

# Board of Education of Saskatoon School Division No. 13

## Meeting of the Saskatoon Board of Education

Tuesday, October 14, 2025

310 – 21<sup>ST</sup> Street East – 6:30 p.m. – W.B. Doyle Board Room

Please note that all public board meetings are video recorded and [live streamed](#).

## AGENDA

1. Roll Call
2. Acknowledgement
3. Agenda

- 3.1. Adoption of Agenda

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**Proposed Board Motion:** *Move approval of the agenda.*

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- 3.2. Declaration of Conflict of Interest

4. Celebrating Excellence

- 4.1. The Interventionist Role at Caroline Robins School

5. Consent Items

The Chair will ask for a motion to receive the items, and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request that a consent item be removed.

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**Proposed Board Motion:** *That the board approve the consent items as presented.*

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### Decision

- 5.1. Approval of Minutes – September 16, 2025

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**Proposed Board Motion (if removed from consent items):** *That the board approve the minutes of the committee of the whole and regular board meetings held September 16, 2025.*

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### Information

- 5.2. Correspondence

6. Reports from Administrative Staff

### Decision

- 6.1. Strategic Plan Accountability Report: 2025-26 Enrolment

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**Proposed Board Motion:** That the board approve the Strategic Plan Accountability Report: 2025-26 Enrolment, to be included as part of the director of education's 2025-26 evaluation.

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**6.2. Strategic Plan Accountability Report: Student Learning Results Grades 1-8**

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**Proposed Board Motion:** That the board approve the Strategic Plan Accountability Report: Student Learning Results Grades 1-8, to be included as part of the director of education's 2025-26 evaluation.

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**7. Delegation**

**8. Business Arising from the Minutes**

**9. Unfinished Business**

**9.1. Items Arising from the Committee of the Whole**

**10. Reports of Trustees**

**11. New Business**

**Decision**

**11.1. Board Governance - Board Policies**

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**Proposed Board Motion:** That the board approve the housekeeping changes to Policy 2: Role of the Board, Policy 3: Board Member Code of Ethics, Policy 11: Director CEO Roles and Responsibilities and Policy 21: Student Awards.

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**11.2. Saskatchewan School Boards Association (SSBA) 2025 Annual General Meeting – Voting Delegates**

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**Proposed Board Motion:** That the board approve the following motions:

1. That the Saskatoon Board of Education is entitled to 51 votes.
  2. That Trustee \_\_\_\_\_ and \_\_\_\_\_ be the representatives authorized by the board to act as voting delegates for the school division.
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**Information**

**11.3. Response to Trustee Question Regarding the Ban on Third-Party Providers for Sexual Health Education in Schools**

**12. Notices of Motion**

**13. Questions by Trustees**

**14. Comments and Questions from the Public (must be related to a specific agenda item)**

- Members of the public will have five minutes each to ask their question or make comments, for a total of 20 minutes per meeting.
- All comments or questions about specific agenda items must be submitted in writing by noon the day before the meeting being considered. If the Monday before the Tuesday board

meeting is a statutory holiday, the request must be submitted by noon the Friday before the meeting.

- Information on the process for speaking at a board meeting can be found at [Board Meetings - Saskatoon Public Schools \(spsd.sk.ca\)](https://www.spsd.sk.ca/BoardMeetings).

## 15. Adjournment

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***Proposed Board Motion:*** *That the board adjourn to the call of the chair or the board meeting of Tuesday, November 4, 2025.*

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**MEETING DATE:** OCTOBER 14, 2025

**TOPIC:** CELEBRATING EXCELLENCE: THE INTERVENTIONIST ROLE AT CAROLINE ROBINS SCHOOL

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: Celebrating Excellence	<input checked="" type="checkbox"/> Information

### BACKGROUND

Academic excellence, character, engagement and well-being of students are at the heart of Saskatoon Public Schools' strategic plan. The plan highlights our vision of each student being known, valued and believed in. It emphasizes Saskatoon Public Schools' commitment to creating learning experiences that inspire all students to reach their potential and the importance of relationships, equity and accountability.

### CURRENT STATUS

As part of the provincial collective bargaining agreement, additional teachers have been allocated to schools across Saskatchewan to address classroom complexity. Within Saskatoon Public Schools, these educators are known as interventionist teachers. Their role is to provide targeted support to help reduce classroom complexity, strengthen instruction and improve student learning.

At Caroline Robins School, Principal Tiffany Smith and interventionist Katie Hall have embraced this opportunity to enhance academic excellence, engagement and well-being. Through collaborative, data-informed approaches, Katie works alongside teachers and students to create responsive learning environments that foster growth and confidence. Her role is designed to provide evidence-based support that strengthens instruction and improves outcomes for all students. Katie collaborates and co-teaches with teachers to build capacity in classroom management, literacy instruction and assessment practices. She helps analyze school data, conferences with teachers to identify student needs and develops supports that are responsive to each classroom context. She also supports small-group learning, develops instructional resources and provides professional learning opportunities for staff.

The impact of this work is evident in the energy and confidence of both staff and students. The interventionist model at Caroline Robins is a collaborative approach that helps teachers refine their practice while ensuring that students receive the targeted supports they need to succeed.

Principal Tiffany Smith, interventionist Katie Hall and several Caroline Robins students will share how this innovative role is making a difference in their school community. Their presentation will highlight how collaboration, data-informed decision-making and intentional supports are helping teachers manage complexity, foster literacy success and nurture student well-being.

PREPARED BY	DATE	ATTACHMENTS
Colleen Norris, Deputy Director of Education Dean Swan, Superintendent of Education	October 7, 2025	None



# SASKATOON BOARD OF EDUCATION

5.1

**MEETING DATE:** OCTOBER 14, 2025

**TOPIC:** APPROVAL OF MINUTES

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: Approval of Minutes	<input type="checkbox"/> Information

## BACKGROUND

## CURRENT STATUS

Attached are the minutes from the September 16, 2025 committee of the whole and regular board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	October 3, 2025	Minutes

## RECOMMENDATION

**Proposed Board Motion (if removed from consent items):**

*That the board approve the minutes of the committee of the whole and regular board meetings held September 16, 2025.*

## Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, September 16, 2025 at 2:30 p.m.

Members Present: Board Chair Kim Stranden, Trustees Angela Arneson, Donna Banks, Vernon Linklater, Tanya Napper, Anne-Marie Rollo, Jennifer Scherman, Kevin Schmidt, Ross Tait, Kirk Jones

Vernon Linklater arrived at 2:57 p.m.

Regrets: No regrets

Following discussions in Committee of the Whole, Trustee Tait moved that the board rise and report. CARRIED (10)

The meeting adjourned at 5:35 p.m.

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Secretary of the School Division

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Board Chair

## Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, September 16, 2025 at 6:30 p.m.

Members Present: Board Chair Kim Stranden, Trustees Angela Arneson, Donna Banks, Vernon Linklater, Tanya Napper, Anne-Marie Rollo, Kirk Jones, Jennifer Scherman, Kevin Schmidt, Ross Tait

Regrets: No regrets this evening

### 1. Roll Call

### 2. Acknowledgement

Chair Stranden called the meeting to order, read the roll call into the minutes, acknowledged the land on which we gather.

### 3. Adoption of Agenda and Declaration of Conflict of Interest

Trustee Rollo moved approval of the agenda.

CARRIED (10)

### 4. Celebrating Excellence

#### 4.1. Camp Brain Power

Jennifer Buettner, camp coordinator, along with camp teachers Denée Beauchamp and Samara Lishchynsky from the Wildwood site, and Matthew and Leslie Greschner with their children from Roland Michener School, shared the impact of Camp Brain Power on students and families. The one-week, full-day summer camp for Grade 2 and 3 students is offered free of charge through community donors and sponsors and combines literacy instruction with physical movement and hands-on activities, fostering student confidence, engagement and well-being while supporting Saskatoon Public Schools' strategic commitments.

### 5. Consent Items

Trustee Schmidt moved that the board approve the consent items as presented.

#### 5.1. Approval of Minutes: June 17, 2025

#### 5.2. Secure Destruction of Records

CARRIED (10)

Information

- 5.3. Correspondence
- 5.4. Ministry's Teacher Innovation Support and Fund

6. Reports from Administrative Staff

Information

- 6.1. School Opening Update: Director Skjerven provided a school opening update noting the staff and new teacher orientation, registration and the first day of classes. Highlights included a continued focus on early literacy and expanded programming, strong media coverage of back-to-school, new staff wellness initiatives, extensive facilities and technology upgrades and support for staff and students following the Evan Hardy review.

7. Delegations

No delegations.

8. Business Arising from the Minutes

No business arising from the minutes.

9. Unfinished Business

- 9.1. Audit Service Plan for the Fiscal Year Ended August 31, 2025: Trustee Napper moved that the board approve the audit service plan for the fiscal year ending August 31, 2025.

CARRIED (10)

- 9.2. Lac La Ronge Indian Band - Urban Reserve Tax Compensation Agreement: Trustee Scherman moved the board approve the tax compensation agreement with the Lac La Ronge Indian Band for 211 Wheeler Street, Saskatoon, subject to agreement from all parties involved.

CARRIED (10)

- 9.3. Board Subcommittee Minutes: Trustee Banks moved that the board approve the minutes of the Board Audit and Risk Committee meeting of June 17, 2025.

CARRIED (10)

10. Reports of Trustees

Trustee Arneson

- Attended:
  - New Teacher Orientation
  - Pension Professional Development regarding Foundations of Trust Management Plans



- Reported that she will be attending the Willowgrove School Pancake Breakfast on September 19, 2025.

#### Trustee Schmidt

- Attended:
  - The Rock Your Roots Reconciliation Walk
  - The Pride Parade
  - Walter Murray Collegiate's Graduation
  - CSBA Conference
  - New Teacher Orientation
  - SSSAD Awards Breakfast
  - Pension Professional Development: International Foundation Advanced Trustee Training

#### Trustee Rollo

- Reported on building relationships with the new administration in her ward.

#### Trustee Tait

- Reported on visits to schools in his ward.

#### Trustee Jones

- Attended:
  - Graduations in his ward
  - The Pride Parade
  - SSSAD Awards Breakfast

#### Trustee Stranden

- Attended:
  - Pension Professional Development regarding Foundations of Trust Management Plans
  - SSSAD Awards Breakfast
  - New Teacher Orientation
  - Tommy Douglas Collegiate vs. Bethlehem Collegiate opening football game
  - Lawson Heights for the new Playground Grant Program Launch
  - Vincent Massey School Pancake Breakfast
- Reported on taking part in an interview with CTV News

#### Trustee Scherman

- Attended:
  - Silverwood School Community Council meeting
  - Lawson Heights School for the new Playground Grant Program Launch
  - City Centre Sod Turning
  - Marion M. Graham Collegiate's Graduation

- Reported on connecting with new principals in her ward.

#### Trustee Banks

- Attended:
  - Grade 8 farewells at Fairhaven, Lester B. Pearson and James L. Alexander schools
  - City Centre Sod Turning
  - Tommy Douglas Collegiate Graduation
  - Tommy Douglas Collegiate's last staff meeting
  - Lester B. Pearson Year-End Assembly
  - SSBA Executive Meeting
  - All schools in her ward
  - New Teacher Orientation
  - Lloydminster to visit the school division and tour the school expansion
  - SSSAD Awards Breakfast
  - SSBA Meetings
  - Indigenous Council Meeting
  - SSBA Relocatable WAG Meeting
  - Tommy Douglas Collegiate senior girls' and boys' volleyball games
  - Tommy Douglas Collegiate vs. Bethlehem Football game

#### Trustee Linklater

- Attended:
  - A fourth-year anniversary Pipe Ceremony, Sweat Lodge and Feast for a Bedford Road Collegiate student.

#### Trustee Napper

- Attended:
  - Grade Eight Farewells for École Forest Grove School and École Henry Kelsey.
  - The Pride Parade
  - Marion M. Graham Collegiate Graduation as a parent.
- Reported on connecting with all the schools in her ward.

### 11. New Business

- 11.1. Transfer of Provincial Funding for Holmwood Land Purchase: Trustee Rollo moved that the board approve the payment of \$1,876,500 to the City of Saskatoon for Saskatoon Public Schools' share of the Holmwood joint-use high schools land purchase, using funds received from the provincial government for this purpose. CARRIED (10)

### 12. Notices of Motion: There were no notices of motion.

13. Questions by Trustees: Trustee Arneson inquired about Bill 137 and the ban on third-party providers in schools, asking if administration was aware of any government changes and requested that administration follow up with the provincial government.
14. Comments/Concerns/Questions from the Public: There were no comments/concerns/questions from the public.
15. Adjournment

Trustee Linklater moved that the board adjourn to the call of the chair or the board meeting of Tuesday, October 14, 2025.

CARRIED (10)

The meeting adjourned at 7:19 p.m.

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Secretary of the School Division

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Board Chair



**MEETING DATE:** OCTOBER 14, 2025

**TOPIC:** CORRESPONDENCE

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

### CURRENT STATUS

The following correspondence is included in this file for the information of the board:

- a) Correspondence from Honourable Everett Hindley, Minister of Education regarding the Minor Capital Renewal Program.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	October 7, 2025	Correspondence Document



Government  
— of —  
Saskatchewan

Minister of Education

Legislative Building  
Regina, Canada S4S 0B3

SEP 24 2025

Diane Boyko, Board Chair  
Greater Saskatoon Catholic Schools  
dboyko@gscs.ca

Adam Hicks, Board Chair  
Regina Public Schools  
adam.hicks@rbe.sk.ca

Ryan Bast, Board Chair  
Regina Catholic Schools  
r.bast@rcsd.ca

Kim Stranden, Board Chair  
Saskatoon Public Schools  
strandenk@spsd.sk.ca

Dear Board Chairs:

Thank you for your letter sent on behalf of Greater Saskatoon Catholic Schools, Regina Catholic Schools, Regina Public Schools and Saskatoon Public Schools regarding the Minor Capital Renewal Program.

The Minor Capital Renewal Program provides funding for structural renovations, additions and/or demolitions to school facilities ranging from \$1 million to \$10 million. As you have indicated, the intent of the Minor Capital Renewal Program is to address gaps in capital funding between the Preventative Maintenance and Renewal and Major Capital Programs.

Funding requests for Minor Capital Renewal projects are received and prioritized annually from all 27 school divisions. Urban and rural school divisions receive equal project consideration using an equitable evaluation process and are approved based on a number of factors. Projects that focus on the revitalization and/or prolonging the life of aging school facilities are prime candidates for funding under this program. The program further prioritizes projects where there are significant health and safety risks to staff and students. School facilities with the greatest need province wide are awarded funding pending the annual budget appropriation.

I want to assure you that the safety and comfort of students and staff is the highest priority of the ministry, while striving to ensure the most effective and efficient use of our financial resources.

Thank you for taking the time to share your concerns.

Sincerely,



Everett Hindley  
Minister of Education

cc: Clint Repski, Deputy Minister of Education  
Charlotte Schriml, Assistant Deputy Minister, Education  
Jason Pirlot, Assistant Deputy Minister, Education  
Sameema Haque, Assistant Deputy Minister, Education  
Shane Skjervén, Director of Education, Saskatoon Public Schools  
Mark Haarman, Director of Education, Regina Public Schools  
François Rivard, Director of Education, Greater Saskatoon Catholic Schools  
Kelley Ehman, Director of Education, Regina Catholic Schools  
Joel Lloyd, Chief Financial Officer, Greater Saskatoon Catholic Schools  
Barry Lacey, Chief Financial Officer, Regina Public Schools  
Josh Kramer, Chief Financial Officer, Regina Catholic Schools  
Daniel Burke, Chief Financial Officer, Saskatoon Public Schools



**MEETING DATE:** OCTOBER 14, 2025

**TOPIC:** STRATEGIC PLAN ACCOUNTABILITY REPORT: 2025-26 ENROLMENT

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

### BACKGROUND

Academic excellence, character, engagement, and well-being of students are at the heart of Saskatoon Public Schools' strategic plan. The plan highlights our vision of each student being known, valued and believed in. It emphasizes Saskatoon Public Schools' commitment to creating learning experiences that inspire all students to reach their potential and the importance of relationships, equity and accountability.

### CURRENT STATUS

Attached is the accountability report for enrolment which will be presented by Colleen Norris, deputy director of education and Mitch Kachur, superintendent of education.

PREPARED BY	DATE	ATTACHMENTS
Colleen Norris, Deputy Director of Education Charlene Scrimshaw, Deputy Director of Education Mitch Kachur, Superintendent of Education	October 8, 2025	Accountability Report

### RECOMMENDATION

**Proposed Board Motion:**

*That the board approve the Strategic Plan Accountability Report: 2025-26 Enrolment, to be included as part of the director of education's 2025-2026 evaluation.*

# At Saskatoon Public Schools every student is Known • Valued • Believed In

We will create learning experiences that inspire all students to reach their potential.



## Accountability Topic: 2025-2026 Enrolment

**Date of Board Meeting:** October 14, 2025

### Strategic Priorities:

<input type="checkbox"/> Academic Excellence	<input type="checkbox"/> Well-being
<input type="checkbox"/> Character	<input type="checkbox"/> Financial Stewardship
<input type="checkbox"/> Engagement	<input checked="" type="checkbox"/> Internal Business Processes

### Commitments:

- ☐ Relationships (honouring diversity, welcoming and joyful spaces, and community partnerships)
- ☐ Equity (anti-racist/anti-oppressive practice, representative workforce, high expectations)
- ☒ Accountability (evidence-based practice, focus on Indigenous student success, ensure safe, caring, and accepting learning environments)

### Key Measures:

Saskatoon Public Schools analyzes enrolment trends to inform staffing, facilities planning and program delivery. The annual analysis is presented to the board following the official September 30 enrolment submission and remains one of the division's most important indicators of system health and community confidence. Understanding the factors influencing changes in enrolment enables proactive planning to support all learners equitably across the division.

### Targets:

While enrolment growth remains the division's long-term target, ongoing monitoring supports efficient use of resources and equitable access to high-quality programming as the division adapts to shifting demographic and population trends within Saskatoon.

The Manager of Student Information Systems goes through an annual process to determine what the enrolment projections will be for each school within Saskatoon Public Schools for the upcoming school year. Enrolment projections may be adjusted up or down based on local neighbourhood conditions.



## Key Initiatives Employed:

- **Kindergarten**

As of September 30, 2025, there were 1,918 kindergarten students enrolled in Saskatoon Public Schools, with some in half-day programs and others in 31 full-day programs. These full-day programs continue to be supported and funded by the Saskatoon Public Schools Foundation's *Early Learning Equal Start* initiative and with one program being supported by Métis Nation funding.

- **Neighbourhood Growth and Boundary Adjustments:**

The school boundaries implemented in fall 2024 continue to influence enrolment across the P3 schools. Ernest Lindner School decreased by 12 students. Many of these students from the Kensington neighborhood have registered at Lester B. Pearson, which increased by 61 students this year. Enrolment at Chief Whitecap School has more than likely peaked due to neighbourhood maturity, as enrolment decreased by 78 students. Sylvia Fedoruk School also decreased by 42 students. The boundary implemented in Aspen Ridge, diverted many students to École Silverspring (enrolment increased by 90 students). Colette Bourgonje continued its upward trend, increasing by 90 students this year. Roland Michener grew by 44 students mostly due to the growth in the Brighton neighbourhood.

- **Estey School FLEX Program**

In 2023-2024, the FLEX program moved from City Park School to Estey School and on September 30, 2023, enrolment was 89 students. With the addition of two new partnerships and the expansion of a current partner's program in 2024, enrolment more than doubled and was 194 on September 30. Enrolment for September 30, 2025 is 171 students. The decline in enrolment is primarily due to a partner reducing their programming. FLEX continues to offer diverse, community-linked learning pathways that attract students whose interests align with specialized career and experiential opportunities.

- **International Program**

Saskatoon International Education (SIE) has once again grown substantially, generating revenue. In September of 2022, there were 31 international students registered in Saskatoon Public Schools; on September 30, 2023, there were 57 students registered. On September 30, 2024, there were 86 students registered. On September 30, 2025, there were 96 students registered.

## Data:

### September 30, 2025, Enrolment Numbers

Student Population K-12	Sept 30, 2024** Ministry Approved	Sept 30, 2025 (Actual)*	Year-over-year difference (Actual)	Sept 2025-2026 Projected* enrolment	Difference in Projections and Actual
PreK	599	602	3	611	-9
Kindergarten	2,010	1,918	-92	2,034	-116
Grades 1-8	16,886	17,022	136	17,440	-418
Grades 9-12	9,383	9,316	-67	9,537	-221
Total	28,878	28,858	-20	29,622	-764

\*Pending ministry approval

\*\*Sept 30, 2024, Ministry Approved

\*\*\*Projected Enrolment **does not include DLC** (328)

Although total enrolment declined slightly by 20 students compared to last year, the division remains near record-high levels overall.

### **French Immersion Enrolment**

French Immersion	2024-2025	2025-2026	Difference
Elementary	2,271	2,259	-12
Secondary	531	513	-18
Total	2,802	2,772	-30

### **Newcomer Student Centre**

The Newcomer Student Centre (NSC) registered 485 students from August to the end of September; last year, there were 700 students during the same time and 732 in the fall of 2023. Notably, about 30% of the 485 students registered are non-Canadian transfers from other school divisions in Canada. The 2022-2023 school year remains our highest year for intakes at the NSC, with over 2100 non-Canadian students being welcomed and registered from August 2022 to June 2023. Since then, intake numbers have decreased, but newcomer registrations have still significantly impacted enrolment. It is anticipated that this trend will likely continue to decrease due to federal changes with immigration as suggested from our September intake numbers for 2025. This decrease in newcomer enrolment is similar to other school divisions in the province.

### **Online Learning**

The 2025-2026 school year is the Saskatchewan Distance Learning Corporation's third year of operation. Since the pandemic, enrolment in online learning has declined. Saskatoon Public Schools receives partial funding for full-time online students at the rate of \$6,000. Below is the trend in full-time online enrolment for the past five years.

	Sept. 30, 2020	Sept. 30, 2021	Sept. 30, 2022	Sask DLC Sept. 30, 2023	Sask DLC Sept. 30, 2024	Sask DLC Sept. 30, 2025
Elementary Full Time Online Learning	2244	456	80	73	68	Data Unavailable
Secondary Full Time Online Learning	895	539	341	230	308	Data Unavailable

### **Risk Assessment:**

The financial health of the school division is directly linked to annual enrolment. Even a small decline in enrolment requires careful and strategic allocation of professional staff. Proactive monitoring of residential development, birth rates, and immigration trends will continue to inform both short- and long-term planning.

### **Future Initiatives:**

Saskatoon Public Schools remains strategically engaged with students, parents and the community to gather feedback on our programs and opportunities, ensuring responsiveness to the needs of all

stakeholders. Promoting and celebrating our programs and successes will also remain a key area of focus. Efforts will continue to align boundary planning, marketing of division programs, and outreach to families to ensure Saskatoon Public Schools remains the first choice for Saskatoon families.

**Summary Comments:**

For the first time in many years, Saskatoon Public Schools did not experience enrolment growth. A decrease in immigration patterns and a decline in the birth rate for students entering kindergarten are the two major factors influencing enrolment this year. This may represent a new reality, one that the school division will plan for in the years ahead.



**MEETING DATE:** OCTOBER 14, 2025

**TOPIC:** STRATEGIC PLAN ACCOUNTABILITY REPORT: STUDENT LEARNING RESULTS GRADES 1-8

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

### BACKGROUND

Academic excellence, character, engagement, and well-being of students are at the heart of Saskatoon Public Schools' strategic plan. The plan highlights our vision of each student being known, valued and believed in. It emphasizes Saskatoon Public Schools' commitment to creating learning experiences that inspire all students to reach their potential and the importance of relationships, equity and accountability.

### CURRENT STATUS

Attached is the accountability report for student learning results grades 1-8 which will be presented by Nicola Bishop-Yong and Jennifer Haywood, superintendents of education.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Nicola Bishop-Yong, Superintendent of Education Jennifer Haywood, Superintendent of Education	October 8, 2025	Accountability Report

### RECOMMENDATION

**Proposed Board Motion:**

*That the board approve the Strategic Plan Accountability Report: Student Learning Results Grades 1-8, to be included as part of the director of education's 2025-2026 evaluation.*

# At Saskatoon Public Schools every student is Known • Valued • Believed In

We will create learning experiences that inspire all students to reach their potential.



## Accountability Topic: 2024-2025 Student Learning Grades 1-8

**Date of Board Meeting:** October 14, 2025

### Strategic Priorities:

<input checked="" type="checkbox"/> Academic Excellence	<input type="checkbox"/> Well-being
<input type="checkbox"/> Character	<input type="checkbox"/> Financial Stewardship
<input type="checkbox"/> Engagement	<input type="checkbox"/> Internal Business Processes

### Commitments:

- ☐ Relationships (honouring diversity, welcoming and joyful spaces, and community partnerships)
- ☐ Equity (anti-racist/anti-oppressive practice, representative workforce, high expectations)
- ☒ Accountability (evidence-based practice, focus on Indigenous student success, ensure safe, caring, and accepting learning environments)

### Key Measures:

The key measures for grades 1-8 student achievement are:

- grades 1-3 reading results; and the
- grades 1-8 progress report indicators for English language arts and mathematics.

### Targets:

- 2% increase of grades 1-3 students attaining at or above grade level benchmark in reading
- 1% increase in grades 1-8 students at or above grade levels in English language arts and mathematics report card indicators

## Key Initiatives Employed

In 2024–2025, Saskatoon Public Schools advanced its Comprehensive Literacy Plan and strengthened assessment practices to enhance teaching, learning and communication of student achievement. This work grounded in structured literacy and evidence-based assessment reflects the division's commitment to ensuring all students are known, valued and believed in as learners. Saskatoon Public Schools' leadership in literacy was recognized nationally with the 2024 Dyslexia Canada Educational Excellence Award, acknowledging sustained efforts to align instruction, intervention and assessment across all schools. The following initiatives supported continued growth in academic excellence:

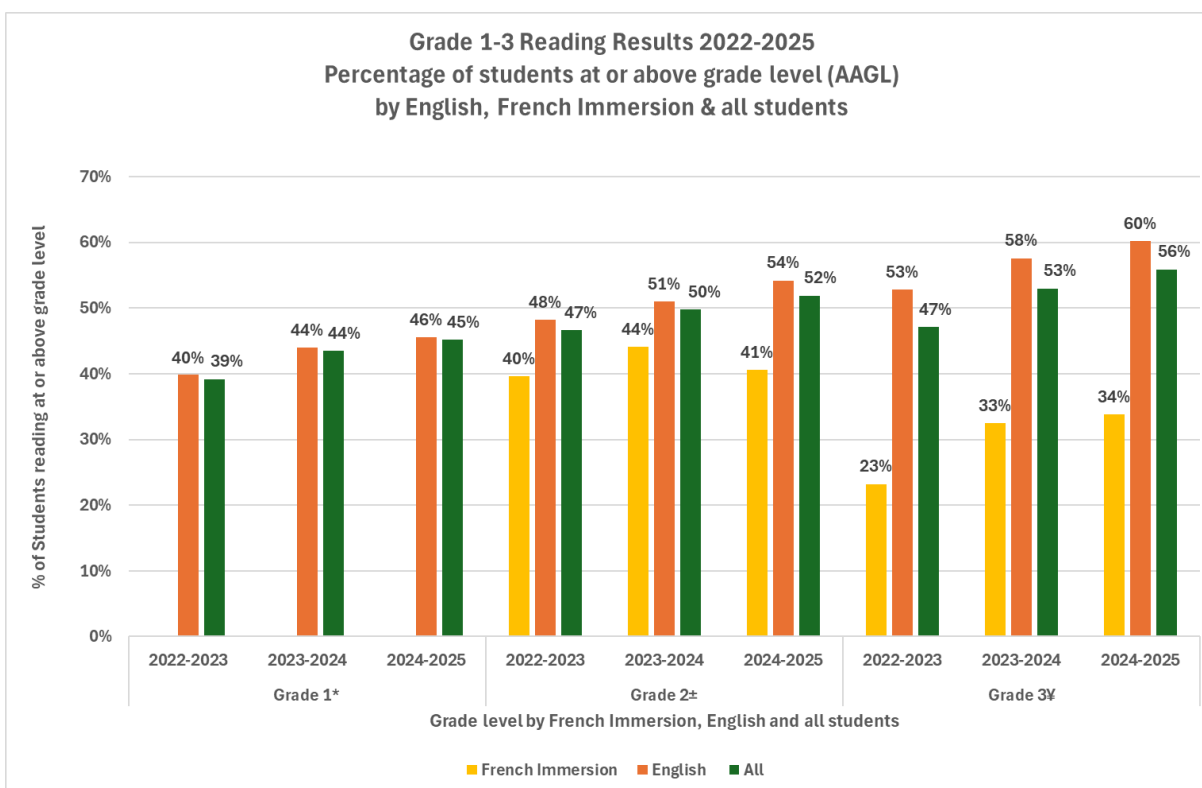
- Continued use of Acadience Reading (grades 1-8 English). These norm-referenced assessments provide valuable insight into students' reading development and their likelihood of meeting grade-level benchmarks.
- Continued use of Acadience Reading Français (grades 1-5, formerly IDAPEL). In 2024–2025, Grade 2 benchmarks were implemented, and grade 3-5 benchmarks continued in pilot development.
- Continued use of diagnostic assessments including the Phonological Awareness Quick Screener (PAQS), Quick Phonics Screener (QPS) and Words Their Way (WTW), with parallel tools in French Immersion to identify foundational literacy skills requiring targeted support. Literacy flowcharts guided teachers in determining which students needed further assessment and focused instruction.
- Strengthened progress monitoring through frequent, targeted assessments of reading and foundational literacy skills, enabling timely instructional adjustments.
- Expanded the SPS Data Dashboard. The dashboard now includes English literacy diagnostics (QPS, PAQS, PAST), Acadience Français, Kindergarten and Grade 1 alphabet data, social-emotional learning data and grades 1-8 reading results providing accessible, accurate data for instructional planning.
- Provided professional learning and resources to help teachers and school leaders analyze data to inform instruction and intervention. Data fidelity tools were also developed to ensure accuracy and consistency across schools.
- School-based data teams continued to support staff in data analysis, instructional alignment and intervention impact, guided by a division-wide continuous improvement model.
- Early years professional learning introduced the Inspired Learning Opportunities (ILO) model for new prekindergarten- grade 3 teachers, including French Immersion grade 1 teachers, offering sustained mentorship and classroom-based literacy learning from fall to January. Grade 1 teachers and literacy leads focused on the reading–writing connection and syntax, while Grade 2-3 literacy leads extended this work through collaborative professional learning.
- A kindergarten to grade 2 French Immersion Committee was established to develop oral language standards supporting teachers in assessing early language acquisition.
- Literacy initiatives supported by the Saskatoon Public Schools Foundation included Page Turners, providing targeted early reading intervention for 558 students across 44 schools, and Camp Brain Power, a summer literacy and well-being program engaging 485 students from 44 schools through the Early Learning Equal Start campaign.
- Developed the Edsby Gradebook Expectations guide to strengthen effective assessment and instructional planning while ensuring clear, consistent communication of student learning with families and caregivers.

- Hosted the Elevating Assessment Conference featuring keynote Katie White, Saskatchewan educator and author of *Softening the Edges* and *Unlocking the Door to Assessment*. The conference brought together teachers, administrators, Ministry representatives and teacher leaders to explore evidence-based assessment practices, responsive literacy assessment, differentiated approaches and effective gradebook use.
- Participated in the provincial Saskatchewan Student Assessment (SSA) initiative, contributing to Grade 5 Mathematics and Grade 7 ELA question development and Ministry-led classroom engagement sessions in preparation for future implementation.

## Data:

### Grades 1-3 Reading Results

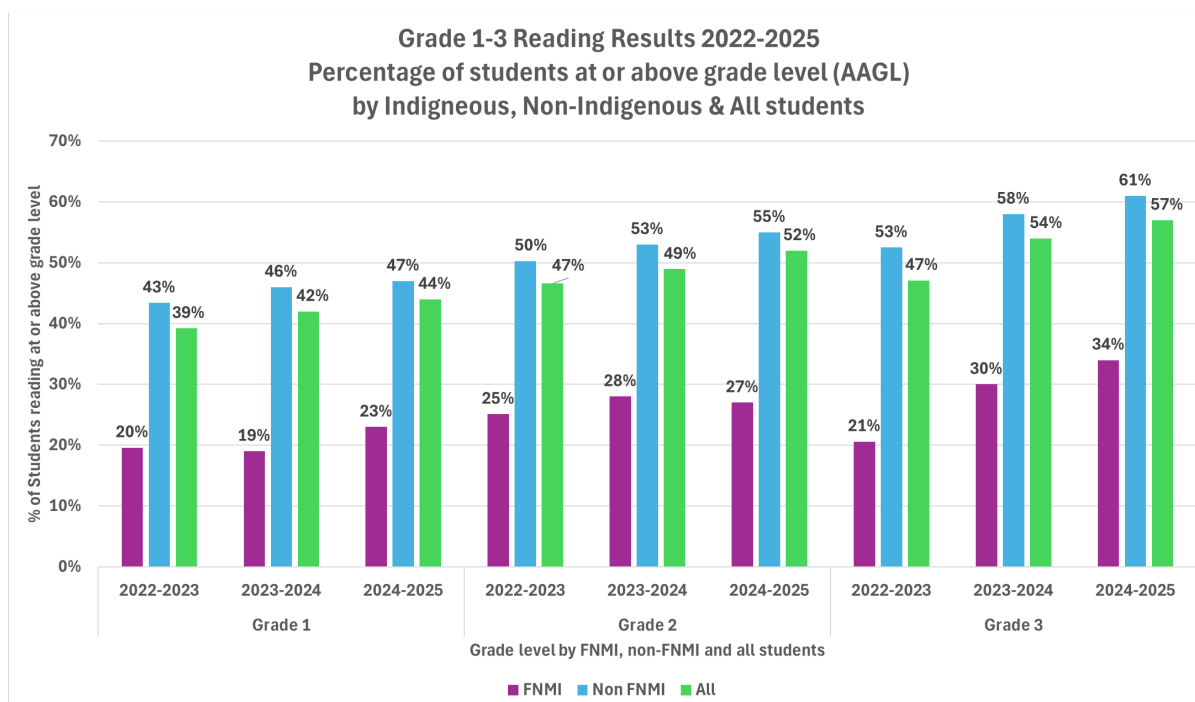
The following graphs show the reading results for grades 1-3 students reading at or above grade level (AAGL), disaggregated by demographic group (Indigenous and non-Indigenous) and by program (English and French Immersion), for the 2022-2023, 2023-2024 and 2024-2025 school years.



\*Grade 1 French Immersion results are not reported because the focus in Grade 1 French immersion is on French language acquisition

± Grade 2 French Immersion benchmarks were published in 2024-2025.

‡ Grade 3 French Immersion benchmarks are currently under development.



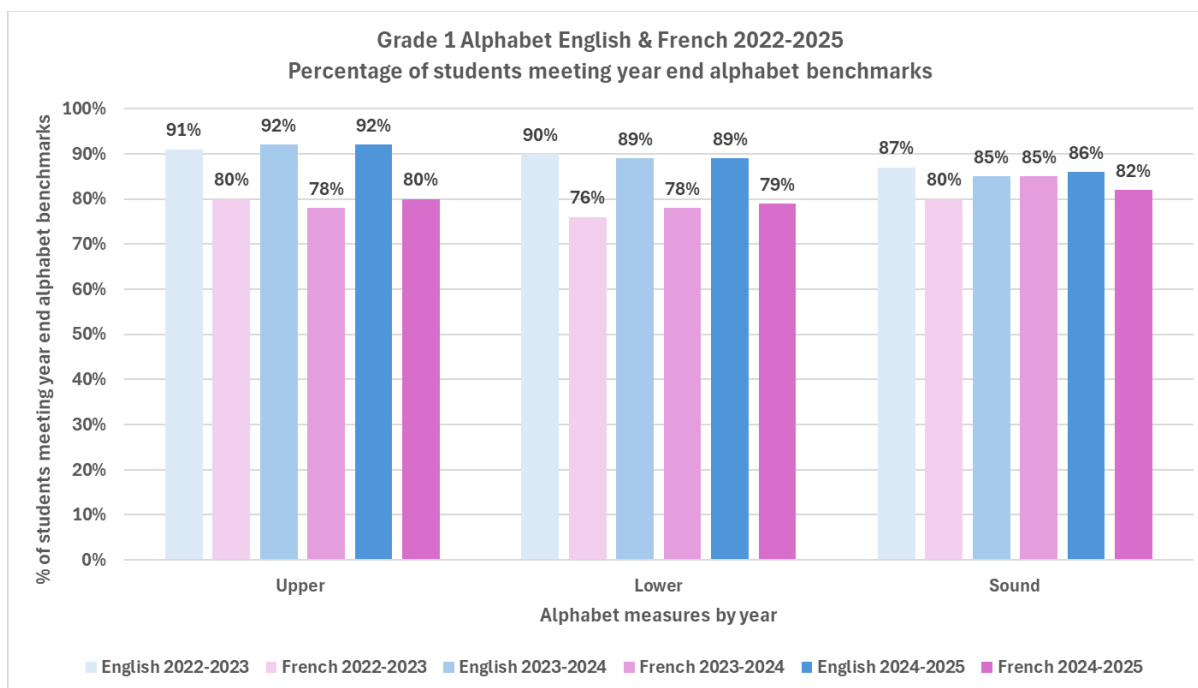
The Ministry of Education's June 2025 data show continued improvement in the percentage of all students reading at or above grade level (AAGL) in grades 1-3 compared to the previous school year. Grade 1 increased from 43.5% to 45.2%, Grade 2 from 49.8% to 51.9%, and Grade 3 from 53.1% to 55.9%. When viewed over three years, these gains are even more substantial with Grade 1 up five percentage points, Grade 2 up five and Grade 3 up 10, demonstrating steady, system-wide improvement in early literacy. Reading achievement remains strongest in the English program, with results rising from 51% to 54% in Grade 2 and from 58% to 60% in Grade 3. French Immersion results were stable overall, showing a modest 1% increase in Grade 3 and a small decrease in Grade 2, likely reflecting ongoing adjustments as Acadience Français benchmarks evolve. Encouragingly, the percentage of Indigenous students reading at or above grade level increased by four points in Grade 1 (19% to 23%) and Grade 3 (30% to 34%), with growth comparable to or exceeding overall division results an important indicator of progress toward closing achievement gaps.

Overall, Saskatoon Public Schools continues to see steady gains in early literacy, reflecting the impact of its Comprehensive Literacy Plan. The division met its 2% annual improvement target, with evidence of growth across English, French Immersion, and Indigenous learners, demonstrating system-wide progress driven by structured literacy, data-informed instruction, and equitable, evidence-based intervention.

### Grade 1 Alphabet Data

The following graph shows Grade 1 English and French alphabet results, highlighting the percentage of students meeting year-end benchmarks in upper and lower-case letter and sound identification for 2022-2023, 2023-2024 and 2024-2025.



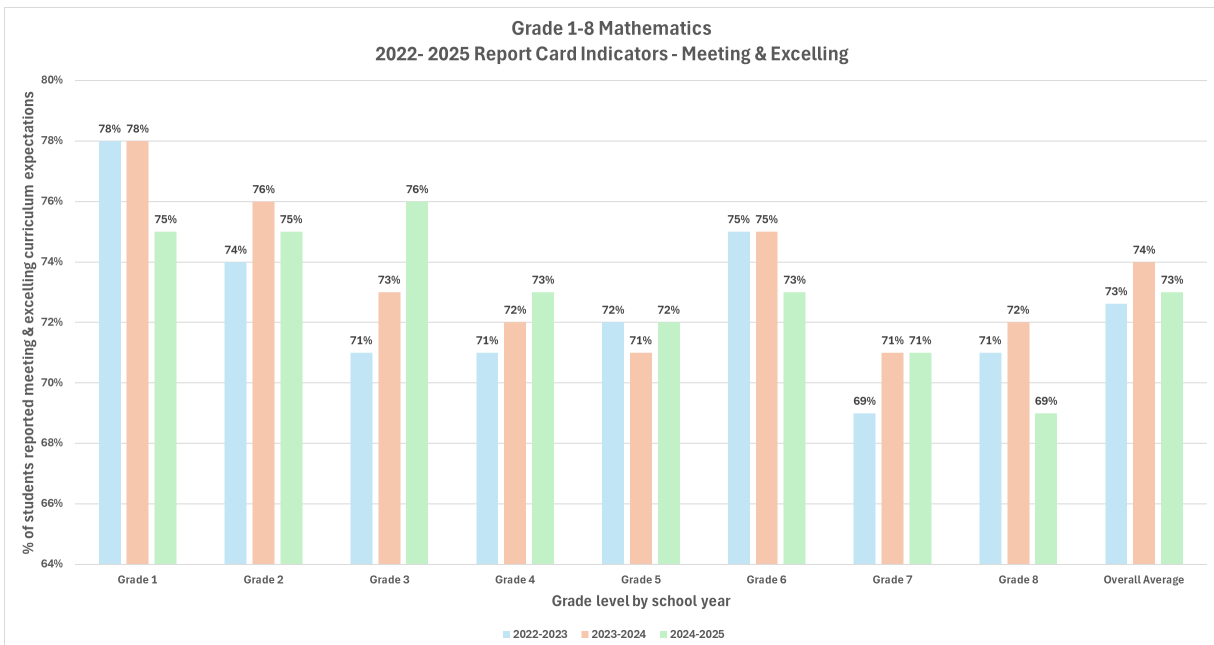
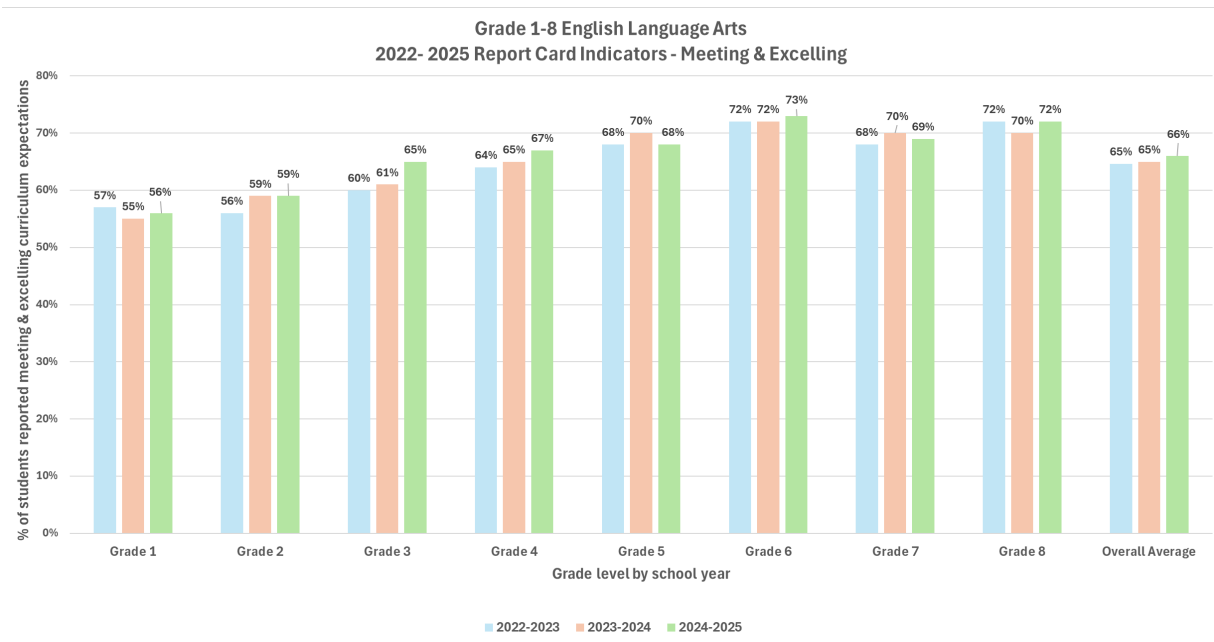


In the English program, achievement remained consistently high, with 92% of students meeting benchmarks in recognizing upper-case, 89% in lower-case and a slight increase in sound from 85% to 86%. In the French program, results remained strong overall, with slight increases in recognizing upper-case (78% to 80%), lower-case (78% to 79%) and a small decrease in sound (85% to 82%). These results demonstrate that early literacy instruction and alphabet-focused interventions continue to support strong outcomes for Grade 1 students across both language programs. The stability of performance at this early stage provides a solid foundation for continued development in phonological awareness, decoding and early reading fluency.

### Progress Report Achievement in Grades 1-8 English Language Arts & Mathematics

The following graphs illustrate student performance in English Language Arts (ELA) and Mathematics (Math) as reported by teachers on elementary progress reports between 2022-2023, 2023-2024 and 2024-2025.

In elementary progress reports, teachers use multiple forms of evidence - conversations, observations and products of learning - to assess student performance in relation to curricular outcomes. Achievement is reported using a four-point scale - *Not Yet Meeting*, *Beginning to Meet*, *Meeting* and *Excelling* - which reflects each student's understanding and application of grade-level expectations. The 2024-2025 report card data demonstrate overall stability and continued positive achievement trends in English Language Arts (ELA) and Mathematics. Most students continue to meet or exceed grade-level expectations, with particularly strong results in the early grades of mathematics, where more than 70% of students achieved at or above grade level. Division-wide, the average percentage of students meeting or excelling in ELA increased from 65% to 66%, meeting the division's 1% improvement target. Mathematics results remained strong but declined slightly from 74% to 73%, falling just short of the target for improvement.



These results reflect sustained consistency in student achievement and the ongoing impact of evidence-based instruction and assessment practices across classrooms. Moving forward, the division will continue to prioritize accelerating literacy growth and strengthening evidence-based mathematics instruction through enhanced teacher capacity, diagnostic assessment, targeted intervention and strategic instructional planning to support continued improvement for all learners.

### **Risk Assessment:**

It remains essential that current and future initiatives continue to prioritize accelerating student learning through evidence-based instruction and assessment in literacy and mathematics with a particular focus on Indigenous student success. Ensuring that teachers have access to high-quality resources, targeted professional learning and ongoing support will be critical to strengthening instructional capacity and meeting the diverse needs of all learners.

### **Future Initiatives:**

- Participate in the pilot of the Ministry Kindergarten to Grade 3 ELA curriculum renewal, scope and sequence.
- Strengthen early literacy practices in grades 1–3 by expanding the Inspired Learning Opportunities (ILO) cohort to support more new teachers and by deepening focus on foundational skills, whole- and small-group instruction and high expectations for all learners.
- Establish a Grades 4–8 instructional leads network focused on the learning sciences and evidence-based instructional practices in literacy, mathematics and assessment.
- Targeted professional learning will be provided to French immersion elementary schools to strengthen professional practice in literacy and language acquisition.
- Strengthen capacity to use disaggregated data to identify and address inequities, with a focus on improving Indigenous student success and supporting schools in removing barriers to achievement.
- Strengthen mathematics instruction and assessment practices through professional learning on evidence-based strategies and expand the data dashboard to include mathematics assessment data to support instructional planning and school-based decision-making.
- Extend the Inspired Learning Opportunities (ILO) program to middle years teachers to enhance mentorship and professional learning for new educators.
- Launch FOCUS30, a series of 30-minute virtual sessions offering flexible, high-impact professional learning aligned with division priorities.
- Continue to advance assessment practices through professional learning and collaboration, exemplified by teacher participation in the Provincial Assessment Conference with Katie White.
- Implement upcoming Saskatchewan Student Assessment (SSA) field tests in May and June 2026 for Grade 5 Mathematics and Grade 7 English Language Arts (ELA), followed by a phased rollout ensuring rigorous development and validation before full implementation across Grades 4, 5, 7, 9 and 10 by 2027–2028.

### **Summary Comments:**

In 2024–2025, Saskatoon Public Schools made significant progress in strengthening evidence-based literacy instruction, assessment and intervention. With a solid foundation in research, professional practice and targeted programming, the division is well positioned to sustain momentum and achieve continued improvements in student learning outcomes for all students.



**MEETING DATE:** OCTOBER 14, 2025

**TOPIC:** BOARD GOVERNANCE - BOARD POLICIES

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Information

## BACKGROUND

Board Policy 9 – Policy Making states the board is responsible for the development of policies in keeping with the requirements of government legislation and the values of the electorate. It also states the final draft of the policy or amendments shall be presented to the board for its consideration and approval.

## CURRENT STATUS

The Board Governance Committee met on September 16, 2025, and is recommending approval of housekeeping changes to the following board policies pending minor final edits:

- Policy 2: Role of the Board
- Policy 3: Board Member Code of Ethics
- Policy 11: Director CEO Roles and Responsibilities
- Policy 21: Student Awards

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	October 3, 2025	Policies (4)

## RECOMMENDATION

### **Proposed Board Motion:**

*That the board approve the housekeeping changes to Policy 2: Role of the Board, Policy 3: Board Member Code of Ethics, Policy 11: Director CEO Roles and Responsibilities and Policy 21: Student Awards.*

## POLICY 2 - ROLE OF THE BOARD MEMBER

The role of the trustee is to contribute to the board as it carries out its mandate to achieve its mission and goals. The board believes that its ability to fulfill its obligations is enhanced when leadership and guidance are forthcoming from within its membership.

The board is a corporation. The decisions of the board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the board may carry out duties individually but only as an agent of the board. In such cases, the actions of the trustee are those of the board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the division.

### Specific Responsibilities of Individual Trustees

The trustee will:

1. Become familiar with division policies and procedures, meeting agendas, and reports to participate in board business.
2. Refer governance queries, issues and problems not covered by board policy to the board for corporate discussion and decision.
3. Become familiar with, and adhere to, the Board Member Code of Ethics.
4. Reside within the electoral boundaries of Saskatoon Public Schools and maintain regular availability to attend school and division events. While occasional travel or absences may be necessary, trustees are expected to remain within the division during the school year whenever possible. Extended absences, particularly those exceeding one month or occurring more than three times in a school year for longer than one week each, should be minimized to ensure ongoing connection with the school community.~~Attend jurisdiction or school events when possible.~~
5. Refer administrative matters to the director of education. The trustee, upon being contacted by a parent or community member about school operations, is encouraged to refer the parent or community member back to the school and ~~is encouraged to~~ inform the director of this action.
6. Participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of students within the division.
7. Support the decisions of the board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the board when it does not.
8. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.
9. Participate in board/trustee development sessions so that the quality of leadership and service in the division can be enhanced.
10. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.

11. Stay current with respect to provincial, national, and international educational issues and trends.
12. Strive to develop a positive learning and working culture both within the board and the division.-

## Board-Community Relations Reports

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Trustees file with the ~~C~~hief ~~F~~inancial ~~O~~fficer, an annual report on events or activities in which they are involved by virtue of their status as board members.

1. Events include but are not limited to school visits, graduations, dinners, school community council meetings, special school functions and other ~~r~~ board related activities.
2. Activities include but are not limited to meetings and communication with educational stakeholders, the media and other entities.

Legal Reference:

Date Last Revised: ~~October 10, 2023~~ September June 2025

## POLICY 3 - BOARD MEMBER CODE OF ETHICS

A code of ethics is a helpful guide to corporate behaviour. When each board member commits to high ethical standards, it is easier for the board to fulfill its obligation and discharge its duties. The following Code of Ethics has been adopted by the board.

### Code of Ethics

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#### **As a school board member:**

1. I will be motivated by an earnest desire to serve the school division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust, and I will endeavour to see that the funds are expended efficiently in the best interests of students.
3. I will not use my position for personal advantage or to the advantage of any other individual apart from the total interest of the school division, and I will resist outside pressure to so use my position.
4. I will act with integrity and do everything possible to maintain the dignity of the office of a school board member.
5. I will carry out my duties objectively, and I will consider all information and opinions presented to the board in making my decisions, without bias.
6. I will work with other board members in a spirit of respect, openness, cooperation and proper decorum, in spite of differences of opinion that may arise during debate.
7. I will accept that authority rests with the board corporate and that I have no individual authority outside the board. I will abide by the majority decisions of the board once they are made, but I shall be free to repeat the opinion that I held when the decision was made.
8. I will express my contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other board members or their opinions.
9. I will communicate, and conduct my relationship with staff, the community, other school boards and the media in a manner that focuses on facts.
10. I will not divulge confidential information, which I obtain in my capacity as a board member, and I will not discuss those matters outside the meetings of the board or the board's committees.
11. I will endeavour to participate in trustee development opportunities to enhance my ability to fulfill my obligations as a school board member.
12. I will not conduct myself in a manner, that is intended to criticize another school board.
13. I will support the value of public education, and will endeavour to participate, and encourage my board to participate, in activities that support or promote public education in Saskatchewan.



14. No later than two working days after having been charged with an offence, a trustee is to inform orally, and subsequently in writing, the chair of the board of all charges laid. If the chair is the trustee charged, notification must be made to the vice chair.
154. Each board member will review and execute the Annual Declaration of potentially conflicting interests (Appendix A) to declare in writing the existence of any confirmed or potential conflicts of interest. If a board member becomes aware of a potential or confirmed conflict after this annual declaration, that board member is required to update their annual declaration at the next regular board meeting.
165. If a board member is thought to have violated any provisions of this policy, procedures outlined in Appendix B will apply.

Legal Reference: *The School Division Administration Regulations, Sections 10, 11, 12, 13*  
Date Last Revised: ~~February 13, 2024~~[September 2025](#)

# APPENDIX A

## Annual Declaration of Potentially Conflicting Interests

Annually, each member of the board shall confirm in writing that he or she has read and understood Policy 3: Board Member Code of Ethics. Board members shall disclose any outside interests or activities that may pose a conflict of interest.

I am currently a Board of Education of the Saskatoon School Division No. 13 (Saskatoon Public Schools) board member, board member, member, committee member, officer, substantial shareholder/owner/investor, or an employee of the following organizations or community groups:

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I am not now nor have been in the past 12 months been involved directly or indirectly in any arrangement, agreement, investment, or other activity with any vendor, supplier, or other party doing business with Saskatoon Public Schools that could result in personal benefit to me, my family, or a personal or business associate.

I am not now, nor have not at any time in the past 12 months, been a recipient, directly or indirectly, of any salary payments or loans or gifts of any kind or any free service or discounts or other fees from or on behalf of any person or organization engaged in any transaction with Saskatoon Public Schools.

Any exceptions to the above are stated below with a full description of the transactions and of the interest, whether direct or indirect, which I have in the persons or organizations having transactions with Saskatoon Public Schools.

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I \_\_\_\_\_ have read, understood and will comply with the Code of Conduct and Conflict of Interest Protocol as set out by the Saskatoon Public Schools. I will act in the best interest of the Saskatoon Public Schools and avoid any situations that could result in real or perceived conflict of interest.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Printed name: \_\_\_\_\_

# APPENDIX B

## CODE OF CONDUCT SANCTIONS

1. Policy 3: Board Member Code of Ethics requires that the trustees of Saskatoon Public Schools collectively and as individual members, always commit to ethical and appropriate conduct. Failure by a board member to operate in compliance with Policy 3: Board Member Code of Ethics may result in ~~Board~~board-initiated sanctions.

### 2. Confidentiality Regarding Issues of a Sensitive Nature

This policy requires that board members respect confidentiality relating to issues of a sensitive nature. Failure to comply with this requirement constitutes a security breach. An individual board member may bring a suspected security breach to the attention of the board in a closed meeting. If the board agrees that a security breach has occurred, this shall be recorded.

### 3. Procedure for Dealing with Breaches of Confidentiality

Where the board determines that a breach of confidentiality has occurred, the following procedures shall apply:

- a. Following the board's approval in the form of a motion, the ~~Board-board~~ Chair-chair [~~Vicevice~~ -Chair-chair or ~~Designate-designate~~ in the case of a breach involving the ~~Board~~ board or ~~Vice-vice~~ Chairchair] shall request that the ~~Director-director~~ of ~~Educationeducation~~/CEO or designate (as the "head" of the local authority pursuant to the *Local Authority Freedom of Information and Protection of Privacy Act*), appoint an independent investigator to review the matter.

- b. The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the ~~Board-board~~ Chair-chair [~~Vicevice~~ -Chair-chair or ~~Designate-designate~~ in the case of a breach involving the ~~Board-board~~ chair or ~~Vice-vice~~ Chairchair] and ~~Director~~ director of ~~Educationeducation~~/CEO.

- c. The ~~Board-board~~ Chair-chair [~~Vicevice~~ -Chair-chair or ~~Designate-designate~~ in the case of a breach involving the ~~Board-board~~ chair or ~~Vice-vice~~ Chairchair] shall present the report of the independent investigator at a closed meeting.

- d. The board member in question shall have the opportunity to present any additional information of relevance at this time.

- e. If the ~~b~~Board determines that a wilful violation of security has occurred:

- i. First Occurrence

1. A motion to write a letter of censure marked "Personal and Confidential" shall be discussed and agreed upon by a majority of board members present at a closed meeting of the board.

2. If the motion passes, the decision will require immediate approval by a majority vote of the board members at a public board meeting.

- ii. Subsequent Occurrences

For subsequent occurrences, a motion of censure against the board member in question may be brought directly to a public ~~Board~~board meeting. This motion requires approval by a majority vote of the board members present at the meeting.

#### 4. Other Violations of the Code of Conduct

A board member who believes that a fellow board member has violated any sections of the policy, excluding the confidentiality section, may seek a resolution of the matter through appropriate conciliatory measures prior to proceeding through the official measures outlined below in section 5.

#### 5. Procedures for Dealing with Other Violations of the Code of Conduct

In the steps that follow, the ~~Board~~board ~~Chair~~chair and the ~~Vicevice~~Vice ~~Chair~~chair will receive the complaint and manage the steps of the process. In the event that the complaint is against the ~~Board~~board ~~Chair~~chair, the ~~Vicevice~~Vice ~~Chair~~chair solely will receive the complaint and manage the steps outlined herein. In the event that the complaint is against the ~~Vicevice~~Vice ~~Chair~~chair, the ~~Board~~board ~~Chair~~chair solely will receive the complaint and manage the steps outlined herein.

- a. A board member who wishes to commence an official complaint, under the Code of Conduct, shall file a letter of complaint with the ~~Board~~board ~~Chair~~chair and ~~Vicevice~~Vice ~~Chair~~chair within thirty (30) days of the alleged event occurring, and indicate the nature of the complaint and the section or sections of the conduct policy that are alleged to have been violated by the board member.
- b. The board member who is alleged to have violated the conduct policy, and all other board members, shall be forwarded a copy of the letter of complaint by the ~~Board~~board ~~Chair~~chair and ~~Vicevice~~Vice ~~Chair~~chair within five (5) days of receipt by the ~~Board~~board ~~Chair~~chair and ~~Vicevice~~Vice ~~Chair~~chair of the letter of complaint. The filing, notification, content~~tt~~, and nature of the letter of complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a gross violation of the conduct policy. Public disclosure of the complaint and any resulting decision taken by the board may be disclosed by the ~~Board~~board ~~Chair~~chair only at the direction of the ~~Board~~board, following the disposition of the complaint by the ~~Board~~board at a hearing.
- c. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other board member must provide a letter indicating support for having the complaint heard at a hearing. This letter of support must be provided to the ~~Board~~board ~~Chair~~chair and ~~Vicevice~~Vice ~~Chair~~chair within three (3) days of the notice in writing of the letter of complaint having been forwarded to the board members. Any board member that provides such a letter of support shall not be disqualified from attending a hearing convened to hear the matter or from

deliberating upon the complaint at the hearing solely for having provided such a letter.

- d. Where no letter supporting a hearing is forthcoming, the complaint shall not be heard. The ~~Board-board Chair-chair~~ and ~~Vicevice -Cchair~~ shall notify the board members in writing that no further action of the board shall occur.
- e. Where a letter supporting a hearing is forthcoming, the ~~Board-board Chair-chair~~ and ~~Vicevice -Cchair~~ shall add the item to a meeting of the ~~Board-board~~ as soon as is reasonable.
- f. Upon conclusion of a hearing held pursuant to this section, a violation of conduct policy shall result in the following sanction(s):
  - i. The ~~Board-board Chair-chair~~ [~~Vicevice -Cchair~~ in the case of a breach involving the ~~Board-board Chair-chair~~] shall write a letter of censure marked "Personal and Confidential" to the violating board member in question. This occurs only after having such action discussed and agreed upon by a majority vote of ~~Board-board~~ members present at a closed meeting of the board. A majority of board members at a public meeting of the board shall immediately approve this decision.
  - ii. For a subsequent occurrence, a motion of censure shall be presented ~~against~~against the violating board member in question at a public meeting of the board.
  - iii. For a further subsequent occurrence, a motion to remove the board member in question from one or more board appointments may be presented at a public meeting of the board.

# POLICY 11 - DIRECTOR/CEO ROLES AND RESPONSIBILITIES

The director is the chief executive officer of the board and the chief education officer of the division. The director reports directly to the corporate board and is accountable for the overall conduct and operation of the division. All authority delegated to staff by the board flows through the director. ~~The Director is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Director reports directly to the corporate Board and is accountable to the Board for the overall conduct and operation of the Division. All Board authority delegated to the staff is delegated through the Director.~~

Specific areas of responsibility are:

## 1. Student Well-Being

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Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the division. Ensures the facilities adequately accommodate division students. Acts as, or designates, the attendance counsellor for the division.

## 2. Student Learning

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Provides leadership in all matters relating to education in the division. Ensures students in the division have the opportunity to achieve the goals of education set by the Ministry of Education and the [bBoard](#). Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship. Implements education policies established by the [mMinister](#) and the [bBoard](#).

## 3. Fiscal Responsibility

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Ensures the fiscal management of the division is in accordance with the terms or conditions of any funding received by the [bBoard](#). Ensures the [school dDivision](#) operates in a fiscally responsible manner, including adherence to Canadian public sector accounting standards.

## 4. Human Resources Management

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Has overall authority and responsibility for all human resources matters, save and except the development of mandates for collective bargaining and those human resources matters precluded by [bBoard](#) policy, legislation or collective agreements. Monitors and improves the overall performance of staff. Ensures the coordination and integration of human resources within the division.

## 5. Policy/Administrative Procedures

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Provides leadership in the planning, development, implementation, and evaluation of [bBoard](#) policies. Develops and keeps current an Administrative Procedures Manual that is consistent with [bBoard](#) policy and provincial/federal legislation and policies.

## 6. Director / Board Relations

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Establishes and maintains positive, professional working relations with the [bBoard](#). Honours and facilitates the implementation of the [bBoard](#)'s roles and responsibilities as defined in [bBoard](#) policy. Attends all meetings of the [bBoard](#).

## 7. Strategic Planning and Reporting

---

Leads the strategic planning process including the development of division goals, budget, facilities, and transportation plans and implements plans as approved. Involves the [bBoard](#) appropriately ([bBoard](#) identification of priorities and outcomes; opportunity for [bBoard](#) input early in the process; final [bBoard](#) approval). Reports regularly on results achieved.

## 8. Organizational Management

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Demonstrates effective organizational skills resulting in [dDivision](#) compliance with all legal, [mMinisterial](#) and [bBoard](#) mandates and timelines. Reports to the [mMinister](#) with respect to matters identified in and required by *The Education Act, 1995*. Builds an organizational structure and promotes a division culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-orientated, collaborative and cohesive fashion.

## 9. Communication and Community Relations

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Takes appropriate actions to ensure positive external and internal communications are developed and maintained. Participates actively in community affairs in order to enhance and support the division's [missionstrategic plan](#). Acts as, or designates, the head of the organization for the purposes of *the Freedom of Information and Protection of Privacy (FOIP) Act*.

## 10. Leadership Practices

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Practices leadership in a manner that is viewed positively and has the support of those with whom the [dDirector](#) works most directly in carrying out the directives of the [bBoard](#) and the [mMinister](#). Develops and maintains positive and effective relations with provincial and regional government departments and agencies and non-government organizations.

Legal Reference:

Date Last Revised: [March 15, 2022](#)[August 2025](#)

## POLICY 21 - STUDENT AWARDS

The board encourages schools and communities to recognize student achievement by presentation of awards. In support of this policy, the board will provide awards to deserving students for the following:

### 1. General Proficiency Awards

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The board will provide cash awards to the students in each school with the highest average in Grades 10, 11 and 12.

### 2. Saskatoon Board of Education Award of Excellence

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- 2.1 The board will provide a cash award to be presented annually to the most outstanding graduate from Saskatoon Public collegiates based on academic excellence, personal qualities and leadership and participation. This award is typically presented at a Celebrating Excellence agenda item at a regular board meeting.
- 2.2~~1~~ The board will provide a cash award to all other Award of Excellence nominees. The trustee for the school should be invited to present these awards.\_\_\_\_\_

### 3. Saskatoon Board of Education First Nations, Inuit and Métis Student Scholarship

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The board will provide annual scholarships to four Indigenous students graduating from Saskatoon Public Schools collegiates. The scholarships are named the Academic Achievement Award, the John Dewar Spirit and Resiliency Award, the First Nation Cultural Youth Award, and the Métis Cultural Youth Award.

A trustee from the Saskatoon Board of Education, or a designated representative, will present the scholarships at the annual Saskatoon Indian and Métis Friendship Centre graduation ceremony if invited to do so.

~~The board will provide annual scholarships for four Indigenous students who graduate from our collegiates. The scholarships will be named the Academic Achievement award, the John Dewar Spirit and Resiliency Award, the First Nation Cultural Youth Award, and the Métis Cultural Youth Award. These scholarships shall be presented at the annual Saskatoon Indian and Métis Friendship Centre Graduation ceremonies by a Saskatoon Board of Education trustee or delegate.~~

### 4. Saskatoon Board of Education Perseverance Award

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The bBoard of eEducation is proud to support an annual award at each high school to honour students who have demonstrated exceptional perseverance in overcoming significant obstacles on their path to completing high school. This recognition celebrates the resilience and determination of these students and affirms the bBoard's commitment to equity and student success. Each school will determine the most meaningful and appropriate format for recognizing the recipient, ensuring the celebration reflects



~~the unique context of the school community. Trustees representing the respective schools should be invited to attend and take part in acknowledging the student's achievement. The Board of Education will provide an annual award to each high school for students who have shown perseverance in overcoming significant obstacles to completing their high school education. Recognition of the student's achievement will take place at the school in a format deemed most appropriate for that context. The local trustee should be invited to attend.~~

Please refer to Administrative Procedure 321: Student Awards for cash amounts and criteria for each award.

Legal Reference: *The Education Act, 1995, Section 87(1)(q)*  
Reference: Administrative Procedure 321 – Student Awards  
Date Last Revised: ~~May 31, 2024~~ September 17, 2025



**MEETING DATE:** OCTOBER 14, 2025

**TOPIC:** SASKATCHEWAN SCHOOL BOARDS ASSOCIATION (SSBA) 2025  
ANNUAL GENERAL MEETING - VOTING DELEGATES

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Information

## BACKGROUND

The Fall General Assembly of the Saskatchewan School Boards Association (SSBA) will be held in Regina on November 17 & 18, 2025. Registration is now open, and six hotel rooms have been reserved. Please let the board's assistant know if you would like to be registered for this event.

## CURRENT STATUS

The package of proposed bylaw amendments will be forwarded to boards and posted on the SSBA website no later than October 24, 2025. Resolutions must be submitted in writing to the Resolutions and Policy Development Committee at least 30 days prior to the AGM at which they will be considered. For 2025, the deadline is 4:30 p.m., October 16, 2025. Each resolution must be accompanied by a rationale outlining the background and reasons for the proposal.

The attached memorandum from the SSBA also outlines ballot information. The deadline for submission of this form to the SSBA is November 7, 2025.

In accordance with the SSBA formula, Saskatoon Public Schools is entitled to 51 votes. Voting delegates need to be approved by board motion.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	October 6, 2025	SSBA Voting Information and Ballot Form (September 15, 2025)

## RECOMMENDATION

### ***Proposed Motion for the Public Board Meeting:***

*That the board approve the following motions:*

1. *That the Saskatoon Board of Education is entitled to 51 votes.*

2. *That Trustees \_\_\_\_\_ and \_\_\_\_\_ be the representatives authorized by the Board to act as voting delegates for the school division.*

## MEMORANDUM

September 15, 2025

TO: Chief Financial Officers for Boards of Education

CC: Board Chairs

FROM: Krista Lenius, Administrative Paralegal

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

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

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

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

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

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

Thank you for your assistance.

**BALLOT INFORMATION**  
**2025 Annual General Meeting Voting Delegates**

FOR: Board of Education of Saskatoon School Division No. 13

**Pursuant to Bylaw No. 9, section 4:**

**The number of votes to which your Board is entitled 51**  
**(Based on your September 30, 2024 Enrolments student count of 28,235.)**

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

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

\_\_\_\_\_  
Signature of School Business Official

**PLEASE RETURN THIS FORM, TO THE ATTENTION OF**  
**KRISTA LENIUS, TO THE SASKATCHEWAN SCHOOL BOARDS ASSOCIATION BY**  
**EMAIL TO [klenius@saskschoolboards.ca](mailto:klenius@saskschoolboards.ca)**

*Thank you*

For your information:

### **Ballot Voting**

Association Bylaw No. 9 provides:

#### **Bylaw No. 9: Delegates and Voting**

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

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

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

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



**MEETING DATE:** OCTOBER 14, 2025

**TOPIC:** RESPONSE TO TRUSTEE QUESTION REGARDING THE BAN ON  
THIRD-PARTY PROVIDERS FOR SEXUAL HEALTH EDUCATION IN  
SCHOOLS

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

### BACKGROUND

At the September 16, 2025 board meeting, Trustee Arneson asked whether there have been any changes to the current government directive that pauses school board involvement with any third-party organizations for sexual health education lessons in schools.

### CURRENT STATUS

Director Skjerven contacted the Ministry of Education as requested by the board. There have been no changes to the current directive.

Programming is still provided through the Saskatoon Sexual Assault and Information Centre that families can access if they wish.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	October 8, 2025	None