

Prairie South Schools
BOARD OF EDUCATION

DECEMBER 13, 2011

10:00 a.m. – 4:00 p.m.

Central Office, 15 Thatcher Drive East, Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
- 4. Delegations/Presentations**
 - 4.1 Delegations (1:00 p.m.)**
 - 4.1.1 Central Butte, Shara Christmann**
 - 4.2 Presentations (1:45 p.m.)**
 - 4.2.1 Smooth Transitions Committee Monitoring Report**
- 5. Decision Items**
 - 5.1 Auditor's Report and Audited Financial Statements & Public Accounts (10:30 a.m.)**
 - 5.2 Communication/Engagement Plan**
 - 5.3 Administrative Policy No. 303**
 - 5.4 Gravelbourg Elementary School Conceptual Analysis (2:30 p.m.)**
 - 5.5 Annual Bursary Fund Directorship Appointments**
- 6. Discussion Items**
 - 6.1 Cessation of Transportation from Tugaske to Central Butte**
- 7. Consent Items**
 - 7.1 Suspensions**
 - 7.2 Approved Tenders**
 - 7.3 Out of Province Excursion – Lindale School to Asessippi, Manitoba**
 - 7.4 Out of Province Excursion – Gravelbourg High School to Quebec City and Montreal**
 - 7.5 Out of Province Excursion – Avonlea School to Fort Walsh, Alberta**
 - 7.6 Appointment Members to Sunningdale's SCC**

8. Committee Reports

8.1 Standing Committees

- 8.1.1 Higher Literacy and Achievement
- 8.1.2 Equitable Opportunities
- 8.1.3 Smooth Transitions
- 8.1.4 Strong System-Wide Accountability and Governance
- 8.1.5 Advocacy and Networking
- 8.1.6 Rural Catchment Review

8.2 Adhoc Committees

- 8.2.1 South Hill
- 8.2.2 Annual General Meeting Improvement

9. Identification of Items for Next Meeting Agenda:

- Notice of Motions
- Inquiries

10. Professional Sharing/Round Table

11. Adjournment

12. INFORMATION ITEMS

12.1 Substitute Usage Report

12.2 Early Years Conference

12.3 Gravelbourg Elementary School Heritage Designations

12.4 Rural Communities – Bused to Two Schools

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 15 Thatcher Drive East, Moose Jaw, Saskatchewan on November 1, 2011 at 10:00 a.m.

Attendance: Ms. C. Christopherson-Cote; Mr. D. Crabbe; Mr. S. Davidson; Mr. R. Gleim; Ms. J. Jelinski; Mr. A. Kessler; Mrs. J. McMaster; Mr. G. Stewart; Mr. B. Swanson; Mr. L. Young; J. Finell, Director of Education; B. Girardin, Superintendent of Business and Operations; R. Boughen, Superintendent of Human Resources; L. Meyer, Superintendent of Learning; B. Compton, Superintendent of School Operations; S. Kitts, Superintendent of School Operations; D. Huschi, Superintendent of School Operations; J. Thoroughgood, Communications Coordinator; H. Boese, Executive Assistant

Delegations: None

Presentations: Higher Literacy & Achievement (1:00 p.m.)

Motions:

11/01/11 – 1621 That the meeting be called to order at 10:00 a.m. Carried
- Christopherson-Cote

11/01/11 – 1622 The following items were added to the agenda:
5.5 Premier's Board of Education Award
5.6 Voting Delegations for SSBA
6.1 Board Retreat Follow-Up
6.2 SCC Engagement Dates
6.3 Premier Wall's Announcement re: School Start Date after Labour Day Long Weekend
That the Board adopt the agenda as amended. Carried
- Swanson

11/01/11 – 1623 That the Board adopt the Minutes of the regular meeting of October 4, 2011 as presented. Carried
- Stewart

11/01/11 – 1624 That policy #303 (Central Administrative Council) be revised to: Carried
1. make explicitly clear that any and all vacancies in the Central Administrative Council be filled by an open and competitive hiring process;
2. ensure that any variance from an open and competitive hiring process for vacancies in the Central Administrative Council require a motion of the Board.
- Swanson

Swanson requested motion 11/01/11 – 1624 be a recorded vote:

In favour of motion: Gleim, Young, Swanson, Davidson, Christopherson-Cote, Jelinski, Stewart, Crabbe, Kessler, McMaster

Opposed to motion: None

- 11/01/11 – 1625 That the Prairie South School Division IT department prepare, for presentation to the Prairie South School Division Board, a proposal outlining options for live-streaming and storage of Prairie South School Division Board Meetings on the Prairie South School Division website.
- Swanson Carried
- 11/01/11 – 1626 That the board contract SELU in January 2012 to review the existing alternative school year/school day arrangements in Prairie South.
- Jelinski Carried
- 11/01/11 – 1627 That the code of conduct policy be adopted as amended.
- McMaster Carried
- 11/01/11 – 1628 That the board go into closed session at 10:35 a.m.
- Davidson Carried
- 11/01/11 – 1629 That the board reconvene in open session at 10:52 a.m.
- McMaster Carried
- 11/01/11 – 1630 That the board approve administration to make a request to have the Fire Inspector for the Town of Gravelbourg make recommendations on enhanced fire safety at Gravelbourg Elementary School given the circumstance that the school will be vacated in 3 to 5 years.
- Gleim Carried
- Stewart requested motion 11/01/11 – 1630 be a recorded vote:
In favour of motion: Gleim, Young, Davidson, Christopherson-Cote, Jelinski, Stewart, Crabbe, Kessler, McMaster
Opposed to motion: Swanson
- 11/01/11 – 1631 That the board approve submission of the Premier's Board of Education Award as presented.
- McMaster Carried
- 11/01/11 – 1632 In regards to the 2011 SSBA Fall General Assembly, voting ballots be divided equally by trustees attending and that Colleen Christopherson-Cote, Board Chair, be the designated member to pick up the ballots.
- McMaster Carried

That the board break at 11:03 a.m.

That the board reconvene at 11:10 a.m.

- | | | |
|-----------------|---|---------|
| 11/01/11 – 1633 | That the board establish an Ad Hoc Committee to improve the Annual General Meeting consisting of Joan McMaster, Jackie Jelinski, Darrell Crabbe, Barbara Compton and Bernie Girardin with one of Colleen Christopherson-Cote or Shawn Davidson.
- Jelinski | Carried |
| 11/01/11 – 1634 | That the Board receive the consent items and approve the recommendations contained therein, as presented.
- Young | Carried |

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- Meetings with all schools to discuss the CLF developments to date and intention going forward. Responses will be gathered from each teacher and administrator.
- A Lead Committee of 11 stakeholders met. Their role is to edit the CLF document for publication, make recommendations for direction and analyze data from the schools.
- CLF document – first four sections are ready to publish. We are working on the webpage design and hope to have this first group of sections posted soon.

Equitable Opportunities

- SCC Engagement will be expanded to include urban communities and communities of more than one school this year. All rural schools were visited last year. A tentative schedule for visits will be drawn up – keeping winter travel in mind – meetings with out-of-town schools will hopefully take place before Christmas.
- As part of the board's 2011-2012 Action Plan, Guidelines and Practices for Small Schools will be developed. Data will be used to determine the definition of a "small school" as well as a rationale. This document will help to strengthen small schools, for example, by setting a standard for the minimum number of staff.

Smooth Transitions

- On November 15 there is a Board Planning Meeting. Board members will spend the first part of the meeting touring the Early Learning centre at Palliser Heights and the Prek program at Empire. Check email for more information.
- Next meeting is November 15 following the Planning Meeting.

Strong System-Wide Accountability and Governance

- Reviewed transportation policies and buffer zone. Recommendations regarding these policies will be forthcoming.
- Next meeting is November 1 following the board meeting.

Advocacy and Networking

- No report given.

Rural Catchment Review

- No report given.

Adhoc Committees:

South Hill

- South Hill schools are keeping busy with a variety of activities.

That the Board break at 12:00 p.m.

That the Board reconvene at 1:00 p.m.

Adjournment

11/01/11 – 1635

That the meeting be adjourned at 1:55 p.m.
- Stewart

Carried

C. Christopherson-Cote
Chair

B. Girardin
Superintendent of Business and Operations

Next Regular Board Meeting:

Date: December 13, 2011
Location: Central Office, Moose Jaw

DRAFT

4.1.1

Boese, Heather

Subject: FW: Request to speak at the Dec. 13th board meeting

From: Shara Christmann [<mailto:sdcspringwater@yahoo.ca>]

Sent: December-02-11 1:07 PM

To: Boese, Heather

Subject: Request to speak at the Dec. 13th board meeting

Dear Prairie South School Board,

There are concerned families and students regarding your newly implemented Tugaske bussing rule. The people and students in Tugaske need to be involved in this decision and would like the opportunity to bring forward the some very valid points which they feel the board may be missing. They feel that there should still be 2 busses going into Tugaske as there is in other towns in the division, in order to be consistent.

Speakers for our presentation will include;

- Shara Christmann
- Kevin or Stacy Wilson
- Bailey Wilson (student)

My ballpark figure for people attending the meeting is 8, including speakers.

Sincerely,
Shara Christmann

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	4.2.1
Topic:	Smooth Transitions Monitoring Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

The Smooth Transitions goal in the CIF is being addressed in numerous ways. Assisting our grade 8 students in their transition to high school, assisting our female at-risk students to complete high school and reducing vulnerability for our 0-5 pop will be highlighted in the monitoring report.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer for the Smooth Transitions committee	December 5, 2011	3 CIF goals

Recommendation:

Section 2: Division Accomplishments

2010-2011

Contact: Lori Meyer

John Chisholm Program

Provincial Priority: Smooth Transitions Into and Through the System

Board Goal: Our students progress successfully through school.

Division Strategy: Support at-risk grade 8 students transition successfully to high school.

Rationale: Leaving grade 8 and moving to the high school can be a challenging time for many students. Students who are at –risk for various reasons find this transition even more challenging and are more apt to drop out or disengage if not provided with transition support.

Plan

Report

Objective	Performance Indicators & Baseline Data	Performance Targets		Outcomes	Summary of Progress
To support grade 8 students at risk in making the transition to high school.	Successful transition will include: <ul style="list-style-type: none">- 85% attendance rate- Completion of gr 9 course work- Registration for gr 10 classes	By June 2011 80% of the identified gr 9 students will be successfully transitioned to high school.		June 2011 67% successfully transitioned into high school. This goal is ongoing.	
<ul style="list-style-type: none">• In May students in gr 8 were identified as being at-risk and requiring additional supports for the transition to gr 9• JC outreach teachers meet with the students to form a relationship• JC outreach teachers attend high school classes with the at-risk students providing support, encouragement and advocacy• Continued check in with students at risk and any additional supports provided as requested by the students or by the staff at the high schools.					

Section 2: Division Accomplishments

2010-2011

Contact: Lori Meyer

John Chisholm Program

Provincial Priority: Smooth Transitions Into and Through the System

Board Goal: Our students progress successfully through school.

Division Strategy: Persistence and support to complete high school.

Rationale: Females who do not complete high school tend to work in jobs with lower pay, are more dependent on various social services throughout the life span, become parents at an earlier age and have increased risk for ongoing health, addictions and justice issues. (Social Determinants of Health: The Canadian Facts, 2010)

Plan

Report

Objective	Performance Indicators & Baseline Data	Performance Targets		Outcomes	Summary of Progress
To re-engage female high school students at risk of not completing high school.	Currently there are approximately 20 female students identified as non-attenders or potential dropouts.	By June 2011, 80% of targeted female students will have successfully transitioned into a regular high school setting.		June 2011 52% of females have successfully transitioned. This goal will be ongoing.	
<ul style="list-style-type: none">Seeking out female high school aged students that have been identified by the high schools as being at risk of dropping out or who are considered non-attenders.Providing transportation options to attend JC.Connecting the students with a caring and competent teacher dedicated to helping them find both academic and social success first at JC and then assisting in the transition to a general high school setting.Students must maintain an 80% attendance rate at JC before the JC staff will establish a transition plan back to a regular high school.Follow up and advocacy throughout the placement and transition period by the JC staff.					

Section 2: Division Accomplishments

2010-2015
Contact: Lori Meyer
Early Learning

Provincial Priority: Smooth Transitions Into and Through the System

Board Goal: Our students are ready to enter Kindergarten.

Division Strategy: Reduce vulnerability rates for the 0-5 population so that they are ready for kindergarten.

Rationale: Data gathered during the UHEY study through the EDI indicate that many of our children are coming to school lacking some readiness skills. This has long term impacts on learning, social success and human resources required both at the school and in society to support.

Plan

Report

Objective	Performance Indicators & Baseline Data	Performance Targets		Outcomes	Summary of Progress
Reduce vulnerability rates for the 0-5 population in our region. This is a RIC goal as well as a provincial goal. We have a current vulnerability rate of 21% overall in our region.	Gross and fine motor Dev – 22.7% vulnerability rate Pro-social and helping behaviour – 28.7% not on track Basic Literacy Skills – 12.5% with low scores Communication Skills – 20.1% not on track	By June 2015 the vulnerability rate will be 18% or less.			
<ul style="list-style-type: none">• In coordination with school boards, communities and provincial stakeholders develop and implement a comprehensive universal Early Learning strategy which maintains and strengthens prekindergarten programming and could include preschools and daycares.• Increase public awareness of early childhood development• Increase inclusive, accessible affordable high quality early learning and childcare• Increase positive parenting practices• Increase number of policies that impact and benefit children• Improve outcomes as measured by the EDI in the areas of gross and fine motor development, basic literacy, communication skills and pro-social and helping behaviours.					

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	5.1
Topic:	Auditor's Report and Audited Financial Statements & Public Accounts		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: The financial statements and public accounts are to be submitted to the Ministry of Education by December 31, 2011. Therefore the financial statements, auditor's report and public accounts are submitted to the Board for approval.

Current Status: A new process was started last year which involves three reviews of our statements. Stark and Marsh, the Board's appointed auditors, the provincial auditors office and the ministry of education review our statements. Our auditor and the provincial auditor will be in attendance.

Pros and Cons:

Financial Implications:

Governance/Policy Implications: Required by policy 701-3

Legal Implications: Education Act - clause 282; Education Act clause 283(1)

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	December 5, 2011	Audited Financial Statements; Auditor's Report; Public Accounts

Recommendation:

That the Board approve the Auditor's Report, Audited Financial Statements and Public Accounts for the 2010-11 fiscal year as submitted.

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	5.2
Topic:	Communication/Engagement Plan		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

The Prairie South School Board and Central Administrative Council participated in a workshop to develop a communication/engagement plan on October 25 and 26 at Mosaic Place, Moose Jaw. A tentative plan was developed at the workshop. Further discussion followed at the regular board meeting on November 1, 2011. The plan is now presented for further discussion and adoption.

Current Status:

A workshop summary containing a tentative communication/engagement plan is attached. Also, attached is a Protocol for Policy Development and Revision Involving SCC's. The protocol was developed with the Strong System-Wide Accountability and Governance Committee on November 1, 2011.

Pros and Cons:

Financial Implications:

There may be additional costs to holding the Annual General Meeting on a Saturday and combining the meeting with SCC workshops. Additional costs will also be incurred in meeting with the SCCs of schools in communities with more than one school.

Governance Implications:

Legal Implications:

Communications:

A press release will be sent out to announce and promote the plan and activities associated with it.

Prepared By:	Date:	Attachments:
Jeff Finell	November 25, 2011	1. Communication/Engagement Plan Workshop Summary 2. Protocol for Policy Development and Revision Involving SCC's

Recommendation:

Board decision.



Prairie South School Board

**WORKSHOP TO DEVELOP
COMMUNICATION/ENGAGEMENT PLAN**

Presented by
Larry Sackney

Saskatchewan Educational Leadership Unit (SELU)
Department of Educational Administration
University of Saskatchewan

**October 25 & 26, 2011
Mosaic Place, Moose Jaw**

Purpose of the Workshop

- To establish a communication/engagement plan
- To understand and use the processes of strategic leadership
- To review the school division's mission, vision, values and priorities
- To better appreciate the nuances of engagement
- To establish achievable actions and timelines
- To develop a monitoring process

Activity: Review Division Mission, Vision, Values & Guiding Principles/Commitments

What does the mission of Prairie South mean?

- Learning together for our future.
- Educators, parents, students, partners, community, grandparents – everyone involved.
- Aware of what learning is occurring – being transparent.
- Ministry CIF – strategic goals Board – actions in school LIP.
- Inclusive (together) all abilities – all layers.
- Proactive vs. reactive future. Put energy into doing this – turn rhetoric into action.
- Alignment and sincere engagement.
- Our future is now.
- Urgency for all students to learn.
- Learning now to learn (process or “tools” to learning).
- Learning together is an inclusionary model.
 - Learning is lifelong.
 - Learning includes:
 - Students
 - Teachers
 - Administrators
 - Central office
 - All staff
 - Families (learning starts at home –require that family support schools)
 - We are all continuing to learn. No longer an option.
 - May require constant communication
 - Tell the story
 - Engage stakeholders
 - Provide feedback
- Learning together is a commitment statement.
- Learning is not static – it is ever changing and is driven by many factors (e.g., technology).

What does the vision mean?

- Desired future: “Learning together” for our future.
- Forward thinking.
- Student learning – priority 1.
- Quality learning experience for all students (good sound judgement).
- Being responsive to the needs of society.
- All partners (school, community, family) are engaged in the process.
- Think outside the “box” – in terms of funding. Collaborate with industry.
- We have to take action on the learning and be strategic on what they are learning.
- Learning Together: What it will look like?
 - Transparency – trust
 - Relationship that creates a genuine grassroots stuff
 - Collaboration, mentorship, ownership
 - Listening at all levels
 - Engagement
 - Taking time to genuinely celebrate
- More than just Reading/Writing – includes developing good citizens.

What are the values that guide Prairie South work?

- High expectations for Educational Success
 - All children can learn (belief) at high levels
 - High graduation rates with academic competency
 - Development of lifelong learners
 - It is the system’s responsibility to ensure that all students reach their potential
 - Students are encouraged to understand the values and culture of their community
- Community Involvement and Engagement
 - Encourage community/corporate engagement in supporting learning opportunities through partnership/funding/shared resources, expertise
 - Provides diverse perspectives that create/enhance a better understanding of need for future programs K-12, post-secondary, employment.
- Decisions should reflect on our values.
- Filter all decisions through Core Values 1, 2, 3, 4.
- Guide: culture – live it.
- Developed through collaborative process – no excuses.
- As a board member you align with the four Core Values.
- Make four Core Values visible at board meetings.
- Industry promising practise.

Four Core Values: Engagement; Transparency; High Expectations; Common Sense Approach

- Solid research.
- Accurate data.
- Informed judgement.
- Establish protocols to apply and guide these values.

Core

- We value what research tells us around community influence in improving student learning.
- Creativity.
- Fun vs. professional – public perception – we’re human, really.
- Involve our core audience.
- Rooted in four Core Values.
- Stop and look:
 - How do we engage core audience?
 - Are we engaging core audience?
 - Stop navel gazing
- Simple – structure, voice.

Values

- Schools connect learning and community.
- Public participation is necessary.
- Diverse perspectives help us make better decisions.
- What are the things we’re doing as a school division to capture the importance of (varied communities) community “influence” in improving student learning? Do children understand this influence?
- The trust and credibility that is built through relationships.

What are the guiding principles of Prairie South?

- Students: the building blocks of our future.
- Classrooms: the environments that engages learning.
- Schools: the hub of our learning community.
- Communities: the bigger picture.
- Our people: those who make it happen.

Guiding Principles are:

- Clear and respectful communication.
- Transparency – no hidden agendas or fluff.
- Clearly communicate kind of engagement we’re seeking – from continuum (SCC: inform, consult, involve, collaborate or empower: Sackney BC Health framework)
- Goal – what are we engaging for?
- What are our routine information-sharing processes?
 - 2 way sharing built into our work
- Opportunity to hear from ALL voices
 - Set up processes
 - How do SCCs do this?
- Collect evidence and provide it back to participants
 - Board self-assess then commit to areas of need before we begin
- Ground rules developed and shared
- Engagement plan equitable (variety schools)
- Start small and do it well.
- Define the audience.
- Outline the actions.

- Monitor based on goals and shared expectations.
- Communication needs to be reflective of the audience – what is the message and who are we communicating it to?
- Communication should show the connection between past practice and future planning.
- Access.
- Fiscal responsibility.
- Fiscally accountable.
- Time commitment.

Relationships

- Student engagement involves a collaborative approach among all stakeholders:
 - Student
 - Teacher
 - School staff
 - SLCs
 - Parents/Family
 - SCCs
 - System personnel
 - Community at large
- Communication should be priority.
- Note: discussion about creating an SCC Advisory Group.*
- Fiscal responsibility – sustainable.
- KIS(S)
- Inclusive.
- Student focused.
- Learning focused.
- Set realistic expectations.

Activity: Why engage in communication/community engagement?

- Need to tell the story to build trust (why?).
- Broader view of situations.
- Two-way communication.
- Create interest.
- Share expertise.
- Empower community to address local issues.
- Develop a sense of ownership.
- Parents have influence on learning (and therefore need to be involved).
- Board has to be genuine to show interest and respond.
- Being transparent.
- Developing common/shared understanding.
- Ensure all voices are heard.
- To occupy the attention of, to bring into dialogue, action (meaning of engage).

Why engage in communication/community engagement?

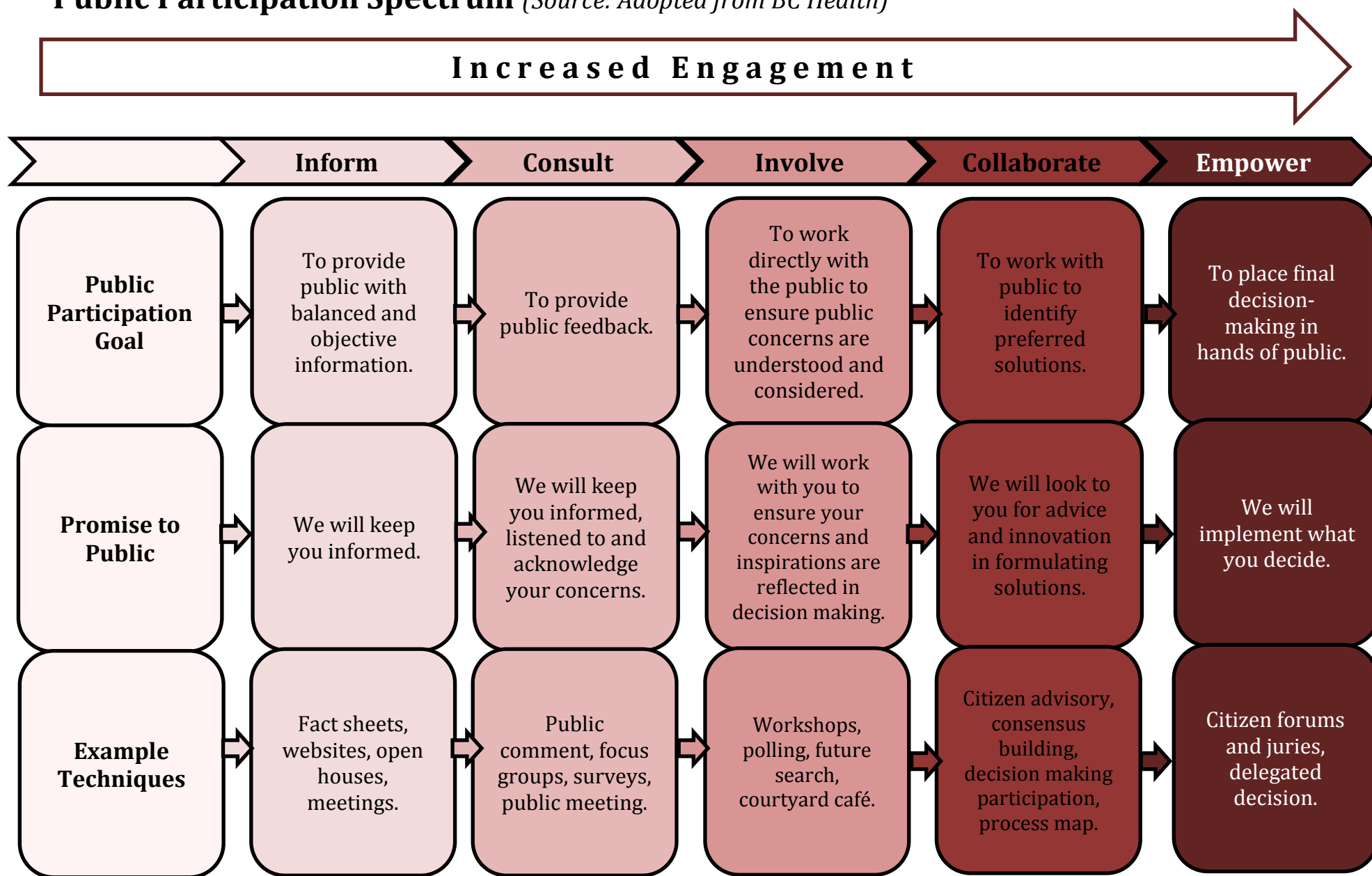
- Part of our value system to involve communities in decisions that impact on education.
- Increasingly well-educated public is demanding input into the decision making processes.
- Over 70% of our public does not have children in school.

Community Engagement Process

The steps involved in community engagement are typically as follows:

1. Clarify mission, vision and goals
2. Determine the goals of engagement
3. Plan who to engage
4. Develop engagement strategies for engaging various stakeholders
5. Prioritize activities
6. Create an implementation plan
7. Monitor progress
8. Renew and maintain relationships

Public Participation Spectrum *(Source: Adopted from BC Health)*



Goals of Engagement

When do we:

Inform?	A decision has been made No opportunity exists to influence the final outcomes
Consult?	We need to listen and gather information prior to making our decision
Involve?	There is opportunity for stakeholders to help shape the final outcome We want to encourage dialogue among stakeholders
Collaboration?	Stakeholders can shape policy and program decisions Discussion involves complex, value-laden issues
Empower?	Community partners will develop solutions and ultimately manage decision We are ready to be a partner/an enabler

What are we doing now?

1. What are we currently doing?

- Consultation with SCCs Rural
- Trustee attendance at:
 - SCC meetings
 - SCC Rural Engagement Meetings
- Attend SCC network session
- Website
- Board Highlights
- Media Releases
- Media
- Annual Meeting
- Presentations at Service Clubs
- School newsletters
- Email trees
- Weekly Communications with schools

- All student phone: Synervoice
- Teacher Survey
- Partnerships (HTCSD, SSBA, RIC)
- SCC/School assignments
- @prairiesouth #FF@shareski, @CTAPinSk (limited)
- @prairiesouth #engaging on SM FB: PrairieSouth
- @prairiesouth #engagement with SCCs in your community
- F2F is still alive @prairiesouth #engagement IRL
- Congrats!@prairiesouth grads!
- hey@CTAPinSK, @prairiesouth is in ur #ruralcomm
- I'm@coronachscool @kithicfoursquare. [Http://t.co/pNsbl2xy](http://t.co/pNsbl2xy)
- Check out our board highlights ... www.prairiesouth.ca/highlights@mjtimes
- @prairiesouth is now offering txt info, DM FMI
- @prairiesouth sharing with #edchat and partners @SSBA@CSBA

2. Vehicles/Tools we are currently using?

- Website
- Media Releases
- Media
- SCC Meetings (face-to-face)
- Surveys
- Focus groups
- Signs
- Face-to-Face
- Social Media
- Board Highlights
- Posters
- Banners
- Email
- SCC Visits
- Board delegation opportunities
- Annual Meeting
- Radio airtime
- Synervoice
- Communication Coordinator:
 - Press Releases
 - Board Highlights
 - Website
- Board:
 - SCCs meeting
 - Rural SCC
- Division Staff (CAC and administrators)
 - Weekly communication
 - Newsletters
 - Set up process for consultations

- Teacher survey
- Survey for new administrators

3. Measures of success?

- SCC self-monitoring assessment
- Move along engagement spectrum
- Monitoring assessment tool
- Number of followers/friends/hits
- Official/unofficial feedback (community, staff, students, people)
- Attendance
- SCC Feedback, response, involvement
- Surveys/Survey response rate
- Willingness to participate in focus groups
- Media coverage
- Staff says thank you – anecdotal

Goals of Engagement

1. Why do we engage?

- Communication-method of informing/consulting with community
- Engagement-when you involve, collaborate, empower community members
- Means doing different things along a continuum
- Vehicle used should reflect the level of engagement

2. What role does the board and SCC's play?

- Board ensures the voice of the community (SCC's) is heard and reflected in our PreK-12 system.
- SCC's develop shared responsibility for learning success and well being of all children and youth. They encourage and facilitate parent and community engagement in the school learning plan. They serve as the link to the board.
- The board has the responsibility to inform and engage the SCCs.

3. What tools will we use with our various audiences?

- Face-to-face
- Social network
- Open house
- Surveys
- Food
- Celebrations
- Board human relations with the SCCs
- Chartier Interview Matrix
- Appreciative inquiry

4. Why do we need to promote engagement?

- To build trust and credibility

- Involving the community is beneficial to learning
- Engagement is one of our core values
- We want stakeholders (SCCs, parents, staff, etc.) feedback
- Engagement reflects research and best practice
- Best to hear the stories from the source

5. Who do we need to communicate and engage with?

- SCCs (rated highest)
- Parents
- Ratepayers
- Staff and students (indirectly)
- Partners
- Ministry
- Elected officials

6. What is it we want to communicate and engage about?

- Policy governance: focus on student learning

Action Plan

Current strengths:

- LIPs – involvement (informing collaborative)
- Board highlights
- Website/online/sm
- SCCs/community
- Rural engagement meetings
- Standing committees
- Communication
- Staff (expertise)

1. What do we need to do/engage about?

- Learning, Budget, Policy (about Future)
- Learning – request input (reciprocal) re: our meetings from 2009-10
- Learning – providing an avenue for “voice”
- Learning – purpose
- The things that actually **impact** the people and that then shapes decision
- What they (SCCs/community) want to talk about on their turf
- Need to clearly understand
 - Things they can impact vs. things they cannot impact
- SCCs – we need to provide education support etc. – are we feeding the wrong info are we “engaging” the right people – to right result.
- Professional Development pot of money

2. What do we need to improve?

- Purpose
- Direction
- Defined Roles/Responsibilities
- Language (common message) ... consistency
- “Rules of Engagement”
- Annual General Meeting
- Attendance
- Perception/reality
- Protocol (consistency)
- School-based admin linkages
- SCC Communication

3. What are the steps?

What?	Who?	Timeline	Evidence/ Measures
Policy Protocol	SSWAG	November 1	
Annual General Meeting Improvement <ul style="list-style-type: none"> • Making it an engaging meeting • SCCs? • Maybe do we do more than one meeting? • Saturday? 	Ad Hoc Committee of Board	November	
SCC Networking Sessions (101 Manual)	Barb	Nov 17 (K-12 South) Nov 22 (9-12) Nov 23 (K-12 North) Nov 29 (Prek-8)	
Urban School Engagement	<ul style="list-style-type: none"> – 3-4 board members/site – Supt of school – Bernie – Jeff 		
Policy	<ul style="list-style-type: none"> – Attendance (Smooth Transitions) – Grading Practices (Higher Literacy & Achievement) 		
Alternative School Year	Barb	January, 2012	SELU Review

Protocol for Policy Development and Revision Involving SCC's

The above protocol is to be used on policy decisions having a direct impact on students or student learning. A draft policy may be initiated via a board motion, director's request, a directive from the ministry or as part of a general review of current policy.

Policy Development and Revision will follow one the following Tracks based on the recommendation of the standing committee in conjunction with the SCC-Board Engagement Continuum.

TRACK #1 (Inform)

- 1 The Draft document is created and shared with Director of Education.
- 2 The Draft document is presented to appropriate standing committee.
- 3 The standing committee chair presents the draft document to Board on behalf of group.
- 4 Any changes indicated at the board table are incorporated.
- 5 Final motion to accept policy is voted by the Board and policy implementation begins.
- 6 The policy is presented to school personnel and SCC's.

TRACK #2 (Consult and Involve)

- 1 The draft document is created and shared with Director of Education.
- 2 The draft document distributed to School Administrators to share and gather feedback from staff AND SCC's.
- 3 The Feedback is gathered from school administration and compiled and sent to superintendent.
- 4 The superintendent presents the draft document AND the collected feedback to appropriate standing committee.
- 5 The standing committee chair presents the draft and feedback to Board on behalf of group.
- 6 Any changes indicated at the board table are incorporated.
- 7 Final motion to accept policy is voted on by the Board and policy implementation begins.

TRACK #3 (Collaborate)

- 1 The draft document is created (may be via focus group or individual superintendent) and shared with the Director of Education.
- 2 The draft document is distributed to School Administrators to share and gather feedback from staff AND SCC's.
- 3 School administrators forward all feedback to the area superintendent.

- 4 Incorporating the feedback gathered from the staff and SCC, a new draft is created (may require focus group to meet or may be done electronically) at the lead of the superintendent.
- 5 The new draft is again distributed to administrators to present and gather feedback from staff and SCC's.
- 6 Once again the School administrators forward all feedback to the area superintendent.
- 7 The superintendent presents the draft document AND the collected feedback to appropriate standing committee.
- 8 The standing committee chair presents the draft and feedback to Board on behalf of group.
- 9 Any changes indicated at the board table are incorporated.
- 10 Final motion to accept policy is voted on by the Board and policy implementation begins.

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	5.3
Topic:	Administrative Policy No. 303		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

The following motion was passed at the November 1, 2011 board meeting:

That policy #303 (Central Administrative Council) be revised to:

- 1. make explicitly clear that any and all vacancies in the Central Administrative Council be filled by an open and competitive hiring process;*
- 2. ensure that any variance from an open and competitive hiring process for vacancies in the Central Administrative Council require a motion of the Board.*

Motion #11/01/11-1624

Current Status:

Administrative Policy No. 303 was reviewed during the 2010-2011 school year and the revisions were adopted on April 5, 2011. It is suggested that item 1(c) be added to the existing policy. It states:

Unless waived by the Board through a board motion, the vacancy shall be advertised and an open competition shall take place.

This addition will meet the requirements of motion #11/01/11-1624.

Pros and Cons:

Financial Implications:

Governance Implications:

This revision to Policy No. 303 will provide board members with an opportunity to request a recorded vote when a decision is being made to waive an open competition for a vacant CAC position.

Legal Implications:

Communications:

Staff and SCCs will be advised of the policy revision and the policy will be updated on the school division's website.

Prepared By:	Date:	Attachments:
Jeff Finell	November 25, 2011	Draft Revision to Policy No. 303

Recommendation:

To adopt the revisions to Administrative Policy No. 303 as presented.

ADMINISTRATIVE POLICY No. 303

CENTRAL ADMINISTRATIVE COUNCIL (CAC)

Superintendents, Manager of Human Resources and the Communications Coordinator.

PROCEDURES

1. Appointment

- a. The Director shall report vacancies in the Central Administrative Council at a scheduled Board Meeting. The Director will review the position and may recommend changes. The Director will outline the requirements for the position with respect to academic training, work experience and professional involvements. The Director will also outline the recruitment and appointment procedures for the position.
- b. The Board will review the recommendations presented by the Director and together they may modify the proposal.
- c. Unless waived by the Board through a board motion, the vacancy shall be advertised and an open competition shall take place.
- d. The Director shall follow the recruitment and appointment procedures developed with the Board.
- e. The appointment shall be reported to the Board by the Director as an information item.

2. Role

Persons occupying these positions are to:

- a. Provide leadership and expertise in influencing the priorities, practices, and general direction within the school division and within their areas of responsibility consistent with the Board's vision, mission, guiding principles and strategic plan.
- b. Oversee all duties and functions assigned within their areas of responsibility.

- c. Engage personnel for their areas of responsibility subject to the approval of the Director.
- d. Advise personnel within their areas of responsibility as to line and staff relations.
- e. Define the core function and specific duties of personnel within their areas of responsibility.
- f. Evaluate personnel, be accountable for their performance, and determine their employment status with the division.

3. Contract

The contract of employment for these positions is to pertain to:

- a. Relationships
- b. Authority
- c. Duties
- d. Compensation
- e. Benefits
- f. Contract review
- g. Termination and,
- h. Other mutually agreed items

4. Assessment

The Director of Education is to conduct an annual performance review of Central Administrative Council members. The review is to address the importance of mutual understanding and support for:

- a. The Board's policies and operational procedures
- b. The role of senior staff,
- c. Harmonious working relationships and,
- d. The vision and mission of the school division and,
- e. The Board's strategic plan.

Central Administrative Council members are to conduct an annual performance review of their staff.

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	5.4
Topic:	Gravelbourg Elementary Conceptual Analysis		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

The consolidation of the Gravelbourg Schools has been on the Board's major capital request list since 2009. In July 2011, the project was elevated to a priority 1C status and a letter dated Aug. 30, 2011 from the Ministry provided approval of stage 1 funding of \$20,000 to conduct a "conceptual analysis" study.

Current Status:

Following the receipt of the Ministry's letter, the following events have occurred:

Sept. 27, 2011 - Senior administration met with architects and consultants to discuss the scenarios for this project as well as prepare a schedule.

Oct. 19, 2011 - Senior administration met with architects and a representative from the Ministry to present and discuss documents on the four scenarios that were arrived at during the previous meeting.

Nov. 15, 2011 - Architects presented documents on the four scenarios to the board at a planning meeting.

Nov. 30, 2011 - Architects, board members and senior administration met with both Gravelbourg School Community Councils and representatives from the Town of Gravelbourg to present documents on the following four scenarios:

- 1) K to 12 consolidated into existing Elementary School at a cost of 18 to 20 million
- 2) K to 12 consolidated into existing High School with an addition to the west of the High School and linking to the daycare at a cost of 4.8 to 5.5 million which includes renovations to the existing High School.
- 3) K to 12 consolidated into existing High School with an addition to the south of the High School and linking to the Elementary School library at a cost of 8 to 20 million depending on the heritage considerations or imposition.
- 4) New stand alone K to 7 Elementary School on existing site and continue with High School improvements at a cost of 10 million (8 million for Elementary and 2 million for High School).

At the Dec. 13, 2011 regular board meeting our architect will be present to respond to any questions and a motion will have to be passed choosing one of the four scenarios.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications: Following the board motion, documents will have to be submitted to the Ministry for their consideration to move this project on to Stage 2, Approval-in-Principle and Stage 3, Detailed Design and Tender Document Preparation.

Prepared By:	Date:	Attachments:
Aline Kirk	Dec. 1, 2011	

Recommendation:

That the board approve the following option from the conceptual analysis study that was conducted on the Gravelbourg Schools: K to 12 consolidated into existing High School with an addition to the west of the High School and linking to the daycare at a cost of 4.8 to 5.5 million which includes renovations to the existing High School.

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	5.5
Topic:	Annual Bursary Fund Directorship Appointments		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

Directorships for the Moose Jaw School District No.1 Bursary Fund Inc. are appointed by the Board of Education on an annual basis. The fund is a separate legal entity established by the Moose Jaw School Division No.1 to collect and invest money donated to provide scholarships to deserving students. The Board of Education is the sole member of the fund and as such has the duty to appoint directors. The appointments to the board are done annually and the recommended appointments below would be for the calendar year 2012.

Current Status:

The following people currently serve as board members: Dick Stephenson, Greg Veillard, Dale Clarke, Roy Dickenson, John Livingston, Darlene Stewart, George Patterson, Claude Duke, Pam Ludwar, Darrell Crabbe and Ron Purdy. Mr. Crabbe has said he would let his name stand for reappointment provided the Prairie South Board would like him to continue to represent them on the Bursary Fund Board. If not a different Prairie South Board member should be appointed to the Bursary Fund Board.

Pros and Cons:

Financial Implications: There are no financial implications for the board.

Governance Implications:

Legal Implications: N/A

Communications: N/A

Prepared By:	Date:	Attachments:
Ron Purdy	December 1, 2011	N/A

Recommendation:

The Board appoints the following people as directors of the Moose Jaw School District No. 1 Bursary Fund Inc. for the year 2012:

Dick Stephenson, Greg Veillard, Dale Clarke, Roy Dickenson, Darlene Stewart, John Livingston, George Patterson, Claude Duke, Pam Ludwar, Darrell Crabbe and Ron Purdy

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	6.1
Topic:	Cessation of Transportation from Tugaske to Central Butte		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

On October 4, 2011 the Board passed a motion to move the Eyebrow School boundary one mile west in order to move Tugaske out of the buffer zone. This is effective for the 2012-13 school year. Under the current catchment area Tugaske students have a choice of being transported to Eyebrow or Central Butte. The next issue to resolve is how long the Board should continue to transport students from Tugaske to Central Butte.

Current Status:

The SSWAG committee had a discussion regarding how long the Board should continue to transport Tugaske students to Central Butte. The committee did not come to consensus but several options were brought forward. The committee recommended that further discussion take place at the December Board meeting. The following scenarios regarding the cessation of transportation from Tugaske to Central Butte were discussed:

- Cease transporting at the end of June 2012.
- Cease transporting after 5-6 years (2017-2018).
- Cease transporting after 2 years (2014).
- Cease transporting after 3 years (2015).

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

The engagement/communication details need to be determined.

Prepared By:	Date:	Attachments:
Bernie Girardin	December 2, 2011	n/a

Recommendation:

For Discussion

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	7.2
Topic:	Tender Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

Board has requested a monthly report of tenders awarded which exceed the limits of Administrative Policy AP 706, which details tender award limits. The policy is as follows:

The Board of Education is responsible for the award of tenders for capital expenditures for motor vehicles, furniture and fixtures, equipment and educational materials and supplies exceeding \$20,000, capital expenditures for building materials exceeding \$40,000, contracts for other capital works exceeding \$100,000, and transportation services exceeding \$50,000.

This report covers the period from October 21, 2011 to December 2, 2011.

Current Status:

A tender was issued to Upgrade the main switch in the data center.

A request for proposals was issued for auto scrubbers.

A tender was issued for renovations for Pre-Kindergarten at Empire.

Pros and Cons:

Financial Implications:

The tender to upgrade the main switch was awarded to Sasktel for a cost of \$94,815.12

The request for proposals for auto scrubbers was awarded to Prairie Janitorial for a cost of \$29,800.

The tender for the Pre-K renovations at Empire was awarded to CCR Construction Ltd. of Regina for a cost of \$142,500.

Governance Implications: N/A

Legal Implications: N/A

Communications: N/A

Prepared By:	Date:	Attachments:
Ron Purdy	December 2, 2011	N/A

Recommendation:

That the board accept the tender report as presented.

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	7.3
Topic:	Out of Province Excursion - Lindale School to Asessippi, Manitoba		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: Lindale School's Overnight Excursion/Outdoor Education request to Asessippi, MB is attached.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	November 24, 2011	Request form

Recommendation:

That the board approve Lindale School's trip to Asessippi, MB as per the outline provided.



Prairie South School Division No. 210

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OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required



A. INFORMATION	
Name of Teacher: Marie Fish, Dwight Olney	School: Lindale School
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity _____	
Grade Level: 8	Number of Students: 34
Destination: Asessippi Ski Resort	Trip Date: Feb. 14 – 16, 2012
Number of School Days (Partial/Full): 2 full days	
Transportation: Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: <input type="checkbox"/> chartered bus Travel by Car/Van (List names of drivers): <input type="checkbox"/> undetermined at this point	
Number of Teachers, Parents, Chaperones: 6 - 7	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" 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 checked="" type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input checked="" 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.

C. BUDGET
<input checked="" type="checkbox"/> Anticipated Budget _____ attached <input checked="" type="checkbox"/> Description of Funding Sources _____ See attached under Proposed Expenses <input checked="" type="checkbox"/> Out of Pocket Cost per Participant - none

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

D. LEARNING OBJECTIVES

As Attached

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

a) Pre-Excursion Learning

b) Excursion Learning

As Attached

c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

As Attached

Maria Zisk
Teacher Signature

Oct. 18/11
Date

P. Rodger
Principal Signature

Oct. 19, 2011
Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

Grade 8 Winter Alternate Environment Activity Proposal

Lindale School Teachers – Marie Fish and Jon McLean

The itinerary is as follows:

Tuesday, Feb. 14

3:00	Departure from Lindale
5:30	Supper break on the road
7:30 – 8:00	Arrival at Inglis Hall
8:00 – 9:30	Unpacking General meeting with students on responsibilities, rules, etc.
9:30 – 10:30	Planned activities
10:30	Bed preparation
11:00	Lights out

Wednesday, Feb. 15

7:00 – 8:30	Rise and Shine Breakfast
8:30	Depart for the hill
9:00 – 4:00	Skiing/Snowboarding Mandatory lesson to begin.
4:00 – 4:30	Return to Inglis Hall
4:30 – 6:30	Supper
6:30 – 10:30	Organized skits/activities Option to return to hill for night skiing
10:30	Bed preparation
11:00	Lights out

Thursday, Feb. 16

7:00 – 9:00

Rise and Shine
Breakfast
Pack up

9:00

Travel to the hill

9:30 – 4:00

Ski/Snowboard/tubing

4:00

Depart for home

6:00

Supper stop

8:00 – 8:30

Arrival back at Lindale

Chaperones will include myself, Mr. Olney and 4 - 5 parent chaperones that will have costs covered. Any other parents that come will have to cover their own costs.

Marie Fish
Excursion Organizer

E. LEARNING ACTIVITIES

a) Pre-Excursion Learning

- i) Handout – School Trip Safety Guidelines by Canada West Ski Areas Association
 - includes what to wear, helmet safety, what to expect, Alpine Responsibility Code, safe use of the ski lifts, signage, and emergency situation protocol.
- ii) 2- DVD package – A Little Respect – Think First
- iii) Meal planning
- iv) Expectations of students for spending an extended time in a large group setting.
- v) Expectations for packing
- vi) Regular fitness activities associated with skiing/snowboarding in Phys. Ed.

b) Excursion Learning

- i) Mandatory Ski lessons
 - Day 1 – Structured skill lessons and evaluations
 - Day 2 – opportunity to further their skill level with small group instruction on more challenging terrain than Day 1.
- ii) Presentation reviewing safety and ski hill etiquette by Asessippi instructors
- iii) Cooperation in a group setting
- iv) Meal preparation and clean-up
- v) Cooperative games

c) Post-Excursion Learning.

- i) Student written evaluation/self-assessment
- ii) Review of basic movement patterns used and major muscle groups important for skiing/snowboarding.

Grade 8 Winter Alternate Environment Activity Proposal
Teachers : Marie Fish

As part of the Alternate Environment Activities within the Grade 8 Outcomes Movement Activities Focus, I would like to plan 3-day, 2-night excursion for all the grade 8 students to Asessippi Ski Resort and Winter Park from Tuesday, Feb. 14 to Thursday, Feb. 16. There are approximately 34 students involved as well as parent and teacher chaperones.

Marie Fish

Outcomes

Physical Education

8.8 – Alternate Environment Activities

Apply and adapt selected activity – related skills (*e.g., turning, balancing, snow ploughing,*) and strategies required for participation in alternate environment activities (*eg. downhill skiing, tobogganing,*).

Indicators

- a. **Willingly participates in the alternate environment activities of downhill skiing and tobogganing focusing on developing the skills that are unique to these activities.**
- b. **Apply self, peer, and/or teacher-determined adaptations to skill performance in downhill skiing to support participation and/or skill development of self and others.**
- c. **Determine and practice skills required to enhance enjoyment of movement in downhill skiing.**

Assessment

Formative

- **Each student is required to take a lesson on the first morning of skiing. 5 – 6 qualified instructors group the students according to their experience and whether they are skiing or snowboarding. The instructors do a pre-assessment of each student in their group for their current ability level. They then teach the students according to what the students' weaknesses are from the pre-assessment.**

Summative

- **At the end of the first lesson, the students are assessed again for level of competence. Each student is given a lift pass according to the competence level. This pass will only allow them to go on certain lifts as there are 4 lifts in Asessippi, each with varying degrees of difficulty. The student will only be allowed to use lifts with runs at their competency level.**
- **At any time in the 2 days we are skiing, the students can set up an appointment with their instructor to be re-evaluated. If they have improved, they are given a different pass accordingly.**

Health

USC8.1 – Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

Indicators

- a. Recognize times and situations in which others might appreciate help.**

Assessment

Formative

- **Packing and Unpacking**
Students are verbally instructed, monitored and given verbal feedback on their willingness to help.
- **Meals**
Students are put into work groups for preparing for and cleaning up after meals. The groups decide on their individual tasks and are monitored and given feedback by chaperones during their tasks.
- **Setting up and Packing up sleeping areas**
Each individual is responsible for preparing their sleeping area in the hall and cleaning up their area.
- **General Clean-up of Hall**
All students are responsible for general clean-up of the hall on our last morning. Chaperones assess and give verbal feedback to help students get responsibilities done.

USC8.6 - Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.

Indicators

- a. Investigate the connections between the health of the environment and the health of people.**
- b. Examine and appreciate the ways natural environments meet physical, aesthetic, and spiritual needs.**

Assessment

Formative

- **Prior to the trip, students watch a DVD provided by Asessippi that deals with that deals with the expectations for taking care of the environment while students are at Assessippi. Discussion will follow.**
- **Throughout the trip, whole group discussions take place regularly about the importance of looking after our environment so activities like this can continue. Discussion also occurs around what is the environmental impact of skiing as compared to other outdoor activities.**

Proposed Expenses

I. Individual Cost per student

2 night accommodation -	\$25.00
2 day lift passes -	\$46.00
2 Day Skis, Boots & Pole Rent	\$30.00
2 Day Helmet Rental	<u>\$ 7.00</u>
Total per student (at most)	\$108.00

Note : The rentals of equipment and helmets may not apply to some students as they bring their own equipment and helmet. In the past about one-quarter to one-third of our students have their own equipment.

II. Add Ons (Optional for students)

Tubing Add On	\$ 8.00
Board Boots Only (per day)	\$11.75
Food Voucher (each day)	\$ 8.00
Board Only (per day)	\$19.00
Equipment Switch (by 1:00pm)	\$ 5.00
Skis Only (per day)	\$10.00

Note: Students who decide to take snowboarding lessons and then want to switch back to skis, will only be charged \$5.00 if the equipment is returned by 1:00 and \$10.00 if returned before the end of the day.

Note: Tubing is offered to students on the second day. Approximately one-third of the students will choose just to tube and not ski. The hill will reimburse our second day lift passes for those students.

2. Bus cost - \$2992.00

This includes travel. Accommodations for 2 nights for the bus driver is extra.

3. Groceries – Breakfast - 2

- lunch – 2

- supper – 1

- Cost approximately \$250

Note: To help cover costs for food, a meal plan is made and distributed to all parents. Any parents that are willing to donate food items communicate with me on which items they will donate. Whatever is left over is what I purchase. In the past, the response to this as been outstanding. I have not spent more than \$125 on groceries as the rest is generously covered by the parent donations.

Funding Sources

Decentralized Budget	\$1000 (Special Programs/Transportation)
Former Fundraising	\$4000
Projected Fundraising	\$2000
Total	\$7000

General comments

Throughout my teaching career, I have taken students to Mission Ridge Ski Resort, Ochapawaye Resort, White Track Resort and Asessippi. In my judgement, Asessippi stands out above the rest for the following reasons:

1. SAFETY

- Asessippi is the only resort that controls what lifts and runs the students are able to ski on. Many accidents occur while skiing when skiers choose runs that are above their level. At this resort, the students cannot go on the more difficult runs until they are ready which provides for a much safer and more positive experience for the students.

2. Distance

- With Asessippi being only 2.5^{3.0} hours away from Moose Jaw, it is closer than both Table Mountain and Ochapawaye which cuts down on travel costs.

3. Accommodations

- With Inglis being only about 5 – 10 minutes away from the hill, the hall works as a perfect place for us to sleep and eat. We could not get accommodations that close to the hill for the same price at any other ski hill.

4. Differentiation

- With 4 chairlifts and a t-bar, the diversity of runs offered at Asessippi addresses the needs of all levels of skiers that a school group will bring on any ski excursion. There is safe runs and challenging runs for all levels of skiers. The mountains is the only other place where you can find such diversity.

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	7.4
Topic:	Out of Province Excursion - Gravelbourg High School to Quebec City and Montreal		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: Gravelbourg High's Overnight Excursion/Outdoor Education request to Quebec City and Montreal is attached.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	November 24, 2011	Application Form

Recommendation:

To approve Gravelbourg High's trip to Quebec City and Montreal as per the outline provided.



Prairie South School Division No. 210

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OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: <i>Francine Gauthier</i>	School: <i>Gravelbourg High School</i>
Type of Activity: <input checked="" type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>QUEBEC TRIP</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: <i>10 - 12</i>	Number of Students: <i>18</i>
Destination: <i>Québec City and Montréal</i>	Trip Date: <i>Feb 1 - 6 or Feb 8 - 13, 2013</i>
Number of School Days (Partial/Full): <i>3</i>	
Transportation: <input checked="" type="checkbox"/> Travel by Bus (PSSD No. 210): <i>(return trip from Regina to G'bourg)</i> <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): <i>(to Regina) Approved drivers will be determined closer to the date</i> <input checked="" type="checkbox"/> Travel by plane and coach once in Québec: <i>arranged by EF tours (Air Canada, etc.)</i>	
Number of Teachers, Parents, Chaperones: <i>1 teacher (F. Gauthier) and min. 1 parent (male)</i>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

C. BUDGET
<ul style="list-style-type: none"> ❖ Anticipated Budget: <u>approx \$1900.00 per student</u> ❖ Description of Funding Sources: <u>fundraising activities, hot lunches, savings</u> ❖ Out of Pocket Cost per Participant: <u>lunches, souvenirs and approx \$1700 of the \$1900</u>

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

D. LEARNING OBJECTIVES

Grade 10 – 12 (Français) (FLA)

- to encourage an interest for the Fr written and spoken language
- to develop language competencies that allow to understand, produce and utilize various messages or conversations (written, oral,)
- to promote real life situations where the Fr language is utilized
- to develop a positive attitude towards the Fr language and the Fr culture

Grade 8 and 12(Sciences humaines et Sciences sociales)

Grade 8 :

8IN.1 Cerner les influences des Premières nations, des Français, des Britanniques et des nouveaux arrivants sur la diversité culturelle canadienne.

8IN.2 Proposer des actions propices à la vitalité des Premières nations, des Inuits et des Métis, des francophones et de différents groupes culturels au Canada.

8IN.3 Justifier une représentation personnelle de l'identité canadienne actuelle.

Grade 12 :

La Nouvelle-France

1534Jacques Cartier explore le golfe du Saint-Laurent et le fleuve

1608Champlain fonde la ville de Québec

1639Les Jésuites établissent la mission de Sainte-Marie au pays des Hurons

1642Fondation de Montréal

1649Destruction de la Huronie par les Iroquois

1659Arrivée à Québec de monseigneur Laval

1663La Nouvelle-France devient colonie royale

La conquête britannique

1756Début de la guerre de Sept Ans entre l'Angleterre et la France

1759Les forces anglaises, sous la direction de Wolfe, battent les Français à la bataille des Plaines d'Abraham et prennent Québec

1763Le *traité de Paris* fait du Québec une colonie britannique. Une proclamation royale établit, à l'ouest des Appalaches, un «territoire indien» qui empêche la poursuite de la colonisation européenne à l'intérieur des terres

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

a) Pre-Excursion Learning

- French Language Arts, Social Studies and History Curricula
- saving, budgeting, organizing and working at fundraising events, planning fundraisers and trip details, following itineraries, etc.

b) Excursion Learning

- They will truly experience the French language and French culture. A great opportunity to use their second language 100% of the time during the trip! ☺ Very enriching for students who have studied the language for yrs!
- They will visit many historical sites and learn much about historical Canadian events. They will almost relive historical events through skits, narrations, tours, etc.

c) Post-Excursion Learning

- The wealth of knowledge (history, etc.), the enriching language experience (ordering meals, asking for directions, making purchases, etc. in French) and overall travel/tour experience (the importance of punctuality, itineraries, organization,...) all help develop great life-long skills.

F. SCHEDULE OF ACTIVITIES

Thursday evening – drive to Regina to stay with relatives – to be able to be at the airport for a very early departure.

- Travel to Quebec City

Take a guided tour of Quebec City:

- Streets of the Old City
- Petit Champlain
- Chateau Frontenac
- Place Royale
- National Assembly
- Grande Allée
- Uppertown

- Quebec City

Attend Carnaval Activities in the morning

Visit Château Frontenac

Visit the Observatoire de La Capitale

Attend the Carnaval's night parade

- Sainte-Catherine-de-la-Jacques-Cartier • Quebec City

Travel to Sainte-Catherine-de-la-Jacques-Cartier

Visit the Ice Hotel

Optional: Val Cartier

Visit and enjoy dinner at a traditional sugar shack

- Montreal

Travel to Montreal

Visit the Biodome

Enjoy the view from the top of the Olympic Park Tower (closed early January - mid-February)

Take a guided tour of Old Montreal:

- Streets of Old Montreal
- Old Port
- Jacques Cartier Square
- Underground City
- Chinatown

Enjoy a dinner-theatre

- Montreal

Take a guided tour of Montreal:

- Mount Royal Park
- Jacques Cartier Square
- St. Joseph's Oratory
- City Hall
- Montreal Harbour
- McGill University
- Place des Arts
- Place Ville Marie

Visit Notre-Dame de Quebec Basilica Cathedral

Visit the Archaeology Museum

Optional: Montreal-on-Wheels (April-November)

- Montreal

Enjoy free time before departure

Depart for home

Pick up from airport by PSSD bus. Drive back home Wednesday night.


Teacher Signature


Date


Principal Signature


Date

Director/Superintendent Signature



Request Approved



Request Denied

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	7.5
Topic:	Out of Province Excursion - Avonlea School to Fort Walsh, Alberta		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: Avonlea School's Overnight Excursion/Outdoor Education request to Fort Walsh, AB (Cypress Hills) is attached.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

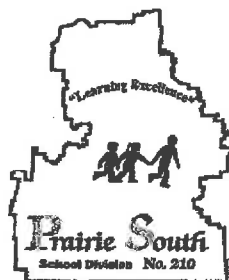
Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	November 28, 2011	Application Form

Recommendation:

To approve Avonlea School's trip to Fort Walsh, AB (Cypress Hills) as per the outline provided.



Prairie South School Division No. 210

15 Thatcher Drive East
Moose Jaw, SK S6J 1L8

Phone: (306) 694-1200 Fax: (306) 694-4955
Outside the Moose Jaw Area: 1-877-434-1200

www.prairiesouth.ca

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: LARRY BOGDAN	School: AVONLEA
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>CAMPING/HIKING</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: 7 / 8	Number of Students: 22
Destination: CYPRESS HILLS	Trip Date: May 27, 28, 29
Number of School Days (Partial/Full): 2 FULL	
Transportation: <input checked="" type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input type="checkbox"/> Travel by Car/Van (List names of drivers): NO STUDENTS, ONLY FOR AN EMERGENCY VEHICLE _____	
Number of Teachers, Parents, Chaperones: 3	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input checked="" 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 checked="" type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input checked="" 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.

C. BUDGET
❖ Anticipated Budget <u>\$2 600.00</u> ❖ Description of Funding Sources <u>FUND RAISING, DECENTRALIZED BUDGET</u> ❖ Out of Pocket Cost per Participant <u>ONLY FOR TRAVEL LUNCH AND ICE CREAM (\$30)</u>

SECTIONS D, E and F MUST BE COMPLETED FOR ALL CURRICULAR EXCURSIONS**D. LEARNING OBJECTIVES**

PAA: Wildlife Management

Module 3A: Outdoor Experiences I: Safety (3.1, 3.2, 3.3, 3.4, 3.6, 3.12)

Minimal Impact Camping (3.5, 3.11); Camp Cooking and Hygiene (3.7, 3.8)

Module 7: An Aboriginal Perspective (7.1, 7.2, 7.3)

Module 4: Wildlife. Our Responsibility (4.1, 4.2, 4.3, 4.4)

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

a) Pre-Excursion Learning :Food Chains, Saskatchewan Biomes, Tent setup, Safety,

Outdoor Preparedness, Cypress Hills geography and Ecosystems

b) Excursion Learning

Experiential: Tenting, Cooking, Hiking, Plant Identification,

First Nations Led Session, Fort Walsh National Historic Park

c) Post-Excursion Learning

Discussion, Journal Reflections, Written Summary Report

F. SCHEDULE OF ACTIVITIES

May 27: depart school at 9:00am, lunch at Swift Current,

Tent setup at 5:00pm, Orientation to Park, showers, cook supper, cleanup, bed

May 28: drive to Fort Walsh in morning, return in afternoon, hike, possible orienteering

Evening drive to Lookouts for Wildlife

May 29: Take down camp, First Nations Session, hike, picnic lunch, home by 7:00

(Swift Current food break)

Teacher Signature

Date

Principal Signature

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	7.6
Topic:	Appoint Members to Sunningdale's SCC		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

Sunningdale has a vacancy on their School Community Council and has found parents who are interested in joining their SCC. The names are:

1. Laureen Martineau - end date 2012/2013
2. Lorna Clements - end date 2011/2012

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	November 21, 2011	No

Recommendation:

That the board appoint the members to Sunningdale's SCC as presented.

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	12.1
Topic:	Substitute Usage Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background: A copy of the October 24 - November 25, 2011 Substitute Usage Report is attached.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen	November 28, 2011	Substitute Usage Report

Recommendation:

Teacher Absences & Substitute Usage

Date Range:

October 24 to November 25, 2011

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 6050.38 days
Adoption Leave	0	0.00%	0	0.00%	0.00%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Leave	16.4	1.42%	15.4	93.90%	0.16%
Competition Leave	5.5	0.48%	5.5	100.00%	0.05%
Continuous Learning Framework	2.5	0.22%	1	40.00%	0.02%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Court/Jury	0	0.00%	0	0.00%	0.00%
CURR Meet/PD	13	1.13%	6	46.15%	0.12%
Emergency Leave	1	0.09%	0	0.00%	0.01%
Executive Leave	4.1	0.36%	0	0.00%	0.04%
Extra/Co-curr Teach	34.93	3.03%	31.8	91.04%	0.34%
Facility Meeting	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	16	1.39%	12.5	78.13%	0.15%
Illness - Teacher	311.76	27.01%	245.24	78.66%	3.00%
Illness - Long Term	167.46	14.51%	0	0.00%	1.61%
In Motion Mtgs	0	0.00%	0	0.00%	0.00%
Internship Seminar	0	0.00%	0	0.00%	0.00%
Medical/Dental Appt	156.56	13.56%	131.47	83.97%	1.51%
Noon Supervision Day	20.1	1.74%	15.5	77.11%	0.19%
Opportunity To Learn	2.5	0.22%	0	0.00%	0.02%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	47.89	4.15%	43.89	91.65%	0.46%
PP Teacher	38.88	3.37%	30.3	77.93%	0.37%
Prep Time	189.8	16.44%	188.3	99.21%	1.82%
PSTA	1.4	0.12%	0.4	28.57%	0.01%
Rec. Of Service	55.5	4.81%	47.1	84.86%	0.53%
SCC Meetings	0	0.00%	0	0.00%	0.00%
SCHO Meet/PD	14.4	1.25%	8.4	58.33%	0.14%
Secondment	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	14	1.21%	9.5	67.86%	0.13%
SONO Meet/PD	5.2	0.45%	5.2	100.00%	0.05%
STF Business - Invoice	3.4	0.29%	2	58.82%	0.03%
STUD Meet/PD	19.04	1.65%	14.54	76.37%	0.18%
Leave Without Pay	13	1.13%	7	53.85%	0.12%
Total Absences	1154.32	100.00%	821.04	71.13%	11.10%

Teachers (FTE)

433.42

of teaching Days

24

Possible Days

10402.08

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	12.2
Topic:	Early Years Conference		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background:

In May of 2012 Moose Jaw and Region will be hosting an International Early Years Conference. Keynote speakers are renowned throughout Canada, the US and Internationally for their work and research on the importance of the Early Years. Board members are encouraged to save the date and plan to attend.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer for Smooth Transitions	November 29, 2011	Conference Brochure and Information

Recommendation:

SAVE THE DATE:



IMAGINE OUR FUTURE

INVESTING IN THE EARLY YEARS

National Early Years Conference

May 9-11, 2012

Moose Jaw, Saskatchewan

Don't miss our amazing line-up of Keynote Speakers:

Nobel Prize Recipient

Professor James J. Heckman

www.HeckmanEquation.org

Dr. Clyde Hertzman

<http://www.chspr.ubc.ca/about/faculty/hertzman>

Dr. Stuart Shanker

<http://www.yorku.ca/laps/phil/faculty/shanker>

Mr. Jim Grieve

Assistant Deputy Minister, Ontario Ministry of Education

Dr. Jean Clinton

McMaster University

For more information contact: imagineourfuture@fhhr.ca

Registration opens January 10, 2012 at www.imagineourfuture.ca



James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, where he has served since 1973. In 2000, he won the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel. Heckman directs the Economics Research Center in the Department of Economics and the Center for Social Program Evaluation at the Harris School for Public Policy. In addition, he is Professor of Science and Society in University College Dublin and a Senior Research Fellow at the American Bar Foundation. His work has been devoted to the development of a scientific basis for economic policy evaluation. He has developed a body of new econometric tools that address these issues. His recent research focuses on inequality, human development and lifecycle skill formation, with a special emphasis on the economics of early childhood. He is currently conducting new social experiments on early childhood interventions and reanalyzing old experiments. He is studying the emergence of the underclass in the U.S. and Western Europe. Heckman has published over 280 articles and several books. Heckman has received numerous awards for his work, including the John Bates Clark Medal in 1983, the Jacob Mincer Award for Lifetime Achievement in 2005, the 2005 and 2007 Dennis Aigner Award for Applied Econometrics from the Journal of Econometrics, the Ulysses Medal from the University College Dublin in 2006, the 2007 Theodore W. Schultz Award from the American Agricultural Economics Association, the Gold Medal of the President of the Italian Republic, awarded by the International Scientific Committee of the Pio Manzú Centre in 2008, and the Distinguished Contributions to Public Policy for Children Award from the Society for Research in Child Development in 2009. He is also a member of the National Academy of Sciences, USA; a fellow of the American Philosophical Society; the American Academy of Arts and Sciences; the Econometric Society; the Society of Labor Economics; the American Statistical Association; the International Statistical Institute; the American Association for the Advancement of Science; and the National Academy of Education.

Clyde Hertzman

Professor, School of Population and Public Health, UBC

Director, Human Early Learning Partnership, British Columbia

Dr Hertzman has played a central role in creating a framework that links population health to human development, emphasizing the special role of early childhood development as a determinant of health. His research has contributed to international, national, provincial, and community initiatives for healthy child development.

His current work focuses on early child development as a lifelong determinant of health and the policy translations needed to fulfill Canada's National Children's Agenda. To this end, he is carrying out province-wide research mapping children's development at kindergarten age.

Dr Hertzman's research includes investigations into the determinants of health in Central and Eastern Europe and the Philippines, a historical cohort study of health, development and community change among 26,000 sawmill workers and their children, and the development of the BC Linked Health Database.

He received his MD, MSc in epidemiology, a fellowship in community health, and post-doctoral research training at McMaster University.

Fellow, Royal Society of Canada

Canada Research Chair, Population Health and Human Development

Fellow, Canadian Institute for Advanced Research

Honorary professor, Institute for Child Health, University College, London



Dr. Jean Clinton, MD FRCP ©

Jean Clinton is an Associate Clinical Professor, Department of Psychiatry and Behavioural Neuroscience at McMaster, division of Child Psychiatry. She is on staff at McMaster Children's Hospital. In addition, she is an Associate in the Department of Child Psychiatry, University of Toronto and Sick Children's Hospital. She is an Associate Member of the Offord Centre for Child Studies. She has been a consultant to child welfare and children's mental health programs for 25 years.

Currently, as a member of Hamilton's Best Start Network, she leads the Primary Care Engagement Strategy for the enhanced 18-month-well-baby visit. She sits on the Provincial Implementation Committee and was a member of the "Getting It Right at 18-Months Expert Panel" for the Provincial Best Start Initiative and is the lead for the provincial education subcommittee. She is a Fellow of Dr. Fraser Mustard's Council for Early Child Development.

Her work for children has been recognized locally in Hamilton where she was nominated for Citizen of the Year in 2005. More recently, at the national level, she was awarded the Naomi Rae Grant Award from the Canadian Academy of Child and Adolescent for career commitment and dedication to community intervention, consultation and prevention in the area of early child development in Ontario and Canada.

Dr. Clinton is renowned locally, provincially, nationally and more recently internationally as an advocate for children's issues. Her special interest lies in brain development, and the crucial role relationship and connectedness play therein. She speaks to many groups, advocating the importance of relationships, early child development and brain development, parenting and asset building. Jean champions the development of a system of early learning and child care for all young children, which she believes plays a vital role in promoting healthy child development. She is equally committed to ensuring that children's and youths' needs and voices are heard and respected and she actively promotes the celebration of National Child Day in Hamilton and other communities.

She has authored papers on early child development and poverty, resilience and adolescent brain development.

Dr. Clinton holds a Bachelor of Music Degree in Education and a medical degree and Fellowship in Psychiatry from McMaster University. Jean's greatest accomplishment is being the mother of 5 GREAT, kids who range in age from 15 to 25 years.



Dr. Stuart Shanker

Stuart Shanker is Distinguished Research Professor of Philosophy and Psychology at York University and Director of the Milton and Ethel Harris Research Initiative at York University. He was educated at Oxford, where he obtained a First in PPE and won the Marian Buck Fellowship at Christ Church, where he obtained a First in a B Phil in Philosophy and a D Phil with Distinction in Philosophy. Among his awards are a Canada Council Doctoral Fellowship and Postdoctoral Fellowship; a Calgary Institute for the Humanities Fellowship; a University of Alberta Mactaggart Fellowship; an Iszaak Walton Killam Fellowship; and the Walter L Gordon Fellowship at York University. He has received many grants, among them a \$5,000,000 grant from the Harris Steel Foundation and a \$2,000,000 from the Harris Family to establish MEHRI, a state-of-the-art cognitive and social neuroscience centre.

Among his monographs are *Apes, language and the human mind* (with Sue Savage-Rumbaugh and Talbot Taylor, 1998); *Wittgenstein's remarks on the foundations of AI* (1998); *Toward a Psychology of Global Interdependency* (with Stanley Greenspan, 2002), *The First Idea* (with Stanley Greenspan, 2004), *Early Years Study II* (with J. Fraser Mustard and Margaret McCain, 2007) and *El rizoma de la racionalidad* (with Pedro Reygadas, 2008). He is the editor of several collections, among them *The Routledge History of Philosophy* (with G.H.R. Parkinson, 1994-2000); *Language, Culture, Self* (with David Bakhurst, 2001), *Ludwig Wittgenstein: Critical Assessments* (with David Kilfoyle, 2002), *Psychodynamic Diagnostic Manual* (a member of the PDM Steering Committee, 2006), and *Human Development in the 21st Century* (with Alan Fogel and Barbara King, 2008).

Dr Shanker has served as the Director of the Council of Human Development for ten years; Director of the Canada-Cuba Research Alliance for six years; and he was President of the Council of Early Child Development in Canada for two years. He has just been appointed the Director of EPIC: Enhancing the Potential in all Children. Over the past decade he has served as an advisor on early child development to government organizations across Canada and the US and countries around the world, among them Australia, Bosnia, Colombia, England, Hungary, Ireland, Macedonia, Mexico, New Zealand, Northern Ireland, Peru, Romania, and Serbia.

Jim Grieve

Biography

Jim Grieve was appointed Assistant Deputy Minister of the Early Learning Division for the Ontario Ministry of Education in November of 2009 to lead the provincial implementation of full-day kindergarten for four and five year olds. With the transfer of responsibility for child care to the Early Learning Division, Jim leads the work of creating a seamless early learning experience for children from birth onward.



Jim recognizes this initiative as one of the most significant investments in the future of our children and the province. His passionate advocacy for early learning began through his direct work as one founding member of the Council for Early Child Development. Over the last 15 years, along with Dr. Fraser Mustard, Dr. Dan O'ford, Dr. Magdalena Janus and countless talented leaders in the field of early childhood development, he has worked to develop strong multi-sectoral initiatives designed to help young children and families in Canada thrive. He chaired two highly recognized Success By 6 organizations in Ottawa and Peel.

Following an exemplary career as a teacher, school administrator and superintendent in the North York Board of Education, Jim served as Director of Education in Ottawa-Carleton for four years before moving to the Director of Education role for seven years with Peel District School Board, Canada's second largest school board.

Jim holds a Masters Degree from OISE/University of Toronto, along with undergraduate degrees from York University and Victoria College of the University of Toronto.

Known as a highly visible and approachable leader, Jim has visited more than 100 communities, to view exemplary programs and meet leaders of Best Start networks, child care, municipalities and education to engage and dialogue with early learning partners.

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	12.3
Topic:	Gravelbourg Elementary School Heritage Designations		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information		

Background:

The Gravelbourg Elementary School is designated both a Municipal Heritage site and a National Heritage site, and with the pending capital project for this school the board requested additional information on what implications that designation may have when considering the potential closure of that facility. Information was provided at the May 3, 2011 regular board meeting - see attached.

Current Status:

At the November 15, 2011 board planning meeting, the board requested a legal opinion on the implications of the heritage designations on Gravelbourg Elementary School and the ongoing maintenance of the facility once it is no longer a school - see attached.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Aline Kirk	Nov. 30, 2011	1. May 3, 2011 board template on heritage designations information 2. Letter from Geraldine Knudsen of the SSBA providing a legal opinion on heritage designations.

Recommendation:

N/A

AGENDA ITEM

Meeting Date:	December 13, 2011	Agenda Item #:	12.4
Topic:	Rural Communities -Bused to Two Schools		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background:

Information is attached about rural communities with students being transported to two schools located in different catchment areas.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Clarke Baker	December 2, 2011	List of Communities

Recommendation:

Rural communities with students being transported to two schools located in different catchment areas.

Item No	From	To	Bus Unit No	Bus Route	No of Students	Notes	Background
1	Briercrest	Avonlea School	0902	Avonlea #1	2	Nil	Due to the closure of their school residents were provided the opportunity to place their children in Avonlea or Moose Jaw. Briercrest also forms part of the catchment boundary area located between Avonlea and Moose Jaw as a result is in the designated Buffer Zone.
		Moose Jaw Area: Lindale School Peacock HS Central HS	0106	Lindale #26	8	Nil	
2	Drinkwater	Rouleau School	0407	Rouleau #2	6	Nil	Drinkwater School was closed prior to the creation of Prairie South Schools. It is believed that that community also had the opportunity to place their children in Rouleau or Moose Jaw. Drinkwater is also contained within the designated buffer zone located between Rouleau and Moose Jaw schools catchment area boundary.
		Vanier School	0906	Lindale #25	1	Nil	
3	Fife Lake	Rockglen School	0508	Rockglen #1	6	Nil	Fife Lake is within the designated Buffer Zone located between Rockglen and Coronach schools catchment area boundary.
		Coronach School	0937	Coronach #5	4	One family drives their children into Fife Lake from surrounding area.	
4	Limerick	Assiniboia School	0901	Assiniboia #12	17	Nil	Limerick is within the designated Buffer Zone located between Lafleche and Assiniboia schools catchment area boundary.
		Lafleche School	Last year there was one Grade 12 student attending Lafleche School; however; there are no students going to this school during current school year.				
5	Scout Lake	Rockglen School	0926	Rockglen #4	2	Nil	Scout Lake is within the designated Buffer Zone located between Rockglen and Assiniboia schools catchment area boundary.
		Assiniboia Schools	0406	Assiniboia #6	10	Three families drive their children into Scout Lake from surrounding area.	

Item No	From	To	Bus Unit No	Bus Route	No of Students	Notes	Background
6	Thompson Lake	Lafleche School	0505	Lafleche #3	6	Nil	Thompson Lake is within the designated Buffer Zone located between Lafleche and Gravelbourg schools catchment area boundary.
		Gravelbourg School	0309	Gravelbourg #1	9	Three families drive their children into Thompson Lake from Lafleche (French Immersion Program).	
7	Tugaske	Eyebrow School	9809	Eyebrow #1	12	Nil	A recent approved Board Motion moved the west catchment area boundary between the Eyebrow and Central Butte schools one mile west. As a result Tugaske has been removed from the Buffer Zone. School Bus transportation from Tugaske to Central Butte currently remains in operation.
		Central Butte School	1105	Central Butte #6	8	Nil	
8	Willow Bunch	Assiniboia Schools	0931	Assiniboia #11	12	Nil	Due to the closure of their school residents were provided the opportunity to place their children in Coronach or Assiniboia. Willow Bunch also forms part of the catchment boundary area located between Coronach and Assiniboia and as a result is in the designated Buffer Zone.
		Coronach School	0937	Coronach #5	3	Nil	

Two Buses transporting from one yard to two different schools/catchment areas:

Item No	From	To	Bus Unit No	Bus Route	No of Students	Notes
1	Land Description: SE 34-5-25 W2nd	Bengough School	0919	Bengough #1	1	Two buses going into one yard.
		Assiniboia School	0924	Assiniboia #5	1	
Background: This was authorized prior to the formation of Prairie South School Division. At the time the buses transporting students to Assiniboia and Bengough passed near this residence. The parents decided to send their youngest child to Assiniboia due to the very small class size at the school in Bengough (3-5 students in that particular grade). The older child attending Bengough did not wish to change schools due to being already established at that school. This child is currently in Grade 10 so another two years and the bus going to Bengough will no longer be going into that yard.						

Additional Attachment To Agenda Item # 12.4 (Board Meeting Date: 13 Dec 11)

Rural communities with students being transported to two schools located in different catchment areas.

Item No	From	To	Bus Unit No	Bus Route	No of Students	Notes	Background
1	Caron	Mortlach	0408	Mortlach #1	5	Nil	This resulted due to the implementation of the Buffer Zone. Caron is located within the Mortlach School Catchment Area and is also within the designated Buffer Zone between Mortlach and Moose Jaw catchment boundary.
		Moose Jaw	0816	Lindale #15	6	Nil	
2	Flintoft	Glentworth	0934	Glentworth #1	3	Nil	It is assumed that due to the closure of their school residents were provided the opportunity to place their children in Glentworth or Assiniboia. Flintoft also forms part of the catchment boundary area located between Glentworth and Assiniboia and as a result is in the designated Buffer Zone.
		Assiniboia	0901	Assiniboia #12	9	Four families (7 students) travel approximately between 8 – 15 miles to meet the bus in Flintoft.	