

*Prairie South Schools*  
**BOARD OF EDUCATION**

OCTOBER 06, 2015  
11:00 a.m. – 4:00 p.m.  
Central Office, 1075 9<sup>th</sup> Avenue NW, Moose Jaw

**AGENDA**

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
  - 1.1. Group Board Photo**
  - 1.2. South East Cornerstone Correspondence**
  - 1.3. Provincial Funding Formula Presentation**
  - 1.4. 2015 Prek to 12 Major Capital Top 25 List**
  - 1.5. Personnel Issue**
  
- 2. Call to Order**
  
- 3. Adoption of the Agenda**
  
- 4. Adoption of Minutes (Regular and Organizational)**
  
- 5. Decision and Discussion Items**
  - 5.1. Board Representatives on External Committees**
  - 5.2. SSBA Fall General Assembly Ballot Pick Up**
  - 5.3. SSBA Submission of Resolutions for 2015 AGM**
  - 5.4. Government of Saskatchewan School Review Handbook (Updated)**
  - 5.5. September 30, 2015 Enrolments**
  - 5.6. Sale of Surplus Land**
  - 5.7. Monthly Reports (Decision)**
    - 5.7.1. Substitute Usage Report**
    - 5.7.2. Tender Report**
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- 6. Delegations and Presentations**
  
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    - 7.1.3. Smooth Transitions**
    - 7.1.4. Strong System-Wide Accountability and Governance**
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    - 7.1.6. Rural Catchment and Transportation**
    - 7.1.7. Urban Possibilities**

- 8. Information Items**
  - 8.1. Letters from Auditors**
  - 8.2. Class Size Report**
  - 8.3. Wichota Response Letter**
- 9. Celebration Items**
- 10. Identification of Items for Next Meeting Agenda**
  - 10.1. Notice of Motions**
  - 10.2. Inquiries**
- 11. Meeting Review**
- 12. Adjournment**

**PRAIRIE SOUTH SCHOOL DIVISION NO. 210**

**ORGANIZATIONAL MEETING**

**Date: September 8, 2015**

**Location: Central Office, Moose Jaw**

**MINUTES**

Attendance: Mr. R. Bachmann; Mr. D. Crabbe; Dr. S. Davidson; Mr. R. Gleim; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Mrs. G. Wilson; Mr. L. Young; T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; H. Boese, Executive Assistant

1. Mr. Baldwin, Director of Education took the chair and called the meeting to order at 11:32 a.m.
2. Mr. Baldwin called for nominations for Board Chair.
3. Mr. Swanson nominated Dr. Davidson as Board Chair.
4. Mr. Swanson moved that nominations for Board Chair cease.
5. Mr. Baldwin declared Dr. Davidson acclaimed as Board Chair.
6. Dr. Davidson took the Chair and called for nominations for Vice-Chair.
7. Mr. Swanson nominated Mr. McLeod as Vice-Chair.
8. Mr. Swanson moved that nominations for Vice-Chair cease.
9. Dr. Davidson declared Mr. McLeod as elected Board Vice-Chair.

Motions:

- |                 |   |         |
|-----------------|---|---------|
| 09/08/15 – 2409 | That for the 2015/16 fiscal year, the Board maintain the current rates for trustees' remuneration for attendance at Board Meetings and performance of all duties and activities within the School Division as follows, payable monthly: <ul style="list-style-type: none"><li>• Member: \$1,325 per month</li><li>• Vice Chair: \$1,399 per month</li><li>• Chair: \$1,472 per month</li></ul> - Bachmann | Carried |
| 09/08/15 – 2410 | That for the 2015/16 fiscal year, the Board remunerate trustees for attendance at out-of-division functions, meetings and other activities at the following rates: <ul style="list-style-type: none"><li>• Member: \$200.00 per day</li><li>• Vice Chair: \$225.00 per day</li><li>• Chair: \$250.00 per day</li></ul> - Young  | Carried |
| 09/08/15 – 2411 | That for the 2015/16 fiscal year, trustees' remuneration for travel time be set at \$0.20 per kilometer.<br>- Gleim   | Carried |

- 09/08/15 – 2412 That during the 2015/16 fiscal year, any Board Member may miss one Regular Board Meeting without adjustment to remuneration and that only missed Board Meetings in excess of one would result in a reduction to remuneration at a rate of \$300 per full day missed meeting or \$150 per half day missed meeting.  
- Gleim Carried
- 09/08/15 – 2413 That the annual allowance for trustee professional development for the 2015/16 fiscal year be set at \$35,000 in total for all trustees with the board determining professional development priorities. Professional development mileage and travel costs for out of division travel will be calculated on the assumption that everyone leaves from Moose Jaw or nearer.  
- Wilson Carried
- 06/08/15 – 2414 That we amend motion 09/08/15 – 2413 to include “and that each trustee be compensated for all expenses to attend the Saskatchewan School Boards Association’s Annual General Meeting.”  
- Young Amendment  
Defeated
- 09/08/15 – 2415 Whereas pursuant to Section 319 of the *Education Act, 1995*, Chapter E-0.2 of the *Statutes of Saskatchewan, 1995*, the Board of Education of a School Division may by resolution authorize its Chairman and Chief Financial Officer to borrow: Carried
- a) any sum of money that may be required to meet current expenditures of the board and may be secured by the promissory note or notes of the Chairman and Chief Financial Officer given on behalf of the Board;
  - b) on the security of the operating grants and capital grants payable to the division pursuant to Section 310 and 311 of the Act any sum of money that the board considers necessary to provide for its current expenditures.
- Now, therefore, be it resolved by the Board of Education of the Prairie South School Division No. 210 of Saskatchewan, (hereinafter referred to as "the Board") as follows:
1. That the Board or Chairman and Chief Financial Officer on behalf of the Board are hereby authorized to borrow from institutions approved under the laws of Canada, up to the sum of **\$15,000,000.00** to meet the expenditures of the said School Division until the proceeds of operating grants or any capital grants payable to the said School Division are available and to pay or agree to pay interest on the monies borrowed either in advance or at maturity, at such rates as may be agreed upon at the time of borrowing.

2. The said sum of **\$15,000,000.00** and interest shall be repayable and shall be secured by operating grants and any capital grants which may be payable to the said School Division at any time.
3. That the said loan may be secured by the promissory note or an operating loan agreement of the said Board and the said Chairman and Chief Financial Officer are hereby authorized and empowered to execute and give such promissory note and/or operating loan agreement on behalf of the said Board as may be required by the said Bank.
4. That this resolution shall take effect on September 8, 2015.  
- Gleim

09/08/15 – 2416	That Board communications are dealt with as follows: the Board Chair communicates with the media and public on political issues and the Director of Education communicates with the media and public on all other issues. - McLeod	Carried
09/08/15 – 2417	That the Organizational Meeting be adjourned at 11:47 a.m. - Crabbe	Carried

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Dr. S. Davison  
Chair

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B. Girardin  
Superintendent of Business and Operations

**MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 201 1075 9<sup>th</sup> Avenue North West, Moose Jaw, Saskatchewan on SEPTEMBER 8, 2015 at 11:00 a.m.**

Attendance: Mr. R. Bachmann; Mr. D. Crabbe; Dr. 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; H. Boese, Executive Assistant

Delegation: Wichota Presentation re: Discovery Centre Plans (11:45 a.m.)  
*Roger Lafrancois, Gary Bosgoed, Dave Pelletier, Cory Amiskusees, Ida Kerr, Vivian Gauvin*

Motions:

- |                 |   |         |
|-----------------|---|---------|
| 09/08/15 – 2418 | That the meeting be called to order at 11:48 a.m.<br>- Davidson   | Carried |
| 09/08/15 – 2419 | That the following items be added to the agenda:<br>5.4 2015-16 SCC Board Representatives<br>5.5 2015 Opening Day Enrolments<br>That the Board adopt the agenda as amended.<br>- Young<br><br>That the Board break at 12:10 p.m.<br><br>That the Board reconvene at 1:00 p.m. | Carried |
| 09/08/15 – 2420 | That the Board adopt the Minutes of the regular meeting of August 11, 2015 as presented.<br>- Kessler   | Carried |
| 09/08/15 – 2421 | That the Staff Engagement Plan as presented be implemented.<br>- Swanson  | Carried |
| 09/08/15 – 2422 | That the Board accept the Tender Report as presented.<br>- Young  | Carried |
| 09/08/15 – 2423 | That the SCC Board Representative list be adopted as amended.<br>- Swanson  | Carried |

**Committee Reports**

Standing Committees:

*Higher Literacy & Achievement*

- Committee met the end of August and have been busy preparing for next month’s Accountability Report. Reading results will be a big part of the report. The committee is very pleased with the results so far and look forward to next month’s Accountability Report.
- Another topic discussed was student attendance at school and the absenteeism of students. We received a media release from the SSBA regarding their campaign called “every day counts” and being present at schools leads to student success.

*Equitable Opportunities*

- No report given.

*Smooth Transitions*

- Meeting took place following last month’s Board Meeting. Discussion was around prekindergarten tours which will be organized for next week.
- Next meeting will take place after today’s meeting.

*Strong System-Wide Accountability and Governance*

- Next meeting will be Tuesday, September 15 at 7:30 a.m.

*Advocacy and Networking*

- Minister Morgan attended William Grayson School today as well as a meeting with the Board prior to today’s meeting.
- We will continue to work with parties regarding the local improvement issues in Moose Jaw.

*Rural Catchment and Transportation*

- No report given. Meeting will take place next Monday, September 14.

*Urban Possibilities*

- No report given. Meeting next week.

**Adjournment**

09/08/15 – 2424

That the meeting be adjourned at 1:40 p.m.  
- Kessler

Carried

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Shawn Davidson  
Chair

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B. Girardin  
Superintendent of Business and Operations

Next Regular Board Meeting:

Date: October 6, 2015  
Location: Central Office, 1075 9<sup>th</sup> Avenue, Moose Jaw

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	5.1
<b>Topic:</b>	<b>Board Representatives on External Committees</b>		
<b>Intent:</b>	<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 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:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	September 24, 2015	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

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	5.2
<b>Topic:</b>	<b>SSBA Fall General Assembly Ballot Pick Up</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Each year at the SSBA Fall General Assembly, during the annual general meeting, the Board votes on bylaw amendments and resolutions. As per the attached memorandum the SSBA requires us to identify who will pick up the ballots.

**Current Status:** Normally we have had the Board Chair pick up the ballots and the ballots have been divided equally among trustees attending the meeting.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	September 24, 2015	Memorandum - 2014 AGM Ballot Information Form

***Recommendation:***

That in regards to the SSBA Fall General Assembly, voting ballots be divided equally among trustees attending the meeting and that the Board Chair be designated to pick up the ballots.

## MEMORANDUM

September 1, 2015

TO: Chief Financial Officers for Boards of Education

FROM: Krista Lenius, Administrative Paralegal

RE: **2015 Annual General Meeting  
Ballot Information Forms**

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Please find attached a Ballot Information form that we ask you to complete and return to this office by November 2, 2015. This will enable us to prepare a package of ballots for your board for the purposes of voting on bylaw amendments and resolutions at the annual general meeting to be held on November 9, 2015 during the Fall General Assembly. Ballots that can be picked up at the Ballot station at the General Assembly Registration Desk by an authorized representative of your board.

A copy of Bylaw No. 11, which provides for allocation of votes, is also attached for your information.

**NOTE:** If a board member who is listed as a “voting” delegate for your board does not attend the general meeting or must leave before votes on resolutions have been completed, your board chair or other person authorized by your board can have that board member’s ballots allocated to another board member. To do this, please see Geraldine Knudsen or Krista Lenius, during the General Assembly to make a change. It is important to do this prior to the start of the AGM, if possible, so that the AGM is not interrupted after it has begun.

Thank you for your assistance.

**BALLOT INFORMATION**  
**2015 Annual General Meeting Voting Delegates**

FOR: Board of Education of Prairie South School Division No. 210

The representative authorized to pick up ballots for the board at the General Assembly Registration Desk is: \_\_\_\_\_  
*(Name of authorized representative)*

**Pursuant to Bylaw No. 11, section 4:**  
**The number of votes to which your Board is entitled 21**  
**(Based on your December 2014 student count of 6,597.)**

The board of education has determined that its votes will be cast by the following board members in the following numbers:

<b><u>Board members - Voting Delegates</u></b>	<b><u># of Votes</u></b>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\_\_\_\_\_  
Signature of School Business Official

**PLEASE RETURN THIS FORM, TO THE ATTENTION OF  
KRISTA LENIUS, TO THE SASKATCHEWAN SCHOOL BOARDS  
ASSOCIATION BY EMAIL TO [klenius@saskschoolboards.ca](mailto:klenius@saskschoolboards.ca)**  
*Thank you!*

For your information:

## **Ballot Voting**

Association Bylaw No. 11 provides:

### **Bylaw No. 11: Delegates and Voting**

1. School board members who register and pay the registration fee are delegates at the general meetings of the Association.
2. Every member shall inform the Association as to which of its delegates it has authorized to be accredited delegates to cast the votes of the member on questions for which a formal ballot is used, and the number of votes each accredited delegate is authorized to cast.
3. Formal ballots shall be used for:
  - (a) election of members to the Executive;
  - (b) adoption of the Association budget;
  - (c) votes on bylaw amendments and resolutions; and
  - (d) approval to the Executive to petition the Legislative Assembly for changes to the Act incorporating the Association.
4. The number of votes to which each board of education is entitled when a formal ballot is used shall be determined in accordance with the following table using the student count of the board of education as of September 30 for the most recent year as provide by the Ministry of Education:

<u>Student Count</u>	<u>Number of Votes</u>
1 to 2000 students	6
2001 to 3000 students	9
3001 to 4000 students	12
4001 to 5000 students	15
5001 to 6000 students	18
6001 to 7000 students	21
7001 to 8000 students	24
8001 to 10,000 students	30
10,001 to 15,000 students	45
15,001 students and over	51

5. Only accredited delegates in attendance at the time a vote is taken shall be entitled to vote.
6. Absentee voting shall not be allowed.
7. On matters where voting is by show of hands, such as motions on procedural matters, each delegate in attendance at the time the vote is taken shall be entitled to vote, and shall have one vote.
8. Delegates who are not accredited delegates may participate in General Assembly and general meeting discussions and debate.

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	5.3
<b>Topic:</b>	<b>SSBA Submission of Resolutions for 2015 AGM</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

The attached memorandum was received from the SSBA asking for bylaw amendments and resolutions for this year's AGM, which will be held on November 9, 2015. The deadline for submission of bylaw amendments has passed (September 24) but the deadline for submission of resolutions is October 9.

**Current Status:**

The Board will need to discuss if any resolutions will be forthcoming from Prairie South.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	September 25, 2015	Memo from SSBA

***Recommendation:***

Board discussion.

## MEMORANDUM

August 10, 2015

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 2015 AGM

---

The 2015 Fall General Assembly will be held in Saskatoon at the Radisson Hotel on November 8-10, 2015. 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 9, 2015. 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. **September 24, 2015.**

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 no later than October 26, 2015.

**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 9, 2015**. 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 no later than October 26, 2015 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](mailto:klenius@saskschoolboards.ca).** You will receive an email confirmation that your submission has been received.

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	5.4
<b>Topic:</b>	<b>Government of Saskatchewan School Review Handbook (Updated)</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:** Legislated processes related to School Closure or Discontinuance of Grades or Years are available in *The Education Act (1995)*.

**Current Status:** The Province of Saskatchewan has provided Boards of Education with an updated handbook to assist with processes related to School Closure or Discontinuance of Grades or Years. If the Board wishes to trigger a school review, a motion to that effect is required by 15 October 2014.

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:** Prairie South Schools Board Policy is silent on the matter of school viability. Using the minimum criteria established in *The Education Act (1995)*, several Prairie South Schools would be candidates for a school review process.

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	06 October 2015	<ul style="list-style-type: none"> <li>School Review Handbook (August 10, 2014)</li> </ul>

**Recommendation:**

No Board motion is necessary if the Board chooses not to trigger a school review.



# **School Review Handbook**

**Revised August 10, 2014**



## Acknowledgements

**The Saskatchewan Ministry of Education would like to extend its sincere thanks to the following for their contribution to the development of this handbook.**

### **Advisory Committee**

- Liam Choo-Foo – Director of Education Chinook School Division
- Gwen Dueck – General Secretary, Saskatchewan Teachers' Federation
- Brenda Edwards – Director of Education, Prairie South School Division
- Bonnie Ozirny – Director of Legal Services, Saskatchewan School Boards Association
- Sandi Urban-Hall – Board Member, Prairie Valley School Division
- Lyle Vinish – retired General Secretary, Saskatchewan Teachers' Federation
- Bill Wells – former Executive Director, Saskatchewan School Boards Association

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The Ministry of Education would like to express its appreciation to the many community members, board of education members and school division staff who contributed to the development of this handbook through direct comments or through feedback during consultation on the amendments to *The Education Act, 1995* and *The Education Regulations, 1986*.

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# 1. Introduction

## Purpose of This Handbook

Saskatchewan's economy and population are growing and along with this growth comes hope and optimism for the future.

However, in some parts of Saskatchewan, demographic shifts and decreasing birthrates have resulted in declining enrollments. With very small student numbers, it becomes difficult to provide a complete educational program that responds to the needs of all students, to provide elective courses, and to attract administrators and specialist teachers. In some situations, aging school structures are an additional factor that must be considered.

As a result, boards of education must make decisions about the viability of schools in some communities. In order to maintain the quality of educational programming, it is sometimes necessary to close schools with very small enrollments or reduce the number of grades or years offered. When grade or year reduction occurs, it is typically high school or middle years programs that are discontinued.

This handbook was developed to provide information to communities, boards of education, school community councils and schools that may be facing the review of a school. This handbook describes the school review process, addresses practical matters associated with closing a school, defines a school of opportunity, and outlines the process that may lead to designation as a school of opportunity.

Please note that this handbook has no legal status. It is for information purposes only. For the legal requirements concerning school reviews and schools of opportunity, refer directly to the legislation or consult legal counsel.



### **Introduction**

Saskatchewan's growing population and economy bring optimism and hope.

However, in some parts of Saskatchewan, shifting demographics and a declining birthrate mean decreasing enrollments. When small student numbers make it difficult to offer a complete program that responds to the needs of all students, school closure or grade discontinuance becomes an option.

This handbook provides information to communities and boards of education that may be facing the review of a school.

This handbook has no legal status. For legal purposes refer to Sections 87.1 to 87.8 of *The Education Act, 1995* which set out the school review process and provide for schools of opportunity.

**Sections 87.1 to 87.8 of *The Education Act, 1995* apply to rural schools only, not to urban schools.**

**Sections 87.1 to 87.8 of *The Education Act, 1995* which regulate the school review process and designation as a school of opportunity apply only to schools which are located in school districts, in other words, rural schools. They do not apply to urban schools, because urban schools are located outside of school districts.**

## The Legislation

In 2008, the Government of Saskatchewan amended the legislation that provides a framework for the review of schools. Sections 87.1 to 87.7 of *The Education Act, 1995* set out timelines to review a school and describe processes that must be followed. Sections 95.8 to 95.84 of *The Education Regulations, 1986* provide additional details of this process.

*The Education Act, 1995* (Section 87.8) also makes provision for schools of opportunity (schools located in communities that may experience an increase in student enrollment as a result of economic growth in the area). Sections 95.9 to 95.93 of *The Education Regulations, 1986* provide details of the school of opportunity process.

The legislation which governs the school review process and schools of opportunity is available from the Government of Saskatchewan Publications Centre. For *The Education Act, 1995* go to [www.publications.gov.sk.ca/details.cfm?p=487](http://www.publications.gov.sk.ca/details.cfm?p=487). For *The Education Regulations, 1986* go to [www.publications.gov.sk.ca/details.cfm?p=661](http://www.publications.gov.sk.ca/details.cfm?p=661).

**Sections 87.1 to 87.7 of *The Education Act, 1995* provide for two processes:**

- **When the school community council gives consent to closure or grade discontinuance, the board of education may proceed directly to closure/grade discontinuance.**
- **When the school community council does not give consent, the review process defined in *The Education Act, 1995* and explained in this handbook must be followed.**

## Organization of This Handbook

*This handbook is organized into six chapters and a Briefcase which provides sample materials:*

- 1. Introduction** – which outlines the purpose of this handbook and notes that legislation has been enacted which guides the school review process and provides for schools of opportunity.
- 2. Roles and Responsibilities** – which outlines the roles of key participants throughout the school review process. Roles of the following are described: Minister and Ministry of Education; board of education; school community council; school review committee; school staff; students, parents and families; and communities.
- 3. Long-Term Planning** – which describes the importance of developing and maintaining school profiles to help identify schools that are approaching non-viability, of implementing consistent policies and procedures relating to school review, of open, transparent communication, and of engaging in ongoing dialogue with local governments and First Nations.
- 4. The School Review Process** – which describes the legally-mandated process that is to be followed from the time a school is flagged for review to the time the board of education has the option to pass a final motion for school closure or grade/year discontinuance.

5. **Transition – Looking After People and Property** –which describes the administrative process of closing a school after the board of education has made a final motion for school closure.
6. **Schools of Opportunity** – which defines a school of opportunity and describes the legally-mandated process that is to be followed when applying for designation as a school of opportunity.

**Briefcase** – which provides samples of documents and resources that may be helpful to communities and boards of education during the school review process. Boards of education and communities are invited to “open up” this Briefcase and pull out the items that are useful to them. These items are provided for information and convenience only. There is no requirement or expectation that boards of education and communities will use the items in the Briefcase, but they are welcome to do so if they wish. Although the legislated school review process applies only to rural schools, urban school divisions may also find the items in the Briefcase useful.

### Graphics

Throughout this handbook graphic symbols are used to signal key pieces of information.



Indicates that *The Education Act, 1995* requires that a decision must be made or an action taken by a certain date.



Indicates that the public must be given notice using a process prescribed in *The Education Act, 1995*.



Refers readers to the Briefcase at the end of this document for sample resources from Saskatchewan boards of education.



Introduces the summary boxes which appear at the beginning of each chapter in this handbook. The summary boxes briefly restate the main points made in the chapter.

## 2. Roles and Responsibilities

During the school review process, the board of education plays a key role, and so do several other groups. The roles and responsibilities of these key participants are described below. This section addresses seven topics:

- The Minister and Ministry of Education
- The Board of Education
- The School Community Council
- The School Review Committee
- School Staff
- Students, Parents and Families
- Communities

### The Minister and Ministry of Education

**Minister of Education** – The Minister of Education does not make decisions regarding the review of a school. This authority rests with boards of education.

The Minister of Education accepts and reviews applications for designation as a school of opportunity and is responsible for deciding whether a school will be designated as a school of opportunity. The Minister of Education also determines the length of the designation period.

**Ministry of Education** – The Ministry of Education, acting under the direction of the Minister of Education, drafts legislation relating to school review and schools of opportunity.

The Ministry of Education may also develop policies to provide further guidance for the school review process and offer information such as the information contained in this handbook.

### The Board of Education

The board of education has a broad perspective and is responsible for delivery of educational programs and services for the entire school division. It considers the needs of all students across the division. Thus, it is aware that the possibility of a school closure/grade discontinuance impacts the receiving school(s) as well as the school being closed.



#### ***Roles and Responsibilities***

The provincial government enacts legislation that provides a framework for the school review process.

Subject to legislation, the board of education has overall responsibility for all aspects of a school review process. Other groups also play roles in this process including the school community council; the school review committee; staff of both the school under review and the receiving schools; students, parents and families; and the community as a whole.

Students' most important job is to learn. A responsibility shared by all interested parties is shielding students from the strong emotions that sometimes accompany a school review and keeping students' attention focused on their studies.



In situations where a decision is made to close a school or discontinue grades, the board of education is responsible for ensuring that school division staff take measures to smooth the transition for students and to ensure that students are successfully integrated into their new school.

Subject to legislative requirements, the board of education governs the school division over which it has jurisdiction. The board of education has overall responsibility for all aspects of a school review process. The board of education creates policy that causes schools to be flagged for review, establishes criteria for the review, creates a school review committee, and passes motions that move the school review process along through a series of stages.

## **The School Community Council**

Every school has a school community council established by the board of education according to Sections 140.1 to 140.5 of *The Education Act, 1995*.

The school community council can give consent to a school closure/grade discontinuance or withhold consent. Consent means that the board of education may proceed directly to school closure/grade discontinuance. Lack of consent means that the review process mandated in *The Education Act, 1995* and described in this handbook must be followed.

The school community council's responsibilities include providing advice to the board of education, thus it can advise the board of education throughout the school review process.

If a board decides to close a school or discontinue grades, the school community councils of both the closing school and the receiving school(s) may play a role in supporting transition planning to ensure continuity for all students, including those with special needs or unique situations.

If a school closes, the school community council of that school is dissolved. The members of the dissolved school community council can, if they wish, stand for election to the school community council of a receiving school, the next time that school community council holds an election.

## **The School Review Committee**

The school review committee is established by the board of education when the school review process begins. It consists of members of the school community council (not the principal or teachers), representatives of local government, community members, and in some situations representative(s) of local First Nation(s).

Although the school review committee is established by the board of education, it does not take direction from the board. Rather, it consults with community, and provides advice and recommendations to the board of education on the school review process including recommendations to consider discontinuance of one or more grades or years taught in a school as an alternative to closing the school.

The school review committee does the bulk of its work between the time it is formally established (no later than November 1) and the end of January. It makes at least one report to the board of education by the end of January, because February 1 is the last date on which the board of education can move to consider school closure/grade discontinuance. However, the school review committee remains active until the board of education holds a meeting of electors (no later than March 31) or until the day on which the board of education decides to remove the school from in-review status, whichever comes first. This enables the school review committee to report on its findings at the meeting of electors.

## **School Staff**

### **Staff of the School Under Review**

The staff of the school under review includes a principal and teachers and may include other staff such as educational assistants, custodians, bus drivers and secretarial/clerical staff.

The primary responsibility of all these staff members is to protect the learning environment, so student learning continues and so the school remains a pleasant, productive place for all students. This means ensuring that events relating to the school review process do not negatively affect the learning environment or interfere with students' interest in and commitment to their studies.

School staff carry on with their normal responsibilities throughout a school review process and, as employees of the board of education, play no role in that process.

### **Staff of Receiving Schools**

When new students enter a school, the principal, teachers and other staff always take steps to make them feel welcome, to familiarize them with the school, and to integrate them into their classrooms.

When the staff of a school knows the school will be receiving students from a school that is being closed, they can begin the process of making students welcome in May and June, even before the school has closed. They can work with the staff of the closing school and with the school community councils of both schools to organize activities that will facilitate the transition for students and familiarize them with their new school.

## **Students, Parents and Families**

Learning is a student's most important job and parents and other family members have a responsibility to create an environment that promotes learning throughout the school review process. This means putting the educational needs of students first, keeping students' attention focused on their school work, and shielding them from the high emotions that sometimes accompany a school review.

If the board of education passes a final motion to close a school, parents and other family members can assist their children's transition to a new school by presenting the change in a positive light – as an opportunity for new friends and new experiences. They can participate in activities such as open houses and field trips designed to facilitate students' transition to their new school, they can read information provided by the school division so they are better able to discuss the change with their children, and they can stay in touch with the school community council so they are up-to-date on plans and events.

## **Communities**

Community members have an ongoing responsibility to stay informed about the operations of the school division and the schools in their local community. They can do this by taking advantage of opportunities to get information, ask questions and provide feedback. These opportunities include becoming involved in their local School Community Council, attending the board of education's annual general meeting, reading information posted on the school division's website, and reading school and school division newsletters.

The school review process outlined in *The Education Act, 1995* is designed to facilitate community input. For example, the school review committee is comprised of representatives from the school community council, local government, the community, and in some situations, local First Nation(s). The legislation requires that a public meeting of electors be held.

The community has a responsibility to become informed about the school review process – to understand the steps in the process, the timing of the process and the opportunity for public participation in the process. The community can make its voice heard by participating in the school review process through the legally mandated mechanisms. The community also has a responsibility to provide the school review committee and the board of education with information about the community that may influence decisions regarding the viability of a particular school.

## 3. Long-Term Planning

This chapter describes the long-term planning that will enable boards of education to continuously monitor all schools in the division and communicate information about the status of these schools to the public.

It includes five sections:

- School Profiles
- Consistent Policies and Procedures
- Transparent and Open Communication
- Dialogue with Local Governments
- Dialogue With First Nations

### School Profiles

It is recommended that school division staff, in collaboration with the school community councils of individual schools, prepare annual profiles of all schools in the division and post the profiles on the division's website. This will enable members of the public to view information about the current status of schools in their division.

At minimum, the school profiles should include information that boards of education are required by Section 95.84(4) of *The Education Regulations, 1986* to provide to the school review committee and the school community council. This information is:

- enrollment history of the school since January 1, 2006
- five-year projected enrollments and the source of this data
- current number of teaching and non-teaching staff
- projected number of teaching staff based on projected enrollments and board policy
- information about the physical condition of the school
- other relevant information.

The Briefcase at the end of this handbook includes:

- An example of a school profile (Item #1)
- An example of a summary chart that displays current and projected enrollment for all schools in a division. (Item #2)



### Long-Term Planning

Most boards of education participate in long-term planning that enables them to continuously monitor all schools in the division and to communicate with the public.

Monitoring involves creating an annual profile of each school in the division in order to identify schools that are approaching non-viability long before a school review process begins. Making these profiles available to the public helps ensure that the public is aware of the status of every school in the division.

Formal written policies and procedures regarding school reviews are another important part of long-term planning. Written policies allow decisions to be made systematically and consistently and provide the community with information about the process that will be used to conduct a school review. Open and transparent communication serves this purpose as well.

Ongoing dialogue and communication between the board of education, local governments, and First Nations has benefits for all parties. It is important that the board connect with local governments whose jurisdictions include possible receiving schools as well as with local governments whose jurisdictions include schools that may come under review.

## **Consistent Policies and Procedures**

It is vitally important that boards of education create formal written policies and procedures relating to school reviews.

Formal written policies and procedures can:

- Ensure that board of education processes comply with the legislation.
- Ensure that decisions are made systematically and consistently according to defined criteria.
- Provide the community with information about the school review process, so that community members are aware of the criteria that will flag a school for review and the processes that will be used to implement the review.

*The Education Regulations, 1986* require that board of education policies relating to a school review be posted on the board's website and that amendments to these policies be posted within 30 days.

## **Transparent and Open Communication**

Transparent and open communication provides necessary information to school staff members, students, parents and the community when the board of education enters into a school review process.

Open communication begins long before a school review is even considered, with posting of school profiles and school division policies and procedures relating to school review.

If a school review is initiated, it is important to be open and transparent about the process – describe the steps that will be followed and provide summaries of events and information at key points in the process. A variety of means can be used to communicate with students and staff and with the community including website postings, news releases, paid announcements in local newspapers, public meetings, posters, and mail-outs to students' families. The communication methods used will depend on the community and the current stage of the review process.

Communication with the media, the community and with key people at all stages of the school review process will ensure the community has accurate, up-to-date information and reduce the potential for rumour and misinformation.

If a school review process proceeds to the stage of a final motion, at least two outcomes are possible. The board of education may move to leave the school open or to close the school/discontinue grades. There are other possible outcomes as well. For example, the board may move to close the school or discontinue grades one or two years hence.

It is essential that school division staff develop a communication plan, so they will be prepared regardless of what decision is made by the board. At a minimum, the communication plan should provide for two options: the board votes to leave the school open and the board votes to close the school/discontinue grades. For example, the board can have two sets of letters ready to go to parents: one set to be used if the board moves to leave the school open and a second set to be used if the board moves to close the school/discontinue grades.

Reporters from local or provincial news media will probably be at a meeting where a final vote is taking place. The school division's communication plan should ensure that school staff and the school community council are informed about the board's decision before they hear it on the radio or see it in the newspaper. Mechanisms such as phoning trees and e-mails are useful to spread information quickly.

In some communities, it may be appropriate to specifically ask members of the public to communicate with the board of education or the school review committee, rather than with teachers or the principal of a school under review. The principal and teachers are employees of the board and have a loyalty to both their students and their employer. Directing complaints to them puts them in a very difficult position and is also ineffective because the principal and teachers play no role in the school review process.

## **Dialogue With Local Governments**

An ongoing dialogue between the board of education and local governments has benefits for both parties. A key component of this dialogue could be an annual formal presentation by the board of education to local governments. This presentation might be part of the board's annual general meeting or a separate meeting which includes joint planning. The board of education may choose to host a single event which brings all local government representatives together or host a series of regionally-based events. Because a large school division can encompass several towns, villages, rural municipalities and First Nations, the board will probably be a participant in several ongoing dialogues with local governments.

The board of education, in its presentation to local governments, can provide information about the board's long- and short-term plans, about enrollment trends in specific schools and the school division as a whole, and about the physical condition of schools in the division. This information is important for local governments whose jurisdictions include possible receiving schools as well as for local governments whose jurisdictions include schools that are approaching non-viability and thus may come under review.

In addition to making an annual presentation to local governments, the board of education can invite representatives of local governments to attend board meetings when the board is discussing enrollment trends and planning for the future.

Ongoing dialogue between boards of education and local governments alerts the local governments to the possibility that certain schools may come under review and to possible infrastructure needs that may result from, for example, changing bus routes and transportation patterns.

## **Dialogue With First Nations**

In some Saskatchewan schools, a significant number of students are members of one or more local First Nations. The students attend a provincial school because the board of education and the First Nation have entered into a partnership through an educational services agreement (often called a tuition agreement).

Most educational services agreements require that the board of education and the First Nation establish a joint planning committee. Discussions at the joint planning committee will ensure that each partner is aware of the other's situation. For example, if the school is approaching non-viability, the partners can discuss possible options for the students and the school. Because the agreement is between the First Nation and the board of education, rather than a specific school, it may be possible to transport students to another school in the division, for example. If the First Nation is anticipating offering more on-reserve education services, the impact of this decision on the school can also be discussed.

Most educational services agreements have a termination clause which allows the agreement to be terminated by either partner. The conditions and timelines prescribed in the termination clause may affect a board of education's decision to review a school.

## 4. The School Review Process

*The Education Act, 1995*, Sections 87.1 and 87.2, specifies that two methods can be used to close a school or discontinue grades or years of schooling. These methods are:

- Consent of the school community council, or
- When the school community council does not give consent, implementation of a formal school review process with specific requirements that are outlined in the legislation.

**If a school community council gives consent for school closure/grade discontinuance, then the board of education can proceed directly to implementing the closure/grade discontinuance.**

**If the school community council does not give consent for school closure/grade discontinuance, then the legally-mandated review process described in this chapter must be followed.**

**If the school community council gives consent to a school closure/grade discontinuance at any point during the review process, the school review can be discontinued and the board of education can proceed directly to closure/grade discontinuance.**

This chapter is organized according to the steps in the school review process. An additional section at the end summarizes the school review timeline.

Step 1: School Division Conducts Internal Review

Step 2: Board Moves to Review School

Step 3: School Review Committee Consults with Community

Step 4: Board Makes Motion of Consideration

Step 5: Board Holds Meeting of Electors

Step 6: Board Makes Final Motion

Step 7: Board and SCCs Develop Transition Plan

As described in Chapter 3 of this handbook, boards of education are required by *The Education Regulations, 1986* to post their school review policies on their website. These policies provide a framework for all actions that take place during a school review.



### ***The School Review Process***

*The Education Act, 1995* states that two methods can be used to close a school or discontinue grades or years of schooling:

- with consent of the school community council, or
- by following the mandated review process outlined in the Act when the school community council does not give consent.

The legally-mandated school review process includes three motions by the board of education: a motion to review the school, a motion to consider school closure/grade discontinuance, and a final motion in which the board decides whether the school will remain open or be closed, or whether grades will be discontinued.

The process requires the establishment of a school review committee which consults with the community. It also requires that the board of education hold a public meeting of electors.

The process prescribed in the legislation is organized so that it can be completed within one school year.



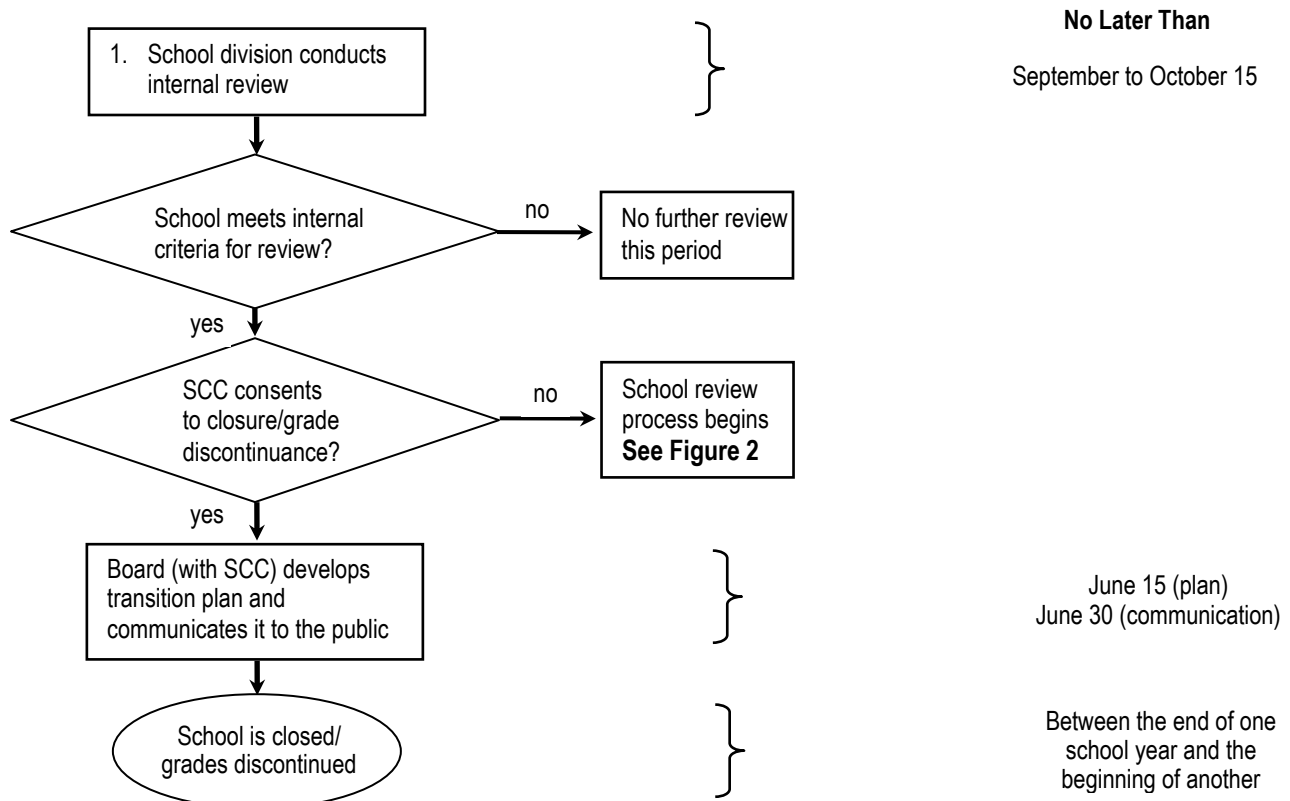
## Step 1 – School Division Conducts Internal Review

School divisions regularly monitor the viability of the division’s schools, and those schools that are approaching non-viability may be flagged for review. It is good practice to establish policy defining the formal criteria that may initiate a school review and to post these criteria on the division’s website. *The Education Regulations, 1986* provide the minimum criteria that define school viability. Therefore, school division policy can reflect enrollment and distance criteria that are the same as or no more stringent than the minimum legal criteria and may include additional criteria relating to facility condition, grades per class, and other related matters.

When an internal school division review indicates that a particular school is approaching non-viability, the board of education’s first step is to ask the school community council for consent to close the school or discontinue grades (see Figure 1).

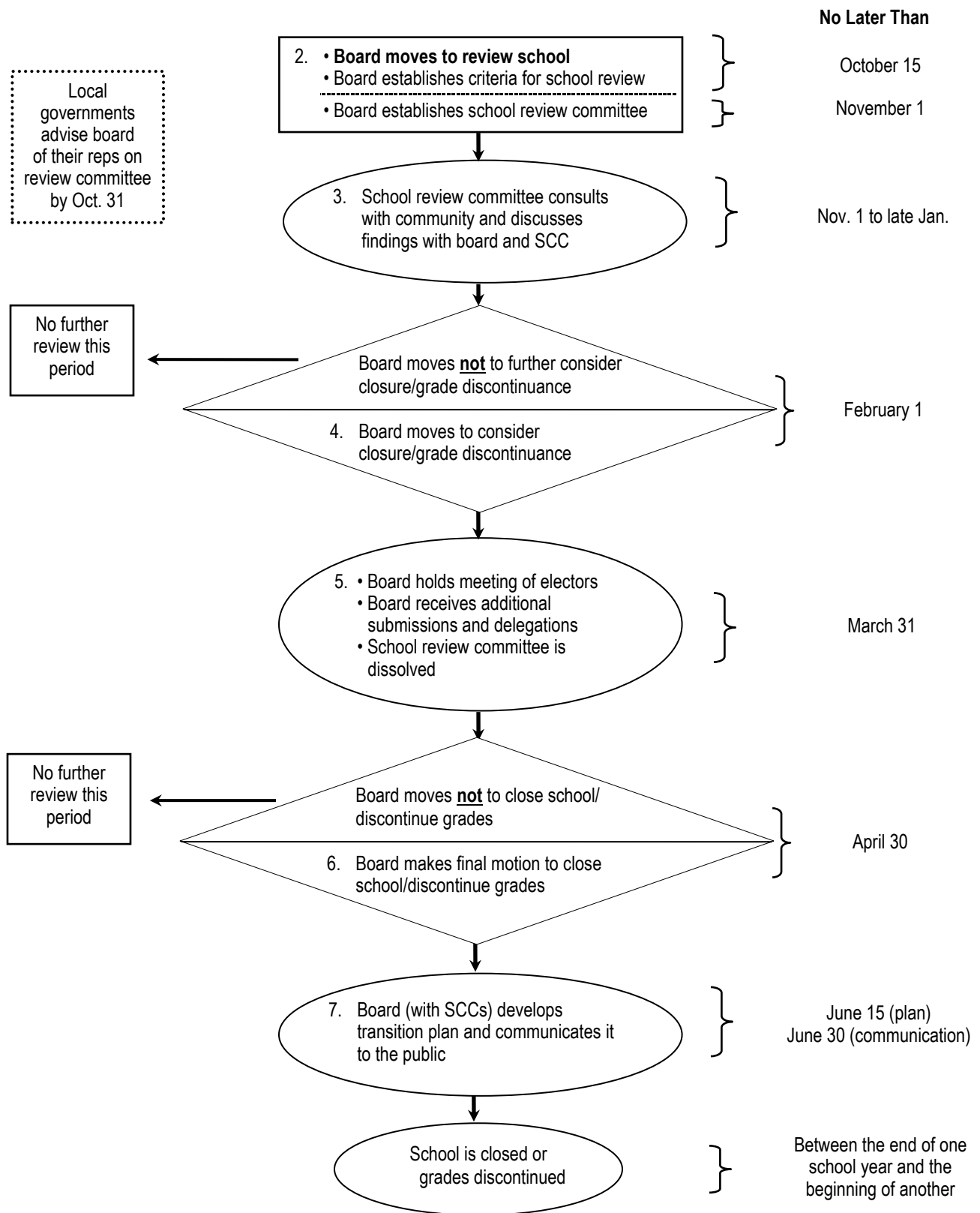
- If the school community council gives consent, the school can be closed or grades discontinued. The board of education, in consultation with the SCCs of the affected school and the receiving school(s), develops a transition plan and the school is closed or grades are discontinued during the summer.
- If the school community council does not give consent, the school review process outlined in this handbook is implemented (see Figure 2).

**Figure 1: School Division Internal Review and Closure/Grade Discontinuance with Consent of SCC**



**Note:** At any time during the school review process the SCC can consent to school closure/grade discontinuance. Consent by the SCC means that the school review process is halted and the board moves directly to development of a transition plan and closure/grade discontinuance.

**Figure 2: The School Review Process Without Consent of SCC**



## Step 2 – Board Moves to Review School

The steps in starting a school review process are as follows:

The board of education:

- Passes a motion to review the school
- Establishes criteria for the school review
- Notifies the school community council and the public of its intention to review the school and of the criteria that will be used for the review.
- Establishes a school review committee

Each of these steps is described in more detail below.

### Motion to Review the School

This motion to review the school must be passed by **October 15**, in order for the outcome of the review to become effective by the beginning of the next school year.



### Criteria Established for Review

The board of education will probably already have established in policy the criteria that cause a school to be flagged for review. Establishing criteria for a particular school review will usually mean reaffirming the policy rather than starting at the beginning each time.

**Basic Criteria** – *The Education Regulations, 1986* set out basic criteria for a school review.

- a) (i) The distance between the school under review and the nearest potential receiving school for Kindergarten to Grade 8 students is less than 40 kilometres based on the shortest route by regularly maintained roads, and;
- (ii) at least 90 per cent of Kindergarten to Grade 8 students live within 75 minutes of the nearest school if traveling by motor vehicle under normal driving conditions, and;
- (iii) the board of education arranges for alternative transportation that minimizes the transportation time for those pupils who live more than 75 minutes from the nearest school and pays for this transportation.

**And**

- b) Projected enrollment in the school under review for the next school year is expected to be less than:

School	Student Enrollment <sup>1</sup>
K-4	25
K-5	30
K-6	37
K-7	44
K-8	51
K-9	58
K-12	88

<sup>1</sup> The minimum enrollment numbers by school type were based on two considerations. The first consideration was an objective to maintain delivery of rural education as close to the students' home community as possible, especially for the younger grades. The second consideration was the need to establish a minimum number of students that would not place unreasonable expectations on classroom teachers for maintaining educational quality, understanding that student independence increases with age. The minimum enrollment numbers reflect an attempt to balance these two considerations.

***If a school does not meet both of these criteria, the school review cannot proceed and the school remains open. A school must meet both of the criteria specified in The Education Regulations, 1986 in order for a school review to continue.***

- Boards of education may, however, choose not to review schools meeting both these criteria.
- In addition, boards may set less stringent review criteria as part of their school review policy. For example, a board may decide upon short bus routes and set the distance between the school under review and the nearest potential receiving school at 30 kilometres rather than 40. Or the board may decide upon smaller schools and set the minimum enrollment for a K-4 school at 20 students rather than 25.

**Additional Criteria** – If a school meets both of the basic criteria outlined in *The Education Regulations, 1986*, the board of education may consider additional criteria for the school review. However, these additional criteria are not required. These additional criteria may include:

- The physical condition of the school
- Operational cost per student
- The number of grades combined in each classroom
- Other criteria the board of education considers relevant to the review.

The criteria for the school review must be adopted by **October 15**.



### Notification of the Public

The board of education must notify the public of its intention to review the school and of the criteria that will be used for the review. A standard process that is defined in the legislation must be used to notify the public.

*The Education Act, 1995* requires that the notice must be:

- Published in at least one issue of a newspaper having general circulation in the attendance area of the school under review,
- Posted in at least five, widely separated, conspicuous locations in the attendance area of the school under review,
- Posted at school division headquarters, and
- Posted on the school division's website.



The public must be notified of the board's intent to review the school and the criteria that will be used for the school review by **October 15**. The Ministry of Education should be informed of all board motions to review a school by **October 30**.



### **Establishment of School Review Committee**

***The board of education must establish a school review committee*** which consists of the following people:

- **Four members of the school community council** that are appointed by a motion of the council. These members cannot be the principal or teacher members of the school community council. Although, theoretically, a student member of the school community council could be appointed to the school review committee, this would be a heavy responsibility to place on a student.
- **Two people appointed by the town/village council** or the hamlet board of the town, village or hamlet in which the school under review is located.
  - One person must be an elected member of the town/village council or the hamlet board.
  - One person must be a resident of the town, village or hamlet in which the school is located who is not an elected member of the town/village council or hamlet board.
- **Two people appointed by the councils of the municipalities** located within the electoral area of the school community council of the school under review.
  - One person must be an elected member of a municipal council.
  - One person must be a resident of a municipality who is not an elected member of municipal council.

In some cases, the electoral area of the school community council of the school under review encompasses part of two or more municipalities. In these cases, the municipalities must agree amongst themselves who their representatives will be.

In addition, if any students at the school live on a First Nation reserve, **the First Nation has the right to appoint a representative** to the school review committee, if they so choose. If students at the school come from two or more First Nation reserves, then each reserve has the right to appoint a representative to the school review committee.

The names of the individuals appointed by the school community council, the town/village/hamlet, the municipality and the First Nation (if applicable) must be submitted to the board of education by **October 31** of the year in which the review is announced.



If the school community council does not appoint four of its members to the school review committee, the board of education is required to appoint these members from the school community council.

If the town/village council or hamlet board, a municipal council, or a First Nation does not appoint representatives by October 31, those positions on the school review committee remain empty. The board of education is not required to appoint representatives on behalf of local government.

The school review committee must be formally established by **November 1**.



### **Step 3 – School Review Committee Consults with Community**

Once the members of the school review committee have been appointed and the school review committee formally established, the committee members, collectively, are responsible for calling the first meeting of the committee and getting started on their work. The school review committee includes representatives of municipal government who bring with them knowledge of how to organize and conduct meetings and how to develop and implement work plans – knowledge that will be useful to the school review committee.

*The Education Regulations, 1986* require that the school review committee selects a chairperson, vice-chairperson and secretary from among its members. It is appropriate that selection of these officers takes place at the first meeting of the school review committee.

*The Education Regulations, 1986* specify that members of the school review committee are volunteers and are not paid a salary or an honorarium for their work. The provincial government does not provide reimbursement for expenses, but other organizations in the community may if they choose. For example, the town council or a major employer may be willing to provide money or an in-kind contribution for gas, photocopying, postage, newspaper ads, coffee at meetings and the like.

*The Education Regulations, 1986*, require that all meetings between the school review committee and the board of education take place in the attendance area which the school under review is located, unless the school review committee and the board of education mutually agree to another location.

## Responsibilities of the Board of Education

When a board of education has passed a motion to review a school and established a school review committee, the board is required by *The Education Regulations, 1986* to provide the school review committee and school community council with the following information:

- enrollment history of the school under review since January 1, 2006
- five-year projected enrollments and the source of this data
- number of teaching and non-teaching staff at the time of the review
- projected number of teaching staff based on projected enrollments and current board policy
- information about the physical condition of the school
- any other information the board of education plans to consider when reviewing the school.

The board of education must provide the school review committee and the school community council with information about enrollments and related matters by **November 1**.



## Responsibilities of the School Review Committee

**Purposes** – Subsection 87.4 (5) of *The Education Act, 1995* states that the purposes of the school review committee are:

- (a) to gain an understanding of the board of education's review process and to share information with the board of education to facilitate the development of viable options for the school that is the subject of the review;
- (b) to bring forward information and additional considerations to the board of education, in the form of written submissions, in the context of the school review; and
- (c) to share information respecting the review process with the public and to provide the board of education with written feedback from the public as the review progresses.

**Responsibilities** – *The Education Regulations, 1986* provide information about the responsibilities of the school review committee.

The regulations specify that the school review committee **shall** undertake the following activities, which means **these activities are required**.

- (a) acquaint itself with the board of education's school review process including the criteria being used for the school review and the data that will be used to evaluate the school against the review criteria
- (b) describe the impact that all potential outcomes of the school review process will have on the students and the broader community
- (c) share the information provided by the board of education with the community and ask for written feedback from the community
- (d) share the written feedback received from the community and the school review committee's recommendations with the board of education.

In order to fulfill the responsibilities required of it, the school review will be consulting with the community. It can use a variety of methods to obtain information from the public including surveys, public meetings, informal interviews, targeted consultations with key community groups, and/or acceptance of written submissions. The consultation methods used will depend on the community and the preferences of the members of the school review committee.

The Regulations specify that the school review committee **may** undertake the following activities, which means **these activities are optional**, at the discretion of the school review committee:

- (a) provide advice and recommendations to the board of education with respect to the school review process including a recommendation to consider the discontinuance of one or more grades or years taught in the school as an alternative to closing the school.

### **Responsibilities of the Community**

Members of the community have a responsibility to make their opinions known to the school review committee. As in the past, members of the public are free to submit their views directly to the board of education through a letter or a request for a delegation. Although *The Education Act, 1995* establishes a school review committee, nothing in the legislation precludes members of the public from contacting the board of education directly.

### **Feedback to the Board of Education**

The school review committee does the majority of its work between the time it is appointed (no later than November 1) and February 1 when the board of education makes a motion specifying whether or not it will consider school closure or grade/year discontinuance. The committee remains in existence, however, until the board of education holds a meeting of electors (no later than March 31).

The school review committee shares its findings with the board of education. Some of this reporting may be verbal, but *The Education Act, 1995* requires that the committee provide the board of education with written feedback from the public.

### **Step 4 – Board Makes Motion of Consideration**

After the board of education has considered the information available to it including the findings and recommendations of the school review committee, it must decide either to discontinue the review process or to proceed to the next step, which is a motion to consider school closure/grade discontinuance.

If the board decides the review process shall continue, it must:

- Pass a motion to consider school closure/grade discontinuance.
- Notify the public of the motion.
- Notify parents and school community council of potential receiving schools and transportation options.

These responsibilities are described in more detail below.



## Motion to Consider School Closure/Grade Discontinuance

The motion to consider school closure/grade discontinuance that is passed by the board of education must state the effective date of the possible school closure/grade discontinuance. This date must be during the summer holidays, between the end of one school year and the beginning of another.

The motion to consider school closure/grade discontinuance must be passed by **February 1**.



## Notification of the Public

The board of education must notify the public that it has passed a motion to consider closure of the school or discontinuance of certain grades/years. It must also notify the public of the effective date of the school closure or grade/year discontinuance.

A standard process that is defined in the legislation must be used to notify the public.

*The Education Act, 1995* requires that the notice be:

- Published in at least one issue of a newspaper having general circulation in the attendance area of the school under review,
- Posted in at least five, widely separated, conspicuous locations in the attendance area of the school under review,
- Posted at school division headquarters, and
- Posted on the school division's website.



The Briefcase at the end of this handbook includes:

- A sample of background information that one board of education provided to the public which explained the rationale for school closures and the school review process. (Item #3)
- Two samples of media releases that were used to inform the public of a motion of consideration. (Item #4)



## Information to Parents and School Community Council

When a board of education passes a motion to consider the possible closure of a school or discontinuance of one or more grades, the board of education is required to provide the school community council of the school and the parents of the affected students of the school with information about:

- All potential receiving schools
- Options for student transportation to and from the potential receiving school

This information is to be sent to parents and the school community council by ordinary mail within seven days after the motion is passed.

In addition, this information must be posted on the school division's website within seven days of the motion.

Information about potential receiving schools and student transportation options must be provided to the school community council and parents and posted on the school division's website no later than seven days after the motion of consideration. Thus, if the motion of consideration is passed on **February 1** (the last possible date), this information must be made available by **February 8**.



## Step 5 – Board Holds Meeting of Electors

After a board of education passes a motion to consider school closure/grade discontinuance the board must:

- Hold a public meeting of electors.
- Notify the public of the meeting.

Each of these responsibilities is described below.

### Public Meeting of Electors

After the board of education passes a motion to consider school closure or grade/year discontinuance, it must hold a meeting of electors – of people who are eligible to elect the school community council of the school under review.

The meeting of electors must be held by **March 31**.



### Notification of the Public

The public must be notified of the meeting of electors using the standard notification process.

*The Education Act, 1995* requires that the notice be:

- Published in at least one issue of a newspaper having general circulation in the attendance area of the school under review,
- Posted in at least five, widely separated, conspicuous locations in the attendance area of the school under review,
- Posted at school division headquarters, and
- Posted on the school division's website.



The public must be given 14 days notice of the meeting of electors. Thus, if the meeting of electors is held on **March 31** (the last possible day) the public must be notified no later than March 16.



A sample of a notice used to inform the public about a meeting of electors appears in the Briefcase at the end of this handbook. (Item #5)



### **Agenda for the Meeting of Electors**

The legislation does not prescribe any particular format for the meeting of electors, so each board of education can organize the meeting as it considers appropriate. A meeting of electors may include some or all of the following items.

#### **Meeting of Electors – Possible Agenda**

1. Welcome from board chair and explanation of purpose of the meeting.
2. Introduction of members of the board of education.
3. Review of agenda.
4. PowerPoint presentation explaining the school review process and results of the review to date.
5. Presentations from the floor – Most school divisions require that:
  - Individuals or groups who wish to make presentations notify the appropriate school division official at least two days before the meeting.
  - Presentations be limited to 15 minutes in length.
  - Individuals or groups that make presentations provide a written version of their presentation
6. Description of next steps:
  - Additional written submissions – Give deadline date.
  - Board deliberations – Board will consider all information presented and make a decision about the future of the school by April 30.

The Briefcase at the end of this handbook contains the following items that may provide ideas for the meeting of electors:

- Two samples of agendas for the meeting of electors. (Item #6)
- A sample of a PowerPoint presentation that was used at a meeting of electors. (Item #7)



## Public Representation and Submissions

Some boards of education may decide to hear presentations and accept written submissions in addition to those presented at the meeting of electors, although this step is not required under *The Education Act, 1995*.

The board may decide to hear additional presentations at a regularly scheduled board meeting or it may schedule a special day or evening to hear additional presentations.

Most boards of education have a policy for delegations to the board. Typically, this policy defines the amount of time each delegation can have for its presentation, the number of people who can be included in each delegation, and the form that written submissions must take. Boards of education may decide to apply their policy on delegations to additional submissions or they may establish criteria specifically for the situation. For example, it is appropriate to limit the length of each presentation (so that as many presentations as possible can be accommodated) and to require a written summary of each presentation.

If the board decides to accept written submissions in addition to face-to-face presentations, the board can place as few or as many requirements on these submissions as it chooses. For example, to ensure readability, it can request that all submissions be typed, doubled-spaced, limited to a certain number of pages, and provided in electronic form.

The work of the school review committee ends after the meeting of electors has been held or the board of education decides to discontinue the review of the school. The latest possible date for the meeting of electors is **March 31**. Thus, the work of the school review committee ends on March 31 or earlier if the meeting of electors is held earlier. The school review committee is dissolved after the meeting of electors has been held.



## Step 6 – Board Makes Final Motion

The next steps in the school review process are:

- Final motion
- Notification of the public

### Final Motion

After the meeting of electors, the board of education considers all the information available to it. This includes, but is not limited to:

- Statistics about current and future enrollments.
- Information about possible receiving schools including their locations, student capacity and quality of the physical facility.
- Information about anticipated changes in transportation times.
- Information about the physical condition of the school building.
- Information provided by the school review committee.
- Information presented at the meeting of electors and in other submissions and delegations to the board.

After the board of education has considered all of this information it must pass a final motion. There are several possible outcomes at this stage. The board, in its final motion, may decide to close the school or discontinue grades at the end of the current school year, close the school or discontinue grades or years one or two years in the future, or leave the school open.

If the board moves to close the school or discontinue grades, the motion must specify the date on which the school will be closed or the grades will be discontinued.

- The final motion to close a school or discontinue grades/years must be passed by **April 30**.
- The school closure or grade discontinuance date must be during the summer holidays – **between the end of one school year and the beginning of another**.



After passing a final motion for school closure or grade discontinuance, the board of education is required to notify the public and to develop and adopt a plan to implement the transition.

### **Notification of the Public**

The standard process that is defined in the legislation must be used to notify the public of the final motion to close the school or discontinue grades or years.

*The Education Act, 1995* requires that the notice be:

- Published in at least one issue of a newspaper having general circulation in the attendance area of the school under review,
- Posted in at least five, widely separated, conspicuous locations in the attendance area of the school under review,
- Posted at school division headquarters, and
- Posted on the school division's website.



### **Step 7 – Board and SCCs Develop Transition Plan**

If there is a final motion to close a school, the board of education, in collaboration with the school community councils of the schools affected, is required to develop and adopt a transition plan for school closure/grade discontinuance. The board of education is also required to notify the public where they may obtain access to the transition plan. Although it is not required by *The Education Act, 1995* it is good practice to post the transition plan on the school division's website and thus make it accessible to all.

The transition plan and its implementation are discussed in more detail in the next chapter of this handbook.

## School Review Timeline

Figure 3 on the next page presents the key dates in the school review process. This chart shows that the school review process can be completed within one school year. However, boards of education may use a longer timeline for the process if they wish – spreading the school review process over one-and-a-half or two school years. If the board of education chooses to use a longer timeline, this timeline should be published on the school division website.

The chart that follows provides the last possible date for each element of the school review process.

**Figure 3: Key Dates in the School Review Process**

Date – No Later Than	Element of School Review Process
September 1 – October 15	<ul style="list-style-type: none"> <li>• School division internal review</li> </ul>
October 15	<ul style="list-style-type: none"> <li>• Board moves to review the school</li> <li>• Board adopts criteria for school review</li> <li>• Board notifies public and the Ministry of Education of board’s intent to review the school and of the criteria that will be used for the school review</li> </ul>
October 31	<ul style="list-style-type: none"> <li>• Local governments advise board of their representatives on school review committee</li> </ul>
November 1	<ul style="list-style-type: none"> <li>• Board of education formally establishes school review committee</li> <li>• Board of education provides school review committee and school community council with information about enrollment since January 1, 2006, five-year projected enrollments and the source of this data, current number of teaching and non-teaching staff, projected number of teaching staff, the physical condition of the school building, and other relevant data</li> </ul>
November 1 – late January	<ul style="list-style-type: none"> <li>• School review committee consults with community and advises the board of education of the results of their consultations. This may be a process that involves a series of consultations with community and discussions with the board</li> </ul>
February 1	<ul style="list-style-type: none"> <li>• Board moves to suspend the review or to consider school closure/grade discontinuance</li> </ul>
February 8	<ul style="list-style-type: none"> <li>• Board makes information about receiving schools and bus routes available to parents and school community council</li> </ul>
March 16	<ul style="list-style-type: none"> <li>• Board provides public with notice of upcoming meeting of electors</li> </ul>
March 31	<ul style="list-style-type: none"> <li>• Board holds meeting of electors and receives submissions and delegations</li> <li>• Work of the school review committee is completed, committee is dissolved</li> </ul>

April 30	<ul style="list-style-type: none"> <li>• Board makes final motion to suspend the school review or to close the school/discontinue grades</li> </ul>
	<b>If the final motion is to close the school or discontinue grades:</b>
June 15	<ul style="list-style-type: none"> <li>• Board (with SCCs) completes development of transition plan</li> </ul>
June 30	<ul style="list-style-type: none"> <li>• Board notifies the public as to where they may view the transition plan</li> </ul>
Summer – between the end of one school year and the beginning of another	<ul style="list-style-type: none"> <li>• School is closed/grades are discontinued</li> </ul>

## 5. Transition – Looking After People and Property

As soon as the board of education passes a final motion to close a school or discontinue grades/years the process of implementing that decision begins.

Even though the decision has been made to close a school or discontinue grades, teaching and learning continue on in the school until the end of the school year. Everyone, parents, communities, school district staff and the board of education, has a responsibility to maintain conditions that facilitate quality education and a stable environment for student learning.

This chapter describes implementation of a school closure. It addresses three topics:

- The Transition Plan
- Looking After People
- Looking After Property

### The Transition Plan

*The Education Act, 1995* requires that the board of education, in collaboration with the school community councils of the affected schools, develop and adopt a transition plan when a final motion to close a school or discontinue grades is passed. The Act also requires that the public be notified of where they may view the transition plan.



### **Transition – Looking After People and Property**

*The Education Act, 1995* requires that the board of education, in collaboration with the school community councils, develop a transition plan when a final motion is passed to close a school or discontinue grades/years. The board of education is also required to notify the public where they can access the transition plan.

In every school closure, it is important to keep the school functioning as normally as possible in order to promote quality education and foster student learning.

Implementation of a school closure involves looking after people. The transition will be easier for students if their key concerns are addressed. Students want to know, “Where will I go to school?” “How will I get there?” “Who will my teacher be?” “Will I have friends?” “What interesting courses can I take?”

Arrangements made for principals and teachers are influenced by *The Education Act, 1995*, the collective agreement, LINC agreements, and board policy.

Arrangements made for non-teaching staff are influenced by *The Labour Standards Act*, collective agreements, and board policy.

Implementation of a school closure involves looking after property. Furniture, equipment and resources must be sorted and categorized, and transferred to other schools, sold, donated or discarded. Arrangements must be made for items that have value to the community, such as sports trophies and yearbooks.

Decisions must be made about the school building and grounds. Options for the school building include continued use by the school division for another purpose; sale or rental to a local business, non-profit organization or individual; or, if the building is structurally unsound, demolition.

The board must develop and adopt the transition plan by **June 15**. They must notify the public by **June 30** of where the public may view the transition plan.





Although the legislation does not specify the means by which the transition plan is made available to the public, it is good practice to post the transition plan on the school division’s website so that it is accessible to all.

Each transition plan will consist of two components – plans that are unique to the school being closed and plans that are part of division-wide procedures.

### Transition Plans Unique to the School Being Closed

Each school closure/grade discontinuance has unique elements. For example, the potential receiving schools are unique to each situation, as is the future of the school facility. These unique elements are illustrated in Figure 4.

<b>Figure 4: Elements of a Transition Plan Unique to Each School</b>	
<b>Students</b>	<ul style="list-style-type: none"> <li>• Indicate the school(s) that students will be attending next year and explain the reasons why these school(s) were chosen. If students have an option of attending two or more different schools, explain the options as well as the process and timeframe that parents are to use to inform the school division of their choice.</li> <li>• Describe activities that will help smooth students’ transition to the new school, for example, field trips to the new school and meetings with the teachers in the new school.</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Provide information about the future of staff presently working in the school, which may include transfer, termination for redundancy, and/or retirement.</li> </ul>
<b>Property</b>	<ul style="list-style-type: none"> <li>• Provide for the accounting and disposition of all school-based financial assets.</li> <li>• Provide information about the future of the school building and grounds. If the future is still under discussion, display potential options being considered.</li> <li>• Describe processes that will be used to determine the future of property such as athletic trophies and plaques, and equipment or furniture that has been donated by individuals or organizations from the community.</li> <li>• Describe plans for dispersal of the school’s furniture and equipment. If any furniture or equipment is to be donated within the community or sold by tender or public auction give the details.</li> </ul>
<b>Timelines</b>	<ul style="list-style-type: none"> <li>• Set out a timeline for all activities until school closure is fully implemented. These activities may include meetings with students’ families and community members to explain the transition to new schools and new bus routes, meetings with teachers to explain options for them, and activities such as field trips to orient students to their new schools.</li> <li>• Set out a timeline for closure of the school facility, e.g., dates on which furniture will be moved, books and resources, sorted and moved, etc.</li> <li>• Specify the date on which the school will be officially closed. This date must be between the end of one school year and the beginning of another.</li> </ul>

### Transition Plans That Are Part of Division-Wide Procedures

Many of the practical aspects of a school closure/grade discontinuance will be addressed by division-wide procedures. For example, the division will probably have established procedures for matters such as closing out school-based bank accounts, transferring library collections from one school to another (including integration of automated library catalogues), cancelling or transferring contracts for equipment such as photocopiers, and similar matters. When a school closure/grade discontinuance occurs, the board and school staff will usually rely on standard procedures to handle many of the practical aspects.

The Briefcase at the end of this handbook contains the following items:

- Sample Procedure for Closing Out School-Based Funds (Item #8)
- Sample Checklist for School Closing Procedures (Item #9)



## Developing the Transition Plan

Several individuals and groups play a role in developing and implementing the transition plan.

- The board of education is ultimately responsible for the transition and so will review and approve the plan.
- School division administrative staff plan and implement all the logistical and practical details.
- Teachers and other staff at both the closing school and the receiving schools undertake activities that will help smooth the transition for students.
- The school community councils of both the closing and receiving schools can work to ensure that all students' needs are reflected in the transition plan.
- Administrative, technical and custodial staff of both the closing and receiving schools arrange for transfer of furniture, equipment and supplies.
- The board of education and school division staff at both the closing school and the receiving schools communicate timely and relevant information to students, parents and community. The individuals or groups responsible for specific types of communication varies depending on the purpose of the communication and its intended audience.

It is a good idea for boards of education to consult with local government officials during the development of a transition plan. Local government officials can provide useful input concerning:

- Relevant municipal bylaws
- Revised transportation routes and the potential impact of new transportation routes
- Zoning requirements and environmental considerations if a school building and/or grounds are being considered for another use.

## Looking After People

When a school is closed two groups of people must be considered – students and staff.

### Students

**Answering Students' Questions** – It is important to keep the school functioning as normally as possible when a school is being closed, so students can focus on their studies not on the events associated with the closure. Even so, students are going to have concerns about how the closure will affect them. **“Where will I go to school?”** **“How will I get there?”** **“Who will my teacher be?”** **“Will I have friends?”**

Questions such as these will be top of mind for most students. In addition, older students will have questions about the educational programs, elective courses and extra-curricular activities that will be available to them at the new school. Responding to students' concerns about how the school closure will affect them personally will make the transition easier.

**Integration Activities** – Activities that will help smooth the transition for students can be directed to students themselves as well as to their parents. Possible activities include:

- Letters to all families affected outlining procedures and options.
- Meetings between the principal of the closing school and groups or classes of students.
- Day-time field trips to the receiving schools for students and their parents with opportunities to meet the principal and teachers.
- Joint events shared by the closing school and the receiving schools such as concerts, play days, and sports days.
- Evening open houses at the receiving schools for parents and students with opportunities to meet the principal and teachers.
- Information from the receiving schools to students and their parents including a letter of welcome from the principal, supply lists, descriptions of upcoming school events and the like.
- Procedures to ensure that high school students select their courses for the fall term in the receiving schools.

**Special Needs Students** – It may be necessary to make detailed plans for special needs students who are attending the school that is closing. These plans will depend on the child's particular circumstances and situation. For example, a blind child may need extensive orientation to the receiving school so s/he can get around independently. A child who uses a wheelchair will need to be transported in a bus that accommodates the chair. In some cases, a special needs child may require equipment and supplies that must be transferred to the receiving school. The school division's student services department, the child's parents and, in some cases, medical personnel may all be involved when a special needs child is transferred to a different school.

**Follow-up** – Integration of students into their new school is a process that takes place over time. It may take students anywhere from a couple of days to several months to feel comfortable in their new school depending on the student and the situation. The board of education may decide to ask the principal of the receiving schools to follow up by providing the board with a report describing the educational and social progress of the transferred students and their adjustment to their new schools. Christmas of the new school year would be a good time for this report. If some students, at Christmas time, are not fully integrated into their new school, it may be appropriate to provide these students with extra support or encouragement, so they will feel at home.

The Briefcase at the end of this handbook includes:

- A sample memo and school preference form that parents can use to indicate their choice of schools. (Item #10)
- A sample of a letter sent to parents regarding closure of a school and transportation of students to receiving schools. (Item #11).



## **Staff**

Principals, teachers and other staff are concerned about their students as well as about their own future. They have both a personal and a professional commitment to their students and to their students' well-being. Taking positive steps to facilitate an easy transition for students will also help facilitate an easy transition for staff.

When a school is closed, the school division needs to make alternate arrangements for the staff who had been employed at the school. Typically, these alternate arrangements include transfer to another school, termination due to redundancy, or early retirement.

The arrangements made for principal and teachers are subject to the terms of *The Education Act, 1995*, the current provincial collective bargaining agreement, local LINC agreements between individual boards of education and the teachers of the division, and board of education policy.

The requirements of *The Labour Standards Act* apply to support staff. Some support staff may belong to a union such as CUPE, in which case the terms of the collective agreement apply. Collective agreements often address matters such as transfer, lay-off, termination, amount of notice that must be given, and seniority. In addition, some school boards may have established policy relating to the transfer and termination of non-teaching staff.

Whenever possible, it is desirable that staff participate in decisions that affect their future. More detail about this principle is contained in the *Good Practices and Dispute Resolution Agreement*, a document prepared by the Saskatchewan Teachers' Federation, that provides a framework for positive employer-employee relationships in the education system of this province which is available on their website for review.

## **Looking After Property**

The school closure process involves making plans for the school facility and its contents. Looking after property has four dimensions:

- Security Issues
- Furniture, Equipment and Resources
- Community-Based Property
- The School Building and Grounds

### **Security Issues**

When a school is closed, there are a number of security issues that have to be addressed to protect students' identities and confidential information, the school's financial and business records, and the school division's property. For example:

- Students' cumulative records should be transferred to the receiving school in a secure manner as soon as possible.
- The hard drives of computers containing student data or school financial records should be wiped clean before the computers are used for other purposes or sold. Similarly, other items that may contain student data such as electronic memories or film rolls from fax machines should be either physically destroyed or wiped clean electronically.

- Old school registers should be handled in accordance with the school division's records retention policy. Requests to donate old registers to a local museum or historical society should be considered within the context of the board's records retention policy and relevant legislation.
- School business records including cancelled cheques and accounting records should be shredded or stored in a secure location in accordance with school division policy on records retention.
- Staff should be asked to turn in their keys and all keys should be accounted for. If there are any outstanding keys from previous years at the time of school closure, it may be appropriate to change the locks.

Additional security issues relating to the school buildings and grounds are discussed later in this handbook in the section on buildings and grounds.

The Briefcase at the end of this handbook includes a sample of a records retention policy for schools that are closing. (Item #12)



## **Furniture, Equipment and Resources**

Every school contains:

- equipment such as computers and other electronics, sports equipment and science equipment
- furniture such as desks, tables, chairs, bookcases and cabinets
- resources such as textbooks, library books, videos, CD-ROMs and computer software
- supplies such as paper, science chemicals and craft supplies.

All of this material must be sorted and categorized. Likely some will be transferred to other schools, some sold or donated within the community, and some, that is in poor condition, simply discarded.

It is preferable that all the sorting, categorizing and dispersing of furniture, equipment and resources take place during the last week of June and early July in order to keep the school functioning as normally as possible until students are done for the year.

Responsibility for sorting and categorizing depends on the type of item. For example, the school division's facilities people will be responsible for furniture, the information technology people (IT) for computers.

Science chemicals and some cleaning/maintenance supplies require special handling as they are considered hazardous either alone or in combination with other materials. The school division's facilities staff should handle all transportation or disposal arrangements for these materials. Additional information on issues relating to particular chemicals can be obtained through the Ministry of Environment or with the assistance of the Facilities Unit of the Ministry of Education.

When a school is closed, some of the furniture, equipment and resources will be transferred to other schools in the division. Thus, extra labour will be required at the receiving schools as well as at the school that is closing. New library materials must be integrated with existing library collections and the two computerized library catalogues amalgamated. New science and physical education equipment must be stored in the appropriate cabinets and lockers. New furniture must be placed in classrooms and some reorganization of existing furniture done.

It is expected that teachers will remove their personal teaching materials from the school. Most teachers have acquired a large amount of lesson plans, posters, pictures, manipulatives, plants and displays that they have purchased, acquired or created themselves. These items go with the teachers.

The Briefcase at the end of this handbook includes:

- Sample Library Step-by-Step Procedures (Item #13)
- Sample Classroom Pack-Out Instructions (Item #14)



### **Community-Based Property**

Every school contains items that have sentimental value (and occasionally monetary value) to the community or have been purchased or provided for primarily through donations from the community. Although these items are legally the property of the school division, it is good practice to ask the school community council to consult with the community regarding the future of these items and to report back to the board. Examples of items in this category include:

- sports trophies and plaques
- displays of photos of high school graduates
- school yearbooks or videos of school graduation ceremonies or other special events
- furniture, equipment and/or resources that have been donated by community members
- playground equipment that has been purchased through community fundraising.

Possible options for sports trophies and the like include transferring them to a receiving school, donating them to a local museum, or displaying them in the town or village office.

If equipment, furniture or resources have been donated or purchased through community fundraising, the action taken will depend on the type of items and the age and condition of the items. Options include consulting the school community council, donors or the community regarding their preferences or simply treating the donated items in the same manner as all other items in the school.

## The School Building and Grounds

*The Education Act, 1995*, Section 347 governs sale of school division property. The Act requires the school division to obtain prior approval from the Minister before undertaking any sale of the property (either land or building or both). The approval of sales of property has been delegated to the Facilities Unit of the Ministry of Education. In granting prior approval for the sale of the property, the Ministry may attach specific conditions to the sale and will consider other public uses for the facility. The property may be sold through public tender advertised in the newspaper. *The Education Act, 1995* also makes provision for sale or transfer of property to a municipality and other non-commercial bodies without publicly requesting tenders. Refer to *The Education Act, 1995* or consult legal counsel for full information about the implications of Section 347 of *The Education Act, 1995*.

In addition, the Ministry of Education has policies related to the disposal of school lands and buildings through demolition or lease. These policies also require prior approval of the Minister. For additional information about these policies and about those policies concerning the sale of schools please contact the Facilities Unit at the Ministry of Education.

Many school divisions develop a long-term facilities plan which helps to ensure that all buildings and land are used to maximum advantage. Decisions about individual school buildings and grounds should be made within the framework of the school division's long-term facilities plan.

**If the disposition of the building has not been finalized by the date of school closure**, the school division should:

- Ensure that insurance for loss and liability is continued.
- Take precautions to prevent vandals and/or squatters from entering the building and doing damage. Precautions may include boarding up windows and barring doors. The methods used to secure the facility may be determined by the board's insurance policy.
- Decide if utilities – electricity, water and heat – will be cut off or remain on. Provincial health and safety laws and municipal bylaws may influence this decision. If utilities are to be cut off it is important to undertake this in such a manner as to preserve the condition of the facility.
- Decide if grass on the school yard will be mowed regularly or if the school yard will be allowed to return to its natural state.
- Arrange for someone to check on the building. The type and frequency of checks will be determined by the board's insurance policy. Some policies require daily checks, other policies allow less frequent checks. The type of check (external inspection, walk through) will also be determined by the insurance policy.

When a school is closed the school division is left with an empty building and a piece of land. The fate of the building may depend upon any number of factors including its state of repair and structural integrity. It may also depend upon other public requirements for infrastructure and any joint ownership arrangements that exist for either the land or the building. It also depends upon the size and type of community in which it is located and upon the zoning bylaws of the community. In some cases, it may be necessary to seek a change to zoning bylaws or an exemption if a school building is to be used for any purpose other than a school. Zoning and by-law requirements should be determined in advance by the purchaser.

**If the school building is in poor repair** or structurally unsound, repairs may be uneconomic. In this situation, options may be limited to:

- demolition
- use of the building as a school division storage facility
- sale of the building for use as a storage facility or shed – ensuring that potential purchasers are fully informed of the state of the building.

**If the school building is structurally sound**, there are a wide range of possibilities for use of the facility including:

- use of the building or land by other government or government-funded organizations
- use by the school division as a repair shop, machine shop, carpentry shop or the like
- sale to a local individual or family for use as a residence
- sale or rental to a local business for use as an office, storage or manufacturing facility
- purchase by the community for use as a community centre
- sale, rental or donation to a community-based organization for use as offices, training facility, community kitchen, women's shelter or the like.

Occasionally, a purchaser will buy the school building with the intent of moving it to another location. When this occurs, the school division is left with a good-sized chunk of empty land. Potential uses for this land include sale for residential or commercial purposes or use by the community as a park or playground.

**If the building is sold** outright to an individual, business or agency, the school division is relieved of all responsibility for it. **If the building is rented or donated** for another use, there are issues that may need to be addressed. These issues include: Who holds legal title to the building, the school division or the town/village/hamlet/non-profit organization? Who is responsible for maintaining insurance coverage, for routine cleaning and maintenance, for the ongoing cost of heat and electricity? In these situations it is best to determine as much information as possible in advance and finalize the agreement through the board's legal council.



## 6. Schools of Opportunity

Saskatchewan's economy is growing as never before and the population is increasing for the first time in 10 years. People are drawn to Saskatchewan from other parts of Canada because this province combines economic opportunity and quality of life. *The Education Act, 1995* makes provision for schools of opportunity in communities that are benefiting from Saskatchewan's prosperous economy and have the potential for population growth and increased student enrollment.

This chapter addresses five topics. It provides a description of a school of opportunity and then outlines the four steps in the school of opportunity process.

- What is a School of Opportunity?
- Step 1 – Development of the Proposal
- Step 2 – Consideration of Proposal by Minister
- Step 3 – Evaluation of Growth
- Step 4 – Decision-Making About the Future of the School



### **Schools of Opportunity**

A school of opportunity is a school that is currently assessed as “non-viable” through the school review process, but is located in a community that is experiencing an economic turnaround, with the potential for population growth and increased student enrollment.

*The Education Act, 1995* and its regulations describe the school of opportunity process.

This process is initiated when a board of education passes a motion to review a school. The school of opportunity process operates parallel to the school review process and independently from it. The school of opportunity process applies only to schools that are being considered for closure, not to schools where discontinuance of grades or years is being considered.

If, at the conclusion of the school review, the board of education moves to close the school, it becomes eligible for consideration as a school of opportunity.

The school of opportunity process requires that representatives of the community and local government prepare a proposal demonstrating the community has an economic plan that will result in increased enrollment in the school within thirty-two months.

The Minister of Education considers the proposal and, if it is accepted, the school is designated a school of opportunity and may receive additional funding for up to three years.

The group that prepared the proposal is required to do evaluations twenty and thirty-two months after designation comparing projected growth in the pre-school and school age population with actual growth.

If the minimum enrollment has been achieved, the school remains open.

If the minimum enrollment for school viability has not been met, the board of education has the option of closing the school after the designation period expires without going through the school review process a second time.

## What is a School of Opportunity?

A school of opportunity is a school that is currently assessed as “non-viable” through the school review process, but is located in a community that is experiencing an economic turnaround, with a growing population that will result in increased student enrollment. The student population is expected to increase sufficiently so there is a real probability that the school will again be viable.

Schools of opportunity are designated by the Minister of Education and receive funding according to a predetermined formula. Designation as a school of opportunity is for a maximum of three years and is not renewable. Throughout these three years, the board’s final motion to close the school stands, and at the end of three years the school must meet the criteria for a viable school or it may be closed by the board of education.

Motion by board of education to review school (no later than **October 15**) alerts community.



The school of opportunity process operates parallel to the school review process and independently from it.

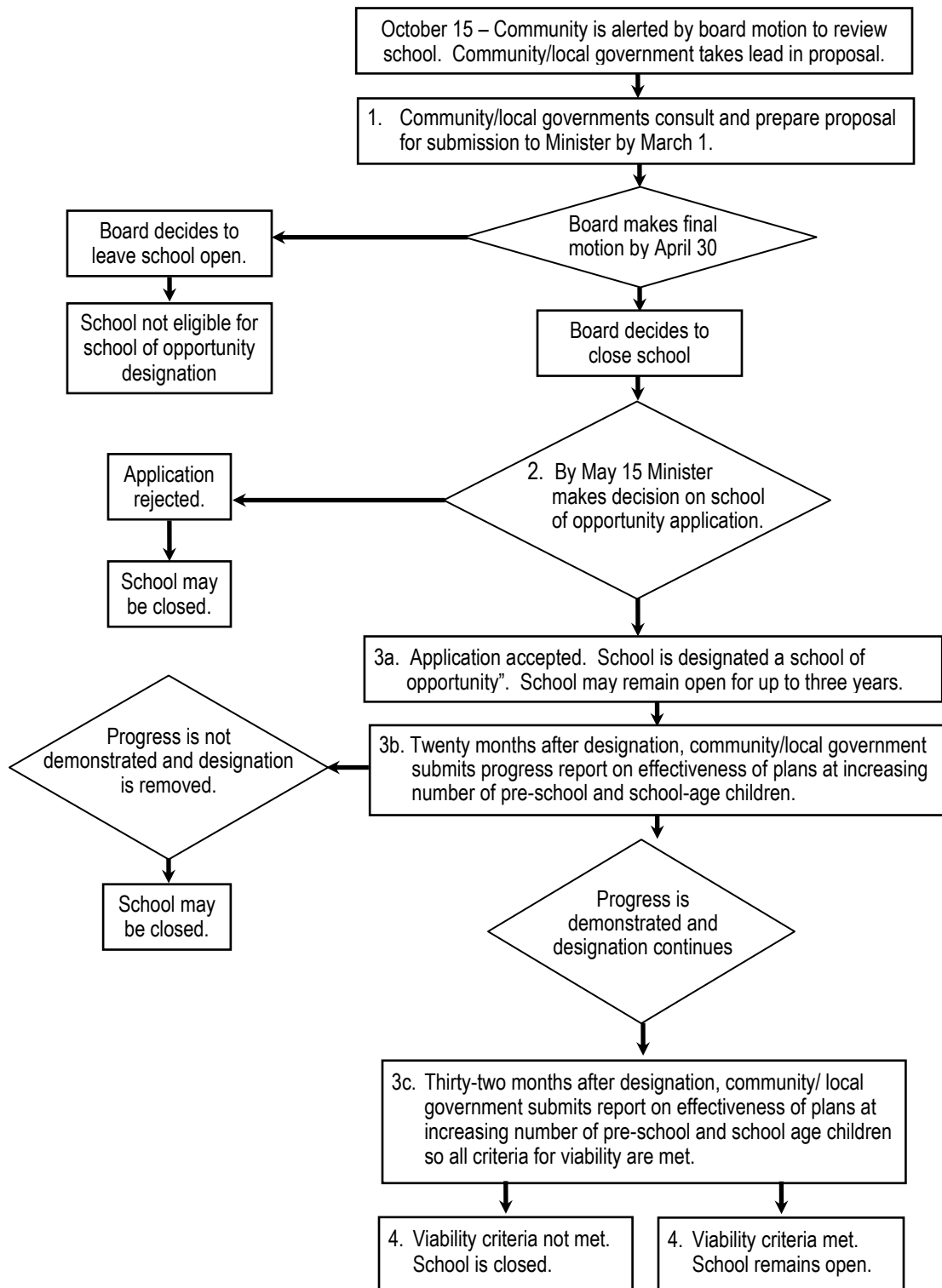
The school of opportunity process is initiated when the board of education passes a motion to review a school. At that point, local community and municipal officials can set to work on development of a proposal to have the school designated as a school of opportunity.

### ***Key points about the school of opportunity process are:***

1. The school for which the school of opportunity designation is requested must be the only school in the school district.
2. The school of opportunity designation is a one-time only designation.
3. The proposal that is submitted by the community must, in the Minister of Education’s opinion, demonstrate an economic plan that will increase enrollments in the school, so the school will again be viable.

A diagram that illustrates the school of opportunity process appears in Figure 5 on the next page.

**Figure 5: The School of Opportunity Process**



## Step 1 – Development of Proposal

In order to have a school considered as a school of opportunity, local municipal and community representatives must submit a proposal to the Minister of Education. The proposal must demonstrate that the municipality/community has an economic plan that will result in an increase in enrollments at the school at the end of three years so that the evaluation criteria are met. At a minimum, this proposal must include the items listed in Figure 6. The local municipal and community representatives who have developed the proposal for designation as a school of opportunity are required to send a request for designation as a school of opportunity and their proposal to the Minister of Education with a copy to the board of education.

The Minister of Education must receive the proposal to designate a school as a school of opportunity by **March 1** of the year in which the school closure is to come into effect.



## Step 2 – Consideration of Proposal by Minister

The Minister of Education will consider the proposal for designation as a school of opportunity and make a decision to approve or deny the application. If the Minister designates the school as a school of opportunity he/she will also determine the grade configuration in the school and the time period for which the school is being designated.

The Minister of Education will advise the applicants and the board of education by **May 15** of the approval or denial of the application to designate the school as a school of opportunity.



If the Minister of Education denies the application for designation as a school of opportunity, the board of education may close the school in accordance with its final motion during the school review process. If the Minister of Education approves the application for designation as a school of opportunity, the Minister may provide additional funding to the board of education to support the school's operation during the period it is designated as a school of opportunity.

The school division may receive specific funding in addition to the funding it would normally receive through the PreK-12 funding distribution model. This funding would be provided for a maximum of three school years. The school division may receive additional funding for each of the three years based on the following formula:

Schools of Opportunity Funding	=	Provincial Average Per-Student Amount	×	15%	×	School of Opportunity Enrolment
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In this formula, the provincial average per-student amount equals school divisions' total provincial funding allocation divided by the provincial PreK-12 FTE enrolment. This is the same per-student funding amount used to calculate funding for associate schools, historical high schools and qualified independent schools. The school of opportunity enrolment equals the K-12 FTE enrolment of the school under review.

## **Figure 6: Minimum Contents of a Proposal for Designation as a School of Opportunity**

### **A. Grade Configuration**

- (i) Proposed grade configuration of the school for which the school of opportunity designation is requested. (What grades will be offered at the school for which the school of opportunity designation is requested? The grades to be offered may be the same as are presently offered or they may be different. For example, with a K-12 school, the request for designation may be only for Grades K-8 because these are the grades where enrollments are expected to increase.)

### **B. School Profile**

- (i) Enrollment history of school since January 1, 2006, five-year projected enrollments and the source of this data, number of teaching and non-teaching staff at the time of the review, projected number of teaching staff based on enrollment projections and board policy, information about the physical condition of the school, other factors the board of education used in reviewing the school – as provided by the board of education and the school community council.
- (ii) Current peer group size by grade and by gender, average classroom size, cultural and recreational activities, and course offerings by grade – as provided by the school.

### **C. List of Businesses and Employers**

- (i) A list of businesses and employers in the community, including their addresses, a description of the primary business of each, and a profile of the workforce of each.

### **D. Future Plans and Opportunities for Businesses and Employers in the Community**

- (i) Identification of actual business expansion plans
- (ii) Identification of the forces driving business expansion
- (iii) Identification of the risks associated with business expansion
- (iv) Projected expansion of the workforce and any projected change in the profile of the workforce
- (v) Projected timeline for expansion of the workforce
- (vi) Projected impact of workforce expansion on the number of pupils enrolled in the school

### **E. Summary of Strategic Plan for the Municipalities of the School Division**

- (i) Description of business and community partnerships that will enhance and sustain growth in the community and that will maintain a healthy community
- (ii) Municipal infrastructure plans and initiatives to support and enhance growth in the community
- (iii) Financing arrangements that support full implementation of the plans and initiatives outlined in E.(i) and E.(ii) above

### **F. Benefits of Business Expansion Plans to the School**

- (i) Expected increase in the number of preschool and school-aged children in the community
- (ii) Rationale as to why the increased economic development will result in an increase in the number of pupils enrolled in the school by the end of the third school year following the year of designation, and beyond
- (iii) Expected increase in the value of the school, including a description of the enhanced community and business partnerships with the school

### **G. Description of the Data Sources and Methodology Used for All Quantitative Information in the School of Opportunity Proposal**

### **H. Description of the Data Sources and Methodology That Will be Used to Report Back to the Minister at twenty and thirty-two months.**

### Step 3 – Evaluation of Growth

The local government and community officials who prepared the proposal for designation as a school of opportunity are required to do evaluations twenty and thirty-two months after designation. The evaluation is to compare the population growth projected in their proposal to the actual population growth in the community. These written evaluation reports must be submitted to the Minister of Education.

- The **twenty month progress report** must include:
  - an update on business expansion plans and municipal initiatives described in the community proposal
  - an update on the number of preschool and school age children in the school district.
- The **thirty-two month progress report** must include:
  - an update on business expansion plans and municipal initiatives described in the community proposal.
  - an update on the number of preschool and school age children in the school district relative to the minimum enrollment criteria prescribed in *The Education Regulations, 1986* and demonstration that this enrollment will be sustained.

If the evaluation reports are not provided to the Minister of Education twenty and thirty-two months after designation as a school of opportunity, the Minister of Education may terminate the designation immediately.

If anytime during the designation period the community feels that they can no longer meet the targets presented in their proposal, they may ask the Minister to remove the school of opportunity designation effective with the next school year.

### Step 4 – Decision Making About the Future of the School

In order to be considered viable, a school must have at least the following enrollment.

School	Student Enrollment
K-4	25
K-5	30
K-6	37
K-7	44
K-8	51
K-9	58
K-12	88

**If the thirty-two month evaluation of a school of opportunity shows that the enrollment has been achieved and there is demonstration that this enrollment will be sustained, the school remains open.**

**If the thirty-two month evaluation of a school of opportunity shows that the enrollment has not been achieved, the board of education's final motion to close the school stands.**

The board has the option of closing the school and moving the students to another school for the next school year without undertaking a second review process. Even though the board of education is not required to undertake another school review process, it should still undertake the transition planning required under Subsections 87.6(3) and (4) of *The Education Act, 1995* and described in the previous section of this handbook. Effective transition planning makes a move from one school to another smoother for students, parents, teachers and others who are affected by the change.

## Briefcase

This Briefcase contains samples of documents that may be helpful to communities and boards of education during the school review process. Although the legislated school review process applies only to rural schools, urban school divisions may also find the items in the Briefcase useful.

All items in this Briefcase were provided by Saskatchewan school divisions. When this handbook was being developed, all school divisions in the province were asked to submit practical tools they had used in the past when reviewing or closing schools. The five school divisions represented in this Briefcase accepted the invitation to submit materials.



Boards of education and communities are invited to “open up” this Briefcase and to pull out the items that are useful to them. These items are provided for information and convenience only. There is no requirement or expectation that communities and boards of education will use these items, but they are welcome to do so if they wish.

This Briefcase continues the following items.

1. Sample School Profile – Simulation
2. Sample Enrollment Summary Chart – South East Cornerstone School Division
3. Sample Consideration of School Closure, Background Information – Saskatchewan Rivers School Division
4. Sample Media Releases for Motion of Consideration – Sun West School Division and Prairie South School Division
5. Sample Notice of Electors’ Meeting – Sun West School Division
6. Sample Agendas for Electors’ Meeting – Sun West School Division
7. Sample PowerPoint for Electors’ Meeting – Sun West School Division
8. Sample School-Based Funding Closing Procedures – Prairie South School Division
9. Sample School Closure Procedures – Prairie South School Division
10. Sample Memo and Parental School Preference Form – Horizon School Division
11. Sample Letter to Parents re School Closure – Prairie South School Division
12. Sample Records Retention Guidelines for Schools Which Are Closing – Horizon School Division
13. Sample Library Step-By-Step Procedures – Horizon School Division
14. Sample Classroom Pack-Out Instructions – Horizon School Division

The items in this Briefcase have been used with the permission of the school divisions that developed them.



# 1. Sample School Profile

## Simulated Profile for Sunshine School

Enrollment History														
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	4	6	6	6	7	8	7	9	7	8	9	9	7	93
2007-08	3	4	6	6	6	7	8	9	9	7	8	9	9	91
2008-09	3	3	4	6	6	6	7	8	9	9	7	8	9	85
Projected Enrollment														
2009-10	3	3	3	4	6	6	6	7	8	9	9	7	8	79
2010-11	4	3	3	3	4	6	6	6	7	8	9	9	7	75
2011-12	2	4	3	3	3	4	6	6	6	7	8	9	9	70
2012-13	3	2	4	3	3	3	4	6	6	6	7	8	9	64
2013-14	2	3	2	4	3	3	3	4	6	6	6	7	8	57

Source of Enrollment Projections: XYZ Demographics.

### Current Staff

Teachers – 4 FTE

Educational Assistants – 2 FTE (for special needs children)

Secretary – .25 FTE

Custodian – 1 FTE

### Projected Teaching Staff

2009-10 – 4 FTE

2010-11 – 3.5 FTE

2011-12 – 3.5 FTE

2012-13 – 3.5 FTE

2013-14 – 3 FTE

### Facility Considerations

School building is 43 years old. Recent inspection indicates that building is structurally sound, that new furnace is required, and that building does not conform to current building standards. Building includes six classrooms, a small gym and an office. Basement is largely empty. Large school yard includes K-6 playground equipment and paved area for basketball.

## 2. Sample Enrollment Summary Chart



### South East Cornerstone S.D. #209

#### Current Enrollments for 2006-2007 (as of September 30, 2006 – PSSR Numbers)

School	Grade Level															Current Totals	
	K	1	2	3	4	5	Elem	6	7	8	9	Mid	10	11	12		Sec
33 Central	7	4	5	7	4	12	39	5	5	8	11	29	7	10	15	32	100
Carievale	7	5	6	8	8	7	41	8	7	3		18				0	59
Frobisher	1	3	8	1	5	4	22	3				3				0	25
Gladmar Regional	9	9	11	9	10	8	56	6	12	8	7	33	7	6	9	22	111
Lyndale	3	3	5	1	7	6	25	5	1	2	3	11	1	10	8	19	55
Macoun	2	8	6	7	3	4	30	11	6	4		21				0	51
Manor	9	12	9	8	2	10	50	3	8	7	8	26	9	6	13	28	104
Maryfield	8	8	7	9	13	7	52	3	5	5	7	20	5	3	7	15	87
Ogema	5	4	4	4	7	6	30	4	5	4	5	18	8	6	5	19	67
Pangman	4	4	8	5	1	9	31	6	6	4	4	20	3	5	6	14	65
Wapella	11	5	6	6	7	8	43	7	10	8	9	34				0	77
Yellow Grass	16	6	12	8	8	14	64	7	7	3	10	27	6	7	11	24	115
<b>SCSD Current Totals</b>	<b>82</b>	<b>71</b>	<b>87</b>	<b>73</b>	<b>75</b>	<b>95</b>	<b>483</b>	<b>68</b>	<b>72</b>	<b>56</b>	<b>64</b>	<b>260</b>	<b>46</b>	<b>53</b>	<b>74</b>	<b>173</b>	<b>998</b>

#### Projected Enrollments for 2007-2008

School	Grade Level															Projected Totals	
	K	1	2	3	4	5	Elem	6	7	8	9	Mid	10	11	12		Sec
33 Central	9	7	4	5	7	5	37	12	6	6	8	32	11	9	10	30	99
Carievale	12	7	5	6	8	8	46	7	8	7		22				0	68
Frobisher	2	2	1	3	8	1	17	5				5				0	22
Gladmar Regional	14	8	9	11	9	10	61	8	6	12	8	34	8	7	6	21	116
Lyndale	1	3	3	5	1	8	21	6	7	1	3	17	4	1	10	15	53
Macoun	6	2	8	6	6	3	31	4	11	6		21				0	52
Manor	7	9	12	10	8	2	48	11	3	8	7	29	7	9	6	22	99
Maryfield	11	9	7	8	8	13	56	8	3	5	5	21	7	5	3	15	92
Ogema	1	5	5	4	5	7	27	6	4	6	4	20	4	8	6	18	65
Pangman	5	4	3	8	3	1	24	9	5	5	4	23	4	3	4	11	58
Wapella	4	10	4	6	7	8	39	7	7	10	8	32				0	71
Yellow Grass	2	18	5	13	8	8	54	14	7	7	3	31	10	5	7	22	107
<b>SCSD Current Totals</b>	<b>74</b>	<b>84</b>	<b>66</b>	<b>85</b>	<b>78</b>	<b>74</b>	<b>461</b>	<b>97</b>	<b>67</b>	<b>73</b>	<b>50</b>	<b>287</b>	<b>55</b>	<b>47</b>	<b>52</b>	<b>154</b>	<b>902</b>

## 3. Consideration of School Closure – Background Information



### Consideration of School Closure: Background Information: November 21, 2006

#### Introduction

On November 20, 2006, the Board of Education of the Saskatchewan Rivers School Division passed motions to consider the closure of four schools: MacDowall School, Osborne School, Prince Charles School and Shell Lake School. The reasons for considering this action included:

- Projected continued low student enrolment;
- The schools cannot provide as rounded a school program as the students deserve;
- The Board of Education must act in a fiscally responsible manner; and,
- The students of the schools can be accommodated in other schools within the school division.

In the case of Prince Charles School and Osborne School, the Board also noted that these school buildings require extensive renovation and repair.

#### Meetings of Electors

Electors are invited to attend a meeting in each school district or attendance area where the Board is considering school closure. These meetings will give electors the opportunity to discuss school closure with members of the Board of Education.

The following is a schedule of the meetings:

- Prince Charles School Attendance Area: December 5, 2006 at Prince Charles School beginning at 7 p.m.
- Shell Lake School District: December 7, 2006 at Shell Lake School beginning at 7 p.m.
- MacDowall School District: December 18, 2006 at MacDowall School beginning at 7 p.m.
- Osborne School District: December 19, 2006 at Osborne School beginning at 7 p.m.

#### Written Submissions

In addition to the meetings, the Board of Education will accept written submissions from interested parties until April 16, 2007.

#### Final Decision

On April 23, 2007 the Board of Education will make a motion to either close the schools mentioned above or discontinue its consideration of school closure. This meeting will be held at the Education Centre and is scheduled to begin at 8:00 p.m.

#### Background Information

The Board of Education has considered a variety of information about the schools it is considering closing. A summary of this information about each school is provided below.

## MacDowall School and Osborne School

Consideration of the closure of MacDowall School and Osborne School must be done with the neighbouring schools in mind. The Board is anxious to ensure there are viable rural schools in this area of the school division.

East Central School, MacDowall School, Osborne School, St. Louis Community School and West Central School have a combined capacity to serve 1,000 students. As of September 30, 2006, 531 students were enrolled (53%) of available capacity, leaving a surplus capacity of 469 students. The following section on Building Capacities provides more detail.

### Building Capacities

Assumptions:

- All classroom spaces are used; and,
- Classroom capacity is 25 students.

	Capacity	Enrolment Sept. 30/08	Surplus Capacity
East Central School	200	101	99
Osborne School	200	86	114
MacDowall School	100	54	46
West Central School	125	71	54
St. Louis Community School	375	219	156
<b>Total</b>	<b>1000</b>	<b>531</b>	<b>469</b>

### Trends

Over the last twelve (12) years student enrolment has declined in MacDowall, West Central and Osborne School. Figures 1 and 2 illustrate these trends.

In the Osborne School attendance area, more than one-third of the students live in two trailer courts adjacent to the City of Prince Albert.

MacDowall School and West Central School share a Kindergarten to Grade 8 attendance area. Students in Kindergarten to Grade 4 attend West Central School while MacDowell School has Grades 5 to 8. In the attendance area. Kindergarten to Grade 8 students are distributed as follows:

West Central School District 64 (52%)

MacDowell School District 48 (39%)

On the border between the school districts 8 (7%)

From outside the attendance area 2 (2%)

(These data are current to November 16, 2006)

## MacDowall School

With the current student enrolment as illustrated in Figure 1, the students in the MacDowall and West Central attendance areas could be accommodated in one school.

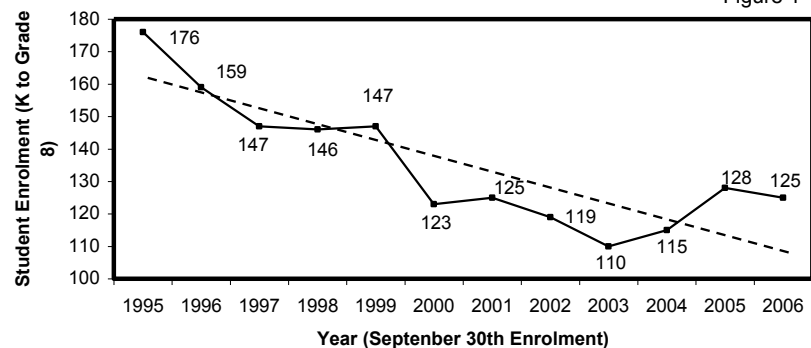
The Board of Education is considering the closure of MacDowall School rather than West Central School for the following reasons:

1. Transportation: If West Central School were to remain open, all school bus routes would be directed toward the city since there would be no need for routes to head south to MacDowall School. This would result in a more efficient transportation system for the students in this attendance area.
2. A majority of students live in the West Central Attendance Area.
3. There are new housing developments in the West Central Attendance Area.



**MacDowall School and West Central School Enrolment History (1995 to 2006)**

Figure 1



## Osborne School

As Figure 2 illustrates, the enrolment at Osborne School has declined over the last number of years. East Central School, St. Louis Community School and Vincent Massey Community School can accommodate the students currently attending Osborne School.

The Board of Education is considering dividing the Osborne School Attendance area amongst East Central School, St. Louis Community School and Vincent Massey Community School. If this were to be done, students currently attending Osborne School who live south of a new boundary line will attend St. Louis Community School. These students will continue to attend this school for high school.

Students living in this area who are enrolled in a Prince Albert high school program may finish their high school program in Prince Albert or they may choose to attend St. Louis Community School.

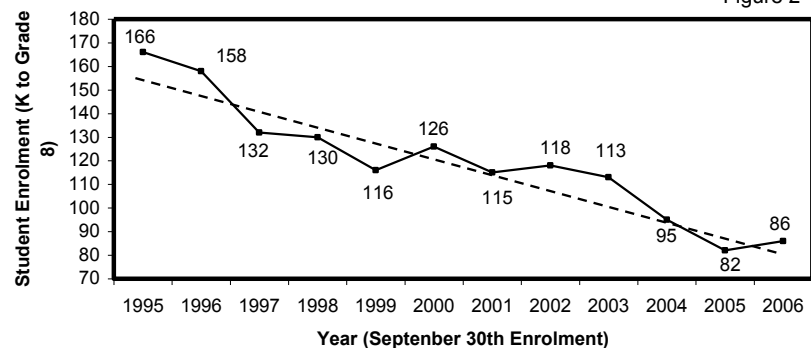
Students currently attending Osborne School who live north of a new boundary line will attend East Central School. Students living in the two trailer courts adjacent to the city of Prince Albert will attend either Vincent Massey Community School or East Central School. Students in this area will continue to attend high school in Prince Albert.

Note: In the event of a school change, a new boundary line will need to be determined. With the current student enrolment as illustrated in Figure 1, the students in the MacDowall and West Central attendance areas could be accommodated in one school.



**Osborne School Enrolment History (1995 to 2006)**

Figure 2



## Prince Charles School

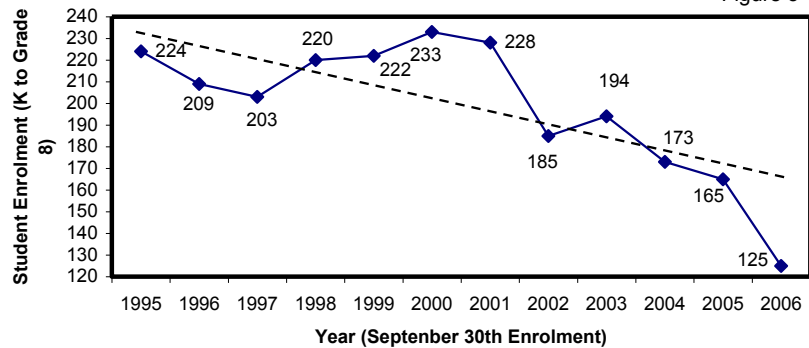
In this area of Prince Albert, surplus classroom space is available. Therefore, students currently served by Riverside Community School, Prince Charles School and Princess Margaret School could be accommodated in two of these schools. The Board of Education is considering closing Prince Charles School for the following reasons:

1. As Figure 3 illustrates, enrolment at Prince Charles School continues to decline.
2. In regards to school programs, the space at Prince Charles School is not appropriate for Physical Education, Practical and Applied Arts and Library Services.
3. Built in 1954, the building is nearing the end of its lifecycle. The school needs a new roof, a heating system and the program space is inadequate. A capital project will not be approved by Saskatchewan Learning since there is surplus classroom space nearby.



**Prince Charles School  
Enrolment History (1995 to 2006)**

Figure 3



## Shell Lake School

The Board of Education of the former Parkland School Division discontinued Grades 10, 11 and 12 on July 31, 2003. These high school students may attend either Debden School or Spiritwood High School in the Living Sky School Division.

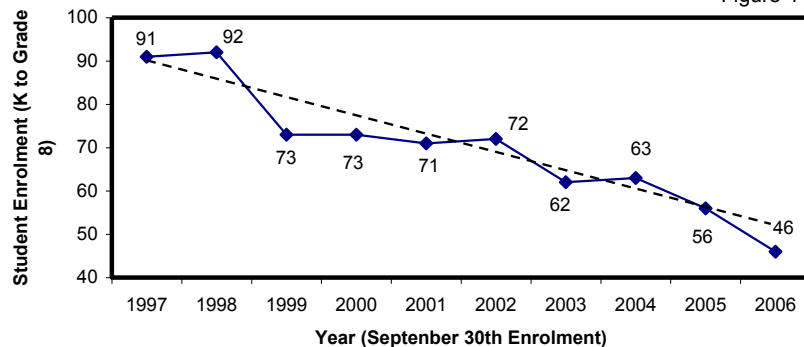
The Board of Education is now considering closing the Shell Lake School for the following reasons:

1. As Figure 4 illustrates the enrolment at Shell Lake School continues to fall.
  2. The school building requires repair. A recent facility audit of this school identified that most of the roof needs to be replaced, the exterior windows and doors need to be replaced and the exterior walls need repair. The interior ceilings, flooring, walls and lighting also need repair.
- The Board of Education has considered where students would attend school if Shell Lake School were to close. There are four communities near Shell Lake that offer Kindergarten to Grade 12 Programs:
- Canwood – 48 kilometres via Highway 3 and gravel municipal roads;
  - Debden – 47 kilometres via gravel Municipal Rod 695 and 793;
  - Shellbrook – 45 kilometres via Highway 3;
  - Spiritwood – 32 kilometres via Highway 3.



**Shell Lake School  
Enrolment History (1997 to 2006)**

Figure 4



The following scenarios are under consideration:

1. The Shell Lake Attendance Area could be divided amongst the four communities mentioned above, thus assuring that students would attend the closest school. For those wishing to attend their schools in Spiritwood, either the boundary of the Shell Lake Attendance Area could be altered to the effect that some parcels of land currently in the Saskatchewan Rivers School Division would become part of the Living Sky School Division or the current arrangement with the Living Sky School Division could be expanded to include elementary and middle years students.
2. Students' choice could be limited to schools in the Saskatchewan Rivers School Division. Students living in the central and southern portions of the attendance area could attend school in Shellbrook or Canwood. Students living in the northern position of the attendance area could attend Debden School. For students currently attending the Spiritwood High School, they may finish their secondary schooling in Spiritwood if this arrangement continues to be approved by the Living Sky School Division.

## 4. Sample Media Releases for Motion of Consideration



Media Release  
December 19, 2007  
For Immediate Release

### ***MOTIONS OF CONSIDERATION MADE FOR HARRIS-TESSIER AND MILDEN CENTRAL SCHOOLS***

At its regular scheduled meeting on December 18, 2007, the Sun West Board of Education passed motions of consideration of grade discontinuance or closure for both Harris-Tessier Central School and Milden Central School. "Motions of consideration," explained Board chair Ross Derdall, "do not mean that a school will be closed. It simply means that the Board will consider closing them only after looking at all available information and hearing from the communities involved." Derdall stressed, "no decision about grade discontinuance or closure has been made, and nor will it be made until the appropriate time." Derdall mentioned that last year, motions for consideration were made for over 50 Saskatchewan schools, but after the consultation processes less than 30 were closed. "This demonstrates," Derdall pointed out, "that no one should jump to any conclusions about what will happen to either Harris-Tessier or Milden."

The provisions regarding the motions of consideration and the process that followed are laid out very clearly in *The Education Act, 1995*. The specifics of the process are outlined in an attachment with this media release, which includes a meeting of electors in each community that is set for January 15 in Milden and January 16 in Harris. "These are informational meetings, so, the communities understand the factors that the Board will consider when it is time for it to makes its decision," stated Derdall, "the community then has three months to provide relevant information to the Board that relate to those factors." During the three months consideration process the Board will be holding another public meeting in each community to provide people with an opportunity to present their information to the Board in person. "We are very interested in what people have to say about whether these schools are meeting the educational needs of their students," added Derdall. "It is the factors related to student education that carry the most weight during the consideration process," said Derdall."

**For more information contact:**

Janet Casswell-Beckmann

Director of Education, Sun West School Division

Ph: 306-882-3800; e-mail: [janet.casswell-beckmann@sunwestsd.ca](mailto:janet.casswell-beckmann@sunwestsd.ca)





# Prairie South School Division No. 210

15 Thatcher Drive East  
Moose Jaw, SK S6J 1L8

Phone: (306) 694-1200 Fax: (306) 694-4955  
Outside the Moose Jaw Area: 1-877-434-1200

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

– MEDIA RELEASE –

January 9, 2008

## Board to consider the future of Eyebrow School

The Prairie South Board of Education approved a motion at its regular meeting Tuesday to consider grade discontinuance and/or closure of Eyebrow School.

The school was identified based on a set of criteria developed by the Board last year to assist in its school review process. The criteria help to identify areas that may limit or otherwise affect the school or division's ability to deliver quality learning opportunities. They include:

- grade cluster sizes and the number of grades per class;
- the number of secondary credits delivered by teachers in the school;
- the pupil-teacher ratio;
- enrolment trends and projections;
- facility capacity and utilization; and
- per-student costs.

Each of the division's schools (except Hutterian and associate schools) were assessed against the criteria, with a view to identifying those that did not meet minimum requirements in at least six of the eight criteria. Eyebrow School was one of only two schools that flagged six or more of the criteria. (The other was Chaplin School, which is currently slated to close following the 2008-09 school year.)

The Board will hold an electors' meeting at 7 p.m., Jan. 28, in the Eyebrow School gym to present the information the division has prepared, as well as initiate a dialogue with that community.

"As a Board, our goal is to ensure high-quality learning opportunities for all Prairie South students," said Board Chair Gord Stewart. "We have identified several criteria to help us evaluate our ability to deliver those opportunities, but it's important that we hear from the community, as well."

Eyebrow was included in the Board's initial review of educational opportunities at schools last year. Following a meeting with the School Community Council, it was eliminated from further consideration based on specific individual programming needs that the Board felt were best met at Eyebrow in the immediate future. Stewart said that while some of those needs remain, the Board felt it was important and appropriate this year to revisit the matter since the school flagged all eight of the criteria.

In addition to the electors' meeting, the community will have the opportunity to share information via delegations, emails or letters to the Board. The Board will make its decision at its regular meeting on May 6, 2008. Any potential changes will take effect in the 2008-09 school year at the earliest.

*Prairie South School Division No. 210 operates 40 schools with a total enrolment of 7,200 students. The division covers an area stretching from Craik in the north to the U.S. border in the south, and Mankota in the west to Rouleau in the east, and includes the city of Moose Jaw.*

For more information, please contact:

Gord Stewart  
Chair, Prairie South Board of Education  
306-692-6736

Brenda Edwards  
Director, Prairie South School Division  
306-694-1200

## **NOTICE OF ELECTORS' MEETING**

### **Take Notice That**

THE BOARD OF EDUCATION OF THE SUN WEST SCHOOL DIVISION No. 207 OF SASKATCHEWAN IS CONVENING A MEETING OF THE ELECTORS OF THE MILDEN CENTRAL SCHOOL DISTRICT TO ADVISE THEM WITH RESPECT TO THE ACTIONS BEING CONSIDERED BY THE BOARD OF EDUCATION REGARDING THE FUTURE OPERATION OF MILDEN CENTRAL SCHOOL. THE MEETING IS BEING HELD AT MILDEN CENTRAL SCHOOL AND IS SCHEDULED TO START AT 7:00 p.m. ON WEDNESDAY, FEBRUARY 6, 2008.

THIS MEETING WAS PREVIOUSLY SCHEDULED FOR TUESDAY, JANUARY 16 BUT WAS RE-SCHEDULED DUE TO SEVERE WEATHER CONDITIONS.

DATED AT ROSETOWN, SASKATCHEWAN.

THIS 17<sup>TH</sup> DAY OF JANUARY, 2008

MAUREEN SAMPLE

SUPERINTENDENT OF BUSINESS

## 6. Sample Agenda for Electors' Meeting



**SUN WEST**  
SCHOOL DIVISION

*Success for all*

# ***Electors' Meeting***

Milden Central School  
7:00 pm, February 6, 2008

1. Call to Order: Ross Derdall, Chair
2. Introduction of the members of the Board of Education
3. Purpose of the Meeting
4. Presentation by the Board of Education
  - The School Viability Review
  - Issues Raised by the Review
  - The Motion of Consideration
5. Explanation of Process
6. Contact Information

Ross Derdall, Chair of the Board of Education  
Janet Casswell-Beckmann, Director of Education  
Maureen Sample, Superintendent of Business

Box 700  
Rosetown, Saskatchewan  
S0L 2V0  
Ph: 306-882-3800  
E-mail: [info@sunwestsd.ca](mailto:info@sunwestsd.ca)  
Fx: 306-882-1335

Deadline for Submissions: 4:30 pm, May 2, 2008

Copies of the School Viability Report available on Sun West website at  
[www.sunwestsd.ca](http://www.sunwestsd.ca)

## Sun West School Division Electors' Meeting

Thursday, March 12, 2008  
Milden Central School

1. Welcome from Board of Education Chair, Mr. Ross Derdall
2. Introduction of the members of the Board of Education
3. Review of Agenda and timelines for presentations
4. Protocol for Submissions
  - A. Individuals making submissions please make your presentation at the microphone at the back of room.
  - B. Each submission is limited to 30 minutes. If necessary, the Chair will notify speakers 2 minutes prior to their time limit expiring.
  - C. Following each presentation, it is requested that written versions of the submission be provided to Maureen Sample, Superintendent of Business.
5. Order of Submissions
  1. Ron Genest
  2. Norm McFarlane
  3. Craig Hanson
  4. Denise McBee
  5. Wendy Anderson
  6. Jim Angus
  7. Karen Timoshuk

### ***Further Submissions to the Board of Education***

Submissions may also be made to the Board of Education at its regular meetings held at the Sun West Division Office, 501 1st Street West, Rosetown on:  
**9:00 am -12:00 noon, Tuesday, March 25, 2008 and**  
**9:00 am -12:00 noon, Tuesday, April 22, 2008.**

To present at a Board meeting, a group or individual must contact Maureen Sample, Superintendent of Business, at 306-882-2677 or 1-800-375-2677 by:  
**4:30 pm, Thursday, March 20, 2008 or**  
**4:30 pm, Friday, April 18, 2008.**

Groups wishing to appear at a Board meeting are requested to appoint one person to present on their behalf. A time limit will be confirmed when the request to appear on the agenda is made.

Written submissions will also be accepted by the Board of Education until  
**4:30 pm, Friday, May 2, 2008.**

Written submissions may be submitted by mail or fax to:  
Maureen Sample  
Superintendent of Business  
Box 700  
Sun West School Division  
Rosetown, Saskatchewan  
S0L 2V0  
Fx: 306-882-3366

Submissions may also be dropped off at the Sun West School Division office of 501 1<sup>st</sup> Street West in Rosetown, during normal business hours (8:00 am – 4:30 pm, Monday to Friday)

Date of the Board of Education that will make a decision with respect to the Motion for Grade Discontinuance or Closure  
**9:00 am, Tuesday, May 6, 2008.**

S:\School Viability\Milden-Consultation-Meeting-Agenda 080312.doc

## 7. Sample PowerPoint for Electors' Meeting



1



2

Electors' Meeting  
Milden Central School, February 6, 2008

### Agenda

- Call to Order – 7:00 p.m.  
Chair: Ross Derdall
- Introduction of Board of Education Members
- Purpose of the Meeting
- Presentation by Board of Education
- Explanation of Process
- Contact information



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### Members of the Board of Education

- |                                 |                               |
|---------------------------------|-------------------------------|
| Margaret Irwin (sub-division 1) | Lorne Ulven (sub-division 6)  |
| Bill Mescall (sub-division 2)   | Ross Derdall (sub-division 7) |
| Karen Itterman (sub-division 3) | Barb Cowell (sub-division 8)  |
| Norm McIntyre (sub-division 4)  | Ruth Griffith (Kindersley)    |
| Scott Sander (sub-division 5)   | Gayle MacDonald (Kindersley)  |



4

### Purposes of the Meeting

- The Purposes of this meeting are outlined by the provisions of *the Education Act (1995)*
- To provide information concerning motion of consideration for grade discontinuance or closure for Milden Central School
  - To outline the process whereby electors can provide input to the Board of Education concerning the motion of consideration



5

### Presentation by the Board of Education

- The School Viability Review
- Issues Raised by the Review
- The Motion of Consideration



6

## School Viability Review

Administrative Policy 421 approved in April 2007 after public consultations, input from other groups and studies of similar policies developed by other school divisions

### Criteria for School Review

- Requests from School OR
- School Community Council OR
- Senior Administration



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## School Viability Review

### Criteria for School Review

- A school's viability will also be reviewed if any two or more of the following criteria apply to the school:
- If a school's enrollment in the next academic year is projected to be less than 70 for a K-12 school; less than 40 students for an elementary/middle years level school (grades K-9) or less than 30 students for a secondary level school (grades 10-12).
- If there are projected to be more than three grades, or more than four instructional groups, in a classroom.
- If the projected enrollment would leave fewer than two students in a grade.
- If the projected enrollment is such that staffing allotment by formula will require consideration of more than triple grading.
- If the structural integrity of the school building presents safety or other concerns that would require a significant capital expenditure.
- If the per student expenditure of operating a school exceeds the average per student cost within the school division by 120% for the previous fiscal year.



8

## The reasons Mildren Central School was reviewed

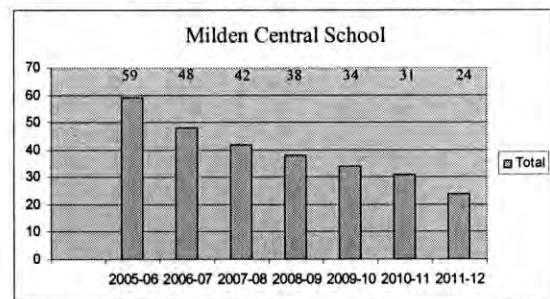
Mildren met three of the six criteria:

- Fewer than 70 students K - 12
- More than three grades for some classes
- Less than two students in grades 1, 5 and 8



9

## Enrollment & Projections



\*September 30 enrollment figures



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## Enrollment by Grade

### Mildren Central School

Year	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Staffing	
																FTE	PTR
2006-07	0	1	1	3	4	1	4	4	1	6	4	6	0	7	46	5.25	9.14
2007-08	0	2	1	2	3	4	1	4	3	0	7	5	5	5	42	4.50	9.33
2008-09	0	1	2	1	2	3	4	1	4	3	0	7	5	5	38	4.50	6.44
2009-10	0	1	1	2	1	2	3	4	1	4	3	0	7	5	34	4.00	6.50
2010-11	0	2	1	1	2	1	2	3	4	1	4	3	0	7	31	4.00	7.75
2011-12	0	0	2	1	1	2	1	2	3	4	1	4	3	0	24	3.75	6.40

FTE – Full Time Equivalent of Teaching Staff

PTR – Pupil Teacher Ratio based on Enrollment and Full Time Equivalents

As of September 30, 2007, grades 1, 5 and 8 all have enrollment of less than two students

As of November 30, 2007, Kindergarten and grade 2 each have one student.



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## Issues raised by the Review

- Instructional delivery and curriculum needs
- Peer Groups
- Gender Balance
- Student Transportation
- Potential Financial Implications



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## Instructional time and curriculum

- Each course (For example, grade 12 Chemistry, grade 11 Chemistry) has curriculum objectives teachers are required to cover, and the objectives are different for each course.
- Multi-grade classes where two or more courses are taught in one classroom, such as K-3 subjects, grades 4-6, PAA, Language Arts, Social and Math presents challenges for teachers in meeting curriculum objectives at various grade levels and for students' learning.
- Where more than one grade or course is taught simultaneously by one teacher, students effectively receive only a portion of the instructional time they would receive if the class was a single grade or course.
- More independent learning is required from the students, and this may present challenges for some students.



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## Grade groupings and curriculum

Grade	Offerings
K-3 – 8 students Grades 4-6 – 9 students	Two main grade groupings for all core subjects
Grades 1-3 – 6 students	Every second day when Kindergarten is not in attendance
Grades 1-6 – 15 students	Grouped for Arts Ed
Grades 7-9 – 10 students No grade 8 students	Grouped for subjects: Arts Ed, Health, Phys Ed
Grade 7 – 3 students	Stand alone classes: English, Math, Science, Social, Computer, PAA, Guidance

\*September 30 enrollment figures



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## Grade groupings and curriculum

Grade	Offerings
Grades 7-10 – 15 students	Grouped for Writing Tutorial every second day; PAA every second day
Grade 9 – 6 students	Stand alone classes: PAA, Social
Grades 9/10 – 12 students	Grouped for: English, Social Math – semester 1: Entrepreneurship – semester 2 Science – semester 1: Math 20 – semester 2 Life Skills and Phys Ed
Gr. 11/12 – 10 students	Grouped for most subjects: ELA 20 and 30 taught at same time; Chem 20/Chem 30 taught at same time; Bio 20 – sem. 1; Physics 20 – sem. 2 Distance learning from Dinsmore – Math A 30, Math B 30 and Math C 30 Distance learning from Kindersley – Info Pro 20 and 30
Grades 10-12 – 15 students	Grouped for Phys Ed

\*September 30 enrollment figures



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## Peer Groups

- Small peer groups appear throughout all grades.
- Grades 6, 7 and 9 total seven males and seven females – extracurricular sports, such as volleyball require a minimum of six players of one gender for a team.
- In the past, junior cooperative teams have been formed with Dinsmore Composite School and Harris-Tessier Central School, while few such arrangements have been made for the senior level.



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## Gender Balance

- In K-3 there are five females compared to three male students.
- In grades 4-6 there are three males compared to six female students.
- In grades 7-9 there are five male and five female students.



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## Student Transportation

- Currently no student in the Sun West School Division is picked up prior to 7:30 a.m.
- According to Sun West transportation policy students will not be picked up prior to 7:30 a.m.



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## Potential Financial Implications

### Total Profile

#### Milden to Rosetown

(based on 2007-2008 costs)

Total Current Costs	Total Potential Costs	Potential Savings
Staffing: Teaching Staff Principal's Allowance + Support Staff	\$ 409,446.40	Staffing: WAS + RCHS 2.5 FTE teachers + Educational Assistant
Transportation @ \$1.05/KM 200 km	\$ 51,324.00	Transportation @ \$1.05/KM 401 km
Facilities (Maintenance, utilities)	\$ 52,303.55	Facilities - Land tiles/legal fees (one time fee)
<b>Total</b>	<b>\$613,073.95</b>	<b>\$ 300,977.60</b>

\* ( ) indicates negative number



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## Potential Financial Implications

### Total Profile

#### Milden to Dinsmore

(based on 2007-08 costs)

Total Current Costs	Total Potential Costs	Potential Savings
Staffing: Teaching Staff Principal's Allowance + Support Staff	\$ 409,446.40	Staffing: 2.75 FTE teachers + Educational Assistant
Transportation @ \$1.05/KM 200 km	\$ 51,324.00	Transportation @ \$1.05/KM 420 km
Facilities (Maintenance, utilities)	\$ 52,303.55	Facilities - Land tiles/legal fees
<b>Total</b>	<b>\$613,073.95</b>	<b>\$307,270.66</b>

\* ( ) indicates negative number



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## The Motion of Consideration

Whereas, the Board of Education of the Sun West School Division has reviewed Milden Central School as identified by the Administrative Policy 421 (School Viability Review) and due to projected low enrolment, budgetary constraints and the capacity to meet program needs within the existing constraints,

Therefore, that the Board consider the discontinuance of one or more grades up to and including the complete closure of Milden Central School with an effective date not earlier than July 1, 2008; and further, That an electors' meeting be convened for the Milden Central School District on Tuesday, January 15, 2008 at 7:00 p.m. at Milden for the purpose of informing the electors of the Board's consideration of the future operation of Milden Central School.

Carried: December 18, 2007



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## The Motion of Consideration

The following timeline was adjusted when the January 15, 2008 Electors' Meeting was cancelled due to weather. Timeline based on Legislation\* and Practice (\* Process governed by *The Education Act, 1995*)

Process Step	Milden Central School
Board Motion to Consider Grade Discontinuance/School Closure*	December 18
Newspaper and Community Notices of Electors' Meeting*	December 24 - Second Notice due to meeting cancellation due to weather
Electors' Information Meeting*	Weds., February 5 @ 7:00 p.m.
Second Meeting - Board Receives Submissions	Weds., March 12 @ 7:00 p.m.
Motion to Waive or Confirm; Board Motion to Consider*	Earliest May 5 (3 mo. following electors' meeting) Special Meeting Called
Grade Discontinuance/School Closure Effective Date	Earliest August 8



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## Submissions to Board

Written Submissions to the Board of Education can be submitted to the following:

- ✦ Ross Derald, Chair of the Sun West Board of Education
- ✦ Janet Casswell-Beckmann, Director of Education
- ✦ Maureen Sample, Superintendent of Business

✦ Mailing address for all the above is:

Box 700,  
Rosetown, Saskatchewan,  
S0L 2V0;  
E-mail: info@sunwestsd.ca;  
Fax: 306-882-1335

✦ Deadline for submissions is 4:30 pm, May 2, 2008

✦ Phone inquiries can be made at 306-882-3800



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## Submissions to Board

✦ Submissions may also be made to the Board of Education at its regular meetings held at the Sun West Division Office, 501 1<sup>st</sup> Street West, Rosetown.

**Tuesday, February 26, 2008 9:00 a.m. to 12:00 noon**

**Tuesday, March 25, 2008, 9:00 a.m. to 12:00 noon**

**Tuesday, April 22, 2008, 9:00 a.m. to 12:00 noon**

✦ To present, a group or individual must contact Maureen Sample, Superintendent of Business, at 306-882-3800 if they wish to be included on the agenda by:

4:30 p.m., February 22, 2008

4:30 p.m., March 20, 2008

4:30 p.m., April 18, 2008

✦ Groups wishing to present are requested to appoint one person present on their behalf. A time limit will be confirmed when the request to appear on the agenda is made.



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## Submissions to Board

- Submissions can be made directly to the Board of Education at an Electors' Meeting being held 7:00 p.m., Wednesday, March 12, 2008, at Mildred Central School.
- Any individual or group may present to the Board of Education for up to a maximum of 30 minutes.
- Groups wishing to present are requested to appoint one person to present on their behalf.
- To present, a group or individual must inform Maureen Sample, Superintendent of Business, at 306-882-3800 if they wish to be included on the agenda by 4:30 p.m. on Friday, March 7, 2008.



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## Procedure for Questions

To be recognized and ask a question, the following procedures must be respected:

1. Questions must be made from the microphone at the back of room.
2. Please form a line at the microphone.
3. Questions are to be addressed to the Chair.
4. All questions must relate to the information presented, and be for the purpose of clarification.



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## 8. Sample School-Based Funds Closing Procedures

### School Based Funds Closing Procedures

**Central Office  
Contacts:**

Velma Geddes, Superintendent of Business and  
Operations  
Georgia Hanwell, Accounting Manager

School based funds represent those funds that were raised and maintained at the school level. Included in school based funds are the following:

- Proceeds from school fundraising
- Proceeds from school vending machines
- School Community Council/Local Board Funds
- Unspent student deposits and caution fees
- Student activity funds (e.g. SLC/SRC, classroom activities)
- Other school based funds

***Prior to the closing of the school, all accounts must be reconciled and closed to one bank account for the school as a whole, the “School General Account”.***

***The school will then write one cheque to the school division to transfer the total of all school-based funds and will then close out the School General Account once that cheque has been deposited.***

#### Procedures for Closing and Transferring School Based Accounts

1. **Clean up accounts** – Reconcile all accounts. Close out inactive accounts and accounts for completed activities. Record any remaining funds to an appropriate account.
2. **Return student deposit/caution fees** – Clear out student deposit/caution fee accounts and return unused fees to students. Note: deposit/caution fees will not be transferred to the receiving school(s). Rather, student accounts will be closed out and any applicable deposit/caution fees at the receiving school will be collected by that school.
3. **Close investment accounts** – Close out any investment accounts (savings, term deposits, etc.). For accounts that have a penalty for early withdrawal, check the maturity date and close as close to that date as possible. Transfer the funds to the School General Account.
4. **Identify trust conditions associated with any funds and collect supporting documentation** – A trust represents a legal obligation placed on the school by an external third party to spend funds received for a specific purpose. An example of a trust would be a donation received from an outside party with the condition that the school spend the funds for a specific purpose, such as a specific piece of equipment for the school. For each trust fund:
  - Collect the supporting trust documentation (i.e. letters, agreements, etc.)

- Determine if the trust conditions may still be complied with in the context of the school closing. If the trust conditions are specific to the school, contact the third party to obtain written approval for an alternate use of the funds (e.g. transfer of the funds to the receiving school(s)) or return the funds to the third party.
  - For funds returned to the third party – document the return of the funds and close the file.
  - For funds to be transferred to the receiving school(s) – where third party approval was required for the transfer/alternate use of the funds, provide written documentation in the trust fund file. The trust fund file is to be submitted to central office. Transfer the funds to the School General Account.
5. **Consult with appropriate groups regarding the disposition of non-trust funds** – consult with appropriate student groups, the School Community Council, etc. regarding the appropriate disbursements of funds, keeping in mind the overriding principle that **funds must be spent in accordance with the purpose for which they were raised** (e.g. funds raised by the SLC/SRC to support student activities must be spent for student activities). Unless there is another overriding purpose for the funds, the funds would generally be allocated to the receiving school(s) in proportion to the relative percentage of students received by the school. For example, if School A received 30% of the students, and School B received 70% of the students, then School A and School B would receive 30% and 70% of the funds respectively. All funds are to be transferred to the School General Account, however, the school will need to maintain a list of each fund, the amount, its purpose and the appropriate distribution of the funds.
  6. **Identify any post-closing expenditures to be made from funds transferred to central office** – The school may choose to utilize some remaining school-based funds for a post-closing activity, such as a community celebration of the history of the school, provided that activity would be consistent with the purpose for which those funds were raised. Since upon closing of the school, all remaining school funds will have been transferred to central office, arrangements will need to be made with central office for any post-closing expenditures to be made from the transferred funds. All such activities and expenditures are to be coordinated through the School Community Council. See “Post-Closing School Activities” for details of the procedures.
  7. **Close all school based accounts to the General School Account** – Deposit/transfer all school based funds to the School General Account and close out all other school based accounts.
  8. **Complete the School Based Funds Schedule** – This schedule provides the details of all of the school based funds to be transferred to central office. The total of the amounts listed on this schedule must equal the total funds in the School General Account.

9. **Close out the School General Account** – Issue a cheque payable to “Prairie South School Division” for the total remaining school based funds as listed on the School Based Funds Schedule, net of any fees to close the account, and close the School General Account after the cheque has cleared or arrangements have been made with the bank to clear the cheque. Submit the cheque along with the School Based Funds Schedule and supporting documentation to central office, Attention: Accounting Manager.

### **Post-Closing School Activities**

The school may choose to utilize some remaining school-based funds for a post-closing activity, such as a community celebration of the history of the school, provided that activity would be consistent with the purpose for which those funds were raised. The plan for the activity and the estimated budget must be established before the funds are reallocated to the schools receiving the students.

All post-closing activities must be coordinated through the School Community Council.

The procedures for expenditures relating to post-closing activities are as follows:

- Where appropriate, make purchases for the activity before closing the school based accounts and transferring the remaining funds to central office. This will cut down on the amount of post-closing paper work required for the event.
- Identify the remaining post-closing expenditures that will need to be made from transferred school-based funds.
- Provide an estimated budget for post-closing expenditures, identifying the school-based funds from which the expenditures are to be covered.
- All post-closing activities must be coordinated through, and approved by, the school Community Council.
- The Chair of the School Community Council will be able to request by letter an accountable advance of funds for any cash outlay expenses. At the end of the activity, the Chair of the SCC will need to provide a reconciliation of the accountable advance, supported by receipts for expenditures and the return of any unspent funds.
- For larger expenditures, the Chair of the SCC will submit a written request along with the appropriate supporting documentation (e.g. supplier invoice) so that a cheque may be issued by central office to the vendor.

## School Based Funds Schedule

This schedule provides the details of all of the school based funds to be transferred to central office.  
The total of the amounts listed on this schedule must equal the total funds in the School General Account.

**School:** \_\_\_\_\_

Description of School Based Fund	Trust Account? Yes or No *	Disposition of Funds (e.g. allocated to receiving schools in proportion to students; post-closing activity**; etc.)	Other Notes Regarding Funds	Amount of Fund (\$)
<b>Total School Based Funds ***</b>				

- \* For each trust account, the school must include the trust file when submitting this schedule to central office.
- \*\* A "Post-Closing School Activity – Budget" form must be completed and attached for any activity that is to be funded from the above school based funds.
- \*\*\* Total School Based Funds per this schedule must equal the total funds in the School General Account, net of any fees to close the account. Submit a cheque for this total made payable to "Prairie South School Division" along with this schedule. After the cheque has cleared the bank (or arrangements have been made with the bank for the clearance of the cheque), settle any fees and close the account.

Schedule Certified by School Principal:

\_\_\_\_\_  
(Signature of Principal) (Date)

**Submit the completed schedule, supporting documentation and cheque to central office, Attention: Accounting Manager**

## Petty Cash Reconciliation School Community Council Post-Closing Activity

School: \_\_\_\_\_

*original receipts are required – photocopies and/or fax copies are not acceptable*

Date	Description	Account Code:	Total Amount	GST	PST
				(included in bill)	

**CASH RECONCILIATION**

_____	x .01	_____
_____	x .05	_____
_____	x .10	_____
_____	x .25	_____
_____	x 1.00	_____
_____	x 2.00	_____
_____	x 5.00	_____
_____	x 10.00	_____
_____	x 20.00	_____
<b>Total Cash:</b> _____		

Total GST included in above \_\_\_\_\_

Total PST included in above \_\_\_\_\_

<b>Total Receipts</b>	_____
<b>Total Cash</b>	_____
<b>TOTAL (Receipts and Cash)</b>	_____
Beginning Balance	_____
Over (Short)	_____

\_\_\_\_\_  
SCC Representative Name

\_\_\_\_\_  
SCC Representative Signature

## 9. Sample School Procedures



# Prairie South School Division No. 210

15 Thatcher Drive East  
Moose Jaw, SK S6J 1L8

Phone: (306) 694-1200 Fax: (306) 694-4955  
Outside the Moose Jaw Area: 1-877-434-1200

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

### PROCEDURES AROUND SCHOOL CLOSURE

School closure is a very emotional issue for the students, staff and school communities. It is critical that the teachers and support staff focus on student learning and keep the school operating as normally as possible until the end of the school year. Staff members still have routines to follow and duties to perform, all of which must take priority over the huge task of preparing the school for closure. One important thing to keep in mind is that the students deserve to finish their school year in a normal environment. This becomes a problem when most of the cleaning, sorting, and discarding of materials that have accumulated over many years has to be accomplished by the present staff. Of course, most staff members want to begin their summer holidays immediately and can not be expected to return to the school building. Additional staff or overtime may have to be considered to support the physical closure process and help with the moving of furniture and resources.

The timeline of Actions and Responsibilities on the following pages is intended to be a guide to the process but all schools are unique and each will have items to add to this list. The responsibility for carrying out the actions in this list is shared between the local school and the school division.

#### ***Decision Day and Immediately Following:***

DECISION/ACTION	RESPONSIBILITY	TIMELINE
<input checked="" type="checkbox"/> Board's decision to close school made at public meeting of the Board	Board of Education	May 22; 7:00 p.m. start
<input checked="" type="checkbox"/> Notify school and SCC of decision to close school – Principals and SCC chairs of all schools under review should be notified personally, by telephone, immediately following the decisions – Registered letter to be sent to SCC chair	Board Chair, Director	May 22: Phone call May 22: Fax letter May 23: Mail letter
<input checked="" type="checkbox"/> Notification to all schools and staff	Director and Communications Officer	May 22
<input checked="" type="checkbox"/> Relations with media – announcement of decision to close school	Board Chair, Director and Communications Officer	May 22/Ongoing
<input checked="" type="checkbox"/> Posting of board decision on website	Communications Officer	May 23
<input checked="" type="checkbox"/> Decision on catchments and receiving schools/Letters to any impacted families (feedback prior to June 1)	Board of Education/CAC/ Communications Officer	May 25

**Decision Day and Immediately Following** (Continued)

DECISION/ACTION	RESPONSIBILITY	TIMELINE
<input checked="" type="checkbox"/> Meeting with Principal to outline process and answer any questions or concerns IMMEDIATELY FOLLOWED BY	CAC	May 23
<input checked="" type="checkbox"/> Meeting with staff to provide information and support	Principal/CAC	May 23
<input checked="" type="checkbox"/> Meeting with students to answer questions and provide support – <i>Approach the closure of the school in a positive way, emphasizing the possibility of new opportunities and new friends in a bigger school</i>	Principal, Staff, Student Services Team (if requested)	Following meetings with principals and staff
<input type="checkbox"/> Staff placements	CAC	Process to begin May 23 (7:00 p.m.)
<input type="checkbox"/> Redundancy list approved	Board	May 31
<input type="checkbox"/> Notification in writing to families confirming designated receiving school	Transportation Manager	Mid June – following feedback
<input type="checkbox"/> Transportation routes developed and provided to families	Transportation Manager	Prior to June 25
<input type="checkbox"/> Meetings with receiving principal(s)	CAC	Following May 22
<input type="checkbox"/> Organizational meeting for move	CAC/Managers	June 4 CAC Meeting
<input type="checkbox"/> Information to principal regarding budget expenditure, disbursement of equipment, resources, etc.	CAC/Managers	Following June 4 Meeting
<input checked="" type="checkbox"/> Budget for Move	Superintendent of Business and Operations/CAC Managers	06/07:Done May 18

**School-Based Procedures:**

DECISION/ACTION	RESPONSIBILITY	TIMELINE
<input type="checkbox"/> Registration of students for receiving schools – <i>Phone calls to undecided families</i>	Principal of closing school, Staff, Receiving School, SIRS Help Desk	As required
<input type="checkbox"/> Meeting with parents of closing school to share ideas on handling the move in a positive way with students – <i>Send home supply lists, calendars and handbooks for the new school(s), including a welcome letter from the new principal(s).</i>	Principals and Staff of closing and receiving schools	TBD
<input type="checkbox"/> Staff visits to receiving school(s) – <i>Program sharing</i>	Principals, Incoming Staff	TBD Locally
<input type="checkbox"/> Student visits to receiving school(s) – <i>Assembly</i> – <i>Arrange field trips to the new school</i> – <i>Arrange an information night for parents to meet the new principal and teachers</i>	Principal, Staff, Receiving School	TBD Locally



## School-Based Procedures (Continued)

DECISION/ACTION	RESPONSIBILITY	TIMELINE
<input type="checkbox"/> Planning for special needs students as per student services transition planning procedures and processes	Principals, Student Services, Teachers and others as appropriate	TBD
<input type="checkbox"/> Ongoing meetings to monitor process	Principal, Staff, Receiving School Staff	TBD
<input type="checkbox"/> Decision on library resources and technology resources ( <b>See Appendix A</b> )	Supt. of Curriculum and Technology Manager	TBD
<input type="checkbox"/> Plan a celebration of the school and its history in the community	SCC, Principal, Staff, Students	TBD
<input type="checkbox"/> Removal of Library Resources and Computer Laboratory <ul style="list-style-type: none"> <li>– <i>Extra technician/assistant time.</i></li> <li>– <i>Weeding as per division guidelines.</i></li> <li>– <i>Have people available to help weed the library. In order to have the library accessible to students for the last month of school, the packing has to be done prior to the end of July.</i></li> <li>– <i>Removal of weeded materials from library system.</i></li> </ul>	Teacher/Librarian, Principal, Technology Manager, Facilities Manager, Superintendent/Superintendent of Human Resources	TBD
<input type="checkbox"/> School Office Considerations <ul style="list-style-type: none"> <li>– <i>Review Record Retention List</i></li> <li>– <i>Shred files (or send to Crown Shred) and sort, box and label office equipment.</i></li> <li>– <i>Weed contents of filing cabinets as early as possible.</i></li> <li>– <i>Inform supply companies by fax or email that the school will be closing at the end of June (stop catalogues, magazines, flyers, etc. in order to keep mail to a minimum). Keep a list of who has been notified.</i></li> <li>– <i>Shred all old budget material, cancelled and blank cheques, account statements and duplicate copies of class marks, etc.</i></li> <li>– <i>Make arrangements for an extra garbage bin or for extra pick-ups to ensure that garbage is taken away from the school promptly. This way there is no danger of good material being mixed in accidentally with materials being disposed of.</i></li> <li>– <i>Sort, pack and label supplies, including such things as art paper, paints, craft supplies and printer paper.</i></li> <li>– <i>Go through teacher resources such as curriculum guides, catalogues and bulletins and dispose of outdated materials. Pack and label remaining materials. As well, teachers should be encouraged to begin doing the same with their personal resources as early as possible.</i></li> </ul>	Principal, Secretary, Superintendent of Business and Operations, Facilities Manager, Business Manager, Accounting Manager	TBD

## School-Based Procedures (Continued)

DECISION/ACTION	RESPONSIBILITY	TIMELINE
<input type="checkbox"/> Classroom considerations <ul style="list-style-type: none"> <li>– <i>Encourage teachers to pack unit materials as they finish with them and remove them from the school.</i></li> <li>– <i>As teachers finish with textbooks, have the textbooks moved to a common area for packing and labeling.</i></li> <li>– <i>Clean out cupboards, move all useful supplies to a common area for packing and dispose of the rest.</i></li> <li>– <i>Sort through equipment, disposing of old balls, nets, etc.</i></li> <li>– <i>Arrange for a disposal team to come and remove all hazardous materials from the chemical storage room.</i></li> <li>– <i>Sort through and catalogue equipment in the lab. Make a list of glassware, scales, microscopes, etc.</i></li> <li>– <i>Hire subs as required.</i></li> </ul>	Principal, Secretary, Teachers, Facilities Manager, Superintendent/Superintendent of Human Resources	TBD
<input type="checkbox"/> Disposal of old and surplus texts as labeled	Facilities Manager, Staff	TBD
<input type="checkbox"/> Artworks, trophies – packed for moving	Principal, Staff, Facilities Manager	TBD
<input type="checkbox"/> Archival Material	Business Manager	TBD
<input type="checkbox"/> Files for central office	Secretary, Principal, Staff, Business Manager, Facilities Manager	TBD
<input type="checkbox"/> Organization and schedule for packing	Facilities Manager	TBD
<input type="checkbox"/> Schedule for moving <ul style="list-style-type: none"> <li>– <i>Schedule the moving of equipment and resources in advance to ensure that arrangements can be made for staff to be present in both the sending and receiving schools. It saves a lot of time if boxes and furniture can be put in appropriate places in the receiving school.</i></li> </ul>	Facilities Manager	TBD
<input type="checkbox"/> Equipment and furniture inventory	Principal, Facilities Manager	TBD
<input type="checkbox"/> Numbering boxes and content list (labels to be provided)	Principal, Staff	TBD
<input type="checkbox"/> Disbursement of property (e.g., playground equipment, building, etc.).	Facilities Manager (Board of Education/SCC may be involved for larger assets)	TBD
<input type="checkbox"/> School-based Funds <ul style="list-style-type: none"> <li>– <i>Decide what is to be done with the school-earned funds and work towards closing out accounts.</i></li> <li>– <i>Return of deposit/caution fees to students.</i></li> </ul>	Principal, Secretary, Superintendent of Business and Operations, Accounting Manager	TBD

**School-Based Procedures** (Continued)

DECISION/ACTION	RESPONSIBILITY	TIMELINE
<input type="checkbox"/> Decentralized School Budgets – <i>Petty Cash</i> – <i>Purchasing</i> – <i>Closing accounts and transferring</i>	Superintendent of Business and Operations, Accounting Manager, Business Manager	TBD
<input type="checkbox"/> Return keys	Secretary, Principal, Caretakers, Staff, Facilities Manager	TBD
<input type="checkbox"/> Disconnect telephone	Facilities Manager	TBD
<input type="checkbox"/> Discontinue/forward mail	Secretary, Principal	TBD
<input type="checkbox"/> Student data to receiving schools	Secretary, Principal, SIRS Help Desk	TBD
<input type="checkbox"/> Remove office computer systems	Principal, Technology Manager	TBD
<input type="checkbox"/> Disconnect/Decommission CNET	Facilities Manager, Technology Manager	TBD
<input type="checkbox"/> Final move	Facilities Manager	TBD
<input type="checkbox"/> Utilities arrangements – <i>Once the school is closed, someone must be hired to maintain and check the building. What insurance coverage is in place once closure takes place? Will the alarm system remain on and who will be responsible for dealing with a ringing alarm?</i> – <i>Arrange to have the gas shut off to valves in the lab.</i>	Facilities Manager, Business Manager	TBD
<input type="checkbox"/> Reassemble equipment	Facilities Manager	TBD
<input type="checkbox"/> Time required for unpacking, sorting and re-shelving (extra help, technicians)	Principal, Facilities Manager, Superintendent/Supervisor of Human Resources	TBD
<input type="checkbox"/> Address emerging storage requirements (e.g., Phys Ed, Science, A/V, Library, etc.)	Principal, Facilities Manager	TBD
<input type="checkbox"/> Inventory follow-up	Facilities Manager, Principal	TBD

## 10. Sample Memo and Parental School Preference Form

Horizon School Division  
No. 205

# Memo

To: **School Parents**  
From: **Director of Education**  
CC: **School Community Council**  
**Board of Education**  
**Executive Council**

Date:

Re: **School Closure**

---

As you are aware \_\_\_\_\_ School in \_\_\_\_\_ will be closing at the end of June, 2008. I understand that invitations have been sent from the two neighbouring schools, \_\_\_\_\_ School in \_\_\_\_\_ and \_\_\_\_\_ School in \_\_\_\_\_, to attend an information day at these schools. The purpose of these invitations is to allow you and your child to gather the information you need to decide which school they will attend next fall.

Once you have made this decision we ask that you complete the attached form and submit it to Ms. \_\_\_\_\_, Principal \_\_\_\_\_ School or mail or fax directly to me at the Horizon School Division office in Lanigan. Please submit the form by May 15, 2008. Once all of the forms have been collected they will be used to determine bus routes to accommodate your choice of school in a manner that is fiscally sustainable and operationally feasible while attending to the Board's duty to ensure proper stewardship of resources.

I look forward to working with you to make this a positive transition for your child(ren).

**Director of Education**  
**Horizon School Division**  
**Box 100**  
**LANIGAN SK S0K 2M0**  
**Phone: 365- 4888**  
**Fax: 365-2808**



**HORIZON SCHOOL DIVISION #205**  
***A Community of Learning and Achieving***

110 Main Street P.O. Box 100  
 Telephone (306) 365-4888  
 www.hzsd.ca

Lanigan, SK S0K 2M0  
 Fax (306) 365-2808

**Parental Preference Form**  
 \_\_\_\_\_ School  
 \_\_\_\_\_, Saskatchewan  
 May 2008

Parent Name(s) \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Residence Location (Please provide legal land location if on a farm):

\_\_\_\_\_

In the fall of 2008, my preference is for my children to attend school at:  
 (Please check one)

\_\_\_\_\_ School

\_\_\_\_\_ School

Please list the names of your children along with the grade they will enter in the fall of 2008.

Child's Name	Grade in Fall of 2008	Office Use

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 11. Sample Letter to Parents Re School Closure

May 23, 2007

Dear Parent(s)/Guardian(s):

As you may know, the Prairie South Board of Education voted Tuesday to close {Name} School. We recognize that change can be challenging and we want you to know that we are committed to ensuring successful transitions and support for your children – our students.

The decision takes effect prior to the start of the new school year and will mean your child(ren) will be bused to a new school when classes resume August 29, 2007. We have enclosed proposed catchment area maps for your information, along with a transportation request form. Please complete the request form and return it to your school by May 31; it will be forwarded to our transportation department.

The information you provide will assist our transportation staff in planning efficient bus routes. It will also provide information for potential receiving schools, allowing them to plan more effectively to ease student transitions.

If you have concerns or information about your child that you believe is important for us to consider in the transition, please feel free to attach that information to your transportation request – or call your principal. If you have any questions or concerns about transportation, please call our Transportation Manager, Bob Reid, at 306-694-7513.

When we receive your transportation requests, we will provide you with information about the registration process for your new school.

We appreciate your commitment to your child's education and anticipate that you will carry that support forward with you to your new school community. Our staff look forward to working with you in the coming weeks to make this change a positive opportunity for learning and growth on all sides, and to ensure students feel welcome and comfortable in their new environment.

Sincerely,

Brenda Edwards  
Director of Education, Prairie South School Division

## 12. Sample Records Retention Guidelines for Schools Which Are Closing

### Records Retention Guidelines for Schools which are Closing

Central Office Contact:	Janet Mueller, Superintendent of Business
-------------------------	---

With school closure, retention of records becomes an issue. **NO RECORDS SHOULD BE DESTROYED BEFORE RECEIVING APPROVAL FROM THE DIVISION OFFICE.**

**A complete listing of all records by category and date range must be submitted to Central Office, Attention Superintendent of Business prior to any records being destroyed.** Records of historical significance can not be destroyed without prior written consent from the Provincial Archives Office.

We have attached the department approved records retention schedule as a spreadsheet for your reference. The first page includes records you are likely to have at your school. The second page would normally relate to division offices records, but you could possibly have some of these records at your school. Any records to be retained, should either follow the relevant students to their receiving school, or be sent to the Division office, Attention: Superintendent of Business. Instructions for boxing of records for storage, disposal or transport to a receiving school can be found at the bottom of this sheet.

#### Student Records

CUM folders are not covered in the records retention list. Policy states that CUM folders should be sent to the division office within two years of a student's graduation and/or their leaving school.

- CUM folders for this years' graduates and previous graduates' should be forwarded to the division office.
- CUM folders for active students should follow the student to their receiving school.
- Registers should be boxed and sent to the Division Office. The original registration form of active students should be forwarded to the receiving school. If the student has graduated they should be boxed and sent to the Division Office.

#### Financial Records including Student Funds

- Student Funds records should be sent to the Division Office.
- Copies of requisitions and purchase orders can be destroyed provided they have been previously submitted.
- Any outstanding orders or back-orders that have not been received before June 22 should be cancelled.
- If you have copies of tenders, contracts etc., they should also be sent to the division office.
- You are not likely to have copies of debentures, grant applications, insurance policies etc. unless they relate to an old division you were part of. If you find any of these they may be of historical significance and should not be destroyed. They should be included in the inventory list of records submitted to the division office, boxed up and sent to the division office.

## **Correspondence**

- **General correspondence** is to be kept for **three years** after its expiry, records should be sent to division office or storage locations.
- **Special correspondence** should be categorized and kept for **10 years** or the period of time that other records for that topic are required to be kept. For example, if there was correspondence related to student marks it would be kept for ten years, again these records should be boxed labeled and sent to the division office or storage location.

## **Boxing of Records for Storage, Disposal or Movement to a Receiving School**

Like records should be placed in a box, (i.e registers would go with registers, correspondence with other correspondence.) Records should be boxed by year and where possible, organized by year within the boxes if a box will contain more than one year. However, if your correspondence is arranged alphabetically and there is no easy way to separate years or to separate general correspondence from special correspondence it should all be boxed as correspondence and labeled appropriately. If it is reasonably easy to separate general correspondence from special correspondence, you should put all the general correspondence together in boxes and all the special correspondence together in boxes.

All boxes should be labeled to indicate the following:

- Whether the records are for immediate disposal, to be sent to the board office or to a receiving school.
- Type of record contained in the box
- Date range of the records in the box
- Retention period or destruction date for the records per the records retention schedule

If you find records other than purchase orders and requisitions that you think we may have the originals of at division office, contact the Superintendent of Business prior to destroying them.

The central office will make the appropriate arrangements for removal and/or disposal of the records.

Should you have questions about additional records kept at your school, you can forward them to the Superintendent of Business for a response.

Superintendent of Business: Janet Mueller  
Division Office  
Lanigan  
365-4888  
janet.mueller@hzsd.ca



## 13. Sample Library Step-by-Step Procedures

### LIBRARY STEP BY STEP PROCEDURES

Central Office Contact: Area Superintendent

1. Make initial contact with administration/library personnel in each school (after the 22<sup>nd</sup>).
    - a. We are aware of your situation and we have established a plan and procedures to follow and plan to assist your school in making the forthcoming transitions.
  2. Assessment of the library collection that are the responsibility of the library
    - a. Books, videos, professional library, etc
  3. Determine what is library assigned equipment (laminator, TV, CD players, video cameras, etc.).
  4. Establish school visits.
  5. Last date to sign out materials is: **Friday, June 13<sup>th</sup>**.
  6. **All** items (staff & students) returned by: **Wednesday, June 18<sup>th</sup>**.
  7. Resources will follow students.
  8. When collection was last “weeded”?
  9. Determine number of boxes required for each library move.
  10. Determine items to be dispersed - computers, etc. laminator, A/V, etc.
  11. Shelving is it moveable?
  12. Items records:
    - a. Card Catalog. Card sets need to be pulled and placed in books before packing.
    - b. Keep list of exported and imported items into receiving school.
  13. Resources, equipment, supplies packed.
  14. Outstanding library PO's.
  15. Cancel or forward magazine orders
  16. Any “formal” paperwork (eg. Video circulation/licenses etc. to be taken care of??)
- 
1. Resources will be allocated to the schools – which will be determined by the receiving schools collection. Schools receiving the resources will have a opportunity to select materials to avoid duplication or resources.
  2. Do they have the room to house the materials?
  3. Are they prepared to receive incoming materials?
  4. Who will be unpacking the resources? Will integration into the current collection happen immediately or will it be “as they have time”? If time storage of the boxes becomes an issue.

## **14. Sample Classroom Pack-Out Instructions**

### **PACK-OUT INSTRUCTIONS**

Central Office Contact: Maintenance Manager

#### **CLASSROOM/OFFICE MATERIALS**

Pack the classroom contents from your desk, file cabinets and book cases in the boxes provided. Fill out and place "CLASSROOM CONTENTS" label on the box. Use a Magic Marker.

Take personal items home.

Box equipment wherever possible. If there are any oversized items that won't fit in a box, put a "CLASSROOM CONTENTS" label on it.

Any breakable items must be wrapped in a box and the box marked "FRAGILE". Please use suitable packing, such as newspapers, etc...

Copiers will be moved by our Maintenance staff.

#### **TEXTBOOKS/RESOURCES**

Textbooks, resources and teaching materials must be boxed separately according to subject and grade level. Fill out the labels and indicate subject area with a Magic Marker and affix to the box.

Take or have the boxes taken to a central storage site designated by your school.

**FOR ALL BOXES, CLASSROOM CONTENTS AND TEXTBOOKS, PUT TAPE ON ALL 4 SIDES OF THE LABEL SO IT DOESN'T FALL OFF AND GET LOST.**

#### **COMPUTER SYSTEMS**

All computer systems will be packed and transported by the central IT staff to the designated school.

#### **TROPHIES AND HISTORICAL ITEMS**

The disposal of trophies and historical items, archival photos, student artwork, etc... is the responsibility of the school. Schools may consider returning items with names marked on them to the appropriate individuals, offer to local museums or display in community hall. Trophies may be offered to the people who earned them. A plan for dispersal of group award trophies should be considered, possibly on a lottery basis. Any trophies or historical items to be moved to another location shall be packed in the boxes and labels provided.

**ALL FIXED ASSETS MUST BE LABELLED BY JUNE 30, 2008**

# CLASSROOM CHECKLIST

\_\_\_\_\_

School Name	Room Number	Teacher Name
-------------	-------------	--------------

\_\_\_\_\_ FILE CABINETS AND CUPBOARDS EMPTIED AND BOXED.

\_\_\_\_\_ BULLETIN BOARDS EMPTIED AND BOXED.

\_\_\_\_\_ ALL SUPPLIES ARE BOXED.

\_\_\_\_\_ ALL ITEMS THAT WILL NOT FIT IN A BOX ARE READY TO BE LOADED AND HAVE A MOVING LABEL ATTACHED.

\_\_\_\_\_ ALL BOXES HAVE A "MOVING LABEL" ATTACHED TO THEM.

\_\_\_\_\_ ALL BOXES ARE SEALED WITH TAPE.

\_\_\_\_\_ ALL PERSONAL ITEMS HAVE BEEN TAKEN HOME.

\_\_\_\_\_ ALL FURNITURE HAS BEEN EMPTIED OF CONTENTS

\_\_\_\_\_ ALL TEXTBOOKS AND RELATED MATERIALS HAVE BEEN BOXED.

\_\_\_\_\_ ALL TRASH HAS BEEN REMOVED FROM THE CLASSROOM.

Signature \_\_\_\_\_ Date \_\_\_\_\_

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	5.5
<b>Topic:</b>	<b>September 30, 2015 Enrolments</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Information will be distributed at the Meeting.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	September 28, 2015	Will be distributed at the meeting.

***Recommendation:***

Board discussion.

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	5.6
<b>Topic:</b>	<b>Sale of Surplus Land</b>		
<b>Intent:</b>	<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:** For this meeting is one parcel of surplus land for consideration. There is an offer of \$500 for parcel, 151153938 (SE 33-20-7 W3), in the RM of Enfield.

**Pros and Cons:**

Pros:

- We dispose of one more parcel of land which has no value to us.

Cons:

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	Sept 27, 2015	N/A

***Recommendation:***

That the Board approve the sale of parcel 151153938 (SE 33-20-7 W3) in the RM of Enfield for a price of \$500.

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	5.7
<b>Topic:</b>	<b>Monthly Reports</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

Attached are the following reports for Board approval:

1. Teacher Absences and Substitute Usage for the period August 25-September 25, 2015.
2. Tender Report for the period August 31-September 27, 2015.
3. Incidents of Concern

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen, Ron Purdy, Derrick Huschi	September 28, 2015	1. Teacher Absences and Substitute Usage 2. Tender Report 3. Incidents of Concern

***Recommendation:***

That the Board accept the monthly reports as presented.

## Teacher Absences & Substitute Usage

**Date Range: August 25, 2015 to September 25, 2015**

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 7208.68 days
Compassionate Leave	25.78	3.85%	21.8	84.56%	0.26%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Court/Jury	0	0.00%	0	0.00%	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	2	0.30%	1	50.00%	0.02%
Extra/Co-curr Teach	82.43	12.30%	54.16	65.70%	0.82%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	95.5	14.25%	74.4	77.91%	0.95%
Illness - Teacher	177.25	26.45%	99.96	56.39%	1.77%
Illness - Long Term	7.65	1.14%	0	0.00%	0.08%
Internship Seminar	40	5.97%	40	100.00%	0.40%
LRNG Meet/PD	7.5	1.12%	6.5	86.67%	0.07%
Medical/Dental Appt	87.25	13.02%	71.68	82.15%	0.87%
Noon Supervision Day	7	1.04%	5.5	78.57%	0.07%
Paternity Leave	0	0.00%	0	#DIV/0!	0.00%
PD DEC Teachers	24.14	3.60%	15.68	64.95%	0.24%
PP Teacher	21.7	3.24%	17.3	79.72%	0.22%
Prep Time	12	1.79%	11.5	95.83%	0.12%
PSTA	0	0.00%	0	0.00%	0.00%
Rec. Of Service	25.7	3.83%	15.9	61.87%	0.26%
Secondment	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	5	0.75%	0	0.00%	0.05%
SONO Meet/PD	31.96	4.77%	29.1	91.05%	0.32%
SOSO Meet/PD	6.62	0.99%	6.4	96.68%	0.07%
STF Business - Invoice	5.2	0.78%	5.13	98.65%	0.05%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	5.5	0.82%	4	0.00%	0.05%
<b>Total Absences</b>	<b>670.18</b>	<b>100.00%</b>	<b>480.01</b>	<b>71.62%</b>	<b>6.68%</b>

**Teachers (FTE)**  
436.06

**# of teaching Days**  
23

**Possible Days**  
10029.38

## **Tender Report for the period August 31, 2015 to September 27, 2015**

### 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 Request for Proposals awarded during this period. TAKN Enterprises was awarded the contract for snow removal at some of the Moose Jaw Schools and offices.



# INCIDENTS OF CONCERN TO BOARD

October 6, 2015

Date of Incident	Male	Female	Suspension	Alternative to Suspension	Violent Threat Risk Assessment	# Days	Comments
September 6, 2015	X				X		Brought toy gun to school
September 9, 2015	X				X		Brought knife to school
September 9, 2015	X				X		Brought knife to school
September 22, 2015	X				X		Using pencil as weapon
September 24, 2015	X				X		Student claimed to have weapon
September 25, 2015	X		X			3	Attacked 2 students
September 29, 2015	X				X		Overt opposition

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	5.8
<b>Topic:</b>	<b>Student Achievement Accountability Report</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** This is the first of three reports from the Higher Literacy and Achievement committee. This report is focused on Student Achievement, specifically reading, graduation rates and attendance rates for the 2014-2015 school year.

**Current Status:** Please see attached report

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi, Lori Meyer	September 24, 2015	Student Achievement Accountability Report

***Recommendation:***

The Board of Education receive and file the Student Achievement Accountability Report.

## 2015-2016 Student Learning Accountability Report October 2015

### 1. Source Documents

- The board's role as outlined in Policy 2:  
Annually review the effectiveness of the School Division in achievement of student learning.
- The director's role description as outlined in Policy 12:
  1. (Learning Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
  2. (Learning Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
  3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

### 2. Evidence

#### **Reading Assessment Background**

- The division gathers grade 1 to 4 reading data twice per year. These data are used to assess student progress and provide a snapshot of information to guide appropriate interventions and supports.
- Our grade 1 to 4 teachers use the Fountas and Pinnell Reading Benchmark System. Each student is individually assessed and results indicate their performance in fluency and comprehension.
- Our grade 5 to 12 teachers will use the Basic Reading Inventory. Each student is individually assessed and results indicate their performance in accuracy and comprehension.
- The division goal for 2013-2018:

***90% of Prairie South students in grades 1-12 will comprehend at grade level what they read.***

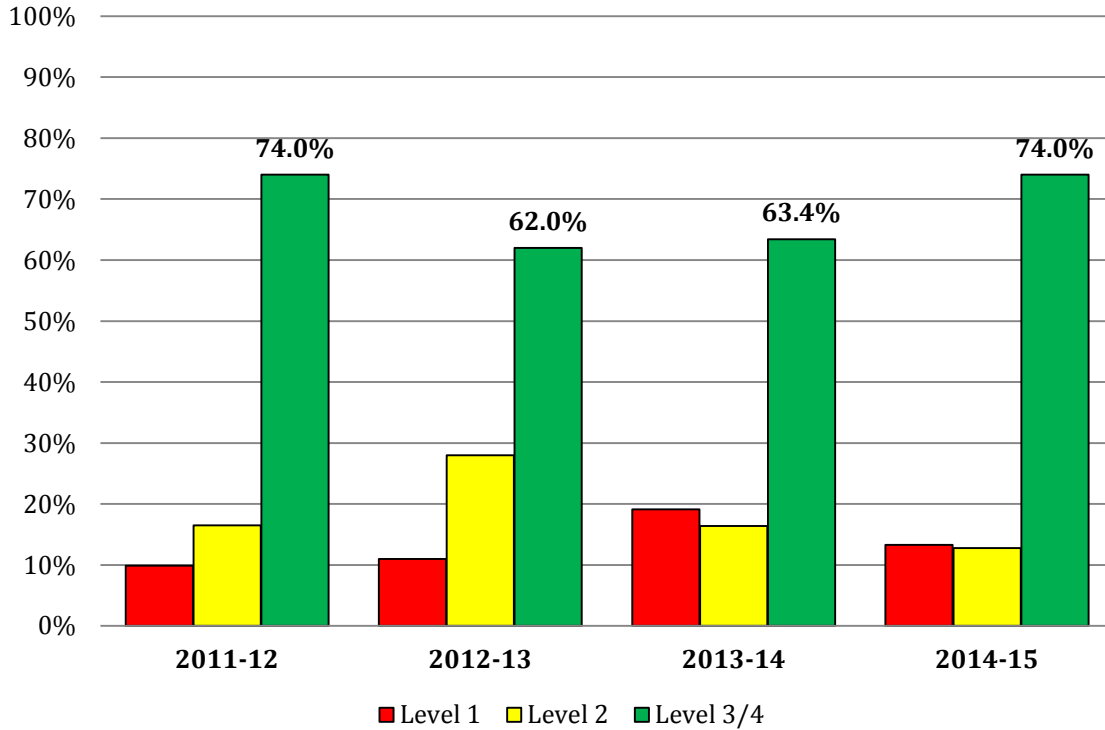
*\*\* exclusions are rare and are based on EAL levels and IIP goals. Please consult with Learning Support Team before excluding any students*

*\*\*\*Kindergarten students are not formally assessed however the critical building blocks to reading are addressed in the Kindergarten program. Please consult the Learning Support Team or Early Learning Consultant if more information is needed on how to address oral language and early literacy skills in Kindergarten*

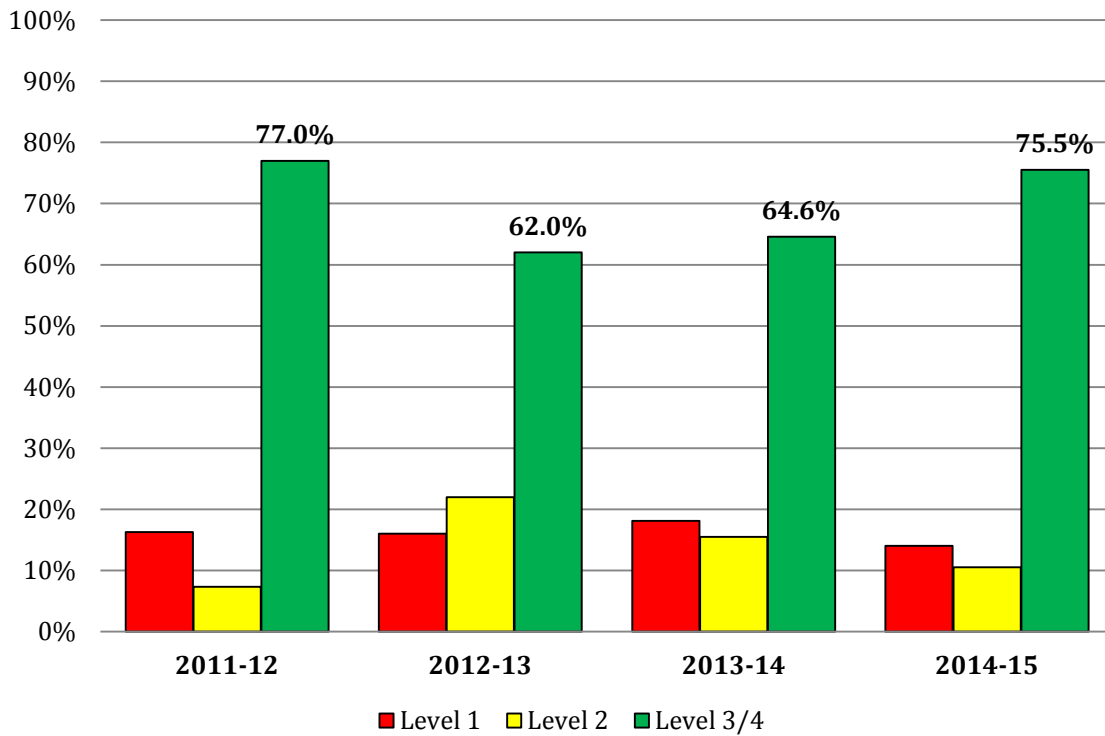
*\*\*\* includes French Immersion students assessed in French to grade 6 and then in English from 7-12.*

- Ministry of Education Goal 2014-2020:
  - 80% of students at grade level in reading, writing and math.

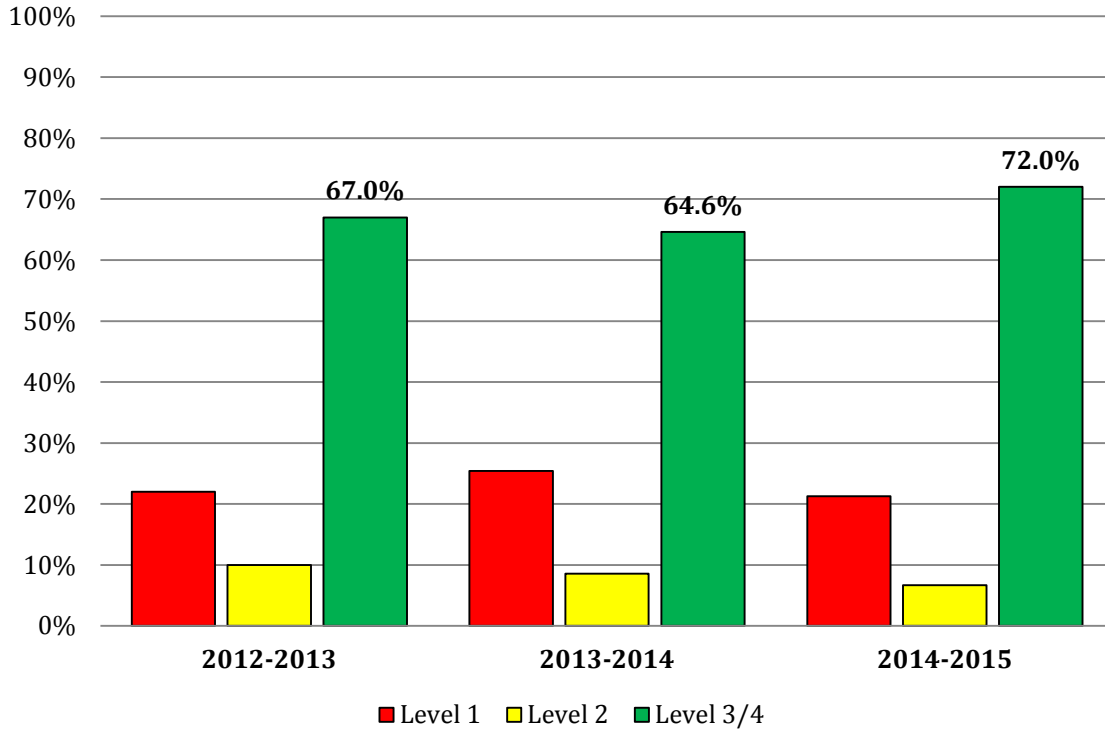
### Grade One Reading Levels



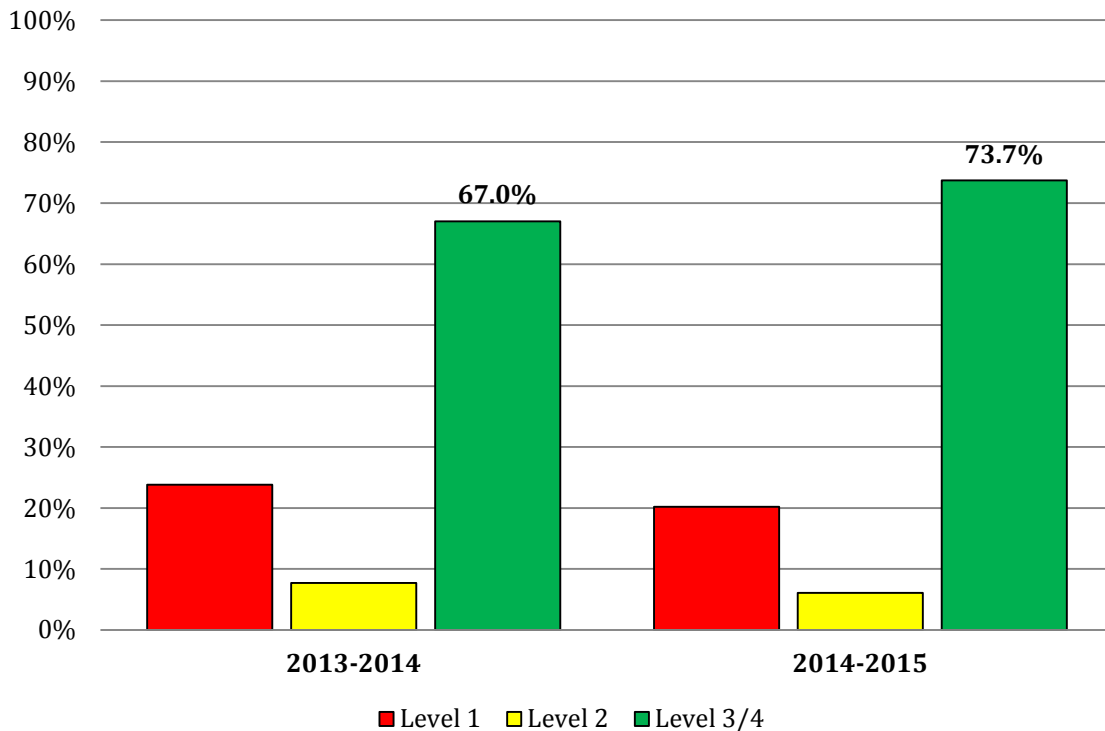
### Grade Two Reading Levels



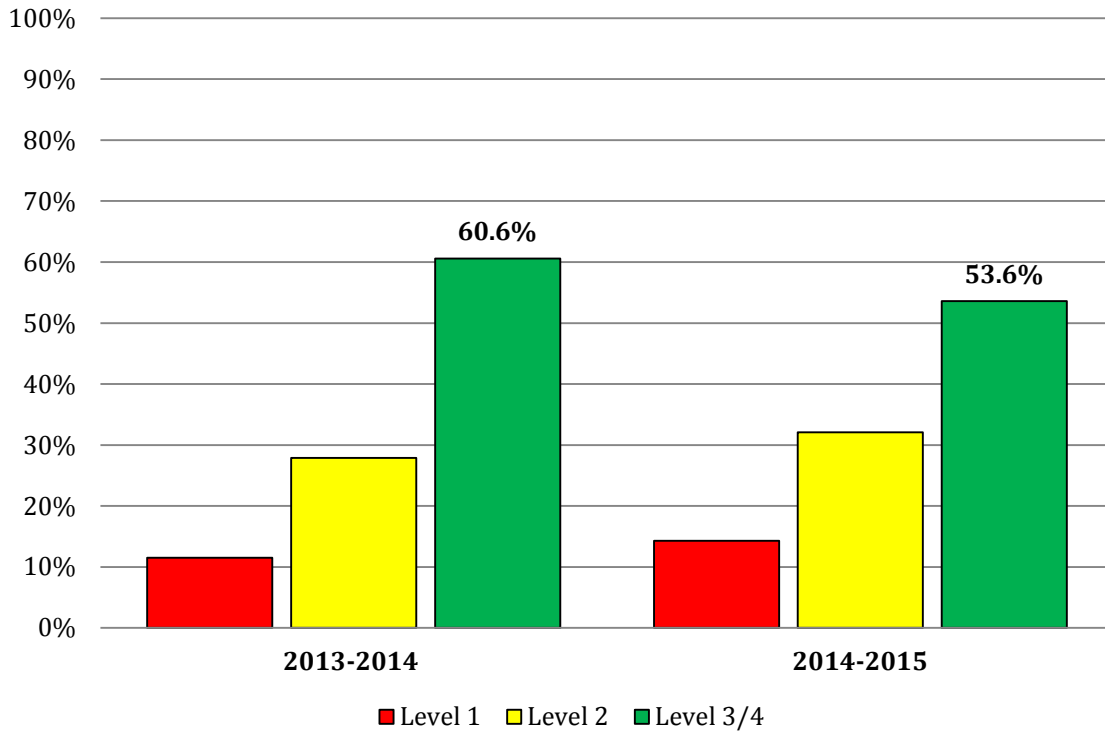
### Grade Three Reading Levels



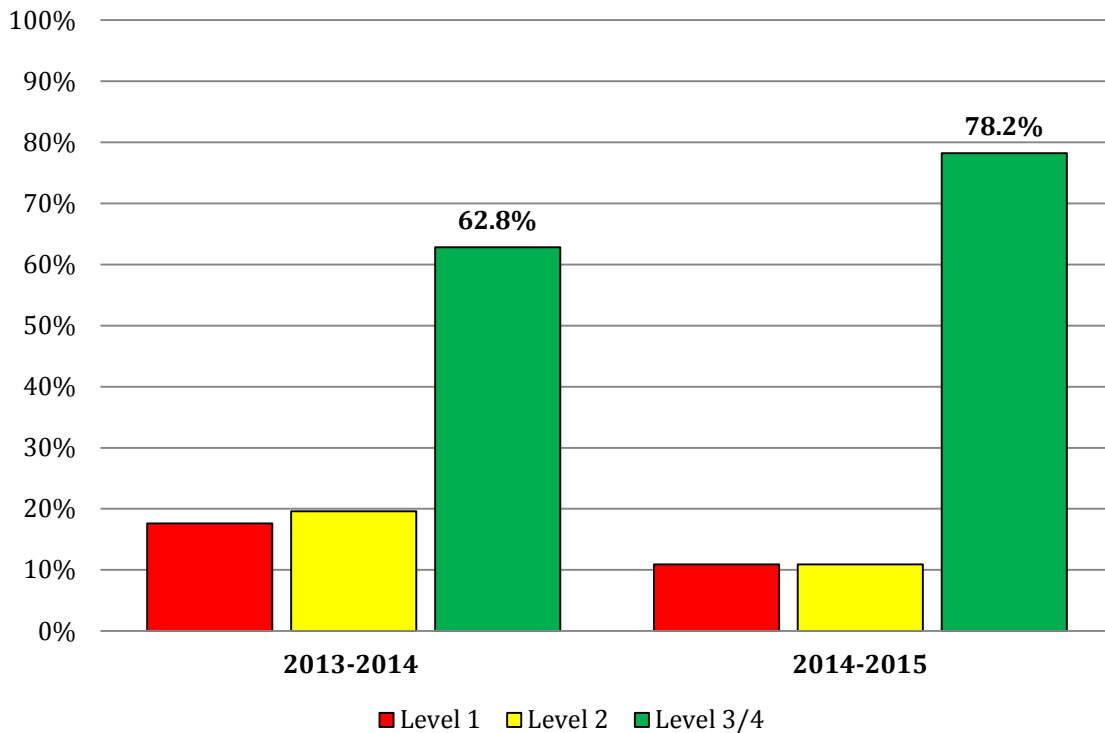
### Grade Four Reading Levels



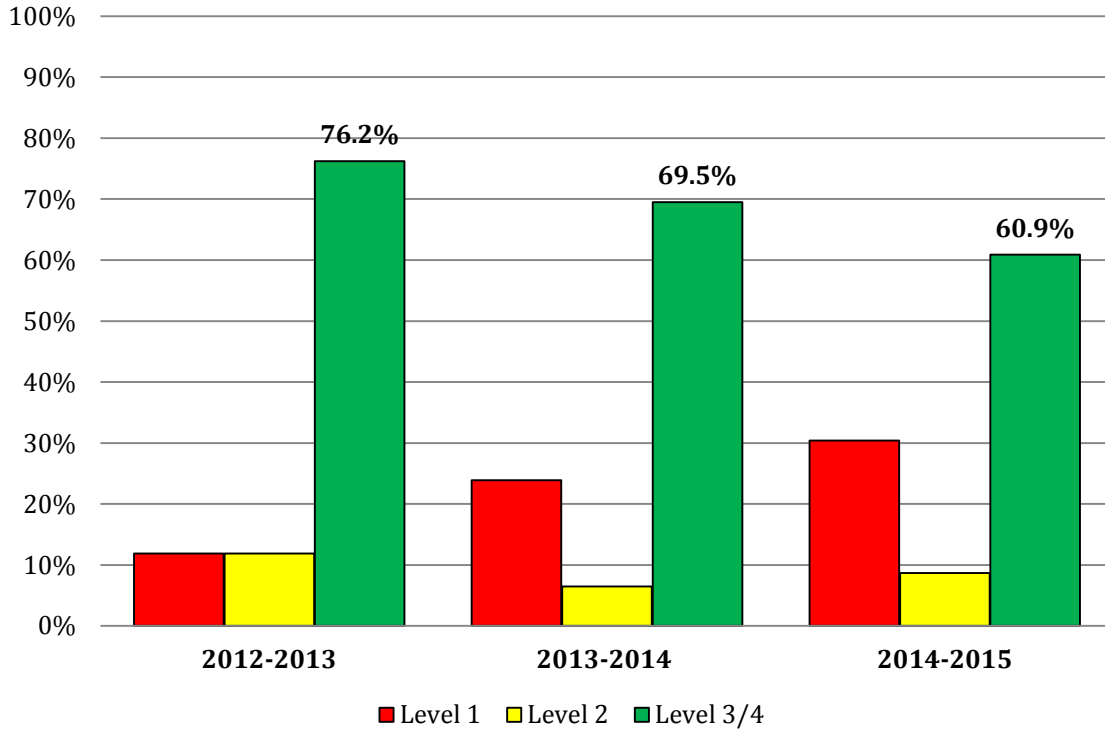
### French Immersion Grade One Reading Levels



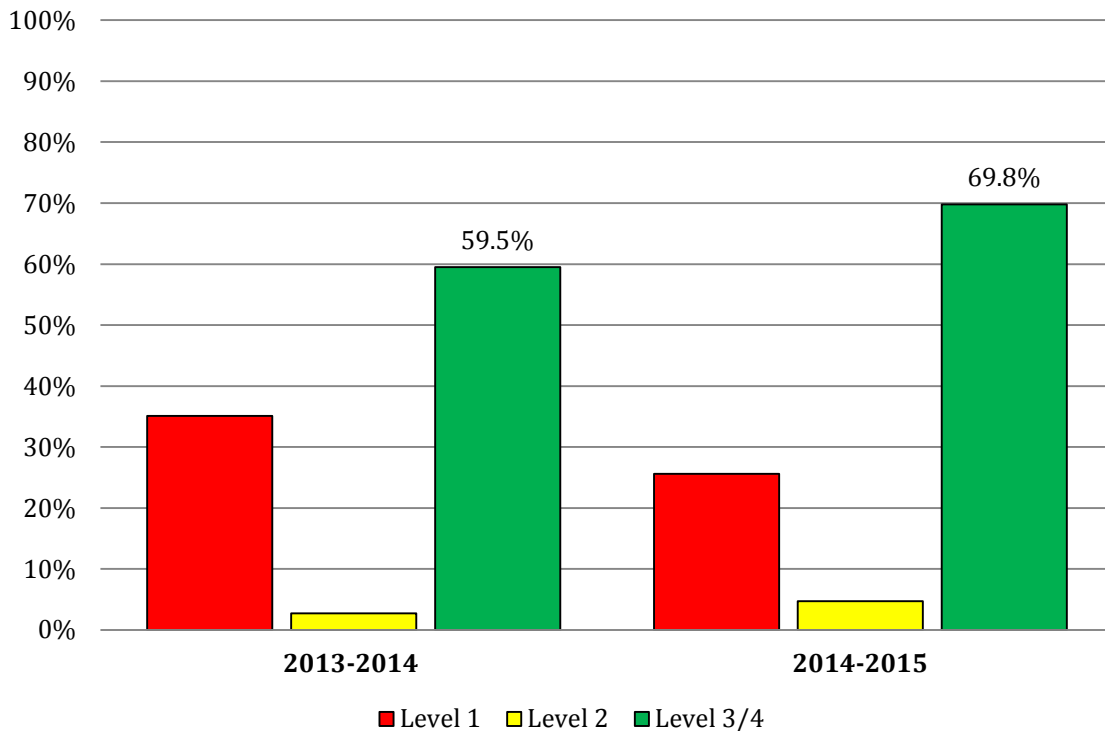
### French Immersion Grade Two Reading Levels



### French Immersion Grade Three Reading Levels



### French Immersion Grade Four Reading Levels



### **Reading Strategies**

- In August of 2015 the division plan was continued with teachers receiving in-service on the assessment of reading comprehension.
- The grade 7 and 8 teachers will be the focus for intensive reading workshops this school year, lead by the Division Reading Team including teacher volunteers
- All schools have Levelled Literacy Intervention Kits that are used to support striving readers. Good success is being noted with this intervention tool after one full year of use.
- Respond in a timely way to data (EYE, EDI, Reading Levels) with Inter-Professional Collaborative teams that identify struggling early learners and enact intervention strategies to address their literacy needs

### **Administrative Challenges**

- 15-16 is the final year for a focus on reading in the Education Sector Strategic plan (ESSP) however it is not the conclusion of the Division goal
- We will begin to internally prepare to move forward with writing as a focus as per the ESSP for the fall of 2016, while continuing the Division Reading Goal



### Graduation Rates Background

- The ESSP adopted by all school divisions in the spring of 2014 includes the requirement for monitoring, increasing and reporting on student graduation rates.
- Prairie South has developed a local Graduation Rate plan with strategies included for monitoring and increasing graduation rates for all students including those who are First Nations and Metis (FNM)

**PLEASE NOTE:**

**On-Time Graduation Rates means Students Completing Grade 12 within 3 Years of 'starting' Grade 10. Extended means that the student completed grade 12 over an extended period of time (4 or 5 years) after starting grade 10.**

YEAR		On-time	Extended (4 yrs)	Extended (5 yrs)
2010-11	PSSD	79.56	84.42	85.5
	Province	73.05	78.17	80.46
	PSSD FNMI	46.15	53.82	57.68
	Province FNMI	33.16	43.89	50.83
2011-12	PSSD	80.67	84.71	86.21
	Province	74.47	79.42	81.62
	PSSD FNMI	40.91	54.55	59.10
	Province FNMI	36.47	47.53	54.41
2012-13	PSSD	82.53	85.74	86.54
	Province	75.57	80.52	82.47
	PSSD FNMI	50	53.57	57.14
	Province FNMI	38.36	50.06	55.93
2013-14	PSSD	78.74	82.52	
	Province	75.19	80.37	
	PSSD FNMI	50	65.38	
	Province FNMI	40.41	51.67	
2014-15	PSSD	81.65		
	Province	75.24		
	PSSD FNMI	53.85		
	Province FNMI	40.21		

**Overall Student Attendance, Prairie South SD 210 Results, for 2014-15**

		<b>Percentage of Overall Students Within Specified</b>					
<b>Pct</b>		<b>0 to &lt;</b>	<b>50 to &lt;</b>	<b>60 to &lt;</b>	<b>70 to &lt;</b>	<b>80 to &lt;</b>	<b>90 to</b>
<b>Attendance by</b>							
PreK	93.2%	1.2%	1.0%	1.8%	5.1%	12.6%	78.4%
K	94.4%	1.0%	0.5%	1.3%	3.4%	10.6%	83.1%
1	92.9%	1.1%	1.0%	2.3%	4.6%	13.8%	77.3%
2	93.5%	1.1%	1.0%	1.4%	3.8%	13.1%	79.6%
3	94.2%	0.7%	0.7%	1.3%	3.9%	12.4%	81.0%
4	93.6%	1.4%	0.9%	1.4%	3.5%	11.6%	81.2%
5	94.0%	1.1%	0.6%	1.9%	3.4%	10.3%	82.7%
6	93.3%	1.0%	0.9%	1.7%	4.1%	13.5%	78.8%
7	92.9%	1.2%	1.2%	1.6%	4.5%	14.4%	77.1%
8	92.8%	1.3%	1.0%	2.0%	5.2%	12.9%	77.7%
9	90.9%	2.7%	1.5%	2.7%	5.3%	14.9%	72.9%
10	90.6%	3.0%	1.5%	3.4%	5.3%	15.2%	71.6%
11	90.5%	2.9%	1.8%	2.6%	5.8%	15.7%	71.2%
12	87.2%	5.3%	3.0%	4.7%	8.3%	16.1%	62.6%
<b>All</b>	<b>92.2%</b>	<b>1.9%</b>	<b>1.3%</b>	<b>2.3%</b>	<b>4.8%</b>	<b>13.5%</b>	<b>76.2%</b>

**Overall Student Attendance, Provincial SDs' Results, for 2014-15**

		<b>Percentage of Overall Students Within Specified</b>					
<b>Pct</b>		<b>0 to &lt;</b>	<b>50 to &lt;</b>	<b>60 to &lt;</b>	<b>70 to &lt;</b>	<b>80 to &lt;</b>	<b>90 to</b>
<b>Attendance by</b>							
PreK	90.3%	2.0%	2.1%	3.5%	6.8%	16.4%	69.3%
K	94.0%	1.0%	1.1%	1.7%	3.6%	11.3%	81.3%
1	92.2%	1.8%	1.2%	2.5%	4.8%	13.1%	76.5%
2	92.8%	1.6%	1.1%	2.3%	4.4%	12.2%	78.4%
3	93.1%	1.4%	1.0%	2.2%	4.1%	12.0%	79.3%
4	93.2%	1.4%	1.0%	2.0%	3.9%	12.0%	79.8%
5	92.9%	1.5%	1.0%	2.2%	4.2%	12.4%	78.7%
6	92.7%	1.6%	1.1%	2.2%	4.4%	12.5%	78.2%
7	92.0%	2.0%	1.2%	2.3%	4.7%	13.6%	76.2%
8	91.0%	2.7%	1.5%	2.8%	5.2%	14.2%	73.7%
9	90.3%	3.6%	1.6%	2.9%	5.2%	14.4%	72.2%
10	85.9%	7.2%	2.7%	4.2%	7.1%	16.8%	61.9%
11	86.4%	5.8%	2.7%	4.5%	8.0%	18.2%	60.8%
12	82.9%	9.1%	3.6%	5.5%	9.0%	18.4%	54.4%
<b>All</b>	<b>90.6%</b>	<b>3.2%</b>	<b>1.6%</b>	<b>2.9%</b>	<b>5.4%</b>	<b>14.0%</b>	<b>72.9%</b>

**Graduation Rates and Attendance Strategies**

- A variety of special projects were undertaken at various high schools to increase engagement of students, provide authentic learning experiences and thereby foster completion of high school. Some examples of these projects are the production of a “Learning Garden” at A. E. Peacock Collegiate, cross-curricular planning and teaching of Social Studies and English Language Arts

- at Assiniboia Composite High School, and a pilot project called “Check and Connect” at Riverview and A. E. Peacock Collegiate.
- Our Alternate School in the city of Moose Jaw – John Chisholm – meets with elementary school teachers in January/February of each year to identify students who may be at risk when making the transition from elementary school to one of our high schools. JC outreach staff form a relationship with the students in the second half of their grade 8 year and assist with school tours, registration, practice days and the also accompany the student to grade 9 if necessary until they are comfortably settled and warmly transferred to a high school contact person.
  - Within the Moose Jaw schools, intake meetings are held regarding each student moving from Grade 8 to Grade 9 to discuss student support needs, programming and other information necessary for a smooth transition to high school.
  - Two specific programs exist within the Moose Jaw high schools that are specifically designed to prevent early school leaving and to provide support for at-risk youth. The Extensions program is designed for at-risk and struggling learners. It provides academic support and personal counselling in an informal classroom setting and advocacy for students within the school. The Student-Age Parent Program provides an opportunity for learners who are parents to remain in school, receive support for their role as parents and complete their academic course requirements within the context of a collaborative group.
  - Board funding to support PAA Enhancement to provide a variety of curricula options and career exploration opportunities that exemplify the three R’s: rigor, relevance, and relationships to engage Grade 6-12 youth. The goal is to expand PAA credit and certification options to provide quality programming regardless of location and size of school.
  - Career Development Consultants provide resources and supports to students, parents and schools to build pathways to successful adulthood and rewarding employment opportunities for our youth. Monthly Career Updates are distributed to high school students, teachers, and parents and well as numerous resources posted on the website.
  - Career Development Consultants provide service to all rural schools to ensure informed decisions are being made for career pathways. Services are delivered through group presentations, face to face and online career counseling sessions.
  - Career Development Consultants successfully support youth to transition into learning opportunities or employment after graduation.
  - Our division offers many opportunities for students with diverse needs to meet their highest potential. Our classrooms are inclusive communities where eIIP goals are implemented and monitored. Parents are involved and engaged partners in the planning, implementing and monitoring of Inclusion and Intervention Plans. We offer a Lifeskills program for high school students

at Riverview Collegiate in Moose Jaw with between 15 and 20 students, these students have significant physical and/or cognitive challenges. This program offers an inclusive learning environment as well as coaching to develop life skills to prepare for the workforce.

- A division wide student tracking procedure has been established to track students through grade 10-12's in order to ensure students are not lost along the way.

### **Strategic Plan for First Nations and Métis students**

- Respond to individual school needs to develop a more culturally responsive environment
- Track student academic achievement, engagement and interventions using our division student data system in order that effective communication and timely support systems can be created as needed
- Enrich the existing transition program for at-risk students entering high school and ensure that culturally aware mentors are available for consultation with FNM students
- Continue support for teachers working with FNM students in regard to treaty teaching, the effect of Indian Residential Schools and curriculum outcomes that address First Nations' and Métis content, perspectives and ways of knowing
- Provide targeted support for FNM early learners through culturally appropriate reading materials and home support for reading (resources, after school family activities).
- Provide support for FNM student-age parents in skills needed to fulfill their role.
- We offer community based programs. Examples include: Thursday Night Mentorship, Pow-Wow and Aboriginal Day.
- We have revised our registration packages to include aboriginal ancestry.

### **Administrative Challenges for Graduation Rates and Attendance**

- Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). It also includes students who start in Prairie South in grade 10 but move outside our division. We are tracking our own data for students in Prairie South
- FNM students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis. Non-FNM students are those who do not identify themselves to be FNM, and may include FNM students who choose not to self-identify. The difficulty is that some FNM students do not self-identify and therefore we do not have an accurate representation of the FNM numbers and our sample size is too small to make meaningful comparisons.
- Currently we do not have a growth target with respect to All Students and graduation rates.

### **Governance Implications**

- That the board continue to support the work of the Education Sector Plan as it is carried out in Prairie South Schools with respect to Reading Achievement.
- That the board continue to support the work of the Education Sector Strategic Plan as it is carried out in Prairie South Schools with respect to Graduation Rates.

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	5.9
<b>Topic:</b>	<b>Annual Trustee Professional Development Budget</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

At the last planning meeting the trustees discussed how the professional development funds would be allocated. The trustees decided to allocate up to \$4,000 per trustee for any and all professional development including SSBA sponsored events.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	September 30, 2015	N/A

***Recommendation:***

That the annual allowance for trustee professional development for the 2015-16 fiscal year be set at \$4,000 per trustee. This includes all professional development activities including SSBA events and which is to cover remuneration for all expenses associated with the activities. Professional development mileage and travel costs for out of division travel will be calculated on the assumption the everyone leaves from Moose Jaw or nearer.

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	8.1
<b>Topic:</b>	<b>Letters from Auditors</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:** Attached you will find a letter of independence and a letter outlining reporting responsibilities from our auditors pertaining to the 2014-15 audit.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	September 23, 2015	September 15, 2015 Letter from Auditors September 15, 2015 Letter of Independence September 15, 2015 Reporting Responsibilities and Audit Plan

***Recommendation:***



365 Central Ave. N, P.O. Box 128  
Swift Current, SK Canada S9H 3V5  
Ph: (306) 773-7285  
Fax: (306) 773-0837  
inquiry@starkmarsh.com

#1 910 3rd Ave. W, P.O. Box 337  
Shaunavon, SK Canada S0N 2M0  
Ph: (306) 297-3383  
Fax: (306) 297-3601  
inquiry.sha@starkmarsh.com

September 15, 2015

Prairie South School Division No. 210  
1075 9th Avenue North West  
MOOSE JAW, SK S6H 1V7

**ATTENTION:** Board of Directors

Dear Sir(s)/Madam(s):

We have been engaged to provide the following services for Prairie South School Division No. 210 for the year ending August 31, 2015:

1. Audit the statement of financial position and the related statements of operations, changes in net financial assets and changes in cash flow; and
2. Prepare other special reports: Report on Internal Controls, Report on Legislative Compliance and Report on Other Matters.

Enclosed is a report pertaining to our audit of the financial statements of the organization. This document had been prepared to aid you in fulfilling your obligation(s) with respect to the 2015 financial statements and is not intended for any other purpose. We do not accept any responsibility if the report is distributed to third parties or other users.

Should you have any questions regarding the enclosed, please do not hesitate to contact us.

Yours truly,

Terri Olfert, CPA, CA, CFP

TLO/prm  
Enc.





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Fax: (306) 773-0837  
inquiry@starkmarsh.com

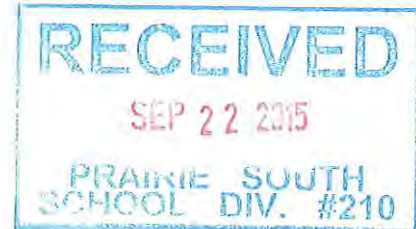
#1 910 3rd Ave. W, P.O. Box 337  
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Fax: (306) 297-3601  
inquiry.sha@starkmarsh.com

*Letter of Independence*

September 15, 2015

Prairie South School Division No. 210  
1075 9th Avenue North West  
MOOSE JAW, SK S6H 1V7

**ATTENTION:** Board of Directors



Dear Sir(s)/Madam(s):

We have been engaged to audit the financial statements of Prairie South School Division No. 210 for the year ending August 31, 2015.

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

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

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

We have prepared the following comments to facilitate our discussion with you regarding independence matters arising since September 22, 2014.

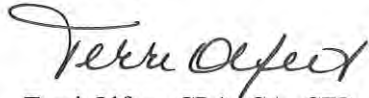
We are not aware of any relationships between the organization and ourselves that, in our professional judgment, may reasonably be thought to bear on our independence.

GAAS requires that we confirm our independence to the Board of Directors in the context of the Uniform Rules of Professional Conduct of the Institute of Chartered Professional Accountants of Saskatchewan. Accordingly, we hereby confirm that we are independent with respect to the organization within the meaning of the Uniform Rules of Professional Conduct of the Institute of Chartered Professional Accountants of Saskatchewan as of August 31, 2015.

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

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

Yours truly,

A handwritten signature in black ink that reads "Terri Olfert". The signature is written in a cursive style with a large initial "T".

Terri Olfert, CPA, CA, CFP

TLO/prm

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*PRAIRIE SOUTH SCHOOL DIVISION NO. 210*

*REPORTING RESPONSIBILITIES AND AUDIT PLAN*

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**I. Our Responsibility as Auditors**

Our responsibility, as auditors, is to express an opinion to the Board on whether the financial statements present fairly, in all material respects, the financial position, results of operations and cash flows in accordance with Canadian public sector accounting standards.

An audit is conducted to obtain reasonable (but not absolute) assurance that the financial statements are free of material misstatements. Due to the inherent limitations of an audit, there is an unavoidable risk that some misstatements will not be detected (particularly intentional misstatements concealed through collusion), even though the audit is properly planned and performed. Should we discover any such irregularities during our examination, we will report these matters to you.

Our audit includes:

- An assessment of the risk that the financial statements may contain material misstatements;
- An examination of various tests and sampling of data, supporting documentation and the disclosures made in the financial statements;
- An assessment of the accounting principles used by management; and
- An assessment of the significant estimates made by management.

We will obtain an understanding of internal controls to plan the audit and provide a report on the effectiveness of internal controls.

Our understanding of internal controls will also include management's assessment of the risk that the financial statements may be materially misstated as a result of fraud and error and the internal controls put into place by management to address such risks.

**II. Responsibilities of the Board of Directors**

As management for the organization, the Board is responsible for establishing and maintaining an adequate internal control structure and procedures for financial reporting. This includes the design and maintenance of accounting records, recording transactions, selecting and applying accounting policies, safeguarding of assets and preventing and detecting fraud and error.

The the Board's responsibilities with respect to the audit engagement include (but are not limited to) the following:

- Being available to assist and provide direction in the audit planning process when and where appropriate;
- Meeting with us as necessary and prior to the release and approval of financial statements to review audit, disclosure and compliance issues;
- Where necessary, reviewing matters raised by the audit process with appropriate levels of management/the Board and reporting back to the auditors with respect to your findings;

- Making known to us any issues of disclosure, corporate governance, fraud or illegal acts, non-compliance with laws or regulatory requirements that are known to you, where such matters may impact the financial statements or the auditor's report;
- Providing guidance and direction to us on any additional work you feel should be undertaken in response to issues raised or concerns expressed;
- Making such enquiries as appropriate into our findings with respect to corporate governance, management conduct, cooperation, information flow and systems of internal controls; and
- Reviewing the draft financial statements prepared by the Board, including the presentation, disclosures and supporting notes and schedules, for accuracy, completeness and appropriateness.

### **III. Audit Approach**

Outlined below are certain aspects of our audit approach which are intended to help you in discharging your oversight responsibilities. Our general approach to the audit of Prairie South School Division No. 210 is to assess the risks of material misstatement in the financial statements and then respond by designing audit procedures.

#### **a) Illegal Acts, Fraud, Intentional Misstatements and Errors**

Our auditing procedures, including tests of your accounting records, are limited to those considered necessary in the circumstances and would not necessarily disclose all illegal acts, fraud, intentional misstatements or errors should any exist. We will conduct the audit under Canadian generally accepted auditing standards (GAAS), which include procedures to consider the potential likelihood of fraud and illegal acts occurring (based on the control environment, governance structure and circumstances encountered during the audit).

These procedures are not designed to test for fraudulent or illegal acts, nor would they necessarily detect such acts or recognize them as such, even if the effect of their consequences on the financial statements is material. However, should we become aware that an illegal or possible illegal act or an act of fraud may have occurred, other than one considered clearly inconsequential, we will communicate this information directly to the Board.

It is management's and/or the Board's responsibility to detect and prevent illegal actions. If such acts are discovered or management/the Board become aware of circumstances under which the organization may have been involved in fraudulent, illegal or regulatory non-compliance situations, such circumstances must be disclosed to us.

#### **b) Related Party Transactions**

During our audit, we conduct various tests and procedures to identify transactions considered to involve related parties. Related parties exist when one party has the ability to exercise, directly or indirectly, control, joint control or significant influence over the other. Two or more parties are related when they are subject to common control, joint control or common significant influence. Related parties also include management, members of the Board and their immediate family members and companies with which these individuals have an economic interest.

We will ensure that all related party transactions that were identified during the audit have been represented by management/the Board to have been disclosed in the notes to financial statements, recorded in accordance with Canadian public sector accounting standards and have been reviewed with you. All gains and losses occurring as a result of transactions with related parties have been recorded in accordance with the recommendations of Section 3840 of the Chartered Professional Accountant (CPA) Canada Handbook. You are also required to identify any other related party transactions not disclosed in the financial statements.

c) Risk-based

Our risk-based approach focuses on obtaining sufficient appropriate audit evidence to reduce the risk of material misstatement in the financial statements to an appropriately low level. This means that we will focus our audit work on higher risk areas that have a higher risk of being materially misstated.

Based on our knowledge of the organization's business and our past experience, we have identified the following areas that have a potentially higher risk of a material misstatement:

- Recognition of property taxation revenues and assessment of management's estimates used in recording revenue and related accounts receivable as of August 31, 2015.
- Recognition of Government transfers in accordance with Public Sector Accounting section 3410.

d) Materiality

Materiality in an audit is used to help us achieve the following:

- Guide planning decisions on the nature and extent of our audit procedures;
- Assess the sufficiency of the audit evidence gathered; and
- Evaluate any misstatements found during our audit.

Materiality is the term used to describe the significance of financial statement information to decision makers. An item of information, or an aggregate of items, is material if it is probable that its omission or misstatement would influence or change a decision. Materiality is a matter of professional judgment in the particular circumstances.

We plan to use a materiality level of \$800,000. The materiality level for the prior year's audit was \$800,000.

e) Audit Procedures

In responding to our risk assessment, we will use a combination of tests of controls, tests of details and substantive analytical procedures. The objective of the tests of controls is to evaluate whether certain controls operated effectively. The objective of the tests of details is to detect material misstatements in the account balances and transaction streams. Substantive analytical procedures are used to identify differences between recorded amounts and predictable expectations in larger volumes of transactions over time.

f) Other Matters

- Provide an opinion on Internal Control, Legislative Compliance and Other Matters to the office of the Provincial Auditor as in prior year audit.

g) Timing

September 22-23	Internal Control testing
October 20-21	Year end audit field work
November 24	Audit Memorandum presented to the Board of Trustees

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This communication is prepared solely for the information of the Board and is not intended for any other purpose. We do not accept any responsibility if this document is distributed to third parties or other users.

# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	8.2
<b>Topic:</b>	<b>Class Size Report</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:** At the December 11, 2012 Board Meeting, the following motion passed.

"That on an ongoing basis, the Board receive reports at the October and February regular Board meetings detailing Prairie South School Division classes that have in excess of 28 students."

**Current Status:** Please refer to attachments.

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

Prepared By:	Date:	Attachments:
Ryan Boughen	September 25, 2015	<ol style="list-style-type: none"> <li>1. Classes With More Than 28 Students - September 15, 2015</li> <li>2. Summary Class Size over 28 Students - September 15, 2015</li> <li>3. Classes With 10 or Fewer Students - September 15, 2015</li> <li>4. Summary of Classes with 10 or Fewer Students by School- September 15, 2015</li> </ol>

**Recommendation:**  
Information only.

**Classes with more than 28 students September 15, 2015**

<b>School</b>	<b>Grade</b>	<b>Individual Classes</b>	<b>Students</b>	<b>Total</b>
Assiniboia Seventh Avenue	2, 3	Alternate Christian Ethics	30	1
Assiniboia Composite High	11	ELA 20	30	
Assiniboia Composite High	11	History 20	29	
Assiniboia Composite High	11	Enviro Science 20	30	3
Assiniboia Elementary	7	PAA	28	
Assiniboia Elementary	8	PAA	38	2
Caronport High	11	Math Found. 20	30	1
Central Collegiate	9	Band 90 - 1	30	
Central Collegiate	9	Health 90 -4-2	29	
Central Collegiate	9	Visual Art 90-2	29	
Central Collegiate	9	Digital Design 90-1	29	
Central Collegiate	10	ELA B 10 - 2	29	
Central Collegiate	10	Native Studies 10-1	30	
Central Collegiate	10	Wellness 10-2	31	
Central Collegiate	10	Math 10 Fnds - 2	31	
Central Collegiate	10	ELA A10 - 1	31	
Central Collegiate	10	Math10 Wkpl App-3	29	
Central Collegiate	10	Science 10 - 1	29	
Central Collegiate	11	ELA 20-3	31	
Central Collegiate	11	Environ Science 20-1	30	
Central Collegiate	11	Math10 Wkpl App-2	30	
Central Collegiate	11	ELA 20-2	29	
Central Collegiate	12	Biology 30 -1	29	
Central Collegiate	10, 11, 12	Band Master	37	
Central Collegiate	9, 10, 11, 12	Noon Choir	90	18
Cornerstone Christian School	8	Science	31	
Cornerstone Christian School	8	Social Studies	31	
Cornerstone Christian School	8	Career Ed	31	
Cornerstone Christian School	8	Health	31	
Cornerstone Christian School	8	Math	31	
Cornerstone Christian School	8	Christian Ethics	31	
Cornerstone Christian School	8	Arts Education	31	
Cornerstone Christian School	8	Physical Education	31	
Cornerstone Christian School	8	ELA	31	9
Gravelbourg Elementary	K/1A/2A & B	ELA	29	1
Peacock Collegiate	9	Physed 90	33	
Peacock Collegiate	10	History 10	29	
Peacock Collegiate	12	Social Studies 30	29	
Peacock Collegiate	9, 10, 11, 12	Band 9,10,11,12	42	4
Sunningdale	1 & 2	Choir	80	
Sunningdale	2, 3, 4	Choir	75	2

**Total Classes with more than 28 students**

**41**



**Summary of classes with more than 28 students September 15, 2015**

<b>School</b>	<b>Grade</b>	<b># of Classes</b>
Assiniboia Seventh Avenue	2, 3	1
Assiniboia Composite High	11	3
Assiniboia Elementary	7, 8	2
Caronport High	11	1
Central Collegiate	9, 10, 11, 12	18
Cornerstone Christian School	8	9
Gravelbourg Elementary	K, 1A, 2A & B	1
Peacock Collegiate	9, 10, 11, 12	4
Sunningdale	1, 2, 3, 4	2

<b>Total Classes with more than 28 students</b>	<b>41</b>
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## Classes with 10 or fewer students September 15, 2015

School	Grade	Individual Classes	Students	Total
Avonlea	12	Physics 30	8	1
Bengough School	1, 2	All subjects	7	
Bengough School	3	Math	7	
Bengough School	9, 10	ELA	9	
Bengough School	9, 10	Math	9	
Bengough School	9, 10	History	9	
Bengough School	9, 10	Accounting	9	
Bengough School	11, 12	ELA 20/A30	9	
Bengough School	11, 12	Math 20/30	6	
Bengough School	11, 12	Physical Science 20	7	
Bengough School	11, 12	Health Science 20	7	
Bengough School	6	ELA	7	
Bengough School	7, 8	PAA	10	12
Caronport Elementary	2	All Classes	9	1
Central Collegiate	9, 10, 11, 12	EAL B10	7	
Central Collegiate	9, 10, 11, 12	EAL B10	2	2
Chaplin	10, 11	ELA 10/20	6	
Chaplin	10, 11	Foundations 20	6	
Chaplin	10, 11, 12	Psychology 30	7	
Chaplin	10, 11	Art 20	6	4
Caronport High	9, 10, 11	EAL	3	
Caronport High	11	Physical Science 20	8	
Caronport High	11	PAA B20	7	3
Coronach	4	Math and ELA	10	
Coronach	11	Physical Science 20	7	2
Craik School	3, 4, 5		9	
Craik School	6, 7		10	
Craik School	11, 12	Health Science 20	8	
Craik School	11, 12	Physics 30	2	
Craik School	11, 12	Physical Science 20	7	5
Eyebrow	4, 5, 6	all classes/all subjects	8	
Eyebrow	9	ELA	8	
Eyebrow	9	Math 9	8	
Eyebrow	10	Wellness 10	3	
Eyebrow	10	ELA A10	3	
Eyebrow	10	Science 10	3	6
Glentworth	6 & 8	ELA	8	1
Gravelbourg High	8/9	Bien-être	6	
Gravelbourg High	11	Fondements des Mathématiques	6	
Gravelbourg High	12	Pre-Calcul	5	
Gravelbourg High	10	Fondements des Mathématiques et Precalcul	7	
Gravelbourg High	12	Sciences sociales	5	
Gravelbourg High	8/9	Sensibilisation aux carrieres	6	

Gravelbourg High	8	Career Ed	8	
Gravelbourg High	10/20/30	Core French	4	
Gravelbourg High	8/9	Éducation artistique	6	
Gravelbourg High	8/9	Français	6	
Gravelbourg High	10	Français	7	
Gravelbourg High	8/9	Mathématiques	6	
Gravelbourg High	8/9	Sciences humaines	6	
Gravelbourg High	11	Health Sciences	10	
Gravelbourg High	11	Workplace & Apprenticeship	8	
Gravelbourg High	8	Health	8	16
Gravelbourg Elementary	1/2 English	Math	8	
Gravelbourg Elementary	1/2 English	ELA	8	2
Kincaid	6, 7	Math	10	
Kincaid	6, 7	Social	10	
Kincaid	6, 7	Health & Guidance	10	
Kincaid	6, 7	PAA	10	
Kincaid	8	Math	9	5
Mankota	1-3		9	
Mankota	6-8	Science	7	
Mankota	6-8	ELA	7	
Mankota	6-8	Math	7	
Mankota	6-8	Career Guidance	7	
Mankota	6-8	Social	7	
Mankota	6-8	PE	7	
Mankota	9-10	Science	7	
Mankota	9-10	Math	7	
Mankota	9-10	ELA	7	
Mankota	9-10	Comm Media	7	
Mankota	9-10	History	7	12
Mortlach	9/10	ELA 90/A10	7	
Mortlach	9/10	Social Studies 9	7	
Mortlach	9/10	Science 9	7	
Mortlach	9/10	Math9/10	7	
Mortlach	11/12	ELA 20/A30	8	
Mortlach	11/12	History 30	8	
Mortlach	11/12	Physical Science 20	8	
Mortlach	11/12	PreCal 20/30	8	
Mortlach	11/12	Visual Arts 20	6	9
Mossbank	11/12	Foundations 20/30	8	
Mossbank	11/12	Physical Science 20	6	
Mossbank	11/12	ELA 20/A30	10	3
Peacock	11	Math 20 Foundations	10	
Peacock	11	Modified Science 11	3	2
Riverview	12	Math 30 FDN	7	1
Rockglen	7/8	ELA/Math/Social/Science	9	
Rockglen	10	Math	9	2
Rouleau	K	All classes	10	

Rouleau	1	Math	10	
Rouleau	3	Math	7	
Rouleau	4	Math	6	
Rouleau	5	Math	7	
Rouleau	8	Math	8	
Rouleau	10	WA/F&PC (math)	5	
Rouleau	1	ELA	10	8

<b>Total Classes with 10 or fewer students</b>	<b>97</b>
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## Summary of classes with 10 or fewer students September 15, 2015

School	Grade	# of Classes
Avonlea	12	1
Bengough School	1, 2, 3, 6, 7, 8, 9, 10, 11, 12	12
Caronport Elementary	2	1
Central Collegiate	9, 10, 11, 12	2
Chaplin	10, 11, 12	4
Caronport High	9, 10, 11	3
Coronach	4, 11	2
Craik School	6, 7, 11, 12	5
Eyebrow	4, 5, 6, 9, 10	6
Glentworth	6, 8	1
Gravelbourg High	8, 9, 10, 11, 12	16
Gravelbourg Elementary	1, 2	2
Kincaid	6, 7, 8	5
Mankota	1, 2, 3, 6, 7, 8, 9, 10	12
Mortlach	9, 10, 11, 12	9
Mossbank	11, 12	3
Peacock	11	2
Riverview	12	1
Rockglen	7, 8, 10	2
Rouleau	K, 1, 3, 4, 5, 8, 10	8

<b>Total Classes with 10 or fewer students</b>	<b>97</b>
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# AGENDA ITEM

<b>Meeting Date:</b>	October 6, 2015	<b>Agenda Item #:</b>	8.3
<b>Topic:</b>	<b>Wichota Response Letter</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:** The Board heard a delegation from the Wichota planning committee in September.

**Current Status:** The Board directed administration to respond to the Wichota request. The letter of response is attached.

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	06 October 2015	<ul style="list-style-type: none"><li>V Gauvin Correspondence</li></ul>

***Recommendation:***

That the Board review the letter of response to the Wichota delegation.

15 September 2015

Vivian Gauvin  
FNM Consultant, Prairie South Schools  
1075 9<sup>th</sup> Avenue NW  
Moose Jaw, Saskatchewan  
S6H 1V7

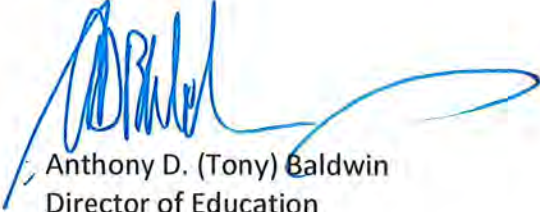
Dear Vivian:

The Board has requested that I communicate with the Wichota planning committee, however I was not able to find contact information in their presentation materials from the Board Meeting. If you would pass this response along, I would appreciate it very much.

The Board was very appreciative of the initiative shown by the Wichota planning committee. Unfortunately at this time, budget constraints do not allow for a financial contribution from Prairie South. Additionally, the Board felt that planning seemed to be very preliminary in nature. The Board requested that they be kept informed of progress related to the initiative, so I hope that the committee will be able to do this.

I realize that this response will be disappointing for members of the Wichota committee. I wish you the very best in your planning and, on behalf of the Board, thank you for your initiative in this area.

Respectfully,



Anthony D. (Tony) Baldwin  
Director of Education

cc: Board of Education