

	<i>Prairie South Schools</i> BOARD OF EDUCATION	
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October 13, 2026

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 1, 2026
 - 3.2. Regular Board Meeting, September 1, 2026
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. Student Learning Accountability Report
 - 5.2. SHSAA and Public Section Delegates
 - 5.3. SSBA Fall General Assembly Ballot Pick-Up
 - 5.4. Mankota School Community Council Constitution Changes
 - 5.5. Monthly Tender Report
 - 5.6. Out of Province Excursion – A.E. Peacock Collegiate to Medicine Hat, Alberta
- 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
 - 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 1, 2026 at 1:30 p.m.

Attendance:

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

1. Ryan Boughen, Director of Education took the chair and called the meeting to order at 1:30 p.m.

2026-09-01 – 4265 That the Board adopt the Organizational Meeting Agenda as presented. Carried
- Hagan

2. Ryan Boughen called for nominations for Board Chair.

2.1. Giselle Wilson was nominated as Board Chair by Darcy Pryor.

2026-09-01 – 4266 That nominations for Board Chair cease. Carried
- Bachmann

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 Robert Bachmann.

2026-09-01 – 4267 That nominations for Board Vice-Chair cease. Carried
- Bumbac

3.2. Giselle Wilson declared Darcy Pryor as Vice-Chair by acclamation.

Motions:

2026-09-01 – 4268 That the Board confirm the schedule of meetings for the 2026-2027 school year as amended. Carried
- Davidson

2026-09-01 – 4269 That for the 2026-2027 fiscal year, trustee remuneration for attendance at Board Meetings and performance of all duties and activities within the School Division shall be: Carried
• Member: \$1,544.16 per month
• Vice-Chair: \$1,630.19 per month
• Chair: \$1,715.85 per month
- Bachmann

- | | | |
|-------------------|---|---------|
| 2026-09-01 – 4270 | <p>That during the 2026-2027 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.</p> <p>- Boyle</p> | Carried |
| 2026-09-01 – 4271 | <p>That for the 2026-2027 fiscal year, trustee remuneration for attendance at out-of-division functions, meetings, and other activities not directly Prairie South School meetings, whether attended in person or virtually, shall be \$30/hour up to a maximum per day rate listed as follows:</p> <ul style="list-style-type: none"> • Member: \$200 per day, • Vice-Chair: \$225 per day, • Chair: \$250 per day, <p>with a minimum charge of one hour for any meeting attended, unless already compensated by another organization.</p> <p>- Bumbac</p> | Carried |
| 2026-09-01 – 4272 | <p>That for the 2026-2027 fiscal year, trustee remuneration for travel time shall be set at \$.30 per kilometer.</p> <p>- Boyle</p> | Carried |
| 2026-09-01 – 4273 | <p>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 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 Chair Council meetings. Mileage and travel costs will be calculated on the assumption that trustees depart from Moose Jaw or nearer.</p> <p>- Hagan</p> | Carried |
| 2026-09-01 – 4274 | <p>That for the 2026-2027 fiscal year, the mileage expense rate be set at \$0.53 per kilometre, and that the daily vehicle allowance be set at \$7.50 per day where a flat-rate reimbursement is applicable.</p> <p>- McLeod</p> | Carried |

2026-09-01 – 4275	That for the 2026-2027 fiscal year, the meal reimbursement expense rates be set at: • Breakfast: \$16 • Lunch: \$23 • Supper: \$31 - Pryor	Carried
2026-09-01 – 4276	That for the 2026-2027 fiscal year, the parking expense rate be set at: • Daily: \$10 without receipt or actual reasonable costs with receipt. - Boyle	Carried
2026-09-01 – 4277	That for the 2026-2027 fiscal year, the accommodation expense rate be set at: • Actual reasonable costs supported by receipts or \$35 per night in a private residence outside of home location (no receipt required). - Hagan	Carried
2026-09-01 – 4278	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. - Bachmann	Carried
2026-09-01 – 4279	That for the 2026-2027 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. - Boyle	Carried
2026-09-01 – 4280	That the Board approve a one-year extension of the borrowing resolution with Bank of Montreal related to the division's operating line of credit. - Pryor	Carried
2026-09-01 – 4281	That the meeting be adjourned at 1:48 pm. - Pryor	Carried

G. Wilson
Chairperson

J. Ansell
Superintendent of Business

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 1, 2026 immediately following the Organizational Meeting.

Attendance:

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

Delegations and Presentations:

- Tracy Gibson, Transportation Concern (2:30 pm)

Motions:

- | | | |
|-------------------|---|---------|
| 2026-09-01 – 4282 | Giselle Wilson took the chair and called the meeting to order at 1:49 pm. | |
| 2026-09-01 – 4283 | That the Board amend the agenda and add the following item:
- 5.3 Out of Province Excursion: Peacock to Medicine Hat, Alberta
AND approve the agenda as amended.
- Pryor | Carried |
| 2026-09-01 – 4284 | That the Board adopt the minutes of the June 2, 2026 Regular Board Meeting as presented.
- Hagan | Carried |
| 2026-09-01 – 4285 | That the Board receive and file the Staff Absence and Substitute Usage Reports from February 1, 2026 to July 31, 2026 as presented.
- Hagan | Carried |
| 2026-09-01 – 4286 | That the Board receive and file the tender report as presented.
- Boyle | Carried |
| 2026-09-01 – 4287 | That the Board approve A.E. Peacock Collegiate's Grade 10-12 trip to Medicine Hat, Alberta on September 25 and 26, 2026.
- Pryor | Carried |
| 2026-09-01 – 4288 | That the Board go into closed session at 2:10 pm.
- Hagan | Carried |
| 2026-09-01 – 4289 | That the Board reconvene in open session at 3:39 pm.
- Pryor | Carried |

2026-09-01 – 4290 That the meeting be adjourned at 3:41 pm.
- Boyle

Carried

G. Wilson
Chairperson

J. Ansell
Superintendent of Business

Next Regular Board Meeting:

October 13, 2026

Prairie South School Division Office, Moose Jaw

Draft

AGENDA ITEM

Date:	October 13, 2026	Agenda Item #:	5.1
Topic:	Student Learning Accountability Report		
Intent:	☒ Decision	☐ Discussion	☐ Information

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:	- 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:	

Prepared By:	Date:	Attachments:
Amanda Olson & Derrick Huschi	October 2, 2026	Student Learning Accountability Report

Recommendation:

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

2025-2026 Student Learning Accountability Report October 2026

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

- In 2025/2026, the division continued to gather 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 has transitioned to K-3 Reading Screeners to collect reading data during the 2026/2027 school year.
 - A screener is a quick evidence-based assessment that helps teachers identify whether students are experiencing reading difficulties. These tools and the information they provide will help teachers make specific plans to support children who may require additional support.

End of Grade 3 Reading Data Analysis

There were 452 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 – 1 student	9 Levels – 3 students
3 Levels – 2 students	10 Levels – 7 students
4 Levels – 4 students	11 Levels – 8 students
5 Levels – 1 student	12 Levels – 14 students
6 Levels – 2 students	13 Levels – 10 students
7 Levels – 3 students	14 Levels – 32 students
8 Levels – 2 students	15 Levels – 88 students
16 Levels – 77 students	22 Levels – 5 students
17 Levels – 46 students	23 Levels – 3 students
18 Levels – 36 students	24 Levels – 1 student
19 Levels – 40 students	25 Levels – 1 student
20 Levels – 9 students	26 Levels – 12 students
21 Levels – 13 students	N/A and N/M – 32 students

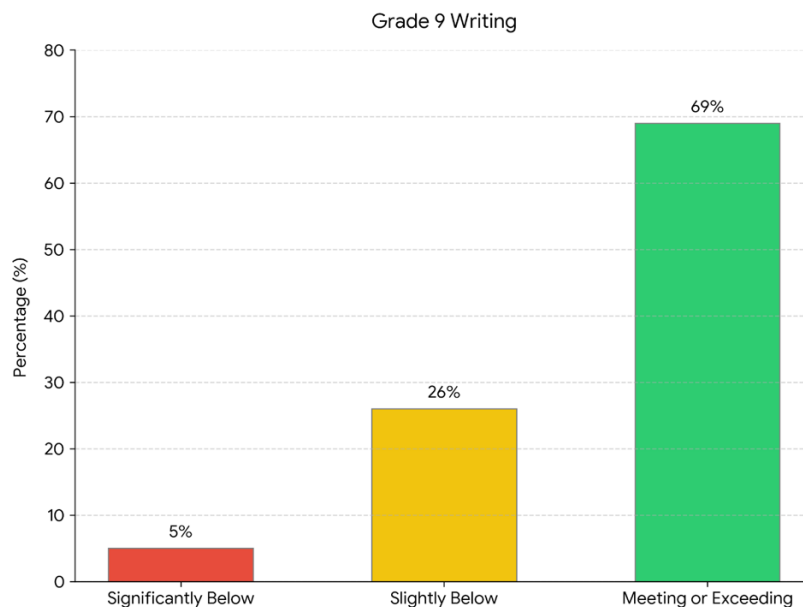
Writing Assessment Background

- 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 throughout 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 586 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:
 - 83 students dropped one level between grade 7 and grade 9. Of those 83, 17 went from above grade level to grade level and 47 went from at grade level to slightly below grade level.
 - 30 students, or 5%, scored significantly below grade level at the end of grade 9.
 - 227 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.
 - 40 students went from being slightly below grade level to at grade level.
 - 73 students went from being at grade level to above grade level.
- Overall, 69% of students were writing at or above grade level by the end of grade 9 while 26% were 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.
- Several schools throughout Prairie South reached out to the Learning Consultant team for individualized school-based PD in the area of Writing. Some areas of focus included the Writing Traits, Writer’s Workshop, and collaborative scoring.
- 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. In collaboration with the STFPL, UFLI PD was offered in the fall of 2025.
- 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.

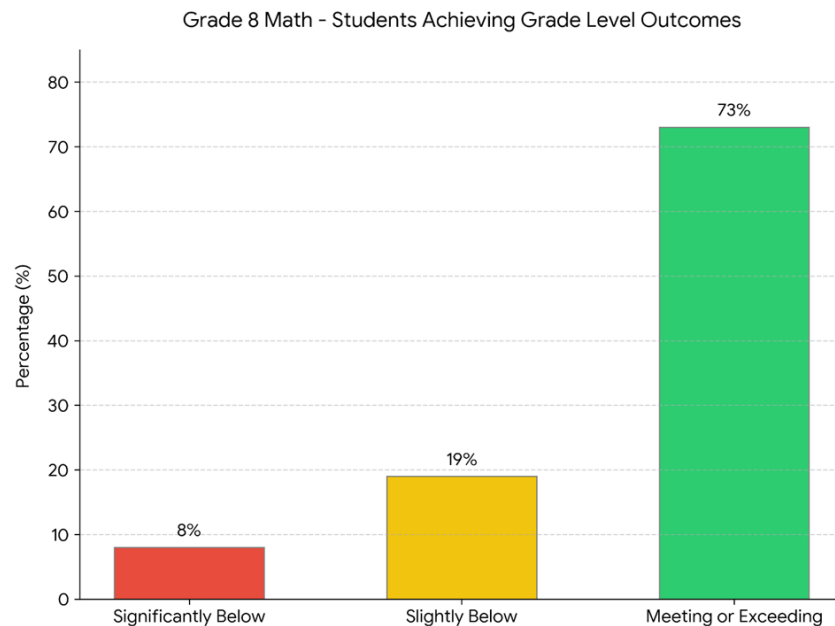
Math Assessment Background

- 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

With the implementation of Edsby in 2025/2026, Prairie South was able to look at each grade 8 student’s individual achievement in all Math outcomes. There were 477 students in the grade 8 data cluster. The data shows that 73% of our students are meeting or exceeding grade level expectations in math while 19% are slightly below grade level.

When comparing the Edsby data to the provincial holistic Number strand rubric mentioned above, the results differ slightly. The holistic Number strand data showed 71% of students at or above grade level and 24% of students slightly below grade level.

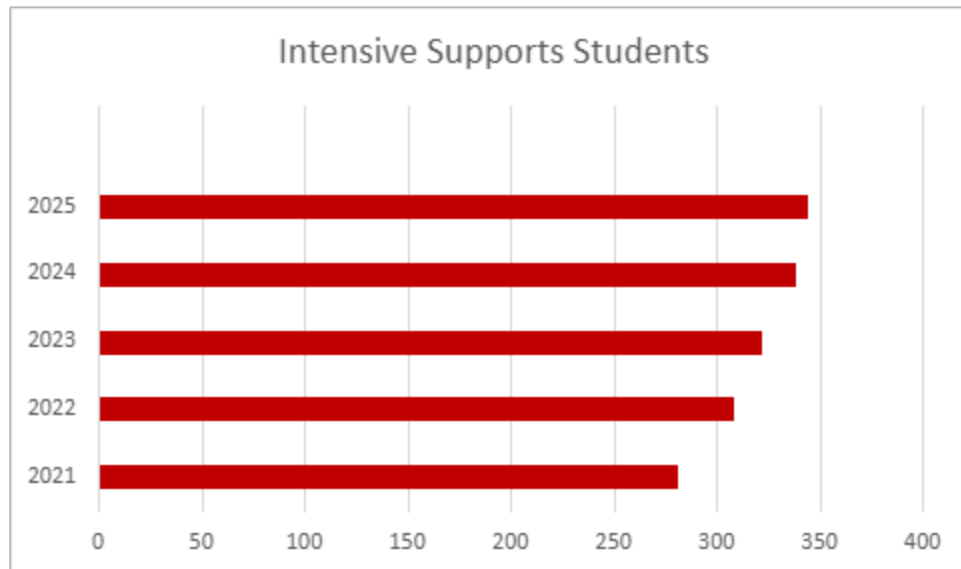


Math Strategies

- During the 2025/2026 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 maintain the Math Hub. The Math Hub was created as a HUB for high-quality mathematical resources.
- In Year 2, the Middle Years Math Professional Learning Community (PLC) supported a new group of teachers with a focus on strengthening Tier 1 math instruction and using Response to Intervention (RTI) to respond to student needs. Teachers received individualized support through 1:1 planning, classroom modelling, co-teaching, and resource development. A Professional Learning Day, led by a Learning Consultant, provided teachers with opportunities to explore engagement, rich tasks, manipulatives, and inclusive math practices. Teachers also worked on using assessment evidence to better understand student thinking, identify areas of need, and adjust instruction. Through this work, teachers strengthened their confidence and capacity in planning and delivering engaging math instruction, responding to student needs, and creating classrooms where students had more opportunities to think, participate, and demonstrate their learning.
- Building a Math Thinking Classroom is imbedded in Prairie South Teacher Orientation Days. Building Thinking Classrooms is a research based instructional framework by Dr. Peter Liljedahl that uses 14 teaching practices such as rich tasks, random groups, and vertical nonpermanent surfaces to increase student thinking, engagement, and deep mathematical learning.

- A Math Continuum website was developed to support teachers in identifying students' current understanding of essential math skills and determining next steps for instruction. Existing math screeners were added to the site, and the Grade 1–8 Number strand outcomes were unpacked into essential skills that demonstrate understanding of each outcome. The existing Math Scope and Sequence resources were incorporated into the Continuum, with resources available for each Number strand outcome.

Intensive Supports



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 5 to be included in the Intensive Needs count.
- As you can see in the chart shown here, Prairie South's intensive support numbers have been increasing annually since 2021. We have more students coming into kindergarten with intensive support needs. We are also seeing an increase in new registrations in various grades that have intensive support needs (moving to Prairie South from other school divisions – provincially and nationally).
- 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 classroom and is 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 relates to 5.1.1 of the Board's Strategic Plan - support the development and implementation of a system wide approach to instruction/intervention.
- In 2026/2027, the Division will focus on 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.

2025-2026 Attendance Summary - clustered

K-12 Schools (North cluster)	94.67% up 1.01% from 2024-2025
K-12 Schools (South cluster)	93.38% up 0.59% from 2024-2025
Elementary Schools	91.83% up 0.16% from 2024-2025
High Schools	91.76% up 2.03% from 2024-2025
Division Attendance	92.54% up 0.53% from 2024-2025

Graduation Rates Background

- The ESSP adopted by all school divisions in the spring of 2015 included 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 Métis (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.

YEAR		On-time	Extended
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	91.6
	Province	79.1	87.1
	PSSD FNM	75.0	64.5
	Province FNM	47.9	67.1
2025-26	PSSD	90.1	94.8
	Province	80.8	86.2
	PSSD FNM	86.7	84.4
	Province FNM	51.4	65.4

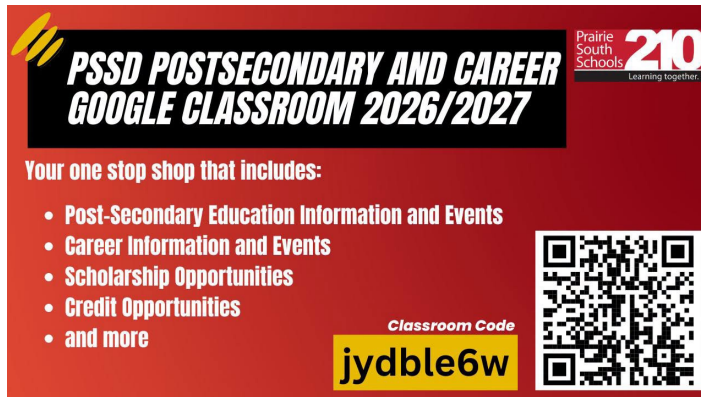
2025 Grad Rate Summary

Cluster	# Students	Grad Rate
North Cluster (Avonlea, Belle Plaine, Central Butte, Cornerstone, Chaplin, Craik, Eyebrow, Mortlach, Rouleau)	62	95.2
South Cluster (Bengough, Coronach, Glentworth, Ecole Gravelbourg, Kincaid, Lafleche, Mankota, Mossbank, Rockglen)	79	93.6
High Schools (Peacock, Central, Riverview, Assiniboia, Briercrest)	402	88.6

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, caregivers, 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 caregivers and numerous resources are posted on the website.

- Based on feedback from Prairie South Schools Voices to Encourage Change Student Advisory Group, the Prairie South Postsecondary and Career Google Classroom was created in 2024 to share relevant information with students and caregivers. As a result of strong student and caregiver engagement, this platform continues to be a prioritized initiative.



- 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 School Community Councils and caregivers on roles of caregivers 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. Seven students graduated from Pathways School in 2025/2026. Without the school, these students would not have graduated.
- One Advocacy and Behaviour Consultant is assigned to support students who are struggling to attend school on a regular basis.
- We updated our Attendance Administrative Procedure to include strategic face-to-face meetings with parents.
- We continue to strengthen and expand our **#YourPresenceMatters** campaign, reinforcing the critical role that regular attendance plays in student well-being, learning, engagement, and overall success.

Strategic Plan for First Nations and Métis students

- Respond to individual school needs to develop a more culturally responsive environment.
- During the 2025/2026 school year, Prairie South's Indigenous Education Leadership Collaborative (IELC) focused on three goals:
 - Staff Professional Learning
 - Events and Ceremonies
 - Proper Protocol

- 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.
- As a division, we continue to reference the *Supporting Student Assessment in Saskatchewan* document.
- Our Effective Teaching Look Fors are annually 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, Cultural Feasts and more.

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 13, 2026	Agenda Item #:	5.2
Topic:	SHSAA and Public Section Delegates		
Intent:	☒ Decision	☐ Discussion	☐ 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 2026-2027 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	October 1, 2026	n/a

Recommendations:

Nominations for SHSAA and Public Section reps shall take place.

Darcy Pryor declared that Trustee _____ be elected/appointed as Prairie South School's representative for the Saskatchewan High Schools Athletic Association (SHSAA) for the 2026-2027 school year.

Darcy Pryor declared that Trustee _____ be elected/appointed as Prairie South School's representative for the Public Section for the 2026-2027 school year.

AGENDA ITEM

Meeting Date:	October 13, 2026	Agenda Item #:	5.3
Topic:	SSBA Fall General Assembly Ballot Pick-Up		
Intent:	☒ Decision	☐ Discussion	☐ Information

Background:	The Saskatchewan School Boards Association (SSBA) Fall Assembly and Annual General Meeting (AGM) is scheduled for November 15-17, 2026 in Regina.
Current Status:	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. For the AGM the SSBA is encouraging boards to limit the number of accredited delegates for voting. Last year the following motion was passed: <i>"That the Board name Giselle Wilson as voting representative at the SSBA Annual General Meeting in November 2025."</i>
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:
Ryan Boughen	September 16, 2026	2026 SSBA Annual General Meeting Ballot Information Forms

Recommendation:

That the Board name Giselle Wilson as voting representative at the SSBA Annual General Meeting in November 2026.

MEMORANDUM

September 15, 2026

TO: Chief Financial Officers for Boards of Education

CC: Board Chairs

FROM: Krista Lenius, Executive Assistant

RE: **2026 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 6, 2026. 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 general assembly.
- Each voting delegate will need to attend the general assembly 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 general assembly 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 general assembly. (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 General 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 16 & 17, 2026.

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 16, 2026, so that the general assembly is not interrupted after it has begun.

Thank you for your assistance.

BALLOT INFORMATION
2026 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, 2025 Enrolments student count of 7,358.)

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 13, 2026	Agenda Item #:	5.4
Topic:	Mankota School Community Council Constitution Changes		
Intent:	☒ Decision	☐ Discussion	☐ Information

Background:	<i>The Education Act (1995)</i> requires that School Community Councils maintain an updated constitution. Board Policy 16 requires that updates to SCC constitutions be approved by the Board of Education.
Current Status:	The Mankota School Community Council has completed a review of their constitution.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	The September 2026 Mankota School Community Council Constitution is in alignment with <i>The Education Act (1995)</i> and Board Policy 16.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Jennifer Prokopetz	September 17, 2026	Mankota SCC Constitution September 2026

Recommendation:

That the Board approve the revised Mankota School Community Council Constitution dated September 2026.



MANKOTA SCHOOL COMMUNITY COUNCIL CONSTITUTION

Revised: September 17, 2026

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MANKOTA SCHOOL COMMUNITY COUNCIL CONSTITUTION

Mission

The Mission of Mankota School Community is to ensure that:

- all individuals are treated fairly
- recognize that we are a unique school
- we provide educational options for students
- there is ongoing community involvement, with communication between the school and the community
- the council advocates for appropriate class sizes and grade combinations

Guiding Principles

Mankota School Community Council Guiding Principles

- Representative: be representatives for students
- Trustworthy: ensure that the council is credible
- Responsible: consult with students, parents and community and then respond to those concerns
- Committed: what we are doing is of great importance
- Effective: deal with issues of importance

Membership

Representative Membership

The School Community Council will have the following Representative Members:

- (5-9) parent and community members elected at the Annual General Meeting
- (2) secondary student(s)

Permanent Members

The School Community Council will have the following Permanent Members:

- The School Principal
- A teacher

Structure and Officers

Mankota School Community Council Roles and Responsibilities of Officers

The **Chairperson** will:

- Conduct meetings of the School Community Council;
- Ensure that all members have input to discussion and decisions;
- Prepare meeting agendas in consultation with the Principal and other School Community Council Members;
- Oversee operations of the School Community Council;
- Establish networks that support the School Community Council; and,
- Act as a spokesperson for the School Community Council.

The **Vice-Chairperson** will;

- Support the Chairperson in his/her duties, taking over when the Chairperson is unable to attend; and,
- Perform responsibilities assigned by the Chairperson
- ~~Become Chairperson the following year~~

The **Secretary** will;

- Take minutes at School Community Council meetings;
- Receive and send correspondence on behalf of the School Community Council;
- Take charge of an official records of the School Community Council

The **Treasurer** will;

- Manage the finances of the School Community Council using procedures outlined in the School Community Councils Budget and Expense Guidelines

Schedule of Meetings

Mankota School Community Council Schedule of Meetings

- ~~One time per month~~ **5 times per year**

Mankota School Community Council Provision for Special Meetings

- As required

Means of Public Consultation

Mankota School Community Council Means of Public Consultation

- Mankota School ~~Community Council~~ Newsletter

Means of Public Communication

Mankota School Community Council Means of Public Communication

- post information in local businesses
- ~~Mankota School Community Council Newsletter~~
- Mankota School Newsletter
- ~~General Admail~~

Council Code of Conduct

Code of Conduct Mankota School Community Council School Community Council

- Put into practice the purpose of council
- Be honest and have integrity
- Consider the best interest of all students
- Contribute to the discussion of current issues
- Be familiar with division and school policy

Decision-Making Processes

Mankota School Community Council School Community Council Decision-making processes

- **Majority Vote Model**
 - For daily decisions
- **Consensus Vote Model**
 - Major Issues
 - If a decision cannot be reached, then a majority vote rules

Complaints and Concerns Procedures

Mankota School Community Council Complaints and Concerns Procedures

Complaint/Concern	Council Authority/Responsibility
Parent Complaint or Concern	• consider if the issue is within its mandate • if yes, bring to the SCC meeting and discuss. Provide individual with a formal reply with advisement. • If no, refer the individual and their concern to the appropriate person.

Process for dealing with Council complaint/concern that falls under Council responsibility/authority:

- Decide if it is within the SCC mandate
- Consider the issue and decide the most appropriate process
- Refer to appropriate person with a formal reply

Handling Complaints or Concerns:

Complaints or Concern about an Individual Student or Staff Member

Any matter concerning an individual student or staff member must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Board of Education Administrative Policy No. 408 Student and Parent Complaints and Grievances, included as Appendix B, outlines the appropriate procedure to resolve complaints or concerns.

Complaints or Concerns about School Community Council Initiatives or Activities

a. Informal Complaints or Concerns

Provided School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about S.C.C. initiatives or activities expressed informally to members of the School Community Council may be addressed immediately by the Member. If a member is unsure of the appropriate response, s/he should say so but indicate that s/he will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern, the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the School Community Council in a more formal manner.

b. Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the School Community Council by addressing the concern in writing to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. The School Community Council will provide a written response regarding how they have or will address the concern or complaint.

Methods for Evaluation of Council Operations

Mankota School Community Council Formal Evaluation Methods

Formal Evaluation

- ~~Form 7.0 SCC Meeting Evaluation will be used~~ SCC Self-Monitoring Survey

Mankota School Community Council Informal Evaluation Methods

- General Discussion and Reflection

Committees

The School Community Council will act in a coordination role for committees operating in support of the SCC and the school program.

Amending the Constitution

The School Community Council may amend its constitution by sending suggestions for changes in writing to the Board of Education.

AGENDA ITEM

Meeting Date:	October 13, 2026	Agenda Item #:	5.5
Topic:	Monthly Tender Report		
Intent:	☒ Decision	☐ Discussion	☐ Information

Background:	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: • 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 on the 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:	This tender report covers the period from September 1, 2026, to September 30, 2026. See attached report on competitive bids awarded during the reporting period.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Jaime Ansell	October 5, 2026	• Competitive Bids Report

Recommendation:

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

Competitive Bid Name/Type	Awarded to	Budget Year	Budget	Amount
Innovation Grant - Coronach School Fitness Room	306 Fitness Repair & Sales	2026-27	\$45,000	\$34,525
Transit Passenger Wagon	Velocity Ford	2026-27	\$73,000	\$83,273
Quotes - Technology Penetration Testing Services	Arctiq Canada Inc	2025-26	\$20,000	\$15,982
Quotes - Mosaic Grant - Central Collegiate Concession Upgrade	Duzan Construction	2025-26	\$20,000 Mosaic Grant \$20,000 NFPG	\$36,205

AGENDA ITEM

Meeting Date:	October 13, 2026	Agenda Item #:	5.6
Topic:	Out of Province Excursion – A.E. Peacock Collegiate to Medicine Hat, Alberta		
Intent:	☒ Decision	☐ Discussion	☐ Information

Background:	A.E. Peacock Collegiate's Grade 10-12 Senior Boys and Senior Girls Basketball trip to Medicine Hat, Alberta on December 3-5, 2026.
Current Status:	See attached application form.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Derrick Huschi	October 7, 2026	Out of Province Excursion Application Form

Recommendation:

That the Board approve A.E. Peacock Collegiate's Grade 10-12 Senior Boys and Senior Girls Basketball trip to Medicine Hat, Alberta on December 3-5, 2026.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: <u>B. Fedoski / C. Varjassy</u>	School: <u>Peacock Collegiate</u>
Type of Activity: ☐ Curricular ☒ Extra-Curricular <u>Sr. Basketball Teams</u> ☐ High Risk Activity _____	
Grade Level: <u>10-12</u>	Number of Students: <u>24</u>
Destination: <u>Medicine Hat Tournament</u>	Trip Date: <u>Dec. 3-5</u>
Number of School Days (Partial/Full): <u>2</u>	
Transportation: ☐ Travel by Bus (PSSD No. 210) or ☒ Other: <u>Charter</u> ☐ Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: <u>Brendan Fedoski, Troy Setter, Tamar Nall, Leanne Warken</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: ☒ First Aid ☐ Lifeguard ☐ Canoe Certification ☐ Other _____	

B. SAFETY GUIDELINES
☒ 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
❖ Anticipated Budget <u>\$ 4200 for charter + hotels</u> - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources <u>Vertical Fundraiser, Host Tournaments</u> ❖ Out of Pocket Cost per Participant <u>meals & snacks</u>

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

D. LEARNING OBJECTIVES

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

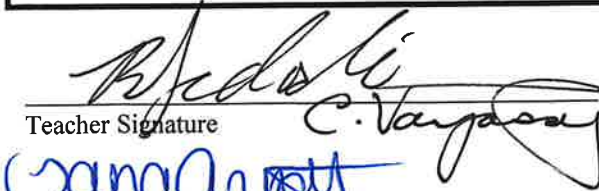
a) Pre-Excursion Learning

b) Excursion Learning

c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

Teacher Signature


Principal Signature

Date

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	October 13, 2026	Agenda Item #:	7.1
Topic:	Class Size Report		
Intent:	☐ Decision	☐ Discussion	☒ Information

Background:	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> 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>
Current Status:	Please refer to the attachments.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Darby Murphy	September 18, 2026	1. Classes with More Than 28 Students – September 11, 2026 2. Summary Class Size Over 28 Students – September 11, 2026 3. Classes with 10 or Fewer Students – September 11, 2026 4. Summary of Classes with 10 or Fewer Students by School – September 10, 2026

Recommendation:

That the Board review the information provided.

Classes with more than 28 students September 11, 2026

School	Grade	Individual Classes	Students	Total
Assiniboia Composite High School	10	History 10	31	4
Assiniboia Composite High School	12	Pre-Calc 30	32	
Assiniboia Composite High School	12	History 30	30	
Assiniboia Composite High School	12	Biology	31	
Briercrest Christian Academy	12	Biology 30	29	2
Briercrest Christian Academy	12	History 30	30	
Central Butte School	1/2	Phys Ed	34	6
Central Butte School	3/4	Phys Ed	34	
Central Butte School	5/6	Health	30	
Central Butte School	5/6	Art	30	
Central Butte School	5/6	Social Studies	30	
Central Butte School	5/6	Phys Ed	30	
Central Collegiate	10	Guitar 10	33	
Central Collegiate	10	Photography 10	31	
Central Collegiate	10	Math Foundations/Pre-Calc 10	30	
Central Collegiate	10	Visual Arts 10	30	
Central Collegiate	10	Wellness 10	30	
Central Collegiate	10	Science 10	29	
Central Collegiate	10	Photography 10	29	
Central Collegiate	11	Photography 20	33	
Central Collegiate	11	ELA 20	30	14
Central Collegiate	11	ELA 20	30	
Central Collegiate	11/12	Psychologie 30	31	
Central Collegiate	12	ELA 30	29	
Central Collegiate	12	History 30	29	
Central Collegiate	12	History 30	29	
Cornerstone Christian School	2/3	Phys Ed	38	
Cornerstone Christian School	7	All Subjects	30	
Cornerstone Christian School	8	All Subjects	29	
Lindale School	7	Homeroom	30	
Peacock Collegiate	9	Arts Ed	29	3
Peacock Collegiate	9	Arts Ed	30	
Peacock Collegiate	9	Career Ed	29	
Peacock Collegiate	10	Math Foundations 10	29	1
Peacock Collegiate	10	Math WA10	30	
Peacock Collegiate	10	Math Foundations 10	33	
Peacock Collegiate	10	Science 10	29	
Peacock Collegiate	10	History 10	29	
Peacock Collegiate	10	Financial Literacy	29	
Peacock Collegiate	10	Science 10	30	
Peacock Collegiate	11	ELA 20	29	
Peacock Collegiate	11	History 20	30	
Peacock Collegiate	12	Biology 30	29	
Peacock Collegiate	12	Arts Ed	30	14

Total Classes with more than 28 students

44

Summary of classes with more than 28 students September 11, 2026

School	Grade(s)	# of Classes
Assiniboia Composite High School	10, 12	4
Briercrest Christian Academy	12	2
Central Butte	1, 2, 3, 4, 5, 6	6
Central Collegiate	10, 11, 12	14
Cornerstone Christian School	2, 3, 7, 8	3
Lindale School	7	1
Peacock Collegiate	9, 10, 11, 12	14

Total Classes with more than 28 students	44
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Classes with 10 or fewer students September 11, 2026

School	Grade	Individual Classes	Students	Total
Avonlea School	3	Math	8	7
Avonlea School	6	Math	9	
Avonlea School	7	Math	8	
Avonlea School	7	ELA	8	
Avonlea School	8	Math	8	
Avonlea School	8	ELA	8	
Avonlea School	11	ELA 20	10	
Bengough School	K	All Subjects	7	4
Bengough School	11/12	Foundations 20/30	7	
Bengough School	11/12	Physical Science 20	7	
Bengough School	11/12	ELA 20/30	8	
Briercrest Christian Academy	12	Chemistry 30	4	2
Briercrest Christian Academy	12	Entre 30	7	
Central Collegiate	10/11/12	EAL A10L	10	2
Central Collegiate	12	Construction 30	10	
Chaplin School	K/1/2/3	Homeroom/Math/ELA	8	8
Chaplin School	4/5	ELA/Math	6	
Chaplin School	5/6	Science/Social/Phys Ed/Art	8	
Chaplin School	6	ELA	6	
Chaplin School	7/8	Science/Social	5	
Chaplin School	7/8/9	ELA	6	
Chaplin School	9/12	Science 9/Math 30	2	
Chaplin School	9/12	Social 9/History 30	4	
Cornerstone Christian School	11/12	Math WA 20/30	3	1
Coronach School	11/12	PAA A20/A30	8	1
Ecole Gravelbourg School	10	Litteraire Fin 10	8	3
Ecole Gravelbourg School	11/12	Geography 30	7	
Ecole Gravelbourg School	Maternelle	All Subjects	7	
Eyeblow School	8/9	All Subjects	5	1
Glentworth School	11/12	Enviro Science 20	5	2
Glentworth School	11/12	Foundations 20/30	6	
Kincaid Central School	1/2	All Subjects	9	3
Kincaid Central School	5	Math	9	
Kincaid Central School	12	Life Transitions 30	4	
Lafleche Central School	9	ELA/Math/Health	7	1
Mankota School	K/1/2	All Subjects (Except Phys Ed)	10	6
Mankota School	3/4	Math/ELA/Social/Science	6	
Mankota School	6/7/8	PAA/Health/Career Guidance	8	
Mankota School	7/8	ELA/Math/Social	4	
Mankota School	9/10	ELA/Science/Math/Health/Career Guidance	7	
Mankota School	11	Physical Science/History	4	
Mortlach School	9/10	ELA 9/10	5	4
Mortlach School	9/10/11	Math 9/Workplace 10/20	7	
Mortlach School	10/11	Wellness 10/Phys Ed 20	8	
Mortlach School	10/11	Financial Literacy 10/Physical Science 20	9	
Mossbank School	1/2	ELA/Math/Science/Social	10	5
Mossbank School	11/12	PAA A20/A30	5	

Mossbank School	11/12	Phys Ed 20	9	3
Rockglen School	K	All Subjects	8	
Rockglen School	11/12	Workplace Math 20	7	2
Rouleau School	9	Health 9	9	
Rouleau School	11/12	Pre-Calc 20	9	3
Rouleau School	11/12	WA 20	5	

Total Classes with 10 or fewer students				53
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Summary of classes with 10 or fewer students September 11, 2026
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School	Grade(s)	# of Classes
Avonlea School	3, 6, 7, 8, 11	7
Bengough School	K, 11, 12	4
Briercrest Christian Academy	12	2
Central Collegiate	10, 11, 12	2
Chaplin School	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 12	8
Cornerstone Christian School	11, 12	1
Coronach School	11, 12	1
Ecole Gravelbourg School	K, 10, 11, 12	3
Eyebrow School	8, 9	1
Glentworth School	11, 12	2
Kincaid Central School	1, 2, 5, 12	3
Lafleche Central School	9	1
Mankota School	K, 1, 2, 3, 4, 6, 7, 8, 9, 10, 11	6
Mortlach School	9, 10, 11	4
Mossbank School	1, 2, 11, 12	3
Rockglen School	K, 11, 12	2
Rouleau School	9, 11, 12	3

Total Classes with 10 or fewer students	53
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AGENDA ITEM

Meeting Date:	October 13, 2026	Agenda Item #:	7.2
Topic:	Board Committee and SCC Appointments		
Intent:	☐ Decision	☐ Discussion	☒ 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 2026-2027 is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	October 1, 2026	2026-2027 Board Appointments on Committees & School Community Councils

Recommendation:

That the Board review the information provided.

2026-2027 COMMITTEE	MANDATE, ACCOUNTABILITY REPORTS, MEMBERS, AND STAFF SUPPORT
Student Outcomes	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. AR: Student Achievement I (October), School and Division Improvement (November), Early Learning (March), Student Achievement II (June) Trustees: Mary, Tenielle, Giselle, Lew Staff: Ryan, Derrick, Amanda, Sr. Admin Team as Required
Business, Infrastructure and Governance	Mandate: To examine issues related to business, public accountability, stewardship, the advancement of public education including effective utilization of human resources, finance, and facilities. AR: Facilities (December), 1st Quarter Business (January), 2nd Quarter Business (April), 3rd Quarter Business (June) Trustees: Robert, Patrick, John, Brett Staff: Ryan, Jaime, Sr. Admin Team as Required
Human Resources	Mandate: To examine issues related to school staffing, recruitment and retention, performance management and employee and labour relations. AR: Human Resources (January) Trustees: Shawn, Brett, Darcy, Lew Staff: Ryan, Dustin, Sr. Admin Team as Required
Partnerships and Teambuilding	Mandate: To examine issues related to advocacy and networking and enhanced relationships with all stakeholders. AR: n/a Trustees: Robert, Mary, Tenielle, Darcy Staff: Ryan, Jenn, Sr. Admin Team as Required
Transportation	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. AR: Transportation (February) Trustees: Robert, John, Shawn, Darcy, Giselle Staff: Ryan, Jaime, Jenn, Todd
Urban Catchment	Mandate: Board Policy 17 issues as they relate to urban transportation (ad hoc) Trustees: Patrick, Brett, Mary, Tenielle, Lew Staff: Ryan, Jaime, Todd, Sr. Admin Team as Required
Committee of the Whole	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). Trustees: All Trustees Staff: Ryan, Sr. Admin Team as Required
Executive Committee	Mandate: As assigned by the Board of Education Trustees: Chair, Vice-Chair Staff: Ryan; Sr. Admin Team as Required

SCHOOL COMMUNITY COUNCILS BOARD REPRESENTATIVES FOR 2026-2027

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

