

**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, June 15, 2026

Time: 2:00 p.m.

AGENDA (#26R-6)

- 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 Yeaman**
- 5. Declaration of conflict of interest**
- 6. Adoption of the agenda**
- 7. Consent items**
 - (a) Adoption of the Regular Meeting Minutes – May 11, 2026
 - (b) Administrative Procedure Changes
 - (c) Statement of Operations Variance Analysis – for the Third Quarter Ending May 31, 2026
- 8. Business arising from the previous meeting**
 - (a) Feedback on Saskatchewan School Boards Association Position Statements – **C. Bloom**
- 9. Accountability reports**
 - (a) Accountability Report – Community Engagement – **G. Tebay**
 - (b) Accountability Report – Semi Annual Transportation Report – **J. Pidborochynski**
- 10. New business (Board Committee Reports, Trustees' Items and Notice of Motions)**
 - (a) Matters and Motions brought forward from Closed Session of June 15, 2026
 - (b) External Board Committees (if any)
 - (c) Provincial Update (if any)
 - (d) SRPSD Trustee 2026-27 Schedule for Land Acknowledgement at Board Meetings – **C. Bloom**
 - (e) Review of the progress of the 2024-2028 Board Advocacy Plan – **C. Bloom**
 - (f) Update of the Progress of the 2024-2028 Board Development Plan – **C. Bloom**

11. Reports from administrative staff

- (a) Director’s Update – *N. Finch*
- (b) SRPSD Responses to the Truth and Reconciliation Commission’s Calls to Action – *J. Hingley*

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members’ forum

15. Adjournment

CALENDAR OF EVENTS	
Tuesday, September 8, 2026 Time: 9:00 a.m.	Pipe Ceremony – Location to be determined.
Tuesday, September 8, 2026 Time: 10:45 a.m.	Elders Council, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Tuesday, September 8, 2026 Time: 1:00 p.m.	Board Development Session, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Tuesday, September 8, 2026 Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, September 21, 2026 9:00 a.m. to 4:00 p.m.	Board Development (Governance, Education Centre, 545 11 th Street East, Prince Albert

JUNE

Regular Board Meeting Agenda Items

- Review Quarterly Statement of Financial Position and Operations
- Review Semi-annual Transportation Report
- Review TRC – Call to Action Priority Progress
- Review Community Engagement Accountability Report
- Review Board Development Plan
- Review Board Advocacy Plan

Events/Action

- Public Section General Meeting
- Attend achievement nights and graduation ceremonies
- Board’s Recognition Event and school-based recognition events

JULY

Events/Action

- Canadian School Boards Association (CSBA) Congress

SEPTEMBER

Regular Board Meeting Agenda Items

- Draft Resolutions for Submission to the SSBA Convention
- Review Auditor’s Plan
- Review Human Resources Accountability Report
- Review 2026-27 Board Development Plan

Events/Action

- Elders Council / Summer Pipe Ceremony
- Consider trustees’ interest in Board Committees (Policy 10) (only in year 1, 2 and 3)

MEETING DATE: June 15, 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** [v]

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- May 11, 2026 Regular Meeting minutes

RECOMMENDATION

That the minutes of the Regular meeting of May 11, 2026 be approved as presented.

NO. #2026R-5 (MONDAY, MAY 11, 2026)

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

PRESENT:

MEMBERS OF THE BOARD

C. BLOOM, Board Chair

J. BROWN, Trustee

N. FRANC, Trustee

B. GEROW, Trustee

B. HOLLICK, Trustee

M. LEWIS, Trustee

A. LINDBERG, Trustee

A. NUNN, Vice-Chair

D. SANDER, Trustee

B. YEAMAN, Trustee

SENIOR ADMINISTRATION

N. Finch, Director of Education

J. Pidborochynski, Chief Financial Officer

J. Ward, Administrative Services Officer

D. Blais, Superintendent of Facilities

G. Tebay, Superintendent of Schools

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

MOTION TO MOVE INTO CLOSED SESSION:

#26R-25

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. Vaughn, Board Student Representative, SRSC

A. Nunn provided his personal land acknowledgment.

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

ADOPTION OF THE AGENDA:

#26R-26

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

Carried.

CONSENT ITEMS:

#26R-27

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

(a) That the minutes of the Regular meeting of April 20, 2026 be approved as presented.

(b) That 2026-27 School Community Council Clusters be approved.

Carried.

May 11, 2026

BUSINESS ARISING FROM PREVIOUS MEETING

J. Brown spoke to her Notice of Motion (see below). She noted that she would be requesting a recorded vote.

Whereas, the Saskatchewan Rivers School Division has never undertaken a division-wide third-party independent review to assess the culture, governance and administration to get a clear understanding of all aspects of the division; and

Whereas, the Saskatchewan Rivers School Division Board of Trustees does not spend time in the schools whose operation it governs therefore is not privy to the changing culture, impact and impressions of governance and administration and;

Whereas, annual reports continue to demonstrate that Indigenous student outcomes continue to be significantly below those of non-Indigenous students despite efforts to create an inclusive environment, and

Whereas, those who work with students directly and the community that surrounds them are best ready to provide answers to and suggestions for improvements; and

Whereas, providing an opportunity for reporting back to the school board that is meaningful, anonymous and comprehensive is supported by the following sections of Board Policy 2 as follows:

- 1.1 Requires that the board's decision represents the entire division;
- 1.2 Requires that the board provide opportunities for information sharing with community and for community input;
- 2.5 Requires the board to provide two-way communication with the school community.
- 9.1 Requires that the board monitor the accessibility, fairness, and safety of processes for appeals, hearing and disclosures;
- 10.6 Recognize students, staff and community;

Therefore, I move "that Saskatchewan Rivers School Division retain George Cuff & Associates, who has done reviews for multiple levels of government, including school divisions to conduct an organizational and cultural review of SRPSD governance and operations to be completed by December 31, 2026".

B. Hollick asked for clarification on whether the motion included naming the vendor. J. Brown confirmed that it did.

N. Finch reviewed the division's tendering process for information.

#26R-28

Moved by A. Lindberg that the motion be tabled until after the Board's governance training scheduled for September 21, 2026.

Carried.

NEW BUSINESS:

(a) Matters and Motions from the Closed Session of May 11, 2026:

No motions brought forward from the Closed Session.

(b) SRSC Report

T. Vaughn reviewed the SRSC Report for Board information.

(c) Feedback on Saskatchewan School Boards Association Position Statements

The Board reviewed and provided feedback on the following Position Statements.

- Position statement 2.2 on “Assessment of Student Achievement”;
- Position statement 2.4 on “Indigenous Education”;
- Position statement 4.2 on “Teacher Education and Certification”;
- Position statement 5.1 on “Public Engagement”.

The Position statement 3.2 on “Infrastructure Funding will be placed on the June Board meeting agenda for review and discussion.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Director’s Update

• Graduation dates

The graduation dates for SRPSD high schools were shared for information.

• Student Updates

The accomplishments of Saskatchewan Rivers students in the Mann Gallery Juried High School Art Show were shared

• Saskatchewan Student Assessments Dates and Timelines

A summary of the student assessment dates was provided.

• Upcoming Division Student Events

The division student events that are taking place in the upcoming months was listed.

(b) 2026-2027 Board Meeting Schedule

#26R-29

Moved by D. Sander that the 2026-2027 Board Meeting schedule be approved.

Carried.

Discussion around holding a Board Seminar will be added to a future Board meeting.

(c) 2026-2027 Board Annual Work Plan

#26R-30

Moved by B. Yeaman that the 2026-2027 Board Annual Work Plan be approved as presented.

Carried.

(d) 2028-2030 Preventative Maintenance and Renewal (PMR) Plan

#26R-31

Moved by B. Hollick that the 2028 - 2030 Preventative Maintenance and Renewal Plan be approved as presented.

Carried.

(e) **Annual Budget 2026-2027**
#26R-32

Moved by B. Hollick that the Board approve the Annual Budget as presented, including any minor revisions or capital funding adjustments arising subsequent to the Ministry of Education’s review and approval.
Carried.

KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- 2026-27 Budget.
- PMR Plan approval.
- SRSC wrap up event/Pipe ceremony/Treaty teachings.

BOARD MEMBERS’ FORUM:

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

ADJOURNMENT:

#26R-33

Moved by A. Lindberg that the meeting adjourn. (5:07 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: June 15, 2026

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<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 465: Employee Recognition

RECOMMENDATION

For Board information.

EMPLOYEE RECOGNITION

Background

The Division believes employees should be recognized for their years of service with the Division.

Employees shall be recognized:

- In an appropriate and personal manner;
- In a manner that is consistent across the school division;
- During a recognition event to be scheduled for an appropriate date during the school year. The extent of the event will be determined on an annual basis during the budget process.

Procedures

1. Uninterrupted years of service will be counted from the date of the employee's most recent hire by any of the following school divisions:
 - Saskatchewan Rivers Public School Division
 - Prince Albert Public School Division
 - Prince Albert Rural School Division
 - Kinistino School Division
 - Parkland School Division
 - Carlton Comprehensive High School Board
2. Recipients of 20, 25 and 30 years of service and retirees will be honoured at an annual recognition event.
3. All other long service recipients will receive their recognition at their work location.
4. The Division is committed to recognizing the service and contributions of employees upon their retirement. Employees who have completed five (5) or more years of continuous service with the Division by the time of retirement are eligible for recognition.
5. Recognition awards are as follows:
 - 10 years bronze pin/certificate
 - 15 years silver pin/certificate
 - 20 years gold pin/certificate
 - 25 years marble apple/engraved holder
 - 30 years gold diamond pin/certificate
 - retirement \$50.00/certificate

Approved: May 12, 2014

Revised: April 16, 2018; April 8, 2019



SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION

MEETING DATE: June 15, 2026

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<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 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>2.8</u>	

FROM: J. Pidborochynski, Chief Financial Officer ATTACHMENTS [v]

BACKGROUND

RE: STATEMENT OF OPERATIONS VARIANCE ANALYSIS – For the Third Quarter Ending May 31, 2026

The Statements of Operations has been prepared to provide a variance analysis of the School Division’s revenue and expenses for the third quarter ending May 31, 2026. 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 25.0% or three months remain in the fiscal year.

RECOMMENDATION

That the Board approve the Statement of Operations – Revenue and Expenses for the third quarter ending May 31, 2026.

Saskatchewan Rivers School Division No. 119

**Statement of Operations and Accumulated Surplus
For the Period from September 1, 2025 to May 21, 2026**

	Current Year Actual	Current Year Budget	Budget Remaining	Budget Less Actual Remaining %	Budget Remaining 12 Month Basis	Note
REVENUE						
Property Taxation	5,656	-	(5,656)	#DIV/0!	25.00%	
Grants	82,659,049	112,080,702	29,421,653	26.25%	25.00%	
Tuition and Related Fees	2,333,436	2,753,053	419,617	15.24%	25.00%	1
School Generated Funds	3,320,939	2,725,000	(595,939)	-21.87%	25.00%	2
Complementary Services	2,243,548	2,388,844	145,296	6.08%	25.00%	3
External Services	2,240,371	2,776,838	536,467	19.32%	25.00%	
Other	1,696,869	1,421,399	(275,470)	-19.38%	25.00%	4
Total Revenue	94,499,868	124,145,836	29,645,968			
EXPENSES						
Governance	425,139	563,075	137,936	24.50%	25.00%	
Administration	3,055,084	3,917,851	862,767	22.02%	25.00%	
Instruction	77,636,425	88,420,671	10,784,246	12.20%	25.00%	5
Plant	12,086,736	17,829,222	5,742,486	32.21%	25.00%	
Transportation	6,330,833	7,753,302	1,422,469	18.35%	25.00%	
Tuition and Related Fees	297,762	240,000	(57,762)	-24.07%	25.00%	6
School Generated Funds	2,355,156	2,735,000	379,844	13.89%	25.00%	
Complementary Services	1,519,638	2,685,025	1,165,387	43.40%	25.00%	7
External Services	2,487,618	2,505,434	17,816	0.71%	25.00%	8
Other Expenses	51	500	449	89.80%	25.00%	
Total Expenses	106,194,442	126,650,080	20,455,638			
(Deficit) surplus for the Period	(11,694,574)	(2,504,244)	(9,190,330)			
Accumulated Surplus, Beginning of Year	71,663,843	71,663,843				
Accumulated Surplus, End of Period	59,969,269	69,159,599				
Tangible Capital Assets - Beginning of Year	53,420,820	53,420,820	-	0.00%		
Tangible Capital Asset Purchases	2,453,282	2,162,317	(290,965)	-13.46%		9
Amortization	(3,393,750)	(4,525,000)	(1,131,250)	25.00%		
Tangible Capital Assets - End of Period	52,480,352	51,058,137	(1,422,215)			

Explanation for Variances

Note	Explanation
1	On-reserve tuition fees billed for September to June 2026 (10 months or 100%). The increase is attributable to a higher level of school activities and fundraising with the majority of these events occurring earlier in the school year.
2	Received \$600K or 100% of early learning intensive support funding, received \$302K of national school food program funding which was not budgeted for
3	Blooms reimbursement of \$450K for Vickers Daycare reno not budgeted for.
4	The majority of instructional salaries are incurred over the first 10 months of the year with an expectation of 10% of budget remaining. The increase in tuition fees is attributable to more tuition fee students enrolled with Gabriel Dumont Institute and Saskatchewan Polytechnic.
5	Home school fees are paid in June.
6	Majority of actual EA salaries allocated to Pre-K program at year-end.
7	Decommissioning costs for the Frank Dunn Pool totaling \$470K were not included in the budget. A reserve was established to fund these expenses.
8	Furniture and equipment - \$208K, Computer and audio visual equipment - \$620K, Vickers Daycare - \$283K, Busses - \$1.3M
9	

MEETING DATE: June 15, 2026

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<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Planning Meeting	<input type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board Chair</u>	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2</u>	

FROM: C. Bloom, Board Chair **ATTACHMENTS**

BACKGROUND

RE: FEEDBACK ON SASKATCHEWAN SCHOOL BOARDS ASSOCIATION (SSBA) POSITION STATEMENTS

The following position statement was not included in the Board meeting package and the Board did not have an opportunity to review it.

- Position statement 3.2 on “Infrastructure Funding”;

The SSBA is gathering feedback electronically to improve efficiency. Boards are asked to submit their feedback as soon as possible, and no later than June 29, 2026. After feedback has been received, the Committee will review and revise the position statements. The updated position statements will then be distributed to Boards in August and presented for a vote as resolutions at the Fall General Assembly.

RECOMMENDATION

For Board information and discussion.

<p>Adopted Position 3.2: Infrastructure Funding</p>	<p>Date Approved: November 2021</p>
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Education infrastructure provides operational learning systems that boards of education/Conseil scolaire Fransaskois (CSF) use to deliver education services to each student. Students may be studying individually or collectively in schools or utilizing online education options offered by Saskatchewan school divisions. Education infrastructure includes schools, operational and maintenance facilities, school busses, fleet vehicles, electronic devices, wiring and bandwidth.

Boards of education/CSF work with the Ministry of Education to jointly develop and periodically review a transparent, sufficient, predictable and sustainable funding formula for the planning, building and maintenance of education infrastructure that maximize education equity, student learning, and are aligned with the needs and priorities of school boards. All decisions related to infrastructure funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan. The Ministry of Education needs to provide a plan for targeted funding so Saskatchewan's board of education/CSF average Facilities Condition Index (FCI) ranks a minimum of Fair.²

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of education infrastructure, including bandwidth. Education infrastructure funding must take into consideration the inclusion of spaces or facilities necessitated as the result of new mandates, new building codes, pedagogical or human rights developments.
2. Education infrastructure funding in Saskatchewan should be determined according to the eight categories set out below. In addition, infrastructure funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*.
 - a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms, determined by a criteria-based priority list. The Ministry's funding for new schools should be accompanied by adequate operating funding, including reasonable and safe square footage per classroom, once the schools are built and operating. The Ministry of Education should share with boards of education/CSF the Ministry's decision-making criteria and process for developing the annual major capital priority list for transparency in the criteria

² Saskatchewan's board of education/CSF average FCI ranks Poor. The current FCI describes the following categories:

- Good – 0 to 5%
- Fair – 5 to 10%
- Poor – 10 to 30%
- Critical – Greater than 30%

and their application and how the Ministry assesses and ranks capital priorities from one board of education against others. Sufficient budget should be annually allocated to address the capital backlog. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable. If the construction project delivery method is not the traditional build by the affected board(s) of education but is a build that includes integrated project delivery (IPD), public-private-partnerships (P3s), Alliance contracting, progressive design-build infrastructure delivery models or other similar methods, due diligence, including an appropriate risk assessment, should be conducted by the Ministry of Education and the affected board(s) of education.

- b) **Infrastructure Renewal:** Each year, the province should allocate a sustainable budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations³. Boards need to develop a 3-year Preventative Maintenance and Renewal (PMR) Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- c) **Ongoing Operation and Maintenance:** The Ministry of Education should allocate a sufficient budget to school divisions for the operation and maintenance of infrastructure including general upkeep and repairs, pandemic or emergency planning and repairs, as well as expenses incurred to keep infrastructure operating such as monthly utility expenses to keep up with inflation.
- d) **Facilities and Transportation:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including transportation and operational facilities, playgrounds, and for the CSF community spaces.
- e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This would include separate Ministry funding incentives to decommission space that is no longer required beyond PMR or self-funded projects.
- f) **Joint Builds:**
 - i) Joint builds for public and separate boards need to be determined by the Ministry in consultation with the affected boards. Individual builds may be better suited because of land size and school population. To ensure equity, enrolment projections developed for construction planning purposes should be proportionately sized based on the populations being served by each board partner.
 - ii) Joint builds for boards with third party partner(s) such as municipal or Saskatchewan Health Authority entities need to be determined by the respective Ministries and third party partners in consultation with the affected board(s). Individual builds may be better suited because of land size, school population, insurance issues and school ground needs. Where the board(s) agrees to participate in a joint build with a third party partner(s), sufficient funding must be provided for legal fees and for the construction and maintenance of non-

³ The industry standard continues to be 2% of Current Replacement Value (*Guide to the Management of Real Property*, Government of Canada, Section 3.2.2).

school facilities including transportation and operational facilities, playgrounds and for community spaces.

- g) **Accessibility:** New schools must be built and existing facilities including transportation and playgrounds retrofitted as required to ensure accessibility and to comply with the boards/CSF's obligations to accommodate persons under *The Saskatchewan Human Rights Code* including meeting the needs of students and other persons with disabilities.
- h) **Energy efficiency upgrades:** Boards have an obligation to teach and lead in energy conservation practices and to use public funding responsibly. Boards have a need for dedicated, ongoing funding for energy efficiency upgrades for schools.

3. **Exemption from Taxes, Local Improvements, Service Fees and Special Levies:** The purchase of supplies and services required by boards of education/CSF should be either exempt from taxes levied by federal or provincial governments or the Ministry must compensate boards/CSF in full for these taxes. All school division property utilized for education purposes should be exempt from all municipal property taxes and service fees, including local improvements or special levies.

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	<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>1, 2, 8, 9, 10, 18</u>	

FROM: G. Tebay, Superintendent of Schools **ATTACHMENTS**

BACKGROUND

RE: ACCOUNTABILITY REPORT – COMMUNITY ENGAGEMENT

Superintendent Tebay will review the attached SRPSD Community Engagement Accountability Report. There will be an opportunity for trustees' feedback, questions, and direction during and after the presentation.

RECOMMENDATION

That the Board approve the Community Engagement Accountability Report as presented.



COMMUNITY ENGAGEMENT ANNUAL REPORT

Prepared By
Garette Tebay , Superintendent of Schools

June 15th , 2026

545



SOURCE DOCUMENTS

1. The Education Act (1995)

- a. Section 140 – School Community Councils

2. Education Regulations

- a. Part 4 (Sections 5-16) – School Community Councils

3. Saskatchewan Rivers Public School Division Strategic Plan 2024–2030

4. Saskatchewan Rivers Public School Division Board Policy Handbook

- a. Policy 1 – Foundation Statements

- i. Community Participation/engagement*

- b. Policy 2 – Role of the Board

- i. Accountability to Community*

- c. Policy 8

- i. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.*

- d. Policy 9 – Board Committees

- i. Saskatchewan Rivers Students for Change (SRSC) Committee*

- e. Policy 10 – Board Representatives

- i. School Community Council Cluster Representatives*

- f. Policy 18 – Partnerships

5. Saskatchewan Rivers Public School Division Administrative Procedures Manual

API10 School Community Councils

API12 Community Engagement

API75 Outside Organizations Access to Schools

API77 External Service Providers in Schools

AP 473 Volunteers

AP 625 Community Use & Rental of School Facilities

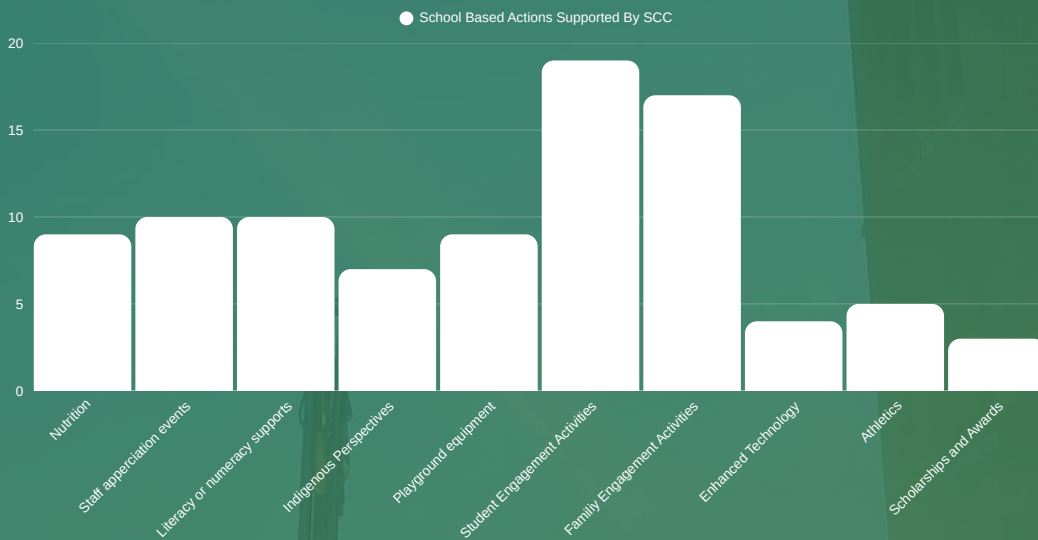
6. Saskatchewan Rivers Public School Division Commitment to Student Achievement



SCHOOL COMMUNITY COUNCILS

During the 2025–2026 school year, SRPSD had a total of 31 active School Community Councils (SCC), included in the total: one combined SCC. Financing for SRPSD SCC’s is provided through governance funding providing SRPSD SCC’s with a total of \$55, 9800 to support SCC directed school-based initiatives and SCC annual gathering costs. 2 SCC constitutions were updated in the 2025–26 school year changes allowed the constitutions to reflect the work currently being done by the SCC’s both had not been updated since 2008.

School Community Councils provide yearly executive summaries of the collaborative work completed with schools each year. Executive summaries include: short descriptions of school and community activities that each SCC supported, identification of SCC actions that align with division or school goals, and provide an overview of future plans.



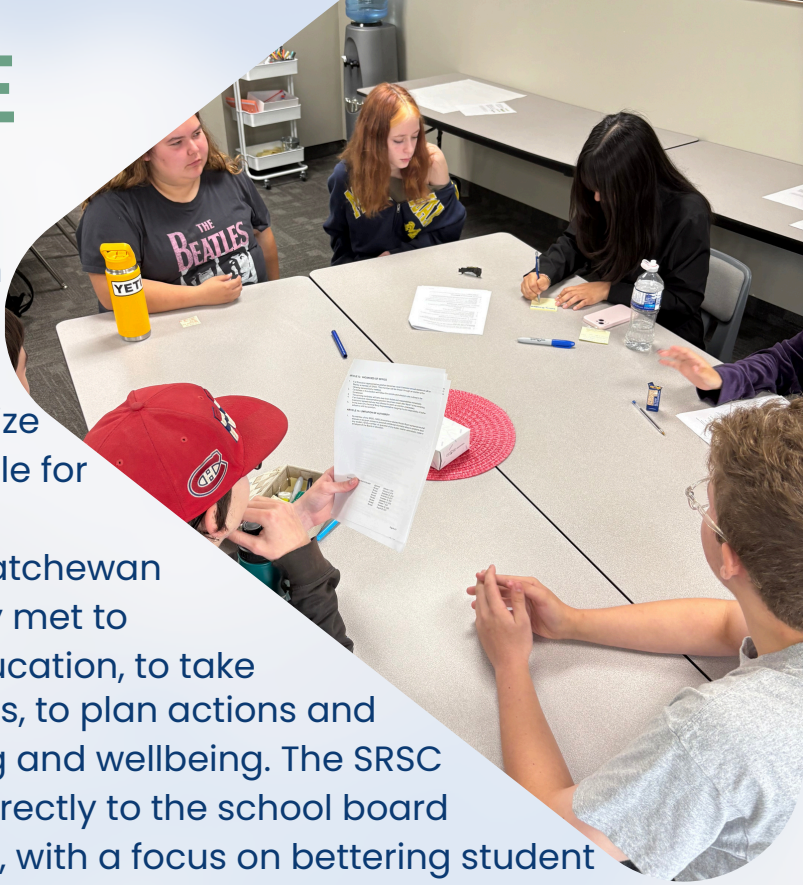
SCC Gatherings

SCC’s were invited to gather at multiple points this school year. The first gathering was held in October 2025 to provide an Orientation for SCC’s. 4 additional presentation evenings were held in partnership with the Prince Albert Early Years Family Resource Centre in January, February, March and April 2026. Scc’s were invited to attend our annual Community Engagement Gathering including, School Principals, SCC Members and the SRSC on February 9th, 2026.



STUDENT VOICE

Our Board continues to commit to directly involve students in the governance of the school division; to provide for a mechanism where students could share their perspectives and opinions on education with their locally elected trustees; to maximize student voice and the opportunities available for young people to engage in division-wide leadership and capacity building. The Saskatchewan Rivers Students for Change (SRSC) regularly met to discuss challenges and opportunities in education, to take part in leadership and learning opportunities, to plan actions and events and to advocate for student learning and wellbeing. The SRSC provided advice and student perspective directly to the school board through its elected student representatives, with a focus on bettering student experiences in schools and improving results for the division. Saskatchewan Rivers Students for Change was provided \$5000.00 through Board approved governance funds.



SRSC Highlights

- Used OURSchool data to develop their workplan for the year, and gave feedback to the division about their lived experiences as students compared to data collected in survey
- The SRSC joined School Leaders and SCC members in our February gathering. They shone as leaders at their tables, and their perspective was a valuable addition to the day
- The SRSC developed student resources to aid in post secondary transitions written by students for students
- The SRSC Executive was steadfast in ensuring the work they planned for the group aligned with the goals they set out in the beginning of the year, and that they have a planned workflow to carry us into next fall

Challenges

- Ensuring that the voices of students from underrepresented backgrounds are heard, considered, and valued
- While the Student Voice Committee has strong participation from rural schools, this overrepresentation does not proportionally reflect the overall student population, leading to potential gaps in accurately capturing urban student perspectives.

SRPSD Parent Survey

Beginning in the 24/25 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.

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 was 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

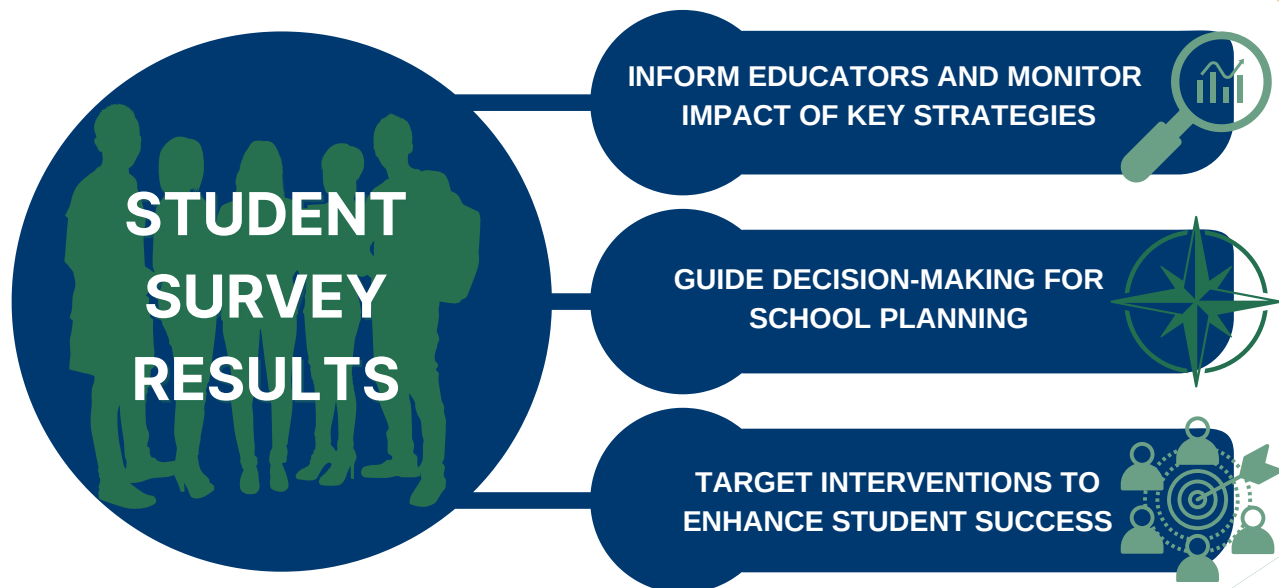


OurSCHOOL Survey

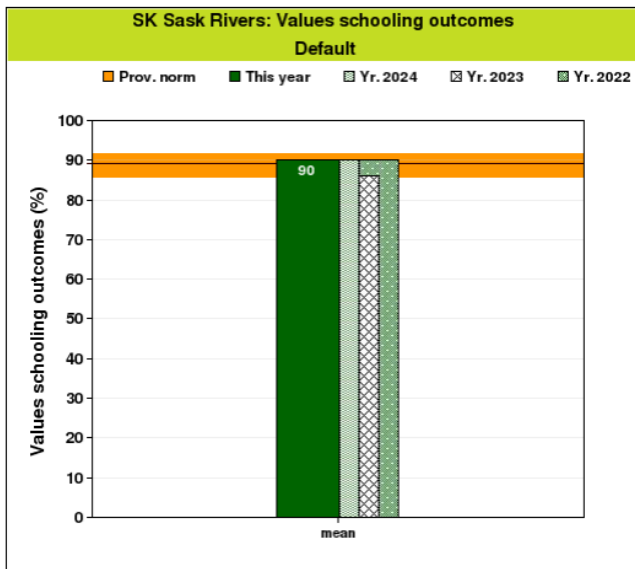
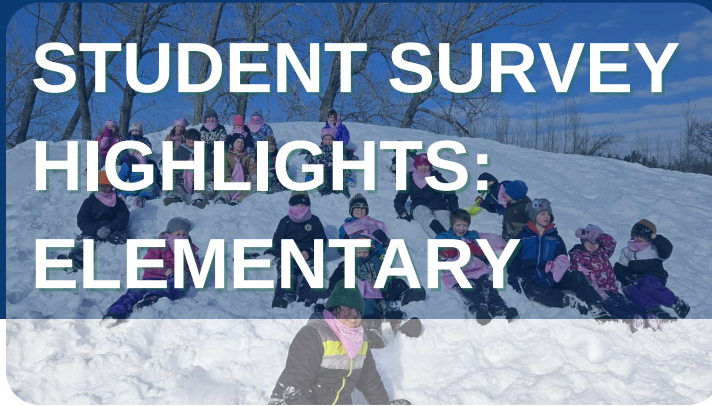
STUDENT PERCEPTUAL DATA

The OurSCHOOL Student Survey Allows students to share their feedback anonymously on their experiences at school, school environment, and school improvement programs.

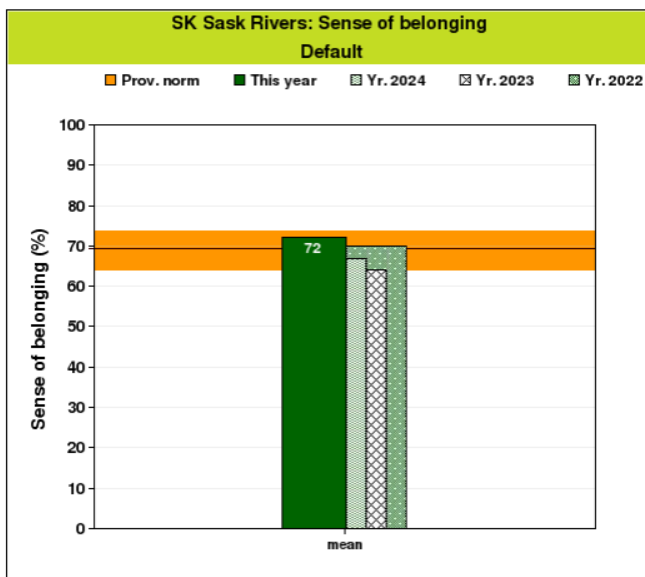
Participation in the survey is voluntary and survey measures include such topics as behaviours and attitudes linked to student success, emotional and social well-being and physical health. Based on how students respond to the questions in the survey; SRPSD can make changes to improve their experiences at school and engage their participation in school activities.



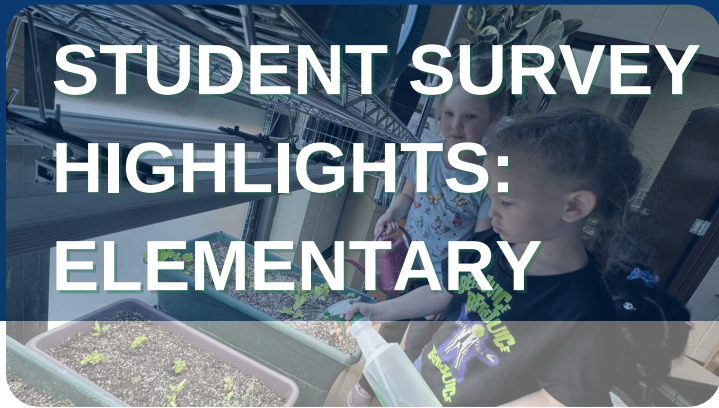
STUDENT SURVEY HIGHLIGHTS: ELEMENTARY



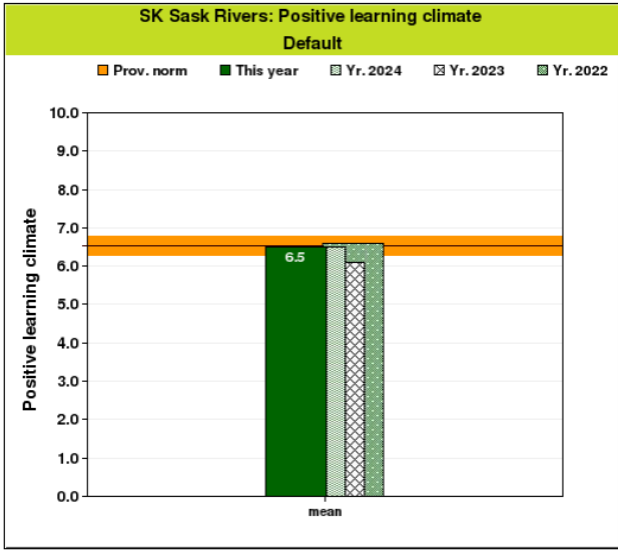
In the gathering of this data elementary students are asked to rate generic statements about their beliefs on the value of school. Things such as “doing well in school is important for when I grow up”.



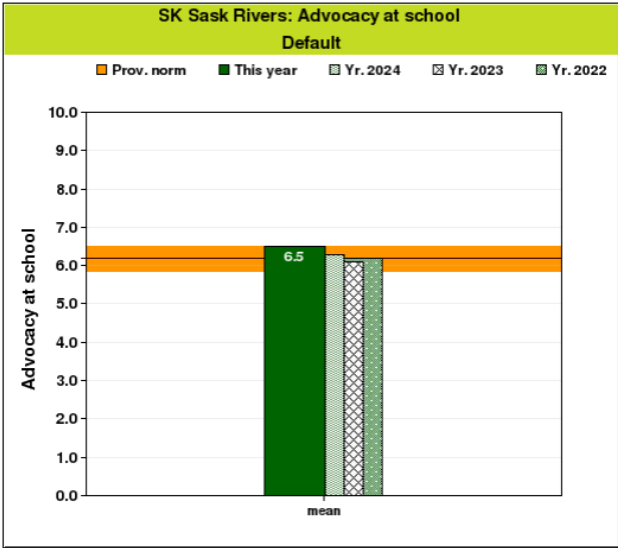
Measures of social engagement at school are indicators of mental health and well being. Feeling connected to school, and people in it elicits positive affiliation, and engagement. Students with a positive sense of belonging at school tend to have an overall positive experience at school.



STUDENT SURVEY HIGHLIGHTS: ELEMENTARY

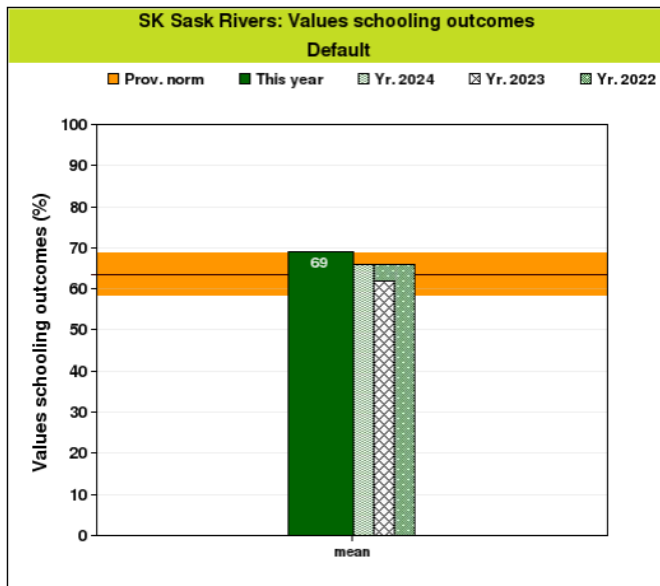


A positive learning environment is one that is inclusive of students regardless of differences. In this indicator students are asked a series of questions about the environment in which they learn and the responses of staff in those environments to maintain a calm sense of order and peaceful interactions.

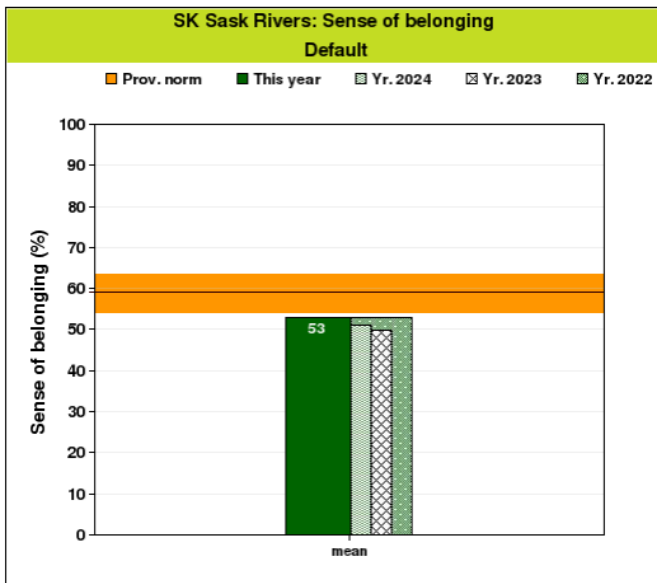


Elementary students are asked about how their teachers engage with them at school through responding to statements such as “My teachers ask me about how well I am doing at school” to measure the student perception of their teachers as advocates for their learning.

STUDENT SURVEY HIGHLIGHTS: SECONDARY

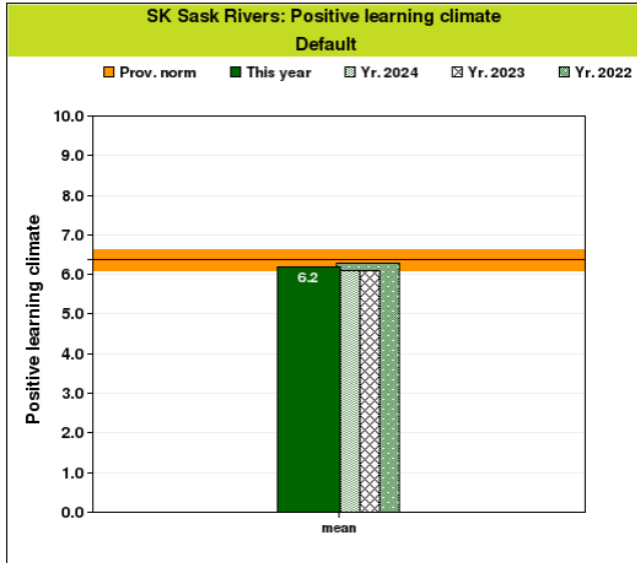


The Secondary Survey asks to what degree students agree with given statements. Statements include things such as, "I'm learning the skills I will need for success later in life".

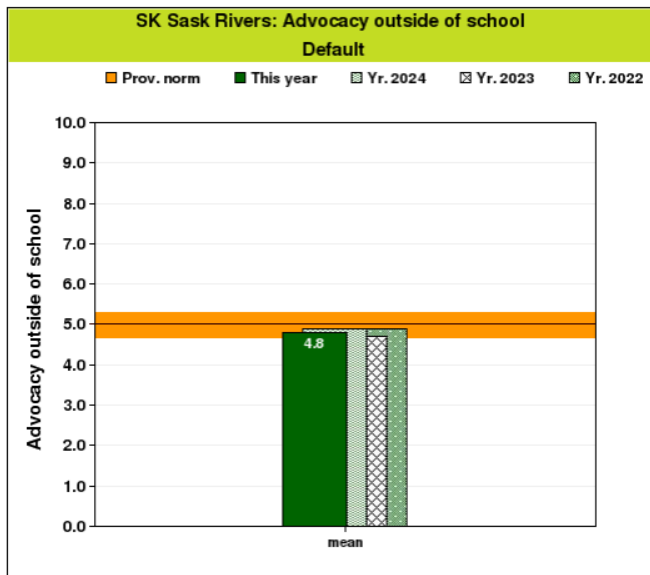


Measures of social engagement at school are indicators of mental health and well being. Feeling connected to school, and people in it elicits positive affiliation, and engagement. Students with a positive sense of belonging at school tend to have an overall positive experience at school.

STUDENT SURVEY HIGHLIGHTS: SECONDARY



A positive learning environment is one that is inclusive of students regardless of differences. In this indicator students are asked a series of questions about the environment in which they learn and the responses of staff in those environments to maintain a calm sense of order and peaceful interactions.



The advocacy outside of school measure gives us insight into the students perspective of the engagement (or advocacy) level of their parents or family members in their school lives. Secondary students are asked about how often a parent or family member does things such as asking them about how they are doing in school, or encouraging them to do well, showing interest in their projects etc.

PARTNERSHIP AND COMMUNITY SUPPORTS

Saskatchewan Rivers Public School Division (SRPSD) is deeply integrated with community entities through both formal and informal partnerships. Connections extend across sectors, from large provincial bodies like the Ministries of Health, Social Services, and Justice to local community-based organizations (CBOs).



SRPSD boasts numerous formal partnerships and memorandums of understanding with local stakeholders, including:

KidsFirst and the Prince Albert Early Years Family Resource Centre: SRPSD serves as the accountable partner.

Prince Albert Early Childhood Council and the Community Network Coalition: SRPSD is an active member.

Facility Use Agreements: Established with many childcare and before-and-after school program providers.

Invitational Shared Services Initiative Agreements: In place with Muskoday First Nation, James Smith Cree Nation, Montreal Lake Cree Nation and Wahpeton Dakota Nation.

Training Partnership with Red Cross Saskatchewan: To provide first aid and CPR training, and AED training.

Childcare Agreements: Numerous existing agreements support the community's childcare needs.

SRPSD values cooperative relationships that bring allies together to enhance student achievement.



PARTNERSHIPS IN SRPSD

- STUDENT PARTICIPATION AND SRPSD STAFF LEADERSHIP SUPPORTING THE HEART OF THE YOUTH COMMUNITY POW WOW

- FEEDING OUR FUTURES – COMMUNITY NUTRITION INITIATIVE

- SCHOOL BASED CHILD CARE FACILITIES:

- *Ecole Arthur Pechey*
- *Birch Hills (located beside school)*
- *Carlton Comprehensive*
- *Christopher Lake*
- *John Diefenbaker*
- *King George*
- *Kinistino*
- *Riverside*
- *St. Louis*
- *Wesmor*
- *Ecole Vickers*

- SCHOOL BASED BEFORE AND AFTER SCHOOL PROGRAMS:

- *Ecole Arthur Pechey*
- *Birch Hills*
- *East Central*
- *John Diefenbaker*
- *King George*
- *Prince Margaret*
- *Red Wing*
- *Shellbrook Elementary*
- *Spruce Home*
- *St Louis*
- *Ecole Vickers*
- *WJ Berezowsky*
- *Meath Park*

- YOUTH IN CORRECTIONS

- Work directly with the Prince Albert Youth Remand Centre, Community Corrections, PA Roman Catholic School Division Support the appropriate and supported transition of youth involved in the corrections system

- SUMMER PROGRAMS

- *Summer Literacy Program (Riverside)*
- *Summer Music Program (WJ Berezowsky)*

- PRINCE ALBERT GRAND COUNCIL

- *Student / School participation in PAGC hosted Cultural Events*
- *Actively enhancing partnerships between SRPSD and PAGC to coordinate academic and cultural responsiveness supports for youth*

- STUDENT PROGRAM PARTNERSHIP HIGHLIGHTS

- *Global Sports Academy*
- *Canadian Military Co-Op*
- *Emergency Management and Fire Services program*

- KIDSFIRST

- *Accountable partner*
- *Providing HR, financial, facility and leadership support to enhance targeted supports for families with children aged 0-3*
- *Supporting Pre-Kindergarten transitions*

- PRINCE ALBERT EARLY YEARS FAMILY RESOURCE CENTRE

- *Accountable partner*
- *Staffing partner*
- *Providing HR, financial, facility and leadership support to provide parenting supports for vulnerable families as well as Pre-Kindergarten, and Kindergarten transitions*

- RED CROSS

- *provide youth and staff with training in CPR and First Aid, and AED training.*

- SASK SPORT

- *Dreambroker program supporting vulnerable students access to sport and cultural activities (situated at WJ Berezowsky and Princess Margaret schools)*





Communications

This is the 4th year of implementing a robust communications plan. SRPSD has continued to refine and enhance our comprehensive communications plan to align both internal and external communications with the division's strategic plan. Below are the methods and modes of communication used to convey the division's story:

Learning and Innovation

Internal Communications:

- Leadership Learning Communities share research-based best practices and ensure consistency in messaging for professional development of school-based staff.
- Ebsy is used to communicate learning progress through grade books and learning stories.

External Communications:

- Best practices are highlighted in external communications by sharing school stories on the splash page and social media platforms.

Mental Health and Wellbeing

Internal Communications:

- Employee and department newsletters include best practices and information from the intensive supports team.
- Schools disseminate information through newsletters and directed emails.

External Communications:

- Best practices are highlighted in external communications by sharing school stories on the splash page and social media platforms.

Inclusion and Cultural Responsiveness

Internal Communications:

- Employee newsletters include best practices and information from the intensive supports team and the Indigenous perspectives team.
- Consultation with our Elders Council provides guidance in our operations.

External Communications:

- Best practices are highlighted in external communications by sharing school stories on the splash page and social media platforms.

Citizenship and Relationships

Internal Communications:

- School Community Councils (SCC) are the main point of contact with school communities to provide information and gather feedback.
- The Student Representative School Council (SRSC) serves as the primary group for student voice within the division.
- The OurSCHOOL Survey is administered annually to collect feedback from students, staff, and parents.

External Communications:

- Participation in community events such as Kidzfest enables direct communication with community members.
- Employee appreciation days and other stakeholder achievements are acknowledged on our social media platforms.

Governance and Leadership

Internal Communications:

- Full group, employee group, and targeted small group emails are primarily used for communication.
- Meetings with Principals and Vice Principals are conducted to develop consistency of practice.

External Communications:

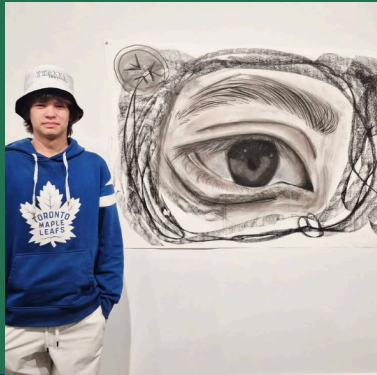
- Board Highlights are shared with external stakeholders and on social media platforms following every board meeting.
- Media releases are developed when appropriate to inform local media of significant events.
- LinkedIn posts to highlight leadership work towards strategic plan priorities



COMMUNICATIONS HIGHLIGHTS

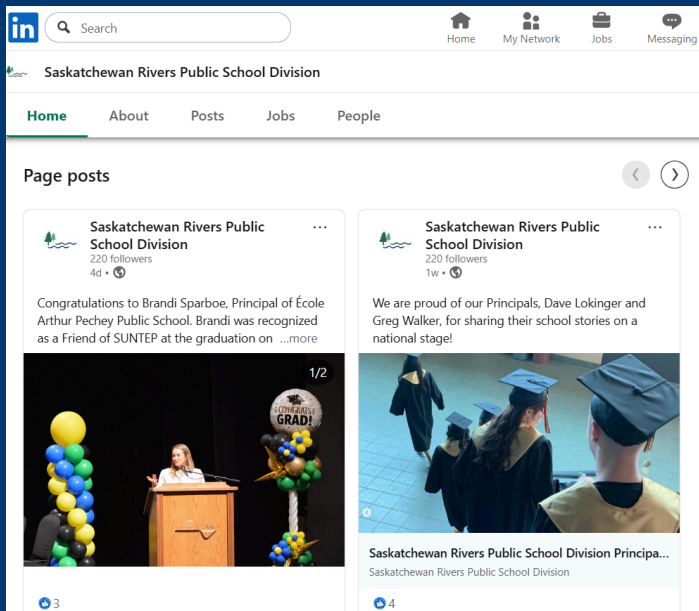


SRPSD Social Media continues to be a growing source of communication with the community. The SRPSD Facebook page has grown from 2791 to 3073 followers and the Instagram page has grown from 410 to 472 followers this year.



Division LinkedIn Profile

As part of ongoing efforts to strengthen community engagement and support recruitment, administration has expanded the division's communications strategy to include more intentional use of LinkedIn posts and articles. This platform enables us to share authentic stories highlighting excellence for every learner, innovative programming, and staff excellence while reaching a broader professional audience. By showcasing our division's culture, values, and opportunities in a consistent and compelling way, we are better positioned to attract high-quality candidates in an increasingly competitive labour market. This approach complements our existing communication channels and reinforces our commitment to sharing our division story, celebration of learning, and strategic plan priorities.



Continued Positive Relationships With Local Media

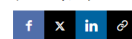
Established relationships with local media outlets and reporters continue to support a predominance of positive coverage over criticism. While intermittent challenges have arisen from politically influenced reporting, Google Alerts indicate that SRPSD is generally represented favorably in the PA Herald (print and online), paNOW, and the Shellbrook Chronicle. Although occasional inaccuracies or critical perspectives have been noted, the Daily Herald remains a consistent and reliable source for education-related reporting, including coverage specific to SRPSD

Prince Albert Daily Herald

Prince Albert's only locally-owned daily newspaper



Carlton production of Mamma Mia! shows how performing arts is growing at the school



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ADMINISTRATIVE IMPLICATIONS

Family Engagement and System Understanding

- Continue to design and implement system-level communication and engagement practices that build parent and caregiver understanding of division operations and priorities, ensuring family perspectives are intentionally gathered, respected, and reflected in administrative planning and service delivery.

Student Voice and Representation

- Maintain structures and processes that support meaningful student representation and voice at the board and system levels, ensuring student input informs administrative decision making and aligns with governance expectations for authentic learner engagement.

Use of Student Feedback for System Improvement

- Support the effective school-level administration of the OurSCHOOL survey and utilize feedback from the survey to inform evidence based planning, continuous improvement initiatives, and responsive supports at both the school and division levels.

Community Partnerships and Family Engagement

- Continue to develop, coordinate, and sustain partnerships and community supports that enhance family engagement across all schools, recognizing the shared role of schools, families, and community agencies in promoting student well-being and success.

Strategic and Innovative Communication

- Implement creative and impactful communication approaches that effectively share the Saskatchewan Rivers Public School Division story with the broader community, strengthening visibility, trust, and public confidence in division priorities and outcomes.

Celebration of School, Staff, and Student Successes

- Increase the intentional sharing of school-based stories through division communication channels to highlight successes, initiatives, and effective practices across all facilities, reinforcing a cohesive division identity and culture of collective pride and Excellence for Every Learner.



Governance Implications

Family Engagement and Governance Transparency

- Advance and sustain board policies and division practices that promote clear, accessible communication and meaningful family engagement, ensuring parents and caregivers are informed partners whose perspectives are respectfully considered within governance and decision-making processes.

Student Voice in Governance

- Affirm continued support for Saskatchewan River Student Council (SRSC) initiatives that strengthen authentic student representation and voice at the board level, ensuring student perspectives are intentionally integrated into governance discussions in ways that are relevant, respectful, and meaningful to learners.

Community Partnerships to Support Engagement

- Advocate for the development and stewardship of strong partnerships and community based supports that enhance family and student engagement across all schools and grade levels, recognizing shared responsibility for student well-being and success.

Strategic Communication and Public Accountability

- Encourage the development of innovative, consistent, and impactful communication strategies that effectively share the Saskatchewan Rivers Public School Division story with the broader community, strengthening transparency, trust, and public understanding of board priorities and outcomes.

Celebrating School Communities and Division Identity

- Support the intentional sharing of school stories and successes through division communication channels to highlight achievements, initiatives, and effective practices, fostering a sense of collective identity, community pride, and shared purpose across the division.

MEETING DATE: June 15, 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 type="checkbox"/> Committee of the Whole	<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>2</u>	

FROM: J. Pidborochynski, Chief Financial Officer ATTACHMENTS [v]

BACKGROUND

RE: ACCOUNTABILITY REPORT – SEMI ANNUAL TRANSPORTATION REPORT

The accountability report for transportation provides the Board with timely, sufficient, and relevant information on pupil transportation on a semi-annual basis.

The report has been appended for the review and information of the Board.

RECOMMENDATION:

That the Board approve the Semi-Annual Transportation Report as presented.

Saskatchewan Rivers Public School Division #119
Semi-Annual Transportation Services Report

Background Information:

Saskatchewan Rivers Public School Division (SRSD) offers transportation services 31 of our 32 schools (Winding River Colony School being the exception).

The following statistics are a summary of the transportation services as of January 31st, 2026, June 8th, 2026 with comparison to 2024-25 and 2023-24.

Performance Indicator*	Results				
	Five months ended Jan 31, 2026	Five months ended June 8, 2026	2025-26 Total	2024-25 Total	2023-24 Total
Total students transported	3,206	3,188	3,206	3,268	3,330
Number of transportation routes	102 (24 contracted)	102 (24 contracted)	102 (24 contracted)	103 (25 contracted)	105 (25 contracted)
Number of unfilled routes	-	-	-	-	-
Number of cancellations (days):	294.5	250.5	545	905	729.5
Mechanical	16	5.5	21.5	7	11.5
Weather	254	194	448	859	669.5
No substitute driver	24.5	30	54.5	38	48.5
Flood/Fire	-	21	21	-	-
Average age of bus fleet (years)	9.1	8.75	8.75	8.75	8
Capacity utilized on bus (average)	50%	49%	50%	50%	50%
Average urban one-way ride time (in minutes)	15	15	15	15	15
Average rural one-way ride time (in minutes)	26	28	26	26	27
Longest urban one-way ride time (in minutes)	45	45	45	55	75
Longest rural one-way ride time (in minutes)	80	80	80	90	95
City bus passes purchased	1,273	2,107	2,107	2,141	2,219
Complaints of a serious nature	1	3	4	3	2

Emerging issues: Sub bus driver staffing.

MEETING DATE: June 15, 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 checked="" type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item

Primary Policy Reference: 8

FROM: C. Bloom, Board Chair

ATTACHMENTS

BACKGROUND

RE: SRPSD TRUSTEE SCHEDULE FOR LAND ACKNOWLEDGEMENT AT BOARD MEETINGS

To continue the practice of having trustees provide individualized land acknowledgements at Regular meetings, the proposed schedule for 2026–2027 is attached. The order of the list is based on trustees’ last names in reverse alphabetical sequence. If a trustee is unavailable on their assigned date, they are responsible for arranging a replacement.

RECOMMENDATION

For Board information.

Schedule for Land Acknowledgement – Trustees 2026-2027

Date of Meeting

Trustee

- Tuesday, September 8, 2026 Bill Yeaman
- Monday, October 5, 2026 Darcy Sander
- Monday, November 2, 2026 Alan Nunn
- Monday, December 7, 2026 Mira Lewis
- Monday, January 11, 2027 Arne Lindberg
- Monday, February 1, 2027 Barry Hollick
- Monday, March 22, 2027 Bill Gerow
- Monday, April 12, 2027 Neru Franc
- Monday, May 10, 2027 Jill Brown
- Monday, June 14, 2027 Cher Bloom

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:

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 January and again in June 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 elected City of Prince Albert officials to a meeting with the Board.
- 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:

Proposed Actions:

- 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.
- 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.

Board approved: January 13, 2025

MEETING DATE: June 15, 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 type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board Report</u>	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.8, 6.6, 8.14, 9.4</u>	
FROM: C. Bloom, Board Chair (on behalf of A. Nunn, Vice-Chair)		ATTACHMENTS []

BACKGROUND

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

The following are the Board Development focus for the 2024-2028:

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

Listed below are sessions that the Board/individual trustees attended during the 2025-2026 year:

- Mental Health and Well-Being Session – September 2025 (MW)
- Inclusion Session / Board/Director Seminar – September 2025 (IC)
- Cultural Responsive Session – October 2025 (IC)
- SSBA AGM – November 2025 (GL)
- Mental Health and Well-Being Session – February 2026 (MW)
- Inclusion Session - March 2026 (IC)
- SSBA Spring Assembly – April 2026 (GL)
- Cultural Responsive Session – May 2026 (MW)
- Public Section – June 2026 (GL)
- Canadian School Boards Association Congress – July 2026 (GL)

RECOMMENDATION

For Board information.

MEETING DATE: June 15, 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
<i>Primary Policy Reference:</i>	<u>8.4 & 13</u>	

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

BACKGROUND

RE: DIRECTOR UPDATE

1. Student Update

➤ **Band - Extravaganza**

Over 100 elementary students performed in front of a big crowd at Carlton on May 26, 2026. The evening was full of music, entertainment and connections with our school community. The Board was also recognized for their value in the arts by the Saskatchewan Band Association.

➤ **Carlton Band**

The band had their year-end performance on June 1 and 2 for elementary students as the audience during the day. An evening event was held on June 2 for parents and the community join. The performance showcased the talented musicians and allowed students to celebrate their hard work that was put in throughout the school year. This event was held at Carlton.

➤ **Science Fair**

Ella Fendelet from Christopher Lake School won bronze medal at Canada-wide Science Fair in Edmonton. She was one of only two Saskatchewan juniors to receive a bronze medal of excellence. Her project was entitled - Filters to Fibers: Can You Make a New Product Out of Cigarette Butts?

➤ **SRPSD Athletes**

A number of different snapshots throughout the year have been shared with the Board. The information below is more encompassing of successes that some students had throughout this school year in athletics.

➤ **P4A**

- Cross-Country - 446 participants
- Volleyball - 7 Divisions - 53 teams
 - 2025 Extravaganza Champions
 - Vickers (6/7 Boys)
 - Christopher Lake (6/7 girls)
 - Osborne (Coed)
 - Kinistino (7/8 girls RED)

- Vickers (8 boys Gold)
- Vickers (7 girls Gold)
- Wild Rose (7/8 boys Red)
- Basketball - 8 Divisions - 46 Teams
 - 2025 Extravaganza Champions
 - King George (Co-ed Champions)
 - Christopher Lake (Girls Gold Champions)
 - Christopher Lake Boys (Gold Champions)
 - West Central Girls (Red Champions)
 - West Central Boys (Red Champions)
 - Shellbrook 7/8 (White Champions)
 - Christopher Lake Girls (6/7 Champions)
 - Vickers Boys (6/7 Champions)
 - Curling - Bonspiel held in Big River
 - Team Jacey (Shellbrook) (champions)
 - Badminton - 10 Divisions - 395 Participants
 - 2026 Extravaganza Champions
 - Grade 6/7 Categories
 - Boys Singles - Rowdy EC
 - Girls Singles - Lauren RW
 - Boys Doubles - Jace/Myer WPS
 - Girls Doubles - Taylor/Kenisee WPS
 - Mixed Doubles - Gracie/Seth CL
 - Grade 7/8 Categories
 - Boys Singles - Roman Vickers 1
 - Girls Singles - Danica Vickers 1
 - Boys Doubles - Nate/Eric CL
 - Girls Doubles - Emma/Avery Vickers 1
 - Mixed Doubles - Zoe/Jamie Vickers 1
 - Track and Field - 876 Participants - 1813 event entries
 - 2026 Extravaganza Aggregate Winners
 - Phoenix Sjogren - Novice Girls - WC
 - Ellis Anderson - Novice Boys - VK
 - Sophie Jacobi - Atom Girls - CL
 - Becket Horricks - Atom Boys - WPS
 - Emma Dunn - Pee Wee Girls - VK
 - Drew Thiessen - Pee Wee Boys - BR
 - Olive Hydamaacka - Bantam Girls - MP
 - Rylan Knutson - Bantam Boys - STL
 - Records
 - Boys 10&U 60m (Novice) - Finals
 - 8.97 - Ellis Anderson, Vickers
 - Boys 13 80m (Bantam) - Finals
 - 9.75 - Rylan Knutson, STL
 - Girls 13 80m (Bantam) - Finals
 - 10.57 - Ella De Villiers, RW

- Girls 13 150m (Bantam) - Finals
 - 19.96 - Ella De Villiers, RW
- Boys 11 600m (Atom)
 - 1:49.16 - Beckett Horricks, WPS
- Girls 13 Discus Throw (Bantam) 750g
 - 36.02m - Rylee Mercredi, STL
- Boys 10&U High Jump (Novice)
 - 1.38m - Augi Guidinger, East Central
- Girls Tetrathlon 13-14 80m (Midget)
 - 12.14 - Jozie Tetreault, Debden
- Girls Tetrathlon 13-14 800m (Midget)
 - 2:55.35 - Jozie Tetreault, Debden

➤ **SHSAA (Grade 9-12)**

- Basketball
 - 5A Boys - Carlton - Silver Medalist
- Cross Country
 - Matthew Quiring - Carlton - Silver Medalist - Junior Boys
 - Braden Bennington - Carlton - 4th Place - Senior Boys
 - Ethan Shabaga - Kinistino - 14th Place - Senior Boys
 - Sophia Walter - Carlton - 22nd Place - Intermediate Girls
- Football
 - 5A 12 A-Side
 - Carlton - League Champions
- Wrestling
 - 68 KG Female
 - Noah Remy - Carlton - Silver Medalist
 - 90 KG Female
 - Kinslee Cousins - Carlton - Gold Medalist
 - 105 KG Female
 - Tenley Cousins - Carlton - Bronze Medalist
- Track and Field
 - Josh Christiansen - Big River - Senior Boys Discuss - Silver Medal
 - Matthew Quiring - Carlton - Junior Boys 1500M - Silver Medal
 - Matthew Quiring - Carlton - Junior Boys 3000M - Gold Medal
 - Kali Steward - Carlton - Junior Girls High Jump - Silver Medal
 - Hunter Smith - WP Sandin - Junior Boys Discuss - Silver Medal
 - Hunter Smith - WP Sandin - Junior Boys Shot Put - Bronze Medal

➤ **Scholarship Success**

- Emma Roberts, Kinistino Public School, \$5,000.00 Crown Investment Corporation Indigenous bursary.
- Lilly Slack, Carlton Comprehensive Public High School, \$7,500.00 Roy Charles scholarship.
- Agustin David Selman, Carlton Comprehensive Public High School, \$5,000.00 University of Alberta scholarship.

2. Teacher Innovation Fund

Schools that were successful in their application for the teacher innovation fund this spring are the following:

- Red Wing School received \$15,000 associated with the student engagement centre project.
- Birch Hills School received \$11,000 associated with the Math Engagement Room Project.

3. Board success/celebration and a Thank You for the 2025-2026 School Year

Thank you to the Board for supporting a successful year for SRPSD students, staff and communities in the 2025-26 school year. A few highlights of note (not an all-inclusive list):

- Staying focused on the Board Advocacy and Development plans in a structured fashion.
- The Board focused their learning (Professional Development) during this year on Mental Health and Well-Being as well as Inclusion and Cultural Responsiveness.
- The Board’s advocacy has consistently highlighted the need to address aging infrastructure within the division. SRPSD has been successful in being granted a portable classroom at Princess Margaret, a minor capital project at Christopher Lake and a major project (new build) in Shellbrook. The voice of the Board has had a positive influence on all of these announcements.
- Assisted with the hiring process for a new superintendent (D. Blais)
- Supported the use of surplus to enhance our band equipment and to do a technology refresh.
- Hosted the annual recognition of employees which is based on years of service and celebrating retirees.

Thank you for the passion and commitment that you display to ensure our students are a part of a first-choice school division and that they enjoy an excellence school experience in SRPSD.

RECOMMENDATION

For Board information and discussion as warranted.

MEETING DATE: June 15, 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>1.1, 1.2, 1. 2.2 2.3, 13</u>	

FROM: J. Hingley, Superintendent of Schools **ATTACHMENTS**

BACKGROUND

RE: SRPSD RESPONSES TO THE TRUTH AND RECONCILIATION COMMISSION’S CALLS TO ACTION

In June 2015, the Truth and Reconciliation Commission (TRC) released its Calls to Action, and since then, SRPSD has been actively responding to them. Nine years ago, the division began formally coordinating and tracking its efforts related to the Calls to Action that are most relevant to its mandate. While the attached summary is not intended to capture the full scope of the work staff undertake each day to support Reconciliation, it provides a snapshot of the division’s key areas of focus and ongoing commitment to this important work.

The Elders Council, together with other community Elders, provides valuable guidance, direction, and direct support to students. In addition, staff in a variety of roles across the division work alongside students to help make the vision of meaningful Reconciliation a reality.

The summary of SRPSD’s focused work in the 2025-26 school year is attached – the new content is highlighted.

RECOMMENDATION

For Board information and discussion.

TRC's Calls to Action:
A Summary of SRPSD Responses
June 15, 2026



SRPSD RESPONSES TO TRC's CALLS TO ACTION

In 2015, the Truth and Reconciliation released its 94 Calls to Action. Many of the Calls are directed towards federal and provincial government, but SRPSD sees itself as an agent for reconciliation. To that end, we see several of the Calls as areas we can make an impact and below is a summary of some (not all) of our key actions in response to the Calls.

Calls to Action		SRPSD Actions	Date or Timeline	Group Supported
CHILD WELFARE				
3	We call upon all levels of government to fully implement Jordan's Principle.	SRPSD utilizes Jordan's Principle supports for individual student and families based on identified educational needs.	2018 and ongoing	Students
5	We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.	Support, guide and perform accountable partner function for Kids First program.	ongoing	Parents, Families
		Support, guide and perform accountable partner function of the Prince Albert Early Years Family Resource Centre	Ongoing	Families
EDUCATION				
7	We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.	SRPSD's Indigenous Perspectives Consultant promotes opportunities shared by Prince Albert's Urban Programming for Indigenous People's Coalition with school communities.	Ongoing	Indigenous community in Prince Albert and area
		SRPSD's Indigenous Perspectives Consultant supports the work of the Community Building Youth Futures Coalition and opportunities for youth are shared with SRPSD Mentors to share with students.	Ongoing	
		SRPSD strives to create a representative workforce and partnerships with the TEP programs.	Ongoing	
10ii	Improving education attainment levels and success rates.	SRPSD strategic plan identifies targets to improve First Nations and Metis student engagement. The ILT has developed literacy, math, high school, Experiential Play Based Learning, Land-based Learning, inclusive education, learning models of instruction to ensure that evidence-based instruction that has high impact on learners is being implemented in all schools across all grades.	ongoing	Students
		Enhancing positive Invitational Shared Services Initiative (ISSI) partnerships with Muskoday, Wahpeton and Montreal Lake First Nations to support the academic success of their students enrolled in	ongoing	Students

		SRPSD. Elders from Muskoday First Nation visit SRPSD's four high schools to support Muskoday students.		
		Leadership Learning Teams in each SRPSD high school track student achievement and support individual graduation plans for First Nations and Metis students.	Ongoing	Students
10iii	Developing culturally appropriate curricula.	Following Their Voices is implemented with fidelity in the following SRPSD schools: Wesmor, Carlton, Ecole Arthur Pechey, PACI, Queen Mary, St. Louis & Kinistino. Onboarding Vincent Massey School and Princess Margaret School in the 2025-26 school year. Following Their Voices was an important provincial initiative, moving forward in the 2026-2027 school year, we will be focused on Decolonizing and Indigenizing Education as a systematic approach to staff and student learning.	Ongoing	Staff and Students
		Providing professional development workshops on culturally responsive topics including land-based learning. All SRPSD Teacher Learning Communities and Leadership Learning Communities embed Indigenous Perspectives and worldview.	Ongoing teacher PD	Staff and Students
		Developed Tell resources for books with an Indigenous focus to support students with oral language development.	Ongoing	Staff and students
		SRPSD's ILT team has developed learning models based on the circle of courage teachings in the areas of Math, Literacy, High School, Experiential Play Based Learning and Land-Based Learning that are used to help teachers embed Indigenous Worldview when they are unit and lesson planning. The Indigenous perspectives team developed a resource bank of land-based learning lessons and units for teachers to access. The Indigenous perspectives team engaged in a partnership with the Metis Nation of Saskatchewan to develop a Peat Moss conservation and environmental activism unit with students and teachers where students were able to visit local peatland before and after harvesting to observe and reflect on the lasting environmental impacts of huge scale deforestation in peatlands. SRPSD designated funding for each school to engage in land-based learning experiences.	Ongoing	Staff and students
10iv	Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.	Cree 10 courses offered at both Carlton and Wesmor Public High Schools. St. Louis is in the process of exploring the offering of their localized Michif at the secondary level in the next year or two. Cree 10 was offered at Carlton and PACI high school this year. Michif French 10 was offered for the first time at PACI during the 2025-26 school year. St. Louis offered their locally developed Michif French	Ongoing	Students

	<p>curriculum. These Michif French 10/20/30 locally developed curricula were adopted by the Ministry of Education.</p>		
	<p>Developing support and resources for implementation/offering of Indigenous language programs including: Kindergarten and grade one Cree Language program offered at John Diefenbaker Public School in the 2021-22 school year; added PreK and Grade 2 during the 2022-23 school year; added Grade 3 in the 2023-24 school year. Grade 4 was added to the Cree language program during the 2025-26 school year. A commitment to add a Cree Language support teacher and land-based learning support teacher for grades 4-8 students in the upcoming 2024-25 school year. In the 204-25 school year we had an additional 1.0 teacher that worked half time at John Diefenbaker and half time at Queen Mary supporting both the Cree language instruction and Northern Michif language instruction. In 2025-26, John Defienbaker was granted an additional 1.0 language teacher allotment for language coaching. Next year, the Cree language program at JD will expand to include families from across the division, for as much space at school allows. A Cree language review was conducted to gain feedback from students, staff, parents, community and Elders regarding the future direction of the Cree language program.</p>	2021–ongoing	Staff, Students, Language Keepers
	<p>In partnership with the Metis Nation of SK, Michif Early Learning Culture and Language Program continued to be implemented in kindergarten at St. Louis and Queen Mary schools in the 2022-23, 2023-24 school year with plans to continue for 2024-25. The partnership with the Metis Nation has continued and is essential to provide the Northern Michif language program and the Michif French language program.</p>	2021-ongoing	Staff, Students, Language Keepers
	<p>Indigenous Languages Learning Community to support Cree and Michif SRPSD teachers and Language Keepers (early years & high school) as well as the Dakota teacher and Language Keeper, EA from Wahpeton and the Cree teacher from Muskoday. We also invited Indigenous Language Teachers from across SK to join us for these PD opportunities. Indigenous language learning community continued this year with a focus on the spirit of the language and how land and language are interconnected. French Michif 10/20/30 developed by Angeal Rancourt, St. Louis Elders was approved and adopted by the Ministry of Education.</p>	Fall 2021 - Ongoing	Staff, Students, Language Keepers

		The Addition of the Cree Language Assistant Position (Permanent CUPE position) in 2022 to support the concept of a Language Nest has been very beneficial for the Cree Language Program at JD. This allows for a fluent speaker to interact with the students and support the staff and families.	Spring 2022-ongoing	Staff, Students, Families
		Indigenous Languages Coalition group was formed as an expansion of the literacy coalition work in the spring of 2025. The group met twice during the 2025-26 school year. This coalition group consists of representatives from several school divisions across Saskatchewan who are responsible for the work in Indigenous Languages. Our goal is to develop a plan and framework to support teachers who teach Indigenous languages. SRPSD staff are chairing and facilitating this committee.		
10vi	Enabling parents to fully participate in the education of their children.	John Diefenbaker, St. Louis and Queen Mary Schools held parent/family engagement opportunities which promoted the Indigenous language to be spoken more at home.	Spring 2022-ongoing	Parents, Students, Teachers, Principals
		The SRPSD Indigenous Perspectives Team continues to support SCC requests.	Ongoing	
10vii	Respecting and honouring Treaty relationships.	The momentum of the formal Kisewatotatawin Partnership with Muskoday First Nation has dwindled recently. However, this continues to be a strong partnership as there is continual collaboration between the SRPSD Indigenous Perspectives Team, many SRPSD classrooms and Muskoday Community School. Muskoday Elder is active on the Elder Advisory Council. In February of 2024, another Muskoday Elder was added to the Elder's Advisory Committee. Our Indigenous Perspectives Consultant is also from Muksoday First Nation, which builds the strong connection to our partnership. In 2025-26 we have welcomed an Elder from Wahpeton Dakota Nation.	2012 and ongoing	Trustee, Staff & Students
		An Elders Council to the SRPSD Board is established. Four meetings were held this year following the Seasonal Pipe Ceremonies, where our trustees learned from our Elders. An opportunity for trustees to participate in a sweat is planned for June 2024 in addition to an opportunity for our trustees to learn from the Elders on the land was held in September 2024. Some of this years professional development with teachers, mentors, social workers the board of trustees focused on treaty education since 2026 is the 150 th anniversary of the signing of Treaty 6.	2018 - ongoing	Trustees, Elders & Knowledge Keeper

		Support and promote the Heart of the Youth Community Pow Wow. For the last two years, 2500+ SRPSD students and staff attended the Pow Wow which was held on May 26, 2023 and May 27, 2024. SRPSD's Indigenous Perspectives Team are active committee members. ILT members volunteer at the Pow Wow event. Another approximately 1700 students and staff attended the Heart of the Youth Powwow on May 30, 2025. Approximately 1700 students attended the Heart of the Youth Powwow in the 2025-26 school year.	May 26, 2023 and Ongoing	Staff, Students, and Community
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PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS

57	We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.	Board and Senior Administration participated in the Blanket exercise with the executive of the local teachers association	2018	Trustees and Senior Staff
		Trustees and Senior Admin participated in professional development provided by the Office of the Treaty commissioner to better understand historical context and current reality of Treaties and impacts of residential schools.	October 2018	Trustees and Senior Admin
		Anti-racist, Anti-oppressive education PD provided to new teacher orientation group, several school PLC days (full staff) along with workshop opportunities for middle years and secondary teachers.	Ongoing	Principals, Teachers
		Completed the Leading to Learn PD Initiative for all Principals and Vice Principals in Oct 2021. The Inclusive Learning Team consultants, coaches, SLPs and OTs received the training in the 2022-23 school year. Inclusive Education Coaches from throughout the division to receive a condensed version of the Leading to Learn PD in the 2023-24 school year. Leading to learn continued to be embedded in the Principal and Vice Principal meetings throughout the 2023-24 school year where Knowledge Keeper Mike Relland shared his teachings and Indigenous Education Model. 4Seasons of Reconciliation PD modules by First Nations University was completed by senior admin and Trustees. All board trustees engaged in land-based PD where they were able to experience smudging, oral tradition and storytelling as well as fire building. In June 2024, there was a sweat offered to board members, director and superintendents; those who chose could attend, and those who did not want to attend received teachings about sweats during our Elders advisory meeting. In September 2024, following the Summer Pipe Ceremony, most board trustees also had the experience of learning about traditional plants and	Fall 2019 and onward	Senior Admin, Principals, ILT, IECs

		medicines from a local Elder during one of the board meetings that was held at Muskoday First Nation. Professional development with the board of trustees for the 2025-26 school year focused on our Invitational Shared Services Initiative (ISSI) partnerships and Treaty Education.		
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EDUCATION FOR RECONCILIATION

63i	Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.	SRPSD’s Indigenous Perspectives team has responded to 90 teacher requests so far in the 2023-24 school year providing classroom support with implementing Indigenous content and approach in K – 12 classrooms throughout the division. This is an increase from 71 in the 2022-23 school year. This included Land-based Learning opportunities. SRPSD’s Indigenous perspectives team responded to 72 requests on developing and implementing Indigenous content in 2024-25.	August 2022 -ongoing	Teachers Students
		SRPSD’s Indigenous Perspectives Team created and frequently update an Indigenous Perspectives Google Site for school staff to access vetted resources, including recordings of Traditional Oral Stories and kits for teachers to sign out. 10 land-based learning kits were developed along with appropriate curricular connections in the 2024-25 school year to make land-based learning more accessible for teachers/students across the division. During the 2025-26 school year our Indigenous Perspectives team created an additional new 16 Land-Based Learning and Indigenous Education kits with appropriate curricular outcomes and resources for teachers to access across the division.	June 2020 - Ongoing	Teachers, Principals, Librarians
		SRPSD’s Indigenous Perspectives team facilitated the updated Kairos Blanket Exercise with staff at three schools as well as at Carlton three times with students during the 2022-23 school year. The Kairos Blanket Exercise was facilitated by Indigenous Perspectives team 5 times during the 2023-24 school year, including once with an SCC. The blanket exercise was facilitated 8 times throughout the 2024-25 school year by our Indigenous perspectives team. During the 2025-26 school year, our Indigenous Perspectives team facilitated the blanket exercise 4 times.	Sept 2022 –June 2023	Students Teachers Principals EAs

63ii	Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.	SRPSD's Indigenous Perspectives team responded to 72 direct teacher requests so far this year by providing culturally relevant information and guidance reflective of Indigenous worldview. We have responded to 90 direct teacher requests so far in the 2023-24 school year, providing culturally relevant information and guidance reflective of Indigenous Worldview and Pedagogy. So far in the 2024-25 school year, we've responded to 100 direct teacher requests on sharing information and best practices, offering culturally relevant support grounded in Indigenous worldviews and pedagogies to guide and enrich classroom learning.	Aug 2022 -June 2023 Ongoing	Teachers Students
63iii	Building student capacity for intercultural understanding, empathy, and mutual respect.	SRPSD's Indigenous Perspectives team strongly believes that all 194 requests received thus far have resulted in developing student capacity for intercultural understanding, empathy and mutual respect in SRPSD classrooms/schools. (This number includes those requests that directly reflect Call to Action 63 i & ii as well). This supported teachers directly in reconciliation actions in classrooms and encouraged local capacity building by supporting schools in development of reconciliation leadership teams (active in 8+ schools). Our Indigenous Perspectives team has responded to 200 requests in 2024/25 that have helped strengthen student understanding, empathy, and respect across cultures in our classrooms and schools. Many of these requests support the Truth and Reconciliation Commission's Calls to Action 63 i and ii. More importantly, they have supported educators in meaningful reconciliation work and helped schools grow their own capacity to walk the path of reconciliation together with their communities.	Sept 2022 -June 2023 Ongoing	Teachers Students School Staff
		SRPSD's Indigenous Perspectives Team organized pre, during, and post resource ideas for numerous Indigenous focused recognized days throughout the year including National Day for Truth and Reconciliation (Orange Shirt Day), Ribbon Skirt & Shirt Day, National Day of Awareness for Missing and Murdered Indigenous Women, Girls and 2SLGBTQQIA+, Moosehide Campaign, National Indigenous Peoples Day, Indigenous Storytelling Month and SRPSD's annual Ribbon Skirt/Shirt Day.	Ongoing	Teachers, Principals Students
		In the 2022-23 school year we hosted division seasonal pipe ceremonies – Summer @ John Diefenbaker, fall with a feast @ Wesmor, winter @ Princess Margaret and spring @ Birch Hills. Students of the host schools were selected to attend the ceremony. Birch Hills also hosted an afternoon of learning from	Sept 2021 - Ongoing	Trustees, Senior Admin, School

		<p>the Elders for classes following the spring pipe ceremony. During the 2023-24 school year, we hosted division seasonal pipe ceremonies – Summer @ Ecole Arthur Pechey, fall with a feast @ St. Louis where local elders and community members attended, winter at Riverside and spring at Vincent Massey where many families and community members attended.</p> <p>In the 2024-25 school year, our seasonal pipe ceremonies were hosted at Kinsitino – Summer, Fall with a Feast at Victor Thunderchild, Winter at WJ Berezowski and Spring at King George. Students along with Elders, parents, and community members attended. This year we had students and staff from a neighbouring school with an Outdoor Adventures program at PACI High School join our Spring Pipe Ceremony.</p> <p>In the 2025-26 school year, our seasonal pipe ceremonies were hosted at John Defienbaker – Summer, Carlton- Fall with a Feast, Winter at Wesmor and Spring at PACI. Again, we had students from neighboring schools join at host school locations. We also began the start of our wicihitowin gatherings with a Pipe Ceremony in September of 2025.</p>		Staff, Students
63iv	Identifying teacher-training needs relating to the above.	<p>SRPSD’s Indigenous Perspectives team provides traditional teachings and insight for Pre-K to Grade 12 teachers at the majority of Professional Development Opportunities offered by SRPSD (First and Second Year Teacher Workshops, teacher candidates, Pre K – Grade 12 Teacher Learning Communities, Principal & Vice Principal Meetings). Our Inclusive Learning Team, which consists of our Intensive Supports and Curriculum departments, engaged in the book study of Diane Knight and Elder Danny Musqua’s book The Seven Fires: The Lifelong Process of Growth and Learning.</p> <p>SRPSD’s Indigenous Perspectives Team facilitated Professional Development opportunities for teachers throughout the year which included land-based learning, ribbon skirt sewing, tipi raising with teachings, birch bark basket making, traditional medicine walks and harvesting and Peat moss conservation.</p> <p>In the 2024-25 school year, the Indigenous perspectives team provided professional development for first year and mentor teachers, novice teachers, SUNTEP pre-service teachers, Pre-K to grade 12 teachers, administrators, social workers, Inclusive Education coaches and to the Board Trustees. The PD offered is</p>	<p>Sept 2022 –June 2023</p> <p>Ongoing</p>	<p>Teachers Principals</p> <p>Teachers</p>

		<p>rooted in Indigenous Worldview and included land-based learning experiences such as traditional medicine walks and harvesting, peat moss conservation and environmental activism, birch bark teachings, biting and basket making, tipi teachings and raisings, ribbon skirt teachings and sewing, ice fishing with net and homemade rods, snare fishing, Metis Day of learning. We are working to implement Indigenous language where we can during our PD. Our Indigenous Perspectives team formed a partnership with Prince Albert Grand Council where we co-planned and co-facilitated a three day Fall Land-Based Cultural Camp and a three day Spring Land-Based Cultural Camp which was held in Ponderosa where 60 of SRPSD's students were able to attend over the six days.</p> <p>During the 2025-26 school year, 155 teachers engaged in various professional development opportunities hosted by our Indigenous Perspectives team including Ribbon Skirt and Shirt teachings and making, Traditional Games with Lamarr, Indigenous Rights, Land & Equity, Treaty Education, Below Zero, Sweat Lodge, Exploratory & Expressive Arts, and sociodramatic and small world play. In Winter of this school year, we began system seasonal Land-Based and Culture days targeting different schools each season. In January 2026, Princess Margaret, Riverside, John Diefenbaker, PACI, Montreal Lake, Queen Mary and Westview participated in seasonal experiences appropriate for Winter. In June 2026, Red Wing, East Central, Wild Rose, West Central, Birch Hills, Osborne, Meath Park, and Spruce Home attended our Spring themed days. We plan to continue this into next school year, targeting schools who have not yet had the opportunity to attend.</p>		
		<p>Following Their Voices implementation at Carlton, Wesmor, PACI, Ecole Arthur Pechey, St. Louis, Queen Mary & Kinistino with ongoing teacher PD throughout the Critical Learning Cycle (huddles, observations, co-construction meetings, walk-throughs, and reflections). SRPSD's Indigenous Perspectives Team along with a Provincial FTV Facilitator seconded half time from SRPSD, hosted the second annual FTV Day of Learning for SRPSD FTV leadership teams that included sessions with Elders and Traditional Knowledge Keepers and FTV focused conversations.</p>	Ongoing	FTV Leadership Teams

		<p>Indigenous Languages Learning Community to support Cree and Michif SRPSD teachers and Language Keepers (early years & high school) as well as the Dakota teacher and Language Keeper, EA from Wahpeton and the Cree teacher from Muskoday. Indigenous Language Teachers were invited from across SK. Majority of others who attended were from Prairie Spirit School Division. The focus this year was on Accelerated Second Language Acquisition and Total Physical Response training facilitated by Celia Deschambeault from Cumberland House. In 2023-24 our Indigenous Language Learning Community focused on embedding language while hosting family engagement evenings and land-based learning.</p>	<p>Sept 2022 - Ongoing</p>	<p>Teachers Language Keepers</p>
		<p>The development of a Land-based learning networking group which included some senior admin, principals, teachers, students, elders, community partners and our ISSI partners from Muskoday and Montreal Lake where collaboration led to a definition of land-based learning; the development of a land-based learning model based on Cree teachings, language and worldview. The model will be used system wide in PD opportunities and help guide teachers when incorporating land-based learning experiences for their students.</p> <p>Additionally, 10 teachers have taken Forest School Training so that we build our capacity to create land-based learning experiences for students.</p> <p>SRPSD hosted Forest School Training PD October 6-10th, 2024 at Little Red Park where 20 of our teachers/school administrators attended. Our Indigenous Perspectives team enhanced the forest school training by incorporating local Elders/Knowledge Keepers some of which are members of our Elders Advisory committee. We began the week in a good way with a pipe ceremony and included Knowledge Keeper Mike Relland's work on the development of an Indigenous Education Model.</p> <p>SRPSD hosted Forest School Training from October 1-3, 2025 at Little Red Park, with 14 teachers and administrators participating. Our Indigenous Perspectives team enriched the week by involving local Elders and Knowledge Keepers, including members of our Elders Advisory Committee. The training integrated Knowledge Keeper Mike Relland's Indigenous Education Model.</p>	<p>Sept 2023 - Ongoing</p>	<p>Sr Admin, Principals, Teachers, Students, Elders, Community Partners</p>

		<p>During the 2025-26 school year, SRPSD introduced Land-based Learning and Experiential Play Based Learning as a school goal area of focus. We had four schools choose this goal area of focus where our Indigenous Perspectives Team supported students and staff learning. Our team facilitated professional development for 74 teachers within these schools during our system PLC days in August, October, January and May. In addition to the system PLC days, our team supported staff through embedded PLC's, planning meetings, and co-teaching. Our book study this year was Diane Knight and Elder Danny Musqua's book The Seven Fires: The Lifelong Process of Growth and Learning. Our Indigenous Perspectives team, in addition to our local Elders and Knowledge Keepers, hosted a two-day Winterfest land-based learning for students at JD, Westview, Princess Margaret, Riverside, PACI, Queen Mary and Montreal Lake. We hosted 21 classrooms over the two days and engaged in experiences such as storytelling, mapping, furs, drumming, snowshoeing, snow sculpting, fiddle and dancing, fish biology, HOFNOD, search and rescue, dog sledding, and trapper events.</p>		
SPORTS AND RECONCILIATION				
88	<p>We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.</p>	<p>Partnership with Dreambroker – Kidsport to identify and support need for SRPSD youth to access sport and culture in the community. SRPSD in partnership with SK Sport has hosted training of the Aboriginal Coaching Modules (ACM) which focus on holistic approach to coaching, dealing with racism in sport, and individual and community health and wellness. We hosted the ACM in June of 2023 where 18 participants completing the training. We hosted another ACM for physical education teachers and coaches on a PLC in April of 2024 day where 21 people completed the training. Carlton High School is hosting the ACM training at their school in June of 2025 where 40 people are registered to attend. During the 2025-26 school year, the Aboriginal Coaching Module was offered again in October where an additional 19 participants completing the training.</p>	Ongoing	Students Families