

A large, faint, light gray logo of a swan is positioned in the background, centered behind the text. The swan is depicted in profile, facing right, with its neck curved back and its tail feathers visible.

Swan Valley School Division

Public Budget Consultation Meeting

March 12, 2025

7:00 PM

Swan Valley School Division

Board Chair Gary Wowchuk

Land Acknowledgement & Opening Remarks



"THE ROAD WE TRAVEL IS EQUAL IN IMPORTANCE
TO THE DESTINATION WE SEEK. THERE ARE NO SHORTCUTS.
WHEN IT COMES TO TRUTH AND RECONCILIATION
WE ARE FORCED TO GO THE DISTANCE."

- THE HONORABLE MURRAY SINCLAIR

Student Demographics and Enrolment Trends

Disaggregation	Number of Students					Percentage of Student Population				
	2023-24	2024-25	2025-26	2026-27	2027-28	2023-24	2024-25	2025-26	2026-27	2027-28
Total student enrolment	1441	1445								
Students receiving English as an Additional Language (EAL) services	17	34				1%	2%			
Self-declared Indigenous students	636	635				44%	44%			
Newcomer and/ or refugee students	7	4				0%	0%			
Children in care of Child and Family Services (CFS)	124	125				9%	9%			
Students receiving Tier 3 supports (EBD3, Therapeutic School Initiative, CMP, IEP, AEP, BIP)	200	570								

Program	Number of Students					Percentage of Student Population				
	2023-24	2024-25	2025-26	2026-27	2027-28	2023-24	2024-25	2025-26	2026-27	2027-28
English Program	1371	1372				95%	95%			
French Immersion	70	73				5%	5%			
Senior Years Technology Education Program (credits)	1365	1371								

Staffing Profile

Position	Number (FTE)				
	2023-24	2024-25	2025-26	2026-27	2027-28
Classroom Teachers	95	87.33			
Counsellors	5	5.5			
Custodians					
Educational Assistants	85	108.5			
Library Technicians					
Literacy Coaches	0	0			
Numeracy Coaches	0	0			
Occupational Therapists	0	0			
Physiotherapists	0	0			
Principals	7	7			
Psychologists	1	1			
Reading Clinicians	0	0			
Resource Teachers	7	10.5			
Office Assistants					
Social Workers	0	0			
Speech Language Pathologists	1	0			
Teachers supporting special needs low enrolment classes					
Vice Principals	3	3			
Prescence and Engagement Facilitator	1	2			
Technology Facilitator	0.5	0.5			
Better Beginnings/Sensory Gym Facilitator	0.5	0.5			



Kindergarten Trends 2017-2025

	Actual Sept. 2018	Actual Sept. 2019	Actual Sept. 2020	Actual Sept. 2021	Actual Sept. 2022	Actual Sept. 2023	Actual Sept. 2024	Projected 2025
Benito School	8	10	9	5	7	12	7	8
Bowsman School	12	5	6	12	11	8	7	10
Ecole Swan River South	13	9	11	6	15	7	5	6
Heyes Elementary School	20	23	19	20	22	23	0	0
Minitonas School	10	14	11	14	14	13	10	13
Taylor School	48	28	28	24	31	51	54	60
Total	111	89	84	81	100	114	83	97



Projected 2025 Enrollment

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Benito School	8	7	9	5	7	11	11	7	5					70
Bowsman School	10	7	9	8	16	8	11	12	9					90
Ecole Swan River South	6	4	7	11	6	6	67	79	68					254
Heyes Elementary School				68	55	63								186
Minitonas School	13	10	16	14	9	9	11	8	15					105
Swan Valley Regional Secondary School										120	110	125	160	515
Taylor School	60	66	72											198
Total	97	94	113	106	93	97	100	106	97	120	110	125	160	1,418

Swan Valley School Division

The Division is dedicated to enhancing **literacy, numeracy, and wellness** practices to improve our teachers' pedagogy within data-driven professional learning communities.



NUMERACY

**If the desired state
of our students is...**

A numerate student will be able to confidently apply mathematical understanding to solve problems and make decisions in their everyday lives.

Students will have a strong foundation in number sense, patterns and relationships, shape and space, and statistics and probability.

Students will be able to connect mathematical concepts to real-life situations through activities like budgeting, shopping, and analyzing data, fostering a sense of practicality and relevance in their learning.

Students will be able to communicate their mathematical thinking effectively, explaining their reasoning and justifying their solutions.

**then we as
educators will...**

Execute the Numeracy Achievement Program with fidelity as a framework for grades 4 to 9.

Practice a Response to Intervention (RTI) Strategy that includes tier 1 instruction, tier 2 intervention, and tier 3 interventions to help students achieve grade-level proficiency in numeracy.

It is essential to understand the skill level of each student so that we can provide tailored programming that meets their individual needs.

Provide students with opportunities to use various learning approaches, including mental math, estimation, problem-solving, and technology integration, ensuring students develop a versatile toolkit for mathematical thinking.

**When the students
don't learn the skills,
we will...**

Integrate the global competencies into our learning goals.

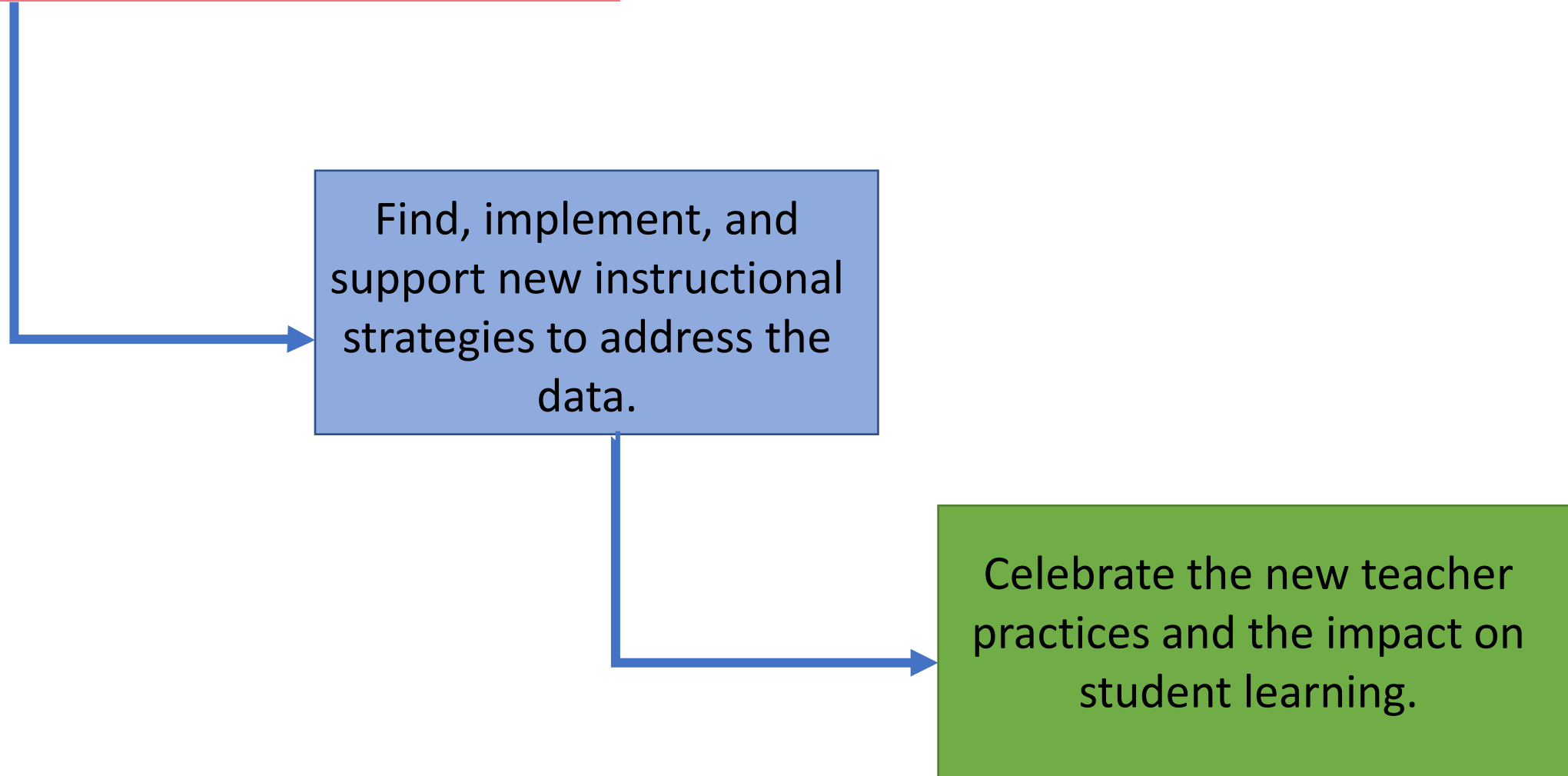
Provide data in a valid and reliable format to identify common student deficits.

Find alternate instructional strategies that may address the student's deficits.

Support the learning of the new instructional strategy and the professional improvement of teachers via PLC time and resources.

Celebrate the new learning and work to ensure effective improvements are sustained in the division.

#15	13%	8N8	Solve problems involving positive rational numbers.
#38	6%	6SS6	Perform a combination of transformations (translations, rotations, or reflections) on a single 2-D shape, and draw and describe the image.
#16	4%	8N8	Solve problems involving positive rational numbers.
#36	3%	7SP2	Determine the effect on the mean, median, and mode when an outlier is included in a data set.



LITERACY

**If the desired state
of our students is...**

A literate student will not only be able to read and write but will be able to use a dynamic and evolving set of practices that are essential for participating in diverse communities and navigating the complexities of the modern world.

Students will be able to engage with and create multimodal texts that combine print, digital, visual, and other modes of communication.

Students will be adaptable and flexible in their learning and be able to adjust their communication approaches depending on the specific context and purpose.

**then we as
educators will...**

Institute the UFLI literacy framework with fidelity in K to 3.

Apply the new K to 12 ELA Curricula (2020).

Integrate the Global Competencies into our learning goals.

**When the students
don't learn the skills,
we will...**

Provide data in a valid and reliable format to identify the areas where our students are not finding success.

Find alternate instructional strategies that may address the student deficits.

Identify, learn, and improve our practice pertaining to Grades 3 to 9 in tier 2 and tier 3 Literacy Intervention.

Support the learning of the new instructional strategy and the professional improvement of teachers via PLC time and resources.

Celebrate the new learning and work to ensure effective improvements are sustained in the division.

WELLNESS

**If the desired state
of our students is...**

- A well student maintains a balanced lifestyle, effectively managing time between academics, extracurricular activities, and personal care.
- They have strong, supportive relationships and communicate openly with friends, family, and mentors.
- This student handles stress well through mindfulness and relaxation techniques, and they are self-aware, understanding their emotions and expressing them healthily.
- They set realistic goals, celebrate achievements, and learn from setbacks, all while staying engaged and motivated in their pursuits.
- Resilient and community-minded, they participate in activities that give back, fostering a sense of belonging and purpose.

**then we as
educators will...**

- Maintain our snack and lunch programs to ensure ALL our students are fed.
- Provide opportunities for students to see themselves in their learning and are given opportunities to build positive identities.
- Create supportive social and physical environments for staff and students.
- Practice effective teaching and learning practices.
- Establish and follow healthy school policies.
- Create and/or sustain strong partnerships and services for our students and their families.
- Meet the Calls to Action by integrating Indigenous Excellence into our pedagogy and school culture to create permanence.

**When the students
don't learn the skills,
we will...**

- Provide data in a valid and reliable format to identify the areas our students are not finding success.
- Find alternate instructional strategies that may address the student deficits.
- Support the learning of the new instructional strategy and the professional improvement of teachers via PLC time and resources.
- Celebrate the new learning and work to ensure effective improvements are sustained in the division.
- Continue and build upon the Therapeutic Classroom Initiative.
- Support the learning and implementation of Responsive Classroom practices for all Kindergarten to Grade 8 Teachers.
- Build support structures to support our staff in terms of professional growth that will in turn strengthen our recruitment and retention of staff.

Swan Valley School Division

The Northern Lights Institute of Trades & Technology and its S.V.R.S.S. feeder programs are dedicated to sensing and responding to the valley's labor market needs.



Swan Valley School Division

Recruitment and Retention of Teachers

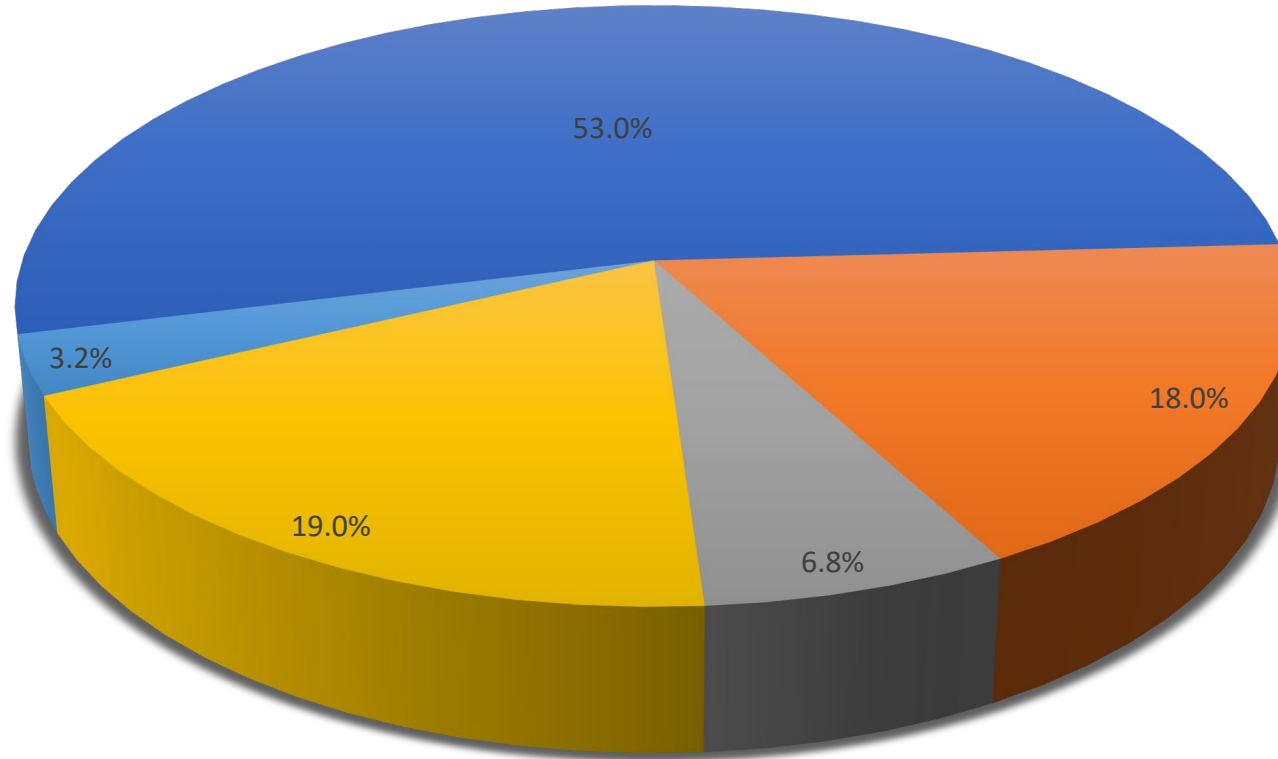
- 1) \$6000 (up to \$400 per course) for all EA's working on becoming a teacher.*
- 2) Support of all leaves for PENT and CATEP students in uncertified teacher or EA positions, short term pain for long term gain.*
- 3) Attending U of S and BU recruiting fairs.*
- 4) Created a recruitment strategy at a principal meeting supported by updated recruitment book([4d14d3cc-787b-45a2-a5d7-e598831dd51b TeachersRecruitmentBooklet.pdf](#)), post card hand out ([Teacher Recruitment in the Swan Valley](#)), and video.*
- 5) Partnered with Manitoba Housing to provide affordable rentals in Minitonas and Bowsman for student teachers and new hires.*
- 6) Exploring a partnership with the Elbert Chartrand Friendship Center Housing Corporation via N.I.T.T.*

CHANGE IN SUPPORT FROM 2024/2025 ESTIMATE TO 2025/2026 ESTIMATE				
As at Mar. 10, 2025				
	DSF2024-25E2	DSF2023-24E2		
Revised SFB Funding Announcement w/o any SVSD changes	2024/2025	2025/2026	Difference	
	ESTIMATE	ESTIMATE	Amount	%
Base Support	\$4,661,703	\$4,739,527	\$77,824	1.7%
Categorical Support	2,307,584	2,249,051	(58,533)	(2.5%)
Equalization Support	3,193,207	3,733,555	540,348	16.9%
School Building (D-Grant) Support	66,480	66,180	(300)	(0.5%)
Formula Guarantee	150,040	0	(150,040)	(100.0%)
Technology Enhancement Equipment Replacement	62,700	62,700	0	0.0%
Total Operating Support	\$10,441,714	\$10,851,013	\$409,299	3.9%
Tax Incentive Grant (TIG)	\$528,249	\$528,249	\$0	0.0%
TIG Guarantee (TIGG)	\$466,117	\$466,117	\$0	0.0%
Property Tax Offset Grant	\$659,197	\$659,117	(\$80)	(0.0%)
Total Operating including TIG & TIGG	\$12,095,277	\$12,504,496	\$409,219	3.4%
Additional Funding for Special Needs	\$129,570	\$129,570	\$0	0.0%
Nutrition Grant	\$156,000	\$172,000	16,000	10.3%
Additional Operating Support/Grants	\$1,191,884	\$1,287,964	\$96,080	8.1%
Total including Additional Operating Support & Special Needs	\$13,572,731	\$14,094,030	\$521,299	3.8%
Less: Estimated Funding Adjustment			\$305,509	
Less: New Nutrition Grant = New Expenditures To Support Initiative			\$16,000	
	Adjusted Change In Funding		199,790	1.47%

Revenue	WIP - 25/26	24/25 Budget	
Provincial Government	19,009,597	15,140,731	3,868,866
Federal Government	0	2,245,000	(2,245,000)
Municipal Government - Property Tax	4,643,246	8,220,528	(3,577,282)
0.05 Mill Decrease 12.167 To 12.117			
- Other	0	0	0
Other School Division	4,000	8,000	(4,000)
First Nations	479,264	550,400	(71,136)
Private Organizations and Individuals	208,580	214,980	(6,400)
Other Sources	105,681	231,181	(125,500)
Total Operating Revenue	24,450,368	26,610,820	(2,160,452)
Expenses			
Regular Instruction (Draft Budget Combined)	20,995,264	21,005,598	(10,334)
Student Support Services	0	0	0
Adult Learning Centres	0	0	0
Community Education and Services	0	0	0
Divisional Administration	968,766	923,305	45,461
Instructional and Other Support Services	0	0	0
Transportation of Pupils	2,255,737	2,233,321	22,416
Operations and Maintenance	3,041,219	2,900,573	140,646
Fiscal	454,000	455,600	(1,600)
Total Operating Expenditures	27,714,986	27,518,397	196,589
Current Year Operating Surplus (Deficit)	(3,264,618)	(907,577)	(2,357,041)
Net Transfers from (to) Capital Fund	(1,000)	(1,000)	0
Net Current Year Surplus (Deficit)	(3,265,618)	(908,577)	(2,357,041)

Sources of Revenue

Does Not Reflect 2025 Change In SVSD Levy (Municipal Revenue)



■ Provincial Revenue \$13.0 M
- Majority of our revenue
- Determined by enrolment

■ Provincial Tax Credits \$4.39 M
- Various credits depending
on type of property owned

■ Provincial Tax Grant \$ 1,653,563
- Property Tax Offset Grant
- Tax Incentive Grant

■ Municipal Revenue \$4.64 M
- Reduced due to Provincial Tax Credits

■ Other Revenue \$797,525
- Tuition fees from students attending from
outside the division, NITT Tuition, Etc.

SVSD Levy – Tax Credits Available

Potential Tax Credits that MAY Apply

Residential	(\$1,500)	Reduces property taxes up to \$1,500
Farmland	(50%)	50% reduction in gross school taxes.
Commercial	(None)	None anticipated at this time.

Historical Mill Rates

SWAN VALLEY
SCHOOL DIVISION



2025	TBA
2024	12.167
2023	11.667
2022	12.750
2021	12.793
2020	12.875
2019	13.821
2018	13.707
2017	14.040

SVSD Historical Mill Rates

Year		Mill Rate		Var.		Levy Amt.		Var.
2024		12.167				8,546,010		
				0.500				504,345
2023		11.667				8,041,665		
				(1.083)				0
2022		12.750				8,041,665		
				(0.043)				1
2021		12.793				8,041,664		
				(0.082)				(1)
2020		12.875				8,041,665		
				(0.946)				99,431
2019		13.821				7,942,234		
				0.114				120,532
2018		13.707				7,821,702		
				(0.333)				300,463
2017		14.040				7,521,239		
				0.604				392,102
2016		13.436				7,129,137		

Property Taxation

Swan Valley			Swan Valley			Swan Valley	
Budget			Budget			Budget	
2024-2025			2025-2026			2026-2027	
		55%		45%		55%	45%
		Swan Valley			Swan Valley		
Levy Year		2025			2026		

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graph TD; B1[2024-2025] --> L1[55%]; L1 --> Y1[2025]; B2[2025-2026] --> L2_1[45%]; L2_1 --> Y1; B2 --> L2_2[55%]; L2_2 --> Y2[2026]; B3[2026-2027] --> L3_1[55%]; L3_1 --> Y2; B3 --> L3_2[45%]; L3_2 --> Y3[2027];
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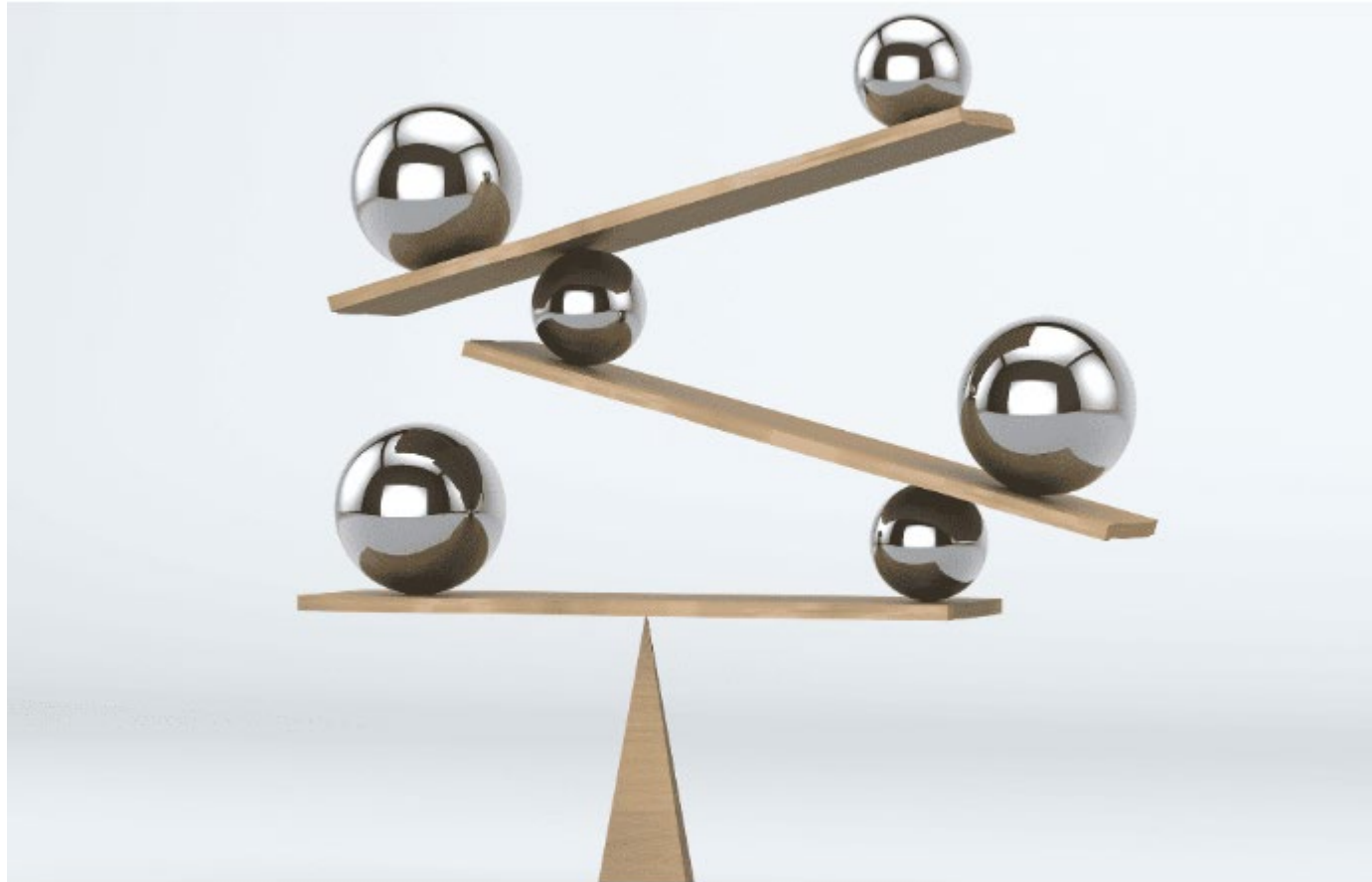

Timelines

SVSD Special Levy - Notify Municipal Governments By March 15, 2025

Budget Submission By March 31, 2025



Next Steps



Why Are We Here?



ANY
QUESTIONS
?

