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## NOTICE

MEETING OF THE BOARD OF EDUCATION  
of the Regina School Division No. 4 of Saskatchewan

January 13, 2026, at 5:30 p.m.

Regina Public School Board Office – 1600 4th Avenue

## AGENDA

### 1. Land Acknowledgment

### 2. Adoption of Agenda

### 3. Declaration of Conflict of Interest

### 4. Approval of Minutes of the Board Meeting of December 9, 2025

### 5. Celebrations

#### a) Albert School Drumming Group

Wayne Dahlgren, Principal at Albert School, Katie Harrison, Vice-Principal at Albert, Jessica Madiratta, Indigenous Advocate, and Shannon Fayant, Principal on Assignment, to comment.

### 6. Delegations / Presentations

#### a) Director's Report ([pp. 1-2](#))

Mark Haarmann, Director of Education/  
CEO, to comment.

### 7. Standing Committee Reports

#### a) Public Schools Executive Meeting Update

Trustee Brandon-Shea Mutala to  
comment.

## 8. Decision Items

- |  |   |
|--|---|
| a) 2026/27 French Immersion Designations<br>( <a href="#">pp. 3-5</a> )                        | Rick Steciuk, Deputy Director of Student Experience - Teaching and Learning, to comment.                                |
| b) Major and Minor Capital Project Funding Application<br>( <a href="#">pp. 6-11</a> )         | Scott Saxby, Superintendent of Student Experience - Facilities, to comment.   |
| c) Managing Legacy and Other Donations – Request for Proposal<br>( <a href="#">pp. 12-13</a> ) | Barry Lacey, Deputy Director - Division Services/CFO, and Ashley Kuntz, Superintendent - Business Services, to comment. |

## 9. Discussion Items

- |  |   |
|--|---|
| a) Annual Early Learning Accountability Report<br>( <a href="#">pp. 14-18</a> )    | Juanita Redekopp-McKeown, Supervisor of Student Experience - Instruction, to comment. |
| b) Biannual Human Resources Accountability Report<br>( <a href="#">pp. 19-26</a> ) | Reagan Lowe, Superintendent of Student Experience - Human Resources, to comment.      |
| c) SRO Review Progress Report<br>( <a href="#">p. 27</a> )                         | Mark Haarmann, Director of Education/CEO, to comment.                                 |

## 10. Next Meeting

- |  |  |
|--|--|
| a) Planned Agenda Items for February 10, 2026 Board Meeting  |  |
| <ul style="list-style-type: none"><li>• Winston Knoll Drama Club Celebration</li><li>• Director's Report</li><li>• Indigenous Education Advisory Committee</li><li>• Priorities, Planning and Policy Committee</li></ul> | <ul style="list-style-type: none"><li>• Annual Information Technology Accountability Report</li><li>• 2026/27 Budget Development (in camera)</li></ul> |

b) Agenda Requests

c) Notices of Motion

**11. Information**

a) Trustee Subdivision Reports  
([pp. 28-29](#))

For information.

**12. Diversity Acknowledgment**

**13. Closed Session**

a) SUN Tentative Agreement  
(enclosure)

Reagan Lowe, Superintendent of Student Experience - Human Resources, to comment.

b) Band Update (Dieppe Proposal)

Mark Haarmann, Director of Education/CEO, to comment.

**14. Rise and Report**

**15. Adjournment**



# REGINA BOARD OF EDUCATION

6a

**BOARD MEETING DATE:** January 13, 2026

**TOPIC:** DIRECTOR’S REPORT

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**FORUM**

- Open Session
- Closed Session

**INTENT**

- Delegation / Presentation
- Decision
- Discussion
- Information

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**REPORT**

On behalf of myself and all the administration of Regina Public Schools I would like to welcome all employees, school families, students and of course the Board of Education back to work and to learning after what was a well-deserved break.

Between the previous Board meeting on December 9 and today, other than the ongoing learning in schools, followed by the holiday celebrations and break, I don’t have much to report. Therefore, I will be keeping my Director’s Report to the Board brief.

I would, however, like to highlight the ongoing kindness created by the students and staff at École Wascana Plains. I have noted their work before and the Board has had the pleasure of seeing their presentation at a previous Board meeting.

On December 19, the Wascana Plains Bisons for Change group relaunched their Kindness Storm 2025. This school-wide outreach program aims to spread kindness far beyond the school walls. I congratulate Teacher Daya Madhur, and all the students and staff for this ripple of kindness storm that will touch so many lives in 2026. I invite you to watch the new video on YouTube called Kindness Storm 2025.

I would also like to comment on the celebrations that are a regular feature of Board meetings. The work of Wascana Plains Bisons and their Kindness Storm demonstrates how this exceptional learning, achievement and benevolence transcends the classroom. Tonight’s presentation, the Albert School Drumming group gives students a hands-on and very real link to an ancient heritage and provides all of us the benefit of experiencing and learning alongside these traditional ways.

I personally had the honour of joining a drumming session with this group. It is an experience that filled my soul and that I will never forget.

In the future, your administration will continue to bring forward celebrations of the inspiring achievements and outcomes happening every day in every classroom at Regina Public schools. The excellence truly is everywhere.

I would like to conclude by talking a little about budget. In the fall of 2025, Regina Public Schools experienced a decline in enrolment. This was for a variety of reasons, including changes to Federal Immigration and work permit policies, which resulted in fewer new Canadian families coming to our city and our schools.

As a result, we were facing a significant budgetary shortfall.

I will be the first to celebrate Regina Public Schools employees. They rolled up their sleeves and found ways to use the reduced expected funding in ways that would have minimal impact on classroom learning. Our school-based administrators and employees, as well as everyone at Division Office zeroed in on our student-centred approach and focused their budget forecasting on the student experience.

At the same time, this Board and senior administration worked diligently with the Ministry of Education to explain, clarify and enumerate the very specific needs of our schools and the difficult financial realities of funding an urban school division in Saskatchewan.

I am thrilled to say that the Ministry of Education listened and on behalf of this School Division, I share my appreciation for that.

Yes, our funding was reduced from projections, however, the significant cuts to our funding that we were expecting did not materialize. As a result of this work and collaboration with the Ministry of Education, we have been able to deliver the learning that our school families have come to expect and deserve.

Thank you to all who worked so diligently to make the second half of the 2025-26 school year one that continues to be financially stable, predictable and that allows teachers to teach, students to learn and our schools and buildings to continue to be maintained and safe.

And with that I duly present my Director’s Report to the Board for the month of January 2026.

<b>PREPARED BY</b>	<b>DATE</b>	<b>ATTACHMENTS</b>
Mark Haarmann, Director of Education/CEO	January 8, 2026	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



# REGINA BOARD OF EDUCATION

8a

**BOARD MEETING DATE: JANUARY 13, 2026**

**TOPIC: FRENCH IMMERSION DESIGNATIONS FOR 2026-2027**

**FORUM**

- Open Session
- Closed Session

**INTENT**

- Delegation / Presentation
- Decision
- Discussion
- Information

**BACKGROUND**

All school divisions are required to submit the Recommendation for Designation Form ([attached](#)) to the Ministry of Education by February 15, 2026, for all French Immersion programs that will be offered during the 2026-2027 school year.

This form must list each school seeking designation, the grades involved, and the percentage of time French is used as the language of instruction for each grade. This process applies to new grade-level designation applications as well as renewals of those previously approved.

**CURRENT STATUS**

**Current Enrolment Status and Boundary Designations**

The 2025-26 French Immersion enrolment in K-12 is 2,641 students as of September 30, 2025:

FI SCHOOL	TRACK	2025-2026	2024-2025	2023-2024
École Centennial	French Centre	275	286	293
École Connaught	Dual	260	257	254
École Dr. A.E. Perry	Dual	275	266	242
École Massey	French Centre	308	288	311
École Elsie Mironuck	Dual	191	197	201
École Wascana Plains	Dual	184	215	210
École Wilfrid Walker	French Centre	432	373	371
École W.S. Hawrylak	Dual	249	303	301
Campbell Collegiate	Dual	349	337	374
Thom Collegiate	Dual	118	111	103
<b>TOTALS</b>		<b>2641</b>	<b>2633</b>	<b>2660</b>

See the [attachment](#) for specific schools and percentages of French language instruction.

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**COMMUNICATIONS**

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The form will be submitted to the Education Legislative Administrator, Legislative Services and Privacy, Corporate Services Branch, by February 15, 2026.

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**RECOMMENDATION**

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The School Division will continue to provide French Immersion programs within the designated times at the listed schools for the 2026-2027 school year.

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**PROPOSED MOTION**

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That the 2026-2027 French Immersion Program Designation be approved, as presented, for submission to the Ministry of Education.

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**PREPARED BY****DATE****ATTACHMENTS**

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Lori Daelick, Superintendent of Student Experience - Teaching and Learning

December 17, 2025

Yes  No

## Recommendation for French Immersion Designation Form

**2026-2027 Designation under Section 180 of *The Education Act, 1995***

School Division: Regina Public School Division #4

Date Board of Education resolution passed: January 13th, 2026 (pending)

#	School(s) Designated	Grades	Type	Percentage of time French is used as Language of Instruction
1	École Centennial School Single Track School – French Centre	K-8	B	K to Gr. 2: 100% Gr. 3 to 8: 80%
2	École Connaught School Dual Track School	K-8	B	K to Gr. 2: 100% Gr. 3 to 8: 80%
3	École Dr. A.E. Perry School Dual Track School	K-8	B	K to Gr. 2: 100% Gr. 3 to 8: 80%
4	École Massey School Single Track School – French Centre	K-8	B	K to Gr. 2: 100% Gr. 3 to 8: 80%
5	École Elsie Mironuck School Dual Track School	K-8	B	K to Gr. 2: 100% Gr. 3 to 8: 80%
6	École Wascana Plains Schools Dual Track School	K-8	B	K to Gr. 2: 100% Gr. 3 to 8: 80%
7	École Wilfrid Walker School Single Track School – French Centre	K-8	B	K to Gr. 2: 100% Gr. 3 to 8: 80%
8	École W.S. Hawrylak School Dual Track School	K-8	B	K to Gr. 2: 100% Gr. 3 to 8: 80%
9	Campbell Collegiate Dual Track School	9-12	B	Gr. 9: 60% Gr. 10 to 12: 50 to 80%
10	Thom Collegiate Dual Track School	9-12	B	Gr. 9: 60% Gr. 10 to 12: 50 to 80%



# REGINA BOARD OF EDUCATION

8b

**BOARD MEETING DATE: JANUARY 13, 2026**

**TOPIC: 2027/28 MAJOR AND MINOR CAPITAL FUNDING SUBMISSION**

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**FORUM****INTENT**

- Open Session
- Closed Session

- Delegation / Presentation
- Decision
- Discussion
- Information

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**BACKGROUND**

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The Ministry of Education has requested the Board submit capital project priorities for the 2027/28 Major and Minor Capital Funding programs by February 13, 2026.

The Ministry of Education allows Regina Public Schools to annually submit five priority projects for Major Capital funding and two priority projects for Minor Capital funding. The same capital project/school cannot be submitted through both funding programs. Further, only one school (unless it involves a school amalgamation) may be submitted per application. Multi-school renovations are not eligible for funding.

Projects eligible for Major Capital funding have costs estimated to be more than \$10 million and include large renovations/re-life projects and new schools. Projects eligible for Minor Capital funding are those involving structural renovations, additions, and/or demolition ranging in cost from \$1-10 million that are completed within a two-year time period.

In recent years, the Provincial Government has approved funding the following major capital projects:

- Harbour Landing West Joint-Use School;
- Project Scoping and implementation and construction of the Campbell Collegiate Vocational Wing;
- Southeast Joint-Use Elementary School; and
- Southeast Joint-Use High School.

The following capital priorities were submitted to the Ministry of Education last year. If any of the projects receive provincial funding approval, announcements will occur through the Provincial Budget scheduled for March 2026:

- Rebuild Balfour Collegiate with a focus on maintaining the façade and character of the exterior;
- Rebuild Lakeview School with a focus on maintain the façade and character of the exterior;
- Rosemont/Walker School consolidation (new school);
- Albert/Kitchener School consolidation (new school); and
- Thomson School rebuild.

The Ministry of Education’s Minor Capital program, Regina Public Schools last year submitted the following two projects:

- Coronation Park School Basement project; and
- Marion McVeety School Basement project.

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## **CURRENT STATUS**

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### **Major Capital Project Recommendations**

Regina Public Schools has used utilization, geographic balance of facilities, facility condition, and future City of Regina residential developments as prioritization factors in capital planning. Based on these factors, the following are the Division's recommended 2027/28 Major Capital Priority Projects.

#### **Priority #1 – Balfour Collegiate Re-Life/Rebuild (with a focus maintaining the façade and character of the exterior)**

- Balfour Collegiate is experiencing significant structural degradation issues despite ongoing investment to maintain the facility.
- The school is functionally outdated and was designed for different teaching models from what is currently used. The layout does not allow for flexible spaces, technology integration, and specialized areas (STEM labs, collaborative zones, or performance spaces). In addition, the school is not accessible to students, employees, and others with mobility challenges. Recent estimates to improve accessibility exceed \$400,000.
- Recent renovations and improvements, and those planned for the future address symptoms rather than root causes (the school is end of life), leading to recurring expenses and increased risks.
- Investments have been made to the school over the past several years, including underpinning of the north facade, replacement of stairs in the Administration Building and partial repointing of masonry.
- Recent engineering reports have recommended continued inspection and monitoring of the site and several other repairs such as landing repair in the East Wing Shop, underpinning of the auditorium, and masonry and expansion joint work.
- The consultants have noted the phased approach to underpinning the building based on detected movement poses a risk as some portions of the building will be underpinned, while other areas will experience movement resulting in an overall higher cost to remediate the entire building.
- The consultants have also recommended that a full renewal and re-build should be considered within 7 to 9 years.
- Balfour Collegiate is functionally outdated and structurally challenged. A re-life of the school is needed to:
  - address structural and accessibility issues;
  - update program spaces to allow for modern teaching and learning practices; and
  - right size the school to reflect future enrolment demand and potential space for Division Office.
- With the building of the Southeast high school (anticipated opening 2029 or 30), Balfour Collegiate is still a key school of Regina Public Schools inventory. Balfour Collegiate delivers regular and specialized programming (e.g., Balfour Arts Collective) and serves the central area of the city.
- Balfour Collegiate has been identified by the City of Regina as having heritage value but is not yet included in the City of Regina Heritage inventory.

#### **Priority #2 – Lakeview School Re-Life/Rebuild (with a focus on maintaining the façade and character of the exterior)**

- Lakeview School has had some investments in remediating structural issues. In fall 2021, an interior partition wall inside the gymnasium was replaced because the wall had separated from the ceiling structure and the top of the wall became laterally unsupported. This was a direct result of differential settlement between the load bearing wall and the adjacent structure.

- The school has been monitored by structural engineers since the work in 2021 was completed and their advice is to continue with the work through the remaining areas of the school.
- A key concern is movement of the load bearing wall between the north entrance common area and the gymnasium. Though it is slow and indistinguishable on a day-to-day basis, the wall is actively settling, and it is expected that further settlement will occur. Rather than waiting until this happens, it is recommended that the wall and adjacent areas be stabilized by underpinning the foundations on the north side of the building. At the same time, the uneven floor slabs in the classrooms and corridors on the north side of the building should be replaced.
- A project of this magnitude would justify re-living other mechanical, electrical, roofing, and building code issues simultaneously.
- Functionally, the school is outdated and has accessibility issues. A re-life of the program spaces is also required.
- The school is not a heritage property, however, it does represent heritage significance in the neighbourhood, and the school community has voiced preference of investments in rehabilitation over building a new school.
- The process to remediate structural concerns and re-life the functionality of the school is substantial and logistical options regarding student accommodations during the work will need to be strategized.

### **Priority #3 – Thomson School Rebuild or Re-Life**

- Thomson School was built in 1927 and has been a focal point of the community, specifically the General Hospital neighborhood. The school has reached the end of its functional lifespan due to its aging infrastructure and outdated design which are barriers to modern, inclusive and accessible education.
- The existing layout of the school has a rigid and compartmentalized design which limits its adaptability for modern teaching practices and poses significant accessibility challenges. The school lacks elevators, ramps, and wide doorways, and is extremely difficult to navigate for those with mobility challenges. Steep staircases and small classrooms create further barriers. Ongoing accessibility issues at the school leads to students with accommodation needs to be moved from their neighborhood school (Thomson) to a more accessible school.
- A rebuild of Thomson School would allow for:
  - open, flexible classrooms that support collaboration, creativity, inclusion and personalized learning;
  - the use of upgraded materials and energy-efficient systems that will improve sustainability and efficiency;
  - improved accessibility through the prioritization of universal design (e.g., barrier-free entrances, accessible washrooms, and sensory-friendly spaces, etc.);
  - the creations of spaces for collaboration, cultural expression, and community engagement.
- Thomson School has been identified by the City of Regina as having heritage value but is not yet included in the City of Regina Heritage inventory.

### **Priority #4 – New School – Coopertown Neighbourhood**

### **Priority #5 – New School – Westerra Neighbourhood**

Priorities #4 and #5 from projects from last year’s submission (Rosemont/Walker and Kitchener/Albert consolidations) have been replaced this year with new school requests in the Coopertown and Westerra neighbourhoods to reflect the population growth predictions provided by the City of Regina resulting from new residential development expected to occur in these neighbourhoods over the next 5-8 years.

This proactive approach is intended to identify the predicted future needs of Northwest and West Regina to ensure appropriate school infrastructure is in place to avoid similar school capacity issues we are experiencing in East and Southwest Regina where new school builds have lagged significantly behind population growth in those areas of the City. Preventative and reactive maintenance of the four schools who have been replaced on this year's major capital priority list (Rosemont/Walker and Kitchener/Albert) will continue, ensuring they are able to be utilized to their current potential, and will be re-evaluated annually as part of future year's top five major capital project submissions to the Ministry.

- New schools in the Coopertown and Westerra neighborhoods have been included as the fourth and fifth priority projects.
- Regina Catholic School Division officials have indicated that they also see the need for new joint-use schools in these neighbourhoods as development occurs, however, they have not confirmed as of the date of this report if they will be including both schools in their 2027-28 major capital submission.
- Developments in the Westerra and Coopertown areas are anticipated to pick up over the next five years due to limited availability of lots in other areas of the Regina (e.g., southeast lots are almost all developed) and the City of Regina's recent decision to fund the expansion of infrastructure required to develop the Coopertown neighbourhood.
- At full build out of the next phases of Westerra and Coopertown, new elementary schools will be required. While these neighbourhoods grow, Regina Public Schools can accommodate additional students through existing space at surrounding schools and/or the addition of relocatables or boundary changes.
- The projects are included in the 2027-28 capital request given a new school will take 5-7+ years to build (from application submission to opening).

### **Minor Capital Funding Recommendations**

#### **Priority #1 – Coronation Park School Basement Project**

- An engineering report from 2020 and subsequent inspections have recommended the basement floor slab at Coronation Park School be replaced because of substantial movement due to soil conditions in the area.
- The heaving floor slab has caused the partition walls on the basement level to press upwards on the underside of the floor slab. Some walls are buckling due to the vertical displacement from the floor movement. All partition walls present in the basement that stop on the underside of the main floor should be modified to allow for vertical displacement of the wall. The vertical displacements of the walls are now transferring to the upper floor.
- Replacement of the basement floor slab to the proper vertical position will alleviate this load transfer and will prevent further structural deterioration of the facility.
- Replacement of the floor slab is recommended as repairs will only provide a temporary solution.
- This project will result in a newly lifecycle basement floor including a new floor slab, electrical and mechanical systems and new interior architectural building elements inclusive of partition walls, ceiling, and flooring. This project would extend the lifespan of the facility into the foreseeable future.
- In 2024, a Preventive Maintenance Renovation (PMR) project was tendered to partially address the issue. No bids were received at the time due to the aggressive timeframe required to complete the project.

## **Priority #2 – Marion McVeety School Basement Project**

- Marion McVeety School is an identical build to Coronation Park School, and the basement is also experiencing shifting.
- This project would result in a newly life-cycled basement floor.

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## **COMMUNICATIONS**

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The priority capital projects, if approved, may result in new buildings, temporary space changes during construction/renovations, boundary changes if new schools are approved, and neighbourhood changes if community amenities are added or removed. If a priority capital project is approved for funding, Division staff will initiate the project by meeting with key stakeholders.

External interest in the Division’s capital priorities may include other school divisions, local community groups, City of Regina staff, union representatives, and the media. Interest and questions from these groups will be managed by Division leadership, the Supervisor of Communications, the Superintendent of Facilities, the Supervisor of Capital Planning, and/or the Supervisor of Strategic Supports.

Key messages are:

- The Division depends upon capital funding from the Province for Major and Minor Capital projects.
- The Division analyzed all schools and created the priority list based on the factors of addressing current and future utilization needs, geographic balance, and the condition of the facilities.
- The Ministry of Education considers and prioritizes capital requests from all school divisions across the province.
- The Division will be notified in spring 2027 if any capital projects are approved from the Major and Minor Capital submissions.

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## **RECOMMENDATION**

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Section 8.2 of [Board Policy 2 Role of the Board](#) states the Board must “approve and review long-term capital plans and submit same to the Saskatchewan Ministry of Education as required.”

It is recommended that the Board approve the priority projects listed above to be submitted to the Ministry of Education for the 2027/28 Major Capital Submission and the 2027/28 Minor Capital Submission.

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## **PROPOSED MOTION**

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That the following priority projects be submitted to the Ministry of Education for the 2027/28 Major Capital Submission:

- Priority #1 – Balfour Collegiate Relife/Rebuild (with a focus on maintaining the façade and character of the exterior)
- Priority #2 – Lakeview School Relife/Rebuild (with a focus on maintaining the façade and character of the exterior)
- Priority #3 – Thomson School Relife/Rebuild
- Priority #4 – New School – Coopertown
- Priority #5 – New School – Westerra

and that the following priority projects to be submitted to the Ministry of Education for the 2027/28 Minor Capital Submission:

- Priority #1 – Coronation Park School Basement Project
- Priority #2 – Marion McVeety School Basement Project

<b>PREPARED BY</b>	<b>DATE</b>	<b>ATTACHMENTS</b>
Scott Saxby, Superintendent of Student Experience - Facilities Francine Brûlé, Supervisor of Student Experience - Strategic Supports	January 9, 2026	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



**BOARD MEETING DATE: JANUARY 13, 2026**

**TOPIC: MANAGING LEGACY AND OTHER DONATIONS – REQUEST FOR PROPOSAL**

**FORUM**

- Open Session
- Closed Session

**INTENT**

- Delegation / Presentation
- Decision
- Discussion
- Information

**BACKGROUND**

Administration met with the Priorities, Planning and Policy Committee on December 2, 2025, to discuss the potential of exploring an opportunity to engage an organization to manage a legacy fund and other donations for the Division. The South Saskatchewan Community Foundation (SSCF) was an option brought forward as it is a non-profit organization that assists other non-profit organizations in their fundraising efforts and helps organizations and individuals create legacy (endowment) funds that generate support for community organizations.

**CURRENT STATUS**

Establishing a legacy fund and engaging an experienced organization to manage these funds, along with other donations, will provide a benefit to the Division by leveraging their expertise in philanthropic fund management. Regina Public Schools (RPS) would look for an organization that could provide RPS services such as matching potential donors with RPS, professionally managing donated funds, issuing tax receipts and distributing contributions in accordance with donor instructions. Such a partnership has the potential to help attract donations, particularly legacy donations, and would reduce administrative workload for the Division while ensuring compliance and donor satisfaction.

To ensure a fair and transparent process for selecting an organization to partner with RPS, a formal Request for Proposal (RFP) will be developed and issued. This approach will provide all qualified organizations, including but not limited to the SSCF, with an equal opportunity to submit proposals for delivering these services.

**COMMUNICATIONS**

The Request for Proposals will be posted on the Division’s procurement software platform and Sask Tenders.

**RECOMMENDATION**

That the Board discuss and approve Administration proceeding with the development and issuance of a Request for Proposals to identify and engage a qualified organization to manage legacy gifts and other donations on behalf of the Division.

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**PROPOSED MOTION**

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That Administration is approved to proceed with the development and issuance of a Request for Proposals to identify and engage a qualified organization to manage legacy gifts and other donations on behalf of the Division.

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<b>PREPARED BY</b>	<b>DATE</b>	<b>ATTACHMENTS</b>
Ashley Kuntz, Superintendent of Student Experience - Business Services Barry Lacey, Deputy Director of Student Experience - Division Services/CFO	January 7, 2026	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



**REGINA BOARD OF EDUCATION**

**9a**

**BOARD MEETING DATE: JANUARY 13, 2026**

**TOPIC: ANNUAL EARLY LEARNING ACCOUNTABILITY REPORT**

**FORUM**

- Open Session
- Closed Session

**INTENT**

- Delegation / Presentation
- Decision
- Discussion
- Information

**BACKGROUND**

In spring of 2024, the Provincial Auditor of Saskatchewan completed and tabled an audit regarding the effectiveness of RPSD processes to deliver prekindergarten and recommended that prekindergarten enrolment analysis be provided to the Board of Education.

In response to the Provincial Auditor’s recommendation to provide the Board with annual prekindergarten enrolment analysis, Administration has prepared the attached Annual Early Learning Report, which will occur during the first Board of Education meeting of the calendar year.

**CURRENT STATUS**

The [Annual Early Learning Accountability Report](#) for the 2025-2026 school year addresses:

- Programming, Supports, and Partnership
- Achievement
- Zero to Five
- Response to Provincial Auditor of Saskatchewan
- Questions and Comments

**PREPARED BY**

**DATE**

**ATTACHMENTS**

Juanita Redekopp-McKeown, Supervisor of Student Experience  
- Instruction

January 9, 2026

Yes  No

# Annual Early Learning Report 2025-2026

## **Programming, Supports and Partnerships**

### **Prekindergarten**

- 41 programs, 23 locations, up to 16 students per program
- Targeted, limited, application and selection, holistic, play and inquiry-based
- 600 students (September 30,2025)

### **Kindergarten**

- 102 programs, 46 locations, up to 25 students per program
- Universal, holistic, play and inquiry-based, language-literacy-numeracy rich
- 1639 students (September 30, 2025)

### **Intensive Supports**

- Early Learning Intensive Support 41 half-day programs, 23 locations, 82 spaces
- Early Transitions Prekindergarten 1 half-day program,6-10 spaces
- Children Communicating, Connecting, and in Community 1 half-day program, 8-12 spaces
- Early Years Intensive Support Team 4 Consultants, 1 Intake Manager, and Division Professional support

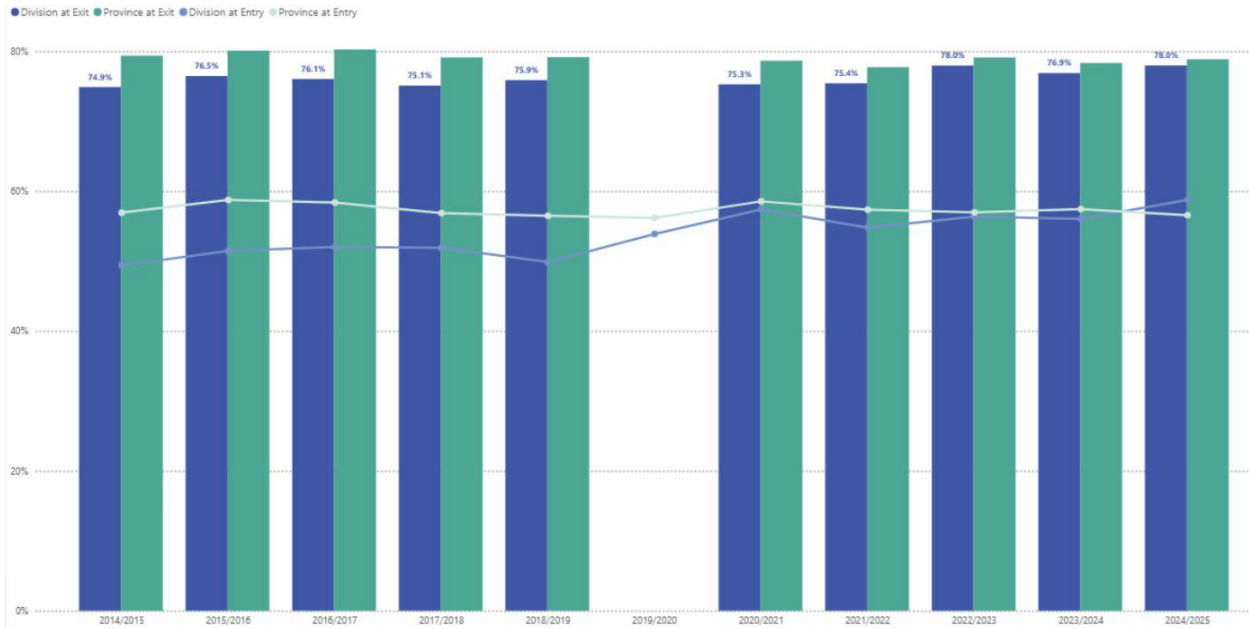
### **Special Note**

- Zero to Five
- High Count High Rate, Opportunity, and Vulnerable Schools
- Michif Early Learning Program
- kiskinwahamtok
- opikinawasowin

### **Partnerships**

- Ministry of Health/Saskatchewan Health Authority ~ Kids First
- Socialization, Communication, and Education Program (SCEP), Early Childhood Intervention Program (ECIP), and Wascana Rehabilitation
- Literacy Hub ~ United Way
- University of Regina Early Childhood
- Métis Nation Saskatchewan
- Regina Early Learning Family Resource Centers
- Foundations Learning Skills Saskatchewan

# Achievement

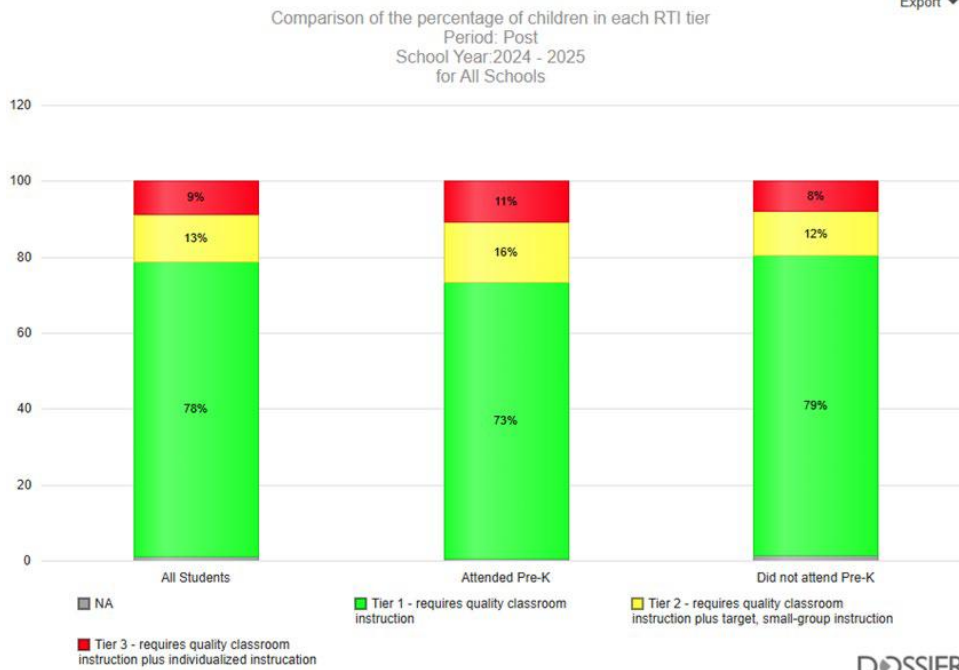
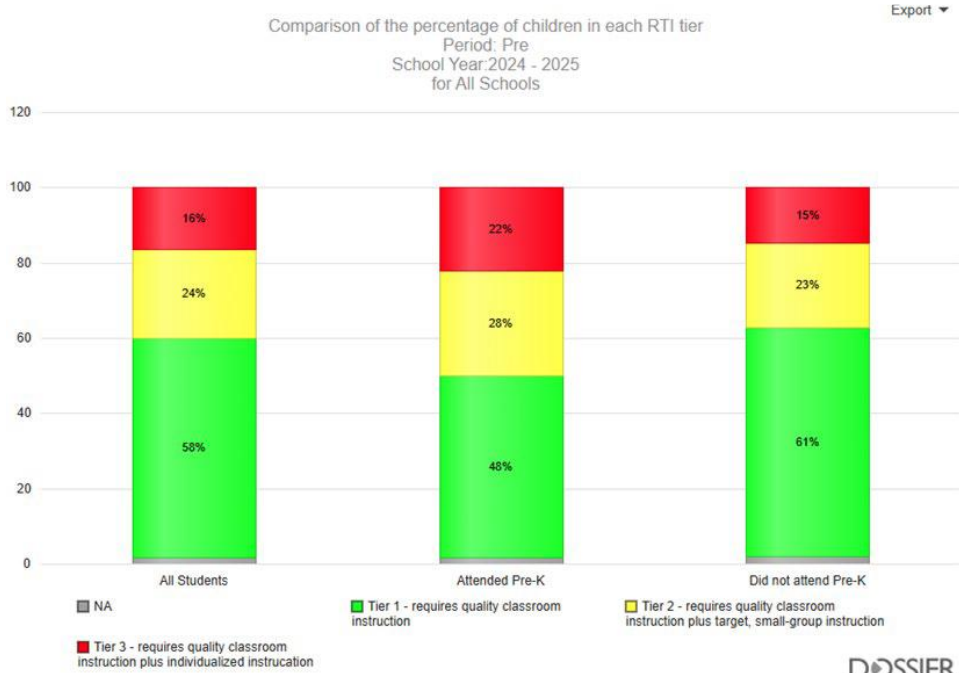


## 2024-25 EYE-TA results – Regina Public SD 4 (RPSD 4)

		Fall 2024 (Kindergarten entry)			Spring 2025 (Kindergarten exit)		
All students	All divisions	56.5	25.9	17.6	78.8	12.9	8.3
	RPSD 4	58.8	24.3	17.0	78.0	13.0	9.0
Self-declared FNMI students	All divisions	31.4	31.0	37.5	57.7	22.0	20.3
	RPSD 4	28.6	29.1	42.3	54.3	19.9	25.8
Non-declared students	All divisions	60.9	25.0	14.1	82.6	11.2	6.2
	RPSD 4	62.6	23.7	13.8	81.2	12.1	6.7
		Tier I – Students (%) complete developmental tasks without difficulty		Tier II – Students (%) experience some difficulty completing developmental tasks		Tier III – Students (%) experience significant difficulty completing developmental tasks	

Tier I – Students (%) complete developmental tasks without difficulty	Tier II – Students (%) experience some difficulty completing developmental tasks	Tier III – Students (%) experience significant difficulty completing developmental tasks
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Effectiveness metrics	2023-24 (previous year)		2024-25 (latest)	
	RPSD 4	All divisions	RPSD 4	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	70%	72%	72%	74%
Fall-identified Tier 3 students (%) who improved to Tier 2	35%	37%	35%	36%
Fall-identified Tier 3 students (%) who improved to Tier I	19%	22%	20%	24%



# Response to Provincial Auditor of Saskatchewan

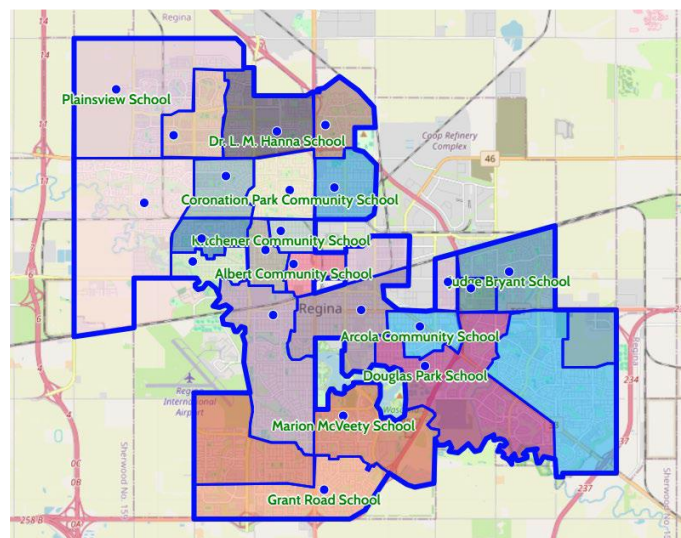
## Delivering Prekindergarten Programming

Criteria	Findings
Accessible Quality Monitor	Analyze enrolment Monitor and analyze waitlists Use measures Conduct classroom environment assessment Communicate partnerships Track family visits Provide enrolment analysis to the Board

Data (*Prek + ELIS)	Sep 30, 2025	Nov 30, 2025	Additional Comment
Enrolment	564/738 (76%)	616/708 (84%)	If only ...
In	NA	655 (89%)	Barriers ... - moving, emergency and out-of-country - transportation and distance - preference - scheduling, employment, and enrollment - different provider - not eligible - intensive and other needs - documentation
Out	NA	43 (6%)	
Waitlist	NA	47	

### Deepening understanding ...

- Application
- Selection
- Waitlist
- Boundaries
- Transportation
- Maintain status quo in alignment with intent
- Monitor data, redirect eligible applications, and support school early learning teams
- Build awareness, focus on transition, and support regional promotion and mid-year flexibility
- Explore targeted transportation grant and partnership
- Consider future allocation and relocation...  
tawâw school



\* Request continued Board of Trustee advocacy, promotion, and connection



# REGINA BOARD OF EDUCATION

9b

**BOARD MEETING DATE: JANUARY 13, 2026**

**TOPIC: BIANNUAL HR ACCOUNTABILITY REPORT**

**FORUM**

- Open Session
- Closed Session

**INTENT**

- Delegation / Presentation
- Decision
- Discussion
- Information

**BACKGROUND**

The Human Resources (HR) department has primary responsibility for managing and supporting a full range of HR supports, depicted in the framework below:



At the heart of our Division are its people and organizational culture builds success. HR is committed to contributing to the best outcomes for Regina Public Schools, our students, staff and ultimately our community.

HR has primary responsibility for managing and supporting all employee-related matters and works closely with all Division departments to support and respond to their needs.

**CURRENT STATUS**

The HR team has aligned our workplan with the 2023-2027 Division Strategic Plan and continues within a multi-year agenda to deliver modern and professional HR management practices.

The HR Department priorities for the 2025-2026 school year include:

- Advance leadership capability and capacity across the School Division.
- Build shared commitment and capacity to facilitate an inclusive, safe, and healthy work culture.
- Review operational processes and services to improve service delivery and efficiency.
- Provide targeted and high-quality staff professional development.
- Implement recruitment, hiring, and retention programs that promote diversity and Indigenization.
- Create safe, healthy, functional, and modern learning and working spaces.
- Build capacity for trauma-informed practices and mental health promotion.

## **KEY OBJECTIVES AND ACTIONS (AUGUST 2025 TO DECEMBER 2025)**

### **1. KEY OBJECTIVE (Performance Management Processes)**

Develop a multi-year plan for the update and/or development & implementation of effective Performance Systems and Processes that will support: clarity & shared understanding of performance processes, employee growth & development, engagement, accountability, and address performance concerns (including absenteeism).

#### **ACTIONS (AUGUST 2025 TO DECEMBER 2025):**

- Working with key leaders (Principals/Teaching & Learning Operations Superintendent and Division Services Superintendents/Supervisors) to review current processes and build a shared understanding of effective and defensible processes.
- Audit/Review of Casual and Substitute Feedback process (prioritizing identification of skilled casuals/substitute staff, providing opportunities for growth and setting clear expectations).
- Update/review Probationary staff tools and processes.

#### **PLANNED ACTIONS (JANUARY TO JUNE 2026):**

- Continued Leadership Team knowledge building (HR presentations to leadership team & calibration of performance planning & performance management).
- Update applicable Administrative Procedures as required.
- Develop Leadership Training Modules (Performance Improvement & Corrective Discipline) – future delivery in subsequent school years.
- Identify internal HR resource requirements (determine if additional HR resources are required).

### **2. KEY OBJECTIVE (Professional Development Systems & Monitoring)**

Develop a multi-year plan to update and implement systems and processes that support Professional Development across the division for all staff aligning with professional growth planning processes, Collective Bargaining Agreement requirements and employment contracts. Work will include a review of the Learning Management System (LMS) to validate if the current LMS can support effective tracking, monitoring and reporting.

#### **ACTIONS (AUGUST 2025 TO DECEMBER 2025):**

- Updated Teacher Professional Development Advisory Committee guidelines.
- Updated Administrative Procedures to support more effective and timely approvals of all staff professional development.
- Working with all leaders to communicate availability of professional development, build knowledge and create autonomy to align professional development with Division priorities and individual skill growth and development.
- Participating on a working group to review of the current Learning Management System (LMS) and determine if the current system can support effective tracking, monitoring and reporting.

#### **PLANNED ACTIONS (JANUARY TO JUNE 2026):**

- Communicate updated PD Guidelines and implement updated Administrative Procedures.
- Finalize a multi-year plan for All Employees aligning Professional Development with professional growth planning, leadership development and reporting.

### **3. KEY OBJECTIVE (Diversity, Equity and Inclusion)**

Develop a multi-year strategy to support achievement of a representative workforce that reflects the diversity of our community and student population. This includes ensuring representation and inclusion at all levels of the Division and removing gaps and barriers to representation in our hiring process and experiences impacting retention within the Division.

#### ACTIONS (AUGUST 2025 TO DECEMBER 2025):

- Ongoing relationship building with the First Nations University of Canada, University of Regina, Saskatchewan Urban Native Teaching Program (SUNTEP). This includes bi-weekly/monthly touch points with educational program staff and in-person/virtual presentations to students two to three times per year.

#### PLANNED ACTIONS (JANUARY TO JUNE 2026):

- Gather updated baseline data on the diversity of our workforce and identify gaps to inclusion.
- Strengthening and building relationships with external educational institutions partners and community employment agencies.
- Participation in 2 career fairs (U of R in February 2025; second career fair to be determined).
- Develop a multi-year Diversity and Inclusion Framework and Implementation Plan to address gaps and barriers with future year objectives and actions focusing on Recruitment and Retention, Leadership and Advancement, Learning and Development, Health, Safety and Wellness.

### **4. KEY OBJECTIVE (Healthy and Safe Workplace)**

Develop a multi-year Occupational Health and Safety strategy focused on staff safety and wellbeing and ensuring that the Division prioritizes the health and wellbeing of its staff as part of our workplace culture. This includes ensuring regulatory compliance, reducing injuries, managing disability and accommodation, and supporting mental health and well-being.

#### ACTIONS (AUGUST 2025 TO DECEMBER 2025):

- Leadership Team knowledge building (HR presentations to leadership team regarding OHS requirements and Division metrics).
- Delivery of presentations focused on Student Safety Planning and Workplace Hazards to Principals, Vice Principals, Division based professional staff, school-based staff to confirm processes for supporting staff health and safety.
- Attendance at a CUPE 3766 Membership Meeting to support communication regarding Reporting Workplace Incidents and Injuries, Workplace Hazard Identification and Controls, General Health and Safety Rights and Responsibilities.

#### PLANNED ACTIONS (JANUARY TO JUNE 2026):

- Implement key actions to address slips, trips and falls.
- Conduct an internal safety audit and develop a multi-year plan to address gaps and barriers identified by the audit.
- Identify internal HR resource requirements (determine if additional HR resources are required).

## 5. KEY OBJECTIVE (Staffing Process Review/Update)

Review and enhance staffing processes to ensure timely and equitable hiring and placement of the right people at the right time. Outcomes will align and support:

- Diversity, Equity and Inclusion outcomes.
- Support designated hiring ‘managers’ to efficiently and effectively make hiring decisions while maintaining a primary focus on the core responsibilities (e.g., T&L, Facilities, Business Services, IT, etc.).
- Adherence to good human resource practices & collective bargaining agreement language.

### PLANNED ACTIONS (JANUARY TO JUNE 2026):

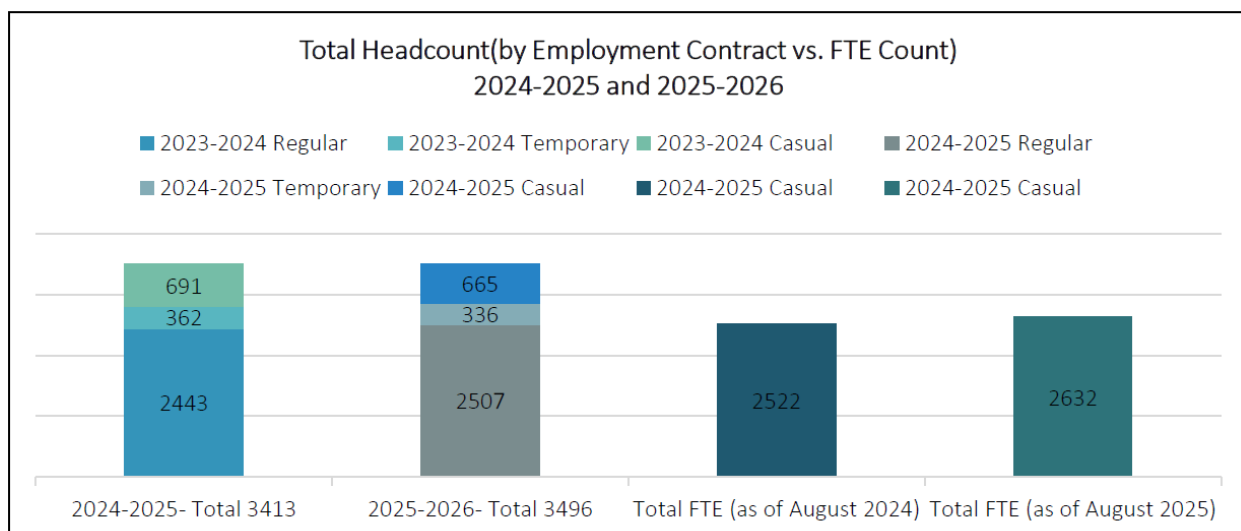
- Update teacher staffing processes aligned with agreed upon roles and responsibilities between HR and Teaching & Learning.
- Review/audit internal HR hiring processes eliminating all unnecessary & duplicate touch points and automating where possible.
- Develop staffing dashboards to support HR team decision making/prioritization/workflow management.

## PERFORMANCE MEASURES

The HR department compiles and analyzes key indicators, reported below for the current school year and previous school year.

### FTE Count and Headcount

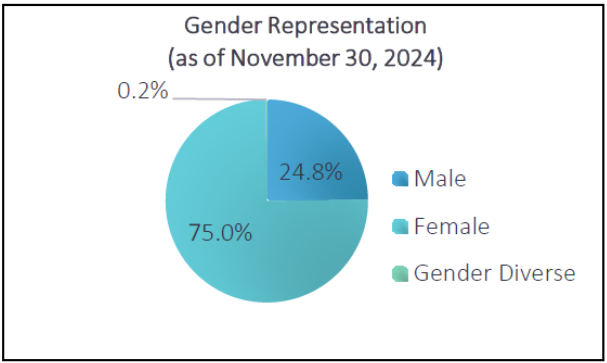
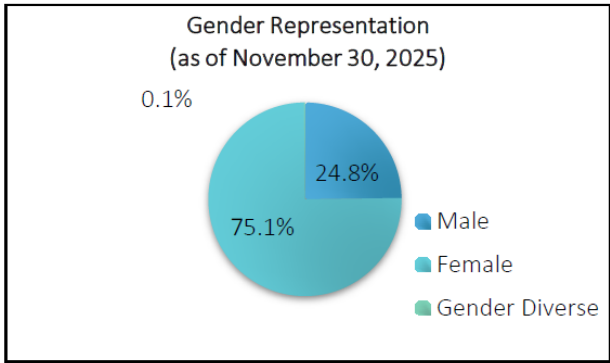
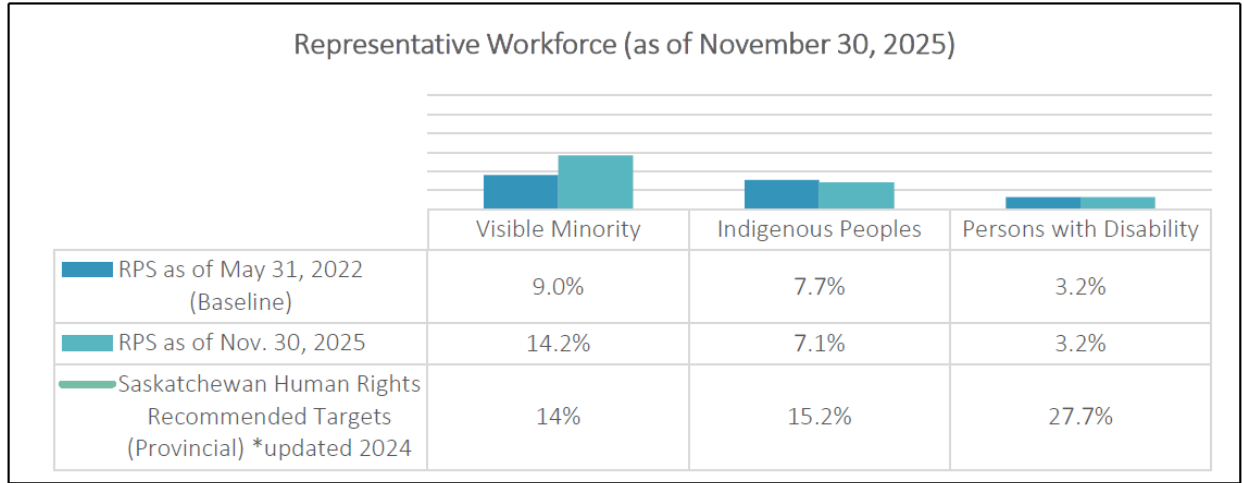
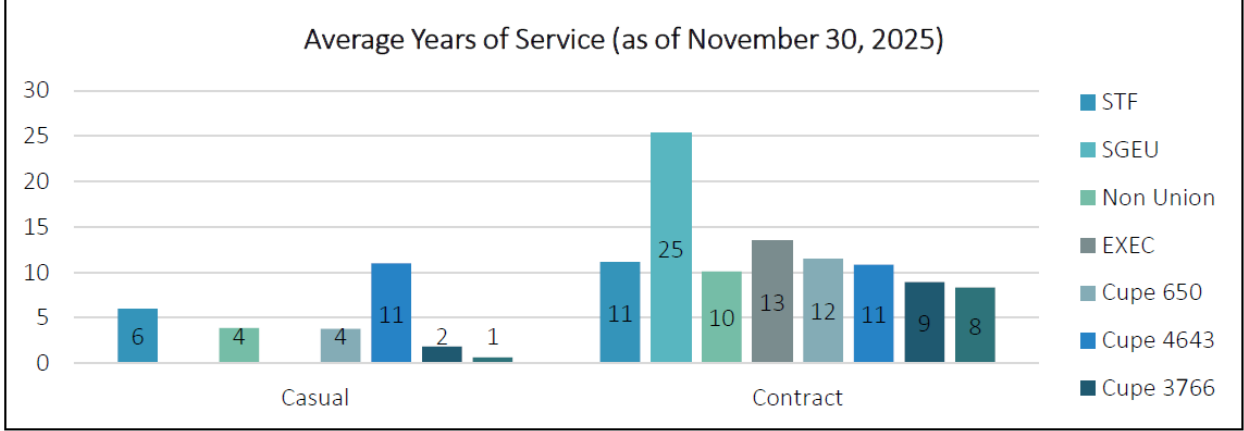
- An increase in FTE from August 2024 to August 2025 due to additional Class Complexity teacher FTE to comply with Teachers’ Provincial Collective Bargaining Agreement. Headcount distribution by contract type remains relatively stable.



### General Workforce Demographics

- Average years of service and gender distribution remain stable.
- Representative workforce targets are an important priority to ensure our workforce is representative of schools and students and we continue to work towards achieving this through our new hires.

- Over the past year, student engagement with First Nations University of Canada (FNUC) and Saskatchewan Urban Native Teacher Education Program (SUNTEP) has declined. These programs have indicated a trend of students returning to home communities rather than remaining in the Regina area. The HR team continues to work on strengthening relationships with both of these programs along with the University of Regina.

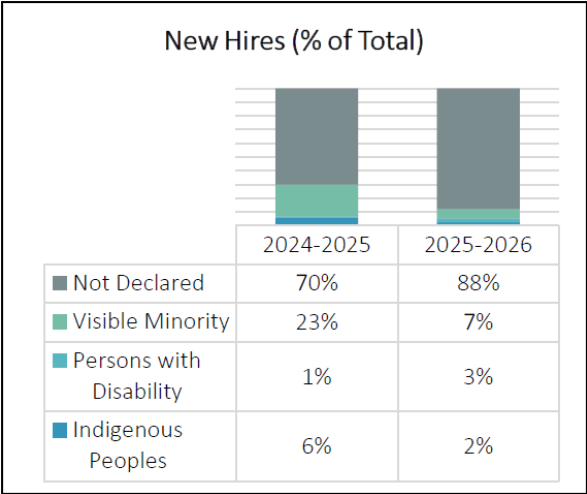
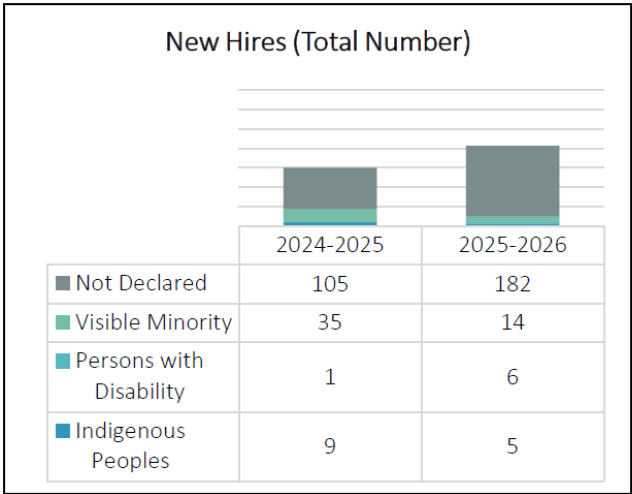


**New Hires**

- This is the first reporting period we have experienced a notable decline in the diversity representation our new hires.

- Renewed actions are required to focus on intentional recruitment in response to changing demographics. Reliance on our reputation as a preferred urban employer may not be entirely effective in the future as we are seeing new graduates prioritize individual preferences over guaranteed employment.

Employee Category	Total New Hires Aug 2024 – Nov 2025	Total New Hires Aug 2025 – Nov 2025
Casual (Educational Assistant, Relief Worker, Administrative Assistant, Noon Hour Supervisor)	63	57
Substitute Teacher	45	66
Educational Assistant (contract)	12	10
Teachers (continuing/temporary contracts)	18	52
Support (Nurse Therapist, Social Worker) (contract)	7	12
Support (Admin Assistant, Facilities) (contract)	4	8
Out of Scope	1	1
Division 12-Month Support (Finance, IT, HR, etc.)	0	1
<b>TOTAL</b>	<b>150</b>	<b>207</b>



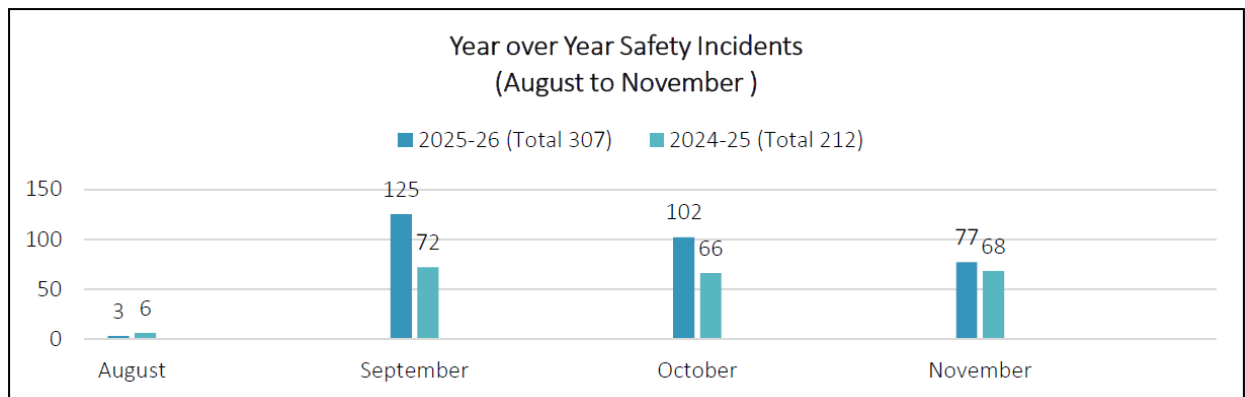
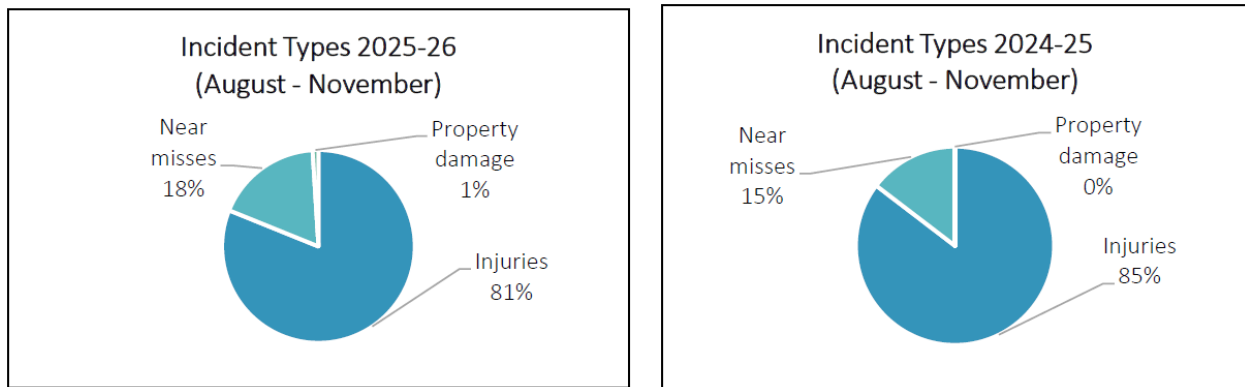
**Grievances**

- Meetings have been held on a monthly basis with CUPE 3766 and CUPE 650 with the goal of resolving outstanding grievance files and mitigate new grievances.

Grievances by Year							
CUPE 3766				CUPE 650			
	Filed	Resolved	Outstanding		Filed	Resolved	Outstanding
2018	4	4	0	2018	7	5	2
2019	16	16	0	2019	7	5	2
2020	0	0	0	2020	4	4	0
2021	3	3	0	2021	6	6	0
2022	9	9	0	2022	5	4	1
2023	9	9	0	2023	6	4	2
2024	5	4	1	2024	1	1	0
2025	2	1	2	2025	4	0	4
<b>Grand Total</b>	<b>49</b>	<b>46</b>	<b>3</b>	<b>Grand Total</b>	<b>40</b>	<b>29</b>	<b>11</b>

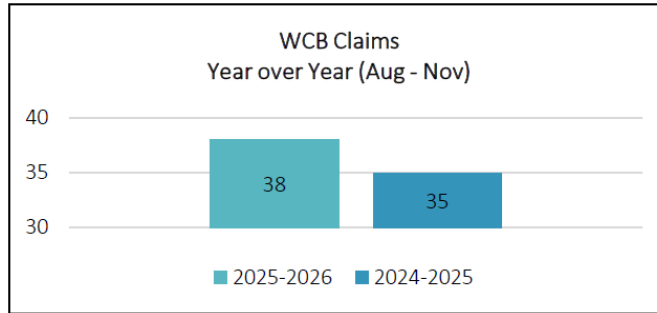
## Incident Management

- The trend shows an increase in total incidents reported, however, overall severity of incidents remains low with the majority of incidents reported as first aid and/or no time loss required.
- Our initial analysis for the increase in number of incidents indicates a combination of contributing factors including: increased staff awareness of the importance of reporting safety incidents (internal communication about incident reporting procedures coupled with employee group focus on OH&S); changing complexity in student demographics; limitations in staff resources within the HR Department.
- In 2022-2023, in order to address budget deficiencies, a dedicated Safety Officer position was eliminated. HR will be exploring options to re-focus efforts and allocate resources in response to year-over-year increases in safety incidents and WCB cost increases.



## Workers' Compensation Claims

- Total WCB Claims has remained relatively consistent (with a small increase in the number of claims). HR has initiated consultation with the new WCB Prevention Department to develop a targeted action plan to analyze our injuries and implement measures to address root causes.
- The primary driver of WCB claims and costs are attributed to slips and falls.
- A note that overall Time Loss Days can no longer be reported. WCB has changed their data systems. WCB has advised that it will no longer provide Time Loss Days after December 31, 2025. WCB has also advised that commencing in August 2025, the accuracy of time loss days information cannot be guaranteed. RPS tracks the total number of WCB Claims so we are able to continue to provide this data accurately.




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**COMMUNICATIONS**

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Administration will provide updated HR Dashboard reports to the Board of Education twice per year, in January and June.

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**PREPARED BY**

Reagan Lowe, Superintendent of Human Resources

**DATE**

January 8, 2026

**ATTACHMENTS**

Yes  No



**REGINA BOARD OF EDUCATION**

**9c**

**BOARD MEETING DATE: JANUARY 13, 2026**

**TOPIC: SRO REVIEW PROGRESS REPORT**

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**FORUM**

**INTENT**

- Open Session
- Closed Session

- Delegation / Presentation
- Decision
- Discussion
- Information

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**CURRENT STATUS**

I will be providing the biannual progress report on the School Resource Officer (SRO) Review at the January 13, 2026 Board meeting.

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**PREPARED BY**

**DATE**

**ATTACHMENTS**

Mark Haarmann, Director of Education/CEO

January 9, 2026

Yes  No



# REGINA BOARD OF EDUCATION

**11a**

**BOARD MEETING DATE: JANUARY 13, 2026**

**TOPIC: SUBDIVISION REPORTS**

FORUM	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Delegation / Presentation
<input type="checkbox"/> Closed Session	<input type="checkbox"/> Decision
	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Information

## COMMUNICATIONS

The following written reports are provided by Board members, outlining activities and/or events in their subdivision during the last month. Board members may take the opportunity to highlight specific items from their reports at the Board meeting.

PREPARED BY	DATE	ATTACHMENTS
Mark Haarmann, Director of Education/CEO	January 8, 2026	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## **SUBDIVISION #1 REPORT**

January 2026

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On December 7, 2026, I attended the Wilfred Hunt School Community Council (SCC) meeting. The meeting start time has been adjusted from 6:30 p.m. to 6:00 p.m. to accommodate members' schedules and allow for earlier departure. This change was approved at a previous meeting, which I did not attend. Childcare services were provided for parents and guardians with young children to support and encourage parental participation.

During the meeting, several fundraising initiatives were discussed. The principal reported that the current student enrollment is 260, representing a decrease of 15 students compared to the previous year. The principal also provided updates on upcoming school activities, including the boys' basketball season, which is scheduled to commence shortly. Due to insufficient interest and participation, a girls' basketball team will not be offered this year. Additionally, the principal confirmed that the 2026-2027 kindergarten enrollment projections have been submitted for the upcoming school year.

Trustee Ted Jaleta