

**THE REGULAR MEETING FOR THE BOARD OF EDUCATION OF THE
SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION**

Board Room, Education Centre

545 – 11th Street East

Prince Albert, SK S6V 1B1

Monday, October 5, 2026

Time: 2:00 p.m.

AGENDA (#26R-8)

- 1. Call to order by Board Chair Cher Bloom**
- 2. Motion to move into Closed Session**
- 3. Regular session convenes – 3:00 p.m.**
- 4. Land Acknowledgement – Trustee Darcy Sander**
- 5. Declaration of conflict of interest**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular Meeting Minutes – September 8, 2026
- 8. Business arising from the previous meeting**
 - **Notice of Motion** – September 8, 2026 Board Meeting – **J. Brown**
That administration prepare and present for Board consideration a Safe Disclosure (Whistleblower) policy at the November 2, 2026 Regular meeting. Utilizing the Saskatchewan School Boards Association (SSBA) Safe Disclosure Policy template as the foundational model and adapting it as necessary to align with Saskatchewan Rivers Public School Division governance, legislative requirements, administrative structures and reporting procedures.
- 9. Accountability reports**
 - (a) School Goal Achievement Accountability Report – **J. Hingley**
 - West Central Public School staff will be in attendance.
 - (b) Student Achievement Accountability Report – **J. Hingley**
- 10. New business** (Board Committee Reports, Trustees' Items and Notice of Motions)
 - (a) Matters and Motions brought forward from Closed Session of October 5, 2026
 - (b) External Board Committees (if any)
 - (c) Provincial Update (if any)
 - (d) SRSC Report – September 2026 – **Student Board Representatives**
 - (e) SSBA Information – Submission of Resolutions 2026 – **C. Bloom**
 - (f) Revised Board Policies – **C. Bloom**

October 5, 2026

11. Reports from administrative staff

- (a) Director's Update – **N. Finch**
- (b) Budget Development Process – **N. Finch**

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
Monday, October 19, 2026 Time: 9:00 a.m. to 4:00 p.m.	Board/Director Evaluation, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, October 26, 2026 Time: 1:30 to 3:00 p.m.	Linkage meeting, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, November 2, 2026 Time: 11:30 am to 1:15 p.m.	Review of SSB Resolutions, etc. for SSBA AGM, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, November 2, 2026 Time: 1:30 p.m.	Organizational meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, November 2, 2026 Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
November 15 to 17, 2026	SSBA AGM

OCTOBER

Regular Board Meeting Agenda Items

- Approve Resolutions (if any) for Saskatchewan School Boards Association Annual Convention
- Review Legal Update of any outstanding cases
- Review Draft Annual Report and Provide Direction, if any
- Review Student Learning Accountability Report
- Review School Goal Achievement Accountability Report

Events/Action

- Board/Director Evaluation

Budget Considerations

- Review budget development timelines, principles and guidelines

NOVEMBER

Regular Board Meeting Agenda Items

- Hold Organizational Meeting – Elections, Appointments and Establish Committees as per Board policies
- Appoint Voting Delegates and Allocate Votes for the SSBA Convention
- Approve Annual Report for Submission to Ministry of Education

Events/Action

- SSBA Fall General Assembly
- Public Section General Meeting

MEETING DATE: **October 5, 2026**

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☐ Information
☐ Closed Session	☐ New Business	☒ Decision
	☒ Reports from Administrative Staff	☐ Discussion
	☐ Other: _____	☒ Consent Item
<i>Primary Policy Reference:</i>	<u>8.8</u>	

FROM: N. Finch, Director of Education	ATTACHMENTS	[v]
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BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- September 8, 2026 Regular Meeting minutes

RECOMMENDATION

That the minutes of the Regular meeting of June 15, 2026 be approved as presented.

NO. #2026R-7 (TUESDAY, SEPTEMBER 8, 2026)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON TUESDAY, SEPTEMBER 8, 2026 AT 2:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

C. BLOOM, Board Chair
J. BROWN, Trustee
N. FRANC, Trustee
B. GEROW, Trustee
B. HOLLICK, Trustee (absent)

M. LEWIS, Trustee
A. LINDBERG, Trustee
A. NUNN, Vice-Chair
D. SANDER, Trustee
B. YEAMAN, Trustee

SENIOR ADMINISTRATION

N. Finch, Director of Education
J. Pidborochynski, Chief Financial Officer
C. Trann, Superintendent of Schools

J. Court, Superintendent of Schools
G. Tebay, Superintendent of Schools (virtually)
J. Ward, Administrative Services Officer

C. Bloom, Board Chair, called the meeting to order.

MOTION TO MOVE INTO CLOSED SESSION:

#26R-33

Moved by A. Lindberg that the meeting move into Closed Session with Board and Administration present.
Carried.

Regular meeting resumed.

OTHERS:

M. Oleksyn, Prince Albert Daily Herald (left meeting at 3:15 p.m.)

B. Yeaman provided his personal land acknowledgment.
Trustees were given an opportunity to provide any conflict of interest.

ADOPTION OF THE AGENDA:

#26R-34

Moved by D. Sander that the agenda be approved as amended.
Carried.

DELEGATION:

(a) Feeding Our Future

Feeding Our Future is a vital initiative that provides emergency lunches to elementary students in Prince Albert. The generous support for the Feeding Our Future program comes from our four local partners: Lake Country Co-op, Lakeland Ford – Hyundai & Kia, Broda Group/B&B Construction, and Conexus Credit Union. Representatives from these partners were on hand to receive small token of appreciation.

CONSENT ITEMS:

#26R-35

Moved by A. Lindberg that the following consent item be approved:

- (a) Minutes of the Regular meeting of June 15, 2026 be approved as presented.*
- (b) Administrative Procedure change.*

Carried.

ACCOUNTABILITY REPORTS

(a) Accountability Report – Human Resources

J. Court and C. Trann, Superintendents of Schools, reviewed the Human Resources Accountability Report for information.

#26R-35

Moved by A. Nunn that the Board approve the Human Resources Accountability Report as presented.

Carried.

NEW BUSINESS:

(a) Matters and Motions from the Closed Session of September 8, 2026:

No motions brought forward.

(b) Verbal Update on the Canadian School Boards Association Congress

Mira Lewis, Bill Yeaman, and Jill Brown provided a verbal overview of some of the sessions they attended. All three expressed that the conference was excellent and very worthwhile.

M. Lewis left the meeting at 4:03 p.m.

(c) SSBA Information – Submission of Bylaw Amendments and Resolutions

The information from the SSBA regarding the bylaw amendments, resolutions process deadlines for submission was shared. The topic will be placed on an upcoming Board agenda.

(d) Review of the Board Development Plan for 2026-2027

A. Nunn provided an overview of the focus of the Board's development plan for the year. Topics will be addressed during scheduled meetings of the Board of Education. Learning will take place related to how the Division is doing in achieving the different areas of the SRPSD strategic plan.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Director's Update

- Student Updates

The UFLI Phonics Program will be supported division-wide across all Grade K-3 classrooms and is in year 4. The UFLI program provides a strong framework for promoting reading success among students at all grade levels. In conjunction with our Literacy Model and Phonics Benchmarking Scope and Sequence, teachers are provided with the necessary tools to both deliver and assess effective phonics instruction.

- SRPSD Commitment to Student Achievement
The document was revamped in the summer of 2025 and shared for information.
- Professional Development (PD) for Staff
Many opportunities for staff to learn were held from August 27 to September 1 for multiple employee groups. Ready, Set, Go was held again this year.
- Teacher Innovation Fund
The Ministry has announced another round of the Teacher Innovation and Support Fund. They will be accepting submissions from August 24 to October 2, 2026. The goal of this fund is to have local, innovative initiatives brought forward to enhance classrooms in areas such as student achievement, student wellness and school safety
- Provincial Assessments 2026-27
The process and timeline for provincial assessments was shared.
- P4A Cross Country Extravaganza will be held on October 6, 2026 at Spruce Home Public School.

NOTICE OF MOTION:

J. Brown put forth the following Notice of Motion for the October 5, 2026 Board meeting:
THAT administration prepare and present for Board consideration a Safe Disclosure (Whistleblower) policy at the November 2, 2026 Regular meeting. Utilizing the Saskatchewan School Boards Association (SSBA) Safe Disclosure Policy template as the foundational model and adapting it as necessary to align with Saskatchewan Rivers Public School Division governance, legislative requirements, administrative structures and reporting procedures.

KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Feeding our Future Program.
- Human Resources Accountability Report.
- Welcome Back to 2026-27 School Year.

BOARD MEMBERS' FORUM:

Trustees were given an opportunity to share information on items of mutual interest.

ADJOURNMENT:

C. Bloom adjourned the meeting. (4:27 p.m.)

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: October 5, 2026

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☐ Decision
☐ Planning	☐ Reports from Administrative Staff	☐ Discussion
	☒ Other: <u>Accountability Report</u>	☐ Consent Item
<i>Primary Policy Reference:</i> <u>1, 2, 13</u>		

FROM: J. Hingley, Superintendent of Schools

ATTACHMENTS ☒

BACKGROUND

RE: SCHOOL GOAL ACHIEVEMENT ACCOUNTABILITY REPORT

The attached SRPSD School Goal Achievement Accountability Report will be reviewed at the meeting. West Central Public School Principal Kevin Tait along with Mitchel Bryne, teacher will be in attendance to share their school story.

There will be an opportunity for trustees' feedback and questions at the Board table.

RECOMMENDATION

That the Board approve the Learning Improvement Plan Accountability Report as presented.



Accountability Report

School Goal Achievement

Jennifer Hingley, Superintendent of Schools

October 5, 2026





SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2030 Strategic Plan states the following:
 - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
 - Students are supported to sustain and strengthen their resiliency and mental wellness.
 - Students are affirmed and diversity is supported and celebrated.
 - Students demonstrate active citizenship and are supported by engaged families and effective partnerships
 - Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long-range goals through broad strategies and specific actions in each goal area.

2. Saskatchewan Rivers Public School Division Board Policy 2: Role of the Board:
 - 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
 - 3.1.1 Annually approve budget (driven by the Board priorities).
 - 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
 - 3.3 Annually evaluate the effectiveness of the Division in terms of key results.

EVIDENCE:

1. Planning for Alignment, Engagement and Improvement

Schools engage in strategic planning so that they are intentional about their actions and can ensure that students, staff and the community are accessing a quality learning program. School leadership teams can use the following tools to plan their specific actions:

- Following Their Voices School complete a LILAC.
- The Instructional Change Matrix.

School strategic planning documents serve multiple purposes:

- Surface beliefs and establish a compelling why;
- Create a plan of action;
- Determine a meaningful focus (professional learning target);
- Implement change in practice;
- Develop shared knowledge and understandings;
- Examine outcomes and assess results to determine impact;
- Celebrate effort and reflect on the process.

The school team will identify the instructional strategy(ies) that is the best response to that student learning data. This becomes the professional learning target of the staff.

Reading, Math and High School Division Professional Learning Targets

Reading Goal Schools: Deliverables and Goals



2021-2022

Teachers will have impactful and well established literacy routines with an emphasis on **morning meeting** and word work.

Explicit **teaching of phonemic awareness**, phonological awareness and phonics using the key resource **Heggerty**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

2022-2023

Teachers will enhance their **phonics/word work** instruction

Teachers will support student **fluency** in reading by using quality **decodable books**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

Literacy Look fors: Literacy Look-Fors

2023-2027

- K-3 Teachers will enhance their **phonics/word work** instruction by implementing the UFLI resource and following SRPSD's scope and sequence. Grades 4-12 teachers will use UFLI when necessary to ensure that all students have the foundational reading skills in place.
- teachers will implement impactful spelling and writing instruction
- teachers will conduct effective teacher read and think alouds to support student reading comprehension
- teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes
- Schools will work with SCCs and families to share the components of the Literacy Model and how to support learning at home

Saskatchewan Rivers Public School Division Math Model: A Professional Development Project for the Implementation of High Impact Strategies



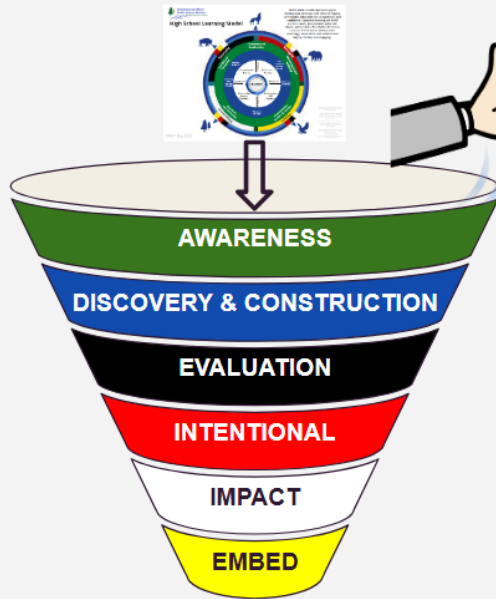
School Year	Goal/Deliverable
2020-2021	-teachers will explore the research around the math model (Math Workshop) -teachers will explore the research around engaging students in math (Building Thinking Classrooms)
2021-2022	-teachers will begin to have impactful and well established math routines with an emphasis on MindsOn -teachers will implement Building Thinking Classroom practices- flexible and collaborative groups, use of non-permanent vertical spaces -T.L.C. teachers will begin to implement the Building fact Fluency Kits
2022-2023	-teachers will have impactful and well established Minds On activities embedded in their math classes -teachers have a clear curricular goal and purpose that supports all students through differentiation (Lesson) -teachers will enhance their engagement instruction with continued strategies from Building Thinking Classrooms -teachers will implement the Building Fact Fluency Kits Math "Look Fors"

2023-2030

- Teachers will enhance their **Lesson** (explicit instruction) by implementing the **MathUp resource**
- Teachers will conduct the **Wrap Up** portion of the Math Model using the discussion questions from **MathUp**
- Teachers will continue to implement the **Building Fact Fluency kits** to increase **basic fact fluency**
- Teachers will continue to implement strategies for **engagement** from the Building Thinking Classroom resource
- Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes
- Schools will work with SCCs and families to share the components of the Math Model and how to support learning at home



HS Learning Model Rollout & Development



2022-2023
Generate
Awareness
&
Discovery/
Construction

- ✓ Embed model in all division based HS learning communities.
- ✓ Generate awareness of the model with school staff.
- ✓ Engage school staff in discovering and learning about ways in which the model can impact their teaching practice.
- ✓ Co-construct and flesh out resources to support implementation at both the school and classroom levels.

2023-2024
Discovery/
Construction
&
Evaluation
&
Intentional

- Continue to embed model in all division based HS learning communities.
- Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels.
- Evaluate the resources constructed.
- Intentionally include the learning model in teacher PGPs.

2024-2030
Discovery/
Construction
&
Evaluation
&
Intentional
&
Impact
&
Embed

- Continue to embed model in all division based HS learning communities.
- Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels.
- Evaluate the resources constructed.
- Intentionally include the learning model in teacher PGPs.
- Assess the impact of the HS learning model.
- Embed the HS learning model in all practices.



Alignment is key!

A plan to address student learning and growth.

PLC- responsive to school goal and student learning data

School Plan- responsive to Division plan and professional/student learning needs

Division Strategic Plan- responsive to Ministry of Education Plan and professional/student learning needs

Ministry of Education Provincial Learning Plan



Teacher Plan- PGP - responsive to PLC goal and addresses a professional learning target that the teacher sets based on their learning needs

School Goal Phasing Documents and Leadership Learning Communities

School Goal Phasing Documents and Leadership Learning Communities (LLCs) are foundational components of SRPSD's approach to school improvement. School Goal Phasing Documents provide a roadmap for implementation in each divisional priority area guiding schools through stages of exploration, implementation, adaptation, and refinement. Leadership Learning Communities support this work by bringing together administrators and teacher leaders to collaborate on school goals, analyze evidence of student learning, share effective practices, and plan next steps. Together, these structures align professional learning, coaching support, PLC discussions, and school improvement efforts, ensuring that school plans remain living documents that guide ongoing practice and continuous improvement. The *wîcihitowin* gatherings further strengthened this work by building the capacity of coaches, teacher leaders, and administrators to support schools at various stages of implementation.

Instructional/School Change Matrix "Great schools 'row as one'; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools... were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff. A clear sense of 'we'." (Lickona and Dahlstrom, 2005)

Leadership Actions/ Functions	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	Celebrate early wins	PERSISTENCE- Keep going when the going gets tough	Transformation- New culture to support new ways
Organize	What is your current state? Organize baseline data. Surface the beliefs of staff regarding the school goal/vision.	Coordinate a responsive plan. If this is the problem... then implement this evidence based strategy. Set the professional learning target and success criteria for the school goal.	What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved. Be enthusiastic. Resonate positivity.	Create structures to support goal and vision. Plaster the school goal everywhere! Everyone (staff, students, families, parents and the SCC should be able to articulate the school learning goal/vision. Teachers need to be able to articulate what they do, and why they teach the way they do.	Remove or alter structures and procedures that support the old ways of doing things.	Establish short-term goals. Example- using a minds-on activity. -moving ___ of students from yellow to green.	Stay focused- say no to other initiatives/opportunities. There is no shortage of "things" to do... Over-doing creates burn out and initiative fatigue. Use student learning data to mark progress.	Create shared beliefs about the school learning goal/vision. Describe the "must-dos and the taboos." Have an assessment/feedback loop established to review student learning information to ensure that everyone is on track. Write a reflective summary that captures the progress made towards the school learning goal.
Collaborate	Analyze/interpret student learning data. Go on a "data" treasure hunt. Highlight strengths. Drill down the "break-down". Identify an instructional response. Involve people, invite input.	Create a sense of team. Identify strengths.	Describe the commitments that individuals make to each other.	Establish regular meetings to discuss new learning, share ideas, set direction, review progress and get feedback.	Provide PD, time, support and resources that will encourage implementation of the vision.	Recognize progress- have staff share something that they have tried that they are excited about.	Do a mid-year check in? Review the learning targets and success criteria. Reflect on what is different. Articulate the differences. "We used to... Now we"	Ensure that you have a plan for sustaining the work and "on-boarding" new staff. Plan for regular "touch points" to re-connect with shared beliefs and expectations of staff/students.
Engage	Ensure inclusion of key stakeholders- Staff, SCC, parents and students.	Establish school leadership team. Define roles and responsibilities.	Map out the vision with all stakeholders. (Consider the use of a metaphor to describe the journey)	If appropriate, build partnerships with other agencies to support the vision of the school.	Have regular check in conversations with staff, students, families, SCCs to talk about how the implementation plan is going.	Allocate school budget to ensure that staff have the resources that are needed.	Share staff/student/parent testimonials. What is working? What is challenging?	Recognize the school leadership team. Consider how to ensure that appreciation for growth and progress is embedded in the culture of the school.
Enact	Tell a compelling story. What is your "why"?	Establish a point person- Who will direct communication, organize meetings, ensure that tasks get done.	Create a hopeful vision that will inspire the school community to offer their heads and hearts to achieve the vision.	Create a "kick-off" to generate excitement regarding the work. -Goal setting assembly, notice in the newsletter, video- etc.	Address pockets of dissonance. Find something that they are willing to try. Create consensus.	Celebrate success! Make a "big deal" of progress. Include the wider community in acknowledging progress.	Invite others to share in and support learning. (Talk/ Collaborate with another school, invite Ed Centre Staff for supportive PD)	Tell the school story. Highlight individuals who are leading the charge. Share student stories. "Brag" about your staff and students.

School Snapshot:

West Central School

We believe:
At West Central we believe in creating a respectful environment that celebrates diversity and fosters lifelong learning. In such an environment, we believe that every student will have the opportunity to reach their full potential. These opportunities are driven by our school data and the needs of each individual student.





What our staff learning looks like:
Our teachers believe in the continual growth of our knowledge base and upholding the high expectations of our profession. We do this through regular PLC meetings, multi-grade collaboration and through the support of our school community. Our focus is on our school Literacy goal and using a variety of high impact instructional strategies to support and engage learners. We are also focused on bringing in Experiential Play-Based Learning (EPBL) and Land-Based Learning (LBL) opportunities wherever we can, as a way to engage our learners in an exciting, experiential way of learning.

What excellence looks like:
At West Central, we see excellence when students are invested in their learning both in and out of the classroom. This occurs through holding our staff and students to high academic and social standards, and providing opportunities in which students can apply their skills to real world situations.





Saskatchewan Rivers
Public School Division
Excellence for Every Learner

Dream Catcher and Classroom Support Coaches

wîcihitowin Teacher Leadership and Coaching Supports

A significant addition to instructional leadership supports during the 2025-26 school year was the implementation of the **wîcihitowin Teacher Gatherings**. The Cree word *wîcihitowin*, meaning "helping one another" or "cooperation," and reflects the relational approach to professional learning and instructional leadership. These gatherings were grounded in Indigenous ways of knowing and being and emphasized collective responsibility, reciprocity, and shared learning among educators.

The purpose of the wîcihitowin model was to bring together Classroom Support Coaches, Dreamcatcher Coaches, teacher leaders, administrators, and other instructional leaders in a coordinated professional learning structure aligned with divisional priorities. The gatherings focused on building instructional expertise and coaching capacity in the areas of Literacy, Mathematics, High School Learning, Land-Based and Experiential Learning, and Mental Health and Well-Being. Participants engaged in both content-specific learning and coaching development designed to strengthen implementation of school and division goals.

The wîcihitowin gatherings contributed to greater system coherence by aligning leadership development, coaching supports, school strategic planning, and divisional priorities. The model reinforced the importance of collaborative professional learning and strengthened SRPSD's commitment to improving outcomes for all learners through collective efficacy, instructional leadership, and relationship-based practice. The

establishment of *wîcihitowin* reflects Saskatchewan Rivers Public Schools' ongoing commitment to Truth and Reconciliation by embedding Indigenous language, perspectives, and relational ways of working within core instructional leadership structures, benefiting First Nations, Métis, Inuit, and non-Indigenous students and staff alike.

ADMINISTRATIVE IMPLICATIONS:

1. Administration will continue to strengthen school improvement efforts through the use of School Goal Phasing Documents, Leadership Learning Communities, and instructional coaching supports that help school teams implement evidence-informed practices and monitor their impact on student learning.
2. Administration will continue to refine school planning, data collection, and reporting processes to support strategic decision-making, strengthen accountability, and reinforce the division's commitment to student growth, well-being and achievement.
3. Administration will continue to ensure alignment between school goals, divisional priorities, and professional learning opportunities, creating a coherent system of support that enhances both instructional practice and student outcomes.
4. The Integrated Learning Team will continue to build the capacity of school leaders, teacher leaders, and coaches through responsive professional learning, mentoring, evidence-based resources, and timely school-based support.
5. Administration will continue to expand and refine collaborative leadership structures, including Leadership Learning Communities and *wîcihitowin* gatherings, to strengthen instructional leadership, coaching capacity, and the implementation of school goals across the division.

GOVERNANCE IMPLICATIONS

Based upon the report, it is recommended the Board continue to do the following:

1. Support the use of School Goal Phasing Documents and strategic planning processes that promote continuous improvement and improved student outcomes.
2. Receive regular accountability reports on school improvement planning, implementation, and progress toward divisional priorities.
3. Recognize and support the critical role of instructional coaches, consultants, and teacher leaders in building school capacity and advancing student achievement.
4. Provide ongoing financial support for instructional leadership, professional learning, student intervention strategies, and coaching structures that contribute to improved outcomes for all learners.
5. Support initiatives that strengthen Indigenous education, relationship-based leadership practices, and collaborative learning structures such as *wîcihitowin* that foster collective responsibility for student success.

CONCLUSION

School strategic planning remains a key driver of continuous improvement within Saskatchewan Rivers Public Schools. Through aligned school goals, leadership learning communities, instructional coaching, and *wîcihitowin* teacher leadership structures, schools are increasingly equipped to implement evidence-informed practices that support student achievement, wellness, belonging, and engagement. Continued investment in these structures will help ensure the division remains focused on achieving its strategic priorities and its commitment to Excellence for Every Learner.

MEETING DATE: October 5, 2026

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☐ Decision
☐ Committee of the Whole	☐ Reports from Administrative Staff	☐ Discussion
	☒ Other: <u>Accountability Report</u>	☐ Consent Item
Primary Policy Reference:	<u>2, 13</u>	

FROM: J. Hingley, Superintendent of Schools	ATTACHMENTS	[☒]
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BACKGROUND

RE: STUDENT ACHIEVEMENT ACCOUNTABILITY REPORT

The attached SRPSD Accountability Student Achievement Report will be reviewed at the meeting.

There will be an opportunity for trustees' feedback and questions at the Board table.

RECOMMENDATION

That the Board approve the Student Achievement Accountability Report as presented.



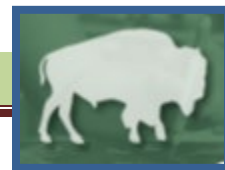
Accountability Report: Student Achievement

Student Achievement

Jennifer Hingley, Superintendent of Schools

October 5, 2026





SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2030 Strategic Plan states the following:

- Students experience joyful learning that fulfills current needs and provides a foundation for future success.
- Students are supported to sustain and strengthen their resiliency and mental wellness.
- Students are affirmed and diversity is supported and celebrated.
- Students demonstrate active citizenship and are supported by engaged families and effective partnerships
- Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

"Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long-range goals through broad strategies and specific actions in each goal area."

2. Saskatchewan Rivers Public School Division Board Policy 2: Role of the Board:

- 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
 - 3.1.1 Annually approve budget (driven by the Board priorities).
- 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
- 3.3 Annually evaluate the effectiveness of the Division in terms of key results.

3. The following declarations are present in the "Saskatchewan Rivers Public School Division Commitment to Student Achievement"

- **All students can achieve at high standards.**
- **All teachers can teach to high standards.**
- **High expectations and early interventions are essential.**
- **Teachers need to be able to articulate what they do and why they teach the way they do.**

4. The Accountability measures reported on in this report will be the following:

- Early Years Evaluation
- End of Year Reading Assessment for Grades 1-8
- End of Year Math Assessment Results Grades K-8
- Graduation rates (on-time and extended) – as data is provided by the Ministry
- Credit Attainment in Grades 10 -12.

Accountability Report: Student Achievement



EVIDENCE:

1. **Early Years Evaluation – TA The Early Years Evaluation (EYE) provides important evidence regarding students' readiness for learning upon entry to Kindergarten and the effectiveness of early learning programming throughout the school year.**

	Fall 2025 N=456	Spring 2026 N=475	In the fall, 62 % of students required tier 2 and 3 supports. In the spring, this number was reduced to 37%, with 63% of students moving into tier 1 level of support. Important to note, that 36 % of students required Tier 3 supports and that number was reduced to 16% in the spring.
Tier 3	36	21	
Tier 2	26	16	
Tier 1	38	63	

2025-26 Results

The 2025-26 EYE results indicate that many children continue to enter Kindergarten requiring significant support. In Fall 2025, 62% of students were identified as requiring Tier 2 or Tier 3 supports, while only 38% demonstrated skills associated with Tier 1 readiness.

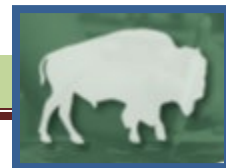
By Spring 2026, the percentage of students requiring Tier 2 or Tier 3 supports decreased to 37%, while the percentage of students demonstrating Tier 1 readiness increased from 38% to 63%. Most notably, the percentage of students requiring the highest level of intervention (Tier 3) decreased from 36% to 21%, representing a 15%-point reduction over the course of the Kindergarten year.

The EYE results present both a challenge and a success story for Saskatchewan Rivers Public Schools. More students than ever are entering Kindergarten requiring significant support, indicating increasingly complex developmental and learning needs among young children. At the same time, the data demonstrates that Kindergarten programming is effectively accelerating student growth. The percentage of students requiring intensive intervention was reduced substantially during the school year, and nearly two-thirds of students exited Kindergarten demonstrating Tier 1 readiness for learning.

These findings reinforce the importance of continued investment in early learning, intervention services, assessment practices, and family partnerships. Strong outcomes in Kindergarten provide the foundation for future success in literacy, numeracy, well-being, and overall student achievement.

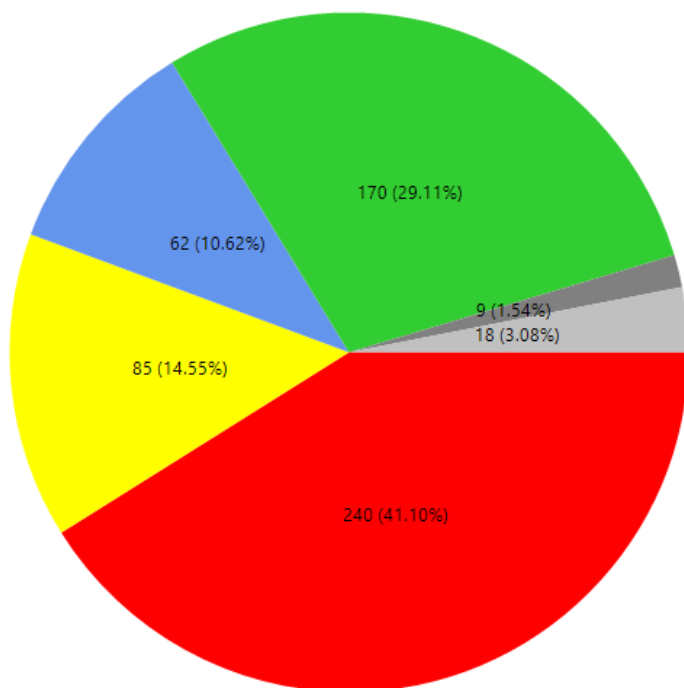
Although increasing numbers of children are entering Kindergarten requiring significant support, SRPSD Kindergarten programs continue to produce strong growth, with 63% of students exiting Kindergarten at Tier 1 readiness and significantly fewer students requiring intensive intervention by year-end.

Accountability Report: Student Achievement



End of Year Reading Assessment for Grades 1, 2 and 3.

Grade 1 Reading Achievement –End of Year Reading Achievement



Criteria:

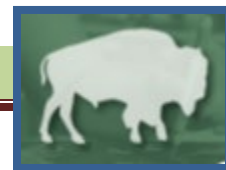
Green	Excelling (above grade level)
Blue	Meeting (at grade Level benchmark)
Yellow	Approaching (within grade level, but achieving below the benchmark)
Red	Beginning (below grade level benchmark)

55% of Grade 1

students are reading within or above grade level expectations.

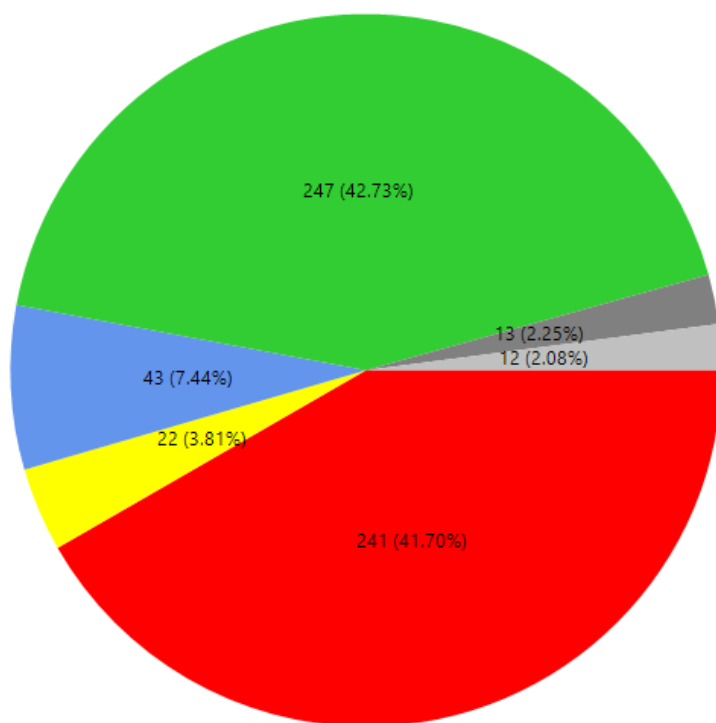
Year	All Students	FNMI Students	Non - FNMI
2015	47%	36%	62%
2016	54%	41%	70%
2017	41%	27%	59%
2018	45%	33%	60%
2019	47%	32%	66%
2020	No data available.		
2021	40.9%	24.2%	58.8%
2022	38.2%	NA	NA
2023	41.8%	29.8%	57.1%
2024	37.3%	29.7%	46.7%
2025	36.8%	25.7%	53.8%
2026	55%	47%	62%

Accountability Report: Student Achievement



Grade 2 End of Year Reading Achievement

Reading Mark



Criteria:	
Green	Excelling (above grade level)
Blue	Meeting (at grade Level benchmark)
Yellow	Approaching (within grade level, but achieving below the benchmark)
Red	Beginning (below grade level benchmark)

54% of Grade 2

students are reading within or above grade level expectations reading expectations.

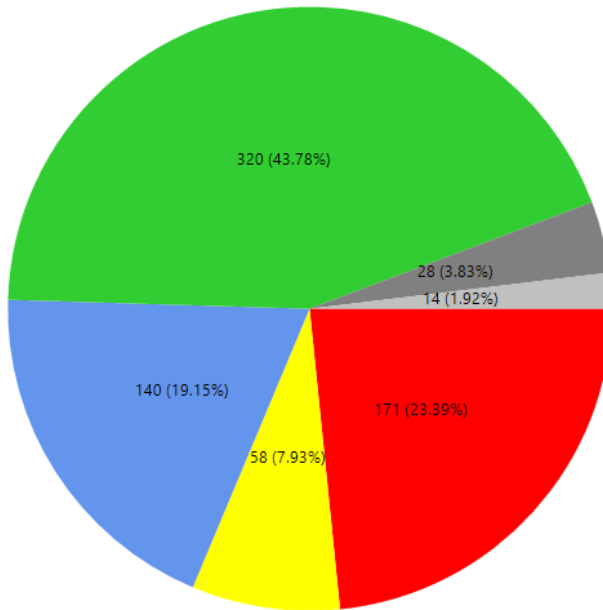
Grade 2 Reading Achievement

Level	1 Beginning (below grade level benchmark)	2 Approaching (within grade level, but achieving below the benchmark)	3 Meeting (at grade Level benchmark)	4 Excelling (above grade level)
All Students	42% (241)	4% (22)	7% (43)	43 % (247)
FNIM	51% (174)	3% (11)	6% (19)	34 % (117)
Non-FNIM	29% (48)	5% (11)	10% (24)	55% (130)

Accountability Report: Student Achievement



Grade 3 End of Year Reading Achievement



Criteria:	
Green	Excelling (above grade level)
Blue	Meeting (at grade Level benchmark)
Yellow	Approaching (within grade level, but achieving below the benchmark)
Red	Beginning (below grade level benchmark)

Year	All Students	FNMI Students	Non - FNMI
2015	64%	53%	76%
2016	63%	57%	69%
2017	63%	55%	72%
2018	61%	55%	68%
2019	68%	59%	79%
2020*	34%	22%	48%
2021	53.8%	47%	61.1%
2022	50.9%	47.1%	56.1%
2023	54.6%	43.3%	67.4%
2024	52.3%	43.9%	62.9%
2025	56.1%	49.8%	64.1%
2026	63%	54%	76%

**71% of
Grade 3**

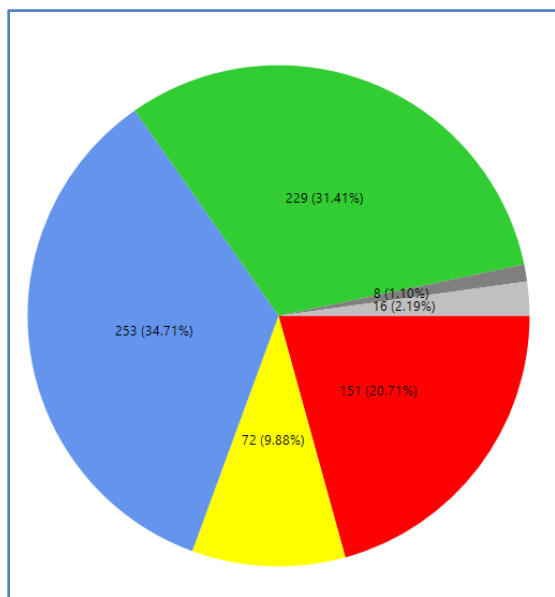
students are reading within or above grade level reading expectations.

Level	Beginning (below grade level benchmark)	Approaching (within grade level, but achieving below the benchmark)	Meeting (at grade Level benchmark)	Excelling (above grade level)
All Students	24% (171)	8% (58)	19% (140)	44% (169)
FNMI	40% (111)	10% (27)	28% (76)	22% (61)
Non-FNMI	15% (46)	6% (19)	20% (62)	56% (169)

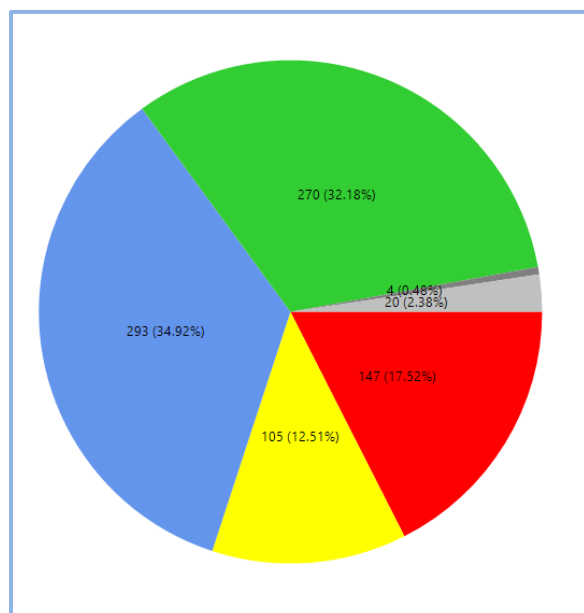
Accountability Report: Student Achievement



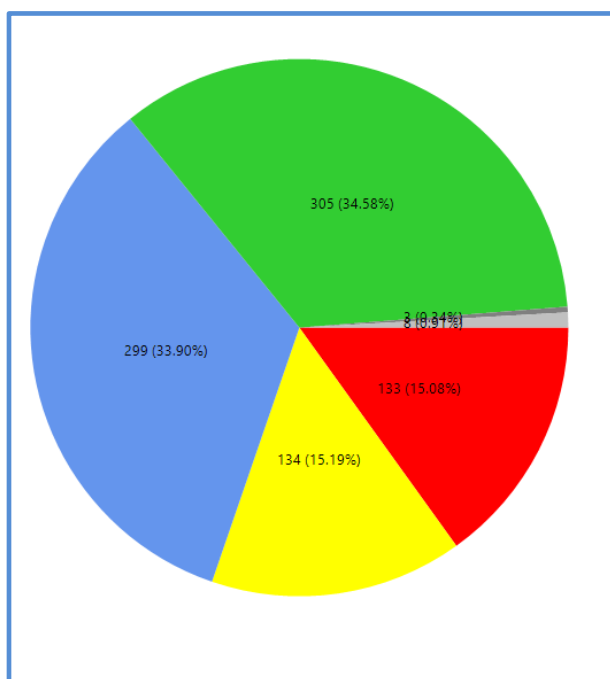
Grade 4= 76% within Grade level benchmarks. 71.4% of FNIM students within Grade level benchmarks.



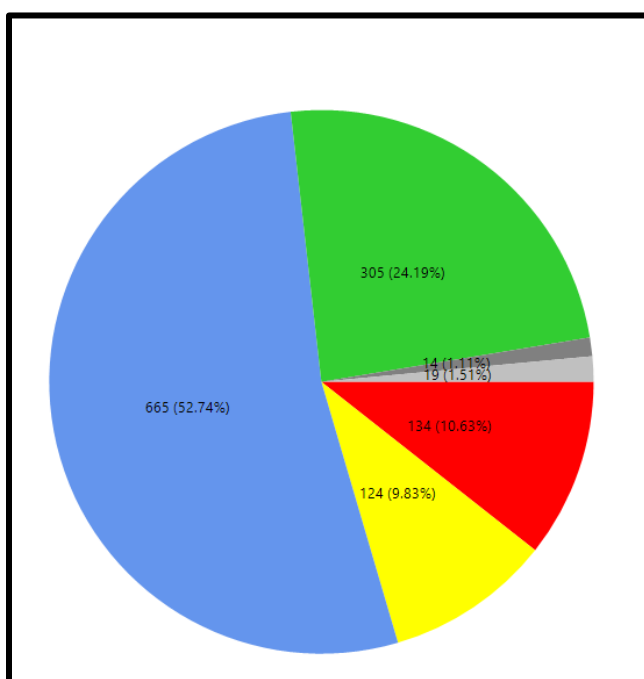
Grade 5= All students- 80% within grade level benchmarks. 73% of FNIM students within grade level benchmarks.



Grade 6- 84% of students are achieving within grade level benchmarks. 81% of FNIM students are achieving within benchmarks.



Grade 8- 87% of students are achieving within grade level benchmarks. 83% of FNIM students are achieving within grade level benchmarks.





Reading and Assessment

Purpose: Reading and Assessment Protocol

To ensure a consistent, research-informed approach to reading instruction and assessment across Grades 1–8, aligned with our literacy model and provincial curriculum outcomes. This plan supports teachers in using data to inform instruction and to strengthen student reading achievement.

1. Literacy Model Overview

Our literacy model is grounded in the Science of Reading and emphasizes:

- **Systematic and explicit instruction** in phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Responsive teaching** informed by ongoing assessment and professional judgment.
- **Balanced application** of decoding and meaning-making through authentic reading experiences.
- **Professional collaboration** through school-based literacy teams and coaching support.

2. Reading Assessment Protocol

Core Assessments and Schedule

Assessment	Purpose	Timing	Who	Notes
Phonological Awareness Continuum (PAC)	Identifies foundational phonological skills and gaps.	Fall, Winter, Spring (as needed)	Grades 1–2, or any student below benchmark	Continue until mastery (score $\geq 7/10$ Part 3a).
Quick Phonics Screener (QPS)	Determines phonics and decoding needs.	Fall, Winter, Spring (as needed)	Grades 1–8 (below benchmark)	Start at Part 5 for older students; continue until mastery.
Reading Rubric / Early Reading Rubric	Measures accuracy, fluency, and comprehension through reading conferences.	Fall, Winter, Spring	Grades 1–8	Replaces DRA/DRRA; conference-based assessment using authentic texts.

Accountability Report: Student Achievement



Assessment	Purpose	Timing	Who	Notes
Monthly Reading Conferences	Ongoing formative assessment and goal setting.	Monthly	All Grades	Assess engagement, fluency, and comprehension.
Progress Monitoring Tools	Tracks growth between benchmarks.	Ongoing	All Grades	May include grapheme cards, checklists, bubble sheets, teacher-made tools.

3. Instructional Response and Differentiation

Based on Assessment Data:

- **Phonological Gaps** → Daily small-group or targeted instruction using phonemic awareness routines.
- **Decoding Needs** → Structured phonics intervention using decodable texts (e.g., UFLI Passages, Dandelion Readers).
- **Fluency & Comprehension Focus** → Strategy instruction with levelled texts (e.g., *Under One Sun*, *Turtle Island*, *Literacy in Action*).
- **Students at or above Benchmark** → Enrichment through choice reading, author studies, and extended text sets.

4. Reporting and Communication

- **Report Card Marks** determined using multiple sources of evidence (Reading Rubric, class work, conferences, teacher judgment).
- **Parent Communication:** Share reading goals and growth at each reporting period.
- **School Literacy Teams:** Review reading data after each assessment window to identify trends and plan interventions.



5. Professional Learning and Support

Focus Area	Timeline	Action Steps
Assessment Calibration	Fall	Review reading rubric exemplars; ensure consistency in scoring.
Targeted Instruction	Ongoing	Coaching cycles on small-group phonics and comprehension instruction.
Data Analysis	Winter & Spring	Literacy teams review division data to identify growth areas.
Teacher Collaboration	Ongoing	PLC meetings to share strategies and reflect on assessment insights.

6. Monitoring and Accountability

- **School Leaders** ensure assessment schedule adherence and provide collaborative time for data review.
- **Teachers** maintain assessment records and use data to adjust instruction.
- **Division Literacy Team** monitors implementation fidelity and supports with coaching and professional learning.

7. Guiding Beliefs

- Reading development is **holistic**, integrating decoding, fluency, and comprehension.
- Teachers' professional judgment is central and supported by consistent, evidence-based tools.
- Every student can grow as a reader with the right instruction and support.

Literacy achievement is improving across the division, with notable gains in Grade 3 and sustained success in the middle years. First Nations and Métis student achievement continues to show positive growth, demonstrating that focused intervention, relationship-based practices, and culturally responsive learning environments are contributing to more equitable outcomes. While achievement gaps remain, the data reflects meaningful progress toward the division's commitment to excellence, belonging, and success for every learner.

Accountability Report: Student Achievement



Mathematics Achievement 2025-26

Percentage of Students Achieving Proficiency ($\geq 75\%$)

Math Achievement Results- the percentage of students achieving mastery/proficiency as measured by the Math Common Assessment Tool within each stand of the Math Curriculum.

Grade	Number	Patterns and Relations	Shape and Space	Statistics and Probability
K	63	64	53	NA
1	47	58	63	NA
2	53	53	66	73
2	51	54	54	53
4	48	52	54	50
5	49	54	46	51
6	50	41	52	44
7	46	45	47	40
8	63	48	50	41

Mathematics achievement data indicates that approximately one-half of students in Grades 1-8 are demonstrating proficiency (75% or higher) across most mathematical strands. Results vary by grade level and strand, revealing both areas of strength and opportunities for improvement.

Key Findings

- **Strong foundations are evident in the early years.** Kindergarten students demonstrated proficiency rates above 60% in both Number (63.4%) and Patterns and Relations (63.7%), indicating that many students are entering Grade 1 with strong foundational numeracy skills.
- **Achievement is strongest in specific strands and grades.** Grade 2 students achieved the highest proficiency levels overall, particularly in Statistics and Probability (73.1%) and Shape and Space (65.9%). Grade 8 students demonstrated strong achievement in Number (62.6%).
- **Achievement becomes less consistent through the middle years.** Results in Grades 4-8 show greater variability across mathematical strands, with proficiency rates often falling below 55%. This suggests that students experience increasing challenges as mathematical concepts become more abstract and require stronger reasoning and problem-solving skills.
- **Patterns and Relations are a recurring area of concern.** Achievement in this strand falls below 50% in several grades, including Grade 6 (40.7%), Grade 7 (45.5%), and Grade 8 (47.9%). Since algebraic thinking and pattern recognition underpin success in secondary mathematics, this area warrants focused attention.

Accountability Report: Student Achievement



- **Statistics and Probability presents challenges in the middle years.** Proficiency drops to 43.6% in Grade 6, 39.8% in Grade 7, and 40.9% in Grade 8, making it one of the weakest performing strands across the division.
- **Shape and Space is generally a relative strength.** Students perform more consistently in this strand, particularly in Grades 1-4, where proficiency levels exceed 53% and peak at 65.9% in Grade 2.

In response to these results, Saskatchewan Rivers Public Schools will establish Mathematics as the division-wide learning priority for the 2027-28 school year. This direction reflects SRPSD's commitment to ensuring that every student develops the mathematical knowledge, skills, confidence, and problem-solving abilities necessary for future success.

The 2027-28 mathematics priority will focus on:

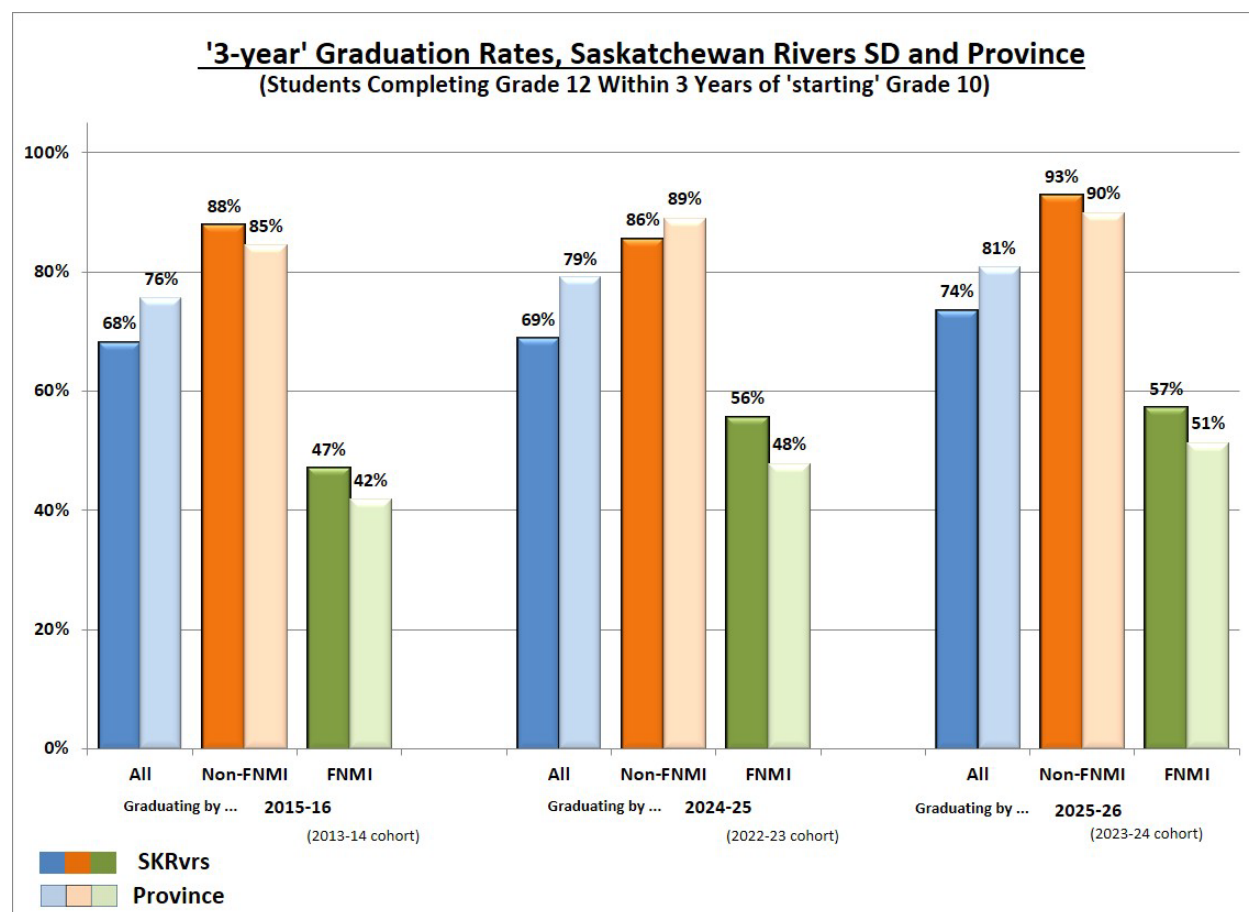
- Strengthening teacher content knowledge and pedagogical expertise in mathematics.
- Supporting consistent implementation of the SRPSD Mathematics Learning Model and use of key resources across all schools.
- Building educator capacity in high-impact instructional strategies including formative assessment, classroom discussion, teacher modelling, feedback, intervention, and mathematical discourse.
- Improving student achievement in Number Sense and Patterns and Relations.
- Using common assessment data to monitor progress and inform instructional responses.
- Reducing achievement gaps and improving outcomes for all learners, particularly First Nations and Métis students.

Establishing mathematics as SRPSD's learning priority for 2027-28 will enable a coordinated system-wide response focused on improving student outcomes, strengthening instructional practice, and ensuring every learner develops the mathematical skills necessary for future success.

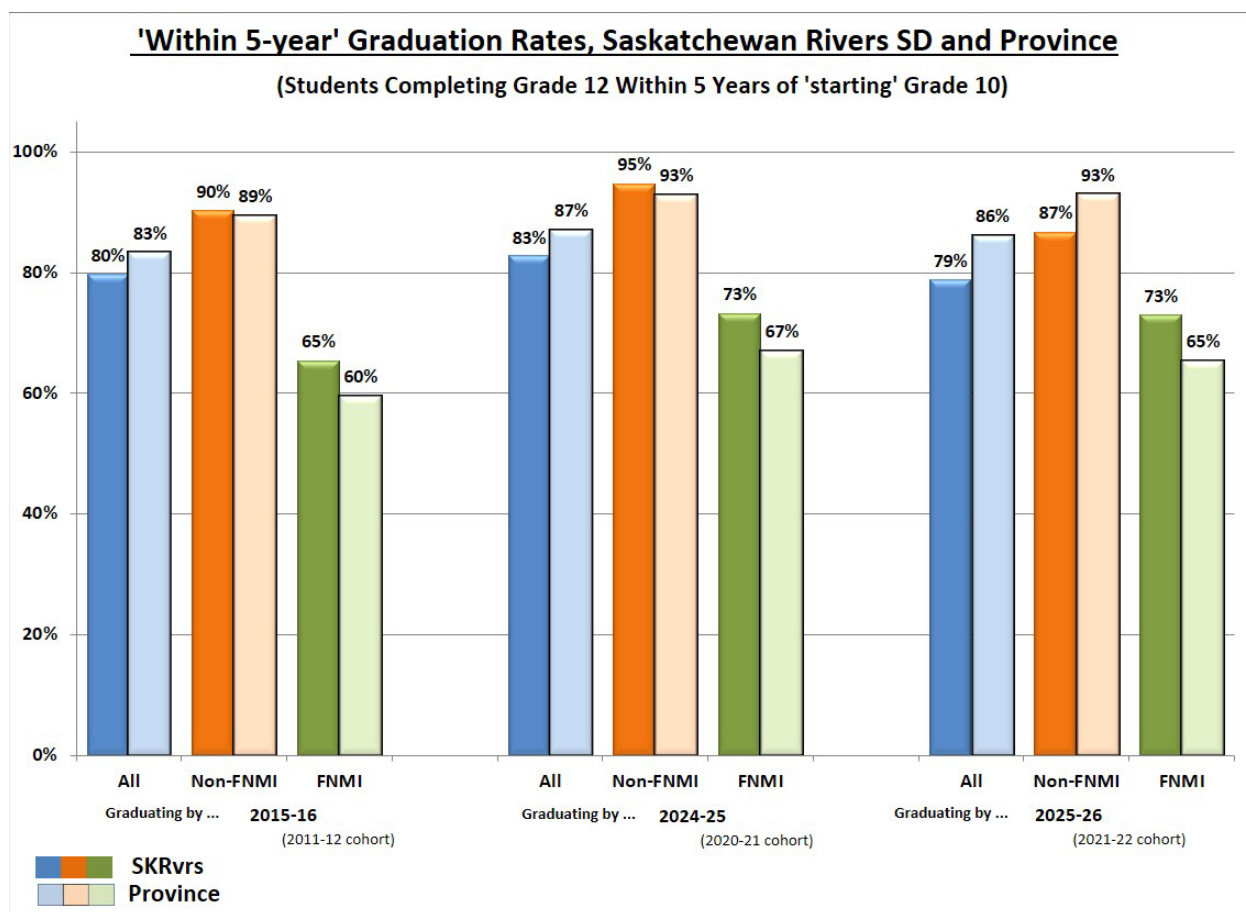
Accountability Report: Student Achievement



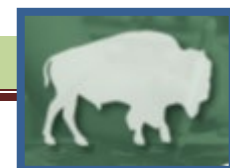
High School Graduation Achievement



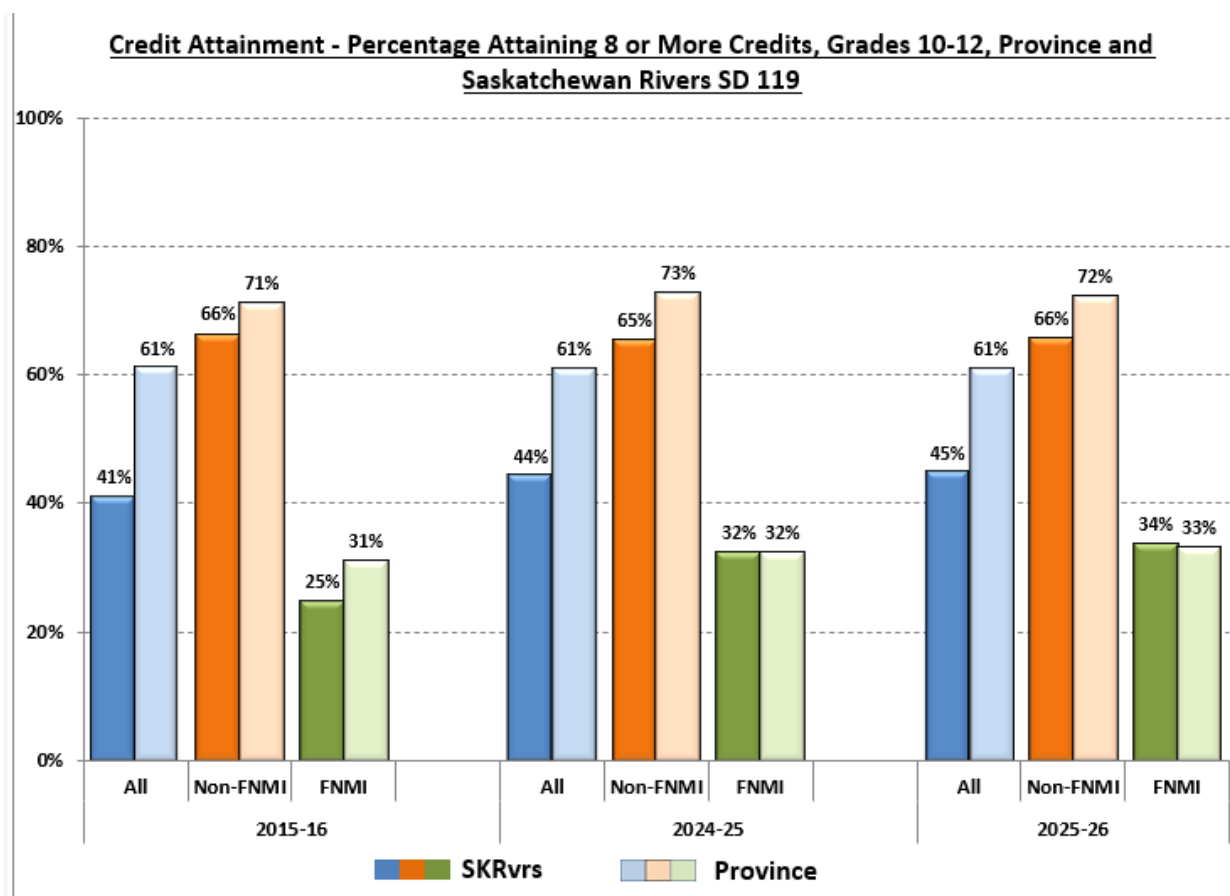
3 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2012-13	2014-15	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%
2013-14	2015-16	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%
2014-15	2016-17	76.5%	85.4%	43.2%	69.4%	89.3%	52.5%
2015-16	2017-2018	77.4%	86.5%	44.5%	72.1.6%	88%	53.2%
2016-17	2018-19	77.3%	86.8%	43.5%	69.3%	90.4%	51.2%
2017-18	2019-20*	80%	89%	47%	71%	90%	52%
2018-19	2020-21	79%	89%	45%	73%	92%	54%
2019-20	2021-22	76%	87%	40%	62%	87%	45%
2020-21	2022-23	79%	88%	47.9%	73.3%	90.1%	60.1%
2022-2023	2024-25	79%	89%	48%	69%	86%	56%
2023-2024	2025-26	81%	90%	51%	74%	93%	57%



5 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2011-2012	2015-2016	83.3%	89.5%	59.6%	79.7%	90.3%	65.4%
2012-2013	2016-2017	84.0%	90.4%	59.8%	76.6%	87.8%	63.1%
2013-2014	2017-2018	84.4%	91.1%	59.4%	77.6%	91.3%	63.0%
2014-2015	2018-2019	84.7%	91.2%	61.0%	81.5%	92.8%	72.1%
2015-2016	2019-2020	85%	92%	63%	83%	94%	69%
2016-2017	2020-2021	85%	92%	62%	80%	96%	67%
2017-2018	2021-2022	86%	93%	62%	82%	95%	68%
2018-2019	2022-2023	86%	93%	62%	84%	96%	73%
2019-2020	2023-2024	83%	92%	57%	76%	92%	65%
2020-2021	2024-2025	87%	93%	67%	83%	95%	73%
2021-2022	2025-2026	86%	93%	65%	79%	93%	66%



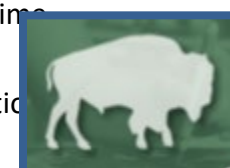
2. Credit Attainment



Average credits per grade / (Students% with 8 or more credits)

	Grade 10	Grade 11	Grade 12
FNMI	6 (52%)	5 (45%)	3 (16%)
Non-FNMI	9 (91%)	8 (84%)	6 (32%)

High school achievement data reflects a positive story of growth and student success. Saskatchewan Rivers Public Schools continues to achieve graduation outcomes for First Nations and Métis (FNMI) students that exceed provincial averages in both the three-year and five-year graduation measures. These results suggest that the division's focus on Indigenous education, relationship-based learning, culturally responsive practices, and flexible pathways to graduation is helping more students successfully complete high school. At the same time, credit attainment data indicates that achievement gaps remain and that many students require additional time and support to graduate. The strongest opportunity for improvement is increasing credit accumulation in Grades 10 and 11, as early credit attainment is a key predictor of graduation.

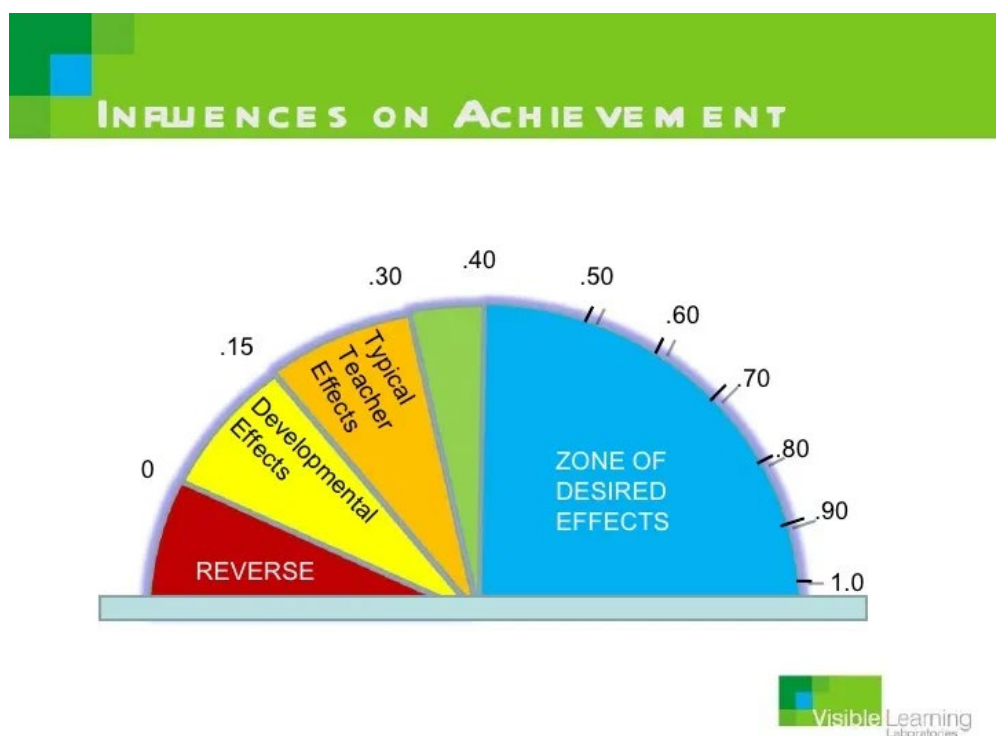


ADMINISTRATIVE IMPLICATIONS:



1. Focus on high impact accelerated teaching strategies

Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. Schools will continue to enhance their understanding of high impact, accelerated instructional strategies in literacy, numeracy and assessment. The goal is to implement instructional practices that have a high effect size. Effect size represents the magnitude of the impact of a given approach. The hinge point is .40 (an average of the growth in one year of learning) Teachers must use strategies that have an impact of greater than .40 to accelerate learning.



2. Build strong school teams and develop teacher collective efficacy using SRPSD learning models:

The most powerful impact on student learning and achievement is teacher collective efficacy. Collective efficacy occurs when, "Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018). Administration will continue to support school leaders and teachers with the implementation of literacy, assessment and numeracy learning models. These models of instruction will embed high effect teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

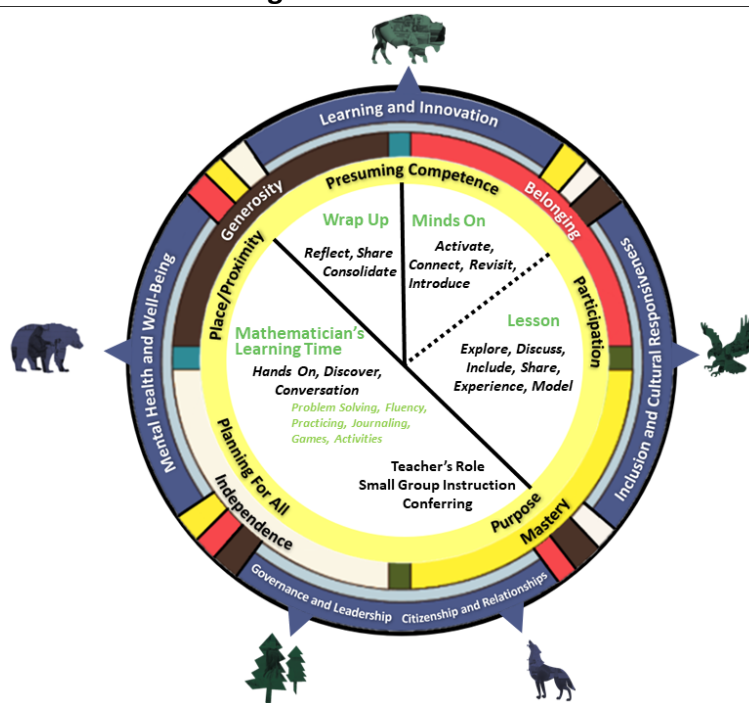


Math Instructional Learning Model



Math Learning Model

-  Circle of Courage
-  SRPSD Priorities
-  Principles of Inclusion



Instructional Practices Embedded within the Math Model

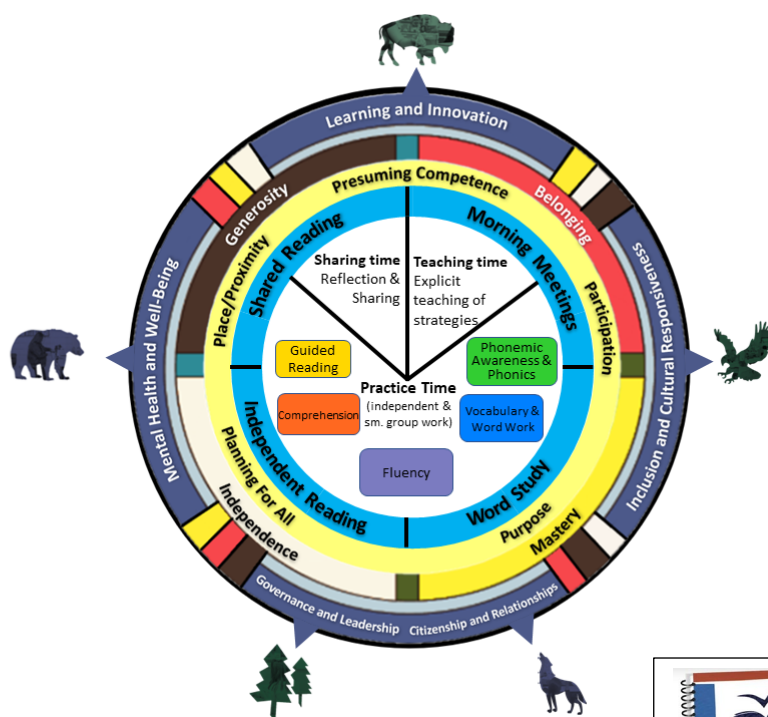
Response to intervention: 1.07 Providing formative evaluation: 0.90 Teacher-student relationships 0.72 Spaced versus mass practice: 0.71 Not labelling students: 0.61 Cooperative versus individualistic learning: 0.59 Peer tutoring: 0.55 Classroom discussion: 0.82 Vocabulary programs: 0.67 Teacher modelling .73	Direct Instruction .59 Classroom discussion .82 Comprehensive instructional programs for teacher .72 Strategy based methods .85 Visual perception programs .55 Interleaved practice .47 Provide feedback .71 Peer assisted learning .62 Help Seeking 0.72 Scaffolding .58
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SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.



Literacy Learning Model



The 2023-24 school year was the first year that the UFLI resource was introduced as the key resource to teach phonics in kindergarten to Grade 3. The UFLI resource:

1. Provides explicit and systematic programming that introduces students to the foundational reading skills necessary for proficient reading
2. Follows a carefully developed scope and sequence designed to ensure that students acquire each skill needed in a logical sequence
3. Allows students to learn and apply each skill with automaticity and confidence
4. Designed for whole-class instruction in the primary grades
5. Can be used for small-group instruction or intervention
6. Can be used for individual intervention with students experiencing difficulties learning to read in any grade
7. Features ample opportunities for students to practice
8. Built-in gradual release of responsibility

Accountability Report: Student Achievement

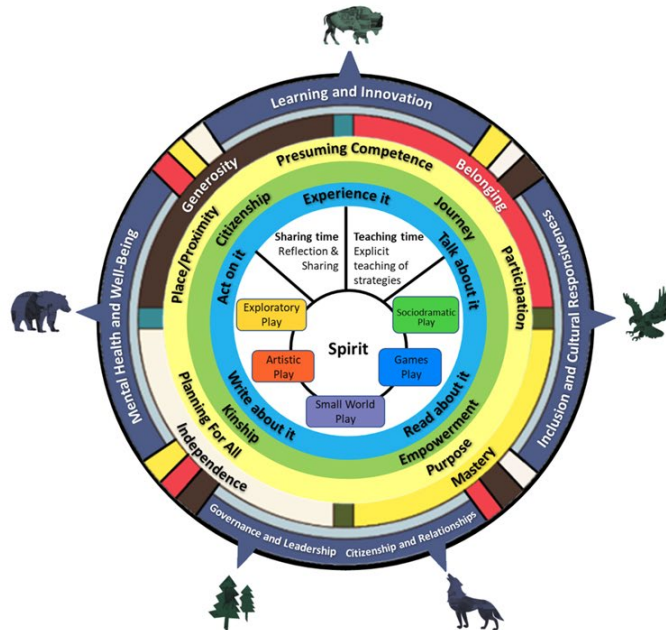


SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!

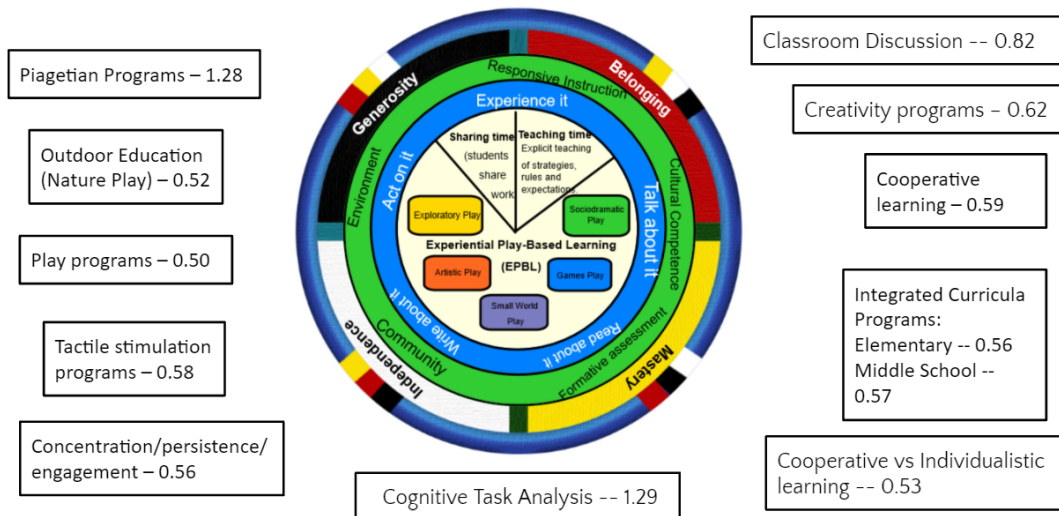


Experiential Play-Based Learning Model

- Circle of Courage
- SRSPD Priorities
- Principles of Inclusion



Experiential Learning in the Primary Grades



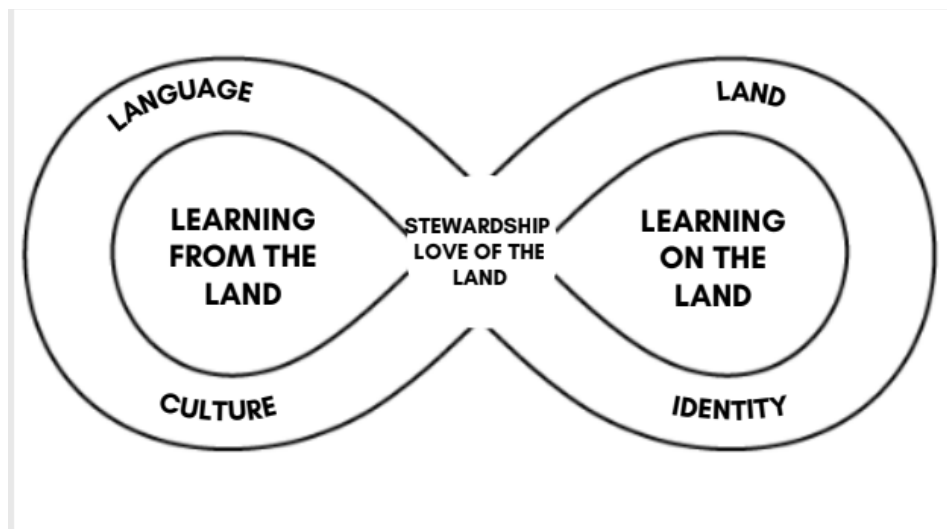
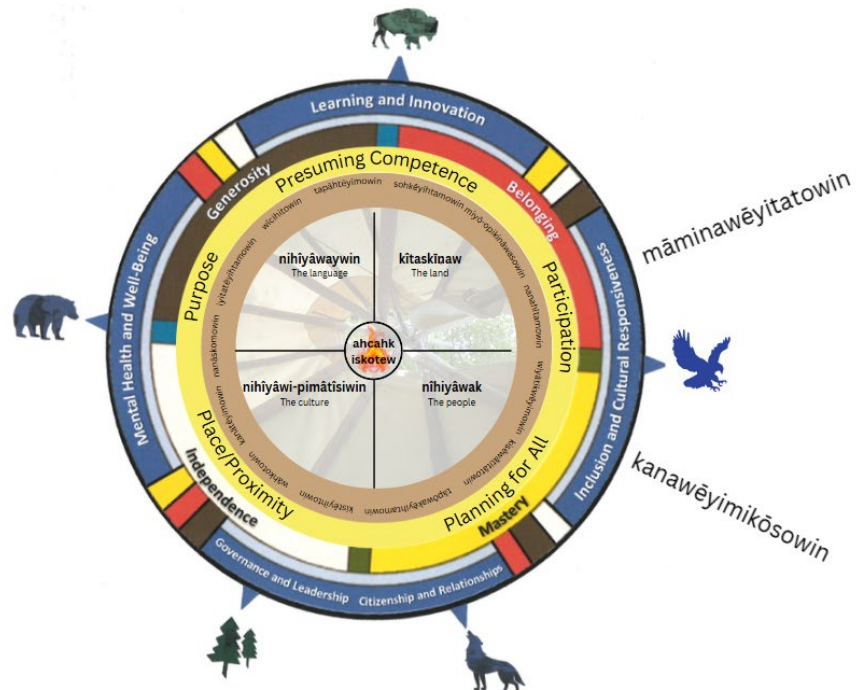
Accountability Report: Student Achievement



The Land Based Learning Model is currently being developed with the support of our Indigenous partnerships, particularly the Montreal Lake Cree Nation. This work will elevate the EPBL model and support the decolonization and indigenization of curriculum and teaching practices.

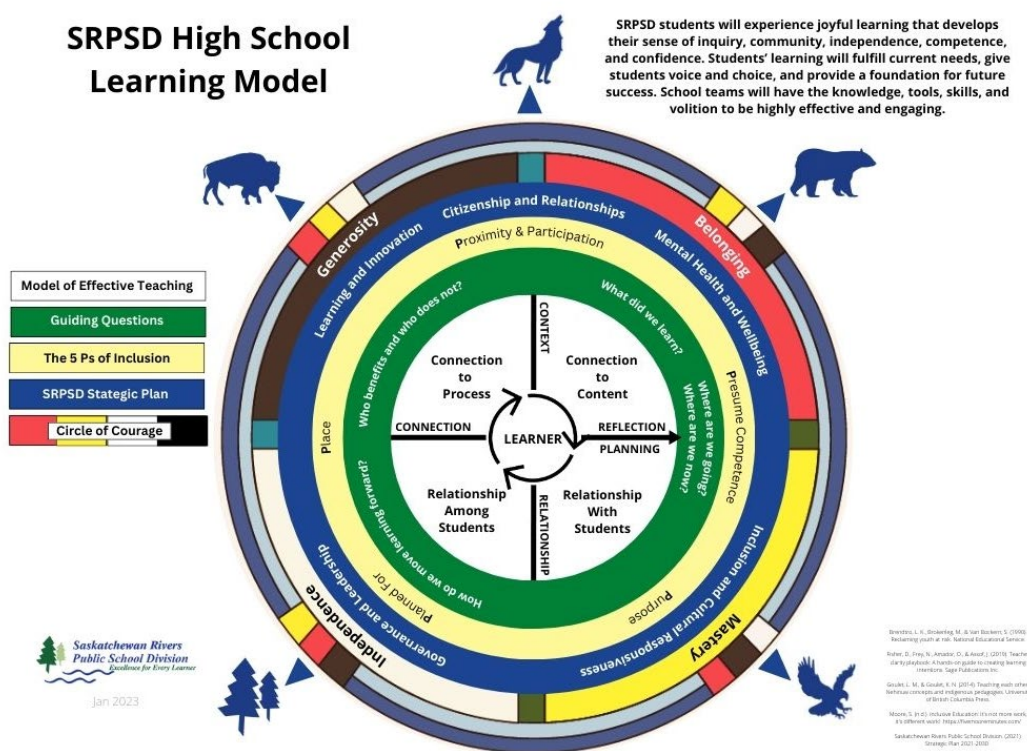
LAND-BASED LEARNING MODEL

"THE LAND IS THE REAL TEACHER. ALL WE NEED AS STUDENTS IS MINDFULNESS"
ROBIN WALL KIMMERER



SRPSD High School Learning Model

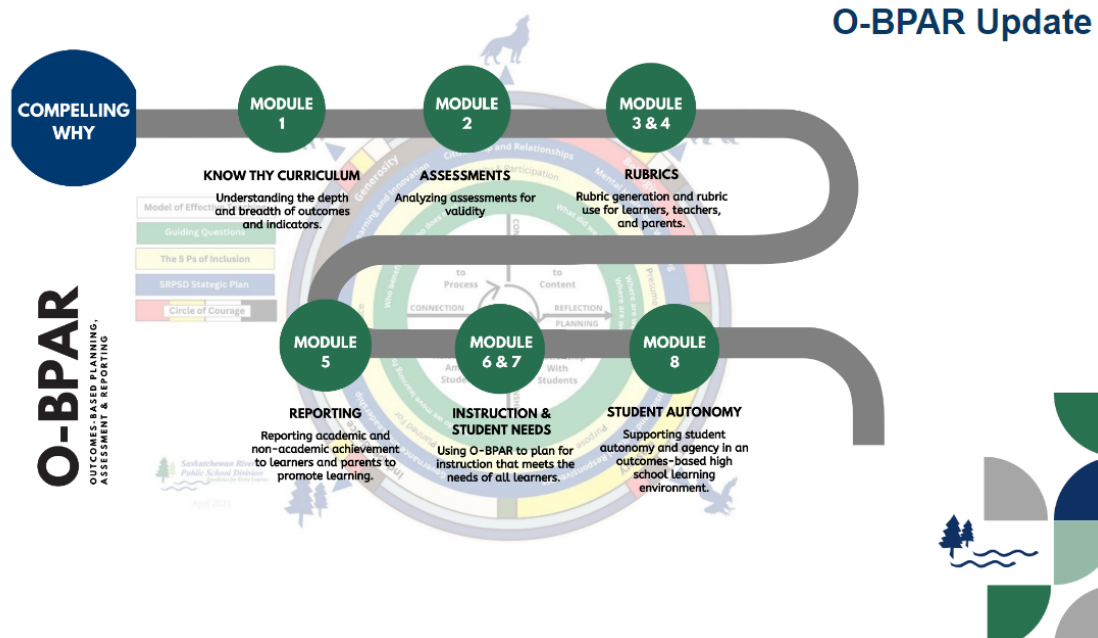
SRPSD students will experience joyful learning that develops their sense of inquiry, community, independence, competence, and confidence. Students' learning will fulfill current needs, give students voice and choice, and provide a foundation for future success. School teams will have the knowledge, tools, skills, and volition to be highly effective and engaging.



The high school learning model is based on Goulet and Goulet's research that is founded on Cree pedagogy. The focus is on relationship with students, relationship among students, connection to process and content. Additionally, high schools are on a journey of reviewing, refreshing and updating our understanding of curriculum, assessment and reporting, that we refer to O-BPAR.



O-BPAR Update



3. Emphasize assessment practices that supports differentiated learning

The purpose of assessment is to gain insights into student knowledge, skills and confidence in a subject area, with the intention of responding appropriately to support the growth of the student. Administration will continue to support schools as they engage in assessment practices that will lead to responsive and differentiated instruction. Assessment /learning data collection will continue to occur throughout the school year aligned to the Assessment Calendar. It is important to note that assessment is an ongoing process, and schools will increase the frequency of assessments based on the needs of students.

4. Provide responsive, aligned professional development opportunities

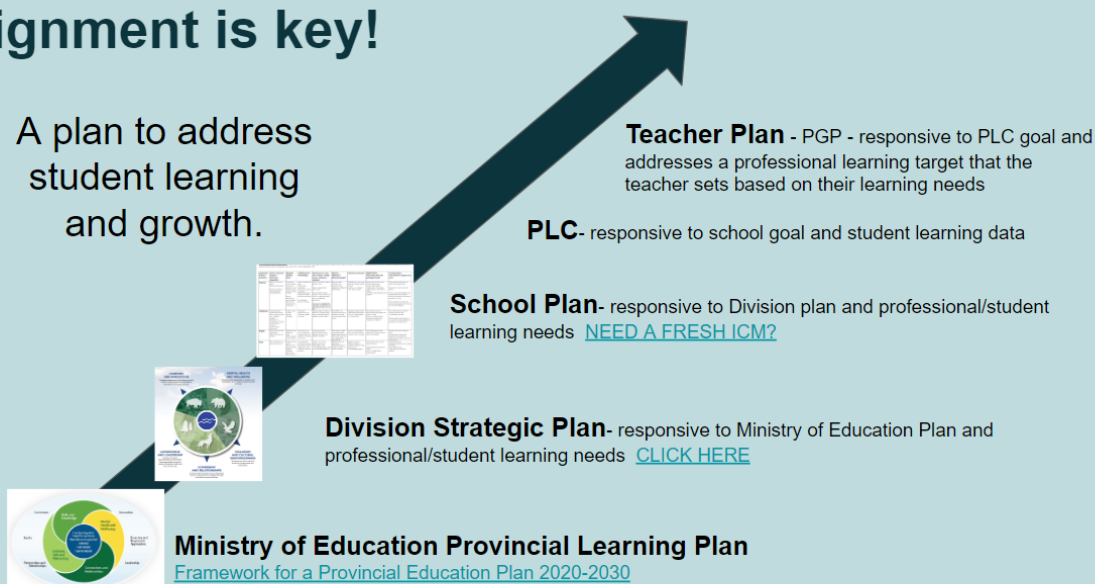
Administration is prioritizing the alignment of various professional development opportunities. Schools are organized into learning communities based on their school priority goal of numeracy, literacy or graduation, land-based learning and mental health and well-being. The learning community structure allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. The embedded coach involved in the Dreamcatcher Coaching Program will offer support to teachers that is aligned with the support provided by the consultants and coaches of the Inclusive Learning Team.

All school-based administrators are developing and enhancing their leadership by engaging in professional learning at every leadership meeting to develop cross-cultural competences; an appreciation for Indigenous worldview and perspectives and anti-racist and anti-oppressive leadership and teaching strategies. This professional development is tied to the Truth and Reconciliation calls to action.



Alignment is key!

A plan to address student learning and growth.



Leadership Learning Community (School Leadership Teams)-the professional learning and dialogue are designed to assist school leaderships teams in the creation of a plan of action; determining a meaningful focus(professional learning target); implementing change in practice; developing shared knowledge and understandings; examining outcomes, assessing results to determine impact; celebrating effort and debriefing the process.

-Collective Efficacy of all staff members.
 -Increased student engagement and success.
 -honouring a moral imperative.

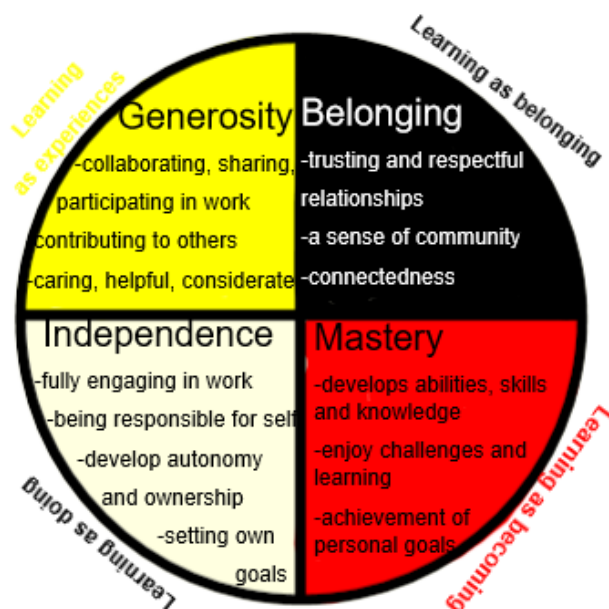
Teacher Learning Community-the TLC is designed to develop teacher collective efficacy and develop these teaching behaviours: putting forth great effort and persistence, especially towards students experiencing difficulty; try new teaching approaches based on effective pedagogy; convey high expectations to students; foster learner autonomy (students centered teaching); decreasing disruptive behaviour; and enhanced parental engagement.

The structure of professional development supports school leadership teams toward alignment of work in literacy, math and assessment and to implement the SRSPD learning models with integrity and fidelity.



5. Connect the work of the Indigenous Perspectives Team (IPT) to student achievement

The Indigenous Perspectives Team supports school leaders, teachers and students. Their work is comprehensive and elevates the work of all other teams with the inclusion of Indigenous ways of leading, learning and teaching. The IPT identify indigenous resources and have created an impressive cache of information that is accessible to teachers on a google site. They are naturalizing the inclusion of Indigenous Knowledge within curricula and they continue to foster relationships between schools and Elders.



Indigenous knowledge is the foundation of SRSPD's learning model.

Indigenous knowledge will strengthen and enhance our work as leaders create belonging and implement effective learning models.

GOVERNANCE IMPLICATIONS

Based upon the report, it is recommended that the Board continue to provide the following:

1. Advocacy for early learning and literacy to be high-priority items within the province;
2. Courageous data informed decisions;
3. Continue to partner with Indigenous organizations, Elders and Traditional Knowledge Keepers to demonstrate a commitment to the Truth and Reconciliation Calls to Action;
4. Honour Indigenous worldview, knowledge and perspectives by sustaining and maintaining the Indigenous Perspectives Team and the Cree Language and Culture Kindergarten program.
5. Continued focus on the improvement of student achievement;
6. Financial support for student learning and intervention strategies.
7. Continue to support Indigenous education as a core strategy for improving student achievement, engagement, and belonging for all learners, recognizing evidence that Indigenous-informed instructional practices are contributing to improved outcomes for FNIM students while strengthening learning environments and achievement across the division.



SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: October 5, 2026

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☐ Information
☐ Closed Session	☐ New Business	☐ Decision
☐ Committee of the Whole	☐ Reports from Administrative Staff	☒ Discussion
	☒ Other: <u>SRSC Report</u>	☐ Consent Item

FROM: SRSC

ATTACHMENTS

☐

RE: SRSC REPORT

Background:

The SRSC met with the full group for the first meeting of the year on September 28th, and the executive will meet on October 26th for the orientation meeting.

Highlights of Recent SRSC Meeting:

- The SRSC welcomed new members, got to know each other through a Halloween candy ranking activity, and learned about the SRSC group and what we do.
- Garette designed a constitution Amazing Race, which brought out everyone's competitive side.
- Following the Amazing Race, SRSC members worked together to create a vision board of an ideal school experience, which set the tone and inspired ideas of what we could work on this year.
- The new executive board was elected. Congratulations to:
 - **Board Representatives:** Tye Vaughan (rural) & Matthew Quiring (urban)
 - **President:** Hadley Gariepy
 - **Vice President:** Mya Carriere
 - **Secretary:** Ashlynn Murphy
 - **Media Relations Officer:** Kallie Smith

School Highlights (2-3 schools at each meeting, so each is highlighted at least once/year):

- Many schools are keeping the Terry Fox run alive, and planning runs and walks in their communities.
- Many students highlighted their schools' back-to-school events, including BBQ's, Breakfasts, and assemblies.

- The Saskatchewan Student Leadership conference was also mentioned various times, and everyone who attended thought it was a great experience!

RECOMMENDATION

That the Board consider the information in this report and take appropriate action as needed.

Board directed questions:

MEETING DATE: **October 5, 2026**

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☒ Decision
☐ Committee of the Whole	☐ Reports from Administrative Staff	☐ Discussion
	☒ Other: _____	☐ Consent Item
<i>Primary Policy Reference:</i>	<u>10</u>	

FROM: C. Bloom, Board Chair	ATTACHMENTS	☒
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BACKGROUND

RE: SSBA INFORMATION – SUBMISSION OF RESOLUTIONS - 2026

Discussion at the September 8 Board meeting included placing SSBA resolutions on the October agenda. The deadline for submitting resolutions is 4:30 p.m. on October 15, 2026. Resolutions received by the deadline will be presented by the Committee at the AGM. No resolutions have been put forth by SRPSD to date.

RECOMMENDATION

For Board consideration.

MEETING DATE: **October 5, 2026**

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☐ Decision
	☐ Reports from Administrative Staff	☐ Discussion
	☒ Other: <u>Board Chair</u>	☐ Consent Item
<i>Primary Policy Reference:</i>	<u>11</u>	

FROM: C. Bloom, Board Chair	ATTACHMENTS	[V]
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BACKGROUND

RE: REVISED BOARD POLICIES

The following Board policies were reviewed and revised at the October 5, 2026 policy session. The changes have been noted – additions are highlighted and deletions ~~crossed out~~ for reference.

- Policy 2 – Role of the Board
- Policy 15 – Viable Schools
- Policy 10 – Board Representatives

RECOMMENDATION

That Policy 2: Role of the Board, Policy 15 – Viable Schools, and Policy 10 – Board Representatives be approved as revised.

ROLE OF THE BOARD

The Board is a body created by provincial legislation and it exercises its authority within *The Education Act, 1995* and its attendant Regulations. The Saskatchewan Rivers Public School Board is elected by the electors that support the Saskatchewan Rivers Public School Division. The Board is responsible for the following:

1. Accountability to Provincial Government

- 1.1 Act in accordance with all statutory requirements to implement provincial educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and regulation.

2. Accountability to Community

- 2.1 Make decisions that reflect Saskatchewan Rivers Public Schools' vision, mission and core values and that represent the interests of the entire Division.
- 2.2 Establish processes and provide opportunities for information sharing with the community and for community input.
- 2.3 Identify key results and ensure annual reporting on these results.
- 2.4 Exhibit behaviours that reflect the Board's shared core values and Code of Ethics.
- 2.5 Provide for two-way communications between the Board and School Community Councils and between the Board and the community.
- 2.6 Provide governance oversight of the Enterprise Risk Management program by annually reviewing risks and mitigations steps.
- 2.7 Address the Truth and Reconciliation Commission's Calls to Action.

3. Continuous Improvement Planning and Reporting

- 3.1 Provide overall direction for the Division by developing, approving and monitoring the Strategic Plan and establishing annual priorities and key results.
- 3.2 Annually approve budget (driven by the Board priorities).
- 3.3 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
- 3.4 Annually evaluate the effectiveness of the Division in terms of key results.
- 3.5 Approve Annual Report for distribution to the public.

4. Policy

- 4.1 Adhere to approved Board policy.
- 4.2 Identify the purpose to be achieved before creating a new policy.
- 4.3 Approve policy statements that achieve the purposes identified by the Board.
- 4.4 Conduct regular review of Board policies for currency and appropriateness.

5. Director / Board Relations

- 5.1 Select the Director.
- 5.2 Provide the Director with clear corporate direction.
- 5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in *The Education Act, 1995*. Respect the authority of the Director to carry out executive action and support the Director's actions which are exercised within the delegated discretionary powers of the position.
- 5.4 Interact with the Director in an open, honest, respectful and professional manner.
- 5.5 Annually evaluate the Director in regard to the Director's job description as outlined Policy 13/Appendix A and additional Board direction unless mutually agreed by February 1 of the current evaluation year by both parties to not complete the evaluation. (i.e., hold Director accountable for results identified in the strategic plan.) The Board Chair will manage the scheduling.
- 5.6 Review Director's compensation as per contract.

6. Political / Advocacy

- 6.1 Develop/review an annual advocacy plan to support and implement the strategic plan.

7. Board Development

- 7.1 Develop a yearly 4-year plan that begins within the first year of the Board's term. The plan is for trustee development to support the Division's strategic plan.
- 7.2 Annually evaluate Board effectiveness and review the plan.

8. Fiscal Accountability

- 8.1 Approve annually budget and ensure resources are allocated to achieve desired results.
- 8.2 Approve annually the Preventative Maintenance and Renewal Plan and amendments.
- 8.3 Review facilities master plan and establish long-range capital priorities.
- 8.4 Approve the submission of capital projects to the Ministry of Education.
- 8.5 Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for revenues.
- 8.6 Appoint an auditor and set the terms of engagement.
- 8.7 Receive the audit report and the management letter and ensure quality indicators are met.
- 8.7 Monitor revenues and expenditures on a quarterly basis.
- 8.8 Set the mandate for employee group negotiations.
- 8.9 Review and approve the [Trustee Remuneration Guidelines](#) in the second year of the Board's term of office and other times as necessary.
- 8.10 Review and approve compensation for out-of-scope staff as per contracts.
- 8.11 Approve emergency expenditures over \$100,000.00 in excess of the budget. (The Board authorizes the Director to approve emergency expenditures under \$100,000.00.)

9. Appeals, Hearings, and Disclosures

- 9.1 Ensure there are accessible, fair and safe disclosure processes in place and monitored.
- 9.2 Ensure there are appropriate processes and effective trustee training and guidance to hear appeals and conduct hearings that may be required by legislation, regulation, or administrative procedures.

10. Selected Responsibilities

- 10.1 Acquire and dispose of land and buildings, including expropriation proceedings.
- 10.2 Review and approve real estate leases.
- 10.3 Initiate a community led process to name or rename of schools and other Board-owned facilities.
- 10.4 Obtain membership in the Saskatchewan School Boards Association & Public Section.
- 10.5 Approve of the purchase of Board memberships in non-educational associations.
- 10.6 Recognize students, staff and community.
- 10.7 Approve early resignation incentive formula for gratuities beyond the collective agreements.
- 10.8 Approve the school year calendar in accordance with the Board's stated interests.
- 10.9 Approve associate school status.
- 10.10 Approve school locations for French Immersion programming.
- 10.11 Approve Prekindergarten programs not funded by Saskatchewan Education.
- 10.12 Hear appeals.

Legal Reference: Sections 61, 85, 87, 277, 282, 283, *The Education Act, 1995*

Approved: May 5, 2014;

Revised: April 18, 2016, April 3, 2017, November 26, 2018; June 21, 2021; November 7, 2022; June 5, 2023; February 10, 2025

VIABLE SCHOOLS

The Board, in its efforts to provide meaningful learning experiences that reflect what is best for students and to assist students in developing their full potential, recognizes that it needs to maintain viable schools and classrooms within the context of the entire Division.

In order to ensure quality education for its students, the Board may, from time to time, have to review the operation of one (1) or more of its schools and consider discontinuing one (1) or more grades offered in a school or closing schools.

A School Community Council (SCC) may initiate the review process by recommending to the Board that the school they represent be reviewed according to this policy.

Therefore, the Board will adhere to the following guidelines of operation with regard to determining the possible review status of a school. Review status is an opportunity to explore the facts; it does not necessarily mean the school will be closed. These guidelines will provide a process and procedure so that school review can be clearly predicted, giving people assurance as to how and when a decision process might be initiated. Guidelines that are not outlined in the Viable Schools Policy but are set out in *The Education Act, 1995* and the Education Regulations will also be followed.

Specifically

1. Legislative Conditions for Review

The Education Act, 1995 and the Education Regulations set out the process and criteria around school reviews for closure or grade discontinuance.

Pursuant to Section 54 to 58 64 of the School Division Administration Regulations, the Board may only carry out a review of a school pursuant to Section 87 of the Act if the following conditions are met:

- 1.1 For students in kindergarten to Grade 8 who are enrolled in the school:
 - 1.1.1 The nearest school is not more than (40) kilometres from the school under review, based on the shortest route by regularly maintained roads;
 - 1.1.2 At least 90% of those students live within 75 minutes of the nearest school if travelling by motor vehicle under normal driving conditions;
 - 1.1.3 The Board arranges for alternative transportation that minimizes the transportation time for those students who live more than 75 minutes from the nearest school; and
- 1.2 Projected enrolment for the school under review for the following school year is less than:
 - 1.2.1 For a school offering kindergarten to Grade 4 only, 25 students;
 - 1.2.2 For a school offering kindergarten to Grade 5 only, 30 students;
 - 1.2.3 For a school offering kindergarten to Grade 6 only, 37 students;
 - 1.2.4 For a school offering kindergarten to Grade 7 only, 44 students;
 - 1.2.5 For a school offering kindergarten to Grade 8 only, 51 students;
 - 1.2.6 For a school offering kindergarten to Grade 9 only, 58 students;
 - 1.2.7 For a school offering kindergarten to Grade 12 only, 88 students.

2. School Review Criteria

Pursuant to Section 58 of the School Division Administration Regulations, in carrying out a review of a school pursuant to Section 87 of the *Act*, the Board shall consider the following:

- 2.1 Physical condition of the school;
- 2.2 Operational cost per student;
- 2.3 Number of grades combined in each classroom;
- 2.4 Distribution of enrolments by grade level;
- 2.5 Projected enrolments;
- 2.6 Condition and capacity of potential receiving school(s);
- 2.7 Transportation implications to the potential receiving school(s); and
- 2.8 Availability of educational programming.

Each of the above criteria will be considered in the context of best interest of students, the school, the Division and communities.

Section 58 of the School Division Administration Regulations – are as follows:

In carrying out a review of a school pursuant to Section 55, the board of education must consider all of the following:

- (a) The physical condition of the school;
- (b) The operational cost per pupil;
- (c) The number of grades combined in each classroom;
- (d) Any additional criteria that the board of education considers relevant to the review.

3. Process for Placing a School in Review Come back to

- 3.1 Enrolments for all schools will be monitored and reported to the Board on a regular basis. Schools with September enrolments that fall below, or are projected to fall below, the thresholds set in legislation will be identified to the Board annually.
- 3.2 For schools that meet the Legislative Conditions for Review, the Director will compile a report on the School Review Criteria and report to the Board with a recommendation as to the review status of the school(s) following the timeline in Board Policy 15– Appendix A – Calendar Guideline.
- 3.3 The Board will consider the information and, if the Board wishes to place a school into the review process, will pass a motion to that effect.

4. Review Process

- 4.1 Consultation Process with School Community Councils (SCC).

Once a school is placed in review status, the Board will consult with the SCC and the community in accordance with the process set out in *The Education Act, 1995*.

 - 4.1.1 If the SCC consents to closure or grade discontinuance, the Board will make the appropriate motion.
 - 4.1.2 If the SCC does not agree to the closure or grade discontinuance, the process continues as outlined below.
- 4.2 Information and Analysis
As per Section 54 and 59 64 of the School Division Administration Regulations, the Board will establish a School Review Committee and provide the following information to the School Review Committee and SCC by November 1:
 - 4.2.1 Enrolment history of the schools for the past five (5) years.
 - 4.2.2 Projected enrolment for the school for the following five (5) school years, and the source of this data.
 - 4.2.3 Current number of teaching and non-teaching staff at the school.
 - 4.2.4 Projected number of teaching staff based on:
 - 4.2.4.1. Projected enrolment outlined in clause 4.2.2, and
 - 4.2.4.2. Board policy.
 - 4.2.5 Information respecting the physical condition of the school.
 - 4.2.6 Any other information that the Board plans to consider in reviewing the school.
- 4.3 Decision by the Board to Consider Possible Closure or Grade Discontinuance

- 4.3.1 The information and data collected by the School Review Committee and the Director will be considered by the Board.
- 4.3.2 Pursuant to Section 87 of *the Education Act, 1995*, if the Board decides to consider the closure of any school that has been the subject of a review, the Board must, not later than February 1, pass a motion to consider the possible closure of the school or discontinuance of one (1) or more grades or years taught in the school stating the effective date of the possible closure or discontinuance.
- 4.3.3 The Board must notify the public of the motion passed.
- 4.4 Public Meeting
The Board, not later than March 31 of the year in which the potential closure of the school or discontinuance of grades or years taught in the school is to come into effect, must hold a meeting of electors as per Section 87 of *the Education Act, 1995*.
- 5. Decision Regarding Closure or Grade Discontinuance
 - 5.1 After a thorough review of the information gathered and considering the consultations with the community, if the Board decides to close a school or to discontinue one (1) or more grades or years taught in the school, the Board must pass a motion to that effect by April 30 and provide notice as required under *the Education Act, 1995*.
- 6. School Closures or Grade Reduction and Integration Process
In schools where the Board has passed a motion approving a school closure or grade discontinuance, the Director shall, in consultation with the School Community Council, develop and implement a Transition Plan that includes:
 - 6.1 Notifying the parents of the students attending the school affected.
 - 6.2 Consulting with the SCC.
 - 6.3 Consulting with all affected staff, parents and community.
 - 6.4 Preparing an implementation schedule.
 - 6.5 Ensuring that a familiarization program for new students and their parents is offered at the receiving school(s).
 - 6.6 Redistribution of division assets shall not be done until after the conclusion of the school year.

Reference: Sections 85 (1)(b), 87, 347 *The Education Act, 1995*,
Section 54-64 *The School Division Administration Regulations*,
Part XIX.3 Education Regulations (could not find this)

Approved: May 5, 2014

Revised: November 26, 2018; June 21, 2021; October 5, 2026

BOARD REPRESENTATIVES

The Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The following guidelines shall apply to such representation:

- The trustee shall reflect the current formal position of the Board;
- On other issues of significant importance, the trustee shall consult with the Board to determine the formal position of the Board;
- The Board requires that important issues be brought to its attention. Therefore, if an issue has policy implications it shall be verbally reported at meetings of the Board and supplemented by a written report, along with all other reports that may be written and included with the meeting agenda; and
- All expenses of this activity shall be covered in accordance with compensation guidelines approved annually at the Organizational Meeting.

The following committees/organizations will have a Board representative as identified each year at the first regular meeting after the annual Organization Meeting:

Selection & Support

- Board Chair will call for trustees' interest in committees for submission by September 30. Trustees who prefer or have potential conflict of interest can indicate that at this time.
- Administration will collate responses and prior to the Organizational meeting will bring the summary to the open session of the Board for review, discussion and recommendation of proposed slate for consideration at the Organizational meeting.
- In an election year, the process for committee selection will begin at the Organizational meeting and be concluded at the next regularly scheduled meeting of the Board.
- When administrative support is required, the Director will appoint resource personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

1. Saskatchewan School Boards Association (SSBA) - Public Section Executive

1.1 Purpose

- Attend SSBA Public Section Executive meetings.
- Clarify and represent the Board's formal positions and interests at the provincial level.
- Communicate to the Board at the next regular meeting the work of the SSBA Public Section Executive.

1.2 Membership

- One trustee.

1.3 Meetings

- As determined and scheduled by the SSBA Public Section Executive.

2. Saskatchewan School Boards Association (SSBA) – Indigenous Council

2.1 Purpose

- Attend SSBA Indigenous Council meetings.
- Clarify and represent the Board's formal positions and interests at the provincial level.
- Communicate to the Board at the next regular meeting the work of the SSBA Indigenous Council.

- 2.2 Membership
 - A minimum of one designated representative.
 - Other trustees may also attend meetings.
- 2.3 Meetings
 - As determined and scheduled by the SSBA Indigenous Council – generally four times per year.
3. Saskatchewan High Schools Athletic Association (SHSAA)
 - 3.1 Purpose
 - Attend SHSAA meetings.
 - Clarify and represent the Board's formal positions and interests at SHSAA meetings.
 - Communicate to the Board the work of SHSAA.
 - May be a voting member of the North Central Athletic Association
 - 3.2 Membership
 - One trustee.
 - 3.3 Meetings
 - At the call of SHSAA
4. Saskatchewan School Boards Association (Board Chairs Council)
 - 4.1 Purpose
 - Attend meetings of the SSBA Board Chairs Council.
 - Clarify and represent the Board's formal positions and communicate to the Board Chairs Council the Board's perspectives.
 - Communicate to the Board the work of Board Chairs Council.
 - 4.2 Membership
 - Board Chair or designate.
 - 4.3 Meetings
 - As determined and scheduled by the SSBA.
5. Saskatchewan Rivers School Division #119 Foundation Corporation
 - 5.1 Purpose
 - Attend Foundation Board meetings.
 - Communicate to the Board the work of the Foundation Corporation, including annual report and financial statements.
 - 5.2 Membership
 - At least two elected members of the Board (requires three members until the Foundation Board is operational).
 - 5.3 Meetings
 - At the call of the SRSD Foundation Corporation.
- ~~6. City and School Boards Liaison Committee~~
 - ~~6.1 Purpose~~
 - ~~• Attend meetings of the City and School Boards Liaison Committee.~~
 - ~~• Prepare a list of school board priorities for the City and School Boards Liaison Committee to be submitted at least annually.~~
 - ~~• Clarify and represent the Board's formal positions and communicate to the Committee the Board's issues and concerns.~~
 - ~~• Makes recommendations to City Council and or the respective School Boards in relevant matters to all parties.~~
 - ~~• Communicate to the Board the committee's Terms of Reference and updates on the work of City and School Boards Liaison Committee.~~
 - ~~6.2 Membership~~
 - ~~• Board Chair and two urban trustees, except when the Board Chair is an urban trustee, then Board Chair and one urban trustee.~~
 - ~~6.3 Meetings~~
 - ~~• As determined and scheduled by the City of Prince Albert.~~

7. School Community Council Cluster Representatives

7.1 Purpose

- Trustees are selected to act as SCC cluster representatives to build and maintain effective two-way communication between SCCs and the Board
- The role of the representative:
 - Represent Board decisions and directions to the SCC;
 - Represent Council recommendations and issues to the Board;
 - Serve as a liaison and support/resource person to the SCC.

7.2 Membership

- Trustees are assigned to clusters in **by** June of each year and reviewed at the organizational meeting **in an election year**. Current cluster assignments are as follows [SCC Clusters 2026-27](#)

7.3 Meetings

- At the call of the SCC. Typically, the schedule for the year is determined in September.

Reference: Sections 85, *The Education Act, 1995*

Approved: May 5, 2014

Revised: November 26, 2018; June 8, 2020; March 8, 2021; September 19, 2022; June 19, 2023;
October 16, 2023; February 10, 2025; October 5, 2026

MEETING DATE: October 5, 2026

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☐ Decision
	☒ Reports from Administrative Staff	☒ Discussion
	☐ Other: _____	☐ Consent Item
Primary Policy Reference:	<u>8.4 & 13</u>	

FROM: N. Finch, Director of Education	ATTACHMENTS []
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BACKGROUND

RE: DIRECTOR UPDATE

1. School Food Programming

School food programming continues to play a vital role in supporting student well-being and readiness to learn across Saskatchewan Rivers Public School Division. This year we received \$113,664 through the Child Nutrition Program funding grant to support food purchases in our schools. We also received our second round of National School Food Programming funds to further support feeding students in our schools. This funding totaled \$429,456 and schools are excited to have these funds to maintain and expand their current programing. The National School Food Programming specifically consists of \$279,421 in operating funds and \$150,035 Year 2 one-time expansion enhancement funds. There is a total funding increased by \$127,542 from last year with a new dedicated enhancement/expansion funding component. As a result, we will be maintaining the same school-based funding as last year with the understanding that schools will use some of these funds as expansion enhancements and increasing our minor capital grant fund with the additional funds for this year.

In the past and into the future our schools have met the needs of students through partnerships with community organizations such as *Feeding Our Future*, schools ensure that students who arrive without lunch have access to nutritious meals each day. This will continue in the 2026-27 school year. In 2025–2026, *Feeding Our Future* supported by Lake Country Co-operative, Lakeland Ford and Hyundai, the Broda Group and B&B Construction, and Conexus Credit Union provided 1000's of lunches yet again. Since its launch in 2016, *Feeding our Future* has demonstrated the collective commitment of local partners to removing barriers to learning through food security. This ongoing collaboration exemplifies how community partnerships directly enhance student health, engagement, and academic success.

2. Enrolment

The Division's September 30 enrolment data has nearly been finalized. As of September 25 update, we were below projection by 21 students where we anticipated. Our enrolment of 8631 includes Pre-K, K-12 and home school students. We projected 8652 total enrolment.

3. Meath Park Daycare

Meath Park Daycare opened its doors on Thursday, October 1, 2026.

4. City of Prince Albert Police Service Update

The below information that was shared by Chief Patrick Nogier at the Chamber police Luncheon on September 24, 2026.

City of Prince Albert Crime Data

- Violent Crime – Overall up by 1.06%
- Property Crime – Overall down by 9.15%
- Controlled Drugs and Substances – Overall down by 33.33%
- Traffic Violations – Overall up by 3.42%
- Arrests – Overall up by 14.05%
- Vandalism – Overall down by 14.9%
- Neighborhood Strengthening – Overall up by 234.3%

Firearms and Weapons

January – June	Seized Firearms
2026	61
2025	121
2024	68
2023	77
2022	57
2021	60

Wastewater Analysis

Please note - only 8 cities in the country participate in this data analysis

Cocaine (Benzoyllecgonine)	
Milligrams per one thousand people per day (mg/1000 people/day) in March 2026	
Prince Albert, Saskatchewan	5,296.48
Next highest City – Saskatoon, Saskatchewan	1,774.89
Methamphetamine	
Milligrams per one thousand people per day (mg/1000 people/day) in March 2026	
Prince Albert, Saskatchewan	2,002.77
Next Highest City – Saskatoon, Saskatchewan	957.52

5. Upcoming Division Student Events

- Spruce Home Cross Country Extravaganza – Tuesday, October 6, 2026 – 11:30 a.m. start time
- Opening Doors Career Fair – Wednesday, October 14, 2026 – 9:00 a.m. to 3:00 p.m.. Art Hauser Centre.
- SRPSD Annual School Art Show - Wednesday, November 4, 2026, from 4:00 to 6:30 p.m. (come and go) at the Education Centre that showcases our students’ artwork.

RECOMMENDATION

For Board information and discussion as warranted.

MEETING DATE: October 5, 2026

Type of Meeting	Agenda Items	Intent
☒ Regular	☐ Correspondence	☒ Information
☐ Closed Session	☐ New Business	☐ Decision
☐ Committee of the Whole	☒ Reports from Administrative Staff	☐ Discussion
	☐ Other: _____	☐ Consent Item

Primary Policy Reference: 1, 13

FROM: N. Finch, Director of Education	ATTACHMENTS []
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BACKGROUND

RE: BUDGET DEVELOPMENT PROCESS

Budget Priorities, Guidelines and Timelines

The Board will approve annually the budget to ensure resources are allocated to achieve desired results. The current principles and guidelines are below for Board information.

Principles For Developing Budget Estimates

1. Mutual responsibility guided by sustainable programs and services that support the broad range of factors required for student achievement.
2. Accountability through respectful collaborative working relationships to ensure that the principles are reflected through actions and decisions.
3. Transparency where decisions are supported by evidence-based written policies that are consistently applied and easily understood.
4. Equity through decisions which support all students in reaching their full potential.
5. Stability through decisions which endeavor to provide the flexibility to deal with periods of economic stability, growth and decline.

Guidelines For Developing Budget Expenses versus Expenditures Estimates

1. Expenses will reflect current reality and future opportunities.
2. Provision will be made for revenues and expenses required for the implementation of the priorities and goals of the Board of Education as outlined in:
 - Board Foundational Statements in Policy 1
 - Division's Strategic Plan
3. Provision will be made for revenues and expenses required to meet the annual objectives of the division's services.
4. Provision will be made for revenues and expenses required for the implementation and actualization of the Ministry of Education curricula.
5. Allowances will be made for the capital priorities and facilities maintenance program.

6. Allowances will be made for building capacity for site-based management and accountability.
7. Budget estimates will be adjudicated by Administrative Council prior to presentation to the Board of Education.

TIMELINE FOR DEVELOPING BUDGET ESTIMATES

September 1 - Start of fiscal year (and prepare for audit of last year's financials)

October ----- Confirm Board principles and guidelines for budget development

December----- Review and analyze previous year's audited financial statements

January-May - Consultations and communication with Board and other stakeholders

January ----- Confirm capital project priorities (and finalize audit from previous year)

January ----- Staffing and enrolment projections

January-April- Administrative Council to meet a min. once per month to develop a balanced budget based on projections and strategic plan priorities

February ----- Preliminary budget additions and reductions

March----- Provincial budget and Ministry of Education funding information

April ----- Finalize budget additions and reductions

May ----- Review preliminary budget and approve if appropriate

June ----- Approve final budget, if not approved previously

June ----- Submit budget to Ministry and communicate budget to schools

August 31 ----- End of fiscal year

RECOMMENDATION

For Board information.