

Prairie South Schools
BOARD OF EDUCATION

DATE: December 3, 2019
1:00 p.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW
Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1.** Regular Board Meeting November 5, 2019
 - 3.2.** Special Board Meeting November 26, 2019
- 4. Decision and Discussion Items**
 - 4.1.** Annual Bursary Fund Directorship Appointments
 - 4.2.** Facilities Accountability Report 2018-2019
 - 4.3.** Framework for a Provincial Education Plan
 - 4.4.** Out of Province Excursion Lafleche to Elk Water (AB)
 - 4.5.** Out of Province Excursion Central Collegiate to Banff and Lake Louise (AB)
 - 4.6. Monthly Reports**
 - 4.6.1.** Teacher Absence and Substitute Usage Report
 - 4.6.2.** CUPE Staff Absence and Substitute Usage Report
 - 4.6.3.** Bus Driver Absence and Substitute Usage Report
 - 4.6.4.** Out of Scope Absence and Substitute Usage Report
 - 4.6.5.** Tender Report
- 5. Delegations and Presentation**
 - 5.1.** Saskatchewan Teachers Federation Show Cause Hearing – 1:45 p.m.
- 6. Information Items**
 - 6.1.** Wilson Inquiry
 - 6.2.** Jukes Inquiry
 - 6.3.** Town of Coronach Economic Transition Project
 - 6.4.** SSBA GIP Rebate Payment
 - 6.5.** International Pressure Equipment Integrity Association (IPEIA) Conference
- 7. Provincial Matters**
- 8. Celebration Items**

- 9. Identification of Items for Next Meeting Agenda**
 - 9.1.** Notice of Motions
 - 9.2.** Inquiries
- 10. Meeting Review**
- 11. Adjournment**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on November 5, 2019 at 1:00p.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; L. Schlamp, Executive Assistant.

Regrets:

S. Robitaille, Superintendent of Business and Operations

Delegations:

Motions:

- 11-05-2019 - 3155 That the meeting be called to order at 1:03p.m.
- Bachmann
- 11-05-2019 - 3156 That the Board remove item 5.1 from the agenda, Carried
AND THAT the Board adopt the agenda as amended.
- Davidson
- 11-05-2019 - 3157 That the Board amend the minutes of the October 1, 2019 Board Carried
meeting to show that motion 2019-10-01 – 3145 was made by
McLeod and not Radwanski,
AND THAT the Board adopt the minutes as amended.
- Swanson
- 11-05-2019 - 3158 That the Board receive and file the School and Division Carried
Improvement Accountability Report.
- Wilson
- 11-05-2019 - 3159 That the Board approve the parameters for the 2020-2021 Carried
calendar and direct administration to proceed with calendar
development.
- Davidson
- 11-05-2019 - 3160 That the Board approve Kincaid's Grade 5-12 ski trip to Hidden Carried
Valley Ski Resort on January 17, 2020.
- Kessler

11-05-2019 - 3161 That the board approve Peacock's Grade 11 Mountain Bike Trip to Kananaskis, AB on May 21-25, 2020. Carried
- Jukes

11-05-2019 - 3162 That the Board approve Peacock/CCI/RVCI Grade 9-12 Wrestling Trip to Edmonton, AB on Jan 31 - Feb 2, 2020. Carried
- McLeod

11-05-2019 - 3163 That the Board received and file the monthly reports as presented. Carried
- McLeod

Inquires: Jukes – My understanding of the band program, since its inception in the former MJSD, was to create a foundation for the development of band through grades 6-12 by making band mandatory in grade 6. Has this philosophy changed?

Wilson – Who gives permission to Elections Canada to allow a polling station to be held in a school? Does the school have any input on this decision? If not, can they?

11-05-2019 - 3164 That the meeting be adjourned at 2:02p.m. Carried
- Kessler

Mr. R. Bachmann
Chair

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

December 3, 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 November 26, 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; T. Baldwin, Director of Education; S. Robitaille, Superintendent of Business and Operations; Ron Purdy, Business Manager; Natalie Hazell, Accountant; L. Schlamp, Executive Assistant

Delegations:

Terri Olfert, Stark & Marsh

Motions:

- | | | |
|-------------------|---|---------|
| 11-26-2019 - 3164 | That the meeting be called to order at 1:00p.m.
- Bachmann | |
| 11-26-2019 - 3165 | That the Board adopt the agenda as presented.
- Kessler

The Annual Report was presented. | Carried |
| 11-26-2019 - 3166 | That the Board go into closed session at 1:57p.m.
- Davidson | Carried |
| 11-26-2019 - 3167 | That the Board reconvene at 2:29 p.m.
- Jukes | Carried |
| 11-26-2019 - 3168 | That the Board accept the 2018-2019 Annual Report as presented, including the audited financial statements, and direct administration to complete final editing as necessary and to submit the report in accordance with Ministry guidelines.
- Davidson | Carried |
| 11-26-2019 - 3169 | That the Board ratify the CUPE 5512 Tentative Agreement with a term from the date of signing to August 31, 2022 and direct the members of the negotiating team to sign the agreement on behalf of the Board of Education.
- McLeod | Carried |
| 11-26-2019 - 3170 | That the meeting be adjourned at 2:51 p.m.
- Pryor | Carried |

R. Bachmann
Chair

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

December 3, 2019
Prairie South School Division Central Office, Moose Jaw

Draft

AGENDA ITEM

Meeting Date:	December 3, 2019	Agenda Item #:	04.1
Topic:	Annual Bursary Fund Directorship Appointments		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Directorships for the Moose Jaw School District No. 1 Bursary Fund Inc. are appointed by the Board of Education on an annual basis. The fund is a separate legal entity established by the Moose Jaw School Division No.1 to collect and invest money donated to provide scholarships to deserving students. The Prairie South Board of Education is now the sole member of the fund and as such has the duty to appoint directors. The appointments to the board are done annually and the recommended appointments below would be for the calendar year 2020.

The Bursary Fund has registered the business name of Prairie South Schools Bursary Fund so the fund can be seen as more than just a City of Moose Jaw fund. The dollars held in trust by the school division for scholarships have been transferred to the Bursary Fund. It is important to understand that the transfer of funds does not change anything for any individual scholarship except where the money is housed and accounted for and the return it earns.

Current Status:

The following people served as board members for 2019: Greg Veillard, John Livingston, George Patterson, Claude Duke, Pam Ludwar, Al Kessler, Mary Jukes and Ron Purdy.

All current Bursary Fund board members have agreed to continue to serve on the board.

The Prairie South Board needs to appoint the Bursary Fund Board for the 2020 calendar year.

The Bursary Fund does not pay mileage or expenses for travel to meetings.

Pros and Cons:

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

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	November 19, 2019	n/a

Recommendation:

That the Board appoint the following people as directors of the Moose Jaw School District No. 1 Bursary Fund Inc. for the year 2020.

Greg Veillard, George Patterson, Claude Duke, John Livingston, Pam Ludwar, Ron Purdy, Mary Jukes, Steve Robitaille and Al Kessler.

AGENDA ITEM

Meeting Date:	December 03, 2019	Agenda Item #:	04.2
Topic:	Facilities Accountability Report 2018-2019		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Board's annual work plan calls for the Board to receive the Facilities Accountability Report annually in December
Current Status:	The 2018-2019 Facilities Accountability Report is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Ongoing review of accountability reports is an opportunity for the Board to learn about and confirm direction of administration in a variety of areas.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Darren Baiton	December 03, 2019	<ul style="list-style-type: none"> 2018-2019 Facilities Accountability Report

Recommendation:

That the Board receive and file the 2018-2019 Facilities Accountability Report.

2018-2019 Facilities Accountability Report

Source Documents

Performance Assessment Guide

Policy 12

Appendix B

Role Expectations 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.

Role Expectations 1.2 Ensures that Division facilities adequately accommodate students.

Role Expectations 3.1 Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.

Evidence

The efficient and effective management of school division facilities continues to be a factor in student achievement, as these facilities provide the infrastructure for a positive learning environment.

Additionally, careful maintenance and repair of division facilities is a significant fiscal management strategy that will allow for continued focus on student learning in future years. During the 2018-2019 year, Facilities staff strived to maintain excellent levels of service in the following areas:

1. Operations and Facility Organization
2. Custodial and Maintenance Operations
3. Health & Safety/Security
4. Infrastructure Projects
5. Energy Management

The Facilities department utilizes processes derived from LEAN to create and maintain efficiencies throughout all operational areas.

1. Operations and Facility Organization

Staffing

Facility Manager is responsible for the following: coordination of staffing; planning and monitoring of facility budget; prioritizes projects; monitors building conditions; oversees rental agreements; training; Asset Planner management; LEAN planning and implementation; safety code compliance and building security; Preventative Maintenance Renewal (PMR) management; and department administration. Facilities Assistant supports in the following areas: invoice coding, ATRIEVE and time sheets, Connect records, key distribution, alarm code distribution, community rentals, training records, PMR filing, and coordination of shipping and receiving.

One Facilities Supervisor supports the geographical zones within Prairie South in order to provide continuity of service at individual schools while maintaining flexibility related to Supervisor skills throughout the school division. Facilities Supervisor is responsible for: maintenance and operation of schools, grounds and additional buildings, LEAN, Asset Planner, boiler automation, playground inspections, fleet, and moves.

The facilities department does minimal staff substitutions when staff is on leave in order to reduce expenditures and ensure continuity in project work.

Facilities include school buildings as listed below as well as a variety of additional smaller buildings, one teacherage, building grounds, playgrounds, parking lots, and sports facilities.

Our two oldest schools are each 110 years old, and the newest was in its first year of operation in 2016-2017; the average age of our schools is 63 years. Average space utilization in Prairie South Schools is 75%; ten schools in the division are operating at less than 50% capacity and seven schools are operating at over 100% capacity.



Facility Funded Space 2018-2019	Number of Outbuildings	Gross Utilization Rate (%)
Albert E.Peacock Collegiate	3	46%
Assiniboia Composite High	5	61%
Assiniboia Elementry School	1	81%
Assiniboia Seventh Avenue School	1	124%
Avonlea School	1	95%
Bengough School	1	45%
Caronport Elementry School	1	94%
Central Butte School	2	44%
Central Collegiate	1	86%
Chaplin School	1	25%
Coronach School	1	58%
Craik School	1	39%
École Gravelbourg School	1	97%
Empire School	1	58%
Eye brow School	1	45%
Glentworth Central School	1	63%
Kincaid Central School	1	84%
King George	2	118%
Lafleche Central School	1	121%
Lindale School	2	117%
Mankota	1	31%
Mortlach School	1	43%
Mossbank School	1	62%
Ecole Palliser Heights	1	122%
Prince Arthur Community School	1	69%
Riverview Collegiate Institue *	1	29%
Rockglen School	1	42%
Rouleau School	1	93%
Sunningdale School	1	133%
Westmount School	1	107%
William Grayson School	1	83%

*Riverview Collegiate utilizes additional office and classroom space

More than 100%

Less than 50%

Utilization rate calculations will change in future years, and utilization will be based on a formula that uses current K-12 enrolment and a school capacity number. In schools where the Ministry funds Prekindergarten programming, those students are included in the utilization formula, however the new formula does not consider Prairie South funded Prekindergarten programs, resulting in lower utilization rates in several schools. The chart below shows changes to utilization using the new calculation method for the 2018-2019 school year.

School Name	School Type	2018 Enrolment (FTE)	2018 Capacity (FTE)	2018 Utilization
Albert E. Peacock Collegiate	9-12	545	1022	53%
Assiniboia Composite High School	9-12	156	474	33%
Assiniboia Elementary School	5-8	156	266	59%
Assiniboia Seventh Avenue School	K-4	218	193	113%
Avonlea School	K-12	144	194	74%
Bengough School *	K-12	73	204	36%
Caronport Elementary School	K-8	157	196	80%
Central Butte School	K-12	105	312	34%
Central Collegiate	9-12	540	642	84%
Chaplin School *	K-12	34	158	21%
Coronach School	K-12	160	370	43%
Craik School *	K-12	70	244	29%
École Gravelbourg School	K-12	231	259	89%
Empire School	K-8	131	375	35%
Eyebrow School	K-12	44	149	29%
Glentworth Central School	K-12	84	178	47%
Kincaid Central School	K-12	106	180	59%
King George School	K-8	366	359	102%
Lafleche Central School	K-12	106	122	87%
Lindale School	K-8	303	355	85%
Mankota School	K-12	46	195	24%
Mortlach School	K-12	72	234	31%
Mossbank School	K-12	103	261	40%
Palliser Heights School	K-8	608	684	89%
Prince Arthur Community School	K-8	223	352	63%
Riverview Collegiate Institute	9-12	115	522	22%
Rockglen School	K-12	100	361	28%
Rouleau School	K-12	126	167	75%
Sunningdale School	K-8	402	408	98%
Westmount School	K-8	309	448	69%
William Grayson School	K-8	144	227	63%

Facility Unfunded Space 2018-2019	Number of Outbuildings
9 th Avenue Facilities Office	2
9th Avenue Office	1
Guthridge Field	5
John Chisholm	2
Lindale Warehouse	2
Moose Jaw Transportation Facility	3
Mankota Teacherage	
Assiniboia Office and Transportation Facility	
Gravelbourg Facilities Office	1

Fleet/Equipment

- For efficiency purposes, some equipment is shared in multiple locations within the school division. Examples include lifts, skid steer, grounds equipment, trailers, and portable heater.
- Continued emphasis on LEAN strategies has resulted in efficient use of fleet cube trucks which have the ability to safely maximize the workload. Examples include having stock on board, workspace on site outside the school, and delivery capacity. Additional LEAN initiatives in 2018-2019 include the dump trailer, emergency heater, skid steer V blade attachment which reduces time; we continue to utilize the pole saw, which eliminates most external contractor tree cutting services division-wide.

Asset	Primary Location	Unit Year
0402- Cube Truck	9 th Avenue Facilities Office	2004
9206- Dump Truck	Gravelbourg Facilities Office	1992
0501- Dump Truck	9 th Avenue Facilities Office	2005
0511- 1 Ton Sanding Truck	9 th Avenue Facilities Office	2005
0603- 3/4 Ton Truck	9 th Avenue Facilities Office	2006
0820- 3/4 Ton Truck	9 th Avenue Facilities Office	2008
0821- Cube Truck	9 th Avenue Facilities Office	2008
0946- Cube Truck	9 th Avenue Facilities Office	2009
1110- Cube Van (Mini)	9 th Avenue Facilities Office	2011
1120- 3/4 Ton Truck	9 th Avenue Facilities Office	2011
1201- Cube Truck	Gravelbourg Facilities Office	2012
1202- Cube truck	9 th Avenue Facilities Office	2012
1203- 1/2 Ton Truck	Gravelbourg Facilities Office	2012
1204- Cube Truck	9 th Avenue Facilities Office	2012
1311- Cube Truck	Gravelbourg Facilities Office	2013
9815- Cube Truck	9th Avenue Facilities Office	2015
1520 Cube Truck	9th Avenue Facilities Office	2015
Skid Steer	9th Avenue Facilities Office	2018

Boom Lift	9th Avenue Facilities Office	2014
Scissor Lift	9th Avenue Facilities Office	2006
Bucket Lift	Gravelbourg Facilities Office	2013
Mowers/Tractors/Trailers/Sanders	All Zones	

Information items:

- Asset Planner, our facility management software, continues to be a very useful tool for the division, with different modules currently being used to support PMR funding, management, and LEAN efficiencies. Asset Planner provides accurate data related to service requests for operational decision making. The Asset Planner Mobile App allows for real-time data entry from all Prairie South sites for Administration and Maintenance Staff. The asset inventory tracking module is now being used to support preventative maintenance and upkeep and Asset Planner has recently created a knowledge base module.
- Strategic facilities planning allows projects to be in the queue in a logical sequence that provides effective service to schools, efficient allocation of resources, and high-quality workmanship through a variety of methods including bundling of service requests and work blitz strategies.

Learning Support Infrastructure:

Four Prairie South facilities include integrated tracking systems to support student transfers, lifts and repositioning. Ceiling tracks exist at Riverview Collegiate, École Palliser Heights School, King George School and Eyebrow School.

2. Custodial and Maintenance Operations

The Facilities Department works with school-based administrators to effectively monitor and maintain a level of cleanliness across the system for staff and students in accordance to Public Health guidelines and Prairie South Administrative Procedures.

Cell phones and mobile devices for maintenance staff allow real-time communication for Facetime, Skype, email, text, GPS, and other communication reducing travel time and offering a faster and effective response to facilities issues. Examples include: boiler maintenance and safety inspections, RTU and mechanical preventative maintenance logs, filter replacement tracking, mechanical and HVAC trouble-shooting, safety, security and emergency response information and prevention, Asset information, and playground inspections.

Atrieve Absence Management System allows facility manpower to be efficiently utilized.

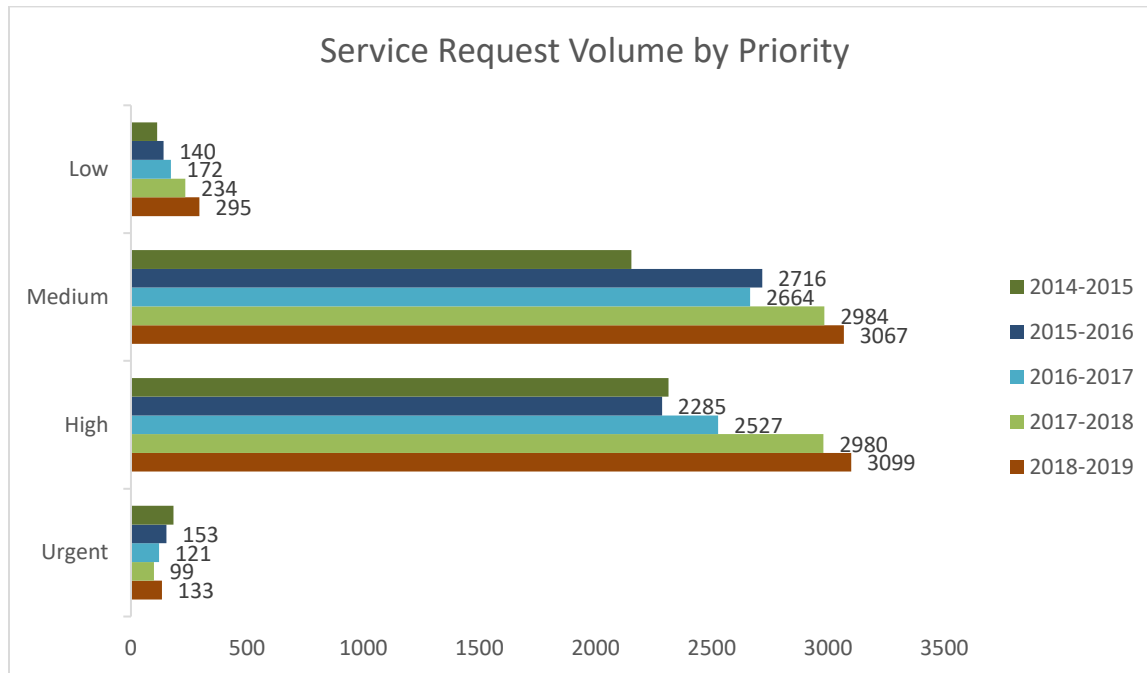
LEAN processes and technology continues to help the Facilities department find efficiencies in the following areas:

- ✓ Asset Planner mobile app
- ✓ Technical Safety Authority electronic format documentation
- ✓ daily service request operations
- ✓ checklists for a variety of tasks and preventative maintenance
- ✓ live Facetime/Skype communication to reduce travel time and costs
- ✓ utilization of live photos and videos for troubleshooting and ordering processes
- ✓ staff training in mobile device use, LEAN processes, safety guidelines
- ✓ data retrieval
- ✓ weekly playground checks
- ✓ standardization of green cleaning products throughout the division
- ✓ pilot projects in electric hand dryers and waterless urinals to test for cost reduction
- ✓ electronic fleet safety logs and data entry
- ✓ grounds equipment logs and scheduled asset preventative maintenance processes
- ✓ targeted distribution of new and aging equipment
- ✓ annually 1/3 of preventative roof inspections are done and repairs are completed to reduce future damage.

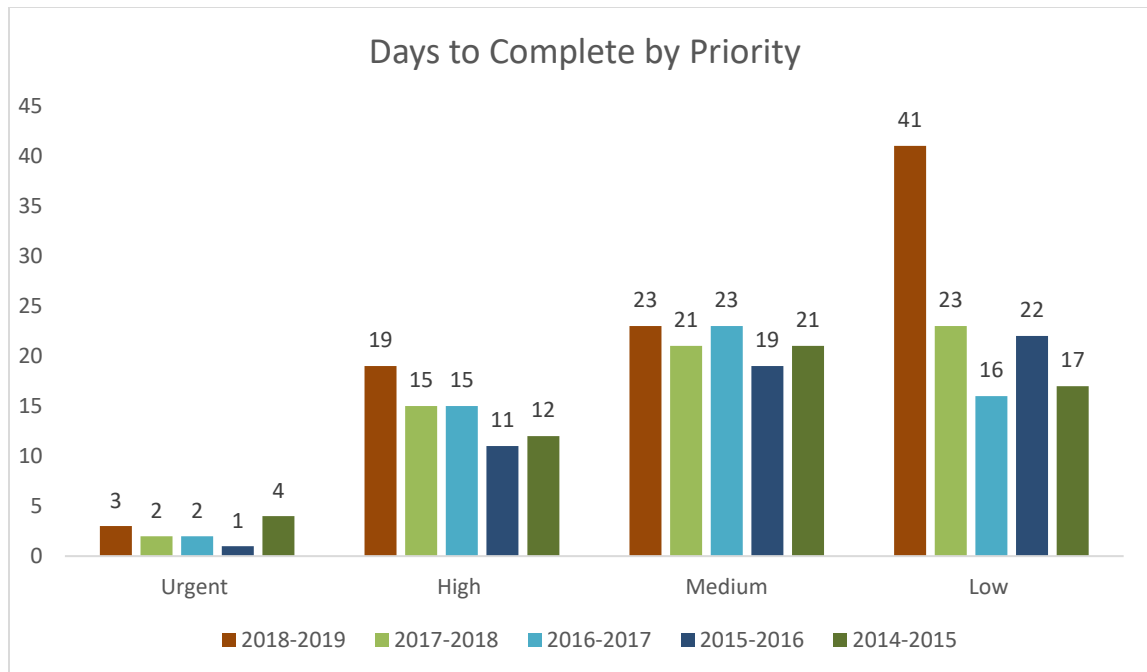
2018-2019 Annual Roof Assessments

Avonlea School	Eyebrow School	Riverview Collegiate
Caronport Elementary School	École Gravelbourg School	Sunningdale School
Central Butte School	Kincaid School	William Grayson School
Craik School	9 th Avenue Office	Rouleau School

Service Request Volume by Facility Created
between 2018-09-01 and 2019-08-31



Year	Urgent <i>Call first, submit service request</i>	High <i>Affects daily routine</i>	Medium <i>Standard Maintenance</i>	Low <i>Cosmetic</i>
2018-2019	133	3099	3067	295
2017-2018	99	2980	2984	234
2016-2017	121	2527	2664	172
2015-2016	153	2285	2716	140
2014-2015	183	2313	2154	113



Days to Complete by Priority				
Year	Urgent <i>Call first, submit service request</i>	High <i>Affects daily routine</i>	Medium <i>Standard Maintenance</i>	Low <i>Cosmetic</i>
2018-2019	3	19	23	41
2017-2018	2	15	21	23
2016-2017	2	15	23	16
2015-2016	2	11	19	22
2014-2015	4	12	21	17

Maintenance Ticket History

Year	Submitted	Closed	Pending	Work in Progress	Denied	Routine Asset Service
2018-2019	6595	6195	222	122	56	1831
2017-2018	6295	5913	299	18	65	158
2016-2017	5484	5222	199	19	44	
2015-2016	5288	4981	219	3	88	
2014-2015	4675	4246	28		100	

2018-2019 annual data tabulated from Sept 1 2018-August 31, 2019

3. Health & Safety/Security

The Facilities Department strives to send all staff home safe every day. Public Works software has now been replaced with Saskatchewan Construction Safety Association modules, which are used for safety training and professional development.

Facility Training Modules		
Scaffolds	Confined Space	Power Mobile Equipment
Skid Steer	Respirator	Mould Training
WHMIS	Fall Protection	Playground Inspection
Boom lift	Scissor lift	

- ✓ Fire extinguishers and sprinklers are inspected annually by an external vendor in bulk with security systems to reduce costs of travel in rural areas. All annual fire inspections were completed in 2018/2019. Moose Jaw fire hoses are capped to reduce hose replacement and inspection costs.
- ✓ Monthly safety/tool box meetings are held and documentation is filed in Connect.
- ✓ Safety stations are located in the shop and maintenance fleet is supplied with first aid kits and fire extinguishers.
- ✓ GPS locator app monitors staff location for safety and efficiency.
- ✓ Air, chlorine, and water quality inspections are performed as required. Some locations receive more regular inspections due to unique circumstances.
- ✓ Electronic or manual entries and site boiler inspections at all facilities are completed. (daily Asset Planner entries for Technical Safety Authority log).

School Defibrillator Locations

9 th Avenue Office	Cornerstone Christian School	Lindale School
A.E. Peacock Collegiate	Coronach School	Mankota School
Assiniboia Composite High	Craik School	Mossbank
Bengough School	École Gravelbourg School	Riverview Collegiate
Caronport Elementary School	École Palliser Heights School	Sunningdale School
Central Butte School	Empire School	Westmount School
Central Collegiate	Eye brow School	
Chaplin School	King George School	

4. Network Infrastructure

- Assiniboia Transportation Facility – 10 Mbit bandwidth
- Belle Plaine Colony School – 10 Mbit bandwidth

- Assiniboia 7Ave - 25 Mbit bandwidth
- Bengough - 25 Mbit bandwidth
- Caronport Elementary - 25 Mbit bandwidth
- Central Butte - 25 Mbit bandwidth
- Chaplin - 25 Mbit bandwidth
- Craik - 25 Mbit bandwidth
- Glentworth - 25 Mbit bandwidth
- Kincaid - 25 Mbit bandwidth
- Mankota - 25 Mbit bandwidth
- Mortlach - 25 Mbit bandwidth
- Rouleau - 25 Mbit bandwidth

- Assiniboia Elementary - 50 Mbit bandwidth
- Avonlea - 50 Mbit bandwidth
- Caronport Elementary - 50 Mbit bandwidth
- Central Butte - 50 Mbit bandwidth
- Coronach - 50 Mbit bandwidth
- Eyebrow - 50 Mbit bandwidth
- Lafleche - 50 Mbit bandwidth
- Mossbank - 50 Mbit bandwidth
- Rockglen - 50 Mbit bandwidth

- Assiniboia Composite - 100 Mbit bandwidth
- École Gravelbourg School – 100 Mbit bandwidth
- Moose Jaw Elementary Schools – 100Mbit bandwidth

- Central Collegiate - 1 Gbit bandwidth
- Peacock Collegiate - 1 Gbit bandwidth
- Riverview Collegiate – 1Gbit bandwidth
- 9th Avenue Office – 1 Gbit bandwidth

Network Switch and Wireless Access Point Infrastructure

- There are currently 209 network switches in our environment – 149 Cisco 2960x, 11 Cisco 3650, and 24 Cisco 9300. The balance of the switches are comprised of Ubiquiti Edge Switches for our Unifi camera systems as well as HP FlexFabric 5700 switches in our core network for our server and storage network (9th Avenue and Riverview Collegiate)

- Currently we have 265 Ruckus wireless access points distributed across 20 locations both rural and urban
- Currently we have 152 Cisco wireless access points currently in service distributed across 15 locations both rural and urban that we are in the process of gradually replacing as part of the Ruckus migration
- A re-evaluation of wireless coverage and capacity has been performed in several locations and additional Ruckus wireless access points have been added where required to meet coverage and capacity requirements
- All wireless is centrally managed via Cisco and Ruckus wireless controllers in our core at 9th Avenue respectively in high availability (redundant) configurations

5. Infrastructure Projects

- Capital assets and budgets are closely monitored to ensure the budget is being used effectively and efficiently to minimize costs
- Update 3-year Preventative Maintenance Renewal plan
- Develop and submit Ministry capital plan annually
- Coordinate in-house work with skilled labour to reduce dependency on external contractors and complete projects in an efficient manner
- Completed emergent infrastructure projects
- Completed planned infrastructure projects
- Accelerated pace of PMR backlog remediation

Infrastructure Projects			
School	Project	Details	2018-19 Cost
9th Avenue Office	HVAC	Boiler	5,271
9th Avenue Office	Lighting	Lighting Upgrade	6,929
Assiniboia 7th Avenue	Renovation	Gym Floor	6,871
Assiniboia 7th Avenue	Lighting	Lighting Upgrade	6,244
Assiniboia 7th Avenue	Grounds	Playground Equipment	28,288
Assiniboia High	HVAC	Building Management Automation Upgrade	13,773
Assiniboia Elementary	HVAC	Building Management Automation Upgrade	15,645
Assiniboia Elementary	Lighting	Lighting Upgrade	61,587
Caronport Elementary	Grounds	Fence	6,079
Caronport Elementary	Renovation	Window and Door Replacement	22,122
Central Butte	Renovation	Gym Floor	13,095
Central Butte	HVAC	Building Management Automation Upgrade	16,600
Central Butte	Grounds	Outdoor Classroom	30,615
Central Collegiate	IT	Data Upgrade	7,774
Central Collegiate	HVAC	Chimney Venting	162,248
Central Collegiate	Renovation	Gymnasium Renovation	247,988
Central Collegiate	Renovation	PAA Lab Upgrade	22,953
Central Collegiate	Lighting	Lighting Upgrade	5,121
Central Collegiate	HVAC	Univents, Controls, Valves	595,388
Coronach	Roof	Partial Roof Replacement	807
Coronach	Grounds	Playground Upgrade	36,976

Craik	IT	Data Upgrade	3,456
Craik	Lighting	Lighting Upgrade	469
Craik	Roof	Partial Roof Replacement	314,942
Empire	Grounds	Playground Upgrade	36,908
Eyebrow	IT	Data Upgrade	1,458
Glentworth	HVAC	Building Management Automation Upgrade	12,266
Gravelbourg	HVAC	Building Management Automation Upgrade	18,722
Guthridge Field	Grounds	Track Replacement	260,407
Kincaid	HVAC	Building Management Automation Upgrade	11,400
Kincaid	Lighting	Lighting Upgrade	17,683
Kincaid	Renovation/ HVAC	PAA Foods Lab Upgrade	119,050
King George	Lighting	Lighting Upgrade	3,384
Lafleche	HVAC	Boiler	28,507
Lafleche	Renovation/ HVAC	PAA Foods Lab Upgrade	136,419
Lindale	Lighting	Lighting Upgrade	3,396
Lindale	Grounds	Fence	6,231
Lindale	HVAC	Roof Top Units	23,863
Mossbank	HVAC	Building Management Automation Upgrade	16,390
Palliser Heights	HVAC	Mechanical Upgrade	42,019
Palliser Heights	Lighting	Lighting Upgrade	137,004
Palliser Heights	Grounds	Fence	4,794
Palliser Heights	Renovation/ HVAC	PAA Foods lab Upgrade	120,071
Peacock Collegiate	HVAC	Mechanical System Upgrade	578,429
Peacock Collegiate	Lighting	Lighting Upgrade	158,061
Peacock Collegiate	Renovation	Washroom Upgrade	36,623
Peacock Collegiate	Renovation	Auditorium Upgrade	202,176
Peacock Collegiate	Roof	Partial Roof Replacement	6,204
Prince Arthur	Lighting	Lighting Upgrade	13,377
Riverview Collegiate	Electrical	Panel Upgrade	2,902
Rockglen	Footprint	Wing Demolition	107,825
Rockglen	Roof	Partial Roof Replacement	18,539
Rouleau	Lighting	Lighting Upgrade	4,096
Rouleau	HVAC	Roof Top Units	58,382
Sunningdale	HVAC	Univents	36,995
Sunningdale	Footprint	Portable Classroom	280,422
Sunningdale	Lighting	Lighting Upgrade	16,115
Transportation	Grounds / Electrical	Fence / Plugs	24,456
Transportation	HVAC	Building Management Automation Upgrade	6,500
Transportation	Lighting	Lighting Upgrade	3,551
Transportation Assiniboia	Lighting	Lighting Upgrade	7,182
William Grayson	Lighting	Lighting Upgrade	4,891
William Grayson	IT	Data Upgrade	6,591
Total			\$4,204,530

6. Energy Management

- Upgraded Automated Building Management systems (BMS) software to provide reduction in consumption as well as enhanced occupant comfort.
- Energy utility data in Asset Planner Energy Module used to manage projects with the ultimate goal of reduced consumption within the division.
- Facility footprint comparisons
 - usage reports
 - comparison reports
- Upgraded HVAC equipment (soft start motors, heat recovery wheels) reduce energy costs.
- HVAC automation provides daily savings to the division with temperature setbacks when building zones are unoccupied.
- Additional roof insulation will reduce energy costs.
- Five year natural gas bulk purchase contract ends in 2021-22.
- Utility information is shared with administration to work in partnership towards a common goal of energy savings.

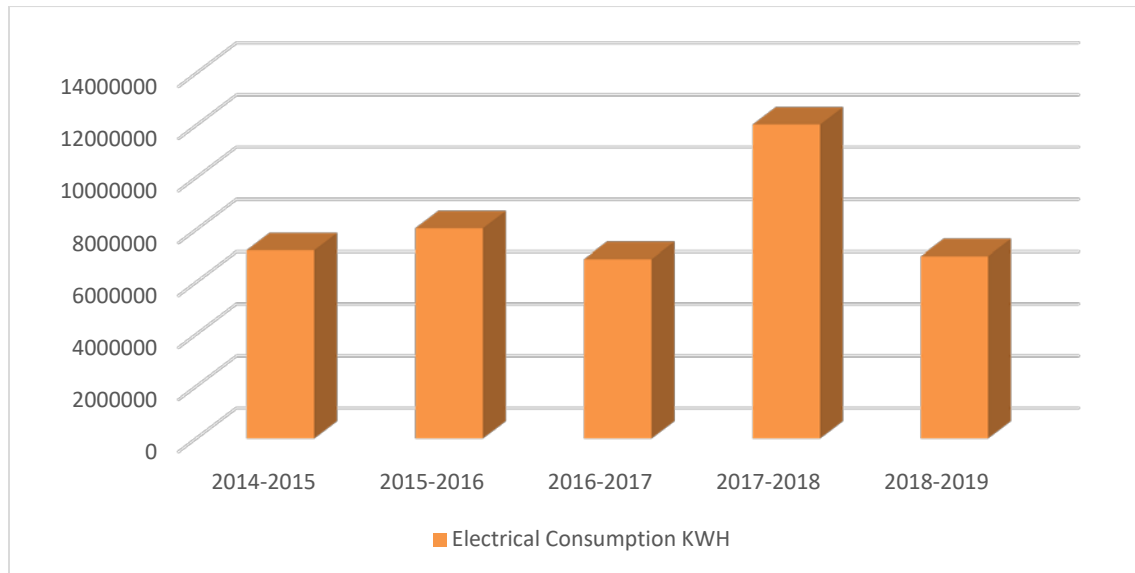
Facility	Zone	Building Management System	Gym Lighting T-5 and LED Retrofits	Exterior LED Lighting Retrofits
9th Avenue Maintenance Shop	Central	✓	N/A	✓
9th Avenue Office	Central	✓	N/A	✓
Albert E. Peacock Collegiate	Central	✓	✓	✓
Assiniboia Bus Shop	South	✓	N/A	✓
Assiniboia Composite High	South	✓	✓	
Assiniboia Elementary School	South	✓	✓	✓
Assiniboia Office	South	✓	N/A	✓
Assiniboia Seventh Avenue School	South	✓	✓	
Assiniboia Transportation Shop	South	✓	N/A	✓
Avonlea School	North	✓	✓	✓
Bengough School	South	✱	✓	
Caronport Elementary School	North	✓	✓	In progress
Central Butte School	North	✓	✓	✓
Central Collegiate	Central	✓	✓	✓
Chaplin School	North	✱	✓	In progress
Coronach School	South	✓	✓	
Craik School	North	✓	✓	✓
Empire School	Central	✱	✓	✓
Eyebrow School	Central	✱		
Glentworth Central School	South	✓	✓	
École Gravelbourg High School	South	✓	✓	✓
Guthridge	Central Field	✓	N/A	✓
John Chisholm Alternate School	Central	✱	N/A	✓
Kincaid Central School	South	✓	✓	✓
King George School	Central	✓	✓	✓
Lafleche Central School	South	✓	✓	✓
Lindale School	Central	✓	✓	✓
Mankota School	South	✱	✓	2019-20
Mortlach School	North	✓	✓	✓
Mossbank School	South	✓	✓	✓
Palliser Heights School	Central	✓	✓	✓
Prince Arthur Community School	Central	✓	✓	✓
Riverview Collegiate Institute	Central	✓	✓	✓
Rockglen School	South	✱	✓	✓
Rouleau School	North	✓	✓	
Sunningdale School	Central	✓	✓	✓
Transportation (Bus) Shop Moose Jaw	Central	✓	N/A	✓
Westmount School	Central	✱	✓	✓
William Grayson School	Central	✱	✓	✓

✱Basic Limited Automation

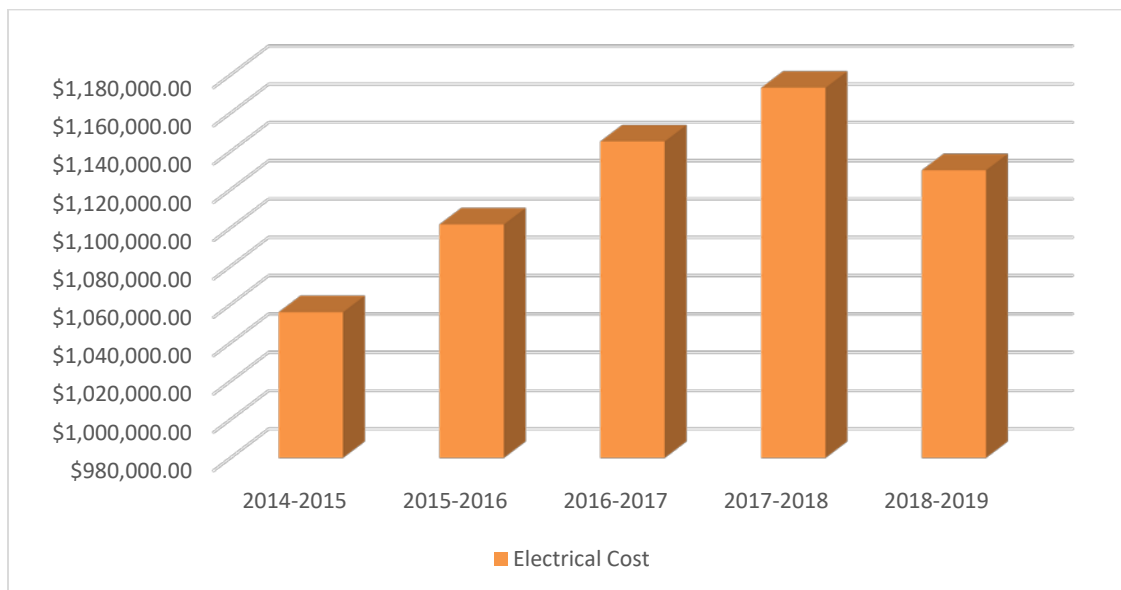
✓Complete

✓Completed In House

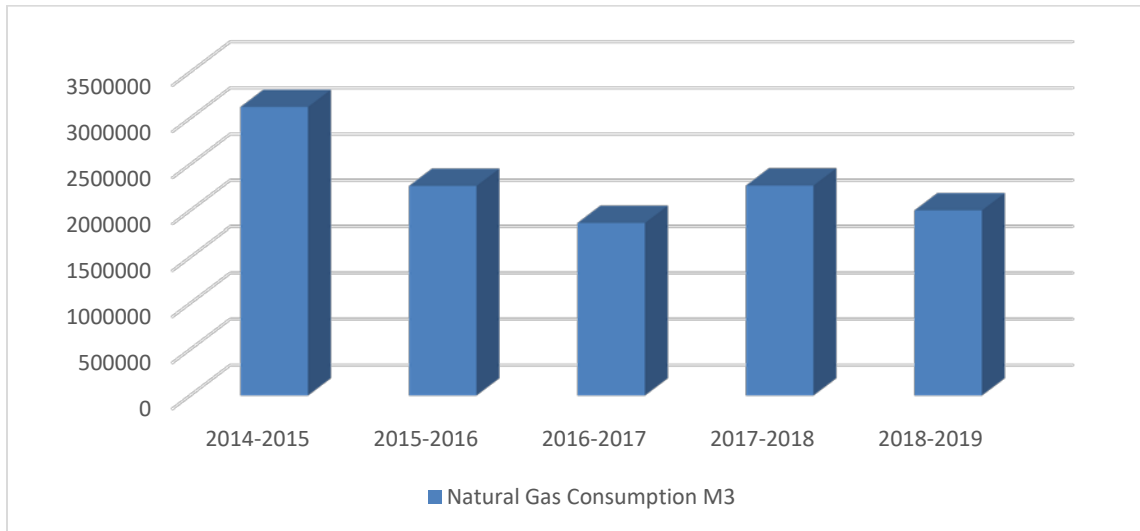
Utility- Total Consumption Electrical
Between 2014-10-01 to 2019-09-30



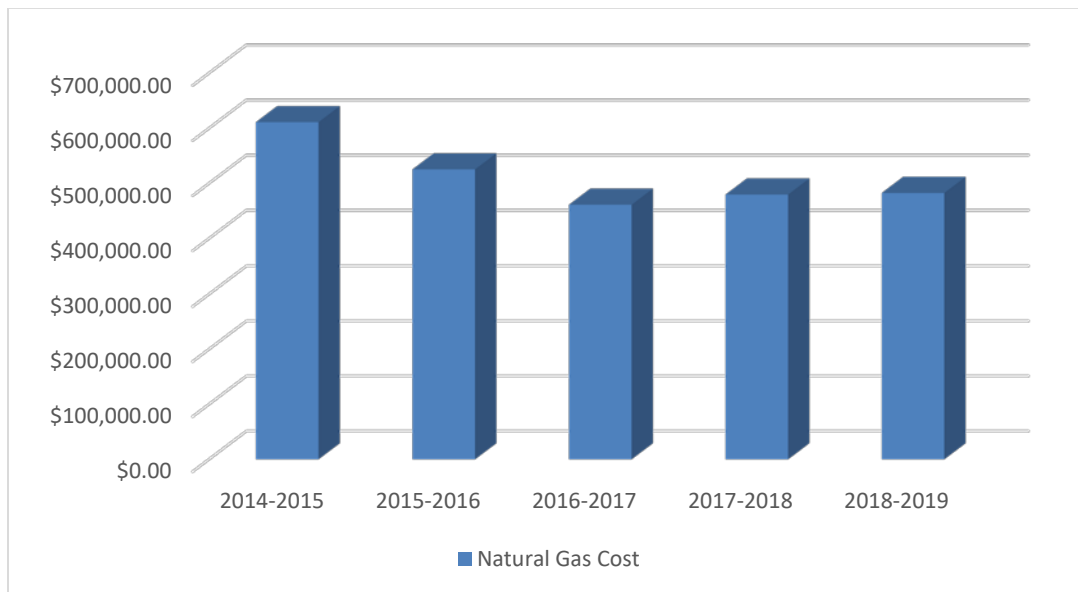
Utility- Total Cost Electrical
Between 2014-10-01 and 2019-09-30



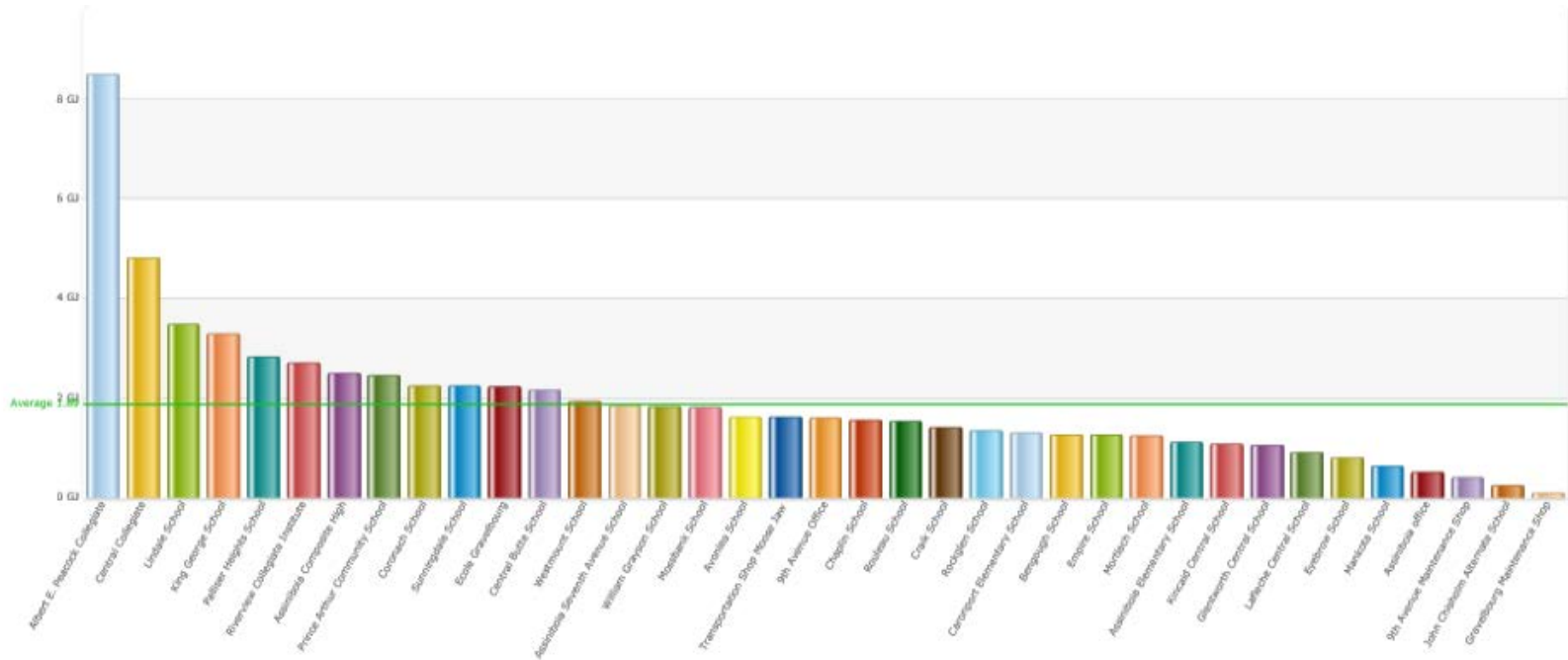
Utility Total Consumption Natural Gas
Between 2014-10-01 and 2019-09-30



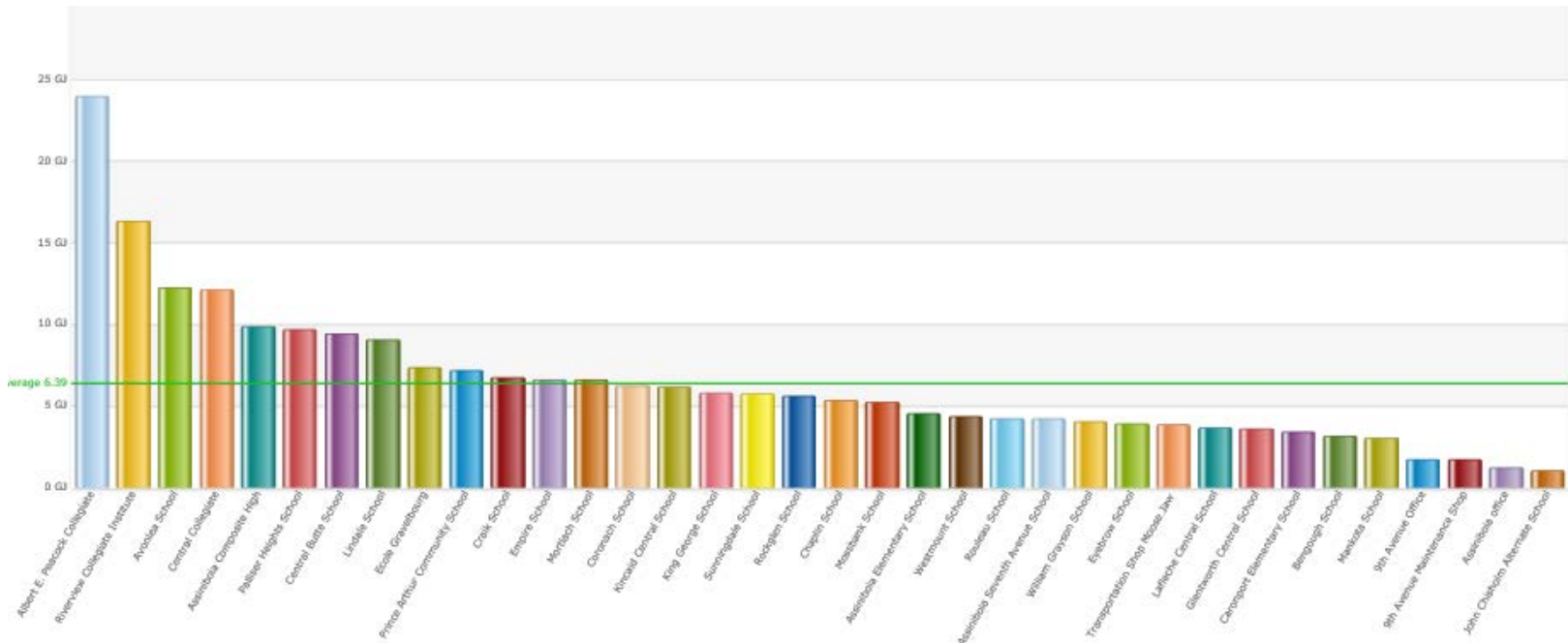
Utility Total Cost Natural Gas
Between 2014-10-01 and 2019-09-30



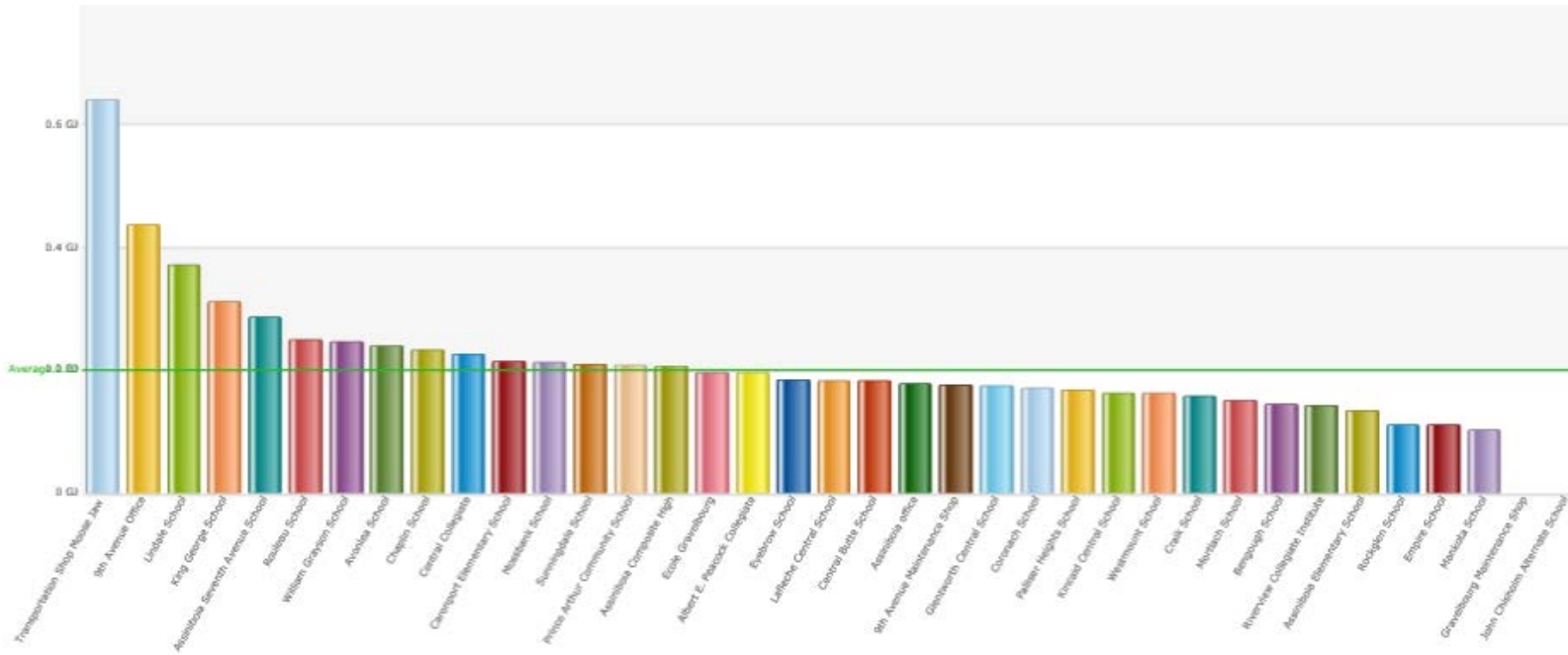
Utility Total Electricity Consumption per Day
Between 2018-09-01 and 2019-08-31



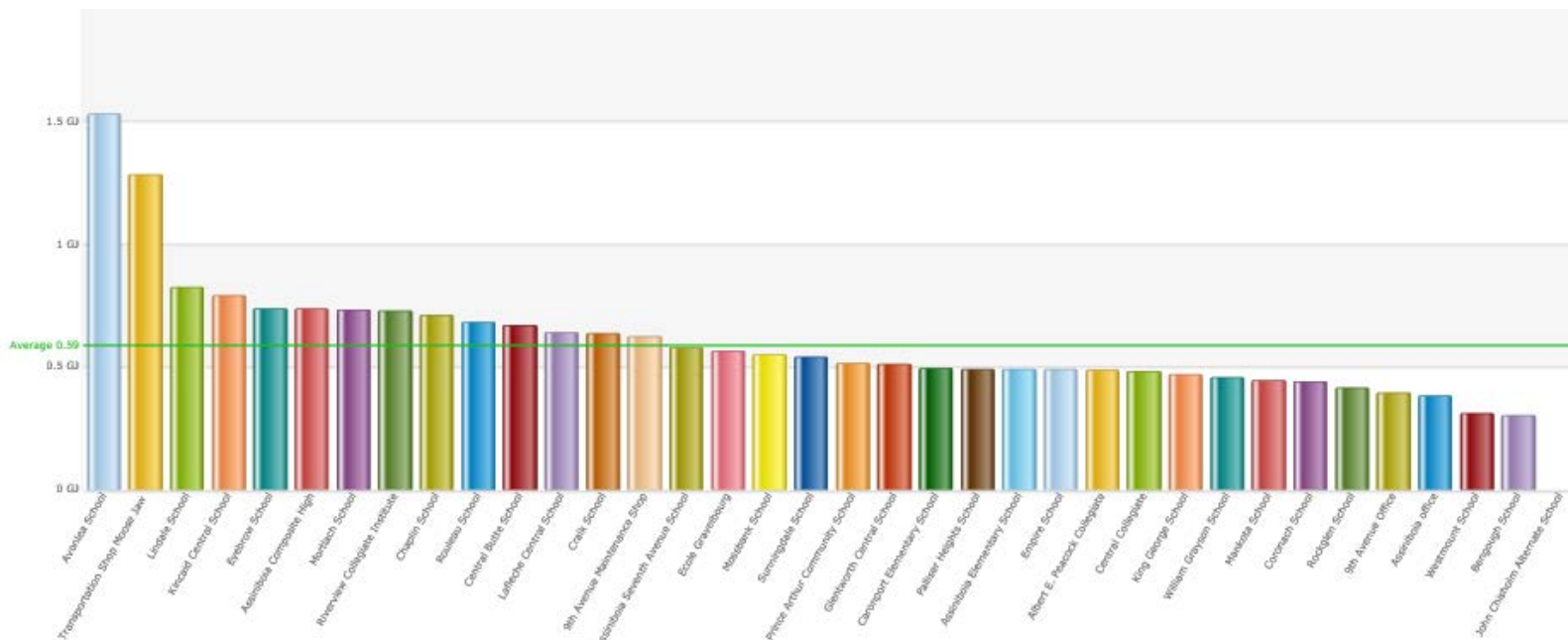
Utility Total Natural Gas Consumption per Day
Between 2018-09-01 and 2019-08-31



Utility Electricity Consumption per Area (Sq. M)
Between 2018-09-01 and 2019-08-31



Utility Natural Gas Consumption per Area (Sq. M)
Between 2018-09-01 and 2019-08-31



7. Administrative Issues:

- Scheduling, staff absence
- Daily prioritization of work between emergent and planned maintenance
- Ongoing balance between efficiency initiatives and regular maintenance
- Seasonal grounds priorities and low priority cosmetic requests puts a strain on the department for public visibility of facility upkeep
- Asset maintenance work continues to increase
- Increased emphasis on PMR projects and project management
- Increased emphasis on staff safety/reduction of workplace incidents

AGENDA ITEM

Meeting Date:	03 December 2019	Agenda Item #:	04.3
Topic:	Framework for a Provincial Education Plan		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Ministry of Education is developing a plan that will direct improvement efforts in the education sector for the next decade.
Current Status:	A variety of stakeholders have provided feedback to the Ministry regarding the Provincial Education Plan. In response to that feedback and in anticipation of plan implementation in Fall 2020, the Ministry has published a framework document.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	The 2017-2021 Prairie South Schools Strategic Plan is aligned with the Education Sector Strategic Plan, which will sunset in June, 2020. Although focus on the ESSP outcomes is likely to continue under the Provincial Education Plan, the Board will need to consider timings related to the municipal election next fall, the establishment of the Provincial Education Plan and the renewal of the Board's strategic plan.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	December 3, 2019	<ul style="list-style-type: none"> Framework for a Provincial Education Plan 2020-2030

Recommendation:

That the Board of Education review the information provided.

Framework for a Provincial Education Plan 2020-2030



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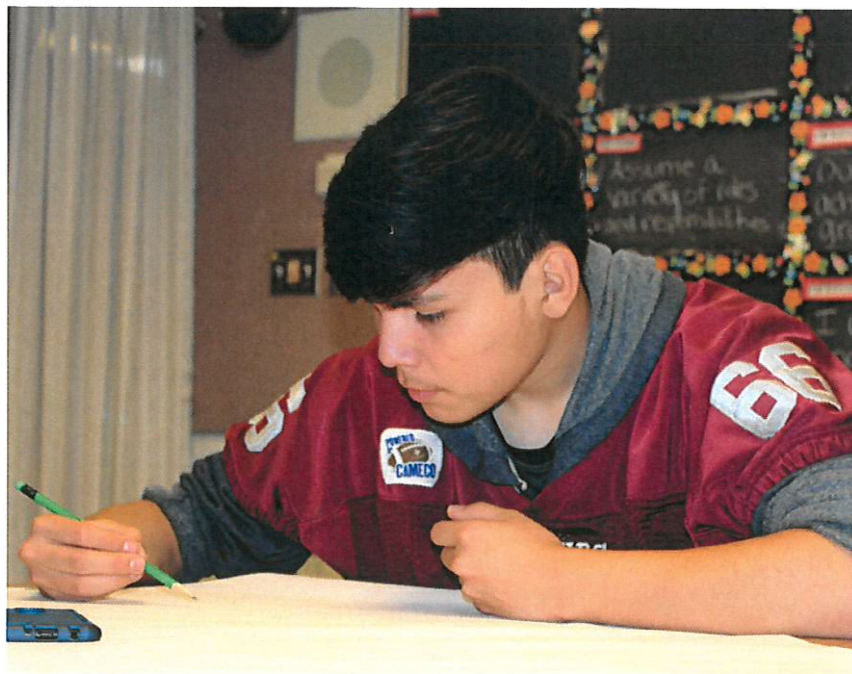
 Timelines 8

Introduction

In spring 2018, Minister of Education and Deputy Premier of Saskatchewan, Gordon S. Wyant, Q.C., directed the Ministry of Education to engage with education sector partners to co-construct a plan that would set the course for the future beyond 2020.

The planning partners included: the Federation of Sovereign Indigenous Nations (FSIN), the League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS), the Métis Nation-Saskatchewan (MN-S)¹/Gabriel Dumont Institute (GDI), the Ministry of Education, the Office of the Treaty Commissioner (OTC), the Saskatchewan Association of School Business Officials (SASBO), the Saskatchewan School Boards Association (SSBA) and the Saskatchewan Teachers' Federation (STF)².

The partners identified a need to work together in a new relationship to co-construct a plan that would provide a shared vision of the future beyond 2020.



The plan will reflect the diversity of the province and ensure the presence and voice of First Nations and Métis education organizations as part of the journey towards reconciliation. At the same time, it will respect and acknowledge First Nations jurisdiction over schools on reserve land.

The partners recognize the plan will build upon the success of the Education Sector Strategic Plan (ESSP), launched in 2014, which has been effective in focusing efforts on improved results and encouraging collaborative work across the province. The partners recognize that improved results cannot be accomplished in isolation and that the plan must respond to the pressures experienced by students, schools, families, communities and society. They recognize the diversity present in Saskatchewan schools and the need for the plan to recognize and celebrate this diversity. They know that the plan must not only address the challenges present today but must prepare students to be well-educated, active citizens in their communities, the province and the world.

¹ The Métis Nation was an important part of the Provincial Education Summit – Shaping the Future of Education: A Shared Vision.

² The STF, while one of the planning partners, undertook a separate process of engagement through the Re-Imagine Education project. The STF submitted Education Re-Imagined: 12 Actions for Education to the Minister of Education on November 4, 2019. This work will inform the further development of the provincial education plan.

The Planning Approach

The planning partners sought to ensure that all needs, requirements and challenges were taken into account in the development of the framework for the provincial education plan. Early in their work, they identified the need to engage a broad base of Saskatchewan residents. They also identified an interest in ensuring their work was grounded in other reviews and documents that have shaped the education system. The development of the framework was informed by:

- A Provincial Education Summit – *Shaping the Future of Education: A Shared Vision* on October 11 and 12, 2018. Approximately 260 individuals from about 80 organizations attended the summit, which resulted in eight future state themes that provided a basis for further discussions and input throughout the remainder of the engagement process.
- An online survey for both students and non-students, conducted between April 8 and May 10, 2019. The survey had an excellent response, with 8,886 responses, of which 1,047 were from students. Overall, more than 40,000 comments were included in the survey response.
- In-person engagement sessions undertaken throughout spring 2019 by several of the partner organizations. More than 300 engagements were conducted with more than 10,500 people participating.
- Review of foundational documents and analysis of key themes that have been notable over time.

All of the engagement processes, as well as the review of the foundational documents were founded in the following four questions:

- What do students need to be prepared for their future life and learning?
- What gets in the way of students' learning and well-being?
- What is working well in Saskatchewan's schools?
- What needs to change in Saskatchewan's schools?

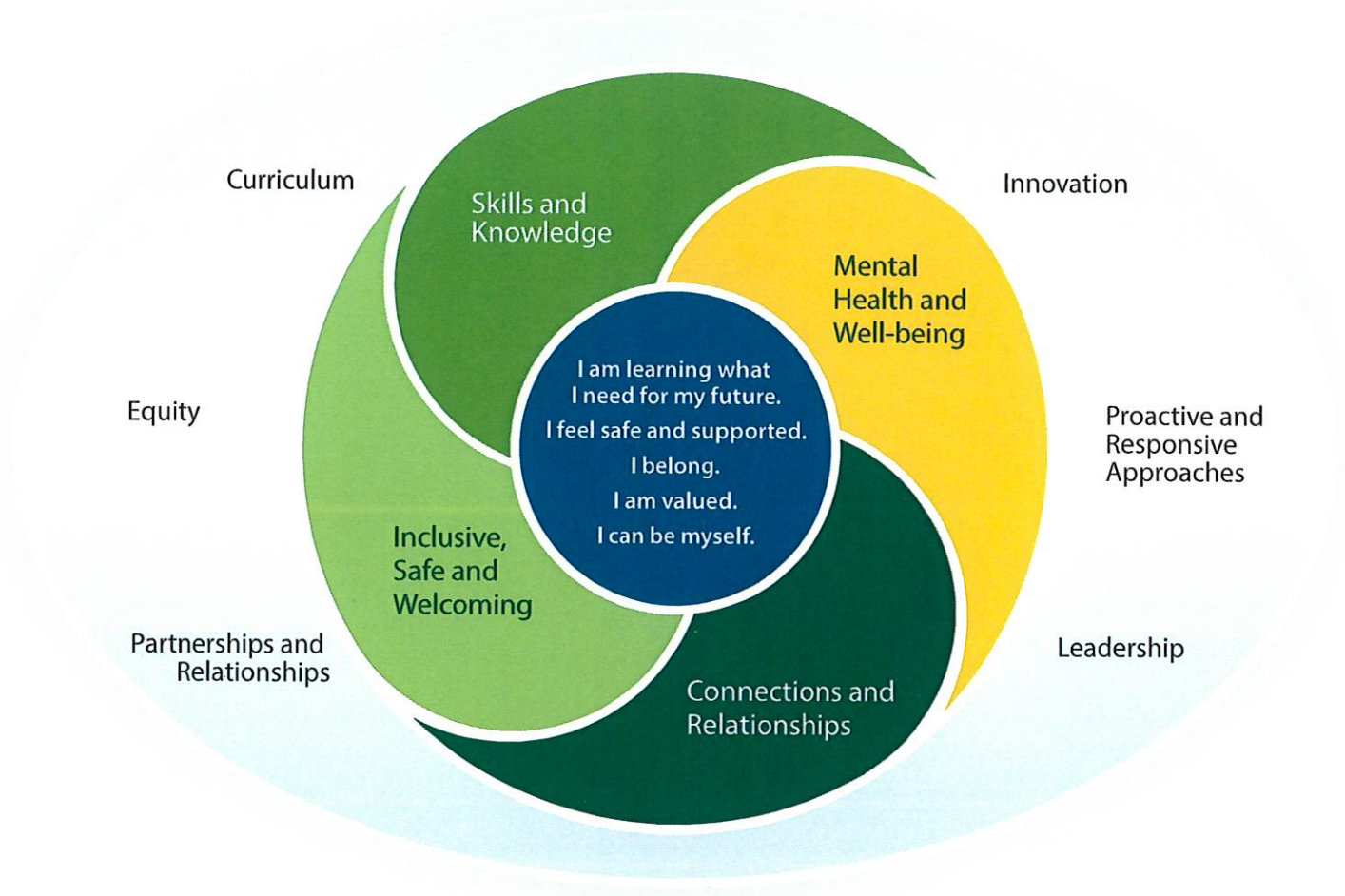
Common Findings

From the broad engagement of Saskatchewan people through the Summit, the survey and the in-person engagements, 11 common themes emerged. For each of these themes, participants and respondents identified what was working, what challenges exist and what opportunities might address these challenges. The themes include:

1. Skills and knowledge for future learning, life and participation in society
2. Pathways to graduation
3. Instruction
4. Safe and welcoming learning environments
5. Mental health and well-being
6. Honouring diversity
7. Technology
8. Connections between people and relationships between systems
9. Early learning
10. Education sector leadership and governance
11. Resources



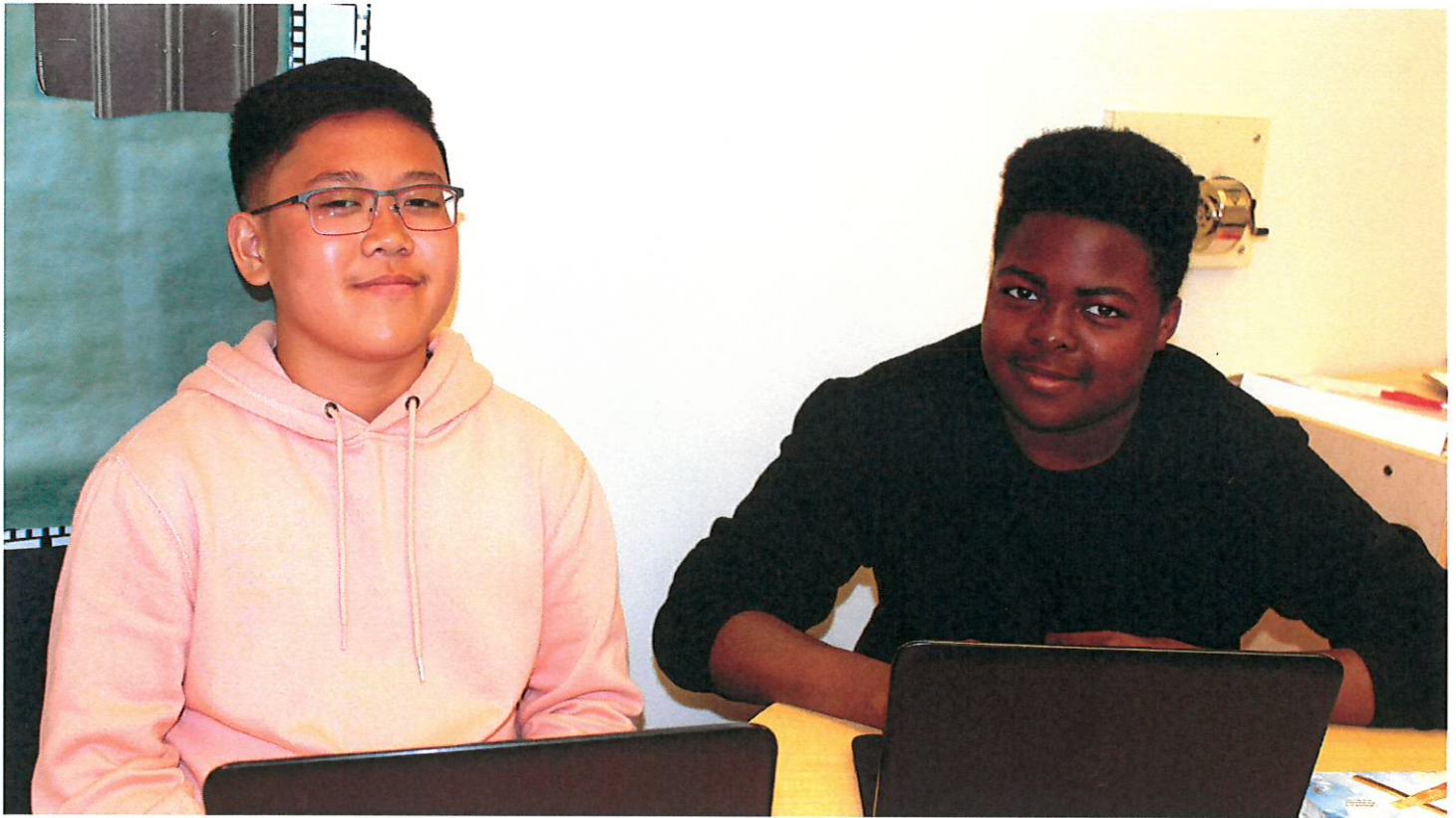
Provincial Education Plan Framework



Pillars

The framework for the provincial education plan is grounded in four pillars:

- skills and knowledge for future learning, life and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,
- inclusive, safe and welcoming learning environments.



Goals

When considered from the student perspective, the pillars become the “I” statements that drive the goals of the education sector, with the pillar of connections and relationships throughout:

I am learning what I need for my future.

- Young children will be supported in their learning and development of essential literacies and abilities that prepare them for future learning.
- Students will demonstrate knowledge and understanding of the treaties and the worldviews and historical impact of First Nations, Métis and Inuit peoples.
- Saskatchewan graduates will be competent, well-educated citizens who are prepared to meet personal, local and global challenges today and in the future.

I feel safe and supported.

- Students and young children will learn and grow in safe and welcoming facilities and learning environments.
- Students will feel supported in their mental, physical, emotional and spiritual health and well-being.
- Students will feel supported in their learning by their families, communities, educators, school boards and other agencies.

I belong. I am valued. I can be myself.

- All students will be celebrated and acclaimed, able to be themselves and see themselves in their schools.
- Relationships among students and with staff will be respectful, recognizing and embracing the diverse experiences, cultures, backgrounds and identities of all.
- Students’ voices will contribute to their own and others’ learning experience.
- Students will experience positive transitions as they enter school, move among schools and prepare to leave school.

I am learning what
I need for my future.
I feel safe and supported.
I belong.
I am valued.
I can be myself.

Strategies

To achieve these aspirational goals, the education sector partners will be guided by the following strategies:

1. Curriculum is responsive, relevant and student-centred. It is:

- continuously renewed with educators;
- founded in First Nations, Métis and Inuit content and ways of knowing;
- informed by effective practices and global competencies;
- taught by educators who have the opportunity to grow in their professional competence; and,
- implemented through high impact, strengths-based, instructional and assessment strategies.

2. Partnerships and trusting relationships are developed and nurtured to:

- provide a shared purpose and responsibility for education in Saskatchewan;
- encourage the telling of truth and the journey toward reconciliation;
- enhance supports and services; and,
- engage students and families in learning.

3. Innovation is practiced throughout the education sector to:

- continuously improve quality and achieve excellence in the system;
- leverage the benefits of technology and minimize the negative impacts; and,
- encourage approaches that improve the results and experience of students.

4. Equity guides the education sector to achieve:

- equitable access to opportunities and benefits; and,
- equitable outcomes.

5. Leadership is cultivated throughout the education sector to:

- move forward on the path to reconciliation;
- inspire innovation and excellence;
- build on strengths in people and systems; and,
- develop connections and partnerships.

6. Proactive and responsive strengths-based approaches are taken to:

- support students in the diverse context of their schools, families and communities;
- understand students' diverse life experiences and strengthen resilience; and,
- promote and build mental wellness capacity in students.



Next Steps

The above provides a high level framework for the provincial education plan. Next steps in developing the plan will involve working through the structures and processes outlined on the following pages to develop specific outcomes, measures and key actions that will bring the plan to life.

Structures, Processes and Timelines for the Provincial Education Plan

Structures

Two key structures will guide the provincial education plan. These structures will interact throughout the course of the plan and will provide regular updates to the Minister of Education and the Board Chairs Council.

- An **Education Council** made up of key education partner organizations. This group will provide strategic guidance to the development and renewal of the plan.
- An **Operational Structure** made up of senior ministry officials and directors of education in provincial school divisions and interested First Nations and Métis education organizations. The Operational Structure will establish the outcomes, measures and key actions to operationalize the plan.

Processes

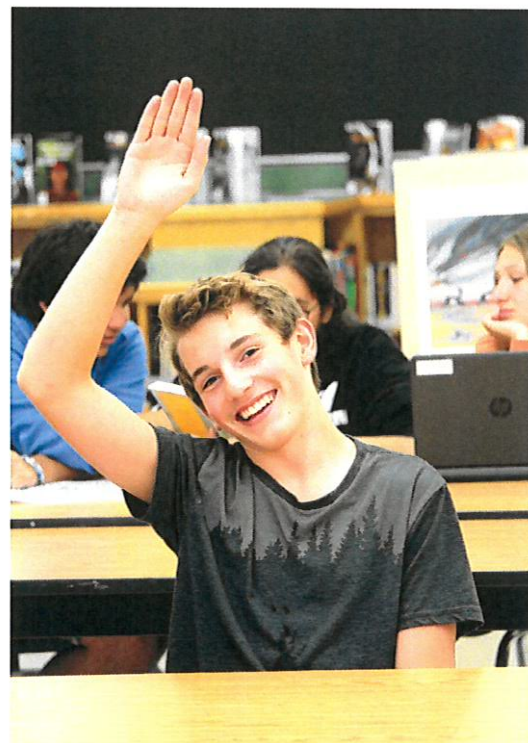
A number of processes will support the ongoing implementation, renewal and accountability for the plan, including:

- A communications and engagement plan to provide regular opportunities to engage interested partners and stakeholders to provide input and feedback.
- Expert advice and engagement of critical friends, Elders and academics to advise both the strategic intent and operationalization of the plan.
- An annual summit to report on progress, showcase effective practices and engage international and local experts as well as Elders and cultural advisors to provide input to the plan.
- Processes to cascade the provincial education plan to school division plans and school level plans.

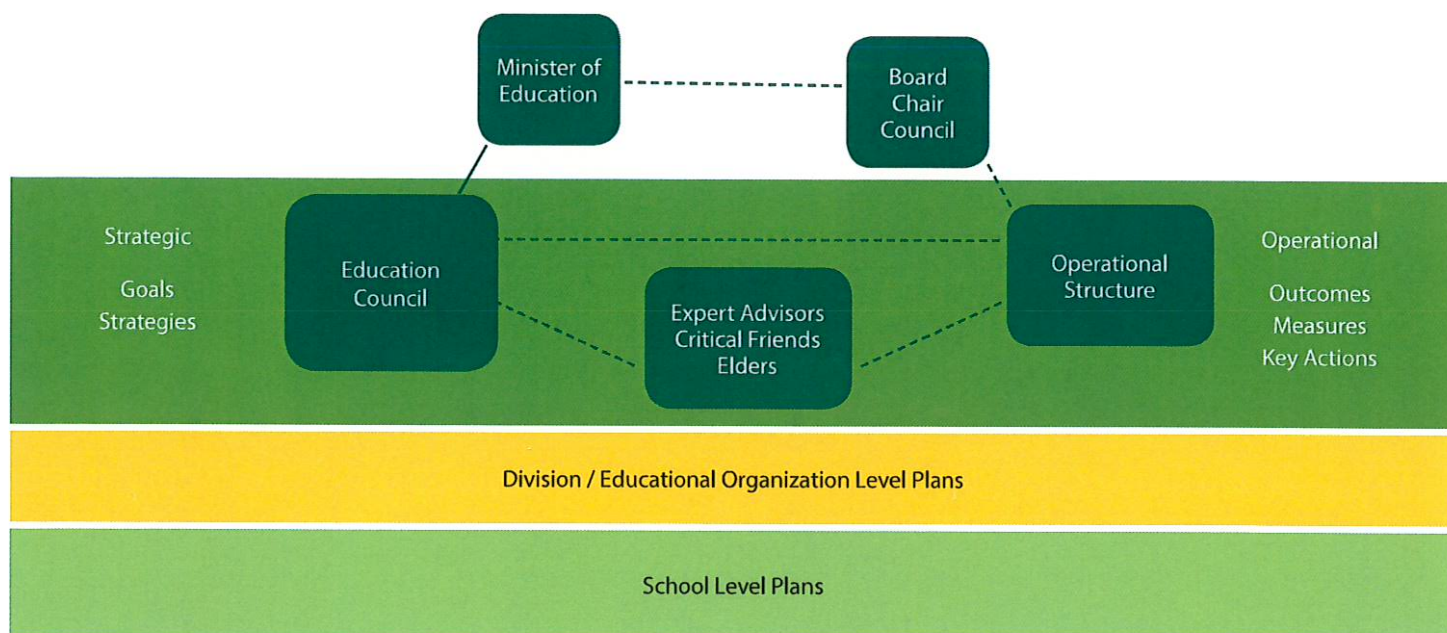
The diagram on the following page provides an illustration of the structures that will be involved in the development and implementation of the provincial education plan. First Nations and Métis education organizations are welcome partners in the development and implementation of the provincial education plan. It is recognized, however, that First Nations education organizations who choose to participate have their own accountability and reporting structures, which may not be reflected in the diagram below.

The Minister of Education has oversight of the plan as a whole, receiving regular reports from the Education Council. The Education Council and Operational Structure will have a strong communication link between them, with the Operational Structure providing regular updates to the Education Council and the Board Chairs Council. Both the Operational Structure and Education Council will have access to critical friends, Elders and academics who will advise on the effectiveness of the approaches taken within the plan.

The provincial education plan will include province-wide outcomes, measures and actions. These will cascade to plans at the school division and school level. School divisions will be accountable to their boards of education for their school division plans. School Community Councils will work cooperatively with school staff in the development and implementation of their school-level plans.



Structures for the Provincial Education Plan



Timelines

Date	Milestone	Purpose
Winter 2019-2020	Meeting of the planning partners and Provincial Leadership Team, potentially with the input of expert advisors and critical friends	To understand what is working well with the ESSP and what needs to change going forward
Winter 2019-2020	Announcement of Education Council	To announce the Education Council
Winter 2019-2020	Meeting of the Education Council with the Operational Structure Update to the Board Chair Council	To orientate the Education Council about its role To provide an opportunity for the Education Council to outline the goals and strategies to the Operational Structure and the Board Chair Council
Spring 2020	Operational Structure meets	To develop key outcomes, measures, actions and establish outcome leadership teams
Spring 2020	Education Council, Operational Structure and Critical Friends meet	The Operational Structure will provide an overview of the outcomes, measures and actions
Spring 2020	Feedback process	To gain broad input to the plan, including the outcomes, measures and actions
Spring 2020	Education Council meets	To review the final version of the plan
Summer 2020	Board Chairs Council and Minister endorse the plan	
September 2020	Implementation	
Winter 2021-2022	Provincial Education Summit	To review results, showcase effective practices and hear from expert advisors, critical friends, Elders and Knowledge Keepers



Prairie South Schools
Board of Education Strategic Plan
2017-2021

Vision: Prairie South Schools

Learning together for our future.

Core Values

Development
of the Whole
Child

Community
Involvement &
Engagement

Division
Transparency

A Collective
Common Sense
Approach

Strategic Focus

Infrastructure

Student Outcomes

Partnerships and
Teambuilding

Innovation



Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People

Prairie South Schools

210

Strategic Focus: Infrastructure

Our 2021 Goal – 21st Century Infrastructure: Facilities, Transportation, and Information Technology

Yearly Initiatives:

2017-2018: Optimize rural transportation system; Establish urban transportation strategy with HTCSD; Finalize planning process for South Hill School with HTCSD; Implement technology renewal plan

2018-2019: Complete implementation of urban transportation strategy and HTCSD Memorandum of Understanding; Complete transportation GPS renewal project; Complete synchronous classroom set-up

2019-2020: Complete division-wide utilization, sustainability and viability Review; Complete Saskatchewan Safety follow-up survey; Review IT infrastructure replacement plan

2020-2021: Review natural gas contract opportunities

Evidence of Success:

5% Reduction in Transportation costs (2016-2017 Baseline).

Establishment of Ride Time Guidelines for School Bus Transportation.

Reduction of Workplace Safety Incidents.

Establishment of School Viability Process Guidelines for Rural and Urban Schools.

Evidence of Efficient Bandwidth Maximization within the Prairie South Network and between the Prairie South Network and CommunityNet.



Our Strategies:

Collaborative Transportation Planning <> Community Safety Education Strategy Implementation <> Provincial Efficiencies Planning Participation <> Board Committee Focus <> Safe, Modern, and Efficient Buildings <> Focus on Energy Efficiency



Innovative Practice: Bus Planner Implementation – Online Learning Tools - GPS Transportation Solutions – HVAC Automated Systems – Lighting Upgrades - Synchronous Teaching and Learning – Paperless Business Solutions

Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People

Strategic Focus: Student Outcomes

Our 2021 Goal - Enhanced Student Outcomes: Literacy, Readiness, and School Completion

Evidence of Success:

90% of students reading at grade level (Fountas and Pinnell; GB+; Basic Reading Inventory).

80% of students writing at a proficient level (Provincial Rubric).

80% of students proficient in numeracy (Provincial Rubric).

90% of Kindergarten students demonstrating readiness in all domains (EYE).

90% on-time graduation (Provincial SDS).

92% extended time graduation (Provincial SDS).

100% of schools at **90%** overall attendance (Ministry of Education).

Yearly Initiatives:

2017-2018: Implement Graduation Coach programming in Moose Jaw high schools; explore opportunities for the MyStudentFirst classroom in grade 10 division-wide.

2018-2019: Complete a broad-based renewal of the Comprehensive Learning Framework.

2019-2020: Outreach and engagement with learning staff and outside partners.

2020-2021: Re-evaluate alignment to provincial sector plan.



Our Strategies:

Prekindergarten Programming <> Behaviour Intervention Training <> Division-Level Staff Support (Inservice; Co-Teaching; Modelling; Research) for Reading, Writing, Math, and FNM <> Comprehensive Learning Framework <> Graduation Coach Programming <> Board Committee Focus <> Learning Improvement Planning (Shared Understandings) <> Learning Improvement Teams (Shared Understandings) <> Curriculum Renewal <> Outcomes-Based Reporting <> School Community Council Inservice Opportunities <> Grade 9 Career Safety Education Program <> RTI Focus on Student Attendance <> OurSchool Implementation <> PAA Think IT/AG/Construction

Innovative Practice: Prairie South Virtual School – Synchronous Learning Classrooms – SCC OurSchool Integration – Locally Developed Curriculum – Magnet Programming

Strategic Focus: Partnerships and Teambuilding

Our 2021 Goal – Meaningful Relationships: Our Students, Our Staff, Our Community and Government Partners

Yearly Initiatives:

2017-2018: Design and administer Staff Satisfaction Survey and implement improvement plan; Focus on staff engagement

2018-2019: Community outreach and engagement

2019-2020: Design and administer Staff Satisfaction Survey and implement improvement plan; Focus on staff engagement

2020-2021: Community outreach and engagement

Evidence of Success:

100% of Staff Satisfaction Survey Improvement Plan Targets achieved (Prairie South Staff Satisfaction Improvement Plan).

80% of students socially engaged (OurSchool Social Engagement Composite: Positive Relationships).

100% of Trustees participate in at least 1 of 3 SCC inservice events (Checklist).

4 school or community engagement sessions held annually (Board of Education Engagement Plan).

1 or more contacts per year with each MLA, Reeve, and Mayor in Prairie South (Board of Education Engagement Plan).



Our Strategies:

MLA and Local Government Advocacy <> SSBA Advocacy <> SCC Engagement <> Voices to Encourage Change (VTEC) Student Engagement <> School and Community Outreach Meetings <> Board Committee Focus

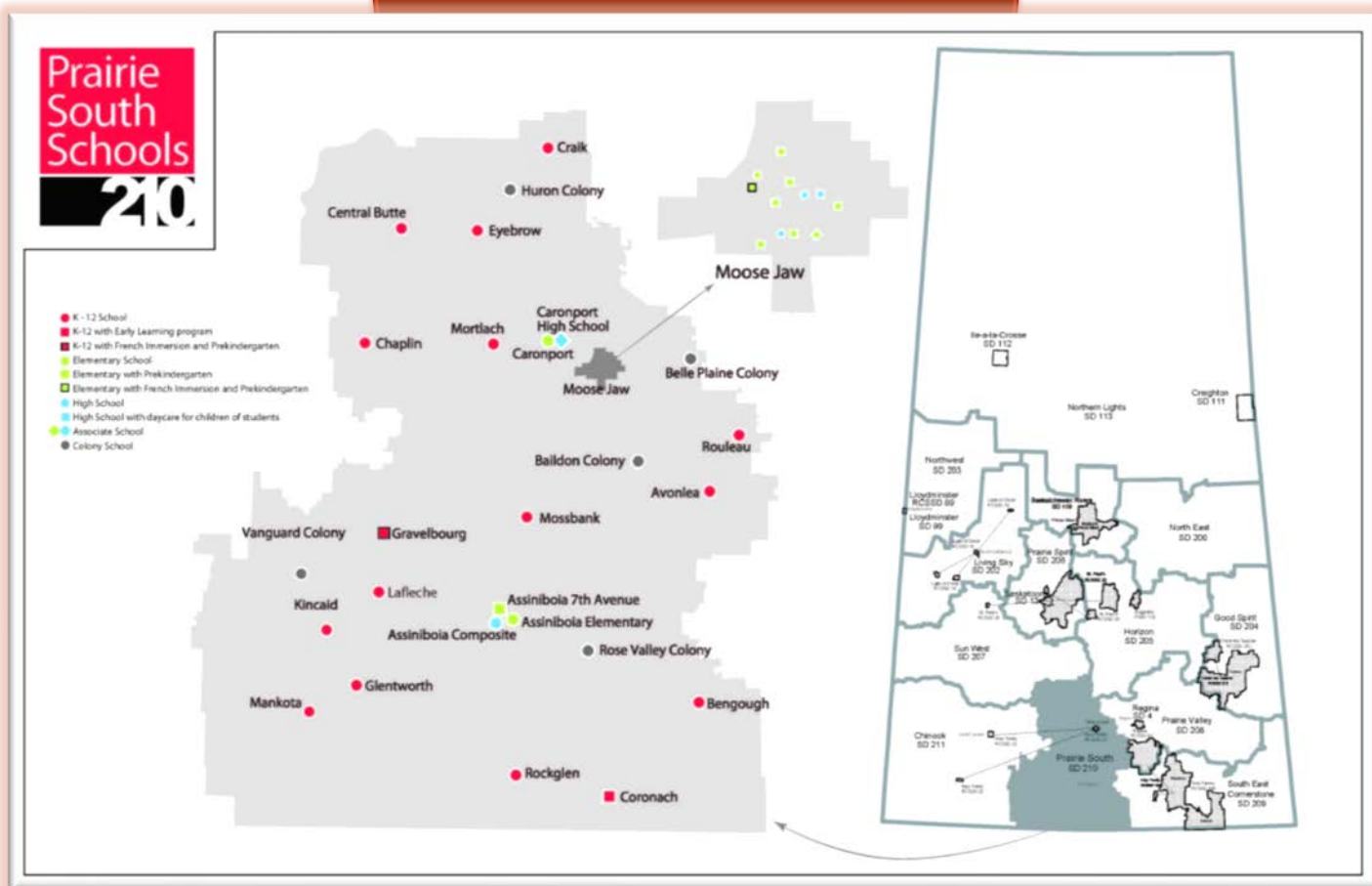
Innovative Practice: Alternative School Year Calendar – VTEC Student Advisory Group – Attendance Support Programming – Staff Satisfaction Improvement Planning – PAA Partnerships

Prairie South Schools 210 Learning together.

1075 9th Avenue North West, Moose Jaw, SK S6H 1V7 P 306.694.1200 1.877.434.1200 F 306.694.4955 prairiesouth.ca

A Note About Innovation...

Innovation is a filter that is essential to implementing the three pillars of the Prairie South Schools Strategic Plan. The Board's Innovation Committee continues to explore how promising practices can be implemented for the good of Prairie South students while maintaining the grassroots nature of proven successful innovation in publicly funded education.



Find us on the web at www.prairiesouth.ca

Prairie South Schools is a member board of the Saskatchewan School Boards' Association and the Public Schools of Saskatchewan.

Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People

AGENDA ITEM

Meeting Date:	December 3, 2019	Agenda Item #:	04.4
Topic:	Out-of-Province Excursion		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Lafleche Central's Grade 5-12 Ski Trip to Elk Water
(Hidden Valley, AB) on January 17, 2020

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Nov 19, 2019	Out-of-Province Excursion

Recommendation:

That the Board approve Lafleche Central's Grade 5-12 Ski Trip to Hidden Valley, AB on January 17, 2020.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Crystal Bouffard	School: Lafleche Central School
Type of Activity: <input type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input checked="" type="checkbox"/> High Risk Activity <u>Ski Trip</u>	
Grade Level: Gr. 5-12	Number of Students: 50
Destination: Elk Water (Hidden Valley, Alberta)	Trip Date: Friday, Jan. 17, 2020
Number of School Days (Partial/Full): Non-School Friday – Jan. 17	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: Chartered Bus _____ <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____ _____	
Number of Teachers, Parents, Chaperones: 5-10	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input type="checkbox"/> Access to cellular or satellite phone or other communication device. <input 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 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 _____ - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources: Hot Noon Meals to off set cost _____ ❖ Out of Pocket Cost per Participant _____ \$80 (ski lesson, equipment, helmet, supper, travel)

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

D. LEARNING OBJECTIVES

- building healthy relationships
- moderate to vigorous movement activity
- improve muscular endurance and flexibility
- use of complex skills
- enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family and community

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

- a) Pre-Excursion Learning
 - proper equipment and ski hill etiquette
- b) Excursion Learning
 - ski lessons
- c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

- leave school at 6:00 am
- arrive at ski hill at 9:30 am
- check in and fit for equipment
- 10:00 ski lessons
- 4:30 pm leave for home
- 6:30 pm supper @ - Swift Current
- 10:00 pm -back to Lafleche

Teacher Signature

Date

Principal Signature

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	December 3, 2019	Agenda Item #:	04.5
Topic:	Out-of-Province Excursion		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Central Collegiate's Grade 9-12 Ski Trip to Banff and Lake Louise, AB on April 9-12, 2020

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

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

Recommendation:

That the Board approve Central Collegiate's Grade 9-12 Ski Trip to Banff and Lake Louise, AB on April 9-12, 2020.

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Scott Wicker	School: Central Collegiate
Type of Activity:	<input type="checkbox"/> Curricular X Extra-Curricular _____ Ski Club _____ <input checked="" type="checkbox"/> High Risk Activity _____
Grade Level: 9-12	Number of Students: approx. 45
Destination: Banff and Lake Louise, AB	Trip Date: April 9-12, 2020
Number of School Days (Partial/Full): none	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or X Other: South Sask. Bus Lines _____ <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____ _____	
Number of Teachers, Parents, Chaperones: 8	
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

- X Parent consent forms and medical information including the Health Card Number will be obtained.
- X Evacuation Plan is in place and will be communicated to appropriate individuals.
- X Designated supervisor has access to emergency vehicles at all times.
- X Access to cellular or satellite phone or other communication device.
- X A list of emergency telephone numbers will be formulated.
- X Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education.
- X Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines.
- X Male and Female Chaperones for a co-ed activity.
- ☐ If using 15 passenger vans, SSBA safety guidelines and restrictions will be followed.

C. BUDGET	
❖ Anticipated Budget _____	
3 days in Banff and Lake Louise Downhill Skiing/Snowboarding Experience	
• Inns of Banff Hotel (16 rooms - \$149.00 per night for 3 nights)	\$6800.00

• Transportation (Coach from South Sask Bus Lines)	\$5000.00
• Winter Activities (3 days at Lake Louise Ski Resort)	\$13000.00
- Alpine skiing/snowboarding	
- 1.5 hour lesson each day, lift pass and equipment	
• Bus Driver Accommodations	\$400.00
• Total	\$25200.00
❖ Description of Funding Sources	
- Individual fundraising and donations	
❖ Out of Pocket Cost per Participant - \$625.00	

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

D. LEARNING OBJECTIVES

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

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

a) Pre-Excursion Learning

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

b) Excursion Learning

- Students can describe environmental impact of skiing/snowboarding on natural terrain
- Students can articulate a historical understanding of the region
- Inspecting of ski/snowboard equipment and proper binding setting
- Students will be assessed in three days of skiing/snowboarding lessons and will be provided differentiated instruction based on their individual needs
- Students will develop a relationship with self/peers and nature so that they can be encouraged to maintain a life-long physically active lifestyle and a connection with nature
- Students will develop strength/fitness levels while gaining respect of their own awareness of personal physical limitations (understanding when one is fatigued can prevent risk of injury)
- Students will learn how to read trail maps and access basic orienteering skills

- Students will learn how to set up safety plans: ex. Ski with a buddy, identify ski patrol and ski volunteers and creating a cell phone contact list
- Students will be engaged in planning of meals/snacks during an outdoor excursion
- Students will have opportunity to experience alternative methods of healing/recovery

F. SCHEDULE OF ACTIVITIES

Thursday April 9, 2020

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

Friday April 10, 2020

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

Saturday April 11, 2020

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

10:30 p.m. – Lights Out

Sunday April 12, 2020

7:00 a.m. – Pre-planned breakfast at hotel

7:30 a.m. – Board bus for Lake Louise

8:30 a.m. – Arrive at Lake Louise Ski Resort

9:00 a.m. – Lessons begin

10:30 a.m. – Meeting with ski chaperones and group ski

12:30 p.m. – Group lunch in main chalet

1:30 p.m. – Group skiing

3:00 p.m. – Last ski run for the day


3:30 p.m. – Board bus for Moose Jaw

7:00 p.m. – Supper in Medicine Hat

11:00 p.m. – Arrive at Central Collegiate


Teacher Signature

Nov 26, 2019
Date


Principal Signature

Nov. 28, 2019
Date

Director/Superintendent Signature

☐ Request Approved

☐ Request Denied

AGENDA ITEM

Meeting Date:	December 3, 2019	Agenda Item #:	04.6
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	December 3, 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:	October 21, 2019 - November 15, 2019				
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	28.42	3.22%	24.64	86.70%	0.35%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	2.16	0.24%	2	92.59%	0.03%
Earned Day Off	50.57	5.73%	42.63	84.30%	0.63%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	6.08	0.69%	6	98.68%	0.08%
Prep Time	214.66	24.30%	210.5	98.06%	2.65%
Pressing Leave	17.43	1.97%	15.46	88.70%	0.22%
PSTA	0	0.00%	0	0.00%	0.00%
Leave Without Pay	3.64	0.41%	2.64	72.53%	0.04%
SUB TOTAL	322.96	36.57%	303.87	94.09%	3.99%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	176.96	20.04%	156.3	88.33%	2.19%
Illness - Long Term	145.98	16.53%	0	0.00%	1.80%
Medical/Dental Appt	95.82	10.85%	82.17	85.75%	1.18%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	6	0.68%	6	100.00%	0.07%
STF Business - Invoice	5.5	0.62%	5.5	100.00%	0.07%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	430.26	48.71%	249.97	58.10%	5.32%
Prairie South					
Extra/Co-curr Teach	17.39	1.97%	12.62	72.57%	0.21%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	4.06	0.46%	4.01	98.77%	0.05%
Internship Seminar	0	0.00%	0	0.00%	0.00%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	44.68	5.06%	39.74	88.94%	0.55%
PD DEC Teachers	60.38	6.84%	56.63	93.79%	0.75%
School Operations Meet/PD	3.5	0.40%	3.5	100.00%	0.04%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	130.01	14.72%	116.50	89.61%	1.61%
Total Absences	883.23	100.00%	670.34	75.90%	10.92%

Teachers (FTE)
425.78

of teaching Days
19

Possible Days
8089.82

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

CUPE Staff Absences & Casual Usage 2019 - 2020

Date: October 28, 2019 - November 24, 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	8.25	2.01%	7.25	0.00%	0.16%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	7	1.70%	5.6	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	4.13%	14.75	0.00%	0.00%
Earned Day Off	2.79	0.68%	1.36	0.00%	0.06%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	4.39	1.07%	2.53	0.00%	0.09%
Illness - Support	158.72	38.60%	108.02	68.06%	3.16%
Med/Den Appt Support	46.22	11.24%	32.41	70.12%	0.92%
Noon Supervision	2	0.49%	0.5	0.00%	0.04%
Parenting/Caregiver	25.86	6.29%	19.3	0.00%	0.52%
Pressing Leave	14.92	3.63%	9.26	0.00%	0.30%
Rec. of Service	7.78	1.89%	6.38	0.00%	0.15%
TIL Support	1.63	0.40%	0	0.00%	0.03%
Without Pay Support	19.55	4.75%	15.05	0.00%	0.39%
SUB TOTAL	316.11	76.88%	222.41	70.36%	6.30%
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	51.34	12.49%	44.46	86.60%	1.02%
Workers Compensation	21.75	5.29%	19.75	0.00%	0.43%
SUB TOTAL	73.09	17.77%	64.21	87.85%	1.46%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	13	3.16%	13	0.00%	0.26%
LRNG Meet/PD	2	0.49%	0	0.00%	0.04%
PD DEC In Province Support Staff	7	1.70%	6.5	0.00%	0.14%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	22	5.35%	19.5	0.00%	0.44%
Total Absences	411.2	100.00%	306.12	74.45%	8.19%

Possible Days

October 28, 2019 - November 24, 2019

Days

19.00

FTE

264.2

Total Days

5019.80

** 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: October 28, 2019 - November 24, 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	2.00	1.52%	2.00	0.00%	0.10%
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	1.52%	2.00	0.00%	0.10%
Illness - Support	25.00	18.94%	25.00	0.00%	1.30%
Med/Den Appt Support	14.00	10.61%	13.00	0.00%	0.73%
Parenting/Caregiver	0.50	0.38%	0.50	0.00%	0.03%
Pressing Leave	3.50	2.65%	3.50	0.00%	0.18%
Without Pay Support	85.00	64.39%	84.00	0.00%	4.41%
SUB TOTAL	132.00	100.00%	130.00	98.48%	6.85%
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	132.00	100.00%	130.00	98.48%	6.85%

Possible Days

October 28, 2019 - November 24, 2019

Days

18.00

Staff

107.00

Total Days

1926.00

** 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: October 28, 2019 - November 24, 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	0	0.00%	0	0	0.00%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	0	0.00%	0	0	0.00%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	0	0.00%	0	0	0.00%
Family Responsibilities	0	0.00%	0	0	0.00%
Illness - Support	15.18	16.51%	0	0	1.79%
Med/Den Appt Support	8.96	9.74%	0	0	1.06%
Parenting/Caregiver	0.38	0.41%	0	0	0.04%
Pressing Leave	0.93	1.01%	0	0	0.11%
Without Pay Support	0.13	0.14%	0	0	0.02%
SUB TOTAL	25.58	27.82%	0	0.00%	3.02%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	36.27	39.44%	0	0	4.28%
Workers Compensation	13.19	14.34%	0	0	1.56%
SUB TOTAL	49.46	53.78%	0	0.00%	5.84%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	0.42	0.46%	0	0	0.05%
LRNG Meet/PD	6	6.52%	0	0	0.71%
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	10.5	11.42%	0	0	1.24%
SUB TOTAL	16.92	18.40%	0	0	2.00%
Total Absences	91.96	100.00%	0	0.00%	10.85%

Possible Days

October 28, 2019 - November 24, 2019

Days

19.00

FTE

44.596

Total Days

847.32

** 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 October 30, 2019 to November 26, 2019

Background:

- Board has requested a monthly report of tenders awarded.
- Administrative procedure 513, which details limits where formal competitive bids are required.

The procedure is as follows:

- The Board of Education has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.
- Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

Current Status:

The following tenders were awarded for the reporting period:

- A request for proposals was issued for a project manager for the new joint use school. The bid was awarded to Colliers Project Management on points. Bid cost was \$599,000.

AGENDA ITEM

Meeting Date:	December 03, 2019	Agenda Item #:	06.1
Topic:	Wilson Inquiry		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	<p>At the regular meeting of the Board of Education on November 5th, 2019, Trustee Kessler made the following inquiry:</p> <p><i>"Who gives permission to Elections Canada to allow a polling station to be held in a school? Does the school have any input on this decision? If not, can they?"</i></p>
Current Status:	<p>Please note the following excerpts from both Federal and Provincial Election Acts:</p> <p><i>"Federal Elections Act</i></p> <p><i>Marginal note: Polling station in school or other public building</i></p> <p>122 (2) <i>Whenever possible, a returning officer shall establish a polling station in a school or other suitable public building"</i></p> <p><i>"Saskatchewan Elections Act</i></p> <p>36 (8)</p> <p><i>The returning officer may take and use as a polling place any school that is the property of a school division or a duly organized school district if the school is convenient for the purpose."</i></p> <p>In the most recent Federal election, we received several requests from Elections Canada to rent specific schools to host polling stations. Our current practice is that Central Office and Facilities Department will authorize the rental and notify the schools in question.</p> <p>We contacted both Elections Canada and Elections Saskatchewan to determine if the request can be denied.</p> <p>Elections Saskatchewan confirmed that the law stipulates that if the returning officer deems the school convenient it would be used as the polling station. That said, their position is that if a Trustee or a school has concerns it is best to work with them (regarding those concerns). Elections Saskatchewan suggests contacting the Chief Electoral Officer ahead of time with any concerns. This will allow Elections Saskatchewan to work with them to mitigate any concerns.</p>

Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Stephen Robitaille	December 03, 2019	<ul style="list-style-type: none"> • none

Recommendation:

That the Board review the information provided.

AGENDA ITEM

Meeting Date:	03 December 2019	Agenda Item #:	06.2
Topic:	Jukes Inquiry		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	<p>Trustee Jukes made the following inquiry at the November meeting:</p> <p><i>My understanding of the band program, since its inception in the former MJSD, was to create a foundation for the development of band through grades 6-12 by making band mandatory in grade 6. Has this philosophy changed?</i></p>
Current Status:	<p>Band programming did not exist in the majority of legacy school divisions when Prairie South was established. In the City of Moose Jaw, band programming did exist, with mandatory participation for some students and optional participation for others. Prairie South has continued with legacy band programming practices since 2006, resulting in an inequity between students in Moose Jaw and students in other communities.</p> <p>In 2017-2018, the Board of Education accepted a recommendation from administration to reduce the level of subsidy for band instrument rentals. This reduction was primarily connected to austerity, however a positive side effect was the partial mitigation of this inequity.</p> <p>In 2018-2019, Prairie South expenses related to the band program in Moose Jaw were \$94,106.</p> <p>The philosophy described in Trustee Jukes' inquiry has not changed, however the level of interest in band programming falls away sharply once this programming becomes optional. 320 Grade 6 students (100%) in Moose Jaw participated in mandatory Prairie South funded band programming in 2018-2019. 89 Grade 7 students (29%) and 54 Grade 8 students (22%) participated in optional band programming.</p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	December 3, 2019	

Recommendation:

That the Board of Education review the information provided.

AGENDA ITEM

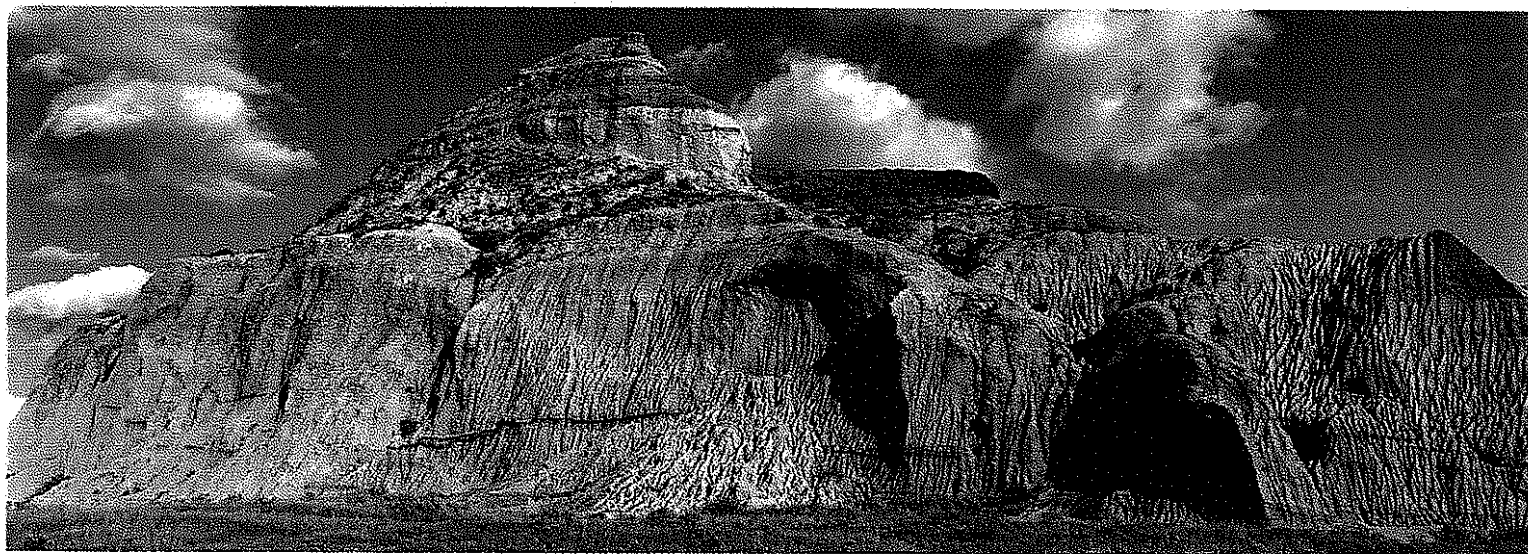
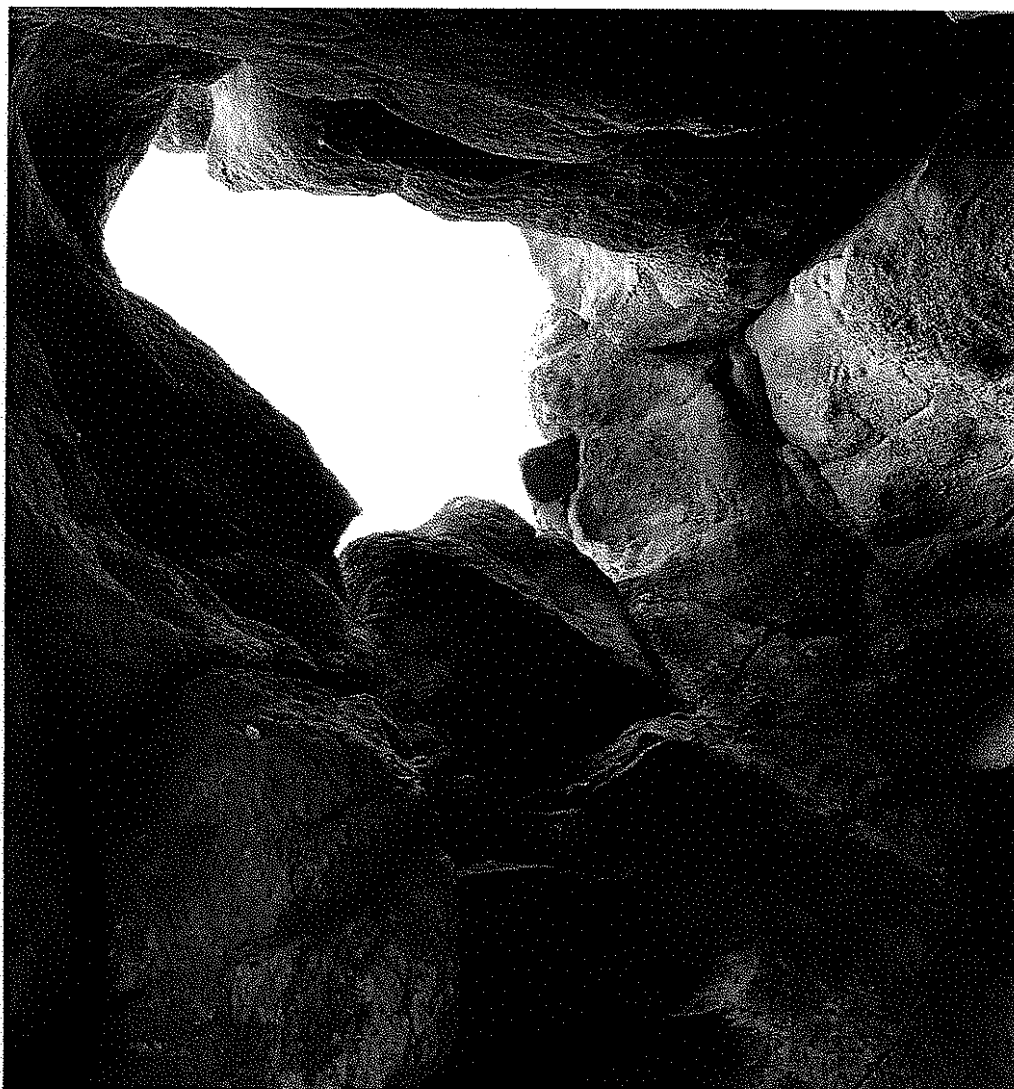
Meeting Date:	03 December 2019	Agenda Item #:	06.3
Topic:	Town of Coronach Economic Transition Project		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The Town of Coronach has undertaken the development of the Economic Transition Project to support and prepare the community for the announced closure of the Poplar River Power Plant and Westmoreland Coal Mine. Trustee Wilson and school division staff have participated in the consultation process associated with the project.
Current Status:	The summary document was released in Coronach on November 27, 2019. Population projections for the Town of Coronach and the RM of Hart Butte include a 42% population loss by 2036 and an additional population loss of 25% by 2041.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	December 3, 2019	<ul style="list-style-type: none"> MDB Report 191127

Recommendation:

That the Board of Education review the information provided.



Town of Coronach

Economic Transition Project

November, 2019



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1. Message from The Town of Coronach

The Town of Coronach has been granted \$320,000 to date from Western Diversification. This has been allocated to our partnership and leadership by SEDA, Saskatchewan Economic Development Alliance, this study with specific targets that maximize our strength with a strategic plan and for a 2-year contract with a local Economic Transition Coordinator.

We have also been granted \$60,000 for a Request for Proposals to have a Coal Interpretive centre study completed to see if it is feasible to build on our local underground coal history and educate and teach teachers and students from all over Saskatchewan about the History of Coal in our province.

We have hosted conversations with the Western Diversification Federal team about the planning and distribution of an Economic Infrastructure development for Coal Communities fund, which includes \$105 Million for Coal impacted communities in Saskatchewan, Alberta and the East Coast provinces. We are investigating a Trust program that would create a long-term strategy for economic infrastructure incentives and development opportunities for the local area.

We have started conversations with the Ministry of Government Relations to discuss the promise given in the SaskParty's speech from the Throne of 10 Million Dollars for the Coal impacted communities. We are committed to the priorities set in the vision statement set by Town Council through the recent process of training and work on our future needs for our community:

"The Town of Coronach shall strive to maintain a safe, viable community while strengthening resident engagement and community spirit. We will encourage thriving regional partnerships and the development of an innovative, diverse economy."



all strategic objectives and ensuing actions on the part of the Town over the next ten years. The priorities support the Town's overarching vision for the region as well as the desired outcomes of the strategic planning process.

It should be noted that the list of actions is a prioritized starting point based on community input and research at a point in time. It is by no means an exhaustive or comprehensive list of all the potential actions for the Town of Coronach. New actions will emerge and will need to be assessed against the priorities of the Project.

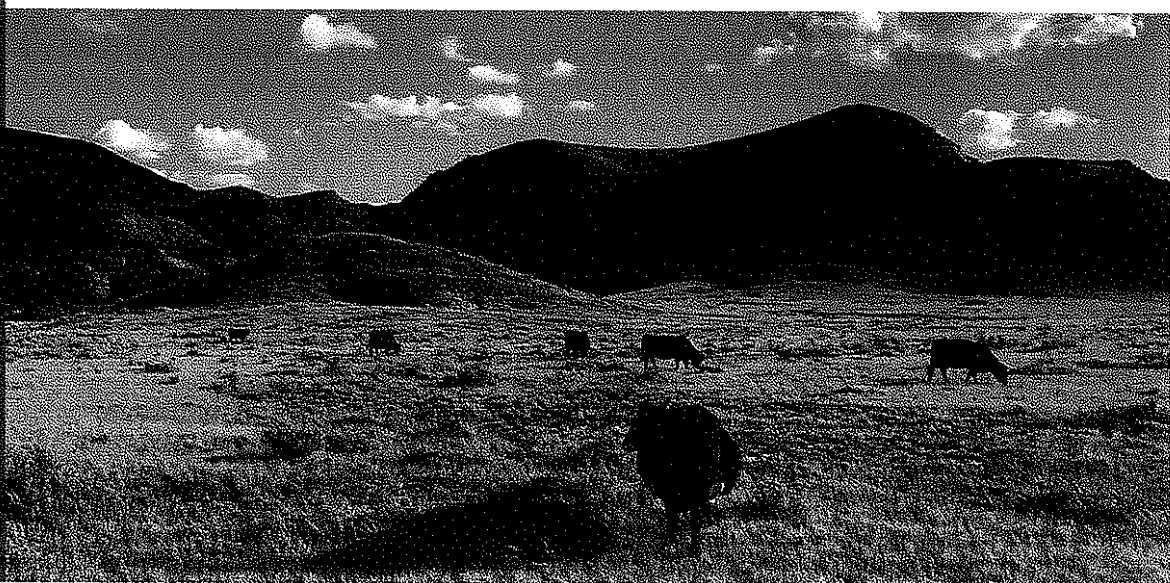
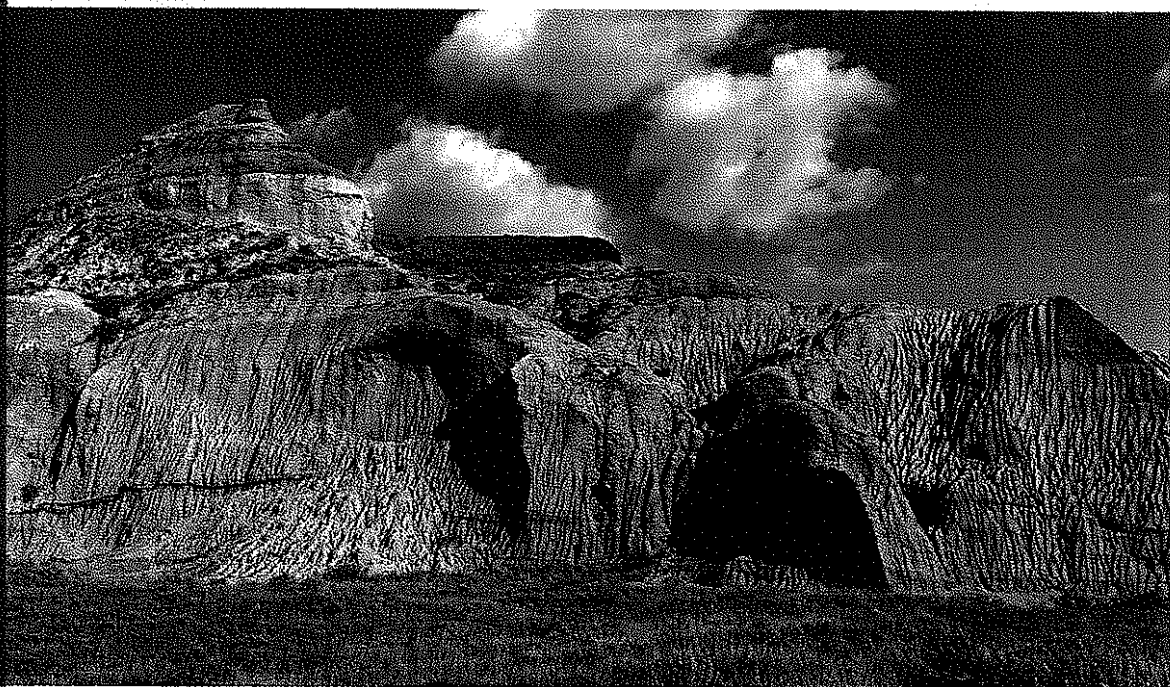
Critical Path Actions

Each of the following "critical path" actions present a concept for the highest priority initiatives. They are assembled from a variety of actions in the previous section and show the interconnectedness of different activities – how doing one thing will have a positive impact on several objectives.

Convergence of Key Actions with Pillars

Priority Objectives and Actions		Pillar 1	Pillar 2	Pillar 3	Pillar 4
Objective 1.1	Action #1.1.1: Establish a Regional Economic Transition Committee that will act as a regional voice and partner to secure funding, provide recommendations, support the Economic Transition Project and investigate the establishment of an Economic Transition Trust.	✓	✓	✓	✓
	Action #1.1.2: Coordinate a workforce transition/development plan with all involved parties. Currently, there is a lack of coordination/understanding of how the transition teams will be working together. As the local municipality, Coronach needs to take a leadership role in this process.	✓	✓	✓	
Objective 2.1	Action #2.1.1: Build on the business satisfaction survey by creating a dedicated business retention and expansion program focused on addressing current concerns and facilitating growth.	✓	✓		
	Action #2.1.2: Work with CF and Business Community to develop a Business Guide that outlines all the services and processes of the municipality and using the Province's template, develop Business Opportunity Sheets that assist in identifying business investment opportunities.	✓	✓		✓
Objective 3.1	Action #3.1.1: Investigate the development of a regional tourism organization to nurture and provide programming support that will assist and leverage the attraction of tourists and the development of new assets into the Coronach region.	✓		✓	
Objective 3.3	Action #3.3.1: Building on the efforts of the regional asset mapping exercise, investigate the development of a regional Asset Development and Marketing Plan to support the regional tourism organization.		✓	✓	
Objective 4.1	Action #4.1.2: Work with SaskPower to identify all respondents to the Solar and Wind power generation RFQ and RFP process to develop a shortlist of proponents who may be interested in developing facilities in Coronach.		✓		✓

Section 1





3. Background Report

3.1 Summary of Findings

The reviewed policies and documents have been analyzed comparatively to uncover areas of thematic overlap. The policies have been cataloged according to common themes to observe patterns – in essence, to find the “common threads” among them.

The following observations are important, as they highlight themes that are strongly represented in the current policy framework internally, and where there is alignment with external policies in areas of importance. Further, it allows the identification of gaps that exist where key themes and areas of importance do not currently have prominence in the municipal policy framework. If these gaps represent key objectives or priorities that are identified through the research and community engagement process, they heighten awareness for further examination to ensure effective alignment with future priorities.

The common threads identified among the policies and documents examined above include:

Renewable Energy – Power sources such as wind, solar, and geothermal are potential avenues to explore further investment for the town of Coronach. These could capitalize on existing power output infrastructure and would create jobs in the construction and maintenance phases.

Natural Gas – Natural gas is a cleaner fossil fuel to generate power than coal, and through Carbon Capture and Storage, these plants can be made net-zero emissions. Once again, these plants could capitalize on the existing power grid infrastructure in Coronach.

Clean Coal Uses – Carbon Capture and Storage (CCS) units can be placed on coal-fired power generators to render them net-zero emissions. This technology can be placed on generators where it makes financial sense, given the set-up costs of the units and the lifespan of the generators themselves. Also, fly ash is a by-product of burning coal for electricity, and this product can be recycled for use as a strengthening agent in concrete.

Tourism Industry – Coronach has lots of history in the area like the historic outlaw hideouts, which attract tourists to the area. Events and festivals such as the Outlaw Festival can also be large draws for tourists and spur economic activity during their operations.

Infrastructure Development – Past and future infrastructure development was a re-occurring theme in many of the documents. Future infrastructure development can open the way for new industries to move into the area. Also, the coal plant and mine in Coronach supply infrastructure support during their operations, which may leave gaps that need to be filled by the municipality.

Historical Context – Several documents reviewed provided useful historical context to the project. These included important dates, decisions made, and news from Coronach's recent history, among other things. It enabled our team to understand the path that has led to the current context in Coronach.

Workforce Integration – The current workers of the plant and mine will be impacted the most by the proposed closures. Considerations involving how to integrate these workers into the future economy and share the impacts of the closures with other industries to minimize the impacts on this group is an important consideration.



The figure below presents a common threads matrix, showing the association between each theme relative to the documents it has been identified in via a series of checkmarks. A single checkmark (✓) indicates the document has some content relating to the theme, but it is not a primary focus of the document, while a double checkmark (✓✓) indicates there is a primary focus on the theme.

For the full document review, see Appendix F.



3.1.1 Common Themes Matrix

Figure 1: Common Themes Matrix

	Renewable Energy	Natural Gas	Clean Coal Uses	Tourism Industry	Infrastructure Development	Historic Context	Workforce Integration
Coronach Planning Study 1983					✓✓	✓✓	
JUST Transition from Coal Task Force			✓				✓✓
Getting it Right – A Just Transition Strategy for Alberta's Coal Workers	✓	✓			✓		✓✓
Background - SK Labour Demand Outlook	✓					✓	✓
Fall South Central News Updates					✓	✓✓	
Red Coat REDA documents					✓✓	✓✓	
Coronach Market Snapshot				✓✓	✓	✓	✓
2004-11 Presentation to Saskatchewan Power Corporation	✓	✓	✓		✓	✓	✓
2007 Municipal Leadership document						✓	
CEDC Documents			✓	✓	✓	✓✓	
1996 Farmwell Policy					✓✓	✓✓	
Coronach - RM 11 - May 1980						✓✓	
Town of Coronach August 10, 1978						✓✓	
Coronach EDO Documents						✓	
2007 Municipal Leadership document				✓	✓✓		✓✓
Community Initiatives Fund Application				✓	✓✓		
Aviva Splash Park Document				✓			
North 49 Wind Project Handout	✓✓				✓		
Saskatchewan Operating Mines List					✓		
Canada Just Transitions Report 2019					✓	✓	✓✓
Coal in Coronach			✓			✓✓	
Coal Transition Information and Resources Package							✓✓
Facing the Challenge of Industry Closure					✓	✓	✓✓
Reimagining Pennsylvania's Coal Communities				✓	✓	✓	✓✓
Supply Chain Options – Nuclear Preliminary					✓✓		
WDM Saskatchewan's Clay Resources						✓	

3.2 Economic Projections

3.2.1 Municipal Finance Model & Impact

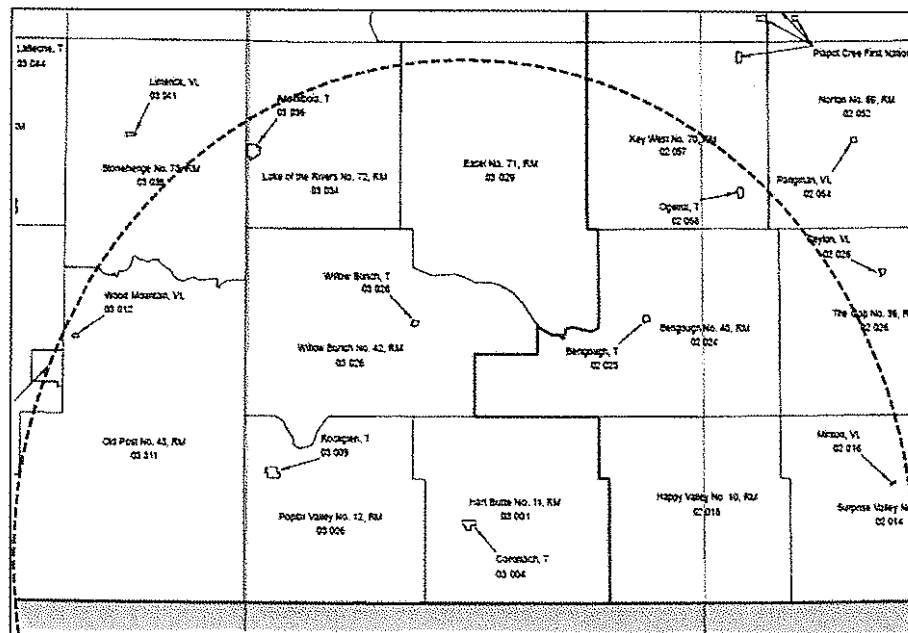
This report assesses the socio-economic impact of the pending closures of the Poplar River Power Plant and the Westmoreland Coal Mine on the businesses and communities within a 100 km radius of these facilities. The closures are expected to begin in 2030, but they could begin earlier. When they occur, they will affect more than 300 workers directly and many other workers indirectly.

Recent Population and Employment Trends in the Study Area

metroeconomics estimates 21 municipalities (Census-Sub-Divisions) either entirely or largely fall within a 100 km radius of Coronach. This group of 21 municipalities will be referred to from this point forward as the Study Area.

According to the 2016 Census, 7,785 people live in the Study Area, while employers provide 3,680 jobs within the area.

Figure 2: Map of the Coronach Study Area



Source: Statistics Canada and *metroeconomies*

To measure the impacts of the proposed closures, the Study Area has been divided into two sections:

- **Primary Study Area:** The Town of Coronach plus the Rural Municipality of Hart Butte No. 11.
- **Secondary Study Area:** The other 19 municipalities within a 100 km radius of Coronach.

Figure 3: Key Demographic and Economic Indicators of the Study Area 2001 to 2016



	2001	2006	2011	2016	Change 01-16
Population					
Primary	1,133	1,042	975	895	-238
Secondary	8,284	7,250	7,218	6,890	-1,394
Total Study Area	9,417	8,292	8,193	7,785	-1,632
Employed by Place of Work					
Primary	840	685	485	570	-270
Secondary	4,110	3,455	2,640	3,110	-1,000
Total Study Area	4,950	4,140	3,125	3,680	-1,270
Mining Employed					
Primary	160	110	120	130	-30
Secondary	0	10	0	10	10
Total Study Area	160	120	120	140	-20
Utilities Employed					
Primary	195	125	180	120	-75
Secondary	20	35	55	0	-20
Total Study Area	215	160	235	120	-95
All Other Industries Employed					
Primary	485	450	185	320	-165
Secondary	4,090	3,410	2,585	3,100	-990
Total Study Area	4,575	3,860	2,770	3,420	-1,155
All Other Industries Employed per 1,000 Residents					
Primary	428	432	190	358	-71
Secondary	494	470	358	450	-44
Total Study Area	486	466	338	439	-47

Source: Statistics Canada compiled by *metroeconomies*

Figure 3 above provides key data regarding recent trends in the number of people and jobs within the Study Area and each of its two parts:

- In 2016 the total population of the Study Area was 7,785; 895 people live in the Primary Area, and 6,890 live in the Secondary Area.
- Between 2001 and 2016, the population of the Study Area fell by 1,632 from 9,417 in 2001 to 7,785 in 2016 (or by 17 percent). Over that span, the population of the Primary Area fell by 238 (21 percent) while that of the Secondary Area fell by 1,394 (17 percent).



- The total number of jobs provided by employers in the Study Area fell from 4,950 in 2001 to 3,680 in 2016 or by a total of 1,270 (26 percent). Primary Area jobs were down by 270 (32 percent) and Secondary Area jobs by 1,000 (24 percent).
- The Primary Area accounted for 130 mining jobs in 2016, down from 160 in 2001. The Secondary area accounted for only a few mining jobs at any point over that span.¹
- The Primary Area accounted for 120 utilities jobs in 2016 down by 75 from 195 in 2001 (38 percent). Utilities jobs in the Secondary Area disappeared altogether.
- Jobs in the Study Area's mining and utilities industries are considered to be the economic base or export-based jobs of the area. Changes over time in the number of economic base jobs in an area determine changes in the economic and social wellbeing of that area.
- Jobs in all other industries – those that are primarily population serving or community based – fell by 1,155 from 4,575 in 2001 to 3,420 in 2016 (25 percent) across the entire Study Area. The Primary Area's population serving jobs fell by 34 percent, and the Secondary Area's fell by 24 percent.

The bottom line of the above trends: the gradual erosion of jobs in the Study Area's economic base industries (down 30 percent from 2001 to 2016) has resulted in the gradual decline of the area's population (down 17 percent).

Estimated Closure Impacts on the Study Area

All of the Study Area's economic base jobs – those in mining and utilities – are located in the Primary Area. About half are held by Primary Area residents (Town of Coronach plus the Rural Municipality of Hart Butte No. 11) and the other half by Secondary Area residents (The other 19 municipalities within a 100 km radius of Coronach). The mining and utilities jobs held by Primary Area residents account for 31 percent of all the jobs held by Primary Area residents. The mining and utilities jobs held by Secondary Area residents account for less than 4 percent of all the jobs held by Secondary Area residents.

Thus closure of the Poplar River Power Plant and the Westmoreland Coal Mine – which together account for all of the utilities and mining jobs in the Primary Area – will have a much greater relative impact on the population and employment base of the Primary Area than on the population and employment base of the Secondary Area.

Figure 4 compares the age profiles of the populations of each of the Primary and Secondary Areas to that of Saskatchewan as a whole:

- The population of the Primary Area has relatively more people aged 0 to 14, 20 to 24 and over 55 than the province as a whole and significantly relatively fewer persons aged 25 to 34.

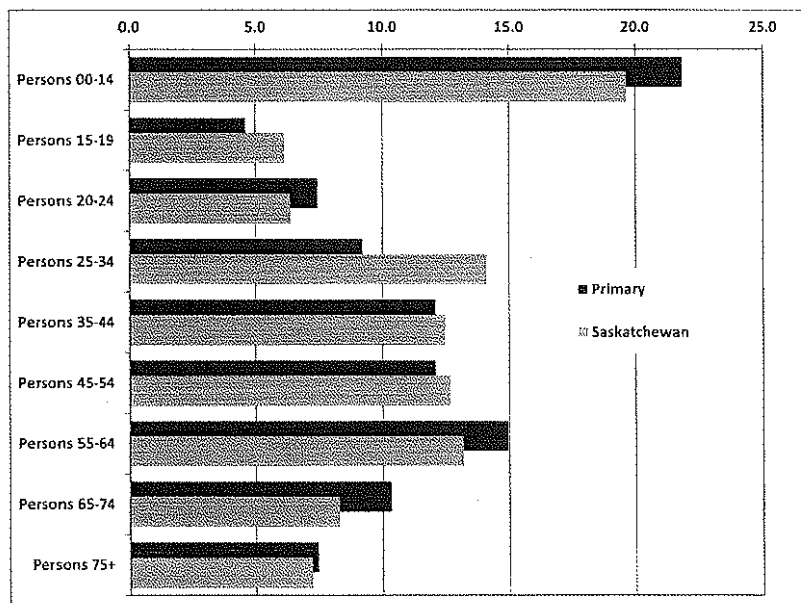
¹ Statistics Canada random rounds all Census estimates for all economic and demographic variables within detailed cells to the nearest 5 for confidentiality purposes. Thus the mining employed estimates for the Secondary area for each of 2001, 2006, 2011 and 2016 could easily each have been about 5 but still be published as 0, 10, 0 and 10 respectively.



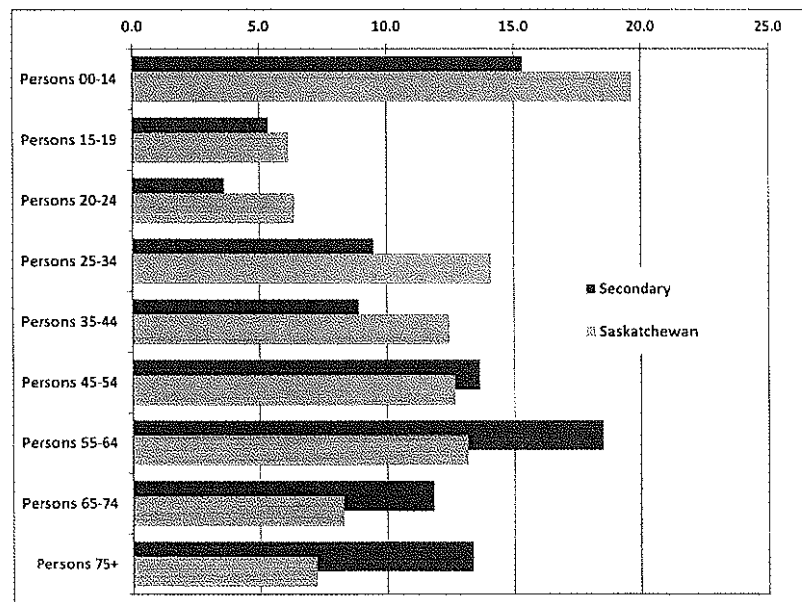
- The population of the Secondary Area has significantly relatively fewer persons aged 0 to 14 and 20 to 44 than the province as a whole and significantly relatively more people aged 55 and over.

Figure 4: Population by Major Age Group as a Percent Share of the Total in 2016 Primary and Secondary Areas Compared to Saskatchewan

Primary Area Compared to Saskatchewan



Secondary Area Compared to Saskatchewan





Source: Statistics Canada compiled by *metroeconomics*

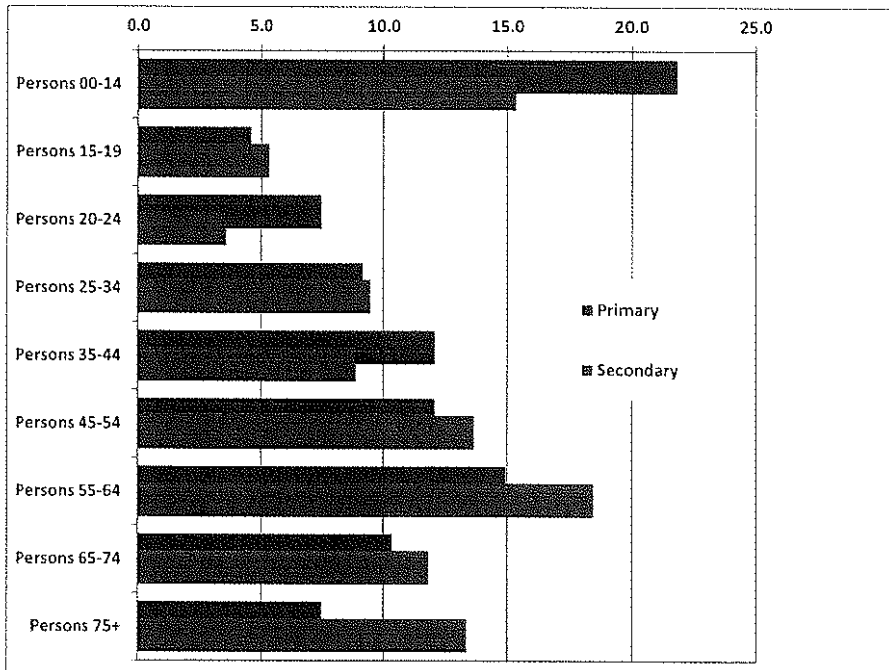
Figure 5 compares the age profiles of the population of the Primary Area to that of the Secondary Area:

- The Primary Area has relatively more people aged 0 to 14, 20 to 24 and 35 to 44 than the Secondary Area.
- The Secondary Area has relatively more people aged 45 and over.

Migrants – people who move – tend to be relatively young people aged 20 to 39 often with youngsters in tow. That description defines the residents of the Primary Area compared to those in the Secondary Area in 2016. As people age beyond 40 years, they are significantly less likely to move than those under the age of 40. That description defines the residents of the Secondary Area compared to those in the Primary Area in 2016.

The relative age profiles of the two areas suggest the closure impacts are likely to result in relatively more out-migration of people from the Primary Area than from the Secondary Area, although outmigration is likely to occur from both.

Figure 5: Population by Major Age Group as a Percent Share of the Total in 2016 Primary Area Compared to Secondary Area



Source: Statistics Canada compiled by *metroeconomics*



In the Study Area, the coal produced by the Westmoreland Coal Mine serves as a prime input to the Poplar River Power Plant's generation of electricity.

Figure 6 below is based on Statistics Canada's *Sources and Uses Tables* for Saskatchewan for 2015.

Figure 6: Coal Mining and Electricity 2015, Production Costs and Gross Operating Surpluses As a Percent Share of Total Revenues

	Coal Mining	Electricity
Total Revenues	100	100
Inputs	40	40
Wage and Salaries	30	15
Taxes on Production	0	4
Gross Operating Surplus	30	41

Source: Statistics Canada compiled by *metroeconomies*

Concerning coal mining province-wide:

- 40 percent of sales revenues go to purchases from other industries (goods and services)
- 30 percent goes to wages, salaries and benefits to those employed in coal mining
- Major contributors to the input costs are repair construction services, equipment purchases, electricity, other fuels and other support services
- Taxes on production account for less than 1 percent of coal industry revenues
- 30 percent falls to the bottom line representing the industry's gross operating surplus

Concerning electricity activities province-wide:²

- 40 percent of sales revenues go to purchases from other industries (goods and services)
- Half of those input costs are accounted for by natural gas or coal
- Other major contributors to input costs are repair construction services, head office services and computer services
- 15 percent goes to wages, salaries and benefits to those employed in electricity activities
- Taxes on production account for 4 percent of electricity activity revenues
- 41 percent falls to the bottom line representing the industry's gross operating surplus

² Data for electricity generation alone are not available. The data for electricity in Exhibit 5 therefore include electricity generation, transmission and distribution.



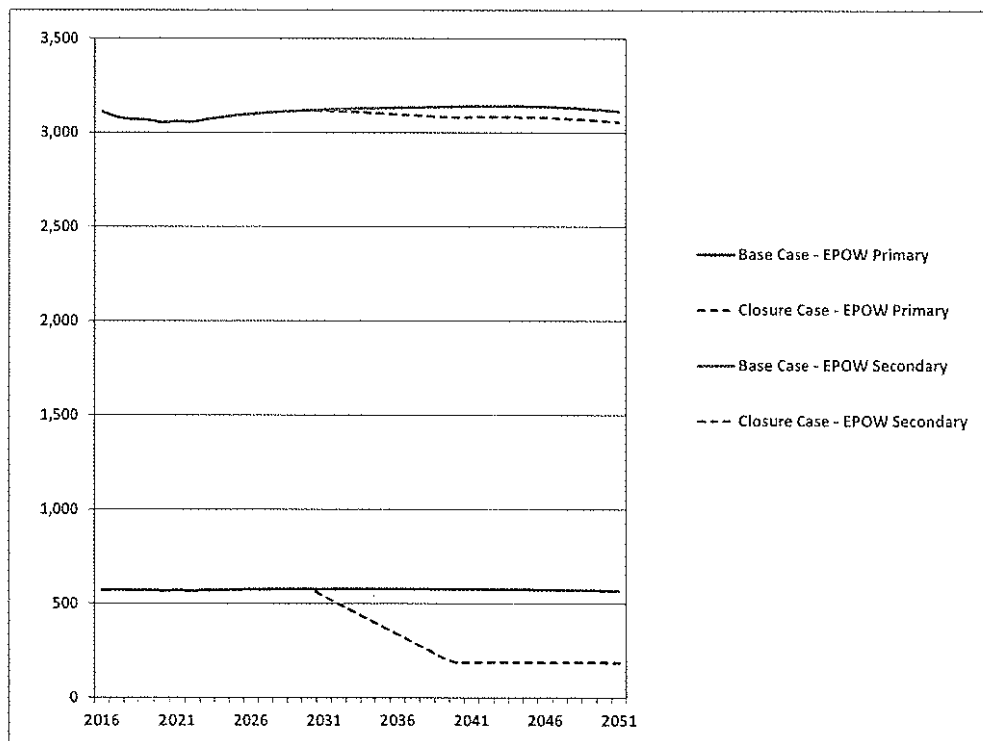
Data regarding the local share of input costs of goods and services that define the input costs of each industry are not available. It is likely, at least some repair construction services and most equipment purchases are not acquired from businesses within the Study Area. The projections described in the following section assume the closures will impact local jobs primarily in the mining and utilities sectors directly, that jobs among suppliers will mostly impact communities outside the Study Area.

The Estimated Closure Impacts on the Primary and Secondary Areas

metroeconomics' sub-provincial projection system is described in detail in the accompanying Appendix. Using this system, a Base Case projection was developed for each of the Primary Area and the Secondary Area. A Closure Case projection alternative was also developed for each area, assuming the closures will begin in 2031 and take ten years to complete. The results of these projections are illustrated in the charts and tables of this section of the report.

Note: Different Closure Case projections could be developed if a different time profile for the closures is warranted.

Figure 7: Total Employed by Place of Work, Primary Area (Dark Blue) and Secondary Area (Light Blue), Base Case (Line) and Closure Case (Dotted Line), Annual Data 2016 to 2051



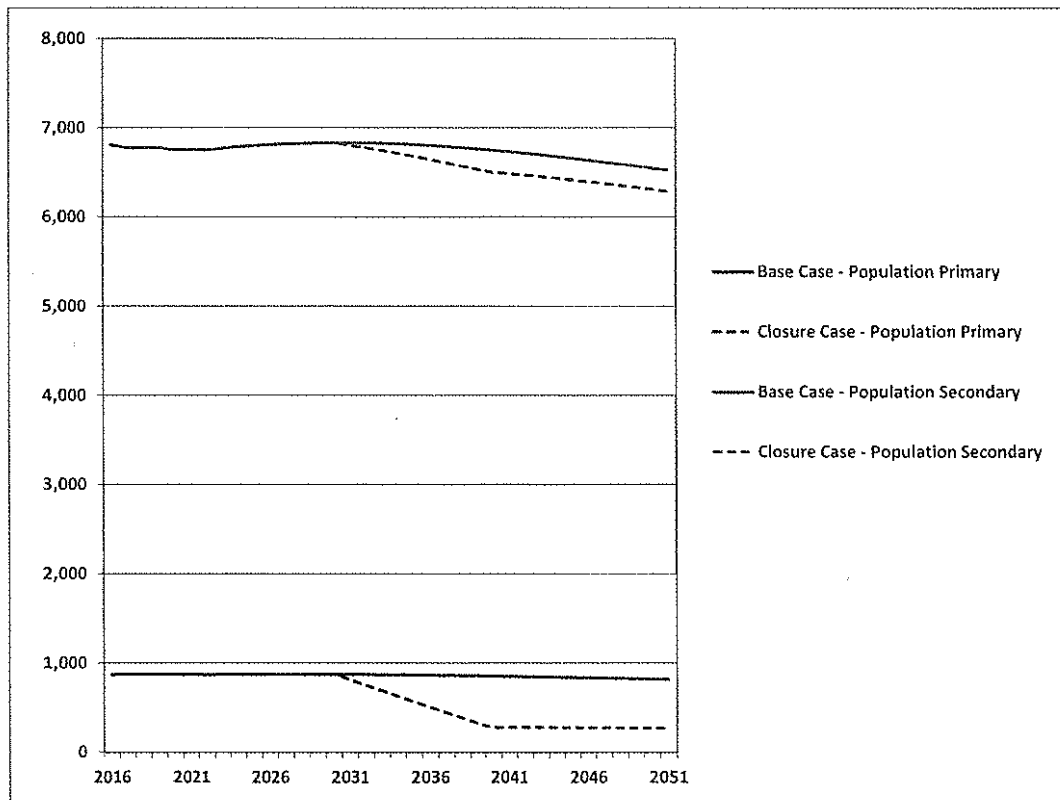
Source: *metroeconomics*

Figure 7 above illustrates the projected path for total employment by place of work for each of the Base and the Closure Cases for each of the Primary and Secondary Areas to 2051.



Figure 8 below illustrates the projected path for the total population for each of the Base and the Closure Cases for each of the Primary and Secondary Areas.

Figure 8: Total Population, Primary Area (Dark Blue) and Secondary Area (Light Blue), Base Case (Line) and Closure Case (Dotted Line) Annual Data 2016 to 2051



Source: *metroeconomics*

In the Base Case, total employment and the total population are projected to hold steady through to 2051 in both the Primary and Secondary Areas. This reflects the expectation that, if the facilities are not closed, mining and utility jobs will remain flat, reflecting *metroeconomics*' projections for mining and utilities employment province-wide.

In the Closure Case, employment drops between 2030 and 2040 from 129 in 2030 to 0 in mining and from 122 to 0 in utilities reflecting the expectation that both facilities will close but that the closures will occur gradually over ten years.

Since these jobs are all located in the Primary Area, the impact on total jobs and the total population is greatest in that Area. Though residents of the Secondary Area hold half of these jobs, they account for



only a small portion of all the jobs held by Secondary Area residents. As a result, the decline in the population of the Secondary Area stemming from the closures is relatively modest.

Figure 9: Total Population and Total Employed by Place of Work, Primary Area and Secondary Areas, Base and Closure Cases, 2016 to 2051 in 5 Year Intervals

	2016	2021	2026	2031	2036	2041	2046	2051
Primary Area								
Population								
Base Case	870	872	874	872	864	851	836	818
Closure Case	870	872	874	812	505	278	274	269
Absolute Impact	0	0	0	-60	-359	-573	-562	-549
Percentage Impact	0.0	0.0	0.0	-6.9	-41.6	-67.3	-67.2	-67.1
Employment								
Base Case	570	570	576	578	578	577	574	568
Closure Case	570	570	576	538	338	188	188	187
Absolute Impact	0	0	0	-40	-240	-388	-386	-381
Percentage Impact	0.0	0.0	0.0	-6.9	-41.6	-67.3	-67.2	-67.1
Secondary Area								
Population								
Base Case	6,810	6,757	6,812	6,833	6,803	6,734	6,639	6,526
Closure Case	6,810	6,757	6,812	6,807	6,648	6,486	6,397	6,289
Absolute Impact	0	0	0	-26	-155	-247	-242	-237
Percentage Impact	0.0	0.0	0.0	-0.4	-2.3	-3.7	-3.7	-3.6
Employment								
Base Case	3,110	3,060	3,099	3,122	3,132	3,140	3,137	3,114
Closure Case	3,110	3,060	3,099	3,116	3,097	3,082	3,079	3,056
Absolute Impact	0	0	0	-6	-35	-58	-58	-58
Percentage Impact	0.0	0.0	0.0	-0.2	-1.1	-1.8	-1.9	-1.9
Total Area								
Population								
Base Case	7,680	7,629	7,686	7,705	7,666	7,585	7,475	7,344
Closure Case	7,680	7,629	7,686	7,618	7,152	6,764	6,671	6,558
Absolute Impact	0	0	0	-86	-514	-820	-804	-786
Percentage Impact	0.0	0.0	0.0	-1.1	-6.7	-10.8	-10.8	-10.7
Employment								
Base Case	3,680	3,630	3,674	3,700	3,710	3,717	3,711	3,682
Closure Case	3,680	3,630	3,674	3,654	3,434	3,271	3,267	3,243
Absolute Impact	0	0	0	-46	-276	-446	-444	-439
Percentage Impact	0.0	0.0	0.0	-1.2	-7.4	-12.0	-12.0	-11.9

Source: metroeconomics

Quantitatively, as tabulated in Figure 9, as of 2051:

- The population of the Primary Area is lower in the Closure Case than in the Base Case by 278 people, or by 67.3 percent, while the population of the Secondary Area is lower by 247 people or 3.7 percent.



- The number of jobs in the Primary Area is lower by 388 or 67.3 percent while the number of jobs in the Secondary Area is lower by 58, or by 1.8 percent.
- For the total Study Area, the population in 2051 is lower in the Closure versus the Base Case by 820 (10.8 percent) while the number of jobs is down by 446 (12.0 percent).

3.2.2 Impacts on Municipal Finance in Coronach

To do so, we note that:

In 2018 the Town of Coronach collected:

- \$883,466 in tax and other unconditional revenue
- \$434,271 in fees and charges
- \$27,969 in conditional grants
- \$20,792 in investment income and commissions
- \$5,037 net losses on land and other capital assets
- \$18,724 in other revenues

Thus, its total revenues that year were \$1,380,185.

Although none of these revenues are paid by the mine or the SaskPower directly, the municipality will be impacted by the closures. The impacts annually from 2041 onwards are estimated as:

- The population reduced by 573 (67 percent)
- Total jobs reduced by 388 (67 percent)
- GDP reduced by \$390 million (89 percent)
- Household income reduced by \$36 million (89 percent)

These projected changes would be devastating to the municipality with extreme impacts on municipal finance.

Section 2

2. Build on strengths

- promote tourism more/expand
- expand local campground - do upgrades
- offer business incentives to come here/stay here
- work on approach in general - on railway - into USA?
- this is missing infrastructure + more for wind/solar -

1) BIG MUDDY CENTRAL

GOV'T HUB

- Ambulance
- Rec Facilities
- community services

TOURISM

HUNTING

RESERVOIR - WATER SPORTS

- FISHING

BIG MUDDY - STOP OUTLAW TRAIL

SITTING BULL TRAIL - American Tourist opportunity - into Moose Jaw

- WINDY + SUNNY

215 644 41-64

1111 RETIREES < 130 over 65 years

III Differences to make for businesses

Internet-infrastructure

Threat Potential

→ 10Mbps → 10s

- limits communications/business ops.

• Lte. industrial → streamline reasoning process.

Tax base evolution / diversity

pop & → sustainability

• Supporting abandonment, damage,

→ Main St. revitalizing n.

- plumbing upgrade needed.

- impact on image.

21st century

2. MORE BUSINESS

- to keep residents
- to keep able work force
- to affordable - tax breaks
- cheap land
- affordable housing
- business hub
- Develop interest + get them to understand what is offered

TOURISM - DOOLING RESOURCES

GET TOGETHER A REGIONAL PLAN → TIE INTO MOOSEJAW

- UNDERSTANDING HISTORICAL SIGNIFICANCE

- INVENTORY OF ALL TOURISM DRIVES

- HUNTING - PROMOTION
- WATER - TAXES AT RESERVOIR
- PLAN IT TODAY FOR TOMORROW



4. Engagement Report Summary

4.1 Business Survey Highlights

A telephone survey was conducted in September of 2019, reaching 100 businesses out of an initial sample of 581 businesses. This resulted in results in a maximum margin of error of approximately +/- 8.8% with a confidence interval of 19 times out of 20.

- Overall, business satisfaction in the region is strong at 95%, with 66% "Very Satisfied" and 29% "Somewhat Satisfied."
- 14% indicate their attitude to doing business in the region is more positive than 12 months ago, compared to 66% indicating more negative, representing a net decrease of 52%.
- Businesses were asked to rate their satisfaction on 13 different factors affecting their business performance. Only 5 of these factors had a satisfaction level of less than 60% satisfaction.
- The factors with the lowest levels of satisfaction were "Availability of skilled labour," "Availability of unskilled labour," "Availability of health and medical services," Provincial roads and highways," and "Internet Services."
- When considering what factors are statistically most likely to lead to improved business satisfaction, the top priorities are "Availability of skilled labour," "Availability of unskilled labour," "Availability of health and medical services." Addressing these top-priority business factors through review, adaptation, or sustained attention is most likely to lead to higher business satisfaction.

For the full survey report, see Appendix A.

4.2 Public Survey Highlights

A telephone and web survey were conducted in October of 2019, reaching 230 individuals out of an initial sample of 2,389. This sample results in a maximum margin of error of approximately +/-6.5% with a confidence interval of 19 times out of 20.

- The breakdown of respondents was Assiniboia (38%), Coronach (26%), Bengough (12%), Rockglen (9%), Mankota (4%), Williw Bunch (4%), Wood Mountain (2%), Fife Lake (2%), Big Beaver (2%) and Minton (1%).
- 70% of Respondents were 55+, 80% have lived in the region 10+ years, 69% of households have less than three individuals.
- Top three reasons for living in the region; Born here (33%), Moved for work (24%), Spouse lived/moved here (14%)
- 96% are Satisfied or Very Satisfied with the region as a place to live.
- 21% of respondents place of business/employment supply the Powerplant and Mine, 9% are currently employed at one of the two facilities
- 57% indicated there are only some or few jobs available, 26% are considering entrepreneurship



- 49% believe the closures will negatively impact their household, 20% indicate they will likely or very likely need to relocate in the next five years
- In terms of factors that attracted/keep people in the area rated as significant or very significant are: Quality of Life (86%), Sense of Community (78%), Affordability (77%), Social Circle (60%), Closer to Family (58%)
- The top industries individuals see opportunities in are: Primary Agriculture (34%), Energy Production (17%), Agricultural Product Processing (16%), Tourism (13%)
- Top supports needed in the area Improved Internet Access (25%), Start-up Funding/Support (17%), Social Support (12%)

For the full survey report, see Appendix B.

4.3 Community Workshop Highlights

Five community workshops were held in the Coronach region between October 6th to 8th.

Workshop 1: Open to Community

This workshop was held in Coronach, with an estimated 40 attendees.

Workshop 2: Open to Community

This workshop was held in Rockglen, with an estimated 15 attendees.

Workshop 3: Key Stakeholders

This workshop was held in Coronach with a selection of key stakeholders, organizations and businesses with an estimated 35 attendees.

Workshop 4: Open to Community

This workshop was held in Big Beaver with an estimated 20 attendees.

Workshop 5: Municipal Leaders and Administrators

This workshop was held in Coronach with a group of municipal leaders and administrators with a focus on regional cooperation with an estimated 30 attendees.

Figure 10: Key Themes from Workshops

Strengths	Opportunities	Challenges	Business Support
Workforce	Tourism	Infrastructure	Broadband
Lifestyle/Tourism	Healthcare	Retaining Residents	Promote the Region
Infrastructure	Broadband	Resident Attraction	Buy Local
Natural Resources	Agriculture	Maintaining Amenities	Business Networks
Agriculture	Natural Resources	Healthcare	Support Services

For the full workshop report, see Appendix C.



4.4 Deep Dive Opportunity Interviews

Building on highest order opportunities that had been identified to date, MDB Insight interviewed 12 experts associated with the following areas:

- Workforce Development and Transition
- Power Generation
- Tourism
- Agribusiness
- Resource Development
- Business Support and Investment Attraction

Interviewees were from several organizations, including:

- The Province of Saskatchewan
 - Ministry of Agriculture
 - Ministry of Trade and Export Development
 - Ministry of Energy and Resources
 - Ministry of Government Relations
- Westmoreland
- SaskPower
- Inergex
- SaskTel
- Community Futures South Central
- Western Diversification
- Ag-West Bio Inc.

These interviews informed the development of the SOARR, strategic objectives and actions.

Section 3





5. SOARR Assessment Results

5.1 Defining the SOARR

A SOARR analysis can assist in understanding the context in which an economic development strategy is being created. This framework was developed based on insights from the review of the local and regional context, as well as comprehensive dialogue with local businesses, community stakeholders and partners.

For this report, the SOARR is characterized in the following terms:

S	Strengths What can we build on?	<ul style="list-style-type: none">• What are we doing well?• What key achievements are we most proud of?• What positive aspects have individuals and enterprises commented on?
O	Opportunities What are our best possible future opportunities?	<ul style="list-style-type: none">• What changes in demand do we expect to see in the future?• What external forces or trends may positively affect development?• What are the key areas of untapped potential?• What weaknesses or threats can be converted into SMART improvements?
A	Aspirations What do we care deeply about achieving?	<ul style="list-style-type: none">• What are we deeply passionate about?• What difference do we hope to make for businesses, residents, and institutions?• What does our preferred future look like?
R	Risks How will we recognize and mitigate or eliminate potential risks?	<ul style="list-style-type: none">• What challenges do we need to be aware of?• What policy shifts could impact our aspirations?• What contingencies should be in place address threats or consequences?
R	Results How will we know we are succeeding?	<ul style="list-style-type: none">• What are the key goals we would like to accomplish in order to achieve these results?• What meaningful measures will indicate that we are on track toward achieving our goals?• What resources are needed to implement our most vital projects and initiatives?

Source: MDB Insight, 2019.



5.1.1 Strengths



STRENGTHS

What can we build on?

- What are we doing well?
- What key achievements are we most proud of?
- What positive aspects have individuals and enterprises commented on?

- Large Skilled Workforce currently at working at the Mine and Powerplant
- Proximity to the U.S. Border
- Inexpensive land and housing
- Tourism Assets (Big Muddy, Outlaw Trail, First Nations Heritage, Sitting Bull Trail)
- Natural Resources (Lignite Coal, Agriculture, Helium, Clay, Salts)
- A large group of engaged Long Term and Retired Residents
- Access to services (school, healthcare, groceries, bank, long-term living)
- Infrastructure (transmission lines, dams, railway, oil wells)
- Overall, business satisfaction is strong at 95% "Very Satisfied" or "Somewhat Satisfied."

5.1.2 Opportunities



OPPORTUNITIES

What are our best possible future opportunities?

- What changes in demand do we expect to see in the future?
- What external forces or trends may positively affect development?
- What are the key areas of untapped potential?
- What weaknesses or threats can be converted into SMART improvements?

- Regional Tourism Initiatives: Regional Destination Marketing Organization (RDMO), Coal Interpretive Center
- Developing Tourism & Recreation Assets (First Nations Attractions, Parks, Trails, Reservoir beach, cabins, Hunting, Fishing)
- Repurposing of lignite coal (ammonia, fertilizer, by-product processing)
- Agribusiness Development (Secondary processing of agricultural products, direct to consumer sales, farmers markets, organic products, vertical farming, greenhouses)
- Utilize existing infrastructure (Extending the Railway line to US border, transmission lines for power generation)
- Regional Cooperation (Shop local, import substitution)
- Promote the area as a retirement destination
- Develop a business/entrepreneurship, coworking, mentorship facility and provide training
- Advertising (to attract new businesses)

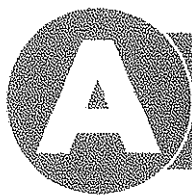


- Develop investment-ready sites and promote to attract investment
- Invest in water and sewage infrastructure improvements, support site development and right-size infrastructure

Business Survey Data

- The factors with the lowest levels of satisfaction were “Availability of skilled labour,” “Availability of Un-Skilled Labour,” “Availability of health and medical services,” Provincial roads and highways” and “Internet Services.”
- When considering what factors are statistically most likely to lead to improved business satisfaction, the top priorities are “Availability of skilled labour,” “Availability of Un-Skilled Labour,” “Availability of health and medical services.” Addressing these top-priority business factors through review, adaptation, or sustained attention is most likely to lead to higher business satisfaction

5.1.3 Aspirations



ASPIRATIONS

What do we care deeply about achieving?

- What are we deeply passionate about?
- As a region, what difference do we hope to make (e.g. to residents, for institutions, to businesses)?
- What does our preferred future look like?

- Maintain and improve community services including access to healthcare and education (secure a satellite campus)
- Maintain and grow local businesses and improve business friendliness
- Improved internet and broadband infrastructure
- Improved social cohesion (Sense of community, buy local, inclusivity, increased volunteers, event participation)
- Increased market access and cross border trade
- Support services for Businesses (co-working, mentorship, small business center, maker space)
- Development of a Community Trust for Economic Development Projects
- Skilled Workforce (re-train/re-hire)
- Regional Partnership/Organization that promotes and develops the tourism sector, building on natural and historical assets with partnerships and opportunities for businesses (hunting, outfitters, camps)
- Business diversification



5.1.4 Risks



RISKS

How will we recognize and mitigate or eliminate potential risks?

- What challenges do we need to be aware of?
- What policy shifts could impact our aspirations?
- What contingencies should we have in place to address threats or unexpected consequences?

- Loss of businesses & skilled workforce (Vacant commercial spaces)
- Low community morale (uncertainty about future/coal)
- Loss of population (Vacant housing)
- Loss of community (health) & recreation services
- Difficulty maintaining infrastructure (roads, water & sewage, internet)
- Replacing community investment provided by SaskPower & Mine
- Lack of Inter-community cooperation
- Reduced, unbalanced to the residential tax base
- Maintain current population – focus on Health services, School; Keeping sports teams. Community confidence in government support

5.1.5 Results



RESULTS

How will we know we are succeeding?

- What are the key goals we would like to accomplish in order to achieve these results?
- What meaningful measures will indicate that we are on track toward achieving our goals?
- What resources are needed to implement our most vital projects and initiatives?

- Ongoing tracking and improvement of business satisfaction
- Successful transition and retention of Plant and Mine Workforce
- Entrepreneurship center and programming developed
- Investment ready sites identified and promoted
- New business attraction and expansion of existing businesses
- Retain existing population levels; retirees choose the region; the local population grows sustainably
- Families and Remote Enabled Entrepreneurs are attracted to the region by known local assets and low cost of living
- Regional Tourism DMO Active and successfully increasing Tourism traffic, a centrepiece is the completed Coal Interpretive Center
- Main street revitalization (new facades, full commercial and retail areas)



5.2 Developing Objectives

The SOARR assessment provides not only a deeper understanding of economic context but also provides the roadmap to connecting the aspirations of a community to potential objectives and opportunities. The figure below highlights how specific objectives and aspirations have significant areas of overlap that indicate high priority opportunities.

Figure 11: Connecting Aspirations to Objectives

Objectives	Aspirations					
	Grow businesses and improve friendliness;	Support Services for Business	Resource Development	Economic Diversification	Growing Tourism Development and Assets	Skilled Workforce (re-train)
Workforce Transition/Development Plan						
Regional Tourism Organization						
Development of Entrepreneurship/Maker Space						
Agribusiness Investment						
Investment Ready Site Development						



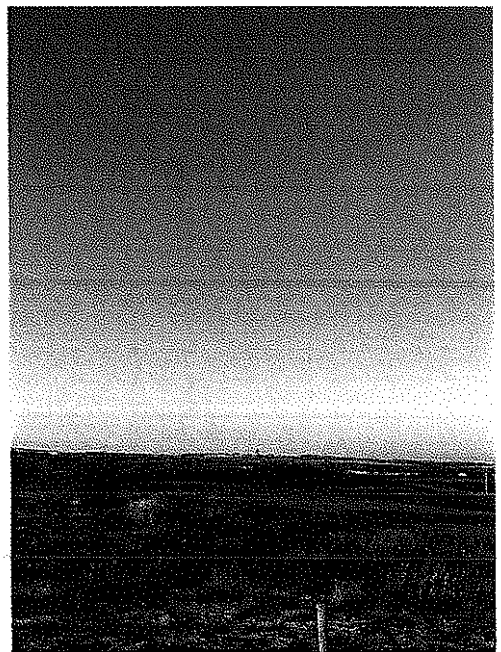
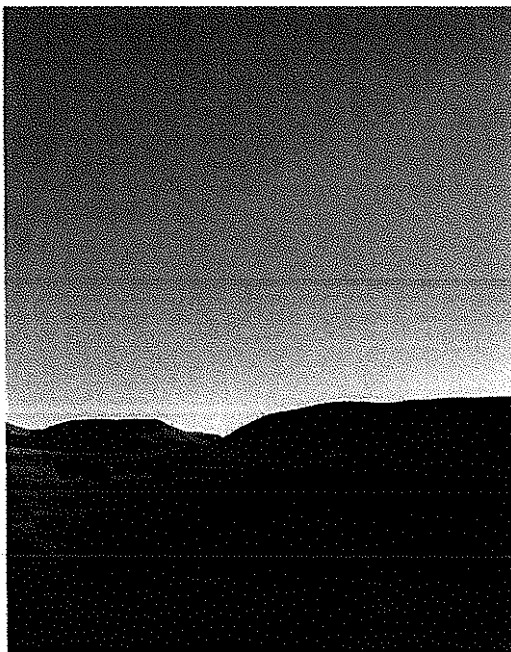
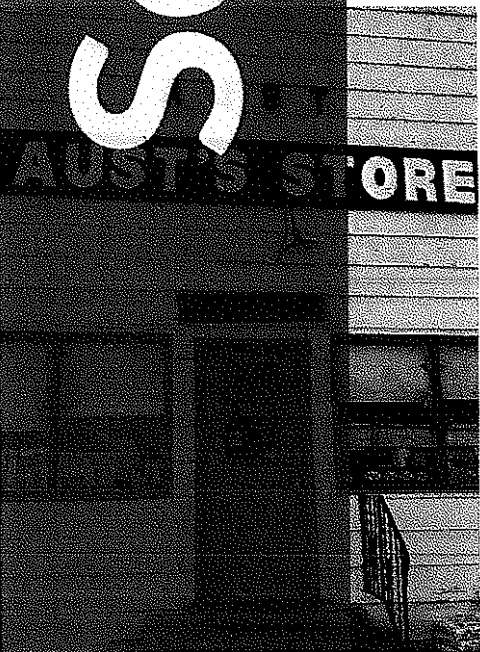
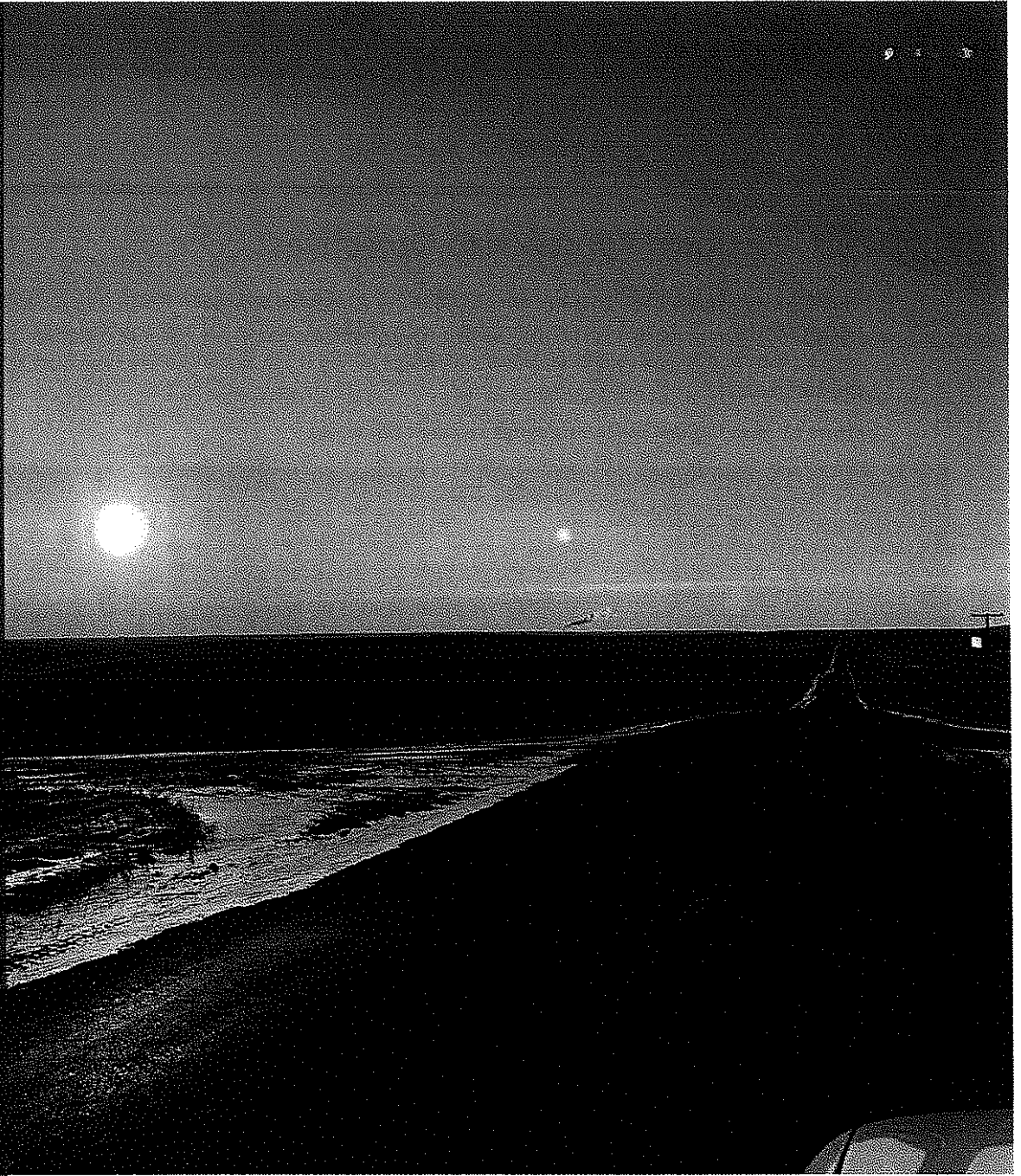
5.3 Regional Approach to Objectives

The following figure highlights the development of a regional approach to the objectives identified in the earlier sections. Only by understanding how many federal, provincial and regional organizations are playing the sandbox can we hope to fully leverage all the resources available to pursue the aspirations of the community.

Figure 12: How Regionalism Runs through Strategic Objectives

Organization	Investment Attraction	Business Retention & Expansion	Start-up Support & Development	Infrastructure & Planning	Workforce Development	Tourism Marketing
Town of Coronach	Core	Core	Core	Core	Core	Core
Local Municipalities	Core	Core	Core	Core	Core	Core
Local Chambers of Commerce	None	Core	Core	None	Non-core	Non-core
Province of Saskatchewan	Core	Non-core	None	None	None	Non-core
Western Diversification	Core	Core	Core	Core	Core	Core
SaskPower	Core	None	None	Core	Core	None
Community Futures South Central	Non-core	Core	Core	None	Core	None
SaskTel	Core	Core	Non-core	Core	None	None

Section 4





6. Establishing Transition Vision

Based on research and consultation with the business community, regional stakeholders and the area municipalities, the following four pillars were identified as key considerations for the Economic Transition Project.

6.1.1 PILLAR 1: Workforce Transition, Attraction and Entrepreneurship

The planned 2030 closure of the Poplar River Power Station and the Poplar River Mine place the importance of the workforce in harsh relief. Workforce development is a regional issue that extends beyond municipal borders and will require long term partnerships to address. The survey of local businesses indicated that the availability of skilled and unskilled labour is the top two factors affecting business satisfaction, which could potentially slow growth in key sectors that are dependent on the ability to train and recruit high-skilled workers to the region. This situation is expected to worsen as more individuals who currently work at the two facilities move away ahead of the shutdown. Therefore, focusing specifically on transitioning the existing workforce into long term sustainable jobs in the region is the number one priority of the transition project.

6.1.2 PILLAR 2: Business Retention, Expansion and Attraction

The local small and medium enterprise (SME) community plays a significant role in supporting and sustaining the diversity of the business base, including providing higher stability and value employment opportunities. SME's are often delivery agents of positive economic impacts, are extremely nimble, can scale up and scale down employees and production to match the boom and bust cycles of the economy and can reach national and international markets. Although the high value of SME's currently only limited support exists regionally. Businesses have reported that they are struggling with workforce development in the region.

Community Futures South Central is an important partner for the Town in its efforts to retain and support existing businesses and entrepreneurs. While currently located in Moose Jaw, future expansion plans may position the Town of Coronach, a key player in business development support and labour force training.

6.1.3 PILLAR 3: Tourism

Tourism is increasingly being recognized as an important factor in the economic performance of communities. The perception of a community as livable, diverse, and inclusive is a vital component of its ability to attract and retain residents from a wide range of demographic groups. This discussion takes on greater relevance in the battle to attract the workforce required to drive the development of more knowledge-based sectors. Attracting workers, or the intellectual capital that powers the development of a knowledge-based economy, has become a priority in many areas of Canada.

Tourism can be influenced by natural heritage features (access to lakes, rivers, open spaces), cultural amenities (historic buildings, festivals, events, libraries, religious centers, entertainment), efficient transportation networks, diverse and affordable housing opportunities, and openness to newcomers. To fully leverage Tourism Coronach must give due consideration and attention to these elements and has made progress in this area by launching the Coal Interpretive Centre feasibility study and investigating UNESCO Geo Park Designation.



6.1.4 PILLAR 4: Next Phase Resource Development

Coronach is a community with a long history of resource development both in agriculture as well as mining, and geological studies have identified several additional opportunities in the region that should be explored. At the same time, a deeper dive into primary and secondary agricultural production is necessary to build on the strengths in the region. Diversifying these existing assets and industries in the region will support Coronach's long-term goals of sustainability.

6.2 Action Plan

6.2.1 Pillars, Objectives and Actions Defined

The Economic Transition Project is underpinned by four strategic pillars, intended to anchor and qualify all strategic objectives and ensuing actions on the part of the Town over the next ten years. The priorities support the Town's overarching vision for the region as well as the desired outcomes of the strategic planning process.

It should be noted that the list of actions is a prioritized starting point based on community input and research at a point in time. It is by no means an exhaustive or comprehensive list of all the potential actions for the Town of Coronach. New actions will emerge and will need to be assessed against the priorities of the Project.

For the project, the objectives and actions are presented in the following manner:

- **Strategic Pillars**– The desired outcome that emerged from the strategic planning process and a statement of the aspirations of Coronach's stakeholder community.
- **Strategic Objectives** – How these directions are to be achieved and what must be accomplished in the years ahead.
- **Actions** – The direction the Town, its partners, and its stakeholders will undertake to combat the essential issues or opportunities that must be addressed over the length of the project.
 - **Priority Timing** – The timeframe for implementing the Action. Priority timings are either Immediate (0-18 months), Short-term (S, build-out to 2025), or Long-term (L, build-out beyond 2030).
 - **Lead and Partners** – The identification of select leads and internal/external partners that can support transition objectives.



PILLAR 1: Workforce Transition, Attraction and Entrepreneurship						
Objective 1.1	Develop Workforce Transition/Development Plan with Partners	Lead and Partners	Priority Timing			
			I	S	L	
Action #1.1.1	Establish a Regional Economic Transition Committee that will act as a regional voice and partner to secure funding, provide recommendations, support the Economic Transition Project and investigate the establishment of an Economic Transition Trust.	Lead: Town of Coronach Partners: Province, Westmoreland, SaskPower, WD, CF, Municipalities				
Action #1.1.2	Coordinate a workforce transition/development plan with all involved parties. Currently, there is a lack of coordination/understanding of how the transition teams will be working together. As the local municipality, Coronach needs to take a leadership role in this process.	Lead: Town of Coronach Partners: Province, Westmoreland, SaskPower, WD, CF				
Objective 1.2	Secure Local Training/Retraining Opportunities	Lead and Partners				
Action #1.2.1	Support local training and talent development in Coronach with industry partners and post secondary institutions. SaskPower will require a specialized workforce in the region until 2030, securing training locally in partnership with post-secondary institutions as well as providing retraining opportunities in the region will be essential to retain and develop the workforce.	Lead: Town of Coronach Partners: Province, Westmoreland, SaskPower, Education				
Objective 1.3	Develop a Resident Attraction Strategy	Lead and Partners				
Action #1.3.1	Work with the region to promote the benefits and opportunities that exist locally. Focus targeted campaigns on individuals that can work locally with whom the value proposition of Coronach resonates.	Lead: Town of Coronach Partners: Province, WD, CF, Thrive Coronach				
Action #1.3.2	Build on the existing services and retiree population by promoting the region as a centre for retirees and attract additional medical services and remote services to support these individuals.	Lead: Town of Coronach Partners: Province, WD, CF, Thrive Coronach				
Action #1.3.3	Invest in developing/redeveloping a dedicated website to support resident attraction activities, workforce development and raise the profile of the region.	Lead: Town of Coronach Partners: Province, WD, CF, Thrive Coronach				
Objective 1.4	Development of Entrepreneurship/Maker Space	Lead and Partners				
Action #1.4.1	Building on the approved "Coal Interpretive Centre" feasibility study, investigate the development of an Entrepreneurship/Maker Space facility that serves as the center for workforce training/retraining, coworking, entrepreneurship services, business networking and development in the region.	Lead: Town of Coronach Partners: Province, WD, CF, Conexus, SaskPower				



PILLAR 2: Business Retention, Expansion and Attraction						
Objective 2.1	Support, Retain and Expand the Existing Business Community	Lead and Partners	Priority Timing			
			I	S	L	
Action #2.1.1	Build on the business satisfaction survey by creating a dedicated business retention and expansion program focused on addressing current concerns and facilitating growth.	Lead: Town of Coronach Partners: Province, WD, CF, Local Businesses				
Action #2.1.2	Work with CF and Business Community to develop a Business Guide that outlines all the services and processes of the municipality and using the Province's template, develop Business Opportunity Sheets that assist in identifying business investment opportunities.	Lead: Town of Coronach Partners: Province, CF, Local Businesses				
Action #2.1.3	Develop a strategy that provides clear direction on matters related to the development and attraction of innovation businesses, creative industries, information technology and communication industries, and other knowledge-based industries to Coronach.	Lead: Town of Coronach Partners: Province, CF, Local Businesses				
Objective 2.2	Develop Investment Ready Sites	Lead and Partners				
Action #2.2.1	Develop an inventory of investment-ready sites and vacant buildings that also includes inventory affordable and flexible workspaces / co-working spaces. Once completed, promote these available sites.	Lead: Town of Coronach Partners: Province, SaskPower, SaskTel, WD				
Action #2.2.2	Organize regular opportunities to engage local landlords, business property owners and prospective developers with economic development and appropriate Town business centres to understand developer and entrepreneur needs, challenges and successes.	Lead: Town of Coronach Partners: Business Community, CF				
Objective 2.3	Secure Business Support Services in Community	Lead and Partners				
Action #2.3.1	Work to secure business support services in the Town of Coronach provides information on how to utilize the existing support agencies outside the community while pushing for these services to be available locally. This action should be tied directly to the securing of the Entrepreneurship/Maker Space in Coronach.	Lead: Town of Coronach Partners: Province, WD, CF, Thrive Coronach				
Objective 2.4	Secure Key Infrastructure Investments (Water, Broadband)	Lead and Partners				
Action #2.4.1	Address infrastructure constraints by examining opportunities to upgrade/right size municipal services, enhance broadband connectivity through the SaskTel Community Participation program and ensure enough built infrastructure to attract/retain investment opportunities.	Lead: Town of Coronach Partners: Province, WD, SaskTel, SaskPower				



PILLAR 3: Tourism						
Objective 3.1	Objective 3.1: Development of Regional Tourism Organization	Lead and Partners	Priority Timing			
			I	S	L	
Action #3.1.1	Investigate the development of a regional tourism organization to nurture and provide programming support that will assist and leverage the attraction of tourists and the development of new assets into the Coronach region.	Lead: Town of Coronach Partners: WD, CF, Regional Municipalities, Thrive Coronach, Tourism Saskatchewan				
Action #3.1.2	Investigate opportunities associated with the completion of Regional Festivals and Event Strategy to attract and host destination events.	Lead: Town of Coronach Partners: Regional Municipalities, Thrive Coronach, Tourism Saskatchewan				
Action #3.1.3	Maintain a comprehensive visible community profile that can be shared with regional partners and used in conjunction with regional marketing and promotion activities. Including building on the unique history of the region to support a UNESCO Designation.	Lead: Town of Coronach Partners: WD, CF, Regional Municipalities, Thrive Coronach, Tourism Saskatchewan				
Objective 3.2	Development of the Coal Interpretive Centre	Lead and Partners				
Action #3.2.1	Continue and complete the planned Coal Interpretive Centre feasibility study but also include provisions for the development of the centre as a multipurpose space, including Entrepreneurship/Maker Space, Co-working, business support services, workforce development/training uses.	Lead: Town of Coronach Partners: Westmoreland, WD, CF, Thrive Coronach, Tourism Saskatchewan				
Objective 3.3	Development of Asset Development and Marketing Plan	Lead and Partners				
Action #3.3.1	Building on the efforts of the regional asset mapping exercise, investigate the development of a regional Asset Development and Marketing Plan to support the regional tourism organization.	Lead: Town of Coronach Partners: Province, WD, CF, Thrive Coronach,				
Action #3.3.2	Support the build-out of leisure and recreation facilities and other community amenities which provide a quality of life that attracts new businesses and residents.	Lead: Town of Coronach Partners: Province, WD, CF, Thrive Coronach				



PILLAR 4: Next Phase Resource Development						
Objective 4.1	Power Generation (Wind, Solar)	Lead and Partners	Priority Timing			
			I	S	L	
Action #4.1.1	To capitalize on the power transmission infrastructure in the region, investigate profit-sharing power generation investment models for the Coronach region.	Lead: Town of Coronach Partners: Province, SaskPower, WD				
Action #4.1.2	Work with SaskPower to identify all respondents to the Solar and Wind power generation RFQ and RFP process to develop a shortlist of proponents who may be interested in developing facilities in Coronach.	Lead: Town of Coronach Partners: Province, SaskPower, WD				
Objective 4.2	New/Alternate Mining Development (Helium, Coal, Clay)	Lead and Partners				
Action #4.2.1	Continue to explore opportunities with resource development firms, and in partnership with the province, create and publish a project investment readiness scorecard that assesses the proponent's investment readiness. This is to ensure the community has criteria for measuring the potential success of an opportunity before becoming involved.	Lead: Town of Coronach Partners: Province				
Action #4.2.2	Continue to work with the Ministry of Energy and Resources to maintain a database of extractable resources in the region with special attention paid to Helium, Clays and Salts. Reach out to active extraction firms in the region to explore new development opportunities.	Lead: Town of Coronach Partners: Province				
Objective 4.3	Agribusiness (Secondary Processing, New product development)	Lead and Partners				
Action #4.3.1	Support local producers of agricultural products implementing new technology to sell their products directly to consumers and encourage the diversification of their operations to include an agritourism aspect.	Lead: Town of Coronach Partners: Province, WD, CF, Business Community				
Action #4.3.2	Coordinate with the Province's Investment Attraction Branch to develop Business Opportunity Sheets for agricultural processing in the region. Leveraging the primary production occurring in the region and existing transportation infrastructure.	Lead: Town of Coronach Partners: Province, WD, CF				



7. Critical Path Actions

Each of the following “critical path” actions present a concept for the highest priority initiatives. They are assembled from a variety of actions in the previous section and show the interconnectedness of different activities – how doing one thing will have a positive impact on several objectives.

Convergence of Key Actions with Pillars

Priority Objectives and Actions		Pillar 1	Pillar 2	Pillar 3	Pillar 4
Objective 1.1	Action #1.1.1: Establish a Regional Economic Transition Committee that will act as a regional voice and partner to secure funding, provide recommendations, support the Economic Transition Project and investigate the establishment of an Economic Transition Trust.	✓	✓	✓	✓
	Action #1.1.2: Coordinate a workforce transition/development plan with all involved parties. Currently, there is a lack of coordination/understanding of how the transition teams will be working together. As the local municipality, Coronach needs to take a leadership role in this process.	✓	✓	✓	
Objective 2.1	Action #2.1.1: Build on the business satisfaction survey by creating a dedicated business retention and expansion program focused on addressing current concerns and facilitating growth.	✓	✓		
	Action #2.1.2: Work with CF and Business Community to develop a Business Guide that outlines all the services and processes of the municipality and using the Province’s template, develop Business Opportunity Sheets that assist in identifying business investment opportunities.	✓	✓		✓
Objective 3.1	Action #3.1.1: Investigate the development of a regional tourism organization to nurture and provide programming support that will assist and leverage the attraction of tourists and the development of new assets into the Coronach region.	✓		✓	
Objective 3.3	Action #3.3.1: Building on the efforts of the regional asset mapping exercise, investigate the development of a regional Asset Development and Marketing Plan to support the regional tourism organization.		✓	✓	
Objective 4.1	Action #4.1.2: Work with SaskPower to identify all respondents to the Solar and Wind power generation RFQ and RFP process to develop a shortlist of proponents who may be interested in developing facilities in Coronach.		✓		✓



8. Appendix A: Business Survey Report

See Attached

9. Appendix B: Public Survey Report

See Attached

10. Appendix C: Workshop Report

See Attached

11. Appendix D: Target List of Investors and Influencers

See Attached

12. Appendix E: Saskatchewan Business Opportunity Sheet

See Attached

13. Appendix F: Background Document Review

See Attached

14. Appendix G: Coal Transition Case Studies

See Attached

15. Appendix H: metroeconomics' Sub Provincial Projection System

See Attached

16. Appendix I: Coal Transition Context and Funding



See Attached

17. Appendix J: Terms of Reference for the Advisory Committee

See Attached

AGENDA ITEM

Meeting Date:	December 03, 2019	Agenda Item #:	06.4
Topic:	SSBA GIP Rebate Payment		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The SSBA General Insurance Plan (GIP) Design Team, has been working towards the distribution of excess capital funds in the pools as an intended aspect of the GIP. Premium management serves to reduce the cost of insurance over the long term, which is one of the main goals of self-insurance programs.
Current Status:	The Saskatchewan School Boards Association, has announced, that after considerable member engagement and input, they have approved the recommendation to provide a distribution of the current excess capital from the SSBA General Insurance Plan (GIP). This distribution is based on actuarial analysis to ensure that sufficient funds remain in the insurance pools, and will have no impact on the Plan's ability to pay claims as promised
Pros and Cons:	
Financial Implications:	PSSD Administration intends to advise SSBA that PSSD will elect the option to receive the excess distribution in a single cash payment instead of a future reduction in premium.
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Stephen Robitaille	December 03, 2019	<ul style="list-style-type: none"> Excess Capital Distribution 2019 listing document Excess Capital Distribution FAQ Document

Recommendation: That the Board review the information provided.

2019 Distribution				
based on December 31, 2017 Excess Capital Analysis				
GIP Participant	Property	Sexual Molestation and Abuse	General Liability	TOTAL
Battlefords First Nations	63.58	376.27	42.55	482.40
Chinook	36,771.26	16,121.81	697.08	53,590.15
Christ the Teacher	3,627.66	4,221.15	192.01	8,040.82
Conseil des Ecoles Fransaskoises	8,999.43	3,117.14	153.95	12,270.52
Cornerstone Christian School Inc.	328.24	354.99	22.29	705.52
Creighton	2,296.40	1,226.62	55.39	3,578.41
Englefeld Protestant	846.40	229.36	11.52	1,087.28
Good Spirit	36,190.56	15,725.35	686.42	52,602.33
Holy Family RCSSD	2,504.70	2,843.28	121.52	5,469.50
Holy Trinity RCSSD	3,887.41	5,206.32	235.71	9,329.44
Horizon	56,877.35	17,869.05	752.01	75,498.41
Ile-a-la-Crosse	8,361.16	1,173.17	49.58	9,583.91
Light of Christ RCSSD	3,873.74	3,011.71	170.76	7,056.21
Living Sky	39,360.36	17,228.24	697.85	57,286.45
Lloydminster Public	5,441.89	8,753.04	411.33	14,606.26
Lloydminster RCSSD	3,142.41	4,476.75	216.84	7,836.00
Luther College High School	956.29	733.55	41.69	1,731.53
Lutheran Collegiate Bible Institute	344.77	19.83	1.09	365.69
North East	29,690.01	14,059.83	597.31	44,347.15
Northern Lights	49,463.02	10,513.23	468.05	60,444.30
Northwest	30,288.04	12,117.32	535.43	42,940.79
Prairie South	38,888.56	20,561.93	838.94	60,289.43
Prairie Spirit	52,847.30	23,372.32	1,066.37	77,285.99
Prairie Valley	46,467.74	20,100.90	885.38	67,454.02
Prince Albert RCSSD	4,839.18	7,265.87	336.28	12,441.33
Regina Public	35,475.31	53,229.08	2,345.48	91,049.87
Regina RCSSD	15,473.82	25,446.75	1,131.26	42,051.83
Saskatchewan Rivers	36,054.48	22,716.15	1,010.87	59,781.50
Saskatoon Public	42,407.22	52,562.63	2,348.16	97,318.01
South East Cornerstone	49,536.91	21,133.58	907.81	71,578.30
St. Paul's RCSSD	21,757.52	38,138.50	1,728.45	61,624.47
Sun West	36,072.08	12,759.46	536.82	49,368.36
Total	703,134.80	436,665.18	19,296.20	1,159,096.18

General Insurance Plan (GIP) Excess Capital Calculation FAQ

Q: What is Excess Capital and how is it calculated?

Excess Capital is a portion of the GIP loss pool funds that is calculated by an actuarial consulting firm to be in excess of what the fund needs to pay known claims and incurred but not reported claims.

Q: We received the Air Quality distribution last year and now this excess capital distribution. Can I expect a distribution every year?

Distributions from the GIP are not guaranteed every year. There is a process where a GIP committee develops a recommendation for the Executive to distribute some portion of the calculated excess capital, ensuring that sufficient funds remain in the loss pools to pay claims. Such recommendations will be made to the Audit and Investment Committee and the Executive, and then brought to the membership on an annual basis going forward.

If the SSBA Executive approves the recommendation, notice of the distribution is sent to Board Chairs, Directors of Education and Chief Financial Officers, who are encouraged to work together to determine how to receive the distribution in the best interests of the school division.

Q: Who is eligible to receive the distribution?

Only GIP subscribers who are in good standing with the SSBA are eligible to receive a distribution. If a member board leaves the organization they are no longer able to receive a distribution. Any amount calculated for a non-eligible participant will remain in the pool to be included in the next excess capital valuation.

Q: How is my school division's portion of the Excess Capital calculated?

The GIP has tracked all premiums collected for all loss pools from all school divisions, since the inception of each loss pool, through all amalgamations (voluntary and forced). The end result is that each school division as it is currently constituted has paid a specific proportion of the total premium collected and it is this proportion that is used to calculate their proportion of the Excess Capital.

The methodology for distributing the Excess Capital to eligible GIP participants is as follows:

A = B/C x D Where:

A = Amount available for distribution to each Subscriber upon approved distribution of excess capital;

B = Aggregate amount of:

(a) Annual Subscription Charges paid by a Subscriber; and

(b) Additional Subscriber Contributions paid by a Subscriber from the

date of the establishment of the GIP to and including the date of excess capital calculation;

C = Aggregate amount of:

- (a) Annual Administration Fees collected from all Subscribers; and
- (b) Additional Subscriber Contributions collected from all Subscribers from the date of the establishment of the GIP to and including the date of excess capital calculation;

D = Total amount approved for distribution of excess capital. Reserves sufficient to discharge all incurred but not reported debts and liabilities of the GIP to the satisfaction of actuarial valuation must remain in the fund.

SASBO participated in the development of this process. Should you have any questions or require more information please work with your CFO and/or the GIP Design Committee.

Q: What happens if my school division doesn't respond to the SSBA with a distribution preference by the deadline?

School divisions have the option of receiving this excess capital distribution in cash or as a reduction to their 2020 insurance premiums. If a response from your school division is not received by the deadline, the school division will receive a cash payment.

AGENDA ITEM

Meeting Date:	03 December 2019	Agenda Item #:	06.5
Topic:	International Pressure Equipment Integrity Association (IPEIA) Conference		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Prairie South has developed a multi-agency partnership connected to Power Engineering. Partners include Prairie South, SaskPower, TSask, Great Plains College and Nekaneet First Nation.
Current Status:	The International Pressure Equipment Integrity Association (IPEIA) Conference is being held in Banff in February 2020. Promotional Material for the SaskPower on-site Power Engineer Mobile Boiler Room Demonstration is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	December 3, 2019	<ul style="list-style-type: none"> IPEIA Conference Material

Recommendation:

That the Board of Education review the information provided.

Onsite Demo: SaskPower



IPEIA 2020 is excited to announce that we have partnered with SaskPower to bring you, our valued delegates, their Power Engineer Mobile Boiler Room Demonstration.

Addressing the Power Engineer Challenge – Innovative Partnerships and Opportunities

Power Engineers are critical to the electrical industry across the country, and these specialized positions are difficult to recruit. While it pays well, the jobs are often located in smaller communities which can make it difficult to recruit qualified workers willing to move to small-town living. SaskPower, in partnership with Technical Safety Association of Saskatchewan (TSASK) and Prairie South Schools launched a new tool in 2014 to help



young people in Saskatchewan get the experience they need to fill these important roles. The mobile lab is part of the high school course curricula to explore a career in power engineering and assist youth to make informed career choices.

“SaskPower, and the industry in general, has a hard time recruiting first and second class power engineers. Most of them take their first two or three levels and then stop. We feel that by raising awareness of the trade, the number of applicants into the program will increase, and will result in more first and second class power engineers in the industry”, said Howard Matthews, Vice-President, Power Production, SaskPower. “We have to plan for the future, so we are investing in students now.” Keeping it local and building homegrown talent is the name of the game as SaskPower sets out to fill the power engineering gap.

SaskPower built a 39' x 9' lab to act as a mobile boiler room on wheels. Students receive an orientation on how to use the equipment along with rigorous safety and risk management assessment education. The function for the lab is to allow the students to gain “hands on” boiler experience by following the written start-up and shut down procedures of the heating system. Students are supervised at all times by a qualified Power Engineer while working in the lab.



The mobile boiler lab consists of a 10 Horsepower Steam Boiler, a finned radiator heat rejection unit, and all the necessary auxiliaries that a person may find in a typical Heating and Ventilation Unit (HVAC) in a school, mall or hospital. The 10 Horsepower boiler uses propane to create steam in the boiler at 65 PSI. This steam is transported through a piping scheme that resembles the style found in large building HVAC systems, to an air cooled finned radiator. Cool air is drawn in from outside the trailer, heated as it passes through the radiator, and forced into the lab area for trailer heating purposes with the excess returned to the exterior of the trailer. The lab utilizes an External Lighting generator, which supplies power to all the heating system steam cycle components and auxiliaries.

For more information on SaskPower, visit their website!

To visit the on-site demo visit our registration desk at IPEIA to sign up for a time slot... it will be first come, first serve!