

**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, January 12, 2026

Time: 2:00 p.m.

AGENDA (#26R-1)

- 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 Bill Gerow**
- 5. Declaration of conflict of interest**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular Meeting Minutes – December 8, 2025
 - (b) Administrative Procedure Changes
 - (c) Statement of Operations Variance Analysis
- 8. Business arising from the previous meeting**
- 9. Accountability reports (if any)**
- 10. New business (Board Committee Reports, Trustees' Items and Notice of Motions)**
 - (a) Matters and Motions brought forward from Closed Session of January 12, 2026
 - (b) External Board Committees (if any)
 - (c) Provincial Update (if any)
 - (d) Update on the Progress of the 2024-2028 Board Development Plan – **C. Bloom**
 - (e) Review Progress of the 2024-2028 Board Advocacy Plan – **C. Bloom**
 - (d) SRSC Report (if any)
- 11. Reports from administrative staff**
 - (a) Director's Update – **N. Finch**
 - (b) Trach Sports Academy Update – **J. Court**
 - (c) Invitational Shared Services Initiative (ISSI) Partnerships Update – **J. Hingley**

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
Wednesday, January 14, 2026 Time: 5:00 to 7:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, January 19, 2026 Time: 1:30 p.m. to 3:30 p.m.	Meeting with Mayor/City Council for Prince Albert), Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, February 2, 2025 Time: 9:00 a.m.	Pipe Ceremony (optional) – Westview Public School, 620 McArthur Drive, Prince Albert
Monday, February 2, 2025 Time: 10:45 a.m.	Elders Council, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, February 2, 2025 Time: 1:00 p.m.	Board Development Session, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, February 2, 2026 Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, February 9, 2026 Time: 10:00 a.m. to 3:00 p.m.	SCC/SRSC/School Admin (optional)

JANUARY

Regular Board Meeting Agenda Items

- Review Parameters and Approval of the School Year Calendar
- Review Initial Projected Enrollment for Next Year
- Review Quarterly Statement of Financial Position and Operations
- Review Capital Project Priorities
- Review Selected Program Initiatives (Trach Sports Academy, Cree Language Program, Michif Language Program, Land-Based Learning and Experiential Play-Based Learning Model and Invitational Shared Services Initiatives)
- French Immersion designation
- Review Board Development Plan
- Review Board Advocacy Plan

Events/Action

- P.A.A.T.A. Executive Linkage Meeting
- Advocacy Meeting (MLAs, Minister, MPs)

Budget Considerations

- Review Potential Budget Additions or Deletions for Next Budget Year

FEBRUARY

Regular Board Meeting Agenda Items

- Review Semi-annual Transportation Report

Events/Action

- Elders Council / Winter Pipe Ceremony
- SCC / SRSC Engagement Meeting

MEETING DATE: January 12, 2026

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference:	<u>8.8</u>	

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

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- December 8, 2025 Regular Meeting minutes

RECOMMENDATION

That the minutes of the Regular meeting of December 8, 2025 be approved as presented.

NO. #2025R-10 (MONDAY, DECEMBER 8, 2025)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, DECEMBER 8, 2025, 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

M. LEWIS, Trustee (absent)

A. LINDBERG, Trustee

A. NUNN, Vice-Chair

D. SANDER, Trustee

B. YEAMAN, Trustee

SENIOR ADMINISTRATION

N. Finch, Director of Education

K. Gerhardt, Superintendent of Schools

G. Tebay, Superintendent of Schools

D. Blais, Superintendent of Facilities

J. Pidborochynski, Chief Financial Officer

J. Ward, Administrative Services Officer

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

MOTION TO MOVE INTO CLOSED SESSION:

#25R-69

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

T. Vaughan, Student Board Representative

N. Franc provided her personal land acknowledgment.

Trustees were given an opportunity to provide any conflict of interest.

ADOPTION OF THE AGENDA:

#25R-70

Moved by B. Gerow that the agenda be approved as presented.

Carried.

CONSENT ITEMS:

#25R-71

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

(a) That the minutes of the Organizational meeting of November 24, 2025 be approved as presented.

(b) That the minutes of the Regular meeting of November 24, 2025 be approved as presented.

- (c) *That Administrative Procedures change be received as information.*
- (d) *That the Board request that the following schools be designated for French Immersion programming purposes for the 2026-2027 school year:*
- *École Arthur Pechey Public School* *Grades K to 8*
 - *École Vickers Public School* *Grades K to 8*
 - *École Debden Public School* *Grades K to 8*
 - *Carlton Comprehensive Public High School* *Grades 9 to 12*
- Carried.*

ACCOUNTABILITY REPORTS:

(a) **SRPSD Inclusive Education Accountability Report**

As part of the report, Speech pathologists, Jill Ervick, Bryn Michalchuk, Sarah McComas and Danica Shultz, to share information on the speech therapy program in our schools. The contribution of speech language assistants in enhancing the program for students was noted. There was an opportunity for trustees' feedback and questions during the presentation.

#25R-72

Moved by B. Yeaman that the Board approved the Inclusive Education Accountability Report as presented.

Carried.

NEW BUSINESS:

(a) **Matters and Motions from the Closed Session of December 8, 2025:**

No matters or motions to rise and report.

(a) **SRPSD SRSC Report**

Student Board representatives T. Vaughn provided highlights from the recent SRSC meeting which included with schools' highlights.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) **Director's Update**

- **Saskatchewan Student Assessment Program**

It was noted that multiple provincial student assessments will be completed in the coming years. All assessments will be developed by teachers from around the province. The timeline of the assessments was shared.

(b) **2027-2028 Major and Minor Capital Projects Submission**

#25R-73

Moved by B. Hollick that the Board approve the top three 2027-2028 major capital priorities and the top two minor capital priorities to be submitted to the Ministry of Education.

Carried.

KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Inclusive Education Accountability Report/SLP Presentation.
- Capital Projects.
- Christmas wishes from Board.

BOARD MEMBERS' FORUM:

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

ADJOURNMENT:

Board Chair C. Bloom adjourned the meeting. (4:02 p.m.)

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: January 12, 2026

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference:	2 _____	

FROM:	N. Finch, Director of Education	ATTACHMENTS	<input checked="" type="checkbox"/>
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BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedures have been revised. The deletions has been ~~striked through~~ and revisions **highlighted** for reference.

- AP 550: Fund Raising

RECOMMENDATION

For Board information.

Administrative Procedure 550

FUND RAISING

Background

Subject to the provisions of this procedure, the Division approves school-based fund raising to complement and or supplement the basic educational program, or to support approved charities.

While recognizing its responsibility to provide funds to meet the basic educational program of students, the Division supports School staff and or School Community Council fund raising initiatives to supplement or complement the basic program.

For the purpose of this procedure, school-based fund raising refers to all fundraising activity conducted under the auspices of the school.

Procedures

1. The purpose of the fundraising must be clearly identified to the school community to ensure transparency in process and that all funds including any resulting surplus are only used for the intended purpose.
2. Any funds collected are considered public funds.
3. The Division expects all fund raising to be compatible with the principle of equity and the best interests of students, staff, parents, and the school community.
4. The principal is responsible for informing the School Community Council of the specific nature and purpose of school-based fund raising.
5. Monies raised through school-based fund raising are to be used to enhance school programs related to:
 - 5.1 Costs for approved student excursions or other out-of-school educational programs.
 - 5.2 Approved student activities and special events conducted at the school or under the auspices of the school.
 - 5.3 Equipment and supplies for extra-curricular activities.
 - 5.4 Improvements to school sites or playgrounds.
6. All fund raising shall be approved by the principal including fund raising by staff.
7. Involvement by students in fund raising is voluntary; all participants must consent to such involvement.
8. Consideration must be given to the safety and security of students participating in canvassing.
9. Because funds are public funds, the principal, in consultation with the CFO, shall follow procedures for the safekeeping and accounting of fund as outlined in the [School-based Funds Manual](#)
10. Purchase of goods and services from school-based fund raising shall follow the approved procedures of the school division.

11. Conducting fund raising activities must be such as to avoid 'over canvassing' of school communities.
12. All school-based fund raising must comply with municipal and/or provincial Regulations.
- ~~13. Administrative Council shall approve the list of fund raising campaigns of charitable organizations on an annual basis. The approved list shall be posted on the Division web site and circulated to schools at the beginning of each school year.~~
14. The designated Superintendent of Schools and Chief Financial Officer shall approve all other fund raising campaigns of charitable organizations ~~not on the list of Approved Charitable Fund Raising Organizations~~ prior to the fund raising event.
15. Collection of all funds for charitable organizations shall be conducted under the direction of the principal.
- ~~16. The principal is responsible to ensure established proper procedures for safekeeping, accounting, and remission of all monies collected are followed.~~ Included in No. 9
17. All charitable organizations shall be prepared to provide evidence of compliance with municipal and/or provincial regulations with respect to fundraising.
- ~~18. Fund raising by staff in the school shall be approved by the principal.~~ Included under No. 6

Reference Section 85(c), 140.5(e), ~~Regulations 3.92 (e),~~ *The Education Act, 1995*

Approved: January 12, 2026

MEETING DATE: January 12, 2026

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<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2.8</u>	

FROM: J. Pidborochynski, Chief Financial Officer **ATTACHMENTS** ☒

BACKGROUND

RE: STATEMENT OF OPERATIONS VARIANCE ANALYSIS

The Statements of Operations has been prepared to provide a variance analysis of the School Division's revenue and expenses for the first quarter ending November 30, 2025. The analysis compares actual performance against the approved budget for the period and identifies key areas of variance and provides insight into factors contributing to those variances.

The accompanying statements will be reviewed with specific reference to the budget percentage remaining for the period. For comparative purposes 75.0% or nine months remain in the fiscal year.

RECOMMENDATION

That the Board approve the Statement of Operations – Revenue and Expenses for the first quarter ending November 30, 2025.

Saskatchewan Rivers School Division No. 119
Statement of Operations and Accumulated Surplus
For the Period from September 1, 2025 to November 30, 2025

	Current Year Actual	Current Year Budget	Budget Remaining	Budget Less Actual Remaining %	Budget Remaining 12 Month Basis	Note
REVENUE						
Property Taxation	4,754	-	(4,754)	#DIV/0!	75.00%	
Grants	27,601,376	112,080,702	84,479,326	75.37%	75.00%	
Tuition and Related Fees	981,016	2,753,053	1,772,037	64.37%	75.00%	1
School Generated Funds	1,272,019	2,725,000	1,452,981	53.32%	75.00%	2
Complementary Services	898,167	2,388,844	1,490,677	62.40%	75.00%	3
External Services	853,763	2,776,838	1,923,075	69.25%	75.00%	
Other	308,436	1,421,399	1,112,963	78.30%	75.00%	
Total Revenue	31,919,531	124,145,836	92,226,305			
EXPENSES						
Governance	169,488	563,075	393,587	69.90%	75.00%	4
Administration	1,097,676	3,917,851	2,820,175	71.98%	75.00%	
Instruction	25,427,211	88,420,671	62,993,460	71.24%	75.00%	
Plant	3,966,734	17,829,222	13,862,488	77.75%	75.00%	
Transportation	1,969,044	7,753,302	5,784,258	74.60%	75.00%	
Tuition and Related Fees	-	240,000	240,000	100.00%	75.00%	5
School Generated Funds	558,675	2,735,000	2,176,325	79.57%	75.00%	
Complementary Services	456,145	2,685,025	2,228,880	83.01%	75.00%	6
External Services	766,991	2,505,434	1,738,443	69.39%	75.00%	
Other Expenses	51	500	449	89.80%	75.00%	
Total Expenses	34,412,015	126,650,080	92,238,065			
(Deficit) surplus for the Period	(2,492,484)	(2,504,244)	11,760			
Accumulated Surplus, Beginning of Year	71,663,843	71,663,843				
Accumulated Surplus, End of Period	69,171,359	69,159,599				
Tangible Capital Assets - Beginning of Year	53,420,820	53,420,820	-	0.00%		
Tangible Capital Asset Purchases	347,394	2,162,317	1,814,923	83.93%		
Amortization	(1,131,250)	(4,525,000)	(3,393,750)	75.00%		7
Tangible Capital Assets - End of Period	52,636,964	51,058,137	(1,578,827)			

Explanation for Variances

Note	Explanation
1	On-reserve tuition fees billed for September to December 2025 (4 months or 40%)
2	Increase in school activities and fundraising
3	Received \$300K or 50% of early learning intensive support funding in October
4	SCC grants of \$56K allocated in September
5	Home school fees paid in June, tuition fees to GDI and Saskatchewan Polytechnic usually paid in January
6	Majority of actual ed associate salaries allocated to Pre-K program at year-end
7	Furniture and equipment - \$303K, Computer and audio visual equipment - \$44K

MEETING DATE: January 12, 2026

Type of Meeting	Agenda Items	Intent
[v] Regular	[] Correspondence	[v] Information
[] Closed Session	[] New Business	[v] Decision
	[] Reports from Administrative Staff	[] Discussion
	[v] Other: <u>Board Report</u>	[] Consent Item
Primary Policy Reference:	<u>2.8, 6.6, 8.14, 9.4</u>	

FROM: C. Bloom, Board Chair **ATTACHMENTS** [v]

BACKGROUND

RE: UPDATE ON PROGRESS OF THE 2024-2028 BOARD DEVELOPMENT PLAN

Attached is the SRPSD Board Development Plan that was approved at the January 13, 2025 Board meeting. The following are the Board Development focus for the 2024-2028:

- Learning and Innovation (LI) (2024-25 & 2027-28)
- Mental Health and Well-being (MW) (2025-26)
- Inclusion and Cultural Responsiveness (IC) (2025-26 & 2027-28)
- Citizenship and Relationships (CR) (2026-27)
- Governance and Leadership (GL) (2024-25 & 2026-27)

Listed below are sessions that the Board/individual trustees attended or will be attending in 2025-26:

- Mental Health and Well-Being Session – September 2025 (MW)
- Inclusion Session / Board/Director Seminar – September 2025 (IC)
- Cultural Responsiveness Session – October 2025 (IC)
- SSBA AGM – November 2025 (GL)
- Mental Health and Well-Being Session – December 2025 (*cancelled due to Board Private Session*)
- Potentially individuals attending 2026 SSBA Trustee Academy – January 2026 (GL)
- Mental Health and Well-Being Session – February 2026 (MW)
- Policy/Board Development/Inclusion Session - March 2026 (IC)
- SSBA Spring Assembly – April 2026 (GL)
- Cultural Responsiveness Session – May 2026 (MW)
- Public Section – June 2026 (GL)

Appendix A (see attached) has been brought forward by Trustee Jill Brown.

RECOMMENDATION

For Board information and discussion.

2024-2028 Board Development Plan

Background:

In the spring of 2014, the Saskatchewan Rivers Public School Board ratified a renewed policy framework for the school division. As part of the policy renewal process, the Board committed to developing an annual plan to help guide the Board's development activities for the year. It is the responsibility of the Board Development Committee to draft the Board Development Plan, for the consideration of the Board annually as per Policy 9.

Purpose:

The primary purpose and benefit of developing a Board Development Plan is to align Board development activities with the Board's Strategic Plan and the Board Advocacy Plan.

Process:

The Board Development Plan will be brought to the Board in year one in January with a review of progress in May. In the last three years of the Board's term an annual review of progress will take place by November and May.

Guiding Principles:

The Board believes that an effective Board Development Plan will:

1. Strategically support the SRPSD Strategic Plan.
2. Focus on internal, local initiatives, opportunities, and partnerships.
3. Support effective and ongoing trustee development that allows for effective and locally responsive education governance.
4. Develop processes to equip its Board with the knowledge and competencies necessary to govern the division.

Board Development Focus for 2024-2028:

Topics will be addressed during scheduled meetings of the Board of Education. Learning will take place related to how we are doing in achieving the different areas of the SRPSD strategic plan. Specifically, the 5 areas of the strategic plan that will be focused on are listed below:

Learning and Innovation (2024-25 & 2027-28 school year)

- ▶ Communication, critical thinking and problem solving
- ▶ Individualized learning in literacy and math
- ▶ Engagement in Early Learning
- ▶ Exemplary instruction, assessment and feedback practices.
- ▶ Experiential Play Based Learning
- ▶ Technology and innovation
- ▶ Innovative learning approaches and multiple pathways to graduation

Mental Health and Well-being (2025-26 school year)

- ▶ Culturally relevant and effective mental health supports
- ▶ Connections that foster engagement and belonging
- ▶ Physical activity and wellness

Inclusion and Cultural Responsiveness (2025-26 & 2027-28 school year)

- ▶ First Nations and Métis student success
- ▶ Truth and Reconciliation Commission's Calls to Action
- ▶ Land-Based Learning Focus
- ▶ Anti-racist and anti-oppressive practices
- ▶ Partnerships with First Nations communities and leaders
- ▶ Inclusive learning practices
- ▶ Acknowledge and encourage Equity, Diversity and Inclusion for all individuals and groups (i.e. LGBTQ2S+ and newcomers to Canada)

Citizenship and Relationships (2026-27 school year)

- ▶ Engagement – families, SCCs and communities
- ▶ Volunteerism
- ▶ Partnerships and connections to global opportunities
- ▶ Financial literacy
- ▶ Community education
- ▶ Student voice

Governance and Leadership (2024-25 & 2026-27 school year)

- ▶ Communication, accountability, and transparency
- ▶ Fiscal responsibility
- ▶ Stewardship of resources, technology, and infrastructure
- ▶ Board and Trustee Role Clarification

In addition to internally, Board-driven opportunities for Board Development, trustees will have the opportunity to attend professional development offerings specific to education governance, including:

- Trustee Academy
- SSBA & CSBA Annual PD opportunities
- Newly elected trustees having access to governance training

Individual Trustee Professional Development

Professional development allowances are intended to cover costs of attendance at conventions, conferences, and other Board-approved professional development activities. An allocation is pooled into one fund for all trustees. Trustees will do their utmost to stay in line with their individual \$2010.00 allotment. As per SRPSD Trustee Remuneration Guidelines, No. 5 – “Trustees are expected to inform the Chair of the Board Development Committee prior to registering for any PD events except for Trustee Academy, SSBA and CSBA PD opportunities. If the Chair of the Board Development Committee is unsure of an approval or denial of a PD request, the Chair will bring it to the Board Development Committee for discussion. Trustees will provide a summary of the learning from those PD events at a subsequent meeting of the Board.”

Financial

- **Current budget**
\$2,010 per trustee Additional pool of \$6,000. The total PD budget is \$26,100 ($\$2,010 \times 10 + \$6,000$).

APPENDIX A - Governance Presentations/Training options:

1. George Cuff & Associates–Practical Governance Presentation:

George Cuff is a prominent Canadian voice in municipal and corporate governance, known for a “no-nonsense” approach that emphasizes the practical relationship between a board and its senior management. His training often focuses on clarifying roles to prevent the common pitfall of boards “drifting” into management territory.

Format: Custom on-site workshops, “Master Classes,” and a 3-part Governance Essentials” webinar series

Best Practices for Good Governance:

- Clarification of Mandate: Boards must have a clearly established mandate set in bylaws or legislation to define their scope of authority.
- The “Guide, Guard, Govern” Model: Cuff emphasizes three key roles for members: reflecting community needs (Guide), protecting the organization’s integrity (Guard), and making strategic decisions (Govern). Strong Board – Director relationship: Success depends on a collaborative yet professional relationship with the Director, where the board provides vision and the Director manages implementation.
- Policy-Focused Governance: Boards should govern through clear policies rather than reacting to individual operational issues.

2. ACHIEVE Centre for Leadership: Relational and Effective Board Development :

ACHIEVE focuses on the human elements of governance, emphasizing that high-functioning boards are built on trust, healthy communication and clear role definitions.

Format: Board Development Training available through live virtual events, on-demand webinars, and private team workshops.

Best Practices for Good Governance:

- Defined Decision-Making: Use fair and inclusive decision-making processes to ensure all board members feel heard and committed to the final outcome.
- Meeting Efficiency: Limit meeting times and focus strictly on agenda items that require board-level deliberation.
- Ethical Leadership: Regularly review the board’s Code of Conduct and individual responsibilities to maintain public accountability.

3. **Capacity Canada: "ModernBoard" Training:**

Similar to the first two options> Capacity Canada offers a practical, toolkit-based approach but integrates emerging trends like digital literacy and inclusive board culture.

Format: ModernBoard online training, the annual Board Governance BootCamp, and peer-to-peer coaching for Board Chairs.

Best Practices for Good Governance:

- Governance as Behavior: Move beyond "governance by binder" (rules only) to "governance as behavior," where curiosity and shared accountability are core values.
- Strategic Foresight: Transition from reactive planning to using data-driven insights and strategic foresight to navigate future sector disruptions.
- Equity-Centered Oversight: Treat equity and inclusion as an "operation system" for the board's decision-making rather than a separate initiative.

*Resolution to collect quotes and availability from each option above with the information collected being presented at the February meeting.

MEETING DATE: January 12, 2026

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<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Vice-Chair</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 6.8

FROM: C. Bloom, Board Chair

ATTACHMENTS

☒

BACKGROUND

RE: REVIEW PROGRESS OF THE 2024-2028 BOARD ADVOCACY PLAN

The table below will highlight some of the successes, challenges, and next steps for this school year and into next year. The Board will have an opportunity to discuss this at the board table.

Successes	<ul style="list-style-type: none"> As a Board we have achieved a majority of the Actions/Activities/Broad Strategies in part or whole during this school year, thus far. We had a face-to-face meeting with our Minister of Education and some of our MLAs in October 2025. The meeting provided an opportunity to share both successes and challenges, including advocacy related to funding distribution for vulnerable students, the Supports for Learning funding shortfall, and discussions on SK DLC and funding for major capital projects. Will be participating in a linkage meeting with City of Prince Albert Mayor and City Council in January 2026. Our focus on our Board Advocacy Plan has been aligned with our Strategic Plan and is more streamlined. Upcoming SCC/SRSC/School Administration gathering at the Wildlife Centre in February 2026. Continue to support the response to Truth & Reconciliation and being champions of this work as a Division. Elders Leo Omani and Curtis Breaton joined our Elders Council. Continue to support SCC engagement and capacity building and SRSC student voice. Continue to Include communications or key messages after Board meetings and Elders Council meetings.
Challenges	<ul style="list-style-type: none"> Finding traction on our voice for funding for Supports for Learning and capital projects. Finally on top 10 list but still work to be done. Finding ways to promote the value of public education through Saskatchewan School Boards Association (SSBA).
Next Steps	<ul style="list-style-type: none"> Continue to approach funding advocacy in different ways, hoping to maintain current funding levels. Working with Public Section to find ways to promote the value of public education.

RECOMMENDATION

For Board information, discussion , and potential approval of the revisions to the 2024-2028 Board Advocacy Plan.

2024-2028 Board Advocacy Plan

Background:

As part of the policy renewal process, the Board committed to developing an annual advocacy plan which is to be reviewed periodically and renewed on an annual basis. It is the responsibility of the Vice-Chair to lead the process of drafting and presenting the Board advocacy plan for the coming year and updating the Board regularly on progress (Policy 6).

Purpose:

The Board and individual trustees represent and promote the best interests of students through their interactions with families, the public, the media, community partners, provincial organizations and with various levels of government. It is the responsibility of the Board of Education to act as an advocate for students, to continually enhance their experiences, opportunities and wellbeing within the context and mandate of *The Education Act, 1995*. Ultimately, the purpose of advocacy is to influence education policy and to secure sufficient resources in order to meet local student needs identified by the Board of Education. Effective advocacy depends on consistency and persistence with a focused approach, as well as effective engagement.

Process:

In June or August each year, the Board reviews the Advocacy Plan and has the opportunity to provide input into its renewal. Trustees' feedback forms the basis of the current plan, and there are opportunities throughout the year to provide further input into advocacy. The plan is revisited in November and again in March of each year, or as otherwise determined by the Board through its Annual Work Plan.

Areas of Focus:

1. Vulnerable Students and Supports for Learning:

Funding adequacy continues to be a primary concern of the Board of Education, especially as it relates to supporting vulnerable students. The school division has an inordinate number of students and families that are vulnerable. Striving to meet the complex needs of vulnerable students places extra demands on the school division budget, which is not recognized through provincial funding distribution. The Board affirms the need to continue to advocate for adequate resources for students with vulnerabilities to meet provincial and locally determined targets around student learning.

Proposed Actions:

- That the Board continue to share information relating to vulnerable student demographics and associated impacts on student learning and the school division budget at planned linkage meetings throughout the year.
- That the Board continue to promote the success of programs that are having a positive impact on the learning and futures of vulnerable students.
- That the Board raise awareness at the provincial level about the impacts of student transiency and advocate for a provincial strategy to address and mitigate the effects of student transiency on learning.
- That the Board continue to advocate for sufficient funding for vulnerable students at the provincial level.
- Continue to respond to the calls to action in the Truth & Reconciliation Report and to be leaders in reconciliation.

2. Facilities Renewal

The school division has a number of schools that are in significant need of renovation or replacement. The Board's Facilities Master Plan provides a comprehensive set of actions for renewing infrastructure in the school division. To actualize this plan requires advocacy. The capacity of Boards of Education to access capital funding and renew infrastructure in schools is limited by space utilization.

Proposed Actions:

- That the Board continue to publicly recognize the strong stewardship of the school division's facilities and maintenance record and advocate for preventative maintenance funding.
- That the Board continue to advocate locally and provincially for a provincial capital infrastructure renewal plan that recognizes the unique context of rural schools.
- That the Board continue to act on the recommendations of the 2023 Facilities Master Plan.

3. School Community Councils (SCCs) Relations and Communications:

The Board of Education affirmed the importance of improving SCC relations and stressed the need to enhance positive SCC relations. Positive SCC relations and the promotion of the Saskatchewan Rivers Public School Division's culture of excellence is seen by the Board as an integral part of advocating for students. Effective advocacy is contingent on the Board's capacity for strategic communications and developing a positive SCC relations presence.

Proposed Actions:

- That the Board maintain a strong social media presence in order to publicly promote student achievements with a strong emphasis on academics and students achieving at high levels.
- Engage with SCCs and parents to ensure they are informed and encouraged to advocate for public education.
- Annually trustees will attend a SCC meeting for all schools within their school cluster.

4. Ministry and Elected Officials Relations:

The Board of Education places high value on maintaining strong relationships with the Ministry of Education and seeking out opportunities to engage directly with the Minister or Ministry of Education on educational matters. The Board also places value in having strong relationships with other elected officials, including but not limited to the Premier, Members of the Legislative Assembly (MLAs), Members of Parliament (MPs), mayors and reeves.

Proposed Actions:

- That the Board seek out formal and informal opportunities to work jointly with the Minister of Education and/or Ministry of Education officials.
- Annually invite the Premier, MLAs and MPs to a meeting with the Board.
- Annually invite the Prince Albert Mayor and elected city officials to a meeting with the Board. (add?)
- Once every two years invite the elected members of PAATA to a meeting with the Board.
- Once every two years invite rural municipalities elected officials to a meeting with the Board.

5. Strategic Plan and Provincial Education Plan (PEP)

The Board identified areas for advocacy and accountability efforts align with the focus areas of the Strategic Plan. Advocacy and accountability in these areas will be completed in the following ways:

- Annual Report to the Ministry submitted each fall that outlines SRPSD accomplishments connected to our Strategic Plan and the Provincial Education Plan (PEP).
- Report out on our successes and challenges of the Strategic Plan to the public and at our annual SCC gathering.

Ongoing Advocacy, items that are now regular processes for Board business:

- The Board to meet with Elders Council four times per year, following the seasonal pipe ceremonies.
- Include a Communication or Key Messages component after each Elders Council.
- That the Board continue to support and promote the welcoming culture of Saskatchewan Rivers Public School Division schools.
- Participate in the SRPSD annual SCC gathering.
- Communicate key messages following Board meetings to enhance the perception of locally-elected trustees and autonomous Boards of education in the province.
- ~~City and School Boards Liaison Committee to meet with Prince Albert elected officials to make recommendations to the City Council and or the respective school boards on relevant matters to all parties. Potential to delete if above is added.~~
- Continue to support the activities and effective operation of the Saskatchewan Rivers Students for Change (SRSC) group.
- Promote Public Schools of Saskatchewan (Public Section) which promote the value of public education.
- Summary (2 pager) of the Annual Report accomplishments and challenges to be shared with the public to engage our stakeholders.

MEETING DATE: January 12, 2026

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

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

RE: DIRECTOR UPDATE

1. WP Sandin Raises Funds for Relay for Life

WP Sandin students organized a successful Relay for Life event on May 30, 2025 and raised \$16,240.25. Please see attached the letter of celebration shared with SRPSD.

2. Attendance

Division average for 2023-2025 with rural and urban information, distinct difference between rural and urban. We will continue to work with and support our families and communities to ensure attendance is important for our students in all communities.

	All Students		
	2023	2024	2025
Division Average	20.87%	20.73%	20.71%
Rural Average:	13.95%	14.84%	12.92%
Urban Average	29.11%	28.43%	30.91%

3. Parent Engagement Survey

Beginning in the 2024/25 School year SRPSD shifted from administering a parent engagement survey through OurSCHOOL to administering the survey internally. While the survey maintained the same themes there were changes to the survey to remove redundant questions and proprietary information. 536 surveys were completed in 2025/26 compared to 771 in 2024/25.

The survey includes eight separate measures, which were scored on a five-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 5-point scale, then averaged and reported by theme. A score of 1 indicates strong disagreement; 5 indicates strong agreement; 3 is a neutral position (neither agree nor disagree).

* 2023/24 School year the parent survey was not administered due to a change in OurSCHOOL survey administration by the province

** 2024/25 survey results are presented in a 10 point scale to align with previous years. The 10 point results were calculated by doubling the 5 point results reported.

Theme	2022/23	2023/24*	2024/25**	2025/26
Parents Feel Welcome	7.9	n/a	8.4	8.6
Parents Are Informed	7.2	n/a	7.9	8.1
Parents Support Learning at Home	7.2	n/a	9.3	9.2
School Supports Learning	7.6	n/a	8.3	8.4
School Supports Positive Behaviour	7.4	n/a	8.5	8.6
Safe School	7.5	n/a	8.1	8.3
Inclusive School	7.2	n/a	8.0	8.2

RECOMMENDATION

For Board information and discussion as warranted.

MEETING DATE: January 12, 2026

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>1.1, 1.3, 2.3, 9, 10</u>	

FROM: J. Court, Superintendent of Schools	ATTACHMENTS	<input type="checkbox"/>
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BACKGROUND

RE: TRACH SPORTS ACADEMY UPDATE

The Trach Sports Academy continues to thrive, offering exceptional opportunities for student-athletes to excel academically and athletically. This year, approximately 80 students in grades 6–12 are honing their skills in hockey, while around 25 students in grades 9–12 are engaged in our multi-sport program.

The program's emphasis on leadership, physical training, sports psychology, teamwork, and skill development has contributed to strong academic performance and personal growth among participants. Students consistently demonstrate improved confidence, leadership, and resilience, which will benefit them for the rest of their lives.

We are proud to see our student-athletes embodying the values of the SRPSD, Excellence for Every Learner, and we look forward to continuing to support their success.

RECOMMENDATION

For Board information.

MEETING DATE: January 12, 2026

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>1.1, 1.3, 2.3, 9, 10</u>	

FROM: J. Hingley Superintendent of Schools	ATTACHMENTS	<input type="checkbox"/>
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BACKGROUND

RE: INVITATIONAL SHARED SERVICES INITIATIVE (ISSI) PARTNERSHIPS UPDATE

Attached are the final year-end ISSI reports that are have been submitted to Ministry of Education:

- Montreal Lake Cree Nation
- Muskoday First Nation
- Wahpeton Dakota Nation

RECOMMENDATION

For Board information.



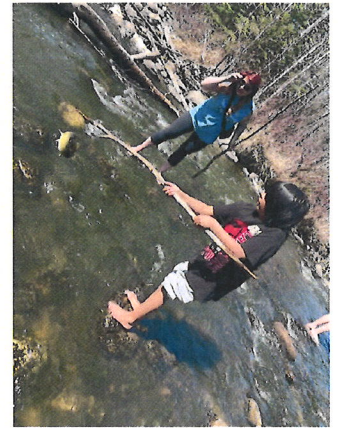
Net fishing

Fish scale art



Project Overview

During the 2024–25 school year, Montreal Lake Cree Nation (MLCN) and the Saskatchewan Rivers Public School Division (SRPSD) entered the second year of their partnership. This initiative focuses on fostering meaningful relationships among MLCN and SRPSD leadership, educators, and students; developing a land-based learning model rooted in Cree teachings and worldview; expanding land-based learning opportunities for students in both communities; and enhancing teacher capacity through professional development grounded in land-based education.



Snare fishing

"Classroom participation is usually high as most activities are hands-on and experiential in nature. I find students don't become as dysregulated as in a classroom due to the independent nature of land-based learning and its unlimited nature - i.e. you are usually not confined to one spot, like sitting in a desk for a prolonged period of time." - Administrator

"When the students are outside they are calm, they can breath, they feel like they can be kids. There big strong shoulders drop, and they play and act like youth again. Our students that struggle in the classroom are our leaders outside. They are the ones who aren't afraid to go and get wood, to chop wood, to do the heavy lifting or to make sure the elders have tea." Kayla Vandale, Land-based Coach

Successes

When asked about student level of engagement during land-based experiences, all teacher respondents rated engagement as excellent or near excellent.

A collection of land-based learning lesson plans has been developed to support land-based coaches, coordinators, and teachers in implementing the model. This resource bank will continue to grow over time.

SRPSD had seventy-nine teachers attend land-based professional development opportunities throughout the 2024-25 school year. This is an increase of 33 from the previous year.



Teacher PD

Challenges

The 2024-25 school year was year two of our partnership, however, both SRPSD and MLCN had new people in the land-based coach and coordinator roles, therefore, it took a few months to make connections and build relationships.

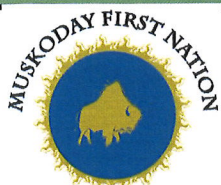
"We are learning how indigenous peoples see fire as a living and important part of nature. we are learning to understand the role of fire in Indigenous traditions and how to build a fire safely". - student

"Student participation is 100 percent, there are next to no behaviour issues and when there is, they are minor and kids are back on track. Students are busy exploring and learning hands on. They take charge in their learning outdoors. The way they take care of each other and join in is heart warming and commented on after every teacher has an outdoor learning experiences." - Teacher

"We are learning about the role of fire and how it's important in Indigenous culture. We broke the materials into small pieces and used the flint to light it. The fire gave us love and warmth. We respect it by not playing with the fire and keeping it alive with more materials". Grade 3 student

Next Steps

We will continue to prioritize professional development and land-based learning experiences for teachers in schools who are onboarding during the 2024-26 school year with a school-wide land-based learning goal. Our PD opportunities will focus on highlighting the land-based learning model and strengthening teachers capacity to design and facilitate meaningful land-based experiences for students.



MUSKODAY FIRST NATION

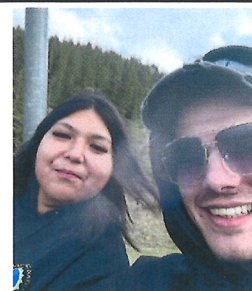
in partnership with

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION



Project Overview

One full time graduation coach was hired for the 2024-25 school year to support Muskoday First Nation students living on reserve who attend high schools in Saskatchewan Rivers Public School Division. 70 grade nine through twelve students from Muskoday First Nation attended 5 different high schools within SRPSD. 38 students attended Carlton, 17 attended Wesmor, 7 attended PACI, 5 attended Victor Thunderchild and 3 attended Birch Hills. The grad coach meets with students, teachers and families as necessary to determine how to best support students with choice of school, attendance and academic achievement. The grad coach also participates in community events and ceremonies in Muskoday to build stronger connections with students, parents/guardians, and the community, ensuring families feel comfortable reaching out for support when needed.



"He has been there for me at my lowest and helped me get back to my highest, he is always willing to help you no matter the situation you are in and im grateful to have him as my mentor and grad coach to keep me in school and stop skipping." Student

Successes

In the 2024-25 school year, Muskoday First Nations students earned 276 out of 355 credits attempted for a 77.74% credit attainment rate. This is a slight increase of 0.97%.

This means on average most students are attempting to carry a full load of credits throughout the year.

10 out of 16 grade twelve students graduated this year.

The grade 10 cohort is the first cohort to enter SRPSD high schools beginning in grade 9. This cohort has a credit attainment of 72.86%.

3 Elders/Knowledge Keepers provide monthly support for Muskoday students attending SRPSD schools.

Challenges

Attendance still continues to be a challenge, however, there is a slight decrease in the average percentage of absenteeism from 2023-24. The rate of absenteeism for Muskoday First Nation students for the 2024-25 school year is 45.39%.

Three students completed the post-graduation survey. Of those three, all have an updated resume and have either applied for employment or have employment lines up for post graduation. One of the three has applied for post-secondary.

"We know that extra-curricular activities build relationships and connections, our extra-curricular representation is beginning to match our hallway representation." Principal



"The grad coach has pushed me to stay motivated." Student



Next Steps

The 2024-25 school year had a new ISSI graduation coach role, and the same individual will continue in this position moving forward. The graduation coach will provide support to their assigned students and their families, helping them navigate challenges that may arise as students work toward earning credits and ultimately graduating. Collaborative work plans will be developed by MFN, SRPSD, and the graduation coach to assess student needs and create targeted strategies. The coach will also maintain monthly tracking sheets to monitor attendance, student engagement, and progress in credit attainment.

Elders/Knowledge Keeper visits started towards the end of the 2024-25 school year and will continue on for the 2025-26 school year.

One of the students reported their most memorable experiences to be "finishing bro".



Wahpeton Dakota Nation

in partnership with



Saskatchewan Rivers Public School Division

Project Overview

One full time graduation coach was hired for the 2024-25 school year to support Wahpeton Dakota Nation students living on reserve who attend high schools in Saskatchewan Rivers Public School Division. 38 grade nine through twelve students from Wahpeton attended 4 different high schools within SRPSD. 20 students attended Carlton, 12 attended Wesmor, 5 attended PACI, and 1 attended Victor Thunderchild. The grad coach meets with students, teachers and families as necessary to determine how to best support students with choice of school, attendance and academic achievement. The grad coach lives in the community therefore, participates in community events and ceremonies in Wahpeton to build stronger connections with students, parents/guardians, and the community, ensuring families feel comfortable reaching out for support when needed.



The grad coach "had good, educational, supportive advice. Helped me in many ways felt happy, relieved, comfortable." - Student



The grad coach "gave me chances to overcome difficult situations. Helped me plan out my school year and keep me in class." - Student



Successes

Challenges

In the 2024-25 school year, Wahpeton Dakota Nation students earned 105 out of 155 credits attempted for a 67.74% credit attainment rate. This is a decrease of 5% from the 2023-24 school year.

Seven out of twelve grade 12 students graduated this year.

Students continue to demonstrate strong cultural identity and leadership.

Attendance continues to be a challenge across the four high schools. The average yearly rate of absenteeism for the 2024-25 school year is 54.98%. which is an increase of 14% from the previous year.

Wahpeton Dakota Nation students are distributed across four separate schools, making it challenging for a single grad coach to provide consistent support across multiple buildings.

The grad coach supported me by "finding classes, having a safe space to go, picking me up when I missed the bus, driving me to appointments, helped me get a bank account. She was always there to check on me and to listen and helped me talk to teachers" - Student

The grad coach "helped me with my mental health, if I needed, hygiene essentials, food, helped with my school work. She made me comfortable, walked and talked with me. Helped when I got lost, stopped me from skipping and messing up my school work and instruction." - Student

Next Steps

The graduation coach will provide support to their assigned students and their families helping them navigate challenges that may arise as students work toward earning credits and ultimately graduating. Collaborative work plans will be developed by WDN,

SRPSD, and the graduation coach to assess student needs and create targeted strategies. The coach will also maintain monthly tracking sheets to monitor attendance, student engagement, and progress in credit attainment.