

# *Prairie South Schools*

## **BOARD OF EDUCATION**

May 7, 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 CUPE Local 5512 (1:30 p.m.)**
    - 4.1.2 Harptree Families (2:15 p.m.)**
  - 4.2 Presentations – NONE**
- 5. Decision and Discussion Items**
  - 5.1 CIAF Report (Decision)**
  - 5.2 2013-14 Proposed Budget (Decision)**
  - 5.3 South Hill Initiative Restricted Surplus (Decision)**
  - 5.4 Continuous Agenda (Decision)**
  - 5.5 Moose Jaw High Schools Chem Free Grad (Decision)**
  - 5.6 Joint Meeting with Holy Trinity School Division (Discussion)**
  - 5.7 Equitable Opportunities – Options for Delivery of Trade Credits in High Schools (Discussion)**
  - 5.8 Moose Jaw Facility Operator Split Shifts (Decision)**
  - 5.9 Phase in of Tax Changes for Commercial Property (Decision)**
  - 5.10 Facility Renewal Advertising (Decision)**
  - 5.11 Facility Utilization Planning Meeting May 21, 2013 (Discussion)**
- 6. Reports**
  - 6.1 Substitute Usage Report**
  - 6.2 Tender Report**
  - 6.3 Division Attendance Summary**

- 7. Consent Items**
  - 7.1 Suspensions**
  - 7.2 Out of Province Excursion – Assiniboia Comp High to Winnipeg, Manitoba**
  - 7.3 Out of Province Excursion – Cornerstone to Duck Mountain Prov. Park, Manitoba**
  - 7.4 Out of Province Excursion – Peacock to Toronto, Ontario**
  - 7.5 Eyebrow School Community Council Constitution Amendment**
  - 7.6 Out of Province Excursion – Caronport Elementary to Nova Scotia**
  
- 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
  - 8.2 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**
  
- 12. Information Items**
  - 12.1 Inquiries:**
    - 12.1.1 Can an addition be created for Policy 418 to address severe weather/road conditions for extra-curricular, day trips, overnight excursions, outdoor education exercises and high risk activities?  
- Radwanski
    - 12.1.2 In 2012, Ms. Penny Wallace, a 39 year employee retired but was not invited to the 2012 Service Recognition Banquet. Will Ms. Wallace be invited to the 2013 Service Recognition Banquet to recognize her service to the Division as per Policy 506?  
- Radwanski
  - 12.2 Capital Budget Re-allocation**
  - 12.3 Public Section Meeting Minutes**
  - 12.4 Consolidation of Gravelbourg Schools Capital Project**

**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 April 2, 2013 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. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; J. Finell, Director of Education; B. Girardin, Superintendent of Business and Operations; L. Meyer, Superintendent of Learning; 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. Lew Young, Trustee  
Mr. Ryan Boughen, Superintendent of Human Resources

Motions:

- |                 |   |           |
|-----------------|---|-----------|
| 04/02/13 – 1892 | That the meeting be called to order at 10:46 a.m.<br>- Christopherson-Cote  | Carried   |
| 04/02/13 – 1893 | The following items were added to the agenda:<br>5.6 CUPE Invitation to Attend “Meet & Greet”<br>5.7 Inquiry: Non-Instructional Days in Other School Divisions (12.1.1)<br>5.8 Inquiry: Purchase Card Program (12.1.2)<br>5.9 Inquiry: Next Phase of Engagement Plan (12.1.3)<br>5.10 Annual Review of Board-Director<br>That the Board adopt the agenda as amended.<br>- Swanson | Carried   |
| 04/02/13 – 1894 | That the Board adopt the Minutes of the regular meeting of March 5, 2013 as presented.<br>- Jelinski  | Carried   |
| 04/02/13 – 1895 | That the practice of splitting shifts for custodians/janitors in Moose Jaw schools whereby schools are without custodial/janitorial staff during parts of the school day other than scheduled lunch breaks, be discontinued.<br>- Swanson   | Tabled    |
| 04/02/13 – 1896 | That anyone in the gallery who wishes to speak be allowed to do so.<br>- Radwanski  | Carried   |
| 04/02/13 – 1897 | That the Board table motion 04/02/13 – 1895 until the next Board Meeting in order to collect more data.<br>- Kessler  | Withdrawn |
| 04/02/13 – 1898 | That the Board table motion 04/02/13 – 1895 until the next Board Meeting in order to collect more data.<br>- Kessler  | Carried   |

- |                 |  |         |
|-----------------|--|---------|
| 04/02/13 – 1899 | That the Board make the Reading strategic goal the priority of the Higher Literacy & Achievement Standing Committee.<br>- Christopherson-Cote  | Carried |
| 04/02/13 – 1900 | That the Facilities Utilization strategic priority be assigned to a Committee of the Whole with two working groups to delegate rural and urban.<br>- Christopherson-Cote   | Carried |
| 04/02/13 – 1901 | That the Rural Catchment Review Committee be dissolved.<br>- Christopherson-Cote   | Carried |
| 04/02/13 – 1902 | That the Strong System-Wide Accountability and Governance Standing Committee develop and present at the next Board Meeting, a comprehensive policy regarding subcommittees of our board.<br>- Christopherson-Cote  | Tabled  |
| 04/02/13 – 1903 | That the Board table motion 04/02/13 – 1902 until after the Planning Meetings with Leroy Sloan.<br>- Davidson  | Carried |
| 04/02/13 – 1904 | That any surplus yearbooks found in the archives that would otherwise be destroyed, be returned to the community to which they belong.<br>- Gleim  | Carried |
| 04/02/13 – 1905 | That the Board approve the disposal of records as per the attached schedule, by shredding or transfer to the Saskatchewan Archives.<br>- Radwanski   | Carried |
| 04/02/13 – 1906 | That the Board approve changes to Policy #801 and Policy #805 with revisions presented.<br>- Gleim   | Carried |
|                 | That the Board break at 12:05 p.m.   |         |
|                 | That the Board reconvene at 12:45 p.m.   |         |
| 04/02/13 – 1907 | That the Board under Policy 109 approve funding in 2013-14 for the Coronach School – Gymnasium upgrade (score clock) project to a maximum of \$3,000. The school's fundraising portion must be received prior to the commencement of the project. Further, the Board's portion will be paid in the 2013-14 fiscal year.<br>- Gleim | Carried |

04/02/13 – 1908	That anyone in the gallery who wishes to speak be allowed to do so. - Radwanski	Carried
04/02/13 – 1909	That the Board waive the requirement for a Director-Board Review for this year. - Kessler	Carried
04/02/13 – 1910	That the Board receive the consent items and approve the recommendations contained therein, as presented. - Jelinski	Carried

## **Committee Reports**

### Standing Committees:

#### *Higher Literacy & Achievement*

- The committee is working diligently towards the reading improvement goal, creating work plans and a draft budget to further the Board priority.
- They have worked on an FAQ to accompany the display booth at the upcoming Annual Meeting based on feedback received from parents, staff and community members.
- Work on the CLF review continues, with an April survey to staff going out to find volunteers for the review committee.

#### *Equitable Opportunities*

- On March 20 and 21, the committee hosted Practical and Applied Arts Professional Learning Days. Staff from across the Division was invited to learn about the exciting opportunities offered by the PAA program, and to hear from industry experts on Communications, Agriculture, Natural Resources and Trades. A highlight of the program was the signing of a partnership with the Information and Communications Technology Council (ICTC). Prairie South is the first School Division in Saskatchewan to integrate the Focus on Information Technology (FIT) program in high schools. The program provides the necessary building blocks for an innovative learning experience and encourages students to acquire 21<sup>st</sup> Century business, technology and communications skills.

#### *Smooth Transitions*

- The committee is focused on the Prekindergarten expansion and the implications of possible budget restrictions. They are busy setting up parameters for schools that are interested in offering a Prek program, including reviewing information such as the number of potential students, staff, and space availability.

#### *Strong System-Wide Accountability and Governance*

- The committee reviewed the second quarter report, worked on the Coronach School Gym upgrade submission, and has been looking into the mileage and travel expense claims for Division staff.

#### *Advocacy, Networking and Marketing*

- The committee reported on the upcoming Annual Meeting of Electors on April 16, including confirming guest speaker Christine Boyzcuk with Five Hills Health Region.

*Rural Catchment Review*

- No report given as the committee has been dissolved.

Adhoc Committees:

*South Hill*

- The committee will meet again on April 15 and will have recommendations for the next board planning meeting.

**Inquiries**

Can an addition be created for Policy 418 to address severe weather/road conditions for extra-curricular, day trips, overnight excursions, outdoor education exercises and high risk activities.

- Radwanski

In 2012, Ms. Penny Wallace, a 39 year employee retired but was not invited to the 2012 Service Recognition Banquet. Will Ms. Wallace be invited to the 2013 Service Recognition Banquet to recognize her service to the Division as per Policy 506?

- Radwanski

**Professional Sharing/Roundtable**

The Board commends the Mortlach SCC for their presentation at Rural Congress and Ron Purdy for his hard work in helping to organize Rural Congress.

**Adjournment**

04/02/13 – 1911

That the meeting be adjourned at 1:35 p.m.

Carried

- Kessler

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Colleen Christopherson-Cote  
Chair

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Bernie Girardin  
Superintendent of Business and Operations

**Next Regular Board Meeting:**

Date: May 7, 2013

Location: Central Office, Moose Jaw

# ***CUPE 5512***

April 14, 2013  
VIA EMAIL

Jeff Finell, Director  
Prairie South School Division  
15 Thatcher Drive East  
Moose Jaw, SK S6J 1L8

Dear Mr. Finell,

Re: Moose Jaw Facility Operators' Split-Shifts

CUPE Local 5512, which represent the support workers of Prairie South School Division #210, would like to request permission to make a presentation at the next Board meeting on May 7, 2013. This short presentation will relate to Moose Jaw Facility Operator split-shifts' pros and cons.

Mr. Kessler indicated at the Board meeting, on April 2, 2013, that he would like to receive information from the Facility Operators themselves, regarding Mr. Swanson's notice of motion discussed at that meeting.

Two Moose Jaw Facility Operators, yet to be determined, will be our presenters and will be happy to answer all questions the Board has for them. They are the front-line workers and are very aware of the pros and cons regarding split-shifts.

I estimate that approximately three executive members will also be in attendance. A signed copy of this letter will follow.

Sincerely,

Trish Mula, President  
CUPE Local 5512

Cc: Colleen Christopherson-Cote, Chairperson  
Dave Stevenson, National Representative  
Heather Boese, Assistant to the Director  
Union file

**Delegation:** Families from Harptree area

**Spokesperson:** Darren Buckler

**# in attendance:** no more than 3

**Background:**

Currently the catchment/buffer lines for Coronach School and Bengough School divide the community of Harptree in half. The buffer system has created an opportunity for many of the families to choose which school their children will attend. For the 2012-13 school year, there are 2 families (who live in the buffer), with 1 student each, being transported to Coronach School. These 2 families will be adding a potential of 5 children to the bus in the next 3 years.

The remaining 3 families in the Harptree area, one which is not in the buffer, will be requiring service for a potential 10 students over the next 4 years.

The families met with Colleen Christopherson-Cote on April 25, 2013 to discuss the current policies, bussing requirements and procedures regarding how to request a catchment review.

During this meeting, the following reasons for the request were discussed:

1. the majority of Harptree families work and conduct business in Coronach
2. the majority of Harptree families have extended family in Coronach
3. there are concerns about enrollment decline at Bengough
4. continuity with the early learning/preschool programs
5. there are concerns about teacher/class configuration, particularly K-3
6. there are concerns about bus ride times and road usage
7. there were comments made about how the majority would be attending Coronach and the families would like to keep the community together

**Request:**

The delegation would like to request that the Prairie South School Board review and change the catchment line so that all the families in Harptree area would have bus service to the Coronach School.

The delegation has included a potential option for that change, taking into consideration the road structures, families involved and potential bus ride times.



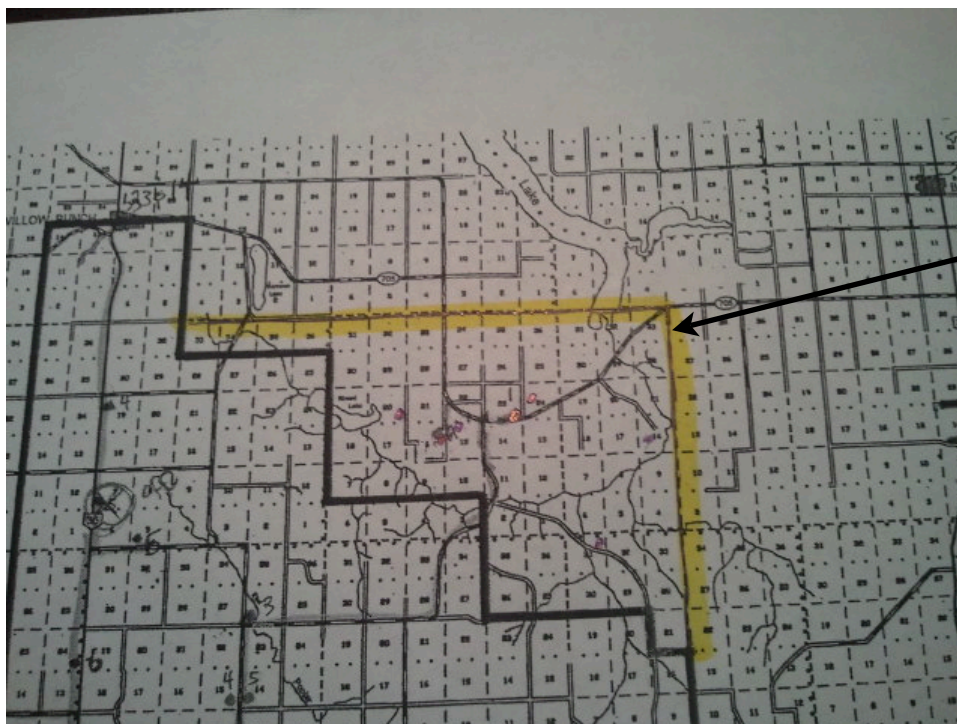
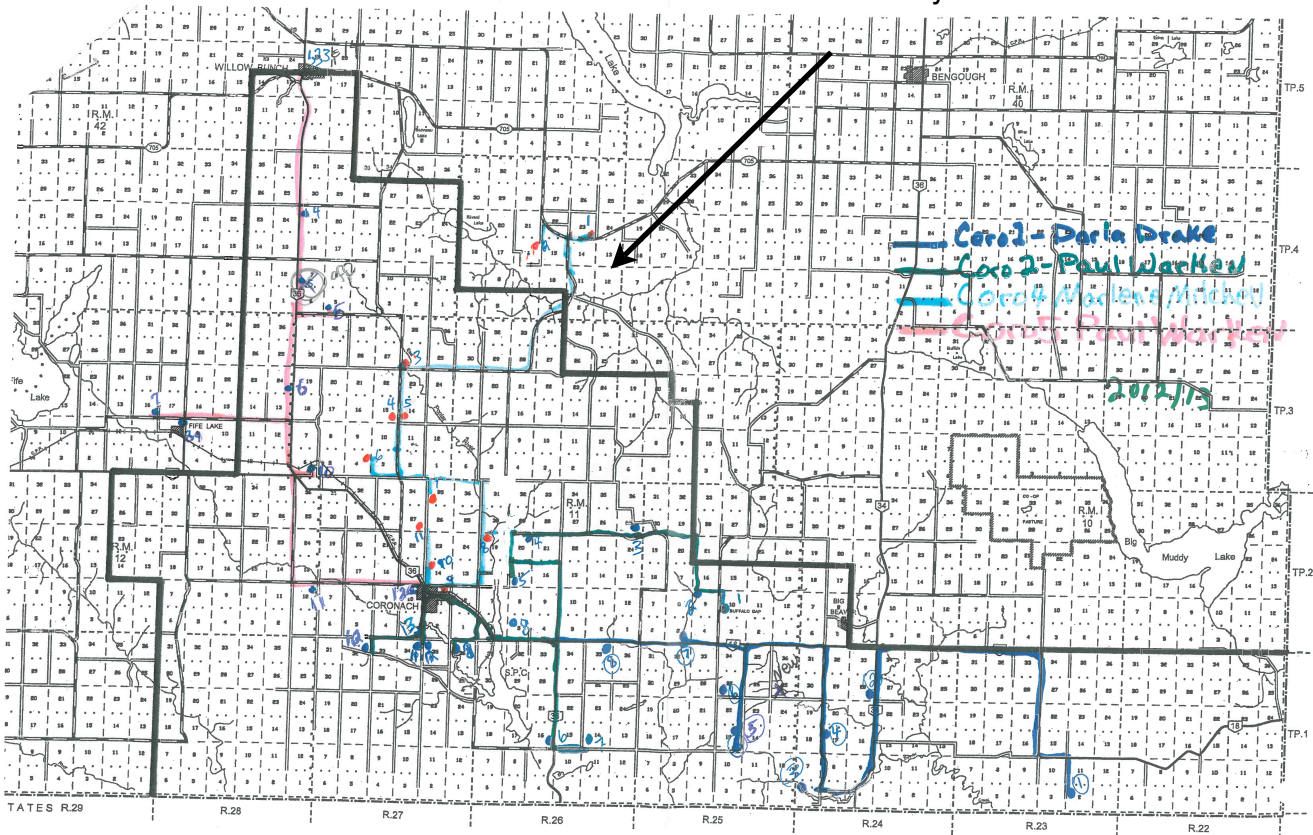
**Pros/Cons:**

Pros	Cons
all students from Harptree would go to school together	potential enrollment decline for Bengough
increased enrollment for Coronach	Bengough community backlash
extended family and childcare	potentially new bus route for Harptree
1 full bus to Harptree	potential grandfathering for 1 family
later bus pick ups for small children	
shorter ride times	
larger class sizes K-3	
no need for neighbours to share yards	

The delegation from Harptree would like to thank the board and staff for their time and assistance with this concern.

## Catchment Information

Current  
boundary



# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.1
<b>Topic:</b>	<b>CIAF Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

## Background:

The Ministry of Education requires all school divisions to submit a Continuous Improvement Accountability Framework (CIAF) report annually. The report must adhere to a prescribed format. It is presented to senior level administrators within the Ministry of Education at an Accountability Conference which follows a set agenda. Please note a copy of Prairie South's CIAF Report is attached. Also attached is the agenda for our CIAF Accountability Conference.

## Current Status:

The CIAF report is essentially a roll-up of information contained in the monitoring reports presented to the Board throughout the current school year. Prairie South School's CIAF Spring 2013 Accountability Conference will take place in Regina from 9:30 a.m. to 12:00 p.m. on Tuesday, May 14. Colleen Christopherson-Cote, Board Chair, Jeff Finell, Director of Education, Bernie Girardin, Superintendent of Business and Operations, Lori Meyer, Superintendent of Learning, David Hall, Curriculum Coordinator and Darby Briggs, Communications Coordinator will be present. These people are also required to observe the report which will be presented by the South East Cornerstone School Division later that afternoon. Representatives for the South East Cornerstone School Division will observe our conference in the morning.

The Ministry requested that we submit a copy of the report ten working days prior to the conference. We were also requested to submit a description of two or three successes and challenges prior to the conference. Copies of these items are also attached.

## Pros and Cons:

## Financial Implications:

## Governance Implications:

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Jeff Finell	April 24, 2013	1) Prairie South's CIAF Report 2) Agenda for CIAF Accountability Conference 3) Successes and Challenges

***Recommendation:***

That the Board accept the CIAF Accountability Report as presented.

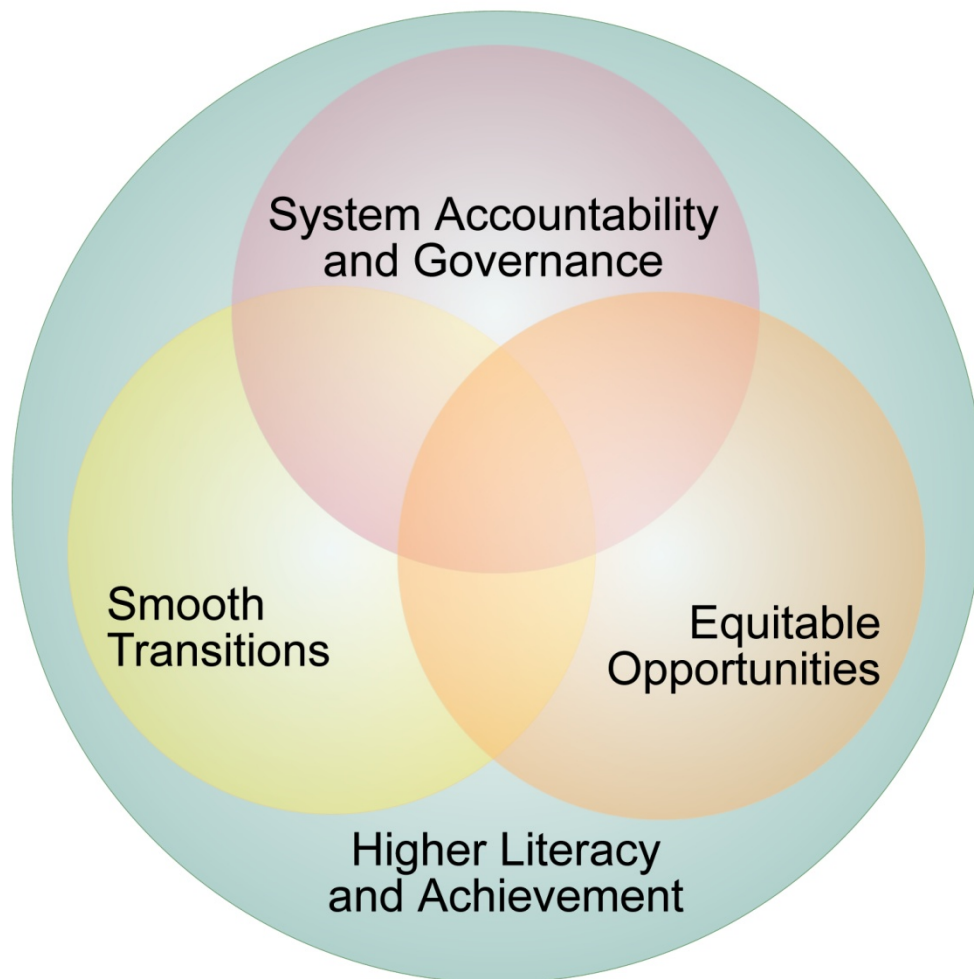
Prairie South SD

## Saskatchewan Ministry of Education

Continuous Improvement and Accountability Framework

Accountability Conference

2012-2013 School Year



The four Provincial Priorities are related and integral.

The extent to which they converge indicates clear division focus on student achievement.

Building a culture that provides success for **all** students is our shared mission.

# Prairie South SD

## Accountability Conference Reporting Template

Use this template to briefly summarize the results of last year's Continuous Improvement Plan, and briefly describe the SMART goals and strategies you are planning on using during the remainder of this year and next year in the topics listed.

### SMART Goals are generally considered to be:

- S - specific, significant, stretching
- M - measurable, meaningful, motivational
- A - agreed upon, attainable, achievable, acceptable, action-oriented
- R - realistic, relevant, reasonable, rewarding, results-oriented
- T - time-based, timely, tangible, trackable

Results of 2011-2012 CIAF Plan – Reading and Writing						A
<ul style="list-style-type: none"> <li><u>Results</u> for Reading:</li> </ul>						
2011 Reading AFL: Knowledge of and Persistence with Reading Strategies (% sufficient and above)						
Grade	Division	number	FNIM sub-population	number	French Immersion sub-population	number
Four	88%	394	85%	33	83%	16
Seven	64%	462	58%	46	77%	26
Ten	42%	386	49%	36	Nr	4
2011 Reading AFL: Reading Comprehension (% Adequate and above)						
Four	86%	394	71%	33	56%	16
Seven	86%	462	80%	46	54%	26
Ten	91%	386	85%	36	nr	4
<p>Our 2011 goal was to increase knowledge and persistence with reading strategies in all grades and the performance targets were 75%, 55% and 55% respectively. The results are meaningfully higher in Grades 4 and 7 and lower in Grade 10. Regarding margin of error, we are using the same definition for “meaningful” as is used on the provincial AFL assessments.</p> <p>The goal that was set in our First Nations’/Métis Education Achievement Plan is to increase engagement and achievement of First Nations and Métis students in school to no less than 75% of levels attained by the whole student population by June, 2015. The results show that this goal has already been attained on the basis of this indicator.</p> <p>There was no specific goal set for the French Immersion sub-population.</p>						
<ul style="list-style-type: none"> <li><u>Interpretations:</u> There is a need for teachers to be explicit about the strategies that are used in order for students to reach the levels of metacognition that we expect. We also question the validity of the use of student perception data in conjunction with a large scale assessment. In regard to FNIM students, we see very little cause for concern based upon these results.</li> </ul>						



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- Results for primary reading:

2011 – 2012 Primary Reading Levels: Percent Proficient and above						
Grade	Division	number	FNIM sub-population	number	French Immersion sub-population	number
One	73.6%	321	41.2%	7	62.0%	50
Two	76.3%	355	71.4%	10	73.9%	23

Our 2011 goal was to increase the number of students reading at developmentally appropriate levels and the performance target was 80% for both grades. The target was met for Gr 2 but not for Gr 1, considering margin of error.

The goal that was set in our First Nations'/Métis Education Achievement Plan is to increase engagement and achievement of First Nations and Métis students in school to no less than 75% of levels attained by the whole student population by June, 2015. Based on these data it is evident that there is still a substantial achievement gap between the FNIM sub-population and the rest of our students.

There was no specific goal set for the French Immersion sub-population.

- Interpretations: Additional emphasis must be placed on teacher understanding of what a quality core reading program looks like and how effective interventions can take place. We must pay attention to how students are excluded from this assessment because the response rate was quite low (approximately 76%). Teachers can, with support, optimize the Fountas and Pinnell resource to a greater extent, especially for them to consider the benefits of the formative assessments associated with this benchmark system. Due to the very small population size of self-declared FNIM students, it is difficult to determine if our results are evidence of trends. Continued monitoring and intervention, when necessary, must take place.

- Results for Writing:

2012 Writing AFL: Quality of Writing Product (% adequate and above)						
Grade	Division	number	FNIM sub-population	number	French Immersion sub-population	number
Five	68%	402	58%	34	57%	15
Eight	77%	484	73%	46	57%	28

Our 2011 performance target was 70% for Gr 5 and 75% for Gr 8. The results are the same as the targets within an acceptable margin of error. The goal that was set in our First Nations'/Métis Education Achievement Plan is to increase engagement and achievement of First Nations and Métis students in school to no less than 75% of levels attained by the whole student population by June, 2015.

There was no specific goal set for the French Immersion sub-population.

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<ul style="list-style-type: none"> <li>• <b>Interpretations:</b> We attribute the success we are having in writing to the implementation of 6+1 Write Traits and collaborative scoring that has taken place over the past few years. It is apparent that the FNIM sub-population achieves comparably to the rest of the students.</li> </ul>	
<b>2012-2014 CIAF Plan – Reading and Writing</b>	<b>B</b>
<p><b>Goal:</b> By June 2014, 80% of Grades 1-3 students will be proficient or above in reading comprehension based on the Fountas and Pinnell benchmark assessment system. We will continue the goal established in our FNMEAP to increase engagement and achievement of First Nations and Métis students in school to no less than 75% of levels attained by the whole student population by June, 2015.</p> <p><b>Goal:</b> By June 2018, we will improve reading comprehension of PreK- Grade 12 students so that at least 80% of students attain an average score of Level 3 (proficient) or above as measured on the Fountas and Pinnell benchmark assessments (Grades 1-8) and a high school reading assessment (as yet to be determined.)</p> <ul style="list-style-type: none"> <li>• <b>Strategies:</b> <ol style="list-style-type: none"> <li>1. Establish a baseline reading comprehension level for Grade 3 students in 2013 and increase incrementally over the next five years</li> <li>2. Develop and implement a five year division-wide reading plan that includes: <ul style="list-style-type: none"> <li>• Professional development of Pre K – Grade 3 teachers to support balanced literacy</li> <li>• Further professional development up to Grade 12 as the plan emerges over five years</li> <li>• Training and support for deep implementation of Fountas and Pinnell benchmarks assessment system (Gr 1-8) and a high school reading comprehension assessment that is yet to be determined.</li> <li>• Identification of Kindergarten students with low readiness as determined by EYE and provision of interventions as needed</li> <li>• Facilitation of the use of promising resources (ex. Nelson Literacy)</li> <li>• Monitoring of the plan using key results indicators</li> <li>• Continued emphasis on instructional leadership through administrator workshops</li> <li>• Engage community support for literacy and solicit community support</li> </ul> </li> <li>3. Embed learning consultant support within the classroom as required</li> <li>4. Provide training, embedded collaborative time, tools for data driven conversations and leadership for the Learning Improvement Team process</li> </ol> </li> <li>• <b>Connection:</b> We understand that proficiency in reading comprehension is a key skill to learning in all content areas and therefore making this a focal point for our school division is a worthwhile effort. In order to provide a consistent, quality core classroom program in Grades 1 and 2 as indicated in our reflections from the past CIF report, we have restructured our Learning Department to facilitate the work of consultants in classrooms. In addition, the introduction of a Comprehensive Learning Framework and the development of the Learning Improvement Team process serves to empower teachers to develop strategies that respond to student needs at all levels (at-risk to enrichment). The second goal extends our current reading goal, that is, the use of reading comprehension strategies and a balanced literacy program to all grades 4-12.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Data:</b> in the June, 2012, assessment we determined that 10% of Grade 1 students and 16% of Grade 2 students scored at level one (at-risk, in need of intervention). Our Grade 3 students were not assessed using a division-wide assessment tool.</li> <li>• <b>Strategies/Interventions:</b> <ol style="list-style-type: none"> <li>1. Support teachers to use Levelled Literacy Intervention as a protocol intervention tool</li> </ol> </li> </ul>	



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2. Student support consultants coaching within the classroom when needed
3. Provide support and training for student support teachers to work within the context of the classroom
4. Provide training, embedded collaborative time, tools for data driven conversations and leadership for the Learning Improvement Team process

### Results of 2011-2012 CIAF Plan - Mathematics

**C**

• Results for Mathematics:

2011 Math AFL: Applications and Problem Solving (% adequate and above)						
Grade	Division	number	FNIM sub-population	number	French Immersion sub-population	number
Five	64%	376	70%	24	50%	20
Eight	42%	402	32%	25	17%	25

Our 2011 goal was to increase these levels in all grades and the performance targets were 50% and 60% respectively. The results are meaningfully higher in Grade 5 and lower in Grade 8. The goal that was set in our First Nations'/Métis Education Achievement Plan is to increase engagement and achievement of First Nations and Métis students in school to no less than 75% of levels attained by the whole student population by June, 2015.

There was no specific goal set for the French Immersion sub-population.

Interpretations: We see a need to support teachers, especially non-specialist teachers in Middle Years', to understand what a quality core mathematics program looks like. In regard to curriculum renewal, we have seen some reversion to more traditional instruction and assessment methods rather than the embracing of a program that is inquiry-based, data-driven, constructivist and technology-embedded. Due to the very small population size of self-declared FNIM students, it is difficult to determine if our results are evidence of trends. Continued monitoring and intervention, when necessary, must take place.

### 2012-2014 CIAF Plan - Mathematics

**D**

- Goal: With the assumption that the renewed provincial assessment in mathematics will also provide data on applications and problem solving (APS) as it has in the past, the new goal will be to increase the performance of our students in APS questions to 70% in Grade 5 and 50% in Grade 8 (% adequate and above) as measured by the provincial mathematics assessments by June 2014.
- Strategies:
  1. Prepare teachers to use the new provincial assessments in numeracy.
  2. Support classroom teachers in the use of technology and data-driven decision making.
  3. Numerous online math resources will be implemented on a classroom-by-classroom basis and the use of the Saskatchewan Common Math Assessments will help to generate pre-assessment data that can be used as the basis for choosing appropriate instructional strategies.
  4. Teachers will be supported through the Learning Improvement Teams and the Learning Support Team consultants.
- Connection: Our previous goals have not been met in Mathematics so it makes sense to keep these same goals and to change the strategies that we are using to attain them. Since our major indicators will be those established through the provincial assessment renewal, our goals in numeracy for the next two years will be similar to those in literacy—to establish new baseline data.

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Results of 2011-2012 CIAF Plan – Student Support Services	E
<p><b>In point form report the results of last year's plan, and what was learned. Reference specific SMART goals and outcomes.</b></p> <ul style="list-style-type: none"> <li>- <u>Baseline</u>: Creating a Culture of Collaboration Learning Department survey – Not Evident 0, Emerging/Developing 65%, Evident 30% and Exemplary 4% was the baseline data taken in October of 2011.</li> <li>- <u>Goal</u>: By October of 2012 60% of Learning Department staff will report that we are at the Evident Level on the Creating a Culture of Collaboration rubric.</li> <li>- <u>Background</u>: In September of 2011 the former curriculum and student support departments became the Learning Department. Roles and responsibilities were re-vamped to reflect a team approach to providing direct supports to both classroom teachers and students.</li> <li>- <u>What we learned</u>: Both the school staff and some professionals in the Learning Dept felt a sense of loss at the amalgamation of the departments, time was needed to adjust. Spending time upfront becoming a team is needed and valuable time spent. A team including Learning Consultants (aka curriculum consultants) was long overdue and a necessary step to moving the understanding of inclusive and appropriate instruction for all.</li> <li>- <u>Outcome October 2012</u>: Results indicate an increase however we did not reach the goal. 50% were at Emerging/Developing and 50% were at Evident. One of the reasons for this may be a clearer understanding on the part of the dept staff regarding what collaboration really means and holding themselves to a higher standard. We also had staff shift between teams from Oct 11 to Oct 12 which may have caused some change in perception. This work will be ongoing.</li> </ul>	
2012-2014 CIAF Plan - Student Support Services	F
<p><b>Summarize the SMART goals and strategies planned in Student Supports, with particular reference to outcomes for students with intensive needs. Attach a full report that uses the Student Support rubric, or provide a link to it.</b></p> <ul style="list-style-type: none"> <li>• <u>Baseline</u>: On the Student Support Rubric in the area of Planning Processes we are at the <b>emerging/developing</b> level with respect to informal assessment to guide our ongoing programming. In our review of student program plans there was little evidence of assessment information being directly linked to the student progress on the annual outcome. In our face to face conferences with SSTs 41% of all responses to “what is tricky?” were related to capturing meaningful data to inform planning for students with intensive needs. (full report attached)</li> <li>• <u>Goal</u>: By June 2014 no more than 10% of responses during face to face surveys with student support teachers will indicate difficulty with ‘assessment results are used to direct programming and are linked to student’s PPPs and PPP adjusted to reflect data collected regarding students’ progress’.</li> <li>• <u>Goal</u>: By June 2014 we will be at the exemplary level in the area of planning processes with respect to student plans being adjusted to reflect the data being collected.</li> </ul>	

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- In an effort to ensure adequate program planning for students with intensive needs we will conduct an internal random sample of PPPs and Intensive Supports forms in the fall of 2012 by calling for one PPP and IS form from each of our Student Support Teachers. We will use the ministry checklist to determine adequacy. Having a comprehensive plan in place is a critical step towards ensuring increased outcomes for students with intensive needs.
- Strategies:
  1. A data team from central office has been established with the purpose of providing professional development to all consultants within the learning department.
  2. Once Learning Support Team consultants have a common understanding of collecting meaningful data in efficient ways they will be in a position to “coach” school based teams; classroom and student support teachers in the collection and application of meaningful data.
  3. A shared site on “connect” will be established so that data tools, strategies and other means of professional development in the area of collecting and responding to meaningful data can be distributed to school based teams.

### Results of 2011-2012 CIAF Plan – First Nations & Métis Outcomes

G

• Results:

Goal 1 was to improve participation and achievement of FNIM students by 2015. Performance targets were to increase final high school grades to an average of 70% and to increase persistence to complete in 3 years or less to 55%.

Average HS Final Grades	2010	2011	2012
FNIM students	66.2%	67.5%	66.1%
Division	75.3%	74.3%	73.5%

Graduation Rate (in 3 yrs)	2010	2011	2012
FNIM students	36.8%	50.0%	38.1%
Division	80.9%	78.5%	79.8%

Goal 2 was to create awareness and opportunity for all educators and students to learn First Nations Inuit & Métis ways of knowing via the Treaty Kits by 2015. The performance target is an average score of 75%.

TEL	2010	2011	2012
Average	55.4%	52.9%	52.0%
Student Participation	96%	63%	92%

Interpretations: Although neither of our past goals have been met to this point, those goals were set as a target for 2015. Updates to the FNMEAP have caused us to change our goals for the current year and beyond. Despite the rather dismal 3-year rates for FNIM students, note that these numbers jump considerably to between 80- 90% when the “still in school” numbers are added to those already graduated.

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### Strategies:

1. Seek out First Nations' elders and Métis leaders who are willing to share their knowledge and expertise with our students
2. Liaise with local aboriginal organizations to create meaningful partnerships for specific projects
3. Verify self-declaration information given on student registration sheets
4. Assess all pre-K students for vulnerabilities, paying special attention to First Nations and Métis learners
5. Continue implementation of professional learning and classroom support for treaty teaching and strategies to engage FNIM learners
6. Identify and begin tracking at-risk students at one pilot school
7. Monitor changes to failure rate, credits per student (Gr 10-12), persistence rate
8. Expand curriculum and assessment needs for FNIM student supports to additional high schools including the creation of a locally developed course for at-risk youth
9. Expand opportunities for cultural activities, visibility of FNIM leaders and community connections
10. Provide professional development and classroom support for Project of Heart
11. Provide individual student support for culturally-relevant activities including: parenting, counselling, community activities

### **In point form report on progress and results of any FNMEAF projects.**

A brief summary of actions that have taken place over the past eight months include:

- 2012-2013 summary of consultant impact (Sept-March)
  - Teacher contacts for support and professional development: 150
  - Collaboration with external agencies or individuals: 20
  - Students directly impacted: 1500
- Identification and individual support to FNIM students from Grades 6-12 who are demonstrating low achievement or poor attendance through co-ordination of school-based and system level personnel
- Development and distribution of 22 theme kits to support classroom instruction regarding the FNIM content, perspectives and ways of knowing.
- Classroom-based supports include: development of lessons and classroom presentations, treaty teachings embedded in lessons, Indian Residential School projects, FNIM curriculum content and special events
- Informal partnerships between Prairie South School Division and the Wakamow Aboriginal Community Association, the local Métis society and the YMCA (youth worker) to present a variety of events, activities and professional opportunities.
- Collaboration with the City of Moose Jaw Cultural Advisory Committee, the Saskatchewan Arts Board, Holy Trinity Catholic School Division and the Moose Jaw Museum and Art Gallery to host presentations in schools and for the Moose Jaw community
- Co-planning with a First Nations' indigenous educator to provide workshops on treaty teaching

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### 2012-2014 CIAF Plan - First Nations & Métis Outcomes

H

Please see the Prairie South First Nations' and Métis Education Achievement Plan appended to this document.

#### Updated Baseline Data:

- Population: Prairie South School Division currently has 223 PreK-12 self-declared FNIM students out of a student population of 6828 (3.3%). We believe this number to be a gross underestimation when we take into account that 9.7% of Grade 7 students (TEL survey) 8.5% of Grade 5 students (Writing AFL) and 9.3% of Grade 8 students (Writing AFL) declared FNIM status. Our Tell Them From Me survey data indicated 14% self-declared FNIM status among 1638 elementary school students and 12% self-declared among 930 middle years' and high school students.
- Engagement and Achievement:

<i><b>Tell Them From Me</b></i> May, 2012	Division (all)	Division (FNIM)
Intellectual Engagement (Composite) HS	58%	50%
Institutional Engagement (Regularly Truant) HS	19%	32%
Institutional Engagement (Regularly Truant) Elem	3%	10%
<b>EYE domain scores (2012)</b> (% proficient (green level))	Division (all)	Division (FNIM)
Awareness of Self & Environment	97%	100%
Cognitive Skills	89%	75%
Language and Communication	97%	100%
Fine Motor Skills	95%	100%
Gross Motor Skills	96%	100%
Social Skills & Approaches to Learning	91%	100%

**Goal 1: To increase engagement and achievement of First Nations and Métis students in school to no less than 75% of levels attained by the whole student population by June, 2015.**

#### Strategies:

- Respond to individual school needs to develop a more culturally responsive environment
- Track student academic achievement, engagement and interventions using our division student data system in order that effective communication and timely support systems can be created as needed
- Enrich the existing transition program for at-risk students entering high school and ensure that culturally aware mentors are available for consultation with FNIM students
- Continue support for teachers working with FNIM students in regard to treaty teaching, the effect of

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Indian Residential Schools and curriculum outcomes that address First Nations' and Métis content, perspectives and ways of knowing

**Goal 2: To provide outcomes in early literacy for First Nations and Métis learners no less than 75% of levels attained by the whole student population by June, 2015.**

Strategies:

- Respond in a timely way to data (EYE, EDI, Reading Levels) with Inter-Professional Collaborative teams that identify struggling early learners and enact intervention strategies to address their literacy needs
- Provide targeted support for FNIM early learners through culturally appropriate reading materials and home support for reading (resources, after school family activities)
- Provide support for FNIM student-age parents in skills needed to fulfill their role

**Summarize upcoming plans for your FNMEAF projects.**

The work of our FNMEA Plan is not just solely project-based, but includes several facets:

1. On-Going Work:
  - Continued tracking of FNIM learners, especially those at risk of failure or dropping out
  - Classroom support for teachers in regard to treaty teaching, resources and cultural support
  - Liaison with and leverage of local FN and Métis organizations and community partners and agencies to support school division plans
  - Support for Early Literacy initiatives including work with student-aged parents
  - Inter-Professional Collaboration: providing just-in-time support for at-risk students
2. Special Projects:
  - School-based Projects: FN Dance group, National Aboriginal Day, traditional parenting class, mentorship of at-risk Middle Years' youth, school tours to the Avonlea Dirt Hills
  - Support for Indian Residential School awareness: ex. Project of Heart
  - Teaching Treaties Project (with the University of Regina)
3. Provincial Support:
  - Correlation of Treaty Kits with SK Curricula (with the Office of the Treaty Commissioner)
  - Preparation for the TULA assessment
  - Continued use of the Tell Them From Me to gain student engagement data

### Other Literacies

I

**Literacy involves far more than reading. Outline some actions you are implementing in order to provide for a rich and broad mastery of other literacies (for example: scientific, economic, physical, health, aesthetic, and cultural).**

1. Multi-Cultural Literacy: Respect, understanding and harmony between students of many cultures is important especially in some of our schools in which there are high populations of immigrant and refugee learners. Special activities about cultural awareness and celebration are common place in these schools.

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<p><b>Briefly describe your involvement with any initiatives that are funded by the Literacy Office, including any results and attach any reports about the projects in your division, or provide a link to them.</b></p>

<b>Improved Transitions Including Increased Graduation Rates</b>	<b>J</b>
<p><b>List specific strategies that support the progress of students into, through and beyond your division. How will you evaluate your progress?</b></p> <p><u>Strategies:</u></p> <p><u>Into Prairie South School Division</u></p> <ul style="list-style-type: none"> <li>We work closely with our partner agencies to ensure a smooth transition into our Prek and K programs. We have a working protocol in place to ensure that information and supports are organized in the best interest of the child and family.</li> </ul> <p><u>Through Prairie South School Division</u></p> <ul style="list-style-type: none"> <li>A high school credit course entitled <u>Connections 20L</u> has been approved by the Ministry of Education. The course has, as its primary goal, to “provide learning for vulnerable youth that will foster the intellectual, emotional, physical and spiritual dimensions of their lives.” It is specifically tied to the Board goals of enhancing persistence and support to complete high school and to support youth who are disengaged from school and are not working.</li> <li>A variety of special projects were undertaken at various high schools to increase engagement of students, provide authentic learning experiences and thereby foster student completion of high school. Some examples of these projects are the production of a “Learning Garden” at A E Peacock Collegiate and cross-curricular planning and teaching of Social Studies and English Language Arts at Assiniboia Composite High School.</li> <li>Our Alternate School in the city of Moose Jaw – John Chisholm – meets with elementary school teachers in January/February of each year to identify students who may be at risk when making the transition from pre-k-8 to one of our high schools. JC outreach staff form a relationship with the students in the second half of their grade 8 year and assist with school tours, registration, practice days and then also accompany the student to grade 9 if necessary until they are comfortably settled and warmly transferred to a high school contact person.</li> </ul>	

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- Within the Moose Jaw high schools, intake meetings are held regarding each student moving from Grade 8 to Grade 9 to discuss student support needs, programming and other information necessary for a smooth transition to high school.
- Two specific programs exist within Moose Jaw high schools that are specifically designed to prevent early school leaving and to provide support for at-risk youth. The Extensions program is designed for at-risk and struggling learners. It provides academic support and personal counselling in an informal classroom setting and advocacy for students within the school. The Student-Age Parent Program provides an opportunity for learners who are student-age parents to remain in school, receive support for their role as parents and complete their academic course requirements within the context of a collaborative group.
- Board funding to support PAA Enhancement Project. A PAA Consultant was hired for two year term to develop PAA initiatives that align with Labor Market demands and provide high school programs that exemplify the three "R's : rigor, relevance , and relationships. The goal is to expand PAA credit and certification options to provide quality high school programming regardless of location and size of school.
- Career Development Consultants provide resources and supports to students, parents and schools to build pathways to successful adulthood and rewarding employment opportunities for our youth. Monthly *Career Updates* are distributed to high school students, teachers, and parents as well as numerous resources posted on web-site.
- Career Development Consultants provide service to all rural schools to ensure informed decisions are being made for career pathways. Services are delivered through group presentations, face to face and online career counselling sessions.
- Career Development consultants successfully support youth to transition into learning opportunities through successful completion of Career and Work Exploration credits. There were 303 participants in work placements in 2011-2012 and 343 in 2012-2013.

### Out of Prairie South School Division

- Career Developments Consultants and PAA Coordinator set action plans to engage educators and employers in a collaborative approach to the education and training of the next generation of workers. One goal was to formalize authentic rural school/business partnerships. Five new partnerships were recognized at formal luncheon hosted annually by Prairie South.
- Prairie South hosted an 'Open space' discussion with twenty five representatives from industry, education and business to investigate new pathways to connect education programs that align with employment opportunities. Outcomes for the meeting:
  - Dialogue around a broader vision of program delivery that incorporates multiple pathways to transition young people from high school to employment.
  - Network with provincial organizations and discuss pockets of excellence in career and industry education and training.



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- Gather creative ideas to develop a school division strategy to engage educators and employers in a more collaborative approach to the education and training of the next generation of workers that would produce important social as well as economic returns on investment.

Prairie South has ongoing discussions with Saskatoon Industry and Education Council to initiate an Industry and Education Council with other divisions in southern Saskatchewan.

### Evaluating Progress

The most obvious indicators to use in order to monitor progress are year by year graduation rates and the transitions data of students who move from grade to grade each year. Specific evaluation of the success of any one of the strategies is built into the annual review of these initiatives: locally developed curriculum are annually reviewed according to our M-1 documents, specialized roles and their impact are reviewed through professional growth plans and group goals and special programs are evaluated by the superintendent in charge of those programs.

### Digital Fluency and Improving Student Outcomes

K

**List specific actions designed to enhance student digital fluency and improve outcomes as a part of appropriate and engaging learning activities. What will success look like?**

1. Prairie South School Division has contracted Discovery Education Canada to provide digital media services. These digital services include video, audio, science simulations, writing prompts, teachers' guides and assessment tools which are all specifically linked to curriculum outcomes and indicators. This action will be successful when our current users are able to personalize the digital segments for individual students using an inquiry approach. Presently, this success is hampered by available bandwidth.
2. In-class support for the following approaches to increased digital fluency is available:
  - Use of Blogs for portfolios regarding student achievement, EAL and pre-school
  - "Flipping" the classroom
  - Creating digital connections between two or more classrooms for FNIM cultural connections, Social Studies outcomes and enrichment projects in Mathematics
  - Use of wikis, Moodle, staff websites and other similar platforms to help organize and communicate within the classroom

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Healthy, Active Students	L
<p><b>List specific actions designed to improve the health and physical well-being of your students.</b></p> <p><b>Nutrition:</b></p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> <li>• Review and update Division Administrative Policy No. 421 Nutrition In Schools.</li> <li>• Encourage in-school administrators to review the document “Nourishing Minds” and related division guidelines.</li> <li>• Nutrition programs supported financially in all PSS210 schools.</li> <li>• Nutrition component of Pre-Kindergarten classrooms supported financially.</li> <li>• Breakfast programs supported financially in three schools.</li> <li>• Canteen programs supported financially in 3 High Schools.</li> <li>• Partnership with South Central Food Network (SCFN) to support community education and choices related to healthy eating.</li> <li>• School staff, SCCs and parent communities educated regarding nutritious eating through newsletters and web information.</li> </ul> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>• Division Administrative Policy No. 421 Nutrition In Schools reviewed for possible updates.</li> <li>• Superintendent meetings with in-administrators include conversation related to nutrition policy and practices.</li> <li>• Schools will report use of support staff allocated to nutrition programing.</li> <li>• Schools will report number of students participating in nutrition programs.</li> <li>• Partnership with SCFN will continue including supporting the existing Junior Chef program</li> </ul> <p><b>Physical Well-being:</b></p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> <li>• Partnership continued with neighboring school division and with the health region to support and promote InMotion in our schools.</li> <li>• Superintendent is part of the InMotion Steering Committee and meets with the partners throughout the year.</li> <li>• Hire an InMotion Coordinator to provide support to schools.</li> <li>• Increase number schools participating as InMotion schools by 50%.</li> <li>• Each new school participating will receive a starter activity kit.</li> <li>• Increase number of schools with student led InMotion initiatives.</li> <li>• Increase number of students attaining 20 minutes or more of moderate to vigorous Daily Physical Activity (DPA).</li> </ul>	

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- DPA minutes are tracked and data is received and analysed by in-school administration, staff, students and parents.
- Partnership with “Healthy Active Lifestyles Steering Committee” (HAL) to promote healthy active life styles in the community including during and after school times.

### Indicators:

- Regular InMotion Steering Committee meetings used to review progress and to support future planning.
- Website presence including age appropriate options for student activities.
- Record of InMotion Coordinator activity in schools, including level of student leadership.
- Monthly DPA minutes in spread sheet form recording level of activity.
- Record of HAL partnership meetings and resulting actions.

### Shared Understanding of the Curriculum

**M**

**In point form, list strategies, resources and PD planned to advance a common and accurate understanding of the curriculum. Evaluate your division's progress in achieving this goal.**

### Actions:

- In preparation for Curriculum Renewal, three days of curriculum renewal workshops were held during each of the 2010-2011 and 2011-2012 school years. In these workshops, teams of teachers worked together to plan units using an Understanding by Design approach and to create inquiry-based projects. Further professional development support for curriculum renewal is integrated with individual teacher requests, support for LIPs at the school level and initial training for new teachers.
- Our division-wide Learning Improvement Team initiative allows teachers to collaboratively determine common curriculum expectations, formative assessments based on outcomes and promising research-based instructional strategies.
- The Learning Department, which consists of inter-disciplinary teams of consultants, meets frequently to share new ideas and recent developments in all of our disciplines. This provides a consistent message to teachers in the embedded day-to-day professional support that is provided by our Learning Support Teams.
- Prairie South School Division takes part in provincial curriculum activities that include: assessment projects in Math, ELA and Science and vetting sessions, curriculum workshops and writing committees led by the Ministry of Education.
- Some of our professional development takes the form of webinars that are prepared and delivered by division office personnel and outside guests. These take place, on average, several times per month. Some of the topics addressed have been: The 4-Level Rubric, Reading with Self-Regulation, Digital Portfolios, How To Administer (various assessments), Core French, Differentiated Instruction, Classroom Management and Authentic Assessment, to name a few.

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- Weekly emails are provided to schools which highlight professional development opportunities, new resources and instructional opportunities in all subject areas. The information that is shared is vetted by division office staff so that it embraces an outcomes-based approach.

### Evaluation:

Over the past few years, Prairie South teachers have made major improvements in both their understanding of curriculum outcomes and indicators and in the practices by which they demonstrate that understanding. The common expectation for teachers is that the learning target (an outcome or indicator stated in student friendly language) is explicit for students during the lessons and embedded in assessment. The resources that we promote are specifically curriculum-related or approved by the Ministry or we don't promote them. From the surveys and feedback that we've gathered there are still two areas of need: administrators voiced the need for continued emphasis and training so that they can readily ascertain if outcomes-based instruction and assessment are taking place. The second area is the apparent need to continue training teachers to embrace an outcomes-based approach to grading. This aspect of our curriculum renewal is still emerging.

### Improved Instruction

N

**List specific actions designed to improve instruction across your division with all students. Evaluate your division's progress in using effective instructional strategies.**

### Actions:

- Our division Learning Improvement Teams will require teachers to name the instructional strategy that they will use to achieve an outcome each time they meet. Teachers will choose strategies based on Marzano's 9 effective strategies and the Instructional Families from the Ministry of Education.
- In August of 2012 each teacher spent one day with the writers of *Classroom Instruction That Works* to refresh them on the importance of good instructional strategies as well as to remind them exactly what those strategies are.
- The Learning Department which consists of interdisciplinary teams provides modelling of effective strategies in classrooms when invited and appropriate.
- Each of the LITs reports bi-weekly the strategy they have chosen, this will allow us to get a better sense of the strategies that teachers rely on and how we may need to support their growth with professional development.
- Administrator walk- throughs will provide a snapshot of instruction taking place in classrooms on a regular basis.
- Many of the webinars that were previously mentioned focus on particular instructional strategies.

### Evaluation:

Instructional renewal is an ongoing process and we are attempting to make this happen on a differentiated basis for teachers. We have evaluated our work with Learning Improvement Teams during the pilot phase (2011-2012) and have responded to many of the needs voiced by the

## Prairie South SD

<p>teachers involved. These include some logistical problems, need for training in some assessment and instructional techniques and tactics and clarification of process steps. Surveys done by administrators of school professional development needs tend to verify for us what needs to be done to renew classroom instruction.</p>	
<b>Improved Student Assessment</b>	<b>O</b>
<p><b>List specific actions designed to provide fair, valid and reliable assessment across your division with all students. List system assessment instruments that will be used to monitor student learning. Evaluate your division's progress in using assessments to improve student outcomes.</b></p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> <li>• For the past six years, Prairie South School Division has engaged teachers and administrators in dialogue and action to change grading practices. Innumerable workshops and individual conversations have led to a cultural shift toward assessment for learning.</li> <li>• The Learning Improvement Team initiative explicitly demands the use of common formative assessments to be generated by teachers and used to drive instruction.</li> <li>• The following common assessments have been used either division-wide or by schools with specific subject-based Learning Improvement Plans: Early Years Evaluation (pre-K and K), Fountas &amp; Pinnell Benchmark Assessment System (Gr 1-8), Whole Class Reading Assessment (Gr 3-10), Beginning/End of Year Math Assessments (Gr 3-9), Saskatchewan Common Math Assessments (K-9), Writing Benchmarks (Gr 3-10), Saskatchewan Writing Rubrics, Regina Writing Rubrics)</li> <li>• Specific templates for grading have been developed and are in the first year of implementation using our student information system. Curriculum consultants and technical personnel collaborated with teachers to develop these templates which support teachers in moving to grading based on outcomes rather than assessment tasks.</li> </ul> <p><u>Evaluation:</u></p> <p>Prairie South School Division's success in assessment and evaluation renewal has been rewarding and challenging. Discussions with teachers generally point to a consistent use of language terms such as "formative", "summative", "authentic" and "performance assessment" which indicates a growing understanding of the role that assessment plays in learning. Our Comprehensive Learning Framework summarizes this growth by embedding the assessment process within data-driven systems of decision making at the division, school and classroom levels. We are continually challenged by traditional attitudes that point to the need for enhanced communication with our stakeholder public. As well, our challenges include technological barriers to data sharing and warehousing—these solutions we continue to investigate.</p>	
<b>Improving Instruction and Increasing Learning Through the Use of Data</b>	<b>P</b>

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**Use of reliable and valid data can improve student achievement. List actions you are taking to assist your teachers in using data appropriately.**

Actions:

- We provide a variety of data gathering tools for individuals, teams and school administrators to gather and display data.
- Division level assessment data is regularly distributed to the schools in an expedient and succinct fashion.
- Individual support as needed is provided to administrators in regard to LIP data analysis and interpretation and to teachers for classroom use.
- Several school staffs have requested specific workshops in data collection and use.
- Many schools display their provincial and division level data on data walls.
- Administrators share their LIP data at annual sharing sessions.
- Gathering data at the classroom level is the first step in the referral of students for additional support at the Tier 2 and 3 levels.
- Our Learning Improvement Teams gather data biweekly to inform their discussions. This is part of the Six-Step process that has been learned by teachers.

### Engaging School Community Councils in Constructing Learning Improvement Plans

Q

Strategies to Engage Stakeholders

- **Self-Monitoring**-Prairie South School Division Board policy requires SCC to engage in an on-going process of self-assessment in order to ensure their effectiveness and focus work to support student learning and well-being. All SCC's complete SCC self-monitoring exercise and submit information to be collated and presented to Board. Focus is on the five key functions in the role and practices of effective SCC: Council development; Learning Improvement Plan; Community development and partnerships; Communication; Monitoring Results and Planning to improve. Bench line data was established in 2009. Trend is showing growth in all key areas.

SCC Self-Monitoring (usually/always)	2010	2011
Monitoring Results and Planning to Improve	80%	94%
Council Development	100%	100%
Community Development and Partnerships	58%	71%
Learning Improvement Plan (LIP)	90%	97%
Communications	70%	94%

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- **Regional networking sessions** in November that focus on parent and community engagement. Ideas for building capacity and engagement are shared and posted on website.
- **Professional Development** opportunities for SCC based on Self-Monitoring data. In 2012 Division hosted the SSBA Community Engagement presentation. SCC's attend National Rural Congress as participants and leadership role as presenters. Presentation topics: *Developing and Effective SCC* (2008); *Role of SCC'S in Saskatchewan* (2009); *Community Education Continuous Improvement for Saskatchewan* (2010); *Student Engagement; A Recipe for Success* (2011); and *Moving forward as an SCC: Self- Monitoring Tools* (2012)
- Board invites SCC to **Annual Meeting of Electors** to celebrate SCC's work to enhance student learning and wellness. Board covers transportation, meal cost and provides display boards to individual SCC's to share work. Time is set aside to view SCC display boards and collaborate with other SCC's. This engages SCC's in the public reporting process and celebration of Board initiatives.
- **SCC community engagement with Trustees.** Over the past two years Board scheduled visits to 33 school communities and invited SCC to engage in conversation. Board provided supper. Trustees regularly attend monthly SCC meetings.
- Create **Website resources** to support work of SCC's. Resources include: policy and procedures, work plan templates to guide work, meeting agenda's to build capacity and focus monthly meetings, links to other SCC resources, etc.

### LIP Support

- School LIP work plans are shared with SCC and SCC actively engage in supporting plans where appropriate. SCC's share examples of LIP support at network sessions and examples are posted on website.
- School administrator's quarterly review LIP work plans with SCC to affirm direction, make necessary revisions and celebrate successes.

### Funding Support

- Grants: \$ 1000.00 operational grant and \$1000.00 to support SCC professional development to build capacity in understanding and supporting school goals.
- Board provides travel reimbursement for scheduled SCC meetings, network opportunities and Annual Meeting of Electors.

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Early Childhood Education	R
<p><b>List specific actions designed to improve outcomes and programs in the early years. How will you evaluate progress? Attach a copy of your “School Division Prekindergarten Assessment and Evaluation Plan” to this report.</b></p> <ul style="list-style-type: none"> <li>• By June 2015 we will reduce vulnerability in our region (MJSC RIC) from 22% to 18% as measured by the EDI. Action plan attached with specific actions and intended outcomes and measures.</li> <li>• We have a .5 Early Learning Consultant who works most closely with our Prek teachers but also assists our K teachers. Another significant portion of her work is committee work through the RIC.</li> <li>• Early Learning consultant provides or organizes regular professional development opportunities for our Prek teachers and associates on various pertinent topics – brain development, language acquisition, play and exploration, site visits, webinars etc.</li> <li>• Our Kindergarten students were all assessed with the EYE TA in 2011-2012 and DA in 2012-2013. Our learning support team members have met with our K teachers to discuss the results and generate ideas and supports to ensure all students are learning.</li> <li>• We have a very active Early Childhood Coalition in our region that brings all those together that care for our youngest learners. The coalition has been very active in community projects and most recently was responsible for planning the National Early Years Conference held in Moose Jaw in May of 2012.</li> <li>• We have developed a Prekindergarten teacher rubric for supervision and evaluation to clearly articulate and identify expectations of our Prek teachers. This was developed with input from Prek teachers and school admin as well as central office staff.</li> </ul>	



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## Core Indicator Summary

November 1, 2012

Higher Literacy and Achievement, Smooth Transitions, and Equitable Opportunities

### Percentage of All Students Graduating in 3 years From Grade 10

Starting Grade 10	School Division Three Year Graduation			
	#	%	Still In School	Graduated + In School
2007-2008	448	80.9%	15.2%	96.0%
2008-2009	471	78.5%	18.7%	97.2%
2009-2010	454	79.8%	10.5%	90.3%

### Percentage of FN & M Students Graduating in 3 years From Grade 10

Starting Grade 10	School Division Three Year Graduation			
	#	%	Still In School	Graduated + In School
2007-2008	7	36.8%	52.6%	89.5%
2008-2009	12	50.0%	41.7%	91.7%
2009-2010	8	38.1%	42.9%	81.0%

\* results are less meaningful when low numbers of students are involved

### Assessment For Learning - Writing (% Proficient in Writing Product)

School Year	School Division Students		
	Gr 5	Gr 8	Gr. 11
2009-2010	17%	28%	27%
2011-2012	17%	28%	N/A

### Assessment For Learning - Writing (% Proficient in Writing Product) FN & M

School Year	School Division FN & M Students		
	Gr 5	Gr 8	Gr. 11
2009-2010	23%	30%	30%
2011-2012	6%	29%	N/A

\* results are less meaningful when low numbers of students are involved

## Prairie South SD

### AFL - Participation Rates

	Writing
Participation Rate (Grade 5 Students)	94.1%
Participation Rate (Grade 8 Students)	95.3%
Participation Rate (Teachers)	98.8%

### Treaty Essential Learnings

	2009-2010	2010-2011	2011-2012
Student Participation Rate	51.6%	63.0%	92.0%
Total Score	96.0%	52.9%	52.0%

### Average Credits Earned - by Level of Support

	Occasional Supports	Frequent Supports
<b>For 2010-11</b>		
Average Credits Earned	6.4	5.5
<b>For 2011-12</b>		
Average Credits Earned	5.7	5.9

### Average Credits Earned - All Students

<b>For 2009-10</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Average Credits	8.53	8.14	7.09
Average Credits FN & M*	6.04	6.90	5.42
<b>For 2010-11</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Average Credits	8.64	8.07	7.23
Average Credits FN & M*	7.47	5.95	7.20
<b>For 2011-12</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Average Credits	8.59	7.90	6.89
Average Credits FN & M*	6.59	7.06	5.29

\* results are less meaningful when low numbers of students are involved

# Prairie South SD

## Average Final Marks In Selected Courses 2011-12

Course	All Students*		FN & M Students*	
	Average	# of Students	Average	# of Students
English Language Arts A 10	73.9	546	64.6	21
English Language Arts B 10	75.3	552	68.2	21
Science 10	73.4	578	62.6	24
Math: Workplace and Apprenticeship 10	73.8	472	61.0	21
Math: Foundations and Pre-Calculus 10	73.7	465	65.9	15
English Language Arts 20	75.5	491	70.8	27
Biology 20	72.7	359	67.8	16
Chemistry 20	76.4	396	78.5	13
Physics 20	71.5	243	65.7	12
Math: Workplace and Apprenticeship 20	71.3	186	65.4	12
Math: Foundations 20	70.8	361	72.5	15
Math: Pre-Calculus 20	72.8	238	68.8	13
English Language Arts A 30	73.2	537	66.5	15
English Language Arts B 30	73.0	506	63.9	13
Biology 30	74.7	329	69.8	11
Chemistry 30	77.0	281	76.8	3
Physics 30	78.5	183	72.1	2
Mathematics A 30	64.1	92	46.5	2
Mathematics B 30	71.4	182	61.5	2
Mathematics C 30	77.0	239	53.0	4

\* results are less meaningful when low numbers of students are involved

## System Accountability and Governance

### Leadership and Direction

y	Current and Previous CIF Plans and Reports are on web site
y	Budget and Audited Financial Statement are on web site
y	Division priorities are those of the Ministry
y	Division has a plan to remove gaps in FN & M outcomes
y	School Community Councils are active and structured appropriately
y	Division has a clear and consistent assessment strategy
y	Division uses data extensively to inform practice

## Prairie South SD

### School Community Councils

%	Indicator
100%	% of SCCs with elected and required appointed members
100%	% of SCCs that were provided with orientation, training and development, and networking opportunities
97%	% of SCCs who fully participated in developing the Learning Improvement Plan

### SD Enrolment by Grade 2009/10 - 2011/12

Grade/Year	School Year		
	2009-2010	2010-2011	2011-2012
Pre-K3	5	5	1
Pre-K4	163	166	280
Kindergarten	471	447	424
Grade 1	435	487	471
Grade 2	483	431	507
Grade 3	437	469	439
Grade 4	476	433	480
Grade 5	457	494	439
Grade 6	507	467	514
Grade 7	552	519	424
Grade 8	562	533	585
Grade 9	555	584	532
Grade 10	651	585	624
Grade 11	658	621	590
Grade 12	711	741	726
Total	7,123	6,982	7,036

### SD FN & M Enrolment

Grade/Year	School Year		
	2009-2010	2010-2011	2011-2012
Pre-K3		0	0
Pre-K4	6	5	9
Kindergarten	12	16	12
Grade 1	14	13	17
Grade 2	25	14	13
Grade 3	21	21	13
Grade 4	22	17	23
Grade 5	20	19	17
Grade 6	22	25	29
Grade 7	24	26	20
Grade 8	19	25	29
Grade 9	30	22	30
Grade 10	32	37	31
Grade 11	21	24	38
Grade 12	20	30	28
Total	288	294	309

Horizontal comparison with green highest and red lowest.

### Actual Expenditures by Category

Instruction	Plant and Maintenance	Student Transportation	School Generated Funds	Administration	Complementary Services	External Services	Governance	Other Operating Ex.
63.7%	13.9%	7.0%	1.5%	1.8%	1.9%	4.5%	0.5%	5.2%



## Prairie South SD

### Total Expenditures 2007/08 - 2010/11

	School Year			
	2007-2008	2008-2009	2009-2010	2010-2011
	\$70,397,514	\$72,734,697	\$77,821,380	\$81,030,987

## Prairie South SD

### **First Nations and Métis Education Achievement Plan Summary Document June, 2012**

#### **Background**

In 2010-2011, our school division undertook phase one of this action plan. In this first part of the project we asked the question “What are the barriers for our First Nations/Métis students to success in our schools?” This was a qualitative study that involved a search through our demographic information to find individual students who were struggling in our Grade 6-12 classes. These students were interviewed at some length and the results of these interviews were compiled (Appendix A) to reveal needs at several levels and a need for ongoing monitoring from pre-K to Grade 12.

During the 2011-2012 school year, Prairie South School Division began the second phase of this action plan. In it, we developed two broad outcomes that needed to be addressed based on the previous year’s work. We identified indicators of student success that were aligned with those expected by the Ministry of Education and set out strategies (Appendix B) to reach our targeted outcomes. Also during 2011-2012, an interim FNIM consultant, Kate Carlisle, was employed. Kate submitted an analytical review of the Prairie South School Division efforts to improve learning for aboriginal students (Appendix C). This review provided the basis for several strategies for our future work.

**The full version of the plan, including appendices, is available at**  
[http://www.prairiesouth.ca/document-area/doc\\_download/4568-fnim-achievement-plan-june-2012.html](http://www.prairiesouth.ca/document-area/doc_download/4568-fnim-achievement-plan-june-2012.html)

## Prairie South SD

### Goals

Goal 1: To increase engagement and achievement of First Nations and Métis students in school to no less than 75% of levels attained by the whole student population by June, 2017.																																							
<b>Strategies:</b>		<b>Indicators used:</b>																																					
Respond to local needs for the development of cultural responsive schools		School events tracked and summary reports shared with Ministry and stakeholders																																					
Track student academic achievement, engagement and interventions using our division student data system in order that effective communication and timely support systems can be created as needed		<p>Completed summary of FNIM students' names, demographic information and educational growth using data for attendance, grade and high school credits earned, incident reports</p> <p><b>Baseline Data:</b></p> <table border="1"> <thead> <tr> <th>Starting in</th><th>Prov</th><th>Division (all)</th><th>Division (FNIM)</th></tr> </thead> <tbody> <tr> <td>2007-2008</td><td>74.20%</td><td>81.41%</td><td>36.84%</td></tr> <tr> <td>2008-2009</td><td>71.89%</td><td>78.50%</td><td>50.00%</td></tr> </tbody> </table> <p>• <b>Average Number of credits earned (All Grades)</b></p> <table border="1"> <thead> <tr> <th></th><th>Prov</th><th>Division (all)</th><th>Division (FNIM)</th></tr> </thead> <tbody> <tr> <td>2009-2010</td><td>7.88</td><td>7.92</td><td>6.08</td></tr> <tr> <td>2010-2011</td><td>7.86</td><td>7.91</td><td>6.98</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th><th>Prov</th><th>Division (all)</th><th>Division (FNIM)</th></tr> </thead> <tbody> <tr> <td>June 2010</td><td>71.9</td><td>74.4</td><td>64.8</td></tr> <tr> <td>June 2011</td><td>71.63</td><td>74.28</td><td>67.64</td></tr> </tbody> </table>		Starting in	Prov	Division (all)	Division (FNIM)	2007-2008	74.20%	81.41%	36.84%	2008-2009	71.89%	78.50%	50.00%		Prov	Division (all)	Division (FNIM)	2009-2010	7.88	7.92	6.08	2010-2011	7.86	7.91	6.98		Prov	Division (all)	Division (FNIM)	June 2010	71.9	74.4	64.8	June 2011	71.63	74.28	67.64
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## Prairie South SD

	<ul style="list-style-type: none"><li>• <b>Transition rates of students in Grade 7</b></li></ul> <table><tr><td></td><td><b>Prov</b></td><td><b>Division (all)</b></td><td><b>Division (FNIM)</b></td></tr><tr><td><b>2010</b></td><td><b>96.71%</b></td><td><b>95.67%</b></td><td><b>100%</b></td></tr><tr><td><b>2011</b></td><td><b>96.29%</b></td><td><b>95.33%</b></td><td><b>78.57%</b></td></tr></table>		<b>Prov</b>	<b>Division (all)</b>	<b>Division (FNIM)</b>	<b>2010</b>	<b>96.71%</b>	<b>95.67%</b>	<b>100%</b>	<b>2011</b>	<b>96.29%</b>	<b>95.33%</b>	<b>78.57%</b>
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<b>2011</b>	<b>96.29%</b>	<b>95.33%</b>	<b>78.57%</b>										
Examine current practices in school administration, grading, and school counseling which might negatively impact FNIM learners. Discussions and surveys will be used.	Completion of summary report												
Determine the level of school involvement of FNIM learners to establish a baseline upon which to make future comparisons	<p>Tell Them From Me Division Data, May, 2012</p> <table><tr><td></td><td><b>Division (all)</b></td><td><b>Division (FNIM)</b></td></tr><tr><td>Intellectual Engagement (Composite)</td><td><b>58%</b></td><td><b>50%</b></td></tr><tr><td>Institutional Engagement (Regularly Truant) HS</td><td><b>19%</b></td><td><b>32%</b></td></tr><tr><td>Institutional Engagement (Regularly Truant) Elem</td><td><b>3%</b></td><td><b>10%</b></td></tr></table>		<b>Division (all)</b>	<b>Division (FNIM)</b>	Intellectual Engagement (Composite)	<b>58%</b>	<b>50%</b>	Institutional Engagement (Regularly Truant) HS	<b>19%</b>	<b>32%</b>	Institutional Engagement (Regularly Truant) Elem	<b>3%</b>	<b>10%</b>
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Develop support for teachers working with FNM students in regard to treaty teaching, the effect of Indian Residential Schools and curriculum outcomes that address First Nations’ and Métis content, perspectives and ways of knowing	<p>Report attendance numbers, frequency and number of professional development opportunities including workshops, conferences and classroom support</p> <p>List teaching resources created and used to supplement the OTC resources and other curriculum resources</p>												
Enrich the existing transition program for at-risk students entering high school by coordinating the efforts of counsellors, teachers, administration, outside agencies and First Nations and Métis community members Monitor and provide support to First Nations and	Develop and implement a credit course at the high school level that targets at-risk youth to provide systemic support from a variety of agencies and community partners												



## Prairie South SD

Métis students, particularly those with significant risk factors Ensure that culturally aware mentors are available for consultation with FNM students	
Provide anecdotal evidence and transition data to school counsellors, administration, teachers and community members (such as parents, elders, social services personnel) <b>in a timely way</b> when students show characteristics of academic failure or social problems that could prevent engagement with school.	Survey stakeholders to determine what actions are working and what needs must be addressed
<p><b>Alignment:</b></p> <p><b>Continuous Improvement and Accountability Framework:</b> Within the provincial priority <i>Higher Literacy and Achievement</i>, our Board has developed a goal which is “to promote academic achievement for all students while closing achievement gaps”. Our school division has reported our success thus far in this goal at our CIAF review by using the provincial AFL assessment data disaggregated to show the achievement of FNM learners. Within <i>Equitable Opportunities for Students</i> our division has created the strategy “to provide understandable and useable assessment data to guide classroom adaptations and accommodations for students requiring supports”.</p> <p><b>Inspiring Success:</b> An increase in engagement and achievement of FNM learners addresses Goal 1: Equitable Outcomes; specifically targeting professional development initiatives, the use of AFL data and other Core Indicators data and attention to local action research which for Prairie South School Division is a continuation of the research begun in 2010-2011. In addition to the collection of disaggregated data within the context of this outcome, the tracking of student demographic data (Goal 3) such as attendance, grades, interventions and other data provides one way to ensure that at-risk learners don’t “fall through the cracks” in our schools. For several cycles we have provided disaggregated data in our CIF reporting, but we would like to expand this at the school level so that useable evidence is available to support personnel and teachers so that timely effective interventions can be made available. Ethics guidelines are paramount in the dissemination of this evidence.</p>	

Goal 2: To provide outcomes in early literacy for First Nations and Métis learners no less than 75% of levels attained by the whole student population by June, 2017.			
Strategies:		Indicators used:	
Track readiness skills needed for success by early learners		EYE domain scores (2012 Baseline Data) (% proficient (green level))	
		Domain	Division (all)
		Division (FNIM)	
		Awareness of Self & Environment	97%
			100%

## Prairie South SD

	Cognitive Skills	89%	75%
	Language and Communication	97%	100%
	Fine Motor Skills	95%	100%
	Gross Motor Skills	96%	100%
	Social Skills & Approaches to Learning	91%	100%
Implement a data driven process for teams of teachers to identify struggling early learners and enact timely intervention strategies to address their literacy needs	Develop and track division-wide goals for early literacy using commercially available reading assessments (Fountas & Pinnel, Beauchemin GB+)		
Provide professional development opportunities with teachers to support reading in all schools	Primary Reading Levels (2012 Baseline Data) % at Level 3 and Level 4 (proficient)		
	Division (all)	Division (FNIM)	
	Grade 1	73.6%	41.2%
	Grade 2	76.3%	71.4%
Provide targeted support for FNIM early learners through culturally appropriate reading materials and home support for reading (resources, after school family activities)	List examples of how targeted support was delivered through use of a division wide survey		
Alignment:			
<u>Continuous Improvement and Accountability Framework:</u> Within <i>Smooth Transitions Into and Through the System</i> , our division strategy is to “reduce vulnerability rates for the 0-5 population so that they are ready for kindergarten”.			
<u>Inspiring Success:</u> Investment in Early Learning level learning for First Nations and Metis learners will produce many-fold benefits in later years. This outcome correlates with Goal 1 and specifically addresses the provision of professional development for teachers to provide high quality early learning support for pre-Kindergarten			

## Prairie South SD

### Implementation and Monitoring Responsibilities

Strategies:	Responsibility:
Respond to local needs for the development of cultural responsive schools	FNIM Consultant in consultation with Curriculum Coordinator and Supt of Learning
Track student academic achievement, engagement and interventions using our division student data system in order that effective communication and timely support systems can be created as needed	FNIM Consultant, Student Information System Consultant, School Administrators and Counsellors
Examine current practices in school administration, grading, and school counseling which might negatively impact FNIM learners. Discussions and surveys will be used.	FNIM Consultant, School Administrators and Counsellors
Determine the level of school involvement of FNIM learners to establish a baseline upon which to make future comparisons	FNIM Consultant, Curriculum Coordinator, Supt of Learning
Develop support for teachers working with FNM students in regard to treaty teaching, the effect of Indian Residential Schools and curriculum outcomes that address First Nations' and Métis content, perspectives and ways of knowing	FNIM Consultant, community partners
Enrich the existing transition program for at-risk students entering high school by coordinating the efforts of counsellors, teachers, administration, outside agencies and First Nations and Métis community members Monitor and provide support to First Nations and Métis students, particularly those with significant risk factors Ensure that culturally aware mentors are available for consultation with FNM students	FNIM Consultant, Learning Support Teams, Curriculum Coordinator, Outreach workers, Student Support Teachers, Classroom Teachers, community partners  School Outreach Workers, Student Support Teachers, School Counsellors FNIM Consultant, community partners
Provide anecdotal evidence and transition data to school counsellors, administration, teachers and community members (such as parents, elders, social services personnel) <b>in a timely way</b> when students show characteristics of academic failure or social problems that could prevent engagement with school.	FNIM Consultant, School Administrators
Track readiness skills needed for success by early learners	Kindergarten teachers, FNIM Consultant, Early Learning Consultant, Curriculum Coordinator
Implement a data driven process for teams of teachers to identify struggling early learners and enact timely intervention strategies to address their literacy needs	Senior administration and coordinators, learning support teams

## Prairie South SD

Provide professional development opportunities with teachers to support reading in all schools	Coordinators, learning consultants, student support consultants
Provide targeted support for FNIM early learners through culturally appropriate reading materials and home support for reading (resources, after school family activities)	FNIM Consultant, School administration, student support teachers, classroom teachers, library clerks



March 5, 2013

Ms. Colleen Christopherson-Cote, Board Chair  
Mr. Jeff Finell, Director of Education  
Prairie South School Division  
15 Thatcher Drive East  
MOOSE JAW SK S6J 1L8

Dear Ms. Christopherson-Cote and Mr. Finell:

This letter is to confirm arrangements for your 2013 Continuous Improvement and Accountability Framework (CIAF) conference with the Ministry of Education.

The accountability conference for Prairie South School Division is scheduled to take place:

**Date and Time:** Tuesday, May 14, 2013 – 9:30 p.m. to noon  
**Location:** Crown Room, Travelodge, 4177 Albert St, Regina

Prairie South School Division is paired with South East Cornerstone School Division. South East Cornerstone School Divisions' conference will take place from 1:00 p.m. to 3:30 p.m. on May 14<sup>th</sup>.

The Board Chair, Director of Education, Chief Financial Officer and two or three other division personnel are invited to attend. Please confirm your attendees with Karen Middleton at (306) 787-6769 or by email at [karen.middleton@gov.sk.ca](mailto:karen.middleton@gov.sk.ca) at least two weeks prior to your conference. Lunch will be provided.

Please refer to my correspondence dated June 28, 2012 that outlines your *Accountability Conference Reporting Template*. This template will need to be completed and forwarded to Heather Balfour at [heather.balfour@gov.sk.ca](mailto:heather.balfour@gov.sk.ca) at least 10 working days prior to your scheduled conference. Although the agenda will focus on specific areas, the report will provide valuable context for the discussion.

. . . 2

Ms. Colleen Christopherson-Cote and Mr. Jeff Finell  
March 5, 2013  
Page 2

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The spring 2013 Accountability Conference agenda is attached. We look forward to meeting with you.

Sincerely,

A handwritten signature in cursive script, reading "Cheryl A. Senecal".

Cheryl Senecal  
Deputy Minister

Attachment

cc: Donna Johnson, Assistant Deputy Minister  
Greg Miller, Assistant Deputy Minister  
Rosanne Glass, Executive Director, Strategic Policy

## **Agenda**

### **Continuous Improvement and Accountability Framework**

#### **Spring 2013 Accountability Conference**

##### **Welcome, Introductions, Review of Agenda (15 mins.)**

- Ministry provides context for and overview of conference agenda

##### **Successes and Challenges (20 mins.)**

- The school division provides a brief report on 2011-12 results and plans going forward

##### **Student Achievement (80 mins.)**

###### **Graduation Rates**

- Considering your graduation rates, what strategies are you using to address areas of concern?
- What strategies have you identified that will support improved graduation rates for self-identified First Nation, Métis and Inuit (FNMI) students?
- The Saskatchewan Plan for Growth outlines targets for the province of leading the country in Grade 12 graduation rates by 2020 and reducing the disparity in graduation rates between FNMI and non-FNMI students by 50% by 2020. How have you established school division graduation targets and how will you measure progress towards achieving your targets?

###### **Grades 1 – 3 Reading Level**

- Identify the assessment tool(s) you are using to determine Grade 1 – 3 reading levels. Describe your results.
- What targets have you set for Grades 1 – 3 students in reading?
- What targeted interventions have you implemented to support students not reading at grade level?

###### **First Nations and Métis Education**

- Provide an overview of your plan(s) for improving achievement results for FNMI students including:
  - specific goals
  - strategies
  - measurement of progress

### **Improving Student Achievement**

- Identify promising practices you use that improve student achievement.
- What are your most significant challenges to improving student achievement?
- What strategies are you using to keep students in school (both reducing absenteeism and increasing student engagement)?
- What initiatives have you put into place to support the progress of students into, through and beyond your division?

### **School Community Councils (10 mins.)**

- What strategies does your school division implement to encourage engagement of parents/caregivers, and of FNM parents/caregivers in SCCs?
- What tools do you use to measure engagement?
- How well do your LIPs align with the strategic direction of the school division?
- What challenges are you experiencing related to SCCs?
- What successes can you identify specific to SCCs?

### **Items for Further Review and Discussion (15 mins.)**

- Ministry provides wrap-up and describes next steps



# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.2
<b>Topic:</b>	<b>2013-14 Proposed Budget</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

## Background:

The 2013-14 Proposed Budget is attached to this template. The 2013-14 budget was prepared in compliance with Public Sector Accounting Standards (PSAS) for Saskatchewan school divisions.

## Current Status:

The 2013-14 budget is showing a deficit of 4.1 million dollars with a cash deficit of 3.2 million dollars as shown on the summary page. The reason for the deficit is that the Board has implemented a facility renewal program for our buildings. The funding for the renewal program is coming from the division's net assets. Capital purchases are proposed at 4.4 million dollars.

## Pros and Cons:

## Financial Implications:

The cash requirements show that we would need to use \$3,200,000 from net assets in order to complete more facility renewal projects and to continue with the PAA project.

## Governance/Policy Implications:

## Legal Implications:

The budget is to be submitted to the ministry no later than June 30, 2013. A board of education shall not incur any expenditures for a fiscal year until the estimates of revenues and expenditures for that fiscal year have been approved by the Minister - Education Act 280 (1).

## Communications:

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	April 27, 2013	Proposed 2013-14 Operating and Capital Budget

## Recommendation:

The following recommendations are related to budget:

The SSWAG committee recommends that the capital budget be changed to reallocate the Assiniboia bus shop coffee room to another project and that the funds allocated for the 9<sup>th</sup> Avenue alarm system be reallocated for a gym floor at Sunningdale School.

The SSWAG Committee recommends that \$40,000 for the Peacock gymnasium humidifier be paid from the Peacock decentralized budget, school generated funds or fund raising (by Peacock).

That the Board approve the 2013-14 budget with operating expenses of \$88,299,436, loan payments of \$335,828 and capital expenses of \$4,414,830.

# **Proposed 2013-2014 Budget**

**Presented May 7, 2013**

## **2013-14 Budget**

The 2013-14 Budget was prepared in compliance with Public Sector Accounting Standards (PSAS) for Saskatchewan school divisions. The summary page shows the cash requirements for the proposed budget.

The budget proposes a deficit of 4.3 million dollars. The reason for the deficit is that once again the Board is using surplus funds for facility renewal projects for the next fiscal year. The Ministry of Education has announced the approval of design funds in the amount of \$750,000 for the consolidation of the Elementary and High school in Gravelbourg. In addition the division will receive \$857,465 for Preventative Maintenance and Renewal Funding (PMR). This is new funding and replaces the old Block Funding method where boards had to apply for each project on an individual basis. This will allow the division to determine the projects in feels are the highest priority.

The cash requirements show that we would need to use \$3,200,000 of surplus funds which includes the 3,000,000 for facility projects and \$200,000 for the PAA initiative.

### **Budget Assumptions**

- Funding reduction of 2.8 million dollars
- Consolidation of Gravelbourg High School and Elementary Schools approved by the Ministry of Education
- Reading Strategy – Board Strategic Plan
- Facilities Strategy – Board Strategic Plan
- WE Day Support
- Bullying Initiative – Division Wide
- Facilities Renewal – 3<sup>rd</sup> Year of a 3 year renewal program where the Board is using 10 million dollars from surplus to address our facility deficit.
- New Curriculum Costs
- No Increase for Teacher salary in this budget as the province will cover the provincial agreement.
- Support staff salary projected at 1.5%
- Maintain unfunded Pre-Kindergarten programs
- Reduction of 14.5 FTE positions.

## REVENUE

The total recognized funding from the ministry for Prairie South is \$80,002,539. Total revenue for the division is \$84,175,058.

### Capital Grants –

Gravelbourg School Consolidation	\$750,000
----------------------------------	-----------

PMR	\$857,000
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### Complementary Services –

Pre-Kindergarten funding is included in this category.

External Services – This revenue is for the most part associate school funds, but also includes funding for cognitive disabilities and food service revenue.

## EXPENSES

Governance expenses are forecast to be lower than in the past year. While the Board will not have a general election this year.

Administration expense is much higher this year the Ministry of Education has implemented some changes requiring positions that were formerly included in Instruction costs to be moved to administration. The positions moved include the Superintendents and Human Resources.

Instruction expense is lower:

- Positions previously included in instruction were moved to administration.

Plant operations

- Costs are lower for 2013-14 as we do not have as much funding to put towards the Facility Renewal project. Last year the Board had an additional 3.2 million dollars in transition funding to use.

Transportation

- Benefit costs were budgeted too low in the previous budget therefore they are higher going to 2013-14.

Complementary Services:

Expenses in this category include:

- Early Learning including Pre-Kindergarten
- Counselling services
- OTL
- Nutrition

External Service

Expenses include for the most part Associate School costs but also include food services costs, cognitive disability costs.

## Capital Budget

The proposed capital expenditures are \$4.4 million dollars consisting of:

Buildings	1,670,000
Bus Renewal	680,000
Furniture & Eq	837,444
Computer equipment	1,171,447

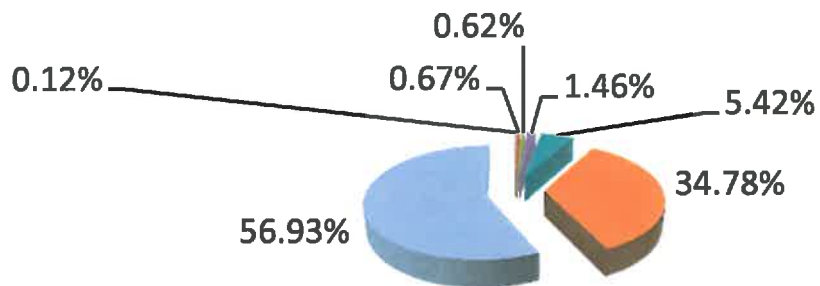
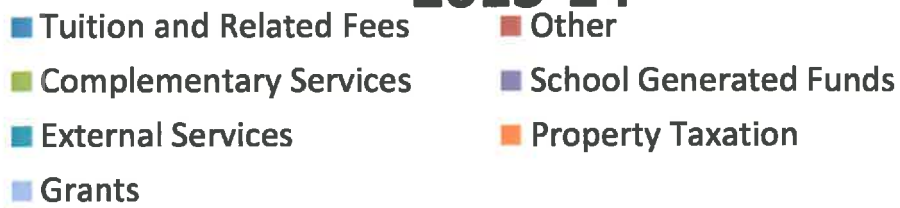
**Prairie South School Division No. 210**  
**Consolidated Statement of Operations and Accumulated Surplus (Deficit)**  
**2013-14 Proposed Budget**

	<b>2013-14 Proposed Budget</b>	<b>2012-13 Approved Budget</b>	<b>2011-12 Actual</b>
<b>REVENUES</b>			
Property Taxation	29,277,010	29,937,035	29,791,364
Grants	47,924,731	50,270,592	49,221,565
Tuition and Related Fees	97,458	40,500	44,325
School Generated Funds	1,228,000	1,500,000	1,197,220
Complementary Services	523,791	525,836	826,977
External Services	4,561,943	4,019,440	3,802,200
Other	562,125	501,625	797,029
<b>Total Revenues (Schedule A)</b>	<b>84,175,058</b>	<b>86,795,028</b>	<b>85,680,680</b>
<b>EXPENSES</b>			
Governance	581,673	619,151	517,585
Administration	3,337,589	1,934,929	1,797,894
Instruction	55,533,596	57,435,782	55,475,772
Plant	13,743,185	16,357,824	15,428,857
Transportation	7,235,312	7,070,164	6,851,881
Tuition and Related Fees	72,500	75,000	91,929
School Generated Funds	1,228,000	1,500,000	1,134,496
Complementary Services	2,110,889	2,176,010	2,215,351
External Services	4,374,876	3,787,848	3,860,655
Other Expenses	81,816	98,441	114,996
<b>Total Expenses (Schedule B)</b>	<b>88,299,436</b>	<b>91,055,149</b>	<b>87,489,416</b>
<b>Surplus (Deficit) for the Year</b>	<b>(4,124,378)</b>	<b>(4,260,121)</b>	<b>(1,808,736)</b>

<b>CASH REQUIREMENTS</b>	
Tangible Capital Assets	
(-) Purchases	4,414,830
(-) Capital Purchases from Surplus	
(+) Proceeds from Disposals	-
Long Term Debt Including Capital Leases:	
(-) Repayments of the year	335,828
(+) Debt issued during the year	-
Non-Cash Gain/Expenses:	
(+) Amortization Expense	5,419,137
(-) Gain on Disposal	
(+) Loss on disposal of tangible capital assets	0
(+) Write -Down of tangible capital assets	
(+) Employee Future Benefit Expenses	255,899
Other Cash Requirements	
(-) Expected employee future benefit payments	0
<b>Net Cash</b>	<b>(3,200,000)</b>

## Projected Revenue

2013-14





**Prairie South School Division No. 210**  
**Schedule A: Supplementary Details of Consolidated Revenue**  
**2013-14 Proposed Budget**

	2013-14 Proposed Budget	2012-13 Approved Budget	2011-12 Actual
<b>Property Taxation Revenue</b>	(Note 17)		
<b>Tax Levy Revenue:</b>			
Property Tax Levy Revenue ( <i>net Education Tax Credit</i> )	29,277,010	29,025,127	29,055,510
Revenue from Supplemental Levies	-	100,000	93,198
<b>Total Property Tax Revenue</b>	<b>29,277,010</b>	<b>29,125,127</b>	<b>29,148,708</b>
<b>Grants in Lieu of Taxes:</b>			
Federal Government	-	517,995	508,166
Provincial Government	-	292,144	227,841
Railways	-	464,319	473,461
Other	-	292,450	286,017
<b>Total Grants in Lieu of Taxes</b>	<b>-</b>	<b>1,566,908</b>	<b>1,495,485</b>
<b>Other Tax Revenues:</b>			
Treaty Land Entitlement - Urban	-	100,000	-
Treaty Land Entitlement - Rural	-	-	-
House Trailer Fees	-	-	100,278
<b>Total Other Tax Revenues</b>	<b>-</b>	<b>100,000</b>	<b>100,278</b>
<b>Additions to Levy:</b>			
Penalties	-	250,000	231,065
Other	-	10,000	294
<b>Total Additions to Levy</b>	<b>-</b>	<b>260,000</b>	<b>231,359</b>
<b>Deletions from Levy:</b>			
Discounts	-	(900,000)	(879,733)
Cancellations	-	(115,000)	(182,125)
Other Deletions	-	(100,000)	(122,608)
<b>Total Deletions from Levy</b>	<b>-</b>	<b>(1,115,000)</b>	<b>(1,184,466)</b>
<b>Total Property Taxation Revenue</b>	<b>29,277,010</b>	<b>29,937,035</b>	<b>29,791,364</b>
<b>Grants:</b>			
<b>Operating Grants</b>			
Ministry of Education Grants:			
K-12 Operating Grant	46,009,266	49,989,592	47,540,630
Education Property Tax Credit	-	-	-
Other Ministry Grants	276,000	261,000	136,032
<b>Total Ministry Grants</b>	<b>46,285,266</b>	<b>50,250,592</b>	<b>47,676,662</b>
Other Provincial Grants	32,000	20,000	253,248
Federal Grants	-	-	-
Grants from Others	-	-	46,536
<b>Total Operating Grants</b>	<b>46,317,266</b>	<b>50,270,592</b>	<b>47,976,446</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	1,607,465	-	1,230,767
Other Capital Grants	-	-	14,352
<b>Total Capital Grants</b>	<b>1,607,465</b>	<b>-</b>	<b>1,245,119</b>
<b>Total Grants</b>	<b>47,924,731</b>	<b>50,270,592</b>	<b>49,221,565</b>

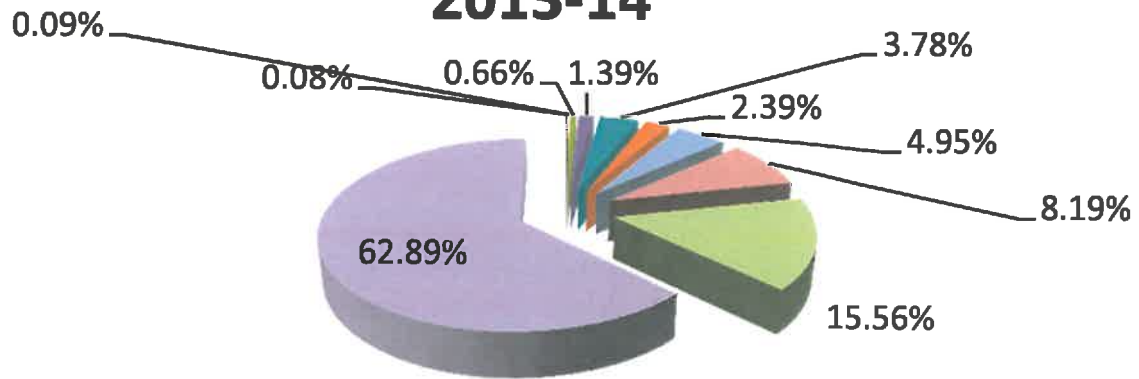
**Prairie South School Division No. 210**  
**Schedule A: Supplementary Details of Consolidated Revenue**  
**2013-14 Proposed Budget**

	2013-14 Proposed Budget	2012-13 Approved Budget	2011-12 Actual
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees:</b>			
Tuition Fees:			
School Boards	30,000	30,000	24,930
Federal Government and First Nations	10,500	10,500	10,700
Individuals and Other	56,958	-	8,695
<b>Total Tuition Fees</b>	<b>97,458</b>	<b>40,500</b>	<b>44,325</b>
Transportation Fees	-	-	-
Other Related Fees	-	-	-
<b>Total Operating Tuition and Related Fees</b>	<b>97,458</b>	<b>40,500</b>	<b>44,325</b>
<b>Capital Fees:</b>			
Federal/First Nations Capital Fees	-	-	-
<b>Total Capital Tuition and Fees</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Tuition and Related Fees Revenue</b>	<b>97,458</b>	<b>40,500</b>	<b>44,325</b>
<b>School Generated Funds Revenue</b>			
<b>Curricular Fees:</b>			
Student Fees	26,711	40,905	26,041
Other	-	-	-
<b>Total Curricular Fees</b>	<b>26,711</b>	<b>40,905</b>	<b>26,041</b>
<b>Non-Curricular Fees:</b>			
Commercial Sales - GST	772,237	946,258	752,881
Commercial Sales - Non-GST	35,100	25,920	34,220
Fundraising	99,324	171,538	96,834
Grants and Partnerships	101,865	75,058	99,312
Students Fees	133,703	144,749	130,352
Other	59,060	95,571	57,580
<b>Total Non-Curricular Fees</b>	<b>1,201,289</b>	<b>1,459,095</b>	<b>1,171,179</b>
<b>Total School Generated Funds Revenue</b>	<b>1,228,000</b>	<b>1,500,000</b>	<b>1,197,220</b>
<b>Complementary Services</b>			
<b>Operating Grants:</b>			
Ministry of Education Operating Grants:			
Ministry of Education-Foundation Operating Grant	511,478	509,662	594,195
Ministry of Education Grants-Other	-	-	-
Other Provincial Grants	-	-	-
Federal Grants	-	-	-
Other Grants	12,313	16,174	32,654
<b>Total Operating Grants</b>	<b>523,791</b>	<b>525,836</b>	<b>626,849</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grant	-	-	197,550
Other Capital Grants	-	-	-
<b>Total Capital Grants</b>	<b>-</b>	<b>-</b>	<b>197,550</b>
<b>Fees and Other Revenue</b>			
Tuition and Related Fees	-	-	-
Gain on Disposal of Capital Assets	-	-	-
Other Revenue	-	-	2,578
<b>Total Fees and Other Revenue</b>	<b>-</b>	<b>-</b>	<b>2,578</b>
<b>Total Complementary Services Revenue</b>	<b>523,791</b>	<b>525,836</b>	<b>826,977</b>

**Prairie South School Division No. 210**  
**Schedule A: Supplementary Details of Consolidated Revenue**  
**2013-14 Proposed Budget**

	2013-14 Proposed Budget	2012-13 Approved Budget	2011-12 Actual
<b>External Services</b>			
<b>Operating Grants:</b>			
Ministry of Education Operating Grants:			
Ministry of Education-Foundation Operating Grant	4,106,860	3,548,357	3,292,836
Ministry of Education Grants-Other	-	-	-
Other Provincial Grants	69,700	69,700	51,783
Federal Grants	-	-	-
Other Grants	-	-	-
<b>Total Operating Grants</b>	<b>4,176,560</b>	<b>3,618,057</b>	<b>3,344,619</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grant	-	-	-
Other Capital Grants	-	-	-
<b>Total Capital Grants</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fees and Other Revenue</b>			
Tuition and Transportation Fees	-	-	37,586
Gain on Disposal of Capital Assets	-	-	-
Other Revenue	385,383	401,383	419,995
<b>Total Fees and Other Revenue</b>	<b>385,383</b>	<b>401,383</b>	<b>457,581</b>
<b>Total External Services Revenue</b>	<b>4,561,943</b>	<b>4,019,440</b>	<b>3,802,200</b>
<b>Other Revenue</b>			
Miscellaneous Revenue	228,150	163,650	302,162
Sales & Rentals	58,975	62,975	71,329
Investments	275,000	275,000	416,012
Gain on Disposal of Capital Assets	-	-	7,526
<b>Total Other Revenue</b>	<b>562,125</b>	<b>501,625</b>	<b>797,029</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>84,175,058</b>	<b>86,795,028</b>	<b>85,680,680</b>

## Projected Expenditures 2013-14



- |                            |                          |
|----------------------------|--------------------------|
| ■ Tuition and Related Fees | ■ Other Expenses         |
| ■ Governance               | ■ School Generated Funds |
| ■ Administration           | ■ Complementary Services |
| ■ External Services        | ■ Transportation         |

## Salary Costs vs Operational Costs

Operational Costs  
27%



Salary & Benefits  
73%

**Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Consolidated Expenses**  
**2013-14 Proposed Budget**

	<b>2013-14 Proposed Budget</b>	<b>2012-13 Approved Budget</b>	<b>2011-12 Actual</b>
<b>Governance Expense</b>			
Board Members Expense	213,966	223,000	205,078
Conventions - Board Members	61,500	56,000	68,892
School Community Councils	79,400	79,400	37,781
Conventions - School Community Councils	-	-	-
Elections	12,000	50,000	-
Other Governance Expenses	214,807	210,751	205,834
Amortization of Tangible Capital Assets	-	-	-
<b>Total Governance Expense</b>	<b>581,673</b>	<b>619,151</b>	<b>517,585</b>
<b>Administration Expense</b>			
Salaries	2,462,016	1,070,789	1,040,892
Benefits	337,448	196,125	167,583
Supplies & Services	239,951	257,666	400,539
Non-Capital Furniture & Equipment	850	1,350	538
Building Operating Expenses	104,600	296,600	90,848
Communications	35,750	35,645	37,437
Travel	42,060	7,000	6,278
Professional Development	70,360	25,200	23,989
Amortization of Tangible Capital Assets	44,554	44,554	29,790
<b>Total Administration Expense</b>	<b>3,337,589</b>	<b>1,934,929</b>	<b>1,797,894</b>
<b>Instruction Expense</b>			
Instructional (Teacher & LEADS Contract) Salaries	37,758,694	38,975,977	38,009,663
Instructional (Teacher & LEADS Contract) Benefits	2,246,672	2,194,746	2,217,195
Program Support (Non-Teacher Contract) Salaries	7,518,013	8,064,805	7,414,846
Program Support (Non-Teacher Contract) Benefits	1,680,096	1,650,533	1,677,865
Instructional Aids	1,589,965	1,591,165	1,743,645
Supplies & Services	940,919	1,183,535	1,005,540
Non-Capital Furniture & Equipment	310,123	312,373	297,245
Communications	319,073	324,653	299,206
Travel	245,773	306,373	290,324
Professional Development	558,732	666,207	677,762
Student Related Expense	519,015	502,715	581,080
Amortization of Tangible Capital Assets	1,846,521	1,662,700	1,261,401
<b>Total Instruction Expense</b>	<b>55,533,596</b>	<b>57,435,782</b>	<b>55,475,772</b>

**Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Consolidated Expenses**  
**2012-13 Proposed Budget**

	2013-14 Proposed Budget	2012-13 Approved Budget	2011-12 Actual
<b>Plant Operation &amp; Maintenance Expense</b>			
Salaries	3,298,980	3,286,717	3,194,574
Benefits	801,068	740,051	698,334
Supplies & Services	19,950	10,250	27,027
Non-Capital Furniture & Equipment	19,000	13,000	22,404
Building Operating Expenses	6,921,925	9,726,325	9,042,248
Communications	10,000	8,500	13,963
Travel	98,000	73,000	97,851
Professional Development	14,280	10,780	11,572
Amortization of Tangible Capital Assets	2,559,982	2,489,201	2,320,884
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>13,743,185</b>	<b>16,357,824</b>	<b>15,428,857</b>
<b>Student Transportation Expense</b>			
Salaries	3,330,703	3,337,794	2,945,966
Benefits	771,690	634,991	717,821
Supplies & Services	1,151,255	1,139,977	1,230,770
Non-Capital Furniture & Equipment	450,710	450,600	492,742
Building Operating Expenses	91,250	103,200	61,233
Communications	20,650	20,650	19,134
Travel	2,000	8,000	2,002
Professional Development	7,500	11,500	18,348
Allowances & Special Events Transportation	441,474	460,874	476,588
Amortization of Tangible Capital Assets	968,080	902,578	887,277
<b>Total Student Transportation Expense</b>	<b>7,235,312</b>	<b>7,070,164</b>	<b>6,851,881</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	72,500	75,000	91,929
Transportation Fees	-	-	-
Other Fees	-	-	-
<b>Total Tuition and Related Fees Expense</b>	<b>72,500</b>	<b>75,000</b>	<b>91,929</b>
<b>School Generated Funds Expense</b>			
Supplies & Services	10,872	55,679	10,044
Cost of Sales	662,793	765,621	612,326
Non-Capital Furniture & Equipment	-	-	-
Special Programs	237,326	247,337	219,255
School Fund Expenses	317,009	431,363	292,871
Amortization of Tangible Capital Assets	-	-	-
<b>Total School Generated Funds Expense</b>	<b>1,228,000</b>	<b>1,500,000</b>	<b>1,134,496</b>

**Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Consolidated Expenses**  
**2012-13 Proposed Budget**

	2013-14 Proposed Budget	2012-13 Approved Budget	2011-12 Actual
<b>Complementary Services Expense</b>			
Tuition Fees	17,000	20,000	-
Transportation Fees	-	-	-
Other Fees	-	-	-
Administration Salaries & Benefits	-	-	-
Instructional (Teacher & LEADS Contract) Salaries & Benefits	956,526	960,605	943,455
Program Support (Non-Teacher Contract) Salaries & Benefits	700,983	657,606	760,166
Plant Operation & Maintenance Salaries & Benefits	-	-	-
Transportation Salaries & Benefits	-	-	-
Instructional Aids	-	-	-
Supplies & Services	316,400	348,690	334,183
Non-Capital Furniture & Equipment	-	-	-
Building Operating Expenses	-	-	-
Communications	3,300	5,300	8,483
Travel	18,200	33,250	51,438
Professional Development (Non-Salary Costs)	6,500	14,960	32,062
Student Related Expenses	91,980	133,280	82,908
Contracted Transportation & Allowances	-	500	837
Amortization of Tangible Capital Assets	-	1,819	1,819
Loss on Disposal of Tangible Capital Assets			-
Write-Down of Tangible Capital Assets			-
<b>Total Complementary Services Expense</b>	<b>2,110,889</b>	<b>2,176,010</b>	<b>2,215,351</b>
<b>External Service Expense</b>			
Tuition Fees	-	-	-
Transportation Fees	-	-	-
Other Fees	1,454,289	1,293,825	853,898
Administration Salaries & Benefits	355,031	300,529	37,619
Instructional (Teacher & LEADS Contract) Salaries & Benefits	2,294,585	1,941,802	2,702,263
Program Support (Non-Teacher Contract) Salaries & Benefits	152,221	137,692	137,683
Plant Operation & Maintenance Salaries & Benefits	-	-	-
Transportation Salaries & Benefits	-	-	24,904
Instructional Aids	-	-	-
Supplies & Services	5,080	5,080	5,977
Non-Capital Furniture & Equipment	-	-	11,786
Building Operating Expenses	8,900	8,900	2,800
Communications	650	650	1,112
Travel	11,200	10,350	2,703
Professional Development (Non-Salary Costs)	3,760	3,760	6,421
Student Related Expenses	89,160	85,260	73,318
Contracted Transportation & Allowances	-	-	-
Amortization of Tangible Capital Assets			181
Loss on Disposal of Tangible Capital Assets			-
Write-Down of Tangible Capital Assets			-
<b>Total External Services Expense</b>	<b>4,374,876</b>	<b>3,787,848</b>	<b>3,860,665</b>



**Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Consolidated Expenses**  
**2012-13 Proposed Budget**

	2013-14 Proposed Budget	2012-13 Approved Budget	2011-12 Actual
<b>Other Expense</b>			
Interest and Bank Charges:			
Current Interest and Bank Charges	100	1,000	2,569
Interest on Debentures			
School Facilities	-	-	-
Other	-	-	-
Interest on Other Capital Loans and Long Term Debt			
School Facilities	-	-	-
Other	81,716	97,441	112,427
Total Interest and Bank Charges	<u>81,816</u>	<u>98,441</u>	<u>114,996</u>
Loss on Disposal of Tangible Capital Assets	-	-	-
Write-Down of Tangible Capital Assets	-	-	-
Provision for Uncollectable Taxes	-	-	-
<b>Total Other Expense</b>	<b>81,816</b>	<b>98,441</b>	<b>114,996</b>
<hr/>			
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>88,299,436</b>	<b>91,055,149</b>	<b>87,489,426</b>

# Prairie South School Division

## 2010-11 Proposed Capital Budget

CAPITAL BUDGET - Cash	Buildings	School Busses	Other Vehicles	Pooled Furn & Eq	Pooled Computer/Audio Equipment	Computer Software	Total
<b>Administration</b>							
Total Administration	-	-	-	4,000	1,000	-	5,000
<b>Instruction</b>							
Total Instruction	-	-	-	553,844	1,170,447	25,939	1,750,230
<b>Plant &amp; Operations</b>							
Total Plant & Operations	1,670,000	-	30,000	273,600	-		1,973,600
<b>Transportation</b>							
Total Transportation	-	680,000	-	6,000	-		686,000
<b>Total Capital Expenditures</b>	<b>1,670,000</b>	<b>680,000</b>	<b>30,000</b>	<b>837,444</b>	<b>1,171,447</b>	<b>25,939</b>	<b>4,414,830</b>
Less: Ministry Funding							-
<b>Cash Required</b>	<b>1,670,000</b>	<b>680,000</b>	<b>30,000</b>	<b>837,444</b>	<b>1,171,447</b>	<b>25,939</b>	<b>4,414,830</b>



# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.3
<b>Topic:</b>	<b>South Hill Initiative Restricted Surplus</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

**Background:** The South Hill initiative began three years ago to enhance programming and enrolment.

**Current Status:** The South Hill Initiative is considering different ways to offer programming in the area schools. Therefore it is proposed that internally restricted surplus be set up out of surplus funds for this purpose. The amount proposed is \$240,000.

**Pros and Cons:**

**Financial Implications:** The surplus amount will be taken out of the amount previously internally restricted for the PAA Initiative. The Board previously had internally restricted surplus funds in the amount of 3,000.000 for PAA. The amount restricted for PAA will be \$2,760,000.

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	April 23, 2013	None

## ***Recommendation:***

That the Board internally restrict surplus in the amount of \$240,000 for the purpose of supporting the South Hill Initiative.

That the Board remove \$240,000 from the internally restricted surplus for PAA, the amount of internally restricted surplus for PAA will change from \$3,000,000 to \$2,760,000.

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.4
<b>Topic:</b>	<b>Continuous Agenda</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

**Background:**

Prairie South Board Governance Policies Policy Title: 2.6  
Meetings states:

*To accomplish its job contributions with a governance style consistent with board policies, the board will follow an annual agenda, which includes continuous review, monitoring and refinement of its goals and continuing improvement of board performance through board input and deliberation.*

*Accordingly:*

- *The board, prior to May 15 will develop a continuous agenda for the ensuing one year period.*

*The planning cycle will start with the board's development of its agenda for the next year, and will include:*

- *Engaging the community and staff on a continuous basis and using a variety of engagement strategies,*
- *Governance training, including orientation of new board members in the board's governance process and periodic board discussion of process improvement,*
- *Education and discussion related to goals that may include presentations by futurists, demographers, advocacy groups, staff, etc., and*
- *Monitoring performance.*

- *Monitoring reports will be included on the agenda.*

A tentative continuous agenda is presented for your consideration and approval. Please note there are no regular Board Meetings scheduled for July and August. The Board Chair may call meetings during these months should they be required.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:** Prairie South Board Governance Policies Title 2.6.

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Jeff Finell	April 23, 2013	Proposed Continuous Agenda

***Recommendation:***

That the Board approve the Continuous Agenda, including the dates for the Regular Meetings, Planning Meetings, and Annual Meeting of Electors as presented for 2013-2014.

# **CONTINUOUS AGENDA**

**2013-2014**

<b>September</b>	<ul style="list-style-type: none"><li>• Regular and Organizational Meeting: September 3</li><li>• Planning Meeting: September 17</li></ul>
<b>October</b>	<ul style="list-style-type: none"><li>• Regular Meeting: October 1</li><li>• Planning Meeting: October 15</li></ul>
<b>November</b>	<ul style="list-style-type: none"><li>• Regular Meeting: November 5</li><li>• Monitoring Report: Higher Literacy &amp; Achievement</li><li>• Special Meeting &amp; Planning Meeting: November 26 to approve the Audited Financial Statement and Annual Report</li></ul>
<b>December</b>	<ul style="list-style-type: none"><li>• Regular Meeting: December 3</li></ul>
<b>January</b>	<ul style="list-style-type: none"><li>• Regular Meeting: January 7</li><li>• Monitoring Report: Equitable Opportunities</li><li>• Monitoring Report: 1<sup>st</sup> Quarter – Business</li><li>• Planning Meeting: January 8</li></ul>
<b>February</b>	<ul style="list-style-type: none"><li>• Regular Meeting: February 4</li><li>• Monitoring Report: Strong System-Wide Accountability &amp; Governance</li><li>• 5 Year Capital Plan Approval</li><li>• Planning Meeting: February 25</li></ul>
<b>March</b>	<ul style="list-style-type: none"><li>• Regular Meeting: March 4</li><li>• Monitoring Report: Smooth Transitions</li><li>• Planning Meeting: March 25</li></ul>
<b>April</b>	<ul style="list-style-type: none"><li>• Regular Meeting: April 8</li><li>• Monitoring Report: 2<sup>nd</sup> Quarter – Business</li><li>• Planning Meeting: April 22</li><li>• Annual Meeting of Electors: April 8</li></ul>
<b>May</b>	<ul style="list-style-type: none"><li>• Regular Meeting: May 6</li><li>• Budget Approval</li><li>• Planning Meeting: May 13</li></ul>
<b>June</b>	<ul style="list-style-type: none"><li>• Regular Meeting: June 10</li><li>• Monitoring Report: 3<sup>rd</sup> Quarter – Business</li></ul>

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.5
<b>Topic:</b>	<b>Moose Jaw High Schools Chem Free Grad</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

**Background:** When the Board of Education approves the activities of our school's Chem-Free grad celebrations, those activities are then covered by our insurance. It has been our practice to do this in the past. Central Collegiate, Riverview Collegiate and A.E. Peacock Collegiate have requested the Board to approve their Chem Free grad celebrations for 2013. Details of the events are attached.

**Current Status:**

**Pros and Cons:** Approval of the activity extends the school division's liability coverage to the activity. It saves the grad committee from having to purchase their own insurance. It also extends the student accident insurance coverage to the event as an approved school activity. This promotes celebrations that do not involve alcohol or drugs and reduces the risk of drug and alcohol related accidents for our students.  
Cons: The school division becomes liable for the activities which occur at the event.

**Financial Implications:** There is no cost to the school division unless there is an accident which produces a legal action. In that case we would typically be responsible for the \$5000 deductible on our insurance. Promoting a Chem Free celebration should reduce the risk of that kind of accident occurring.

**Governance Implications:** N/A

**Legal Implications:** N/A

**Communications:** N/A

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	April 26, 2013	Central, Riverview and Peacock Requests for Approval of their Chem Free Grad celebration.

**Recommendation:**  
That the Board approve the Central Collegiate, Riverview Collegiate and Peacock Collegiate 2013 Chem Free After Grad activities, as presented in order to have the event covered by the school division insurance policy.



**DUSTIN SWANSON**  
*Principal*  
swanson.dustin@prairiesouth.ca

**WARD STRUEBY**  
*Vice-Principal*  
strueby.ward@prairiesouth.ca

**ALBERT E. PEACOCK COLLEGIATE**  
145 Ross Street East Moose Jaw, Saskatchewan S6H 0S3  
Telephone: 306.693.4626 • Fax: 306.692.5330  
[www.aepeacock.com](http://www.aepeacock.com)

Dear Prairie South

Peacock Graduation 2013 will be held on June 28, 2013. The Cap and Gown Ceremony will take place at the Hillcrest Apostolic Church commencing at 9:00 am. The Banquet will take place at the Heritage Pavillion with the Introduction of the Grads beginning at 6:00 pm (doors will open at 4:30). The After-grad will immediately follow the conclusion of the banquet. This year's after-grad party includes: a western dance (with all the fixings), photo booth, and hypnotist.

We are asking for the Board's support again this year.

Sincerely,



Derrick Huschi

Peacock Grad 2013 Co-Chair



# Central Collegiate Institute

[www.centralcollegiate.ca](http://www.centralcollegiate.ca)

149 Oxford Street West, Moose Jaw, Saskatchewan S6H 2N4  
Tel: (306) 693-4691 • Fax: (306) 692-6965

**S. Williamson, B.Ed., M.Ed.**  
Principal

**Stéphane Gauvin**  
Vice-Principal

April 8, 2013

**TO:** Ron Purdy

**FROM:** Scott Williamson, Central Collegiate

**RE:** Central Collegiate Graduation Activities

+++++

## June 28, 2013

Cap and Gown Ceremony	2:00pm	Hillcrest Apostolic Church
-----------------------	--------	----------------------------

## June 29, 2013

Grand March	5:00 pm	Hillcrest Apostolic Church
Banquet	7:00 pm	MJ Exhibition Centre
Dance and After Grad Activities	9:00 pm	MJ Exhibition Centre

The Central Collegiate Graduating Class of 2013 has chosen to participate in a "Chemical Free" graduation. Driving contracts for both graduates and escorts are required for all after grad events. Grads and escorts will sign-in upon entering the after grad activities which commence immediately following the banquet supper. Signed contracts will be forwarded to the Prairie South School Division prior to the graduation event. As per the contract, a designated parent/caregiver will be required to sign the grad and escort out when leaving the Exhibition Centre. Once grads have left the facility there will be no re-admittance.

I trust this information will meet with all Liability Insurance requirements. If you have questions, please do not hesitate to contact me or Charlene Heebner, our parent committee chair.

Sincerely,

Scott Williamson

# Riverview Collegiate

650 Coteau Street W.

Moose Jaw, SK S6H 5E6

Business: (306) 693-1331 Fax: (306) 693-9644

e-mail: school.rvci@prairiesouth.ca

www.riverviewcollegiate.com

April 3, 2013

Prairie South School Division No. 210  
15 Thatcher Drive East  
Moose Jaw, SK S6J 1L8

To Whom it May Concern:

**Re: Riverview Collegiate Graduation Activities - Thursday June 27, 2013**

The following is a summary of the planned activities for Riverview's graduation:

Cap & Gown Ceremony	10:00 a.m.	Riverview Collegiate
Grand March	5:00 p.m.	Sportsmen Centre
Banquet	6:00 p.m.	Sportsmen Centre
Laser Tag - Departing Moose Jaw	8:30 p.m. to 12:30 a.m.	Regina
Returning to Moose Jaw	1:30	

Riverview Collegiate graduation class of 2013 has chosen to participate in a "Chemical Free" graduation. Driving contracts for both graduates and escorts are required for the preceding events (blank samples attached). Signed contracts will be forwarded to the Prairie South School division No 21 prior to the graduation. Grad's and Escorts will sign in upon entering the Bus as per contract. The designated driver will be required to sign out the Grad and Escort upon leaving once they have returned from Regina, SK.

Using tickets as the form for admittance, Riverview Collegiate's graduates (approximately 20 - 24), their guests, school staff and community association dignitaries are invited to the graduation banquet.

We trust this information is what you require for provisions to the Liability Insurance. If you have any questions, please do not hesitate to contact any committee member.

Sincerely,



RVCI Parent Graduation Committee 2013

Chair: Cain Pinfold - (306) 691-5941  
Treasurer: Elaine Pinfold - (306) 691-5941  
Co-Treasurer: Bonnie Wilson - (306) 692-7416  
Admin: Nancy Knibbs-Goski - (306) 691-5402

**RECEIVED**

**APR 04 2013**

**PRAIRIE SOUTH  
SCHOOL DIV. #210**

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.6
<b>Topic:</b>	<b>Joint Meeting with Holy Trinity School Division</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

**Background:**

A Joint Meeting with Holy Trinity School Division is scheduled for Tuesday, May 21. It is our turn to host the meeting. Arrangements have been made at the Temple Gardens Mineral Spa in the Fairford Room. A meet and greet will begin at 5:00 p.m. and the meal at 6:00 p.m. The formal meeting part of the program will follow the meal.

**Current Status:**

We need to discuss our expectations for the meeting and set an agenda.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Jeff Finell	April 23, 2013	n/a

***Recommendation:***

Board discussion.

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.7
<b>Topic:</b>	<b>Equitable Opportunities - Options for Delivery of Trade Credits in High Schools</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

## Background:

Progress to date:

- Online course development of Cosmetology 10, Energy and Mines 20, and Cow/Calf 30 to implement this fall.
- Equipment purchase: 20 digital cameras to support Photography courses
- Professional Learning days held March 20 and 21
- PAA marketing brochure to be distributed to high schools
- Partnership developments continue with SaskTel, SaskPower, Sun West School Division, Focus on Information Technology (FIT), Saskatoon Industry and Education Council (SIEC), Saskatchewan Safety Council, and International Masonry Institute

Next steps:

Consider options to deliver trade courses in K-12 schools in 2014. Please see attachment.

## Current Status:

## Pros and Cons:

## Financial Implications:

## Governance Implications:

## Legal Implications:

## Communications:

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Barbara Compton	April 26, 2013	PAA Trade Options

## Recommendation:

The Board discuss options for delivery of PAA Trade courses. A template for approval will be prepared for Board meeting in June.

## Options to Consider for Delivery of PAA Trade Credits

### OPTION 1 Hybrid courses (\$230,000)

During the 2013-2014 school year, develop in conjunction with Sun West School Division the theory/online portion of four PAA trades classes (two by Prairie South and two by Sun West). Welding, Construction, Electrical and Mechanics will be the choices. This portion will have up to 40 hours of instruction (development) time at a cost of \$20,000/division. This portion will be ready for implementation by the fall of 2014.

#### Delivery Options

Online delivery of theory/work placement or face-to-face practical component taught at school

#### Risk

- development time for online component
- \$20,000 to develop two courses
- qualified instructors
- teacher needs to deliver hands on component  
(Work placements or Face to face at school)

#### Benefit

- expertise only required for a portion of the course
- shared development with Sun West
- access to multiple courses

#### ➤ Internal Professional Development

Target \$50,000/year (\$5000/teacher /course) for the next three years to internally offer professional development to support designated PAA teachers.

#### Risk

- teacher movement
- cost (5days/ teacher /course)
- \$5000/teacher /course

#### Benefit

- grow our own knowledge
- training stays within division
- ability to use local expertise

#### ➤ Portable Trailers (8'x16')

During the 2013-2014 school year purchase two trailers stocked with equipment to offer welding and mechanics/construction courses. \$40,000 for welding and \$20,000 for either mechanics or construction. Total cost \$60,000. Trailers ready for use in the fall 2014.

#### Risk

- cost of \$15-20,000/trailer
- construction, electrical, welding( double)
- facility required to use equipment

#### Benefit

- portability allows usage throughout the division
- ability to change what is offered
- dual usage in delivery

**OPTION 2 Itinerant Teacher (\$125,000)**

- Designate a 1.0FTE Itinerant teacher for the fall of 2014-2015 to deliver PAA trades courses to several locations.

Risk

hiring qualified candidates  
-\$65,000 / 1.0 FTE  
not a one-time cost

Benefit

-portability in servicing several schools  
- .25FTE at four schools  
-ability to change assignment

- Portable Trailers (8'x16')

During the 2013-2014 school year purchase two trailers stocked with equipment to offer welding and mechanics/construction courses. \$40,000 for welding and \$20,000 for either mechanics or construction. Total cost \$60,000. Trailers ready for use in the fall 2014.

Risk

-cost of \$15-20,000/trailer  
-construction, electrical, welding (double)  
-facility required to use equipment

Benefit

-portability allows usage throughout the division  
-ability to change what is offered  
-dual usage in delivery

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.8
<b>Topic:</b>	<b>Moose Jaw Facility Operator Split Shifts</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

## Background:

At the March 5, 2013 board meeting the following notice of motion was made:

"That the practice of splitting shifts for custodians/janitors in Moose Jaw schools whereby schools are without custodial/janitorial staff during parts of the school day other than scheduled lunch breaks, be discontinued."

At the April 2, 2013 board meeting, the motion was tabled until the May 7 board meeting in order to collect more data.

## Current Status:

The CUPE Collective Agreement allows us to create split shifts which have been in existence prior to amalgamation. Attached is a copy of the current Moose Jaw Facility Operator schedules by school and a copy of Article 16.06 of the CUPE Collective Agreement that speaks to shifts. The schools impacted by this notice of motion are: John Chisholm, Lindale, Sunningdale and William Grayson as they have a more than a 2 hr split in shifts. The current split shifts are in place to allow for community use of schools later into the evening as per the Joint Use Agreement that we have with the City of Moose Jaw. In order to put the notice of motion into practice two options are available:

1) Maintain the current Facility Operator FTE at these four schools but juggle the hours so there is not more than a two hour split at each school. This would involve reducing the hours that the schools are available for community use in the evening. This would impact the City's Parks and Recreation scheduling.

2) Increase the daily Facility Operator hours at these four schools:

John Chisholm - 2 hr increase

Lindale - 2 hr increase

Sunningdale - 1 hr increase

William Grayson - 1 hr increase

to allow for coverage throughout the day with the exception of a two hour lunch break.

## Pros and Cons:

Pros: Having a Facility Operator available throughout the day is convenient should there be an incident that arises which requires their assistance, however there is still a period of time when there is no Facility Operator available while he/she is on their lunch break.



**Cons:**

- 1) Having a Facility Operator available throughout the day is not practical when it comes to actually cleaning the school as high impact cleaning areas are occupied. This could impact the overall cleanliness of the school.
- 2) Increasing the Facility Operator hours to allow for coverage throughout the day will increase payroll costs.
- 3) Decreasing the hours that schools are available for community use will limit the City's recreation programs in the evening at our schools.
- 4) Changing Facility Operator shifts and hours at any of the schools could result in the bumping of employees in some or all of the Moose Jaw Schools. The cost of bumping includes additional administration time and the lost productivity while people move and become familiar with a different facility.

**Financial Implications:**

If Option 2 is chosen and we increase the Facility Operator hours at the four schools that are impacted the annual payroll cost is estimated to be approximately \$ 38,000. This would be an ongoing cost to the board.

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Aline Kirk	March 21, 2013	1) Moose Jaw Facility Operator Shifts 2) Article 16.06 Shifts of the CUPE Collective Agreement

***Recommendation:***

That the board defeat this motion.

***MJ FACILITY OPERATOR SHIFTS***

<b>Central Collegiate:</b>				
HFO	1.00	8 hrs	7:00 a.m. to 12:30 p.m. and 2:00 to 4:30 p.m.	
FO	1.00	8 hrs	3:00 to 11:00 p.m.	
FO	0.3125	2.5 hrs	3:00 to 5:30 p.m.	
FO	0.6875	5.5 hrs	1:15 to 6:45 p.m.	
FO	0.375	3 hrs	3:00 to 6:00 p.m.	

<b>Empire:</b>			
HFO	0.625	5 hrs	7:00 a.m. to 12:00 p.m.
FO	1.00	8 hrs	2:00 to 10:00 p.m.

<b>John Chisholm:</b>					
HFO	0.375	3 hrs	8:00 to 9:00 a.m. and 1:00 to 3:00 p.m.		Add 2 hrs per day

<b>King George:</b>				
HFO	1.00	8 hrs	7:00 to 10:00 a.m. and 12:00 to 5:00 p.m.	
FO	0.6875	5.5 hrs	5:30 to 11:00 p.m.	

<b>Lindale:</b>				
HFO	1.00	8 hrs	7:00 to 11:00 a.m. and 3:00 to 7:00 p.m.	Add 1 hr per day
FO	0.625	5 hrs	7:00 to 8:00 a.m. and 3:00 to 7:00 p.m.	

<b><u>Palliser Heights</u></b>				
HFO	1.00	8 hrs	7:00 to 10:30 a.m. and 12:30 to 5:00 p.m.	
FO	1.00	8 hrs	2:00 to 10:00 p.m.	
FO	0.90	7.2 hrs	3:48 to 11:00 p.m.	

<b>Peacock Collegiate:</b>				
HFO	1.00	8 hrs	7:00 a.m. to 12:00 p.m. and 1:30 to 4:30 p.m. (Mon. to Fri.)	
FO	1.00	8 hrs	7:00 to 10:30 a.m. and 12:00 to 4:30 p.m. (Mon. to Fri.)	
FO	1.00	8 hrs	3:00 to 11:00 p.m. (Mon. to Fri.)	
FO	1.00	8 hrs	3:00 to 11:00 p.m. (Mon. to Fri.)	
FO	1.00	8 hrs	3:00 to 11:00 p.m. (Mon. to Fri.)	
FO	1.00	8 hrs	3:00 to 11:00 p.m. (Sat. to Wed.)	
FO	1.00	8 hrs	7:00 a.m. to 3:00 p.m. (Sat. and Sun.)	
			7:00 a.m. to 12:00 p.m. and 1:30 to 4:30 p.m. (Mon. to Wed.)	

<b>Prince Arthur:</b>			
HFO	1.00	8 hrs	7:00 to 11:30 a.m. and 1:00 to 4:30 p.m.
FO	1.00	8 hrs	3:00 to 11:00 p.m.

<b>Riverview Collegiate:</b>				
HFO	1.00	8 hrs	7:00 a.m. to 12:00 p.m. and 1:15 to 4:15 p.m.	
FO	1.00	8 hrs	3:00 to 11:00 p.m.	
FO	1.00	8 hrs	12:00 to 8:00 p.m.	

<b>Sunningdale:</b>				
HFO	1.00	8 hrs	7:00 to 10:00 a.m. and 1:00 to 6:00 p.m.	Add 1 hr per day
FO	0.625	5 hrs	6:00 to 11:00 p.m.	

<b>Westmount:</b>			
HFO	1.00	8 hrs	7:00 - 10:30 a.m. and 12:30 to 5:00 p.m.
FO	1.00	8 hrs	3:00 to 11:00 p.m.

<b>William Grayson:</b>					Add 1 hr per day
HFO	1.00	8 hrs	7:00 to 11:00 a.m. and 2:00 to 6:00 p.m.		
FO	0.3125	2.5 hrs	6:45 to 9:15 p.m.		

**9th Ave. Office:**  
HFO 0.375 3 hrs 4:00 to 7:00 pm

## COMBINED SHIFTS

Empire/9th Office			
HFO	0.625	5 hrs	7:00 a.m. to 12:00 p.m.
	0.375	3 hrs	4:00 to 7:00 pm

<b><u>Lindale/John Chisholm:</u></b>				
FO	0.625	5 hrs	7:00 to 8:00 a.m. and 3:00 to 7:00 p.m.	
HFO	0.375	3 hrs	8:00 to 9:00 a.m. and 1:00 to 3:00 p.m.	

<b><u>King George/Central:</u></b>				
FO	0.6875	5.5 hrs	5:30 to 11:00 p.m.	
FO	0.3125	2.5 hrs	3:00 to 5:30 p.m.	

<b><u>Sunningdale/Central:</u></b>			
FO	0.625	5 hrs	6:00 to 11:00 p.m.
FO	0.375	3 hrs	3:00 to 6:00 p.m.

<b>Central Collegiate/William Grayson:</b>				
FO	0.6875	5.5 hrs	1:15 to 6:45 p.m.	
FO	0.3125	2.5 hrs	6:45 to 9:15 p.m.	

All summer hours for employees with fixed hours must be confirmed in writing by May 31<sup>st</sup>. Other arrangements will require the prior authorization of the Superintendent of Human Resources.

#### **16.06 Shifts**

- a) Schools with two (2) or more full-time equivalent Facility Operators shall rotate shifts except when agreed between those employees in that school. Such agreement shall be submitted to the Facilities Manager two (2) working days in advance of implementation, with a reply in writing. Such change is to be no less than one (1) working week.
- b) There shall at all times be two (2) employees on duty if shift work in any school is required beyond 11:00 p.m., other than overtime.
- c) Should the Employer propose a significant change in a shift of an Employees' work schedule, a meeting shall occur between the Employer, the affected Employee and the Union. The Employee shall have an opportunity of either accepting the change or exercise their bumping rights to a position within their existing classification, with a work schedule similar to their existing work schedule. Reasonable notice shall be provided prior to implementing such shifts.

Significant change shall mean a change or break in a shift of more than two (2) hours.

Examples:

- 1. If a 7:00 a.m. – 3:30 p.m. shift changes to a 9:30 a.m. – 6:00 p.m. shift
- 2. If a 7:00 a.m. – 3:30 p.m. shift changes to a 7:00 a.m. – 11:00 a.m. and 2:00 p.m. – 6:00 p.m. shift
- 3. If a current lunch break is ninety (90) minutes and changes to more than a two (2) hour lunch break.

It is the Employer's responsibility to determine the number of working days for each occupation group. Changes to days at work will be done in consultation with the Union.

For employees with fixed hours of work, days off shall be consecutive.

### **ARTICLE 17 - OVERTIME**

#### **17.01 Fixed Hours**

- a) "Overtime" shall mean employer authorized time worked in excess of normal full-time hours of work. For employees whose normal hours of work are less than seven (7) hours per day, overtime shall be paid for hours worked in excess of seven (7) hours. For all others, overtime shall be paid when hours worked exceed the normal full-time hours.
- b) "Overtime Rate" shall be equal to one and one half (1 ½) times the Employee's hourly wages for the first three (3) hours of overtime and two (2) times the Employee's hourly wages for overtime worked in excess of three (3) hours based on each incident of overtime worked. Hourly wages are contained in Article 27.

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.9
<b>Topic:</b>	<b>Phase in of Tax Changes for Commercial Property</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Report <input type="checkbox"/> Information		

## Background:

This year (2013) is a reassessment year for taxable assessments in Saskatchewan. There have been some significant increases in these values across the province. The government has adjusted the mill rates for the various classes of property to make the change in assessed values have a revenue neutral impact on taxes collected for the province as a whole. Some areas will have increases that exceed the average and face a tax increase and others will have values that increased less than the average and have a tax decrease. Municipalities use a "phase-in" to average out the impact of larger tax increases over several years for individual commercial properties. This phase-in must occur before the next reassessment in four years.

The phase in is also designed to be revenue neutral. It does not work out exactly but typically will be different by as little as \$50. It must be approved by the school board for the phase in to apply to the education property tax. We have agreed to this in the past with the qualification that it be revenue neutral.

With the province now setting the mill rates we have also checked with the Ministry to ensure that they would also agree to the use of the phase in for commercial properties. They have said they will agree to it provided it is revenue neutral.

## Current Status:

## Pros and Cons:

Agreeing to the phase-in allows the City to manage the size of tax increases for individual properties in a given year. There is no adverse affect to the school division or the province.

## Financial Implications:

The calculation never works out exactly so there is the potential for a loss of something in the neighbourhood of \$50.

## Governance Implications: N/A

## Legal Implications: N/A

## Communications: N/A

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	April 23, 2013	n/a

***Recommendation:***

The recommendation is that the Board approve the use of a phase-in of tax changes due to reassessment for commercial property. A suggested motion (the motion from 2009) follows:

The Board approves the use of the phase-in of tax increases and decreases due to reassessment of commercial property in the City of Moose Jaw, with the condition that the total annual tax revenue raised using the phase-in process cannot be less than the taxes that would have been raised had the phase-in process not been agreed to.

## AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.10
<b>Topic:</b>	<b>Facility Renewal Advertising</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

**Background:** At the April 24, 2013 Strong System Wide Accountability and Governance committee meeting, a discussion ensued regarding the Facility Renewal Project.

**Current Status:** Committee members thought it would be prudent to publish a newspaper advertisement listing all of the Facility Renewal projects completed over the past two years including the dollar value for each of the years.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	April 27, 2013	None

***Recommendation:***

The Strong System Wide Accountability and Governance committee recommends that the Board publish a newspaper advertisement listing all of the Facility Renewal projects completed over the past two years including the dollar value for each of the years.

## AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	5.11
<b>Topic:</b>	<b>Facility Utilization Planning Meeting May 21, 2013</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

**Background:** The Board has approved Facilities Utilization as one of its strategic priorities in February.

**Current Status:** The committee structure has been decided upon and the first meeting regarding this strategy will be May 21. We will review the content of the information you will receive for the facility utilization strategy and how the board wishes to proceed at the planning session.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	April 27, 2013	N/A

***Recommendation:***

Discussion only

## AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	6.1
<b>Topic:</b>	<b>Substitute Usage Report</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input checked="" type="checkbox"/> Report <input type="checkbox"/> Information		

**Background:** A copy of the March 21-April 26, 2013 Substitute Usage Report is attached.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	April 26, 2013	Substitute Usage Report

***Recommendation:***

Information only.



## Teacher Absences & Substitute Usage

**Date Range:** **March 21, 2013 to April 26, 2013**

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 9009 days
Compassionate Leave	27.1	2.19%	24.5	90.41%	0.30%
Competition Leave	5	0.40%	3.8	76.00%	0.06%
Convocation Leave	2.15	0.00%	2.15	0.00%	0.02%
Court/Jury	0.4	0.03%	0.4	100.00%	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	29.7	2.40%	8.6	28.96%	0.33%
Executive Leave	4.85	0.39%	3.35	69.07%	0.05%
Extra/Co-curr Teach	35.9	2.90%	29.4	81.89%	0.40%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	8.7	0.70%	8.8	0.00%	0.10%
Illness - Teacher	294.08	23.77%	242.42	82.43%	3.26%
Illness - Long Term	146.7	11.86%	0	0.00%	1.63%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	58.38	4.72%	40.88	70.02%	0.65%
Medical/Dental Appt	190.61	15.41%	165.6	86.88%	2.12%
Noon Supervision Day	25.5	2.06%	19.8	77.65%	0.28%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	96.4	7.79%	75.2	78.01%	1.07%
PP Teacher	51.61	4.17%	32.41	62.80%	0.57%
Prep Time	59.09	4.78%	58.39	98.82%	0.66%
PSTA	2.6	0.21%	2.6	100.00%	0.03%
Rec. Of Service	101.8	8.23%	87	85.46%	1.13%
Secondment	3	0.24%	3	100.00%	0.03%
SOEH Meet/PD	2	0.16%	0	0.00%	0.02%
SONO Meet/PD	35.22	2.85%	30.9	87.73%	0.39%
SOSO Meet/PD	9.5	0.77%	3.5	36.84%	0.11%
STF Business - Invoice	25.7	2.08%	17.8	69.26%	0.29%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	21	1.70%	15.05	71.67%	0.23%
<b>Total Absences</b>	<b>1236.99</b>	<b>99.83%</b>	<b>875.55</b>	<b>70.78%</b>	<b>13.73%</b>

Teachers (FTE)

429

# of teaching Days

21

Possible Days

9009

Absence Reason	Agreement	Max	Explanation	Example
Compassionate Leave	LINC Sec. 14.1	5 days	Death/serious illness immediate family	Father passed away
Competition Leave	LINC Sec 18.2	2 days	Province/National/International actively competes	National Powerlifting Championship
Convocation Leave	LINC Sec 17	1 day	Graduation/Convocation of child or self	Child convokes University
Court/Jury			Legally obliged to attend as witness or jury duty	
Education Leave	LINC Sec 20.3		Short (6 mo or less) Long Term (over) to attend school	Attends university for Masters
Emergency Leave	Sec. 18.3 LINC	2 days	Result from disaster, fire, flood or snowstorm	house flood (hot water heater)
Executive Leave	Sec 18.1 LINC	3 days	Provincial/National/International holding executive position	Prov. Chair Rotary Club
Extra/Co-curr Teach			Taking students on field trip	Class to Agribition
FACI Meet/PD			Meeting requested by Facility Manager	Facility Issues
HUMA Meet/PD			Meeting requested by HR (interviews, discipline, growth rubric)	Interviews, Committee Meetings
Illness - Teacher	PROV		Illness, call daily to report	Flu
Illness - Long Term	PROV		Illness, long term, temporary replace in	Surgery
Internship Seminar			Attending with Intern, <b>sub costs reimbursed from University</b>	Usually a few days in fall/spring
LRNG Meet/PD			Requested by Superintendent (Learning)	Hutterian teachers LIT
Medical/Dental Appt			Medical/Dental appointments (generally scheduled)	Dentist appointment
Noon Supervision Day	LINC Sec 12	5 days	Time earned by noon supervision 18hrs service = 1 day	
Paternity Leave	LINC Sec. 16.1	2 days	Non-birthing parent attending birth/adoption of child	Birth of baby
PD DEC Teachers	LINC Sec 21		Professional Development approved by school committee	Attending a Reading Conference
PP Teacher	LINC Sec. 15.1	2 days	pressing matters/significant family event/emergencies	funeral of aunt/uncle
Prep Time	LINC 22	4 days	Used at teachers discretion	Preparing report cards
PSTA	LINC 3.2		PSTA officers to carry out duties, <b>sub costs reimbursed</b>	
Rec. Of Service	LINC Sec. 11	5 days	Time earned by extracurricular involvement	
Secondment			Seconded by Ministry or other, <b>sub costs reimbursed</b>	Ministry requested participation
SOEH Meet/PD			Requested by Superintendent of Operations (Elementary)	Band Mtgs, In Motion
SONO Meet/PD			Requested by Superintendent of Operations (North)	Arts Council
SOSO Meet/PD			Requested by Superintendent (South)	SSC Mtgs, PAA Development, Calendar Mtgs
STF Business - Invoice			Requested by Provincial STF - <b>sub costs reimbursed</b>	Provincial STF Committees
TRAN Meet/PD			Meeting requested by Transportation Manager	Transportation Issues
Leave Without Pay			Leave does not fall into category, or sick leave runs out	Already used 2 days pressing leave

Teachers who are on Long Term Disability (sick leave had run out) are not included in this report. Teacher applies to Income Continuance Plan (STF).

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	6.2
<b>Topic:</b>	<b>Tender Report</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input checked="" type="checkbox"/> Report <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 March 22, 2013 to April 26, 2013.

## Current Status:

A tender was issued for a chiller at Sunningdale School.  
 A tender was issued for a boiler replacement at Mankota School.  
 A tender was issued for replacement of bleachers, repainting of lines and refinishing of the gym floors at Riverview and Central Collegiates.  
 A tender was issued for desktop/tower computers and notebook computers.  
 A tender was issued for a rooftop unit for Caronport Elementary School.

## Pros and Cons:

## Financial Implications:

The tender for the chiller at Sunningdale School was awarded to C&E Mechanical at a cost of \$50,800 plus GST.  
 The tender for the boiler replacement at Mankota School was awarded to Prairie Mechanical at a cost of \$269,213 plus GST.  
 The tender for refinishing of the gym floors and replacement of bleachers at Riverview Collegiate and Central Collegiate was awarded to Caliber Sports for a cost of \$115,310.  
 The tender for desktop/tower computers and notebook computers was awarded as follows: desktop/notebook computers to Metafore Technologies for a cost of \$209,748 and notebook computers to CDW for a cost of \$165,225.66.  
 The tender for a rooftop unit at Caronport Elementary School was awarded to Midwest Efficiency at a cost of \$26,250.

## Governance Implications: N/A

**Legal Implications:** N/A

**Communications:** N/A

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	April 26, 2013	n/a

***Recommendation:***  
Information only.

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	6.3
<b>Topic:</b>	<b>Division Attendance Summary</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input checked="" type="checkbox"/> Report <input type="checkbox"/> Information		

**Background:** Prairie South Attendance Summary from February 1, 2013 to April 15, 2013.

**Current Status:** K-8  
**Absences are based on absences for full morning, afternoon, or full day.**  
 Number of students with absences between 10 and 15: 243  
 Number of students with absences greater than 15: 64

9-12  
**Absences and punctuality are based per class.**

Number of students with unexcused absences between 5 and 9: 198

Number of students with absences between 10 and 14: 345  
 Number of excused absences: 265  
 Number of unexcused absences: 80

Number of students with absences between 15 and 19: 142  
 Number of excused absences: 118  
 Number of unexcused absences: 24

Number of students with absences greater than 20: 127  
 Number of excused absences: 92  
 Number of unexcused absences: 35

Number of students with lates (per class) ranging between 5 and 9: 251  
 Number of students with lates (per class) ranging between 10 and 15: 69  
 Number of students with lates (per class) greater than 15: 19

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	April 23, 2013	n/a

**Recommendation:**  
 Information only.

## AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	7.2
<b>Topic:</b>	<b>Out of Province Excursion - Assiniboia Comp High to Winnipeg, Manitoba</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

**Background:** Grade 11 & 12 students from Assiniboia Composite High to attend Rotary Model United Nations Assembly in Winnipeg, Manitoba.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	April 15, 2013	Application Form

***Recommendation:***

That the Board give approval for four students from Assiniboia Composite High School to travel to Winnipeg, Manitoba to attend the Rotary Model United Nations Assembly from May 9-12, 2013.



# 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](http://www.prairiesouth.ca)

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Joanne Feeley	School: Assiniboia Composite High School
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity _____	
Grade Level: 11-12	Number of Students: 4
Destination: Winnipeg	Trip Date: May 9-11, 2013
Number of School Days (Partial/Full): 1 partial; 1 full	
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):    Joanne Feeley _____	
Number of Teachers, Parents, Chaperones: 1 (1 during travel, there are more supervisors/chaperones in the dormitory facility throughout the event)	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input checked="" type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated. <input type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input 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. (there will be male chaperones supervising the male dormitory section)

C. BUDGET
<ul style="list-style-type: none"> <li>❖ Anticipated Budget mileage, accommodations and meals, sub costs</li> <li>❖ Description of Funding Sources : Assiniboia Rotary Club pays for mileage, accommodations and meals (other than those meals during travel)</li> <li>❖ Out of Pocket Cost per Participant cost of meals during travel and optional spending money</li> </ul>

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

**D. LEARNING OBJECTIVES**

- students participate in experiential learning about intergovernmental organization
- students practice parliamentary style debate
- students practice public speaking
- students investigate and debate international affairs from the viewpoint of a different country
- students practice high level research techniques

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

**a) Pre-Excursion Learning**

- research on country and resolutions, speech preparation and familiarization with United nations proceedings

**b) Excursion Learning**

- intergovernmental process

**c) Post-Excursion Learning**

reflection and review presentation to Rotary

**F. SCHEDULE OF ACTIVITIES**

Thursday - 10:30 depart from ACHS

5:30 arrive in Winnipeg – pizza, registration, meeting, preparation

Friday – all day activities - MUNA

- evening banquet

Saturday – all day activities - MUNA

- Supper

Unassigned time for tourism, recreation, etc. supervised by teacher and/or chaperones.

Sunday - 6:30 Breakfast

7:30/8:00 Return to Assiniboia

Teacher Signature

Date

Principal Signature

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied



# **Rotary Model United Nations Assembly Winnipeg May 9-12, 2013**

**The following information is from:**

<http://www.winnipegrotary.org/rotarymuna/index.htm>

## **LOCATION**

MUNA is held in Winnipeg on the south campus of the Canadian Mennonite University, 2316 Grant Avenue. General Assembly seating arrangements approximate those of the UN General Assembly.

## **ACCOMODATION AND RECREATION**

MUNA delegates are housed in the dormitories of the Canadian Mennonite University, 2316 Grant Avenue. Winnipeg Rotarians and counsellors provide reasonable supervision.

The Canadian Mennonite University is located within walking distance of the Assiniboine Park, Zoo, Art Gallery, Conservatory, and restaurant. Within walking also is a public golf course.

All meals are served in the cafeteria adjacent to the University where delegates are housed. Meal tickets, to be found in the information packages, are required. Snack and soft drink dispensing machine are conveniently located in the dormitory,

Friday evening is free after adjournment of Committee meetings for visitors for sight seeing. Good public bus transportation is conveniently available to many shopping centres or downtown Winnipeg. Details will be available in the information packages.

The MUNA Committee arranges entertainment for Saturday evening, details of which will be found in the information packages.

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	7.3
<b>Topic:</b>	<b>Out of Province Excursion - Cornerstone Christian School to Duck Mountain Provincial Park, Manitoba</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

**Background:** Grade 11 & 12 students from Cornerstone Christian School to travel to Duck Mountain Provincial Park, Manitoba from June 5-10, 2013.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	April 18, 2013	Application Form

***Recommendation:***

That the Board give approval for Grade 11 & 12 students from Cornerstone Christian School to travel to Duck Mountain Provincial Park, Manitoba from June 5 to 10, 2013.



15 Thatcher Drive East, Moose Jaw, SK S6J 1L8 P 306 694 1200 F 306 694 4955 1-877-434-1200 prairiesouth.ca

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher: <u>Rodger Gregor</u>	School: <u>Cornerstone Christian School</u>
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular <input checked="" type="checkbox"/> High Risk Activity	
Grade Level: <u>11 &amp; 12</u>	Number of Students: <u>19</u>
Destination: <u>Duck Mountain Provincial Park, MAN</u>	Trip Date: <u>June 5-10<sup>th</sup></u>
Number of School Days (Partial/Full): <u>3 1/2</u>	
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): <u>Rodger Gregor</u> <u>Lucia Dalgarro</u> <u>Chris Gerards</u>	
Number of Teachers, Parents, Chaperones: _____	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input checked="" type="checkbox"/> Canoe Certification <input type="checkbox"/> Other <u>Cpr</u>	

<b>B. SAFETY GUIDELINES</b>
<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 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.

<b>C. BUDGET</b>
❖ Anticipated Budget _____ ❖ Description of Funding Sources _____ ❖ Out of Pocket Cost per Participant <u>\$200.00</u>

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

- Develop positive attitudes toward physical activity, fitness, self concept, relationships, social behavior, personal and group safety
- appreciate outdoor pursuits, gain confidence to try these activities after finishing high school.
- Common essential learnings of communication, critical creative thinking, independent learning, personal and social values & skills and technology are all incorporated into outdoor ed.
- use of canoe skills swimming, fitness training, map reading, canoe rescues, camp planning, cooking skills, survival skills, decision making, cooperation, team work & social skills.

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

- Pre-Excursion Learning - portaging, survival kit preparation, fitness training, menu planning, maps, canoe rescue, swimming, wildlife safety, equipment planning, teamwork, report
- Excursion Learning - using pre-excursion knowledge & fitness, fishing & filleting, loading canoes, cooking & cleaning, preparing campsite, campfires, group work, independently challenging yourself & camping duties.
- Post-Excursion Learning - trip evaluation, clean up & maintenance of camping gear, self & peer evaluation.

**F. SCHEDULE OF ACTIVITIES**

Leave Wednesday June 5 at 9:00am. Register canoe route in Duck Mountain National park at the Blue lakes canoeing destinations include, Chain lakes, Blue lakes, child's lake & Grill lake. Hiking different trails at Blue lakes & child lakes & Baldy Mountain. Return Back to Moose Jaw on June 10th.



Teacher Signature



Principal Signature

April 12 / 2013

Date

April 12 / 2013

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

## AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	7.4
<b>Topic:</b>	<b>Out of Province Excursion - Peacock Collegiate to Toronto, Ontario</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

**Background:** Grade 9 - 12 students from Peacock Collegiate to travel to Toronto, Ontario for track competition as well as culture/education experience.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	April 23, 2013	Application Form

***Recommendation:***

That the Board give approval for 12 students from Peacock Collegiate to travel to Toronto, Ontario to attend a track competition and educational events from May 9-12, 2013.

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

**Division Office Administration Approval Required**

<b>A. INFORMATION</b>	
<b>Name of Teacher:</b> Renee Verge	<b>School:</b> Peacock Collegiate
<b>Type of Activity:</b> <input type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ Track & Field _____ <input type="checkbox"/> High Risk Activity _____	
<b>Grade Level:</b> 9-12	<b>Number of Students:</b> 12
<b>Destination:</b> Toronto, Ontario	<b>Trip Date:</b> Thurs. May 9 – Sun. May 12
<b>Number of School Days (Partial/Full):</b> 2.0	
<b>Transportation:</b> <input type="checkbox"/> Travel by Bus ( <i>PSSD No. 210</i> ) or <input type="checkbox"/> Other: Air Canada _____ <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____ _____	
<b>Number of Teachers, Parents, Chaperones:</b> 2 (Renee Verge, Bert Redstone)	
<b>Qualifications/Certifications of Teachers, Parents, Chaperones:</b> <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

## **B. SAFETY GUIDELINES**

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

**C. BUDGET**

❖ Anticipated Budget 0

❖ Description of Funding Sources student funded / family funded

❖ Out of Pocket Cost per Participant \$650 each participant

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

**D. LEARNING OBJECTIVES**

Culture, educational, and athletic experience in Toronto, Ontario. See attached agenda of events and experiences.

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

a) Pre-Excursion Learning

b) Excursion Learning

c) Post-Excursion Learning

**F. SCHEDULE OF ACTIVITIES**


Thursday, May 9<sup>th</sup> – travel by air to Toronto

Friday, May 10<sup>th</sup> – culture/ education experiences

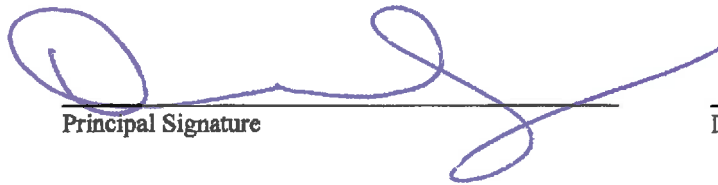
Saturday, May 11<sup>th</sup> – track competition day

Sunday, May 12<sup>th</sup> – Toronto excursions (museum, etc..)

Sunday, May 12<sup>th</sup> – return home to Moose Jaw

  
Teacher Signature

\_\_\_\_\_  
Date



Principal Signature

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied



## AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	7.5
<b>Topic:</b>	<b>Eyebrow SCC Constitution Amendment</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information

**Background:**

The Eyebrow School Community Council would like to amend their constitution to decrease the number of representative members serving on the committee from 7, as previously approved, to 6.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

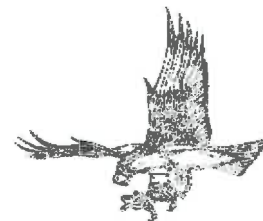
**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Barbara Compton	April 29, 2013	Eyebrow SCC Constitution

***Recommendation:***

That the Board approve Eyebrow SCC's request to reduce their number of designated representative members from 7 down to 6.



## **Eyebrow School Community Council Constitution 2013-2014**

### **Mission**

#### **Eyebrow School Community Council Mission**

#### **To Promoting Positive School Community Relations**

School Community Councils may wish to refer to the description of the purpose of School Community Councils in Section 1.2.1 of the Handbook for support.

### **Guiding Principles**

#### **Eyebrow School Community Council Guiding Principles**

- To support the school and serve as a liaison between the community and the school while providing positive representation of the students attending School and the school.

School Community Councils may wish to refer to the “School Community Councils Guiding Principles” outlined in Section 1.3.2 of the Handbook for support.

### **Membership**

#### **Representative Membership**

The School Community Council will have the following Representative Members:

- **(6) parent and community members elected at the Annual General Meeting**
- (2) secondary student(s)

#### **Permanent Members**

The School Community Council will have the following Permanent Members:

- The School Principal
- A teacher
- List other Permanent Members below (if applicable)

## **Eyebrow School Community Council Informal Evaluation Methods**

- We will assess ourselves at each meeting by discussion on what we have done, how it was working or what should be done to make things better, how well things are working or plan on doing.
- We will listen to comments of parents school staff, students, community members and Board of Education Members.
- Council members will strive to be respectful of parents, and community members, take what they have to say into consideration but always make our decisions in the best of interests of all students an their learning.

For more information related to evaluating Council operations see Section 3.2.9, Chapter 4, and Appendix A, Section 7.0 of the Handbook for support.

### **Committees**

The School Community Council will act in a coordination role for committees operating in support of the SCC and the school program.

The following committees will be established by the School Community Council.

We will all work together on all projects and divide into committees roles and then respond as needed.

### **Amending the Constitution**

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

With approval from Prairie South School Division #210, as of April 25, 2013, Eyebrow SCC would like to amend their constitution with regards to the number of designated representative members from 7 back down to 6, which is the original member number.

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	7.6
<b>Topic:</b>	<b>Out of Province Excursion - Caronport Elementary to Fort Louisburg, Nova Scotia</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

**Background:** Grade 8 students from Caronport Elementary to fly to Fort Louisburg, NS for an excursion they won through Parks Canada & Air Canada.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	April 29, 2013	Application Form

***Recommendation:***

That the Board give approval for Grade 8 students from Caronport Elementary School to travel to Fort Louisburg and Cape Breton, NS from June 3-7, 2013

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher: Mrs. Laurie Pylatuk	School: Carleton Place Elementary
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity _____	
Grade Level: 8	Number of Students: 21
Destination: Fort Louisburg, NS	Trip Date: June 3 – 7, 2013
Number of School Days (Partial/Full): 5 full days	
Transportation: <input checked="" type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: plane _____ <input type="checkbox"/> Travel by Car/Van (List names of drivers): <u>will be transported by bus while guests in Nova Scotia. Bus supplied by Parks Canada. Travel to and from Regina Airport by PSSD bus.</u>	
Number of Teachers, Parents, Chaperones: 6	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

<b>B. SAFETY GUIDELINES</b>
<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.

RECEIVED

APR 20 2013

PRAIRIE SOUTH  
SCHOOL DIV. #210

<b>C. BUDGET</b>
❖ Anticipated Budget \$0 ❖ Description of Funding Sources <u>All-expense-paid trip from Parks Canada and Air Canada</u> ❖ Out of Pocket Cost per Participant <u>\$0</u>

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

**D. LEARNING OBJECTIVES**

Students will learn about Nova Scotia people and the uniqueness of Fort Louisbourg as well as the history, culture and scenery of Cape Breton

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

**a) Pre-Excursion Learning**

Researched the Fortress of Louisbourg

Educated students on submitting a proper brief

Learned the concept of "team" in developing a classroom video for the competition

**b) Excursion Learning**

Learn about the history and culture of the Fortress of Louisbourg and Cape Breton

Social Interaction with grade 8s from another province of Canada

Develop knowledge of the uniqueness of tourist locations through Parks Canada

**c) Post-Excursion Learning**

Debrief, write up and make a visual presentation to grades 5 – 7

Thank you letters to our sponsors

**F. SCHEDULE OF ACTIVITIES**

June 3 Flight from Regina to Sydney, NS

4 days of private motor coach transportation to Fortress of Louisbourg, Cape Breton Highlands National Park

2 nights hotel accommodation at a hotel; 1 night at the Fortress of Louisbourg; 1 night at Cape Breton University

Return flight from NS to Regina June 7.

Damie Pylatak  
Teacher Signature

[Signature]  
Principal Signature

April 25/13  
Date

April 25th/13  
Date

\_\_\_\_\_  
Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	12.1.1
<b>Topic:</b>	<b>Inquiry: Addition to Policy 418</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

**Background:**

The following inquiry was made at the April 2, 2013 Board Meeting:  
 "Can an addition be created for Policy 418 to address severe weather/road conditions for extra-curricular, day trips, overnight excursions, outdoor education exercises and high risk activities?"

**Current Status:**

It is possible to review and update policies. This inquiry has been referred to the Chair of the Strong System-Wide Accountability and Governance Committee. He indicated the committee will conduct a review of the policy. Typically, School Community Councils are engaged in the review of policies of this type.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Jeff Finell	April 23, 2013	n/a

**Recommendation:**

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	12.1.2
<b>Topic:</b>	<b>Inquiry: Penny Wallace invited to Service Recognition Banquet</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information		

**Background:**

The following inquiry was made at the April 2, 2013 Board Meeting:  
 "In 2012, Ms. Penny Wallace, a 39 year employee retired but was not invited to the 2012 Service Recognition Banquet. Will Ms. Wallace be invited to the 2013 Service Recognition Banquet to recognize her service to the Division as per Policy 506?"

**Current Status:**

As this inquiry concerns a personnel matter, a response will be provided in-camera at the meeting.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Jeff Finell	April 23, 2013	n/a

**Recommendation:**



# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	12.2
<b>Topic:</b>	<b>Capital Budget Re-allocation</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

**Background:** During the 2012/13 budget process, an allocation of \$250,000 was requested to upgrade the washroom/changerooms at Lafleche School - see attached copy of 2012/13 capital budget.

**Current Status:** The tender for this upgrade closed on March 28, 2013 and the lowest tender received was from Gabriel Construction for \$387,892 plus GST. There are sufficient funds from other capital projects which came in under budget to cover the shortfall on this project.

**Pros and Cons:** N/A

**Financial Implications:** N/A

**Governance/Policy Implications:** N/A

**Legal Implications:** N/A

**Communications:** N/A

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Aline Kirk	April 16, 2013	2012/13 Capital Budget

**Recommendation:**  
N/A

2012/13 Capital Projects		Estimated cost	Ministry Funding	Net Cost	Comments	Actual/ Est. cost	Actual/Est Grant	Actual/Est Net Cost	Variance (Deficit)/Su rplus
School	Project Name								
A.E. Peacock	Plumbing/piping/asbestos	400,000		400,000	Awarded to C&E Mechanical	460,666		460,666	
Assiniboia Elem.	HVAC upgrade - Phase 2	1,000,000		1,000,000	Awarded to C&S Builders	1,020,955		1,020,955	
	Partial roof replacement - section 2	250,000		250,000	Awarded to Skyline Bldg Envelope Sol	265,134		265,134	
Bengough	Window replacement	250,000		250,000	Awarded to C & S Builders	326,511		326,511	
	Dust collection	60,000		60,000	Awarded to Christie Mechanical	220,733		220,733	
Central Collegiate	Bleachers	100,000		100,000	Awarded to Caliber Sports	29,571		29,571	
	Partial roof replacement - section 5	12,000		12,000	Awarded to Duncan Roofing Ltd.	29,639		29,639	
Coronach	Partial roof replacement - sections 3,5	165,000		165,000	Awarded to Skyline Bldg Envelope Sol	141,214		141,214	
Craik	Window replacement	250,000		250,000	Awarded to B.M. Industries \$82,017	95,361		95,361	
Empire	HVAC Phase 2	800,000		800,000	On hold	800,000		800,000	
Eyebrow	Fire alarm/emergency lighting/elect upgrade	150,000		150,000	Out to tender	150,000		150,000	
	Gym lighting	20,000		20,000	Out to tender	20,000		20,000	
Glentworth	Lighting upgrade	100,000		100,000	Out to tender	100,000		100,000	
John Chislolm	Window/ext door replacement	150,000		150,000	Awarded to C&S Builders	19,017		19,017	complete
Kincaid	T8 lighting upgrade	200,000		200,000	In design stage	200,000		200,000	
Lafleche	Washroom/changeroom upgrade	250,000		250,000	Award of tender pending (Gabriel Const)	446,514		446,514	
Lindale	Partial roof replacement(re-allocate to Bengough)	205,000		205,000	Awarded to Optimum Roofing	75,716		75,716	
Mankota	Boiler/pipes/pumps/crawlspace upgrade	500,000		500,000	Awarded to Prairie Mechanical	309,919		309,919	
Mossbank	Windows - Phase 2	200,000		200,000	Awarded to C&S Builders \$184,784	207,945		207,945	complete
Riverview	Bleachers	60,000		60,000	Awarded to Calliber Sports	27,928		27,928	
Rockglen	Boiler/pipes/pumps	800,000		800,000	Awarded to C & E Mechanical	413,189		413,189	
Sunningdale	Chillers	250,000		250,000	Awarded to C&E Mechanical	58,975		58,975	
Westmount	Boiler/furnace upgrade	500,000		500,000	Awarded to Frontier Builders	283,752		283,752	
	Daycare	367,710	367,710	0	Awarded to Frontier Builders	367,710	367,710	0	
William Grayson	Boiler upgrade	350,000		350,000	Awarded to C & E Mechanical	326,340	212,121	114,219	
Thatcher Office	Roof replacement	200,000		200,000	Awarded to Skyline Bldg Envelope Sol	113,980		113,980	complete
		\$7,589,710	367,710	7,222,000		6,510,769	579,831	5,930,938	1,291,062



## AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	12.3
<b>Topic:</b>	<b>Public Section Meeting Minutes</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

**Background:** See attached minutes from the Public Section Executive Meeting from April 11, 2013.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Lew Young	April 29, 2013	Minutes

***Recommendation:***  
Information only.

## Public Section

A Section of the *Saskatchewan School Boards Association*

### PUBLIC SECTION EXECUTIVE MEETING

**April 11, 2013**

**Maple Room, Ramada Hotel**

**Regina, Saskatchewan**

#### EXECUTIVE MEETING MINUTES

Thursday, April 11, 2013 – 11:00 a.m.

#### Executive

##### **Chair**

Bert de Gooijer  
Prairie Valley S.D. No. 208

##### **Vice-Chair**

Ronna Pethick  
Living Sky S.D. No. 202

##### **Secretary-Treasurer**

Darrell Utley  
Saskatoon S.D. No. 13

##### **Members-at-Large**

Shauna Wright  
Chinook S.D. No. 211

Janet Clark  
Creighton S.D. No. 111

Bryan Cottenie  
Good Spirit S.D. No. 204

Jim Hack  
Horizon S.D. No. 205

David Thompson  
Lloydminster S.D. No. 99

Kathy Ponath  
North East S.D. No. 200

Doug Murray  
Northwest S.D. No. 203

Lew Young  
Prairie South S.D. No. 210

Bonnie Hope  
Prairie Spirit S.D. No. 206

Dale West  
Regina S.D. No. 4

Wayne Steen  
Saskatchewan Rivers  
S.D. No. 119

Bryan Wilson  
South East Cornerstone  
S.D. No. 209

Cathy Morrow  
Sun West S.D. No. 207

##### **Executive Director**

Larry Huber

**Prairie Spirit** – Bonnie Hope, John Kuzbik. **Good Spirit** – Bryan Cottenie. **Creighton** – Janet Clark. **Regina Public** – Dale West, Julie MacRae. **Prairie Valley** – Bert de Gooijer. **Prairie South** – Lew Young. **North East** – Kathy Ponath. **Chinook** – Shauna Wright, Liam Choo-Foo. **South East Cornerstone** – Bryan Wilson, Audrey Trombley. **Saskatoon Public** – Avon Whittles. **Living Sky** – Ronna Pethick, Randy Fox. **Sun West** – Cathy Morrow, Scott Sanders, Margaret Irwin, Karen Itterman, Guy Tetrault. **North West** – Doug Murray, Duane Hauk. **Saskatchewan Rivers** – Wayne Steen, Robert Bratvold. **Public Section** – Larry Huber. **SSBA** – Janet Foord.

- 1.0 **Welcome** – Bert de Gooijer called the meeting to order and welcomed those in attendance.
- 2.0 **Adoption of Agenda** – Cathy Morrow moved the agenda be adopted. Carried.
- 3.0 **Approval of Executive Meeting minutes, February 7, 2012** – Mvd. Bryan Cottenie. Carried
- 4.0 **Business:**
  - 4.1 **Resolution 12 – 12 - SSBA November 2012 General Meeting.** (see attached motion) The motion proposed by Cornerstone Board of Education was discussed. It was understood that Cornerstone would submit the resolution at the SSBA Fall General Assembly. Member boards of education that wished to co-sign the resolution were invited to contact Cornerstone.
  - 4.2 **Education funding** – Budget 2013 – Bert provided a review and interpretation of the impact of the 2013 budget – 6.7% increase for education, operating funding \$1.775 billion in 2013-14 up \$40.6 M or 2.3% from last year, \$17 M for forecasted enrolment increases, \$2.4 M increase for independent schools, \$14 M held back for mid-year, \$77 M for pensions, changes to block funding, \$28.5 M, \$16 M to boards, \$40 M raised by property tax (revenue neutral) more properties to assess - \$28 M more, \$12 M from GRF. No continuation of transitional funding. Concern regarding the impact of collective bargaining. Discussion followed – general consensus that the budget would result in boards of education having to be extremely creative and careful in responding to the budget demands of their respective school divisions.

**4.3 Capital funding policy development.** Boards had been provided with the following questions for discussion.

- Has the current funding structure met the needs of your division?
- What have been the major impediments to effectively addressing capital needs?
- What specific recommendations would you make to address problems in allocating capital funding?

A number of topics were discussed related to the capital funding context including: co-ownership, P3's, city planners allocating school land subdivisions without consultation with school boards, new policy regarding the provision of relocatable classrooms.

**4.4 Meetings with member boards of education** – Bert reported that Public Section Table Officers and the Executive Director have continued to meet with member boards of education and expressed appreciation to those boards for their hospitality and for the vibrant questions and discussion that was part of each meeting.

**4.5 Executive Forum** – Bryan Wilson raised a question regarding an intensive French language program that is being promoted by the Ministry. Guy Tetreault provided some general background on the program. The changes to the school year as a result of the increase in school hours were discussed. Information was provided on the current make up of the Education Relations Board.

**4.6 Conseil Fransaskois – Criteria for acceptance of students** – excerpts from the Charter of Rights and Freedoms, 23(1), the Saskatchewan Education Act, 1995, 143(1) and *Who Can Attend* from the Conseil des Ecoles Fransaskois website were provided for clarification.

**4.7 Litigation** - Bert and Larry met with MLT legal counsel on April 2. A brief report on progress was provided.

**4.8 Public Section General Meeting, June 6/7, 2013 – Radisson** – the Executive was apprised of progress regarding the professional development component of the June General Meeting. Three speakers have been scheduled, Steve McLellan, Executive Director of the Saskatchewan Chamber of Commerce, Mark Anderson, Principal of Luther High School Regina and Leslie Beard of LBCommunications. Members are reminded that the June meeting is a General Meeting and all trustees are encouraged to attend. A block of rooms have been set aside. You can call the Radisson Saskatoon at 306 667 2365.

**4.9 Meeting with the Catholic Section** – Bert reported that Public Section Table Officers and Executive Director met with the Executive of the Catholic Section and the President and Executive Director of the SSBA on March 8. The agenda included: SSBA Executive policy updates, shared facilities, capital projects policy development and joint advocacy.

**5.0 Adjournment** – Mvd. Bryan Wilson, carried.

(South East Cornerstone Resolution next page)

## **TAX RESOLUTION FROM SOUTH EAST CORNERSTONE PUBLIC SCHOOL DIVISION**

Whereas municipalities both urban and rural, levy and collect taxes on behalf of school divisions and other taxing authorities; and

Whereas this continues to be an efficient method of collecting property tax; and

Whereas the Provincial Government sets mill rates for the amounts levied by municipalities and approves budgets for school boards; and

Whereas there are a large number of municipalities within the boundaries of each school division, as many as one hundred and twenty-four; and

Whereas municipalities currently remit taxes collected to the school divisions and report to both the Ministry of Education and school divisions monthly, and both the Ministry and school divisions reconcile tax reports from municipalities, and, whereas the remainder of the school division budget allocation is remitted from the Ministry, causing a duplication of reporting and reconciliation; and

Whereas school divisions are working with the Provincial Government to create efficiencies through the LEAN process; Therefore be it resolved that the SSBA work with the Ministry and other partners to review the processes of tax remittance and tax reporting with the intent of reducing duplication and simplifying the processes to make them more effective and efficient and; that a report on the findings be developed and implemented.

# AGENDA ITEM

<b>Meeting Date:</b>	May 7, 2013	<b>Agenda Item #:</b>	12.4
<b>Topic:</b>	<b>Consolidation of Gravelbourg Schools Capital Project</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

## Background:

The consolidation of the Gravelbourg Schools has been on the Board's major capital request list since 2009. In July 2011, the project was elevated to a priority 1C status and a letter dated Aug. 30, 2011 from the Ministry provided approval of stage 1 funding of \$20,000 to conduct a "conceptual analysis" study. This funding was provided to engage an architect to produce preliminary scope of work, demographic analysis of student enrolment and a cost estimate for the project. The results of the conceptual analysis was presented at the Dec. 13, 2011 regular board meeting and the following motion was carried:

"That the Board approve the following option from the conceptual analysis study that was conducted on the Gravelbourg Schools: K to 12 consolidated into existing High School with an addition to the west of the High School and linking to the daycare at a cost of 4.8 to 5.5 million which includes renovations to the existing High School. " Since that time we have been waiting for ministry funding to move to the next stage of funding which is the design of the consolidated schools.

## Current Status:

At the 2012/13 budget meeting held in Regina on March 20, 2013, it was announced that we had received funding for design of the consolidation of Gravelbourg Schools project. The Ministry has recommended that the school division put out an RFP (Request for Proposal) for the services of an architect for this project. An RFP will be issued this week and the results of the RFP be presented to the board at their regular meeting on June 11, 2013.

## Pros and Cons:

N/A

## Financial Implications:

N/A

## Governance/Policy Implications:

N/A

## Legal Implications:

N/A

## Communications:

N/A

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Aline Kirk	April 25, 2013	n/a

## Recommendation:

Information only.