

Prairie South Schools

BOARD OF EDUCATION

September 3, 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 – NONE**
 - 4.2 Presentations – NONE**
- 5. Decision and Discussion Items**
 - 5.1 Notice of Motions from Previous Meeting (Decision)**
 - 5.1.1** That communications develop a method to compile and share all school newsletters that could be distributed to the Board as part of the weekly communication.
- Christopherson-Cote
 - 5.2 By-Election in Subdivision No. 4 (Decision)**
 - 5.3 Transfer of Land (Decision)**
 - 5.4 Sale of Surplus Land (Decision)**
 - 5.5 Assiniboia 7th Avenue School Land Disposal (Discussion)**
 - 5.6 Approval of Re-Tender of Lafleche Changeroom (Decision)**
 - 5.7 Submission of B-1 for Lafleche Relocatables (Decision)**
 - 5.8 Reading Goal (Discussion)**
 - 5.9 Live-Streaming of Board Meetings (Discussion)**
- 6. Reports**
 - 6.1 Substitute Usage Report**
 - 6.2 Tender Report**
 - 6.3 Accountability Report – Learning Improvement Plans (Superintendents of School Operations)**

- 7. Consent Items**
 - 7.1 Suspensions**
 - 7.2 Amendment to Peacock's SCC Constitution**
 - 7.3 SCC Members by Appointment**

- 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 SSBA Position Statements**
 - 12.2 Notes of Thanks**
 - 12.3 Children's Charter**
 - 12.4 Letter of Independence**
 - 12.5 Funding vs. Expenses – Inquiry from May**
 - 12.6 Emergency Measures Planning**
 - 12.7 2013-14 Budget Approval**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Prince of Wales Centre, Assiniboia, Saskatchewan on June 11, 2013 at 10:00 a.m.

Attendance: Ms. C. Christopherson-Cote; Mr. D. Crabbe; Mr. R. Gleim; Ms. J. Jelinski; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Mr. L. Young; J. Finell, Director of Education; B. Girardin, Superintendent of Business and Operations; R. Boughen, Superintendent of Human Resources; 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. Shawn Davidson, Trustee

Presentations: Tell Them From Me (TTFM) Surveys, Kim Novak (1:00 p.m.)
Lean Presentation, Aline Kirk & Darren Baiton (2:00 p.m.)
Riverview College Awarded Inclusive School of the Year, Lori Meyer (2:45 p.m.)

Motions:

- | | | |
|-----------------|--|---------|
| 06/11/13 – 1939 | That the meeting be called to order at 10:14 a.m.
- Christopherson-Cote | Carried |
| 06/11/13 – 1940 | The following items were added to the agenda:
5.5 Moose Jaw Facility Operator Split Shifts
5.6 Acceptance of Colleen's Resignation and Appointment of Returning Officer
5.7 Board-Director Evaluation
That the Board adopt the agenda as amended.
- Young | Carried |
| 06/11/13 – 1941 | That the Board adopt the Minutes of the regular meeting of May 7, 2013 as presented.
- Jelinski | Carried |
| 06/11/13 – 1942 | Request that at the next meeting or in September/October Board Meeting that a Student Advisory Committee be able to attend a Board Meeting to update what they are discussing to make their education a better experience.
- Young | Carried |
| 06/11/13 – 1943 | In order to be regularly informed of initiatives and programs, trustees will be forwarded the "weekly communication" email sent to Prairie South employees.
- Radwanski | Carried |
| 06/11/13 – 1944 | That the Board approve \$270,000 revenue from targeted surplus for Phase Three expenditures to develop and deliver trade courses as presented to Equitable Opportunities Committee and Board Trustees at May 2013 meetings.
- Kessler | Carried |

That the Board break at 11:06 a.m.

That the Board reconvene at 11:15 a.m.

06/11/13 – 1945	That the Board accept the resignation of Colleen Christopherson-Cote effective August 15, 2013. - Radwanski	Carried
06/11/13 – 1946	That the Board appoint Bernie Girardin as Returning Officer for the by-election. - Gleim	Carried
06/11/13 – 1947	That the Board hire Leroy Sloan to conduct a Board-Director Evaluation in September, 2013 for the 2013-2014 year. - McLeod	Carried
06/11/13 – 1948	That the Board go into closed session at 11:43 a.m. - Crabbe	Carried
06/11/13 – 1949	That the Board reconvene in open session at 11:53 a.m. - Swanson	Carried
	That the Board break at 11:54 a.m.	
	That the Board reconvene at 12:34 p.m.	
06/11/13 – 1950	That the Board ratify the proposed agreement with CUPE Local 5512 effective September 1, 2012. - Young	Carried
06/11/13 – 1951	That the Board receive the consent items and approve the recommendations contained therein, as presented. - Young	Carried
06/11/13 – 1952	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. - Swanson	Lifted from the table
06/11/13 – 1953	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. - Swanson	Defeated

06/11/13 – 1954	That the Board award the Professional Architectural and Complete Engineering Services for the Gravelbourg School consolidation project to P3 Architecture Partnership of Regina, Saskatchewan. - McLeod	Carried
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Committee Reports

Standing Committees:

Higher Literacy & Achievement

- The committee recently reviewed the results of the survey regarding the Learning Improvement Teams (LITs). They were happy with the results, as over 300 responded out of a possible 500 teaching staff, providing feedback and suggestions to improve the process for next year. Full results and a summary report will be shared with the Board at a later date.
- Committee members have been meeting with administration to follow up on the reading initiative and how that's being implemented in our schools.
- The committee held the CLF review recently, with 30 people in attendance. It was a productive meeting, with areas of the CLF being critiqued, continuing on successfully or offering areas to improve on.

Equitable Opportunities

- The committee presented to the Board on the upcoming initiatives within the PAA Enhancement Project, specifically the development and delivery of trade credit options in high schools. Trade Cluster PAA credits will be enhanced in the 2013/2014 year through the development of hybrid online courses, portable equipment trailers and targeted teacher professional development in trade subject areas.

Smooth Transitions

- The committee met briefly last week, looking at working alongside the student advisory committee to strengthen the student voice at the Division level.

Strong System-Wide Accountability and Governance

- The committee reviewed the third quarter financial statements
- The quote for the Lafleche washroom facilities came in much higher than anticipated and will be retendered.

Advocacy, Networking and Marketing

- Earlier this month, the board met with the Holy Trinity Catholic School Division Board to discuss potential partnerships and ensure that we are continuing to offer the best educational opportunities for the students in both divisions.

Adhoc Committees:

South Hill

- The committee gave an update on the South Hill Initiatives that were recently announced at Empire School and Westmount School, including the breakfast program, early morning drop off and after school care.

Notice of Motion

06/11/13 – 1955

That communications develop a method to compile and share all school newsletters that could be distributed to the Board as part of the weekly communication.
- Christopherson-Cote

06/11/13 – 1956

That the Board discuss Item 12.3, Proposed Subdivisions in City of Moose Jaw.
- Swanson

Carried

06/11/13 – 1957

That in response to the City of Moose Jaw's letter dated May 24, 2013, the Board indicate the desirability of a pedestrian cycle pathway on the north side of Thatcher Drive from 11th Avenue NW to 9th Avenue NW and on the north side of Thatcher Drive from 9th Avenue NW to Woodlily Drive;

Carried

AND THAT with respect to the newly created Parcel K, that there be a pedestrian cycle pathway created on the south side of Parcel K extending to 9th Avenue NE.
- Swanson

Adjournment

06/11/13 – 1958

That the meeting be adjourned at 3:45 p.m.
- Swanson

Carried

Colleen Christopherson-Cote
Chair

Bernie Girardin
Superintendent of Business and Operations

Next Regular Board Meeting:

Date: September 3, 2013
Location: Board Office, Moose Jaw

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	5.1.1
Topic:	Notice of Motion: Compile and Share School Newsletters		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

At the June 11, 2013 Regular Board Meeting, the following notice of motion was made:

"That communications develop a method to compile and share all school newsletters that could be distributed to the Board as part of the weekly communication."

Current Status:

The way schools currently distribute their monthly newsletter varies greatly across the Division. Some are printed and sent home to parents, emailed to parents, posted on school websites, emailed to Central Office staff, etc.

In order to provide the Board with direct access to all the school newsletters, I propose the following options:

1. That central office coordinate for each board member to be added to the school email distribution list. The board will receive the newsletters that are sent out via email directly.

or

2. All school newsletters be collected by central office and posted onto Connect on a monthly basis. Board members would have access at all times and a link will be included in the Monthly board package. Newsletters will be archived at the end of the month and kept for 3 months.

Pros and Cons:

It will be up to the schools to send central office all of their monthly newsletters electronically. If a school does not, it won't be included on Connect.

Financial Implications:

None

Governance Implications:

None

Legal Implications: None

Communications:

Prepared By:	Date:	Attachments:
Darby Briggs	August 19, 2013	n/a

Recommendation:

That the Board decide on option #1 or option #2 to receive and view school newsletters.

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	5.2
Topic:	By-Election for Subdivision No. 4		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: Colleen Christopherson-Cote resigned at the June 11, 2013 Board Meeting. A by-election for subdivision number 4 is required to fill her vacancy.

Current Status: We have consulted with the Town of Coronach regarding setting the dates for the by-election. We propose Nomination Day be set for September 25. The Call for Nominations must occur at least 10 business days before Nomination Day, which would be September 11. Election Day occurs five weeks after Nomination Day, October 30.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 21, 2013	n/a

Recommendation:

That the Board set Nomination Day as September 25, 2013 and Election Day as October 30, 2013 for the By-Election in Subdivision Number 4.

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	5.3
Topic:	Transfer of Land		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

The town of Rockglen called to say that they have discovered that a field with ball diamonds beside their rink is listed as our property at ISC. The town administrator says there was an agreement in 1990 that the town would install a culvert for drainage for Rockglen School in exchange for this parcel of land. We were able to track down the individual who was the secretary treasurer for that school division at the time. He says it is too long ago to recall clearly and does not want to make a comment on the record. However, we have copies of the minutes from the meetings for the board and the town which discuss the land and the culvert. Both minutes mention the culvert and the sale of the parcel of land with the cost of each being \$40,000. They do not specifically say that the culvert will be installed in exchange for the land. We have found the GL for Borderland for 1990 and it shows the sale of the land for \$40,000. We have attached the council and board minutes for your reference.

Current Status:

The principal says the school does not use the land but that years ago the track used to be there. The track was moved to the current school ground.
The town has been maintaining the land.
The minutes indicate that both the board and the town intended to transfer the land.

Pros and Cons:

Pros-The minutes for the board and the town show they intended to sell and purchase the land respectively.
There is an entry in the Borderland GL showing receipt of \$40,000 for sale of the land.
There is a culvert on the Rockglen School ground.
Cons - none

Financial Implications:

There should be no financial obligation to transferring the land other than the land title transfer fees. The current assessed value is \$3400 so there could be a transfer fee of \$25.

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	August 23, 2013	Copy of Borderland Board minutes Copy of Town of Rockglen minutes Copy of ledger page with land entry.

Recommendation:

The Board approves the transfer of the land with plan number 67MJ04396, to the Town of Rockglen.

NAME

TERMS

ADDRESS

RATING

CREDIT LIMIT

School Land & Buildings

DATE	ITEMS	FOLIO	DEBIT	CREDIT	DR OR CR	BALANCE	✓
Apr 12 87	Balance Forward					4527931.77	
May 31 87	79.14 Beng. 3635.72 w/p	E15	3910.06			4513641.80	
June 30 87	Contract #500 Beng. school cr 342.64	E19 R5	500.00	342.64		4593799.21	
July 31 87	Willow Bunch School	E24	60167.70			4653966.91	
Oct 31 87	Payment on Willow Bunch School	E30	10475.00			4664441.91	
Nov 30 87	Bengough School 9.0.499.09 Willow Bunch School 466.51	E34	10461.30			4675403.21	
Dec 31 87	Bengough School \$14.72	E43	14.72			4675417.93	
Dr 51/87	To adjust actual cost	90	1392865.9			4814704.52	
May 31 85	Sal of Kalsud School Lile \$200.00	R5		200.00		4814504.52	
Nov 21 85	Beng. #1000 Willow Bunch #750	784	1750.00			4816254.52	
Dec 31 86	Exp from Rev. Beng. School	790	47041.77			4863296.29	
"	Proccess #2 Bengough School Roof	J62	7397530			4937271.79	
Feb. 18 87	Bengough Sch Roof Re: Transfer to Capital CA	J92		951024		4937271.79	
Feb. 28 87	Beng. Roof	E6	102062.53			5029824.08	
Dec 31 87	Beng. School roof purchase - from rev.	J94	27256.98			5057081.06	
Dec 31 88	ROCKGLEN ROOF	E54	18543.50			5075624.56	
Dec 31 88	ROCKGLEN ROOF PURCHASE FROM REVENUE	J94	90444.84			5166074.40	
Feb. 28 89	ROCKGLEN ROOF PROJECT	E7	176258.53			5342332.93	
Mar 31 89	ROCKGLEN ROOF PROJECT	E12	64641.60			5406974.53	
Apr 30 89	ROCKGLEN ROOF PROJECT	E17	13746.93			5420721.46	
June 30 89	SALE OF MUDDY VIEW SCHOOL SITE	R6		2000		5420701.46	
Sept 30 89	WILLOW BUNCH ROOF PROJECT	E39	10826.31			5430927.77	
Nov 30 89	WILLOW BUNCH ROOF PROJECT	E51	92130.34			5523058.11	
Dec 31 89	WILLOW BUNCH ROOF PROJECT	E16	15034.35			5538092.46	
Dec 31 89	PURCHASE FROM REVENUE - ROCKGLEN ROOF \$60,705.18	J104	129581.03			5667673.49	
Feb 28 90	SALE OF BLDG ON CORNER OF PREMIER & BROWN	R2		476.00		5667197.49	
Aug 31 90	SALE OF ROCKGLEN PLANTING & GROUND BY LINK - \$40,000.00	R7	40000.00	40976.00		5666221.49	

SPECIAL MEETING - SATURDAY, AUGUST 11, 1990

A special meeting of the Board of Education came to order at 1:10 p.m. on Saturday, August 11, 1990 at the School Division Office in Rockglen. Trustees present as follows: Chairman - George Marcenko, Colette Walter, Margot Lambert, Gary Gording and Roy Bailey. Also present: Secretary Treasurer, Wilfred Hotsko.

The purpose of the meeting was to have the third reading of Bylaw No. 26 and to deal with any other matters requiring immediate attention.

Bylaw No. 26 BAILEY - That Bylaw No. 26 be given third reading. **Carried.**
Third Reading


The Secretary Treasurer read Bylaw No. 26 a third time.


Bylaw No. 26 Adopted GORDING - That Bylaw No. 26 be declared adopted and form a part of the minutes of this meeting. **Carried.**

Sale of Property MARCENKO - That we sell the portion of property located on NE3-3-30 W2nd **Carried.**
* to the Town of Rockglen in the amount of \$40,000.

Playground Work - GORDING - That we pay the Town of Rockglen \$40,000 to place culvert **Carried.**
* In the coulee located on the Rockglen School Playground and that the site be levelled to the Board of Education's satisfaction.

GORDING - That we adjourn. **Carried.**


Chairman


Secretary Treasurer

Aug 11/1990

Gline - 1169

- P.M. on August 1, 1990. Present were Mayor Mc Kee and Aldermen G. Tucker, D. Eklund, G. Lawrick and S. Gording.
- Motion by Tucker, seconded by Lawrick that the minutes be approved as read. Carried.
- Motion by Eklund, seconded by Lawrick that the Financial Statement for July be accepted as read. Carried.
- Motion by Tucker, seconded by Eklund that the account of \$16,117.20 from Heidinger's Construction be approved for sandsealing. Carried.
- Motion by Lawrick, seconded by Eklund that the accounts as presented be passed for payment. Carried.
- Motion by Lawrick, seconded by Gording that the Town of Rockglen approve the forming of a Small Business Loans Association through SEDCO. Carried.
- Motion by Gording, seconded by Eklund that we purchase Parcel D and the parcel adjoining it to the north from Borderland School Division #68 for the sum of \$40,000.00. Carried.
- Motion by Tucker, seconded by Lawrick that we charge Borderland School Division #68 the sum of \$40,000.00 for approximately 400 ft. of culvert installed, excavation to bury same and level the existing school grounds. Carried.
- Motion by Eklund, seconded by Gording that we accept the bid of \$1210.00 from Kimball Electric of Assinibola for wiring the Trailer Park on the museum site. Carried.
- The Appeal against the Assessment on the Valley City Motel was discussed and it was agreed to let Mr. Heatcoat know of the change in assessment and whether or not he wishes to proceed with the hearing on Aug. 14.
- Motion by Tucker, seconded by Eklund that the Town Council agree to funding up to a maximum of \$1500.00 for the study and advertising for the Rockglen and District Tourism Committee for 1991 season. Carried.
- Motion to adjourn by Lawrick.

Rose McKee

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	5.4
Topic:	Sale of Surplus Land		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

It was determined that there are a number of properties not used in the operations of the school division that are still owned by the school division. A decision was made to dispose of these properties.

Current Status:

We have received documentation for three parcels of land showing that the adjacent land owner has been paying taxes on the full 160 acres in the relevant quarter section. They are parcels 105566160, 105566159 and parcel 104974904. The process we are to follow is that we would transfer land to the adjacent land owner if they could provide evidence that they were paying taxes on the land including the portion in our name.

We also have received an offer to purchase parcel 105428505 (.93 acres) for a price of \$300.

Pros and Cons:

Parcels 105566160, 105566159 and 104974904.

Pros-we would get rid of a piece of property that has no value to us for our operations and that is a liability risk to us.

If we choose to sell the land, we should really refund the taxes the surround land owner has been paying on the portion that is in our name.

Cons- it could be argued that they have been paying taxes but also had the use of the land.

Parcel 105428505

Pro's-We would get rid of a piece of property that is of no value to us for our operations and that is a liability risk to us.

- We would have a sale without tendering and advertising costs.

Cons-it is possible but unlikely that anyone else would have an interest in purchasing a small piece in the corner of someone else's field. The potential gain from tendering is small and we would also incur costs.

Financial Implications:

Over the last two years, the Farm Credit site shows a purchase price minimum of \$382 per acre for cultivated

land in the RM of Arm River. The average sale price is \$782. The dollars are small and would have no significant financial impact on the division.

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	August 23, 2013	n/a

Recommendation:

The Board accepts the offer to purchase parcel 105428505 for a price of \$300 and approves the transfer of parcels 105566160, 105566159, and parcel 104974904 to the adjoining landowners who have been paying taxes on the school division land.

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	5.5
Topic:	Assiniboia 7th Ave . Land Disposal		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

A letter was received from Bridge Road Developments Ltd. of Winkler, Manitoba. This company is inquiring as to whether or not the Board would consider selling a portion of the Assiniboia 7th Ave School grounds for construction of senior's housing. According to the education act regulations we would be able to sell 1.08 hectares and still have a playground sufficient for the number of students at that school. The letter does not state how much land is required. To sell the land we would need to go through a tender process and the school yard would need to be subdivided. It is estimated that it would take six months for the subdivision process.

Current Status:

We have attached the letter from Bridge Road Developments, the relevant section of the Education Act and Regulations, an email from the town re land size, a land title map and current and projected enrolments. Bridge Road is currently waiting for a response from us.

Pros and Cons:

Pros - if the land is not needed the Board could make it available for alternate uses.
It would provide some cash although the amount is not known at this time.
It may get us some goodwill in and with the Town.
Cons - it is possible that down the road we could have growth and need the room we gave up.
Some people may not like reducing the size of the playground.
The school may be using all of this land.

Financial Implications:

There would be a cost to subdividing the land and some costs associated with tendering. The sale would provide some money to the division but it is difficult to say how much that might be.

Governance/Policy Implications:

Legal Implications:

The Ministry of Education has to approve the sale of land worth \$100,000 or more.

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	Aug 13/13	1. Letter 2. Education Act section 3. Ministry regulations section 4. Email from town 5. Parcel map 6. Enrolments and projections

Recommendation:



Box 160
Winkler, MB
R6W 4A4
Ph. 204-325-7496
Fax 204-325-8685

June 27, 2013

Prairie South School Division
15 Thatcher Drive East
Moose Jaw SK S6J 1L8

Attention: Board of Directors

To Whom it May Concern:

Re: 7th Avenue School Property – Assiniboia SK

Bridge Road Developments is a builder/land development company engaged in addressing the local housing needs of many rural communities in rural Saskatchewan and Manitoba. We wish to include the Town of Assiniboia in our vision to meet the future housing requirements in central Saskatchewan.

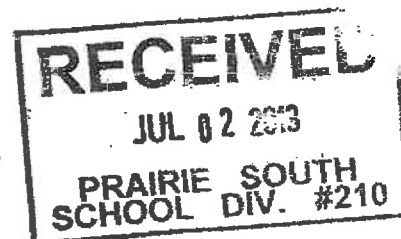
We were referred to a piece of property by the Mayor of Assiniboia, Bob Himbeault. This property is the 7th Avenue School property; in particular the south end at the top of the hill. We are wondering whether Prairie South School Division would be interested in selling a portion of the school yard in order for us to construct an apartment building for seniors living. A brief overview of our development vision would be to construct two 24 unit, 3 storey apartment buildings designated for seniors. Further details regarding our development can be forwarded to you upon request. At this point in the time we are simply inquiring whether the School Division would entertain the idea of selling a portion of the school land to us to develop.

We look forward to your response and hope that we can discuss details in the near future. Should you require further details or information, please do not hesitate to contact us.

Yours truly,

A handwritten signature in dark ink, appearing to read 'Melissa Groening', is written over the typed name.

Melissa Groening
Manager of Land Development



- (c) the adequacy of level play areas;
- (d) the site drainage, soil conditions and land contours as they affect construction and landscaping;
- (e) the shape of the school site; and
- (f) the health and safety of the pupils.

27 Mar 86 cE-0.1 Reg 1 s77.

Water and sewage

78 If there is no municipal waterworks or sewage system, a board of education shall ensure that the site is to be provided with an adequate water supply and sewage disposal.

27 Mar 86 cE-0.1 Reg 1 s78.

Area of site

79(1) Subject to subsection (2), a school site acquired for a new school or for an existing school which is being enlarged is required to have an area that is not less than the area shown in Table 15 for the maximum enrolment of pupils projected by the board of education for that school.

(2) The minister may, in writing, authorize a board of education to acquire a smaller area than the area prescribed in subsection (1) for a school.

(3) A board of education that has acquired a school site adjoining other property that can be used for physical education purposes and has written assurance from the owner of that other property with respect to the permanent use of that other property may include that other property to make up the area requirements as outlined in subsection (1).

(4) If a play area is located next to a busy street or natural hazard such as a steep ravine, a creek or a lake, a suitable fence is to be provided to separate the play area from the hazard.

27 Mar 86 cE-0.1 Reg 1 s79.

Advertising

80 Advertising for construction tenders for school renovations, major repairs, additions or new school buildings is not to be commenced until written approval of the drawings and specifications has been received from the minister.

27 Mar 86 cE-0.1 Reg 1 s80.

Construction

81(1) Construction of school buildings is not to be commenced until:

- (a) title to the building site or a long-term lease acceptable to the minister has been secured; and
- (b) written approval of final costs, financing, final drawings and specifications, including any addenda that may have been issued in the meantime, has been received from the minister.

(2) Before any existing building is purchased for use as a school building, the approval of the minister is to be obtained.

27 Mar 86 cE-0.1 Reg 1 s81.

AppendixTABLE 1
[Section 47]**Flags**

<i>Length of Flag Pole (metres)</i>	<i>Size of Flag (metres)</i>
5.50 to 6.50	1.0 X 2
9.75 to 11.50	1.5 X 3
13.00 to 14.75	2.0 X 4
16.23	2.5 X 5

27 Mar 86 cE-0.1 Reg 1.

Tables 2 to 8

Repealed. cE-0.1 Reg 8 s19.

Table 9

Repealed. 20 Nov 92 SR 121/92 s5.

Tables 10 to 14

Repealed. cE-0.1 Reg 8 s19.TABLE 15
[Section 79]**Area of Site**

Maximum Enrolment	Division I and II School	Combined Division I, II, III and IV or Division III and IV Schools
75 or less	1.2 Ha	1.6 Ha
100	2.2	2.2
200	2.4	2.4
300	2.4	2.8
400	2.8	3.2
500	2.8	3.6
700	3.2	4.4
1,000	4.0	5.7

Plus 0.4 Ha for each additional 100 pupils

27 Mar 86 cE-0.1 Reg 1.

Hi Darren,

The land you were asking about is $512021\text{ft}^2 = 47568\text{m}^2 = 4.75\text{ha} = 11.75\text{ac}$

The school building is $136670\text{ft}^2 = 12697\text{m}^2 = 1.2697\text{ha} = 3.13\text{ac}$

I hope this helps you out

Cheers,

Owen

Owen Green A.Sc.T.

Director of Works and Utilities

Town of Assiniboia

Ph. 306-642-3384

Fx. 306-642-5622

1ha = 10,000 sq mtr

Land without school = 3.480 ha

Ministry requirement 2.4 ha

Possible available land 1.08 ha



**Information
Services
Corporation**
of Saskatchewan

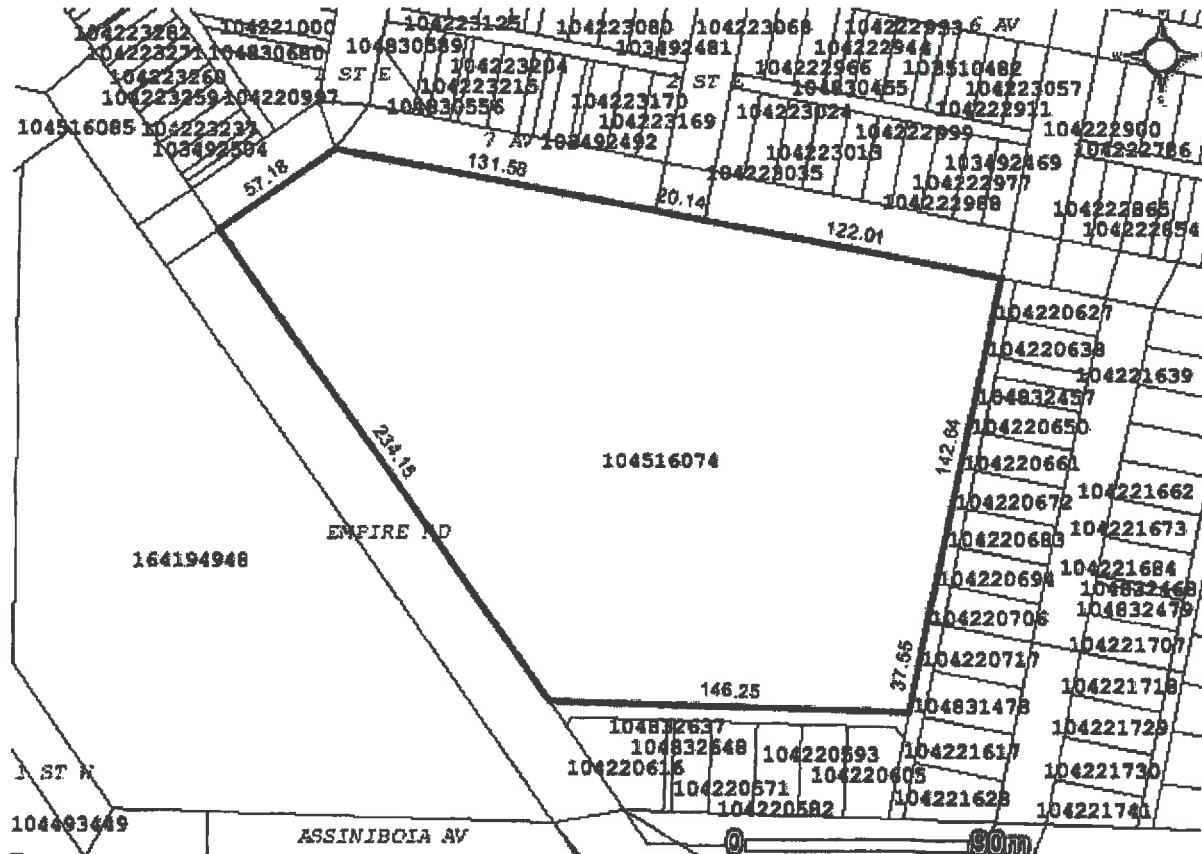
Surface Parcel Number: 104516074

LLD: (Parcel: C)Plan BV169 Ext 0

Parcel Class Code: Parcel (Generic)

Area: 4.757 hectares (11.76 acres)

Request Date: 17-Jul-2013 11:17:23 o'clock AM CST



DISCLAIMER: THIS IS NOT A PLAN OF SURVEY. It is a consolidation of plans to assist in identifying the location, size and shape of a parcel in relation to other parcels. Parcel boundaries and area may have been adjusted to fit with adjacent parcels. To determine actual boundaries, dimensions, or area of any parcel, refer to the plan, or consult a surveyor.

Related Information

Parcel	Land Description
104830624	Lot 33-Blk/Par 48 Plan 101296672 Ext 50
104223271	Lot 11-Blk/Par 48 Plan W2283 Ext 0
104223259	Lot 14-Blk/Par 48 Plan W2283 Ext 0
104830668	Lot 18-Blk/Par 48 Plan W2283 Ext 59
104830499	Lot 5-Blk/Par 47 Plan W2283 Ext 83
104223169	Lot 11-Blk/Par 47 Plan W2283 Ext 0
104832648	Lot 18-Blk/Par 77 Plan 68MJ12458 Ext 46
104223046	Lot 20-Blk/Par 46 Plan W2283 Ext 0
104220694	Lot 8-Blk/Par 77 Plan 60MJ07611 Ext 0
104220672	Lot 6-Blk/Par 77 Plan 60MJ07611 Ext 0

School Condition and Utilization (Historical & Projected)

Assiniboia 7th Avenue is a Pre-K to Grade 4 school located in the south central area of Assiniboia.

The school was built in 1990 and is 2,226 sq.m. containing approximately 12 teaching spaces (including classrooms, science, and kindergarten) as well as administration, resource centre, gym, stage and support/service areas.

The current replacement value is \$6,900,900 based on a cost of \$3,100/sq.m.

Space Utilization	2012	2017
Weighted utilization	114.8%	127.5%
Enrolment	208	243
Enrolment capacity	203	

Facility Operating Costs	2011/12
Utilities	37,194
Caretaking salaries	37,122
Caretaking supplies	2,775
Maintenance	23,314
Total	100,405

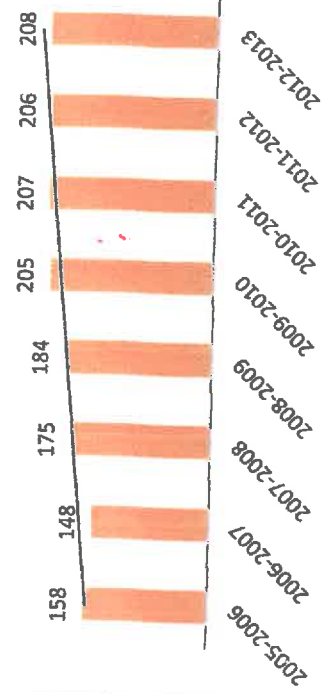
Facility Capital Costs Since 2006	
Re-shingle roof	138,039
Lighting upgrade	34,711
Total	172,750

Facility Five Year Capital Plan Estimates	
Gym roof replacement	75,000
Boiler upgrade	300,000
Gym floor upgrade	60,000
Total	435,000

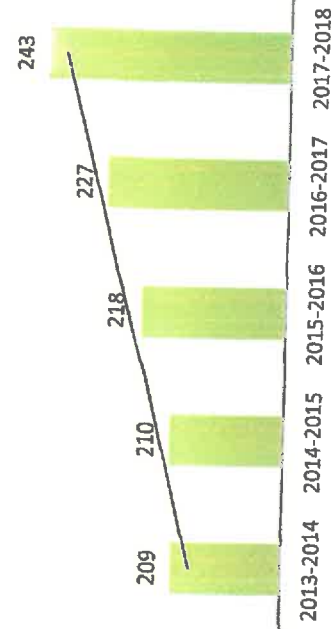
September 30 Enrolment Numbers

	Prek	K	1	2	3	4	Total	Total FTE
2005-2006	0	31	26	37	32	32	158	142.5
2006-2007	0	29	29	23	35	32	148	133.5
2007-2008	1	39	35	34	26	40	175	155.0
2008-2009	8	39	42	35	32	28	184	160.5
2009-2010	16	37	41	42	34	35	205	178.5
2010-2011	16	37	38	42	41	33	207	180.5
2011-2012	17	33	37	39	41	39	206	181.0
2012-2013	30	26	35	36	42	39	208	180.0
2013-2014	30	35	27	37	37	43	209	176.5
2014-2015	30	41	35	28	38	38	210	174.5
2015-2016	30	44	42	36	28	38	218	181.0
2016-2017	30	41	46	44	37	29	227	191.5
2017-2018	30	42	42	47	44	38	243	207.0

Total Enrolment Historical



Total Enrolment Projected



AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	5.6
Topic:	Approval to Re-Tender Lafleche Washroom/ Changeroom Upgrade		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background: This project was originally tendered in March 2013. The lowest bid came in over budget by \$128,892. The budget was estimated at \$250,000 with the low bid in at \$378,892. The Board at that time did not approve the bid.

Current Status: The bid was not approved by the Board therefore the project has to be re-tendered or abandoned. The consensus in March was to re-tender. It would be ideal to tender this project in October or November which would allow for construction in the summer of 2014.

Pros and Cons: Pros: The project should be completed as the washrooms are not in good condition.

Cons: School would be occupied during construction period with these being the only washrooms within the facility. If costing comes in over estimated budget.

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	August 19, 2013	1. Original tender letter 2. Original tender results 3. Floor plan

Recommendation:

That the Board give approval to re-tender the Lafleche washroom and changeroom upgrade project .



March 28, 2013

1241
Tenders

D. Baiton, Assistant Facilities Manager
Prairie South School Division No. 210
1075 – 9th Avenue NW
Moose Jaw, SK S6H 1V7

RE: WASHROOM/CHANGEROOM UPGRADE
LAFLECHE CENTRAL SCHOOL
LAFLECHE, SASKATCHEWAN

Dear Darren:

Enclosed you will find the result of tenders as opened in our offices at 2:00 p.m. on March 28. Six (6) submissions were received and all were accompanied by the required Bid Bond & Consent of Surety.

The low Base Bid tender was received from Gabriel Construction Ltd. of Regina, in the amount of \$387,892.00, which is above the project estimate. They provided a price for Alternate No. 1, which was to include staff washrooms, in the amount of \$68,329.00. If both Base Bid and Alternate No 1 are being considered they would still be the lowest bidder for the project.

We have worked with Gabriel Construction on other projects and we suggest your Board consider awarding them this construction contract.

The original tenders as received are enclosed for your files. We have retained a copy for our records and have also retained the Bid Bonds which will be returned upon award of a contract.

We await your further instructions.

Yours truly,

PATTISON MGM ARCHITECTURAL SERVICES LTD.

A handwritten signature in dark ink, appearing to read "L. Venne".

Lacey Venne

LV/ks
Enclosures

cc A. Kirk, Prairie South S. D. No. 210

3434 Regina Avenue, Regina SK S4S 7J9

Phone: (306) 584-2020 Fax: (306) 584-5252 E-Mail: pmgm@pattisonmgm.com

REID W. PATTISON SAA, AAA, FRAIC, LEED^{AP}

MICHAEL G. ADAMS

WARD PETERS

DAWN T. LAY

PROJECT: WASHROOM/CHANGEROOM UPGRADE
LAFLECHE CENTRAL SCHOOL
LAFLECHE, SASKATCHEWAN

FILE: 1241

TENDER DATE:
TIME:
PLACE:

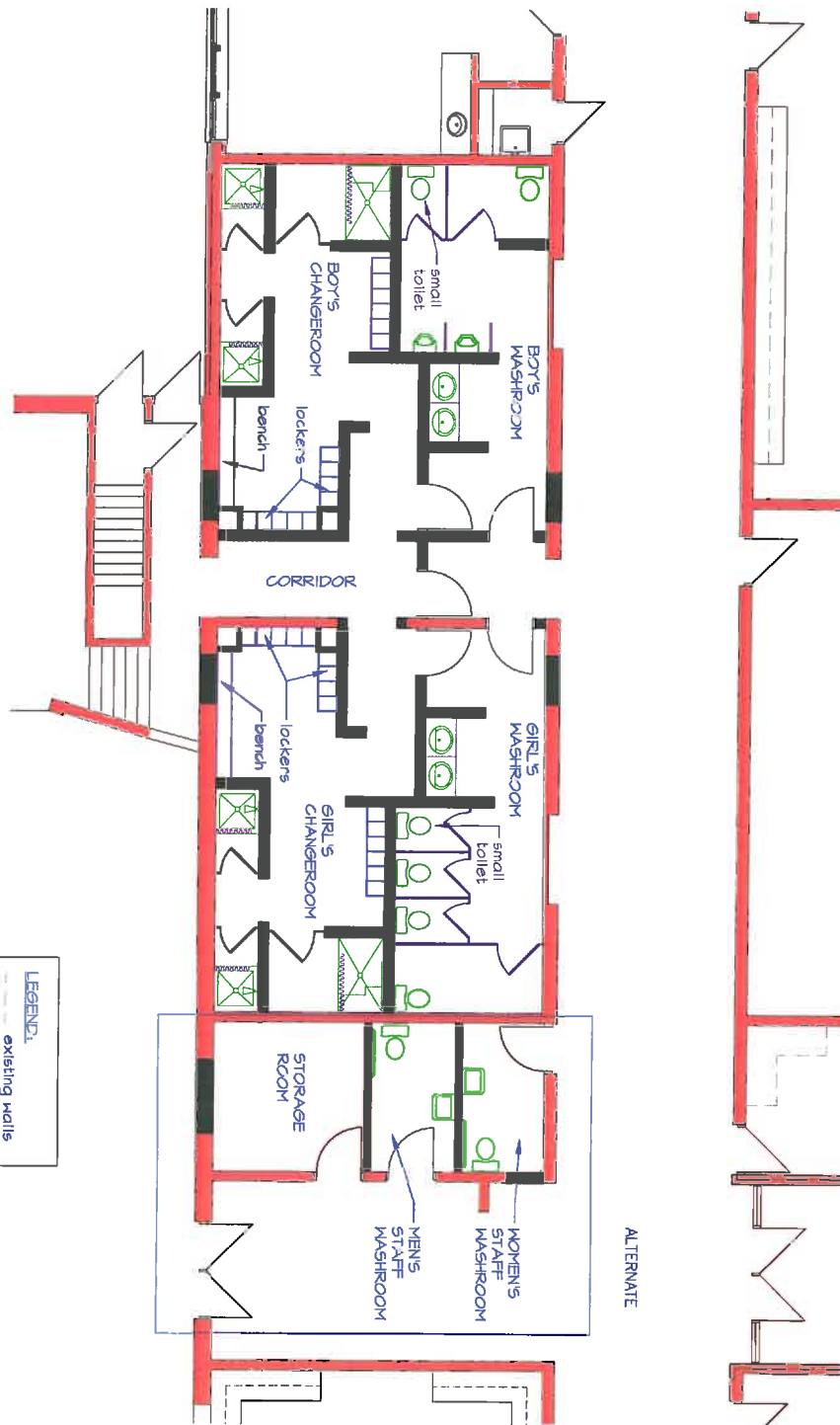
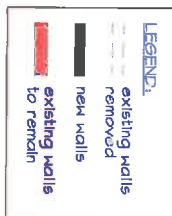
Thursday, March 28, 2013
2:00 P.M.
P/MGM

Contractor	Base Bid	ALT-1 (Rooms 128, 130, 131)	Bid Bond	Addenda	Completion Date
Gabriel Construction Ltd. Regina Tel: 757-1399 / Fax: 565-2821	\$387,892.00	\$68,329.00	✓✓	1, 2, 3	Aug. 31, 2013
C & S Builders Ltd., Moose Jaw Tel: 692-7838 / Fax: 692-2232	\$398,628.00	\$60,000.00	✓✓	1, 2, 3	Aug. 31, 2013
Frontier Builders / Leeville Swift Current Tel: 773-2974 / Fax: 773-4045	\$420,615.00	\$59,310.00	✓✓	1, 2, 3	Aug. 31, 2013
CCR Construction Ltd., Regina Tel: 585-1967 / Fax: 586-1272	\$485,944.32	\$85,186.80	✓✓	1, 2, 3	Aug. 31, 2013
Independent Construction Mgmt Regina (ICM) Tel: 586-0022 / Fax: 586-9698	\$494,000.00	\$85,900.00	✓✓	1, 2, 3	Aug. 31, 2013
G. Hahn Contracting Ltd. Fort Qu'Appelle Tel: 322-5518 / Fax: 332-4652	\$655,505.00	\$73,405.00	✓✓	1, 2, 3	Aug. 31, 2013



1

FLOOR PLAN - NTS



WASHROOM/CHANGEROOM UPGRADES
LAFLECHE CENTRAL SCHOOL
LAFLECHE, SASKATCHEWAN
(PRAIRIE SOUTH S.D. No. 210)

PRELIMINARY FLOOR PLAN REVISED

PATTISON
MGM
ARCHITECTURAL
SERVICES LTD

3434 Regina Avenue
Regina, SK S4S 7J9

Phone: (306) 584-2020
Fax: (306) 584-5252

DRAWN LV

SCALE SHOWN

DRAWING No.

CHECKED MGA

DATE 25 JAN 13

FILE NO:

1241

PR-1

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	5.7
Topic:	Submission of B-1 Lafleche Relocatables		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

Request of the Board of Education's approval for the submission of a B-1 application to the Ministry for two relocatable classrooms and link to facility. This is required to meet the demands of growing school population.

B-1 Application to Proceed with Preliminary Project Planning: This form is to be submitted for every capital request that the school division wishes to be considered for provincial funding, either in the current fiscal year or in the year immediately following.

Current Status:

Current total enrolment for 2013-14 is (104) with projected in 2017-18 (144).

Pros and Cons:

Cons: we will not be able to meet the demands of future growing population.

Pros: to try and secure funding from the Ministry.

Financial Implications:

Estimated cost for project \$850,000 +fees+taxes.

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	August 19, 2013	1.Enrolment Numbers 2.SA-1 Ministry 3.B-1 Application

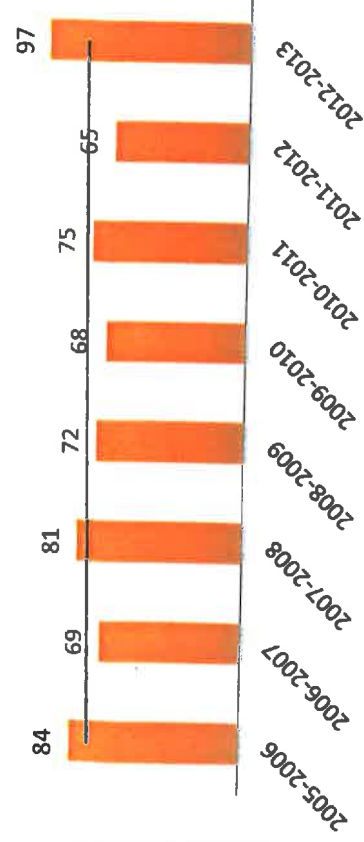
Recommendation:

That the board approve the submission of a B-1 application to the Ministry for two relocatable classrooms and link to facility.

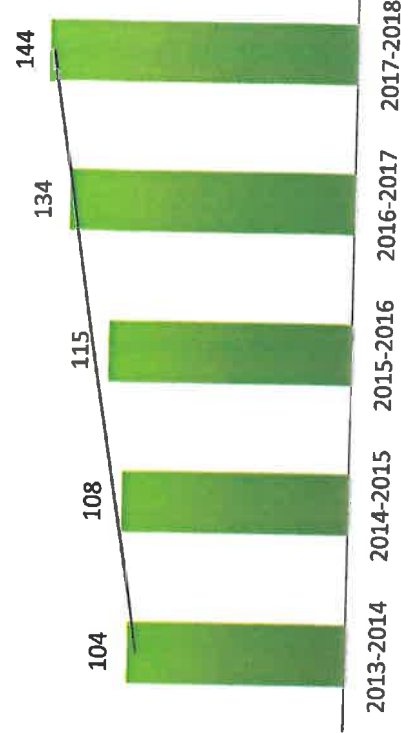
September 30 Enrolment Numbers

	Prek	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total FTE
2005-2006	-	6	6	5	1	3	3	10	9	6	12	7	12	84	82.0
2006-2007	-	2	7	4	5	1	3	4	10	9	4	11	8	69	68.5
2007-2008	-	2	3	7	5	5	1	3	6	10	15	4	13	81	77.5
2008-2009	-	6	2	3	7	4	6	2	3	5	7	14	4	72	67.5
2009-2010	-	7	6	2	2	6	4	5	2	3	5	7	13	68	65.0
2010-2011	-	6	7	6	2	4	8	5	5	6	5	4	8	75	70.5
2011-2012	-	9	5	7	6	2	3	9	3	4	5	2	2	65	61.0
2012-2013	18	10	10	6	7	8	3	4	7	5	3	3	2	97	82.5
2013-2014	18	11	10	10	6	7	8	3	0	13	5	1	3	104	90.5
2014-2015	18	9	11	10	10	6	7	8	3	0	11	3	1	108	93.5
2015-2016	18	9	12	10	10	10	7	8	9	4	0	4	3	115	101.5
2016-2017	18	16	9	12	11	11	11	7	8	13	4	0	4	134	117.0
2017-2018	18	12	17	9	10	12	11	11	7	11	12	2	0	144	129.0

Total Enrolment Historical



Total Enrolment Projected





Saskatchewan Ministry of Education ~ 2012 SA-1D Estimate Sheet for School Divisions



Division:	Prairie South	School # :		Date:	March 24, 2013	FILE :	
School:	Lafleche	Constituency:		Replacement School (Y/N)	Y		
Division Capital Share:	35.0%	2011 1/10 mil:		LEED Certification	Silver	Project Type	2
Cost Factors:	Distance: 1.000	Scale		Both:		Repeat Fees (Y/N)	N

Project Description:

ENROLMENT TABLE

Total Enrolment = Design + Dual
Use Opening Enrolment cells only
for Core School Scenarios.

September of Year **2012**

Grade	Design	Dual	Open'g
Pre-K	18		
Kgtn	11		
1	10		
2	10		
3	6		
4	7		
5	8		
1 - 5	41		
6	3		
7	4		
8	7		
6 - 8	14		
9	5		
10	3		
11	3		
12	2		
9 - 12	13		
Totals	97		

TOTAL DESIGN ENROLMENT

97

(Total = Design + Dual)

Optional Program Selection

Multi-Handicapped Spec. Needs

Students in School? **N** "Y / N"

DAY CARE CENTRE

(Enter # of children

Do not also include in Design Enrlmt.)

Infants	
Toddlers	
Pre-School	
School Age	

Flex Space (Y/N)

Performing Arts

Y/N

Y

Visual Arts

Y/N

Y

Practical Arts Class Lab

Y/N

Y

Practical Arts Industrial Lab

Y/N

Y

LEED Certification Level: C = Certified; S = Silver; G = Gold; P = Platinum

New School = New Building In New Neighborhood; Replacement = New Building replacing old building(s)
Project Type Description: 1 = New/Replacement; 2 = Addition / Reno; 3 = Reno; 4 = Modular; 5 = Roof; 6 = Restoration
Project Scale: Less than or equal to \$500,000 - 110%; Projects between \$500,000 and \$2.5M up to 110%;
Projects between \$2.5 & \$5M - 100%; Projects between \$5M and \$15M - down to 90%; Over \$15M - 90%.

School Facility Areas for New or Replacement School

FACILITY

m2

A General Instruction	
Prekindergarten:	98
Kindergarten:	71
Gr. 1 - 5:	119
Gr. 6 - 8:	34
Gr. 9 - 12:	29
General Instruction	351

Grade 1 - 5 Storage:	7
Remedial / Tutorial	10
Dual Track Instruction	-
Student Support	32
MHSN Unit (Negotiable)	-
Computer (+ IT Closet)	34
Instruction Support	83

D Science Labs (6-12)	28
Science Storage	3
Science Labs (6-12)	31

F Resource Centre

Book Shelves	24
Story Area	15
Seminar	19
Computer	4
Admin. / Professional	12
Storage	17
Resource Centre	91

G Gym(s)	-
H Aux. Trg.	-
J Gym Seating	-
K Multi-Purpose Activity Room	170
Physical Activity	170

FACILITY

m2

M Performing Arts	53
N Visual Arts	22
P Practical Arts Class	-
Industrial Lab	-
Program Arts	75

U Counselling / First Aid	30
V Administration	22
W Staff	37
a Ed. Storage (Grade 6 - 12)	15
Administration	104

e Child Care Centre "	-
-----------------------	---

* Consult with Ministry for further information.

Program Flex Space "	-
----------------------	---

* Consult with Ministry for further information.

Program Flexibility	-
----------------------------	----------

I Gym Service	-
MP Storage	50
L Servery	10
Z Student WR	26
g Recycling Room (LEED)	17
Building Service	103

TOTAL NET FACILITY AREA (TNFA):	1,008
--	--------------

b Mechanical (% of TNFA)	7.00%	71
c Janitor (% of TNFA)	1.40%	14
20 % Circulation		219
9 % Walls		118

TOTAL SCHOOL	1,430
---------------------	--------------

Dimensions (Main Gym)

metres

Dimensions (Second Gym)

metres

Multi-Purpose Activity Room

Dimensions: 10.8 x 15.6 metres

Clg. Height: 4.9 metres

Student Washroom Fixture Count - MINIMUM Standard

Fixture Type	Access.	Non-A.	Total
Boys' Urinals	1		1
Boys' WCs	1	1	2
Boys' Basins	1		1
Girls' WCs	2	1	3
Girls' Basins	1	1	2
AREA	18	8	26

For Estimate Information Only

Page 1 of 2



Saskatchewan Ministry of Education ~ 2012 SA-1D Estimate Sheet for School Divisions



Division: Prairie South					School #					DATE :		March 24, 2013			
School: Lafleche					Constituency:							FILE :			
Enrolment - Sept: 2012			Pre-K: 18		K: 11		1-5: 41		6-8: 14		9-12: 13		Total: 97		
CD	SCHOOL FACILITY	GUIDE AREA	ACTUAL AREA	NET AREA	NEW AREA		RENO OUT	A CD		AutoRen RENOVATIONS IN				TOTAL APPR'D	U %
					Perm	Modular			#1	CD #2	CD #3	CD #4			

Project Description:

A Gen. Instruction	189	463	274	-	-	-	-	-	-	-	-	463	93.8
Pre-K / Kgtn	169		(169)	-	-	-	-	-	-	-	-	-	-
Remedial / Tutorial	10		(10)	-	-	-	-	-	-	-	-	-	-
Dual Track Instruction	-		-	-	-	-	-	-	-	-	-	-	-
Student Support	32		(32)	-	-	-	-	-	-	-	-	-	-
Computer	34		(34)	-	-	-	-	-	-	-	-	-	-
MH Unit	-		-	-	-	-	-	-	-	-	-	-	NA
D Lab 6-12	31		(31)	-	-	-	-	-	-	-	-	-	ABS
F Resource	91	77	(14)	-	-	-	-	-	-	-	-	77	118.2
G Gym(s)	-	252	252	-	-	-	-	-	-	-	-	252	NA
H Aux. Trg.	-		-	-	-	-	-	-	-	-	-	-	NA
J Gym Seating	-		-	-	-	-	-	-	-	-	-	-	NA
K MP Activity Room	170		(170)	-	-	-	-	-	-	-	-	-	ABS
M Performing Arts	53	61	8	-	-	-	-	-	-	-	-	61	86.9
N Visual Arts	22		(22)	-	-	-	-	-	-	-	-	-	ABS
P Practical Arts Class	-		-	-	-	-	-	-	-	-	-	-	NA
PA Industrial Lab	-		-	-	-	-	-	-	-	-	-	-	NA
Program Flex Space	-		-	-	-	-	-	-	-	-	-	-	NA
INSTRUCTION :	801	853	52	-	-	-	-	-	-	-	-	853	93.8
U Counselling / Health	30		(30)	-	-	-	-	-	-	-	-	-	ABS
V Administration	22	43	21	-	-	-	-	-	-	-	-	43	51.2
W Staff	37	29	(8)	-	-	-	-	-	-	-	-	29	129.4
a Ed. Storage	15	14	(1)	-	-	-	-	-	-	-	-	14	105.6
ADMINISTRATION :	104	86	(18)	-	-	-	-	-	-	-	-	86	121.2
e Child Care Centre	-		-	-	-	-	-	-	-	-	-	-	NA
COMMUNITY :	-	-	-	-	-	-	-	-	-	-	-	-	NA
I Gym Service	-	118	118	-	-	-	-	-	-	-	-	118	-
MPAR Storage	50		(50)	-	-	-	-	-	-	-	-	-	-
L Servery	10		(10)	-	-	-	-	-	-	-	-	-	-
Z Student WR	26	31	5	-	-	-	-	-	-	-	-	31	-
g Recycling Room	17		(17)	-	-	-	-	-	-	-	-	-	-
BUILDING SERVICE :	103	149	46	-	-	-	-	-	-	-	-	149	-
TOTAL NET FACILITY AREA	1,008	1,088	80	-	-	-	-	-	-	-	-	1,088	-
b Mech'cal (7% of TNFA)	71	60	(11)	-	-	-	-	-	-	-	-	60	-
c Janitor (1.4% of TNFA)	14	10	(4)	-	-	-	-	-	-	-	-	10	-
20 % Circulation	219	260	41	-	-	-	-	-	-	-	-	260	-
9% Walls	118	158	40	-	-	-	-	-	-	-	-	158	-
TOTAL AREA :	1,430	1,576	146	-	-	-	-	-	-	-	-	1,576	-

For detailed Addition/Renovation Analysis and cost estimation services using the SA-1, please contact your Infrastructure Consultant:

In Regina:
Fax: 306-798-5042

John Hendriks
306-798-2115

Walter Mikulsky
306-787-6034

Phil Pearson
306-787-9505

Terry White
306-798-9554

For Questions relating to completion of the SA-1D spreadsheet, please contact your Facility Consultant or

Ted McPherson
306-787-1191

Factored Cost for the above suggested Facilities Scenario
for this enrolment option:

OK

Renovation Conversion Area Check

% Modular Classroom Area in this school:

BUILDING AGE & UTILIZATION STATISTICS

BUILDING HISTORY

	Year	m2
Original		
Add'n 1		
Add'n 2		
Add'n 3		

Add'n 4
Add'n 5

Year	m2

TOTAL m2

Weighted Capacity of All Actual Instruction Area
(excluding Practical Arts and Gymnasiums) :

89

PROJECT UTILIZATION INFORMATION

Net G'l Instruction m2: 29 G.I. Utilization = 93.8%
Program Core: Guideline m2: 471 Actual m2: 476
Net Program Core Area: 5 Core U % = 99.0%

"Program Core" =
All Instruction - G.I.

+ Administration
+ Community

WEIGHTED UTILIZATION

103.9%

For Estimate Information Only

Page 2 of 2



Saskatchewan
Ministry of
Education

Application to proceed with Conceptual Project Planning For Block & Major Projects

B-1

2012 - 13

Infrastructure Branch

This form is to be completed by the School Division, prior to proceeding with conceptual drawings and budget, and submitted to the Regional Director.

On behalf of : Prairie South Schools Div #: 210

School: Lafleche Central Grades: _____

Address: Box 130, 207 5th Avenue West, Lafleche, Saskatchewan

Project Type: ☐ New ☐ Addition ☐ Renovation ☒ Relocatables ☐ Roof ☐ Other

Total Enrolment in September, 2013 : 104 Grade Structure: PreK-12

Prek: 18 K: 9 Gr. 1 - 5: 44 Gr. 6 - 9: 24 Gr. 10-12: 9

Date of Board resolution authorizing this application: September 3, 2013

Division Director / Superintendent

Regional Director to provide comments on how this proposal will satisfy present plan and program deficiencies and comment with respect to future use of buildings.

Regional Director

Describe Proposed Project Concept: Link two relocatables to existing facility to eliminate overcrowding with increasing enrolment.

Describe Severity of Problem and Risk if not completed: Instruction space not available.

New Construction:	m2	Estimated Cost: (GST inc)	_____
Renovation:	m2	Estimated Cost: (GST inc)	_____
Other Work: Relocatables	300 m2	Estimated Cost: (GST inc)	<u>\$850,000+fees/gst</u>

(Additional information and plan schematics, sufficient only to outline the proposal, may be attached. No further action should be undertaken until receipt of the Ministry's E-2 Planning Approval.)

Work to begin: March 20 14

To be complete by: August 15 20 14

Division Financing to be set up in budget year:

100% Ministry funded

Chief Financial Officer

Date:

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	5.8
Topic:	Reading Goal		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

Following the strategic planning session in January our Reading goal was adopted as a strategic priority at the Regular Meeting held in February. Subsequently, it was determined the Higher Literacy and Achievement Committee would lead this priority and bring strategic initiatives to the Board for approval. I suggest the Board consider earmarking funds from the accumulated surplus to support one time expenditures for initiatives supporting this goal. The guideline for such expenditures would be the same as those for the funds earmarked to the Practical and Applied Arts Rural Enhancement Initiative. A Board motion would be required to approve initiatives and expenditures recommended by the Higher Literacy and Achievement Committee.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	August 22, 2013	None

Recommendation:

Board Discussion

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	5.9
Topic:	Live Streaming of Board Meetings		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

There has been a couple of motions related to live streaming of board meetings and some discussion. Here are the motions that were made previously:

That the Prairie South School Division IT department prepare, for presentation to the Prairie South School Division Board, a proposal outlining options for live-streaming and storage of Prairie South School Division Board Meetings on the Prairie South School Division website. - November/11. This motion was carried and the IT department did make a presentation.

That school administration be engaged with the viability of providing Polycom access to the public for the live broadcast of public board meetings. March/12. This motion was carried.

Current Status:

Since the motion to make polycom available for board meetings there have been no takers. The topic came up briefly at the June meeting and was briefly discussed at a recent board meeting or planning session. I thought it should come before the board as a discussion item to determine future action.

Pros and Cons:**Financial Implications:****Governance Implications:****Legal Implications:****Communications:**

Prepared By:	Date:	Attachments:
Bernie Girardin	August 21, 2013	None

Recommendation:

Board Discussion

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	6.1
Topic:	Substitute Usage Report		
Intent:	<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 May 30-June 28, 2013 Substitute Usage Report is attached.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen	August 19, 2013	Substitute Usage Report

Recommendation:

Information only.

Teacher Absences & Substitute Usage

Date Range: May 30, 2013 to June 28, 2013

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 94389.76 days
Compassionate Leave	23.2	1.50%	15.2	65.52%	0.25%
Competition Leave	2	0.13%	2	100.00%	0.02%
Convocation Leave	36.3	2.34%	22.3	0.00%	0.38%
Court/Jury	0.4	0.03%	0.4	100.00%	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	2.1	0.14%	1.1	0.00%	0.02%
Executive Leave	13.18	0.85%	6.5	49.32%	0.14%
Extra/Co-curr Teach	88.14	5.69%	57.7	65.46%	0.93%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	97.76	6.31%	85.25	0.00%	1.04%
Illness - Teacher	168.06	10.84%	117.06	69.65%	1.78%
Illness - Long Term	146.86	9.47%	0	0.00%	1.56%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	44.58	2.88%	30.88	69.27%	0.47%
Medical/Dental Appt	167.31	10.79%	138	82.48%	1.77%
Noon Supervision Day	37.5	2.42%	35.5	94.67%	0.40%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	26.83	1.73%	26.83	100.00%	0.28%
PP Teacher	33.63	2.17%	18.53	55.10%	0.36%
Prep Time	451.12	29.10%	444.12	98.45%	4.78%
PSTA	0.6	0.04%	0.6	100.00%	0.01%
Rec. Of Service	125.3	8.08%	82.7	66.00%	1.33%
Secondment	1	0.06%	1	100.00%	0.01%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	53.24	3.43%	42.2	79.26%	0.56%
SOSO Meet/PD	12	0.77%	2	16.67%	0.13%
STF Business - Invoice	5.5	0.35%	5.5	100.00%	0.06%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	13.73	0.89%	6.03	43.92%	0.15%
Total Absences	1550.34	100.00%	1141.4	73.62%	16.42%

Teachers (FTE)

429.08

of teaching Days

22

Possible Days

9439.76

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, sub costs reimbursed from University	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, sub costs reimbursed	
Rec. Of Service	LINC Sec. 11	5 days	Time earned by extracurricular involvement	
Secondment			Seconded by Ministry or other, sub costs reimbursed	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 - sub costs reimbursed	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

Meeting Date:	September 3, 2013	Agenda Item #:	6.2
Topic:	Tender Report		
Intent:	<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 May31, 2013 to August 23, 2013.

Current Status:

A tender was issued for lighting/ceiling and ventilation upgrades at Kincaid School.

A tender was issued for wireless equipment for information technology.

A tender was issued for auto-scrubbers for five schools.

A tender was issued for resurfacing of the Assiniboia High parking lot.

A tender was issued for the disposal of outdated chemicals.

A tender was issued for replacement of sidewalks.

A tender was issued for Storage Area Network upgrades.

A tender was issued to resurface the William Grayson basketball courts.

A tender was issued to resurface Craik School's tennis courts.

A tender was issued for the purchase of school buses.

A tender was issued for the rental of musical instruments for the band program.

Pros and Cons:

Financial Implications:

The tender or lighting/ceiling and ventilation upgrades at Kincaid School was awarded to Frontier Builders for a cost of \$177,445 plus GST.

The tender for wireless equipment was awarded to CDW for a cost of \$93,318 plus taxes.

The tender for auto-scrubbers was awarded to Prairie Janitorial for a cost of \$38,675 plus taxes.

The tender for resurfacing of the Assiniboia High Parking lot was awarded to Mobile Paving Ltd. for a cost or \$51,655 plus GST.

The tender for chemical disposal was awarded to two

companies, Tervita Corporation for a cost of \$25,500 plus GST and Newalta for a cost of \$4,583 plus GST.

The tender for sidewalk replacement was awarded to MSIA Construction for a cost of \$26,652 plus GST for Coronach and \$37,846 plus GST for Rockglen.

The tender for storage area network upgrades was awarded to ESTI Consulting Services for a cost of \$65,161.46 plus taxes.

The tender for the resurfacing of the William Grayson basketball courts was awarded to Cypress Paving for a cost of \$27,075 plus GST.

The tender to resurface Craik School's tennis courts was awarded to Cypress Paving for a cost of \$22,440 plus GST.

The tender for school buses was awarded to Western Canada IC Bus for a cost of \$113,778 plus taxes.

The musical instrument tender was awarded to St. Johns Music for a cost of \$84,595 plus taxes. The actual cost for this tender may vary from the calculated award if students change instruments or if we gain or lose students from what was projected.

Governance Implications: N/A

Legal Implications: N/A

Communications: N/A

Prepared By:	Date:	Attachments:
Ron Purdy	August 23, 2013	n/a

Recommendation:

Information only.

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	6.3
Topic:	Accountability Report: Learning Improvement Plans		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Consent <input checked="" type="checkbox"/> Report <input type="checkbox"/> Information		

Background:

Leroy Sloan facilitated a strategic planning session with the Board and senior administration in January, 2013 and was later contracted to assist the Board in reviewing its governance policies and the Prairie South School Division Policies and Procedures. A Board Policy Handbook and Administrative Procedure package was developed over the course of the winter and spring. At a special meeting held in June, the Board passed a motion to adopt the Board Policy Handbook and the Administrative Procedures package effective September 1, 2013. They replaced the pre-existing governance policies and policies and procedures.

An annual workplan and accountability reports are essential features of the Sloan Model. A LIP accountability report is scheduled for presentation to the Board in September as part of the annual workplan. Various accountability reports are scheduled for subsequent months throughout the course of the year.

Attached, please find a document entitled Accountability Reports: Learning Improvement Plans. We are delighted to present this, our first accountability report, and look forward to discussing it with you.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton Derrick Huschi Kim Novak	August 27, 2013	Accountability Report: Learning Improvement Plans

Recommendation:

Information only.

2012-2013 Learning Improvement Plans Accountability Report

September 2013

Prepared by: Superintendent of Operations

Source Documents

Policy 12

Section 1 Student Well-being

- RE 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
- QI 1.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

Section 7 Continuous Improvement and Accountability Framework (CIAF) Planning and Reporting

- RE 7.1 Leads the CIAF planning process including the development of Division goals, budget and facilities.
- RE 7.2 Implements plans as approved.
- QI 7.2 Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.

Section 9 Communications and Community Relations

- QI 9.3 Ensure information is disseminated to inform appropriate publics.

Administrative Procedure 104

1. Each school's Learning Improvement Plan (LIP) shall also take into consideration local student achievement data as well as the nature of the community and its aspirations for its children and youth.
2. The School Community Council (SCC) must attest that the SCC was consulted in the development of the LIP.
3. The Superintendent of Operations shall annually review the draft School Learning Improvement Plans for compliance with these requirements and shall approve the plan after sign-off by the School Community Council Chair.
4. The Superintendent of Operations shall annually review the outcomes achieved and provide feedback to the principal.

Evidence

➤ Background:

- Each school creates a Learning Improvement Plan that aligns with the Provincial Continuous Improvement and Accountability Framework (CIAF) and goals of the Board.
- LIP's are a critical component of the Comprehensive Learning Framework (CLF).
- LIP's are critical to ensure schools are responsive to the needs of students and may vary between schools based on local context.
- LIP's goals are: strategic, measureable, and timely.
- Engagement of stakeholders ensures goals are being responsive to local context and circumstances.
- On-going discussions at the staff level monitor the progress of the LIP, regularly analyze and evaluate the outcomes of the work plan and suggest modifications as the year progresses.
- School may access support at the division level from Learning Support Teams, consultants and Superintendents.

➤ Learning Improvement Plans

○ Year ONE 2011-12

❖ Each school was required to choose one goal as part of their Learning Improvement Plan.

❖ The focus of the plans were as follows:

Reading Goal	14 Schools
Writing Goal	13 Schools
Math Goal	8 Schools
Other	3 schools
No Data	2 schools

○ **Year TWO 2012-13**

- ❖ Each school was required to create one Student Learning and one Student Well-being goal. In addition, all schools with grades one and two developed a reading goal.

- ❖ Focus of Student Learning Goal:

Reading Goal	22 Schools
Writing Goal	7 Schools
Math Goal	9 Schools
Other	3 schools
NOTE: Some schools had multiple goals.	

- ❖ Focus of Student Well-being Goal:

In Motion/Physical Activity	10 Schools
Bullying/Safety	8 Schools
Belonging/Relationships	9 Schools
Engagement in Learning	4 Schools
Involvement	3 Schools
Drugs/Alcohol/Tobacco	3 Schools
Other	3 Schools

➤ **Review Process**

- ❖ LIP work plans were reviewed with superintendents four times per year (September, October, February, May).
- ❖ Administrators participated in a LIP sharing dialogue at the May admin forum to present results and celebrate successes.
- ❖ All work plans were uploaded to Connect for administrators to share and learn.
- ❖ LIP goals and results were communicated to students, staff, parents and community a minimum of 3 times throughout the year.

➤ **SCC Engagement and Support for LIP**

- ❖ The below information is from the SCC Resource for Self-Monitoring and Planning for Improvement which is completed annually.

LIP Engagement	2011-12	2012-13
Proficient & Effective (engaging)	27%	50%
Progressing (involving)	53%	37%
Beginning Development (informing)	20%	13%

- ❖ All LIP work plans were signed by the SCC chairperson.

➤ **2012-13 June Summary Report**

	Grade 1-2 Reading Goal	Student Learning Goal	Student Well-being Goal
# of schools that met goal	Reading results will be reported in November	13	12
# of schools that did not meet goal		27	28

➤ **School Reflection of the LIP Process - June 2013**

Focus	Progressing	Proficient	Number of Schools Progressing	Number of School in the middle	Number of Schools Proficient
Collaboration	The principal writes the Learning Improvement Plan alone or with a few teachers. At best, the school staff rubber stamps the plan.	The Learning Improvement Plan is developed with input and agreement from school staff and SCC's. Plans are based on decisions made through reflection on student learning evidence and needs.	2	6	32
Focus on Student Achievement	The primary goals in the plan are not focused on student achievement and better teaching and learning.	The primary goals in the plan are on teaching and learning issues within the circle of influence.	1	2	37
SMART Goals	Learning Improvement Goals are not measureable or attainable. Goals change every year whether they are accomplished or not.	Learning Improvement Goals are SMART and designed for 3 to 5 year period. Monitoring and implementation processes are established so that schools know they are accountable for accomplishing their goals.	1	4	35
Alignment	Learning Improvement Plans are only loosely linked to division Continuous Improvement initiatives.	Learning Improvement Plans are linked to the division's Continuous Improvement Initiatives.	1	2	37
Professional Development	Professional development efforts do not support the changes outlined in the Learning Improvement Plans.	Learning Improvement Plans include professional development efforts as a means for accomplishing the goals.	7	10	23
Plan for Improvement is Continuous	The plan is only reviewed annually and rarely referred to throughout the year. Action Steps generally describe activities and events that represent current and traditional actions rather than planned improvements in practice.	Learning Improvement Plans are reviewed throughout the year by principals, teacher-leaders, SCC's, and superintendents. All action steps describe: planned improvements in practice, identify specific data collection strategies, and define anticipated student outcomes.	2	5	33
Living Document	No one believes that the Learning Improvement Plan is the primary plan for school improvement.	The Learning Improvement Plan is the primary plan for improving the school's academic achievement.	1	4	35
Action Steps	Action steps are not purposeful in terms of timelines, sequence, adult learning needs, etc.	Action steps provide a clear guide for planning, implementing, and monitoring.	2	5	33

Administrative Issues

- We were unclear as to whether the year-end results reflected long term goals or sub goals. As a result some schools may have stated long term goals which would have affected their June 2013 Results.
 - Response: We will ensure that all goals will reflect a June 2014 performance target.
- There were limited high school assessments for reading, writing, and math.
 - Response: high school assessments have been created for reading as this is our division priority. They are in place for the 2013-14 school year.
- Student Well-being goals based on the 2011-12 Tell Them From Me survey data contained sections that were not included in 2012-13 surveys. Therefore, some schools were unable to collect data related to their goals in those areas.
 - Response:
 - ❖ Schools are finding alternate measures to collect data for their 2013-14 goal.
 - ❖ TTFM is subsequently re-establishing those survey measures for the 2013-14 school year.

Governance Implications

- Continuous support of the LIP as a critical component of the CLF.
- Continuous support of the organizational structure to ensure:
 - Superintendents will be able to work with schools to insure the integrity and fidelity of the LIP process.
 - Schools will be able to access support from the Learning Support Teams and consultants.

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	7.2
Topic:	Amendment to Peacock's SCC Constitution		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information

Background:

Peacock Collegiate's SCC would like to amend their constitution to increase the number of representative members serving on the committee from 6 to 9 as previously approved.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	July 17, 2013	Peacock Collegiate's SCC Constitution

Recommendation:

That the Board approve Peacock Collegiate's SCC request to increase their number of designated representative members from 6 to 9.



A.E. Peacock Collegiate

School Community Council Constitution

Mission

A. E. Peacock Collegiate Mission Statement

A.E. Peacock Collegiate students, staff, and parents work together to meet the educational, personal and social needs of students in a caring and quality learning environment.

Purpose

The purpose of A.E. Peacock Collegiate Community Council is to develop shared responsibility for the learning success and well-being of all children and youth: and encourage and facilitate parent and community engagement in school planning and improvement processes.

Guiding Principles

A. E. Peacock Collegiate Guiding Principles

Representative

We are an integral component of A.E. Peacock Collegiate governance. We strive through our membership and our actions to be representatives of all students attending the school.

Inclusive

We recognize all members of the school community can make a difference in the learning success and well-being of children and youth. In their activities we engage in processes to ensure all voices in the school community are heard and all perspectives are taken into account.

Respect

We understand school communities are complex environments. We recognize the importance of both lay and professional perspectives within the community and strive to appreciate all viewpoints.

Trustworthy

We conduct our affairs in an open and transparent manner. We honour the right to privacy of individuals and treat all information they are privy to with appropriate discretion and sensitivity.

Responsible

We make every effort to respond to the needs and aspirations of the school community we represent. We will regularly consult with students, parents community members, the Board of Education, the school Principal, school staff and others. In addition to this, we respond to requests for guidance and direction, by the Board of Education, school Principal and other community agencies and organizations that support children and youth.

Effective

We will focus our attention and efforts on key matters that make a difference in student learning and well-being. Keeping in mind our understandings related to our own unique school community, we align our work with provincial and School Division goals and initiatives related to student learning and well-being outcomes.

Membership

Representative Membership

A.E. Peacock Collegiate Council may have up to the following number of Representative Members:

- (9) parent and community members elected at the Annual General Meeting
- (2) secondary students

Staggered Membership

The representative membership was set up for the first year with two of the parent/community members to serve a one year term. For the second year all parent/community members will be elected to serve a two year term. This will create a staggered membership.

The two student members shall be appointed each year by the Student Governing Assembly.

Permanent Members

A.E. Peacock Collegiate Community Council will have the following Permanent Members:

- The school principal
- A teacher

Structure and Officers

A.E. Peacock Collegiate Roles and Responsibilities of Officers

The **Chairperson** will:

- Conduct meetings of the School Community Council;
- Ensure that all members have input to discussion and decisions;
- Prepare meeting agendas in consultation with the Principal and other School Community Council Members. Oversee operations of the School community Council;
- Ensure that appropriate notice is given for all meetings of the school Community Council;
- Ensure agenda is sent to members 48 hrs in advance of meetings;
- Establish networks that support the School Community Council; and ,
- Act as a spokesperson for the School Community Council

The **Vice-Chairperson** will:

- Support the Chairperson in his/her duties, taking over when the Chairperson is unable to attend; and ,
- Perform responsibilities assigned by the Chairperson

The **Secretary** will:

- Take minutes at School Community Council meetings;
- Receive and send correspondence on behalf of the School Community Council
- Take charge of official records of the School Community council

The **Treasurer** will:

- Manage the finances of the School Community Council using procedures outlined in the School Community Council Funds: Operation and Procedures Manual

Schedule of Meetings

A.E. Peacock Collegiate Schedule of Meetings

- Our council shall meet a minimum of five times per school year from October to May
- We shall meet on the first Tuesday of each month for such meetings
- Our meeting times shall start at 7:30 p.m.
- There must be a minimum of three parent/community members in attendance to hold a meeting.
- We will hold special meetings as needed at the call of the chair
- All general meetings shall be open to the public

Means of Public Consultation and Communications

Written Communication

Information that requires no clarification or discussion can be presented through posters, web-sites, public notices, e-mail, newsletters, memos and information pamphlets, questionnaires/surveys. All written communication should provide a contact name and number for follow up questions.

Verbal Communication

Presentations are the best form of providing information that is complex. We may wish to include presentations as a regular part of a meeting. If we wish to reach a broader audience we may want to consider selecting a knowledgeable Council Member(s) to speak to a variety of audiences or organizing special meetings where specific issues can be presented.

Media Coverage

Radio stations, cable television and newspapers provide public service announcements free of charge. We could consider approaching media as a group and discussing the possibility of regular coverage.

Information Networks

Informal networks made up of people who talk to each other regularly and exchange information should also be considered. The key is to make sure the information we wish to communicate is clear and readily available.

Council Code of Conduct

Code of Conduct A.E. Peacock Collegiate Community Council

1. The School Community Council of A.E. Peacock Collegiate is not a forum for the discussion of individual school personnel, students, parents or other individual members of the school community.
2. A member of the School Community Council who is approached by a parent with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality of the people involved.
3. A parent who accepts a position as a member of a School Community Council:
 - i. Upholds the constitution and bylaws, policies and procedures of the School community council.
 - ii. Performs his/her duties with honesty and integrity.
 - iii. Works to ensure that the well-being of students is the primary focus of all decisions.
 - iv. Respects the rights of all individuals.
 - v. Takes direction from the members ensuring that the representation processes are in place.
 - vi. Encourage and supports parents and students with individual concerns to act on their own behalf and provides information on the process for taking forward concerns.
 - vii. Works to ensure that issues are resolved through due process.
 - viii. Strives to be informed and only passes on information that is reliable and correct.
 - ix. Respects all confidential information.
 - x. Supports public education.

Decision-Making Processes

A.E. Peacock Collegiate Community Council Decision Making Processes

Our Community Council may make decisions by either Majority Vote or Consensus Building Model of Decision Making

Be it noted that in the absence of the Principal his designate replacement shall have the right to vote on the issues during the meeting.

Majority Vote Model of Decision Making (Most often used)

Simple Rules of Order for Decision-Making

Making a Motion:

- Stating the motion- a member must formally let the Chairperson know that she/he would like to make a motion and the Chairperson must “recognize” the person making the motion. Once acknowledged by the Chairperson the individual making the motion “has the floor” She/he may make a formal proposal beginning with the statement, “I move that...”
- Seconding the motion: Before the motion can be considered another person must “second” the motion by saying “I second the motion”. This means she/he agrees the motion is worthy of discussion. A seconder is not normally required for regular Council meetings however, at larger meeting like the Annual Meeting, motions should have a seconder.
- Stating the Question: Once a motion has been made the Chairperson restates the motion so that everyone clearly understands what is being proposed. From then, until voting occurs all discussion is focused on the proposed motion.
- Discussion: The Chairperson opens the floor to discussion of the motion. If no one wishes to discuss the motion it is put to a vote. If Members of the Council wish to discuss the motion, the Chairperson opens the debate. Each member may speak to the question twice, but no one member may speak a second time until every one has had a chance to speak once.
- Declaring a vote: If no one wants to speak further to the issue, the Chairperson asks the Council if it is ready to vote on the proposal. The Chairperson repeats the question and conducts the vote by asking for those in favor and those opposed.
- The majority needed to pass a motion is 51%. In case of a tie the motion is defeated.

Amending a Motion

- Until the Chairperson states the question (repeats the motion) for a final vote, the person who makes the motion may change it (in this case the original seconder may choose to withdraw, in which case another seconder would be required).
- Once the Chairperson has repeated the question in readiness for a final vote the motion can be amended in one of the following ways

The person making the motion may ask to change the original wording. The Chairperson will ask if anyone objects. If no one objects the wording of the motion is changed. Debate continues on the amended motion

If someone does object, the question of whether to allow a change in the wording of the motion is put to a vote. If the group consents to the change, debate continues on the motion as amended.

- Someone else may also amend the motion by saying, “I move to amend the motion by...” The normal process for making a motion is then followed (see above).
- An amendment to an amendment may also be proposed but a third amendment is “out of order”
- If an amendment is defeated, discussion continues on the original motion.

Withdrawing a Motion

- At any time before a vote the person making the original motion may ask to withdraw it. This does not require a seconder. Once a motion is withdrawn it is as if it never existed.
- If the Chairperson has already “stated the question” in preparation for voting and a request to withdraw the motion is made, the Chairperson asks if there is any objection. If there is none the motion is withdrawn. If someone objects the request to withdraw the motion is put to a vote.

Motion “To Consider at a Later Date”

A motion to “consider at a later date” means to set an issue aside to discuss at another time so more pressing business can be discussed, or so more information about the issue can be obtained. The following rules apply to a motion “to consider at a late date”.

- The motion “to consider at a late date” takes precedence over the discussion of the motion
- The motion “to consider at a late date” requires a seconder.
- There can be no debate on a motion “to consider at a later date”

Consensus Building Model of Decision Making

Basic Steps to Arrive at Consensus

- Identify the issue or problem
- Relate the issue to identified goal and/or Council roles and responsibilities.
- Open the floor to suggestions. If necessary brainstorm for alternative.
- Discuss each suggestion. Clarify, don't jump to conclusions.
- Weight the suggestions in terms of reconciling or solving the issue.
- Select the suggestions members think most worthwhile.
- Use consensus decision making.
 - How many are all for it? Believe in it so much they could be leaders on the issue.
 - How many are for it? Would lend support?
 - How many need to talk about the issue further?
 - How many are not sure, "but can live with it"? Encourage such Members to describe their reservations and as if they would like their reservations formally recorded.
 - Record the consensus decision of the Council (and reservations).

Complaints and Concerns Procedures

Peacock Collegiate Complaints and Concerns Procedures

Handling Complaints or Concerns

- Student and Teacher P.S.S.D. Policy #408
- Supportive and Advisory Role of Policy
- S.C.C. open to involvement and input of parents and community at large

Complaints or Concern about an Individual Student or Staff Member

Any matter concerning an individual student or staff member must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Board of Education Administrative Policy No. 408 Student and Parent Complaints and Grievances, included as Appendix B, outlines the appropriate procedure to resolve complaints or concerns.

Complaints or Concerns about School Community Council Initiatives or Activities

a. Informal Complaints or Concerns

Provided School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about S.C.C. initiatives or activities expressed informally to members of the School Community Council may be **addressed immediately** by the Member. If a member is unsure of the appropriate response, she should say so but indicate that she will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern, the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the School Community Council in a more formal manner.

b. Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the School Community Council by addressing the **concern in writing** to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. The School Community Council will provide a written response regarding how they have or will address the concern or complaint.

Methods for Evaluation of Council Operations

Peacock Collegiate Formal Evaluation Methods

- To get feedback from administration, staff, S.G.A.
- Self evaluation/reflection
- Review reports from previous years.
- Evaluation forms distributed to members of Council, students, parents, school staff, Board and community members. Comments might be encouraged in a number of broad categories related to general Council meeting operations such as, encouraging parent and community involvement, use of committees, Council Communication channels and decision-making.
- Set aside a specific time to discuss Council operations in each area. Address pro's and con's of current practice and identify suggestions for the future.

Peacock Collegiate Informal Evaluation Methods

- Council Members take a few minutes at the end of each meeting to review Councils operations and comment on positives and areas that may need attention. What do we feel we are doing right / what do we need to work on?
- Listen to the comments of parents, school staff, students, community members and Board of Education Members.

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 sub committees may be established by the School Community Council.

- Communication sub committee
- Grad
- Fundraising
- Alumni

Amending the Constitution

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

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	7.3
Topic:	SCC Members by Appointment		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Consent <input type="checkbox"/> Information		

Background:

The following schools have a vacancy or vacancies on their School Community Council and have found a parent member to fulfill the SCC position.

Assiniboia High - Patty Mergel (term ending 13/14)
 Assiniboia Elem. - Krista Kelly (term ending 13/14)
 Bengough - Lisa Newby (term ending 13/14)
 Coronach - Carla Foley (term ending 13/14)
 Glentworth - Val Fafard (term ending 13/14)
 Gravelbourg Elem. - Craig Johnston (term ending 13/14)
 Gravelbourg Elem. - Jolyn Esau (term ending 13/14)
 Palliser Heights - Katie McKay-Argyiou (term ending 13/14)
 Peacock - Penny Maelde (term ending 13/14)
 Riverview - Nina Chalmers (term ending 13/14)
 Sunningdale - Laureen Martineau (term ending 13/14)
 William Grayson - Sabrina Carter (term ending 13/14)

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	July 17, 2013	n/a

Recommendation:

That the Board appoint members to School Community Council as mentioned above.

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	12.1
Topic:	SSBA Position Statements		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background: Please find attached SSBA Position Statements "Development of Position Statements" and "Teaching and Learning with Technology".

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	August 19, 2013	SSBA Position Statements

Recommendation:
Information only.

Boese, Heather

From: Finell, Jeff
Sent: June-21-13 3:44 PM
To: Boese, Heather
Subject: FW: Position Statements - Development of Position Statements and Teaching and Learning with Technology
Attachments: 20130613RevisedPositionStatements.pdf; 20130613CommentsfromBoards regarding Teaching and Learning with Technology.pdf

Follow Up Flag: Follow up
Due By: August-13-13 1:00 PM
Flag Status: Flagged

Jeff Finell, Director of Education
Prairie South Schools
15 Thatcher Dr. E., Moose Jaw, SK, S6J 1L8
P 306.694.1200 F 306.694.4955 www.prairiesouth.ca



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From: Krista Lenius [mailto:KLenius@saskschoolboards.ca]
Sent: June-21-13 3:30 PM
To: Avon Whittles; Ben Grebinski; Bernard Roy; Bill MacFarlane; Bob Smith; Carolyn Thompson; Celeste York; Darrell Zaba; Don Rempel; Doug Robertson; Duane Hauk; Dwayne Reeve; Ernie Cychmistrak; Greg Chatlain; Guy Tetrault; Herb Sutton; Finell, Jeff; John Kuzbik; John Ulsifer; Joyce Ward; Julie MacRae; Liam Choo-Foo; Lorel Trumier; Marc Casavant; Marc Danylchuk; Michael Diachuk; Nadine Meister; Randy Fox; Rob Currie; Robert Bratvold; Shannon Lessard; Shelley Rowein; Angie Rogalski; Barry Hollick; Bruno Tuchscherer; Bryan Cottenie; Cathy Morrow; Cote, Colleen; Colleen Young; Deanna Miskolci; Debbie Olesen; Diane Boyko; Doug Murray; Duane 1. Favel; George Bolduc; Glen 1. Gantefer; Harold Laich; Janet Clark; Janet 1. Kotylak; Jim Hack; Katherine Gagne; Kathy Ponath; Ken Arsenault; Larry Pavloff; Lorna Black; Paula Scott; Randy Beler; Ray Morrison; Vicky Bonnell; Yvan Lebel; Girardin, Bernie; Cal Martin; Charlie McCloud; Christine Arnett; Curt Van Parys; Debra Burnett; Don Lloyd; Garry Benning; Gerry Gieni; Jim Martin; Jim Shields; Joel Lloyd; Jordan Kist; Lionel Diederichs; Lonny Darroch; Naomi Mellor; Phyllis Gedak; Rod Quintin; Ronald Ajavon; Rosie Ottenbreit; Ryan Smith; Shelley Toth; Sheola Jansen; Sherry Todosichuk; Tom Harrington; Tom Schinold; Walter Hardy; Wilf Hotsko
Cc: Glen 1. Gantefer; Janet 1. Kotylak; Elizabeth 1. Perreault; Geraldine Knudsen
Subject: Position Statements - Development of Position Statements and Teaching and Learning with Technology

THIS EMAIL IS BEING SENT ON BEHALF OF THE RESOLUTIONS AND POLICY DEVELOPMENT COMMITTEE

TO: Directors of Education, Chief Financial Officers and Board Chairs

RE: Position Statements – “Development of Position Statements” and “Teaching and Learning with Technology”

PLEASE PROVIDE A COPY OF THIS EMAIL AND THE ATTACHMENTS TO ALL OF YOUR BOARD MEMBERS

We have received and reviewed the feedback from Boards of Education with respect to the above referenced Position Statements

Enclosed herewith please find the following:

1. Revised Position Statement on "Development of Positions" and
2. Revised Position Statement on "Teaching and Learning with Technology".

Position statements are intended to address key issues and describe shared beliefs that direct united action by boards. Given the purpose and intent of position statements there were relatively few changes required to the *Teaching and Learning with Technology* position statement after getting feedback from boards.

However, many boards made comments about technology that indicated a serious concern with, and interest in this issue. Because the comments identified specific challenges rather than beliefs, they were not incorporated into the position statement. *(A copy of the compiled comments is attached for your information).*

The Executive reviewed the feedback at the May 30 & 31, 2013 Executive meeting.

A resolution was passed at the 2012 AGM as follows:

2012 BE IT RESOLVED that the Saskatchewan School Boards Association work with the Ministry of Education to increase bandwidth to all Saskatchewan schools.

The SSBA executive raised this issue when the Minister of Education met with them on April 10, 2013. It was also discussed with staff at the Ministry at a meeting held June 7, 2013. It is our understanding that the issue is being examined and we are encouraged by comments of Ministry officials that there will be a positive response.

We encourage boards to provide further specific direction and guidance for the executive on this issue. One way this can be done is in the form of resolution to be discussed at the AGM in November.

Krista Lenius

Legal Assistant

Saskatchewan School Boards Association

400-2222 13th Avenue

Regina, Saskatchewan S4P 3M7

email: klenius@saskschoolboards.ca

website: www.saskschoolboards.ca

Phone: (306)569-0750

Fax: (306)569-2317

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Position Statement – Development of Position Statements

POSITION 1.1: Development of Position Statements

Association position statements address key issues for PreK to 12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association. Boards of education/Conseil scolaire fransaskois through their Association develop positions on education issues for the benefit of students and to inform the public. Position Statements will guide executive and staff in developing strategic plans that are consistent with and support the position statements.

A. Development of Position Statements

1. An approved resolution from a General Meeting or the Executive may identify the need for the development of a statement of position.
2. The Executive will establish a working committee to gather information, consult the membership and draft the statement of position.
3. The draft statement will be circulated to all member boards for input.
4. Position statements will be considered and voted on at a General Meeting under the sponsorship of the Executive. A vote of not less than two-thirds of the votes cast is required for adoption of a position statement.
5. The Executive may after appropriate consultation with the membership adopt an interim position on any matter under which to operate until an approved statement of position is approved by the membership at the next available opportunity.

B. Review of Position Statements

1. Each position statement will be reviewed on a five-year cycle, however, a position may be reviewed at any time upon the direction of the Executive.
2. A position will be reviewed when a resolution at a General Meeting is adopted which is inconsistent with the current position.

Commentary:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2008.

Position Statement – Teaching and Learning with Technology

POSITION 2.3: Teaching and Learning with Technology

The board of education/Conseil scolaire fransaskois as the body responsible and accountable for the delivery of the education program works with the Ministry to invest in teaching and learning with technology. These investments focus on enabling students to use technology effectively to enhance learning.

The following dimensions of progress define the desired results for teaching and learning with technology.

1. **Learners** – Students and teachers participate in technology in ways that empower learners to develop their potential and support the achievement of educational goals.

- 1.1 Every student will gain experience with using information technology and extend their learning skills to include online learning.

2. **Learning Environment** – In every classroom, in every school, in every part of Saskatchewan students use online resources to learn.

Online resources are as integral to the educational program as print, multimedia and human resources. Because technology is fully integrated into teaching and learning in the regular classroom, all students will have the opportunity to master the skills essential for success in a highly competitive and rapidly changing world.

Whenever possible, resources will be available in both official languages as well as other languages, in order to address the diversity of culture in Saskatchewan.

- 2.1 Every board of education/Conseil scolaire fransaskois will provide access to online teaching and learning.
- 2.2 Secure networks will provide teachers and students with safe, reasonable and equitable access to each other and to the world.
- 2.3 A provincial web site provides a common access point to education information in Saskatchewan.

3. **Professional Competency** – Educators and other school division staff will be appropriately fluent in their use of technology and provide positive role models for students. Technology will be used to enrich and enhance

student learning. Staff will use technology to extend their own learning and professional growth.

- 3.1 Professional growth is supported by accessing resources and professional development online.

(Note: Removed : 4. System capacity – Governance structures engage key stakeholders and facilitate the charting of a common course to systematically meet the needs of learners. A compelling vision and implementation plan for teaching and learning with technology is established.

Moved 4.1 to new section 5.3)

- 4. **Technology Capacity** – Adequate technologies, networks, resources and courses, and school-level and provincial supports will be available so that technology serves to develop each student’s potential to the fullest extent.

- 4.1 Students must have appropriate access to technology and the adequate bandwidth for contemporary teaching and learning processes.

- 4.2 Boards of education/Conseil scolaire fransaskois define system needs for adequate bandwidth and reliable access.

- 5. **Partnerships** – Boards of Education and Conseil scolaire fransaskois, businesses, government agencies, and community organizations partner to use resources in the most effective way and to expand opportunities for students.

- 5.1 Processes are established to build understanding and support and to share successes.

- 5.2 Long term vision and defined results inform planning for cooperative efforts.

- 5.3 Boards of education/Conseil scolaire fransaskois work together in partnerships to increase efficiencies, manage services and monitor systems.

- 6. **Accountability** – Technology provides a cost-effective and competitive alternative for delivering educational programs across Saskatchewan. School board and provincial initiatives measure progress and report progress to demonstrate good value for money spent.

- 6.1 The Ministry of Education will be encouraged to ensure initiatives and expenditures are clearly defined, demonstrate

appropriate accountability and are aligned with the needs and priorities of school boards.

- 6.2 The board of education/Conseil scolaire fransaskois will, when appropriate, include technology to keep parents and community informed and appropriately involved in the delivery of education services.

(Note: Removed:

7.2 *The Ministry of Education will be encouraged to ensure that protocols are established to ensure that the director of education or designate receives information and is the key contact for eh board of education/Conseil scolaire fransaskois.)*

7. Administrative Supports

- 7.1 Technology will be employed for administrative purposes including but not limited to data collection and security, human resource management, financial management, transportation planning and facility utilization in order to effectively enhance teaching and learning.

Commentary:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2008.

For your information the following resolutions was passed at the 2012 AGM:

- 2012 BE IT RESOLVED that the Saskatchewan School Boards Association work with the Ministry of Education to increase bandwidth to all Saskatchewan schools.**

Prepared by: Resolutions and Policy Development Committee

Date: June 2013

Issue: Comments from Boards of Education regarding Teaching and Learning with Technology Position Statement

Need for board autonomy

- We need to retain board autonomy and innovation.
- Boards should be free to make decisions about allocation of resources to provide social learning environments.
- Boards should have choices. Community Net limits us.
- Boards of education and the conseil scolaire fransaskois had had issues with government breaching protocol or with government by-passing the board of education. This is not acceptable.

Desire for Partnerships

- Some common technology solutions (i.e. SIS Software; Data Dashboard) might be helpful
- Not all school divisions are part of SETA. School divisions may need to be added to list.

Need for Bandwidth to support technology

- The impact on teaching and learning of the lack of functioning is a big barrier.
- The current model restricts Boards' ability to provide necessary bandwidth.

- The SSBA should call for a change of public policy and infrastructure that would provide school divisions with the means of negotiating directly with SaskTel to exceed the baseline service provided within the current system.
 - As an Alberta School District, our small school division has the option for “free” access to SuperNet; but we individually purchase our Internet access and the size of bandwidth according to our instructional need.
 - The SSBA should consider calling for a complete review of the “model” for Internet and IntraNet services
- Local vs Global Orientation: Saskatchewan continues to implement a “local” IntraNet solution for Saskatchewan schools. However, Alberta students are provided with a “global” Internet solution.
 - For example, our students and teachers can videoconference with other students and scientists, and subject experts from everywhere in the entire world ... except if they are in Saskatchewan where they are locked within the CNet network. We are able to do this because the Alberta government has designed the existing infrastructure to accommodate global access.
 - Apparently this is a structure by choice and design; not one limited by merely funding or infrastructure capability (Fiber Optics). It would be very interesting to compare cost of access / student between Alberta and Saskatchewan students.
- Suggested Resolution: BE IT RESOLVED that the Saskatchewan School Boards Association work with the Ministry of Education, Government of Saskatchewan (Crown Corporation(s)) to review and renew the technology infrastructure to ensure Saskatchewan students have access to digital resources for a global education
- An on-going issue for our Board is bandwidth in our schools through CommunityNet. This has been an issue for some time, and continues to be a challenge for us. Our Board is moving towards a policy of “Bring Your Own Technology” to school. In order for us to fully realize this, we require more bandwidth than is currently available.
- Pressing need for increased bandwidth.
- The most important technology related issue facing the School Division is inadequate and inequitable bandwidth allocations. Adequate bandwidth and internet speeds are critical to delivering quality educational programs, particularly in rural Saskatchewan where distance and small high school section sizes require innovative approaches to delivering academic programming. While we have seen some recent progress in this area by the Ministry, we still have a majority of schools with less than sufficient bandwidth (i.e. 3-5Mb is inadequate for either educational or business applications) and there are significant discrepancies among urban and rural schools. In addition, the Ministry prohibits school divisions from buying additional bandwidth directly from SaskTel, which is an unnecessary

infringement on Board autonomy. The Position Statement could be amended to add 5.3: "The Ministry of Education ensures equitable and adequate bandwidth is available to all schools in Saskatchewan to meet educational and business requirements.

- A resolution calling on Government to provide adequate bandwidth to all schools was overwhelmingly passed at the fall 2012 SSBA Annual General Meeting, and we look forward to the SSBA's work in this area.

Need for Appropriate Funding

- If learning with technology is to be a priority funding to support learning with technology needs to be available.
- It is not a question or debate about the value or need for "learning with technology." It is simply a matter of public policy, provincial infrastructure, and funding levels.
- The provincial financial structure apparently cannot currently accommodate larger bandwidth even though the fiber could accommodate higher bandwidth access.
- The SSBA should advocate for an overall of the structure governing technology in the province. It is not only about the money ... it is more the perspective about the evolution of technology and advances in education / instruction, all within financial realities.
- There was concern raised that the Commitments in this position statement are not being adequately supported financially from the ministry. If learning with technology is to be a priority funding to support learning with technology needs to be available.
- There is a need for a tangible and straightforward commitment from the ministry to provide the appropriate amounts of additional funding that would be required in order to enable boards of education to achieve their objectives and increasing or enhancing each student's exposure and/or level of competence with regard to e-learning.
- There is a need to ensure additional resources and funding in order to enable the CSF to develop French language resources and technologies that are "at par" with the English resources and technologies available and/or developed by other school boards.

Development of Curriculum

- We should consider a digital citizenship curriculum for the province.
- Technology is an integral part of education.
- The overwhelming reality of the uses and misuses of social media and how this affects the lives of our staff and students should be addressed within our teaching and learning. When misused the impact can be substantial and akin to bullying but in a way that is so hurtful that a younger person may see no way out.
 - Students must be aware of what to do when faced with a social media attack; and
 - we also need to teach our students not to use social media in this way.
- Boards would like the ability to grant credits for students outside the province (non-resident students).
- The possibility of adding communication to teaching and learning was discussed – keeping parents/community informed
- MOOCs (Massive Online Open Courses). Where do new online resources such as MOOCs fit into high school classrooms? Can these be used in some way to enrich teaching and learning? See: <https://www.coursera.org/>
- Transformative Learning. Can we leverage technology to transform teaching and learning? See Connecticut Public Schools Superintendents Continuous Improvement Plan: http://www.ctnexted.org/pdfs/CAPSS_0101-FullReport.pdf

Need for Policy

- Social Media and Privacy policies are being created and updated. New uses and misuses of social media affect the lives of our staff and students.
- BYOD (bring your own device). When is it appropriate to encourage this practice, what type of classroom setting is required for this to be most effective? See Arizona K12 Center Technology Integration Matrix: <http://www.azk12.org/tim/>

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	12.2
Topic:	Notes of Thanks		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background: Please find attached Thank You cards from David Hall and Wayne Cozart.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	August 19, 2013	1. Thank you card from David Hall 2. Thank you card from Wayne Cozart

Recommendation:
Information only.

To the Prairie South Board of
Education and senior administration

And more.

Thanks so much for the
beautiful sculpture that you
gave me and thanks much more
for the opportunity to serve the
staff and students in Prairie South
Schools over the past 5 years.

I appreciate the visionary,
shared leadership I've experienced
here and high level of
expertise and professionalism
amongst the leadership.

David Hall

- School Board members
- Heather Baese
- Laura Connors
- Clarke Baker

Thanks to the others that helped.



Prairie South School div. 210

I would like to take
this opportunity ^{to} ~~for~~ ^{thnks.}
the lovely supper at
Assiniboia & the presentation
& the pictures from
Yvette Moore

Thanks Again
Wayne Rozart



AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	12.3
Topic:	Moose Jaw South Central Children's Charter		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background: Please find attached the Moose Jaw South Central Children's Charter.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	August 19, 2013	Children's Charter

Recommendation:

Information only.



Moose Jaw South Central Children's Covenant



We believe that;

**All children should have healthy food,
safe water and clean air.**

**All children should be housed in dwellings that reflect the normal standard of
our community**

**All children should have healthy physical, intellectual, emotional and social
development, well-being and quality of life**

**All children should have protection from physical, psychological, sexual abuse
and domestic violence**

**All children should have time with their families and/or other nurturing and
positive role models throughout their childhood**

**All children should have high quality early childhood development opportunities to
meet their best interests**

**All children should have resources to achieve the highest attainable level of
health and the assurance that the resources necessary to ensure lifelong good
health are provided**

**All children should have primary and secondary education to enable them to
reach their full potential**

**All children should have recreational and leisure activities in the form of play,
creative expression and skill development opportunities**

**All children should have protection from racism and discrimination irrespective
of the child's ethnic, cultural, spiritual, and/or religious identity.**



Creating Our Future!
The First Five Years Last A Lifetime



AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	12.4
Topic:	Auditors' Letter of Independence		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background: Please find attached a Letter of Independence from our auditors, Stark & Marsh.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 19, 2013	Letter of Independence

Recommendation:

Information only.

Letter of Independence

August 14, 2013

Prairie South School Division No. 210
15 Thatcher Drive
MOOSE JAW, SK S6J 1L8

ATTENTION: Board of Directors

Dear Sir(s)/Madam(s):

We have been engaged to audit the financial statements of Prairie South School Division No. 210 for the year ending August 31, 2013.

Canadian Generally Accepted Auditing Standards (GAAS) require that we communicate at least annually with you regarding all relationships between the company and Stark & Marsh, Chartered Accountants, LLP, that, in our professional judgment, may reasonably be thought to bear on our independence.

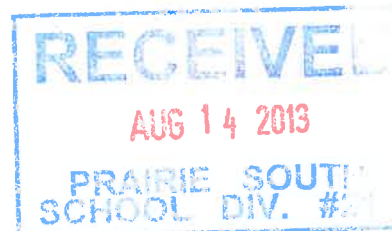
In determining which relationships to report, these standards require us to consider relevant rules and related interpretations prescribed by the Rules of Professional Conduct of the Institute of Chartered Accountants of Saskatchewan, covering such matters as:

- (a) holding a financial interest, either directly or indirectly, in a client;
- (b) holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- (c) personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- (d) economic dependence on a client; and
- (e) provision of services in addition to the audit engagement.

We have prepared the following comments to facilitate our discussion with you regarding independence matters arising since November 5, 2012.

We are not aware of any relationships between the company and ourselves that, in our professional judgment, may reasonably be thought to bear on our independence.

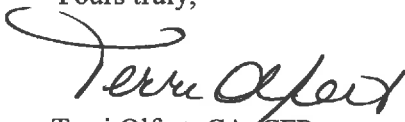
GAAS requires that we confirm our independence to the Board of Directors in the context of the Rules of Professional Conduct of the Institute of Chartered Accountants of Saskatchewan. Accordingly, we hereby confirm that we are independent with respect to the company within the meaning of the Rules of Professional Conduct of the Institute of Chartered Accountants of Saskatchewan as of August 31, 2013.



This report is intended solely for the use of the the Board of Directors, management and others within the company and should not be used for any other purposes.

Should you have any questions regarding the foregoing or other matters, please contact us at your convenience. We are prepared to answer any questions you may have regarding our independence.

Yours truly,



Terri Olfert, CA, CFP

TLO/prm



AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	12.5
Topic:	Inquiry Funding vs Expenses		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background:

At the May 7th, 2013 meeting the following inquiry was made:

The Ministry of Education has a template for funding to school divisions, broken down by category like Instruction, Governance, etc. What is the provincially-generated funding allocation by category for Prairie South and what is the actual Prairie South budgeted spending for these categories with respect to 2013-14 budget?

Current Status:

The majority of funding provided by the ministry is unconditional. The funding model is not intended to prescribe how boards of education should spend their funding dollars. The formulas are only a method to distribute funding. Each board of education makes individual expenditure decisions based on budget priorities that meet local needs:

There is conditionality within the following areas:
Complementary Services - PreKindergarten
Associate Schools

Source: Page 5 2013-14 Funding Manual

Pros and Cons:

The question only asks about comparing expenses against the funding allocations. It does not take into consideration that the division receives an additional 3,885,061 in revenues other than the grant.

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 1, 2013	Funding - Expense

Recommendation:

Information Only

	Expenses	Funding	Variance	
Governance	581,673	499,688	81,985	
Administration	3,337,589	2,669,489	668,100	
Instruction	55,533,596	54,650,789	882,807	
Plant	13,743,185	10,288,258	3,454,927	
Transportation	6,267,232	6,229,614	37,618	
School Bus Renewal	968,080	1,002,207	(34,127)	Amortization used here
Tuition and Related Fees	72,500	-	72,500	
School Generated Funds	1,228,000	-	1,228,000	There is offsetting revenue for this item
Complementary Services	2,110,889	511,478	1,599,411	
External Services	4,374,876	4,150,550	224,326	
Other Expenses	81,816	-	81,816	
Total	88,299,436	80,002,073	8,297,363	

-

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	12.6
Topic:	Emergency Measures Planning		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background:

The Canadian Red Cross (CRC), on behalf of Emergency Social Services (ESS), is formally requesting the use of Prairie South School Division schools both City and Rural as potential Congregate Shelters or Reception Centres in the case of a large-scale disaster in the Moose Jaw or surrounding Prairie South School Division area.

Current Status:

Attached are two letters of approval from PSS 210 to the Red Cross and the Town of Lafleche for the use of facilities in the case of a large -scale disaster. The schools included in the agreement are Lafleche Central School, Riverview Collegiate, Lindale School, Peacock High School.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	August 2, 2013	1. Letter to Brandi Morisette 2. Signed agreement letter from Canadian Red Cross

Recommendation:



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

June 14, 2013

Brandi Morisette
E.M.O. Co-ordinator
Town of Lafleche
Box 250
Lafleche, SK
S0H 2K0

Dear Ms. Morisette:

Re: E.M.O. Planning

In response to your letter dated May 27, 2013, please be informed that the school division and Lafleche School hereby approve your request to use the school facilities in an emergency situation.

I would also like to make you aware that we currently lease out a portion of the school to the Lafleche Early Learning which we cannot offer as part of this agreement unless they agree to this arrangement as well. The contact person at the daycare is Joanne Lethbridge.

If you have any other questions or require additional information, please contact Darren Baiton who will be replacing me following my retirement. He can be reached at 691-1373.

Sincerely,

A handwritten signature in blue ink that reads "Aline Kirk".

Aline Kirk
Facilities Manager

cc: Brian Ruthven, Principal
Darren Baiton, Assistant Facilities Manager



**CANADIAN CROIX-ROUGE
RED CROSS CANADIENNE**

54 – 11th Street East
Prince Albert, SK
S6V 4H5

Darren Baiton
Facilities Manager
Prairie South School Division
1075 9th Ave NW Moose Jaw, SK S6H 1V7
Office: (306) 691-1380
Darren - (306) 631-4937

June 24, 2013

Dear Darren,

In 2012, The Canadian Red Cross (CRC) signed an agreement with the Ministry of Social Services to operate and manage Reception Centres on behalf of the province during evacuations. This includes having service or facility agreements with facilities such as schools.

The Canadian Red Cross (CRC), on behalf of Emergency Social Services (ESS), is formally requesting the use of Prairie South School Division schools both City and Rural as potential Congregate Shelters or Reception Centres in the case of a large-scale disaster in the Moose Jaw or surrounding Prairie South School Division area.

The nature and location of the disaster will dictate which facility may be required. Initially, we have identified three specific locations within the City of Moose Jaw as our primary locations.

- South – Riverview Collegiate
- Northwest – Lindale School
- Northeast – Peacock High School

We are hopeful that you will make your facilities available as part of our planning, and acknowledge some of the pressures that exist in mobilizing your staff during the disaster season. Prairie South School Division will not incur a deficit as a result of ESS operations. The CRC with the approval of ESS, commits to reimbursing PSSD for costs related to the use of your facilities for the Congregate Shelter or Reception Centre. We suggest pre- and post-event inspections of the facilities with both PSSD staff and CRC representatives to identify any damages incurred during the event.

We acknowledge that there may be dates when your facility is not available. The CRC along with our local ESS team will strive for minimal disruption to PSSD and your staff. We will respect your operational requirements as well as protection of the facilities.

I have outlined our plan and services below.

1. Emergency Social Services Plan

If a disaster situation occurs, the Canadian Red Cross may require facilities for

- Reception Centres and / or
- Congregate Shelter (Lodging)

A Reception Centre is a one-stop location where basic emergency social services are delivered to persons affected by a disaster. Services may include registration and information, food, and health care services. Local Emergency Social Services staff and volunteers including local and provincial agencies and organizations may be on-site to deliver such services.

If temporary housing is required for persons affected by a disaster, the CRC may set-up a Congregate Shelter. For groups under 100 or for parents with newborns, children or elderly, and others with special needs where congregate housing may not be suitable, we would utilize alternate housing options, however in the case of a large scale evacuation (over 100); we would like to utilize your facility for the purpose of a Congregate Shelter or Reception Centre.

2. Primary Reception Centre / Congregate Shelter Sites

The following PSSD facilities have been identified as the primary locations that may be utilized for either Reception Centre or Congregate Shelter facilities.

Riverview Collegiate

- South Moose Jaw location
- High School with small kitchen and concession
- Large gym for reception center
- Shelter accommodations available in classrooms or in gym if temporary flooring is available to protect the hardwood floor
- Could accommodate XXX residents for shelter and XXX for Reception Centre

Lindale School

- Northwest Moose Jaw location
- Elementary School with limited kitchen facilities
- Gym could accommodate XXX residents for shelter and XXX for Reception Centre

Peacock High School

- East Moose Jaw Location
- High School with concession and home economics lab
- Large gym for Reception Center and easy outdoor access
- Shelter accommodations available in classrooms or in gym if temporary flooring is available to protect the hardwood floor
- Could accommodate XXX residents for shelter and XXX for Reception Center

3. Activation of Plan

We hope to be in a situation whereby as much lead time as possible would be provided in accessing your facility. This will allow for preparatory work to be completed prior to the arrival of evacuees. Our request to access your facility will be directed to you or your designate and will come from either Kim MacLean or Dave Kyba. The CRC and local ESS lead, Judi Robertson or alternate, will assume responsibility for the Reception Centre and for the setup and management of congregate housing.

4. Facility Setup

The CRC would like to utilize PSSD staff when available for initial setup. For example, moving of any PSSD property (desks); setting up of tables and chairs as required.

The CRC will also utilize the City of Moose Jaw ESS Committee and CRC volunteers to transport and set up our supplies within the School.

Areas to be utilized would be identified with PSSD staff once approval from their Board has been received.

CRC also requests that PSSD designate a facility liaison that is available to answer questions and respond to needs associated with the operation of each facility.

5. Security

The CRC agrees to provide security staff for the duration of the evacuation. We would review with PSSD staff the appropriate security needs to ensure restricted areas are monitored.

6. Food Services

CRC volunteers and local community agencies, such as the Salvation Army, will assist in the distribution of meals, fruit, juice, and coffee at pre-identified times. Meals will be served during specific hours; and no food or drinks will be permitted in the sleeping area.

If available and required, the CRC may request additional support from PSSD internal concession workers and will reimburse expenses as necessary.

7. Housekeeping/Janitorial Services

The CRC would also request that PSSD on staff be utilized for housekeeping duties to maintain washroom, shower and facility cleanliness and sanitation during the occupancy.

The CRC Reception Centre Manager (or designate) would be the on-site contact and liaison.

8. Other Considerations

The CRC will need to establish an office in the facility and will review with PSSD on the most appropriate location. Access to telephone line, internet and office equipment would be greatly appreciated and will be reimbursed.

The CRC will strive to plan the use and setup at the facilities with as much notice as possible, in consultation with PSSD.

An average stay can range from 5 to 7 days, with as much notice as possible provided to prepare the site. We will also work with PSSD staff to identify expectations around returning the facility to normal use.

Any damage, as a result of the evacuations, to equipment or PSSD property would be covered by the CRC.

Any media inquiries will be dealt with by Ministry of Social Services ESS leads and the CRC.

We will endeavor to enforce reasonable rules regarding movement within and outside of the facility, including a curfew and a "no smoking" policy.

Once again, thank you for your consideration to this request. These are important services that we provide to individuals and families in their hour of need. Should you have any questions or concerns, please do not hesitate to call me at (306) 765-2606.

9. Prairie South School Division Provisions

The CRC also agrees that;

- any additional out of pocket expenses incurred by the school division as a result of this agreement will be billed to the Canadian Red Cross.
- and that, protective matting must be used on the gym floors at Riverview and Peacock Schools.

Sincerely,

Kim MacLean
Provincial Lead Disaster Management
Canadian Red Cross Society

cc: Judi Robertson,
Community Outreach Coordinator, Canadian Red Cross
Local ESS Team lead
(306) 692-9776 w / (306) 681-3123 (wk cel) / (306) 693-6867 (h)

We acknowledge and accept the terms of this letter agreement dated 2013.

Aug 2/13

Darren Baiton

Darren Baiton
Facilities Manager
Prairie South School Division

AGENDA ITEM

Meeting Date:	September 3, 2013	Agenda Item #:	12.7
Topic:	2013-14 Budget Approval		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input checked="" type="checkbox"/> Information

Background:

We have received a letter from Deputy Minister Dan Florizone approving the board's 2013-14 estimated revenues and expenditures in accordance with section 280(1) of The Education Act, 1995.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 24, 2013	Letter from Dan Florizone and Cash Budget summary

Recommendation:

Information only. No Action required.



August 23, 2013

Ms. Colleen Christopherson-Cote
Board of Education Chair
Prairie South School Division No. 210
15 Thatcher Drive East
MOOSE JAW SK S6J 1L8


Dear Ms. Christopherson-Cote:

Thank you for the submission of your school division's estimated revenues and expenditures for the 2013-14 school division fiscal year as required by section 278 of *The Education Act, 1995*.

Your 2013-14 estimated revenues and expenditures have been reviewed by the ministry. On behalf of the Minister of Education, I approve these revenues and expenditures, as submitted and enclosed, in accordance with section 280(1) of *The Education Act, 1995*.

I would like to take this opportunity to thank your board and division staff for their time and effort in completing these documents. If you have any questions or concerns, please contact Doug Schell, Director of Financial Analysis and Reporting, at (306) 787-6634 or by email at doug.schell@gov.sk.ca.

Sincerely,

 Dan Florizone
Deputy Minister

Enclosure

cc: Jeff Finell, Director, Prairie South School Division No. 210
Bernie Girardin, Chief Financial Officer, Prairie South School Division No. 210
Donna Johnson, Assistant Deputy Minister of Education
Doug Schell, Director, Financial Analysis and Reporting, Education Funding

PRAIRIE SOUTH SCHOOL DIVISION No. 210
CASH BUDGET
For the period ending August 31, 2014

<u>Chart of Accounts</u>	<u>Description</u>	<u>Budget 2013-14</u>
REVENUES		
1-1-01-000-000	Property Taxation	29,505,075
1-1-02-000-000	Grants	47,696,666
1-1-03-000-000	Tuition and Related Fees	97,458
1-1-04-000-000	School Generated Funds	1,228,000
1-1-07-000-000	Complementary Services	523,791
1-1-08-000-000	External Services	4,561,943
1-1-05-000-000	Other Revenue	562,125
	Total Revenues	<u>84,175,058</u>
EXPENDITURES		
1-2-10-000-000	Governance	581,673
1-2-11-000-000	Administration	3,337,589
1-2-12-000-000	Instruction	55,533,596
1-2-13-000-000	Plant	13,743,185
1-2-14-000-000	Transportation	7,235,312
1-2-15-000-000	Tuition and Related Fees	72,500
1-2-16-000-000	School Generated Funds	1,228,000
1-2-21-000-000	Complementary Services	2,110,889
1-2-22-000-000	External Services	4,374,876
1-2-17-000-000	Other Expenses	81,816
	Total Expenditures	<u>88,299,436</u>
	Excess (Deficit) for the year	<u><u>(4,124,378)</u></u>
ADDITIONAL INFORMATION REQUESTED FROM THE SCHOOL DIVISIONS:		
		<u>Budget 2013-14</u>
CASH REQUIREMENTS:		
Tangible Capital Assets:		
	(-) Purchases	<u>4,414,830</u>
	(+) Proceeds from disposals	<u>-</u>
Long Term Debt, including capital leases:		
	(-) Repayments of the year	<u>335,828</u>
	(+) Debt issued during the year	<u>-</u>
NON-CASH GAIN/EXPENSES:		
	(+) Amortization expense	<u>5,419,137</u>
	(+) Employee Future Benefits expenses	<u>255,899</u>
OTHER CASH REQUIREMENTS:		
	(-) Employee Future Benefits payments	<u>46,900</u>
	NET EXCESS (DEFICIT) CASH	<u><u>(3,246,900)</u></u>
FINAL DEFICIT POSITION WILL BE COVER BY:		
	Cash	
	Non restricted reserves	3,200,000
	Other: Elimination of employee future benefit payment already included in expense	<u>46,900</u>
	REVISED CASH POSITION	<u><u>-</u></u>