education that guided our work, across the division, as we moved towards collective teacher efficacy. The high school learning model represented the promise of what learning can be. It envisioned joyful learning that developed students' sense of inquiry, community, independence, competence, and confidence. The learning model promoted the fulfilment of students' needs, gave students voice and choice, and provided a foundation for their future success. The high school learning model support school teams with the knowledge, tools, and skills to be highly effective and engaging. Outcomes-based practice (planning, assessment, and reporting) contributed to the equitable educational experience of all students. This is an act of reconciliation.

Closing the achievement gap between FNMI and non-FNMI students required intentional, focused strategies. SRPSD has taken positive steps by incorporating culturally relevant teaching practices and

implementing responsive, data-informed interventions. These approaches are designed to meet students where they are, recognizing the diverse cultural backgrounds and learning needs within our communities.

To further strengthen these efforts, SRPSD continued to prioritize student engagement as a foundational principle in improving graduation outcomes. Research shows that students who feel connected, valued, and actively involved in their learning are more likely to persist and succeed academically. In 2024–25, SRPSD expanded opportunities for student voice and choice, particularly through initiatives such as land-based learning, mentorship programs, and the Saskatchewan Rivers Students for Change (SRSC). These programs empower students to take ownership of their educational journey, fostering a sense of belonging and relevance in their learning experiences.

Through participation in Following Their Voices, SRPSD schools have prioritized student voice, relational teaching practices, and inclusive learning environments. Educators are supported in building strong connections with students, creating classrooms where learners feel safe, valued, and empowered to take ownership of their education. These principles align with SRPSD’s broader commitment to student engagement, recognizing that when students are actively involved in their learning and see themselves reflected in the curriculum, they are more likely to succeed.

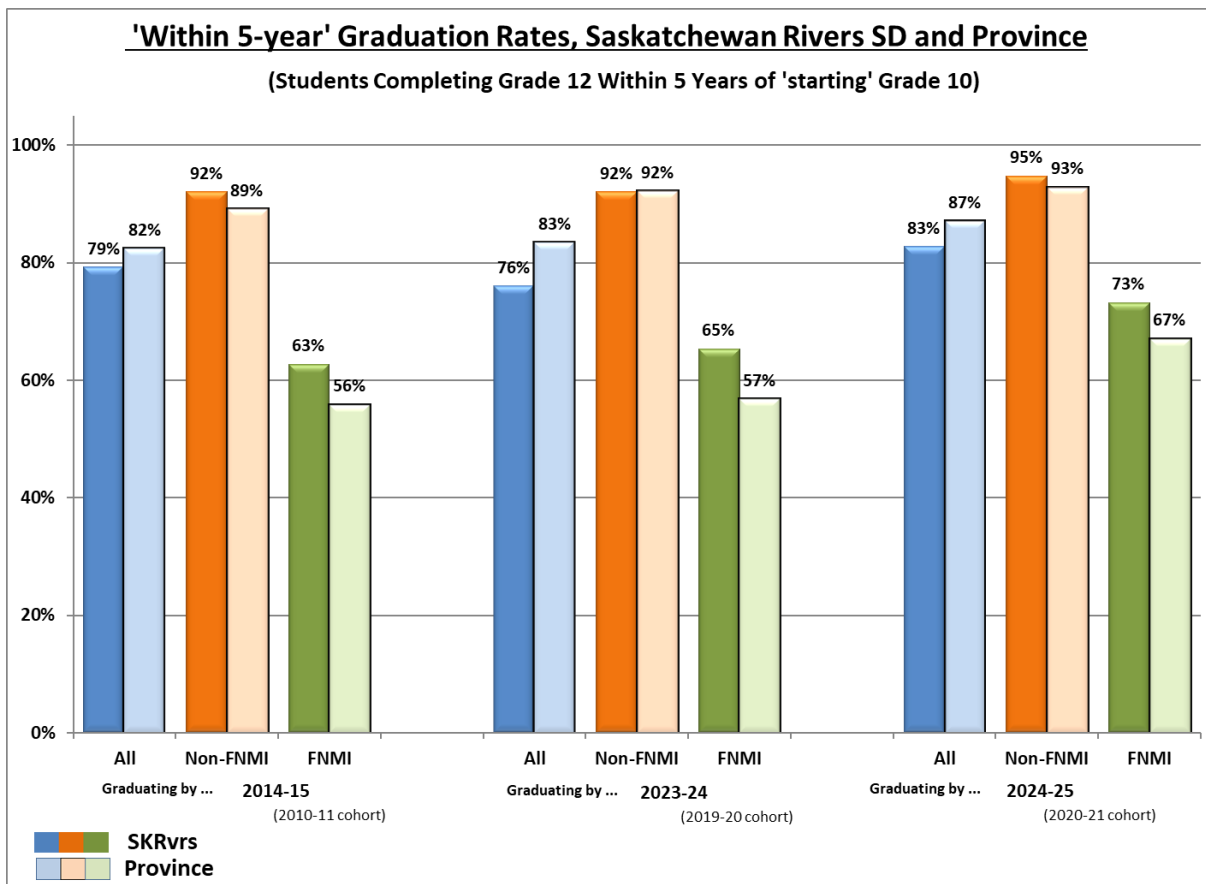
Ongoing monitoring, evaluation, and adaptation of these strategies is essential to ensure sustainable improvements in graduation rates. By embedding student engagement into instructional design and school culture, SRPSD is committed to creating inclusive environments where all students can thrive and achieve their full potential.

Measure

- **The percentage of students who graduate within 5 years of entering Grade 10.**

Some students need more time to complete all the courses necessary to graduate, so they continue in school longer than the typical three years after beginning Grade 10. Graduation rates within five years are one measure of the responsiveness of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within five years of entering Grade 10, which includes those who graduated within three and four years, along with provincial results in each of these categories.



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

Analysis of Results – Graduation Rates Within Five Years

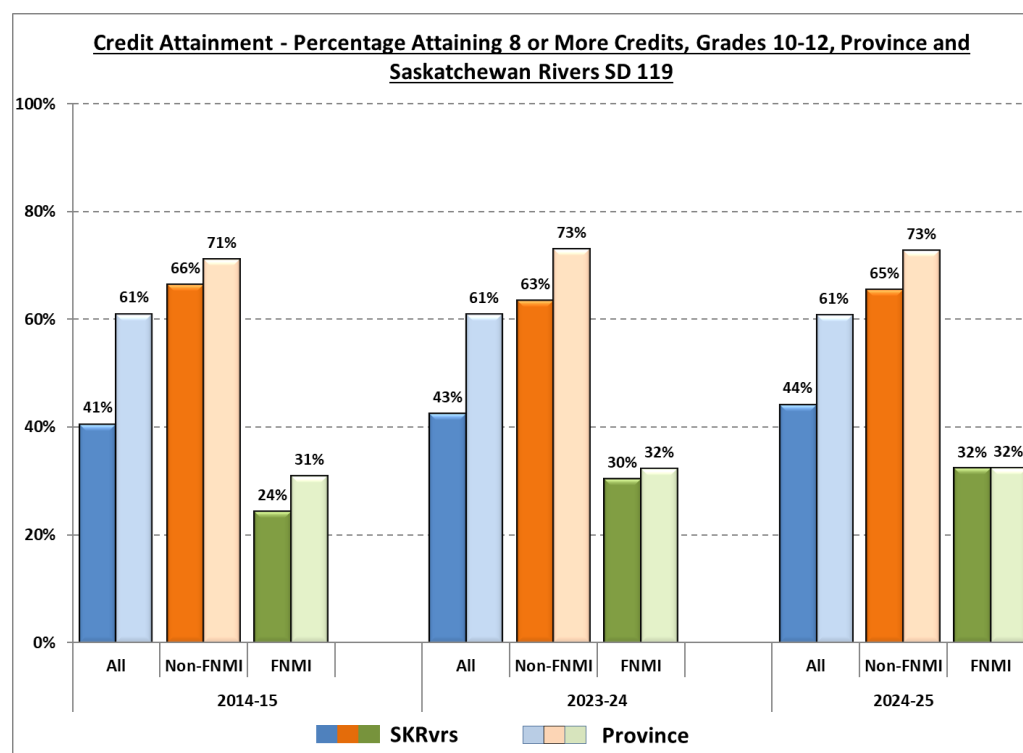
The five-year graduation rate for all SRPSD students increased from 76% in 2023-24 to 83% in 2024-25. SRPSD's results for FNMI students increased from 65%, to 73%. It is important to recognize that SRPSD's results for FNMI students, at 73%, are above the provincial average of 67%. The gap between FNMI and Non-FNMI students' graduation rates (73% vs. 95%) remains significant. This disparity highlights a persistent challenge in ensuring equitable educational outcomes for Indigenous learners, despite promising results in comparison to provincial trends. The renewed focus on addressing this gap through the *Inspiring Success Policy Framework* reflects the division's commitment to systemic change. By centering FNMI student success, SRPSD is taking a more focused and strategic approach to support FNMI students' academic journeys.

Measure

- The percentage of students attaining 8 or more credits, Grades 10-12.

Credit attainment provides a strong predictive indicator of a school system's three-year graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10 than those who do not achieve eight or more credits per year.

The following graph displays the credit attainment of secondary students attaining eight or more credits per year for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

Analysis of Results – Credit Attainment

The credit attainment data for the 2024-25 school year was mostly unchanged compared to the previous year. The overall percentage of students attaining eight or more credits yearly increased from 43% in 2022-23 to 44% in 2024-25. Among FNMI students, there was a slight increase from 30% in 2023-24 to 32% in 2024-25. These results were below and on par with provincial averages, with the provincial credit attainment rate for all students at 61%, FNMI students at 32%, and non-FNMI students at 73%. This data indicates that SRPSD continues to face challenges in improving credit attainment for all students, particularly FNMI students, and presents an opportunity for a focused review of current supports and processes.

Given these results, SRPSD implemented several strategies to address credit attainment and improve outcomes for all students. These efforts are focused on providing additional support, creating targeted interventions, and ensuring that students have the resources they need to succeed:

- Credit recovery initiatives: A refreshed procedure for credit recovery has been introduced in SRPSD high schools. These programs are essential for students who are falling behind, offering opportunities to make up missed credits and get back on track. Credit recovery supports ensured that students have a pathway to catch up and stay engaged with their education.
- Mentorship support: SRPSD has strengthened its network of mentors to help guide students through their academic journey. These mentors play a critical role in supporting students who are struggling, providing one-on-one guidance, encouragement, and personal connections that can often make a significant difference in student success.
- Accelerated learning strategies: High schools are placing a greater focus on accelerated learning strategies, designed to help students progress more quickly through content and catch up on missed material. These approaches can support students who need additional time or tailored instruction to meet graduation requirements.
- Transition support: Each high school has designated a staff member, whether a teacher, administrator, or other individual, to support students through important transition points, such as moving from middle school to high school, or preparing for post-secondary education. These roles, supported by the high school consultant, allow for a more personalized and structured transition experience.
- Tracking and supporting at-risk students: SRPSD schools actively tracked student progress and identified those who may be at risk of not completing their credits. By monitoring credit attainment, school leaders can intervene early and provide tailored support to help students stay on track.
- Ongoing participation in *Following Their Voices* initiative: SRPSD continues to engage with the *Following Their Voices* initiative, which supports schools in strengthening relationships with FNMI students and fostering more culturally responsive educational practices. This initiative helps ensure that Indigenous students are engaged in their education in ways that are relevant to their cultural experiences.

The comprehensive approaches outlined above are designed to address challenges related to credit attainment. While the recent data shows areas for growth, these strategic interventions have the potential to improve student outcomes over time. By focusing on targeted support such as credit recovery, mentoring, and accelerated learning, SRPSD is positioning itself to better meet the needs of all students, including FNMI learners.

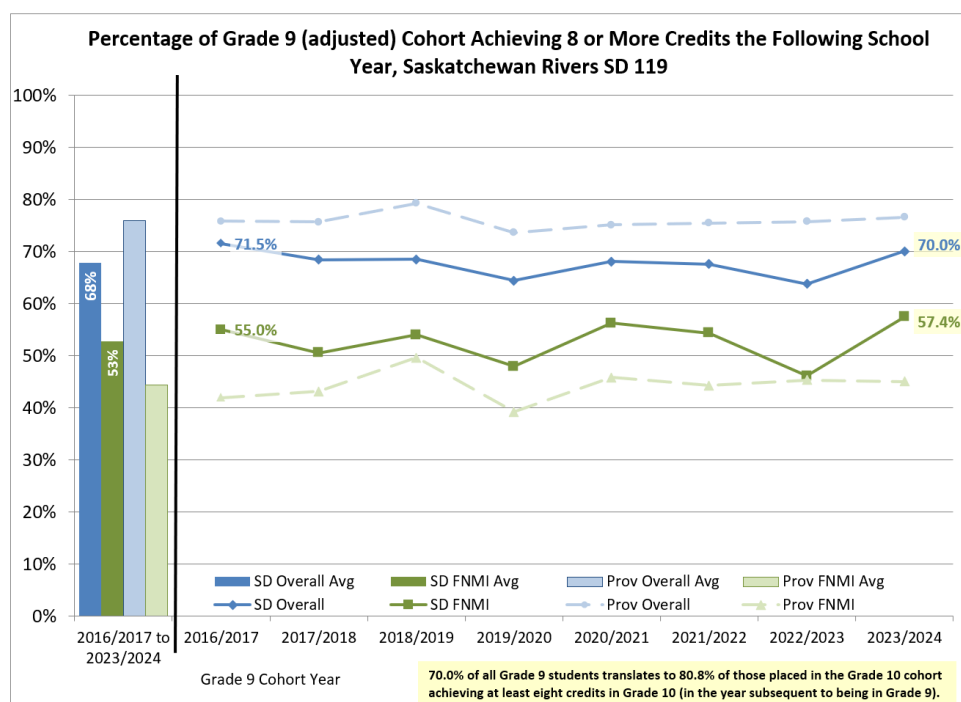
With the continued focus on relationship-building, particularly through mentorship and culturally relevant pedagogy, SRPSD aims to create supportive and inclusive learning environments. The involvement of community leaders and Elders through initiatives like *Following Their Voices* assist in reinforcing the cultural relevance of education for Indigenous students. Additionally, tracking student progress and ongoing commitment to early interventions will help ensure that students at risk of disengaging or falling behind receive the necessary support before challenges become barriers to graduation.

Measure:

- The percentage of the Grade 9 cohort achieving 8 or more credits the following school year.

The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits in their Grade 10 year indicates a smooth transition to secondary school and a strong start towards three-year graduation.

The following chart displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight-year average.



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

Analysis of Results – Grade 9 to 10 Transition

There was an increase in the percentage of students earning eight or more credits in their transition to Grade 10 in the 2024-25 school year. Overall, 70% achieved eight or more credits compared to 63.8% in the previous year. For FNMI students there was an increase to 57.4% achieving eight or more credits compared to 45.3% in the previous year. Results for all students are close to the 8-year high point of 71.5% and are below the provincial average of 76.6%. Results for FNMI students are the highest at an 8-year high and are above the provincial average and the 8-year average for the school division.

SRPSD's focus on improving student transitions is designed to have a long-term impact on student success. By providing dedicated support at critical junctures, whether entering high school or preparing for life after graduation, the division is helping to ensure that students have the resources, guidance, and encouragement they need to succeed. With a focus on mentorship, culturally responsive practices, and dedicated transition staff, SRPSD is taking important steps to ensure that all students are set up for success as they move through and beyond high school.

To further support student success in high school, SRPSD is engaging in action research focused on tracking key skills in grades 6-9, including literacy, numeracy, executive functioning, and cross-cultural competencies. These areas are foundational for students' readiness for high school and credit attainment. The research will also include student interest surveys to better understand students' academic and career goals, allowing for more personalized instruction and support.

By monitoring these skills and interests in the middle school years, SRPSD can identify early opportunities to address gaps and provide targeted interventions. Focusing on executive functioning skills like time management and organization, along with cross-cultural competencies, will help students develop the self-regulation and resilience needed for success in high school and beyond. This approach will better prepare students for the transition to high school, ensuring they are ready to meet the demands of credit attainment and academic achievement.

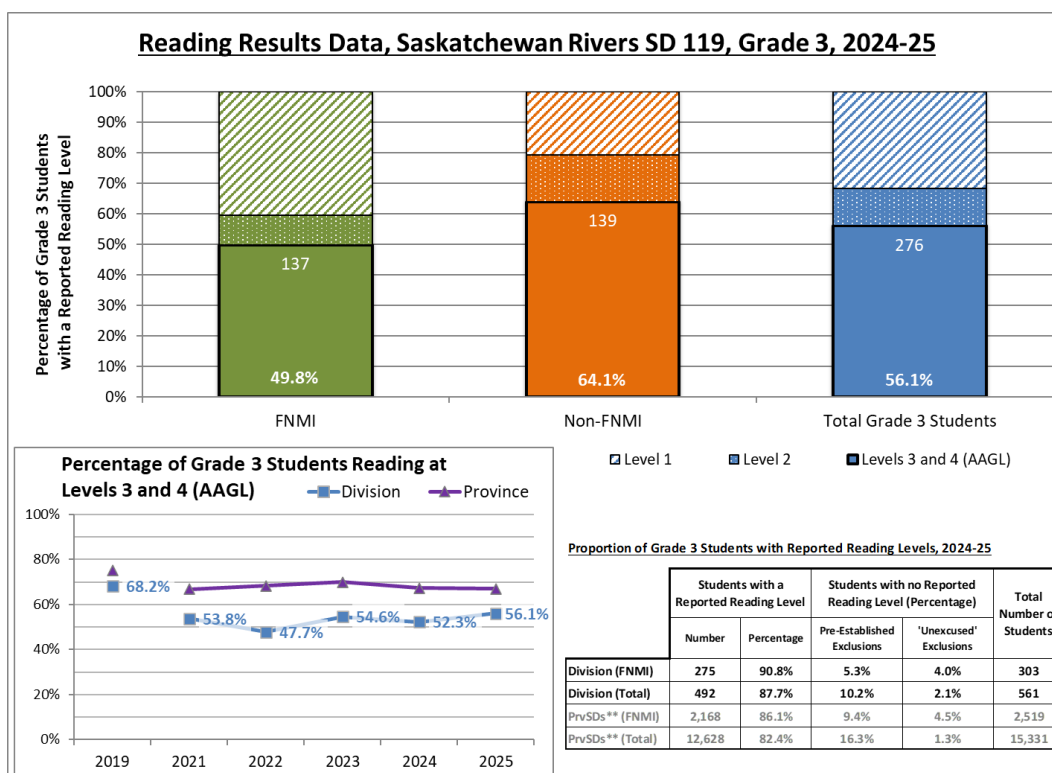
Target: Student literacy and numeracy outcomes will increase year over year.

Measure:

- **The percentage of Grade 3 students reading at or above grade level.**

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at or above grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 24-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province for the five most recent years. The table shows the proportion of Grade 3 students with reported reading levels. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.



Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

Analysis of Results – Proportion of Grade 3 Students Reading at or Above Grade Level

The Grade 3 reading results for 2024-25 were 56.1 % compared to 52.3 % of students reading at or above grade level in 2023-24. There is a gap between the results for Grade 3 FNMI students (49.8%) and non-FNMI students (64%). Results for SRPSD are below the provincial results overall. The division has not yet reached the identified literacy target, which aims for 100% of students with a reported reading level able to read at grade level by the end of the school year.

The initiatives SRPSD has implemented reflect best practices in literacy education and lay strong foundations for learning, especially in early grades. However, the current Grade 3 reading results indicate that more time is needed for these efforts to fully take effect and for the division to meet its literacy goals.

- **Reading Assessment Protocol for K-9:**

Teachers follow a reading assessment protocol that assesses phonemic awareness, phonics, fluency and comprehension skills. The protocol includes processes and assessment tools that screen students, provide on-going monitoring and benchmarks students mid and end of year. Additional supports and interventions are designed based on careful analysis of the assessment results,

observation of students through regular reading conferences and conversations with parents and caregivers.

- **Professional Development and Ongoing Teacher Collaboration:**

The intensive training for Literacy Support Teachers and the establishment of a Teacher Learning Community allows educators to implement research-backed strategies effectively. However, improvements in reading proficiency may take time to reflect in student performance data. The division's investment in teacher skills will show increasing benefits over the next few years as these approaches are consistently applied.

- **Research-Based Literacy Model and Structured Instructional Practices:**

SRPSD's Literacy Model, grounded in research from experts such as John Hattie, Dr. David Kirkpatrick, and Dr. Louisa Moats, emphasizes the development of key literacy skills such as phonics, fluency, and comprehension. Early signs of progress are evident in Grades 1 and 2, where students are generally achieving grade level expectations. However, these students have not yet reached the end-of-year benchmarks, indicating that the full impact of these foundational efforts will likely become more apparent over time.

- **Standardized Resources and Phonics Scope and Sequence:**

Implementing consistent Phonics Scope and Sequence and using standardized resources across grades helps to ensure continuity in literacy instruction. Although Grade 3 reading results indicate moderate success so far, the consistency and quality of instruction will lead to stronger results as students advance and have more time to benefit from these aligned resources.

- **Building Collective Efficacy and Prioritizing Literacy:**

By focusing on collective efficacy, SRPSD is creating a cohesive approach to literacy across the division. The ongoing commitment to literacy as a top priority should lead to gradual improvements, but this will require sustained effort. The current results highlight that more time, targeted interventions, and continuous monitoring are necessary to address gaps, especially for students who have not yet reached grade-level reading.

Target: All students will have an increased sense of connection and safety in schools.

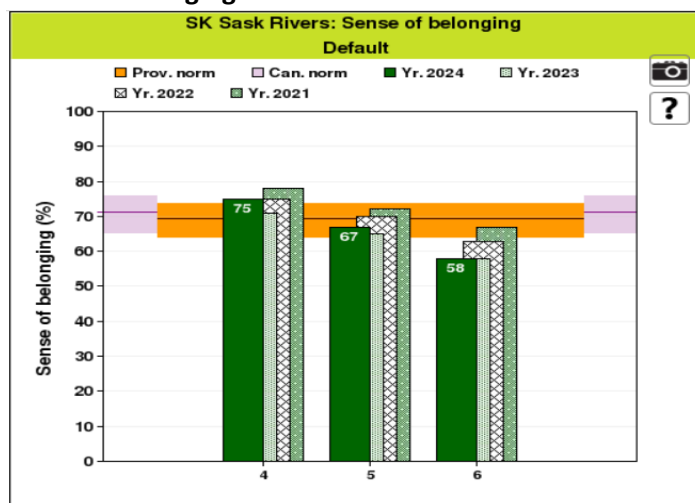
Measure:

- The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.

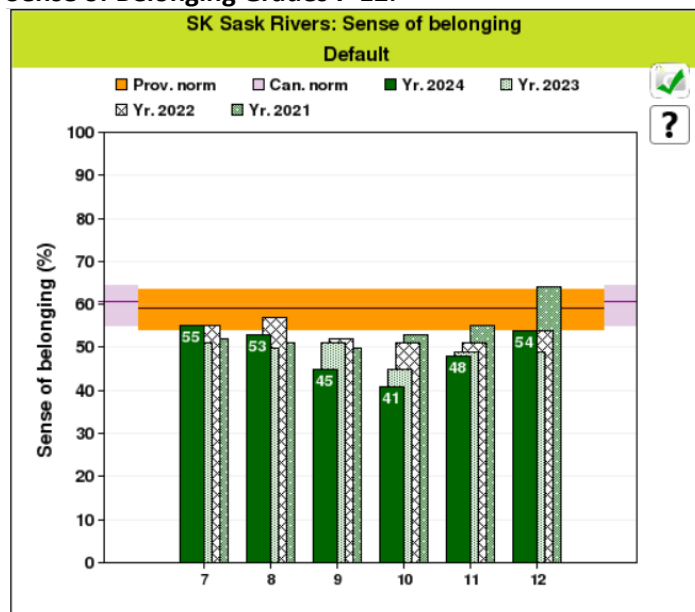
When students feel connected to and safe in school, they will be more engaged in learning. Monitoring and responding to student perception and experiences helps school divisions to improve school environments to support learning, engagement, and mental health and well-being.

School Division Selected Measure for Monitoring Sense of Connection and Safety in Schools

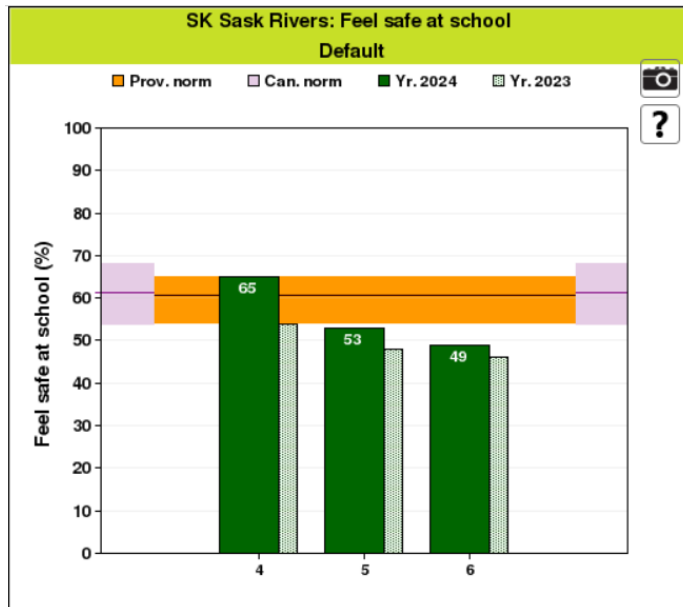
Sense of Belonging Grades 4-6:



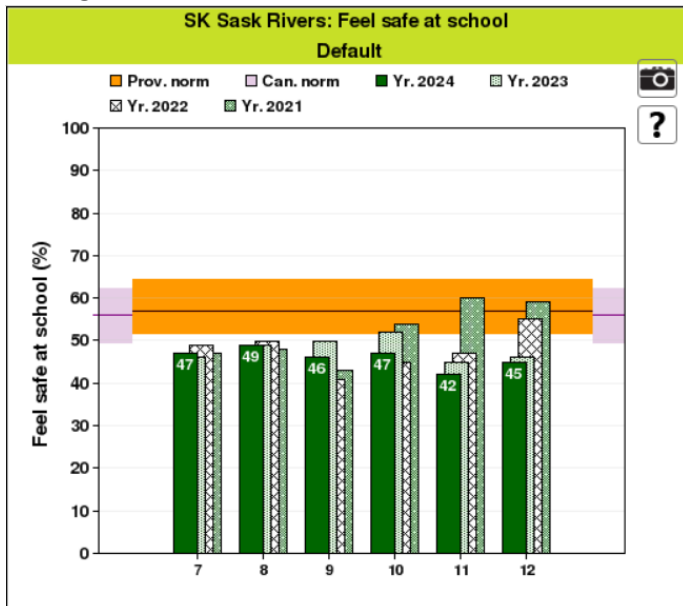
Sense of Belonging Grades 7-12:



Feeling Safe at School Grades 4-6:



Feeling Safe at School Grades 7-12:



Analysis of Results

The data indicated an area of improvement regarding student connection and safety, particularly FNMI students. Over time, we have seen stagnation or slight declines in key indicators of student engagement and well-being, which highlights an area of concern for our division. Despite targeted efforts, the results show that the strategies implemented have not yet achieved the desired outcomes, particularly in fostering a sense of belonging and safety. This past school year, we do see an increase in grades 4-8 in both belonging and safety but a continued decline in grades 9-12 in both belonging and safety.

The division is proud of the proactive and responsive initiatives that have been implemented. Through our trauma-informed Safe and Connected Classrooms and Schools Models and engaging with local communities to enhance culturally responsive programming, belonging and safety have been a focus. The division team also offered multiple formal professional development opportunities in ASIST, safeTALK, NVCI, and VTRA/ARTO with the hopes of creating safer spaces for all. As a division, a goal would be to use these research-based strategies consistently.

The data served as a call to action, underscoring the need to continue to refine our approaches and increase collaboration with students, families, Elders, and community leaders to ensure that all students feel connected and safe in their learning environments. This reflection ignites our commitment to our strategic direction, aiming to deepen relationship-building efforts, strengthen consistency, and improve school climates across the division.

Target: Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year

Measures: The percentage of students at Kindergarten exit ready for learning in the primary grades (Tier 1)

- The percentage of fall-identified Tier 2 students leaving Kindergarten at Tier 1.
- The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 2.
- The percentage of fall-identified Tier 3 student leaving Kindergarten at Tier 1.

Student readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school.

The following charts display the percentage of students (all non-FNMI and FNMI) who were assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.

2024-25 EYE-TA results displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

Effectiveness metrics show the percentage of Fall-identified Tier 2 and 3 students who improved to Tier 1, as well as the percentage of fall-identified Tier 3 students who improved to Tier 2 during the Kindergarten year. Effectiveness metrics are shown for both the province (all divisions) and the school division for the previous school year (left side columns) and the current school year (right side columns).

Students (%) assessed as Tier I at Kindergarten entry / exit charts the share of students assessed as Tier I at both Kindergarten entry and exit for the school division (Δ) relative to the province (all divisions) (\square) for the baseline (2014-15), as well as the most recent five cycles. Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 (*) school year.

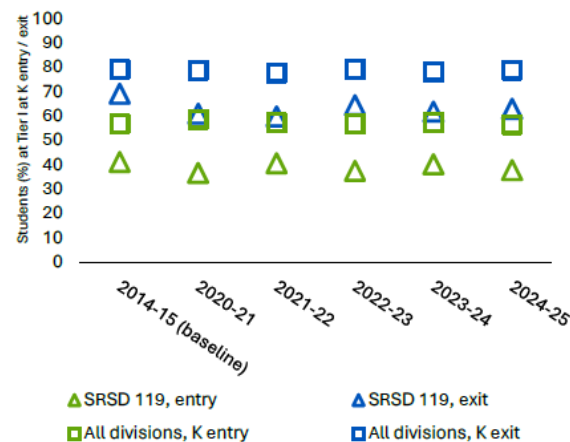
Percentage of students with valid EYE results at Kindergarten entry / exit compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs since 2014-15. These figures are the percentage of students validly assessed against September 30th *Official & Reconciled Kindergarten Enrolments* (*).

2024-25 EYE-TA results – Saskatchewan Rivers 119 (SRSD 119)

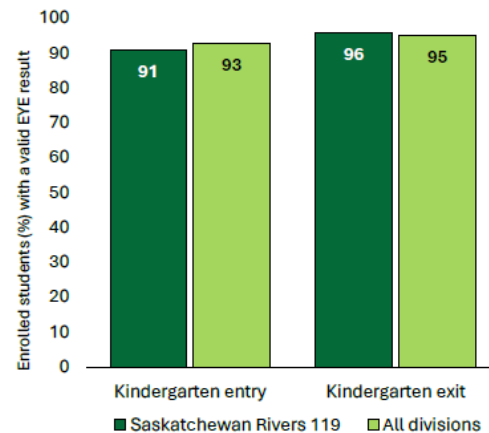
Fall 2024 (Kindergarten entry)					Spring 2025 (Kindergarten exit)					
All students	All divisions	56.5		25.9	17.6	All divisions	78.8		12.9	8.3
	SRSD 119	37.8		28.0	34.1	SRSD 119	63.0		20.1	16.8
Self-declared FNMI students	All divisions	31.4		31.0	37.5	All divisions	57.7		22.0	20.3
	SRSD 119	26.8		29.2	44.0	SRSD 119	50.4		25.7	23.9
Non-declared students	All divisions	60.9		25.0	14.1	All divisions	82.6		11.2	6.2
	SRSD 119	51.0		26.7	22.4	SRSD 119	78.5		13.2	8.2
Tier I – Students (%) complete developmental tasks without difficulty		Tier II – Students (%) experience some difficulty completing developmental tasks				Tier III – Students (%) experience significant difficulty completing developmental tasks				

Effectiveness metrics	2023-24 (previous year)		2024-25 (latest)	
	SRSD 119	All divisions	SRSD 119	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	63%	72%	75%	74%
Fall-identified Tier 3 students (%) who improved to Tier 2	39%	37%	34%	36%
Fall-identified Tier 3 students (%) who improved to Tier I	14%	22%	19%	24%

Students (%) assessed as Tier I at Kindergarten entry / exit, baseline and most recent five years



Percentage of students* with a valid EYE result at Kindergarten entry / exit, 2024-25



*against official, reconciled September 30th 2024 Kindergarten Enrollment

Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to

help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

2024-25 EYE-TA results figures show results for self-declared First Nations, Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2025

Analysis of Results – Early Years Evaluation

The entry and exit Kindergarten EYE results for SRPSD students, both overall and by subpopulation, are lower than the provincial averages. In 2025, at Kindergarten exit, 63% of SRPSD students were assessed as Tier 1, meaning they could complete developmental tasks without difficulty. In the fall of 2024, 62.1% of students required Tier 2 and 3 supports, leaving 37.9% assessed as Tier 1 at Kindergarten entry. By spring 2025, this number improved, with only 36.9% of students still requiring Tier 2 and 3 supports, representing a reduction of 25.2 percentage points.

The results for FNMI students highlight the challenges faced by many First Nations and Métis families, which stem from inequities that limit their readiness for success in Kindergarten. The EYE data clearly showed how poverty and the intergenerational impacts of systemic racism affect students, leading to significant disparities in their outcomes compared to non-FNMI students. For example, at Kindergarten entry in the fall of 2024, a higher percentage of FNMI students required Tier 2 and 3 supports, with only a small portion assessed as Tier 1. This disparity continued through to Kindergarten exit in the spring of 2025, where FNMI students were still more likely to need additional support compared to their non-FNMI peers, underlining the ongoing impact of these systemic challenges.

SRPSD offered 24 Prekindergarten programs, with five located in rural communities and 19 in urban areas. These play-based programs serve 3- and 4-year-olds who meet some or all of the Ministry of Education's criteria for vulnerable children. Each program is staffed by a certified teacher and an educational associate. In some urban programs, a second education associate has been added through the Early Learning Intensive Supports Pilot (ELIS) to provide targeted support for students needing intensive assistance.

Each program is designed for 16 students, with two additional spaces for children requiring intensive support. To prevent vulnerable children from being placed on a waiting list, programs may enroll up to 20 students. Since 2020-21, the ELIS grant has funded a 0.5 staff position to help classroom teachers implement individualized strategies for students. These strategies are based on recommendations from the Educational Support teacher, Speech Language Pathologist, Occupational Therapist, consultants, and other team members as needed. The program's holistic curriculum encourages learning through experiences and emphasizes family engagement.

SRPSD has responded to the needs of children in vulnerable circumstances by putting an early years team in place to support Prekindergarten and Kindergarten teachers. This is a supportive coaching model that

implements best practice in early learning instruction with a focus on oral language development, self-regulation and parental engagement. SRPSD has focussed on land-based learning and outdoor play. This has increased engagement and supported self-regulation.

SRPSD invites vulnerable students to attend Kindergarten full-time to increase access and attendance. The partnership with the Métis Nation of Saskatchewan has created an opportunity for students to attend Kindergarten full-time in a language and culturally rich learning environment.

The SPRSD goal is that by June 2026, 100% of students exiting Kindergarten will be ready for learning in the primary grades as measured by the EYE-TA or making progress as expected in achieving an individualized goal.

Progress in 2024-25: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions

Priority Action: Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.

Approaches to family engagement.

- Continued focus on meaningful family engagement grounded in Dr. Karen Mapp's Dual Capacity-Building Framework and SRPSD's Response to Chronic Absenteeism.
- Mentors and school teams expanded the use of two-way communication tools to strengthen trust and belonging between home and school.
- Family learning events focused on literacy, math, and wellness were restructured to include hands-on learning activities and student showcases.
- Partnerships: Collaboration with community mentors, Elders, and local service organizations supported family-centered events and are working to improve attendance through shared accountability.

Enriching Prekindergarten and Kindergarten programs through early learning partnerships and connections, with reference to community mapping focused on early years transitions.

- Enhanced collaboration among early learning partners to support children entering Prekindergarten and Kindergarten.
- Completed consultations for community mapping project to include health, childcare, and family service partners, ensuring consistent communication with families prior to school entry.
- "Welcome to Kindergarten" events and division-wide Kindergarten registration information were updated to highlight play-based learning and family engagement.
- Partnerships: Prince Albert Early Years Council, KidsFirst, and PA Early Years Family Resource Centre have played key roles in aligning supports and outreach.

Improving student engagement in the middle years, with reference to student engagement field tests if applicable.

- Continued implementation of Building Thinking Classrooms and MathUp to deepen engagement, collaboration, and confidence in learning. Participated in the VERSO Student Engagement pilot.
- Teachers participated in engagement field tests focusing on active learning and belonging indicators.
- Partnerships: Collaboration with division learning consultants and the Student Transitions Team supported professional learning and classroom community-building.

Preparing students for diverse lifepaths and experiences through partnerships and connections with post-secondary partners and stakeholders.

- Expanded efforts to connect Grade 8 students and families with high school programs, pathways, and supports. Strengthened partnerships with post-secondary institutions, industry, and community organizations to promote multiple pathways to success.
- Grade 8 Transitions presentations showcased student success stories, extracurricular opportunities, and inclusive learning supports.

SRPSD is a key partner in the Opening Doors to Tomorrow Career and Job Fair, which brings in post-secondary opportunities as well as local employers, and beyond, to allow students to explore multiple pathways after graduation.

Partnerships: Joint efforts with student transition support coaches, Indigenous education teams, and Student Services supported personalized transition planning. Trusted relationships with the University of Saskatchewan (PA Campus), Saskatchewan Polytechnic, local businesses, and regional economic development agencies contributed to student mentorship and career readiness.

Priority Action: Enrich and enhance mental health and well-being capacity in students.

The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.

The mental health and well-being of Saskatchewan students and educational staff have been a key focus for a significant period. Tracking student perceptions and experiences enables school divisions to enhance school environments, fostering better mental health and well-being.

SRPSD's mental health and well-being team was comprised of one division consultant, three division coaches, and the MHCB Coordinator who developed the trauma-informed models Safe and Connected Classrooms and Schools that identify universal strategies/best practice that support the mental health and well-being of all students and staff in every classroom and school. The consultant, coordinator, and coaches facilitated professional development sessions to leadership teams, teachers, EAs, and mentors. They were present in schools and classrooms to support the capacity building of school-based personnel so that every classroom would be a learning environment that is supportive of mental health and well-being. The division team also offered multiple formal professional development opportunities in ASIST, safeTALK, NVCI, and VTRA/ARTO with the intent of creating safer spaces for all. We continued to work towards the goal of using these research-based strategies intentionally and consistently across the division.

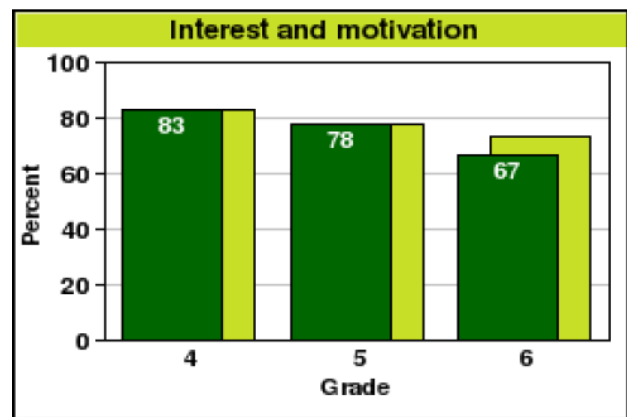
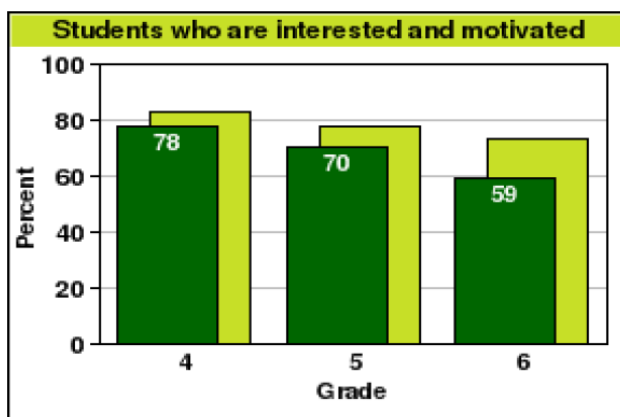
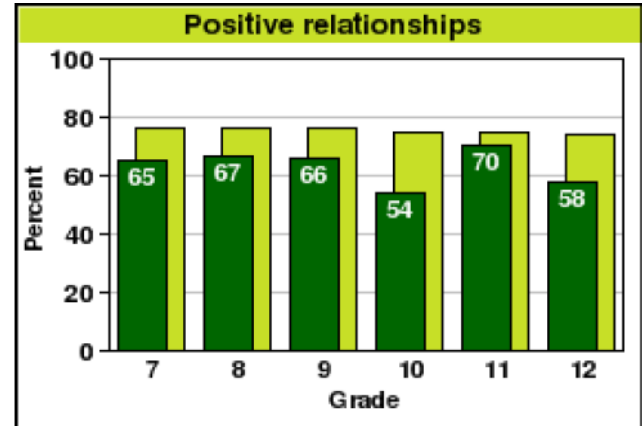
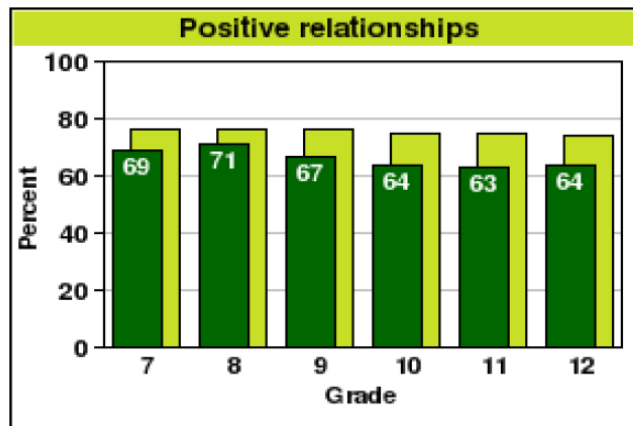
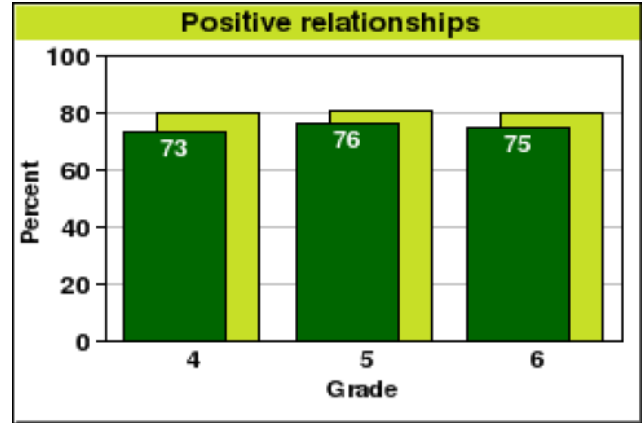
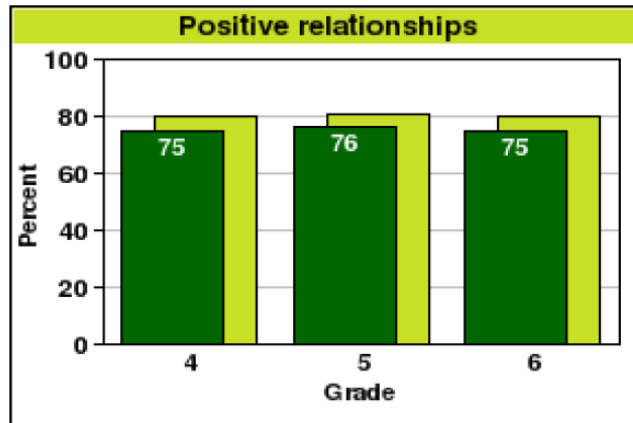
During the 2024-25 school year, SRPSD was one of eight school divisions who continued to implement the Specialized Supports Classroom Pilot Project. The Student Engagement Centre at Queen Mary Public School provided targeted supports for more than 60 students. The Student Engagement Centre team focused on capacity building throughout the school by working collaboratively with the Inclusive Education Coaches, teachers, and school-based administrators. They provide professional development and push-in supports aligned with the small group targeted interventions on social emotional learning and executive functioning they were doing in the Student Engagement Center. The Student Engagement Center team provided professional development, through presentations and site visits, to multiple school teams across SRPSD.

The following bar charts display student perceptual survey results (OurSCHOOL) by grade for five key measures for SRPSD for the 2023-24 and 2024-25 school years with Canadian norms for comparison.

School Division Selected Measure for Monitoring Mental Health and Well-Being

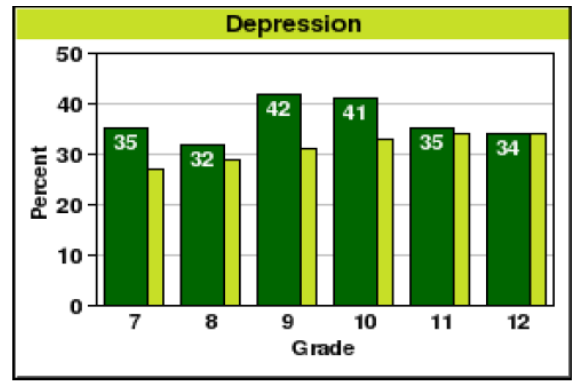
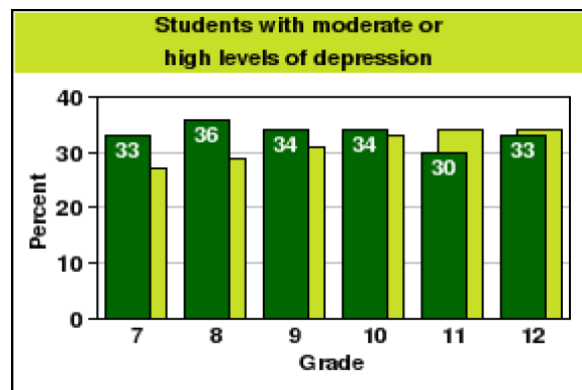
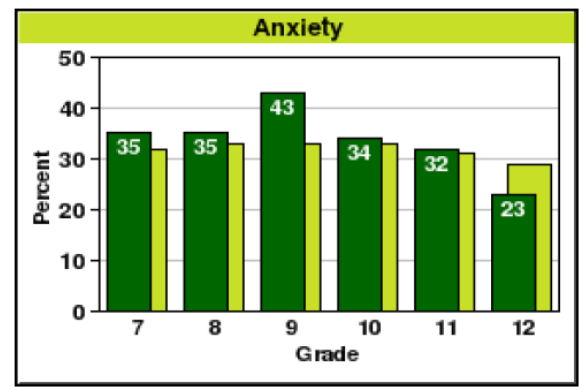
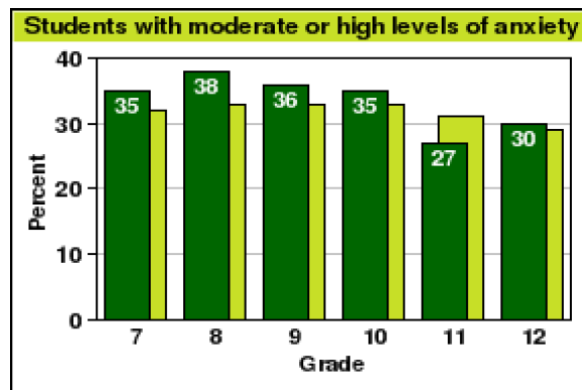
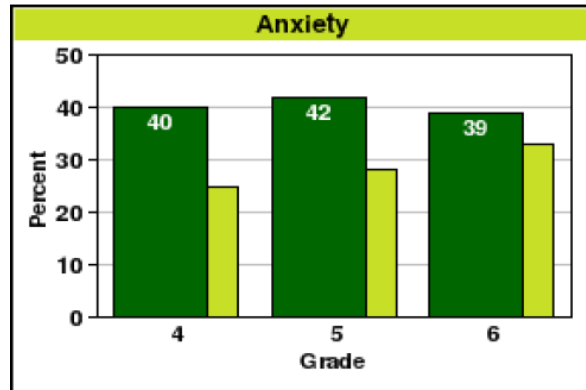
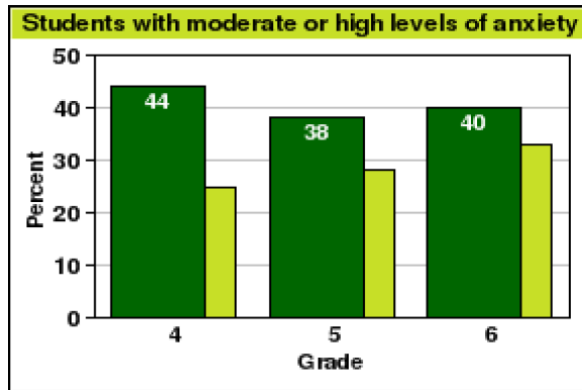
2023-24

2024-25



2023-24

2024-25



Analysis of Results – Mental Health and Well-Being Measure

When comparing the 2024-25 OurSCHOOL Student Survey results with those obtained in 2023-24, SRPSD sees a slight increase in elementary grades and slight decrease in secondary grades when it comes to SRPSD students' sense of belonging and safety. Results show a slight decrease with regards to SRPSD students' positive relationships at school. SRPSD takes note of students in grades 4, 5, and 6 expressing higher levels of interest and motivation at school. It is also noted that the number of students expressing moderate or high levels of anxiety or depression has increased for some grades but decreased for others – overall it has stayed consistent. SRPSD will continue to adjust our strategies and responsiveness and monitor the data. Over time and with consistency, we hope to see the positive impacts of SRPSD mental health and well-being initiatives.

Priority Action: Actualize the vision and goals of Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework.

The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.

The five goals of *Inspiring Success* are:

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

The Inspiring Success Policy Framework serves as a key driver in the work of SRPSD. The following summary outlines actions taken to bring this vision to life:

- Valuing and Supporting First Nations and Métis Languages and Cultures:
 - The Cree Language Program offered Pre-K to Grade 3 language instruction. An additional teacher has been hired to support Grade 4 to 8 learners. Additionally, a Cree Language Coach was hired to support teachers with language proficiency.
 - French Michif electives for Grades 10 to 12 were added at St. Louis School.
 - Early Learning Michif programs offered in partnership with the Metis Nation at Queen Mary and St. Louis School.
- Equitable Opportunities and Outcomes for First Nations and Métis Learners:
 - SRPSD's Reading and Assessment Protocol was put in place in the 2024-25 school year to support equity for First Nations and Métis students by ensuring that every learner receives responsive, strengths-based literacy instruction grounded in both the Science of Reading and the principles of inclusive education. By replacing high-stakes assessments with universal screening, teacher-led conferences and continuous progress monitoring, the model values the whole child and recognizes multiple ways of demonstrating reading growth. The use of authentic and culturally relevant texts, including Indigenous authors and worldviews, strengthens identity, belonging, and engagement. Through consistent assessment practices, teachers can identify individual needs early, remove barriers to success, and ensure that First Nations and Métis learners are supported to achieve at high levels while maintaining strong connections to their languages, cultures, and communities.
 - The division's move toward outcomes-based reporting directly supports equity and reconciliation by ensuring that assessment and communication of learning are grounded in clear, transparent outcomes rather than comparative or deficit-based measures. For First Nations and Métis students, this approach recognizes that learning is not linear and that progress should be measured in ways that respect individual growth, cultural knowledge, and multiple ways of knowing and demonstrating understanding.
 - By focusing on the Saskatchewan curriculum outcomes and the holistic development of each learner, teachers use evidence from multiple sources including reading conferences, classroom observations, oral storytelling, and student self-reflection to evaluate progress. This mirrors Indigenous perspectives on learning as a continuous, relational, and lifelong process.

- Outcomes-based reporting allows teachers to describe where students are on the continuum of learning, identify next steps, and communicate progress to caregivers in language that is strengths-based and growth-oriented. This supports Call to Action 10 (iii) of the Truth and Reconciliation Commission, which calls for culturally appropriate methods of education and assessment, and Call 63 (i), which calls for building intercultural understanding and empathy through education.
- In this model, success is not defined solely by comparison to grade-level benchmarks, but by each student's growth, engagement, and confidence as a reader and learner. Reporting that emphasizes growth and voice affirms students' identities, strengthens relationships with families and communities, and ensures that every First Nations and Métis learner sees their learning reflected, valued, and celebrated.
- Shared Management of the Provincial Education System:
 - SRPSD's Elders Council has a formal relationship with the Board of Education and senior administrators. The Council consists of Elders from partner First Nation communities and the Prince Albert community. The Board consults the Elder's Council on key governance matters and cross-cultural competency development.
 - The Elders Council provides professional development for school leaders, teachers, mentors, educational assistants, students, and School Community Councils (SCCs), including:
 - Leading to Learn for senior leaders, principals, vice-principals, consultants, and coaches;
 - Land-based learning experiences;
 - Indigenous family engagement teachings;
 - Development of the High School Learning, Experiential Play-Based, and Land-Based Learning Model. The guidance provided by Elders and Knowledge Keepers has had a profound impact on the learning of students, staff, and Trustees.
- Culturally Appropriate and Authentic Assessment Measures:
 - SRPSD's strategic plan prioritizes land-based and experiential learning. Students represent learning through oral presentations, collaborative tasks, and creative expressions, with an emphasis on cultural relevance and engagement.
- Fostering Knowledge of First Nations and Métis Worldviews and Historical Impact:
 - SRPSD hosted seasonal pipe ceremonies at four schools: These ceremonies, attended by Trustees, senior administrators, school leaders, teachers, mentors, students, parents, and SCC members, foster understanding of Indigenous teachings and traditions.
 - Participation in these ceremonies promotes healing and reconciliation while deepening appreciation for the historical and cultural significance of Indigenous practices.

These actions illustrate how SRPSD worked to actualize the Inspiring Success Policy Framework and support the educational and cultural growth of students and communities.

Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.

The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.

Action Plan: Reading and Assessment

Purpose

To ensure a consistent, research-informed approach to reading instruction and assessment across Grades 1–8, aligned with SRPSD’s 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

SRPSD’s literacy model, developed in 2021-22, 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.

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:				
<ul style="list-style-type: none">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., <i>Under One Sun</i>, <i>Turtle Island</i>, <i>Literacy in Action</i>).Students at or above Benchmark: Enrichment through choice reading, author studies, and extended text sets.				
4. Reporting and Communication				
<ul style="list-style-type: none">Report Card Marks were determined using multiple sources of evidence (Reading Rubric, class work, conferences, teacher judgment).Parent Communication: Shared reading goals and growth at each reporting period.School Literacy Teams: Reviewed reading data after each assessment window to identify trends and plan interventions.				
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				
<ul style="list-style-type: none">School Leaders ensured assessment schedule adherence and provided collaborative time for data review.Teachers maintained assessment records and used data to adjust instruction.Division Literacy Team monitored implementation fidelity and supported 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.

Infrastructure and Transportation

School	Grades	Location
Big River Public High School	7-12	Big River, SK
Birch Hills Public School	K-12	Birch Hills, SK
Canwood Public School	Prek-12	Canwood, SK
Carlton Comprehensive Public High School	9-12	Prince Albert, SK
Christopher Lake Public School	K-8	Christopher Lake, SK
East Central Public School	K-8	Rural Prince Albert, SK
École Arthur Pechey Public School	Prek-8	Prince Albert, SK
École Debden Public School	K-12	Debden, SK
École Vickers Public School	K-8	Prince Albert, SK
John Diefenbaker Public School	Prek-8	Prince Albert, SK
King George Public School	Prek-8	Prince Albert, SK
Kinistino Public School	Prek-12	Kinistino, SK
Meath Park Public School	K-12	Meath Park, SK
Osborne Public School	K-8	Rural Prince Albert, SK
Prince Albert Collegiate Institute	9-12	Prince Albert, SK
Princess Margaret Public School	Prek-8	Prince Albert, SK
Queen Mary Public School	Prek-8	Prince Albert, SK
Red Wing Public School	K-8	Rural Prince Albert, SK
Riverside Public School	Prek-8	Prince Albert, SK
Shellbrook Elementary Public School	Prek-5	Shellbrook, SK
Spruce Home Public School	K-8	Spruce Home, SK
SRPSD Distance Learning Centre	7-12	Prince Albert, SK
St. Louis Public School	Prek-12	St. Louis, SK
T.D. Michel Public School	Prek-6	Big River, SK
Victor Thunderchild Public School	9-12	Prince Albert, SK
Vincent Massey Public School	Prek-8	Prince Albert, SK
Wesmor Public High School	9-12	Prince Albert, SK
West Central Public School	K-8	Rural Prince Albert, SK
Westview Public School	Prek-8	Prince Albert, SK
Wild Rose Public School	K-8	Wild Rose, SK
Winding River Colony School	K-8	Rural Birch Hills, SK
W.J. Berezowsky Public School	Prek-8	Prince Albert, SK
W.P. Sandin Public High School	6-12	Shellbrook, SK

Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2024-25 Cost
Carlton Comprehensive Public High School	Land Improvement*	Football field and track	1,242,877
Carlton Comprehensive Public High School	Building*	Washroom renovation	288,202
Carlton Comprehensive Public High School	Building**	Dust Collector	227,528
Carlton Comprehensive Public High School	Building	Roof replacement	537,118
Ecole Vickers Public School	Building*	Boiler replacement	86,084
Ecole Vickers Public School	Building**	Daycare	136,238
Education Centre	Building	Water shut off valve	326,677
St. Louis Public School	Building*	Windows replacement	108,461
Total			\$2,953,185

* Part of the cost of this project was paid during the 2023-24 budget year.

**This project will be completed in 2025-26 and part of the cost will be incurred during 2025-26.

Transportation

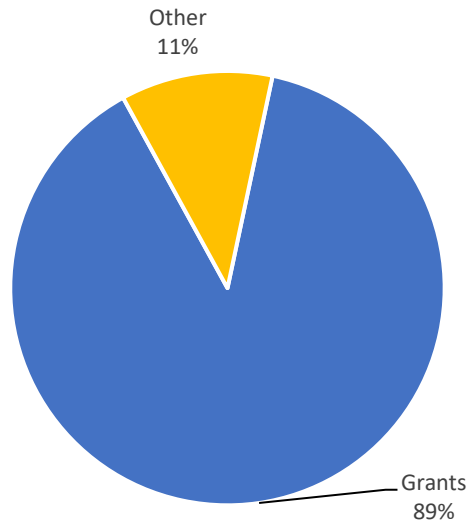
SRPSD offers transportation services to students in 31 of 33 schools. Bussing is provided for Prince Albert Roman Catholic Separate School Division students living in the Christopher Lake area to attend École St. Mary High School. There are 103 school bus routes, with 79 operated by the division and 25 serviced by contractors.

Transportation Statistics	
Students transported	3,268
In-town students transported (included in above)	1,061
Transportation routes (includes school division and contracted)	103 (25 contracted)
Number of buses	103
Kilometres travelled daily	14,045
Average age of bus	8.75 years
Capacity utilized on buses	50%
Average one-way ride time - urban	15 minutes
Average one-way ride time – rural	26 minutes
Longest one-way ride time – urban	55 minutes
Longest one-way ride time – rural	90 minutes
Number of school trips per year	1,286
Kilometres per year travelled on school trips	64,146
Cost per student per year	\$2,310.15
Cost per kilometre travelled	\$2.88

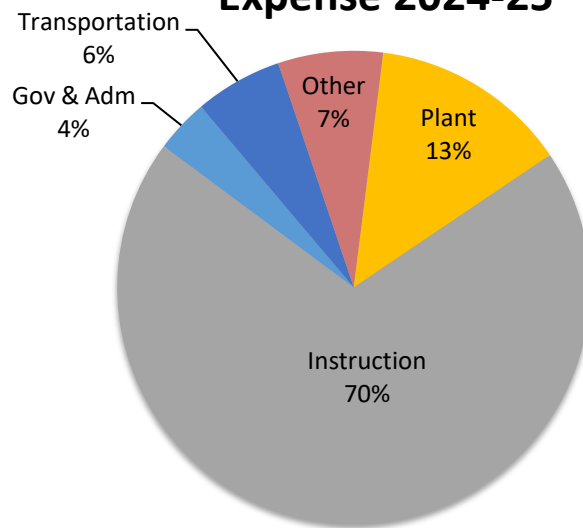
Financial Overview

Summary of Revenue and Expenses

Revenue 2024-25



Expense 2024-25



Budget to Actual Revenue, Expenses and Variances

	2025	2025	2024	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Grants	105,164,570	111,050,929	101,876,172	5,886,359	6%	1
Tuition and Related Fees	2,753,590	2,919,761	2,757,223	166,171	6%	2
School Generated Funds	2,280,000	3,232,197	2,683,775	952,197	42%	3
Complementary Services	2,062,280	2,262,280	2,047,228	200,000	10%	4
External Services	2,581,290	3,472,705	2,811,896	891,415	35%	5
Other	1,744,626	2,280,629	2,819,124	536,003	31%	6
Total Revenues	116,586,356	125,218,501	114,995,418	8,632,145	7%	
EXPENSES						
Governance	640,015	616,944	467,127	(23,071)	-4%	
Administration	3,748,667	3,992,898	3,723,341	244,231	7%	7
Instruction	84,326,131	87,722,335	82,685,781	3,396,204	4%	
Plant	17,241,700	17,084,509	16,470,226	(157,191)	-1%	
Transportation	7,452,714	7,549,585	7,473,544	96,871	1%	
Tuition and Related Fees	184,413	254,230	192,608	69,817	38%	8
School Generated Funds	2,285,000	3,141,255	2,585,894	856,255	37%	9
Complementary Services	2,309,183	2,265,425	2,209,199	(43,758)	-2%	
External Services	2,612,765	3,375,684	2,804,378	762,919	29%	10
Other Expenses	500	118	-	(382)	-76%	11
Total Expenses	120,801,088	126,002,983	118,612,098	5,201,895	4%	
Surplus (Deficit) for the Year	(4,214,732)	(784,482)	(3,616,680)			

Explanation for Variances (All variances that are greater than positive or negative 5% must be explained)

Note	Explanation
1	Over budget due to increases in teacher collective bargaining agreement funding, actual of \$6.1M, budget of \$3.0M, preventative maintenance renewal actual funding of \$3.4M, budget of \$2.6M and an increase in enrolment funding of \$1.1M.
2	Over budget due to tuition fees for individuals, as both international and Ranch Elhro were not budgeted for.
3	Over budget due to increase in school activities/fundraising. Corresponds with increase in School Generated Funds expense.
4	Over budget due to \$200K increase in Early Learning Intensive Support funding not budgeted for.
5	Over budget due to Following Their Voices funding of \$267K not budgeted for under external services. Nutrition and Before and After School Program funding of \$265K not budgeted for. As well, increase in SGI funding of \$185K due to increase in driver education contract/cost.
6	Over budget due to donation received for the Harry Jerome Track project of \$467K and Saskatchewan School Board Association reimbursement of \$220K not budgeted for.
7	Increase as a result of retro pay and salary increases tied to new teacher collective bargaining agreement.
8	Over budget due to an increase in Sask. Polytechnic and Dumont Technical Institute tuition fee students not budgeted for.
9	Over budget due to increase in school activities/fundraising. Corresponds with increase in School Generated Funds revenue.
10	Over budget due to Nutrition and Before and After School Program expenses of \$265K as these programs are applied for on an annual basis and not budgeted for, driver education expenses of \$478K compared to budgeted expenses of \$294K due to an increase in contract rates, KidFirst expenses of \$1.5M compared to budgeted expenses of \$1.37M and Family Resources Centre expenses of \$444K compared to budgeted expenses of \$354K.
11	Bank interest charges were less than budgeted.

Appendix A – Payee List

Board Remuneration

The following lists all payments made to and on behalf of board of education members.

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Bloom, Cher*	\$32,885	\$3,392	\$ -	\$4,316	\$ -	\$1,585	\$42,178
Brown, Jill	22,258	1,481	-	4,509	-	1,585	29,833
Franc, Neru	22,858	1,279	-	5,271	-	1,585	30,993
Gerow, Bill	24,491	3,101	-	2,712	-	1,585	31,889
Gustafson, Grant	4,477	313	-	-	-	-	4,790
Hollick, Barry	25,369	1,200	-	3,915	-	1,585	32,069
Lewis, Mira	21,064	950	-	4,946	-	1,585	28,545
Lindberg, Arne	24,539	1,200	-	2,497	-	1,585	29,821
Nunn, Alan ***	29,819	1,200	-	3,438	-	1,585	36,042
Rowden, Darlene**	2,554	613	-	-	-	-	3,167
Sander, Darcy	21,676	969	-	3,403	-	1,585	27,633
Smith-Windsor, Jaimie	4,476	724	-	-	-	-	5,200
Vickers, Michelle	4,476	250	-	-	-	-	4,726
Yeaman, Bill	26,502	2,110	-	3,624	-	1,585	33,821

* Board Chair (November 2024 to August 2025)

** Board Chair (September to November 2024)

*** Board Vice-Chair

Personal Services

Listed are payees who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more.

Name	Amount
AARRESTAD, COLE	\$73,875
AARRESTAD, JACLYN	81,629
ABBEY-DER, HEIDI	100,091
ACORN, PERRY	113,291
ACORN, SHELLY	107,184
ADAMS, AMANDA	89,010
AFAN, ARCHIE	54,419
AHENAKEW, RAYNA	60,830
AIKEN, RYAN	70,440
AITKEN, PAMELA	113,291
AMY, BRADLEY	114,136
ANDERSON, CHELSEY	50,738
ANDERSON, DARREN	54,509
ANDERSON, DEAN	103,170
ANDERSON, KIMBERLY	102,210
ANDRES, LAURA	51,503
ANDREWS, BROOKE	67,141
ANTONIO, RUMUEL	54,493

Name	Amount
ARCAND, CHERYL	135,625
ARCAND, DANIELLE	91,182
ARMITAGE, TRENT	107,184
ARPIN, DARCY	107,184
ARPIN, KENT	145,858
ASTROPE, TRACY	102,210
ATKINSON, COLTON	106,568
ATKINSON, DIANE	102,210
AURAMENKO, SHANNON	102,210
BALICKI, VANESSA	89,274
BALL, LAREN	102,210
BANMAN, MICHAEL	94,766
BANNERMAN, CARRIE	56,414
BARLOW, LISA	102,172
BASARABA, ALEC	86,133
BASARABA, CHAD	103,767
BATES, KRISTIN	108,235
BEAR, CODY	80,483

Name	Amount
BEAR, LORNE	57,839
BEAVEN, TRACEY	76,492
BECKER, BRITTNEY	93,929
BELLEHUMEUR, CARMEN	107,184
BELLIVEAU, JEAN	113,743
BELYEA, CAROL	86,002
BENDER, CURTIS	108,270
BENDER, MEIRAH	76,212
BENNINGTON, CAROLYN	113,431
BEREZOWSKI, RHONDA	113,900
BERGEN, CHELSIE	122,667
BERGEN, MATTHEW	121,157
BERGEN, RODNEY	54,509
BERNATH, BRENDA	108,349
BEST, BRIGIT	100,799
BEXSON, JAVAN	98,622
BIBBY, PATRICIA	127,934
BILLAY, BRITTANY	107,401
BILLO, KEITH	77,193
BILODEAU, MARIE	102,210
BLACK, GAIL	113,291

Name	Amount
BLAIS, CHELSEY	91,395
BLAIS-COURT, MICHELLE	103,655
BLOOMQUIST, TRACY	125,235
BOETTCHER, PAMELA	106,626
BOLOTNIUK, DANNY	54,538
BOND, DANIEL	100,460
BONDAME, BRYAN	55,880
BONE, JENNY	113,361
BONIN, RENEE	88,402
BORTHWICK, CARISSA	102,210
BORTHWICK, COREY	113,291
BOUCHARD, NADINE	131,272
BOULDING, CARA	80,767
BOUTIN, BRADLEY	94,323
BOY, KELSIE	90,391
BRAAS, JENNIFER	95,600
BRAATEN, LEANNE	69,174
BRAATEN-ERNST, CHRISTIE	107,192
BRADBURY, HEATHER	113,206
BRAGG, DAVID	102,210
BRAUN, DENNIS	97,353

Name	Amount
BRECELJ, KAILIE	67,840
BROWN, BRODY	52,271
BROWN, JENNIFER	107,204
BROWN, KELLY	102,210
BROWN, TARAN	88,218
BRUCE, RYAN	139,309
BRUNEAU, ASHLEY	102,229
BURNS, CODY	102,210
BYRNE, MITCHELL	102,088
CALLAGHAN, ERIN	107,604
CAMPBELL, LISA	102,134
CAMPBELL, MEGAN	113,312
CANADAY, JAMIE	84,892
CANAVAN, SHELDON	57,348
CANTIN, KARA	126,097
CARLSON, ADRIENNE	107,332
CARR, VERONICA	101,894
CARRIER, ZOE	75,821
CARTIER, KELLY	53,451
CASAVANT, SARAH	89,511
CEY, CORINNE	141,385

Name	Amount
CHAN, BETSY	162,156
CHESTER, CARA	102,210
CHESTER, WILLARD	55,363
CHILDRESS, TAILYN	71,671
CHIYANE, PETER	54,499
CHOUMONT-ROY, LORI	102,210
CHRETIEN, MELISSA	93,929
CLARK, CHELSEA	76,084
CLIFFORD, LORELEI	102,210
CLOSE, TRENA	107,350
COCHET, PAMELA	76,729
COCHRANE, HOLLY	66,841
COERTZE, CATHARINA	94,065
CONARROE, KIMBERLEY	102,210
COOK, MEAGAN	60,160
COOMBS, TSINDA	109,003
CORDUBAN, VICTOR	96,672
CORRIGAL, KELLY	58,312
CORTEZ, ANNALYN	52,954
COURNOYER, BRANDI	101,601
COURT, DARCIE	121,022

Name	Amount
COURT, JEFFREY	200,548
COUTURE, DIANA	102,229
CRAGG, LESLIE	57,917
CRAIG, STACY	112,998
CRANE, CATHERINE	51,772
CRAWFORD, LORRAINE	102,210
CROMARTIE, CANDICE	107,061
CROSS, JENNA	147,382
CUNNING, TAYLOR	100,164
CUNNINGHAM, SHEILA	107,184
CURRAN, TARYN	72,900
CYR, AMANDA	112,692
DAELICK, COLETTE	107,184
DALLYN, BROOKE	100,839
DALLYN, CHANTELLE	102,210
DAMS, ANITA	107,184
DANCZAK, DALLAS	54,118
DANSEREAU, BONNIE	102,210
DAVIDSON, DWAYNE	56,762
DAVIDSON, MICHELLE	55,594
DE WINNAAR, SUSANNA	52,304

Name	Amount
DEBRAY, STACEY	107,201
DECK, MELANIE	107,910
DEGENSTEIN HEISLER, KALYN	85,546
DELI, TABATHA	113,596
DELISLE, SYLVIA	130,744
DELUREY, MICHELLE	102,229
DEMERAI, DALE	56,545
DERKACH, JUSTIN	107,970
DESAI, AMISH	77,178
DESCHAMBEAULT, KIMBERLY	90,920
DESCHAMBEAULT, MARGUERITE	72,732
DIAKIV, ROMAN	72,952
DIENO, DIANE	101,956
DMYTERKO, HOLLY	107,184
DOBERSHECK, HAZEL	107,210
DOETZEL, KIMBERLY	102,210
DONALDSON, HANNAH	68,783
DONALDSON, SUSAN	53,592
DONAUER, JOSHUA	97,000
DRYKA, LISA	55,288
DUDRAGNE, MONIQUE	94,855

Name	Amount
DUGAN, REBECCA	81,987
DUMAIS, DENISE	90,743
DUMELIE, CHRISTOPHER	107,184
DUMONT, MANDY	107,224
DUPRE, MACKENZIE	66,559
DUPUIS, KATELYN	89,511
DURET, KRISTA	105,655
DUVAL, GREG	102,347
DYCK, CORY	86,338
DYCK, ERIN	72,707
DZIURZYNSKI, COURTNEY	105,242
ELDSTROM, VICKI	51,257
ELMER, KIMBERLY	62,140
EMMERSON, KYLIE	113,143
EMOND, DAYLE	110,091
ENNS, JENNIE	114,562
ERIGBUAGAS, KIM	57,917
ERVICK, JILLIAN	98,154
ESTERGAARD, JORDANNE	58,285
ETHIER, DEAN	54,419
ETHIER, LAWRENCE	95,947

Name	Amount
EVERSEN, BRENDA	107,184
FAVEL, GINELLE	107,569
FAZIO, FRANCESCO	80,538
FEHER, ARTHUR	140,985
FENDELET, JUSTIN	107,504
FENDELET, RACHEL	113,291
FERGUSON, JENNIFER	180,350
FERNIE, KENDRA	130,264
FESCHUK, ROY	135,932
FETCH, CAISSEY	83,799
FIDDLER, TODD	67,623
FIDDLER, TRACY	50,890
FIDDLER-WIESNER, BILLIE	70,088
FINCH, NEIL	235,552
FINCH, NICOLE	97,324
FINES, JENNIFER	113,403
FISCHER, KAREN	102,210
FLETT, ORLANDA	107,979
FLEURY, JESSIE	83,450
FOLMER, KYLE	56,762
FONTAINE, TAYLOR	62,257

Name	Amount
FORBES, DEANNA	100,158
FORREST, BREANE	69,474
FORTIER, JEAN	73,862
FORTIER, MYRIAM	70,701
FORTIER, PRISCILLE	94,909
FOUQUETTE, WILLIAM	53,589
FRANC, SERENA	67,380
FRANKLIN, RHONDA	105,090
FRASER, PAMELA	107,604
FRIESEN, CASSANDRA	112,601
FUSICK, KENTON	56,762
GABRIEL-CANNON, JORDAN	73,839
GALLIMORE, LAURA	88,147
GANGE, MICHAEL	107,184
GANGE, TWYLA	102,210
GAREAU, ELIZABETH	81,409
GAREAU, JULIE	109,063
GAREAU, RYAN	127,019
GARIEPY, LOIS	107,184
GAUDET, ERIN	102,657
GAUDET, JENNA	62,966

Name	Amount
GAUDET, LEE ANN	91,367
GAUDET, TRACY	102,210
GENEROUX, JOLENE	100,132
GEORGESON, ALICIA	105,591
GERHARDT, KELLY	170,931
GERSTNER, TYLER	73,245
GINTER, DALE	74,145
GINTER, KAYLA	97,406
GLYNN, TORI	93,511
GOBEIL, DARCY	102,229
GORDON, GRANT	97,521
GOTCHIA, CARLEAH	102,327
GRANT-WALKER, CARRIE	144,498
GRAY, LORI	113,291
GRAY, MATTHEW	132,700
GREEN, JENNIE	152,667
GRIMARD, MICHELLE	103,420
GROVES, STEPHEN	113,295
GUILLET, CHANTELE	104,266
GUNDERSON, LEANNE	103,037
GUNVILLE, CHELSEA	98,188

Name	Amount
GUNVILLE, SHERI	122,363
GUNVILLE, SHERRY	120,586
HADLOC, RALJEAN	55,737
HALAYKA, TWYLA	80,426
HALL, PAYTON	50,427
HAMILTON, JOEL	102,994
HANSEN, NICOLE	51,874
HANSON, TAYLIA	75,136
HARCOURT, JENNIFER	75,897
HARDING, DARLANA	122,332
HARKNESS, JODY	103,504
HARKNETT, JAMIE	107,139
HARPER, BETH	50,787
HASTINGS SMITH, LORIANNE	113,293
HATTUM, AMY	73,587
HAWRELUK, MICHELLE	72,452
HAYDUKEWICH, DARCI	65,928
HAYUNGA, TRISTAN	106,783
HAZZARD, PATRICIA	102,210
HAZZARD, THOMAS	53,996
HELGASON, JILL	107,424

Name	Amount
HELGASON, PATRICK	107,194
HEMSWORTH, TAYLOR	54,292
HENDERSON, CONNIE	104,265
HENRY REMY, KELSA	109,591
HENRY, JAMIE	142,641
HENRY, JENNIFER	108,449
HENRY, KADIN	60,793
HENRY, MURRAY	109,314
HENRY, TARYN	107,624
HERZOG, MICHAEL	75,084
HEWITT, RILEY	89,524
HIEBERT, BAILEY	64,850
HILL, SHONA	102,305
HINGLEY, JENNIFER	207,242
HLADUN, HEATHER	101,702
HODA, BRANDY	107,184
HOEY-SETO, ELISE	50,029
HOLCOMB, SHELBY	93,919
HOLMEN, JORDAN	107,164
HONCH, JODI	120,985
HOOD, LEE-ANNE	102,210

Name	Amount
HORACHEK, ADAM	64,161
HORNE, KAREN	121,817
HOUNJET, JOSEE	97,689
HOWAT, LISA	118,965
HUDDLESTONE, BLAIR	107,184
HUDDLESTONE, JENNIFER	107,445
HUDON, JANELLE	110,053
HUDON, LAURIANE	107,184
HUFNAGEL, LAUREL	65,668
HUGHES, RYAN	103,090
HUNTER, BARB	74,333
HURD, MIKE	316,789
ISBISTER, DIANA	111,357
IZSAK, LEAH	56,078
JACKOW, ALICIA	102,525
JACOBSON, REGAN	91,832
JEFFERSON, BRITTANY	92,120
JENNY, REANN	58,870
JESS, TRAVIS	77,193
JEWITT, TAMMY	102,229
JOHNSON, MICHELLE	100,347

Name	Amount
JOHNSON, ROSALIND	54,419
JOHNSON, TAYLOR	75,149
JONES, KIM	58,635
JONES, MONICA	102,210
KALIKA, KHRISTOPHER	85,546
KALIKA, MICHAEL	97,926
KARAKOCHUK, KAMI	108,934
KASNER, MARLIESE	102,210
KAUFHOLD, JOEY	107,284
KELLER, BRADEN	96,303
KELLY, CHRIS	124,460
KELLY, JILLIAN	80,505
KENNEDY, JOCELYN	113,348
KERLEY, ASHLEY	107,184
KHAN, JACQUELINE	107,530
KLAASSEN, KARISA	147,141
KLASSEN, KELLY	107,184
KLASSEN, PETRICA	102,210
KLINGENBERG, GLENN	107,184
KNUTSON, ERIC	114,370
KORCZAK, KARI	143,640

Name	Amount
KORECKI, ALISON	107,507
KORECKI, STEVEN	115,150
KOROLUK, KEVIN	129,411
KOWAL, SHAYNE	102,407
KRAHN, DAVID	77,178
KRAUS, RACHELLE	114,585
KROHN, ELIZABETH	84,214
KSYNIUK, PERRY	54,066
KUBICA, KAREN	80,385
KUPERIS, KIMBERLY	102,210
KUTNIKOFF, TREVER	102,210
KUTNIKOFF-BRITTAIN, CONNIE	114,301
KUZMA, CARA	126,799
KUZMA, TYLER	139,074
KVINLAUG, DYLAN	64,544
KYLIUK, LINDSAY	113,291
LABRASH, MARNI	112,208
LACLAIRE, EVAN	70,622
LAEWETZ, JOCELYN	90,462
LAMB, TAYLOR	79,808
LAROSE, HEATHER	93,408

Name	Amount
LARSON, SARAH	107,184
LARSON, SHELDON	115,916
LASAS, ROBYN	70,700
LAVIGNE, RACHEL	107,102
LAWRENIUK, TERRY	77,193
LEDDING, CHERYL	101,626
LEDDING, DEANNA	109,579
LEHNER, CAREY	101,193
LEHNER-DONALDSON, CHARITEE	80,262
LEMAIRE-RUDER, ALANNA	72,560
LEMIRE, CAROLYN	115,041
LENDZYK, DAVID	56,762
LENNOX, ALAN	56,329
LENNOX, ROCHELLE	53,861
LEPINE, SHERYL	102,210
LETENDRE, JODI	131,498
LETKEMAN, DEJAN	131,380
LIEDTKE, LEAH	102,676
LINN, BRIAN	113,291
LLOYD, ANDREA	63,967
LOHMAIER, DOUGLAS	55,480

Name	Amount
LOHNEIS, JEFFREY	102,210
LOHNEIS, LAUREN	108,783
LOKINGER, DAVID	136,381
LORENSEN, LANA	107,184
LUCYSHYN, TRICIA	113,291
LUECK, MATTHEW	80,272
LUEKEN, JESSICA	107,079
LUNDGREN, IAN	77,193
LUSSIER, SHAYLENE	72,578
LYSITZA, ANGELA	102,220
MACDONALD, AARON	107,184
MACDONALD, ALLISON	102,210
MACDONALD, REILLY	65,140
MACGILLIVRAY, CHRISTINE	102,210
MACK, THOMAS	114,684
MACKIE, HEATHER	50,303
MAGEE, DIANDRA	73,735
MAMCZASZ, RANELLE	82,413
MANDZAK, MICHAEL	73,085
MANSON, EMMA	67,545
MANSON, SCOTT	103,374

Name	Amount
MARDELL, KIMBERLY	102,032
MARSOLIER, MARC	77,193
MARTENS, CAROL	107,184
MATIKO, SOPHIA	72,707
MCAULEY, MYRTLE	103,506
MCBETH, BRETTE	73,541
MCCALLUM, CURTIS	71,801
MCCALLUM, MICHAEL	79,215
MCCOMAS, SARAH	122,332
MCDONALD, LAURA	65,668
MCDONALD, TERRI	61,877
MCEWEN, TRICIA	122,354
MCGREGOR, GRAHAM	145,125
MCKAY, SKYE	66,540
MCKEE, DARRYL	52,253
MCLEOD, JAYSON	84,066
MCLEOD, JENNIFER	100,308
MCTAGGART, DAVID	77,193
MEDINSKI, TARA	69,483
MELIDONIAN, ARSHALOUYS	71,909
MELNYK, MELISSA	92,744

Name	Amount
MERCIER, MELINA	75,472
MERKOWSKY, MEGHAN	62,008
METTE, KAYLA	111,238
MEYERS, JAMES	112,840
MEYERS, JANELLE	103,170
MEYERS-BLANCHARD, TANNIS	101,860
MICHALCHUK, BRYN	121,721
MICHALCHUK, RYLAN	146,362
MICHAUD, DOMINIC	64,544
MICHAUD, TOM	74,529
MICHELL-KOHUT, JENILEE	107,184
MILLER, BRITTANY	83,168
MILLER, KASSIA	102,210
MILLER, MICHELE	102,210
MILLER, TERESA	113,291
MILLIGAN, ASHTON	68,856
MINEAU, JORDANNA	53,068
MINIELLY, KAY	113,291
MIRASTY, MELANIE	107,337
MITCHELL, SHELLEY	102,210
MITCHELL, TAYLOR	76,061

Name	Amount
MOGG, MICHAEL	88,677
MONETTE, STACEY	121,043
MONSALUD, DEOMEDES	55,144
MOODY, COLLEEN	61,008
MORAN, CAITLIN	63,537
MORASH, GAIL	107,245
MORILLO, RACQUEL	74,760
MORIN, RHEA	67,168
MORLEY, SANDRA	128,658
MORRIS, JESSIE	56,762
MORRISEY, SANDRA	114,255
MORRISON, JANELLE	102,112
MORTON, JENNIFER	113,291
MOUROT, KEVIN	86,046
MUGFORD, KURTIS	113,941
MULHERN, DEREK	80,559
MYO, AUSTIN	68,772
NAGUI, DIANA	53,495
NELSON, BARRY	77,193
NELSON, ELNOR	107,184
NELSON, JARET	135,678

Name	Amount
NELSON, RACHELLE	99,962
NEMISH, KRISTYN	107,184
NEUBUHR, MELISSA	102,210
NEUFELD, DENNIS	56,762
NICHOLSON, HANNAH	96,401
NICOLAS, FRANK	51,980
NIMUBONA, DIEUDONNE	107,184
NORDSTROM, ANGELA	102,229
NTIBATEGERA, CHANTAL	107,184
ODNOKON, AUSTIN	76,157
ODNOKON, MARK	102,210
OLEXSYN, BONNIE	107,346
OLSEN, MELONEY	54,419
OTTO, NICOLE	81,562
PAINCHAUD, JENNIFER	132,419
PAINCHAUD, SHAELYN	69,509
PALMER, YSABEL	63,669
PANLAQUI, ELMER	50,537
PARADIS, RENEE	67,404
PARENTEAU, BRADLY	107,184
PARENTEAU, KATELIN	93,976

Name	Amount
PARENTEAU, KELLY	56,708
PARENTEAU, NICOLE	101,288
PARENTEAU, TROY	100,939
PARSONS, TRISTA	80,569
PATEL, SUSHIL	105,484
PATERSON, RAYANNE	113,730
PAWLIW, KRISTEN	71,593
PEARCE, WILLIAM	54,419
PEARSE, JILL	107,184
PEARSON, KELSEY	104,244
PEDERSON, KALLI	91,360
PELERINE, MATTHEW	53,648
PELLETIER-ARMITAGE, EASTON	70,259
PENNER-HENRY, CARLA	102,235
PERSON, KENDALL	101,286
PHILP, NICOLE	113,396
PICHULA, CHRISTOPHER	54,185
PIDBOROCHYNSKI, JERROLD	208,430
PILLAR, JORDYN	72,615
PILON, KIRK	108,604
PILON, SHEA	97,073

Name	Amount
POCHA, BONNIE	55,357
POCHA, JESSICA	93,511
POIRIER, GISELE	99,998
POULIN, DANIELLE	101,237
PRITCHARD, SHANNON	107,164
PUETZ, COLE	93,671
RAAS, KATHERINE	102,210
RACOMA, ROLLY	53,794
RADKE, ALISHA	102,227
RANCOURT, ANGELA	107,039
RASONABE, CHERRY	50,093
RAYMOND, JULIE	112,783
REDDEN, MCKENZIE	105,221
REEDER, NATALIE	102,229
REINBRECHT, ANGELA	66,841
RHEAUME, JENNIFER	139,037
RIDDOCH, BRAD	117,483
RIEGER, TARYN	102,210
RINGDAHL, MARIAH	77,162
RINK, GLORIA	62,293
RINK, JOSEY	78,966

Name	Amount
RINTOUL, RYAN	86,094
RIOU, DANICA	77,109
RIPPLINGER, MORGAN	73,590
RISLING, CELINA	96,022
ROBERTS, SHAWN	77,193
ROBERTSON, JASMINE	77,109
ROBINSON, ALLISON	72,490
ROBINSON, LEAH	87,141
ROLFES, MARK	107,838
ROMBOUGH, BRENDA	54,419
ROMERO, JOEL	56,762
ROOS, SCOTT	102,210
ROSS, JILLIAN	96,913
ROSS, TIFFANY	56,302
ROTH, MEAGAN	102,220
ROUAULT, DUSTIN	94,348
ROUAULT, TRACY	88,250
ROUSSON, DAVID	86,046
ROZVELT, AMANDA	89,911
RUMPEL, TRENT	108,352
RUTZ, ANDREA	107,184

Name	Amount
RUTZ, TREVOR	113,291
RUZNISKY-PRIMEAU, LACEY	113,382
SAAM, KAELEE	72,900
SACHKOWSKI, DEVYN	54,307
SALMOND, ALLYSSA	60,401
SANDERSON, JAMIE	101,702
SANDERSON, MAGON	89,421
SANSOM, KORALEE	107,450
SAUER, VICTORIA	54,419
SAUFERT, JAHNAYA	113,301
SCARROW, COLLEEN	98,144
SCHENK, ADRIENNE	108,778
SCHILLE, BRYAN	108,160
SCHLAMP, SHANNON	102,838
SCHLUFF, DOROTHY	66,791
SCHULTZ, KAITLIN	75,911
SCHWARTZENBERGER, KATHLEEN	122,332
SCHWARTZENBERGER, LAMBERT	128,342
SCHWEHR, CORRINE	137,281
SCHWEHR, RICHARD	102,373
SCRAGG, AMBER	90,494

Name	Amount
SCRIVER, LAKELAND	82,475
SEITSONEN, JANELLE	101,629
SEMENCHUK, TROY	106,481
SEMENOFF, JORDYNE	86,787
SENGER, NICOLE	102,210
SHILLINGTON, ALYSHA	102,210
SHULTZ, DANICA	120,521
SIGRIST, TRINA	101,155
SILVER, BROOKE	65,181
SIMPSO, SANTANA	113,205
SIMPSON, SCOTT	77,193
SINCLAIR, LAURA	102,543
SINCLAIR, SHAWNA	108,057
SINOSKI, GINA	133,199
SINOSKI, KAREN	108,934
SINOSKI, PAIGE	107,915
SITTLER-GANE, KENDRA	120,732
SIWAK, SUSAN	106,750
SKAVLEBO, ASHLEY	64,544
SKOMOROWSKI, KAYLEIGH	109,314
SKOTHEIM, TIMOTHY	77,178

Name	Amount
SLINGERLAND, GREG	54,419
SMITH, ASHLEY	78,507
SMITH, GREGORY	107,263
SMITH, MELANIE	102,229
SMITH, WAYNE	56,762
SMITH-BIGGINS, JESSY	64,544
SODERBERG, MIKAYLA	69,882
SORENSEN, ASHLEY	74,620
SPARBOE, BRANDI	140,676
SPICER, MICHAEL	77,193
SPLAWINSKI, LYNN	113,757
ST. AMAND, SHAUNA	106,304
STANFORD, ROBYN	113,437
STASIW, WHITNEY	102,749
STEFANKIW, LOU-ANNE	115,686
STENE, CARRIE	113,291
STIGEN, DIANNE	125,384
STORRY, ANGELA	62,280
STRACHAN, LINDSAY	107,552
STRAF, HEATHER	102,213
STROM, DAYGEN	107,184

Name	Amount
STROM, TIMOTHY	105,584
STUBBS, BRAD	54,419
STUCKEL, TRENT	90,604
SUBCHYSHYN, JAMIE	106,987
SUBCHYSHYN, LEIGH	102,210
SUKOROKOFF, DWAYNE	159,218
SULLIVAN, KELSI	98,982
SUTTON, RICHELLE	113,396
SVENKESON, ADAM	102,210
SWAIN, ALLISON	102,210
SWENSON, RHONDA	107,224
SZESZORAK, AMANDA	110,499
TAIT, KEVIN	131,163
TAPHORN, MYKENZIE	68,621
TASH, LINDSAY	93,790
TATLOW, LOGAN	67,983
TATLOW, TAYLOR	75,686
TAYLOR, PATRICIA	107,184
TEBAY, GARETTE	204,032
TELFER, PEGGY	104,038
TESSIER, LAUREN	107,184

Name	Amount
TESSIER, MARTY	78,668
TETREULT, ARMAND	132,757
THIESSEN, ANGELA	102,356
THOMAS, MICHELLE	109,631
THOMSON, DARREN	99,621
THORPE, DEVON	115,369
THORPE, DIANNE	102,229
THORSEN, THERESA	122,332
TIBBS, KEANAN	76,348
TICKOWSKY, SONYA	97,689
TIESSEN, JASMIN	122,332
TILFORD, LUKE	97,449
TINKER, KIMBERLEY	97,387
TOMPOROWSKI, HARRIET	140,628
TOMYN, KAREN	50,242
TOPOROWSKI, SHELLEY	107,184
TOURNIER, DWAYNE	140,228
TOURNIER, JOANNE	130,275
TRANN, CORY	207,242
TREMBLAY, JOANNE	113,291
TRETIK, LEANNE	149,453

Name	Amount
TRUMIER, BROCK	78,668
TURNER, BLAIR	102,229
TURNER, LEVAY	102,229
TWYVER, TAMMY	102,365
ULRICH, GARTH	115,043
VALDIVIA, KERRI	51,810
VAN STEELANDT, DANELLE	102,464
VAN STEELANDT, DEVIN	107,178
VANCOUGHNETT, TANYA	76,205
VANDALE, ALICIA	102,079
VANDALE, BONNIE	102,172
VANDALE, KAYLA	108,219
VANDALE, KIMBERLY	77,575
VANDALL, CHERIE	102,229
VANDALL, JASON	84,485
VERBONAC, JANELLE	102,217
VERESCHAGIN, SHAWN	81,587
VERMETTE, CHELSEE	64,352
VICENTE, GILMAR	54,623
VILLARMINO, ANDREW	54,419
VILLENEUVE, NICOLE	106,096

Name	Amount
VIRAY, JOSEPH	54,419
VOGT, JEREMIE	127,191
WADITAKA, APRIL	57,017
WAGNER, LYNNAE	102,214
WALBERG, CORBIN	85,422
WALKER, GREGORY	138,655
WALL, MEAGAN	90,062
WALSH, MEGAN	93,105
WALTER, PAM	65,668
WARD, BRITTANY	115,190
WARD, COURTNEY	75,694
WARD, JOYCE	117,764
WASON, SYDNEY	69,147
WELESKI, RONALEE	107,184
WELWOOD, ARIELLE	107,006
WENC, EMMA	68,795
WENIG, BRIANNA	73,862
WEST-BATES, PAULA	107,184
WHITE STAVELY, MARTI	131,372
WHITE, RYAN	77,193
WHITROW, REED	90,618

Name	Amount
WIBERG, HOLLY	114,029
WIBERG, SONYA	59,365
WICKS, CRAIG	102,464
WIDEEN, NATALIE	110,223
WILKIE, JANA	128,272
WILKIE, ROGER	77,273
WILKINSON, DENISE	56,927
WILKINSON, WILLIAM	107,766
WILLIE, MELANIE	107,434
WILLOUGHBY, MORGAN	77,134
WILSON, LOGAN	77,193
WILSON, MARY	77,398
WILYMAN, BRADY	99,026
WINHOLD, CARLEY	78,507
WINSOR, AARON	55,363
WINSOR, MARCIA	102,975
WINTERTON, ERIN	78,507
WINTRINGHAM, LORI	90,524
WOTHERSPOON, ALICIA	102,377
WOYTOWICH, JILL	92,630
YAKUBCHUK, CHELSIE	107,456

Name	Amount
YEAMAN, ANGELA	129,747
YOUNG, DANIELLE	102,210
ZANIDEAN, SARAH	89,511
ZBARASCHUK, LORIE	107,314

Name	Amount
ZULTOK, CAROL	109,729
ZULTOK, DAVID	107,223
ZURAKOWSKI, DARWIN	77,178

Supplier Payments

Listed are payees who received a total of \$50,000 or more for the provision of goods and services.

Name	Amount
A+ CONTRACTING	\$82,215
ABORIGINAL HEADSTART PROGRAM	155,086
AL ANDERSONS SOURCE FOR SPORTS	97,130
AMAZON	321,371
ANDERSON MOTORS LTD	83,210
ANDERSON, DEBBIE	66,025
AODBT ARCHITECTS LTD.	69,286
AON CANADA INC.	1,015,466
AQUIFER DISTRIBUTION LTD	51,193
AVISON YOUNG ITF	60,159
B & B ASPHALT	165,048
BROSTON ENTERPRISES	954,797
CANADIAN CORPS OF COMMISSIONAIRES	104,549
CANADIAN TIRE STORE	52,326
CENTAUR PRODUCTS INC.	282,951
CITY OF PRINCE ALBERT	541,485
CLARK ROOFING (1964) LTD.	608,289
CLEARVIEW GLASS	151,613
COMPUGEN INC.	136,350
CORNERSTONE INSURANCE	89,974
COSTCO	68,274
CUSTOM SECURITY & INVESTIGATION	108,083
CYPRESS SALES PARTNERSHIP	50,098
DELL CANADA INC	690,768

Name	Amount
DODGE & SONS PAINTING	60,295
DOLLARAMA	54,137
EILEEN'S DRIVING SCHOOL LTD.	478,417
EXACT FENCING SERVICES	54,625
FAMILY FUTURES, INC.	222,945
FEDERATED CO-OP	778,686
GFL ENVIRONMENTAL INC.	77,611
GORDON FOOD SERVICE (GFS)	361,360
HDA ENGINEERING LTD.	101,232
HOLTSLAG SALES & SERVICE	68,467
IMPERIAL DADE CANADA INC.	160,282
INTRINSIC MENTAL HEALTH THERAPY	81,493
J & G BUSLINES	221,178
JOHNSON CONTROLS LTD.	113,152
KEV SOFTWARE INC	61,496
LAKE COUNTRY CO-OP ASSOCIATION	662,871
LANDE, DARCY	63,048
LEGACY BUS SALES LTD.	898,820
LOBLAW COMPANIES LTD.	190,850
LOBLAWS INC.	257,292
MARTIN, NICK	80,487
MATRIX VIDEO COMMUNICATIONS	93,682

Name	Amount
MAXIM TRUCK & TRAILER	147,436
MOORE ARCHITECTURE CONSULTING	60,010
MOTION LP	52,730
NAGY HOLDINGS LTD.	597,613
NATIVE COORDINATING COUNCIL	169,036
NEXGEN MECHANICAL INC.	605,479
NORTHEND WAREHOUSING LTD.	71,947
P.A. NORTHERN BUS LINES LTD.	60,919
POWERSCHOOL CANADA	156,562
PRAIRIE MEATS	90,370
PRAKASH CONSULTING LTD.	152,654
PRINCE ALBERT ALARM SYSTEMS	57,475
REIMER, HOLLY	135,626
RUSZKOWSKI ENTERPRISES INC.	151,824
SASK. POLYTECHNIC	56,431
SASKTEL	202,475
SASKENERGY	790,573
SASKPOWER	1,412,292
SASKATCHEWAN DISTANCE LEARNING	503,000
SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD	75,760
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,941,996

Name	Amount
SASKATCHEWAN TEACHERS' SUPERANNUATION	97,113
SASKATCHEWAN WORKERS' COMPENSATION BOARD	369,982
SASKWEST MECHANICAL LTD.	88,804
SCHAAN, CATHERINE	60,508
SCHOLASTIC CANADA LTD	54,295
SENATOR ALLAN BIRD MEMORIAL SCHOOL	54,000
SIMONAR BUS LINES	182,275
SKINNY'S ENTERPRISES	148,567
STAPLES	454,786
STEWART, RON	57,187
SUCCESS OFFICE SYSTEMS IN	201,475
T.J.'S PIZZA	59,234
TARKETT SPORTS CANADA INC.	1,211,238
TASH CONTRACTING	260,602
THE LINCOLN ELECTRIC COMPANY	67,327
THORPE INDUSTRIES LTD.	131,802
TIP-TOP DECORATORS LTD.	66,489
TRADE WEST EQUIPMENT	170,341
VAN DER MERWE, KELLY	72,473
WAL-MART	121,137

Other Expenditures

Listed are payees who received a total of \$50,000 or more and are not included in the above categories.

Name	Amount
CUPE LOCAL #4195	\$375,105
MUNICIPAL EMPLOYEES' PENSION PLAN	4,484,628
P.A. & AREA TEACHERS' ASSOCIATION	94,147

Name	Amount
RECEIVER GENERAL	26,280,770
SASKATCHEWAN TEACHERS' FEDERATION	7,325,647

Appendix B – Multi-year Funding Agreement and Classroom Support Resources

Through the multi-year funding agreement (MFA), the Government of Saskatchewan committed a minimum of \$356.6 million annually for classroom supports for a four-year period starting in 2024-25.

The Minister of Education, the Saskatchewan School Boards Association and the Saskatchewan Teachers Federation have recognized the importance of transparent allocation and reporting of the classroom supports as outlined in the MFA. As stated in the 2023-2026 Provincial Collective Bargaining Agreement, Appendix G, clause 1.3, they have agreed to the following:

In a separate schedule to their Annual Report, school divisions will report on the use of the classroom support resources provided for through the MFA.

Classroom Supports Categories	2024-25 Funding Allocation (\$000s)	Description of how the MFA classroom support resources were used in 2024-25
Targeted Supports	\$1,675	<ul style="list-style-type: none"> Targeted Supports funding was primarily used to fund the following: <ul style="list-style-type: none"> Classroom level supports including additional classroom teachers and educational associates. School level supports including Early Literacy Teachers and language assistants. Division level supports including school social workers and Elders and Knowledge Keeper supports.
Specialized Support Classrooms	\$300	<ul style="list-style-type: none"> For the 2024-25 school year, the school division had one specialized support classroom at Queen Mary Public School. Funding for this program was used to staff these classrooms with the following: Inclusive Education Coach (teacher), Land-based Learning Coach (teacher), and educational associates. Funding was also used to purchase equipment and provide professional development.
Teacher Innovation Support Fund	\$115	<ul style="list-style-type: none"> The school division had two projects approved through this fund in 2024-25: <ul style="list-style-type: none"> John Diefenbaker Public School – Inclusive Land-Based Outdoor Learning Space. Vincent Massey Public School – Innovative Flexible Learning Space.

Supports for Learning	<p>\$14,786</p>	<ul style="list-style-type: none"> • Funding was used primarily to support instructional salaries such as additional education support teachers, special program teachers, English as an additional language teachers, intensive support consultants, mental health consultants, educational associates, school social workers, speech language pathologists, occupational therapists, language assistants and other professional support positions. • In addition, this funding supported students through resources such as assistive technology, adaptive equipment, and instructional aids for the classrooms.
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Appendix C – Management Report and Audited Financial Statements

Audited Financial Statements

Of the The Board of Education of the Saskatchewan Rivers School Division No. 119

School Division No. 2010500

For the Period Ending: August 31, 2025



Jerrold Pidborochynski
Chief Financial Officer



MNP LLP
Auditor

Note - Copy to be sent to Ministry of Education, Regina

Management's Responsibility for the Financial Statements


The School Division's management is responsible for the preparation of the financial statements in accordance with 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 School Division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained to provide reliable information for the preparation of financial statements.

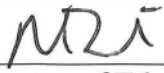
The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible for the appointment of the school division's external auditors.

The external auditors, MNP LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the financial statements. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the school division's financial statements. The external auditors have full and free access to, and meet periodically and separately with, both the Board and management to discuss their audit findings.


On behalf of the Saskatchewan Rivers School Division No. 119:



Board Chair



CEO/Director of Education



Chief Financial Officer

November 24, 2025

To the Trustees of The Board of Education of the Saskatchewan Rivers Public School Division No. 119:

Opinion

We have audited the financial statements of The Board of Education of the Saskatchewan Rivers Public School Division No. 119 (the "School Division"), which comprise the statement of financial position as at August 31, 2025, and the statements of operations and accumulated surplus from operations, changes in net financial assets, cash flows and the related schedules for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School Division as at August 31, 2025, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the School Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the School Division's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the School Division or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the School Division's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School Division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Prince Albert, Saskatchewan

November 24, 2025

MNP LLP

Chartered Professional Accountants

The Board of Education of the Saskatchewan Rivers School Division No. 119

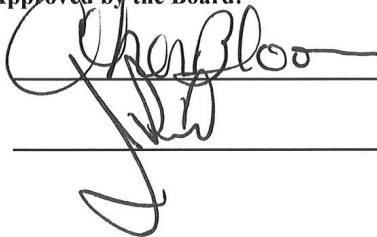
**Statement of Financial Position
as at August 31, 2025**

	2025	2024
	\$	\$
Financial Assets		
Cash and Cash Equivalents	18,280,860	22,149,748
Accounts Receivable (Note 7)	1,616,970	1,539,036
Portfolio Investments (Note 3)	5,500,000	5,000,000
Total Financial Assets	25,397,830	28,688,784
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	4,544,752	8,085,911
Liability for Employee Future Benefits (Note 5)	3,171,000	3,196,600
Deferred Revenue (Note 9)	571,689	1,074,510
Total Liabilities	8,287,441	12,357,021
Net Financial Assets	17,110,389	16,331,763
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	53,420,820	54,801,993
Inventory of Supplies Held for Consumption	168,784	175,632
Prepaid Expenses	963,850	1,138,937
Total Non-Financial Assets	54,553,454	56,116,562
Accumulated Surplus (Note 12)	71,663,843	72,448,325

Contingent Liabilities (Note 15)
Contractual Obligations (Note 16)

The accompanying notes and schedules are an integral part of these statements.

Approved by the Board:



Chairperson



Chief Financial Officer

The Board of Education of the Saskatchewan Rivers School Division No. 119

Statement of Operations and Accumulated Surplus from Operations for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
	(Note 13)		
REVENUES			
Grants	105,164,570	111,050,929	101,876,172
Tuition and Related Fees	2,753,590	2,919,761	2,757,223
School Generated Funds	2,280,000	3,232,197	2,683,775
Complementary Services (Note 10)	2,062,280	2,262,280	2,047,228
External Services (Note 11)	2,581,290	3,472,705	2,811,896
Other	1,744,626	2,280,629	2,819,124
Total Revenues (Schedule A)	116,586,356	125,218,501	114,995,418
EXPENSES			
Governance	640,015	616,944	467,127
Administration	3,748,667	3,992,898	3,723,341
Instruction	84,326,131	87,722,335	82,685,781
Plant Operation & Maintenance	17,241,700	17,084,509	16,470,226
Student Transportation	7,452,714	7,549,585	7,473,544
Tuition and Related Fees	184,413	254,230	192,608
School Generated Funds	2,285,000	3,141,255	2,585,894
Complementary Services (Note 10)	2,309,183	2,265,425	2,209,199
External Services (Note 11)	2,612,765	3,375,684	2,804,378
Other	500	118	-
Total Expenses (Schedule B)	120,801,088	126,002,983	118,612,098
Operating Deficit for the Year	(4,214,732)	(784,482)	(3,616,680)
Accumulated Surplus from Operations, Beginning of Year	72,448,325	72,448,325	76,065,005
Accumulated Surplus from Operations, End of Year	68,233,593	71,663,843	72,448,325

The accompanying notes and schedules are an integral part of these statements.

The Board of Education of the Saskatchewan Rivers School Division No. 119
Statement of Changes in Net Financial Assets (Net Debt)
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
	(Note 13)		
Net Financial Assets, Beginning of Year	16,331,763	16,331,763	19,950,043
Changes During the Year			
Operating Deficit, for the Year	(4,214,732)	(784,482)	(3,616,680)
Acquisition of Tangible Capital Assets (Schedule C)	(1,271,600)	(3,085,935)	(4,206,861)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	10,000	4,758	8,491
Net Gain on Disposal of Capital Assets (Schedule C)	-	(4,758)	(2,833)
Amortization of Tangible Capital Assets (Schedule C)	4,599,000	4,467,108	4,499,330
Net Acquisition of Inventory of Supplies Held for Consumption	-	6,848	15,481
Net Change in Other Non-Financial Assets	-	175,087	(315,208)
Change in Net Financial Assets / Net Debt	(877,332)	778,626	(3,618,280)
Net Financial Assets, End of Year	15,454,431	17,110,389	16,331,763

The accompanying notes and schedules are an integral part of these statements.

The Board of Education of the Saskatchewan Rivers School Division No. 119

**Statement of Cash Flows
for the year ended August 31, 2025**

	2025	2024
	\$	\$
OPERATING ACTIVITIES		
Operating Deficit for the Year	(784,482)	(3,616,680)
Add Non-Cash Items Included in Deficit (Schedule D)	4,462,350	4,496,497
Net Change in Non-Cash Operating Activities (Schedule E)	(4,461,303)	442,116
Cash (Used in) Provided by Operating Activities	(783,435)	1,321,933
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(2,590,211)	(3,039,919)
Proceeds on Disposal of Tangible Capital Assets	4,758	8,491
Cash Used in Capital Activities	(2,585,453)	(3,031,428)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(5,500,000)	(5,000,000)
Proceeds on Disposal of Portfolio Investments	5,000,000	4,000,000
Cash Used in Investing Activities	(500,000)	(1,000,000)
DECREASE IN CASH AND CASH EQUIVALENTS	(3,868,888)	(2,709,495)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	22,149,748	24,859,243
CASH AND CASH EQUIVALENTS, END OF YEAR	18,280,860	22,149,748

The accompanying notes and schedules are an integral part of these statements.

The Board of Education of the Saskatchewan Rivers School Division No. 119

**Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Grants	(Note 13)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	98,611,067	103,011,837	94,572,080
Operating Grant PMR	2,620,000	3,452,330	2,620,073
Other Ministry Grants	294,319	749,015	1,077,077
Total Ministry Grants	101,525,386	107,213,182	98,269,230
Other Provincial Grants	210,237	210,884	206,508
Federal Grants	3,128,947	3,286,863	2,800,434
Grants from Others	300,000	340,000	600,000
Total Operating Grants	105,164,570	111,050,929	101,876,172
Total Grants	105,164,570	111,050,929	101,876,172
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
Federal Government and First Nations	2,753,590	2,769,176	2,612,707
Individuals and Other	-	150,585	144,516
Total Tuition Fees	2,753,590	2,919,761	2,757,223
Total Operating Tuition and Related Fees	2,753,590	2,919,761	2,757,223
Total Tuition and Related Fees Revenue	2,753,590	2,919,761	2,757,223
School Generated Funds Revenue			
Curricular			
Student Fees	30,000	7,306	8,956
Total Curricular Fees	30,000	7,306	8,956
Non-Curricular Fees			
Commercial Sales - Non-GST	150,000	46,771	52,621
Fundraising	1,400,000	2,366,539	1,919,412
Grants and Partnerships	115,000	147,499	126,684
Students Fees	285,000	231,151	253,864
Other	300,000	432,931	322,238
Total Non-Curricular Fees	2,250,000	3,224,891	2,674,819
Total School Generated Funds Revenue	2,280,000	3,232,197	2,683,775
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,662,280	1,662,280	1,647,228
Other Ministry Grants	400,000	600,000	400,000
Total Operating Grants	2,062,280	2,262,280	2,047,228
Total Complementary Services Revenue	2,062,280	2,262,280	2,047,228

The Board of Education of the Saskatchewan Rivers School Division No. 119
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
External Services	(Note 13)		
Operating Grants			
Ministry of Education Grants			
Other Ministry Grants	1,984,995	2,105,118	1,665,564
Other Provincial Grants	-	534,076	266,330
Other Grants	294,180	548,352	524,258
Total Operating Grants	2,279,175	3,187,546	2,456,152
Fees and Other Revenue			
Other Revenue	302,115	285,159	355,744
Total Fees and Other Revenue	302,115	285,159	355,744
Total External Services Revenue	2,581,290	3,472,705	2,811,896
Other Revenue			
Miscellaneous Revenue*	823,204	1,358,603	1,537,423
Sales & Rentals	19,000	45,084	26,676
Investments	902,422	872,184	1,252,192
Gain on Disposal of Capital Assets	-	4,758	2,833
Total Other Revenue	1,744,626	2,280,629	2,819,124
TOTAL REVENUE FOR THE YEAR	116,586,356	125,218,501	114,995,418
Miscellaneous Revenue*	2025 Budget	2025 Actual	2024 Actual
Administration fee	234,000	205,947	169,366
Carlton football field and track donation	-	381,041	670,171
Saskatchewan School Boards - GIP excess	-	222,586	-
Other	589,204	549,029	697,886
	823,204	1,358,603	1,537,423

The Board of Education of the Saskatchewan Rivers School Division No. 119
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Governance Expense	(Note 13)		
Board Members Expense	295,859	302,076	277,553
Professional Development - Board Members	26,370	38,631	34,390
Grants to School Community Councils	62,217	955	2,335
Elections	100,000	112,333	5,593
Other Governance Expenses	155,569	162,949	147,256
Total Governance Expense	640,015	616,944	467,127
Administration Expense			
Salaries	2,640,059	2,806,895	2,501,103
Benefits	341,845	349,662	326,272
Supplies & Services	247,158	274,311	391,565
Non-Capital Furniture & Equipment	15,830	34,148	22,533
Building Operating Expenses	99,351	95,338	99,611
Communications	69,824	66,832	48,822
Travel	15,400	14,908	13,017
Professional Development	54,200	91,252	58,570
Amortization of Tangible Capital Assets	265,000	259,552	261,848
Total Administration Expense	3,748,667	3,992,898	3,723,341
Instruction Expense			
Instructional (Teacher Contract) Salaries	55,797,768	58,255,791	54,605,604
Instructional (Teacher Contract) Benefits	3,240,037	3,895,615	3,169,126
Program Support (Non-Teacher Contract) Salaries	15,365,839	15,830,617	15,088,556
Program Support (Non-Teacher Contract) Benefits	3,347,322	3,382,787	3,215,946
Instructional Aids	3,299,623	3,500,879	3,705,323
Supplies & Services	683,959	521,140	674,806
Non-Capital Furniture & Equipment	865,310	925,074	797,506
Communications	157,395	163,353	147,250
Travel	178,375	133,314	132,007
Professional Development	782,503	629,317	608,974
Student Related Expense	108,000	27,329	47,919
Amortization of Tangible Capital Assets	500,000	457,119	492,764
Total Instruction Expense	84,326,131	87,722,335	82,685,781

The Board of Education of the Saskatchewan Rivers School Division No. 119
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 13)		
Salaries	5,039,933	4,869,552	4,804,076
Benefits	1,034,398	1,144,663	1,003,954
Supplies & Services	1,550	4,531	-
Non-Capital Furniture & Equipment	58,000	30,921	39,047
Building Operating Expenses	7,906,319	7,960,778	7,539,204
Communications	16,500	17,385	15,792
Travel	119,000	119,568	134,893
Professional Development	16,000	7,702	2,595
Amortization of Tangible Capital Assets	3,000,000	2,876,771	2,881,208
Amortization of Tangible Capital Assets ARO	50,000	52,638	49,457
Total Plant Operation & Maintenance Expense	17,241,700	17,084,509	16,470,226
Student Transportation Expense			
Salaries	2,736,013	2,777,599	2,714,983
Benefits	586,485	551,651	544,380
Supplies & Services	1,026,771	996,738	1,055,793
Non-Capital Furniture & Equipment	372,000	327,043	351,332
Building Operating Expenses	82,494	62,354	69,364
Communications	12,500	9,767	9,076
Travel	7,500	13,490	13,812
Professional Development	10,500	6,742	4,903
Contracted Transportation	1,839,451	1,995,986	1,907,076
Amortization of Tangible Capital Assets	779,000	808,215	802,825
Total Student Transportation Expense	7,452,714	7,549,585	7,473,544
Tuition and Related Fees Expense			
Tuition Fees	184,413	254,230	192,608
Total Tuition and Related Fees Expense	184,413	254,230	192,608
School Generated Funds Expense			
Academic Supplies & Services	200,000	118,392	92,603
Cost of Sales	700,000	1,124,822	737,071
Non-Capital Furniture & Equipment	70,000	13,503	19,909
School Fund Expenses	1,310,000	1,871,725	1,725,083
Amortization of Tangible Capital Assets	5,000	12,813	11,228
Total School Generated Funds Expense	2,285,000	3,141,255	2,585,894

The Board of Education of the Saskatchewan Rivers School Division No. 119
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Complementary Services Expense	(Note 13)		
Instructional (Teacher Contract) Salaries & Benefits	1,229,696	1,324,998	1,205,768
Program Support (Non-Teacher Contract) Salaries & Benefits	989,087	861,106	926,902
Instructional Aids	88,400	78,760	76,270
Non-Capital Furniture & Equipment	-	-	259
Contracted Transportation & Allowances	2,000	561	-
Total Complementary Services Expense	2,309,183	2,265,425	2,209,199
External Service Expense			
Administration Salaries & Benefits	157,859	114,477	114,240
Instructional (Teacher Contract) Salaries & Benefits	108,875	63,579	147,399
Program Support (Non-Teacher Contract) Salaries & Benefits	593,706	937,871	687,010
Plant Operation & Maintenance Salaries & Benefits	131,785	133,066	130,273
Transportation Salaries & Benefits	18,408	114	204
Instructional Aids	51,240	154,736	153,531
Supplies & Services	1,155,864	1,383,441	1,183,501
Non-Capital Furniture & Equipment	12,200	46,355	47,791
Building Operating Expenses	335,609	478,615	268,040
Communications	13,500	11,951	12,374
Travel	3,419	3,520	5,267
Professional Development (Non-Salary Costs)	14,300	40,265	48,841
Contracted Transportation & Allowances	16,000	7,694	5,907
Total External Services Expense	2,612,765	3,375,684	2,804,378
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	500	118	-
Total Interest and Bank Charges	500	118	-
Total Other Expense	500	118	-
TOTAL EXPENSES FOR THE YEAR	120,801,088	126,002,983	118,612,098

The Board of Education of the Saskatchewan Rivers School Division No. 119
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2025

	Land	Improvements	Buildings	Short-Term	Buildings	ARO	Buses	Vehicles	Other	Furniture and Computer Hardware and Assets			
										Equipment	Audio Visual Equipment	Software	Under Construction
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
2,573,177	8,806,530	127,168,733	481,435	2,708,389	11,462,514	1,514,530	3,343,836	1,157,691	25,634	1,043,886	160,286,355	157,028,739	
-	1,242,877	-	-	491,028	815,585	89,223	136,906	138,234	-	172,082	3,085,935	4,206,861	
-	-	-	-	-	(92,092)	-	(556,595)	(152,538)	-	-	(801,225)	(949,245)	
-	1,043,886	-	-	-	-	-	-	-	-	-	(1,043,886)	-	
2,573,177	11,093,293	127,168,733	481,435	3,199,417	12,186,007	1,603,753	2,924,147	1,143,387	25,634	172,082	162,571,065	160,286,355	
Tangible Capital Assets - Amortization													
Opening Balance as of September 1	-	6,250,647	84,839,850	260,138	2,399,068	7,492,678	1,333,042	2,282,045	601,263	25,631	-	105,484,362	101,928,619
Amortization of the Period	-	337,389	2,749,657	13,035	52,638	773,739	57,823	253,061	229,763	3	-	4,467,108	4,499,330
Disposals	-	-	-	-	-	(92,092)	-	(556,595)	(152,538)	-	-	(801,225)	(943,587)
Closing Balance as of August 31	N/A	6,588,036	87,589,507	273,173	2,451,706	8,174,325	1,900,865	1,978,511	678,488	25,634	N/A	109,150,245	105,484,362
Net Book Value													
Opening Balance as of September 1	2,573,177	2,555,883	42,328,883	221,297	309,321	3,969,836	181,488	1,061,791	556,428	3	1,043,886	54,801,993	55,100,120
Closing Balance as of August 31	2,573,177	4,505,257	39,579,226	208,262	747,711	4,011,682	212,888	945,636	464,899	-	172,082	53,420,820	54,801,993
Change in Net Book Value	-	1,949,374	(2,749,657)	(13,035)	438,390	41,846	31,400	(116,155)	(91,529)	(3)	(871,804)	(1,381,173)	(298,127)
Disposals													
Historical Cost	-	-	-	-	-	92,092	-	556,595	152,538	-	-	801,225	949,245
Accumulated Amortization	-	-	-	-	-	92,092	-	556,595	152,538	-	-	801,225	943,587
Net Cost	-	-	-	-	-	-	-	-	-	-	-	-	5,658
Price of Sale	-	-	-	-	-	-	-	4,758	-	-	-	4,758	8,491
Gain on Disposal	-	-	-	-	-	-	-	4,758	-	-	-	4,758	2,833

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Buildings with a net book value of \$25,593,599 (2024-\$26,916,201) include an asset retirement obligation for the removal and disposal of asbestos (Note 8)

The Board of Education of the Saskatchewan Rivers School Division No. 119

**Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2025**

	2025	2024
	\$	\$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	4,467,108	4,499,330
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(4,758)	(2,833)
Total Non-Cash Items Included in Deficit	4,462,350	4,496,497

The Board of Education of the Saskatchewan Rivers School Division No. 119

**Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2025**

	2025	2024
	\$	\$
Net Change in Non-Cash Operating Activities		
Increase in Accounts Receivable	(77,934)	(688,479)
(Decrease) Increase in Accounts Payable and Accrued Liabilities*	(4,036,883)	2,443,993
Decrease in Liability for Employee Future Benefits	(25,600)	(19,500)
Decrease in Deferred Revenue	(502,821)	(994,171)
Decrease in Inventory of Supplies Held for Consumption	6,848	15,481
Decrease (Increase) in Prepaid Expenses	175,087	(315,208)
Total Net Change in Non-Cash Operating Activities	(4,461,303)	442,116

* This amount does not include the \$4,696 increase in accounts payable and accrued liabilities related to the acquisition of tangible capital assets.

The Board of Education of the Saskatchewan Rivers School Division No. 119

**Schedule F: Detail of Designated Assets
for the year ended August 31, 2025**

	August 31 2024	Additions during the year	Reductions during the year	August 31 2025
	\$	\$	\$	\$
				(Note 12)
External Sources				
Contractual Agreements				
Family Resource Centre	166,572	452,462	444,117	174,917
Invitational Shared Services Initiative - Montreal Lake	21,146	92,300	113,446	-
Invitational Shared Services Initiative - Muskoday	22,279	92,300	76,980	37,599
Invitational Shared Services Initiative - Wahpeton	28,369	92,300	85,121	35,548
Kids First Project	1,174,848	1,400,468	1,507,209	1,068,107
Michif Language Program	327,227	340,000	361,004	306,223
Other Projects	166,247	317,362	266,530	217,079
Total Contractual Agreements	1,906,688	2,787,192	2,854,407	1,839,473
Jointly Administered Funds				
School generated funds	1,455,747	151,806	-	1,607,553
Total Jointly Administered Funds	1,455,747	151,806	-	1,607,553
Ministry of Education				
PMR maintenance project allocations	4,785,574	3,452,330	2,599,615	5,638,289
Total Ministry of Education	4,785,574	3,452,330	2,599,615	5,638,289
Total	8,148,009	6,391,328	5,454,022	9,085,315
Internal Sources				
Board governance				
Election cost	94,407	-	94,407	-
Total Board governance	94,407	-	94,407	-
Curriculum and student learning				
Indigenous Language Program	16,780	-	16,780	-
Literacy Support Program	315,194	-	315,194	-
Total curriculum and student learning	331,974	-	331,974	-
Facilities				
Frank J. Dunn Pool Decommission	300,000	150,000	16,728	433,272
Major facility renovations	8,000,000	-	-	8,000,000
Total facilities	8,300,000	150,000	16,728	8,433,272
Furniture and equipment				
Applied Arts and Machine Shop Equipment	57,288	-	-	57,288
Equipment and Furniture Renewal	5,251	-	5,251	-
Inclusive Education Intensive Needs Equipment Renewal	79,228	-	2,615	76,613
Replacement of Track Equipment	100,000	-	-	100,000
Telephone and paging	-	125,000	-	125,000
Total furniture and equipment	241,767	125,000	7,866	358,901
Information technology				
Technology equipment	1,129,991	-	-	1,129,991
Total information technology	1,129,991	-	-	1,129,991
Other				
School Budget Carryovers	78,556	56,269	-	134,825
Total Other	78,556	56,269	-	134,825
Professional development				
Consultant	3,703	-	81	3,622
Total professional development	3,703	-	81	3,622
Total	10,180,398	331,269	451,056	10,060,611
Total Designated Assets	18,328,407	6,722,597	5,905,078	19,145,926

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

1. AUTHORITY AND PURPOSE

The School Division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Saskatchewan Rivers School Division No. 119” and operates as “the Saskatchewan Rivers School Division No. 119”. The School Division provides education services to residents within its geographic region and is governed by an elected board of trustees. The School Division is exempt from income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

Significant aspects of the accounting policies adopted by the School Division are as follows:

a) Basis of Accounting

These financial statements have been prepared in accordance with Canadian public sector accounting standards for other government organizations as established by the Public Sector Accounting Board (PSAB) and as published by the Chartered Professional Accountants of Canada (CPA Canada).

b) Trust Funds

Trust funds are properties assigned to the School Division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As a trustee, the School Division merely administers the terms and conditions embodied in the agreement, and it has no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the financial statements as they are not controlled by the School Division. Trust fund activities administered by the School Division are disclosed in Note 14 of the financial statements.

c) Measurement Uncertainty and the Use of Estimates

Canadian public sector accounting standards require management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the year.

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

c) Measurement Uncertainty and the Use of Estimates (continued)

Measurement uncertainty that may be material to these financial statements exists for:

- the liability for employee future benefits of \$3,171,000 (2024 - \$3,196,600) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$109,150,245 (2024 - \$105,484,362) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$2,995,737 (2024 - \$2,504,709) because actual expense may differ significantly from valuation estimates.
- estimated accrued salaries of \$nil (2024 - \$1,537,139) related to the settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023.

These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in earnings in the periods in which they become known.

While best estimates are used for reporting items subject to measurement uncertainty, it is reasonably possible that changes in future conditions, occurring within one fiscal year, could require material changes in the amounts recognized or disclosed.

d) Financial Instruments

Financial instruments are any contracts that give rise to financial assets of one entity and financial liabilities or equity instruments of another entity. A contract establishing a financial instrument creates, at its inception, rights, and obligations to receive or deliver economic benefits. The School Division recognizes a financial instrument when it becomes a party to the contractual provisions of a financial instrument. The financial assets and financial liabilities portray these rights and obligations in the financial statements. Financial instruments of the School Division include cash and cash equivalents, accounts receivable, portfolio investments and accounts payable and accrued liabilities.

All financial instruments are measured at cost or amortized cost. Transaction costs are a component of the cost of financial instruments measured using cost or amortized cost. For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenues or expenses. Impairment losses such as write-downs or write-offs are reported in the statement of operations and accumulated surplus from operations.

Gains and losses on financial instruments, measured at cost or amortized cost, are recognized in the statement of operations and accumulated surplus from operations in the period the gain or loss occurs.

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

d) Financial Instruments (continued)

Foreign currency transactions are translated at the exchange rate prevailing at the date of the transactions. Financial assets and liabilities denominated in foreign currencies are translated into Canadian dollars at the exchange rate prevailing at the financial statement date. The School Division believes that it is not subject to significant unrealized foreign exchange translation gains and losses arising from its financial instruments.

Remeasurement gains and losses have not been recognized by the School Division in a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material gains or losses.

e) Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Valuation allowances are used where considered necessary to reduce the amounts reported for financial assets to their net realizable value.

Cash and Cash Equivalents consist of cash and bank deposits held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

Accounts Receivable includes provincial grants and other receivables.

Provincial grants receivable represent operating and other grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met and there are no stipulations strong enough to create a liability.

Other receivables are recorded at cost less valuation allowances. These allowances are recorded where collectability is considered doubtful. Other receivables include goods and services tax rebate, provincial sales tax rebate and other miscellaneous items.

Portfolio Investments consist of term deposits. The School Division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (d).

f) Non-Financial Assets

Non-financial assets are assets held for consumption in the provision of services. These assets do not normally provide resources to discharge the liabilities of the School Division unless they are sold.

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

f) Non-Financial Assets (continued)

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the School Division to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The School Division does not capitalize interest incurred while a tangible capital asset is under construction.

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight line basis over their estimated useful lives as follows:

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings*	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 10 years

Assets under construction are not amortized until completed and placed into service for use.

Pooled assets in furniture and equipment, computer hardware and audio visual equipment and computer software are written down when the tangible capital assets in its current capacity can no longer contribute to the School Divisions ability to provide services or the value of future economic benefits associated with the tangible capital asset is less than its net book value, and there is no alternative use for the asset.

Inventory of Supplies Held for Consumption consists of supplies held for consumption by the School Division in the course of normal operations and are recorded at the lower of cost and replacement cost. Inventory of supplies held for consumption include maintenance parts for buses.

Prepaid Expenses are prepaid amounts for goods and services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance, Saskatchewan School Boards Association fees, Saskatchewan Workers' Compensation Board premiums and software licenses.

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

g) Liabilities

Liabilities are present obligations arising from transactions and events occurring prior to year-end, which will be satisfied in the future through the use of assets or another form of economic settlement.

Accounts Payable and Accrued Liabilities include accounts payable and accrued liabilities owing to third parties and employees for work performed, goods supplied and services rendered, but not yet paid, at the end of the fiscal period. Amounts are payable within one year.

Asset Retirement Obligation (ARO) consists of buildings assets that contain asbestos. The School Division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and amortized on the same basis as the underlying asset. The School Division does not utilize discounting in the measurement of its ARO. The uncertainty regarding the timing and ultimate amount to settle the ARO makes it unlikely that discounting would significantly improve the measurement of the ARO.

Liability for Employee Future Benefits represents post-employment and compensated absence benefits that accrue to the School Division's employees. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service. Actuarial valuations are performed periodically using assumptions including discount rate, inflation, salary escalation, termination and retirement rates and mortality. An actuary extrapolates these valuations when a valuation is not done in the current fiscal year. Actuarial gains and losses are amortized on a straight line basis over the expected average remaining service life of the related employee groups.

h) Employee Pension Plans

Employees of the school division participate in the following pension plans:

Multi-Employer Defined Benefit Plans

The School Division's employees participate in one of the following multi-employer defined benefit plans:

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The School Division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

h) Employee Pension Plans (continued)

- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). The plan is accounted for as a defined contribution plan whereby the School Division's contributions are expensed when due.

i) Revenue Recognition

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues, provided the amount to be received can be reasonably estimated and collection is reasonably assured.

The School Division's sources of revenues include the following:

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations that meet the definition of a liability are recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

ii) Fees and Services

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Revenues from transactions with performance obligations, which are enforceable promises to provide specific goods or services to the specific payor in return for promised consideration, are recognized when the School Division satisfies a performance obligation and control of the benefits associated with the goods and services have been passed to the payor. For each performance obligation, the School Division determines whether the performance obligation is satisfied over a period of time or at a point in time. The School Division considers the effects of multiple performance obligations, variable consideration, the existence of significant concessionary terms and non-cash considerations when determining the consideration to be received.

Revenues from transactions with no performance obligations are recognized when the School Division has the authority to claim or retain an inflow of economic resources and has identified a past transaction or event that gives rise to an asset. For each transaction with no performance obligation, the School Division recognizes revenue at its realizable value.

iii) Interest Income

Interest is recognized as revenue when it is earned.

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

i) Revenue Recognition (continued)

iv) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the School Division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

j) Accounting Standard Not Yet in Effect

The Public Sector Accounting Board has issued a new conceptual framework and reporting model. A conceptual framework is a coherent set of interrelated concepts underlying accounting and financial reporting standards. It prescribes the nature, function and limits of financial accounting and reporting. A reporting model establishes guidance on the presentation of general-purpose financial statements.

The School Division will adopt both the conceptual framework and reporting model on September 1, 2026, and is in the process of evaluating the impact this will have on these financial statements. Prior period amounts will be restated to conform to the presentation requirements for comparative financial information.

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2025	2024
	<u>Cost</u>	<u>Cost</u>
Portfolio investments in the cost and amortized cost category:		
Term deposit with Blueshore Credit Union, 3.85% interest rate, matures November 2025	\$ 1,000,000	\$ -
Term deposit with Windsor Family Credit Union, 4.00% interest rate, matures February 2026	\$ 250,000	\$ -
Term deposit with DUCA Financial Credit Union, 4.00% interest rate, matures February 2026	\$ 250,000	\$ -
Term deposit with Affinity Credit Union, 3.55% interest rate, matures April 2026	\$ 2,000,000	\$ -
Term deposit with Khalsa Credit Union, 3.60% interest rate, matures July 2026	\$ 1,000,000	\$ -
Term deposit with Prospera Credit Union, 3.70% interest rate, matures August 2026	\$ 1,000,000	\$ -
Term deposit with Prospera Credit Union, 5.90% interest rate, matures September 2024	\$ -	\$ 1,000,000
Term deposit with BlueShore Financial, 6.00% interest rate, matures November 2024	\$ -	\$ 1,000,000
Term deposit with Khalsa Credit Union, 5.40% interest rate, matures February 2025	\$ -	\$ 1,000,000
Term deposit with Vancity Credit Union, 4.95% interest rate, matures July 2025	\$ -	\$ 1,000,000
Term deposit with Vancity Credit Union, 5.05% interest rate, matures October 2024	\$ -	\$ 1,000,000
Total portfolio investments	\$ 5,500,000	\$ 5,000,000

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
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4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Amortization of TCA	2025 Actual	2024 Actual
Governance	\$ 267,446	\$ 349,498	\$ -	\$ 616,944	\$ 467,127
Administration	3,156,557	576,789	259,552	3,992,898	3,723,341
Instruction	81,364,810	5,900,406	457,119	87,722,335	82,685,781
Plant Operation & Maintenance	6,014,215	8,140,885	2,929,409	17,084,509	16,470,226
Student Transportation	3,329,250	3,412,120	808,215	7,549,585	7,473,544
Tuition and Related Fees	-	254,230	-	254,230	192,608
School Generated Funds	-	3,128,442	12,813	3,141,255	2,585,894
Complementary Services	2,186,104	79,321	-	2,265,425	2,209,199
External Services	1,249,107	2,126,577	-	3,375,684	2,804,378
Other	-	118	-	118	-
TOTAL	\$ 97,567,489	\$ 23,968,386	\$ 4,467,108	\$ 126,002,983	\$ 118,612,098

5. EMPLOYEE FUTURE BENEFITS

The School Division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, retirement gratuity and accumulating vacation banks. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at April 30, 2024 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2025.

Details of the employee future benefits are as follows:

	2025	2024
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.25%	4.00%
Inflation and productivity rate for teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate for non-teachers (excluding merit and promotion) (per annum)	2.70%	2.70%
Expected average remaining service life (years)	12	12

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

5. EMPLOYEE FUTURE BENEFITS (continued)

Liability for Employee Future Benefits	2025	2024
Accrued Benefit Obligation - beginning of year	\$ 2,753,200	\$ 2,289,400
Current period service cost	193,300	164,800
Interest cost	112,000	103,200
Benefit payments	(294,600)	(216,800)
Actuarial (gains) losses	(52,800)	412,600
Accrued Benefit Obligation - end of year	2,711,100	2,753,200
Unamortized net actuarial gains	459,900	443,400
Liability for Employee Future Benefits	\$ 3,171,000	\$ 3,196,600

Employee Future Benefits Expense	2025	2024
Current period service cost	\$ 193,300	\$ 164,800
Amortization of net actuarial gain	(36,300)	(70,700)
Benefit cost	157,000	94,100
Interest cost	112,000	103,200
Total Employee Future Benefits Expense	\$ 269,000	\$ 197,300

6. PENSION PLANS

Multi-Employer Defined Benefit Plans

Information on the multi-employer pension plans to which the School Division contributes is as follows:

i) Saskatchewan Teachers' Retirement Plan (STRP) and Saskatchewan Teachers' Superannuation Plan (STSP)

The STRP and STSP provide retirement benefits based on length of service and pensionable earnings.

The STRP and STSP are funded by contributions by the participating employee members and the Government of Saskatchewan. The School Division's obligation to the STRP and STSP is limited to collecting and remitting contributions of the employees at rates determined by the plans. Accordingly, these financial statements do not include any expense for employer contributions to these plans. Net pension assets or liabilities for these plans are not reflected in these financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP and with the Government of Saskatchewan for the STSP.

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

6. PENSION PLANS (continued)

Multi-Employer Defined Benefit Plans (continued)

Details of the contributions to these plans for the School Division's employees are as follows:

	2025			2024
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	702	1	703	711
Member contribution rate (percentage of salary)	10.00%	6.05%	6.05% - 10.00%	6.05% - 9.50%
Member contributions for the year	\$ 6,090,517	\$ 725	\$ 6,091,242	\$ 5,483,120

ii) Municipal Employees' Pension Plan (MEPP)

The MEPP provides retirement benefits based on length of service and pensionable earnings. The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these financial statements. The plan is accounted for as a defined contribution plan whereby the School Division's contributions are expensed when due.

Details of the MEPP are as follows:

	2025	2024
Number of active School Division members	746	727
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 2,241,502	\$ 2,177,166
School Division contributions for the year	\$ 2,240,934	\$ 2,177,692
Actuarial extrapolation date	Dec-31-2024	Dec-31-2023
Plan Assets (in thousands)	\$ 4,090,806	\$ 3,602,822
Plan Liabilities (in thousands)	\$ 2,571,158	\$ 2,441,485
Plan Surplus (in thousands)	\$ 1,519,648	\$ 1,161,337

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

7. ACCOUNTS RECEIVABLE

All accounts receivable presented on the statement of financial position are net of any valuation allowances for doubtful accounts. Details of accounts receivable balances and allowances are as follows:

	2025			2024		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	\$ 387,434	\$ -	\$ 387,434	\$ 35,336	\$ -	\$ 35,336
Other Receivables	1,229,536	-	1,229,536	1,503,700	-	1,503,700
Total Accounts Receivable	\$ 1,616,970	\$ -	\$ 1,616,970	\$ 1,539,036	\$ -	\$ 1,539,036

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2025	2024
Accrued Salaries and Benefits	\$ 83,577	\$ 1,683,348
Supplier Payments	1,440,693	3,868,688
Liability for Asset Retirement Obligation	2,995,737	2,504,709
Accrued Interest Payable	4,705	4,705
Other - GST, PST payable	20,040	24,461
Total Accounts Payable and Accrued Liabilities	\$ 4,544,752	\$ 8,085,911

The School Division recognized an estimated liability for asset retirement obligation (ARO) of \$2,995,737 (2024 - \$ 2,504,709) for the removal and disposal of asbestos. The nature of the liability is related to asbestos containing materials within several of the School Division's facilities that will be required to be properly disposed of when the building is disposed of, or remediation work is undertaken. The assumptions used in estimating the liability include the various types of asbestos containing materials within each of the School Division's buildings, along with the standard of work that will be required to safely remove the asbestos containing materials. Additionally, assumptions were made around the remaining useful life of all School Division buildings that contain asbestos materials to determine when the remediation costs may be incurred.

Liability of Asset Retirement Obligations	2025	2024
Asset Retirement Obligations, beginning of year	\$ 2,504,709	\$ 2,708,389
Change in Estimate of ARO Liability	491,028	-
Liabilities Derecognized (remediation)	-	(203,680)
Asset Retirement Obligations, end of year	\$ 2,995,737	\$ 2,504,709

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
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9. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2024	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2025
Non-Capital deferred revenue:				
Jordan's Principle	\$ 1,056,273	\$ 2,703,363	\$ 3,218,539	\$ 541,097
International Tuition Fees	18,237	30,592	18,237	30,592
Total Deferred Revenue	\$ 1,074,510	\$ 2,733,955	\$ 3,236,776	\$ 571,689

10. COMPLEMENTARY SERVICES

Complementary services represent those services and programs where the primary purpose is other than K-12 learning/learning support, but which have the specific objective of enhancing the School Division's ability to successfully deliver its K-12 curriculum/learning programs.

Following is a summary of the revenues and expenses of the Complementary Services programs operated by the School Division:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Program	2025	2024
Revenues:			
Operating Grants	\$ 2,262,280	\$ 2,262,280	\$ 2,047,228
Total Revenue	2,262,280	2,262,280	2,047,228
Expenses:			
Salaries & Benefits	2,186,104	2,186,104	2,132,670
Instructional Aids	78,760	78,760	76,270
Non-Capital Furniture & Equipment	-	-	259
Contracted Transportation & Allowances	561	561	-
Total Expenses	2,265,425	2,265,425	2,209,199
Deficiency of Revenue over Expenses	\$ (3,145)	\$ (3,145)	\$ (161,971)

THE BOARD OF EDUCATION OF THE SASKATCHEWAN RIVERS SCHOOL
DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2025

11. EXTERNAL SERVICES

External services represent those services and programs that are outside of the School Division's learning/learning support and complementary programs. These services have no direct link to the delivery of the School Division's K-12 programs nor do they directly enhance the School Division's ability to deliver its K-12 programs.

Following is a summary of the revenues and expenses of the External Services programs operated by the School Division:

Summary of External Services Revenues and Expenses, by Program	Kids First	Following Their Voices	Family Resource Centre	Other Programs	2025	2024
Revenues:						
Operating Grants	\$ 1,400,467	\$ 267,635	\$ 451,462	\$ 1,067,982	\$ 3,187,546	\$ 2,456,152
Fees and Other Revenue	-	-	1,000	284,159	285,159	355,744
Total Revenue	1,400,467	267,635	452,462	1,352,141	3,472,705	2,811,896
Expenses:						
Salaries & Benefits	442,510	-	279,319	527,278	1,249,107	1,079,126
Instructional Aids	30,987	-	39,930	83,819	154,736	153,531
Supplies & Services	768,508	16,210	37,529	561,194	1,383,441	1,183,501
Non-Capital Furniture & Equipment	18,937	-	426	26,992	46,355	47,791
Building Operating Expenses	192,811	-	83,985	201,819	478,615	268,040
Communications	9,321	-	2,630	-	11,951	12,374
Travel	67	3,129	-	324	3,520	5,267
Professional Development (Non-Salary Costs)	38,842	-	295	1,128	40,265	48,841
Contracted Transportation & Allowances	5,226	-	-	2,468	7,694	5,907
Total Expenses	1,507,209	19,339	444,114	1,405,022	3,375,684	2,804,378
(Deficiency) Excess of Revenue over Expenses	\$ (106,742)	\$ 248,296	\$ 8,348	\$ (52,881)	\$ 97,021	\$ 7,518

The purpose and nature of each External Services program is as follows:

Kids First Project offers support to high-risk families with young children.

Following Their Voices represents transfers provided by the Ministry of Education as funding support to raise the educational achievement and participation of First Nations, Metis and Inuit students.

Family Resource Centre Program represents transfers received from the Ministry of Education as funding support which will provide flexible early learning and parenting opportunities to families with young children who may not otherwise have access to regulated programs or require additional supports that are not met through other early learning or parenting programs in the community of Prince Albert.

Other Programs include after school programs, cafeteria, community mobilization, invitational shared services initiative, nutrition programs, summer literacy camp, driver education program, summer language immersion program and swimming pool.

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12. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the School Division less liabilities. This represents the accumulated balance of net surplus arising from the operations of the School Division including school generated funds.

Certain amounts of the accumulated surplus, as approved by the Board of Education, have been designated for specific future purposes and are included in accumulated surplus presented in the statement of financial position. The School Division does not maintain separate bank accounts for designated assets.

Details of accumulated surplus are as follows:

	August 31, 2024	Additions during the year	Reductions during the year	August 31, 2025
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 54,801,993	\$ 3,085,935	\$ 4,467,108	\$ 53,420,820
Less: Liability for Asset Retirement Obligation	2,504,709	491,028	-	2,995,737
	52,297,284	2,594,907	4,467,108	50,425,083
Designated Assets (Schedule F)	18,328,407	6,722,597	5,905,078	19,145,926
Unrestricted Surplus	1,822,634	270,200	-	2,092,834
Total Accumulated Surplus	\$ 72,448,325	\$ 9,587,704	\$ 10,372,186	\$ 71,663,843

13. BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board of Education on May 13, 2024, and the Minister of Education on August 29, 2024.

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14. TRUSTS

The School Division, as the trustee, administers trust funds for the Saskatchewan Rivers School Division No. 119 of Saskatchewan Charity and Scholarship Fund. Two bank accounts are held: (1) charities and (2) scholarships. The operating cycle for these funds is January 1 to December 31. The accounts are audited by MNP LLP. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

			Total	
	Charity	Scholarships	December 31, 2024	December 31, 2023
Cash	\$ 263,132	\$ 81,913	\$ 345,045	\$ 393,919
Total Assets	263,132	81,913	345,045	393,919
Revenues				
Contributions and donations	88,729	23,242	111,971	102,834
Interest on investments	12,849	4,149	16,998	19,281
	101,578	27,391	128,969	122,115
Expenses				
In-kind & school expenditures	156,193	-	156,193	99,294
Scholarships paid	-	21,650	21,650	20,900
	156,193	21,650	177,843	120,194
Excess (deficiency) of Revenue over Expenses	(54,615)	5,741	(48,874)	1,921
Trust Fund Balance, Beginning of Year	317,747	76,172	393,919	391,998
Trust Fund Balance, End of Year	\$ 263,132	\$ 81,913	\$ 345,045	\$ 393,919

15. CONTINGENT LIABILITIES

The School Division has been named as a defendant in certain legal actions in which damages have been sought. The outcome of these actions is not determinable as at the date of reporting and accordingly, no provision has been made in these financial statements for any liability that may result. The School Division's share of settlement, if any, will be charged to expenses in the year in which the amount is determinable.

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16. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the School Division are as follows:

- student transportation services contract, variable monthly cost based on routes, with Parkland Bus Contractors Association for the period July 1, 2022 to June 30, 2027. Costs for the current year were \$1,847,717 (2024 - \$1,804,195).
- operating lease for multifunction printing devices, variable monthly cost based on usage expiring June 30, 2027. Costs for the current year were \$185,360 (2024 - \$184,964).
- assessment on roof project contract in the amount of \$176,464 over 2 years and to be completed in 2025/26. The current amount spent on the contract is \$51,036 and the amount of future costs remaining on the contract is \$125,428.
- dust collector installation project contract in the amount of \$330,199 over 2 years and to be completed in 2025/26. The current amount spent on the contract is \$227,528 and the amount of future costs remaining on the contract is \$102,671.
- daycare project contract in the amount of \$420,000 over 2 years and to be completed in 2025/26. The current amount spent on the contract is \$143,968 and the amount of future costs remaining on the contract is \$276,032.
- outdoor learning space project contract in the amount of \$75,000 over 2 years and to be completed in 2025/26. The current amount spent on the contract is \$37,961 and the amount of future costs remaining on the contract is \$37,039.
- NAE network engines project contract in the amount of \$202,003 to start and be completed in 2025/26.
- floor replacement project contract in the amount of \$487,383 to start and be completed in 2025/26.
- water heater project contract in the amount of \$124,970 to start and be completed in 2025/26.

17. COMPARATIVE INFORMATION

Certain comparative figures have been reclassified to conform to the current year's presentation.

18. RISK MANAGEMENT

The School Division is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk and foreign exchange risk).

i) Credit Risk

Credit risk is the risk to the School Division from potential non-payment of accounts receivable. The credit risk related to the School Division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the School Division has adopted credit policies which include close monitoring of overdue accounts.

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18. RISK MANAGEMENT (continued)

i) Credit Risk (continued)

The School Division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect impairment in collectability.

The aging of other accounts receivable at August 31, 2025 was:

August 31, 2025						
	Total	0-30 days	30-60 days	60-90 days	over 90 days	
Grants Receivables	\$ 387,434	\$ 387,434	\$ -	\$ -	\$ -	
Other Receivables	897,855	468,457	0	0	429,398	
Net Receivables	\$ 1,285,289	\$ 855,891	\$ -	\$ -	\$ 429,398	

Receivable amounts related to GST and PST are not applicable to credit risk, as these do not meet the definition of a financial instrument.

ii) Liquidity Risk

Liquidity risk is the risk that the School Division will not be able to meet its financial obligations as they come due. The School Division manages liquidity risk by maintaining adequate cash balances and budget practices and monitoring.

The following table sets out the contractual maturities of the School Division's financial liabilities:

August 31, 2025						
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years	
Accounts payable and accrued liabilities	\$ 4,544,752	\$ 1,549,015	\$ -	\$ -	\$ 2,995,737	
Total	\$ 4,544,752	\$ 1,549,015	\$ -	\$ -	\$ 2,995,737	

iii) Market Risk

The School Division is exposed to market risks with respect to interest rates and foreign currency exchange rates, as follows:

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18. RISK MANAGEMENT (continued)

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The School Division's interest rate exposure relates to cash and cash equivalents and portfolio investments. The School Division also has an authorized bank line of credit of \$5,000,000 with interest payable monthly at a rate of prime minus 0.50% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2025.

The School Division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency
- investing in GICs and term deposits for short terms at fixed interest rates
- managing cash flows to minimize utilization of its bank line of credit

Foreign Currency Risk

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The School Division is exposed to currency risk on purchases denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however, the School Division believes that it is not subject to significant foreign exchange risk from its financial instruments.