

Prairie South Schools
BOARD OF EDUCATION

October 7, 2025

1:30 pm

Central Office, 1075 9th Avenue NW
Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1. Organizational Board Meeting September 2, 2025
 - 3.2. Regular Board Meeting September 2, 2025
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. Board Policy 17 Update
 - 5.2. Student Learning Accountability Report
 - 5.3. SHSAA and Public Section Delegates
 - 5.4. SSBA Fall General Assembly Ballot Pick-Up
 - 5.5. Out of Province Excursion: École Palliser Heights School to Asessippi Ski Resort
 - 5.6. Monthly Tender Report
- 6. Delegations and Presentation – NONE**
- 7. Information Items**
 - 7.1. Class Size Report
 - 7.2. Board Committee and SCC Appointments
- 8. Committee Reports**
 - 8.1. Business, Infrastructure and Governance
 - 8.2. Human Resources
 - 8.3. Partnerships and Teambuilding
 - 8.4. Student Outcomes discretion
 - 8.5. Transportation
- 9. Provincial Matters**
- 10. Celebration Items**

11. Identification of Items for Next Meeting Agenda

11.1. Notice of Motions

11.2. Inquiries

12. Meeting Review

13. Adjournment

MINUTES OF THE ORGANIZATIONAL BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on September 2, 2025 at 1:30 p.m.

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; Dr. S. Davidson; Mr. B. Hagan; Ms. J. Jukes; Ms. T. McLeod; Ms. D. Pryor; Ms. G. Wilson; Mr. L. Young; D. Huschi, Superintendent of School Operations; D. Swanson, Superintendent of School Operations; J. Prokopetz, Superintendent of School Operations; A. Olson, Superintendent of Learning; A. Johnson, Superintendent of Human Resources; R. Boughen, Director of Education; H. Boese, Board Assistant

Regrets:

Ron Purdy, Superintendent of Business

1. Ryan Boughen, Director of Education took the chair and called the meeting to order at 1:29 p.m.

2025-09-02 – 4127 That the Board adopt the Organizational Meeting Agenda as presented. Carried
- Jukes

2. Ryan Boughen called for nominations for Board Chair.

2.1. Giselle Wilson was nominated as Board Chair by Mary Jukes.

2025-09-02 – 4128 That nominations for Board Chair cease. Carried
- Hagan

2.2. Ryan Boughen declared Giselle Wilson as Board Chair by acclamation

3. Giselle Wilson took the Chair and called for nominations for Vice-Chair.

3.1. Darcy Pryor was nominated as Vice-Chair by Brett Hagan.

3.2. Lew Young was nominated as Vice-Chair by Robert Bachmann.

2025-09-02 – 4129 That nominations for Board Vice-Chair cease. Carried
- Davidson

3.3. Darcy Pryor was elected as Vice-Chair.

2025-09-02 – 4130 That the ballots be destroyed. Carried
- Hagan

Motions:

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| 2025-09-02 – 4131 | That the Board confirm the schedule of meetings for the 2025-2026 school year as presented. - Pryor | Carried |
| 2025-09-02 – 4132 | That for the 2025-2026 fiscal year, trustee remuneration for attendance at Board Meetings and performance of all duties and activities within the School Division shall be: <ul style="list-style-type: none">• Member: \$1,506.50 per month• Vice-Chair: \$1,590.33 per month• Chair: \$1,674.00 per month - Bachmann | Carried |
| 2025-09-02 – 4133 | That during the 2025-2026 fiscal year, any trustee may miss up to 4 (four) half days from regular Board Meetings or Committee of the Whole Planning Meetings yearly without adjustment to remuneration. Missed meetings in excess of 4 (four) half days shall result in a reduction in remuneration of \$150 for every half-day meeting missed thereafter, whether a Board Meeting or Committee of the Whole Planning Meeting, with the exception of meetings that are rescheduled after the Board approval of the yearly continuous agenda. - Pryor | Carried |
| 2025-09-02 – 4134 | That for the 2025-2026 fiscal year, trustee remuneration for attendance at out-of-division functions, meetings, and other activities not directly Prairie South Schools meetings, whether attended in person or virtually, shall be \$30/hour up to a maximum per day rate listed as follows: <ul style="list-style-type: none">• Member: \$200 per day,• Vice-Chair: \$225 per day,• Chair: \$250 per day, with a minimum charge of one hour for any meeting attended, unless already compensated by another organization. - McLeod | Carried |
| 2025-09-02 – 4135 | That for the 2025-2026 fiscal year, trustee remuneration for travel time shall be set at \$.30 per kilometer. - Bumbac | Carried |
| 2025-09-02 – 4136 | That an annual allowance for trustee professional development be set at \$4500 per trustee and that any unused portion may be carried forward to a maximum carry forward balance of one year's allocation. The funds are to be distributed to cover all trustee professional | Carried |

development activity expenses, as approved by the Board, with the exception of Public Section Executive meetings, Saskatchewan High School Athletic Association (SHSAA) meetings, Saskatchewan School Boards Association Fall Assembly and AGM, and Board Chairs' Council meetings. Mileage and travel costs will be calculated on the assumption that trustees depart from Moose Jaw or nearer.

- Pryor

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| 2025-09-02 – 4137 | That for the 2025-2026 fiscal year, the mileage expense rate be set at \$0.53 per kilometre. | Carried |
| | <ul style="list-style-type: none"> - Davidson | |
| 2025-09-02 – 4138 | That for the 2025-2026 fiscal year, the meal reimbursement expense rates be set at: | Carried |
| | <ul style="list-style-type: none"> • Breakfast: \$16 • Lunch: \$23 • Supper: \$31 | |
| | <ul style="list-style-type: none"> - Boyle | |
| 2025-09-02 – 4139 | That for the 2025-2026 fiscal year, the parking expense rate be set at: | Carried |
| | <ul style="list-style-type: none"> • Daily: \$10 without receipt or actual reasonable costs with receipt. | |
| | <ul style="list-style-type: none"> - Davidson | |
| 2025-09-02 – 4140 | That for the 2025-2026 fiscal year, the accommodation expense rate be set at: | Carried |
| | <ul style="list-style-type: none"> • Actual reasonable costs supported by receipts or \$35 per night in a private residence outside of home location (no receipt required). | |
| | <ul style="list-style-type: none"> - Jukes | |
| 2025-09-02 – 4141 | That the Board direct the management of communications as follows: The Board Chair communicates on behalf of the Board with the media and public on governance issues, and the Director of Education communicates on behalf of the Board with the media and public on administrative issues. | Carried |
| | <ul style="list-style-type: none"> - Boyle | |
| 2025-09-02 – 4142 | That for the 2025-2026 school year the cheque signing authorities for the Board of Education be one of the Board Chair or Board Vice-Chair and one of the Superintendent of Business or the Director of Education. | Carried |
| | <ul style="list-style-type: none"> - Jukes | |

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|-------------------|---|---------|
| 2025-09-02 – 4143 | That the Board extend the prior borrowing resolution motion, which is attached, for another year. - Bumbac | Carried |
| 2025-09-02 – 4144 | That the meeting be adjourned at 1:54 pm. - Hagan | Carried |

G. Wilson
Chairperson

R. Boughen
Director of Education

**MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL
DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office,
1075 9th Avenue North West, Moose Jaw, Saskatchewan on September 2, 2025.**

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; Dr. S. Davidson; Mr. B. Hagan; Ms. J. Jukes; Ms. T. McLeod; Ms. D. Pryor; Ms. G. Wilson; Mr. L. Young; D. Huschi, Superintendent of School Operations; D. Swanson, Superintendent of School Operations; J. Prokopetz, Superintendent of School Operations; A. Olson, Superintendent of Learning; A. Johnson, Superintendent of Human Resources; R. Boughen, Director of Education; H. Boese, Board Assistant

Regrets:

R. Purdy, Superintendent of Business

Presentations:

SSBA Virtual Presentation: Darren McKee, Executive Director; Shawn Davidson, President; Lori Kidney, Vice-President; Robert Bachmann, Southern Constituency Rep; Kimberly Greyeyes, Indigenous Constituency Rep (2:00-2:30 pm)

Delegations:

Garrett Paradis, Transportation Concern (3:00 pm)

Chris and Alissa Olfert, Transportation Concern (3:15 pm)

Lisa and Tyler Thul, Transportation Concern (3:30 pm)

Motions:

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|-------------------|--|---------|
| 2025-09-02 – 4145 | Giselle Wilson took the chair and called the meeting to order at 1:56 pm. | |
| 2025-09-02 – 4146 | That the Board approve the agenda as presented. - Bumbac | Carried |
| 2025-09-02 – 4147 | That the Board adopt the minutes of the June 3, 2025 Regular Board Meeting as presented. - Boyle | Carried |
| 2025-09-02 – 4148 | That the Board ratify the LINC Agreement with a term from August 1, 2024 to July 31, 2028, and direct the members of the negotiating team to sign the agreement on behalf of the Board of Education. - Bachmann | Carried |
| 2025-09-02 – 4149 | That the Board receive and file the Staff Absence and Substitute Usage Reports from February 1, 2025 to July 31, 2025 as presented. - Pryor | Carried |
| 2025-09-02 – 4150 | That the Board approve the request from Sunningdale School SCC to dedicate their playground to Maren Bradford. - Young | Carried |

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|-------------------|--|---------|
| 2025-09-02 – 4151 | That the Board receive and file the tender report as presented. - Boyle | Carried |
| 2025-09-02 – 4152 | That the Board go in closed session at 2:50 pm. - Davidson | Carried |
| 2025-09-02 – 4153 | That the Board reconvene in open session at 3:57 pm. - Hagan | Carried |
| 2025-09-02 – 4154 | That the meeting be adjourned at 3:58 pm. - Hagan | Carried |

G. Wilson
Chairperson

R. Boughen
Director of Education

Next Regular Board Meeting:

October 7, 2025

Prairie South School Division Office, Moose Jaw

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | October 7, 2025 | Agenda Item #: | 5.1 |
| Topic: | Board Policy 17 Update | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

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|--|---|
| Background: | <p>Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division.</p> <p>Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board. The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with <i>The Education Act, 1995</i> and other provincial and federal legislation.</p> |
| Current Status: | The Board reviewed proposed changes to Board Policy 17 at their Board Planning Meeting held on September 23, 2025. The updated Board Policy 17, Transportation with changes tracked is attached. Also attached is a new Appendix A to accompany Board Policy 17 called <i>Letter of Understanding for Student Drop Off and Pick Up at an Alternate Bus Stop (Rural Area Only)</i> . |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | All new or updated policies are available at www.prairiesouth.ca once adopted by the Board of Education. |

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|---------------------|--------------------|---|
| Prepared By: | Date: | Attachments: |
| Ryan Boughen | September 24, 2025 | <ul style="list-style-type: none"> • Board Policy 17 Updated October 7, 2025 • Board Policy 17 Appendix A |

Recommendation:

That the Board adopt Board Policy 17 updated October 7, 2025.

TRANSPORTATION

Transportation Services

Prairie South School Division provides transportation for students requiring access to school in accordance with *The Education Act, 1995*, *The Highway Traffic Act*, and *The Vehicle Administration Act*. In addition, provisions are made for special use of buses to enable students to participate in learning and learning-related activities.

Student transportation shall be operated with due regard for safety, length of ride, and fiscal responsibility, ~~length of ride and parental satisfaction~~. The safety of students and staff is paramount.

Procedures

1. Eligibility For Transportation

Students will be provided with transportation based on the following criteria:

1.1 Urban (City of Moose Jaw boundaries) Students (Prek-8)

- 1.1.1 Grade 1-8 students who reside within the school catchment area of the school they are attending, and live outside a ~~one kilometer radius from the school's walking zone~~. All walking zones are listed on the Prairie South website; ~~(all walking zone can be found here:-)~~
- 1.1.2 Prekindergarten and kindergarten students who reside within the school catchment area of the school they are attending and live outside a 500 meter radius from the school. Parents/Guardians of prekindergarten and kindergarten students are required to accompany their child(ren) to the bus stop for pick up and drop off;
- ~~1.1.3 Students are required, by the division, to attend a school other than their home school;~~
- ~~1.1.3 Students whose needs that are deemed to be intensive by the Operational Superintendent of School Operations in collaboration with the Learning Superintendent of Learning and Director.;~~
- ~~1.1.4 -Students enrolled in the French Immersion program, if they reside outside of ÉEcole Palliser Height's' catchment area~~
 - ~~1.1.4.1 Students who withdraw from the French Immersion program who live outside the catchment area of ÉEcole Palliser Heights will no longer receive transportation~~
 - ~~1.1.4.2 Students who withdraw from the French Immersion program but have a sibling who resides in the same residence attending the French Immersion program at Ecole Palliser Heights may also receive transportation to attend ÉEcole Palliser Heights. This will only apply while the sibling attends Ecole Palliser Heights.~~

1.1.5 Students whose walking route to school is considered to be hazardous, with hazardous areas to be determined by the Transportation Committee.

1.1.6 Exemption requests within the appropriate catchment for students with intensive needs will be reviewed and approved if deemed necessary by the Superintendent of Operations in consultation with the Superintendent of Learning and Director.

1.1.41.1.7 PrekindergartenK students who are part of an ELIS program, are not eligible for transportation.

Grades 1 to 8 students may be required to walk up to one kilometer to access their bus stop.

1.2 Grades 9 to 12 students will not be bused in Moose Jaw with the following exceptions:

1.2.1 Students in Functionally Integrated programming attending Life Skills programming

1.2.2 ~~Students attending Student Age Parent programming~~

1.2.3 Other students as deemed necessary by the Board Superintendent of Operations in consultation with the Superintendent of Learning and Director.

1.3 Rural Students (PreK-12)

1.3.1 Students who are attending the catchment area school that is designated by the location of their primary residence and who reside outside of the town where the school is located;

1.3.2 In Assiniboia grade PreK-8 students will only be bused from the area located west of 2nd Street West. Grades 9 to 12 students will not be bused in Assiniboia;

1.3.3 Students who are required to attend a designated program housed at a school other than their home school.

~~1.3.31.3.4~~ PrekindergartenK Bbussing is not provided for rural PreKPrekindergarten Magnet Programming

1.4 Transportation Boundaries (School Catchment Areas) relating to transportation services are to be recommended by the Director of Education and approved by resolution of the Board.

1.5 Hazardous Areas Resulting in Busing Exceptions

The list below includes all the hazards in the school division which result in students being bused to school rather than having to walk to school.

1.5.1 Craik School Catchment

1.5.1.1 The town of Craik has multiple railway crossings. We bus students to Craik School who live on the opposite side of the tracks from where the school is located.

1.5.2 Prince Arthur School Catchment

1.5.2.1 An alternated catchment area is in place due to the railway tracks on Caribou Street East and 4th Avenue NE, and Oxford Street East

~~and 6th Avenue. Students can walk down 4th Avenue NE to Athabasca and go under the tracks which adds more time. The walking catchment zone has been adjusted to take this into consideration, for students walking in the area between.~~

1.5.2.2 9th Avenue NE. This is considered a high traffic area with multiple semis, buses, and large vehicles using this street. It was determined this is a hazard and students from east of 9th Avenue will be bused to Prince Arthur School.

~~1.5.2.1~~ 1.5.2.3

1.5.3 Sunningdale School Catchment

1.5.3.1 Coulee between Sunningdale School and Sunningdale area. The area is not kept clear in the winter and therefore is not considered a road students can use. Altered catchment line is in place.

1.5.3.2 9th Avenue NW ~~and Thatcher Drive~~. This is considered a high traffic area with multiple semis, buses, and large vehicles using this street intersection. It was determined this is a hazard and students from VLA and West Park will be bused to Sunningdale School.

2. Provision of Services

- 2.1 Transportation for students residing in the school division is provided through the use of school buses and other approved means.
- 2.2 The Board may provide transportation services to other school divisions under contract.
- 2.3 The Director of Education may approve interim procedures in emergent situations. These procedures are to be reported to the Board at a subsequent meeting of the Board.

3. Regular Student Transportation

- 3.1 The Transportation Manager is responsible for bus scheduling and routing in consultation with the Director of Education:
 - 3.1.1 Buses are to be restricted to provincial highways, municipal roads, and approved yard service.
 - 3.1.2 Yard service may be approved if the access road is of all weather construction, and there is a clear area to enable the bus to turn around without backing up.
 - 3.1.3 Time schedules are to be based on normal travel conditions. The schedule is to be communicated to parents with the directive that under normal conditions buses will wait no longer than two minutes at any one pickup point, nor will they leave any pickup point ahead of time, unless all students have been accounted for. Buses are to arrive at school no earlier than twenty minutes prior to the usual commencement of classes, unless the bus must proceed to a second school and the driver requires the time for appropriate scheduling of arrival time at the second location. Buses depart from the school ten minutes after dismissal time.

- 3.1.4 The Board strives to ensure bus ride times of less than 90 minutes from pick-up to arrival at school and also from departure from school to drop-off. The board shall receive a report annually documenting ride times of 90 minutes or more by catchment area.
- 3.1.5 Variations in scheduling or routes are to be communicated to parents.
- 3.2 There may be circumstances or conditions making it necessary to arrange for transportation other than through the provision of busing. In these cases the Director of Education may make special arrangements in consultation with the appropriate superintendent.

4. Guest Riders

- 4.1. Definition – a student who does not ordinarily ride that bus on which they are the guest rider.
- 4.2. Students who reside outside their designated school catchment area may be accommodated as guest riders providing that:
 - 4.2.1 Space is available on the bus, understanding that permission to ride could be rescinded if space becomes an issue.
 - 4.2.2 There is no diversion from approved routing, and the drop-off or pick-up is on a regularly scheduled stop.
 - 4.2.3 There is no additional cost to the division.
 - 4.2.4 School administration receives the request from the student's parent/guardian.
 - 4.2.5 The rider follows the rules of the bus (violation of bus rules may result in denial of future requests).
 - 4.2.6 It is not within the city of Moose Jaw.
- 4.3. Parents are not permitted to be guest riders. Parents approved as coaches and chaperones are not considered guest riders.

5. Alternate Yard Service

- 5.1. Alternate Yard Service may be approved by the Transportation Committee and is only available in rural areas and not within the City of Moose Jaw.
- 5.2. Alternate Yard Service is used by a student who does not reside within the school catchment area of the school they wish to attend.
- 5.3. An Alternate Yard Service stop must be a current stop on a bus route servicing the school the student wishes to attend. If for whatever reason that bus stop becomes unavailable (i.e. the current student moves or graduates), the Alternate Yard Service will terminate.
- 5.4. Transportation of students from outside the school catchment area remains the responsibility of the parent. However, the parent/guardian may make a request for

Alternate Yard Service. They must do so in writing to the Transportation Manager, using Appendix A: Letter of Understanding for Student Drop Off and Pick Up at an Alternate Bus Stop (Rural Area Only). Before the pick up/drop off begins, the completed form must be received and approved by the Transportation Manager.

5.5. The Transportation Manager reserves the right at any time to suspend pick up and drop off at the Alternate Yard Service stop.

5.6. The Terms and Conditions that accompany Appendix A must be met.

5.6. French Immersion Program

5.1.6.1. Subject to the conditions set forth in Section 1.1, students attending the elementary French Immersion Program in Moose Jaw will be provided transportation if their residence is located within the City of Moose Jaw and/or Moose Jaw Rural Catchment Areas.

5.2.6.2. For students residing outside the Moose Jaw Rural and Gravelbourg catchment areas, a conveyance allowance may be paid from their residence to the nearest existing stop on a route located within those catchment areas.

6.7. Conveyance Allowance

The daily maximum limit for authorized conveyance allowance is outlined in Administrative Procedure 556: Conveyance Allowance.

Reference: The Education Act, 1995, Sections 85, 87, 194
The Highway Traffic Act,
The Vehicle Administration Act

~~June 3, 2025~~October 7, 2025



LETTER OF UNDERSTANDING FOR STUDENT DROP OFF AND PICK UP AT AN ALTERNATE BUS STOP (RURAL AREA ONLY)

Name of Student(s): _____

Parent/Guardian Information:

Name: _____ Phone: _____

Mailing Address: _____

Location of Bus Stop: _____
(physical address or rural legal land description)

Owner/Occupier/Operator at Alternate Bus Stop Information:

Name: _____ Phone: _____

Address/Land Location: *if different from location of bus stop:* _____

Permission to use bus stop for: ☐ current school year only; OR

☐ from 20 __ __ to 20 __ __

I/We, the Parent/Guardian of the above named student(s), certify and agree to the following:

1. give permission for my child(ren) to be dropped off at and picked up from the bus stop.
2. have read the attached Terms and Conditions and agree:
 - a. to following the Terms and Conditions; and
 - b. that it is my responsibility to ensure that the student(s) follow the Terms and Conditions.
3. acknowledge and agree that Prairie South School Division's Board of Education has no responsibility for ensuring that the Terms and Conditions are met.
4. will indemnify and save harmless the Prairie South School Division's Board of Education from any and all actions, causes of action, demands, expenses or losses whatsoever that they may incur as a result of my child(ren) being picked up or dropped off at the bus stop including damage to any and all property and any and all personal injuries, including the death of others or the student(s).
5. will indemnify and save harmless the Owner/Occupier/Operator from any and all actions, causes or action, demands, expenses or losses whatsoever which they may incur as a result of my child(ren) being picked up or dropped off at the bus stop including damage to any and all property and any and all personal injuries, including the death of others or the student(s).

Acknowledgement of Parent/Guardian

I acknowledge that I have had the opportunity to seek legal advice before signing this Letter of Understanding.

Signature of Parent/Guardian

Date

Student(s) Acknowledgement *(12 years of age or over)*

I have talked with my parents about using the bus stop and the rules that must be followed. I understand and I agree that I must behave in a respectful and safe manner at all times when I am at the bus stop.

Signature of Student(s)

Date

Acknowledgement of Owner/Occupier/Operator

I am the Owner or Occupier of the land or Operator of the Premises on which the bus stop will be located and I agree to the following:

1. The student(s) may use the bus stop which is located on my land.
2. I have read the Terms and Conditions under which the bus stop can be used and I will comply with the Terms and Conditions.
3. I will report to the school principal immediately if I observe a student who is violating any of the Terms and Conditions.
4. I verify that there is an indoor space at the bus stop which the student(s) may use if required.
5. I will immediately notify the Principal or the Parent/Guardian of the student(s) in the event that the indoor space will not be accessible by the student(s) for any reason.

I acknowledge that I have had the opportunity to seek legal advice before signing this Letter of Understanding.

Signature of Owner/Occupier/Operator

Date

Permission by School Division

Permission is granted for the student(s) to use the bus stop for the time period set out above.

Transportation Manager

(or other authorized school division representative)

Date

One copy to: Principal, Parent/Guardian, Owner/Occupier, Transportation Department

TERMS AND CONDITIONS FOR STUDENT DROP OFF AND PICK UP

Prairie South School Division Board of Education takes its obligation to provide for the care and safety of its students very seriously. ***The transportation of students from outside the attendance area remains the responsibility of the parents.*** However, the School Division is willing to provide bus services if the conditions set by the Board are met.

The Board of Education reserves the right at any time to suspend pick up and drop off of any or all students at the above noted point if the Board believes that the conditions set out below are not being met or if it determines that such services should no longer be provided either on policy or financial or any other grounds deemed appropriate.

The conditions that must be met in order for the Board to provide pick up and drop off service for the students at the bus stop are as follows:

- Parents of the student(s) who will be using the bus stop must sign this Letter of Understanding and must agree to indemnify both the School Division and the owner/occupant or operator from any liability.
- Only families who have received written permission from the School Division may use the bus stop.
- The owner/occupier of the land or operator of the premises on which the bus stop will be located must sign the Letter of Understanding.
- Parents or Guardians are responsible for obtaining all permissions or approvals required by these Terms and Conditions.
- The bus stop must be located in a place where student(s) will have immediate access to safe indoor space during winter, in the event of an emergency or in severe weather conditions.
 - If at any time the student(s) will not have access to the indoor space due to a premises being closed or an owner/occupant not being present, the student(s) will not be allowed to use the bus stop.
 - Parents must notify the school immediately if they become aware that this condition cannot be met.
 - The owner/occupier or operator of the premises or land on which the bus stop is located must agree to notify the school (*or parents or bus driver*) immediately if the owner or operator become aware that this condition or access to indoor space cannot be met.
- Students 12 years of age or over who will be using the stop must sign this form.
- All students who are 11 years of age or younger must be accompanied at all times when they are at the bus stop by an older sibling or other student who is designated to be responsible for the supervision of the student. The sibling or designated student must be at least 12 years of age. If the sibling or designated student is not available, the student(s) must not use the bus stop and the parents of the student(s) will be responsible for transporting the student(s) to and from school.
- All students must behave in a respectful and appropriate manner while waiting at the bus stop.

AGENDA ITEM

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|----------------|---|-------------------------------------|--------------------------------------|
| Date: | October 7, 2025 | Agenda Item #: | 5.2 |
| Topic: | Student Learning Accountability Report | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

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| Background: | The Board's annual report work plan calls for the Board to receive the Student Learning Accountability Report annually in October. |
| Current Status: | |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | <ul style="list-style-type: none"> That the Board continue to support the work of the Provincial Education Plan as it is carried out in Prairie South Schools with respect to Reading, Writing and Math Achievement. That the Board continue to support the work of the Provincial Education Plan as it is carried out in Prairie South Schools with respect to Graduation Rates. |
| Legal Implications: | |
| Communications: | |

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|-------------------------------|--------------------|--|
| Prepared By: | Date: | Attachments: |
| Amanda Olson & Derrick Huschi | September 23, 2025 | <ul style="list-style-type: none"> Student Learning Accountability Report |

Recommendation:

That the Board receive and file the Student Learning Accountability Report.

2024-2025 Student Learning Accountability Report October 2025

1. Source Documents

- The Board's strategic imperative is student attendance rates.
- Prairie South's Strategic Plan includes:
 - 5.1.3 - Increase the number of students writing and reading at grade level, and achieving grade level outcomes in math
 - 5.4.1 - Increase attendance rate to 90%+
 - 5.1.2 - Increase to and maintain a 90%+ graduation rate
- The board's role as outlined in Policy 2:
Annually review the effectiveness of the School Division in achievement of student learning.
- The director's role description as outlined in Policy 12:
 - 1. (Learning Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
 - 2. (Learning Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
 - 3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

2. Evidence

Reading Assessment Background

- The division gathers grade 1 to 3 reading data twice per year. This data is used to assess student progress and provide a snapshot of information to guide appropriate interventions and supports.
- Teachers in Prairie South assess the five components of reading - phonological and phonemic awareness, phonics, vocabulary, fluency and comprehension - to identify missing skills and intervene where necessary.
- Our grade 1 to 3 teachers use the Fountas and Pinnell Reading Benchmark System. Each student is individually assessed, and results are one indicator of performance in fluency and comprehension.
- The Ministry of Education will transition to a reading screener for the 2026/2027 school year.
- The Ministry of Education has created a Kindergarten to Grade 3 Reading Scope and Sequence. The 2025/2026 school year is considered a pilot year for this document with changes to be made based on sector feedback.

End of Grade 3 Reading Data Analysis

There were 465 students in the grade 3 data cluster.

From the beginning of grade 1 to the end of grade 3, students are expected to achieve proficiency in 15 levels of reading based on the Fountas and Pinnell Benchmark Assessment. The Fountas and Pinnell Benchmark Assessment has been used for several years and is only **one** assessment amongst many that are used to understand individual student's skill development and achievement.

Looking at the individualized growth of our readers:

Levels 2 – 13 = significantly below grade level

Level 14 = slightly below grade level

Level 15 = at grade level

Level 16 – 26 = above grade level

| | |
|------------------------------|--------------------------------|
| 2 Levels – 3 students | 9 Levels – 7 students |
| 3 Levels – 4 students | 10 Levels – 9 students |
| 4 Levels – 5 students | 11 Levels – 20 students |
| 5 Levels – 3 students | 12 Levels – 16 students |
| 6 Levels – 2 students | 13 Levels – 19 students |
| 7 Levels – 1 student | 14 Levels – 33 students |
| 8 Levels – 7 students | 15 Levels – 88 students |

| | |
|--------------------------------|--------------------------------|
| 16 Levels – 62 students | 21 Levels – 18 students |
| 17 Levels – 57 students | 22 Levels – 2 students |
| 18 Levels – 51 students | 23 Levels – 4 students |
| 19 Levels – 13 students | 24 Levels – 4 students |
| 20 Levels – 33 students | 26 Levels – 4 students |

Writing Assessment Background

- In 2018/2019 teachers started using a provincially created rubric to provide a writing assessment level for grades 4, 7 and 9 students. This rubric was used through the Education Sector Strategic Plan (ESSP). Prairie South continued to use it while we waited for the new provincial assessment program to be developed.
- The assessment is an ongoing process through the school year and not a 'one time event'. Various pieces of curriculum expected writing (expository, narrative, friendly letter etc.) are taught and examined through the year. The rubric and teacher professional judgment are used to provide the final achievement level in early June.
- As part of the new Saskatchewan Student Assessment Program, the Ministry of Education will include a writing component in the grade 4, 7 and 10 ELA Assessment. The grade 7 ELA Assessment will be implemented in 2026/2027, the grade 4 ELA Assessment will be implemented in 2027/2028 and the grade 10 ELA Assessment will be implemented in 2028/2029.

Grade 9 Writing Data Analysis

There were 516 students in the grade 9 data cluster. When comparing the grade 7 writing benchmark results to the grade 9 writing benchmarks, here were some of the findings:

- 65 students dropped one level between grade 7 and grade 9. Of those 65, 9 went from above grade level to grade level and 48 went from at grade level to slightly below grade level.
- 18 students scored significantly below grade level at the end of grade 9. 4 of them have been to multiple schools (4 or more) throughout their K-9 school journey creating significant interruptions to core instruction and 5 were chronic non-attenders in grade 9 and previous grades.
- 219 stayed at the same level, which indicates that their writing skills improved between grade 7 and grade 9.
- 11 students went from being significantly below grade level to slightly below grade level.
- 30 students went from being slightly below grade level to at grade level.
- 31 students went from being at grade level to above grade level.
- 1 student went from not being assessed to significantly below grade level.
- 1 student went from not being assessed to slightly below grade level.

Reading and Writing Strategies

- Administrators in Prairie South continued to demonstrate leadership in supporting effective instruction, assessment and intervention practices in reading and writing.
- Reading and Writing supports are provided to teachers in an 'as requested' format. Individual teachers, small groups, or school staff groups requested professional learning support with respect to specific writing and reading instructional strategies and assessment practices.
- Reading Screeners, Fountas and Pinnell Benchmarking and Levelled Literacy Intervention supports are provided throughout the year for new teachers, new student support teachers and those requesting specific support for implementation.
- Schools use *UFLI Foundations* as part of their early literacy instruction. *UFLI Foundations* is an explicit and systematic phonics program that introduces students to the foundational reading skills necessary for proficient reading. Foundations follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. *UFLI Foundations* is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.
- Tier 1 professional learning was provided for all interested staff. Tier 1 PD sessions covered research-based practices to ensure all students can access the curriculum and succeed in the general education setting.
- PreK-Grade 2 teachers were offered a STFPL session, Supporting Writers in the Early Years. During this session, participants explored ways to support student success

through playful exploration, scaffolding from speech to print, and frequent, engaging opportunities for writing across the curricula and school day.

Math Assessment Background

- As part of the old Education Sector Strategic Plan, Math assessments took place province wide for the first time in the 2018/2019 school year using a common assessment rubric for students in grades 2, 5 and 8 in English and French. Prairie South continued to use these rubrics while we waited for the new provincial assessment program to be developed.
- This is not a one time assessment event but an ongoing assessment of students skills as they build through the year with a final determination made in June.
- The assessment is focused on only 1 of the 4 strands of provincial math curriculum, the numbers strand, as it is the foundation for all of the other strands of mathematics. The other strands are patterns & relations, shape & space, and statistics & probability.
- As part of the new Saskatchewan Student Assessment Program, students in grades 5 and 9 will complete a comprehensive math assessment. This assessment will include all strands of mathematics. The assessment will be implemented in both grades 5 and 9 during the 2026/2027 school year.

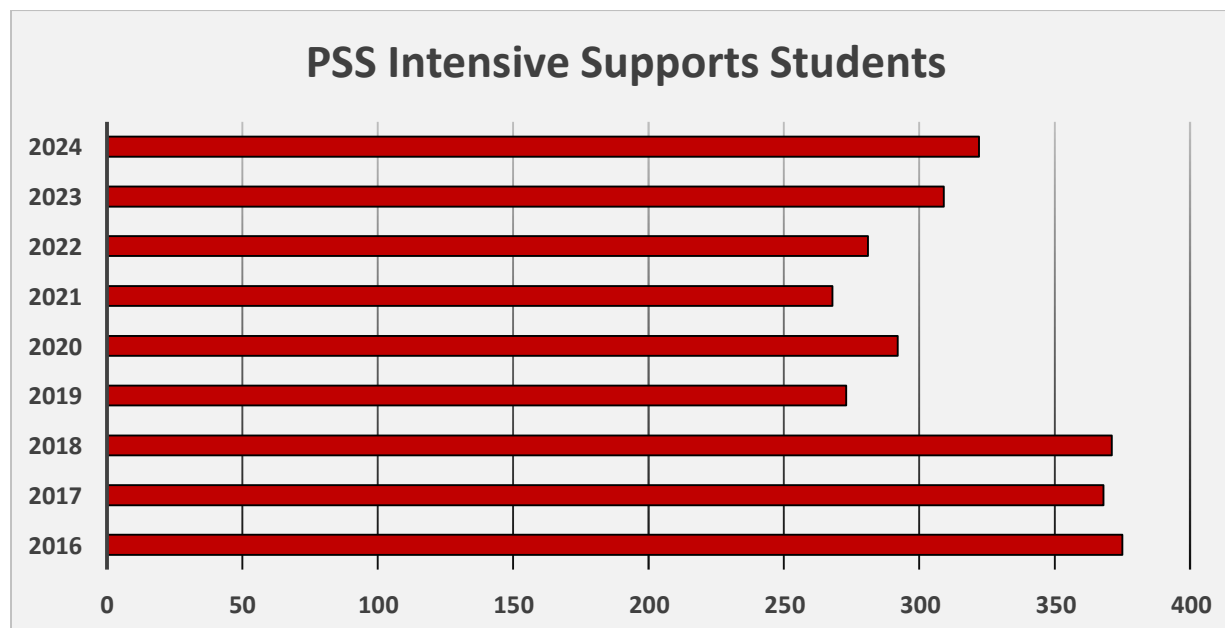
Grade 8 Math Data Analysis

There were 453 students in the grade 9 data cluster. When comparing grade 5 math benchmark results to grade 8 math benchmarks, here were some of the findings:

- 47 students dropped one level between grade 5 and grade 8. Of those 47, 20 went from above grade level to grade level and 25 went from at grade level to slightly below grade level.
- 13 students scored significantly below grade level at the end of grade 8. 5 of them have been to multiple schools (4 or more) throughout their K-8 school journey creating significant interruptions to core instruction and 5 are provided extra time and intervention in multiple core subjects, not just math.
- 214 stayed at the same level, which indicates that their math skills improved between grade 5 and grade 8.
- 11 students went from being significantly below grade level to slightly below grade level.
- 7 students went from being significantly below grade level to at grade level.
- 46 students went from being slightly below grade level to at grade level.
- 34 students went from being at grade level to above grade level.
- 1 student went from being slightly below grade level to above grade level.
- 2 students went from not being assessed to significantly below grade level.
- 2 students went from not being assessed to at grade level.

Math Strategies

- During the 2024/2025 school year, Math supports were provided to teachers in an 'as requested' format. Individual teachers, small groups, or school staff groups requested professional learning support with respect to specific math instructional strategies and assessment practices.
- One of our Learning Consultants continued to collaborate with a colleague from another school division to enhance the Math Hub. The Math Hub was created as a HUB for high quality mathematical resources.
- One of our Learning Consultants hosted a small group learning collaborative that focused on engagement in a Math Rich Classroom. The Middle Years Math Learning Collaborative is a non-evaluative community of educators focused on strengthening mathematics instruction and assessment. The group works to establish a unified philosophy of math education while exploring innovative Tier 1 strategies, rich tasks, manipulatives, and technology to make learning engaging, inclusive, and accessible for all students. Teachers receive ongoing support through planning sessions, classroom modelling, co-teaching, and resource development, including a division-wide math scope and sequence and resource bank. A focus is promoting fair and meaningful assessment practices through triangulation and continuous feedback. Teachers deepen their understanding of how students progress through mathematics, moving from concrete to pictorial to symbolic representations and across the sequence of grade-level skills, while staying aligned with the Saskatchewan curriculum. Through this work, educators are improving student engagement, confidence, and achievement in mathematics.



Intensive Supports Information:

- Schools submit student names and Inclusion and Intervention Plans (IIPs) to the division for submission to the Ministry each year around December 20 to be included in the Intensive Needs count.
- A Ministry outlined process guides our submissions with a focus on students with Intensive Needs – these student needs go beyond what is regularly provided in the course of a classroom, beyond a teacher differentiating instruction and beyond general academic support.
- Students included in the submission may or may not have a formal diagnosis (not required) and may be accessing supports such as:
 - Individual or small group instruction from the Student Support Teacher
 - Support from a Speech Language Pathologist, Advocacy and Behaviour Consultant, or Psychologist employed by Prairie South
 - Tier 1 support from our in-house OT
 - Support from other agencies for OT, PT
 - Support from an educational assistant ranging from 10 percent to 100 percent of the time

Administrative Challenges/Considerations for Reading, Writing and Math

- Continue to ensure that reading, writing, and math are instructed and assessed using effective approaches and practices.
- Continue to provide the level of supports and types of supports needed to intervene academically for students who are struggling with reading, writing and math. This directly related to 5.1.1 of the Board's Strategic Plan supports the development and implementation of a system wide approach to instruction/intervention.
- The Division will focus on shifting to the new Saskatchewan Assessment Program, providing training and support as new assessments are implemented.

Attendance Profile Background

- Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.
- Attendance is a factor that impacts student success in school.
- Attendance rates for students from PreK to 12 vary between schools with a general increase in absenteeism moving into high school starting with grade 9 students.
- Some data is affected in the way attendance is recorded (AM/PM attendance vs Period attendance).
- Attendance data is pulled directly from MySchoolSask.

2024-2025 Attendance Summary - clustered

| | |
|------------------------------|--------------------------------|
| K-12 Schools (North cluster) | 93.66% up 0.56% from 2023-2024 |
| K-12 Schools (South cluster) | 93.20% up 0.50% from 2023-2024 |
| Elementary Schools | 91.67% up 1.23% from 2023-2024 |
| High Schools | 89.23% up 0.41% from 2023-2024 |
| Division Attendance | 91.37% up 0.53% from 2023-2024 |

Graduation Rates Background

- The ESSP adopted by all school divisions in the spring of 2015 includes the requirement for monitoring, increasing and reporting on student graduation rates. This plan continued during the PEP Interim Plan and into the PEP Long Term Plan.
- Prairie South has developed a local Graduation Rate plan with strategies included for monitoring and increasing graduation rates for all students including those who are First Nations and Metis (FNM)
- **Growth Target:**
The Provincial Education Plan's target related to graduation rates is the overall three- and five-year graduation rates will increase annually with a focus on improved outcomes for Indigenous students. Prairie South's graduation rate goal is to maintain a 90%+ 3-year graduation rate and a 92%+ extended graduation rate.

PLEASE NOTE:

On-Time Graduation Rates means students completing grade 12 within 3 Years of 'starting' grade 10. Extended means that the student completed grade 12 over an extended period of time (4 or 5 years) after starting grade 10.

Four students graduated from pathways school in 2024/2025. Without the school, these students would not have graduated.

| YEAR | | On-time | Extended |
|---------|--------------|---------|----------|
| 2022-23 | PSSD | 87.5 | 91.3 |
| | Province | 79 | 85.6 |
| | PSSD FNM | 51.6 | 78.5 |
| | Province FNM | 47.9 | 61.9 |
| 2023-24 | PSSD | 87.1 | 93 |
| | Province | 77 | 83.4 |
| | PSSD FNM | 78.1 | 75 |
| | Province FNM | 47.4 | 56.8 |
| 2024-25 | PSSD | 91.3 | |
| | Province | 79.3 | |
| | PSSD FNM | 75 | |
| | Province FNM | 47.9 | |

2025 Grad Rate Summary

| Cluster | # Students | Grad Rate |
|--|------------|-----------|
| North Cluster (Avonlea, Belle Plaine, Central Butte, Cornerstone, Chaplin, Craik, Eyebrow, Mortlach, Rouleau) | 65 | 95.4 |
| South Cluster (Bengough, Coronach, Glentworth, Ecole Gravelbourg, Kincaid, Lafleche, Mankota, Mossbank, Rockglen) | 87 | 93.1 |
| High Schools (Peacock, Central, Riverview, Assiniboia, Briercrest) | 385 | 89.6 |

Graduation Rates and Attendance Strategies

- Secondary students will develop and maintain a graduation and post-graduation plan.
- Schools will monitor individual students' progress toward graduation and each student's story will be understood and consciously supported by several adults in the school.
- The Career Development Consultants provide resources and support to students, parents, and schools to build pathways to successful adulthood and rewarding employment opportunities for our youth. [The Monthly Career News](#) is distributed to high school students, teachers, and parents and numerous resources are posted on the website.
- Based on VTEC feedback, the Prairie South Postsecondary and Career Google Classroom was created to share relevant information with students and parents.

**PSSD POSTSECONDARY AND CAREER
GOOGLE CLASSROOM 2025/2026**

Prairie South Schools 210
Learning together.

Your one stop shop that includes:

- Postsecondary Education Information and Events
- Career Information and Events
- Scholarship Opportunities
- Credit Opportunities
- and more

Classroom Code
geee5kai

SCAN ME

- The Career Development Consultants provide services to all schools to ensure informed decisions are being made for career pathways. Services are delivered through group presentations and individualized face-to-face and online career counseling sessions.
- A division wide student tracking procedure has been established to track students through grades 10-12.
- Continue to research possible pathways, schedules or programs that better meet the needs of students.
- Work with SCCs/parents on roles of parents in their child's attendance and education.

- In 2023/2024, Prairie South Pathways opened its doors. Prairie South Pathways is an alternate approach to learning for grade 10-12 students who are struggling to progress towards transitioning beyond high school in a traditional school setting.
- One Advocacy and Behaviour Consultant is assigned to support students who are struggling to attend school on a regular basis.

Strategic Plan for First Nations and Métis students

- Respond to individual school needs to develop a more culturally responsive environment.
- During the 2024/2025 school year, Prairie South's Indigenous Education Leadership Collaborative (IELC) focused on three goals:
 - Staff Professional Learning
 - Large Scale Cultural Events
 - Relationship Building
- The division continues to support school connections with cultural teachings, Elders, Knowledge Keepers, and community members.
- Prairie South School Division established and monitors an alternate approach to learning for grade 10-12 students who are struggling to progress towards transitioning beyond high school in a traditional school setting.
- As part of the Board's 4-year strategic plan, Prairie South is developing and implementing a system-wide approach to instruction/intervention in all schools.
- Prairie South's Grading Practice Document has been revised and was reviewed by all schools during the 2024/2025 school year.
- As a division, we continue to reference the *Supporting Student Assessment in Saskatchewan* document.
- Our Effective Teaching Look Fors are reviewed with teachers and administrators that are new to Prairie South. Administrators use these Look Fors to provide classroom teachers with instructional feedback and coaching.
- Elders, Knowledge Keepers, members of the community, and Learning Department staff provide support and guidance for ceremonial events such as Smudging, Tipi Raising, Flag Raising, and Cultural Feasts.

Administrative Challenges for Graduation Rates and Attendance

- Graduation rates include students who start in Prairie South in grade 10 but move outside our division. This has become more transient during the last couple years
- FNM students are those who choose to self-identify as First Nations (Registered/Treaty/Status, Non-Status), Métis, Inuit. Non-FNM students are those who do not identify themselves to be FNM and may include FNM students who choose not to self-identify. The difficulty is that some FNM students do not self-identify and therefore we do not have an accurate representation of the FNM numbers, and our sample size is too small to make meaningful comparisons.
- Graduation rates were determined as of August 31, but the graduations rates are evergreen.

Governance Implications

- That the Board continues to support the work of the Provincial Education Plan as it is carried out in Prairie South Schools with respect to Reading, Writing and Math Achievement.
- That the Board continue to support the work of the Provincial Education Plan as it is carried out in Prairie South Schools with respect to Graduation Rates.

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | October 7, 2025 | Agenda Item #: | 5.3 |
| Topic: | SHSAA and Public Section Delegates | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

| | |
|--|---|
| Background: | Prairie South Trustees have provided representation to the Saskatchewan High Schools Athletic Association (SHSAA) and the Public Section in past years. These representatives represent the Board of Education at meetings of these organizations and provide information to the Board. |
| Current Status: | If Trustee representation to these bodies is desired, appointments will need to be made by the Board. |
| Pros and Cons: | |
| Financial Implications: | Board representation to the SHSAA and Public Section was considered during the development of the 2025-2026 budget. |
| Governance/Policy Implications: | Both the SHSAA and the Public Section are affiliated with the Saskatchewan School Boards Association. Prairie South is a member board of the SSBA. |
| Legal Implications: | |
| Communications: | Internal to the Board of Education |

| | | |
|---------------------|--------------------|---------------------|
| Prepared By: | Date: | Attachments: |
| Ryan Boughen | September 17, 2025 | n/a |

Recommendations:

Nominations for SHSAA and Public Section reps shall take place.

Giselle Wilson declared that Trustee _____ be elected/appointed as Prairie South School's representative for the Saskatchewan High Schools Athletic Association (SHSAA) for the 2025-2026 school year.

Giselle Wilson declared that Trustee _____ be elected/appointed as Prairie South School's representative for the Public Section for the 2025-2026 school year.

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | October 7, 2025 | Agenda Item #: | 5.4 |
| Topic: | SSBA Fall General Assembly Ballot Pick-Up | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

| | |
|--|---|
| Background: | The Saskatchewan School Boards Association (SSBA) Fall Assembly and Annual General Meeting (AGM) is scheduled for November 16-18, 2025 in Regina. |
| Current Status: | <p>SSBA is using electronic voting again this year (Election Buddy). Voting delegates must attend in person and bring a fully charged device to connect to Election Buddy for voting for the AGM.</p> <p>For the AGM the SSBA is encouraging boards to limit the number of accredited delegates for voting. Last year the following motion was passed:</p> <p><i>"That the Board name Giselle Wilson as voting representative at the SSBA Annual General Meeting in November 2024."</i></p> |
| Pros and Cons: | |
| Financial Implications: | All costs associated with attending and participating in the SSBA Fall Assembly and AGM are covered through the school division governance budget. |
| Governance/Policy Implications: | Prairie South is a member board of the SSBA, and the AGM represents an opportunity to collaborate and set direction with trustees and Boards from around the province. |
| Legal Implications: | |
| Communications: | |

| | | |
|---------------------|--------------------|--|
| Prepared By: | Date: | Attachments: |
| Ron Purdy | September 17, 2025 | <ul style="list-style-type: none"> 2025 SSBA Fall Assembly & AGM Memo |

Recommendation:

That the Board name _____ as voting representative at the SSBA Annual General Meeting in November 2025.

MEMORANDUM

September 15, 2025

TO: Chief Financial Officers for Boards of Education

CC: Board Chairs

FROM: Krista Lenius, Administrative Paralegal

RE: **2025 Annual General Meeting
Ballot Information Forms**

Please find attached a Ballot Information form that we ask you to complete and return to this office by November 7, 2025. We will be using Election Buddy for voting. To facilitate effective electronic voting, boards are encouraged to LIMIT their number of accredited delegates for voting. Some important considerations:

- Your accredited delegate(s) cast ballots for bylaw amendments, resolutions, and elections as part of the AGM.
- Each voting delegate will need to attend the AGM in-person and bring a fully charged device to connect to Election Buddy for voting (e.g., mobile phone, tablet, or laptop).
- It is the responsibility of each board to provide the SSBA with accurate email/phone information for their accredited delegate(s). Changing/re-assigning voters while the AGM is underway will not be permitted.
- It is expected that your accredited delegate(s) be familiar with electronic voting. The SSBA will offer training prior to the AGM. (More details on the training to follow.)

Please provide an email address and/or mobile phone number **connected to a device your accredited delegate(s) will have access to at the Fall Assembly**, for which to receive the link with log-in information to participate in the voting. This information will enable us to prepare the electronic voting information for your board for the purposes of voting on bylaw amendments, resolutions, and elections at the annual general meeting to be held on November 17 & 18, 2025.

A copy of Bylaw No. 9, which provides for allocation of votes, is also attached for your information.

NOTE: If a board member who is listed as a “voting” delegate for your board is unable to attend the general meeting, your board chair or other person authorized by your board can have that board member’s ballots allocated to another board member. To do this, please contact Krista Lenius at klenius@saskschoolboards.ca to make a change. It is important to do this prior to 9:00 am on November 17, 2025, so that the AGM is not interrupted after it has begun.

Thank you for your assistance.

BALLOT INFORMATION
2025 Annual General Meeting Voting Delegates

FOR: Board of Education of Prairie South School Division No. 210

Pursuant to Bylaw No. 9, section 4:

The number of votes to which your Board is entitled 24

(Based on your September 30, 2024 Enrolments student count of 7,411.)

The board of education has determined that its votes will be cast by the following board members in the following numbers:

| | <u>Board members - Voting Delegates</u> | <u># of Votes</u> |
|----|---|--------------------------|
| 1. | _____ (Board member – voting delegate) | _____ |
| | _____ (email address/mobile phone number for Board member – voting delegate) | |
| 2. | _____ (Board member – voting delegate) | _____ |
| | _____ (email address/mobile phone number for Board member – voting delegate) | |
| 3. | _____ (Board member – voting delegate) | _____ |
| | _____ (email address/mobile phone number for Board member – voting delegate) | |

Signature of School Business Official

**PLEASE RETURN THIS FORM, TO THE ATTENTION OF
KRISTA LENIUS, TO THE SASKATCHEWAN SCHOOL BOARDS ASSOCIATION BY
EMAIL TO klenius@saskschoolboards.ca**

Thank you

For your information:

Ballot Voting

Association Bylaw No. 9 provides:

Bylaw No. 9: Delegates and Voting

1. Board of education members who register and pay the registration fee are delegates at the general meetings of the Association.
2. Every board of education shall inform the Association as to which of its delegates it has authorized to be accredited delegates to cast the votes of the board of education on questions for which a formal ballot is used, and the number of votes each accredited delegate is authorized to cast.
3. Formal ballots shall be used for:
 - (a) election of members to the Executive;
 - (b) adoption of the Association budget;
 - (c) votes on bylaw amendments and resolutions; and
 - (d) approval to the Executive to petition the Legislative Assembly for changes to the Act incorporating the Association.
4. The number of votes to which each board of education is entitled when a formal ballot is used shall be determined in accordance with the following table using the student count of the board of education as of September 30 for the most recent year as provide by the Ministry of Education:

| <u>Student Count</u> | <u>Number of Votes</u> |
|---------------------------|------------------------|
| 1 to 2000 students | 6 |
| 2001 to 3000 students | 9 |
| 3001 to 4000 students | 12 |
| 4001 to 5000 students | 15 |
| 5001 to 6000 students | 18 |
| 6001 to 7000 students | 21 |
| 7001 to 8000 students | 24 |
| 8001 to 10,000 students | 30 |
| 10,001 to 15,000 students | 45 |
| 15,001 students and over | 51 |

5. Only accredited delegates in attendance at the time a vote is taken shall be entitled to vote.
6. Absentee voting shall not be allowed.
7. At in-person assemblies, voting at general assemblies shall be by ballot except voting shall be by show of hands on motions with respect to procedural matters unless, at the discretion of the Chair, a vote by show of hands is inconclusive. On matters where voting is by show of hands, each delegate in attendance at the time the vote is taken shall be entitled to vote, and shall have one vote.

- 7.1 At virtual or hybrid assemblies, voting at general assemblies shall be by ballot except voting may be by show of hands and/or by electronic means such as polling on motions with respect to procedural matters unless, at the discretion of the Chair, this vote is inconclusive. Only delegates in attendance at the time a vote is taken shall be entitled to vote, and shall have one vote.
8. Delegates who are not accredited delegates may participate in General Assembly and general meeting discussions and debate.

AGENDA ITEM

| | | | |
|----------------------|---|-----------------------|-----|
| Meeting Date: | October 7, 2025 | Agenda Item #: | 5.5 |
| Topic: | Out of Province Excursion – École Palliser Heights School to Asessippi Ski Resort | | |
| Intent: | <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information | | |

| | |
|--|---|
| Background: | École Palliser Heights School Grade 8 Ski Trip to Asessippi Ski Resort on February 23-25, 2026. |
| Current Status: | See attached application form. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | |

| | | |
|---------------------|--------------------|--|
| Prepared By: | Date: | Attachments: |
| Derrick Huschi | September 19, 2025 | <ul style="list-style-type: none"> Out of Province Excursion Application Form |

Recommendation:

That the Board approve École Palliser Heights School ski trip to Asessippi Ski Resort on February 23-25, 2026.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

| | |
|--|--|
| A. INFORMATION | |
| Name of Teacher: Grady Lamontagne, Chloe Pouteaux, Jaiden Evans, & Owen Quance | School: Ecole Palliser Heights |
| Type of Activity: <input type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity Skiing _____ | |
| Grade Level: 8 | Number of Students: 85 |
| Destination: Asessippi ski resort | Trip Date: Feb. 23-25 th |
| Number of School Days (Partial/Full): 3 | |
| Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _Chartered Bus _____ <input type="checkbox"/> Travel by Car/Van (List names of drivers): _Emergency vehicle driven by Grady Lamontagne | |
| Number of Teachers, Parents, Chaperones: 12 | |
| Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____ | |

| |
|---|
| B. SAFETY GUIDELINES |
| <ul style="list-style-type: none"> ✓ Parent consent forms and medical information including the Health Card Number will be obtained. ✓ Evacuation Plan is in place and will be communicated to appropriate individuals. ✓ Designated supervisor has access to emergency vehicles at all times. ✓ Access to cellular or satellite phone or other communication device. ✓ A list of emergency telephone numbers will be formulated. ✓ Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. ✓ Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. ✓ Male and Female Chaperones for a co-ed activity. ✓ If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed. |

| |
|--|
| C. BUDGET |
| <ul style="list-style-type: none"> ❖ Anticipated Budget _____ - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources _____ ❖ Out of Pocket Cost per Participant _____ |

SECTIONS D, E and F MUST BE COMPLETED FOR ALL CURRICULAR EXCURSIONS

D. LEARNING OBJECTIVES

Apply and adapt selected activity-related skills (e.g., carrying, paddling, gripping, hanging, wheeling, digging, fire building, snow ploughing, compass reading) and strategies required for participation in alternate environment activities (e.g., backpacking, hiking, cycling, overnight camping, canoeing, snowshoeing, wall climbing, in-line skating, skate boarding, cross-country skiing, tracking, roping, dog sledding, skating, orienteering, downhill skiing, tobogganing, Quincy building).

E. LEARNING ACTIVITIES *(Outline prior training for outdoor education and high risk activities)*

a) Pre-Excursion Learning

Alpine responsibility code. Lessons on Frostbite and Hypothermia. Basic First Aid.

b) Excursion Learning

Beginner/Intermediate/Advanced Ski/Snowboard Lessons

c) Post-Excursion Learning

Journal Entries/Reflection

F. SCHEDULE OF ACTIVITIES

Feb. 23

Depart school at 4:00pm

Stop in Melville for supper at 6:15pm

Arrive at Inglis Hall at 9:00pm

Feb. 24

8:45am departure for the ski hill. Arrive at ski hill at 9:00am for equipment pick-up. Lessons and skiing from 10:00am-4:30pm. Depart ski hill at 5:00pm and arrive back in Inglis at 5:15pm.

Feb. 25

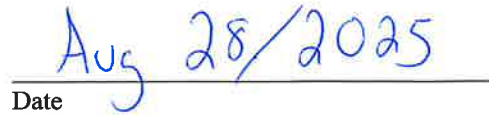
8:45am departure for ski hill. Arrive at ski hill and ski from 9:00am-3:30pm. Depart Asessippi at 4:00pm. Arrive back at school at 8:00pm.


Teacher Signature


Principal Signature

Director/Superintendent Signature

☐ Request Approved


Date


Date

☐ Request Denied

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | October 7, 2025 | Agenda Item #: | 5.6 |
| Topic: | Monthly Tender Report | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

| | | |
|--|---|---|
| Background: | <p>The Board has requested a monthly update regarding tenders awarded. AP 513 details limits where formal competitive bids are required. The procedure is as follows:</p> <ul style="list-style-type: none"> The Board has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting. Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000. | |
| Current Status: | <p>This tender report covers the period from September 1, 2025 to September 30, 2025. The following competitive bids were awarded during the reporting period:</p> <ul style="list-style-type: none"> A tender was posted to SaskTenders for Snow Removal Services at Moose Jaw Schools and Transportation yard. The tender was awarded to Dome Construction for a per unit price so the cost will vary. Quotes were received for a joint contract for Snow Removal at Coteau Hills Elementary and Our Lady of Hope School. The contract was awarded to J. Wilk Landscaping for a per unit price so the cost will vary. Quotes were received for an Outdoor Digital Sign for Coteau Hills. The quote was awarded to Genoptics Smart Displays for \$21,379.35. Quotes were received for playground pieces at Avonlea School. The project was awarded to 1Stop Playgrounds Ltd. For \$40,845.00. Quotes were received for storage arrays for the server system. Mobia Technology Innovations was awarded the project for \$59,257.80. Quotes were received for Lenovo servers and awarded to Horizon Computer Solutions for \$58,085.10. Quotes were obtained for a sound system upgrade for the auditorium at Peacock Collegiate. The quote was awarded to GV Audio for \$57,477. | |
| Pros and Cons: | | |
| Financial Implications: | | |
| Governance/Policy Implications: | | |
| Legal Implications: | | |
| Communications: | | |
| Prepared By: | Date: | Attachments: |
| Ron Purdy | September 26, 2025 | <ul style="list-style-type: none"> n/a |

Recommendation:

That the Board receive and file the tender report as presented.

AGENDA ITEM

| | | | |
|----------------------|-----------------------------------|-------------------------------------|---|
| Meeting Date: | October 7, 2025 | Agenda Item #: | 7.1 |
| Topic: | Class Size Report | | |
| Intent: | <input type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Information |

| | |
|--|--|
| Background: | <p>At the December 11, 2012 Board Meeting, the following motion was passed: <i>"That on an ongoing basis, the Board receive reports at the October and February regular Board Meetings detailing Prairie South School Division classes that have in excess of 28 students."</i></p> <p>At the February 10, 2015 Board Meeting, the following motion was passed: <i>"That the second reporting period for the Class Size Report be received at the regular March Board Meeting rather than the regular February Board Meeting."</i></p> |
| Current Status: | Please refer to the attachments. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | |

| | | |
|---------------------|--------------------|--|
| Prepared By: | Date: | Attachments: |
| Dustin Swanson | September 25, 2025 | 1. Classes with More Than 28 Students – September 12, 2025 2. Summary Class Size Over 28 Students – September 12, 2025 3. Classes with 10 or Fewer Students – September 12, 2025 4. Summary of Classes with 10 or Fewer Students by School – September 12, 2025 |

Recommendation:

That the Board review the information provided.

Classes with more than 28 students September 12, 2025

| School | Grade | Individual Classes | Students | Total |
|----------------------------------|----------|---|----------|-------|
| Assiniboia Composite High School | 10 | WAM | 29 | 7 |
| Assiniboia Composite High School | 11 | Physical Science 20 | 29 | |
| Assiniboia Composite High School | 11 | History 20 | 30 | |
| Assiniboia Composite High School | 11 | Pre-Calc 20 | 35 | |
| Assiniboia Composite High School | 11 | ELA 20 | 32 | |
| Assiniboia Composite High School | 12 | Chemistry 30 | 29 | |
| Assiniboia Composite High School | 12 | Law 30 | 29 | |
| Central Butte School | 1/2 | Phys Ed | 33 | 3 |
| Central Butte School | 3/4 | Phys Ed/Science/Social Studies/Art/Health | 34 | |
| Central Butte School | 5/6 | ELA/Science/Social Studies/Phys Ed/Health/Art | 30 | |
| Central Collegiate | 9 | Physical Education | 30 | 11 |
| Central Collegiate | 9 | Health/Career | 30 | |
| Central Collegiate | 10 | Native Studies | 32 | |
| Central Collegiate | 10 | Wellness | 32 | |
| Central Collegiate | 10 | Visual Art | 31 | |
| Central Collegiate | 10 | History | 30 | |
| Central Collegiate | 10 | History | 29 | |
| Central Collegiate | 10 | Pre-Calc/Foundations | 29 | |
| Central Collegiate | 10 | Financial Literacy | 29 | |
| Central Collegiate | 10 | Financial Literacy | 29 | |
| Central Collegiate | 12 | Workplace | 30 | |
| Cornerstone Christian School | 6 | All Subjects | 29 | 4 |
| Cornerstone Christian School | 7 | All Subjects | 30 | |
| Cornerstone Christian School | 9 | All Subjects | 30 | |
| Cornerstone Christian School | 10/11/12 | Wellness 10 | 29 | |
| Lindale School | K | All Subjects | 29 | 1 |
| Peacock Collegiate | 11 | Math Foundations 20 | 29 | 1 |
| Prince Arthur School | 5 | All Subjects | 29 | 1 |

Total Classes with more than 28 students

28

Summary of classes with more than 28 students September 12, 2025

| School | Grade(s) | # of Classes |
|----------------------------------|---------------------|---------------------|
| Assiniboia Composite High School | 10, 11, 12 | 7 |
| Central Butte | 1, 2, 3, 4, 5, 6 | 3 |
| Central Collegiate | 9, 10, 12 | 11 |
| Cornerstone Christian School | 6, 7, 9, 10, 11, 12 | 4 |
| Lindale School | K | 1 |
| Peacock Collegiate | 11 | 1 |
| Prince Arthur School | 5 | 1 |

| | |
|---|-----------|
| Total Classes with more than 28 students | 28 |
|---|-----------|

Classes with 10 or fewer students September 12, 2025

| School | Grade | Individual Classes | Students | Total |
|------------------------------|------------|--|----------|-------|
| Avonlea School | K | Period 1, 2, 4 | 5 | 4 |
| Avonlea School | 5 | Math | 10 | |
| Avonlea School | 6 | Math | 8 | |
| Avonlea School | 7 | ELA | 9 | |
| Bengough School | K | All Subjects | 9 | 3 |
| Bengough School | 9/10 | All Subjects | 9 | |
| Bengough School | 11/12 | All Subjects | 10 | |
| Briercrest Christian Academy | 11 | Physical Science 20 | 10 | 3 |
| Briercrest Christian Academy | 12 | Biology30 | 3 | |
| Briercrest Christian Academy | 12 | Physics 30 | 9 | |
| Caronport Elementary School | K | All Subjects | 10 | 1 |
| Central Collegiate | 11 | Enviro Science 20 | 9 | 2 |
| Central Collegiate | 12 | Guitar 30 | 7 | |
| Chaplin School | 2/3 | ELA/Math odd days only | 7 | 7 |
| Chaplin School | 6/7/8 | ELA/Math | 7 | |
| Chaplin School | 10/11 | ELA 10A/20 | 4 | |
| Chaplin School | 10/11 | Workplace 10/20 | 3 | |
| Chaplin School | 10/11/12 | History 20 | 7 | |
| Chaplin School | 10/11 | Wellness 10/Phys Ed 20 | 3 | |
| Chaplin School | 10/11/12 | PAA Survey | 6 | |
| Cornerstone Christian School | 11 | Math WA 20 | 7 | 1 |
| Craik School | 11 | Math Foundations 20 | 4 | 1 |
| Ecole Gravelbourg School | K | All Subjects | 10 | 4 |
| Ecole Gravelbourg School | 9 | Math 9 English | 10 | |
| Ecole Gravelbourg School | 11 | Foundations 20 | 7 | |
| Ecole Gravelbourg School | 10/12 | CWEX 20 | 2 | |
| Glentworth School | K | All Subjects | 5 | 2 |
| Glentworth School | 9/10 | Social | 6 | |
| Kincaid Central School | 10/11/12 | History 10/Native Studies 30 | 9 | 3 |
| Kincaid Central School | 10/11 | Foundations Pre-Calc 10/Pre-Calc 20 | 4 | |
| Kincaid Central School | 10/12 | Welding | 2 | |
| Lafleche Central School | 3/4 | All Subjects | 9 | 5 |
| Lafleche Central School | 10 | ELA 10 | 9 | |
| Lafleche Central School | 10 | Math 10 | 9 | |
| Lafleche Central School | 10 | PAA 10 | 9 | |
| Lafleche Central School | 11/12 | Commercial Cooking 30 | 9 | |
| Mankota School | 1/2 | Non K days | 8 | 7 |
| Mankota School | 7/8 | ELA/Math/Health/Career Guidance/Science/Social | 5 | |
| Mankota School | 5 | Math/ELA | 4 | |
| Mankota School | 5/6/7/8 | Health | 9 | |
| Mankota School | 9/10 | ELA/Science/Math/History 10 | 9 | |
| Mankota School | 9/10/11/12 | Magnet Com Cook | 6 | |
| Mankota School | 11/12 | ELA/History | 3 | |
| Mortlach School | 10/11 | Founds & Pre-Calc 10/Founds 20 | 8 | 7 |
| Mortlach School | 10/11 | ELA A10/ELA 20 | 7 | |
| Mortlach School | 10/11 | Wellness 10/PAA 10/ PAA 20 | 9 | |
| Mortlach School | 10/11/12 | Science 10/Enviro Science 20/Chemistry 30 | 10 | |

| | | | | |
|-----------------|----|-------------------------|---|---|
| Mortlach School | 11 | Life Trans 20 | 8 | 5 |
| Mossbank School | 10 | Financial Literacy | 8 | 2 |
| Mossbank School | 10 | Math WA/Founds Pre-Calc | 8 | |
| Rouleau School | 3 | Math 3 | 6 | 4 |
| Rouleau School | 4 | Math 4 | 6 | |
| Rouleau School | 5 | Math 5 | 7 | |
| Rouleau School | 11 | Physical Science 20 | 8 | |

| | | | | |
|--|--|--|--|-----------|
| Total Classes with 10 or fewer students | | | | 54 |
|--|--|--|--|-----------|

Summary of classes with 10 or fewer students September 12, 2025

| School | Grade(s) | # of Classes |
|------------------------------|---------------------------------|---------------------|
| Avonlea School | K, 5, 6, 7 | 4 |
| Bengough School | K, 9, 10, 11, 12 | 3 |
| Briercrest Christian Academy | 11, 12 | 3 |
| Caronport Elementary School | K | 1 |
| Central Collegiate | 11, 12 | 2 |
| Chaplin School | 2, 3, 6, 7, 8, 10, 11, 12 | 7 |
| Cornerstone Christian School | 11 | 1 |
| Craik School | 11 | 1 |
| Ecole Gravelbourg School | K, 9, 10, 11, 12 | 4 |
| Glentworth School | K, 9, 10 | 2 |
| Kincaid Central School | 10, 11, 12 | 3 |
| Lafleche Central School | 3, 4, 10, 11, 12 | 5 |
| Mankota School | 1, 2, 5, 6, 7, 8, 9, 10, 11, 12 | 7 |
| Mortlach School | 10, 11, 12 | 5 |
| Mossbank School | 10 | 2 |
| Rouleau School | 3, 4, 5, 11 | 4 |

| | |
|--|-----------|
| Total Classes with 10 or fewer students | 54 |
|--|-----------|

AGENDA ITEM

| | | | |
|----------------------|---|-------------------------------------|---|
| Meeting Date: | October 7, 2025 | Agenda Item #: | 7.2 |
| Topic: | Board Committee and SCC Appointments | | |
| Intent: | <input type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Information |

| | |
|--|---|
| Background: | The Board Chair assigns trustees to committees and School Community Councils (SCCs) on an annual basis. |
| Current Status: | A list of Board appointments on Committees and SCCs for 2025-2026 is attached. |
| Pros and Cons: | |
| Financial Implications: | |
| Governance/Policy Implications: | |
| Legal Implications: | |
| Communications: | |

| | | |
|---------------------|--------------------|--|
| Prepared By: | Date: | Attachments: |
| Ryan Boughen | September 25, 2025 | <ul style="list-style-type: none"> 2025-2026 Board Appointments on Committees & School Community Councils |

Recommendation:

That the Board review the information provided.

| 2025-2026 Committee | Mandate, Accountability Reports, Members, and Staff Support |
|---|--|
| Student Outcomes | <p>Mandate: To examine issues related to increasing student literacy and achievement, promoting academic achievement for all students while closing achievement gaps and enhancing student outcomes. Begin the review process during the November Committee Meeting and conclude the review by the February Committee Meeting and provide recommendations to the Board in March.</p> <p>AR: Student Achievement I (October), School and Division Improvement (November), Early Learning (March), Student Achievement II (June)</p> <p>Trustees: John, Mary, Tenielle, Lew Staff: Ryan, Derrick, Amanda, Sr. Admin Team as Required</p> |
| Business, Infrastructure and Governance | <p>Mandate: To examine issues related to business, public accountability, stewardship, the advancement of public education including effective utilization of human resources, finance, and facilities.</p> <p>AR: Facilities (December), 1st Quarter Business (January), 2nd Quarter Business (April), 3rd Quarter Business (June)</p> <p>Trustees: Robert, John, Shawn, Brett Staff: Ryan, Ron, Sr. Admin Team as Required</p> |
| Human Resources | <p>Mandate: To examine issues related to school staffing, recruitment and retention, performance management and employee and labour relations.</p> <p>AR: Human Resources (January)</p> <p>Trustees: Patrick, Shawn, Giselle, Lew Staff: Ryan, Amy, Sr. Admin Team as Required</p> |
| Partnerships and Teambuilding | <p>Mandate: To examine issues related to advocacy and networking and enhanced relationships with all stakeholders.</p> <p>AR: n/a</p> <p>Trustees: Robert, Mary, Tenielle, Darcy Staff: Ryan, Jenn, Sr. Admin Team as Required</p> |
| Transportation | <p>Mandate: To examine issues related to student transportation including student safety, Ministry requirements, bus purchasing, driver recruitment, efficiency, and ride times as well as boundaries.</p> <p>AR: Transportation (February)</p> <p>Trustees: Robert, Patrick, Brett, Darcy, Giselle Staff: Ryan, Ron, Jenn, Todd</p> |
| Communications | <p>Mandate: Communications/Social Media (ad hoc)</p> <p>Trustees: Patrick, Brett, Darcy, Giselle Staff: Ryan, Dustin, Heather</p> |
| Urban Transportation | <p>Mandate: Board Policy 17 issues as they relate to urban transportation (ad hoc)</p> <p>Trustees: Patrick, Brett, Mary, Tenielle, Lew Staff: Ryan, Ron, Todd, Sr. Admin Team as Required</p> |
| Rural Transportation | <p>Mandate: Board Policy 17 issues as they related to rural transportation (ad hoc)</p> <p>Trustees: Robert, John, Shawn, Darcy, Giselle Staff: Ryan, Ron, Todd, Sr. Admin Team as Required</p> |
| Committee of the Whole | <p>Mandate: To provide a forum for trustees to engage in planning sessions related to issues such as, but not restricted to, finance, facilities, special projects and the Provincial Education Plan (PEP).</p> <p>Trustees: All Trustees Staff: Ryan, Sr. Admin Team as Required</p> |
| Executive Committee | <p>Mandate: As assigned by the Board of Education</p> <p>Trustees: Chair, Vice-Chair Staff: Ryan; Sr. Admin Team as Required</p> |

SCHOOL COMMUNITY COUNCILS BOARD REPRESENTATIVES FOR 2025-2026

Central Butte: Darcy Pryor
Chaplin: Darcy Pryor
Craik: Darcy Pryor
Eyebrow: Darcy Pryor
Mortlach: Darcy Pryor

École Gravelbourg: Shawn Davidson
Glentworth: Shawn Davidson
Kincaid: Shawn Davidson
Lafleche: Shawn Davidson
Mankota: Shawn Davidson

Assiniboia 7th Ave: John Bumbac
Assiniboia Elementary: John Bumbac
Assiniboia Composite High: John Bumbac
Mossbank: John Bumbac

Avonlea: Robert Bachmann
Caronport: Robert Bachmann
Lindale: Robert Bachmann
Rouleau: Robert Bachmann

Bengough: Giselle Wilson
Coronach: Giselle Wilson
Rockglen: Giselle Wilson

Coteau Hills: Brett Hagan, Tenielle McLeod
École Palliser Heights: Mary Jukes, Lew Young
King George: Patrick Boyle, Lew Young
Prince Arthur: Tenielle McLeod, Mary Jukes
Sunningdale: Brett Hagan, Lew Young
William Grayson: Mary Jukes, Patrick Boyle

Central Collegiate: Tenielle McLeod, Patrick Boyle
Peacock Collegiate: Patrick Boyle, Lew Young
Riverview Collegiate: Brett Hagan, Mary Jukes

