

	<p><i>Prairie South Schools</i></p> <p>BOARD OF EDUCATION</p>	
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March 4, 2025

1:30 p.m.

Central Office, 1075 9th Avenue NW

Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1. Regular Board Meeting February 4, 2025
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. Early Learning Accountability Report
 - 5.2. Prairie South Funded Prekindergarten Programming
 - 5.3. 2025-2026 School Year Calendars
 - 5.4. Staff Absence & Substitute Usage Reports
 - 5.5. Central Butte School Community Council Constitution Changes
 - 5.6. Monthly Tender Report
- 6. Delegations and Presentation**
 - 6.1. Saskatchewan Teachers' Federation Show Cause Hearing (1:45 pm)
- 7. Information Items**
 - 7.1. Class Size Report
- 8. Committee Reports**
 - 8.1. Business, Infrastructure and Governance
 - 8.2. Human Resources
 - 8.3. Partnerships and Teambuilding
 - 8.4. Student Outcomes
- 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 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 February 4, 2025 at 1:30 p.m.**

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; 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; R. Purdy, Superintendent of Business; H. Boese, Director Assistant

Regrets:

Dr. S. Davidson, Trustee

Motions:

- | | | |
|-------------------|---|---------|
| 2025-02-04 – 4066 | Giselle Wilson took the chair and called the meeting to order at 1:30 pm. | |
| 2025-02-04 – 4067 | That the Board add the following item to the agenda:
5.5 Termination of Teacher Contract
AND adopt the agenda as amended.
- Boyle | Carried |
| 2025-02-04 – 4068 | That the Board adopt the minutes of the January 7, 2025 Regular Board Meeting.
- Jukes | Carried |
| 2025-02-04 – 4069 | That the Board receive and file the Transportation Accountability Report.
- Hagan | Carried |
| 2025-02-04 – 4070 | That the Board adopt Board Policy 17 updated February 4, 2025.
- Boyle | Carried |
| 2025-02-04 – 4071 | That the Board approve École Palliser Heights School's Grade 8 Ski/Snowboarding trip to Inglis, Manitoba on February 26-28, 2025.
- Boyle | Carried |
| 2025-02-04 – 4072 | That the Board receive and file the tender report as presented.
- Jukes | Carried |
| 2025-02-04 – 4073 | That the Board adopt the recommendation for the termination of the contract as presented by the Superintendent of Human Resources.
- Boyle | Carried |

2025-02-04 – 4074 That the meeting be adjourned at 1:59 pm.
- Bumbac

Carried

G. Wilson
Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

March 4, 2025

Prairie South School Division Office, Moose Jaw

DRAFT

AGENDA ITEM

Date:	March 4, 2025	Agenda Item #:	5.1
Topic:	Early Learning Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Board's annual report work plan calls for the Board to receive the Early Learning Accountability report annually in March.
Current Status:	
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	<p>Early Learning opportunities and supports align with strategic concept of enhanced opportunities for students.</p> <p>Ensures continued alignment between division practice and Prairie South's Strategic Plan related to early learning focus and initiatives.</p>
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Amanda Olson	February 25, 2025	<ul style="list-style-type: none"> Early Learning Accountability Report

Recommendation:

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

Prairie South School Division
Early Learning Accountability Report – March 2025

Source Documents

Policy 12 Section 1 Student Well Being

- 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- 1.2 Ensures that Division facilities adequately accommodate students.

Policy 12 Section 2 Learning Leadership

- 2.1 Provides leadership in all matters relating to learning in the Division.
- 2.2 Ensures students in the Division have the opportunity to meet standards of learning set by the Minister.

Evidence

Background:

Pre-Kindergarten

Prairie South has been very active in supporting the development of both Ministry funded and Prairie South funded Early Learning Programs. Pre-Kindergarten is a developmentally appropriate educational program, founded on early childhood research and practice elements including:

- Active, experiential learning through play
- Comprehensive, integrated programming within a prepared environment
- Child-centred, self-directed; offers choice, includes physical, intellectual, and spiritual development
- Meaningful family engagement
- Active parent/community council, community partnerships and shared ownership
- Integrated health, social services, and educational supports
- Culturally responsive for all
- Mixed age groupings
- Intensive exposure – minimum 12 hours per week
- Professional teaching staff with a focus in early childhood

The Ministry determines where a funded program will be established based on census data, and access to other high-quality programs in the neighborhood.

Ministry funded programs have a set of criteria that students must meet in order to be eligible to participate. The criteria are based upon access to other quality programming, low income, single



parent, referral from another agency, isolated home, communication/language delays, social, emotional, or behavioural difficulties, mother's mental health, family abuse/neglect and other criteria. Parents complete an application, and the Pre-Kindergarten teacher does a home visit to further discuss the criteria and then decides who will gain entry into the program.

Current Enrollment & Transportation Usage Numbers for Pre-Kindergarten Programs:

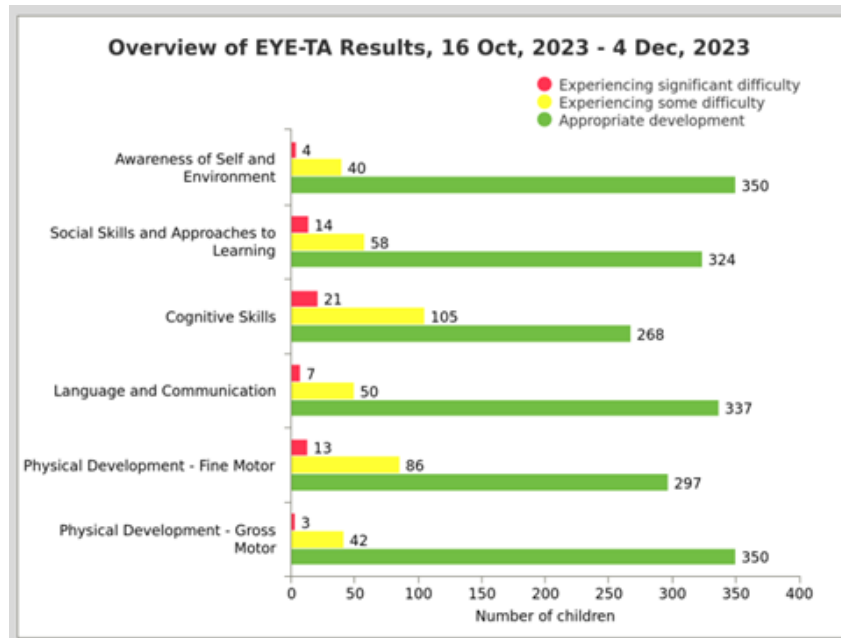
Programs that are funded through Prairie South and the Ministry both receive support services from the Learning Department:

- Early Learning Consultant
- Speech and Language Pathologist
- Support from Psychologists, Advocacy and Behaviour Consultants, Student Support Consultants and Learning Consultants vary depending on the needs of the students.

School	Funding	Total Enrolment	3 YO	Bussed	4 YO	Bussed	Wait List	Outside Agency Support	Speech Support	EAL Students
Assiniboia 7th Avenue	MOE	16	4	0	12	3	12	0	5	1
Central Butte	PSS	18	6	0	12	0	0	1	4	0
Coronach	PSS	16	0	0	16	0	8	1	4	0
Empire	MOE	16	6	1	10	5	6	0	7	4
Glentworth	PSS	10	3	0	7	0	0	0	5	0
Gravelbourg Elementary (FI)	PSS	14	4	0	10	3	0	2	4	2
King George	MOE	30	9	2	21	4	6	6	8	8
Lafleche	PSS	13	5	0	8	0	0	0	3	2
Lindale	PSS	16	3	2	13	10	14	0	5	0
Palliser Heights (FI)	PSS	13	8	5	5	4	0	0	2	0
Palliser Heights	PSS	17	6	3	11	4	8	1	7	2
Prince Arthur	MOE	16	11	5	5	2	10	1	3	5
Sunningdale	PSS	18	3	2	15	7	11	3	7	2
Westmount	MOE	28	12	0	16	6	0	4	10	7
William Grayson	MOE	14	5	0	9	0	0	3	10	2

Kindergarten

Kindergarten educators are responsible for administering the Early Years Evaluation Teacher Assessment (EYE-TA) as mandated by the Ministry of Education each fall and certain select students are reassessed in the spring. In the fall of 2023, 396 Kindergarten students were assessed. The results of the fall 2023 administration are below.



Early Years Evaluation 2023/2024

Based on fall data, specific interventions took place between November 2023 and May 2024 to target missing skills within the six domains. In the spring, 10 new Kindergarten students were assessed, and 138 students were reassessed. The following growth was celebrated:

of students experiencing significant difficulty **(Tier 3)**

	Fall 2023	Spring 2024
Awareness of Self and Environment	4	4
Social Skills and Approaches to Learning	14	5
Cognitive Skills	21	8
Language and Communication	7	5
Physical Development – Fine Motor	13	2
Physical Development – Gross Motor	3	4

of students experiencing some difficult **(Tier 2)**

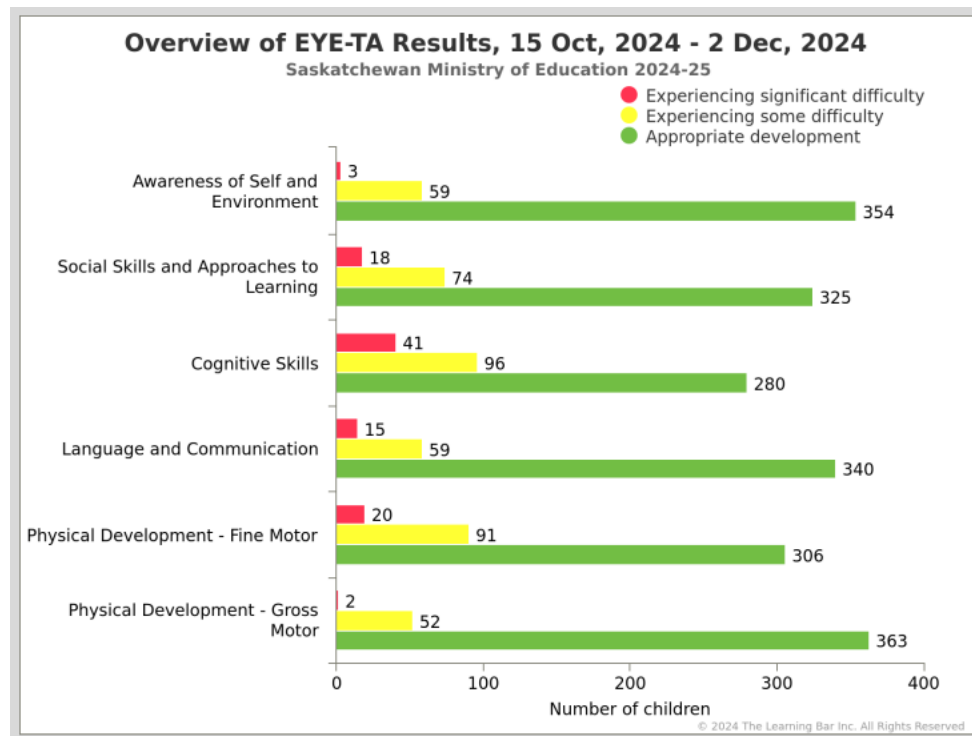
	Fall 2023	Spring 2024
Awareness of Self and Environment	40	23
Social Skills and Approaches to Learning	58	26
Cognitive Skills	105	40
Language and Communication	50	28
Physical Development – Fine Motor	86	29
Physical Development – Gross Motor	42	15

of students demonstrating proficiency **(Tier 1)**

	Fall 2023	Spring 2024	% of Proficiency
Awareness of Self and Environment	350	379	93%
Social Skills and Approaches to Learning	324	375	92%
Cognitive Skills	268	358	88%
Language and Communication	337	373	91.8%
Physical Development – Fine Motor	297	375	92%
Physical Development – Gross Motor	350	387	95%

Early Years Evaluation (Pre) 2024

In the fall of 2024, 417 Kindergarten students were assessed. The results of the fall 2024 administration are:



Each school receives both their school level results and their individual student results. School teams including the teacher, administrator and often the SLP plan specific centres and learning invitations in order to leverage the results and provide additional learning opportunities in area of need.

5 Years of Fall (Pre) EYE Data

	2020	2021	2022	2023	2024
# Of Students Assessed	444	478	426	396	417
Overall	Tier 3 - 12% Tier 2 - 29% Tier 1 - 59%	Tier 3 - 12% Tier 2 - 31% Tier 1 - 57%	Tier 3 - 12% Tier 2 - 25% Tier 1 - 63%	Tier 3 - 8.6% Tier 2 - 27.4% Tier 1 - 64%	Tier 3 - 14.7% Tier 2 - 24% Tier 1 - 61.3%
Awareness of Self and Environment	Tier 3 - 1.8% Tier 2 - 17.3% Tier 1 - 80.9%	Tier 3 - 0.6% Tier 2 - 16.1% Tier 1 - 83.3%	Tier 3 - 2.6% Tier 2 - 10.8% Tier 1 - 86.6%	Tier 3 - 1% Tier 2 - 10.2% Tier 1 - 88.8%	Tier 3 - 0.7% Tier 2 - 14.2% Tier 1 - 85.1%
Social Skills and Approaches to Learning	Tier 3 - 3.2% Tier 2 - 19.8% Tier 1 - 77%	Tier 3 - 2.3% Tier 2 - 14.4% Tier 1 - 83.3%	Tier 3 - 3% Tier 2 - 16.4% Tier 1 - 80.6%	Tier 3 - 3.5% Tier 2 - 14.6% Tier 1 - 81.9%	Tier 3 - 4.3% Tier 2 - 17.7% Tier 1 - 80%
Cognitive Skills	Tier 3 - 6.8% Tier 2 - 28.4% Tier 1 - 64.8%	Tier 3 - 9.4% Tier 2 - 33.9% Tier 1 - 56.7%	Tier 3 - 7% Tier 2 - 29.3% Tier 1 - 63.7%	Tier 3 - 5.3% Tier 2 - 26.7% Tier 1 - 68%	Tier 3 - 10% Tier 2 - 23% Tier 1 - 67%
Language and Communication	Tier 3 - 2.9% Tier 2 - 13.3% Tier 1 - 83.8%	Tier 3 - 0.6% Tier 2 - 13.8% Tier 1 - 85.6%	Tier 3 - 3.8% Tier 2 - 13.6% Tier 1 - 82.6%	Tier 3 - 1.7% Tier 2 - 12.7% Tier 1 - 85.6%	Tier 3 - 3.6% Tier 2 - 14.3% Tier 1 - 82.1%
Physical Development – Fine Motor	Tier 3 - 4.3% Tier 2 - 20.7% Tier 1 - 75%	Tier 3 - 4.4% Tier 2 - 23.4% Tier 1 - 72.2%	Tier 3 - 5.2% Tier 2 - 24.4% Tier 1 - 70.4%	Tier 3 - 3.2% Tier 2 - 21.8% Tier 1 - 75%	Tier 3 - 4.8% Tier 2 - 21.8% Tier 1 - 73.4%
Physical Development – Gross Motor	Tier 3 - 2.7% Tier 2 - 18.7% Tier 1 - 78.6%	Tier 3 - 2.1% Tier 2 - 25.5% Tier 1 - 72.4%	Tier 3 - 1.4% Tier 2 - 17.1% Tier 1 - 81.5%	Tier 3 - 0.8% Tier 2 - 10.6% Tier 1 - 88.6%	Tier 3 - 0.5% Tier 2 - 12.5% Tier 1 - 87%

When comparing the 2023 and 2024 fall (pre) data, you will see a slight decrease in all domains. With time and intentional interventions, we are confident that the post data will show similar proficiency levels as years past.

Provincial Education Plan Connection

The Provincial Education Plan has four long-term priority areas: Learning and Assessment, Indigenous Education, Student Transitions, and Mental Health and Well-being.

In response to these four priority areas:

- With support from our Early Learning Consultant, teachers, educational assistants, and administrators new to Pre-Kindergarten and Kindergarten programming complete the Pre-Kindergarten and Kindergarten Basics Workshops.
- Each new school division early years teacher, regardless of their career stage, was provided one-on-one professional learning support with Learning Consultants and the school division's Early Learning Consultant.
- ELIS PD for teachers, student support teachers and educational assistants was hosted twice this year.

- Day 1 included - Introduction to ELIS for new teachers and educational assistants. What is ELIS, Ministry information, language development, emotion regulation, resource sharing including the EA Autism Handbook, and resources from the Ministry Blackboard site.
- Day 2 included - Building language, relationships through play, the play continuum, using visuals, gross motor and self regulation activities that you can do in the classroom, and make and take mini sensory bins with preferred objects.
- Four half days of professional learning were/will be provided to Pre-Kindergarten teachers and educational assistants allowing them to share invitations, learnings and challenges in a collaborative environment designed to scale up wise practices from around the school division. Professional Learning opportunities included:
 - Developing Self-Regulation and Social Emotional Learning (STFPL)
 - Interoception, the importance of gross motor skills and how that supports fine motor development, and toileting strategies for the classroom and home.
 - Supporting EAL students and families in Pre-K, learning about the Public Library, reminder about the Early Learning Record of Adaptations
 - Site visit to Regina for Pre-K teachers and EA's and year end celebration
- All Pre-Kindergarten and Kindergarten teachers had the opportunity to attend a STFPL Workshop titled *Supporting Writers in the Early Years*. The aim of the K-12 English language arts curricula is to “help students understand and appreciate language and to use it confidently and competently in a variety of situations” (Saskatchewan Ministry of Education). The process of teaching students how to write in the early years means providing sufficient scaffolding and frequent, authentic opportunities for writing across the curricula and school day to support student success that includes as much of a focus on making meaning and fun as on correctness.
- In May, Moose Jaw is hosting an [International Early Learning Conference](#). All Pre-Kindergarten and Kindergarten teachers have been encouraged to attend.
- Educational Assistant Professional Learning Sessions during the 2024/2025 school year include:
 - Student and Staff Safety (October)
 - Technology (November)
 - Autism (January)
 - An Introduction to the Incredible Years & Incredible Years 2.0 (March)
- Prairie South continues to partner with Early Years stakeholders (Early Childhood Intervention Program (ECIP), KidsFirst, Family Resource Center, Moose Jaw Literacy Network, Autism Spectrum Disorder Program, Saskatchewan Health Authority. Licensed Childcare Facilities) to create a smooth early childhood education continuum and a smooth transition to elementary school.

Early Learning Intensive Supports (ELIS) Program

The ELIS program is a federally funded program that enables children who are 3 and 4 years old and have intensive support needs to attend a Pre-Kindergarten program with the additional supports needed in order to be successful.

- In the spring of 2019, Prairie South was provided 4 ELIS spots that were assigned by the Ministry to be used within the city of Moose Jaw within 2 schools (2 spots at 2 schools).
- In the fall of 2019, Prairie South applied for additional spots and received 4 more spots in March of 2020.
- In November 2022, the Ministry expanded ELIS programming and Prairie South received 4 additional spots.
- In January 2025, the Ministry announced another expansion adding another 4 spots to Prairie South.

The children in the ELIS program are selected via an application process. Once accepted they are provided with access to therapy supports contracted through health, educational assistant support, supplies and materials needed for them to attend safely and successfully. In 2023-2024, Prairie South received \$150,000 of funding for the ELIS programs.

More information can be found on the website at <https://www.prairiesouth.ca/schools/student-registration/early-learning-intensive-support-pilot/>

Administrative Issues/Considerations:

- Continue to provide early learning professional development to Pre-Kindergarten and Kindergarten teachers and educational assistants. Ensure that this professional development aligns with the division's Strategic Plan, the Provincial Education Plan, and the developmental and learning trends we are seeing throughout the division.
- Continue our new teacher support model.

Governance Implications/Considerations:

- Aligns with strategic concept of enhanced opportunities for students.
- Pre-Kindergarten programs play a crucial role in reducing classroom complexities in kindergarten and beyond by providing young children with essential early learning experiences. These programs help in multiple ways:
 - Building foundational skills
 - Developing social-emotional skills
 - Encouraging independence
 - Closing achievement gaps
 - Enhancing language and communication skills
 - Reducing behavioral and attention challenges
 - Fostering a love for learning

- Aligns with strategic plan:
 - Attendance rates
 - Develop and implement a system-wide approach to instruction/intervention
 - Increase the number of students reading and writing at grade level, and achieving grade level outcomes in math
 - Tailor learning to meet the diverse needs of students
 - Increase positive sense of belonging for students
 - Increase positive connections with adults and students in schools

AGENDA ITEM

Meeting Date:	March 4, 2025	Agenda Item #:	5.3
Topic:	2025-2026 School Year Calendars		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Education Act, 1995 in conjunction with collective agreements at the provincial and local level provide guidelines for school calendar development.

In accordance with *The Education Regulations, 2019* the Ministry reviews board-approved school calendars to ensure they adhere to the prescribed requirements. Board-approved calendars for 2025-2026 are due at the Ministry by May 1, 2025.

At the December 10 Board Meeting, the Board approved the following calendar parameters:

- In accordance with *The Education Regulations, 2019* subsection 22, the school year provides at least 950 instructional hours for Grades 1 to 12 and 475 instructional hours for kindergarten.
- Balance between student instructional time threshold of 950 hours and teacher assigned time threshold of 1044 hours. In accordance with Article 16 of the Teachers' Provincial Collective Bargaining Agreement it stipulates teachers' assigned time shall not exceed 1044 hours within the school year.
- In accordance with *The Education Regulations, 2019* subsection 18, the following vacation periods are to be observed:
 - a Christmas vacation, which is to commence not later than December 23 and end not earlier than January 2
 - a spring vacation consisting of not more than 5 consecutive school days
- 11 non-instructional days include:
 - 1.0 school-based organizational day at the start of the year
 - 1.0 division-wide professional learning day at the start of the year
 - 1.0 school improvement day (0.6 LIP & 0.4 LIT) at the start of the year

	<ul style="list-style-type: none"> ○ 1.0 teacher prep day at the start of the year ○ 1.0 LIT day throughout the year (5 x 0.2) ○ 4.0 teacher prep days throughout the year (5 x 0.8) ○ 1.6 school-based organizational day at the end of the year ○ 0.4 LIT day at the end of the year
Current Status:	A Calendar Committee was created and met on February 13 to review the parameters and draft calendars. The committee consisted of representatives from different areas of the school division (K-12 schools, K-8 schools, 9-12 schools, Hutterian schools) as well as school board members, teachers, administrators, CUPE members, school community council members and out of scope staff. The calendars presented today were the calendars created and agreed upon by the Calendar Committee.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Authority for the Board to set the yearly calendar is established in Board Policy 2.
Legal Implications:	
Communications:	The calendar will be shared with schools, SCCs, staff, parents, and the public once the calendar has been approved by the Board and Ministry.

Prepared By:	Date:	Attachments:
Ryan Boughen	February 24, 2025	2025-2026 School Calendars

Recommendation:

That the Board approve the 2025-2026 calendars and direct administration to forward the approved calendars to the Ministry of Education for Ministry review.

2025-2026 School Year Calendar - MOOSE JAW and CARONPORT

FIRST SEMESTER					SECOND SEMESTER														
MON	TUE	WED	THU	FRI	AUGUST 2025					MON	TUE	WED	THU	FRI	FEBRUARY 2026				
				1	TD= 4 BD= 0 ID= 0					2	3	4	5	6	TD= 15 BD= 15 ID= 15				
4	5	6	7	8						9	10	11	12	13					
11	12	13	14	15						16	17	18	19	20					
18	19	20	21	22						23	24	25	26	27					
25	26	27	28	29															
MON	TUE	WED	THU	FRI	SEPTEMBER 2025					MON	TUE	WED	THU	FRI	MARCH 2026				
1	2	3	4	5	Sept 30: National Day for Truth & Reconciliation TD= 21 BD= 21 ID= 21					2	3	4	5	6	TD= 22 BD= 21 ID= 21				
8	9	10	11	12						9	10	11	12	13					
15	16	17	18	19						16	17	18	19	20					
22	23	24	25	26						23	24	25	26	27					
29	30									30	31								
MON	TUE	WED	THU	FRI	OCTOBER 2025					MON	TUE	WED	THU	FRI	APRIL 2026				
		1	2	3	TD= 22 BD= 21 ID= 21							1	2	3	Apr 10: TIL SLC TD= 16 BD= 16 ID= 16				
6	7	8	9	10						6	7	8	9	10					
13	14	15	16	17						13	14	15	16	17					
20	21	22	23	24						20	21	22	23	24					
27	28	29	30	31						27	28	29	30						
MON	TUE	WED	THU	FRI	NOVEMBER 2025					MON	TUE	WED	THU	FRI	MAY 2026				
3	4	5	6	7	Nov 10: TIL SLC TD= 18 BD= 17 ID= 17									1	TD= 20 BD= 19 ID= 19				
10	11	12	13	14						4	5	6	7	8					
17	18	19	20	21						11	12	13	14	15					
24	25	26	27	28						18	19	20	21	22					
										25	26	27	28	29					
MON	TUE	WED	THU	FRI	DECEMBER 2025					MON	TUE	WED	THU	FRI	JUNE 2026				
1	2	3	4	5	TD= 15 BD= 15 ID= 15					1	2	3	4	5	Exams: June 22-25 TD= 21 BD= 19 ID= 19				
8	9	10	11	12						8	9	10	11	12					
15	16	17	18	19						15	16	17	18	19					
22	23	24	25	26						22	23	24	25	26					
29	30	31								29	30								
MON	TUE	WED	THU	FRI	JANUARY 2026										Second Semester Instructional Days= 90.0				
			1	2	Exams: January 26-29 TD= 20 BD= 19 ID= 19										Second Semester Non-Instructional Days= 4.0				
5	6	7	8	9											Second Semester Teacher Days= 94.0				
12	13	14	15	16											Total Instructional Days FTE= 183.0				
19	20	21	22	23											Total Non-Instructional Days= 11.0				
26	27	28	29	30											Total Teacher Days= 194.0				
					First Semester Instructional Days= 93.0														
					First Semester Non-Instructional Days= 7.0														
					First Semester Teacher Days= 100.0														

LEGEND					
First/ Last Day	Stat Holiday	Holiday	School Based Inservice (No Students)	Prep Day (No Students)	Prep/LIT Day (No Students)

LEGEND					
First/ Last Day	Stat Holiday	Holiday	School Based Inservice (No Students)	Prep Day (No Students)	Prep/LIT Day (No Students)

2025-2026 School Year Calendar - K-12 and ASSINIBOIA SCHOOLS

FIRST SEMESTER					SECOND SEMESTER												
MON	TUE	WED	THU	FRI	AUGUST 2025					MON	TUE	WED	THU	FRI	FEBRUARY 2026		
				1	TD= 4 BD= 0 ID= 0					2	3	4	5	6	TD= 14 BD= 14 ID= 14		
4	5	6	7	8						9	10	11	12	13			
11	12	13	14	15						16	17	18	19	20			
18	19	20	21	22						23	24	25	26	27			
25	26	27	28	29													
MON	TUE	WED	THU	FRI	SEPTEMBER 2025					MON	TUE	WED	THU	FRI	MARCH 2026		
1	2	3	4	5	Sept 30: National Day for Truth & Reconciliation TD= 20 BD= 20 ID= 20					2	3	4	5	6	TD= 21 BD= 20 ID= 20		
8	9	10	11	12						9	10	11	12	13			
15	16	17	18	19						16	17	18	19	20			
22	23	24	25	26						23	24	25	26	27			
29	30									30	31						
MON	TUE	WED	THU	FRI	OCTOBER 2025					MON	TUE	WED	THU	FRI	APRIL 2026		
		1	2	3	TD= 20 BD= 19 ID= 19							1	2	3	Apr 10: TIL SLC TD= 15 BD= 15 ID= 15		
6	7	8	9	10						6	7	8	9	10			
13	14	15	16	17						13	14	15	16	17			
20	21	22	23	24						20	21	22	23	24			
27	28	29	30	31						27	28	29	30				
MON	TUE	WED	THU	FRI	NOVEMBER 2025					MON	TUE	WED	THU	FRI	MAY 2026		
3	4	5	6	7	Nov 10: TIL SLC TD= 16 BD= 15 ID= 15									1	TD= 18 BD= 17 ID= 17		
10	11	12	13	14						4	5	6	7	8			
17	18	19	20	21						11	12	13	14	15			
24	25	26	27	28						18	19	20	21	22			
										25	26	27	28	29			
MON	TUE	WED	THU	FRI	DECEMBER 2025					MON	TUE	WED	THU	FRI	JUNE 2026		
1	2	3	4	5	TD= 14 BD= 14 ID= 14					1	2	3	4	5	Exams: June 22-25 TD= 19 BD= 17 ID= 17		
8	9	10	11	12						8	9	10	11	12			
15	16	17	18	19						15	16	17	18	19			
22	23	24	25	26						22	23	24	25	26			
29	30	31								29	30						
MON	TUE	WED	THU	FRI	JANUARY 2026										Second Semester Instructional Days=		83.0
			1	2	Second Semester Non-Instructional Days=		4.0										
5	6	7	8	9	Second Semester Teacher Days=		87.0										
12	13	14	15	16	Total Instructional Days FTE=		169.0										
19	20	21	22	23	Total Non-Instructional Days=		11.0										
26	27	28	29	30	Total Teacher Days=		180.0										
					First Semester Instructional Days=		86.0	LEGEND									
					First Semester Non-Instructional Days=		7.0	First/ Last Day	Stat Holiday	Holiday	School Based Inservice (No Students)	Prep Day (No Students)	Prep/LIT Day (No Students)	Alt Friday No School			
					First Semester Teacher Days=		93.0										

2025-2026 School Year Calendar - HUTTERIAN SCHOOLS

FIRST SEMESTER						
MON	TUE	WED	THU	FRI	AUGUST 2025	
				1	TD= 4BD= 0ID= 0	
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		
MON	TUE	WED	THU	FRI	SEPTEMBER 2025	
1	2	3	4	5	Sept 30: National Day for Truth & Reconciliation TD= 21BD= 21ID= 21	
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30					
MON	TUE	WED	THU	FRI	OCTOBER 2025	
		1	2	3	TD= 22BD= 21ID= 21	
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		
MON	TUE	WED	THU	FRI	NOVEMBER 2025	
3	4	5	6	7	Nov 10: TIL SLC TD= 18BD= 17ID= 17	
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
MON	TUE	WED	THU	FRI	DECEMBER 2025	
1	2	3	4	5	TD= 15BD= 15ID= 15	
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				
MON	TUE	WED	THU	FRI	JANUARY 2026	
			1	2	Jan 6: Hutterian Holiday Exams: January 26-29 TD= 19BD= 18ID= 18	
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		
					First Semester Instructional Days= 92.0	
					First Semester Non-Instructional Days= 7.0	
					First Semester Teacher Days= 99.0	

SECOND SEMESTER					
MON	TUE	WED	THU	FRI	FEBRUARY 2026
2	3	4	5	6	TD= 15 BD= 15 ID= 15
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
MON	TUE	WED	THU	FRI	MARCH 2026
2	3	4	5	6	TD= 22 BD= 21 ID= 21
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				
MON	TUE	WED	THU	FRI	APRIL 2026
		1	2	3	Apr 10: TIL SLC TD= 16 BD= 16 ID= 16
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		
MON	TUE	WED	THU	FRI	MAY 2026
				1	May 14: Hutterian Holiday May 25 and 26: Hutterian Holidays TD= 17 BD= 16 ID= 16
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	
MON	TUE	WED	THU	FRI	JUNE 2026
1	2	3	4	5	Exams: June 22-25 TD= 21 BD= 19 ID= 19
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				
					Second Semester Instructional Days= 87.0
					Second Semester Non-Instructional Days= 4.0
					Second Semester Teacher Days= 91.0
					Total Instructional Days FTE= 179.0
					Total Non-Instructional Days= 11.0
					Total Teacher Days= 190.0
LEGEND					
First/ Last Day	Stat Holiday	Holiday	School Based Inservice (No Students)	Prep Day (No Students)	Prep/LIT Day (No Students)

AGENDA ITEM

Meeting Date:	March 4, 2025	Agenda Item #:	5.4
Topic:	Staff Absence and Substitute Usage Reports		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	At the February 1, 2022 Board Meeting, trustees decided to receive the staff absence and substitute usage summaries twice a year instead of monthly. The Board would receive these reports in September for the period February 1-July 31 and again in March for the period August 1-January 31.
Current Status:	Information for the period August 1, 2024 to January 31, 2025 are presented to the Board.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Amy Johnson	February 24, 2025	• Staff Absence Summaries

Recommendation:

That the Board receive and file the Staff Absence and Substitute Usage Reports from August 1, 2024 to January 31, 2025 as presented.

Teacher Absences & Substitute Usage					
Date Range:		August 27, 2024 - January 31, 2025			
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	114.15	2.58%	82.75	72.49%	0.25%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	7.42	0.17%	6.1	82.21%	0.02%
Earned Day Off	251.97	5.69%	199.08	79.01%	0.56%
Education Leave	0.43	0.01%	0.43	100.00%	0.00%
Emergency Leave	27.12	0.61%	15.05	55.49%	0.06%
Executive Leave	2.56	0.06%	2.4	93.75%	0.01%
Prep Time	476.42	10.77%	462.27	97.03%	1.06%
Pressing Leave	110.73	2.50%	83.98	75.84%	0.25%
PSTA	0.54	0.01%	0.54	100.00%	0.00%
Leave Without Pay	49.73	1.12%	35.37	71.12%	0.11%
SUB TOTAL	1041.07	23.53%	887.97	85.29%	2.32%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	1	0.02%	1	100.00%	0.00%
Illness	1351.93	30.55%	1059.93	78.40%	3.01%
Illness - Long Term	537.95	12.16%	0	0.00%	1.20%
Job Action - STF	0	0.00%	0	0.00%	0.00%
Medical/Dental Appt	646.73	14.62%	562.28	86.94%	1.44%
Paternity/Adoption Leave	7.32	0.17%	7	95.63%	0.02%
Secondment	4.71	0.11%	3.59	76.22%	0.01%
STF Business - Invoice	13.08	0.30%	13	99.39%	0.03%
Unpaid Sick Leave	8.7	0.20%	8.5	97.70%	0.02%
SUB TOTAL	2571.42	58.11%	1655.30	64.37%	5.73%
Prairie South					
Extra/Co-curr Teach	97.87	2.21%	85.93	87.80%	0.22%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	236.19	5.34%	197.78	83.74%	0.53%
Internship Seminar	2	0.05%	2	100.00%	0.00%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	168.45	3.81%	152.88	90.76%	0.38%
PD DEC Teachers	218.45	4.94%	172.07	78.77%	0.49%
School Operations Meet/PD	89.66	2.03%	76.56	85.39%	0.20%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	812.62	18.36%	687.22	84.57%	1.81%
Total Absences	4425.11	100.00%	3230.49	73.00%	9.86%

Teachers (FTE)
448.88

of teaching Days
100

Possible Days
44888

Long Term Illness: When a temporary contract is issued for an illness leave of 20+ days.

Bus Driver Staff Absences & Casual Usage 2024-2025

Date: August 1, 2024 - January 31, 2025

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	2.00	0.36%	0.00	0.00%	0.02%
Bereavement Leave	10.00	1.81%	7.50	75.00%	0.10%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	2.00	0.36%	0.00	0.00%	0.02%
Competition Leave	1.00	0.00%	1.00	0.00%	0.01%
Convocation Leave	0.00	0.00%	0.00	0.00%	0.00%
Family Responsibilities	19.50	3.53%	16.50	84.62%	0.20%
Illness - Support	212.50	38.43%	97.50	45.88%	2.16%
Leave Without Pay	206.50	37.34%	158.50	76.76%	2.09%
Med/Den Appt Support	72.50	13.11%	55.00	75.86%	0.74%
Parenting/Caregiver	22.50	4.07%	11.00	48.89%	0.23%
Pressing Leave	3.50	0.63%	0.00	0.00%	0.04%
SUB TOTAL	552.00	99.64%	347.00	62.86%	5.60%
Employment Act					
Court/Jury Duty	1.00	0.00%	1.00	0.00%	0.01%
Paternity Leave	0.00	0.00%	0.00	0.00%	0.00%
Vacation Support	0.00	0.00%	0.00	0.00%	0.00%
Workers Compensation	0.00	0.00%	0.00	0.00%	0.00%
SUB TOTAL	1.00	0.00%	1.00	0.00%	0.01%
Prairie South					
ACCT Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
BUSI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
Extra/Co-Curricular	0.00	0.00%	0.00	0.00%	0.00%
FACI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
HUMA Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
LRNG Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.00	0.00%	0.00	0.00%	0.00%
TRAN Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SUB TOTAL	0.00	0.00%	0.00	0.00%	0.00%
Total Absences	553.00	99.64%	348.00	62.93%	5.61%

Possible Days

August 1, 2024 - January 31, 2025

Days

93.00

Staff

106.00

Total Days

9858.00

*** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

CUPE Staff Absences & Casual Usage 2024-2025

Date: August 1, 2024 - January 31, 2025

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	19.5	0.57%	8.92	45.74%	0.05%
Bereavement Leave	63.08	1.84%	46.16	73.18%	0.17%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	26.54	0.77%	19.38	73.02%	0.07%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business	45.73	1.33%	31.35	68.55%	0.12%
Earned Day Off	12.35	0.36%	10.05	81.38%	0.03%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	81.55	2.38%	70.22	86.11%	0.22%
Illness - Support	1674.64	48.81%	1048.93	62.64%	4.56%
Leave Without Pay	205.6	5.99%	153.07	74.45%	0.56%
Med/Den Appt Support	327.1	9.53%	222.17	67.92%	0.89%
Parenting/Caregiver	163.9	4.78%	79.73	48.65%	0.45%
Pressing Leave	78.5	2.29%	39.79	50.69%	0.21%
Service Recognition Days	26.53	0.77%	14.48	54.58%	0.07%
TIL Support	13.25	0.39%	2	15.09%	0.04%
SUB TOTAL	2738.27	79.81%	1746.25	63.77%	7.46%
Employment Act					
Court/Jury Duty	3	0.09%	3	100.00%	0.01%
Paternity Leave	2	0.06%	2	0.00%	0.01%
Vacation Support	531.37	15.49%	191.89	36.11%	1.45%
Workers Compensation	121.17	3.53%	47.92	39.55%	0.33%
SUB TOTAL	657.54	19.17%	244.81	37.23%	1.79%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	1.39	0.04%	1	71.94%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	4.5	0.13%	1	22.22%	0.01%
PD DEC In Province Support Staff	28.68	0.84%	15.16	52.86%	0.08%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.49	0.01%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	35.06	1.02%	17.16	48.94%	0.10%
Total Absences	3430.87	100.00%	2008.22	58.53%	9.35%

Possible Days

August 1, 2024 - January 31, 2025

Days

125.00

FTE

293.56

Total Days

36695.00

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Out of Scope Staff Absences & Casual Usage 2024-2025

Date: August 1, 2024 - January 31, 2025

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	1.27	0.16%	0	0.00%	0.02%
Bereavement Leave	13.28	1.64%	0	0.00%	0.22%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	1	0.12%	0	0.00%	0.02%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	288.07	35.59%	0	0.00%	4.84%
Leave Without Pay	8	0.99%	0	0.00%	0.13%
Med/Den Appt Support	39.26	4.85%	0	0.00%	0.66%
Parenting/Caregiver	15.59	1.93%	0	0.00%	0.26%
Pressing Leave	12.44	1.54%	0	0.00%	0.21%
SUB TOTAL	378.91	46.81%	0	0.00%	6.36%
Employment Act					
Court/Jury Duty	0.93	0.11%	0	0.00%	0.02%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	425.57	52.58%	0	0.00%	7.15%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	426.5	52.69%	0	0.00%	7.16%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	4	0.49%	0	0.00%	0.07%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
PD Out of Province	0	0.00%	0	0.00%	0.00%
SUB TOTAL	4	0.49%	0	0.00%	0.07%
Total Absences	809.41	100.00%	0	0.00%	13.59%

Possible Days

August 1, 2024 - January 31, 2025

Days

125.00

FTE

47.63

Total Days

5953.75

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

AGENDA ITEM

Meeting Date:	March 4, 2025	Agenda Item #:	5.5
Topic:	Central Butte School Community Council Constitution Changes		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> 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 Central Butte School Community Council has completed a review of their constitution.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	The December 2024 Central Butte 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	February 14, 2025	<ul style="list-style-type: none"> Central Butte School SCC Constitution December 2024

Recommendation:

That the Board approve the revised Central Butte School Community Council Constitution dated December 2024.

Central Butte School Community Council Constitution

Revised: December 2024

Mission

Fostering a strong partnership between the school and the community to support student learning and well-being, guided by the principles of respect, resilience, and belonging.

Guiding Principles	Description
Respect	The Central Butte SCC recognizes the importance of all perspectives within the school community and strives to appreciate all viewpoints.
Resilience	We recognize that resilience is key to personal growth. Central Butte SCC will support activities and initiatives that build resilience in students.
Belonging	We strive to have every student feel valued and accepted as part of our school community.
Effective	The attention and efforts of the Central Butte SCC will focus on key matters that make a difference in student learning and well-being, while aligning work with Provincial, School Division, and local school goals and initiatives.
Positive	The Central Butte SCC will lead with a positive community outlook and positive communication while supporting student learning and fostering community engagement

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
 - Additional members as recommended by the SCC and approved by the Prairie South School Division Board of Education.

Officers

The following School Council Officers will be elected annually from the Representative Members:

Title	Duties
Chairperson	<ul style="list-style-type: none">• 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.• Act as a spokesperson for the School Community Council.
Vice-Chair	<ul style="list-style-type: none">• Support the Chairperson in their duties, taking over when the Chairperson is unable to attend
Secretary	<ul style="list-style-type: none">• Take minutes at School Community Council meetings.• Receive and send correspondence on behalf of the School Community Council.• Organize official records of the School Community Council.• Ensure that appropriate notice is given for all meetings of the School Community Council.

Meetings

- The Annual General Meeting will be held in April each year. During this meeting, School Community Council members will be elected and officers will be chosen.
- The School Community Council will meet a minimum of 5 times per school year.
- The School Community Council represents the wider school community. Meetings are open to the public but only members of the School Community Council may decide upon matters brought before the SCC.

Voting: On matters requiring a formal vote, all members of the SCC with the exception of the Principal may vote.

Quorum: A quorum of the SCC shall be the majority of the Representative members.

Responsibilities

Learning Improvement Plans: School Community Councils are to be involved, in cooperation with the school staff, in developing Learning Improvement Plans for their schools. Specifically, they are to:

- Collaborate with staff to develop the next cycle of the Learning Improvement Plan each August/September.
- Collaborate with staff to determine and support activities related to the Learning Improvement Plan.

Community Engagement: School Community Council activities may include but are not limited to:

- Planning special events at the school.
- Facilitate regular fundraising activities.
- Organizing school volunteers.
- Providing opportunities for parents, guardians, and community members to attend sessions on topics of interest.
- Creating targeted opportunities for other parents, guardians, and community members to be involved in the school.
- Naming representatives to attend division-wide activities sponsored by the Board.

Public Consultation and Communication

The SCC will consult and communicate with the school community through the following:

- School Website
- Minutes of SCC meetings
- SCC Facebook Page
- Email
- Surveys
- Other means of communication necessary

Council Code of Conduct

See Appendix A for Code of Conduct

Handling Complaints or Concerns

The Central Butte School Community Council complaints and concerns procedures will follow [Prairie South School Division Administrative Policy #152](#)

Amending the Constitution

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

Appendix A

Central Butte School Community Council Code of Conduct

1. The School Community Council of Central Butte School is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community.
2. A member of the SCC who is approached by a parent with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality of the people involved.
3. A parent who accepts a position as a member of a SCC:
 - i. Upholds the constitution and bylaws, policies, and procedures of the SCC.
 - ii. Performs his/her duties with honesty and integrity.
 - iii. Works to ensure that the well-being of students is the primary focus of all decisions.
 - iv. Respects the rights of all individuals.
 - v. Takes direction for the member ensuring that the representation processes are in place.
 - vi. Encourages and support parents and students with individual concerns to act on their own behalf and provides information on the process for taking forward concerns.
 - vii. Works to ensure that issues are resolved through due process.
 - viii. Strives to be informed and only passes on information that is reliable and correct.
 - ix. Respects all confidential information.
 - x. Supports public education.
 - xi. Encourage a positive atmosphere where individuals contributions are encouraged and valued.

Appendix B

Administrative Policy No. 152 - Student and Parent Complaints and Grievances

The Board is committed to ensuring a fair and equitable process for hearing and addressing student and parental complaints. The Board is committed to just and careful procedures for adjudicating and resolving complaints.

PROCEDURES

1. General

- a. Complaints are to be addressed in a timely and appropriate manner.
- b. Efforts to address and/or redress complaints are to be carefully documented in order to ensure and enhance a fair and consistent response.
- c. Complaints regarding school operation and treatment of students may be made by:
 - i. A parent or guardian who is acting on behalf of the student
 - ii. A student who is:
 - Sixteen years of age or older and living independently or,
 - Eighteen years of age or older.
- d. In the event of a dispute at the school, the student's teacher is to be the first person to hear and address any complaint or grievance from a student or parent.
- e. If the complaint cannot be resolved with the teacher, the principal is to be contacted.
- f. If a complaint cannot be resolved with the principal, the student or parent may contact the designated school superintendent to seek resolution. Complaints may be made directly to the designated school superintendent in the event of a conflict of interest with the principal.
- g. If the complaint cannot be resolved with the designated superintendent, the student or parent may make a complaint directly to the Director of Education.
- h. If a complaint cannot be resolved with the director of Education or the Director's designate, the student or parent may make a written statement of the complaint of the Board:
 - i. Complaints may be made directly to the Board in the event of interest with the Director.
 - ii. Complaints against the Director may be made directly to the Board.
- i. The Board is to determine an appropriate address to the complaint or grievance, and then is to use that method to make a decision that resolves the dispute. The Board's decision is binding on all parties.

AGENDA ITEM

Meeting Date:	March 4, 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 February 1, 2025 to February 28, 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 the supply of two Firewalls. The tender was awarded to IBM for \$69,398. Quotes were obtained for Access Points. The order was awarded to Horizon Computer Solutions for \$69,080. Quotes were obtained for Cisco Switches. The order was awarded to Horizon Computer Solutions for \$39,562. Quotes were obtained for Interactive TV's. The order was awarded to Matrix Video Communications Corp for \$40,512. Quotes were obtained for a used cube van for facilities. The quote was awarded to 3rd Gear Auto for a cost of \$56,789 plus taxes.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	February 26, 2025	• n/a

Recommendation:

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

AGENDA ITEM

Meeting Date:	March 4, 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 passed: "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."</p> <p>At the February 10, 2015 Board Meeting, the following motion was passed: "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."</p>
Current Status:	Please refer to attachments.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Dustin Swanson	February 24, 2025	1) Classes with More Than 28 Students- February 7, 2025 2) Summary Class Size over 28 Students- February 7, 2025 3) Classes with 10 or Fewer Students- February 7, 2025 4) Summary of Classes with 10 or Fewer Students by School- February 7, 2025

Recommendation:

Information only.

Classes with more than 28 students February 7, 2025

School	Grade	Individual Classes	Students	Total
Assiniboia Comoposite High School	10	Wellness 10	30	1
Central Butte School	1/2	Phys Ed	32	1
Central Collegiate	10	Wellness 10	29	
Central Collegiate	12	Pre-Calculus 30	30	
Central Collegiate	12	Pre-Calculus 30	29	
Central Collegiate	12	Native Studies 30	29	4
Peacock Collegiate	11	Foundations 20	29	
Peacock Collegiate	12	Foundations 30	29	2
Prince Arthur School	2/3	All Subjects	29	
Prince Arthur School	6/7	Science/Social Studies/Health/ Phys Ed	30	
Prince Arthur School	7/8	Science/Social Studies/Health/ Phys Ed	32	3
William Grayson School	7/8	All Subjects	29	1

Total Classes with more than 28 students

12

Summary of classes with more than 28 students February 7, 2025

School	Grade(s)	# of Classes
Assiniboia Composite High School	10	1
Central Butte School	1, 2	1
Central Collegiate	10, 12	4
Peacock Collegiate	11, 12	2
Prince Arthur School	2, 3, 6, 7, 8	3
William Grayson School	7, 8	1

Total Classes with more than 28 students	12
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Classes with 10 or fewer students February 7, 2025

School	Grade	Individual Classes	Students	Total
Assiniboia Composite High School	12	Construction 30	8	1
Avonlea School	K	Every 2nd day	9	
Avonlea School	4	Math	9	
Avonlea School	5	Math	7	
Avonlea School	6	Math	8	
Avonlea School	11	Physical Fitness 20	7	5
Bengough School	K	All Subjects	8	
Bengough School	9/10	Math 9/Foundations 10	8	
Bengough School	9/10	Health 9	8	
Bengough School	9/10	Social 9	8	
Bengough School	9/10	ELA 9/ELA B10	8	8
Bengough School	11/12	Food Studies 20	10	
Bengough School	11/12	Chemistry 30	4	
Bengough School	11/12	Math W&A 20/30/Pre-Calc 20	7	
Briercrest Christian Academy	9	Construction 10	9	
Briercrest Christian Academy	9	Construction 10	9	8
Briercrest Christian Academy	9/10/11/12	Drama 9/10/20/30	10	
Briercrest Christian Academy	9/10/11/12	Guitar 9/10/20/30	8	
Briercrest Christian Academy	9	ELA 9	9	
Briercrest Christian Academy	9	Science 9	9	
Briercrest Christian Academy	9	Science 9	9	8
Briercrest Christian Academy	11	Math Pre-Calculus 20	7	
Central Butte School	10	Workplace Math 10	8	
Central Butte School	11/12	Pre-Calc 20/Calculus 30	9	2
Central Collegiate	10	EAL B10	9	
Central Collegiate	12	Clothing 30	9	
Central Collegiate	12	Workplace 30	8	
Chaplin School	1/2	Homeroom	7	3
Chaplin School	5/6/7	Homeroom	8	
Chaplin School	9/10/11/12	PAA Survey/Enviro Science 20	8	
Chaplin School	9/10	Art 9/10	6	
Cornerstone Christian School	11/12	Drama 20/30	9	
Coronach School	7	Math	7	4
Coronach School	7	Science	7	
Coronach School	7	Social	7	
Coronach School	7	Health	7	
Coronach School	7	Careers	7	
Coronach School	7	Art	7	1
Coronach School	11	Phys Ed 20	9	
Coronach School	11	Pre-Calc 20	9	
Coronach School	12	PAA A20/A30	10	
Craik School	9/10/11	Wildlife 10	10	
Ecole Gravelbourg School	11/12	PAA 30A Survey	8	1
Eye brow School	K/1/2	All Subjects	10	
Eye brow School	6/7/8	All Subjects	6	
Eye brow School	9/10/11/12	All Subjects	5	
Glentworth School	7	Math	9	

Glentworth School	11/12	Biology 30	9	3
Glentworth School	11/12	Foundations 20/Pre-Calc 30	7	
Kincaid Central School	10	Financial Literacy 10	9	
Kincaid Central School	11/12	Chemistry 30	9	3
Kincaid Central School	11/12	Math Foundations 30	8	
Lafleche Central School	11/12	Foundations Math 20/Math 28/Foundations Math 30/Math 38	7	
Lafleche Central School	11/12	Biology 30	8	3
Lafleche Central School	11/12	CWEX A30	3	
Mankota School	1/2	All Subjects (non K days)	5	
Mankota School	6/7/8	ELA/Math/Health/Career Guidance/Social	7	7
Mankota School	5/6/7/8	Science	9	
Mankota School	7/8	PAA	6	
Mankota School	9/10	ELA/Science/Math/Social 9/History 10/ Career Guidance/Health	5	2
Mankota School	9/10/11/12	Phys Ed	8	
Mankota School	11/12	ELA	6	
Mortlach School	10/11	Math Foundations 10/ Env. Sci 20	9	4
Mortlach School	12	ELA B30	6	
Mossbank School	7	ELA	6	
Mossbank School	7	Science	6	5
Mossbank School	7	Math	6	
Mossbank School	9	Math	7	
Rouleau School	1	ELA (3 Periods)	9	5
Rouleau School	1	Math (3 Periods)	6	
Rouleau School	2	ELA	9	
Rouleau School	2	Math	6	5
Rouleau School	10	Math Foundations 10/Pre-Calc 10	9	

Total Classes with 10 or fewer students

73

Summary of classes with 10 or fewer students February 7, 2025

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

Total Classes with 10 or fewer students

73