

Prairie South School Division No. 210
BOARD OF EDUCATION

June 10, 2014
10:30 a.m. – 4:00 p.m.
Thatcher Drive Office, Moose Jaw

AGENDA

- 1. Board Planning Session (10:00 – 10:30 a.m.)**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
 - 5.1. Facility Utilization Relocate 9th Avenue Office to Riverview Collegiate (Decision)**
 - 5.2. Gravelbourg Addition/Renovation Design Development Report (Decision)**
 - 5.3. Selling of Mossbank Teacherage (Decision)**
 - 5.4. Accountability Report: Communications (Decision)**
 - 5.5. Accountability Report: 3rd Quarter Report (Decision)**
 - 5.6. Accountability Report: School Community Councils (Decision)**
 - 5.7. Administrative Procedures Update (Discussion)**
 - 5.8. Sale of Surplus Land (Decision)**
 - 5.9. Moose Jaw High Schools Chem-Free Grads (Decision)**
 - 5.10. Using an Alternate Yard Site – Letter of Understanding (Decision)**
 - 5.11. Transportation Catchment Area Applications (Decision)**
 - 5.12. Monthly Reports (Decision)**
 - 5.12.1. Substitute Usage Report
 - 5.12.2. Tender Report
 - 5.12.3. Suspensions
- 6. Delegations and Special Presentations**
 - 6.1. 11.30 a.m. Empire Drumming Circle at Empire School (depart Thatcher Office at 11.15 a.m.)**
 - 6.2. 2.00 p.m. Rockglen SCC re: Rural Catchment Areas**
- 7. Committee Reports**
 - 7.1. Standing Committees**
 - 7.1.1. Higher Literacy and Achievement
 - 7.1.2. Equitable Opportunities
 - 7.1.3. Smooth Transitions

- 7.1.4. Strong System-Wide Accountability and Governance
- 7.1.5. Advocacy and Networking
- 7.1.6. South Hill

8. Information Items

- 8.1. Ministry of Government Relations, Re: 2014 Confirmed Education Property Tax Mill Rates**
- 8.2. Surplus Land Disposal Report**

9. Celebration Items

10. Identification of Items for Next Meeting Agenda

- 10.1. Notice of Motions**
- 10.2. Inquiries**

11. Meeting Review

12. Adjournment

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 15 Thatcher Drive East, Moose Jaw, Saskatchewan on MAY 6, 2014 at 10:00 a.m.

Attendance: Mr. D. Crabbe; Mr. S. Davidson; Mr. R. Gleim; Ms. J. Jelinski; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; 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 Co-ordinator; L. Patterson, Executive Assistant.

Regrets:

Presentations: Learning Presentation: Lindale School. Crystal Cameron, Teacher; Layne G, Grade 2, Sara W, Grade 2, and Emma C, Grade 1.

Motions:

- | | | |
|-------------------|--|---------|
| 2014/05/06 – 2141 | That the meeting be called to order at 10.51 a.m.
- Davidson | Carried |
| 2014/05/06 – 2142 | The following additions or changes were made to the agenda:
5.1.1 ADDITION: Director Evaluation Report
(Decision)
5.12 ADDITION: 2013-2014 Continuous Agenda
Updated (Decision)
5.13 ADDITION: Personnel Item
8.1.1 moved to 8.14
8.5 moved to 5.15

That the Board adopt the agenda as presented/amended.
- Young | Carried |
| 2014/05/06 – 2143 | That the Board adopt the Minutes of the regular meeting of April 8, 2014 as presented.
- Jelinski | Carried |
| 2014/05/06 – 2144 | That the Board approve the Positive Path Forward as developed during the Facilitated Board Evaluation conducted April 23, 2014 and direct the chair to ensure the issues contained therein are addressed in a timely manner during the coming year.
- Kessler | Carried |
| 2014/05/06 – 2145 | That the Board approve the Director of Education Evaluation Report as prepared on April 23, 2014 as an accurate accounting of the Director's performance relative to the role expectations contained in the Director's job description and defined further in the | Carried |

Performance Assessment Guide.

- Gleim

- | | | |
|-------------------|--|-----------|
| 2014/05/06 – 2146 | The following recommendations are related to budget:
That the Board approve the 2014-15 budget with operating expenses of \$87,139,492 loan payments of \$351,328 and capital expenses of \$2,521,080.
- Crabbe | Carried |
| 2014/05/06 – 2147 | Notice of Motion: That any Central Board Office vacant positions not be filled until after adoption of the 2014/15 budget.
- Swanson
Motion has been withdrawn | Withdrawn |
| 2014/05/06 – 2148 | That the Board approve the schedule of Regular meetings dates and planning meetings for the 2014-15 year as presented.
- Gleim | Carried |
| 2014/05/06 – 2149 | That the Director of Education accountabilities mandated in the source documents cited in the Grade 8 - 9 Retention Accountability Report have been fully met.
- Wilson | Carried |
| 2014/05/06 – 2150 | That the Board approve the sale of parcels 145032038 and 105152914 for \$50 each to the adjacent land owners and that administration complete the transfer of parcel 104864935 to the adjacent land owner as previously approved by the Borderland Board.
- Swanson | Carried |
| 2014/05/06 – 2151 | The Board approves the disposal of records as per the attached schedule, by shredding or transfer to the Saskatchewan Archives.
- McLeod | Carried |
| 2014/05/06 – 2152 | That the Board accept the monthly reports as presented.
- Young | Carried |
| 2014/05/06 – 2153 | That the Board approve scheduling the Communications Accountability Report to the June Board meeting and that the SCC Accountability Report be presented to the Board at the June meeting.
- Gleim | Carried |
| 2014/05/06 – 2154 | That pursuant to clause 210(1) (c) of the Education Act, 1995 the contract of Gregory Sajous be terminated effective June 30, 2014 for the reasons stated in the report of the Superintendent of Human Resources, dated | Carried |

May 6, 2014.

- McLeod

2014/05/06 – 2155

That the Coronach Early Learning Centre item be referred to the Smooth Transitions Committee for recommendation.

Carried

- Young

The Board break at 11.38 a.m.

The Board reconvened at 11.41 a.m.

The Board break for lunch at 12.00 p.m.

The Board reconvened from lunch at 12.38 p.m.

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- The committee would also like to recognize the Global Regina TV spotlight that took place recently. The TV crew was on location in Moose Jaw to talk about the reading week activities happening in Prairie South Schools.
- All of the free little libraries have been distributed to the schools to support the Division reading goal.
- Prairie South Schools have really taken hold of reading town week, with plenty of activities occurring in each school through the week.
- The Administrators met to create the level 2 Prairie South education sector strategic plan.
- Prairie South is very involved at the provincial level, with Rayleen Eberl on the provincial reading team, Derrick Cameron on the provincial assessment team, and Lori Meyer on the provincial early years team for the sector plan outcomes.
- The Student Advisory Group presented at the Provincial IT summer on May 5th, and they are the only student led presenters at the conference.

Equitable Opportunities

- Report Pending.

Smooth Transitions

- The committee met to review the Retention Accountability report, as presented at the meeting.
- They have also discussed Prekindergarten enrolment in the Division.
- They also discussed the transition students make after high school and how we can support them as they continue to achieve and learn. There was discussion about the information being shared with schools and students regarding university and post secondary institution tours that are being offered.

Strong System-Wide Accountability and Governance

- The committee met to discuss, review and provide feedback on the SCC accountability report that will be presented in June. It will cover SCC

communication with the Board, chair engagement structure and different ways to break it down via cluster groups.

- The committee also noted that Derrick Huschi, Superintendent of Operations, would present to the board on school excursions at a future board meeting.

Advocacy and Networking

- The committee recognized the successful Annual Meeting of Electors that had recently taken place at King George School. With a wonderful guest speaker, Division reports and SCC networking opportunity, the evening was another successful way to celebrate learning together.
- The Committee will also undertake reviewing the SSBA position statements mentioned earlier in the meeting.

South Hill

- No report given.

Adjournment

2014/05/06 – 2156

That the meeting be adjourned at 1.12 p.m.
- Crabbe

Carried

Shawn Davidson
Chair

B. Girardin
Superintendent of Business and Operations

Next Regular Board Meeting:

Date: June 10, 2014
Location: Central Office, Moose Jaw

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.1
Topic:	Facility Utilization - 9th Avenue Office move to Riverview Collegiate		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

The Facilities Department has presented the Board with an array of detailed options for consolidation of space within our Moose Jaw facilities.

Current Status:

At Board planning meetings the Trustees examined the information provided by the Facilities Department. As a result the majority of Trustees agreed the path for now is to move the Learning Department and Margaret McIntyre Resource Centre from the 9th Avenue Office to Riverview Collegiate. Facilities staff currently at the 9th Avenue location would move to the Baker building.

Preparation of the vacant Riverview Collegiate space will be scheduled to progress as soon as possible. It is proposed that 2014-15 budget funds presently allocated for 9th Avenue Office upgrades be reallocated for this purpose. The move will take place with minimal disruption to the education program.

The cost of the move and any modifications that will be required will come from allocations previously allocated for upgrades to the 9th Avenue Office which have not been used.

Pros and Cons

Pros:

- surplus space within Riverview Collegiate would be utilized
- reduce annual operating costs
- future opportunity to sell 9th Avenue Office
- minimal construction alterations would be required
- provides staff with natural light and a healthy workspace
- IT would retain the backup location

Cons:

- Prime educational space will be used for office space.

May limit future options for educational use of the space

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	May 26, 2014	

Recommendation:

That the Board relocate the Learning Department to Riverview Collegiate.

That the Board relocate Margaret McIntyre Resource Centre to Riverview Collegiate.

That the Board redistribute funds allocated for 9th Avenue office upgrades to the cost of relocating the Learning Department and Margaret McIntyre Resource Centre and associated reconfigurations of Riverview Collegiate.

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.2
Topic:	Gravelbourg Addition/Renovation Design Development Report		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

P3A Architecture was chosen as the architectural firm to design, tender, and construct the Gravelbourg Prek-12 Addition renovation project. The project consists of renovation of the existing school with a new addition linking to the daycare. The school design was developed with collaboration and public consultations of the staff, students, community, Ministry and Prairie South.

Current Status:

P3A has completed Design Development Report and upon Board final design approval will then go to the Ministry for final budget pre-tender approval. The Ministry will review design and budget and upon their approval it will go out to public tender. Anticipated construction start will be October 2014 with a projected completion September 2015.

Pros and Cons

Pros:

- will provide the staff and students with a new facility with flexible use
- will provide a safe healthy environment for learning
- timeline will be set up for the best interest of education

Cons:

- construction phasing will take place

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	May 30 , 2014	Design Development Report

Recommendation:

That the Board approve the Design Development Report for the Gravelbourg Addition/Renovation and submit it to the Ministry of Education for approval.



GRAVELBOURG PRE-K - 12 SCHOOL

DESIGN DEVELOPMENT REPORT
MAY 27, 2014



ABOUT

This report was prepared by P3 Architecture Partnership and is intended to summarize the Design Development process for Gravelbourg K-12 School. This report is to be read in conjunction with, and will reference the Schematic Design Report issued December, 2013. Designs and finishes are conceptual only and are subject to further development, revision, and owner approval.



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Exterior View of New School Addition - Recommended Option | View Looking South-East from 1st Avenue

Section 1.0

Project Update

1.1 Project Status / Design Development

This Design Development Report summarizes the project development between January and May, 2014. This abbreviated Design Development phase moved the project towards built realization by finalizing floor plans and spatial relationships, along with continued development of engineering and building systems. In this phase architectural systems, finishes and materials have also been established. The primary focus has been on the design of the building addition's envelope, exterior, and development of the interior spaces. Another key focus was the development of a unifying design that is grounded in a sensitive approach that respects and responds to the built heritage of the town of Gravelbourg.

The new Gravelbourg K-12 school will unite and consolidate the High School and Primary school under one roof. The design team took the unique approach of designing the building from the inside-out through an engaging and collaborative design process. This collaborative approach incorporated community involvement, as well as Staff Sessions and Student Theming and Idea input. Principal project drivers were developed during this collaborative process, which took precedence during the design development of the school. These drivers included: program integration, user relationships, flexibility, teaching and shared spaces. At the final stakeholder meeting with PSSD, it was confirmed that the goals which had been discussed during the lengthy design process were evident and achievable in the floor plans. Following the completion of these meetings and subsequent plan revisions, the focus of the design team moved toward development and integration of the exterior and interior systems presented in the report. These refined plans were then presented to the staff, students and the community of Gravelbourg during the public open house held in May 2014.

The next focus for the design team will be reaching a higher level of resolution in the building, while the user groups work towards achieving a higher level of resolution for operations and programing. Moving forward, a focus on sustainable solutions will be of critical importance, as well as a thoughtful approach to the building's integration with the town's built heritage. Approval of the information presented in this report will be the basis for proceeding on to detailed design and the completion of contract documents.

1.2 Design Intent

The notion of gathering under a single roof is an essential concept that all cultures and backgrounds share; it is an idea that is beautifully expressed in the historic Gravelbourg Cathedral and is central to the design of the Gravelbourg K-12 school. Gathering is essential for sharing, communication, engagement and instruction; an idea that is fundamental to the Gravelbourg School project vision developed by students, staff and community members. The heart of the school, which has been a key project principle through all design iterations, provides a unifying focal point that unites the old 1963 structure with the new, and offers a large inviting common space for students, staff and community to gather.

1.3 Appendices

The following appendices are included in the report:

- Appendix A - Zoning Analysis
- Appendix B - Building Code Analysis
- Appendix C - Site Information and Drawings
- Appendix D - Heritage Considerations

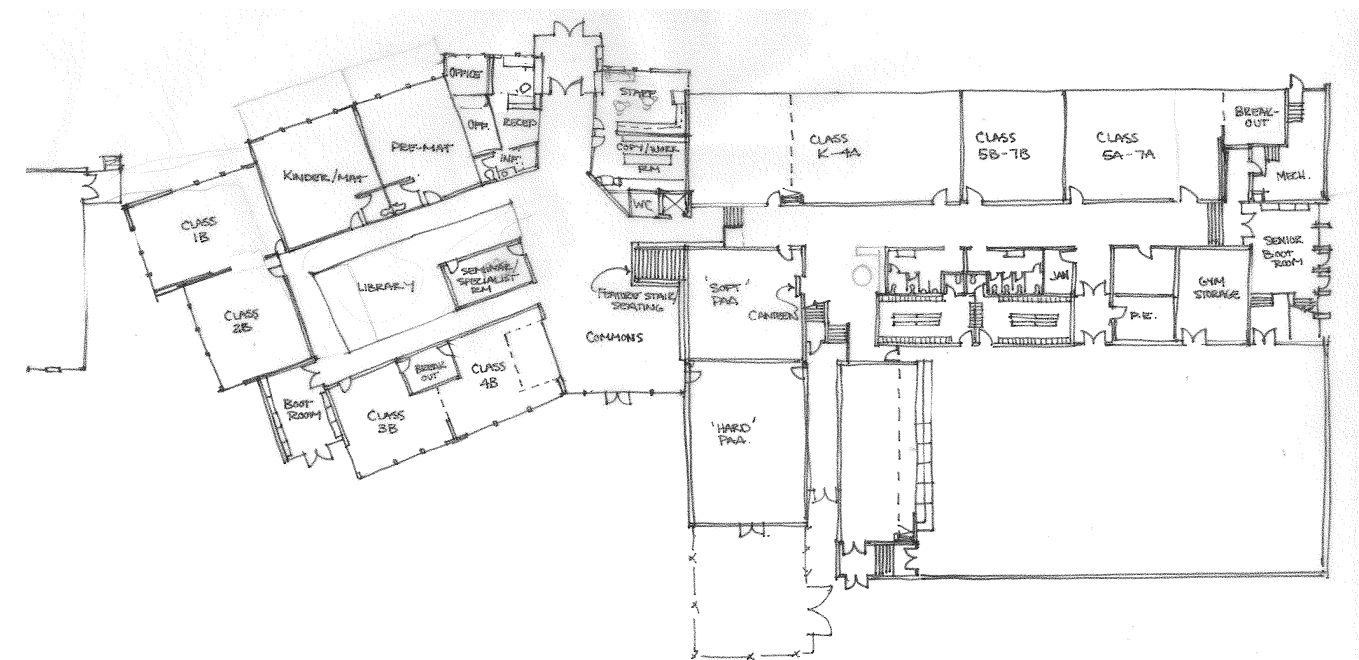
The following appendices are attached independently of this report:

- Appendix E - Class B Cost Estimate

1.4 Staff Design Sessions

Following the Schematic Design stage, P3A lead an interactive design workshop with stakeholders and staff to further refine and inform the design and internal functions of the new Gravelbourg K-12 School. Staff were asked to draw and build a large-scale model of their own design. During this process Staff were encouraged to make all design decisions, and the design team provided assistance with the drawing and modelling of their ideas.

The outcome of this engaging exercise was the selection of one design option that was to be the foundation for the Design Development working design of the new school.



Modified Selected Option for Design Development | Main / Lower Floor | January 27, 2014



Individual Designs by Staff



Design Presentations by Staff



Model Building of the Designs by Staff



1.5 Theming and Student Participation

Students of Gravelbourg School were asked to contribute directly by providing their initial ideas on Theming and to provide further richness to the School's design. The intent of this exercise was to gather and catalogue a number of ideas from the students, which will serve as a catalogue of ideas to be further developed and incorporated into the interior spaces of the new Gravelbourg K-12 School.

To facilitate this process, Students were divided into two groups:

Group 1: Global Outlook

The group distilled their theme into “A Global Outlook” with grade groupings connected to a spiralling out of a world view from Gravelbourg. The school would be themed on a space by space basis such as:

- Pre-K - K: Gravelbourg
- 1 - 3: The Prairies
- 4 - 6: The Arctic (or Canada in general)
- 7 - 9: South Pacific, SE Asia, Australia
- 10 - 12: Europe



Student Presentation on Ideas



Group 2: Local Focus

1. Promote a sense of history and culture, including:

- Agriculture
- Multi-Cultural
- Sports
- Architectural History: Art & Architecture

2. Incorporate the Hawk as a feature element:

- Inspirational / Various ways to appeal to all ages

Initial ideas on incorporating these themes into the design of the new school stem from the notion of Art and Architecture, as discussed by Group No.2. This idea is best expressed in the built heritage of the Gravelbourg Cathedral and will serve as inspiration for developing a series of large-scale tile mosaics murals to be developed in collaboration with students, staff and artists. These large-scale student-based murals will provide the opportunity for many of the Theming ideas presented by students and will be incorporated into the new school. Further details on the incorporation of Murals can be found in Section 5.0 Interior Development.

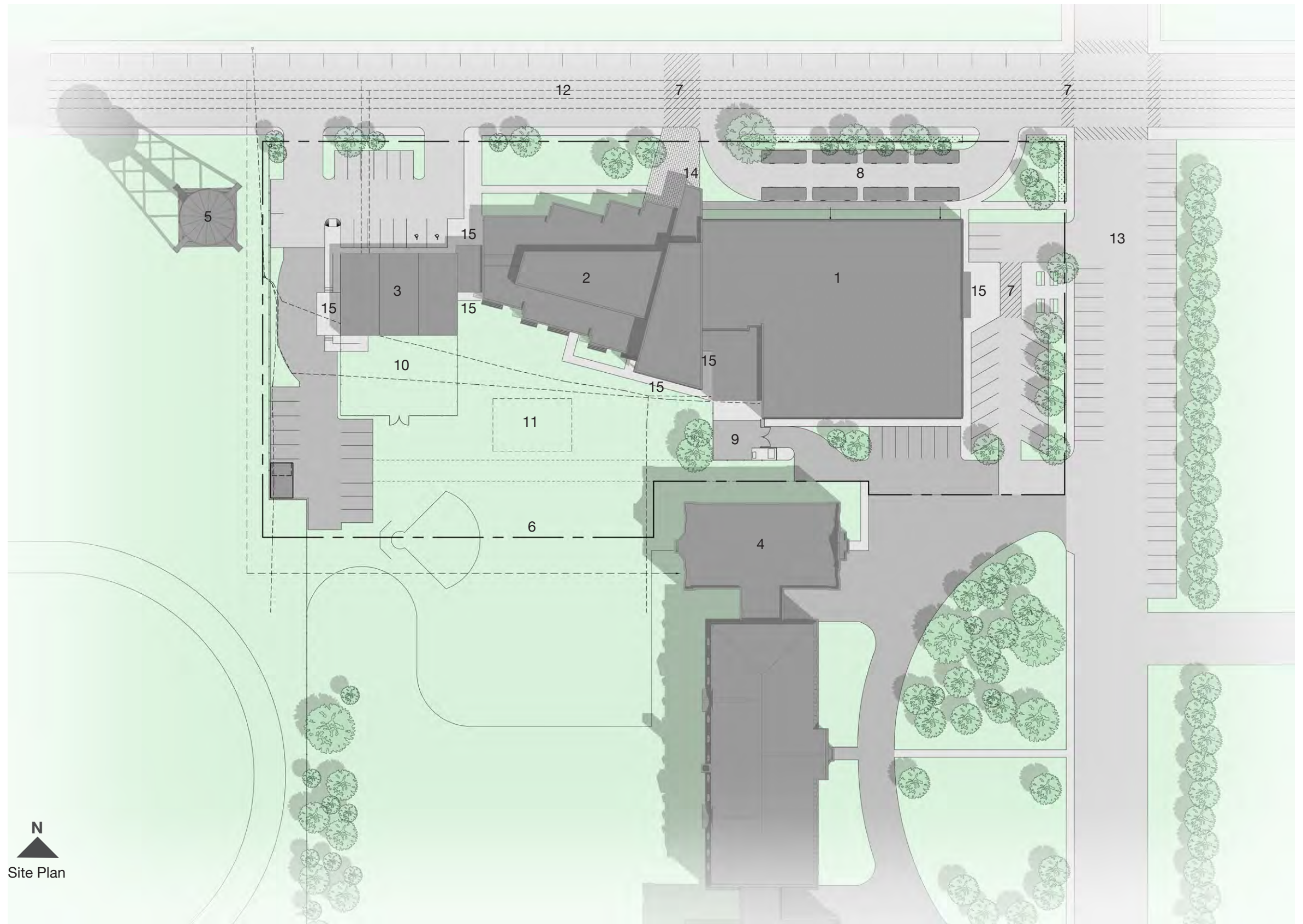


Student-Based Large-Scale Tile Mosaics



- 1 Existing High School
- 2 New School Addition
- 3 Existing Daycare
- 4 Existing Elementary School
- 5 Water Tower
- 6 Property Line
- 7 Pedestrian Crosswalk
- 8 Bus Drop-Off Area
- 9 PAA Yard
- 10 Daycare Play Ground
- 11 Relocated Elementary School Playground
- 12 1st Avenue - Highway 43
- 13 Athabasca Street
- 14 Main Entrance
- 15 Secondary Entrance

N
Site Plan



Section 2.0

Site Development

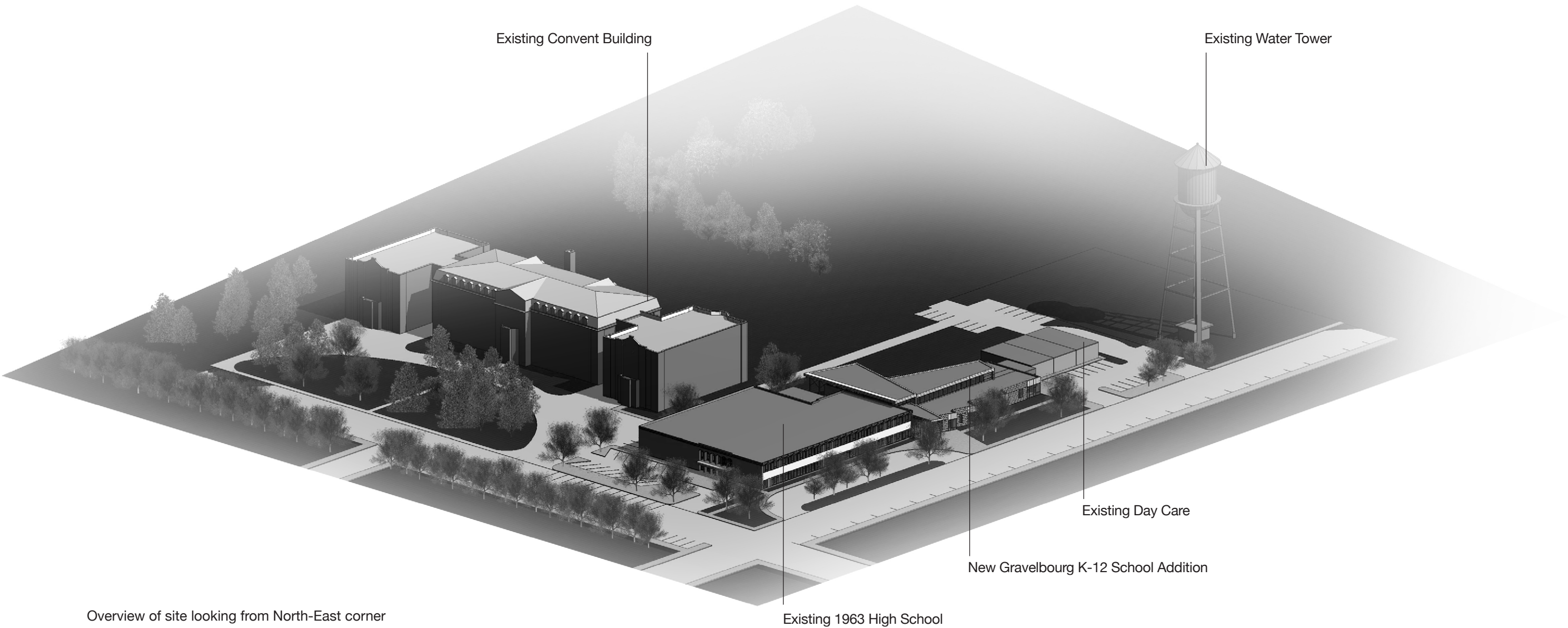
2.1 Site Development Update

The overall vision for the site design has not been altered from the options presented in the Schematic Design Report. However, meetings with user groups, stakeholders and owners have suggested minor revisions and refinements. The following is a list of modifications made to the site plan to accommodate these ideas. Detailed site development information can be found in Appendix C.

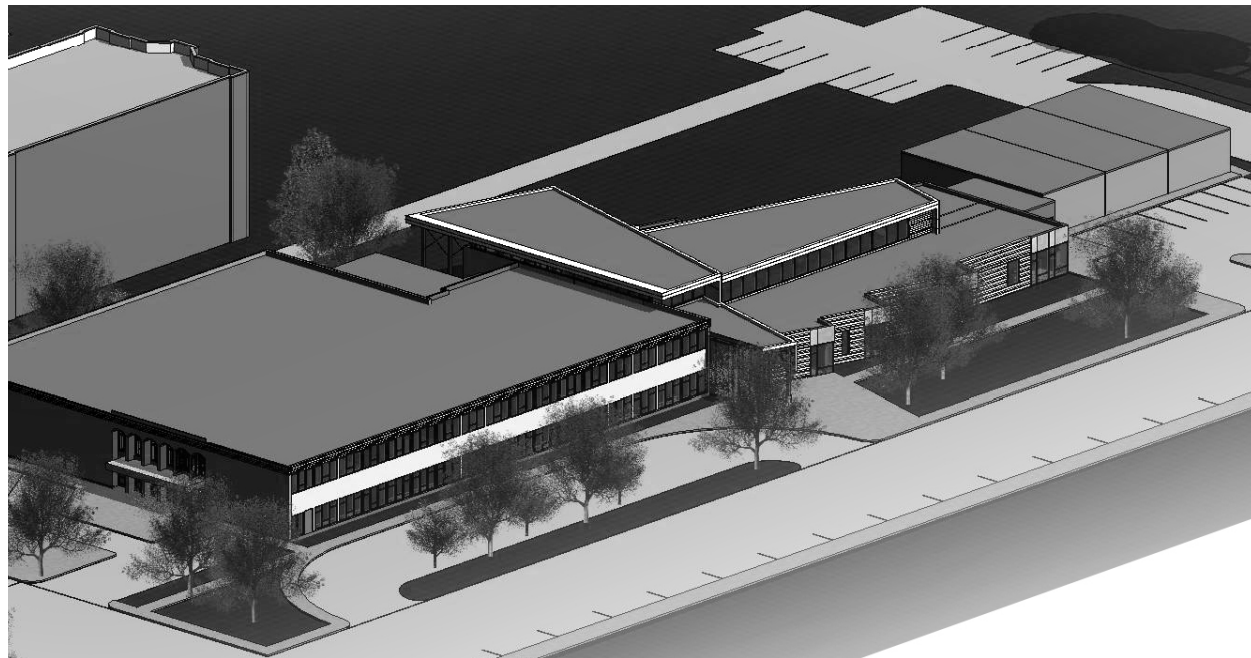
- The main entrance on the north side of the building incorporates a student plaza that incorporates paving and lighting similar to the enhancements found along Main Street.
- The existing Gravelbourg Elementary School playground is to be relocated to the south of the new addition.
- A dedicated bus drop-off area will be accommodated on site and will serve to fit eight 8.5m busses (two more than what is currently operated).
- The amount of parking on site has been increased to accommodate the needs of the teachers and staff.
- Staff parking along the east side of the school integrates a dedicated crosswalk for safe pedestrian approach and egress.
- A new property line will divide the Gravelbourg K-12 School from the Convent property.
- The existing Gravelbourg Elementary School garage will be moved to the south-west corner of the site.
- Loading areas, project yards and parking have been revised to suit zoning setbacks and building plan revisions

In addition to these refinements, thorough consideration of the historic setting for the school has been reviewed by Heritage Consultant Jonathan Yardley Architect, which has influenced the form and approach to the exterior design of the Gravelbourg K-12 School. Gravelbourg's built heritage is of national importance which forms the Gravelbourg Ecclesiastical Buildings National Historic Site of Canada and includes a remarkable collection of ecclesiastical structures. Great lengths were taken to understand the visual relationship of this built heritage and the new addition of the Gravelbourg K-12 School. The approach to the design of the new addition is one that contributes to the heritage value of the cultural landscape while being compatible, subordinate and distinguishable from the historic fabric of the site. Detailed information on these Heritage Considerations related to site can be found in Appendix D.

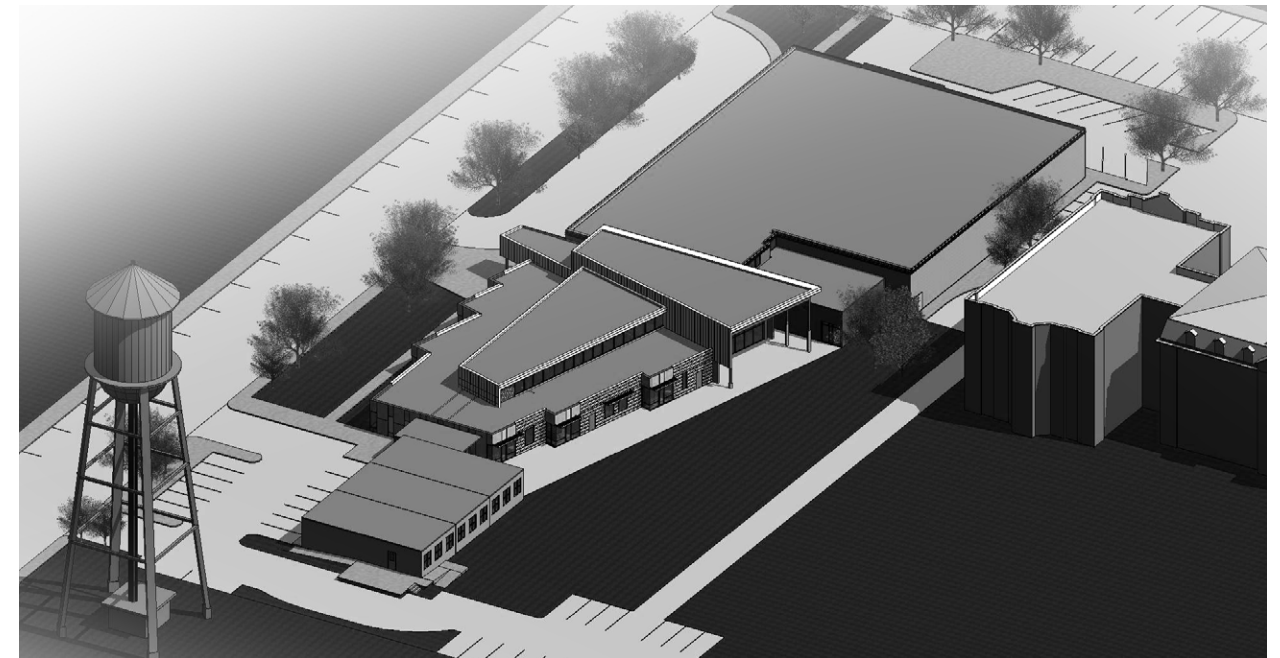
Site Axonometrics



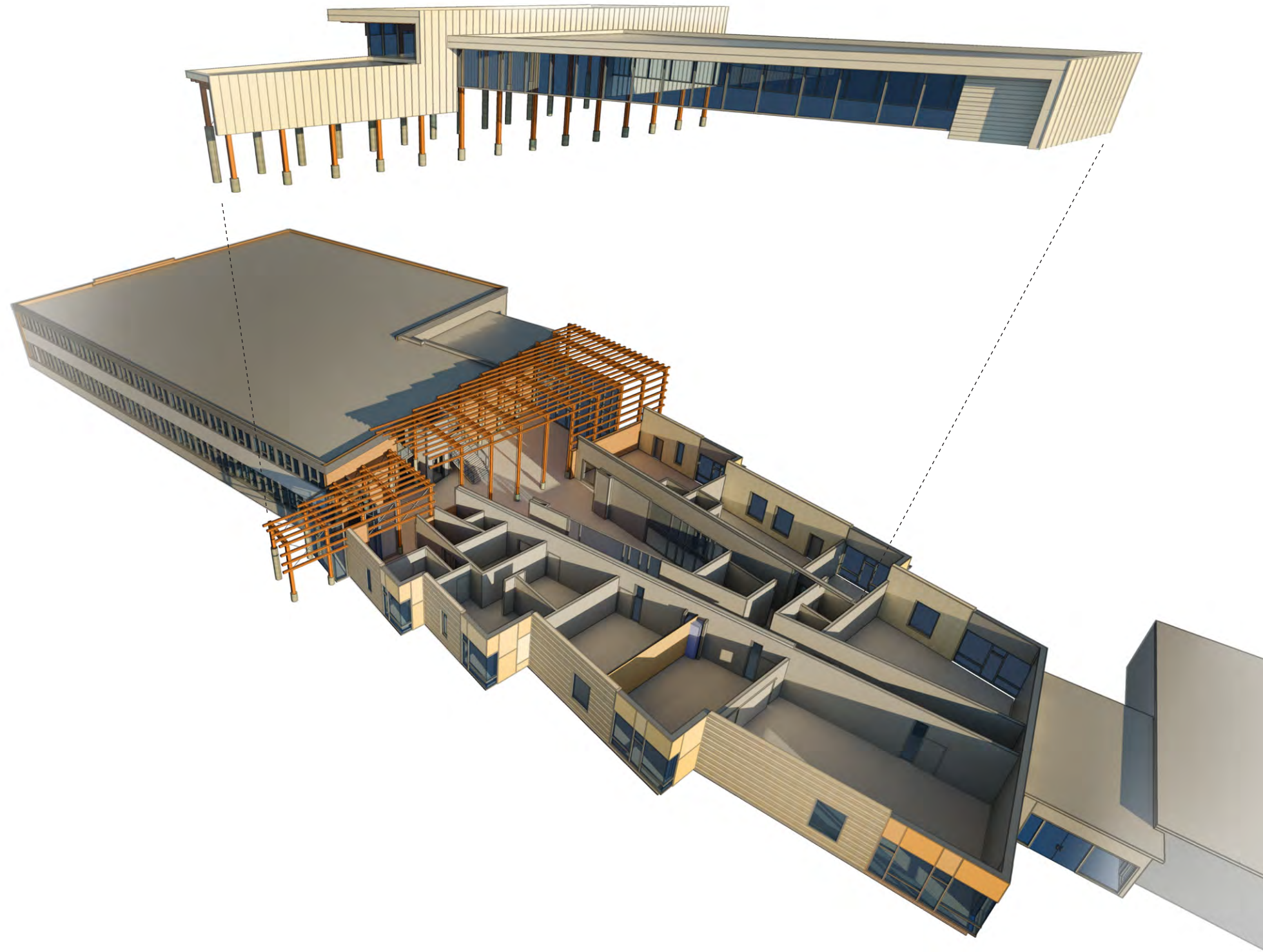
Overview of site looking from North-East corner



Close-up of North Facing Facade Showing New Main Entry



Close-up of South Facing Facade Showing Playground Area and Outdoor Teaching Spaces



Exploded Overview of Building Structure & Massing | View Looking South-East

Section 3.0

Floor Plan Revisions

3.1 Main Floor Plan

Refinements to the Main Floor Plan followed the selected Schematic Design and was further informed by the Staff Design Session:

Vertical Circulation: The main stairs are organized around the new elevator shaft, providing centralized access to the three levels of the school. There is a feature stair which leads to the 2nd Floor and High School learning studios and frames the student commons and multi-purpose learning studio, providing bench seating along the base of the stair. The East stair is revised to become an exit stair complete with appropriate fire-rating.

Staff & Reception Areas: The Staff and Reception Area has been re-configured to provide an efficient use of space and provide a single point of entry to staff areas for night and off-hours security. Two accessible staff washrooms were added and incorporated into the Staff and Copy Room area.

Integrated Student Commons: The Student Commons, the heart of the school, is further refined to become an integrated structural feature for the building; extending north to create a canopy at the main entrance and south to provide a canopy for outdoor teaching spaces adjacent to the multi-purpose room.

Library: The idea of a Central Library adjacent to the Student Commons was further developed and integrated into the overall plan of the new addition. Stacks and seating areas are placed towards the back of the library and a flexible folding wall allows the library to extend into the Student Commons for more flexible and shared space.

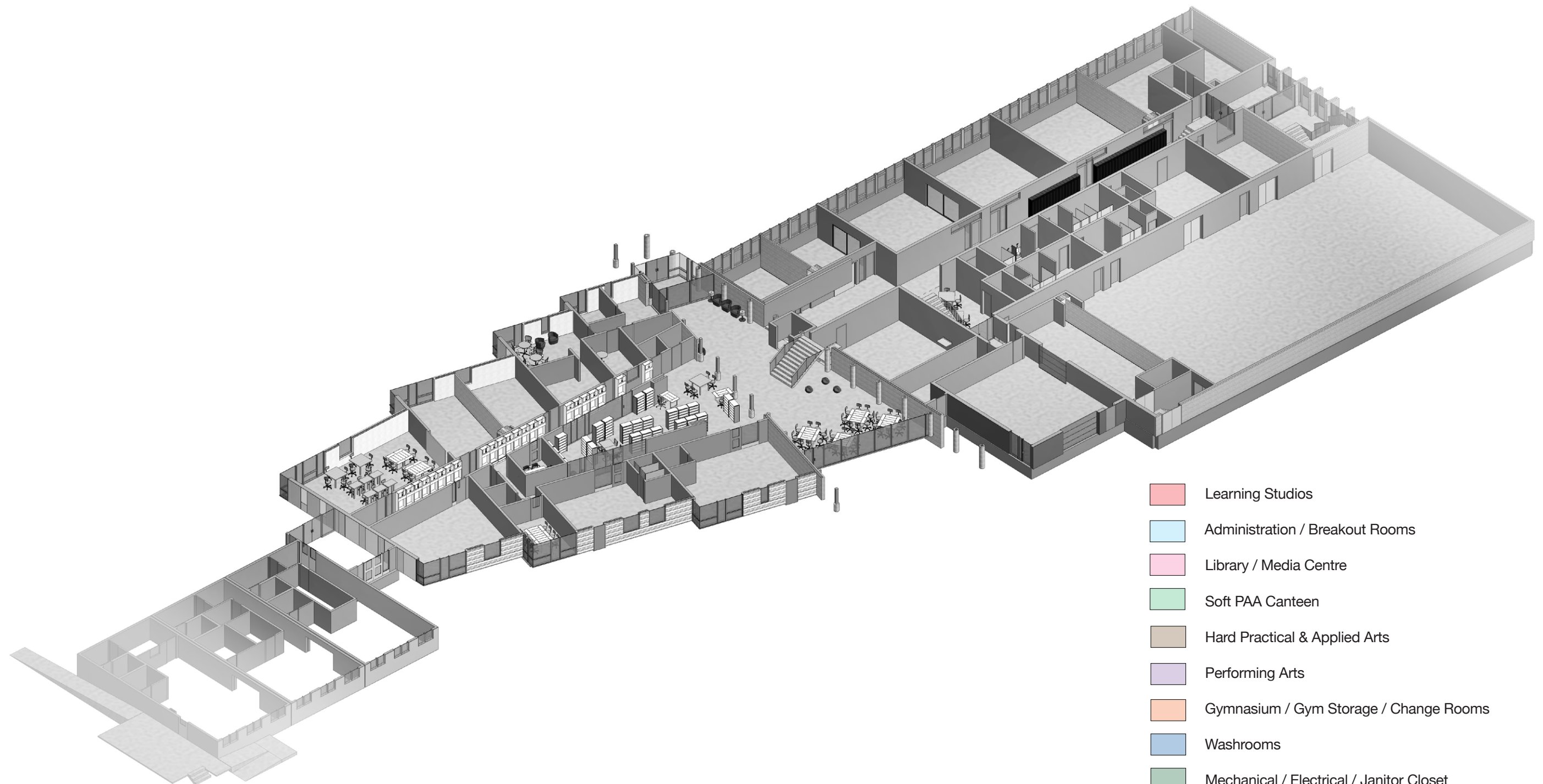
Elementary Learning Studios: These learning studios have been further developed through consultation with staff and teachers to optimize flexibility while maintaining visual/acoustic control and security. The Elementary Boot Room was expanded to provide a link to future portables and allow for sufficient boot storage. Storage cubbies are to be placed along the main corridor, providing ample storage for the elementary students.

Junior Learning Studios: These learning studios have been adapted to optimize flexibility while maintaining visual/acoustic control and security. Direct access to these studios is provided through the Junior Boot Room with ample room for boot storage. Lockers are to be placed along the main corridor, providing ample storage for the junior students.

Soft / Hard PAA: These areas are further refined and located centrally. The Soft PAA area is developed within the existing school and contains three teaching kitchens and doubles as a canteen for school events and lunches. The Hard PAA area will be an addition to the gym and located adjacent to the Performance Arts area at the rear of the Gym. These two spaces are also organized around the Wet/Messy Area, providing additional shared teaching spaces at a central location.

Change Rooms / Washrooms: Centralized Change Rooms and Washrooms adjacent to the Gym have been rationalized for most efficient use of space and access. A Staff Washroom has also been added as a separate room to serve staff needs at this location.











Miscellaneous: Server rooms and janitor rooms have been added. Gym storage and support has been significantly enhanced with the new floor layout.













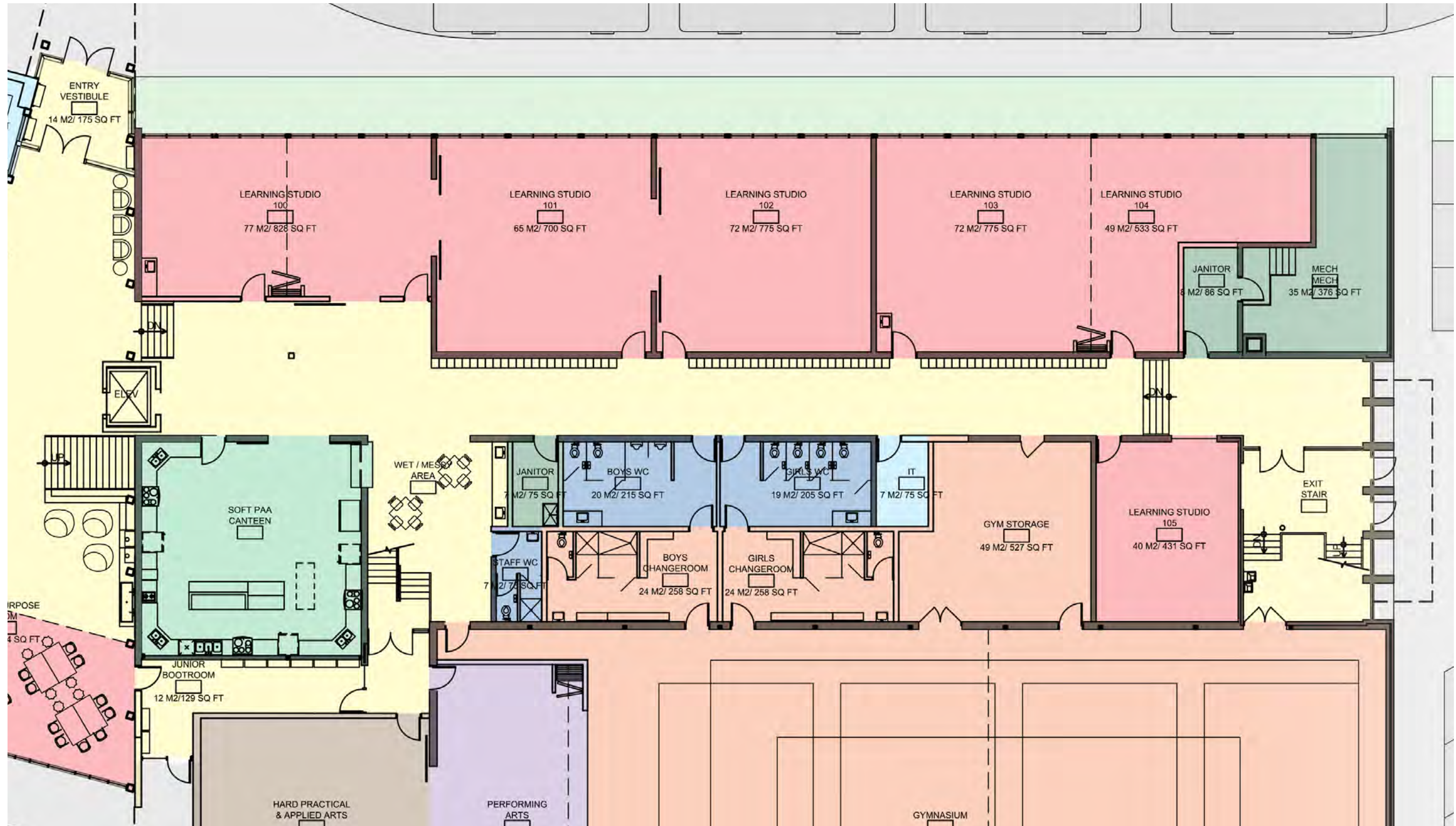
3D Overview of Main Floor Plan

- Learning Studios
- Administration / Breakout Rooms
- Library / Media Centre
- Soft PAA Canteen
- Hard Practical & Applied Arts
- Performing Arts
- Gymnasium / Gym Storage / Change Rooms
- Washrooms
- Mechanical / Electrical / Janitor Closet
- Commons













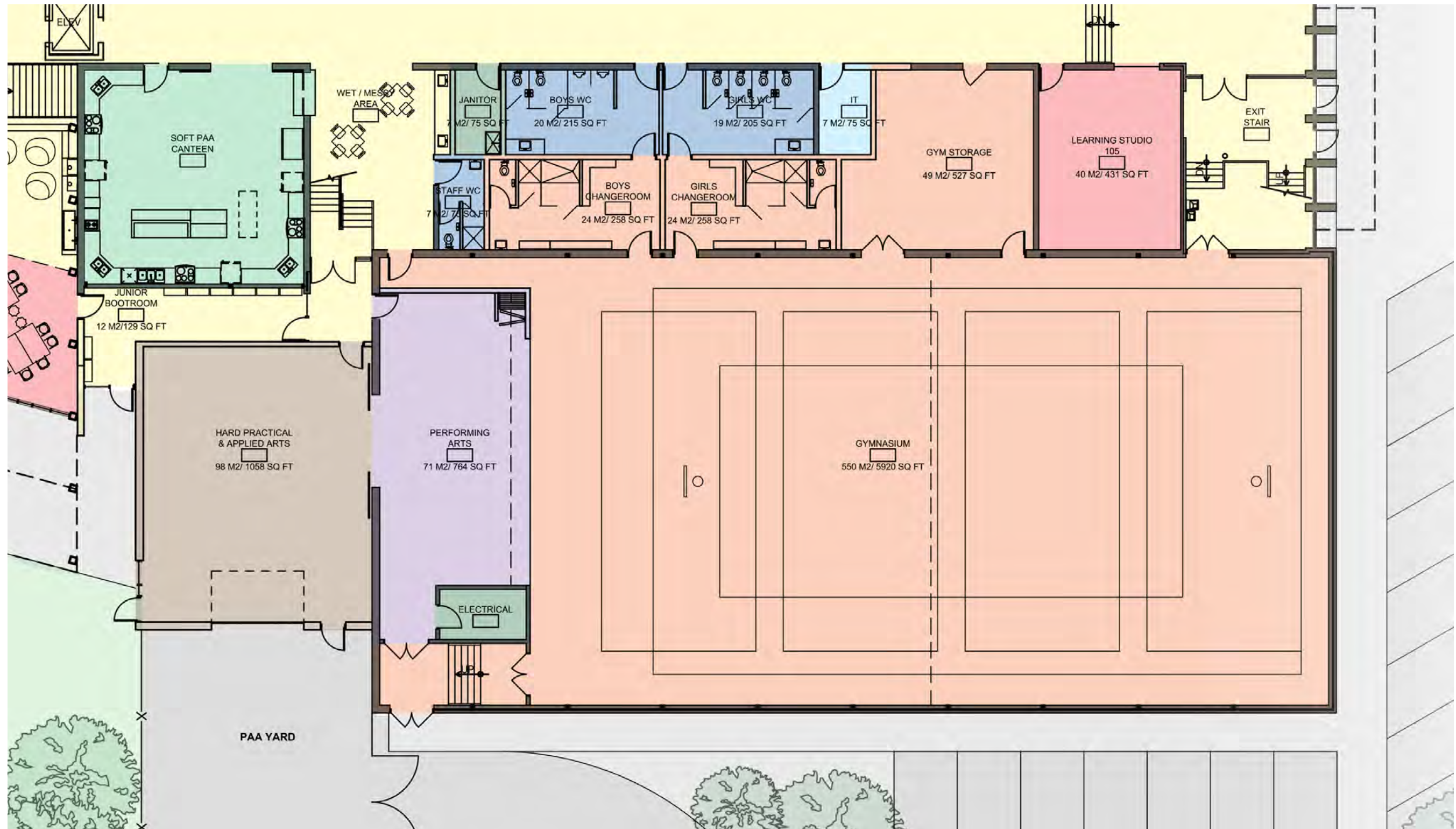
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-  Learning Studios
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-  Performing Arts
-  Gymnasium / Gym Storage / Change Rooms
-  Washrooms
-  Mechanical / Electrical / Janitor Closet
-  Commons



Partial Main Floor Plan – Existing High School North-East Corner

-  Learning Studios
-  Administration / Breakout Rooms
-  Library / Media Centre
-  Soft PAA Canteen
-  Hard Practical & Applied Arts
-  Performing Arts
-  Gymnasium / Gym Storage / Change Rooms
-  Washrooms
-  Mechanical / Electrical / Janitor Closet
-  Commons

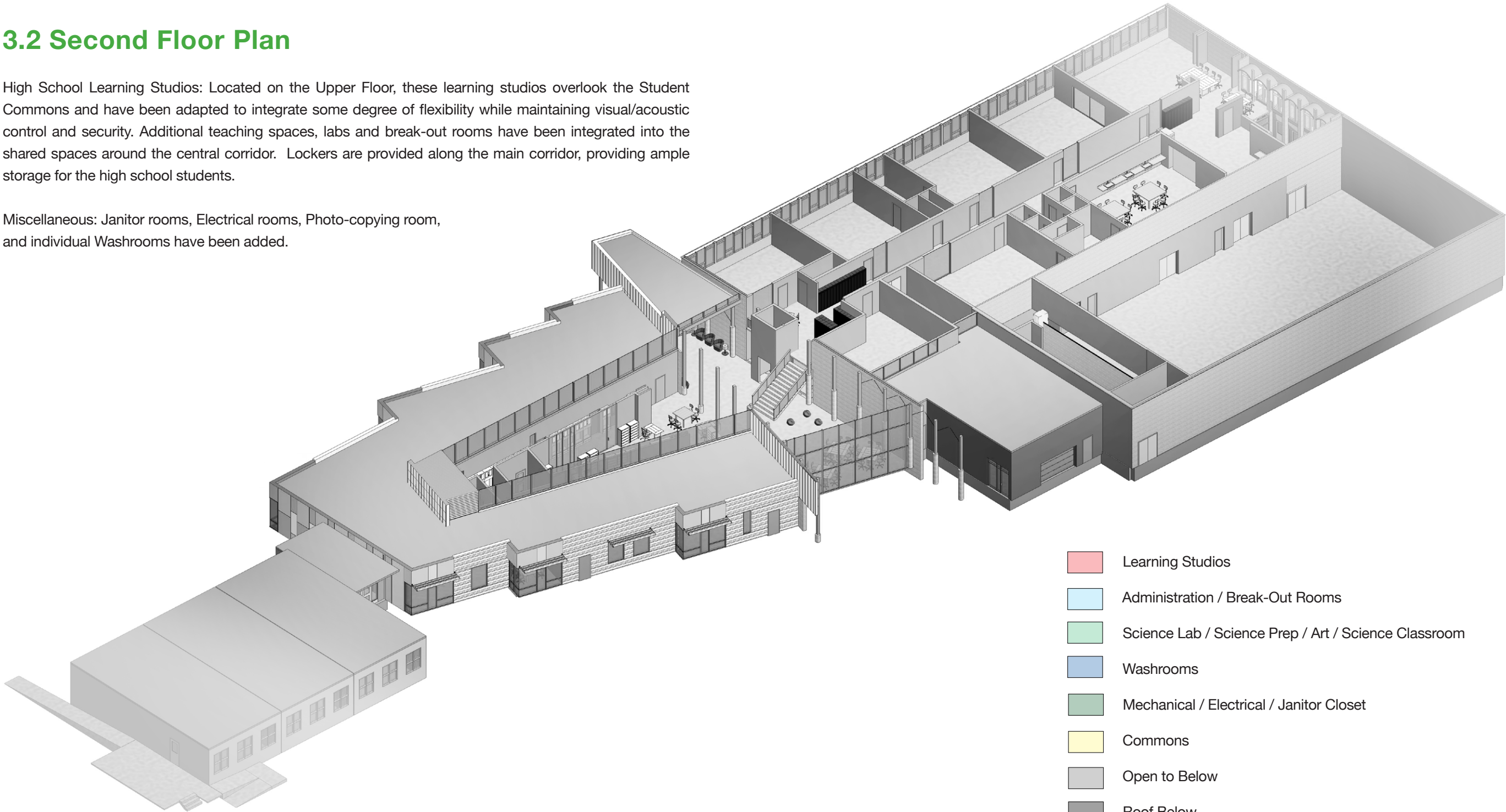


Partial Main Floor Plan – Existing High School South-East Corner

3.2 Second Floor Plan

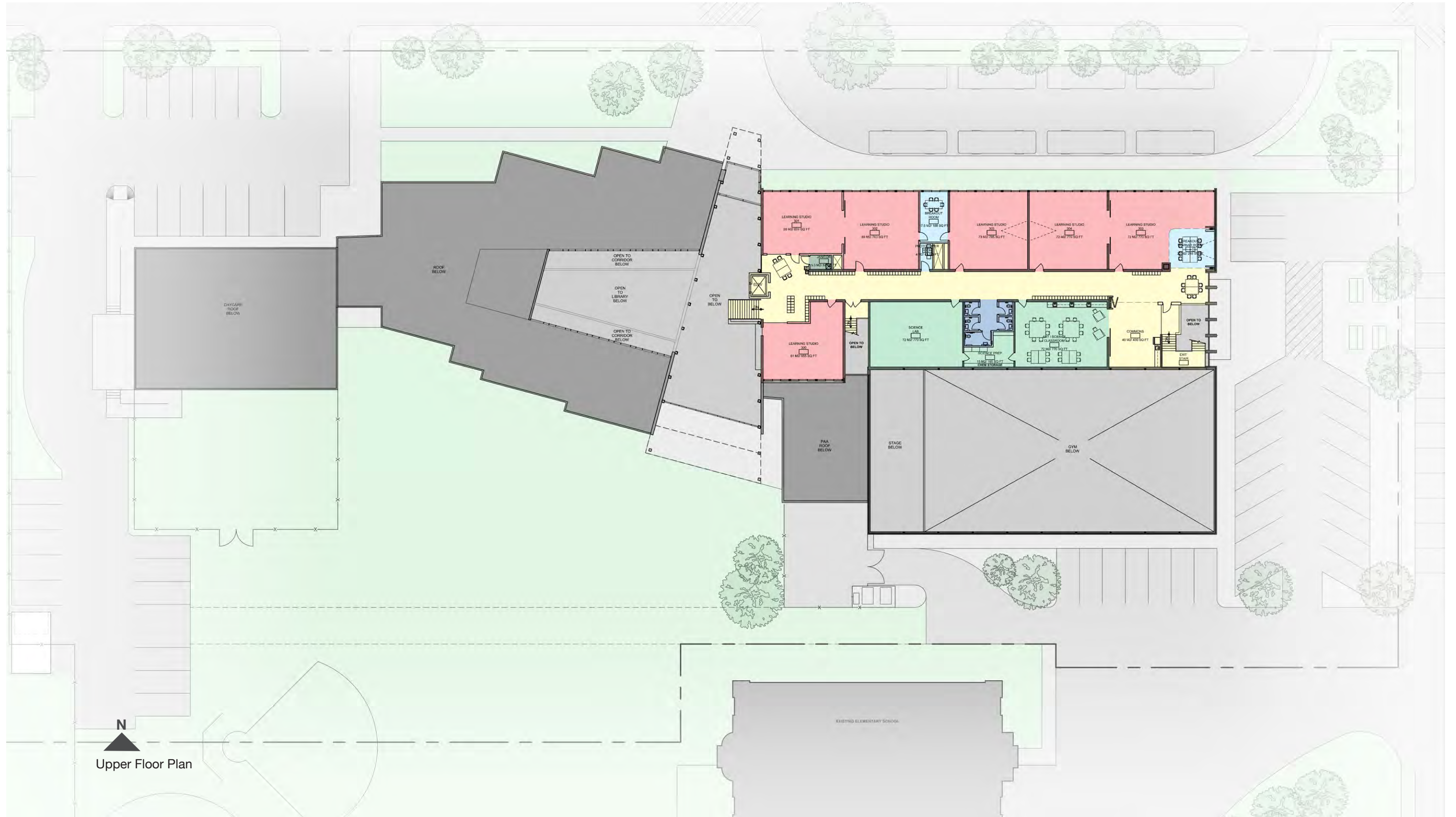
High School Learning Studios: Located on the Upper Floor, these learning studios overlook the Student Commons and have been adapted to integrate some degree of flexibility while maintaining visual/acoustic control and security. Additional teaching spaces, labs and break-out rooms have been integrated into the shared spaces around the central corridor. Lockers are provided along the main corridor, providing ample storage for the high school students.









Miscellaneous: Janitor rooms, Electrical rooms, Photo-copying room, and individual Washrooms have been added.



3D Overview of Upper Floor Plan

- Learning Studios
- Administration / Break-Out Rooms
- Science Lab / Science Prep / Art / Science Classroom
- Washrooms
- Mechanical / Electrical / Janitor Closet
- Commons
- Open to Below
- Roof Below



-  Learning Studios
-  Administration / Breakout Rooms
-  Science Lab / Science Prep / Art / Science Classroom
-  Washrooms
-  Mechanical / Electrical / Janitor Closet
-  Commons
-  Open to Below
-  Roof Below



Partial Upper Floor Plan – Existing High School North-East Corner



Overview of New School Addition - Recommended Option | View Looking South-East

Section 4.0

Exterior Development

4.1 Overview and Design Intent

The guiding design approach for the Gravelbourg K-12 School is one that respects and recognizes the built heritage of the National Historic Site, responds to the changing needs of students and staff, and integrates staff and students of the existing schools under a project philosophy that is to “unite all under one roof”.

This philosophy will be executed with contemporary materials, colours and patterns that are visually compatible with, subordinate to and distinguishable from the historic architecture of this National Historic Site. The following design principles have been developed to frame and inform the exterior development.

General Design Principles:

Building Mass and Fabric: The mass of the new school addition has been largely generated from the plan. Defined program areas with exterior prominence (such as the student commons/atrium and library) will be treated with one colour (white) to match the Historic Convent mansard roof and existing 1963 High School metal cladding. Brick is to be incorporated in the new with the intent to match the brick of the existing High School, which is a similar brick to that found on the upper stories of the Historic Convent. Architectural panels utilizing colours that reference those found on the Convent brick-work will further enhance the visual relationship between the new school addition and the adjacent heritage property. The alternating patterning of the panels is a reference to the rhythm of the existing 1963 High School windows, which is further emphasized by the new glazing system and mullions. The buildings massing has been broken up as much as possible by introducing brick elements that add interest and variety at a smaller, more human scale. Where possible, glazing has been introduced and integrated with the intent to lighten the building and provide ground level transparency.

The Commons:

The Commons is the heart of the school. It is a unique, unifying element of the building that plays an essential role towards uniting the school under one roof. Therefore the commons will be expressed in contrast to other sections of the building. This will be achieved by applying different materials throughout this space. It will also be achieved by integrating an architecturally exposed structure throughout that extends to the north to frame the main entrance canopy, and south to frame the outdoor teaching spaces adjacent to the multi-purpose room. Wood is to be incorporated into this space to create warmth and provide a welcoming experience.

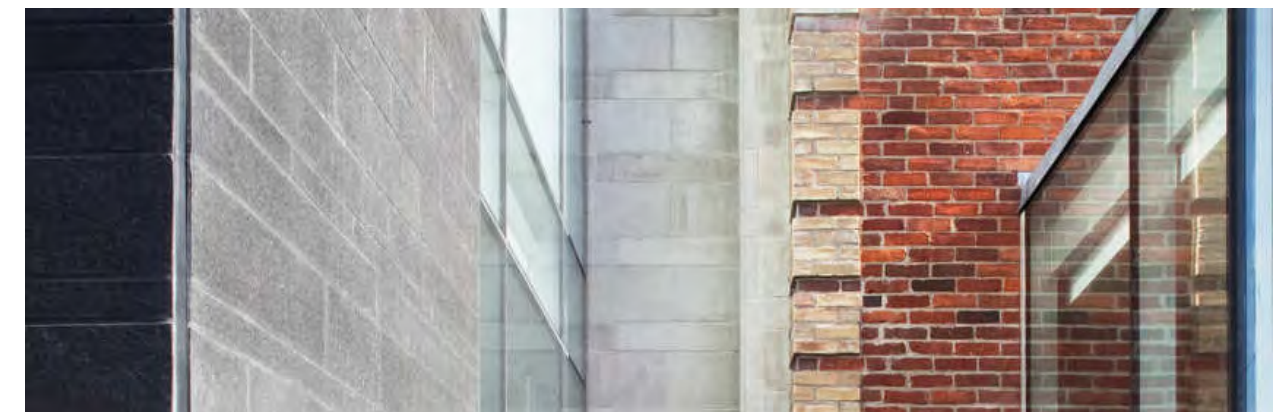
Community Context:

The Gravelbourg K-12 School is being created to foster the growth of this vibrant and culturally rich community. The building will be a distinct and contemporary facility that responds to and respects the built heritage of the National Historic Site in which it will sit. The community’s motto, “A touch of Europe on the Prairies”, is to provide inspiration to the exterior design development in terms of its refinement, quality, and approach to detailing.

Historic Context

The Exterior Development has been thoughtfully considered to respond to the richness of the Gravelbourg National Historic Site. We recognize that any new development within this historic context will affect the setting of the historic place and the interrelationship between the new building and its surroundings. Because of this, the foundation of our design approach for the new addition for the Gravelbourg School closely follows the Standards and Guidelines for the Conservation of Historic Places in Canada developed by Parks Canada and Canada’s Historic Places (<http://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf>). This document outlines a set of fundamental principles for conserving historic places of all types. These principles are to provide sound and practical advice for conserving our rich and irreplaceable built heritage.

In keeping with these guidelines, a successful new addition to the existing 1963 modernist Gravelbourg High School should be of modern design and not a pastiche of particular character-defining elements of the neighboring buildings. Further information and explanation about the importance of this approach may be found in Appendix D – Heritage Considerations.



Appropriate Use of Old & New Materials: compatible with, subordinate to and distinguishable from the historic place

4.2 Design Process

During the Design Development phase, time was spent revising and clarifying options for the exterior of the building. The goal was to reinforce the functional relationships of the building with a massing that would be visually compatible with the historic fabric of the site. Many iterations of elevations, both hand drawn and computer generated, led to the Working Design presented in this report. These iterations were repeatedly tested and refined to create an exterior solution that both defines the building and integrates with the overall design intent and site. The following pages represent a small sample of the ideas and tests that have been completed.

It should be noted that the Working Design is a hybrid of many of the design ideas explored through stakeholder review. This design utilizes Tyndall Stone extensively as a means to bring permanence and refinement to the building facades. The stone and colour palette are also meant to harmonize both with the adjacent Convent and 1963 existing High School. Stained/Coloured glass is to be integrated into the entry vestibule, bringing light and warmth into the Student Commons while referencing the windows of the nearby cathedral.

The Working Design will continue to be refined through on-going consultation with PSSD members. Additional refinement of the entries through on-going Detail Design is anticipated to add interest and variety at a smaller, more human scale.

The options illustrated on the following pages include:

4.2.1 Working Design: Stone Cladding Option

4.2.2 Concrete Columns & Brick Cladding Option

4.2.3 Glulam Timber Option

4.2.4 Mansard Roof Option

4.2.5 Portal Themed Entry Option

Additional Design Options for Day Care Screen which may be implemented outside of Ministry funding for project:

4.2.6 Day Care Screen

4.2.1 Working Design: Stone Cladding Option



Mansard Roof cladding inspired by adjacent convent materials



Mylar formed Concrete Columns have a stone appearance and are to be coloured to match the buff Tyndall stone of the convent



Entrance Wordle Location sand-blasted into Tyndall Stone



Close-up Exterior View of New Entry | View Looking South-West



Mansard Roof white metal cladding inspired by adjacent convent materials



Reference existing undulating window pattern and cladding of adjacent school structure

By utilizing an economical standard dimensional coursing, Tyndall Stone has been incorporated into the design scheme and is to be used as a primary cladding material for the new school addition. This material has a rich historical relationship with the adjacent Convent, nearby Cathedral and a number of historic structures throughout the Town of Gravelbourg. The extensive use of this stone on the new school addition honors the visual relationship to the built heritage of this National Historic Site, as well as provides permanence and refinement to the overall design scheme. Stone reveals and coursing details will further enhance the use of this enduring material, reinforcing the Town of Gravelbourg's inspired theme; *'A Touch of Europe on the Prairies'*.



Exterior View of New School Addition - Recommended Option | View Looking South-East from 1st Avenue



Existing Elementary School: Material/Texture References

Existing white metal cladding to remain



Mylar formed Concrete Columns have a stone appearance and are to be coloured to match the buff Tyndall stone cladding



Integrated stained glass elements into new wood portal relating to historic architecture of Gravelbourg



European inspired paving stones and lighting



Existing High School



Exterior View of New Entry - Recommended Option | View Looking South-West



Overview of New School Addition - Recommended Option | View Looking North-West

4.2.2 Concrete Columns & Brick Option

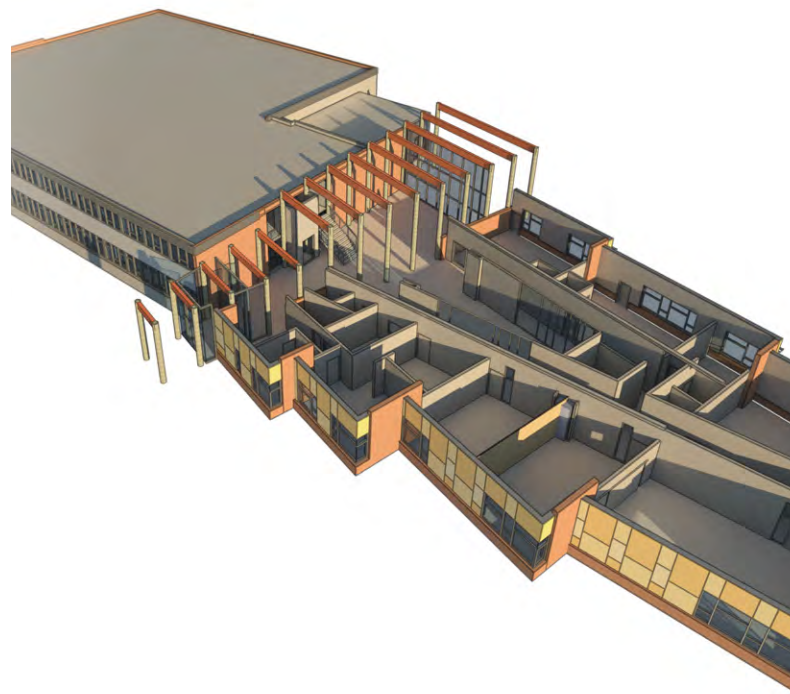
Mylar formed concrete columns that have a stone appearance, are utilized to define the entry and frame the interior Student Commons space. Extensive use of brick is proposed with colours and textures that reference the existing brick on both the adjacent Convent and 1963 High School. Glulam timbers and wood are used to add warmth to the new entry.



Mylar formed Concrete Columns have a stone appearance and are to be coloured to match the buff Tyndall stone of the convent



European inspired paving stones and lighting



Exploded Overview of Addition Feature Structure & Cladding



Exterior View of New Entry - Recommended Option | View Looking South-West



Mansard Roof white metal cladding inspired by adjacent convent materials



Reference existing undulating window pattern and cladding of adjacent school structure



Reference brick masonry of adjacent Convent

Entrance Wordle Location screen print on Architectural Panels



Exterior View of New School Addition - Recommended Option | View Looking South-East from 1st Avenue



Close-up Exterior View of New Entry

4.2.3 Glulam Timber Option

Highlighted by a lightweight glulam structure, this option brings warmth and refined structural detailing to the entry.



Overview of New School Addition | View Looking South-East



Theming:
Reference exposed
wood and articulated
columns of the
Convent Library



Articulated Glulam
Structure
inspired by adjacent
water tower



Reference existing
undulating window
pattern and cladding
of adjacent school
structure



Mansard Roof white
metal cladding
inspired by adjacent
convent materials



Entrance Wordle



Exterior View of New Entry | View Looking South-West



Close-up Exterior View of New Entry | View Looking South-West



Exterior View of New School Addition | View Looking South-East from 1st Avenue



Overview of New School Addition | View Looking North-West

4.2.4 Mansard Roof Option

Utilizing a more direct reference to the adjacent Convent mansard roof form, this option brings sophisticated detailing to the glulam timber entry structure. This option also incorporates coloured glass into the entry vestibule glazing system and has a bold pattern that emphasizes the Gravelbourg K-12 school colors and spirit.



Wood perlin and articulated structure



Coloured glass window inserts



Exterior View of Emphasized Mansard Roof Entry | View Looking South-West



Emphasized Mansard Roof cladding inspired by adjacent convent materials



Reference existing undulating window pattern and cladding of adjacent school structure



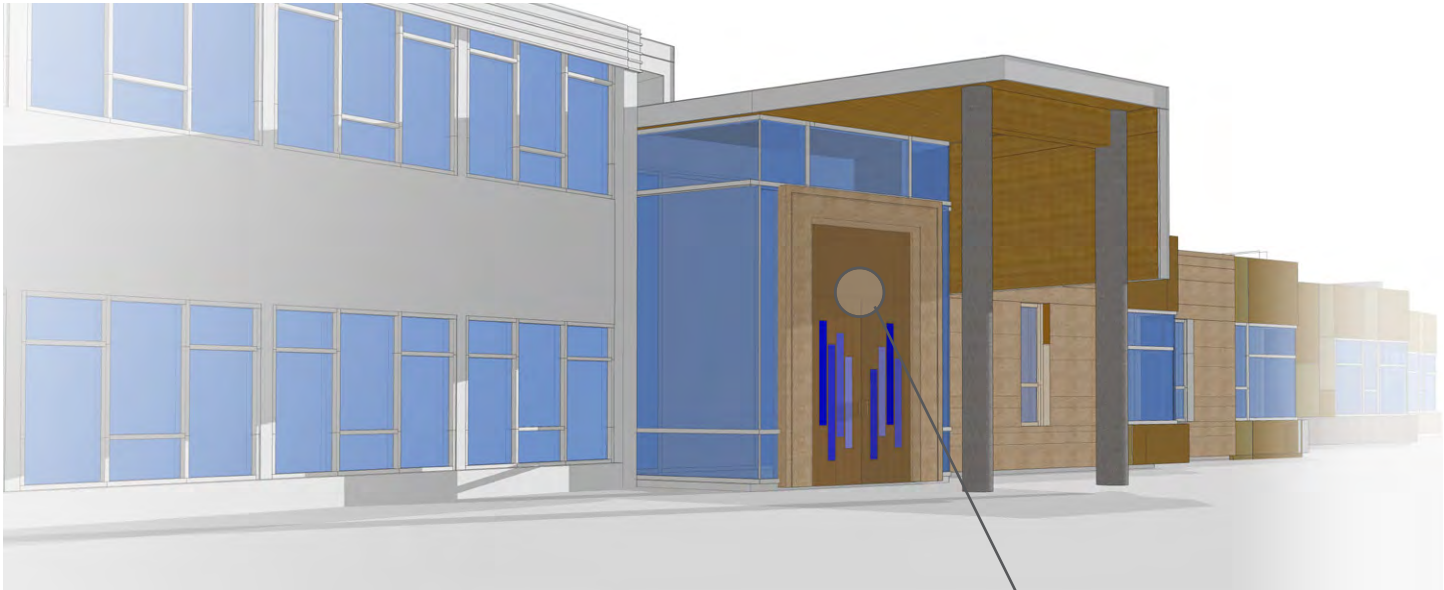
New Metal Panels emphasizing school colors and spirit



Exterior View of New School Addition With Emphasized Mansard Roof | View Looking South-East from 1st Avenue

4.2.5 Portal Themed Entry Option

A number of options were explored to investigate how some of the elements of the entry portals of the adjacent Convent could be referenced as part of the entry sequence to the new school addition. After further review and exploration these options proved to be problematic and not well suited to the overall design scheme. However, these portal options lead to further explorations into the use of stone as a primary cladding material for the new addition.



Exterior View of Front Entry with Refined Portal | View Looking South-West

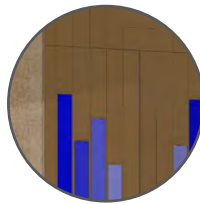
Integrated stained glass elements into new wood portal relating to historic architecture of Gravelbourg



Tyndall Stone and Metal Panel facade inspired by adjacent Convent

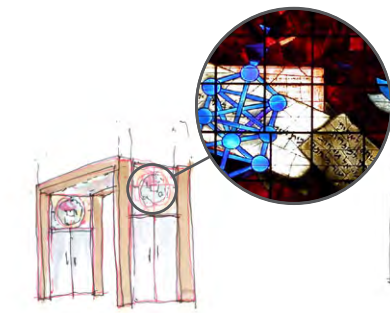


Reference to existing wood and Tyndall stone entry portal of Convent

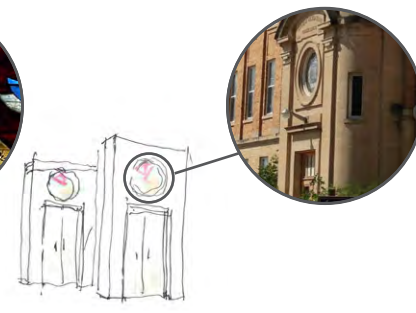


Exterior View of Front Entry with Refined Portal | View Looking South-East from 1st Avenue

Portal Themed Entry Option – Iterations



Portal Themed Entry Option 1A



Portal Themed Entry Option 2



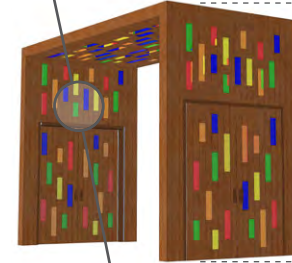
Portal Themed Entry Option 1B



Portal Themed Entry Option 3

Stained glass elements relating to Historic Architecture of Gravelbourg Cathedral

Note:
Portal may be integrated with all three options



Integrated stained glass elements into new wood portal



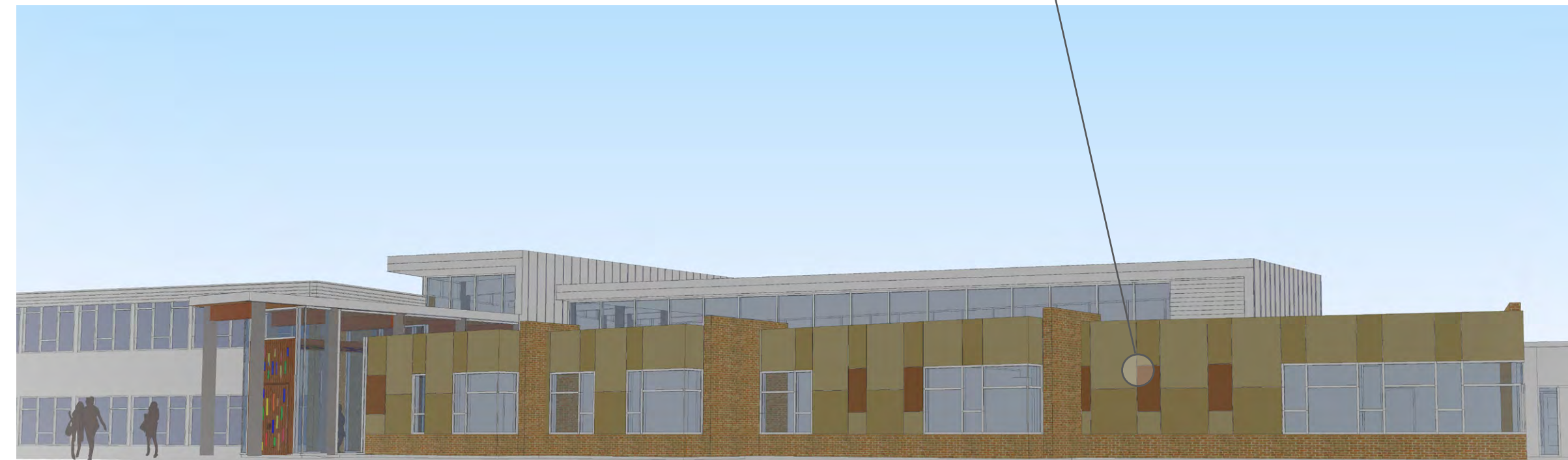
New Metal Panels emphasizing surrounding buildings colours



Reference to existing wood entry portal of Convent



Exterior View of Portal Themed Entry | View Looking South-West



Exterior View of New School Addition With Portal Themed Entry | View Looking South-East from 1st Avenue

4.2.6 Day Care Screen Options



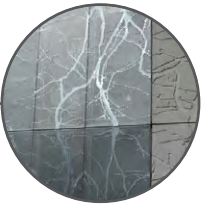
Exterior View of New School Addition With Day Care Screen | Screen with etched photograph



Creating an etching or pattern on the screen can drastically change the buildings facade



Exterior View of New School Addition With Day Care Screen | Screen with similar pattern and colours of new school addition



Screens are a creative way to reference existing undulating window pattern and colours of surrounding buildings



Screens allow climbing plants to thrive and create green space buffers along the side of the building



Exterior View of New School Addition With Day Care Screen | Horizontal wood louvres with visible framing system



Horizontal wood louvres with undulating frame referencing adjacent school

4.3 Architectural Design Précis (Exterior)

Existing Crawl Space:

- Add Vapour Barrier Membrane to soil

Exterior Building Construction

Architectural Panel System:

- Architectural panel
- 25mm air space
- 100mm rigid insulation (R-30)
- Air vapour barrier (self-adhered)
- 13mm exterior gypsum sheathing
- 152mm steel stud infill
- 13mm high-impact gypsum board - painted

Brick Veneer System:

- 90mm brick veneer
- 25mm air space
- 100mm rigid insulation (R-30)
- Air vapour barrier (self-adhered)
- 13mm exterior gypsum sheathing
- 152mm steel stud infill
- 13mm high-impact gypsum board – painted

Roof System (Atrium)

- Fully-adhered roof membrane
- Sloped Rigid Insulation (R-40)
- Air Vapour Barrier Membrane (adhered)
- Wood decking
- Glulam trusses

Roof System (remainder of addition)

- Pre-cast concrete paver circulation paths
- Visual fall-protection barrier
- SBS Roof Membrane
- Sloped Rigid Insulation (R-40)
- Air Vapour Barrier Membrane (adhered)
- 13mm Exterior Gypsum sheathing
- Metal Decking and Open Web Steel Joists

Exterior Glazing and Sun Control

Sun-shading and daylight harvesting are two sustainable initiatives that will be used in this project. Natural light is encourage and beneficial; however, heat gain, glare, and security are all issues that will need to be addressed. As documents progress we will review the low-e coating location in the windows system, the use of laminated glass vs. tempered, and the use of films for solar control and aesthetics.

Curtainwall (Atrium & Library Clerestory)

- Kawneer 1600 Series I and II with anodized aluminum framing
- Double-glazed: Low-E coating and argon filled
- Laminated glass at low-level entry vestibules
- Tempered glass elsewhere

Windows (remainder of locations):

- Duxton Series 325 Awning Window with fiberglass framing
- Double-glazed: Low-E coating and argon filled
- Tempered glass
- Operable in Learning Studio's

Sunshades:

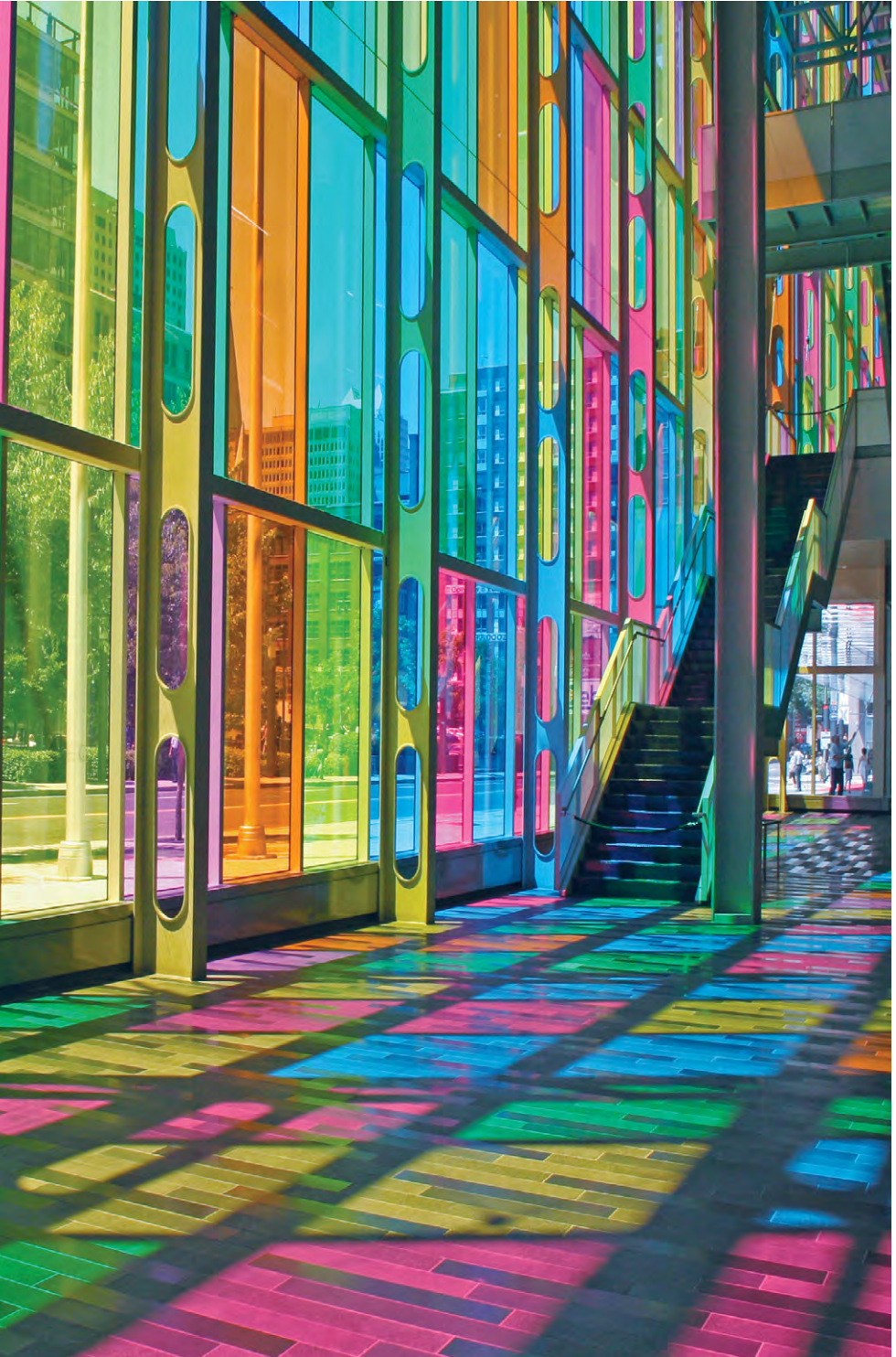
- Horizontal louvers on new south facing windows
- Roof canopy cover or louvers over the North and South entries

All products listed are base minimum specifications. Equivalent products will be explored as the documents progress.

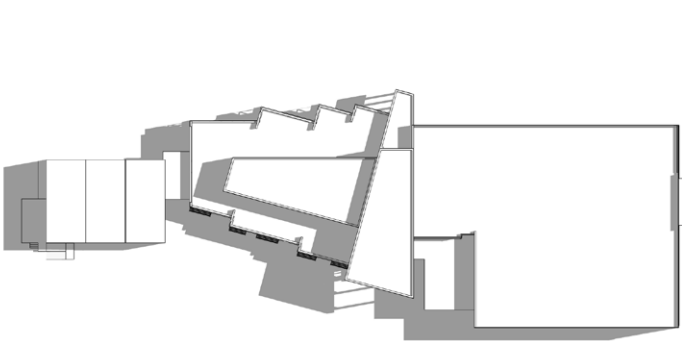
Facade Pattern Precedence



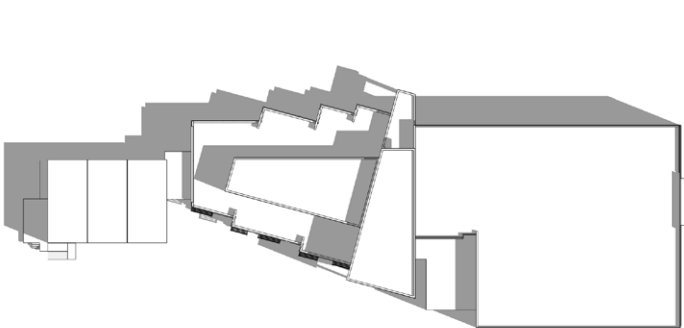
Coloured Glass Precedence



Exterior sun studies showing the various intensities of light and shadow at different seasons | Plan View



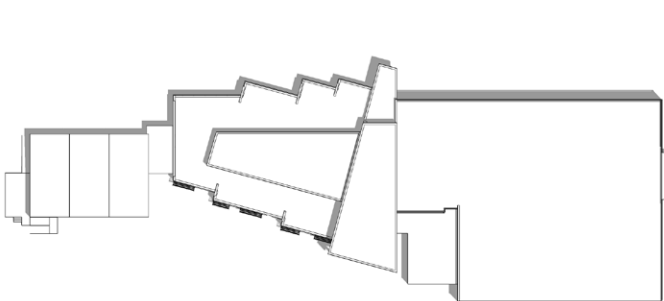
Exterior Shadow June 21, 8 am



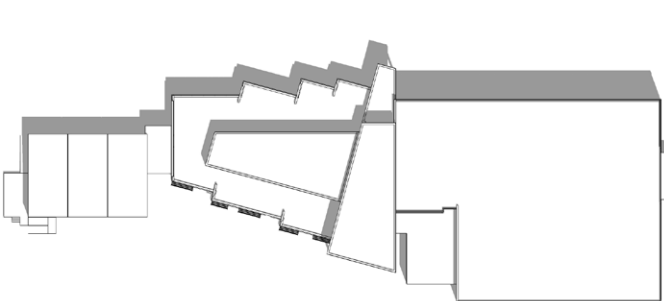
Exterior Shadow September 23, 8 am



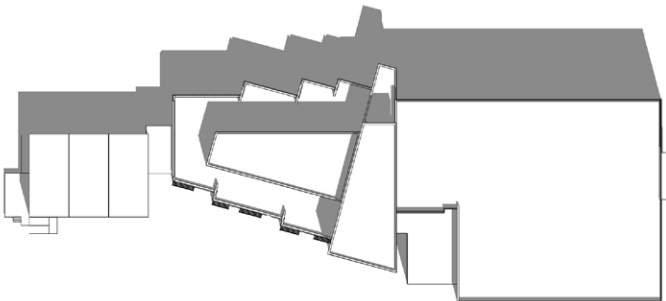
Exterior Shadow December 21, 9 am



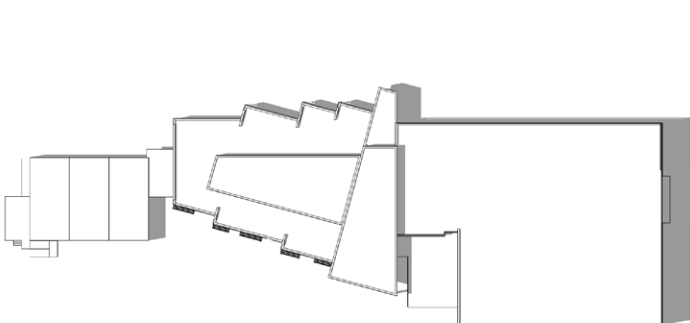
Exterior Shadow June 21, 12 pm



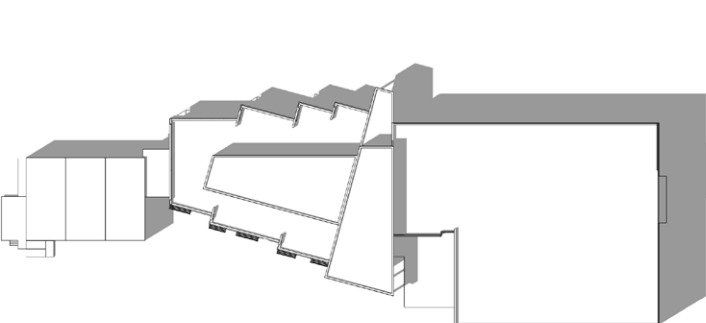
Exterior Shadow September 23, 12 pm



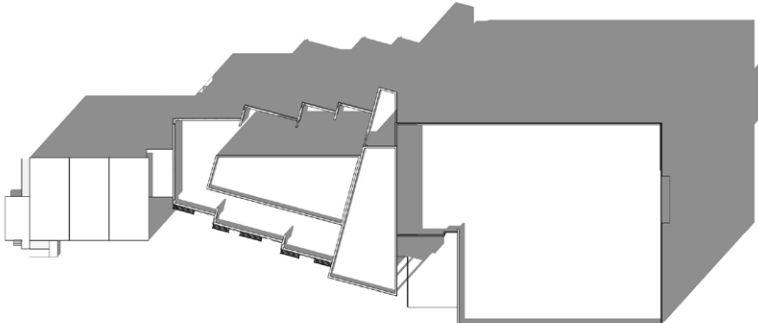
Exterior Shadow December 21, 12 pm



Exterior Shadow June 21, 4 pm



Exterior Shadow September 23, 4 pm

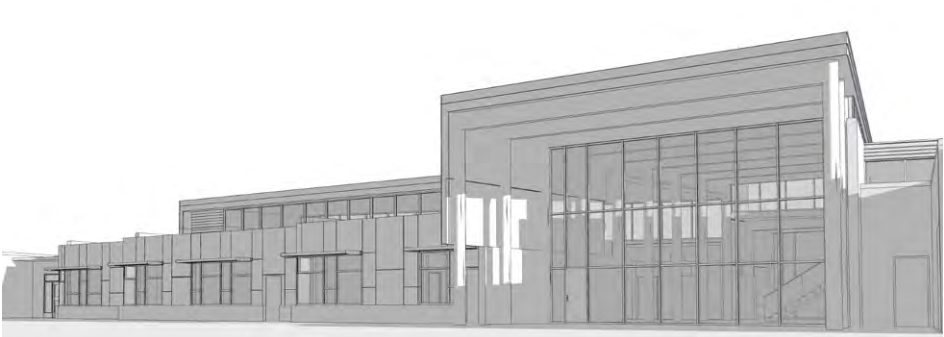


Exterior Shadow December 21, 4 pm

Sun study of South facing Facade | Perspective view looking North-West



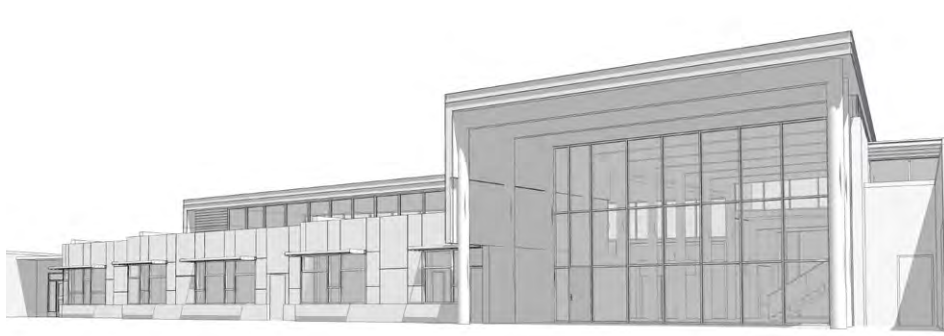
Exterior Shadow June 21, 8 am



Exterior Shadow September 23, 8 am



Exterior Shadow December 21, 9 am



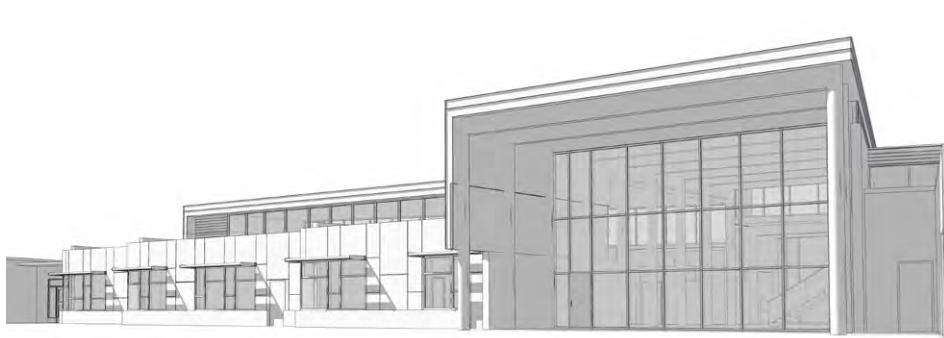
Exterior Shadow June 21, 12 pm



Exterior Shadow September 23, 12 pm



Exterior Shadow December 21, 12 pm



Exterior Shadow June 21, 4 pm



Exterior Shadow September 23, 4 pm

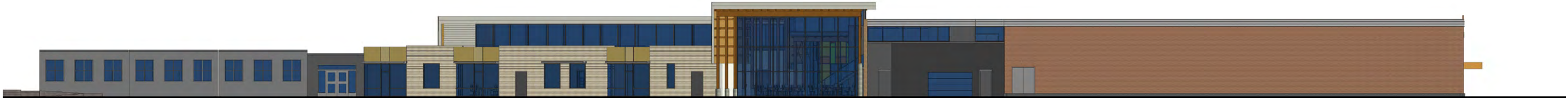


Exterior Shadow December 21, 4 pm



Exterior View of New Entry - Recommended Option | View Looking South-West

Exterior Elevations

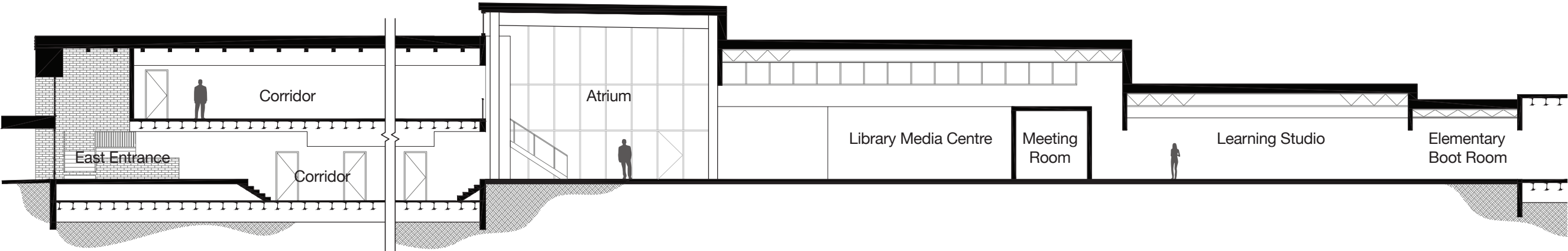


South Elevation

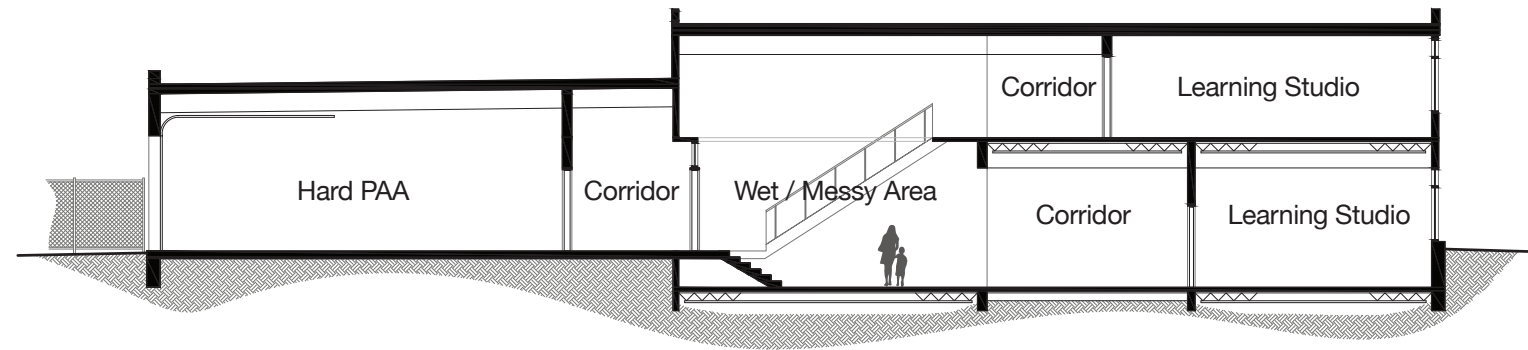


North Elevation

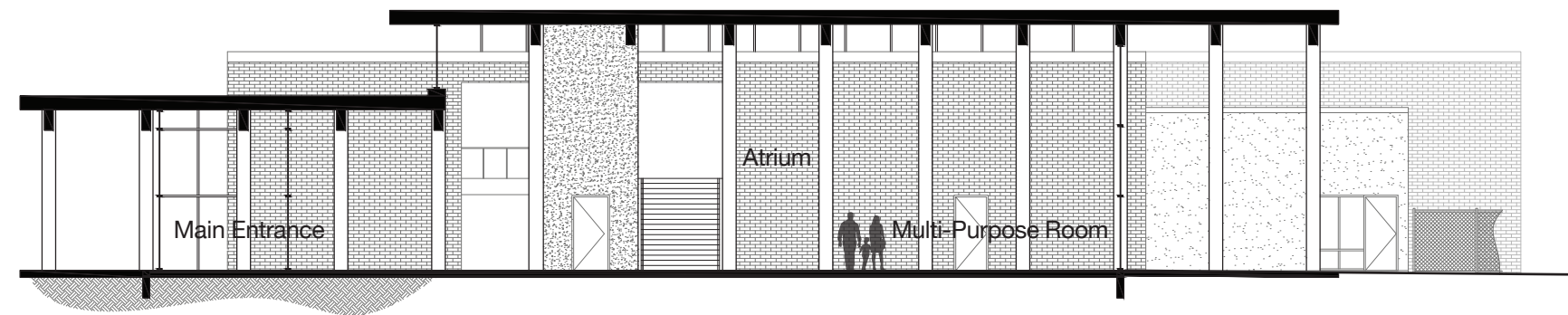
Preliminary Building Sections



Section Through East-West Axis of School | Scale 1:200



Section Through Hard PAA and Existing School | Scale 1:200



Section Through Atrium | Scale 1:200



Expressive Structure:
References exposed
wood and articulated
columns of the
Convent Library



Interior View of New School Addition | Looking Into Atrium and Library From Upper Floor

Section 5.0

Interior Development

5.1 Overview and Design Intent

The design strategies that have been developed for the exterior of the building will also be applied to the interiors. The dialogue between the interior and exterior should be seamless and read as a unified building design.

The main structural elements that define the entry extend inside to frame the interior environment that includes the student commons, multi-purpose room and outside learning space.

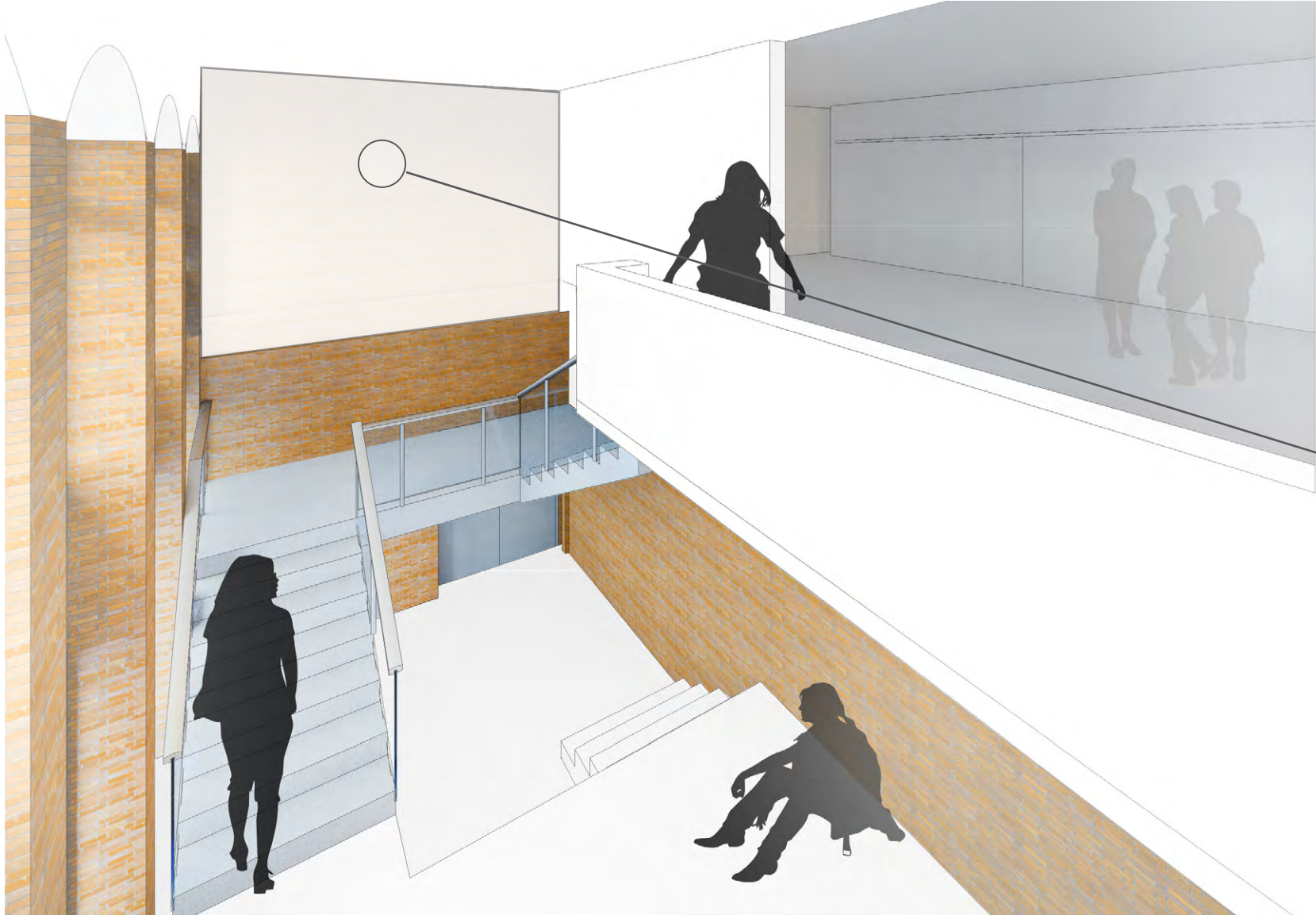
Wayfinding and place-making are additional considerations for the interior design of the building. As the main floor is largely accessible and public, the application of materials should aid and direct the building user. The interior design will build on the concept of unity under one roof and will possess a strong connection with the exterior through materials, finishes and colour. Wayfinding and place-making would also be supported by the proposed large-scale student-based ceramic murals (See Section 5.1.1 - Theming & Student-Based Art).

Other considerations for the interior design include:

- Natural wood ceilings defining the commons and entry canopy. Wood is a welcoming and warm material that will highlight the large gathering areas in the building
- The rhythm, patterning and transparency used to develop the exterior will be mirrored and further defined on the interior through ceiling and flooring patterns
- A bright, contemporary and friendly interior.
- Contemporary colours that can be easily updated will be used for accent paints and flooring. The colour palette should contain no more than 6 colours (4 accent colours and 2 neutrals). Studies have suggested that high school students react well to non-primary colors, school athletic team colours (Gravelbourg's blue), orange and other vibrant colours. This will be refined through detailed design.
- Finishes and applications will adhere to latest codes and best practices for universal design and the visually impaired.

5.1.1 Theming & Student-Based Public Art

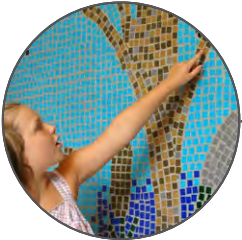
Large-scale, student-based ceramic murals will mark key locations within the school, augmenting wayfinding by locating each at key locations within the school. The objective is to celebrate the local cultural heritage and the richness of ideas presented by the students during the Theming and Student Participation session. This engaging process will allow students and community members the opportunity to work with local artists in the creation of their own large-scale collaborative works; animating the interior spaces and generating ownership and pride throughout the school.



Interior View of Renovated Existing School | Looking Into East Staircase From Upper Floor



Large-scale, student-based Public Art Mosaics to be located at key locations throughout school



Intent is to work with local artists & students from Gravelbourg K-12 School to create large-scale works that are to be integrated throughout school



Interior View of New School Addition - Recommended Option | Looking Into Atrium From Main Entrance

5.2 Architectural Design Précis (Interior)

Interior Building Construction

The walls in the existing school are concrete block, with the intention to keep as many of the existing walls as possible. All existing walls will be re-painted and repaired/patched as necessary. All new walls will be steel studs with abuse-resistant drywall, and batt insulation will be used where required for sound-ratings. The abuse-resistant drywall eliminates the need for plywood behind the gypsum (for durability), and is also mold-resistant allowing it to be used in washrooms and change rooms. Abuse-resistant drywall will not be used in staff areas, or locations where the risk of abuse is low.

Interior Walls (Existing)

- Concrete Block (painted)

Interior Walls (STC – 50)

- 13mm gypsum board (painted)
- 152mm steel studs
- Batt insulation
- 13mm gypsum board (Painted)

Interior Walls (no STC)

- 13mm abuse-resistant gypsum board (painted)
- 152mm steel studs
- 13mm abuse-resistant gypsum board (painted)

Interior Walls (fire-rated)

- 13mm Type ‘x’ gypsum board (painted)
- 152mm steel studs
- Insulation as required for the rating
- 13mm Type ‘x’ gypsum board (painted)

Interior Walls (elevator core)

- Exposed Concrete Finish

Interior Glazing

- 6mm tempered glazing
- Film as required for security, sun control, or visual barrier.

Moveable Partitions

- Sound-rated moveable partitions
- Wood Sliding Doors
- Rolling security shutter between Soft PAA and Wet/Messy Area
- Insulated Overhead door in Hard PAA

Doors

- The majority of the doors in the facility will be wood with pressed steel frames. Doors will be stained and frames will be painted. Appropriate hardware, including lever handles for accessibility, and kick plates for durability will be provided.
- Exterior doors in the new space will be aluminum with glazing, except for the door out of the Hard PAA Room, which will be insulated pressed steel (painted) to maximize durability.

Ceiling Construction

Existing Classrooms

- Acoustical ceiling tile to remain

New Learning Studios, Offices, Staff Areas and Washrooms

- Acoustical ceiling tile

Atrium, Library, and new school corridor

- Exposed structure
- Use ceiling clouds where required for acoustics & aesthetics

Storage Area, Custodial Rooms

- Exposed Structure, un-painted

Flooring Finishes

- Existing School (Learning Studios, Washrooms, Corridors, and Storage Spaces)
- New Sheet Flooring and rubber base

- New Learning Studios (Pre-K and K)
- Carpet Tile

- New Learning Studios
- Exposed Polished concrete

- Atrium, Library, and New School Corridor
- Exposed Polished Concrete

- Offices, Staff Areas
- Carpet Tile

- Storage Area, Custodial Rooms
- Exposed Sealed Concrete

Example: Large-Scale Student-Based Ceramic Mosaics & Public Art



Section 6.0

Structural, Mechanical and Electrical Precis

6.1 Structural Precis – BBK Engineering

General

The existing Gravelbourg High School is a two storey building. The existing building is constructed with a wood roof system consisting of spruce decking and glulam beams. The existing classroom partitions and corridor walls are load bearing concrete masonry. The existing main and second floor system consisted of concrete slab on metal deck supported by open web steel joists. The foundation for the existing building is concrete beams supported by drilled concrete piles. There is a crawlspace below the main floor.

The proposed addition for the Gravelbourg School is a single storey structure. The new addition will connect the existing two storey high school to the single storey daycare building.

Design Code and Material Standards

The structural systems for the facility will be designed in accordance with the National Building Code and the material standards referenced in the Code.

The reinforced concrete and structural steel components of the facility will be proportioned in accordance with the requirements of CSA A23.1-09 and CSA S16-01, respectively. The glue laminated timber will be designed with the requirements of CAN/CSA 0122-06. Cold formed steel structural members, such as wind bearing steel studs, will be designed to the requirements of CSA S136-07.

Design Loads

The building will be designed and constructed to comply with applicable requirements of the 2010 National Building Code of Canada. The building will be assigned a “normal” importance category based on intended use and occupancy. The superstructure will be designed to accommodate 1/50 snow loads including snowdrift conditions where applicable and 1/50 hourly wind pressures as prescribed by the current National Building Code for the Gravelbourg area. The roof will be designed to accommodate a collateral load of 0.3 kilopascals (kPa) to accommodate suspended ceilings, mechanical, and electrical services. The superstructure and foundations will be designed to accommodate applicable seismic requirements as prescribed in the National Building Code for the soil types recorded at the project site.

The design loads of the existing floors are based on the performance of the existing floor construction. For cases in which the existing floor construction does not perform to the design loads required for the space, the existing floor will be reinforced to meet the required use. The new floors will be designed to meet the required floor loads. The following floors will be designed to meet the following gravity loads:

Main Floor Wood Construction (Reinforced Existing):

- Live 4.8 kN/m²
- Superimposed Dead (Including Partitions) 0.5 kN/m²
- Structural slab dead loads 3.6 kN/m²

- The existing roof was designed for snow loads, including applicable drift conditions, and 1/50 year wind pressures as prescribed by the current National Building Code. Roof areas adjacent to the new building which will potentially collect snow drifting due to the new addition, or support new roof top units will be reinforced to support the weight of the snow drifting and any roof top units.

Construction Materials

The existing building is constructed with a wood roof system consisting of spruce decking and glulam beams. The existing classroom partitions and corridor walls are load bearing concrete masonry. The existing main and second floor system consisted of concrete slab on metal deck supported by open web steel joists. The foundation for the existing building is concrete beams supported by drilled concrete piles.

The new addition will be mostly constructed of structural steel. The roof above the entrances and common area will be cedar decking and glue laminated timber beams and columns. The remainder of the roof structure will be metal deck supported by open web steel joists and structural steel beams and columns. The exterior walls will be constructed with wind bearing light gauge steel studs. The main floor of the addition will be a concrete structural slab on void.

Geotechnical Condition

The geotechnical investigation report indicates the underlying soils as being highly plastic clay to a depth of approximately 4.3m below the existing grade. Beneath the plastic clay is till material to the extent of the test holes, approximately 12.2m. The water table was noted as being approximately 9.2m below grade.

Highly plastic clay is potentially active. The plastic clay changes in volume when the plastic clay changes in moisture content. The plastic clay expands with an increase in moisture content and shrinks when it dries. For this reason we are separating the structural foundation system from the active clay and providing void form below the main floor slab and grade beams. The main floor of the existing building was built over a crawlspace to separate the main floor from the active clay.

Renovation Considerations

The existing building is constructed on multiple levels. The existing daycare is positioned higher than the main floor of the high school, and the high school front staff area is at a different elevation than the remainder of the building. One of the requests is to demolish the staff area floor and construct a new lower floor structure to match the remaining main floor elevations.

The existing corridor and classroom partition walls are load bearing. Structural steel lintels beams will be constructed in the existing concrete block corridor walls to create openings. There are limitations to the size of the openings. Those limitations are based on head room clearance requirements below the new lintel beams and capacities of the existing foundation systems. The partition walls in the classrooms are load bearing. These partition walls are supporting the roof. These concrete masonry walls were installed instead of glulam beams. New structural steel beams will be installed in lieu of the concrete block walls. These new beams could be used to open up the classroom space between the exterior walls and the corridors.

The existing stage is wood construction and built with a jog wall adjacent to the gymnasium. Consideration is being made to demolish a portion of the stage and rebuild the stage wall in a straight line adjacent to the gymnasium with a folding partition separating the stage from the gymnasium. The wall renovation will be constructed of wood walls. The folding partition wall supports will be constructed of structural steel components.

Closure

The structural systems for the Gravelbourg School Addition will be developed in concert with the work of other disciplines as the project evolves.



6.2 Mechanical Precipis – HDA Engineering

Overview

The following is a Design Development Report for addition and renovation to Gravelbourg School. The report includes an opinion of cost based on the approved preliminary plan.

Reference Standards

- National Building Code of Canada, 2010
- National Fire Code of Canada, 2010
- Canadian Plumbing Code, 2010
- The Uniform Building and Accessibility Standards Act (Sask)
- CSA B149.1 Natural Gas and Propane Installation Code, Current Edition.
- CSA B51-03 Boiler, Pressure Vessel and Pressure Piping Code
- The Boiler and Pressure Vessel Act (Sask)
- CSA B52-05 Mechanical Refrigeration Code
- The Occupational Health and Safety Act and Regulations (Sask)
- NFPA 13, Standard for the Installation of Sprinkler Systems, Current Edition.
- NFPA 10, Standard for Portable Fire Extinguishers, Current Edition.
- Ashrae Fundamentals Handbook, Current Edition
- Ashrae Standard 62, Current Edition Ventilation for Acceptable Indoor Air Quality
- SMACNA HVAC Duct Construction Standards
- Ashrae Standard 55 – Thermal Environmental Conditions for Human Occupancy

Design Criteria

Location: Gravelbourg, Saskatchewan (Moose Jaw Sask. weather file)

- Winter Design Conditions : National Building Code of Canada 2010 design condition (1%) is -34.0 Deg.C.
- Sizing of the heating system will be based on the following design conditions. In general, most of the hours where ambient outdoor temperatures are at or below design temperatures occurs during unoccupied periods. Furthermore, heating designs generally do not reduce design loads for occupants and lighting, which both generate heat during occupied hours which reduces the actual heating load required for occupied rooms during occupied periods. When the ambient condition drops below the design condition, the system will not have energy to recover and occupants will experience discomfort for longer periods than indicated by the weather data. Based on meeting heating requirements for 99% of the operating hours in a normal weather year, leaving on average 88 hours where the ambient condition exceeds the design condition. Note that during extreme weather years the hours outside of design will increase.

- Summer Design Conditions: National Building Code of Canada 2010 design conditions (2.5%) are 31 Deg. C. DB at a WB of 21 Deg.C
- Sizing of the cooling system will be based on the following design conditions. Unlike winter design conditions, the hours when summer ambient outdoor conditions exceed design conditions will almost always occur during occupied periods. As with heating systems, when ambient conditions exceed the design condition, the cooling system will not have the energy to recover and occupants will experience discomfort for longer periods than indicated by the weather data; at these conditions, the system will not meet design cooling load for an average of 219 hours in a normal weather year. Note that during extreme weather years the hours outside of design will increase.

Building Ventilation Rates:

- Building shall be ventilated to the rates prescribed in ASHRAE 62.1 and as required by the National Building Code.
- All washrooms and housekeeping rooms will be exhausted to 10 Air Changes. Spaces shall be negative pressure relative to adjacent occupied spaces. In general, complaints often arise from soiled spaces where less than 10 air changes is utilized even if designed to meet ASHRAE.

Humidification: No mechanical humidification will be provided.

Indoor Environment:

- The facility will be designed to maintain occupied spaces at a minimum of 22 Deg.C. (winter) and a maximum of 24 Deg.C. (summer).
- To meet ASHRAE 55, the maximum design temperature for interior zones will be reduced to 22 Deg.C. during winter operation. This accounts for the heavier clothing occupants are assumed to be wearing in the winter and keeps the zone in line with the remainder of the building. This may result in the cooling load for interior zones being higher in the winter than in the summer.

Existing Services for the Elementary School to be Relocated

The existing water service, sanitary service and gas service serving the existing elementary school to the South are presently running under the location of the new proposed building. These services will be re-routed around to the West of the existing Daycare on town property to provide a new service connection into the boiler building serving the present elementary school.

Domestic Water Systems

A new potable water line will be brought in from the street. The existing water service is only 50 diameter and will not be sufficient for the new fire protection system for the building. A new 150 diameter service will be installed.

All existing domestic water piping serving existing plumbing fixtures will be removed back to the mechanical room and new piping will be installed in the ceiling space to serve new plumbing fixtures.

The existing hot water heater will be removed and replaced with two gas fired condensing water heaters complete with internal storage tank and gas fired burner. A minimum of two will be installed to ensure that there will be some hot water with the loss of one component, but the system will not be sized for full redundancy. Sizing will be in accordance with industry standards. Each heater will be individually vented to the exterior in either polypropylene or AL294C stainless steel venting. These heaters permit the boiler plant to shut down over the summer. A recirculation pump will circulate hot water from the mechanical room to the remote fixtures at all times to reduce wait times for hot water at remote fixtures.

Distribution will be permitted through copper, stainless steel and/or polyethylene piping systems as dictated by price. Cold water lines will be insulated to prevent condensation on the cold pipes. Hot water lines will be insulated to the requirements of the National Energy Code.

Domestic Drainage Systems

The existing sanitary service for the high school is large enough to support the fixtures from the addition. All the existing sanitary piping in the existing building will be removed back to where the service enters the building and new sanitary piping will be installed for the new and replaced fixtures in their new locations.

The elevator pit will be complete with drainage. A sump and lift pump will be required to serve the elevator pit.

The 3 compartment sink in the soft PAA/Canteen will be complete with a grease interceptor. Sanitary drainage and vent piping will route through the building in the ceiling space in CPVC piping to avoid any issues with flame and smoke spread ratings. Buried piping will route in PVC.

Vent piping connected to the exterior will be insulated for a minimum of 3m in length from the exterior to reduce the risk of condensation.

Plumbing Fixtures

All plumbing fixtures are to be replaced or installed new in this project including the existing change room areas. Plumbing fixtures will generally consist of vitreous china units for long term durability. Options on some fixtures like showers and specialty sinks will be provided during design for the Owner to choose from.

Water Closets:

- Toilets will be floor mounted vitreous china type with elongated bowl and ergonomic height complete with infra red automatic flush valves with true mechanical override.
- Units will have a minimum solid handling capacity of 900 grams
- Water closets will be high efficiency flush (4.3 L).

Lavatories:

- Lavatories will be stainless steel with overflow.
- Hot water lines at each public lavatory will be complete with mixing valve to limit maximum discharge temperature to prevent scalding.
- To conserve water, lavatories will be specified as low flow with 1.9 lpm (0.5 GPM) aerators.
- Public faucets will be battery operated hands free infra-red models.
- Private faucets will have manual trim and individual control of hot and cold water.

Urinals

- Will be vitreous china wall hung models.
- Urinals will be complete with floor mounted wall carriers.
- To conserve water, urinals will be specified as 0.5 lpf.
- Urinals will be hands-free infra red automatic flush valves with true mechanical override.

Ventilation System

A new air handling unit for the gym and stage area will be installed on the roof of the new PAA lab with ducts entering the stage area thru the West wall of the stage. This unit will be complete with economizer, filters, hot water coil, cooling coil and heat recovery wheel. The unit will be accessed from the roof. CO2 control will be implemented to minimize the amount of outdoor air provided to the air handler when the gymnasium is not at full capacity.

The new Practical Arts room will be ventilated by a new roof top unit on the roof complete with economizer, filters, hot water coil, cooling coil and heat recovery. The unit will be accessed from the roof.

The new Classroom Wing will be ventilated by a new variable volume air handler located in a roof penthouse complete with economizer, filters, hot water coil, cooling coil and heat recovery wheel. The unit will be accessed from a ladder into the penthouse. Each classroom will be controlled with a VAV box with reheat coil to provide ventilation and cooling. CO2 control will be implemented to minimize the amount of outdoor air provided to the air handler.

The existing constant volume air handler serving the existing school presently provides the same temperature to all spaces controlled from return air. Reheat coils will be added to each space for control of space temperature. A chilled water cooling coil will be added to the air handling unit to provide cooling. Outdoor air is to be used for cooling when exterior temperatures are lower than supply air setpoint. CO2 control will be implemented to minimize the amount of outdoor air provided to the air handler.

During the day the air handlers will run continuously to provide ventilation. At night the air handlers will be off and perimeter hot water radiation, infloor heat, unit heaters and force flow will provide night heating.

Exhaust systems will be installed where required by code. The washrooms in the addition are individual and the exhaust fans will exhaust directly to the exterior. These fans will run intermittently and be activated by the light occupancy sensor to run for a set amount of time. The main gymnasium change rooms, washrooms and storage room as well as the group washrooms on the second floor will be exhausted constantly based on the occupancy schedule of the building.

The existing crawl space exhaust system will remain as is.

Fire Protection

A new 150mm (6") water service will be installed to serve the Fire Protection requirements with a new sprinkler tree to serve the existing and new portions of the school. The addition and renovation will be sprinklered in accordance with NFPA standards. Zone alarm valves will be installed for each floor off of a common riser. Sprinkler head protection cages will be provided in the Gymnasium, Mechanical rooms and in the Hard Practical Arts room. The entire existing crawl space will be complete with a sprinkler system. All areas above the ceiling with exposed wood will also be covered by the fire protection system.

A fire protection contractor has been hired by HDA to perform a flow test on the existing hydrant in the area to confirm if the existing town system has the required flow and pressure to service a fire protection system without a pump. We are awaiting the results. The opinion of probable costs does not include a fire pump at this time.

Fire extinguishers will be installed in recessed cabinets as required by National Building Code.

Heating/ Cooling System

An additional boiler will be added to the existing boiler plant to provide heating for the additional building heat loss and ventilation air. The existing main heating pumps will be replaced with larger pumps. The existing heating mains in the building can remain. New connections will be added to serve the reheat coils. The existing 100 diameter (4") future connections at the west end of the main floor corridor will be sufficient to serve the addition.

Two new pumps will be installed for the low temperature loop serving the infloor system. These pumps will be 100% redundant to allow for heating in case of pump failures. New heating pumps shall be fitted with twist lock motor connections for ease of servicing.

A new air cooled chiller shall be installed complete with distribution piping and chilled water pump. A new chilled water coil will be added to the existing air handling unit serving the existing school. This will provide approximately 70% of the cooling load to the existing school due to existing lower airflows.

Based on the Owner's preference to have full cooling capacities in the existing building portion, chilled beams can be added to the existing school space to provide additional cooling. This is an expensive option as this would mean running chilled water piping thru the entire existing building and require sensors to be installed on the windows. We have not included this option in our opinion of probable costs due to budget restraints. HDA will further investigate how many hours of the year we would be above design and report back to the owner for further discussions.

The existing wall fin radiation in the Gymnasium will be removed and replaced with 2 force flows mounted high in the stage wall to provide heating at night when the air handling unit is not running. During the occupied periods the air handling unit will provide heating and cooling.

The new classroom wing will be heated with radiant infloor heating. The radiation in the existing school is to remain and be altered as necessary to accommodate wall relocations.

The Hard Practical Arts room will have a combination of infloor heating with a unit heater at the overhead door to allow for quick recovery of the space when the overhead door is opened.

All existing force flows in the building are to be replaced with new as well as all new entrances will be complete with force flow units.

Building Controls

The existing digital Energy Management Control System (EMCS) will be reused. The EMCS will be adjusted to control the base building systems including the boiler plant, chilled water plant, and base building terminal heating and cooling systems.

The EMCS would incorporate the following energy conservation measures:

- To reduce fan and pump power, systems will incorporate variable speed control where flows can be reduced by more than 5% for prolonged periods.
- To better match facility loads, the EMCS will incorporate demand based reset strategies in addition to indoor/outdoor reset strategies
- Differential enthalpy control will be utilized for free cooling.

Graphics of each system are to be altered to help the Building Operator in visualizing and understanding system operation.

Public spaces will be complete with stainless steel wall plate sensors and private spaces will be complete with wall mounted sensors complete with limited temperature adjustment.

Additional Spaces with Special Requirements

Industrial Arts

A recirculating dust collector system will be installed to suit the equipment and operations in the space. Welding exhaust will not be incorporated at this time but may be incorporated in the future.

Science Room

Vented chemical storage cabinets will be installed in the storage room. Further requirements will have to be discussed with the owner during design.

Soft PAA Canteen

Individual range hoods will be installed for the ranges; it is assumed that hoods will exhaust to outdoors.

IT Room

IT room to be cooled between 18 and 22 Deg.C. A dedicated direct expansion air conditioning system will be installed with a remote condensing unit to serve the space. The unit will be sized and derated to maintain the space at 22 Deg.C at design ambient. The cooling system will operate year round and include low ambient kit down to -40 Deg.C.

6.3 Electrical Precise – ALFA Engineering

Main Service

The existing 800A, 120/208V, 3ø/4 wire service is located in the Main Electrical Room adjacent the Performing Arts Area. The point of connection to the utility is a weatherproof splitter located on the west exterior elevation. The existing service capacity is insufficient given the proposed new mechanical loads.

The following are three (3) options, to provide the required power for the new building electrical loads.

Option #1

Provide a new 300A, 600V, 3ø, 3W service for the new chiller only.

The main service equipment shall consist of the following:

- 30 x 30 x 10" Weatherproof Exterior Splitter
- 300A Main Disconnect Switch
- C/T Compartment and Meter Socket

Option #2

Provide a new 600A, 3ø, 4W service to feed the new chiller and mechanical loads only.

The main service equipment shall consist of the following:

- 48 x 48 x 10" Weatherproof Exterior Splitter
- 400A Main CDP Section complete with Main Breaker and C/T Compartment
- 400A CDP Breaker Section
- Utility Meter Socket

Option #3

Provide a new 600A, 3ø, 4W service to feed the existing and new addition loads.

The Main Service equipment shall consist of the following:

- 48 x 48 x 10" Weatherproof Exterior Splitter
- 600A Main CDP Section complete with 600A Main Breaker with Digital Trip Unit
- Transient Voltage Surge Suppression
- Breaker Distribution
- Digital Metering
- 300kVA Transformer to back feed existing 800A, 120/208V, 4W service.

It is expected SaskPower will be required to acquire budget pricing on each option to assist the school division in making a decision on which option to take.

Distribution

The existing building distribution system will be reused.

Branch circuit or distribution panels will be provided throughout the new addition.

Branch Circuit Distribution and Devices

Receptacles shall be provided throughout the building, located according to code and function. Where required, child resistant receptacles will be installed.

Devices located in the existing building will be reused. Additional devices will be added as function requires.

Interior Lighting

The existing interior lighting was upgraded two (2) years ago to T-8 electronic fluorescent fixtures. These fixtures will be salvaged and used in the new lighting design.

Generally, interior lighting shall utilize fluorescent lamps and ballasts. Lamps shall be T-5 and/or T-8 where practical and the correlated colour temperature shall be selected based on the specific usage. Ballasts shall be electronic type and utilize program start technology.

All lighting design shall be based on the Illuminated Engineering Society of North America (IESNA) Standards for Lighting in Education Facilities RP-3-00.

Service, storage and utility rooms will be illuminated using surface industrial or wrap around lense type fluorescent fixtures.

Large common spaces in the multi-storey areas will be illuminated using architectural LED or high output T-5 fluorescent fixtures. Wall mount decorative fixtures may be considered where form and function dictates.

The existing high output T-5 fluorescent high bay fixtures located in the Gymnasium were installed two (2) years ago and will remain.

Exterior Lighting

The exterior lighting design will consist of wall and pole mounted LED fixtures and will utilize cut-off, dark sky type optics.

Lighting Control

Lighting control will be comprised of a distributed, network type system with components located near the lighting zone.

The system will consist of intelligent photocells (interior and exterior), occupancy sensors and manual control stations. All devices will operate on a dedicated data network or utilize the owners’ network system.

Where practical, fixtures will employ dimming ballasts or ballasts capable of multiple switching levels.

Fire Alarm

The existing addressable fire alarm system shall be reused. The new design will provide for the addition of new devices to conform to the requirements of the National Building Code. The system shall consist of smoke detectors, smoke duct detectors, manual stations and audible/visual signal devices. A remote annunciator will be installed at the new front vestibule.

Exit Lighting

Exit and directional egress exit lighting shall be provided throughout the building and shall conform to the requirements of the National Building Code.

Emergency Lighting

Emergency lighting will be provided via battery operated unit equipment and will be located throughout the building to meet the requirements of the National Building Code and the Canadian Electrical Code.

Data Communications Cabling

Once the owner’s Information Technology group has identified their specific cabling and infrastructure requirements, a structured data communications cabling system will be provided to support their needs.

The system will incorporate category 6, 4 pair, UTP cabling, optical fibre back bone cabling (if required), racks, patch panels and outlets.

The system will take into account both wireless and hard wired configurations with future considerations (portable classrooms, etc).

Where practical, cabling shall be run in cable tray and in accessible ceiling spaces.

Voice Communications Cabling

The building will be serviced by SaskTel, the demarcation point shall be located in the Main Electrical Room.

A multi par riser cable will be run from the demarcation point to the IT Server Room. At this location interconnections to the owners telephone switch will be made.

Also, at the IT Server Room, all horizontal voice cabling will be terminated. This will allow connection to the owners telephone switch.

All voice cabling will be category 6, 4 pair, UTP. Where practical, cabling will be run in cable tray and in accessible ceiling spaces.

Integrated Intercom/Class Call/ Public Address/Notification System

A fully integrated building intercommunication system will be provided. A public address system consisting of loud speakers, amplifiers, lifters, mixers, owner’s telephone system will be provided. This system will receive audio inputs from the phone system, external playback (tuner, CD, MPS, etc.) devices and automated time generator for class call.

The intent is to provide a flexible, user programmable notification system that will function as a day to day system but will also have the capability and reliability to be used during critical mass communication systems.

Intrusion Detection

The existing security system will be reused. Devices will be added to provide a complete system throughout the existing building and the addition.

The details related to location of devices and specifications will be developed with the users as the design progresses.

Assistive Listening Systems

This system includes wireless transmitters, microphones, receivers, headsets and accessories.

The system will be owner supplied. Design will provide rough-in only and power for transmitter stations.

Theatrical Lighting System

The Performing Arts Room will be equipped with a theatrical lighting system consisting of:

- Entry Level Multi-scene Drama Board
- Dimmer Rack
- Fixture mounting pipe rails located at the front of house and over the stage
- Pipe rail mounted, LED source theatrical lighting fixtures suitable for spot, wash and background lighting. Fixtures will be provided with various suited to theatrical productions (i.e. gels, shutters, etc.).

Mechanical Equipment

Mechanical equipment connections and control will be provided depending on the specific requirements of the mechanical designers.

Appendix A - Zoning Analysis

Zoning Information

Town of Gravelbourg Zoning Bylaw:

Setbacks:

- Lot Frontage: 15m
- Front Yard Min: 6m
- Rear Yard Min: 7.5m
- Side Yard Min: 1.5m

Parking:

- Off-street parking: Schools = 1stall/classroom
- 22 Learning Studios, 3 Daycare Rooms = 25 required
- Number of provided stalls= 52

Appendix B - Building Code Analysis

Code Review (National Building Code of Canada 2010):

- 3.2.2.24 Group A, Division 2, up to 6 storeys, Any area, Sprinkled
 - Non-combustible construction,**
 - Floors = 1 hour FRR**
 - Roof = not rated, Heavy –timber permitted**
 - Load-bearing walls = fire-rated not less than the assembly they support.**
- Fire separation between occupancies
 - A-2 (Assembly) – F-3(Workshop) = 1 hour FRR**
- Fire separation for corridors serving classrooms
 - Fire Rating is waived if floor area is sprinklered.**
- Fire separation of Janitor’s rooms
 - Sprinklered building = fire separation without a FRR**
- Fire separation of furnace or mechanical room
 - 1 hour FRR**
- Fire separation of elevator shafts
 - 1 hour FRR**
- Fire separation of elevator machine rooms
 - 1 hour FRR**
- Fire separation of vertical service spaces
 - 45 min FRR**

Fire separation at top and bottom of vertical service space

45 min FRR

Fire separation of horizontal service space

45 min FRR

Fire separation of Exits:

1 HR FRR

Required access routes for fire departments

Required at the building face having a principal entrance, and to each building face having access openings for fire-fighters

Access route design

15m Max. from access route to entry, 90m Max from access route to hydrant, 45m Max from fire truck to building

Interconnected floor space: Termination at vertical fire separation:

Not required. Opening into interconnected space shall have vestibule

Construction of interconnected floor space:

Non-combustible or Heavy timber

Interconnected floor space:

Sprinklers required

Number of Water Closets Required (Occupant Load determined through NBCC 2010 requirements for areas)

Occupancy	Occupant Load	# of persons of each sex	# of water closets required
Daycare	106	53	2 male, 2 female
Primary School (4 uni)	219	110	3 male, 4 female
High School (1 uni)	538	269	5 Male, 10 Female
Staff	28	14	1 Male, 1 Female
Total School	Daycare/Gym not included		9 male, 15 female (24)
PROVIDED 5 – Universal, 9- Unisex, 5 Male, 5 Female (24)			

Number and Width of Exits Required

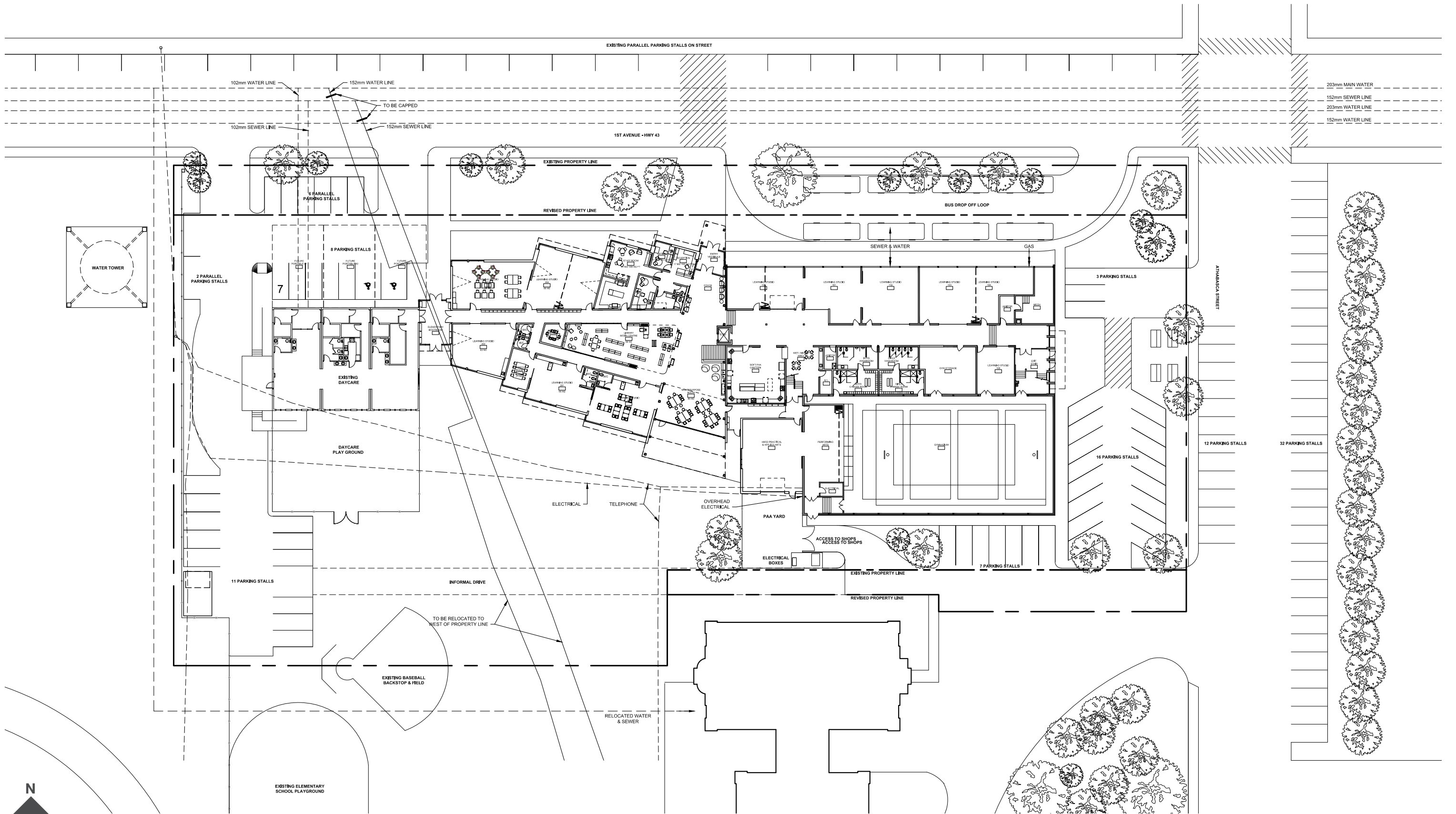
Exit	Occupant Load	Exit Width	# of Doors	Stair width
2nd Flr: East Exit	146	890	1	1,160mm
North Atrium	130 (6.1mm/person)	793	1	Not applicable
East Exit	494	3,013	3	1,952mm
South Gym Exit	282	1,720	2	1,952mm
West Gym Exit	244	1,488	2	1,952mm
West Hard PAA	10	61	1	Not applicable
2nd Flr: Atrium	146	N/A	N/A	1,160mm
South Atrium	275	1,677	2	Not applicable
Elementary Entry	209	1,275	2	Not applicable
daycare	53	323.3	1	Not applicable

Appendix C - Site Information and Drawings

A number of site related items are currently under review including:

- Relocation of existing services currently located under the proposed new school addition
- Student plazas and outdoor learning spaces
- Bus drop-off
- On-site parking
- Gravelbourg School storage garage location
- Proposed future portables location
- Site grading and landscaping amendments and additions

Further refinement and development will continue through Detail Design.



Site Plan

Appendix D - Heritage Considerations

The purpose of this document is to illustrate a number of design options for the new Gravelbourg School addition. Each option follows an approach that is grounded in national standards and guidelines as outlined by Parks Canada for heritage conservation districts and built heritage.

The foundation of our design approach for the new addition for the Gravelbourg School closely follows the Standards and Guidelines for the Conservation of Historic Places in Canada developed by Parks Canada and Canada's Historic Places (<http://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf>). This document outlines a set of fundamental principles for conserving historic places of all types. These principles are to provide sound and practical advice for conserving our rich and irreplaceable built heritage.

Our intent is to recommend an approach that values this built heritage and advocates for an approach that recognizes the historic context that we are working within as a physical record of its time, place and use.

We recognize that any new development within this historic context will affect the setting of the historic place and the interrelationship between the new building and its surroundings. This historic context is outlined in the heritage considerations document attached prepared by Jonathan Yardley, one of Canada's most respected and renowned Heritage Architects.

In keeping with these guidelines, a successful new addition to the existing 1963 modernist Gravelbourg High School should be of modern design and not a pastiche of particular character-defining elements of the neighboring buildings. In particular, Standard 11 of the Standards and Guidelines should be followed:

Standard 11. Conserve the heritage value and character-defining elements when creating any new additions to an historic place or any related new construction. Make the new work physically and visually compatible with, subordinate to and distinguishable from the historic place.

In this way, a successful new addition should be subordinate, distinguishable and compatible with the historic fabric of the site and town of Gravelbourg.

Our goal is to achieve a harmonious and distinctive Gravelbourg School with these national standards in mind. We believe we have achieved this by referencing, but not directly mimicking, a number of the character-defining elements of the town's built heritage and adapting and integrating them to create a harmonious and modern construction.

Some of these character-defining elements include:

- 1) The iconic mansard roof and metal cladding of the adjacent Convent
- 2) The over-scaled entry sequence and portals of the adjacent Convent
- 3) The masonry brick utilized by both the Convent and 1963 modernist High School
- 4) The iconic articulated structure of the adjacent water tower
- 5) Paving patterns and site lighting similar to the downtown standards
- 6) An overall colour palette similar to the town's historic buildings
- 7) The use of stained glass elements on the Gravelbourg Cathedral

The following images illustrate 3 options and how each option particularly considers and interprets these character-defining elements as part of the overall design strategy for the Gravelbourg School addition:



A new rear addition to the Strathcona Public Library in Edmonton respects the primary value on the site—the historic library—while expanding the floor space to better serve the neighbourhood in the future. The addition is a successful example of meeting requirements for a new addition to be subordinate, distinguishable and compatible.

Excerpt from:

Canada's Historic Places Standards and Guidelines for the Conservation of Historic Places in Canada

The attached letter submitted by Jonathan Yardley, Heritage Architect, provides further information with regard to the design direction and approach presented within the Gravelbourg K-12 School Design Development Report.

2014 May 13

Heritage Considerations

Proposed Addition Gravelbourg K-12 School Gravelbourg Sashatechewan

Gravelbourg has a fine collection of ecclesiastical buildings that as a whole form the *Gravelbourg Ecclesiastical Buildings National Historic Site of Canada*. The site is focused on the Co-Cathedral at the junction of 1st Avenue and Main Street. To the west of the Co-Cathedral facing onto Athabasca Street is the former Convent School that is the largest of the group of buildings that make up the Historic Site.

The key Character-Defining Elements (C-DE) of the Historic Site are as follows:-

In all three buildings

- 1 the physical expressions of the Roman Catholic Church's efforts to direct French Canadian settlement and ensuring success by imparting familiar institutions and a sense of permanence;*
- 2 their interconnectedness, and for their representation of the cohesive, unified presence of the Roman Catholic Church in Gravelbourg, as seen in their original locations in close proximity to one another, and the consistent use of buff-coloured Claybank brick to the exterior construction;*
- 3 the sense of authority, sophistication, and stability, as seen in their elegant and imposing scale, massing, symmetry and style, and the use of high-quality materials such as Claybank brick, Tyndall stone, fir and oak;*
- 4 the interior separations between public and private spaces.*



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From the C-DE a number of important guides can be established with any new development within the Historic Site. These guides are developed in applying Parks Canada's *Standards and Guidelines for the Conservation of Historic Places in Canada*. (S&G) With interventions to an existing Historic Site Standard 11 is the most important one to consider:

Conserve the heritage value and character-defining elements when creating any new additions to an historic place or any related new construction. Make the new work physically and visually compatible with, subordinate to and distinguishable from the historic place.

Another clause from S&G; 4.1.5. *Visual Relationships* is important as this Historic Site contains the spaces between the three building elements that form the whole Historic Site; to quote;

Recommended 1. Understanding the visual relationships and how they contribute to the heritage value of the cultural landscape.

Not Recommended 1. *Undertaking interventions without understanding the impact on the visual relationships in the cultural landscape; for example, removing vegetation that was intended to frame an important view in the historic place.*

These are as follows:-

1. The close proximity of the three building to each other within the site. The spaces between the buildings allow them to be viewed and contemplated both from afar and then close up. This element (C-DE-2-siteing) is preserved, as the proposed Addition is located as far away as possible from the Convent School yet still attached to the 1963 School. The proposed Addition is also set at an angle to further provide site space to the northwest corner of the Convent School.
2. The dominant massing of the three buildings particular the Convent School that is a four-storey building. The proposed Addition is subordinate to the massing of this building as is a single story building raised to two when it connects to the existing two storey existing School. (C-DE-3-massing & scale)

3. C-DE 3 refers to the materials of the three buildings which all use buff-coloured Claybank bricks, Tyndall stone and metal roofs. The proposed Addition picks up on this pallet and under Standard 11 makes *the new work physically and visually compatible with, subordinate to and distinguishable from the historic place*. The materials for the proposed Addition include both a light couloured metal roofing and buff-coloured Claybank bricks.



I believe that the design and siting of the proposed Addition respects the C-DE and S&G. I would support *1. Recommended Option* of the Design Options.

Yours very truly

A handwritten signature in blue ink, appearing to read "Jonathan Yardley", written in a cursive style.

Jonathan Yardley, Dip Arch (Birm), SAA, Architect AIBC, MRAIC, RIBA, CAHP, BCAHP
Registered Architect & Professional Heritage Consultant



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Appendix E - Class B Cost Estimate

Elemental Summary

A	SHELL				\$ 1,847,177.50
A1	Substructure			\$	196,000.00
	A1.1	Foundations	\$	196,000.00	
A2	Structure			\$	810,820.00
	A2.1	Lowest Floor Construction	\$	399,175.00	
	A2.2	Walls Above Grade	\$	76,200.00	
	A2.3	Roof Construction	\$	335,445.00	
A3	Exterior Enclosure			\$	840,357.50
	A3.2	Walls Above Grade	\$	331,197.00	
	A3.3	Windows & Entrances	\$	219,160.50	
	A3.4	Roof Covering	\$	280,000.00	
	A3.5	Projections	\$	10,000.00	
B	INTERIORS				\$ 1,167,253.50
B1	Partition & Doors			\$	625,901.00
	B1.1	Partitions	\$	241,289.00	
	B1.2	Doors	\$	384,612.00	
B2	Finishes			\$	394,690.00
	B2.1	Floor Finishes	\$	200,010.00	
	B2.2	Ceiling Finishes	\$	91,455.00	
	B2.3	Wall Finishes	\$	103,225.00	
B3	Fittings & Equipment			\$	146,662.50
	B3.1	Fittings & Fixtures	\$	134,762.50	
	B3.2	Equipment	\$	11,900.00	
C	SERVICES				\$ 2,495,000.00
C1	Mechanical			\$	1,665,000.00
	C1.1	Gymnasium Unit	\$	125,000.00	
	C1.2	Renovation Mechanical	\$	580,000.00	
	C1.3	Addition Mechanical	\$	960,000.00	
C2	Electrical			\$	830,000.00
	C2.1	Service and Distribution	\$	222,000.00	
	C2.2	Lighting Devices & Heating	\$	260,000.00	
	C2.3	Systems and Ancillaries	\$	348,000.00	
D	ANCILLARY WORK				\$ 39,550.00
	D1.1	Demolition	\$	39,550.00	
E	SITE WORK				\$ 345,368.00
E1	Site Work				
	E1.1	Site Development	\$	345,368.00	
F	GENERAL REQUIREMENTS & ALLOWANCES				\$ 884,152.35
F1	General Requirements & Fee			\$	884,152.35
	F1.1	Contractor Overhead & Mark-up	15%	884,152.35	
TOTAL CONSTRUCTION ESTIMATE					\$ 6,778,501.35
G	ALLOWANCES				\$ 1,689,324.14
	G1.1	Construction Contingency	5%	\$	338,925.07
	G1.2	GST	5%	\$	338,925.07
	G1.3	Furniture Allowance (from SA1)	per SA1	\$	332,398.00
	G1.4	Consultant Fees	per SA1	\$	679,076.00
TOTAL PROJECT & ALLOWANCES					\$ 8,467,825.49
H	COST SAVINGS (Items listed below are included in TOTAL PROJECT AMOUNT listed above)				-\$ 232,780.00
H1	ARCHITECTURAL				
	H1.2	Reuse existing whiteboards		-\$	10,800.00
	H1.3	Reuse existing doors (10)		-\$	15,000.00
H3	MECHANICAL				
	H3.1	Gymnasium Air Handling Unit and Radiation Replacement		-\$	125,000.00
	H3.2	New Additional Boiler		-\$	35,000.00
H4	ELECTRICAL				
H5	SITEWORKS				
	H5.1	Delete staff parking area (asphalt & curbs, no demo)		-\$	46,980.00
SEPARATE CONTRACT					
	J1.1	Mechanical Relocation of Services		\$	145,000.00

Elemental Breakdown

Element	Quantity	Units	Rate	Amount
A1 Substructure				
A1.1 Structure				
1	Piles	1 lump	196000	\$ 196,000.00
A2 Structure				
A2.1 Lowest Floor Construction				
1	Concrete	1 lump	399175	\$ 399,175.00
A2.1 Walls				
1	Masonry	1 lump	76200	\$ 76,200.00
A2.3 Roof Construction				
1	Metal	1 lump	274245	\$ 274,245.00
2	Wood	1 lump	61200	\$ 61,200.00
A3 Exterior Enclosure				
A3.2 Walls Above Grade				
1	Exterior wall w/ tyndall	140 m2	520	\$ 72,800.00
2	Exterior wall w/ arch. Panels	441 m2	567	\$ 250,047.00
4	Base Flashing	104 l.m.	50	\$ 5,200.00
5	Brick Angle	35 l.m.	90	\$ 3,150.00
A3.3 Windows				
1	Fibreglass Framed windows w/ double glazing	53.5 m2	753	\$ 40,285.50
2	Curtainwall framed entrances	93.8 m2	1025	\$ 96,145.00
3	Aluminum , double-glazed entry system	83 m2	450	\$ 37,350.00
4	Aluminum , interior entry system	35 m2	368	\$ 12,880.00
5	6mm tempered interior	58.8 m2	250	\$ 14,700.00
6	19mm structural glass	25.6 m2	500	\$ 12,800.00
7	Specialty Glass	1 m2	5000	\$ 5,000.00
A3.4 Roof Coverings				
1	Roofing, Insul, VB, Flashing	1280 m2	200	\$ 256,000.00
3	Scuppers	10	400	\$ 4,000.00
4	Roof Penetrations	1 lump	7500	\$ 7,500.00
5	visual barriers	1 lump	10000	\$ 10,000.00
6	Mechanical curbs	1 lump	2500	\$ 2,500.00
A3.5 Projections				
1	Entrance Canopy	1 lump	10000	\$ 10,000.00
B1 Interior Partitions and Doors				

Gravelbourg Pre-K - 12 School		OPINION OF PROBABLE COST		DESIGN DEVELOPMENT REPORT MAY 27, 2014	
B1.1 Partitions				\$	241,289.00
1	Steel Stud/Gypsum: Fire-rated	253 m2	185	\$	46,805.00
4	Steel Stud/Gypsum: STC 50	1113 m2	168	\$	186,984.00
5	Firestopping and sealants	1 lump	7500	\$	7,500.00
B1.2 Doors				\$	384,612.00
1	Aluminum entry doors	16 door	1500	\$	24,000.00
3	Wood Doors - solid core 3'x8'	68 door	1500	\$	102,000.00
5	Pressed Steel	2 door	1500	\$	3,000.00
6	Pressed Steel- Insulated	2 door	1750	\$	3,500.00
8	Overhead Door (12'x12')	13.3 m2	530	\$	7,049.00
9	GYM roll-up curtain (6mH)	1 l.m.	20000	\$	20,000.00
9	Folding Door (3mHx84.5l.m.)	253.5 l.m.	538	\$	136,383.00
9	rolling shutter	2 m2	2000	\$	4,000.00
10	Sliding Door (3mH)	100 m2	700	\$	70,000.00
11	Paint/stain Doors	72 door	65	\$	4,680.00
12	automatic door entrances	2 door	5000	\$	10,000.00
B2 Finishes					
B2.1 Floor Finishes				\$	200,010.00
1	Carpet Tile	278 m2	86	\$	23,908.00
2	Polished Concrete	718 m2	80	\$	57,440.00
3	Sheet Flooring	1004 m2	80	\$	80,320.00
4	Concrete Sealer/Hardener	98 m2	9	\$	882.00
6	Rubber Base	1740 l.m.	8	\$	13,920.00
7	Wood Gym Floor	16 m2	250	\$	4,000.00
8	crawl space liner	920 m2	10	\$	9,200.00
9	entrance mats (pedi-grid)	22 m2	470	\$	10,340.00
B2.2 Ceiling Finishes				\$	91,455.00
1	ACT patching	1 lump	5000	\$	5,000.00
1	Suspended grid w/ acoustic tile	807 m2	65	\$	52,455.00
2	Suspended clouds (25% of exposed ceiling area)	90 m2	160	\$	14,400.00
3	Gypsum Board ceiling/bulkhead	73 m2	200	\$	14,600.00
4	tectum panels	1 lump	5000	\$	5,000.00
B2.3 Wall Finishes				\$	103,225.00
1	Murals & Artist Collaboration	1 lump	25000	\$	25,000.00
2	Paint	5215 m2	15	\$	78,225.00
B3 Fittings and Equipment					
B 3.1 Fittings and Fixtures				\$	134,762.50
1	Washroom Accessories	100 lump	200	\$	20,000.00 T.P., garbage, han
3	Toilet Partitions	14 stalls	950	\$	13,300.00
4	Millwork				
	counters	4.8 l.m.	300	\$	1,440.00
	base cabinet	64.5 l.m.	845	\$	54,502.50
	kitchen: upper/lower	18 l.m.	1500	\$	27,000.00
	closet	0 l.m.	100	\$	-

Gravelbourg Pre-K - 12 School		OPINION OF PROBABLE COST		DESIGN DEVELOPMENT REPORT	
				MAY 27, 2014	
	locker room benches	12.4 l.m.	300	\$	3,720.00
5	Whiteboards	27	400	\$	10,800.00
6	Signage	1 lump	4000	\$	4,000.00
B3.2 Fittings and Equipment					\$ 11,900.00
1	boottracks	20 per	475	\$	9,500.00
3	corner guards	16 lump	150	\$	2,400.00
B 3.3 Conveying Systems					\$ 125,000.00
1	Elevator	1 lump	125000	\$	125,000.00
C1 Mechanical					
C1.1 Gymnasium Unit					\$ 125,000.00
1	Gynmansium Unit	1	125000	\$	125,000.00
C1.2 Renovation of Existing School					\$ 580,000.00
1	Renovation	1	Sum	580000	\$ 580,000.00
C1.3 Addition					\$ 960,000.00
1	Addition	1	Sum	960000	\$ 960,000.00
C2 Electrical					
C2.1 Service and Distribution					\$ 222,000.00
1	Main Service	1	Sum	60000	\$ 60,000.00
2	Distribution	1	Sum	60000	\$ 60,000.00
3	Mechanical Connections	1	Sum	12000	\$ 12,000.00
4	Branch Circuit Distribution	1	Sum	90000	\$ 90,000.00
C2.2 Lighting Devices & Heating					\$ 260,000.00
1	Lighting- interior	1	Sum	170000	\$ 170,000.00
2	Lighting - exterior	1	Sum	30000	\$ 30,000.00
3	Lighting Control	1	Sum	60000	\$ 60,000.00
C2.3 Systems and Ancillaries					\$ 348,000.00
1	Fire Alarm	1	Sum	71000	\$ 71,000.00
2	Exit Lighting	1	Sum	71000	\$ 71,000.00
3	Emergency Lighting	1	Sum	71000	\$ 71,000.00
4	Data Communications	1	Sum	50000	\$ 50,000.00
5	Voice Communications	1	Sum	10000	\$ 10,000.00
6	Intercom/paging/Class Call	1	Sum	30000	\$ 30,000.00
7	Intrusion Detection	1	Sum	10000	\$ 10,000.00
8	Assisted Listening	1	Sum	5000	\$ 5,000.00
9	Theatrical Lighing System	1	Sum	30000	\$ 30,000.00
D1 Site and Ancillary Work					
D1.1 Site Development					\$ 345,368.00
1	Rough Grading	1 lump	15000	\$	15,000.00
2	Asphalt Paving	1740 m2	60	\$	104,400.00
3	Gravel Roads	1258 m2	40	\$	50,320.00

Gravelbourg Pre-K - 12 School		OPINION OF PROBABLE COST		DESIGN DEVELOPMENT REPORT	
				MAY 27, 2014	
4	Curbs	536 l.m.	100	\$	53,600.00
5	Sidewalks: Paving Stone	131 m2	193	\$	25,283.00
5	Sidewalks: Concrete	485 m2	97	\$	47,045.00
6	culvert	1	2000	\$	2,000.00
7	finish grading	1 lump	10000	\$	10,000.00
8	landscaping	2150 m2	6	\$	12,900.00
9	gravel	104 m2	80	\$	8,320.00
10	chain-link fencing	90 m2		\$	-
11	Accessories (garbage bins, bike rack)	3 lump	500	\$	1,500.00
12	relocate playground equip.	1 lump	5000	\$	5,000.00
13	relocate storage building	1 lumo	10000	\$	10,000.00
D1.2 Mechanical Site Services					\$ 145,000.00
1	Relocation of Existing Water/sanitray/Gas	1 lump	145000	\$	145,000.00
D2.1 Demolitions					\$ 39,550.00
1	Remove Existing Parking Area	620 m2	20	\$	12,400.00
2	Misc demo	1	15000	\$	15,000.00
3	Interior wall demo	243 m2	50	\$	12,150.00

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.3
Topic:	Selling of Mossbank Teacherage		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

The Mossbank teacherage currently is rented generating \$450 per month rent. Other teacherages in the school division have been sold as per resolution #204 passed on February 7, 2006: "That the Board approve selling division owned teacherages as they become vacant. Subsequent to this, the Board passed a resolution on October 3, 2006 that the decision to advertise, tender or auction surplus land or buildings with an estimated value in excess of \$2,500 must be made by Board motion, and awarding of the tender/bid must also be approved by Board motion.

Current Status:

The Mossbank staff members who occupied the Mossbank teacherage have given notice to vacate August 1, 2014. The teacherage is a 1083 sq foot bungalow with an appraised value of \$88,500 (Suncorp appraisal). The assessed replacement value of \$266,200 (January 2014) to construct new if the teacherage was destroyed and had to be rebuilt from ground up. The optional selling choice could be to place a listing with a real-estate agent and investigate the property costs within the community. The real-estate contract and purchase process likes to be quite quick for both the seller and purchaser. Most deals, with a purchaser placing an offer and owner acceptance of the offer, like to have closure within a couple days to avoid losing the sale. With the Board of Education's commitment of having a motion in place to accept an offer could take up to a month before Prairie South could approve the offer at the next board meeting. If in the event Prairie South receives an offer would there be the possibility of passing a motion for the Facility Manager to accept the offer within 10% of the list price if Board choses to proceed this way.

Pros and Cons:

Pros

- will generate money from the sale
- facility aging requiring maintenance upkeep costs.

- speed up the sale of the property and avoid losing the sale
- would not have to pay out daily property monitoring/yard maintenance
- would finalize the purchase quickly
- may generate a higher sale price than by tender

Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	May 23, 2014	1. Map 2. Land Title 3. Appraisal 4. Photo

Recommendation:

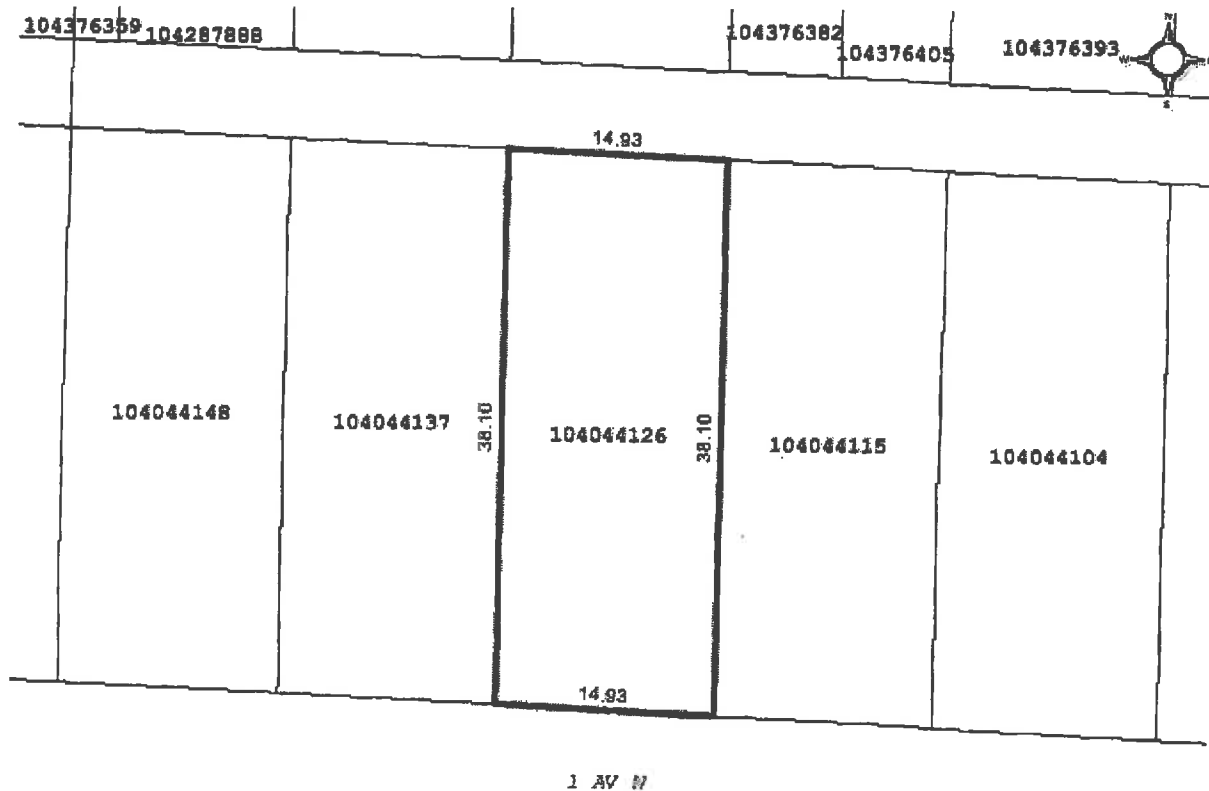
That the Board approve advertising for sale, by public tender, auction, or list with a real-estate agency the teacherage in Mossbank, Saskatchewan located on Lot 13, Block 16, EX875.

Board of Education direction required with the consideration of passing a motion to approve listing property by real estate agent. In the event of a purchaser presenting an offer for the Mossbank teacherage property Facility Manager would be able to accept offer if within 10% of the listing price.



**Information
Services
Corporation**

Surface Parcel Number: 104044126
LLD: Lot 13-Blk/Par 16 Plan EX875 Ext 0
Parcel Class Code: Parcel (Generic)
Area: 0.057 hectares (0.14 acres)
Request Date: 16-May-2014 4:04:05 o'clock PM CST



0 10m

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
104044126	Lot 13-Blk/Par 16 Plan EX875 Ext 0
104044115	Lot 12-Blk/Par 16 Plan EX875 Ext 0
104376382	Lot 5-Blk/Par 16 Plan 101060244 Ext 9
104044137	Lot 14-Blk/Par 16 Plan EX875 Ext 0

4 Records

Close

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Province of Saskatchewan Land Titles Registry Title

Title #: 100222399**As of:** 29 Jan 2010 11:45:45**Title Status:** Active**Last Amendment Date:** 12 Jul 2001 20:44:12.483**Parcel Type:** Surface**Issued:** 12 Jul 2001 20:44:12.420**Parcel Value:** N/A**Title Value:** N/A**Municipality:** TOWN OF MOSSBANK**Converted Title:** 80MJ11550**Previous Title and/or Abstract #:** 80MJ11550

Board of Education of the Prairie South School Division No. 210 of
Saskatchewan is the registered owner of Surface Parcel #104044126

Reference Land Description: Lot 13Blk/Par 16Plan No EX875 Extension 0
As described on Certificate of Title 80MJ11550.

This title is subject to any registered interests set out below and the exceptions, reservations
and interests mentioned in section 14 of *The Land Titles Act, 2000*.

Registered Interests:

None

Addresses for Service:**Name****Address****Owner:**

Board of Education of the Prairie
South School Division No. 210 of
Saskatchewan
Client #: 100917626

Assiniboia, Saskatchewan, Canada

Notes:

Parcel Class Code: Parcel (Generic)

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PHOTOGRAPH, CONSTRUCTION SUMMARY, AND CONSTRUCTION ANALYSIS

TEACHERAGE

RED COAT TRAIL SCHOOL DIVISION NO. 69

Moosebank - CRANE VALLEY, SASKATCHEWAN

APPRAISAL BUILDING #:

B42

GROSS FLOOR AREA:

1,083 ft²

EFF. DATE:

APRIL, 2000

YEAR(S) BUILT:

N/A

CLASS

D

	DESCRIPTION	CRN	CRN/D
EXCLUSIONS:	EXCAVATION, BACKFILL AND SITE PREPARATION	3,100	1,500
	FOUNDATIONS	1,900	900
	ARCHITECTURAL OR ENGINEERING FEES: 7.6%	400	200
	TOTAL EXCLUSIONS:	5,400	2,600
INSURABLES:	BUILDING FRAMING	400	200
	FLOOR STRUCTURE	8,800	4,100
	INTERIOR CONSTRUCTION, MEZZANINES, STAIRS	18,400	8,600
	FLOOR AND CEILING FINISHES	4,900	2,300
	PLUMBING SYSTEM, FIXTURES, AND SEWERAGE	5,100	2,400
	HEATING, VENTILATION AND AIR CONDITIONING	2,600	1,200
	ELECTRICAL AND LIGHTING	3,300	1,600
	EXTERIOR WALL CONSTRUCTION, BALCONIES	26,600	12,500
	ROOF STRUCTURE, ROOF COVERING, AND CANOPIES	7,100	3,300
	FIRE SPRINKLERS	0	0
	ELEVATORS, BUILT-IN CONSTRUCTION, FIREPLACES	0	0
	ADDITIONAL CONSTRUCTION	0	0
	ARCHITECTURAL OR ENGINEERING FEES: 7.6%	5,900	2,800
	TOTAL INSURABLES:	63,100	39,000
	TOTAL VALUATION:	88,500	41,600

FOUNDATIONS:

REINFORCED CONCRETE FOUNDATION WITH CONCRETE BASEMENT

FRAMING:

LOAD BEARING EXTERIOR WALLS, FLOOR SUPPORTS IN BASEMENT

FLOOR STRUCTURE:

CONCRETE SLAB ON GRADE IN BASEMENT, WOOD FLOOR ON MAIN LEVEL

INTERIOR CONSTRUCTION:

WOOD FRAMED INTERIOR PARTITIONS

PLUMBING SYSTEM:

STANDARD PLUMBING FIXTURES

H.V.A.C.:

FORCED AIR HEATING

ELECTRICAL AND LIGHTING:

STANDARD ELECTRICAL WIRING AND RESIDENTIAL FIXTURES

EXTERIOR WALLS:

WOOD SIDING ON FRAME

ROOF:

WOOD ROOF STRUCTURE WITH ASPHALT SHINGLES

FIRE SPRINKLERS:

NONE

ELEVATORS:

NONE

ADDITIONAL CONSTRUCTION:

NONE



AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.4
Topic:	Communications Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: According to the Board's yearly work plan, a Communications Accountability Report is to be presented to Board each year.

Current Status: Please see the attached Communications Accountability Report.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darby Briggs	May 28, 2014	Accountability Report

Recommendation:

That the accountabilities mandated in the source documents cited in the Communications Accountability Report have been fully met.

2013-2014 Communications Accountability Report

Prepared by: Darby Briggs, Communications Coordinator

Source Documents

Policy 12: Section 2: Educational Leadership

Q1 2.4 Ensures the Division's key results are published

Policy 12: Section 5: Policy/Procedures

RE 5.3 Keeps AP's Current

Policy 12: Section 6: Director/Board Relations

Q1 6.3 Provides the board with balanced, sufficient, concise information and clear recommendations when requested

Policy 12: Section 9: Communications and Community Relations

RE 9.1 Takes appropriate actions to ensure positive internal and external communications are developed and maintained

Q1 9.1 Represents the Division in a positive, professional manner

Q1 9.3 Ensures information is disseminated to inform all publics

Q1 9.4 Works cooperatively with the media to represent the Board's view/positions

Policy 12: Section 10: Leadership Practices

Q1 10.3 Establishes & maintains positive, professional working relationships with staff

Evidence

Internal Scan

Prairie South School Division is comprised of 40 schools located within 19 rural and urban communities. It encompasses 32,747 square kilometres of Southern Saskatchewan and has 6,526 FTE students and 958.4 FTE staff.

The Communications Department consists of one full time Communications Coordinator (Darby Briggs). Communications is responsible for the following:

- Building coherent Division messaging
- Managing and coordinating all internal and external communications
- Developing and implementing communication and promotion strategies and information programs
- Preparing communication material
- Establishing and maintaining media relations
- Providing strategic communication advice to the Board and Senior Administration
- Developing and maintaining the Division's web presence (website and social media)
- Preparing of reports, briefs, speeches, presentations and press releases
- Organizing workshops and meetings

(source: Communications Coordinator Job Description, January 2011. For a more complete list of duties, please refer to appendix A).

The Communications budget for 2013/14 was \$85,400 and included:

- Public Relations 33% (advertising and media 30%, annual meeting 1%, promotions 2%)
- Professional Development 4%
- Supplies and Services 4.5%
- Staff Awards and Events 58.5%

External Scan

(source: Saskatchewan Ministry of Education, School Division 2012/13 Annual Reports, SASBO functional group).

- There are 28 School Divisions in the province: 18 public, 9 Catholic and 1 Francophone. For comparison purposes, only the public, Francophone and 1 Catholic division (Holy Trinity) have been included.
- Prairie South is the 6th largest Division by number of schools, 7th largest by number of students, and 8th largest by number of staff.
- 14 (70%) have 20 or more schools.
- 12 (85%) of these Divisions have full time Communications staff. Of these 12, only 2 (25%) Communications staff manage the Division website. 10 (75%) are managed by IT staff.
- 14 (70%) have Division Facebook accounts. Prairie South is #1 with the most 'likes'.
- 8 (40%) have Division Twitter accounts. Prairie South is #3 with the most 'followers'.

Sample of Prairie South Communications responsibilities compared to provincial counterparts:

- Items most communications staff DO: Social media, writing, attending Board meetings
- Items most communications staff DON'T DO: Elections, staff meetings, internal & external websites

Highlights

- **Increasing the Division presence on Social Media** – we are now ranked 3rd in the province for strongest online presence (combined numbers for Facebook, Twitter, Website)
- **Annual Report** – completing the new ministry mandated Annual Report format and creating an engaging, visual Report to the Community
- **New Board initiatives** – facilities utilization, South Hill initiative, rural catchment changes, reading goal, policies & procedures
- **Stronger media relations** – navigating negative news stories, increasing the Divisions positive news stories, supporting schools with media interactions, quicker response times to media inquiries

Communication at Prairie South

- **What does Communications do?** It is the role of communications to determine who our audience is and how they wish to receive communication. We then tailor the messages to this audience and deliver it via their chosen platform. Lastly, we measure the effectiveness and reach, and identify areas for future improvement.
- **Who is our audience?** Prairie South services 5 key audiences:
 - Parents
 - Staff
 - Students
 - Job Seekers
 - General public
- **What do they look like?** Audience Demographics:
(source: Stats Canada, City of Moose Jaw Website, division websites)
 - In Saskatchewan, 51% of married couples don't have children. This is the first time that the census reported there is less married couples with children than without. 55% of common law couples don't have children.
 - 20% of homes are lone parent homes, with 77% of those being female led homes.
 - Highest percentage of female population is age 25-29 (7.5% province, 6.7% Moose Jaw).
 - 32% of the provincial population is Catholic.
 - City of Moose Jaw population is up 4.7% over 5 years (2006-2011)
 - Largest age group increase was 40-69, those engaged in job creation or retirement. The 2nd largest was 20-39, which likely caused the 3rd largest, age 0-4.

- **How many do we have? Market Share:**
 - What the City of Moose Jaw student age breakdown looks like:
 - Under 1 = 419
 - 1-4 = 1,682
 - 5-9 = 1,882
 - 10-14 = 1,982
 - 15-19 = 2,200
 - Total = 8,165
 - Age 5-19 (K-12) = 6,064
 - Where these students are enrolled:
 - **89** École Ducharme (1.5%)
 - **109** Home School by Prairie South (1.8%)
 - **268** Cornerstone (4.4%)
 - **2,300** HTCSD (38%)
 - **3,200** PSS210 (52.8%)
 - **98** unaccounted for (1.5%)
 - That means if 32% of the province population is Catholic then HTCSD should have 32% of the K-12 students (1,941), yet they actually have 38% (2,300).
- **How do we communicate with them?** We communicate to these audiences using a variety of vehicles and platforms, including but not limited to:
 - Email, phone and surveys
 - Division and School websites
 - Social media
 - Print material
 - Face-to-face (events)
 - Media coverage

Email, phone and surveys

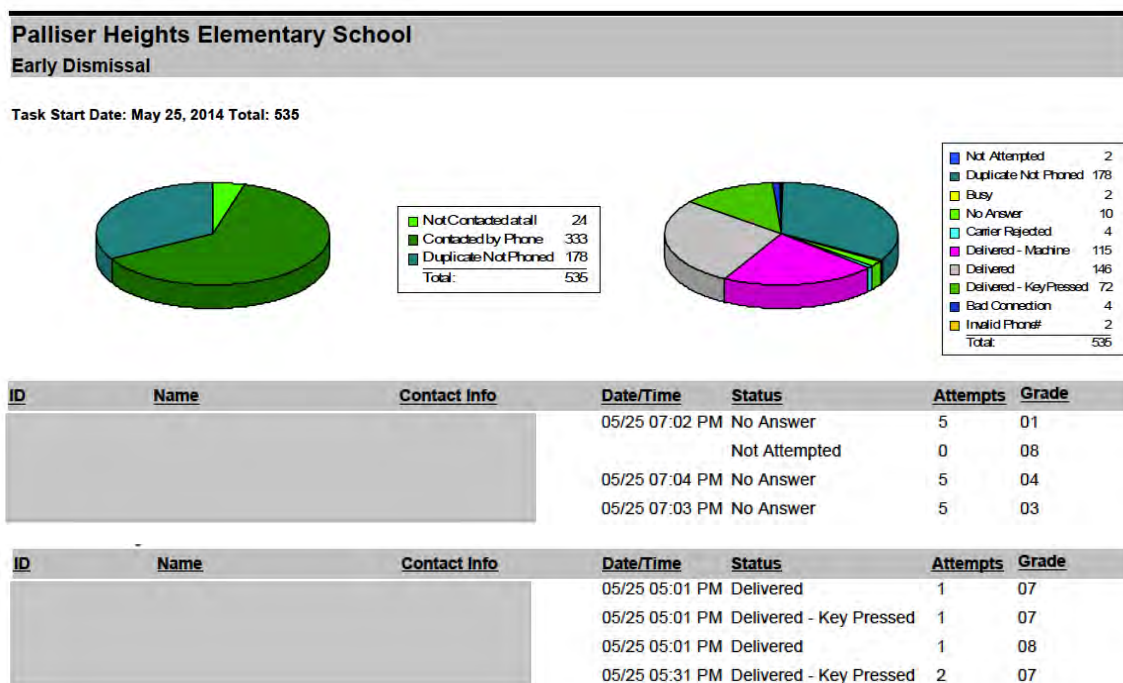
Email and Phone: Synervoice

Synervoice notification service quickly delivers daily attendance, special announcements, and school-wide messages to parents, staff, and school groups within our Division. As a user-friendly mass communication tool, Synervoice enables administrators and teachers to quickly send phone calls, email, and SMS text messages to parents and or staff, regarding any kind of school related event. With our parent notification service, you can communicate easily about transportation issues, weather delays, parent nights, homework good news stories, last minute cancellations, emergencies, and daily attendance issues.

- School participation = 100%
- Common elementary school uses = early dismissal, grade specific messages
- Common high school uses = early dismissals, daily attendance
- Common rural uses = bus cancellations

- Uses: Attendance, general messages (ie: early dismissal), specific messages (ie: grade 12 parents upcoming grad meeting), emergencies
- Division uses: bus cancellations (to families and drivers), full division wide call-out
- Phone calls, texts and emails can be sent
- 2013/14 is the first full year of use (it was initiated part way through 2012/13). As we move into 2014/15, it will be utilized more as we rollout new safety procedures (ie: lockdown drill practice notifications to parents).

Example: Palliser Heights Elementary, Early Dismissal



Surveys

Tell Them From Me (TTFM)

One of the communication tools we have utilized over the past 3 years is the Tell Them From Me Survey (TTFM). TTFM collects perceptual data from our key stakeholders and allows us to act on that data to affect positive change in our schools. Each year, students and parents across the Division participated in the online survey. A communication tool like this is only as good as the action resulting from the feedback. Schools will integrate the TTFM feedback from their parents and students into their School Learning Improvement Plans (LIPs).

Survey Monkey

Survey Monkey is an online tool that the Division uses on a smaller scale to collect information and feedback on such items as:

- Learning Department professional development and goal setting
- South Hill Initiative, Grade 7/8 program
- Nutrition program
- Arts Council
- Division Calendar
- PAA initiative

During the 2013/14 year, Prairie South completed 36 surveys with parents, students and staff. Depending on the survey, respondent participation was anywhere between 8 and over 1,100 people.

Division and School Websites

Division Website

- The Division site is made up of 136 pages with multiple articles per page and 2,760 documents.
- Currently, all division computers (in central office and schools) have the default setting of opening an Internet browser at www.prairiesouth.ca. This prevents accurate statistics and tracking of visitor traffic. When we launch the new Division site in the fall of 2014, this will include the rollout of a customized landing page that will enable us to properly monitor the usage of the website.
- Communications oversees the entire Division website, including:
 - Posting stories and documents
 - Building and maintaining pages
 - Fixing and correcting broken links, content or pages
- In the fall of 2013/14, we began the process of redoing the Division website. We chose a new platform, worked with a design company to create the framework, completed an inventory of the current site, created the site map for the new site and began updating content for the new site.

Division Intranet (Connect)

- In 2011/12, the Division began the process of moving to a more secure and comprehensive system for records and data management. This program, Microsoft Sharepoint, was branded for Prairie South as 'Connect', allowing staff to have more convenient and secure access to documents and files. It is a private, password-protected intranet.
- The Learning Department began using Connect in 2011/12, and Learning Improvement Team (LITs) Pilot schools used it in 2012/13. As the 2013/14 year began, all LITs worked within Connect and rollout to Central office staff began.
- Communications is heavily involved in the design and rollout of Connect.

School Websites

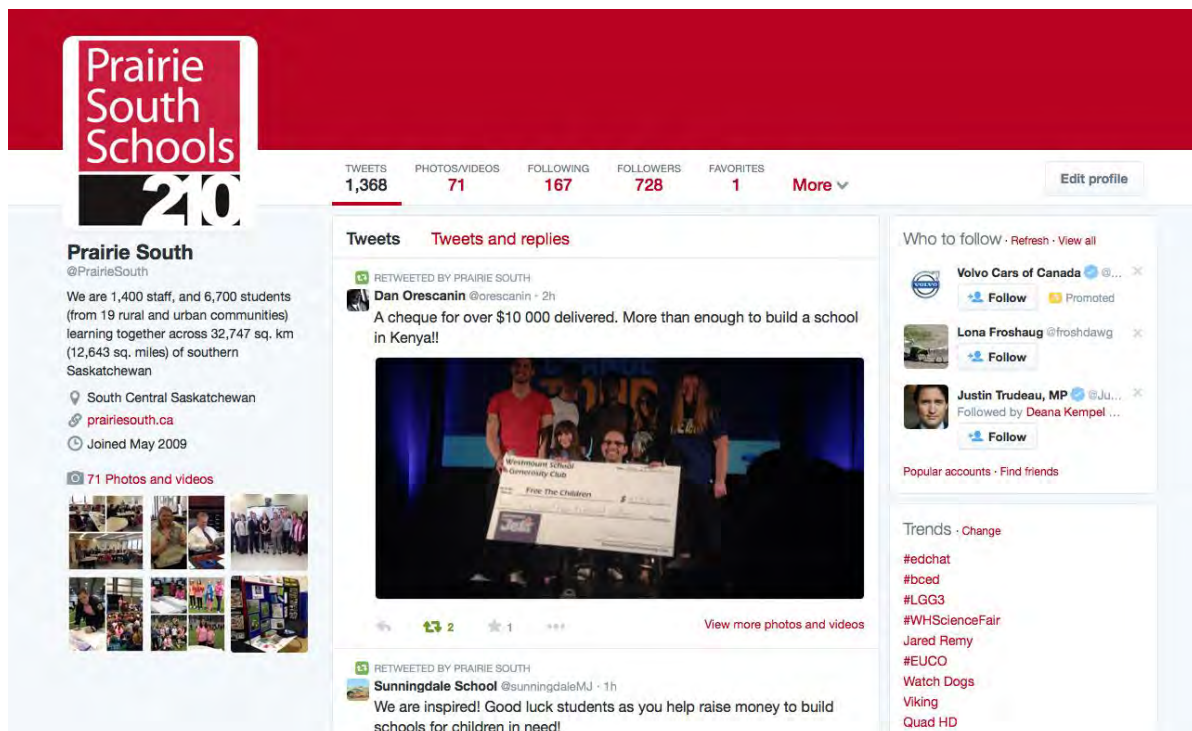
- 33 of our 40 schools have websites
- 3 are currently piloting the new design and platform, with plans to rollout to the remaining 30 schools in the fall of 2014.
- Communications provides support to IT to update school websites and train school based staff.

Social Media

Division Presence

Twitter (@PrairieSouth)

- Audience: Parents, Staff, Job Seekers, General Public
- Rated #3 in the province for most 'followers' for a school division
- The Division follows and retweets many School Administrators, teachers, learning consultants and community partners.
- Twitter is monitored and updated throughout the day.



Facebook (www.facebook.com/prairiesouthschools210)

- Audience: Parents
- Demographics of our audience:
 - 73% of our fans are women
 - 21% are age 35-44
 - 17% are age 18-24
 - 14% are age 45-54
 - 13% are age 25-34
- May 2012 (268 likes) to May 2013 (333 likes) = up 19.5%
- May 2013 (333 likes) to May 2014 (406 likes) = up 18%
- Rated #1 in the province for most 'likes' for a school division
- Parents will 'view', 'like', 'comment' or 'share' posts from the Division page. The 'likes', 'comments' and 'shares' show up on their own page and are viewed by their friends. The average Prairie South fan has 200 friends, meaning that our 'potential reach' is approximately 80,000 people.
- Parents communicate with the Division Facebook page via comments or private messages.
- Content on the Division page includes: School events, Division initiatives and bus cancellations.
- Facebook is monitored and updated throughout the day.



Prairie South School Division
Posted by Darby Briggs [?] · April 15

Spring into reading! Take time this spring break to read a book, share a story, or visit your local library. You never know what adventures you and your children may find!



Easy ways to get your kids to spring into reading

- Take books along on outings.**
Pack books in your beach bag, picnic basket or in the car.
- Read together.**
At bedtime or snack time, take the time to share a story.
- Visit the library.**
A wonderful (and free) place full of adventures yet to be discovered.

Just open a book and spring into reading!

Like · Comment · Share

134 people saw this post

Boost Post

Prairie South School Division shared a link.
Posted by Darby Briggs [?] · Yesterday

Be sure to tune into Global Regina Tuesday morning as they are broadcasting live as Westmount Elementary School hosts the Free the Children "We Create Change Tour" <http://www.freethechildren.com/get-involved/campaigns/create-change-tour/>



We Create Change Tour
www.freethechildren.com

We Create Change Tour, a road trip to help Canadian youth go further in making change, brought to you by RBC and driven by Ford.

Like · Comment · Share

Joyleen Podgursky likes this.

Write a comment...

375 people saw this post

Boost Post

LinkedIn (www.linkedin.com/company/prairie-south-school-division)

- Audience: Staff and Job Seekers
- This is a relatively new platform for Prairie South. It holds great potential to attract job applicants.
- LinkedIn is monitored on a weekly basis.

The screenshot shows the LinkedIn profile for Prairie South School Division #210. The header includes the company logo, name, 321 followers, and a 'Following' button. Below the header is a navigation bar with 'Home' and 'Analytics' tabs. A post creation area is visible with a text box, a 'Share with' dropdown set to 'All followers', and a 'Share' button. The main content area features a large banner image of red tomatoes with the company logo and website URL. Below the banner is a paragraph of text about the school division, followed by two lines of text providing information on how to find employment and stay updated. On the right side, there is a 'How You're Connected' section showing 14 first-degree connections, 44 second-degree connections, and 177 employees on LinkedIn. Below this is a 'Careers' section with a link to learn more about the company and culture.

Prairie South School Division #210 321 followers ✓ Following Edit

Home Analytics

Share an update

Share with: All followers Share

Share with your followers to drive engagement.

Analytics · What's New

How You're Connected

14 first-degree connections
44 second-degree connections
177 Employees on LinkedIn

See all ▶

Careers

Interested in Prairie South School Division #210?
Learn about our company and culture.

Learn more ▶

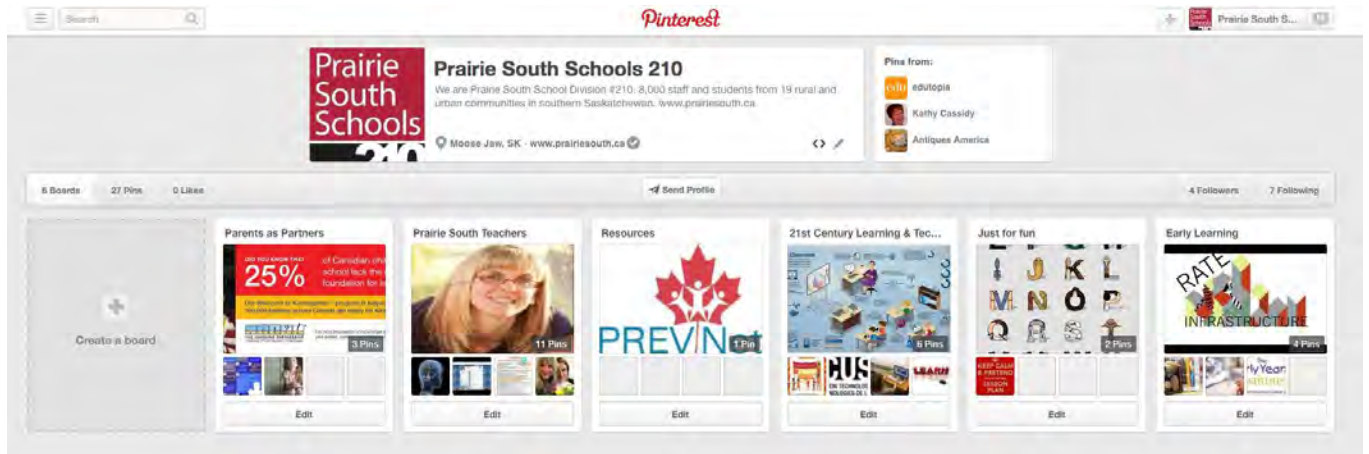
Learning Together for our Future! Prairie South Schools are over 8,000 staff and students from 19 rural and urban communities across 32,747 square kilometers of southern Saskatchewan. We are committed to our students, staff, parents and community. Our focus is our students and schools, and we set high expectations to deliver a quality learning experience.

If you are interested in working for Prairie South Schools, visit our employment page at www.prairiesouth.ca/employment.

For updates and more information, visit www.prairiesouth.ca, follow us on Twitter @PrairieSouth, or like us on Facebook!

Pinterest (<http://www.pinterest.com/prairiesouth210/>)

- Audience: Parents and Staff
- It is a new platform for Saskatchewan school divisions, with only 3 (15%) school divisions utilizing this platform, including Prairie South.
- Pinterest is monitored and updated on a weekly basis.



Print Material

What does it look like:

- Creating print material can include writing content, creating artwork, layout, design, printing, posting and distribution. All print material is created with the Division brand in mind, which builds towards a visible and highly recognizable brand. Communications created print material for many initiatives this year, including but not limited to:
 - Newspaper advertising (brand ads and events ie: registration, election)
 - South Hill Initiative (print ad, flyer, postcards, banners, billboards)
 - Reading goal (print ad, city bus ad, bookmark)
 - PAA initiative (Snapshot flyers, brochure)
 - Division cards (holiday card, thank you card, staff appreciation card)
- The largest print projects undertaken by communications this year were:
 - The Annual Report. This was the first year of a complex ministry mandated Annual Report format. For a second year, the Report to the Community was created that presented the content in the Annual Report in a clear, easy to read format for the general public.
 - Facilities Utilization Binders. In collaboration with Facilities, Communications created four facilities utilization binders that provided in-depth content in an organized manner.



Face-to-face

Events

- Audience: Parents, Staff, Students, General Public
- Communications organizes various events, including:
 - Annual Meeting of Electors (165 attendees)
 - Central Office staff meetings (90 attendees)
 - Staff Recognition evening (391 attendees)
 - End of year celebration (110 attendees)
- The Director, Board and senior staff attends many Division & industry events, including:
 - Annual Meeting of Electors
 - Central office staff meetings
 - Staff Recognition evening
 - End of year celebration
 - Social club events
 - Administrator days
 - New Teacher orientation
 - Program open house (ie: PAA Open Spaces event)
 - School based events (ie: fairs, graduations, concerts, classroom reading activities)
 - Rural Congress
 - HR recruitment fair
- Communications assists the Director, Board and senior staff in preparing for these events by writing speeches, speaking notes, print material handouts or presentations.

Media coverage

Division office:

- Audience: Parents, Staff, Students, General Public
- Coverage stats:
 - Times Herald: 21
 - Moose Jaw Express: 9
 - Gravelbourg Tribune: 8
 - Assiniboia Times: 4
 - Radio: 4
- Communications prepares media releases, press statements, organizes interviews, provides background information and photography, and assists staff and board members with interview preparations. Media monitoring is completed on a daily basis.

Administrative Issues

- **Issue:** Division website is not functioning properly. The back end is outdated and slow, the user end is non-search friendly and needs a design refresh.
- **Response:** Communications began the process of creating a new site. We chose a new platform, worked with a design company to create the framework, completed an inventory of the current site, created the site map for the new site and began updating content for the new site.
- Work will continue over the summer of 2013/14, and into the fall of 2014/15. A soft launch is scheduled for November 2014 with a full launch in the new year.

- **Issue:** There have been challenges with the way the Division has been portrayed in the local media. While individual school coverage remains positive, Central Office and the Board have been portrayed in a less than flattering light.
- **Response:** Protocols for senior staff have been reinforced and all media inquiries are channeled through the Communications. Communications will filter all inquiries to the correct person, arrange interviews where needed or provide media with statements.
- Communications is working to ensure that we take a proactive approach to press releases and news statements, ensuring our messaging is consistent and timely.
- Instead of debating negative coverage, we will focus on highlighting positive success stories from within the Division.

- **Issue:** Prairie South brand consistency, although improved, is still a challenge.
- **Response:** Communications has undertaken the creation of a style guide, which will assist staff in proper use of Prairie South brand elements such as logos, colours, fonts and text. It will also include guidelines for email signatures and out of office notification templates to assist staff in establishing and maintaining the best image of the Division brand.
- There are a variety of brochures being distributed by the Division that don't create a consistent image. During the 2013/14 year, Communications began redesigning Division brochures and will continue this work into the 2014/15 year.

- **Issue:** Enrolment and market share continue to be a challenge for the Division.
- **Response:** Communications will continue to work on creating a favorable image of the Division in the public eye, possibly undertaking a new advertising campaign targeted at promoting public education in areas where there are competing options for parents.

- **Issue:** Staff engagement has been identified as a Board priority.
- **Response:** Communications will work closely with the Advocacy & Networking Committee to create, implement and monitor a staff engagement plan. This will include identifying key staff groups and utilizing survey software to collect benchmark feedback.

Governance Implications

- Board to review their media protocols as outlined in the Board Policy Handbook.

Appendix List

- Appendix A – 2013/14 Communications Duties

APPENDIX A
2013/14 COMMUNICATION DUTIES

BOARD/COMMITTEES

- South Hill Initiative (Empire postcards, school street banners, flyer, advertising: online, newspaper, billboard)
- Facilities utilization
- Advocacy & Networking
- New governance model (policies and procedures)
- Reading goal (free little libraries, summer campaign, spring campaign, advertising: online, newspaper, bookmarks, city bus)
- Director search (rewrite job description, create QR code, design/book postings)
- Graduation speeches and quotes
- By-election
- Treasury board presentation

ANNUAL/ONGOING

- School registration
- Staff appreciation (design and print thank you cards)
- Annual Meeting of Electors (AME)
- Staff meeting
- Annual Report/Report to the Community
- Weekly communication/outside communication
- Media Relations (press releases, story set up, interviews)
- Staff recognition event
- WE Day
- Communications budgeting
- Division website (posting, updating, maintenance)
- Division social media (planning, posting, monitoring)
- Events (Education week, bus driver appreciation, family literacy day, staff appreciation week, anti-bullying week, hockey day, school musicals and holiday concerts)
- Holiday cards (contest, design and printing)
- Central office social club
- Division promotional material and clothing order
- Advertising campaign
- Superintendent support (School year calendar, VRTA signing, InMotion certificates, recruitment brochure, online paystubs, CLF design update, editing content, surveys)
- Staff Intranet (Connect)
- Attending School events (Empire drum circle)
- PAA Enhancement (surveys, brochures, writing/editing content)
- City of MJ tourism website promotional video
- Style guide and social media guidelines
- Division and school websites redesign
- Director communication – all staff emails, staff meeting speeches

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.5
Topic:	3rd Quarter Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

In accordance with the Board's annual work plan, a quarterly financial accountability report is to be presented to the Board at the end of each quarter.

Current Status:

Attached is the 3rd Quarter Financial Accountability Report.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	June 10, 2014	3rd Quarter Accountability Report

Recommendation:

That the Director of Education accountabilities in the source documents cited in the 3rd Quarter Accountability Report have been met.

Source Documents

Policy 12 Section 3. Fiscal Responsibility

- 3.1. Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- 3.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3. Ensures insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

Current status of approved budget assumptions.

When the Board approved the 2013-14 budget the following assumptions were approved:

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

To date, ten of the twelve budget assumptions hold true. The Facilities Strategy is not completed to date. Negotiations with CUPE have commenced but not completed for the 2013-14 year. However out of scope staff have received a 1.5% increase as stated in the assumptions.

1. Accumulated Surplus

	August 31, 2012	Additions during the Year	Reductions during the Year	August 31, 2013
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 54,086,464	278,134	-	\$ 54,364,598
Less: Debtowing on Tangible Capital Assets	2,166,579	-	(319,103)	1,847,476
	51,919,885	278,134	(319,103)	52,517,122
PMR maintenance projecct allocation	-	857,465	-	857,465
Internally Restricted Surplus:				
Capital Projects:				
Incomplete Board approved tangible capital asset projects	1,744,805	-	(590,035)	1,154,770
Other:				
Incomplete Board approved practical applied arts program	3,000,000	-	(403,328)	2,596,672
Incomplete Board approved South Hill revitalization program	-	240,000	-	240,000
School Community Council carry forwards	63,150	31,949	-	95,099
School generated funds	901,196	71,248	-	972,444
School budget carry forwards	402,408	475,002	-	877,410
Cognitive Disabilities Program Grant	-	59,967	-	59,967
Creative Partnerships Innovation Grant	-	35,000	-	35,000
Child Nutrition & Development Grant	-	17,897	-	17,897
Community Initiative Grant	-	2,082	-	2,082
	6,111,559	933,145	(993,363)	6,051,341
Unrestricted Surplus	18,493,961	-	(2,431,068)	16,062,893
Total Accumulated Surplus	\$ 76,525,405	\$ 2,068,744	\$ (3,743,534)	\$ 75,488,821

The restricted funds for each of the following grants will be used in the 2013-14 year:

- PMR maintenance project allocation;
- Child nutrition and development;
- Cognitive disabilities program;
- Community initiative program;
- Creative partnerships innovation.

2.1 Restricted Operating Reserves –

The Division allows schools and school community councils to accumulate surpluses or incur deficits, when circumstances dictate. These reserves belong to the individual school sites.

Estimated Net Financial Assets as at August 31, 2014

Net Financial Assets August 31, 2013	\$ 20,491,868
Estimated use of Restricted surplus as Expense	\$ 2,916,623
Estimated Deficit as at August 31, 2014	\$ 4,124,378
Estimated Net Financial Assets August 31, 2014	\$ 13,450,867

Estimated Cash as at August 31, 2014

Cash & Cash Equivalents August 31, 2013	\$ 18,755,140
Cash used in 2013-14	\$ 3,200,000
Estimated use of unrestricted Surplus	\$ 3,303,356
Net Cash at August 31, 2014	\$ 12,251,784

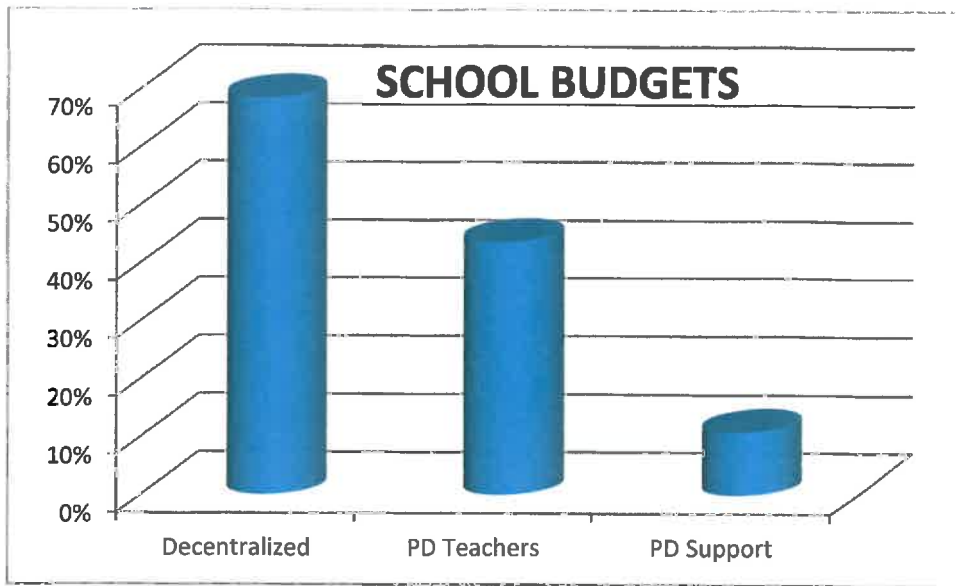
Estimated Use of Unrestricted surplus during 2013-14	Cash	Expense	Capitalized
PMR	\$ 857,465	\$ 857,465	
Capital Projects	\$ 1,154,770	\$ 768,037	\$ 386,733
PAA	\$ 586,175	\$ 586,175	
Reading Goal	\$ 105,000	\$ 105,000	
South Hill Revitalization program	\$ 85,000	\$ 85,000	
School Budget Carry forward	\$ 400,000	\$ 400,000	
Cognitive Disabilities Program Grant	\$ 59,967	\$ 59,967	
Creative Partnership innovative Grant	\$ 35,000	\$ 35,000	
Child nutrition & Development Grant	\$ 17,897	\$ 17,897	
Community Initiative Grant	\$ 2,082	\$ 2,082	
Total Estimates	\$ 3,303,356	\$ 2,916,623	\$ 386,733

ACCUMULATED SURPLUS

Accumulated Surplus from Operations at August 31, 2013	\$75,488,821
Surplus projected to be used during 2013-14	4,124,378
Projected Surplus from Operations at August 31, 2014	\$71,364,443

CASH ESTIMATES

Estimated Cash as at August 31, 2014	
Cash & Cash Equivalents at August 31, 2013	\$18,755,140
Estimated use of unrestricted Cash	3,200,000
Estimated use of restricted surplus	3,303,356

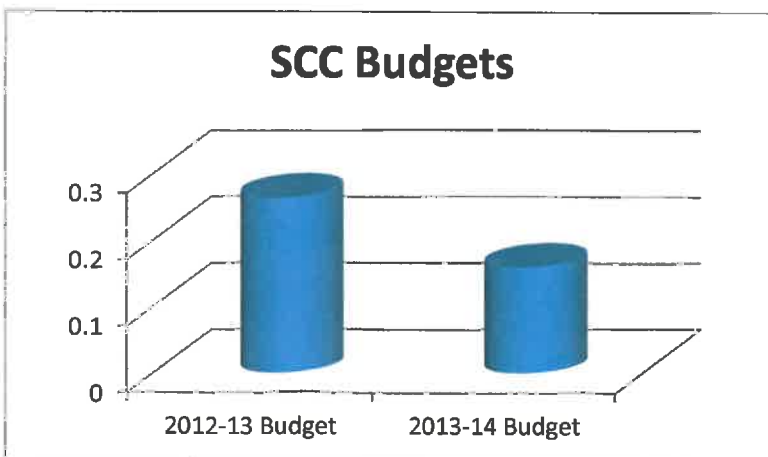


SCHOOL BUDGETS

Decentralized budgets are 68% spent. Out of our 38 schools 6 are either over budget or are very close to 100%.

PD Teachers is 44% spent.

PD Support is 11% spent.

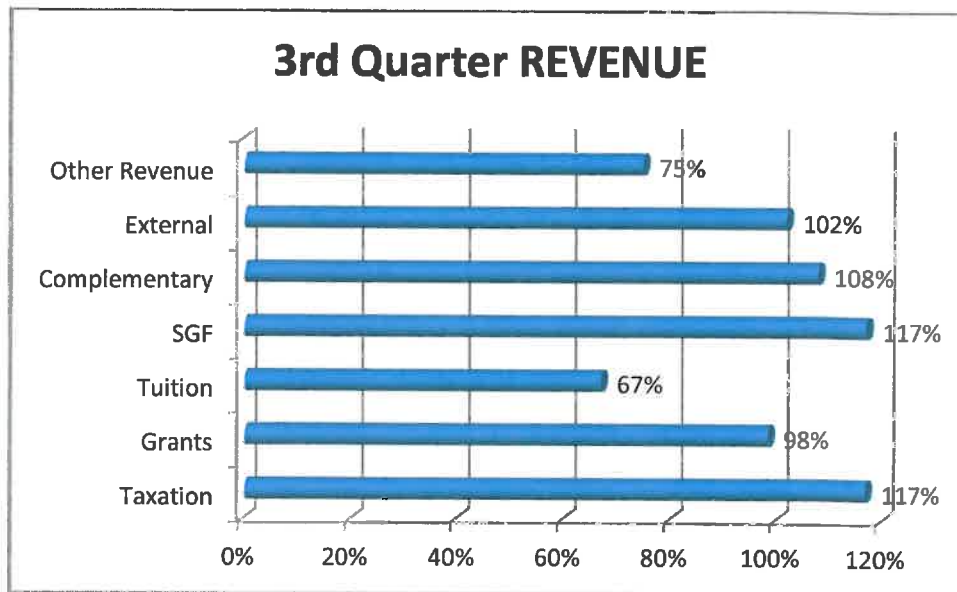


Above is a comparison of the 2012-13 SCC budget use compared to 2013-14. As you can see the SCC's used 26% of budget last year and have used 16% of budget so far this year.

2. Revenue/Expenditure patterns - 9 month expenditures for the period September 1, 2013 to May 31, 2014 is attached.

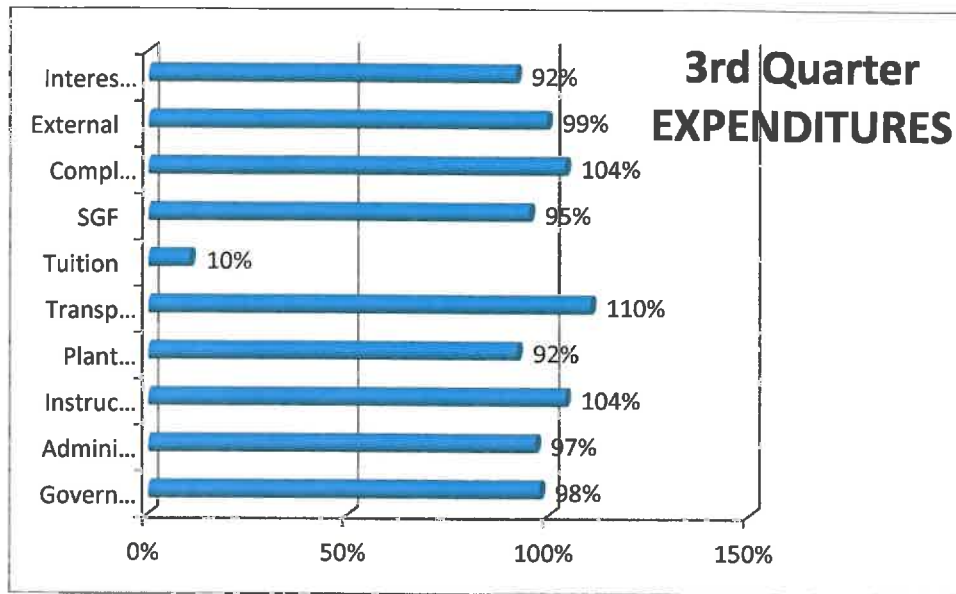
Revenue

- Tuition fees are lower than the 3rd quarter budget. In the initial budget we had to include tuition for Cornerstone and Caronport High School however this will be adjusted at year end and taken from their grant.
- The total grant to the division will be lower by 88,000 however the grant applicable to Prairie South will be higher than anticipated due to lower student numbers on September 30th for the Associate schools. The grant applicable to external services will be lower. The difference will be around the \$250,000.
- Other Revenue is lower as we have had to change accounting practices. Previously we set up reimbursements such as WCB payments in revenue. Now with changes in accounting standards these reimbursements will be credited against the appropriate salary accounts.



Expenditures

- Instruction – We have expended 104% of the instruction budget at the end of the 3rd quarter. Most of this is in teacher salary as some of our teachers are paid over ten months which will drive the percentage up.
- Transportation – has expended 110% of the 3rd quarter budget. There are three factors causing this: Fuel costs have been higher, repair costs have continued to be higher and the payroll costs are higher than 75% as bus drivers are paid over 10 months.
- Tuition expenses appear to be very low however we normally receive invoices at the end of the fiscal year from other school boards.



Governance Implications (if any)

Continue to monitor net effect of expenditures on future net assets and cash.

Prairie South School Division
Statement of Financial Position
As At May 31, 2014

	Fiscal Year 13/14	May YTD 13/14	August YTD 12/13
	13/14 Approved Budget	Actual	Actual
	Prairie South SD #210		Prairie South SD #210
	Not Filtered		Not Filtered
FINANCIAL ASSETS			
Cash	30		
Accounts Receivable	32	14,275,960	18,755,140
Provincial Grants Receivable	33	9,882,682	11,951,771
Other Receivables	34	1,150	593,597
Portfolio Investments	37	259,055	787,974
Other Assets	40	55,838	55,803
TOTAL FINANCIAL ASSETS		15,274	19,373
	-	24,489,959	32,163,658
LIABILITIES			
Other Payables	52		
Capital Loans	55	3,767,434	5,073,929
Accrued Employee Future Benefits	57	1,591,339	1,847,476
Deferred Revenue	61	1,816,036	1,971,200
TOTAL LIABILITIES		716,473	2,779,185
	(334,828)	7,891,282	11,671,790
NET FINANCIAL ASSETS(DEBT)		334,828	20,491,868
NON-FINANCIAL ASSETS			
Physical Assets	910		
Amortization	911	4,411,830	128,418,219
Inventories of Supplies	85	-	(76,060,068)
Prepaid Items	86	-	27,617
		291,194	184,530
TOTAL NON FINANCIAL ASSETS		4,411,830	52,676,962
	(4,124,378)	52,676,962	54,996,952
Current Year Net Income(Loss)		(1,114,765)	
ACCUMULATED SURPLUS(DEFICIT)		68,160,874	75,488,820

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
STATEMENT OF FINANCIAL ACTIVITIES
For the period ending May 31, 2014

Not Filtered
Fiscal Year
13/14

	13/14 Approved Budget	3rd Quarter Budget	Total Revenue/Expenses & Encumbrances	Budget Remaining	Percentage of Budget Used	Percentage of 3rd Quarter Budget Used
REVENUE						
Taxation	29,277,010	21,957,758	25,679,666	3,597,344	88%	117%
Grants	47,924,731	35,943,548	35,399,422	12,525,309	74%	98%
Tuition	97,458	73,094	49,071	48,387	50%	67%
School Generated Funds	1,228,000	921,000	1,078,579	149,421	88%	117%
Complementary Services	523,791	392,843	424,569	99,223	81%	108%
External Services	4,561,943	3,421,457	3,491,861	1,070,082	77%	102%
Other Revenue	562,125	421,594	316,551	245,574	56%	75%
TOTAL REVENUE	84,175,058	63,131,294	66,439,718	17,735,340	79%	105%
EXPENSES						
Governance	581,673	436,255	426,568	155,105	73%	98%
Administration	3,337,589	2,503,192	2,420,342	917,247	73%	97%
Instruction	55,533,594	41,650,195	43,374,223	12,159,371	78%	104%
Plant Operation	13,743,186	10,307,389	9,493,238	4,249,947	69%	92%
Transportation	7,235,310	5,426,483	5,991,491	1,243,820	83%	110%
Tuition Expense	72,500	54,375	5,692	66,808	8%	10%
School Generated Funds	1,228,000	921,000	876,191	351,809	71%	95%
Complimentary	2,110,890	1,583,168	1,647,382	463,508	78%	104%
External Services	4,374,877	3,281,158	3,263,085	1,111,792	75%	99%
Interest and Bank	81,816	61,362	56,271	25,545	69%	92%
TOTAL EXPENSES	88,299,436	66,224,577	67,554,484	20,744,952	77%	102%
Consolidated Net Income(Loss)	(4,124,378)	(3,093,283)	(1,114,765)	(3,009,612)		

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.6
Topic:	School Community Councils Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: The Board of Education determined that it required an accountability report for the Administrative Procedure School Community Councils AP 111 and it was to be presented at the June 2014 Board meeting.

Current Status: The Accountability Report is attached.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	May 28, 2014	2012-2013 School Community Councils Accountability Report

Recommendation:

That the Director of Education accountabilities mandated in the source documents cited in the School Community Council's Accountability Report have been fully met.

2012-2013 School Community Councils Accountability Report

Prepared by Barbara Compton, Superintendent of Operations

Source Documents

Policy 12 - Section 5 - Policy/Procedures

- RE 1.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
- RE 1.2 Implements Board policy with integrity.
- QI 1.2 Ensures policy and administrative adherence.

Section 9 - Communications and Community Relations

- RE 1.1 Takes appropriate actions to ensure positive internal and external communications are developed and maintained.
- RE 1.3 Ensure information is disseminated to inform appropriate publics.

Section 10 - Leadership Practices

- RE 10.1 Develops and maintains positive and effective relations with provincial and regional government.
- QI 1.1 Provides clear direction.
- QI 10.4 Unites people toward common goals.
- QI 10.5 Demonstrates a high commitment to the needs of students.
- QI 10.7 Empowers others.

Evidence

External Data - 2012-2013 results

Saskatchewan Ministry of Education ***Individualized Report on School Community Councils***
Summary Highlights

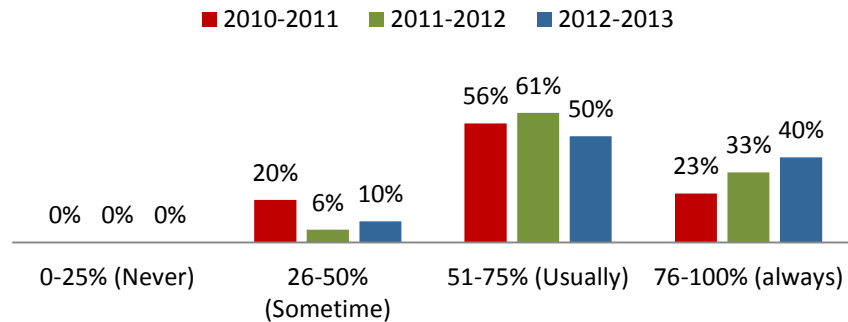
- Third consecutive year in which SDs succeeded in establishing 100% of the potential SCC's.
- Prairie South had 100% participation in orientation (65% provincial), 100% in training and development (80% provincial) and 100% networking (92% provincial).
- Prairie South had 100% of school LIP's developed in co-operation with school staff and the SCC, (87% provincial).
- Full report attached.

Internal Data

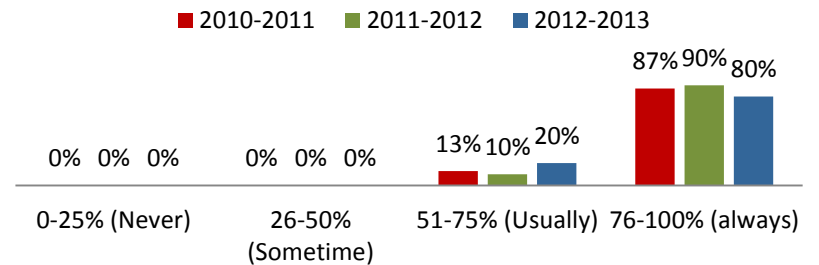
Self-Monitoring Graph results for 2010-2014

Division Data Self-Monitoring

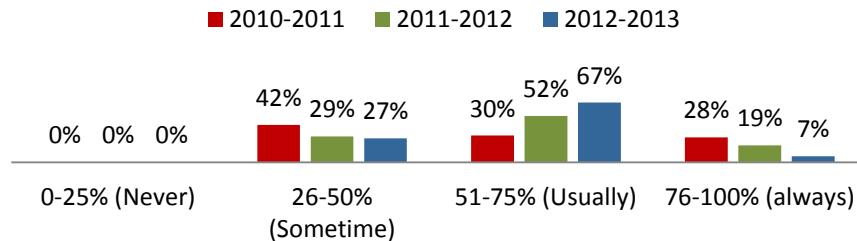
Monitoring Results and Planning to Improve: using data to guide...



Council Development: building a representative and effective Council

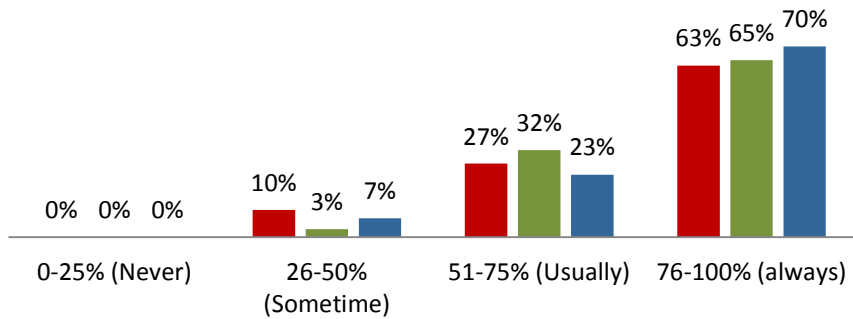


Community Development and Partnerships: understanding community and engage supports



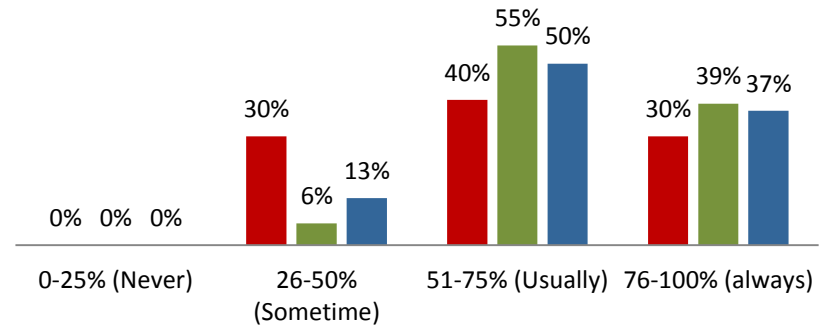
Learning Improvement Plan (LIP): creating a shared plan

■ 2010-2011 ■ 2011-2012 ■ 2012-2013



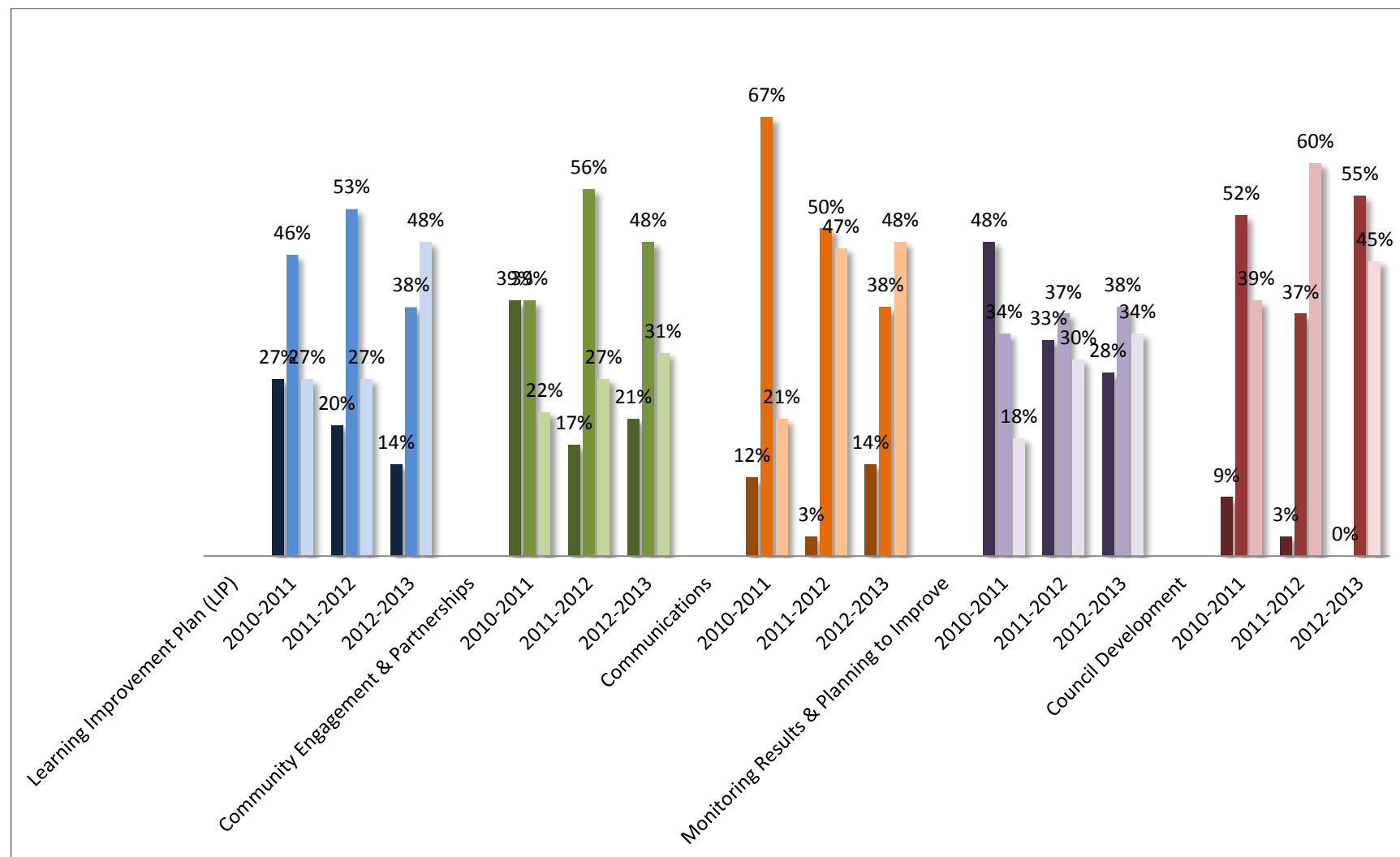
Communications: Relationship Building and Reporting

■ 2010-2011 ■ 2011-2012 ■ 2012-2013



Results from Exercise #4 – Understanding Effectiveness

SCC Reflection on Levels of Development



The three colored bars for each year represents stages for engagement.

Stage 1 – Beginning Development (Informing)

Stage 2 – Progressing (Involving)

Stage 3 – Proficient & Effective (Engaging)

Policy 16

a) Part 1: Establishment

- In 2013-2104 school year, 23 out of 33 SCC's had full membership.
- Elections were held April 28-May 2.
- Opportunity to review the school SCC constitution is built in to the SCC Work Plan for September /October If changes are required they are presented at Board meeting.
- Learning Improvement Plan supports - Work Plan includes action item for SCC's to review goals and discuss supports in September/October, Chairperson signs LIP goal sheet for Ministry report, members invited to LIP planning day in August.
- Network session for 2012/2013 reviewed and shared SCC Self-Monitoring evidence and ideas posted on website; 2013/2014 carousal activities focused on: supports for Division reading goal, understanding Comprehensive Learning Framework; and Tell Them from Me data and engagement.
- Network and PD session scheduled for this September. Sessions include career counseling from parent's perspective as it relates to Labour Market Information, developing school partnerships and Practical and Applied Arts Project activities to date.
- Linkage to the Board-
 - Trustees invited to attend network sessions.
 - SCC members attend Annual Meeting of Electors - 100% of SCC's prepared and shared school display boards; Mortlach SCC presented summary of Rural Congress presentation on self-monitoring.
 - Trustees attend SCC meetings to provide connection to Board.
 - If SCC's require Board assistance to host an event they request to present at Board meetings.
 - Engage in providing feedback to the Board: input was given on Nutrition and Attendance Policies.
 - Annual reports are collated and applicable information posted on SCC website.
- Numerous resources to support SCC's roles are posted on Prairie South website

b) Part 2: Local Budget (to date)

- SCC Operating Grant - \$54,156.41; SCC Professional Development - \$82,982.12

c) Part 3: Central Budget (to date)

- Travel \$4,071.27
- Expenses (AME, advertising, Rural Congress, meeting expenses, etc.) \$4,215.39

Rural Congress Presentations

- 2013 Mortlach SCC presentation on Self-Monitoring and Reporting
- 2014 Coronach SCC presentation on School and Community Engagement.

Administrative Issues

- **Challenge:** PD budget surplus to date \$82,982.12.
Response: Organize professional learning opportunities within Prairie South.
Response: Allocate central funding in 2014-2015 budget.
- **Challenge:** SCC engagement in Self-Monitoring exercise and activities to focus work and align with Ministry expectations. All SCC's report in June, however, some SCC chairs/admin engage all members in the activities while other complete with selected members.
Response: Remind chairperson/admin to start activities early in school year to guide work.
Response: Review process at chairperson meeting in September.
- **Challenge:** Chairperson's capacity and confidence to lead agenda.
Response: Host chairperson workshop September 2014. Invite Board members to attend afternoon session to review board connections and discuss possible opportunity to "form cluster chairperson" networking groups to engage with other SCC's.
- **Challenge:** Board opportunities to connect with SCC members.
Response: SWAGG discusses motion "Formal agenda process is developed whereby SCC's or a group or group's representative thereof may directly pose enquiries, provide reports, and/or make recommendations to the Prairie South Schools Board".

Governance Implications

- Review Policy 16.
- SWAGG work on SCC/Board engagement structure to be established in September.

Prairie South School Division

**Individualized Report on
School Community Councils
Survey Results
*2012-2013***

Prepared by:

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

November 2013

Background

School community councils (SCCs) were established in 2006 and are required in every school. *The Education Act, 1995* and *The Education Regulations, 1986* provide a common, yet flexible framework for all SCCs. Under the authority of boards of education, SCCs have specific powers and duties.

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

The Ministry of Education places a high value on the effective functioning of SCCs and is therefore committed to an annual data collection survey regarding the implementation and ongoing operations of SCCs. The annual survey forms the basis of the ministry's public reporting on the implementation of SCCs. As well, survey results are used in the development of core indicators and are used by school divisions in their annual reports. Finally, the feedback received through the survey provides input to the priorities of the ministry in terms of SCC information and supports to school divisions. The development of tools within the SCC Support Centre <http://www.education.gov.sk.ca/scc>, and the recent changes to the regulations were informed by feedback received as part of the survey. The ministry will review this year's results and prioritize actions to support school divisions and SCCs as we move toward a Student First approach and the development of the education sector plan.

The first survey was conducted in June 2008 and provided baseline data for the annual provincial picture of SCC implementation. This report presents the results of the sixth survey of SCCs conducted following the 2012-13 school year. The web-based survey using FluidSurveys.com was distributed to key school division (SD) staff. Responses were requested by the end of July 2013; however, a full response from all SDs was not received until September 2013.

For the 2012-13 survey, the section on funding was amended and several questions were added in order to elicit more detail on SCCs' activities in regards to: recruiting First Nations representatives; orientation, training and networking opportunities; the development of Continuous Improvement Plans (CIPs) and Learning Improvement Plans (LIPs); and, understanding the community. A series of tables and graphs that include data from previous reports are presented in the current report, allowing the reader to note changes at a glance. For a complete list of the tables and graphs included in this report, refer to page 19.

2012-2013 SCC Data Collection Survey Overview

The 2012-13 SCC data collection survey requested a range of information such as: the number of SCCs in place and their membership; their involvement in community engagement and school improvement processes; and, the level of preparation and support received for performing their role. The survey consisted of 27 questions (several with multiple components) in 4 categories:

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

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

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

Survey Findings

For the third year in a row, the data collection survey indicated that 100% of potential SCCs are in place (see **Table 2**). There was a slight increase in the number of schools that were reported as not required to have SCCs (from 80 in 2012 to 82 in 2013): these included associate, Hutterian and alternative schools.

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

- The percentage of SCCs with only elected members increased by six percentage points (from 2% in 2012 to 8% in 2013); at the same time, the number of SCCs with elected, required appointed, and additional appointed members rose from 42% to 48% (see **Table 4**).
- There was a small decrease in the number of schools that developed a LIP, but a 4% increase in the number of LIPs that were developed in co-operation with SCCs (from 83% in 2012 to 87% in 2013) (see **Table 8**).
- The involvement of SCCs in the development of SDs' CIPs is still not universal; as in 2012, 17 SDs or 63% reported some SCC involvement.
- SCCs continue to lack representation from First Nations. Although the number of individual SCCs with students attending the school who live on-reserve increased from 93 (2012) to 101, the number of those SCCs with representation from First Nations remained unchanged at 31 (see **Table 5**). The current survey asked

respondents to report on both their successes and challenges in recruiting First Nations representatives.

- SCCs reported a broad range of demographics represented in their membership, although the statistics naturally shift from year to year as SCC membership changes: for example, the percentage of SDs with representation from families of students with intensive needs rose by 7 percentage points; the percentage of SDs with representation from police increased by 19 percentage points; and, the percentage of SDs with representation from families for whom English is an additional language rose by 8 percentage points. Sixty-three per cent of SDs (unchanged from 2012) reported representation from families of First Nations students, and the number of SDs with representatives from families of Métis students rose by 7 percentage points (see **Table 6**).
- The number of SCCs participating in orientation, training and development, and networking rose by modest amounts in each of the categories (see **Table 7**). For the first time, the current survey asked SDs to state three examples of the most significant activities they had undertaken for any of the three categories, and all SDs reported at least one item.
- The number of SCCs involved in activities to enhance understanding of their community showed an encouraging increase in each category. For example, in 2013, 87% of SCCs undertook activities related to resources and support, while the 2012 rate was 68% (see **Table 9**). For the first time, the survey asked SDs to list examples of how SCCs engaged in these activities, and SDs obliged with detailed information.
- Earlier surveys confirmed that all SDs have policies and procedures for SCCs in place. Therefore, the 2012-13 survey asked SDs to state whether they have revised SCC policies and procedures within the last three years. Eight SDs reported that they had made revisions, although the rationale for, and extent of, the changes were not indicated.
- The number of amalgamated SCCs has not changed significantly (a decrease from 11 to 9 (see **Table 2**);
- Only five SDs indicated that they have recently changed the way in which they allocate funding to SCCs.

General Information

Responsibility for SCCs

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

Table 1: Responsibility for SCCs

Position responsible for SCCs in SDs	Total	Percentage
Director of Education	9	33%
Assistant Director of Education	1	4%
Superintendent	16	59%
Assistant Superintendent	1	4%
Prairie South School Division: Barbara Compton, Superintendent of School Operations		

The number of directors with responsibility for SCCs increased by one from the previous school year, while the number of superintendents was unchanged.

Level of Establishment of SCCs

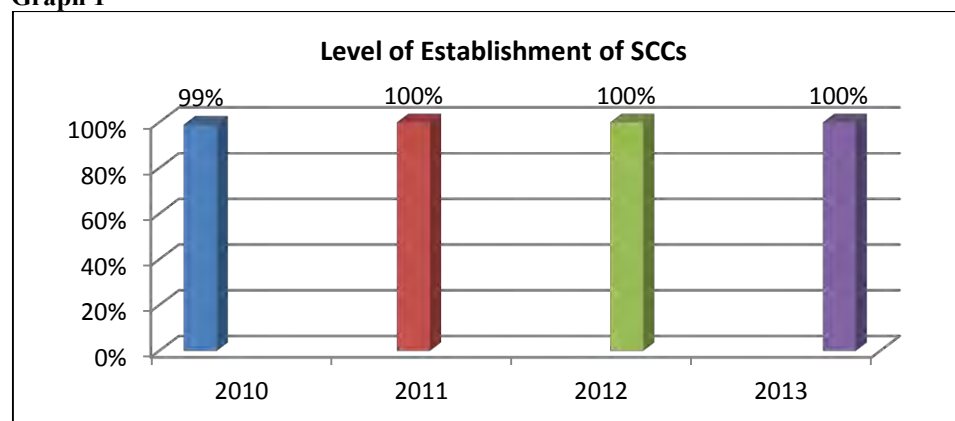
The number of SCCs established across the province is 610 or 100% of the potential number of SCCs. This is the third consecutive year in which SDs succeeded in establishing 100% of the potential SCCs, representing a considerable achievement.

Table 2: Level of Establishment of SCCs

Total No. of Schools reported in survey	Total No. of Amalgamated SCCs	SCC Amalgamations in 2012-13	No. of schools not required to have SCCs*	Potential No. of SCCs	Total No. of SCCs in place	% of SCCs in place
703 (June 30, 2012)	11		80	612	612	100%
701 (June 30, 2013)	9	0	82	610	610	100%
Prairie South School Division:						
40	0	0	7	33	33	100%

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

Graph 1



Other School-Level Parent Organizations

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

- seven SDs (26%) did not report any other school-level parent organizations (a decrease of two SDs from 2011-12);
- twenty SDs (74%) stated that they have at least one school-level parent organization in addition to SCCs (an increase of two SDs from 2011-12); and,

- of the 20 SDs reported above, 13 had one additional parent organization, two had two additional parent organizations, and five had three or more additional parent organizations.

Table 3: Other School-Level Parent Organizations

Type of Organization	Prairie South SD (√)	Number of SDs	% of SDs with other school-level organizations in place (June 30, 2013)
Band Associations		15	56%
Sub/support committees to the SCC (e.g., Playground Fundraising Committee, First Nations Education Committee, Canadian Parents for French, Fundraising Committee)		6	22%
Home and School Associations	√	5	19%
Other (e.g., Parents and Children Together Hot Lunch Program, Fundraising Committee, Athletic Committee, After Grad Committee, Before and After School Parent Association)		4	15%
Parent Councils (non-legislated)		3	11%
Community School Councils		2	7%

Membership

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

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

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

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

SCC Membership Development and Status in 2011-12 and 2012-13: Provincial Picture

Table 4

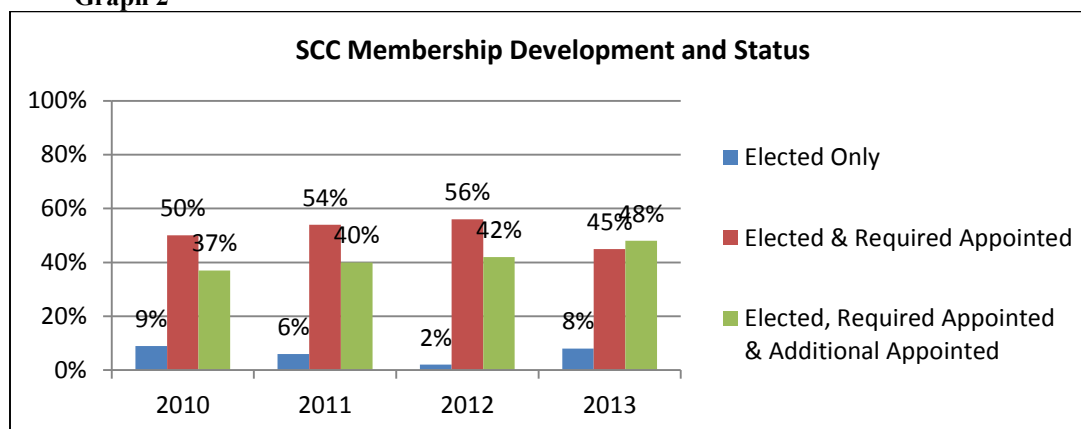
Year	SCCs with elected members only	SCCs with elected & required appointed members	SCCs with elected, required appointed & additional appointed members
2011-12*	11 (2%)	342 (56%)	259 (42%)
2012-13**	46 (8%)	273 (45%)	291 (48%)
Prairie South SD (based on number of SCCs reported in place)			
2012-13	0	20 (61%)	13 (39%)

* 612 potential SCCs reported in 2011-12.

**610 potential SCCs reported in 2012-13.

The survey responses in the two previous years indicated a slowly broadening membership on SCCs. In 2012-13, there was a 6% increase in the number of SCCs with only elected members. At the same time, there was a 6% increase in the number of SCCs with elected, required appointed and additional appointed members.

Graph 2



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

Section 3.4(1) of *The Education Regulations, 1986* requires that if a student(s) attending the school lives on a reserve, the board of education must request the First Nation to identify individuals willing to represent the First Nation on the SCC. The board is then expected to appoint at least one of those individuals to the SCC. It is the First Nation's prerogative to choose whether or not to provide the board with names.

One hundred and one SCCs (15% of all SCCs) reported having students who live on-reserve attending the school. Of those 101 SCCs, 31 (31%) had representation from a First Nation on the SCC.

Table 5: Representation of First Nations on SCCs Where Students Living On-Reserve Attend the School

Number of:	Response	% reported*	Prairie South SD
a. SDs with students living on-reserve attending provincial schools	16 (2011) 15 (2012) 15 (2013)	59% of SDs (2011) 56% of SDs (2012) 56% of SDs (2013)	No
b. individual SCCs from “a” above that have students attending the school who live on-reserve	91 (2011) 93 (2012) 101 (2013)	15% of all SCCs (2011) 15% of all SCCs (2012) 17% of all SCCs (2013)	0
c. SCCs from “b” above with representation on the SCC from the First Nation(s)	39 (2011) 31 (2012) 31 (2013)	43% (2011) 33% (2012) 31% (2013)	0

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

Despite an increase in the number of SCCs for schools with students attending who live on-reserve, the number of SCCs with First Nations representatives did not change from 2011-12. Every SCC survey has indicated that this is a challenging issue for both SDs and SCCs. The current survey invited SDs to state what processes they have found effective in recruiting First Nations representatives, as well as the challenges. A sampling of their responses is provided.

Effective processes included:

- a formal partnership agreement with a First Nation; similarly, one SD has a Memorandum of Understanding with a First Nation that enhances partnership opportunities between the public high school and the First Nation;
- parental involvement in their child’s education;
- appointing representatives from the band mainly through shoulder tapping or direct recruitment by local administrators and the First Nations liaison: this process was mentioned by at least eight SDs; and,
- including First Nations members on the SD board.

SDs were frank in their discussion of recruitment challenges.

- First Nations parents are often more comfortable dealing with the principal or teachers on a one-to-one basis, rather than with a larger group such as an SCC.
- First Nations parents have sometimes had very negative school experiences and this inhibits their involvement in SCCs.
- Consistent attendance and participation are difficult to achieve.
- The situation is awkward when a reserve has its own school. The band may not want to promote the attendance of First Nations students in provincial schools.
- Transportation is a barrier for some First Nations representatives.
- Some challenges are common to both First Nations and other SCC representatives, i.e., the time commitment required and a lack of understanding of the roles and responsibilities of SCCs.

- One SD noted that it is difficult to find contact information for First Nations parents.
- The low rate of self-identification by students as First Nation/Métis is another challenge.

Sectors and Demographics Represented by Individuals Serving on SCCs

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

Table 6: Sectors and Demographics Represented by Individuals Serving on SCCs

Sector	No. of SDs (2013)	% of SDs (2013)	% of SDs (2012)	Prairie South SD (✓)
Families of students with intensive/special needs	20	74%	67%	✓
Human Services	20	74%	63%	✓
Other community-based organizations	19	70%	67%	✓
Families of First Nations students	17	63%	63%	
Families of Métis students	17	63%	56%	✓
Faith-based organizations/churches	16	59%	56%	✓
Families of students for whom English is an additional language	16	59%	51%	✓
Business and industry	15	56%	56%	✓
Police	14	52%	33%	✓
Families of students who have recently immigrated to Canada	13	48%	48%	✓
Parents in dual-stream schools	13	48%	44%	
Municipal government	13	48%	30%	
Elders	11	41%	44%	✓
Geographic representatives	9	33%	33%	
Post-secondary education institutions	9	33%	19%	✓
Career services	7	26%	26%	
Others (included agriculture, homemaker, lawyer, health and justice)	7	26%	15%	

In summary:

- All 27 SDs reported representation from at least one of the groups above.
- The average number of categories (including other) reported by SDs was 9.
- Three SDs reported representation from all categories (excluding other).
- Three SDs indicated that they were not able to provide this kind of detailed data (some do not collect it).

School Community Council Policies and Procedures

The Education Act, 1995 (section 140.5) states that every SCC shall comply with the regulations and policies of its board of education. The majority of SDs already had SCC policies in place and approved by the board of education by the end of the 2006-07 school year. The 2010 and 2011 surveys confirmed that all divisions have SCC policies in place. Therefore, the 2012 survey asked whether SDs have revised their policies and procedures for SCCs within the last three years. Ten SDs reported revisions. The same question on the current survey elicited the following responses:

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

Support

Funding

The Local Accountability and Partnerships Panel in its final report, and the ministry in its 2006-07 Funding Manual, recommended that \$2,000 be provided to each SCC per school year. The decision to allocate monies directly to SCCs for operating expenses rests with the board of education. The board of education is responsible for approving policies outlining parameters or criteria for the use of such funds.

Beginning in 2006-07, funding was included in the per pupil basic program recognition for SCCs. The funding was outlined in the ministry's 2006-07 Funding Manual and provided for the establishment, implementation and administrative support of councils, including funding for:

- the designation of a senior division administrative person with responsibility to provide advice, support and communication assistance for SCCs;
- recognition of the time commitment of school-based administrators and in-school administrative support (e.g., school secretary); and,
- operating expenses for individual councils (e.g., \$2,000 per school).

For 2009-10, 2010-11 and 2011-12, the distribution of provincial education funding utilized financial information as provided by the school divisions. Given that funding for these fiscal years was based on the previous years' expenditures, the amount school divisions previously spent on SCCs would have remained within the overall amount.

In 2012-13, implementation of the new funding distribution model began. Implementation will be phased in over two to four years. As the education funding distribution model addresses historical funding inequities, shifts in funding have occurred. Some school divisions receive an increase in funding and some school divisions receive a decrease in funding due to the implementation of the model. The ministry anticipates that a transition period of two to four years will allow the funding shifts to be implemented at a rate that allows school divisions to adjust to new funding levels in a manageable time-frame.

The governance component of the funding distribution model allocates funding for costs associated with boards of education, conseil scolaire and SCCs executing their fiduciary responsibilities and duties as well as costs that are incurred primarily for governance purposes such as elections, membership fees and dues, negotiating fees, public relations, SSBA research and costs of other governance activities and initiatives such as policy and program decision making. In 2013-14, the governance factors allows \$2,019 per SCC. It continues to be the responsibility of the board to allocate funds to respond to local needs and provincial priorities.

The range of funding allocations to SCCs by SDs has remained relatively stable over the last few surveys. Therefore, the 2012-13 survey asked whether the SD has recently changed how it allocates funding to individual SCCs. If an SD indicated that it had changed its funding allocation, it was given an opportunity to detail the changes.

Only five SDs stated that they have recently changed how they allocate funding to individual SCCs. Their explanations of the change varied.

- The grant in one SD is being doubled for the 2013-14 fiscal year in order to support parent involvement in schools and to support the CIP.
- The yearly grant of \$2,000 (with a maximum accumulated balance of \$4,000) was increased by one SD to a \$3,000 grant (with a maximum accumulated balance of \$5,000).
- One SD is giving \$2,000 to each SCC plus \$3/per student. The SD noted that each SCC has \$2,500 for annual maintenance, but 11 SCCs have had their annual maintenance budget assumed by SD Finance.
- Another SD is providing \$2,000 per SCC; their previous funding formula was \$500 for each SCC, plus \$10 per student.

Orientation, Training and Networking

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

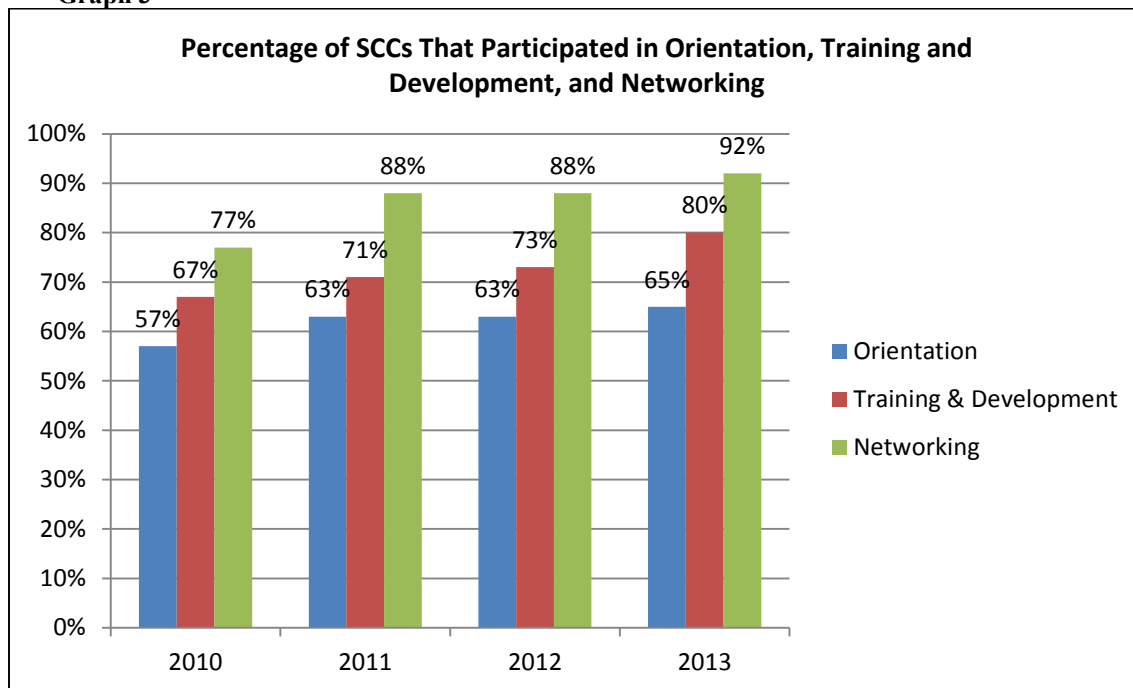
Table 7: Orientation, Training and Development, and Networking

% of all SCCs that participated in:	Orientation	Training and Development	Networking
2011-12*	63%	73%	88%
2012-13**	65%	80%	92%
Prairie South SD participation (based on 33 SCCs in place)			
2012-13	33 (100%)	33 (100%)	33 (100%)

* Based on 612 SCCs reported in place.

**Based on 610 SCCs reported in place.

Graph 3



The current survey asked SDs to provide three examples of the most significant activities they had undertaken for any of the three categories. All SDs listed at least one activity. A sampling of their responses is provided:

- orientation for new SCC executives or members with the community school co-ordinator, school administrators and/or experienced SCC members;
- SCC members' attendance at various conferences, e.g., provincial community school conference, Rural Congress, Safe Schools;
- SCC health check;
- an SCC and parent/community information night along with the board's annual general meeting, including information sessions (SCC tips; achievement reporting; and, positive behaviour interventions and supports);
- trustees and senior SD administrators attended SCC meetings, e.g., one board member and one superintendent were assigned to attend a minimum of one SCC meeting;
- fall and spring board/SCC forums;
- annual SCC conference;

- three trustee/Catholic school community council liaison opportunities during the year that cover the role of the SCC, budget information and training, and policy development;
- a communications symposium with the Saskatchewan School Boards Association (SSBA);
- division facilitated SCC workshops;
- an updated orientation and training guide;
- SCCs, trustees, principals and senior administrators participated in a full-day workshop led by the SSBA, focusing on leadership and community engagement;
- provided SCCs with sample action plan templates;
- provided SCC links on the SD's website; and,
- an experienced SCC chairperson mentors a new SCC chairperson.

Eighteen SDs had suggestions for ways in which the ministry could assist SCCs with orientation, training and networking.

- Funding is inadequate for SCC training and development; funds are needed to assist with travel costs and webinars and to enable SDs to provide their own training.
- SCCs need more information about the Tell Them From Me survey. It could become a very important tool to engage SCCs in planning processes.
- One SD stated that training, etc. should remain the responsibility of boards of education rather than of the ministry.
- Online training sessions for SCCs would be helpful, e.g., the ministry could establish an online repository where SDs could upload their training, networking and orientation documents for sharing.
- The ministry could establish a provincial conference for SCCs.
- The ministry could provide a common provincial orientation template, which SDs could adapt for local needs.
- The ministry should specify how SCC funding is to be used: the current description is vague and doesn't allow councils to be fully engaged in the learning program.
- The ministry should work with the SSBA to update the self-monitoring tool.
- The ministry should provide province-wide professional development (PD) that supports LIPs, student assessment and government priorities.
- An enhanced SCC presence on the ministry's website is desirable, including opportunities for SCCs to network through blogs, discussion boards, etc.
- There could be regional meetings for SD co-ordinators of SCCs.
- A provincial SCC newsletter was suggested by one SD.

Continuous Improvement Plan

SDs are encouraged to engage SCCs in the development of their CIPs. Therefore, the survey asked SDs if they had done so in the 2012-13 school year. The number of SDs reporting some involvement of SCCs is identical to the number reported in the 2011-12 survey.

- Seventeen of 27 SDs (63%) reported some involvement of SCCs in the SD's CIP.
- Ten SDs (37%) reported no involvement of SCCs in the development of the SD's CIP.

The current survey is the first to offer SDs an opportunity to give examples of how SCCs were engaged in the development of the CIP. Twenty SDs responded, although two of those stated that SCCs were not involved in development of the CIP. It should also be noted that some of the examples did not appear to distinguish between the SD's CIP and the school's LIP. The examples cited by SDs include the following:

- SCCs had input through surveys and focus groups, as well as through development of the LIPs.
- Each SCC was given a questionnaire to complete regarding the renewal of the board's strategic plan for 2013-17.
- The board held two consultations with SCC and community members regarding development of the 2013-17 strategic plan. The board also organized a consultation with First Nations directors, leaders and education co-ordinators.
- There were three liaison opportunities at which SCC members provided feedback and direction.
- An April workshop focused on SCCs' role in the development of LIPs.
- Student data and board updates were shared at individual SCC meetings. Whenever possible, SCC members were invited to CIP planning sessions.
- A strategic planning day was held at which SCC and other community representatives had opportunity to provide input.
- SCCs were called together to provide input on the development of the new school calendar.

Constitution and Code of Conduct

SCCs are required to have a constitution and code of conduct that is approved by the board of education. The 2010-11 survey indicated that 100% of the required constitutions and 97% of the codes of conduct were in place as of June 30, 2011. Therefore, the 2012-13 survey did not include a question on this subject.

Learning Improvement Plan

One of the concrete ways in which SCCs contribute to student learning and well-being is through working with school staff to develop the school's LIP as stipulated in *The Education Regulations, 1986*. The current survey indicates a six point decrease in the percentage of schools that developed a LIP. At the same time, there is a slight rise in the number of SCCs that are involved in the development of LIPs: the 2012-13 rate of participation is 87%, while in 2011-12 it was 83%. The current survey, for the first time, asked SDs to provide examples of how they engaged SCCs in the development of LIPs; all 27 SDs responded. A sampling of their responses follows.

- SCCs and school staff were expected to develop actions and strategies that support the SD's goals and key performance indicators. One SD used Skovision software to report on indicators, SMART goals, actions and strategies at each school.
- SCC agendas included the development of LIPs. The SD noted, however, that there was sometimes a lack of engagement.

- Principals and staff worked at the school level to engage SCCs, and forums celebrated and provided examples of how SCCs can support LIPs.
- SD personnel presented information at SCC meetings on Math Momentum Goals.
- SCCs provided feedback on SMART goals: the targets were suggested by school staff and were “tweaked” with SCCs. SCCs play a critical role when the LIP includes work on the school’s Code of Conduct or on anti-bullying initiatives.
- Each SCC supported the LIP process by developing parallel learning improvement goals in the areas of competence (academic), character (behaviour) and faith.
- SCC members worked with school staff to develop school plans during PD before the beginning of the year.
- SCC members co-authored LIP annual summary documents.
- LIPs were reviewed and discussed at monthly SCC meetings.
- Each school administration team presented a LIP to the SCC for approval.
- SCC chairs are required to sign-off on the LIP.
- SCCs participated in brainstorming sessions on the engagement of communities to support the direction of the school.
- Joint meetings (school staff and SCC) were held where data was examined in order to determine goals for the upcoming school year.
- Regional school-based administrator meetings focused on how administrators can involve their SCCs in developing and supporting the LIP process.
- SCCs meet with board members at least twice a year on a regional basis to share LIP goals and to hear what is working throughout the division.

It is apparent from SDs’ comments that the involvement of SCCs in LIPs varies widely across divisions and even within an individual SD. In some cases, the SCC is used primarily as a sounding board and as a support for a LIP that is developed by the school staff. One SD noted that they are still striving to enlarge the capacity of SCCs to participate in the development of the LIP. As one SD stated, principals are responsible for leading staff and SCC members in the development of the LIP, and the target is to have all SCCs “authentically” involved, not simply as a rubber stamp. Some of the challenges detailed by SDs are complicated time and travel logistics for both school staff and SCC members, and the desire of some SCCs to defer to the expertise of professional staff.

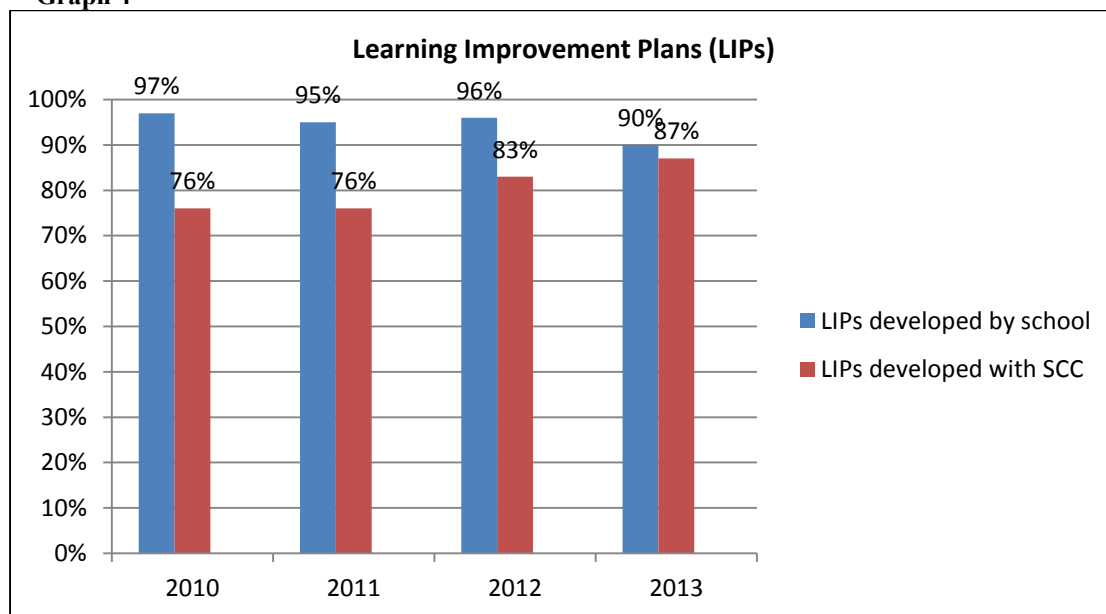
Table 8: Learning Improvement Plans

	LIPs developed by school	LIPs developed in co-operation with the school staff and the SCC
2008-09	570 (83%)	436 (63%)
2009-10	654 (97%)	513 (76%)
2009-10 (excluding Hutterian schools)		513 (82%)
2010-11	664 (95%)	533 (76%)
2010-11 (excluding 51 Hutterian schools)		533 (82%)
2011-12	676 (96%)	583 (83%)

2011-12 (excluding 61 Hutterian schools)		583 (91%)
2012-13*	634 (90%)	609 (87%)
2012-13 (excluding 63 Hutterian schools)		609 (95%)
Of 40 schools in Prairie South SD		
2012-13	40 (100%)	33 (83%)
Excluding Hutterian and associate schools		33 (100%)

*Based on 701 schools.

Graph 4



Understanding the Community

Each SCC is required to undertake activities to enhance its understanding of its community, including: the community's economic, social and health needs; aspirations for pupils' learning and well-being; and, resources and supports for the school, parents, guardians and community. SDs were asked to report on the number of SCCs that engaged in each type of activity; an SCC may be represented in one or more of the three categories below. Please note that three SDs did not report any SCC involvement in the specified activities.

Table 9: Understanding the Community

Activity	% SCC Participation (2011-12)	% SCC Participation* (2012-13)	% SCC participation in Prairie South SD**
Community's economic, social and health needs	58%	62%	15 (45%)
Aspirations for pupils' learning and well-being	71%	88%	33 (100%)
Resources and support (school, parents/guardians and community)	68%	87%	33 (100%)

*Based on 610 SCCs in place.

**Based on 33 SCCs in place.

The 2012-13 survey, unlike previous surveys, invited SDs to state examples of how SCCs engaged in these activities. Twenty-five SDs provided comments, as summarized below.

- Several SDs stated that SCCs reviewed the results of the Tell Them From Me survey and used it to identify and monitor target areas. As a result, one SCC implemented a bursary related to school attendance. Another SCC led a series of school and community events in support of safe and caring schools.
- Some SCC members were involved in regular interagency meetings at the school.
- Some SCCs were involved in direct activities such as math nights, while other involvement was more indirect, e.g., building outdoor gardens and play spaces, facility enhancements, and breakfast programs.
- One SD allocated funds to each SCC for the parent survey in Tell Them From Me.
- SCCs held student forums and meetings with community organizations.
- SCCs assisted with heritage and science fairs, and literacy days.
- SCCs participated in discussions on: school nutrition policies; fundraising; and, data collections from SD and ministry assessments and surveys.
- Service groups made presentations to SCCs.
- Some SCCs have developed an understanding of both the provincial and division budget cycles, and this has informed their feedback regarding resources and supports.
- SCCs participated in the Regional Intersectoral Committee's presentation of Early Development Instrument data.
- SCCs participated in a school review process.
- Several SCCs supported the "One Book One School" literacy projects.
- Several SCCs supported technology integration for student conferencing and literacy, e.g., purchasing iPads and Smart Boards.
- One SCC produced the community profile for the LIP.
- SCCs were involved in sending over 150 vulnerable students to various camps throughout the year, e.g., summer camps and cultural camps.
- SCCs hosted parent information nights on topics such as drugs and bullying, and provided orientations for new families of English as an Additional Language.
- Newsletters and community signs were used to share information and promote the school's goals.

Additional Comments

Because it is important for the Ministry of Education to understand the needs and difficulties confronting SCCs in order to provide the required supports, the final page in the 2012-13 survey asked SDs to respond to two questions and gave them unlimited space to do so:

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

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

SCC Supports:

- One SD expressed a desire for the ministry to produce documents that clearly outline expectations for the SCC and its role in areas such as the Continuous Improvement and Accountability Framework and the emerging assessment program.
- According to another SD, the ministry needs to continue encouraging SCCs to focus on student learning/achievement. One SD said that it would like the ministry to provide consistent and clear student achievement criteria
- A related theme, also repeated in previous surveys, is that of the role of SCCs in developing LIPs. One SD declared that the SCC's role needs to be clarified by the ministry and that SCCs require exemplars of expectations for schools and SCCs. In addition, the ministry needs to provide resources that enable SCCs to make informed decisions. A survey respondent noted that SCCs want to be a part of the LIP process, but are hesitant because of a lack of understanding of how student data is used to develop a LIP. SCCs would also appreciate ideas for developing action plans.
- Several SDs repeated a request from previous years for the ministry to provide orientation supports and training opportunities for SCCs.
- Funding issues were a concern for three SDs: they would like to see more clarity on funding and on appropriate uses of the funds, as well as increased funding levels and greater freedom to spend the funds.
- Although the survey indicates that many SCCs are taking advantage of networking opportunities, one SD stated that SCCs would benefit from increased networking activities. Newer SCC members need to learn from experienced SCC members, and SCCs also benefit from seeing what strategies or activities have been used effectively by others.
- One SD suggested that working parents should be reimbursed for attending SCC meetings and PD programs that occur during regular business hours. A second SD stated that funding to send SCCs to distant conferences (e.g., the Rural Congress, or Community School Association Conference) would be helpful.
- A province-wide gathering of SCCs to explore engagement was suggested. For example, SCCs require additional resources for parent information nights.
- One SD indicated that administrators need more time dedicated to working with SCCs.
- SCC chairpersons need guidance in learning how to run meetings.

SCC Challenges:

- As in previous years, one of the significant challenges faced by SCCs is understanding the role of the SCC. One SD noted, for instance, that there is sometimes a conflict between the role of SCCs and that of the elected school board.
- Difficulties in recruiting and/or engaging parents and community members continue: according to one SD, this is a challenge in the majority of their communities. Sometimes shoulder tapping is the dominant recruitment strategy. SCCs often have a high turnover rate (particularly in high schools) and this results in a lack of continuity and commitment. One SD noted that parents are willing to volunteer for, or assist with, specific activities, but they do not want the responsibility of setting the learning agenda and monitoring progress: they prefer to leave this to the professional staff and the board. Yet one SD stated that some SCCs have too many individuals wanting to be involved, while other SCCs in the same division have too few.
- According to one SD, finding a balance between SCC members and school staff is a challenge, particularly in regards to the development of LIPs. One SD stated bluntly that it believes the language regarding the development of LIPs needs to change: the SCC role should be one of supporting the school in developing the LIP, and the school should play the dominant role.
- Another continuing challenge is recruiting First Nations representatives and addressing issues such as attendance supports.
- One SD asserted that better lines of communication are needed between the board of education, the central SD office and SCCs. Therefore, this division is developing an orientation package as well as workshops on how SCCs can support the LIP.

Summary

SCCs are firmly established across the province, with all potential SCCs in place and with the majority of them including both elected and required appointed members. By inviting respondents to state examples of the actions and strategies employed by SDs in support of SCCs, and by SCCs in support of their role, the 2012-13 survey provides a broader picture of the range of activities and successes than did previous data collection surveys. SCCs are growing and evolving as they get a firmer grasp on the possibilities open to them. SCCs are justified in taking pride in their advances since the first survey in 2008.

Even in areas of challenge, several SDs had encouraging comments:

- “SCCs are starting to feel more comfortable with the LIP development as there is more focus on data and more transparency at the school level.”
- “We are working effectively with SCCs at this time, and require no additional supports ... To a great extent, we have worked through the challenge of having the SCC engaged (i.e., co-planning, implementing and evaluating the LIP) instead of informed or involved (i.e., being told about the LIP by school staff).”
- “SCCs want to engage in the activities that affect their children directly. Our SCCs have a very good working relationship with school-based administration.”

Saskatchewan's Student First approach creates new opportunities for SCCs to actively engage students, parents and community members through SCCs. While students have always been part of the SCC at the secondary level, the voice of students becomes even more important as the education system works to ensure a Student First approach. As well, in the coming year SDs will be involved in the development of an education sector plan. Looking toward future years, SCCs will be key players in the development and implementation of the plan at the school level. In order to prepare SCCs for this future role, it will be essential to build their comfort with data and assessment results and their ability to engage the school community in formulating goals and targets.

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

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Table 2	Level of establishment of SCCs (p. 4)
Table 3	Other school-level parent organizations (p. 5)
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Table 5	Representation of First Nations on SCCs where students living on-reserve attend the school (p. 7)
Table 6	Sectors and demographics represented by individuals serving on SCCs (p. 8)
Table 7	Orientation, training and development, and networking (p. 10)
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AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.7
Topic:	Administrative Procedures Revisions		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Board Policy Handbook is supplemented by an Administrative Procedures Manual which is the primary written document by which the Director of Education directs staff. The development of two separate and distinct documents is meant to reinforce the distinction in the Prairie South School Division between the Board's responsibility to govern and the Director of Education's executive or administrative duties.

In Policy 11 – Board Delegation of Authority it is specifically stated that “the Director of Education is directed to develop an Administrative Procedure to fulfill the Board obligations created by federal, provincial, or local legislations which are not covered through Board policy.” In Policy 11 - Policy Making it is specifically stated that “the Board may request the Director of Education to change an Administrative Procedure to a draft Board policy. In doing so, the Board will provide rationale.” It also specifically states, “the Director of Education must develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operations of the Division; these must be in accordance with Board policies.” Additionally, it states “the Director of Education must inform the Board of any substantive changes to Administrative Procedures.”

The Administrative Procedure Manual is designed to be the primary written source of direction for the Division. It may make further reference to other detailed administrative documents that have been developed to provide specific guidelines on selected manuals. Accordingly, it is important that administrative procedures and related administrative documents are kept current. To this end, the Director of Education conducts an annual review of all administrative procedures with senior administration staff. Such a

review was recently conducted and a number of Administrative Procedures were revised. A summary of these changes is provided in the attachment. Copies of the revised Administrative Procedures are also attached. Please note that revision to other Administrative Procedures is currently in progress. These items will be presented to the Board once the revisions are completed.

Current Status:

The existing Administrative Procedures were presented to the Board in June, 2013. The following Administrative Procedure was revised and presented to the Board during the 2013-2014 school year:

- Administrative Procedure 106: Anti-Bullying Strategy

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Policy 10 – Policy Making states, “the Director of Education shall arrange for all Board Policies and Administrative Procedures and subsequent revisions to be posted on the Division’s website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Jeff Finell	June 2, 2014	1. Summary 2. Board Policy Handbook - Policies 10 and 11 3. Copies of revised Administrative Procedures

Recommendation:

That the Board receive the Administrative Procedures as presented.

ADMINISTRATIVE PROCEDURES

2014-06-10 Updated Administrative Procedures Highlights in Blue

100 – General Administration	Page	Person Responsible
AP 100 – Continuous Improvement Accountability Framework (CIAF)	100-1	Jeff
AP 104 – School Learning Improvement Plans (LIP)	100-3	Supts of Ops
AP 105 – Decision Making (Matrix)	100-4	Jeff
AP 105 – Appendix A – Decision Making Matrix	100-5	Jeff
AP 110 – School Development Fund	100-8	Bernie
AP 111 – School Community Councils	100-10	Barb
AP 120 – Policy and Procedures Dissemination	100-11	Jeff
AP 121 – Review of Administrative Procedures	100-12	Jeff
AP 130 – Hours of Operation/School Year/School Day	100-13	Barb
AP 140 – Internet Use/Digital Citizenship	100-14	Supts of Ops
AP 140 – Appendix A – Statement of Acceptable Internet Use Practices and Procedures	100-15	Bernie
AP 140 – Appendix B – Staff Password Practice	100-19	Bernie
AP 141 – Employee Cell Phone Access and Usage	100-21	Ryan
AP 150 – Public Inquiries/Concerns	100-24	Jeff
AP 151 – Communication Protocol Staff to Board Through Director of Education	100-25	Jeff
AP 152 – Student and Parent Complaints and Grievances	100-26	Jeff
AP 155 – Event Protocol	100-28	Jeff
AP 159 – Occupational Health and Safety	100-30	Derrick
AP 160 – Student and Staff Safety	100-31	Derrick
AP 161 – Nutrition in Schools	100-35	Kim
AP 162 – Tobacco and the Use of Tobacco Products	100-37	Derrick
AP 164 – Communicable Diseases	100-38	Derrick
AP 164 – Appendix A – Category 1 Communicable Diseases	100-40	Derrick
AP 170 – Harassment and Violence	100-41	Ryan
AP 180 – Local Authority Freedom of Information and Protection of Privacy (LAFOIP) - Pending	100-47	Ryan
AP 185 – Records Management	100-48	Bernie

200 – Instructional Programs & Materials	Page	Person Responsible
AP 200 – Instructional Program	200-1	Lori
AP 206 – Family Life and Sex Education	200-4	Lori
AP 208 – Community Schools	200-5	Lori
AP 209 – Associate Schools	200-6	Bernie
AP 210 – Citizenship Education	200-7	Jeff
AP 211 – Instructional Music (Band) Instruction	200-8	Kim
AP 212 – Religious Education	200-9	Jeff
AP 213 – Physical Education	200-10	Derrick
AP 214 – Driver Education	200-11	Derrick
AP 215 – Additional Language Learning – Other than English	200-12	Lori
AP 216 – Career and Work Exploration Program	200-13	Barb
AP 250 – Instructional Resources Selection and Challenge	200-14	Lori
AP 260 – Learning Activities Outside the School	200-17	Derrick
AP 270 – Home Based Education	200-20	Kim

300 – Students	Page	Person Responsible
AP 300 – Admissions of Students	300-1	Supts of Ops
AP 310 – Student Supervision	300-6	Supts of Ops
AP 312 – Administering Medications and Medical Treatment to Students	300-7	Derrick
AP 320 – Student Records	300-9	Derrick
AP 325 – Protective Services/Child Abuse	300-10	Derrick
AP 326 – Search and Seizure	300-12	Derrick
AP 330 – Student Attendance	300-14	Derrick
AP 340 – Services for Students with Intensive Needs	300-16	Lori/Sups of Ops
AP 341 – Purchases of Services for Students	300-17	Lori
AP 350 – Student Conduct	300-18	Derrick
AP 354 – Student Discipline	300-19	Derrick/Lori
AP 357 – Break-in, Theft and Vandalism	300-22	Bernie
AP 360 – Student Assessment	300-23	Lori
AP 360 – Appendix A – Student-Parent-Teacher Conference Guidelines	300-24	Lori
AP 360 – Appendix B – Student-Parent-Teacher Conference Data Form	300-26	Barb
AP 366 – Academic Integrity and Student Responsibility	300-27	Lori
AP 370 – Student Awards	300-30	Bernie
AP 380 – Student Governance	300-31	Barb

400 – Personnel & Employee Relations	Page	Person Responsible
AP 400 – Recruitment, Selection and Placement	400-1	Ryan
AP 401 – Employee Records	400-4	Ryan
AP 402 – Employee Code of Conduct	400-5	Ryan
AP 406 – Criminal Records Checks	400-8	Ryan
AP 407 – Reporting Criminal Charges	400-11	Ryan
AP 415 – Recognition of Service	400-12	Jeff
AP 416 – Teaching Staff Surplus and Redundancy	400-13	Ryan
AP 418 – Interns & Field Experiences	400-15	Ryan
AP 419 – Teacher Accreditation	400-16	Derrick
AP 450 – Organizational Structure	400-17	Jeff
AP 450 – Appendix A – Organizational Chart	400-18	Jeff
AP 450 – Appendix B – Current Assignments for Superintendents and Learning Department Staff	400-19	Jeff
AP 451 – Central Administrative Council (CAC)	400-20	Jeff
AP 460 – Substitute Teachers and Casual Staff	400-21	Ryan
AP 471 – Principals/Vice-Principals Supervision and Evaluation	400-22	Ryan
AP 472 – Teacher Supervision and Evaluation	400-23	Ryan
AP 491 – Access to Schools (Visitors and Volunteers)	400-24	Supts of Ops

500 – Business Administration	Page	Person Responsible
AP 500 – Budget	500-1	Bernie
AP 501 – Budget Carry Over	500-4	Bernie
AP 505 – Student Fees	500-5	Bernie
AP 510 – School Generated Funds	500-6	Bernie
AP 511 – Tangible Assets and Amortization	500-7	Bernie
AP 512 – Inventory Management	500-8	Bernie
AP 513 – Purchasing	500-11	Bernie
AP 516 – Accounting Standards	500-14	Bernie
AP 517 – Accounting Guidelines	500-16	Bernie
AP 518 – Payments of Accounts	500-17	Bernie
AP 521 – School Division Sponsorship	500-19	Bernie
AP 522 – Advertising and Corporate Sponsorship	500-20	Bernie
AP 530 – Insurance Management	500-22	Bernie
AP 540 – Facilities Planning	500-24	Bernie
AP 541 – Maintenance, Inspection, Cleanliness and Safety	500-25	Bernie

AP 542 – Community Use of School Facilities	500-30	Bernie
AP 543 – Naming of Schools, Division Buildings and Rooms	500-34	Jeff
AP 550 – School Bus Safety	500-35	Bernie
AP 551 – Bus Maintenance and Inspection	500-37	Bernie
AP 552 – Student Conduct on School Buses	500-38	Supts of Ops
AP 553 – Closure – Severe Weather and Student Transportation	500-39	Jeff
AP 554 – Special Use of Buses	500-42	Bernie
AP 555 – Transportation in Private Vehicles	500-43	Derrick
AP 570 – Funds for School Anniversary Celebrations	500-44	Bernie

Policy 10

POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Director of Education, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Director of Education.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Director of Education share the responsibility for implementation of policies relating to the Board-Director relationship. The Director of Education is responsible for the implementation of the other policies.

4. Evaluation

The Board, in cooperation with the Director of Education, shall review each policy in a timely manner in order to determine currency and if it is meeting its intended purpose.

Specifically

1. Suggestions or recommendations in regard to new or existing policy may be made to the Director of Education at any time. Such suggestions or recommendations shall be submitted in writing to the Director of Education and include a brief statement of purpose or rationale. Any trustee, elector or staff member may initiate proposals for new policies or changes to existing policies.
2. Normally, requests for new policy or amendments to existing policy originating from schools will be directed through the Principal to the Director of Education.
3. For policy decisions having a direct impact on students or student learning, the protocol in Appendix A will be utilized.
4. Policy development or revision may also be initiated as a result of a public consultation, survey, needs assessment or policy evaluation.
5. The Director of Education shall be responsible to prepare a proposal.
 - 5.1 If the Board requests that a new policy be drafted or an existing policy be reviewed for possible amendment, the Director of Education shall implement procedures to develop a draft proposal.
 - 5.2 Draft proposals may be developed in consultation with advisory committees, various employee groups, senior administrative staff, or outside agencies and consultants.
 - 5.3 The engagement of outside agencies or consultants to assist in policy development shall require prior approval of the Board if the total anticipated costs will exceed budget approved allocations.
6. When appropriate, the Director of Education shall seek legal advice.
7. The Board may seek additional input into proposed changes in policy, or drafts, whenever it is deemed appropriate.
8. The final draft of the policy or amendments shall be presented to the Board for its consideration and approval.
9. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
10. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.
11. The Board may request the Director of Education to change an administrative procedure to a draft Board policy. In doing so, the Board will provide rationale.
12. The Director of Education must develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures

as deemed necessary for the effective operation of the Division; these must be in accordance with Board policies.

13. The Board may also delete a policy and subsequently delegate the Director of Education authority over this area. The Director of Education may choose to then develop an administrative procedure relative to this matter.
14. The Director of Education must inform the Board of any substantive changes to administrative procedures.
15. The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.
16. The Board shall review each policy annually.

Reference: Sections 74, 85, 87, 103, 109 of the Education Act

June 12, 2013

BOARD DELEGATION OF AUTHORITY

The Board authorizes the Director of Education to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Director of Education specifically:

- Includes any authority or responsibility set out in the Education Act and Regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact Administrative Procedures, regulations or practices required to carry out this authority; and
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local obligations must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Director of Education is directed to develop an Administrative Procedure to fulfill the Board obligations created by federal, provincial or local legislations which are not covered through Board policy.
2. The Director of Education is delegated authority for implementing the requirements of the LAFOIPP or its successor legislation.
3. The Board authorizes the payment of accounts for expenditures incurred within the approved Budget or specific Board decisions and in accordance with Board policy and generally accepted accounting principles, and delegates to the Director of Education responsibility for certification of such payments.

Reference: Sections 85, 108, 109, 110 of the Education Act

June 12, 2013

Administrative Procedure 160

STUDENT AND STAFF SAFETY

Background

Prairie South School Division is committed to ensuring safe learning and working environments throughout the school division to ensure acceptable standards of comfort, safety, health and sanitation.

Procedures

1. General

- 1.1 The principal is to maintain adequate conditions of safety and sanitation in the school and on school grounds.
- 1.2 The principal is to comply with established local, provincial or divisional administrative procedures to ensure that general and emerging repair work meets acceptable safety and sanitary standards.
- 1.3 The principal is to arrange for the establishment and maintenance of an Occupational Health Committee in the school in accordance with [The Occupational Health and Safety Act, 1993](#).

2. Violent Threat/Risk Assessment (V-TRA)

- 2.1 The Superintendent of Operations in charge of safety shall ensure that the Violent Threat/Risk Assessment protocol is current and up to date.
- 2.2 The principal is to be familiar with and have a working knowledge of the school division's [Violent Threat/Risk Assessment protocol](#).
- 2.3 The Violent Threat/Risk Assessment shall be followed when any student displays worrisome or threat-making behavior.
- 2.4 At the beginning of the school year, principals shall establish a school Violent Threat/Risk Assessment team and review the protocol with the established team.
- 2.5 The principal shall inform staff members, students, parents, and School Community Council members of the school division's Violent Threat/Risk Assessment brochure and protocol.

3. Crisis Response

- 3.1 The Superintendent of Operations in charge of safety shall ensure that the *Crisis Guide (Safe Schools Handbook)* is current and up to date.
- 3.2 The principal is to be familiar with and have a working knowledge of the school division's [Crisis Guide \(Safe Schools Handbook\)](#).

- 3.3 The principal is to ensure that the [Critical Incident Quick Reference Chart](#) is easily accessible.
- 3.4 At the beginning of the school year, principals shall establish a Crisis Response team and review crisis response procedures with the established team.
- 3.5 The principal is to inform staff members and School Community Council members of the school's crisis response procedures.

4. Tragic Events

- 4.1 The Superintendent of Operations in charge of safety shall ensure that the [Trauma Response Guide](#) is kept current and up to date.
- 4.2 At the beginning of the school year, principals shall establish a Trauma Response team and review trauma response procedures with the established team.
- 4.3 The principal is to inform staff members, parents, and School Community Council members of the purpose and function of the Trauma Response team.

5. Fire Drills, Lockdowns, Hold & Secure, and Evacuations

- 5.1 The principal is to develop a detailed fire drill, lockdown, hold & secure, and evacuation plan for the school and ensure that all students and staff members are fully informed of their duties and responsibilities.
 - 5.1.1 The appropriate number and timing of fire drills and evacuation exercises are to be conducted as required by provincial fire authorities and guidelines of the [Safe Schools Handbook](#).
 - 5.1.2 The appropriate number of lockdown and hold & secure exercises are to be conducted in accordance with the guidelines in the [Safe Schools Handbook](#).

6. Physical Activities

- 6.1 Procedures for physical activities safety are to be stated in the school division's [Physical Activity Safety Guidelines](#).
- 6.2 It is the responsibility of the Superintendent of Operations in charge of safety to ensure that the Guidelines are kept current and includes direction specific to the following:
 - 6.2.1 Standard of care
 - 6.2.2 Facilities
 - 6.2.3 Equipment
 - 6.2.4 Instruction
 - 6.2.5 Supervision
 - 6.2.6 Clothing and footwear and,
 - 6.2.7 Approved activities.

7. Emergencies

- 7.1 In any school emergency the principal is to take whatever immediate action appears to be reasonable and necessary to ensure the safety of students, employees or visitors to the school.
- 7.2 The principal is responsible for developing a contingency plan for emergencies consistent with the Administrative Procedure 553- Closure – Severe Weather and Student Transportation.

8. Hospital Emergency Treatment

- 8.1 When a student is taken to hospital for treatment of illness or injury, the following conditions are to apply:
 - 8.1.1 Attempts are made to notify the parent or guardian.
 - 8.1.2 If the parent or guardian cannot be contacted, the hospital is to be advised accordingly.
 - 8.1.3 In the absence of the parent or guardian, hospital procedures for consent and treatment are to be followed.
- 8.2 If an ambulance is required, it is to be called. The expense is the responsibility of the parent; however, if the expense is not recoverable, it will be paid by the Board.

9. First Aid

- 9.1 The principal is to ensure that a supply of first aid materials is available in the school and stored in a location known to all members of the staff.
- 9.2 The principal is to ensure that at least one member of the staff has current up-to-date certification and training in first aid and Cardio Pulmonary Resuscitation.
- 9.3 The principal is to ensure that WHMIS (Workplace Hazardous Materials Information System) manuals are current and staff member in-service and materials meet the requirements of [The Occupational Health and Safety Act, 1993](#) and [Regulations of the Act, 1996](#).

10. Bus Loading

- 10.1 The principal is to establish procedures and arrange for supervision of bus loading and unloading at the school.

11. Motorized Vehicular Traffic

- 11.1 Motorized vehicular traffic is prohibited on school property with the exception of:
 - 11.1.1 Designated parking areas and,
 - 11.1.2 Service, maintenance and repair vehicles requiring access to specific areas.

12. Protective Equipment

- 12.1 Teachers are to require students to wear safety and protective equipment as recommended for use in their instructional program and other school-approved activities.
- 12.2 Specific guidelines for sporting and physical activities equipment are to be adhered to as outlined in the school division's Physical Activity Safety Guidelines.

Reference: Section 85, 87, 109, 150, 151, 175, 231 of the Education Act
Section 264.1 Criminal Code of Canada
Section 2.8 of the National Fire Code

June 10, 2014

Administrative Procedure 161

NUTRITION IN SCHOOLS

Background

The Division is committed to promoting and offering nutritious foods and beverages in its schools. Well-nourished students are more likely to achieve their academic potential, physical and mental growth, and lifelong health and well-being. Schools share the responsibility with the home and community to educate and provide healthy and nutritious foods and beverages.

All schools are encouraged to provide healthy and nutritious foods and beverages when food and beverages are offered to students.

Procedures

1. General

- 1.1 The choice of foods and beverages offered and served in our schools, and at any school approved or hosted event shall adhere to the guidelines as outlined in *Nourishing Minds: Eat Well. Learn Well. Live Well.* (2009) Ministry of Education and Healthy Eating and Food Safety Guidelines (2009) based on "Canada's Food Guide", Healthy foods for my School.
- 1.2 Nutritious foods and beverages will be competitively priced and appropriately promoted and advertised.
- 1.3 Schools will adhere to Public Health food safety standards.
- 1.4 Each year the school administrators and Superintendent of Operations will review current nutritional guidelines and how the school is adhering to the guidelines.
- 1.5 Foods and beverages offered in schools support Ministry of Education curriculum.
- 1.6 Each school principal and School Community Council will develop procedures to comply with this policy and inform their staff and families annually.
- 1.7 Predominantly nutritious food and beverage items will be offered in the following areas:
 - Canteens/Concessions/Cafeteria
 - Vending machines
 - Fund-raising
 - Classroom treats
 - Rewards
 - Celebrations

- Field trips
- Sports events
- Professional Development
- Staff Meetings
- Emergency Food Programs
- Vendors
- Catering

Refer to Ministry Guidelines for serving frequency.

- 1.8 Catering companies and outside vendors are notified of, and adhere to the nutrition policy.

Reference: Section 85, 87, 109, 175 of the Education Act
 Nourishing Minds: Eat well. Learn well. Live well. (2009) Ministry of Education
[\(http://www.education.gov.sk.ca/nourishing-minds/\)](http://www.education.gov.sk.ca/nourishing-minds/)
 Healthy Eating and Food Safety Guidelines (2009) based on "Canada's Food Guide", Healthy foods for my School (http://www.heartandstroke.sk.ca/atf/cf/%7B6C89E785-1760-4813-9070-FF7CFFCE319D%7D/SK_Nutrition%20Food%20Safety%20Guidelines.pdf)
 Healthy Foods for My School (Government of Saskatchewan, 2009)
<http://www.health.gov.sk.ca/healthy-foods-school>

June 10, 2014

Administrative Procedure 170

HARASSMENT AND VIOLENCE

Background

All members of the education community have a right to work and learn in a respectful environment that is free from harassment and violence.

Prairie South School Division is committed to taking every reasonably practical measure to create and maintain work environments where employees, students and volunteers are treated with respect and dignity. The Board recognizes its responsibility to provide education regarding harassment and work place violence, and to provide the opportunity for training to resolve situations that occur. The Board is committed to taking corrective action respecting any person under the Board's direction who subjects any person to harassment and violence.

Procedures

No employee shall harass in any way any person while in the employ of the Board.

1. Administration of Harassment Procedures

- 1.1 These procedures shall be available and posted, in accordance with the Regulations to the [Occupational Health and Safety Act, 1993](#), in all work centres.

2. Harassment – Definition

- 2.1 "Harassment" means any inappropriate conduct, comment, display, action or gesture by a person:
 - 2.1.1 That either:
 - 2.1.1.1 Is based on race, creed, religion, colour, sex, sexual orientation, marital status, family status, disability, physical size or weight, age, nationality, ancestry or place of origin: or
 - 2.1.1.2 Subject to subsections (3) and (4), adversely affects the worker's psychological or physical well-being and that the person knows or ought reasonably to know would cause a worker to be humiliated or intimidated; and
 - 2.1.2 That constitutes a threat to the health or safety of the worker
- 2.2 Harassment does not include any reasonable action that is taken by an employer, or a manager or supervisor employed or engaged by an employer,

relating to the management and direction of the employer's workers or the place of employment.

- 2.3 The initiation of vexatious or malicious complaints may of itself be a form of personal harassment and may be subject to the provisions of this policy.

3. Harassment Procedures

- 3.1 If an employee, student or volunteer reasonably believes that he or she has been personally harassed, appropriate measures are to be undertaken in accordance with section (4) Harassment Complaints below. For the purpose of these procedures, the person who feels harassed is the complainant and the alleged harasser is the respondent.
- 3.2 Complainants, respondents, and supervisors are encouraged to keep a record of all events, dates, and circumstances related to any alleged incident or review.
- 3.3 Reviews shall be conducted so as to respect the confidentiality of all parties but recognize the principles of fairness and justice. The name of a complainant or an alleged harasser or the circumstances related to the complaint will not be disclosed to any person except where disclosure is:
- 3.3.1 Necessary for the purpose of investigating the complaint or taking corrective action with the respect to the complaint, or
 - 3.3.2 Required by law.
- 3.4 Summaries of decisions confirming complaints will form part of the personnel file or appropriate student file of the respondent.
- 3.5 Employees, students or volunteers may, at any time throughout a harassment review or investigation, file a complaint with the Saskatchewan Human Rights Commission or Saskatchewan Labour, Occupational Health and Safety Branch and employees have the right to request assistance of an occupational health officer to resolve a complaint.
- 3.6 Each school or workplace staff shall discuss a code of practice intended to establish common understandings as to acceptable standards of conduct so as to prevent or forestall incidents of personal harassment.

4. Harassment Complaints

- 4.1 Complaints may be addressed to the Director of Education.
- 4.2 Complainants have three (3) recommended courses of action: *personal contact*, an *oral report*, or a *written report*.
- 4.3 Because it is often best if allegations of personal harassment are resolved closest to the source of harassment, it is recommended that the complainant first approach the respondent to attempt to resolve the alleged harassment.
- 4.4 If the complainant believes personal contact would not satisfactorily resolve the situation, the complainant may report the incident orally to his or her immediate supervisor.

- 4.5 The immediate supervisor shall review the complaint and report orally his or her findings to the complainant and the respondent within two (2) weeks. Such a review is to include an interview with the respondent and may include other interviews as deemed appropriate by the supervisor.
- 4.6 Notwithstanding the preceding protocols, the complainant may submit a formal, written complaint to his or her Central Office supervisor. In the event the respondent is the immediate supervisor, the written complaint is to be forwarded to the Director of Education. In the event the respondent is the Director of Education, the written complaint is to be forwarded to the Board Chair.
- 4.7 Following receipt of the formal, written complaint, the immediate supervisor or Central Office supervisor shall investigate the complaint and provide a written response to the Director of Education with a copy within three (3) weeks to the complainant and to the respondent. The investigator shall include an interview with the respondent and may include other interviews and collection of evidence as deemed appropriate by the supervisor conducting the investigation.
- 4.8 If the alleged harassment is determined to be true, the respondent may be subject to appropriate disciplinary procedures as determined by the Director of Education, which may include any or a combination of an oral reprimand, written reprimand, suspension, and/or dismissal.
- 4.9 Where harassment has not been substantiated no action will be taken against an employee who has made the complaint in good faith.
- 4.10 This procedure is not intended to discourage or prevent a complainant from exercising any other legal rights pursuant to law.

Violence procedures

5. Administration of Violence Prevention

- 5.1 Employees, students and volunteers are to use the [Violent Incident Report Form](#) for investigation of an incident of violence.

6. Violence Prevention Procedures

- 6.1 Prairie South School Division defines violence in accordance with the Regulations to [The Occupational Health and Safety Act, 1993](#) as, "...the attempted, threatened, or actual conduct of a person that causes or is likely to cause injury and includes any threatening statement or behaviour that gives a worker reasonable cause to believe that the worker is at risk of injury".
- 6.2 The Division shall make every reasonably practical measure to minimize the potential for violence including:
 - Adopting preventive measures such as training for employees, students and volunteers.
 - Developing ways and means of recognizing potentially violent situations.
 - Establishing anticipatory approaches to prevent or minimize violence.

- Providing violence prevention training to existing and new employees.
 - Developing procedures for dealing with incidents of violence and how to obtain assistance.
 - Establishing procedures for reporting, investigating, and documenting violent incidents.
- 6.3 The Division will intervene and take supportive and appropriate action when any acts of violence, threats, or intimidation occur.
- 6.4 Employee, student and volunteers responsibilities shall include:
- 6.4.1 Attending training sessions as required.
 - 6.4.2 Utilizing skills as trained and/or learned.
 - 6.4.3 Using the [Violent Incident Report Form](#) for reporting an incident of violence.
- 6.5 Employees shall be informed, within the context of legal protocols, of potential risks of violence by some or all of the following means:
- 6.5.1 Review of relevant reports and documents in consultation with the principal, supervisor or Special Education personnel;
 - 6.5.2 Briefing by the principal or supervisor with respect to background, procedures and strategies;
 - 6.5.3 Consultation with Special Education personnel with respect to background, procedures and strategies.
- 6.6 Workshops and information for employees in the area of violence will be provided with a focus on:
- 6.6.1 Ways and means of recognizing potentially violent situations;
 - 6.6.2 Proactive approaches to preventing or minimizing violence;
 - 6.6.3 Procedures for dealing with incidents of violence and how to obtain assistance;
 - 6.6.4 Reporting, investigation and documentation of violent incidents.
- 6.7 An employee who has been exposed to an incident of violence will be given the opportunity to consult with a physician for treatment or referral for post-incident counseling without loss of pay or benefits. If an employee seeks medical assistance or misses work as a result of a violent incident in the workplace. The employee and the Board must file a report of injury with The Workers' Compensation Board as required. Compensation for medical expenses, time loss or disability to which any employee may be entitled to pursuant to The Workers' Compensation Act will not be duplicated.
- 6.8 Nothing in this policy shall discourage or prevent an employee from referring a violent incident to the Occupational Health and Safety Division pursuant to the most current Occupational Health and Safety Act, initiating a complaint under the Saskatchewan Human Rights Code, the Saskatchewan Teachers' Federation, or exercising any other legal rights available under any other law, including filing a complaint with the police.

7. Violence Reporting – Employees

- 7.1 Employees who work in settings where they could be at a higher risk of violence may include:
 - 7.1.1 Employees who work with students who have a history of violence.
 - 7.1.2 Employees who work with students who suffer from specific medical conditions, which can increase the probability of those students being perpetrators of violent acts.
 - 7.1.3 Employees who provide services to a student whose parent or guardian has a history of violence or who has threatened school staff.
- 7.2 Primary areas of potential risk of violence centre on classrooms, hallways, playgrounds and personnel assigned to these locations.
- 7.3 All employees have a responsibility to ensure a safe workplace. To that end, employees are to promptly communicate issues relating to violence as follows:
 - 7.3.1 Employees who believe they have been subjected to a violent act will report the incident to the principal or supervisor immediately.
 - 7.3.2 Employees who have been the victim of a violent incident must complete an [Incident Report Form](#) and forward it to the principal or supervisor.
 - 7.3.3 Employees who believe a student, colleague, or visitor to the workplace represents a danger to the safety of the workplace are to notify the principal or supervisor immediately.
 - 7.3.4 The principal will initiate the [Violent Threat Risk Assessment protocols](#).
- 7.4 All violent incidents are to be investigated as soon as possible following receipt of a complaint. Principals and supervisors are to investigate all reports of violent incidents as follows:
 - 7.4.1 Review the complaint and interview the complainant, alleged perpetrator(s), if possible, and any witnesses.
 - 7.4.2 Summarize the information and review the *Incident Report Form*.
 - 7.4.3 Permit the alleged perpetrator to provide a statement;
 - 7.4.4 Advise the complainant of his or her right to report the complaint to police.
 - 7.4.5 Complete a written report of the results of the investigation and forward it to the Director.
- 7.5 The complainant and alleged perpetrator may choose to be accompanied by an employee representative or other person of choice at any stage in the investigation.
- 7.6 Following an investigation that confirms the occurrence of a violent incident:
 - 7.6.1 Where the alleged perpetrator is an employee of the school division, the school division will take appropriate supportive and disciplinary action.

- 7.6.2 Where the alleged perpetrator is a student, the school will take appropriate supportive and disciplinary action.
- 7.6.3 Where the alleged perpetrator is a parent or another member of the public, the Director of Education, will take the appropriate action necessary to minimize the risk of another incident.
- 7.7 Employees affected by a violent incident are to be informed of the results of the investigation.

Reference: The Occupational Health and Safety Act
The Saskatchewan Human Rights Code Act
Section 85, 87, 108, 109, 175, Education Act
Canada Criminal Code
Canada Labour Code
Canadian Charter of Rights and Freedoms
STF Code of Ethics
Child Welfare Act

October 7, 2008

Administrative Procedure 185

RECORDS MANAGEMENT

Background

The Division has a responsibility to maintain and safeguard appropriate records. Records are to be managed to facilitate decision making and expectations in regard to accountability.

Procedures

1. Records Retention and Disposal

Retention and disposal of records is to be in accordance with the directives of:

- 1.1 *The Education Act, 1995*
- 1.2 *The Local Government Election Act*
- 1.3 *The Archives Act, 2004*
- 1.4 *The Local Authority Freedom of Information and Protection of Privacy Act*
- 1.5 *Youth Criminal Justice Act*

The duration of the retention of records will be as set out in Ministry of Education - Records Retention and Disposal Schedules.

2. Access to Information

- 2.1 Individuals have the right of access to certain information, and concomitantly the Division has a responsibility to restrict access to personal information.
- 2.2 The LAFOIP Officer is responsible for compliance with [the Local Authority Freedom of Information and Protection of Privacy Act](#) and Regulations.
- 2.3 The Superintendent of Business and Operations is designated as access officer in accordance with the Act.
- 2.4 Fees for copies of information are to be in accordance with the Regulations of the Act.

3. Consistency

Procedures in regard to student records, cumulative and permanent records, are to be in accordance with *Administrative Procedure No.320 – Student Records*.

Reference: Sections 51, 71, 85, 87, 110, 369 of the Education Act
 Section 112 Local Government Election Act
 Section 26 Archives Act
 Sections 2, 23, 24, 27 Local Authority Freedom of Information and Protection of Privacy Act
 Youth Criminal Justice Act

June 10, 2014

Administrative Procedure 211

INSTRUMENTAL MUSIC (BAND) INSTRUCTION

Background

Prairie South School Division believes that students should be exposed to music in various genres as part of their cultural education.

Procedures

1. Program

- 1.1 Students have the option of participating in the instrumental band program if it is offered by the school.
- 1.2 There is a mandatory Grade 6 band program in Moose Jaw schools with the cost covered by the Division.
- 1.3 Locally developed and approved instrumental band curricula are to be used in the provision of various programs.

2. Activities

- 2.1 Each band may request one out-of-division trip per school year with the exception of grade six bands, which may only visit among schools in the school division or local competition. Refer to *Administrative Procedure 260 – Learning Activities Outside the School*.
- 2.2 Secondary school bands may request one out-of-division overnight trip per school year. Refer to *Administrative Procedure 260 – Learning Activities Outside the School*.

3. Rental Fees

- 3.1 Students may be assessed a rental fee for the use of school division owned instruments or division rented instruments.
- 3.2 Any fee levied is to be in accordance with *Administrative Procedure 505 – Student Fees*.

Reference: Sections 85, 87, 109, 175 Education Act

June 10, 2014

Administrative Procedure 215

ADDITIONAL LANGUAGE LEARNING – OTHER THAN ENGLISH

Background

Prairie South School Division believes that each child should have the opportunity to explore and learn languages other than English as language learning develops awareness, sensitivity, appreciation and respect for one's culture, as well as other cultures.

Procedures

1. Language learning opportunities may be provided through:
 - 1.1 Immersion and Bilingual Education Programs
Immersion and bilingual programs are provincially designated programs where the language of instruction is 50% or more of a student program.
 - 1.2 Core Programs
Core programs are provincially recognized programs in which instruction does not usually exceed the equivalent of 150 minutes per week.
 - 1.3 Heritage Languages
Heritage language programs provide instruction in languages other than Aboriginal languages or the two official languages of Canada – English and French.
2. The designation of schools for immersion and bilingual programs is to be as outlined in *The Education Act, 1995*.
3. The Board has reserved the right to approve the location and grade levels for language learning offerings.
4. Program offerings are to meet the goals, objectives, and requirements of provincially approved courses of study.
5. Approval to discontinue a language in any school must meet the following criteria:
 - 5.1 Formal recommendation to the Board demonstrating support from the School Community Council and the staff of the school requesting the discontinuation.
 - 5.2 A detailed plan and timeline for phasing out the program with the least impact to students, staff and the community.
 - 5.3 A detailed plan of how the time traditionally allocated to learning an additional language will be utilized. This plan will need to demonstrate alignment with division initiatives and comment how it will benefit students and improve student learning.

- 5.4 Mechanisms are put in place for those students wishing to continue their learning of an additional language.

Reference: Section 85, 87, 109, 180 Education Act
Section 38, 42, 45 Education Regulations

June 10, 2014

Administrative Procedure 340

SERVICES FOR STUDENTS WITH INTENSIVE NEEDS**Background**

Prairie South School Division recognizes its responsibilities toward the education of students with intensive needs. The Division supports the process of inclusion of students with intensive needs in an appropriate learning environment.

Procedures**1. Specialized Programs and Services**

- 1.1 The Superintendent of Learning is responsible for the implementation, maintenance, and supervision of programs and services for students with intensive needs.
- 1.2 The Superintendent of Learning has the authority to delegate the implementation and ongoing development and operations of the student support services program to coordinators, consultants, teachers, and other division employees involved in the delivery of special services.
- 1.3 The Superintendent of Learning is to maintain in a current and up-to-date status the school division's *Supporting Inclusion Manual (SIM)*.
- 1.4 The *Supporting Inclusion Manual (SIM)* is to outline in specific detail the delivery system for special education. It is to be consistent with the vision, mission, guiding principles and goals of the school division, and pertinent policies of the Ministry of Education and *The Education Act, 1995*.

Reference: Section 85, 87, 109, 186.1, 187, Education Act

June 10, 2014

Administrative Procedure 360

STUDENT ASSESSMENT**Background**

Reporting student progress to parents and guardians is a practice essential to the education of every student.

The Division believes that as professional educators, teachers guide the evaluation and reporting process.

Procedures**1. General**

- 1.1 Each school is required to have a systematic and articulated program for evaluating student progress.
- 1.2 The assessment process is to be diagnostic, formative, and summative.
- 1.3 Teachers are to report student progress to parents or guardians by means of Student Led Conferences, report cards, and personal contact. Modern information technology may also be used to assist the communicative processes regarding student progress between students, parents or guardians and teachers.

2. Student Led Conferences

- 2.1 Conferences are to be scheduled at least twice each year.
- 2.2 Students are to be encouraged to lead the conferences.

3. Written Report

- 3.1 A minimum of three reports are to be submitted to students, parents or guardians each year in regular programs and a minimum of two reports must be submitted to students, parents and guardians for courses operating in a semester system.
- 3.2 Report cards are to be used by all schools.

Reference: Sections 85, 87, 109, 175, 231 Education Act

June 10, 2014

Administrative Procedure 360 – Appendix A

STUDENT LED CONFERENCE GUIDELINES

Administration Procedure 360 *Student Assessment* states that reporting student progress to parents and guardians is a practice essential to the education of every student.

The following procedures are mandated:

1. General

- 1.1 Each school is required to have a systematic and articulated program for assessing student progress.
- 1.2 The assessment process is to be diagnostic, formative, and summative.
- 1.3 Teachers are to report student progress to parents by means of Student Led Conferences, report cards and personal contact. Information technology may also be used to assist the communicative processes regarding student progress between students, parents or guardians and teachers.

2. Student Led Conferences

- 2.1 Conferences are to be scheduled at least twice a year.
- 2.2 Students are encouraged to lead the conferences.

3. Written Report

- 3.1 A minimum of three reports must be submitted to students, parents or guardians each year in regular programs and a minimum of two reports must be submitted to students, parents and guardians for courses operating in a semester system.
- 3.2 Report cards are to be used by all schools.

The preceding procedures are subject to the following guidelines:

- Two Student Led Conferences days are scheduled in the Prairie South School Division No. 210 School Year Calendar - one in the fall and one in the spring. Regular classes are not held on these days.
- Each school must set a common period which allows sufficient time for the scheduling of Student Led Conferences for all students.
- Report cards shall be submitted to parents or guardians prior to the date set for Student Led Conferences.
- A report card shall be submitted to parents or guardians at the end of a course.

- The final report card must be available to students, parents or guardians by 9:00 a.m. of the last day of school.
- Students, parents or guardians may request a Student Led Conferences interview during regular hours of the last day of the school year should they wish to discuss the final report card.
- Schools shall pay the cost of mailing final reports cards to students, parents or guardians who do not pick them up.
- The mornings of days scheduled for Student Led Conferences in the school year calendar are fixed. However, the afternoon portion of the day may be exchanged for one or more evening sessions. The exchange must be school-wide and be held during the same week.
- In recognition of an exchange, teachers are permitted to leave the school at noon on the day scheduled for Student Led Conferences.
- Additional Student Led Conferences may be scheduled with parents or guardians on days other than those set out in the school year calendar. Such conferences may be initiated by the teacher or the students, parents or guardians and may be held outside of regular school day. They shall be scheduled at a mutually agreed upon time.
- Schools must collect data concerning who attends Student Led Conferences. The data shall be compiled on the prescribed form and submitted to the Superintendent of Operations in charge of Student Led Conferences by the Friday of the week following the fall and spring Student Led Conferences.

Reference: Section 175 (2) (1) Education Act

June 10, 2014

STUDENT LED CONFERENCE DATA FORM

Dates	Period Scheduled for Conferences	Session Participation Levels														
Prairie South School Calendar Conference Date:	Time Period : _____		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		Possible														
		Actual														
	Number of hours: _____	Percentage														
Exchange Session 1 (If applicable) Date: _____	Time Period : _____		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		Possible														
		Actual														
	Number of hours: _____	Percentage														
Exchange Session 2 (If applicable) Date: _____	Time Period : _____		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		Possible														
		Actual														
	Number of hours: _____	Percentage														
		Overall Participation Levels														
	Total Number of hours: _____		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		Possible														
		Actual														
		Percentage														

If additional conferences took place outside of your school's common period, please identify and describe them below.

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Comments:

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Administrative Procedure 400

RECRUITMENT, SELECTION AND PLACEMENT

Background

All personnel appointed to staff in Prairie South School Division are to be of exemplary character and possess competency in the skills required for their positions. It is understood that they have been hired to assist the Division in carrying out its vision, mission, and goals in accordance with beliefs and guiding principles.

Procedures

1. Teaching Staff

1.1 Recruitment, Selection and Placement

- 1.1.1 The Superintendent of Human Resources is responsible for the hiring of all teachers. The recruitment, selection and appointment procedures are determined by the Superintendent of Human Resources.
- 1.1.2 The Superintendent of Human Resources endeavors to employ the best qualified personnel for the division. In all cases the needs of students, skills and qualifications of the teacher, and the job description are to be matched as closely as possible.
- 1.1.3 A vacancy exists when there is an opportunity for a teacher to be placed on a temporary, replacement or continuous contract.
- 1.1.4 When a vacancy occurs, a competition shall occur as determined by the Superintendent of Human Resources:
 - 1.1.4.1 If a vacancy occurs after the start of the school year, transfers of teachers will only be considered if it is in the best interest of the school division.
 - 1.1.4.2 Vacancies occurring effective June 30 will be filled through the annual staffing process.
- 1.1.5 The principal, under the supervision of the designated Superintendent, is responsible for assigning teachers to specific teaching duties in the school.
- 1.1.6 Principals are to consider all in-school reassignments first when staffing their schools. Reassignments within the school may be initiated by a teacher or the principal. Reassignment within the school is to involve discussion with and informing the teachers involved.

- 1.2 Division-Initiated Teacher Transfers
 - 1.2.1 Consideration of reassignments of teaching duties through transfer to another school may be initiated by the Superintendent of Human Resources in consultation with the principal
 - 1.2.2 Upon confirmation of the transfer the teacher is to receive notice in writing.

2. In-School Administrators

- 2.1 The Superintendent of Human Resources is responsible for determining the process that will be used for filling vacant in-school administrative positions.
- 2.2 All positions are to be advertised internally and may also be advertised externally.
- 2.3 Administrative selections are to be reported to the Board of Education after appointments have been made.
- 2.4 The Director of Education retains the prerogative to initiate transfers of in-school administrators.

3. Non-Teaching Support Staff – Central Office

- 3.1 The Superintendent of Human Resources or designate is responsible for hiring non-teaching central office staff.
- 3.2 The recruitment, selection, and placement procedures are determined by the Superintendent of Human Resources or designate.
- 3.3 Vacant positions are to be advertised internally in the school division, and externally when necessary.
- 3.4 Staff members are to be employed under the conditions of the applicable employment contract with the division.

4. Non-Teaching Support Staff – School-Based

- 4.1 The Superintendent of Human Resources or designate and principal are responsible for hiring school-based non-teaching support staff.
- 4.2 The recruitment, selection, and placement procedures are to be determined by the Superintendent of Human Resources or designate in consultation with the principal.
- 4.3 Vacant positions are to be advertised internally and in the local community, and externally when necessary.
- 4.4 Staff members are to be employed under the conditions of the applicable contract with the division.

5. Facility Operators and Maintenance

- 5.1 The Facilities Manager in consultant with the Superintendent of Human Resources or designate is responsible for hiring or contracting facility operators and maintenance staff.
- 5.2 The Facilities Manager in consultation with the Superintendent of Human Resources or designate is responsible for determining appropriate recruitment, selection, and placement procedures.
- 5.3 Vacant positions are to be posted internally and externally. Positions may be advertised externally when necessary.
- 5.4 Facility operators and maintenance staff are to be employed under the conditions of their applicable employment contract, or through a services contract where applicable.

6. Bus Drivers

- 6.1 The Transportation Manager in consultation with the Superintendent of Human Resources or designate is responsible for hiring or contracting bus drivers.
- 6.2 The Transportation Manager in consultation with the Superintendent of Human Resources or designate is responsible for determining appropriate recruiting and selection procedures.
- 6.3 Vacant positions are to be advertised if deemed necessary.
- 6.4 Bus drivers are to be employed under the conditions of the applicable employment contract with the division, or through a services contract. Bus drivers can find information relating to their job in the [Bus Driver Manual](#).

Reference: Sections 85, 87, 109, 174, 175 Education Act
Human Rights Code

June 10, 2014

Administrative Procedure 406

CRIMINAL RECORDS CHECKS

Background

As a measure to enhance the safety of students and staff, all employees shall be required to supply information from a criminal records check prior to commencing employment.

Procedures

1. An original, current (within six months) criminal records check, including a vulnerable sector check, is required from:
 - 1.1 Any successful applicant being recommended for employment with Prairie South School Division.
 - 1.2 Any person acting as an unsupervised volunteer for school sponsored activities in Prairie South School Division. An unsupervised volunteer includes, but is not limited to, persons who drive students to school sponsored activities, provide volunteer services to the school or students on a regular basis, and chaperone or supervise students and school activities.
2. The criminal records check as it pertains to recommendations for suitability of employment, or voluntarism includes:
 - 2.1 All criminal convictions, held by the Criminal Records Information Management Services. Conviction means the final judgment on a verdict or a finding of guilty, or a plea of guilty. Conviction does not include a final judgment which has been reversed, set aside, or otherwise rendered invalid.
 - 2.2 A search of the automated criminal records retrieval system maintained by the Royal Canadian Mounted Police to determine if the applicant has been convicted of, and has been granted a pardon for, any of the offences that are listed in the schedule to the *Criminal Records Act* and the *Youth Criminal Justice Act*, and ministerial directives.
3. Failure to cooperate in providing a criminal records check, or submission of an inaccurate, false, misleading, or incomplete criminal records check, constitutes grounds for termination of employment, refusal to offer employment, or withdrawal of any offer of employment, or voluntarism.
4. Applicants may attach a statement of explanation to the criminal records check submitted outlining relevant circumstances.
5. Criminal records checks submitted, which include conviction will be assessed by the Director of Education and the Central Administrative Council, taking into consideration matters such as:
 - 5.1 The nature and particulars of the criminal conviction;

- 5.2 The age of the individual when the events in question occurred;
 - 5.3 Any extenuating circumstances as provided by the applicant;
 - 5.4 The time that has elapsed between the conviction and the employment application, and the activities of the individual during that interim period.
 - 5.5 The rehabilitative measures undertaken by the individual since the conviction and the commitment the individual has to rehabilitation and to refraining from criminal activities and,
 - 5.6 The relationship of the conviction to the position for which the person is applying.
- 6. Any appeal of the decision of the Director of Education and the Central Administrative Council is to be made in writing to the Director of Education within fifteen days of the notification of the termination of employment or voluntarism, the refusal to offer employment, or the withdrawal of any offer of employment.
 - 7. Results of the criminal records check are to be kept in the employee's personnel file.
 - 8. The applicant is responsible for any costs associated with the obtaining of the criminal records check. Successful applicants will be reimbursed.
 - 9. Any employee who receives a pardon, or who is successful in having a criminal conviction record expunged, may submit a new criminal records check. In such cases, the previously submitted criminal records check is to be returned to the employee upon request.
 - 10. The following question and statement are to be included on all application forms utilized for the recruitment of staff:

Have you ever been convicted of an offence or do you currently have any charges pending under *The Criminal Code of Canada*, *The Narcotics Control Act*, *The Controlled Drug and Substances Act, 1996* or *The Food and Drugs Act, 1985* or have any records held by the Criminal Records Information Management Services?

Conviction means the final judgment on a verdict or a finding of guilty, or a plea of guilty. Conviction does not include a final judgment which has been reversed, set aside, or otherwise rendered invalid.

_____Yes _____No

If yes, please indicate the nature of the offence(s), the date(s), and place(s) of the sentence(s) imposed (if applicable).

I will provide the results of a criminal records check, (including a vulnerable sector check).

Signature: _____

11. In situations where the applicant has submitted the original criminal records search form completed by the local city police or the RCMP, which indicates that a request for a criminal records search by fingerprints has been made, and that the applicant has provided satisfactory explanation of the need for the fingerprint verification. If the automated criminal records check system identifies that a person requires a fingerprint examination to determine if a criminal record exists a [Declaration Respecting Criminal Records](#) form may be completed. Completion of this sworn statement is sufficient to allow the person to commence work for up to six months while the parties await the results.
12. In situations where the applicant is requesting casual employment or volunteer placement, the results of the criminal records search are to be submitted before any placement.

Reference: Education Act Sections 85, 87, 109
Controlled Drug and Substance Act
Criminal Code of Canada
Criminal Records Act
Food & Drugs Act
Narcotics Control Act
Criminal Records Regulations

June 10, 2014

Administrative Procedure 407

REPORTING CRIMINAL CHARGES

Background

The division strives to employ, and be associated with, persons of exemplary character and whose actions are consistent with its core values.

Procedures

1. No later than two working days after having been charged with a criminal offense, any person referenced in this procedural statement is to inform orally, and subsequently in writing, the Superintendent of Human Resources of all charges laid. Upon receipt of this information, the Superintendent shall immediately inform the Director of Education.
2. A submission outlining relevant circumstances may be attached by the person to the written information.
3. Upon receipt of the information, the Superintendent of Human Resources or designate is to investigate the circumstances.
4. Failure to disclose charges, provide a written statement, or submission of inaccurate, false, or misleading statements, constitutes grounds for disciplinary action, up to and including termination of employment, in accordance with the provisions of the employee's contract of employment, or refusal of permission to act as a volunteer for school sponsored activities.
5. Subject to the provisions of *The Education Act, 1995* and the provisions of the relevant collective agreement, [conditions of employment](#) or contract of employment, employees may be transferred, reassigned, or be terminated even if the employee is in compliance with the provisions of the procedures of this policy.
6. Any action taken with respect to an employee is to be conveyed to the employee in writing, a copy of which is to be placed in the employee's personnel file.
7. Any appeal of the decision to be made in accordance with the provisions of the employee's collective agreement, [conditions of employment](#) or where no collective agreement applies, within fifteen days of notification of the decision.

If, at the conclusion of all proceedings, a criminal records check confirms no conviction(s) resulting from the incident giving rise to the original charge(s), any documentation which has been placed in the employee's personnel file related to the charge(s) for which discipline has not been effected is, at the request of the employee, to be removed and destroyed.

Reference: Education Act Sections 85, 87, 109
 Controlled Drug and Substance Act
 Criminal Code of Canada
 Criminal Records Act
 Narcotics Control Act

Food & Drugs Act
 Criminal Records Regulations

June 10, 2014

Administrative Procedure 415

RECOGNITION OF SERVICE**Background**

Prairie South School Division recognizes the service of employees in accordance with the number of years served.

Procedures**1. Service Recognition**

- 1.1 Service Recognition will be acknowledged for:
 - 1.1.1 Five years of service
 - 1.1.2 Ten years of service
 - 1.1.3 Fifteen years of service
 - 1.1.4 Twenty years of service
 - 1.1.5 Twenty-five years of service
 - 1.1.6 Thirty years of service
 - 1.1.7 Thirty-five years of service
 - 1.1.8 Retirement.
- 1.2 Years of service are to include years of employment with Prairie South School Division and those boards of education which amalgamated to form the Prairie South School Division. Service is based on the date the employee was hired which includes casual, substitute, temporary and permanent work assignments.
- 1.3 A recipient's years of service are to be calculated to the end of the calendar year.

2. Presentation of Awards

- 2.1 Service awards are to be presented annually at an appropriate division event.

Reference: Sections 85, 87, 109 Education Act

June 10, 2014

Administrative Procedure 416

TEACHING STAFF SURPLUS AND REDUNDANCY**Background**

The Division believes that the children attending its schools are entitled to the best instructional and other school services possible and, therefore, its schools should be staffed with teachers of the best quality available. The mandate of the Division includes provision of services which are sensitive to the educational needs of its students. The Division recognizes that its ability to provide such services may be constrained from time to time. The Division intends to remain alert to circumstances which may affect its ability to provide educational services to students and the manner in which it does so. Those circumstances include:

- Student enrolments, both current and projected;
- Provincial and/or local financial support for education;
- Student educational needs;
- New and/or revised curricula and programs; and
- Grade discontinuance or school closure.

Procedures

1. The principal of each school, in collaboration with the Superintendent of Human Resources, shall review its teaching staff with respect to which teachers shall be retained by applying the Teacher Retention Criteria. After consulting the principal and examining the Teacher Retention Criteria, the Superintendent of Human Resources shall identify the surplus teacher(s). Teacher Retention Criteria is:
 - 1.1 Possession of the most appropriate training, experience, skills and/or personal qualities for the assignments available. Every effort is to be made to ensure that appropriate staff are retained to effectively deliver the programs in the school. Core program requirements will take precedence over locally developed or elective program requirements.
 - 1.2 The versatility and ability to teach a wide variety of subjects and grade level adaptability and flexibility.
 - 1.3 The teacher's suitability for anticipated future program needs.
 - 1.4 Where the above criteria do not determine all the staff members to be retained in a school, seniority will be the deciding factor in the following order of priority:
 - 1.4.1 Time of service in full time equivalent years on the most recent continuing permanent contract.
 - 1.4.2 Additional unbroken temporary service prior to continuing permanent contract as listed in a) above.

2. A teacher who is surplus to the needs of a particular school in accordance with the above procedures shall be assigned by the Superintendent of Human Resources to an appropriate assignment within the Division where such an assignment is vacant. Where no appropriate assignment is vacant, the teacher's contract will be terminated in accordance with Section 210 (1)(b) of *The Education Act*.
3. The Superintendent of Human Resources shall inform all teachers who have been identified as surplus, and inform them of their new assignment within the Division.
4. The Superintendent of Human Resources shall inform any teacher whose contract is being proposed for termination on the basis of that recommendation.
5. Notwithstanding any of the foregoing, if, in the opinion of the Superintendent of Human Resources there is no teacher currently under contract who is available to satisfactorily meet the needs of a particular vacant assignment in terms of training, experience and/or skills, it will be necessary to hire a new teacher to fill that vacancy.
6. This policy does not apply to the principalship or vice-principalship.

References: Sections 85, 87, 108, 109, 110, 174, 175, 210 of the Education Act
 Human Rights Code
 Saskatchewan Teachers Provincial Collective Bargaining Agreement

June 10, 2014

Administrative Procedure 451

CENTRAL ADMINISTRATIVE COUNCIL (CAC)**Background**

The Central Administrative Council (CAC) is comprised of Superintendents and the Communications Coordinator. The CAC purpose is to assist the Director of Education to effectively and efficiently administer the Division and to make the Board's will a reality.

Procedures

1. The CAC shall meet at the call of the Director of Education.

Reference: Sections 85, 87, 109, 110, 116 Education Act

June 10, 2014

Administrative Procedure 460

SUBSTITUTE TEACHERS AND CASUAL STAFF**Background**

Substitute teachers and casual staff are occasionally employed to fill day-to-day absences and short-term vacancies.

Procedures**1. Substitute Teachers:**

- 1.1 Teachers may be offered employment as substitutes based on requirements of the schools, on a day-to-day basis:
 - 1.1.1 The Superintendent of Human Resources approves applicants and the list is then placed within AESOP,
 - 1.1.2 All substitute teachers must hold a valid teaching certificate,
 - 1.1.3 Principals are to monitor and assess the performance of substitute teachers and communicate such information to the Superintendent of Human Resources,
 - 1.1.4 At the discretion of the principal, substitute teachers are to perform the duties of the teachers they are replacing, and
 - 1.1.5 At the discretion of the Superintendent of Human Resources in consultation with the principal, a substitute teacher may be removed from the list.

2. Casual Staff:

- 2.1 Support staff may be offered employment as casual staff based on requirements of the school division, on a day-to-day basis:
 - 2.1.1 The Superintendent of Human Resources or designate is responsible for establishing a list of available casual support staff.
 - 2.1.2 The list will be prepared at least annually and revised as needed throughout the year.
 - 2.1.3 At the discretion of the principal, casual staff are to perform the duties of the staff member they are replacing.
 - 2.1.4 The Superintendent of Human Resources or designate, in consultation with the principal, casual staff may be removed from the list in accordance with the CUPE collective agreement (if applicable).

References: Education Act Sections 85, 87, 109, 175, 231

June 10, 2014

Administrative Procedure 501

BUDGET CARRY OVER

Background

The Superintendent of Business and Operations shall make provision for the carry over of unspent school and SCC budget allocations from one budget year to the next.

The carry over provisions do not apply to Central Office budget managers.

Procedures

1. The following procedures are observed regarding carry over of funds.
 - 1.1 Principals shall be permitted to carry over all unspent funds from their decentralized budget and professional development budget allocations. School Community Councils (SCC) shall be permitted to carry over all unspent funds from their operating and professional development budget allocations.
 - 1.2 Carry over funds shall be recorded as internally restricted accumulated surplus.
 - 1.3 Carry over funds shall be spent on any type of expenditures typically made through school or SCC budgets.
 - 1.4 Schools or SCC with deficits shall be required to utilize carry over funds to cover the deficit. Any schools or SCC's with a deficit will submit a plan to the Superintendent of Business and Operations detailing how the school or SCC will pay off their deficit. These plans will be forwarded to the appropriate Superintendent of Operations.
 - 1.5 At the end of each fiscal year Superintendents of Operations shall be provided with the fiscal results for each of their schools and SCC's as appropriate.
 - 1.6 Carry over funds can be accumulated up to a maximum of 100 percent of the annual school or SCC budgets.
 - 1.7 The Board has retained authority to approve budget allocations for a program and any unspent funds for a multiple year program will be determined at year end and may be carried forward as internally restricted surplus.

References: Board Motion: 06/22/2010 – 1262 and 06/22/2010 – 1264

June 10, 2014

Administrative Procedure 511

TANGIBLE ASSETS AND AMORTIZATION

Background

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets include land, buildings, school buses, other vehicles, furniture and equipment, computer hardware and software, audio visual equipment, capital lease assets, and assets under construction. Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

Procedures

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight line basis over their estimated useful lives as follows:

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Cell phones	2 years
Computer hardware and audio visual equipment	4 years
Computer software	5 years
Leased capital assets	Lease term

Assets that have an historical or cultural significance, such as works of art, monuments and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

References: Education Act: Sections 85, 87, 109, 110, 175

June 10, 2014

Administrative Procedure 513

PURCHASING

Background

Purchases of materials, supplies, and equipment are to be made in accordance with principles and procedures designed to acquire best value for Prairie South School Division.

Procedures

1. Definitions

The following definitions are cited to ensure consistent interpretation:

- *Formal Competitive Bid* – A process requiring the invitation to bid to be advertised in the local newspaper(s) and/or such other media as is required to meet the requirements of the Education Act 1995, and applicable trade agreements (New West Trade Partnership Agreement, Agreement on Internal Trade). This term would include tenders and requests for proposals
 - *Formal Tender* — A formal process for obtaining sealed bids from competing organizations where the specific goods or services required can be clearly defined and bidders cannot suggest alternatives.
 - *Request for Proposal* — A formal process for obtaining sealed proposals from competing organizations and evaluating those proposals against stated requirements, using a predefined evaluation process and a predefined set of evaluation criteria in which price is not the only factor and bidders have the ability to suggest alternatives or propose solutions. The process can include negotiation and the request for a best and final offer.
- *Written Quotation*—A less formal process requiring selected vendors to submit written quotations.
- *Local Purchase Order*—A legal contract between the school division and a vendor that gives the vendor authority to ship and charge for the goods specified in the order.
- *Standing Order*—A contract that provides for a vendor to supply specified products or services for a specified period of time with actual requirements to be determined, requested, and delivered when and as required.

2. Processing Purchases

2.1 A formal competitive bid is required when:

- The Director of Education deems it to be in the best interests of the school division; or
- It is a requirement of *The Education Act, 1995*.

- 2.2 A minimum of three (3) written quotations should be requested when:
- The value of the item is expected to be between \$15,000 and \$75,000; or
 - The Director of Education deems it to be in the best interests of the school division.
- 2.3 Goods and services up to an aggregate cost of \$15,000 may be purchased directly by the purchasing department utilizing a local purchase order. Where a contract has been negotiated centrally authority to order directly from the supplier may be extended to budget managers and their designate. Goods and services obtained through the formal tender process are excluded from this authority.
- 2.4 Goods and services up to an aggregate cost of \$5,000 may be purchased by an authorized purchase card holder utilizing a purchase card. Where a centrally negotiated contract is in place goods and services covered by that contract must still be purchased from the contracted vendor.
- 2.5 It is expected that all requirements for goods and services purchased through the formal competitive bid process will be ordered by the schools and the Budget Managers at the time of the formal tender.
- 2.6 The lists of goods and services to be obtained through the formal competitive bid process is to be subject to an annual review to determine items of inferior quality and/or items to be added or deleted.
- 2.7 The Business Manager has the lead responsibility for conducting formal tenders.
- 2.8 In those cases where the competitive bid process is utilized, consideration is to be given to process, quality, and the supplier's reputation, as evidenced by previous performance and service.
- 2.9 Where no competitive supply market exists, or it is considered in the best interests of the Board, purchasing practices are to employ such value analysis and negotiation methods considered appropriate for obtaining acceptable materials at the lowest possible price.
- 2.10 All goods and services purchased are to be obtained through the use of an approved purchase order with the exception of small goods and services purchased by means of petty cash funds or purchase cards.
- 2.11 Purchasing processes, forms, and services are to be utilized only for authorized school division business.
- 2.12 No school division employee utilizing purchasing processes is to accept any gift or benefit, whether in the form of goods, services, loans, or favours, from any individual, organization, or corporation which is interested directly or indirectly in dealings with the Division, subject to normal exchange or hospitality between persons doing business together.

3. Responsibilities and Authorities

- 3.1 The Board of Education has delegated authority for the award of competitive bids to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those competitive bids. A report of competitive bids awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.

Competitive bids will be required the purchase lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized by the Education Act 1995 exceeding \$200,000.

- 3.2 The Business Manager in consultation with the Superintendent of Business and Operations is responsible for purchasing practices and procedures.
- 3.3 The Business Manager has the authority to revise requisitions according to established standards, provided such revisions are discussed with the requisitioner.
- 3.4 Purchases may be authorized only by budget managers in the person of the Director of Education, Superintendents, managers, and principals. Budget managers can delegate authority to authorize purchases within certain limits.

Reference: Sections 69, 85, 87, 109, 110, 344, 349, 352, 354, 355 Education Act
Education Act Regulations Section 83.1, 83.3
Annex 502.4 Agreement on Internal Trade

June 10, 2014

Administrative Procedure 540

FACILITIES PLANNING

Background

The Superintendent of Business and Operations is responsible for the regular operation and orderly development of Prairie South School Division facilities. In order to efficiently manage present and future facility needs, the Superintendent of Business and Operations is to prepare and maintain a five year plan forecasting expenditures anticipated for new school buildings, major renovations, and other major capital expenditures for which borrowing of funds may be necessary.

(Note: The five year plan is reviewed and approved annually by the Board.)

Procedures

1. Five Year Plan

- 1.1 The Five Year Plan is to be maintained by the Facilities Manager in collaboration with the Superintendent of Business and Operations and the Director of Education.
- 1.2 The plan is to include:
 - Demographic review and enrolment analysis
 - Current or proposed new construction
 - Current or proposed additions
 - Current or proposed alterations or reconstruction
 - Major repairs.
- 1.3 Projects will be prioritized with the following rating system:
 1. Emergency Items
 2. Life cycle; Health & Safety – Priority given to items that are at risk of imminent failure or at the end of life cycle
 3. Functional Upgrades to Improve Learning
 4. Facility Retrofits – Covers any area of interior or envelope that is not included in the above items.

These items will be ranked High, Medium or Low within each priority.

- 1.4 Proposals pertaining to educational specifications of new buildings and those undergoing extreme remodeling are to be developed in consultation with a defined group of stakeholders as defined by the Director of Education.

2. Annual Facilities Accountability Report

The Facilities Manager in consultation with the Superintendent of Business and Operations shall prepare an annual Facilities Accountability Report in the prescribed format.

Reference: Sections 85, 87, 108, 109, 110, 343, 345, 347, 350 Education Act
Sections Part X1X.3, 77, 79 Education Regulation

June 10, 2014

Administrative Procedure 542

COMMUNITY USE OF SCHOOL FACILITIES

Background

Prairie South School Division believes that maximum use of school facilities should occur both in serving the needs of students and other members of the community.

In providing for the community use of schools the division levies a rental charge to approved groups. The rental charge is intended to cover operational expenses and additional maintenance costs. Rentals, for the most part, are limited to service clubs, religious organizations, and other groups seeking to promote the educational, cultural, and recreational aspects of community life.

The division does not ordinarily rent space to any individual or firm for commercial or monetary gain with the exception of the Centennial Auditorium which is available for this purpose.

Provisions are made to use the schools when requested for conducting local, provincial, or federal elections.

Prairie South School Division reserves the right to deny any application to rent its facilities on a case by case basis at its own discretion.

Prairie South School Division reserves the right to undertake its own productions to help offset operational costs and promote local talent.

Procedures

1. Activities – School Use

1.1 Classroom or Gymnasium – No Charge

- School sponsored students' activities
- School Community Council meetings and activities
- School Board employee meetings and functions
- Parent Association meetings and functions
- Activities limited to children of school age and for the most part resident in the school community.
- Established community partnerships and professional development activities.

1.2 Classroom or Gymnasium – Caretaking fee will be charged when additional facility operator hours are required or if no Prairie South staff in attendance at the facility during the complete rental period.

- Approved groups sponsored by local community and recreation organizations.
- Benevolent organizations.
- Service clubs and other community groups sponsoring events at which no charge is made.
- Organizations, groups, and clubs that are service-oriented in nature and are targeted at Pre-school to Grade 12 students and whose function is to raise funds for their respective non-profit organization.
- Other meetings authorized by the principal and the School Community Council.

1.3 Classroom and Gymnasium – Rental and Caretaking Fee

- Refers to organizations, groups, and clubs that are service-oriented in nature but whose function is to raise funds for the respective non-profit organization.
- Private business including those with school aged children (dance studios, karate schools, etc.)
- Elections.

1.4 Auditorium – Rental Fee

- Refers to organizations, groups, and clubs that are service-oriented in nature but whose function is to raise funds for the respective non-profit organization.
- Private business including those with school aged children (dance studios, karate schools, etc.)

1.5 Auditorium Improvement Fee

- Refers to everyone listed above who charges an admission fee.
- School sponsored student activities shall be subject to these fees when selling tickets for productions.
- Those events that have free admission are exempt.

2. Rental Rates and Charges

- 2.1 The Board of Education approves rental rates on an annual basis. Rates are established for use of classrooms and gymnasias.
- 2.2 Charges for caretaking services are annually reviewed and approved by the Board.
- 2.3 Schools will be billed for additional Facility Operator time required on week-ends for tournaments or other special events at the established rates.
- 2.4 Day-to-day rental rates and charges are published in the division's [Schedule of Fees](#).
- 2.5 Ongoing long-term lease agreements shall be negotiated as required.

3. Application for Rental

- 3.1 Applications for rental or use of school facilities are to be made to the principal, with the exception of the Centennial Auditorium which shall be made through the Auditorium Manager.
- 3.2 The principal, in consultation with the school staff, may allocate space for various activities.
- 3.3 The principal has the authority to approve applications, but must submit to the Facilities Manager any application which departs from the procedures as outlined. The Facilities Manager in consultation with the Superintendent of Business and Operations will approve or reject such applications.
- 3.4 Payments of fees and charges for all facility rentals are to be made to the school office or division office, when approval of the event is given. Fees are to be submitted monthly to the Accounting Department with a report on rental activity.

4. Restrictions

- 4.1 School premises must be left in a tidy condition by the party renting the school.
- 4.2 Groups renting or using school facilities are held responsible for any damage or breakage beyond normal wear and tear. If any damage should occur, the group is asked to report it to the principal who will bring the matter to the attention of the Facilities Manager so that a suitable settlement may be made.
- 4.3 Adequate supervision by competent adults must be provided in all cases where school buildings are being used outside regular school hours by school children, high school students, and other young people under eighteen years of age.
- 4.4 Security personnel must be provided by the renter in all cases where school buildings are being rented during regular school hours on any instructional day where the event/rental circumstances are such that the general population has access to the school building.
- 4.5 The following are not permitted on school property:
 - Smoking or tobacco use (see Administrative Procedure 162)
 - Illicit use of drugs and alcohol
 - Alcoholic beverages except as permitted by joint use agreements
 - Public dances, except as permitted by joint use agreements
 - Motorized vehicles on school grounds except in authorized parking areas.
- 4.6 It is recommended that the lessee maintain, during the term of occupation of the rented premises, comprehensive general liability insurance. Prairie South School Division reserves the right to request a copy of the lessee's comprehensive general liability insurance policy prior to approving an application to rent its facilities.

5. Division Office Facilities

- 5.1 The Director of Education may approve the use of the division office meeting facilities for school division related groups, principal and vice-principal groups, teacher and support staff groups.
- 5.2 The business of the school division will take precedence in scheduling meeting rooms.
- 5.3 The office premises are to be left in a clean and tidy condition and the building secured as directed by the Facilities Manager.

Reference: Sections 85, 87, 109, 110, 175 Education Act

June 10, 2014

Administrative Procedure 550

SCHOOL BUS SAFETY

Background

Prairie South School Division makes provision for a school bus safety program to facilitate the safe transportation of students.

Procedures

1. Safety Program

- 1.1 An on-going school bus safety program shall be maintained and kept current by the Transportation Manager.

2. Workshops

- 2.1 Bus driver workshops shall be held annually. All bus drivers are required to attend. Topics may include the following:
 - Defensive driving
 - Bus driving skills
 - Emergency accident procedure
 - First Aid
 - Driver assertiveness training and,
 - Training in dealing with children with special needs

3. Student Awareness

- 3.1 The Transportation Manager is responsible for maintaining a student awareness program regarding bus safety. Principals shall cooperate and assist in the maintenance of the program.

4. Driver Instruction

- 4.1 Prospective new bus drivers are required to complete adequate training prior to transporting students. Driver training instructions are to be given by the Transportation Manager, or designate.

5. Driver Manual

- 5.1 The Transportation Manager is to develop and keep current a [*Bus Drivers' Manual*](#). The manual is to outline the duties of bus drivers, current Board procedures relevant to student transportation, and relevant information and

forms required by drivers. Each driver is to receive a copy of the *Bus Drivers' Manual* and ensure that it is kept current.

6. Evaluation

- 6.1 The Transportation Manager is responsible for ensuring that evaluation and assessment of school bus drivers is conducted on an on-going basis. A School Bus Drivers' Evaluation Report is to be completed for each driver on a rotational basis.
- 6.2 The Transportation Manager is responsible, on an annual basis for assessing the Board's school bus safety program.

Reference: Sections 85, 87, 109, 110, 121, 194, 195, 196, 197, Education Act
Highways and Transportation Act
Traffic Safety Act

June 10, 2014

Administrative Procedure 551

BUS MAINTENANCE AND INSPECTION

Background

The Transportation Manager is responsible for implementing an ongoing preventative maintenance program and for ensuring that school buses meet the requirements of SGI Vehicle Standards & Inspection and other applicable school bus standards.

Procedures

1. Maintenance and safety standards are to meet the approval of SGI Vehicle Standards & Inspection, the Ministry of Education and the school division.
2. It is the duty of bus drivers to ensure that safety inspection certificates are valid and retained in the buses.
3. Regular maintenance is to be carried out according to a schedule as established by the Transportation Manager.
4. Fuel is to be obtained only at designated locations as determined by the Transportation Manager or designate.

Reference: Saskatchewan Government Insurance Vehicle Safety Inspection Standards Manual.
Sections 85, 87, 109, 110, 121, 194, 195, 196, 197 Education Act
Highways and Transportation Act
Traffic Safety Act

June 10, 2014

Administrative Procedure 553

**CLOSURE – SEVERE WEATHER AND STUDENT
TRANSPORTATION****Background**

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

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

Procedures**1. Responsibility of the Director of Education**

- 1.1 The Director of Education, in consultation with the principal(s), may close one or more schools in the Division.
- 1.2 The Director of Education is to instruct the Transportation Manager shall inform bus drivers when classes have been rescheduled, students have been dismissed, or a school has been closed.
- 1.3 The Director of Education shall receive, review, and maintain on file reports from the Transportation Manager and principals regarding the stopping of any operation of buses or schools.
- 1.4 The Director of Education will cancel applicable bus routes when the temperature including wind chill reaches -40°C or lower.
- 1.5 Buses may be cancelled pending consideration of the following factors:
 - Severely drifted or extremely icy roads
 - Limited visibility because of fog or blowing snow
 - Other environmental conditions
These environmental conditions are typically announced by Environment Canada through its telephone information services, web site or on a local radio station.
- 1.6 The decision to cancel morning buses shall be made by 7:00 a.m.
- 1.7 The decision to cancel afternoon buses shall be made no later than 2:00 p.m.
- 1.8 If a bus is cancelled in the morning it will not operate in the afternoon.
- 1.9 School buses provided for out-of-school curricular and extracurricular activities are also cancelled on days that transportation services are revoked.

2. Responsibility of Principals

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

3. Responsibility of Bus Drivers

- 3.1 Each bus driver is responsible for canceling a route to ensure the safety and well-being of his/her passengers. This includes school buses used for transporting students for other educational and school related activities.
- 3.2 Having made such a decision, the bus driver is to inform the Transportation Manager by telephone or radio.
- 3.3 Under no circumstances should buses start on the route at the height of a winter storm.
- 3.4 Under no circumstances should bus drivers commence their routes prior to normal departure time.
- 3.5 If the decision is made before students have been picked up from home in the rural area, the driver is to inform parents or guardians of all passengers that the bus will not operate.
- 3.6 If the decision to stop operation is made after students have been picked up, the driver is to arrange to deliver each student to a safe, supervised destination. In the rural area, drivers are to inform parents or guardians directly or indirectly of the location of the students. The driver must also inform the principal and Transportation Manager.
- 3.7 In Moose Jaw and in the Town of Assiniboia, families will be notified of bus cancellations by listening to local radio stations and by checking the Prairie South Schools website at www.prairiesouth.ca.

4. Responsibility of Transportation Manager

- 4.1 The Transportation Manager is to facilitate communication among schools, bus drivers, and parents or guardians.
- 4.2 The Transportation Manager is to inform the Director of Education whenever a partial bus operation has been cancelled due to weather conditions.
- 4.3 In the event bus service is cancelled pursuant to 1.5, the Transportation Manager shall notify the bus drivers and schools through the local radio stations and internal communication.
- 4.4 The Transportation Manager is to notify news media to broadcast pertinent information for parents and students.

5. Responsibility of Teacher and Other School Personnel

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

6. Responsibility of Parents or Guardians

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

Reference: Highway Traffic Act
Sections 85, 87, 108, 109, 110, 194, 195, 196, 197, Education Act

June 10, 2014

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.8
Topic:	Sale of Surplus Land		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<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 offers to purchase five pieces of the surplus land we are trying to dispose of.

The first is parcel 105110356 in the RM of Enfield, offer of \$100.

The second is parcel 164158555 in the RM of Lake Johnstone, offer of \$50.

The third is parcel 105354019 in the RM of Lake Johnstone, offer of \$100.

The fourth is parcel 105518606 in the RM of Maple Bush, offer of \$100.

The fifth is parcel 105176426 in the RM of Maple Bush, offer of \$75.

There are two parcels where the surrounding land owner has been paying taxes. They are parcel 105210256 in the RM of Chaplin and parcel 104895490 in the RM of Maple Bush.

There is one parcel of land, parcel 104286235 in the RM of Happy Valley for a simple transfer.

There are seven additional pieces of land where there was a board motion to transfer the land to an individual. They are:

1. parcel 150776264 (Erinlea School) in the RM of Auvergne,
2. parcel 105443704 (Deanton School) in the RM of Enfield,
3. parcel 105554651 (Maverick School) in the RM of Excel,
4. parcel 105553773 (Sunnyvale School) in the RM of Excel,
5. parcel 105279240 (Coal Creek) in the RM of Old Post,
6. parcel 105144094 (Budweis School) in the RM of Sutton

7. parcel 151625224 (Pebble Hills School) in the RM of Waverly. That individual does not currently own the surrounding land. We expect that the land was sold or passed on through inheritance by the original purchaser as the board motions go back as far as 1946. We have asked the current owner of the surrounding land if they can provide any documentation or write a letter stating that they either inherited the land from the original purchaser or purchased it from them.

There was an eighth piece of land, parcel 104986053 (Currie School) in the RM of Terrell where there was a board motion to approve the sale of the land but it was to have been transferred to a social club that no longer exists.

Pros and Cons:

Pros:

We get rid of sixteen more pieces of land that we are trying to dispose of which are of no value or use to us.

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	May 29, 2014	Board Motions regarding land sale

Recommendation:

That the Board approve the sale of parcel 1164158555 for \$50, parcel 105176426 for \$75 and the sale of parcels 105110356, 105354019 and 1055188606 for \$100 each to the adjacent land owners.

That the Board approves the transfer of parcels 105210256 and 104895490 to the adjacent land owner who has been paying taxes on the land.

That the Board approves the transfer of parcel 104286258 to the owner of the surrounding land.

That the Board instructs administration to complete the transfer of parcels 150776264, 105443704, 105554651, 105553773, 105279240, 105144094, 123116532 and parcel 151625224 to the appropriate person once the appropriate person to transfer the land to has been determined.

Item 1 - Parcel 150776264 Erinlea School

BUSH # 311.....sold to OTTO DEG in August 1958
CARDIFF # 3011 SW25-9-9-.....transferred to Anthony and
Florence D'Oste, 40 Dahlia Cres.
Moose Jaw
CONNAUGHT # 51.....sold to S.D. Eisnor in 1963
DIXIE # 293..... sold to Ken Cross in 1966
Douglas #2699 SW6-10-10..... sold to Joe Burke in March 1953/
title never transferred and still
in the name of the WRSD
EASBY# 2759 sold to St. Matthew R.C. Church
*ERIBLEA # 4129 SE16-8-10..... sold to Lloyd Andrew in June 1969
this site was not included in the
Minister's Order organizing the
Gravelbourg School Unit. SCLTO
will not transfer.
FERLAND # 3409 LOT 4 BLOCK 4..... transmitted to WRSD
FESTUBERT # 3843 NW6-2-7-..... apply for transmission to WRSD
FISCHMAN # 2829 SW19-12-6-..... sold to Ray Pouteaux. Present
owner of balance of $\frac{1}{4}$ is Dennis
Gregory Schmidt, Spruce Grove, Alta.
GASPERS # 792 NE28-12-9-.....transferred to Ron Cooper . Title in
office of the WRSD or SCLTO
GLEN BAIN # 3862 Lots 12 & 13 Block 2 Plan DP3005
.....Title in name of the WRSD
GLENARCHY # 2971 SW24- 9-7-..... sold to Lloyd Chase in 1969
GLENROSA # 2577 SW18-11-11-.....sold to Wm, Sullivan in 1958
GLENTWORTH #4784 Lot9 Block 5
Lots 3 & 4
Lots 8 to 13
Ptn SE36 -5-6-.....all titles now in the name of
the WRSD
* verify of Lot 9 in Block 5 has
been purchased
* GRACE HILL # 973 SE3-7-7-.....DCT on hand in name of WRSD
HAROLD # 3827 NW16-10-6-.....title transferred to Margaret
Blau, Bonneyville, Alta.
HARPSWELL # 3957sold to Eric Gavelin in 1964
HAZENMORE # 3225sold to Louis Beler in 1973
HUDSON #3027 NE5-8-8-.....no extraction ever. Owner of
balance Adrian Bouffard, Kincaid

Item 1 - Parcel 150776264 Erinlea School

WOOD RIVER SCHOOL UNIT NO. 6

SALE OF SCHOOL PROPERTY RECORD

S. D. NAME

Erin Lea

NO.

4129

DATE OF SALE	TO WHOM SOLD	PRICE PAID	PROPERTY SOLD
<i>Sept 17/63</i>	<i>J. C. Ulm</i>	<i>60.00</i>	<i>Boon</i>
<i>* Oct 30/63</i>	<i>H. L. Andrew</i>	<i>210.00</i>	<i>School</i>
<i>Nov 14/63</i>	<i>H. W. Eddy</i>	<i>175.00</i>	<i>Furniture</i>
<i>Nov 20/64</i>	<i>A. Fryman</i>	<i>10.00</i>	<i>Fence & Gate only</i>
<i>June 27/69</i>	<i>Lloyd Andrew</i>	<i>50.00</i>	<i>Gate</i>

Item 2 - Parcel 105443704 Deanton School

124/59	Palmer	Hindle - That a copy of the letter received from Mr. C.F. McDonald re: Palmer S.D. be sent to the Palmer Area Board. Grd.
125/59	Leave of Absence	Root - That request for Leave of Absence by Mr. Anton Gross be refused. Grd.
126/59	Bus Route	Root - That a bus route be established from Bayard to Claybank if a bus is available. Grd.
127/59	School Site Transfer	Cann - That Deanton school site be transferred to Mr. Lloyd Fletcher. Grd.
128/59	Tuition	Nestman - That correspondence from Moose Jaw School Unit re: tuition fees be tabled. Grd.
129/59	Mr. Ferguson	Hindle - That Mr. D.B. Ferguson be paid for teaching on June 29 and 30. Grd.
130/59	Helping Teacher	Jordan - That the Helping Teachers' report be accepted as presented. Grd.
131/59	Spring Valley	Jordan - That Nestman plan the bus routes and arrange transportation for the Lazurca children, Spring Valley. Grd.
132/59	Verwood	Nestman - That Mr. R.J. Davidson be advised that there is a school bell available at Verwood school of the type he requested. Grd.
133/59	XXXXXXXX Crestmont	Jordan - That the toilets at Cresmont be sold to Mr. Gjocar. Grd.
134/59	Viceroy	Nestman - That Mrs. Jordan be paid .50¢ per day for supplying water in Viceroy school for the past year. Grd.
135/59	Tuition	Root - That the tuition for the high school be set at \$100.00. Grd.
136/59	Correspondence	Cann - That all correspondence be answered immediately after Unit Board meetings and that all copies of letters be sent to the Subunit trustee effected. Grd.
137/59	New Buses	Hindle - That payment be made for the new buses on the approval of the Bus Committee. Grd.
138/59	P. Cann	Hindle - That the wage received by Mr. Percy Cann be increased to \$1.25 per hour effective July 27, 1959. Grd.
139/59	Convey. Applic.	Jordan - That the conveyance application received from Mrs. E. Walsh be approved. Grd.
140/59	Bus Drivers	Hindle - That a letter be sent to all area boards advising them that bus drivers must have a chauffeurs licence and a medical. Grd.
141/59	Mazenod	Nestman - That Mazenod pay for the water line to the teacherage and that a rental of \$10.00 be charged per month for water and maintenance of line. Grd.

Motion to Adjourn.

J. W. Cann
N. J. Faddocks

3
Item 3 - Parcel 105554651 Maverick School

225/59	Radio Phono	Lucas - That we purchase 12 mantel radios and 12 phonographs.	Crd
226/59	Sunnyvale Site	Jordan - That we transfer the Sunnyvale school site to Mrs. Victoria Jean Marrison, Viceroy, Sask. for \$1.00, providing all basement holes are filled in.	Crd.
227/59	Maverick Site	Jordan - That we transfer the Maverick school site to Stan Tomlinson, Viceroy for \$1.00 Providing all basement holes are filled in.	Crd
228/59	Limerick	Jordan - That Hindle be authorized to provide more radiators for Limerick school.	Crd
229/59	Office	Cann - That Root be authorized to have gravel hauled to the office grounds.	Crd
230/59	Sup'n.	Root - That we give all employees receiving \$100.00 ^{per month} or more in salaries or wages the opportunity of participating in our superannuation scheme according to the regulations of the Municipal Employees Superannuation Act.	Crd
231/59	Garage	Hindle - That A.E. McGruther be given authority to have the air compressor wired properly, and whatever electrical outlets are required installed.	Crd
232/59	S.S.T.A. Zone Meeting.	<p>Hindle - That the following resolution be brought to the attention of the Zone meeting at Weyburn on Nov. 24:</p> <p>"WHEREAS the administration of a School Unit is becoming more complex each year; and WHEREAS it takes some time for a subunit trustee to become accutstomed to this complex system; THEREFORE BE IT RESOLVED that we request the Department of Education to amend Subsection (1) of Section 26 of the Larger School Unit Act so as to Provide a three year term of office for each member of the Unit Board." - Carried -</p>	Crd

Motion to Adjourn.

Certified Correct,

Chairman

Secretary Treasurer

Item 4 - Parcel 105553773 Sunnyvale School

-2-

Res. 96/62

Capital

Building:

Silzer: That the Secretary be empowered to make payments immediately upon receipt of progress reports from the Architects until the payment immediately preceding final progress report is received.

Crd.

Res. 97/62

Conveyance:

Cann: That we allow the Bourget children to attend the Separate School in Assiniboia if they pay the tuition, and if there is room on the bus.

Crd.

Res. 98/62

Compassionate

Leave:

Stefan: That compassionate leave be granted to F. T. Edgerton for one day while attending the funeral of his sister.

Crd.

Res. 99/62

Compassionate

Leave:

Silzer: That compassionate leave be granted to Miss Mary McRae for five days while attending her father's funeral.

Crd.

Res. 100/62

Safety

Conference:

Lucas: That J. Cann be appointed to attend the Highway Safety Conference in Regina on May 7th, 8th and 9th.

Crd.

Res. 101/62

Bus No. 30:

Stefan: That we grant C.M. Kinchen leave of absence for an indefinite time as driver of Bus Route NO. 30.

Crd.

Res. 102/62

Bus Route

No. 30:

Stefan: That we engage Con Mehain as driver of Bus Route No. 30, commencing immediately.

Crd.

Res. 103/62

Repairs:

Zabolotney: That we accept George Wagner's tender of March 16th, for pumping septic tanks at Kayville, Crane Valley, Mazenod and Artesian.

Crd.

Res. 104/62

Sunnyvale:

Silzer: That Sunnyvale school site be transferred to R. J. Morrison of Viceroy.

Crd.

Res. 105/62

Publicity:

Silzer: That the Chairman and Secretary be instructed to summarize the minutes for the press.

Crd.

Res. 106/62

Assistant

Secretary:

Zabolotney: That the Assistant Secretary's salary be set at \$2,700 per annum and retroactive to January 1st, 1962.

Crd.

Res. 107/62

Adjournment:

Zabolotney: That ~~that~~ this meeting adjourn.

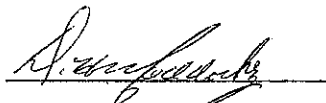
Crd.

Motion to Adjourn.

Certified Correct:



Chairman



Secretary.

5 Item 5 - Parcel 105279240 Coal Creek

- 2 -

232/66 Rockglen
Kindergarten
Assistance

(Moe) that the private kindergarten class in Rockglen be allowed use of the old home economics room and a grant of \$30 for supplies be paid for the 1966-67 year. CRD C-5428

The Unit Secretary read a letter from the Wood Mountain Village the Family Farm Improvement Branch and the Health Region regarding sewage system at Wood Mountain. The Health region will advise as soon as further findings are available. EK

233/66 Rockglen
Adult typing

(Disney) that we make application for a community adult typing course in Ambassador School with Mrs. Doreen Koester of Wood Mountain Saskatchewan as Instructress. CRD

234/66 Caution Fees
Grade IX

(Disney) that \$5.00 caution fee be charged for Grade IX students using Unit Texts. Such caution fees to be returned to the student at the end of the year if books returned in good repair. CRD

235/66 Convention
Delegates

(Moe) that Nick Punga, Bill Disney, and Roy Pond be the Unit Boards delegates to the Trustee Convention on November 22, 23, 24 1966. CRD

Tenders

Leakage
Harptree School - No tender.
Coal Creek School -
Lloyd Stewart School \$150.00
Wm. Mielke School 425.00

236/66 Coal Creek
sell school

(Disney) that the Coal Creek School be sold to Wm. Mielkeas per tender of \$425.00. CRD

237/66 Coal Creek
sell site

(Disney) that the Coal Creek School site be sold to Lloyd Stewart; 2 acres for a total of \$20.00. He is to take full responsibility for any clearing of the site required. CRD

238/66 Rockglen
Phys Ed.
Grant

(Disney) that the Physical Education Instructor in Rockglen be allowed a maximum \$1000. over the regular sports grant for purchase of material for Physical Education Program.. CRD C5426

239/66 Library
no extra
grant

(Pond) that the request of the Principals for increased library grants be not approved as the present grant is deemed adequate. CRD

Mr. Roy Bailey, STC Councillor met the Board to discuss various subjects including teacher certification, Caution Fees for grade IX and other subjects. Explanations were given where necessary.

Trustees next brought up various subjects for their own area for consideration by the Board members. A portable electric heater from the Unit Office was taken by the subunit trustee, Mr. Pond for the staff room in Bengough.

*Replaced by
244/66*
240/66 Bengough
Cottage
Heater

(Pond) that a new 75000 B.T.U. Oil Heater be installed in the cottage school in Bengough at \$200 less trade in of \$30 for old heater. CRD

241/66 Ambassador
Rink Grant

(Punga) that we approve of a grant of \$50.00 to Ambassador school as assistance for the rink; such sum to be taken from Sports budget. CRD

242/66 Rockglen
Sewing Class

(Disney) that we approve of the holding of a sewing class sponsored by the Extension Department in Rockglen Home Ec. room subject to the approval of the Subunit Trustee, the Principal and the home economics teacher and Supt. of Schools. CRD

(Disney) that we adjourn. CRD

C.B. Hillier
Chairman

E.R. Leigh
Secretary

JUNE 18 1946.

To-kelson

Item 6 - Parcel 105144094 Budweis School

Transfer re Jackson & Mitchellton S.D. be approved.
 Mr. McLaughlin That J.P. Beach, President, Large Unit Section, Sask. School Trustees Assn. Enfold Sask. be advised that this Board is in accord with the idea of having Zone Meetings but owing to pressure of other business will be unable to send delegates.
 " That accounts as listed in Voucher Register be stamped as approved and passed for payment.
 Mr. Reisner That the Chairman, Mr. A. Reisner and the Superintendent Mr. J.R. Fraser be empowered to transact all banking business
 Mr. McLaughlin That the Budweis S.D. school site on NW 31-10-2 W3 be sold to F. Kowalski, Mazenod for \$25.00 and transfer be executed.
 Mr. Dahlman That we approve the purchase of school site for Hilton S.D. on SE 28-10-29 W2 (approximately 3 acres) subject to approval of said site by R.M. Pike of the survey #12102.
 Mr. McLaughlin That Mr. Fraser be a committee to investigate the location and buildings for a Unit office.
 Mr. Drysdale To adjourn.


Don Lander
Vice-Chairman
J. R. Fraser

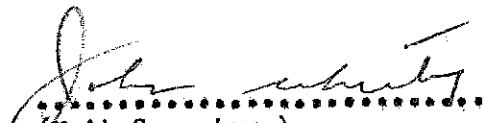
Item 7 - Parcel 151625224 Pebble Hills School

Page 4

Re Rangette for McCord Teachorage Re Chinning Bars for Schools Re Visit to Ford Plant in Winnipeg	6. Mr. Hamilton moved that this Board provide a rangette for the McCord teachorage as quickly as possible. Carried.
Re Use of Library Books at Primary Level Re Pebble Hills S.D. School	7. Mr. Schiessler moved that one chinning bar be provided for each operating school in this Unit. Carried.
Re Retiring Board Members	8. Mr. Hamilton moved that the Unit garage mechanic and the Unit Secretary be permitted to go to Winnipeg to visit the Ford plant as arranged by the Ford Motor Co. Carried.
Re Date of Next Regu- lar Meeting Adjournment	A discussion followed re the use of library books at the primary level and whether these books should be removed from the classrooms concerned by the students.
	Mr. Hamilton moved that this Board transfer title to the Pebble Hills S. D. site to Mrs. Ida Froschaug, McCord, at a price of \$20.00. Carried.
	The Board Chairman expressed thanks and appreciation on behalf of all concerned to the two retiring Board members, Mr. Reaves and Mr. Hamilton.
	Mr. Schiessler moved that the next regular meeting of this Board be held on Monday, January 18, 1964. Carried.
	Mr. Reaves moved that the meeting adjourn. Carried.
	The meeting adjourned at 5:00 p.m. (M.S.T.).

CERTIFIED CORRECT:


.....
(Chairman)


.....
(Unit Secretary)

Item 8 - Parcel 104986053 Currie School

Assiniboia, Sask.,
June 16, 1959

The regular meeting of the Board of the Assiniboia School Unit No. 5 was called to order in the School Unit Office on the above date at 10:30 A.M.

Present	Cann, Root, Jordan, Nestman, Lucas, Hindle and Sup't. Wigmore.
96/59 Minutes	Nestman - That the minutes of the previous meeting and intervening meetings be approved as read. Crd.
97/59 Accounts	Jordan - That the accounts be approved as presented. Crd.
98/59 Sup't. Report	Root - That the Superintendents report be adopted as read. Crd.
99/59 Bus 39	Lucas - That we continue to operate Bus No. 39 as a private contract route with Thomas Hobbs engaged as operator at the rate of \$10.00 per day. Crd.
	A delegation was received from the Willows S.D. Board requesting that their school be closed commencing the 1959-60 academic year.
100/59 Willows	Lucas - That we close Willows school commencing the 1959-60 academic year. Crd.
	A delegation was received in the persons of the Creemore local school board and the principal in connection with the opening and operating of another classroom in Ormiston.
	A delegation was received from the Palmer S.D. concerning the condition of the two room school at Palmer.
	A delegation was received from the Stonehenge S.D. requesting that another teacher be engaged for Stonehenge school instead of Miss Byblow.
	A delegation was received in the person of Mr. Jonescu requesting that a bus route for Advance district be established.
101/59 Creemore	Root - That Creemore school remain as a two room school for the 1959-60 academic year and that Grades I to VIII be taught in that school; and that Grades IX to XII be transported to Crane Valley. Crd.
102/59 Miss Byblow	Nestman - That the Secretary be instructed to ask Miss Byblow to return her contract with Stonehenge school; and if this is not possible that the Secretary be instructed to terminate her contract giving as reason an invalid Sask. certificate. Crd.
103/59 Bus Tenders	Nestman - That we purchase one 36 passenger and one 30 passenger bus from Western Equipment as per tender; and that two 30 passenger buses be purchased from Enerson Bus Co. as per tender. Crd.
104/59 Building Sales	Jordan - That tenders for the sale of buildings be accepted as follows: Montcalm school - Montcalm Club - \$150.00 Weybridge school, barn and site - Weybridge Comm. Club - \$150.00 Currie school and site - Currie Social Club - \$280.00 Crystal Hill school and site - Crystal Hill Comm. Centre - \$501.00 Sussex school, barn - Howard Zabolotney - \$1,550.00 Middle Valley school - Cardross Baptist Church - \$300.00 Middle Valley teacherage and toilets - D.V. Martin - \$220.00 Middle Valley barn - Walmer Carlson - \$105.50 Weybridge teacherage - M. Carnie - \$300.00 Lethburn school - Congress Baptist Church - \$255.00 Welcome school - N.W. Pederson - \$450.00 Roselie barn - Dick Zarembo - \$75.00 Springmount teacherage - Allan Nesvold - \$300.00 Springmount school and site - Walter Hartness - \$601.00

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.9
Topic:	Moose Jaw High Schools Chem-Free Grad		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

When the Board of Education approves the activities of our school's Chem-Free grad celebrations, those activities are then covered by our insurance. It has been our practice to do this in the past. Central Collegiate, Riverview Collegiate and A.E. Peacock Collegiate have requested the Board to approve their Chem-Free grad celebrations for 2014. Details of the events are attached.

Current Status:

Pros and Cons:

Pros:

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

Cons:

The school division becomes liable for the activities which occur at the event.

Financial Implications:

There is no cost to the school division unless there is an accident which produces a legal action. In that case we would typically be responsible for the \$5,000 deductible on our insurance. Promoting a Chem-Free celebration should reduce the risk of that kind of accident occurring.

Governance/Policy Implications:

N/A

Legal Implications:

N/A

Communications:

N/A

Prepared By:	Date:	Attachments:
Ron Purdy	May 16, 2014	Central, Riverview and Peacock Requests for Approval of their Chem- Free Grad celebration.

Recommendation:

That the Board approve the Central Collegiate, Riverview Collegiate and Peacock Collegiate 2014 Chem-Free After Grad activities, as presented in order to have the event covered by the school division insurance policy.

Dear Prairie South

Peacock Graduation 2014 After-grad will be held on June 27, 2014 at the Heritage Pavilion following the banquet. The events will begin around 9:00pm. The theme this year is Paris, (with a beautiful Paris fixings), there will also be a photo booth, a obstacle course, first dance with parents, and a hypnotist to wrap up the evening.

The students will then be picked up by their designated driver once the events have ended.

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

Sincerely,

Connie Paul

Peacock Grad 2014 Chair.

Central Collegiate 2014 Graduation Committee
c/o Julie Henrikson
909 Duffield Street West
Moose Jaw, Saskatchewan
S6H 5J8

February 17, 2014

Prairie South School Division #210
15 Thatcher Drive East
Moose Jaw, Saskatchewan S6J 1L8

Attention: Board of Education

RE: Extension of Liability Insurance Coverage
Central Collegiate Graduation 2014 – After Graduation Activities

The Central Collegiate 2014 Graduation Committee wishes to make a formal request to the Prairie South School Division Board to extend Liability Insurance to their chemical-free activities which take place on Saturday, June 28, 2014.

The following is a tentative schedule for Central Collegiate's Graduation 2014:

Thursday, June 26th	1:00 Rehearsal at Hillcrest Apostolic Church
Friday, June 27th	2:00 Cap & Gown Ceremony, Hillcrest Apostolic Church
Saturday, June 28th	4:00p.m. Class of 2014 photo, CCI
	5:00p.m. Grand March, Hillcrest Apostolic Church
	6:00p.m. Doors Open at MJ Exhibition Grounds
	7:00p.m. – Banquet & Program at MJ Exhibition Grounds
	9:00p.m. – Dance & After Grad Party, MJ Exhibition Grounds
	2:00p.m. – All Grads are driven home by designated adult as per signed contract outlining conditions of transportation for all graduates, escorts and parents/guardians. No student may drive to or from the after-grad activities.

Chemical Free Dance and After-Grad Party Information:

- Following the banquet and program, a dance, entertainment and food/drinks for the grads will be provided. This includes DJ, Hypnotist performance, air hockey, foosball, ping pong tables, photo booth with props, Astro Jump (Football Bungee Run, Obstacle Course), professional photographer station.
- This is a chemical-free party, any individual using or under the influence of alcohol or drugs will be sent home with their parent. Security will be hired to help monitor the events.
- Each participant will be required to sign a transportation contract that also covers the expected behaviour of all grads and escorts and the consequences of not abiding by the contract.
- Astro Jump of Saskatoon has liability insurance on their rentals.

Thank-you for your consideration of assisting our committee with providing the Central Collegiate Grad Class of 2014 with an exciting evening. If further information is required please feel free to contact me.

Julie Henrikson
Central Collegiate Grad Committee Chair
306-630-9769, julesh@sasktel.net



Riverview Collegiate

650 Coteau St. W. Moose Jaw, SK.S6H 5E6

Bus: 306-693-1331 Fax: 306-693-9644

e-mail: school.rvci@prairiesouth.ca

www.riverviewcollegiate.com

June 2, 2014

To Whom It May Concern,

Riverview Collegiate is having a Chemical Free Grad on Thursday June 26, 2014 in the gym and the activities are as follows:

Cap & Gown Ceremony: 10:00am

Supper: 6:00pm

Bowling: 8:00apm – 11:00pm @ South Hill Bowl

If you require any other information please contact our school at the number listed above.

Thank you

Don Meyer
Principal

DM/ds

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.10
Topic:	Letter of Understanding - Using an Alternate Yard Site for Pick-Up/Drop-Off Contained Outside of their Designated Catchment Area		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

This is a follow up from the Board Meeting held on March 4, 2014 (Agenda Item 5.5 refers). At the time this item had been tabled pending additional information.

Currently, some individuals who are attending schools out of their attendance area use an existing bus stop located at an alternate yard site contained within another catchment area.

Advice from the Saskatchewan School Boards Association had been requested in relation to this matter and subsequently, the attached Letter of Understanding was provided.

This Letter of Understanding would need to be completed and submitted to the division by those using an alternate yard site for pick-up/drop-off. Then verification/confirmation of the information provided by these individuals would be completed by the Transportation Department prior to permitting this service.

Propose deadline for submission of the Letter of Understanding: August 27, 2014 for transportation in the fall.

A letter will be circulated to all the families that will need to submit this form. The process will also be publicized through the website so others who may wish to use an alternate yard for pick-up/drop-off will have access to the necessary form and information.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Clarke Baker	June 1, 2014	Letter of Understanding

Recommendation:

Recommendation from the Rural Component of the Facilities Utilization Committee:

That the Board approve the Letter of Understanding as presented.

That anyone currently using this service including new requests must have this Letter of Understanding completed and forwarded to the division.

That upon confirmation of the information contained within the letter then transportation services will be authorized.

Letter of Understanding
for student being picked up and dropped off at _____ (*describe location*) _____
(referred to as the “bus stop”)

The Prairie South Board of Education takes its obligation to provide for the care and safety of its students very seriously. ***The transportation of students from outside the attendance area remains the responsibility of the parents.*** However, the school division is willing to provide bus services if the conditions set by the board are met.

The board of education reserves the right at any time to suspend pickup and drop off of any or all students at the above noted point if the board believes that the conditions set out below are not being met or if it determines that such services should no longer be provided either on policy or financial grounds.

The conditions that must be met in order for the board to provide pickup and drop off service for the students at the bus stop are as follows:

- Only students who have received written approval from the school division may use the bus stop
- The bus stop must be located in a place where student will have immediate access to safe indoor space during winter, in the event of an emergency or in severe weather conditions
 - If at any time the student will not have access to the indoor space due to a premises being closed or an owner not being present the student will not be allowed to use the bus stop
 - Parents must notify the school immediately if they become aware that this condition cannot be met
 - The owner or operator of the premises or land on which the bus stop is located must agree to notify the school (*or parents or bus driver*) immediately if the owner or operator become aware that this condition or access to indoor space cannot be met.
- The owner of the land or operator of the premises on which the bus stop will be located must sign this form
- Parents of the student who will be using the bus stop must sign this form and must agree to indemnify both the school division and the owner or operator from any liability.
- Students who will be using the stop must sign this form
- All students who are 10 years of age or younger must be accompanied at all time when they are at the bus stop by an older sibling or other student who is designated to be responsible for the supervision of the student. The sibling or designated student must be at least 12 years of age. If the sibling or designated student is not available the student must not use the bus stop and the parents of the student will be responsible for transporting the student to and from school
- All students must behave in a respectful and appropriate manner while waiting at the bus stop

I _____ being the parent/guardian of _____
(Name of Parent)

have read the above noted information and conditions and I hereby to such terms and conditions and give permission for my child to be dropped off at and picked up from the bus stop.

Parental Assumption of Responsibility

I acknowledge and agree that it is my responsibility to ensure that the conditions set out in this agreement are met and I further acknowledge and agree that the Prairie South board of education has no responsibility for ensuring that such conditions are met

Indemnification of School Division

I also indemnify and save harmless the Prairie South Board of Education from any and all actions, causes of action, demands, expenses or losses whatsoever which they may bear as a result of my child's being picked up or dropped off at the bus stop including by reason of damage to any and all property and any and all personal injuries, including the death of others or my child.

Indemnification of Owner of Land

I also indemnify and save harmless the Owner of the Land, _____, from any and all actions, causes of action, demands, expenses or losses whatsoever which they may bear as a result of my child's being picked up or dropped off at the bus stop including by reason of damage to any and all property and any and all personal injuries, including the death of others or my child.

Signature of Parent/Guardian

Date

I have talked with my parents about using the bus stop and the rules that must be followed. I understand and I agree that I must behave in a respectful and safe manner at all times when I am at the bus stop.

Signature of Student

Date

I agree that _____ may use the bus stop which is located on my land. I understand the conditions under which the bus stop can be used and I agree with the conditions.

I agree that I will report to the school principal immediately if I observe a student who is violating any of the conditions.

I verify that there is an indoor space at the bus stop which the student may use if required.

I agree that I will immediately notify either the Principal (*or parent*) in the event that the indoor space will not be accessible for any reason.

I acknowledge that I have had the opportunity to seek legal advice before signing this Letter of Understanding.

Signature of Owner or operator

Date

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.11
Topic:	Transportation Catchment Area Applications		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Board had previously abolished the Buffer Zone prior to the commencement of the 2014 - 2015 School Year (Board Meeting March 4, 2014 refers).

Subsequently, the Board indicated that those wishing to change their transportation catchment area, allowing for transportation to another school had to make an application to do so.

Current Status:

Please refer to the attached list of Applications to Change a Rural Catchment Area.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Clarke Baker	June 1, 2014	1. List of Applications 2. Maps

Recommendation:

Recommendation from the Rural Component of the Facilities Utilization Committee:

That the Board approve the recommendations as presented in the list of applications.

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	5.12
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

Attached are the following reports for Board approval:

1. Teacher Absences and Substitute Usage for the period April 25 – May 30, 2014
2. Tender Report for the period April 25 – May 30, 2014
3. Suspensions

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen Ron Purdy Derrick Huschi	June 1, 2014	1. Teacher Absences and Substitute Usage 2. Tender Report 3. Suspensions

Recommendation:

That the Board accept the monthly reports as presented.

Teacher Absences & Substitute Usage

Date Range: April 25, 2014 to May 30, 2014

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 10673.75 days
Compassionate Leave	48	2.91%	42.8	89.17%	0.45%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	3.5	0.21%	3.5	0.00%	0.03%
Court/Jury	0	0.00%	0	0.00%	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	5	0.30%	1	20.00%	0.05%
Extra/Co-curr Teach	90.6	5.49%	71.5	78.92%	0.85%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	7.4	0.45%	7.4	0.00%	0.07%
Illness - Teacher	335.8	20.35%	271.29	80.79%	3.15%
Illness - Long Term	194.5	11.79%	0	0.00%	1.82%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	149.15	9.04%	131.95	88.47%	1.40%
Medical/Dental Appt	235.78	14.29%	207.28	87.91%	2.21%
Noon Supervision Day	33.72	2.04%	30.7	91.04%	0.32%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	64.5	3.91%	55.1	85.43%	0.60%
PP Teacher	34.37	2.08%	26.55	77.25%	0.32%
Prep Time	167.22	10.13%	162.01	96.88%	1.57%
PSTA	1.6	0.10%	1.6	100.00%	0.01%
Rec. Of Service	107.24	6.50%	91.23	85.07%	1.00%
Secondment	0.6	0.04%	0	0.00%	0.01%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	109.07	6.61%	88.91	81.52%	1.02%
SOSO Meet/PD	15.61	0.95%	14.51	92.95%	0.15%
STF Business - Invoice	25.7	1.56%	24.7	96.11%	0.24%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	20.9	1.27%	16.7	79.90%	0.20%
Total Absences	1650.26	100.00%	1248.73	75.67%	15.46%

Teachers (FTE)

426.95

of teaching Days

25

Possible Days

10673.75

Tender Report for the period April 25, 2014 to May 30, 2014

Background:

- Board has requested a monthly report of tenders awarded which exceed the limits of Administrative procedure 513, which details limits where formal competitive bids are required. The procedure is as follows:
 - The Board of Education has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.
 - Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

Current Status:

- There was one tender awarded which exceed the limits of this policy.
- A tender for HVAC replacement at Riverview Collegiate was awarded to Mid-West Mechanical for \$197,000 plus tax.

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	6.2
Topic:	Rockglen School Community Council Delegation		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

Current Status: The Rockglen School Community Council will be sending a delegation to the June 10 regular Board meeting. Their presentation will be in regards to Rural Catchment Areas and how this affects Rockglen School. The delegation members are Michelle Marcenko and Deb McClintock.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	May 29, 2014	Email from Michelle Marcenko, Principal, Rockglen School.

Recommendation:

Patterson, Leigh

From: Marcenko, Michelle
Sent: May-29-14 1:33 PM
To: Patterson, Leigh

Hi Leigh,

Please be advised that Rockglen School Community Council would like to present at the upcoming board meeting on June 10th. The presentation will be in regards to rural catchment areas and how this affects Rockglen School.

A written submission will follow this request prior to June 6th.

Thanks,

Michelle Marcenko
Principal
Rockglen School
476-2220

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	8.1
Topic:	2014 Confirmed Education Property Tax Mill Rates		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: The provincial government sets mill rates for education property taxes.

Current Status: The mill rates have been formally confirmed by Order in Council and the rates are listed in the attached memo from Jim Reiter, Minister of Government Relations and Minister responsible for First Nations, Metis and Northern Affairs.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	May 28, 2014	Memorandum from Jim Reiter, Minister of Government Relations

Recommendation:

This is an information item only.



MAY 02 2014

To: All Chairpersons of Boards of Education and Directors of Education

Re: 2014 Confirmed Education Property Tax Mill Rates

Further to my correspondence of March 24, 2014, this is to advise you the 2014 education property tax (EPT) mill rates have now been formally confirmed by Order in Council; these are to be levied with respect to every school division and every property class for the 2014 taxation year, as follows:

Agricultural Property	2.67 mills
Residential Property	5.03 mills
Commercial/Industrial	8.28 mills
Resource (oil and gas, mines and pipelines)	11.04 mills

Municipalities will continue to collect education property taxes and remit them directly to school divisions.

If you require additional information, please call Norm Magnin, Director, Property Assessment and Taxation at (306) 787-2895.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jim Reiter', is written over a circular official stamp. The signature is fluid and cursive.

Jim Reiter
Minister of Government Relations and
Minister Responsible for First Nations, Métis and Northern Affairs

cc: Norm Magnin, Property Assessment and Taxation, Government Relations

AGENDA ITEM

Meeting Date:	June 10, 2014	Agenda Item #:	8.2
Topic:	Disposal of Surplus Land Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" 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. Board requested a report of progress made in the disposition of these properties.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	May 29, 2014	Summary spreadsheet and written report

Recommendation:

For information.

Board Report – Disposal of Surplus Land

In investigating the division's land titles it was discovered that there were 107 parcels of land in the name of Prairie South school Division that are most likely old one room school sites. This land is surplus to the school division and of no benefit to us. A process was determined for the disposal of the lands and administration has been working to accomplish this task.

The current status is as per the schedule on the following page:

- Transfer of title has been completed for 36 properties.
- There is one property where we are waiting for the transfer to be completed with ISC
- For two properties, transfer has been approved by board and we are waiting for a signed contract to be returned before transferring title.
- There are sixteen properties for approval at this meeting. For five of the properties we have received an offer to purchase, two have provided information that they are paying taxes on the land, for one we are requesting a simple transfer and for eight more we have found documentation that the land was supposed to have been transferred in the past. There may be an additional step required with some of the properties in this last group. For example, one was transferred to a social club which no longer exists. Others were transferred to an individual that no longer owns the surrounding land. It would seem logical that the person who purchased the land originally did own the surrounding land and that it should be transferred to the current owner.
- There is one property where the surrounding land owner turned this over to their lawyer who sent one piece of tax information but it was not what we needed. He has not had time to look at the file again.
- There are nineteen properties with outstanding letters. For two we need to find a current address. Two people have contacted us but have done nothing further. Two of the remaining 15 had an interest registered against them which we have had removed.
- There are two properties which need to be tendered. One is an old school building that the surrounding land owners are not interested in and neither is the RM. The surrounding land owners are investors out of Toronto. The second has a building that looks like an old garage but could have been a school at one time. We have sent several copies of letters and have been trying to contact them by phone but have not been able to get a response. Our plan was to continue phoning until the later in June when we know seeding is done and then tender if they still do not want the property.
- There are six additional properties which had interests registered against them. One has been cleared but the other five still need to be done. Where the interest is an old lien we have been able to apply to ISC to have the lien removed. They publish a notice and if no one responds the lien is removed. One property has a tax lien which we have to apply to the RM to have removed. A couple of the others may not be as straight forward.
- The remaining 24 properties have not had the process initiated yet.

Surplus Land Disposal Chart

[illegible]