

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

**Board Room, Education Centre**

**545 – 11<sup>th</sup> Street East**

**Prince Albert, SK S6V 1B1**

**Monday, April 20, 2026**

**Time: 2:00 p.m.**

**AGENDA (#26R-4)**

- 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 Arne Lindberg**
- 5. Declaration of conflict of interest**
- 6. Adoption of the agenda**
- 7. Consent items**
  - (a) Adoption of the Regular Meeting Minutes – March 23, 2026
  - (b) Administrative Procedure Change
- 8. Business arising from the previous meeting**
- 9. Accountability reports**
  - (a) Facilities Accountability Report – *D. Blais*
- 10. New business (Board Committee Reports, Trustees' Items and Notice of Motions)**
  - (a) Matters and Motions brought forward from Closed Session of April 20, 2026
  - (b) External Board Committees (if any)
  - (c) Provincial Update (if any)
  - (d) SRSC Report – Student Board Representatives
  - (e) Recap of the SSBA Spring Assembly – *C. Bloom*
- 11. Reports from administrative staff**
  - (a) Director's Update – *N. Finch*

April 20, 2026

**12. Notice of Motion**

**13. Three key messages for SCC/public from meeting**

**14. Board members’ forum**

**15. Adjournment**

CALENDAR OF EVENTS	
Monday, April 27, 2026 Time: 8:30 a.m. (all day)	School tours
Monday, May 11, 2026 Time: 9:00 a.m.	Pipe Ceremony (optional) – Princess Margaret Public School, 3351 – 13 <sup>th</sup> Avenue East, Prince Albert
Monday, May 11, 2026 Time: 10:45 a.m.	Elders Council, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, May 11, 2026 Time: 1:00 p.m.	Board Development, Board Room, 545 – 11 <sup>th</sup> Street East, Prince Albert, SK
Monday, May 11, 2026 Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK

**APRIL**

***Regular Board Meeting Agenda***

- Review Maintenance Accountability Report
- Review Legal Update of any outstanding cases

***Events/Actions***

- SSBA Spring General Assembly
- Public Section Meeting
- School tours

***Budget Considerations***

- Review Budget Development Progress

**MAY**

***Regular Board Meeting Agenda Items***

- Approve Preventative Maintenance and Renewal Program and amendments
- Establish School Community Council Clusters for the Next Year
- Budget Approval, if finalized
- Approve Board Calendar Schedule for the Next Year
- Approve Board Annual Work Plan

***Events/Action***

- Board/Director Evaluation
- Elders Council / Spring Pipe Ceremony
- Attend achievement nights and graduation ceremonies

***Budget Considerations***

- Review Budget Development Progress

**MEETING DATE:** April 20, 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
<i>Primary Policy Reference:</i>	<u>8.8</u> _____	

**FROM:** N. Finch, Director of Education **ATTACHMENTS**

**BACKGROUND**

**RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING**

- March 23, 2026 Regular Meeting minutes

**RECOMMENDATION**

*That the minutes of the Regular meeting of March 20, 2026 be approved as presented.*

**NO. #2026R-3 (MONDAY, MARCH 23, 2026)**

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, MARCH 23, 2026 AT 2:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11<sup>TH</sup> STREET EAST, PRINCE ALBERT, SK**

**PRESENT:**

**MEMBERS OF THE BOARD**

**C. BLOOM**, Board Chair

**J. BROWN**, Trustee

**N. FRANC**, Trustee (absent)

**B. GEROW**, Trustee

**B. HOLLICK**, Trustee

**M. LEWIS**, Trustee

**A. LINDBERG**, Trustee

**A. NUNN**, Vice-Chair

**D. SANDER**, Trustee

**B. YEAMAN**, Trustee

**SENIOR ADMINISTRATION**

C. Trann, Acting Director of Education

G. Tebay, Superintendent of Schools

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:**

**#26R-12**

***Moved by B. Yeaman 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 Representatives

M. Lewis provided her personal land acknowledgment.

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

**ADOPTION OF THE AGENDA:**

**#26R-13**

***Moved by A. Lindberg that the agenda be approved as presented.***

***Carried.***

**CONSENT ITEMS:**

**#26R-14**

***Moved by D. Sander that the following consent item be approved:***

**(a) *That the minutes of the Regular meeting of February 2, 2026 be approved as presented.***

**(b) *That the Statement of Operations Variance Analysis for the period ending February 28, 2026 be received.***

***Carried.***

**NEW BUSINESS:**

**(a) SRSC Report**

T. Vaughn provided a verbal update regarding the February 2 joint session with SCC, SRSC and school administration. The highlights of the SRSC executive held on March 9<sup>th</sup> were provided. The full group of SRSC will be meeting on March 30, all trustees were invited to attend.

**(b) Recap of the Linkage Meeting with Prince Albert Separate School Division – March 16, 2026**

C. Bloom provided a verbal update on the linkage meeting with the Prince Albert Separate School Division, noting that snow removal in school zones was a topic of discussion. Administration also shared an update on a recent meeting between the SRPSD Transportation Department and City of Prince Albert officials regarding snow removal.

**(c) School Community Council Clusters**

Consensus of the Board was to maintain the current cluster grouping for the next school year. These clusters will be brought to May Board meeting for Board approval.

**(d) Review of Trustee Remuneration Guidelines**

**#26R-16**

***Moved by A. Lindberg that the Board Indemnity Review Committee be established with the membership of M. Lewis, D. Sander and C. Bloom with administrative support.  
Carried.***

**(e) Canadian School Boards Association Congress 2026**

It was noted that the CSBA Congress 2026 will take place in Whistler, BC from July 5–8, 2026. Six trustees have been registered to attend.

**REPORTS FROM ADMINISTRATIVE STAFF:**

**(a) 2025-2026 Preventive Maintenance and Renewal Amendment**

**#26R-17**

***Moved by A. Nunn that the 2025–2026 and 2026–2027 Preventative Maintenance and Renewal Amendments be approved as presented.  
Carried.***

**KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:**

- Linkage meeting with Prince Albert Separate School Division.
- New school in Shellbrook.
- SRPSD student celebrations.

**BOARD MEMBERS' FORUM:**

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

**MOTION TO MOVE INTO CLOSED SESSION:**

**#26R-18**

***Moved by B. Yeaman that the meeting move into Closed Session with Board and Administration present.  
Carried.***

March 23, 2026

**NEW BUSINESS:**

**(a) Matters and Motions from the Closed Session of March 23, 2026:**

**#26R-19**

***Moved by C. Bloom that the following motions be brought forward:***

***1. That the Board approve the Out-of-Scope Report as presented.***

***Carried.***

***2. That the Board deny the fundraising request for Meath Park Public School.***

***Carried.***

***3. That the Board employ Johnson Shoyama for a one-day session in September 2026 for Board governance training.***

***Carried.***

***4. That the 2025-26 Board evaluation session be deferred to the fall of 2026.***

***Carried.***

**ADJOURNMENT:**

Board Chair C. Bloom adjourned the meeting. (4:32 p.m.)

**SIGNATURES:**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Administrative Services Officer

\_\_\_\_\_  
Date of Approval

**MEETING DATE: April 20, 2026**

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<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
<i>Primary Policy Reference:</i>	<u>2</u> _____	

**FROM: N. Finch, Director of Education** **ATTACHMENTS**

**BACKGROUND**

**RE: ADMINISTRATIVE PROCEDURES CHANGES**

The following Administrative Procedure has been revised. The revision has been highlighted and deletions ~~crossed out~~ for easy reference.

- AP 345: Admission of Resident Students. Appendix A – Early Entrance Admission has been included for reference, as cited in AP 345, with no revisions made.

**RECOMMENDATION**

*For Board information.*

## ADMISSION OF RESIDENT STUDENTS

### Background

The Division believes in providing a clear admissions protocol for all students resident in the Division. Resident is defined in *The Education Act, 1995*, Section 173(1) as follows:

*"Resident means a person whose place of residence is inside the boundaries of the school division in which the person seeks or is provided with educational services."*

Every resident person who has attained the age of six years but has not attained the age of 22 years has the right to attend school in the Division and to receive instruction which is in alignment with his or her educational achievement in courses of study approved by the Division.

### Procedures

1. Subject to terms and conditions contained in *The Education Act, 1995*, no school official shall deprive or attempt to deprive a student of access to services approved and provided by the Division.
2. When a student enrolls in a Saskatchewan Rivers Public school for the first time, the principal shall require the student to submit documentation verifying age. The following documents may be used:
  - 2.1 Birth Certificate,
  - 2.2 Baptismal Certificate,
  - 2.3 Passport,
  - 2.4 Saskatchewan Health Services Card or equivalent.
3. The principal shall normally be responsible for the decision on the admission of students to the school. In consideration of the general interests of the Division, in exceptional circumstances the final decision may revert to their superintendent for appropriate school placement.
4. Principals shall be authorized to assess, collect, and record such information as is required for the admission of students to school. Furthermore, it shall be the responsibility of the parent/guardian to submit information as may be required by the principal.
5. In those cases where appropriate instruction cannot be provided within the Division, the required services may be obtained from agencies outside the Division.
6. Early Entrance

In a school community where there is no Pre-K, children who (a) are age appropriate for Prek as described below, ~~between the ages of three and five~~ (b) qualify as intensive needs, and (c) have atypical development, may be enrolled in school-based or community-based early learning programming, provided the following conditions are met:

  - 6.1 Space and resources are available
  - 6.2 Student Support Services conducts an individual assessment in conjunction with medical and early childhood psychologists.
  - 6.3 The superintendent responsible for student support services approves the enrolment request.
  - 6.4 Placement is determined by Student Support Services team in collaboration with the principal. (See Appendix A)

7. Prekindergarten

Prekindergarten is a targeted program available in designated schools for three and four year old children, students who are three and four and will not be five before or on December 31.

The Prekindergarten application process follows.

- 7.1 Application forms may be submitted for children who are three or four years old by December 31<sup>st</sup> in the year of enrolment.
- 7.2 Space may be limited in Prekindergarten programs. A school-based selection committee prioritizes the enrolment of children. From the submitted applications, children may be selected to begin Prekindergarten following their third birthday.
- 7.3 A continual entry policy permits new children to enter Prekindergarten when openings occur during the school year.

8. Kindergarten

Children may enroll in Kindergarten provided they are five years old by December 31<sup>st</sup> in the year of enrolment. If a child will be six years old on or before December 31<sup>st</sup> the recommended placement is Grade 1. However, if parents chose to put a pause on having their child start school and that child has never been in Kindergarten, conversations with the school administrator will take place to determine placement. This will only be a consideration if the child will not be six years old prior to September 1.

~~9. Grade 1~~

~~Students may enroll in Grade 1 provided they are six years old by December 31<sup>st</sup> in the year of enrolment.~~

10. Grade 1-12

Students from Grade 1-12 will be placed in the appropriate grade based on the following considerations:

- a) Age appropriate for that specific grade based on age of child by December 31 in the school year of enrolment
- b) Previous grade level registered in, if registered within the past school year.
- c) Credits achieved and graduation plan for Grade 10-12

11. For all Prek-12 grade placements that need further discussion the principal will bring the information to the school superintendent for a decision based on the criteria outlined in AP 345. For unique circumstances and situations that fall outside of the clarity of AP 345, the school superintendent will bring the information to the Administrative Council to determine the appropriate grade placement.

Reference: Section 2, 85, 87, 91(f), 109, 110, 141, 142, 145, 155(j), 156, 169, 171, 173, 175, 186, *The Education Act, 1995*  
Section 20, Education Regulations

Approved: May 12, 2014, April 20, 2026

## **EARLY ENTRANCE ADMISSION**

### **Background**

Upon SRPSD approval, a child who a) is between the ages of 3 and 5, and b) meets Ministry of Education criteria for a student with a designated intensive need may enter a school or community-based early learning program. The following procedures guide the approval process.

### **Procedures**

#### **1. Early Entrance Requests and Referral Process**

Agencies or parents/guardians may request early entrance support by contacting a SRPSD student support services (SSS) consultant. Requests will be followed by a referral process:

- Parents will
  - a) sign a Release of Confidential Information Form, and
  - b) provide existing support documentation including diagnoses and relevant assessment reports (e.g.; psychology, speech language, medical, occupational therapy, physical therapy).
- An SSS team will complete an educational impact assessment to determine child's priority areas of need along with educational supports required to meet those needs.
- A team meeting with parents and/or other professionals will be coordinated as required.
- Early learning program options that are available in the community will be considered to determine the most appropriate learning environment for the child. Options may include child care, preschool, playschool, Aboriginal Head Start, Prekindergarten, or kindergarten.
- When Prekindergarten is an option, a selection process and vulnerability criteria will apply.
- An SSS team of superintendent and consultants will review referral information and make program decisions or recommendations in accordance with SRPSDs policies and procedures.
- When a program is recommended, an SSS consultant will contact the principal or program manager for further exploration.
- An SSS consultant will contact parents and/or agencies with respect to program decisions.

#### **2. Early Entrance Programming**

- Upon SRPSD approval, parents or guardians may register their child as an early entrant at the approved school or early learning program.
- The SSS consultant will schedule an intake meeting with a collaborative team consisting of parent(s)/ guardian(s), administrator, educational support teacher, classroom teacher, other SRPSD SSS personnel, and/or referring agency personnel as appropriate.
- Parents will provide any additional reports from assessments including speech language, psycho-educational/early childhood psychology, occupational therapy, physical therapy and/or medical assessments.

- The collaborative team will develop an Inclusion and Intervention Plan (IIP) that includes
  - a) interventions and supports,
  - b) timelines and processes for progress review, and
  - c) transition plans.

*New: September 8, 2015*

**MEETING DATE: April 20, 2026**

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<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 type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Accountability Report</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2

**FROM: D. Blais, Superintendent of Facilities** **ATTACHMENTS**

**BACKGROUND**

**RE: FACILITIES ACCOUNTABILITY REPORT**

The attached annual report is a comprehensive overview of the Division's facility department

Trustees are welcome to ask questions throughout the presentation.

**RECOMMENDATION**

***That the Board approve the Facilities Accountability Report as presented.***

# Accountability Report

# 2026



## Facilities Department

Derek Blais  
Superintendent of Facilities

April 20, 2026

## SOURCE DOCUMENTS

The Facilities Department operates within a framework of Board policy, strategic direction, and administrative procedures that guide planning, maintenance, and capital decision-making.

### **SRPSD Policy 2: Role of the Board**

Section 8 outlines the Board’s responsibilities related to fiscal accountability:

#### *8.0 Fiscal Accountability*

- 8.2 Approve annually the Preventative Maintenance and Renewal Plan and any amendments.
- 8.3 Review the Facilities Master Plan and establish long-range capital priorities.
- 8.4 Approve the submission of capital projects to the Ministry of Education.

### **SRPSD Policy 13: Role of the Director of Education**

#### *6.0 Continuous Improvement Planning and Reporting*

- 6.1 Leads the strategic planning process, including the development of Division goals, budget, student learning, facilities, and transportation plans, and implements plans as approved. Involves the Board appropriately (identification of priorities and outcomes, opportunity for input early in the process, and final approval).

### **SRPSD 2024–2030 Strategic Plan**

The work of the Facilities Department aligns with the Strategic Plan, specifically:

Core Values:

- Responsible Governance
- Effective Infrastructure and Facilities

Priority Area:

- Governance and Leadership – leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

Focus Area:

- Stewardship of resources, technology, and infrastructure

### **Administrative Procedures**

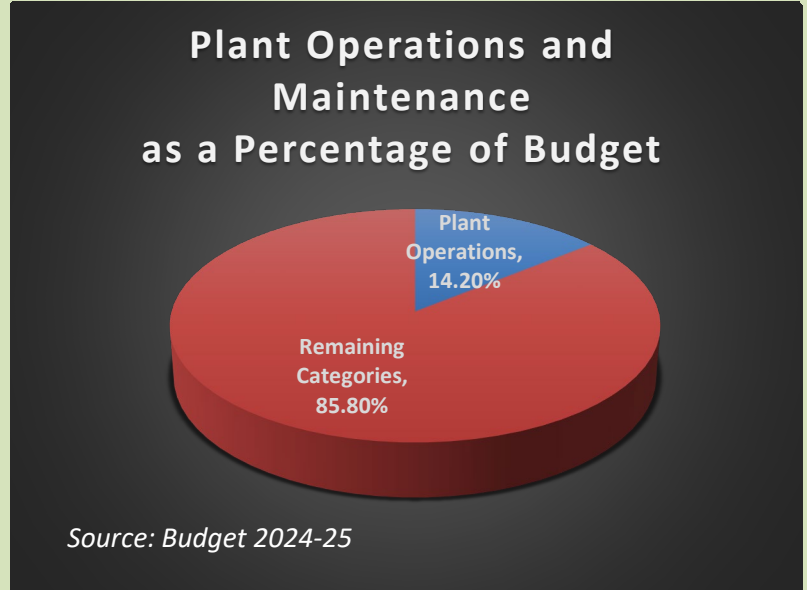
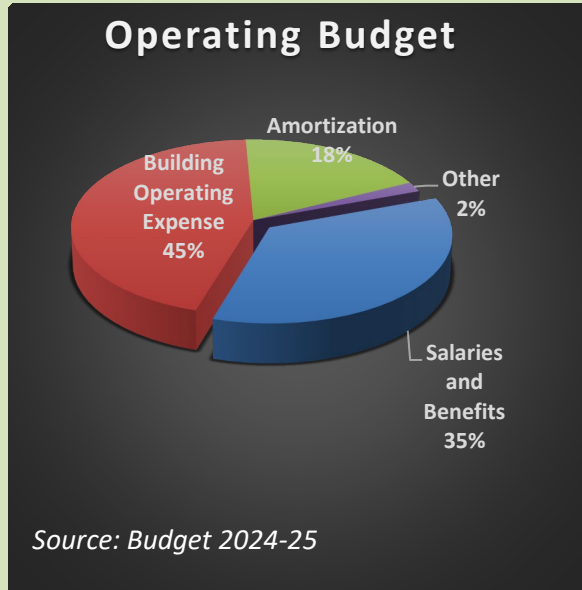
The Facilities Department operates under Administrative Procedures 600–630, which address planning, maintenance, safety, security, facility use, and asset management.

# 2026 Accountability Report – Facilities Department

## EVIDENCE

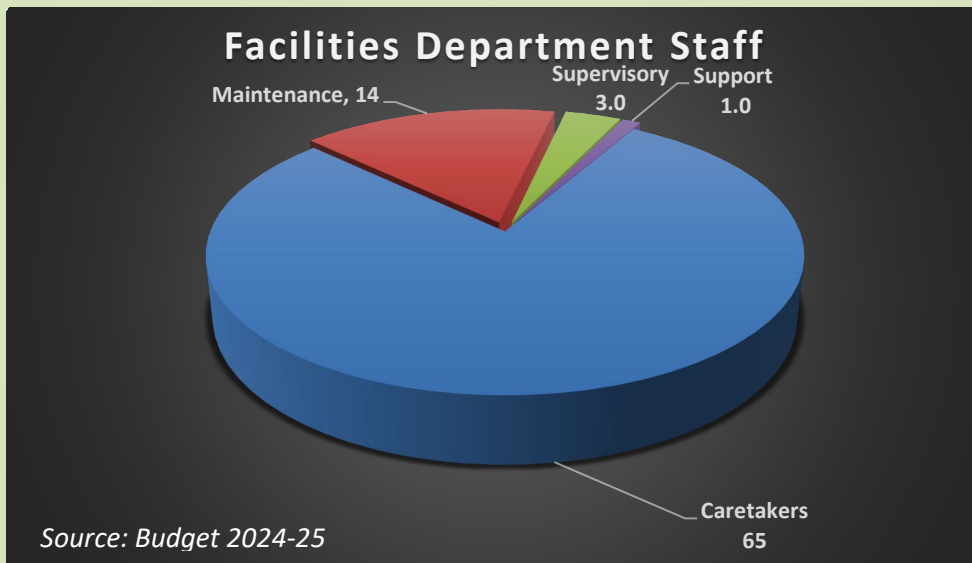
### A. Budget

- Facilities annual budget: **\$17.3 million**
- Includes Preventative Maintenance and Renewal (PMR) and capital expenditures



### B. Staff

- Total number of staff in the department (below)



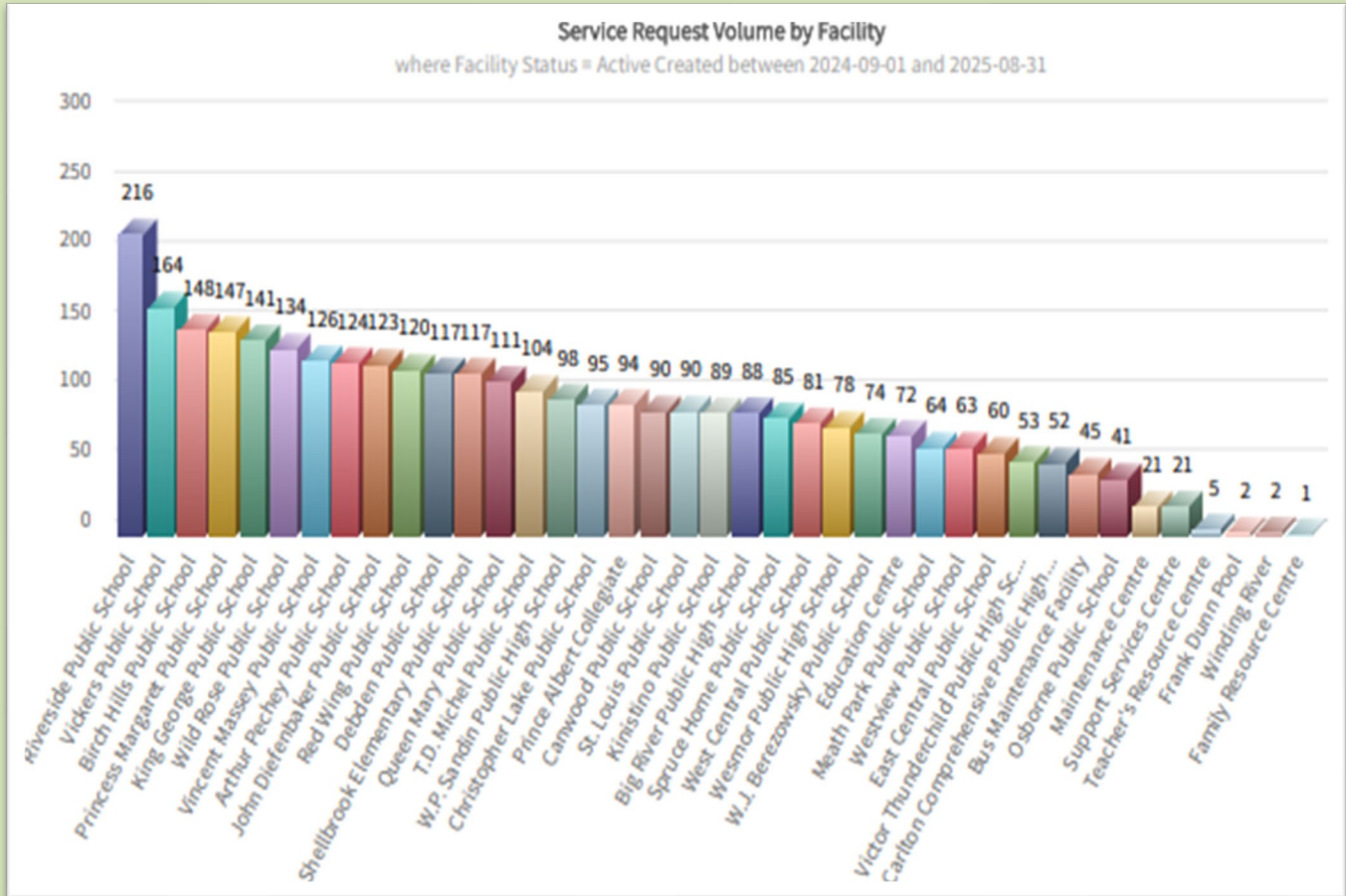
- Caretakers are assigned to schools based on facility size
- Maintenance tradespersons (*carpenters, plumbers, electrician, and welder*) are based out of the Maintenance Centre and provide service across all Division facilities
- Due to the size and complexity of the facility, **Carlton Comprehensive Public High School** has three full-time maintenance staff assigned on a permanent basis (*electrician, plumber, and building technician*)

# 2026 Accountability Report – Facilities Department

## C. Maintenance Services Delivery Methods

### Service Requests

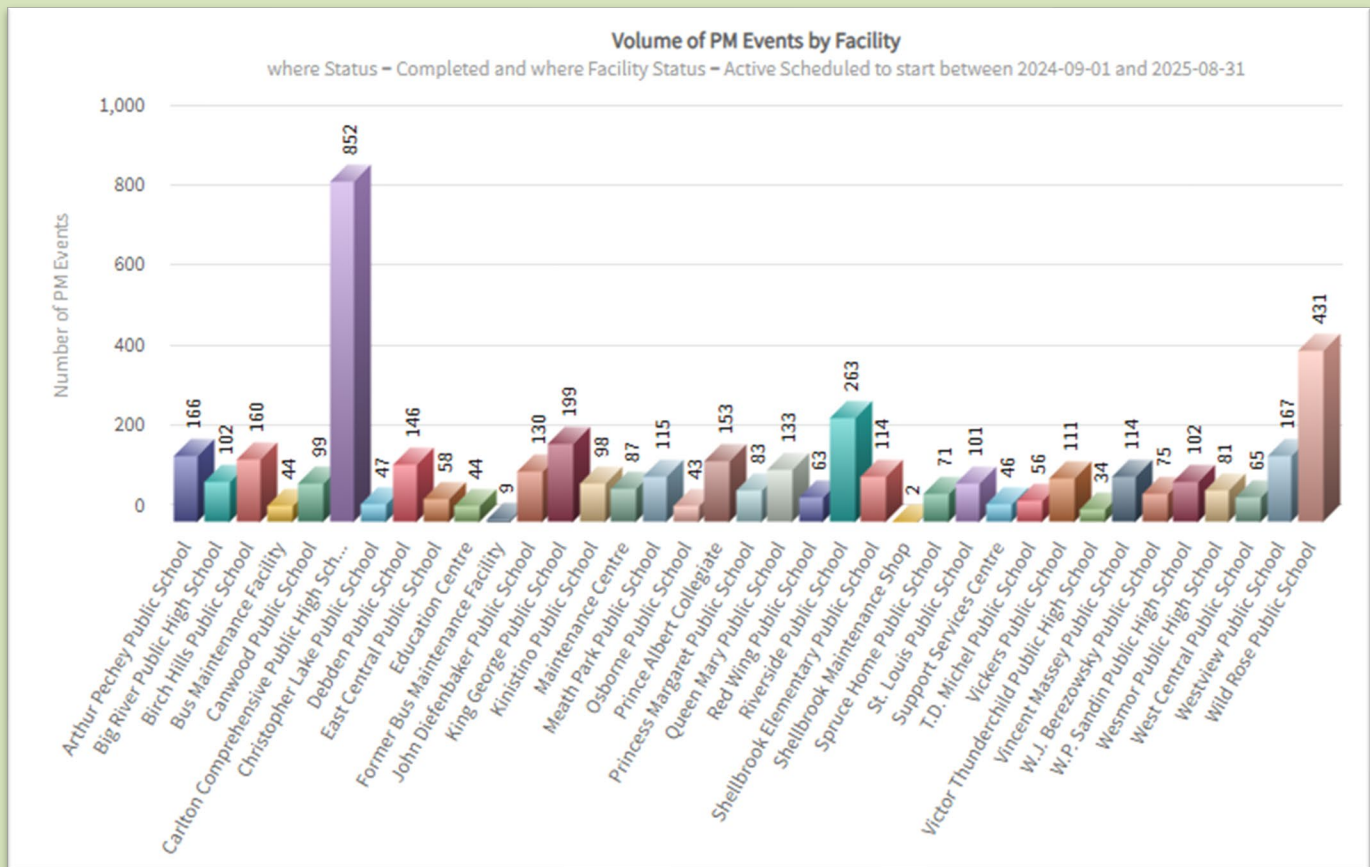
- Service requests are submitted electronically through AssetPlanner by school administration and caretakers
- Requests are triaged and assigned to appropriate maintenance staff
- Approximately 280 service requests per month and 3,356 annually across all facilities (2024–2025 school year)
- Requests are reviewed regularly to ensure completion targets are being met



### Preventative Maintenance Requests

- Maintenance staff complete scheduled preventative maintenance on building systems and components (e.g., boilers, furnaces, air handling units)
- Approximately 390 preventative maintenance requests per month and 4,664 annually across all facilities (2024–2025 school year)
- Preventative maintenance activities are reviewed regularly to monitor completion targets and identify equipment approaching end of lifecycle

## 2026 Accountability Report – Facilities Department



### D. Projects

The Facilities Department delivers a high volume of projects annually, ranging from small-scale facility improvements to major capital upgrades, reflecting the ongoing demands of maintaining and renewing Division facilities.

#### Annual Small Projects

- Projects are identified through regular facility inspections, annual meetings with principals, and data from the AssetPlanner audit module, which identifies building components reaching end of life
- Maintenance Centre trades staff support the execution of many of these projects

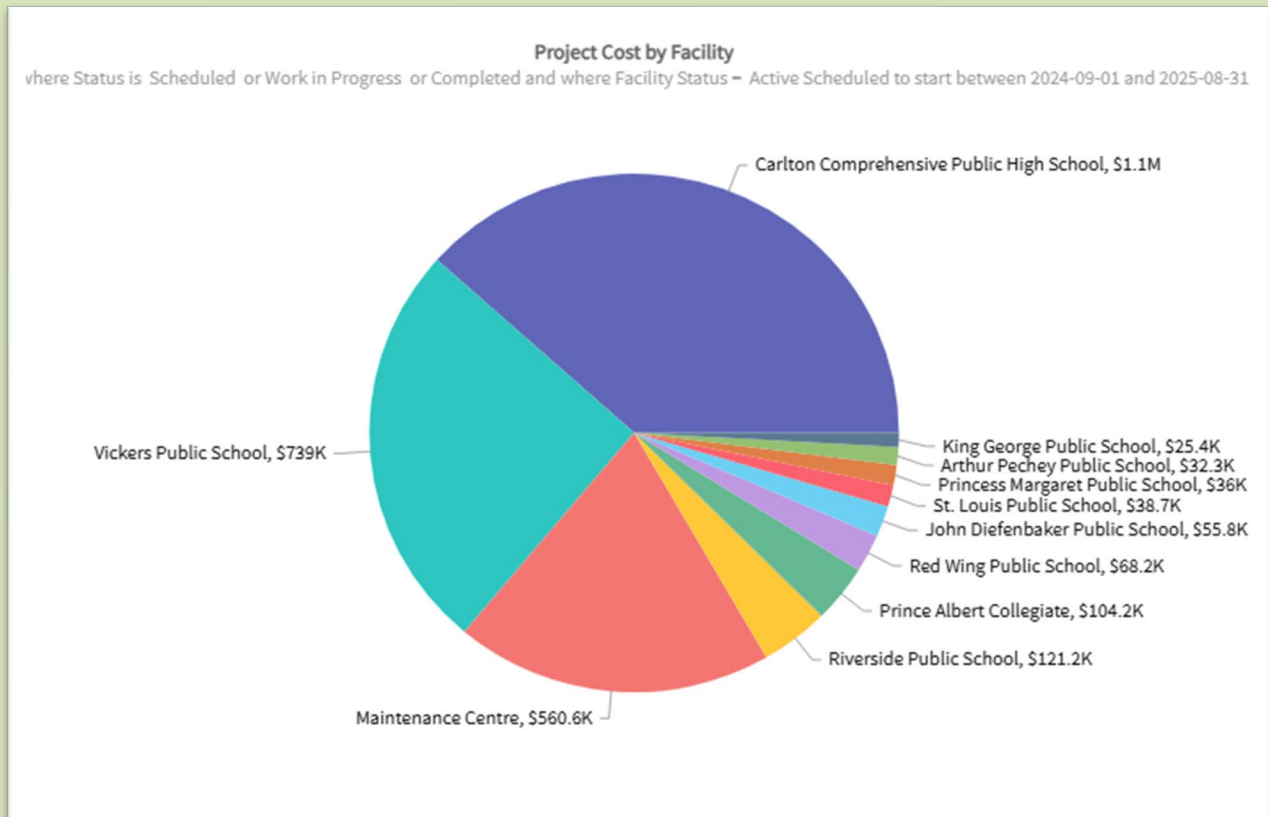
#### Examples of small projects include:

- Renovation and construction of Developmental Education spaces at Riverside School
- Construction of new office space in the Princess Margaret library
- Fence replacement at Queen Mary
- Exterior door replacement at Carlton
- Flooring replacements at the Education and Support Services Centres
- Construction of outdoor classroom spaces at Queen Mary and John Diefenbaker
- Exterior paint refresh at Riverside, Arthur Pechey, and Princess Margaret
- Interior paint refresh in the Carlton Gold Gym
- Construction of a Cultural Room at Riverside
- Replacement of sanitary service line at St. Louis
- Installation of irrigation systems on berms surrounding Max Clunie Field at Carlton
- Porcelain tile flooring replacements at Carlton

## 2026 Accountability Report – Facilities Department

### Preventative Maintenance and Renewal (PMR)

- Funded by the Ministry of Education in addition to the maintenance and renewal funds allocated to the department's operating budget
- Allocation is based on facility square footage
- Board approval of the updated three-year PMR plan occurs annually prior to May 31
- The Division received \$3,452,330 for the 2024–2025 school year, with \$2,599,615 spent on PMR projects as of August 31, 2025
- PMR projects are tracked through AssetPlanner



### Examples of major projects completed through the PMR program include:

- Roof condition assessment plan for all SRPSD facilities
- Installation of automated water control valves across all facilities
- Centre court roof replacement at Carlton
- Installation of a new dust collection system for PAA labs at Carlton
- Rebuild of north parapet wall at P.A.C.I.
- Building automation system engine replacements and upgrades at Carlton, Vincent Massey, Debden, and Riverside
- Parking lot expansion at John Diefenbaker
- Gym floor replacement at P.A.C.I.
- Installation of a new stormwater catch basin at Arthur Pechey
- Roof replacement of north portable at Red Wing
- Complete sanding and refinishing of CPAC gym floor at Carlton
- Electrical circuit mapping at Vickers, Vincent Massey, and King George
- Replacement of five (5) hot water heaters at Carlton

## E. Capital Planning

### Summary

The current deferred maintenance backlog and facility renewal requirement for the SRPSD portfolio is approximately **\$115 million–\$120 million** (Figure 3). The replacement value of the Division’s assets is estimated at approximately **\$780–\$785 million** (current dollars).

Based on these values, the overall portfolio Facility Condition Index (FCI) is approximately 20%, placing the portfolio in the “Poor” range according to industry standards.

Without adequate funding, the portfolio condition will continue to decline into the “Critical” range over time. With current funding levels, the rate of deterioration is slowed, but not eliminated. The current estimated annual funding of approximately \$5.45 million extends the useful life of the portfolio but does not stabilize overall asset condition.

### Facility Condition Index (FCI)

The Facility Condition Index (FCI) is defined as the ratio of the cost to address deferred maintenance (backlog) to the current replacement value of the assets.

$$F.C.I = \frac{\text{Unfunded Liability (\$)}}{\text{Current Replacement Value (\$)}}$$

Where:

- **Unfunded liability** represents the total value of capital deficiencies and renewal costs, less funding applied
- **Current Replacement Value (CRV)** represents the cost to replace facilities in current dollars

As the FCI increases, facilities experience:

- Increased risk of component failure
- Increased maintenance and operating costs
- Negative impacts on building occupants and learning environments

### Age Profile

The Division’s facilities range in age from the early 1900s to more recent construction, with a significant concentration of buildings constructed between the **1950s and 1970s**.

A large portion of the portfolio was constructed prior to 1970, representing the majority of the Division’s replacement value. As these facilities continue to age, the demand for maintenance and capital renewal increases.

The age profile of the portfolio also creates a concentration of similar building systems and components reaching end of life at the same time. This results in increased pressure on capital and maintenance budgets, as major systems such as roofing, mechanical, and electrical infrastructure require replacement within similar timeframes. Proactive planning and prioritization are required to manage these demands, reduce the risk of system failures, and ensure facilities continue to support safe and effective learning environments.

# 2026 Accountability Report – Facilities Department

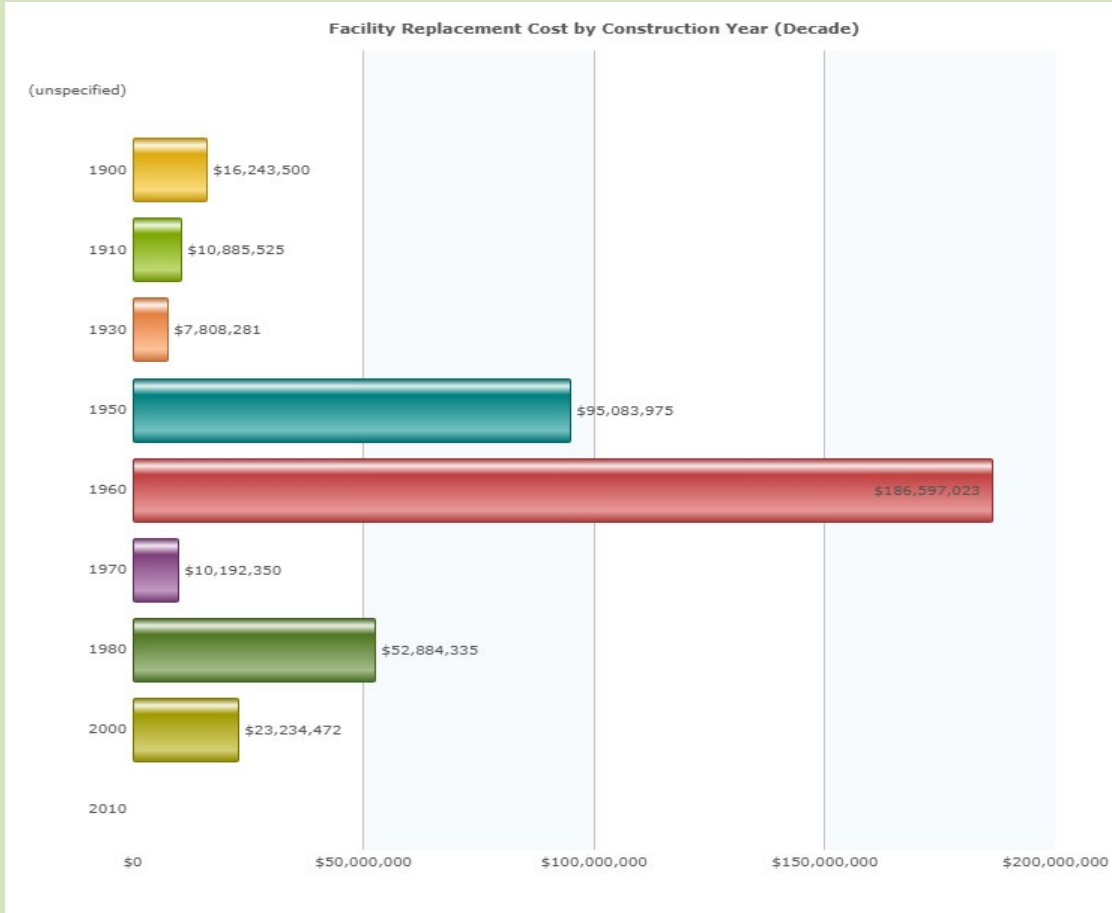


Figure 1: Age Profile of SRPSD Portfolio by Decade

## Life Cycle Projections

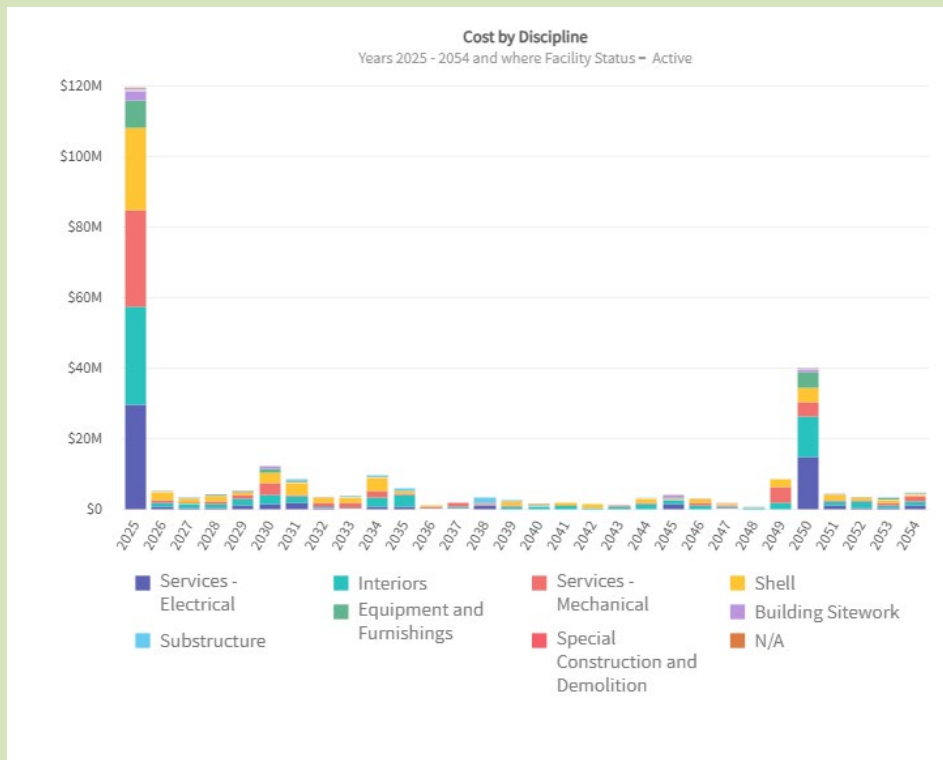


Figure 2: Cost by Discipline (30-Year Projection)

# 2026 Accountability Report – Facilities Department

Life cycle projections identify significant renewal requirements across major building systems, particularly:

- Mechanical systems
- Electrical systems
- Building envelope (roofing, shell)

These projections demonstrate that capital renewal requirements are not evenly distributed and include several peak investment years, requiring proactive planning.

## Capital Funding Analysis

### How much funding is required?

- Industry guidelines recommend annual investment of 2% to 4% of replacement value to maintain facilities in a stable condition.
- For SRPSD, this equates to approximately: **\$15.6 million annually (2% of ~\$780M)**
- Current funding levels remain significantly below this benchmark.

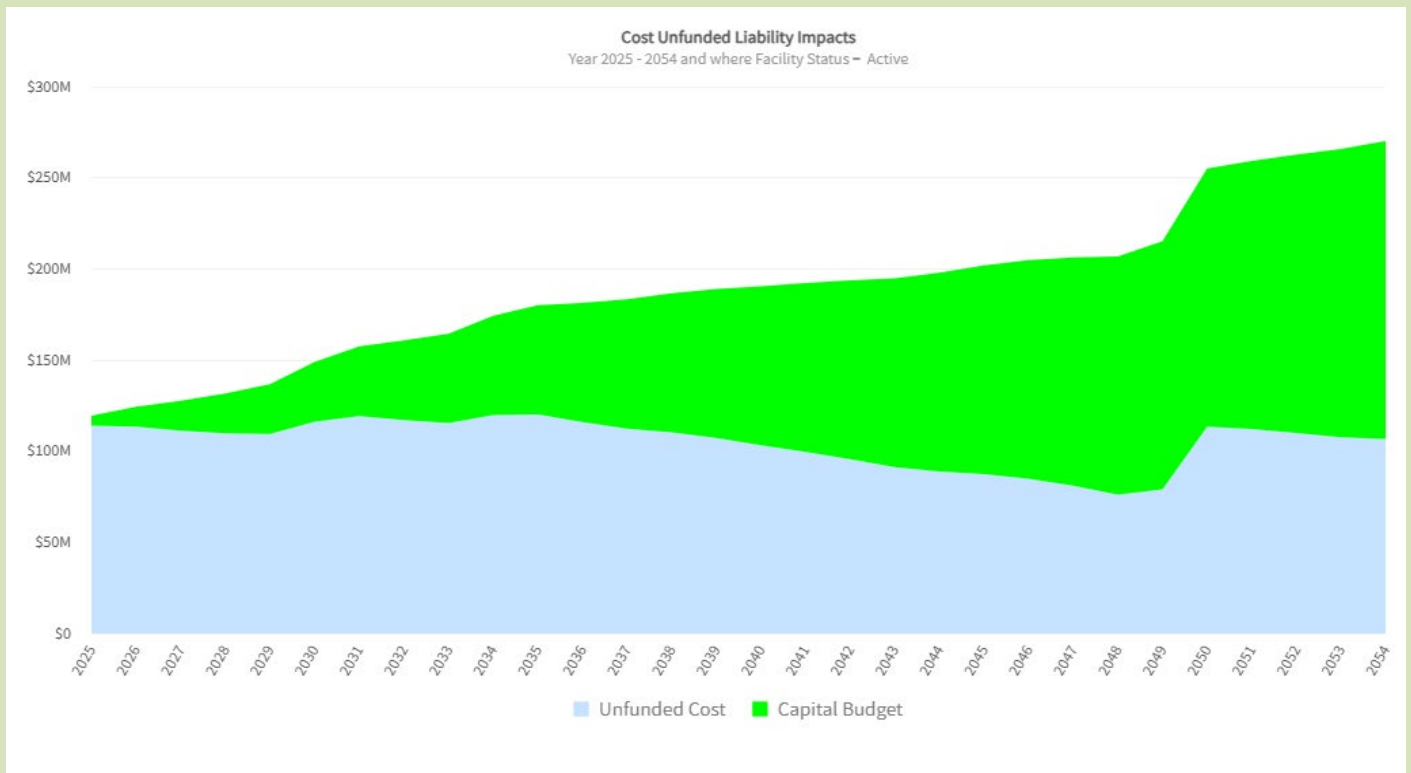


Figure 3: Unfunded Liability vs Capital Budget (30-Year Projection)

Based on current projections:

- The unfunded liability grows steadily over time
- The gap between required investment and available funding widens
- The chart shows that, while capital funding contributes significantly over the 30-year period, a substantial **unfunded liability remains and is projected to be approximately \$105M–\$115M by 2054.**

# 2026 Accountability Report – Facilities Department

## Facility Condition Index Trends

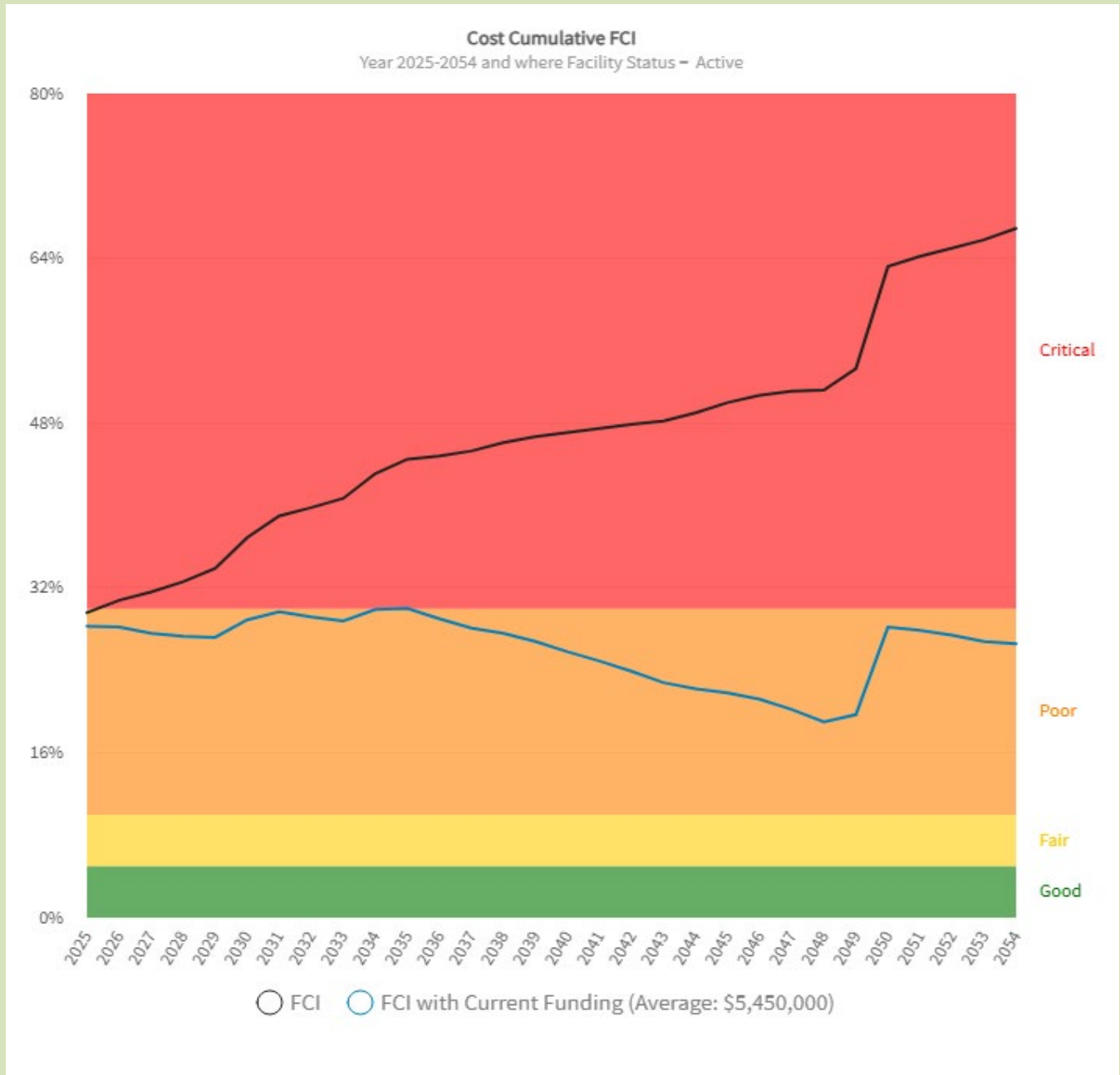


Figure 4: Cost Cumulative FCI

- Without funding, the portfolio FCI trends into the Critical range (>30%) much earlier
- With current funding (~\$5.45M annually), the portfolio remains in the Poor range but deterioration is slowed
- Current funding delays the progression to Critical condition but does not reverse the trend

# 2026 Accountability Report – Facilities Department

## Sustainability Target

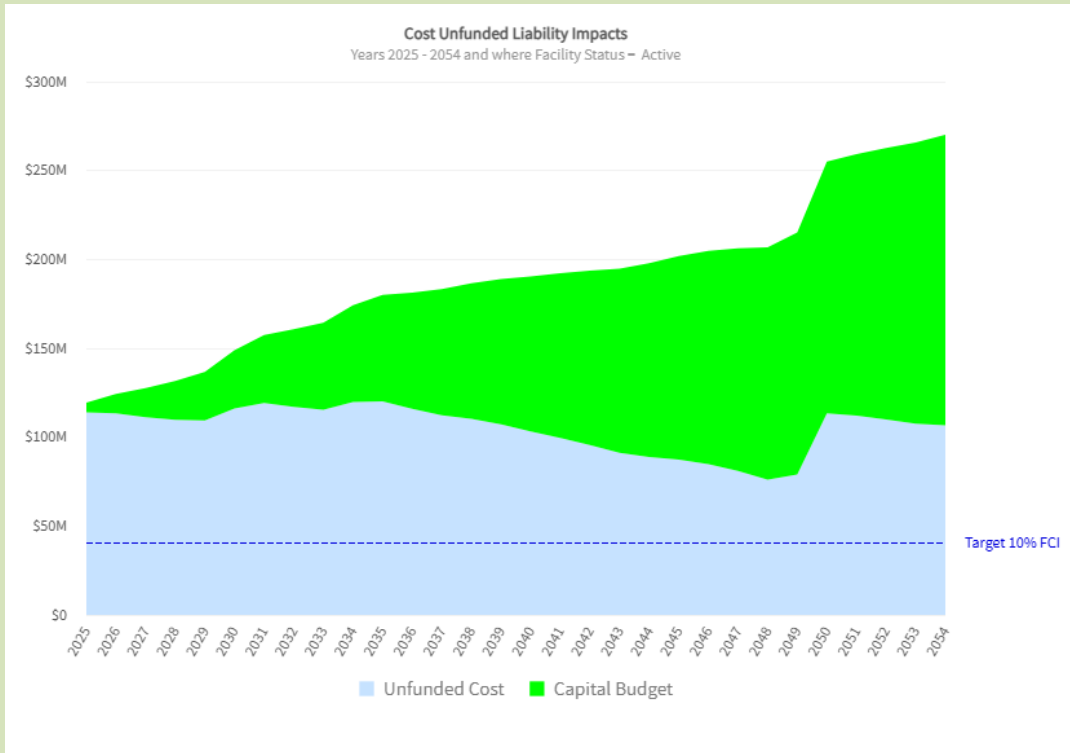


Figure 5: Unfunded Liability & Sustainability Target

Industry best practice identifies a target FCI of **10%** as a sustainable level.

Maintaining this level:

- Preserves asset value
- Reduces risk of system failure
- Supports consistent program delivery

To achieve and maintain a **10% FCI** target, the Division would require approximately **\$7.6 million annually** (average funding level)

This represents a significant increase over current funding levels.

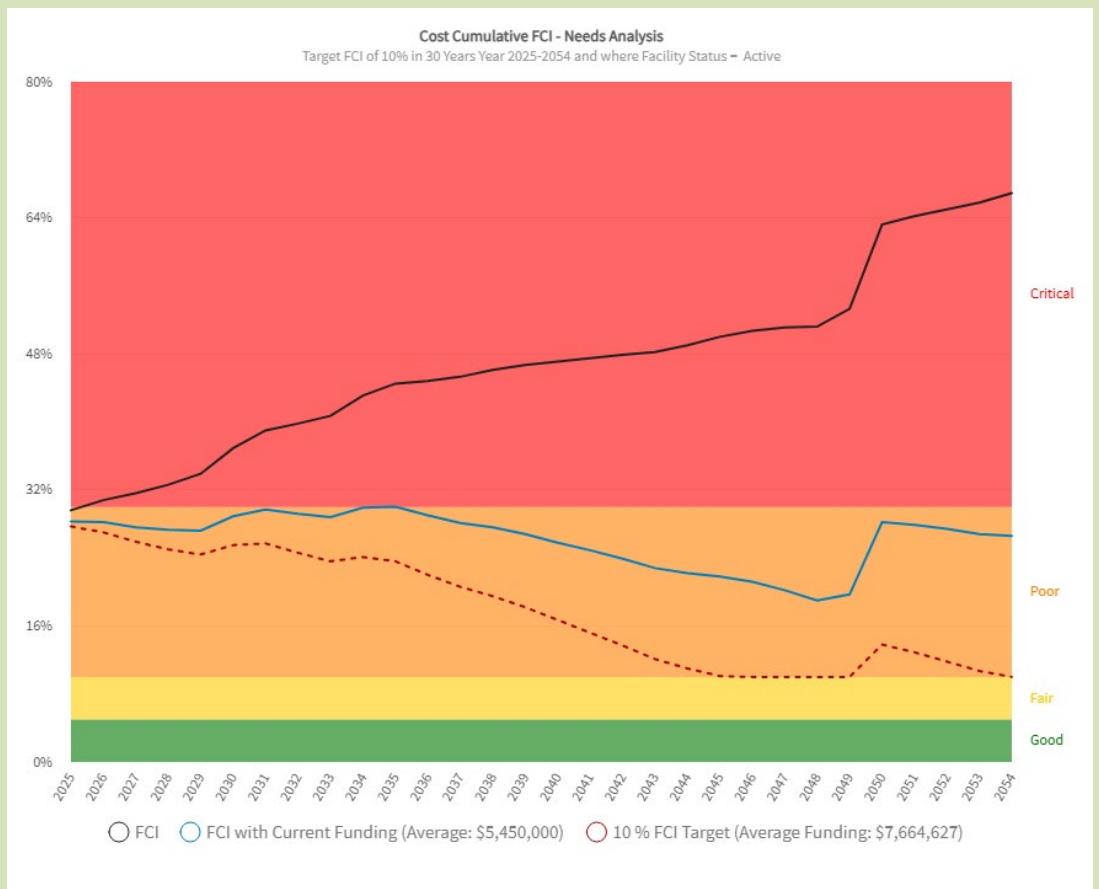


Figure 6: FCI and Funding Required to Maintain Assets

# 2026 Accountability Report – Facilities Department

## Impact Analysis of Current Funding

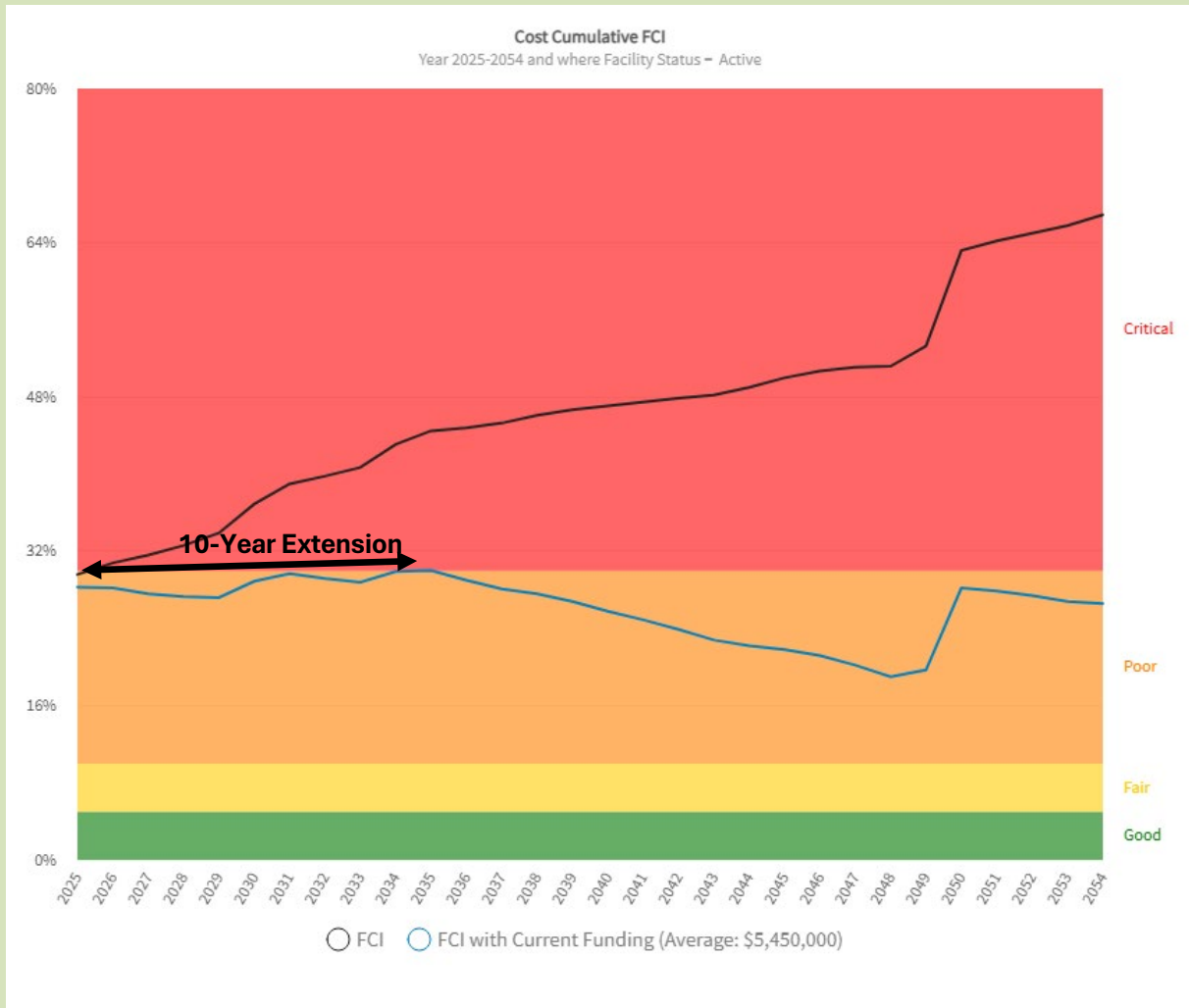


Figure 7: Impact of Current Funding on FCI

The analysis demonstrates that current funding levels:

- Maintain the portfolio in the **Poor range (~18%–20% FCI)**
- Delay, but do not prevent, transition to Critical condition (*10-Year Extension*)
- Result in continued growth of unfunded liability over time

While current funding has a measurable positive impact, it is insufficient to achieve long-term sustainability.

## E. Health & Safety

Health and safety remain a core priority for the Facilities Department, supported through a structured safety program, ongoing training, and regular review of procedures to ensure safe and compliant learning environments across the Division.

- Active SRPSD Safety Program in place across all facilities
- Internal audit of the Maintenance Department safety program completed in November 2024
- Safe work practices and job procedures reviewed annually (October)
- Ongoing safety training provided to facilities staff

## 2026 Accountability Report – Facilities Department

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- Weekly toolbox meetings reinforce a safety-first approach

### Division Safety Initiatives

#### Asbestos Management

- Review of the Division's asbestos management plan, including updates to audit information and maintenance procedures
- Targeted removal completed where recommended by the asbestos management consultant
- Asbestos awareness training provided to all maintenance, caretaking staff, and supervisors

#### Occupational Health and Safety

- All schools and support facilities maintain active Occupational Health and Safety Committees
- Committee Co-Chairs are trained to ensure compliance with OH&S Regulations

#### Fire Safety

- Review and ongoing implementation of Fire Safety Guidelines for Schools
- Implementation of recommendations from fire safety audits and inspections
- Annual inspections conducted by fire officials and risk management representatives

### F. Professional Development

The Facilities Department supports continuous improvement by providing staff with ongoing professional development aligned with their roles. Training focuses on maintaining safe work practices, improving technical expertise, and ensuring staff are equipped to support the operation and maintenance of Division facilities.

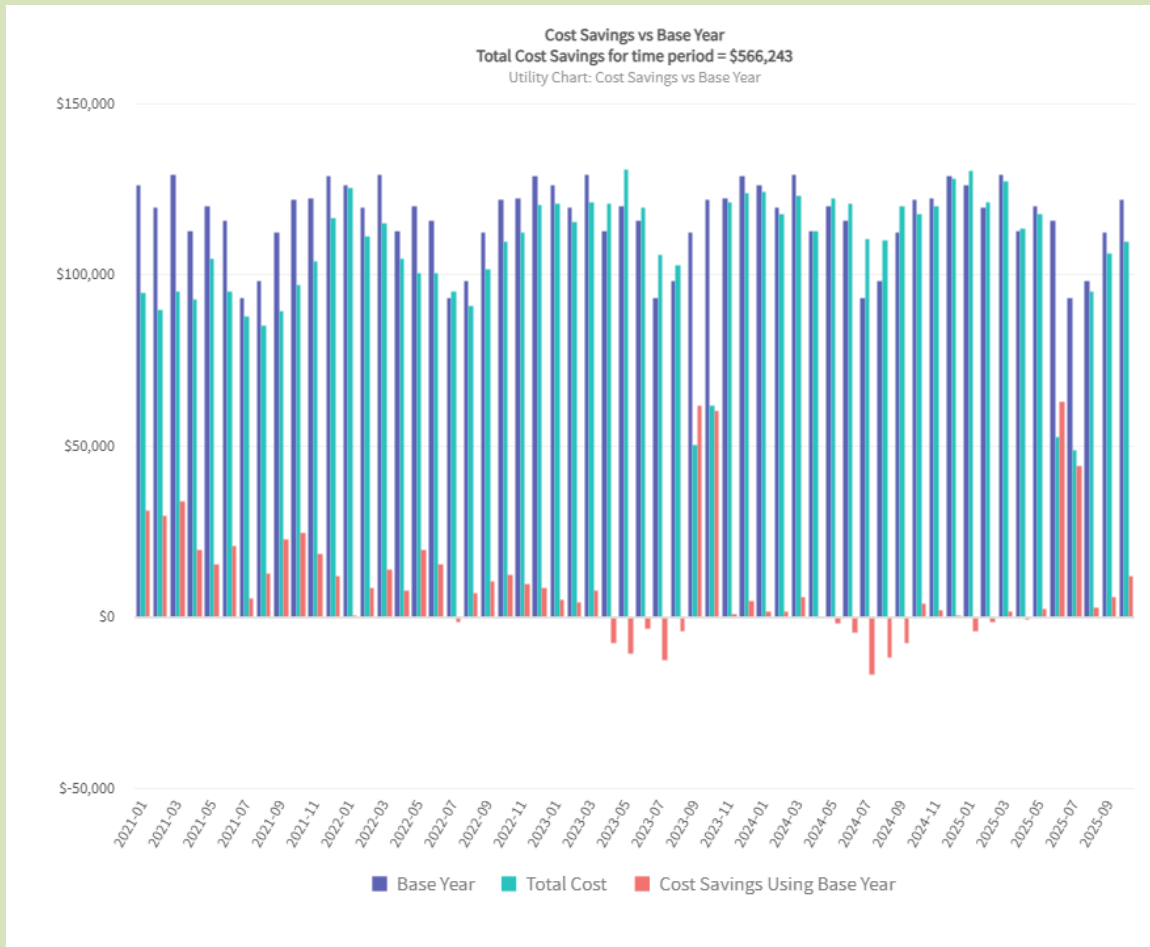
- Facilities staff receive ongoing professional development aligned with their roles (e.g., health and safety, first aid)
- Mechanical maintenance staff completed upgraded training on the Division's building automation system (Metasys)
- Maintenance carpenters received training in playground equipment safety audits

### G. Facilities Department Initiatives

The Facilities Department continues to advance key initiatives that improve operational efficiency, reduce costs, and enhance learning environments. These efforts focus on energy management, sustainability, and supporting inclusive and accessible spaces across the Division.

- The Division-wide LED lighting project continues to generate operational savings; since its inception in 2021, the project has resulted in savings of over \$565,000 (*Chart on following page*)
- The department continues to explore opportunities to reduce utility consumption and overall environmental impact through system monitoring and targeted capital renewal
- Ongoing collaboration with the Division's Occupational Therapist to enhance sensory spaces and improve washroom and changeroom accessibility across schools, supporting inclusive learning environments

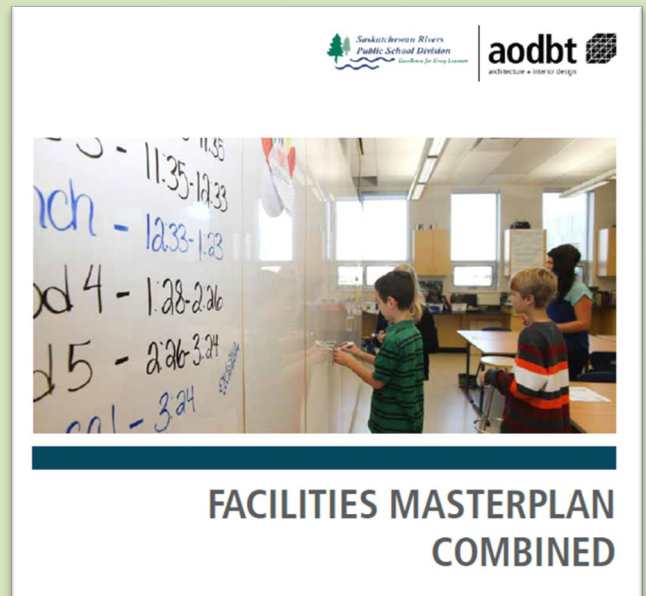
# 2026 Accountability Report – Facilities Department



## H. Facilities Master Plan – Overview and Implementation

The 2023 Facilities Master Plan provides a long-term roadmap (10–15 years) to guide facility planning, capital investment, and maintenance across the Division. The plan was developed through detailed facility assessments, stakeholder engagement, and program analysis, and aligns infrastructure with the needs of modern learning environments.

Each school was assessed individually, with recommendations ranging from minor upgrades to major renovations, additions, or potential replacement. These recommendations are supported by conceptual design options, order-of-magnitude cost estimates, and a prioritized framework to guide decision-making and capital planning.



# 2026 Accountability Report – Facilities Department

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In total, the Facilities Master Plan identified approximately **180 recommendations** across all Division facilities, generally categorized as follows:

## **Breakdown of Recommendations (Approximate)**

- 30% Accessibility improvements
- 25% Building systems and lifecycle renewal
- 15% Safety and security improvements
- 15% Program and learning environment enhancements
- 10% Site improvements
- 5% Major capital projects

The majority of recommendations focus on accessibility and building systems, reflecting the Division’s priority to maintain safe, functional, and inclusive learning environments.

## **Master Plan Implementation Update**

Since completion of the plan, the Facilities Department has begun implementing these recommendations through a combination of Preventative Maintenance and Renewal (PMR) funding, capital projects, and ongoing maintenance activities.

Work to date has focused on:

- Health, safety, and code compliance
- Accessibility upgrades
- Critical building system and lifecycle needs

Many of the identified recommendations are consistent across multiple schools (e.g., washroom upgrades, entrance reconfigurations, and accessibility improvements), allowing the Division to address these items systematically through annual maintenance and capital programs.

A detailed tracking system is currently being developed to monitor progress against all recommendations. This will support future reporting to the Board of Education and ensure continued alignment with the Division’s long-term facility planning priorities.

## **ADMINISTRATIVE IMPLICATIONS**

This section outlines key successes and ongoing challenges impacting the Facilities Department, providing context for current operations and future planning considerations.

### **A. Successes**

- Dedicated, well-trained staff perform ongoing maintenance and repairs, supporting safe, clean, and well-maintained learning environments
- Consistent PMR funding supports the advancement of priority projects
- Current funding levels, combined with the Board’s commitment to facilities, have enabled projects that extend the life of Division assets
- Mechanical system upgrades have been completed or are planned across multiple schools

## 2026 Accountability Report – Facilities Department

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- Continued progress on building envelope improvements, including window replacements
- Implementation of a new cycle of roof replacements
- Ongoing review of the Facilities Master Plan to align renovation projects with program needs

### **B. Challenges**

- Aging facility portfolio (*approximately 21 to 116 years old*)
- Aging workforce in both the Caretaking and Maintenance areas
- Access to funding for major capital projects (*e.g., Carlton Comprehensive High School Renovation*)
- Increasing costs for materials and supplies impacting both internal maintenance operations and tendered project pricing

### **GOVERNANCE IMPLICATIONS**

Based on the information presented in this report, it is recommended that the Board maintain its current direction by continuing to support facility funding at levels that sustain operations, while advocating for increased PMR and capital funding to address long-term infrastructure needs.

**SASKATCHEWAN RIVERS PUBLIC SCHOOL  
DIVISION**

**MEETING DATE: April 20, 2026**

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<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><b>SRSC Report</b></u>	<input type="checkbox"/> Consent Item

**FROM: SRSC – Student Board Representative ATTACHMENTS [ ]**

**BACKGROUND**

The SRSC met with the full group on March 30th, and the Executive members met on March 2nd.

**Highlights of Recent SRSC Meeting:**

- Students started the day with school check-ins, during which they shared ideas with one another.
- The SRSC worked with Mrs. Schwehr to create a rough draft of a post-secondary transitions resource. Each table group covered two topics and gathered information on the chosen topic for the executive group to review.
- Troy Pelletier, the addictions and mental health counsellor at Carlton, shared a presentation which offered insight into how addictions within schools are handled and the consequences/rehabilitation plans.
- Hadley Gariepy, the president, discussed with the group about AI and wanted the group's input on the pros and cons of AI for her Ministry presentation.

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

**RECOMMENDATION**

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

**Board directed questions:**

**MEETING DATE: April 20, 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 checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>8.4 &amp; 13</u>	

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

**BACKGROUND**

**RE: DIRECTOR UPDATE**

**1. Student Update:**

➤ **Science Fair**

The 2026 Prince Albert and NE Regional Science Fair took place on March 30, 2026. The award placings are noted below. We are proud of all our SRPSD participants who placed at their grade levels.

Grade 5

- 3rd place - Hudson & Jaxon from Shellbrook Elementary: Five Second Rule,
- 2nd place - Aubryn & Shaelyn from Shellbrook Elementary School: Wind Turbines,
- 1st place - Zayden from Shellbrook Elementary School: The Hydraulic Claw.

Grade 6

- 3rd place – student from Christopher Lake School: How Long Should You Wash Your Hands For?,
- 2nd place - Finn from Christopher Lake School: The Ultimate Meltdown: What Type of Salt Melts Ice the Fastest?,
- 1st place - Lauren from Red Wing School: Sprayable Home Protection Gel.

Grade 7

- 3rd place - Ava & Mikayla from Christopher Lake School: How Does Stress Affect Your Health,
- 2nd place - Abrey & Jane from Red Wing School: Which Orange Juice Has the Most Vitamin C?
- 1st place - Jade from Red Wing School: Self Healing Biodegradable Plastic.

Grade 8

- 3rd place - Tayen from Spruce Home School: Do Bully-Victims Have the Lowest Self-Esteem?
- 2nd place - Kyana from Christopher Lake School: Affordable Diagnosis: Can a Homemade Centrifuge Accurately Separate Blood Contents Suitable for Parasite Detection?
- 1st place - Ella from Christopher Lake School: Filters to Fibers: Can You Make a New Product Out of Cigarette Butts?

### High School

- 2nd place - Vraj and Tessa from Carlton Comprehensive High School: Environmental Impacts of the Prince Albert Pulp and Paper Mill

We will be sending two students to the Canada-Wide Science Fair in Edmonton, Alberta from May 23 to May 30, 2026 - Ella a grade 8 student from Christopher Lake and Jade a grade 7 student from Red Wing.

### ➤ National Skills Canada

A number of high school students from Prince Albert and the surrounding area have showcased their skills at the provincial Skills Canada competition on March 27, 2026. Students from SRPSD high schools have qualified for the national Skills Canada competition.

At the provincial championship last month, several SRPSD students achieved top honors:

- Cameron Dueck (Carlton) - gold medal in precision machining
- Jorja Hanson Lemaigre (Carlton) - gold medal in electrical installations
- Emma Sayazie (Carlton) – gold medal in beading

While only gold medalists advance to Nationals, several other students earned medals and competed:

- Matthew Quiring (Carlton) - silver medal in precision machining
- Jelleane Nguyen & Brooke Anderson (Carlton) - silver medal in video production
- Mira Therese Paule (Birch Hills) – bronze medal in secondary cooking
- Robby Everest (Carlton) - bronze medal in precision machining
- Chloe Loh (Carlton) - bronze medal in photography
- Kiara Levesque (Carlton) - bronze medal in aesthetics
- Arianna Polowski (Carlton) - bronze medal in baking
- Carmen Bear-Ray (PACI) - fourth in First Nations Bead Making

## 2. Strategic Plan Update

Attached is the summary document Strategic Plan Progress Review from the 2024-25 school year that was utilized at the SCC Gathering.

Included are 5 areas of the Provincial Education Plan measurements below as a reminder.

### **Reminder of the Provincial Education Plan (PEP) at a glance, over the life of the plan to 2030:**

1. Student attendance will improve annually.
2. Overall graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.
3. Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.
4. Student literacy and numeracy outcomes will increase year over year.
5. All students will have an increased sense of connection and safety in schools.

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## **RECOMMENDATION**

*For Board information and discussion as warranted.*



Saskatchewan Rivers Public School Division is proud to share this update with our community, reflecting on our progress and continued growth during the 2024–2025 school year. In the spring of 2024, the Board renewed the Strategic Plan for 2024–2030, affirming its commitment to the provincial priorities of student achievement, well-being, equity, and accountability. Guided by these four areas, our schools focused on improving learning outcomes, strengthening student and staff well-being, advancing inclusive and culturally responsive practices, and ensuring responsible governance and leadership. This report highlights the progress we have made through innovative programming, targeted supports, and strong partnerships, while also acknowledging areas where further work is needed. Together with families, staff, and community partners, we remain committed to continuous improvement and to ensuring every student experiences excellence in learning and a strong sense of belonging in our schools.



## Learning & Innovation



### Celebrations

- Graduation rates increased to 83%, with First Nations Metis and Inuit (FNMI) graduation rising to 73%, now above the provincial average, reflecting strong mentoring, flexible programming, and credit recovery supports.
- Grade 9–10 transition success improved, with 70% of students earning 8+ credits in Grade 10, and FNMI students reaching an 8-year high, surpassing the provincial FNMI average.
- Innovative programming continued to grow through land-based learning, Cree and Michif language programs, and specialized pathways that engage students in meaningful learning.
- Consistent literacy instruction through the Reading & Assessment Protocol strengthened classroom practice and early identification of student needs.

### Areas of Improvement from Last Year

- FNMI graduation outcomes showed sustained growth, closing gaps and exceeding provincial averages.
- Credit attainment for FNMI students improved to match the provincial FNMI average.
- Transition supports between grades were strengthened, resulting in improved student persistence and credit completion.
- Literacy instruction became more consistent across schools through shared expectations and assessment practices.

### Challenges That Remain

- Overall credit attainment remains below the provincial average, particularly in the senior grades.
- Early literacy gaps persist, especially for students requiring intensive supports.
- Attendance and engagement continue to impact learning for some students.

## Mental Health & Well-Being



### Celebrations

- Trauma-informed practices, including Safe & Connected Classrooms, risk assessment protocols, and ASIST, are embedded across schools.
- Student belonging increased at the elementary level, with strong motivation reported in Grades 4–6.
- Expanded mental health supports provided timely assistance for students with complex needs.

### Areas of Improvement from Last Year

- Increased staff training strengthened consistency in responding to student mental health needs.
- Improved coordination with community and clinical supports enhanced service delivery.
- Greater awareness and use of preventative mental health strategies across classrooms.

### Challenges That Remain

- Sense of belonging remains a concern in Grades 7–12.
- Anxiety and disengagement continue to impact some students, particularly during transitions.



## Inclusion & Cultural Responsiveness

### Celebrations


- FNMI student success reached a significant milestone, with graduation rates now exceeding the provincial FNMI average.
- Cree and Michif language programming expanded, strengthening cultural identity and engagement.
- Elders Council guidance and land-based learning deepened reconciliation in action.

### Areas of Improvement from Last Year

- Increased integration of Indigenous perspectives into classrooms and school planning.
- Greater alignment with culturally responsive practices.
- Improved student voice and representation in school programming.

### Challenges That Remain

- Persistent equity gaps in early years readiness and literacy outcomes.
- Ongoing need for deeper staff learning in anti-racist and anti-oppressive education.



## Citizenship & Relationships

### Celebrations


- All 32 School Community Councils remained active, supporting student learning and school culture.
- Over \$56,000 was invested directly into schools to strengthen family and community engagement.
- Family literacy, math, and wellness events increased participation and connection.

### Areas of Improvement from Last Year

- More intentional two-way communication with families.
- Increased participation in school-based community events.
- Stronger collaboration between schools and community partners.

### Challenges That Remain

- Sustaining engagement with families facing barriers to participation.
- Strengthening student voice and leadership opportunities, particularly in middle and high school.



## Governance & Leadership

### Celebrations

- Strategic plan implementation guided decision-making across the division.
- Elders Council continued to provide meaningful leadership and direction.
- Facility and infrastructure investments improved learning environments.

### Areas of Improvement from Last Year

- Clearer alignment between strategic goals and reporting metrics.
- Increased professional learning for leaders and trustees.
- Strengthened shared leadership through partnerships.
- Increased Social Media Engagement to a reach of an average of 15,280 viewers per month

### Challenges That Remain

- Ongoing facility accessibility limitations in some schools.
- Continued need to modernize IT infrastructure.

As we reflect on our progress, we will continue to build on our successes, refine our strategies, and strengthen the supports that help all students succeed. We recognize that challenges remain in areas such as graduation rates, credit attainment, and fostering a strong sense of belonging, and we remain accountable for addressing these through intentional action. Guided by provincial priorities for student achievement, well-being, and equity, Saskatchewan Rivers Public School Division will continue working alongside families, staff, and community partners to remove barriers and support every learner. Together, we remain committed to delivering Excellence for Every Learner, now and into the future.

To learn more or to read our full annual report, please visit:  
<https://www.srsd119.ca/publications>

