



Living Sky School Division No. 202

BOARD PACKAGE

Information for the regular meeting of the Living Sky
School Division Board of Education on:
September 30, 2026



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Prepared For:
LSKYSD Board of
Education

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LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Date: September 30, 2026 – 5:30 pm

AGENDA

A. Call to Order

A.1 Land Acknowledgement & Values Page 3

A.2 Declaration of Conflict of Interest

B. Approval of Agenda

B.1 Agenda

C. Approval of Previous Minutes

C.1 Regular Board Meeting – June 17, 2026 Page 4

D. Business Arising / Unfinished Business from Previous Meeting

E. Presentations & Delegations

F. Action Items

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F.3 Board Policy Updates Page 32

G. Administrative Reports

G.1 Director's Report Page 51

G.2 Superintendent of Business Report Page 107

H. Board Reports

H.1 Extra-Curricular Committee & Maymont Joint Use
Facility Update – Trustee Linnell

H.2 Board Chair Commitments (June, July & August) Page 110

I. Information Items

I.1 September 15 Enrolments Page 114

I.2 Continuous Agenda Page 115

I.3 SCC Summary Graphic Page 120

J. In-Camera

K. Items Arising from In-Camera

J.1 Confidential HR Staffing Report

L. Celebrations

M. Adjournment





Land Acknowledgement

In the spirit of truth and reconciliation, we acknowledge, with gratitude and respect, that the land on which we gather is situated within Treaty Six and Treaty Four territories, traditional homelands of the Nehiyawak, Nakawe, Dene, Nakota, Dakota, Lakota and homeland of the Métis Nation. We recognize that we must learn about the rich history of this land to better understand our role as residents, neighbours, partners and stewards.

As a board and leadership team, we acknowledge the roles we play in making truth and reconciliation a priority and commit to deepening our understandings, so that we can support the journey toward building a more just and inclusive community, province and country. We are all treaty people.

Values

Genuine Relationships are...	Genuine Relationships are not...
- Engaging in healthy conflict over ideas and concepts that drive a discussion toward goals and growth, trusting that we are all committed to the vision and goals of the school division, knowing fully well that it does not impact our interpersonal relationships. - Acknowledging that we have heard and understood others' points of view. - Being transparent in our communication, disclosing what we are at liberty to share. - Demonstrating optimism – noticing what is going well, rather than noticing only what needs to improve. - Working as a team, everyone striving to do their best.	- Thinking that we don't have to implement decisions that we did not fully support and undermining what the group is trying to accomplish. - Being aggressive to make a point without listening or honouring others' concerns or views. - Telling everyone everything. There are legal and professional obligations NOT to share personal information of students and staff. - Avoiding important conversations, not addressing conflict with others or not acknowledging things that could improve. - Succumbing to group think.





MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

Living Sky School Division No. 202

On

Wednesday, June 17, 2026

Note: MC motion carried

Present		Trustees: <i>Pethick, Connor, Gartner, Kemery, Leask, Linnell, Kobelsky, Omelchenko & Weber.</i> Also in attendance were: Director of Education, Brenda Vickers and Superintendent of Business, Lisa Palmarin. Absent: Trustee <i>Schneider</i>		
A	Call to Order	Chair <i>Pethick</i> called the meeting to order at 4:00 p.m.		
		MC	Trustee <i>Linnell</i> moved the Board of Education to excuse Trustee <i>Schneider</i> from the June 17, 2026 board meeting.	155-06/17/2026
	Declaration of Conflict of Interest	None declared.		
B	Agenda	MC	Trustee <i>Omelchenko</i> moved the agenda to be approved as presented.	156-06/17/2026
C	Minutes	MC	Trustee <i>Leask</i> moved the Board of Education to approve the amended Regular Meeting Minutes of May 27, 2026.	157-06/17/2026
D	Business Arising/Unfinished Business from Previous Meeting	Nothing to report.		
E	Presentations & Delegations	Nothing to report.		
F	Business As Usual	MC	Trustee <i>Gartner</i> moved the Board of Education to receive and file the Accounting/Payroll BAU as presented by Kristy Gray, Accounting/Payroll Specialist and the Procurement BAU as presented by Dan Coe, Procurement Specialist.	158-06/17/2026
G	Action Items	G.1	Accounts	
		MC	Trustee <i>Kemery</i> moved the Board of Education to approve the payment of accounts as presented.	159-06/17/2026
		G.2a	Urban Reserve Agreement with Mosquito Grizzly Bear's Head Lean Man	
		MC	Trustee <i>Weber</i> moved the Board of Education to approve the urban reserve agreement with Mosquito Grizzly Bear's Head Lean Man.	160-06/17/2026
		G.2b	Urban Reserve Agreement with Sweetgrass First Nation	
		MC	Trustee <i>Kobelsky</i> moved the Board of Education to approve the urban reserve agreement with Sweetgrass First Nation.	161-06/17/2026

		G.3	2026-2027 Budget	
		MC	Trustee Connor moved the Board of Education to approve the 2026-2027 Budget as presented, including minor changes made after the Ministry of Education's review and approval.	162-06/17/2026
H	Administrative Reports	MC	Trustee <i>Pethick</i> moved the Board of Education to receive and file the administration report, including the Q3 Strategic Update as presented by Brenda Vickers, Director.	163-06/17/2026
I	Information Items	MC	Trustee <i>Omelchenko</i> moved the Board of Education to receive and file the following information items as presented: - May 31 st enrolments, and - SHS Roof and Envelope Replacement Information.	164-06/17/2026
J	In-Camera	MC	Trustee <i>Leask</i> moved the Board to the in-camera session.	165-06/17/2026
		MC	Trustee <i>Gartner</i> moved the Board to rise and report from the on-camera session.	166-06/17/2026
K	Items Arising from In-Camera	J.1	Confidential HR Staffing Report	
		MC	Trustee <i>Kemery</i> moved the Board of Education to receive and file the Confidential HR Staffing Report of June 17, 2026 as presented.	167-06/17/2026
		J.2	HR Update	
		MC	Trustee <i>Weber</i> moved the Board of Education to rescind motion 153-05/27/2026 passed on May 27, 2026 regarding the recommendation of the Director of Education to terminate the contract of a teacher, effective June 30, 2026 pursuant to the <i>Education Act, 1995</i> .	168-06/17/2026
		J.3	Board Travel Pay	
		MC	Trustee <i>Kobelsky</i> moved the Board to approve, effective September 1, 2026, trustee travel-time remuneration for authorized Board business travel at a rate of \$25.00 per hour, calculated in 15-minute increments, with payment available only where a one-way trip is at least 30 minutes in duration, such remuneration to be in addition to trustee indemnity and paid through payroll as taxable income, and that administration implement the necessary claim and payroll procedures consistent with Board policy and applicable legislation.	169-06/17/2026
M	Adjournment	MC	Trustee <i>Linnell</i> moved the Board to adjourn the regular meeting of June 17, 2026 at 6:58 p.m.	170-06/17/2026

Ronna Pethick
CHAIRMAN OF THE BOARD

Lisa Palmarin
SUPERINTENDENT OF BUSINESS



LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Action Item

Action Number: F.1

Date: September 30, 2026

ACTION

TO: Board of Trustees

FROM: Austin Odnokon, Superintendent of Business

SUBJECT: Payment of Accounts

BACKGROUND:

Accounts as listed in the September 30 Board Package:

Date	Item	Total
June 26, 2026	Net Total	1,936,833.12
July 24, 2026	Net Total	4,252,778.50
July 24, 2026	Net Total	11,057.11
August 10, 2026	Net Total	1,099,421.18
August 26, 2026	Net Total	426,273.51
August 26, 2026	Net Total	8,306.46
September 10, 2026	Net Total	706,695.39
September 10, 2026	Net Total	13,650.00
		\$8,455,015.27

RECOMMENDATION:

That the Board of Education approve the payment of accounts as presented.





LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Action Item

Action Number: F.2

Date: September 30, 2026

ACTION

TO: Board of Trustees

FROM: Austin Odnokon, Superintendent of Business

ORIGINATOR: Aaron Melnyk, HR Administrator

SUBJECT: Ratification of the 2026 – 2030 LINC Agreement

BACKGROUND:

The Board of Education and the Teachers' Local Implementation Negotiation Committee (LINC) have concluded negotiations toward a renewed local collective bargaining agreement for the period of July 1, 2026, to June 30, 2030.

A summary of the significant changes and the tentative agreement are included in the Board package for review.

RECOMMENDATION:

That the Board of Education ratify the Local Collective Bargaining Agreement between the Board of Education of Living Sky School Division No. 202 and the Teachers' Local Implementation Negotiation Committee (LINC), effective July 1, 2026, to June 30, 2030, as presented, and authorize Administration to implement the terms of the agreement.



Tentative LINC Agreement 2026–2030

Summary of Significant Changes and Board Considerations

Area	Summary of Change
Agreement Term	Four-year agreement from July 1, 2026, to June 30, 2030, providing longer-term labour stability and an ongoing process for Board/LINC dialogue.
Leave Provisions	Changes to Administration, Supervisory, Special and Compassionate Leave provide greater clarity and consistency while balancing employee circumstances with instructional continuity.
Professional Development	PD funding increases from \$300 to \$350/FTE, with \$100/FTE centralized for personal PD and \$250/FTE retained for school-based PD, supporting more equitable access across the Division.
Teacher-Directed Workdays	Three existing non-student professional development days are designated as teacher-directed workdays at identified points in the school year.
Preparation Time	Preparation time moves from a 10% target to a 10% contractual commitment, including provisions for tracking and restoring preparation time used for necessary classroom coverage.
Specialized Position Allowances	Consultant/Educational Psychologist compensation is adjusted to improve comparability with similar positions provincially.

Overall Impact

The tentative 2026–2030 LINC Agreement provides four years of labour stability and reflects a balance of interests identified through the bargaining process. Significant changes strengthen consistency in leave provisions, increase and redistribute professional development investment, establish teacher-directed professional work time, and formalize a 10% preparation-time commitment. Other revisions modernize or clarify existing agreement language and administrative processes.



LOCAL COLLECTIVE BARGAINING AGREEMENT

between

THE BOARD OF EDUCATION
OF
LIVING SKY SCHOOL DIVISION NO. 202

and

THE TEACHER'S LOCAL IMPLEMENTATION
NEGOTIATION COMMITTEE

Effective July 1, 2026 to June 30, 2030

AGREEMENT

Land Acknowledgement

Living Sky School Division acknowledges our place on Treaty 6 Territory, traditional lands of the Nehiyawak, Nakawe, Dene, Lakota, Dakota and Metis people. We honor the spirit and intent of our sacred treaty relationship and take action for reconciliation by teaching our shared history and learning from the land and from each other.

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Preamble

This agreement has been negotiated through an interest-based approach.

The Living Sky School Division Board of Education and the Living Sky School Division Teachers' Association worked positively and collaboratively to address mutual interests. Both parties to the Agreement acknowledge the key role teachers play in the success of students.

References to specific job titles have been updated throughout the contract to reflect the Division's desire to move decision-making to the appropriate level(s) of the organization.

Contract Language:

- May: any clause that contains this term refers to a choice to act or not, or the possibility of an action within the terms of the agreement.
- Shall: any clause that contains this term refers to a mandatory action and must be fulfilled within the terms of the agreement.

Shared Understandings: this document, separate from the contract itself, is intended to provide background or clarification on specific items contained within the contract. It is a document created collaboratively between employer and employee groups.

LINC Agreement - Shared Understandings 2026

LINC Agreement

SECTION 1 - TERMS OF AGREEMENT

- 1.1 This Agreement shall be effective July 1, 2026, to June 30, 2030, and shall remain in force until a new collective agreement is concluded in accordance with *The Education Act, 1995*.
- 1.2 Notwithstanding Section 1.1, negotiations regarding this agreement shall be opened as mutually agreed between the Director or designate and the LINC Chairperson at any time at the request of either party, with one month's written notice.
- 1.3 It is agreed that the Teacher Negotiating Committee shall meet annually with the Board Negotiating Committee to discuss matters of mutual interest, identify emerging issues, and foster ongoing communication and collaboration between the parties. The meeting shall be scheduled in January by the LINC Chairperson and the Human Resources Administrator and shall occur prior to March 1 of each year.

SECTION 2 - METHOD OF PAYMENT

- 2.1 Teachers shall have their salaries determined and paid in twenty-four (24) allotments, dispensed twice monthly, except:
 - a) Teachers who begin employment during the school year shall have their salaries determined and paid twice monthly on a ten (10) month basis; or,
 - b) Where a teacher submits a request on the prescribed form to the Human Resources Administrator to be paid twice monthly on a ten (10) month basis. Notice of such request shall be given by September 10th, and shall come into effect on September 1st for a period of not less than one (1) school year.

Shared Understandings

SECTION 1 - TERMS OF AGREEMENT

The parties agreed to a four-year term. This minimizes the chance that LINC negotiations will occur in years during which other bargaining (CUPE, provincial) is taking place.

This meeting date was set to ensure more timely communication and to avoid the end-of-year time crunch.

SECTION 2 - METHOD OF PAYMENT

Teachers on replacement and continuing contracts are generally paid twice per month for twelve months unless they contact Payroll by September 10th requesting their pay over ten months (September to June). Salary is averaged over ten or twelve months.

Teachers on temporary contracts are paid for the actual days taught each month. They are usually paid over ten months and do not receive pay over the summer. However, if a teacher begins his/her temporary contract relatively soon after the school year commences, and it expires in June, he/she may be able to opt for pay over twelve months. Contact Payroll.

2.2 Payday shall be on the 15th of the month or the Friday preceding the 15th if that date falls on a weekend or holiday, and the final business day of the month.

2.3 The method of payment shall be by electronic funds transfer into the teacher's bank account.

SECTION 3 - TEACHER ASSOCIATION FEES

3.1 Association fees for Living Sky members of the Tri-West Teachers' Association shall be deducted from each teacher's pay on an equal basis, for the months of September to June of each school year. This amount shall be prorated for part-time staff based on FTE equivalency as follows:

- a) Less than 10% - Number of days worked/197 x annual fee.
- b) 10% or more but less than 45% - 1/2 the annual fee.
- c) 45% or greater – the full annual fee
- d) Substitute teachers – \$0.05 per day worked.

The deduction of a Tri-West Teachers' Association fee from substitute teachers shall not be interpreted as extending the provisions of this Agreement to substitute teachers beyond those articles that expressly apply to substitute teachers.

The annual levy amount paid by substitute teachers will be submitted in writing by the Teacher Association President to the Human Resources Administrator by July 15th.

SECTION 4 - SALARIES OF SUBSTITUTE TEACHERS

4.1 The daily salary for a substitute teacher shall be the daily rate of the minimum annual salary, based on the teacher's class, in accordance with the Provincial Collective Agreement.

4.2 Beginning with the sixth (6th) consecutive instructional day in the same teaching position, the substitute teacher shall be paid a daily rate of the annual salary, based on the teacher's qualifications and experience, in accordance with the Provincial Collective Bargaining Agreement.

SECTION 3 - TEACHER ASSOCIATION FEES

The Living Sky Teacher Association collects fees from its members to help fund teacher-directed activities like Professional Development days, the fees will be deducted each month rather than only in October and November. For all teachers working on contracts of 45-100% Full Time Equivalent (FTE), this will mean that 10% of the fee set by the Living Sky Teacher Association will be deducted each month, starting in September, and concluding with the June pay period of each school year.

For teachers working on contracts between 10-45% FTE, this will mean that 50% (1/2) of the fee set by the Living Sky Teacher Association will be deducted each month, starting in September, for the duration of the teaching contract.

Example 1 – A teacher working 197 days at 0.45 FTE will have 5% deducted each month, from September to June.

Example 2 – A teacher working full days at 0.45 FTE will have 5% deducted each month of employment with the Division.

For teachers working less than 10% FTE, the amount of the deduction will be equal to the number of days worked, divided by 197 days in the year, then multiplied by the amount of the fees:

19 days worked/197 total days = 0.096 x \$90 = \$8.64, which will be deducted on the pay period during which the days were worked.

Please note that the \$90 fee is an example and may be changed from year to year.

SECTION 4 - SALARIES OF SUBSTITUTE TEACHERS

Substitute teachers are paid the daily rate of step 1 of their class.

Clause 4.2 recognizes additional time spent planning and assessing required of substitute teachers during longer durations of coverage.

The rate of pay increases on the 6th consecutive day in the same teaching position and takes into account the substitute teacher's class and step (experience).

- 4.3 The method of payment shall be by electronic funds transfer into the teacher's bank account on a semi-monthly basis, starting in mid-September.
- 4.4 Any change of pay for substitute teachers that comes as a result of a new provincial collective agreement will commence immediately on the date of signing and be applied only from that point forward.

SECTION 5 - EMPLOYMENT INSURANCE REBATE

- 5.1 Pursuant to the provisions of *The Employment Insurance Act, 1996*, the Board shall submit to the Teachers Association as soon as possible after January 31st, an amount equal to five-twelfths (5/12) of the premium reduction it obtained on behalf of the teachers in its employ.

LEAVES

The following sections of the Agreement describe the various leaves available to teachers.

SECTION 6 - ADMINISTRATION LEAVE

- 6.1 In recognition of time spent preparing for the commencement and conclusion of the school year, the Board shall provide school administrators time off with pay during the school year as follows:
- One (1) day per administrator to be used during the school year at a time approved by the Human Resources Administrator. Unused Administration Leave shall not carry forward from one school year to the next.

Clause 4.4 has been added because there is no funding allocated to school divisions to cover retroactive pay for substitute teachers.

LEAVES

Guiding Principles for Leaves in General:

The following guiding principles were developed believing that we hire excellent staff, that our staff is committed to providing exceptional service to students, and that every staff member is essential and valued.

- Collective agreements guide time away from work.
- Employees whose work year follows the school year should not plan additional leaves that are over and above what are provided for in collective agreements.
- Exceptions may be made if the reason for the extended leave is out of the employee's control. *Exceptionality* and *lack of control* are the key points.
- The Principal must ensure that the school is able to operate well for students. This means that leaves that can be approved at the school level are subject to any factors that may affect the school's ability to effectively deliver service.

SECTION 6 - ADMINISTRATION LEAVE

Administration Leave provides principals and vice principals with recognition of the time and responsibilities associated with preparing for the commencement and conclusion of the school year, as well as the duties performed beyond their regular workday throughout the year.

The negotiating teams have agreed to maintain Administration Leave within the Agreement as a means of acknowledging the contributions of school-based administrators and the unique responsibilities associated with their roles.

SECTION 7 - SUPERVISORY LEAVE

7.1 The Living Sky School Division recognizes those teachers who provide voluntary service through noon and/or extra-curricular supervision.

7.2 Definitions

a) Noon Supervision

- Noon supervision occurs during the lunch period while no classes are in session.
- Noon supervision is tracked in periods.

b) Extra-curricular Supervision

Extra-curricular shall be defined as voluntary time for both teachers and students that takes place outside the regular hours of instruction. Extra-curricular supervision is tracked in hours and must meet all of the following criteria:

- The activities involve direct interaction with students and benefit the students' social, emotional and/or physical development.
- Extra-curricular hours are not for academic support (ex. study groups, tutoring that supports academics and field trips).
- Extra-curricular hours cannot be counted if the teacher is receiving other remuneration (ex. if the teacher is providing noon supervision or receiving pay for refereeing).

c) The Extra-curricular Activity Approval Committee consisting of one (1) Board member, one (1) Principal, the Human Resources Administrator and one (1) member of the LINC Committee shall consider activities that do not fully meet the above criteria to determine whether each proposed activity is extra-curricular in nature using the Extracurricular Memo (2024)

- This committee shall meet as needed and shall render a decision, when possible, prior to the start of the activity in question.
- The decision rendered shall be communicated to the school Principal as soon as possible.

7.3 Recognition Options

Teachers, regardless of contract type (continuing, replacement or temporary), may choose a monetary benefit, days off (Supervisory Leave Days) or a combination of these options as follows:

a) Supervisory Leave Days

- In recognition of voluntary supervisory services, a teacher may earn up to a maximum of three (3) days with pay per school year. Supervisory Leave Days shall be awarded at the following rate:
 - 15 hours of extra-curricular supervision = 0.5 day
 - 30 hours of extra-curricular supervision = 1 day
 - 45 hours of extra-curricular supervision = 1.5 days
 - 60 hours of extra-curricular supervision = 2 days

SECTION 7 - SUPERVISORY LEAVE

LSKYSD LINC and LSSD Board of Education recognize the value added for students when teachers are involved in extra-curricular activities and provide supervision during lunch breaks.

In recognition of time spent participating in such activities, teachers may earn a maximum of three (3) days off with pay per year. This should not be construed as being a direct reflection of these efforts, but as a means of recognizing the significant impact that teacher time and energies have upon the lives of students in Living Sky School Division's schools.

The Agreement lists criteria used to determine whether or not an activity is extra-curricular in nature. Activities that do not fully meet these criteria should be brought to the attention of the Extra-curricular Activity Approval Committee.

The criteria and the Committee help to ensure that there is consistency across schools regarding activities that are considered extra-curricular and those that are not.

Supervisory Leave is intended to acknowledge voluntary service provided beyond regular instructional responsibilities while maintaining the ability to effectively deliver service.

Consultation with Human Resources and the LINC Chairperson is available to teachers and administrators to support equitable and consistent interpretation and application of the Agreement and its provisions.

7.3 Recognition Options

In 2015, the ability to earn a half-day for 15 hours of extra-curricular supervision was added to the Agreement.

This will allow those teachers who participate in extra-curricular activities with students, but do not reach the 30-hour threshold, to be recognized.

If teachers who reach 15 hours of extra-curricular time go on to achieve 30 hours, they will then earn a total of 1 SLD (not 1.5 days).

- 180 hours of extra-curricular supervision = 3 days
- or
- 15 periods of noon supervision = 1 day
- 30 periods of noon supervision = 2 days
- 60 periods of noon supervision = 3 days

- Teachers may also earn Supervisory Leave Days in any of the following combinations:

Noon Days	Extra-curricular Days	Total Days
0	3	3
1	2	3
2	1	3
3	0	3

b) Monetary Benefit

Teachers who choose a monetary benefit in lieu of Supervisory Leave Days shall be compensated in the following ways:

- For each supervised lunch period, a teacher shall receive \$20.00 prorated for the amount of time spent supervising students.
- The Principal shall submit a monthly report to the appropriate Payroll Officer to facilitate the payroll process.
- For each day earned, the rate of pay shall be the daily salary of minimum Class IV in accordance with the Provincial Collective Bargaining Agreement.
- Supervisory Leave Days in excess of five (5) shall be submitted to Payroll on or before June 15 for inclusion on the June payroll or shall be included on the next possible pay period if notice is provided after the June deadline.

7.4 Limitations on Supervisory Leave Days

- A teacher may carry over three (3) unused Supervisory Leave Days per year to a maximum of six (6) from one school year to another.
- A teacher shall be eligible to use a maximum of five (5) Supervisory Leave Days per school year.
- A teacher may use six (6) consecutive days of leave (paid leave days) only once in every five (5) years of employment with the Living Sky School Division. Exceptions to this clause may be considered on a case-by-case basis without prejudice. Consultation with the Human Resources Administrator, LINC Chairperson or designate and the applicant to the leave may occur to seek clarification or more information.
- Teachers shall use Supervisory Leave Days prior to applying for leave beyond what is provided for in contract or procedure (may and shall clauses).

b) Monetary Benefit

A provincial task force will be examining outstanding issues around teacher time, including the length of the school day.

Both parties to this agreement recognize that pay for noon is not equitable between schools due to differences in noon period lengths and have agreed to review this clause in the future, pending the task force's report.

Supervisory Leave Days in excess of six (6) should be the correct wording for this sub-point, and will be corrected when the teams meet in January to review questions, concerns or issues arising (this should align with 7.4 (a)).

7.4 Limitations on Supervisory Leave Days

At the heart of this Agreement is the recognition that teachers have a great impact on student achievement, and protecting teacher-student contact time is very important. The provisions of the Agreement should not be contrary to this foundational belief.

It is an expectation that teachers will plan holidays during school breaks and within the parameters for leaves set out in this Agreement.

- Exceptions may be made if the reason for the extended leave is out of the employee's control. *Exceptionality* and *lack of control* are the key points.

7.5 Part-time Teachers

- a) Part-time teachers shall be entitled to earn supervisory leave at the same rate as full-time teachers.
- b) Part-time teachers who use Supervisory Leave Days shall do so in proportion to their assigned contract percentage and work schedule, to a maximum of five (5) Supervisory Leave Days per school year in accordance with Section 7.4.
- c) The application of Supervisory Leave Days for part-time teachers shall reflect the teacher's assigned work schedule and instructional responsibilities.

7.6 Procedures and Tracking of Approved Time

Each activity referred to below has either met all criteria listed in Section 7.2 (b) or has been recognized by the Extra-curricular Activity Approval Committee.

- a) A teacher shall notify the Principal prior to September 15th regarding his/her intent to provide noon supervision and his/her preference for monetary payment or accumulation of Supervisory Leave Days.
- b) The Principal shall be responsible for approving, scheduling and recording use of supervisory leave on the standardized form.
- c) For tracking purposes, each teacher shall submit a summary of hours spent supervising extra-curricular activities and/or lunch periods to the Principal at the conclusion of each month.
 - On designated school days, extra-curricular hours shall be calculated according to actual hours of service.
 - For any extra-curricular event that requires an overnight stay, the supervising teacher(s) may claim up to a maximum of sixteen (16) hours for each night spent supervising the event.
- d) When a teacher has accumulated fifteen (15) lunch periods or thirty (30) hours of extra-curricular supervision, the Principal shall submit the log sheets to payroll, and the Supervisory Leave Day shall be credited to the teacher's bank. The same process shall occur each time an additional day (or half day for forty-five (45) extra-curricular hours) is earned.
- e) If a teacher wishes to use a Supervisory Leave Day before accumulating the time required, the day may be taken without pay, and the teacher shall be reimbursed as soon as possible after payroll receives verification that the time has been earned.

7.5 Part-time Teachers

When Supervisory Leave Days are used, the leave taken reflects the teacher's assigned work schedule and contract percentage so that time used corresponds proportionally to instructional responsibilities.

Examples may include:

- A teacher employed on a 50% contract working full days every second day will use one (1) Supervisory Leave Day for each full assigned workday taken as leave.
- A teacher employed on a 50% contract working half days each day will use one-half (0.5) of a Supervisory Leave Day for each half-day taken as leave.
- A teacher employed on a 20% contract will use Supervisory Leave proportionate to the assigned instructional day(s) missed.

Unused Supervisory Leave Days may be carried forward or paid out in accordance with the provisions of the Agreement.

7.6 Procedures and Tracking of Approved Time

Principals are allocated the number of FTE supervisors they can schedule for noon supervision. They then consider the number of staff members willing to participate in noon supervision and their desire for either pay or accumulation of time toward SLD(s) before creating supervision schedules.

Teachers are responsible for keeping track of the time they spend supervising at noon and for extra-curricular activities.

This time must be recorded on the appropriate form (Supervisory Days Log Sheet - Teachers - located on the LSSD website), signed by the Principal, and sent to Central Office whenever enough time has been accumulated to earn a half or full day.

- c) Teachers may claim up to a maximum of 16 hours for each night spent on an overnight activity.

While teachers are responsible for student welfare when they take students on overnight trips, they may not be actively supervising the entire time.

The process of accounting for the difference between these two scenarios is too complicated to track, and the maximum time allotment is in recognition of time spent away from home.

- f) If a teacher who is taking part in noon supervision to earn Supervisory Leave Days does not reach a targeted number (15, 30 or 60) by the end of June, the teacher shall be paid out for time supervised at \$20.00 per lunch period.
- g) After a teacher has reached the maximum number of periods (60), that teacher shall be paid for noon supervision.
- h) Teachers leaving the employ of the Board shall be paid out for unused Supervisory Leave Days to a maximum of eight (8). Payment shall be included on the final pay cheque. The rate of pay shall be the daily salary of minimum Class IV in accordance with the Provincial Collective Bargaining Agreement.

SECTION 8 - SPECIAL LEAVE

- 8.1 Without restricting the reasons for leaves, a teacher may be granted leave, with pay, to a maximum of two (2) days, in minimum ½ day increments, per school year upon application through the use of existing absence management systems. The following guidelines apply:
- a) For events considered Acts of God.
 - b) To attend sanctioned athletic events at the provincial or national level as a coach, participant or official.
 - c) For the active participation in events relevant to their personal beliefs/religious/cultural identity.
 - d) For First Responder situations at which the teacher's presence is required.
 - e) To attend a secondary or post-secondary graduation ceremony involving self, spouse or child.
 - f) To act as an elected member of an executive of a professional growth network (PGN)
 - g) To attend meetings of fiscal boards in which the teacher holds an elected or appointed office. Any remuneration received by the teacher for the activity, other than reimbursement for actual expenses, shall be repaid to the Board of Education to a maximum equivalent to the salary which would have been earned during the period of absence.

SECTION 8 - SPECIAL LEAVE

This leave may be granted to teachers in specific circumstances.

Unavoidable emergency circumstances beyond the employee's reasonable control that prevent attendance at work, including severe weather events, emergency orders, or significant disruptions to essential services or transportation. Foreseeable personal circumstances or situations that could reasonably have been mitigated are not normally intended to fall within this provision.

Teachers requesting Special Leave related to weather or emergency travel conditions shall enter the absence through the attendance management system and communicate with their Principal.

Active participation refers to an individual's desire to practice or participate in events relevant to their personal beliefs/religious/cultural identity.

If a teacher has used all of his/her Special Leave time, he/she may choose to use other days available (Personal, Wellness, SLD etc.) and still be paid for the time he/she was not at work. If a teacher has no days left to take with pay, he/she can take the time without pay.

Exceptions may occur, and these will be determined on a case-by-case basis.

The Division certainly does not want teachers to think that they have to come to work if they believe the weather has created unsafe travelling conditions. While the Division will always give the time, it will not necessarily always be paid time.

Teachers who commute to work may want to save other paid days to use when the weather is severe. If it sounds like the weather is going to be particularly bad, commuters may want to arrange for a place to stay in the communities in which they work.

In short, the Division will always consider requests for Special Leave. HR will examine time that exceeds what is described in this Agreement

SECTION 9 - WELLNESS/PERSONAL LEAVE

- 9.1 Wellness involves circumstances of a physical, mental, emotional, spiritual, or psychological nature.
- 9.2 Upon request, a teacher shall be granted one (1) Wellness Day per school year with pay.
- 9.3 Upon request, a teacher shall be granted (1) Personal Day per school year at 50% of their daily rate of pay.
- 9.4 Part-time teachers on a permanent contract and teachers on a temporary contract of five (5) months or more shall have access to Section 9 with pay, pro-rated in accordance with their contract.

SECTION 10 - COMPASSIONATE LEAVE

- 10.1 When compassionate leave is required, the teacher shall notify their principal as soon as reasonably possible and provide the relationship of the family member, relative, or friend involved and the anticipated duration of the absence.
- 10.2 A teacher shall be granted leave with pay to a maximum of five (5) teaching days for each occurrence of a serious illness and/or death in the immediate family of the teacher. For the purposes of this Subsection:
 - a) Immediate family is defined as spouse, fiancé, parent, sibling, child, guardian, foster parent, foster child or parent-in-law; and,
 - b) Serious illness is defined as a life-threatening or emergent medical situation.
 - c) Circumstances not otherwise specified in 10.2(a) or (b) shall be referred to the Human Resources Administrator for consultative discussion between school administration and teacher.
- 10.3 A teacher shall be granted leave with pay to a maximum of three (3) teaching days for each occurrence of a serious illness and/or death of a relative who is not defined in Subsection 10.2(a).
- 10.4 A teacher may be granted leave with pay to a maximum of one (1) teaching day for each occurrence to attend the funeral or memorial service of a close friend.
- 10.5 The Human Resources Administrator may, at their discretion, grant additional compassionate leave beyond the provisions of this

on a case-by-case basis. The Division will ask that teachers do their part by managing the paid days they have available to them and by planning ahead for poor weather.

Teachers cannot work from home on these days, with exception to winter learning school plans.

SECTION 9 - WELLNESS/PERSONAL LEAVE

Wellness and Personal Days are available to teachers and are arranged for at the school level.

SECTION 10 - COMPASSIONATE LEAVE

The parties recognize that family relationships and compassionate circumstances may not always fit neatly within the definitions contained in this Article.

In circumstances not otherwise addressed by this Article, the teacher, school administration, and the Human Resources Administrator will work collaboratively to determine an appropriate course of action.

The parties acknowledge that additional compassionate leave may be appropriate where travel requirements, exceptional circumstances, or other compassionate considerations warrant additional time away from work.

Section where travel requirements, exceptional circumstances, or other compassionate considerations warrant additional time away from work.

10.6 Family Medical Leave not exceeding three (3) days per academic year shall be granted for absence where no person other than the teacher can provide for the required medical needs of a family member being a parent, child, or spouse.

SECTION 11 - SABBATICAL LEAVE

11.1 Leave up to fourteen (14) months may be granted by the Board for purposes other than attendance at an institute of higher learning with such remuneration as may be agreed upon.

11.2 Applications for such leave must be submitted not later than March 1st of the school year.

11.3 A teacher who is granted leave shall inform the Board by January 31st of the following year their intention to return to work.

11.4 A teacher who is granted sabbatical leave shall not be permitted to seek a temporary or permanent teaching contract with another division. The teacher may upon request, be granted permission to act as a substitute teacher to a school division.

SECTION 12 - UNPAID LEAVE OF ABSENCE

12.1 After five (5) years in the employ of the Board, a teacher may be granted one (1) academic year of unpaid leave of absence for reasons other than employment in the education sector or as a teacher with another school division. The impact of the leave on the academic program shall be considered when making the decision to grant the leave.

12.2 Notwithstanding Section 12.1, unpaid leave of absence may be granted regardless of years of service or reason.

12.3 Requests for leave shall be submitted in writing to the Human Resources Administrator prior to March 1st. A teacher who is granted leave shall inform the Human Resources Administrator their intention to return to work by January 31st of the following year.

SECTION 13 - MATERNITY, PARENTAL, ADOPTION AND RELATED LEAVES

13.1 Maternity, parental, adoption and related leaves without pay shall be granted in accordance with The Saskatchewan Employment Act.

13.2 Upon written submission to the Human Resources Administrator, a teacher shall be granted up to two (2) days of leave with pay in connection with the birth of a child, the arrival of a child through

SECTION 11 - SABBATICAL LEAVE

Leaves for the purpose of attending an institute of higher learning are dealt with in Section 18.5 - Educational Leave.

The return-to-work date was moved into January to help with staffing decisions within the Division.

This clause was added to give teachers some measure of flexibility in pursuing teaching employment without the Board assuming all the risk in employing large numbers of temporary teacher's long term.

SECTION 12 - UNPAID LEAVE OF ABSENCE

Please note the dates by which requests must be submitted. Receiving notifications early affords us the best chance of hiring the most suitable replacements.

SECTION 13 - MATERNITY, PARENTAL, ADOPTION AND RELATED LEAVES

The process for applying for maternity leave is outlined below.

The teacher must submit the following information to HR no later than four weeks prior to the first day of leave:

- A letter indicating when the maternity leave will begin and end;

adoption, surrogacy, or another legally recognized parentage arrangement. In extenuating circumstances, this leave may be extended upon written request.

13.3 The leave provided under Section 13.2 is intended to support a teacher's attendance at, or participation in, events associated with the arrival of a child into their family.

SECTION 14 - JUDICIAL LEAVE

14.1 A teacher shall be granted leave of absence without loss of salary under the following provisions:

- a) Subpoenaed to appear as a witness or summoned as a juror before a court, judge, justice of the peace, magistrate or coroner.
- b) Required to appear as plaintiff or defendant in a court case arising from the performance of his or her professional duties.
- c) Remuneration awarded by the Court in addition to incurred expenses, shall be repaid to the Board. Remuneration in excess of the salary amount paid to the employee by the Board shall be retained by the employee.
- d) Leave that is taken pursuant to this Section shall be reported to the Director of Education or designate, in writing, by the teacher once the subpoena or summons has been served.

SECTION 15 - NEGOTIATION LEAVE

15.1 Teachers certified as representatives of LINC shall suffer no loss in salary for time necessarily absent from regular duties for the purpose of participating in negotiations, mediation, conciliation and arbitration proceedings with the Board of Education.

15.2 The maximum number of LINC representatives participating in negotiations, mediation, conciliation and/or arbitration proceedings shall be eight (8).

SECTION 16 - LOCAL EXECUTIVE LEAVE

16.1 When the President of the Tri-West Teachers' Association is a teacher employed by the Living Sky School Division No. 202, the teacher shall be granted 50% release time to conduct the business of the Local Association. Immediately following election or appointment to office, the teacher shall notify the Human Resources Administrator in writing. The Tri-West Teachers' Association shall reimburse the Board the salary and benefits for the president's release time.

- Form 8-I Application - Supplemental Employment Benefits (Provincial CBA), and
- A note from the doctor indicating the estimated date of delivery.

Once the above information has been received, HR will follow-up with a letter confirming the leave and provide teachers with Form 8-II Practitioner's Report - Confirmation of Date of Delivery. The doctor must complete this form after the baby's birth. It must then come to HR.

In order to receive the SEB plan top up, Payroll will need to see the amount the teacher will be receiving through Employment Insurance.

SECTION 14 - JUDICIAL LEAVE

Teachers accessing Judicial Leave must complete the form (Leave Request - Teachers) and have it signed by the Principal, who will then ensure it goes to Central Office to be signed by the Superintendent of HR.

Teachers must also supply HR with a copy of the subpoena or summons.

SECTION 15 - NEGOTIATION LEAVE

This clause ensures that teachers serving as LINC representatives will not lose pay when carrying out required duties.

SECTION 17 - TEACHER TRANSFERS

- 17.1** Teachers shall be consulted in advance regarding transfers within the division. Excepting for extraordinary circumstances, all potential reassignments will be discussed with teachers and/or school administrators before they are implemented.
- 17.2** Where a transfer of a teacher is initiated by the Board of Education, the teacher shall be reimbursed reasonable and necessary moving expenses incurred in the transfer. Such expenses shall be determined by the Board and the teacher prior to the transfer.
- 17.3** Teachers interested in initiating a transfer shall notify the school administrator and the Human Resources Administrator by January 31 of their interest, in order to help in determining staff needs across the Division.

SECTION 18 - PROFESSIONAL DEVELOPMENT

Professional Development may be broadly defined as any course, activity, and/or experience that enhance a teacher's qualifications, skills and/or abilities. Professional Development may include, but not be restricted to, taking academic classes, non-credit classes, and/or short courses; conducting research; attending conferences; visiting other schools and/or school divisions; participating in workshops, including curriculum implementation and accreditation seminars. For the purposes of this contract the broad classification of Professional Development will be considered under the following headings:

Professional Awards Committee; Bursaries; Institutional; Personal and School; and Educational Leave.

18.1 Professional Awards Committee

- a) The Human Resources Administrator shall call meetings of the Professional Awards Committee to make recommendations to the Board, concerning the allocation of Bursaries and Educational Leave.
- b) The Professional Awards Committee shall consist of the Teacher Association President, LINC Chairperson or designates the Director of Education and/or the Human Resources Administrator.
- c) The Professional Awards Committee shall include the following factors to make its recommendation:
 - The relationship between the request and the teaching duties.
 - The number of awards previously received by the applicant.
- d) If there is consensus, the committee may recommend the prorating of all or some of the awards.
- e) As soon as possible following the decision of the Board, the applicants shall be notified in writing.

SECTION 17 – TEACHER TRANSFERS

The intent is to minimize the element of surprise when attempting to manage the staffing needs within the Division, and to factor in personal circumstances of teachers that may be affected in these situations.

This attempts to recognize that teachers may be interested in making a change to their employment situation for a variety of reasons, and allows a process to make this known in a timely manner so as to be included in the staffing/decision-making process.

Submission of a transfer request does not guarantee reassignment or placement.

SECTION 18 - PROFESSIONAL DEVELOPMENT

The Professional Awards Committee meets twice each year - once in October and again in June.

18.2 Bursaries

- a) The Board shall establish a Bursary Fund available to permanent teaching staff. The purpose is to reimburse tuition costs requested by the teacher for successful completion of credit classes, non-credit classes, and/or short courses taken outside the teacher's workday or school year assignment.
- b) For each school year during the term of this agreement, a fund in the amount of \$60,000 shall be established.
- c) The teacher shall make application through the Human Resources Administrator to the Professional Awards Committee.
- d) Applications for bursaries may be made in advance of the commencement of the course or by June 1st and October 1st after completion of the course.

18.3 Institutional

Professional Development – Institutional refers to courses, activities, workshops requested by the school division, and/or the Saskatchewan Ministry of Education to increase the teacher's expertise in program delivery. Professional Development – Institutional shall be funded by the Board through Administrative Procedures. Should teachers wish to access this account in accordance with the description, application through the principal shall be made to Central Office.

18.4 Personal and School

For the purposes of this article the following definitions shall apply:

- a) **Personal** - Short-term leave requested by the teacher for purposes of attending conventions, conferences, or subject council activities.
- b) **School** – Professional Development used to enhance or enable school initiatives.
- c) Through the provision of designated Professional Development Funds, personal and school-based professional development activities will be supported within the parameters of the allocated funds. Professional development funding shall be provided at \$350.00 per FTE per school year and allocated as follows:

A centralized Personal Professional Development Fund shall be allocated \$100.00 per FTE per school year to support personal professional development activities. Requests for funding shall be submitted to and considered by the LINC Professional Development Committee. The annual allotment to the fund shall not limit the amount of funding that may be approved for an individual application.

School-based Professional Development Funds shall be allocated \$250.00 per FTE per school year to support school-based professional development activities.

18.2 Bursaries

- Bursaries are available to teachers employed on continuing contracts.
- Funds are meant to cover tuition costs (not books, travel, etc.).
- The application is located on the LSSD website.
- The committee meets twice annually to review all applications.
- The application intake deadlines are June 1st and October 1st of each year.
- Any reimbursement will occur upon proof of successful completion of the course(s).
- Each applicant will receive written notification regarding the committee's decisions following its meetings.

18.3 Institutional

The Institutional PD Fund is described in HR Procedure 5.6 - Professional Development.

Among other things, this fund may be accessed to pay for PD required by the Division and/or Ministry of Education.

18.4 Personal and School

Personal and School Professional Development includes workshops that teachers attend for personal growth and development, or those requested of a teacher by the school to support school-based initiatives.

These activities may be funded in part or in full by the decentralized, school-based Professional Development budget in consultation with the Principal.

PD funds allocated to schools should be used on a regular basis for teacher professional development and should not be accumulating year over year. This also attempts to drive greater fiscal responsibility for allocated funds at the school level.

The LINC Professional Development Committee shall provide an annual report to the School Division regarding the distribution of personal professional development funds no later than June 30 of each year. Any unexpended balance remaining in the centralized Personal Professional Development Fund at the end of the school year shall be transferred to the Professional Development Bursary Fund.

- i) Unused professional development funds provided to the school through 18.4 (c) shall be subject to a cap of 20% of the total carry-over amount beginning at the end of each school year, unless a plan for use of those funds has been discussed and approved by the School Superintendent prior to May 31. An amount greater than the 20% cap may be permitted upon approval of a plan.
- d) Teachers shall be reimbursed for professional development expenses at the Board of Education recognized rates for the following:
 - Travel
 - Accommodation
 - Meals
 - Actual Registration fees with receipts
- e) Professional development priorities in each school will be determined through a process that examines individual teacher plans, school plans and division needs.
- f) It is recognized and understood that substitute costs are an expense of providing professional development to teaching staff. Teachers appreciate the Board's support in providing substitute costs outside of this clause.

18.5 Educational Leave

- a) Educational Leave is granted to a teacher to attend educational classes to modify or improve academic qualifications.
- b) Short term leave is available to a teacher to complete coursework, papers and/or exams. A maximum of one (1) day per course/credit is available to support these activities, up to a maximum of ten (5) days per school year.

18.6 Teacher-directed Workdays

Three (3) of the existing contingent of non-student professional development days in each school year calendar shall be deemed to be used as teacher-directed workdays, with one (1) at the start of the school year, one (1) at the semester turn-around at the completion of the first semester of the school year, and one (1) during the Month of May.

SECTION 19 – DEFFERED SALARY LEAVE

19.1The purpose of the deferred salary plan is to provide a teacher with one-year leave of absence in conjunction with a period of continuous employment by the Board.

18.5 Educational Leave

Short term leave was changed to better reflect the reality of online and/or blended learning, and to provide the flexibility that may be needed when completing coursework during the school year.

SECTION 19 – DEFFERED SALARY LEAVE

This section recognizes the potential desire for teachers to explore other opportunities or pathways and provides a method to ensure financial support in this process.

19.2 The terms of the Deferred Salary Plan, inclusive of service and leave are five (5) or six (6) years.

Please refer to the Saskatchewan Teachers' Federation for guidelines on how this will affect pension/pensionable years of service.

19.3 Eligibility

19.3.1 To qualify for Deferred Salary Leave Plan, the Teacher must have a continuous contract with the School Division prior to entering the Plan. The Teacher would become eligible after the first full year of teaching.

19.4 Application

19.4.1 The Teacher shall make application to the Human Resources Administrator in writing, no later than January 31 to enter the Plan at the start of the next school year.

19.5 Criteria

19.5.1 Upon the acceptance to the Plan by the Human Resources Administrator, the Teacher shall arrange to have the deferred salary held in trust, a savings account, or invested in an account specified to the School Division Chief Financial Officer and deposited into the designated account. The interest gained shall be dependent upon the terms of the account the Teacher arranges.

19.5.2 Upon entering the Plan, the Teacher shall defer the respective percentage of net annual professional salary to the Deferred Salary Leave Plan for each of the years that the salary is deferrable. These percentages are twenty-five (25) or twenty (20), for four-(4) or five-(5) year terms respectively.

19.5.3 The Teacher shall notify the Human Resources Administrator of the intention to take Deferred Salary Leave Plan leave of absence by January 31 of the calendar year in which the said leave is to begin.

19.5.4 Deferred Salary Leave Plan leave of absence shall be granted for the last school year of the respective term of the Plan.

19.5.5 In the event of unforeseen circumstances which would prevent the Teacher from taking the Deferred Salary Leave Plan leave of absence during the term of the Plan, the said leave may be postponed to a later year by mutual written agreement between the Teacher and the said Board.

19.5.6 The Teacher entering the Plan shall be free to pursue any activity during the Deferred Salary Leave Plan while recognizing they are still under employ of the Board and all policies and procedures apply to conduct during this leave.

19.5.7 Upon return to the School Division, the Teacher shall be reinstated to a similar position held prior to the Deferred Salary Leave Plan leave of absence, or such other position as was mutually agreed to, in writing, prior to the commencement of the said leave, or a

position as similar as possible to the position held prior to the commencement of the Deferred Salary Leave Plan upon discussion with the Human Resources Administrator and the Teacher.

- 19.5.8** The pay periods shall be consistent with the Division's established teacher pay cycles.

19.6 Options to Cancellation

- 19.6.1** Changes to the Deferred Salary Leave Plan may be made effective on any annual anniversary date of the entrance into the Plan.
- 19.6.2** If a Teacher is required to temporarily discontinue teaching but remains in the employ of the Board, the Teacher may request in writing that the Deferred Salary Leave Plan be suspended for the period of absence and the Board shall grant such an extension.
- 19.6.3** The Teacher may, due to unforeseen circumstances, find it necessary to opt out of the Plan prior to completion. Such an arrangement shall transpire on the subsequent anniversary date.
- 19.6.4** In the event that employment of the Teacher by the Board is terminated while the Teacher is in the Deferred Salary Leave Plan, the statutory requirements will prevail, and any deferred fund will be paid out within sixty (60) days of termination of contract.

SECTION 20 - SPECIAL ALLOWANCES

20.1 Consultant / Educational Psychologist – A teacher located in Central Office who is required to perform consultative duties as a Consultant or Educational Psychologist shall receive an allowance calculated as thirteen percent (13%) of their salary classification.

20.2 Student Services Coordinator – A teacher working out of Central Office who meets the criteria of the position and has been designated as a Student Services Coordinator shall receive an allowance equivalent to seventeen percent (17%) of their current salary.

20.3 The duties of Consultants, Educational Psychologists and Coordinators are significantly different than those of a classroom teacher. In an effort to recognize the special nature of these duties, individuals employed in these positions shall be eligible to take two (2) Earned Days Off per school year. These days shall not be carried forward from school year to school year and shall be available upon advance written request to their immediate Supervisor.

20.4 An administrator who is employed as a Consultant, Educational Psychologist or Coordinator position shall receive the greater of:

SECTION 20 - SPECIAL ALLOWANCES

This section describes how allowances are calculated for various positions as listed in 20.1 to 20.4.

The change to the Consultant allowance was made to bring these positions within similar range of pay to others within the province.

- a) the allowance provided under Sections 20.1 or 20.2, as applicable; or
- b) the administrative allowance received immediately prior to assuming the Consultant, Educational Psychologist or Coordinator position.

This provision shall continue to apply for the duration of the employee's service in a Consultant, Educational Psychologist or Coordinator position.

20.5 Cafeteria Manager – a teacher located at North Battleford Comprehensive High School, who is required to manage the activities of the Cafeteria, shall receive an allowance calculated as follows:

- a) With 0 years Cafeteria Manager experience, ten (10%) percent of the salary of their current Class, Step two (2).
- b) With 1 year of Cafeteria Manager experience, ten (10%) percent of the salary of their current Class, Step four (4).
- c) With 2 years of Cafeteria Manager experience, ten (10%) percent of the salary of their current Class, Step six (6).
- d) With 3 years of Cafeteria Manager experience, ten (10%) percent of the salary of their current Class, Step eight (8).
- e) With 4 or more years of Cafeteria Manager Experience, ten (10%) percent of the salary of their current Class, Step (10).

SECTION 21 - TRAVEL ALLOWANCES

Teachers and Consultants who are required by the School Division to travel during the workday in the performance of their assigned duties shall be reimbursed at the Board of Education mileage rate.

SECTION 22 – BAND ELECTION LEAVE

22.1 In alignment with Federal and/or Provincial elections legislation, teachers participating in local Band elections shall be permitted up to three (3) hours of paid time for said purpose.

SECTION 21 - TRAVEL ALLOWANCES

The parties acknowledge that travel reimbursement under Section 21 applies to travel required by the School Division during the workday in the performance of assigned duties.

Travel between an employee's residence and their assigned work location(s) is considered normal commuting and is not eligible for reimbursement under this section.

Mileage claims shall be submitted and reimbursed in accordance with School Division procedures and the Board of Education mileage rate in effect at the time of travel.

SECTION 22 – BAND ELECTION LEAVE

This section recognizes that existing Federal or Provincial election legislation does not meet the needs of teachers who are affiliated with the various First Nations in our area and provides the same voting rights as non-indigenous teachers in the School Division.

SECTION 23 - PREPARATION TIME

23.1 For the purpose of this Section, preparation time is defined as regular, unassigned time within the school day (as defined by *The Education Act, 1995*) when the teacher is not performing instructional and/or supervisory tasks involving direct interaction with students. The definition of preparation time excludes time allotted for professional development, meetings and activities, and special events involving school visitors.

23.2 In-school preparation time shall be scheduled in the timetable at 10%, pro-rated in accordance with FTE, by In-school Administrators.

In circumstances where the full 10% preparation time cannot be scheduled within the school timetable, the In-school Administrator shall submit a written report by September 1 to the Director or designate and the LINC Chairperson outlining the circumstances that prevented the scheduling of 10% preparation time.

The report shall also outline a plan to provide equivalent preparation time during the school year.

23.3 Coverage During Preparation Time

The School Division recognizes that, from time to time, teachers may be required to provide classroom coverage during their scheduled preparation time when a substitute teacher is not available. Such coverage is intended to be a measure of last resort to maintain safe and effective school operations.

When a teacher is required to provide classroom coverage during scheduled preparation time, the missed preparation time shall be recorded and tracked. Administrators and teachers shall have access to the tracking information to support transparency, planning, and the monitoring of preparation time balances. The School Division shall maintain aggregate tracking information to monitor the prevalence and use of preparation time coverage across the Division.

The principal will make reasonable efforts to restore equivalent preparation time as soon as practicable within the school year. Administrators and teachers will review preparation time balances periodically throughout the year to identify opportunities for restoration.

Preparation time will normally be restored on a period-by-period basis. Where accumulated missed preparation time reaches the equivalent of one (1) full day, the restoration shall be scheduled as a full-day release for preparation time. The timing of replacement preparation time, whether restored on a period-by-period basis or as a full-day release, shall be scheduled at a mutually agreeable time, taking into consideration operational requirements, student supervision needs, staff availability, and the availability of substitute teachers where required. The restoration of preparation time should, wherever

SECTION 23 - PREPARATION TIME

The parties recognize that the assignment of less than 10% preparation time through the school timetable is intended to occur only in exceptional circumstances where reasonable scheduling alternatives are not available.

Where preparation time is provided outside of the regular timetable to address a preparation time shortfall, the timing shall be determined collaboratively by the administrator and teacher, taking into consideration operational requirements, student learning needs, staff availability, and the availability of substitute teachers.

23.3 Coverage During Preparation Time

This provision does not limit the principal's ability to assign classroom coverage when operationally required and does not create an entitlement to compensation or additional paid leave.

reasonably practicable, be scheduled no later than May 31 of each school year.

Preparation time restored under this provision is intended to replace missed preparation time required for the regular execution of a teacher's professional responsibilities and shall not be considered additional leave.

There shall be no carryover of unrecovered preparation time from one school year to the next.

SECTION 24 - JOB POSTING

24.1 Each vacant teaching position shall be posted in all schools within the division and Central Office. The posting shall include a brief description of the vacancy as well as the closing date for applications.

- a) Notices shall be distributed to all employees through the Division's approved communication methods.
- b) For posting purposes, a vacancy is considered to be the position open after the process of internal reassignments at the school level, reassignments due to teacher transfers or returns from leaves, and in the event of teacher placement due to school closures.

24.2 Waiver of posting may be requested by the HR Administrator to the LINC Chairperson or designate.

SECTION 25 - GRIEVANCE/ARBITRATION PROCEDURES

25.1 Definition

A grievance shall be defined as any difference arising out of the interpretation or application of this Agreement.

25.2 Procedure

The procedure for the resolution of all grievances shall be as follows:

- a) Step 1
 - The teacher or teachers concerned shall first endeavour to settle grievances with the individual responsible for the decision at a meeting to be held at a mutually agreed time and place.
 - Each party may be accompanied or represented by a person of their choice. The parties shall discuss the grievance, receive an explanation of the decision and attempt to resolve the dispute.
- b) Step 2
 - If the grievance is not resolved in Step 1, the teacher shall refer the matter to the LINC Chairperson or designate within five (5) working days following Step 1.
 - If the LINC Chairperson deems it advisable, he or she shall file a written statement with the Director of Education or designate within five (5) working days, identifying the

offended Section(s), describing the grievance and expressing the remedy sought on the matter.

- The Director of Education or designate, shall render a written decision and shall notify the teacher and the LINC Chairperson within five (5) working days of receipt of the grievance.

c) Step 3

- Failing agreement under Step 2, the LINC Chairperson may make a written application for a hearing to the Board within five (5) working days of receipt of the decision by the Director of Education or designate.
- A hearing shall occur at the next regular meeting of the Board, where at least five (5) working days exist, following receipt of the application.
- The Board shall send its decision in writing, to the teacher and the LINC Chairperson within five (5) working days of the hearing.

d) Step 4

- Grievances which cannot be resolved through the above process may be referred to arbitration, under the provisions of *The Education Act, 1995*.

Signatories

Signed at North Battleford, Saskatchewan, this _____ day of _____, 2026.

**SIGNED ON BEHALF OF THE BOARD OF
EDUCATION OF LIVING SKY SCHOOL DIVISION
NO. 202**

**SIGNED ON BEHALF OF THE TEACHERS' LOCAL
IMPLEMENTATION AND NEGOTIATION
COMMITTEE**



LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Action Item

Action Number: F.3

Date: September 30, 2026

ACTION

TO: Board of Trustees

FROM: Austin Odnokon, Superintendent of Business

ORIGINATOR: Douglas Drover

SUBJECT: Update to Board Policies

BACKGROUND:

The Board accepted changes to policies at the Board Advance.

2060 – Meetings

- enumerating each type of meeting
- adding regulations to the start of an organizing meeting
- adding regulations for closed meetings
- updating some language
- in yellow, A.5(c) now refers to Policy 3070, not to the AP.

2070 – Monitoring

- adding details that were practiced but not documented
- removing the schedule on p. 2 to allow for the continuous review
- in yellow, 2(c) now says that the formal review will happen in year three while less formal reviews happen in other years.

2130 – SSBA

- creating an AP defining the relationship with the SSBA
- describes the authority of a delegate to SSBA Convention

3060 – Communication

- updated policy statement and procedure for board-staff interactions

3070 – Remuneration

- updating some language
- stating that the rates will be reviewed during the budget process.

Protocol

- creates a protocol that defines work and is internal (not public facing)

Claim Form

- creates a claim form

RECOMMENDATION:

That the board move to accept the above Policy changes highlighted on the following documents. Sections in green are changes already approved in August. Sections in yellow are edits based on direction in August.





Living Sky School Division No. 202

BOARD POLICY

2060 – MEETINGS – REGULAR, SPECIAL, ORGANIZATIONAL, DELEGATIONS, MINUTES

Policy Type:	GOVERNANCE & MANAGEMENT	Last Revision Date:	December 10, 2025
Implementation Date:	April 5, 2006	Last Review Date:	December 10, 2025
Legal Reference(s):	Education Act: Sections 80, 80.1, 85, 159 (1) & 367 School Division Administration Regulations E-0.2 Reg 26 Part 3, 4		

POLICY STATEMENT

This policy establishes the structure, expectations, and procedural requirements for all meetings of the Board of Education – including organizational, regular, and special meetings. It sets out the provisions regarding delegation, legal counsel, signing authority, attendance, agenda processes, decision-making, and record-keeping. The Board is committed to transparent governance, accountability, and full compliance with the Education Act, 1995, and the School Division Administration Regulations.

A. ORGANIZATIONAL MEETINGS

Policy

The Board of Education of Living Sky School Division No. 202 shall hold an organizational meeting within 30 days after the election of the board of education, and not later than November 30 in every year following an election.

Regulations

1. To convene the meeting:
 - a) The director of education shall convene the meeting, call it to order, and receive the certificate of declaration of office from each of the members of the Board in accordance with *The School Division Administration Regulations, 2017*.
2. To elect the Chairperson:
 - a) The director shall call for the election of a board chair by requesting nominations. If more than one person is nominated, a vote by ballot shall be held. The Board member receiving the majority of the votes of the members present shall be declared elected.
 - b) If no member receives a majority of votes, successive secret ballots shall be taken until one member receives a majority vote. The nominee receiving the fewest number of votes shall be eliminated on each successive ballot.
 - c) On being elected, the chairperson shall take the position of meeting chair.
3. The Board of Education shall elect a Vice-Chairperson to act in the absence of the Chairperson and who is to be elected by nomination and secret ballot in the same manners as for the chair.
4. The Board of Education shall proceed with the following items on the agenda:
 - a) Shall appoint an auditor to audit the books and accounts of the Division for the upcoming year;
 - b) May appoint the Division's official solicitor or legal counsel for the upcoming year;
 - c) Shall appoint an attendance counsellor for the Division for the upcoming year; and



- d) Shall confirm banking institutions and financial service providers **for the upcoming year.**
5. The Board of Education shall establish:
 - a) the date, time, and place of regular meetings;
 - b) a line of credit with the appointed financial institution;
 - c) **indemnity and vehicle rates as per Policy 3070 Board Remuneration & Expenses;** and
 - d) in an election year, the amount of indemnity to be paid to members of the Board of Education in an election year
 - i. In other years, Board indemnity is established during the budget process.
6. **The Board of Education shall confirm** the signing authority for the Division, which shall consist exclusively of:
 - i. Board Chairperson
 - ii. Board Vice-Chairperson
 - iii. Director of Education
 - iv. Superintendent of Business
7. Legal Services and Solicitor Appointment
 - a) The Board may annually appoint an official solicitor or approved law firm to provide general legal services to the Division and to advise the Board on governance, policy, statutory obligations, and corporate matters.
 - b) Where specialized legal expertise is required, the Board or Administration may engage alternate or additional legal counsel.
 - c) The Director of Education or the Superintendent of Business is authorized to retain additional legal counsel as necessary to protect the Division's interests, subject to reporting to the Board on such engagements.

B. REGULAR MEETINGS

The Board of Education shall meet regularly in open session on days, at times, and places as the Board of Education shall determine at the organizational meeting each year.

Policy

1. All regular meetings of the Board of Education shall be open to the public.
2. No act, proceedings, or policy of the Board of Education shall be deemed valid unless adopted by a regular or special meeting at which quorum of the Board of Education is present. A quorum of the Board of Education shall be defined as six (6) members of the Board.
3. The Director of Education and the Superintendent of Business, or designates, are expected to attend all meetings of the Board of Education.
4. The Director of Education may, from time to time, require other employees of the Board of Education to attend meetings.
5. Board meetings will be presided over by the Chairperson and will follow the voting procedures outlined in the Regulations.



Regulations

1. The agenda for the regular meetings shall be set by the Chairperson and / or Vice Chairperson and be prepared by the Executive Assistant in consultation with the Director of Education. The agenda, along with supporting letters, reports, and background materials necessary for information decision-making, shall be delivered to all Board members at least two (2) days prior to the meeting.
2. The suggested order of business for regular meetings shall be:
 - a) Call to order
 - b) Adoption of agenda
 - c) Approval of minutes of previous meeting(s)
 - d) Delegations
 - e) Business arising / unfinished business from previous meeting
 - f) Business as Usual
 - g) Action Items
 - h) Administration Reports
 - i. Director's Report
 - ii. Superintendent of Business Report
 - i) Board Reports
 - j) Information Items
 - k) Advocacy
 - l) Adjournment

Note: Reports from other administrative staff are part of the Director's report. Presentations should be purposeful and aligned with strategic priorities.

3. The Executive Assistant to the Board shall email Board members **at least one week** prior to meetings to determine if there are any additions to the agenda. In addition, a member of the Board of Education may have an item placed on the agenda by:
 - a) Making a request to the Board Chairperson before the agenda is sent to Board members, or
 - b) Securing approval from the Board of Education for inclusion of the item(s) on the agenda for the meeting, or
 - c) Presenting a Notice of Motion which will place the item on the agenda for the next regular meeting.
4. In all matters of procedure not covered in this section, the Rules of Parliamentary Procedure shall apply.
 - a) All questions shall be submitted to the Board of Education on the motion of the Chairperson, or any other Board member and no seconder shall be required.
 - b) At all meetings of the Board of Education, questions shall be decided by a majority of votes and the Chairperson shall have the right to vote, but in the event of an equality of votes, the question shall be decided in the negative.
 - c) All members, including the Chairperson, may vote on all questions and motions.
 - d) Unless otherwise requested by a member, all votes shall be counted by a show of hands.
 - e) Recorded votes – Individual trustees may request, before the vote is taken, that the vote be recorded.
 - f) A motion to lay a question on the table shall not be subject to debate, but the question may be debated when it is lifted from the table.
5. Board of Education members are expected to attend all Board meetings.



- a) A record of members present at regular meetings, special meetings, and at standing committee meetings of the Board of Education shall be kept by the Superintendent of Business.
- b) A Board member who anticipates being absent from a meeting shall notify the Chairperson as early as possible and request authorization for the absence.
- c) A Board member who is absent from three or more consecutive meetings of the Board of Education without authorization from the Board shall be deemed to have vacated their office in accordance with the Regulations. A motion of the Board is required to accept the member's resignation or to inform the member that his or her office has been vacated.

C. SPECIAL MEETING

Policy

A special meeting of the Board of Education may be called by the Chairperson or Vice Chairperson in the Chairperson's absence, or upon the written request of six (6) or more Board members, explicitly stating the purpose of the meeting.

Regulations

1. A special meeting may be called by giving at least six (6) days' notice to each member by registered mail, certified mail, or special delivery, or by delivering written notice to each member in person at least three (3) days before the meeting or by leaving the notice with an adult person at each member's place of residence at least three (3) days before the meeting.
2. The Board may, by unanimous consent, waive notice and hold a meeting at any time and that consent shall be subscribed to in writing by each member of the Board prior to the commencement of the meeting and shall be so recorded in the minutes of the meeting.
3. The notice shall set forth the business to be considered at the special meeting. The agenda as set in the notice shall not be changed unless all members of the Board of Education are present and then only if there is a unanimous agreement.
4. Procedures regarding quorum, voting, and attendance by the public apply as for regular meetings of the Board.

D. CLOSED SESSIONS

The Board may adjourn into closed session at the conclusion of a regular or special meeting of the Board, or at other times as may be necessary on a motion of the Board.

Policy

1. Closed sessions are closed to the public.
2. Meeting minutes shall not be taken in closed sessions.
3. No act, proceedings, or policy of the Board of Education shall be adopted in closed sessions.

Regulations

1. Items which may be considered in closed session are:
 - a. Personal or confidential matters relating to staff, students, or finance.



- b. Legal opinions respecting the Board and its activities.
 - c. Negotiations with respect to the purchase, lease, or sale of property.
 - d. Establishment of guidelines and receipt of progress reports on contract negotiations with employee groups.
2. No decisions shall be reached during closed session.

E. DELEGATIONS

Policy

Public input is considered valuable to the Board of Education. The Board is prepared to receive delegations wishing to bring to the attention of the Board, matters or concerns related to schools, program and program delivery, and the well-being of students and the school community.

Regulations

1. All delegations wishing to appear before the Board of Education shall be required to submit a brief written overview of their concern or proposal to the Board Chairperson and Director of Education at least four (4) full days before the meeting to which they wish to be heard. The four-day notice can be waived with the approval of the Chairperson in emergency situations.
 - a) Participants shall indicate in writing:
 - i. The names of members of the delegation and the organization if appearing on behalf of one.
 - ii. The intent and purpose of the delegation.
 - iii. The response or action expected from the Board.
2. The delegation will be requested to limit their oral presentation to ten (10) minutes. This time limit may be extended at the discretion of the Chairperson. The delegation will be given the opportunity to use their allotted time on the agenda to make their presentation and respond to questions by the Board.
3. The delegation will be advised that a decision, if any, may not be made immediately but the Board will communicate its response to them at its earliest convenience.
4. If the Chairperson is approached regarding the delegation requesting to meet with the Board, the Chairperson shall make the necessary arrangements with the Director of Education.
5. The Local Authority Freedom of Information and Protection of Privacy Act prevents the Board of Education from discussing in the regular public meeting, issues relating to specific students or personnel. Such written briefs would be presented in closed session.
6. The Chairperson presiding at any meeting may cause to be expelled or excluded any person who is considered by the Board of Education to demonstrate improper conduct.
7. The names and email addresses of all Board of Education members and the Central Services phone number will be provided to the public.
8. The Board reserves the right to invite delegations to appear before the Board.

F. MEETING MINUTES

Policy



A complete and accurate record of the proceedings of all meetings of the Board of Education shall be maintained.

Regulations

1. The Superintendent of Business shall arrange that the complete and accurate record of each Board of Education meeting be recorded.
2. The Superintendent of Business shall arrange, prior to the next regular Board meeting, the distribution of the minutes to members of the Board of Education and shall present the minutes for approval at the next meeting of the Board of Education. Once approved, these minutes will be posted on the Living Sky School Division website.



Living Sky School Division No. 202

BOARD POLICY

2070 – MONITORING GOVERNANCE PERFORMANCE

Policy Type:	GOVERNANCE & MANAGEMENT	Last Revision Date:	October 9, 2024
Implementation Date:	February 6, 2008	Last Review Date:	August 11, 2025
Legal Reference(s):			

POLICY

The Board will establish a schedule and methods for monitoring its policies on a regular and systematic basis. It may also monitor any policy whenever it perceives a need.

The Board is to monitor achievement or compliance only against policy and previously set criteria.

Regulations

1. Schedule for Monitoring

- Prior to May 15 in each year the Board is to establish a monitoring schedule for the ensuing one year period of August 1 to July 31. The monitoring schedule is to form part of the Board's continuous agenda.
- The Board will monitor its policies using reports provided by the director or designate, external sources such as auditors, or direct inspection by the Board.
- The schedule for monitoring is outlined below as an attachment to Policy 2070.

2. Governance Performance

- The Board is to examine good governance practices annually.
- The Board is to monitor and evaluate the director's and its own governance performance by determining the extent to which achievement has been attained in terms of its Foundations and Direction and Expectations and Operations policies.
- This will take place formally in the third year of a mandate, while less formal reviews shall occur in all other years.
- The process is to involve all Board members and the Director of Education.
- The Board is to assess itself as a whole.

3. Engaging a Facilitator

- Generally the assessment sessions are to be conducted by the Board and Director.
- Provision is to be made for engaging a facilitator to conduct sessions when the Board perceives a need or benefit which has been defined clearly by the Board.

4. Documentation

- As needed, the Board shall submit documentation as requested by the Ministry.



Living Sky School Division No. 202

BOARD POLICY

2130 – SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

Policy Type:	GOVERNANCE AND MANAGEMENT	Last Revision Date:	
Implementation Date:		Last Review Date:	
Legal Reference(s):	Education Act: Section 87		

POLICY

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

Regulations

1. The Board of Education endorses full active membership in the SSBA through its payment of the annual fee to the SSBA.
2. The Board supports the active participation of its trustee membership in the SSBA at the provincial level.
3. The Board establishes a remuneration and expense schedule in accordance with **Policy 3070 Board Remuneration and Expenses** to recognize expenses incurred by trustees attending SSBA sponsored meetings, seminars, workshops and conventions.
4. The Board chair or designate is to be the voting delegate at the SSBA Convention or any other meeting in which voting takes place.
 - a) The delegate shall review the upcoming agenda and motions with the Board in closed session prior to attending the SSBA event.
 - b) Positions of the Board shall be affirmed in closed session, giving the delegate a mandate to represent the interests of the Board at the SSBA event.

Living Sky School Division No. 202

BOARD POLICY



3060 – COMMUNICATIONS WITH THE BOARD

Policy Type:	EXPECTATIONS AND OPERATIONS	Last Revision Date:	September 26, 2018
Implementation Date:	April 5, 2006	Last Review Date:	August 11, 2025
Legal Reference(s):			

POLICY

Communication is a major function of the Board. It is important for the Board to link with its stakeholders to ensure that the school division reflects community values and expectations. Equally important is the function of reporting to the public to maintain openness and accountability to the community.

Channels to communication are also necessary to allow for community initiative in communicating with the Board.

It is the responsibility of the Board to provide means of communication that leads to an informed and engaged public. Equally important is to ensure that the information that the public receives from the Board is consistent.

Procedures

1. Board-Staff

- The Director of Education is the Chief Executive Officer of the Board. The Director is responsible to the Board for every aspect of the school system. Accordingly, all communications regarding the operations of the school division are to come to the Board through the Director.
- The Director of Education will provide a mechanism for official Board member or Board committee communication.
- Trustees' interaction with the Director or with staff shall recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
- The Director of Education will report to the Board as a whole.

2. Channels of Communication

- The Board supports the concept of school-based decision-making. It believes that most matters can be dealt with in the quickest and most efficient manner at the school level. Electors, parents, and members of the public are to be directed to contact the teacher and/or principal at the local school level.
- In cases where satisfactory resolution is not achieved at the school level, contact is to be made with the appropriate administrative officer at the Board Office. If resolution is not achieved at this level, the next step is to contact the Director of Education.
- Likewise, general school division issues are to be resolved by contacting the appropriate administrative officer at the Board Office. If resolution is not achieved the next step is to contact the Director of Education.
- If satisfactory resolution is not achieved at the level of the Director, the next step is to communicate in writing with the Board.



3. Communicating with the Board

- a) Members of the public may communicate officially with the Board by appearing before the Board as a delegation accordingly to Board Policy 2060 Meetings.
- b) Members of the public may also correspond in writing. Correspondence received is to be included on the agenda of the next regular meeting of the Board. A written response is to be provided following the Board meeting. Normally the Director of Education or Superintendent of Business, but the Chairperson may, at his or her discretion, address directly under his or her signature matters arising out of the correspondence. Correspondence of a sensitive nature is to be dealt with in closed session.

4. Board-Media

- a) The Chairperson is to represent the Board to outside parties by stating positions consistent with Board policy, resolution, and procedures.
- b) The Director of Education is authorized to speak for the Board on behalf of the Chairperson and Board.
- c) All media contacts are to be directed to the Chairperson or Director of Education. The Director may delegate media contact responsibilities to the Communications Department.

5. Public Consultation

- a) The Board, in fulfilling its mandate, is committed to various forms of public consultation. Formal structures which the Board employs in communicating and consulting with its public are:
 - i. School Community Councils
 - ii. Board Meetings
 - iii. Annual Meeting of Electors
 - iv. Special Meetings of Electors
 - v. Regional School Community Councils
 - vi. Others
- b) In addition to the formal structures, the Board is to engage in public consultation as needed using various forms such as:
 - i. Public Information Meetings
 - ii. Public Forums
 - iii. Focus Groups
 - iv. Brainstorming Teams
 - v. Round Table Discussions
 - vi. The Director of Education is authorized to speak for the Board on behalf of the Chairperson and Board.



Living Sky School Division No. 202

BOARD POLICY

3070 – BOARD REMUNERATION & EXPENSES

Policy Type:	EXPECTATIONS AND OPERATIONS	Last Revision Date:	
Implementation Date:		Last Review Date:	
Legal Reference(s):			

POLICY

The Board of Education believes that the role of trustee is one of service to the community and that remuneration and expense reimbursement should reflect this principle of service. The Board is committed to:

1. Approving trustee remuneration annually based on a recommendation from the Director of Education.
2. Ensuring remuneration levels reflect a capacity to enable all electors, regardless of financial means, to seek a position on the Board.
3. Reasonably reimbursing trustees for travel, food, lodging, and other out-of-pocket expenses necessarily incurred while absent from their place of residence on Division business.

PROCEDURES

1. Rates

- a) Indemnity and travel time remuneration rates will be reviewed and set as directed by the Board annually during the budget preparation and approval process.
- b) Travel expense allowance and meal per diem rates will follow the rates established by the Government of Saskatchewan. These rates will also apply to all employees and volunteers who are eligible for reimbursement, as further detailed in a separate administrative procedure.

2. Payment and Reimbursement

- a) Board indemnity shall be on the same payroll schedule as other Division staff.
- b) Travel time remuneration shall be on the same payroll schedule as other Division staff. Travel time remuneration shall be paid following the submission of the travel time remuneration form.
- c) Expenses incurred for attending meetings, seminars, conventions, or trustee development activities, where Board members are acting in an official capacity, will be reimbursed upon submission of an expense claim.
- d) Board members are encouraged to submit expense claims monthly but must submit their claims within 60 days of incurring the expense.
- e) Expense Claims are processed and paid according to the schedule established by the Accounting Department.

3. Inquiries



- a) Questions arising out of the processing of Board member remuneration or expense claims are to be referred to the Board Chair.



Living Sky School Division No. 202 Board Protocol

Protocol Name	Board Travel Time Remuneration Protocol
Keywords	
Implementation Date	SEP 2026
References and Connections	

Authority: This protocol is established under, and implements Board Policy 3070 Board Remuneration and Expenses. It sets out the administrative terms governing travel-time remuneration for trustees and does not, itself, constitute Board policy.

Purpose

This protocol:

- provides fair and consistent compensation for trustee travel time;
- defines when travel-time remuneration is payable;
- confirms that travel-time remuneration is separate from indemnity, mileage, and expense reimbursement; and
- establishes claim, approval, and payroll requirements.

Definitions

For the purposes of this protocol:

- **Board business** means meetings, events, hearings, training, or other activities that a trustee is authorized or directed to attend in their capacity as a trustee.
- **Eligible meeting or activity** means a Board-approved meeting or activity that requires a trustee.
- **Travel time** means the actual time reasonably spent travelling by the most direct practical route from the trustee's point of departure to the approved destination, and the return travel from that destination, for an eligible meeting or activity.
- **Own sub-division** means the trustee representation area from which the trustee was elected, as recognized by the Division.

Eligibility

Travel-time remuneration is available only to a trustee who:

- is required or authorized to attend Board business in their capacity as a trustee;
- must travel to attend the meeting or activity;
- is not already receiving equivalent travel-time compensation from another organization for the same event or travel period; and

- submits the required claim and supporting information within the timelines established by the Division.

When Payable

Travel-time remuneration is payable when all of the following conditions are met:

- the meeting or activity is authorized by the Board, Board Chair, or designate;
- the travel is necessary for attendance at the approved meeting or activity; and
- the claim is accurate, reasonable, and approved in accordance with this protocol.

When Not Payable

Travel-time remuneration is not payable:

- for optional attendance at events not approved as Board business;
- where the trustee attends virtually, and no travel occurs;
- where the travel is personal in nature or combined with a personal trip, except for the portion clearly attributable to authorized Board business;
- where another organization pays the trustee for the same travel time; or
- where the trustee fails to provide the required claim information.

Rate of Pay

- Eligible travel time shall be paid at the rate established by Board resolution, currently \$25.00 per hour, calculated in 15-minute increments.
- Travel-time remuneration is payable only where an approved one-way trip is at least 30 minutes in duration.
- Travel-time remuneration is in addition to any indemnity payment otherwise payable to the trustee for the meeting or activity.
- The maximum payable travel time for a single day shall be the actual reasonable travel time required for the approved event, unless otherwise approved in advance by the Board.

Start and End of Paid Time

- For an eligible meeting or activity, travel time begins when the trustee departs from their residence, workplace, or other normal point of departure and ends when the trustee arrives at the destination.
- For the return trip, travel time begins when the trustee departs the approved destination and ends when the trustee arrives back at their residence, workplace, or other normal point of return.
- A one-way trip must be at least 30 minutes in duration to qualify for payment under this protocol.
- Where a trustee departs from or returns to a location outside their own sub-division for personal reasons, payment shall be limited to the lesser of:
 - the actual travel time claimed; or
 - the reasonable travel time that would have been incurred had the trustee travelled directly from and back to their normal point of departure within their own sub-division.

Relationship to Indemnity, Mileage, and Expenses

Travel-time remuneration is separate from and in addition to:

- trustee indemnity;
- mileage reimbursement;
- meal allowance;
- accommodation reimbursement; and
- other reimbursable out-of-pocket expenses approved by the Division.

Nothing in this protocol authorizes duplicate payment for the same purpose. Travel-time remuneration compensates time spent travelling. Indemnity compensates a trustee for attendance at or participation in Board business. Mileage and expense reimbursements compensate vehicle use and out-of-pocket costs.

Tax Treatment and Payroll

Travel-time remuneration is taxable income and shall:

- be processed through the Division's payroll system;
- be subject to statutory deductions and reporting;
- appear on the trustee's earnings statement; and
- be paid in accordance with normal payroll timelines, subject to receipt and approval of the claim.

Mileage and eligible expense reimbursements shall be processed separately in accordance with Division administrative procedures and applicable tax rules.

Claim Requirements

A trustee claiming travel-time remuneration must submit a signed claim form that includes:

- the date of travel;
- the name and location of the meeting or activity;
- the purpose of the meeting or activity;
- the departure time and arrival time for the outbound trip;
- the departure time and arrival time for the return trip;
- the total travel time claimed;
- ~~confirmation that the travel was outside the trustee's own sub-division~~; and
- confirmation that no other organization is compensating the trustee for the same travel time.

The Division may require additional supporting information where necessary to verify the claim.

Approval

All travel-time remuneration must be authorized and paid in accordance with:

- this protocol;
- Board Policy 3070 Board Remuneration and Expenses;
- the Board's annual resolution respecting trustee remuneration; and

- applicable legislation.

Claims shall be reviewed by administration for completeness prior to payment. Any questions or concerns regarding a claim shall be referred to the Board Chair.

Accountability

Trustees are expected to exercise reasonable judgment, accuracy, and restraint in claiming travel-time remuneration. Claims must reflect actual and necessary travel associated with authorized Board business.

Submitting a false, misleading, or duplicate claim may result in repayment, amendment of the claim, or any other action the Board considers appropriate as outlined in Board Policy 2030 Code of Conduct.

Review

This protocol shall be reviewed by the Board at least once each term, or sooner if required by legislative, payroll, or operational changes.

DRAFT



Living Sky School Division No. 202

Board Policy 3070 – Travel Time Renumeration

Form Name:	Board Travel Time Renumeration Claim Form		
Trustee Name:		Date:	

List each eligible meeting or activity. Record the outbound and return legs separately. Travel time begins when departing the trustee's residence, workplace, or normal point of departure and ends on arrival at the destination (and vice versa for the return).

Date	Location	Purpose	Leg	Depart Time (am/pm)	Arrive Time (am/pm)	Travel Time
			Outbound			
			Return			
			Outbound			
			Return			
			Outbound			
			Return			
			Outbound			
			Return			
			Outbound			
			Return			
			Outbound			
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			Outbound			
			Return			
			Outbound			
			Return			
			Outbound			
			Return			
			Outbound			
			Return			
			Outbound			
			Return			

Calculation Summary

Total travel time claimed (rounded to nearest .25 hr. increment)	
Approved hourly rate (per Board resolution)	\$25.00 /hr
Total amount claimed (\$)	

Trustee Confirmations

- ☐ All travel listed above was to attend Board business authorized by the Board, Board Chair, or designate.
- ☐ Each one-way trip claimed was at least 30 minutes in duration.
- ☐ No other organization is compensating me for the same travel time.
- ☐ This claim does not include time for optional attendance, virtual attendance, or personal travel not directly attributable to authorized Board business.
- ☐ The information provided in this claim is accurate and complete to the best of my knowledge.

Signatures

Trustee Signature

Date:

Superintendent of Business

Date:



LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Date: September 30, 2026

ADMIN

TO: Board of Trustees

FROM: Brenda Vickers, Director of Education

SUBJECT: Director's Report

INTENT: Information

1. Welcome Back

Every Connection Counts is this year's theme, and we're kicking things off by challenging staff to be intentional about building meaningful connections.

To get the momentum going, Kelsie and I have invited staff to share their connection stories with us. Everyone who participates will be entered into a draw for a staff lunch, a fun opportunity to connect, celebrate, and enjoy time with colleagues.

Here is the welcome back message:

Every Connection Counts

Good morning, everyone, and welcome back! As we begin another school year, I want to start by saying thank you. Thank you for the work you do, the care you show, and the commitment you bring to our students every day.

Each year, we choose a theme that helps guide our focus and reminds us of what matters most. This year's theme is simple, yet quite powerful: "Every Connection Counts."

At first glance, connection may seem like a soft concept. But in education, it's one of the most powerful forces we have.

This morning, I want to talk about some of the connections that make such a difference in our schools.

I'll start with the connections we build with students. These connections are at the heart of everything we do. They build trust, foster belonging, and create the foundation on which all meaningful learning depends.

Reflect for a minute on your own school experience. Chances are, when you remember your favourite teacher, coach, counselor, bus driver, secretary, or principal, you don't first remember a lesson plan or a test score:

- You remember how they made you feel.*
- You remember that they saw you.*
- You remember that they cared.*
- You remember the connection.*

As educators, we know that students are more likely to engage, learn, persevere, and succeed when they feel connected. Connection is often the difference between a student showing up eager to learn and a student feeling invisible.

One positive interaction may seem small to us – a smile in the hallway, a quick check-in, a note of encouragement, a phone call home, or an invitation to join a club. But for that student, it can have a lasting impact. And when student connections are supported by strong connections with families, the impact grows even stronger.

The ripple effect of a single connection can be quite profound.

- *A secretary greets a parent warmly.*
- *A parent feels welcomed.*
- *A student arrives feeling supported.*
- *That student participates confidently in class.*
- *A teacher notices growth.*
- *A future changes.*

Connecting with families expands our reach. It allows us to better understand the children we serve, align our efforts with those who know them best, and create the shared support that helps students thrive.

Connecting with colleagues multiplies our impact. It is through collaboration, shared expertise, and mutual support that individual efforts become collective success.

While we often focus on programs, initiatives and strategic plans, people remain at the center of everything we do. Our greatest successes come when we align our efforts and unite our diverse expertise around a common purpose: creating meaningful school experiences and helping every student thrive.

Relationships are not separate from the work. They are the foundation that makes the work possible.

Every graduation story is ultimately a relationship story – someone believed; someone encouraged; someone connected.

We may never fully know the impact of a connection made at the right moment, but we can be quite certain that it did indeed make a positive difference.

As we begin this year together, let's commit ourselves to creating a culture in which every person feels seen, valued, respected, and connected. Because when people connect, trust deepens, belonging grows, and people flourish. Colleagues become teams. Schools become communities. And students achieve their full potential.

Let's make this an incredible year by making every connection count!

2. Administrators' Meeting (Business)

The first business meeting of the year is scheduled for Monday, September 28. The meeting's theme is *Taking the Scary out of Business*.

9:30 – Opening the Portal: The goal of the day is to shine a light on business processes, systems, and supports, uncovering practical tools, answering questions, and taking the scary out of business.

9:40-10:20 – No Tricks, Just Treats – Business Updates You Need to Know:

- *Everyone Can Play (Innovation Fund) Update:* Christeena
- *Accessible Communication Tips:* Kelsie
- *Start-of-Year Transportation Update:* Kristy
- *Important IT Stuff:* Ryan
- *Atrieve Finance Update:* Kristy



- *Preferred Supplier List and Facilities Booking System*: Dan

10:20-10:30 – *Stretch Break*

10:30-11:30 – *Behind the Curtain – Demystifying HR and Atrieve*: Aaron and Rae

11:30-12:15 – *Nothing to Fear – Managing Privacy and Records with Confidence*: Doug

12:15-1:00 – *Lunch*

1:00-1:40 and 1:45-2:25 – *Choose Your Favourite Adventure – Facing Your Business Boogeyman (Breakouts)*:

- *Things That Go Beep in the Night*: Wilma and Vince
- *Public Relations Beauty or Beast – AI and Your School's Reputation*: Kelsie
- *HR Follow-up – Ask the Experts – Unmasking HR Questions*: Aaron and Rae
- *Privacy and Records Follow-up – The Case Files – Solving Privacy and Records Mysteries*: Doug

2:30-3:30 – *Taming the Budget Beast*: Austin

3. Once Again, It's Huddle Time!

Huddles are a great way to help us get to know everyone in the office. Every Monday from 8:15 to 8:30 a.m., small groups made up of staff from a variety of roles come together for activities and conversations. Some discussions focus on work, while others are simply an opportunity to connect and learn more about one another. After a summer break, huddles resumed on September 14 and are once again helping to strengthen relationships across the organization.

4. Leadership Start-up

Our Leadership Development program for new and aspiring administrators is set to start soon. This year, Trish will lead the program. I'll be offering *Buildership catch-up sessions* for new administrators starting Wednesday, September 23.

5. Bus Charters

A bus charter refers to transportation booked outside of regular bus routes for curricular or extra-curricular activities. Kristy has created a process that's a little different. Rather than schools booking their buses, bus charter bookings will be coordinated through the Transportation Coordinator. It will be the responsibility of the service provider to source the drivers for these charters. The process is outlined below:

- Complete and submit the online Charter Booking Request Form.
- The form will be automatically emailed to the Transportation Coordinator.
- The Transportation Coordinator will contact the appropriate service provider to arrange the booking.
- Once the booking is confirmed, the Transportation Coordinator will notify the school by email.
- The school can then communicate directly with the service provider regarding any additional trip-specific details, if required.
- All charter invoices will be submitted to the Transportation Coordinator. The Transportation Coordinator will verify the trip details, add the appropriate budget coding (provided by the school via the Charter Booking Request Form), forward the invoice to the school for the required approval, and submit the completed invoice to accounting for processing.



This updated process will help ensure charter requests and invoicing are handled consistently across the division.

6. Saskatchewan Student Assessment (SSA) – Fall Update

The SSA priority action is focused on improving student outcomes through effective assessment practices that guide and strengthen responsive instruction. A key component of this work is implementing a consistent provincial assessment program to support improved student outcomes.

The SSA program will focus on grades 5 and 9 math, and grades 4, 7, and 10 ELA, including both reading and writing.

These grades and subjects were chosen by the Provincial Education Plan Implementation Team (PEPIT) because they provide meaningful checkpoints in a student's learning journey, places where we can get a clear sense of how they're progressing. The assessments are tied directly to SK curriculum. They're not meant to surprise teachers or students or introduce new content. Instead, they're designed to help get a consistent, province-wide understanding of where students are doing well and where they may need more support.

During the 2025-2026 school year, students in grades 5 and 9 math and grade 7 ELA participated in a field test. The participation rate was quite high.

During the 2026–27 school year, practice assessments and scoring rubrics for ELA 4 and 10 will be released, and standard setting for math 5 and 9 and ELA 7 will take place. There will also be field testing for ELA 4 and pre-field testing for ELA 10. Importantly, this is when full implementation begins for math 5 and 9 and ELA 7. From this point forward, the process becomes cyclical: develop, validate, administer, and score assessments on a recurring basis.

To support preparation for the SSA, publicly accessible practice assessments are available for students, teachers, parents/caregivers, and other stakeholders at studentassessment.saskatchewan.ca.

Several training materials and support resources are available to support teachers and administrators.

7. Actions to Improve Early Literacy (AIEL) – Fall Update

This priority is grounded in research that consistently shows a child's ability to read at grade level by the end of grade 3 is a powerful predictor of future academic success. Focusing on early reading development helps ensure students have the foundational skills needed to succeed throughout their educational journey.

There are three provincial actions to improve early literacy:

- Curriculum renewal is currently underway.
- The ministry partnered with STF Professional Learning to offer professional development opportunities, which will be revised and expanded in 2026-27.
- The ministry has provided a suite of tools that will help teachers identify students who require additional supports in learning to read.

The development of Saskatchewan norms will begin once these tools are implemented in the 2026-27 school year.



8. SkyPlus

To date, 302 credits are being attempted through our place-based, blended program.

9. Canada National Food Program

We are excited to enter our second year of participation in the Canada National Food Programming initiative. Last year, we received \$196,000 in funding. This year, our allocation has increased to \$285,788, consisting of \$183,754 in operating funds and \$102,034 in year 2 one-time expansion enhancement funding.

These funds have enabled us to support nutrition programming in all division schools, with the exception of associate and colony schools.

In Spiritwood, Cando, and Cut Knife, we have expanded programming to provide daily breakfast and lunch opportunities for students.

At Connaught, McKittrick, and N.B.C.H.S., where comprehensive nutrition programs were already in place, additional funding has been allocated to enhance the quality of food being provided.

In our remaining schools, funding has been used to strengthen existing programs or establish new initiatives that respond to school-specific needs, ensuring that all students have access to nutritious food.

The one-time expansion enhancement funding will be used to support infrastructure and capital costs. A process outlining how these funds can be accessed is currently being developed.

10. Board Communication Plan

Kelsie has provided a list of Q1 must-dos for the communication plan. She will be reaching out to the board and/or members of the advocacy committee as needed.

11. Auditor's Report

Jen has provided an update on the status of implementing the auditor's recommendations.

12. Focus on Priority 1.2 – Affirming Environments

Lindsay has provided a report to accompany the Q4 monitoring update.





School/Staff Visits and Meetings July 1, 2026 – June 30, 2027		
School	Date	Purpose
Battleford Central School		
Bready Elementary School	July 16, 2026	Summer Reading
Cando Community School		
Connaught Elementary School	July 15, 2026	Summer Reading
Cut Knife Community School		
Hafford Central School		
Hartley Clark Elementary School		
Heritage Christian School		
Hillsvale Colony School		
Kerrobert Composite School		
Lakeview Colony School		
Lawrence Elementary School		
Leoville Central School		
Luseland District School		
Macklin School	September 11, 2026	School Visit
Maymont Central School		
McKittrick Community School		
McLurg High School	September 11, 2026	School Visit
Meadow Lake Christian Academy	September 25, 2026	School Visit
Medstead Central School		
Newmark Colony School		
Norman Carter Elementary School		
NBCHS		
Scott Colony School		
Spiritwood High School		
St. Vital Catholic School		
Unity Composite High School		
Unity Public School		
Central Services		
SLT	Meetings every Wednesday	
Other	July 3 to 5, 2026 August 3 to 7, 2026 August 12 and 13, 2026 August 18, 2026 August 21, 2026 August 24 and 25, 2026 August 25, 2026 September 15, 2026 September 21, 2026 September 23, 2026 September 28, 2026 September 30, 2026	CASSA Conference in Saskatoon LEADS Summer Short Course Board Advance Poundmaker Transportation Lunch with New Elders' Council Administrators' Advance Welcome to New Teachers Board Teams Call re. Ed Act Meeting with MLAs Buildership Catch-up (4-6) Business Admin. Council Board Meeting





LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Information Number:

Date: September 30, 2026

INFORMATION

TO: Board of Trustees

FROM: Kelsie Valliere

SUBJECT: Board Communication Plan Update

INTENT: Information regarding upcoming work/deadlines. A copy of the full communication plan can be found in the Board of Education Team files in the PR Items folder.

Information:

Upcoming Q1 commitments from the Board Communications Plan for 2026-27:

OBJ	ITEM	RESPONSIBLE FOR WORK
AA-1	Social Media Engagement: Education Week Oct 18-24 (Kelsie will send request for posts via email)	All Trustees
AA-1	Podcast participant for new division podcast that explores the question 'if you had a magic wand and could change anything about education, what would you change?' (Record Q1, Podcast launches early 2027)	Assigned Advocacy Committee Member
AA-2	Advocacy Strategy Development (building on the work started at the board advance) – Meeting to be booked for early/mid October	Advocacy Committee
CV-1	Community Voice Reporting – create plan and expectations around how trustees are to collect and report on community voice.	Advocacy Committee to develop; All Trustees commit to
VR-1	SCC Survey – sign off on questions for initial SCC survey	Advocacy Committee
VR-1	Quarterly Board Newsletter – Advocacy Committee is responsible for curating and writing content (in at least jot note form). To be published in December.	Advocacy Committee
VR-1	Event Attendance – Advocacy committee to develop list of events for the year where board presence is important (for division and/or advocacy purposes)	Advocacy Committee to develop list; For all Trustees to participate in.



LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Information Number: G.1.2

Date: September 30, 2026

INFORMATION

TO: Board of Trustees

FROM: Jennifer Harder, Service Lead

SUBJECT: Provincial Auditor Follow-Up Audit Update and Board Summary

INTENT: Share information on the auditor's reports

Information:

Provincial Audit on Living Sky School Division – Providing Intervention Services to High School Students with Significant Mental Health Concerns

Audit Timeline

Date	Milestone
2022-23 School Year	Initial Audit review period
December 31, 2023	Audit assessment completed
June 2024	Initial audit published
October 2025	Follow-up review period
March 2026	Follow-up results shared
June 23, 2026	Follow-up audit published
September 2026	Board update and progress report

Summary

The Provincial Auditor's original audit concluded that Living Sky School Division generally had effective processes to provide timely intervention services to Grades 7-12 students with significant mental health concerns; however, seven recommendations were identified to strengthen planning, intervention, monitoring, and reporting processes.





The follow-up audit found substantial progress. As of October 2025, Living Sky had:

- Demonstrated significant improvements in counselling practices, suicide risk assessment, safety planning, and critical incident reporting
- Effectively addressed many of the recommendations identified in the original audit

The remaining work focuses primarily on:

1. Tracking external agency referrals
2. Formal information-sharing agreements with community agencies
3. Analyzing and reporting mental health data and trends to support decision-making and service planning.

Progress by Recommendation

Recommendation	Status
Analyze counsellor caseloads	✓ Implemented
Standardized suicide risk assessments	✓ Implemented
Safety plans for students at risk of suicide	✓ Implemented
Track referrals to external agencies	● Partially Implemented
Information sharing agreements with agencies	● Partially Implemented
Mental health critical incident reporting	✓ Implemented
Analyze and report key mental health data	● Partially Implemented

Key improvements include:

- ✓ Improved counsellor workload management
- ✓ Enhanced suicide intervention practices
- ✓ Consistent safety planning for students at risk
- ✓ Stronger critical incident monitoring and reporting





Current priorities include:

- Strengthening referral tracking to outside agencies

Progress - A new student services information system was implemented in September 2024.

Current Division Response - Processes continue to be refined to ensure consistent, detailed referral tracking and meaningful analysis.

- Implementing information-sharing agreements

Progress - A draft Memorandum of Understanding (MOU) was developed.

Current Response - The Ministry of Education has told us they will work on this at the provincial level.

- Establishing comprehensive annual data analysis and reporting processes

Progress - The Division has strengthened reporting of critical incidents and counsellor caseloads.

Current Response - Data analysis work is underway to:

- Analyze trends regularly.
- Discuss results every second month.
- Use findings to inform service planning and community partnerships.
- Provide annual reporting to senior leadership and the Board.

These remaining initiatives will further strengthen the Division's ability to evaluate supports, identify trends, and make informed decisions regarding student mental health services.





LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Information Number: G.1.2

Date: September 30, 2026

INFORMATION

TO: Board of Trustees

FROM: Jennifer Harder

SUBJECT: LSKYSD Annual Mental Health Intervention Services Report - 2025-2026

INTENT: Share a summary of the counsellors' findings on significant mental health concerns seen in 2025-2026.

Information:

1. Summary

At the end of the 2025-2026 school year, the counselling team summarized their data on significant mental health concerns in their caseloads. They found:

a) Trauma is the dominant presenting concern

The most common issue across schools is trauma in its many forms, including:

- Exposure to domestic violence
- Substance misuse in the home
- Sexual abuse or assault
- Neglect
- Loss of caregivers or family members
- Family separation and instability

These trauma-related concerns appear repeatedly across elementary and secondary students and are often linked to other mental health risks such as anxiety, depression, self-harm, and suicidal ideation.

Rural access challenges (i.e., not having services available in local communities) remain a significant theme.

b) Suicidal ideation and self-harm are significant concerns

Many schools reported students with:

- Suicidal ideation (SI)
- Self-harm behaviors
- Previous suicide attempts
- Severe depression and anxiety

These concerns appear particularly in middle and high school populations and often occur alongside trauma, family violence, substance use exposure, grief, or eating disorders.





c) Indigenous/FN students are disproportionately represented

A substantial proportion of reported cases identify students as First Nations (FN), Métis, or Indigenous. Many of these cases involve:

- Intergenerational trauma
- Child protection involvement
- Family substance misuse
- Family violence
- Caregiver instability
- Foster care or kinship care arrangements

This suggests ongoing need for culturally responsive and community-connected mental health supports.

d) Major resource gaps exist in rural communities

One of the strongest themes throughout the dataset is limited access to services.

Schools repeatedly reported:

- No local mental health resources
- Closest services 30 to 45 minutes away
- Lack of in-person counselling (outside of school)
- Limited addiction supports
- Limited specialized services
- Infrequent availability of Child & Youth counsellors

Several schools noted students would benefit from more intensive supports outside of the school, but geography and transportation were major barriers.

e) Follow-through with referrals is a challenge

Many referrals were made to:

- Child & Youth Services
- Child Psychiatry
- MSS/Child Protection
- Private therapists
- Crisis services
- Community agencies

However, numerous records indicate:

- Families did not follow up.
- Appointments were missed.
- Students refused services.
- Caregivers declined supports.
- Transportation prevented attendance.

This means a referral does not necessarily translate into service access.

f) School counsellors are frequently the primary support

Across schools, comments repeatedly indicate:

- Students rely primarily on school counselling.
- Families prefer school-based support.





- Some students refuse outside counselling but accept school counselling.
 - Counsellors provide ongoing monitoring when community resources are unavailable.
- In many cases, school counselling appears to be the most accessible mental health intervention available.

2. Mental Health Themes and Trends

Most common concerns include trauma, anxiety, ADHD, depression, grief/loss, suicidal ideation and self-harm. Trauma-related concerns were the dominant theme across schools.

Several risk factors appear consistently across the division:

Risk Factor	Observation
Family violence	Frequently reported across many schools
Substance misuse in the home	One of the most common themes
Child protection involvement	MSS involvement appears regularly
Attendance issues	Often prevented students from receiving support
Parent/caregiver non-engagement	Frequent barrier to referral completion
Grief and traumatic loss	Common among both elementary and secondary students
ADHD and regulation challenges	Often co-occurred with mental health concerns
Anxiety and depression	Among the most prevalent clinical concerns

These factors were repeatedly documented throughout the caseload reviews.

3. Counselling Services Overview

Counsellors work 1:1 with students, with small groups, and where possible they endeavor to provide universal supports to promote positive mental health across the school population. For significant mental health concerns, counsellors provide direct support, risk assessment, monitoring, family consultation and referral coordination.





4. Suicide Risk Assessment and Safety Planning

Multiple schools reported suicidal ideation and self-harm concerns. Standardized risk assessment and safety planning processes remain essential. Clear expectations and processes are in place.

5. External Agency Referrals

Approximately 161 external referrals were recorded in the 2025-2026 school year. Common referral partners included Child and Youth Services, Saskatchewan Health Authority services, MSS, physicians and psychiatrists. West Central Crisis and Family Support Centre and Battle River Treaty Six Health Centre were other agencies noted.

6. Community Partnerships and Collaboration

Schools regularly collaborated with health, social service, child protection, Indigenous service providers and community agencies.

7. Data Analysis and Implications

Resource gaps were identified as barriers such as travel distance, lack of local services, attendance concerns and family follow-through.

8. Next Steps

Enhance referral tracking, strengthen trend analysis, and continue risk assessment training.

Continue to offer Safe Talk - A suicide alertness training that teaches individuals to recognize signs of suicidal thoughts and connect people to life-saving resources. It is offered to students in Grade 10 in Living Sky schools.

Mental Health First Aid will be offered to Grade 11 students, beginning this year.

Important to Note - Data Limitations

When interpreting these findings, several limitations should be considered:

Variation in Reporting Practices - School counsellors and staff completed submissions based on professional judgment. Although an operational definition was provided, interpretation of "significant mental health concerns" may vary across schools, leading to inconsistencies in identification and reporting.





Uneven Data Detail - Some schools provided extensive case descriptions and contextual information, while others submitted limited details. This affects the ability to compare schools directly or quantify trends with precision.

Not a Measure of Prevalence - The dataset represents students known to school counselling services and meeting the reporting criteria. It should not be interpreted as the total number of students experiencing mental health concerns within the division.

Limited Outcome Data on Outside Agency Referrals - Information about whether students ultimately received support was often recorded as "unknown," "ongoing," or "unsure." As a result, the effectiveness of referrals and interventions cannot be fully evaluated.

Potential Duplication of Themes - Many students experience multiple concerns simultaneously (e.g., trauma, anxiety, self-harm, family violence, and attendance issues). Therefore, issue themes should not be interpreted as discrete categories.

Resource Availability Data Are Perception-Based - Ratings regarding resource availability reflect the experiences of school personnel and families rather than a formal inventory or assessment of community services.



Strategic Outcome and Risk Monitoring Report 2025-2026

Risk/Outcome	Yearly Measure	2030 Outcome	Q1	Q2	Q3	Q4	Evidence
STRATEGIC OUTCOMES							
1.1 Responsive Programming for Emerging Needs	Leads: Ruth and Christine						
	By June 2026, all teachers in implementation groups will gain knowledge of targeted practices and begin to demonstrate them in their classrooms.	By 2030 we will be an adaptive system that can respond to student needs and ensure student success as indicated by 70% of our students demonstrating proficiency on provincial measures: EYE, 3 and 5-year graduation rates, reading, writing and math data.					Yearly Target - One administrator and one teacher from each school attended two days of professional learning in math instruction (Thinking Classroom). - Consultants provided follow-up support to teachers implementing Thinking Classroom strategies; implementation varied across participants. - All kindergarten teachers attended professional learning to align instructional responses to EYE data. All teams developed action plans, but some did not complete the second cycle of implementation and progress monitoring. Follow-up will occur next school year. - The Assessment Committee finalized a new high school assessment handbook. - The literacy handbook was updated to reflect current research and practices. - School representatives were trained on new reading screeners

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

							and will provide staff training in the fall. 2030 Outcome • See Appendix for 2025-26 data. • Note: Provincial reading, writing, and math data were not collected; therefore, no report is available.
1.2 Affirming Environments	Leads: Tonya and Lindsay						
	By June 2026, there will be an increase in individualized support for students with complex needs.	By 2030, 80% of students will report feeling safe, connected, and included at school (as reported on a student perceptual survey), and the achievement gap between Indigenous and non-Indigenous students will be reduced.					Yearly Target • In 2025-2026, 18 of 20 eligible schools were assigned a Complexity Classroom Teacher (CCT). • The remaining two schools accessed contracted Speech-Language Pathology (SLP) and counselling services. • Student services teachers (SSTs), CCTs, administrators, and the superintendent of learning met three times during the year to support effective implementation of the CCT role. • Schools used quantitative and qualitative data, including student and staff feedback, to monitor impact and adjust supports based on student needs. • Additional occupational therapy and SLP services were provided

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

							for SSMs at McKittrick and CKCS, as well as ELIS programs. 2030 Outcomes See Appendix for 2025-26 data.
	By June 2026, all schools will move from <i>observing</i> to <i>supporting</i> or from <i>supporting</i> to <i>disrupting</i> on the LSKYSD reconciliation rubric in the areas identified in their reconciliation plans.	By 2030, 80% of students will report feeling safe, connected, and included at school (as reported on a student perceptual survey), and the achievement gap between Indigenous and non-Indigenous students will be reduced.					Yearly Target - All schools worked on reconciliation; however, we did not fully meet this outcome as we did not collect data on movement on the rubric. - This action will continue in the 2026-27 school year. 2030 Outcomes - See Appendix for 2025-26 data.
2.1 Deepened Redesign	Lead: Shannon						
	By June 2026, 85% of schools will report being satisfied with the services provided by Central Services. By June 2026, we will have documented at least 30 <i>leader-full</i> stories from	By 2030, we will actualize the redesign according to the goals outlined in <i>Reimagining Living Sky: A Framework for Change</i> . The aim is to create an innovative, empowered, connected and accountable organization by: ensuring a culture rooted in our shared values, in which we are					Yearly Target - We have a collection of 30+ stories that represent our <i>leader-full</i> organization. - Although we can't definitively say we reached the 85% satisfaction target, we have collected customer care feedback from our schools in a variety of ways, including:

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

	across the division.	all guided by a common purpose; • creating a structure that facilitates and supports innovation through coordination and collaboration, and • establishing processes that allow us to strengthen core services and innovate for the future.					○ using a facilities dream team to collect feedback directly from caretakers and admin; ○ sending short surveys after business admin council meetings; ○ receiving feedback from schools in the Battlefords during our June staff meeting, and ○ receiving voluntary feedback from schools on specific situations, interactions, and staff performance, including both strengths and opportunities for improvement. 2030 Outcomes • Division values are embedded in our meeting norms and used in our decision-making process. • Cross-functional huddle and project teams are the norm at Central Services. • All division roles have clearly defined mandates. • Personal growth plans reflect components of initiation, choice and self-growth.
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 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

2.2 Reconciliation in Process	Lead: Doug By June 2026, operational interactions with FN partners will reflect deepened practices in IERF Stepping Stones 1c, 3a, and 3b. Review of LSKYSD processes will show at least one step of growth on all targeted stepping stone paths in the SSBA's Inspiring Success framework: 1a (staff learning), 1c (relationships with Indigenous peoples), 3a (trust and engagement), and 5b (representative workforce). On target On target Potential concern or actively monitoring On target Yearly Outcomes - Three agreements have been concluded (goal was four). We received praise from First Nations on the respectful nature of the agreements. - A tuition billing process has been established and is working for all but one partner (goal was all). - An Elders' Council was co-developed and established (this was goal). - We deepened practice in IERF 1c, 3a, and 3b in these actions. 2030 Outcomes IERF 1a – see outcome 3.3 IERF 1c – O > S in these initiatives IERF 3a – O > S in these initiatives IERF 5b – not targeted this year					
3.1 Staff Development	Lead: Jen By June 2026, all roles at Central Services will have updated position profiles, onboarding expectations, training plans, and professional development expectations established. By 2030, LSKYSD will have established strong processes for staff onboarding, technical training, and professional development. Potential concern or actively monitoring Potential concern or actively monitoring On target Potential concern or actively monitoring Yearly Outcomes Central Services - Position Profiles: 100% - Onboarding Expectations: 100% - Training Plans/Transition Plans: 65% - Position profiles have been established for all Central Services roles and are regularly reviewed and refined.					

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

							- Onboarding expectations are clearly defined and established for Central Services employees. - Development of role-specific training plans remains an area of ongoing work. - Personal Growth Plans (PGPs) provide a framework for professional development expectations and growth. Division-wide Professional Growth Survey: 72% of surveyed staff report experiencing professional growth because of the professional development, professional growth processes, and training opportunities in which they participated. 2030 Outcomes - Strong onboarding and professional growth processes are in place for Central Services employees. - Further work is needed to develop and formalize training and transition plans. - Professional Growth Survey results (72%) suggest we are building staff capacity, with continued opportunity for growth.
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 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

3.2 Staff Well-being	Lead: Aaron				Yearly Outcomes - Lead identified as Aaron Melnyk - Previous survey tool reviewed and discontinued 2030 Outcomes - The 2030 outcome was reviewed and recommended for revision to establish a more meaningful and measurable approach to staff well-being and workplace experience.
	By the end of June 2026, a plan will be developed to align with the Mental Health section of the Provincial Education Plan.	By the end of 2030, LSKYSD will achieve a 95% positive workplace experience rating reflecting psychologically safe, healthy, and supportive environments across LSKYSD schools and at Central Services.			
3.3 Staff Development for Reconciliation	Leads: Doug and Tonya				Yearly Outcomes - Made Stepping Stones resources available to all staff - Launched the LSKYSD Reconciliation Rubric for schools - Established the conditions whereby all staff shall take 4 Seasons of Reconciliation certification within one year of working at LSKYSD 4 Seasons now in Atrieve - Communication of expectations to administration 2030 Outcomes - IERF 3c is still O and on track to move to S by 2030.
	By June 2026, IERF stepping stone 3c will shift from <i>observing</i> to <i>supporting</i> .	By 2030, all LSKYSD staff will have received training and professional learning to understand and take action toward truth and reconciliation. LSKYSD will move from <i>supporting</i> to <i>disrupting</i> in the goal of <i>Intentional and developmental exposure, experience, and engagement in learning for all staff</i> on the SSBA's Indigenous Education Responsibility Framework (IERF).			

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

4.1 Strategic Budgeting	Lead: Lisa					
	By June 2026, Administrative Procedure 7.02 will be revised to formally embed the strategic budgeting process, ensuring alignment with divisional priorities and risk management practices.	By 2030, LSKYSD will operate with a budget cycle that aligns with the four pillars of a <i>Reimagined LSKYSD</i> . The budget will support – not drive – core services, operational plans, and strategic plans.				Yearly Outcomes - Policy 3040 has been revised. - Atrieve implementation has interrupted progress with strategic budgeting. - AP 7.02 has not yet been revised and is to be completed in 26/27. - The operating budget for 26/27 is balanced without use of reserves. 2030 Outcomes - The budget cycle continues to evolve.
4.2 Optimal Staffing	Lead: Tonya					
	By June 2026, the formula for teacher allocation will be reviewed and adjusted to reflect the needs of the diverse schools in LSKYSD.	By the end of 2030, LSKYSD will be confident that we are right-sized, that jobs are well defined and that we are working fully in the new paradigm.				Yearly Outcomes - A new staffing formula for STF in schools has been created and implemented. - The formula aligns with strategic priorities: admin time, SST time, and early learning. 2030 Outcomes - Updating the staffing formula to meet the current priorities brings us closer to right-sizing positions. - Position profiles are completed for most positions and clearly define roles.

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

OPERATIONAL RISKS						
HR Unfilled Vacancies	Lead: Aaron					
	Fill all teaching and Learning Services positions with qualified candidates for the start of the 2026-27 school year.					Yearly Outcomes - The recruitment cycle was expanded. Additional Career Fairs - Edmonton - Regina (Fall) - Saskatoon (Fall) LSKYSD Intern Events - November - April - Hiring requisition system implemented – mySky - Continuity in teacher job posting format - All teaching positions were filled for the beginning of the 2026 school year except a 0.5 FTE vacancy at Bready (as of September 2, 2026).
HR Succession Planning	Lead: Aaron					
	Establish a strong pipeline of qualified internal candidates, enabling seamless transitions into leadership and specialized roles without disrupting strategic priorities or student services.					- A five-year leadership projection is being developed to identify anticipated retirements and support succession planning. - A formal leadership inventory and talent mapping process has not yet commenced. - Cross-training opportunities for aspiring and acting administrators are being planned through the

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

						2026–27 Business Administrators' Council. A new teacher mentorship program is being developed, with program dates established and mentor assignments underway for 2026–27 implementation.
HR HR Urgency	Leads: Rae and Lisa					
	Complete ERP data entry.					- ERM implementation is ongoing and will continue into the fall of 2026. - Leave Management: Go LIVE 11/02/26 - Attendance Management: Go LIVE 11/02/26 - Absence Management: Go LIVE 11/02/26 - HR Dashboards: Roll out October 2026
Superintendents EA Allotment	Lead: Lindsay Charabin					
	Create a plan for fall implementation to enhance supports for students with intensive needs, adapting our service delivery model that supports tier 2 and 3 students in optimal ways.					- Created a new framework for EA allocation, including specific designations for medical, safety, and clear communication - Redesigned the levelling system to more accurately reflect the current systems/levels of support required for students with IIPs - PIT: Learning Service Delivery: Created a model using a PIT process, involving Learning Services and school-based teams. The manual was shared in June

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

						2026 with full implementation in fall 2026. Monthly check-ins with school and Learning Services teams will ensure we identify processes that may need refinement. Contracted OT and SLP services for SSM, ELIS, and schools that needed additional support to meet the needs of their students, enhancing service and building capacity.
Privacy Officer Paper Privacy Leak	Lead: Doug					
	Ensure conditions are in place to begin widespread compliance with SSBA's records retention guidelines.					- Updated policies on privacy, records retention, access, and confidentiality - Developed handbooks and training for key staff - Developed a process for timely and secure records disposal
Privacy Officer Use of Apps	Lead: Doug					
	Target 75% of schools to demonstrate consistent compliance with new directions on the use of apps.					100% of teachers are using at least one of the safest apps on the PIA list (Edsby; Microsoft; Google). - Very few widely used apps are not on PIA list (Teachers Pay Teachers, Chat GPT). 72% of schools have widespread use of Edsby by parents.

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

IT Lack of Training PII Breach	Lead: Ryan					- PII email work is in testing/monitor phase. - Cyber training is automatically assigned to users coming on board midway through year.
	Target 100% of staff to have taken or refreshed cybersecurity training and no instances of PII shared through email.					
IT Device Replacement	Lead: Ryan					- Replaced teacher devices ahead of schedule - Worked with a vendor who was very aggressive on pricing - Removed devices from schools that they highlighted were not being used
	Maintain the replacement cycle in the Device Replacement Protocol.					
IT Cybersecurity External APT IT Infrastructure	Lead: Ryan					- Enabled enhanced monitors of system critical accounts (2 SPiDRs) - Investigated remote access tools used in division (2 SPiDRs) - Enabled Active Response (1 SPiDR)
	Complete 5 SPiDR recommendations with our cybersecurity provider.					
IT Cybersecurity Ransom	Lead: Ryan					- Enabled enhanced monitors of system critical accounts (2 SPiDRs) - Investigated remote access tools used in division (2 SPiDRs) - Enabled Active Response (1 SPiDR)
	Complete 5 SPiDR recommendations with our cybersecurity provider.					

 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Strategic Outcome and Risk Monitoring Report 2025-2026

Service Lead Data	Lead: Doug					- Student data dashboard roll-out in January, 2027 - Atrieve HR dashboard roll-out in fall of 2026 - Atrieve finance dashboard roll-out already accomplished
	By June 2026, have all identified sources of data for decision making accessible by a dashboard, or have a concrete timeline for dashboard acquisition.					
Facilities No More Drips	Lead: Facilities Specialist					Over the summer, with vacation time and projects, we could not get to every roof leak within 48 hrs.
	Investigate any newly reported roof leaks within 48 business hours of detection.					
Procurement Administrator	Lead: Dan					Preferred supplier list and associated protocol shared for the start of the next school year
	Examine the percentage of controlled spend via preferred suppliers that can be monitored and tracked.					

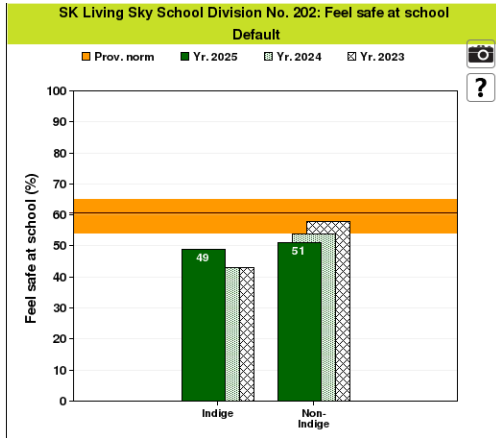
 On target
(progress is 100% of quarter target)

 Potential concern or actively monitoring
(progress is within 75-99% of quarter target)

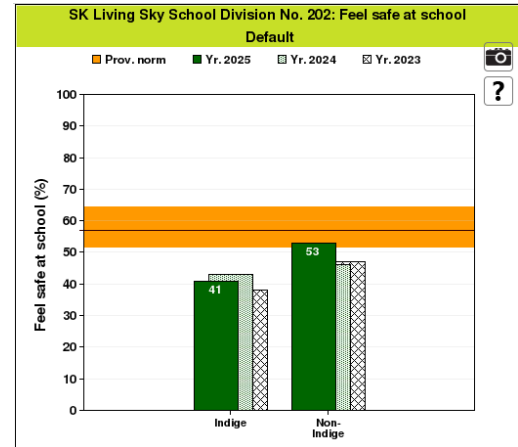
 Confirmed concern or action planned
(progress is less than 75% of quarter target)

Appendix

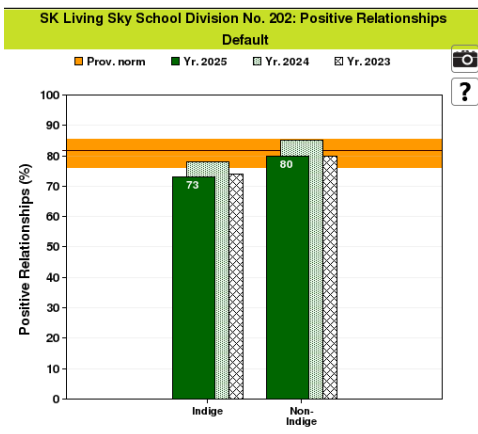
2025-26 Our School Data



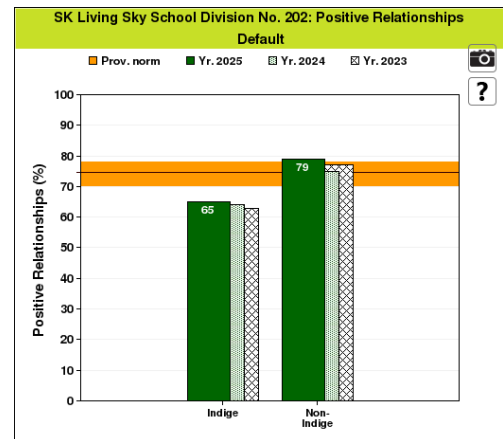
Feeling Safe Elementary



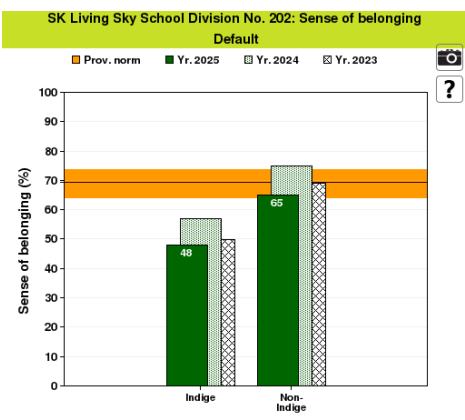
Feeling Safe High School



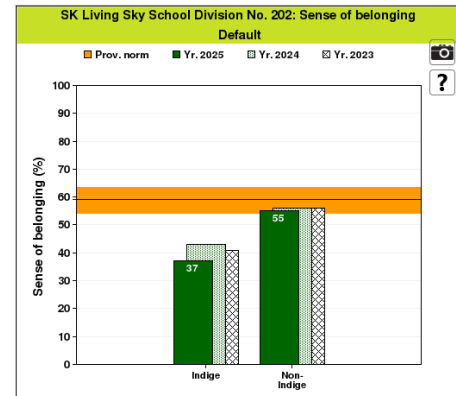
Positive Relationships Elementary



Positive Relationships High School



Sense of Belonging Elementary



Sense of Belonging High School

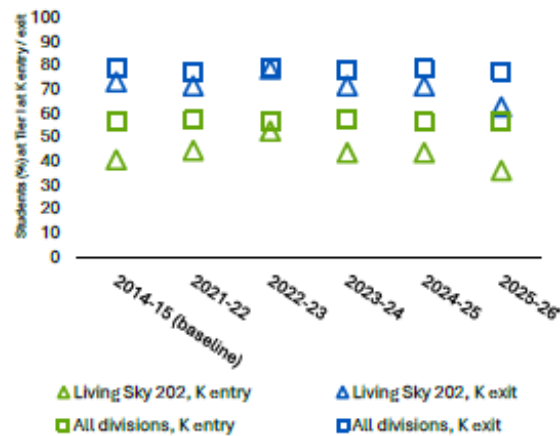
2025-26 EYE Data

2025-26 EYE-TA results – Living Sky 202

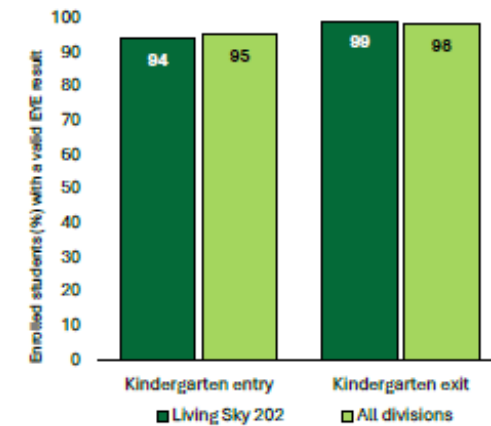
Fall 2025 (Kindergarten entry)			Spring 2026 (Kindergarten exit)		
All students	All divisions	56.9 24.9 18.2	All divisions	77.8 13.6 8.6	
	Living Sky 202	36.3 35.5 28.2	Living Sky 202	62.9 23.5 13.6	
Self-declared FNMI students	All divisions	32.7 28.5 38.8	All divisions	56.3 22.0 21.7	
	Living Sky 202	28.4 25.4 46.3	Living Sky 202	44.6 28.4 27.0	
Non-declared students	All divisions	61.1 24.3 14.6	All divisions	61.7 12.1 6.2	
	Living Sky 202	39.1 39.1 21.9	Living Sky 202	69.7 21.7 8.6	
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	2024-25 (previous year)		2025-26 (latest)	
	Living Sky 202	All divisions	Living Sky 202	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	71.9	74.0	64.4	71.6
Fall-identified Tier 3 students (%) who improved to Tier 2	30.6	23.7	42.0	37.1
Fall-identified Tier 3 students (%) who improved to Tier I	25.8	23.6	18.8	21.8

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



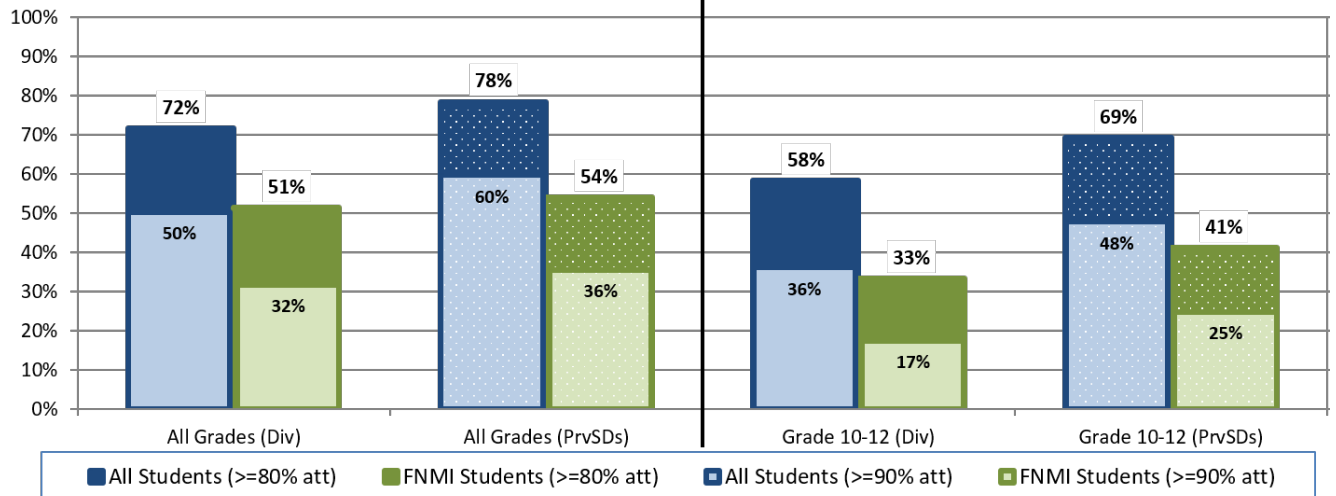
Percentage of students* with a valid EYE result at Kindergarten entry / exit, 2025-26



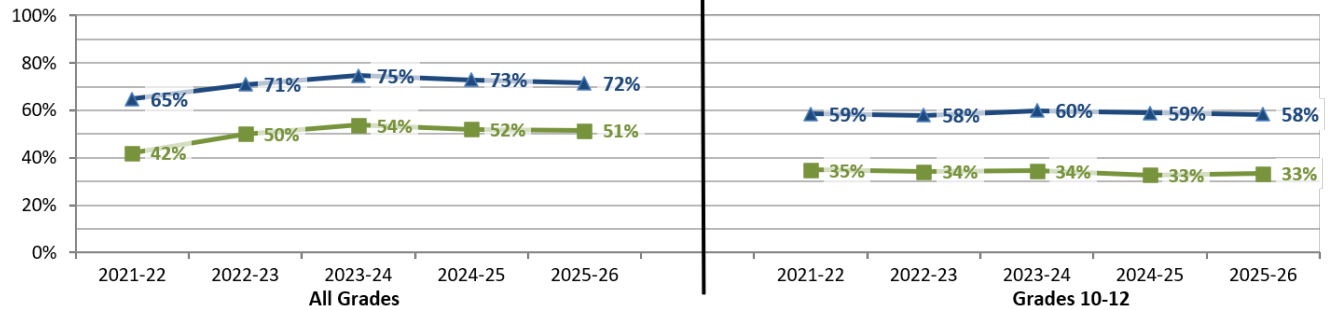
*against official, reconciled September 30th 2025 Kindergarten Enrollment

2025-26 Attendance

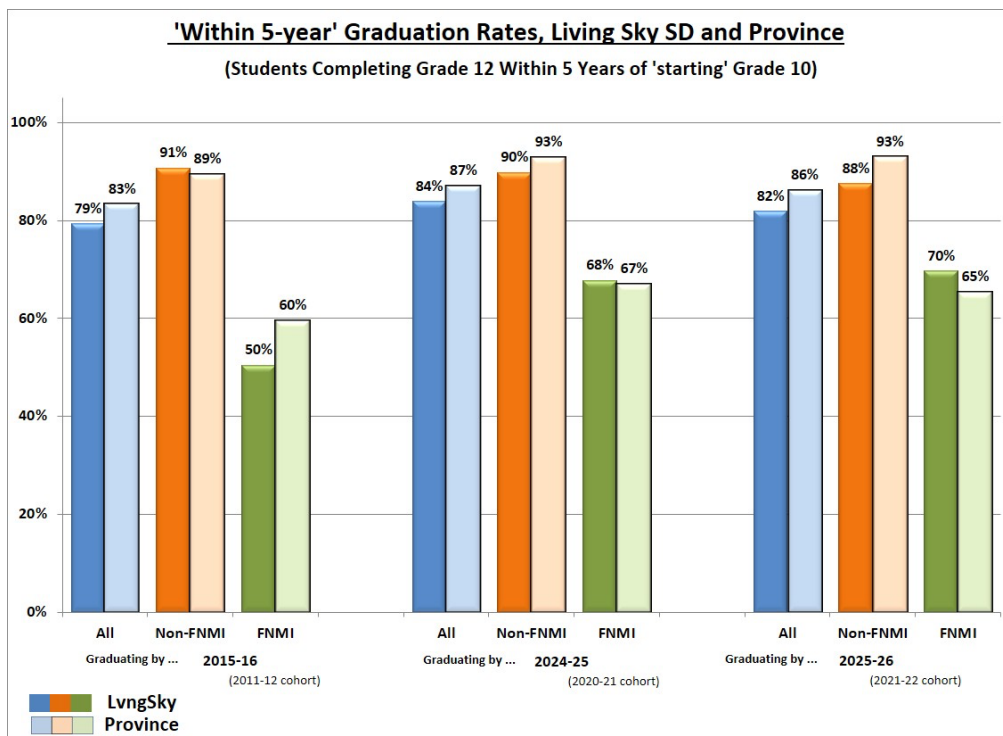
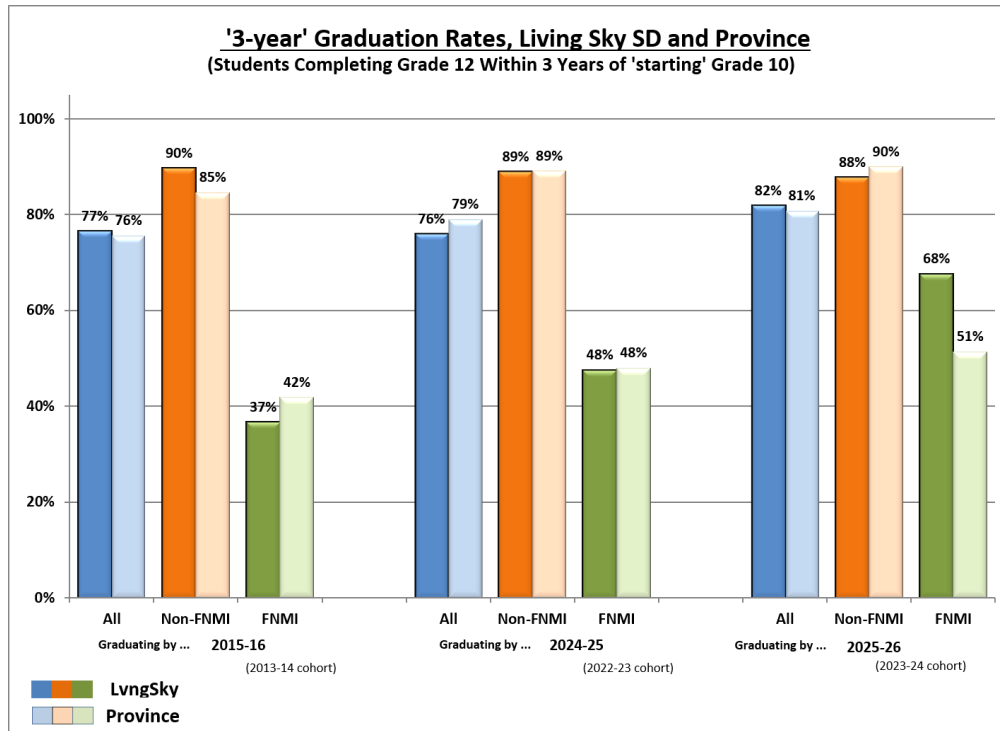
Percentage of Students With at Least 80% (and 90%) Attendance, Living Sky SD 202 and Provincial School Divisions, 2025-26



Student Attendance - Pct of Students with at least 80% Attendance, Living Sky SD 202, 2021-22 to 2025-26



2025-26 Graduation Rate

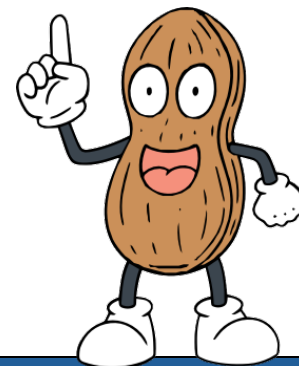


STRATEGIC ACTIONS



The Plans

...in a nutshell



Provincial Plan	Division Plan	School Plans
Learning and Assessment Indigenous Education Mental Health and Well-being Student Transitions	Responsive Programming for Emerging Needs • Engaging Play • Engaging Literacies • Engaging Thinking • Engaging Voice Affirming Environments • Reconciliation • Mental Health • RTI and Culture • Trauma-informed Practices Strong Processes • Processes designed to enhance our four pillars: connection, innovation, empowerment, and accountability • Reconciliation incorporated into processes Staff Development • Onboarding • Enhanced Training • Performance Review Process and Personal Growth Plans • Well-being • Reconciliation Finances • Strategic Budgeting • Optimal Staffing	Data Informed School Learning Improvement Plans (SLIPs) Reconciliation Goal Responses to Level 1 (Provincial) Level 2 (Division) Plans

Provincial Education Plan 2030

Priority Actions

Learning and Assessment

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

Indigenous Education

Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework*

Mental Health and Well-being

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

Student Transitions

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

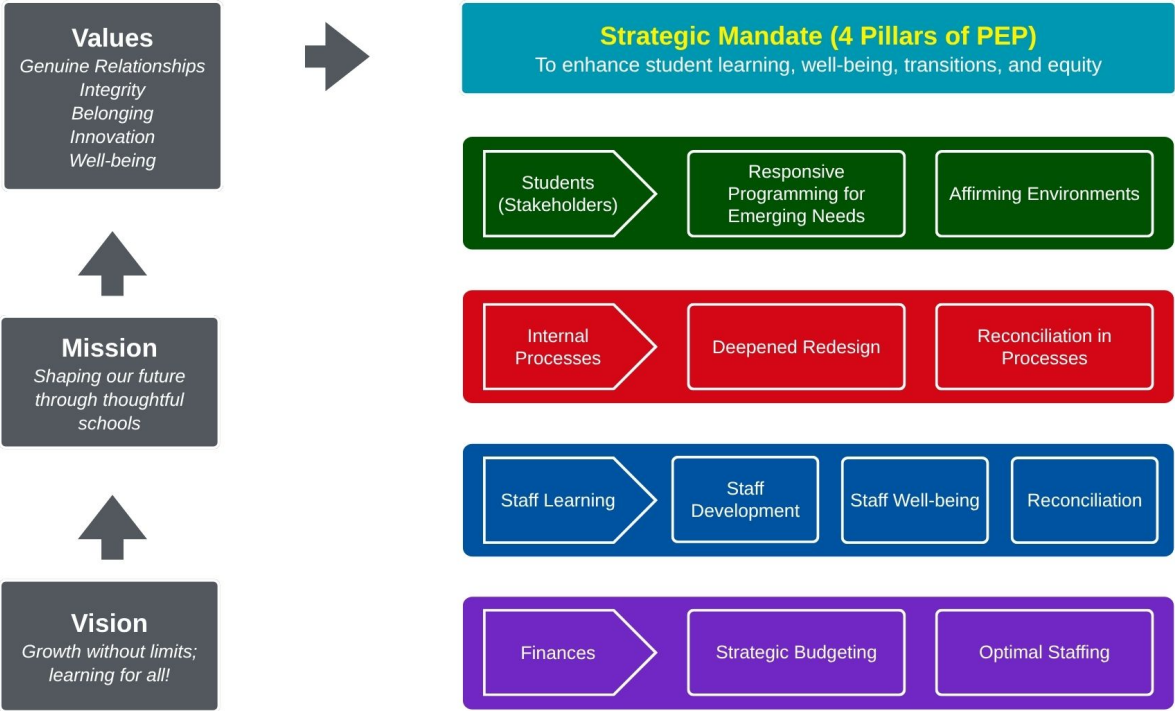
Four priority actions are being undertaken in the provincial plan. These actions will be assessed and updated over the course of the plan as the work progresses and priorities continue to be responsive to the educational experiences and outcomes of Saskatchewan students.

Provincial Targets

Targets	Measured By
Overall student attendance will increase annually.	- The percentage of students with at least 80% attendance - The percentage of students with at least 90% attendance
The overall 3 and 5-year graduation rates will increase with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.	- The percentage of students who graduate within 3 years of entering grade 10 - The percentage of students who graduate within 5 years of grade 10
Upon kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.	- 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 students leaving kindergarten at Tier 1
Student literacy and numeracy outcomes will increase year over year.	The percentage of grade 3 students reading at or above level on provincial assessments of literacy and numeracy
All students will have an increased sense of connection and safety in schools over the course of the plan.	The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey

Strategy Map

to 2030





Responsive Programming for Emerging Needs

Superintendents of Learning

Outcome 1.1: *By 2030 we will be an adaptive system that can respond to student needs and ensure student success as indicated by 70% of our students demonstrating proficiency on provincial measures: EYE, 3 and 5-year graduation rates, reading, writing and math data.*

By 2030 Living Sky School Division will be an adaptive system that can respond to student needs and ensure yearly growth in student success as indicated by provincial student achievement measures.

Yearly Measures toward Outcome:

Yearly growth in the areas below:

- Early Years Evaluation (EYE) – the number of students leaving kindergarten who are ready to learn according to the EYE assessment
- **Grades K-3 Reading Screener results**
- 3 and 5-year Graduation Rates – disaggregated for Indigenous and non-Indigenous students
- **Yearly measures toward outcome achievement in grades 4, 7, 10 ELA and grades 5 and 9 math provincial assessments (following ministry implementation timelines)**

Strategies in Place:

- Implementation of strong RTI processes in each school to ensure responsive programming for all students
- Exploration and implementation of strategies to enhance universal practices (psychologist, OT, SLP, student services coordinator)

Engaging Play: Language and Literacy – PreK-2

- Hanen and Heggerty PD
- Heggerty program instruction and Heggerty screening
- **Contracted specialized services to support PreK classrooms**
- **Professional development session offered to all K-3 teachers re: Structured Literacy**
- **Early Learning Consultant has been added**

Engaging Literacy – Grades 3-6

- Understanding UFLI – aligning our understanding
- **Provincial reading assessment implementation**
- **Acadience reading assessment implementation (grades 3-6)**
- **Literacy handbook for schools**

Engaging Thinking – Grades 7-9

- Clarified Ed pilot schools
- **Thinking Classroom – professional development; promoting critical thinking practices**

Engaging Voice – Grades 10–12

- SkyPlus 2.0
- **SkyPlus 3.0**
- **Career transitions (My Blueprint)**
- **Assessment literacy renewal in grades 10–12**



Affirming Environments

Superintendents of Learning

Outcome 1.2: *By 2030, 80% of students will report feeling safe, connected, and included at school (as reported on a student perceptual survey), and the achievement gap between Indigenous and non-Indigenous students will be reduced.*

Yearly Measures toward Outcome:

Yearly growth in the areas below:

- Increase *Sense of Belonging* and *Feeling Safe at School* by 10% according to the provincial perceptual survey
- Reduce the gap between Indigenous and non-Indigenous students according to the following measures:
 - Early Years Evaluation (EYE)
 - **K-3 Reading Screeners**
 - 3 and 5-year Graduation Rates
 - **Attendance Rates**

Strategies in Place:

- Treaty Education is taught from K-12.
- The Mental Health Capacity Building program builds teacher and community capacity to support student mental health at NBCHS, BCS, and **Spiritwood High School**
- The ISSI partnerships support building connections and relationships to support the work of the graduation coaches at SHS, NBCHS, and CKCS.
- Following Their Voices schools focus on instruction, assessment, relationships, and connections.
- The Michif Early Learning classroom and Cree 10 option through SkyPlus connect Indigenous learners with language and culture.
- Schools are working on developing collaborative cultures through ongoing learning and deepening the Response to Intervention (RTI) process.
- The land-based learning trailer takes culturally responsive programming to students.
- The Restorative Action Program develops proactive response and skill building to maintain relationship.
- **Specialized Support Models support students with regulation needs at Cut Knife, McKittrick, Connaught and Lawrence schools, building overall system capacity.**
- **VTRA Training / Re-Certification Plan – for counsellors and admin teams**
- **Classroom complexity training and PD opportunities**
- **Mental Health First Aid and Safetalk Training Teams – training cycle**
- **Social Emotional Learning PD and Shared Resources – through Learning Services, PD workshops, and in-class support offered by MHCB team**
- **Kimochi PD to enhance SEL and literacy in early years classrooms – pilot**

- **Planet Youth Implementation of Community Strategies with Community Stakeholders – Battlefords project**
- **All schools have a plan for reconciliation.**
- **Review treaty outcomes in the classroom**
- **Elders' Council**



Deepened Redesign

Service Lead

Outcome 2.1: *By 2030, we will actualize the redesign according to the goals outlined in "Reimagining Living Sky: A Framework for Change."*

The aim is to create an innovative, empowered, connected and accountable organization by:

- ensuring a culture rooted in our shared values, in which we are all guided by a common purpose;
- creating a structure that facilitates and supports innovation through coordination and collaboration, and
- establishing processes that allow us to strengthen core services and innovate for the future.

By 2030, we will reach our Customer Care Goal: 100% of those we serve will feel valued, supported, and empowered.

Yearly Measures Toward Outcome:

Empowerment: Audit of self-developed work plans reflect components of initiation, choice and self-growth

Innovation: Number of new experiments occurring

Connection: Results of an internal customer satisfaction survey

Accountability: Degree of success on achieving our goals

Strategies in Place:

- A framework for change is in place.
- Our values have been developed, shared, and discussed.
- Various meeting styles are available to help teams achieve their desired outcomes (tactical, governance, retrospective...)
- New teal tools and processes have been developed (Advice Process, Values Hex, PIT, process for procedures and protocols, design thinking...)
- A new organogram was designed. It makes it clear that students are at the center of everything we do; we value teamwork, and we wrap around and support each other in our work.
- Mandates and core services have been developed for all positions.
- The Three-box strategy has been introduced to Central Services staff.
- Cross-functional teams are more common, and cross-functional hiring panels are the norm.
- Structures have been created to enhance the four pillars of our redesign: connection, innovation, empowerment, and accountability (mySky, weekly huddles, PIT, POP, Teal Cube, Collab Corner...).
- Every person at Central Services has developed a personal growth plan that is aligned with their core services and the strategic plan.

- We will continue to build a *leader-full* organization in which leadership is shared and nurtured at all levels.
- Giving and receiving feedback will be embedded into our culture of connection and accountability.
- All new staff in Central Services will participate in a teal-inspired performance review process during their first year.
- **Tools and processes will be consistently used to ensure staff are empowered to fix what may be broken.**
- **Teal training modules will be updated to reflect our growth. The refreshed content will help new staff understand our journey, embrace Teal principles, and feel confident in what's expected of them.**
- **All position profiles will be updated and will include well-defined mandates and core services.**
- **Technical training plans for every position in Central Services will be developed to support new staff and ensure uninterrupted service.**
- **Teal concepts will be embedded into onboarding schools.**
- **The school learning improvement process is being refined – focus on the mandate and core services of leaders and building healthy learning cultures.**
- **We will further our work in schools with the Buildership® Model as a way to reach school goals.**
- **The Buildership® Model will be fully implemented in Central Services with a focus on the 100% Customer Care Goal.**
- **Central Services Leadership Development 2.0 will be launched.**



Reconciliation in Processes

Service Lead

Outcome 2.2: *By 2030, LSKYSD will have moved further along the journey of reconciliation with Indigenous communities and organizations, demonstrable in the SSBA Inspiring Success framework.*

Yearly Measures Toward Outcome:

Review of LSKYSD processes show concrete growth on all targeted Stepping Stone paths in the SSBA's *Indigenous Education Responsibility Framework* (IERF).

- 2026–27 target IERF paths are 1a (staff development), 1c (good relations), 2b (policy context), and 3a (authentic engagement)

Strategies in Place:

- School-to-school or school-to-community collaboration (Hafford, NBCHS, St. Vital...)
- Five partnership agreements that require joint management:
 - ISSI with TSEC
 - ISSI with Witchekan Lake
 - Transportation agreement with Poundmaker
 - Urban reserve agreement with MGBHLM
 - Urban reserve agreement with Sweetgrass
- Establishing an Elders' Council with diverse representatives of Indigenous peoples and languages in our area
- **Elders Council Development**
 - **Maintain four meetings per year.**
 - **Deepen the process of seeking advice from elders during the development of policies and initiatives.**
 - **Develop the Elders' Council as a living resource for schools.**
- **Partnership Agreements**
 - **Sign three more agreements to formalize relationships, including one tuition agreement.**
- **Reconciliation Rubrics**
 - **Develop rubrics for Central Services to support reconciliation in operations.**
 - **Deepen development and actualization of school reconciliation goals.**



Staff Development

Service Lead

Outcome 3.1: *By 2030, LSKYSD will have established strong processes for staff onboarding, technical training, and professional development.*

Yearly Measures Toward Outcome:

- Percentage of positions with updated position profiles, onboarding expectations, and training/professional development (PD) expectations
- Percentage of surveyed staff who report professional growth due to the PD, the personal growth plan (PGP) process and training opportunities in which they engaged

Strategies in Place:

Onboarding

- We have progressively developed onboarding processes, expectations, and packages for new hires.
 - A yearly review and update of position profiles for all Central Services positions is in place. Implementation of an onboarding process for Central Services staff, educational assistants, and caretakers continues.
 - Central Services onboarding processes and associated supports will be published in an onboarding handbook and stored on mySky.
 - Content for all employees to receive during onboarding that explains who we are and why we do what we do in LSKYSD has been developed.
 - **An offboarding process for Central Services employees will be incorporated into the Onboarding Handbook and consistently implemented when employees exit the organization.**
 - **Teal modules will be refreshed, and new employees in Central Services will be expected to complete them during their first year of employment.**
 - **Onboarding processes and supports will be updated and clearly defined for employee groups who work in schools.**

Training and Professional Development

- We have progressively established processes and expectations for the coordination and delivery of technical training and PD.
 - Division-wide PD is coordinated, and PD day calendars are created annually. New teacher PD is held annually.
 - Training occurs for all teachers who are new to division-wide assessments.
 - A process for budget allocation to support onboarding, technical training, and PD is guided by LSKYSD's strategic plan, the PEP, and other regulations and requirements for staff.
 - Records are kept capturing substitute teacher costs associated with internal PD LSKYSD offers to staff.

- **An Administrators' Handbook is being completed.**
- Educational Assistant training continues to be developed and facilitated by the Student Services Coordinator, with support from the Learning Services team.
- **Training plans for Central Services roles, educational assistants, and caretakers continue to be developed.**
- **A comprehensive division-wide staff learning framework that defines onboarding, training, and ongoing professional learning expectations for all employee groups, with centralized access and resources available through mySky is being created.**
- **The Personal Growth Plan process (PGP) for Central Services employees is being strengthened.**



Staff Well-Being

HR Administrator

Outcome 3.2: *By the end of 2030, LSKYSD will achieve a 95% positive workplace experience rating reflecting psychologically safe, healthy, and supportive environments across LSKYSD schools and at Central Services.*

Outcome 3.2: *By the end of 2030, LSKYSD employees will demonstrate increased levels of belonging, confidence in their work, and connection to relevant supports that contribute to their well-being, as measured against a 2026–27 baseline.*

Yearly Measures Toward Outcome:

By the end of June 2026, a plan will be developed to align with the Mental Health section of the Provincial Education Plan.

By the end of June 2027, LSKYSD will establish baseline measures of employee belonging, confidence, and connection to relevant supports and identify priority areas and targets for improvement through 2030.

Strategies in Place:

- New employee orientation for all staff
 - Culture buddies at Central Service
 - Mentors at schools
- Central Services have an Onboarding Handbook.
- Space on mySky has been developed for Central Services employees.
- New to LSKYSD teacher workshop
- Workshop for new EA's
- Central Service huddles
- Living the LSKY values
- **Buildership Model for administrators**
- **Beginning teacher mentorship**
- **A staff survey for baseline data**
- **A division staff well-being framework**



Staff Development for Reconciliation

Service Lead and Superintendent

Outcome 3.3: *By 2030, all LSKYSD staff will have received training and professional learning to understand and take action toward truth and reconciliation. LSKYSD will move from “supporting” to “disrupting” in the goal of Intentional and developmental exposure, experience, and engagement in learning for all staff on the SSBA’s Indigenous Education Responsibility Framework (IERF).*

Yearly Measures Toward Outcome:

- All staff new to LSKYSD will have received *4 Seasons of Reconciliation* training within 12 months of being hired.
- All staff at Central Services and all members of the Board engage in reconciliation learning through Stepping Stones.
- All staff in schools participate in school reconciliation goals.

Strategies in Place:

- Stepping Stones curated resources are available to all staff on mySky.
- School reconciliation goals
- Central Services PGPs with reconciliation learning and eight hours to learn at work
- Elders’ Council to teach board and to support school goals
- **Atrieve used to track 4 Seasons of Reconciliation certificates**
- **New processes to support school reconciliation goal setting, monitoring, and reflecting**



Strategic Budgeting

Superintendent of Business

Outcome 4.1: *By 2030, LSKYSD will operate with a budget cycle that aligns with the four pillars of a Reimagined LSKYSD. The budget will support – not drive – core services, operational plans, and strategic plans.*

Yearly Measures Toward Outcome:

- Ensure 100% of budget managers have full access and an understanding of their 26/27 approved budgets.
- By 2027, revise Administrative Procedures 7.02 and 7.09 to formally embed the strategic budgeting realignment with divisional priorities.
- By 2027, initiate and implement a protocol to address the risk of capital expenditures within the decentralized school budget and approve a 5-year school capital budget cycle.
- Evaluate the first year of the new budget cycle and use budget holder feedback to continuously refine the process, ensuring it remains agile and responsive to evolving priorities.

Strategies in Place:

- A budget cycle has been initiated to become more inclusive and transparent.
- The 25/26 budget aligned with priorities and ERM to direct resources toward risks and strategies with student learning impact.
- We conduct quarterly budget reviews with specialists.
- **AP 7.02 and 7.09 will be rewritten and implemented.**
- **5-year capital purchasing cycle will be monitored.**



Optimal Staffing

Deputy Director

Outcome 4.2: *By the end of 2030, LSKYSD will be confident that we are right-sized, that jobs are well defined and that we are working fully in the new paradigm.*

Yearly Measures Toward Outcome:

By June 2027, we will complete an internal review of school-based support staff, excluding educational assistants, and establish a Central Services staffing request process to ensure staffing decisions effectively support system priorities and needs.

Strategies in Place:

- The high school configuration/SkyPlus model for rural high school redesign provides student choice and minimizes spending on out-of-division courses.
- The North Battleford elementary school reconfiguration (Connaught and McKittrick) has been completed.
- We have explored alternative funding sources for value-added services such as liaisons and nutrition workers.
- The teacher and educational assistant staffing formulas will be monitored to review the effectiveness of the changes made last year.
- **The Staffing Guidelines will be reviewed and updated to ensure we have the right staff allocated to meet the needs of schools.**
- **A Protocol will be developed to address staffing changes during the year.**
- **A clear process for making decisions about Central Services positions will be established.**

Risk Statements

Owner: Human Resources

Risk Title: Unfilled Vacancies

Risk: There is a risk that LSKYSD will not be able to hire individuals to fill vacancies due to a lack of quality candidates applying to postings, resulting in a reduced ability to provide effective programming to students.

Risk Title: OHS Safety Program

Risk: Because LSKYSD does not have a comprehensive Occupational Health and Safety Program, there are not adequate controls in place to minimize the risk of hazards in the workplace, which could result in injuries.

Owner: Superintendent

Risk Title: EA Allotment

Risk: There is a risk that LSKYSD allocates EAs at a rate that doesn't grow with the increase in student needs, leading to a decrease in the level of services offered to our students, resulting in the needs of complex students not being met.

Owner: IT

Risk Title: Tech Tools

Risk: There is a risk that technology tools will be used inconsistently across classrooms because instructional technology guidance is decentralized and informally distributed, resulting in inequitable student experience and preparedness, potential use of unapproved tools, and inefficient use of district resources.

Risk Title: Device Replacement

Risk: Because of a shift in supply chains leading to higher end user device costs there is an inability to maintain our current device replacement cycle, resulting in a less-than-ideal staff and student experience.

Owner: Service Lead

Risk Title: Data

Risk: There is a risk that LSKYSD staff accountable for projects have impractical access to shareable data caused by data not being collected or data being stored in ways that are inaccessible, and this results in staff being unable to demonstrate to themselves and others that projects are effective in using resources to achieve goals.

Owner: Facilities

Risk Title: Building Inspections

Risk: Because LSKYSD's current maintenance capacity (time/budget) is insufficient to address the sudden influx of high-priority deficiencies identified by new inspection protocols, we cannot bring all high-risk learning spaces into code compliance in a timely manner, resulting in serious preventable physical injury to staff or students.

Risk Title: Storage Squeeze

Risk: Because the aging Phoenix building and its deteriorating roof are making the large, heated storage space increasingly unsafe and at risk of becoming unusable, and no replacement has been identified, there is an urgent risk of inadequate storage across multiple departments, resulting in operational disruption, safety hazards, asset damage, increased costs, and reduced service.

Owner: Superintendents

Risk Title: Rural High Schools

Risk: There is a risk that LSKYSD fails to adapt its high school program delivery quickly enough to address rural depopulation and competition from Sask DLC, leading to the loss of organizational viability in rural schools, resulting in educational inequity for rural learners.

Risk Title: Staff Preparedness

Risk: There is a risk that classroom instruction will not consistently build foundational reading skills, due to varying levels of teacher proficiency in evidence based universal reading practices, which may result in students failing to develop essential literacy skills and diminishing the effectiveness of interventions and overall student outcomes.

Risk Title: Complex Needs

Risk: There is a risk that LSKYSD is unable to respond effectively to students due to the steady increase of complex and diverse needs resulting in limited support for students toward individualized goals and disrupted learning opportunities for all students.

Risk Title: Inequitable and Inconsistent Response

Risk: Because LSKYSD's student population is experiencing a rapid increase in complex and diverse needs, the current service delivery model is unable to scale effectively. This strain on capacity is resulting in the inability to respond effectively and the inconsistent access and inequitable support for complex needs students.

Risk Title: AI

Risk: There is a risk that the use of AI tools in the division, caused by their wide availability for nominal cost, will result in inequitable and invisible use of AI in ways that do not align with values, policies, and best practices.



LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Action Item

Strategic Action: 1.2 Affirming Environments

Date: September 30, 2026

STRATEGIC REPORTS

TO: Board of Trustees

FROM: Superintendent of Learning: Lindsay Charabin

SUBJECT: Affirming Environments: Mental Health and Responsive Environments

UPDATE ON STRATEGIC ACTION Affirming Environments 1.2:

Outcome 1.2: By 2030 we will have affirming spaces in which students feel a sense of safety and belonging as indicated by 80% of students reporting a positive sense of connection, belonging, and safety in schools on a student perceptual survey and reducing the achievement gap between Indigenous and non-Indigenous students.

Celebrations from 2025-2026 :

- **The Mental Health Capacity Building (MHCB)** program continues to build teacher and community capacity to support student mental health at NBCHS and BCS. The MHCB program is dedicated to the enhancement of protective factors and reduction of risk factors pertaining to the mental health and well-being of the students, families, caregivers, staff, and community members.
- **Social-Emotional Learning Professional Development and Shared Resources:** Resources and professional learning opportunities were provided through Learning Services meetings, workshops, and in-class support from the MHCB team. Parent engagement evenings and workshops were also offered throughout the year in collaboration with organizations such as the Canadian Mental Health Association, the Headstrong Youth Conference, and the Mental Health Summit. Additionally, work is underway to strengthen staff understanding and implementation of universal supports in classrooms through ongoing Social-Emotional Learning training opportunities.
- **Mental Health First Aid Facilitator Training: Supporting Northern Communities (Ministry of Health: Suicide Intervention Grant \$10,000):** Four facilitators, including a northern teacher and counsellor, have been trained to deliver Mental Health First Aid. The program is offered annually to Grade 11 and 12 students across the division. With certified in-house facilitators now in place, the division can expand delivery to students, staff, and community members, strengthening equitable mental health supports across northern



schools and communities. A training cycle is planned for implementation this fall.

- **Safetalk Training Teams- (Step Up for Mental Health Grant \$10,000):** MHCB and Universal Counseling -To increase awareness of suicide risk factors, protective factors and intervention strategies among youth and adults. Through this funding, we provided SafeTalk training to 330 students and 40 adults across 9 different schools and communities. We have developed a 3-year implementation cycle, where SafeTalk is offered to all Wellness 10 students, and have been working on Living Sky resources that support SafeTalk Resources (Includes websites, apps and contact info for support within our communities and online).
- **Planet Youth Community Coalition (North Battleford and Area):** Upstream approach to enhancing universal protective factors, not just for those who are at risk. Using the Icelandic model, the Planet Youth Coalition works within local community contexts to identify barriers and risk factors, enhancing youth well-being and reducing substance use.
- **Specialized Support Models:** support students with regulation needs by utilizing specialized professional staff and resources both at Cut Knife and McKittrick, building overall system capacity in supporting students with regulation needs.
- **The Restorative Action Program (RAP):** develops proactive responses and skill building to maintain relationships. The RAP Program saw an increase in support this year, with over 612 documented mediations, 1-1 and group sessions, as well as classroom presentations.
- **New Service Delivery Model:** has been developed. The new model identifies how we prioritize supports for students across our system, ensuring a systematic approach to providing individualized supports for our most complex students. This includes development of clear referral processes for each discipline, articulating available supports within our system, communicating timelines, a systematic approach to services, and partnerships with outside agencies.

Moving Forward into 2026-2027 :

- **Kimochi PD Pilot:** To enhance SEL and Literacy in Early Years classrooms, Pilot- Kimochi's are a social emotional learning tool where students are taught how to identify and work through their emotions in an age-appropriate way.
- **VTRA Training/Re-Certification Plan:** To ensure our school teams remain confident and up to date in VTRA protocols, we will be introducing a four-to-five-year Level 1 recertification cycle. This will be established for administrators and counsellors to maintain current knowledge of VTRA protocols and ensure consistent access to updates and best practices.
- Additional Staff are being trained in Restorative Mediation Professional Development to enhance capacity in working with students and families.



- Specialized support models support students with regulation needs at Cut Knife, McKittrick, and expanding to Connaught and Lawrence schools, building overall system capacity.
- Classroom Complexity Training and PD opportunities to support regulation within the schools. PD opportunities will be shared based on the intervention support and identified need of the school.
- **Therapeutic Crisis Intervention Training:** Two staff will be trained to provide Therapeutic Crisis Intervention training to staff who need additional supports for students, with an emphasis on de-escalation strategies, reducing harm and creating safe environments that promote emotional and physical co-regulation.
- Specialized support models support students with regulation needs at Cut Knife, McKittrick, expanding to Connaught and Lawrence schools, building overall system capacity in supporting students with regulation needs.





LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Date: September 30, 2026

ADMIN

TO: Board of Trustees

FROM: Austin Odnokon, Superintendent of Business

SUBJECT: Superintendent of Business Report

INTENT: Information

2026/2027 Budget Approval

Ministry of Education – August 27, 2026

The Division's 2026-27 estimated revenues and expenditures have been reviewed by the ministry. On behalf of the Minister of Education, we approve these revenues and expenditures, as submitted and enclosed, in accordance with section 280 Of The Education Act. 1995.

2026/2027 PMR Approval

Ministry of Education – August 28, 2026

The Ministry of Education has completed its review of the divisions Three-Year PMR Plan for 2027-28 to 2029-30 and is pleased to inform you that it has been approved.

2026/2027 SSBA General Insurance Plan

SSBA – September 23, 2026

Subscription Agreement for the GIP has been renewed in 2026.

There have been **no changes to the terms and conditions** of the agreement. The renewed agreement will be effective for a five-year term, commencing in 2026 and expiring in 2031.





August 28, 2026

Ronna Pethick, Board Chair
Living Sky School Division No. 202
ronna.pethick@lskysd.ca

Dear Ronna Pethick:

Thank you for the submission of your school division's estimated revenues and expenditures for the 2026-27 school division fiscal year as required by section 51 of *The School Division Administration Regulations*.

Your 2026-27 estimated revenues and expenditures have been reviewed by the ministry. On behalf of the Minister of Education, I approve these revenues and expenditures, as submitted and enclosed, in accordance with section 280 of *The Education Act, 1995*.

Provincial operating grants are authorized to your Board of Education pursuant to sections 310 and 311 of *The Education Act, 1995* (the Act). Monthly authorization will occur provided eligibility criteria in subsection 312(3) of the Act are met; if any requirements are in breach, it can lead to the use of the Minister's powers as laid out in 315.1 of the Act. In addition to meeting eligibility criteria in the Act, payments for the period of April to August 2027 are subject to the Legislative Assembly of Saskatchewan having appropriated funds out of which the grants may be paid in the 2027-28 government fiscal year.

I would like to take this opportunity to thank your board and division staff for their time and effort in completing these documents. If you have any questions or concerns, please contact Leanne Forgie, Director of Financial Analysis and Reporting, Education Funding, at leanne.forgie2@gov.sk.ca or 306-787-6634.

Sincerely,

Louise Michaud

Attachment

cc: Brenda Vickers, Director of Education, Living Sky School Division No. 202
Sameema Haque, Assistant Deputy Minister, Education
Lisa Palmarin, Chief Financial Officer, Living Sky School Division No. 202
Leanne Forgie, Director, Financial Analysis and Reporting, Education Funding, Education

Living Sky School Division No. 202
CASH BUDGET
For the period ending August 31, 2027

Chart of Accounts	Description	Budget 2026-27
REVENUES		
1-1-01-000-000	Property Taxes and Other Related	-
1-1-02-000-000	Grants	76,404,345
1-1-03-000-000	Tuition and Related Fees	6,860,557
1-1-04-000-000	School Generated Funds	2,125,000
1-1-07-000-000	Complementary Services	2,126,389
1-1-08-000-000	External Services	1,651,776
	Restructuring	-
1-1-05-000-000	Other Revenue	1,278,450
	Total Revenues	90,446,517
EXPENDITURES		
1-2-10-000-000	Governance	499,056
1-2-11-000-000	Administration	3,754,426
1-2-12-000-000	Instruction	59,268,089
1-2-13-000-000	Plant	11,977,888
1-2-14-000-000	Transportation	10,433,993
1-2-15-000-000	Tuition and Related Fees	388,228
1-2-16-000-000	School Generated Funds	2,125,000
1-2-21-000-000	Complementary Services	2,277,699
1-2-22-000-000	External Services	1,724,140
	Restructuring	-
1-2-17-000-000	Other Expenses	12,000
	Total Expenditures	92,460,519
	Excess (Deficit) for the year	(2,014,002)

ADDITIONAL INFORMATION REQUESTED FROM THE SCHOOL DIVISIONS:

	Budget 2026-27
Tangible Capital Assets:	
(-) Purchases	358,000
(+) Proceeds from disposals	-
Long Term Debt, including capital leases:	
(-) Repayments of the year	71,624
(+) Debt issued during the year	-
NON-CASH GAIN/EXPENSES:	
(+) Amortization expense	1,932,000
(-) Gain on disposals of tangible capital assets	-
(+) Employee Future Benefits expenses	151,200
OTHER CASH REQUIREMENTS:	
(-) Employee Future Benefits expected payments	145,800
NET EXCESS (DEFICIT) CASH OF THE YEAR	(506,226)
FINAL DEFICIT/EXCESS POSITION WILL BE COVERED BY/ALLOCATED TO:	
S.286 /Federal Capital Tuition Reserves	-
Unused PMR funding from previous years	-
Designated Assets	506,226
Unrestricted Surplus	-
Other	-
REVISED CASH POSITION	-

Unity BOARD CHAIR COMMITMENTS FOR JUNE, 2026

June 1 - SSBA Regional Board Engagement Meeting in Moose Jaw

June 2 - Governance in the Headlines #KPMG #Whistleblowing #Accountability - Webinar

June 3 - Student Hall of Fame Banquet

June 5 - Sakewew LINC Negotiations

June 9 - Governance in the Headlines #KPMG #Whistleblowing #Accountability - Webinar

June 10 – Board Agenda Setting Planning Meeting

June 10 – Sakewew Staff and Board Supper

June 11 – Living Sky School Division LINC Negotiations

June 12 – SSBA Emergency Succession Plan Executive Update

June 15 – SSBA Executive Human Resources Committee Meeting

June 16 – Evaluating Evaluations: Maximizing the Value of Your Board and CEO Evaluation - Webinar

June 17 – Sakewew Board Meeting

June 17 – Living Sky Board Meeting

June 23 – The Governance Solutions Podcast #Governance #Principles #Accountability - Webinar

June 26 – Unity Comprehensive High School Graduation

June 26 – Cut Knife Community School Graduation

June 29 – Living Sky School Division LINC Negotiations

June 30 – Fit to Serve: 3 Indicators of Board-Level Governance Fitness – Webinar

BOARD CHAIR COMMITMENTS FOR JULY, 2026

July 5 - Canadian School Boards Association (CSBA) Congress

July 6 - Canadian School Boards Association (CSBA) Congress

July 7 - Canadian School Boards Association (CSBA) Congress

July 7 - Governance in the Headlines #CEO #Oversight #Performance Evaluation – Webinar

July 8 - Canadian School Boards Association (CSBA) Congress

July 14 – The Board’s Blind Spot: What Every Board Should Know About Infrastructure Risk – Webinar

July 21 – The Governance Solutions Podcast #Governance #Principles #Accomplishment – Webinar

BOARD CHAIR COMMITMENTS FOR AUGUST, 2026

August 10 – Board Advance Planning Meeting

August 11 – Risk Governance vs. Risk Management: The Difference Between Governing Risk and Managing Operations – Webinar

August 12 – Board Advance

August 13 – Board Advance

August 14 – SSBA Executive Evaluation with Facilitator

August 18 – Poundmaker 2 Bus Celebration - Battleford

August 23 – SSBA Executive Retreat – Cypress Hills

August 24 – SSBA Executive Retreat – Cypress Hills

August 25 – SSBA Executive Retreat – Cypress Hills

August 25 – The Governance Solutions Podcast #Governance #Principles #Measurement - Webinar



Information Items



Living Sky School Division No. 202
2026-2027 Enrolments - September 15, 2026

School														Total	K-12 Proj	K-12 Var	PK	PK seats avail	Sept 15 2025
	K	1	2	3	4	5	6	7	8	9	10	11	12						
Battleford Central School	30	26	35	38	50	50	49							278	280	-2	18	18	324
Bready School	27	31	33	40	36	33	49							249	268	-19			282
Cando Community School	3	5	1	6	5	8	2	6	7	27	21	12	27	130	104	26			111
Connaught School	35	34	30	36										135	134	1	28	40	165
Cut Knife Community	10	13	7	14	13	12	16	12	11	15	12	18	8	161	172	-11	10	13	171
Hafford Central School	5	7	6	13	8	11	9	6	17	5	4	13	7	111	121	-10			129
Hartley Clark School	17	9	11	19	14	11	15							96	98	-2			91
Heritage Christian School	7	2	4	7	0	3	5	2	3	2				35	35	0			33
Hillsvale Colony School	5	3	5	1	2	1	3	3	4					27	27	0			24
Home Based	11	17	14	15	21	14	15	21	13	14	6	9	7	177	193	-16			163
Kerrobot Composite School	22	10	19	12	13	15	7	22	13	9	10	17	11	180	182	-2			174
Lakeview Colony School	1	6	0	1	6	0	0	2	1	1				18	19	-1			18
Lawrence School	24	11	23	21	25	27	27							158	167	-9	32	28	205
Leoville Central School	10	9	9	10	4	9	7	13	9	15	10	10	9	124	126	-2	2	9	144
Luseland Colony	3	3	11	0	2	5	1	0	1	2				28	20	8			0
Luseland School	20	7	10	14	17	21	18	15	7	20	11	12	18	190	197	-7			191
Macklin School	24	7	27	21	21	16	25	28	33	25	12	25	17	281	281	0	16	14	300
Maymont Central School	6	6	6	4	14	8	11	18	9	11	4	9	7	113	120	-7	13	10	133
McKittrick Community					23	31	37							91	98	-7			112
McLurg High School								26	20	20	20	17	20	123	117	6			114
Meadow Lake Christian Academy	3	7	4	3	3	1	5	5	1	2	1	1	1	37	47	-10			42
Medstead Central School	12	10	5	14	9	10	10	19	4	13	6	3	13	128	132	-4	6	7	130
Newmark Colony	2	1	1	1	1	2	2	0	1					11	11	0			9
Norman Carter School	16	21	21	19	15	19	23							134	136	-2			139
North Battleford Comprehensive High School								176	162	167	159	199	234	1097	1120	-23			1186
Scott Colony School	0	4	2	3	1	3	3	4	1	1				22	25	-3			26
Spiritwood High School								26	28	37	58	49	42	240	223	17			233
St. Vital Catholic School	27	21	18	27	18	20	21	21						173	170	3	24	42	210
Unity Composite High School								46	47	61	50	54	46	304	308	-4			321
Unity Public School	34	31	20	40	33	43	30							231	221	10	22	30	252
Total	354	301	322	379	354	373	390	471	392	447	384	448	467	5082	5152	-70	171	211	5432

actually -44 with homebased and associate schools removed



CONTINUOUS AGENDA 2026-2027

Strategic Priorities

Strategic Mandate: to enhance student learning, well-being, transitions and equity

Strategic Priority	Outcome Areas	Reporting Periods
Students (Stakeholders)	Responsive Programming for Emerging Needs Affirming Environments	Plan Overview – SEP 30 Four Updates: • Update #1 – DEC 16 • Update #2 – MAR 24 • Update #3 – JUN 16
Internal Processes	Deepen Redesign Reconciliation in Processes	
Staff Capacity (Learning & Growth)	Staff Development Staff Well-being Reconciliation	
Finances	Strategic Budgeting Optimal Staffing	

Information Items

- In addition to strategic work, Information Items will be presented as listed here:
 - October: HR, Information Technology & Transportation
 - December: Accounting/Payroll, PR/Advancement & Procurement
 - January: Facilities
 - February: Information Technology
 - March: PR/Advancement, Transportation
 - May: Facilities, HR
 - June: Payroll/Accounting & Procurement
 - Service Leads – included in strategic plan reporting
 - Superintendent of Business BAU – when required
 - Superintendents – Nov (School Goals/SLIP) & Jan (Supervision/Curriculum)
- Director's Reports
 - Presented at each meeting
 - Local and provincial updates
 - Log of school visits/meetings
- Data Reports
 - Presented with strategic updates
- School Visits – TBD
 - Where appropriate
- Board Working Sessions – TBD
- MLA Invite: September
- Opposition Invite: January



SEP	SEP 9 – Public Section Executive (Board) – 9:00 am to 11:00 am (Zoom) SEP 14 – Public Constituency Liaison Table 9:00 am to 11:00 am (Zoom) SEP 17 & 18 – SSBA Executive Meeting SEP 18 – SSBA Board Chair Council – 1:00 pm – 4:00 pm (Regina)	
	SEP 9 – Audit Committee Meeting (Central Services) – 2:00 pm SEP 30 – Elder’s Council (Central Services) 4:00 pm – 5:00 pm	
	SEPTEMBER 30, 2026 (Wednesday): Board Meeting – 5:30 pm	
	Strategic Plan Overview (Actions, Outcomes and Metrics)	Brenda Vickers, Director
	Extra-Curricular Committee & Maymont Joint-Use Facility Update	Mary Linnell, Trustee
OCT	OCT 15 and 16 – SSBA Executive Meeting OCT 19 – Board Chair Council – 8:30 am to 9:30 am (Virtual) OCT 29 – Public Section Table Officers 9:00 am – 11:00 am (Zoom)	
	OCT 28 – Meet with Heritage Christian & Meadow Lake Christian Board & Admin (Central Services) 4:00 pm – 5:00 pm	
	OCTOBER 28, 2026 (Wednesday): Board Meeting – 5:30 pm	
	Info Items: • HR • Information Technology • Transportation	
NOV	NOV 5 – Public Section Executive (Board) – 7:00 pm – 9:00 pm (Zoom) NOV 15 – 17 – Fall Assembly (Regina Delta) NOV 15 – SSBA Executive Meeting 11:00 am – 12:00 pm (Regina Delta) NOV 15 – Board Chair Council 1:00 pm – 4:00 pm (Regina Delta) NOV 15 – Public Section Organizational Meeting 4:30 pm NOV 16 – Public Section Executive (Board) (Delta Regina) lunch NOV 30 – Public Section Table Officers 9:00 am – 11:00 am (Zoom)	
	NOVEMBER 12, 2026 (Thursday): Organizational Board Meeting – 4:00 pm	
	Organizational Meeting (review and sign Code of Conduct)	
	Info Item: • School Goals/SLIP	Superintendents

	NOV 24 – Audit Committee Meeting (Central Services) – 2:00 pm	
	NOVEMBER 24, 2026 (Tuesday): Board Meeting – 4:00 pm	
	Audited Financial Statements Annual Report	Austin Odnokon, Superintendent of Business Senior Leadership Team Kelsie Valliere, PR/Advancement Specialist
DEC	DEC 7 - Public Constituency Liaison Table 9:00 am to 11:00 am (Zoom) DEC 10 – SSBA Executive Meeting (Location TBD) DEC 21 – Jan 1 – Christmas Break	
	DEC 16 – Elder’s Council (Central Services) 4:00 pm – 5:00 pm	
	DECEMBER 16, 2026 (Wednesday): Board Meeting – 5:30 pm	
	Strategic Update #1 (Data) Info Items: - Accounting/Payroll - PR/Advancement - Procurement	Senior Leadership Team
JAN	JAN 14 & 15 – SSBA Executive Meeting (Saskatoon)	
	JANUARY 27, 2027 (Wednesday): Board Meeting – 4:00 pm – VIRTUAL MEETING	
	Catholic Advisory Committee Update Info Item: - Supervision/Curriculum - Facilities	Glen Leask, Trustee Bailey Kemery, Trustee Superintendents
FEB	FEB 4 – SSBA Board Chair Council 9:00 am – 12:00 pm (Virtual) FEB 12 – Public Section Table Officers 9:00 am – 11:00 am (Zoom) FEB 15 to 19 – Family Day/Winter Break FEB 22 – Public Service Executives (Board) 9:00 am – 11:00 am (Zoom)	
	FEBRUARY 24, 2027 (Wednesday): Board Meeting – 4:00 pm – VIRTUAL MEETING	
	School Year Calendar Approval Info Item: Information Technology	Christine Gibson, Superintendent of Learning

MAR	MAR 1 - Public Constituency Liaison Table 9:00 am to 11:00 am (Zoom) MAR 4 & 5 – SSBA Executive Meeting (virtual) MAR 8 – Board Chair Council time TBD (virtual) MAR 8 to 10 – LEADS APC (Saskatoon) MAR 26 to APR 2 - Easter Break	
	MAR 24 – Elder’s Council (Central Services) 4:00 pm – 5:00 pm	
	MARCH 24, 2027 (Wednesday): Board Meeting – 5:30 pm	
	Strategic Update #2 (Data) Heat Map Presentation Board Advance Plan (incl Director Performance & Board Evaluation) Info Items: • PR Advancement • Transportation	Senior Leadership Team Senior Leadership Team Ronna Pethick, Board Chair
APR	MAR 26 to APR 2 - Easter Break APR 2 – Public Section Table Officers 9:00 am – 11:00 am (Zoom) APR 7 – SSBA Executive Meeting (Saskatoon Sheraton) APR 8 & 9 – 2027 SSBA Spring Assembly (Saskatoon Sheraton) APR 8 – Public Section Engagement - TBD APR 9 – Public Section Executive Meeting (Saskatoon Sheraton) lunch TBD – SASBO (Regina)	
	APR 7 – tentative planning meeting (Central Services) time TBD – Austin Odnokon, Superintendent of Business	
	APRIL 28, 2027 (Wednesday): Board Meeting - 4:00 pm	
	LOC Joint Board Meeting (LOC turn to host) – date TBD Budget Process Presentation Hutterian Committee Update	Brenda Vickers, Director Ronna Pethick, Trustee Nicole Kobelsky, Trustee Bailey Kemery, Trustee
MAY	MAY 10 - Public Constituency Liaison Table 9:00 am to 11:00 am (Zoom) MAY 13 – Public Section Table Officers 9:00 am – 11:00 am (Zoom) MAY 13 to 14 – SSBA Executive Meeting MAY 17 – Public Section Executive (Board) 7:00 pm – 9:00 pm MAY 31 – SSBA Board Chair Council – 8:30 am to 9:30 am (virtual)	
	MAY 26, 2027 (Wednesday): Board Meeting - 4:00 pm	
	Budget Associated School Committee Update	Brenda Vickers, Director Austin Odnokon, Superintendent of Business Glen Leask, Trustee Kelly Schneider, Trustee

	Info Items: - Facilities - HR	
JUN	JUN 3 and 4 – Public Section General Meeting and PD (location TBD)	
	JUN 16 – Elder’s Council (Central Services) 4:00 pm – 5:00 pm	
	JUNE 16, 2027 (Wednesday): Board Meeting - 5:30 pm	
	Budget Strategic Update #3 (Data) Info Items: - Payroll/Accounting - Procurement	Brenda Vickers, Director Austin Odnokon, Superintendent of Business Senior Leadership Team
AUG	Board Advance - Governance/Director Review - Professional Learning - Policy Review	Board/Senior Leadership Team

Stronger School Community Councils

Partnering for Student Success

A guide for administrators

When families, schools and communities work together, students do better.



Your Key Responsibilities

- ✓ Ensure the AGM is held by October 31st.
- ✓ At your first SCC meeting of the year:
 - ✓ Present your SLIP and have your SCC approve it.
 - ✓ Review the SCC Handbook and Constitution (updated with information about fundraising).
 - ✓ Inform your SCC of staffing changes — who's been hired, etc.
 - ✓ Discuss plans for SCC funds and how they might support the SLIP for the year.

Why Strong SCCs Matter

Research shows that a formal SCC structure alone does not overcome barriers to parent participation or build parents' confidence in educational decision-making. (ERIC)

Saskatchewan research has identified barriers such as:



Time



Unclear expectations



Mistrust



Previous negative experiences



Feeling their contributions aren't valued



Other life pressures



10 Practical Ways to Re-Imagine SCC Engagement



Make the Work Meaningful

1. Put one meaningful question at the center of every meeting.
(e.g., "What would make our school a place where every student feels they belong?")
2. Connect discussions to real student data and the SLIP.
3. Always follow up: "Here's what we heard... and here's what we're doing with it."



Open Many Doors to Participate

4. Broaden your definition of SCC engagement.
5. Offer multiple ways for parents to contribute — not just full meeting attendance.
6. Introduce the "Many Doors Into SCC" model:
 - Core SCC — regular members
 - Contributing Parents — occasional participation
 - Community Voices — Elders, organizations, businesses
 - Parent Voice — broader consultation



Build Relationships & Influence

7. Intentionally reach out to the parents you don't currently hear from.
8. Invite parents personally and purposefully.
9. Make the SCC visibly influential.
Use a "You Said / We Did" record to show the impact of their input.
10. Celebrate and appreciate SCC work.



Strong SCCs don't just support the school — they strengthen our students, families and community.

Building Stronger School Community Councils

Partnering for Student Success

Living Sky School Division

Slide 1 – Title

The Research

"The formal SCC structure does not necessarily overcome barriers to parents' meaningful participation or build parents' confidence in educational decision-making." (ERIC)

Common Barriers:



Time



Unclear expectations



Mistrust



Previous negative experiences



Feeling their contributions aren't valued

Slide 3 – Research & Barriers

10 Ways to Re-Imagine SCC Engagement



Make the Work Meaningful



Open Many Doors to Participate



Build Relationships & Influence

Slide 5 – 3 Key Themes



Open Many Doors to Participate

- ✓ Broaden your definition of SCC engagement.
- ✓ Offer multiple ways for parents to contribute.
- ✓ Introduce the "Many Doors Into SCC" model.

Core SCC
Regular members

Contributing Parents
Occasional participation

Community Voices
Elders, organizations, businesses

Parent Voice
Broader consultation

Slide 7 – Many Doors to Participate



Build Relationships & Influence

- ✓ Intentionally reach out to the parents you don't currently hear from.
- ✓ Invite parents personally and purposefully.
- ✓ Make the SCC visibly influential.
Use a "You Said / We Did" record.
- ✓ Celebrate and appreciate SCC work.

Slide 8 – Build Relationships & Influence

Why SCCs Matter

When families, schools and communities work together, students do better.



Improved student learning



Stronger sense of belonging



Healthy school communities

Slide 2 – Why SCCs Matter

Your Key Responsibilities

- ✓ Ensure the AGM is held by October 31st.
- ✓ At your first SCC meeting of the year:
 - ✓ Present your SLIP and have your SCC approve it.
 - ✓ Review the SCC Handbook and Constitution (updated with information about fundraising).
 - ✓ Inform your SCC of staffing changes.
 - ✓ Discuss plans for SCC funds and how they might support the SLIP for the year.

Slide 4 – Key Responsibilities



Make the Work Meaningful

- ✓ Put one meaningful question at the center of every meeting.
- ✓ Connect discussions to real student data and the SLIP.
- ✓ Always follow up: "Here's what we heard... and here's what we're doing with it."

Slide 8 – Make the Work Meaningful

Thank You

Together, we can build stronger School Community Councils and brighter futures for our students.

Slide 9 – Thank You