

Prairie South Schools
BOARD OF EDUCATION

DATE: March 12, 2019
1:00 p.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW
Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1.** Regular Board Meeting February 5, 2019
- 4. Decision and Discussion Items**
 - 4.1.** Peacock SCC Field Naming Request
 - 4.2.** Early Learning Accountability Report
 - 4.3.** BP 15 Revision
 - 4.4.** BP 13 Revision
 - 4.5.** 2019-2020 Calendars
 - 4.6.** Application for Emergent Funding
 - 4.7.** Out of Province Excursion Peacock to Edmonton (AB)
 - 4.8. Monthly Reports**
 - 4.8.1.** Teacher Absence and Substitute Usage Report
 - 4.8.2.** CUPE Staff Absence and Substitute Usage Report
 - 4.8.3.** Bus Driver Absence and Substitute Usage Report
 - 4.8.4.** Out of Scope Absence and Substitute Usage Report
 - 4.8.5.** Tender Report
- 5. Delegations and Presentation**
 - 5.1.** Central Collegiate 1:30 pm
- 6. Information Items**
 - 6.1.** Application for Major Capital Project Funding
 - 6.2.** Kessler Inquiry
 - 6.3.** Class Size Report
- 7. Provincial Matters**
- 8. Celebration Items**
- 9. Identification of Items for Next Meeting Agenda**

9.1. Notice of Motions

9.2. Inquiries

10. Meeting Review

11. 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 5, 2019 at 1:00 p.m.**

Attendance:

Dr. S. Davidson; Mr. R. Bachmann; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor;
Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; Ms. M. Jukes;
L. Meyer, Superintendent of Learning; D. Teneycke, Superintendent of School Operations;
T. Baldwin, Director of Education; S. Robitaille, Superintendent of Business and Operations;
L. Schlamp, Executive Assistant

Regrets:

D. Huschi, Superintendent of School Operations; R. Boughen, Superintendent of School
Operations; D. Welter, Manager of Human Resources;

Delegations:

Central Collegiate Student Group

Motions:

- | | | |
|-------------------|--|---|
| 02/05/2019 - 3060 | That the meeting be called to order at 1:02 p.m.
- McLeod | |
| 02/05/2019 - 3061 | That the Board adopt the agenda as presented.
- Wilson | Carried |
| 02/05/2019 - 3062 | That the Board adopt the minutes of the January 8, 2019
Board meeting.
- Kessler | Carried |
| 02/05/2019 - 3063 | That the Board go into closed session at 1:25 p.m.
- Bachman | Carried |
| 02/05/2019 - 3064 | That the Board reconvene in open session at 1:33 p.m.
- Bachman | Carried |
| 02/05/2019 - 3065 | That the Board approve Board Policy 7 updated 05
February 2019.
- Jukes | Carried with Jukes,
Kessler, Wilson,
Bachman, Young,
Davidson, Pryor,
and McLeod voting
in favour and
Radwanski and
Swanson voting
against. |

- | | | |
|-------------------|---|---------|
| 02/05/2019 - 3066 | That the Board approve Board Policy 12 updated 05 February 2019.
- Wilson | Carried |
| 02/05/2019 - 3067 | That the Board approve the acquisition of the additional land listed above.
- Bachman | Carried |
| 02/05/2019 - 3068 | That the Board receive and file the Transportation Accountability Report.
- Bachman | Carried |
| 02/05/2019 - 3069 | That the Board approve Central Collegiate's Grade 10-12 Youth Leadership trip to Edmonton, AB on March 1-4, 2019.
- Wilson | Carried |
| 02/05/2019 - 3070 | That the Board approve Lindale's Grade 8 ski trip to Assessippi Ski Resort on March 5-7, 2019.
- Kessler | Carried |
| 02/05/2019 - 3071 | That the Board receive and file the monthly reports as presented.
- Pryor | Carried |
| 02/05/2019 - 3072 | That the meeting be adjourned at 2:40 p.m.
- Pryor | |

T. McLeod
Chair

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

March 12, 2019
Prairie South School Division Central Office, Moose Jaw

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	04.1
Topic:	Peacock SCC Field Naming Request		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Board Policy 2, Role of the Board, describes areas that the Board has chosen not to delegate to school division administration. One area where the Board has reserved the right to determine changes is related to name(ing) schools, rooms and other Board-owned properties.
Current Status:	The Peacock School Community Council has forwarded a request for the Board's consideration.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	March 12, 2019	<ul style="list-style-type: none"> • Peacock SCC Request 06 February 2019 • Buettner Letter November 23, 2018

Recommendation:

That the Board approve the Peacock Collegiate School Community Council's request to name the west field at Peacock Collegiate Jim Arnott Field.

OR

That the Board direct administration to gain further information regarding the Peacock SCC request including...

February 6, 2019

To Prairie South Schools Board of Trustees:

The Peacock Collegiate SCC wishes to express our support to the trustees regarding the naming of the West Field at A. E. Peacock Collegiate to ***Jim Arnott Field***, as recommended by Blake Buettner in his letter dated November 23, 2018.

As Mr. Arnott was an instrumental part of the transformation of the facility at the West Field and a teacher dedicated to the support of the Peacock athletic teams and programs it seems fitting that his legacy live on through his name being part of something he was clearly passionate about. Thank you for your consideration of this initiative and we would welcome the opportunity to speak to this if the Board requests further discussion.

Sincerely,

Patricia Yuzek-Woytuik
Peacock SCC Chairperson

November 23, 2018

Re: Naming of the West Athletic Field at A.E. Peacock Collegiate in honour of Jim Arnott

Jim Arnott was hired to teach biology and science at Peacock Collegiate in 1990. Jim had previously taught in the Thunder Creek legacy school division where he spent half of his career before spending the next half at Peacock Collegiate.

The West Athletic Field at Peacock Collegiate was an underused facility until Jim saw the potential in the field and took it upon himself to transform the facility into a useable track & field facility. Jim personally drew up plans for a shotput and discus ring. He dug them out, put in gravel, made the forms and poured the concrete himself. He saw the need for takeoff boards on the long and triple jump runways. Jim made wood takeoff boards and again, dug them in himself.

Jim saw the need for a track & field storage facility and literally began knocking on the walls underneath the stairs by the west entrance and found a hollow noise telling him that there was space underneath the stairs. A hole was drilled and an intact cement floor and walls were found with plenty of storage space! The cement was cut, a door was installed, and a new track & field and football equipment storage area was found.

Jim helped to raise thousands of dollars through bingos for Peacock athletic teams, especially the football and track & field teams. Jim helped to transform a Peacock track & field team that had only eight participants with no practice facility and no school uniforms, into city champions with seventy athletes, orange state of the art track & field uniforms, and most importantly their own practice facility.

Jim was also the main construction person for drama sets and the grad decorating committee. Jim was a well-loved teacher and colleague. Jim retired after thirty two years of teaching. He passed away a young man at the age of fifty nine just shortly after his retirement. His three children graduated from Peacock. I have spoken to Peacock administration and the staff at Peacock. They all believe that naming the west field after Jim Arnott would be a fitting legacy for a man who gave so much to Peacock.

It is for the above reasons that I am asking for the west field at Peacock to be named the **Jim Arnott Field**. I would also ask that a memorial plaque be mounted on the west side of the school.

Thank you for your consideration. Please email or phone me at Peacock Collegiate should you require any additional information.

Blake Buettner

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	04.2
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 12, 2019	Early Learning Accountability Report

Recommendation:

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

Prairie South School Division

2018-2019 Early Learning Accountability Report – March 2019

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 programming 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, 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	8	3	8	5	2	2	6	3
Central Butte	PSS	12	4	0	8	0	0	0	7	1
Coronach	PSS	15	0	0	15	0	3	1	5	2
Empire	MOE	14	3	1	11	3	0	0	3	0
Glentworth	PSS	9	5	0	4	0	0	0	2	0
Gravelbourg Elementary (FI)	PSS	16	0	0	16	5	0	0	4	2
King George	MOE	32	6	2	26	5	5	3	6	2
Lafleche	PSS	12	5	5	7	4	0	2	2	0
Lindale	PSS	16	2	2	14	11	7	3	5	0
Palliser Heights (FI)	PSS	16	0	0	16	12	31	0	0	0
Palliser Heights	PSS	16	4	1	12	5	7	1	3	3
Prince Arthur	MOE	14	4	1	10	2	0	0	0	3
Rouleau	PSS	15	4	0	11	0	0	1	1	1
Sunningdale	PSS	16	0	0	16	9	15	0	4	3
Westmount	MOE	32	9	5	23	6	11	11	7	6
William Grayson	MOE	13	2	2	11	5	1	3	5	0

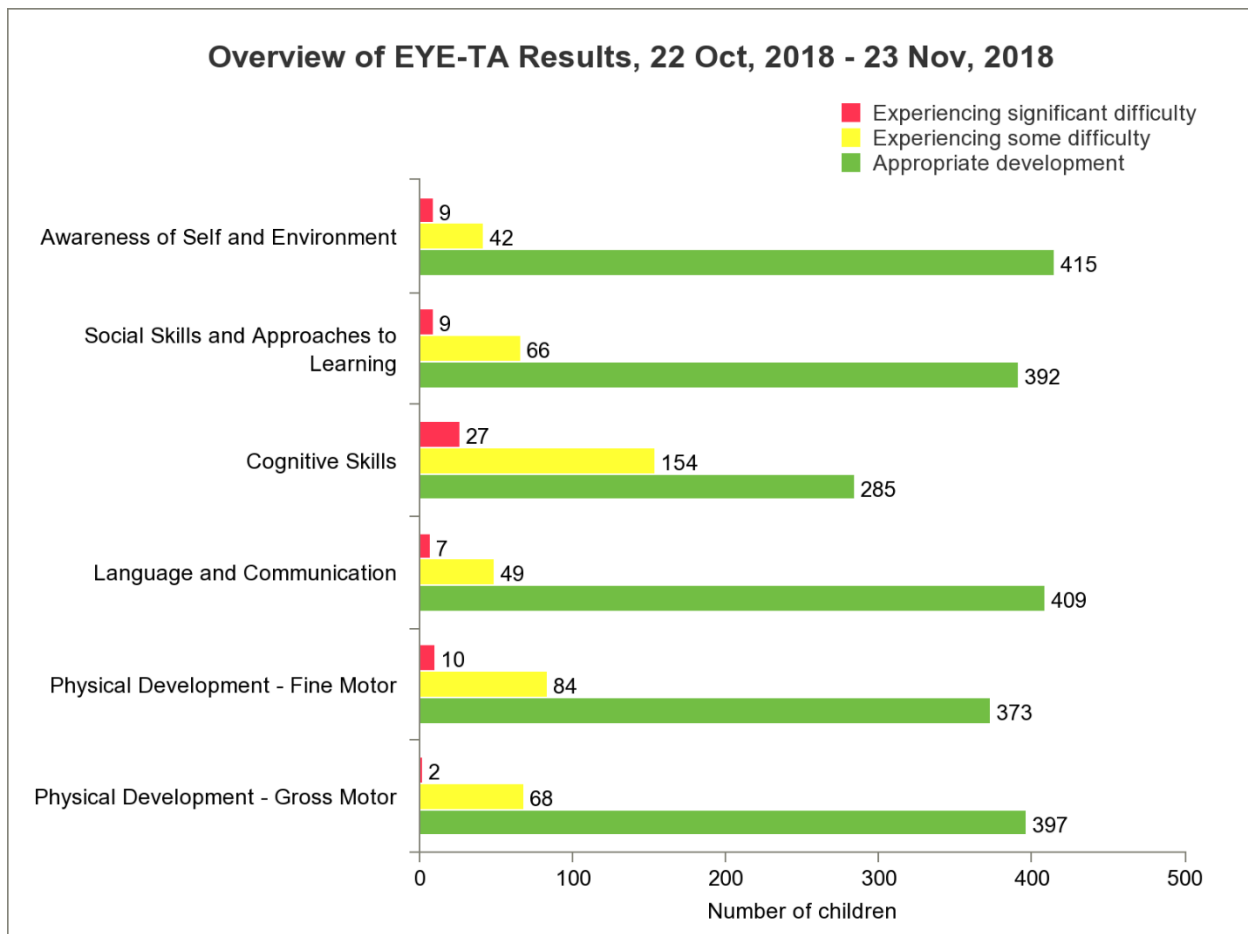
Financial Information

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 2017-2018 school year.

Prekindergarten Revenue/Expenses 2017-2018	Pre-K Programs
Revenues:	
Operating Grants	\$ 515,280
Fees and Other Revenues	-
Total Revenues	515,280
Expenses:	
Salaries & Benefits	874,326
Student Related Expenses	20,406
Total Expenses	894,732
Excess (Deficiency) of Revenues over Expenses	\$ (379,452)

Kindergarten

Kindergarten educators 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 2018, 467 Kindergarten students were assessed. The results of the fall 2018 administration are below.



These results are consistent with both the provincial and local results year over year.

Education Sector Strategic Plan connection

One of the measurable goals in the ESSP for the Early Years states:

By June 2018, 75% of PreK educators will have completed Responding to Children's Interests (SPDU) workshop; 75% of K educators will have completed Literacy Practices in Kindergarten workshop (on-demand).

In the spring of 2018 all PreKindergarten and Kindergarten teachers in the province were surveyed to determine a baseline for this goal. The Prairie South results were as follows:

- 13% of Prairie South PreKindergarten educators had completed Responding to Children's Interests (SPDU) workshop in 2017-2018
- 7% of Prairie South Kindergarten educators had completed Literacy Practices in Kindergarten workshop (on demand) in 2017-2018

In response:

- SPDU has been contracted to provide the 2 day *Responding to Children's Interests* for the Prekindergarten teachers. Day 1 was held on August 28th. Day 2 was held on February 1. Costs to Prairie South included subs (for day 2 only) and the contract with SPDU: \$6800 plus mileage. This will need to be an ongoing budget item however only new teachers to PreKindergarten will need to receive this inservice thus the cost will be significantly reduced as they will attend a session that is held provincially and the cost to contract SPDU will be eliminated.
- Kindergarten teachers have been provided with 1 day of release time to complete the *Literacy Practices in Kindergarten* workshop as it is an online workshop to be taken at their convenience. They have until April 1 to complete this workshop. Cost to Prairie South is approximately \$9120. This will need to be an ongoing budget item however only new teachers to Kindergarten will need to receive this inservice thus the cost will be significantly reduced.

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.
- Ensure continued alignment between division practice and Prairie South Strategic Plan related to early learning focus and initiatives.

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	04.3
Topic:	BP 15 Revision		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.</p> <p>The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.</p> <p>Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10</p> <p>Changes to <i>The Education Act, 1995</i> and the establishment of <i>The School Division Administration Regulations, 2017</i> require an update to Board Policy.</p>
Current Status:	The updated BP15, Recruitment and Selection of Personnel, is attached. Changes to the policy are tracked on the attached document.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	

Legal Implications:	
Communications:	The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	March 12, 2019	<ul style="list-style-type: none"> BP15, 12 March 2019

Recommendation:

That the Board approve Board Policy 15 updated 12 March 2019.

RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of Division personnel is a shared responsibility between the Board and the Director of Education. The Board further believes strong central leadership and administration at the Division level is essential to the effective and efficient operation of the school system.

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Specifically

1. The Board has the sole authority to recruit and select ~~the~~ an individual for the position of Director of Education.
2. The Board, in the case of the Director of Education, or the Director of Education, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
3. The Director of Education is delegated full authority to recruit and select staff for all Division Office positions other than the positions of Superintendent of Business and Operations, Deputy Director and Education Superintendents.
 - 3.1. ~~These positions shall have a job description and the person occupying the position shall have a written continuous standardized contract of employment.~~
4. The Director of Education shall be responsible for recruiting and selecting the positions of Deputy Director, Superintendent of Business and Operations and Education Superintendents; however three Board representative(s) (Chair, Vice-Chair and one selected by the Chair) will be included in the selection committee for these positions but do not have decision making authority. If the Chair or Vice-Chair is unable to attend the Chair shall select an alternate trustee.
 - 4.1. These positions shall have a job description and the person occupying the position shall have a written continuous standardized contract of employment.
5. The Director of Education is delegated full authority to recruit and select staff for all school-based positions; however for the position of principal the area trustee or trustee designated by the Chair ~~in instance of area trustee conflict of interest,~~ will be included in the selection committee but do not have decision making authority. ~~For schools in Moose Jaw the Chair shall determine the trustee.~~ Although Principal transfers without competition are rare, the Director of Education shall make such transfers in consultation with the Chair.
6. All administrative or managerial positions must be advertised and filled through an open competition unless Board approval is granted to the contrary.
7. In the event of an unexpected or short-term vacancy, the Director of Education may appoint

an “Acting Principal” or “Acting Vice Principal” without going through a formal selection process. The position, if still vacant, must be advertised prior to the commencement of the subsequent school year.

8. All offers of employment shall be conditional on the successful applicant providing a criminal record check and vulnerable sector check that are acceptable to the Director of Education. Additionally, the Director of Education may require documentation certifying that the candidate is medically fit for the position.

Reference: *The Education Act, 1995* Sections 85, 87, 108, ~~109, 110 of the Education Act~~
The School Division Administration Regulations, 2017 Sections 45, 46, 47, 49

~~March 12, 2019~~ June 12, 2013

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	04.4
Topic:	BP 13 Revision		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.</p> <p>The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.</p> <p>Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10</p> <p>Changes to <i>The Education Act, 1995</i> and the establishment of <i>The School Division Administration Regulations, 2017</i> require an update to Board Policy.</p>
Current Status:	The updated BP13, Appeals and Hearings Regarding Student Matters, is attached. Changes to the policy are tracked on the attached document.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	

Legal Implications:	
Communications:	The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	March 12, 2019	<ul style="list-style-type: none"> BP13, 12 March 2019

Recommendation:

That the Board approve Board Policy 13 updated 12 March 2019.

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

The Board of Education retains the responsibility to serve as the final level of internal appeal on all matters.

Suspension and Expulsion of a Student

The Board makes provisions under which disciplinary actions ensure expeditious investigation and treatment of problems.

Specifically,

1. Where the Director of Education confirms or modifies a student suspension of 4 to 10 days duration, the Director of Education shall forthwith report such suspensions to the Board in writing.
2. The Board may investigate the circumstances of the suspension submitted to it and, where it does investigate, it shall conclude the investigation before the end of the period of suspension ordered.
3. Where the Director of Education recommends an extension of the suspension beyond ten days, the Director of Education will refer the matter to the Board.
4. The Board shall:
 - 4.1. Investigate the suspension;
 - 4.2. Be authorized to suspend a student for up to one year;
 - 4.3. Give notice of every investigation to the student and his or her parent or guardian;
 - 4.4. Provide an opportunity for the student and his or her parent or guardian to appear and make representations before the Board.

Where the Board makes a decision to expel a student, that decision shall be made before the expiration of the suspension.

5. Further to Section 4, the Board, where it deems necessary, may by resolution expel a student from any or all of the schools in the Division for a period greater than one year provided the decision is based on an investigation into the circumstances of the expulsion conducted by the Board and approved by a majority vote.
6. On the request of either the student or his or her parent(s)/ guardian(s) pursuant to Section 4, at the expiration of one year, the Board will review and reconsider the expulsion of the student; the Board may:
 - 6.1. Rescind the expulsion of the student;

6.2. Admit the student to a school on those terms and conditions that the Board considers appropriate.

Throughout the above steps, the Director of Education shall be cognizant of the rights of the student and parent/guardian as provided for in legislation.

Special Education Review Student Program Placement for Students with Intensive Needs

The Board recognizes the right of a student ~~with exceptional needs~~ or the parents/guardians of that student to request a review of a decision related to designation, placement and program in accordance with provisions outlined in ~~the~~ The Education Act, 1995 and ~~the associated Regulations, applicable thereto.~~ the associated Regulations.

~~Specifically,~~

~~1.~~ 1 A student who has reached 18 years of age, or the parents/guardians of a student with ~~a disability~~ intensive needs shall have access to a review process in the event he/she disagrees with:

~~1.1.~~ 1.1 The designation of the student or the failure to designate the student as having ~~a disability~~ intensive needs;

~~1.2.~~ 1.2 The placement of the student;

~~1.3.~~ 1.3 The program provided to the student.

~~2.~~ 2 The right to a review is limited to decisions with educational or developmental implications for the student. The right for review does not apply where the disagreement with respect to the placement of the student is based on:

~~2.1.~~ 2.1 Parental preference as to the location of the delivery of the program;

~~2.2.~~ 2.2 Parental convenience;

~~2.3.~~ 2.3 Other factors unrelated to the impact of the location of the educational instruction on the student's education and development;

~~2.4.~~ 2.4 Location within an educational institution;

~~2.5.~~ 2.5 Any other reason that relates to or is similar in nature to those listed in clauses 2.1 to 2.4; or

~~2.6.~~ 2.6 An allegation of discrimination pursuant to the Human Rights Code or the Canadian Charter of Rights and Freedoms.

~~3.~~ 3 At any stage of the review the student or the parents/ guardians of the student may choose to be accompanied by a friend, or other person of their choice.

~~4.~~ 4 The Director of Education may make any interim decision he/she considers necessary pending the decision of the review. During the appeal and review period, the parents have the right to either have their child exempted from school or have him/her remain in the initial placement until the dispute is settled.

~~5.~~ 5 The Division will attempt to make every effort to resolve a designation, placement and/or program decision in a manner amicable to the student, parents/guardians and the Division. The following steps outline the initial action that is required prior to requesting a formal review process:

~~5.1.~~ 5.1 The student or parents/guardians shall discuss the decision in question with the teacher(s) and the in-school administration;

~~5.2.~~ 5.2 If there is no resolution, the student or parents/guardians shall request that the Director of Education review the designation, placement or program decision;

~~5.3. If there is no resolution, prior to initiating a review, the Director of Education will invite the Stakeholder Relations Branch to facilitate a resolution;~~

~~5.4.~~ 5.3 If there is no resolution, the Director of Education shall inform the student or parents/guardians of the procedures necessary for initiating a formal review process.

~~6.~~ 6 The following steps outline the process required to initiate a formal review process:

~~6.1.~~ 6.1 The request for a formal review shall be in writing directed to the Director of Education, and shall set out the reasons for disagreement with a designation, placement or program decision.

~~6.2.~~ 6.2 Within five school days of receiving the request for a formal review of a decision, the Director of Education shall respond in writing to the individual(s) outlining:

~~6.2.1~~ 6.2.1 The steps in the formal review process,

~~6.2.2~~ 6.2.2 The procedure used to establish the Review Committee, and

~~6.2.3~~ 6.2.3 The anticipated timeline of the formal review process.

~~6.3.~~ 6.3 The Director of Education shall notify the Division personnel involved in the decision of the request for review and shall provide them with information concerning the circumstances of the review, including a copy of the written request for review.

~~7.~~ 7 The Review Committee shall be composed of three members. The Director of Education shall name a member to the Review Committee. The student or parents/guardians may choose a member from a list provided by the Director of Education of at least four people who have not been involved in the original decision and who are external to the Division. In the event there exists a difficulty attaining a mutually acceptable individual, the student or parents/guardians must have the opportunity to name a person acceptable. The Director of Education and the student or parents/guardians must name a mutually acceptable Committee Chair. The process of bringing forward names will continue until the third person can be selected.

The members of the Review Committee shall have appropriate levels of expertise and experience in educational programming and administration of services for students with exceptional/intensive -needs.

~~8.~~ 8 The appointment of the Review Committee representatives will be made within ten (10) days of the initiation of a formal review by the student or parents/guardians.

9. 9 The Review Committee shall hold their initial meeting within four weeks of the formal review initiation. The student or parents/guardians and their representative(s) shall be invited to present their reason(s) for requesting a review. The representative(s) of the Division who participated in the educational planning/decision-making process may be called upon to provide information related to the review. The Committee may call upon other parties as witnesses or experts. The Committee may conduct on-site observations and may request written submissions and reports from those individuals involved in the review.

~~10.~~ 10 The Review Committee will submit a written report to the Board and the student or the parents/guardians requesting the review no later than two weeks of receiving the final submission. The report will outline the situation under review and identify recommendation(s) related to the situation. The recommendation(s) will be based on the information provided and will be consistent with The Education Act, 1995.

~~11.~~ 11 The Board will ratify, modify or deny the recommendation(s) at the next regular meeting of the Board. The Board will provide written notification to the student or parents/guardians that describe the Board's response to the recommendation(s) of the Review Committee. The decision of the Board is final.

General Program Placement and Other Student Matters

~~All Other Student Matters Aside from Suspensions and Expulsions~~

The Board will hear appeals on other administrative decisions that significantly affect the education of a student.

The principles of natural justice shall apply to the entire appeal process.

1. Prior to a decision being appealed to the Board, it must be appealed to the Director of Education.
2. Parents of students, and students 18 years of age or over, have the right to appeal to the Board a decision of the Director of Education. The Director of Education must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within 5 days from the date that the individual was informed of the Director of Education's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents or students as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Director of Education, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in closed session, with specified individuals in attendance.

7. The appeal hearing will be conducted in accordance with the following guidelines:

- 7.1. The Board Chair will outline the purpose of the hearing, which is to provide:
 - 7.1.1. An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses;
 - 7.1.2. The Board with the means to receive information and to review the facts of the dispute;
 - 7.1.3. A process through which the Board can reach a fair and impartial decision.
- 7.2. Notes of the proceedings will be recorded for the purpose of the Board's records.
- 7.3. The Director of Education and/or staff will explain the decision and give reasons for the decision.
- 7.4. The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Director of Education and/or staff.
- 7.5. The Director of Education and/or staff will have an opportunity to respond to information presented by the appellant.
- 7.6. Trustees will have the opportunity to ask questions or clarification from both parties.
- 7.7. No cross-examination of the parties shall be allowed, unless the Board Chair deems it advisable under the circumstances.
- 7.8. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
- 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 7.10. The Board decision and the rationale for that decision will be communicated to the appellant by telephone and by double-registered letter within three days of the hearing.

~~Suspension and Expulsion of a Student~~

~~The Board makes provisions under which disciplinary actions ensure expeditious investigation and treatment of problems.~~

~~Specifically,~~

- ~~1. Where the Director of Education confirms or modifies a student suspension of 4 to 10 days duration, the Director of Education shall forthwith report such suspensions to the Board in writing.~~

~~2.1. The Board may investigate the circumstances of the suspension submitted to it and, where it does investigate, it shall conclude the investigation before the end of the period of suspension ordered.~~

~~3.1. Where the Director of Education recommends an extension of the suspension beyond ten days, the Director of Education will refer the matter to the Board.~~

~~4.1. The Board shall:~~

~~4.1.1.1. Investigate the suspension;~~

~~4.2.1.1. Be authorized to suspend a student for up to one year;~~

~~4.3.1.1. Give notice of every investigation to the student and his or her parent or guardian;~~

~~4.4.1.1. Provide an opportunity for the student and his or her parent or guardian to appear and make representations before the Board.~~

~~Where the Board makes a decision to expel a student, that decision shall be made before the expiration of the suspension.~~

~~5.1. Further to Section 4, the Board, where it deems necessary, may by resolution expel a student from any or all of the schools in the Division for a period greater than one year provided the decision is based on an investigation into the circumstances of the expulsion conducted by the Board and approved by a majority vote.~~

~~6.1. On the request of either the student or his or her parent(s)/ guardian(s) pursuant to Section 4, at the expiration of one year, the Board will review and reconsider the expulsion of the student; the Board may:~~

~~6.1.1.1. Rescind the expulsion of the student;~~

~~6.2.1.1. Admit the student to a school on those terms and conditions that the Board considers appropriate.~~

~~7. Throughout the above steps, the Director of Education shall be cognizant of the rights of the student and parent/guardian as provided for in legislation.~~

Reference: *The Education Act, 1995* Sections 5, 148, 150, 151, 152, 153, 154, 155, 158, ~~178, 186, 186.1~~, 231, 370
of the Education Act

The Education Regulations, 2015 Sections 48, ~~49~~, 50, ~~50.1~~, 52, 54, 55, 56

The Saskatchewan Human Rights Code

Canadian Charter of Rights and Freedoms

~~June 12, 2013~~March 12, 2019

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	04.5
Topic:	2019-2020 Calendars		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>The Education Act in conjunction with collective agreements at the provincial and local level provide guidelines for school calendar development.</p> <p>In accordance with subsection 163(5) of <i>The Education Act, 1995</i>, the first instructional day for all schools across the province is set for September 3, 2019, as Labour Day is September 2, 2019. June 30, 2020 is the last instructional day allowed by legislation.</p> <p>The Ministry reviews board-approved school calendars to ensure they adhere to the prescribed requirements. Board-approved calendars for 2019-2020 are due at the Ministry by 01 May 2019.</p> <p>On December 4, 2018, the Board of Education approved the following parameters for the 2019-2020 calendar:</p> <ul style="list-style-type: none"> • 197 teaching days (184 in alternate calendar) • 185 instructional days (171 in alternate calendar) • Balance between student instructional time threshold of 950 hours and teacher assigned time threshold of 1044 hours • a Christmas vacation, which is to commence not later than December 23 and end not earlier than January 2 • a spring vacation consisting of not more than five consecutive school days • 12 non-instructional days include: <ul style="list-style-type: none"> ➤ 1 school-based organizational day (½ day start-up and ½ day year-end) ➤ 5 teacher prep days (LINC contract) ➤ 2 professional learning days at beginning of school year ➤ 1 professional learning day for LIP work plan development ➤ Professional learning days for Learning Improvement Teams to align with CLF renewal process
Current Status:	Three calendars aligned with the parameters have been developed in consultation with staff and SCCs.

Pros and Cons:	<p>Pros: These calendars present the best opportunity for enhancing student outcomes while working within restrictions associated with collective agreements and legislation. Staff have expressed appreciation for the 2 week holiday break, and the Board may wish to consider options to ensure this break in future years.</p> <p>Cons: Concerns were expressed by staff related to the removal of days in lieu for teachers related to Student Led Conference times. The Provincial Collective Agreement for teachers signed in October includes SLC time as assigned teacher time, and these days were used to achieve balance between legislated requirements for student time and collective agreement requirements for teacher time.</p>
Financial Implications:	
Governance/Policy Implications:	Authority for the Board to set the yearly calendar is established in Board Policy 2.
Legal Implications:	
Communications:	The calendars will be shared with schools, SCCs, staff, parents, and the public once they have been approved by the Board.

Prepared By:	Date:	Attachments:
Tony Baldwin	March 12, 2019	<ul style="list-style-type: none"> • 2019-2020 185 Day Calendar • 2019-2020 171 Day Calendar • 2019-2020 Hutterian School Calendar • 2019-2020 Calendar Minutes Summary

Recommendation:

That the Board approve the 2019-2020 calendars as presented.

Prairie South Schools Calendar Summary 2019-2020
190312

		Calendar One	
Name of Day	Number of Days	Student Instructional Minutes	Teacher Assigned Minutes
Regular Day (includes exam days)	180 x	310	310
Early Dismissal Day	5 x	250	310
Student Led Conference Sessions	4 x	180	180
Teacher Prep and PD Days	12 x	0	300
Total Minutes		57770	61670
Total Hours		962.8	1027.8
Kindergarten Minutes		28885	
Kindergarten Hours		481.4	
Calendar One Schools	Schools in Moose Jaw, Assiniboia and Caronport		
		Calendar Two	
Name of Day	Number of Days	Student Instructional Minutes	Teacher Assigned Minutes
Regular Day (includes exam days)	166 x	336	336
Early Dismissal Day	5 x	276	336
Student Led Conference Sessions	4 x	180	180
Teacher Prep and PD Days	12 x	0	300
Total Minutes		57876	61776
Total Hours		964.6	1029.6
Kindergarten Minutes		28938	
Kindergarten Hours		482.3	
Calendar Two Schools	Schools in Craik, Eyebrow, Chaplin, Central Butte, Mortlach, Gravelbourg, Lafleche, Kincaid, Mankota, Glentworth, Rockglen, Coronach, Bengough, Avonlea, Rouleau and Mossbank		
		Calendar Three	
Name of Day	Number of Days	Student Instructional Minutes	Teacher Assigned Minutes
Regular Day (includes exam days)	181 x	315	315
Student Led Conference Sessions	4 x	180	180
Teacher Prep and PD Days	12 x	0	300
Total Minutes		57735	61335
Total Hours		962.3	1022.3
Kindergarten Minutes		28867.5	
Kindergarten Hours		481.1	
Calendar Three Schools	Schools on Belle Plaine, Baidon, Rose Valley, Vanguard, and Huron Colonies.		

Prairie South SD

2019-2020

Assiniboia, Caronport, Moose Jaw

July 2019						
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Holidays and Events

Division Inservice Day
School Based Organization Day
Prep Day
Prep/LIT Day
LIT Early Dismissal Day
Vacation Day
Remembrance Day
Regular Student Day

197 TD 185 SD

19 03 12

Prairie South SD

2019-2020

Hutterian School Calendar

July 2019						
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Holidays and Events

Division Inservice Day
School Based Organization Day
Prep Day
Prep/LIT Day
Hutterian Religious Holiday
Vacation Day
Remembrance Day
Regular Student Day

193 TD 181 SD

19 03 12

Prairie South SD

2019-2020

K-12 Schools

July 2019						
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Holidays and Events

Division Inservice Day
School Based Organization Day
Prep Day
Prep/LIT Day
LIT Early Dismissal Day
Vacation Day
Remembrance Day
Regular Student Day

183 TD 171 SD

19 03 12

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	04.6
Topic:	Application for Emergent Funding		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Ministry of Education maintains a pool of funding for emergent capital issues in school divisions throughout Saskatchewan.
Current Status:	Through conversations with Ministry Staff, two projects have been identified and application for emergent funding has been made or is in progress. <ol style="list-style-type: none"> 1. Central Butte School, Mold Remediation. Submitted. 2. Rockglen School, Wing Demolition - awaiting engineering information to complete application.
Pros and Cons:	Expediency is required as the emergent fund is limited and funding is, in part, on a first come first served basis.
Financial Implications:	Emergent funding projects are funded through a blend of PMR funding and emergent funding from the Ministry. PMR funding would occur using the normal process for preventative maintenance and repair.
Governance/Policy Implications:	The Business, Infrastructure, and Governance Committee has reviewed both projects.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Steve Robitaille	March 12, 2019	n/a

Recommendation:

That the Board direct administration to complete the application process for emergent funding at Central Butte School related to mold remediation and at Rockglen School related to wing demolition.

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	04.7
Topic:	Out-of-Province Excursion		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Peacock's Grade 9-12 music trip to Edmonton, AB on May 5-8, 2019.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	March 12, 2019	Out-of-Province Excursion

Recommendation:

That the Board approve Peacock's Grade 9-12 music trip to Edmonton, AB on May 5-8, 2019.

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 x Extra-Curricular: Supplements Curricular learning High Risk Activity _____	
Grade Level: 9-12	Number of Students: approx. 100
Destination: Edmonton, AB	Trip Date: May 5-8
Number of School Days (Partial/Full): Three full	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or x Other: Coach bus <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____ _____	
Number of Teachers, Parents, Chaperones: 4 Teachers, 4/5 Parents	
Qualifications/Certifications of Teachers, Parents, Chaperones: X 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 \$35,000 - 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, the 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.

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

a) Pre-Excursion Learning

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

Historical context of music being learned

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

b) Excursion Learning

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

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

Focus on individual specialized techniques that develop sound

Focus on group techniques that develop ensemble

PD for myself learning from a specialist

c) Post-Excursion Learning

Continue music process leading to festival and final performances

Incorporate and develop techniques and ideas discussed in clinics

Build on community and draw on relationships developed on a trip

Inspire student for independent learning and growth

F. SCHEDULE OF ACTIVITIES

Sunday, May 5th: Travel to Edmonton,

Monday, May 6th: Attend clinics, Performance in evening

Tuesday, May 7th: Attend clinics at Grant MacEwan University, Group activities

Wednesday, May 8th: Return to Moose Jaw 4:30

Teacher Signature

Feb. 25/19

Date

Principal Signature

Feb 25/19

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	04.8
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:	The Board has requested monthly updates regarding staff absences and tenders awarded.
Current Status:	Current Information is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	March 12, 2019	<ul style="list-style-type: none"> Staff Absence Summaries Tender Summary

Recommendation:

That the Board receive and file the monthly reports as presented.

Teacher Absences & Substitute Usage

Date Range: January 29 - February 28, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	21.71	2.56%	20.75	95.58%	0.28%
Competition Leave	3	0.35%	3	100.00%	0.04%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Earned Day Off	126.48	14.92%	109.38	86.48%	1.62%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	1.08	0.13%	1	92.59%	0.01%
Executive Leave	4.32	0.51%	4	92.59%	0.06%
Prep Time	38.25	4.51%	36.93	96.55%	0.49%
Pressing Leave	28.36	3.34%	21.53	75.92%	0.36%
PSTA	0	0.00%	0	0.00%	0.00%
Leave Without Pay	33.21	3.92%	24.74	74.50%	0.43%
SUB TOTAL	256.41	30.24%	221.33	86.32%	3.28%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	235.24	27.74%	197.67	84.03%	3.01%
Illness - Long Term	97.76	11.53%	0	0.00%	1.25%
Medical/Dental Appt	89.39	10.54%	77.97	87.22%	1.14%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	8.67	1.02%	7.39	85.24%	0.11%
STF Business - Invoice	3.08	0.36%	2.6	84.42%	0.04%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	434.14	51.20%	285.63	65.79%	5.56%
Prairie South					
Extra/Co-curr Teach	22.62	2.67%	17.34	76.66%	0.29%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	50.08	5.91%	39.7	79.27%	0.64%
Internship Seminar	0	0.00%	0	0.00%	0.00%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	38.51	4.54%	36.39	94.49%	0.49%
PD DEC Teachers	37.05	4.37%	31.19	84.18%	0.47%
School Operations Meet/PD	9.08	1.07%	7.5	82.60%	0.12%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	157.34	18.56%	132.12	83.97%	2.01%
Total Absences	847.89	100.00%	639.08	75.37%	10.85%

Teachers (FTE)

434.03

of teaching Days

18

Possible Days

7812.54

Long Term Illness: When a temporary contract is issued for an illness leave of 20+ days.

CUPE Staff Absences & Casual Usage 2018 - 2019

Date: January 28, 2019 - February 28, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	8.06	1.36%	3.79	0.00%	0.13%
Bereavement Leave	21.38	3.60%	21.38	0.00%	0.35%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	8	1.35%	4.67	0.00%	0.13%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	24.21	4.07%	23.42	0.00%	0.00%
Earned Day Off	16.26	2.73%	14.39	0.00%	0.27%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	15.67	2.64%	11.33	0.00%	0.26%
Illness - Support	249.14	41.90%	135.21	54.27%	4.13%
Med/Den Appt Support	37.92	6.38%	20.09	52.98%	0.63%
Noon Supervision	4.69	0.79%	2.84	0.00%	0.08%
Parenting/Caregiver	23.53	3.96%	13.1	55.67%	0.39%
Pressing Leave	23.37	3.93%	12.32	0.00%	0.39%
Rec. of Service	7.57	1.27%	1	0.00%	0.13%
TIL Support	7.06	1.19%	2	0.00%	0.12%
Without Pay Support	69.27	11.65%	62.82	0.00%	1.15%
SUB TOTAL	516.13	86.79%	328.36	63.62%	8.57%
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	66.51	11.18%	52.5	78.94%	1.10%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	66.51	11.18%	52.5	78.94%	1.10%
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	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	2.59	0.44%	0	0.00%	0.04%
LRNG Meet/PD	2	0.34%	2	0.00%	0.03%
PD DEC In Province Support Staff	5	0.84%	5	0.00%	0.08%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	2.43	0.41%	0.43	0.00%	0.04%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	12.02	2.02%	7.43	0.00%	0.20%
Total Absences	594.66	100.00%	388.29	65.30%	9.87%

Possible Days

January 28, 2019 - February 28, 2019

Days

23.00

FTE

261.97

Total Days

6025.31

** 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 2018 - 2019

Date: January 28, 2019 - February 28, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0.00	0.00%	0.00	0.00%	0.00%
Bereavement Leave	4.00	1.69%	4.00	0.00%	0.21%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	2.00	0.85%	2.00	0.00%	0.11%
Competition Leave	0.00	0.00%	0.00	0.00%	0.00%
Convocation Leave	0.00	0.00%	0.00	0.00%	0.00%
Family Responsibilities	13.00	5.51%	13.00	0.00%	0.69%
Illness - Support	37.00	15.68%	18.00	0.00%	1.96%
Med/Den Appt Support	39.50	16.74%	39.50	0.00%	2.09%
Parenting/Caregiver	2.00	0.85%	2.00	0.00%	0.11%
Pressing Leave	6.50	2.75%	6.00	0.00%	0.34%
Without Pay Support	132.00	55.93%	132.00	0.00%	6.98%
SUB TOTAL	236.00	100.00%	216.50	91.74%	12.49%
Employment Act					
Court/Jury Duty	0.00	0.00%	0.00	0.00%	0.00%
Paternity Leave	0.00	0.00%	0.00	0.00%	0.00%
Vacation Support	0.00	0.00%	0.00	0.00%	0.00%
Workers Compensation	0.00	0.00%	0.00	0.00%	0.00%
SUB TOTAL	0.00	0.00%	0.00	0.00%	0.00%
Prairie South					
ACCT Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
BUSI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
Extra/Co-Curricular	0.00	0.00%	0.00	0.00%	0.00%
FACI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
HUMA Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
LRNG Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.00	0.00%	0.00	0.00%	0.00%
TRAN Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SUB TOTAL	0.00	0.00%	0.00	0.00%	0.00%
Total Absences	236.00	100.00%	216.50	91.74%	12.49%

Possible Days

January 28, 2019 - February 28, 2019

Days

18.00

Staff

105.00

Total Days

1890.00

** 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 2018 - 2019

Date: January 28, 2019 - February 28, 2019

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	9	7.50%	0	0	0.86%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	2	1.67%	0	0	0.19%
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	44.2	36.83%	0	0	4.24%
Med/Den Appt Support	6.07	5.06%	0	0	0.58%
Parenting/Caregiver	2.37	1.97%	0	0	0.23%
Pressing Leave	4.73	3.94%	0	0	0.45%
Without Pay Support	0	0.00%	0	0	0.00%
SUB TOTAL	68.37	56.97%	0	0.00%	6.55%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	51.64	43.03%	0	0	4.95%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	51.64	43.03%	0	0.00%	4.95%
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	120.01	100.00%	0	0.00%	11.50%

Possible Days

January 28, 2019 - February 28, 2019

Days

23.00

FTE

45.362

Total Days

1043.33

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

Tender Report for the period January 28, 2019 to February 26, 2019

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 the following tenders to report for this period. Bids do not include sales taxes.

- A tender was issued for the replacement of the Central Collegiate gym floor and moving of bleachers, water fountains, doorways and electrical controls. The tender was awarded to C&S builders for a cost of \$181,849 plus taxes.
- A tender was issued for a Boiler Vent Replacement at Central Collegiate. The tender was awarded to C & E Mechanical for a cost of \$133,200 plus taxes.

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	06.1
Topic:	Application for Major Capital Project Funding		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	<p>Yearly at the end of February, school divisions in Saskatchewan are required to submit major capital funding requests to the Ministry of Education. These requests are considered during budget planning at the provincial level for the next fiscal year, so requests made in 2019 are considered for the 2020-2021 budget.</p> <p>In 2018, Prairie South applied for funding for the following major capital projects.</p> <ol style="list-style-type: none"> 1. Replacement School, Joint Use, South Hill, Moose Jaw 2. Major Renovation and Modernization, Bengough School
Current Status:	<p>There has been no movement on major capital projects requested by Prairie South in previous years, so the requests from 2018 continue to be our highest priorities. An adjusted request related to carbon tax management and net zero technology has been added to the Bengough School project on the 2019 list.</p> <ol style="list-style-type: none"> 1. Replacement School, Joint Use, South Hill, Moose Jaw 2. Major Renovation and Net Zero Modernization, Bengough School <p>For the 2020-2021 budget cycle a third application was considered, however Ministry advice was to pursue Rockglen wing demolition through an emergent funding request for the current year.</p>
Pros and Cons:	
Financial Implications:	Major capital projects are funded through the Ministry of Education.
Governance/Policy Implications:	The Business, Infrastructure, and Governance Committee has reviewed each of these projects prior to submission.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	March 12, 2019	

Recommendation:

That the Board review the information provided.

AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	06.2
Topic:	Kessler Inquiry		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

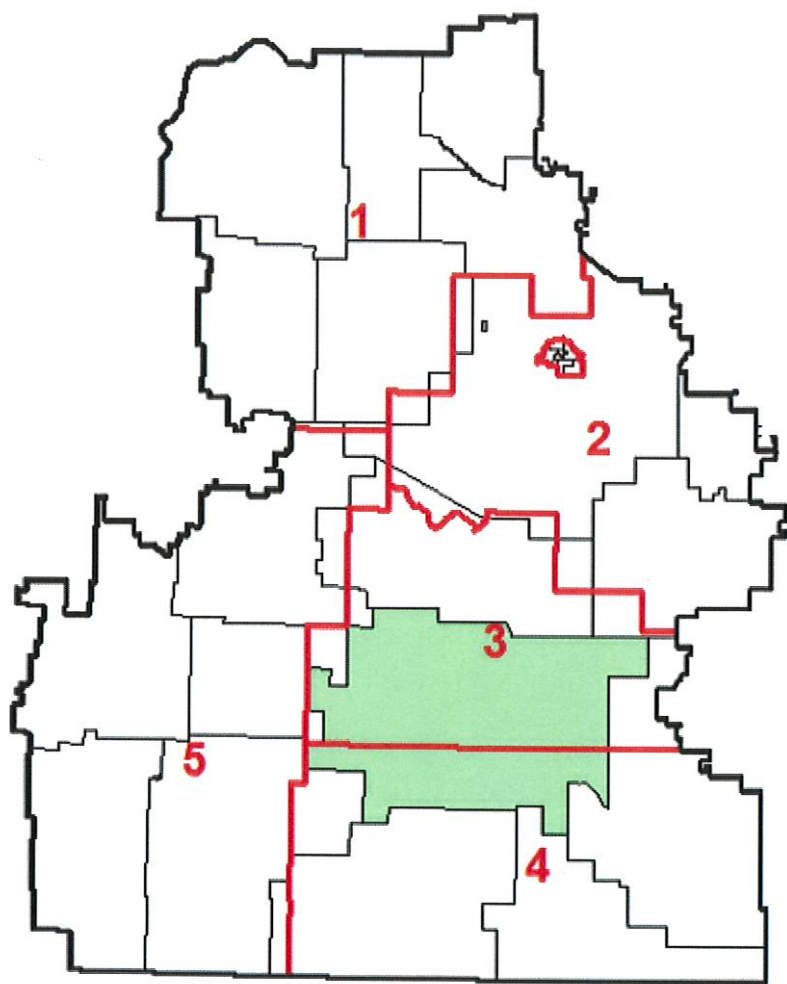
Background:	<p>At the regular meeting of the Board of Education on January 8, 2019, Trustee Kessler made the following inquiry:</p> <p><i>“That the Board and Administration investigate the subdivision voting boundaries. These boundaries could be looked at and reviewed to align with the school catchment areas that Board Trustees represent.”</i></p>
Current Status:	<p>The Geomatics Manager from the Infrastructure Branch of the Ministry of Education has provided the attached graphic showing Prairie South SD attendance area boundaries (narrow black lines), and the subdivision boundaries (red lines).</p>
Pros and Cons:	<p>Issues identified by the Infrastructure Branch related to alignment of electoral and attendance boundaries:</p> <ol style="list-style-type: none"> 1. In some school divisions there is an overlap of attendance areas, i.e. pulling students from the same geographical area. 2. It would necessitate a change in the subdivision boundary lines, along with a new minister's order, each time a catchment area is altered in the future. 3. There are 26 rural attendance areas in your school division, which would need to be combined to create a logical set of subdivisions. That would mean that roughly 5 to 6 subdivisions would need to be combined to create a single subdivision. In doing that, there is no way to guarantee an equitable distribution of population and land area for each subdivision, as those figures would be predetermined by existing attendance area boundaries. Some subdivisions might have a much larger or smaller population than other subdivisions. As representation is fixed at one board member per subdivision, a situation could arise where board members are representing populations with disparate counts.
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	

Communications:	

Prepared By:	Date:	Attachments:
Steve Robitaille	March 12, 2019	<ul style="list-style-type: none"> Catchment and Subdivision Boundaries 190312

Recommendation:

That the Board review the information provided.



AGENDA ITEM

Meeting Date:	March 12, 2019	Agenda Item #:	06.3
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:

Current information is attached.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	March 6, 2019	1) Classes with More Than 28 Students- February 15, 2019 2) Summary Class Size over 28 Students- February 15, 2019 3) Classes with 10 or Fewer Students- February 15, 2019 4) Summary of Classes with 10 or Fewer Students by School- February 15, 2019

Recommendation:

That the Board review the information provided.

Classes with more than 28 students February 15, 2019

School	Grade	Individual Classes	Students	Total
Assiniboia Elementary School	5 & 6	CE	37	
Assiniboia Elementary School	8	PAA	29	2
Assiniboia Composite High School	11	Environmental Science 20	30	1
Assiniboia Seventh Avenue School	3 & 4	Christian Ethics	29	1
Avonlea School	K, 4, 5	Reading/Keyboarding	33	
Avonlea School	1, 2, 3	Art/Keyboarding	36	2
Briercrest Christian Academy	10	Christian Ethics 10	29	1
Caronport Elementary School	7 & 8	All subjects	29	1
Central Collegiate	9	Health 90	29	
Central Collegiate	9-12	Science 90	33	
Central Collegiate	9-12	Noon Choir	92	
Central Collegiate	10	ELA B10	29	
Central Collegiate	10	ELA B30	30	
Central Collegiate	10	Wellness 10	31	
Central Collegiate	10	Band	35	
Central Collegiate	11	History 20	30	
Central Collegiate	11/12	Band	54	
Central Collegiate	12	ELA A30	31	10
Ecole Gravelbourg School	3/4	All subjects	30	1
Ecole Palliser Heights School	8	French Immersion All subjects	30	1
Lafleche Central School	K, 1, 2	Physical Education	33	1
Lindale School	8	All subjects	29	1
Peacock Collegiate	9	Phys Ed 90 Girls	32	
Peacock Collegiate	9, 10	Junior Band	40	
Peacock Collegiate	10	Math 10 Work	29	
Peacock Collegiate	11	Math 20 Foundations	29	
Peacock Collegiate	11, 12	Psychology 30	29	
Peacock Collegiate	11, 12	Health Science 20	30	
Peacock Collegiate	12	Math 30 Foundations	32	7
Prince Arthur School	5 & 6 Class 1	All subjects	29	
Prince Arthur School	5 & 6 Class 2	All subjects	29	2
Sunningdale School	1, 2	Arts Ed: Choir	82	
Sunningdale School	2, 3, 4	Arts Ed: Choir	101	2
Westmount School	1	Physical Education	36	
Westmount School	4	Arts Ed	31	
Westmount School	5	Arts Ed	37	
Westmount School	8	Physical Education	35	
Westmount School	8	Arts Ed	35	5
William Grayson School	K- 4/5	STAR Reading ELA	39	
William Grayson School	1-2/3-3/4	Phys Ed - In-Motion	60	
William Grayson School	2/3- 5/6	STAR Reading ELA	45	
William Grayson School	2/3- 4/5	STAR Reading ELA	46	
William Grayson School	4/5 & 5 of 5/6	Art with 4/5 teacher	29	
William Grayson School	4/5 & 5 of 5/6	Music	29	
William Grayson School	4/5-5/6-7/8	Phys Ed - In-Motion	68	7

Total Classes with more than 28 students

45

Summary of classes with more than 28 students February 15, 2019

School	Grade(s)	# of Classes
Assiniboia Elementary School	5, 6, 8	2
Assiniboia Composite High School	11	1
Assiniboia Seventh Avenue School	3, 4	1
Avonlea School	K, 1, 2, 3, 4, 5	2
Briercrest Christian Academy	10	1
Caronport Elementary	7, 8	1
Central Collegiate	9, 10, 11, 12	10
Ecole Gravelbourg School	3, 4	1
Ecole Palliser Heights School	8	1
Lafleche Central School	K, 1, 2	1
Lindale School	8	1
Peacock Collegiate	9, 10, 11, 12	7
Prince Arthur School	5 & 6	2
Sunningdale School	1, 2, 3, 4	2
Westmount School	1, 4, 5, 8	5
William Grayson School	K, 1, 2, 3, 4, 5, 6, 7, 8	7

Total Classes with more than 28 students**45**

Classes with 10 or fewer students February 15, 2019

School	Grade	Individual Classes	Students	Total
Assiniboia Composite High	12	Calculus 30	9	2
Assiniboia Composite High	12	Mechanics 30	9	
Avonlea School	K	ELA	10	9
Avonlea School	K	Social	10	
Avonlea School	2	ELA	7	
Avonlea School	2	Math	7	
Avonlea School	5	Math	7	
Avonlea School	8	Social	6	
Avonlea School	9	Math 9	10	
Avonlea School	9	CG/Health	10	
Avonlea School	10	Foundations/Pre-Calc 10	7	
Bengough School	Kindergarten	Kindergarten	6	10
Bengough School	3, 4, 5	All subjects	10	
Bengough School	6	ELA	6	
Bengough School	9	ELA and Math	8	
Bengough School	9, 10	Information Processing 10	10	
Bengough School	9, 10	Social Studies 9	10	
Bengough School	10	ELA and Math	3	
Bengough School	11, 12	Chemistry 30	4	
Bengough School	11, 12	Physics 30	3	
Bengough School	11, 12	Workplace and Apprenticeship 20, 30	6	
Briercrest Christian Academy	10	Visual Arts 10	9	5
Briercrest Christian Academy	10, 11	Photo 10/Graphic A 20	7	
Briercrest Christian Academy	11	Creative Writing 20	8	
Briercrest Christian Academy	11	PAA B20	4	
Briercrest Christian Academy	12	PAA A30	6	
Central Butte School	9/10	All subjects	7	2
Central Butte School	11/12	Enviromental Science 20	9	
Chaplin School	9	ELA 9B	3	19
Chaplin School	9	Health 9	3	
Chaplin School	9	Math 9	3	
Chaplin School	9	Art 9	3	
Chaplin School	9	Phys Ed 9	3	
Chaplin School	9, 10	Science 10	5	
Chaplin School	10	Art 10	5	
Chaplin School	10	Phys Ed 10	5	
Chaplin School	10	Math 10	2	
Chaplin School	10	Art 10	2	
Chaplin School	10	ELA 10B	2	
Chaplin School	11	Art 20	1	
Chaplin School	11	Phys Ed 20	1	
Chaplin School	11, 12	English 30 B	3	
Chaplin School	12	Foundations 30	1	
Chaplin School	12	Art 30	2	
Chaplin School	12	Biology 30	1	
Chaplin School	12	Phys Ed 30	2	
Chaplin School	10, 11, 12	Native Studies 30	5	

Craik School	6, 7, 8	All subjects	7	6
Craik School	9	Arts Ed 90	6	
Craik School	9	ELA	6	
Craik School	9	Math	6	
Craik School	10	ELA B10	7	
Craik School	10	Math F 10	7	
Eye brow School	K, 1, 2	All subjects	8	2
Eye brow School	8 & 9	All subjects	10	
Glentworth Central School	Kindergarten	2, 4, 6 Afternoons	4	
Glentworth Central School	3	Math	5	
Glentworth Central School	6	Math	9	
Glentworth Central School	11	Pre Cal 20	4	
Glentworth Central School	11/12	Biology 30	6	6
Glentworth Central School	11/12	ELA B30	9	
Ecole Gravelbourg School	10 FI	Francais (FLA)	7	
Ecole Gravelbourg School	11/12 FI	History 20/30B	4	
Kincaid Central School	Kindergarten	All subjects	8	
Kincaid Central School	9 & 10	ELA, Math, Science, Social/History	9	
Kincaid Central School	11/12	Chemistry 30	6	3
Lafleche Central School	11, 12	ELA 20,21,30,31	10	
Lafleche Central School	11, 12	Math 20, 30 Precal30	6	
Lafleche Central School	11, 12	Bio 30, Health Sc 20	7	
Mankota School	1-3	All classes on non-Kindergarten days	9	
Mankota School	4-6	Math	6	
Mankota School	4-6	ELA	6	12
Mankota School	4-6	Social	6	
Mankota School	4-6	Science	6	
Mankota School	9-10	ELA	7	
Mankota School	9-10	Science	7	
Mankota School	9-10	Math	7	
Mankota School	11/12	ELA	9	
Mankota School	11/12	Chem 30	6	
Mankota School	11/12	Math	8	
Mankota School	11/12	Physics	4	
Mortlach School	Kindergarten	All subjects	6	1
Mossbank School	1	Even days	5	
Mossbank School	6	Math	8	
Mossbank School	9/10	PAA 9, PAA 10	10	
Mossbank School	9/10	History 10	10	
Mossbank School	9/10	Math 9, F/Pre-Calc Math 10	10	
Mossbank School	9/10	Arts Ed 9, Visual Arts 10	10	
Mossbank School	11/12	Entrepreneurship 30/Online	10	
Mossbank School	11/12	Physics 30/Online	9	
Mossbank School	11/12	PAA 20, PAA 30, Online	9	
Peacock Collegiate	10, 11	Career Ed 20/30	8	9
Peacock Collegiate	11, 12	Construction 20/30	8	
Peacock Collegiate	11, 12	Mechanics 20/30	9	
Riverview Collegiate	10	Wildlife Management 10	5	
Riverview Collegiate	10/11/12	Welding	9	

Riverview Collegiate	10/11/12	Extensions	7	8
Riverview Collegiate	11/12	Cosmetology 20/Cosmetology 30	7	
Riverview Collegiate	11	Wildlife Management 20	2	
Riverview Collegiate	11	Gender Sexual Diversity 20	10	
Riverview Collegiate	11 and 12	Life Transitions 20/30	8	
Riverview Collegiate	11 and 12	Photography 20/30	10	
Rockglen School	K	Core Classes	9	4
Rockglen School	7/8	Core Classes	10	
Rockglen School	11/12	Foundations 30	8	
Rockglen School	11/12	PAA 30	8	
Rouleau School	K	Kindergarten	7	
Rouleau School	4	Math	8	
Rouleau School	6	Math	10	10
Rouleau School	7	Math	4	
Rouleau School	8	Math	8	
Rouleau School	9	Math	10	
Rouleau School	9	Health	10	
Rouleau School	10	Math	10	
Rouleau School	11/12	Entrepreneurship 20	10	1
Rouleau School	11/12	PAA Survey 30	10	
William Grayson School	7/8's	Band	9	

Total Classes with 10 or fewer students	117
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Summary of classes with 10 or fewer students February 15, 2019

School	Grade(s)	# of Classes
Assiniboia Composite High	12	2
Avonlea School	K, 2, 5, 8, 9, 10	9
Bengough School	K, 3, 4, 5, 6, 9, 10, 11, 12	10
Briercrest Christian Academy	10, 11, 12	5
Central Butte School	9, 10, 11, 12	2
Chaplin School	9, 10, 11, 12	19
Craik School	6, 7, 8, 9, 10	6
Eyebrow School	K, 1, 2, 8, 9	2
Glentworth Central School	K, 3, 6, 11, 12	6
Ecole Gravelbourg School	10, 11, 12	2
Kincaid Central School	K, 9, 10, 11, 12	3
Lafleche Central School	11, 12	3
Mankota School	1, 2, 3, 4, 5, 6, 9, 10, 11, 12	12
Mortlach School	K	1
Mossbank School	1, 6, 9, 10, 11, 12	9
Peacock Collegiate	10, 11, 12	3
Riverview Collegiate	10, 11, 12	8
Rockglen School	K, 7, 8, 11, 12	4
Rouleau School	K, 4, 6, 7, 8, 9, 10, 11, 12	10
William Grayson School	9	1

Total Classes with 10 or fewer students	117
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