

	<p><i>Prairie South Schools</i></p> <p>BOARD OF EDUCATION</p>	
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September 2, 2014
10:30 a.m. – 4:00 p.m.
Central Office, 15 Thatcher Drive, 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. **Board Representatives on External Committees (Decision)**
 - 5.2. **Sale of Surplus Land (Decision)**
 - 5.3. **SSBA Resolutions and Policy Development Committee – Submission of Bylaw Amendments and Resolutions (Discussion)**
 - 5.4. **Committee Processes and Procedures (Discussion)**
 - 5.5. **Education Sector Strategic Plan (ESSP) Update (Discussion)**
 - 5.6. **Application for Major Capital Project Funding 2014-2015 (Decision)**
 - 5.7. **Monthly Reports (Decision)**
 - 5.7.1. Substitute Usage Report
 - 5.7.2. Tender Report
 - 5.7.3. Suspensions
 - 5.8. **ADDITION: 2014-2015 SCC Board Representatives (Discussion)**
6. **Delegations and Presentations**
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. Rural Catchment and Transportation
 - 7.1.7. South Hill

- 8. Information Items
 - 8.1. Minister's Approval of 2014-15 Budget
 - 8.2. **ADDITION:** Live Streaming of Board Meetings
- 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 August 11, 2014 at 10:00 a.m.

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

Regrets: Ms. J. Jelinski; D. Briggs, Communications Co-ordinator.

Presentations:

Motions:

- | | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 08/11/14 - 2183 | That the meeting be called to order at 10:44 a.m.
- Davidson | Carried |
| 08/11/14 - 2184 | The following items were changed on the agenda:
5.1 was formerly 5.2
5.2.1 was formerly 5.1.1
5.2.2 was formerly 5.2.2

That the Board adopt the agenda as amended.
- Young | Carried |
| 08/11/14 - 2185 | That the Board adopt the Minutes of the regular meeting of June 10, 2014 as presented.
- Gleim | Carried |
| 08/11/14 – 2186 | That the Board approve the Design Development Report of the Gravelbourg Addition/Renovation.
- Young | Carried |
| 08/11/14 – 2187 | That the Board agree that the Rural Catchment and Transportation Committee be permanently established as a standing committee of the Board.
- Kessler | Carried |
| 08/11/14 – 2188 | That the Board approve that Prairie South Schools provide live streaming of Prairie South regular and annual Board meetings for the purpose of improving access to persons interested in our Board meetings.
- Radwanski | Carried |
| 08/11/14 - 2189 | That Bernie Girardin be appointed as Returning Officer for the subdivision 2 by-election.
- Swanson | Carried |

- | | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 08/11/14 - 2190 | That the Board set the Prairie South School Division By-Election dates as Nomination Day as September 10, 2014 and Election Day as October 15, 2014 for the By-Election in Subdivision Number 2.
- Swanson | Carried |
| 08/11/14 - 2191 | That the Board approve Election Workers rates of pay and mileage at the following rates:
Training Day Attendance \$40.00
Advanced Poll: DRO \$132.60
Advanced Poll: Poll Clerk \$110.00
Election Day: DRO \$205.00
Election Day: Poll Clerk \$170.00
Day After Election
To return documents to PSS210 \$40.00
Mileage is paid to attend training; attend poll and to return ballot box.
Mileage rate \$0.47
- Kessler | Carried |
| 08/11/14 - 2192 | That the Board approve the transfer of parcels 104987931 and 105155805 to the adjacent land owner who has been paying taxes on the land.
- Radwanski | Carried |
| 08/11/14 - 2193 | The Board approves the disposal of records as per the attached schedule, by shredding or transfer to the Saskatchewan Archives.
- McLeod | Carried |
| 08/11/14 - 2194 | That the Board accept the monthly reports as presented.
- Gleim | Carried |
| | That the Board recess for lunch at 11:57 a.m. | |
| | That the Board reconvene from lunch at 12:30 p.m. | |
| | That the Board reconvened from lunch at 12:39 p.m. | |

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- No report.

Equitable Opportunities

- No report.

Smooth Transitions

- No report.

Strong System-Wide Accountability and Governance

- B. Compton reported that the committee will review a process for application for schools to apply for Alternate School Year Calendar designation using the Ministry's past protocols. An update will be brought to the September Board meeting.

Advocacy and Networking

- No report.

South Hill

- The committee met recently at Riverview Collegiate (RVCI) to tour the school and receive updates regarding the reconfiguration of the facility to include housing the Learning Department and Margaret McIntyre Resource Centre (MMRC). The school will be housed on the west side of the building and the RVCI Administration and Lifeskills, Learning Department and MMRC will be located on the east side of the building.
- The committee initiated discussions for the South Hill Initiative focusing on Riverview Collegiate. Discussions included possible music and technology along the academy lines.
- Banners have been erected on light poles in front of Empire, and Westmount schools and Riverview Collegiate. The banners highlight the school colours and mascot. The committee is very pleased with the banners and thank the communications coordinator for a great job.

08/11/14 - 2195 That the Board commends our SHSAA local and a letter of commendation be sent to Roger Morgan and Larry Segal for their efforts on organizing and hosting the provincial track meet. Carried
- Kessler

08/11/14 - 2196 That the Board invite Mr. Larry Huber, Executive Director of Public Section to a Board meeting after the by-election to give us a brief update/presentation/report on the Theodore situation. Carried
- Radwanski

Adjournment

08/11/14 - 2197 That the meeting be adjourned at 1:04 p.m. Carried
- Davidson

Shawn Davidson
Chair

B. Girardin
Superintendent of Business and Operations

Next Regular Board and Organizational Meeting:

Date: September 2, 2014
Location: Central Office, Moose Jaw

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	5.1
Topic:	Board Representatives on External Committees		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

As per Policy 9, Board Representatives, appointments must be made annually at the first regular meeting following the organizational meeting to the following committees:

1. Public Section (one member)
2. Saskatchewan High Schools Athletic Association (one member)

Current Status:

Lew Young is currently the Board representative for Public Section.
Al Kessler is currently the Board representative for SHSAA.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 7, 2014	N/A

Recommendation:

That the Board appoint (name) to the Saskatchewan School Boards Association - Public Boards Section Executive.

That the Board appoint (name) to the Saskatchewan High Schools Athletic Association.

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	5.2
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: There are two parcels for this meeting. We have an offer to purchase parcel 105264019 in the RM of Excel for \$750. For the second parcel, parcel 150838779 in the RM of Glen Bain, the surrounding land owner has provided evidence that they are paying taxes on the land including the school site.

Pros and Cons: Pros:

- We dispose of two more pieces of land that are of no value or use to us.

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	August 22, 2014	N/A

Recommendation:

That the Board approve the sale of parcel 105264019 for \$750 and approve the transfer of parcel 150838779 to the adjacent land owner who has been paying taxes on the land.

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	5.3
Topic:	Submission of Bylaw Amendments and Resolutions for 2014 AGM		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: A memorandum was received from the SSBA asking for bylaw amendments for this year's AGM. The deadline for amendments is October 2, 2014. The memorandum explains the process for submissions.

Current Status: The Board will need to discuss if any submissions will be forthcoming from Prairie South.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 25, 2014	SSBA Memorandum re: submission of bylaws and resolutions

Recommendation:

MEMORANDUM

August 14, 2014

TO: Chairs, Boards of Education, Conseil scolaire fransaskois,
Directors of Education and Chief Financial Officers
cc. Resolutions and Policy Development Committee, Darren McKee, Executive
Ken Loehndorf, Catholic Section
Larry Huber, Public Section

FROM: Resolutions and Policy Development Committee

RE: Submission of Bylaw Amendments and Resolutions for the 2014 AGM

The 2014 Fall General Assembly will be held in Saskatoon at the TCU Place on November 16-19, 2014. Resolutions and bylaw amendments are a key part of the Association's Annual General Meeting, which is part of the Fall General Assembly. The AGM is scheduled for November 17, 2013. The purpose of this memorandum is to remind boards of the resolutions and bylaw amendments process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General Meeting.

The Executive, a board of education, the Conseil scolaire fransaskois or a group established in accordance with Bylaw No. 8 are entitled to sponsor bylaw amendments and resolutions.

Bylaw Amendments:

1. Bylaw No. 13, Paragraph 4, states that bylaw amendments are to be submitted to the Resolutions and Policy Development Committee "at least 45 days prior to the day on which the annual general meeting commences".

This year the **deadline for submission of bylaw amendments** is 4:30 p.m. **October 2, 2014.**

Every bylaw amendment is to **be submitted in writing** by email (see below) and **accompanied by a rationale explaining the background and reasons for** the amendment containing sufficient detail so that members may form a reasonable judgment about it. An amendment to one provision of a bylaw may necessitate consequential changes to other parts of the bylaws, and those consequential amendments must also be included. If you have questions regarding Bylaw Amendments, please contact Krista Lenius at (306)569-0750 ext. 120 or klenius@saskschoolboards.ca.

2. The Committee will examine and edit proposed bylaw amendments.
3. The package of proposed bylaw amendments will be forwarded to boards and posted on the Association's website by the end of October.

Resolutions:

1. Bylaw No. 12, Paragraph 4, states that resolutions are to be submitted to the Resolutions and Policy Development Committee “at least 30 days prior” to the commencement of the general meeting at which they will be voted on. This year the **deadline for submission of resolutions** is 4:30 p.m., **October 17, 2014**. Resolutions received by the deadline will be presented by the Committee at the AGM.

(Paragraph 5 of Bylaw No. 12 provides for submission of resolutions that “directly relate to a matter that has arisen after the deadline for submission” at least 5 days prior to the commencement of the general meeting.)

2. Every resolution is to **be in writing** and **accompanied by a rationale explaining the background and reasons for the resolution**.

Pursuant to Resolution 5-E passed at the 2010 AGM, the Committee asks sponsors to provide, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the resolution.

5-E BE IT RESOLVED that from time to time when proposals for projects or services to be carried out by the Saskatchewan School Boards Association are put to member Boards for approval and those projects or services may have a cost and time component that will impact Association finances and staff time, it be required that all such proposals put to member Boards for consideration include the cost and time requirements to conduct the project or provide the service.

3. The Committee will examine, edit, and, where considered necessary, combine similar resolutions.
4. The package of resolutions to be presented by the Committee at the AGM will be e-mailed to boards, posted on the Association website by the end of October and included in the Fall General Assembly registration package.
5. Resolutions provide directives for action to the Association by its members and direction for development of Association position statements. To increase the effectiveness of resolutions, the wording of a resolution should, whenever possible, describe what boards of education or the Association will do, rather than directing others, over whom the Association has no control, to act.
6. Resolutions received by the deadline will be presented at the AGM by the Committee. Any board that wishes to present a resolution after the deadline for submission will have to obtain the consent of the delegates at the annual general meeting after all reported resolutions have been disposed of. (Bylaw No. 12, paragraph 6).

Bylaw amendments and resolutions must be submitted by email to Krista Lenius, Legal Assistant: klenius@saskschoolboards.ca. You will receive an email confirmation that your submission has been received.

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	5.4
Topic:	Committee Processes and Procedures		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:	Standing committees and their mandates are described in Board Policy 8.
Current Status:	Varied processes exist related to the gathering of committee items, the assignment of those items to committee agendas, and staff support for Board Committees.
Pros and Cons:	Consistent processes across all committees is desirable.
Financial Implications:	Nil.
Governance/Policy Implications:	Governance and operational workflow will be clarified if processes are consistent. Committees will be more effective in completing their mandates with a consistent process.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	August 26, 2014	Draft Committee Meeting Agenda Template

Recommendation:

That the Board and staff discuss committee processes and expectations with the goal of developing a standard committee agenda and processes.

Higher Literacy and Achievement Meeting

XX August 2014

Agenda Items	
Lew (Chair)	•
Al	•
Tim	•
Giselle	•
Lori	•
Kim	•
Tony	•

Parking Lot		

Action Items – 14XXXX		
14XXXX-01		

Notes – 14XXXX		
14XXXX-01		

Date of Next Meeting: _____

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	5.5
Topic:	Education Sector Strategic Plan Update		
Intent:	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: The Board passed a motion to accept the Education Sector Strategic Plan in early 2014. At that time, the only documentation available was the Level 1 (Provincial) Matrix and A3 Detailed Implementation Plans for each Outcome and Hoshin.

Current Status: Draft Level 2 (Prairie South) A3 Detailed Implementation Plans have been developed by school-based administrators. Board oversight will be important as we move forward with the ESSP. One area of need is connected to alignment between current Board priorities and learning improvement work and the provincial plan.

Pros and Cons:

Financial Implications: Targeted improvement planning requires significant resource allocation in terms of consultant supports and classroom teacher time.

Governance/Policy Implications: Board Policy continues to make reference to the CIAF process, which is no longer in place in Saskatchewan. Policy updates to reflect the ESSP will be required in the coming months. Expert principals will participate in the Board Planning Meeting on September 16 to discuss next steps in this process and review Board expectations related to the implementation of the improvement plans and the sharing of data associated with them.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	August 26, 2014	1. Education Sector Strategic Plan, 2014-2020 (Level 1) 2. 2014-15 Hoshin Plan: Provincial

		<p>High Impact Reading Assessment, Instruction, and Intervention Strategies</p> <ol style="list-style-type: none"> 3. 2014-2015 Hoshin Plan: FNM Student Achievement Initiative 4. 2014-2020 Outcome Plan: At Grade Level in Reading, Writing and Math 5. 2014-2020 Outcome Plan: Improving FNM Educational Achievement & Graduation Rates 6. 2014-2020 Outcome Plan: Graduation Rate 7. 2014-2020 Outcome Plan: Kindergarten Students Ready to Learn 8. 2014-2020 Outcome Plan: Operational Spending
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Recommendation:

Enduring over time																							
Short Term (Upcoming Year)																							
5	6	6	6	5	4	Correlations							Correlations	3	4	5	6	6	6	1	2	4	
3	3	3	3	3	2		In partnership with FNM stakeholders, develop a FNM student achievement initiative.							0	3	3	3	3	3	1	1	1	18
2	3	3	3	2	2		Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.							3	1	2	3	3	3	0	1	3	19
Correlations						Enduring Strategies	Hoshins (Improvement Breakthroughs)						Correlations										
Culturally relevant and engaging curriculum	Differentiated, high quality instruction	Culturally appropriate and authentic assessment	Targeted and relevant professional learning	Strong family, school, and community partnerships	Alignment of human, physical, and fiscal resources		Strategic Intent: I am ready to learn. I am valued. I belong. I am successful. I am preparing for my future.						By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.	By June 2018, 80% of grades 5 and 8 students will be proficient on identified numeracy outcomes on the provincial math assessment.	By June 2020, at least 80% of grades 4, 7, and 10 students will be proficient on the provincial writing assessment.	Achieve a ??% increase in the FNM graduation rate per year.	Achieve a 3% total increase in the provincial graduation rate per year.	By June 2020, all students report high levels of engagement in their learning.	Achieve accumulated operational savings by 2016 to reassign to system strategies.	In 2014-15, all school divisions will administer the Early Years Evaluation to all Kindergarten students to establish baseline data.	By June 2015, align the work of the Education Sector Strategic Plan with the SK Child and Family interministerial table.		
Correlations							Outcomes						Correlations										
3	3	3	3	2	3		Correlations	By June 2020, 80% of students will be at grade level or above in reading, writing, and math.						3	3	3	1	1	2	1	1	2	17
3	3	3	2	3	2			By June 2020, collaboration between FNM and non-FNM partners will result in significant improvement in FNM achievement and graduation rates.						3	3	3	3	3	2	1	1	2	21
3	3	3	3	2	2			Saskatchewan's graduation rate will be 85% by 2020.						2	2	2	3	3	3	1	0	2	18
0	1	0	2	1	3			By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.						1	1	1	1	1	1	3	0	0	9
3	3	3	3	3	2			By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in 4 of the 5 domains as measured by the Early Years Evaluation (EYE).						0	0	0	0	0	0	1	3	3	7
12	13	12	13	11	12									9	9	9	8	8	8	7	5	9	
Long Term (5+ Years)																							

Last revised: 2014 - 02 - 10

3 - Strong Correlation

2 - Moderate Correlation

1 - Weak Correlation

0 - No correlation

Strategic Intent:

I am ready to learn: I am safe, healthy and hopeful.

I am valued: I have a voice and am supported in my ways of learning.

I belong: I contribute, am respected and respectful.

I am successful: at levels appropriate for my ability and aspiration.

I am preparing for my future: in education, in employment, in my community and in life.

Hoshin and Outcome Teams:

FNM student achievement initiative: Don Rempel, Marlene Nicholls, Ross Brown

Reading assessment, instruction and intervention strategies: Liam Choo-Foo, Ernie Cychmistruk, Doug Robertson

At grade level or above in reading, writing, and math: Darrell Zaba, Duane Hauk, Rob Currie

Significant improvement in FNM achievement and graduation rates: Robert Bratvold, Randy Fox, Daryl Sametz

SK grad rate will be 85%: Avon Whittles, Bob Smith, John Kuzbik

Operational education spending: Dwayne Reeve, Herb Sutton

Students exiting Kindergarten score within appropriate range: Greg Chatlain, Celeste York, Bernard Roy, Lorel Trumier

2014-2015 Hoshin Plan: Provincial High Impact Reading Assessment, Instruction, and Intervention Strategies

Which hoshin does this project plan support?		Primary Owner: Liam Choo Foo (Chinook)		Secondary Owner: Doug Robertson (Lloydminster Catholic) and Ernie Cychmistruk (Ille la Crosse)				
Identify and implement a unified set of Provincial high impact reading assessment instruction and intervention strategies in 2014-15.		Lead Unit/Branch:		Expert Advisor: TBA				
Date of Original Draft: October 25 th , 2013 Date Last Updated: February 6, 2014		Team Lead(s) and/or Contact Person:		Other Team Members: Sharon Mayall (Chinook)				
1. Problem Statement (Current state and the reason for action.) [Explain what and how big the problem is and why strategic action is required to address it.]		4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) [More detail can be included in a separate implementation plan.]						
<ul style="list-style-type: none">Not all students read at grade level by the end of grade 3.<ul style="list-style-type: none">Research indicates that there is a very high correlation between grade 3 reading rates and graduation.Saskatchewan University education degree programs do not have adequate or consistent teacher training in early reading assessment and effective instructional practices.Not all school divisions have targeted, high impact reading instruction strategies and interventions in place for primary level students.Only 78% of students in Saskatchewan are being assessed in reading at the grade 3 level.<ul style="list-style-type: none">Can't determine the size of the problem until all students are being assessed consistently within a reliable, valid common assessment.		Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) [Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?] <ul style="list-style-type: none">No centralized provincial plan requiring the necessity of a reading instruction, assessment, intervention strategy in the primary grades (1-3).<ul style="list-style-type: none">School divisions have developed their own independent solutions or have prioritized other learning initiatives.30% of kindergarten students are at risk when they enter school (EDI 2009-2011)13.8% of the family who completed the IHBQ questionnaire were high risk for family vulnerability (in-hospital birth questionnaire)30% of students struggle in reading grades 1 through 3 (CIAF Reports) Barriers impeding change or success: <ul style="list-style-type: none">Lack of fiscal and human resource capacity in some school divisionsProvincial/Federal First Nations Schools challenges<ul style="list-style-type: none">Educational Service agreementsFiscal disparityConsistent curriculum between systemsGrowing EAL populationLow and inconsistent student attendanceReadiness to learnLack of student engagement		Collect baseline data on grade 3 reading levels for 100% of students in Saskatchewan. <ul style="list-style-type: none">Develop consistent administration, collation, and reporting practices for the collection of grade 3 reading data (e.g. provincial workshop, provincial teams working with school divisions, online videos)	<ul style="list-style-type: none">DataProvincial data baseSupports, resources and guidelines in place for school divisions		May 2014	June 2015	<ul style="list-style-type: none">Provincial longitudinal data base that tracks individual studentsSupport for school divisions who can't provide personnel to collect baseline data	<ul style="list-style-type: none">Database is slow to developDifferent instruments make data interpretation difficult
		Develop a sector reading strategy for best practice in reading including instructional strategies, assessment, and intervention for implementation at the primary grades (1-3)	A common set of resources of high impact reading strategies for implementation will be developed for the primary grades		September 2014	June 2015	<ul style="list-style-type: none">Pockets of excellenceTrained, experienced personnel to develop the sector strategyFunding to support the development team, feedback and implementation of the handbookDevelop a resources list for support	<ul style="list-style-type: none">Developing a plan that fits the needs of diverse students and school divisions
		Creation of provincial and school division primary grade reading literacy teams (1-3) <ul style="list-style-type: none">Identifying needs within the school divisionsProvide professional development necessary at the school division level for the team, the teachers and in school administrators.Resources needed to support school division models for learning, such as literacy coaches	<ul style="list-style-type: none">Teams are in placeAll teams connected to the Provincial Team		September 2014	June 2015	<ul style="list-style-type: none">Travel expensesTime to meetFunding for Literacy Coaches	<ul style="list-style-type: none">Human resource capacity
		Initiate formal discussions to establish a partnership to examine teacher training programs with Post-Secondary Institutions and school divisions.	<ul style="list-style-type: none">Partnership established		January 2015	ongoing	<ul style="list-style-type: none">Liaison with the Post-Secondary Education Programs	<ul style="list-style-type: none">Continued misalignment between teacher training programs and teacher readiness

3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List the overarching and quarterly targets for the hoshin.]</i>	5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i>			6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>			
<ul style="list-style-type: none">100% of students in grade 3 will be assessed using appropriate reading assessments to inform classroom instruction including individualized program goals by June 2015.100% of school divisions will have key personal trained in the sector reading strategy handbook by December 2015.100% of school divisions will have a primary reading literacy Team by September 2014.100% of school divisions implement a teacher training program to embed the sector reading strategy handbook into all primary grades (1-3) by June 2016.	<p>Long term:</p> <ul style="list-style-type: none">Grade 3 reading scores will increase provincially to 80% assessed in June,2020 <p>Short Term: Yearly, Quarterly and monthly measures</p> <ul style="list-style-type: none">Number of students being assessed will increase from 78% to 100% by 2015 (fall and spring)Provincial Reading Literacy Team is in PlaceProvincial Reading Literacy Team will have developed a Handbook with researched high impact reading assessment, instruction and intervention strategies.Baseline data is available for students in grade 1-3<ul style="list-style-type: none">Grade 1 and 2 reading data will be collected twice per yearConsistent practice in collecting and reporting grade 3 reading data for all students using the Provincial Reading Literacy Team recommended assessment tools in June of each year.School divisions have a Division Primary Reading Literacy Team focused on implementing a high impact reading assessment, instruction and intervention plan.All school divisions will have a plan to implement the training of teachers in the high impact reading strategies.Teacher practice supports student learning needs (observations) – quarterly (teacher/principal/superintendent/director walkthroughs and data analysis)Interventions are in place and being used (data collection template) – results reported quarterlySchools will have some monitoring process in place<ul style="list-style-type: none">E.g. Quarterly wall walks on “red dot” student progress using classroom formative assessmentsSharing of the Handbook with Post-Secondary Institutions by the Provincial Reading Literacy Team.			<ul style="list-style-type: none">Students will achieve grade 3 reading targets by comprehending and reading with accuracy, their grade level reading material.Parents will be informed of their child’s reading progress and have information of how to support their child’s reading progress.SCC’s will develop their own goals involving the community to support the grade 3 reading target.Students will set goals in reading			

2014-2015 Hoshin Plan: FNM Student Achievement Initiative							
TITLE: In partnership with FNM stakeholders, develop a FNM student achievement initiative Which sector hoshin does this project plan support? By June 2020, collaboration between FNM and non-FNM partners will result in significant improvements in FNM achievement and graduation rates. Date of Original Draft: January 8, 2013 Date Last Updated: February 9, 2014	Primary Owner: Don Rempel		Secondary Owners: Marlene Nichols, Ross Brown				
	Lead Unit/Branch: Student Achievement and Supports		Expert Advisor: Tim Caleval				
	Team Lead(s):		Other Team Members: Working Group (TK working group)				
1. Problem Statement (Current state and the reason for action.) <i>[Explain what and how big the problem is and why strategic action is required to address it.]</i>	4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) <i>[More detail can be included in the Detailed Implementation Plan.]</i>						
Currently, approximately 36% of First Nations and Métis students graduate on-time (within 3 years of starting grade 10). The graduation rate rises to 48% of First Nations and Métis students graduating within 5 years of starting grade 10. This leaves over half the First Nations and Métis students in the province without a high school diploma and significantly disadvantaged when it comes to benefitting from the Saskatchewan Advantage. If we hope to remove this disparity and meet the needs of all our students, we need to increase the graduation rate of First Nations and Métis students in Saskatchewan. Data show that First Nations and Métis students’ on-time graduation rates are significantly lower than non-First Nations and Métis students. Additionally, self-reported truancy among First Nations and Métis students is higher than non-First Nations and Métis students.	Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) <i>[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]</i>	Develop Terms of Reference for the FNM initiative Working Group.		Don, Tim	February 6, 2014	June 30, 2014	Broaden the TK working group	Define roles, responsibilities within the group
	Develop a FNM Project Charter and working group plan.	Working group to consult with FNM and to plan the initiative.	SAS	Jan 13, 2014	June 30, 2014		
Students experience external pressures such as the draw of industry, peer influence and socio-economic difficulties. Students are not staying in school and are not engaged in learning. Existing policies are contrary to the outcome. There is a lack of understanding and acknowledgement of First Nations & Métis culture, language and the impact of residential schools. Schools in remote areas may not offer the same supports and services. There is no official transition plan for students moving to/from band to provincial schools. A well-defined and culturally responsive pedagogy of relations has not been co-constructed between FNM and non-FNM educators within the Saskatchewan context.	Develop a governance model and transition plan.	A governance and organizational structure to support the initiative	Working Group	February 6, 2014	March 1, 2015		
	Establish an action research model that informs program development and implementation.	The initiative will have a well-defined research component	SAS/Research Team	Nov 2013	November 2014	“Hearing their Voices” lead & team	
	Establish a professional development program to support teachers in culturally responsive pedagogy.	A staff development program will support the initiative.	Working Group	March 19, 2014	March 1, 2015		
	Support in-school and system based leaders through professional development.	A staff development program will support school principals.	SAS, Working Group	March 19, 2014	March 1, 2015		
	Complete outcomes based curriculum renewal to support program implementation.		SAS	March 20, 2014	June 2017		
	Develop a centralized assessment management and delivery system to measure track and report student growth.		SAS, Working Group	March 20, 2014	June 2015		
	Develop a suite of diagnostic and formative provincial high school level assessments.		SAS	March 20,2014	June 2017		
	Develop provincial summative measures.		SAS	March 2014	June 2015		
	Rollout prototype.	School prototype	SAS	April 2015	Ongoing		
	Set up data-sharing protocols that facilitate transition plans for students moving through and between systems.		SAS/IMS	March 20, 2014	Ongoing		
	Examination of high school curriculum offerings with to determine needs		Curriculum Unit	March 20, 2014	June 2016	Sector consultation	
	Work with FNM leaders to determine a name for the initiative		Working Group	February 6, 2014	June 30, 2014	Elder consultation	
	Field test elements of the FNM initiative prior to implementing		Tim, Don	September 2014	June 30 2015	Schools, researchers, staff developers	

3. Future State (How will the situation will be different because of the actions taken to improve it?) [List targets that address the problem(s) in the problem statement.]	5. Metrics (How will you know a change has been an improvement?) [Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]	6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) [Name any target groups required for success.]
In the future, First Nations and Métis students will be enrolled in school at the same rates as their non-aboriginal counterparts. First Nations and Métis student engagement will rise to the point that there is no difference in engagement levels between self-declared students and any other group of students in the province. Engaged students attend school and in the future, truancy rates, currently more than twice as high for self-declared students than for students who have not self-declared as First Nations or Métis, will drop as a direct result of improved student engagement. We know that students need to be present at school to take full advantage of the learning program. As engagement and attendance improve, so will student reading and math achievement improve, leading to the successful attainment of secondary credits and ultimately to an increase in on-time and extended time graduation rates.	The FNM Initiative will have a name reflective of shared beliefs on learning. A program charter and project plan will be established by June 30, 2014 Consultation between First Nations or Métis and non- First Nations or Métis will occur throughout 2014-2015 A prototype model for staff development and school level implementation of the initiative will be ready by April 1, 2015. The working group will examine the summary of data measures being used for the Te Kotahitanga project to develop metrics for the prototype.	Consultation between First Nations or Métis and non-First Nations or Métis will occur throughout the development of a prototype model in 2014-2015. The prototype to be implemented in 2015 will include a plan to engage First Nations or Métis and non- First Nations or Métis educators, students, parents and community at the school level to co-construct goals based on an action research model.

2014-2020 Outcome Plan: At Grade Level in Reading, Writing and Math							
Which outcome does this project plan support? By June 30, 2020 80% of students participating in the provincial assessments will be at or above grade level in reading, writing and math. Date of Original Draft: October 9, 2013 Date Last Updated: February 7, 2014	Primary Owner: Darrell Zaba			Secondary Owner: Duane Hauk, Rob Currie			
	Lead Unit/Branch:			Expert Advisor:			
	Team Lead(s) and/or Contact Person:			Other Team Members:			
1. Problem Statement (Current state and the reason for action.) [Explain what and how big the problem is and why strategic action is required to address it.]	4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) [More detail can be included in a separate implementation plan.]						
1. Early Years: A learning-rich early years environment is conducive for school readiness and success in later schooling and life, but EDI and EYE data indicates that nearly 30% of SK students enter Grade 1 not fully ready to succeed in school. 2. Reading: Grade 3 reading is a major indicator of future learning success but many school divisions report unsatisfactory results in Grade 3 reading achievement. Spring 2012 Reading Benchmark Data indicates that 65% of Grade 3 students are reading at or above grade level. Reading is an essential skill for success but performance of 15 year old students on an international measure (PISA) indicates unsatisfactory performance. 3. Writing: Writing is an essential skill that supports reading, communication, thinking and success in school and life. Several sources of data (PISA, AFL, and some local assessments) indicate many Saskatchewan students attain unsatisfactory levels of achievement in writing. 4. Math: Achievement in Math provides students with strong knowledge foundation for future learning and access to increasing numbers of careers. Several sources of data (PISA, AFL, and some local assessments) indicate unsatisfactory levels of achievement in Math. Improved student success in these areas is important, but complex and challenging. Strategic and collective action is necessary so that our human and fiscal resources are focused on actions that will ensure Saskatchewan students achieve at high levels and have an excellent likelihood of future success.	Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
	Develop comprehensive provincial data system to track student achievement.	Data system is robust and effective	Ministry	June 2014	Implement in June 2015	Ministry staff/budget to develop data system	Integration with diverse school division databases may pose fiscal and technical problems
	Develop an instructional practices model (K-12) for reading, writing and math. The model will include curriculum outcomes and essential skills, how the outcomes may be taught and assessed and how to respond when students do not learn.	Reading Instructional Model is distributed. Math Instructional Model is distributed. Writing Instructional Model is distributed.	Ministry	September 2014 September 2015 September 2016	Reading: June 2015 Math: June 2016 Writing: June 2017	Ministry staff (may need to contract additional staff) School Divisions – provide expert staff	Ministry and school division staff resource capacity (human and fiscal)
	Develop and implement a job-embedded professional learning model to implement the instructional practices model.	Each division has an appropriate number of personnel to support professional learning.	Ministry & School Division	Reading: September 2015 Math: September 2016 Writing: September 2017	Ongoing	Experts to develop the professional learning model Training and Teacher	Ministry and school division staff resource capacity (human and fiscal)
	Develop and implement division-based common math assessments in each division in K-10.	Each division has the assessments; staff are trained in their use; and collected data	School Division	Sept. 2016	Ongoing	Teacher Training Data Collection/use	Public (and some internal groups) perception of standardized tests
	Develop and implement a provincial numeracy assessment in grades 5 and 8	Assessment resource is distributed and data is collected.	Ministry	Development begins June 2016 Administration of Assessment during the 2016-2017 school year	Ongoing	Ministry staff Team of teacher experts Publication/distribution	Human and fiscal capacity Perception of standardized tests

2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) [Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?] Curriculum, Instruction and Assessment are currently regarded by many as discrete processes instead of interdependent components in the learning process. Prior to entering school, children need to participate in quality early learning experiences including opportunities for play, appropriate social interactions, and exposure to literacy to be fully ready for success in school. Not all students have these experiences. Teachers and administrators need additional pre-service and in-service training in the areas of instruction in and assessment of reading, writing, and mathematics, and in providing interventions based on student assessments/student need. School division leadership and staff need additional training in effective, culturally responsive teaching practices and school divisions need additional knowledge and support to ensure effective teacher practices are embedded in classrooms and schools. The provincial English Language Arts and French Language Arts curricula do not clearly identify the essential learnings required for future success. As well, these curricula do not provide research proven practices for how to teach and assess the essential learnings.	Develop and implement provincial writing assessments in grades 4, 7, & 10.	Assessment resource is distributed and data is collected.	Ministry	June 2017	Ongoing	Allocation of resources Costs for a committee of teacher experts	Human and fiscal capacity perception of standardized tests
3. Future State (How will the situation will be different because of the actions taken to improve it?) [List the overarching and annual targets for the outcome.]	5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i>					6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, teachers and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>	
Students will be more successful and achieve higher levels of learning. Specific Improvement targets: 1. By June 2015, at least 78% of grade 3 students will be reading at or above grade level. 2. By June 2018, at least 80% of grade 5 & 8 students will be proficient on identified numeracy outcomes on the provincial Math assessment. 3. By June 2020, at least 80% of grade 4, 7 & 10 students will be proficient on the provincial Writing assessment	Process Metrics Collect data on the formation of the expert teams, the progress of their work and the distribution of the instructional models Collect data on the development of Reading, Writing and Math job-embedded practices in each SD. Reading: Division reading achievement will be captured annually commencing in the 2014-15 school year. Division Grade 1 (English) reading achievement data is captured in January and June. Division Grade 2 & 3 (English and French Immersion) reading achievement data is captured in November, March, and June. Grade 3 reading data is forwarded to the Ministry. Math: Provincial Math 5 & 8 achievement data is captured in alternating years commencing in the spring of 2017-18. Writing: Provincial Writing 4, 7, & 10 achievement data is captured in alternating years commencing in 2018-19.					Ministry of Education Teachers – instructional, assessment, and intervention practices Principals – school instructional leaders for the school Boards of Education & SCCs – opportunity to educate/message and bring onside with the process, parental information Parents – student lead conferences, open houses, annual meetings	

2014-2020 Outcome Plan: Improving FNM Educational Achievement & Graduation Rates

TITLE: Improving FNM Educational Achievement & Graduation Rates
Which sector outcome does this project plan support?
By June 2020, collaboration between FNM and non-FNM partners will result in a significant improvement in FNM achievement and graduation rates.
Increase engagement, educational success and graduation rates of FNM students
Date of Original Draft: January 13, 2014
Date Last Updated: February 9, 2014

Primary Owner: Robert Bratvold
Secondary Owner: Randy Fox, Daryl Sametz
Lead Unit/Branch: Student Achievement and Support (SAS) and Information Management and Support (IMS)
Expert Advisor:
Team Lead(s): Todd Robinson, Stacy Lair, Mark Jensen
Other Team Members:

1. Problem Statement (Current state and the reason for action.) *[Explain what and how big the problem is and why strategic action is required to address it.]*

Currently, approximately 36% of First Nations and Métis students graduate on-time (within 3 years of starting grade 10). The graduation rate rises to approximately 48% of First Nations and Métis students graduating within 5 years of starting grade 10. This leaves over half the First Nations and Métis students in the province without a high school diploma and significantly disadvantaged when it comes to benefitting from the Saskatchewan Advantage. If we hope to remove this disparity and meet the needs of all our students, we need to increase the graduation rate of First Nations and Métis students in Saskatchewan.
Data show that First Nations and Métis students’ on-time graduation rates are significantly lower than non-First Nations and Métis students. Additionally self-reported truancy among First Nations and Métis students is higher than non-First Nations and Métis students.

2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) *[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]*

Students experience external pressures such as the draw of industry, peer influence and socio-economic difficulties.

Students are not staying in school and are not engaged in learning.

Existing policies are contrary to the outcome.

There is a lack of understanding and acknowledgement of First Nations & Métis culture, language and the impact of residential schools.

Schools in remote areas may not offer the same supports and services.

There is no official, provincial-level transition plan for students moving to/from band to provincial schools.

4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) *[More detail can be included in the Detailed Implementation Plan.]*

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Engage FN&M leaders to develop partnerships and plans to increase student achievement and graduation rates.	Letters of support from First Nations Leaders.	SAS,	2014-2015	ongoing	Ministry logistical support, FN Directors and Division leader	
Continue to roll out of Help Me Tell My Story and Help Me Talk About Math.	A plan for the role-out and a list of participating Prov. and Band schools	SAS, Sector	2013-2014	ongoing	Continued support of current team plus additional SD personnel Money for HMTAM development	
Identify or develop instruments and targets to measure progress and determine resources allocation.	A list of instruments and targets	SAS, IMS	2014-2015	2018-2019	Team of experts from SAS, SD, and FN bands/tribal councils and money for time, research, meeting expenses, etc.)	
Facilitate transition plans for students moving through and between systems including mechanisms for sharing information.	A provincial guideline that outlines the content and process for efficient information exchange	SAS, IMS	2015-2016	2016-2017		
Determine the applicability of the Te Kotahitanga’s effective teacher profile and related processes to Saskatchewan	Report with recommendations on applicability of the Te Kotahitanga to Sask. Based on research and prototype experience	Ministry	2014-2015	2015-16	Team of experts (time, research, meeting expenses, etc.)	
Align school divisions’ FNME plans, funding and actions with ESSP Hoshins and Outcomes			2015-2016	2018-19		
Align funding, policy and programming to support inclusive, engaging and successful practices		SAS, Ed Funding	2016-2017	2018-2019		
Develop language programming to support First Nations languages and learning.	Provincial Policy and funding support in place SD language programs in place	SAS	2017-2018	2019-2020 ongoing		

3. Future State (How will the situation will be different because of the actions taken to improve it?) [List targets that address the problem(s) in the problem statement.]	5. Metrics (How will you know a change has been an improvement?) [Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]	6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) [Name any target groups required for success.]
In the future, First Nations and Métis students will be enrolled in school at the same rates as their non-aboriginal counterparts. First Nations and Métis student engagement will rise to the point that there is no difference in engagement levels between self-declared students and any other group of students in the province. Engaged students attend school and in the future, truancy rates, currently more than twice as high for self-declared students than for students who have not self-declared as First Nations or Métis, will drop as a direct result of improved student engagement. We know that students need to be present at school to take full advantage of the learning program. As engagement and attendance improve, so will student reading and math achievement improve, leading to the successful attainment of secondary credits and ultimately to an increase in on-time and extended-time graduation rates.	Metrics need to be developed in collaboration with FN leadership The data measures being used for the Te Kotahitanga project will likely be foundational for measuring the progress on this outcome	It is essential that FSIN, Tribal Councils and individual FN Chiefs be invited and engaged in the process of developing and implementing this plan and that the voice of FN students and families inform the actions. Most of this work needs to be through personal conversations between individuals and among groups. Provincial SD need to remain engaged in the progress of this Outcome as well.

Which outcome does this project plan support?	Primary Owner: Avon Whittles / Saskatoon Public Schools Secondary Owner: Bob Smith / Creighton School Division John Kuzbik/Prairie Spirit School Division						
By 2020 the Saskatchewan graduation rate will be 85%.	Lead Unit/Branch: Expert Advisor:						
Date of Original Draft: October 9, 2013 Date Last Updated: February 10, 2014	Team Lead(s) and/or Contact Person: Other Team Members:						
1. Problem Statement (Current state and the reason for action.) [Explain what and how big the problem is and why strategic action is required to address it.]	4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) [More detail can be included in a separate implementation plan.]						
Graduation is a key step in helping young people realize healthy and fulfilling lives. The current three year graduation rate for all students is 74%, and the three year graduation rate for FNM students is 36%. The five year graduation rate for all students increases to 80%, and the five year graduation rate for FNM increases to 50%. Raising the graduation rate of our FNM students will help everyone who lives in Saskatchewan create a more equitable and just society. This will mean that the province experiences an increased workforce in both professional and trades and skills areas. To achieve this outcome it is imperative that we offer programming that is engaging, responsive to individual needs, and that nurtures strong relationships between students and teachers.	Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) [Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]	Review provincial high school graduation requirements and develop alternate pathways and supports to graduation that include increased opportunities such as: off campus education, credit/outcome recovery and hands on learning.	1. Circulate revised requirements for consultation and feedback. 2. Host a bi-annual provincial symposium to share best practices for high school graduation.	Ministry of Education, School Divisions, First Nations and Métis educational organizations, post-secondary institutions, business and industry	September 2014	1. March 2015 2. March 2015, 2017, 2019	• Supports for alternate pathway development • Committee work	• Shortage of funding for program and staff development • Lack of implementation for new programming.
Students experience external pressures such as the draw of industry, peer influence and socio-economic difficulties. For example, in the first four months of the school year less than 1.5% of non FNM secondary students left school while approximately 7% of FNM students chose to leave.	Students entering Grade 9 will develop a graduation and transition from high school plan using MyBlueprint database.	1. All school divisions will have implemented individual graduation and transition plans using MyBlueprint for students starting in Grade 9 and continuing through to high school graduation. 2. Develop and pilot the MyBlueprint database for provincial rollout in 2015-2016.	Ministry of Education, School Divisions, and Industry Education Council	September 2014	1. June 2015 (database development, pilot sites) 2. September 2015 – June 2016 (provincial roll out, staff development)	• Provincial Committee • Provincial data infrastructure • MyBlueprint staff development • Software licensing • Program development funding • Staff development	• Developing a plan that fits diverse needs of students and School Divisions
We must reinforce our belief that all students can be capable learners. We show this by responding to student needs through the use of research based and culturally appropriate instructional and assessment strategies. The crucial role of the home in raising student achievement must also be nurtured. As well, the institutional barriers between education and other external agencies need to be reduced or eliminated.	Analyze middle years tracking regarding grade 7-10 transition and develop an action plan for improvement.	1. Data analysis 2. Action plan for improvement	Provincial Committee with Ministry representation	September 2014	June 2015	School division and ministry data bases.	
Saskatchewan secondary students must accumulate at least 24 secondary level credits in order to graduate. This means that to graduate “on-time” (within a three-year period after beginning Grade 10), a student must accumulate an average of eight credits per year. In the past 5 years, a significant proportion of Grade 10-12 students are not attaining eight or more credits.	Ensure support for effective instructional and assessment strategies through embedded professional development for teachers	Increases in number of students who report high levels of engagement on TTFM	September 2016	Ongoing			
Our student perception data (Tell Them From Me) tells us that, depending upon the grade, between a third and a half of high school students are intellectually engaged.							
We know that there are not enough diverse pathways (programs, structures) to high school graduation. Additionally, successful transitions for students throughout their time in school and on their way to post-secondary education, industry or trades requires tracking information and planning for each student.							
Students require greater access to adequate inter-ministerial and school-based supports, services, and programming.							
There needs to be a greater understanding and acknowledgement of First Nations and Métis cultures, languages and the impact of residential schools.							
English as an additional language students must receive the necessary supports to ensure they will graduate and will be successful in their chosen pathways.							

3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List the overarching and annual targets for the outcome.]</i>	5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i>	6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, teachers and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>
<p>The graduation rate will increase from the current rate of 74% to 85% by the year 2020. In addition, the FNM graduation rate will increase from the current 36% by the year 2020.</p> <p>By June 2020, collaboration between FNM and non-FNM partners will result in significant improvement in FNM achievement and graduation rates.</p> <p>Ultimately it is our goal that First Nations and Métis students' graduation rates will equal that of their non-Aboriginal counterparts. (See 2014-2020 Outcome Plan A3: First Nations and Métis student engagement will rise to the point that there is no difference in graduation rates between self-declared students and any other group of students in the province.)</p> <p>Absentee rates, currently more than twice as high for self-declared students as for students who have not self-declared as First Nations or Métis, will have improved as a direct result of improved student engagement. Students will be present at school to take full advantage of the learning program, multiple pathways to graduation and strengthened relationships with staff.</p> <p>Engagement and attendance will be improved, as will student achievement results, leading to the successful attainment of secondary credits and ultimately to an increase in “on-time” and extended time graduation rates (e.g. 3, 4 and 5 years after beginning Grade 10). This will be achieved as teachers receive support in implementing effective, differentiated, and culturally appropriate instructional and assessment strategies through embedded professional development opportunities. An enhanced knowledge of these strategies will lead to stronger relationships and student engagement.</p>	<p>The following metrics will provide data related to the completion of the actions listed in this A3:</p> <ul style="list-style-type: none">• Published documentation: High school graduation requirements• Published documentation: List of opportunities available to Saskatchewan students such as: off-campus/hands-on/credit recovery• 3, 4, 5 year grad rates – FNM and overall (measures overall outcome)• Grades 7-10 transition data – FNM and overall (provides data for middle years transition action plan development in 2014-15)• Frequency count – Number of school divisions involved in <i>MyBlueprint</i> pilot• “Tell Them From Me” perceptual surveys of student engagement (measures future actions related to this outcome)• Number of students who identify as First Nations and Métis	<ul style="list-style-type: none">• First Nations and Métis students, educators, community members, and Elders through schools and chief and council• Parents, families, students and staff• Post-secondary institutions• Business and industry• Immigration, Canada Open Door societies, Settlement Workers, Provincial Immigrant Nominee Program• Federation of Saskatchewan Indian Nations (FSIN)• Métis Nation – Saskatchewan (MN-S)• First Nations Student Success Programs• Tribal Council Education Authorities• School divisions through projects and strategic alliances• On-reserve schools• School Community Councils• Saskatchewan School Boards Association• LEADS• Saskatchewan Association of School Business officials (SASBO)

2014-2020 Outcome Plan: Kindergarten Students Ready to Learn

Which outcome does this project plan support?

By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in four of the five domains as measured by Early Years Evaluation (EYE).

Date of Original Draft: October 9, 2013
Date Last Updated: February 10, 2014

Primary Owner: Greg Chatlain	Secondary Owner: Celeste York/Bernard Roy/Lorel Trumier
Lead Unit/Branch:	Expert Advisor:
Team Lead(s) and/or Contact Person:	Other Team Members:

1. Problem Statement (Current state and the reason for action.) *[Explain what and how big the problem is and why strategic action is required to address it.]*

4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) *[More detail can be included in a separate implementation plan.]*

A higher proportion of children entering grade 1 could be better prepared to fully benefit from the experience and learnings associated with this grade. It is a foundational time upon which future success may depend. Some of the challenges include:

- 13.8% of newborns scored in the at-risk range on the in-hospital birth questionnaire.
- There are insufficient/inconsistent touch points to gather information about children between birth to 5 years of age.
- 30% (as measured by the Early Development Instrument - EDI) of Kindergarten students are considered vulnerable – low readiness to learn in at least one domain. The national rate is 24%.
- The current data stream (EDI) provides general data. Student level data is necessary to support interventions and programming.
- There is fragmentation and inconsistent response in the human services sector to intervene and support children who are lagging behind in their development. There is no coordinated provincial early childhood system.
- Additionally, government expends significant dollars on downstream supports, yet evidence supports that every dollar expended on the early years for children results in a seven dollar reduction in downstream costs (Heckman).

2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) *[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]*

As highlighted in the data in the Problem Statement, a large proportion of children are coming to school significantly behind expected development in certain domains. There are many potential reasons for this including:

- Change in family structure/parenting/poverty
- Geography – isolation and access
- Lack of linguistic and culturally relevant programs and services in official and indigenous languages
- Lack of equal or increased opportunities for service
- Lack of educational attainment over generations
- Legacy of residential schools
- Early learning effective practices inconsistently included/incorporated
- Increased vulnerability due to low levels of self-regulation and increased prevalence of mental health issues

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
<p>Gather provincial baseline data of the Kindergarten Early Years Evaluation Teacher Assessment (TA) and associated data analysis.</p> <p><u>**the Language and Communication domain should be one of the 4 domains in the appropriate range.</u></p> <p>School divisions continue to administer the Early Years Evaluation – Direct Assessment according to provincial mandate.</p>	Use EYE baseline data to inform provincial, division and school level programs and supports.	Early Years Branch	Fall 2014	June 2015	<p>-KSI – face-to-face and webinars (1 day)</p> <p>-EYE-DA Assessment kits</p> <p>-EYE-DA – 45 minute (1:1) per student to administer</p> <p>-Data entry for EYE-DA (10 min. per student)</p>	Ministry commitment to funding of EYE-DA and EYE-TA
Align the work of the ESSP with the SK Child and Family interministerial table to address policies impacting programs and services for children. (e.g., smooth transitions in services for children ages 0 to 5).	Table is established, gap analysis is undertaken, and collaborative policy improvement is achieved.	Ministry, School Divisions and Human Services Ministries	Fall 2014	June 2015	Sector representation	
Complete an environmental scan of current data that may be available from across the sectors.			September 2015	January 2016		
<p>Explore other potential formative assessments.</p> <p>(Help Me Tell My Story – Culturally sensitive assessment – e.g. Many others exist)</p>	Bank of effective formative, culturally sensitive assessment tools to allow classroom teachers to determine each student’s needs.	Ministry and School Divisions	January 2015	June 2016	Assessment kits and funds for professional development. Division office support/personnel to bring everything together.	Funding and Time – ensure that all commit
Establish a bank of developmentally appropriate targeted supports or interventions for children ages 0-5.	A model describing supports and interventions that escalates in intensity and are developmentally appropriate.	Various Ministries, School Divisions, Early Years Branch,	September 2016	June 2017	Community supports from a variety of sectors (Health, Social Services....) E.g.: Public Health Nurses having a domain that they respond to.	Getting other sectors to support young children 0 to 5 including Prek and K Equity is at risk due to geography

<ul style="list-style-type: none">- Increase in the number of children born with physical and mental impairments- Unequal access to quality childcare- Limited quality engagement between adults and children- Multi-disciplinary consensus difficult to achieve regarding how to support children- Lack of access to high-quality pre-kindergarten- Inconsistent access to services such as Speech Language, Physical Therapist and Occupational Therapy.- Some children born in Canada who are additional language learners have significant language needs upon starting school.- Second language needs among immigrant and second language learners.-Lack of integrated early childhood system for inter-ministerial aligned supports and services-Lack of societal understanding of the importance of the early years.		Create an incremental plan for universal access to high-quality early learning environments. (Linked to birth rate) (childcare, preschool, prekindergarten Full day kindergarten).	Improved support for children and families	Ministry and Treasury Board	Fall 2017	December 2017	Numerous resources required to execute the plan – not the least of which is Early Learning teacher training (include universities and SIAST), transportation costs, facility costs, support staff costs...	Sustainable cost
3. Future State (How will the situation be different because of the actions taken to improve it?) <i>[List the overarching and annual targets for the outcome.]</i>		5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i>				6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, teachers and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>		
By June 2020, 90% of children exiting Kindergarten will score within the appropriate range in four of the five domains as measured by Early Years Evaluation (EYE). -Those leading early childhood educational environments will be appropriately trained. - Access to and family engagement in high-quality, universal (all who choose) childcare and/or pre-kindergarten. No barriers for who you are or where you live. - If the province was able to achieve the stated outcome, research would support the expectation that in the long-term graduation rates would rise and health outcomes would improve among many other significant benefits.		<ul style="list-style-type: none">- eScan for current data streams: KidsFirst, Health Region, Social Services, School Divisions is complete. Identification of what data will be used to track. Unknown at this point which data streams will be used/available and the regularity with which new data is available to analyze and report.- EYE – baseline data collected and targets to be set from there. EYE data will allow analysis 2 times per year.- The development of a bank of developmentally appropriate, culturally sensitive formative assessments (Pre-K and K) and associated supports and interventions developed for divisions use. Interventions include multi-sectoral involvement and support.- A plan for incremental universal access to high quality early learning programs is created.- An inter-ministerial plan for equity of access to supports for young children is developed – including tracking resource alignment.				Parents of young children, early childhood teachers, various ministries and NGOs, etc. all hold a piece of this outcome. Provincial and regional examples of collaboration and communication exist. Focussed conversations, both formally and informally, to bring the stakeholders together throughout this time will be necessary. There are significant policy and, operational, and financial barriers to overcome which will require consultation.		

<p>Which outcome does this project plan support?</p> <p>By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.</p> <p>Date of Original Draft: October 9, 2013</p> <p>Date Last Updated: February 9, 2014</p>	<p>Primary Owner: Dwayne Reeve</p> <p>Lead Unit/Branch:</p> <p>Team Lead(s) and/or Contact Person: Dwayne Reeve</p> <p>Secondary Owner: Herb Sutton</p> <p>Expert Advisor:</p> <p>Other Team Members:</p>																																																	
<p>1. Problem Statement (Current state and the reason for action.) <i>[Explain what and how big the problem is and why strategic action is required to address it.]</i></p>	<p>4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) <i>[More detail can be included in a separate implementation plan.]</i></p>																																																	
<p>Operating grant funding to school divisions has increased at levels that may not be sustainable in the future. (Provincial expenditures for education have increased about 4% per year)</p> <p>Resources have typically been allocated based on prior year budgeting practices without evidence to support the impact on student learning outcomes.</p> <p>The efficiency review and our lean initiatives have identified opportunities for waste reduction and cost efficiencies, but have not yet been fully implemented.</p> <p>Across government in Saskatchewan, Ministries are being asked to review expenditures, look for efficiencies, and reduce waste. The Education Sector needs to develop strategies to address this as well.</p>	<table><tr><th>Actions</th><th>Deliverables</th><th>Lead</th><th>Start Date</th><th>Completion Date</th><th>Resources Required (Human and Financial)</th><th>Risk/Mitigation</th></tr><tr><td>Analysis of funding relative to costs – and analysis of increases in costs. Identify an education price index (goods and services) excluding salaries.</td><td>Analyse chart of accounts funding & expenditures by SD</td><td>Ministry Expert Advisor</td><td>September 2014</td><td>January 2015</td><td>Ministry and owners</td><td></td></tr><tr><td>Review the Deloitte report and identify areas of savings within transportation, facilities and procurement.</td><td>Strategy to find efficiencies and savings</td><td>Expert Advisor</td><td>Spring 2014</td><td>June 2014</td><td>Ministry and owners</td><td></td></tr><tr><td>School Divisions implement a Lean leadership philosophy to control costs, to eliminate waste and to improve processes.</td><td>Maintain current SD staffing levels relative to enrolment growth</td><td>Ministry</td><td>September 2014</td><td>June 2016</td><td>Staff training for Lean leadership</td><td></td></tr><tr><td>School division will initiate at least 2 value stream mapping events annually</td><td>Event Closeout Reports & sector sharing</td><td>Dwayne</td><td>2014-2015</td><td>Annually</td><td>VSM leaders trained in all SDs</td><td></td></tr><tr><td>Develop a province wide think tank that will identify opportunities to share services and investigate entrepreneurship possibilities and their implications.</td><td>Strategy to find efficiencies and savings across the education sector</td><td>School boards and Ministry</td><td>September 2014</td><td>June 2016</td><td>Business plan & cost analysis needed Ministry and owners</td><td></td></tr><tr><td>Implement an Enterprise Risk Management Process to assist school boards to focus on enduring strategies and sector goals.</td><td>Focused attention on resource allocation & risk ownership</td><td>Dwayne and SSBA</td><td>September 2015</td><td>June 2017</td><td>Training for school boards & senior management</td><td></td></tr></table>	Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation	Analysis of funding relative to costs – and analysis of increases in costs. Identify an education price index (goods and services) excluding salaries.	Analyse chart of accounts funding & expenditures by SD	Ministry Expert Advisor	September 2014	January 2015	Ministry and owners		Review the Deloitte report and identify areas of savings within transportation, facilities and procurement.	Strategy to find efficiencies and savings	Expert Advisor	Spring 2014	June 2014	Ministry and owners		School Divisions implement a Lean leadership philosophy to control costs, to eliminate waste and to improve processes.	Maintain current SD staffing levels relative to enrolment growth	Ministry	September 2014	June 2016	Staff training for Lean leadership		School division will initiate at least 2 value stream mapping events annually	Event Closeout Reports & sector sharing	Dwayne	2014-2015	Annually	VSM leaders trained in all SDs		Develop a province wide think tank that will identify opportunities to share services and investigate entrepreneurship possibilities and their implications.	Strategy to find efficiencies and savings across the education sector	School boards and Ministry	September 2014	June 2016	Business plan & cost analysis needed Ministry and owners		Implement an Enterprise Risk Management Process to assist school boards to focus on enduring strategies and sector goals.	Focused attention on resource allocation & risk ownership	Dwayne and SSBA	September 2015	June 2017	Training for school boards & senior management	
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2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) <i>[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]</i> In the education sector, we have not had a deep conversation or consideration of the cost benefit analysis or value we are getting for the funding investments in education. The current funding model lacks incentives to school divisions to find and reallocate resources. We do not have a full implementation of the funding formula.	School Divisions will use efficiencies found through waste reduction and cost containment to reallocate to the ESSP.	Schools will report out the efficiencies realized and the redirection of resources.	School Boards	September 2015	June 2016 and ongoing (annually)	Ministry template	
	An Education Sector communication plan will be developed that will explain to the public what is being done to find efficiencies, reduce waste, and reallocate resources towards the Education Sector Strategic Plan (ESSP)	Written document outlining key messages, and a plan to communicate them out through both Ministry and School Divisions	Ministry Communications personnel, and School Division communications	September 2015	June 2016 and on-going	Ministry Communications personnel	
3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List the overarching and annual targets for the outcome.]</i>	5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i>				6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, teachers and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>		
In 2016 School Division operating budgets will be sustainable, more predictable and at a level that will allow them to be responsive to student needs, population growth and demographic changes. School Divisions will be able to reallocate operational efficiencies to support education sector enduring strategies and strategic outcomes.	Resources are strategically deployed to support the provincial education sector plan. Senior management receives Lean leadership training. Lean methods such as value stream mapping improve processes and eliminate waste. ERM is integrated into school board governance training. Partnership agreements and resources for shared services exist between school divisions and First Nations.				A stakeholder communication plan describes the value of investment in education. School divisions will communicate how value is achieved through improved achievement levels and graduation rates. Successful practices are identified and then scaled up across the sector		

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	5.6
Topic:	Applications for Major Capital Funding 2014-15		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Ministry of Education has developed a new form for Major Capital Applications. Following are instructions we received:

“The intent of this application is to keep it high level and simple while supplying important additional information. Please focus on your top 3 priorities and complete an application for each project. **If you have a project identified on the 2014 MCRL.PDF attachment and would like it to be prioritized again, an application is still required.** If an application is not received for a previous request then we will consider the project no longer a top 3 priority to the school division.

The ministry still expects to use the gross utilization calculation which is the m² provided from the SA-1 divided by actual m². However, your school division may have a different way of calculating utilization and we would like you to include the calculation and methodology to compare against the gross utilization calculation. As previously mentioned, the ministry understands utilization methodology needs to be fair and consistent and we will be working with all school divisions to finalize a utilization calculation in the future.”

The submissions are due by September 5, 2014. These are submissions for the next government budget.

Current Status:

We are proposing submission of applications for the following projects in order of priority:

1. AE Peacock: Mechanical piping/HVAC upgrade
2. Sunningdale Renovation/Addition
3. Bengough: Renovation and Modernize

Pros and Cons:

Financial Implications:

Major capital projects approved by the Ministry are funded to 65% and the Board is expected to borrow for 35% and Ministry will fund those payments.

Governance/Policy

Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin Darren Baiton	August 28, 2014	Applications for Major Capital Funding for: <ul style="list-style-type: none">• AE Peacock: Mechanical piping/HVAC upgrade• Sunningdale: Renovation/Addition• Bengough: Renovation and Modernize• 2014 MCRL

Recommendation:

That the Board approve submission to the Ministry of Education applications for the following major capital projects:

1. AE Peacock: Mechanical piping/HVAC upgrade
2. Sunningdale: Renovation/Addition
3. Bengough: Renovation and Modernize



Application for Major Capital Project Funding 2014 – 2015

This application is to be completed by the school division (for major capital projects that exceed \$1Million) and approved by the Board of Education. All fields must be filled in to be considered. Please refer to the appendix for guidelines on completing this application.

Deadline for application submission is September 5, 2014

Required attachments <input type="checkbox"/> Project's estimated cost analysis <input checked="" type="checkbox"/> Floor plans with room schedules <input checked="" type="checkbox"/> Utilization calculations & methodology <input type="checkbox"/> Engineer's and/or consultant's report(s)

Date:	August 25, 2014	
Name of School Division:	Prairie South School Division No 210	
Project Title / School name:	A E Peacock Collegiate: Mechanical Piping/HVAC Upgrade	
Application authorized by Board:	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Board meeting approval date:		
Project type:	<input type="checkbox"/> New <input type="checkbox"/> Expansion <input checked="" type="checkbox"/> Modernization/Renovation	
Key driver(s) to project: Identify all of the Key Drivers that apply to the project and provide an explanation of each of the drivers <i>Include as an attachment if necessary</i>	<input checked="" type="checkbox"/> Health and Safety – components that pose a health and safety risk <input type="checkbox"/> Demographics – utilization, enrolment projections <input type="checkbox"/> Program Changes – how new or modernized space will address education program changes <input type="checkbox"/> Infrastructure condition <input type="checkbox"/> Other. Please explain.	
Estimated project cost: (Section is intended to only provide a high level estimate of the overall cost of the proposed project. Please include additional rows if necessary.) <i>Ministry cost factor is \$2,975 per m²</i>	Building Construction & Site Development: (cost for physical construction of facility)	\$
	Consultant Fees: (prime and sub-consultant fees for facility design)	\$
	Project Expenses: (normal project expenses and services associated with the project)	\$
	Furniture & Equipment:	\$

	(cost of basic furniture and equipment)	
	Land	\$
	Contingency	\$
	Other (cost of items not covered above)	\$
	GST:	\$
	Total Project Cost: (sum of all items above)	\$5,000,000.00
Describe the need for this project.	Piping thin wall – weak End of life cycle Safety risk	
Brief description of project. Provide an outline of what the project will/will not include (Project scope).	Replacement of steam piping throughout entire facility.	
Describe the expected results (outcomes/benefits) from this project.	Reduced ongoing maintenance. Insure safety.	

Functionality / Contribution to Program	
Please describe the significant educational program/functionality concerns or deficiencies that will be addressed if the project proceeds (e.g. Program – requirements for special needs children & vulnerable students (First Nations, Métis), EAL; Functional – culturally appropriate spaces, poor physical layout, inefficient design that reduces operational usefulness or efficiency). <i>Include as an attachment if necessary</i>	Program related:
	Functionality related:
Contribution to Community	
Describe how the project will impact/benefit the community.	
Efficiency and Utilization	
Current gross area of the facility: (please attach floor plans)	16,212 m ²
Final gross area of the facility: (please attach floor plans)	_____ m ²
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	_____ m ²
New and expansion gross area	

(area of the addition, if applicable)	_____ m ²				
Current enrolment (September 2013):	723 students				
Change in Capacity: For additions or modernizations/renovations, identify increases or decreases to current capacity of school.	_____ students				
Five-year projected enrolment, by year (as of September 30 th):	Year-1 2014	Year-2 2015	Year-3 2016	Year-4 2017	Year-5 2018
	723	683	658	645	634
Current utilization: (Utilization refers to the extent of usage of the facility relative to the design capacity)	87%				
Five-year projected utilization:	Year-1 2014	Year-2 2015	Year-3 2016	Year-4 2017	Year-5 2018
	86.7%	_____ %	_____ %	_____ %	75.5%
Expected utilization after project is completed.	_____ %				
Please provide details of discussions you have had about the project being done in collaboration with other provincial ministries or public/private sector organizations? Describe the nature of the collaborative arrangements.	<input type="checkbox"/> No collaborative/joint-use arrangements				
	<input type="checkbox"/> Collaborative/joint-use arrangements in place Details: <input type="checkbox"/> Up to 15% of ministry approved area is joint-use (i.e. standard core areas required in all school facilities and common mechanical/ electrical rooms) <input type="checkbox"/> 16-25% of ministry approved area is joint-use <input type="checkbox"/> >25% of ministry approved area is joint-use				
Number of facilities the project will consolidate:	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Not applicable				
Describe any operational savings that will result from the project and the magnitude of the savings.					
Please identify any additional cost related information that you feel is relevant to decision-makers preliminary consideration of this project.					

Health and safety													
Describe the health and safety issues the project will address in terms of major building components such as site, foundation, floors/walls, utilization, other. For example, if the project is an addition then utilization will decrease below rates >140% or 160%.	<input type="checkbox"/> Site												
	<input type="checkbox"/> Foundation												
	<input type="checkbox"/> Floors/walls												
	<input checked="" type="checkbox"/> Other (Please specify) Mechanical												
	<input type="checkbox"/> Utilization (overcrowding)>140%												
<input type="checkbox"/> Utilization (overcrowding)>160%													
Facility condition assessment is supported by a 3 rd party report (engineer's or consultant's reports). Based on 3 rd party report, please <i>self</i> assess and rank the existing condition of your facility in terms of being a significant health and safety concern using a scale of 0-15 (0=good facility condition - no H&S concern, 15=poor facility condition - significant H&S concern such as failing foundation). Provide evidence (e.g. engineer's or consultant's report on facility condition assessment) to support your ranking.	<table border="1"> <thead> <tr> <th>0</th> <th>3</th> <th>6</th> <th>9</th> <th>12</th> <th>15</th> </tr> </thead> <tbody> <tr> <td>Good Facility Condition – No H&S Concern</td> <td>Good Facility Condition – Low H&S Concern</td> <td>Fair Facility Condition – Moderate H&S Concern</td> <td>Poor Facility Condition – Considerable H&S Concern</td> <td>Poor Facility Condition – High H&S Concern</td> <td>Poor Facility Condition – Significant H&S Concern</td> </tr> </tbody> </table>	0	3	6	9	12	15	Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern
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_____	_____	_____
(Signature of SD Signing Officer)	(Position)	(Date)

<p>Submit completed application by email to Tyler Wiens - tyler.wiens@gov.sk.ca</p> <p>Alternatively, submit completed application with attachments to:</p> <p>Yvonne Anderson - yvonne.anderson@gov.sk.ca</p> <p>For information please call Tyler Wiens at 306-787-4257</p>



Appendix: Major Capital Project Funding Application Guidelines

Major Capital Project Funding Priorities

Capital projects are reviewed and prioritized by the Ministry of Education prior to being submitted to the Treasury Board. The ministry prioritizes project requests by considering the following criteria:

- **Health and Safety** – Potential impact on health and safety of occupants by not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).
- **Facility Condition** – Facility audit reports.
- **Utilization Rates** – Utilization of existing facilities.
- **Enrolment Projections** - Trends and subsequent school board plans for the accommodation of students.
- **Education Program Delivery** – Importance of the project to achieving program delivery.
- **Additional Information** – (e.g., Studies, Regional plans).

Types of projects

Expansion Facilities

The funding program supports construction of new school buildings or major additions to existing school buildings to accommodate growth in enrolment and new program requirements. Current enrolments and enrolment projection information must be provided with the request for new space.

All new schools must meet government requirements for LEED Silver certification, which is a measure of sustainability and energy efficiency.

Criteria

New school

- Additions to existing schools would not provide sufficient space to accommodate current and expected future enrolment in the sector.

- Existing schools are not appropriately located in the geographic sector of the jurisdiction to accommodate current and expected future enrolment.
- The utilization rate for any geographic sector of the jurisdiction is above 140%.

Major addition

- The school experiences increases in existing enrolments.
- The school requires additional space for programme delivery.

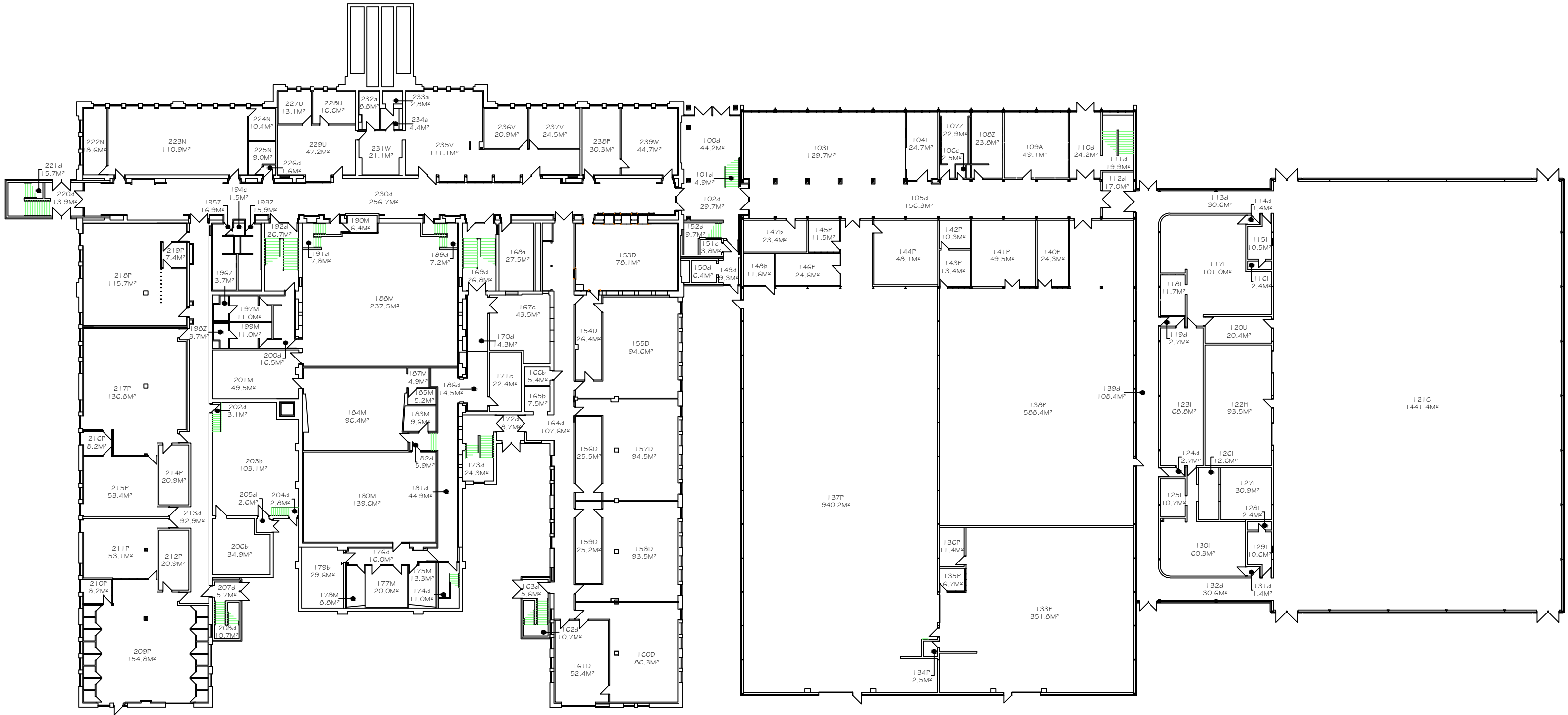
Modernization / Renovation Funding

Modernization funding supports the renovation of a school building or portion of a school building to address physical obsolescence and/or improve functional adequacy and suitability for present and future educational programs. It applies exclusively to viable schools, which are assessed based on the following criteria:

- current and projected enrolments,
- utilization rate,
- strategic location,
- economies of scale,
- functionality and condition as determined by a facility audit.

A modernization/renovation project involves renovations to all or part of an existing school in order to:

- Overcome major deficiencies throughout a building or a section of a building, which threaten the health and safety of students and staff.
- Accommodate educational programs and integrate delivery of technology.
- Provide access and facilities for persons with disabilities.
- Replace or upgrade building structural components, mechanical and electrical services, and architectural finishes.



Ministry of Education

ALBERT E. PEACOCK COLLEGIATE
Prairie South SD #210

Main flr area: 8815.0 m²

Second flr area: 4442.1 m²

Third flr area: 2955.7 m²

Gross flr area: 16212.8 m²

File: Albert E. Peacock Collegiate_2010.dwg

School number: 2251304

Date: 13-May-2010

Prepared by: A.Wolfe

BUILDING PHASES

- ???? ORIGINAL
- ???? ADDITION
- ???? ADDITION
- ???? ADDITION

- m²

???? ADDITION

m²
- m²

???? ADDITION

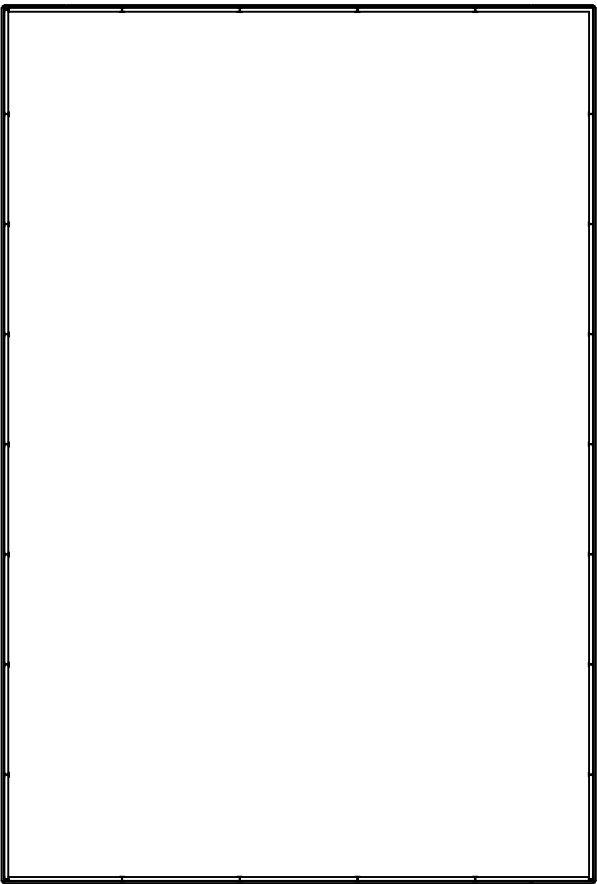
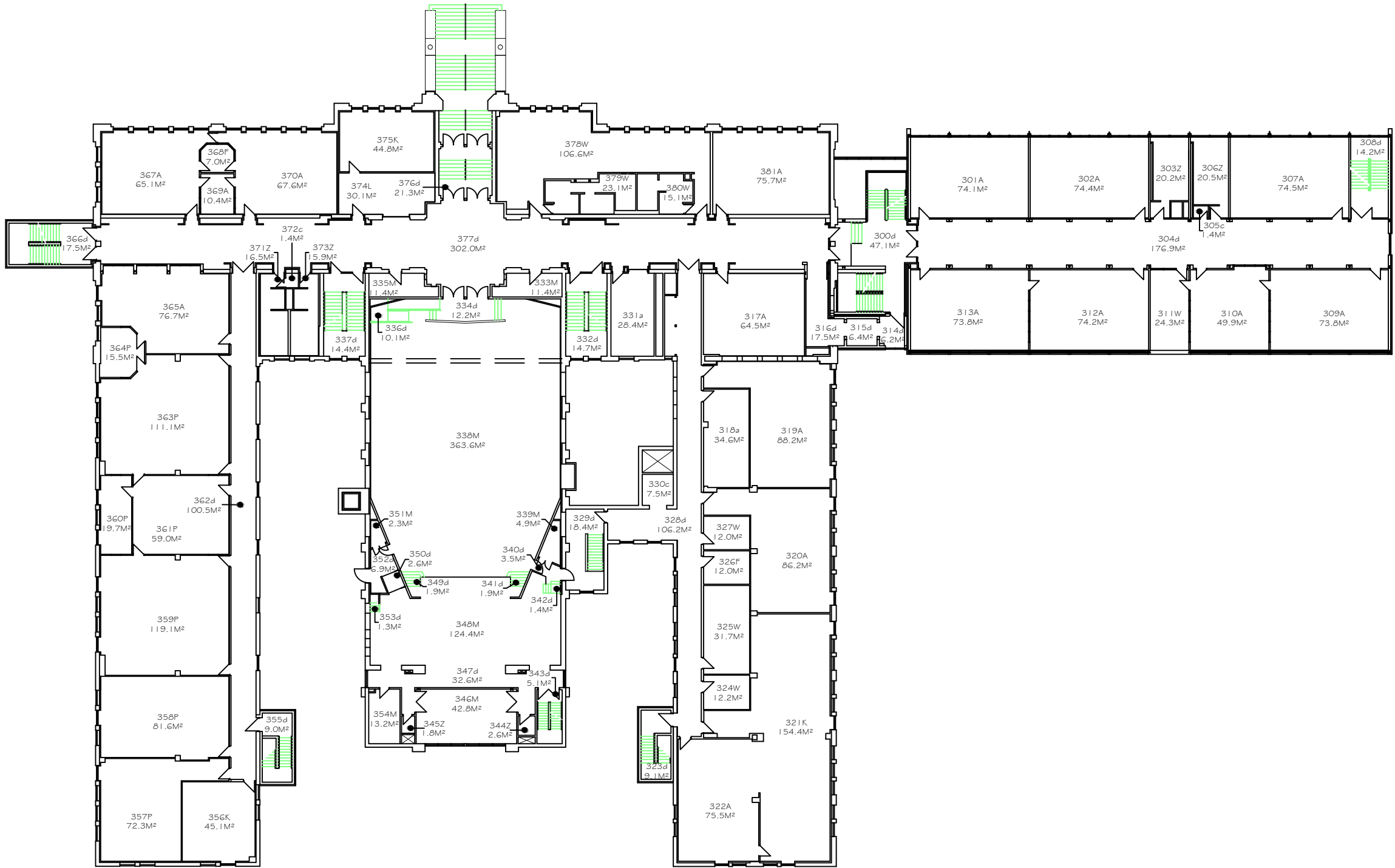
m²
- m²

???? ADDITION

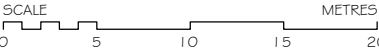
m²
- m²

???? ADDITION

m²



SECOND FLOOR PLAN



Ministry of Education

ALBERT E. PEACOCK COLLEGIATE

Prairie South SD #210

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





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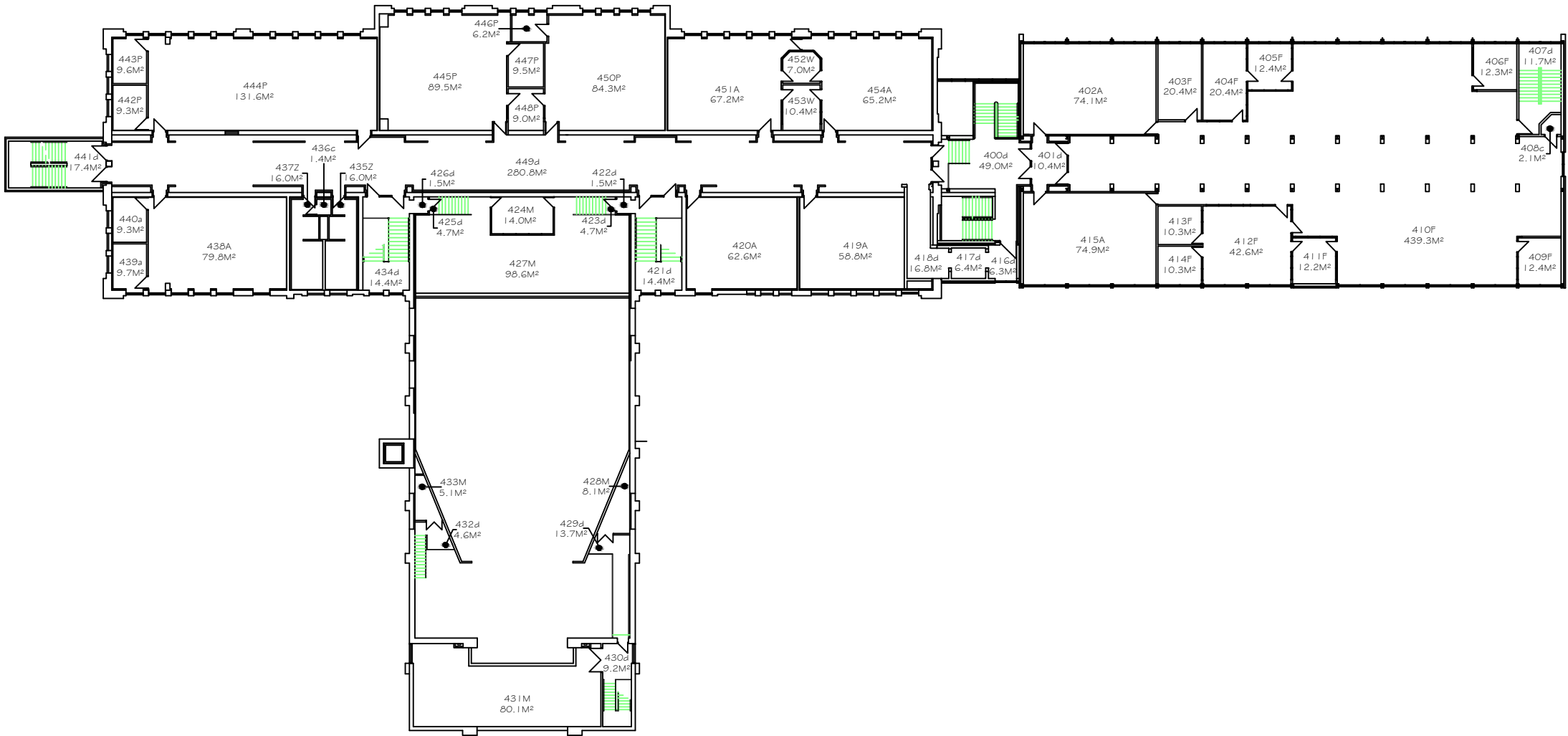
School number: 2251304

Date: 13-May-2010

Prepared by: A.Wolfe

BUILDING PHASES

	???? ORIGINAL	m ²		???? ADDITION	m ²
	???? ADDITION	m ²		???? ADDITION	m ²
	???? ADDITION	m ²		???? ADDITION	m ²
	???? ADDITION	m ²		???? ADDITION	m ²





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



Division:	Prairie S	203	School # :		Date:	18/10/2013	FILE :	
School:	Peacock Collegiate		Constituency:				Replacement School (Y/N)	Y
	Division Capital Share:	35.0%	2011 1/10 mil:		LEED Certification		Project Type	2
Cost Factors:	Distance:	1.000	Scale	Both:	Silver		Repeat Fees (Y/N)	N

Project Description:

ENROLMENT TABLE

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

September of Year 2013

Grade	Design	Dual	Open'g
Pre-K			
Kgtn			
1			
2			
3			
4			
5			
1 - 5			
6			
7			
8			
6 - 8			
9	156		
10	167		
11	185		
12	215		
9 - 12	723		
Totals	723		

TOTAL DESIGN ENROLMENT

723

(Total = Design + Dual)

Optional Program Selection

Multi-Handicapped Spec. Needs
Students in School? Y "Y / N"

DAY CARE CENTRE

(Enter # of children

Do not also include in Design Enrlmt.)

Infants	12
Toddlers	6
Pre-School	
School Age	

Flex Space (Y/N)

Performing Arts	Y/N	Y
Visual Arts	Y/N	Y
Practical Arts Class Lab	Y/N	Y
Practical Arts Industrial Lab	Y/N	Y

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

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

School Facility Areas for New or Replacement School

FACILITY	m2	FACILITY	m2
A General Instruction		M Performing Arts	391
Prekindergarten:	-	N Visual Arts	234
Kindergarten:	-	P Practical Arts Class	537
Gr. 1 - 5:	-	Industrial Lab	268
Gr. 6 - 8:	-	Program Arts	1,430
Gr. 9 - 12:	1,591		
General Instruction	1,591	U Counselling / First Aid	108
		V Administration	94
Grade 1 - 5 Storage:	-	W Staff	177
Remedial / Tutorial	72	a Ed. Storage (Grade 6 - 12)	108
Dual Track Instruction	-	Administration	487
Student Support	239		
MHSN Unit (Negotiable)	75	e Child Care Centre *	149
Computer (+ IT Closet)	190	* Consult with Ministry for further information.	
Instruction Support	576	Program Flex Space *	-
		* Consult with Ministry for further information.	
D Science Labs (6-12)	368	Program Flexibility	149
Science Storage	44		
Science Labs (6-12)	412		
F Resource Centre		I Gym Service	265
Book Shelves	181	MP Storage	-
Story Area	-	L Seryery	18
Seminar	70	Z Student WR	149
Computer	16	g Recycling Room (LEED)	21
Admin. / Professional	64	Building Service	453
Storage	92		
Resource Centre	423		
G Gym(s)	540		
H Aux. Trg.	100		
J Gym Seating	111		
K Multi-Purpose Activity Room	-		
Physical Activity	751		

Dimensions (Main Gym)

18 x 30 x 7.3 metres

Dimensions (Second Gym)

metres

Multi-Purpose Activity Room

Dimensions: metres

Clg. Height: metres

Student Washroom Fixture Count - MINIMUM Standard

Fixture Type	Access.	Non.-A.	Total
Boys' Urinals	2	8	10
Boys' WCs	2	5	7
Boys' Basins	2	6	8
Girls' WCs	4	15	19
Girls' Basins	2	8	10
AREA	36	113	149

For Estimate Information Only

Page 1 of 2



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



Division: Prairie South				School #				DATE :		18/10/2013					
School: Peacock Collegiate				Constituency:				FILE :							
Enrolment - Sept:		2013		Pre-K :		K:		1-5:		6-8:		9-12: 723		Total: 723	
CD	SCHOOL	GUIDE	ACTUAL	NET	NEW AREA		RENO	A		AutoRen	RENOVATIONS IN		TOTAL	U	
	FACILITY	AREA	AREA	AREA	Perm	Modular	OUT	CD	#1	CD	#2	CD	#3	CD	#4
Project Description:															
A Gen. Instruction		1,591	1,284	(307)	-	-								1,284	142.8
Pre-K / Kgtn		-		-	-	-								-	
Remedial / Tutorial		72	33	(39)	-	-								33	
Dual Track Instruction		-	148	148	-	-								148	
Student Support		239		(239)	-	-								-	
Computer		190		(190)	-	-								-	
MH Unit		75		(75)	-	-								-	ABS
D Lab 6-12		412	558	146	-	-								558	73.8
F Resource		423	645	222	-	-								645	65.6
G Gym(s)		540	1,462	922	-	-								1,462	36.9
H Aux. Trg.		100		(100)	-	-								-	ABS
J Gym Seating		111		(111)	-	-								-	ABS
K MP Activity Room		-	403	403	-	-								403	NA
M Performing Arts		391	1,443	1,052	-	-								1,443	27.1
N Visual Arts		234	151	(83)	-	-								151	155.0
P Practical Arts Class		537		(537)	-	-								-	ABS
PA Industrial Lab		268	3,628	3,360	-	-								3,628	7.4
Program Flex Space		-		-	-	-								-	NA
INSTRUCTION :		5,183	9,755	4,572	-	-								9,755	53.1
U Counselling / Health		108	78	(30)	-	-								78	138.5
V Administration		94	137	43	-	-								137	68.6
W Staff		177	306	129	-	-								306	57.8
a Ed. Storage		108	127	19	-	-								127	85.0
ADMINISTRATION :		487	648	161	-	-								648	75.2
e Child Care Centre		149	123	(26)	-	-								123	121.1
COMMUNITY :		149	123	(26)	-	-								123	121.1
I Gym Service		265	420	155	-	-								420	
MPAR Storage		-		-	-	-								-	
L Servery		18	31	13	-	-								31	
Z Student WR		149	306	157	-	-								306	
g Recycling Room		21		(21)	-	-								-	
BUILDING SERVICE :		453	757	304	-	-	-	-	-	-	-	-	-	757	
TOTAL NET FACILITY AREA		6,272	11,283	5,011	-	-	-	-	-	-	-	-	-	11,283	
b Mech'cal (7% of TNFA)		439	234	(205)	-	-								234	
c Janitor (1.4% of TNFA)		88	95	7	-	-								95	
20 % Circulation		1,360	2,351	991	-	-								2,351	
9% Walls		734	1,559	825	-	-								1,559	
TOTAL AREA :		8,893	15,522	6,629	-	-	-	-	-	-	-	-	-	15,522	
Factored Cost for the above suggested Facilities Scenario							OK	Renovation Conversion Area Check							
for this enrolment option:							% Modular Classroom Area in this school:								
BUILDING AGE & UTILIZATION STATISTICS															
BUILDING HISTORY							Weighted Capacity of All Actual Instruction Area (excluding Practical Arts and Gymnasiums) : 1,340								
							PROJECT UTILIZATION INFORMATION								
							Net G'I Instruction m2: -627 G.I. Utilization = 142.8%								
							Program Core: Guideline m2: 3,727 Actual m2: 9,061								
							Net Program Core Area: 5,334 Core U % = 41.1%								
							WEIGHTED UTILIZATION 86.7%								
							"Program Core" = All Instruction - G.I. + Administration + Community}								

For Estimate Information Only



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



Division:	Prairie S	203	School # :		Date:	March 5, 2013	FILE :	
School:	Peacock Collegiate		Constituency:				Replacement School (Y/N)	Y
	Division Capital Share:	35.0%	2011 1/10 mil:		LEED Certification		Project Type	2
Cost Factors:	Distance:	1.000	Scale	Both:	Silver		Repeat Fees (Y/N)	N

Project Description:

ENROLMENT TABLE

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

September of Year 2017

Grade	Design	Dual	Open'g
Pre-K			
Kgtn			
1			
2			
3			
4			
5			
1 - 5			
6			
7			
8			
6 - 8			
9	134		
10	149		
11	148		
12	203		
9 - 12	634		
Totals	634		

TOTAL DESIGN ENROLMENT

634

(Total = Design + Dual)

Optional Program Selection

Multi-Handicapped Spec. Needs
Students in School? Y "Y / N"

DAY CARE CENTRE

(Enter # of children

Do not also include in Design Enrlmt.)

Infants	12
Toddlers	6
Pre-School	
School Age	

Flex Space (Y/N)

Performing Arts	Y/N	Y
Visual Arts	Y/N	Y
Practical Arts Class Lab	Y/N	Y
Practical Arts Industrial Lab	Y/N	Y

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

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

School Facility Areas for New or Replacement School

FACILITY	m2	FACILITY	m2
A General Instruction		M Performing Arts	342
Prekindergarten:	-	N Visual Arts	205
Kindergarten:	-	P Practical Arts Class	471
Gr. 1 - 5:	-	Industrial Lab	237
Gr. 6 - 8:	-	Program Arts	1,255
Gr. 9 - 12:	1,395		
General Instruction	1,395	U Counselling / First Aid	95
		V Administration	85
Grade 1 - 5 Storage:	-	W Staff	159
Remedial / Tutorial	63	a Ed. Storage (Grade 6 - 12)	95
Dual Track Instruction	-	Administration	434
Student Support	209		
MHSN Unit (Negotiable)	75	e Child Care Centre *	149
Computer (+ IT Closet)	170	* Consult with Ministry for further information.	
Instruction Support	517	Program Flex Space *	-
		* Consult with Ministry for further information.	
D Science Labs (6-12)	328	Program Flexibility	149
Science Storage	39		
Science Labs (6-12)	367		
F Resource Centre		I Gym Service	265
Book Shelves	159	MP Storage	-
Story Area	-	L Seryery	17
Seminar	70	Z Student WR	128
Computer	16	g Recycling Room (LEED)	21
Admin. / Professional	64	Building Service	431
Storage	84		
Resource Centre	393		
G Gym(s)	540		
H Aux. Trg.	100		
J Gym Seating	111		
K Multi-Purpose Activity Room	-		
Physical Activity	751		

Dimensions (Main Gym)

18 x 30 x 7.3 metres

Dimensions (Second Gym)

metres

Multi-Purpose Activity Room

Dimensions: metres

Clg. Height: metres

TOTAL NET FACILITY AREA (TNFA):		5,692
b Mechanical (% of TNFA)	7.00%	398
c Janitor (% of TNFA)	1.40%	80
20 % Circulation		1,234
9 % Walls		666
TOTAL SCHOOL		8,070

Student Washroom Fixture Count - MINIMUM Standard

Fixture Type	Access.	Non.-A.	Total
Boys' Urinals	2	7	9
Boys' WCs	2	4	6
Boys' Basins	2	5	7
Girls' WCs	4	12	16
Girls' Basins	2	6	8
AREA	36	92	128

For Estimate Information Only

Page 1 of 2



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



Division: Prairie South			School #					DATE : March 5, 2013										
School: Peacock Collegiate			Constituency:					FILE :										
Enrolment - Sept: 2017		Pre-K :		K:		1-5:		6-8:		9-12: 634		Total: 634						
CD	SCHOOL FACILITY	GUIDE AREA	ACTUAL AREA	NET AREA	NEW AREA Perm Modular		RENO OUT	A CD	AutoRen	RENOVATIONS IN CD #1 CD #2 CD #3 CD #4				TOTAL APPR'D	U %			
Project Description:																		
A Gen. Instruction		1,395	1,284	(111)	-	-	For detailed Addition/Renovation Analysis and cost estimation services using the SA-1, please contact your Infrastructure Consultant: In Regina: Fax: 306- 798 - 5042 John Hendriks 306 - 798-2115 Walter Mikulsky 306 - 787-6034 Phil Pearson 306 - 787-9505 Terry White 306 - 798-9554 For Questions relating to completion of the SA-1D spreadsheet, please contact your Facility Consultant or Ted McPherson 306 - 787-1191						1,284	125.4				
Pre-K / Kgtn		-	-	-	-	-							-	-	-	-	-	-
Remedial / Tutorial		63	33	(30)	-	-							-	-	-	-	-	33
Dual Track Instruction		-	148	148	-	-							-	-	-	-	-	148
Student Support		209	-	(209)	-	-							-	-	-	-	-	-
Computer		170	-	(170)	-	-							-	-	-	-	-	-
MH Unit		75	-	(75)	-	-							-	-	-	-	-	-
D Lab 6-12		367	558	191	-	-							-	-	-	-	-	558
F Resource		393	645	252	-	-							-	-	-	-	-	645
G Gym(s)		540	1,462	922	-	-							-	-	-	-	-	1,462
H Aux. Trg.		100	-	(100)	-	-	-	-	-	-	-	-						
J Gym Seating		111	-	(111)	-	-	-	-	-	-	-	-						
K MP Activity Room		-	403	403	-	-	-	-	-	-	-	403						
M Performing Arts		342	1,443	1,101	-	-	-	-	-	-	-	1,443						
N Visual Arts		205	151	(54)	-	-	-	-	-	-	-	151						
P Practical Arts Class		471	-	(471)	-	-	-	-	-	-	-	-						
PA Industrial Lab		237	3,628	3,391	-	-	-	-	-	-	-	3,628						
Program Flex Space		-	-	-	-	-	-	-	-	-	-	-						
INSTRUCTION :		4,678	9,755	5,077	-	-	-	-	-	-	-	9,755						
U Counselling / Health		95	78	(17)	-	-	-	-	-	-	-	78						
V Administration		85	137	52	-	-	-	-	-	-	-	137						
W Staff		159	306	147	-	-	-	-	-	-	-	306						
a Ed. Storage		95	127	32	-	-	-	-	-	-	-	127						
ADMINISTRATION :		434	648	214	-	-	-	-	-	-	-	648						
e Child Care Centre		149	123	(26)	-	-	-	-	-	-	-	123						
COMMUNITY :		149	123	(26)	-	-	-	-	-	-	-	123						
I Gym Service		265	420	155	-	-	-	-	-	-	-	420						
MPAR Storage		-	-	-	-	-	-	-	-	-	-	-						
L Servery		17	31	14	-	-	-	-	-	-	-	31						
Z Student WR		128	306	178	-	-	-	-	-	-	-	306						
g Recycling Room		21	-	(21)	-	-	-	-	-	-	-	-						
BUILDING SERVICE :		431	757	326	-	-	-	-	-	-	-	757						
TOTAL NET FACILITY AREA		5,692	11,283	5,591	-	-	-	-	-	-	-	11,283						
b Mech'cal (7% of TNFA)		398	234	(164)	-	-	-	-	-	-	-	234						
c Janitor (1.4% of TNFA)		80	95	15	-	-	-	-	-	-	-	95						
20 % Circulation		1,234	2,351	1,117	-	-	-	-	-	-	-	2,351						
9% Walls		666	1,559	893	-	-	-	-	-	-	-	1,559						
TOTAL AREA :		8,070	15,522	7,452	-	-	-	-	-	-	-	15,522						
Factored Cost for the above suggested Facilities Scenario							OK	Renovation Conversion Area Check										
for this enrolment option:							% Modular Classroom Area in this school:											
BUILDING AGE & UTILIZATION STATISTICS																		
BUILDING HISTORY							Weighted Capacity of All Actual Instruction Area (excluding Practical Arts and Gymnasiums) : 1,324											
Year m2							PROJECT UTILIZATION INFORMATION											
Original 1930							Net G'I Instruction m2: -372 G.I. Utilization = 125.4%											
Add'n 1 1952							Program Core: Guideline m2: 3,424 Actual m2: 9,061											
Add'n 2 1962							Net Program Core Area: 5,637 Core U % = 37.8%											
Add'n 3							WEIGHTED UTILIZATION 75.5%											
TOTAL m2 -							"Program Core" = All Instruction - G.I. + Administration + Community}											

For Estimate Information Only



Application for Major Capital Project Funding 2014 – 2015

This application is to be completed by the school division (for major capital projects that exceed \$1Million) and approved by the Board of Education. All fields must be filled in to be considered. Please refer to the appendix for guidelines on completing this application.

Deadline for application submission is September 5, 2014

Required attachments	
<input type="checkbox"/>	Project's estimated cost analysis
<input checked="" type="checkbox"/>	Floor plans with room schedules
<input checked="" type="checkbox"/>	Utilization calculations & methodology
<input type="checkbox"/>	Engineer's and/or consultant's report(s)

Date:	August 28, 2014	
Name of School Division:	Prairie South School Division No 210	
Project Title / School name:	Sunningdale School: Renovation/Addition	
Application authorized by Board:	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Board meeting approval date:		
Project type:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Expansion <input type="checkbox"/> Modernization/Renovation	
Key driver(s) to project: Identify all of the Key Drivers that apply to the project and provide an explanation of each of the drivers <i>Include as an attachment if necessary</i>	<input type="checkbox"/> Health and Safety – components that pose a health and safety risk <input checked="" type="checkbox"/> Demographics – utilization, enrolment projections <input type="checkbox"/> Program Changes – how new or modernized space will address education program changes <input type="checkbox"/> Infrastructure condition <input type="checkbox"/> Other. Please explain.	
Estimated project cost: (Section is intended to only provide a high level estimate of the overall cost of the proposed project. Please include additional rows if necessary.) <i>Ministry cost factor is \$2,975 per m²</i>	Building Construction & Site Development: (cost for physical construction of facility)	\$
	Consultant Fees: (prime and sub-consultant fees for facility design)	\$
	Project Expenses: (normal project expenses and services associated with the project)	\$
	Furniture & Equipment: (cost of basic furniture and equipment)	\$

	Land	\$
	Contingency	\$
	Other (cost of items not covered above)	\$
	GST:	\$
	Total Project Cost: (sum of all items above)	\$7,500,000.00
Describe the need for this project.	Enrolment overcrowding Expanding subdivisions	
Brief description of project. Provide an outline of what the project will/will not include (Project scope).	Addition	
Describe the expected results (outcomes/benefits) from this project.	Better utilization to deliver education.	

Functionality / Contribution to Program	
Please describe the significant educational program/functionality concerns or deficiencies that will be addressed if the project proceeds (e.g. Program – requirements for special needs children & vulnerable students (First Nations, Métis), EAL; Functional – culturally appropriate spaces, poor physical layout, inefficient design that reduces operational usefulness or efficiency). <i>Include as an attachment if necessary</i>	Program related:
	Functionality related:
Contribution to Community	
Describe how the project will impact/benefit the community.	
Efficiency and Utilization	
Current gross area of the facility: (please attach floor plans)	3671 m ²
Final gross area of the facility: (please attach floor plans)	_____ m ²
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	_____ m ²
New and expansion gross area (area of the addition, if applicable)	_____ m ²

Current enrolment (September 2013):	410 students				
Change in Capacity: For additions or modernizations/renovations, identify increases or decreases to current capacity of school.	_____ students				
Five-year projected enrolment, by year (as of September 30 th):	Year-1 2014	Year-2 2015	Year-3 2016	Year-4 2017	Year-5 2018
	410				488
Current utilization: <i>(Utilization refers to the extent of usage of the facility relative to the design capacity)</i>	_____ %				
Five-year projected utilization:	Year-1 2014	Year-2 2015	Year-3 2016	Year-4 2017	Year-5 2018
	123%	_____ %	_____ %	_____ %	149%
Expected utilization after project is completed.	_____ %				
Please provide details of discussions you have had about the project being done in collaboration with other provincial ministries or public/private sector organizations? Describe the nature of the collaborative arrangements.	<input type="checkbox"/> No collaborative/joint-use arrangements				
	<input type="checkbox"/> Collaborative/joint-use arrangements in place Details: <input type="checkbox"/> Up to 15% of ministry approved area is joint-use (i.e. standard core areas required in all school facilities and common mechanical/ electrical rooms) <input type="checkbox"/> 16-25% of ministry approved area is joint-use <input type="checkbox"/> >25% of ministry approved area is joint-use				
Number of facilities the project will consolidate:	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Not applicable				
Describe any operational savings that will result from the project and the magnitude of the savings.					
Please identify any additional cost related information that you feel is relevant to decision-makers preliminary consideration of this project.					

Health and safety													
Describe the health and safety issues the project will address in terms of major building components such as site, foundation, floors/walls, utilization, other. For example, if the project is an addition then utilization will decrease below rates >140% or 160%.	<input type="checkbox"/> Site												
	<input type="checkbox"/> Foundation												
	<input type="checkbox"/> Floors/walls												
	<input type="checkbox"/> Other (Please specify)												
	<input checked="" type="checkbox"/> Utilization (overcrowding)>140%												
	<input type="checkbox"/> Utilization (overcrowding)>160%												
Facility condition assessment is supported by a 3 rd party report (engineer's or consultant's reports). Based on 3 rd party report, please <i>self</i> assess and rank the existing condition of your facility in terms of being a significant health and safety concern using a scale of 0-15 (0=good facility condition - no H&S concern, 15=poor facility condition - significant H&S concern such as failing foundation). Provide evidence (e.g. engineer's or consultant's report on facility condition assessment) to support your ranking.	<table border="1"> <tr> <td>0</td> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> </tr> <tr> <td>Good Facility Condition – No H&S Concern</td> <td>Good Facility Condition – Low H&S Concern</td> <td>Fair Facility Condition – Moderate H&S Concern</td> <td>Poor Facility Condition – Considerable H&S Concern</td> <td>Poor Facility Condition – High H&S Concern</td> <td>Poor Facility Condition – Significant H&S Concern</td> </tr> </table>	0	3	6	9	12	15	Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern
0	3	6	9	12	15								
Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern								

_____	_____	_____
(Signature of SD Signing Officer)	(Position)	(Date)

Submit completed application by email to Tyler Wiens - tyler.wiens@gov.sk.ca

Alternatively, submit completed application with attachments to:

Yvonne Anderson - yvonne.anderson@gov.sk.ca

For information please call Tyler Wiens at 306-787-4257



Appendix: Major Capital Project Funding Application Guidelines

Major Capital Project Funding Priorities

Capital projects are reviewed and prioritized by the Ministry of Education prior to being submitted to the Treasury Board. The ministry prioritizes project requests by considering the following criteria:

- **Health and Safety** – Potential impact on health and safety of occupants by not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).
- **Facility Condition** – Facility audit reports.
- **Utilization Rates** – Utilization of existing facilities.
- **Enrolment Projections** - Trends and subsequent school board plans for the accommodation of students.
- **Education Program Delivery** – Importance of the project to achieving program delivery.
- **Additional Information** – (e.g., Studies, Regional plans).

Types of projects

Expansion Facilities

The funding program supports construction of new school buildings or major additions to existing school buildings to accommodate growth in enrolment and new program requirements. Current enrolments and enrolment projection information must be provided with the request for new space.

All new schools must meet government requirements for LEED Silver certification, which is a measure of sustainability and energy efficiency.

Criteria

New school

- Additions to existing schools would not provide sufficient space to accommodate current and expected future enrolment in the sector.

- Existing schools are not appropriately located in the geographic sector of the jurisdiction to accommodate current and expected future enrolment.
- The utilization rate for any geographic sector of the jurisdiction is above 140%.

Major addition

- The school experiences increases in existing enrolments.
- The school requires additional space for programme delivery.

Modernization / Renovation Funding

Modernization funding supports the renovation of a school building or portion of a school building to address physical obsolescence and/or improve functional adequacy and suitability for present and future educational programs. It applies exclusively to viable schools, which are assessed based on the following criteria:

- current and projected enrolments,
- utilization rate,
- strategic location,
- economies of scale,
- functionality and condition as determined by a facility audit.

A modernization/renovation project involves renovations to all or part of an existing school in order to:

- Overcome major deficiencies throughout a building or a section of a building, which threaten the health and safety of students and staff.
- Accommodate educational programs and integrate delivery of technology.
- Provide access and facilities for persons with disabilities.
- Replace or upgrade building structural components, mechanical and electrical services, and architectural finishes.

Ministry of Education

SUNNINGDALE SCHOOL
Prairie South SD #210

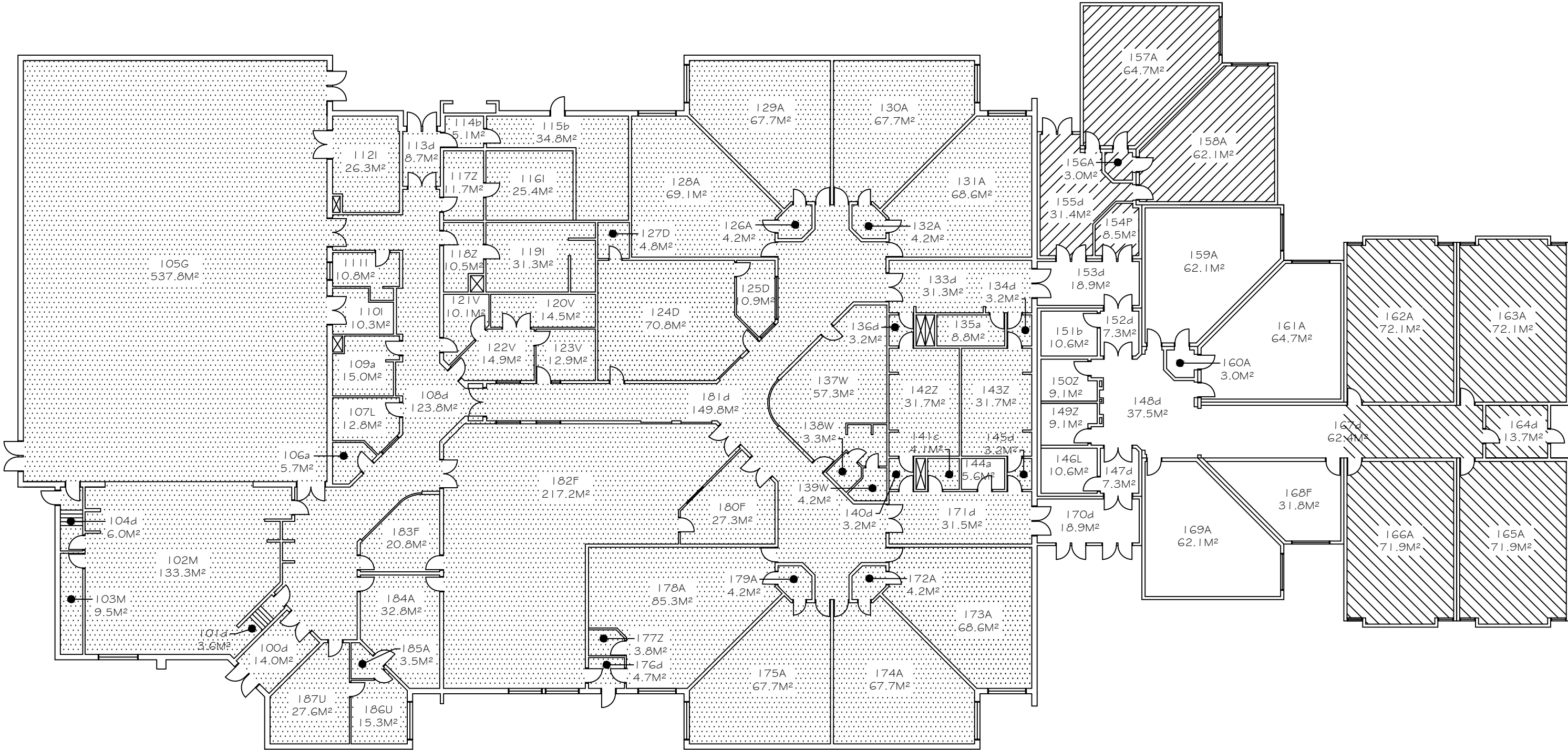
File: Sunningdale
School_2010.dwg
School number: 2251701
Date: 16-April-10
Prepared by: A. Jennings

Main flr area: 3671.7m²

Gross flr area: 3671.7m²

BUILDING PHASES

	1984 ORIGINAL	433.8m²
	1986 ADDITION	2684.3m²
	1990 ADDITION	190.7m²
	1993 ADDITION	362.9m²





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



Division:	Prairie S	33	School # :		Date:	18/10/2013	FILE :	
School:	Sunningdale		Constituency:				Replacement School (Y/N)	Y
	Division Capital Share:	35.0%	2011 1/10 mil:		LEED Certification		Project Type	2
Cost Factors:	Distance:	1.000	Scale	Both:	Silver		Repeat Fees (Y/N)	N

Project Description:

ENROLMENT TABLE

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

September of Year	2013		
Grade	Design	Dual	Open'g
Pre-K	40		
Kgtn	49		
1	48		
2	30		
3	47		
4	52		
5	31		
1 - 5	208		
6	42		
7	35		
8	36		
6 - 8	113		
9			
10			
11			
12			
9 - 12			
Totals	410		

TOTAL DESIGN ENROLMENT

410

(Total = Design + Dual)

Optional Program Selection

Multi-Handicapped Spec. Needs
Students in School? Y "Y / N"

DAY CARE CENTRE

(Enter # of children

Do not also include in Design Enrlmt.)

Infants	
Toddlers	
Pre-School	
School Age	

Flex Space (Y/N)

Performing Arts
Y/N Y

Visual Arts
Y/N Y

Practical Arts Class Lab
Y/N Y

Practical Arts Industrial Lab
Y/N Y

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

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

School Facility Areas for New or Replacement School

FACILITY	m2	FACILITY	m2
A General Instruction		M Performing Arts	221
Prekindergarten:	105	N Visual Arts	37
Kindergarten:	169	P Practical Arts Class	80
Gr. 1 - 5:	603	Industrial Lab	55
Gr. 6 - 8:	271	Program Arts	393
Gr. 9 - 12:	-		
General Instruction	1,148		
		U Counselling / First Aid	62
Grade 1 - 5 Storage:	30	V Administration	63
Remedial / Tutorial	41	W Staff	100
Dual Track Instruction	-	a Ed. Storage (Grade 6 - 12)	17
Student Support	135	Administration	242
MHSN Unit (Negotiable)	60		
Computer (+ IT Closet)	97	e Child Care Centre *	-
Instruction Support	363	* Consult with Ministry for further information.	
		Program Flex Space *	-
D Science Labs (6-12)	91	* Consult with Ministry for further information.	
Science Storage	11	Program Flexibility	-
Science Labs (6-12)	102		
F Resource Centre		I Gym Service	169
Book Shelves	103	MP Storage	-
Story Area	15	L Seryery	12
Seminar	58	Z Student WR	88
Computer	16	g Recycling Room (LEED)	17
Admin. / Professional	56	Building Service	286
Storage	55		
Resource Centre	303		
G Gym(s)	400		
H Aux. Trg.	-		
J Gym Seating	-		
K Multi-Purpose Activity Room	-		
Physical Activity	400		

TOTAL NET FACILITY AREA (TNFA):	3,237
b Mechanical (% of TNFA)	7.00%
c Janitor (% of TNFA)	1.40%
20 % Circulation	702
9 % Walls	379
TOTAL SCHOOL	4,590

Dimensions (Main Gym)
17.4 x 23.0 x 6.7 metres
Dimensions (Second Gym)
metres
Multi-Purpose Activity Room
Dimensions: metres
Clg. Height: metres

Student Washroom Fixture Count - MINIMUM Standard			
Fixture Type	Access.	Non.-A.	Total
Boys' Urinals	1	5	6
Boys' WCs	1	3	4
Boys' Basins	1	4	5
Girls' WCs	2	9	11
Girls' Basins	1	5	6
AREA	18	70	88

For Estimate Information Only

Page 1 of 2



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



Division: Prairie South				School #				DATE :		18/10/2013															
School: Sunningdale				Constituency:				FILE :																	
Enrolment - Sept:		2013		Pre-K :		40		K:		49		1-5:		208		6-8:		113		9-12:		Total:		410	
CD	SCHOOL	GUIDE	ACTUAL	NET	NEW AREA		RENO	A	AutoRen	RENOVATIONS IN				TOTAL	U										
	FACILITY	AREA	AREA	AREA	Perm	Modular				OUT	CD	#1	CD			#2	CD	#3	CD	#4	APPR'D	%			
Project Description:																									
A Gen. Instruction		904	1,097	193	-	-	For detailed Addition/Renovation Analysis and cost estimation services using the SA-1, please contact your Infrastructure Consultant: In Regina: Fax: 306- 798 - 5042 John Hendriks 306 - 798-2115 Walter Mikulsky 306 - 787-6034 Phil Pearson 306 - 787-9505 Terry White 306 - 798-9554 For Questions relating to completion of the SA-1D spreadsheet, please contact your Facility Consultant or Ted McPherson 306 - 787-1191										1,097	122.3							
Pre-K / Kgtn		274	89	(185)	-	-											89								
Remedial / Tutorial		41		(41)	-	-											-								
Dual Track Instruction		-		-	-	-											-								
Student Support		135		(135)	-	-											-								
Computer		97		(97)	-	-											-								
MH Unit		60		(60)	-	-											-	ABS							
D Lab 6-12		102	88	(14)	-	-											88	115.9							
F Resource		303	244	(59)	-	-											244	124.2							
G Gym(s)		400	538	138	-	-											538	74.3							
H Aux. Trg.		-		-	-	-											-	NA							
J Gym Seating		-		-	-	-											-	NA							
K MP Activity Room		-		-	-	-											-	NA							
M Performing Arts		221	140	(81)	-	-											140	157.9							
N Visual Arts		37		(37)	-	-											-	ABS							
P Practical Arts Class		80	44	(36)	-	-											44	181.8							
PA Industrial Lab		55		(55)	-	-											-	ABS							
Program Flex Space		-		-	-	-											-	NA							
INSTRUCTION :		2,709	2,240	(469)	-	-											2,240	120.9							
U Counselling / Health		62	99	37	-	-											99	62.6							
V Administration		63	54	(9)	-	-	54	116.7																	
W Staff		100	92	(8)	-	-	92	108.7																	
a Ed. Storage		17	30	13	-	-	30	56.7																	
ADMINISTRATION :		242	275	33	-	-	275	88.0																	
e Child Care Centre		-		-	-	-	-	NA																	
COMMUNITY :		-	-	-	-	-	-	NA																	
I Gym Service		169	128	(41)	-	-	128																		
MPAR Storage		-		-	-	-	-																		
L Served		12	13	1	-	-	13																		
Z Student WR		88	81	(7)	-	-	81																		
g Recycling Room		17		(17)	-	-	-																		
BUILDING SERVICE :		286	222	(64)	-	-	-	222																	
TOTAL NET FACILITY AREA		3,237	2,737	(500)	-	-	-	2,737																	
b Mech'cal (7% of TNFA)		227	35	(192)	-	-		35																	
c Janitor (1.4% of TNFA)		45	26	(19)	-	-		26																	
20 % Circulation		702	567	(135)	-	-		567																	
9% Walls		379	308	(71)	-	-		308																	
TOTAL AREA :		4,590	3,673	(917)	-	-	-	3,673																	
Factored Cost for the above suggested Facilities Scenario							OK	Renovation Conversion Area Check																	
for this enrolment option:							% Modular Classroom Area in this school:																		
BUILDING AGE & UTILIZATION STATISTICS																									
BUILDING HISTORY										Weighted Capacity of All Actual Instruction Area (excluding Practical Arts and Gymnasiums) : 405															
										PROJECT UTILIZATION INFORMATION															
										Net G'I Instruction m2: -265 G.I. Utilization = 122.3%															
										Program Core: Guideline m2: 1,500 Actual m2: 1,329 "Program Core" =															
										Net Program Core Area: -171 Core U % = 112.9% All Instruction - G.I.															
										+ Administration + Community}															
TOTAL m2 3,673										WEIGHTED UTILIZATION 123.1%															

For Estimate Information Only



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



Division:	Prairie S	33	School # :		Date:	March 5, 2013	FILE :	
School:	Sunningdale		Constituency:				Replacement School (Y/N)	Y
	Division Capital Share:	35.0%	2011 1/10 mil:		LEED Certification		Project Type	2
Cost Factors:	Distance:	1.000	Scale	Both:	Silver		Repeat Fees (Y/N)	N

Project Description:

ENROLMENT TABLE

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

September of Year

2017

Grade	Design	Dual	Open'g
Pre-K	40		
Kgtn	52		
1	56		
2	34		
3	52		
4	46		
5	52		
1 - 5	240		
6	37		
7	62		
8	57		
6 - 8	156		
9			
10			
11			
12			
9 - 12			
Totals	488		

TOTAL DESIGN ENROLMENT

488

(Total = Design + Dual)

Optional Program Selection

Multi-Handicapped Spec. Needs

Students in School? Y "Y / N"

DAY CARE CENTRE

(Enter # of children

Do not also include in Design Enrlmt.)

Infants	
Toddlers	
Pre-School	
School Age	

Flex Space (Y/N)

Performing Arts
Y/N Y

Visual Arts
Y/N Y

Practical Arts Class Lab
Y/N Y

Practical Arts Industrial Lab
Y/N Y

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

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

School Facility Areas for New or Replacement School

FACILITY	m2
A General Instruction	
Prekindergarten:	105
Kindergarten:	180
Gr. 1 - 5:	696
Gr. 6 - 8:	374
Gr. 9 - 12:	-
General Instruction	1,355

Grade 1 - 5 Storage:	33
Remedial / Tutorial	49
Dual Track Instruction	-
Student Support	161
MHSN Unit (Negotiable)	60
Computer (+ IT Closet)	113
Instruction Support	416

D Science Labs (6-12)	122
Science Storage	15
Science Labs (6-12)	137

F Resource Centre	
Book Shelves	122
Story Area	15
Seminar	70
Computer	16
Admin. / Professional	56
Storage	63
Resource Centre	342

G Gym(s)	400
H Aux. Trg.	-
J Gym Seating	59
K Multi-Purpose Activity Room	-
Physical Activity	459

Dimensions (Main Gym)	
17.4 x 23.0 x 6.7	metres
Dimensions (Second Gym)	
	metres
Multi-Purpose Activity Room	
Dimensions:	metres
Clg. Height:	metres

FACILITY	m2
M Performing Arts	264
N Visual Arts	51
P Practical Arts Class	112
Industrial Lab	70
Program Arts	497

U Counselling / First Aid	73
V Administration	71
W Staff	116
a Ed. Storage (Grade 6 - 12)	23
Administration	283

e Child Care Centre *

* Consult with Ministry for further information.

Program Flex Space *

* Consult with Ministry for further information.

Program Flexibility -

I Gym Service	169
MP Storage	-
L Seryery	14
Z Student WR	99
g Recycling Room (LEED)	17
Building Service	299

TOTAL NET FACILITY AREA (TNFA):		3,788
b Mechanical (% of TNFA)	7.00%	265
c Janitor (% of TNFA)	1.40%	53
20 % Circulation		821
9 % Walls		443

TOTAL SCHOOL 5,370

Student Washroom Fixture Count - MINIMUM Standard

Fixture Type	Access.	Non.-A.	Total
Boys' Urinals	1	6	7
Boys' WCs	1	3	4
Boys' Basins	1	4	5
Girls' WCs	2	11	13
Girls' Basins	1	6	7
AREA	18	81	99

For Estimate Information Only

Page 1 of 2



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



Division: Prairie South				School #				DATE : March 5, 2013						
School: Sunningdale				Constituency:				FILE :						
Enrolment - Sept: 2017		Pre-K : 40		K: 52		1-5: 240		6-8: 156		9-12:		Total: 488		
CD	SCHOOL FACILITY	GUIDE AREA	ACTUAL AREA	NET AREA	NEW AREA Perm Modular		RENO OUT	A CD	AutoRen #1 CD #2 CD #3 CD #4		RENOVATIONS IN		TOTAL APPR'D	U %
Project Description:														
A	Gen. Instruction	1,103	1,097	(6)	-	-	<div>For detailed Addition/Renovation Analysis and cost estimation services using the SA-1, please contact your Infrastructure Consultant:</div> <div>In Regina: Fax: 306- 798 - 5042</div> <div>John Hendriks 306 - 798-2115</div> <div>Walter Mikulsky 306 - 787-6034</div> <div>Phil Pearson 306 - 787-9505</div> <div>Terry White 306 - 798-9554</div> <div>For Questions relating to completion of the SA-1D spreadsheet, please contact your Facility Consultant or</div> <div>Ted McPherson 306 - 787-1191</div>						1,097	144.3
	Pre-K / Kgtn	285	89	(196)	-	-							89	
	Remedial / Tutorial	49		(49)	-	-							-	
	Dual Track Instruction	-		-	-	-							-	
	Student Support	161		(161)	-	-							-	
	Computer	113		(113)	-	-							-	
	MH Unit	60		(60)	-	-							-	ABS
D	Lab 6-12	137	88	(49)	-	-							88	155.7
F	Resource	342	244	(98)	-	-							244	140.2
G	Gym(s)	400	538	138	-	-							538	74.3
H	Aux. Trg.	-		-	-	-							-	NA
J	Gym Seating	59		(59)	-	-							-	ABS
K	MP Activity Room	-		-	-	-							-	NA
M	Performing Arts	264	140	(124)	-	-							140	188.6
N	Visual Arts	51		(51)	-	-							-	ABS
P	Practical Arts Class	112	44	(68)	-	-							44	254.5
	PA Industrial Lab	70		(70)	-	-							-	ABS
	Program Flex Space	-		-	-	-							-	NA
INSTRUCTION :		3,206	2,240	(966)	-	-							2,240	143.1
U	Counselling / Health	73	99	26	-	-							99	73.7
V	Administration	71	54	(17)	-	-	54	131.5						
W	Staff	116	92	(24)	-	-	92	126.1						
a	Ed. Storage	23	30	7	-	-	30	76.7						
ADMINISTRATION :		283	275	(8)	-	-	275	102.9						
e	Child Care Centre	-		-	-	-	-	NA						
COMMUNITY :		-	-	-	-	-	-	NA						
I	Gym Service	169	128	(41)	-	-	128							
	MPAR Storage	-		-	-	-	-							
L	Servery	14	13	(1)	-	-	13							
Z	Student WR	99	81	(18)	-	-	81							
g	Recycling Room	17		(17)	-	-	-							
BUILDING SERVICE :		299	222	(77)	-	-	-	222						
TOTAL NET FACILITY AREA		3,788	2,737	(1,051)	-	-	-	2,737						
b	Mech'cal (7% of TNFA)	265	35	(230)	-	-		35						
c	Janitor (1.4% of TNFA)	53	26	(27)	-	-		26						
20 % Circulation		821	567	(254)	-	-		567						
9% Walls		443	308	(135)	-	-		308						
TOTAL AREA :		5,370	3,673	(1,697)	-	-	-	3,673						
Factored Cost for the above suggested Facilities Scenario							OK	Renovation Conversion Area Check						
for this enrolment option:							% Modular Classroom Area in this school:							
BUILDING AGE & UTILIZATION STATISTICS														
BUILDING HISTORY					Weighted Capacity of All Actual Instruction Area (excluding Practical Arts and Gymnasiums) : 413									
					PROJECT UTILIZATION INFORMATION									
					Net G'I Instruction m2: -525 G.I. Utilization = 144.3%									
					Program Core: Guideline m2: 1,778 Actual m2: 1,329									
					Net Program Core Area: -449 Core U % = 133.8%									
					WEIGHTED UTILIZATION 149.0%									
					"Program Core" = All Instruction - G.I. + Administration + Community}									

For Estimate Information Only



Application for Major Capital Project Funding 2014 – 2015

This application is to be completed by the school division (for major capital projects that exceed \$1Million) and approved by the Board of Education. All fields must be filled in to be considered. Please refer to the appendix for guidelines on completing this application.

Deadline for application submission is September 5, 2014

Required attachments	
<input type="checkbox"/>	Project's estimated cost analysis
<input checked="" type="checkbox"/>	Floor plans with room schedules
<input type="checkbox"/>	Utilization calculations & methodology
<input type="checkbox"/>	Engineer's and/or consultant's report(s)

Date:	August 25, 2014	
Name of School Division:	Prairie South School Division No 210	
Project Title / School name:	Bengough: Renovate/Modernize	
Application authorized by Board:	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Board meeting approval date:		
Project type:	<input type="checkbox"/> New <input type="checkbox"/> Expansion <input checked="" type="checkbox"/> Modernization/Renovation	
Key driver(s) to project: Identify all of the Key Drivers that apply to the project and provide an explanation of each of the drivers <i>Include as an attachment if necessary</i>	<input type="checkbox"/> Health and Safety – components that pose a health and safety risk <input type="checkbox"/> Demographics – utilization, enrolment projections <input type="checkbox"/> Program Changes – how new or modernized space will address education program changes <input checked="" type="checkbox"/> Infrastructure condition <input type="checkbox"/> Other. Please explain.	
Estimated project cost: (Section is intended to only provide a high level estimate of the overall cost of the proposed project. Please include additional rows if necessary.) <i>Ministry cost factor is \$2,975 per m²</i>	Building Construction & Site Development: (cost for physical construction of facility)	\$
	Consultant Fees: (prime and sub-consultant fees for facility design)	\$
	Project Expenses: (normal project expenses and services associated with the project)	\$
	Furniture & Equipment: (cost of basic furniture and equipment)	\$

	Land	\$
	Contingency	\$
	Other (cost of items not covered above)	\$
	GST:	\$
	Total Project Cost: (sum of all items above)	\$4,500,000.00
Describe the need for this project.	Enhance Education	
Brief description of project. Provide an outline of what the project will/will not include (Project scope).	Complete upgrade of facility. Nearing end of life cycle.	
Describe the expected results (outcomes/benefits) from this project.		

Functionality / Contribution to Program	
Please describe the significant educational program/functionality concerns or deficiencies that will be addressed if the project proceeds (e.g. Program – requirements for special needs children & vulnerable students (First Nations, Métis), EAL; Functional – culturally appropriate spaces, poor physical layout, inefficient design that reduces operational usefulness or efficiency). <i>Include as an attachment if necessary</i>	Program related:
	Functionality related:
Contribution to Community	
Describe how the project will impact/benefit the community.	Will make facility sustainable for many years.
Efficiency and Utilization	
Current gross area of the facility: (please attach floor plans)	2127 m ²
Final gross area of the facility: (please attach floor plans)	_____ m ²
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	2127 m ²
New and expansion gross area (area of the addition, if applicable)	_____ m ²

Current enrolment (September 2013):	92 students				
Change in Capacity: For additions or modernizations/renovations, identify increases or decreases to current capacity of school.	_____ students				
Five-year projected enrolment, by year (as of September 30 th):	Year-1 2014	Year-2 2015	Year-3 2016	Year-4 2017	Year-5 2018
	92	93	91	87	81
Current utilization: (Utilization refers to the extent of usage of the facility relative to the design capacity)	_____ %				
Five-year projected utilization:	Year-1 2014	Year-2 2015	Year-3 2016	Year-4 2017	Year-5 2018
	48.6%	_____ %	_____ %	_____ %	45.8%
Expected utilization after project is completed.	_____ %				
Please provide details of discussions you have had about the project being done in collaboration with other provincial ministries or public/private sector organizations? Describe the nature of the collaborative arrangements.	<input type="checkbox"/> No collaborative/joint-use arrangements				
	<input type="checkbox"/> Collaborative/joint-use arrangements in place Details: <input type="checkbox"/> Up to 15% of ministry approved area is joint-use (i.e. standard core areas required in all school facilities and common mechanical/ electrical rooms) <input type="checkbox"/> 16-25% of ministry approved area is joint-use <input type="checkbox"/> >25% of ministry approved area is joint-use				
Number of facilities the project will consolidate:	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Not applicable				
Describe any operational savings that will result from the project and the magnitude of the savings.	Utilities				
Please identify any additional cost related information that you feel is relevant to decision-makers preliminary consideration of this project.					

Health and safety													
Describe the health and safety issues the project will address in terms of major building components such as site, foundation, floors/walls, utilization, other. For example, if the project is an addition then utilization will decrease below rates >140% or 160%.	<input type="checkbox"/> Site												
	<input type="checkbox"/> Foundation												
	<input checked="" type="checkbox"/> Floors/walls												
	<input type="checkbox"/> Other (Please specify)												
	<input type="checkbox"/> Utilization (overcrowding)>140%												
	<input type="checkbox"/> Utilization (overcrowding)>160%												
Facility condition assessment is supported by a 3 rd party report (engineer's or consultant's reports). Based on 3 rd party report, please <i>self</i> assess and rank the existing condition of your facility in terms of being a significant health and safety concern using a scale of 0-15 (0=good facility condition - no H&S concern, 15=poor facility condition - significant H&S concern such as failing foundation). Provide evidence (e.g. engineer's or consultant's report on facility condition assessment) to support your ranking.	<table border="1"> <thead> <tr> <th>0</th> <th>3</th> <th>6</th> <th>9</th> <th>12</th> <th>15</th> </tr> </thead> <tbody> <tr> <td>Good Facility Condition – No H&S Concern</td> <td>Good Facility Condition – Low H&S Concern</td> <td>Fair Facility Condition – Moderate H&S Concern</td> <td>Poor Facility Condition – Considerable H&S Concern</td> <td>Poor Facility Condition – High H&S Concern</td> <td>Poor Facility Condition – Significant H&S Concern</td> </tr> </tbody> </table>	0	3	6	9	12	15	Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern
0	3	6	9	12	15								
Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern								

_____	_____	_____
(Signature of SD Signing Officer)	(Position)	(Date)

<p>Submit completed application by email to Tyler Wiens - tyler.wiens@gov.sk.ca</p> <p>Alternatively, submit completed application with attachments to:</p> <p>Yvonne Anderson - yvonne.anderson@gov.sk.ca</p> <p>For information please call Tyler Wiens at 306-787-4257</p>



Appendix: Major Capital Project Funding Application Guidelines

Major Capital Project Funding Priorities

Capital projects are reviewed and prioritized by the Ministry of Education prior to being submitted to the Treasury Board. The ministry prioritizes project requests by considering the following criteria:

- **Health and Safety** – Potential impact on health and safety of occupants by not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).
- **Facility Condition** – Facility audit reports.
- **Utilization Rates** – Utilization of existing facilities.
- **Enrolment Projections** - Trends and subsequent school board plans for the accommodation of students.
- **Education Program Delivery** – Importance of the project to achieving program delivery.
- **Additional Information** – (e.g., Studies, Regional plans).

Types of projects

Expansion Facilities

The funding program supports construction of new school buildings or major additions to existing school buildings to accommodate growth in enrolment and new program requirements. Current enrolments and enrolment projection information must be provided with the request for new space.

All new schools must meet government requirements for LEED Silver certification, which is a measure of sustainability and energy efficiency.

Criteria

New school

- Additions to existing schools would not provide sufficient space to accommodate current and expected future enrolment in the sector.

- Existing schools are not appropriately located in the geographic sector of the jurisdiction to accommodate current and expected future enrolment.
- The utilization rate for any geographic sector of the jurisdiction is above 140%.

Major addition

- The school experiences increases in existing enrolments.
- The school requires additional space for programme delivery.

Modernization / Renovation Funding

Modernization funding supports the renovation of a school building or portion of a school building to address physical obsolescence and/or improve functional adequacy and suitability for present and future educational programs. It applies exclusively to viable schools, which are assessed based on the following criteria:

- current and projected enrolments,
- utilization rate,
- strategic location,
- economies of scale,
- functionality and condition as determined by a facility audit.

A modernization/renovation project involves renovations to all or part of an existing school in order to:

- Overcome major deficiencies throughout a building or a section of a building, which threaten the health and safety of students and staff.
- Accommodate educational programs and integrate delivery of technology.
- Provide access and facilities for persons with disabilities.
- Replace or upgrade building structural components, mechanical and electrical services, and architectural finishes.

Ministry of Education

BENGOUGH SCHOOL

Prairie South SD #210

Main flr area: 2439.4 m²

Second flr area: 401.4 m²

Gross flr area: 2840.8 m²





File: Bengough School_2010.dwg

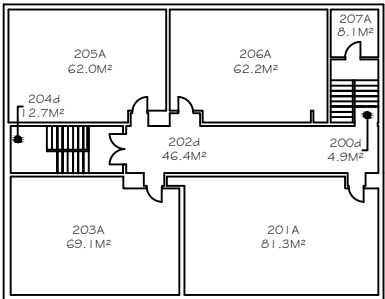
School number: 410113

Date: 29-June-2010

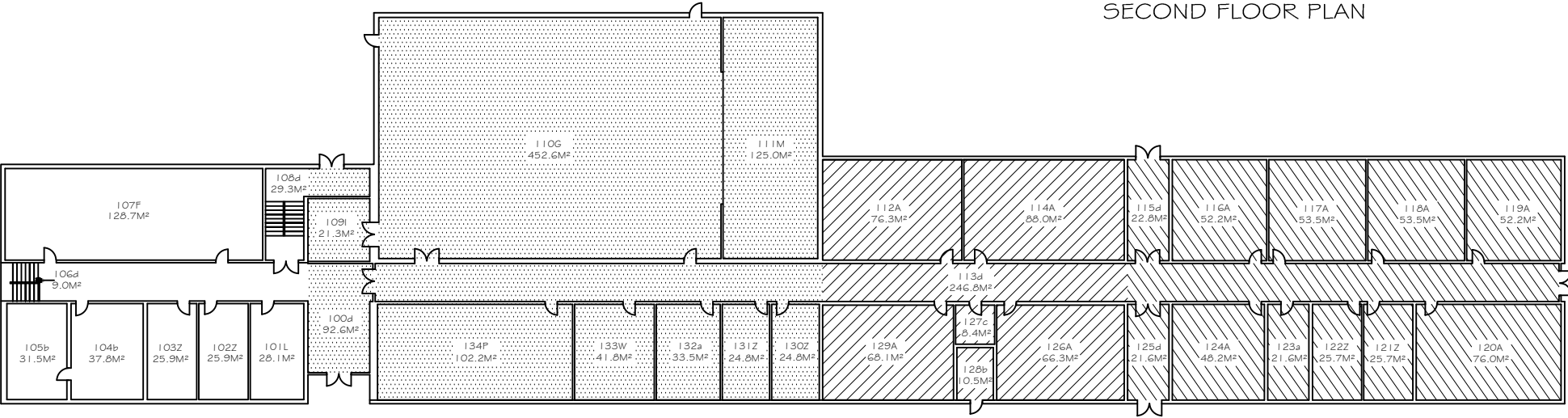
Prepared by: A.Wolfe


BUILDING PHASES

	1954 ORIGINAL	802.8 m ²
	1963 ADDITION	1035.3 m ²
	1965 ADDITION	412.5 m ²
	1968 ADDITION	590.2 m ²



SECOND FLOOR PLAN



 NORTH MAIN FLOOR PLAN

SCALE 0 5 10 15 20 METRES



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



Division: Prairie South				School #				DATE :		18/10/2013						
School: Bengough				Constituency:				FILE :								
Enrolment - Sept:		2013		Pre-K :		K: 6		1-5: 32		6-8: 19		9-12: 35		Total: 92		
CD	SCHOOL FACILITY	GUIDE AREA	ACTUAL AREA	NET AREA	NEW AREA Perm Modular		RENO OUT	A CD		AutoRen	RENOVATIONS IN CD #1 CD #2 CD #3 CD #4				TOTAL APPR'D	U %
Project Description:																
A	Gen. Instruction	220	859	639	-	-								859	35.6	
	Pre-K / Kgtn	23		(23)	-	-								-		
	Remedial / Tutorial	9		(9)	-	-								-		
	Dual Track Instruction	-		-	-	-								-		
	Student Support	30	42	12	-	-								42		
	Computer	39		(39)	-	-								-		
	MH Unit	35		(35)	-	-								-	ABS	
D	Lab 6-12	69	80	11	-	-								80	86.3	
F	Resource	99	134	35	-	-								134	73.9	
G	Gym(s)	-	451	451	-	-								451	NA	
H	Aux. Trg.	-		-	-	-								-	NA	
J	Gym Seating	-		-	-	-								-	NA	
K	MP Activity Room	170		(170)	-	-								-	ABS	
M	Performing Arts	50		(50)	-	-								-	ABS	
N	Visual Arts	22		(22)	-	-								-	ABS	
P	Practical Arts Class	50	102	52	-	-								102	49.0	
	PA Industrial Lab	-	156	156	-	-								156	NA	
	Program Flex Space	-		-	-	-								-	NA	
INSTRUCTION :		816	1,824	1,008	-	-								1,824	44.7	
U	Counselling / Health	30		(30)	-	-								-	ABS	
V	Administration	22	28	6	-	-								28	78.6	
W	Staff	36	68	32	-	-								68	52.9	
a	Ed. Storage	15	53	38	-	-								53	28.3	
ADMINISTRATION :		103	149	46	-	-								149	69.1	
e	Child Care Centre	107		(107)	-	-								-	ABS	
COMMUNITY :		107	-	(107)	-	-								-	ABS	
I	Gym Service	-	175	175	-	-								175		
	MPAR Storage	50		(50)	-	-								-		
L	Servery	10		(10)	-	-								-		
Z	Student WR	26	99	73	-	-								99		
g	Recycling Room	17		(17)	-	-								-		
BUILDING SERVICE :		103	274	171	-	-	-	-	-	-	-	-	-	274		
TOTAL NET FACILITY AREA		1,129	2,247	1,118	-	-	-	-	-	-	-	-	-	2,247		
b	Mech'cal (7% of TNFA)	79	54	(25)	-	-								54		
c	Janitor (1.4% of TNFA)	16	25	9	-	-								25		
20 % Circulation		245	904	659	-	-								904		
9% Walls		132		(132)	-	-								-		
TOTAL AREA :		1,601	3,230	1,629	-	-	-	-	-	-	-	-	-	3,230		
Factored Cost for the above suggested Facilities Scenario							OK	Renovation Conversion Area Check								
for this enrolment option:							% Modular Classroom Area in this school:									
BUILDING AGE & UTILIZATION STATISTICS																
BUILDING HISTORY							Weighted Capacity of All Actual Instruction Area (excluding Practical Arts and Gymnasiums) : 181									
							PROJECT UTILIZATION INFORMATION									
							Net G'I Instruction m2: 580 G.I. Utilization = 35.6%									
							Program Core: Guideline m2: 705 Actual m2: 1,072									
							Net Program Core Area: 367 Core U % = 65.8%									
							WEIGHTED UTILIZATION 48.6%									
							"Program Core" = All Instruction - G.I. + Administration + Community}									

For Estimate Information Only



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



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

Project Description:

ENROLMENT TABLE

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

September of Year

2017

Grade	Design	Dual	Open'g
Pre-K			
Kgtn	5		
1	4		
2	5		
3	7		
4	3		
5	7		
1 - 5	26		
6	11		
7	7		
8	9		
6 - 8	27		
9	3		
10	7		
11	5		
12	8		
9 - 12	23		
Totals	81		

TOTAL DESIGN ENROLMENT

81

(Total = Design + Dual)

Optional Program Selection

Multi-Handicapped Spec. Needs

Students in School?

Y

"Y / N"

DAY CARE CENTRE

(Enter # of children

Do not also include in Design Enrlmt.)

Infants	
Toddlers	
Pre-School	
School Age	

Flex Space (Y/N)

Performing Arts	Y/N	Y
Visual Arts	Y/N	Y
Practical Arts Class Lab	Y/N	Y
Practical Arts Industrial Lab	Y/N	Y

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

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

School Facility Areas for New or Replacement School

FACILITY

m2

A General Instruction	
Prekindergarten:	-
Kindergarten:	19
Gr. 1 - 5:	75
Gr. 6 - 8:	65
Gr. 9 - 12:	51
General Instruction	210
Grade 1 - 5 Storage:	3
Remedial / Tutorial	8
Dual Track Instruction	-
Student Support	27
MHSN Unit (Negotiable)	35
Computer (+ IT Closet)	35
Instruction Support	108

D Science Labs (6-12)	29
Science Storage	3
Science Labs (6-12)	32

F Resource Centre	
Book Shelves	20
Story Area	15
Seminar	25
Computer	4
Admin. / Professional	12
Storage	18
Resource Centre	94

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

FACILITY

m2

M Performing Arts	44
N Visual Arts	22
P Practical Arts Class	-
Industrial Lab	-
Program Arts	66

U Counselling / First Aid	30
V Administration	22
W Staff	34
a Ed. Storage (Grade 6 - 12)	15
Administration	101

e Child Care Centre *	-
-----------------------	---

* Consult with Ministry for further information.

Program Flex Space *	-
----------------------	---

* Consult with Ministry for further information.

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

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

TOTAL NET FACILITY AREA (TNFA):	884
---------------------------------	-----

b Mechanical (% of TNFA)	7.00%	62
c Janitor (% of TNFA)	1.40%	12
20 % Circulation		192
9 % Walls		104

TOTAL SCHOOL	1,254
--------------	-------

Dimensions (Main Gym)

metres

Dimensions (Second Gym)

metres

Multi-Purpose Activity Room

Dimensions:	10.8 x 15.6 metres
Clg. Height:	4.9 metres

Student Washroom Fixture Count - MINIMUM Standard

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

For Estimate Information Only

Page 1 of 2



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



Division: Prairie South				School #				DATE : March 24, 2013					
School: Bengough				Constituency:				FILE :					
Enrolment - Sept: 2017		Pre-K :		K: 5		1-5: 26		6-8: 27		9-12: 23		Total: 81	
CD	SCHOOL FACILITY	GUIDE AREA	ACTUAL AREA	NET AREA	NEW AREA Perm Modular		RENO OUT	A CD	AutoRen #1 CD #2 CD #3 CD #4		RENOVATIONS IN	TOTAL APPR'D	U %
Project Description:													
A	Gen. Instruction	194	793	599	-	-	For detailed Addition/Renovation Analysis and cost estimation services using the SA-1, please contact your Infrastructure Consultant: In Regina: Fax: 306- 798 - 5042 John Hendriks 306 - 798-2115 Walter Mikulsky 306 - 787-6034 Phil Pearson 306 - 787-9505 Terry White 306 - 798-9554 For Questions relating to completion of the SA-1D spreadsheet, please contact your Facility Consultant or Ted McPherson 306 - 787-1191			793	33.9		
	Pre-K / Kgtn	19		(19)	-	-				-			
	Remedial / Tutorial	8		(8)	-	-				-			
	Dual Track Instruction	-		-	-	-				-			
	Student Support	27	42	15	-	-				42			
	Computer	35		(35)	-	-				-			
	MH Unit	35		(35)	-	-				-	ABS		
D	Lab 6-12	32	80	48	-	-				80	40.0		
F	Resource	94	134	40	-	-				134	70.1		
G	Gym(s)	-	451	451	-	-				451	NA		
H	Aux. Trg.	-		-	-	-				-	NA		
J	Gym Seating	-		-	-	-				-	NA		
K	MP Activity Room	170		(170)	-	-				-	ABS		
M	Performing Arts	44		(44)	-	-				-	ABS		
N	Visual Arts	22		(22)	-	-				-	ABS		
P	Practical Arts Class	-	102	102	-	-				102	NA		
	PA Industrial Lab	-	156	156	-	-				156	NA		
	Program Flex Space	-		-	-	-				-	NA		
INSTRUCTION :		680	1,758	1,078	-	-				1,758	38.7		
U	Counselling / Health	30		(30)	-	-				-	ABS		
V	Administration	22	28	6	-	-				28	78.6		
W	Staff	34	68	34	-	-				68	50.0		
a	Ed. Storage	15	53	38	-	-				53	28.3		
ADMINISTRATION :		101	149	48	-	-				149	67.8		
e	Child Care Centre	-		-	-	-				-	NA		
COMMUNITY :		-	-	-	-	-			-	NA			
I	Gym Service	-	175	175	-	-			175				
	MPAR Storage	50		(50)	-	-			-				
L	Servery	10		(10)	-	-			-				
Z	Student WR	26	99	73	-	-			99				
g	Recycling Room	17		(17)	-	-			-				
BUILDING SERVICE :		103	274	171	-	-	-	-	-	274			
TOTAL NET FACILITY AREA		884	2,181	1,297	-	-	-	-	-	2,181			
b	Mech'cal (7% of TNFA)	62	54	(8)	-	-				54			
c	Janitor (1.4% of TNFA)	12	25	13	-	-				25			
20 % Circulation		192	904	712	-	-				904			
9% Walls		104		(104)	-	-				-			
TOTAL AREA :		1,254	3,164	1,910	-	-	-	-	-	3,164			
Factored Cost for the above suggested Facilities Scenario							OK	Renovation Conversion Area Check					
for this enrolment option:							% Modular Classroom Area in this school:						
BUILDING AGE & UTILIZATION STATISTICS													
BUILDING HISTORY						Weighted Capacity of All Actual Instruction Area (excluding Practical Arts and Gymnasiums) : 160							
						PROJECT UTILIZATION INFORMATION							
						Net G'I Instruction m2: 552 G.I. Utilization = 33.9%							
						Program Core: Guideline m2: 498 Actual m2: 1,072							
						Net Program Core Area: 574 Core U % = 46.5%							
						WEIGHTED UTILIZATION 42.6%							
						"Program Core" = All Instruction - G.I. + Administration + Community}							

For Estimate Information Only

Saskatchewan Ministry of Education

2014 - PreK to 12 MAJOR CAPITAL REQUEST LIST

RANKING	SCHOOL DIVISION	SCHOOL	PROJECT	HEALTH & SAFETY						EFFICIENCY				CONDITION
				SITE	FOUNDATION	FLOORS / WALLS	OTHER	UTILIZATION > 140%	UTILIZATION > 160%	NO. CONSOLIDATED SCHOOLS	2018 PROJECTED UTILIZATION	PREMIUM	UTILIZATION + PREMIUM	BLENDED SERVICE LIFE
1	Regina SD 4	École Connaught Community School	New School		1	1					96%		96%	1.92
2	Regina RCSSD 81	Sacred Heart Community School (Regina)	New School		1	1					129%		129%	1.34
3	Holy Trinity RCSSD 22	Sacred Heart Community School (Moose Jaw)	Renovation/Addition					1	1		168%		168%	0.85
4	Horizon SD 205	St. Brieux School	Renovation/Addition					1	1		183%		183%	0.75
5	South East Cornerstone SD 209	Weyburn Junior High School	New School					1		3	123%	25%	148%	0.97
6	Good Spirit SD 204	Yorkton Regional High School	Renovation/Addition				1				63%		63%	0.89
7	Chinook SD 211	Sidney Street School	Renovation/Addition	1							73%		73%	0.71
8	Saskatoon SD 13	Montgomery School	Renovation/Addition					1			154%		154%	0.47
9	St. Paul's RCSSD 20	Saskatoon French School	Renovation/Addition								138%		138%	0.89
10	Sun West SD 207	Outlook Elementary and High School	Renovation/Addition								129%		129%	1.04
11	Regina RCSSD 81	École St. Mary	Renovation/Addition								132%		132%	0.90
12	Holy Trinity RCSSD 22	St. Michael School	Renovation/Addition								132%		132%	0.91
13	Regina SD 4	Walker/Rosemont Elementary School	New School							2	115%	10%	125%	0.90
14	Regina RCSSD 81	École St. Pius X	Renovation/Addition								125%		125%	0.83
15	Regina RCSSD 81	Deshaye Catholic School	Renovation/Addition								124%		124%	0.85
16	Regina RCSSD 81	St. Catherine Community School	Renovation/Addition								123%		123%	0.83
17	Regina SD 4	Argyle Elementary School	New School							2	105%	10%	115%	1.11
18	Holy Trinity RCSSD 22	St. Agnes School	Renovation/Addition								122%		122%	0.72
19	Regina RCSSD 81	École St. Andrew	Renovation/Addition								117%		117%	0.94
20	Prairie South SD 210	Sunningdale School	Renovation/Addition								125%		125%	0.58
21	Prairie Valley SD 208	Milestone Elementary and High School	New School							2	109%	10%	119%	0.71
22	Holy Trinity RCSSD 22	City of Moose Jaw	New School								135%		135%	-
23	Prairie Valley SD 208	Greenall High School	Renovation/Addition								116%		116%	0.76
23	Prairie Valley SD 208	Highway #1 High School (in or near White City)	New School								116%		116%	-
24	Regina RCSSD 81	St. Matthew School	Renovation/Addition								110%		110%	0.77
25	Northern Lights SD 113	Jans Bay School	Renovation/Addition								117%		117%	0.46

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	5.7
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 – no report
2. Tender Report for the period July 31 to August 22, 2014
3. Suspensions – no report

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	August 25, 2014	Tender Report

Recommendation:

That the Board accept the monthly report as presented.

Tender Report for the period July 31, 2014 to August 22, 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 exceeds the limits of this policy.
- A tender for school buses was awarded to Warner Bus Industries for a cost of \$647,736 plus tax for 12-24 passenger buses.

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	5.8
Topic:	2014-2015 SCC Board Representatives		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The 2013-2014 SCC Board Representatives are attached as a discussion item to confirm representatives for 2014-2015 school year.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	August 28, 2014	2013-2014 SCC Board Representatives

Recommendation:

That the Board confirm SCC representatives for the 2014-2015 school year.

2013-2014 Board Representatives

In Moose Jaw, the designated representatives are as follows:

School

Empire
John Chisholm
King George
Palliser Heights
Prince Arthur
Sunningdale
Westmount
William Grayson
Central Collegiate
Peacock Collegiate
Riverview Collegiate

Board Members

Jan Radwanski, Darrell Crabbe
Darrell Crabbe, Brian Swanson
Darrell Crabbe, Lew Young
Lew Young, Brian Swanson
Lew Young, Brian Swanson
Lew Young, Tim McLeod
Jan Radwanski, Darrell Crabbe
Brian Swanson, Tim McLeod
Tim McLeod, Brian Swanson
Tim McLeod, Lew Young
Darrell Crabbe, Jan Radwanski

Subdivision

#1 – Ron Gleim
#2 – Jackie Jelinski
#3 – Al Kessler

#4 – Giselle Wilson
#5 – Shawn Davidson

Schools

Chaplin, Central Butte, Eyebrow, Mortlach, Craik
Rouleau, Avonlea, Caronport Elementary, Lindale
Assiniboia 7th Ave, Assiniboia Elementary, Assiniboia Composite,
Mossbank
Coronach, Bengough, Rockglen
Gravelbourg Elementary, Gravelbourg High, Lafleche, Kincaid,
Glentworth, Mankota

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	8.1
Topic:	Minister`s Approval of 2014-15 Budget		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information		

Background: The Board has received a letter from the Ministry of Education approving our 2014-15 Budget. This item is for information.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 13, 2014	Letter from Dan Florizone

Recommendation:

For information only.



Government
— of —
Saskatchewan

Ministry of Education
Deputy Minister
5th Floor, 2220 College Ave.
Regina, Canada S4P 4V9

August 12, 2014

Dr. Shawn Davidson
Board of Education Acting Chair
Prairie South School Division No. 210
15 Thatcher Drive East
MOOSE JAW SK S6J 1L8

Dear Dr. Davidson:

Thank you for the submission of your school division's estimated revenues and expenditures for the 2014-15 school division fiscal year as required by section 278 of *The Education Act, 1995*.

Your 2014-15 estimated revenues and expenditures have been reviewed by the ministry. On behalf of the Minister of Education, I approve these revenues and expenditures, as submitted and enclosed, in accordance with section 280 of *The Education Act, 1995*.

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

Sincerely,

Dan Florizone

Enclosure

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

Prairie South School Division No. 210
CASH BUDGET
For the period ending August 31, 2015

Chart of Accounts	Description	Budget 2014-15
REVENUES		
1-1-01-000-000	Property Taxation	29,795,904
1-1-02-000-000	Grants	47,423,971
1-1-03-000-000	Tuition and Related Fees	99,752
1-1-04-000-000	School Generated Funds	1,238,000
1-1-07-000-000	Complementary Services	555,226
1-1-08-000-000	External Services	3,734,864
1-1-05-000-000	Other Revenue	397,500
	Total Revenues	83,245,217
EXPENDITURES		
1-2-10-000-000	Governance	575,811
1-2-11-000-000	Administration	3,441,556
1-2-12-000-000	Instruction	55,543,205
1-2-13-000-000	Plant	13,081,956
1-2-14-000-000	Transportation	7,483,576
1-2-15-000-000	Tuition and Related Fees	75,000
1-2-16-000-000	School Generated Funds	1,238,000
1-2-21-000-000	Complementary Services	2,096,934
1-2-22-000-000	External Services	3,538,238
1-2-17-000-000	Other Expenses	65,216
	Total Expenditures	87,139,492
	Excess (Deficit) for the year	(3,894,275)

ADDITIONAL INFORMATION REQUESTED FROM THE SCHOOL DIVISIONS:

	Budget 2014-15
Tangible Capital Assets:	
(-) Purchases	2,521,080
(+) Proceeds from disposals	-
Long Term Debt, including capital leases:	
(-) Repayments of the year	351,328
(+) Debt issued during the year	-
NON-CASH GAIN/EXPENSES:	
(+) Amortization expense	5,223,466
(-) Gain on disposals of tangible capital assets	-
(+) Employee Future Benefits expenses	252,200
OTHER CASH REQUIREMENTS:	
(-) Employee Future Benefits expected payments	100,300
NET EXCESS (DEFICIT) CASH OF THE YEAR	(1,391,317)
FINAL DEFICIT POSITION WILL BE COVER BY:	
Cash received or to be received from capital loans	-
Reserves included in prior year's accumulated surplus balance	1,291,017
Other (Elimination of Employee Future Benefit Payments Already Included in Expenses)	100,300
REVISED CASH POSITION	-

AGENDA ITEM

Meeting Date:	September 2, 2014	Agenda Item #:	8.2
Topic:	Live Streaming of Board Meetings		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information		

Background: The Board approved live streaming of meetings at the August 11, 2014 meeting.

Current Status: As discussed with the SSWAG committee we will commence live streaming at the September 2, 2014 meeting. This will serve as a trial run. Please refer to the attached information.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barry Stewart	August 28, 2014	Streaming Board Meetings

Recommendation:
For Information Only

STREAMING BOARD MEETINGS

CONSIDERATIONS/OPPORTUNITIES:

The costs to providing this service are entirely dependent on the quality of the production/end result... what quality is “good enough”, whether someone is required to operate the camera and the storage of the videos after the fact (i.e. once we record the meetings are there regulatory and/or legal implications that could affect the retention period).

QUALITY:

- The quality and effectiveness of a video production is dependent on a number of factors:
 1. Room lighting, acoustics, etc. has a large effect the quality of a video production and need to be considered
 2. Camera quality
 3. Audio setup
- Camera
- Audio

RETENTION/ARCHIVING:

- Recording the meetings for viewing at a later date/video-on-demand could add additional costs for storing the video. Multi-media recordings require substantial disk storage... this may mean additional costs depending on:
 - Quality of the video, “bit-rate” and “frame-rate”, HD
 - File format; Flash (FLV or MP4), H.264, M4V, etc.
 - Compression used
 - Retention length, how long do we want to keep the video’s
 - Length of meetings
- We currently have enough storage capacity to retain these meetings for a 1 year period with no additional costs for the project.
- There are currently no retention issues as far as meeting legal and/or regulatory requirements are concerned. Here is the response from the SSBA lawyer:

There is no rule for how long they should be kept – you can determine that when you set the system up. Because this is not something the board is required to so there is no specific period of retention required, you keep them only as long as required for the purposes for which they were created. In this case the reason is to allow wider access to the public to board meetings. That purpose can be achieved by keeping the recording for only a short period of time. I would suggest it could even be as short as 2-3 months. Probably a year would be the upper limit unless there is some other purpose for which the recordings will be used.

I would suggest that you do up some kind of statement that sets out clearly the terms under which the recording is being made, such as:

- the feed/recording is only for the public portion of the meeting

- the recoding is not an official record - that is only contained in the minutes of the meeting as approved by the board
- notices will be given to members of the public that the meeting is being taped
- notice will be given to delegations when they receive approval to appear that they will be taped if presentations are made in the public portion of the meeting
- notice of how long the recoding will be available

You should also confirm how the recording will be dealt with once the playback period is over - if the recordings are archived in some form you will need to give access to them if an LAFOIP request is made.

This will not make the meeting an electronic meeting - it is only when one of the board members is not present and call in to a meeting that it becomes an electronic meeting.

Please let me know if you have any further questions.

Geraldine

CAMERA OPERATOR:

- If a camera “operator” is required (pan, zoom, focusing in), there would be a cost associated with this.

OTHER CONSIDERATIONS:

- If the desks and equipment are not going to be static (i.e. permanently installed/placed in the room) there would be human resources required to setup/takedown equipment.
- Depending on the number of viewers, streaming Board Meetings could theoretically negatively impact the bandwidth available for “regular” school use, however, Prairie South’s gateway to/from “THE” internet was increased from 200Mbps to 500Mbps on August 15th, 2014 so we feel like this will not be an issue.

CURRENT LIVE-BROADCAST STATUS/CAPABILITIES:

Prairie South is currently well positioned to deliver live-streamed events such as a Board meeting.

- Wowza Streaming Media server
- WireCast video encoding and statistics software
- Blackmagic Intensity Extreme video capture device
- Low-mid quality cameras with tripods
- SAN storage (high-speed, tiered, highly redundant disk storage)

CURRENT ARCHIVED VIDEO STATUS/CAPABILITIES:

Prairie South is currently well positioned to deliver archived events such as a Board meeting.

- ViMP for our archived/video-on-demand services. Here is a link used to calculate average disk space and bandwidth requirements for ViMP: <http://www.vimp.com/en/documentation-faq-article/items/how-much-disc-space-and-traffic-do-i-need-for-my-videos.html>
- Sample videos can be viewed at: <http://video.prairiesouth.ca>
- Based on these calculations a 6hr. board meeting would require ~12GB of disk storage per meeting... which would require 144GB of disk storage for 12 monthly meetings.

RECOMMENDATIONS:

I would recommend running a trial at the next Board meeting using the equipment we currently own and then determine what, if any changes need to be made. Long-term cost considerations would be:

- Apple computer configured for live streaming and archiving:
 - \$3,000 - \$4,000
- Audio:
 - Based on our limited experience with broadcasting live events, we are predicting the audio will not be satisfactory
 - If we determine that the audio quality is indeed not adequate, we would engage a company like GV Audio out of Regina to help us come up with a cost effective solution
- The room may need to be altered/configured to provide the best quality results. This could be something as simple as shutting the blinds, placing the desks optimally, etc.
- Monitor the number of streams that people initiate so we can determine if the service is cost effective