



STRATEGIC PLAN 2019 - 2022

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OUR VISION



LEADS, working through its members and with education and human service organizations, will provide leadership to facilitate enhanced outcomes in the academic, personal, social, and spiritual development of all children and youth in Saskatchewan.



OUR MISSION



The purpose of LEADS, as a professional and regulatory association, is to promote leadership for excellence in education and to provide services and support to its members.

Members of the Saskatchewan League of Educational Administrators, Directors & Superintendents

are committed to being strong brokers for our children and youth within the following Professional Code of Conduct:



✓ Endeavor to be good citizens and to hold themselves to high ethical standards;

✓ Constantly uphold the honour and dignity of their profession in all actions and relations with pupils, colleagues, school board members, and the public;

✓ Accept the responsibility to keep abreast of current developments in education and to contribute to the growing body of specialized knowledge, concepts, and skills that characterize the professional aspects of school administration;

✓ Strive to provide the best possible educational experiences and opportunities to all persons in their school divisions, placing the needs of the student above all other considerations;

✓ When applying for positions or entering into contracts, seek to preserve and enhance the prestige and status of their profession;

✓ Implement, in good faith, all provincial regulations and policies duly adopted by the Executive Board;

✓ Recognize that schools are the public's business and seek to keep the community fully and honestly informed about its schools, while maintaining confidences entrusted to them in the course of executing the affairs of the schools;

✓ Shall not permit consideration of private gain or personal interest to affect the discharge of their professional responsibilities.





OUR EXECUTIVE BOARD MEMBERS



PRESIDENT

Quintin Robertson

PRESIDENT-ELECT

Kevin Garinger

ZONE REPRESENTATIVES

Zone 1 - Ward Strueby

Zone 2 - Rick Steciuk

Zone 3 - Scott Gay

Zone 4 - Tom Michaud

Zone 5 - Barb MacKesey

Zone 6 - Shari Martin

Zone 7 - Brad Nichol

Zone 8 - Jason Young

Public Representative - Cheryl Craig

EXECUTIVE DIRECTOR

Ben Grebinski



A MESSAGE FROM THE PRESIDENT



Quintin Robertson

Director of Education, Good Spirit School Division

The LEADS strategic plan has been developed with the support and contribution of the 27 school divisions across the Province of Saskatchewan. Eight zone representatives and one government-appointed public representative were also instrumental in developing and implementing this crucial guiding document. The strategic priority of the LEADS organization is centred around the concept of advocacy. Especially advocacy related to the well-being of children and youth across various ministries within the publicly funded educational system. The LEADS organization has crafted a plan with tangible and measurable strategic actions, performance measures, and partnerships to accomplish this lofty and vital objective.

WE ARE ALL TREATY PEOPLE:



In the spirit of respect and truth, we honour and acknowledge that the lands on which we work and live are the traditional territories of the First Nation and Metis Peoples of Saskatchewan. We have a shared responsibility as the Saskatchewan League of Educational Administrators, Directors and Superintendents to uphold Truth and Reconciliation by connecting and building relationships with all First Nations, Metis and Inuit peoples. As senior educational leaders, we are committed to earning the respect of the Indigenous peoples of Saskatchewan through our individual and collective work.

“ We are all one people, we are all one nation all living under one sky. ”

- Joseph Naytowhow

STRATEGIC PRIORITY ADVOCACY

LEADS will actively advocate for the well-being of children and youth across various ministries within a publicly funded education system.

STRATEGIC ACTIONS

Ensure child advocacy is central to all LEADS positions.

Provide leadership and advocacy in working with other organizations providing support to children and youth.

Maintain partnerships with other Educational Sector organizations.

Maintain professional development in best practices and current research.

Actively seek opportunities to liaison with other agencies (including Ministerial agencies) and organizations providing support to children and youth. Focus proactively on problem solving and results.

Advocate for systemic changes at the Ministry level to support student learning.

Provide training, in-service and education to help members understand the funding model for education in Saskatchewan.

PERFORMANCE MEASURES



LEADS will be recognized as strong brokers for all children and youth.

LEADS will contribute to program and policy development.

LEADS will continue to influence professional development opportunities for all partners within the Education Sector.

LEADS will provide position papers and present the position of LEADS more publicly.

STRATEGIC PRIORITY INFLUENCE



LEADS will establish the primacy that LEADS members are influential leaders within the Education Sector by providing a strong collective and representative voice.

STRATEGIC ACTIONS



Form a small group that reviews current ways LEADS already addresses the Truth and Reconciliation Commission of Canada (TRC) and then gives specific direction to the TRC.

Build capacity within leadership through professional development activities.

Encourage collaboration between post-secondary and other professional development units.

Lead by example by enacting and modelling leadership dimensions. Raise the public profile of LEADS.

Highlight work LEADS members do – telling our good stories.

Make it a priority to implement TRC Calls to Action into our strategic plan for each school and division.

Encourage organizational practices that are reflective of our cultural demographic.

PERFORMANCE MEASURE



LEADS will increase the public profile of LEADS by establishing a strong presence and position on various educational topics and issues.

STRATEGIC PRIORITY PARTNERSHIPS



LEADS will ensure to build and sustain strong and authentic partnerships that emphasize a shared purpose within the Education Sector.

STRATEGIC ACTIONS



Promote and sustain collaboration with educational partners on emergent educational matters.

Facilitate/support educational research opportunities with post-secondary organizations.

Increase awareness and co-ordination of sector management organizations.

Identify possible synergies with educational partner organizations for joint professional development opportunities.

Establish regular Executive Committee meetings with the Deputy Minister's Office to provide input into provincial policy developments.

Engage LEADS' members in the production of position/discussion papers on provincial policy developments as appropriate.

Canadian Association of School System Administrators partnership that is more engaging and productive.

Promoting partnerships with business and industry or other partners to support innovation in education or alternate learning programs.

Advocate and promote greater interrelatedness between other Ministries that also serve students and their families (i.e., Health, Justice, Social Services).

PERFORMANCE MEASURE



LEADS will increase its presence in all partnership opportunities and communicate the results of these engagements back to the membership.

STRATEGIC PRIORITY MEMBER ACCREDITATION

LEADS will ensure membership qualifications according to legislative requirements.

STRATEGIC ACTIONS

Promote continued understanding and application of the LEADS Leadership Development Paper.

Promote the implementation of the LEADS Leadership Accreditation Program.

Revise/develop Leadership Accreditation Program modules to ensure relevancy and currency.

Examine the merits of a Role of the CEO-Governance accreditation module to assist in succession planning for the role of Director of Education.

Redevelop and revision the New Member Orientation.

Develop a structure to acknowledge and record/monitor the many pieces members engage in which may

qualify as professional development and opportunities to maintain membership qualifications.

Align the professional competencies and skill sets of the Director and other senior level LEADS' staff with the performance appraisal process.

Align professional learning to whatever targets/goals/outcomes emerge from the coming provincial visioning process.

Invest in modern delivery models for professional learning.

Ensure Indigenous content is infused.

Explore concept of corporate involvement/sponsorship in module development – remove module development from membership.

PERFORMANCE MEASURES



LEADS will monitor and report on professional development compliance.

LEADS will readjust the new member orientation.

LEADS will develop modules specific to the various roles that exist within LEADS.

LEADS will develop a module that is specific to the role of the CEO in working with the Board.

LEADS will improve the communication process to all members and create a more regular communication structure.

LEADS will update the website and ensure more current and relevant information is available.

STRATEGIC PRIORITY PROFESSIONAL DEVELOPMENT

LEADS will develop ongoing collaborative professional opportunities for its members.

STRATEGIC ACTIONS

Members should receive a high-level overview of functional group meetings (HR, Student Services, School Operations).

Have an additional gathering for LEADS with a focus on networking and flexible agenda for emergent trends/topics.

Connection of Executive Director and Executive Board to individual divisions through visitations.

Communication and update from Executive Board meetings to all LEADS members weekly/bi-weekly.

PERFORMANCE MEASURES

LEADS will redesign the delivery of the professional development opportunities.

LEADS will develop a progressive appropriate level design for all professional development opportunities.

LEADS will increase the opportunities for local professional development.

LEADS will promote various professional development opportunities.

LEADS will monitor and report on professional development compliance.



STRATEGIC PLAN | 2019 - 2022

LEADS
leads@saskleads.ca

www.saskleads.ca

2019-22 Strategic Plan Accomplishments

Strategic Priority	Strategic Actions	2019-22 Results	Performance Measure
<p>ADVOCACY</p> <p>LEADS will actively advocate for the well-being of children and youth across various ministries within a publicly funded education system.</p>	<ul style="list-style-type: none"> • Ensure child advocacy is central to all LEADS positions. • Provide leadership and advocacy in working with other organizations providing support to children and youth. • Maintain partnerships with other Educational Sector organizations. • Maintain professional development in best practices and current research. • Actively seek opportunities to liaison with other agencies (including Ministerial agencies) and organizations providing support to children and youth. Focus proactively on problem solving and results. • Advocate for systemic changes at the Ministry level to support student learning. • Provide training, in-service and education to help members understand the funding model for education in Saskatchewan. 	<ul style="list-style-type: none"> • LEADS is represented on over 50 committees associated to the STF, SSBA, SASBO, Ministry of Education, U of R, U of S and other organizations. The LEADS member represents the organization as a professional senior administrative voice that advocates for the well-being of all children and youth. LEADS has been influential in policy and other legislative frameworks. The committee representative is selected by a committee of the Executive Board based on certain metrics. This is a new selection process that has an established rigor and relevance component. • LEADS has provided leadership and collaboration with many organizations. While LEADS is nonpolitical, we have maintained our strong position of equity and equality for all who are associated to the PK to 12 Education Sector. Our recent involvement with the Response Planning Team and subcommittees, the Ministries of Education, Social Services, Health, and Justice are examples of LEADS presence. • The new LEADS Accreditation design will include one dimension that has a specific focus on instruction as well as student well-being. • LEADS continues to have strong relations with all partner organizations. Regularly scheduled meetings occur with the partner groups (STF, SSBA, SASBO and the Ministry). Discussions centered around mutually agreed upon issues and concerns. Collaboration determines next steps and appropriate action. • The LEADS organization has engaged various partner organizations in deliberations regarding professional development opportunities that combine partner skills and competencies. • LEADS members are strong advocates for children and youth. Our presence with various organizations is strong and respected. Our members contribute to the well-being of all students by providing leadership as senior administrators. • The five dimensions of learning required for member accreditation is rigorous and relevant. Many educational partners will provide leadership within these locally sponsored modules. The integration of our partner organizations is evidence of our renewed relationship and shared purpose. 	<ul style="list-style-type: none"> • LEADS will be recognized as strong brokers for all children and youth. • LEADS will contribute to program and policy development. • LEADS will continue to influence professional development opportunities for all partners within the Education Sector. • LEADS will provide position papers and present the position of LEADS more publicly. • LEADS commitment to continuous professional development and learning will have a focus on student learning and well-being.

Strategic Priority	Strategic Actions	2019-22 Results	Performance Measure
		<ul style="list-style-type: none"> • One of the five required dimensions will focus primarily on the instruction and assessment practices relevant to current circumstances. A strong focus on human diversity will also be included. • It has been the position of the LEADS Executive Board to not provide position papers currently. LEADS is represented on numerous partner committees; we reserve our position for those venues of expression. • LEADS is currently serving as an active member and contributor to the performance appraisal for the Director of Education, WAG. This WAG is organized by SSBA. • LEADS is currently represented on the RPT (Response Planning Team), which has been paused. • LEADS is currently represented on the BCT (Business Continuity Planning Team). 	
<p>INFLUENCE LEADS will establish the primacy that LEADS members are influential leaders within the Education Sector by providing a strong collective and representative voice.</p>	<ul style="list-style-type: none"> • Form a small group that reviews current ways LEADS already addresses the Truth and Reconciliation Commission of Canada (TRC) and then gives specific direction to the TRC. • Build capacity within leadership through professional development activities. • Encourage collaboration between post-secondary and other professional development units. • Lead by example by enacting and modelling leadership dimensions. • Raise the public profile of LEADS. • Highlight work LEADS members do – telling our good stories. • Make it a priority to implement TRC Calls to Action into our strategic plan for each school and division. 	<ul style="list-style-type: none"> • The LEADS organization has developed a comprehensive Policy and Administrative Procedures suite. These Policies and APs are a progressive and sophisticated structure that will guide current and future LEADS practices and initiatives. The Policy Manual can serve as a resource for school divisions in their local Policy and AP development. • LEADS now participates in a dialogue with the U of R as well as the U of S, related to various educational trends and issues. LEADS continues to be active with the U of S Principals' Short Course and SELU initiatives such as EA training and post graduate programing. • LEADS is active with the STF regarding an initiative intended to support school-based administrators in their role. • LEADS has opened opportunities for our First Nations partners to become full members. Several FN Directors and Superintendents have since joined the LEADS organization and have assumed various leadership roles. • LEADS has significant representation on all provincial committees and planning structures such as the Provincial Education Planning Team and the Educational Structure, the Educational Council and the Committee on Class Size and Composition. • Members who demonstrate leadership capacity within certain content areas are utilized in various professional development events. The recent New Member Orientation included a dozen of members as presenters on various senior level administrative topics. Our members bring a provincial practical experience to the professional development process. • The LEADS profile is elevated and does have a strong presence within the sector. All committees and provincial work with all partner groups have a LEADS presence. This presence is actively influencing direction 	<ul style="list-style-type: none"> • LEADS will increase the public profile of LEADS by establishing a strong presence and position on various educational topics and issues.

Strategic Priority	Strategic Actions	2019-22 Results	Performance Measure
	<ul style="list-style-type: none"> Encourage organizational practices that are reflective of our cultural demographic. 	<p>within the sector. Examples are the Educational Council, the Provincial Education Planning Implementation Team, and the Instructional Services Team and the Corporate Services Team both who are part of the Response Planning Team Steering Committee.</p> <ul style="list-style-type: none"> The LEADS website is current and attractive. Data shows that the site received many visitors and is increasing monthly. LEADS provided a statement of commitment to all First Nation authorities and partner organizations regarding the recent uncovering of the unmarked graves. (This commitment statement is attached for review.) It has been the position of the LEADS Executive Board to not provide position papers currently. LEADS is represented on numerous partner committees; we reserve our position for those venues of expression. LEADS is currently serving as an active member and contributor to the performance appraisal for the Director of Education, WAG. This WAG is organized by SSBA. LEADS is currently represented on the RPT (Response Planning Team), which has been paused. LEADS is currently represented on the BCT (Business Continuity Planning Team). 	
<p>PARTNERSHIPS</p> <p>LEADS will ensure to build and sustain strong and authentic partnerships that emphasize a shared purpose within the Education Sector.</p>	<ul style="list-style-type: none"> Promote and sustain collaboration with educational partners on emergent educational matters. Facilitate/support educational research opportunities with post-secondary organizations. Increase awareness and co-ordination of sector management organizations. Identify possible synergies with educational partner organizations for joint professional development opportunities. Establish regular Executive Committee meetings with the Deputy Minister's Office to provide input into provincial policy developments. 	<ul style="list-style-type: none"> Regular meetings are held with our educational partners such as: STF, SSBA, SASBO, the two provincial universities as well as the Ministry of Education. During these meetings, various challenges and celebrations are discussed and deliberated. LEADS has an equal voice and contributes to the desired outcome. LEADS has representation on such new initiatives as the Education Council, Sector Savings, Provincial Education Planning, Strategic Methodology, Class Size and Composition, School Administrators Support as well as the Provincial Bargaining Advisory to name a few. Representation is valued and LEADS has demonstrated professional influence on these initiatives. The office of LEADS requests regular committee member updates twice a year. These updates are provided to the Executive Board as a member reporting process and are then posted on the organization's new website to the entire membership for information sharing. LEADS introduced a bi-weekly Headliners bulletin. This bulletin is intended to highlight various professional development opportunities, careers, member benefits and other related items. More detailed information is posted to the new enhanced website. 	<ul style="list-style-type: none"> LEADS will increase its presence in all partnership opportunities and communicate the results of these engagements back to the membership.

Strategic Priority	Strategic Actions	2019-22 Results	Performance Measure
	<ul style="list-style-type: none"> Engage LEADS' members in the production of position/discussion papers on provincial policy developments as appropriate. Canadian Association of School System Administrators partnership that is more engaging and productive. Promoting partnerships with business and industry or other partners to support innovation in education or alternate learning programs. Advocate and promote greater interrelatedness between other Ministries that also serve students and their families (i.e., Health, Justice, Social Services). 	<ul style="list-style-type: none"> A new electronic tool, Thoughtexchange, was introduced as a means of communicating and engaging the membership in real time regarding various topics that require member input. The electronic tool has increased member participation given the challenge with geography. LEADS has active representation with all partner groups (SSBA, STF, SASBO and Ministry). Regular meetings are held and protocols are established to ensure organization voice. LEADS is active in all committees and sector management organizations. Members contribute to the Sectors Savings, Transportation and Funding review projects. Efforts have been made to engage our partner and other organizations for LEADS accreditation professional development opportunities. STF, University of Regina, University of Saskatchewan, SASBO, Ministry and SSBA will all be contributors, as well as participants in LEADS module design and delivery. With the pandemic driving our need, LEADS members have established co-operative relationships with the Ministry of Health and all Local Medical Health Officers. Regular communication occurs with the Directors of Education following each Ministry and partner collaborations. Regular updates are provided to all members either through Headliners or special updates. 	
<p>MEMBER ACCREDITATION</p> <p>LEADS will ensure membership qualifications according to legislative requirements.</p>	<ul style="list-style-type: none"> Promote continued understanding and application of the LEADS Leadership Development Paper. Promote the implementation of the LEADS Leadership Accreditation Program. Revise/develop Leadership Accreditation Program modules to ensure relevancy and currency. Examine the merits of a Role of the CEO-Governance accreditation module to assist in succession planning for the role of Director of Education. Redevelop and revision the New Member Orientation. 	<ul style="list-style-type: none"> An update of all member accreditation completions has been conducted and more effective recording has been implemented. This record keeping is under constant review and members are communicated with regarding accuracy of their certifications. A review of all past professional development offerings was completed, and an inventory has been created. The Educational Leadership Committee was re-established according to the intended bylaws of responsibility. Committee representation was established through the subcommittee of the Board using the metrics as established. The Executive Board maintains the right to final approval of all recommendations. The Educational Leadership Committee has been active in review of the existing professional development opportunities afforded through the LEADS organization. An inventory of past practices has been created, a review of member accreditation reporting, frequency of module presentations as well as content review has occurred. During the Educational Leadership Committee review, a new design was created and recommended to the Executive Board for approval. 	<ul style="list-style-type: none"> LEADS will monitor and report on professional development compliance. LEADS will readjust the new member orientation. LEADS will develop modules specific to the various roles that exist within LEADS. LEADS will develop a module that is specific to the role of the

Strategic Priority	Strategic Actions	2019-22 Results	Performance Measure
	<ul style="list-style-type: none"> • Develop a structure to acknowledge and record/monitor the many pieces members engage in which may qualify as professional development and opportunities to maintain membership qualifications. • Align the professional competencies and skill sets of the Director and other senior level LEADS' staff with the performance appraisal process. • Align professional learning to whatever targets/goals/outcomes emerge from the coming provincial visioning process. • Invest in modern delivery models for professional learning. • Ensure Indigenous content is infused. • Explore concept of corporate involvement/ sponsorship in module development – remove module development from membership. 	<p>The Executive Board approved the design and further developments are underway.</p> <ul style="list-style-type: none"> • The new design clearly identifies the membership requirements for accreditation and continuing membership. The design is flexible and accommodating for self-directed professional opportunities, as well it identifies required areas of development ensuring high quality standards and guidelines. • The new Accreditation design is now complete and the full implementation is planned for August 2021. • LEADS now has a fully active and current website that houses several resources that assist members in their professional development opportunities and ensures LEADS members are provided update information pertaining to all LEADS business. • Bi-weekly and sometimes more often relevant information is communicated to LEADS members. Links are provided for various resources as well as other information including career opportunities. • The new Accreditation design was fully implemented September 1, 2021. Then, unfortunately, the credit requirement was paused due to the demands of the pandemic. It is anticipated that these credit requirements will be reintroduced September 2022. • Required dimensions were outlined and a full review of all past LEADS modules were aligned to the new approved dimensions. • Members were given an opportunity to update their accreditation profile by submitting professional development experiences dating back five years of their membership within LEADS. • The LEADS Adjudication Committee was established as a Standing Committee and all members received training on the Terms of Reference and purpose. • Over 120 submissions were adjudicated by the Adjudication Committee to update individual member profiles. • An electronic record keeping system was created for member reporting of professional development. • The new accreditation requirements were provided to the various partner organizations, this information demonstrated the currency of practice and compliance of the regulatory responsibilities LEADS has. • All modules are designed to provide members with practical, relevant and rigorous learning opportunities specific to the role of a senior administrator. Each member should be able to find relevance for their role within each module. 	<p>CEO in working with the Board.</p> <ul style="list-style-type: none"> • LEADS will improve the communication process to all members and create a more regular communication structure. • LEADS will update the website and ensure more current and relevant information is available.

Strategic Priority	Strategic Actions	2019-22 Results	Performance Measure
<p>PROFESSIONAL DEVELOPMENT</p> <p>LEADS will develop ongoing collaborative professional opportunities for its members.</p>	<ul style="list-style-type: none"> Members should receive a high-level overview of functional group meetings (HR, Student Services, School Operations). Have an additional gathering for LEADS with a focus on networking and flexible agenda for emergent trends/topics. Connection of Executive Director and Executive Board to individual divisions through visitations. Communication and update from Executive Board meetings to all LEADS members weekly/bi-weekly. 	<ul style="list-style-type: none"> A refreshed New Member Orientation was created as the first required Module. New members participated in this year's first offering. The responses received from the participants was extremely favorable. In addition, existing members contributed to the module as presenters sharing their experiences as senior level leaders. The New Member Orientation has been an evergreening process since 2019. After each Orientation session, member feedback is sought and adjustments are made for the next New Member Orientation. The orientation session includes many members of the organization. This engagement demonstrates the commitment members have to their organization and provides new members with a practical hands-on orientation to their professional organization. LEADS has accessed external resources to deliver and provide various professional development opportunities. Such are the Johnson Shoyama School of Public Policy, Apple Innovations, IBM Canada, SSBA and LEADS Legal Counsel, STF, Ministry of Education, CAPSLE, CHRP as well as other web-based resources. During the COVID-19 pandemic, LEADS members were provided online support for personal and family wellness. The LEADS organization has secured a family assistance benefit through our local benefit plan and has confirmed ongoing partnerships with various organizations for Life Insurance, Long Term Disability and Pension benefits. A more robust inventory system has been designed to monitor and report on member accreditation compliance. LEADS members continue to receive resource information through Headliners regarding mental health and well-being. Eleven new members were welcomed to the LEADS organization, bringing our new member number to 24 over the last two years. 	<ul style="list-style-type: none"> LEADS will redesign the delivery of the professional development opportunities. LEADS will develop a progressive appropriate level design for all professional development opportunities. LEADS will increase the opportunities for local professional development. LEADS will promote various professional development opportunities. LEADS will monitor and report on professional development compliance.

Other Operations	Actions	Results
Electronic Storage and Retrieval	<ul style="list-style-type: none"> Convert all files and office practices to a progressive electronic system. 	<ul style="list-style-type: none"> All office files and practices have been converted to electronic storage and retrieval. Given the recent COVID-19 impact on business operations, the LEADS office was not at all compromised given this recent conversion. The LEADS office was able to continue full service to all members and maintain all business practices without interruption or delay. The business continuity plan was totally effective and productive. The efforts made to convert all files and office operations to electronic storage and retrieval certainly was appreciated when LEADS moved to full off-site operation, resulting from COVID-19. Business carried on as usual with no interruptions to the LEADS operations. The LEADS office has continued to provide service to members on demand. The pandemic has not impacted service to members, nor has it caused a need for the office to be closed at any time. The transition to remote service has been seamless.
Financial Transparency and Audit Trails	<ul style="list-style-type: none"> A full review of all financial practices required a review with respect to accounting records, registry and provincial as well as federal compliance. A Glide Path was created with a number of scenarios, that offered a strategy for the LEADS organization to achieve financial stability and to ensure reserves were managed and kept at an appropriate level. 	<ul style="list-style-type: none"> The LEADS office completed a full internal audit of all accounting practices as well as other regulatory requirements as they pertain to the LEADS regulatory responsibilities. All registry entries were audited, and appropriate corrections were made and filed with CRA and the ISC agencies. All financials were reviewed, and all uncollectible accounts and discrepancies were corrected, and appropriate adjustments made within the accounting records. This resulted in a fully clean audit for the 2018/19 close out year as well as 2019/20 close out year with a supportive management letter. A strategy was adopted by the LEADS Executive Board that will ensure financial stability and help the organization remain whole after a period of five years while maintaining an operating reserve that is acceptable and appropriate for a non- for-profit membership. As an organization, we remain loyal to this long-term plan. Our budget processes and forecasting keep us true to this commitment of long-term sustainability. The adjustment to the financial management and increase to membership fees has placed LEADS in a healthy financial situation. Many initiatives were completed, and the organization advanced accordingly.
Record Retention and Dismissal	<ul style="list-style-type: none"> The LEADS office contained numerous aged files and other documents that required a culling and sorting. 	<ul style="list-style-type: none"> A full review of all files and documents stored on site at the Saskatoon office and other locations was conducted. This review resulted in the discarding of many aged files and documents. Specific documents of historical value were retained and appropriately filed.

		<ul style="list-style-type: none"> All files are now stored electronically. Thus, the LEADS office is fully independent and may operate from any location.
<p>Executive Board Governance Refresh</p>	<ul style="list-style-type: none"> The Executive Board has a regular transition that occurs yearly for the role of President and President-Elect and on a rotation for Zone Representatives. The refreshing of governance duties and practices requires a regular review. 	<ul style="list-style-type: none"> A complete review and refresh of the governance design and practices was conducted, and appropriate adjustments were made to Executive Board meetings. Such items as agenda setting, agenda supporting documents as well as meeting norms were established. The governance model is one that could be referenced by any school division for their own practice. Reimbursement procedures and public accounts reporting were established as regular routine practices for each Executive Board meeting. The Executive Board continues to ensure governance structures are in place and that Executive member roles are clearly understood and respected. LEADS intends to model the governance and administrative roles, duties and practices for all school divisions to strive for. The Executive Board acts as one corporate entity and services its membership accordingly. All financials are presented monthly to the Board for review. That is all payments and receivables are reported along with a bank reconciliation. Source documents are also provided for each transaction incurred by the LEADS office. There is a high accountability reporting structure for the Executive Director's work plan.
<p>Bylaw Adjustments</p>	<ul style="list-style-type: none"> The LEADS Bylaws were established in 1991 and while there have been a number of Bylaw adjustments these Bylaws require regular review. 	<ul style="list-style-type: none"> The Resolutions Committee was appointed and tasked with the responsibility of bringing forward recommendations for Bylaw review, as a result a few Bylaws were adjusted. The process for legislative approval was followed specifically to ensure full compliance and transparency. Additional review of the Bylaws has occurred and several adjustments are provided. These adjustments ensure that the Bylaws of the LEADS organization are true and effective to the current operation. The Executive Board has processed Bylaw changes according to the legislative requirements. Adjustments have occurred to ensure all Bylaws are representative of current practices while remaining compliant with <i>The LEADS Act, 1991</i>. It is expected that the next major project for the LEADS Executive Board will be to review <i>The LEADS Act, 1991</i>. This project will begin following the creation of a new three-year strategic plan. Work on this new plan will begin in September 2022 for the years 2022 to 2025.

<p>Member Support</p>	<ul style="list-style-type: none"> • LEADS is first a regulatory body but also provides support to its members both in advisement capacity and legal support. Membership service is a high priority for the organization. • Details regarding member support and advisement is provided at the AGM, along with other member demographic data. 	<ul style="list-style-type: none"> • To date 2019, 33 individual members from 17 different divisions have accessed advisement from the Executive Director. These consults have varied from informal informational to serious legal action. Legal support has been accessed and provided directly to ten members as well as the Executive Board and Standing Committees. • To date 2020, over 50 individual members from 24 different school divisions have accessed advisement from the Executive Director. Legal support has been provided to ten members. • To date 2021, 48 individual members from 21 different school divisions have accessed advisement from the Executive Director. Legal support has been provided to five members as well as the Executive Board and Standing Committees.
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