

Prairie South Schools
BOARD OF EDUCATION

DATE: October 1, 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.** Organizational Meeting September 3, 2019
 - 3.2.** Regular Board Meeting September 3, 2019
 - 3.3.** Special Board Meeting September 23, 2019
- 4. Decision and Discussion Items**
 - 4.1.** Student Learning Accountability Report
 - 4.2.** BP 12 Revision
 - 4.3.** BP 2 Appendix A (Annual Work Plan) Revision
 - 4.4.** Radwanski Notice of Motion from September 3, 2019
 - 4.5.** SHSAA and Public Section Delegates
 - 4.6.** Out of Province Excursion Central Collegiate to Brandon, MB
 - 4.7.** Out of Province Excursion Peacock Collegiate to Canmore, 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.** Compton/Moker – Safe Saskatchewan – 1:30 p.m.
 - 5.2.** Personnel Matter – 1:45 p.m.
 - 5.3.** Hovorka – Transportation – 2:15 p.m.
 - 5.4.** Labonte – South Hill School – 2:30 p.m.
- 6. Information Items**
 - 6.1.** Class Size Report
 - 6.2.** 2018-2019 SWIS Information
 - 6.3.** New Democratic Party Brighter Future Information
 - 6.4.** Joint School Project Manager Selection

- 6.5. 4th Quarter Forecast and Finance 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 ORGANIZATIONAL 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 September 3, 2019 at 1:00 p.m.**

Attendance:

Mr. R. Bachmann; Dr. S. Davidson; 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. Huschi, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; R. Boughen, Superintendent of School Operations; D. Welter, Manager of Human Resources; T. Baldwin, Director of Education; S. Robitaille, Superintendent of Business and Operations; L. Schlamp, Executive Assistant

Regrets:

1. Mr. T. Baldwin, Director of Education took the chair and called the meeting to order at 1:00 p.m.
2. Mr. T. Baldwin called for nominations for Board Chair.
 - 2.1.1. Mr. R. Bachmann was nominated as Board Chair by Mr. A. Kessler.
 - 2.1.2. Mr. B. Swanson moved for nominations to cease.
 - 2.1.3. Mr. T. Baldwin declared Mr. R. Bachmann as Board Chair by acclamation
3. Mr. R. Bachmann took the Chair and called for nominations for Vice-Chair.
 - 3.1.1. Ms. G. Wilson was nominated as Vice-Chair by Ms. M. Jukes.
 - 3.1.2. Ms. G. Wilson was declared Board Vice-Chair by acclamation.

Motions:

- | | | |
|-------------------|--|---------|
| 09-03-2019 - 3113 | That for the 2019/20 fiscal year, the Board remain at the 2016/17 rates for trustee remuneration for attendance at Board Meetings and performance of all duties and activities within the School Division as follows payable monthly: <ul style="list-style-type: none">• Member: \$1,325 per month• Vice-Chair: \$1,399 per month• Chair: \$1,472 per month - Young | Carried |
| 09-03-2019 - 3114 | That for the 2019/20 fiscal year, the Board remunerate trustees for attendance at out-of-division functions, meetings and other activities at the following rates: <ul style="list-style-type: none">• Member: \$200.00 per day• Vice-Chair: \$225.00 per day• Chair: \$250.00 per day - McLeod | Carried |
| 09-03-2019 - 3115 | That for the 2019/20 fiscal year, trustee remuneration for travel time be set at \$0.20 per kilometer. | Carried |

	- Davidson	
09-03-2019 - 3116	That for the 2019/20 fiscal year, mileage expense be set at \$0.44 per kilometer. - Kessler	Carried
09-03-2019 - 3117	That for the 2019/20 fiscal year, meal reimbursement levels for meal expenses without receipts not covered by registration fees, the school division or otherwise, be set at the following rates: Breakfast, \$10.00; Lunch, \$15.00; Supper, \$20.00. - Davidson	Carried
09-03-2019 - 3118	That for the 2019/20 fiscal year, reimbursement for parking be set at \$5.00 without receipt. - Pryor	Carried
09-03-2019 - 3119	That for the 2019/20 fiscal year, reimbursement for accommodation expenses be set at actual, reasonable costs, supported by receipts or \$35.00 per night in a private residence outside of home location (no receipt required). - Jukes	Carried
09-03-2019 - 3120	That during the 2019/20 fiscal year, any Trustee may miss one regular board meeting or Committee of the Whole planning session day without adjustment to remuneration. Missed meetings in excess of one day will result in a reduction of \$150 for every half day meeting missed thereafter, whether a Board Meeting or Committee of the Whole Planning Session, with the exception of meetings that are rescheduled after Board approval of the yearly continuous agenda. - Pryor	Carried
09-03-2019 - 3121	That an annual allowance for Professional Development be provided for the Board of Education in the amount of \$17,500. The funds are to be distributed to cover all Trustee Professional Development activities expenses, as approved by the Board, with the exception of Public Section Executive meetings, SHSAA meetings and Board Chairs' Council expenses. Mileage and travel costs will be calculated on the assumption that the Trustee departs from Moose Jaw or nearer. - McLeod	Carried
09-03-2019 - 3122	That the cheque signing authorities for the board shall be one of the Chair or Vice-Chair and the Superintendent of Business and Operations. - Kessler	Carried
09-03-2019 - 3123	That the Board review the information and pass the lending	Carried

resolution motion as attached.

- Jukes

09-03-2019 - 3124 That the Organizational Meeting be adjourned at 1:25p.m.
- Young

Carried

Mr. R. Bachmann
Chairperson

S. Robitaille
Superintendent of Business and Operations

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 September 3, 2019 at 1:00 p.m.

Attendance:

Mr. R. Bachmann; Dr. S. Davidson; 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. Huschi, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; R. Boughen, Superintendent of School Operations; D. Welter, Manager of Human Resources; T. Baldwin, Director of Education; S. Robitaille, Superintendent of Business and Operations; L. Schlamp, Executive Assistant

Regrets:

Delegations:

Motions:

- 09-03-2019 - 3125 That the Regular Board Meeting be called to order at 1:26
- Bachmann
- Mr. T. McLeod left the meeting at 1:27 due to a prior commitment.
- 09-03-2019 - 3126 That the Board adopt the agenda as presented. Carried
- Pryor
- 09-03-2019 - 3127 That the Board adopt the minutes of the June 11, 2019 Board meeting. Carried
- Davidson
- 09-03-2019 - 3128 That the Board recess into closed session at 1:45 Carried
- Wilson
- 09-03-2019 - 3129 That the Board reconvene in open session 1:55 Carried
- Pryor
- 09-03-2019 - 3130 That the Board approve the catchment area change as demonstrated in the Willow Bunch Assiniboia catchment area for the 19-20 school year only and pending review on the impact to surrounding landowners whether the catchment change becomes permanent. Carried
- Davidson
- 09-03-2019 - 3131 That the Board approve the 2019-2020 budget with revenue of \$84,880,214 operating expenses of \$87,932,591 and capital purchases of \$2,647,452. Carried

- Jukes
- 09-03-2019 - 3132 That administration be directed to implement the Board engagement plan as presented. Carried
 - Pryor
- 09-03-2019 - 3133 That the Board adopt the schedule of meetings as presented. Carried
 - Kessler
- 09-03-2019 - 3134 That the Board receive and file the monthly reports as presented. Carried
 - Davidson

Notice of Motion

- 09-03-2019 - 3135 That the PSSD ask that the Ministry of Education ensures a feasibility analysis is completed as part of the site selection process for a proposed joint use school on south hill and that if the feasibility analysis does not support a joint use school then next steps will need to be reviewed which may include single use schools on the existing sites.
 Purpose/Reason the notice of Motion – To ensure all options are being analyzed.
- Radwanski

Inquires:

- 09-03-2019 - 3136 That the meeting be adjourned at 2:34 p.m. Carried
- Davidson

Mr. R. Bachmann
Chairperson

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

October 1, 2019
Prairie South School Division Central Office, Moose Jaw

**MINUTES OF THE SPECIAL 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 September 23, 2019 at 3:00 p.m.**

Attendance:

Mr. R. Bachmann; Dr. S. Davidson; Ms. J. Jukes; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; T. Baldwin, Director of Education; S. Robitaille, Superintendent of Business and Operations; D. Teneycke, Superintendent of School Operations; D. Welter, Superintendent of Human Resources; H. Boese, Recording Secretary

Motions:

- | | | |
|-------------------|--|---|
| 09-23-2019 - 3137 | That the meeting be called to order at 3:01 p.m.
- Bachmann | Carried |
| 09-23-2019 - 3138 | That the Board adopt the agenda as circulated.
- McLeod | Carried |
| 09-23-2019 – 3139 | A request was made for an addition to the Agenda.

What public notice was given around this special meeting?
- Radwanski | Motion for
addition to
agenda was
Defeated |
| 09-23-2019 - 3140 | That the Board of Education of Prairie South School Division
direct administration to pursue acquisition of the identified
preferred site at Westheath (south of Wellington Drive and west
of Spadina Drive) for the development of the South Hill Joint
School.
- McLeod

Trustee Radwanski requested motion 09-23-2019-3140 be a
recorded vote.
In favour of motion: Davidson, Jukes, Kessler, McLeod, Pryor,
Wilson, Young
Opposed to motion: Radwanski,
Abstained from voting: Swanson | Carried |
| 09-23-2019 - 3141 | That the meeting be adjourned at 4:22 p.m.
- Young | Carried |

R. Bachmann
Chair

S. Robitaille
Superintendent of Business and Operations

Draft

AGENDA ITEM

Meeting Date:	October 1, 2019	Agenda Item #:	04.1
Topic:	Student Learning Accountability Report		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

This is the first of 3 reports from the Higher Literacy and Achievement committee. This report is focused on Student Achievement, specifically reading, graduation rates and attendance rates for the 2018-2019 school year.

Current Status:

Please see attached report

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi, Lori Meyer	October 1, 2019	Student Learning Accountability Report

Recommendation:

The Board of Education receive and file the Student Achievement Accountability Report.

2018-2019 Student Learning Accountability Report October 2019

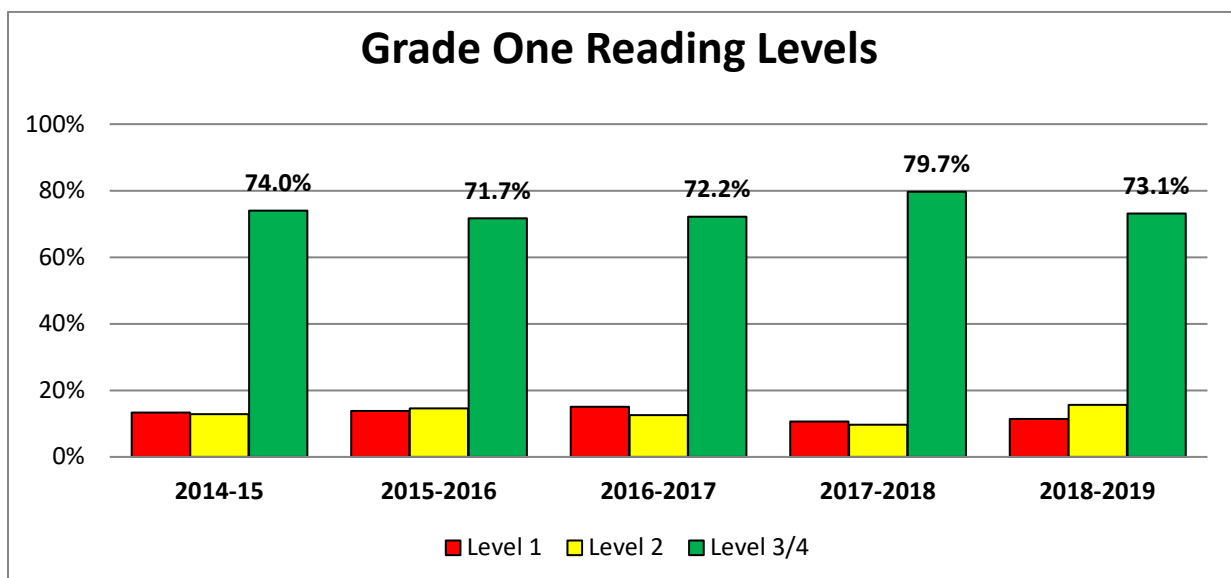
1. Source Documents

- The board's role as outlined in Policy 2:
Annually review the effectiveness of the School Division in achievement of student learning.
- The director's role description as outlined in Policy 12:
 1. (Learning Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
 2. (Learning Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
 3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

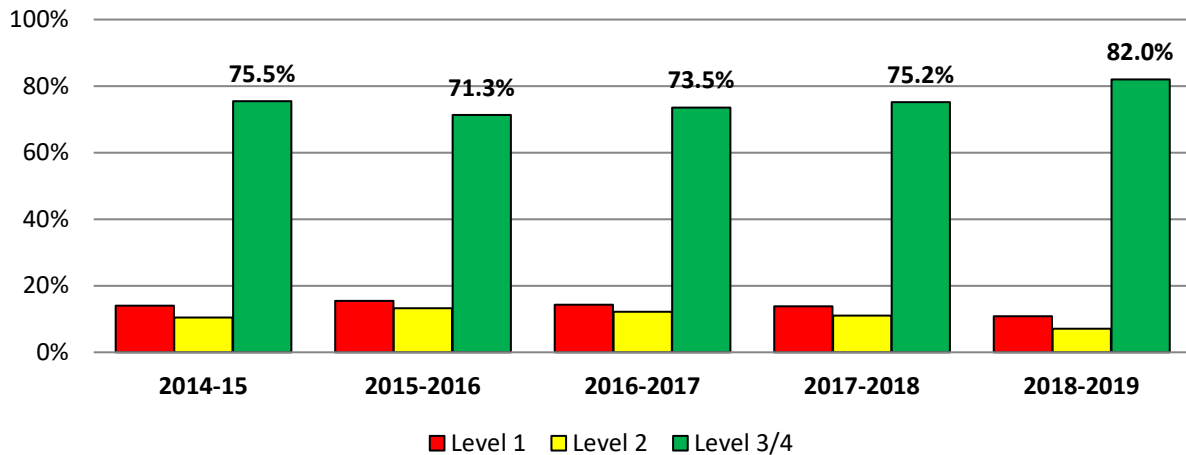
2. Evidence

Reading Assessment Background

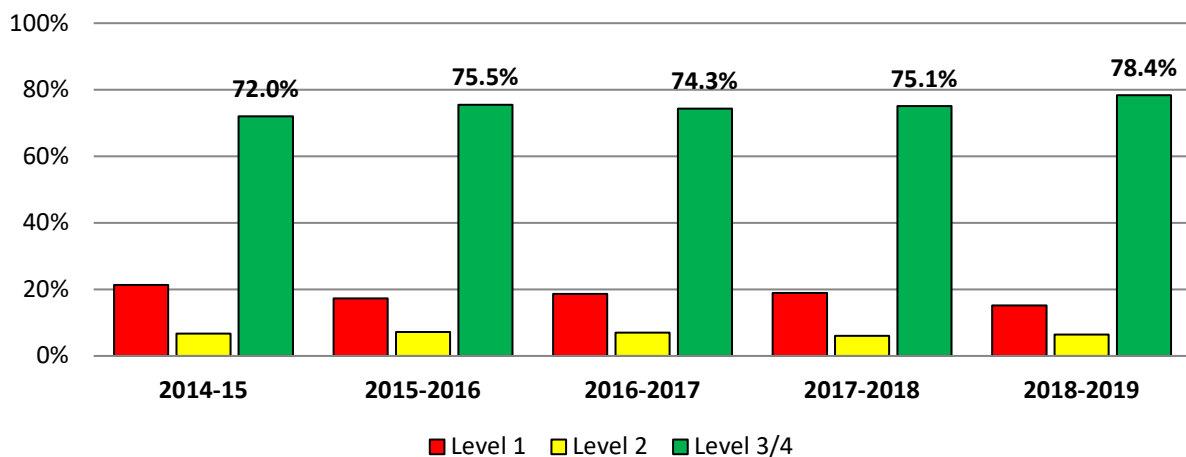
- The division gathers grade 1 to 3 reading data twice per year. These data are used to assess student progress and provide a snapshot of information to guide appropriate interventions and supports.
- Our grade 1 to 3 teachers use the Fountas and Pinnell Reading Benchmark System. Each student is individually assessed and results indicate their performance in fluency and comprehension.
- Ministry of Education Goal 2014-2020:
80% of students at grade level in reading, writing and math.



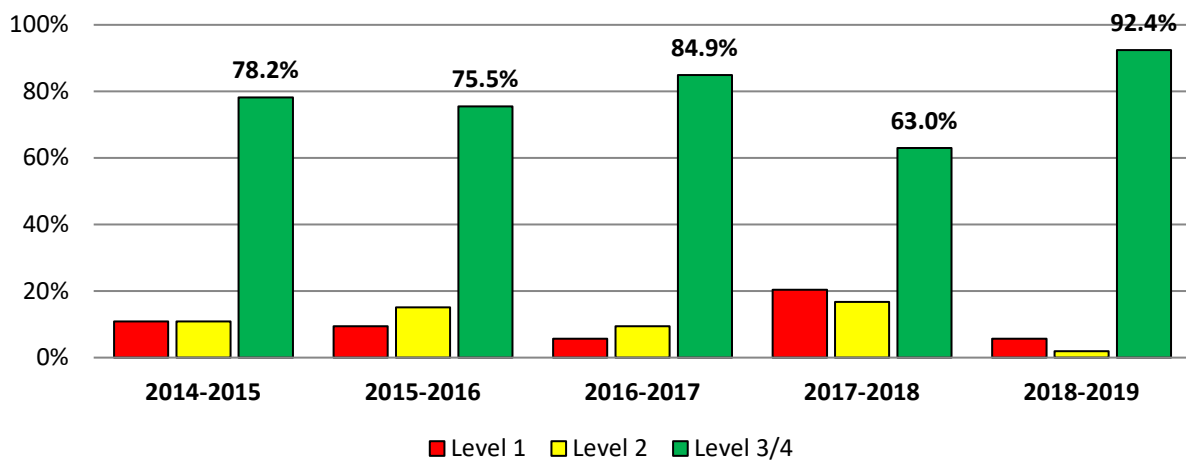
Grade Two Reading Levels

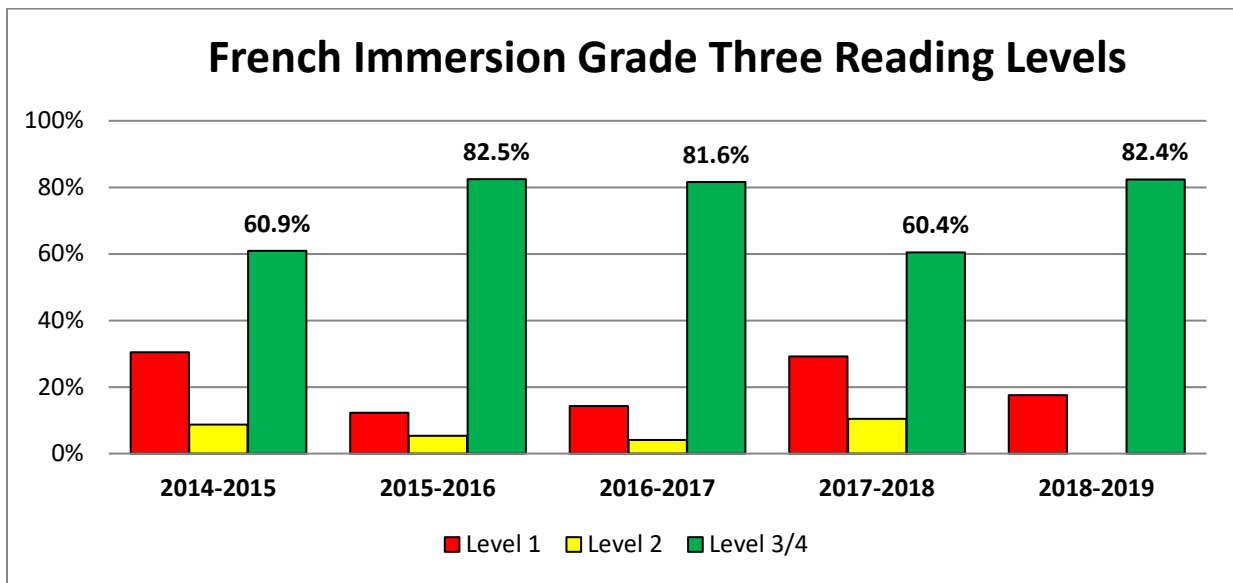


Grade Three Reading Levels



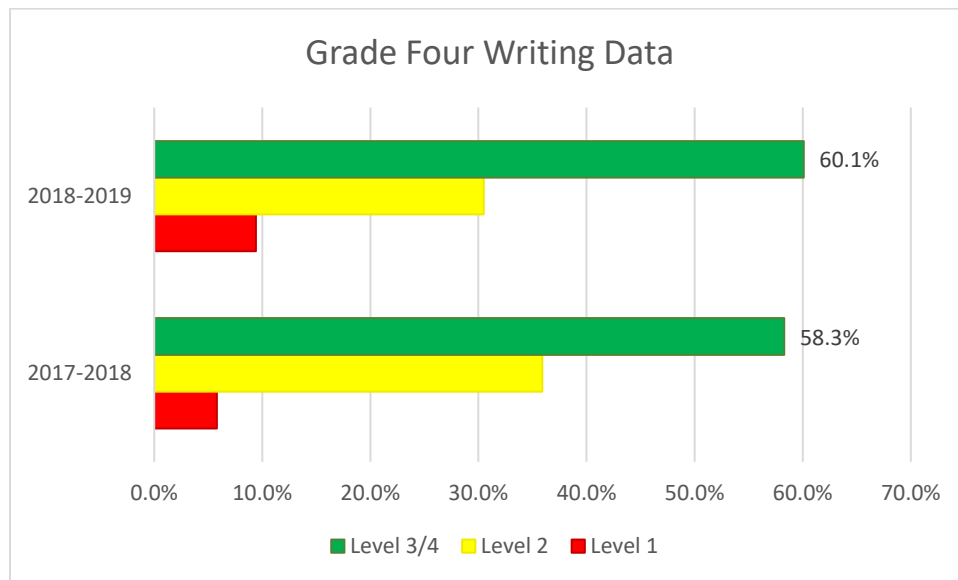
French Immersion Grade Two Reading Levels

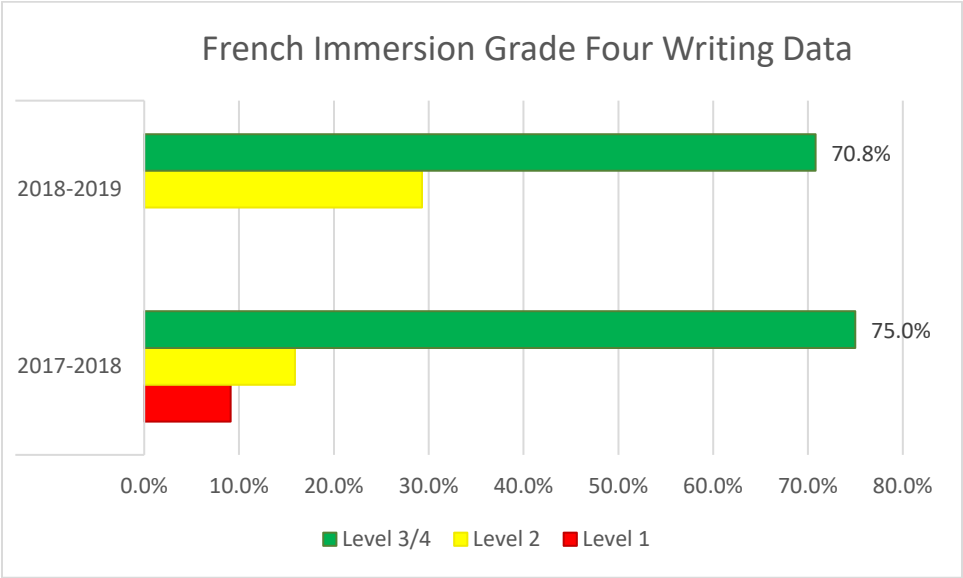
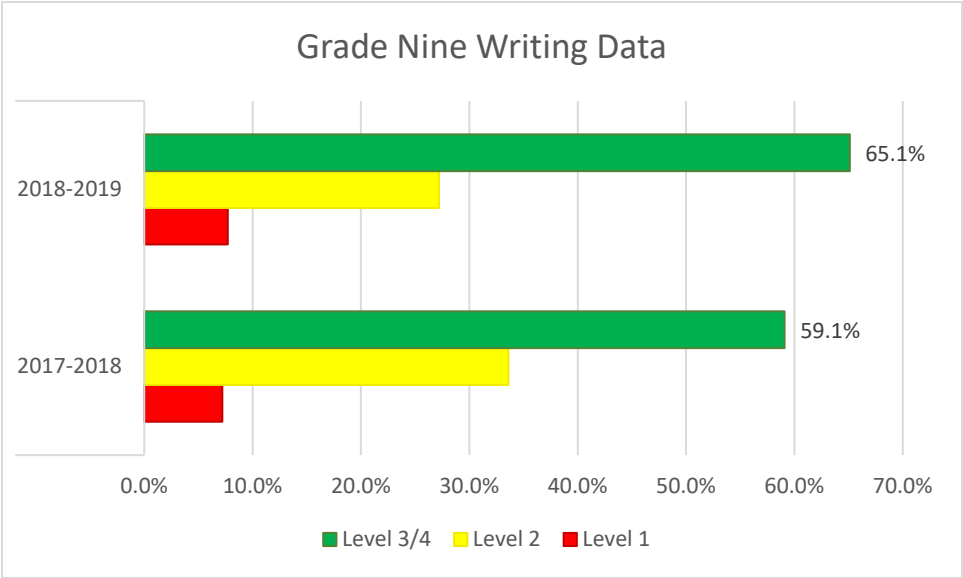
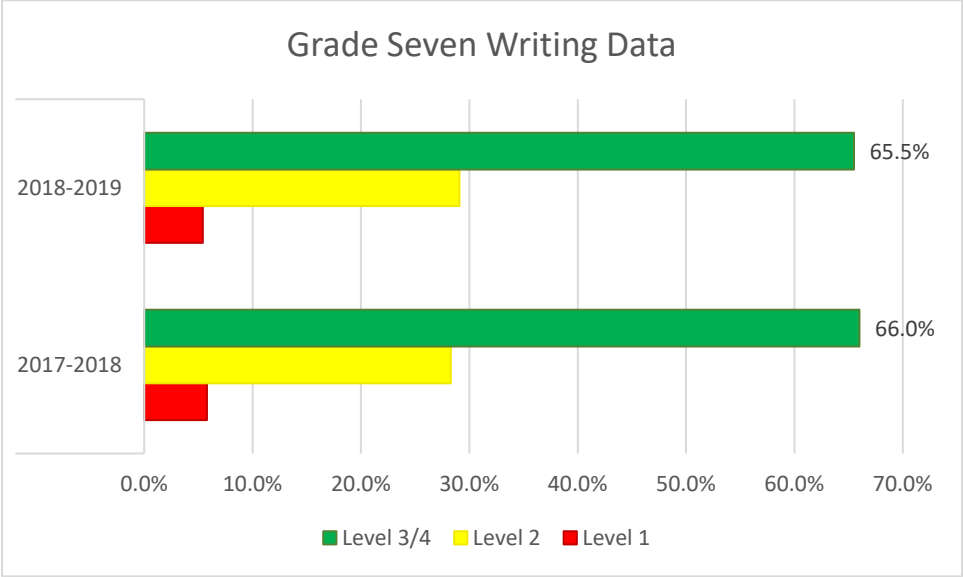


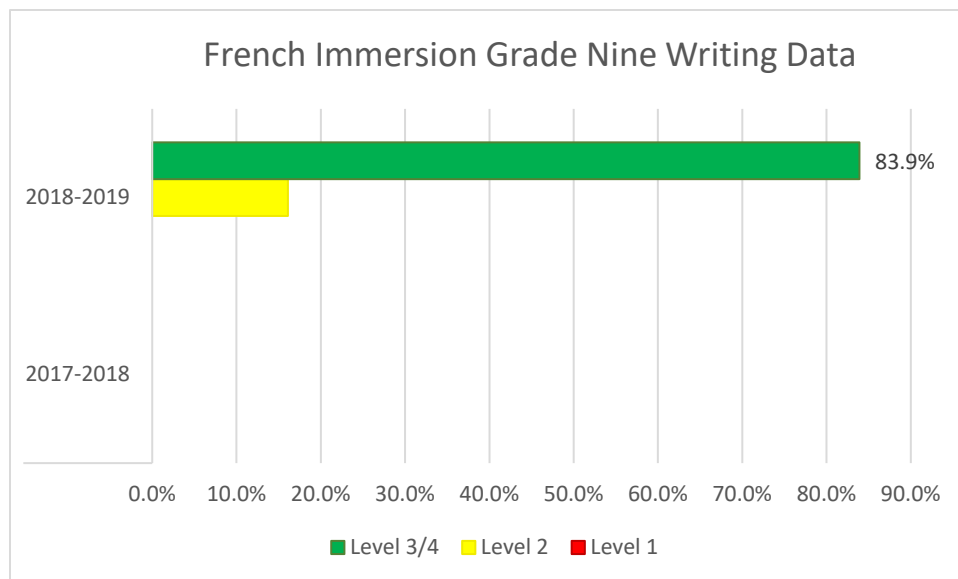
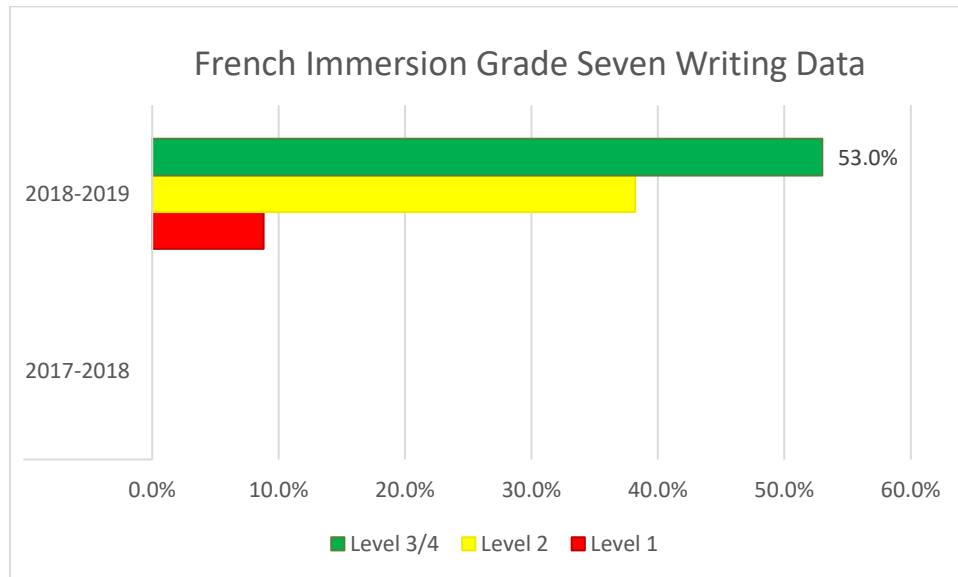


Writing Assessment Background

- In 2018 and 2019 teachers used a provincially created rubric to provide a writing assessment level for grades 4, 7 and 9 students.
- The assessment was an ongoing process through the school year and not a 'one time event'. Various pieces of curriculum expected writing (expository, narrative, friendly letter etc) are taught and examined through the year. The rubric and teacher professional judgment were used to provide the final achievement level in early June.
- Students in grades 4, 7, and 9 were assessed in English and grade 4 in French the first year. In June of 2019 students in French Immersion grades 4, 7 and 9 were also assessed.





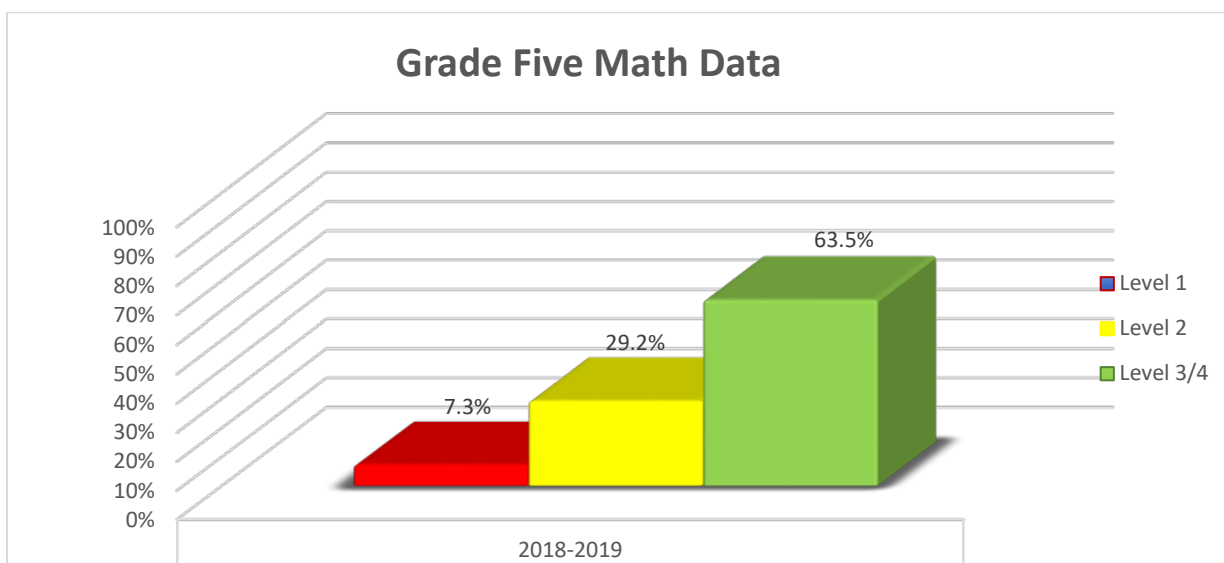
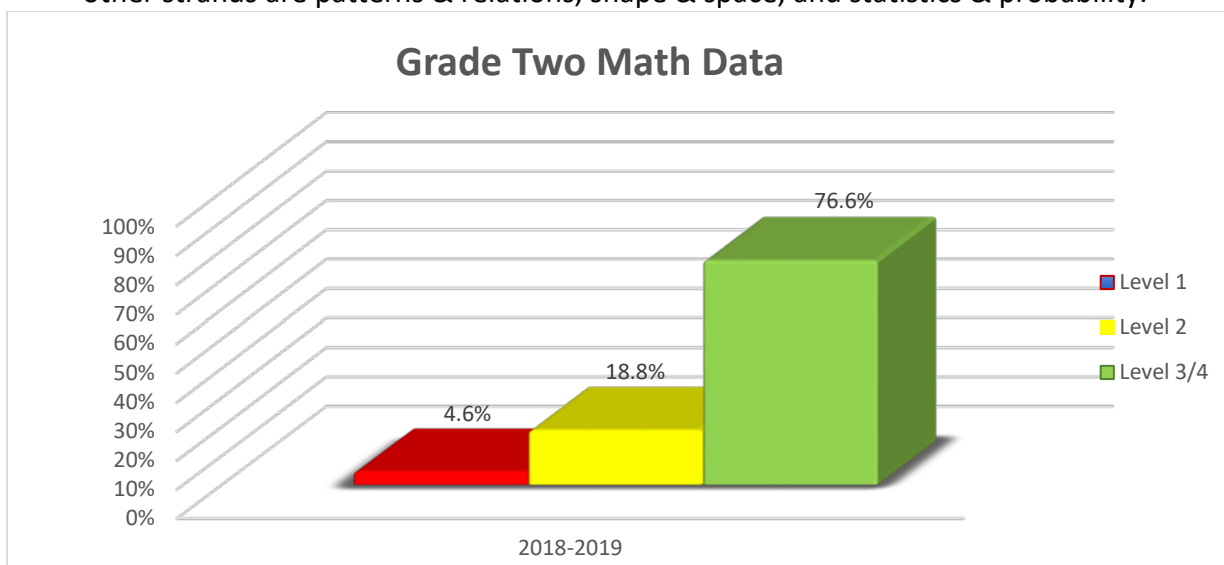


Reading and Writing Strategies

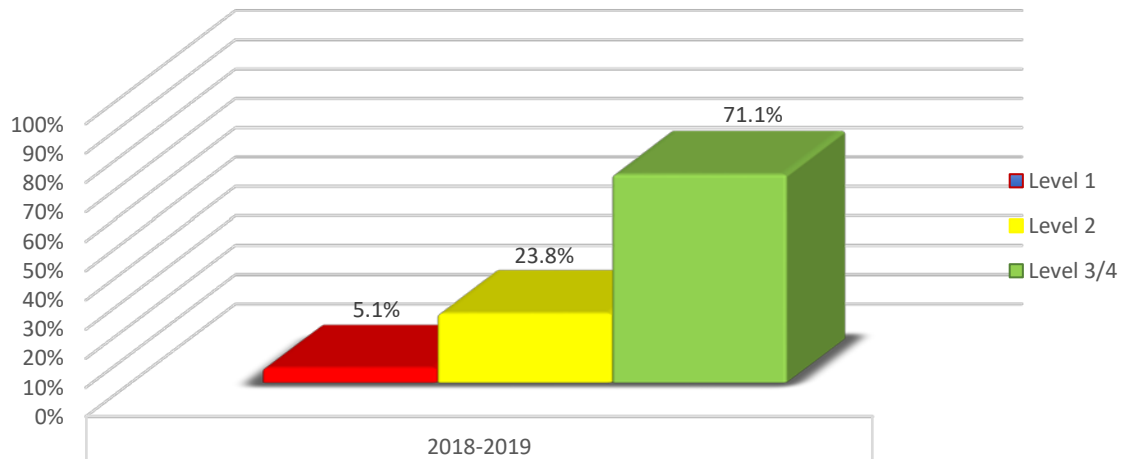
- Throughout 2018-2019 year the Learning Department provided workshops for all grades 4,7 and 9 teachers that included promising instruction and assessment practices for both reading and writing together.
- Additionally, writing workshops were held at other locations provincially and many Prairie South teachers attended. Teachers used school based decentralized funds to attend these professional learning events.
- Large swings in reading assessment results in French Immersion grade 2 and 3 can be attributed to: small sample sizes which can cause big changes in results, teacher changes during the year which impacted the instruction and assessment practices as well as the composition of the class. Those students have received intervention and are on track.
- Teachers and SSTs continue to use Leveled Literacy Intervention for students who are in the 'yellow' zone. This intervention yields results when used as intended and includes a writing component so both reading and writing skills are incorporated.

Math Assessment Background

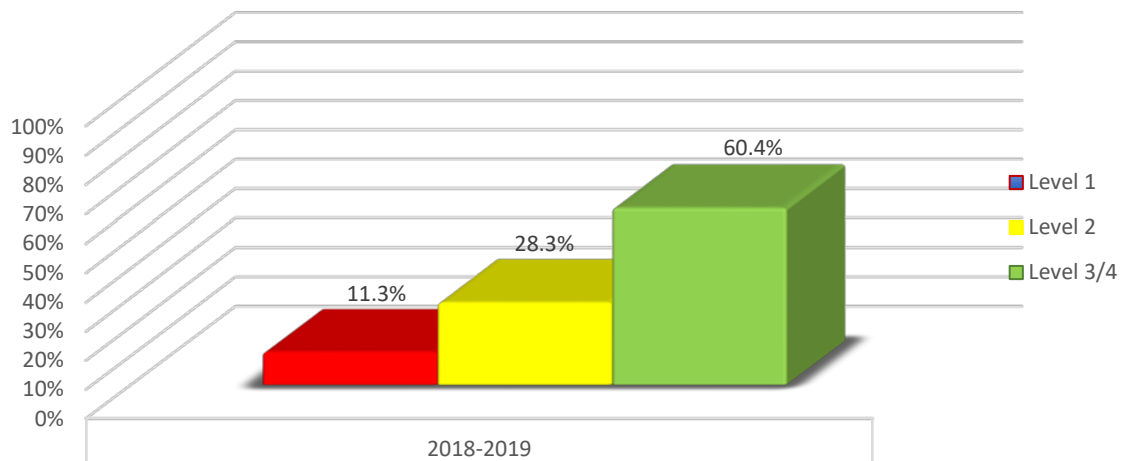
- As per the ESSP, Math assessments took place province wide for the first time in the 18-19 school year using a common assessment rubric in grades 2, 5 and 8 students in French and English programs.
- This is not a 1 time assessment event but an ongoing assessment of students skills as they build through the year with a final determination made in June.
- The assessment is focused on only 1 of the 4 strands of provincial math curriculum – the numbers strand as it is the foundation for all of the other strands of mathematics. The other strands are patterns & relations, shape & space, and statistics & probability.



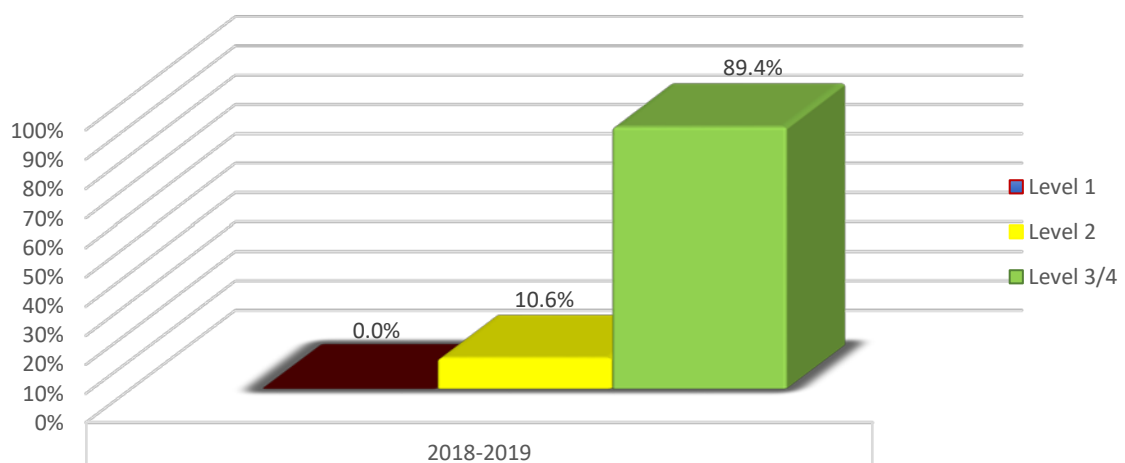
Grade Eight Math Data

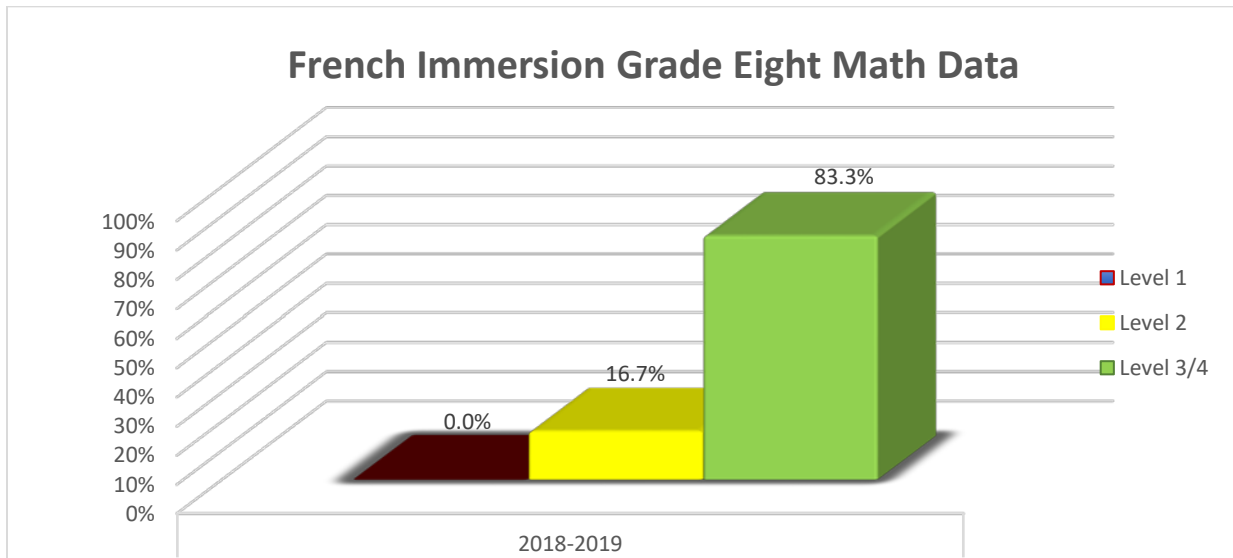


French Immersion Grade Two Math Data



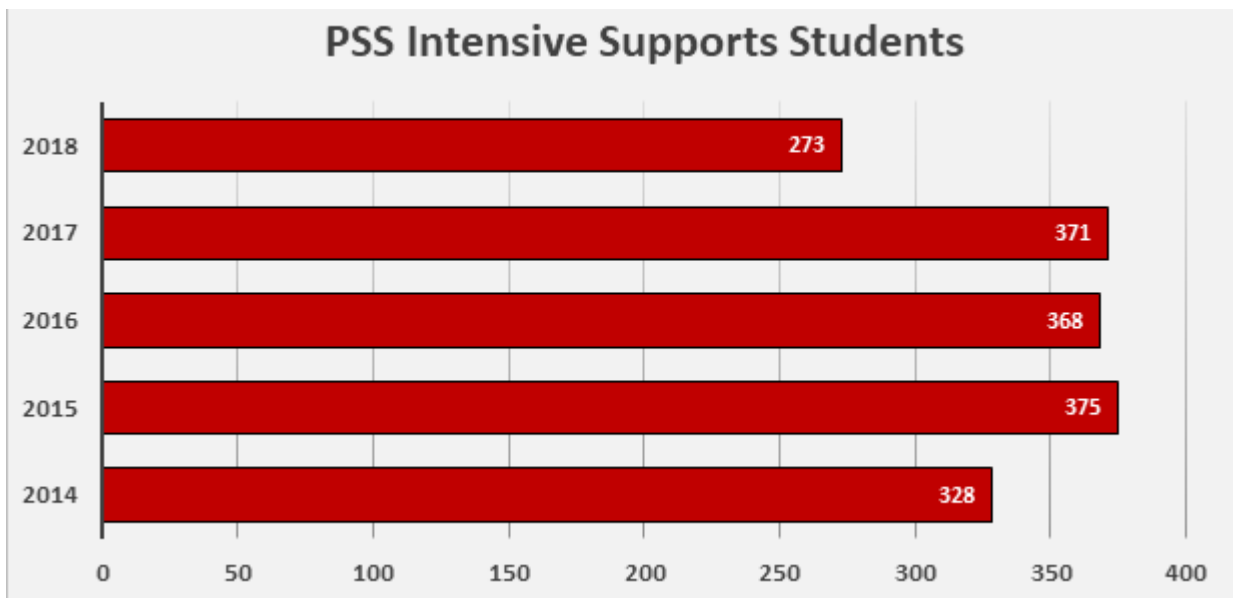
French Immersion Grade Five Math Data





Math Strategies:

- All grade 2/5/8 math teachers attended 3 half day workshops in the 18-19 year.
- The first workshop focused on the assessment rubric and processes for assessment
- The other two half days focused on math pedagogy and instruction
- Each school was provided with new math resources to share and a sharepoint spot was created for teachers to share math lessons and ideas.



Intensive Supports Information:

- Schools submit student names and Inclusion and Intervention Plans (IIPs) to the division for submission to the Ministry each year around December 20 to be included in the Intensive Needs count.

- A Ministry outlined process guides our submissions with a focus on students with Intensive Needs – these student needs go beyond what is regularly provided in the course of a classroom, beyond a teacher differentiating instruction and beyond general academic support.
- Students included in the submission may or may not have a formal diagnosis (not required) and may be accessing supports such as:
 - Individual or small group instruction from the student support teacher
 - Support from a Speech Language Pathologist, Advocacy and Behavior Consultant, Psychologist employed by Prairie South
 - Support from other agencies for OT, PT
 - Support from an educational assistant ranging from 10 percent to 100 percent of the time
- Intensive Needs students is a factor in the Supports for Learning Funding formula. The Ministry has set the rate at 8% for the province – regardless of how many students are submitted the same prevalence rate is applied to every division. This prevalence rate was first implemented in the 17-18 school year budget.

Administrative Challenges

- Continuing to ensure that reading and writing and math are instructed using effective approaches.
- Continuing to provide the level of supports and types of supports needed to intervene academically for students who are struggling with reading, writing or math.

Attendance Profile Background

- Attendance is a factor that impacts student success in school.
- Attendance rates for students from preK to 12 vary between schools with a general increase in absenteeism moving into high school starting with grade 9 students.
- Some data is affected in the way attendance is recorded (AM/PM attendance vs Period attendance).

2018-2019 Attendance Summary

	PSSD 2017/18	Prov 2017/18	PSSD 2018/19	Prov 2018/19
Average Attendance	92	90.3	92	90
Percent of Students with at least 90% attendance	73.7	71.6	73.8	70.6
Percent of Students with at least 80% attendance	89.7	86.1	89.3	85.6

Prairie South Overall Attendance by Percent and Numbers

Prairie South Overall Attendance													
Numbers are based on Sept 30, 2018 numbers = 6606													
	Overall	< 50% Att		50 to <60		60 to <70		70 to <80		80 to <90		> 90%	
	Pct (Ave)	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
PreK (261)	93.9	0.4	1	0.8	2	1.4	4	4.6	12	14.2	37	78.6	205
K (477)	95.9	0.3	1	0.6	3	1	5	2.1	10	9	43	87.1	415
1 (513)	93.3	0.8	4	0.9	5	2.1	11	4.6	24	14.9	76	76.8	394
2 (493)	93.5	0.9	4	0.5	2	1.8	9	4.3	21	13.7	68	78.7	388
3 (517)	92.9	1.2	6	0.9	5	2.2	11	5.2	27	13.2	68	77.4	400
4 (557)	93.1	1.3	7	0.7	4	2.2	12	4.1	23	14.5	81	77.2	430
5 (498)	92.6	1.6	8	1	5	2	10	4.6	23	15.1	75	75.7	377
6 (511)	92.3	1.7	9	0.8	4	2.4	12	4.8	25	14.6	75	75.8	387
7 (447)	92.1	1.4	6	0.8	4	2.4	11	5.3	24	46.9	210	73.2	327
8 (451)	91.4	1.6	7	1.2	5	2.5	11	4.8	22	18	81	71.8	324
9 (482)	90.9	2.4	12	1.1	5	2.6	13	5.9	28	16.9	81	71.1	343
10 (462)	89.9	2.5	12	1.8	8	3.2	15	7	32	18.6	86	66.9	309
11 (462)	89.5	2.5	12	2.4	11	3.9	18	6.6	30	19	87	65.5	301
12 (477)	86.7	4.5	21	3.1	15	5	24	10.4	50	18.7	89	58.4	279
All Grades	92	1.7	112	1.2	79	2.5	165	5.3	350	15.5	1024	73.8	4875
Province	90	3.5		1.8		3.2		5.9		15.1		70.6	

Graduation Rates Background

- The ESSP adopted by all school divisions in the spring of 2015 includes the requirement for monitoring, increasing and reporting on student graduation rates.
- Prairie South has developed a local Graduation Rate plan with strategies included for monitoring and increasing graduation rates for all students including those who are First Nations and Metis (FNM)

PLEASE NOTE:

On-Time Graduation Rates means students completing grade 12 within 3 Years of 'starting' grade 10. Extended means that the student completed grade 12 over an extended period of time (4 or 5 years) after starting grade 10.

YEAR		On-time	Extended (4 yrs)	Extended (5 yrs)
2016-17	PSSD	86.89	89.75 (90.06)	91.12
	Province	77.10 (77.2)	82.00 (82.6)	84.83
	PSSD FNM	60.61	66.67	72.69
	Province FNM	43.72	53.96 (55.23)	61.53
2017-18	PSSD	82.47 (84.07)	86.89	
	Province	77.14 (77.89)	82.8	
	PSSD FNM	67.86	67.86	
	Province FNM	44.15 (45.05)	55.82	
2018-19	PSSD	84.75		
	Province	77.18		
	PSSD FNM	64.86		
	Province FNM	43.15		

Grad Support Program Summary

Grad Support Program 2018-19 Summary			
	Central	Peacock	Riverview
Number of grade 12 students that were in the Grad Support Program that graduated?	1	6	6
Number of grade 12 students that were in the Grad Support Program that did not graduate but are continuing school?	0	1	0
Number of grade 12 students that were in the Grad Support Program that stopped attending?	0	1	1
Number of grade 11 students that were in the Grad Support Program that moved to the green?	8	4	1
Number of grade 11 students that were in the Grad Support Program that remain in the yellow?	0	2	3
Number of grade 11 students that were in the Grad Support Program that moved into the red?	0	3	0
Number of grade 11 students that were in the Grad Support Program that stopped attending?	1	0	0
Number of grade 10 students that were in the Grad Support Program that moved to the green?	5	4	0
Number of grade 10 students that were in the Grad Support Program that remain in the yellow?	2	4	4
Number of grade 10 students that were in the Grad Support Program that moved into the red?	1	5	3
Number of grade 10 students that were in the Grad Support Program that stopped attending?	0	0	2

Growth Target:

By 2020 Prairie South's on time graduation rate will be 90% and the extended graduation rate will be 92%.

Graduation Rates and Attendance Strategies

- Secondary students will develop and maintain a graduation and post-graduation plan.
- Schools will implement *My Student First Classrooms*.
- School will monitor individual student progress toward graduation and each student's story will be understood and consciously supported by several adults in the school.
- The Career Development Consultant provides resources and supports to students, parents and schools to build pathways to successful adulthood and rewarding employment opportunities for our youth. Monthly Career Updates are distributed to high school students, teachers, and parents and well as numerous resources posted on the website.
- The Career Development Consultant provides service to all rural schools to ensure informed decisions are being made for career pathways. Services are delivered through group presentations, face to face upon request and online career counseling sessions.
- A division wide student tracking procedure has been established to track students through grade 10-12's.
- Continue to research possible pathways, schedules or programs that better meet the needs of students.
- Work with SCCs/parents on roles of parents in their child's attendance and education
- Attendance focus group to review best practices and discuss potential improvement suggestions.

Strategic Plan for First Nations and Métis students

- Respond to individual school needs to develop a more culturally responsive environment
- Track student academic achievement, engagement and interventions using our division student data system in order that effective communication and timely support systems can be created as needed

- Continue support for teachers working with FNM students in regard to treaty teaching, the effect of Indian Residential Schools and curriculum outcomes that address First Nations' and Métis content, perspectives and ways of knowing. This support is provided through the Learning Consultants as well as Elders, Knowledge Keepers, and members of Wakamow Aboriginal Community Association (WACA).
- Elders, Knowledge Keepers, members of WACA and Learning Dept staff provide support and guidance for ceremonial events such as Smudging, Tipi Raising, Flag Raising and Cultural Feasts.
- Provide targeted support for FNM early learners through culturally appropriate reading materials and home support for reading.
- Create a network to flow information to and from each school regarding FNM education
- Increase the number of self-declared FNM by:
 - Providing a self-declare brochure to parents to educate students/parents & staff
 - Work with MySchoolSask to hold info from year to year
 - Each school will host an event celebrating FNM culture at least once before Christmas and once after
- Create and distribute monthly attendance updates from the division.

Administrative Challenges for Graduation Rates and Attendance

- Extended-time graduation rates are calculated as the percentage of students who complete grade 12 within 5 years of 'starting' grade 10 (and include those who graduate on-time). It also includes students who start in Prairie South in grade 10 but move outside our division. We are tracking our data for students in Prairie South.
- FNM students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis. Non-FNM students are those who do not identify themselves to be FNM, and may include FNM students who choose not to self-identify. The difficulty is that some FNM students do not self-identify and therefore we do not have an accurate representation of the FNM numbers and our sample size is too small to make meaningful comparisons.
- Graduation rates were determined as of August 31 but the graduations rates are evergreen.

Governance Implications

- That the Board continue to support the work of the Education Sector Plan as it is carried out in Prairie South Schools with respect to Reading, Writing and Math Achievement.
- That the Board continue to support the work of the Education Sector Strategic Plan as it is carried out in Prairie South Schools with respect to Graduation Rates.

AGENDA ITEM

Meeting Date:	October 1, 2019	Agenda Item #:	04.2
Topic:	BP 12 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>
Current Status:	<p>The updated BP12, Role of the Director of Education, is attached. Changes to the policy are tracked on the attached document. Refinements to this policy were made as a result of feedback gained through the Positive Path Forward process facilitated by the SSBA in May, 2019.</p>
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	October 1, 2019	<ul style="list-style-type: none"> • BP12, 01 October 2019 • BP12, Appendix A, 01 October 2019 • BP12, Appendix B, 01 October 2019

Recommendation:

That the Board approve Board Policy 12 with appendices updated 01 October 2019.

DIRECTOR OF EDUCATION EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Director of Education. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Provides for regular written evaluation of the Director of Education's performance.
3. Highlights the key role of the Director of Education as the Chief Executive Officer for the Division to enhance student achievement and success for all children.
4. Recognizes that the Director of Education is the Chief Executive Officer. The Director of Education is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
6. Is aligned with and based upon the Director of Education's roles and responsibilities. The Board policy is consistent with this evaluation document.
7. Is linked to the Division's goals. The Education Sector Strategic Plan and Board Strategic Plan directly links the Director of Education's performance to the continuous improvement planning process.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. Subsequent evaluations take into consideration the previous evaluation, and an assessment of the Director of Education's success in addressing identified growth areas.
10. Uses multiple data sources. Objective data such as audit reports, monitoring reports, and student achievement data are augmented with subjective data provided in surveys.

11. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
12. Ensures Board feedback is provided regularly. Such feedback will be timely, provided regularly, supported by specific examples and will focus on areas over which the Director of Education has authority.

The Director of Education will maintain an evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized under each quality indicator.

The Board and the Director of Education will be present during the facilitated evaluation session. The Director of Education will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Director of Education will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Director Relations.

During the evaluation workshop, a written evaluation report will be facilitated which will document:

- The evaluation process,
- Evaluation context,
- Assessments relative to each of the criteria noted in Appendix B,
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation,
- Identification of any growth goals if deemed appropriate, and
- A conclusions section followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect the corporate Board position. This report will be approved by Board motion. A signed copy will be provided to the Director of Education and a second signed copy will be placed in his personnel file held by the Division.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation “Leadership Practices”, an external consultant will collect data relative to leadership practices by interviewing one quarter of the principals and all “direct reports”. “Direct reports” are defined to be those individuals who report directly to the Director of Education on the Division’s organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Director of Education, performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Director of Education in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted in accordance with this document according to the following schedule:

EVALUATION PERIOD	REPORT DELIVERED TO DIRECTOR OF EDUCATION
April 1, 2017 – May 31, 2020	June 30, 2020
April 1, 2020 – March 31, 2023	April 30, 2023

PERFORMANCE ASSESSMENT GUIDE

1. Student Well-being

Role Expectations:

- RE 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
- RE 1.2 Ensures that Division facilities adequately accommodate students.
- RE 1.3 Ensures the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- RE 1.4 Acts as, or designates, the local attendance **counsellor(s)** for the Division.

Quality Indicators relative to Student Well-being

- QI 1.1 Develops measurements and monitors progress relative to providing a safe and caring environment.
- QI 1.2 Provides analysis of incident reports, e.g. suspensions, accidents.
- QI 1.3 Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.
- QI 1.4 Complies with legislative requirements to appoint attendance counselor(s) for the Division.

2. Education Leadership

Role Expectations:

- RE 2.1 Provides leadership in all matters relating to education in the Division.
- RE 2.2 Ensures students in the Division have the opportunity to meet standards of education set by the Minister.
- RE 2.3 Implements education policies established by the Minister and the Board.
- RE 2.4 Informs the Board of schools which meet the requirement for review under *The Education Act, 1995* or Board policy.

Quality Indicators relative to Education Leadership

- QI 2.1 Conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 2.2 Identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.

- QI 2.3 Meets all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.
- QI 2.4 Ensures the Division's key results are published.
- QI 2.5 Achieves the key results approved by the Board.
- QI 2.6 Provides timely enrolment projection reports.

3. Fiscal Responsibility

Role Expectations:

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

Quality Indicators relative to Fiscal Responsibility

- QI 3.1 Ensures accounting practices which are in accordance with *The Education Act, 1995* are being followed, using accounting principles generally accepted for school divisions as prescribed by the Ministry of Education.
- QI 3.2 Ensures adequate internal financial controls exist and are being followed.
- QI 3.3 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 3.4 Ensures school-based funds are expended as per approved budgets.
- QI 3.5 Informs the Board annually about incurred liabilities.
- QI 3.6 Informs the Board immediately regarding litigation initiated by or against the Board.
- QI 3.7 Conducts internal audits of school accounts and takes remedial actions when deemed warranted.
- QI 3.8 Ensures limits on emergency expenditures and change orders are followed.
- QI 3.9 Ensures insurance coverage appropriately mitigates risk.

4. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- RE 4.2 Ensures sound personnel management practices are in place to recruit, retain, advance and manage personnel in accordance with legislation or Board policy.
- RE 4.3 Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

Quality Indicators relative to Personnel Management

- QI 4.1 Develops and effectively implements high-quality and aligned recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes.
- QI 4.2 Follows Board recruitment policy.
- QI 4.3 Models a commitment to personal and professional growth.
- QI 4.4 Fosters high standards of instruction and professional improvement.
- QI 4.5 Provides for training of administrators and the development of leadership capacity within the Division.
- QI 4.6 Models high ethical standards of conduct.

5. Policy/Procedures

Role Expectations:

- RE 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
- RE 5.2 Implements Board policy with integrity.

RE 5.3 Maintains current administrative procedures.

Quality Indicators relative to Policy/Procedures

- QI 5.1 Involves individuals and groups appropriately in the AP development process.
- QI 5.2 Ensures policy and administrative procedure adherence.
- QI 5.3 Ensures timeliness of AP revision.
- QI 5.4 Takes leadership in bringing policies to the Board for review.
- QI 5.5 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Director/Board Relations

Role Expectations:

- RE 6.1 Establishes and maintains positive professional working relations with the Board.
- RE 6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
 - RE 6.2.1 Implements the expressed will of the Board in a manner consistent with the spirit and intent underlying each of the Board's decisions.
- RE 6.3 Provides the information which the Board requires to perform its role.

Quality Indicators relative to Director/Board Relations

- QI 6.1 Prepares and distributes Board agendas to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 6.2 Keeps the Board informed about Division operations.
- QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations when requested.
- QI 6.4 Interacts with the Board in an open, honest, pro-active and professional manner.
- QI 6.5 Provides support to the Board re: advocacy efforts on behalf of the Division.
- QI 6.6 Ensures high-quality management services are provided to the Board.
- QI 6.7 Provides the Board with correspondence directed to the Board or trustees.

7. Improvement and Accountability Planning and Reporting

Role Expectations:

- RE 7.1 Leads the Improvement and Accountability Planning and Reporting process including the development of Division goals, budget and facilities.
- RE 7.2 Implements plans as approved.
- RE 7.3 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
- RE 7.4 Reports regularly on results achieved.

Quality Indicators relative to Improvement and Accountability Planning and Reporting

- QI 7.1 Develops budget and priorities and key results according to a timeline which ensures the Board's ability to provide direction and revise priorities.
- QI 7.2 Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.
- QI 7.3 Ensures facility project budgets and construction schedules are followed and timely variance reports are provided to the Board.
- QI 7.4 Ensures transportation services are provided with due consideration for efficiency, safety and length of ride and client satisfaction.
- QI 7.5 Provides accountability reports as directed by the Board

8. Organizational Management

Role Expectations:

- RE 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- RE 8.2 Reports to the Minister with respect to matters identified in and required by *The Education Act, 1995*.

Quality Indicators relative to Organizational Management

- QI 8.1 Ensures Division compliance with all Ministry of Education and Board mandates (timelines and quality).
- QI 8.2 Manages time and resources effectively.
- QI 8.3 Ensures that appropriate procedures are in place for the management of critical events and emergencies.

9. Communications and Community Relations

Role Expectations:

- RE 9.1 Takes appropriate actions to ensure positive internal and external communications are developed and maintained.
- RE 9.2 Acts as, or designates, the Head of the organization for the purposes of *The Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act*.
- RE 9.3 Is accessible to the community and stakeholders and fosters positive relationships on behalf of the Board and Prairie South Schools.

Quality Indicators relative to Communications and Community Relations

- QI 9.1 Represents the Division in a positive, professional manner.
- QI 9.2 Manages conflict effectively.
- QI 9.3 Ensures information is disseminated to inform appropriate publics.
- QI 9.4 Works cooperatively with the media to represent the Board's view/positions.
- QI 9.5 Is visible and accessible to the community and stakeholders.

10. Leadership Practices

Role Expectations:

- RE 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Director of Education works most directly in carrying out the directives of the Board and the Minister.
- RE 10.2 Develops and maintains positive and effective relations with provincial and regional governments.

Quality Indicators relative to Leadership Practices

- QI 10.1 Provides clear direction.
- QI 10.2 Establishes and maintains positive, professional working relationships with staff.
- QI 10.3 Unites people toward common goals.
- QI 10.4 Demonstrates a high commitment to the needs of students.
- QI 10.5 Has a well-established value system based on integrity.

QI 10.6 Empowers others.

QI 10.7 Solves problems effectively.

ROLE OF THE DIRECTOR OF EDUCATION

The Director of Education is the Chief Executive Officer of the Board and of the Division. The Director of Education reports directly to the corporate Board, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Director of Education.

Specific Areas of Responsibility are:

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.
- 1.3. Ensures the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- 1.4. Acts as, or designates the local attendance counsellor(s) for the Division.

2. Education Leadership

- 2.1. Provides leadership in all matters relating to education in the Division.
- 2.2. Ensures students in the Division have the opportunity to meet standards of education set by the Minister.
- 2.3. Implements education policies established by the Minister and the Board.
- 2.4. Informs the Board of schools which meet the requirement for review under *The Education Act, 1995* or Board policy.

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 appropriate risk management.

4. Personnel Management

- 4.1. Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.2. Ensures sound personnel management practices are in place to recruit, retain, advance and manage personnel in accordance with legislation or Board policy.
- 4.3. Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

5. Policy/Administrative Procedures

- 5.1. Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
- 5.2. Implements Board policy with integrity.
- 5.3. Maintains current administrative procedures.

6. Director/Board Relations

- 6.1. Establishes and maintains positive professional working relations with the Board.
- 6.2. Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
 - 6.2.1 Implements the expressed will of the Board in a manner consistent with the spirit and intent underlying each of the Board's decisions.
- 6.3. Provides the information which the Board requires to perform its role.

7. Improvement and Accountability Planning and Reporting

- 7.1. Leads the Improvement and Accountability Planning and Reporting process including the development of Division goals, budget and facilities.
- 7.2. Implements plans as approved.
- 7.3. Involves the Board appropriately (Board identification of priorities and key results, opportunity for Board input early in the process, final Board approval).
- 7.4. Reports regularly on results achieved.

8. Organizational Management

- 8.1. Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2. Reports to the Minister with respect to matters identified in and required by *The Education Act, 1995*.

9. Communications and Community Relations

- 9.1. Takes appropriate actions to ensure positive internal and external communications are developed and maintained.
- 9.2. Acts as, or designates, the Head of the organization for the purposes of *The Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act*.
- 9.3. Is accessible to the community and stakeholders and fosters positive relationships on behalf of the Board and Prairie South Schools.

10. Leadership Practices

- 10.1. Practices leadership in a manner that is viewed positively and has the support of those with whom the Director of Education works most directly in carrying out the directives of the Board and the Minister.
- 10.2. Develops and maintains positive and effective relations with provincial and regional governments.

Reference: *The Education Act, 1995*, Section 159
The School Division Administration Regulations, 2017, Section 45

October 1, 2019

AGENDA ITEM

Meeting Date:	October 1, 2019	Agenda Item #:	04.3
Topic:	BP 2 Appendix A (Annual Work Plan) 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>
Current Status:	The updated BP2, Appendix A is attached. Changes are tracked on the attachment, and result from clarification of Board expectations following the Positive Path Forward session and Director of Education evaluation facilitated by the SSBA in May, 2019.
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	October 1, 2019	<ul style="list-style-type: none"> BP2 Appendix A 01 October 2019

Recommendation:

That the Board approve Board Policy 2, Appendix A updated 01 October 2019.

BOARD ANNUAL WORK PLAN

SEPTEMBER

Regular Board Meeting Agenda Items

- Consider nomination of a program for the Premier's Award For Innovation
- Organizational Meeting – Elect Board Chair, Vice-Chair, Committee appointments, appointment of auditor, approve auditor's terms of engagement, approve missed meetings resolution, set per diems and trustee honorariums and authorize borrowing resolution
- Approve Board Engagement Plan

Events/Action

- SSBA Board Chairs' Meeting
- Trustee Competencies Self-Assessment
- Chair completes Committee Appointments
- Public Section Executive Meeting
- Receive teacher list by school

Budget Considerations

- ~~Review operations and priorities~~
- Review proposed Capital Plan
- Receive enrolment numbers (first day and mid-month)

OCTOBER

Regular Board Meeting Agenda Items

- Approve Resolutions (if any) for SSBA Fall General Assembly
- Review Student Achievement (I) Accountability Report
- Review September 30th enrolment

Events/Action

- Education Week
- Receive SCC Chair information (final)

Budget Considerations

- ~~Review operations and priorities~~

NOVEMBER

Regular and Special Board Meeting Agenda Items

- Review School and Division Improvement Accountability Report
- Appoint Voting Delegates and allocate votes for the SSBA Fall General Assembly
- Approve Annual Report for submission to Ministry of Education
- Approve Annual Financial Statements
- Review audit report and management letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)
- Review ESSP Outcome Plans

Events/Action

- SSBA Fall General Assembly and AGM
- Public Section General Meeting
- SSBA Board Chairs' Council Meeting

Budget Considerations

- Review ~~operations and priorities~~ implications of Audited Financial Statements on budget planning

DECEMBER

Regular Board Meeting Agenda Items

- Review Facilities Accountability Report
- Review Strategic Plan

Budget Considerations

- ~~Review operations and priorities~~

JANUARY

Regular Board Meeting Agenda Items

- Approval of budget assumptions
- Review Progress, Board Advocacy Plan and Board Development Plan
- Review Legal Update of any outstanding cases
- Review Human Resources Accountability Report
- Review First Quarter Financial Accountability Report

Budget Considerations

- Review Budget Work Plan including dates
- ~~Review operations and priorities~~
- Draft Budget Assumptions/Priorities

FEBRUARY

Regular Board Meeting Agenda Items

- Review initial projected enrollment for next year
- Review draft school year calendar
- Review Transportation Accountability Report

Events/Action

- SSBA Board Chairs' Council Meeting
- Public Section Executive Meeting
- Staff Appreciation Week
- Receive retirement celebration list (initial)

Budget Considerations

- ~~Review operations and priorities~~

MARCH

Regular Board Meeting Agenda Items

- Approve school year calendar
- Review Early Learning Accountability Report
- Engage with VTEC Student Group

Events/Action

- Rural Congress
- Provincial Budget

Budget Considerations

- Review funding from Ministry
- Review ~~operations and priorities~~ school level staffing

APRIL

Regular Board Meeting Agenda Items

- Review Second Quarter Financial Accountability Report

- [Review teaching/staffing formula](#)

Events/Actions

- SSBA Spring Assembly Meeting
- Public Section Executive Meeting
- SSBA Board Chairs' Council Meeting
- SCC Elections
- Conduct and approve Director annual evaluation
- Participate in a facilitated Board self-evaluation and approve a positive path forward

Budget Considerations

- [Mid-year review and realignment](#)
- [Review draft budget](#)

MAY

Regular Board Meeting Agenda Items

- [Budget](#)
- [Transportation catchment requests](#)

Events/Action

- SCC Inservices
- Graduation ceremonies
- Alignment of planning for upcoming year

JUNE

Regular Board Meeting Agenda Items

- Review Third Quarter Financial Accountability Report
- Review Student Achievement (II) Accountability Report
- Approve Board Revisions to Annual Work Plan

Events/Action

- Public Section General Meeting
- [Graduation ceremonies](#)
- [SHSAA General Meeting](#)
- [Receive SCC Chair information \(initial\)](#)
- [Receive retirement celebration list \(final\)](#)

ONGOING

- Consider new developments and directions from Ministry of Education
- Attend meetings as determined by the Board
- Engage in individual trustee development approved by the Board
- Engage in celebration/recognition of students, staff and community
- Attend School Community Council meetings as scheduled and upon invitation
- Attend Board Committee meetings as assigned
- Complete other duties as described in Board Policy
- Budget considerations – review operations and priorities
- Receive Director's message to staff when published
- Receive principals' directory when published

AGENDA ITEM

Meeting Date:	01 October 2019	Agenda Item #:	04.4
Topic:	Radwanski Notice of Motion from September 3, 2019		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: At the September meeting of the Board of Education of Prairie South Schools, Trustee Radwanski provided notice of the following motion:

That the PSSD ask that the Ministry of Education ensures a feasibility analysis is completed as part of the site selection process for a proposed joint use school on south hill and that if the feasibility analysis does not support a joint use school then next steps will need to be reviewed which may include single use schools on the existing sites.

Current Status: The South Hill School Steering Committee, with representation from the Ministry of Education, has determined that two criteria exist related to location feasibility for the joint school on South Hill in Moose Jaw. A KPMG report tabled with the Board on September 23rd describes these criteria on page 15.

Pros and Cons:

- A Ministry-led feasibility analysis could provide additional confirmation of the findings of the KPMG report.
- A Ministry-led feasibility study is unlikely to provide additional insight, as representatives from the Deputy Minister's office, the Education Infrastructure Branch and SaskBuilds have been involved in the process with KPMG.
- Additional study may threaten timelines as we move forward with the new school.
- Having approved the Board of Education's request for a joint school project, the Ministry is unlikely to change course and build single use facilities at this time.
- The Board of Education has confirmed a preferred site for the new school at Westheath.

Financial Implications: Land acquisition negotiations at Westheath are currently underway.

Governance/Policy Implications:

Legal Implications:

Communications:

- If current Board direction is maintained, no additional communication is necessary

Prepared By:	Date:	Attachments:
Tony Baldwin	01 October 2019	

Recommendation:

AGENDA ITEM

Meeting Date:	October 1, 2019	Agenda Item #:	04.5
Topic:	SHSAA and Public Section Delegates		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Prairie South Trustees have provided representation to the Saskatchewan High Schools Athletics Association and the Public Section in past years.
Current Status:	If Trustee representation to these bodies is desired, appointments will need to be made by the Board.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	01 October 2019	

Recommendation:

That the Board determine whether representatives are warranted and, if they are, determine who will represent the Board.

AGENDA ITEM

Meeting Date:	October 1, 2019	Agenda Item #:	04.6
Topic:	Out-of-Province Excursion		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Central Collegiate's Grade 10-12 Sr. Boys Basketball trip to Brandon, MB on December 12-14, 2019.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Sept. 18, 2019	Out-of-Province Excursion

Recommendation:

That the Board approve Central Collegiate's Grade 10-12 Sr. Boys Basketball trip to Brandon, MB on December 12-14, 2019.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Ryan Boughen	School: Central Collegiate
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Sr. Boys Basketball</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: 10-12	Number of Students: 12
Destination: Brandon	Trip Date: Dec 12-14, 2019
Number of School Days (Partial/Full): 1.5-2	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): <u>Ryan Boughen, Jonathan McLean, Rhona Johnson</u>	
Number of Teachers, Parents, Chaperones: 3	
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 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 type="checkbox"/> Male and Female Chaperones for a co-ed activity. <input checked="" type="checkbox"/> If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET
<ul style="list-style-type: none"> ❖ Anticipated Budget: \$800-\$1000 (no sub teacher costs) <ul style="list-style-type: none"> - Budget breakdown – van rental, gas, hotel rooms, meals ❖ Description of Funding Sources: fund raising activities, player fees, decentralized funds ❖ Out of Pocket Cost per Participant: \$80 for meals (hotel rooms are covered)

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

D. LEARNING OBJECTIVES

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

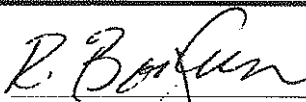
a) Pre-Excursion Learning

b) Excursion Learning

c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES


Brandon Sun Spartan Invitational Basketball Tournament



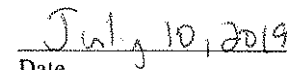
Teacher Signature



Date



Principal Signature



Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	October 1, 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 Collegiate's Grade 10-12 Jazz Band trip to Canmore, AB on November 1-3, 2019.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Sept. 26, 2019	Out-of-Province Excursion

Recommendation:

That the Board approve Peacock Collegiate's Grade 10-12 Jazz Band trip to Canmore, AB on November 1-3, 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: 10-12	Number of Students: approx. 15
Destination: Canmore, AB	Trip Date: Nov. 1-3ed
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 \$4,500 - 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 \$300

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

D. LEARNING OBJECTIVES

CP30.1

Improvise in a jazz style on an instrument showing understanding of applicable jazz theory.

CP30.2

Infuse, independently, the understanding of jazz theory into personal musical performance.

CP30.3

Show growth in individual instrumental techniques and knowledge of the elements of music and apply these to create or show a musical product.

CR30.1

Listen and respond as a jazz performer when playing jazz.

CR30.2

Listen to jazz as a jazz performer when not personally playing the music.

CR30.4

Listen to performances of jazz music and individually develop and apply criteria to use in critical evaluation of one's own and other's work.

CH30.2

Explore jazz music and its performers and educators and their influence in the world.

CH30.3

Examine the influence of jazz on current popular music styles with an emphasis on the music of Canada and Saskatchewan as possible.

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

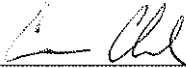
F. SCHEDULE OF ACTIVITIES

Friday Nov 1 Travel to Canmore, 7PM Jazz Concert

Saturday Peacock Jazz and Intermediate RCH Jazz Band perform, clinic,

Watch Senior RCH Jazz Band and other student groups from festival

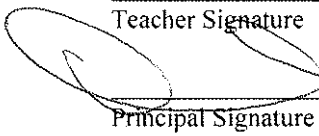
Supper together as a group
Sunday Instrument specific masterclasses and lessons
Watch groups from festival



Teacher Signature

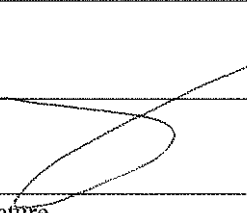
Sep 25/19

Date



Principal Signature


Date


Director/Superintendent Signature

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Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	October 1, 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	October 1, 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: August 26, 2019 - September 20, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	9.23	2.22%	5	54.17%	0.11%
Competition Leave	1	0.24%	0	0.00%	0.01%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Earned Day Off	21.23	5.11%	12.75	60.06%	0.26%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	2	0.48%	2	100.00%	0.02%
Prep Time	14.39	3.46%	14.1	97.98%	0.18%
Pressing Leave	24.74	5.96%	9.4	38.00%	0.31%
PSTA	0	0.00%	0	0.00%	0.00%
Leave Without Pay	1.43	0.34%	0.43	30.07%	0.02%
SUB TOTAL	74.02	17.82%	43.68	59.01%	0.92%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	1	0.24%	1	100.00%	0.01%
Illness - Teacher	69.95	16.84%	61.7	88.21%	0.87%
Illness - Long Term	118.68	28.57%	0	0.00%	1.47%
Medical/Dental Appt	54.36	13.09%	44.25	81.40%	0.67%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	2	0.48%	2	100.00%	0.02%
STF Business - Invoice	1.5	0.36%	1.5	100.00%	0.02%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	247.49	59.57%	110.45	44.63%	3.06%
Prairie South					
Extra/Co-curr Teach	55.31	13.31%	45.39	82.06%	0.68%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
Internship Seminar	12.16	2.93%	12	98.68%	0.15%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	1.01	0.24%	0.54	53.47%	0.01%
PD DEC Teachers	13.19	3.18%	10.03	76.04%	0.16%
School Operations Meet/PD	12.25	2.95%	11.62	94.86%	0.15%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	93.92	22.61%	79.58	84.73%	1.16%
Total Absences	415.43	100.00%	233.71	56.26%	5.14%

Teachers (FTE)

425.56

of teaching Days

19

Possible Days

8085.64

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

CUPE Staff Absences & Casual Usage 2019 - 2020

Date: August 26, 2019 - September 22, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	8.54	2.62%	7	0.00%	0.17%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	7.21	2.21%	3.05	0.00%	0.14%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	17	5.22%	17	0.00%	0.00%
Earned Day Off	2.13	0.65%	1.5	0.00%	0.04%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	73.97	22.71%	33.54	45.34%	1.49%
Med/Den Appt Support	26.59	8.16%	17.14	64.46%	0.53%
Noon Supervision	0	0.00%	0	0.00%	0.00%
Parenting/Caregiver	15.91	4.89%	11.75	0.00%	0.32%
Pressing Leave	1.43	0.44%	1	0.00%	0.03%
Rec. of Service	0	0.00%	0	0.00%	0.00%
TIL Support	2.57	0.79%	0	0.00%	0.05%
Without Pay Support	25.44	7.81%	23.31	0.00%	0.51%
SUB TOTAL	180.79	55.51%	115.29	63.77%	3.63%
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	143.15	43.95%	86.7	60.57%	2.87%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	143.15	43.95%	86.7	60.57%	2.87%
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	0.79	0.24%	0.79	0.00%	0.02%
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	0	0.00%	0	0.00%	0.00%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.96	0.29%	0.5	0.00%	0.02%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	1.75	0.54%	1.29	0.00%	0.04%
Total Absences	325.69	100.00%	203.28	62.42%	6.54%

Possible Days

August 26, 2019 - September 22, 2019

Days

19.00

FTE

262.12

Total Days

4980.28

** 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 2019 - 2020

Date: August 26, 2019 - September 22, 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	0.00	0.00%	0.00	0.00%	0.00%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	0.00	0.00%	0.00	0.00%	0.00%
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	2.00	2.21%	2.00	0.00%	0.13%
Illness - Support	32.00	35.36%	17.50	0.00%	2.14%
Med/Den Appt Support	12.00	13.26%	12.00	0.00%	0.80%
Parenting/Caregiver	1.00	1.10%	1.00	0.00%	0.07%
Pressing Leave	2.00	2.21%	2.00	0.00%	0.13%
Without Pay Support	41.50	45.86%	41.00	0.00%	2.77%
SUB TOTAL	90.50	100.00%	75.50	83.43%	6.04%
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	90.50	100.00%	75.50	83.43%	6.04%

Possible Days

August 26, 2019 - September 22, 2019

Days

14.00

Staff

107.00

Total Days

1498.00

** 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 2019 - 2020

Date: August 26, 2019 - September 22, 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	4	4.72%	0	0	0.47%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	1.5	1.77%	0	0	0.18%
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	14.59	17.21%	0	0	1.73%
Med/Den Appt Support	2.58	3.04%	0	0	0.31%
Parenting/Caregiver	0.33	0.39%	0	0	0.04%
Pressing Leave	2.17	2.56%	0	0	0.26%
Without Pay Support	5.75	6.78%	0	0	0.68%
SUB TOTAL	30.92	36.48%	0	0.00%	3.66%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	52.27	61.67%	0	0	6.19%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	52.27	61.67%	0	0.00%	6.19%
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	1.57	1.85%	0	0	0.19%
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	1.57	1.85%	0	0	0.19%
Total Absences	84.76	100.00%	0	0.00%	10.03%

Possible Days

August 26, 2019 - September 22, 2019

Days

19.00

FTE

44.462

Total Days

844.78

** 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 August 27, 2019 to September 24, 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 were no tenders to report for the reporting period.

AGENDA ITEM

Meeting Date:	October 1, 2019	Agenda Item #:	06.1
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:
Tony Baldwin	September 18, 2019	1) Classes with More Than 28 Students- September 13, 2019 2) Summary Class Size over 28 Students- September 13, 2019 3) Classes with 10 or Fewer Students- September 13, 2019 4) Summary of Classes with 10 or Fewer Students by School- September 13, 2019

Recommendation:

Information only.

Classes with more than 28 students September 13, 2019

School	Grade	Individual Classes	Students	Total
Assiniboia Composite High School	12	History 30	29	1
Assiniboia Elementary School	8	PAA	29	1
Avonlea School	1/2	ELA	29	
Avonlea School	1/2	Math	29	
Avonlea School	1/2	Phys. Ed.	29	
Avonlea School	1/2	Social	29	
Avonlea School	1/2	Science	29	
Avonlea School	1/2	Arts Ed.	29	
Avonlea School	1/2	Health	29	7
Briercrest Christian Academy	12	ELA A30	31	1
Central Collegiate	9	Band (All Yr)	30	
Central Collegiate	9	Visual Art	29	
Central Collegiate	10	Wellness 10	31	
Central Collegiate	11	History	29	
Central Collegiate	11	Physical Science	30	
Central Collegiate	11	ELA 20	32	
Central Collegiate	12	ELA B30	32	
Central Collegiate	12	ELA B30	30	
Central Collegiate	12	History	32	
Central Collegiate	12	ELA A30	32	
Central Collegiate	12	ELA A30	30	
Central Collegiate	11/12	Band (All Yr)	45	
Central Collegiate	9/10/11/12	Noon Choir (All Yr)	83	
Central Collegiate	10/11/12	Musical Theatre	29	14
Cornerstone Christian School	7	Career 7	38	
Cornerstone Christian School	7	Health 7	38	
Cornerstone Christian School	7	Arts Ed 7	38	
Cornerstone Christian School	7	Christian Ethics 7	38	
Cornerstone Christian School	7	Phys Ed. 7	38	
Cornerstone Christian School	10/11	Science 10/Science 10 (non-credit)/Science 11	29	
Cornerstone Christian School	10/11/12	ELA A10/ELA A10 (non-credit)/ELA 11	29	7
Coronach School	5/6	PE	31	
Coronach School	5/6	Science	31	
Coronach School	5/6	Social	31	
Coronach School	5/6	Health	31	
Coronach School	5/6	Art	31	5
Ecole Palliser Heights School	7	All Subjects	29	1
Peacock Collegiate	10	ELA B10-2	29	
Peacock Collegiate	10	Social 10	31	
Peacock Collegiate	10	Wellness 10	31	
Peacock Collegiate	10	Science 10	30	
Peacock Collegiate	10	Social 10	32	
Peacock Collegiate	10	Wellness 10	31	
Peacock Collegiate	10	ELA A10	32	
Peacock Collegiate	10	Math 10 PC	32	
Peacock Collegiate	10	Science 10	30	
Peacock Collegiate	10	ELA A10	30	
Peacock Collegiate	10	Math 10 WA	29	

Peacock Collegiate	11	Math 20 WA	29	
Peacock Collegiate	11	ELA 20	29	
Peacock Collegiate	12	ELA B30	30	
Peacock Collegiate	12	Math PC 30	30	
Peacock Collegiate	12	Math 30 F	32	
Peacock Collegiate	12	Social 30	32	
Peacock Collegiate	12	ELA A30	31	
Peacock Collegiate	12	ELA A30	30	
Peacock Collegiate	10/11/12	Musical Theatre	45	20
Prince Arthur School	6	All Subjects	30	
Prince Arthur School	7	All Subjects	29	
Prince Arthur School	8	All Subjects	29	3
Rockglen School	3/4/5	Phys Ed & Art	30	1
Westmount School	6	Band	36	1
William Grayson School	7/8	All Subjects	29	1

Total Classes with more than 28 students	63
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Summary of classes with more than 28 students September 13, 2019

School	Grade(s)	# of Classes
Assiniboia Composite High School	12	1
Assiniboia Elementary School	8	1
Avonlea School	1, 2	7
Briercrest Christian Academy	12	1
Central Collegiate	9, 10, 11, 12	14
Cornerstone Christian School	7, 10, 11, 12	7
Coronach School	5, 6	5
Ecole Palliser Heights School	7	1
Peacock Collegiate	10, 11, 12	20
Prince Arthur School	6, 7, 8	3
Rockglen School	3, 4, 5	1
Westmount School	6	1
William Grayson School	7, 8	1

Total Classes with more than 28 students	63
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Classes with 10 or fewer students September 13, 2019

School	Grade	Individual Classes	Students	Total
Avonlea School	K	All Subjects	8	4
Avonlea School	3	Math	8	
Avonlea School	8	ELA	8	
Avonlea School	11	ELA 20	7	
Bengough School	3/4/5	All Subjects	10	6
Bengough School	6	ELA	2	
Bengough School	11/12	ELA 20/A30	9	
Bengough School	11/12	Health Science 20	6	
Bengough School	11/12	W and A 20/Foundations 30	7	2
Bengough School	11/12	History 30/31	9	
Briercrest Christian Academy	11	Math 20 WA	9	5
Briercrest Christian Academy	12	ELA A30	8	
Central Butte School	9/10	ELA	9	
Central Butte School	9/10	Math	9	
Central Butte School	9/10	Science	9	7
Central Butte School	9/10	Social	9	
Central Butte School	9/10	PAA	9	
Central Collegiate	11	Phys Ed 20 Off Ca	9	
Central Collegiate	11/12	Cons & Carp	9	7
Central Collegiate	10/11/12	Grad Coach S1p1	4	
Central Collegiate	10/11/12	Grad Coach S1p2	6	
Central Collegiate	10/11/12	Grad Coach S1p3	4	
Central Collegiate	10/11/12	Grad Coach S1p4	7	7
Central Collegiate	10/11/12	EAL	5	
Chaplin School	1/2/4	All Classes Together	8	
Chaplin School	8	PAA 8	1	
Chaplin School	9	Arts Ed 9	2	7
Chaplin School	9	ELA 9	2	
Chaplin School	9	Math 9	2	
Chaplin School	9	PAA	2	
Chaplin School	9	Phys Ed 9	2	7
Chaplin School	9	Social Studies 9	2	
Chaplin School	9	PAA 9	2	
Chaplin School	10	Arts Ed 10	3	
Chaplin School	10	ELA 10	3	7
Chaplin School	10	Math 10 - Workplace	3	
Chaplin School	10	Welding 10	2	
Chaplin School	10	Wellness 10	3	
Chaplin School	11	Arts Ed 20	2	7
Chaplin School	11	ELA 20	2	
Chaplin School	11	Math 20 - Workplace	2	
Chaplin School	11	Welding 20	4	
Chaplin School	12	Arts Ed 30	2	7
Chaplin School	12	Phys Ed 30	1	
Chaplin School	12	Welding 30	3	
Chaplin School	11/12	Phys Ed 20	3	
Chaplin School	10/11/12	History 10	4	

Chaplin School	10/11/12	Food Studies 30	6	24
Cornerstone Christian School	12	Lifeskills	1	2
Cornerstone Christian School	11/12	Math Workplace & Apprenticeship 20	7	
Coronach School	10	ELA 10	8	4
Coronach School	10	Math 10	8	
Coronach School	12	Life Skills 38	1	
Coronach School	11/12	Life Trans 30	2	
Craik School	6/7/8	All Subjects	10	13
Craik School	9/10	All Subjects	9	
Craik School	9	ELA	2	
Craik School	9	Math	2	
Craik School	9	Science	2	
Craik School	9	Social	2	
Craik School	10	ELA A10	6	
Craik School	10	Math W 10	6	
Craik School	10	CWEX 10	7	
Craik School	10	Science	6	
Craik School	11	ELA 20	6	
Craik School	11	Math WP 20	6	
Craik School	12	Math F 30	3	
Ecole Gravelbourg School	K	French immersion	6	4
Ecole Gravelbourg School	1 FI	French immersion	10	
Ecole Gravelbourg School	11	French immersion	7	
Ecole Gravelbourg School	12	French immersion	2	
Eyebrow School	K	All Subjects	4	
Eyebrow School	1	All Subjects	2	
Eyebrow School	2	All Subjects	4	
Eyebrow School	3	All Subjects	2	
Eyebrow School	4	All Subjects	5	
Eyebrow School	5	All Subjects	2	
Eyebrow School	6	All Subjects	5	
Eyebrow School	7/8	All Subjects	2	
Eyebrow School	9	All Subjects	4	
Eyebrow School	10	ELA A 10 and B10	5	
Eyebrow School	10	Wellness 10	5	
Eyebrow School	10	Science 10	5	
Eyebrow School	10	PAA	5	
Eyebrow School	10	History 10	5	
Eyebrow School	10	Math 10	5	
Eyebrow School	11	ELA 20	2	
Eyebrow School	11	Math	2	
Eyebrow School	11	Phys-ed 20	2	
Eyebrow School	11	Health science 20	2	
Eyebrow School	11	History 30	2	
Eyebrow School	11	Bio 30	2	
Eyebrow School	11	PAA 20	2	
Eyebrow School	12	ELA 30A and B	8	
Eyebrow School	12	Math	8	
Eyebrow School	12	Phys-ed 30	8	

Eyebrow School	12	History 30	8	29
Eyebrow School	12	Health science 20	8	
Eyebrow School	12	Bio 30	8	
Eyebrow School	12	PAA 30	8	
Glentworth School	K	2, 4, 6 Afternoons	4	2
Glentworth School	3	Math	5	
Kincaid Central School	K	All Subjects	8	2
Kincaid Central School	11/12	Environmental Science 20	8	
Lafleche Central School	K	All Subjects	5	3
Lafleche Central School	4	Math	9	
Lafleche Central School	11	Workplace 20	6	
Lindale School	7/8	Band	9	1
Mankota School	1/2/3	All Subjects	9	
Mankota School	4/5/6	Math	6	
Mankota School	4/5/6	ELA	6	14
Mankota School	4/5/6	Social	6	
Mankota School	4/5/6	Science	6	
Mankota School	7/8	ELA	10	
Mankota School	7/8	Math	10	
Mankota School	7/8	Social	10	
Mankota School	7/8	Science	10	
Mankota School	7/8	PAA	10	
Mankota School	11/12	ELA	6	
Mankota School	11/12	Enviro 20	5	
Mankota School	11/12	Math	6	
Mankota School	11/12	History	6	
Mortlach School	K	All Subjects	7	15
Mortlach School	1	All Subjects	6	
Mortlach School	2	All Subjects	4	
Mortlach School	3	All Subjects	7	
Mortlach School	4	All Subjects	2	
Mortlach School	5	All Subjects	9	
Mortlach School	6	All Subjects	7	
Mortlach School	7	All Subjects	4	
Mortlach School	8	All Subjects	5	
Mortlach School	9	All Subjects	2	
Mortlach School	10/11/12	Scien 10/Phy Sci 20	7	
Mortlach School	10/11/12	Welding 10/20	8	
Mortlach School	10/11/12	Comm Foods	2	
Mortlach School	10/11/12	French 90/10	3	
Mortlach School	10/11/12	Chem 30	4	
Mossbank School	10	History 10	1	2
Mossbank School	11/12	PAA 20/PAA 30/Online	8	
Riverview Collegiate	10/11/12	Construction and Carpentry	5	4
Riverview Collegiate	10/11/12	Extension	5	
Riverview Collegiate	10/11/12	Extension	4	
Riverview Collegiate	Life Skills	Structured Support	9	1
Rockglen School	11/12	Math Foundations & Physical Science	8	
Rouleau School	K	All Subjects	10	

Rouleau School	1	Math	7
Rouleau School	5	Math	8
Rouleau School	9	Math	8
Rouleau School	9	Health	8
Rouleau School	10	Workplace & Apprenticeship	6
Rouleau School	10	Foundations & Pre-Calculus	6

7

Total Classes with 10 or fewer students	151
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Summary of classes with 10 or fewer students September 13, 2019
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School	Grade(s)	# of Classes
Avonlea School	K, 3, 8, 11	4
Bengough School	3, 4, 5, 6, 11, 12	6
Briercrest Christian Academy	11, 12	2
Central Butte School	9, 10	5
Central Collegiate	10, 11, 12	7
Chaplin School	1, 2, 4, 8, 9, 10, 11, 12	24
Cornerstone Christian School	11, 12	2
Coronach School	10, 11, 12	4
Craik School	6, 7, 8, 9, 10, 11, 12	13
Ecole Gravelbourg School	K, 1, 11, 12	4
Eyebrow School	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	29
Glentworth School	K, 3	2
Kincaid Central School	K, 11, 12	2
Lafleche Central School	K, 4, 11	3
Lindale School	7, 8	1
Mankota School	1, 2, 3, 4, 5, 6, 7, 8, 11, 12	14
Mortlach School	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	15
Mossbank School	10, 11, 12	2
Riverview Collegiate	10, 11, 12	4
Rockglen School	11, 12	1
Rouleau School	K, 1, 5, 9, 10	7

Total Classes with 10 or fewer students	151
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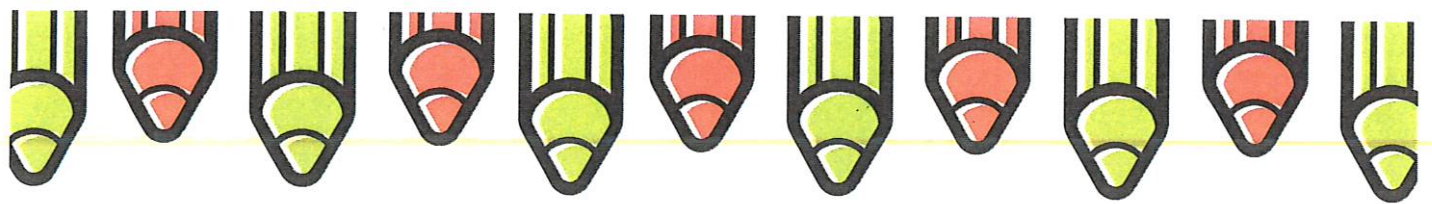
AGENDA ITEM

Meeting Date:	October 1, 2019	Agenda Item #:	06.2
Topic:	2018-2019 SWIS Information		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Moose Jaw Multicultural hosts the SWIS (Support Workers in Schools) Program in Moose Jaw. The program is funded by a yearly federal grant.
Current Status:	<p>96% of newcomer children in Moose Jaw attend Prairie South schools. The majority of these children are in younger grades. Schools with significant newcomer populations include Prince Arthur School, Westmount School, and King George School as well as Central Collegiate.</p> <p>Prairie South provides space in three schools (Central Collegiate, Westmount, and Prince Arthur) for one SWIS worker per school. The fourth SWIS worker is housed at the Moose Jaw Multicultural office, and supports a wide variety of schools.</p> <p>Prairie South receives a significant level of support from the SWIS program. SWIS workers support families of Prairie South students for approximately 18 months after they arrive in Canada, and help them navigate a variety of systems outside of the school. SWIS workers provide curricular support for classrooms and schools, PD opportunities for teachers, and individual support for students and parents in a variety of contexts.</p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	October 1, 2019	<ul style="list-style-type: none"> 2018/19 SWIS Statistics Poster

Recommendation: That the Board review the information provided.



settlement workers in schools

school based outreach program designed to help newcomer students and families

2018/2019 was another great school year and we are excited to enter into the year ahead of us! We thank you for your continued support of the SWIS program and look forward to the continued partnership. We have many exciting things planned for this year as we work alongside you to support our newcomer students and parents in the Canadian school system. For more information or to get support, please contact the Moose Jaw Multicultural Council at 306-693-4677 or your assigned SWIS Worker!



2018/2019 STATISTICS AND SUCCESSES!

PRAIRIE SOUTH SCHOOLS

12 SCHOOLS
207 STUDENTS
153 PARENTS

HOLY TRINITY CATHOLIC SCHOOLS

5 SCHOOLS
23 STUDENTS
24 PARENTS

Regular programming throughout the year included PALS, a Homework Help and games time; Bounce Back, an emotional regulation group run by the Advocacy and Behavior Support Consultant; Peer to Peer Mentorship Program; as well as group info sessions on topics such as Student Led Conferences, Summer Activities, Winter Safety, etc., Cultural Fair, and summer day programming! As well, this year SWIS staff gave 41 'Inclusive Kids' (elementary) and 'Cultural Awareness and Inclusion' (High School) presentations to classrooms in both school divisions.

AGENDA ITEM

Meeting Date:	October 1, 2019	Agenda Item #:	06.3
Topic:	New Democratic Party Brighter Future Information		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Several stakeholders are presenting a view of the future of education in Saskatchewan as the Ministry prepares to publish the Provincial Education Plan (PEP) this year. The PEP will replace the Education Sector Strategic Plan (ESSP).
Current Status:	We have received the following information from MLA Beck.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	October 1, 2019	<ul style="list-style-type: none"> C. Beck Letter 190909 Brighter Future Education Survey

Recommendation: That the Board review the information provided.



CARLA BECK MLA, Regina Lakeview

September 9, 2019

Prairie South School Division 210
1075 9th Avenue N.W
Moose Jaw, SK
S6H 1V7

Dear Director, Chair, and Trustees:

Recently, we released the results of our Brighter Future Education Survey. If you took the time to fill out the survey or to circulate it, thank you. More than 1,400 teachers, EAs, administrators, parents, and students took the time to respond. And we've heard loud and clear from them that there is a problem in our classrooms.

As a former school trustee myself, I understand the pressures that have been placed on our local school divisions. Budget cuts, growing enrolments and a more diverse student population have made it more and more difficult for divisions to manage the local demands in our classrooms. And, as you are well aware, the elimination of the ability for school divisions to raise needed revenues locally has only exacerbated the problem. Simply put, our classrooms are in crisis.

Here's some of what we learned:

- Learning conditions have worsened: 84% of teachers, 77% of EAs, and 55% of parents said learning conditions at their school have worsened over the last three years. Only 3%, 0% and 12% respectively said they've gotten better.
- Staff morale is suffering: 78% of teachers and 65% of Educational Assistants said staff morale has worsened over the last three years. Only 3% and 2% respectively said it has improved.
- Kids are facing more complex classrooms with fewer supports: 83% of teachers and 86% of Educational Assistants said they have more students with additional needs in their classrooms than three years ago.



- Teachers and Educational Assistants are burning out:
 - 74% of Educational Assistants, and 42% of teachers, report experiencing or witnessing violent incidents once a week or more. 38% of EAs said they experience or witness violence every day.
 - 41% of teachers said that they “rarely” (36%) or “never” (5%) have enough support to meet the needs of their students, while 39% of parents said their kids “rarely” (25%) or “never” (14%) get the support they require.
 - 41% of teachers said they have seriously considered leaving the profession.
- Classrooms are too crowded: 82% of all respondents support a cap on class sizes

Respondents also shared personal thoughts and stories. One teacher said: “With so many cuts, it becomes harder and harder to do the job. This leads to feelings of helplessness, hopelessness, and feeling inadequate as a teacher. You put your heart into a job and can’t help students the way you’d like to.”

You can review the survey results and key highlights attached, and on our website: www.ndpcaucus.sk.ca/survey_results

I would very much like to meet with Prairie South School Division to discuss the results of this survey and what the provincial government could and should be doing to improve education in our province. If you’re able to arrange a meeting, please contact my office at 306-522-1333 to arrange a time.

Sincerely,



Carla Beck
Official Opposition Education Critic
Saskatchewan NDP Caucus

Attachment

Carla Beck, MLA Regina Lakeview
Official Opposition Education Critic

Legislative Office:

265 Legislative Building
Regina, Saskatchewan
S4S 0B3
(306) 787-0633
(306) 787-6247 fax

Constituency Office:

2824 13th Avenue
Regina, Saskatchewan
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Email: reginalakeview@ndpcaucus.sk.ca



Brighter Future Education Survey

Results and Highlights

Saskatchewan NDP Caucus
Released: August 2019

There is a crisis in our classrooms

Over the past four months, more than 1,400 people across Saskatchewan have filled out our Brighter Future survey. 39% of those were teachers, 21% of them parents, 28% of them members of the public. (The remaining 12% consisted of students, staff and administrators.)

Learning conditions have worsened

84% of teachers, 77% of EAs, and 55% of parents said learning conditions at their school have worsened over the last three years. Only 3%, 0% and 12% respectively said they've gotten better.

Staff morale is suffering

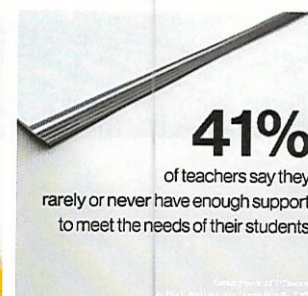
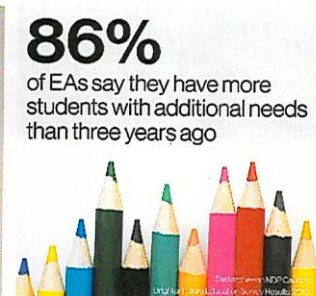
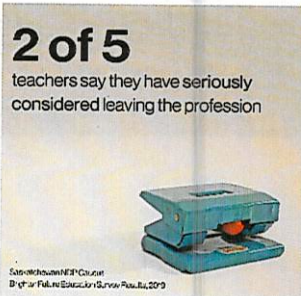
78% of teachers and 65% of Educational Assistants said staff morale has worsened over the last three years. Only 3% and 2% respectively said it has improved.

Kids are facing more complex classrooms with fewer supports

83% of teachers and 86% of Educational Assistants said they have more students with additional needs in their classrooms than three years ago.

The statistics bear this out. According to the Ministry, the number of kids requiring intensive supports in our schools has grown by 11% in the 6 years between 2012-13 and 2018-19, while the increase in kids requiring "frequent" intensive supports has grown by 17%. Meanwhile, since 2014-15, there are 10,456 more kids in our schools, but there are:

- 5% fewer counselling positions
- 9% fewer psychologists
- 8% fewer speech language pathologists
- 18% fewer occupational therapists
- only 46 more Educational Assistants across the province (growth of 1.3%) when Scott Moe promised 400
- 8% fewer English as an Additional Language teachers, despite 10% more EAL students across K-12 system



- Allow a greater variety of options for gifted children so that they can maximize their academic gifts
- Implement early screening for dyslexia
- More individualized attention
- Strengthen supports for the formative years of education.
- Bring back the 'Community Schools' philosophy, for it is crucial that the neighbourhood schools support families.

5. Address class composition and class size

- Properly support inclusion
- Cap class sizes, especially in primary and junior grades
- Consider the students in a classroom in terms of their needs as well as their numbers when staffing. If a classroom has six students with extreme needs, that classroom should not be filled to highest capacity.
- Do not count non-teaching staff in class size formulas.

6. Expanding the education system's mandate

- Fully fund health care for children through schools from the health ministry budget
- Develop a mental health strategy and poverty reduction strategy
- Collaborate with the Ministries of Justice, Social Services and Health, as all parties benefit if a young child stays in school and receives a good education
- Establish a comprehensive, system-wide anti-bullying strategy

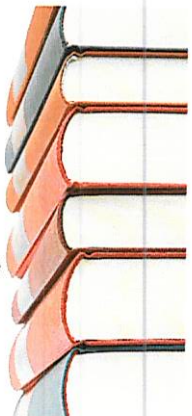
7. Value the teaching profession

- Give the reins of education to educators
- Provide regulated and consistent prep time
- Increase professional development opportunities
- More respectful bargaining approach
- Give teachers permanent positions sooner (based on merit, not who you know) so that good staff do not leave due to job insecurity
- Fair compensation for performance and extra-curricular

8. Update the Education Act

- Need to include a harassment protocol to protect teachers against violent behaviours
- Create professional bargaining strategies with the idea that this will directly affect students

82%
support a cap on class size



"Next year, I'm projected to have 28 students, no EA, 2-3 undiagnosed students with autism, ADHD, possible learning disability. I teach grade 1. That is too large of a class with no support even if there were no special needs. How is it okay for one person to be in charge of 28 (or more) students on their own when they are so diverse?"

"I personally have been spit on, bit, pushed over, swung at, and hit in the face. I've had students yell and swear at me, and when they do these things to one another, I'm the one who has to step between and try to calm everyone down."

EAs

"I am afraid of what the education system is becoming. Higher numbers of aggressive students, lower staff ratios, overstretched frontline workers, and cut health benefits shows a complete lack of respect for the education system."

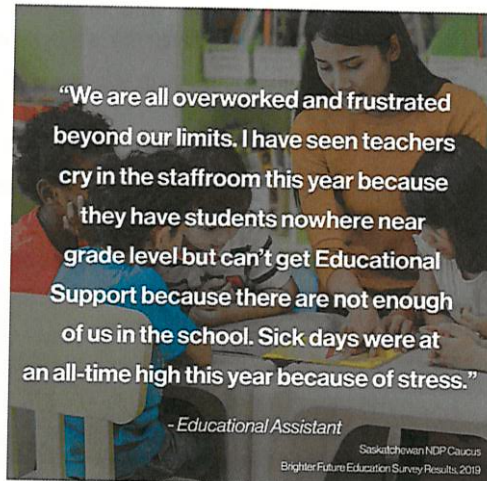
"We are all overworked and frustrated beyond our limits. I have seen teachers cry in the staffroom this year because they have students nowhere near grade level but can't get Educational Support because there are not enough of us in the school. Sick days were at an all-time high this year because of stress."

"The needs are higher, and we are run ragged. I go home every day knowing I haven't met the needs of my children and haven't help them reach their full potential."

"Support staff are overworked, the level of violence towards them is at an all-time high."

"We see multiple students fall through the cracks at any given time and feel helpless as we are always having budgets slashed."

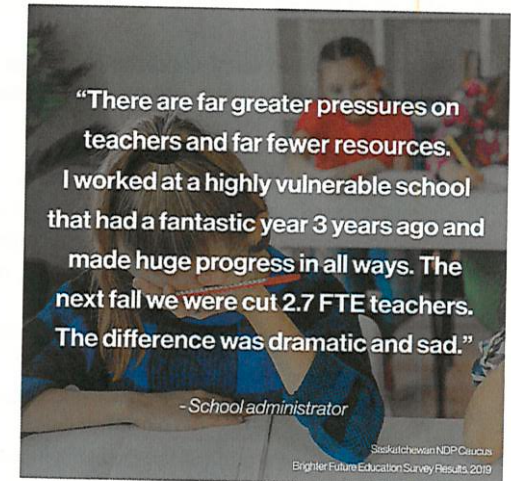
"I have had scissors thrown at my face by a child. I have been hit, punched, slapped, kicked, bit, spit on, called names, spent three hours or more trying to calm a tantrum. And if you're only willing to pay max \$15 an hour for that on top of schooling then you are going to have way too many people in child care who don't belong there."



Administrators

"I love my job and I love my students and I feel blessed that I get to feel passion for what I do, but that passion fizzles out a little every time I have to look a student in the eye knowing I don't have the resources to give them all they need."

"There are far greater pressures on teachers and far fewer resources. I worked at a highly vulnerable school that had a fantastic year 3 years ago and made huge progress in all ways. The next fall we were cut 2.7 FTE teachers. The difference was dramatic and sad."



Parents

"As a parent of children who have gone through the education system, I know the value of smaller classes and caring teachers. I would ask this government to stop failing the future of this province."

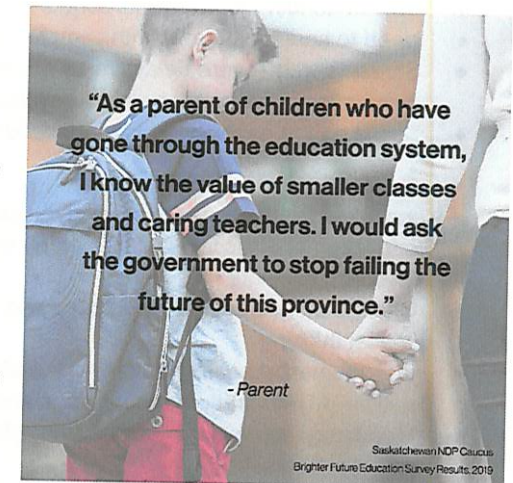
School staff

"Teachers are burning out like never before. All school staff, from teachers, support staff like myself, EAs, etc. are starting to look for alternative careers or leave the province altogether."

Members of the public

"I take my granddaughter to school every day and participate as a volunteer. The teacher is carrying a heavy load with so many students. They require more attention in the early stages."

"I'm married to a teacher. The toll taken on him mentally and physically because of the lack of support is alarming."



Some responses have been edited for brevity and to protect anonymity.

What Saskatchewan people are asking for

When asked the single most important thing the Saskatchewan government could do to improve the education system, people responded as follows under a few key themes:

1. Ensure adequate funding

- Increase funding to hire professionals: EAs, EAL teachers, speech language pathologists, psychologists, counsellors, occupational therapists, full-time library technicians, Social workers, Indigenous knowledge keepers
- More support for vulnerable students, more support in the classroom regardless of designation
- Funding for more programs including fine arts
- Increasing support for rural schools
- Funding that reflects the growth in urban population and special needs of students
- Provide resources for teachers to meet outcomes and indicators
- Develop subsidies for all the extra supplies teachers bring to school
- Increase funding to First Nations schools to make up the difference between federal funding

2. Address readiness to learn

- Provide funding for universal school-based lunch programs
- Need to screen students with complex needs early on
- Students with severe delays need to see either a speech therapist or an occupational therapist or a child psychologist early
- Focus on the development of foundational skills

3. Enhance the curriculum

- Include social sciences, sciences, artistry, phys ed, the trades and business education at basic levels, followed by the choice to specialize in student favoured subjects
- Change curriculum to reflect today and tomorrow's reality: life skills, writing, critical thinking
- Include mental health education: suicide prevention, mental health awareness, autism, ADHD and other conditions and where to get help for issues
- Mandatory curriculum in mindfulness, body autonomy, and sex education in all public schools K-12
- Focus more on providing kids opportunities for learning through teamwork, experimentation, self-directed learning and exploration
- Include knowledge on Indigenous cultures, languages and treaty rights

4. Improve programs, teaching approach, and assessments

- More focus on STEM
- Provide education in a way that respects the diversity amongst us and the importance of promoting interconnectedness

Teachers and Educational Assistants are burning out

74% of Educational Assistants, and 42% of teachers, report experiencing or witnessing violent incidents once a week or more. 38% of EAs said they experience or witness violence every day.

41% of teachers said that they "rarely" (36%) or "never" (5%) have enough support to meet the needs of their students, while 39% of parents said their kids "rarely" (25%) or "never" (14%) get the support they require.

Forty-one% of teachers said they have seriously considered leaving the profession.

Classrooms are too crowded

82% of all respondents support a cap on class sizes.

Your words

Respondents were asked what single message or experience they would want to share about the education system. Here are some of the responses:

Teachers

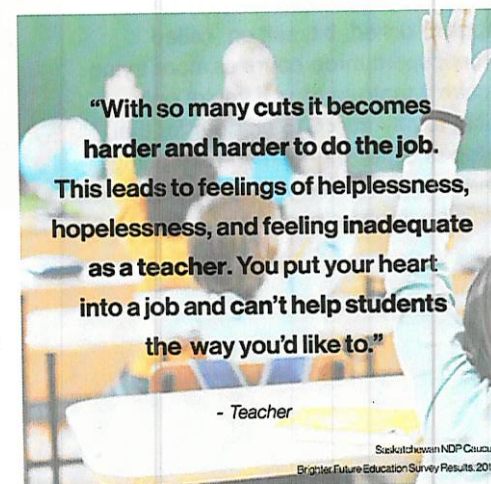
"With so many cuts, it becomes harder and harder to do the job. This leads to feelings of helplessness, hopelessness, and feeling inadequate as a teacher. You put your heart into a job and can't help students the way you'd like to."

"We, the teachers, are exhausted. We are working very hard and will continue to put our hearts and souls into our vocation of teaching. But please, do not increase our grade 1 classes to 30 students and pressure us to get the same results as in a class of 22."

"We are failing the students in our province and as a teacher I am worried about the future of Saskatchewan."

"The loss of our trained professional librarians was a blow to our students and staff who relied on her to ensure our library was stocked with good quality books, age appropriate and relevant to our curriculum."

"Everyone is doing more and more and more, and we are burning out. I teach in a rural school. Because our hats are many and the workload intense, we are losing new teachers to the city where they are getting an hour of prep time daily as opposed to our hour once a week. There is no downtime during the day to speak of, and the memes about teachers not being able to use the washroom are often sadly true."



AGENDA ITEM

Meeting Date:	01 October 2019	Agenda Item #:	06.4
Topic:	Joint School Project Manager Selection		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: The South Hill Steering Committee formed a team to write, publish and evaluate a formal request for Proposals (RFP) to hire a Project Manager (PM) for the Joint School Project. The committee included: CFOs from PSSD and HTCSD; Facilities manager from PSSD; Senior Facility Manager from Ministry of Education; Director Capital Projects, Infrastructure Branch, Ministry of Education; Associate Project Director, Infrastructure Development, SaskBuilds Corporation; Procurement Business Partner, SaskBuilds Corporation; and Procurement Consultant, SaskBuilds.

Current Status: The team completed an extensive evaluation of five proposals, which led to the identification of three finalists. The finalists were subsequently interviewed. The finalist's references were also reviewed and consulted. The result of this work was that Colliers Project Leaders were identified as the winner of the tender and the recommendation was made to the Steering Committee to award the Project to them.

Pros and Cons:

**Financial
Implications:**

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Stephen Robitaille	01 October 2019	

Recommendation: That the Board review the information provided.

AGENDA ITEM

Meeting Date:	October 1 st , 2019	Agenda Item #:	06.5
Topic:	4th Quarter Forecast and Finance Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The Division is required to submit a 2017-2018 4 th Quarter Forecast to the Minister on September 21, 2018
Current Status:	The forecast was submitted to the Ministry. The Ministry acknowledged receipt of the forecast with no questions or concerns. The report includes the addition of a short risk narrative associated to the report as well as a Function level Income and Expense statement.
Pros and Cons:	The division is currently working on year end financials. It must be noted that this information is simply a forecast and will have limited accuracy.
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Stephen Robitaille	October 1, 2019	PSSD #210 4 th Quarter Forecast, Narrative, Function level Income and Expense Statement

Recommendation: That the Board review the information provided.

4TH QUARTER FINANCE REPORT

For the period ended August 31, 2019

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 12-month period from September 1, 2018 to August 31, 2019:

The 4th Quarter budget is estimated at 98.42% of the annual budget for expenses, just under budget.

Revenue:

Overall our revenues are 101.55% of budget at the end of the 4th quarter representing a \$1.2M additional revenue for the school division.

- Grants are at 101.17%. Even though our operating grant was reduced by almost 400k, grant revenue was bolstered by one-time disbursements including: \$120K in emergent funding for CB mold remediation, and 477K emergent capital work in Rockglen. The Preventative Maintenance and Renewal (PMR) budget also increased by \$300K.
- Other notable revenue increases included an Early Learning Intensive Supports (ELIS) grant of \$40K was not budgeted as it was new this year, 60K increase in contracted bus repairs, 230k increase in interest income

Expenses:

Our expenses are at 98.42% of budget at the end of the 4th quarter.

- All Functions, except for external services came in slightly under budget
- External Services appears to be overbudget, as Associate school's salaries were over budget. The overage is recaptured as additional revenue from the Associate Schools.

Governance Implications

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

Prairie South School Division No. 210

FORECAST Statement of Operations

For the Period Ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
	(Note 15)		
REVENUES			
Property Taxation	-	24,730	11,208,887
Grants	77,304,661	78,211,247	64,232,886
Tuition and Related Fees	45,500	128,462	41,670
School Generated Funds	1,430,000	1,323,577	1,243,300
Complementary Services (Note 12)	567,148	629,277	563,215
External Services (Note 13)	3,535,659	3,521,070	3,604,511
Other	493,500	832,347	1,246,332
Total Revenues (Schedule A)	83,376,468	84,670,710	82,140,801
EXPENSES			
Governance	373,280	358,852	317,462
Administration	2,861,951	2,838,420	2,911,509
Instruction	57,547,737	56,608,398	55,637,465
Plant	13,679,150	13,574,268	14,347,025
Transportation	6,705,357	6,446,466	6,902,454
Tuition and Related Fees	-	8,000	6,750
School Generated Funds	1,430,000	1,354,176	1,207,709
Complementary Services (Note 12)	1,465,128	1,378,940	1,181,276
External Services (Note 13)	3,537,904	3,641,022	3,467,255
Other Expenses	-	4,580	1,779,801
Total Expenses (Schedule B)	87,600,507	86,213,122	87,758,706
Operating Surplus (Deficit) for the Year	(4,224,039)	(1,542,412)	(5,617,905)

Prairie South School Division No. 210
Forecast - Revenue

								50,000	5.0%		
Function	Object(s)	Sub-Object(s)	Account Description	2019 Budget	2nd Quarter Forecast	3rd Quarter Forecast	4th Quarter Forecast	Budget to Forecast Difference	Variance %	Explanation Required?	Explanation for Difference
Property Taxation											
01	001, 004, 005, 006	All	Property Tax Levies and Other	-	-	-	-	-	-		
		005	Grants In Lieu - Provincial Government	-	-	-	-	-	-		
	002	006	Grants in Lieu - Federal Government	-	-	-	-	-	-		
		007, 999	Grants in Lieu - Railways and Other	-	-	-	-	-	-		
	003	All	Treaty Land Entitlement	-	-	-	24,730	24,730	100%	Not Required	
Total Property Taxation Revenue				-	-	-	24,730	24,730			
Grants											
02	010	020	Ministry of Education Operating Grant	74,808,360	74,457,422	74,457,427	74,477,266	(331,094)	0%	Not Required	
		023	Ministry of Education Capital Grants	2,117,509	2,117,510	2,117,510	2,906,968	789,459	37%	Provide explanation	470k Emergent Rockglen, PMR additional 300k
		999	Other Ministry of Education Grants	10,000	41,096	160,096	160,096	150,096	1501%	Provide explanation	120k Emergent CB school mould, EAL understated
	020	025	Other Provincial Grants - Operating	37,500	-	-	-	(37,500)	-100%	Not Required	
		023	Other Provincial Grants - Capital	-	-	-	-	-	-		
	025	030	Federal Grants - Operating	-	-	-	-	-	-		
		023	Federal Grants - Capital	-	-	-	-	-	-		
	030	999	Grants from Others - Operating	265,000	349,610	364,633	577,942	312,942	118%	Provide explanation	School project funding moved from deferred(129k), 171k payable write off
		023	Grants from Others - Capital	66,292	47,777	59,777	88,975	22,683	34%	Not Required	
Total Grants				77,304,661	77,013,415	77,159,443	78,211,247	906,586			
Tuition & Related Fees											
03	All	All	Tuition and Related Fees Revenue	45,500	98,808	127,055	128,462	82,962	182%	Provide explanation	Contracted bussing services
Total Tuition and Related Fees				45,500	98,808	127,055	128,462	82,962			
School Generated Runds											
04	All	All	School Generated Funds Revenue	1,430,000	1,430,000	1,430,000	1,323,577	(106,423)	-7%	Provide explanation	3yr rolling average budget estimate
Total School Generated Funds				1,430,000	1,430,000	1,430,000	1,323,577	(106,423)			
Complementary Services											
07	010	020	Ministry of Education Operating Grant	524,736	524,796	524,800	524,802	66	0%	Not Required	
		023	Ministry of Education Capital Grants	-	-	-	-	-	-		
		999	Other Ministry of Education Grants	30,000	30,399	70,399	70,399	40,399	135%	Not Required	
	020	025	Other Provincial Grants - Operating	12,412	12,536	12,536	12,536	124	1%	Not Required	
		023	Other Provincial Grants - Capital	-	-	-	-	-	-		
	025	030	Federal Grants - Operating	-	-	-	-	-	-		
		023	Federal Grants - Capital	-	-	-	-	-	-		
	030	999	Grants from Others - Operating	-	2,000	2,000	12,300	12,300	100%	Not Required	
		023	Grants from Others - Capital	-	-	-	-	-	-		
	040-042	All	Tuition and Related Fees	-	-	-	-	-	-		
090-093	All	Other Complementary Services	-	-	9,240	9,240	9,240	100%	Not Required		
Total Complementary Services Revenue				567,148	569,731	618,975	629,277	62,129			
External Services											
08	010	020	Ministry of Education Operating Grant	3,323,496	3,316,036	3,315,460	3,316,326	(7,170)	0%	Not Required	
		023	Ministry of Education Capital Grants	-	-	-	-	-	-		
		999	Other Ministry of Education Grants	-	-	-	-	-	-		
	020	025	Other Provincial Grants - Operating	-	-	-	-	-	-		
		023	Other Provincial Grants - Capital	-	-	-	-	-	-		
	025	030	Federal Grants - Operating	-	-	-	-	-	-		
		023	Federal Grants - Capital	-	-	-	-	-	-		
	030	999	Grants from Others - Operating	-	-	-	-	-	-		
		023	Grants from Others - Capital	-	-	-	-	-	-		
	040-042	All	Tuition and Related Fees	24,000	-	-	-	(24,000)	-100%	Not Required	
090-093	All	Other External Services	188,163	200,233	206,201	204,744	16,581	9%	Not Required		
Total External Services Revenue				3,535,659	3,516,269	3,521,661	3,521,070	(14,589)			
Other Revenue											
05	090	All	Miscellaneous Revenue	61,500	73,640	79,707	80,664	19,164	31%	Not Required	
	091	All	Sales & Rentals	82,000	106,362	116,762	152,993	70,993	87%	Provide explanation	Contracted bus repairs 58k more than budget
	092	All	Investments	350,000	581,472	606,700	581,188	231,188	66%	Provide explanation	Improved return on GIC's and deposits
	093	All	Gain on Disposal of Capital Assets	-	(1,708)	-	17,502	17,502	100%	Not Required	
Total Other Revenue				493,500	759,766	803,169	832,347	338,847			
TOTAL				83,376,468	83,387,989	83,660,303	84,670,710	1,294,242			

Prairie South School Division No. 210								
Forecast - Expense								
Account Description	2019 Budget	2nd Quarter Forecast	3rd Quarter Forecast	4th Quarter Forecast	Budget to Forecast Difference	50,000	5.0%	Explanation for Difference
						Variance %	Explanation Required?	
Governance Expense								
Board Members Expense	188,480	175,639	183,390	200,044	11,564	6%	Not Required	
Professional Development - Board Members	17,500	17,000	18,400	10,437	(7,063)	-40%	Not Required	
School Community Councils	54,000	39,932	41,586	35,867	(18,133)	-34%	Not Required	
Elections	-	-	-	-	-	-		
Other Governance Expenses	113,300	110,030	111,796	112,472	(828)	-1%	Not Required	
Amortization of Tangible Capital Assets	-	-	-	32	32	100%	Not Required	
Total Governance Expense	373,280	342,601	355,172	358,852	(14,428)			
Administration Expense								
Salaries & Benefits	2,338,729	2,233,344	2,235,755	2,221,076	(117,653)	-5%	Provide explanation	Vacant position (47k), CPP and EI(28k), WCB(27k)
Supplies & Services	241,864	229,564	221,468	310,827	68,963	29%	Provide explanation	Employee Legal (36k) and WCB Consultant(58k)
Non-Capital Furniture & Equipment	11,600	11,072	8,863	9,267	(2,333)	-20%	Not Required	
Building Operating Expenses	32,000	40,609	66,775	78,430	46,430	145%	Not Required	
Communications	23,870	22,170	23,108	24,311	441	2%	Not Required	
Travel	40,300	32,048	33,324	34,787	(5,513)	-14%	Not Required	
Professional Development	55,585	42,238	43,065	33,571	(22,014)	-40%	Not Required	
Amortization of Tangible Capital Assets	118,003	118,004	118,003	126,151	8,148	7%	Not Required	
Total Administration Expense	2,861,951	2,729,049	2,750,361	2,838,420	(23,531)			
Instruction Expense								
Instructional (Teacher Contract) Salaries & Benefits	42,454,129	41,968,935	42,765,351	42,202,371	(251,758)	-1%	Not Required	
Program Support (Non-Teacher Contract) Salaries & Benefits	9,072,022	8,776,418	8,676,067	8,675,047	(396,975)	-4%	Not Required	
Instructional Aids	1,564,548	1,494,785	1,298,987	1,255,858	(308,690)	-20%	Provide explanation	School based spending under budget
Supplies & Services	904,347	951,540	917,062	935,618	31,271	3%	Not Required	
Non-Capital Furniture & Equipment	977,580	979,358	1,007,000	1,134,823	157,243	16%	Provide explanation	Photocopying and school instructional equipment
Communications	210,957	184,662	162,615	185,170	(25,787)	-12%	Not Required	
Travel	171,010	122,027	126,013	144,489	(26,521)	-16%	Not Required	
Professional Development	423,438	385,778	332,340	399,627	(23,811)	-6%	Not Required	
Student Related Expense	641,564	593,463	403,637	410,351	(231,213)	-36%	Provide explanation	Special events down
Amortization of Tangible Capital Assets	1,128,142	1,128,142	1,128,142	1,265,044	136,902	12%	Provide explanation	Out between categories
Total Instruction Expense	57,547,737	56,585,108	56,817,214	56,608,398	(939,339)			
Plant Operation & Maintenance Expense								
Salaries & Benefits	4,216,104	4,259,832	4,295,041	4,084,161	(131,943)	-3%	Not Required	
Supplies & Services	62,000	45,922	31,246	27,777	(34,223)	-55%	Not Required	
Non-Capital Furniture & Equipment	251,200	145,924	138,548	58,495	(192,705)	-77%	Provide explanation	Less breakdowns than anticipated
Building Operating Expenses	6,370,647	6,603,673	6,963,323	6,677,189	306,542	5%	Not Required	
Communications	8,500	8,692	8,829	9,652	1,152	14%	Not Required	
Travel	88,500	136,964	122,328	119,639	31,139	35%	Not Required	
Professional Development	14,500	18,446	13,973	12,506	(1,994)	-14%	Not Required	
Amortization of Tangible Capital Assets	2,667,699	2,667,700	2,667,700	2,584,849	(82,850)	-3%	Not Required	
Total Plant Operation & Maintenance Expense	13,679,150	13,887,153	14,240,988	13,574,268	(104,882)			
Student Transportation Expense								
Salaries & Benefits	3,529,161	3,509,068	3,527,472	3,441,345	(87,816)	-2%	Not Required	
Supplies & Services	1,136,268	1,180,901	1,140,704	1,177,527	41,259	4%	Not Required	
Non-Capital Furniture & Equipment	667,300	646,605	643,890	567,875	(99,425)	-15%	Provide explanation	Repairs less than anticipated
Building Operating Expenses	73,600	47,954	82,877	71,718	(1,882)	-3%	Not Required	
Communications	26,100	19,680	14,401	11,911	(14,189)	-54%	Not Required	
Travel	5,000	3,732	3,667	4,227	(773)	-15%	Not Required	
Professional Development	15,000	2,274	4,280	8,465	(6,535)	-44%	Not Required	
Contracted Transportation	328,805	346,688	369,338	266,947	(61,858)	-19%	Provide explanation	School and sport charter use down
Amortization of Tangible Capital Assets	924,123	924,124	924,123	896,451	(27,672)	-3%	Not Required	
Total Student Transportation Expense	6,705,357	6,681,026	6,710,752	6,446,466	(258,891)			
Tuition and Related Fees								
Tuition and Related Fees Expense	-	5,250	8,000	8,000	8,000	100%	Not Required	
Total Tuition and Related Fees	-	5,250	8,000	8,000	8,000			
School Generated Funds								
School Generated Funds Expenses	1,430,000	1,430,000	1,430,000	1,354,176	(75,824)	-5%	Provide explanation	Budget is 3 year rolling average
Total School Generated Funds	1,430,000	1,430,000	1,430,000	1,354,176	(75,824)			
Complementary Services Expense								
Tuition & Other Related Fees	-	-	-	-	-	-		
Administration Salaries & Benefits	-	-	-	-	-	-		
Instructional (Teacher Contract) Salaries & Benefits	905,014	879,214	866,799	800,401	(104,613)	-12%	Provide explanation	Unfilled position
Program Support (Non-Teacher Contract) Salaries & Benefits	326,234	307,820	358,859	326,233	(1)	0%	Not Required	
Transportation Salaries & Benefits	-	-	-	-	-	-		
Instructional Aids	-	-	-	-	-	-		
Supplies & Services	141,400	181,292	168,686	164,279	22,879	16%	Not Required	
Non-Capital Furniture & Equipment	1,130	-	182	109	(1,021)	-90%	Not Required	
Building Operating Expenses	-	-	-	-	-	-		
Communications	2,400	496	531	599	(1,801)	-75%	Not Required	
Travel	20,000	13,906	11,423	13,191	(6,809)	-34%	Not Required	
Professional Development	5,500	5,137	5,139	6,742	1,242	23%	Not Required	
Student Related Expenses	63,450	62,210	58,238	64,437	987	2%	Not Required	
Contracted Transportation & Allowances	-	-	-	-	-	-		
Amortization of Tangible Capital Assets	-	-	-	2,949	2,949	100%	Not Required	
Loss on Disposal of Tangible Capital Assets	-	-	-	-	-	-		
Write-Down of Tangible Capital Assets	-	-	-	-	-	-		
Total Complementary Services Expense	1,465,128	1,450,075	1,469,857	1,378,940	(86,188)			
External Service Expense								
Grant Transfers	-	-	-	-	-	-		
Tuition & Other Related Fees	881,839	472,718	484,296	483,546	(398,293)	-45%	Provide explanation	Associate School did not require transfers above staff costs
Administration Salaries & Benefits	146,660	146,660	134,438	146,660	-	0%	Not Required	
Instructional (Teacher Contract) Salaries & Benefits	2,268,076	2,692,798	2,733,354	2,759,119	491,043	22%	Provide explanation	Associate School staffing levels higher than budget
Program Support (Non-Teacher Contract) Salaries & Benefits	132,243	120,598	120,293	125,954	(6,289)	-5%	Not Required	
Plant Operation & Maintenance Salaries & Benefits	-	-	-	-	-	-		
Transportation Salaries & Benefits	-	-	-	-	-	-		
Instructional Aids	-	-	-	-	-	-		
Supplies & Services	-	7,793	8,699	12,473	12,473	100%	Not Required	
Non-Capital Furniture & Equipment	-	-	-	-	-	-		
Building Operating Expenses	1,000	1,006	1,054	949	(51)	-5%	Not Required	
Communications	-	-	-	-	-	-		
Travel	1,350	1,062	1,122	1,339	(11)	-1%	Not Required	
Professional Development	3,500	-	-	-	(3,500)	-100%	Not Required	
Student Related Expenses	102,960	109,678	102,337	110,706	7,746	8%	Not Required	
Contracted Transportation & Allowances	-	-	-	-	-	-		
Amortization of Tangible Capital Assets	276	276	230	276	-	0%	Not Required	
Loss on Disposal of Tangible Capital Assets	-	-	-	-	-	-		
Write-Down of Tangible Capital Assets	-	-	-	-	-	-		
Total External Services Expense	3,537,904	3,552,590	3,585,823	3,641,022	103,118			
Other Expense								
Current Interest and Bank Charges	-	21	47	47	47	100%	Not Required	
Interest on Debentures	-	-	-	-	-	-		
Interest on Capital Loans	-	-	-	-	-	-		
Interest on Other Long-Term Debt	-	-	-	-	-	-		
Contaminated Sites	-	-	-	-	-	-		
Loss on Disposal of Tangible Capital Assets	-	-	358	-	-	-		
Write-Down of Tangible Capital Assets	-	-	-	-	-	-		
Provision for Uncollectable Accounts	-	4,533	4,533	4,533	4,533	100%	Not Required	
Total Other Expense	-	4,554	4,938	4,580	4,580			
TOTAL	87,600,507	86,667,405	87,373,105	86,213,122	(1,387,385)			

Prairie South School Division No. 210
Forecast - Tangible Capital Assets

						50,000	5.0%		
	2019 Budget	2nd Quarter Forecast	3rd Quarter Forecast	4th Quarter Forecast	Budget to Forecast Difference	Variance %	Explanation Required?	Explanation for Difference	
Purchases (include only current year purchases, not transfers from one category to another):									
Land	-	-	-	-	-	-			
Land Improvements	-	-	40,000	63,351	63,351	100%	Provide explanation	Extended yard at Transportation shop	
Buildings	-	-	-	-	-	-			
Short Term Buildings	-	-	279,813	363,836	363,836	100%	Provide explanation	Portable at Sunningdale	
School Buses	1,375,000	1,281,412	1,281,412	1,328,860	(46,140)	-3%	Not Required		
Other Vehicles	40,000	35,000	35,000	-	(40,000)	-100%	Not Required		
Furniture and Equipment	320,752	182,176	235,000	303,500	(17,252)	-5%	Not Required		
Computer Hardware & Audio Equipment	415,700	400,000	292,000	324,683	(91,017)	-22%	Provide explanation	Appears below budget as IT items purchased in previous year	
Computer Software	9,000	4,066	-	-	(9,000)	-100%	Not Required		
Assets Under Construction	-	-	-	-	-	-			
TOTAL	2,160,452	1,902,654	2,163,225	2,384,230	223,778				