

Prairie South Schools

BOARD OF EDUCATION

APRIL 19, 2016
11:00 a.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW, Moose Jaw

AGENDA

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
 - 1.1 Diversity Policy**
 - 1.2 2016-17 School-Based Staffing Allocation**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
 - 5.1. 2016-17 School-Based Staffing Allocation**
 - 5.2. Tabled Motion:**

That Prairie South Schools be allowed to utilize the use of 15 Passenger Vans. This utilization must meet the safety standards of SGI and SSBA.
- Kessler
 - 5.3. 2nd Quarter Financial Accountability Report**
 - 5.4. Applications for Major Capital Funding 2017-18**
 - 5.5. Sale of Surplus Land**
 - 5.6. Graduation Dates 2015-2016**
 - 5.7. Monthly Reports (Decision)**
 - 5.7.1. Substitute Usage Report
 - 5.7.2. Tender Report
 - 5.7.3. Incidents of Concern
 - 5.8. Out of Province Excursion – Assiniboia Composite High Schools to Winnipeg, Manitoba**
 - 5.9. Out of Province Excursion – Peacock Collegiate to Edmonton, Alberta**
 - 5.10. Prekindergarten Programming**
- 6. Delegations and Presentations**
 - 6.1. Citizens Advocating Sensible Taxation (CAST), Don Mitchell (11:30 a.m.)**
 - 6.2. SCC Focus Group “Open Mic” (11:45 a.m.)**

- 7. Committee Reports**
 - 7.1. Standing Committees**
 - 7.1.1. Higher Literacy and Achievement
 - 7.1.2. Equitable Opportunities
 - 7.1.3. Smooth Transitions
 - 7.1.4. Strong System-Wide Accountability and Governance
 - 7.1.5. Advocacy and Networking
 - 7.1.6. Rural Catchment and Transportation
 - 7.1.7. Urban Possibilities
- 8. Information Items**
 - 8.1. Final Report – Task Force on Teacher Time**
 - 8.2. Staff Satisfaction Improvement Plan**
 - 8.3. Sarina Bell Correspondence**
- 9. Celebration Items**
- 10. Identification of Items for Next Meeting Agenda**
 - 10.1. Notice of Motions**
 - 10.2. Inquiries**
- 11. Meeting Review**
- 12. Adjournment**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on MARCH 1, 2016 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; L. Meyer, Superintendent of Learning; R. Boughen, Superintendent of Human Resources; B. Compton, Superintendent of School Operations; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; H. Boese, Executive Assistant

Motions:

- | | | |
|-----------------|---|--------------------------|
| 03/01/16 – 2521 | That the meeting be called to order at 11:14 a.m.
- Davidson | Carried |
| 03/01/16 – 2522 | That the Board adopt the agenda as presented.
- Young | Carried |
| 03/01/16 – 2523 | That the Board adopt the Minutes of the Regular Meeting of February 2, 2016 as presented.
- Gleim | Carried |
| 03/01/16 – 2524 | That Prairie South Schools be allowed to utilize the use of 15 Passenger vans. This utilization must meet the safety standards of SGI and SSBA.
- Kessler | Tabled to April 19, 2016 |
| 03/01/16 – 2525 | That the Board table item 03/01/16 – 2524 to the April 19, 2016 Board Meeting.
- Gleim | Carried |
| 03/01/16 – 2526 | That the Board receive and file the Early Learning Accountability Report.
- McLeod | Carried |
| 03/01/16 – 2527 | That the Board, in response to the Caronport Elementary School SCC request, direct recitation of the Lord's Prayer during opening activities each day at Caronport Elementary School, in accordance with guidelines found in Section 182 of The Education Act, 1995.
- Kessler | Carried |
| 03/01/16 – 2528 | That the Board, in response to the Caronport Elementary School SCC request, direct Religious Education each day at Caronport Elementary School, in accordance with guidelines found in Section 182 of The Education Act, 1995.
- Kessler | Carried |

That the Board break for lunch at 12:06 p.m.

That the Board reconvene at 1:15 p.m.

03/01/16 – 2529

That the Board accept the monthly reports as presented.
- Young

Carried

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- No report given. Next meeting April 6 at 1:30 p.m.

Equitable Opportunities

- No report given. Next meeting April 6 at 3:00 p.m.

Smooth Transitions

- Met on February 12 and reviewed the Accountability Report that was presented at today's meeting.

Strong System-Wide Accountability and Governance

- Met on February 26 and reviewed the following items:
 - Naming of Gravelbourg School: meet with the SCC – recommendation will be École Gravelbourg School.
 - Caronport Outdoor Rink – will discuss further and bring to Board
 - Thatcher Lease – will discuss in camera
 - Financial comparisons – interesting information and a number of recommendations will be coming to Board at the Planning Meeting.

Advocacy and Networking

- Out of Scope Staff Engagement Meeting to be held on March 15.
- Plans are well underway for the Annual Meeting of Electors April 19.

Rural Catchment and Transportation

- Meeting tonight in Caronport regarding possible catchment area.

Urban Possibilities

- No report given.

Adjournment

03/01/16 – 2530

That the meeting be adjourned at 1:27 p.m.
- Wilson

Carried

S. Davidson
Chair

B. Girardin
Superintendent of Business and Operations

Next Regular Board Meeting:

Date: April 19, 2016
Location: Central Office, 1075 9th Avenue, Moose Jaw

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.1
Topic:	2016-17 School-Based Staffing Allocation		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen	April 12, 2016	

Recommendation:

That the Board approve the proposed 2016-17 school-based staff allocation.

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.2
Topic:	15 Passenger Vans		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Tabled motion from March 1, 2016.

Board Inquiry (November): Are there School Divisions in Saskatchewan using 15 passenger vans? Is there data regarding whether or not 15 passenger vans are unsafe?

Current Status:

Are school divisions using 15 passenger vans?

11 rural school divisions (similar to ours) were polled to determine if they currently use 15 passenger vans and, if so, are there any conditions/restrictions associated with using the vans. A summary of the results are below:

Individual school division data is also attached.

- 8 school divisions currently use 15 passenger vans (safety restrictions in place)
- 3 school divisions do not but one division has also been asked to investigate

What does current research state?

In June 2010, Transport Canada announced that it would review the safety of vans used for student transportation. This review was to include consultations with provincial and territorial governments, an assessment of the safety and stability of extra-curricular activity vehicles, brake testing and testing to determine the vehicle rollover threshold. A summary of the results are included below. Phase 1 involved crash avoidance tests {7 vehicles were used in the test: a 7-passenger minivan, a 12 passenger van, two 15 passenger vans, a 19-seat mini school bus, a 30-seat mini school bus, and a 21-seat Multi-functional Activity Bus (MFAB)}

Results:

The 15-passenger vans that were tested performed as well as and sometimes better than the two school buses and the MFAB in all Phase 1 tests performed (page 31 – Evaluation of 15-Passenger Vans prepared by Canadian Council of Motor Transport Administrators AND page 4 – Investigations – Transport Canada)

Phase 2 involved dynamic manoeuvre testing (3 vehicles were tested: two 15 passenger vans and a MFAB).

Results

- Vehicles with ESC could perform Sine with Dwell Manoeuvre at 80 and 100 km/h in nominal and full load conditions without spinning out.
- The two 15-Passenger vans with ESC activated were capable of completing the fishhook manoeuvre at nominal and full load, even with the rear tire pressure reduced from 80 psi to 50 psi
- The fishhook manoeuvre in the full load condition was performed on the MFAB at a speed of 55 km/h with a tire pressure of 50 psi and at 65km/h with a tire pressure of 80 psi. It resulted in spinning out. Without the outrigger equipment, the vehicle would have rolled.
- Without ESC none of the vehicles was able to complete the fishhook manoeuvres

Page 60 Evaluation of 15-Passenger Vans prepared by Canadian Council of Motor Transport Administrators

Phase 3 involved paired side impact crash testing of a 15 passenger van & a MFAB

Results

- The outcome of this paired crash testing is comparable to other side impact crash tests that have been previously conducted with passenger vehicles.
- Transport Canada does not draw general conclusions concerning the crashworthiness of 15 passenger vans nor the MFAB types of vehicles. (page 28 – Transport Canada Paired Side Impact Crash Testing of a 15 Passenger Van & a MFAB)

Evaluation of 15-Passenger Vans prepared by Canadian Council of Motor Transport Administrators Final Recommendation

- Research does not support a ban of 15-passenger vans in Canada regardless of their use. ... Fifteen passenger vans meet all federal manufacturing requirements/standards, and testing has demonstrated that they are not less stable or more prone to roll over than other vehicles with similar capacities... and research has shown that driver training and proper maintenance can improve driver knowledge and skill level as well as the handling and performance of 15-passenger vans.

What is SSBA's view on 15 passenger vans?

In 2006, SSBA came out with the following memorandum regarding 15 passenger vans. Dave Jackson states that SSBA's position has not changed since that time but states that 15 passenger vans "can be utilized if proper risk management process are followed."

The Saskatchewan School Boards Association maintains the position that 15 passenger vans are a higher risk vehicle because of difficulty with handling at highway speeds, weight and balance problems, lack of proper driver instruction, and an increased propensity for rollover accidents.

SGI recommends the use of school buses for transporting students to and from school or to extra-curricular activities.

Pros and Cons:

Pros:

...it provides a wider range of transportation options for schools.

...15 passenger vans can be more economical than a school bus.

...post-2011 vehicles are safer than pre-2011 vehicles because of requirements related to electronic stability control.

Cons:

...the motion would allow 15 passenger vans to be driven by anyone with a class 5 driver's licence with no additional oversight.

...it is a knee-jerk reaction to budget adjustments that may not consider other appropriate options.

...fewer drivers means lower levels of parent engagement in extra-curricular activities.

...we have zero control over vehicle maintenance and limited control over driver practices

...15 passenger vans are less familiar to many volunteer drivers than their own personal vehicles are.

...school bus is recognized as the best student transportation option

Financial Implications:

**Governance/Policy
Implications:**

New AP would have to be developed outlining use guidelines.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi & Tony Baldwin	April 12, 2016	1. SSBA Summary & Data 2. SGI Summary & Data 3. Canadian Council of Motor Transport Admin Key Findings & Data Safety Guidelines for 15 Passenger Vans 4. Transport Canada Research 5. SunCorp Correspondence 6. Travel Cost Comparison

Recommendation:

The Board defeat the following motion: That Prairie South Schools be allowed to utilize the use of 15 passenger vans. This utilization must meet the safety standards of SGI and SSBA.

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.3
Topic:	2nd Quarter Financial Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

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

Current Status: Attached is the 2nd Quarter Financial Accountability Report

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
B. Girardin	April 7, 2016	2 nd Quarter Financial Accountability Report

Recommendation:

That the Board receive and file the 2nd Quarter Financial Accountability Report.

Source Documents

Policy 12 Section 3. Fiscal Responsibility

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

Highlights of the 2015-16 budget approved by the Board of Education:

- The division will use \$335,000 from restricted surplus for the final year of the PAA Initiative. The board had made a motion in 2012 to allocate funds for the PAA initiative which commenced in 2012-13.
 - *The final year of the PAA project is proceeding as planned and will conclude at the end of the year.*
- The Reading Strategy continues. Prairie South is entering the 3rd year of a 5 year plan to improve reading comprehension across all grade levels. The projected budget includes support to purchase materials, sub costs to cover teachers for professional learning, materials for intervention and for public promotion.
- Consolidation of Gravelbourg High School - Elementary construction will begin in late spring of 2015 and is expected to be 95% completed in 2016.
 - *The construction project is well underway. If you go to the Gravelbourg High School website you can see the progress of the project in pictures.*
- Transportation will implement bus routing software as part of a LEAN initiative which will help gain efficiencies in planning routes and potential cost savings down the road.
 - *Transportation has received training and is currently updating the data in the program and plan to have it operational for testing in April.*
- Human Resources has recently implemented a program that will allow online applications to take place which will provide many future efficiencies as we go forward in 2015-16.
 - *This program is being used.*

Revenue/Expenditure patterns – 6 month expenditures for the period September 1, 2015 to February 29, 2016 is attached.

Revenue:

Overall our revenue is 54% of budget as at February 29, 2016. Overall we are on target with our budget.

- We are recording revenues as they are received during the year they will be adjusted for receivables at year end
- Grants are somewhat lower than the 1st Quarter as the capital grant payments for the Gravelbourg school project follow our payments to contractors etc.
- Complementary Services revenue is a bit higher than the quarterly budget as the nutrition grant was paid in the first quarter.
- Other revenue is higher than expected due to the Cargill grant for synchronized learning.

Expenditure:

Overall our expenditures at 109% of the 2nd Quarter budget.

- Governance expenses are lower at the end of the quarter than would be expected.
- Instruction is over by 3% compared to the quarterly budget this can be attributed to some teacher salaries; most instructional support staff are paid over 10 months, and many supplies are purchased early in the year.
- Plant operations are low compared to the quarterly budget but many of the planned projects will take place in the spring and summer.
- Transportation appears to be higher but this is due to the nature of payroll as bus drivers are paid over 10 months.
- Complementary services are over which is mostly due to the nature of early childhood contracts we have which are paid over 10 month periods.
- External Services is over by 5% of the quarterly budget due to salaries and benefits. The Associate Schools hired more teachers than originally budgeted.

Governance Implications

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

Prairie South School Division
Statement of Financial Position
As At February 29, 2016

	2015-16	2014-15
	Actual	Actual
FINANCIAL ASSETS		
Cash	23,641,555	21,962,961
Short Term Investments	17,780	19,227
Accounts Receivable	10,855,780	10,680,083
Provincial Grants Receivable	52,000	811,403
Other Receivables	459,700	417,841
Portfolio Investments	40,351	55,502
Other Assets	15,385	17,488
TOTAL FINANCIAL ASSETS	35,082,551	33,964,505
LIABILITIES		
Other Payables	5,045,184	5,174,092
Capital Loans	979,215	1,339,096
Accrued Employee Future Benefits	2,214,577	1,997,441
Deferred Revenue	814,680	766,457
TOTAL LIABILITIES	9,053,655	9,277,086
NET FINANCIAL ASSETS(DEBT)	26,028,895	24,687,419
NON-FINANCIAL ASSETS		
Physical Assets	136,629,587	129,717,557
Amortization	(83,126,502)	(78,468,491)
Inventories of Supplies	9,129	19,698
Prepaid Items	35,145	98,384
TOTAL NON FINANCIAL ASSETS	53,547,360	51,367,148
Current Year Net Income(Loss)	6,647,377	4,256,046
ACCUMULATED SURPLUS(DEFICIT)	86,223,632	80,310,613

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
STATEMENT OF FINANCIAL ACTIVITIES
As At February 29, 2016

	2015/16		2nd Quarter		Total Revenue/Expenses	Budget Remaining	Percentage of Budget Used		Percentage of 2nd Quarter Budget Used
	Approved Budget		Budget				Used		
REVENUE									
Taxation	29,525,076	14,762,538		20,948,343	8,576,733		71%	142%	
Grants	58,576,696	29,288,348		27,252,050	31,324,646		47%	93%	
Tuition	55,978	27,989		9,873	46,105		18%	35%	
School Generated Funds	1,254,300	627,150		627,400	626,900		50%	100%	
Complimentary Services	572,288	286,144		301,905	270,383		53%	106%	
External Services	3,691,892	1,845,946		1,864,473	1,827,419		51%	101%	
Other Revenue	318,500	159,250		171,345	147,155		54%	108%	
TOTAL REVENUE	93,994,730	46,997,365		51,175,389	42,819,341		54%	109%	
EXPENSES									
Governance	507,025	253,513		196,363	310,662		39%	77%	
Administration	3,098,931	1,549,466		1,552,102	1,546,829		50%	100%	
Instruction	57,743,788	28,871,894		29,716,957	28,026,831		51%	103%	
Plant Operation	13,111,628	6,555,814		5,578,898	7,532,730		43%	85%	
Transportation	7,430,973	3,715,487		3,882,852	3,548,121		52%	105%	
Tuition Expense	66,000	33,000		-	66,000		0%	0%	
School Generated Funds	1,254,300	627,150		663,054	591,246		53%	106%	
Complimentary	2,056,295	1,028,148		1,014,426	1,041,869		49%	99%	
External Services	3,621,887	1,810,944		1,897,193	1,724,694		52%	105%	
Interfund Transfers	-	-		-	-		0%	0%	
Interest and Bank	47,902	23,951		26,168	21,734		55%	109%	
TOTAL EXPENSES	88,938,729	44,469,365		44,528,013	44,410,716		50%	100%	
Consolidated Net Income(Loss)	5,056,001	2,528,001		6,647,377	(1,591,376)				

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.4
Topic:	Applications for Major Capital Funding 2017-18		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: The Ministry has asked for our Major Capital Applications to be submitted for the 2017-18 government fiscal year.

Current Status: The proposed submissions are the same projects as last year and in the same order of priority:

1. A.E. Peacock: Mechanical piping/HVAC upgrade
2. South Hill Joint School
3. Bengough: Renovation and Modernization

Pros and Cons:

Financial Implications: Major capital projects approved by the Ministry are funded 100%.

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin/Darren Baiton	March 31, 2016	A.E. Peacock: Mechanical Piping/HVAC upgrade South Hill Joint School Bengough: Renovation and Modernization

Recommendation:

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

1. A.E. Peacock: Mechanical piping/HVAC upgrade
2. South Hill Joint School
3. Bengough: Renovation and Modernization

2017-18

Application for Major Capital Project Funding

This application is to be completed by the school division and approved by the Board of Education. Major capital projects are identified as requiring significant planning and resources to achieve additional space to a school, facilitate the construction of a new school, or a major renovation. All fields must be completed to be considered. Please refer to appendix A for guidelines on completing this application.

Deadline for application submission is March 31, 2016.

Required attachments

- ☐ Project's estimated cost analysis
- ☒ Floor plans with room schedules
- ☒ Utilization calculations & methodology
- ☐ Engineer's and/or consultant's report(s)

Date:	March 9 / 2016	
Name of School Division:	Prairie South Schools 210	
Project Title / School Name:	A.E Peacock Collegiate :Mechanical Piping / HVAC Upgrade	
School division priority: (please circle)	<input checked="" type="radio"/> 1 st <input type="radio"/> 2 nd <input type="radio"/> 3 rd	
Application authorized by Board of Education:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Date of next board meeting:		
Project type:	<input type="checkbox"/> Addition <input type="checkbox"/> Addition / Renovation <input type="checkbox"/> New school – Consolidation	<input type="checkbox"/> New School – Growth <input type="checkbox"/> New School – Replacement <input checked="" type="checkbox"/> Renovation
Current Situation and the issue Provide a brief outline of what is currently happening without the project, what has led to the current situation and what is likely to happen if the current situation continues: Please include: <ul style="list-style-type: none"> ▪ Current enrolments for the subject school (Detail in Appendix B); ▪ Enrolment projections for the subject school (Detail in Appendix B); ▪ Condition, capacity and availability of the nearest other schools; ▪ Partnership opportunities; and 		

<p style="text-align: right;">(continued)</p> <ul style="list-style-type: none"> Current and projected utilization of school division facilities within a reasonable proximity along with the factors used in this calculation (Detail in Appendix C). 		
<p>Key driver(s) to project: Identify all of the Key Drivers that apply to the project. An explanation of each of the drivers should be outlined in Current Situation and Issues above.</p>	<p><input checked="" type="checkbox"/> Health and Safety – components that pose a health and safety risk</p> <p><input type="checkbox"/> Demographics – utilization, enrolment projections</p> <p><input type="checkbox"/> Program Changes – how new or modernized space will address education program changes</p> <p><input type="checkbox"/> Infrastructure condition</p> <p><input type="checkbox"/> Other. Please explain.</p>	
<p>Project Schedule: This identifies the key milestones and the timeframes in which that work is to be performed. The project schedule reflects all of the milestones associated with delivering the project on time within the timeframe needed to meet the objectives of the project.</p> <p>Any available software may be used to present the project schedule. Appendix D shows an example of the level of schedule needed for this application.</p>		
<p>Estimated project cost: Please describe as well the timing of each of the cost components and the associated inflation factors.</p>	Building Construction (cost for physical construction of facility)	\$ _____
	Site development:	\$ _____
	Consultant Fees: (prime and sub-consultant fees for facility design)	\$ _____
	Project Expenses: (normal project expenses and services associated with the project)	\$ _____
	Furniture & Equipment: (cost of basic furniture and equipment)	\$ _____
	Land cost (for new school)	\$ _____
	Other: (cost of items not covered above)	\$ _____

		GST:	\$ _____
		Total Project Cost: (sum of all items)	\$5,000,000.00 \$ _____
Description of project: Provide an outline of what the project will/will not include. (Project scope)		-Steam piping replacement throughout the facility has very thin wall –weak -End of life cycle - Safety risk	
Functionality / Contribution to Program			
Please describe the significant educational program/functionality concerns or deficiencies that will be addressed if the project proceeds (e.g. Program – requirements for special needs children & vulnerable students (First Nations, Métis), EAL; Functional – culturally appropriate spaces, poor physical layout, inefficient design that reduces operational usefulness or efficiency). Provide evidence (e.g. engineer's or consultant's report) to support this.		Program related:	
		Functionality related:	
Implementation Strategy			
This section provides a description of how the project will be directed and managed to ensure on-time and on-budget delivery. Please identify the planned project team including project managers and technical advisors.			
Risk Analysis and Quantification			
This section will identify and quantify the risks of the project. Identify the 5 - 10 most critical project risks and the actions that			

will be taken to reduce or mitigate these risks.			
Contribution to Community			
Describe how the project will impact/benefit the community.			
Efficiency and Utilization			
Current gross area of the facility: (please attach floor plans)	_16054_____ m ²		
Final gross area of the facility: (please attach floor plans)	_____ m ²		
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	_____ m ²		
New and expansion gross area (area of the addition, if applicable)	_____ m ²		
Current enrolment:	667 _____ students		
Change in Capacity: For additions or modernizations/renovations, identify increases or decreases to current capacity of school.	_____ students		
Number of facilities the project will consolidate:	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> Not applicable		
If multiple facilities are being consolidated, please provide existing utilization data of all affected buildings	Building 1 _____%	Building 2 _____%	Building 3 _____%
Describe any operational savings that will result from the project and the magnitude of the savings.	Reduction of ongoing repair costs		
Please identify any additional cost related information that you feel is relevant to decision-makers preliminary consideration of this project.	Steam piping leaks can result in safety issue		

Five-year projected enrolment, by grade, by year (as of September 30)	Please use Appendix B to provide enrolment by grade, by year. In case of dual track schools, please repeat table for additional language students as well.						
Current utilization: (Utilization refers to the extent of usage of the facility relative to the design capacity)	52 %						
Five-year projected gross utilization, by year:	Current year on Sept 30th	Year-1 2017	Year-2 2018	Year-3 2019	Year-4 2020	Year-5 2021	
	52 %	52 %	52 %	52 %	52 %	52 %	
Expected utilization after project is completed.	52 %						
Please provide details of discussions you have had about the project being done in collaboration with other provincial ministries or public/private sector organizations? Describe the nature of the collaborative arrangements.	<input type="checkbox"/> No collaborative/joint-use arrangements <input type="checkbox"/> Collaborative/joint-use arrangements in place						
	Details: <input type="checkbox"/> Up to 15% of ministry approved area is joint-use (i.e. standard core areas required in all school facilities and common mechanical/ electrical rooms) <input type="checkbox"/> 16-25% of ministry approved area is joint-use <input type="checkbox"/> >25% of ministry approved area is joint-use						
Options analysis							
Please identify any analyses done and/or strategies reviewed prior to, or during the process of developing this request. In an appendix, please address the following for each option: <ul style="list-style-type: none"> ▪ How option addresses problem and meets objectives ▪ Business and operational impacts ▪ Financial benefits ▪ Non-financial benefits ▪ Project cost 	<input type="checkbox"/> Consolidation strategies <input type="checkbox"/> Closure strategies <input type="checkbox"/> Replacement strategies <input type="checkbox"/> Renovation strategies <input type="checkbox"/> Capital vs. Non-Capital alternatives (e.g. build new facility vs. bussing students from closed facility to other nearby existing facility)						

Health and safety													
Describe the health and safety issues the project will address in terms of major building components such as site, foundation, floors/walls, utilization, other.	<input type="checkbox"/> Site												
	<input type="checkbox"/> Foundation												
	<input type="checkbox"/> Structural (Floors, Walls, Roofs)												
	<input checked="" type="checkbox"/> Building systems (Mechanical, HVAC, Electrical, etc.)												
	<input type="checkbox"/> Utilization (overcrowding)>140%												
	<input type="checkbox"/> Utilization (overcrowding)>160%												
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For information please contact Tyler Wiens, Director, Capital Projects by email at tyler.wiens@gov.sk.ca or phone at 306-519-9670



Appendix A:

Major Capital Project Funding Application Guidelines

Major Capital Project Funding Priorities

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

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

Project Types

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

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

Addition

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

New school – Consolidation

- Combination of factors including:
 - Operational efficiency
 - Facility condition
 - Enrolment growth and utilization

New school – Growth

- Existing schools are not appropriately located in the geographic sector of the jurisdiction to accommodate current and expected future enrolment.

New school - Replacement

- Additions to existing schools would not provide sufficient space to accommodate current and expected future enrolment in the sector.
- The utilization rate for any geographic sector of the jurisdiction is above 140%.

Renovation

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

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

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

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

Addition/Renovation

Funding supports a combination of factors from both the Addition and Renovation categories that will satisfy project requirements on a lesser scale than new construction.

Appendix B:

Five year enrolment projections - by grade, by year

Grade	Track	Current year (September 30 th)	Year-1 20____	Year-2 20____	Year-3 20____	Year-4 20____	Year-5 20____
PreK	English						
	Immersion						
K	English						
	Immersion						
1	English						
	Immersion						
2	English						
	Immersion						
3	English						
	Immersion						
4	English						
	Immersion						
5	English						
	Immersion						
6	English						
	Immersion						
7	English						
	Immersion						
8	English						
	Immersion						
9	English						
	Immersion						
10	English						
	Immersion						
11	English						
	Immersion						
12	English						
	Immersion						

Appendix C:

Five-year projected gross utilization - by year, by facility

Facility Name	Current year (on September 30 th)	Year-1 20	Year-2 20__	Year-3 20__	Year-4 20__	Year-5 20__
School AA	__%	__%	__%	__%	__%	__%
School BB						
School CC						
School DD						
School EE						
School FF						
School GG						
School HH						

Appendix D:

Project schedule for the proposed project

#	Task	Assigned to	Start DD/MM/YYYY	End DD/MM/YYYY	Duration (days)	YYYY	YYYY	YYYY	YYYY
1	Pre Design - data collection				704	J	F	M	A
2	Data review meetings - with key stakeholders				85				
3	Concept drawings review - with key stakeholders				120				
4	Options Analysis				45				
5	Board Approval				14				
6	Prepare Business Case for submission to Ministry of Education				21				
7	Board Approval				28				
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12	Approval of final drawings and cost				10				
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18	Award contract, Sign agreements				7				
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20	Start-up commission				200				
21	Review project results				14				
					10				

2017-18

Application for Major Capital Project Funding

This application is to be completed by the school division and approved by the Board of Education. Major capital projects are identified as requiring significant planning and resources to achieve additional space to a school, facilitate the construction of a new school, or a major renovation. All fields must be completed to be considered. Please refer to appendix A for guidelines on completing this application.

Deadline for application submission is March 31, 2016.

Required attachments

- ☐ Project's estimated cost analysis
- ☐ Floor plans with room schedules
- ☐ Utilization calculations & methodology
- ☐ Engineer's and/or consultant's report(s)

Date:		
Name of School Division:	Prairie South Schools 210	
Project Title / School Name:	Moose Jaw South Hill Joint Facility	
School division priority: (please circle)	1 st 2 nd 3 rd	
Application authorized by Board of Education:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Date of next board meeting:		
Project type: Proposed joint school project with Prairie South School division and Holy Trinity Catholic School Division. Proposed PreK – 8 Schools for each division. Discussions related to a joint school in southern Moose Jaw have been underway between the two school divisions for some time. At this time the Prairie South Board of Education has approved this project in principle, however Holy Trinity has indicated they prefer a new facility for only their students in southern Moose Jaw.	<input type="checkbox"/> Addition <input type="checkbox"/> Addition / Renovation <input checked="" type="checkbox"/> New school – Consolidation	<input type="checkbox"/> New School – Growth <input type="checkbox"/> New School – Replacement <input type="checkbox"/> Renovation
Current Situation and the issue Provide a brief outline of what is currently happening without the project, what has led to the current situation and what is likely to happen if the current situation continues: Please include: <ul style="list-style-type: none"> ▪ Current enrolments for the subject school (Detail in Appendix B); 	Too many aging facilities in southern Moose Jaw to operate. Holy Trinity is already high on the capital funding list as a result of the condition of their facilities, and Prairie South elementary schools in southern Moose Jaw are either very old (Empire Community School) or of limited functionality (Westmount School).	

<ul style="list-style-type: none"> ▪ Enrolment projections for the subject school (Detail in Appendix B); ▪ Condition, capacity and availability of the nearest other schools; ▪ Partnership opportunities; and <p style="text-align: right;">(continued)</p> <ul style="list-style-type: none"> ▪ Current and projected utilization of school division facilities within a reasonable proximity along with the factors used in this calculation (Detail in Appendix C). 	<p>Consolidation of schools in southern Moose Jaw would be a more cost effective long term approach. Prairie South and Holy Trinity School Divisions have had preliminary discussions about a joint school, and the Prairie South Board has approved a joint southern Moose Jaw application which would see a consolidation of several schools. Southern Moose Jaw is currently expanding dramatically, and a new facility would position the school divisions to be able to respond to the pressures of additional enrolment.</p>	
<p>Key driver(s) to project: Identify all of the Key Drivers that apply to the project. An explanation of each of the drivers should be outlined in Current Situation and Issues above.</p>	<p><input checked="" type="checkbox"/> Health and Safety – components that pose a health and safety risk</p> <p><input checked="" type="checkbox"/> Demographics – utilization, enrolment projections</p> <p><input checked="" type="checkbox"/> Program Changes – how new or modernized space will address education program changes</p> <p><input checked="" type="checkbox"/> Infrastructure condition</p> <p><input type="checkbox"/> Other. Please explain.</p>	
<p>Project Schedule: This identifies the key milestones and the timeframes in which that work is to be performed. The project schedule reflects all of the milestones associated with delivering the project on time within the timeframe needed to meet the objectives of the project.</p> <p>Any available software may be used to present the project schedule. Appendix D shows an example of the level of schedule needed for this application.</p>		
<p>Estimated project cost: Please describe as well the timing of each of the cost components and the associated inflation factors.</p> <p>We have provided a very rough estimate as we are in the early stages of setting up this project.</p>	<p>Building Construction (cost for physical construction of facility)</p>	<p>\$ 40 million estimated</p>
	<p>Site development:</p>	<p>\$ _____</p>
	<p>Consultant Fees: (prime and sub-consultant fees for facility design)</p>	<p>\$ _____</p>
	<p>Project Expenses: (normal project expenses and services associated with the project)</p>	<p>\$ _____</p>

	Furniture & Equipment: (cost of basic furniture and equipment)	\$ _____
	Land cost (for new school)	\$ _____
	Other: (cost of items not covered above)	\$ _____
	GST:	\$ _____
	Total Project Cost: (sum of all items)	\$ 40 million estimated \$ _____
Description of project: Provide an outline of what the project will/will not include. (Project scope)		Consolidation of Prairie South and Holy Trinity schools. Holy Trinity has indicated a need for a new/replacement school in the City of Moose Jaw. Prairie South has identified that it needs to replace its older schools in southern Moose Jaw for efficiency, safety and educational reasons.
Functionality / Contribution to Program		
Please describe the significant educational program/functionality concerns or deficiencies that will be addressed if the project proceeds (e.g. Program – requirements for special needs children & vulnerable students (First Nations, Métis), EAL; Functional – culturally appropriate spaces, poor physical layout, inefficient design that reduces operational usefulness or efficiency). Provide evidence (e.g. engineer's or consultant's report) to support this.	Program related: Prairie South Schools currently transports students from two elementary schools in southern Moose Jaw for band and PAA programming. A new facility would allow these students to have a complete program at their home school, with an economy of scale created by the additional students from Holy Trinity School Division. Student demographics at Empire Community School have led to historical programming in areas such as parenting and nutrition programming for families. Blending students from all demographic groups in southern Moose Jaw will allow both school divisions to provide this programming to a wider group of children and families, while eliminating the notion that one school is disadvantaged relative to other schools. Student transitions from Prek to Kindergarten and from grade 8 to grade 9 would be more effectively coordinated with all southern Moose Jaw students in a single building.	
	Functionality related: Empire Community School is 100 years old; a 21 st century environment will allow functionality consistent with current research in the areas of diversity, including EAL and FNM students.	

	<p>Westmount School has some significant challenges related to bus drop-off and pick-up because of the way the city has grown around the school, particularly around the front entrance. The Westmount grounds are excellent and would provide adequate space for a large elementary school. Access from 10th Avenue SW would allow for safer transportation processes.</p> <p>Prairie South Schools has made a significant commitment to additional PMR support for our buildings, so we are unable to provide engineer's reports that detail chronic neglect and unsafe conditions. However, Empire Community School is near the end of its useful life, and Westmount School requires updating if it is going to continue to exist in its current configuration.</p>
Implementation Strategy	
This section provides a description of how the project will be directed and managed to ensure on-time and on-budget delivery. Please identify the planned project team including project managers and technical advisors.	
Risk Analysis and Quantification	
This section will identify and quantify the risks of the project. Identify the 5 - 10 most critical project risks and the actions that will be taken to reduce or mitigate these risks.	
Contribution to Community	
Describe how the project will impact/benefit the community.	<p>Lean objectives: reduction of operating costs by combining 2 or more schools; reduced school administration, transportation and operating costs.</p> <p>Operational savings: reduction in utility costs, maintenance costs and other operating costs.</p> <p>Utilization issues: a joint school will help solve Holy Trinity's utilization over capacity issues and will make Prairie South schools in southern Moose Jaw utilized to a fuller extent.</p> <p>Health and Safety issues can be resolved at both school divisions.</p>

	<p>Modernization of our southern Moose Jaw schools will provide the students with a better learning environment.</p> <p>Southern Moose Jaw has a very active community association that has done some excellent community development work in the last 5 years. The opportunity to partner with this organization and the City of Moose Jaw to revitalize this part of the city is an excellent one for the school divisions involved and for the Government of Saskatchewan.</p>		
Efficiency and Utilization			
Current gross area of the facility: (please attach floor plans)	_____ m ²		
Final gross area of the facility: (please attach floor plans)	_____ m ²		
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	_____ m ²		
New and expansion gross area (area of the addition, if applicable)	_____ m ²		
Current enrolment:	_____ students		
Change in Capacity: For additions or modernizations/renovations, identify increases or decreases to current capacity of school.	_____ students		
Number of facilities the project will consolidate:	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Not applicable		
If multiple facilities are being consolidated, please provide existing utilization data of all affected buildings	Building 1 _____%	Building 2 _____%	Building 3 _____%
Describe any operational savings that will result from the project and the magnitude of the savings.			
Please identify any additional cost related information that you feel is relevant to decision-makers preliminary consideration of this project.			

Five-year projected enrolment, by grade, by year (as of September 30)	Please use Appendix B to provide enrolment by grade, by year. In case of dual track schools, please repeat table for additional language students as well.					
Current utilization: (Utilization refers to the extent of usage of the facility relative to the design capacity)	_____ %					
Five-year projected gross utilization, by year:	Current year on Sept 30th	Year-1 20__	Year-2 20__	Year-3 20__	Year-4 20__	Year-5 20__
	____ %	____ %	____ %	____ %	____ %	____ %
Expected utilization after project is completed.	_____ %					
Please provide details of discussions you have had about the project being done in collaboration with other provincial ministries or public/private sector organizations? Describe the nature of the collaborative arrangements.	<input type="checkbox"/> No collaborative/joint-use arrangements <input type="checkbox"/> Collaborative/joint-use arrangements in place					
	Details: <input type="checkbox"/> Up to 15% of ministry approved area is joint-use (i.e. standard core areas required in all school facilities and common mechanical/ electrical rooms) <input type="checkbox"/> 16-25% of ministry approved area is joint-use <input type="checkbox"/> >25% of ministry approved area is joint-use					
Options analysis						
Please identify any analyses done and/or strategies reviewed prior to, or during the process of developing this request. In an appendix, please address the following for each option: <ul style="list-style-type: none"> ▪ How option addresses problem and meets objectives ▪ Business and operational impacts ▪ Financial benefits ▪ Non-financial benefits ▪ Project cost 	<input type="checkbox"/> Consolidation strategies <input type="checkbox"/> Closure strategies <input type="checkbox"/> Replacement strategies <input type="checkbox"/> Renovation strategies <input type="checkbox"/> Capital vs. Non-Capital alternatives (e.g. build new facility vs. bussing students from closed facility to other nearby existing facility)					

Health and safety													
Describe the health and safety issues the project will address in terms of major building components such as site, foundation, floors/walls, utilization, other.	<input type="checkbox"/> Site												
	<input type="checkbox"/> Foundation												
	<input type="checkbox"/> Structural (Floors, Walls, Roofs)												
	<input type="checkbox"/> Building systems (Mechanical, HVAC, Electrical, etc.)												
	<input type="checkbox"/> Utilization (overcrowding)>140%												
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Facility condition assessment is supported by a 3 rd party report (engineer's or consultant's reports). Based on 3 rd party report, please rank the existing condition of your facility in terms of being a significant health and safety concern using a scale of 0-15 (0=good facility condition - no H&S concern, 15=poor facility condition - significant H&S concern). Provide evidence (e.g. engineer's or consultant's report on facility condition assessment) to support your ranking.	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 16.6%; text-align: center;">0</td> <td style="width: 16.6%; text-align: center;">3</td> <td style="width: 16.6%; text-align: center;">6</td> <td style="width: 16.6%; text-align: center;">9</td> <td style="width: 16.6%; text-align: center;">12</td> <td style="width: 16.6%; text-align: center;">15</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Good Facility Condition – No H&S Concern</td> <td style="text-align: center; vertical-align: middle;">Good Facility Condition – Low H&S Concern</td> <td style="text-align: center; vertical-align: middle;">Fair Facility Condition – Moderate H&S Concern</td> <td style="text-align: center; vertical-align: middle;">Poor Facility Condition – Considerable H&S Concern</td> <td style="text-align: center; vertical-align: middle;">Poor Facility Condition – High H&S Concern</td> <td style="text-align: center; vertical-align: middle;">Poor Facility Condition – Significant H&S Concern</td> </tr> </table>	0	3	6	9	12	15	Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern
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All new schools must meet government requirements for LEED Silver certification, which is a measure of sustainability and energy efficiency.

Addition

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

New school – Consolidation

- Combination of factors including:
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- economies of scale,
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A modernization/renovation project involves renovations to all or part of an existing school in order to:

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Addition/Renovation

Funding supports a combination of factors from both the Addition and Renovation categories that will satisfy project requirements on a lesser scale than new construction.

Appendix B:

Five year enrolment projections - by grade, by year

Grade	Track	Current year (September 30 th)	Year-1 2015	Year-2 2016	Year-3 2017	Year-4 2018	Year-5 2019
PreK	English		62	61	56	59	60
	Immersion						
K	English		51	54	57	52	54
	Immersion						
1	English		54	53	56	59	54
	Immersion						
2	English		46	54	53	56	59
	Immersion						
3	English		41	45	54	53	56
	Immersion						
4	English		48	42	46	55	54
	Immersion						
5	English		35	49	42	46	56
	Immersion						
6	English		60	37	52	45	48
	Immersion						
7	English		50	62	38	54	47
	Immersion						
8	English		35	51	63	40	55
	Immersion						
9	English						
	Immersion						
10	English						
	Immersion						
11	English						
	Immersion						
12	English						
	Immersion						

Appendix C:

Five-year projected gross utilization - by year, by facility

Facility Name	Current year (on September 30 th)	Year-1 20	Year-2 20__	Year-3 20__	Year-4 20__	Year-5 20__
School AA	___%	___%	___%	___%	___%	___%
School BB						
School CC						
School DD						
School EE						
School FF						
School GG						
School HH						

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Project schedule for the proposed project

#	Task	Assigned to	Start DD/MM/YYYY	End DD/MM/YYYY	Duration (days)	YYYY	YYYY	YYYY	YYYY
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2	Data review meetings - with key stakeholders				85				
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5	Board Approval				14				
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2017-18

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Deadline for application submission is March 31, 2016.

Required attachments

- ☐ Project's estimated cost analysis
- ☒ Floor plans with room schedules
- ☒ Utilization calculations & methodology
- ☐ Engineer's and/or consultant's report(s)

Date:	March 14 2016	
Name of School Division:	Prairie South Schools 210	
Project Title / School Name:	Bengough School Renovations /Modernize	
School division priority: (please circle)	1 st	2 nd <u>3rd</u>
Application authorized by Board of Education:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Date of next board meeting:		
Project type:	<input type="checkbox"/> Addition <input type="checkbox"/> Addition / Renovation <input type="checkbox"/> New school – Consolidation	<input type="checkbox"/> New School – Growth <input type="checkbox"/> New School – Replacement <input checked="" type="checkbox"/> Renovation
Current Situation and the issue Provide a brief outline of what is currently happening without the project, what has led to the current situation and what is likely to happen if the current situation continues: Please include: <ul style="list-style-type: none"> ▪ Current enrolments for the subject school (Detail in Appendix B); ▪ Enrolment projections for the subject school (Detail in Appendix B); ▪ Condition, capacity and availability of the nearest other schools; ▪ Partnership opportunities; and 		

<p style="text-align: right;">(continued)</p> <ul style="list-style-type: none"> Current and projected utilization of school division facilities within a reasonable proximity along with the factors used in this calculation (Detail in Appendix C). 		
<p>Key driver(s) to project: Identify all of the Key Drivers that apply to the project. An explanation of each of the drivers should be outlined in Current Situation and Issues above.</p>	<input type="checkbox"/> Health and Safety – components that pose a health and safety risk <input type="checkbox"/> Demographics – utilization, enrolment projections <input type="checkbox"/> Program Changes – how new or modernized space will address education program changes <input checked="" type="checkbox"/> Infrastructure condition <input type="checkbox"/> Other. Please explain.	
<p>Project Schedule: This identifies the key milestones and the timeframes in which that work is to be performed. The project schedule reflects all of the milestones associated with delivering the project on time within the timeframe needed to meet the objectives of the project.</p> <p>Any available software may be used to present the project schedule. Appendix D shows an example of the level of schedule needed for this application.</p>		
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	Project Expenses: (normal project expenses and services associated with the project)	\$ _____
	Furniture & Equipment: (cost of basic furniture and equipment)	\$ _____
	Land cost (for new school)	\$ _____
	Other: (cost of items not covered above)	\$ _____
	GST:	\$ _____
	Total Project Cost:	\$4,500,000.00

		(sum of all items)	\$ _____
Description of project: Provide an outline of what the project will/will not include. (Project scope)		Complete upgrade of facility Nearing end of life cycle	
Functionality / Contribution to Program			
Please describe the significant educational program/functionality concerns or deficiencies that will be addressed if the project proceeds (e.g. Program – requirements for special needs children & vulnerable students (First Nations, Métis), EAL; Functional – culturally appropriate spaces, poor physical layout, inefficient design that reduces operational usefulness or efficiency). Provide evidence (e.g. engineer's or consultant's report) to support this.	Program related:		
	Functionality related:		
Implementation Strategy			
This section provides a description of how the project will be directed and managed to ensure on-time and on-budget delivery. Please identify the planned project team including project managers and technical advisors.			
Risk Analysis and Quantification			
This section will identify and quantify the risks of the project. Identify the 5 - 10 most critical project risks and the actions that will be taken to reduce or mitigate these risks.			

Contribution to Community			
Describe how the project will impact/benefit the community.			
Efficiency and Utilization			
Current gross area of the facility: (please attach floor plans)	3228 m ²		
Final gross area of the facility: (please attach floor plans)	3228 m ²		
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	_____ m ²		
New and expansion gross area (area of the addition, if applicable)	_____ m ²		
Current enrolment:	71 students		
Change in Capacity: For additions or modernizations/renovations, identify increases or decreases to current capacity of school.	_____ students		
Number of facilities the project will consolidate:	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> Not applicable		
If multiple facilities are being consolidated, please provide existing utilization data of all affected buildings	Building 1 _____%	Building 2 _____%	Building 3 _____%
Describe any operational savings that will result from the project and the magnitude of the savings.			
Please identify any additional cost related information that you feel is relevant to decision-makers preliminary consideration of this project.			
Five-year projected enrolment, by grade, by year (as of September 30)	Please use Appendix B to provide enrolment by grade, by year. In case of dual track schools, please repeat table for additional language students as well.		

Current utilization: <i>(Utilization refers to the extent of usage of the facility relative to the design capacity)</i>	43%					
Five-year projected gross utilization, by year:	Current year on Sept 30th	Year-1 2017	Year-2 2018	Year-3 2019	Year-4 2020	Year-5 2021
	43 %	43 %	43 %	43%	43 %	43 %
Expected utilization after project is completed.	43 %					
Please provide details of discussions you have had about the project being done in collaboration with other provincial ministries or public/private sector organizations? Describe the nature of the collaborative arrangements.	<input type="checkbox"/> No collaborative/joint-use arrangements <input type="checkbox"/> Collaborative/joint-use arrangements in place					
	Details: <input type="checkbox"/> Up to 15% of ministry approved area is joint-use (i.e. standard core areas required in all school facilities and common mechanical/ electrical rooms) <input type="checkbox"/> 16-25% of ministry approved area is joint-use <input type="checkbox"/> >25% of ministry approved area is joint-use					
Options analysis						
Please identify any analyses done and/or strategies reviewed prior to, or during the process of developing this request. In an appendix, please address the following for each option: <ul style="list-style-type: none"> ▪ How option addresses problem and meets objectives ▪ Business and operational impacts ▪ Financial benefits ▪ Non-financial benefits ▪ Project cost 	<input type="checkbox"/> Consolidation strategies <input type="checkbox"/> Closure strategies <input type="checkbox"/> Replacement strategies <input type="checkbox"/> Renovation strategies <input type="checkbox"/> Capital vs. Non-Capital alternatives (e.g. build new facility vs. bussing students from closed facility to other nearby existing facility)					

Health and safety

Describe the health and safety issues the project will address in terms of major building components such as site, foundation, floors/walls, utilization, other.

☐ Site☐ Foundation☒ Structural (Floors, Walls, Roofs)☐ Building systems (Mechanical, HVAC, Electrical, etc.)☐ Utilization (overcrowding)>140%☐ Utilization (overcrowding)>160%

Facility condition assessment is supported by a 3rd party report (engineer's or consultant's reports). Based on 3rd party report, please rank the existing condition of your facility in terms of being a significant health and safety concern using a scale of 0-15 (0=good facility condition - no H&S concern, 15=poor facility condition - significant H&S concern). Provide evidence (e.g. engineer's or consultant's report on facility condition assessment) to support your ranking.

0	3	6	9	12	15
Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern

(Signature of SD Signing Officer)

(Position)

(Date)

Submit completed application by email to: tyler.wiens@gov.sk.ca

For information please contact Tyler Wiens, Director, Capital Projects by email at tyler.wiens@gov.sk.ca or phone at 306-519-9670

Appendix A:

Major Capital Project Funding Application Guidelines

Major Capital Project Funding Priorities

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

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

Project Types

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

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

Addition

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

New school – Consolidation

- Combination of factors including:
 - Operational efficiency
 - Facility condition
 - Enrolment growth and utilization

New school – Growth

- Existing schools are not appropriately located in the geographic sector of the jurisdiction to accommodate current and expected future enrolment.

New school - Replacement

- Additions to existing schools would not provide sufficient space to accommodate current and expected future enrolment in the sector.
- The utilization rate for any geographic sector of the jurisdiction is above 140%.

Renovation

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

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

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

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

Addition/Renovation

Funding supports a combination of factors from both the Addition and Renovation categories that will satisfy project requirements on a lesser scale than new construction.

Appendix B:

Five year enrolment projections - by grade, by year

Grade	Track	Current year (September 30 th)	Year-1 20____	Year-2 20____	Year-3 20____	Year-4 20____	Year-5 20____
PreK	English						
	Immersion						
K	English						
	Immersion						
1	English						
	Immersion						
2	English						
	Immersion						
3	English						
	Immersion						
4	English						
	Immersion						
5	English						
	Immersion						
6	English						
	Immersion						
7	English						
	Immersion						
8	English						
	Immersion						
9	English						
	Immersion						
10	English						
	Immersion						
11	English						
	Immersion						
12	English						
	Immersion						

Appendix C:

Five-year projected gross utilization - by year, by facility

Facility Name	Current year (on September 30 th)	Year-1 20	Year-2 20__	Year-3 20__	Year-4 20__	Year-5 20__
School AA	__%	__%	__%	__%	__%	__%
School BB						
School CC						
School DD						
School EE						
School FF						
School GG						
School HH						

Appendix D:

Project schedule for the proposed project

#	Task	Assigned to	Start DD/MM/YYYY	End DD/MM/YYYY	Duration (days)	YYYY	YYYY	YYYY	YYYY
1	Pre Design - data collection				704	J	F	M	A
2	Data review meetings - with key stakeholders				85				
3	Concept drawings review - with key stakeholders				120				
4	Options Analysis				45				
5	Board Approval				14				
6	Prepare Business Case for submission to Ministry of Education				21				
7	Board Approval				28				
8	Ministry Approval				14				
9	Start detailed design				14				
10	Review final drawings, cost, material specifications				30				
11	Class D cost estimate				14				
12	Approval of final drawings and cost				10				
13	Prepare Contract documents				14				
14	Final review of Contract documents				21				
15	Tender project				10				
16	Review submissions				21				
17	Final approval to proceed				5				
18	Award contract, Sign agreements				7				
19	Start construction				7				
20	Start-up commission				200				
21	Review project results				14				
					10				

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.5
Topic:	Sale of Surplus Land		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

It was determined that there are a number of properties not used in the operations of the school division that are still owned by the school division. A decision was made to dispose of these properties. We do not have mineral rights to any of the one room school properties.

Current Status:

For this meeting there are four new parcels of surplus land for consideration. The first is parcel 104907113 in the RM of Caron, NW 26-17-28 W2. The surrounding land owner has been paying taxes on the land. The other three are all in what was a village or hamlet called Mawer in the RM of Eyebrow. Two are in a farmyard and the third is beside it. The first parcel, parcel 103407454 is the old school site which is lot 17 in Block 3. We have been given a copy of a letter from the Herbert School Unit acknowledging payment in full for that lot. The other two lots, parcels 103409434 and 103409962 or lots 32 and 33 in block 4, the surrounding land owner paid taxes on for a number of years but the RM stopped charging just recently. There is an assessment agreement with the RM from 1990 saying that the land was owned by Mr. Rode and Mr. Rode says he purchased all three lots at the same time but we don't have evidence of the purchase of these two lots. These lots are very small and taxes were paid on them as part of a larger agreement.

Pros and Cons:

Pros:

- We dispose of four more parcels of land which have no value to us.

Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	April 7, 2016	N/A

Recommendation:

That the Board approve the transfer of parcel 104907113 in the RM of Caron and parcels 103407454, 103409434 and 103409962 to the surrounding land owners.

the driver refer to letter to in the road



102062032

102062032

101097075

C



Surface Parcel Number: 103409962

REQUEST DATE: Wed Apr 8 16:20:55 GMT-0600 2015



Scale: 1:1128

Owner Name(s): BOARD OF EDUCATION OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 OF SASKATCHEWAN

Municipality: RM OF EYEBROW NO. 193

Area: 0.033 hectares (0.08 acres)

Title Number(s): 101573445

Converted Title Number: 124AGV

Parcel Class: Parcel (Generic)

Ownership Share: 1:1

Land Description: Lot 33-Blk/Par 4-Plan V584 Ext 0

Source Quarter Section: SW-05-21-03-3

Commodity/Unit: Not Applicable

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



Surface Parcel Number: 103409434

REQUEST DATE: Wed Apr 8 16:08:01 GMT-0600 2015



Scale: 1:1128

Owner Name(s): BOARD OF EDUCATION OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 OF SASKATCHEWAN

Municipality: RM OF EYEBROW NO. 193

Area: 0.032 hectares (0.08 acres)

Title Number(s): 101573434

Converted Title Number: 124AGV

Parcel Class: Parcel (Generic)

Ownership Share: 1:1

Land Description: Lot 32-Blk/Par 4-Plan V584 Ext 0

Source Quarter Section: SW-05-21-03-3

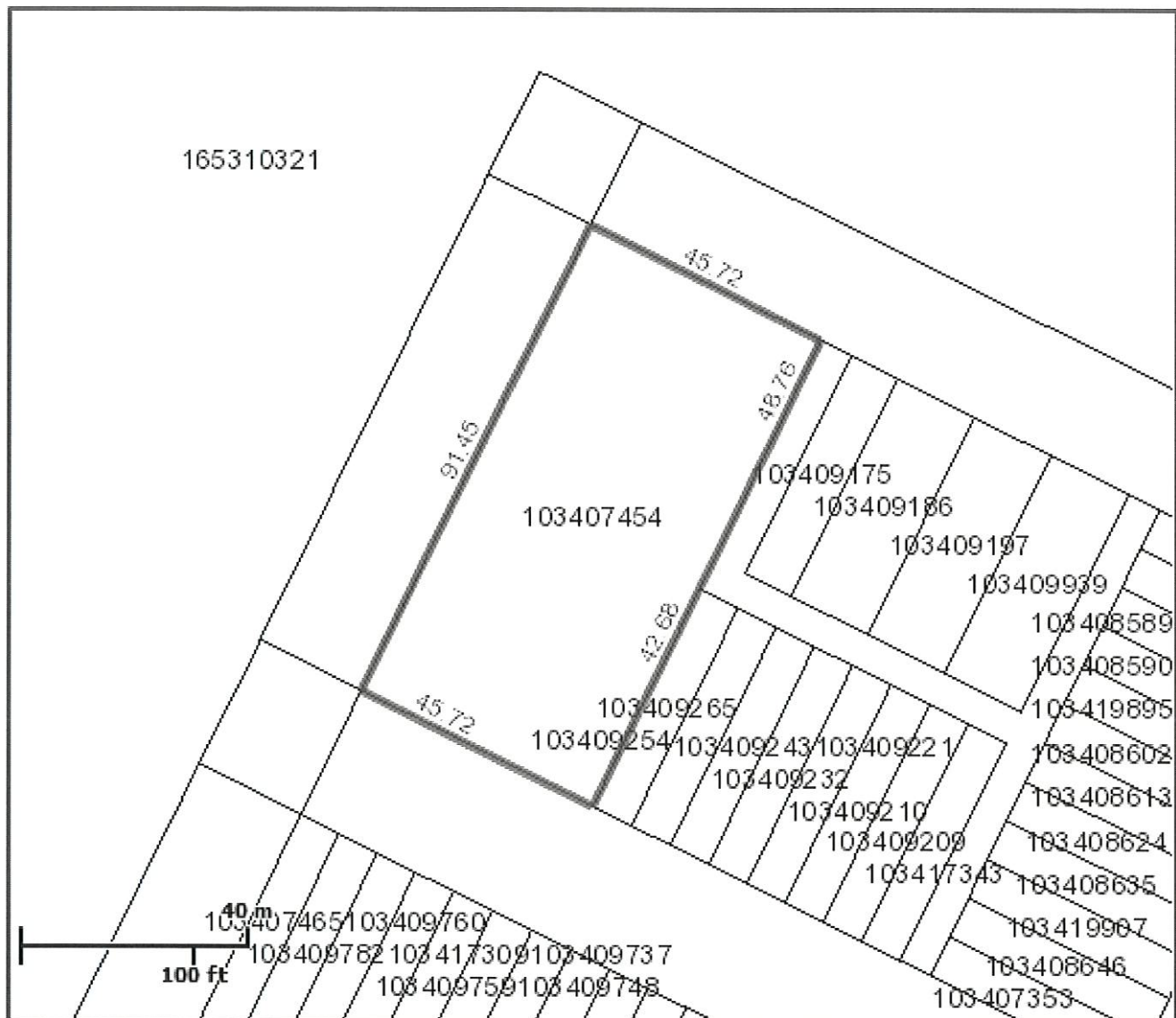
Commodity/Unit: Not Applicable

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



Surface Parcel Number: 103407454

REQUEST DATE: Wed Apr 8 16:22:18 GMT-0600 2015



Scale: 1:2257

Owner Name(s): BOARD OF EDUCATION OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 OF SASKATCHEWAN

Municipality: RM OF EYEBROW NO. 193

Area: 0.418 hectares (1.03 acres)

Title Number(s): 101542700

Converted Title Number: 123AMJ

Parcel Class: Parcel (Generic)

Ownership Share: 1:1

Land Description: Lot 17-Blk/Par 3-Plan V584 Ext 0

Source Quarter Section: SW-05-21-03-3

Commodity/Unit: Not Applicable

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

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.6
Topic:	Graduation Dates 2015-2016		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Attached is a list of grade 12 graduation dates (sorted by date). Prairie South trustees have traditionally viewed graduation attendance as an excellent opportunity for members to connect with the various school communities. Senior administration have attended if they so choose.

Current Status:

Trustees need to decide who will be attending each graduation. Names of trustees attending will be forwarded to the schools and specific information regarding the graduation will be forwarded to trustees directly from the school.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	April 11, 2016	Graduation Dates 2015-2016

Recommendation:

Board to discuss who will be attending graduations.

GRADUATION DATES 2015-2016

SCHOOL	DATE	ATTENDING
Coronach	May 7	
Kincaid Central	May 13	
Glentworth Central	May 14	
Mankota	May 20	
Avonlea	May 27	
Mortlach	May 27	
Rockglen	May 27	
Gravelbourg High	May 28	
Rouleau	May 28	
Mossbank	June 10	
Caronport High	June 11 & 12	
Cornerstone Christian	June 16 at Mae Wilson	
Craik	June 17	
Central Butte	June 29	
Riverview Collegiate	June 29 (10:00 am)	
Peacock Collegiate	June 29 (am at Hildebrandt Chapel)	
Lafleche Central	June 3	
Central Collegiate	June 30 (9:30 a.m.)	
Assiniboia Composite	June 30	
Bengough	June 30	
Eyebrow	June 30	
Chaplin	<i>No Grads</i>	

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.7
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

- Attached are the following reports for Board approval:
1. Teacher Absences and Substitute Usage for the period February 12-March 11, 2016 AND March 14-April 8, 2016
 2. Tender Report for the period February 21-April 8, 2016.
 3. Incidents of Concern

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen, Ron Purdy, Derrick Huschi	April 12, 2016	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: February 12, 2016 - March 11, 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
Compassionate Leave	14	1.70%	12.3	87.86%	0.21%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Court/Jury	1	0.12%	1	100.00%	0.02%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Teach	39.75	4.82%	34.06	85.69%	0.60%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0.5	0.06%	0	0.00%	0.01%
Illness - Teacher	234.77	28.45%	171.16	72.91%	3.56%
Illness - Long Term	72.2	8.75%	0	0.00%	1.10%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	52.84	6.40%	39.69	75.11%	0.80%
Medical/Dental Appt	83.78	10.15%	73.45	87.67%	1.27%
Noon Supervision Day	24.89	3.02%	20.96	84.21%	0.38%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	38.5	4.67%	31	80.52%	0.58%
PP Teacher	8.01	0.97%	6.51	81.27%	0.12%
Prep Time	181.8	22.03%	181.38	99.77%	2.76%
PSTA	0	0.00%	0	0.00%	0.00%
Rec. Of Service	42	5.09%	33.22	79.10%	0.64%
Secondment	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	9.5	1.15%	8.9	93.68%	0.14%
SOSO Meet/PD	3.5	0.42%	3.5	100.00%	0.05%
STF Business - Invoice	5.2	0.63%	4.46	0.00%	0.08%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	13	1.58%	12.8	98.46%	0.20%
Total Absences	825.24	100.00%	634.39	76.87%	12.53%

Teachers (FTE)
439.18

of teaching Days
15

Possible Days
6587.7

Teacher Absences & Substitute Usage

Date Range:

March 14, 2016 - April 8, 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
Compassionate Leave	29.88	4.91%	23.2	77.64%	0.49%
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	4.1	0.67%	2.6	63.41%	0.07%
Executive Leave	2.5	0.41%	2	80.00%	0.04%
Extra/Co-curr Teach	19.72	3.24%	15.7	79.61%	0.32%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
Illness - Teacher	176.2	28.97%	133.9	75.99%	2.87%
Illness - Long Term	52.4	8.62%	0	0.00%	0.85%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	35.83	5.89%	27.8	77.59%	0.58%
Medical/Dental Appt	69.08	11.36%	65.4	94.67%	1.12%
Noon Supervision Day	31.4	5.16%	25.7	81.85%	0.51%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	20.79	3.42%	19.1	91.87%	0.34%
PP Teacher	20.1	38.02%	14.5	72.14%	0.33%
Prep Time	38.02	6.25%	37.5	98.63%	0.62%
PSTA	4.3	0.71%	4.3	100.00%	0.07%
Rec. Of Service	82.56	13.58%	74.1	89.75%	1.34%
Secondment	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	9.1	1.50%	8.1	89.01%	0.15%
SOSO Meet/PD	7.5	1.23%	5.8	77.33%	0.12%
STF Business - Invoice	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	4.64	0.76%	4.1	88.36%	0.08%
Total Absences	608.12	134.71%	463.8	76.27%	9.89%

Teachers (FTE)

439.18

of teaching Days

14

Possible Days

6148.52

Tender Report for the period February 21, 2016 to April 8, 2016

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 were two competitive bids awarded during this period.
 - A request for proposals for driver training was issued. An award was made to Miles Ahead Driver Education for the Moose Jaw High Schools.
 - A tender was issued for boiler replacement at Chaplin School. The tender was awarded to C&E Mechanical for a cost of \$62,800 plus tax.

INCIDENTS OF CONCERN TO BOARD							April 19, 2016
Date of Incident	Male	Female	Suspension	Alternative to Suspension	Violent Threat Risk Assessment	# Days	Comments
February 9, 2016	X				X		Risky behavior
February 10, 2016	X				X		Threat of violence
March 7, 2016		X		X		3	Defiance, Truancy
March 9, 2016		X			X	3	Absenteeism & Apathy
March 14, 2016	X			X		2	Disruptive Behavior
March 18, 2016	X			X		3	Absenteeism & Apathy
March 18, 2016	X				X		Physical Violence
March 18, 2016	X				X		Physical Threats
March 21, 2016		X		X		3	Disruptive behavior & Substance abuse
April 7, 2016	X			X		3	Absenteeism, Apathy, Disruptive Behavior

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.8
Topic:	Out of Province Excursion - Assiniboia Composite High Schools to Winnipeg, Manitoba		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Request from Assiniboia Composite High School for four Grade 11 & 12 students to travel to Winnipeg, Manitoba to experience parliamentary procedures at MUNA May 12-14, 2016.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	April 6, 2016	Overnight Excursion

Recommendation:

That the Board approve the overnight excursion for Assiniboia Composite High School's Grade 11 & 12 students to Winnipeg, Manitoba from May 12-14, 2016 as per the outline provided.



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

OVERNIGHT EXCURSIONS / ~~OUTDOOR EDUCATION~~ / HIGH RISK

ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Joanne Feeley	School: Assiniboia Composite High School
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity _____	
Grade Level: 11-12	Number of Students: 4
Destination: Winnipeg	Trip Date: May 12-14, 2016
Number of School Days (Partial/Full): 1 partial; 1 full	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): Joanne Feeley	
Number of Teachers, Parents, Chaperones: 1 (1 during travel, there are more supervisors/chaperones in the dormitory facility throughout the event)	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

C. BUDGET
<p>❖ Anticipated Budget mileage, accommodations and meals, sub costs</p> <p>❖ Description of Funding Sources : Assiniboia Rotary Club pays for mileage, accommodations and meals (other than those meals during travel)</p> <p>❖ Out of Pocket Cost per Participant cost of meals during travel and optional spending money</p>

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

D. LEARNING OBJECTIVES

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

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

a) Pre-Excursion Learning

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

b) Excursion Learning

- intergovernmental process

c) Post-Excursion Learning

reflection and review presentation to Rotary

F. SCHEDULE OF ACTIVITIES

tentative

Thursday - ~10:00am depart from ACHS

5:30-6:00pm arrive in Winnipeg – pizza, registration, meeting, preparation

Friday – all day activities - MUNA

- evening banquet

Saturday – all day activities - MUNA

~5:00pm Return to Assiniboia

Teacher Signature

Date

Principal Signature

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.9
Topic:	Out of Province Excursion - Peacock Collegiate to Edmonton, Alberta		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Peacock's Overnight Excursion request for 85 band students to Grant MacEwan University to allow them to attend clinics and experience professional music May 8-11, 2016.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	April 6, 2016	Peacock's Overnight Excursion

Recommendation:

That the Board approve the overnight excursion for Peacock Collegiate's Grade 9-12 students to Edmonton, Alberta from May 8-11, 2016 as per the attached outline.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Cameron Church	School: AE Peacock
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular: Supplements Curricular learning <input type="checkbox"/> High Risk Activity _____	
Grade Level: 9-12	Number of Students: approx. 85
Destination: Edmonton, AB	Trip Date: May 8-11
Number of School Days (Partial/Full): 3 Full	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: Coach Bus <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____ _____	
Number of Teachers, Parents, Chaperones: 4 Teachers, 4 Parent/ Chaperones	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

C. BUDGET
❖ Anticipated Budget \$ 29,000 _____ ❖ Description of Funding Sources Fundraising _____ ❖ Out of Pocket Cost per Participant approx. \$300 if student does not participate in fundraising activities.

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

D. LEARNING OBJECTIVES

Develop an awareness of Canadian musicians and music industry

Understand and appreciate musical expressions from a variety of cultural and historical contexts.

Develop further abilities to perform with technical fluency

Develop community for our students and develop a further understanding of how music plays a role in our everyday lives.

Attending these workshops allows students to work with a specialist that can support music development and inspire greater appreciation and understanding of music.

Attending a professional musical theatre performance allows vocalists, instrumentalists and students interested in technology supporting arts or even production aspects of the music industry a chance to see how it comes together in one show.

Touring a music college creates awareness for students in terms of available degree programs and possible careers.

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

a) Pre-Excursion Learning

Fundamentals and introduction to technique (instrumental/voice/composition/ensemble)

Historical context of music being learned

Develop an understanding of the student's role in the learning process

b) Excursion Learning

Exposure to concert seeing/hearing professional musicians performing jazz

Reinforce concepts learned, re-explain or retell in a new way

Develop understanding and further techniques to enrich the musical process and develop individual students

Focus on individual specialized techniques that develop sound

Focus on group techniques that develop ensemble

PD for myself learning from a specialist

c) Post-Excursion Learning

Continue music process leading to festival and final performances

Incorporate and develop techniques and ideas discussed in clinics

Build on community and draw on relationships developed on a trip

Inspire student for independent learning and growth

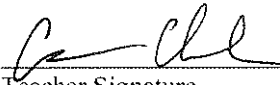
F. SCHEDULE OF ACTIVITIES

Sunday, May 8th: Travel to Edmonton, Attend Jubilations Dinner Theatre

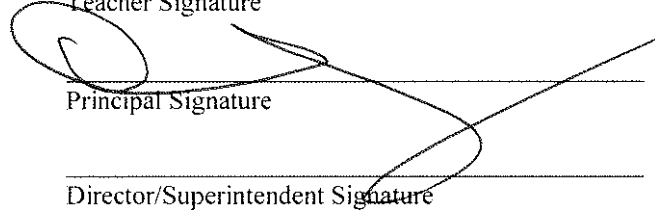
Monday, May 9th: Attend clinics with Ray Baril, Conductor Edmonton Wind Sinfonia and Head of Grant MacEwan Wind studies. Tour Grant MacEwan University Music program

Tuesday, May 10th: Attend Choral clinics at Grant MacEwan University, Group activities

Wednesday, May 11th: Return to Moose Jaw 4:30


Teacher Signature

Feb. 7/16
Date


Principal Signature

Feb 7/16
Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	5.10
Topic:	Prekindergarten Programming		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

At the request of the Board, the Smooth Transitions Committee has been reviewing Prekindergarten programming across the school division during the 2015-2016 school year. The Smooth Transitions Committee is recommending a reallocation of resources to increase equity of opportunity across the division, reduce Prekindergarten transportation, and ensure oversight of programming.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	April 19, 2016	To be provided at the board meeting

Recommendation:

That the board adopt the Prekindergarten programming plan as outlined in the attachment effective September 1, 2016.

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	8.1
Topic:	Final Report – Task Force on Teacher Time		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: The Saskatchewan School Boards Association, Saskatchewan Teachers’ Federation, and Government of Saskatchewan have worked to define a maximum assigned time for teachers in Saskatchewan. This is a result of the last provincial collective bargaining process.

Current Status: The Final Report recommends that 1044 be set as the maximum assignable yearly hours for teachers. The Final Report describes possible mechanisms for advancing this number in the collective bargaining process.

Pros and Cons:

Pros: -A standard assignable time will exist.
 Cons: -Reputation of teachers will be damaged due to the low number of assignable hours
 -Significant ambiguity exists related to exactly which work items are “assigned” and which are discretionary professional duties
 -Any restriction on assignable time reduces the Board’s ability to define the role of the teacher in Prairie South Schools

Financial Implications: Unknown

Governance/Policy Implications:

Legal Implications: Potential for significantly increased number of grievances related to the provincial collective agreement

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	19 April 2016	Final Report – Task Force on Teacher Time

Recommendation:

That the Board review the information provided and provide feedback to the SSBA as necessary

March 5th, 2016

File No: 7711

The Honourable Don Morgan, Q.C.
Minister of Education
5th Floor, 2220 College Avenue,
Regina, Saskatchewan
S4P 4V9

The Saskatchewan Teachers' Federation
2317 Arlington Ave,
Saskatoon, Saskatchewan
S7J 2H8

Attn: Gwen Dueck, Executive Director

The Saskatchewan School Boards Association
400 - 2222 13th Avenue,
Regina, Saskatchewan
S4P 3M7

Attn: Darren McKee, Executive Director

Re: Final Report – Task Force on Teacher Time

On behalf of the Task Force on Teacher Time, I transmit to you the Final Report of the **Task Force on Teacher Time**.

It has been my privilege to act as Chair of this important Task Force. I wish to thank your respective members who served on the Task Force for their dedication and hard work, and also thank your organizations for the assistance provided during our deliberations.

Yours very truly,



ANDREW C.L. SIMS, Q.C.
Chair

cc: Task Force Members

tel: 780-423-6807
fax: 780-423-6813

Suite 149,
10403 – 122 Street
Edmonton, Alberta
Canada T5N 4C1
andysims@simsgroup.com

Task Force on Teacher Time Final Report – January 2016

This is the final report and recommendations of the Task Force on Teacher Time. The Task Force was established through an agreement, a Letter of Understanding between the three parties involved in provincewide collective bargaining under *The Education Act, 1995*:¹

- The Saskatchewan School Boards Association
- The Government of Saskatchewan, as represented by the Minister of Education
- The Saskatchewan Teachers' Federation

The background leading up to that Letter of Understanding is described in the Introduction, while the Letter of Understanding itself is attached as Appendix A.

¹S.S. 1995 c.E-0.2 (the "Act").

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Introduction

Teachers, like most other employees, swap work for pay. School boards, like most other employers, swap pay for work. Often, an employee's pay bears a direct relationship to the hours they work. But professional teaching is a unique form of employment. Teachers devote a great deal of time beyond the classroom: planning, marking, collaborating with others, all for the good of their school and the quality of student education.

Compensation for teachers involves an annual salary detached from a specified workweek. For their salary, and as professionals, teachers deliver classroom instruction during the school year, but they do a lot more than that. Some of it involves assigned non-teaching duties that must be performed at set times and places. Much of it involves self-directed work, which is essential for their teaching, but which can be carried out at times and places they choose.

Until recently, teachers drew comfort that their assigned time was closely related to the school day and the school year, matters set out in legislation. When legislation changed it left some teachers with the feeling that new demands were, or could be, placed on their time without restraint. At much the same time, some school boards found themselves having to carry out their responsibilities to provide quality education, including specified hours of student instruction, with restrained financial resources and without their earlier ability to raise revenue through local taxation.

Due to changes in legislation, some boards chose to lengthen the school day. Some teachers reasoned that longer days should mean higher salaries. This translated into enhanced financial demands during collective bargaining. Such expectations proved difficult to achieve; in the view of the Government-Trustee Bargaining Committee there was not, and should not be, any such link between the length of the school day for students and the salaries paid to, and the assigned time of, teachers.

Much time in bargaining was spent, some with the help of a Conciliation Board, in grappling with this issue, which, once all parties set aside their assumptions and simplistic solutions, proved complex and multi-faceted. Few denied that teachers are entitled to experience a reasonable work-life balance and that the demands placed upon them to complete assigned work should be subject to reasonable and ascertainable limits. However, given the self-directed nature of many professional duties, questions emerged. How should the various aspects of their work be defined, just what limits might be appropriate and who should set those limits? These questions had to be considered in the context of diverse demographics and geography, as well as the diversity of school boards and teaching assignments.

A new collective agreement was reached without resolving these questions but recognizing that answers had to be found. This Task Force was given that job. It requires us to answer just how can teachers be assured that the demands on their time will not expand without restraint, to the detriment of their personal lives or their capacity to carry out their self-directed professional responsibilities. It equally requires us to assess, and to state with some clarity, just what can be expected of a teacher, quantitatively, by their employing board in exchange for their salary.

The overarching goal is to strike a fair and respectful balance. A teacher's time is a valuable resource, to be compensated fairly, offered up professionally and used wisely, all for the betterment of Saskatchewan's students.

Background

Collective bargaining for Saskatchewan’s teachers takes place at the provincial level between the Saskatchewan Teachers’ Federation and the joint Government-Trustee Bargaining Committee established under *The Education Act, 1995*² and at the local level between local associations and individual school boards.

Provincial bargaining for the latest renewal of the provincewide collective agreement proved difficult, with the negotiation, and subsequent rejection, of two tentative collective agreements. A three-person Conciliation Board was established in August 2014 to assist. After many meetings and intense negotiations, the parties concluded an agreement, but not until the Conciliation Board had issued a detailed report as to what the parties ought to do.

That report, issued on February 6, 2015, explains the issues involved in that round of bargaining. Its Recommendation 12 was that the parties agree to the creation of, and a process for, a Task Force on Teacher Time. Once accepted, that recommendation became the basis for the Letter of Understanding previously alluded to.

The Conciliation Board’s commentary on “Teacher Time Issues” set the stage for its own recommendation, and thus for the work we have since undertaken. It first alluded to the separate work being done over the intensification of teacher time. The Conciliation Board then continued:

The issue the STF has sought to resolve at this bargaining table is the more concrete issue of hours of assigned work, whether assigned to instructional or non-instructional time. If teachers were production workers in a factory, the issue would be easy; an hour’s work would yield an hour’s pay. But teachers are not production workers, and their working time needs to be recognized in its several different aspects. Teachers spend important time directly instructing students, but school boards also assign them administrative, professional development or organizational responsibilities. Beyond that, and in their unregulated time, they plan, mark, keep up to date and generally ensure they live up to the professional standards expected of them.

Just before conciliation began, and in a joint effort to find solutions, the parties formed a “Joint Committee on Student and Teacher Time.” While making substantial progress on both intensification and assigned work issues, they were unable to find workable solutions.

This is a “Whack-a-mole” issue. Taking a piecemeal approach, trying to knock down each issue separately, inevitably leads to related questions and to new problems popping up. These issues are not insoluble, but they are complex. Despite the parties best efforts, and the best efforts of this conciliation board with its experience in educational bargaining, we were unable to come up with a series of workable, acceptable, solutions. It is not going to be solved by 140 character contributions on social media. Nor is it the sole preserve of the STF and the Government-Trustee committees in collective bargaining. There are other stakeholders, and broader social interests, involved. There are local issues, legislative issues, public policy issues and compensation issues, all in need of attention.

² Section 234 of the Act.

The Conciliation Board offered the following explanation of why it felt it necessary to recommend further study.

Everyone recognizes that teachers do much more than instruct students in their classrooms during school hours. They are assigned to do other tasks at other times, and they do much other work to enable them to be effective, albeit “off the clock.” Defining these differing aspects of a teacher’s professional responsibility is essential if collectively bargained terms are to be used, but precise definitions are elusive. It is true the pre-2012 legislation defined student hours, but this was, at best, only a rough metaphor for a teacher’s working time. Our recommendations build on the parties’ best efforts to craft these definitions, but an important part of the Task Force’s work, if this approach is accepted, will be to finish that process.

There are important issues behind teacher-time that involve the future role and autonomy of school boards, and the existing practice of negotiating locally over issues that can profoundly affect the assigned hours of teachers and the ability of school boards to fit non-classroom commitments plus prescribed student hours into a truncated school year. The elimination of revenue generation options for school boards, and the fear that alterations to local agreements will be resisted, exacerbate the problem.

The STF argues that the reason this teacher time issue has become acute now is because of the elimination of some important statutory protections. Assuming that to be so, it may well be that part of the most appropriate solution lies in the introduction of new regulations or legislation, in updated form, to address one or perhaps both of the key issues. Those issues are the minimum hours for, and the time within which, students should be taught and the parallel but not identical issues of the maximum (and perhaps minimum) hours that a teacher can be scheduled for classroom and extra-classroom work. The public policy decisions on student time are not self-evidently collective bargaining issues, although the STF can provide important insights. It will be difficult to design teacher-time solutions if student time and school calendaring issues remain in flux. Parallel but complimentary solutions are needed to ensure the success of both school administration and teacher collective bargaining.

Assigned Tasks

Through Appendix A, the parties to bargaining set out what they wished this Task Force to do, how it should be done and who should be involved in doing it. The Task Force has worked diligently to try to fulfil that mandate. Appendix A contains important directives worth noting here. The issues were defined this way:

Provincial teacher collective bargaining yields, among other things, an annual pay rate for full-time teachers and a pro-rated pay rate for part-time teachers. The parties wish to identify a way of expressing, in clear terms, the expectations of a full-time teacher, and by extension a part-time teacher, in terms of the quantity of time a teacher can be assigned work by their employing school board.

The parties wish to identify an effective mechanism to regulate the quantity of time a teacher can be assigned work generally within the definitions used below. That mechanism may include the enactment of appropriate regulatory or statutory terms, collectively bargained terms and conditions of employment, the incorporation by reference of statutory or regulatory terms into collective agreements or some other process or processes.

The Task Force was instructed to consider the following specific topics, which we have done.

- The interrelationship of the regulatory control of student and instructional time and the assignment of teacher time.
- The diversity in the educational environment within which teachers and school boards operate and the necessity for flexibility in terms of the allocation of teacher time to accommodate that diversity.
- The influence of locally bargained terms and conditions of employment on availability and allocation of teacher time within the school division.
- The circumstances and manner in which policies established by school boards can or should be able to impact the time required to be expended by a teacher on carrying out their professional responsibilities.
- The mechanisms used in other jurisdictions to address similar issues.
- The work done by the Joint Committee on Student and Teacher Time.

It called for a report, to be issued in January 2016, "... with the objective that recommendations, following the discussions referred to below and where mutually agreed to, will be implemented for the 2016-17 school year."

[The Report will make] ... recommendations, supported by rationale, which address the following questions:

- Are the definitions described above, or some variant on those definitions, appropriate ways of addressing the allocation of teacher time?
- How have, or may, changes to the statutory regulation of the school year and of instructional time affect the allocation of teacher time and any mechanisms to regulate the times teachers may be assigned duties within the above definitions or variants of those definitions?
- In what way can the expected work time for a teacher (aside from provisions already in place such as articles 2.3 and 2.6 of the Provincial Collective Bargaining Agreement) be described and how might maximum teacher time be established and enforced?
- What maximum figures are appropriate?

- What is the appropriate regulatory or collectively bargained mechanism for ensuring that minimums and maximums are incorporated into the annual school calendaring process?
- How can any global statement of the expectations of a teacher be adjusted to accommodate the needs of particular educational situations?
- How could/should variations in locally negotiated terms and conditions of employment that affect the availability or allocation of teacher time be integrated into provincially bargained, uniform provincial salary rates?
- How do such considerations apply to persons working less than full time?
- How might we incorporate other comments or recommendations that, while extending beyond the question of teacher time, arise from the Task Force's work and deserve consideration by the parties?

Task Force Process

The parties appointed the following members to the Task Force:

Chair Andrew C. L. Sims, Q.C.

Members

Clint Repski Assistant Deputy Minister, Ministry of Education

Patrick Maze President, Saskatchewan Teachers' Federation

* Greg Miller Associate Deputy Minister, Ministry of Education

Gerry Craswell Executive Director, Information Management and Support, Ministry of Education

Ronna Pethick Vice-President, Saskatchewan School Boards Association

Ray Morrison Chair, Saskatoon School Division No. 13

* Randy Cline Vice-President, Saskatchewan Teachers' Federation

Michael Gatin Senior Administrative Staff, Saskatchewan Teachers' Federation

Randy Schmaltz ... Senior Administrative Staff, Saskatchewan Teachers' Federation

Leanne White Senior Administrative Staff, Saskatchewan Teachers' Federation

*Incoming STF President Patrick Maze replaced Randy Cline as a member and he also participated as an observer during the May meeting. Assistant Deputy Minister Clint Repski replaced Greg Miller when Mr. Miller took on new duties within government.

The Task Force met in Saskatoon on the following dates:

April 22, 2015

May 19, 2015

June 23 and 24, 2015

July 27, 2015

September 21, 2015

October 8 and 9, 2015

November 20, 2015

December 18, 2015

February 12, 2016

Ms. Brenda Grevna was asked to act as recorder, and the Task Force wishes to express its thanks for her efficiency in carrying out that and other administrative tasks. Leanne White, Gerry Craswell and the chair reviewed minutes of each meeting prior to their circulation.

The Letter of Understanding called for two interim reports, the first of which was published on June 29, 2015, and the second on November 16, 2015.

Current Statutory Framework

Teachers have a form of “dual-status” employment. They are professional teachers as described in *The Education Act, 1995*, with the benefits, protections, duties and responsibilities that status entails. They are also local school board employees, governed by their contracts of hire and by the terms established in both the provincial collective bargaining agreement and their particular local agreement. Section 237 of the Act establishes the scope of bargaining for the respective committees. The provincial committees:

- (1)(a) shall bargain collectively with respect to:
 - (i) salaries of teachers;
 - (ii) allowances for principals and vice-principals;
 - (iii) superannuation of teachers;
 - (iv) group life insurance for teachers;
 - (v) criteria respecting the designation of persons as not being teachers within the meaning of any provision of this Act pertaining to collective bargaining;
 - (vi) the duration of a provincial agreement;
 - (vii) sick leave for teachers;
 - (viii) any other matters that may be ancillary or incidental to any of the matters mentioned in subclauses (i) to (vii) or that may be necessary to their implementation;
- (b) may bargain collectively with respect to matters other than those mentioned in clause (2)(a).

The local bargaining committees:

- (2)(a) shall bargain collectively with respect to:
 - (i) sabbatical leave for teachers;
 - (ii) educational leave for teachers;
 - (iii) salaries for substitute teachers;
 - (iv) the duration of a local agreement;
 - (v) pay periods for teachers;
 - (vi) special allowances for teachers;
- (b) may bargain collectively with respect to matters other than those mentioned in clause (1)(a).

Section 237(6) excludes certain matters from bargaining at either level.

- (6) No collective bargaining agreement is to contain terms regulating the selection of teachers, the courses of study, the program of studies or the professional methods and techniques employed by teachers.

This split between statutory and collective agreement provisions appropriately leads to collective agreements written in terms that reflect their statutory backdrop and being interpreted in ways consistent with the Act.

Over the last few years, the legislature has changed certain of the Act's provisions and moved others from the Act itself into regulations.³

When statutory provisions change, questions arise about whether the collectively bargained provisions need to change, perhaps to fill a void, to restate assumptions or to adapt to new circumstances. Some of the issues over teacher time raised during the last round of bargaining arose partly because of fears engendered by such changes to statutory terms. The Task Force began its work by reviewing current legislative provisions and the changes that preceded them. However, recommendations for the future need to start with current legislation, not assumptions carried over from legislation since repealed.

The Task Force examined the terms used in other jurisdictions to deal with similar issues, but found them of modest assistance because, in each case, they formed but one part of a larger statutory framework, unique to each province. It proved more productive to continue to craft terms suitable for Saskatchewan's own legislative and collectively bargained arrangements.

Most of the significant legislative changes did not so much involve teacher time as student time. The school year, the school day and other provisions defining when schools should operate were assumed to place restraints, and often in practice do place restraints, on when teachers are required to work, because so many teaching activities are tied to the times students are in school. The emerging complexities of schools and of teachers' duties have, if not broken, at least altered any assumed direct link between teacher time and student time or the school day. Nonetheless, when the regulations changed, concerns were raised and became significant in bargaining. One change in particular proved influential due to an apparently unintended effect. School boards had a mandate to provide a set number of student instructional hours. When the start of the school year was moved until after Labour Day, those hours had to be accomplished in a truncated calendar period, leading some school boards to extend the length of the school day.

The Task Force reviewed in detail the most significant provisions governing school operations and student instructional time, which are as follows.

Section 2 in *The Education Act, 1995*, states:

"school day" means a day within a school year:

(a) on which instruction is given to pupils or examinations or other educational activities involving pupils are conducted, and that may include time authorized by a board of education or the conseil scolaire, as the case may be, for the purposes of non-instructional time; or

(b) that is authorized by a board of education or the conseil scolaire, as the case may be, for the purposes of non-instructional time;

"school year" means the period commencing on July 1 in one calendar year and ending on June 30 in the next calendar year;

Section 163 of the Act gives a more particular definition for the school year:

163(1) In this section, "instructional day" means a day within a school year on which instruction is given to pupils or on which examinations or other educational activities involving pupils are conducted.

³ Regulations are passed by the Lieutenant Governor in Council and approved by cabinet subject to their authority within the Act to do so. The regulations are contained in *The Education Regulations, 2015*.

(2) A school year consists of 200 school days, but for any school year the minister may, by order, determine any lesser number of school days that the minister considers advisable.

(3) Unless the order specifies otherwise, an order made pursuant to subsection (2) remains in effect for subsequent school years until it is repealed.

(4) Subject to the regulations and to subsections (4.1) and (6), every board of education and the conseil scolaire shall determine:

- (a) the opening date and closing date of its schools;
- (b) school hours of operation; and
- (c) the schedule of operation for a school year and for any term, semester or other period of a school year, as the case may be.

(4.1) For any school year in which Labour Day occurs on or after September 5, the minister may, by order, set a date in September that is earlier than Labour Day as the first instructional day for the school year.

(5) In the absence of a minister's order pursuant to subsection (4.1), the earliest day that a board of education or the conseil scolaire may set as the first instructional day in a school year is the first day following Labour Day.

(6) The latest day that a board of education or the conseil scolaire may set as the last instructional day in a school year is June 30.

Section 370(1) of the Act empowers the Lieutenant Governor in Council to make regulations for a variety of subjects including the ability to define words or expressions used in the Act. Section 370 allows regulations:

(mm.6) for the purposes of section 163, prescribing matters respecting the school year, including:

- (i) prescribing general school hours of operation, and prescribing acceptable variations of those hours;
- (ii) prescribing the general schedule of operation for a school year;
- (iii) prescribing the amount of instructional time required in a school year;
- (iv) prescribing the type of activities that constitute instructional and non-instructional time;
- (v) prescribing the minutes in each school day that are to constitute a recess period;
- (vi) prescribing days as school holidays;
- (vii) prescribing vacation periods;
- (viii) prescribing notification requirements pursuant to which a board of education or the conseil scolaire shall notify its employees, trustees, parents and pupils, and the minister in the prescribed circumstances, of various matters respecting the school year;
- (ix) authorizing the minister to determine any of the matters set out in subclauses (i) to (viii);

(nn) respecting any matter or thing that the Lieutenant Governor in Council considers necessary or advisable to carry out the purpose and intent of this Act;

(oo) prescribing or governing any other matter or thing required or authorized by this act to be prescribed or governed in the regulations.

These regulation-making powers describe what can be prescribed or amended without the necessity of a change to the Act itself, although with provincial cabinet approval and in accordance with legislated procedures for due process and consultation. Assigning such matters to regulation, of course, may make them appear less secure to some than would be the case if the rules were in the Act itself, but this difference is essentially a question of the time it takes to make changes.

The specific regulations concerning student instructional times are:

School day

27(1) A school day shall consist of not less than five hours of:

- (a) instructional time;
- (b) non-instructional time; or
- (c) a combination of instructional time and non-instructional time.

(2) Each school day on which instruction is given to pupils must include:

- (a) a recess period of 15 minutes, or break periods amounting to 15 minutes, in each the morning and the afternoon; or
- (b) a recess period or break periods amounting to 30 minutes.

School year

28(1) In each school year, every board of education and the conseil scolaire shall provide at least:

- (a) 950 hours of instructional time for grades 1 to 12; and
- (b) 475 hours of instructional time for kindergarten.

(2) Subject to subsection (1), a board of education or the conseil scolaire may allow for fewer than five school days in a week.

Other regulations carve out certain statutory holidays like Christmas and spring break, and set a minimum period of six weeks for summer vacation. Primarily for the purposes of regulating the students' educational experience, the regulations set out two definitions:

Instructional time

25 Instructional time is any time in which pupils of a school are in attendance and under teacher supervision for the purpose of receiving instruction in an educational program, including work experience programs, parent-teacher-pupil conferences, examinations, and other learning activities provided by the board of education or conseil scolaire.

Non-instructional time

26 Non-instructional time is any time:

- (a) when pupils of a school are not in attendance but teachers are present at the school or at another site agreed to by the board of education or conseil scolaire; or
- (b) when teachers are present at the school and pupils of the school are in attendance at school but are not receiving instruction in an educational program.

This definition of non-instructional time serves to include such days in the calculation of the school year.

For the discussion that follows, it will be important to recognize the breadth of a teacher's professional responsibilities defined in Section 231 of the Act.

231(1) A teacher is responsible, in co-operation with staff colleagues and administrative authorities, for:

- (a) advancing the educational standards and efficiency of the school;
- (b) participating in educational planning by the staff and the board of education or the conseil scolaire; and
- (c) advancing his or her personal professional competence.

(2) A teacher shall:

- (a) diligently and faithfully teach the pupils in the educational program assigned by the principal;
- (b) plan and organize the learning activities of the class with due regard for the individual differences and needs of the pupils;
- (c) co-operate with colleagues and associates in program development and teaching activities pertaining to the class and individual pupils;
- (d) maintain, in co-operation with colleagues and with the principal, good order and general discipline in the classroom and on school premises;
- (e) conduct and manage assigned functions in the instructional program in accordance with the educational policies of the board of education or the conseil scolaire and the applicable regulations;
- (f) keep a record of attendance of the pupils for statistical purposes in the form that the department may prescribe or in any other form that may be recommended by the principal and approved by the minister;
- (g) report regularly, in accordance with policies of the school approved by the board of education or the conseil scolaire to the parent or guardian of each pupil with respect to progress and any circumstances or conditions that may be of mutual interest and concern to the teacher and the parent or guardian;
- (h) participate, under the leadership of the principal, in developing cooperation and co-ordination of effort and activities of members of the staff in accomplishing the objectives of the school;
- (i) exclude any pupil from the class for overt opposition to the teacher's authority or other gross misconduct and, by the conclusion of that day, report in writing to the principal the circumstances of that exclusion;
- (j) furnish, on request, to the board of education or the conseil scolaire, the director, the principal or the minister, any data or information in the teacher's possession respecting anything connected with the operation of the school or in any way affecting its interests or well-being;
- (k) deliver up any school records or other school property or property of the school division or conseil scolaire in the teacher's possession when leaving the employment of the board of education or the conseil scolaire or when requested in writing by the board of education or the conseil scolaire to do so;
- (l) exclude from the teacher's classroom any pupil suspected to be suffering from, or of being convalescent from or in contact with, a communicable disease and immediately report that exclusion to the principal who shall give notification of the exclusion and the reasons for it to the medical health officer;

(m) re-admit to the classroom, on production of a written certificate from the medical health officer, any pupil who has been excluded pursuant to clause (l);

(n) co-operate with the colleges of education of the universities in the education and training of teachers in accordance with the regulations and any policies of the board of education or the conseil scolaire with respect to access to the school and its facilities for that purpose;

(o) attend regularly all meetings of the staff convened by the principal or the director;

(p) advance or promote pupils in their work in accordance with the promotion policies of the school and under the general supervision of the principal; and

(q) co-operate with supervisors, consultants and other personnel, and undertake personal initiatives in activities intended or designed to enhance in-service professional growth and the development of professional competence and status.

The Intensification of the Teacher Workload

The Task Force, throughout its deliberations, has remained acutely aware that the demands on teachers' time involve a qualitative as well as a quantitative dimension. There is the time devoted to tasks and then there is the intensity of the tasks themselves. The Task Force discussed the report, *Understanding and Exploration of Teacher Time and Workload Intensification: Final Report of the Joint Committee*. That tripartite Committee provided recommendations that have influenced this Task Force's work. Indeed, their first recommendation made direct reference to our mandate.

Recommendation 1. Deliberation to resolve the outstanding teacher time issues continues through an alternate process that will result in formalized agreement on teacher time.

Key Actions:

- Establish an appropriate alternate process to address the quantity of time issue.
- Define scope and timeline.
- Establish formalized agreement and enact change.

Their third recommendation was also significant.

Recommendation 3. Every school division will have a calendar development policy and process that is based on the best practices, principles and processes, and includes consultations with teachers, students, parents, support staff, school community councils or the broader community into the school calendar.

Key Actions:

- Use practices set out in the Good Practices and Dispute Resolution report; review the current approach and implement the revised process.
- Communicate process to school community.
- Implement for 2016-17 calendar development.

It became readily apparent that each school board's calendaring development process is crucial to, and profoundly affected by, questions concerning assigned teacher time. Calendaring establishes, in a fairly concrete way, when and how assigned time will be employed. It is the process during which most choices between different time allocations have to be made. Calendar development must, with a finite number of available teachers, accommodate all the statutory requirements for the education of students, all locally agreed upon non-instructional assigned time commitments and much of the other work assigned to teachers.

The degree and quality of any consultations involved in the calendar development process influences the level of understanding and acceptance, by teachers, of the tasks they are assigned to undertake.

The focus of this Task Force has been on quantitative issues, rather than duplicating the work on qualitative issues already undertaken by that Committee. Five members of that Committee also served on this Task Force. They emphasized several points about the relationship of the work of the two bodies.

First, members emphasized the significant diversity of experience within the province. That is the subject of the next section. That diversity includes the variety of consultative practices and processes between local associations and locally elected school boards.

Second, given the progress of bargaining and the emphasis the STF gave to the quantity of teacher time (including its potential relation to compensation), that Committee decided to focus more of its efforts on the intensification of the teaching experience. While it developed draft definitions and made Recommendation 1, its work on the topic was essentially deferred to this Task Force.

Third, there is no really firm boundary between the quantity of teacher time and its quality and intensification. Additional assigned time that demonstrably improves the overall teaching experience and the quality of education for students creates less concern than additional work that is not perceived to have that result. According to teachers' representatives, part of the reason why teachers express concerns about both time and intensity of assigned non-classroom activities arises from lack of consultation, skepticism, or failure to buy in to some assigned activities. Simply adding more time to the school day does not translate into better teaching and learning experiences.

School boards offer another perspective, maintaining the right and responsibility to assign such activities as they feel are necessary and appropriate to achieve quality education. There may well be differing views on what is necessary, or of the highest priority, but calendaring decisions cannot always await unanimity, and at times decisions simply need to be made. Similarly, an initiative which requires teacher time to unfold, and which a school board believes is necessary, can be undertaken without a requirement for prior teacher approval.

Mixed views were expressed within the Task Force as to progress to date on the Joint Committee's recommendations. Beyond reflecting those mixed views, the Task Force will leave it to the parties to address such matters, involving the intensity of teacher time, directly and between themselves.

Diversity

Teaching is a diverse profession. Saskatchewan is a diverse province. School boards are diverse in size and geographical location, and face diverse challenges based on the students and communities they serve. Despite all that, we have been asked to find solutions that will work for all teachers, all school boards and throughout the province. In reality, some solutions that may seem appropriate for one school board may not work for another and vice versa.

Responsibility for the delivery of education in Saskatchewan lies with locally elected school boards. There is a “local autonomy” aspect to this, a clear statutory recognition of the diversity between school divisions and of their right, as a school board but within a statutory framework, to choose options that suit their locale. An important part of the concerns discussed by the Task Force revolve around the tension between the importance of local choice and pressures towards provincewide regulation.

The elimination of the local taxation option has already placed a significant restraint on school boards. The province now funds all school boards. While that funding currently still varies from board to board, some express concern that the homogenization of school board revenues may lead to the standardization of other aspects of education and a resulting reduction in local choice. These concerns are felt not only by school boards, but also by local associations, particularly those who have negotiated more liberal allocations of time towards things like professional development. To the extent limits on assigned time are recommended, they may well require choices as to just which uses of assigned teacher time have the highest priority, and these choices may have to be faced by local associations at the bargaining table as well as by school boards themselves.

Teacher tasks outside the classroom that might be considered “assigned time” can be consumed in a variety of ways. Some local agreements commit the local boards to providing more time for professional development days and other such activities than do others. These are choices made through local collective bargaining, but bargained commitments may create less flexibility for a locale than exist elsewhere when assigning responsibilities within provincially established limits. In other locales, there may be less contractually negotiated assigned time, but more school board or administrative initiatives. Such initiatives may require teachers to undertake specified, but out-of-the-classroom, work to support things like professional development, attending meetings or participating on committees and engaging in other work such as system-wide educational initiatives. By saying this, we do not mean to imply that all these activities fall within the definition of assigned time we recommend below.

The Task Force examined three surveys to obtain a clearer picture of this diversity. First, it considered demands upon assigned teacher time for out-of-the-classroom activities; for example, professional development or preparation time, contained within local collective agreements (often called LINC agreements). It then considered similar demands on teacher time due to school board policies and procedures. This included policies touching on demands such as preparation time, supervision in its various forms and various types of extracurricular activities. These surveys helped inform the discussion as to what activities should be included within any definition of assigned time.

Third, the Task Force reviewed information, for 2014-15 and 2015-16, on the number of instructional days and non-instructional days in school calendars. This same survey showed the number of instructional hours in each school day and thus the total instructional hours in each school year. This assisted the discussion of potential limiting mechanisms and totals, since it gave a clearer view of the range of current practices and helped identify averages and outliers for each parameter.

Frequently, as the Task Force discussed the issues before it, the discussion would lead back to this annual calendar development process. Such processes are decided within each school division, and involve planning and priority setting by the board and its administration, along with varying degrees of consultation and collaboration with teachers and other educational stakeholders.

The Task Force recognizes that the choice of process will not be the same within each jurisdiction and that diversity is appropriate. However, there are common features and best practices that can be shared. The Task Force has come to recognize the value of collaborative and consultative processes with respect to the issue of calendar development and trusts that the process can be carried out in a respectful way, focusing all involved on the best interests of the student beneficiaries of the evolving calendar.

Our discussions suggest that there is diversity in the attitude of, or satisfaction with, the consultation processes between school boards and local associations. Ideally, school divisions would have developed highly collaborative and mutually respectful relationships. We are in no position to evaluate these relationships individually. However, we can suggest that part of the concern over the allocation of teacher time derives from the feeling that, on occasion, there has been a lack of genuine consultation or where, in the view of some teachers, the potential for improvement to the quality of education is not self-evident. That said, it is apparent that this is not solely a question of communication and collaboration; sometimes it simply reflects differing views on educational philosophy or on the right to manage.

One last observation needs to be made about diversity. School boards, while represented by an association, are autonomous entities. The Saskatchewan School Boards Association has no authority to direct boards to follow any particular approach. In different ways the same is true of local teacher organizations with respect to local bargaining. Local choices, by either side, particularly if outside the norm of provincial practice, can and sometimes do create pressures at the provincial bargaining table. These pressures can, in turn, result in consequences for all participants. It gives common interests that, at times, should transcend pure local autonomy.

Central Questions

This report now turns to three central questions.

- If the quantity of assigned teacher time is to be capped or otherwise regulated, how do you define the different aspects of a teacher's work?
- If a cap is to be introduced, what should be capped, and at what level?
- If such caps or regulation is to be accomplished, through what vehicle should it be carried out?

Definitions

Appendix A includes an early attempt by the parties' own Committee to craft definitions that might be used to regulate teacher time. As soon as the Task Force met it began, using this as a starting point, to refine these definitions, based on the concerns and interests of school boards, teachers and the Ministry of Education.

Initially, it was necessary to explore and, to a large degree, separate issues about the definition of teacher time from the related but distinctly different questions of student time.

Teachers are generally (although not exclusively) assigned classroom and other duties while students are in the school. But this is not a one-on-one relationship. Particularly in larger schools and in the higher grades, students experience several different teachers during the school year. Teachers also experience different levels of assigned classroom or student instructional time. The point is that assigned teacher time is not linked, except very indirectly, to the legislative rules governing the amount of instructional time students must receive, whether that be described in days, hours in the day, or by the length of the school year.

In broad terms, during the school year, the time a teacher devotes to their professional tasks falls into three broad categories. The first can colloquially be called classroom time, the time the teacher is assigned to teach students. The second broad category is time the teacher is assigned to carry out other teaching duties, beyond this classroom time, which can involve a variety of teaching-related assignments. This time is distinguished from the next and third category in that the time the teacher devotes to these activities is set by the school or the collective agreement, not by the teacher themselves. The third category involves the teacher's "take-home work," activities like class preparation, marking and other professional duties unregulated as to when and where they must be done, but still a part of the teacher's overall workload worthy of careful consideration when assessing the individual's ability to maintain an appropriate work-life balance.

On top of these three categories, the Task Force would be remiss if it did not recognize the additional personal time many teachers volunteer for those extracurricular sports, cultural or similar activities that can add so much richness to the student experience.

All concerned recognize that teachers are professionals who are not, and do not expect to be, paid by the hour on a punch-in/punch-out time clock basis. Similarly, all recognize that each teacher faces different demands on their time in qualitative as well as quantitative pressures. No one has suggested that teachers' conditions can or should be homogenized or that any departure be made from the common salary grid applicable to all teachers.

Where the pressure for limitations arises is when assigned time, being a combination of classroom duties and other assigned professional duties, reaches a level that, combined with their essential "take-home work," becomes or appears to become inordinately high. The general sense is that some limit placed upon the amount of assigned work by the day, the week or cumulatively over the year would be appropriate, but initial views differed on what such limits might be. The wish for such limits does not seek to diminish, or have "clocked," the "take-home work" that each teacher undertakes. Quite the contrary, in many respects it seeks limits to the amount of assigned hours precisely so that this other work can be done within a reasonable division between a teacher's total working hours and their non-working hours.

In the view of many teachers as expressed to and by their Federation, the volume of assigned but out-of-classroom duties appears to be expanding, and is adding time-consuming responsibilities that spill beyond the confines of a reasonable workday.

In advocating for change in this area, teachers emphasize that the concern of the majority of the profession is the quality of the education they provide students as they pass through their classrooms. Despite, in negotiations, the issue having been presented as a concern about adding unpaid minutes to the school day, it appears the real sources of concern go deeper than that and include the following. They relate to the way pressures have been placed on those responsible for scheduling to achieve the newly enacted minimum 950 student instructional hours within a limited school year. They concern what some view as an increase in less than productive administrative or paperwork duties that do not self-evidently contribute to their view of better teaching outcomes. They concern the unilateral assignment of such duties without consultation and dialogue with the teachers affected. Describing such views is not to validate them, only to identify what sometimes lies behind the push for monetary compensation or regulation in respect to teacher time concerns.

The government's interest is in ensuring that students receive a sufficient number of hours of instruction to give them an appropriate educational experience. There are honest differences of view over the question of "quantity versus quality." That aside, the government's focus is more on student time than on teacher time, and its definitions of instructional time are designed primarily for that purpose. The government's choice to legislate start and end date parameters for the school year serves a slightly different purpose, but again, these provisions are focused on the student experience rather than on teacher time.

School boards and individual schools work on a calendar system, and it is in the putting together of these calendars that these teacher time issues surface. School boards operate within an allocated budget, without the power to raise their own revenues. Scheduling requires:

- Establishing sufficient classes of appropriate size and diversity to meet student and curriculum needs.
- Allocating time or days to meet the requirements of locally bargained collective agreements that result in a need to assign time outside of classroom time.
- Providing sufficient assigned time, beyond classroom time, to achieve what the school board or school wishes to achieve, using teachers assigned to undertake activities outside of the classroom, but not of a "take-home work" nature.
- Achieving all this within the confines of the statutory requirements related to school year and instructional time.

The ability to balance these demands depends on the level of funding available, the number of teachers available, the choices made jointly through local collective bargaining and the choices made as to what non-classroom assigned time is warranted.

The Task Force members spent considerable time debating what definitions would most appropriately describe the concepts that, so far, this report has only referred to loosely. It is in this discussion that the members' substantial experience as school trustees, as teachers, as principals and as administrators at the board or provincial level proved illuminating. There is little current empirical research that analyzes the way a Saskatchewan teacher's workweek unfolds. However, the Task Force examined a 2012 study involving Calgary teachers that provided assistance on this question by breaking down time spent into quite discreet categories.⁴

⁴ *The New Work of Teaching: A Case Study of the Worklife of Calgary Public Teachers*. An ATA Research Update: February 2012.

The Task Force recommends the following definitions be adopted. In anticipation of a recommendation below, they are in the form of contract language. As the Task Force grappled with definitions, it found it helpful to craft not only the basic language, but to accompany that language with explanatory paragraphs of the kind the parties have used in their regular companion piece to their Provincial Collective Bargaining Agreement, the *Interpretive Bulletin*. These explanatory notes help explain why the particular definitions are recommended.

1. A teacher's time falls within one of the following three categories:
 - (a) Assigned teacher time.
 - (b) Time spent carrying on the teacher's professional responsibilities as a teacher beyond their assigned teacher time.
 - (c) Voluntary time spent on extracurricular activities and similar matters of benefit to the educational system and students, but extending beyond what the teacher's professional activities require them to do.
2. Assigned teacher time consists of the total of assigned teacher time for direct student instruction and assigned teacher time not involving direct student instruction.
3. Assigned teacher time for direct student instruction will customarily take place during the school day as defined in *The Education Regulations, 2015*, but need not encompass the entire school day thus defined, and may extend beyond the school day.

Explanatory Note: *Item 3 and the recommendations for regulatory change that follow draw a distinction between teacher time, a matter over which teachers and the STF have a particular interest, and the parallel concept of student time, a matter the province regulates in the interests of ensuring appropriate educational standards. While teacher time and student time often span the same time on the clock, they are not the same concepts and need to be defined in a way that provides a clear understanding of the differences between the two.*

Assigned Teacher Time

4.
 - (a) In order to provide for the instruction of students and to administer schools and the programs they offer, the school or the employing school board or conseil scolaire will assign teachers to attend to teaching duties at designated times and places subject to any negotiated or contractual limits.
 - (b) Assigned time occurs within a school year as defined by Section 163 of *The Education Act, 1995*, RSS c. E-0.2 and the regulations thereunder, which includes periods that are considered either instructional time and non-instructional time as defined in sections 25 and 26 of *The Education Regulations, 2015*.
 - (c) Assigned teacher time means the sum of assigned teacher time for direct student instruction and assigned teacher time not involving direct student instruction, each as defined below. Assigned time includes duties assigned by the school board or school as well as duties assigned as a result of collectively bargained provisions.

Explanatory Note: *The concept of assigned time is not intended to adopt a time clock approach for the teaching profession. It is tied into the concept of the annual school calendar. Teachers, as a matter of professional responsibility, are expected to arrive at school sufficiently in advance of their assigned time duties so as to be ready to perform their assigned duties. The same is true at the end of those duties, recognizing that some time is usually needed for conversations with peers, discussion of current events in the school and so on. Fifteen minutes before and*

after the assigned duties might be needed for such activities, but this is conceived of as simply an aspect of a teacher's professional responsibility and not as assigned time for the purpose of the limits on assigned time.

Assigned Teacher Time for Direct Student Instruction

5. Assigned teacher time for direct student instruction is any time in which pupils of a school are in attendance and under the teacher's supervision for the purpose of receiving instruction in an educational program, including work experience programs, parent-teacher-pupil conferences, examinations and other learning activities provided by the board of education or conseil scolaire.

Explanatory Note: *Practically, in the large majority of cases, the teacher's day will be linked to the school day, and assigned time for direct student instruction time will closely parallel the times students will attend which currently range between 5.0 and 5.3 hours per day, varying with the number of school days and related factors.*

Assigned Teacher Time Not Involving Direct Student Instruction

6. (a) Assigned time not involving direct student instruction are those times when a teacher is assigned duties to be undertaken at designated times or places that do not involve direct student instruction and may not involve the presence of students. Such assigned duties include, but are not limited to, system-scheduled staff meetings and professional development or in-service training that are directed and required by the school division, in such a way they are or could reasonably be scheduled as part of the school division calendar, and therefore would be consistent for all teachers in the division.

Explanatory Note: *This definition includes expectations that are common for all teachers, though these may vary from teacher to teacher. Assigned time includes non-instructional days; for example, when teachers are expected or required to attend professional development sessions, participate in professional learning communities, school-wide planning days or administrative days (that is, the turnaround days, and those days that usually occur at the beginning or end of the school year). The hours of those days would typically be the number of hours equivalent to an instructional day, but need not be, and could be defined in the school division calendar.*

System-scheduled staff meetings are those times and tasks where staff is expected to participate, regardless of whether a particular day has been specified. For example, staff collectively expected to create a school plan that aligns with the Education Sector Strategic Plan, to be done outside the school day, but at a time or on a date left to their staff's discretion, would be included.

If a division provides early release time for staff meetings, that time would be included. If there is an expectation that a set amount of time outside the normal instructional day be devoted to the continuation of the staff meeting, that too would be included. If a division directs teachers to participate, for example, in 10 hours of required online professional development over the course of the year, this would be included.

Participation in committees as a school representative or participation in optional professional development would not be included.

- (b) Assigned teacher time not involving direct student instruction does not include:
 - (i) Time spent on school-related activities collectively agreed to by staff but not mandated by the school board or conseil scolaire.
 - (ii) Time spent beyond the normal assigned time to attend to unforeseen or emergent circumstances.
 - (iii) Voluntary time as referred to in 1(c) above.
 - (iv) Staff meetings to address non-system directed issues except when release time is given for the purpose of that meeting.

Explanatory Note: Items 6(b)(i) and 6(b)(ii) recognize that circumstances arise in the life of every school that require attention. Item (i) addresses staff-identified needs of the school. Item (ii) is more directed at unexpected needs that arise due to unforeseen circumstances. Examples might include major weather disturbances, busing disruptions, the need to attend to or plan for unanticipated disruptions in the school's regular activities, fire, flood or similar unanticipated events. Item 6(b)(iii) simply makes it clear that voluntary time for things like extracurricular activities does not count towards the assigned time calculations.

Professional Responsibilities of Teachers

- 7.
 - (a) Professional teachers are responsible for meeting those general functions and duties set out in Section 231 of *The Education Act, 1995*, RSS c. E-0.2.
 - (b) Nothing in the definition of assigned teacher time limits a teacher's obligation to discharge their professional responsibilities through a combination of assigned and non-assigned time.
 - (c) Teachers have discretion, to be exercised reasonably, as to when they carry out their professional responsibilities that extend beyond assigned teacher time. This includes duties where the outcome required of the teacher is mandatory, but the manner in which the teacher devotes their unassigned time to achieve that outcome is subject to the teacher's discretion.

Explanatory Note: Supervision of students during recess or break periods is considered to be a part of the teachers' professional responsibilities and therefore is not considered to be assigned time.

- 8. Nothing in these recommendations affect the duties and responsibilities of teachers who are:
 - (a) Principals, vice-principals and assistant principals with duties assigned in accordance with Section 175 of *The Education Act, 1995*.
 - (b) Co-ordinators, consultants and other employees who are in receipt of a special allowance.

Limits on Assigned Teacher Time

The Task Force considered a variety of ways to describe a reasonable limit on assigned teacher time based on the definitions previously set out. It considered options that placed some of those limits in regulations, and options that used only agreement terms. It weighed the possibility of adding a daily limit, but found that too restricting given the special situation of a number of schools with unique scheduling requirements, either now or in the future. These involved diverse issues such as student transportation, the schedules of non-teaching staff, special needs communities, the possibility of four-day weeks with extended hours during those four days, and so on. Ultimately, it concluded that the most flexible and practical cap would be to use a global figure within the school year. Various numbers were discussed as definitions developed, and then reassessed once final recommended definitions were adopted.

The figure of 1,044 hours is informed by the survey of the length of day and teaching days currently in use throughout the province, along with the current experience with negotiated and school board-directed assigned teacher time, recognizing, in both instances, that outliers exist. It is a figure that can be easily pro-rated for less than full-time employment. It was thought this figure was appropriate to avoid any need to reopen some local agreements. Currently, while the school year may be set at no more than 200 days, 197 days is specified. A total assigned hours cap is sufficiently flexible to still apply even if the specified number of days changes. In contract terms, this recommendation reads:

9.
 - (a) The school year for teachers shall not exceed the number of school days specified in *The Education Act, 1995* and *The Education Regulations, 2015*.
 - (b) A teacher's assigned time shall not exceed 1,044 hours within the school year.
 - (c) Annual school calendars shall be designed, and Ministry of Education review shall ensure, that calendars can operate within the assigned teacher time limits referred to in (b).
 - (d) Any remedy for exceeding the maximum teacher time shall be through the granting of compensatory hours at a future date and not by way of additional wages or overtime, except where sections 2.3 and 2.6 of the Provincial Collective Bargaining Agreement apply.

Explanatory Note: Teachers who voluntarily accept additional responsibilities beyond those described in Section 231 of *The Education Act, 1995*, do so outside of their regular assigned time. Examples of this include field trips and student experiences beyond the classroom.

Tools for Regulating Assigned Teacher Time

The Task Force considered three primary options for regulating assigned teacher time. They are, in summary:

Legislative Option

Amending *The Education Act, 1995*, or *The Education Regulations, 2015*, to define, and place limits on, assigned teacher time.

Collective Agreement Option

Adding terms to the collective agreement, or adding a letter of understanding to the collective agreement, with or without an expiry date, to define and place limits on assigned teacher time.

Hybrid Option

Using a legislative option, but in addition entering into an agreement or letter of understanding between the STF and the Government of Saskatchewan that the legislative or regulatory changes made to regulate assigned teacher time would not be changed – either without prior consultation, or until after an opportunity to address the issue through collective bargaining.

Each approach offers advantages and disadvantages, which the Task Force considered. Any one of these approaches could be used in conjunction with the definitions the Task Force believes are appropriate. The differences between the options relate to factors like flexibility, permanence and enforceability.

Legislative Option

Some might see the legislative option as the most secure, in that legislation is harder to change and not subject to the vagaries of periodic collective bargaining. However, that is less so now that most of the more specific matters are dealt with by regulation rather than as part of the Act itself. While regulatory change still requires that processes be followed, it does not require an act of the legislature.

The legislative approach has the disadvantage of perpetuating any past confusion. This has been between, on the one hand, legislation passed in the public interest to ensure what the government views to be an appropriate level of student instruction, and on the other, protection for teachers in terms of the time they must devote to carry out that student instruction. “Teacher time” and “student time” are simply not the same things.

By and large, terms and conditions of employment for teachers, except for their professional responsibilities and status as members of the teaching profession, have been dealt with by collective bargaining rather than by direct legislation. That is the case both in Saskatchewan as well as in the other jurisdictions the Task Force examined.

Legislative rules lack the enforcement methods contained in a collective agreement. While the Task Force has, throughout, favoured “prevention and pre-planning” over “enforcement and remedies,” legislation still leaves unanswered the question of what happens if a school board’s scheduling is, or is argued to be, contrary to that legislation. Collective agreements more readily provide an answer than do legislation or regulations.

The Task Force considered in some detail the possibility of assigning to the Ministry of Education the task of auditing proposed calendars for compliance with potential statutory rules. This presented a series of logistical difficulties that ultimately led to a rejection of that as a potential solution. Such a process would be insufficiently sensitive to local school differences and school board choices.

Legislative solutions are unilateral in nature. Ultimately, despite any commitment to consultation, it is government’s prerogative to change regulations and the legislature’s prerogative to change the Act. No formal school board or STF consent is required for either process. It is this reality that led to the examination of a hybrid approach discussed later.

Collective Agreement Option

This option would involve implementing the Task Force’s recommendations by a decision of the provincial negotiating committees; these are the parties with the authority to agree to amendments to the collective agreement.

A collective agreement is a form of contract, but it is also an educational tool that school boards, teachers and administrators use in order to understand the parameters within which they operate. It is a guide for operating as well as a contract that, if broken, yields a remedy. This is particularly true of the format within which the Teachers’ Bargaining Committee and the Government-Trustee Bargaining Committee have customarily published their collective agreement. In addition to the text of the agreement, they have regularly agreed upon and published a companion document called an Interpretive Bulletin to summarize and clarify the language in the main document. This approach is partly responsible for the very low number of grievances

and even lower number of arbitrations on the meaning of the Provincial Collective Bargaining Agreement than is experienced in most other jurisdictions. Again, it reinforces the role the agreement plays as a guide to practice, as opposed to simply a remedial tool.

An expressed concern about the collective agreement option is that collective agreement terms, once negotiated, may prove difficult to change or remove. That is true, to the extent such changes require consensus. That said, unless this issue is resolved in a way that is mutually acceptable now, it is certain to re-emerge in collective bargaining again and again, making future agreements more difficult to resolve. It is simply an issue unlikely to disappear. Complex issues, resolved under pressure in the heat of a dispute, rarely receive the detailed attention they need.

A second concern over the collective agreement option is that it might generate a series of individual grievances with individuals alleging non-compliance with the agreed-upon limits or definitions as they apply to the teacher's individual situation. The Task Force's recommendations include provisions to lessen that concern. The overriding purpose of the recommendations advanced is preventative, to provide a common standard that can be used in preparing school calendars that respect the specified limits on assigned teacher time. The definitions are written, as are the explanatory notes, to accommodate unexpected events. The remedy for any individual would be in the form of future time off, rather than damages. The record of the parties dealing effectively with grievances without arbitration is encouraging.

Hybrid Option

A technique used in the past to create a bridge between legislative provisions and contractual protection is for the government to agree, in a letter of understanding or "comfort letter" of some type, not to alter legislative provisions until a certain time, without consultation, without consent or some similar contingency. The current Provincial Collective Bargaining Agreement contains an example of this technique.

13.1 Protection of Classification

The Government of Saskatchewan agrees that the effective date of any amendments to Saskatchewan Regulation Chapter E-0.2 Reg. 11 effective May 6, 2002 under *The Education Act, 1995*, respecting the classification of teachers shall not fall within the term of this Agreement.

After considering this option, the Task Force's view was that it offered little advantage over the collective agreement approach.

Basic Conclusion

Having assessed these three basic approaches, it is the recommendation of the Task Force, as set out later, that the collective agreement option provides the most appropriate vehicle for adopting the processes and definitions we recommend. Appendix B sets out suitable language, in agreement format, but subject to renumbering, for inclusion in the current collective agreement. It is language that has built upon the previous work done collaboratively by the parties and represents the Task Force's best collective judgment, after months of careful study, of an appropriate balance of interests for the future.

Concluding Observations

This has been a difficult issue for the members of the Task Force to address. The Conciliation Board recommending this process did so in the expressed belief that these issues are both urgent and complex. The Task Force's experience reinforces that view. As our comments on diversity reflect, what may appear as easy solutions from one perspective too often raise difficulties from another.

Some may say the definitions and the limits proposed do not provide them with more than they have now, and perhaps less. However, in other locales the situation will be quite different. There is no one ideal solution that can satisfy every interest or demand. The recommendations establish what the Task Force views as a reasonable and achievable expectation of teachers backed up with a reasonable limit on assigned teacher time based on the best definitions of that concept we were able to craft.

The ultimate goal for the province, the school boards, the Saskatchewan Teachers' Federation and the large majority of the teachers it represents is the quality of student education. Nothing in these recommendations is meant to encourage the view that a teacher's professional responsibility is to be gauged by and compensated solely on the basis of "hours on the clock." The definitions proposed recognize what in the large majority of cases is the reality: that teachers spend significant amounts of unregulated, "unassigned" time carrying out their professional responsibilities in the broad sense that they are defined by the Act. They do so without that time being "assigned," but it is nonetheless time devoted to the educational needs of those students. This is in addition to the substantial contributions made by many through volunteer and extracurricular activities that, without remuneration or compensation, enhance the lives of so many students.

The role of school boards is a difficult one. They must provide first-rate education with limited resources and competing calls on those resources they do have. Negotiated limits on assigned time will, at times, require that choices be made, and priorities established as to which uses of assigned time hold the highest priority. The alternative of an unrestrained ability to assign teacher time beyond reasonable limits has the potential to create powerful collective bargaining demands for additional compensation, or to create dissatisfaction that, while ensuring that "assigned time" work is carried out, it is at the expense of the enthusiastic performance of broader professional responsibilities. The Task Force has no wish to see teachers disengage; engagement is an essential feature of successful teaching. No two teachers are the same, and the schools in which they work are each unique. We urge school boards and teachers alike to accept the parameters recommended in this report as reflecting a reasonable balance between their respective interests.

The Task Force also urges the parties to move forward expeditiously with these recommendations so they can, as anticipated, be implemented for the 2016-17 school year. Furthermore, the Task Force recommends that in situations where a decrease or an increase to teacher assigned time is contemplated or necessitated as a result of the recommendations advanced by this Task Force, such changes be addressed collaboratively at the local level and, if necessary, negotiated, so as to minimize the perception of wins or losses on the part of school boards and teachers.

There is a very strong and shared interest, among the stakeholder groups represented on the Task Force, in maintaining and improving the quality of education. They represent different interests, but they are interests all directed at a shared purpose. They are interests the Task Force has sought to balance, but without undermining those positive relationships that already exist. Striking a balance between their competing interests and views is ultimately better for education than leaving those competing perspectives unresolved.

One significant interest is that of the public at large. There are public expectations and government must allocate scarce resources among competing demands for public services. The Task Force mandate gives us no part in that debate. However, unresolved differences of view over the questions we have addressed can and often do present themselves both to the public at large and at the bargaining table in ways that can be unpredictable. We hope that by taking time to work through these issues, the public interest will be served in a more considered way than is possible in the heat of the moment during a labour dispute.

Recommendations

Having completed its consultation, the Task Force makes the following recommendations:

1. That the Teachers' Bargaining Committee of the Saskatchewan Teachers' Federation and the Government-Trustee Bargaining Committee convene forthwith on receipt of this report and enter into an agreement to revise the current collective agreement to include the provisions governing teacher time set out in Appendix B to this report, which consolidates the terms and conditions previously discussed. Further, those committees should agree to include in their Interpretive Bulletin, or some similar document, the explanatory notes included within the suggested collective agreement terms.
2. That the educational partners undertake a joint communication strategy to communicate these recommendations and the implications of these recommendations to all stakeholders.

Postscript by the Chair

It has been my privilege, after chairing the Conciliation Board that recommended this Task Force, to act as its chair and see its work come to a conclusion. I wish to thank my colleagues on the Task Force for their dedicated work, insights and frankness during this process. Each, as the appointee of a significant stakeholder, has had a difficult and delicate role to play. They served not simply as spokespersons for their appointers, but as individuals with a wealth of experience to share on these topics. They had to serve as ambassadors to and from their appointing communities. As such, they each skillfully and sometimes forcefully brought forward the interests of their appointers, but equally they worked together to find ways to come to mutually acceptable recommendations.

I also wish to thank, personally and on behalf of the Task Force, Ms. Grevna for her most efficient administrative support, and those persons, within each of the stakeholder groups, who provided backup services, documentation and research to support the Task Force's activity.

All involved showed a passion for high-quality education that infused and transcended differences of opinion and perspective.

This is the unanimous report and recommendations of the members of the Task Force, signed at the members' request by the chairperson on behalf of the full Task Force.

Dated at Saskatoon, Saskatchewan this 19th day of February, 2016.

A handwritten signature in black ink, appearing to read 'A. C. L. Sims', written over a horizontal line.

Andrew C. L. Sims Q.C., Chairperson

Appendix A

Letter of Understanding

Between:

The Saskatchewan Teachers' Federation

- and -

The Saskatchewan School Boards Association and the Government of Saskatchewan

as represented by the Minister of Education

Terms Used

"Education Act" means *The Education Act, 1995* S.S. 1995, c E-0.2.

"Education Regulations" means the *Education Regulations 1986*, as passed under the Education Act in the form in force on November 1st, 2014.

"Minister" and *"Ministry"* respectively mean the Minister of Education responsible for the Education Act and the Department of Education.

"Statutory" and *"statutory conditions"* include the provisions of the Education Act as well as the Regulations passed under the Education Act.

"School Board" includes school boards and conseils scolaires.

"SSBA" means the Saskatchewan School Boards Association.

"STF" means the Saskatchewan Teachers' Federation.

The Issues

Provincial teacher collective bargaining yields, among other things, an annual pay rate for full-time teachers and a pro-rated pay rate for part-time teachers. The parties wish to identify a way of expressing, in clear terms, the expectations of a full-time teacher, and by extension a part-time teacher, in terms of the quantity of time a teacher can be assigned work by their employing school board.

The parties wish to identify an effective mechanism to regulate the quantity of time a teacher can be assigned work generally within the definitions used below. That mechanism may include the enactment of appropriate regulatory or statutory terms, collectively bargained terms and conditions of employment, the incorporation by reference of statutory or regulatory terms into collective agreements or some other process or processes.

Starting Assumptions

The STF is the statutory bargaining agent for teachers within the Province of Saskatchewan. The various school boards throughout the Province employ those teachers.

Teachers are the members of a profession. The duties of professional teachers are described in Section 231 of the Education Act and elsewhere, as more fully described below.

Collective bargaining under the Education Act takes place on two levels; certain topics are negotiated with local school boards and others are negotiated provincially.

Terms and conditions for teachers involve a dual aspect. Some are defined by statute or regulation and others arise from these collective agreements.

The Minister of Education is responsible under the Education Act for the establishment of school boards or conseils scolaires, the regulations governing operation of schools, the designation of a school year and the requirements for student learning hours.

Report of the Conciliation Board

School boards are responsible for the operation of the schools within their authority including establishing their own school calendars and hours of operation within the parameters established by the statutory provisions.

Changes in instructional hours, the length and timing of the school year, among other factors, can have an impact on the times and dates on which teachers are scheduled to attend work and to fulfil assigned duties. Locally bargained provisions that affect assigned time but not instructional time may also impact on a school board's scheduling options.

What Has Been Done So Far

Changes were made to the statutory and regulatory environment including provisions for a post-Labour Day start to the school year, the implementation of a minimum of 950 instructional hours for students, and the removal of start and end times for the school day.

In collective bargaining towards a 2013-2017 collective agreement, the parties discussed proposals from the Saskatchewan Teachers' Federation that would provide caps of the daily and yearly teacher time (sometimes referred to as assigned or assignable time, although the term remains undefined) during the term of the collective agreement.

The parties recognized that the issue involves complexities as a result of recent regulatory changes, the diversity of school boards-local teacher collective agreements, and a lack of clear definitions as to what may be involved in teacher time.

In order to assess these issues, the parties formed a Joint Committee on Student and Teacher Time that met from August 2014 to January 2015. That Committee had a broad mandate which included teacher time, but its report, it is anticipated, will focus on the intensification of teacher work, leaving the question of teacher time remaining to be addressed by the processes described below.

Both parties recognize that there is a need to define certain terms when speaking of the **quantity** of time a teacher expends carrying out their professional duties. They also recognize that there are issues they need to address concerning the **intensity** of a teacher's work; that is, the degree of effort expended within a given time period given the various demands placed upon a teacher in carrying out their duties.

The discreet issue of the quantity of teacher time is of importance to all three parties and requires the additional and high-level consideration provided for by the processes described below.

Preliminary Definitions

The definitions below are agreed to as sufficient to define the issues to be discussed, recognizing that developing final and comprehensive definitions will form an important part of the Task Force's work.

The duties of teachers as set out in Section 231 of the Education Act, in force as of November 1, 2014, describe the professional responsibilities of teachers. Those responsibilities are further defined in *The Teachers' Federation Act, 2006*, in force as of November 1, 2014. Each school board has the authority to determine how these duties will be exercised during periods of teacher time (sometimes referred to as assigned or assignable time, although the terms remain undefined).

Student Instructional Time

Instructional time is any time in which pupils of a school are in attendance and under teacher supervision for the purpose of receiving instruction in an educational program, including work experience programs, parent-teacher-pupil conferences, examinations and other learning activities provided by the board of education or conseil scolaire.

Teacher Assigned Time

Teacher assigned time is the total time of teacher instructional time and teacher non-instructional time.

Teacher Instructional Time

Teacher instructional time is any time within a school year during which teachers are teaching students and includes instructional time as defined in Section 20.4 of the Education Regulations.

Teacher Non-Instructional Time

Teacher non-instructional time is time within a school year, which is defined as non-instructional time in Section 20.5 of the Education Regulations. For greater clarity, teacher non-instructional time would normally include, but is not limited to, classroom transition/hallway/recess supervision (if assigned), staff meetings, professional development or in-service training, administrative tasks, collaborative time, committee work and other professional activities intended to support a teacher in attending to his or her professional teacher responsibilities. These other non-classroom activities may occur in the school or at another approved site. Students may or may not be present. This involves duties where the outcome required of the teacher is mandatory, but the manner in which the teacher assigns their time to achieve that outcome is, within what is reasonable, subject to the teacher's discretion.

Professional Responsibilities of Teachers

It is jointly recognized that the discharge of teachers' professional responsibilities will necessarily extend beyond a teacher's assigned time such that professional teacher responsibilities will be discharged both during and outside of teacher assigned time. Teachers shall have reasonable discretion as to when they carry out their professional responsibilities that extend beyond teacher assigned time.

The Task Force Will Consider:

- The interrelationship of the regulatory control of student and instructional time and the assignment of teacher time.
- The diversity in the educational environments within which teachers and school boards operate and the necessity for flexibility in terms of the allocation of teacher time to accommodate that diversity.
- The influence of locally bargained terms and conditions of employment on availability and allocation of teacher time within the school division.
- The circumstances and manner in which policies established by school boards can or should be able to impact the time required to be expended by a teacher on carrying out their professional responsibilities.
- The mechanisms used in other jurisdictions to address similar issues.
- The work done by the Joint Committee on Student and Teacher Time.

Process

The parties agree to establish, collaborate with, and support a nine-person Task Force to enquire into, seek consensus about, and make recommendations concerning the issues described above.

Membership

The parties will select an independent third party who will chair the process and ensure that this process is followed. The chair will be a person agreed to by the Saskatchewan Teachers' Federation, the Saskatchewan School Boards Association and the Government of Saskatchewan.

The chair will be selected from persons with experience in the issues involved in the education labour relations environment. The chair will need the ability to gain a fulsome understanding of education and school administration and the concerns of teachers in respect to the demands upon their time related to their employee and professional responsibilities. In the event the chair is unable to act, the parties shall forthwith appoint a person to act in that person's stead.

The Task Force shall further consist of four members appointed by the STF, two members appointed by the Government, and two members appointed by the SSBA. In the event a member becomes unwilling or unable to act, the appointing party may appoint a replacement member.

Responsibilities

In undertaking its work, the Task Force shall, as soon as practicable:

- Consult with those parties the Task Force believes to be potentially affected by the issues in question in such a manner as it considers appropriate.
- Assess the data available to assist in the process and assess or commission such additional information and data as may be necessary.
- Issue consultation documents that frame the issues and solicit views as to appropriate solutions.

In addition, the Task Force may commission studies or call on persons with expertise, from the parties or external, to assist the Task Force in its deliberations.

The parties wish to engage in, and to have their selected chair encourage, a collaborative consensus based decision-making process wherever possible. The parties wish the process to be open and transparent. Members may express dissenting views in reports but every effort should first be made to achieve consensus recommendations. In the event consensus is not possible, recommendations shall be made on the basis of a majority vote.

Cost

The parties agree to share equally the expenses of their own members on the Task Force. The Minister will pay the costs and expenses of the chair. Each party may pay for and contribute in-kind support to the Task Force by way of administrative support and a secretariat.

Communications

The Task Force will establish a mechanism for communication with the parties, other stakeholders and the public and will adhere to that protocol. The parties agree to abide by the protocol adopted by the Task Force in the interests of avoiding mixed messages during the Task Force's proceedings.

Time Frame

The parties will appoint their members to the Task Force within 30 days of the coming into force of the new collective agreement.

The selection of the chair will take place within 30 days of the coming into force of the new collective agreement unless extended by the agreement of the parties.

The Task Force will commence its activities as soon as the appointments are complete. The Task Force may issue one or more interim reports if it believes it is appropriate to do so.

The SSBA will forthwith convene a meeting of its member boards and advise them of this process and its role in securing a collective agreement. They will urge the boards not, during the term of the Task Force process, to make unilateral changes to their school calendars and schedules that result in increases to the assigned times of teachers beyond those times currently in effect.

The Task Force will make two interim reports to the parties in writing on the progress it has made towards its objectives; the first in June 2015 and the second in October 2015. The Task Force will issue its final report and recommendations in January 2016 with the objective that recommendations, following the discussions referred to below and where mutually agreed to, will be implemented for the 2016-17 school year.

Expected Outcomes

The parties expect that the Task Force will issue a report that makes recommendations, supported by rationale, which address the following questions:

- Are the definitions described above, or some variant on those definitions, appropriate ways of addressing the allocation of teacher time?
- How have, or may, changes to the statutory regulation of the school year and of instructional time affect the allocation of teacher time and any mechanisms to regulate the times teachers may be assigned duties within the above definitions or variants of those definitions?
- In what way can the expected work time for a teacher (aside from provisions already in place such as Clauses 2.3 and 2.6 of the Provincial Collective Bargaining Agreement) be described and how might maximum teacher time be established and enforced?
- What maximum figures are appropriate?
- What is the appropriate regulatory or collectively bargained mechanism for ensuring that minimums and maximums are incorporated into the annual school calendaring process?
- How can any global statement of the expectations of a teacher be adjusted to accommodate the needs of particular educational situations?
- How could/should variations in locally negotiated terms and conditions of employment that affect the availability or allocation of teacher time be integrated into provincially bargained, uniform, provincial salary rates?

- How do such considerations apply to persons working less than full time?
- How might we incorporate other comments or recommendations that, while extending beyond the question of teacher time, arise from the Task Force's work and deserve consideration by the parties?

If and when the Task Force recommends that the issues under consideration are appropriately addressed through formal discussion between the parties to the collective agreement, they will meet within 60 days of receiving the report, to engage in good-faith discussion to determine the appropriate disposition of the recommendations, including but not limited to regulatory, legislative and collective agreement language. The parties will determine how to implement the recommendations during the term of the agreement.

Appendix B

MEMORANDUM OF AGREEMENT Re: Teacher Assigned Time

The parties to this memorandum agree that effective with the commencement of the 2016-17 school year, the following definitions shall further define the terms of employment for teachers with respect to the issue of teacher time.

1. A teacher's time falls within one of the following three categories:
 - (a) Assigned teacher time.
 - (b) Time spent carrying on the teacher's professional responsibilities as a teacher beyond their assigned teacher time.
 - (c) Voluntary time spent on extracurricular activities and similar matters of benefit to the educational system and students, but extending beyond what the teacher's professional activities require them to do.
2. Assigned teacher time consists of the total of assigned teacher time for direct student instruction and assigned teacher time not involving direct student instruction.
3. Assigned teacher time for direct student instruction will customarily take place during the school day as defined in *The Education Regulations, 2015*, but need not encompass the entire school day thus defined, and may extend beyond the school day.

Assigned Teacher Time

4.
 - (a) In order to provide for the instruction of students and to administer schools and the programs they offer, the school or the employing school board or conseil scolaire will assign teachers to attend to teaching duties at designated times and places subject to any negotiated or contractual limits.
 - (b) Assigned time occurs within a school year as defined by Section 163 of *The Education Act, 1995*, RSS c. E-0.2 and the regulations thereunder, which includes periods that are considered either instructional time and non-instructional time as defined in sections 25 and 26 of *The Education Regulations, 2015*.
 - (c) Assigned teacher time means the sum of assigned teacher time for direct student instruction and assigned teacher time not involving direct student instruction, each as defined below. Assigned time includes duties assigned by the school board or school as well as duties assigned as a result of collectively bargained provisions.

Assigned Teacher Time for Direct Student Instruction

5. Assigned teacher time for direct student instruction is any time in which pupils of a school are in attendance and under the teacher's supervision for the purpose of receiving instruction in an educational program, including work experience programs, parent-teacher-pupil conferences, examinations and other learning activities provided by the board of education or conseil scolaire.

Assigned Teacher Time Not Involving Direct Student Instruction

6. (a) Assigned time not involving direct student instruction are those times when a teacher is assigned duties to be undertaken at designated times or places that do not involve direct student instruction and may not involve the presence of students. Such assigned duties include, but are not limited to, system-scheduled staff meetings and professional development or in-service training that are directed and required by the school division, in such a way they are or could reasonably be scheduled as part of the school division calendar, and therefore would be consistent for all teachers in the division.
- (b) Assigned teacher time not involving direct student instruction does not include:
 - (i) Time spent on school-related activities collectively agreed to by staff but not mandated by the school board or conseil scolaire.
 - (ii) Time spent beyond the normal assigned time to attend to unforeseen or emergent circumstances.
 - (iii) Voluntary time as referred to in 1(c) above.
 - (iv) Staff meetings to address non-system directed issues except when release time is given for the purpose of that meeting.

Professional Responsibilities of Teachers

7. (a) Professional teachers are responsible for meeting those general functions and duties set out in Section 231 of *The Education Act, 1995*, RSS c. E-0.2.
- (b) Nothing in the definition of assigned teacher time limits a teacher's obligation to discharge their professional responsibilities through a combination of assigned and non-assigned time.
- (c) Teachers have discretion, to be exercised reasonably, as to when they carry out their professional responsibilities that extend beyond assigned teacher time. This includes duties where the outcome required of the teacher is mandatory, but the manner in which the teacher devotes their unassigned time to achieve that outcome is subject to the teacher's discretion.
8. Nothing in these recommendations affect the duties and responsibilities of teachers who are:
 - (a) Principals, vice-principals and assistant principals with duties assigned in accordance with Section 175 of *The Education Act, 1995*.
 - (b) Co-ordinators, consultants and other employees who are in receipt of a special allowance.

Agreement

The parties to this memorandum agree that for the purpose of clarifying the relationship between teacher salaries and teacher time the following conditions shall serve to further define the conditions of employment for teachers.

9. (a) The school year for teachers shall not exceed the number of school days specified in *The Education Act, 1995* and *The Education Regulations, 2015*.
- (b) A teacher's assigned time shall not exceed 1,044 hours within the school year.
- (c) Annual school calendars shall be designed, and Ministry of Education review shall ensure, that calendars can operate within the assigned teacher time limits referred to in (b).

- (d) Any remedy for exceeding the maximum teacher time shall be through the granting of compensatory hours at a future date and not by way of additional wages or overtime, except where sections 2.3 and 2.6 of the Provincial Collective Bargaining Agreement apply.

In witness whereof the duly authorized representatives of the parties hereto have set their hands

at _____, Saskatchewan this _____ day of _____, 2016.

Signed on behalf of the Government of
Saskatchewan and the Boards of Education

Signed on behalf of the Teachers of Saskatchewan

AGENDA ITEM

Meeting Date:	April 19, 2016	Agenda Item #:	8.2
Topic:	Staff Satisfaction Improvement Plan		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: For the second year in a row, staff have provided feedback regarding their satisfaction levels as Prairie South Schools employees. Staff report very high levels of satisfaction in nearly all areas, however continued improvement is possible.

Current Status: Survey data has been examined and an improvement plan has been developed.

Pros and Cons:
 Pros: -the Board continues its work on staff engagement in a responsive manner
 Cons: -Not all concerns can be addressed in an improvement plan format

Financial Implications: N/A All survey improvement work will occur within current budget

Governance/Policy Implications:

Legal Implications:

Communications: Once the Board has reviewed the plan, it will be made available to all Prairie South staff members.

Prepared By:	Date:	Attachments:
Tony Baldwin	19 April 2016	Staff Satisfaction Improvement Plan

Recommendation:

That the Board review the information provided.

Staff Satisfaction Improvement Plan March, 2016

Preamble

The Prairie South Schools Board of Education began a staff engagement process in 2014-2015 after findings from a facilitated Board self-evaluation in April of 2014 indicated that there was a need for this. In September 2014, the Board directed school division staff to develop a staff engagement plan, and subsequently, in November 2014, an initial plan was approved by the Board.

The Prairie South Schools staff engagement plan includes a component where the Networking and Advocacy Committee of the Board meets with representatives of employee groups to discuss matters of interest to employees and the Board. In order to develop a data set to inform these discussions, a second component of the plan involves the development of a Staff Satisfaction Survey, where different employee groups can provide information to the Board related to their work.

The second annual Prairie South Schools Staff Satisfaction Survey was jointly developed by representatives from the Canadian Union of Public Employees, the Prairie South Teachers' Association, non-unionized Prairie South employees, and the Board of Education in December 2015. The survey was administered for two weeks beginning on January 3rd, 2016, and data was collated in late January. Discussions in a variety of forums occurred in February and March 2016, and resulted in the development of this improvement plan, which was approved by the Board of Education on April 19th, 2016.

Data Interpretation and Improvement Plan Development

Response to the Prairie South Schools Staff Satisfaction Survey was excellent, with 726 staff members responding to survey questions. In addition to Likert Scale responses, there were 5896 individual comments provided, and the complete data set required 275 printed pages. In the interest of transparency, complete data sets were provided to Laura Connor, PSTA President, Trish Mula, CUPE Local President, Tony Baldwin, Director of Education, and Tim McLeod, Board Vice-Chair.

In order to ensure an appropriate response related to each employee group, the data was subdivided into responses from non-unionized staff, CUPE staff, and PSTA staff. Each data set was analyzed by one group using a standard process led by the Director of Education, with a second round of validity check discussions with representatives of each employee group. Through these discussions, the improvement plan was developed.

Data Source	Data Analysis	Validity Check
OOS Staff	Managers and Superintendents	OOS Staff (Full Group)
PSTA	Networking and Advocacy Board Committee	PSTA SSL Forum
CUPE	School-Based Administrator Leadership Team	CUPE Executive

Out of Scope (OOS) Employees Improvement Plan

Broad Target Area Identified	<p>Question 57: On a scale of 1-4, with 4 being the best, how satisfied are you as an employee of Prairie South School Division?</p> <ul style="list-style-type: none"> • Respondents (n): 48 • Four: 31.3% • Three 52.0% • Two: 12.5% • One: 4.2%
Generalizations from Granular Data	<ul style="list-style-type: none"> • Workplace culture is outstanding – 97% of OOS staff report positive relationships with coworkers • Increase in people happy with physical workplace • Significant increase in Communication in the Division • The areas we worked on last year increased • Possible connection between staff reductions, workload, feeling of being valued, employee satisfaction • Recognition of time outside of the regular workday – staff reductions leading to evening and weekend work • Continues to be some communications challenges – some among departments – input invited but not acted on; some interdepartmental rather than management communication problems • Concern about space to work: desk size and office size • Concern about competitive wages and salaries • Upstairs/downstairs culture question at 9th Avenue office • Communication/Respected/ Valued focus group: How can we improve in these areas? Staff meetings effective? • Universally we are lower in the “Strongly Agree” category • More ups than downs overall • Of 3 staff groups, OOS has most negative change
Improvement Action One (Responsibility)	Establish process for regular wage review for OOS positions (Tony Baldwin, Board Chair and Board Vice-Chair).
Improvement Action Two (Responsibility)	Reconvene leadership group to plan and implement regular information sharing meetings for out-of-scope staff; determine if further improvement is possible (Tony Baldwin and Bernie Girardin).
Improvement Action Three (Responsibility)	Expand payroll office space to relieve space pressure on payroll and accounts payable staff (Darren Baiton).
Measurement Target	The number of OOS Staff who report overall satisfaction levels of either three or four will be 90% or higher.

PSTA Employees Improvement Plan

Broad Target Area Identified	Question 25: In my workplace, I feel... <div> <div> ...Valued (n=378) Strongly Agree: 39.4% Agree 48.9% Disagree: 9.8% Strongly Disagree: 1.9% </div> <div> ...Respected (n=378) Strongly Agree: 42.9% Agree 48.2% Disagree: 6.6% Strongly Disagree: 2.4% </div> <div> ...Included (n=374) Strongly Agree: 36.4% Agree 48.9% Disagree: 12.8% Strongly Disagree: 1.9% </div> </div>		
	Question 26: In the division, I feel... <div> <div> ...Valued (n=378) Strongly Agree: 15.6% Agree 64.8% Disagree: 17.5% Strongly Disagree: 2.1% </div> <div> ...Respected (n=378) Strongly Agree: 16.4% Agree 66.1% Disagree: 15.3% Strongly Disagree: 2.1% </div> <div> ...Included (n=377) Strongly Agree: 11.4% Agree 64.7% Disagree: 21.8% Strongly Disagree: 2.1% </div> </div>		
Generalizations from Granular Data	<ul style="list-style-type: none"> • In most categories, the majority of PSTA members are highly satisfied; several questions have satisfaction levels in excess of 90% • Very significant gains in effective division communication were made in the last year • Positive change happened in most (12/15) categories in the past year • Feelings of inclusion lag feelings of respect and value in the workplace and in the division • Significant numbers of PSTA members recognize the importance of effective school-based leadership; comments are either quite positive or quite negative • Several references exist to cliques or powerful groups of teachers that exclude other teachers from school-level decision-making • Student behavior impacts PSTA members' sense of being under-valued • Opportunities and processes related to teacher transfer are an issue 		
Improvement Action One (Responsibility)	Continue with school-wide behaviour intervention project inservices and implementation (Lori Meyer).		
Improvement Action Two (Responsibility)	Co-create with PSTA members clear processes related to teacher transfer from one Prairie South School to another (Board Committee, Ryan Boughen, Diana Welter, Tony Baldwin).		
Improvement Action Three (Responsibility)	Review survey data with principals and vice-principals, and investigate options to provide peer mentorship opportunities for school-based administrators (Superintendents of Operations).		
Measurement Target	The number of PSTA Staff who report either Agree or Strongly Agree to "In my workplace, I feel valued, respected, and included" and "In the division, I feel valued, respected, and included (6 measures) will average 90% or more.		

CUPE Employees Improvement Plan

Broad Target Area Identified	Question 5: In my workplace, I feel...		
	...Valued (n=214) Strongly Agree: 31.8% Agree 55.1% Disagree: 10.8% Strongly Disagree: 2.3%	...Respected (n=213) Strongly Agree: 31.5% Agree 56.3% Disagree: 9.9% Strongly Disagree: 2.4%	...Included (n=211) Strongly Agree: 23.2% Agree 57.4% Disagree: 16.6% Strongly Disagree: 2.8%
Generalizations from Granular Data	<ul style="list-style-type: none"> • CUPE satisfaction has improved the most of the three staff groups in the past year. • Positive gains exist in most categories (13/15) however overall satisfaction is down • CUPE work/life balance is positive • Relationship with supervisors has improved in the past year – more than 90% agree or strongly agree • More than half of CUPE staff are not involved in staff meetings • Significant majority of people are happy as PSS employees • Lots to celebrate • Specific concerns with facility operator inclusion and school assistant job security 		
Improvement Action One (Responsibility)	Implement school-based administrator meeting sessions on roles and core functions of CUPE staff, school-level communication strategies, authentic partnerships with teaching staff (Tony Baldwin).		
Improvement Action Two (Responsibility)	Collaborate with CUPE Executive to reframe Staff Appreciation Week in such a way that attention is drawn to the diversity of roles of CUPE members (Networking and Advocacy Committee – Shawn Davidson).		
Improvement Action Three (Responsibility)	Continue with CUPE member collaboration related to PD options during optional division PD opportunities. Incorporate sessions on behavior management and respectful student interactions (Diana Welter).		
Measurement Target	The number of CUPE Staff who report either Agree or Strongly Agree to “In my workplace, I feel valued, respected, and included” (3 measures) will average 90% or more.		

AGENDA ITEM

Meeting Date:	19 April 2016	Agenda Item #:	8.3
Topic:	Sarina Bell Correspondence		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: Sarina Bell has concerns about a Moose Jaw Times Herald article

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	19 April 2016	Sarina Bell correspondence

Recommendation:

That the Board review the information provided.

Gravelbourg Elementary School Community Council
Box 930
Gravelbourg, SK. S0H 1X0

February 26, 2016

Prairie South School Division
1075 – 9th Ave. N.W.
Moose Jaw, SK. S6H 1V7

Dear Board Members:

We are writing in regards to a recent article in the Moose Jaw Times Herald which stated that Prairie South School Division voted in favor to consider adding WiFi accessibility on school buses (published on Feb. 3, 2016). As parents and teachers, we question the necessity of this service and are concerned that it would not be used for the purpose it was intended (i.e. allowing students the opportunity to do homework while riding the bus). It would be impossible for the bus drivers to monitor what was being viewed; and, we do not feel that children having Internet access in a completely unmonitored environment should be supported.

We feel that the money potentially allocated to providing WiFi on school buses within the district could be put to better use toward relevant educational opportunities for our children. We ask that you take our concerns into consideration and that you allow parents/guardians the chance to express any thoughts or opinions on this matter before taking further action.

Thank you for your time in consideration of this matter.

Sincerely,



Sarina Bell – SCC Member
Gravelbourg Elementary School Community Council

