

Prairie South Schools
BOARD OF EDUCATION

SEPTEMBER 12, 2017
10:00 a.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW, Moose Jaw

AGENDA

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
 - 1.1. SSBA Members' Council**
 - 1.2. Website Contact Update**
 - 1.3. SSBA Budget**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
 - 5.1. Submission of Bylaw Amendments & Resolutions**
 - 5.2. SSBA Position Statements**
 - 5.3. Organizational Chart**
 - 5.4. Staff Engagement Plan 2017 - 2018**
 - 5.5. Bussing in Moose Jaw**
 - 5.6. Request for Tax Abatement**
 - 5.7. Monthly Reports**
 - 5.7.1. Teacher Absence and Substitute Usage Report
 - 5.7.2. CUPE Staff Absence and Substitute Usage Report
 - 5.7.3. Bus Driver Absence And Substitute Usage Report
 - 5.7.4. Out of Scope Absence and Substitute Usage Report
 - 5.7.5. Tender Report
 - 5.8. Out of Province Excursion**
- 6. Delegations and Presentations**
 - 6.1. Mrs. Angus (1:00 pm.)**
- 7. Committee Reports**
 - 7.1. Standing Committees**
 - 7.1.1. Student Outcomes
 - 7.1.2. Innovation
 - 7.1.3. Relationships
 - 7.1.4. Business, Infrastructure and Governance
- 8. Information Items**
 - 8.1. CAC Leadership Portfolios for 2017-18**

8.2. 2017-18 Budget Approval by Minister of Education

8.3. SSBA Overview

- 9. Provincial Matters**
- 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 the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on AUGUST 1, 2017 at 11:00 a.m.

Attendance: Dr. S. Davidson; Ms. M. Jukes; Mr. A. Kessler; Ms. D. Pryor; Mr. J. Radwanski (via teleconference); 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; D. Huschi, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; H. Boese, Executive Assistant

Regrets: Mr. R. Bachmann, Trustee, Mr. T. McLeod, Trustee

Delegations: Community Safety Education Strategy, Barbara Compton & Gord Moker

Motions:

08/01/17 – 2774	That the meeting be called to order at 11:47 a.m. - Davidson	Carried
08/01/17 – 2775	That the Board add the following items to the agenda: 5.5 Transportation Catchment Area Application – Grasdal Family 5.6 Theodore Litigation Update 5.7 SSBA Budget AND THAT the Board adopt the agenda as amended. - Swanson	Carried
	That the Board break for lunch at 12:15 p.m. That the Board reconvene at 1:07 p.m.	
Jan Radwanski left the meeting at 1:07 p.m.		
08/01/17 – 2776	That the Board adopt the Minutes of the Regular Meeting of June 13, 2017 as amended. - Wilson	Carried
08/01/17 – 2777	That the Board approve Board Policy 8 updated 01 August 2017. - Jukes	Carried
08/01/17 – 2778	That the Board approve the land transfers listed below and apply to the Ministry to have the transfers completed. Further, that the Board notify Chinook and Prairie Valley School Divisions that we are going forward with this process and invite them to jointly submit the applications and that the Board approve transportation for the families	Carried

	<p>that have applied for transfers starting in September of the 2017-2018 school year.</p> <p>- Pryor</p> <p>Land Transfers Requested:</p> <p>From Prairie Valley School Division</p> <ul style="list-style-type: none"> • SW-14-15-21-W2 • SW-14-15-21-W2 (same quarter, different family) • NE-10-15-21-W2 • SE-30-15-21-W2 <p>From Chinook School Division</p> <ul style="list-style-type: none"> • NW-27-13-5-W3 • NW-36-14-5-W3 • NE-10-14-5-W3 • SW-19-14-5-W3 	
08/01/17 – 2779	<p>That the Board deny the Catchment Area Application from the Montgomery family in Willow Bunch and offer Alternate Yard Service as a solution.</p> <p>- Jukes</p>	Carried
08/01/17 – 2780	<p>That the Board accept the monthly reports as presented.</p> <p>- Swanson</p>	Carried
08/01/17 – 2781	<p>That the Board approve the Catchment Area Application from the Grasdal family and include NW-12-19-03-3 in the Central Butte Catchment Area for a one year term.</p> <p>- Pryor</p>	Carried
08/01/17 – 2782	<p>That the Board consider paying Prairie South's outstanding fee, in its entirety, for the Theodore Litigation. The funds would come from the 2016-17 operating budget.</p> <p>- Young</p>	Defeated
<p><u>Committee Reports</u></p> <p><u>Standing Committees:</u></p> <ul style="list-style-type: none"> • No reports given. <p><i>SHSAA Update</i></p> <ul style="list-style-type: none"> • Guthridge Field needs upgrades this year which will cost approx. \$500,000. 		
08/01/17 – 2783	<p>That the meeting be adjourned at 2:04 p.m.</p> <p>- Kessler</p>	Carried

S. Davidson
Chair

B. Girardin
Superintendent of Business & Operations

Next Regular Board Meeting:

Date: September 5, 2017
Location: 1075 9th Avenue NW, Moose Jaw

DRAFT

AGENDA ITEM

Meeting Date:	September 5, 2017	Agenda Item #:	5.1
Topic:	Submission of Bylaw Amendments & Resolutions 2017 AGM		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The SSBA Fall General Assembly will be held in Regina November 13 & 14, 2017. Resolutions and bylaws are a key part of the Fall General Assembly.

Current Status:

The deadline for the submission of bylaws is September 28, 2017.

The deadline for submission of resolutions is October 13, 2017.

Please read the attached Memo from SSBA.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 15, 2017	Memo from SSBA - Bylaw & Resolutions

Recommendation:

Board decision.

MEMORANDUM

August 14, 2017

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

FROM: Resolutions and Policy Development Committee

RE: Submission of Bylaw Amendments and Resolutions for the 2017 AGM

The 2017 Fall General Assembly will be held in Regina at the DoubleTree by Hilton on November 13 & 14, 2017. Resolutions and bylaw amendments are a key part of the Association's Annual General Meeting, which is part of the Fall General Assembly. The AGM is scheduled for November 13, 2017. The purpose of this memorandum is to remind boards of the resolutions and bylaw amendments process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General Meeting.

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

Bylaw Amendments:

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

This year the **deadline for submission of bylaw amendments** is 4:30 p.m. **September 28, 2017.**

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

2. The Committee will examine and edit proposed bylaw amendments.
3. The package of proposed bylaw amendments will be forwarded to boards and posted on the Association's website no later than October 25, 2017.

Resolutions:

1. Bylaw No. 12, Paragraph 4, states that resolutions are to be submitted to the Resolutions and Policy Development Committee “at least 30 days prior” to the commencement of the general meeting at which they will be voted on. This year the **deadline for submission of resolutions** is 4:30 p.m., **October 13, 2017**. Resolutions received by the deadline will be presented by the Committee at the AGM.

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

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

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

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

3. The Committee will examine, edit, and, where considered necessary, combine similar resolutions.
4. The package of resolutions to be presented by the Committee at the AGM will be e-mailed to boards, posted on the Association website no later than October 25, 2017 and included in the Fall General Assembly registration package.
5. Resolutions provide directives for action to the Association by its members and direction for development of Association position statements. To increase the effectiveness of resolutions, the wording of a resolution should, whenever possible, describe what boards of education or the Association will do, rather than directing others, over whom the Association has no control, to act.
6. Resolutions received by the deadline will be presented at the AGM by the Committee. Any board that wishes to present a resolution after the deadline for submission will have to obtain the consent of the delegates at the annual general meeting after all reported resolutions have been disposed of. (Bylaw No. 12, paragraph 6).

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

AGENDA ITEM

Meeting Date:	September 12, 2017	Agenda Item #:	5.2
Topic:	SSBA Position Statements		
Intent:	<input checked="" type="checkbox"/> Decision	Discussion	Information

Background: Feedback was provided by 17 boards of education. This draft reflects the comments provided to the Resolutions & Development Committee.

Current Status: The position statements will be voted on as resolutions at the Fall General Assembly in November 2017.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 15, 2017	SSBA Revised Position Statements Email & Document

Recommendation:
Board decision.

<p>Adopted Position 3.3:</p> <p>Education Equity</p>	<p>Date Approved: November 2012</p>
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Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

1. Boards of education are proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students' individual or family circumstances.
2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure all students have access to comparable school programs, facilities and services for students to achieve to their full potential at the highest levels regardless of where they live in the province and their personal circumstances.
3. Education equity recognizes that some students need additional or specialized programming to achieve at high levels to their full potential.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.
5. Boards of education are responsible to their constituents for transparency of The adequacy and fairness of funding for education in Saskatchewan should be completely transparent. Funding It should be monitored for adequacy and equity and should be publicly reported on a regular basis by the Province and by boards of education."

<p>Adopted Position 4.1:</p> <p>Collective Bargaining</p>	<p>Date Approved: November 2012</p>
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- A. Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.

As well, representing boards of education, the Saskatchewan School Boards Association has a statutory role in collective bargaining with respect to the Provincial Collective Bargaining Agreement for teachers.

- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:

1. The education interests and welfare of **K-12** students must guide the collective bargaining process.
2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to **education funding allocated financial resources** and consistent with the **fundamental principles described in the Adopted Position Statement 3.1: Education Finance**.
7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations **practices, and** professional and ethical standards.

C. In working according to these principles, the Association undertakes in particular that:

1. The Association will endeavour to have representatives on the provincial bargaining team will be on the basis of providing adequate professional labour relations capacity who have experience in labour relations negotiations.
2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for encouraging and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
3. ~~The Association will maintain adequate capacity for research and related resources in participating in the collective bargaining process. Resources of the Association's staff Employee Relations department is available to support boards of education in their conduct of local collective bargaining processes with their employees.~~
4. The Association will advocate for boards of education to be fully consulted by the Province and that the Province be transparent regarding local agreements.
5. The Association will ~~continue~~ advocate ~~ey efforts~~ to ensure that the boards of education's representatives ~~ion of boards of education~~ on the provincial bargaining committee are an effective voice on that committee. ~~be at least equal and that legislation be amended to include such representation.~~
6. ~~Resources of the Association's Employee Relations department are available to support boards of education in the conduct of local collective bargaining with their employees.~~

<p>Adopted Position 5.2:</p> <p>Partnership Agreements</p>	<p>Date Approved: November 2012</p>
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Individual Boards of Education ~~and~~ ~~or~~ the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

1. Partners will include those agencies and organizations whose goals and objectives are compatible with the goals of the boards of education or the Association.
2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.
3. Allocation of resources to partnerships will not compromise the standards of services ~~and~~ ~~or~~ administration of the boards of education or the Association.
4. Partnership agreements will be transparent and clearly defined ~~d~~ and committed to writing.

AGENDA ITEM

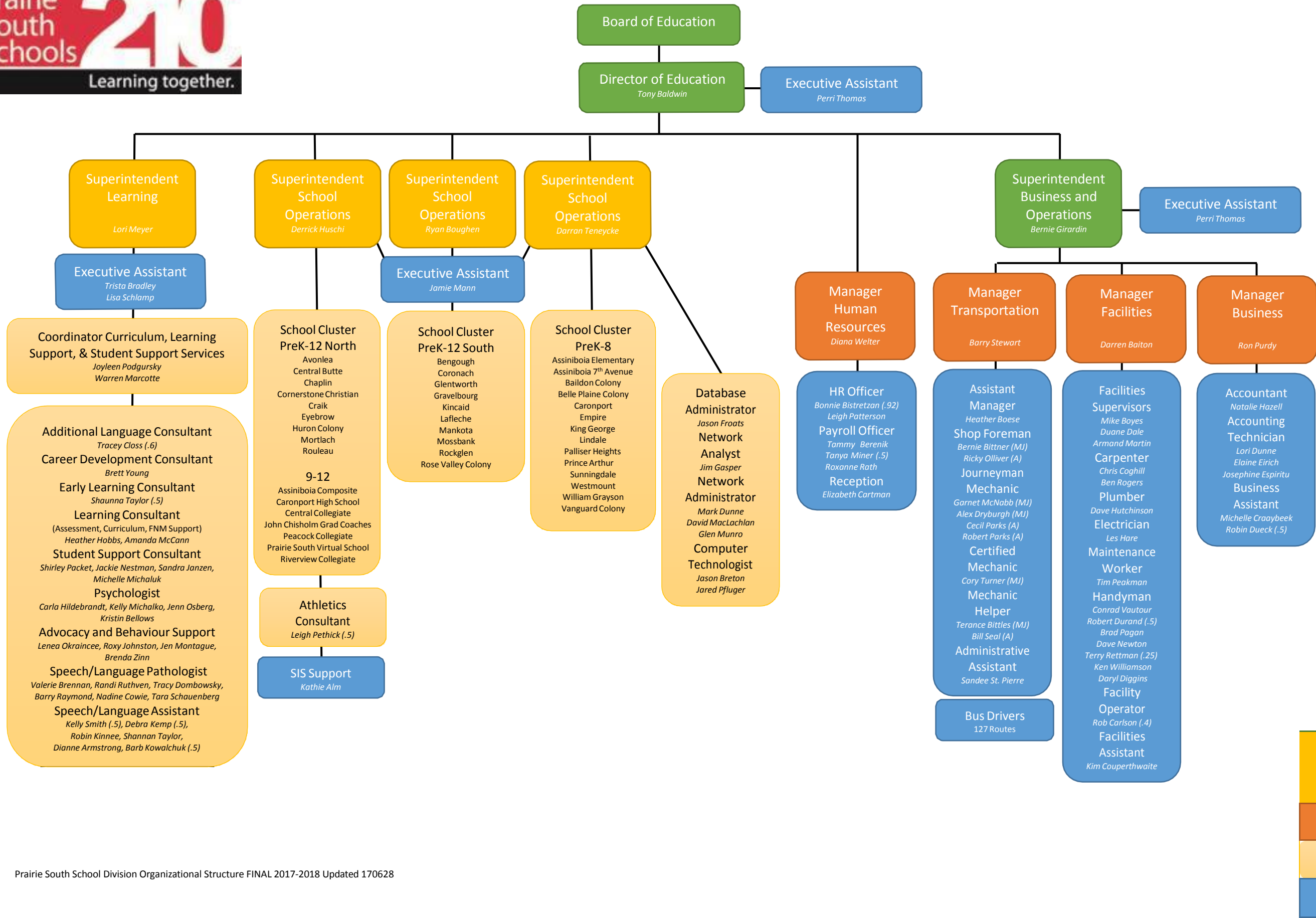
Meeting Date:	September 12, 2017	Agenda Item #:	5.3
Topic:	Organizational Chart		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Adjustments to staffing related to the provincial budget have resulted in a significant overhaul of the Organizational Structure of the school division.
Current Status:	A draft Organizational Chart was previewed by the Board of Education in June, and agreement in principle was received related to the organizational structure for 2017-2018. The final organizational chart is provided for Board review.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	September 5 th , 2017	• 2017-2018 Organizational Chart

Recommendation:

That the Board approve the Organizational Chart for 2017-2018 as presented.



AGENDA ITEM

Meeting Date:	September 12, 2017	Agenda Item #:	5.4
Topic:	Staff Engagement Plan 2017-2018		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	In 2014-2015, the Board embarked on a staff engagement plan designed to bolster relations between the Board and the three employee groups in Prairie South Schools.
Current Status:	A recommended staff engagement plan for the upcoming school year is attached.
Pros and Cons:	Pros: Opportunity to build a sense of team with a common purpose among employee groups and Trustees in Prairie South; additional opportunities for Trustees to make connections at the school level.
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	Communication of the plan necessary for school staffs and out-of-scope staff members.

Prepared By:	Date:	Attachments:
Tony Baldwin	05 September 2017	Staff Engagement Plan 2017-2018

Recommendation:

That administration be directed to implement the staff engagement plan as presented.

Preamble

The Board is interested in building relationships with PSTA, CUPE, and other staff through an open communication process with representatives of these staff groups. The Board is interested in opportunities to discuss educational and workplace issues in a forum that is solution-focused and independent from local CUPE and PSTA negotiation processes. This plan focuses on staff engagement in 2017-2018.

In previous years, Board Trustees have met with representatives from CUPE and the PSTA to discuss matters of interest to all parties, and to review and respond to the data from the Staff Satisfaction Surveys done in January 2015 and January 2016. With this background work completed, ongoing staff engagement planning will focus on broader conversations with school staff with the goals of providing insight for Trustees into the working life, successes, and challenges of Prairie South school-based staff and gathering information for the renewal of the school division strategic plan.

School Staff/Board Engagement

The School Staff/Board Engagement Forum is independent of the structures in place to support LINC and CUPE negotiations and maintenance of the LINC and CUPE agreements. The mandate of the School Staff/Board Engagement Forum is to provide an open communication opportunity between school-based staff and the Board of Education. School Staff/Board Engagement Forum meetings will be held at four schools in October, November, April, and May. Agenda items will be set collaboratively by school personnel (Principal or vice-principal, one teacher, two CUPE members) and division office staff (the Director of Education and the Manager of Human Resources). All members of the school staff are welcome at the engagement forum.

Conditions of Employment Staff/Board Engagement

The majority of Business and Operations staff who are not school-based are members of neither CUPE nor the PSTA. As these employees have a different work environment than school-based employees, it is not necessary that Board engagement strategies are parallel with other groups. The mandate of the Conditions of Employment Staff/Board Engagement Forum is to provide an open communication opportunity between these employees and the Board of Education. Conditions of Employment Staff/Board Engagement Forum meetings will be held once yearly in March. Up to 3 agenda items will be set by each group. Forum members will consist of four Board Trustees, one Superintendent, one Manager, and two additional Conditions of Employment staff.

Staff Satisfaction Survey

A significant amount of data has been collected from staff through staff satisfaction surveys in January 2015 and January 2016. Improvement planning related to past surveys continues, with initiatives underway to enhance the work experience of staff from all three employee groups. A follow-up survey will be completed in January 2018.

AGENDA ITEM

Meeting Date:	September 12, 2017	Agenda Item #:	5.5
Topic:	Bussing in Moose Jaw		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Minister of Education has indicated he wishes to see communities work together for the provision of transportation.

Current Status:

The Saskatoon Catholic and public boards have signed a memorandum of agreement (MOU) indicating their desire to align policies and overall transportation services. The Saskatoon MOU is intended to support the creation of an effective, economical and efficient transportation system for students in that city. Regina Catholic and public boards have also agreed to enter into an MOU in the future. Holy Trinity at their August meeting passed the following motion:
"That the Board enter into discussions with Prairie South Schools to establish a Memorandum of Understanding related to bussing in Moose Jaw"

Pros and Cons:

Anything we can do to increase efficiencies and lower costs for transportation should be encouraged.

Financial Implications:

Undetermined

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	August 17, 2017	N/A

Recommendation:

That the Board enter into discussions with Holy Trinity Catholic School Division to establish a Memorandum of Agreement that will support the creation of an effective, economical, and efficient transportation system for the students of Moose Jaw.

AGENDA ITEM

Meeting Date:	September 12, 2017	Agenda Item #:	5.6
Topic:	Request for Tax Abatement		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

The RM of Marquis is requesting school division approval to abate the division's share of tax arrears for a garage located on SE 20-19-27 W2 on the outskirts of Marquis. Arrears are \$89,067.93 and the school division share is \$50,304.67. The RM feels there is not enough business to generate the revenue necessary to pay the tax arrears. The property could be taken for tax arrears but there are underground tanks that would require cleanup before a sale. The RM does not feel there will be much interest in the property for sale and the cost of the cleanup would come off of the sale proceeds. Our latest bill for cleanup of our tanks was roughly \$120,000.

The RM would like to abate the arrears in the hope that the current owner will pay the current taxes. They are making some payments now.

The letter from the RM is attached.

The estate says there is no money for the tax arrears.

Current Status:

The son is currently operating the garage. The tax arrears appear to be uncollectible but the RM hopes current taxes would be paid if the arrears were abated. The tanks will need cleanup at some time. The property can't pass until the taxes are paid or the arrears are abated.

Pros and Cons:

Cons

- we lose \$50,000 of tax arrears
- Unless we require some action as part of the agreement we just defer the underground tanks issue. The cost of cleanup will only increase in the future.
- We don't have any guarantee that the current operator will keep up with current taxes.

Pros

- The tax arrears are probably not collectible so we open the opportunity to start getting some current

taxes paid and clear some uncollectible taxes from the books.

- We could require that as part of the agreement to abate taxes that there must also be an agreed upon plan for cleaning up the tanks. This could still be more than the business could bear.

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	August 9, 2017	Letter from RM

Recommendation:

That the Board agree to abate the taxes and ask the RM to request a plan for cleanup of the tanks.

RM of Marquis No.191

Box 40 Marquis , SK S0H 2X0

306-788-2022

rm191@sasktel.net

Prairie South School Board

1075 9th Avenue NW

Moose Jaw , SK S6H 1V7

Dear Board ,

The R.M. of Marquis No. 191 has asked that I write to the school board regarding the taxes on a garage in the estate of Lyle Connelly on the SE 20-19-27W2 on the outskirts of Marquis .

The taxes owing on this property are \$89,067.93 plus penalties and the school portion is \$50,304.67 plus penalties. Lyle Connelly's son Shane is now operating the business but will never be able to catch up on taxes (that was left owing) due to the limited amount of business in Marquis .

The municipality does not want to take the property through tax enforcement due to the liability issues of the underground tanks still buried on the property . If the R.M did take the property back through tax enforcement it would still have the underground tanks issue . We would not be able to sell the property without doing a major clean up of the tanks which would be an expensive option . The cost of clean up could run in the thousands and that cost would be added on to the taxes.

If the property sold the costs for clean up and tax enforcement costs would come off before the purchase price is prorated and the school division receives their share . The chances of selling the garage are slim and we thought it would be better to give him a clean slate and start over and get Shane paying current taxes on the property .

We would like to see the R.M. and School division abate the tax arrears on this property and let Shane Connelly start over and pay the current taxes from now on.

If you have any questions regarding this issue, I would be glad to talk to you. Please call my office at 306-788-2022 .

Sincerely ,


Margaret L Brown

RMA



Tender Report for the period July 25, 2017 to September 5, 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:

- A tender was issued for roof replacement at Coronach School. The tender was awarded to Duncan Roofing for a cost of \$175,500 plus taxes.
- A tender was issued for a portable classroom addition at Sunningdale. The tender was awarded to C&S Construction for a cost of \$133,451 plus taxes.

AGENDA ITEM

Meeting Date:	September 12, 2017	Agenda Item #:	5.8
Topic:	Out-of-Province Excursion		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Bengough's trip to Winnipeg, MB on October 5-7, 2017

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Sept 8, 2017	Out-of-Province Excursion

Recommendation:

That the Board approve Bengough's trip to Winnipeg, MB on October 5-7, 2017 as per the outline provided.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Dale Berglund, Rae-Ann Fieger, Courtney Fieger, Theresa Mooney	School: Bengough
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity _____	
Grade Level: 6-12 – students will be given the option of attending. Those who don't attend will be given an at home assignment.	Number of Students: Maximum of 45; minimum of 20 (we do not have final answers from students yet)
Destination: Winnipeg, Manitoba	Trip Date: October 5, 6, and 7, 2017
Number of School Days (Partial/Full): No days of school are used as the Friday is a non-student day in our Alternate School Year Calendar	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: <u>Coach Line Bus – BJ Bus Lines from Coronach, Saskatchewan</u> <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: 8 minimum (depending on number of students attending)	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. This will be done in the next week once we have final decisions from the parents/students <input type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. This will be formulated once we have all plans finalized. <input type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. We will not have a private vehicle, however the bus and driver will be available to us at all times during our trip. <input type="checkbox"/> Access to cellular or satellite phone or other communication device. All staff have cell phones as do the majority of the students <input type="checkbox"/> A list of emergency telephone numbers will be formulated. This will be done once we have heard from all students/parents about who is attending <input type="checkbox"/> Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education. <input type="checkbox"/> Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines.

- ☐ Male and Female Chaperones for a co-ed activity. There is one male staff member going and we will have several fathers join us as additional male chaperones. We are not yet sure of the number of students attending so the number of chaperones will be determined once the number of students attending is finalized.
- ☐ If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET

- ❖ Anticipated Budget \$4300 for the bus (BJ Bus lines from Coronach, SK. will be driving and staying with us the entire time to transport us around Winnipeg); approximately \$1500 for hotel rooms; (this amount will be determined based on the number of students and parents who actually attend); approximately \$2500 for admission to the tours and bowling. There are no sub costs as we are taking a non-student day for this trip (The total price is all approximate based on numbers – this is the maximum amount the trip will cost)
 - Budget breakdown (be sure to include cost of substitute staff)
- ❖ Description of Funding Sources **SRC funds for the bowling event, Decentralized Budget for the bus and the hotels and some of the tours; Fundraising for the admission to the tours**
- ❖ Out of Pocket Cost per Participant **approximately \$50 – only pay for meals**

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

D. LEARNING OBJECTIVES

Please see attached sheet with Student Learning Outcomes for Grades 6-12 ELA, Social, History, and Science.

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

a) Pre-Excursion Learning

Discussion of SLO's for the trip and the assignments that will be expected after the trip.

Students not attending will understand that they have an assignment to complete on their own time as well.

b) Excursion Learning

Students will take full advantage of tour guides' presentation as well as the time allowed for exploring venues independently.

c) Post-Excursion Learning

Please see attached sheet some already planned activity ideas (with more to be determined) to be completed upon return based on venue presentations and knowledge acquired.

F. SCHEDULE OF ACTIVITIES

Thursday, October 5

3:30PM (as soon as school is over) – board the bus and leave Bengough

11:00PM – arrive at hotel in Winnipeg (hotel still to be determined)

Friday, October 6 (this is non-student day on the Alternate School Year Calendar)

9:00AM – tour the Mint Canadian Mint to see it in operation

11:00AM – tour the Manitoba Museum with the focus on the Science Gallery

1:30PM - tour the Canadian Museum of Human Rights (the only museum of its kind in Canada and the first to be solely dedicated to Human Rights)

5:00 – tour The Forks and the grave site of Louis Riel

7:00 PM – supper and group activity (possibly bowling)

Saturday, October 7

9:00AM– visit Assiniboine Park Zoo with the focus on Science

1:00PM – board the bus to come back home

7:00PM – arrive back at Bengough school

Students will be home to enjoy two days at home and Thanksgiving with their families before they have to go back to school.

Theresa Mooney
Teacher Signature

Sept 7, 2017
Date

Theresa Mooney
Principal Signature

Sept 7, 2017
Date

Director/Superintendent Signature



Request Approved



Request Denied

This is a comprehensive list of the many outcomes that relate to the trip we would like to take. Although not all outcomes will be assessed – you can see that this trip is valid to the curriculum (and can/will be referred to many times throughout the course of the year).

Social Studies 6

1. DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.
 - a. *Identify the historical and contemporary factors that influence the migration of people (e.g., environmental, economic, and political factors), and research examples from a selection of countries bordering the Atlantic Ocean. – Seeking Refuge Exhibit (Canadian Museum for Human Rights)*
2. IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them.
 - a. *Examine the beliefs and values of individuals discussed in case studies or of characters in literature highlighting youth, and represent the influential factors on the characters or subjects. Assess how these beliefs and values compare with those of local youth. - What is Our Canada, My Story? Exhibit (Canadian Museum for Human Rights)*
3. IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.
 - *What is Our Canada, My Story? Exhibit (Canadian Museum for Human Rights)*
 - *Points of View Exhibit (Canadian Museum for Human Rights)*
4. PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.
 - a. *Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean. - Truth and Reconciliation Exhibit (Canadian Museum for Human Rights)*
5. PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.
 - a. *Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).- Truth and Reconciliation Exhibit (Canadian Museum for Human Rights)*

ELA 6

1. **CR 6.1:** View, listen to, read, comprehend and respond to a variety of texts that address identity, social responsibility, and efficacy. - *(Canadian Museum for Human Rights)*
2. **CC 6.1:** Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy. - *(Canadian Museum for Human Rights)*

3. **CC 6.7:** Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.

Social Studies 7

1. **DR7.3** Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.
 - a. Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, in a selection of PR and circumpolar countries. - **Truth and Reconciliation Exhibit (*Canadian Museum for Human Rights*)**
2. **PA7.1** Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.
 - a. Identify examples of the use of co-operations balance and harmony as a source of power used to effect change in the local, provincial, national, or international community. - **Truth and Reconciliation Exhibit (*Canadian Museum for Human Rights*)**
3. **IN7.1** Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim (PR) countries.
 - a. Diagnose reasons for a current or historical conflict involving Canada and a circumpolar or PR country. – **Eyes on the Arctic & Northern Stars exhibit (*Manitoba Museum*)**

ELA 7

1. **CR7.1** View, listen to, read, comprehend and respond to a variety of texts
2. **CC7.1** Create varies visual, oral, written and multimedia texts.

ELA 8

1. **CR8.4** View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.
2. **CR8.5** Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values and biases, stereotypes, or prejudice.
3. **CC8.1** Create various visual, oral, written and multimedia texts.

History 10

1. IN10.1 Demonstrate understanding of acculturation based on interactions between societies with differing social constructs. - **Truth and Reconciliation Exhibit (Canadian Museum for Human Rights)**
2. DR10.3 Assess the relationship between worldview and economic and political decision-making. - **Truth and Reconciliation Exhibit (Canadian Museum for Human Rights)**

Art 10

1. The students will examine how various artists have represented or interpreted ideas that are similar to those being explored by the students.

History 30

1. **IN 30.1** - Analyze how worldview impacts the ways a society develops a relationship with land and people - **Truth and Reconciliation Exhibit (Canadian Museum for Human Rights)**
2. **PA 30.3** – Assess how involved the government should be in the lives of its citizens (Medicare, immigration, social policies) - **Truth and Reconciliation Exhibit (Canadian Museum for Human Rights)**
3. **DR 30.2** – Discuss and evaluate different viewpoints, to make a tentative judgment or how an issue may cause controversy. - **Truth and Reconciliation Exhibit (Canadian Museum for Human Rights)**
4. **DR 30.3** - Assess how historical events in Canada have affected the present Canadian identity - **Truth and Reconciliation Exhibit (Canadian Museum for Human Rights)**
5. **DR 30.3** – Assess the internal and external forces that were a catalyst to confederation - **Legacies of Confederation: A New Look at Manitoba History (Manitoba Museum)**
6. **RW 30.1** – Analyze how Canada's relationship with the United State affects decision making and economy – **Eyes on the Arctic & Northern Stars exhibit (Manitoba Museum)**

Science 10

SC10-CD1: Assess the consequences of human actions on the local, regional, and global climate, and the sustainability of ecosystems.

SC10-CD3: Examine biodiversity through the analysis of interactions among populations within communities.

Science 8 Outcomes

OP8.1

I can identify and describe, through experimentation, sources and properties of visible light including:

- *rectilinear propagation*
- *reflection*
- *refraction.*

OP8.2

I can explore properties and applications of optics-related technologies, including concave and convex mirrors and lenses.

OP8.4

I can evaluate the impact of electromagnetic radiation-based technologies on self and community.

FD8.1: *I can investigate and represent the density of solids, liquids, and gases based on the particle theory of matter.*

FD8.2: *I can examine the effects of forces in and on objects in fluids, including the buoyant force.*

FD8.3: *I can investigate and describe physical properties of fluids (liquids and gases), including viscosity and compressibility.*

FD8.4: *I can identify and interpret the scientific principles underlying the functioning of natural and constructed fluid systems.*

WS8.1 : *I can analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.*

WS8.2: *I can examine how wind, water, and ice have shaped and continue to shape the Canadian landscape.*

Science 6

SS6.1 I can research and represent the physical characteristics of the major parts of the solar system, including the sun, planets, moons, asteroids, and comets

SS6.2 I can explain different ways of representing and interpreting phases, eclipses, and seasons.

SS6.3 I can evaluate past, current, and possible future contributions of space exploration including space probes, human spaceflight, which support living and working in the inner solar system.

DL6.1: I can recognize, describe, and appreciate the diversity of living things locally and in other ecosystems.

DL6.2: I can examine how living things are organized.

DL6.4: I can examine and describe the structures and behaviours that help living things survive and adapt.

EL6.2 I can investigate the characteristics and uses of static electric charges, conductors, insulators, switches, and electromagnetism.

FL6.1: I can examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight.

FL6.2: I can investigate how the forces of thrust, drag, lift, and gravity act on living things and constructed devices that fly through the air.

Biology 30

BI30-OL2: Explore how the dynamic nature of biological classification reflects advances in scientific understanding or relationships among organisms.

BI30-OL3: Compare the anatomy and physiology of organisms which are representative of different kingdoms.

BI30-LI2: Examine the processes and patterns of evolution and the significance of evolution as a key unifying theme in biology.

BI30-LI3: Assess the implications of applications of biology and biotechnology on self, society, and the environment.

ELA Grade 9-12

CC 9.6 Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including large group to explain personal viewpoint, discuss preferences, and celebrating special events.

CC A10.3 Use oral language to express a range of information and ideas in formal situations.

CC 20.2 Speak to present ideas and information appropriately in formal situations.

CC A30.3 Present and express a range of ideas and information in formal situations for differing audiences and purposes.

CR 9.4 View, and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.

CR A10.3 Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in prepared talks about a topic being studied.

CR 20.3 Listen to, comprehend and develop coherent and plausible interpretations of persuasive speeches.

Here are two assignment ideas we have already created as post-excursion learning:

1. If at all possible, we would love to have the Gr. 9-12 students do a speaking presentation somehow for the School Division Board, whether it be through Skype during an actual board meeting, or a video that they watch at the board meeting. Each grade would speak about a specific aspect of the trip (ie Gr. 12 on the Human Rights Museum, Gr. 11 on the Manitoba Museum, Gr. 10 on the mint, Gr. 9 on the zoo). This would be prepared upon our return.
2. We may also have students do a response piece (written or oral ~ their choice) to one guided tour that was given on the trip.

For students not attending we have created this idea:

We would give an assignment for them to look at the website on the Human Rights Museum (there's lots there to look at), or the galleries online of the Manitoba Museum, or research the process of the mint. Assignment would be written or oral - their choice.

Of course there may be a few more assignments based on this trip – but at the present this is where we are at in our planning.

AGENDA ITEM

Meeting Date:	September 12, 2017	Agenda Item #:	8.1
Topic:	CAC Leadership Portfolios for 2017-2018		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information		

Background:	CAC Leadership Portfolios are adjusted yearly to align with the goals of the Board and administrative requirements.
Current Status:	The 2017-2018 CAC Leadership Portfolios are provided.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	September 5 th , 2017	<ul style="list-style-type: none"> 2017-2018 CAC Leadership Portfolios

Recommendation:

That the Board review the information presented.

Prairie South Schools CAC Leadership Portfolios – 2017/2018

Baldwin, Anthony	Director of Education
<i>Strategic and Operational Support: All Areas.</i> Governance Support; Communications; School Community Councils; Strategic Plan Development; School-Based Administrator Professional Learning; Staff Satisfaction Data Synthesis, Reporting and Improvement Planning; School Year Calendar Board Committee Support: All Committees	
Boughen, Ryan	Superintendent of School Operations
<i>Direct Operational Support: Bengough, Coronach, Glentworth, Gravelbourg, Kincaid, Lafleche, Mankota, Mossbank, Rockglen, Rose Valley Colony.</i> School Staffing; Staff Orientation; Performance Management; Enrolment Data; LINC Interpretation; Labour Relations Board Committee Support: Innovation	
Girardin, Bernie	Superintendent of Business
<i>Direct Operational Support: Transportation, Facilities, Business.</i> Budget Planning and Implementation; Governance Support; Ministry Reporting and Coordination Board Committee Support: Business, Infrastructure, and Governance	
Huschi, Derrick	Superintendent of School Operations
<i>Direct Operational Support: Assiniboia Composite, Avonlea, Caronport High, Central Butte, Central Collegiate, Chaplin, Cornerstone Christian, Craik, Eyebrow, Huron Colony, Mortlach, Peacock Collegiate, Prairie South Virtual School, Riverview Collegiate, Rouleau.</i> Driver Education; Teacher Accreditation; Extra-Curricular Programming; VTEC Support; Student Attendance; Student Information System; Safety; Graduation Coach Programming; Home-Based Education Board Committee Support: Student Outcomes	
Meyer, Lori	Superintendent of Learning
<i>Direct Operational Support: Curriculum, Instruction, Assessment, Student Services.</i> Professional Inservice Coordination; Early Learning; Nutrition; EAL Coordination; FNM Coordination; Career Development; Partnerships; Scholarships; RIC and HUB Support; Student Outcome and Perceptual Data Synthesis, Reporting and Improvement Planning Board Committee Support: Student Outcomes	
Teneycke, Darran	Superintendent of School Operations
<i>Direct Operational Support: Assiniboia Elementary, Assiniboia 7th Avenue, Baildon Colony, Belle Plaine Colony, Caronport, Empire, King George, Lindale, Palliser Heights, Prince Arthur, Sunningdale, Vanguard Colony, Westmount, William Grayson.</i> Innovation and IT Standards; Synchronous Learning Support; Technology Management Oversight; Libraries; Band Board Committee Support: Innovation	
Welter, Diana	Manager of Human Resources
<i>Direct Operational Support: Human Resources.</i> Staff Attendance Support; School and Division Staffing Level Management; Staff Evaluation Leadership; CUPE Collective Agreement Interpretation; Labour Relations; Projection Data; Staff Recruitment and Recognition; Workplace Safety (WCB) Board Committee Support: Relationships	

AGENDA ITEM

Meeting Date:	September 12, 2017	Agenda Item #:	8.2
Topic:	2017-18 Budget Approval by Minister of Education		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: The Minister of Education is required to approve each school divisions budget. We submitted our budget in the spring of 2017-18

Current Status: The Minister has approved the Prairie South School Division 2017-18 by virtue of the attached letter.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	September 4, 2017	Letter of Approval from Ministry of Education

Recommendation:
Information Only



Government
— of —
Saskatchewan

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

August 28, 2017

Dr. Shawn Davidson
Board of Education Chair
Prairie South School Division No. 210
1075 – 9th Avenue NW
MOOSE JAW SK S6H 1V7

Dear Dr. Davidson:

Thank you for the submission of your school division's estimated revenues and expenditures for the 2017-18 school division fiscal year as required by Section 278 of *The Education Act, 1995*.

Your 2017-18 estimated revenues and expenditures have been reviewed by the ministry. On behalf of the Minister of Education, I approve these revenues and expenditures, as submitted and enclosed, in accordance with Section 280 of *The Education Act, 1995*.

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

Sincerely,

J. Robert Currie

Enclosure

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

Prairie South School Division No. 210
CASH BUDGET
For the period ending August 31, 2018

Chart of Accounts	Description	Budget 2017-18
REVENUES		
1-1-01-000-000	Property Taxation	11,317,931
1-1-02-000-000	Grants	66,054,148
1-1-03-000-000	Tuition and Related Fees	45,500
1-1-04-000-000	School Generated Funds	1,243,300
1-1-07-000-000	Complementary Services	557,324
1-1-08-000-000	External Services	3,188,791
1-1-05-000-000	Other Revenue	343,500
	Total Revenues	82,750,494
EXPENDITURES		
1-2-10-000-000	Governance	318,444
1-2-11-000-000	Administration	2,890,041
1-2-12-000-000	Instruction	57,406,786
1-2-13-000-000	Plant	15,179,746
1-2-14-000-000	Transportation	6,718,070
1-2-15-000-000	Tuition and Related Fees	-
1-2-16-000-000	School Generated Funds	1,243,300
1-2-21-000-000	Complementary Services	1,637,689
1-2-22-000-000	External Services	3,000,369
1-2-17-000-000	Other Expenses	10,674
	Total Expenditures	88,405,119
	Excess (Deficit) for the year	(5,654,625)

ADDITIONAL INFORMATION REQUESTED FROM THE SCHOOL DIVISIONS:

	Budget 2017-18
Tangible Capital Assets:	
(-) Purchases	2,036,350
(+) Proceeds from disposals	-
Long Term Debt, including capital leases:	
(-) Repayments of the year	405,870
(+) Debt issued during the year	-
NON-CASH GAIN/EXPENSES:	
(+) Amortization expense	5,368,775
(-) Gain on disposals of tangible capital assets	-
(+) Employee Future Benefits expenses	353,900
OTHER CASH REQUIREMENTS:	
(-) Employee Future Benefits expected payments	199,200
NET EXCESS (DEFICIT) CASH OF THE YEAR	(2,573,370)
FINAL DEFICIT POSITION WILL BE COVER BY:	
S.286 Capital Reserves	-
Unused PMR funding from previous years	-
Internally Restricted Surplus	-
Unrestricted Surplus	2,573,370
Other (please explain)	-
REVISED CASH POSITION	-