

# *Prairie South Schools*

## **BOARD OF EDUCATION**

FEBRUARY 7, 2017  
11:00 a.m. – 4:00 p.m.  
Central Office, 1075 9<sup>th</sup> Avenue NW, Moose Jaw

### **AGENDA**

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
  - 1.1 Thatcher Drive Update (verbal update)**
  - 1.2 Incidents of Concern**
  - 1.3 Strategic Planning Themes**
  - 1.4 VTEC Introductions**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
  - 4.1 Regular Meeting of January 3, 2017**
  - 4.2 Special Meeting of January 23, 2017**
- 5. Decision and Discussion Items**
  - 5.1 Transportation Accountability Report**
  - 5.2 Annual Bursary Fund Director Appointments**
  - 5.3 A.E. Peacock Collegiate Mechanical Upgrade**
  - 5.4 Applications for Major Capital 2018-19**
  - 5.5 Monthly Reports**
    - 5.5.1. Teacher Absence and Substitute Usage Report
    - 5.5.2. CUPE Staff Absence and Substitute Usage Report
    - 5.5.3. Bus Driver Absence And Substitute Usage Report
    - 5.5.4. Out of Scope Absence and Substitute Usage Report
    - 5.5.5. Tender Report
  - 5.6 Amendment to Sunningdale SCC Constitution**
  - 5.7 Out of Province Excursion – Central Collegiate to Banff & Lake Louise, Alberta**
  - 5.8 Out of Province Excursion – Glentworth to Hidden Valley Ski Resort, Alberta**
  - 5.9 Out of Province Excursion – Peacock Collegiate to Banff, Alberta**
  - 5.10 Out of Province Excursion – Peacock Collegiate to Kananaskis, Alberta**
- 6. Delegations and Presentations**
  - 6.1 Voices To Encourage Change (VTEC) Students**

**7. Committee Reports**

**7.1. Standing Committees**

- 7.1.1. Student Literacy and Achievement
- 7.1.2. Equitable Opportunities
- 7.1.3. Student Transitions
- 7.1.4. Business and Governance
- 7.1.5. Advocacy and Networking
- 7.1.6. Rural Strategies
- 7.1.7. Urban Strategies

**8. Information Items**

**8.1. Inquiry from January 3, 2017 re: Noon Supervision in Moose Jaw Elementary Schools**

*Since we eliminated the School Assistant positions at Moose Jaw elementary schools, can we be apprised of the noon hour supervision situation at Moose Jaw elementary schools so far in the 2016-17 school year. Items such as: levels of supervision at schools over noon hour; number of volunteer teachers participating; number of paid "one hour" noon supervisors; and any other challenges.*

**8.2. Baragar Enrolment Projections**

**9. Provincial Matters**

**9.1. SSBA Members' Council**

**9.2. SSBA Board Chairs' Council**

**10. Celebration Items**

**11. Identification of Items for Next Meeting Agenda**

**11.1. Notice of Motions**

**11.2. Inquiries**

**12. Meeting Review**

**13. Adjournment**

**MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 1075 9<sup>th</sup> Avenue North West, Moose Jaw, Saskatchewan on JANUARY 3, 2017 at 11:00 a.m.**

Attendance: Mr. R. Bachmann; Dr. S. Davidson; Ms. M. Jukes; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; 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; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; H. Boese, Executive Assistant

Delegations: Spencer Kirby and Eric Lamontagne: Rockglen Bussing

Presentations: Vivian Gauvin: Truth, Reconciliation and Prairie South Schools

Motions:

- |                 |  |                       |
|-----------------|--|-----------------------|
| 01/03/17 – 2676 | That the meeting be called to order at 11:15 a.m.<br>- Davidson  | Carried               |
| 01/03/17 – 2677 | That the Board adopt the agenda as presented.<br>- McLeod  | Carried               |
| 01/03/17 – 2678 | That the Board adopt the Minutes of the Regular Meeting of December 13, 2016 as presented.<br>- Young          | Carried               |
|                 | That the Board break at 12:16 p.m.   |                       |
|                 | That the Board reconvene at 1:18 p.m.  |                       |
| 01/03/17 – 2679 | That the Board receive and file the 1 <sup>st</sup> Quarter Financial Accountability Report.<br>- Kessler      | Carried               |
| 01/03/17 – 2680 | That the Board accept the monthly reports as presented.<br>- Jukes   | Carried               |
| 01/03/17 – 2681 | That the Board approve the parameters for the 2017-2018 school year calendar as presented.<br>- Wilson         | Carried               |
| 01/03/17 – 2682 | The we amend motion 01/03/17 – 2681 to exclude the three (3) days for Learning Improvement Teams.<br>- Swanson | Amendment<br>Defeated |

Item #5.4 has been withdrawn from the Agenda.

## **Committee Reports**

### **Standing Committees:**

#### *Student Literacy & Achievement*

- Met last week. Reviewed the writing goal which is part of the ESSP. Fifteen Prairie South schools have writing as part of their Learning Improvement Plan.
- Looked at the Home Schooling Report and demographics for home-schooling in Prairie South. We will be meeting with four Home Schooling parents at our next meeting in February.

#### *Equitable Opportunities*

- No report given. Will be meeting on February 6.

#### *Student Transitions*

- No report given. Will be meeting tomorrow.

#### *Business and Governance*

- No report given. Will be meeting later today.

#### *Advocacy and Networking*

- No report given.

#### *Rural Strategies*

- No report given. Will be meeting tomorrow.

#### *Urban Strategies*

- No report given. Will be meeting tomorrow.

### **Saskatchewan High School Athletic Association Committee Report** given by Mr. Kessler:

- Met December 7. Discussion took place around how schools are finding it more difficult to pay for referees with budget cuts. Some sports are on the decline (basketball and golf). Golf will be taken out in next 5-10 years. Season for golf is in the fall which is difficult but spring isn't an option with other sports taking place, field trips and exams.
- Our Sports Coordinator, Larry Segall, is retiring and he has been a very important part of the Prairie South Athletic Association.

## **Inquiries**

Since we eliminated the School Assistant positions at Moose Jaw elementary schools, can we be apprised of the noon hour supervision situation at Moose Jaw elementary schools so far in the 2016-17 school year. Items such as: levels of supervision at schools over noon hour; number of volunteer teachers participating; number of paid "one hour" noon supervisors; and any other challenges.

- Radwanski

01/03/17 – 2683

That the meeting be adjourned at 1:56 p.m.  
- Bachmann

Carried

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S. Davidson  
Chair

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B. Girardin  
Superintendent of Business & Operations

### **Next Regular Board Meeting:**

Date: February 7, 2017  
Location: Central Office, 1075 9<sup>th</sup> Avenue, Moose Jaw

**MINUTES OF THE SPECIAL BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL  
DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 1075 9<sup>th</sup> Avenue North  
West, Moose Jaw, Saskatchewan on JANUARY 23, 2017 at 10:00 a.m.**

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

Regrets: Mr. R. Bachmann; Ms. M. Jukes

Motions:

01/23/17 – 2684	That the meeting be called to order at 10:05 a.m. - Davidson	Carried
01/23/17 – 2685	That the Board adopt the agenda as presented. - Wilson	Carried
01/23/17 – 2686	That Prairie South sell the property as outlined on the terms and conditions presented. - Swanson	Carried
01/03/17 – 2687	That the meeting be adjourned at 10:08 a.m. - Wilson	Carried

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S. Davidson  
Chair

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B. Girardin  
Superintendent of Business & Operations

Next Regular Board Meeting:

Date: February 7, 2017  
Location: Central Office, 1075 9<sup>th</sup> Avenue, Moose Jaw

# AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.1
<b>Topic:</b>	<b>Accountability Report: Transportation</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Consent <input type="checkbox"/> Information

**Background:** According to the Board's yearly plan, a Transportation Accountability Report is to be presented to the Board of Education in February of this year.

**Current Status:** Please see the attached Accountability Report: Transportation.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Clarke Baker	January 30, 2017	Accountability Report: Transportation

***Recommendation:***

That the Board receive and file the Transportation Accountability Report.

## 2015-2016 Transportation Accountability Report

Prepared by Clarke Baker, Transportation Manager

### Source Documents

#### Policy 12

##### 1.0 Student Well Being

- 1.3 Ensures the safety and well-being of students while participating in school programs or while being transported to or from schools programs on transportation provided by the Division.

### Evidence

During the 2015-2016 School Year, Prairie South Schools provided daily transportation services to students on 134 bus routes (121 regular am/pm routes and 13 noon runs in our Central Region) with a total daily distance of about 33,150 kilometers or 6,844,478 kilometers per year.

### Staff

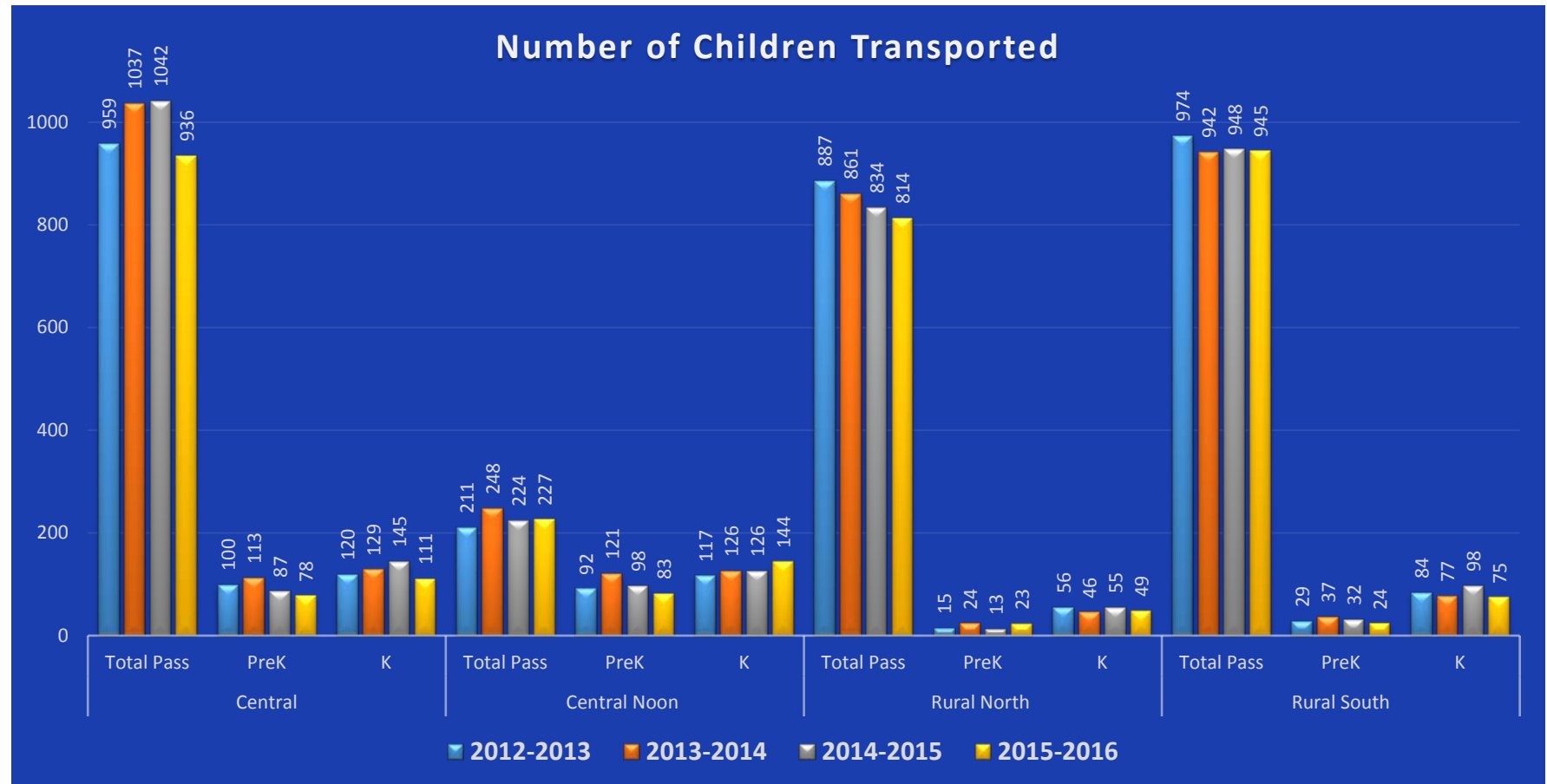
Position	Number of Employees			
	2012-2013	2013-2014	2014-2015	2015-2016
Part Time Bus Drivers	126	126	123	121
Casual Bus Drivers	100	103	94	93
Mechanic Helper/Assistant	2	2	2	2
Certified Mechanic	1	1	1	1
Journey-Person Mechanic	4	4	4	4
Shop Foreman (Journey-Person Mechanic)	2	2	2	2
Administrative Assistant	1.2	1.2	1.2	1.2
Assistant Managers	3	2	2	2
Manager	1	1	1	1
Total	240.2	242.2	230.2	227.2

School Bus Transportation is divided into three regions as follows:

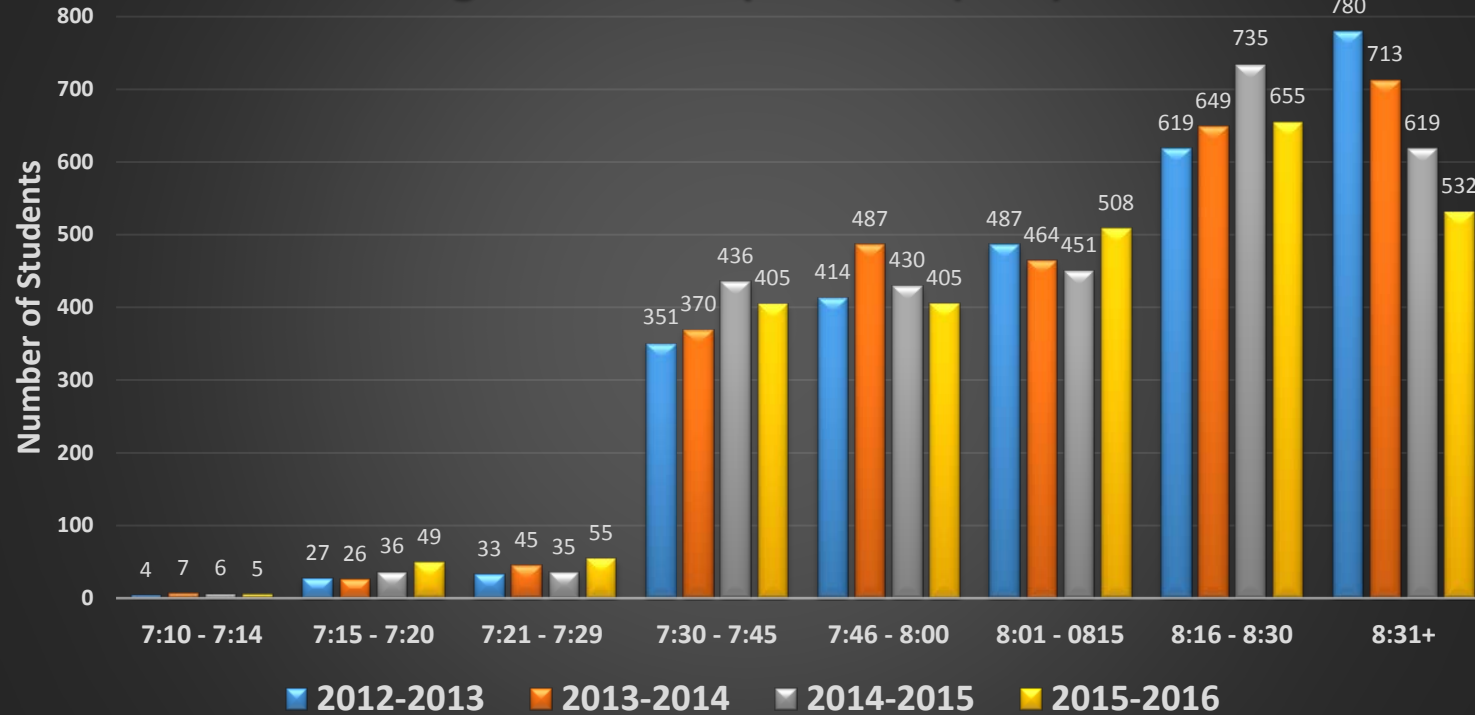
School Bus Transportation Regions			
	Rural North	Central	Rural South
1	Avonlea School	Empire School	Assiniboia 7 <sup>th</sup> Avenue School
2	Central Butte School	King George School	Assiniboia Composite High School
3	Chaplin School	Palliser Heights School	Assiniboia Elementary School
4	Craik School	Prince Arthur School	Bengough School
5	Eye brow School	Riverview Collegiate	Coronach School
6	Lindale School	Sunningdale School	Glentworth School
7	Mortlach School	Westmount School	Gravelbourg High School
8	Rouleau School	William Grayson School	Gravelbourg Elementary School
9			Kincaid Central School
10			Lafleche Central School
11			Mankota School
12			Mossbank School
13			Rockglen School

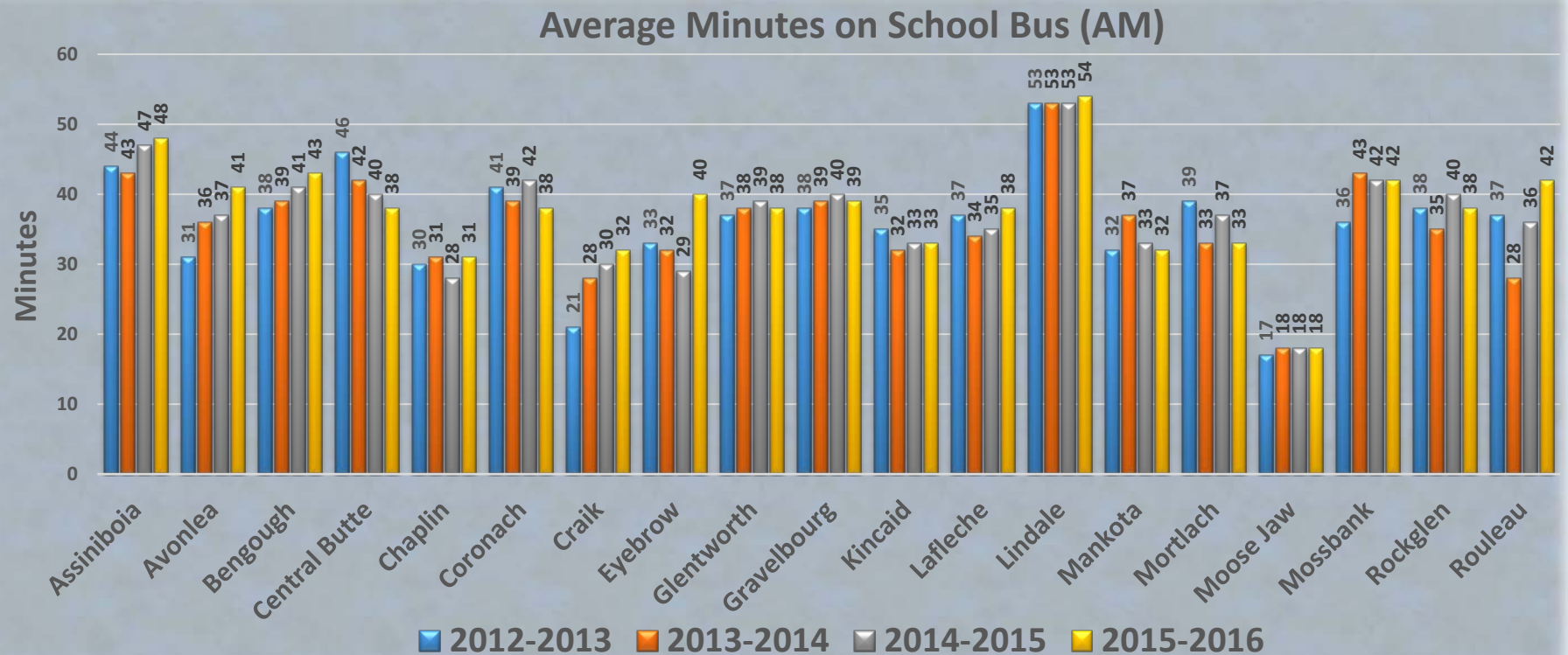
Number of Children Transported					
School Year	Central	Central Noon	Rural North	Rural South	Total
2015-2016	936	227	814	945	2922
2014-2015	1042	224	834	948	3048
2013-2014	1037	248	861	942	3088
2012-2013	959	211	887	974	3031

## Route Information



## Range of Pick Up Times (AM)



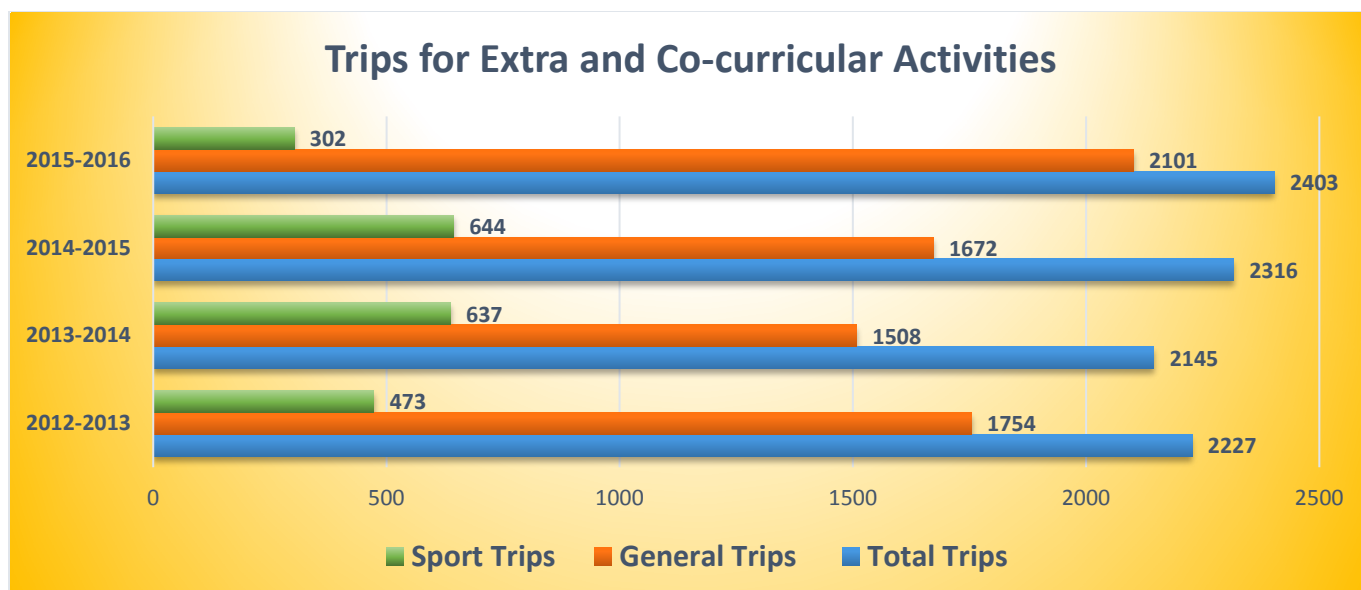


<b>Passengers – Amount of Time on School Bus (AM) (Minutes)</b>									
No	School	2012-2013		2013-2014		2014-2015		2015-2016	
		Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
1	Assiniboia	2	85	5	96	5	95	1	98
2	Avonlea	3	75	2	85	5	90	5	90
3	Bengough	4	80	3	90	1	90	1	90
4	Central Butte	5	95	2	95	2	90	5	90
5	Chaplin	4	60	5	70	5	60	5	70
6	Coronach	5	85	5	90	5	85	3	80
7	Craik	5	60	2	65	5	65	5	65
8	Eye brow	10	75	8	73	11	73	10	78
9	Glentworth	4	82	2	75	3	77	2	77
10	Gravelbourg	3	78	2	85	4	95	5	85
11	Kincaid	1	84	2	72	2	70	2	72
12	Lafleche	5	72	5	70	5	72	5	79
13	Lindale	17	100	20	99	7	95	22	90
14	Mankota	5	75	10	75	5	70	5	70
15	Mortlach	5	85	5	75	10	85	9	70
16	Moose Jaw	1	61	1	75	1	65	1	70
17	Mossbank	7	70	5	95	5	78	4	95
18	Rockglen	5	75	5	77	5	85	5	85
19	Rouleau	2	75	5	50	5	64	7	76

	No of Students	Description	Daily Amount	Remarks
1	1	Special Needs	\$10.20	Nil
2	1	French Immersion Program	\$15.16	Nil
3	1	French Immersion Program	\$17.64	Nil
4	1	French Immersion Program	\$10.80	Nil
5	2	French Immersion Program	\$50.00	Note 1
6	1	Special Needs	\$15.00	Note 2

Notes:

1. Eliminated commencing in the 2016-2017 School Year.
2. This was provided between 1 to 3 days per month for an annual total of \$105.00 during the reporting period.



#### General Trips – 2015-2016 School Year

Description	Month												Total
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
School Local Area	0	0	0	29	18	13	3	2	13	23	0	0	101
Moose Jaw Local	143	175	194	173	172	120	108	162	169	164	0	0	1580
PSS Schools to Moose Jaw	15	3	3	0	0	0	5	0	47	20	0	0	93
PSS Schools to Other PSS Schools	23	17	13	15	11	7	11	15	11	29	0	0	152
To Points Outside PSS	13	16	16	2	4	17	26	9	16	56	0	0	175
Total	194	211	226	219	205	157	153	188	256	292	0	0	2101

#### Sport Trips – 2015-2016 School Year

Description	Month												Total
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
School Local Area	0	0	0	0	0	0	0	0	0	0	0	0	0
Moose Jaw Local	16	19	0	6	10	7	1	0	0	27	0	2	88
PSS Schools to Moose Jaw	6	7	6	1	4	3	2	4	27	8	0	0	68
PSS Schools to Other PSS Schools	12	25	6	5	9	7	8	4	0	17	0	0	93
To Points Outside PSS	14	9	7	1	6	5	6	2	1	2	0	0	53
Total	48	60	19	13	29	22	17	10	28	54	0	2	302

## Fleet Information

The bus fleet consisted of 176 units. 121 units are used on routes. The other 55 units are spare buses replacing designated route buses for maintenance requirements and some of these buses may also be used for extra and co-curricular trips.

Vehicle Year	No of Units			
	2012-2013	2013-2014	2014-2015	2015-2016
1996	3	2	0	0
1997	8	3	0	0
1998	12	10	3	3
1999	7	6	3	3
2000	6	6	3	3
2001	7	7	6	6
2002	8	8	8	8
2003	14	14	14	14
2004	7	7	7	6
2005	6	6	6	6
2006	2	2	2	2
2007	9	9	9	9
2008	19	19	19	19
2009	45	45	45	45
2010	2	2	2	2
2011	17	17	17	17
2012	0	0	0	0
2013	10	10	10	10
2014	2	3	4	4
2015	0	0	19	19
<b>Total</b>	<b>184</b>	<b>176</b>	<b>177</b>	<b>176</b>

Bus Unit Capacities (Passengers)	Number	Notes
24 & Under	37	1 x WC Accessible
28	2	
34/35/36	73	2 x WC Accessible
42/46/47/48	25	
52/53/54	23	
72	16	2 x WC Accessible
<b>Total</b>	<b>176</b>	

Other PSS Vehicles Including Trailers – 2015 - 2016			
Asset Unit Number	Year	Description	Primary Location
9902	1999	Small Bus Converted to Cargo Vessel	Moose Jaw Bus Maintenance Shop
9903	1999	Small Bus Converted to Service Vehicle	Moose Jaw Bus Maintenance Shop
0503	2005	½ Ton Truck	Moose Jaw Bus Maintenance Shop
0504	2005	½ Ton Truck	Assiniboia Bus Maintenance Shop
1116	2011	1 Ton Truck	Moose Jaw Bus Maintenance Shop
T-01	1994	Canoe Trailer	Moose Jaw
T-02	1994	Canoe Trailer	Moose Jaw
T-04	2012	Canoe Trailer	Moose Jaw
T-05	2015	6 x 12 Cargo Trailer	9 <sup>th</sup> Avenue Office
T-07	2005	Canoe Trailer	Coronach School
T-09	1980	Utility Trailer	Assiniboia Composite High School
T-10	2008	Canoe Trailer	Moose Jaw
T-12	2011	Canoe Trailer	Moose Jaw
T-13	2015	6 x 12 Cargo Trailer	9 <sup>th</sup> Avenue Office
T-14	2015	6 x 12 Cargo Trailer	9 <sup>th</sup> Avenue Office

## Safety

Prairie South Schools have two bus garages (one in Moose Jaw and the other in Assiniboia). Both garages are licensed by Saskatchewan Government Insurance (SGI) as Vehicle Inspection Facilities for school buses.

SGI has a Carrier Profile System which is part of a national initiative to enhance our safe-driving performance. The system collects information on the driving experience of our drivers, including traffic convictions, at-fault accidents, and on-road Commercial Vehicle Safety Alliance inspections. This information is the basis for measuring our safety performance. Our profile rating during this reporting period is satisfactory unaudited.

School buses are required to be maintained to provincial standards at all times and pass a formal comprehensive inspection annually. In Saskatchewan, school buses must undergo a “bumper to bumper” safety inspection every 12 months.

All school buses must be maintained to minimum acceptable equipment safety standards when operated on a public road, through the implementation of a continuous preventative maintenance program. All buses are scheduled every 6,000 kilometers for a service and inspection check. This occurs about every 4 to 8 weeks depending upon the numbers of kilometers driven. Our maintenance program is designed to keep our buses safe and to reduce delays and limit costly repairs to a minimum.

<b>Inspections</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
SGI Inspection	184	197	178	176
Regular Service Inspection and General Repairs	988	1065	1128	1071
Total	1,172	1,262	1,306	1,247

On February 24 and 25, 2016, SGI Vehicle Standards and Inspection Safety Officers in cooperation with Traffic Officers from the Transport Compliance Branch of Highways and Transportation inspected 20 school buses as follows:

- 9 - Assiniboia – All buses passed inspection
- 5 – Glentworth – All buses passed inspection
- 6 - Gravelbourg - Four buses passed examination and two buses required repairs of noted deficiencies

Repairs had to be completed within 60 days. As a result appropriate action and/or necessary repairs were completed on these vehicles within seven working days after the defects were reported.

### School Bus Drivers

- Drivers are provided with a handbook outlining their responsibilities and a copy of the Saskatchewan School Bus Operating Regulations.
- Safety bulletins relating to their responsibilities are also provided as deemed necessary.
- To retain a school bus driver S Endorsement licence, a driver must re-test every five years (through SGI).
- Drivers must have a current satisfactory medical examination on file with SGI.
- Drivers SGI Abstracts are reviewed annually.
- Monitor status of drivers' licenses monthly using SGI intranet.
- Review of accidents with the driver involved.

<b>Training For School Bus Drivers</b>	
<b>Description</b>	<b>Number of Drivers</b>
Training New Drivers	28
Refresher Training (Pre-Trip Inspection and/or on road assessment)	17
SGI Recertification	34
First Aid Recertification	29

### Promoting Positive Student Behaviour on Buses

The primary role of the bus driver is the safe operation of the bus. Students are expected to follow the same behaviour standards while riding school buses as are expected on school property or at school activities, functions or events. Bus drivers must communicate

expectations and reinforce them appropriately. They must exhaust all avenues in an attempt to correct minor behaviour problems. Additional support and assistance is provided as necessary in cooperation with the school principal or their designate.

- Student Safety Awareness:
  - Student conduct rules posted visibly on all school buses.
  - Safety Awareness Information is promulgated in Schools Newsletters.
  - School Bus Transportation Informational Package – A Safe Journey is available to parents.
  - School Bus Safety Presentations:
    - September 30, 2015 - Moose Jaw Safety Day – Grades 7 and 8 (494 Students)
    - March 17, 2016 – Assiniboia Safety Day – Grades 6, 7 and 8 (351 Students)
  - Implementation of an annual Bus Safety Awareness Program for elementary students during the 2016-2017 school year.

### Vehicle Accidents

Employees have a very good driving record. School bus operators travelled 6,132,750 annual kilometers without any injuries. During this reporting period, there was one accident for about every 613,275 kilometers travelled.

<b>Accidents</b>				
Description	2012-2013	2013-2014	2014-2015	2015-2016
Other Person Fault	6	4	4	3
Bus struck another vehicle	9	5	4	4
Bus struck a fixed object	1	1	5	3
Animal Strike			4	0
Total	16	10	17	10

The total cost for damages assessed to the division was \$7,229.90; however, the actual amount paid out was \$2,100.00 (deductible).

### Improvement to Two-Way Mobile Radio Communications

- During this reporting period, our radio coverage was increased utilizing one radio repeater antenna system leased on a tower located within the Avonlea area. This has significantly improved coverage.
- Future coverage increases are achievable through additional and/or multiple sites linked to act as a singular larger system. This also includes conversion from an analog to a digital radio system. Digital technology improves functionality and performance.

- Analog devices will gradually be replaced with newer digital models without the added stress of shifting to a new system.

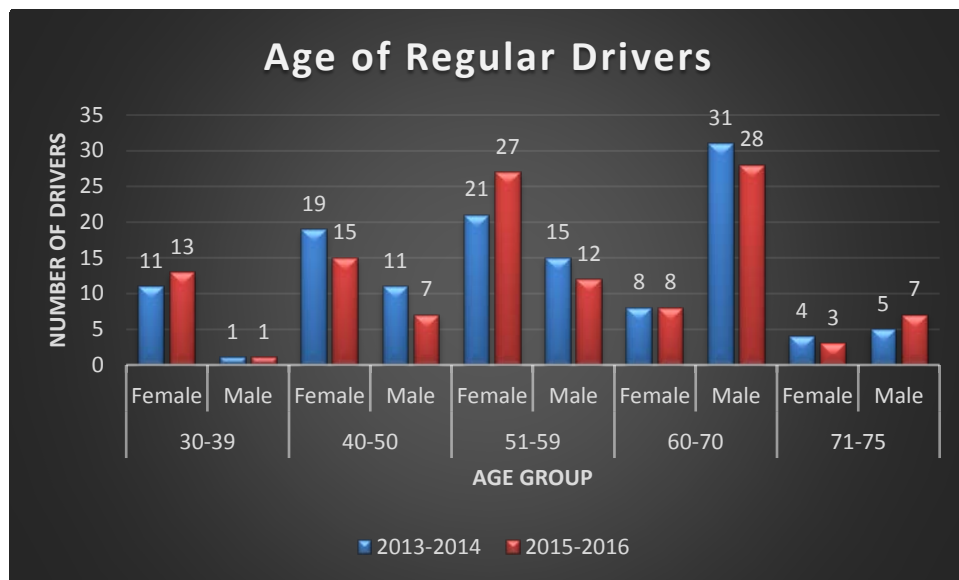
## Future Initiative(s)

### Student Transportation Management and Route Planning System

- A Student Transportation Management and Route Planning System was installed during the 2015-2016 school year, with full implementation of the system scheduled for the 2016-2017 School Year.

## Administrative Issues

Availability of spare/casual drivers. The challenge of driver recruitment and retention is ongoing. Our aging population of regular drivers is also a concern. We may, just like any other industry, have a sudden influx of retirements.



Number of Regular Drivers			
School Year	Female	Male	Total
2015-2016	55	66	121
2013-2014	63	63	126

## Increased Costs for Bus Replacement and Parts

There are four school bus manufacturers with the three largest being American. The fourth is Canadian but with major components made in the USA. Costs of school buses and parts have increased. In November 2012 a 47 passenger bus cost \$82,371.95 and the same bus purchased in April 2016 cost \$112,204.66. The cost to purchase a new bus increased by about 36.21% over a four year period. This has resulted in part due to the strong US dollar.

Examples of Increased Costs for Bus Parts					
No	Part Number	Description	Date	Amount	% Increase (approx)
1	4955397RX	Turbocharger Kit	Aug 2016	\$3,575.25	25%
			Dec 2014	\$2,844.07	
2	100D/TN1 4001 002	Motor Cradle Arm W	Jun 2016	\$190.55	32%
			May 2014	\$143.92	
3	TDA 3219Y5901	Brake Drum	Jun 2016	\$250.00	11%
			Feb 2016	\$225.00	

Impact of Canadian American Dollar Exchange Rate: 2012 – 2016		
Year	Exchange Rate*	% Increase year over year
2012	0.9995	1.06
2013	1.0299	3.04
2014	1.1044	7.23
2015	1.2787	15.78
2016	1.3248	3.6

\* Source: Bank of Canada Average Annual Exchange Rates

Factors that impact costs for bus replacement and parts:

- Unknown fiscal climate
- Replacement of 45 school buses purchased in 2008
- Maintenance costs increase as buses get older
- Bus maintenance costs are also driven higher by the US based parts manufactures/distributors
- Buses and Parts coming into Canada are impacted by the high cost of the US dollar

## Recommended Motion

That the Board receive and file the Transportation Accountability Report.

## AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.2
<b>Topic:</b>	<b>Annual Bursary Fund Directorship Appointments</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

Directorships for the Moose Jaw School District No. 1 Bursary Fund Inc. are appointed by the Board of Education on an annual basis. The fund is a separate legal entity established by the Moose Jaw School Division No.1 to collect and invest money donated to provide scholarships to deserving students. The Board of Education is the sole member of the fund and as such has the duty to appoint directors. The appointments to the board are done annually and the recommended appointments below would be for the calendar year 2017.

**Current Status:**

The following people currently serve as board members: Greg Veillard, Roy Dickenson, John Livingston, Darleen Stewart, George Patterson, Claude Duke, Pam Ludwar, Darrell Crabbe and Ron Purdy.

All non-Prairie South Board members except Mr. Dickenson have agreed to continue to serve on the Board. Darrell Crabbe has agreed to continue to serve on the board but as a member from the community.

There should also be one representative from the Prairie South Board on the Bursary Fund Board. The time commitment is not large, typically one meeting per year in the spring where the audited financial statements are presented along with news of new scholarships or other news. The suggested motion says "Prairie South Board member" so the Board can insert its choice for that position.

**Pros and Cons:**

**Financial Implications:** There are no financial implications for the Board.

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

Prepared By:	Date:	Attachments:
Ron Purdy	January 9, 2017	n/a

***Recommendation:***

That the Board appoint the following people as directors of the Moose Jaw School District No. 1 Bursary Fund Inc. for the year 2017 and that the appointments be retroactive to January 1, 2017:

Greg Veillard, Darleen Stewart, John Livingston, George Patterson, Claude Duke, Pam Ludwar, Darrell Crabbe, Prairie South Board Member and Ron Purdy.

## AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.3
<b>Topic:</b>	<b>A.E. Peacock Collegiate Mechanical Upgrade</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

This 1930 building has been renovated with many different building phases over its lifespan. Minor mechanical upgrades have been done to ensure the safety of occupants and to keep the building operational. The original steam piping is 87 years old and has exceeded its forecasted serviceable lifespan with pipe walls becoming very thin. The classroom steam ventilators are 1977 with parts now obsolete making ongoing repairs difficult. Presently there is a limited and dated building control system resulting in extreme escalated energy costs.

**Current Status:**

To keep this a viable school for many years to come, the project would consist of a complete replacement retrofit of piping, existing steam plant, classroom ventilators, and addition of automated digital controls. The project will require Ministry approval to proceed and a draft has been discussed with the Building and Governance Committee. Darren Baiton, Facility Manager, met with members of the Ministry Infrastructure Branch Feb 1, 2017 to tour the project.

**Pros and Cons:**

**Pros:**

Comfortable occupant and learning enriched environment. Reduction in energy costs. Safe operational mechanical plant and piping.

**Cons:**

It is reasonable to expect the condition will exponentially deteriorate requiring more service to maintain. Lost energy costs will escalate with discomfort to occupants and the learning environment.

**Financial Implications:**

The draft estimated cost of the project is \$2,073,370 as per the attachments.

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Darren Baiton	January 31, 2017	Estimate from Engineer Project cost spreadsheet

**Recommendation:**

That the Board proceed with funding for the A.E. Peacock Collegiate Mechanical Upgrade Facility Renewal project pending approval from the Ministry.

## Peacock Facility Renewal - Mechanical Upgrade

Costs as per Engineer	1,575,000
Contingency	189,000
Engineer Fees	181,000
Total Project Cost	1,945,000
PST	97,250
GST	31,120
Total Cost	2,073,370



## **HDA ENGINEERING LTD.**

Mechanical Engineering Consultants

1580 Angus Street, Regina, Saskatchewan S4T 1Z1  
(306) 525-9815

Email: hda@hdaeng.com

Fax: (306) 525-6369

Phone:

### **Original Building (1930)**

Piping Replacement – All three floors -	\$ 230,000.00
Ground Floor Unit Ventilators -	\$ 180,000.00
Second Floor Unit Ventilators -	\$ 190,000.00
Third Floor Unit Ventilators -	\$ 95,000.00
Digital Controls Upgrade (including head end programming) -	<u>\$ 95,000.00</u>
 Total Renovation to new building	 <b>\$ 790,000.00</b>

### **Auditorium/Stage Renovation (1966)**

Ventilation Unit Replacement -	\$ 110,000.00
Digital Controls Upgrade -	\$ 35,000.00
Condensing Unit Replacement -	<u>\$ 25,000.00</u>
 Total Renovation	 <b>\$ 170,000.00</b>

### **Shop Addition**

Digital Controls Upgrade -	<b>\$ 60,000.00</b>
----------------------------	---------------------

### **Classroom Addition**

Piping Replacement – All three floors -	\$ 120,000.00
Unit ventilator Replacement -	\$ 115,000.00
Digital Controls Upgrade -	\$ 35,000.00
New front Entrance force flows	\$ 10,000.00
 Total Renovation to Classroom Addition	 <b>\$ 280,000.00</b>

### **Gymnasium/Change Room Addition**

Digital Controls Upgrade -	<b>\$ 40,000.00</b>
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### **Boiler Plant Replacement**

Remove Steam and replace with hot water plant	<b>\$ 235,000.00</b>
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<b>Total cost of Mechanical Renovation</b>	<b>\$ 1,575,000.00</b>
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# AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.4
<b>Topic:</b>	<b>Applications for Major Capital 2018-19</b>		
<b>Intent:</b>	<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 2018-19 government fiscal year by March 3, 2017.

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

1. South Hill Joint School
2. A.E. Peacock Mechanical piping/HVAC upgrade
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:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin Darren Baiton	January 31, 2017	South Hill Joint School A.E. Peacock: Mechanical Piping/HVAC upgrade Bengough: Renovation and Modernization

***Recommendation:***

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

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

2018-19

## 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 3, 2017.

### Required attachments

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

<b>Date:</b>		
<b>Name of School Division:</b>	Prairie South Schools 210	
<b>Project Title / School Name:</b>	Moose Jaw South Hill Joint Facility	
<b>School division priority: (please circle)</b>	<input checked="" type="radio"/> 1 <sup>st</sup>	<input type="radio"/> 2 <sup>nd</sup> <input type="radio"/> 3 <sup>rd</sup>
<b>Application authorized by Board of Education:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Date of next board meeting:</b>		
<b>Project type:</b>	<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
<b>Current Situation and the issue</b> 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"> <li>▪ Current enrolments for the subject school (Detail in Appendix B);</li> <li>▪ Enrolment projections for the subject school (Detail in Appendix B);</li> <li>▪ Condition, capacity and availability of the nearest other schools;</li> <li>▪ Partnership opportunities; and</li> </ul>	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). 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	

<p style="text-align: right;">(continued)</p> <ul style="list-style-type: none"> <li>Current and projected utilization of school division facilities within a reasonable proximity along with the factors used in this calculation (Detail in Appendix C).</li> </ul>	<p>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><b>Key driver(s) to project:</b> Identify all of the Key Drivers that apply to the project. <i><b>An explanation of each of the drivers should be outlined in Current Situation and Issues above, or in a detailed appendix.</b></i></p>	<p><input checked="" type="checkbox"/> Health and Safety – components that pose a health and safety risk  <input checked="" type="checkbox"/> Demographics – utilization, enrolment projections  <input checked="" 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>	
<p><b>Project Schedule:</b> 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 <b>example</b> of the level of schedule needed for this application.</p>		
<p><b>Estimated project cost:</b> If the proposed scope of the project may require multiple contracts to complete, please include the timing and any inflation as needed. <i>Example: Contract 1: 2017-19, Contract 2: 2019-20 includes 1.5% inflation</i></p> <p><b>Project lifecycle costs:</b> In order to adequately assess the long term financial impact of the proposed project, please include an estimate of annual operations and expected lifecycle costs for a period of 30 years. Analysis and comparison to existing situation should be attached as an appendix.</p> <p><b>Note:</b> Please state level of certainty of estimates, ie: <math>\pm 20\%</math>, etc.</p>	<p>Building Construction (cost for physical construction of facility)</p>	<p><u>\$40 million estimated</u></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>
	<p>Furniture &amp; Equipment: (cost of basic furniture and equipment)</p>	<p>\$ _____</p>
	<p>Land cost (for new school)</p>	<p>\$ _____</p>
	<p>Other:</p>	

	(cost of items not covered above)	\$ _____
	GST:	\$ _____
	<b>Total Project Cost:</b> (sum of all items)	<u>\$40 million</u> estimated
<b>Description of project:</b> 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.	
<b>Functionality / Contribution to Program</b>		
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 108 years old; a 21 <sup>st</sup> century environment will allow functionality consistent with current research in the areas of diversity, including EAL and FNM students.  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 10 <sup>th</sup> Avenue SW would allow for safer transportation processes.	

	<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>
<b>Implementation Strategy</b>	
<p>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.</p>	
<b>Risk Analysis and Quantification</b>	
<p>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.</p>	
<b>Contribution to Community</b>	
<p>Describe how the project will impact/benefit the community.</p>	<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						
Please include gross area for all existing facilities involved: (please attach floor plans)	_____ m <sup>2</sup>		_____ m <sup>2</sup> (as needed)			
Final gross area of the facility: (please attach floor plans)	_____ m <sup>2</sup>					
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	_____ m <sup>2</sup>					
New and expansion gross area (area of the addition, if applicable)	_____ m <sup>2</sup>					
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 checked="" type="checkbox"/> Collaborative/joint-use arrangements in place We have a joint use agreement with the City of Moose Jaw for use of schools in Moose Jaw.					
	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					
<b>Options analysis</b>						
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"> <li>How option addresses problem and meets objectives</li> <li>Business and operational impacts</li> <li>Financial benefits</li> <li>Non-financial benefits</li> <li>Project cost</li> </ul>	<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)					
<b>Health and safety</b>						
Describe the health and safety issues the project will address in terms of major building components such as site, foundation, floors/walls, utilization, other. Please use an	<input type="checkbox"/> Site					
	<input type="checkbox"/> Foundation					

appendix supported by an engineer's report to provide detailed explanation of the health and safety drivers.	<input type="checkbox"/> Structural (Floors, Walls, Roofs)												
	<input type="checkbox"/> Building systems (Mechanical, HVAC, Electrical, etc.)												
	<input type="checkbox"/> Utilization (overcrowding)>140%												
	<input type="checkbox"/> Utilization (overcrowding)>160%												
Facility condition assessment is supported by a 3 <sup>rd</sup> party report (engineer's or consultant's reports). Based on 3 <sup>rd</sup> 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&amp;S Concern</td> <td style="text-align: center; vertical-align: middle;">Good Facility Condition – Low H&amp;S Concern</td> <td style="text-align: center; vertical-align: middle;">Fair Facility Condition – Moderate H&amp;S Concern</td> <td style="text-align: center; vertical-align: middle;">Poor Facility Condition – Considerable H&amp;S Concern</td> <td style="text-align: center; vertical-align: middle;">Poor Facility Condition – High H&amp;S Concern</td> <td style="text-align: center; vertical-align: middle;">Poor Facility Condition – Significant H&amp;S Concern</td> </tr> </table>	0	3	6	9	12	15	Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern
0	3	6	9	12	15								
Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern								
<div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%; border-top: 1px solid black; text-align: center;"> <b>(Signature of SD Signing Officer)</b> </div> <div style="width: 30%; border-top: 1px solid black; text-align: center;"> <b>(Position)</b> </div> <div style="width: 30%; border-top: 1px solid black; text-align: center;"> <b>(Date)</b> </div> </div>													
Submit completed application by email to: <a href="mailto:tyler.wiens@gov.sk.ca">tyler.wiens@gov.sk.ca</a>  For information please contact Tyler Wiens, Director, Capital Projects by email at <a href="mailto:tyler.wiens@gov.sk.ca">tyler.wiens@gov.sk.ca</a> 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 <sup>th</sup> )	Year-1 2016	Year-2 2017	Year-3 2018	Year-4 2019	Year-5 2020
PreK	English		64	61	58	59	60
	Immersion						
K	English		60	59	56	50	53
	Immersion						
1	English		55	66	65	61	55
	Immersion						
2	English		53	55	66	66	62
	Immersion						
3	English		48	52	54	65	65
	Immersion						
4	English		50	52	56	59	70
	Immersion						
5	English		60	54	57	60	63
	Immersion						
6	English		45	62	56	58	62
	Immersion						
7	English		63	48	65	59	61
	Immersion						
8	English		49	68	53	69	63
	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 <sup>th</sup> )	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						



2018-19

## 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 3, 2017.

### Required attachments

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

<b>Date:</b>		
<b>Name of School Division:</b>	Prairie South Schools 210	
<b>Project Title / School Name:</b>	A.E. Peacock Collegiate: Mechanical Piping/HVAC Upgrade	
<b>School division priority: (please circle)</b>	1 <sup>st</sup>	<b>2<sup>nd</sup></b> 3 <sup>rd</sup>
<b>Application authorized by Board of Education:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Date of next board meeting:</b>		
<b>Project type:</b>	<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
<b>Current Situation and the issue</b> 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"> <li>▪ Current enrolments for the subject school (Detail in Appendix B);</li> <li>▪ Enrolment projections for the subject school (Detail in Appendix B);</li> <li>▪ Condition, capacity and availability of the nearest other schools;</li> <li>▪ Partnership opportunities; and</li> <li>▪</li> </ul>		
(continued)		

<ul style="list-style-type: none"> <li>Current and projected utilization of school division facilities within a reasonable proximity along with the factors used in this calculation (Detail in Appendix C).</li> </ul>		
<p><b>Key driver(s) to project:</b> Identify all of the Key Drivers that apply to the project. <b><i>An explanation of each of the drivers should be outlined in Current Situation and Issues above, or in a detailed appendix.</i></b></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><b>Project Schedule:</b> 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 <b>example</b> of the level of schedule needed for this application.</p>		
<p><b>Estimated project cost:</b> If the proposed scope of the project may require multiple contracts to complete, please include the timing and any inflation as needed. <i>Example: Contract 1: 2017-19, Contract 2: 2019-20 includes 1.5% inflation</i></p> <p><b>Project lifecycle costs:</b> In order to adequately assess the long term financial impact of the proposed project, please include an estimate of annual operations and expected lifecycle costs for a period of 30 years. Analysis and comparison to existing situation should be attached as an appendix.</p> <p><b>Note:</b> Please state level of certainty of estimates, ie: <math>\pm 20\%</math>, etc.</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:	\$ _____
	<b>Total Project Cost:</b> (sum of all items)	<b>\$5,000,000.00</b>



Contribution to Community			
Describe how the project will impact/benefit the community.			
Efficiency and Utilization			
Please include gross area for all existing facilities involved: (please attach floor plans)	<u>16054</u> m <sup>2</sup>	<u>          </u> m <sup>2</sup> (as needed)	
Final gross area of the facility: (please attach floor plans)	<u>          </u> m <sup>2</sup>		
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	<u>          </u> m <sup>2</sup>		
New and expansion gross area (area of the addition, if applicable)	<u>          </u> m <sup>2</sup>		
Current enrolment:	<u>  573  </u> students		
Change in Capacity: For additions or modernizations/renovations, identify increases or decreases to current capacity of school.	<u>          </u> 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 <u>          </u> %	Building 2 <u>          </u> %	Building 3 <u>          </u> %
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)	<u>52</u> %						
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__	
	<u>52</u> %	<u>52</u> %	<u>52</u> %	<u>52</u> %	<u>52</u> %	<u>52</u> %	
Expected utilization after project is completed.	<u>52</u> %						
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						
<b>Options analysis</b>							
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"> <li>How option addresses problem and meets objectives</li> <li>Business and operational impacts</li> <li>Financial benefits</li> <li>Non-financial benefits</li> <li>Project cost</li> </ul>	<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. Please use an appendix supported by an engineer's report to provide detailed explanation of the health and safety drivers.

☐ 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 3<sup>rd</sup> party report (engineer's or consultant's reports). Based on 3<sup>rd</sup> 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	<b>3</b>	6	9	12	15
Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern

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**(Signature of SD Signing Officer)**

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**(Position)**

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**(Date)**

Submit completed application by email to: [tyler.wiens@gov.sk.ca](mailto:tyler.wiens@gov.sk.ca)

For information please contact Tyler Wiens, Director, Capital Projects by email at [tyler.wiens@gov.sk.ca](mailto: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 <sup>th</sup> )	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 <sup>th</sup> )	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						



**2018-19**

## 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 3, 2017**.

### Required attachments

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

<b>Date:</b>		
<b>Name of School Division:</b>	Prairie South Schools 210	
<b>Project Title / School Name:</b>	Bengough School Renovations/ Modernize	
<b>School division priority: (please circle)</b>	1 <sup>st</sup>	2 <sup>nd</sup> <input checked="" type="checkbox"/> 3 <sup>rd</sup>
<b>Application authorized by Board of Education:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Date of next board meeting:</b>		
<b>Project type:</b>	<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
<b>Current Situation and the issue</b> 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"> <li>▪ Current enrolments for the subject school (Detail in Appendix B);</li> <li>▪ Enrolment projections for the subject school (Detail in Appendix B);</li> <li>▪ Condition, capacity and availability of the nearest other schools;</li> <li>▪ Partnership opportunities; and</li> </ul>		

<p style="text-align: right;">(continued)</p> <ul style="list-style-type: none"> <li>Current and projected utilization of school division facilities within a reasonable proximity along with the factors used in this calculation (Detail in Appendix C).</li> </ul>		
<p><b>Key driver(s) to project:</b> Identify all of the Key Drivers that apply to the project. <b><i>An explanation of each of the drivers should be outlined in Current Situation and Issues above, or in a detailed appendix.</i></b></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><b>Project Schedule:</b> 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 <b>example</b> of the level of schedule needed for this application.</p>		
<p><b>Estimated project cost:</b> If the proposed scope of the project may require multiple contracts to complete, please include the timing and any inflation as needed. <i>Example: Contract 1: 2017-19, Contract 2: 2019-20 includes 1.5% inflation</i></p> <p><b>Project lifecycle costs:</b> In order to adequately assess the long term financial impact of the proposed project, please include an estimate of annual operations and expected lifecycle costs for a period of 30 years. Analysis and comparison to existing situation should be attached as an appendix.</p> <p><b>Note:</b> Please state level of certainty of estimates, ie: <math>\pm 20\%</math>, etc.</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:	\$ _____
<p><b>Total Project Cost:</b> \$4,500,000.00</p>		

	(sum of all items)	\$ _____
<b>Description of project:</b> Provide an outline of what the project will/will not include. (Project scope)	Complete upgrade of facility Nearing end of life cycle	
<b>Functionality / Contribution to Program</b>		
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:	
<b>Implementation Strategy</b>		
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.		
<b>Risk Analysis and Quantification</b>		
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.		

<b>Contribution to Community</b>			
Describe how the project will impact/benefit the community.			
<b>Efficiency and Utilization</b>			
Please include gross area for all existing facilities involved: (please attach floor plans)	<u>3228</u> m <sup>2</sup>	_____ m <sup>2</sup> (as needed)	
Final gross area of the facility: (please attach floor plans)	<u>3228</u> m <sup>2</sup>		
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	_____ m <sup>2</sup>		
New and expansion gross area (area of the addition, if applicable)	_____ m <sup>2</sup>		
Current enrolment:	<u>68</u> 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	Please use Appendix B to provide enrolment by grade, by year. In case of dual track schools, please repeat table for		

September 30)	additional language students as well.					
Current utilization: (Utilization refers to the extent of usage of the facility relative to the design capacity)	<u>43</u> %					
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
	<u>43</u> %	43%	43%	43%	43%	43%
Expected utilization after project is completed.	<u>43</u> %					
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					
<b>Options analysis</b>						
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"> <li>▪ How option addresses problem and meets objectives</li> <li>▪ Business and operational impacts</li> <li>▪ Financial benefits</li> <li>▪ Non-financial benefits</li> <li>▪ Project cost</li> </ul>	<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. Please use an appendix supported by an engineer's report to provide detailed explanation of the health and safety drivers.

☐ 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 3<sup>rd</sup> party report (engineer's or consultant's reports). Based on 3<sup>rd</sup> 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	<b>6</b>	9	12	15
Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern

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**(Signature of SD Signing Officer)**

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**(Position)**

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**(Date)**

Submit completed application by email to: [tyler.wiens@gov.sk.ca](mailto:tyler.wiens@gov.sk.ca)

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

## Appendix A:

# Major Capital Project Funding Application Guidelines

### Major Capital Project Funding Priorities

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- **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**

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- 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 <sup>th</sup> )	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 <sup>th</sup> )	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						



# AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.5
<b>Topic:</b>	<b>Monthly Reports</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:**

- Attached are the following reports for Board approval:
1. Teacher Absences and Substitute Usage for the period Jan 3-27, 2017
  2. CUPE Absences and Casual Usage for the period Dec 22, 2016-Jan 26, 2017
  3. Bus Driver Absences and Casual Usage for the period Dec 22, 2016-Jan 20, 2017
  4. Out of Scope Absences and Casual Usage for the period Dec 22, 2016-Jan 26, 2017
  5. Tender Report for the period Jan 3-26, 2017

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen, Ron Purdy	January 30, 2017	1. Teacher Absences and Substitute Usage 2. CUPE Absences and Casual Usage 3. Bus Driver Absences and Casual Usage 4. Out of Scope Absences and Casual Usage 5. Tender Report

**Recommendation:**

That the Board accept the monthly reports as presented.

## Teacher Absences & Substitute Usage

**Date Range:** January 3, 2017 - January 27, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
<b>LINC Agreement</b>					
Compassionate Leave	21.3	2.78%	18.8	88.26%	0.26%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	1.5	0.20%	1	66.67%	0.02%
Executive Leave	0	0.00%	0	0.00%	0.00%
Prep Time	60.2	7.87%	59.4	98.67%	0.73%
Pressing Leave Teacher	16.9	2.21%	12.8	75.74%	0.20%
PSTA	0	0.00%	0	0.00%	0.00%
Rec. Of Service	33	4.31%	26.5	80.30%	0.40%
Leave Without Pay	4.8	0.63%	4.8	100.00%	0.06%
<b>SUB TOTAL</b>	<b>137.7</b>	<b>17.99%</b>	<b>123.3</b>	<b>89.54%</b>	<b>1.67%</b>
<b>Provincial Agreement/ Education Act/ Employment Act</b>					
Court/Jury	1	0.13%	1	100.00%	0.01%
Illness - Teacher	303.92	39.71%	231.75	76.25%	3.69%
Illness - Long Term	121.32	15.85%	0	0.00%	1.47%
Medical/Dental Appt	83.28	10.88%	73.22	87.92%	1.01%
Internship Seminar	0	0.00%	0	0.00%	0.00%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	2	0.26%	2	100.00%	0.02%
Unpaid Sick Leave	0.24	0.03%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>511.76</b>	<b>66.86%</b>	<b>307.97</b>	<b>60.18%</b>	<b>6.21%</b>
<b>Prairie South</b>					
Extra/Co-curr Teach	14.4	1.88%	9.6	66.67%	0.17%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	1.5	0.20%	1.5	100.00%	0.02%
LRNG Meet/PD	66.11	8.64%	56.21	85.02%	0.80%
Noon Supervision Day	16.5	2.16%	15.5	93.94%	0.20%
PD DEC Teachers	13.5	1.76%	11	81.48%	0.16%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	1.92	0.25%	1.42	73.96%	0.02%
STF Business - Invoice	2	0.26%	2	100.00%	0.02%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>115.93</b>	<b>15.15%</b>	<b>97.23</b>	<b>83.87%</b>	<b>1.41%</b>
<b>Total Absences</b>	<b>765.39</b>	<b>100.00%</b>	<b>528.5</b>	<b>69.05%</b>	<b>9.28%</b>

Teachers (FTE)  
433.92

# of teaching Days  
19

Possible Days  
8244.48

## CUPE Staff Absences & Casual Usage 2016-2017

Date: December 22, 2016 - January 26, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>CUPE Agreement</b>					
Act of God	5.46	0.84%	3.43	62.82%	0.09%
Bereavement Leave	23	3.54%	18.08	78.61%	0.39%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	2.38	0.37%	1.38	57.98%	0.04%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	14.5	2.23%	14.5	100.00%	0.25%
Earned Day Off	8	1.23%	6	75.00%	0.14%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	313.22	48.19%	219.47	70.07%	5.37%
Med/Den Appt Support	43.41	6.68%	30.83	71.02%	0.74%
Noon Supervision	2.4	0.37%	1.4	58.33%	0.04%
Parenting/Caregiver	26.43	4.07%	19.18	72.57%	0.45%
Pressing Leave	14.66	2.26%	11.84	80.76%	0.25%
Rec. of Service	4	0.62%	3	75.00%	0.07%
TIL Support	3	0.46%	2	66.67%	0.05%
Without Pay Support	49.83	7.67%	27.62	55.43%	0.85%
<b>SUB TOTAL</b>	<b>510.29</b>	<b>78.50%</b>	<b>358.73</b>	<b>70.30%</b>	<b>8.75%</b>
<b>Employment Act</b>					
Court/Jury Duty	3	0.46%	2.66	88.67%	0.05%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	109.5	16.85%	72.81	66.49%	1.88%
Workers Compensation	22.31	3.43%	17.75	79.56%	0.38%
<b>SUB TOTAL</b>	<b>134.81</b>	<b>20.74%</b>	<b>93.22</b>	<b>69.15%</b>	<b>2.31%</b>
<b>Prairie South</b>					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	1.93	0.30%	0.96	0.00%	0.03%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC Support Staff	3	0.46%	3	0.00%	0.05%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>4.93</b>	<b>0.76%</b>	<b>3.96</b>	<b>80.32%</b>	<b>0.08%</b>
<b>Total Absences</b>	<b>650.03</b>	<b>100.00%</b>	<b>455.91</b>	<b>70.14%</b>	<b>11.15%</b>

3.96

Possible Days

December 22, 2016 - January 26, 2017

Days

22.00

FTE

265.0406

Total Days

5830.89

\*Does not include data from three CUPE bus drivers

\*\* WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

## Bus Driver Staff Absences & Casual Usage 2016-2017

Date: December 22, 2016 - January 20, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>Conditions of Employment</b>					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	0	0.00%	0	0.00%	0.00%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	26	24.64%	26	100.00%	1.61%
Med/Den Appt Support	18.5	17.54%	17.5	94.59%	1.15%
Parenting/Caregiver	0	0.00%	0	0.00%	0.00%
Pressing Leave	6	5.69%	5.5	91.67%	0.37%
Without Pay Support	55	52.13%	55	100.00%	3.42%
<b>SUB TOTAL</b>	<b>105.5</b>	<b>100.00%</b>	<b>104</b>	<b>98.58%</b>	<b>6.55%</b>
<b>Employment Act</b>					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	0	0.00%	0	0.00%	0.00%
Workers Compensation	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Prairie South</b>					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Total Absences</b>	<b>105.5</b>	<b>100.00%</b>	<b>104</b>	<b>98.58%</b>	<b>6.55%</b>

### Possible Days

December 22, 2016 - January 20, 2017

Days

14.00

Staff

115

Total Days

1610.00

\* Please note the difference in dates compared to the other employee groups - next month's report will have more days for this group.

**\* Bus Drivers are now counted by actual staff, not FTE**

**\*\* Data includes data from 3 CUPE bus drivers**

**\*\*\* WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.**

## Out of Scope Staff Absences & Casual Usage 2016-2017

Date: December 22, 2016 - January 26, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>Conditions of Employment</b>					
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	0	0.00%	0	0	0.00%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	0	0.00%	0	0	0.00%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	0	0.00%	0	0	0.00%
Family Responsibilities	0.75	0.54%	0	0	0.06%
Illness - Support	41.57	29.95%	0	0	3.49%
Med/Den Appt Support	7.24	5.22%	0	0	0.61%
Parenting/Caregiver	1.2	0.86%	0	0	0.10%
Pressing Leave	2.05	1.48%	0	0	0.17%
Without Pay Support	1	0.72%	0	0	0.08%
<b>SUB TOTAL</b>	<b>53.81</b>	<b>38.77%</b>	<b>0</b>	<b>0.00%</b>	<b>4.51%</b>
<b>Employment Act</b>					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	84.98	61.23%	0	0	7.13%
Workers Compensation	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>84.98</b>	<b>61.23%</b>	<b>0</b>	<b>0.00%</b>	<b>7.13%</b>
<b>Prairie South</b>					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	0	0.00%	0	0	0.00%
LRNG Meet/PD	0	0.00%	0	0	0.00%
SOEH Meet/PD	0	0.00%	0	0	0.00%
SONO Meet/PD	0	0.00%	0	0	0.00%
SOSO Meet/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Total Absences</b>	<b>138.79</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>11.64%</b>

**Possible Days**

December 22, 2016 - January 26, 2017

**Days**

22.00

**FTE**

54.18

**Total Days**

1191.96

\*\* WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

## **Tender Report for the period January 3, 2017 to January 26, 2017**

### 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 no competitive bids awarded for the reporting period.

# AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.6
<b>Topic:</b>	<b>Amendment to Sunningdale SCC Constitution</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Sunningdale SCC would like to amend their constitution as presented.

**Current Status:** Changes are highlighted in yellow on the attached document.

**Pros and Cons:**

**Financial  
Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	January 24, 2017	Revised SCC Constitution

## ***Recommendation:***

That the Board approve Sunningdale SCC's Constitution as presented.

Sunningdale School Community Council Constitution  
Suggested updates highlighted in yellow January 10, 2017

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Mission  
Vision  
Guiding Principles  
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Council Code of Conduct  
Methods for Evaluation of Council Operations  
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MISSION

The Sunningdale School Community Council's mission statement is:

Building a legacy of excellence, one student at a time.

VISION

Sunningdale School Community Council, in partnership with school staff, children, parents, guardians, and the community will strive to provide a safe, supportive and collaborative learning environment devoted to our children. We will assist them in reaching their highest academic, athletic and personal success.

GUIDING PRINCIPLES

- Our membership will strive to be representative of the students, parents, guardians, staff and community of Sunningdale School.
- We recognize the importance of both lay and professional perspectives within the community and strive to appreciate all viewpoints.
- We believe that partnerships are built on understanding, mutual respect and open communication.
- We honour the right to privacy of individuals and treat all information they are privy to with appropriate discretion and sensitivity.
- We will regularly consult with students, parents, community members, the Board Of Education, the school Principal, School Staff and others.

- We will focus our attention and efforts on key matters that make a difference in student learning and well-being.
- We are committed to fulfilling our role as a vital link in school level governance.
- We will work to ensure safety and well-being of all.
- We will reflect and assess our progress.

## OBJECTIVES/GOALS

- To encourage and facilitate parent and community engagement in school planning and improvement processes, and to fulfil initiatives within the Learning Improvement Plan;
- To understand parent, student and public economic, social and health conditions and needs and their aspirations for child and youth learning and well-being and to become knowledgeable about resources and supports for the school, parents and community;
- Will align our work with Provincial and Division learning and well-being outcomes for students.
- Will align our work with the Provincial accountability framework and focus on related Division goals and initiatives; and,
- To actively engage parents and community members in matters of concern related to public education;
- To develop and recommend a Learning Improvement Plan, jointly and in cooperation with the Principal and staff of the School, for approval to the Board of Education;
- To report regularly to the parents and community on its plans, initiatives and outcomes and on the expenditure of funds related to the operation of the School Community Council.
- To participate in opportunities to develop the capacity of the School Community Council to fulfil these responsibilities.
- To provide guidance and direction from a lay perspective to the school, the Board and community organizations and agencies.
- To provide advice and represent the parents and community to:
  - The Board of Education on policies, programs and educational service delivery decisions, including grade discontinuance, school closure, religious observances and language of instruction;
  - The school on it's programs and operations; fundraising activities and school fees and the Student Code of Conduct.
  - Other organizations, agencies and governments on the learning and well-being needs of children and youth.
- Will focus our attention on the areas of the Learning Improvement Plan where the parent/community perspective and efforts are most appropriate and needed; and,
- Will monitor our activities to support continuous improvement in the areas of student learning and
- To consider and approve the fund-raising activities in our school

## MEMBERSHIP

Membership includes:

Elected and Representative Members:

The Sunningdale School Community Council executive shall consist of the following term positions:

- Chairperson
- Vice Chairperson
- Secretary
- Treasurer
- **Community Liaison**
- Member at Large

The majority of members should ideally be parents/guardians of students attending Sunningdale School.

The Sunningdale School Community Council shall include the following Permanent Members:

- School Principal
- A Teacher

The Council will have five and up to nine parent and community members elected at the Annual General Meeting with a minimum of three parents.

## STRUCTURE AND OFFICERS, ROLES & RESPONSIBILITIES, TERMS

Responsibility for student learning success and well-being is shared among home, community and school. The role of the Council is to support each partner in making their contributions to student learning, success and well-being.

The roles and responsibilities of Officers for Sunningdale School Community Councils are as follows:

The Principal will:

- Communicate Board Policy and New Initiatives
- Assist in development and communication of school procedures
- Share updates on staffing
- Share progress on school goals
- Share perspective on learning, well-being, teaching and programs
- Conflict resolution and direction, serve as a mediator for the Council
- Focus priorities for meetings
- Contribute to the team on issues presented and tasks required

The Teacher Liaison will:

- Convey information from staff to council and vice versa
- Resource regarding the issues affecting teachers
- Provide ideas to facilitate helping staff to be represented
- Bring staff requests for items or assistance ie: fundraising for materials, liaise with Board on behalf of staff

- Relay council requests to staff
- Contribute to the team on issues presented and tasks required
- Appointed by the teaching staff

The Chairperson will:

- Call meeting to order
- Conduct meeting
- Organize agenda for Council meeting in consultation with Principal and with input from the other Council members.
- Follow agenda during meetings
- Focus on Priorities for meetings
- Delegate Duties
- Ensure that all members have input to discussion and decisions
- Oversee Operations of the Council in conjunction with the Principal
- Make sure meetings are running smoothly
- Spokesperson for Council
- Establish networks that support the School Community Council
- Pass on information to members
- Meet with Principal before council meetings or as needed
- Send reminder for meetings
- Contribute to the team on issues presented and tasks required
- This is a two year term position
- Authorize expenses

The Vice-Chairperson will:

- Support the Chairperson in his/her duties, taking over in absence of chairperson or if chairperson is unavailable to fulfill obligations, the vice-chairperson will take over above duties
- Contribute to the team on issues presented and tasks required
- This is a one year term position.

The Secretary will:

- Keep minutes during meetings
- Forward minutes to all council members then adopt at next council meeting
- Update Website with council information
- Bring correspondence to meeting to update council
- Provide direct correspondence on behalf of council
- Contribute to the team on issues presented and tasks required
- This is a two year term position.

The Treasurer will:

- Prepare financial statements
- Present at AGM financial situation
- Support Admin Assistant in maintenance of petty cash and expense reimbursement from Board
- Liaison to community and school members regarding the financial situation and other issues
- Fundraising coordinator
- Report financial situation at every meeting

- Help develop policy
- Meet with Principal
- Contribute to the team on issues presented and tasks required
- This is a one year term position.

The Community Liaison's will:

- Volunteer for council, ready to assist with committees
- Be a liaison between parents, students, all community members, and outside agencies
- Provide ideas, opinion, facilitate
- Contribute to the team on issues presented and tasks required
- This is a one year term position.

The Administrative Assistant to Sunningdale School will assist the council:

- Tend to petty cash of School Community Council
- Turn over receipts and expenditures to the council treasurer

SCHEDULE OF MEETINGS

- There shall be a minimum of four regular meetings of the Council in each school year, as well as the annual meeting which shall be held as per Prairie South School Division guidelines
- All meetings shall be held with at least fourteen days advance notice. This does not apply to emergency meetings.
- All meetings of the SCC will be held at Sunningdale School or another agreed upon location.
- Any special meeting of the Sunningdale School Community Council shall be called by the chair upon the request of an executive member of the SCC or by the written request signed by no fewer than 25 persons who have a child attending Sunningdale School or members of the Sunningdale community.
- Only business pertaining to the roles and responsibilities of School Community Councils can be considered at a special meeting. The School Community Council will determine the time and place of the special meeting.
- A majority of the executive shall constitute a quorum for the Executive Meetings. A quorum for the General School Council Meetings shall be 15 people including the majority of the executive. The majority of a committee shall constitute a quorum.
- The Minutes for each Council Meeting will be sent to all Executive Members prior to each meeting and made available to the general membership.
- The agenda for each council meeting will be sent to all Executive members prior to each meeting and made available to the general membership as well.
- Sunningdale School Community Council will hold its Annual General Meeting in accordance with Prairie South School Division Guidelines.

## ELECTIONS

- All members of the Sunningdale School Community (parents/guardians of children at the School, community members) are eligible to vote at a General Meeting.
- Elections for all School Community Council Positions will take place at the Annual General Meeting.
- A minimum of one month prior to School Council elections, nominations for parent and community representation will be advertised and a General Meeting will be announced in the schools newsletter.
- All nominations of parents and community members interested in standing for election must be submitted on the official form and will be received up to the time of the election and can be returned to the school prior to the election or presented at the election.
- Nominees must identify whether they are standing for election as a parent or a community member when completing the nomination form.
- Nominations will be received by the Returning Officer until a motion is passed that nominations cease. Nominations may withdraw their nominations until a motion is passed that nominations cease and the chair calls for a secret vote.
- A ballot will be prepared for the General Meeting with the names put forward prior to the meeting date. There will be lines left in each category to add names from the floor.
- The electors will be instructed to choose candidates for the positions up for election.
- Ballots will be issued to each Sunningdale School parent and community member attending the General Meeting with a sign-in system.
- Candidates may have three minutes to address the General Meeting prior to voting.
- The Returning officer will distribute and Collect ballots and the results tabulated with the chair of the annual meeting in attendance.
- If there is a tie between candidates, the Returning Officer will break the tie by flipping a coin.
- The Returning Office will announce the outcome of the election and shall place the ballot and the elections results in an envelope and then seal the envelope with tape and sign his/her name across the seal. The envelope shall be labelled "Sunningdale School Community Council Ballots." The envelope should be forwarded to the Superintendent of School Services who shall store them in a secure manner at the division office for a period of two weeks following the election.
- If there is a dispute about the outcome of the election, the Returning officer shall refer the matter to the Superintendent of School Services. The Superintendent of School Services will investigate the election process and make a ruling and provided the election is not contested then the Superintendent of School Services will destroy the ballots after 2 weeks following the election.
- Acclamations would occur should there be only one candidate in a particular category.
- Seats not filled or vacated during the school term, are the responsibility of the Executive School Council to resolve. The School Council may appoint qualified persons to fill Representative Member Office vacancies until that vacancy can be filled at the annual general meeting.

## MEANS OF PUBLIC CONSULTATION

Sunningdale School Community Council may use any of the following methods to consult with and inform their public regarding relevant council issues:

- Mailed Questionnaires (Surveys)
- Emailed Questionnaires (Surveys)
- Face to Face Interviews/Questionnaires
- Public Meeting/Workshop
- Tell Them From Me Surveys

## MEANS OF PUBLIC COMMUNICATION

Sunningdale School Community Council may use any of the following methods to communicate with and inform their public regarding relevant Council issues:

- Written Communication – presented through posters, websites, public notices, email, newsletters, memos and information pamphlets with a contact name and number for follow up questions,
- Verbal Communication – presented through special meetings or presentations where specific issues can be presented.
- Media Coverage – many radio stations, cable television networks and newspapers provide public service announcements free of charge. In communities served by a number of schools. Councils could consider approaching media as a group and discussing the possibility of regular coverage.
- Information Networks – Informal networks made up of people who talk to each other regularly and exchange information should also be considered. The key is to make sure the information you wish to communicate is clear and readily available.
- More formal networks such as telephone trees are also useful for spreading information about events or activities.

## GOVERNANCE MODEL

The Sunningdale School Community Council will manage their activities by following the Representative Governance Model. In following a representative governance model, each Executive Member has the delegated authority of the Sunningdale School Community Council to responsibly determine and represent the views of the Sunningdale School Community to the Principal, the School and the School Board. The Sunningdale School Council will conduct their day to day business and will report back to the wider School Community at the general meeting each year or through public consultation and meetings as deemed necessary by the School Community Council Executive. When determining a representative position, Members shall act in the best interests of the students and the School.

## DECISION MAKING MODEL

The Sunningdale Community Council shall utilize both the Majority Vote Model and the Consensus Building Model.

Majority Vote – The issue is discussed, and a vote is taken. The majority vote decides the issue.

Consensus requires that all Members listen to each other's opinions and try to find solutions to problems and differences. It will almost always involve compromise and can release a group to move beyond individual wants to determining and pursuing shared needs. Each member of the council executive represents one vote. Consensus does not necessarily mean that all parties agree, but that all can live with a decision for the sake of the group's ability to move forward.

## COMPLAINTS AND CONCERNS PROCEDURES

Any matter concerning an individual student or staff member must be directed to the teacher of Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual.

### Informal Complaint or Concern Procedure

Provided Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about Council initiatives or activities expressed informally to members of the Council may be addressed immediately by the Council Member. If Council Members are unsure of the appropriate response, they should say so but indicate that they will check and get back to the individual. If such a commitment is made the Council Member must follow through. After responding to the complaint or concern Council Members should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Council Member should explain how the concern or complaint could be brought to the attention of the Council in a more formal manner. Councils may wish to keep a record of information complaints or concerns as patterns may provide them with valuable information in evaluating their operations.

### Formal Complaint or Concern Procedure

Concerns or complaints can be brought to the attention of the School Community Council in a formal manner in writing or be presenting the concern/complaint at a School Community Council meeting. Council will provide a written response regarding how they have or will address the concern or complaint.

## CODE OF CONDUCT

A Sunningdale School Community Council Member shall:

- Be guided by the Vision statement and Mission of Sunningdale School Community Council.
- Practice the highest standards of honesty and integrity.
- Recognize and respect each member of the school community.
- Encourage a positive atmosphere where individual contributions are encouraged and valued.
- Contribute to consensus building.

- Consider the best interests of all students.
- Use the appropriate communication channels when questions or concerns arise.
- Declare any conflict of interest.
- Endeavour to be familiar with school and division policies and operating practices and act in accordance with them.

## METHODS FOR EVALUATION OF COUNCIL OPERATIONS

### Formal Evaluation methods:

- a. Evaluation forms distributed to members of Council, Students, Parents, Staff, Board, and Community Members. Comments might be encouraged in a number of broad categories related to general Council meeting operation such as, encouraging parent and community involvement, use of committees, Council Communication channels and decision-making.
- b. Set aside a specific time to discuss Council operations in each area included in the Constitution. Address pro's and con's of current practice and identify suggestion for the future.

### Informal Evaluation methods:

- a. Council Members take a few minutes at the end of each meeting to Review Council operations and comment on positives and areas that may need attention.
- b. Listen to the comments of parents, school, staff, students, community members and Board of Education Members. You might ask, "How are we doing? What do you like? What concerns do you have?"

## COMMITTEES

The Sunningdale School Community Council will act in a coordination role for committees operating in support of the SCC and the school program.

Committees will be established by the Sunningdale School Community Council based on the needs of the council.

## AMENDING THE CONSTITUTION

Amendments to the constitution shall be made by a vote of the membership at the Annual Council Meeting or a special Council meeting. Whenever possible, two weeks written notice of any amendment shall be given to the membership, via school newsletter/web site, prior to any meeting that the amendment is to be considered. The Council may then send its suggestions for change in writing to the Prairie South School Division c/o Superintendent of School Services.

## AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.7
<b>Topic:</b>	<b>Out of Province Excursion – Central Collegiate to Banff and Lake Louise, Alberta</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Central Collegiate’s Grade 9-12 students to attend a ski trip to Banff and Lake Louise, Alberta April 13-16, 2017.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	January 19, 2017	Out-of-Province Excursion

***Recommendation:***

That the Board approve Central Collegiate’s Grade 9-12 ski trip to Banff and Lake Louise, Alberta on April 13-16, 2017.

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
<b>Name of Teacher:</b> Scott Wicker, Colin Belsher, Cal Carter, Logan Petlak, Shelby Mackey, Rikell Cooper	<b>School:</b> Central Collegiate Institute
<b>Type of Activity:</b> Curricular <input checked="" type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity <u>Winter Activity Club/Ski Club</u>	
<b>Grade Level:</b> 9,10,11,12	<b>Number of Students:</b> 45
<b>Destination:</b> Banff and Lake Louise, Alberta	<b>Trip Date:</b> April 13 – 16, 2017
<b>Number of School Days (Partial/Full):</b> None	
<b>Transportation:</b> <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: South Sask. Bus Lines Coach <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
<b>Number of Teachers, Parents, Chaperones:</b> 6	
<b>Qualifications/Certifications of Teachers, Parents, Chaperones:</b> <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

<b>B. SAFETY GUIDELINES</b>
<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 checked="" 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.

<b>C. BUDGET</b>
❖ Anticipated Budget  <b>3 days in Banff and Lake Louise Downhill Skiing/Snowboarding Experience</b>  • Inns of Banff Hotel (16 rooms - \$149.00 per night for 3 nights)    \$7200.00 - To be covered by fundraising/donations

• Transportation (Coach from South Sask Bus Lines)	\$3852.00
- To be covered by fundraising/donations	
• Park Entrance (3 days of Banff National Park fees)	\$0.00
- 150 <sup>th</sup> Anniversary of Parks Canada, fees waived	
• Winter Activities (3 days at Lake Louise Ski Resort)	\$12000.00
- Alpine skiing/snowboarding	
- 1.5 hour lesson each day, lift pass and equipment	
• Bus Driver Accommodations	\$390.00
• Total	\$23442.00

❖ Description of Funding Sources

- Fundraising plan of selling cookie dough to offset the costs

❖ Out of Pocket Cost per Participant

- The balance not raised by our fundraiser will be paid by the student

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

**D. LEARNING OBJECTIVES**

- ❖ *I can respect nature and develop a stronger spiritual understanding of self, other and the environment connected to the Wellness/Physical Education curriculums while enhancing my mental health*
- ❖ *I can develop life- long skills related to fitness, physical activity and skillful movement within the activities of alpine skiing/snowboarding*
- ❖ *I can develop meaningful and respectful relationships with others during movement activities within nature*
- ❖ *I can identify safety measures that need to be put in place to ensure safe winter activities*
- ❖ *I can demonstrate proper dressing of winter attire to promote safe winter sports*
- ❖ *I can demonstrate improved movement skill while alpine skiing or snowboarding*
- ❖ *I can demonstrate core strength and medium to high levels of fitness while participating in physical activity for a prolonged period of time*
- ❖ *I can demonstrate leadership and caring characteristics that promote life-long learning and life-long physical activity*

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

**a) Pre-Excursion Learning:**

- Winter safety skills: proper dress, sun/wind safety, mountain skiing/boarding safety – ski with a buddy, know your terrain, know your limits
- Trail Reading
- How to pack and what to pack
- Assessing the risk
- Hydrating and fueling yourself with healthy foods and drinks

**b) Excursion Learning:**

- Students can describe environmental impact of skiing/snowboarding on natural terrain
- Students can articulate a historical understanding of the region
- Inspecting of ski/snowboard equipment and proper binding setting
- Students will be assessed in three days of skiing/snowboarding lessons and will be provided differentiated instruction based on their individual needs
- Students will develop a relationship with self/peers and nature so that they can be encouraged to maintain a life-long physically active lifestyle and a connection with nature

- Students will develop strength/fitness levels while gaining respect of their own awareness of personal physical limitations (understanding when one is fatigued can prevent risk of injury)
- Students will learn how to read trail maps and access basic orienteering skills
- Students will learn how to set up safety plans: ex. Ski with a buddy, identify ski patrol and ski volunteers and creating a cell phone contact list
- Students will be engaged in planning of meals/snacks during an outdoor excursion
- Students will have opportunity to experience alternative methods of healing/recovery

## **F. SCHEDULE OF ACTIVITIES**

### **Thursday April 13<sup>th</sup>, 2017**

- Depart after school (approx. 3:30 p.m.)
- Supper in Medicine Hat (approx. 6 p.m.)
- Arrive in Banff at Inns of Banff (approx. 11 p.m.)

### **Friday April 14<sup>th</sup>, 2017**

- 7:00 a.m. – Pre-planned breakfast at hotel
- 7:30 a.m. – Board bus for Lake Louise
- 8:30 a.m. – Arrive at Lake Louise Ski Resort
- 9:00 a.m. – Lessons begin
- 10:30 a.m. – Meeting with ski chaperones and group ski
- 12:30 p.m. – Group lunch in main chalet
- 1:30 p.m. – Group skiing
- 4:00 p.m. – Last ski run for the day
- 4:30 p.m. – Board bus for Banff
- 6:00 p.m. – Supper in downtown Banff
- 9:30 p.m. – Room Check
- 10:30 p.m. – Lights Out

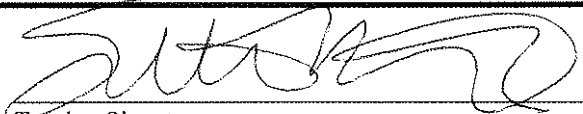
### **Saturday April 15<sup>th</sup>, 2017**

- 7:00 a.m. – Pre-planned breakfast at hotel
- 7:30 a.m. – Board bus for Lake Louise
- 8:30 a.m. – Arrive at Lake Louise Ski Resort
- 9:00 a.m. – Lessons begin
- 10:30 a.m. – Meeting with ski chaperones and group ski
- 12:30 p.m. – Group lunch in main chalet
- 1:30 p.m. – Group skiing

4:00 p.m. – Last ski run for the day  
4:30 p.m. – Board bus for Banff  
6:00 p.m. – Supper in downtown Banff  
9:30 p.m. – Room Check  
10:30 p.m. – Lights Out

**Sunday April 16<sup>th</sup>, 2017**

7:00 a.m. – Pre-planned breakfast at hotel  
7:30 a.m. – Board bus for Lake Louise  
8:30 a.m. – Arrive at Lake Louise Ski Resort  
9:00 a.m. – Lessons begin  
10:30 a.m. – Meeting with ski chaperones and group ski  
12:30 p.m. – Group lunch in main chalet  
1:30 p.m. – Group skiing  
3:00 p.m. – Last ski run for the day  
3:30 p.m. – Board bus for Moose Jaw  
7:00 p.m. – Supper in Medicine Hat  
11:00 p.m. – Arrive at Central Collegiate

  
Teacher Signature

Jan 12, 2017  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

## AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.8
<b>Topic:</b>	<b>Out of Province Excursion – Glentworth to Hidden Valley Ski Resort, Alberta</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:** Glentworth Grade 9-12 students to attend a ski trip to Hidden Valley Ski Resort on March 2 & 3, 2017.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	January 18, 2017	Out-of-Province Excursion

***Recommendation:***

That the Board approve Glentworth's Grade 9-12 ski trip to Hidden Valley Ski Resort on March 2 & 3, 2017.

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher: <u>Marilyn Zak</u>	School: <u>Glentworth</u>
Type of Activity: <input type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity <u>Ski - trip</u>	
Grade Level: <u>9-12</u>	Number of Students: <u>26</u>
Destination: <u>Hidden Valley Ski Resort</u>	Trip Date: <u>March 2 + 3 / 17</u>
Number of School Days (Partial/Full): <u>one plus non-instructional Friday</u>	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: <u>charter bus</u> <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: _____	
Qualifications/Certifications of Teachers, Parents, Chaperones: <u>2 or 3 teachers, 2 parents</u> <input checked="" type="checkbox"/> First Aid <input checked="" type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

<b>B. SAFETY GUIDELINES</b>
<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 checked="" 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. <input checked="" type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

<b>C. BUDGET</b>
❖ Anticipated Budget <u>\$ 4500</u> - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources <u>Both Student + Decentralized</u> ❖ Out of Pocket Cost per Participant _____

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

**D. LEARNING OBJECTIVES**

Attached

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

- a) Pre-Excursion Learning
- b) Excursion Learning
- c) Post-Excursion Learning

**F. SCHEDULE OF ACTIVITIES**

Attached

Teacher Signature

Principal Signature

Director/Superintendent Signature

Date

Date

☐

Request Approved

☐

Request Denied

## **Glentworth School Ski Trip**

### ***D. Learning Objectives***

Students will explore activities for life long physical activity.

Students will demonstrate a desire to participate in vigorous physical activity.

Students will try a sport some have never been exposed to.

Students will display increased self-confidence, self-sufficiency and initiative.

Students will develop an appreciation for the natural environment, in all seasons.

Students will develop social skill that promote acceptable standards of behaviour and positive relationships with each other and the environment.

Students will identify, assess and respond to physical hazards encountered in the natural environment.

Students will select appropriate personal and group gear for outdoor activities.

### ***E. Learning Activates:***

#### **a) Pre-excursion Learning**

- skill hill safety (ie: identifying symbols which mark the degree of difficulty for each run)

- skier responsibilities (ie: do not stop abruptly in front of another skier)

- appropriate dress for the ski hill

- basic instruction for using the various lifts

#### **b) Excursion Learning:**

- mandatory lessons conducted by qualified instructors

- demonstration and practice using the triple chair and t-bar

- skier responsibilities on the ski hill

#### **c) Post excursion learning:**

- discuss the importance of safety and mandatory lessons

- review the need for appropriate dress

- reflection of progress made by skiers throughout the day.

F. Schedule of Activities:

**Thursday – March 2**

8:00 – Leave school

12:00- Arrive at ski hill

-get skis, lessons, hit the slopes

4:30 – Ski hill closes

5:30 – Depart Hill

6:00 – Arrive at Prairie Rose Lodge for supper and evening activities

10:00 – lights out

**Friday – March 3**

7:30 – Wake up & Breakfast

9:00 – Ski hill opens

4:30 – Ski hill closes

5:30 – depart ski hill

7:30 – Supper at Pizza Hut (Swift Current)

10:00 – Arrive home

## AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.9
<b>Topic:</b>	<b>Out of Province Excursion – Peacock Collegiate to Banff, Alberta</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Peacock Collegiate's Grade 9-12 students to attend a band/music trip to Banff, Alberta on May 7-10, 2017

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	January 10, 2017	Out-of-Province Excursion

***Recommendation:***

That the Board approve Peacock Collegiate's Grade 9-12 students to attend a band/music trip to Banff, Alberta on May 7-10, 2017.

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
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. 90
Destination: Banff, AB	Trip Date: May 7-10
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>B. SAFETY GUIDELINES</b>
<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.

<b>C. BUDGET</b>
❖ Anticipated Budget \$30,000 _____ ❖ Description of Funding Sources Fundraising _____ ❖ Out of Pocket Cost per Participant approx. \$400 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.

**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**

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 specialist with more experience than myself

**c) Post-Excursion Learning**

Continue music process leading to 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

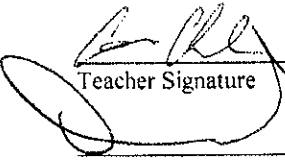
**F. SCHEDULE OF ACTIVITIES**

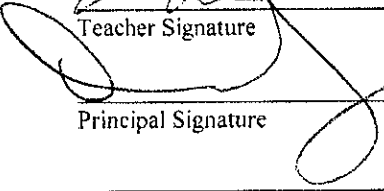
**Sunday, May 7<sup>th</sup>:** Travel to Banff

**Monday, May 8<sup>th</sup>:** Attend Concert band clinics in AM and Jazz Band clinics in PM, Gondola ride

**Tuesday, May 9<sup>th</sup>:** Concert choir clinics in AM and Vocal jazz clinic in PM, Hot springs

Wednesday, May 10th: Return to Moose Jaw 6:30

  
Teacher Signature

  
Principal Signature

\_\_\_\_\_  
Director/Superintendent Signature

Jan. 6, 2017

Date

Jan 7/17

Date

☐

Request Approved

☐

Request Denied

## AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	5.10
<b>Topic:</b>	<b>Out of Province Excursion – Peacock Collegiate to Kananaskis, Alberta</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:** Peacock Collegiate's Grade 11 students to attend a mountain bike trip to Kananaskis, Alberta on May 25-29, 2017

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	January 10, 2017	Out-of-Province Excursion

***Recommendation:***

That the Board approve Peacock Collegiate's Grade 11 students to attend a mountain bike trip to Kananaskis, Alberta on May 25-29, 2017

**OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK  
ACTIVITIES APPLICATION FORM**

**Division Office Administration Approval Required**

<b>A. INFORMATION</b>	
Name of Teacher: Blake Buettner	School: Peacock
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity    Mountain Bike Trip to Kananaskis _____	
Grade Level: 11	Number of Students: 19
Destination: Kananaskis, Alberta	Trip Date: May 25 – 29, 2017
Number of School Days (Partial/Full): 2.5 – Thursday, May 25-p.m., Friday, May 26-Full Day, Monday, May 29-Full Day	
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): Blake Buettner, Rence Verge, Matt Frochlich, Jay Fellingner, Regan Silversides, Tye Buettner	
Number of Teachers, Parents, Chaperones: 8	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input checked="" type="checkbox"/> Other CPR Certification__	

<b>B. SAFETY GUIDELINES</b>
<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 checked="" 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.</p>

<b>C. BUDGET</b>
<p>❖ Anticipated Budget - \$7000 - Vehicle Rental - \$2500.00 , Fuel - \$1400.00, Campsite Rental - \$1000.00, Groceries-\$525.00, Sub Costs - \$1375, Miscellaneous Camping Items(Camp Fuel, Tarps, Rope) - \$200.00</p> <p>❖ Description of Funding Sources - Decentralized Budget-Special Programs, Fund Raising(Raffle sales, School Bottle Recycling)</p> <p>❖ Out of Pocket Cost Per Participant \$150.00 - Meal Plans, Camping Gear, Bike Maintenance and Tune-up, Class T-Shirt, CPR Certification, Spending Money, Fast Food Restaurants x 3, Snacks for Trip</p>

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

**D. LEARNING OBJECTIVES**

- Lifelong participation in recreational activities. Have students appreciate outdoor activities for life.
  - Develop positive attitudes towards physical activity, fitness, self concepts, relationships, social behavior, personal and group safety.
  - Outdoor pursuits have been a major objective of Outdoor Education 20.
- Specifically from the Physical Education 20 Curriculum:

**Foundational Objective:**

Students will develop skills related to the outdoors which will make them more comfortable in an outdoor environment.

**Learning Objectives:**

- Students will display an understanding of terminology, rules, safety concepts, mechanical principles and current developments that apply to outdoor pursuits. (We learn biking, hiking and camping terminology, rules, wildlife and bike safety and current trends in mountain biking.)
- Students will display increased self confidence, self sufficiency and individual initiative. (Students are trained on the hills in Moose Jaw on their bikes and their self confidence grows enormously after a day in the mountains using their bikes. Students will spend time training on their own.)

**Foundational Objective:**

Students will develop skills which promote lifelong outdoor leisure pursuits.

**Learning Objectives:**

- Students will develop the basic movement patterns and performance cues related to outdoor pursuits. (We train on stationary bikes to gain fitness for the trip.)
- Students will develop an awareness of the potential of the natural environment for worthwhile lifetime outdoor pursuits in all seasons. (We discuss wildlife safety and the wilderness area we will be going into.)

**Foundational Objective:**

Students will develop an appreciation of and respect for the outdoor environment.

**Learning Objectives:**

- Students will develop an appreciation and respect for the natural environment. (The campsite is like no other. It is on a plateau half way up a mountain with a stream running through it.)
- Students will develop social skills that promote acceptable standards of behaviour and positive relationships with each other and the environment. (The students develop close relationships with each other through the process of the class.)

**Foundational Objective:**

- Students will develop an appreciation of the contribution outdoor pursuits make to personal fitness.

**Learning Objectives:**

- Students will develop the ability to identify and pursue a variety of fitness-related activities that complement selected outdoor pursuits. (We hike as well as bike on our trip. Camping skills are enhanced through our trips.)
- Students will develop an appreciation of the role of outdoor pursuits in the achievement and maintenance of personal fitness. (Students realize how training and conditioning enhance their experience on the trips.)
- SLO's of communication, critical and creative thinking, independent learning, personal and social values and skills and technology are all incorporated into Outdoor Education 20.
- Use of biking skills, conditioning, map reading, camping, menu planning, computer use, cooking, decision making, cooperation, teamwork and social skills are all incorporated into the class and trips.

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

- a) Pre-Excursion Learning - Bike use and maintenance, safety, CPR certification, spin classes for conditioning, wildlife situations, mountain bike skills practice at the Wakamow, menu planning, map reading, knot tying, survival kit preparation.
- b) Excursion Learning – Mountain training session, trip preparations and packing, independent learning of cooking and cleaning, camping duties, nature center, putting pre-excursion knowledge and conditioning to work, group cooperation, independently challenging yourself.
- c) Post-Excursion Learning – Self and teacher evaluation, trip evaluation, chaperone's evaluation, clean up, maintenance of camping gear, trip reflection.

**F. SCHEDULE OF ACTIVITIES**

- Leave Thursday, May 25 at Noon.
- Stay in Brooks, Alberta.
- Leave on Friday, May 26 for Peter Lougheed Provincial Park in Kananaskis.

-Bike Canmore Olympic Park trails on Friday, May 26. Set up camp at Pocaterra Group Camp at Kananaskis.

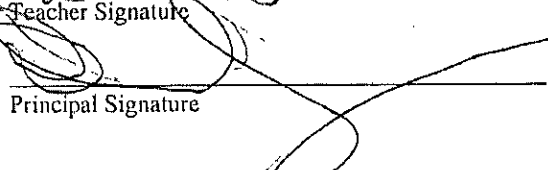
-Bike Terrace trail on Saturday, May 27.

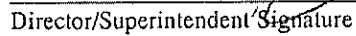
-Bike Lake Minnewanka trail on Sunday, May 28.

-Return to Moose Jaw on Monday, May 29.



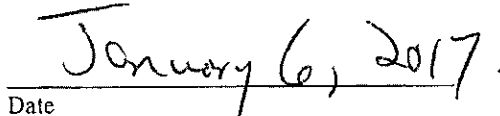
Teacher Signature

  
Principal Signature

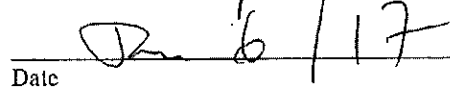
  
Director/Superintendent Signature

☐

Request Approved



Date



Date

☐

Request Denied

## AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	8.1
<b>Topic:</b>	<b>Inquiry: Noon Supervision in Moose Jaw Elementary Schools</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:**

At the January 3, 2017 Board meeting the following inquiry was made:

*Since we eliminated the School Assistant positions at Moose Jaw elementary schools, can we be apprised of the noon hour supervision situation at Moose Jaw elementary schools so far in the 2016-17 school year. Items such as: levels of supervision at schools over noon hour; number of volunteer teachers participating; number of paid "one hour" noon supervisors; and any other challenges.*

**Current Status:**

For the 2016-17 school year, a formula for noon supervision was created by Human Resources. The formula was created to provide clear guidance to school principals for the supervision of students during lunch time and to help control escalating costs associated with noon supervision. Before finalizing the formula, a number of questions were considered. For example:  
 What percentage of students currently stay for lunch?  
 What is a reasonable noon supervision ratio?  
 What is the time frame for the noon period?

Gathering answer to these questions, we learned that 70% of Prairie South's student population stays for lunch. A reasonable lunch time supervision rate is 1 supervisor for every 80 students, which was determined by surveying the provincial HR group. And, that lunch time would be based on 60 minutes, regardless of the school's lunch time length.

In the 2015-16 school year, Prairie South's average lunch time supervision rate was 1 supervisor for every 32.5 students. At this rate, Prairie South would have 131 lunch supervisors per day for the 2016-17 school year. The approximate cost of this rate of supervision would be \$457,314 (based on 185 instructional days at \$18.87/hour).

Past practice in Prairie South was to use the approximate supervision ratio of 1:50 on a weekly average.

The formula created is based on 75% of our students staying for lunch, a supervision rate of 1:40-60, and 60 minutes of possible lunch time supervision. The supervision rate of 1:40-60 was derived from starting at 1:80 and then considering the school's current rate of supervision and its local needs.

**Pros and Cons:**

Pros: Consistent and predictable application of lunch time supervision. Cost savings for the school division.

Cons: Less noon supervisors than past years. Potential challenges to secure noon supervisors.

**Financial Implications:**

At 100 noon supervisors, the school division saves approximately \$100,000. This year's budgeted noon supervision costs are \$349,095 (100 supervisors for 185 instructional days at \$18.87/hour).

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

Prepared By:	Date:	Attachments:
Ryan Boughen	January 24, 2017	NS in Moose Jaw Elementary Schools Chart

***Recommendation:***

Information only.

NS in Moose Jaw Elementary Schools - Board Inquiry February 7/17					
School	Approved NS Rate for 2016-17	2015-16 Rate	Teacher Supervisors	Support Staff Supervisors	Paid Supervisors
Empire	2.5	4	7	2	
King George	5	6	10	1	1
Lindale	5	5	12	0	
Palliser Heights	6	7	23	4	
Prince Arthur	4	6	11	0	
Sunningdale	5	7.5	23	3	
Westmount	4	7	9	3	
William Grayson	2	3.5	4	5	
Total Approved FTE	33.5	46			
Note: There are more supervisors listed than the approved rate					
	because not all supervisors work every day.				

# AGENDA ITEM

<b>Meeting Date:</b>	February 7, 2017	<b>Agenda Item #:</b>	8.2
<b>Topic:</b>	<b>Baragar Enrolment Projections</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

## Background:

Each year Baragar provides a projection of enrolments extending out 15 years from the current school year. The projection is based on enrolment data provided by the school division, information from Canada Post, CRA, Statistics Canada-Census and the Provincial Bureau of Vital Statistics. It includes information on births, population, migration and participation rates in the school division regular program.

## Current Status:

For the 2017-18 school year, the school division is projected to grow by 117 students. Moose Jaw is projected to grow by 71 students, which includes Lindale. The rural area of the school division is projected to grow by 54 students. Home School population is projected to grow by 7 students. The virtual school is projected to decline by 1 student and the associate schools project a decline of 14 students. Within this, the Moose Jaw high school population is projected to decrease by 18 students while the elementary school population, including Lindale, is projected to increase by 89 students.

Overall, all schools are projected to grow slightly except for Sunningdale, Coronach, Craik, École Gravelbourg, Eyebrow, Glentworth, Kincaid and Mossbank. These schools will see very slight decreases. For example, Sunningdale, Coronach and École Gravelbourg will decline by only 2 students each. Peacock will also see a decline in students. However, Peacock is projected to lose another 33 students.

## Pros and Cons:

## Financial Implications:

## Governance/Policy

## Implications:

## Legal Implications:

## Communications:

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	January 12, 2017	Baragar Enrolment Projections for students, FTEs and births

## Recommendation:

Information only.

Baragar Enrolment Projections-Number of Students

Including Pre-K

	Actual	Actual	Actual	Actual	Actual	5 Year																
Actual 12/13-16/17, Projections 17/18 and on	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	Total	
Empire School (PreK-8)	159.0	164.0	170.0	171.0	183.0	190.0	186	188	184	180	178	174	177	177	176	175	175	176	176	176	3,359.0	-7.0
King George School (PreK-8)	366.0	360.0	355.0	362.0	356.0	377.0	388	388	390	397	397	388	386	393	395	393	398	400	402	402	7,291.0	46.0
Lindale School (PreK-8)	370.0	362.0	359.0	346.0	350.0	360.0	376	386	376	368	362	352	347	349	345	334	329	336	337	337	6,744.0	-13.0
Palliser Heights School (PreK-8)	517.0	542.0	566.0	598.0	655.0	680.0	689	709	724	730	743	743	737	733	730	735	737	736	736	736	13,040.0	81.0
Prince Arthur School (PreK-8)	258.0	257.0	251.0	224.0	247.0	248.0	250	256	256	255	259	252	251	249	247	248	249	250	250	250	4,757.0	3.0
Sunningdale School (PreK-8)	404.0	410.0	430.0	445.0	437.0	435.0	439	425	440	437	430	430	427	427	430	421	425	425	425	425	8,142.0	-12.0
Westmount School (PreK-8)	292.0	301.0	298.0	323.0	364.0	387.0	400	418	430	447	459	472	474	471	466	466	471	472	470	470	7,881.0	106.0
William Grayson School (PreK-8)	127.0	134.0	136.0	145.0	137.0	141.0	144	151	152	148	149	150	150	147	146	145	144	145	145	145	2,736.0	8.0
Central Collegiate (9-12)	439.0	445.0	429.0	479.0	517.0	531.0	570	567	591	630	633	675	704	716	733	738	734	717	707	696	11,555.0	179.0
Peacock Collegiate (9-12)	707.0	723.0	718.0	645.0	573.0	540.0	519	511	498	566	564	605	634	641	656	658	653	639	632	617	11,682.0	44.0
Riverview Collegiate (9-12)	125.0	110.0	121.0	110.0	114.0	115.0	113	119	120	127	126	134	140	141	145	143	143	140	138	135	2,424.0	21.0
John Chisholm Alternate School (7-12)	10.0	7.0	14.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	31.0	0.0
<b>Total Moose Jaw</b>	<b>3,774.0</b>	<b>3,815.0</b>	<b>3,847.0</b>	<b>3,848.0</b>	<b>3,933.0</b>	<b>4,004.0</b>	<b>4,074.0</b>	<b>4,118.0</b>	<b>4,161.0</b>	<b>4,285.0</b>	<b>4,300.0</b>	<b>4,375.0</b>	<b>4,427.0</b>	<b>4,444.0</b>	<b>4,469.0</b>	<b>4,456.0</b>	<b>4,458.0</b>	<b>4,436.0</b>	<b>4,418.0</b>	<b>4,389.0</b>	<b>79,642.0</b>	456.0
Assiniboia Elementary School (5-8)	141.0	150.0	162.0	168.0	170.0	171.0	175	196	193	208	203	180	172	170	178	191	199	194	194	194	3,415.0	24.0
Assiniboia Comp High (9-12)	190.0	180.0	166.0	160.0	167.0	183.0	179	187	188	180	186	209	205	216	216	188	178	177	182	196	3,537.0	29.0
Assiniboia 7th Ave. School (PreK-4)	208.0	214.0	218.0	241.0	246.0	253.0	247	229	236	234	242	255	263	258	258	258	258	258	258	258	4,634.0	12.0
Avonlea School (K-12)	138.0	146.0	163.0	157.0	157.0	159.0	155	153	150	151	150	154	154	148	149	142	143	146	144	146	2,859.0	-11.0
Baildon Hutterite Colony (K-9)	9.0	9.0	10.0	13.0	18.0	19.0	20	21	23	25	25	27	27	27	27	27	27	27	27	27	408.0	9.0
Belle Plaine Hutterite Colony (K-12)	19.0	19.0	20.0	21.0	19.0	22.0	23	22	23	23	24	25	25	25	25	25	25	25	25	25	435.0	6.0
Bengough School (K-12)	110.0	92.0	78.0	69.0	68.0	74.0	76	80	74	76	74	73	67	65	68	68	70	73	67	65	1,422.0	-3.0
Caronport Elementary School (K-8)	152.0	148.0	121.0	111.0	135.0	141.0	138	137	133	127	131	135	134	132	132	126	123	126	126	126	2,508.0	-9.0
Central Butte School (PreK-12)	112.0	114.0	103.0	92.0	114.0	118.0	120	131	132	141	149	155	160	161	164	165	165	168	168	169	2,632.0	55.0
Chaplin School (K-12)	58.0	50.0	53.0	56.0	48.0	52.0	50	50	49	49	48	49	52	51	51	48	48	49	46	48	957.0	0.0
Coronach School (PreK-12)	159.0	148.0	151.0	155.0	170.0	168.0	176	181	180	182	184	186	187	186	187	186	183	183	189	187	3,341.0	17.0
Craik School (K-12)	99.0	89.0	81.0	79.0	82.0	82.0	81	75	67	65	65	67	67	68	69	69	68	65	65	59	1,403.0	-23.0
Ecole Gravelbourg School (PreK-12)	239.0	247.0	251.0	252.0	240.0	238.0	239	245	253	259	260	260	266	260	260	257	256	259	260	260	4,801.0	20.0
Eyebrow School (K-12)	64.0	60.0	60.0	57.0	53.0	52.0	56	52	49	49	48	47	51	52	50	52	53	52	53	50	1,010.0	-3.0
Glentworth School (PreK-12)	92.0	90.0	92.0	84.0	103.0	99.0	103	100	99	93	97	99	100	98	98	94	96	95	96	92	1,828.0	-11.0
Huron Hutterite Colony (1-9)	8.0	8.0	9.0	9.0	8.0	9.0	9	9	7	7	6	6	4	4	4	4	4	4	4	4	123.0	-4.0
Kincaid School (K-12)	106.0	107.0	107.0	103.0	95.0	94.0	95.0	93.0	97.0	102.0	105.0	102.0	104.0	103.0	100.0	99.0	104.0	104.0	104.0	105.0	1,924.0	10.0
Lafleche Central School (PreK-12)	97.0	110.0	120.0	126.0	122.0	124.0	128	124	119	120	125	126	130	132	132	134	134	127	130	129	2,360.0	7.0
Mankota School (K-12)	52.0	53.0	58.0	52.0	48.0	49.0	49	46	43	46	47	48	47	49	49	50	49	46	45	45	926.0	-3.0
Mortlach School (K-12)	71.0	69.0	62.0	61.0	69.0	70.0	72	75	77	79	79	80	83	86	88	85	91	91	94	93	1,482.0	24.0
Mossbank School (K-12)	105.0	110.0	104.0	108.0	116.0	115.0	112	115	121	125	128	130	130	132	126	123	125	125	131	130	2,281.0	14.0
Rockglen School (K-12)	104.0	103.0	100.0	106.0	105.0	108.0	105	110	121	127	130	136	145	146	151	153	153	154	154	158	2,411.0	53.0
Rose Valley Hutterite Colony (1-9)	18.0	18.0	18.0	16.0	15.0	15.0	15	15	15	13	13	13	12	12	12	12	12	12	12	12	268.0	-3.0
Rouleau School (PreK-12)	118.0	121.0	133.0	123.0	151.0	158.0	160	158	164	164	164	170	173	177	170	171	174	174	172	175	2,995.0	24.0
Vanguard Hutterite Colony (1-8)	17.0	14.0	11.0	10.0	6.0	6.0	5	5	6	6	7	7	7	7	7	7	7	7	7	7	149.0	1.0
<b>Total Rural</b>	<b>2,486.0</b>	<b>2,469.0</b>	<b>2,451.0</b>	<b>2,429.0</b>	<b>2,525.0</b>	<b>2,579.0</b>	<b>2,588.0</b>	<b>2,609.0</b>	<b>2,619.0</b>	<b>2,651.0</b>	<b>2,690.0</b>	<b>2,739.0</b>	<b>2,765.0</b>	<b>2,765.0</b>	<b>2,771.0</b>	<b>2,734.0</b>	<b>2,745.0</b>	<b>2,741.0</b>	<b>2,753.0</b>	<b>2,760.0</b>	<b>50,109.0</b>	235.0
<b>Total PSSD Schools</b>	<b>6,260.0</b>	<b>6,284.0</b>	<b>6,298.0</b>	<b>6,277.0</b>	<b>6,458.0</b>	<b>6,583.0</b>	<b>6,662.0</b>	<b>6,727.0</b>	<b>6,780.0</b>	<b>6,936.0</b>	<b>6,990.0</b>	<b>7,114.0</b>	<b>7,192.0</b>	<b>7,209.0</b>	<b>7,240.0</b>	<b>7,190.0</b>	<b>7,203.0</b>	<b>7,177.0</b>	<b>7,171.0</b>	<b>7,149.0</b>	<b>129,751.0</b>	691.0
Home School	112.0	114.0	159.0	192.0	172.0	179.0	187	194	200	202	204	200	194	191	184	179	173	177	177	177	3,390.0	5.0
Virtual School	1	17	8	7	8	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	139.0	-1.0
<b>Total PSSD</b>	<b>6,373.0</b>	<b>6,415.0</b>	<b>6,465.0</b>	<b>6,476.0</b>	<b>6,638.0</b>	<b>6,769.0</b>	<b>6,856.0</b>	<b>6,928.0</b>	<b>6,987.0</b>	<b>7,145.0</b>	<b>7,201.0</b>	<b>7,321.0</b>	<b>7,393.0</b>	<b>7,407.0</b>	<b>7,431.0</b>	<b>7,376.0</b>	<b>7,383.0</b>	<b>7,361.0</b>	<b>7,355.0</b>	<b>7,333.0</b>	<b>133,280.0</b>	695.0
Cornerstone Christian School (K-12)	269.0	256.0	282.0	279.0	280.0	276.0	271	266	266	266	267	267	266	265	271	271	274	273	272	271	5,137.0	-9.0
Caronport High School (9-12)	187.0	166.0	139.0	134.0	131.0	121.0	115	119	114	120	121	128	134	134	136	134	133	132	131	130	2,529.0	-1.0
<b>Total Associate Schools</b>	<b>456.0</b>	<b>422.0</b>	<b>421.0</b>	<b>413.0</b>	<b>411.0</b>	<b>397.0</b>	<b>386.0</b>	<b>385.0</b>	<b>380.0</b>	<b>386.0</b>	<b>388.0</b>	<b>395.0</b>	<b>400.0</b>	<b>399.0</b>	<b>407.0</b>	<b>405.0</b>	<b>407.0</b>	<b>405.0</b>	<b>403.0</b>	<b>401.0</b>	<b>7,666.0</b>	-10.0
<b>Total Student Numbers-all Schools</b>	<b>6,829.0</b>	<b>6,837.0</b>	<b>6,886.0</b>	<b>6,889.0</b>	<b>7,049.0</b>	<b>7,166.0</b>	<b>7,242.0</b>	<b>7,313.0</b>	<b>7,367.0</b>	<b>7,531.0</b>	<b>7,589.0</b>	<b>7,716.0</b>	<b>7,793.0</b>	<b>7,806.0</b>	<b>7,838.0</b>	<b>7,781.0</b>	<b>7,790.0</b>	<b>7,766.0</b>	<b>7,758.0</b>	<b>7,734.0</b>	<b>140,946.0</b>	685.0

Baragar Enrolment Projections-FTE of Students

Including Pre-K

Including Pre-K	Actual	Actual	Actual	Actual	Actual						5 Year									
Actual 12/13-16/17, Projections 17/18 and on	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019 /20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	
Empire School (PreK-8)	134.5	140.0	145.0	150.0	157.0	181.0	163.0	165.5	161.0	157.0	155.0	151.0	154.0	154.0	153.0	152.0	152.0	153.0	153.0	
King George School (PreK-8)	332.5	327.5	318.0	327.5	333.5	359.5	362.0	364.5	365.5	372.0	371.5	362.5	360.5	367.5	369.5	367.5	372.5	374.5	376.5	
Lindale School (PreK-8)	327.0	328.5	324.5	319.0	326.5	343.0	349.0	361.5	355.0	345.0	338.5	328.5	323.5	325.5	321.5	310.5	305.5	312.5	313.5	
Palliser Heights School (PreK-8)	467.0	495.5	513.0	542.5	596.0	639.5	635.5	655.0	669.5	674.5	688.0	688.0	682.0	678.0	675.0	680.0	682.0	681.0	681.0	
Prince Arthur School (PreK-8)	235.0	236.5	229.5	207.0	229.0	238.0	235.0	241.5	242.0	240.0	243.5	236.5	235.5	233.5	231.5	232.5	233.5	234.5	234.5	
Sunningdale School (PreK-8)	360.5	365.5	392.0	405.0	405.0	413.0	402.5	395.0	409.0	404.5	397.5	398.0	395.0	395.0	398.0	389.0	393.0	393.0	393.0	
Westmount School (PreK-8)	264.5	271.0	266.0	290.0	328.0	366.5	366.0	386.0	396.5	412.0	425.0	438.0	440.0	437.0	432.0	432.0	437.0	438.0	436.0	
William Grayson School (PreK-8)	110.5	119.5	118.5	129.5	121.0	134.0	129.0	136.0	138.0	133.5	134.5	135.5	135.5	132.5	131.5	130.5	129.5	130.5	130.5	
Central Collegiate (9-12)	439.0	445.0	429.0	479.0	517.0	531.0	570.0	567.0	591.0	630.0	633.0	675.0	704.0	716.0	733.0	738.0	734.0	717.0	707.0	
Peacock Collegiate (9-12)	707.0	723.0	718.0	645.0	573.0	540.0	519.0	511.0	498.0	566.0	564.0	605.0	634.0	641.0	656.0	658.0	653.0	639.0	632.0	
Riverview Collegiate (9-12)	125.0	110.0	121.0	110.0	114.0	115.0	113.0	119.0	120.0	127.0	126.0	134.0	140.0	141.0	145.0	143.0	143.0	140.0	138.0	
John Chisholm Alternate School (7-12)	10.0	7.0	14.0	0.0	0.0	0.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	
Total Moose Jaw	3,512.5	3,569.0	3,588.5	3,604.5	3,700.0	3,860.5	3,844.0	3,902.0	3,945.5	4,061.5	4,076.5	4,152.0	4,204.0	4,221.0	4,246.0	4,233.0	4,235.0	4,213.0	4,195.0	
Assiniboia Elementary School (5-8)	141.0	150.0	162.0	168.0	170.0	171.0	175.0	196.0	193.0	208.0	203.0	180.0	172.0	170.0	178.0	191.0	199.0	194.0	194.0	
Assiniboia Comp High (9-12)	190.0	180.0	166.0	160.0	167.0	183.0	179.0	187.0	188.0	180.0	186.0	209.0	205.0	216.0	216.0	188.0	178.0	177.0	182.0	
Assiniboia 7th Ave. School (PreK-4)	180.0	179.0	180.5	205.0	214.5	234.5	224.0	203.5	204.5	204.5	212.5	225.5	233.5	228.5	228.5	228.5	228.5	228.5	228.5	
Avonlea School (K-12)	131.0	140.5	154.0	152.0	153.5	152.0	155.0	146.0	144.5	145.0	144.0	148.0	148.0	142.0	143.0	136.0	137.0	140.0	138.0	
Baildon Hutterite Colony (K-9)	8.0	8.0	9.0	11.0	15.5	17.0	20.0	19.0	21.0	23.0	23.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	
Belle Plaine Hutterite Colony (K-12)	18.0	18.0	19.0	20.0	19.0	21.5	23.0	21.5	22.5	22.5	23.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	
Bengough School (K-12)	106.5	89.0	75.0	67.0	66.5	68.0	76.0	76.0	72.0	73.0	71.0	70.0	64.0	62.0	65.0	65.0	67.0	70.0	64.0	
Caronport Elementary School (K-8)	142.5	139.0	115.5	103.0	125.0	131.0	138.0	127.0	126.0	118.5	122.5	126.5	125.5	123.5	123.5	117.5	114.5	117.5	117.5	
Central Butte School (PreK-12)	108.0	107.5	98.5	86.5	102.5	112.5	108.0	117.0	120.0	128.5	136.5	142.5	147.5	148.5	151.5	152.5	152.5	155.5	155.5	
Chaplin School (K-12)	55.0	47.5	49.0	52.0	47.0	49.0	50.0	50.0	49.0	47.5	46.5	47.5	50.5	49.5	49.5	46.5	46.5	47.5	44.5	
Coronach School (PreK-12)	151.0	141.0	144.5	147.0	156.0	164.5	161.0	167.0	166.0	168.0	170.0	172.0	173.0	172.0	173.0	172.0	169.0	169.0	175.0	
Craik School (K-12)	96.5	87.0	79.0	77.0	78.5	80.0	81.0	75.0	67.0	63.0	63.0	65.0	65.0	66.0	67.0	67.0	66.0	63.0	63.0	
Ecole Gravelbourg School (PreK-12)	216.0	225.5	230.5	234.0	225.0	230.0	222.5	229.0	236.5	242.5	243.5	243.5	249.5	243.5	243.5	240.5	239.5	242.5	243.5	
Eyebrow School (K-12)	62.5	58.5	60.0	56.0	51.5	51.0	56.0	52.0	48.5	48.0	46.5	46.0	49.5	51.0	48.5	51.0	51.5	51.0	51.5	
Glentworth School (PreK-12)	88.0	87.5	88.0	82.5	94.5	97.0	93.0	94.5	93.5	85.0	89.0	91.0	92.0	90.0	90.0	86.0	88.0	87.0	88.0	
Huron Hutterite Colony (1-9)	7.0	7.5	7.5	9.0	8.0	9.0	9.0	9.0	7.0	7.0	6.0	6.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
Kincaid School (K-12)	102.5	102.0	101.0	101.5	91.5	90.0	95.0	90.0	91.0	98.5	101.0	98.5	100.0	99.5	96.0	95.5	100.0	100.5	100.0	
Lafleche Central School (PreK-12)	82.5	95.0	107.5	111.0	107.5	120.0	115.5	117.0	112.0	108.0	113.0	114.0	118.0	120.0	120.0	122.0	122.0	115.0	118.0	
Mankota School (K-12)	50.5	52.0	56.0	50.5	45.0	47.0	49.0	46.0	43.0	44.5	45.5	46.5	45.5	47.5	47.5	48.5	47.5	44.5	43.5	
Mortlach School (K-12)	69.0	66.0	57.5	59.0	64.0	66.5	66.5	70.5	71.5	74.0	73.5	75.0	77.5	81.0	82.5	80.0	85.5	86.0	88.5	
Mossbank School (K-12)	102.0	103.0	98.5	103.5	111.5	113.5	112.0	111.0	114.0	120.5	123.0	125.5	125.0	127.5	121.0	118.5	120.0	120.5	126.0	
Rockglen School (K-12)	99.5	99.5	95.5	100.5	99.5	101.5	101.0	104.5	113.5	121.0	123.5	130.0	138.5	140.0	144.5	147.0	146.5	148.0	147.5	
Rose Valley Hutterite Colony (1-9)	17.5	17.0	17.5	16.0	14.5	14.5	15.0	14.5	14.5	12.5	12.5	12.5	11.5	11.5	11.5	11.5	11.5	11.5	11.5	
Rouleau School (PreK-12)	114.0	113.0	129.0	117.5	137.5	150.0	148.0	144.0	151.5	150.5	150.5	156.5	159.5	163.5	156.5	157.5	160.5	160.5	158.5	
Vanguard Hutterite Colony (1-8)	17.0	14.0	11.0	10.0	6.0	6.0	5.0	5.0	6.0	6.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	
Total Rural	2,355.5	2,327.0	2,311.5	2,299.5	2,371.0	2,480.0	2,477.5	2,472.0	2,476.0	2,499.5	2,536.0	2,587.5	2,611.0	2,613.5	2,617.0	2,582.5	2,591.0	2,589.5	2,599.0	
Total PSSD Schools	5,868.0	5,896.0	5,900.0	5,904.0	6,071.0	6,340.5	6,321.5	6,374.0	6,421.5	6,561.0	6,612.5	6,739.5	6,815.0	6,834.5	6,863.0	6,815.5	6,826.0	6,802.5	6,794.0	
Home School	52.8	55.0	75.5	90.8	83.5	89.5	187.0	97.0	100.0	101.0	102.0	100.0	97.0	95.5	92.0	89.5	86.5	88.5	88.5	
Virtual School	9.0	17.0	8.0	7.0	8.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	
Total PSSD	5,929.8	5,968.0	5,983.5	6,001.8	6,162.5	6,437.0	6,515.5	6,478.0	6,528.5	6,669.0	6,721.5	6,846.5	6,919.0	6,937.0	6,962.0	6,912.0	6,919.5	6,898.0	6,889.5	
Cornerstone Christian School (K-12)	261.5	249.0	273.0	271.0	270.5	266.5	271.0	257.5	257.0	257.0	258	258.0	257.0	256.0	262.0	262.0	265.0	264.0	263.0	
Caronport High School (9-12)	187.0	166.0	139.0	134.0	131.0	121.0	115.0	119.0	114.0	120.0	121	128.0	134.0	134.0	136.0	134.0	133.0	132.0	131.0	
Total Associate Schools	448.5	415.0	412.0	405.0	401.5	387.5	386.0	376.5	371.0	377.0	379.0	386.0	391.0	390.0	398.0	396.0	398.0	396.0	394.0	
Total FTE's	6,378.3	6,383.0	6,395.5	6,406.8	6,564.0	6,824.5	6,901.5	6,854.5	6,899.5	7,046.0	7,100.5	7,232.5	7,310.0	7,327.0	7,360.0	7,308.0	7,317.5	7,294.0	7,283.5	

Baragar Enrolment Projections-FTE of Students										5 Year												Change
K-12	Actual	Actual	Actual	Actual	Actual																	
Actual 12/13-16/17, Projections 17/18 and on	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	Total	PSSD
Empire School (PreK-8)	118.5	127.0	129.5	137.5	141.0	152.0	150	152.0	147.0	143.0	141.0	137.0	140.0	140.0	139.0	138.0	138.0	139.0	139.0	139.0	2,648.5	20.5
King George School (PreK-8)	316.5	311.5	302.5	313.0	326.0	341.5	355.5	357.0	358.0	364.5	364.0	355.0	353.0	360.0	362.0	360.0	365.0	367.0	369.0	369.0	6,601.0	52.5
Lindale School (PreK-8)	307.5	310.0	309.5	306.0	318.5	327.0	341	353.5	347.0	337.0	330.5	320.5	315.5	317.5	313.5	302.5	297.5	304.5	305.5	305.5	6,064.5	-2.0
Palliser Heights School (PreK-8)	449.5	477.5	495.0	526.5	580.0	607.5	619.5	639.0	653.5	658.5	672.0	672.0	666.0	662.0	659.0	664.0	666.0	665.0	665.0	665.0	11,697.5	215.5
Prince Arthur School (PreK-8)	227.5	228.5	221.5	200.0	221.0	226.0	228.5	236.0	236.0	234.0	237.0	230.0	229.0	227.0	225.0	226.0	227.0	228.0	228.0	228.0	4,316.0	0.5
Sunningdale School (PreK-8)	340.5	345.5	376.0	389.0	397.0	397.0	394.5	387.0	401.0	396.5	389.5	390.0	387.0	387.0	390.0	381.0	385.0	385.0	385.0	385.0	7,303.5	44.5
Westmount School (PreK-8)	248.5	255.0	250.5	274.0	312.0	334.5	350	370.0	380.5	396.0	409.0	422.0	424.0	421.0	416.0	416.0	421.0	422.0	420.0	420.0	6,942.0	171.5
William Grayson School (PreK-8)	102.5	111.5	110.5	121.5	113.0	118.0	121	128.0	130.0	125.5	126.5	127.5	127.5	124.5	123.5	122.5	121.5	122.5	122.5	122.5	2,300.0	20.0
Central Collegiate (9-12)	439.0	445.0	429.0	479.0	517.0	531.0	570	567.0	591.0	630.0	633.0	675.0	704.0	716.0	733.0	738.0	734.0	717.0	707.0	696.0	11,555.0	257.0
Peacock Collegiate (9-12)	707.0	723.0	718.0	645.0	573.0	540.0	519	511.0	498.0	566.0	564.0	605.0	634.0	641.0	656.0	658.0	653.0	639.0	632.0	617.0	11,682.0	-90.0
Riverview Collegiate (9-12)	125.0	110.0	121.0	110.0	114.0	115.0	113	119.0	120.0	127.0	126.0	134.0	140.0	141.0	145.0	143.0	143.0	140.0	138.0	135.0	2,424.0	10.0
John Chisholm Alternate School (7-12)	10.0	7.0	14.0	0.0	0.0	0.0	0.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	31.0	-10.0
Total Moose Jaw	3,392.0	3,451.5	3,477.0	3,501.5	3,612.5	3,689.5	3,762.0	3,819.5	3,862.0	3,978.0	3,992.5	4,068.0	4,120.0	4,137.0	4,162.0	4,149.0	4,151.0	4,129.0	4,111.0	4,082.0	73,565.0	690.0
Assiniboia Elementary School (5-8)	141.0	150.0	162.0	168.0	170.0	171.0	175	196.0	193.0	208.0	203.0	180.0	172.0	170.0	178.0	191.0	199.0	194.0	194.0	194.0	3,415.0	53.0
Assiniboia Comp High (9-12)	190.0	180.0	166.0	160.0	167.0	183.0	179	187.0	188.0	180.0	186.0	209.0	205.0	216.0	216.0	188.0	178.0	177.0	182.0	196.0	3,537.0	6.0
Assiniboia 7th Ave. School (PreK-4)	165.0	163.0	167.5	191.0	206.5	218.5	216	195.5	196.5	196.5	204.5	217.5	225.5	220.5	220.5	220.5	220.5	220.5	220.5	220.5	3,886.5	55.5
Avonlea School (K-12)	131.0	140.5	154.0	152.0	153.5	152.0	150	146.0	144.5	145.0	144.0	148.0	148.0	142.0	143.0	136.0	137.0	140.0	138.0	140.0	2,744.5	9.0
Baildon Hutterite Colony (K-9)	8.0	8.0	9.0	11.0	15.5	17.0	18	19.0	21.0	23.0	23.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	372.5	17.0
Belle Plaine Hutterite Colony (K-12)	18.0	18.0	19.0	20.0	19.0	21.5	22.5	21.5	22.5	22.5	23.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	424.0	6.5
Bengough School (K-12)	106.5	89.0	75.0	67.0	66.5	68.0	72	76.0	72.0	73.0	71.0	70.0	64.0	62.0	65.0	65.0	67.0	70.0	64.0	62.0	1,363.0	-44.5
Caronport Elementary School (K-8)	142.5	139.0	115.5	103.0	125.0	131.0	126	127.0	126.0	118.5	122.5	126.5	125.5	123.5	123.5	117.5	114.5	117.5	117.5	117.5	2,342.0	-25.0
Central Butte School (PreK-12)	107.5	107.5	98.0	86.5	96.5	100.5	102	111.0	114.0	122.5	130.5	136.5	141.5	142.5	145.5	146.5	146.5	149.5	149.5	150.5	2,334.5	43.0
Chaplin School (K-12)	55.0	47.5	49.0	52.0	47.0	49.0	49.5	50.0	49.0	47.5	46.5	47.5	50.5	49.5	49.5	46.5	46.5	47.5	44.5	46.5	924.0	-8.5
Coronach School (K-12)	151.0	141.0	144.5	147.0	149.0	150.5	154	160.0	159.0	161.0	163.0	165.0	166.0	165.0	166.0	165.0	162.0	162.0	168.0	166.0	2,999.0	15.0
Craik School (K-12)	96.5	87.0	79.0	77.0	78.5	80.0	76	75.0	67.0	63.0	63.0	65.0	65.0	66.0	67.0	67.0	66.0	63.0	63.0	57.0	1,364.0	-39.5
Ecole Gravelbourg School (PreK-12)	204.0	213.5	219.0	225.0	217.0	214.0	214.5	221.0	228.5	234.5	235.5	235.5	241.5	235.5	235.5	232.5	231.5	234.5	235.5	235.5	4,308.5	31.5
Eyebrow School (K-12)	62.5	58.5	60.0	56.0	51.5	51.0	53.5	52.0	48.5	48.0	46.5	46.0	49.5	51.0	48.5	51.0	51.5	51.0	51.5	49.0	988.0	-13.5
Glentworth School (PreK-12)	88.0	87.5	88.0	82.5	89.0	86.0	87.5	89.0	88.0	79.5	83.5	85.5	86.5	84.5	84.5	80.5	82.5	81.5	82.5	78.5	1,616.5	-9.5
Huron Hutterite Colony (1-9)	7.0	7.5	7.5	9.0	8.0	9.0	9	9.0	7.0	7.0	6.0	6.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	120.0	-3.0
Kincaid School (K-12)	102.5	102.0	101.0	101.5	91.5	90.0	92.0	90.0	91.0	98.5	101.0	98.5	100.0	99.5	96.0	95.5	100.0	100.5	100.0	101.5	1,851.0	-1.0
Lafleche Central School (PreK-12)	73.5	85.0	99.5	102.5	101.5	103.0	109	110.0	105.0	101.0	106.0	107.0	111.0	113.0	113.0	115.0	115.0	108.0	111.0	110.0	1,989.0	36.5
Mankota School (K-12)	50.0	52.0	56.0	50.5	45.0	47.0	47.5	46.0	43.0	44.5	45.5	46.5	45.5	47.5	47.5	48.5	47.5	44.5	43.5	43.5	898.0	-6.5
Mortlach School (K-12)	69.0	66.0	57.5	58.5	63.5	65.5	66	70.0	71.0	73.5	73.0	74.5	77.0	80.5	82.0	79.5	85.0	85.5	88.0	87.5	1,385.5	18.5
Mossbank School (K-12)	102.0	103.0	98.5	103.5	111.5	113.5	107.5	111.0	114.0	120.5	123.0	125.5	125.0	127.5	121.0	118.5	120.0	120.5	126.0	125.5	2,192.0	23.5
Rockglen School (K-12)	99.5	99.5	95.5	100.5	99.0	101.5	100.5	104.5	113.0	121.0	123.0	130.0	138.0	140.0	144.0	147.0	146.0	148.0	147.0	152.0	2,297.5	52.5
Rose Valley Hutterite Colony (1-9)	17.5	17.0	17.5	16.0	14.5	14.5	14.5	14.5	14.5	12.5	12.5	12.5	11.5	11.5	11.5	11.5	11.5	11.5	11.5	11.5	258.5	-6.0
Rouleau School (PreK-12)	114.0	113.0	129.0	117.5	130.5	136.0	141	137.0	144.5	143.5	143.5	149.5	152.5	156.5	149.5	150.5	153.5	153.5	151.5	154.5	2,666.5	40.5
Vanguard Hutterite Colony (1-8)	17.0	14.0	11.0	10.0	6.0	6.0	5	5.0	6.0	6.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	149.0	-10.0
Total Rural	2,318.5	2,289.0	2,278.5	2,td																		

### Projected Enrolments French Immersion-Students

Including Pre-K

	Actual	Actual	Actual	Actual	Actual	Actual				
Schools	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Central Collegiate (9-12)	34	41	37	37	37	57	48	58	70	78
Ecole Gravelbourg School (1-12)	100	102	99	102	110	127	117	118	124	128
Ecole Gravelbourg School (K)	15	18	17	14	12	9	13	13	13	13
Ecole Gravelbourg School (PreK)	28	24	24	23	18	16	16	16	16	16
Palliser Heights School (1-8)	169	185	214	232	261	297	294	305	314	316
Palliser Heights School (K)	46	45	42	43	46	44	49	49	45	46
Palliser Heights School (Pre-K)	34	35	36	36	32	30	16	16	16	16
<b>Total FI</b>	<b>426</b>	<b>450</b>	<b>469</b>	<b>487</b>	<b>516</b>	<b>580</b>	<b>553</b>	<b>575</b>	<b>598</b>	<b>613</b>

### Projected Enrolments French Immersion-FTE

Including Pre-K

	Actual	Actual	Actual	Actual	Actual	Actual				
Schools	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Central Collegiate (9-12)	34	41	37	37	37	57	48	58	70	78
Ecole Gravelbourg School (K-12)	107.5	111	107.5	109	116	131.5	123.5	124.5	130.5	134.5
Ecole Gravelbourg School (PreK)	14	12	12	11.5	9	8	8	8	8	8
Palliser Heights School (K-8)	192	207.5	235	253.5	284	319	318.5	329.5	336.5	339
Palliser Heights School (Pre-K)	17	17.5	18	18	16	15	8	8	8	8
<b>Total FI</b>	<b>365</b>	<b>389</b>	<b>410</b>	<b>429</b>	<b>462</b>	<b>531</b>	<b>506</b>	<b>528</b>	<b>553</b>	<b>568</b>

## Home School Enrolment Summary

	Pre-K Program	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<b>Total</b>	<b>FTE</b>
2006-07	-	-	5	5	8	10	6	5	4	2	3	4	3	3	<b>58</b>	<b>29.0</b>
2007-08	1	5	4	9	7	6	9	5	5	4	4	4	3	5	<b>71</b>	<b>34.0</b>
2008-09	-	3	12	5	11	9	11	11	9	4	5	2	1	3	<b>86</b>	<b>42.3</b>
2009-10	-	3	8	12	5	9	10	13	9	7	6	5	2	3	<b>92</b>	<b>45.3</b>
2010-11	-	9	9	10	14	7	9	11	8	9	5	6	2	3	<b>102</b>	<b>48.8</b>
2011-12	-	6	9	12	10	15	6	9	10	9	7	2	6	2	<b>103</b>	<b>50.0</b>
2012-13	-	13	15	10	12	9	15	7	6	7	6	6	3	3	<b>112</b>	<b>52.8</b>
2013-14		8	18	16	13	13	9	12	3	7	6	3	4	2	<b>114</b>	<b>55.0</b>
2014-15		16	20	24	21	18	13	12	9	6	5	6	3	6	<b>159</b>	<b>75.5</b>
2015-16		21	24	23	28	25	21	14	12	8	6	4	4	2	<b>192</b>	<b>90.8</b>
2016-17		21	29	33	32	31	33	27	21	12	9	5	3	1	<b>257</b>	<b>123.25</b>

**Prairie South School Division**  
**2017/2018 Births-Actual and Projected**

5 year

School:	Grades	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	TOTAL
Central Collegiate	9-12																											-
Empire	Pre-K-8	34.0	35.0	46.0	39.0	41.0	45.0	44.0	54.0	41.0	46.3	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	1,018
John Chisholm	9-12																											-
King George	Pre-K-8	61.0	64.0	74.0	72.0	75.0	76.0	81.0	93.0	78.0	84.0	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5	1,951
Lindale	Pre-K-8	24.0	29.0	30.0	30.0	44.0	38.0	45.0	42.0	40.0	39.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	901
Palliser Heights	Pre-K-8	40.0	62.0	59.0	58.0	55.0	54.0	64.0	38.0	59.0	55.3	56.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	56.0	1,384
Peacock Collegiate	9-12																											-
Prince Arthur	Pre-K-8	52.0	50.0	54.0	55.0	55.0	57.0	49.0	48.0	48.0	48.0	48.5	48.5	48.5	48.5	48.5	48.5	48.5	48.5	48.5	48.5	48.5	48.5	48.5	48.5	48.5	48.5	1,244
Riverview Collegiate	9-12																											-
Sunningdale	Pre-K-8	46.0	36.0	41.0	49.0	45.0	61.0	47.0	62.0	59.0	57.4	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	1,351
Westmount	Pre-K-8	65.0	53.0	73.0	77.0	74.0	78.0	71.0	72.0	91.0	84.3	76.0	76.0	76.0	76.0	76.0	76.0	76.0	76.0	76.0	76.0	76.0	76.0	76.0	76.0	76.0	76.0	1,878
William Grayson	Pre-K-8	26.0	41.0	40.0	38.0	29.0	33.0	44.0	36.0	29.0	31.4	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	790
Total Moose Jaw		348.0	370.0	417.0	418.0	418.0	442.0	445.0	445.0	445.0	445.7	421.5	421.5	421.5	421.5	421.5	421.5	421.5	421.5	421.5	421.5	421.5	421.5	421.5	421.5	421.5	421.5	10,516
Assiniboia Elem	5-8																											-
Assiniboia HS	9-12																											-
Assiniboia 7th Ave	Pre-K-4	38.0	39.0	33.0	52.0	57.0	47.0	48.0	45.0	42.0	43.5	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	47.0	1,150
Avonlea	K-12	11.0	19.0	11.0	19.0	11.0	5.0	14.0	10.0	10.0	10.0	11.7	11.7	11.7	11.7	11.7	11.7	11.7	11.7	11.7	11.7	11.7	11.7	11.7	11.7	11.7	11.7	295
Baldon Colony	1-8																											-
Belle Plaine	1-12																											-
Bengough	K-12	9.0	6.0	2.0	6.0	3.0	4.0	11.0	8.0	6.0	6.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	211
Caronport Elem	K-8	16.0	19.0	15.0	15.0	29.0	17.0	21.0	26.0	21.0	22.7	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	18.0	472
Central Butte	Pre-K-12	5.0	3.0	7.0	7.0	5.0	8.0	7.0	8.0	8.0	8.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	201
Chaplin	K-12	2.0	4.0	4.0	4.0	3.0	3.0	4.0	0.0	5.0	3.4	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	62
Coronach	Pre-K-12	8.0	8.0	9.0	8.0	15.0	11.0	5.0	15.0	13.0	14.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	301
Craik	K-12	3.0	1.0	2.0	6.0	3.0	7.0	4.0	10.0	0.0	4.7	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	101
Ecole Gravelbourg	Pre-K-12	9.0	14.0	19.0	18.0	16.0	21.0	16.0	20.0	13.0	16.3	17.7	17.7	17.7	17.7	17.7	17.7	17.7	17.7	17.7	17.7	17.7	17.7	17.7	17.7	17.7	17.7	428
Eyebrow	K-12	2.0	6.0	3.0	3.0	1.0	4.0	2.0	5.0	5.0	5.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	66
Glentworth	Pre-K-12	5.0	13.0	2.0	12.0	3.0	3.0	3.0	7.0	5.0	5.0	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	115
Huron Colony	1-9																											-
Kincaid Central	K-12	6.0	9.0	11.0	8.0	5.0	6.0	10.0	6.0	7.0	7.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	210
Lafleche Central	Pre-K-12	9.0	8.0	10.0	9.0	9.0	13.0	6.0	9.0	0.0	8.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	186
Mankota	K-12	4.0	2.0	3.0	1.0	4.0	4.0	3.0	2.0	0.0	2.3	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	55
Mortlach	K-12	1.0	2.0	6.0	5.0	8.0	3.0	5.0	7.0	0.0	4.9	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	139
Mossbank	K-12	6.0	5.0	13.0	7.0	6.0	11.0	3.0	7.0	5.0	6.0	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	199
Rockglen	K-12	9.0	5.0	10.0	7.0	9.0	9.0	11.0	6.0	8.0	8.6	10.5	10.5	10.5	10.5	10.5	10.5	10.5	10.5	10.5	10.5	10.5	10.5	10.5	10.5	10.5	10.5	240
Rose Valley	1-9																											-
Rouleau	Pre-K-12	3.0	3.0	9.0	7.0	11.0	7.0	12.0	7.0	10.0	9.7	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	214
Vanguard Hutterite	1-8																											-
Total Rural		146.0	166.0	169.0	194.0	198.0	183.0	185.0	198.0	158.0	185.1	190.9	190.9	190.9	190.9	190.9	190.9	190.9	190.9	190.9	190.9	190.9	190.9	190.9	190.9	190.9	190.9	4,646
Total 2016/17 - PSSD		494	536	586	612	616	625	630	643	603	631	612	612	612	612	612	612	612	612	612	612	612	612	612	612	612	612	15,162