

Prairie South Schools

BOARD OF EDUCATION

APRIL 3, 2012

10:30 a.m. – 4:00 p.m.

Central Office, 15 Thatcher Drive East, Moose Jaw

AGENDA

10:00-10:30 a.m. Planning Session

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
- 4. Delegations/Presentations**
 - 4.1 Delegations**
 - 4.2 Presentations**
 - 4.2.1 Learning Improvement Teams (1:00-1:30 p.m.)
 - 4.2.2 South Hill Admin/Committee Presentation of Survey Results (1:30-2:00 p.m.)
- 5. Decision Items**
 - 5.1 Motion from Previous Meeting**
 - 5.1.1 Notice of Motion

That the 2011-2012 Public Accounts of Prairie South School Division be prepared with staff salaries presented in \$10,000 increments all the way up to the highest pay scale.

- Davidson
 - 5.2 Deferred Motion to Rescind Motion 10/04/11-1600 from January 10, 2012**
 - 5.3 Policy 616: Academic Integrity and Student Responsibility**
 - 5.4 2012-13 Teacher Staffing Allocation**
 - 5.5 Chaplin School Roof**
 - 5.6 Amendment to Community Use of School Facilities Schedule of Rental Rates and Charges**
- 6. Discussion Items**
 - 6.1 Division Attendance Policy**
 - 6.2 Budget Policy Revision**
 - 6.3 Revisions of Administrative Policy No. 801 and No. 805**
 - 6.4 Graduation Dates 2011-12**

- 7. Consent Items**
 - 7.1 Suspensions**
 - 7.2 Approved Tenders**
 - 7.3 Out of Province Excursion – Riverview Collegiate to Kananaskis, Alberta**
 - 7.4 Disposal of Surplus Land**
 - 7.5 2nd Quarter Finance Report**

- 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**

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 March 6, 2012 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; 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; H. Boese, Executive Assistant; L. Patterson, Executive Assistant

Regrets: Mrs. J. McMaster, Trustee; D. Huschi, Superintendent of School Operations

Presentations: Learning Improvement Plans, Steve Michaluk (1:00 p.m.)

Motions:

03/06/12 – 1680 That the meeting be called to order at 10:40 a.m. Carried
- Davidson

03/06/12 – 1681 The following items were added to the agenda: Carried
5.6 MLA/Trustee Network
That the Board adopt the agenda as amended.
- Stewart

03/06/12 – 1682 That the Board adopt the Minutes of the regular meeting Carried
of February 7, 2012 as presented.
- Gleim

Colleen Christopherson-Cote arrived at 10:45 a.m.

03/06/12 – 1683 That Prairie South School Division administration Carried
develop a policy for presentation to the Board whereby
Prairie South School Division schools can receive seed
funding to facilitate organization of celebrations
commemorating significant school history milestones.
- Swanson

03/06/12 – 1684 That school administration be engaged with the viability Carried
of providing Polycom access to the public for the live
broadcast of public board meetings.
- Davidson

03/06/12 – 1685 That the board approve the tentative CUPE collective Carried
agreement as presented.
- Young

Barbara Compton arrived at 11:30 a.m.

- 03/06/12 – 1686 That the board approve the 2012-13 school year calendars as submitted. Carried
- Young
- 03/06/12 – 1687 That funding for the following projects under Policy 109 be approved: Carried
- Assiniboia Composite High-Score clock for the gymnasium to a maximum of \$10,000
 - Coronach - School beautification to a maximum of \$8,000
 - Rockglen - Community Gym to a maximum of \$7,500
- and that the Eyebrow School application be deferred to 2012-13 consideration.
- Swanson
- That the Board break at 11:58 a.m.
- That the Board reconvene at 1:10 p.m.
- Sandi Kitts arrived at 1:10 p.m.
- 03/06/12 – 1688 That board approval be granted to develop a sponsorship package for the Centennial Auditorium upgrades at A. E. Peacock Collegiate. Carried
- Swanson
- 03/06/12 – 1689 That the Board receive the consent items and approve the recommendations contained therein, as presented. Carried
- Young

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- Section 4 of the Comprehensive Learning framework (CLf) has been posted to Connect for input from teachers and administrators.
- A presentation was given to the Rotary Club.
- Presentation of Learning Improvement Plans (LIPs) today by Steve Michaluk, explaining the process of LIPs.
- Lead team (12 stakeholders) met to discuss status of CLf to date.
- PD with administrators of 9 schools re: LITs.

Equitable Opportunities

- The committee is finalizing the presentation for the PAA Enhancements. A survey on career development for grades 9 and 10 is being drafted.

Smooth Transitions

- The committee will be presenting the Attendance Policy at the April Board meeting for discussion.
- The committee discussed prekindergarten in our division. A discussion paper for the Board will be presented at their March meeting.

- A prekindergarten program at Lafleche would be easy to start up. There is potential for some challenges with regards to bussing that will need to be worked out. A meeting will be set up to discuss prekindergarten bussing.
- There is a need for a prekindergarten program in Mankota, but there are not enough student numbers. L Meyer will be meeting with R Boughen about how to offer a modified opportunity to the children in need in the community. Materials can be provided to Mankota, if needed.
- Lindale has the potential to fill two prekindergarten classes for the 2012-2013 school year. The prekindergarten would use the current pre-school rooms.

Strong System-Wide Accountability and Governance

- The committee has been working on the Transportation policies. Once the policies have been finalized they will be submitted to the Board for their discussion and approval.

Advocacy and Networking

- The MLA/Trustee Network item was discussed at the Board's Planning Session prior to this meeting.

Rural Catchment Review

- The committee is currently gathering information. The Transportation Department has been assisting the committee in this regard.

Adhoc Committees:

South Hill

- The Bulldog Post newsletter was distributed to 2000 homes on South Hill by students as part of their In Motion program. A copy has been provided to the Board members.
- The South Hill Wildlife Expo attracted 320 grade 7 and 8 students to Riverview and Empire on February 29.
- 800 grade 7 – 12 Prairie South students have signed up for the Challenge and Choices Day, March 21. This is a joint project with Riverview Collegiate and 12 Saskatchewan help agencies. The theme is "Looking After Your Friends".
- High School registration information night will be held Wednesday March 14 at Riverview Collegiate.
- Grade 9 School Tours take place March 19 at Riverview, and March 21 and Peacock Collegiate and Central Collegiate. Grade 9 registration books will be distributed to grade 8 students on March 23.
- A Planning meeting will be held to bring the Board up-to-date on the South Hill Initiative. Information is currently being collected for this meeting.

Annual General Meeting of Electors Improvement

- The RSVP deadline is March 17 – only seven replies to date.

Notice of Motions

03/06/12 – 1690

That the 2011-2012 Public Accounts of Prairie South School Division be prepared with staff salaries presented in \$10,000 increments all the way up to the highest pay scale.

- Davidson

Adjournment

03/06/12 – 1691

That the meeting be adjourned at 2:50 p.m.
- Gleim

Carried

Colleen Christopherson-Cote
Chair

B. Girardin
Superintendent of Business and Operations

Next Regular Board Meeting:

Date: April 3, 2012
Location: Central Office, Moose Jaw

DRAFT

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	5.1.1
Topic:	Notice of Motion: Public Accounts		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

The following notice of motion was made at the March 6, 2012 meeting:
That the 2011-2012 Public Accounts of Prairie South School Division be prepared with staff salaries presented in \$10,000 increments all the way up to the highest pay scale.

Currently the Education Act Section 283 (4) (f) (i) states:
" (4)(f) show clearly and fully:

(i) the remuneration paid to each employee of the board of education or the conseil scolaire

The Board of Education Public Accounts Regulations in section 5 (4) state the following:

(4) A board of education is not required to indicate in its statement of public accounts the remuneration paid to its individual employees but shall:

a) indicate in its statement of public accounts the number of employees in each of the salary ranges set out in Table 1 of the Appendix to these regulations and

b) on the written request of any person to the director of education, provide that person with:

i) the names; and

ii) the job titles;

of individual employees in the salary ranges mentioned in clause (a). "

Current Status:

Currently the Board is following the requirements of the Act through the regulations. Upon checking with the Ministry there are no school boards that publish employee salaries, other than required in the regulations. All boards follow Appendix A as set out in the regulations. I had done some further checking at my CFO meeting on Jan 20, 2011 which confirmed that all of the Boards (in attendance) follow Appendix A.

Pros and Cons:

Pros:

Perception of Transparency. What would be the additional transparency from what is

Cons:

This may make it more difficult to attract staff. If a potential employee has the choice of working for a school board that publishes salaries in a way that makes it easier to identify employees vs a school board that does not, the latter board may be more attractive.

Prairie South would be the only division in the province listing salary by individual.

The adoption of this motion could have the potential to lower staff moral. In the opinion of this writer it is likely that with the change in funding and the coming changes to the Education Act, it is quite likely that the province will require school boards to disclose salaries much the same as the province and municipalities do. If the Board feels strongly about this issue it would be better to lobby the Ministry for changes.

Financial Implications: n/a

Governance/Policy Implications: There is no impact to board governance.

Legal Implications: The Board is currently following the requirements of the Education Act and Regulations

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	March 25, 2012	n/a

Recommendation:

That the Board defeat this motion and lobby the Ministry for these changes in the Education Act and Regulations.

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	5.2
Topic:	Deferred Motion to Rescind Motion 10/04/11-1600 from January 10, 2012		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

The following motion was made at the January 10, 2012 meeting:

That motion 10/04/11-1600:

That Eyebrow School west boundary be moved one mile west in order to move Tugaske out of the buffer zone effective the beginning of the 2012-2013 school year.

be rescinded.

At the January 10, 2012 Board Meeting, the board deferred the above motion until the April 3, 2012 Board Meeting once the Rural Catchment Review Committee has had a chance to review this information and make a recommendation to the board.

Information:

If the Board votes for the motion then the boundary moves back to its original location and Tugaske is within the buffer zone. Transportation will continue as it was.

If the Board votes against the motion then the boundary will be as stated in the motion. It will be moved one mile west for the 2012-13 school year.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	March 22, 2012	n/a

Recommendation:

Board decision.

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	5.3
Topic:	Policy 616: Academic Integrity and Student Responsibility		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: In the 2010-2011 school year the Ministry of Education engaged in conversation with directors and selected school boards regarding policy surrounding Academic Integrity and Student Responsibility. In July of 2011 the Ministry Education published Academic Integrity and Student Responsibility guidelines which included a rationale, a sample policy and the request of all boards of education in Saskatchewan to adopt an interim policy on Academic Integrity and Student Responsibility. In September of 2011 the Board adopted the interim policy.

Current Status: Prairie South currently follows the interim policy on Academic Integrity and Student Responsibility. Beginning in 2006 Prairie South Teachers have followed the guidelines on grading practices as they were developed and deepened. Teachers, administrators and central office staff have been involved in the development of the grading practice guidelines. As the guidelines have evolved teachers have been provided support in implementing the practices into their classrooms. The grading practices document can found on the Prairie South website at http://www.prairiesouth.ca/component/docman/doc_download/2441-grading-practices-research-a-suggested-changes-to-grading-2010.html

In September of 2011 the Board adopted the interim policy at the request of the Ministry of Education. Throughout the fall, school administrators shared the interim policy with school staff, SCCs and in some cases students. Feedback was collected and some minor revisions were made to the policy as presented today.

Pros and Cons:

Financial Implications: N/A

Governance Implications: N/A

**Legal
Implications:**

N/A

Communications:

The policy will be shared with all staff following adoption. We are in the process of talking with administrators and some entire school staffs based on their feedback regarding the interim policy. The policy will be posted as other policies are.

Prepared By:	Date:	Attachments:
David Hall and Lori Meyer	March 20, 2012	Policy 616 Academic Integrity and Student Responsibility

Recommendation:

That the Board of Education adopt Policy 616 Academic Integrity and Student Responsibility as presented.

ADMINISTRATIVE POLICY No. 616

ACADEMIC INTEGRITY AND STUDENT RESPONSIBILITY

BACKGROUND

The Ministry of Education expects all boards of education to ensure that schools establish and communicate expectations of students concerning academic integrity and responsibilities, including timely submission of school work and avoidance of plagiarism. These procedures are developed to guide teachers, school administrators, students and parents/guardians on the appropriate use of information, including issues associated to copyright.

PURPOSE

The intent of this policy is to ensure that the concepts of academic integrity and student responsibility are introduced in an age-appropriate way to all students across the school division. The policy will:

1. Provide clarity regarding expectations related to academic integrity and responsibilities to students, teachers, administrators, parents/guardians and board members; and,
2. Support consistency in all grades and subject areas within the school division.

AUTHORITY *The Education Act, 1995*

DEFINITIONS

1. Academic Integrity: Evidence of one's own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the work; buying papers from the internet or resubmission of previously submitted work indicate a lack of academic integrity.
2. Student Responsibility: Assuming responsibility for one's learning, including getting to school/class on time; attending regularly; submitting work on time; doing one's best on exams and assignments.
3. Plagiarism: The unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental. The process of taking another person's work, ideas or words, and using them as if they were one's own.

POLICY

Students are expected to fulfill their responsibilities within the school's learning environments. Students are expected to take responsibility for their own work and avoid plagiarism.

PROCEDURES

General:

1. Teachers and the in-school administrator will clearly articulate expectations of students with regard to plagiarism, timeliness and student responsibility.
2. Expectations of students regarding timeliness of assignments and plagiarism will be communicated to students verbally and in writing (e.g., within "Classroom Expectations" or the "Course Syllabus").
3. Teachers will review these expectations with students at the beginning of the school year or semester and as appropriate throughout the school year.

Plagiarism: When a student plagiarizes the whole or a portion of an assignment the teacher will use his/her professional judgment to determine an appropriate course of action, taking into account factors such as age and maturity of the student, medical status, other personal circumstances, grade level and past behaviour. Actions related to plagiarism should proactively deter students. These may include:

1. Create an open environment for discussion in the classroom, and respond to students' questions about plagiarism; and
2. Teach students how to conduct research, properly cite information sources, use quotations in their work and develop paraphrasing skills.
3. Require the student to complete the assigned work without plagiarizing or penalty on grades.

Late Assignments: Students are expected to submit assignments on time. When a student does not submit work on time, the teacher will use his/her professional judgment to determine an appropriate course of action, taking into account factors such as age and maturity of the student, medical status, other personal circumstances, grade level and past behaviour.

Teachers may use their professional discretion to provide students who have missed deadlines due to exceptional circumstances with alternative arrangements to complete assignments.

Actions related to late assignments will be taken within the context of a school-wide plan. These actions may include, among others:

1. Employ proactive measures such as the development and communication of local school procedures and/or professional learning to enhance assessment and evaluation practices that increase student engagement;
2. Communicate with the student and parent/guardian to discuss the reasons for non-completion and develop a plan to complete the work;
3. Develop an agreement with the student to complete the assignment;
4. Require completion of work outside of school hours such as lunchtime or after school;
5. Provide peer support for the student;
6. Provide an alternative assignment to accommodate a diverse learning need;
7. Track the work until it is complete or the issue has been resolved,
8. Report late assignment behaviour separately from achievement related to curriculum outcomes on progress reports;
9. Involve the input of learning specialists such as student support teachers, counsellors and outside agencies.

Approved:

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	5.4
Topic:	2012-13 Teacher Staffing Allocation		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: The 2012-13 teacher staffing allocation was discussed at the March 20, 2012 Board Planning Meeting.

Current Status: Currently, we are projecting 435.8 teacher FTEs, which includes contingency and existing non-funded prek programs.

Pros and Cons: n/a

Financial Implications: The cost of 435.8 teacher FTEs at a 2012-13 projected average teacher cost of \$80,620/teacher is \$35,134,196.

Governance Implications: n/a

Legal Implications: n/a

Communications: n/a

Prepared By:	Date:	Attachments:
Ryan Boughen	March 21, 2012	

Recommendation:

That the Board pass a motion approving the 2012-13 proposed teaching staff allocation.

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	5.5
Topic:	Chaplin School Roof		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: At the February board meeting a motion was made to proceed with tendering the repair and/or replacement of Chaplin School Roof.

Current Status: The tender for this project will close on Thursday, March 29, 2012 and therefore the results of the tender will be brought into the board meeting on April 2nd as the results are not available at the time that this template is prepared.

Pros and Cons:

Financial Implications: This project was not included in the 2011/12 capital budget therefore will have to be funded by surplus funds.

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Aline Kirk	March 23, 2012	

Recommendation:

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	5.6
Topic:	Amendment to Community Use of School Facilities Schedule of Rental Rates and Charges		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:	The last amendment to the Schedule of Rental Rates and Charges was made in August 2009.
Current Status:	<p>In order to compensate for the cost of living increases over the past three years, a 6% increase is being proposed across the board for rental rates and charges. The attached proposed schedule of fees was presented to the SWAGG meeting on March 20 and received their consent to bring forward to the board. At the SWAGG meeting it was proposed that we implement a full day rental fee for Centennial Auditorium. After consulting with our Auditorium Manager, I would suggest we look at staying with the hourly rate and provide a student bursary to the two annual events (Dance Carnival and Dance Festival) to promote dance as well as Prairie South and provide student(s) with a direct benefit. There was also a proposal to have a half day (\$300) and full day (\$500) rental fee attached to Guthridge Field in addition to the hourly rate. There was only one user in 2010/11 that would have benefitted from such a fee structure.</p> <p>The 6% increase is also being proposed to the \$10/day per room for the daycares that are currently renting space in our schools increasing their rental rate to \$10.60/day.</p>
Pros and Cons:	<p>Pros: The increase in fees will help to offset the cost of living increases that we incur on an annual basis to operate our facilities. The proposed bursary to dance students will not only promote dance but also provide some positive public relations exposure for Prairie South.</p>
Financial Implications:	This proposed increase will generate approximately \$2500 in additional rental revenue on an annual basis.
Governance/Policy Implications:	N/A
Legal Implications:	N/A

Communications: N/A

Prepared By:	Date:	Attachments:
Aline Kirk	March 21, 2012	Proposed Schedule of Facility Rental Rates and Charges

Recommendation:

That pursuant to the Community Use of School Facilities Policy #903, the Board approve the schedule of Rental Rates and Charges effective September 1, 2012 as presented.

That a bursary of \$_____ be provided to the Dance Carnival and Dance Festival Event on an annual basis provided those events are held in the Centennial Auditorium.

FEE SCHEDULES

C. FACILITY RENTAL RATES AND CHARGES

Rural Schools	Gym	\$25/hr to max \$125/day \$26.50/hr to max \$132.50/day
	Auditorium	\$40/half day; \$80/full day \$42.50/half day; \$85/full day
	Classroom	\$20/half day; \$40/full day \$21/half day; \$42/full day
	Computer fee	\$1.35/hr per computer \$1.45/hr per computer
Moose Jaw Schools	Elementary Gym	\$25/hr \$26.50/hr
	High School Gym	\$30/hr \$32/hr
	Peacock Gym	\$60/hr \$64/hr
	Classroom	\$22/hr \$23.50/hr
	Guthridge Field	\$80/hr \$85/hr
	Computer Fee	\$1.35/hr per computer \$1.45/hr per computer
	Chairs and tables	Tables \$3.00/chair \$0.30 Tables \$3.20/chairs \$0.32
Centennial Auditorium	Rental	\$75/hr \$80/hr
	Improvement fee	\$2/seat sold
	Equipment rental	Cost plus 20%
	Concession	\$100/day; \$50/half day \$106/day; \$53/half day plus \$150 refundable cleaning deposit
Facility Operator Fees	Regular rate	\$21/hr \$22.25/hr
	Overtime rate @ 1.5	\$31/hr \$33.00/hr
	Overtime rate @ 2.0	\$42/hr \$44.50/hr

(1) facility operator fees may be charged for activities beginning or ending outside of the regular school day, on week-ends and outside the caretaker's regularly scheduled hours and the applicable rate shall be determined by the school division office.

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	6.1
Topic:	Division Attendance Policy		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

Motion made at the December 7, 2010 board meeting:
That Prairie South School Division develop and implement a division-wide attendance policy.

Current Status:

Students are required to attend school in accordance with The Education Act, 1995 and individual school administrative procedures. When students are absent from school, the school division provides support, determines underlying reasons for non-attendance and implements appropriate intervention strategies.

The school division believes regular and punctual attendance is necessary for students to maximize their learning and achievement. The school division also:

- Believes in a collaborative approach between the school and the parent/guardian in expecting and supporting regular attendance of students.
- Requires that schools track and record student attendance consistently on a daily basis and investigate reasons for non-attendance.
- Requests that parents/guardians communicate to the school prior notice of a student's unavoidable absence.
- Understands that ongoing collaboration may be needed to support a student when avoidable absences/tardiness negatively impacts their learning and achievement.

Procedures:

1. Tracking and Recording Protocol

The principal shall:

- Implement school-based tracking, recording and reporting procedures (SIRS) that are consistent with the legislation and other directives issued by the Ministry.
- Ensure that investigations regarding all student non-attendance are conducted in a timely manner.

2. Follow-Up Protocol

When a student is recorded absent without permission or notification from the parent/guardian, the principal or designate shall:

- a. Ensure that parents/guardians are contacted. When necessary, alternative contact methods such as a letter home may be used.
- b. Investigate reasons for non-attendance with a focus on intervention and prevention. The principal may involve other school or system personnel such as vice-principals, classroom teachers, student support teachers, counselors, and the school superintendent.

3. Tracking Protocol and Interventions

ATTENDANCE

In order to ensure parents are kept informed, a letter of awareness will be sent home if a student reaches five absences within a four month period.

In instances where attendance has been identified as a problem for a particular student, each school will attempt to improve the student's attendance by incorporating a Student Support Plan for Attendance Issues at the earliest recognized point in time.

For Secondary Students ONLY: At Fifteen absences, the student may be removed from class with an option to reapply for the class (Reapplication form attached).

TARDINESS

In order to ensure that parents are kept informed, the following communication procedures shall be in place.

Elementary

- Communication with the home will be made after each unexcused late.

Secondary

- a. At two lates, the teacher will contact the home, inform the parents, and document in SIRS.
- b. At four lates, the teacher will contact the home, inform the parents, and document in SIRS.
- c. At five lates, as deemed necessary by the school administration, students may be placed on a Punctuality Awareness Contract which may lead to a Student Support Plan for Punctuality Issues.

In instances where tardiness has been identified as a problem for a particular student, each school will attempt to improve the student's punctuality by incorporating a Student Support Plan for Punctuality Issues.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi/Barb Compton	February 21, 2012	1. Attendance Policy Feedback 2. Student Support Plan for Attendance Issues 3. Student Support Plan for Punctuality Issues

Recommendation:

Attendance Policy Feedback

SUPPORT

- Our staff was supportive of the direction the division is going with the attendance policy.
- My staff had nothing but positive comments concerning the attendance policy.
- late policy is good
- -for the most part, the procedures outlined are already in place
- thorough follow up is in place for kids missing (personal phone contacts, synervoice, letters, email, texts, meetings)
- It is great to see forms to support the levels of the policy. Thank you.
- It is great to see forms to support the levels of the policy. Thank you.
- Lines are very clear and the actions stated provide for intervention at all levels. The top level of 15 still provides an opportunity for students to have that “last chance” even after numerous opportunities to change behaviour
- At all stages there is communication with the home. This comes in multiple forms (letter, meeting, contract, and final reapplication/meeting)
- The accountability is twofold. One with the student who is aware of the number of absences and lates all the way along as SIRS is able to track both of these issues. Secondly the parent through the multiple forms of contact should have no surprises.
- The procedures for both are progressive in what transpires after reaching the different levels.
- standardization between schools is a good thing as some families have students attending more than one school and clarity is helpful
- students are dealt with on a case by case basis however, the policy supports what we are doing and what we are trying to achieve
- Pluses: Consistency, Concrete plan, Division wide, Parent Meeting, Serious consequences, Uniform, Clear and concise expectations, Consequences for actions, Well-developed action plan with a policy to justify responses

CONSEQUENCES

- What happens to elementary students after they miss 11 days?
- There should be a certain number of days absent and then the child should be retained in their grade rather than moved along with their peers (this pertains to Elementary and Junior High students). (They know about the no failing policy, but don't agree with it and wanted to voice that opinion)
- In a small town, what would the school do with the students who have been removed from a class?
- What would be the consequence after the 9th late and a student has served a one day alternate placement?
- What happens when Elementary students reach the maximum number of absences/lates?

PARENTS WHO DO NOT SUPPORT

- We do have concerns about dishonest parents who cover for their children.
- We see a large number of our students leaving for family vacations during the school year. One of our SCC members provided the following feedback: “Given what I know about the vacation habits of **School’s Name** families, I do not believe this policy will be well received by **School’s Name** parents. I know many families (mine included) who miss 15 days in a single trip. I do not believe parents will appreciate the School Division “policing” their decisions to travel. Not all parents have July and August off work, and travelling in the summer may not be ideal for everyone. If there is educational value in field trips, then there is surely educational value in travelling.” Perhaps clarification on point #1 would help this case.
- What is Holy Trinity doing in regard to their absences? More SCC feedback: “Whenever there is a decision/policy/incident that parents don’t like (bussing rules, for example) parents begin to rumble about moving their kids to the other system.”
- Families may decide to go to the Separate System if this policy was enforced
- Parents calling in to excuse their kids to avoid consequences.
- Student numbers will decline

ANSENCES and TARDINESS DAY vs PERIOD, EXCUSED vs UNEXCUSED

- Would the number of absences be per day or on a class by class basis? (in the case of a student only missing a certain part of the day or a certain class)
- Is this policy for excused or unexcused absences (or both)?
- Would the absences be per semester or the entire year?
- Does this policy affect excused and inexcused absences/lates both? If it applies to excused absences/lates then they felt a student should not be removed from class
- Is this just for unexcused absences or all absences?
- Time frame - Is it for each term, semester, year, class?
- What happens if they violate all 5 periods? Grade 9’s?
- Is this for all abs? excused and unexcused?
- What are the excused lates? Can a list be created?
- What are the unexcused lates? List?
- What do you do if a parent excuses an unexcused? who is the final judge?
- Are these interventions for excused/not excused absences/lates?
- Does this take into account the “cleared late” with a parent calling the school to notify after an appointment in mid-day?
- Excused or Not Excused - there is not a differentiation
- For High School students are the absences/lates tracked per subject or total classes?

SIRS

- Will SIRS flag students at the different intervention points? or how will tracking be done?
- the Student Attendance Support Plan could be tightened up as it is essentially asking for the SIRS attendance report

TOO HARSH OR NOT HARSH ENOUGH

- They believe that five is too small of a number to start with – that five is not a lot of absences over a year
- Under attendance a) 5 absences (days), excused anyways, in an elementary school, seems low to be sending letter of concern already, as does b) 8 for awareness contracts.
- Under tardiness, a) 3 lates and a teacher contacts home and documents in SIRS seems low again, AND should read office/or Admin calls home, not teacher.
- Under tardiness, 5 lates and a punctuality contract again seems low in some elementary districts.
- 20 minutes late = absent not tardy – students may consider not coming at all for the remainder of the morning or afternoon if they are going to be marked absent
- Policy seems too vague
- Interventions are too extreme
- 20 minutes late = absent – seems irrational (appointments)
- Would kids not be absent after 20 minutes and ditch the class as absence policy is more lenient.
- After 20 minutes it is an absence...no need to see them into a class
- some concern expressed over the number of lates outlined before consequences occur
- Lates are considered more serious than absences?
- Too many lates before actions

EXCEPTIONS

- Would there be an exception to this policy in the case of extreme health issues? For example, one of our students had heart surgery and missed over two weeks of class.
- What do you do with students that are passing classes but violating the policy?
- What if students are dealing with violence at home
- What happens to students who are in Jail?
- Is there leeway for Extra Curricular?
- Is there leeway for medical?
- Is there leeway for weather?
- Is there leeway for bussing?
- Is there flexibility for children who academically are doing fine (80 +) but have reached 15 absences?
- lateness for bus students can be an issue when roads are poor (students should not be penalized for drivers choosing safety over speed)
- A late or absent student with family issues need different attention than to focus on 3x this or 5x that.
- Reapplication - can exercise accommodation in exceptional circumstances
- Sickness or holidays could cause absences to exceed 5 days
- Actions should be based on the child and situation and not one size fits all

ROLES AND RESPONSIBILITIES

- Who would do the follow up on the Student Attendance Support Plan?
- Perhaps there should be some mention as to the teacher's role when students are absent. For example, what are the expectations around planning for students, providing work, redos, etc?
- Principals and teachers are professionals – give them tools to handle the situation and they can assess and pick what works for them – every school is different
- policy is paper intensive and there is concern about whether we can staff a position to help keep up with the paper trail
- Staff believes dealing with tardiness/attendance needs to be on an individual basis.
- Get the students support group (family, social services) involved is better than waving paper threats
- Administration can implement consequences and action plans as they deem appropriate.
- Backing from division level?
- Does not matter to the teacher - you aren't here, you aren't here.
- Who is writing the letter of concern?

REWARD vs PUNISHMENT, WILL IT MAKE A DIFFERENCE

- Will this make a difference or just create more paperwork?
- Contracts, Support Plans – more paper work - more work for teachers
- Students who don't attend will not be motivated by a contract.
- what about the kids this does not work for?
- Getting them to school whether they are late or not is more important– reward good attendance. Possible an incentive such as a muffin?
- Elementary students habitually absent/late are supported/enabled/inhibited by their parents choices . The policy punishes the students when the interventions need to be with the parents.
- Too negative
- Needs to be solution based
- No interventions suggested
- Threats of being kicked out sometimes works
- Punitive model
- The policy uses the easy way out
- Need to focus on ways to make it “Cool to be in School”
- We need to focus on encouraging students to attend and focus on their education
- Should be a positive environment, not negative. The policy lacks proactive interventions.
- The policy doesn't matter for students that don't care.
- Very punitive at every step... It says intervention but looks punitive
- Reapplication process needs teeth
- Some kids may get left behind

RURAL vs URBAN, ELEMENTARY vs HIGH SCHOOL

- As it stands, the policy seems to be geared toward high school students.
- safety of elementary students is as much an issue or more than academic issues (important for attendance to be taken first thing and parents notified immediately if a child is not at school in case of an unfortunate incident)
- perhaps best to have 2 policies as the issues for high school are different for those of elementary and middle schools
- Interventions need to start in early elementary
- Elementary students habitually absent/late are supported/enabled/inhibited by their parents choices . The policy punishes the students when the interventions need to be with the parents.
- In a small town, what would the school do with the students who have been removed from a class?

AWARENESS

- need to make sure that students and parents are aware and understand the policy and process before implementation
- Parents and students need notice about absences no matter the reason
- parents and students need to be consulted/engaged in the development and implementation of the policy/process

OTHER QUESTIONS

- When, as in what length of time, would pass before the follow up is done on the Student Attendance Support Plan?
- I understand that I am now on probation at **HOME SCHOOL** for my attendance issues.
- We can use the word probation, but perhaps there is a better way to say this?
- These all read as " I have to" might there ever be the circumstance that wouldn't warrant b,c,d For example illness? (see original document – BUBBLES)

SUGGESTIONS

- Would rather brainstorm ideas at the school level based on background, past issues, etc.
- Attendance awareness contract—final statement before signatures reads unforeseen circumstances such as a family funeral or court appearance. Does those 2 examples even need to be mentioned AND court appearance is way too intrusive of a comment for elementary school aged children and likely a lot of high school parents would not appreciate it being there either.
- Attendance Needs to be dealt with “in house”.
- Do not try to over regulate
- Use the education act – it is a clear guideline
- Let's not forget, we as a society made it a goal to give every child the same education. Before Grade 1 they played the games they liked, after Grade 12 they will pick a

profession which interests them. Within the school system all these different characters have to fit in the same mould - which is not going to happen. The task we give our teachers is to guide our children through these years and equip them with as much knowledge as possible, following Canadian standards. Let's not bind their hands by standardization of the details but trust their pedagogic insight.

- getting a doctor's note can be difficult for rural students as again distance is an issue
- notifying the school by e-mail is an alternative to calling to school to notify regarding lateness or absence of a student
- if a student's marks are good, that should be a mitigating factor when he/she needs to be absent or late for valid reasons
- if a student is absent for health or travel with family, arrangements need to be made with the school so that the student is able to keep up with studies if possible
- reapplication process may depend on the likelihood of the student being successful (16 % is not likely but a 43 % is more likely)
- For lates, we thought another consequence rather than a One day Alternate placement for 9 lates would be more appropriate. They are missing school and the punishment is to miss more class time? We liked them staying after school or a noon instead but that may not be feasible in larger schools.
- Needs admin signature on contracts

POINTS TO CONSIDER

How does this policy as proposed fit with our current mission and core values? Our mission is 'Learning together for our future' and in order to do that we need to ensure that all children have access to school. This policy proposes to exclude children who have attendance challenges without fully exploring why those challenges exist and working collaboratively to solve them. Our values statements include 'community involvement and engagement' however this is not indicated in the policy. Research would indicate that school absenteeism is best addressed through a collaborative approach with community partners. The value of 'a collective common sense approach' also indicates that our decisions will be made on solid research, accurate data and informed judgement. To our knowledge data has not been formally gathered around the topics of absenteeism rates and reasons and successful interventions both within our division and in the broader educational community.

Support statements from the research article used to develop the policy *Strengthening School Attendance Policies/Practices to Address Educational Neglect and Truancy* Prepared by Student Advocacy, November 2008 page 4

'The stages **of intervention are tightly linked to a district's definition** of excessive absenteeism. In the first stage, when a student is on his/her way to becoming excessively absent, the district conducts additional investigations to determine underlying school absence and then provides other school services or community linkages'

Linking to the quote above it appears in the proposed policy that providing interventions is an option that occurs after 11 absences.

If we want to be preventative and proactive shouldn't this occur after fewer absences, perhaps 3?

How do you define interventions? To us an intervention would include a group of people working together with a student in an attempt to alter a student's behaviour. It is a planned and direct process that may include others outside of the education system if necessary. In the proposed policy the word 'intervention' is tied to methods for tracking absenteeism – sending home letters, placed on a contract etc.

What is the research that exists to support turning a 20 min or more tardy into an absence?

What is the role of the teacher in this policy? The policy is immediately administrative. Classroom teachers know or should know their students best and are in the best position to establish a connection with students that encourages the student to attend. The opposite can also be true and needs to be examined. We are responsible for reciprocity which includes the teacher's responsibility in student attendance.

What are the proactive pieces relating to student engagement and school connectedness?

'Students feel more connected to their school when they believe that the adults and other students at school not only care about how well they are learning but also care about them as individuals. Students who feel connected to their school are more likely to attend school regularly, stay in school longer and have higher grades and test scores.'

Centers for Disease Control *Fostering School Connectedness*, July 2009.

What data has been gathered from teachers that would better inform the development of a good policy? Effective policy development is to be the culmination of research and the thorough examination of practices that work. The policy as presented has not asked for input from the key stakeholders (ie. teachers) in initial development. The policy was developed and then presented to teachers.

What data has been gathered from students that would better inform the development of a good policy?

Who is this policy written for?

What are the proposed early interventions for elementary students? 'Studies of drop outs indicate that leaving school is merely the culminating act of a long withdrawal process from school, forecast by absenteeism in early grades' (Sheldon and Epstein, Change and Romero as quoted in *Strengthening School Attendance Policies/Practices to Address Educational Neglect and Truancy*. Prepared by Student Advocacy, November 2008.)

What is the rationale behind allowing the parents 1 day to complete the 'process for reapplication'?

'It is appropriate that every individual and organization within the education sector ask: Do we have policies and practices that marginalize students, that create inequity or that limit success for vulnerable students?' pg 39 Provincial Panel on Student Achievement Final Report, Feb 12, 2010 SK Ministry of Education. This remains a considerable concern – will this policy further marginalize students?

The School Attendance Policy Committee begin a process to formally collect data on student attendance, reasons for non attendance and positive deviance in regards to attendance both within our school division and outside. This may be accomplished through using a student survey such as *Tell Them From Me*, interviewing nonattenders about why they aren't attending, interviewing former nonattenders about what got them back, closely examining the engagement and connectedness strategies that teachers use who do not have a problem with student attendance, examining the data around teacher nonattendance and student nonattendance in that teachers class, speaking with students who are regular attenders, speaking with parents whose children struggle with attendance about practice and policies that they feel will support their children in attending, data gathering about the effectiveness of student contracts for attendance. While it is recognized that this process can and should take up to a year to be thorough it is time well spent to insure that what we have at the end is a policy that encourages good attendance and does not allow for children to be excluded from the learning environment.

The School Attendance Policy Committee (SAPC) revise the policy to include the responsibility of the teacher to make a personal connection via telephone and actually speak to someone after a student has three unexcused absences in that teacher's class. The SAPC committee provide the research base regarding the turning of 20 minutes or more late into an absence. In addition, the SAPC formally examine the reasoning behind removing a student from class after 10 lates but allowing them to stay in a class to up to 15 absences.

That the SAPC reconsider the use of the word 'will' throughout the policy. This is reflective of a zero tolerance approach. *Zero-tolerance policies forbid persons in positions of authority from exercising discretion or changing punishments to fit the circumstances subjectively; they are required to impose a pre-determined punishment regardless of individual culpability, extenuating circumstances, or past history. This pre-determined punishment need not be severe, but it is always meted out. Little evidence supports the claimed effectiveness of zero-tolerance policies.^[3] One underlying problem is that there are a great many reasons why people hesitate to intervene, or to report behavior they find to be unacceptable or unlawful. Zero-tolerance policies address, at best, only a few of these reasons.* Wikipedia.

That the SAPC further examine effective policy for chronic absenteeism and tardiness at the elementary level and suggest a policy that includes effective, research based and proven strategies for our youngest learners.

That the SAPC suggest policy regarding the school's responsibility to engage parents in understanding the importance of school attendance and the strategies in place at each school to support attendance.

That the SAPC re-examine the effectiveness of punitive and reactionary policy vs a policy that is truly proactive and preventative.

That any considered interventions come from a strengths based approach. Using processes such as a Developmental Asset survey to see what assets are missing and needed for a youth to fully engage in school and develop a plan to collaboratively build up the assets. This collaboration needs to include the student, teacher, administrator, parent and other agencies or staff. The Developmental Audit from the Circle of Courage is also a recommended method for

determining how to proactively support students need for belonging, mastery, independence and generosity which are critical for all children and youth to succeed.

That the words ‘student support teacher’ be removed entirely from this policy and be replaced with the words ‘classroom teacher’. Student support teachers are not hired or placed to support attendance, they are hired and placed to support student learning. According to the Education Act, the teacher is the person responsible for all students on his/her attendance list.

Concluding Remarks:

This proposed policy cuts to the core of what we believe about the rights of students and the rights of teachers. It is our belief that we should never have a policy that purposefully works to exclude students for not attending– ever. This policy appears to be written to support teachers in doing what they want to do – exclude students who are not meeting their standards without taking responsibility for the culture or environment in which they teach. This policy appears to be punitive and reactionary in its stance, and does not support the current mission, vision and values of Prairie South Schools.

Student Support Plan for Attendance Issues

Student Name		Age		Grade	
School		Date			

Participants	
Recorded By	

1. Review of Non-Attendance/Tardiness (attach SIRS reports)

2. Concerns

3. Student Needs

4. Intervention/Support Plan (to address needs)

5. Student Involvement

6. Parent/Guardian Involvement

7. Counselling

8. Other Support (including outside agencies)

9. Steps to Implement

Student's Signature

Date

Parent/Guardian's Signature

Date

Team Lead Signature

Date

This plan will be reviewed with the principal, school support team, counsellor, parents/guardians and student.

Date(s) of review: _____

Principal's Signature

Date

Follow-Up:

Student Support Plan for Punctuality Issues

Student Name		Age		Grade	
School		Date			

Participants	
Recorded By	

1. Review of Non-Attendance/Tardiness (attach SIRS reports)

2. Concerns

3. Student Needs

4. Intervention/Support Plan (to address needs)

5. Student Involvement

6. Parent/Guardian Involvement

7. Counselling

8. Other Support (including outside agencies)

9. Steps to Implement

Student's Signature

Date

Parent/Guardian's Signature

Date

Team Lead Signature

Date

This plan will be reviewed with the principal, school support team, counsellor, parents/guardians and student.

Date(s) of review: _____

Principal's Signature

Date

Follow-Up:

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	6.2
Topic:	Budget Policy Revision		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: Administrative Policy No. 702 which is a budget policy needs updating. The policy was written when the Board was able to set the mill rate. Now that we have the new funding model in place we can move forward with a revision to the policy.

Current Status: The changes that are recommended take out the schedule that is in the policy and replace it with a system to set a schedule in place for each year. For example this year we are targeting May 1 as our Prairie South budget day whereas the past couple of years we have targeted the June Board meeting.

Pros and Cons: Pros:
This brings the policy to current reality.

Financial Implications: None

Governance/Policy Implications: None

Legal Implications: None

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	March 25, 2012	Admin policy No 702 with proposed changes

Recommendation:

This is a discussion item and will be brought forward at a future Board meeting for decision.

ADMINISTRATIVE POLICY NO. 702

BUDGET

The Director of Education presents an annual operating and capital budget to the Board of Education for its approval.

The annual budget is to reflect the Board's budget principles and guidelines as established by the Board and Director annually. The vision, mission, guiding principles and goal statements as detailed in the Board's strategic plan guide the establishment of these principles and guidelines.

With respect to the ongoing financial operations of the school division, the Director is not to cause or allow the development of fiscal jeopardy, or material deviation of actual expenditures from Board priorities as established in the annual budget.

In preparing the annual budget the Director is responsible for ensuring that a process involving consultation is undertaken.

The Board establishes in its capital budget a five-year planning approach for capital construction.

PROCEDURES

1. Management and Procedures

- a. The Director of Education directs the preparation of the budget. The Director guides and supervises activities and personnel in the budget process and coordinates educational and financial planning.
- b. The standard revenue and expenditure classifications as prescribed by the [Province of Saskatchewan Ministry of Education](#) are to be used.
- c. The general expectations are that expenditures are not to exceed the amount budgeted in the major expenditure classification:
 - i. Monies from a special fund are to be expended only for the purpose for which the fund was established.

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- ii. The Director of Education may approve emergency expenditures up to an amount of \$100,000 in excess of budget. Emergency expenditures in excess of \$100,000 require Board approval on recommendation of the Director.
 - iii. The Director of Education may approve change orders with a value up to \$20,000. Change orders in excess of \$20,000 require Board approval on recommendation of the Director.
- d. The budget appropriation for each classification constitutes authorization for making expenditures for that item up to the amount budgeted.
 - e. Decentralized expenditures are determined annually. Principals are responsible for the effective control of expenditures within the budgetary limits established for their school.
 - f. The Superintendent of Business and Operations, in consultation with the Director, is to initiate procedures to accomplish all planned undertakings and continuous monitoring of the budget.
 - g. The Superintendent of Business and Operations is responsible for managing budget control and for the preparation of quarterly reports to the Board of Education.
 - h. The Superintendent of Business and Operations is responsible for the overall determination and management of operating and capital budgets, processing budget data, developing the budget document, and preparing the budget for presentation to the Board.
 - i. The Superintendents and managers of each program and/or operations of Curriculum and Instruction, Superintendent of School Services, Superintendent of Human Resources, Superintendent of Student Support Services, Accounting Manager, Business Manager, Transportation Manager, and the Facilities Manager are responsible for the determination and management of the assigned budget for their department.

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2. Calendar

Attempts are to be made to meet the following target dates in the development of the budget. The dates are subject to minor changes due to receipt of data from other agencies. The Superintendent of Business and Operations will establish a calendar guideline for each budget year.

Budget Calendar Guidelines

Target Date ————— Action

December 1st to January 15th — Request to principals for:
1. Additions to and Changes in Program Offerings
2. Enrolment Projections
3. Staffing Requirements
4. Current Fiscal Requirements
5. Exceptional Requests
6. Five Year Capital Plan

January 15th to February 1st — 1. Prepare Financial Forecast—
Budget Guidelines
2. Establish Enrolment Projections
3. Establish Staffing Requirements
4. Hold Workshops/Study Sessions on Budget
5. Prioritize Requests

February 1st to March 15th — Prepare Preliminary Budgets

March 15th — 1. Receive Grant Data from Saskatchewan Learning
2. Prepare Final Budget

April 1st — 1. Adopt Final Budget
2. Determine Mill Rate—Notify Taxing Authorities
3. Submit Final Budget to Regional Director

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**4. Communicate Budget to
School Personnel and
Community.**

3. Decentralized Funding Allocation

- a. The Director will present annual decentralized and school budget appropriations to schools as part of the annual budget for approval by the Board of Education.
- b. The decentralized and school budget funding appropriations are to be structured to reflect the educational priorities of the school division and of the particular school.
- c. The decentralized and school budget allotments to schools are to be determined by formula based on previous year September 30 enrolments and projected enrolments for the current year.
- d. Principals may access monthly financial statements of their decentralized budgets.
- e. Principals may plan to carry forward ~~an amount not greater than plus or minus ten 100~~ percent (100%) of ~~the annual allocation unspent / overspent funds in each year.~~ Amounts greater than ten percent will be allocated to any school division budget deficit or surplus for that fiscal year.

4. Capital Budget

- a. The Facilities Manager, in consultation with the Superintendent of Business and Operations, is to produce and maintain a five-year school facilities construction plan in accordance with *Administrative Policy 901 – Facilities Planning*.
- b. The five-year school facilities plan is to be an integral part of the annual budget process.
- c. The Director of Education, in consultation with the Central Administrative Council, is to recommend annually the five-year plan for Board approval. The plan is to include:
 - i. Changes in educational programming and services
 - ii. Projected population and enrolment shifts

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- iii. Review of assets and borrowing capacity
- iv. Setting of priorities.

Approved Sept. 1, 2006

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AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	6.3
Topic:	Revision of Administrative Policy No 801 and No 805		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

Administration Policy No 801 - Transportation Services
 Administration Policy No 805 - Closure - Severe Weather
 and Student Transportation

These revisions have been reviewed by the SSWAG
 Committee.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Clarke Baker	March 23, 2012	Revised Policies No 801 and 805

Recommendation:

Board discussion.

ADMINISTRATIVE POLICY No. 801

TRANSPORTATION SERVICES

Prairie South School Division provides transportation for students requiring access to school in accordance with *The Education Act, 1995*, *The Highway Traffic Act*, and *The Vehicle Administration Act*. In addition, provisions are made for special use of buses to enable students to participate in education and education-related activities.

Student transportation shall be safe, effective and efficient. The safety of students and staff is paramount.

PROCEDURES

1. Eligibility For Transportation

Students will be provided transportation based on the following criteria:

- a. Urban (City of Moose Jaw boundaries) Students (Prek-8) –
 - i. Grade 1-8 students who reside within the school catchment area of the school they are attending, and live outside a one kilometer radius from the school;
 - ii. Prekindergarten and kindergarten students who reside within the school catchment area of the school they are attending;
 - iii. Students are required, by the division, to attend a school other than their home school;
 - iv. Students whose walking route to school is considered to be hazardous. Hazardous areas, to be determined by the Transportation Manager.
- b. Grades 9 to 12 students will not be bussed in Moose Jaw.
- c. Rural Students (K-12)
 - i. Students who are attending the catchment area school that is designated by the location of their residence and who reside outside of the town where the school is located;
 - ii. In Assiniboia grade PreK-8 students will only be bussed from the area located west of 2nd Street West. Grades 9 to 12 students will not be bussed in Assiniboia;
 - iii. Students who are required to attend a designated program housed at a school other than their home school.
- d. Transportation Boundaries (School Catchment Areas) relating to transportation services are to be determined by the Transportation Manager and approved by resolution of the Board.

2. Provision of Services

- a. Transportation for students residing in the school division is provided through the use of school buses and other approved means.
- b. The Board may provide transportation services to other school divisions under contract.
- c. The Director of Education may approve interim procedures in emergent situations. These procedures are to be reported to the Board at a subsequent meeting of the Board.

3. Regular Student Transportation

- a. The Transportation Manager is responsible for bus scheduling and routing in consultation with the Superintendent of Business and Operations:
 - i. Buses are to be restricted to provincial highways, municipal roads, and approved yard service.
 - ii. Yard service may be approved if the residence is at least 200 metres from the road allowance (fence line), the access road is of all weather construction, and there is a clear area to enable the bus to turn around without backing up. Yard service may be provided in other situations to address safety issues. **Note: In some circumstances it may be necessary for a driver to do a turnaround.**
 - iii. Time schedules are to be based on normal travel conditions. The schedule is to be communicated to parents with the directive that under normal conditions buses will wait no longer than two minutes at any one pickup point, nor will they leave any pickup point ahead of time, unless all students have been accounted for. Buses are to arrive at school no earlier than twenty minutes prior to the usual commencement of classes, unless the bus must proceed to a second school and the driver requires the time for appropriate scheduling of arrival time at the second location. Buses depart from the school ten minutes after dismissal time.
 - iv. Variations in scheduling or routes are to be communicated to parents.

~~b. Students who meet the eligibility criteria for transportation may remain at school for lunch and shall not be subject to lunch fees.~~

b. There may be circumstances or conditions making it necessary to arrange for transportation other than through the provision of busing. In these cases the Transportation Manager is to make special arrangements in consultation with the appropriate superintendent. These special arrangements may include:

- i. Provision of transportation through the use of taxi cabs and municipal buses.
- ii. Provision of transportation allowance for parents who convey their children. Such an allowance is only available if students do not have full bus service to their Board designated school.

~~iii. Provision of a boarding allowance is available to parents who do not have bus service and who choose to board their children away from home. The allowance payable is to be the same as the transportation allowance with the following exceptions:~~

- ~~• The rate is on a per pupil rather than a per family basis.~~
- ~~• When the distance from the home of the student to the nearest school or bus route exceeds four kilometres. The boarding allowance is \$6.00 per regular pupil per day.~~
- ~~• The board and room allowance for designated special education students is to be the actual cost up to the maximum recognized by the Department of Learning.~~

~~In addition, parents are eligible to receive a student transportation allowance to and from the centre in which their children are attending school to enable students to be home for weekends. This allowance is set at the transportation rate recognized by the Department of Learning for a maximum of two round trips per week. Payments are made at the end of each school term.~~

4. Buffer Zone

On June 2, 2009, based on the 2008 – 2009 pilot project, the Board approved a 2.5 mile buffer zone on each side of all boundary catchment lines in the rural areas of the Prairie South School Division No. 210. This provided some flexibility for the school division to respond to individual family requests without sacrificing overall transportation efficiency.

5. Student Transportation to Alternate School Locations

The following only apply to those individuals residing within a buffer zone as noted above.

- a. "Alternate location" refers to any rural school location within Prairie South School Division other than the designated school of a student.
- b. Subject to the following mandatory provisions students may be transported to an alternate location upon parent request:
 - i. No significant alteration to existing bus routing is required. A bus will not travel more than five kilometers (one way) into another catchment area to pickup students.
 - ii. There is and continues to be space on the bus. Permission to ride will be rescinded if space becomes an issue.
 - iii. Alteration to existing bus routing does not result in more than one bus required to enter a particular yard.
 - iv. Conveyance allowance may be paid to families who are within the designated buffer zone but are in an area where a bus would have to travel more than five kilometres (one way) into another catchment area to pick up the student(s) and/or where roads may be impassable due to winter roads and/or other road conditions. The conveyance would be paid from the home location to the nearest existing bus pickup point. Conveyance Allowance will only be paid if the student(s) is transported on the bus.
- c. Parents opting to enroll their children in a school other than the designated school, that do not meet the preceding criteria, assume responsibility for transportation of their children. To that end, the following option may be available:
 - i. They may meet a Prairie South School Division bus at a regularly scheduled existing stop provided that:
 1. There is and continues to be space on the bus. Permission to ride will be rescinded if space becomes an issue.
 2. Permission (if required) is received by the parent/guardian (requesting this service) from the land owner.

6. French Immersion Program

- a. Students attending the French Immersion Program in Moose Jaw will be provided transportation if their residence is located within the City of Moose Jaw and/or Lindale School Catchment Areas.
- b. Students attending the French Immersion Program in Gravelbourg will be provided transportation if the students reside outside of the Town of Gravelbourg and are located within the Gravelbourg School catchment area.
- c. For students residing outside the Lindale and Gravelbourg schools catchment areas, a conveyance allowance may be paid from their residence to the nearest existing stop on a route located within those catchment areas. Conveyance allowance will only be paid if the student(s) is transported on the bus.

7. Conveyance Allowance

The daily maximum limit for authorized conveyance allowance will not exceed \$50. Parents and/or guardians seeking conveyance allowance exceeding \$50 may submit a request for review by the Board.

Approved Sept. 1, 2006
Revised: March 23, 2012

ADMINISTRATIVE POLICY No. 805

CLOSURE – SEVERE WEATHER AND STUDENT TRANSPORTATION

Because of the geographic size of Prairie South School Division the Board believes that enabling policy providing local discretion in dealing with weather conditions is both prudent and appropriate.

The Director of Education, or designate is authorized to dismiss students, discontinue transportation services, and/or close school in emergency situations.

PROCEDURES

1. Responsibility of the Director of Education

- a. The Director of Education or designate, in consultation with the principal(s), may close one or more schools in the Division.
- b. The Director is to instruct the Transportation Manager to inform bus drivers when classes have been rescheduled, students have been dismissed, or a school has been closed.
- c. The Director is to receive, review, and maintain on file reports from the Transportation Manager and principals regarding the stopping of any operation of buses or schools.
- d. The Director of Education or designate shall cancel applicable bus routes **when the temperature including wind chill reaches -40°C or lower.** ~~when the temperature reaches -40 C and/or -45 C.~~
- e. Buses may be cancelled pending consideration of the following factors:
 - Severely drifted or extremely icy roads
 - Limited visibility because of fog or blowing snow
 - Other environmental conditionsThese environmental conditions are typically announced by Environment Canada through its telephone information services, web site or on a local radio station.
- f. The decision to cancel morning buses is to be made by 7:00 a.m.

- g. The decision to cancel afternoon buses is to be made no later than 2:00 p.m.
- h. If a bus is cancelled in the morning it will not operate in the afternoon.
- i. All out-of-school curricular and extracurricular activities are cancelled on days that transportation services are cancelled.

2. Responsibility of Principals

- a. Principals in consultation with the Director are responsible for deciding when to relocate students or, when applicable, to reschedule classes to ensure the safety and well being of students.
- b. When students are relocated, the principal is to arrange for each student to be directed to a safe, supervised location and then inform respective parents or guardians either directly or indirectly.
- c. The Transportation Manager is to notify news media to broadcast pertinent information for parents and students.
- d. The principal is to inform the principal(s) of any other school(s) and other appropriate authorities affected by the decision.
- e. If necessary, the principal is responsible for billeting students and staff at the school. The division will assume any costs incurred.
- f. The principal is to maintain a record of emergency residences for all bus students.
- g. The principal is to ensure that the school is accessible to students during normal school hours when classes have been dismissed or when the school has been closed.
- h. Due to the diversity of weather conditions within the division, the principal may contact the Director or designate seeking direction for school closure in response to local weather conditions.

3. Responsibility of Bus Drivers

- a. Each bus driver is responsible for canceling a route to ensure the safety and well being of his/her passengers.
- b. Having made such a decision, the bus driver is to inform the Transportation Manager by telephone or radio. ~~In addition, the driver is to complete and submit the *Route Information Form* stating the circumstances leading to the decision.~~
- c. Under no circumstances should buses start on the route at the height of a winter storm.
- d. Under no circumstances should bus drivers commence their routes prior to normal departure time.
- e. If the decision is made before students have been picked up from home in the rural area, the driver is to inform parents or guardians of all passengers that the bus will not operate.
- f. If the decision to stop operation is made after students have been picked up, the driver is to arrange to deliver each student to a safe, supervised destination. **In the rural area,** drivers are to inform parents or guardians directly or indirectly of the location of the students. The driver must also inform the principal and Transportation Manager.
- g. **In Moose Jaw and in the Town of Assiniboia, families will be notified of bus cancellations by listening to local radio stations and by checking the Prairie South Schools website at www.prairiesouth.ca.**
- h. **Bus drivers have the right to refuse transportation to students who are not dressed appropriately for weather conditions.**

4. Responsibility of Transportation Manager

- a. The Transportation Manager is to facilitate communication among schools, bus drivers, and parents or guardians.
- b. The Transportation Manager is to inform the Director whenever a partial bus operation has been cancelled due to weather conditions.

- c. In the event bus service is cancelled pursuant to 1(e), the Transportation Manager shall notify the bus drivers and schools through the local radio stations and internal communication.

5. Responsibility of Teacher and Other School Personnel

- a. Except when notified that the school is closed, all teachers and personnel are expected be in attendance for the purpose of performing their normal or related duties. Personnel are not to lose pay when informed that the school has been closed.
- b. Upon receipt of a written explanation, the Director or designate may deal with individual instances of absence due to weather or other hazardous situations.

6. Responsibility of Parents or Guardians

- a. Parents or guardians of all bus students are to arrange for appropriate emergency residences for the individual students and to inform the school and bus driver of those arrangements.
- b. Parents and guardians always have the right to keep their children at home during severe weather conditions or when in the considered opinion of the parent or guardian, they have concern regarding the safety of their children. They also have the right to drive their children to school if the bus does not run.
- c. Parents or guardians are responsible to ensure that their children are appropriately dressed for weather conditions.

Approved Sept. 1, 2006 Revised: March 23, 2012

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	6.4
Topic:	Graduation Dates 2011-12		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

Attached is a list of grade 12 graduation dates (sorted by date). Prairie South board members have traditionally viewed graduation attendance as an excellent opportunity for members to connect with the various school communities. Previously, board members tried to attend graduations both within and outside of the sub-division from which they are elected. As well, senior staff have attended if they so choose. Who will be attending this year? Names of trustees attending will be forwarded to the schools and specific information regarding the graduation will be forwarded to trustees directly from the school.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	March 22, 2012	Graduation Dates 2011-12

Recommendation:

Board decision

GRADUATION DATES 2011-12

SCHOOL	DATE	TO ATTEND
Belle Plaine	No grad	
John Chisholm	No grad	
Coronach	May 5	
Kincaid	May 11	
Glentworth	May 12	
Mankota	May 18	
Gravelbourg High	May 19	
Lafleche Central	May 25	
Mortlach	May 25	
Rockglen	May 26	
Rouleau	May 26	
Chaplin	June 1	
Avonlea	June 8	
Mossbank	June 8	
Caronport High	June 9/10	
Eye brow	June 16	
Cornerstone Christian	June 21	
Assiniboia Composite High	June 28	
Bengough	June 28	
Central Butte	June 28	
Craik	June 28	
Peacock Collegiate	June 28	
Riverview Collegiate	June 28	
Central Collegiate	June 28/29	

AGENDA ITEM

Meeting Date:	April 3, 2012	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 February 24, 2012 to March 23, 2012.

Current Status:

A tender was issued for washroom renovations at Eyebrow School.

A tender was issued for window and door replacement at Lafleche school.

A tender was issued for Fire Alarm and Gym Lighting at Mankota School.

A tender was issued for Window replacement, Phase 1 at Mossbank School.

A tender was issued for a welding ventilation upgrade at Riverview Collegiate.

A tender was issued for replacement of the Eyebrow gym floor.

A tender was issued for the purchase of a cube/box 1 ton truck for the facilities department.

A tender was issued for exterior door replacements at John Chisholm School.

A tender was issued for 145 notebook and 203 tower computers.

Pros and Cons:

Financial Implications:

The tender for washroom renovations at Eyebrow school was awarded to C&S builders for a cost of \$158,390.

The tender for window and door replacement at Lafleche School was awarded to C&S builders for a cost of \$138,385.

The tender for fire alarm and gym lighting at Mankota School was awarded to Dynamic Electric for a cost of \$49,350.

The tender for Windows replacement, Phase I at Mossbank School was awarded to Cormode and Dickson Construction for \$140,814.

The tender for a welding ventilation upgrade at Riverview Collegiate was awarded to Mid West Efficiency for a cost of \$145,000.

The tender for gym floor replacement at Eyebrow was awarded to Caliber Sports for a cost of \$41,447.

The tender for the purchase of the cube/box truck was awarded to Capital Ford of Regina for a cost of \$25,980.

The tender for exterior door replacements at John Chisholm School was awarded to C&S builders for a cost of \$23,532.

The tender for notebook and tower computers was awarded to Softchoice of Canada for the notebooks at a cost of \$88,798 and to CDW Canada for the Tower Computers for a cost of \$111,796.60.

Governance Implications: N/A

Legal Implications: N/A

Communications: N/A

Prepared By:	Date:	Attachments:
Ron Purdy	March 23, 2012	

Recommendation:

That the board accept the tender report as presented.

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	7.3
Topic:	Out of Province Excursion-Riverview to Kananaskis, AB		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: Riverview Collegiate's Overnight Excursion/Outdoor Education request to Kananaskis, AB is attached.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	March 23, 2012	Outdoor Excursion Application Form

Recommendation:

To approve Riverview Collegiate's trip to Kananaskis, AB as per the outline provided.



Prairie South School Division No. 210

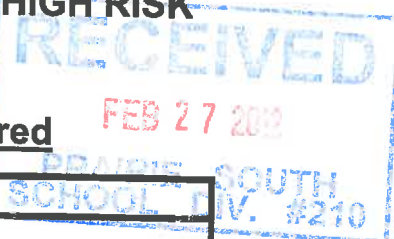
15 Thatcher Drive East
Moose Jaw, SK S6J 1L8

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: Dave Roney/Jeff Kitts	School: Riverview Collegiate
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity <u>Biking</u>	
Grade Level: 11 and 12	Number of Students: 18
Destination: Peter Lougheed Provincial Park (Kananaskis, Alberta)	Trip Date: Monday May 21 st to Thursday May 24 th .
Number of School Days (Partial/Full): 3 full days	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: Budget Rentals <input type="checkbox"/> Travel by Car/Van (List names of drivers): <u>Dave Roney</u> <u>Jeff Kitts</u> <u>Jenn Wiens</u>	
Number of Teachers, Parents, Chaperones: 3	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input checked="" type="checkbox"/> Other <u>11 years experience</u> completing this particular trip	

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> </u> Approx. 1900.00
❖ Description of Funding Sources <u>School funding Riverview</u>
❖ Out of Pocket Cost per Participant <u> </u> food for trips <u> </u>

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

D. LEARNING OBJECTIVES

Students will demonstrate an understanding of the terminology, rules, safety concepts, movement patterns and performance cues as they relate to biking.

Students will understand the role biking has in the achievement and maintenance of personal fitness.

Students will develop skills which promote biking as an option for a lifelong leisure activity.

Students will display an understanding of performance cues related to statics and locomotion.

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

a) Pre-Excursion Learning - Safety videos, mapping skills, bike safety skills and maintenance training. Students will utilize Wakamow valley extensively to physically train for the experience. Students will learn and demonstrate cooking and camping skills along with animal recognition/safety procedures.


b) Excursion Learning - Camping, cooking, group building and life skills training. Extensive fitness component on trails in Peter Lougheed Provincial Park. Students will utilize mapping skills and experience a variety of statics/locomotions on changing terrain.

c) Post-Excursion Learning - Individual evaluations, peer and teacher evaluations. Equipment clean/repair and maintenance, completion of a reflection paper.

Students will transfer learned knowledge to preparation for canoe trip.

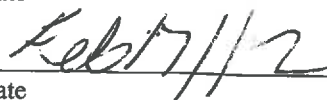
F. SCHEDULE OF ACTIVITIES

The biking will take place on the well travelled trails of Peter Lougheed provincial Park located in Kananaskis, Alberta. Students will travel from a base camp location to daily trail excursions. Trails will be progressively more physically challenging over time.


Teacher Signature


Date


Principal Signature


Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	7.4
Topic:	Disposal of Surplus Land		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

The Board had previously approved the disposal of surplus lands relating to old school sites or other small parcels of land that are no longer in use by the school division.

Below is a list of land for which we would request board approval of transfer. Seven properties are outside our division. The ministry had indicated that these properties might need to be treated as a boundary change rather than a disposition so they were sent to the Ministry to have that worked out first. The ministry has come back and acknowledged that they are a simple transfer so in this case we have ministry approval already to transfer these lands to the school divisions whose boundaries they fall in.

One municipality has asked that we transfer an old school site and building to them at the agreed cost of \$1. They will be given an agreement to sign whereby they would split any profits with the school division if the land were sold at a profit in the future.

For one parcel of land the adjoining land owner was able to find receipts showing purchase of the parcel approximately sixty years ago.

Current Status:

There are nine parcels of land which we are seeking approval to dispose of. Eight are transfers of the land with one sale to a the municipality. They are as follows:

- Transfer of title for Springmount School, #2766 in the RM of Excel, land location NE 21 7 26 W2 to Maurice Hartness. He has provided receipts to show the purchase.
- Transfer title for Windcrest School #3938 in the RM of Hillsborough to the Rural Municipality for a cost of \$1 so they can preserve the school site. Any future sale would require a sharing of profits.
- transfer title numbers 121225586, 112773696, 112773708, 121747798, 102554715 and 102386864 to Chinook School Division. These properties are outside the school division boundaries as defined in our Minister's order.

- transfer title number 111981416 to South East Cornerstone school Division. This property is outside the school division boundaries as defined by our Minister's order.

Pros and Cons:

Pros - the school division does not use the property or have a use for it.

- In one case the property had been sold already but for some reason title was never transferred.

- Most parcels are outside our school division boundaries

- holding the properties represents a liability risk to the division.

Financial Implications:

There are no real financial implications for the school division other than to reduce its liability risk exposure.

Governance Implications:

N/A

Legal Implications:

N/A

Communications:

N/A

Prepared By:	Date:	Attachments:
Ron Purdy	March 23, 2012	

Recommendation:

AGENDA ITEM

Meeting Date:	April 3, 2012	Agenda Item #:	7.5
Topic:	2nd Quarter Finance Report		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

Attached is the 2nd quarter finance report.

Current Status:

Overall we have received 52% of our revenues and have spent 50% of our planned expenditures at the end of the quarter.

In addition to the finance report the capital project update is attached..

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin, Georgia Hanwell & Aline Kirk	March 26, 2012	Finance Report Capital Project Update

Recommendation:

That this report be approved with the consent items.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
STATEMENT OF FINANCIAL ACTIVITIES
For the period ending February 29, 2012

	11/12 Approved Budget	2nd Quarter Budget	Total Revenue/Expenses & Encumbrances	Percentage of Budget Used	Percentage of 2nd Quarter Budget Used
REVENUE					
Taxation	28,800,119	14,400,060	14,877,832	52%	103%
Grants	49,868,070	24,934,035	27,754,222	56%	111%
Tuition	46,700	23,350	25,990	56%	111%
Transportation	-	-	-	0%	0%
Other	-	-	-	0%	0%
School Generated Funds	1,500,000	750,000	-	0%	0%
Other Revenue	534,937	267,469	443,889	83%	166%
Complementary Services	567,000	283,500	305,348	54%	108%
External Services	3,373,430	1,686,715	281,080	8%	17%
TOTAL REVENUE	84,690,256	42,345,128	43,688,362	52%	103%
EXPENSES					
Governance	556,410	278,205	258,150	46%	93%
Administration	1,655,116	827,558	883,171	53%	107%
Instruction	56,720,743	28,360,372	30,261,380	53%	107%
Plant Operation	13,614,815	6,807,408	5,204,020	38%	76%
Transportation	6,770,313	3,385,157	3,618,825	53%	107%
Tuition Expense	75,000	37,500	8,465	11%	23%
Interest and Bank	127,428	63,714	59,766	3%	94%
Complimentary	2,156,643	1,078,322	1,184,421	35%	110%
External Services	3,381,551	1,690,776	1,996,389	0%	118%
TOTAL EXPENSES	86,558,019	43,279,010	43,474,587	50%	100%
Consolidated Net Income(Loss)	(1,867,763)	(933,882)	213,775		

2011/12 Capital Projects		Estimated cost	Ministry Funding	Net Cost	Minor Renovations	Capital	Status
School	Project Name						
A.E. Peacock	Power service upgrade	500,000		500,000		500,000	Currently in the design stage
	Roof Top Unit	30,000		30,000	30,000		Awaiting power upgrade before tendering
Assiniboia Comp	Bleachers for gym	40,000		40,000		40,000	Tender awarded to Royal Stewart Ltd. \$35,275
	Upgrade gym lighting	12,000		12,000	12,000		Awarded to Schultz Electric \$12,923
Assiniboia Elem.	Fire Alarm and corridor lighting	200,000		200,000	200,000		Currently in the design stage
	HVAC upgrade - Phase 1	800,000	475,000	325,000		325,000	Currently in the design stage
	Windows in north wing	100,000		100,000	100,000		Currently in the design stage
Bengough	VOIP	115,000		115,000		115,000	Tender awarded to Sasktel/GV Audio
	Fire alarm/emerg lights/electrical panel	200,000		200,000	200,000		Currently out to tender
	Partial roof replacement	70,000		70,000	70,000		Tender closes March 29th
Chaplin	Lighting upgrade	120,000		120,000	120,000		Currently out to tender
Coronach	Boiler/piping/pumps/controls/sanitary pipe	600,000		600,000	600,000		Currently in the design stage
Craik	HVAC PH 3 /lighting upgrade	800,000		800,000		800,000	Currently in the design stage
Empire	HVAC Phase 1	800,000		800,000		800,000	Currently in the design stage
Eyebrow	Washroom renovation	200,000		200,000	200,000		Awarded to C & S Builders \$158,390
	Gym flooring	70,000		70,000	70,000		Awarded to Caliber Sports \$44,482
Glentworth	Washroom/changeroom upgrade	500,000	337,000	163,000	163,000		Tender awarded to KT Construction Services Inc.
	HVAC upgrade - Phase 3	800,000		800,000	800,000		Currently tendered
John Chisolm	Fire alarm/emergency & fluorescent lighting	100,000		100,000	100,000		Currently out to tender
Kincaid	Ventilation/electrical upgrade/radiation	800,000		800,000		800,000	Currently in the design stage
	VOIP -	115,000		115,000		115,000	Tender awarded to Sasktel/GV Audio
Lafleche	Windows/ext door replacement	150,000		150,000	150,000		Tender awarded to C & S Builders \$138,385
Mankota	Fire alarm/emergency & gym lighting	120,000		120,000	120,000		Tender awarded to Dynamic Electrical \$49,350
Mortlach	Gym lighting upgrade	20,000		20,000	20,000		Tender awarded to Schultz Electric \$9,300
Mossbank	Windows/ext door replacement	150,000		150,000	150,000		Tender awarded to Cormode & Dickson \$140,814
Palliser Heights	Partial roof replacement	232,000		232,000	232,000		Tender closes March 29th
Riverview	Welding ventilation/paint booth	200,000		200,000	200,000		Awarded to Mid West Efficiency \$145,000
Rockglen	Fire alarm/emergency lighting/elect upgrade	200,000	47,000	153,000	153,000		Currently out to tender
9th Avenue office	Roof replacement	171,000		171,000	171,000		Tender closes March 29th
		\$8,215,000	859,000	7,356,000	3,861,000	3,495,000	

Playground Equipment :

	Cost	School Portion	Net Cost
Chaplin	16,000	8,000	8,000
Lindale	50,000	25,000	25,000
Westmount	12,000	6,000	6,000
Total	78,000	39,000	39,000

Maintenance Vehicles:

Van for plumber	25,000	Purchased from Capital Ford \$26,395
Truck for Facility Supervisor	30,000	Purchased from Village Ford \$26,010
Total	55,000	