

Prairie South Schools
BOARD OF EDUCATION

January 6, 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. Regular Board Meeting December 2, 2025
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. Human Resources Accountability Report
 - 5.2. First Quarter Financial Accountability Report
 - 5.3. Out of Province Excursion – Central Collegiate to Edmonton & Drumheller, Alberta
 - 5.4. Out of Province Excursion – Lindale School to Asessippi Ski Resort, Manitoba
 - 5.5. Out of Province Excursion – Kincaid Central School to Elkwater Ski Hill, Alberta
 - 5.6. Coteau Hills Elementary School – School Community Council Constitution
 - 5.7. Lindale School – Alternate School Year Calendar Proposal
 - 5.8. Disposal of Records
 - 5.9. Monthly Tender Report
- 6. Delegations and Presentation**
 - 6.1. School Community Council (SCC) for Caronport Elementary School – Alternate School Year Calendar Discussion (2:00 pm)
 - 6.2. AI Presentation, Dustin Swanson, Superintendent of School Operations
- 7. Information Items**
 - 7.1. Inquiry: Bachmann – If a school sports team wins a championship (i.e. Rouleau 1A Volleyball Team), are they required to move up to the next classification (i.e. Rouleau would become 2A)?
 - 7.2. Accessibility Plan 2026-2029

8. Committee Reports

- 8.1. Business, Infrastructure and Governance
- 8.2. Human Resources
- 8.3. Partnerships and Teambuilding
- 8.4. Student Outcomes discretion
- 8.5. Transportation

9. Provincial Matters

10. Celebration Items

11. Identification of Items for Next Meeting Agenda

- 11.1. Notice of Motions
- 11.2. Inquiries

12. Meeting Review

13. Adjournment

**MINUTES OF THE 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 December 2, 2025.**

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; Dr. S. Davidson; Mr. B. Hagan; Dr. 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, Board Assistant

Regret:

Ms. M. Jukes, Trustee

Presentation:

Provincial Education Plan Update, Amanda Olson

Motions:

- 2025-12-02 – 4178 Giselle Wilson took the chair and called the meeting to order at 1:30 pm.
- 2025-12-02 – 4179 That the Board add the following item to the agenda Carried
5.5 Rescind Motion #2025-02-04 – 4073
AND approve the agenda as amended.
- Boyle
- 2025-12-02 – 4180 That the Board adopt the minutes of the November 4, 2025 Carried
Regular Board Meeting as presented.
- Boyle
- 2025-12-02 – 4181 That the Board adopt the minutes of the November 25, 2025 Carried
Special Board Meeting as presented.
- Hagan
- 2025-12-02 – 4182 That the Board receive and file the 2024-2025 Facilities Carried
Accountability Report.
- Boyle
- 2025-12-02 – 4183 That the Board approve the parameters for the 2026-2027 Carried
school year calendars and direct administration to proceed with
calendar development.
- Pryor
- 2025-12-02 – 4184 That the Board appoint the following people as directors of the Carried
Moose Jaw School District No. 1 Bursary Fund Inc. for the
year 2026:
Jeff Feeley, Mary Jukes, Al Kessler, Aline Kirk,
Darcy Dumont, Amanda Olson, George Patterson,
Bob Symenuk, Ron Purdy, and Greg Veillard.
- Boyle

- 2025-12-02 – 4185 That the Board receive and file the tender report as presented. Carried
- Davidson
- 2025-12-02 – 4186 That the Board rescind board motion #2025-02-04 – 4073. Carried
- Boyle
- Inquiry: Bachmann – If a school sports team wins a championship (i.e. Rouleau 1A Volleyball Team), are they required to move up to the next classification (i.e. Rouleau would become 2A)?
- 2025-12-02 – 4187 That the meeting be adjourned at 2:07 pm. Carried
- Hagan

G. Wilson
Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

January 6, 2026
Prairie South School Division Office
Moose Jaw

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	5.1
Topic:	Human Resources Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	In accordance with the Board's annual work plan, a Human Resources Accountability Report is to be presented to the Board at their regular Board Meeting in January.
Current Status:	The Human Resources Accountability Report is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Amy Johnson	December 15, 2025	Human Resources Accountability Report

Recommendation:

That the Board receive and file the Human Resources Accountability Report.

2024-2025 Human Resources Accountability Report

January 2026

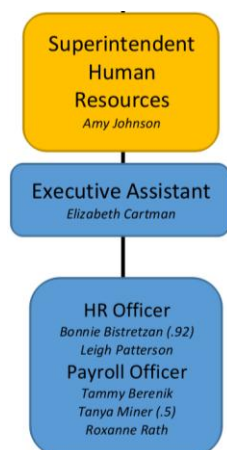


WE ARE ALL TREATY PEOPLE
Prairie South Schools

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Department Structure



This report is to provide the Board information that demonstrates how the work of the Human Resources Department supports and contributes to the success of Prairie South Schools.

Staff Composition

Job Category	FTEs
Classroom Teachers	447.4
Principals, Vice-Principals	36.8
Other Educational Staff (educational psychologists, counsellors, social workers, speech language pathologists, speech language assistants, educational assistants, library associates, school-based administrative assistants, concession workers, informational technology staff)	264.5
Administrative & Financial Staff (administrative/management positions within the following departments: learning, student information, human resources and business & operations)	19.4
Plant Operations & Maintenance (facility operators and maintenance and administrative/management positions within the Facilities Department)	62.7
Transportation (school bus drivers, mechanics and administrative/management positions within the Transportation Department)	115.8
LEADS (Director of Education and Education Superintendents)	5.0
Total Full-Time Equivalents Staff (FTE) as of September 30, 2024	951.6
Total Staff (head count) as of September 30, 2024 (includes subs/casuals)	1433

Salary & Benefits

Financial Category	2024-25 Actual		2023-24 Actual	
Administration	\$2,553,896	2.5%	\$2,472,556	2.5%
Complimentary Services *	\$1,620,771	1.6%	\$1,560,340	1.6%
External Services **	\$3,091,038	3%	\$2,951,260	3%
Instruction (Teacher)	\$50,770,384	49.5%	\$46,828,948	47%
Instruction (Support)	\$11,146,709	10.9%	\$10,545,026	10.7%
Plant Operations & Maintenance	\$4,520,081	4%	\$4,262,399	4%
Transportation	\$3,916,466	3.8%	\$3,712,055	3.8%
Total % of Expenses	\$77,619,345	75.7%	\$72,332,584	73%

* Complimentary Services includes ministry funded Pre-K and nutrition programming.

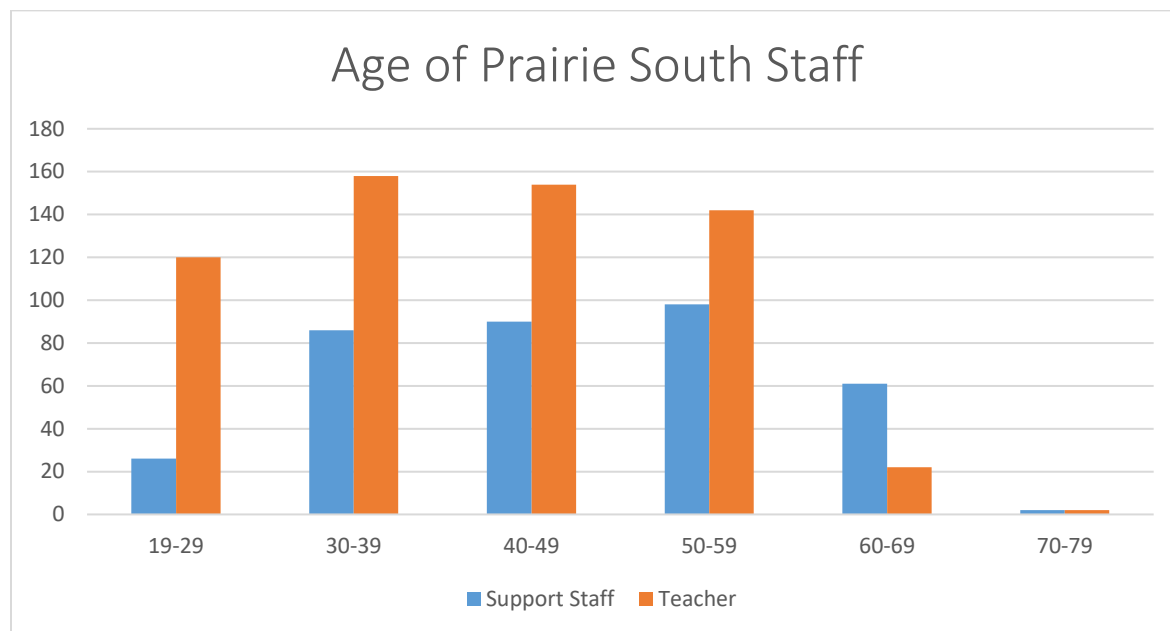
** External Services includes concessions at Riverview Collegiate, A.E. Peacock Collegiate and Central Collegiate. Professional teaching staff pursuant to the agreements related to the operations of Briercrest Christian Academy and Cornerstone Christian School are also included.

Central Administrative Council (CAC) – Leadership Portfolios

Ryan Boughen	Director of Education
Strategic and Operational Support: All Areas. Portfolio Areas: Central Administration Support; Governance Support; Budget Planning and Implementation; Strategic Plan Implementation; Reporting and Improvement Planning; School-Based Administrator Professional Learning; School Year Calendar; Staff Recognition; International Students; Transportation Board Committee Support: All Committees	
Derrick Huschi	Superintendent of School Operations
Direct Operational Support: Assiniboia Composite, Avonlea, Briercrest Christian Academy, Central Butte, Central Collegiate, Chaplin, Cornerstone Christian, Craik, Eyebrow, Huron Colony, Mortlach, Pathways, Peacock Collegiate, Riverview Collegiate, Rouleau. Portfolio Areas: School Staffing; Driver Education; Teacher Accreditation; Extra-Curricular Programming; VTEC Support; Student Attendance; Student Information System; Safety; New Admin Orientation; Home-Based Education; Joint Use Agreement; Facilities; Graduation Rates Board Committee Support: Student Outcomes and others as required	
Dustin Swanson	Superintendent of School Operations
Direct Operational Support: Bengough, Coronach, Glentworth, Gravelbourg, Kincaid, Lafleche, Mankota, Mossbank, Rockglen, Rockglen Colony, Rose Valley Colony, Vanguard Colony. Portfolio Areas: School Staffing; Teacher Internship Placement & Support; Enrolment Data; Asynchronous and Synchronous Learning Support, SDLC Support; School-Based Admin Performance Management Lead, Information Technology; School Division Websites; Communications; Branding, Connections & Celebrations Board Committee Support: Communications and others as required	
Jennifer Prokopetz	Superintendent of School Operations
Direct Operational Support: Assiniboia Elementary, Assiniboia 7 th Avenue, Baildon Colony, Belle Plaine Colony, Caronport, Empire, King George, Lindale, Palliser Heights, Prince Arthur, Sunningdale, Westmount, William Grayson. Portfolio Areas: School Staffing; School Community Councils; Colonies Lead; Libraries; Band; Outcome Based Reporting; Teacher Performance Management Lead; Teacher Internship Placement & Support Board Committee Support: As required	
Amanda Olson	Superintendent of Learning
Direct Operational Support: Curriculum, Instruction, Assessment, Student Services. Portfolio Areas: Professional Learning Coordination; Early Learning; Nutrition; Second Language Coordination; Indigenous Coordination; Career Development; Partnerships; Scholarship Selection; New Teacher Orientation; CBC and HUB Support; Student Outcome and Perceptual Data Synthesis, Reporting and Improvement Planning; Provincial Education Plan Support, South Hill School Planning Board Committee Support: Student Outcomes and others as required	
Ron Purdy	Superintendent of Business
Direct Operational Support: Business. Portfolio Areas: Budget Planning and Implementation; Scholarship Funding and Renewal; Governance Support; Ministry Reporting and Coordination Board Committee Support: Business, Infrastructure, and Governance, Transportation and others as required	
Amy Johnson	Superintendent of Human Resources
Direct Operational Support: Human Resources, Payroll Services. Portfolio Areas: Staff Attendance Support: School & Division Staffing; Support Staffing Lead; Enrollment Data; Performance Management; Staff Support Orientation; Collective Agreements; Labour Relations; Projection Data; Staff Recruitment and Recognition; Workplace Safety (WCB); Wellness Board Committee Support: Human Resources, Partnerships and Teambuilding and others as required	

In accordance with Administrative Procedure 451, the CAC is comprised of Superintendents and the Director of Education. The CAC's purpose is to assist the Director of Education to effectively and efficiently administer the Division and to make the Board's will a reality.

Demographics



Teachers are eligible to retire with no reduction if the teacher's age plus eligibility service equals at least 85 and they are a minimum of 55 years old; or 30 years' eligibility service regardless of age; or 20 years' eligibility service at age 60 or older; or one year or more of eligibility service at age 65.

Support Staff who contribute to the Municipal Employees' Pension Plan (MEPP) are eligible to retire with no reduction if the employee's age plus eligibility service equals at least 80; or if the employee reaches 65 years of age.

Recruitment & Retention

Position Type	2024-25		2023-24	
	Retirement	Resignation	Retirement	Resignation
Teachers	21	29	9	22
Support Staff	14	11	10	21
Total	19	43	19	43

Position Type	# of Postings	
	2024-25	2023-24
Central Office	1	1
Facilities	18	15
Support Staff	85	90
School Administration	5	10
Teacher	125	130
Transportation	30	24
Total	264	270

Annual Turnover	2024-25	2023-24
Teachers	10.9%	6.8%
Support Staff	5.3%	6.7%
Total	8.2%	6.7%

A position is posted if a vacancy will be longer than a certain term; a minimum of 60 working days for support staff and 20 working days for teachers is a general guideline, however individual context may necessitate some flexibility. A vacant position may become available to replace an employee on a leave of absence (e.g. maternity/parental, medical, etc.), when an existing employee moves to another position, leaves Prairie South Schools or a new position is created.

Training & Development

Professional development is necessary to support excellent performance and improve teaching. In addition to self-directed learning, sessions are arranged that target specific priorities. In addition to these offerings, school administration may request targeted professional learning opportunities for their staff connected to their Learning Improvement Plan goals for their school or when an emergent need arises. Offerings during the 2024-25 school year include:

Teachers

Workshop	Required Attendance
New Administrator Orientation	All new Administrators
New Teacher Orientation	All new Prairie South Teachers
Early Learning Workshops	Pre-K Teachers
Employee Safety Orientation	All staff
WHMIS	All new staff

Support Staff

Workshop	Required Attendance
Annual Transportation In-Service	Bus Drivers
Employee Safety Orientation	All staff
Fall Protection, Confined Space, Power Equipment	All maintenance staff
NVCI Training	Educational Assistant, Educational Assistant IIs (based on assignment)
Transferring Lifting Repositioning (TLR)	Educational Assistant, Educational Assistant IIs (based on assignment)
WHMIS	All new staff

Professional Development (Non-Salary Expense)

Financial Category	2024-25
Administration	\$51,635
Complimentary Services	\$8,200
External Services	\$0
Instruction	\$423,989
Plant Operations & Maintenance	\$13,000
Transportation	\$14,000
Total Expenses	\$510,824

Tuition Reimbursement

Employees who are upgrading their qualifications are eligible to apply for tuition and book reimbursement each year. Their applications are assessed in accordance with the respective collective bargaining agreement.

Employee Type	# Employees	# of Courses	Total Cost
Teachers	33	80	\$60,225.00
Support Staff	39	85	\$47,630.58

Performance Management

All supervision models include formal and informal observations.

Supervision & Evaluation Model

	Teachers & School Administration	Support Staff (CUPE)
Track 1	1 st and 2 nd Year Teacher/Administrator	Probationary Employees (60 working days)
Track 2	4 Year Cycle of Supervision	3 Year Cycle of Supervision
Track 3	Annual Professional Growth Plan	On Review – As Required
Track 4	Not Demonstrating Proficiency	---

Out-of-Scope Staff

Each department head is responsible for the supervision and evaluation of their respective staff through a model that meets individual department needs. Human Resources provides support on an as needed and on-request basis.

Central Administrative Council (CAC)

The Director of Education conducts a collaborative performance review process with each CAC member once every three years. The purpose of the review is to provide documented evidence of the superintendent's performance. The process is as follows:

- Review and discuss the superintendent's position description.
- Ensure the position description aligns with the Performance Review document.
- Discuss the 360-feedback portion of the review and collaboratively determine the feedback questions and the direct reports who will be involved in the 360.
- Conduct the 360 interviews.
- Discuss the superintendent's completed performance review document and 360 feedback.
- Provide the superintendent with a written summary of their performance review and 360 feedback.

Employee Health & Safety

Workplace Injuries for Employees Covered Under WCB

Workers' compensation is a mandatory insurance system for workplace injuries funded by employers. It is a no-fault system and protects employers from lawsuits. All employees, including substitute teachers, in Prairie South Schools are covered under WCB with the exception of teachers employed under a contract.

	2025*	2024	2023	2022	2021
Claims Accepted	22	19	14	18	26
Time Loss Claims	13	10	7	13	13
WCB Costs (Compensation & Medical) **	\$172,557	\$143,177	\$123,543	\$111,742	-\$173,673
WCB Base Premium		\$236,153	\$233,468	\$236,105	\$217,205
WCB Premium Surcharge/Discount		\$-68,878	-\$70,230	\$9,223	\$100,656

Note: Data is reported based on a calendar year to match WCB Reporting and includes cost relief adjustments. Successful appeals on older claims result in cost relief being applied in the current year. Therefore, this can result in negative overall WCB Costs.

*2025 Data as of November 30, 2025 Experience Summary

**Total Capped Costs. Costs for individual claims are limited to the maximum assessable wage each year for the purpose of calculating Experience Rates.

Attendance

When our employees are healthy and at work our students and our school division benefit. Research indicates that short, frequent, and unplanned absences are more disruptive than longer absences.

The formal Prairie South Schools Attendance Support Program initiated in 2014/15 was suspended beginning in 2020-21 due to on-going Pandemic Response and continued through 2022-23. Individual employees with short, frequent, and unplanned absences recognized by supervisors or human resources were addressed on an as required basis.

Teachers (All Employees with a Teacher Certificate)

	2024-25	2023-24	2022-23	2021-22	2020-21
Prairie South Directed	4.2	3.7	4.0	3.3	1.0
Collective Agreement/Legislated	6.7	11.7	6.7	7.3	7.6
Illness Leave	8.4	7.6	9.9	9.7	7.4
Medical & Dental Leave	2.9	2.8	2.5	2.4	2.2
Total Average Days/Employee	22.2	25.8	23.2	22.7	18.2

Classroom Teachers

	2024-25	2023-24	2022-23	2021-22	2020-21
Prairie South Directed	2.6	2.7	2.5	2.1	0.7
Collective Agreement/Legislated	5.9	10.6	6.0	6.5	6.7
Illness Leave	7.9	7.3	9.1	9.0	6.5
Medical & Dental Leave	2.6	2.5	2.3	2.2	2.0
Total Average Days/Employee	19.1	23.1	20.0	19.8	15.9

Support Staff – CUPE

	2024-25	2023-24	2022-23	2021-22	2020-21
Prairie South Directed	.4	.3	.4	0.2	0.1

Collective Agreement/Legislated	5.5	5.1	4.9	6.7	8.2
Illness Leave	12.4	11.6	13.2	12.1	10.5
Medical & Dental Leave	2.3	2.2	2.0	2.0	2.1
Total Average Days/Employee	20.6	19.3	20.5	21.0	20.9

Support Staff – Out of Scope

	2024-25	2023-24	2022-23	2021-22	2020-21
Prairie South Directed	.5	.7	1.1	0.3	0
Collective Agreement/Legislated	2.6	2.3	2.1	2.4	4.0
Illness Leave	11	8.4	11.3	8.6	6.2
Medical & Dental Leave	1.7	1.5	1.1	1.5	1.1
Total Average Days/Employee	15.9	12.8	15.6	12.8	11.3

Bus Drivers

	2024-25	2023-24	2022-23	2021-22	2020-21
Prairie South Directed	0	0	0	0	0
Collective Agreement/Legislated	5.5	6.3	7.0	6.2	6.1
Illness Leave	3.4	2.8	4.7	4.9	3.6
Medical & Dental Leave	1.4	1.4	1.0	0.9	1.4
Total Average Days/Employee	10.3	10.6	12.7	12.0	11.1

Note: Employees on Long Term Disability/Income Continuance Plan, Workers' Compensation and Vacation Leave are not included.

Employee & Labour Relations

Progressive Discipline

	Teachers	Support Staff
Letters of Clarification/Verbal Warning	2	5
Letters of Discipline (Warning, Reprimand)	0	2
Suspensions	1	1
Workplace Investigations *	3	1
Mutual Termination/Removal of Duties	1	0
Involuntary Termination (Terminated or Frustration of Contract)	2	2

* Workplace investigations do not include the process of progressive discipline that leads to termination

Dispute Resolution

STF			
Grievances Filed	Grievances Resolved or Withdrawn	Show Cause Hearings	Referrals to Board of Reference
0	0	2	2

S.213 & S.215 *The Education Act* -
A teacher may apply for an opportunity to attend a meeting of the board to show cause why their contract should not be terminated or amended.

CUPE		
Grievances Filed	Grievances Resolved or Withdrawn	Referrals to Arbitration, Mediation or Labour Board
1	1	0

A grievance exists when there is a dispute or difference in the interpretation or application of the collective bargaining agreement.

Collective Bargaining

Collective Agreements	Contract Expiry	Details
Saskatchewan Teachers' Federation (STF): Teachers	August 31, 2026	Announcement related to resolution by Arbitration and Agreement finalized in March 2025.
Local Initiative Negotiating Committee (LINC): Teachers	July 31, 2024	Bargaining mutually agreed to occur upon conclusion of PBCA. Began in spring of 2025 with a view to conclude in early fall 2025.
CUPE Local 5512: In-Scope Support Staff	August 31, 2025	No bargaining occurred during this year.
Conditions of Employment: Non-Union Employees	Review	Terms to be reviewed in 2025-26.

Learning Support Services

		Referrals/Caseload		
Service Provider	# of FTE	2024-2025	2023-2024	2022-2023
Psychologist	4	84	126	118
Speech/Language Pathologist	6.5	707	736	
Speech/Language Pathologist Assistant	4			
Advocacy & Behaviour Consultants (includes 1.0 Family Support Worker – South)	6	401	440	328
Occupational Therapist	0.5	See Description Below		
Student Support Consultants	5	See Description Below		
Learning Consultants (includes 1.0 Early Learning Consultant)	4.0	See Description Below		
Career Development Consultant	2.2	See Description Below		
Coordinators	2	See Description Below		

Psychologists provide consultation and assessment for students demonstrating learning and/or behavioral challenges.

Speech and Language Pathologists (SLPs) provide consultation, assessment and treatment for students demonstrating speech and/or language challenges.

Speech and Language Pathologist Assistants (SLPAs) provide assistance to students demonstrating speech and/or language challenges that are determined by the Speech-Language Pathologist (SLP) responsible for supervising the SLPA.

Family Support Worker (south) provides support and advocacy for families who may otherwise be referred to social services. The work is intense and often occurs outside of regular working hours. The position is partially funded by the Ministry of Social Services (approximately 90% is funded by Prairie South).

Advocacy & Behaviour Consultants provide a range of responses to the requests for service including:

	2024-2025	2023-2024	2022-2023
VTRA Support	0	1	0
Trauma/Crisis Response	3	4	7
Suicide Risk Assessment	7	5	7
Staff Meetings	24	6	10
SOS Follow Ups	21	27	32
Signs of Suicide (SOS)	27	22	21
School Presentation	2	3	10
Parent Presentation	7	3	1
NVCI	21	71	28
Interagency Group	12	11	9
Individual Support/BLC/Attendance	77	103	83
Professional Development Facilitation	15	11	14
Family Support	54	58	42
Consult with Parent/Teachers/Admin	100	110	46
Classroom Support Requests	30	3	7
Groups	1	2	11
	401	440	328

Some Additional Considerations/Information (related to the chart above):

- Suicide Risk Assessment (2 low, 2 medium, 3 high).
- SOS follow ups have decreased year over year.
- Individual/BLC/Attendance are all clumped into one because they are essentially all individualized support. The breakdown is as follows:
 - Individual: 20
 - BLC: 1
 - Attendance: 56
- 21 staff members were certified or recertified in Non-Violent Crisis Intervention.
- 86 students participated in Hydro Outreach, which was coordinated and overseen by our Advocacy and Behaviour Consultants & Student Support Consultants.
- 20 students participated in Art Outreach, which was coordinated and overseen by our Advocacy and Behaviour Consultants & Student Support Consultants.
- 20 students participated in Kin Outreach, which was created and facilitated by one of our Student Support Consultants.
- The Learning Department has 2 Advocacy and Behaviour Consultants trained to facilitate Applied Suicide Intervention Skills Training (ASIST). During the 2024-2025 school year, they facilitated 2 training sessions.
- The Learning Department has an Advocacy and Behaviour Consultant trained to facilitate Mental Health First Aid (MHFA). During the 2024-2025 school year, she facilitated 3 training sessions.

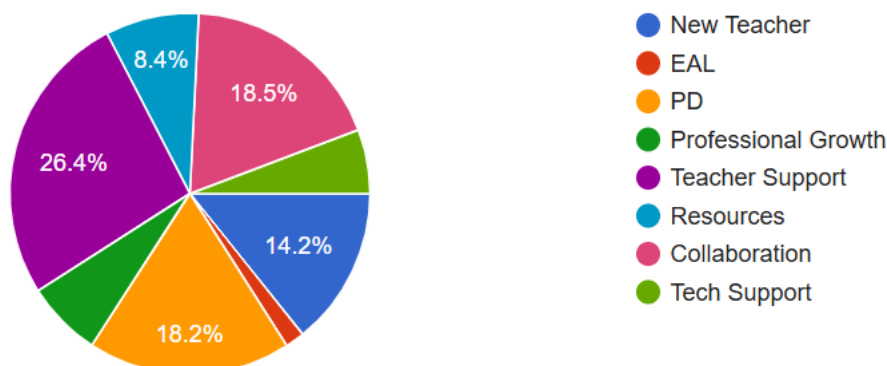
Prairie South's **Occupational Therapist** provides Tier 1 support in schools and classrooms and provides professional learning to small and large groups. Tier 1 Occupational Therapy is a collaborative process where there are opportunities to brainstorm and consult to create strategies that benefit the whole class.

Student Support Consultants and **Learning Consultants** work with classroom teachers and teams on an informal request basis thus the numbers are not tracked in the same fashion.

The **Student Support Consultants** work closely with Student Support Teachers, Administrators, and other Consultants and the Coordinators in the implementation of the Needs Based Model, Behaviour Learning Cycle, individualized programming needs, student advocacy, transition processes, and more.

The **Learning Consultants** provide support for MySchoolSask and outcomes-based practices on an as requested basis. In addition, they provide professional learning opportunities and support for reading, writing, and math achievement and respond to individual requests for support in planning, instructing, and assessing in a variety of grades and subject areas. Support for new to Prairie South teachers, Indigenous initiatives, early learning classrooms and newcomers are also delivered through this group.

1,511 responses



*1,511 responses represent 1,511 connections and supports – some of these may be overlaps as often more than one Learning Consultant is facilitating the same PD or collaboration on a specific support model or resource development.

The **Career Development Consultants** work collaboratively with school administration, students, staff, and parents to advise students on educational programming, transitioning to post-secondary education and/or career pathways. They also work closely with business and community partners to provide career-related experiences such as Career Fairs, Try a Career and Think Events.

Within the Learning Support Team, Prairie South has two **Coordinators**. The Coordinator of Student Support Services oversees and administers the support services provided by Student Support Consultants and Advocacy and Behaviour Consultants. The Curriculum Coordinator oversees and administers the support provided by Learning Consultants including the Early Years Consultant, and the Career Development Consultant.

Human Resource Initiatives

Prairie South Leadership Pathways

The Prairie South Leadership Pathways program is a strategic, year-long professional development investment designed to empower our employees to discover, build, and apply essential leadership knowledge and skills. This initiative is fundamental to broadening the understanding of key Education sector leadership roles and investment in our internal professional's growth path.

The inaugural cohort successfully launched in March 2024 and concluded its work in February 2025. Throughout the year, participants engaged in high-impact networking, successfully developing a deeper understanding of their personal leadership style, mastering skills in team building and trust, and gaining critical, sector-specific leadership insights. Anecdotal feedback from participants has been overwhelmingly positive, confirming the program's value as a powerful catalyst for personal and professional growth.

To ensure ongoing leadership cultivation, the Leadership Pathways program will be offered on a bi-annual basis. Planning is underway for the next cohort to commence in the latter part of the 2025-2026

school year, with work carrying forward into 2026-2027. This commitment ensures we continue to foster a culture of leadership and succession planning across Prairie South Schools.

Turnover Tracking

Prairie South Schools is actively demonstrating its commitment to being an employer of choice by introducing strategic measures to foster an optimal work environment. We are proactively tracking annual employee turnover rates and segmenting this data across organizational groups to illuminate areas of success and identify opportunities for further growth.

In parallel, our systematic capture of alumni insights (via exit interviews) is viewed as a valuable source of constructive feedback. This data-driven approach allows us to confirm what we are doing well and pinpoint high-impact strategies for elevating the employee experience related to career pathways, compensation, and organizational support.

By aligning these insights with the Prairie South Schools Strategic Plan, we are developing a foundation for continuous improvement. This essential groundwork will enable us to design and implement initiatives in the coming years, ensuring we cultivate inclusive workspaces, maximize talent retention, and continuously strengthen our organizational culture for the benefit of all stakeholders.

BCL Consulting

In May 2017, Prairie South Schools entered into a service agreement with BCL Consulting Group Inc. The consultants do a historical review of our WCB history of claims for possible savings. The service is provided on a contingency basis in accordance with the following sliding scale:

50% of the first \$50,000 of actual, total savings identified/realized;

40% of the second \$50,000; and

35% thereafter.

Where an administrative error by WCB has resulted in additional costs to an employer's cost experience, the employer shall receive cost relief and have their experience rating reviewed. Significant cost relief has been realized, most of which began in 2020.

Through the engagement of BCL Consulting, we have achieved a significant decrease in our Experience Rating to the point of the maximum discount of 30% applied to our *industry premium rate in 2023 due to many retroactive reviews of case files. The updates in our experience rating have residual impact on future years because they are applied to our current account, rather than in refunds from previous premiums paid. Our continued engagement with BCL going forward only proves as a cost-savings measure in that the organization only pays for service when cost relief is achieved. In 2024, Prairie South received a 4% discount of $-\$.15$ per \$100 in assessable payroll.

*The industry premium rate means the rate applied to all employers within a rate code expressed as a dollar amount for every \$100 of assessable payroll.

Appendix A: 2024-25 Total Absences (In Days)

	Classroom Teachers	All Teachers	CUPE	Out of Scope	Bus Drivers
Prairie South Directed					
Extra/Co-curricular Leave	235.26	272.26	18.82	0.00	0.00
Internship Seminar Leave	2.00	2.00	n/a	n/a	n/a
Meetings/PD - Business & Operations	0.00	0.00	0.00	5.69	0.00
Meetings/PD – Human Resources	32.94	465.99	1.93	6.80	.50
Meetings/PD - Learning	369.10	403.32	12.17	8.00	0.00
Meetings/PD - School Operations	181.11	242.5	26.46	0.00	0.00
Professional Development (School Determined)	367.95	484.13	48.28	4.00	0.00
	1188.36	1870.2	107.66	24.49	.50
Collective Agreement/Legislated					
Bereavement Leave	126.87	148.09	125.44	16.28	10.50
Compassionate Care Leave	101.12	111.44	62.13	6.32	7.00
Competition Leave	3.71	3.71	0.00	0.00	1.00
Convocation Leave	54.16	60.40	22.50	4.38	3.50
Court/Jury	1.5	2.5	3.00	.93	1.00
Earned Day Off	657.72	758.48	87.15	n/a	n/a
Education Leave	n/a	n/a	n/a	n/a	n/a
Emergency/Hazardous/Acts of God Leave	39.05	45.98	34.94	2.20	2.00
Executive/Community Service Leave	9.88	13.75	0.00	3.00	0.00
Family Responsibilities Leave	n/a	n/a	147.90	.53	36.50
Leave Without Pay	156.88	169.53	484.56	18.83	473.26
Parenting/Adoption Leave	12.58	12.58	2.00	2.00	0.00
Parenting/Caregiver Leave	n/a	n/a	276.03	36.51	35.00
Prep Time Leave	1211.47	1378.79	n/a	n/a	n/a
Pressing Leave	209.63	238.64	171.71	33.76	10.50
PSTA or CUPE Leave	4.16	4.16	106.55	n/a	n/a
Secondment	28.59	28.99	n/a	n/a	n/a
Service Recognition Leave	n/a	n/a	66.72	n/a	n/a
STF Business	28.61	40.35	n/a	n/a	n/a
STF Job Action	0	0	n/a	n/a	n/a
	2646.0	3017.4	1590.63	124.74	580.26
Illness Leave (paid and unpaid)	3545.2	3747.21	3557.76	524.52	357.00
Medical & Dental Leave	1183.23	1318.67	653.99	82.89	152.50

Note: Long Term Disability/Income Continuance Plan, Workers' Compensation and Vacation Leave are not included

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	5.2
Topic:	First Quarter Financial Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	In accordance with the Board's annual work plan, a quarterly financial accountability report is to be presented to the Board at the end of each quarter.
Current Status:	The First Quarter Financial Accountability Report will be shared with the Business, Infrastructure, and Governance Board Committee and a copy will be distributed at the meeting.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	December 16, 2025	First Quarter Financial Accountability Report to be distributed at the meeting

Recommendation:

That the Board receive and file the First Quarter Financial Accountability Report.

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	5.3
Topic:	Out of Province Excursion – Central Collegiate to Edmonton and Drumheller, Alberta		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Central Collegiate's Grade 9-12 Band trip to Edmonton and Drumheller, Alberta on March 12-15, 2026.
Current Status:	See attached application form.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Derrick Huschi	December 3, 2025	<ul style="list-style-type: none"> Out of Province Excursion Application Form

Recommendation:

That the Board approve Central Collegiate's Grade 9-12 Band trip to Edmonton and Drumheller, Alberta on March 12-15, 2026.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: <u>Paul McCorishon</u>	School: <u>Central Collegiate</u>
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Band Trip</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: <u>9-12</u>	Number of Students: <u>50</u>
Destination: <u>Edmonton, Drumheller</u>	Trip Date: <u>March 12-15, 2026</u>
Number of School Days (Partial/Full): <u>2</u>	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: <u>South Sask Bus Lines</u> <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: <u>3</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input checked="" type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated. <input type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. <input checked="" type="checkbox"/> Male and Female Chaperones for a co-ed activity. <input type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET
❖ Anticipated Budget <u>\$19949</u> - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources <u>Students + School</u> ❖ Out of Pocket Cost per Participant <u>\$350</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

Paul McGarrist
Teacher Signature

Nov 26, 2025
Date

[Signature]
Principal Signature

Nov 28/2025
Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	5.4
Topic:	Out of Province Excursion – Lindale School to Asessippi Ski Resort, Manitoba		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:	Lindale School's Grade 8 ski trip to Asessippi Ski Resort in Manitoba on January 28-29, 2026.
Current Status:	See attached application form.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Derrick Huschi	December 15, 2025	<ul style="list-style-type: none"> Out of Province Excursion Application Form

Recommendation:

That the Board approve Lindale School's ski trip to Asessippi Ski Resort, Manitoba on January 28-29, 2026.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Alanda Smith, Joel Hennenfent	School: Lindale
Type of Activity:	<input type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular High Risk Activity <u>Ski Trip</u>
Grade Level: 8	Number of Students: 33
Destination: Asessippi Ski Area & Resort	Trip Date: January 28-29, 2026
Number of School Days (Partial/Full): 2	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: Charter Bus <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: Joel Hennenfent, Alanda Smith, Tyler Hall, <u>6-8 parents</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input type="checkbox"/> Access to cellular or satellite phone or other communication device. <input type="checkbox"/> A list of emergency telephone numbers will be formulated. <input type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. <input type="checkbox"/> Male and Female Chaperones for a co-ed activity. <input type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET
❖ Anticipated Budget: \$8550 - Budget breakdown (be sure to include cost of substitute staff) Ski/Snowboard lift passes and rentals – \$3,000 Bus – \$3200 (plus meals/hotel for driver \$150)

Inglis Hall - \$750

Food (\$1000) – Students bring bag lunch for day 1, snacks for evening and bus ride 1

Meal voucher 15\$ x 30=\$460 (lunch day 2)

Plus estimated \$500 - pizza, breakfast day 2, and snacks

Grade 7 sub for 7/8 7's \$275 x 2= \$550

❖ Description of Funding Sources: School Fundraising (Parent Committees)

❖ Out of Pocket Cost per Participant: 0

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

D. LEARNING OBJECTIVES

PE8.8

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

(a) Willingly participate in a variety of alternate environment activities focusing on developing the skills that are unique to the activities.

(b) Create and implement practice plans for skill development related to participation in specific alternate environment activities.

(f) Identify options available for participation in natural and built alternate environment movement activity in and around a neighbourhood and community.

(g) Propose a variety of problems and suggest solutions to problems that one might encounter while participating in alternate environment activities (e.g., get lost, bad weather, wipe out).

(h) Explain safety considerations and apply safe practices when participating in a variety of alternate environment activities (e.g., wearing a helmet while skateboarding, checking for ground protrusions when tobogganing).

(i) Demonstrate an understanding of how to prepare and preserve the natural environment when using it for activities (e.g., hiking, camping, backpacking).

(j) Express insights in response to questions such as "Should we spend more time outdoors?", "Who is responsible for the environment?", and "Why do some movement activities get labelled as dangerous or lead to people who participate in them getting a negative reputation?"

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

a) Pre-Excursion Learning

Safety course at the ski hill

b) Excursion Learning

Leveled skill groups for different hill options.

c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

Wednesday January 28th

Depart 7am from Lindale (Estimated 4hr drive)

Arrive at Ski resort – Lessons/ski until 4pm

Check into Inglis Hall- Dinner/Relax/Sleep

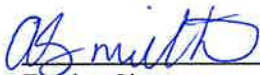
Thursday January 29th

Check out of Inglis Hall and arrive at Asessippi by 10am

Ski all day- depart by 430pm

Meal on the road

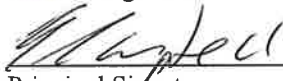
Arrive to Moose Jaw by 10pm



Teacher Signature

Dec. 12, 2025

Date



Principal Signature

Dec 15, 2025

Date

Director/Superintendent Signature



Request Approved



Request Denied

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	5.5
Topic:	Out of Province Excursion – Kincaid Central School to Elkwater Ski Hill, Alberta		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:	Kincaid Central School's Grade 5-12 ski trip to Elkwater Ski Hill on January 9, 2026.
Current Status:	See attached application form.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

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

Recommendation:

That the Board approve Kincaid Central School's ski trip to Elkwater Ski Hill, Alberta on January 9, 2026.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Mrs. Corcoran	School: Kincaid Central School
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity _____	
Grade Level: Grade 5-12	Number of Students: 17
Destination: Elkwater Ski Hill	Trip Date: Friday January 9, 2026
Number of School Days (Partial/Full): One Non-Instructional Day	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): Parent Drivers TBD this coming week	
Number of Teachers, Parents, Chaperones: Mrs. Corcoran, Ms. Spiess, Brody Loverin, BJ Haubrich, Darryl Smith, Kristen Smith	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other	

B. SAFETY GUIDELINES
X Parent consent forms and medical information including the Health Card Number will be obtained. X Evacuation Plan is in place and will be communicated to appropriate individuals. X Designated supervisor has access to emergency vehicles at all times. X Access to cellular or satellite phone or other communication device. X A list of emergency telephone numbers will be formulated. X Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. X Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines. X Male and Female Chaperones for a co-ed activity. N/A If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET
Anticipated Budget: \$141 per person x 17 participants = \$2397 Description of Funding Sources: \$100 per participant and school subsidy of \$40 per student Out of Pocket Cost per Participant: \$100 per student covers transportation, skiing, and supper.

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

D. LEARNING OBJECTIVES

The K-12 aim of the physical education curriculum is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle. The three goals for students from Kindergarten to Grade 12 are: • **Active Living** – Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community. • **Skillful Movement** – Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities. • **Relationships** – Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities

Outcomes

5.10 Social Skills Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behavior, self-control, involvement).

5.3 Complex Skills Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities and games.

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

a) Pre-Excursion Learning

In-class instruction related to safety and behavior expectations.

b) Excursion Learning

Lessons are required for both skiing and snowboarding.


c) Post-Excursion Learning

In-class reflection and discussion to celebrate what went well and skills learned, as well consideration of what could be done better next time.


F. SCHEDULE OF ACTIVITIES

6:00 Depart Kincaid
9:30 Arrive Elkwater (318 KM)
10:00 – 4:00 Skiing
4:00 – 6:00 Travel to Swift Current
6:00 – 7:00 Supper in Swift Current
7:00 Head for Kincaid
8:30 Arrive Kincaid


Teacher Signature


Principal Signature


Date


Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	5.6
Topic:	Coteau Hills Elementary School Community Council Constitution		
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:	Coteau Hills Elementary School Community Council has created their new constitution.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Coteau Hills Elementary 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	December 9, 2025	<ul style="list-style-type: none"> Coteau Hills Elementary School SCC Constitution

Recommendation:

That the Board approve Coteau Hills Elementary School Community Council Constitution dated November 2025.

Coteau Hills Elementary

School Community Council Constitution

November 2025



1700 Vermont Road
Moose Jaw, SK S6K 1A5
(306) 694-5999
school.coteauhills@prairiesouth.ca

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MISSION

To visibly participate in a partnership with the parents, staff and community to encourage our students and their families to have a sense of ownership in school decisions and activities that reflect the best interests of our students.

GUIDING PRINCIPLES

- To encourage parent and community participation in education.
- To develop a good understanding of our community including its needs, resources, supports, and goals for student learning and well-being.
- To cooperate with school staff to develop school-level plans.
- To communicate annually with families and community members about their activities and accomplishments.
- To account publicly for the money we spend.
- To participate in orientation, training, development and networking opportunities related to SCCs.
- To uphold confidentiality; and,
- To follow legislation, regulations and board policies.

MEMBERSHIP

All parents are part of the school community and are welcome at meetings including the AGM.

Representative Membership

The School Community Council will have the following Representative Members:

- 5 – 9 parent and community members elected at the Annual General Meeting

Permanent Membership

The School Community Council will have the following Permanent Members:

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

STRUCTURE and 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 other School Community Council members and the principal.
- Oversee the operations of the School Community Council.
- Establish networks that support the School Community Council and community partnerships.
- Act as the spokesperson for and the representative of the School Community Council.

The Vice-Chairperson will:

- Support the Chair in his/her duties, taking over when the Chair is unable to attend.
- Collaborate with the Chair to establish networks that support the School Community Council and community partnerships.
- Perform responsibilities assigned by the Chair.

The Secretary will:

- Take minutes at the School Community Council meetings.
- Receive and send correspondence on behalf of the School Community Council.
- Take charge of any official records of the School Community Council.
- Ensure that appropriate notice is given for all meetings of the School Community Council.
- Send minutes of all meetings to the Director of Education, Superintendent of School Operations and Subdivision Trustee(s) after each meeting.

The Treasurer will:

- Obtain financial reports from the school administration to share at the School Community Council meetings.
- Presents a clear picture of the financial debits and deposits at the School Community Council meetings.
- Collect and count monies from fundraising events and give a report at the School Community Council meeting.

MEETINGS

The School Community Council will have a minimum of five meetings per year, plus one annual general meeting in April.

Voting

On matters requiring a formal vote, all [Representative Members](#) of the SCC, with the exception of the principal, may vote. The CHE SCC will strive to uphold the consensus building model.

Quorum

A quorum of the School Community Council shall be a majority of the Representative Members. When consensus cannot be reached, the majority vote model will be applied.

For more information see the [Prairie South SCC Election Information Page](#).

FINANCES

See the following resources regarding School Community Council budgeting, professional development funds, and general financing:

- [Administrative Procedure 112-SCC Finances](#)
- [SCC Professional Development Application](#)
- [SCC Babysitting Services](#)
- [SCC Personal Expense Claim](#)

AMENDING THE CONSTITUTION

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

APPENDIX A

Additional Resources

[Prairie South School Community Councils](#)

[Government of Saskatchewan School Community Councils](#)

[SCC Meetings and Elections](#)

APPENDIX B

Code of Conduct

1. An individual who accepts a position as a member of the Coteau Hills Elementary (CHE) School Community Council:
 - a) Upholds the constitution of the CHE School Community Council, and the procedures and policies of Prairie South Schools.
 - b) Performs his/her duties with honesty and integrity.
 - c) Represents CHE and the SCC in a positive manner and with a positive and open mindset.
 - d) Works to ensure that the well-being of students is the primary focus of all decisions.
 - e) Respects the rights of all individuals.
 - f) Take directions from the members, ensuring that the representation processes are in place.
 - g) Encourage and support parents and students with individual concerns and work to ensure that issues are resolved through due process.
 - h) Strives to be informed and only passes on information that is reliable and correct.
 - i) Acknowledges conflicts of interest when they exist, and refrains from discussion and voting.
 - j) Abides by the decisions made by the Council and speaking in a manner that shows support for the decisions made when communicating with parents/staff.
 - k) When there is a disagreement, members shall use proper means of communication to come to a resolution within the council meeting in a mature and respectful manner.
 - l) Respects all confidential information.
 - m) Supports public education.
2. The CHE School Community Council is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community. The CHE School Community Council provides an opportunity for members of the community to have input and influence related to the practices of the school and school division for the betterment of children and education in Moose Jaw.
3. A member of the CHE School Community Council who is approached 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 with compassion and concern, directing them to the appropriate personnel that will best bring resolution to their concerns when appropriate.

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	5.7
Topic:	Lindale School – Alternate School Year Calendar Proposal		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Lindale School SCC is requesting to move to the Alternate Calendar for the 2026-2027 school year.
Current Status:	Lindale School currently operates under the Regular Calendar.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	<p>Process was followed as per AP 130, specifically Appendix A: Guidelines for Considering Changes to the School Year/Day.</p> <p>Prairie South calendars for the 2026-2027 school year will be approved by the Board and the Ministry of Education by May of 2026.</p>
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Jennifer Prokopetz	December 15, 2025	n/a

Recommendation:

That the Board approve Lindale School SCC's Alternate School Year Proposal effective the 2026-2027 school year and direct administration to complete a follow-up review in the spring of 2028.

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	5.8
Topic:	Disposal of Records		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Board Policy is that records be retained for the duration specified in the Saskatchewan Learning Records Retention and Disposal Schedule. They are to be retained and disposed of in accordance with the directives of the Education Act 1995, The Local Government Election Act and The Archives Act. The Local Authority and Freedom of Information and Protection of Privacy Act also requires that we not keep records with personal information any longer than the purpose for which the information was collected. The Acts require that the Board approve the disposal of public records. They do not give instruction on non-public records. This Board has chosen to approve the disposal of all records.
Current Status:	A listing of records that are past or at their time for disposal according to the Records Retention and Disposal Schedule is attached. The record of disposal of records, i.e. the attached list, is a permanent record that must be retained permanently. We require Board approval for the disposal.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	December 16, 2025	2026 Records for Destruction

Recommendation:

That the Board approve the disposal of records listed on the attached, which are at or past their retention, by shredding and/or file deletion.

Files for Shredding and File Deletion 2026

File Type	School	Location	Start Year	End Year	Retention
Accounts Payable Reports	MJ Public	Empire	2002	2002	7 years
Accounts Payable Reports	PSSD	Empire	2006	2006	7 years
Accounts Payable Reports	PSSD	Empire	2010	2013	7 years
Accounts Receivable receipts	PSSD	Empire	2009	2010	7 years
Daily/Period Attendance, absence, enrolment reports	Riverview	Empire	2010	2016	Till student turns 25, attendance register is permanent record
Audit Supporting documentation	PSSD	Empire	2008	2010	7 years
Bank Reconciliations	PSSD	Empire	2009	2012	7 years
Bank Reconciliations	PSSD	Empire	2015	2015	7 years
Bank Statements	PSSD	Empire	2009	2014	7 years
Briercrest School maintenance requests	Thunder Creek	Empire	1996	1997	3 years
Briercrest School maintenance requests	Thunder Creek	Empire	2004	2005	3 years
Briercrest School trips	Thunder Creek	Empire	1994	2001	Till student turns 25
Budget documents	MJ Public	Empire	2002	2005	3 years
Budget documents	PSSD	Empire	2006	2006	3 years
Cancelled Cheques	MJ Public	Empire	2000	2001	7 years
Cheque Register	PSSD	Empire	2008	2012	7 years
CTBS Student Test	MJ Public	Empire	1997	1998	Till student turns 25
Daily Attendance - William Grayson	PSSD	Empire	2010	2014	No requirement - annual register is permanent
Daily Attendance - Lafleche	PSSD	Empire	2011	2014	No requirement - annual register is permanent
Decentralized budget reports	MJ Public	Empire	1997	2003	7 years
Deposits	PSSD	Empire	2009	2015	7 years
Deposit receipts	PSSD	Empire	2009	2010	7 years
Expense Claims	PSSD	Empire	2014	2014	7 years
Expense Claims - riverview	Riverview	Empire	2011	2013	7 years, stored centrally in Atrieve
Facility Rental forms	Riverview	Empire	2012	2012	3 years
Financial reports - ledgers	MJ Public	Empire	1998	2004	7 years
Financial reports - ledgers	Borderland	Empire	1996	2001	7 years
Financial reports - ledgers	Borderland	Empire	2004	2004	7 years
Financial reports - ledgers	Golden Plains	Empire	1998	2001	7 years
Financial reports - ledgers	Golden Plains	Empire	2004	2004	7 years
Financial reports - ledgers	Gravelbourg	Empire	1996	1997	7 years
Financial reports - ledgers	Red Coat Trail	Empire	1996	2001	7 years
Financial reports - ledgers	Thunder Creek	Empire	1998	2005	7 years
Grade Verification reports	Riverview	Empire	2011	2012	Permanent record is at ministry, till student turns 25
Grade Verification reports	Riverview	Empire	2013	2015	Permanent record is at ministry, till student turns 25
High School Athletics Permission forms	Riverview	Empire	2009	2010	Till student turns 25
Hockey Academy registrations	Riverview	Empire	2009	2010	Till student turns 25
Home Based Student files	MJ Public	Empire	1998	1998	Till student turns 25
Home Based Student files	MJ Public	Empire	2005	2005	Till student turns 25
HR paper files - scanned into Atrieve so record may still exist	PSSD	Empire			Information only - Prior approval but some left to shred
Journal Entries	PSSD	Empire	2009	2015	7 years
Late Slips	Riverview	Empire	2012	2016	no specific requirement

Learning Files - birthdates	Legacy	Empire	1991	1998	7 years
Learning Student Files - birth year		Empire	2000	2000	retain until student turns 25
Legacy Policy Manuals		Empire	2005	2005	3 years after repealed or amended
Marks	Riverview	Empire	1975	1985	Till student turns 25
Marks	Riverview	Empire	1990	1999	Till student turns 25
Mastercard	MJ Public	Empire	2004	2004	7 years
Palliser Heights GST	MJ Public	Empire	1995	1996	7 years
Palliser Heights Student Transfer sheets	MJ Public	Empire	1995	1997	No requirement
Payroll account reconciliations, cancelled cheques	MJ Public	Empire	2001	2004	7 years
Payroll reports, remittances, T'4s, Time Sheets	PSSD	Empire	2008	2013	7 years
P-card statement	PSSD	Empire	2011	2016	7 years
Personnel Files	Office	Board Office		2022	3 years
Petty Cash - Gravelbourg	PSSD	Empire	2005	2011	7 years
Purchase orders and supporting documents	PSSD	Empire	2006	2007	7 years
Purchase orders and supporting documents	PSSD	Empire	2011	2012	7 years
Purchase orders and supporting documents	PSSD	Empire	2014	2014	7 years
Purchase orders and supporting documents	Riverview	Empire	2003	2014	7 years
Receipt books, forms	MJ Public	Empire	2000	2000	7 years
Recognition of Servie - Riverview	Riverview	Empire	2011	2011	7 years
Sasktel, Saskpower, Saskenergy autopay documents	PSSD	Empire	2012	2013	7 years
Speech Files	Red Coat Trail	Empire	1998	1998	Till student turns 25
Student Health forms	MJ Public	Empire	1996	1996	Till student turns 25
Student Assessment, Benchmarks	MJ Public	Empire	2000	2005	Division level data, not a specific requirement to keep
Student Assessment, CAT	MJ Public	Empire	2004	2004	Division level data, not a specific requirement to keep
Student Assessment, Math	MJ Public	Empire	1998	1998	Division level data, not a specific requirement to keep
Student Cumulative Files - birth year		Palliser	2000	2000	retain until student turns 25
Student Record Cards	Riverview	Empire	1961	1988	Till student turns 25
Sub sign in sheets	Riverview	Empire	2012	2013	No requirement
TD Visa	PSSD	Empire	2009	2009	7 years
Teacher Attendance	Riverview	Empire	1975	1981	3 years
Teacher, support, bus driver, subs - remittance documents, T4's					
Time Sheets	PSSD	Empire	2008	2013	7 years
Tenders	PSSD	Empire	2010	2011	3 years
Textbook caution fees	Riverview	Empire	1994	1994	7 years
Tuition LINC	PSSD	Empire	2009	2013	7 years
Volunteer forms	Riverview	Empire	2009	2010	
Year-end Files	MJ Public	Empire	1996	1996	7 years
Year-end Files	MJ Public	Empire	1998	1999	7 years
Year-end Files	MJ Public	Empire	2000	2002	7 years
Year-end Files	MJ Public	Empire	2005	2005	7 years
Year-end Files	PSSD	Empire	2006	2006	7 years

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	5.9
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 December 1, 2025 to December 31, 2025. The following competitive bids were awarded during the reporting period:</p> <ul style="list-style-type: none"> Quotes were obtained by 1080 Architecture for Barrier Free Access at Avonlea. The project was awarded to Leeville Construction for \$24,417. A tender was posted to SaskTender to obtain a Realtor for the sale of Empire and Westmount Schools. The contract was awarded to Panko and Associates.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	December 17, 2025	• n/a

Recommendation:

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

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	7.1
Topic:	Inquiry: Sports Team Classification		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	<p>At the December 2, 2025 Board Meeting the following inquiry was made by trustee Bachmann:</p> <p><i>If a school sports team wins a championship (i.e. Rouleau 1A Volleyball Team), are they required to move up to the next classification (i.e. Rouleau would become 2A)?</i></p>
Current Status:	<p>Schools listed on the Government of Saskatchewan's Registered Independent Schools public list (Briercrest Christian Academy and Cornerstone Christian Academy are on the list) and Conseil des écoles franskoises website will be classified according to the following for the activities of volleyball and basketball:</p> <ul style="list-style-type: none"> • Schools will be classified by their enrolment numbers as per CLASSIFICATION OF SCHOOLS policy, unless they have been approved to participate in a higher classification as per RE-CLASSIFICATION OF SCHOOLS policy. • If a school wins a provincial championship in the activity of volleyball or basketball, the school will be classified in the next higher classification for that activity the following year. This process will repeat in subsequent years until the highest classification is reached, or the member school no longer wins gold at the provincial championship. • If a school receives a silver or bronze medal in the higher classification, they will remain in that classification the following year. • If a school does not medal at the higher classification, they will be classified in the next lower classification the following year. This process will repeat in subsequent years until the school is in the classification that aligns with their school enrolment numbers as per CLASSIFICATION OF SCHOOLS policy. • No school will be classified lower than that defined by their school enrolment numbers according to the CLASSIFICATION OF SCHOOLS policy. • If a school is classified to a higher classification due to winning a provincial championship the previous year and also meets the criteria to be moved down a classification to meet minimum threshold, the school will not be moved to the lower classification.

<ul style="list-style-type: none"> Any school that is approved as a JOINTLY SPONSORED TEAM with a school from the Government of Saskatchewan's Registered Independent Schools Public List or Conseil des ecoles fransaskoises website will be required to follow these parameters <p>These changes are currently in effect and are reviewed annually at the SHSAA Annual General Meeting.</p>
Pros and Cons:
Financial Implications:
Governance/Policy Implications:
Legal Implications:
Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	December 8, 2025	<ul style="list-style-type: none"> n/a

Recommendation:

That the Board review the information provided.

AGENDA ITEM

Meeting Date:	January 6, 2026	Agenda Item #:	7.2
Topic:	Accessibility Plan 2026-2029		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Prairie South is committed to providing an engaging environment that is accessible and free of barriers for all to participate actively in their respective school communities. In an effort to support our commitment to The Accessible Saskatchewan Act, we developed an accessibility plan that formalizes our efforts to remove and prevent barriers.
Current Status:	We know that some students, groups, and communities experience barriers that hinder their participation in our schools and have needs that may require tailored support and resources. We are committed to reducing barriers and fostering more inclusive school environments where everyone can fully participate. This accessibility plan serves as a roadmap for setting priorities, allocating resources, and implementing short-, medium-, and long-term actions that promote accessibility across all schools and division-operated facilities.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	This report has been posted to our website .

Prepared By:	Date:	Attachments:
Amy Johnson	December 11, 2025	<ul style="list-style-type: none"> Accessibility Plan 2025-2029

Recommendation:

That the Board review the information provided.



Prairie South School Division

ACCESSIBILITY PLAN 2026-2029



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This report is available in alternate format upon request.

To request an alternate format, please contact the Prairie South Office by email at info@prairiesouth.ca or by phone at **306.694.1200**.

A Message from the Director of Education and the Board Chair

A Commitment to Accessibility and Inclusion

On behalf of the Board of Education and Prairie South Schools, we are pleased to support the development of our Accessibility Plan. This plan represents our commitment to creating an inclusive and barrier-free environment for all students, staff, families, and community members who interact with Prairie South.

Our commitment is formally mandated by the Government of Saskatchewan's new legislation, ***The Accessible Saskatchewan Act***, which came into effect on December 3, 2023. This Act provides the crucial framework for ensuring that accessibility is systematically addressed throughout the province. Prairie South Schools proudly aligns with the spirit of this legislation, recognizing that the removal of barriers is a moral, legal, and educational imperative.

At Prairie South Schools, we believe in the principle of **Accessibility for All**. We recognize that enhancing accessibility is not merely about compliance; it is about enriching the educational experience, supporting our employees, and ensuring that every individual has equitable access to our facilities, programs, and services. Our Accessibility Plan is a concrete action-oriented roadmap designed to address challenges across four key areas: physical environment, digital technology, communication systems, and cultural inclusion.

Over the next three years, we will work collaboratively to execute the strategic goals outlined in this document. We extend our sincere gratitude to the staff, students, and community members who shared their insights and feedback during the consultation process. Your voice was, and remains, vital to this work.

We invite you to review this plan and continue partnering with us on this important journey. Together, we will realize a more accessible and inclusive future for Prairie South Schools.



Giselle Wilson, Board Chair

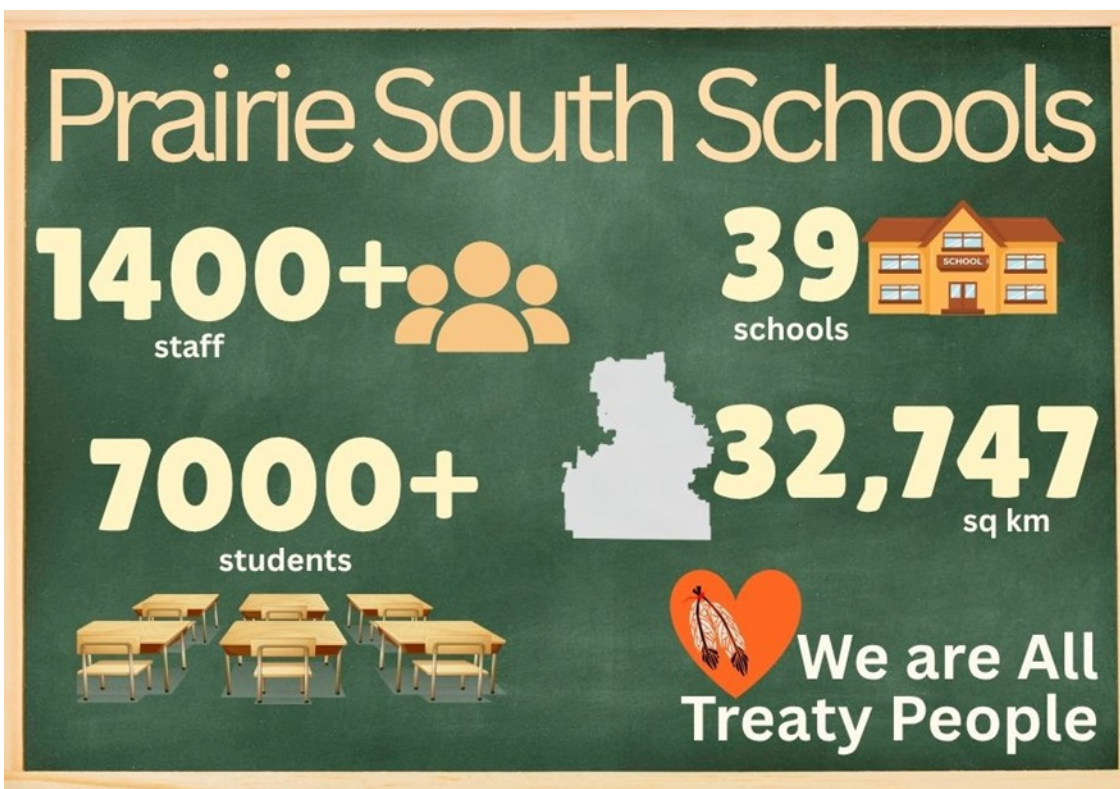


Ryan Boughen, Director of Education.

About our School Division

Prairie South School Division has 39 schools located within 24 rural and urban communities. The division encompasses 32,747 square kilometers (12,643 square miles) of southern Saskatchewan. It spans a geographic area from Coronach in the south, Mankota in the west, Rouleau in the east, and Craik in the north.

The division is divided into six subdivisions for purposes of board representation. Prairie South is a very diverse school division and encompasses rural and urban communities surrounding the City of Moose Jaw, where the school division office, learning department, John Chisholm Partnership Centre, facilities, and transportation offices are located. Six Hutterian colonies and two associate schools are supported in partnership with Prairie South Schools.



Introduction: Commitment to Accessibility

The Accessible Saskatchewan Act defines a barrier as anything that hinders or challenges the full and equal participation in society of people with disabilities.

There are many types of barriers that people with disabilities may experience, including physical barriers, information and communications barriers, and attitudinal barriers. Definitions and examples of each barrier type are outlined below to help people understand the experiences of people with disabilities.

Physical barriers exist when spaces are designed in ways that prevent or limit mobility or access.

Information and communications barriers exist when information or material is shared in a way that is not accessible to all people.

Attitudinal barriers exist when people act or think based on false assumptions.

Prairie South Schools (PSS) is dedicated to identifying, removing, and preventing accessibility barriers for all individuals who work at, or access, the school division's facilities, programs, and services.

This commitment is reinforced by the Government of Saskatchewan's introduction of The Accessible Saskatchewan Act, which came into force on December 3, 2023. The Act mandates that the Prairie South Schools publicly post an **Accessibility Plan** to proactively remove and prevent accessibility barriers for persons with disabilities. The purpose of this plan is to identify existing barriers encountered by individuals within the organization and those who interact with it, and to delineate the specific actions the school division will undertake to address them.

Prairie South is committed to the principle of **Accessibility for All**, guided by the protections afforded to all persons under The Saskatchewan Human Rights Code. PSS recognizes that improving accessibility benefits the entire community. Furthermore, Prairie South Schools is committed to incorporating the Calls to Action of the Truth and Reconciliation Commission (TRC), ensuring that culturally responsive and appropriate solutions are integrated throughout all aspects of this Accessibility Plan.

Development of the Plan

An internal school division committee, comprised of representatives from Human Resources, the Learning Department, School Operations, Information Technology, Facilities, Transportation, and an elected School Board Trustee, collaboratively developed this plan. This committee considered feedback received and has identified the strategic actions that Prairie South Schools will implement over the next three years to enhance the accessibility of its facilities, programs, and services.

In the development process, PSS conducted a comprehensive review of existing programs and services. Prairie South Schools wishes to acknowledge the diligent efforts of all staff in promoting an inclusive and welcoming workplace, valuing the contributions of every member of the PSS team.

Existing Initiatives:

Prairie South Schools has established a comprehensive framework of administrative procedures, including those pertaining to the **Duty to Accommodate** (AP 403), **Services for Students with Intensive Needs** (AP 340), and **Facilities Planning** (AP 540), that already promote inclusion and underpin the efforts outlined in this plan. See Appendix B for further details and relevant Administrative Procedures.

Consultation and Engagement

Prairie South Schools engaged in meaningful consultation with community stakeholders, including students, families, staff, community members and agencies to inform the strategic actions outlined within this Accessibility Plan. The internal committee initiated this engagement through a comprehensive survey and began proactive outreach gather diverse perspectives and insights.

Key Priority Areas of Learning

The data collected during the consultation process was structured into four priority areas, reflecting a comprehensive approach to identifying all forms of accessibility challenges.

Priority Area	Focus of Review
Physical Accessibility Barriers	Examining infrastructure, grounds, and transportation systems.
Digital Accessibility Challenges	Evaluating software, hardware, and online platforms used for learning and communication.
Communication Systems and Processes	Assessing the clarity, consistency, and effectiveness of information sharing within the Division.
Cultural and Social Inclusion	Exploring the sense of belonging, equity, and support for diverse needs within the school community.

Prairie South Schools' actions in this plan encompass both community-proposed solutions and overarching recommendations derived from a comprehensive analysis of the stakeholder feedback.

Accessibility Goals and Strategic Actions (2026–2029)

Prairie South has already taken proactive steps to improve the accessibility of its facilities, programs, and services. However, we acknowledge that the journey toward a truly inclusive environment is ongoing. This plan outlines the strategic actions that PSS will prioritize over the next three years to systematically remove accessibility barriers experienced by persons with disabilities. Prairie South staff will collaboratively complete these actions and promote increased awareness about accessibility.

Goal 1: Enhance Physical Accessibility and Navigation

Feedback consistently indicates that physical barriers are a primary concern, significantly hindering equitable access to school facilities and grounds for students, staff, and community members with mobility issues. Stakeholders advised on common systemic architectural barriers, such as access from parking areas to entry points, and the need for safe and proper access for wheelchairs and mobility aids during major events (e.g., sporting events, graduation). Particular challenges were noted in older facilities, affecting daily navigation, access to educational programming, and participation in school life.

Strategic Actions for 2026–2029 (Physical Environment)

- **Review and Upgrade Vertical Access:** Systematically review and update elevator and/or lift access in all schools to ensure reliable, safe, and modern operation.
- **Improve Parking and Entrances:** Review and update accessible parking zones and access pathways from parking areas to school entrances, ensuring clear signage and compliance.
- **Modernize Washroom Facilities:** Review washroom facilities to ensure proper maintenance of automated door access and sufficient space accommodations for mobility aids.
- **Maintain Safe Exterior Paths:** Ensure pathways, sidewalks, and parking areas are consistently accessible and safe, particularly during inclement weather.
- **Plan Inclusive Play Areas:** Integrate accessibility considerations into the planning and design phases of all new school playground and athletic field additions or upgrades to maximize inclusion.

Goal 2: Resolve Digital Accessibility and Technology Challenges

In modern education, digital tools are integral to learning, communication, and administration. Ensuring that these technologies are fully accessible to all users is paramount to equitable education. Stakeholder feedback provided valuable insight into the division's digital ecosystem, encompassing everything from educational software and communication platforms to student hardware.

We recognize that beyond software, the physical technology and the means to connect can be a source of concern. This includes ensuring that division-provided devices are in good working order and addressing the "digital divide," where some families lack reliable internet or computer access, making it difficult for students to complete online work and for parents to engage with digital communications.

Strategic Actions for 2026–2029 (Digital Environment)

- **Prioritize Accessibility in Procurement:** Software evaluations explicitly include digital accessibility criteria in the procurement stage, verifying compatibility with essential assistive technologies.
- **Enhance Digital Design Awareness:** Prioritize division-wide education and awareness campaigns regarding the effective use of colour contrast, font size, and clear layout when designing digital communications.
- **Optimize for Mobile Access:** Prioritize education and awareness throughout the school division to ensure communication content and platforms are optimally accessible via mobile devices, recognizing the primary mode of access for many families.
- **Audit and Review Internet Connections:** Information Technology Department will review to ensure appropriate Wi-fi and network connections exists in all Prairie South Schools.

Goal 3: Strengthen Communication Systems and Processes

Clear, consistent, and accessible communication is essential for fostering strong partnerships between schools and families. Effective communication ensures all community members are informed, engaged, and able to participate fully in the educational process. Stakeholder feedback highlighted the need for greater consistency, clarity, and support for Prairie South's diverse families.

Strategic Actions for 2026–2029 (Communication Systems)

- **Streamline Transportation Communication:** Review the existing transportation communication process to improve clarity, accessibility, and timeliness of information shared with families.
- **Expand Language Support:** Review support provided to families with language barriers, including educating school staff on access to professional interpretation services and improving the availability of languages for regular school communication (e.g., utilizing translation features within platforms like Edsby).
- **Standardize Communication Channels:** Ensure primary sources of communication are clearly defined, well-known, and consistently utilized by school staff, preventing fragmentation caused by reliance on multiple, uncoordinated platforms.

Goal 4: Nurture Cultural and Social Inclusion

A truly accessible school division actively ensures that all students and families feel respected, valued, and included in the school community. This requires a culture that actively supports students with diverse needs, acknowledges a wide range of cultural backgrounds, and promotes equity across all schools. This goal addresses nuanced feedback related to cultural representation, student support systems, and perceived disparities within the division.

Strategic Actions for 2026–2029 (Culture and Inclusion)

- **Deepen Indigenous Education:** Continue to share and integrate First Nations history, culture, and teachings across all programs and schools.
- **Expand Cultural Curriculum:** Review additional cultural teachings and representation that may be further incorporated into the curriculum and school environment.
- **Strengthen Home-School Partnerships:** Focus on targeted connection with families to collaboratively share interventions and resources that support learning.
- **Advance Professional Learning:** Promote targeted professional learning opportunities for school staff on effective strategies for supporting students with disabilities and implementing neurodiversity-affirming practices that respect modern, research-based approaches.
- **Refine Accommodation Support:** Review the communication and support provided to families navigating the formal student accommodation process to ensure it is clear, timely, and supportive.
- **Improve Rural Support Access:** Review access to support services for schools outside of the city of Moose Jaw and effectively communicate the opportunities and available resources.

Conclusion and Invitation for Feedback

Prairie South Schools is resolute in its commitment to significantly enhancing accessibility across all areas: our schools, facilities, communications, and administrative processes. This comprehensive plan serves as our strategic roadmap for the next three years. Prairie South will ensure continuous improvement by reviewing and formally updating this document every three years.

The prioritized actions within this plan are designed to proactively improve the accessibility of all school division services and to systematically dismantle barriers experienced by persons with disabilities.

As we move forward, we deeply value and encourage continued dialogue with our community. Your feedback is essential to our ongoing success. We welcome input from members of the public regarding accessibility barriers that impact the lives of persons with disabilities and the effectiveness of this plan.

Share Your Feedback

We welcome your comments on this Accessibility Plan. Please submit your feedback using the contact information or the form provided below:

Contact Us:

- **Phone:** 306.694.1200
- **Email:** info@prairiesouth.ca
- **Address:** 1075 9th Avenue NW, Moose Jaw, SK, S6H 1V7

[Form Link Here]

Appendix A: Glossary of Common Definitions

Ableism and Disability Oppression: Ableism or disability oppression is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require 'fixing' and defines people by their disability. Ableism views typical abilities as the norm and devalues people who have physical, intellectual, psychiatric, sensory, or other disabilities.

Accommodation: Any technical aid or device, personal support or disability-related support that a person may require. This can include, but is not limited to, accessible document formats; mobility supports attending a meeting, interpretation or captioning services, or ensuring space has sensory sensitive features.

Adaptability: The ability to be modified for a new use or purpose. Disability and accessibility are evolving concepts that change as services, technology and attitudes change.

Alternate formats: Alternate ways of providing information beyond traditional printed material. Examples include large prints, text-only documents, and Braille.

Alternative text: Also referred to as alt tags or alt attributes. Alternative text provides a verbal description of a visual or graph for individuals with visual impairments who use screen readers.

Barrier: Anything that hinders or challenges the full and equal participation in society of persons with disabilities.

Captioning: Text at the bottom of the screen (television/video) allows people to follow spoken dialogue and distinct noises. Closed captioning is similar, but the text must be decoded to appear on the screen.

Disability: Any impairment that, in interaction with a barrier, hinders an individual's full and equal participation in society. Disabilities can be permanent, temporary, or episodic in nature, and may or may not be evident. There are many types of disabilities that people experience, including physical, mental, intellectual, cognitive, learning, communication, and sensory impairments.

Diversity: Recognizing that each person is unique and has different backgrounds. Diversity means including or involving people from a range of different social or ethnic backgrounds and of different genders, sexual orientations, disabilities, etc.

Inclusion: Providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.

Gender Diversity: Gender diversity encompasses the recognition of individuals whose gender identities and expressions fall outside of the traditional binary of male and female. It includes transgender, non-binary, and gender-nonconforming individuals, among others.

Large print: Printed information provided in a large font size (18 pt or larger) for people who have low vision. For easier reading, select “sans serif” fonts.

Neurodiversity: Neurodiversity acknowledges that differences in how brains function are normal variations, not deficits, and embraces the diverse ways people think, learn, and interact with the world.

Plain language: Clear, conversational communication that makes sense to the intended audience. The goal of plain language is to communicate so clearly that the intended audience can easily find what they need, understand what they find, and use the information.

Self-determination: People are empowered to make their own choices and control their own lives.

Service Animal: The Saskatchewan Human Rights Commission defines a service animal as an animal with specialized training to assist a person with a recognized physical and/or mental disability.

Universal design: Universal design means making things safer, easier and more convenient for everyone. It involves a range of design concepts, including design of products, or spaces and environments, to provide access in a way that respects all abilities.

Appendix B

	AP Title	Relevance to Accessibility & Inclusion
AP 139	Use of Personal Electronic Devices	Relates to the accommodation and use of personal assistive technology (e.g., communication devices).
AP 140	Computer/Online Services Responsible Use	Directly relates to digital accessibility (website, software, and online services access).
AP 159	Health And Safety (OH&S)	Ensures a safe environment for all staff, addressing safety as a crucial aspect of physical accessibility.
AP 170	Harassment	Core procedure for maintaining an inclusive and respectful environment, upholding the protection of the Saskatchewan Human Rights Code.
AP 171	Violence	Supports a safe environment for all users, which is foundational to accessibility and inclusion.
AP 180	Local Authority Freedom of Information and Protection of Privacy (LAFOIP)	Governs the protection and privacy of personal health and disability-related information.
AP 250	Instructional Resources Selection and Challenge	Relevant to ensure that learning materials (textbooks, digital resources) are selected for accessibility formats.
AP 260	Learning Activities Outside the School	Requires consideration of accessibility when planning off-site activities and excursions.
AP 312	Administering Medications and Medical Treatment to Students	Directly related to accommodating and supporting students with medical or health-related needs.
AP 313	Transferring, Lifting, Reposition Guidelines	Highly relevant to physical accessibility, ensuring safe mobility support for students with physical disabilities.
AP 316	Gender and Sexual Diversity	Directly supports the School Division's commitment to inclusion and equity for all students.
AP 340	Services For Students with Intensive Needs	Core Accessibility Procedure. Outlines comprehensive services and support for students with disabilities.
AP 342	Assistive Technology for Students with Special Needs	Core Accessibility Procedure. Focuses on removing technical/learning barriers through the provision of technology.
AP 343	Service Dogs in Schools	Directly addresses the accommodation of service animals as required under accessibility standards.
AP 403	Duty To Accommodate	Core Accessibility Procedure for Employees. Mandates the removal of employment barriers for staff based on protected grounds, including disability.

AP 491	Access To Schools (Visitors and Volunteers)	Ensures clear and inclusive protocols for public access to school facilities.
AP 540	Facilities Planning	Core Physical Accessibility Procedure. Governs the planning, design, and construction of accessible physical spaces.
AP 542	Community Use of School Facilities	Ensures that accessibility is maintained for public/external groups using school facilities.
AP 550	School Bus Safety	Essential for ensuring safe and accessible transportation for all students, including those with mobility devices.
AP 551	Bus Maintenance and Inspection	Relates to the maintenance of specialized equipment on buses (e.g., lifts, securement points) vital for transportation accessibility.