

Prairie South Schools

BOARD OF EDUCATION

February 12, 2013
10:30 a.m. – 4:00 p.m.
Central Office, 15 Thatcher Drive East, Moose Jaw

AGENDA

10:00-10:30 Board Planning Session

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
- 4. Delegations/Presentations**
 - 4.1 Delegations**
 - 4.1.1 Proposal by SCC members from Central, Peacock & Riverview (2:00 p.m.)
Jody Oakes, Dena Demarche and Todd Johnson
 - 4.2 Presentations**
 - 4.2.1 Strong System-Wide Accountability & Governance (1:00 p.m.)
Corinne Cobbe, Cheryl Searle and Barbara Compton
- 5. Decision Items**
 - 5.1 Strategic Priorities**
 - 5.2 Parameters for 2013-2014 School Year Calendar**
 - 5.3 Governance Model**
 - 5.4 Continuous Agenda - Planning Session**
 - 5.5 Approval of B5 - Five Year Capital Plan**
 - 5.6 Motion from Previous Meeting**
 - 5.6.1 Notice of Motion
That an adhoc committee of interested trustees be created (with administrative support as required) to oversee and make recommendations to the Board on the sale or long-term lease of the Thatcher Drive Board Office and the re-location of staff working there.
- Swanson
- 6. Discussion Items – NONE**

- 7. Consent Items**
 - 7.1 Suspensions**
 - 7.2 Out of Province Excursion – Peacock Collegiate to either Kananaskis, Alberta or Fernie, British Columbia**
 - 7.3 Transfer of Surplus Land**
 - 7.4 Joint Board Meeting with Holy Trinity Catholic School Division**

- 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
 - 8.1.7 Marketing Advisory
 - 8.2 Adhoc Committees**
 - 8.2.1 South Hill

- 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 January 8, 2013 at 10:00 a.m.

Attendance: Ms. C. Christopherson-Cote (via teleconference); Mr. D. Crabbe; Mr. R. Gleim; Ms. J. Jelinski; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Mr. L. Young; J. Finell, Director of Education; B. Girardin, Superintendent of Business and Operations; L. Meyer, Superintendent of Learning; R. Boughen, Superintendent of Human Resources; B. Compton, Superintendent of School Operations; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; D. Briggs, Communications Coordinator; H. Boese, Executive Assistant

Regrets: Mr. S. Davidson, Trustee

Delegations: Nancy Wollner (11:00 a.m.)

Presentations: Equitable Opportunities, Barbara Compton & Lonny Holmes (1:00 p.m.)

Motions:

Colleen Christopherson-Cote, Board Chair, is attending via teleconference and has requested a replacement Chair be nominated for this meeting.

Al Kessler nominated Ron Gleim as Chair.

Tim McLeod moved that nominations close.

- | | | |
|-----------------|--|---------|
| 01/08/13 – 1835 | That Ron Gleim be nominated chair for this meeting.
- Kessler | Carried |
| 01/08/13 – 1836 | That the meeting be called to order at 10:35 a.m.
- Gleim | Carried |
| 01/08/13 – 1837 | The following items were added to the agenda:
6.3 Education Amendment Regulations, 2012
7.6 High Risk Activity – Kincaid Central School
Ski Trip
The following item was removed from the agenda:
5.3 Transfer of Land
That the Board adopt the agenda as amended.
- Christopherson-Cote | Carried |
| 01/08/13 – 1838 | That the Board adopt the Minutes of the regular meeting of December 11, 2012 as amended.
- Radwanski | Carried |
| 01/08/13 – 1839 | That administration prepare a report for the Prairie South School Division Board detailing prep time policy, methodology, costs, implementation, and related significant issues.
- Swanson | Carried |
| 01/08/13 – 1840 | That with respect to Prairie South School Division Board Meetings, administration attendance be as follows: | Carried |

In Regular Attendance:

- Director of Education or designate
- Superintendent of Business & Operations or designate
- Executive Assistant to the Director or designate
- Communication Co-ordinator

Not in regular attendance but available to the meetings as required:

- Other administrative staff.

- Swanson

- | | | |
|---|---|---------|
| 01/08/13 – 1841 | That the delegation be allowed to address the Board.
- Swanson | Carried |
| 01/08/13 – 1842 | That the board go into closed session at 11:15 a.m.
- Young | Carried |
| 01/08/13 – 1843 | That the board reconvene in open session at 11:58 a.m.
- Young

That the board break at 11:59 a.m.

That the board reconvene at 12:45 p.m. | Carried |
| 01/08/13 – 1844 | That the board go into closed session at 12:45 p.m.
- Kessler | Carried |
| 01/08/13 – 1845 | That the board reconvene in open session at 1:15 p.m.
- Gleim | Carried |
| Colleen Christopherson-Cote left the meeting at 1:15 p.m. | | |
| 01/08/13 – 1846 | That the Board approve the Conditions of Employment Renewal, 2012-2013 as presented.
- Young | Carried |
| 01/08/13 – 1847 | That the Board receive the consent items and approve the recommendations contained therein, as presented.
- Young | Carried |

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- No report given. Committee will meet next on February 5, 2013

Equitable Opportunities

- The committee gave their Monitoring Report Presentation, including an update of their activities to date, review of priorities, and a highlight of the Practical and Applied Arts Enhancement Program.

Smooth Transitions

- The committee met to discuss and review their focus. In the past, they have mainly focused on the transition into Pre-Kindergarten and

Kindergarten and the early years. They would like to expand their mandate and look into the transition into Secondary and then Post-Secondary as well, as these are vital phases as well. The committee will be collecting feedback from parents, current students, and recent graduates on their experiences.

Strong System-Wide Accountability and Governance

- No report given.

Advocacy and Networking

- No report given.

Rural Catchment Review

- No report given.

Marketing Advisory

- The Marketing Advisory committee would like to examine the possibilities of merging with the Advocacy and Networking committee. The two have similar mandates, goals and their work overlaps on occasion.
- There has been a recent inquiry from Empire's SCC as to how we can assist them in reaching out to the families in the new developments. Jan Radwanski, Darrell Crabbe and Darby Briggs will attend an upcoming SCC meeting to explore this further.

Adhoc Committees:

South Hill

- Riverview Collegiate recently won, for the second time, an award for their publication the Bulldog Post.
- Riverview is hosting hockey day on February 16, 2013 from 12:30pm to 4:15pm. This fun event offers many activities including hockey clinics and alumni vs. staff games.

Notice of Motions

01/08/13 – 1848

That an adhoc committee of interested trustees be created (with administrative support as required) to oversee and make recommendations to the Board on the sale or long-term lease of the Thatcher Drive Board Office and the re-location of staff working there.

- Swanson

Inquiries

How many schools in our Division are attending We Day in Saskatoon?

- Jelinski

Adjournment

01/08/13 – 1849

That the meeting be adjourned at 2:53 p.m.

- McLeod

Carried

Ron Gleim
Chair-Elect

Bernie Girardin
Superintendent of Business and Operations

Next Regular Board Meeting:

Date: February 12, 2013
Location: Central Office, Moose Jaw

AGENDA ITEM

Meeting Date:	Feburary 12, 2013	Agenda Item #:	4.2.1
Topic:	Strong System-Wide Accountablity and Governance Monitoring Report		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information		

Background: Please see attachments.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	February 1, 2013	1. Division Reporting Template 2. Prairie South SCC Ministry Survey Results 2011-2012 3. Collated SCC Self-Monitoring Report

Recommendation:

Section 2: Division Accomplishments

2010-2011
Barbara Compton

Provincial Priority: Strong System-Wide Accountability and Governance

Board Goal: Our School Community Councils play a pivotal role in connecting the division to its communities and engaging communities to support student learning.

Division Strategy: To enhance capacity and increase engagement of School Community Councils support in student well-being and Learning Improvement Plans.

Rationale: School Community Councils allow parents, community members and students to be engaged in the planning and improvement process at the school level, and are important components of school division governance. SCC's allow the community to be engaged in educational decision-making, and facilitate a shared responsibility for learning among educators, students, parents and community members. Prairie South School Division Board policy requires SCC to engage in an on-going process of self-assessment in order to ensure their effectiveness.

Plan			Report	
Objective	Performance Indicators & Baseline Data	Performance Targets	Outcomes	Summary of Progress
To facilitate SCC's in carrying out their roles and responsibilities effectively as they move along the continuum of development and effectiveness.	SCC's will complete the Self-Monitoring and Improvement Plan using the <i>School Community Council Self-Monitoring and Planning for Improvement Tool</i> .	By June 2011 70 % of SCC's will be participating at the engagement level according to the <i>School Community Council Self-Monitoring and Planning for Improvement</i> rubric.	.	All SCC's completed the Self-Monitoring and Improvement Plan. Results as follows: 1. Learning Improvement Plans 27% (27%- 2012) 2. Community Engagement 22% (27%-2012) 3. Communications 21% (47%-2012) 4. Monitoring results 18% (30%-2012) 5. Council Development 39% (60%-2012)
To establish a level of engagement in School Community Councils that focuses support in LIP's and student wellness.	June 2010- 48% of SCC's supported school LIP.	By June 2011 -70% of SCC's will support school LIP'S.		June 2011- 90% (usually and always) June 2012- 97% (usually and always)

		By June 2011- LIP's will be posted on Prairie South's website.		LIP supports posted on PSSD website.
	Survey councils to determine supports for student wellness.	By June 2011 SCC's survey results supporting student wellness posted on Prairie South's website.		Evidence posted on website under LIP
<p>1) Division will host four SCC regional networking sessions in November focusing on parent and community engagement. The agenda will include: clarify purpose and roles, response to 2009-2010 survey, and share ideas for parent and community engagement. Ideas for communication and engagement were shared at meetings and posted on website.</p> <p>2) Division will create a SCC focus group to determine professional development needs for parents and community. Information shared with SCC chairperson and administration.</p> <p>3) Two presentations/workshops will be hosted by Prairie South SCC's that engage parent and community in supporting student wellness initiatives and student learning opportunities. Developmental Asset workshop and SSBA Community Engagement Workshop</p> <p>4) LIP support- SCC's will be given 2009-2010 LIP examples to enhance resources. Complete</p> <p>5) Student well-being- survey SCC's to gather resources and programs presently engaged at school level and post on PSSD website. Complete</p> <p>6) Division and SCC chairperson will review progress of LIP SCC support plan quarterly to affirm direction, make necessary revisions and celebrate success. Included in SCC work plan template</p> <p>7) Division will provide SCC a template to guide work plans on a monthly basis. Posted on website</p> <p>8) Division will provide SCC's with sample agenda's to build capacity at SCC monthly meetings. Posted on website</p>				

Prairie South School Division

**Individualized Report on
School Community Councils
Survey Results
*2011-2012***

Prepared by:

Policy and Intergovernmental Relations Unit
Strategic Policy Branch
Saskatchewan Ministry of Education

December 2012

Background

School community councils (SCCs) are an important part of Saskatchewan's education system. They provide opportunities to develop shared responsibility for learning success and well-being, and facilitate parent, community and youth engagement in school planning and improvement.

The ministry places a high value on the effective functioning of SCCs and is therefore committed to an annual data collection survey regarding the implementation and ongoing operations of SCCs. The annual survey forms the basis of the ministry's public reporting on the implementation of SCCs. As well, survey results are used in the development of core indicators and addressed with school divisions during Continuous Improvement and Accountability discussions.

The first survey was conducted in June 2008 and provided baseline data for the annual provincial picture of SCC implementation.

This report presents the results of the fifth survey of SCCs conducted following the 2011-12 school year. The web-based survey using FluidSurveys.com was distributed to key school division (SD) staff. Responses were requested by the end of September 2012; however, a full response from all school divisions was not received until October 2012.

For the 2011-12 survey, several of the questions used in previous surveys were either removed or amended in order to elicit more precise responses. A series of tables and graphs that include data from previous reports are presented in the current report, allowing the reader to note at a glance changes in SCC development and operations. For a complete list of the tables and graphs included in this report, refer to page 18.

2011-2012 SCC Data Collection Survey Overview

The 2011-12 SCC data collection survey requested a range of information such as: the number of SCCs in place and their membership; their involvement in community engagement and school improvement processes; and, the level of preparation and support received for performing their role. The survey consisted of 28 questions in 4 categories:

- general information;
- membership;
- support; and,
- additional comments.

At the time of the survey, there were 28 SDs in the province. Of those, 27 were eligible to participate in the survey. The Conseil des écoles Fransaskoises has its own legislated conseils d'écoles and is exempt from the legislation related to SCCs. Data was received from all 27 eligible school divisions, although not all SDs answered all of the survey questions.

It should be noted that there are some limitations to the data reported in this document.

The information reported in the survey is provided by the school division contacts for SCCs; the survey does not include direct input from SCC members. In addition, in some cases SDs have not collected the information requested on the survey and are unable to report with certainty.

Survey Findings

For the second year in a row, the data collection survey indicated that 100% of potential SCCs are in place (see **Table 2**). There was a slight increase (from 78 in 2011 to 80 in 2012) in the number of schools that were reported as not required to have SCCs: these included associate, Hutterian and alternative schools.

The survey revealed modest progress in some areas and little change in others:

- The percentage of SCCs with only elected members dropped from 6% in 2010-11 to 2%, while the percentage with elected and required appointed members rose from 54% to 56% (see **Table 4**);
- SCCs reported a broad range of demographics represented in their membership, although the statistics naturally shift from year to year as SCC membership changes: for example, the percentage of SDs with representation from faith-based organizations fell by 14%, and the percentages of SDs with representation from families for whom English is an additional language or who have recently immigrated to Canada both fell by more than 10%. Sixty-three per cent of SDs reported representation from families of First Nations students, and 56% of SDs had representatives from families of Métis students (see **Table 6**);
- In the 2011 survey, 100% of SDs confirmed that they had policies and procedures for SCCs in place (see **Table 7**). Therefore, the 2012 survey asked SDs to state whether they have revised SCC policies and procedures within the last three years. Ten SDs reported that they had made revisions, although the rationale for, and extent of, the changes were not indicated;
- The number of SCCs participating in orientation, training and development, and networking was almost identical to the number reported in 2011 (see **Table 9**). For the first time, the 2012 survey asked SDs to state three examples of the most significant activities they had undertaken for any of the three categories;
- The number of SCCs involved in activities to enhance understanding of their community decreased slightly. For example, in 2012 68% of SCCs undertook activities related to resources and support, while the 2011 rate was 74% (see **Table 12**);
- The number of SCCs that participated in developing Learning Improvement Plans increased from 76% in 2011 to 83% in 2012 (see **Table 11**);
- SCCs continue to lack representation from First Nations. Although the number of individual SCCs with students attending the school who live on-reserve increased from 91 (2011) to 93, the number of those SCCs with representation from the First Nation dropped from 39 to 31 (see **Table 5**);
- The number of amalgamated SCCs has not changed significantly (a decrease from 13 to 11 (see **Table 2**);
- Funding allocations from SDs to SCCs have remained relatively unchanged (see

Table 8); and,

- The involvement of SCCs in the development of SDs' Continuous Improvement Plans is still not universal; 63% of SDs reported some SCC involvement, while in 2011 the figure was 67%.

General Information

Responsibility for SCCs

All 27 SDs identified a senior administrative employee with responsibility for SCCs in that SD. The positions with SCC responsibility are categorized as follows:

Table 1

Position responsible for SCCs in SDs	Total	Percentage
Director of Education	8	30%
Assistant or Deputy Director of Education	2	7%
Superintendent	16	59%
Other*	1	4%
Prairie South School Division: Barbara Compton, Superintendent of School Operations		

*Other: Assistant Superintendent.

The number of superintendents with responsibility for SCCs is the same as the 2010-11 school year. The number of directors of education with responsibility for SCCs decreased by one.

Level of Establishment of SCCs

The number of SCCs established across the province is 612 or 100% of the potential number of SCCs. This is the second year in which school divisions succeeded in establishing 100% of the potential SCCs, representing a considerable achievement.

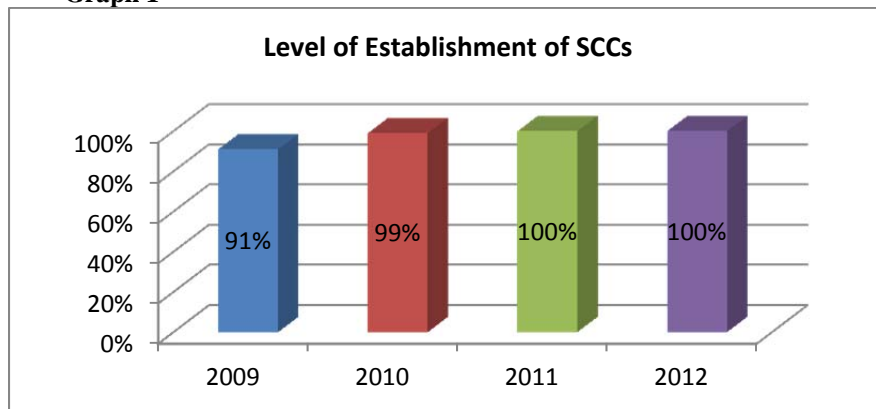
Table 2

Total No. of Schools reported in survey	Total No. of Amalgamated SCCs	SCC Amalgamations in 2011-12	No. of schools not required to have SCCs*	Potential No. of SCCs	Total No. of SCCs in place	% of SCCs in place
699 (June 30, 2011)	13	3	78	608	608	100%

703 (June 30, 2012)	11	1	80	612	612	100%
Prairie South School Division:						
40	0	0	7	33	33	100%

*Schools reported in this category included Hutterian, associate and alternative schools.

Graph 1



Other School-Level Parent Organizations

While SCCs have replaced all district boards of trustees and local school advisory committees in legislation, some non-legislated school-level parent organizations continue to exist:

- nine SDs (33%) did not report any other school-level parent organizations (an increase of one SD from 2010-11);
- 18 SDs (67%) stated that they have at least one school-level parent organization in addition to SCCs (a decrease of one SD from 2010-11); and,
- of the 18 SDs reported above, nine had one additional parent organization, five had two additional parent organizations, and four had three or more additional parent organizations.

Table 3

Type of Organization	Prairie South SD (✓)	Number of SDs	% of SDs with other school-level organizations in place (June 30, 2012)
Band Associations		10	37%
Sub/support committees to the SCC (e.g., Playground Committee, First Nations Education Committee, Nutrition Committee, PACT (hot lunches),		8	30%

Canadian Parents for French, Fundraising Committee)			
Home and School Associations	✓	5	19%
Other (e.g., After Grad Committee, Fundraising Committee, Athletics Committee, Before and After School Parent Committee)		5	19%
Community School Councils		3	11%
Parent Councils (non-legislated)		2	7%

Membership

SCCs have **two types of members**: elected and appointed. The specific requirements for membership are articulated in the regulations. At a minimum, SCCs are required to:

- elect 5-9 parent and community members, the majority of whom must be parents or guardians of pupils in the school;
- appoint required members that include:
 - 1 or 2 secondary level students;
 - 1 or more representatives from First Nations (where students living on-reserve are attending the school);
 - the principal; and,
 - 1 teacher.

Additional members may be appointed by the board of education in consultation with the SCC.

It is important to note that **additional appointed members** are **optional** for SCCs. Therefore, in some cases, SCCs may consist only of elected and required appointed members.

SCC Membership Development and Status in 2010-11 and 2011-12: Provincial Picture

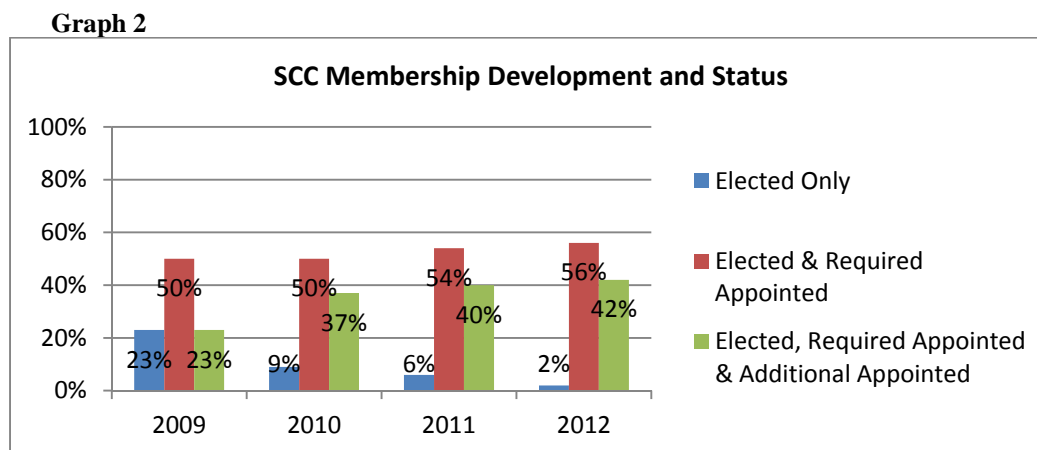
Table 4

Year	SCCs with elected members only	SCCs with elected & required appointed members	SCCs with elected, required appointed & additional appointed members
2010-11*	37 (6%)	326 (54%)	248 (40%)
2011-12**	11 (2%)	342 (56%)	259 (42%)
Prairie South SD (based on number of SCCs reported in place)			
2011-12	0	13 (39%)	20 (61%)

* 608 potential SCCs reported in 2010-11.

** 612 potential SCCs reported in 2011-12.

The survey responses in the last two years indicate a slowly broadening membership on SCCs, despite the challenges in recruitment and retention reported by SDs.



Representation of First Nations on SCCs Where Students Living On-Reserve Attend the School

Section 3.4(1) of the regulations requires that if a student(s) attending the school lives on a reserve, the board of education must request the First Nation to identify individuals willing to represent the First Nation on the SCC. The board is then expected to appoint at least one of those individuals to the SCC. It is the First Nation's prerogative to choose whether or not to provide the board with names.

Ninety-three SCCs (15% of all SCCs) reported having students who live on-reserve attending the school. Of those 93 SCCs, 31 (33%) had representation from a First Nation on the SCC.

Table 5

Number of:	Response	% reported*	Prairie South SD
a. SDs with students living on-reserve attending provincial schools	16 (2011) 15 (2012)	59% of SDs (2011) 56% of SDs (2012)	No
b. individual SCCs from "a" above that have students attending the school who live on-reserve	91 (2011) 93 (2012)	15% of all SCCs (2011) 15% of all SCCs (2012)	0
c. SCCs from "b" above with representation on the SCC from the First Nation(s)	39 (2011) 31 (2012)	43% (2011) 33% (2012)	0

* Based on the potential number of SCCs in all SDs.

Despite an increase in the number of SCCs with students attending who live on-reserve, the number with First Nations representatives declined.

Sectors and Demographics Represented by Individuals Serving on SCCs

SCCs are encouraged to engage their larger communities by including representatives from a broad range of sectors and demographics. This enables SCCs to reflect the make-up of the student body, and to ensure that local context, initiatives and priorities are included in SCCs' discussions and plans. SDs reported the following representation on their SCCs:

Table 6

Sector	No. of SDs (2012)	% of SDs (2012)	% of SDs (2011)	Prairie South SD (✓)
Families of students with intensive/special needs	18	67%	78%	✓
Other community-based organizations	18	67%	67%	✓
Human Services	17	63%	59%	✓
Families of First Nations students	17	63%	68%	
Faith-based organizations/churches	15	56%	70%	✓
Business and industry	15	56%	52%	✓
Families of Métis students	15	56%	59%	✓
Families of students for whom English is an additional language	14	51%	67%	✓
Families of students who have recently immigrated to Canada	13	48%	59%	✓
Parents in dual-stream schools	12	44%	44%	
Elders	12	44%	41%	
Police	9	33%	56%	✓
Geographic representatives	9	33%	41%	
Municipal government	8	30%	41%	
Career services	7	26%	19%	✓
Post-secondary education institutions	5	19%	19%	✓
Others (included agriculture)	4	15%	11%	

In summary:

- Twenty-six SDs (96%) reported representation from at least one of the groups above;
- The average number of categories (including other) reported by SDs was 8;
- Two SDs reported representation from all categories (excluding other); and,
- Two SDs did not provide information, with one respondent noting that the division does not collect this kind of data.

School Community Council Policies and Procedures

The Education Act, 1995 (section 140.5) states that every SCC shall comply with the regulations and policies of its board of education. The majority of SDs already had SCC policies in place and approved by the board of education by the end of the 2006-07 school year. The 2010 and 2011 surveys confirmed that all divisions have SCC policies in place. Therefore, the current survey asked whether school divisions have revised their policies and procedures for SCCs within the last three years:

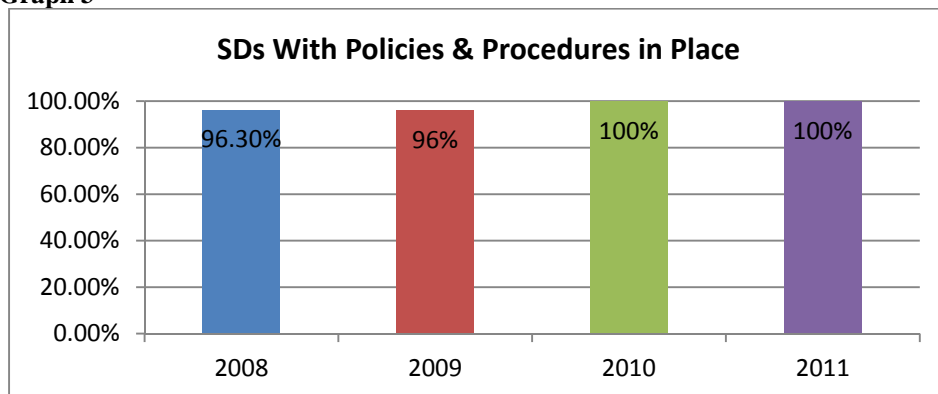
- 10 SDs reported revisions; and,
- 17 SDs reported that they have not revised their policies and procedures.

Table 7

No. of SDs with policies & procedures in place	% of SDs	Prairie South SD Revised Policies & Procedures (Yes/No)
27* (June 30, 2009)	96%	
28 (June 30, 2010)	100%	
27 (June 30, 2011)	100%	
As reported in 2011-12		Yes

*One SD did not answer this question on the 2009 survey.

Graph 3



Support

Funding

Beginning in 2006-07, funding was included in the per pupil basic program recognition for SCCs. The funding, approximately \$12M annually (\$56 per student), was outlined in

the ministry's 2006-07 Funding Manual and provided for the establishment, implementation and administrative support of councils, including funding for:

- the designation of a senior division administrative person with responsibility to provide advice, support and communication assistance for SCCs;
- recognition of the time commitment of school-based administrators and in-school administrative support (e.g., school secretary); and,
- operating expenses for individual councils (e.g., \$2000 per school).

The Local Accountability and Partnerships Panel in its final report, and the ministry in its 2006-07 Funding Manual, recommended that \$2000 be provided to each SCC per school year. The decision to allocate monies directly to SCCs for operating expenses rests with the board of education. The board of education is responsible for approving policies outlining parameters or criteria for the use of such funds.

For 2009-10, 2010-11 and 2011-12, the distribution of provincial education funding utilized financial information as provided by the school divisions. Given that funding for these fiscal years was based on the previous years' expenditures, the amount school divisions previously spent on SCCs would have remained within the overall amount. It continues to be the responsibility of the board to allocate funds to respond to local needs and provincial priorities.

Survey responses included a variety of approaches in supporting the operational costs of SCCs, although not all SDs stated their funding allocation formula. Some SDs fall well below the \$2,000 threshold, while several exceed it.

Table 8

Range of SD funding allocations to SCCs	No. of SDs	Prairie South SD
\$300 plus \$2 per student	1	
\$500 plus \$10 per student	1	
\$750	1	
\$750-\$1,500 based on student enrolment	1	
\$800	1	
\$1,000	2	
\$1,000 and \$1.50 per student	1	
\$1,250	1	
\$1,500	1	
\$2,000	8	✓
\$2,000 and \$3,500 for the three largest schools	1	
\$2,000 to a maximum cumulative grant balance of \$4,000	1	
\$2,000 and \$3.00 per student	1	
\$2,000-\$4,000 based on student enrolment	1	
\$5,000	1	
SCC can raise up to \$5,000 and the division matches it	1	
\$6,000	1	

In summary:

- Twenty-seven SDs (100%) reported that they allocate funding to individual SCCs;
- The most commonly reported approach continues to be provision of the recommended \$2,000 to each SCC: 12 SDs reported following this approach (with some additions/variations);
- Fifteen respondents (56%) provide equal funding to all SCCs in their SD;
- Four SDs (15%) stated that they have a central operating fund to which SCCs submit expenses;
- Six SDs use funding formulas based on per-student rates in combination with a base amount; and,
- Two SDs did not specify grant amounts or funding formulas, etc.

Orientation, Training and Networking

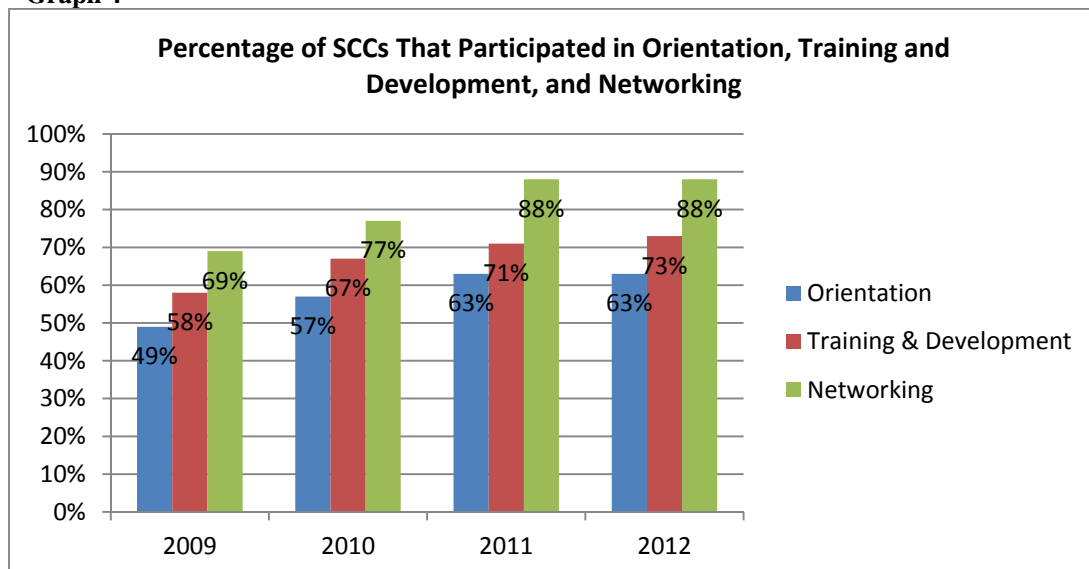
SDs are responsible for providing orientation, training and development, and networking opportunities for SCC members. School divisions reported the following SCC participation:

Table 9

% of all SCCs that participated in:	Orientation	Training and Development	Networking
2010-11*	63%	71%	88%
2011-12**	63%	73%	88%
Prairie South SD participation (based on 33 SCCs in place)			
2011-12	33 (100%)	33 (100%)	33 (100%)

* Based on 608 SCCs reported in place. **Based on 612 SCCs reported in place.

Graph 4



The current survey asked SDs to provide three examples of the most significant activities they had undertaken for any of the three categories. Not all SDs chose to respond to this survey question, but a sampling of the responses is provided:

- orientation for new members and chairs during the first week of October;
- a board of education SCC Forum in fall and again in spring;
- board members attend SCC meetings for their designated schools;
- an SCC chair/principal forum in November each year and an SCC symposium in February each year;
- workshops on vision and mission;
- mini conference with a choice of workshops to attend;
- development of an SCC handbook;
- formation of an SCC Steering Committee, made up of SCC members from across the division;
- division hosted an evening with all SCCs represented; SD data on student achievement was reviewed and then each SCC was given their school data for review and analysis;
- development of an orientation handbook for new members;
- regional SCC meetings;
- division piloted an SCC public awareness and engagement program in five SCCs;
- board, senior administrators, and all SCC chairs and principals took part in a full day workshop on Parental Engagement Strategies led by the SSBA; and,
- renewed parent section online access for SCCs.

Continuous Improvement Plan

SDs are encouraged to engage SCCs in the development of their Continuous Improvement Plans. Therefore, the survey asked SDs if they had done so in the 2011-12 school year.

- Seventeen of 27 SDs (63%) reported some involvement of SCCs in the SD's Continuous Improvement Plan. This represents a decline of one from the 2010-11 school year, when 18 SDs (67%) reported SCC involvement.
- Ten SDs (37%) reported no involvement of SCCs in the development of the SD's Continuous Improvement Plan. This is an increase of one division from 2010-11.
- Methods of engagement were not specified in the survey.

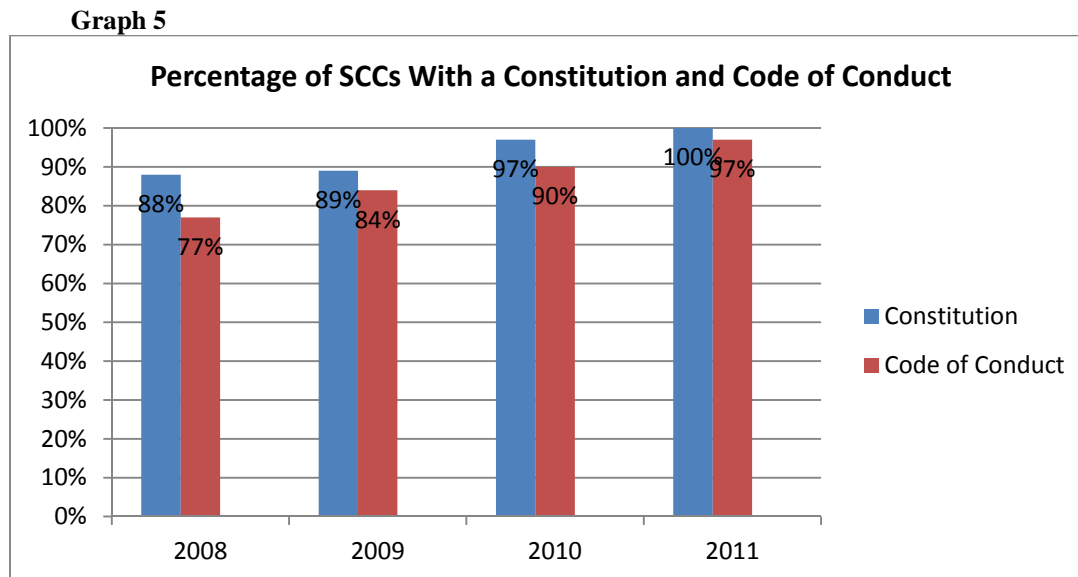
Constitution and Code of Conduct

SCCs are required to have a constitution and code of conduct that is approved by the board of education. The 2010-2011 survey indicated that 100% of the required constitutions and 97% of the codes of conduct were in place as of June 30, 2011. Therefore, this question was not included on the 2011-12 survey.

Table 10

Year	Constitution	Code of Conduct
June 30, 2010	97%	90%
June 30, 2011*	100%	97%

*Based on 608 SCCs in place.



Learning Improvement Plan

One of the concrete ways in which SCCs contribute to student learning and well-being is through working with school staffs to develop the school's Learning Improvement Plan (LIP) as stipulated in the regulations. The current survey indicates a slight, but encouraging rise in the number of SCCs that are involved in the development of LIPs: the 2011-12 rate of participation is 83%. In 2010-11, it was 76%. School divisions were not asked to state how SCCs were engaged in the process. However, several respondents provided comments:

- One SD noted that SCC co-operation in the development of LIPs varied from SCC to SCC; and,
- Another SD stated that their SCCs focused less on developing the LIP and more on devising strategies for supporting the plan.

Table 11

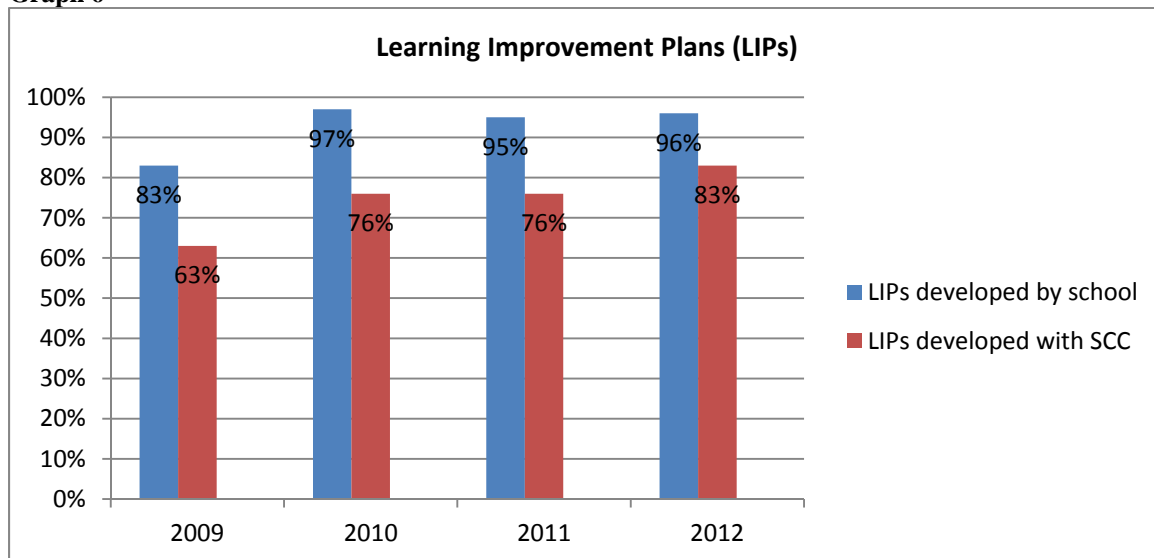
	LIPs developed by school	LIPs developed in co-operation with the school staff and the SCC
2008-09	570 (83%)	436 (63%)
2009-10	654 (97%)	513 (76%)
2009-10 (excluding Hutterian schools)		513 (82%)
2010-11*	664 (95%)	533 (76%)
2010-11* (excluding 51 Hutterian schools)		533 (82%)

2011-12**	676 (96%)	583 (83%)
2011-12** (excluding 61 Hutterian schools)		583 (91%)
Of 40 schools in Prairie South SD		
2011-12	33 (83%)	33 (83%)
Excluding Hutterian & associate schools		33 (100%)

* Based on 699 schools.

**Based on 703 schools.

Graph 6



Understanding the Community

Each SCC is required to undertake activities to enhance its understanding of its community, including: the community's economic, social, and health needs; aspirations for pupils' learning and well-being; and, resources and supports for the school, parents, guardians and community. SDs were asked to report on the number of SCCs that engaged in each type of activity. An SCC may be represented in one or more of the three

categories below. Please note that seven SDs reported either zero SCC involvement in the specified activities or stated that data was unavailable.

Table 12

Activity	% SCC Participation (2010-11)	% SCC Participation* (2011-12)	% SCC participation in Prairie South SD**
Community's economic, social and health needs	58%	58%	20 (61%)
Aspirations for pupils' learning and well-being	73%	71%	33 (100%)
Resources and support (school, parents/guardians and community)	74%	68%	33 (100%)

*Based on 612 SCCs in place.

**Based on 33 SCCs in place.

Additional Comments

Because it is important for the Ministry of Education to understand the needs and difficulties confronting SCCs in order to provide the required supports, the final page in the 2011-12 survey invited SDs to respond to two questions and gave them unlimited space to do so:

- What supports would benefit your SCCs in accomplishing their initiatives?
- What challenges are SCCs facing in achieving their goals?

Twenty-one SDs chose to respond to the two questions; the responses ranged from one or two sentences to lengthy paragraphs. A synthesis of their comments follows.

SCC Supports:

- SCCs would benefit from sharing resources and pursuing networking opportunities in order to identify SCC supports that have enabled them to accomplish initiatives. One SD added that more funding would enable increased networking and learning opportunities. Another respondent added that SDs need more freedom to spend their budgets as they see fit, i.e., current conditions are too restrictive.
- Two SDs were confident in the progress their SCCs have made and stated that they require no additional support at this time.
- SCCs require continuing education regarding their purpose and responsibilities. Specifically, they need more education on developing the LIP and educational initiatives.
- Orientation of new members is needed in order for them to understand their role in parent and community engagement. One SD stated that SCCs are continually asking for in-service for new members.
- SCCs would benefit from workshops designed to expand their understanding of the community, pupils' learning and well-being needs, and resources and supports.
- One SD remarked that supporting SCCs with parental engagement strategies has been their biggest concern. They have addressed this by hosting an engagement workshop for all their SCCs, as well as the board. The need for education on public engagement

methods was reiterated by another SD.

- Continuing professional development at the division level is required. This need for support was identified by several SDs.
- An education campaign by the province in the form of information bulletins, advertising and/or public information sessions would be helpful, as would additional financial resources from the ministry.
- One survey respondent listed some very practical supports that would assist SCCs: names of presenters and ideas for parent nights; more administrative time for in-school administrators to work with SCCs; a guide or quick reference for *Robert's Rules of Order* to aid SCC chairmen in running meetings; and, handouts with clear expectations.

SCC Challenges:

- One SD stated that SCC members generally are not comfortable setting learning goals: they prefer to focus on wellness activities and on strategies to support the division's and the school's learning priorities such as numeracy and literacy. SCCs struggle with understanding how they can support student learning and continue to be reluctant to assist in the development of an LIP.
- SCCs need to develop a better understanding of their role in the overall governance of the school and division.
- Recruitment and retention of SCC members continues to be a challenge in some communities, particularly with high schools. Some variation of this challenge was stated by at least eight survey respondents. One SD remarked that while many parents will help out occasionally with fundraisers, often they are unwilling to make a larger time commitment, and do not have the confidence to assist in developing the LIP. One respondent referred to busyness, apathy and a lack of motivation to carry out action plans, relying instead on school staff to organize and accomplish the work; two SDs mentioned that many SCC tasks require enormous support from the school division and/or school. Another declared that even when an SCC is established, community members do not attend meetings. Succession planning is a related challenge. One SD noted that many SCC members seem to leave when their own child graduates.
- One SD noted that despite the effort by schools to work with elected First Nations Education Councillors to identify First Nations representatives for SCCs, attendance and continued engagement of these representatives remains a challenge.
- According to one SD, providing training, orientation or networking sessions for all SCC members is difficult in SDs that cover a large geographical area.
- Some SCCs are better organized and more active than others, i.e., the organization and operation of each SCC is a challenge, although the division states that good financial supports are available for local initiatives.
- One SD stated frankly that part of the problem with involving SCCs in the development of LIPs is helping school administrators to understand: the role of the SCC; their own role in the LIP; the need for and value of data; and, the development of strategic plans based on the data. Until administrators feel comfortable with this, it is difficult for them to involve parents. Therefore, this SD is focusing on working with school administrators.

- According to one survey respondent, yearly elections do not support the stability of SCCs. This SD recommends elections every two years to allow SCCs to develop as a cohesive group. This same concern was raised in previous SCC surveys.
- Funding shortfalls for some initiatives have been a challenge for one SD.
- Teaching staff need a deeper understanding of the role of the SCC and their potential impact on the school's LIP.

Summary

SCCs are firmly established across the province, with all potential SCCs in place and with the majority of them including elected and appointed members. The comments provided on the survey demonstrate a sincere commitment to developing the capacity of SCCs to fulfill their legislative role and a growing appreciation of the impact SCCs can have on students' learning and on their community. As one SD said, they are reviewing ways that they can enhance SCC effectiveness as part of their new strategic plan; this is a signal that SCCs are beginning to be viewed as an important partner in school division improvement. Several SDs also noted that although SCC members may not always have a high degree of input into developing the LIP, they have been active in adopting strategies to meet the goals throughout the year.

Challenges remain, particularly related to recruitment and retention of members in general, and to involvement of First Nations representatives in particular. Finding the right balance between teachers/administrators and SCCs members for accomplishing the necessary tasks is another challenge. However, as one survey respondent wisely noted, "Change is a process, not an event. SCCs are making good progress."

The Ministry of Education would like to express its sincere appreciation to the SD officials who provided the data to inform this report, and to individuals and organizations across the province who are playing a role in the successful operation of SCCs in Saskatchewan schools and communities.

List of Tables

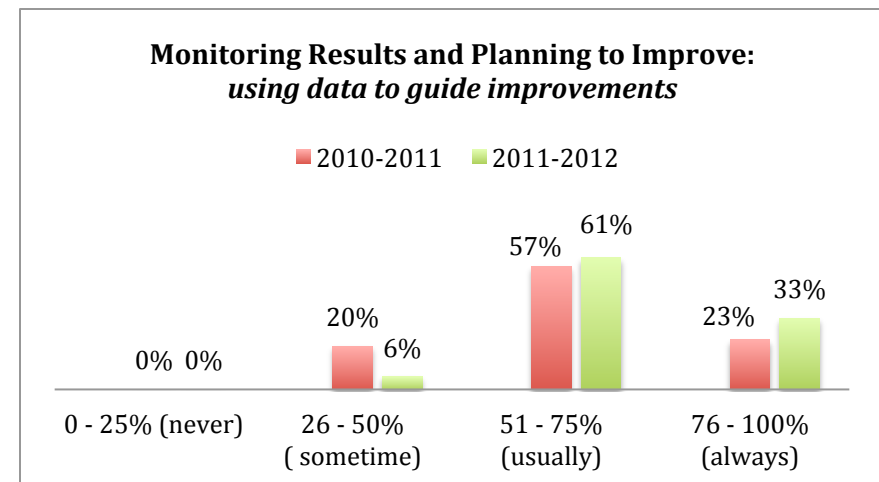
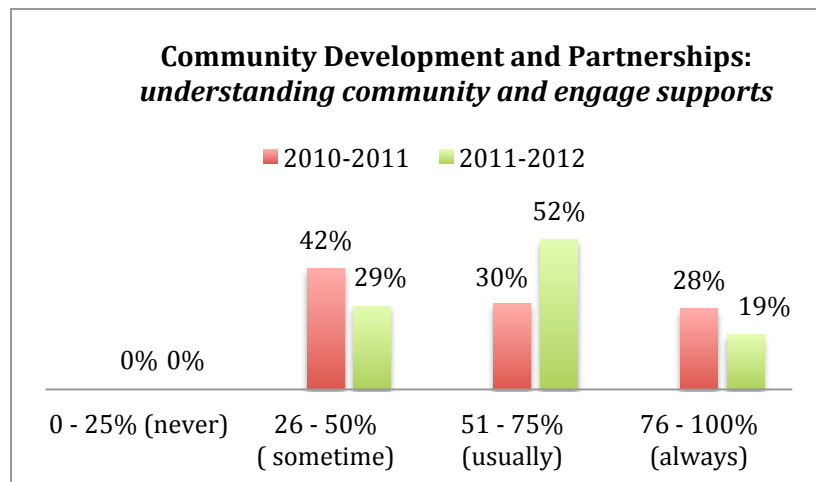
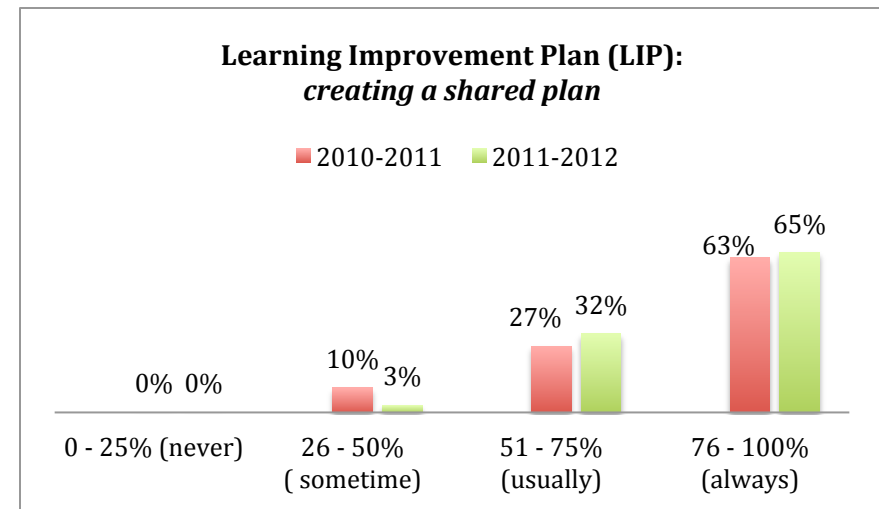
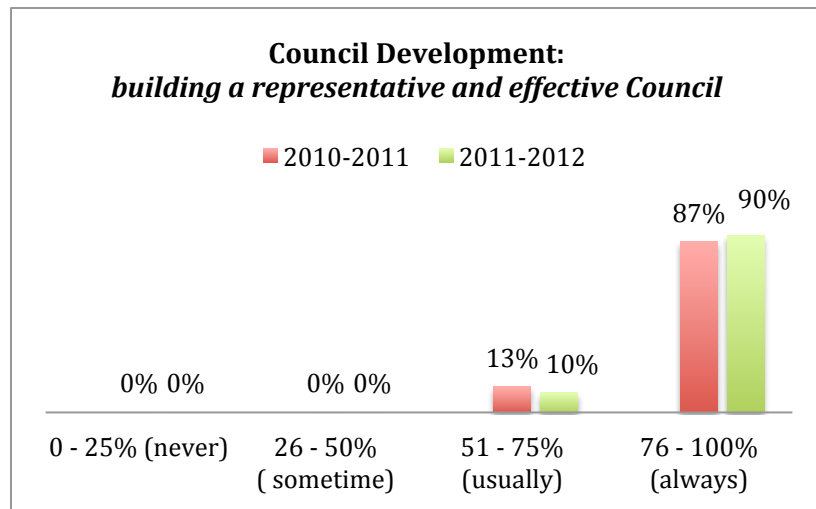
Table 1	Responsibility for SCCs
Table 2	Level of establishment of SCCs
Table 3	Other school-level parent organizations
Table 4	SCC membership development and status: provincial picture
Table 5	Representation of First Nations on SCCs where students living on-reserve attend the school
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Table 8	Range of SD funding allocations to SCCs
Table 9	Orientation, training and development, and networking
Table 10	Constitution and Code of Conduct
Table 11	Learning Improvement Plans
Table 12	Activities to enhance SCCs' understanding of their communities

List of Graphs

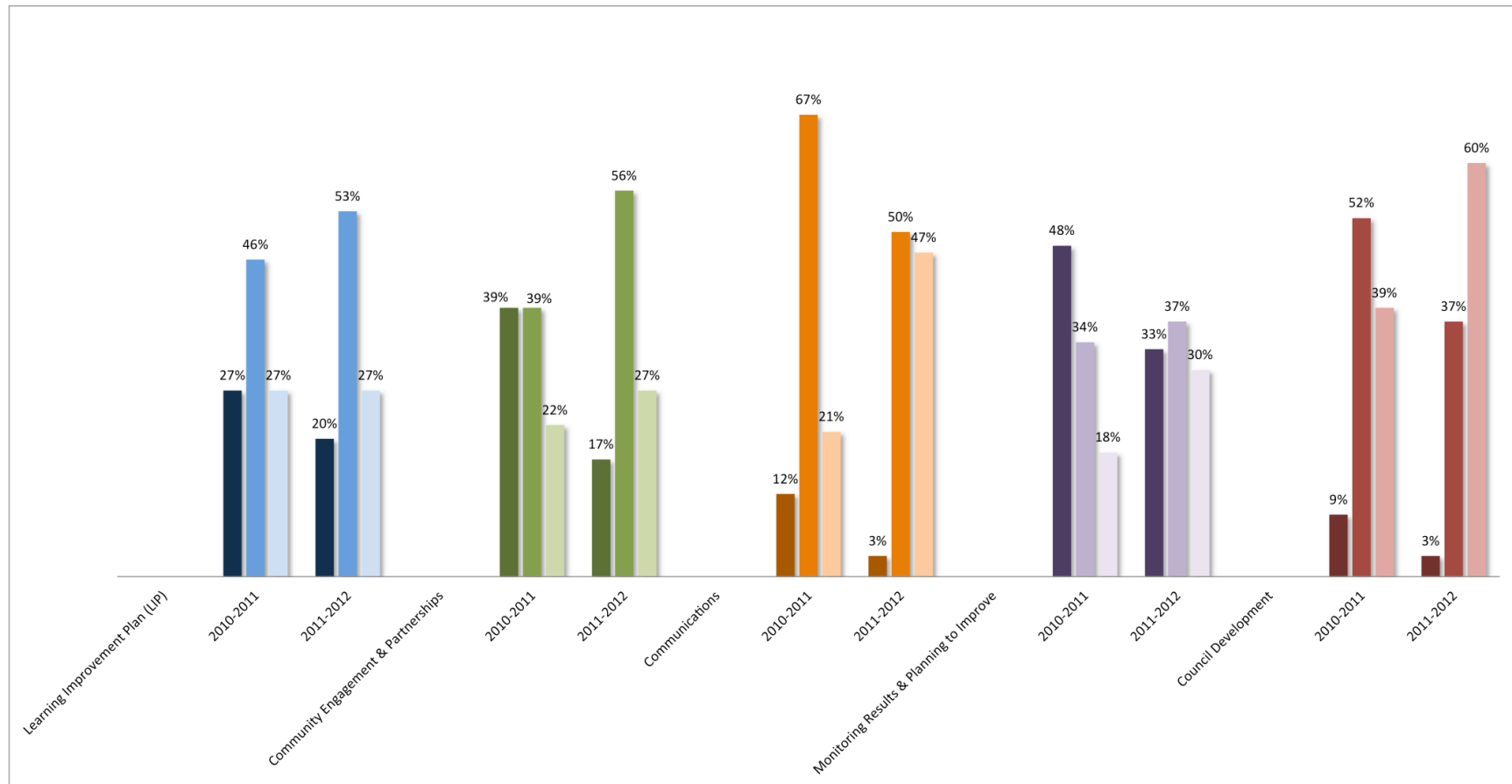
Graph 1	Level of establishment of SCCs
Graph 2	SCC membership development and status
Graph 3	SDs with policies & procedures in place
Graph 4	Percentage of SCCs that participated in orientation, training and development, and networking
Graph 5	Percentage of SCCs with a constitution and code of conduct
Graph 6	Learning Improvement Plans (LIPs)

2011-2012 SCC SELF MONITORING SUMMARY

Results from Exercise #1- Indicators of Council Effectiveness



***Results from Exercise #4 - Understanding Effectiveness
(Descriptions of key characteristics) Level of Development***



Stage 1 – Beginning Development (Informing)
 Stage 2 – Progressing (Involving)
 Stage 3 – Proficient & Effective (Engaging)

AGENDA ITEM

Meeting Date:	February 12, 2013	Agenda Item #:	5.1
Topic:	Strategic Priorities		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

The Prairie South Board of Trustees participated in a strategic planning session on January 29 and 30. A straw vote was taken and the trustees agreed to focus on Reading and Facilities Utilization as the Board's strategic priorities. A motion is required to formally adopt these priorities.

Current Status:

Strategic focus for Reading:

- Determine what data currently exists and what additional data are needed.
- Identify existing programs and initiatives.
- Develop a common vision of what it will look like.
- Adopt a standard to measure and monitor progress.

Strategic focus for facilities utilization:

- Determine where the division is now in regards to enrollment; program location; office location(s); demographics; city planning and other factors.
- Determine the variables the division will focus on.
- Make educated dependable & responsible decisions to address the divisions existing issues.
- Provide alternate proposals for the Ministry of Education to satisfy the projected city development and other societal issues.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	February 1, 2013	no

Recommendation:

That the Board adopt Reading and Facilities Utilization as its strategic priorities.

AGENDA ITEM

Meeting Date:	February 12, 2013	Agenda Item #:	5.2
Topic:	Parameters for 2013-2014 School Year Calendar		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

There have been a number of changes made to the *Education Act* being implemented in the upcoming school year. *Amendments to Education Act:*

- students receive a minimum of 950 hours of instructional time (kindergarten students 475 hours)
- the earliest students can begin in school is the first day after Labour Day, while the latest they can be in school is June 30
- common Christmas break which is to commence not later than December 23 and end not earlier than January 2, both days inclusive
- spring vacation consisting of not more than five consecutive days
- summer vacation that is at least six consecutive weeks from the last school day in one year to the first school day in the following year
- balanced semesters for high school to maintain instructional contact time for credit courses

The CAC recommendation in this regard will be that every Prairie South school will have an instructional day of 5 hours and 10 minutes; this will be an additional 10 minutes to every school's day.

Current Status:

The 2013-2014 Calendar Committee composed of representatives from school-based staff, School Community Councils and superintendents will meet Feb. 13 to develop options for 2013-2014 school calendar.

Prairie South procedures for development of school year calendar:

1. January 7: parameters established by CAC based on Stat holidays, Linc agreement, *Education Amendment Regulations*, 2012 and professional development needs.
2. February 12: parameters presented to Board.
3. February 13: stakeholders invited to set calendars. If options presented school-based staff vote.
4. February 19: calendar sent to Ministry for review

- prior to Board approval as per Ministry request.
5. March 5: proposed calendar presented to Board for approval.

Parameters set based on the following:

1. Stat holidays
2. Linc Agreement- prep days negotiated and placed strategically to meet requests of teachers (Beginning/end of school year, report card times and semester turn around)
3. *Education Act Amendment Regulations 2012* effective January 1, 2013
4. Professional Development needs

Calendar Parameters:

- 197 teaching days as set by the Ministry
 - 185 instructional days
Regular calendar- $185 \text{ days} \times 310 = 57350 \div 60 = 956 \text{ hrs.}$
Alternative calendar- $172 \times 334 = 57448 \div 60 = 957 \text{ hrs.}$
 - 12 non-instructional days include:
 - 1/2-school-based organizational day for start-up
 - 1/2-school-based organizational day for completing the year
 - 5 teacher prep days (Linc contract)
 - 2 professional learning day at beginning of school year to accommodate *Education Act* start date
 - 3 Professional Learning Days for Learning Improvement Team (LIT) = (15 one-hour early dismissals)
 - 1 Learning Improvement Plan workplan development
- A common calendar for all school regardless of grade configuration
 - common start and end dates
 - common school-based organizational dates, student-led conferences, LIT early dismissals and professional learning days
 - three professional learning days for LIT early dismissals are embedded in instructional days
 - Two common student led conference dates schedule
 - Balanced semesters for high school to maintain instructional contact time for credit courses
 - Three professional learning days for Learning

Improvement Teams are embedded within instructional days as 15 one-hour early dismissals

- Easter Monday must be taken as a holiday to align with CUPE and Out-of-Scope agreements
- "Spring Vacation" is not defined in the *Act*; however, the intent is that it would be around March 20, when spring starts.

Voting Process:

- All teachers and school-based staff are eligible to vote on calendar options. This includes bus drivers as contracts are attached to school year calendar
- School Liaisons (SSL) or the applicable Mangers/Supervisors (non-school sites) at each facility are responsible for conducting a paper and pencil vote
- Proposed calendar submitted to Ministry for review prior to Board approval (as per Ministry request)
- Results emailed to Barbara Compton (compton.barbara@prairiesouth.ca)
- The vote results will be communicated to the calendar committee who will make a recommendation to Prairie South Board of education who will have final say on the calendar at the March Board of Education meeting.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	February 1, 2013	

Recommendation:

Board discussion

AGENDA ITEM

Meeting Date:	February 12, 2013	Agenda Item #:	5.3
Topic:	Governance Model		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

The Board has informally discussed changing the governance model to something different than the policy governance (Carver) model that currently exists.

Current Status:

At the strategic strategy sessions on January 29 & 30 further informal discussion took place about hiring Leroy Sloan to help the Board convert to a different governance model. The model would be one of role clarity and accountability.

Pros and Cons:

Financial Implications:

Cost would be \$40,000 plus expenses.

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	February 4, 2013	none

Recommendation:

Board decision

AGENDA ITEM

Meeting Date:	February 12, 2013	Agenda Item #:	5.4
Topic:	Continuous Agenda - Planning Session		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

Currently a Board Planning Session is scheduled for March 19. This falls during the Rural Congress. It is proposed that the Planning Session be changed to March 26.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	January 23, 2013	Continuous Agenda

Recommendation:

That the Board Planning Session scheduled for March 19, 2013 be changed to March 26, 2013.

CONTINUOUS AGENDA

2012-2013

August	<ul style="list-style-type: none">• Planning Meeting: August 13• Regular Meeting: August 14
September	<ul style="list-style-type: none">• Regular Meeting: September 11
October	<ul style="list-style-type: none">• Regular Meeting: October 2• Board Election: October 24• Board Orientation: October 30
November	<ul style="list-style-type: none">• Regular and Organizational Meeting: November 6• Monitoring Report: Higher Literacy & Achievement• Planning Meeting: November 20: Board Orientation
December	<ul style="list-style-type: none">• Regular Meeting: December 11• Monitoring Report: Multi-Grade Classrooms• Audited Financial Statement/Public Accounts
January	<ul style="list-style-type: none">• Regular Meeting: January 8• Monitoring Report: Equitable Opportunities• Monitoring Report: 1st Quarter – Business• Strategic Planning Session: January 29 & 30
February	<ul style="list-style-type: none">• Regular Meeting: February 12• Monitoring Report: Strong System-Wide Accountability & Governance• 5 Year Capital Plan Approval
March	<ul style="list-style-type: none">• Regular Meeting: March 5• Monitoring Report: Smooth Transitions• Planning Meeting: March 19
April	<ul style="list-style-type: none">• Regular Meeting: April 2• Monitoring Report: 2nd Quarter – Business• Planning Meeting: April 16: Budget Discussion/Review• Annual Meeting of Electors: April 16
May	<ul style="list-style-type: none">• Regular Meeting: May 7• Budget Approval• Planning Meeting: May 21
June	<ul style="list-style-type: none">• Regular Meeting: June 11• Monitoring Report: 3rd Quarter – Business• Bursary Report

AGENDA ITEM

Meeting Date:	February 12, 2013	Agenda Item #:	5.5
Topic:	Approval of B5 - Five Year Capital Plan		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

Background: The Board of Education is required to annually submit a B5 – Five Year Proposed Construction Plan to the Facilities Branch of the Ministry of Education .

Current Status: In past years, the B5 submitted to the Ministry included block projects (valued under 1 million dollars) and major capital projects (valued over 1 million dollars). The Ministry no longer requires us to list the block funded projects under 1 million dollars on the B5 because they have introduced a new funding model for those projects called PMR funding. PMR (Preventative Maintenance and Renewal) funding will be an annual grant provided to school divisions to spend at their discretion based on the total square footage of all facilities. The projects valued under 1 million will be submitted to the board for approval during the regular budget process. As a result the only projects listed on the attached B5 are projects valued over one million dollars. It is recommended that the board review the overall condition of its facilities as well as the space utilization to assist them in developing a long range facilities plan. There are some schools that are experiencing space shortages like Sunningdale, Lindale and King George that require further discussion.

Pros and Cons: N/A

Financial Implications: N/A

Governance/Policy Implications: N/A

Legal Implications: N/A

Communications: N/A

Prepared By:	Date:	Attachments:
Aline Kirk	January 18, 2013	Proposed B5 - Five Capital Construction Plan

Recommendation:

That the Board approve the B5 – Five Year Proposed Construction Plan as presented.

Infrastructure (*Corporate Services*)

Five Year Proposed Construction Plan (2013-14)

Prairie South School Division # 210 submits the following capital requests which have been sorted in priority and year by the board.

For block or major (*) projects requested to commence in the current capital year or in the year immediately following this submission, please also submit a B-1 Approval for Conceptual Project Planning.

The board may request more than one project for a single capital year. However, the Ministry's approval of any request in any year is subject to the availability of capital funding and the priority of other capital requests in that year.

Note: The Ministry of Education can only commit construction funding to approved projects in the current capital year.

- | | | |
|----|--|-------------------------------|
| 1. | Name of School: <u>Sunningdale School</u> | Capital Year <u>2013/14</u> |
| | Description of Request: <u>Provide an addition to existing school to meet demands of growing student population including renovation to existing school.</u> | |
| | | Est. Cost: <u>7 million</u> |
| 2. | Name of School: <u>A.E. Peacock Collegiate</u> | Capital Year <u>2013-14</u> |
| | Description of Request: <u>HVAC upgrade</u> | |
| | | Est. Cost: <u>2 million</u> |
| 3. | Name of School: <u>Lindale Elementary School</u> | Capital Year <u>2014-15</u> |
| | Description of Request: <u>Crawlspace remediation - 34,000 sq. ft. @ \$30/sq.ft.</u> | |
| | | Est. Cost: <u>1.1 million</u> |
| 4. | Name of School: <u>Central Collegiate</u> | Capital Year <u>2014-15</u> |
| | Description of Request: <u>Renovate/modernize 82,505 sq. ft. @ \$175/sq.ft.</u> | |
| | | Est. Cost: <u>14 million</u> |
| 5. | Name of School: <u>A.E. Peacock Collegiate</u> | Capital Year <u>2015-16</u> |
| | Description of Request: <u>Renovate/modernize 172,799 Sq. Ft. @ \$175/sq.ft.</u> | |
| | | Est. Cost: <u>28 million</u> |
| 6. | Name of School: <u>Palliser Heights School</u> | Capital Year <u>2016-17</u> |
| | Description of Request: <u>Renovate/modernize 56,434 sq. ft. @ \$175/sq.ft.</u> | |
| | | Est. Cost: <u>10 million</u> |
| 7. | Name of School: <u>Coronach School</u> | Capital Year <u>2016-17</u> |
| | Description of Request: <u>Crawlspace remediation 35,000 sq. ft. @ \$30/sq.ft.</u> | |
| | | Est. Cost: <u>1.1 million</u> |
| 8. | Name of School: <u>Bengough School</u> | Capital Year <u>2017-18</u> |
| | Description of Request: <u>Renovate/modernize or build new school on to existing gym 34,746 sq. ft. @ \$175/sq.ft.</u> | |
| | | Est. Cost: <u>6 million</u> |
| 9. | Name of School: <u>Glentworth School</u> | Capital Year <u>2017-18</u> |
| | Description of Request: <u>Renovate/modernize 22,892 sq. ft. @ \$175/sq.ft.</u> | |
| | | Est. Cost: <u>4 million</u> |

Date of Board resolution authorizing submission of this document: Feb. 12, 2013

Secretary/Treasurer _____

(*) A Major Project is considered to be over \$800,000 in construction cost, exclusive of fees and taxes.

August 2012

AGENDA ITEM

Meeting Date:	February 12, 2013	Agenda Item #:	5.6.1
Topic:	Notice of Motion-Office Relocation		
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 introduced at the January 8, 2013 board meeting:

That an adhoc committee of interested trustees be created (with administrative support as required) to oversee and make recommendations to the Board on the sale or long-term lease of the Thatcher Drive Board Office and the relocation of staff working there.

- Swanson

Current Status:

Attached is a document that was presented to the Board previously when this motion was made in 2010. It is updated to reflect motions that have been made subsequent to the original presentation of this material in 2010.

The Board initially formed an ad hoc committee to consider this proposition and most recently sent it to the SSWAG committee. The SSWAG committee had decided to wait until after the election to proceed further with this item.

Further to this the Board held a strategic planning session on January 29 & 30. It was recommended that facilities utilization would be a focus for the Board including offices. The premise behind this strategy is to look at all alternatives for facilities and the effect any changes would have. The other premise was not to come up with the solution before all alternatives and considerations had been analysed and reviewed, but rather to come up with solutions after all considerations.

Pros and Cons:

Financial Implications:

The cost of relocation is estimated from \$921,000 to \$7,800,000 depending on which option is chosen.

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	January 24, 2013	Thatcher Drive Relocation Presentation - previously presented

Recommendation:

That the motion be defeated and dealt with as part of the strategic plan of facilities utilization.

Thatcher Drive Relocation

Facility Feasibility Report
With Options of Deployment

Thatcher Drive

- At the September 2010 meeting the following motion was approved:
 - *That effective no later than August 15, 2011 the Prairie South School Division buildings and compound on Thatcher Drive East be vacant and for sale or lease, whichever is deemed by the Board to be most financially advantageous to the Prairie South School Division.*

Feasibility Study

- At the October 2010 meeting the following motion was approved:
 - *That Senior Administration prepare a facility feasibility report pursuant to the Approved Notice of Motion #08/17/10 - 1280. This report would outline the various Prairie South School Division department deployment options.*

Board Motions

At the Nov. 2/10 meeting the following notice of motion was made:

- That motion 09/07/10 – 1296 be extended until such time as a location for Central Office be developed.

At the Dec. 7/10 meeting the following motions were carried:

- That motion 09/07/10-1296 be extended until such time that a location for Central Office be developed.
- That Motion 12/07/10-1386 be a recorded vote.
- In favour of the motion: Crabbe, Gleim, Kessler, McMaster, Stewart, Young
- Opposed to the motion: Swanson, Christopherson-Cote, Davidson
- That the Board form an Office Relocation Ad Hoc Committee of Al Kessler, Brian Swanson and Darrell Crabbe

Board Motions cont.

At the Feb. 1/11 meeting the following board motion was carried:

- That the Office Relocation Ad Hoc Committee explore all options for a location for Central Office.

At the June 7/11 meeting the following board motion was carried:

- That the Office Relocation Ad Hoc Committee be dissolved and the office relocation project become part of the Strong System-Wide Accountability and Governance agenda.

Background

- The original plan by the 2006-09 Board was to add a new office and maintenance shop to the existing bus shop and to sell both Thatcher and 9th Ave.
- Work required on Thatcher or 9th was delayed due to the new office plan.
- Administration has engaged all central office (CO) staff in discussion regarding a potential solution (Oct. 8, 2010).
- Some of those solutions will be discussed in this report.

Employees at each Location

Number of Employees at each location	
Thatcher Drive (10,983 sq.ft. incl. basement)	29
IT Shop (6,166 sq.ft.)	10
9th Avenue (14,820 sq.ft. office only)	42
Baker Bldg (9,600 sq ft)	8
Total (41,600 sq ft)	89

Work Space Shortfall

Office Spaces Required/Available	
Number of offices/ work-spaces currently required (89 less 8 maint. staff)	81
Number of staff in offices/workspaces currently at 9 th Ave	42
Shortfall of offices/work spaces	39

Potential Spaces Available

(would have to be re-visited as this is no longer accurate)

Location	Approx.Sq. ft. available	Approx. Conversion to offices
Central Collegiate	500	3 small offices
Empire	2,500	10-15
Lindale	1,000	2 rooms
Riverview	1,600	5-10
William Grayson	800	4-5
Westmount	2,800	15-20
Total	9,200	40 (minimum)

Lease/Sale Information

(2010 rates)

- Lease Rates:
 - \$10.50 per sq. ft for the office/\$3 per sq.ft. for portion of basement
 - \$6.50 per sq. ft. for the shop
 - This would generate approximately \$130,000 annually for the Thatcher Drive property (office 8,343 sq.ft , basement 896 sq.ft. and shop 6,166 sq.ft.)
- 2010 appraisal on Thatcher Dr. location
 - \$1,750,000

9th Avenue – Building Condition



9th Avenue Building Condition

- Asphalt parking lot cracking from weight overload and will need replacing at some point.
- Concrete walks are deteriorated and need to be replaced
- Parging is falling off the building
- Brick chimney is cracking and needs replacing
- A lot original millwork and cabinets need upgrading
- Original non-sealed single pane wood windows from 1954 are warping and worn which is allowing large amounts of air through creating an increased load on the heating and cooling system.
- Concrete window sills are cracking and chipped.

9th Avenue Building Condition

- Carpet in offices is at the end of its lifespan.
- Marmoleum flooring in basement requires patching at seams.
- No chair lift from main entrance to lower level where only washrooms are located.
- Toilet partitions are original from 1954 and have many layers of pain and are not barrier free
- Vanities are worn and scratched, mirrors are delaminating
- The only boiler is old and inefficient and outlived its life expectancy. If it were to fail there is no back-up boiler.
- Both air handles are insufficient to provide the required amount of ventilated air for this building.

9th Avenue Building Condition

- Main electrical service has little to no capacity available for future loads. It is at the end of its life expectancy and should be upgraded.
- Fire alarm system does not meet code and should be replaced.
- Additional emergency lighting and exit lighting is required to meet code.
- Proper space planning, organizational millwork and cabinetry would increase the buildings functionality and improve circulation for staff and visitors.

Options

- Utilize 9th Avenue and Schools
- Build an addition to 9th and move all staff
- Utilize William Grayson as a central office
- Build a new office at the bus shop site
 - To house all central office staff
 - To house Thatcher staff
- Provide an extended timeline that would allow the Board to examine options, determine the best solution and budget for central office relocation/consolidation.

Utilizing 9th Ave & School Space

- Pros
 - Opportunity to use surplus space in schools.
 - Reduce annual operating costs of \$120,000 by closing Thatcher.
 - Gain revenues for the division through sale or lease of Thatcher.

Utilizing 9th Ave & School Space

- Cons
 - 9th Avenue requires an extensive retrofit.
 - School spaces utilized for office space will require renovations.
 - Cohesiveness and efficiency of team approach is difficult with staff in several buildings.
 - Storage and safeguarding of records.
 - Parents and general public may be unsure where and how to locate the appropriate staff.
 - Schools have to give up space.
 - Budget has not been determined or approved.

9th Avenue Renovation Estimate

(2010 rates)

- Option 1 – Complete Renovation of 9th Ave.

Complete renovation of 9 th Ave 14,820 sq.ft @ \$175 per sq.ft.	\$ 2,600,000
Partial renovations at Schools - 9,200 sq. @ \$125	1,150,000
Fees @ 13.3%	499,000
GST less rebate (1.6%)	68,000
Total	\$ 4,317,000

9th Avenue Renovation Estimate

(2010 rates)

- Option 2 – Partial Renovation of 9th Ave.

Retrofit costs of 9 th Ave (roof, windows, boiler, flooring)	\$ 750,000
Reconfiguration of 9 th Ave Interior	400,000
Partial renovations at Schools	1,150,000
Fees @13.3%	306,000
GST @ 1.6%	42,000
Total	\$ 2,648,000

Steps in Relocating Using the 9th Ave/Schools Option

- Decide where to move.
- Who will be relocated where?
- Find a suitable location for MMRC if necessary.
- Design plan for new offices:
 - Determine extent of renovations required
 - Determine cost of renovations/relocation
- Determine moving and setup costs for relocation.
- Obtain budget approval for renovation and relocation

Steps in Relocating Using the 9th Ave/Schools Option

- Renovate school space into offices.
- Move those who are going to school offices.
- Move remaining 9th Avenue staff to temporary location to complete renovations.
- Renovate 9th Avenue.
- Relocate Thatcher staff to 9th Avenue.
- The steps in relocating for all of the options are somewhat similar.

Build an Addition to 9th

- Pros
 - Face to face with all central office staff provides staff with desired team environment.
 - Opportunity to sell or lease Thatcher Drive.
 - Reduce annual operating costs of \$120,000 by closing Thatcher.
 - Parents and public know where to go for assistance.

Build an Addition to 9th

- Cons
 - Requires an addition to house everyone.
 - Timeframe is too short to renovate and build an addition.
 - Insufficient parking – some staff would have to park on the street.
 - Budget has not been determined or approved.

9th Avenue Addition Estimate

(2010 rates)

- Option 1 – Complete renovation and addition

Addition of 10,000 sq. ft. @ \$250/sq.ft.	\$ 2,500,000
Complete renovation of 9 th Ave – 14,820 sq. ft. @ \$175	2,600,000
Fees @ 9.5 and 13.3%	583,000
GST @ 1.6%	91,000
Total	\$ 5,774,000

9th Avenue Addition Estimate

(2010 rates)

- Option 2 – Partial Renovation and Addition

Addition of 10,000 sq. ft. @ \$250/sq.ft.	\$ 2,500,000
Retrofit costs of 9 th Ave (roof, windows, boiler, flooring)	750,000
Reconfiguration of 9 th Ave Interior	400,000
Fees @ 9.5 and 13.3%	390,000
GST	65,000
Total	\$ 4,105,000

Utilize William Grayson

- One idea emerging from our staff engagement was to turn William Grayson into a central office location (30,000 sq.ft.)
- Pros
 - Face to face with all central office staff provides staff with desired team environment.
 - Opportunity to sell/lease Thatcher Drive and 9th Ave.
 - Reduce annual operating costs of \$120,000 for Thatcher and \$90,000 for 9th Avenue by closing both offices.
 - Parents and general public know where to go for assistance.
 - Sufficient space for parking.
 - Building is in good shape.

Utilize William Grayson

- Cons
 - Students would have to relocate to Palliser Heights.
 - Would need to subdivide 9th Ave to keep the maintenance shop.
 - Public perception may not be favourable.
 - Former Board has stated it will not close schools.
 - Budget has not been determined or approved.

William Grayson Estimate

(2010 rates)

- Convert Classroom space to office space
 - These costs assume the Maintenance Shop at 9th Ave. would be subdivided and retained by the division.
 - It would cost \$1.2 million to build a new maintenance shop.

Conversion of classrooms to offices 70 spaces @ \$10,000 plus additional parking (\$100,000)	\$ 800,000
Fees @ 13.3%	107,000
GST @ 1.6%	14,500
Total	\$ 921,500

Build a New Office to House all Central Office Staff at Bus Shop Site

- Pros
 - Face to face with all CO staff provides staff with desired team environment.
 - Opportunity to sell/lease Thatcher Drive and 9th Ave.
 - Parents and general public know where to go for assistance.
 - Sufficient parking.
- Cons
 - Timeframe is too short to accomplish.
 - Most expensive option.
 - Budget has not been determined or approved.

Estimate to Build Office to House all Central Office Staff at Bus Shop Site

(2010 rates)

New Office 22,000 sq. ft @ \$250/sq.ft.	\$ 5,500,000
Maintenance Shop 4,800 sq.ft. @ \$250	1,200,000
Bedford Road	125,000
Site Development	250,000
Fees @ 9.5 and 8.5%	606,000
GST @ 1.6%	123,000
Total	\$ 7,804,000

The maintenance shop could be kept at 9th by subdividing reducing the above cost by approx. 1.3 million.

Build a New Office to House Thatcher Drive Staff

- Pros
 - Thatcher Drive staff continues to be housed in one location which is critical to an efficient operation and team approach.
 - 9th Avenue staff are not required to relocate.
 - Opportunity to sell/lease Thatcher Drive.
 - Parents and general public know where to go for assistance.
 - Sufficient parking.
- Cons
 - Timeframe is too short to provide addition to bus shop and renovate 9th Avenue.
 - Budget has not been determined or approved

Estimate to Build a New Office to House Thatcher Drive Staff

(2010 rates)

New Office – 10,000 sq.ft. @ \$250/sq.ft.	\$ 2,500,000
Bedford Road	125,000
Site Development	250,000
Partial Renovation at 9 th (roof, windows, boiler, flooring)	750,000
Fees at 8.5% , 9.5% and 13.3%	350,000
GST @ 1.6%	64,000
Total	\$ 4,039,000

Establish a Long-Range Facility Plan including Central Office

- Pros
 - Provides an opportunity to analyze available options to determine the best possible solution for the housing of central office staff.
 - Provides an opportunity to establish planned expenditure (budget) for relocation/consolidation of central office.
- Cons
 - Board would have to rescind/amend the motion to vacate Thatcher Drive by August 15, 2011.

Estimated Cost of Relocation

- The costs provided in the above slides are estimates. Once one or two options are determined then we can have professional estimates completed.
- Costs of moving have not been included in any of the above estimates, they are only costs for getting the buildings ready. An estimate to move Thatcher Dr. office was provided at \$50,000, therefore that could be doubled if 9th Ave staff also have to relocate.
- Cost to relocate the IT hardware has not been determined.

Next Steps

- Determine Preferred Option
- Determine Cost
- Budget Approval
- Commence Renovations/Construction
- Relocate

AGENDA ITEM

Meeting Date:	February 12, 2013	Agenda Item #:	7.2
Topic:	Out of Province Excursion - Peacock Collegiate to either Kananaskis, Alberta or Fernie, British Columbia		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: Grade 11 students from Peacock planning to attend an outdoor education trip to either Kananaskis, AB or Fernie, BC from May 23 - 27, 2013.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	January 25, 2013	Application form

Recommendation:

That the Board give approval to grade 11 students from Peacock Collegiate to travel to one of the above-mentioned locations. Final decision will be based on the safest learning environment given snow conditions.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Blake Buettner	School: Peacock
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity <u>Mountain Bike Trip to Kananaskis</u>	
Grade Level: 11	Number of Students: 24
Destination: Kananaskis, Alberta	Trip Date: May 23 – 27, 2013
Number of School Days (Partial/Full): 2.5 – Thursday, May 23-p.m., Friday, May 25-Full Day, Monday, May 27-Full Day	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): Blake Buettner, Renee Verge, Wayne Grywachski, Matt Froehlich, Jay Fellingner, Jocelyn Sagal, Quinn Heck	
Number of Teachers, Parents, Chaperones: 7	
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 CPR Certification _____	

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

C. BUDGET
<ul style="list-style-type: none"> ❖ Anticipated Budget - \$4200 - Vehicle Rental - \$2000.00 , Fuel - \$1000.00, Campsite Rental - \$700.00, Groceries-\$300.00, Miscellaneous Camping Items(Camp Fuel, Tarps, Rope) - \$200.00 ❖ Description of Funding Sources - Decentralized Budget-Special Programs, Fund Raising(School Bottle Recycling) ❖ Out of Pocket Cost Per Participant \$150.00 - Meal Plans, Camping Gear, Bike Maintenance and Tune-up, Class T-Shirt, CPR Certification, Spin Classes, Spending Money, Fast Food Restaurants x 3, Snacks for Trip

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

D. LEARNING OBJECTIVES

- Lifelong participation in recreational activities. Have students appreciate outdoor activities for life.
- Develop positive attitudes towards physical activity, fitness, self concepts, relationships, social behavior, personal and group safety.
- Outdoor pursuits have been a major objective of Outdoor Education 20.

Specifically from the Physical Education 20 Curriculum:

Foundational Objective:

Students will develop skills related to the outdoors which will make them more comfortable in an outdoor environment.

Learning Objectives:

- Students will display an understanding of terminology, rules, safety concepts, mechanical principles and current developments that apply to outdoor pursuits. (We learn biking, hiking and camping terminology, rules, wildlife and bike safety and current trends in mountain biking.)
- Students will display increased self confidence, self sufficiency and individual initiative. (Students are trained on the hills in Moose Jaw on their bikes and their self confidence grows enormously after a day in the mountains using their bikes. Students will spend time training on their own.)

Foundational Objective:

Students will develop skills which promote lifelong outdoor leisure pursuits.

Learning Objectives:

- Students will develop the basic movement patterns and performance cues related to outdoor pursuits.(We train on stationary bikes to gain fitness for the trip.)
- Students will develop an awareness of the potential of the natural environment for worthwhile lifetime outdoor pursuits in all seasons. (We discuss wildlife safety and the wilderness we will be going into.)

Foundational Objective:

Students will develop an appreciation of and respect for the outdoor environment.

Learning Objectives:

- Students will develop an appreciation and respect for the natural environment. (The campsite is like no other. It is on a plateau half way up a mountain with a stream running through it.)
- Students will develop social skills that promote acceptable standards of behaviour and positive relationships with each other and the environment.(The students develop close relationships with each other through the process of the class.)

Foundational Objective:

- Students will develop an appreciation of the contribution outdoor pursuits make to personal fitness.

Learning Objectives:

-Students will develop the ability to identify and pursue a variety of fitness-related activities that complement selected outdoor pursuits. (We hike as well as bike on our trip. Camping skills are enhanced through our trips.)

-Students will develop an appreciation of the role of outdoor pursuits in the achievement and maintenance of personal fitness.(Students realize how training and conditioning enhance their experience on the trips.)

-CEL's of communication, critical and creative thinking, independent learning, personal and social values and skills and technology are all incorporated into Outdoor Education 20.

-Use of biking skills, conditioning, map reading, camping, planning, computer use, cooking, decision making, cooperation, teamwork and social skills are all incorporated into the class and trips.

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

a) Pre-Excursion Learning - Bike use and maintenance, safety, CPR certification, spin classes for conditioning, wildlife situations, mountain bike skills practice at the Wakamow, menu planning, map reading, knot tying, survival kit preparation.

b) Excursion Learning – Mountain training session, trip preparations and packing, independent learning of cooking and cleaning, camping duties, nature center, putting pre-excursion knowledge and conditioning to work, group cooperation, independently challenging yourself.

c) Post-Excursion Learning – Self and teacher evaluation, trip evaluation, chaperone's evaluation, clean up, maintenance of camping gear, trip reflection.

F. SCHEDULE OF ACTIVITIES

-Leave Thursday, May 23 at Noon.

-Stay in Bragg Creek, Alberta.

- Leave on Friday, May 24 for bike trails in Elbow Valley, East Kananaskis.
- Leave for Peter Lougheed Provincial Park in Kananaskis.
- Set up camp at Pocaterra Group Camp at Kananaskis.
- Bike Terrace trail on Saturday, May 25.
- Bike Jewel trail on Sunday, May 26.
- Return to Moose Jaw on Monday, May 27.

Bleke Buehler

Teacher Signature

Principal Signature

Director/Superintendent Signature

January 16, 2013

Date

Jan 16/13

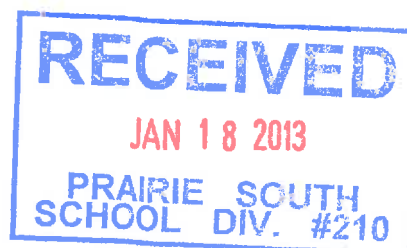
Date

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Request Approved

☐

Request Denied



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Division Office Administration Approval Required

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Grade Level: 11	Number of Students: 24
Destination: Fernie, British Columbia	Trip Date: May 23 – 27, 2013
Number of School Days (Partial/Full): 2.5 – Thursday, May 23-p.m., Friday, May 25-Full Day, Monday, May 27-Full Day	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): Blake Buettner, Renee Verge, Wayne Grywachski, Matt Froehlich, Jay Fellingner, Jocelyn Sagal, Quinn Heck	
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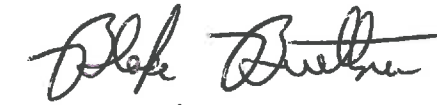
-Stay in Pincher Creek, Alberta.

-Leave on Friday, May 24 for Fernie, British Columbia.

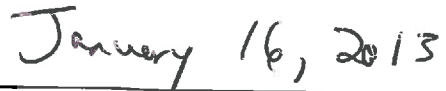
-Set up camp at Mount Fernie Campground at Fernie.

-Bike Fernie trails on Friday, May 24, Saturday, May 25 and Sunday, May 26.

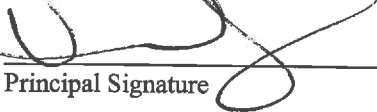
-Return to Moose Jaw on Monday, May 27.



Teacher Signature



Date



Principal Signature



Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

RECEIVED

JAN 18 2013

**PRAIRIE SOUTH
SCHOOL DIV. #210**

AGENDA ITEM

Meeting Date:	February 12, 2013	Agenda Item #:	7.3
Topic:	Transfer of Surplus Land		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

It was determined that there are a number of properties not used in the operations of the school division that are still owned by the school division. A decision was made to dispose of these properties. The list provided is of old school sites in the name of Prairie South School Division that are located in community pastures that are in the name of the province or federal government. We have discussed these with the Ministry of Agriculture and the directive from them is that the parcels will be transferred at a value of \$1 with no exchange of funds or sales agreement involved. The Ministry of Agriculture is also handling the federal lands. Because these are old school sites, the transfer must also be approved by the Ministry of Education.

Current Status:

We have discussed these with the Ministry of Agriculture and have been instructed that the parcels will be transferred at a value of \$1 with no transfer of funds between organizations. The parcels of land are:

Transfer to Her Majesty the Queen, Saskatchewan
Title 101905039 (Parcel 105245153), NW 11-23-29 W2,
(located in the RM of Craik)

Title 101968386 (Parcel 105273031), NE 8-12-29 W2
(located in the RM of Lake Johnston)

Title 123323206 (Parcel 151696299), NE 6-2-7 W3
(located in the RM of Mankota)

Title 102140288 (Parcel 105337122), NW 22-23-5 W3
(located in the RM of Maple Bush)

Title 101214010 (Parcel 104895489), NW 13-23-6 W3
(located in the RM of Maple Bush)

Title 102655818 (Parcel 105593542), NE 27-5-1 W3
(located in the RM of Old Post)

Transfer to Her Majesty the Queen in the Right of Canada
Title 100108853 (Parcel 104329188), SE 4-9-26 W2,
(located in the RM of Excel)

Title 100108932 (Parcel 104329267), SW 15-9-26 W2
(located in the RM of Excel)

Title 100108954 (Parcel 104329289), SW 15-9-26 W2

(located in the RM of Excel)

Pros and Cons:

The Ministry of Agriculture was just beginning a process where they were going to investigate and clean up these small parcels and would have been coming to us for the transfer in the near future. The parcels really have no value in a sale as they are located in pastures owned by the government and are not big enough to be of any real value on their own.

Financial Implications:

We will not receive any remuneration for the transfer of the lands. There should not be any title transfer costs if the transfer value is \$1.

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	January 29, 2013	n/a

Recommendation:

That the Board approve the transfer of land to Her Majesty the Queen in right of Saskatchewan and Her Majesty the Queen in right of Canada as appropriate.

AGENDA ITEM

Meeting Date:	February 12, 2013	Agenda Item #:	7.4
Topic:	Joint Board Meeting with Holy Trinity Catholic School Division		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: Prairie South and Holy Trinity have held joint board meetings since amalgamation. This year it is our turn to host this annual meeting between board members and senior administration. The date proposed for this meeting is following the May Planning Session: Tuesday, May 21, 2013.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	February 4, 2013	n/a

Recommendation:

That the Board set May 21, 2013 as the Joint Board Meeting with Holy Trinity Catholic School Division.