

Prairie South Schools

BOARD OF EDUCATION

MARCH 13, 2018
1:00 p.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW, Moose Jaw

AGENDA

1. **Board Planning Session (10:00 – 12:00 p.m.)**
 - 1.1. **Closed Session**
 - 1.2. **Incidents of Concern**
 - 1.3. **Graduation Dates**
 - 1.4. **Personnel Matter**
2. **Call to Order**
3. **Adoption of the Agenda**
4. **Adoption of Minutes**
5. **Decision and Discussion Items**
 - 5.1. **Application for Major Capital 2019-2020**
 - 5.2. **Early Learning Accountability**
 - 5.3. **Mortlach Alternate School Year Calendar**
 - 5.4. **Central Coll – Out of Prov Ex to Winnipeg, MB**
 - 5.5. **AE Peacock - Out of Prov Ex to Winnipeg, MB**
 - 5.6. **2nd Quarter Report**
 - 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
6. **Delegations and Presentations**
7. **Committee Reports**
 - 7.1. **Standing Committees**
 - 7.1.1. Student Outcomes
 - 7.1.2. Innovation
 - 7.1.3. Partnerships and Teambuilding
 - 7.1.4. Business, Infrastructure and Governance
8. **Information Items**
 - 8.1. ***Summary of Staff Absences***

8.2. *Bill 89 Talking Points*

- 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 FEBRUARY 13, 2018 at 1:09 p.m.

Attendance: Dr. S. Davidson; Mr. A. Kessler; Mr. R. Bachmann; Ms. D. Pryor; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; Ms. Mary Jukes, T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; D. Huschi, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; R. Boughen, Superintendent of Operations; P. Thomas, Executive Assistant

Regrets: Mr. T. McLeod, Board Member; L. Meyer, Superintendent of Learning; D. Welter, Human Resources Manager

Presenters: Voices TO Encourage Change (VTEC) Students (2:20 p.m.)

Delegations: S. Tangen, S. Gauvin, L. Holmes, W. Vincent, J. Nant, C. Belcher, J. Woodley – Central Collegiate Gymnasium Floor (1:40 p.m.)

Motions:

02/13/18 – 2887	That the meeting be called to order at 1:09 p.m. - Davidson, Vice-Chair	Carried
02/13/18 – 2888	That the Board adopt the agenda as presented. - Wilson	Carried
02/13/18 - 2889	That the Board adopt the minutes of the Regular meeting of January 9, 2018. -Jukes	Carried
02/13/18 – 2890	That the Board approve Lafleche Central's Grade 11-12 Camping & Hiking Trip to Cypress Hills, SK and Gruburn Cairn, AB on June 13-16, 2018. -Kessler	Carried
02/13/18 – 2891	That the investment account proposal be referred to the B.I.G. committee. -Swanson	Carried
02/13/18 – 2892	That the Board receive and file the Transportation Accountability Report. - Bachmann	Carried
02/13/18 – 2893	That the Board accept the monthly reports as presented. -Jukes	Carried

Committee Reports

Standing Committees:

- Student Outcomes: Trustee Wilson reported that the Student Outcomes Committee had supper with three grad coaches and several students and discussed the grad coach program at Riverview, Central, and Peacock.
- Innovation: Trustee Bachmann reported on the January 15 meeting where committee members discussed application processes for a potential innovation fund and visited Lindale School to learn about the Google Chromebooks initiative there.
- Partnerships and Team Building: Trustee Pryor reported on the January 24 meeting with representatives from the City of Moose Jaw and Holy Trinity School Division representatives to discuss a joint school project. The committee is looking forward to compiling results of the Staff satisfaction survey completed earlier this year.
- Business, Infrastructure and Governance: R. Bachmann, On January 16 the transportation accountability report was reviewed by the committee. In addition, the preventative maintenance and renewal (PMR) priorities were discussed, and also the tender reporting process was discussed. SSBA insurance decommissioning and how to distribute funds were also a topic of discussion.

Provincial Matters:

S. Davidson presented an overview from the latest SSBA meetings.

02/13/18 – 2894	That the meeting be adjourned at 3:29 p.m. - Jukes	Carried
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S. Davidson
Vice-Chair

B. Girardin
Superintendent of Business & Operations

Next Regular Board Meeting:

Date: March 13, 2018
Location: 1075 9th Avenue NW, Moose Jaw

AGENDA ITEM

Meeting Date:	March 13, 2018	Agenda Item #:	5.01
Topic:	Application for Major Capital 2019-20		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: The Ministry has asked for our Major Capital Applications to be submitted for the 2019-216 government fiscal year by March 16, 2018.

Current Status: The proposed submissions in order of priority:
 1. South Hill Joint School
 2. Bengough: Renovation and Modernization

Pros and Cons:

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

Governance Implications: The proposed submissions were reviewed by the Business, Infrastructure and Governance committee on March 6. The committee was generally in favour of bringing the proposals as presented.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin Darren Baiton	March 6, 2018	South Hill Joint School Bengough: Renovation and Modernization

Recommendation:

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

1. South Hill Joint School
2. Bengough: Renovation and Modernization

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 to a school. All fields must be completed for this application to be considered. Please refer to appendix A for guidelines on completing this application.

Deadline for application submission is **March 16, 2018**.

Required attachments

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

Date:	March 16, 2018	
Name of school division:	Prairie South School Division	
Project title / school name:	New Joint South Hill School	
School division priority: (circle)	<input checked="" type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	
Application authorized by Board of Education:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Date of next board meeting:		
Project type:	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Addition <input type="checkbox"/> Addition / Renovation <input checked="" type="checkbox"/> New School – Consolidation </div> <div> <input type="checkbox"/> New School – Growth <input type="checkbox"/> New School – Replacement <input type="checkbox"/> Renovation </div> </div>	
Current situation and the issue Provide a brief outline of what is happening without the project, what led to the current situation and what is likely to happen if the current situation continues. Include: <ul style="list-style-type: none"> ▪ current enrolments for the subject school (detail in Appendix B); ▪ enrolment projections for the subject school (detail in Appendix B); ▪ condition, capacity and availability of the nearest other schools; ▪ partnership opportunities; and ▪ current and projected utilization of school division facilities within a reasonable proximity along with 	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 agreed to work collaboratively to achieve a joint school (agreement	

<p>the factors used in this calculation (detail in Appendix C).</p>	<p>attached), and the Prairie South Board has approved a joint southern Moose Jaw application which would see a consolidation of two 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. In addition to Westmount and Empire schools in south hill Prairie South has a high school – Riverview Collegiate.</p>									
<p>Key driver(s) to project: Identify all of the key drivers that apply to the project. An explanation of each of the drivers should be outlined in the current situation and the issues section above.</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. Explain. </p>									
<p>Project schedule: This identifies the key milestones and the timeframes in which that work is to be performed. The project schedule reflects all of the milestones associated with delivering the project on time within the timeframe needed to meet the objectives of the project.</p> <p>Any software application may be used to present the project schedule. Appendix D shows an example of the level of schedule needed for this application.</p>										
<p>Estimated project cost: Describe the projected scheduling of each cost component and the associated inflation factors.</p>	<table border="1"> <tr> <td>Building Construction (cost for physical construction of facility)</td> <td>\$ 40 Million Estimated</td> </tr> <tr> <td>Site Development</td> <td>\$</td> </tr> <tr> <td>Consultant Fees (prime and sub-consultant fees for facility design)</td> <td>\$</td> </tr> <tr> <td>Project Expenses (normal project expenses and services)</td> <td></td> </tr> </table>	Building Construction (cost for physical construction of facility)	\$ 40 Million Estimated	Site Development	\$	Consultant Fees (prime and sub-consultant fees for facility design)	\$	Project Expenses (normal project expenses and services)		
Building Construction (cost for physical construction of facility)	\$ 40 Million Estimated									
Site Development	\$									
Consultant Fees (prime and sub-consultant fees for facility design)	\$									
Project Expenses (normal project expenses and services)										

	associated with the project)	\$
	Furniture and Equipment (cost of basic furniture and equipment)	\$
	Land Cost (for new school)	\$
	Other (cost of items not covered above)	\$
	GST	\$
	Total Project Cost: (sum of all items)	\$ 40 Million estimated
Description of project: Provide an outline of what the project will/will not include. (Project scope)		
Consolidation of Prairie South and Holy Trinity schools. Holy Trinity has indicated a need for a new/replacement school in the City of Moose Jaw. Prairie South has identified that it needs to replace its older schools in southern Moose Jaw for efficiency, safety and educational reasons.		
Functionality / Contribution to Program		
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 e.g. functionality – culturally appropriate spaces, poor physical layout, inefficient design that reduces operational usefulness or efficiency).	<p>Program related:</p> <p>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.</p> <p>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.</p>	

<p>Include available evidence (e.g. consultant's report) to support this.</p>	<p>Functionality related:</p> <p>Functionality related: Empire Community School is 100 years old; a 21st century environment will allow functionality consistent with current research in the areas of diversity, including EAL and FNM students.</p> <p>Westmount School has some significant challenges related to bus drop-off and pick-up because of the way the city has grown around the school, particularly around the front entrance. The Westmount grounds are excellent and would provide adequate space for a large elementary school. Access from 10th Avenue SW would allow for safer transportation processes.</p> <p>Prairie South Schools has made a significant commitment to additional PMR support for our buildings, so we are unable to provide engineer's reports that detail chronic neglect and unsafe conditions. However, Empire Community School is near the end of its useful life, and Westmount School requires updating if it is going to continue to exist in its current configuration.</p>
<p>Implementation Strategy</p>	
<p>This section provides a description of how the project will be directed and managed to ensure on-time and on-budget delivery. Identify the planned project team:</p> <p><input type="checkbox"/> project manager(s) with PMP</p> <p><input type="checkbox"/> architect</p> <p><input type="checkbox"/> technical consultant(s)</p>	
<p>Risk Analysis and Quantification</p>	
<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>	
<p>Contribution to Community</p>	
<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			
Current gross area of the facility (attach floor plans)	m ²		
Final gross area of the facility (attach floor plans)	m ²		
Modernized/Renovated gross area (area to be modernized/renovated, if applicable)	m ²		
New and expansion gross area (area of the addition, if applicable)	m ²		
Current enrolment	students		
Change in capacity For additions or modernizations/renovations, identify increases or decreases to current capacity of school.	students		
Number of facilities the project will consolidate	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Not applicable		
If multiple facilities are being consolidated, provide existing utilization data of all affected buildings.	Building 1 %	Building 2 %	Building 3 %
Describe operational savings that will result from the project and the magnitude of the savings.			
Identify 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)	Use Appendix B to provide enrolment by grade, by year. In case of dual track schools, repeat the table for additional language students as well.						
Current 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 September 30	Year1 20	Year2 20	Year3 20	Year4 20	Year5 20	
	%	%	%	%	%	%	
Expected utilization after project is completed	_____ %						
Provide details of discussions you had about the project being done in collaboration with other provincial ministries or public/private sector organizations. Describe the nature of the collaborative arrangements.	<input type="checkbox"/> No collaborative/joint-use arrangements <input type="checkbox"/> Collaborative/joint-use arrangements in place Details: <input type="checkbox"/> Up to 15% of ministry approved area is joint-use (i.e. standard core areas required in all school facilities and common mechanical/ electrical rooms) <input type="checkbox"/> 16-25% of ministry approved area is joint-use <input type="checkbox"/> >25% of ministry approved area is joint-use						
Options Analysis							
Identify any analyses done and/or strategies reviewed prior to or during the process of developing this request. In an appendix, address the following for each option:	<input type="checkbox"/> Consolidation strategies <input type="checkbox"/> Closure strategies <input type="checkbox"/> Replacement strategies <input type="checkbox"/> Renovation strategies <input type="checkbox"/> Capital vs. non-capital alternatives (e.g. build new facility vs. bussing students from closed facility to other nearby existing facility)						
Health and Safety							
Describe the health and safety issues the project will address in terms of major building components such as site, foundation, floors/walls, utilization, other.	<input type="checkbox"/> Site						
	<input type="checkbox"/> Foundation						
	<input type="checkbox"/> Structural (floors, walls, roofs)						

	<input type="checkbox"/> Building systems (mechanical, HVAC, electrical, etc.)												
	<input type="checkbox"/> Utilization (overcrowding) > 140%												
	<input type="checkbox"/> Utilization (overcrowding) > 160%												
<p>Facility condition assessment is supported by a third party report (engineer's and/or consultant's report(s)). Based on third party report, rank the existing condition of your facility in terms of being a significant health and safety concern using a scale of 0-15. Provide evidence (e.g. engineer's and/or consultant's report(s) on facility condition assessment) to support your ranking.</p>	<table border="1"> <tr> <th>0</th> <th>3</th> <th>6</th> <th>9</th> <th>12</th> <th>15</th> </tr> <tr> <td>Good Facility Condition – No H&S Concern</td> <td>Good Facility Condition – Low H&S Concern</td> <td>Fair Facility Condition – Moderate H&S Concern</td> <td>Poor Facility Condition – Considerable H&S Concern</td> <td>Poor Facility Condition – High H&S Concern</td> <td>Poor Facility Condition – Significant H&S Concern</td> </tr> </table>	0	3	6	9	12	15	Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern
0	3	6	9	12	15								
Good Facility Condition – No H&S Concern	Good Facility Condition – Low H&S Concern	Fair Facility Condition – Moderate H&S Concern	Poor Facility Condition – Considerable H&S Concern	Poor Facility Condition – High H&S Concern	Poor Facility Condition – Significant H&S Concern								
<p>(Signature of SD Signing Officer) _____ (Position) _____ (Date) _____</p> <p>Submit the completed application by email to todd.macdonald@gov.sk.ca.</p> <p>For information, please contact Todd Macdonald, Director, Capital Projects by email at todd.macdonald@gov.sk.ca or phone at 306-519-1846 or 306-787-6820.</p>													

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 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; and,
- **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; and,
 - 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 per cent.

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; and,
- 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; and,
- 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)	Year-1 2018	Year-2 2019	Year-3 2020	Year-4 2021	Year-5 2022
PreK	English	45	45	47	46	48	48
	Immersion						
K	English	58	56	55	58	55	55
	Immersion						
1	English	46	61	53	52	51	52
	Immersion						
2	English	52	48	55	51	53	50
	Immersion						
3	English	53	53	41	52	48	51
	Immersion						
4	English	51	55	50	40	51	50
	Immersion						
5	English	49	51	39	47	55	53
	Immersion						
6	English	59	50	49	48	42	55
	Immersion						
7	English	47	63	41	46	51	43
	Immersion						
8	English	65	48	53	46	52	51
	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)	Year-1 20__	Year-2 20__	Year-3 20__	Year-4 20__	Year-5 20__
School AA	__%	__%	__%	__%	__%	__%
School BB	__%	__%	__%	__%	__%	__%
School CC	__%	__%	__%	__%	__%	__%
School DD	__%	__%	__%	__%	__%	__%
School EE	__%	__%	__%	__%	__%	__%
School FF	__%	__%	__%	__%	__%	__%
School GG	__%	__%	__%	__%	__%	__%
School HH	__%	__%	__%	__%	__%	__%

Appendix D:

Project schedule for the proposed project

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

A Commitment to Moose Jaw Children and Families

Holy Trinity Catholic School Division & Prairie South Schools 210 commit as follows:

In order to enhance the quality of education for all children and families, the Boards of Education of Prairie South Schools 210 and Holy Trinity Catholic School Division are committed to working collaboratively to achieve a new joint-use facility on South Hill in Moose Jaw, Saskatchewan by 2021.

Signed this 08 day of January, 2018 in Moose Jaw, Saskatchewan



Tim McLeod, Chair, Prairie South Schools 210



Joann Blazieko, Chair, Holy Trinity Catholic School Division



2019-20

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 to a school. All fields must be completed for this application to be considered. Please refer to appendix A for guidelines on completing this application.

Deadline for application submission is March 16, 2018.

Required attachments

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

Date:	March 13, 2018	
Name of school division:	Prairie South School Division	
Project title / school name:	Bengough School Renovations/ Modernize	
School division priority: (circle)	1 st	<input checked="" type="checkbox"/> 2 nd 3 rd
Application authorized by Board of Education:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Date of next board meeting:		
Project type:	<input type="checkbox"/> Addition <input type="checkbox"/> Addition / Renovation <input type="checkbox"/> New School – Consolidation	<input type="checkbox"/> New School – Growth <input type="checkbox"/> New School – Replacement <input checked="" type="checkbox"/> Renovation
Current situation and the issue Provide a brief outline of what is happening without the project, what led to the current situation and what is likely to happen if the current situation continues. Include: <ul style="list-style-type: none"> ▪ current enrolments for the subject school (detail in Appendix B); ▪ enrolment projections for the subject school (detail in Appendix B); ▪ condition, capacity and availability of the nearest other schools; ▪ partnership opportunities; and 		

<ul style="list-style-type: none"> current and projected utilization of school division facilities within a reasonable proximity along with the factors used in this calculation (detail in Appendix C). 		
<p>Key driver(s) to project: Identify all of the key drivers that apply to the project. An explanation of each of the drivers should be outlined in the current situation and the issues section above.</p>	<input type="checkbox"/> Health and Safety – components that pose a health and safety risk <input type="checkbox"/> Demographics – utilization, enrolment projections <input type="checkbox"/> Program Changes – how new or modernized space will address education program changes <input checked="" type="checkbox"/> Infrastructure Condition <input type="checkbox"/> Other. Explain.	
<p>Project schedule: This identifies the key milestones and the timeframes in which that work is to be performed. The project schedule reflects all of the milestones associated with delivering the project on time within the timeframe needed to meet the objectives of the project.</p> <p>Any software application may be used to present the project schedule. Appendix D shows an example of the level of schedule needed for this application.</p>		
<p>Estimated project cost: Describe the projected scheduling of each cost component and the associated inflation factors.</p>	Building Construction (cost for physical construction of facility)	\$ _____
	Site Development	\$ _____
	Consultant Fees (prime and sub-consultant fees for facility design)	\$ _____
	Project Expenses (normal project expenses and services associated with the project)	\$ _____
	Furniture and Equipment	\$ _____

	(cost of basic furniture and equipment)	
	Land Cost (for new school)	\$
	Other (cost of items not covered above)	\$
	GST	\$
	Total Project Cost: (sum of all items)	\$ 4,500,000
Description of project: Provide an outline of what the project will/will not include. (Project scope)	Complete upgrade of facility Nearing end of life cycle	
Functionality / Contribution to Program		
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 e.g. functionality – culturally appropriate spaces, poor physical layout, inefficient design that reduces operational usefulness or efficiency). Include available evidence (e.g.-consultant's report) to support this.	Program related:	
	Functionality related:	
Implementation Strategy		
This section provides a description of how the project will be directed and managed to ensure on-time and on-budget		

delivery. Identify the planned project team: <input type="checkbox"/> project manager(s) with PMP <input type="checkbox"/> architect <input type="checkbox"/> technical consultant(s)			
Risk Analysis and Quantification			
This section will identify and quantify the risks of the project. Identify the 5-10 most critical project risks and the actions that will be taken to reduce or mitigate these risks.			
Contribution to Community			
Describe how the project will impact/benefit the community.			
Efficiency and Utilization			
Current gross area of the facility (attach floor plans)	3328 m ²		
Final gross area of the facility (attach floor plans)	3328 m ²		
	3328 m ²		
New and expansion gross area (area of the addition, if applicable)	m ²		
Current enrolment	students		
Change in capacity For additions or modernizations/renovations, identify increases or decreases to current capacity of school.	68 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, provide existing utilization data of all affected buildings.	Building 1 %	Building 2 %	Building 3 %
Describe operational savings that will result from the project			

and the magnitude of the savings.							
Identify 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)	Use Appendix B to provide enrolment by grade, by year. In case of dual track schools, repeat the table for additional language students as well.						
Current utilization (refers to the extent of usage of the facility relative to the design capacity)	43%						
Five-year projected gross utilization, by year	Current year on September 30	Year1 2018	Year2 2019	Year3 2020	Year4 2021	Year5 2022	
	43%	43%	43%	43%	43%	43%	
Expected utilization after project is completed	%						
Provide details of discussions you had about the project being done in collaboration with other provincial ministries or public/private sector organizations. Describe the nature of the collaborative arrangements.	<input type="checkbox"/> No collaborative/joint-use arrangements <input type="checkbox"/> Collaborative/joint-use arrangements in place Details: <input type="checkbox"/> Up to 15% of ministry approved area is joint-use (i.e. standard core areas required in all school facilities and common mechanical/ electrical rooms) <input type="checkbox"/> 16-25% of ministry approved area is joint-use <input type="checkbox"/> >25% of ministry approved area is joint-use						
Options Analysis							
Identify any analyses done and/or strategies reviewed prior to or during the process of developing this request. In an appendix, address the following for each option:	<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	<input type="checkbox"/> Site						

components such as site, foundation, floors/walls, utilization, other.

☐ Foundation

☒ Structural (floors, walls, roofs)

☐ Building systems (mechanical, HVAC, electrical, etc.)

☐ Utilization (overcrowding)>140%

☐ Utilization (overcrowding)>160%

Facility condition assessment is supported by a third party report (engineer's and/or consultant's report(s)). Based on third party report, rank the existing condition of your facility in terms of being a significant health and safety concern using a scale of 0-15. Provide evidence (e.g. engineer's and/or consultant's report(s) on facility condition assessment) to support your ranking.

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

(Signature of SD Signing Officer)

(Position)

(Date)

Submit the completed application by email to todd.macdonald@gov.sk.ca.

For information, please contact Todd Macdonald, Director, Capital Projects by email at todd.macdonald@gov.sk.ca or phone at 306-519-1846 or 306-787-6820.

DRAFT VER 2.5

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 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; and,
- **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; and,
 - 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 per cent.

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; and,
- 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; and,
- 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)	Year-1 2018	Year-2 2019	Year-3 2020	Year-4 2021	Year-5 2022
PreK	English		0	0	0	0	0
	Immersion						
K	English	10	7	7	3	8	6
	Immersion						
1	English	3	9	6	6	2	7
	Immersion						
2	English	4	3	9	6	6	2
	Immersion						
3	English	5	4	3	9	6	6
	Immersion						
4	English	2	5	4	3	3	6
	Immersion						
5	English	7	2	5	4	3	9
	Immersion						
6	English	11	7	2	4	4	3
	Immersion						
7	English	7	11	7	5	5	4
	Immersion						
8	English	11	7	11	2	2	5
	Immersion						
9	English	7	7	7	7	7	2
	Immersion						
10	English	5	5	7	7	11	7
	Immersion						
11	English	8	7	4	6	6	10
	Immersion						
12	English	3	3	7	4	6	6
	Immersion						

Appendix C:

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

Facility Name	Current year (on September 30)	Year-1 2018	Year-2 2019	Year-3 2020	Year-4 2021	Year-5 2022
School Bengough	_36%	34%	35%	30%	30%	33%
School BB	___%	___%	___%	___%	___%	___%
School CC	___%	___%	___%	___%	___%	___%
School DD	___%	___%	___%	___%	___%	___%
School EE	___%	___%	___%	___%	___%	___%
School FF	___%	___%	___%	___%	___%	___%
School GG	___%	___%	___%	___%	___%	___%
School HH	___%	___%	___%	___%	___%	___%

Appendix D:

Project schedule for the proposed project

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

AGENDA ITEM

Meeting Date:	March 13, 2018	Agenda Item #:	5.02
Topic:	Early Learning Accountability Report		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Current Status: Please see attached report

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	March 13, 2018	Early Learning Accountability Report

Recommendation:

The Board of Education receive and file the Early Learning Accountability Report.

Prairie South School Division

2017-2018 Early Learning Accountability Report – March 2018

Source Documents

Policy 12 Section 1 Student Well Being

- 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- 1.2 Ensures that Division facilities adequately accommodate students.

Policy 12 Section 2 Learning Leadership

- 2.1 Provides leadership in all matters relating to learning in the Division.
- 2.2 Ensures students in the Division have the opportunity to meet standards of learning set by the Minister.

Evidence

Background:

Prekindergarten

Prairie South has been very active in supporting the development of both Ministry funded and Prairie South funded Early Learning Programs. Prekindergarten is a developmentally appropriate educational program, founded on early childhood research and practice elements including:

- Active, experiential learning through play
- Comprehensive, integrated program within a prepared environment
- Child-centred, self-directed; offers choice, includes physical, intellectual and spiritual development
- Meaningful family engagement
- Active parent/community council, community partnerships and shared ownership
- Integrated health, social services and educational supports
- Culturally responsive for all
- Mixed age groupings
- Intensive exposure – minimum 12 hours per week
- Professional teaching staff with a focus in early childhood

The Ministry determines where a funded program will be established based on census data, and access to other high quality programs in the neighborhood.

Ministry funded programs have a set of criteria that students must meet in order to be eligible to participate. The criteria are based upon access to other quality programming, low income, single parent, and referral from another agency, isolated home, communication/language delays, social, emotional or behavioural difficulties, mother's mental health, family abuse/neglect and other criteria. Parents complete an application and the prekindergarten teacher does a home visit to further discuss the criteria and then decides who will gain entry into the program.

Current Enrollment & Transportation Usage Numbers for Prekindergarten Programs:

Programs that are funded through Prairie South and the Ministry both receive support services from the Learning Department:

- Early Learning Consultant
- Speech and Language Pathologist
- Support from Psychologists and Learning Consultants vary depending on the needs of the students.

School	Funding	Total Enrolment	3 YO	Bussed	4 YO	Bussed	Wait List	Outside Agency Support	Speech Support	EAL Students
Assiniboia 7th Avenue	MOE	16	4	2	12	7	1	1	2	0
Central Butte	PSS	14	4	0	10	0	0	1	6	1
Coronach	PSS	16	2	0	14	0	9	3	6	0
Empire	MOE	16	5	1	11	1	2	1	4	1
Glentworth	PSS	11	3	0	8	0	0	0	3	0
Gravelbourg Elementary (FI)	PSS	16	5	1	11	4	1	0	3	1
King George	MOE	32	2	2	30	3	2	0	1	0
Lafleche	PSS	15	5	3	10	5	0	1	3	0
Lindale	PSS	16	0	0	16	11	7	0	6	0
Palliser Heights (FI)	PSS	16	0	0	16	11	16	0	0	0
Palliser Heights	PSS	16	0	0	16	3	8	0	6	0
Prince Arthur	MOE	16	2	0	14	5	2	0	1	0
Rouleau	PSS	9	3	0	6	0	0	0	1	0
Sunningdale	PSS	16	1	1	15	12	12	0	6	4
Westmount	MOE	32	7	3	25	9	7	5	5	0
William Grayson	MOE	16	1	0	15	4	2	1	5	0

In the spring of 2016 the board reallocated resources to establish Prekindergarten programs at Rouleau, Glentworth, Coronach and Central Butte as magnet programs. An English Prekindergarten was added at Palliser Heights.

In May of 2017 the board passed the following amended motion:

05/02/17 - 2732 That Prairie South School Division restrict \$1,000,000 of Surplus funds to maintain current prekindergarten programming, and that the 2017-2018 operational budget be amended to include prekindergarten funding from surplus funds up to \$500,000.
-McLeod

The following financial information summarizes the revenues and expenditures associated with all of the Prekindergarten programming in Prairie South including both the Ministry funded and Prairie South funded programs in the 2016-2017 school year.

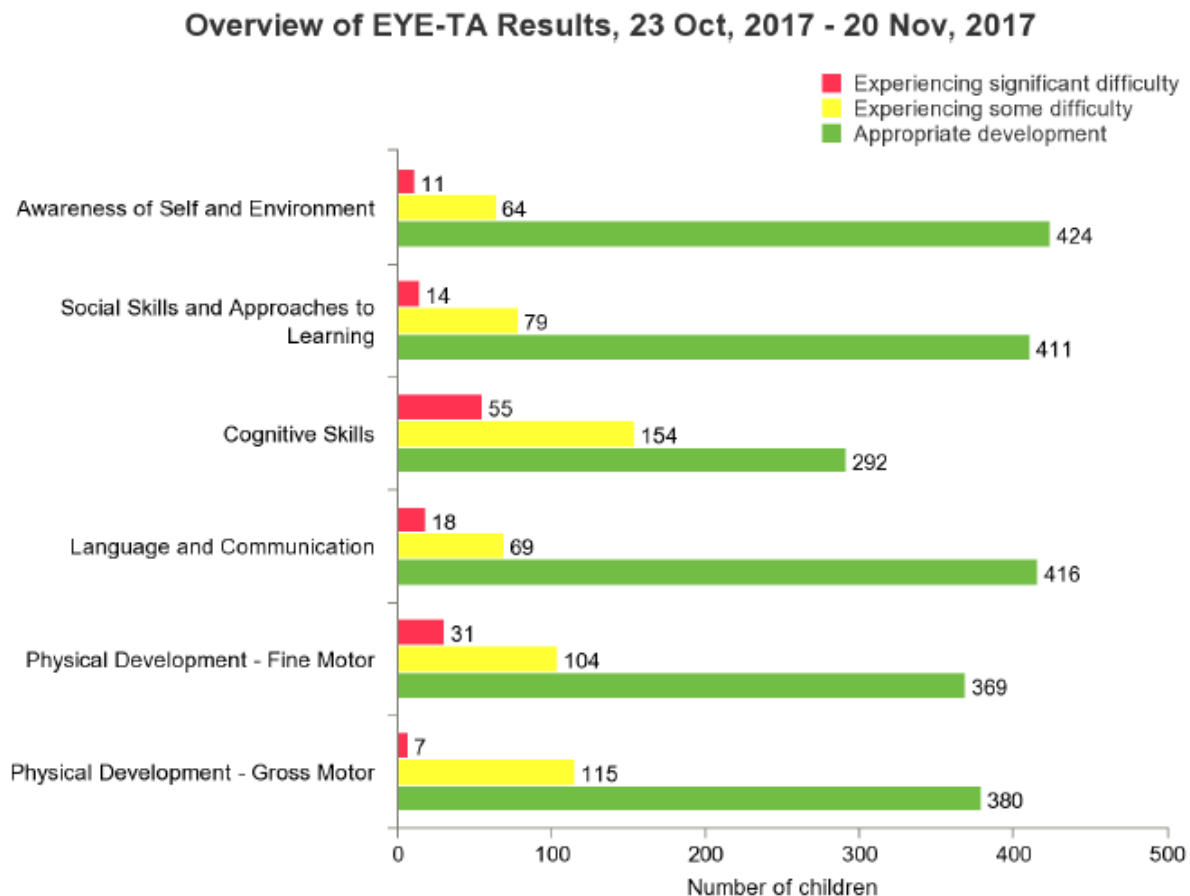
Prekindergarten Revenue/Expenses 2016-17	Prekindergarten Programs
Revenues:	
Operating Grants	\$ 530,328
Fees and Other Revenues	-
Total Revenues	530,328
Expenses:	
Salaries & Benefits	847,191
Supplies and Services	6,304
Communications	-
Travel	2,651
Professional Development (Non-Salary Costs)	2,680
Student Related Expenses	17,278
Total Expenses	876,104
(Deficiency) of Revenues over Expenses	\$ (345,776)

*please note that the financial statements for the current year (2017-2018) are not yet available thus the 2016-2017 financial information is presented.

The 2016-2017 revenue and expenses indicate that Prairie South School Division is spending \$345,776 to support Prekindergarten programming per year above the funds allocated by the ministry that are targeted at Prekindergarten.

Kindergarten

The kindergarten teachers are responsible for administering the Early Years Evaluation Teacher Assessment (EYE-TA) as mandated by the Ministry of Education each fall and certain select students are reassessed in the spring. In the fall of 2017, 501 Kindergarten students were assessed. The results of the fall 2017 administration are below.



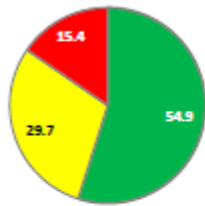
The pie graphs below provide disaggregated information from the fall assessment for both prairie south and the province.

The results for all children in Prairie South is in line with the results for all children in the Province.

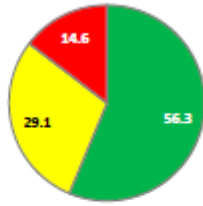
The results for First Nations and Metis students in Prairie South is slightly higher than the results for the Province however due to the low number of self-declared First Nations and Metis students in Prairie South this number should be interpreted with caution.

Prairie South SD 210 2017-18 EYE-TA Report

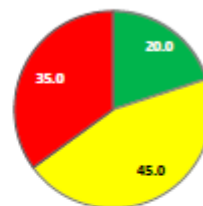
School entry (Fall 2017)



All children
(n=501)



Non-declared children
(n=481)*

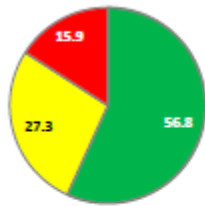


Self-declared First Nations, Métis & Inuit children (n=20)*

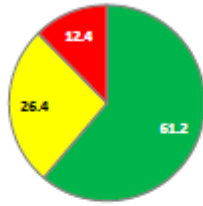
*Preliminary & subject to change with Spring data reconciliation / finalization

Saskatchewan 2017-18 EYE-TA Report

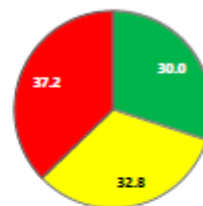
School entry (Fall 2017)



All children
(n=13,667)



Non-declared children
(n=11,711)*



Self-declared First Nations, Métis & Inuit children (n=1,956)*

*Preliminary & subject to change with Spring data reconciliation / finalization

Administrative Issues:

- Ability to respond with programming for multiple children with complex needs in the same location with current staffing levels.

Governance Implications:

- Ability to provide ongoing support for Prairie South funded prekindergarten programs.

AGENDA ITEM

Meeting Date:	March 13, 2018	Agenda Item #:	5.03
Topic:	Mortlach Alternate Calendar Proposal		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Mortlach School SCC is requesting permission to move to an alternate calendar beginning in the fall of 2018.
Current Status:	Currently, Mortlach School follows the traditional school year calendar.
Pros and Cons:	The Mortlach SCC has outlined a series of benefits that they believe will be achieved in their community if they move to an alternate calendar. Research does not show a significant difference in educational attainment with either calendar format.
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	March 13, 2018	<ul style="list-style-type: none"> Mortlach SCC ASY Proposal

Recommendation:

That the Board approve the Mortlach SCC Alternate School Year Proposal and direct administration to complete a follow-up review prior in the spring of 2020.

Mortlach School Alternate School Year Proposal

Background

Mortlach School Community Council initiated the process to examine the alternate school calendar in November of this school year. After discussion at the November meeting the SCC pursued the alternate school calendar process to see how the community felt about adopting a different calendar. The November 30th deadline was a concern but the SCC was adamant that the process not be rushed. Their desire to ensure this is the reason we are proposing the change to the alternate school calendar at this point in the year.

Rationale

The rationale for adopting the alternate school calendar for Mortlach School is twofold. Firstly, it is a proactive approach in addressing the issue of access in rural schools. As a rural school, our numbers are declining because students do not have the available academic and extra-curricular options that urban schools have. Two years ago, Mortlach school initiated a co-op program with Riverview for high school sports. This has proved to be a positive action to maintain our enrolment by providing an extra-curricular experience for our students. We now are looking to provide choice and opportunity for our students academically. By adopting the alternate school calendar, we would be on the same calendar schedule as all of our neighbouring schools, which would allow us to collaborate and provide multiple academic opportunities via synchronous learning. Our high school has two staff members, which makes offering multiple face-to-face academic options for students difficult. Working with other schools increases the staff percentage thus allowing our students access to more courses, larger class size and still have a face-to-face experience. The effect of knowing that Mortlach High School provides access to all academic needs changes the mindset of parents as their children move through the elementary. They are no longer looking to move their children out of the school earlier, i.e. grade eight so that the transition to high school is easier.

Secondly, staff retention in the rural area is a worry for the SCC. Currently, all teachers and one support staff commute to Mortlach from Moose Jaw. The SCC worry that the stress of inclement weather and constant travel to work are reasons that staff may consider transferring for openings in Moose Jaw. The alternate school year will improve staff retention and wellness by providing the benefit of time to plan for learning during the day on those fourteen days instead of using their evenings and also fourteen fewer days of travel, both of which appeal to staff.

Consultation Process

The SCC initiated the process of enquiring into the alternate school year by first having a discussion at the November board meeting regarding ways to maintain enrolment in our high school. From that discussion, it was decided that more information would be of benefit to them in their decision whether to propose this as an option to the community. An invitation was sent to the director, Tony Baldwin to meet with SCC and staff to discuss the process and answer

Mortlach School Alternate School Year Proposal

questions. After meeting with Tony and staff, the SCC decided to bring forth the motion of adopting the alternate school calendar to the community.

The first step involved sharing information regarding what, why and the how of adopting the alternate school calendar. Parents received the information via email and notes going home. To inform the community we posted the information in the local post office and on the website. This began the process of developing families' and community's understanding around what the alternate school year is and why we should discuss it. The community was given one and a half months to process the information.

The SCC executive then initiated a phone call to each family asking if they had questions regarding the proposal and to invite them to the community meeting to gather more information and vote on the motion. The personal contact brought awareness and clarity for families and engaged them in the process of understanding the motion and the opportunity of voting on it.

Reminders of the meeting were posted on the school and community Facebook pages as well as sent out in a phone message to all families using the synrevoice messaging system prior to the January 29th meeting date.

A well-attended community meeting was held on Monday, January 29th @ 7:00 pm with approximately fifty people in attendance including families, future families, staff and community members. The evening covered presentations from:

- Tony Baldwin, spoke in regards to parameters around setting the school year calendar. He compared both the traditional and alternate school year calendars and how they differ. He then referred to the SELU report that compared traditional and non-traditional school learning results and explained that there is no evidence to support or refute that either model is better in terms of quality of education. He discussed that the alternate school year model is grounded in its practicality and preference for communities.
- Darcy Pryor, addressed the board's perspective on the alternate school calendar.
- Troy Wist, Principal of Central Butte School, spoke about their experience as a school and what they have noticed in transitioning to the alternate calendar.
- Michelle Tucker, Central Butte SCC Chair and working parent, also presented on the parent's perspective of the alternate school calendar, specifically talking about the issue of child care.

The discussion was involved with several questions from the audience, which enriched everyone's understanding of all aspects of the alternate school calendar. After an hour and a half of presentations and discussion, the people in attendance were given the opportunity to vote on the proposed motion.

Mortlach School Alternate School Year Proposal

Voting Parameters & Results

Parameters:

SCC set the following parameters for the voting process:

- 75% required for a successful vote
- 55% of families in attendance required for the vote to be successful
- One vote per family
- Staff members that have children in school vote as a family and not as staff
- Ballots were colour coded for family, staff and community members

Results:

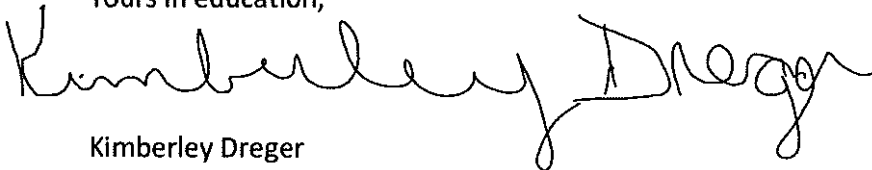
- 80% in favour (33/41)
- 62% families attended (26/42)

According to the parameters set, the stakeholders passed the motion of adopting the alternate school year beginning the 2018-19 school year with a review after two years.

Summary

The stakeholders of Mortlach School and Community feel adopting the alternate school calendar is beneficial to the students of Mortlach School for reasons stated above. Please consider our proposal of adopting the alternate school calendar beginning in the 2018-2019 school year with a review after two years' time.

Yours in education,

A handwritten signature in black ink, appearing to read 'Kimberley Dreger', written in a cursive style.

Kimberley Dreger
Mortlach SCC Chair

AGENDA ITEM

Meeting Date:	March 13, 2018	Agenda Item #:	5.04
Topic:	Central Coll Gr 9-12 Out of Prov Ex to Winnipeg, MB		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Central's Grade 9-12 Choir trip to Winnipeg, MB on May 25-27, 2018.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Feb. 27, 2018	Out-of-Province Excursion

Recommendation:

That the Board approve Central's Grade 9-12 Choir trip to Winnipeg, MB on May 25-27, 2018

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK

ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: <u>Paul McCornigan</u>	School: <u>Central Collegiate</u>
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity _____	
Grade Level: <u>9-12</u>	Number of Students: <u>30-50</u>
Destination: <u>Winnipeg, MB</u>	Trip Date: <u>May 25-27, 2018</u>
Number of School Days (Partial/Full): <u>1</u>	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: <u>South Saskatchewan Bus Lines</u> <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____	
Number of Teachers, Parents, Chaperones: <u>3</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input 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 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. <input checked="" type="checkbox"/> Male and Female Chaperones for a co-ed activity. <input type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET
♦ Anticipated Budget <u>\$11,322</u> - Budget breakdown (be sure to include cost of substitute staff) ♦ Description of Funding Sources <u>Fundraising Drive + Out of Pocket</u> ♦ Out of Pocket Cost per Participant <u>\$230</u>

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

D. LEARNING OBJECTIVES

- Students will apply technical abilities as a means to musical expression
- Students will demonstrate a commitment to their own musical education and growth
- Students will develop an appreciation for the value of music as a lifelong source of enjoyment and personal fulfillment

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

- a) Pre-Excursion Learning - Prepare a 45 minute show + 3 festival pieces
- b) Excursion Learning - Perform pieces + show at retirement homes on the way to Winnipeg. In Winnipeg, take part in a clinic with Robbie Bedford Beesley. Perform on the way home to Moose Jaw.
- c) Post-Excursion Learning
Apply knowledge and skills we have acquired from our performances and clinic.

F. SCHEDULE OF ACTIVITIES

On attached itinerary

Paul McCorrigan
Teacher Signature

[Signature]
Principal Signature

Director/Superintendent Signature

Feb 24, 2018
Date

Feb. 26, 2018
Date

☒ Request Approved

☐ Request Denied

Choir Trip 2018

Expenses

Bus	3,150
Hotel	5,272
Honourarium/Clinic	500
Total	8,922
Sub Costs (3)	2,400
Grand Total	11,322

CCI Choir Trip 2018 Itinerary – Winnipeg, MB

Friday, May 25th

8:45 AM – Arrive at CCI. Go to Choir Room.

9:00 AM – Board Bus for the Bentley

9:10 AM – Set up at the Bentley

9:30 AM – Bentley Performance

10:45 AM – Board bus for Regina

11:30 PM – Eat lunch at Southland Mall in Regina

12:30 PM – Set up at Qu'Appelle House

1:00 PM – Qu'Appelle House performance

2:00 PM – Board Bus for Winnipeg

9:00 PM – Check into Hotel in Winnipeg

9:30 PM – Waterslides

10:30 PM – Room Checks

11:00 PM – Lights out

Saturday, May 26th

7:00 AM – Rise and Shine

7:30 AM – Breakfast at Hotel

9:15 AM – Board Bus for Clinic

10:00 AM – Choir Clinic with Mrs. B.B.

11:00 AM – Vocal Jazz Clinic with Mrs. B.B.

12:00 PM – Go to Mall for Lunch and Shopping

3:00 PM – Canadian Human Rights Museum

4:00 PM – Musical Activity

6:00 PM – Supper

7:30 PM – Board bus back to hotel

8:00 PM – Watersliding

10:30 PM – Room Checks

11:00 PM – Lights out

Sunday, May 27th

8:00 AM – Rise and Shine

8:30 AM – Breakfast at Hotel

9:30 AM – Board bus for Brandon

12:00 PM – Eat Lunch at Mall

1:00 PM – Perform at Brandon Retirement Home

2:00 PM – Board Bus for Moose Jaw

5:30-6:00 PM – Arrive at Central Collegiate

Things to Bring:

- Money for 5 meals and shopping
- Swimsuit
- Snacks
- Water Bottle
- Music
- Overnight bag (clothes, pajamas, toiletries)

Chaperones:

Mr. Paul McCorriston - (306 690-9304)

Mrs. Holly McCorriston –

Mr. Brad Raes –

AGENDA ITEM

Meeting Date:	March 13, 2018	Agenda Item #:	5.05
Topic:	AE Peacock Gr 9-12 Out of Prov Ex to Winnipeg, MB		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Peacock's Grade 9-12 Band/Choir trip to Winnipeg, MB on May 6-9, 2018.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Feb. 22, 2018	Out-of-Province Excursion

Recommendation:

That the Board approve Peacock's Grade 9-12 Band/Choir trip to Winnipeg, MB on May 6-9, 2018.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Cameron Church	School: AE Peacock
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular: Supplements Curricular learning High Risk Activity _____	
Grade Level: 9-12	Number of Students: approx. 105
Destination: Winnipeg, MB	Trip Date: May 6-9
Number of School Days (Partial/Full): Three 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, 5 Parents	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input 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 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 type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET
<ul style="list-style-type: none"> ❖ Anticipated Budget \$36,000 <ul style="list-style-type: none"> - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources Fundraising, ❖ Out of Pocket Cost per Participant If a student does not fundraise, they cost would be \$350

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

D. LEARNING OBJECTIVES

- Develop an awareness of Canadian musicians and music industry
- Understand and appreciate musical expressions from a variety of cultural and historical contexts.
- Develop further abilities to perform with technical fluency
- Develop community for our students and develop a further understanding of how music plays a role in our everyday lives.
- Attending these workshops allows students to work with a specialist that can support music development and inspire greater appreciation and understanding of music.
- Attending the Winnipeg Jazz Orchestra concert exposes students to professional musicians (playing the same instruments that we do) performing jazz that is not heard in Moose Jaw and rarely in Saskatchewan. This is a valuable genre for self-expression that is taught in our school division.
- Visit the Canadian Museum for Human Rights as a way to develop Canadian Identity and engage in learning and discussion about human rights issues in Canada. This is Canada's newest national museum and the only one located outside of Ottawa.

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

a) Pre-Excursion Learning

Fundamentals and introduction to technique (instrumental/voice/composition/ensemble)
Historical context of music being learned
Develop an understanding of the student's role in the learning process

b) Excursion Learning

Exposure to concert seeing/hearing professional musicians performing jazz
Reinforce concepts learned, re-explain or retell in a new way
Develop understanding and further techniques to enrich the musical process and develop individual students
Focus on individual specialized techniques that develop sound
Focus on group techniques that develop ensemble
PD for myself learning from 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 6th: Travel to Winnipeg attend WJO concert

Monday, May 7th: Attend choir clinics with Mr. Stuart Sladden, evening group building activities

Tuesday, May 8th: Jazz Band and Concert Band clinics, Canadian Human Rights Museum

Wednesday, May 9th: Return to Moose Jaw 4:30pm

Teacher Signature

Date

Feb 16/18

Principal Signature

Date

Feb 16/18

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	March 13, 2018	Agenda Item #:	05.06
Topic:	2nd Quarter Finance Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

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

Current Status: Attached is the 2nd Quarter Financial Accountability Report. Included as a new feature with the finance report is the Transportation Performance report as required by the ministry of education.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	March 6, 2018	Finance Accountability Report

Recommendation:

That the Board receive and file the 2017-18 2nd Quarter Financial Accountability Report.

Source Documents

Policy 12 Section 3. Fiscal Responsibility

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

1. Revenue/Expenditure patterns for the 6 month period from September 1, 2017 to February 28, 2018:

Note: the 2nd Quarter budget is estimated at 50% of the annual budget for operational costs and salary and benefit costs except for instructional and transportation where salary and benefits are estimated at 60% as they are paid over a 10 month period.

Revenue:

Overall our revenues are at 50% of budget at the end of the 2nd quarter.

- Taxes are showing close to the budgeted amount at the end of the quarter however once the final reconciliations are completed this number will be adjusted at year end.
- Grants are at 40% however that is where they should be as we will receive a higher grant amount from January to August as taxes will no longer be collected after January 1, 2018 by school boards. The same concept applies to complementary and external grants.
- Other revenue is higher than budgeted as we have received funds of \$69,000 in insurance payments (Chaplin) and \$42,000 in WCB reimbursements, we had budgeted \$200,000 for investments but have already surpassed that figure.

Expenses:

Our expenses are just under 54% at the end of the 2nd quarter we are projected to be at 56% at this time of year.

- Governance expenses appear to be higher than budgeted at the end of the 2nd quarter however the governance expenses are forecast to be very close to budget and will be under the cap as defined by the ministry of education.
- Instruction expenses are under budget at the end of the quarter and likely will be at the end of the year. This will be due to lower salary costs than originally anticipated. Another contributing factor is that school based budgets are projected to be under budget as well.
- Plant operation expenses appear to be lower for this time of year however the majority of PMR expenses will occur in the last quarter of the fiscal year.
- Transportation expenses appears to be on schedule at the end of the 2nd quarter.
- External expenses are higher than expected as associate schools are able to hire more teachers than the formula allows.

Prairie South Transportation Performance Information

The transportation performance information is a new report that is now required to be reported to school boards. Attached is the 1st and 2nd Quarter transportation report.

Governance Implications

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

Prairie South School Division No. 210
Statement of Operations and Accumulated Surplus from Operations
for the year ended February 28, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$ (Note 15)	\$	\$
REVENUES			
Property Taxation	11,317,931	11,918,438	14,984,852
Grants	66,054,148	26,200,269	25,370,067
Tuition and Related Fees	45,500	24,344	17,750
School Generated Funds	1,243,300	621,653	567,502
Complementary Services (Note 12)	557,324	298,307	271,432
External Services (Note 13)	3,188,791	1,792,275	1,730,203
Other	343,500	355,451	199,611
Total Revenues (Schedule A)	82,750,494	41,210,737	43,141,417
EXPENSES			
Governance	318,444	208,756	241,228
Administration	2,890,041	1,436,171	1,487,455
Instruction	57,406,786	31,898,323	28,779,620
Plant	15,179,746	6,701,511	5,554,721
Transportation	6,718,070	3,741,473	3,680,537
Tuition and Related Fees	-	3,500	6,515
School Generated Funds	1,243,300	620,952	567,501
Complementary Services (Note 12)	1,637,689	754,553	873,677
External Services (Note 13)	3,000,369	2,071,070	1,755,639
Other Expenses	10,674	7,841	17,194
Total Expenses (Schedule B)	88,405,119	47,444,150	42,964,087
Operating Surplus (Deficit) for the Year	(5,654,625)	(6,233,413)	177,330

Prairie South School Division No. 210

... page 1

**Statement of Financial Position
as at February 28, 2018**

	2018	2017
	\$	\$
Financial Assets		
Cash and Cash Equivalents	29,219,318	23,278,140
Accounts Receivable	5,658,675	4,295,878
Inventories for Sale	-	15,572
Portfolio Investments	38,795	22,850
Total Financial Assets	34,916,788	27,612,440
Liabilities		
Bank Indebtedness	-	-
Provincial Grant Overpayment	-	-
Accounts Payable and Accrued Liabilities	4,296,875	2,614,915
Short-Term Loans	-	-
Long-Term Debt	205,375	601,599
Liability for Employee Future Benefits	2,531,200	2,363,100
Deferred Revenue	298,491	2,503,095
Total Liabilities	7,331,941	8,082,709
Net Financial Assets (Net Debt)	27,584,847	19,529,731
Non-Financial Assets		
Tangible Capital Assets	53,831,304	56,235,346
Inventory of Supplies for Consumption	17,309	16,055
Prepaid Expenses	127,501	750,108
Total Non-Financial Assets	53,976,114	57,001,509
Accumulated Surplus (Note 14)	81,560,961	76,531,240
Accumulated Surplus is Comprised of:		
Accumulated Surplus from Operations	79,571,623	90,715,792
Accumulated Remeasurement Gains and Losses	-	-
Total Accumulated Surplus (Note 14)	79,571,623	90,715,792

PRAIRIE SOUTH SCHOOLS – REPORTING TRANSPORTATION PERFORMANCE INFORMATION
September 2017 – June 2018

Performance Indicator*	Results			
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Total students transported	2,619	2,627		
Number of transportation routes	114	114		
Number of unfilled routes	0	0		
Number of cancellations:	9	132		
Mechanical	2	11		
Weather	2	114		
No substitute driver	2	4		
Other	3	3		
Average age of bus fleet	7.84	8.09		
Capacity utilized on bus (average)	62.3	62.8		
Average one-way ride time (in minutes)	31	30		
Longest one-way ride time (in minutes)	105	91		

1st Quarter: Sept. 5th, 2017 - Nov. 30th, 2017

2nd Quarter: Dec. 1st, 2017 - Feb. 28th, 2018

3rd Quarter: Mar. 1st, 2018 - May. 31st, 2018

4th Quarter: Jun. 1st, 2018 - Jun. 31st, 2018

Emerging issues:

(Please report on some of the main issues/challenges that your transportation department is facing for the quarter).

Regular & spare drivers remain difficult to retain & recruit and we have an aging staff.

Teacher Absences & Substitute Usage

Date Range: January 30, 2018 - March 2, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	22.79	2.53%	16.4	71.96%	0.28%
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	0.6	0.07%	0	0.00%	0.01%
Executive Leave	2.53	0.28%	2.4	94.86%	0.03%
Prep Time	70.48	7.82%	69.78	99.01%	0.87%
Pressing Leave Teacher	21.98	2.44%	18.5	84.17%	0.27%
PSTA	0	0.00%	0	0.00%	0.00%
Rec. Of Service	80.85	8.97%	72.89	90.15%	0.99%
Leave Without Pay	8.89	0.99%	6.9	77.62%	0.11%
SUB TOTAL	208.12	23.09%	186.87	89.79%	2.56%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	226.22	25.10%	183.89	81.29%	2.78%
Illness - Long Term	120.85	13.41%	0	0.00%	1.49%
Medical/Dental Appt	94.98	10.54%	81.3	85.60%	1.17%
Internship Seminar	0	0.00%	0	0.00%	0.00%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	6.16	0.68%	6	97.40%	0.08%
Unpaid Sick Leave	0.6	0.07%	0.6	100.00%	0.01%
SUB TOTAL	448.81	49.80%	271.79	60.56%	5.52%
Prairie South					
Extra/Co-curr Teach	25.66	2.85%	22.88	89.17%	0.32%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	45.62	5.06%	31.1	68.17%	0.56%
IT Meet/PD	0.5	0.06%	0	0.00%	0.01%
LRNG Meet/PD	59.3	6.58%	47.93	80.83%	0.73%
Noon Supervision Day	39.19	4.35%	36.5	93.14%	0.48%
PD DEC Teachers	28.88	3.20%	21.28	73.68%	0.36%
School Operations Meet/PD	44.16	4.90%	39	88.32%	0.54%
STF Business - Invoice	1	0.11%	1	100.00%	0.01%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	244.31	27.11%	199.69	81.74%	3.01%
Total Absences	901.24	100.00%	658.35	73.05%	11.09%

Teachers (FTE)
427.76

of teaching Days
19

Possible Days
8127.44

CUPE Staff Absences & Casual Usage 2017-2018

Date: February 1 - 28, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	1.5	0.31%	1.38	0.00%	0.03%
Bereavement Leave	7.06	1.48%	5.82	0.00%	0.14%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	4	0.84%	3	0.00%	0.08%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	8.48	1.78%	8.36	0.00%	0.00%
Earned Day Off	8	1.67%	6.53	0.00%	0.16%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0.5	0.10%	0	0.00%	0.01%
Illness - Support	251.47	52.64%	95.61	38.02%	5.06%
Med/Den Appt Support	35.23	7.37%	20.58	58.42%	0.71%
Noon Supervision	4	0.84%	4	0.00%	0.08%
Parenting/Caregiver	15.94	3.34%	7.66	48.06%	0.32%
Pressing Leave	12.93	2.71%	8.34	0.00%	0.26%
Rec. of Service	5.47	1.15%	1.5	0.00%	0.11%
TIL Support	2	0.42%	1	50.00%	0.04%
Without Pay Support	51.53	10.79%	37	0.00%	1.04%
SUB TOTAL	408.11	85.43%	200.78	49.20%	8.21%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	48.47	10.15%	8.44	17.41%	0.97%
Workers Compensation	5.13	1.07%	3.44	0.00%	0.10%
SUB TOTAL	53.6	11.22%	11.88	22.16%	1.08%
Prairie South					
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	2.03	0.42%	0.53	0.00%	0.04%
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%
PD DEC In Province Support Staff	13.5	2.83%	9.5	0.00%	0.27%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.48	0.10%	0.48	0.00%	0.01%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	16.01	3.35%	10.51	0.00%	0.32%
Total Absences	477.72	100.00%	223.17	46.72%	9.61%

Possible Days

February 1 - 28, 2018

Days

19.00

FTE

261.66

Total Days

4971.54

** 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 2017-2018

Date: February 1 - 28, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	4.5	3.60%	4.5	0.00%	0.27%
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	7	5.60%	7	0.00%	0.41%
Illness - Support	50.5	40.40%	34.5	68.32%	2.98%
Med/Den Appt Support	16	12.80%	16	100.00%	0.94%
Parenting/Caregiver	0	0.00%	0	0.00%	0.00%
Pressing Leave	1	0.80%	1	100.00%	0.06%
Without Pay Support	46	36.80%	46	100.00%	2.71%
SUB TOTAL	125	100.00%	109	87.20%	7.37%
Employment Act					
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%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-Curricular	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%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Total Absences	125	100.00%	109	87.20%	7.37%

0

Possible Days	Days	Staff	Total Days
February 1 - 28, 2018	15.00	113	1695.00

* 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 2017-2018

Date: February 1 - 28, 2018

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	1	1.05%	0	0	0.11%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	1.33	1.40%	0	0	0.15%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	0	0.00%	0	0	0.00%
Family Responsibilities	0	0.00%	0	0	0.00%
Illness - Support	19.33	20.31%	0	0	2.15%
Med/Den Appt Support	4.22	4.43%	0	0	0.47%
Parenting/Caregiver	0.2	0.21%	0	0	0.02%
Pressing Leave	7.2	7.56%	0	0	0.80%
Without Pay Support	0	0.00%	0	0	0.00%
SUB TOTAL	33.28	34.96%	0	0.00%	3.70%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	61.91	65.04%	0	0	6.89%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	61.91	65.04%	0	0.00%	6.89%
Prairie South					
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%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
PD Out of Province	0	0.00%	0	0	0.00%
SUB TOTAL	0	0.00%	0	0	0.00%
Total Absences	95.19	100.00%	0	0.00%	10.59%

Possible Days

February 1 - 28, 2018

Days

19.00

FTE

47.324

Total Days

899.16

** 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 February 2, 2017 to March 5, 2018

Background:

- Board has requested a monthly report of tenders awarded.
- 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 are three tenders to report for this period. Bids do not include sales taxes.

- A tender was issued to upgrade the lighting at Mortlach School. The tender was awarded to Superior Technical Solutions. The Bid cost was \$66,795 after the Sask Power rebate of \$14,000 and a light switch add-on.
- A tender was issued to upgrade the lighting at Rouleau School. The tender was awarded to Cathedral Electric. The bid cost was \$35,070 after the Sask Power rebate of \$11,705.
- A tender was issued to upgrade the lighting in the Assiniboia 7th Ave. gym. The tender was awarded to Cathedral Electric. The bid cost was \$5,795 after the Sask Power rebate of \$798.

AGENDA ITEM

Meeting Date:	March 13, 2018	Agenda Item #:	8.01
Topic:	Summary of Staff Absences		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The Board receives a monthly summary of staff absences as part of the regular package. Until this year, a yearly summary of absences was included in the Human Resources Accountability Report.
Current Status:	The Board has requested a yearly summary of absences for the 2016/2017 school year. The attachments provide a summary of teacher and support staff absences for 2016-2017. Out of Scope staff absences are included in the support staff document. Bus driver absences are not included in either document.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	March 13, 2018	<ul style="list-style-type: none"> Teacher Absences, 2016-2017 Support Staff Absences 2016-2017

Recommendation:

That the Board review the information provided.

SUPPORT STAFF ABSENCES 2016-2017

Absence Reason	September	October	November	December	January	February	March	April	May	June	July	August	Total	% of Possible Days
ACCT Meet/PD				7									7	0.01%
Act of God		2			5.46		0.5			2			9.96	0.02%
Bereavement Leave	30.96	3.81	7.22	16	23	24.48	14.54	5.67	20.21	21.95			167.84	0.30%
BUSI Meet/PD		3								0.87			3.87	0.01%
Community Service									2.5	0.39			2.89	0.01%
Compassionate Care	11		8.69	1.19	2.38	3	8.13	2	5.64	0.5			42.53	0.08%
Competition Leave								0.5					0.5	0.00%
Convocation Leave									3.83	9.79			13.62	0.02%
Court/Jury Duty			10	0.5	3	0.43							13.93	0.02%
CUPE Business - Invo	9.5	25		9.75	24.36	24	34	15.69	55.83	7.98		4.5	210.61	0.37%
Earned Day Off	3.99	2	3	5	9	13.44	4	2.19	4.4	7.6			54.62	0.10%
Executive Position													0	0.00%
Extra/Co-curr Sup	5.6						0.93	0.5	3.31	1			11.34	0.02%
Family Responsibilities	0.61	1.42	2		0.75	0.17	0.75	2	4.47	0.45	0.47	0.5	13.59	0.02%
FACI Meet/PD		2					2.75		2.44				7.19	0.01%
HUMA Meet/PD	1.87				1.93				4				7.8	0.01%
Illness - Support	211.68	272.65	275.42	215.21	391.4	346.85	334.02	268.37	462.23	194.85	67.04	113.85	3153.57	5.59%
LRNG Meet/PD		0.45						1.6	6.4	6.33			14.78	0.03%
Med/Den Appt Support	72.92	70.06	58.73	62.35	56.05	46.67	52.07	49.12	86.06	38.59	9.09	14.98	616.69	1.09%
Noon Supervision	1	0.52	3	5.46	2.4	7.37	5.86	1.86	1.39	2.67			31.53	0.06%
Parenting/Caregiver	32.81	24.17	37.88	24.33	30.32	24.91	21.47	16.03	32.34	12.13	1.17	2.18	259.74	0.46%
Paternity Leave	0.78					2							2.78	0.00%
PD DEC Support Staff	14.58	2			3	6	12	5	24.39				66.97	0.12%
Pressing Leave	23.93	14.87	24.93	18.91	16.91	20.54	19.38	12.3	21.13	22.96	1.93	7.47	205.26	0.36%
Rec. of Service	2.08	4	2.5	6.5	4	5.58	7.86	1.5	6.83	17.26			58.11	0.10%
School Ops Meeting/PD				0.75					0.86				1.61	0.00%
TIL Support	12.88	3.09	5.41	3.58	4.94	10.66	11.89	9.27	7.43	12.32	3.5	4.78	89.75	0.16%
TRAN Meet/PD								10.19					10.19	0.02%
Vacation Support	201.07	123.11	112.95	168.22	110.48	127.92	52.64	73.49	101.86	201.84	251.89	624.81	2150.28	3.81%
Without Pay Support	31.18	50.72	34.56	23.37	50.83	66.5	83.78	10.46	32.63	28.28	1	1.47	414.78	0.74%
Workers Compensation	49.69	34.37	47.2	32.76	29.44	21.34	23.16		10.68	32.81	9	13.5	303.95	0.54%
Total Absences	718.13	639.24	633.49	600.88	769.65	751.86	689.73	487.74	900.86	622.57	345.09	788.04	7947.28	14.08%

TEACHER ABSENCES 2016/2017

Absence Reason	Aug/Sept	October	November	December	January	February	March	April	May	June	Total	% of Possible Days
Compassionate Leave	27.4	33	10.63	30	21.3	39.6	14.5	17.5	20.86	26	240.79	0.28%
Competition Leave		2									2	0.00%
Convocation Leave		1	2			1			1.5	33.5	39	0.05%
Court/Jury					1						1	0.00%
Education Leave								0.6			0.6	0.00%
Emergency Leave		0.5		8.5	1.5	1	4				15.5	0.02%
Executive Leave	1	2	1	1			1	1	9.2	2.5	18.7	0.02%
Extra/Co-curr Teach	57.54	55.82	11.71	26.58	14.4	31.2	37.6	28.17	71.54	66.3	400.86	0.47%
FACI Meet/PD											0	0.00%
HUMA - Meet/PD	6.4	87.5		77.21	1.5	46.5	3.5	35.15	1	38.4	297.16	0.35%
Illness - Teacher	129.04	284.96	230.4	317.6	303.92	229.27	217.69	120.62	268.64	157	2259.14	2.64%
Illness - Long Term	5.89	30.45	23.63	82.82	121.32	127.01	156.94	57.98	191.63	143	940.67	1.10%
Internship Seminar	22.7	4									26.7	0.03%
LRNG Meet/PD	19.32	75.43	17.8	57.12	66.11	25.6	7.5	39.4	99.57	78.8	486.65	0.57%
Medical/Dental Appt	81.29	142.88	73.6	91.33	83.28	86.86	62.32	52.29	102.37	83.8	860.02	1.01%
Noon Supervision Day	1	12	20.5	17	16.5	30.75	23.9	18.88	43.65	28.8	212.98	0.25%
Paternity Leave			2								2	0.00%
PD DEC Teachers	15.5	102.16	95.49	26.31	13.5	16.4	26	31.7	133.18	17.5	477.74	0.56%
Pressing Teacher	17.39	38.41	31.5	34.42	16.9	25.63	19.85	14.56	24.37	21.2	244.23	0.29%
Prep Time	11.81	85	147.6	50.9	60.2	52.8	162.2	58.74	130.48	359	1118.73	1.31%
PSTA	0.5	2.9	0.4			1		3.33	0.5		8.63	0.01%
Rec. Of Service	30.4	63.4	31.7	56.4	33	94.05	51.1	47.14	91.94	114.3	613.43	0.72%
Secondment		3	1.5	2	2	6.5	3		4.4	1	23.4	0.03%
SOEH											0	0.00%
SONO	20.7	25.5	1.1	7.49		14.9	4.9	5.28	114.98	47.1	241.95	0.28%
SOSO	3.3	19	6.5	7.28	1.92						38	0.04%
STF Business - Invoice	1.5	20.51			2		3		17.65		44.66	0.05%
Unpaid Sick Leave					0.24	1				4.5	5.74	0.01%
TRAN Meet/PD											0	0.00%
Leave Without Pay	2	7	12	5	4.8	13.84	12.5	10.1	15.01		82.25	0.10%
Total Absences	454.68	1098.42	721.06	898.96	765.39	844.91	811.5	542.44	1342.47	1222.70	8702.53	10.18%

AGENDA ITEM

Meeting Date:	March 13, 2018	Agenda Item #:	8.02
Topic:	Class Size Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

At the December 11, 2012 Board Meeting, the following motion passed:
 "That on an ongoing basis, the Board receive reports at the October and February regular Board meetings detailing Prairie South School Division classes that have in excess of 28 students."

At the February 10, 2015 Board Meeting, the following motion was passed:
 "That the second reporting period for the Class Size Report be received at the regular March Board meeting rather than the regular February Board Meeting."

Current Status:

Please refer to attachments.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Human Resources	March 2, 2018	1) Classes With More Than 28 Students- February 12, 2018 2) Summary Class Size over 28 Students- February 12, 2018 3) Classes With 10 or Fewer Students- February 12, 2018 4) Summary of Classes with 10 or Fewer Students by School- February 12, 2018

Recommendation:

Information only.

Classes with more than 28 students February 12, 2018

School	Grade	Individual Classes	Students	Total
Assiniboia Elementary	5/6	Christian Ethics	37	1
Assiniboia 7th Avenue	3/4	Alternate Christian Ethics	31	1
Caronport High	12	ELA 30	32	1
Central Collegiate	9	ELA B90	29	
Central Collegiate	9	Science 90	29	
Central Collegiate	9	Wellness 90	29	
Central Collegiate	10	Band	39	
Central Collegiate	10	Band	39	
Central Collegiate	10	ELA B10	29	
Central Collegiate	11	ELA 20	30	
Central Collegiate	11	Health Science 20	29	
Central Collegiate	11&12	Band	55	
Central Collegiate	12	ELA A30	30	
Central Collegiate	12	Math 30 PC	29	11
Coronach	1/2	Physical Education	34	
Coronach	3/4	Science	31	
Coronach	3/4	Social	31	
Coronach	3/4	Health	31	
Coronach	3/4	Arts Education	31	
Coronach	3/4	Physical Education	31	6
École Gravelbourg	1, 2, 3	Arts Education	31	
École Gravelbourg	1, 2, 3	Core French	31	
École Gravelbourg	1, 2, 3	Physical Education	31	
École Gravelbourg	3, 4, 5, 6	Health	32	4
Lafleche Central School	K, 1, 2	Physical Education	36	
Lafleche Central School	1 & 2	Most subjects	29	2
Lindale	7/8	7/8 Collinge	32	
Lindale	7/8	7/8 Tilford	32	2
Palliser Heights	K & 1	Music/Choir	31	
Palliser Heights	1 & 2	Music/Choir	42	
Palliser Heights	4 & 5	Music/Choir	45	3
Peacock Collegiate	9	Art 90	29	
Peacock Collegiate	9	Health 90	30	
Peacock Collegiate	9	Physical Education 90	33	
Peacock Collegiate	9	Physical Education 90	34	
Peacock Collegiate	9	Science 90	30	
Peacock Collegiate	9	Social 90	32	
Peacock Collegiate	9/10	Senior Band	41	
Peacock Collegiate	9-12	Full Concert Band	65	
Peacock Collegiate	9-12	Choral Master	42	
Peacock Collegiate	10	Drama 10	29	
Peacock Collegiate	10	ELA B10	30	
Peacock Collegiate	10	History 10	29	
Peacock Collegiate	10	History 10	33	

Peacock Collegiate	10	Science 10	29	
Peacock Collegiate	10	Wellness 10	33	
Peacock Collegiate	11	ELA 20	29	
Peacock Collegiate	11	Math 20 Foundations	29	
Peacock Collegiate	12	ELA A30	29	
Peacock Collegiate	12	ELA A30	32	
Peacock Collegiate	12	History 30	30	
Peacock Collegiate	12	Law 30	29	
Peacock Collegiate	12	Law 30	29	22
Rockglen	K/1/2	Physical Education & Art	30	
Rockglen	3-5	Physical Education & Art	29	2
Sunningdale	1 & 2	Arts Ed: Choir	81	
Sunningdale	2, 3, 4	Arts Ed: Choir	107	2
William Grayson	1, 2, 3	In Motion period	49	
William Grayson	4, 5, 6, 7, 8	In Motion period	66	2
Total Classes with more than 28 students				59

Summary of classes with more than 28 students February 12, 2018

School	Grade(s)	# of Classes
Assiniboia Elementary	5, 6	1
Assiniboia Seventh Avenue	3, 4	1
Central Collegiate	9, 10, 11, 12	11
Caronport High	11, 12	1
Coronach	1, 2, 3, 4	6
Ecole Gravelbourg	1, 2, 3, 4, 5, 6	4
Lafleche Central	K, 1, 2	2
Lindale	7, 8	2
Palliser Heights	K, 1, 2, 4, 5	3
Peacock Collegiate	9, 10, 11, 12	22
Rockglen	K, 1, 2, 3, 4, 5	2
Sunningdale	1, 2, 3, 4	2
William Grayson	1, 2, 3, 4, 5, 6, 7, 8	2
Total Classes with more than 28 students		59

Classes with 10 or fewer students February 12, 2018

School	Grade	Individual Classes	Students	Total
Assiniboia Composite	12	Calculus 30	8	
Assiniboia Composite	12	Photography 30	8	
Assiniboia Composite	12	Construction 30	9	
Assiniboia Composite	12	Mechanics 30	9	4
Avonlea	1	Math	7	
Avonlea	7	Math	6	
Avonlea	9	Math	9	3
Bengough	1/2	All classes	6	
Bengough	9	ELA 9	5	
Bengough	10	ELA B10	9	
Bengough	11/12	Biology 30	3	
Bengough	11/12	ELA B30/B31	9	5
Caronport High	10	Math WA 10	3	
Caronport High	11	ELA 20	6	
Caronport High	12	PAA 30	8	3
Central Butte	11/12	Chemistry 30	6	1
Central Collegiate	10-12	Extensions	5	
Central Collegiate	10-12	Grad Coach	5	
Central Collegiate	10-12	EAL	6	3
Chaplin	K,1,2	All classes	4	
Chaplin	6,7,8	All classes	8	
Chaplin	9	All classes	3	
Chaplin	10	ELA 10B	1	
Chaplin	10	History 10	4	
Chaplin	10	PAA 10	1	
Chaplin	10	Wellness 10	1	
Chaplin	11	Foundations 20	1	
Chaplin	11	PAA 20	1	
Chaplin	12	Chem 30	3	
Chaplin	12	ELA 30A	4	
Chaplin	12	Foundations 30	3	
Chaplin	12	PAA 30	1	
Chaplin	12	Physical Education 30	1	14
Cornerstone Christian	11	ELA 20	3	1
Coronach	Kindergarten	All classes	8	
Coronach	11/12	PAA	8	
Coronach	11/12	Biology	5	
Coronach	12	Physics 30	5	4
Craik	6, 7, 8	Homeroom	10	
Craik	9	ELA 9	7	
Craik	9	Homeroom	7	
Craik	9	Math 9	7	
Craik	9	Social 9	7	
Craik	10	ELA B10	9	

Craik	10	Homeroom	9	
Craik	10	Math F 10	9	
Craik	11	Homeroom	9	9
École Gravelbourg	1	ELA	7	
École Gravelbourg	8	Bien-être	10	
École Gravelbourg	8	Sensibilisation aux carrieres	10	
École Gravelbourg	8	PAA survey	9	
École Gravelbourg	9	Graphic Arts 10	9	
École Gravelbourg	10	Travail et d'Apprentis	3	
École Gravelbourg	10	Foundations and Pre-Calculus	10	
École Gravelbourg	10/20/30	Core French	4	
École Gravelbourg	20	Pre-Calculus	2	
École Gravelbourg	20	Pre-Calculus	6	
École Gravelbourg	20/30	PAA survey	9	
École Gravelbourg	30	Sciences sociales	6	
École Gravelbourg	30	Foundations and Pre-Calculus	8	
École Gravelbourg	12	Fondements des Mathematiques	4	14
Eyebrow	1 & 2	1 & 2 classes non K days	7	
Eyebrow	7/8	7/8 all classes	9	
Eyebrow	9	All grade 9 classes	3	
Eyebrow	10	All grade 10 classes	6	
Eyebrow	11	All grade 11 classes	5	
Eyebrow	12	All grade 12 classes	3	6
Glentworth	K	Days 2, 4, 6 afternoons	8	
Glentworth	12	Physical Education	9	2
Kincaid Central	10	Construction 10	9	
Kincaid Central	11 & 12	Construction 20/30	7	2
Lafleche Central	Kindergarten	Most subjects	7	
Lafleche Central	11 & 12	Math (WP)	10	
Lafleche Central	11 & 12	Chem 30	5	
Lafleche Central	11 & 12	History 30	9	4
Mankota	1-3	All classes on non-Kindergarten days	7	
Mankota	4-6	Math	9	
Mankota	4-6	ELA	9	
Mankota	4-6	Social	9	
Mankota	4-6	Science	9	
Mankota	7/8	Math	8	
Mankota	7/8	ELA	8	
Mankota	7/8	Science	8	
Mankota	7/8	Social	8	
Mankota	7/8	PAA	8	
Mankota	7/8	Career Guidance	8	
Mankota	9/10	ELA	6	
Mankota	9/10	Science	6	
Mankota	9/10	History	6	
Mankota	9/10	Photography	6	
Mankota	11/12	ELA	8	

Mankota	11/12	Biology 30	6	17
Mortlach	9	ELA	5	
Mortlach	9	Social Studies 9	5	
Mortlach	9	Math	5	
Mortlach	9	Science 9	5	
Mortlach	9	Science 10	5	
Mortlach	9	Physical Education	5	
Mortlach	9	Health 9	5	
Mortlach	9	Career Ed	5	
Mortlach	10	ELA B 10	4	
Mortlach	10	Social Studies 9	4	
Mortlach	10	Health 9	4	
Mortlach	10	Foundations PreCal 10	4	
Mortlach	10	Science 9	4	
Mortlach	10	Physical Science 20	4	
Mortlach	10	Wellness 10	4	
Mortlach	11	PC 20	4	
Mortlach	11	Foods 30	4	
Mortlach	11	Life Trans 20	4	
Mortlach	11	History 30	4	
Mortlach	11	Physical Education 20	4	
Mortlach	11	Physical Science 20	4	
Mortlach	11	ELA 20	4	
Mortlach	12	ELA B 30	4	
Mortlach	12	Foods 30	4	
Mortlach	12	Life Trans B30	4	
Mortlach	12	History 30	4	
Mortlach	12	Physical Education 30	4	
Mortlach	12	Physical Science 20	4	28
Mossbank	K	Kindergarten - every other day	4	
Mossbank	1	Grade 1	9	
Mossbank	9/10	PAA B10	10	
Mossbank	9/10	PAA 9	4	
Mossbank	9/10	WAMath 10	10	
Mossbank	9/10	Math 9	4	
Mossbank	9/10	ELA B10 10	10	
Mossbank	9/10	ELA 9	4	
Mossbank	9/10	Life Trans 20	10	
Mossbank	9/10	Health/CA 9	4	
Mossbank	9/10	Wellness 10	10	
Mossbank	9/10	Physical Education 9	4	
Mossbank	9/10	Visual Arts 10	10	
Mossbank	9/10	Arts Ed 9	4	
Mossbank	11	History 28	1	
Mossbank	11/12	Foundation 30	5	
Mossbank	11/12	Foundations 20	1	
Mossbank	11/12	Math 28	1	

Mossbank	11/12	Calculus 30 Online	1	
Mossbank	11/12	PAA 30	7	
Mossbank	11/12	PAA 20	3	
Mossbank	11/12	Biology 30	10	
Mossbank	11/12	Biology 31	4	
Mossbank	11/12	Science 28	1	
Mossbank	11/12	Physical Education 30	10	
Mossbank	11/12	Physical Education 20	2	
Mossbank	12	ELA 38	1	27
Peacock Collegiate	11/12	Welding 20/30	7	1
Riverview Collegiate	10/11/12	PAA	8	
Riverview Collegiate	11/12	Cosmetology 20/30	10	
Riverview Collegiate	12	Math Pre-Cal 30 & W&A 30	10	3
Rockglen	11/12	Chemistry 30	10	
Rockglen	11/12	Math	10	2
Rouleau	PreK	Pre-Kindergarten	9	
Rouleau	3	Math	9	
Rouleau	7	Math	8	
Rouleau	8	Math	10	
Rouleau	10	Math	6	5
William Grayson	7 & 8	Band classes x 4	8	
William Grayson	Varies	Gym sensory period	under 10	2
Total Classes with 10 or fewer students			160	

Summary of classes with 10 or fewer students February 12, 2018

School	Grade(s)	# of Classes
Assiniboia Composite	12	4
Avonlea	1, 7, 9	3
Bengough	1, 2, 9, 10, 11, 12	5
Caronport High	10, 11, 12	3
Central Butte	11, 12	1
Central Collegiate	10, 11, 12	3
Chaplin	K, 1, 2, 6, 7, 8, 9, 10, 11, 12	14
Cornerstone Christian	11	1
Coronach	K, 11, 12	4
Craik	6, 7, 8, 9, 11	9
Ecole Gravelbourg	1, 8, 9, 10, 11, 12	14
Eyebrow	1, 2, 9, 10, 11, 12	6
Glentworth Central	K, 12	2
Kincaid Central	10, 11, 12	2
Lafleche Central	11, 12	4
Mankota	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	17
Mortlach	9, 10, 11, 12	28
Mossbank	K, 1, 9, 10, 11, 12	27
Peacock Collegiate	11, 12	1
Riverview Collegiate	10, 11, 12	3
Rockglen	11, 12	2
Rouleau	Prek, 3, 7, 8, 10	5
William Grayson	7, 8	2
Total Classes with 10 or fewer students		160

AGENDA ITEM

Meeting Date:	March 13, 2018	Agenda Item #:	8.03
Topic:	Bill 89 Talking Points		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	On April 20, 2017 a Court of Queen's Bench ruling on a legal challenge by the Good Spirit School Division of Christ the Teacher Catholic Schools' right to receive provincial funding for non-Catholic students was delivered. The Court ruled that the government must stop funding non-minority faith students to attend separate schools.
Current Status:	Bill 89 will likely receive third reading in March. The proposed legislation would allow religious schools to recruit from public schools. The Public Section has provided talking points for Trustees in the event that they are contacted by the media or other concerned parties.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	March 13, 2018	<ul style="list-style-type: none"> Public Section Talking Points re: Bill 89

Recommendation:

That the Board review the information provided.

**Public Section Talking Points re: Bill 89
The School Choice Protection Act**

- Through Bill 89 the Government of Saskatchewan is saying it will not abide by the rule of law by invoking the notwithstanding clause in the constitution to set aside Justice Layh's decision in the Theodore case. Even if passed, the notwithstanding clause legislation must be renewed after five years, so it cannot be a final solution. The Public Section has taken a public stand against the use of the notwithstanding clause. In a news release, former Chair of the Public Section, Bert De Gooijer, said, "There is an appeal process underway and the government should allow the work of the courts to continue. We believe the decision will be upheld on appeal and invoking the notwithstanding clause will only delay the inevitable."
- In addition to suspending Justice Layh's decision through invoking the notwithstanding clause, Bill 89 sets aside a portion of the Saskatchewan Human Rights Code. Professor Ken Norman from the University of Saskatchewan was quoted as follows in Planet S magazine:

"Bill 89 doesn't just speak to Theodore, it aims to insulate all government support to religious schools. S.2 of the bill says religious-affiliated schools have their own criteria for admitting students, and the state has no say."

(Bill 89) shelves, for five years, two rights under the Canadian Charter related to equality and freedom of expression, and permanently shelves three rights under the Human Rights Code related to freedom of conscience and freedom from discrimination."

The first two sentences of Professor Norman's quote seem most relevant to the Public Section. In simple terms, the Bill says the government has no say in the criteria religious schools use to accept students. They can accept anyone they like and will be funded for all that attend.

The final sentence of the quote refers to a significant loss of rights and freedoms in our Province and all of us should be concerned about that.

- The Public Section believes that funding is being eroded from public schools in Saskatchewan through increased funding for private and religious schools, and this will be worsened with the passage of Bill 89. Quoting Planet S magazine:

"Money doesn't fall out of trees," says (Professor Ken) Norman. "The question that deserves attention is, how do people feel about the idea that there are subsidies going to religious schools that might otherwise support the public system?"

- Rural Saskatchewan is served almost exclusively by public schools and eroding the strength of public schools affects education for students in all corners of the province.
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Background information:

The Planet S article states:

"The bill says the government is hands off, so whatever arrangement any school wants to make with regard to registering pupils is none of our business," says University of Saskatchewan law professor Ken Norman.

"People need ask themselves if they like the idea that a whole handful of fundamental rights are going to be put on the shelf in Saskatchewan." (said Norman)

Below is a link to the Planet S Article: *"The Lamest Loophole"*

<http://planetsmag.com/2018-01-04/the-lamest-loophole/>