Prairie South Schools BOARD OF EDUCATION

DATE: March 31, 2020 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 March 3, 2020
- 4. Decision and Discussion Items
 - **4.1.** 2020-2021 K-12 and Hutterian Calendars
 - **4.2.** Village of Avonlea Correspondence
 - **4.3.** Budget Planning Minimum Staffing Levels for 2020-2021
 - **4.4.** Swanson Notice of Motion from March 3, 2020
 - 4.5. Monthly Reports
 - 4.5.1. Teacher Absence and Substitute Usage Report
 - 4.5.2. CUPE Staff Absence and Substitute Usage Report
 - 4.5.3. Bus Driver Absence and Substitute Usage Report
 - 4.5.4. Out of Scope Absence and Substitute Usage Report
 - 4.5.5. Tender Report
- 5. Delegations and Presentation
- 6. Information Items
 - **6.1.** PEP Organizational Structure Key Messages
 - **6.2.** Government of Saskatchewan Budget Messaging
 - **6.3.** Minister Order
 - **6.4.** Prairie South Pandemic Preparedness Response Plan
 - **6.5.** Swanson Inquiry
- 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 March 3, 2020 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;; Mr. L. Young; Ms. M. Jukes; D. Huschi, Superintendent of School Operations; L. Meyer, Superintendent of Learning; D. Welter, Superintendent of Human Resources; T. Baldwin, Director of Education; S. Robitaille, Superintendent of Business and Operations; L. Schlamp, Executive Assistant

Regrets:

Ms. G. Wilson; R. Boughen, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations

Delegations:

VTEC students

Motions:

wiotions.		
2020-03-03 - 3205	That the meeting be called to order at 1:06 p.m Bachmann	
2020-03-03 - 3206	That the Board adopt the agenda as presented Davidson	Carried
2020-03-03 - 3207	That the Board adopt the minutes of the February 4, 2020 Board meeting. - McLeod	Carried
2020-03-03 - 3208	That the Board receive and file the Early Learning Accountability Report - Pryor	Carried
2020-03-03 - 3209	That the Board approve the 2020-2021 Assiniboia, Caronport, Moose Jaw Calendar and direct administration to continue with calendar development for K-12 and Hutterian schools. - Jukes	Carried
2020-03-03 - 3210	That the Board approve Peacock Collegiate's Grade 9-12 Music Trip to Calgary, AB on May 3-6, 2020. - Kessler	Carried
2020-03-03 - 3211	That the Board receive and file the monthly reports as presented Jukes	Carried

That the Board go into closed session to discuss a confidential Carried 2020-03-03 - 3212 matter and that the closed session be restricted to trustees, the Director of Education and the Chief Financial Officer at 2:46 p.m. McLeod 2020-03-03 - 3213 Carried That the Board reconvene in open session at 3:53 p.m. Kessler **Inquires**: Swanson - What other Saskatchewan school divisions offer non-Ministry of Education directly funded Pre-K programs and if any, how many programs are offered by each? Notice of Motions: Swanson - That Prairie South School Division funding for nonprovincially funded Pre-K end at the conclusion of the current school year and funding be allocated to K-12 programming. Carried 2020-03-03 - 3214 That the meeting be adjourned at 4:15p.m. Jukes R. Bachmann S. Robitaille Superintendent of Business and Operations Chairperson

Next Regular Board Meeting:

March 31, 2020

Prairie South School Division Central Office, Moose Jaw

Meeting Date:	March 31, 2020		Agenda Item #: 04.1
Topic:	2020-2021 K-12 an	d Hutterian Calendars	
Intent:	□ Decision	Discussion	Information
Background:	The Educe provincial development of the first in the firs	cation Act in conjunction wal and local level provide genent. Idance with subsection 163 instructional day for all schlinister of Education. For the school will begin on last instructional day allow year. The Ministry reviews board ensure they adhere to the Board-approved calendars Winistry by 01 May 2020. The Pool of the Board apprers for 2020-2021: 197 teaching days (183 in a last instructional days (171 galance between student in the service of	vith collective agreements at the uidelines for school calendar (5) of The Education Act, 1995, nools across the province is set the fall of 2020, the Minister has September 1 st , 2 nd or 3 rd . June wed by legislation in any d-approved school calendars to prescribed requirements. for 2020-2021 are due at the roved the following calendar
Course & Shahara	• 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	December 23 and end not a spring vacation consisting consecutive school days 12 non-instructional days in 1 school-based organizated day year-end) 5 teacher prep days (LIN 2 professional learning of the development professional learning days to align with CLF	g of not more than five nclude: ntional day (½ day start-up and ½ NC contract) days at beginning of school year day for LIP work plan nys for Learning Improvement renewal process
Current Status:		alendar was circulated to s ary 2020. 400 individuals ¡	SCCs and school staff for review provided feedback, with

	approximately 80% preferring a full two weeks at Christmas and nearly 60% preferring two teacher preparation days in October rather than adjacent to Remembrance Day. The Base calendar was approved by the Board of Education on March 3 rd . Additional consultation was completed with the K-12 and Colony principals. The completed K-12 and Hutterian calendars are attached, together with a final summary of student contact and teacher assigned hours.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Authority for the Board to set the yearly calendar is established in Board Policy 2.
Legal Implications:	
Communications:	The calendar will be shared with schools, SCCs, staff, parents, and the public once the calendar has been approved by the Board and Ministry.

Prepared By:	Date:	Attachments:
Tony Baldwin	March 31, 2020	K-12 School Calendar Draft
		Hutterian Colony School Calendar
		Draft
		Calendar Hours Summary

Recommendation:

That the Board approve the 2020-2021 K-12 and Hutterian school calendars.



Prairie South School Division # 210

2020-2021 School Year Calendar - Moose Jaw, Assiniboia, Caronport

FIRST SEMESTER								
MON	TUE	WED	THU	FRI	AUGUST 2020			
3	4	5	6	7	No.			
10	11	12	13	14				
17	18	19	20	21	name a site			
24	25	26	27	28	TD = 5 $ID = 0$			
MON	TUE	WED	THU	FRI	SEPTEMBER 2020			
31-Aug	1	2	3	4	Sept. 1: First Day of Classes			
7	8	9	10	11	Sept. 7: Labour Day			
14	15	16	17	18				
21	22	23	24	25	100 March 100 Ma			
28	29	30			TD = 21 ID= 20.8			
MON	TUE	WED	THU	FRI	OCTOBER 2020			
3			1	2				
5	6	7	8	9				
12	13	14	15	16	Oct. 12: Thanksgiving			
19	20	21	22	23				
26	27	28	29	30	TD = 21 ID= 19			
TACONT.	410 000	WED	THU	FRI	NOVEMBER 2020			
MON	TUE	and the same	and the second second	The second second				
2	3	4	5	6				
2 9	3 10	4	5 12	6	Nov. 11: Remembrance Day			
2	3 10 17	4 11 18	5	6				
2 9	3 10	4	5 12	6	Nov. 11: Remembrance Day			
2 9 16	3 10 17	4 11 18	5 12 19	6 13 20	Nov. 11: Remembrance Day $TD = 20 \qquad ID = 19.8$			
2 9 16 23	3 10 17 24 TUE	4 11 18 25 WED	5 12 19 26 THU	6 13 20 27 FRI	Nov. 11: Remembrance Day			
2 9 16 23 30 MON	3 10 17 24 TUE 1	4 11 18 25 WED 2	5 12 19 26 THU 3	6 13 20 27	Nov. 11: Remembrance Day $TD = 20 \qquad ID = 19.8$			
2 9 16 23 30 MON	3 10 17 24 TUE 1 8	4 11 18 25 WED 2 9	5 12 19 26 THU 3 10	6 13 20 27 FRI 4 11	Nov. 11: Remembrance Day $TD = 20 \qquad ID = 19.8$			
2 9 16 23 30 MON 7 14	3 10 17 24 TUE 1 8 15	4 11 18 25 WED 2 9 16	5 12 19 26 THU 3 10	6 13 20 27 FRI 4 11 18	Nov. 11: Remembrance Day $TD = 20 \qquad ID = 19.8$ DECEMBER 2020			
2 9 16 23 30 MON 7 14 21	3 10 17 24 TUE 1 8 15	4 11 18 25 WED 2 9 16 23	5 12 19 26 THU 3 10 17 24	6 13 20 27 FRI 4 11	Nov. 11: Remembrance Day TD = 20 ID= 19.8 DECEMBER 2020 Dec. 25: Christmas			
2 9 16 23 30 MON 7 14 21 28	3 10 17 24 TUE 1 8 15 22	4 11 18 25 WED 2 9 16 23 30	5 12 19 26 THU 3 10 17 24 31	6 13 20 27 FRI 4 11 18 25	Nov. 11: Remembrance Day $TD = 20 ID = 19.8$ $DECEMBER 2020$ $Dec. 25: Christmas$ $TD = 14 ID = 14$			
2 9 16 23 30 MON 7 14 21	3 10 17 24 TUE 1 8 15	4 11 18 25 WED 2 9 16 23	5 12 19 26 THU 3 10 17 24	6 13 20 27 FRI 4 11 18 25	Nov. 11: Remembrance Day TD = 20			
2 9 16 23 30 MON 7 14 21 28 MON	3 10 17 24 TUE 1 8 15 22 29	4 11 18 25 WED 2 9 16 23 30 WED	5 12 19 26 THU 3 10 17 24 31	6 13 20 27 FRI 4 11 18 25	Nov. 11: Remembrance Day $TD = 20 ID = 19.8$ $DECEMBER 2020$ $Dec. 25: Christmas$ $TD = 14 ID = 14$			
2 9 16 23 30 MON 7 14 21 28 MON	3 10 17 24 TUE 1 8 15 22 29 TUE	4 11 18 25 WED 2 9 16 23 30 WED	5 12 19 26 THU 3 10 17 24 31 THU	6 13 20 27 FRI 4 11 18 25 FRI 1 8	Nov. 11: Remembrance Day TD = 20			
2 9 16 23 30 MON 7 14 21 28 MON 4 11	3 10 17 24 TUE 1 8 15 22 29 TUE 5 12	4 14 18 25 WED 2 9 16 23 30 WED	5 12 19 26 THU 3 10 17 24 31 THU	6 13 20 27 FRI 4 11 18 25 FRI 1 8	Nov. 11: Remembrance Day TD = 20			
2 9 16 23 30 MON 7 14 21 28 MON 4 11	3 10 17 24 TUE 1 8 15 22 29 TUE 5 12	4 14 18 25 WED 2 9 16 23 30 WED	5 12 19 26 THU 3 10 17 24 31 THU	6 13 20 27 FRI 4 11 18 25 FRI 1 8 15 22	Nov. 11: Remembrance Day TD = 20 ID= 19.8 DECEMBER 2020 Dec. 25: Christmas TD = 14 ID= 14 JANUARY 2021 January 1 - New Years Day			
2 9 16 23 30 MON 7 14 21 28 MON 4 11	3 10 17 24 TUE 1 8 15 22 29 TUE 5 12	4 14 18 25 WED 2 9 16 23 30 WED	5 12 19 26 THU 3 10 17 24 31 THU	6 13 20 27 FRI 4 11 18 25 FRI 1 8	Nov. 11: Remembrance Day TD = 20			

Teacher Days = 101

SECOND SEMESTER								
MON	TUE	WED	THU	FRI	FER	BRUARY 2021		
1	2	3	4	5				
8	9	10	11	12	Feb. 15: Family Day			
15	16	17	18	19				
22	23	24	25	26				
			1	1	TD = 15	ID= 15		
MON	TUE	WED	THU	FRI	M	ARCH 2021		
1	2	3	4	5				
8	9	10	11	12				
15	16	17	18	19				
22	23	24	25	26				
29	30	31			TD = 23	ID= 21.8		
MON	TUE	WED	THU	FRI	Manager Land Land Land Land	PRIL 2021		
364			1	2	Apr 2: Good Friday			
5	6	7	8	9				
12	13	14	15	16				
19	20	21	22	23		Charles and Artistan		
26	27	28	29	30	TD = 16	ID= 15.8		
MON	TUE	WED	THU	FRI		MAY 2021		
3	4	5	6	7				
10	11	12	13	14				
17	18	19	20	21	The second of the second			
24	25	26	27	28	May 24: Victoria Day			
31				Name and Post Office Address of the Owner, where the Owner, where the Owner, where the Owner, where the Owner,	TD = 20	ID= 19.8		
MON	TUE	WED	THU	FRI		IUNE 2021		
	1	2	3	4	,			
7	8	9	10	11				
14	15	16	17	18				
21	22	23	24	25				
28	29	30			TD = 22	ID= 20		
			Se	cond Sen	nester Instructional			
						Days = 96		
				Instru		Regular + 5 Early Dismissal		
					Non Instructional			
1	LEGE	ND			Total Teacher	Days = 197		
	LEGE	Preparation	Day 8					
		LIT .2	Day .0,		LIT/Early Dismissal	Stat Holiday Observed		
						1		

Preparation Day

Remembrance Day

Professional Learning

School-Based

Org / Inservice

Holidays



Prairie South School Division # 210

2020-2021 Hutterian School Year Calendar

			F	TRST S	EMESTER
MON	TUE	WED	THU	FRI	AUGUST 2020
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	$TD = 5 \qquad ID = 0$
MON	TUE	WED	THU	FRI	SEPTEMBER 2020
31-Aug	1	2	3	4	Sept. 1: First Day of Classes
7	8	9	10	11	Sept. 7: Labour Day
14	15	16	17	18	
21	22	23	24	25	
28	29	30	order.		TD = 21 $ID = 21$
MON	TUE	WED	THU	FRI	OCTOBER 2020
			1	2	
5	6	7	8	9	
12	13	14	15	16	Oct. 12: Thanksgiving
19	20	21	22	23	
26	27	28	29	30	TD = 21 ID= 19
MON	TUE	WED	THU	FRI	NOVEMBER 2020
2	3	4	5	6	
9	10	11	12	13	Nov. 11: Remembrance Day
16	17	18	19	20	
23	24	25	26	27	
30					$TD = 20 \qquad ID = 20$
MON	TUE	WED	THU	FRI	DECEMBER 2020
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
	22	23	24	25	Dec. 25: Christmas
21			21		TD = 14 $ID = 14$
21 28	29	30	31		
	29 TUE	30 WED	THU	FRI	JANUARY 2021
28		The second second	Mark William Co.	FRI 1	JANUARY 2021 Jan. 1 - New Year's Day
28		The second second	Mark William Co.	And the latest the lat	
28 MON	TUE	WED	THU	1	Jan. 1 - New Year's Day
28 MON 4	TUE 5	WED 6	THU 7	1 8	Jan. 1 - New Year's Day
28 MON 4 11	TUE 5 12	6 13	7 14	1 8 15	Jan. 1 - New Year's Day

Teacher Days = 100

	SECOND SEMESTER							
MON	TUE	WED	THU	FRI	F	EBRUAR	Y 2021	
1	2	3	4	5				
8	9	10	11	12				
15	16	17	18	19	Feb. 15: Family Da	ıy		
22	23	24	25	26				
					TD = 15	ID=	15	
MON	TUE	WED	THU	FRI		MARCH	2021	
1	2	3	4	5				
8	9	10	11	12				
15	16	17	18	19				
22	23	24	25	26				
29	30	31			TD = 23	ID=	22	
MON	TUE	WED	THU	FRI		APRIL 2	021	
September	1		1	2	Apr 2: Good Frida	у		
5	6	7	8	9				
12	13	14	15	16				
19	20	21	22	23				
26	27	28	29	30	TD = 16	ID=	16	
MON	TUE	WED	THU	FRI		MAY 20)21	
3	4	5	6	7				
10	11	12	13	14	May 13: Ascension	1		
17	18	19	20	21	May 21 - 25: Pente	cost		
24	25	26	27	28	May 24: Victoria D	Day		
31		1.5			TD = 17	ID=	17	
MON	TUE	WED	THU	FRI		JUNE 20	021	
	1	2	3	4				
7	8	9	10	11				
14	15	16	17	18	1			
21	22	23	24	25				
28	29	30			TD = 22	ID=		
			Se	econd Sen	nester Instruction	nal Days =	90	
					Teach	er Days =	93	
					Instruction	nal Days =	182	
					Non Instruction	nal Days =	11	
					Total Teach	er Days =	193	
	LEGE							
		Preparation LIT .2	Day .8;		Hutterian Religious Holiday		Stat Holiday Observed	
		L11 .2			Religious Holiday	-		
		School-Bas			Preparation Day		Remembrance Day	
		Org / Insen	7108					
		Holidays					Professional Learning	



Prairie South School Division # 210

2020-2021 School Year Calendar - K-12 Schools

1000	FIRST SEMESTER								
MON	TUE	WED	THU	FRI	AUGUST 2020				
3	4	5	6	7					
10	11	12	13	14					
17	18	19	20	21					
24	25	26	27	28	TD = 5 $ID = 0$				
MON	TUE	WED	THU	FRI	SEPTEMBER 2020				
31-Aug	1	2	3	4	Sept. 1: First Day of Classes				
7	8	9	10	11	Sept. 7: Labour Day				
14	15	16	17	18					
21	22	23	24	25					
28	29	30	1000	476	TD = 20 $ID = 19.8$				
MON	TUE	WED	THU	FRI	OCTOBER 2020				
LARK C		444	1	2					
5	6	7	8	9					
12	13	14	15	16	Oct. 12: Thanksgiving				
19	20	21	22	23					
26	27	28	29	30	TD = 20 ID= 18				
MON	TUE	WED	THU	FRI	NOVEMBER 2020				
2	3	4	5	6					
9	10	11	12	13	Nov. 11: Remembrance Day				
16	17	18	19	20					
23	24	25	26	27					
30		46-44-6			TD = 18 ID= 17.8				
MON	TUE	WED	THU	FRI	DECEMBER 2020				
7	1	2	3	4					
7	8	9	10	11					
14	15 22	16	17	18					
21		23	24	25	Dec. 25: Christmas				
28	29	30	31		TD = 12 ID= 12				
MON	TUE	WED	THU	FRI	JANUARY 2021				
4	E		-	1	January 1 - New Years Day				
4	5	6	7	8					
11	12	13	14	15					
18	19	20	21	22					
25	26	27	28	29	TD = 19 ID= 18				
				Fi	irst Semester Instructional Days = 85.6				
					Teacher Days = 94				

SECOND SEMESTER								
MON	TUE	WED	THU	FRI	FEBRUARY 2021			
1	2	3	4	5				
8	9	10	11	12	Feb. 15: Family Day			
15	16	17	18	19				
22	23	24	25	26				
			TO PER		TD = 14 ID= 14			
MON	TUE	WED	THU	FRI	MARCH 2021			
1	2	3	4	5				
8	9	10	11	12				
15	16	17	18	19				
22	23	24	25	26				
29	30	31			TD = 22 $ID = 20.8$			
MON	TUE	WED	THU	FRI	APRIL 2021			
		N. N. LON	1	2	Apr 2: Good Friday			
5	6	7	8	9				
12	13	14	15	16				
19	20	21	22	- 23				
26	27	28	29	30	TD = 15 ID= 14.8			
MON	TUE	WED	THU	FRI	MAY 2021			
3	4	5	6	7				
10	11	12	13	14				
17	18	19	20	21				
24	25	26	27	28	May 24: Victoria Day			
31	200				TD = 18 $ID = 17.8$			
MON	TUE	WED	THU	FRI	JUNE 2021			
	1	2	3	4				
7	8	9	10	11				
14	15	16	17	18				
21	22	23	24	25				
28	29	30			TD = 20 $ID = 18$			
			Se	cond Sen	nester Instructional Days = 85.4			
					Teacher Days = 89			
	1			Instru	actional Days = 167 Regular + 5 Early Dismissal			
			-		Non Instructional Days = 11			
1	LEGE	ND			Total Teacher Days = 183			
	LEGE	ND Preparation	Day 8:					
		LIT .2	Day .8;		LIT/Early Dismissal Stat Holiday Observed			
		School-Base Org / Inserv			Preparation Day Remembrance Day			
	1000	Holidays						
	Company of	. Tolludys			Professional Learning			

		Calen	dar One
Name of Day	Number of Days	Student Instructional Minutes	Teacher Assigned
Regular Day (includes exam days)	181 x		Minutes
Early Dismissal Day	5 x	310 250	310
Student Led Conference Sessions	4 x		
		180	180
Teacher Prep and PD Days Total Minutes	11 x	0	300
Total Hours		58080	61680
		968	1028
Kindergarten Minutes		29040	
Kindergarten Hours		484	
Calendar One Schools		Moose Jaw, Assini	boia and Caronpo
00 Total	Calendar Two		
Name of Day	Number of Days	Student Instructional Minutes	Teacher Assigned Minutes
Regular Day (includes exam days)	167 x	336	336
Early Dismissal Day	5 x	276	336
Student Led Conference Sessions	4 x	180	180
Teacher Prep and PD Days	11 x	0	300
Total Minutes		58212	61812
Total Hours		970.2	1030.2
Kindergarten Minutes		29106	
Kindergarten Hours		485.1	
Calendar Two Schools	Mortlach, Grave Glentwo	elbourg, Lafleche, rth, Rockglen, Cor	olin, Central Butte, Kincaid, Mankota, onach, Bengough, eau and Mossbank
	Calendar Three		
Name of Day	Number of Days	Student Instructional Minutes	Teacher Assigned Minutes
Regular Day (includes exam days)	182 x	315	315
Student Led Conference Sessions	4 x	180	180
Teacher Prep and PD Days	11 x	0	300
Total Minutes	11 /	58050	61350
Total Hours			
		967.5	1022.5
Kindergarten Minutes		29025	
Kindergarten Hours	Cohool	483.8	11 D II D I
Calendar Three Schools	Huron, Rose Valle		aildon, Belle Plaine

Meeting Date:	March 3	1, 2020	Agenda Item #:	04.2		
Topic:	Village of Avonlea Correspondence					
Intent:	□ Decis	sion	Discussion	Infor	mation	
Background:			· ·	essed a local improve	•	
		to pave a street Avonlea School	~	siness. The street is a	djacent to	
Current Status:		The Board of Education has received correspondence from the Village Administrator, Jaimie Paranuik.				
		<u> </u>	•			
Pros and Cons:						
Financial Implications	: :					
Governance/Policy						
Implications:						
Legal Implications:						
Communications:						

Prepared By:	Date:	Attachments:
Tony Baldwin	March 31, 2020	Village of Avonlea
		Correspondence

Recommendation:

That the Board direct administration to respond to the letter from the Village of Avonlea.

or

That the Board authorize the Board Chair to respond to the letter from the Village of Avonlea.



Village of Avonlea

March 12th, 2020

Box 209 Avonlea, SK S0H 0C0 Phone: 306-868-2221 - Fax: 306-868-2040 Email: avonlea@sasktel.net.

Prairie South SD No.210 1075-9th Avenue NW Moose Jaw, Saskatchewan S6H 1V7

RE: Unpaid Special Assessment

Dear Board Chair and Board of the Prairie South School Division;

The Council of the Village of Avonlea requests your boards attention and a response would be kindly appreciated regarding unpaid local improvements the Prairie South School Division was assessed.

Your property located at Block 15A, Plan BG1359 was given until December 15th, 2017 for prepayment of the special assessment. That time expired, therefore you were then bound to the option to pay the special assessment on the Annualized installment basis, which included an amount for interest. The special assessment is levied with your taxes starting 2018 and the final year will be 2022.

To date the Village of Avonlea has had no payment from The Prairie South SD towards the Local Improvement and no response to Tax Notices, reminder letters, auditor's letter's and emails. I spoke with your accounting technician Lori Dunne March 22, 2019 and was assured she was handling the matter. She requested by email copies of the overdue notices of which were emailed to her March 22, 2019 and I have not had a response. She was again emailed March 5th, 2020, again I have received no response. Council requests a written response from your board to explain why this has not been paid, why the letters and emails have not been addressed and what are your future plans to rectify this matter.

Government Relations have been contacted and the council was assured that School Divisions are not exempt from Local Improvements. We have reviewed similar cases; Court of Queen's Bench and Saskatchewan Municipal Board Appeals, ruling the School Division liable for the Local Improvement and in turn costs incurred by the municipality regarding the appeal.

The Council Village of Avonlea awaits your response.

Yours truly; Quanuk

Jaimie Paranuik Administrator

Meeting Date:	31 March 2020 Agenda Item #: 04.3								
Topic:	Budget Planning - Minimum Sta	affing Levels	for 2020-2021						
Intent:	□ Decision □ I	Discussion	Information						
Background:		-	been completed for the 2020-						
	2021 budget. The 2020-2021	1 budget will	be presented in two pieces:						
	Minimum Staffing and Progr	rams and Ma	iterials.						
Current Status:	The minimum staffing budge summary document is include		eviewed by the Board. A						
Pros and Cons:									
Financial Implications	This is an increase of \$1,474, funding of \$833,000 is availa While a small portion of the Program and Materials budg	This is an increase of \$1,474,794 from the current year. Additional funding of \$833,000 is available through Ministry of Education grants. While a small portion of the \$700,000 difference may be made up during Program and Materials budget planning, it is anticipated that the majority of this amount will form a portion of a deficit budget planned for the							
O/D-1'-									
Governance/Policy									
Implications:									
Legal Implications:									
Legai inipiications.									
Communications:	Some staffing for 2020-2021 has already happened, and school-based administrator staffing is in place. When the minimum staffing budget is approved by the Board of Education, additional staffing processes will begin.								

Prepared By:	Date:	Attachments:
Tony Baldwin	March 31, 2020	 Minimum Staffing Levels Summary

Recommendation:

That the Board of Education approve the minimum staffing budget attached and direct administration to complete the staffing process for 2020-2021.



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

Minimum Staffing Prairie South Schools 2020-2021

Note: Staffing components to mitigate classroom complexity are shaded in yellow.

Staffing Area	Staffing	Notes
School-based teaching	Information 262.76 FTE	This staffing component is related to regular classroom instruction and determined by formula.
staff – Base Instruction	202.70111	This starting component is related to regular classroom instruction and determined by formula.
School-based administrators	34.1 FTE	This staffing component is determined by formula. There are significantly more than 35 principals and vice-principals; this FTE represents the portion of SB Administrative time assigned. This is determined by formula.
School-based staffing to address classroom complexity	126.57 FTE	This staffing component includes staffing to address student support needs (19.86 FTE); intensive needs and EAL Support (49.46 FTE); small school support (26.35 FTE); and teacher preparation time coverage (30.9 FTE).
School-based prekindergarten teachers	7.75 FTE*	This staffing component includes staffing to support Ministry and division-funded prekindergarten programming throughout the school division. The Board is considering reducing 10 prekindergarten programs for the 2020-2021 school year. If these programs are eliminated, 3.75 FTE teachers will be surplus, and associated budget will be reallocated to K-12 programming.
Virtual school teachers	5.4 FTE	This staffing component supports online education provided through the Prairie South Virtual School.
Associate School teachers	24.8 FTE	This staffing component describes the total teacher allocation for two associate schools in Prairie South. Assignments and actual staffing numbers are determined and funded by the associate schools. This is a budget neutral item for Prairie South.
Contingent teachers	5.0 FTE	This staffing component provides flexible staffing to respond to emerging needs during the school year.
Total school-based teaching staff	466.65 FTE	

School-based educational	149 FTE	This staffing component represents budget allocation for all EA, EA II, and LPN staff in all programs in
assistants		Prairie South.
	226 5 1 1	
School-based administrative assistants	236.5 daily	This staffing component represents budget allocation for all school-based administrative assistants.
auministrative assistants	hours	
School-based library	114.5 daily	This staffing component represents budget allocation for all school-based library staff.
assistants	hours	
School-based facility staff	43.4 FTE	This staffing component represents budget allocation for all school-based facility staff. FTE is based
		on an 8-hour day; some schools have facility operators with daily hours less than 8.0.
Learning staff	26.6 FTE	A current organizational chart is included. Minimum staffing levels for next year are consistent with
	(various	current staffing levels. Several current learning staff rotate through positions on a 3-year rotation;
	positions)	future staff in these positions will be on a 4-year rotation. One consultant position will revert back to
	3.0 FTE	a coordinator position in 2020-2021. Coordinator and Career Development Staff provide base
	(various	services; other staff mitigate classroom complexity either directly or through capacity-building with
	positions)	teachers.
School Operations (North)		A current organizational chart is included. Athletics and SIS Support staff budgeting will be
staff		maintained at current levels.
IT staff		A current organizational chart is included. Minimum staffing levels for next year are consistent with
		current staffing levels.
Human Resources staff		A current organizational chart is included. Minimum staffing levels for next year are consistent with
		current staffing levels.
To a constalling to ff		
Transportation staff		A current organizational chart is included. Minimum staffing levels for next year are consistent with
		current staffing levels. Minor adjustments are anticipated to ensure job descriptions meet current needs.
		TICCUS.

Facilities staff	A current organizational chart is included. Minimum staffing levels for next year are consistent with current staffing levels.
Business staff	A current organizational chart is included. Minimum staffing levels for next year are consistent with current staffing levels.
Administrative staff	A current organizational chart is included. Minimum staffing levels for next year are consistent with current staffing levels.

Meeting Date	te: 31 March 2020				Agen	da Ite	em #:	04.4	•		
Topic		e of N	Antion	fro	m M	n March 3, 2020					
Inten					ussio		- 0, -	<u>одо</u> Г	Info	rmati	on
Inten	Decision		г	7150	u5510	111				ıııatı	UII
Background:	At the March meetin	•							uth Sch	nools,	
	Trustee Swanson pro	ovided	notice o	of th	e follo	owing	g mot	ion:			
	That Prairie South	-					-				
	conclusion of the	curren	it school	yea	r and	funa	ling be	e alloco	ated to	K-12	
	programming.										
						-5	Swans	on			
Current Status:	Prairie South operate		_				_				
	year-old students. 6					•		•		-	ıd the
	remaining 10 progra			•					•	•	
	funding for the 10 Pr							•	•	•	
	The proposed motio		ld cance	l pro	gram	ming	g at th	e scho	ols sho	wn wi	th
	strikethrough font be	elow.									
			Total						Outside Agency	Speech	EAL
	School	Funding	Enrolment	з үо	Bussed	4 YO	Bussed	Wait List	Support		Students
	Assiniboia 7th Avenue	MOE	18	3	3	15	7	6	0	7	3
	Central Butte Coronach	PSS PSS	17 17	8	0	9 11	0	7 1	0	7 4	4 0
	Empire	MOE	17	9	0	8	1	0	0	4	4
	Glentworth	PSS	12	11	0	1	0	0	0	4	0
	Gravelbourg Elementary (FI) King George	PSS MOE	17 30	7 13	2 1	10 17	5 6	0 1	2	2 6	1 6
	Lafleche	PSS	12	7	5	5	2	0	2	2	1
	Lindale	PSS	16	1	1	15	14	0	0	5	0
	Palliser Heights (FI) Palliser Heights	PSS PSS	16 18	5 10	0 3	8 11	1 4	22 13	0 3	0 12	0
	Prince Arthur	MOE	19	9	1	10	4	2	4	8	2
	Rouleau	PSS	8	1	0	5	0	0	0	7	0
	Sunningdale Westmount	PSS MOE	19 37	3 11	1 1	16 26	3 7	11 11	2 8	5 7	3 4
	William Grayson	MOE	17	9	2	8	2	2	3	5	2
	·		290	113	20	175	56	76	24	85	30
Pros and Cons:	 Funds previo 	usly a	ssigned [·]	to pr	rekind	lerga	rten p	orogran	nming	could	be
	allocated to	K-12 ir	structio	n.							
	Prekindergar	ten ca	pacity w	oulo	d be r	educ	ed by	160 cł	nildren.	. Actu	al
	reduction of	seats	would b	e soi	methi	ng le	ss tha	n 160	as not	all pro	grams
	are at full ca	pacity.									
	3. Teachers in 1	LO scho	ools wou	ıld b	e surp	olus,	result	ing in	a mutu	ally ag	reed
	reduction in	contra	ct time	or a	move	to a	diffe	rent sc	hool if	intern	al
	capacity to n	nanage	the rec	lucti	on in	staff	was r	not ava	ilable.		

	4.	to revisit the Pra	ents a change in strategic direction, the Board would need Prairie South Strategic Plan to ensure that document lescribe the vision of the Board of Education.
Financial			
Implications:			
Governance/Policy			
Implications:			
Legal Implications:			
Communications:			
Prepared By:	Date:		Attachments:
Tony Baldwin	31 Ma	rch 2020	

Recommendation:

That the Board determine their response to the following Notice of Motion:

That Prairie South funding for non-provincially funded Pre-K end at the conclusion of the current school year and funding be allocated to K-12 programming.

Meeting Date:	March 31, 2020			Agenda Item #:	04.5
Topic:	Monthly	Reports			
Intent:	🔀 Deci	sion	Discussion	Info	rmation
Background:		The Board has r	equested monthly	updates regarding st	aff
		absences and te	enders awarded.		
Current Status:		Current Informa	ation is attached.		
Pros and Cons:					
Financial Implication	ons:				
Governance/Policy	•				
Implications:					
Legal Implications:					
Communications:		_	<u> </u>		_

Prepared By:	Date:	Attachments:
Tony Baldwin	March 31, 2020	Staff Absence Summaries
		Tender Summary

Recommendation:

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

Teacher Absences & Sul	Teacher Absences & Substitute Usage								
Date Range:	Februai	y 26, 2020	- March	17, 2020					
					% of				
		% of Total		% Needed	possible				
Absence Reason	Days	Absences	Sub Days	Sub	days				
LINC Agreement									
Compassionate Leave	15.97	2.15%	12.84	80.40%	0.25%				
Competition Leave	0	0.00%	0	0.00%	0.00%				
Convocation Leave	0	0.00%	0	0.00%	0.00%				
Earned Day Off	47.17	6.36%	41.33	87.62%	0.74%				
Education Leave	0	0.00%	0	0.00%	0.00%				
Emergency Leave	0	0.00%	0	0.00%	0.00%				
Executive Leave	4.16	0.56%	2	48.08%	0.06%				
Prep Time	189.53	25.57%	186.69	98.50%	2.95%				
Pressing Leave	15.44	2.08%	11.95	77.40%	0.24%				
PSTA	0	0.00%	0	0.00%	0.00%				
Leave Without Pay	9.04	1.22%	7.8	86.28%	0.14%				
SUB TOTAL	281.31	37.95%	262.61	93.35%	4.38%				
Provincial Agreement/ Educ	cation Act	t/ Employme	ent Act						
Court/Jury	0	0.00%	0	0.00%	0.00%				
Illness - Teacher	199.45	26.91%	152.46	76.44%	3.11%				
Illness - Long Term	96.13	12.97%	0	0.00%	1.50%				
Medical/Dental Appt	83.76	11.30%	69.05	82.44%	1.31%				
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%				
Secondment	2.16	0.29%	2	92.59%	0.03%				
STF Business - Invoice	1.08	0.15%	1.08	100.00%	0.02%				
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%				
SUB TOTAL	382.58	51.61%	224.59	58.70%	5.96%				
Prairie South									
Extra/Co-curr Teach	18.26	2.46%	12.2	66.81%	0.28%				
FACI Meet/PD	0	0.00%	0	0.00%	0.00%				
HUMA Meet/PD	0.5	0.07%	0.5	100.00%	0.01%				
Internship Seminar	0	0.00%	0	0.00%	0.00%				
IT Meet/PD	0	0.00%	0	0.00%	0.00%				
LRNG Meet/PD	17.61	2.38%	14.24	80.86%	0.27%				
PD DEC Teachers	38.24	5.16%	29.96	78.35%	0.60%				
School Operations Meet/PD	2.8	0.38%	1.8	64.29%	0.04%				
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%				
SUB TOTAL	77.41	10.44%	58.70	75.83%	1.21%				
Total Absences	741.30	100.00%	545.90	73.64%	11.55%				

Teachers (FTE) # of teaching Days Possible Days
427.77 15 6416.55

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

CUPE Staff Absences & Casual Usage 2019 - 2020

Date: February 24, 2020 - March 19, 2020

Date. February 24, 2020 - Ward					% of
		% of Total		% Received	possible
Absence Reason	Days	Absences	Sub Days	Sub	days
CUPE Agreement	,-			0.0.0	,o
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	9	1.45%	7.58	84.22%	0.00%
	0				
Community Service		0.00%	0	0.00%	0.00%
Compassionate Care	5.93	0.96% 0.00%	2.93	49.41%	0.12%
Competition Leave	0		0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	25.48	4.11%	24.13	94.70%	0.00%
Earned Day Off	16.57	2.67%	11.64	70.25%	0.33%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	2.75	0.44%	2	72.73%	0.05%
Illness - Support	320.78	51.68%	159.86	49.83%	6.31%
Med/Den Appt Support	46.85	7.55%	34.6	73.85%	0.92%
Parenting/Caregiver	19.71	3.18%	9.61	48.76%	0.39%
Pressing Leave	32.5	5.24%	16.86	51.88%	0.64%
Service Recognition Days	13.42	2.16%	10.29	76.68%	0.26%
TIL Support	3.09	0.50%	0.38	12.30%	0.06%
Without Pay Support	26.17	4.22%	24	91.71%	0.51%
SUB TOTAL	522.25	84.14%	303.88	58.19%	10.28%
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	65.08	10.49%	45.53	69.96%	1.28%
Workers Compensation	27	4.35%	27	100.00%	0.53%
SUB TOTAL	92.08	14.84%	72.53	78.77%	1.81%
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	0.86	0.14%	0.86	100.00%	0.02%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC In Province Support Staff	5.5	0.89%	1.5	27.27%	0.11%
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	6.36	1.02%	2.36	37.11%	0.13%
Total Absences	620.69	100.00%	378.77	61.02%	12.21%

 Possible Days
 Days
 FTE
 Total Days

 February 24, 2020 - March 19, 2020
 19.00
 267.5
 5082.50

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

^{**} Noon Supervison and Recognition of Service Days are now Service Recognition Days.

Bus Driver Staff Absences & Casual Usage 2019 - 2020

Date: February 24, 2020 - March 19, 2020

		% of		%	% of
		Total		Received	possible
Absence Reason	Days		Sub Days	Sub	days
Conditions of Employment	Days	Abscrices	Jub Duys	348	aays
Act of God	0.00	0.00%	0.00	0.00%	0.00%
Bereavement Leave	2.00	1.30%		100.00%	0.10%
Community Service	0.00	0.00%		0.00%	0.00%
Compassionate Care	5.00	3.26%		80.00%	0.26%
Competition Leave	0.00	0.00%		0.00%	0.00%
Convocation Leave	0.00	0.00%		0.00%	0.00%
Family Responsibilities	5.50	3.58%		100.00%	0.29%
Illness - Support	46.00			100.00%	2.39%
Med/Den Appt Support	10.00	6.51%		100.00%	0.52%
Parenting/Caregiver	2.50			0.00%	0.13%
Pressing Leave	8.50	5.54%		100.00%	0.44%
Without Pay Support	74.00			97.97%	3.84%
SUB TOTAL	153.50		151.00	98.37%	7.97%
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	153.50	100.00%	151.00	98.37%	7.97%

 Possible Days
 Days
 Staff
 Total Days

 February 24, 2020 - March 19, 2020
 18.00
 107.00
 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: February 24, 2020 - March 19, 2020

Date. February 24, 2020 - March					
		% of		%	% of
		Total		Received	possible
Absence Reason	Days	Absences	Sub Days	Sub	days
Conditions of Employment		I	<u>, , , , , , , , , , , , , , , , , , , </u>		•
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	3	3.06%	0	0	0.35%
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	27.57	28.09%	0	0	3.24%
Med/Den Appt Support	3.98	4.06%	0	0	0.47%
Parenting/Caregiver	0.4	0.41%	0	0	0.05%
Pressing Leave	6.56	6.68%	0	0	0.77%
Without Pay Support	0	0.00%	0	0	0.00%
SUB TOTAL	41.51	42.30%	0	0.00%	4.88%
Employment Act		T	.		
Court/Jury Duty	0			0	0.00%
Paternity Leave	0			0	0.00%
Vacation Support	37.63	38.34%		0	4.42%
Workers Compensation	19			0	2.23%
SUB TOTAL	56.63	57.70%	0	0.00%	6.66%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	0	0.00%	0	0	0.00%
LRNG Meet/PD	0	0.00%	0	0	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
PD Out of Province	0	0.00%	0	0	0.00%
SUB TOTAL	0	0.00%	0	0	0.00%
Total Absences	98.14	100.00%	0	0.00%	11.54%

 Possible Days
 Days
 FTE
 Total Days

 February 24, 2020 - March 19, 2020
 19.00
 44.758
 850.40

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

Tender Report for the period February 26, 2020 to March 18, 2020

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 competitive bids were awarded for the reporting period:

A tender was issued for computers, monitors and Chrome Management licenses. BTS
was awarded the Chrome Management Licenses and monitors for a cost of \$17,207.58
and CDW Canada was awarded Chromebooks, PC's and Notebooks for a cost of
\$129,422.28.

Meeting Date:	March 31, 2020		Agenda Item #:	06.1	
Topic:	PEP Orga	nizational Stru	cture Key Messages		
Intent:	Decis	ion	Discussion	∑ Infor	mation
Background:		_		Provincial Education	Framework
		has been form	ned.		
Current Status:				d as members of the	
		Organizational Structure. The group met for the first time on March 3 rd and 4 th , 2020.			
		iviarch 3° and	4", 2020.		
D					
Pros and Cons:					
Financial Implications	5:				
Governance/Policy					
Implications:					
Legal Implications:					
Communications:		Key messages	from the March ses	sions are attached.	

Prepared By:	Date:	Attachments:
Tony Baldwin	March 31, 2020	PEP Key Messages

Recommendation:

That the Board review the attached materials.

KEY MESSAGES Development of the Provincial Education Plan 2020 – 2030 March 3 and 4, 2020

- Approximately 100 education leaders from across Saskatchewan gathered in Saskatoon on March 3 and 4 to begin co-constructing the new Provincial Education Plan 2020 to 2030.
- The plan will impact education in Prekindergarten to Grade 12 systems with the ultimate goal of ensuring all 180,000-plus students are as successful as they can be.
- Meeting participants form the Operational Structure of the Provincial Education Framework. An Education Council, that will provide strategic guidance, will also be formed in the near future.
- Discussions focused on some of the current education trends in our province and reports on current student achievement rates in reading, graduation rates, student engagement and whether children are ready to enter Kindergarten.
- Participants reviewed the provincial education plan framework and received information about how the framework was developed and how these next steps will use the framework to build out an action plan.
- The sessions were facilitated by sector partners, and included various small and large group dialogue exercises which helped the leaders conceptualize what actions and priorities might be included in the 2020-2030 plan.
- The group voiced that the most important goal of the planning process was to take the big ideas and drill them down to actionable items that can be incorporated into Saskatchewan Pre-Kindergarten to Grade 12 systems.
- The group will gather again on April 1 and 2, 2020, to continue to refine the outcomes and priorities of the plan, to determine leadership teams and to then develop a strategy as to how to provide the information to stakeholders.

Meeting Date:	March 31, 2020		Agenda Item #: 06.2			
Topic:	Government of Saskatchewan Budget Messaging					
Intent:	Deci	sion	Discussion			
Background:		School divisions	School divisions are funded through grant funding received from			
		the Government of Saskatchewan. March is the month when the				
		government noi	rmally presents its I	oudget for the upcoming year.		
Current Status:				Saskatchewan provided school		
			formation related t	to funding for the 2020-2021		
		school year.				
Pros and Cons:						
Financial Implications	s:					
Governance/Policy						
Implications:						
Legal Implications:						
-						
Communications:		A budget summ	ary provided by the	Government of Saskatchewan		
		is attached.				

Prepared By:	Date:	Attachments:
Tony Baldwin	March 31, 2020	2020-21 Ministry of Education
		Budget Summary

Recommendation:

That the Board review the attached materials.

2020-21 Ministry of Education Budget Summary

Prekindergarten to Grade 12

- The 2020-21 Budget provides \$2.57 billion for the Ministry of Education, an increase of \$86 million or 3.5 per cent, to support Prekindergarten to Grade 12 classrooms, early learning and child care, libraries and literacy.
- Saskatchewan's 27 school divisions will receive \$1.94 billion in school operating funding for the 2020-21 school year. This is an increase of \$42.1 million, or 2.2 per cent more than last school year's \$1.90 billion budget. This increase includes funding for a teachers' collective bargaining agreement, once an agreement is in place.
- \$11.8 million in operating grants for qualified independent schools and historical high schools, an increase of \$1.3 million, due to increased enrolment and an increase of student funding to align historical high schools with associate schools.

School Infrastructure:

\$130.4 million for capital investments, an increase of \$34.8 million or 36.4 per cent over 2019-20, which includes:

- \$8.5 million to begin planning and design on the building of seven new schools and renovations on three existing schools, including:
 - a new joint-use facility with two elementary schools in Regina's Harbour Landing neighbourhood;
 - consolidation of the elementary school and high school in Carrot River;
 - renovations to Yorkton Regional High School;
 - o renovations and addition to John Paul II Collegiate in North Battleford;
 - a new elementary school to replace Princess Alexandra, King George and Pleasant Hill elementary schools in Saskatoon;
 - o a joint-use facility with two elementary schools to replace St. Peter, St. Michael and Imperial elementary schools in Regina;
 - o replacement of St. Frances Elementary in Saskatoon; and,
 - o renovations and addition to Athol Murray College of Notre Dame.
- \$500,000 to assess the current state of high schools in the cities of Regina and Saskatoon and determine the future high school needs for east Regina and east Saskatoon.
- \$46.9 million to provide funding for four ongoing major school consolidation projects in Rosthern, Weyburn, Moose Jaw and Regina.
- \$62.9 million for preventative maintenance, renewal and emergency funding, which includes \$12.0 million from the *Canada-Saskatchewan Climate Action Initiative Fund*.

- \$10.6 million for relocatable classrooms, providing:
 - \$4.6 million for 10 joint-use school relocatable classrooms for the 2020-21 school year
 at:
 - École Wascana Plains School in Regina;
 - St. Kateri Tekakwitha and Ernest Lindner schools in Saskatoon;
 - Holy Trinity Catholic School in Warman; and,
 - École Holy Mary Catholic School in Martensville; and,
 - o \$6.0 million for relocatable classrooms for the 2021-22 school year.
- \$1 million for school facility assessments.

Early Years and Child Care

- \$98 million for child care and early learning, which includes:
 - \$73.5 million for licensed child care, including:
 - an increase of \$350,000 in provincial funding for specialized Prekindergarten programming to support preschool-aged children with intensive needs; and,
 - an increase of \$1.7 million for child care centres for operating costs.
 - \$16.0 million in funding for KidsFirst, an increase of \$399,000.
 - o \$4.4 million for Early Childhood Intervention Programs, an increase of \$109,000.
- \$2.4 million for nutrition programs, an increase of \$60,000.

Libraries and Literacy

- \$11.3 million in supports for libraries, an increase of \$84,000 from 2019-20, including:
 - \$6.1 million in resource sharing grants for the seven regional library systems, an increase of \$60,000;
 - \$1 million in resource sharing grants for Pahkisimon Nuye₂áh Library System in Northern Saskatchewan, an increase of \$10,000;
 - \$1.4 million for municipal libraries in Regina, Saskatoon and Prince Albert, an increase of \$14,000; and,
 - \$2.8 million in continued support of accessible library services and for infrastructure including internet connectivity and the Single Integrated Library System.
- \$1 million in continued funding to support Saskatchewan's literacy programs, including:
 - \$541,000 to the network of Family Literacy Hubs; and,
 - \$500,000 to continue to support the provision of 20 summer literacy camps in eight school divisions.

<u>Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis</u> People

- \$5.1 million in ongoing funding in response to the Joint Task Force for the following initiatives:
 - \$2.4 million to continue the Invitational Shared Services Initiative;
 - \$2.1 million continued support of Following Their Voices (First Nations and Métis Student Achievement Initiative);
 - o \$300,000 in continued support of Help Me Tell My Story and Help Me Talk About Math;
 - \$200,000 in continued support of Leading to Learn, a professional learning opportunity for provincial and First Nations' school principals; and,
 - \$137,000 for Microsoft Software Licensing.



Teachers' Pension and Benefits

- \$417.2 million for the teachers' pensions (Statutory) and benefits (Statutory and CBA), an increase of \$6.3 million or 1.5 per cent. This includes:
 - \$394.8 million in statutory funding requirements for the two pension plans (the Saskatchewan Teachers' Retirement Plan and the Teachers' Superannuation Plan), the Teachers' Dental Plan and the Teachers' Group Life Plan, an increase of \$6.3 million or 1.6 per cent;
 - \$21.0 million in bargained benefits to teachers for extended health, no change from 2019-20 budget; and,
 - \$1.3 million in operation costs for the Teachers' Superannuation Commission, an increase of \$11,000 or 0.8 per cent.

Meeting Date:	March 31, 2020			Agenda Item #:	06.3
Topic:	Minister Order				
Intent:	Deci:	sion	Discussion	∑ Infor	mation
Background:		included in t within the b out of bound in question a	SD had landowners the PSSD #210 boundary and the poss dary, landowners of pand the existing boundard for their land to be	ary. To avoid creating ibility of a bus travelir arcels of land betwee dary needed to be cor	"islands" ng in and n the land ntacted to
Current Status:		Every landowner provided written consent for their land to become part of the PSSD #210 updated boundary. Once this work was completed the Minister was able to issue the order.			
Pros and Cons:					
Financial Implications	s:				
Governance/Policy					
Implications:					
Legal Implications:					
Communications:					

Prepared By:	Date:	Attachments:
Stephen Robitaille	March 31, 2020	Minister's Order

Recommendation:

That the Board review the attached materials.



MINISTER'S ORDER

Pursuant to the authority vested in me by sections 42, 54 and 61 of *The Education Act, 1995*, and sections 6 and 7 of *The School Division Administration Regulations*, I, Gordon S. Wyant, Q.C., Minister of Education, do hereby order the following, effective the date of this Order, in the manner set forth herein:

- 1. That the Prairie South School Division No. 210 of Saskatchewan is continued to be established, effective the date of this Order.
- 2. That this Order repeals and replaces all previous Orders describing the Prairie South School Division No. 210 of Saskatchewan including but not limited to the following:
 - a. Minister's Order 020/2005-06, dated April 19, 2005;
 - b. Minister's Order 052/2005-06, dated May 25, 2005;
 - c. Minister's Order 115/2005-06, dated December 1, 2005;
 - d. Minister's Order L066/2006-07, dated January 15, 2007;
 - e. Minister's Order ED17/2009-10, dated September 16, 2009;
 - f. Minister's Order ED30/2011-12, dated March 22, 2012;
 - g. Minister's Order ED20/2012-13, dated September 26, 2012;

- 3. That the boundaries of the Prairie South School Division No. 210 of Saskatchewan shall be established as described in Schedule "A" attached hereto.
- 4. That the boundaries of the subdivisions and the number assigned to each subdivision of the Prairie South School Division No. 210 of Saskatchewan shall be established as described in Schedule "A" attached hereto.
- 5. That the number of members comprising the Board of Education of the Prairie South School Division No. 210 of Saskatchewan shall be ten (10) and the members comprising the Board of Education immediately prior to the effective date of this order are continued as members of the Board of Education and assigned as representative, if applicable, for the same subdivision.
- 6. That all assets and liabilities of the Prairie South School Division No. 210 of Saskatchewan or its predecessors, continue to be the assets and liabilities and shall remain vested in said name.
- 7. That all parcels of the aforementioned lands that may be registered in the name of the Board of Education of the Prairie South School Division No. 210 of Saskatchewan or its predecessors, shall remain vested in said name.

Dated at Regina, Saskatchewan, this 16 day of March, 2020.

Number 8018/2019-20

Minister of Education

Schedule "A" Prairie South School Division No. 210 of Saskatchewan

Subdivision 1

- 1) In Township 16:
 - a) Range 29: Sections 4-9, 16-21, 28-33,
 - b) Range 30: Sections 1, 12-13, 24-25, 36;
- 2) In Township 17:
 - a) Range 29: Sections 4-9, 16-21, 28-33,
 - b) Range 30: Sections 1, 12-13, 24-25, 36;
- 3) In Township 18:
 - a) Range 26: Sections 1-36,
 - b) Range 27: Sections 1-3, 10-15, 22-27, 34-36,
 - c) Range 29: Sections 4-9, 16-21, 28-33,
 - d) Range 30: Sections 1, 12-13, 24-25, 36;
- 4) In Township 19:
 - a) Ranges 26-29: Sections 1-36;
- 5) In Township 20:
 - a) Range 25:
 - i) Section 6,
 - ii) North half of section 7,
 - iii) Sections 18-19,
 - iv) South half and northwest quarter of section 30,
 - v) Sections 31-32,
 - b) Range 26:
 - i) Sections 1-11,
 - ii) South half and northwest quarter of section 12,
 - iii) Sections 13-36,
 - c) Ranges 27-29: Sections 1-36;
- 6) In Township 21:
 - a) Range 25:
 - i) Section 5,
 - ii) South half of section 8,
 - b) Range 26:
 - i) Sections 1-24, 27-29,
 - ii) Northeast quarter of section 30,
 - iii) North half and southeast quarter of section 31,
 - iv) Southeast quarter of section 32,

- c) Range 27:
 - i) Sections 1-35,
 - ii) Northeast quarter of section 36,
- d) Ranges 28-29: Sections 1-36;
- 7) In Township 22:
 - a) Range 27:
 - i) Sections 2-11, 14-23, 25-35,
 - ii) South half and northwest quarter of section 36,
 - b) Ranges 28-29: Sections 1-36;
- 8) In Township 23:
 - a) Range 26: Sections 6-7, 18-19, 30-31,
 - b) Range 27-28: Sections 1-36,
 - c) Range 29: Sections 1-4, 9-16, 21-28, 33-36;
- 9) In Township 24:
 - a) Range 26:
 - i) Section 6,
 - ii) South half of section 7,
 - b) Ranges 27-28: Sections 1-36,
 - c) Range 29: Sections 1-4, 9-16, 21-26, 35-36;
- 10) In Township 25:
 - a) Range 27:
 - i) Sections 1-18,
 - ii) South half of sections 19-20,
 - iii) Sections 21-24,
 - b) Range 28:
 - i) Sections 1-15,
 - ii) South half of sections 22-24,
 - c) Range 29: Sections 1-2, 11-12;

All west of the Second Meridian;

and,

- 11) In Township 14:
 - a) Range 5: Sections 31-32;

- 12) In Township 15:
 - a) Ranges 2-3: Sections 1-36,
 - b) Range 4: Sections 1-3, 9-36,
 - c) Range 5:
 - i) Sections 5-9,
 - ii) West half of section 10,
 - iii) Sections 13-36,
 - d) Range 6: Sections 1, 12-13, 24-28, 32-36;
- 13) In Township 16:
 - a) Ranges 1-5: Sections 1-36,
 - b) Range 6: Sections 1-5, 8-17, 20-29, 32-36;
- 14) In Township 17:
 - a) Ranges 1-6: Sections 1-36;
- 15) In Township 18:
 - a) Ranges 1-5: Sections 1-36,
 - b) Range 6:
 - i) Sections 1-18,
 - ii) East half of section 20,
 - iii) Sections 21-28,
 - iv) East half of sections 29, 32,
 - v) Sections 33-36;
- 16) In Township 19:
 - a) Ranges 1-5: Sections 1-36,
 - b) Range 6:
 - i) Sections 1-4,
 - ii) North half of sections 7-8,
 - iii) Sections 9-36;
- 17) In Township 20:
 - a) Ranges 1-6: Sections 1-36,
 - b) Range 7: Sections 7-36;
- 18) In Township 21:
 - a) Ranges 1-6: Sections 1-36,
 - b) Range 7:
 - i) Sections 1-29,
 - ii) That portion of section 30-31 which lies southeast of the centreline of Lake Diefenbaker,
 - iii) Sections 32-36;

- 19) In Township 22:
 - a) Ranges 1-6: Sections 1-36,
 - b) Range 7:
 - i) Sections 1-4,
 - ii) That portion of sections 5-7 which lies east of the centreline of Lake Diefenbaker,
 - iii) Sections 8-17,
 - iv) That portion of sections 18-19 which lies east of the centreline of the Lake Diefenbaker,
 - v) Sections 20-28,
 - vi) That portion of sections 29-30, 32-33 which lies east of the centreline of Lake Diefenbaker,
 - vii) Sections 34-36,
 - c) Range 8:
 - That portion of sections 13, 24 which lies east of the centreline of the Lake Diefenbaker;
- 20) In Township 23:
 - a) Ranges 1-6: Sections 1-36,
 - b) Range 7:
 - i) Sections 1-2,
 - ii) That portion of sections 3-4, 10 which lies east of the centreline of Lake Diefenbaker,
 - iii) Sections 11-14,
 - iv) That portion of sections 15, 22 which lies east of the centreline of the Lake Diefenbaker,
 - v) Sections 23-26,
 - vi) That portion of sections 27, 34 which lies east of the centreline of the Lake Diefenbaker,
 - vii) Sections 35-36;
- 21) In Township 24:
 - a) Ranges 1-3: Sections 1-24,
 - b) Range 4:
 - i) Sections 1-13,
 - ii) That portion of section 17 which lies west of the centreline of Lake Diefenbaker,
 - iii) Section 18,
 - iv) That portion of sections 19-20 which lies southwest of the centreline of the Lake Diefenbaker,
 - v) Section 24,
 - vi) That portion of section 30 which lies southwest of the centreline of the Lake Diefenbaker,

- c) Range 5:
 - i) Sections 1-18,
 - ii) That portion of section 19 which lies south of the centreline of the Lake Diefenbaker,
 - iii) Sections 20-24,
 - iv) That portion of sections 25-26 which lies south of the centreline of the Lake Diefenbaker,
 - v) Sections 27-28,
 - vi) That portion of sections 29-30, 32-35 which lies south of the centreline of the Lake Diefenbaker,
- d) Range 6:
 - i) Sections 1-6,
 - ii) That portion of sections 7-9 which lies south of the centreline of the Lake Diefenbaker,
 - iii) Sections 10-12,
 - iv) That portion of sections 13-16 which lies south of the centreline of the Lake Diefenbaker,
 - v) That portion of section 24 which lies southeast of the centreline of the Lake Diefenbaker,
- e) Range 7:
 - i) Section 1,
 - ii) That portion of sections 2-3, 11-12 which lies southeast of the centreline of the Lake Diefenbaker;

All west of the Third Meridian;

Subdivision 2

- 22) In Township 10:
 - a) Range 22: Sections 19-23, 26-35,
 - b) Range 23: Sections 16-36,
 - c) Range 24: Sections 1-36;
- 23) In Township 11:
 - a) Range 21:
 - i) West half of section 3,
 - ii) Sections 4-9,
 - iii) West half of sections 10, 15,
 - iv) Sections 16-21,
 - v) West half of sections 22, 27,
 - vi) Sections 28-33,
 - vii) West half of section 34,
 - b) Ranges 22-26: Sections 1-36;
- 24) In Township 12:
 - a) Range 21:
 - i) West half of section 3,
 - ii) Sections 4-9,
 - iii) West half of sections 10, 13,
 - iv) Sections 14-22,
 - v) South half and northwest quarter of section 23,
 - vi) Southwest quarter of section 24,
 - vii) Northwest quarter of section 25,
 - viii) North half and southwest quarter of section 26,
 - ix) Sections 27-35,
 - x) West half of section 36,
 - b) Ranges 22-26: Sections 1-36,
 - c) Range 28:
 - i) That portion of section 19 which lies north of the south shoreline of Old Wives Lake,
 - ii) Section 29, including:
 - a. That portion of the southwest quarter which lies west of the east shoreline of Old Wives Lake,
 - b. That portion of the northwest quarter which lies west of the road parcel:
 - i. Lld NW 29-12-28-2 Plan CK461 Ext 1,
 - iii) That portion of section 30 which lies north of the south shoreline of Old Wives Lake,
 - iv) Section 31,
 - v) The northwest quarter of section 32 and that portion of the southwest quarter which lies northwest of the road parcel Lld SW 32-12-28-2 Plan CK461 Ext 1,

- d) Range 29:
 - i) That portion of sections 19, 24-27, 29-30 which lies inside the boundary of Old Wives Lake,
 - ii) Section 31,
 - iii) The portion of sections 32-34 which lies inside the boundary of Old Wives Lake,
 - iv) Sections 35-36,
- e) Range 30:
 - i) That portion of sections 23-24 which lies inside the boundary of Old Wives Lake,
 - ii) Section 25,
 - iii) That portion of sections 26, 35 which lies inside the boundary of Old Wives Lake,
 - iv) Section 36;

25) In Township 13:

- a) Range 21:
 - i) West half of section 1,
 - ii) Sections 2-8,
 - iii) South half of sections 9-11,
 - iv) Southwest quarter of section 12,
 - v) North half of sections 31-32,
- b) Ranges 22-29: Sections 1-36,
- c) Range 30: Sections 1-2, 11-14, 23-26, 35-36;

26) In Township 14:

- a) Range 21:
 - i) Sections 5-8, 15-22,
 - ii) Southwest quarter of section 23,
 - iii) North half and southeast quarter of section 27,
 - iv) Sections 30-31,
 - v) Northwest quarter of section 32,
 - vi) Section 34,
- b) Ranges 22-29: Sections 1-36,
- c) Range 30: Sections 1-2, 11-14, 23-26, 35-36;

27) In Township 15:

- a) Range 21:
 - i) Sections 5-8,
 - ii) North half and southwest quarter of section 9,
 - iii) North half of section 10,
 - iv) Southwest quarter of section 14,
 - v) South half of sections 15-16,
 - vi) Sections 17-20,
 - vii) Southeast quarter of section 30,
- b) Range 22: Sections 1-24, 27-34,

- c) Ranges 23-29: Sections 1-36,
- d) Range 30: Sections 1, 12-13, 24-25, 36;

28) In Township 16:

- a) Range 22:
 - i) Section 2,
 - ii) South half of sections 3-6,
- b) Range 23:
 - i) South half of sections 1-3,
 - ii) Sections 4-9, 16-21,
 - iii) Northwest quarter of section 28,
 - iv) Sections 29-33,
- c) Ranges 24-25: Sections 1-36,
- d) Range 26:
 - i) Sections 1-16,
 - That portion of section 17 which lies outside the urban municipality boundary of Moose Jaw,
 - iii) Section 18,
 - iv) That portion of section 19 which lies outside the urban municipality boundary of Moose Jaw,
 - v) Sections 24-25,
 - vi) Those portions of sections 30, 35 which lie outside the urban municipality boundary of Moose Jaw,
 - vii) Section 36,
- e) Range 27:
 - i) Sections 1-24,
 - ii) That portion of sections 25-26 which lies outside the urban municipality boundary of Moose Jaw,
 - iii) Sections 27-34,
- f) Range 28: Sections 1-36,
- g) Range 29: Sections 1-3, 10-15, 22-27, 34-36;

29) In Township 17:

- a) Range 23:
 - i) Sections 3-10, 15-20,
 - ii) That portion of section 29 which lies south of the south rail line of the CN Railway,
 - iii) Sections 30-31,
 - iv) North of half of section 32,
- b) Ranges 24-25: Sections 1-36,

- c) Range 26:
 - i) Section 1,
 - ii) Those portions of sections 2-3, 10 which lie outside the urban municipality boundary of Moose Jaw,
 - iii) Sections 11-16,
 - iv) That portion of sections 17-18 which lies outside the urban municipality boundary of Moose Jaw,
 - v) Sections 19-36,
- d) Range 27:
 - i) Sections 2-11,
 - ii) That portion of sections 12-13 which lies outside the urban municipality boundary of Moose Jaw,
 - iii) Sections 14-36,
- e) Range 28: Sections 1-36,
- f) Range 29: Sections 1-3, 10-15, 22-27, 34-36;
- 30) In Township 18:
 - a) Range 23: Sections 5-8, 18-19,
 - b) Range 24:
 - i) Sections 1-24,
 - ii) East half of section 25,
 - iii) Sections 29-32,
 - c) Range 25: Sections 1-36,
 - d) Range 27: Sections 4-9, 16-21, 28-33,
 - e) Range 28: Sections 1-36,
 - f) Range 29: Sections 1-3, 10-15, 22-27, 34-36;
- 31) In Township 19:
 - a) Range 25:
 - i) That portion of sections 1-3 which lies southwest of the centreline of Buffalo Pound Lake,
 - ii) Sections 4-8,
 - iii) Those portions of sections 9-10, 16-17 which lie southwest of the centreline of Buffalo Pound Lake,
 - iv) Section 18,
 - v) That portion of sections 19-20 which lies southwest of the centreline of Buffalo Pound Lake;

All west of the Second Meridian;

and,

- 32) In Township 12:
 - a) Range 1: That portion of section 36 which lies inside the boundary of Old Wives Lake;
- 33) In Township 13:
 - a) Range 1:
 - i) Those portions of sections 1-3, 9-10 which lie inside the boundary of Old Wives Lake,
 - ii) Sections 11-15,
 - iii) Those portions of sections 16, 19-21 which lie inside the boundary of Old Wives Lake,
 - iv) Sections 22-36;
- 34) In Township 14:
 - a) Range 1: Sections 1-36;
- 35) In Township 15:
 - a) Range 1: Sections 1-36;

All west of the Third Meridian;

Subdivision 3

- 36) In Township 7:
 - a) Range 23:
 - i) West half of sections 6-7, 19,
 - b) Range 24:
 - i) Sections 1-24,
 - ii) West half of section 26,
 - iii) Sections 27-33,
 - c) Ranges 25-29: Sections 1-36,
 - d) Range 30: Sections 1-4, 9-16, 21-28, 33-36;
- 37) In Township 8:
 - a) Range 23:
 - i) West half of section 30,
 - ii) Section 31,
 - iii) West half of section 32,
 - b) Range 24:
 - i) Sections 4-9, 16-23,
 - ii) North half and southwest quarter of section 24,
 - iii) Sections 25-36,
 - c) Ranges 25-29: Sections 1-36,
 - d) Range 30: Sections 1-4, 9-16, 21-28, 33-36;
- 38) In Township 9:
 - a) Range 23:
 - i) West half of section 5,
 - ii) Sections 6-7,
 - iii) West half of section 8,
 - iv) Sections 17-20,
 - b) Ranges 24-29: Sections 1-36,
 - c) Range 30: Sections 1-4, 9-16, 21-28, 33-36;
- 39) In Township 10:
 - a) Ranges 25-29: Sections 1-36,
 - b) Range 30: Sections 1-4, 9-16, 21-28, 33-36;
- 40) In Township 11:
 - a) Ranges 27-29: Sections 1-36,
 - b) Range 30: Sections 1-2, 11-14, 23-26, 35-36;

- 41) In Township 12:
 - a) Range 27: Sections 1-36,
 - b) Range 28:
 - i) Sections 1-18,
 - ii) That portion of section 19 which lies outside the boundary of Old Wives Lake,
 - iii) Sections 20-28,
 - iv) Those portions of sections 29-30, 32 which lie outside the boundary of Old Wives Lake,
 - v) Sections 33-36,
 - c) Range 29:
 - i) Sections 1-18,
 - ii) That portion of section 19 which lies outside the boundary of Old Wives Lake,
 - iii) Sections 20-23,
 - iv) Those portions of sections 24-27 which lie outside the boundary of Old Wives Lake,
 - v) Section 28,
 - vi) Those portions of sections 29-30, 32-34 which lie outside the boundary of Old Wives Lake,
 - d) Range 30:
 - i) Sections 1-2, 11-14,
 - ii) Those portions of sections 23-24, 26, 35 which lie outside the boundary of Old Wives Lake;

All west of the Second Meridian;

and,

- 42) In Townships 7-9:
 - a) Ranges 1-3: Sections 1-36;
- 43) In Township 10-11:
 - a) Ranges 1-2: Sections 1-36;
- 44) In Township 12:
 - a) Range 1:
 - i) Sections 1-35,
 - ii) That portion of section 36 which lies outside the boundary of Old Wives Lake,
 - b) Range 2: Sections 1-36;

45) In Township 13:

- a) Range 1:
 - i) That portion of sections 1-3 which lies outside the boundary of Old Wives Lake,
 - ii) Sections 4-8,
 - iii) That portion of sections 9-10, 16 which lies outside the boundary of Old Wives Lake,
 - iv) Sections 17-18,
 - v) That portion of sections 19-21 which lies outside the boundary of Old Wives Lake;

All west of the Third Meridian;

Subdivision 4

- 46) In Townships 1-2:
 - a) Ranges 22-30: Sections 1-36;
- 47) In Township 3:
 - a) Ranges 22-29: Sections 1-36,
 - b) Range 30: Sections 1-5, 8-17, 20-29, 32-36;
- 48) In Townships 4-5:
 - a) Ranges 22-29: Sections 1-36,
 - b) Range 30: Sections 1-5, 8-17, 20-29, 32-36;
- 49) In Township 6:
 - a) Range 22: Sections 4-9,
 - b) Range 23:
 - i) Sections 1-12, 15-20,
 - ii) West half of section 21,
 - iii) South half of section 22,
 - iv) Sections 27-34,
 - c) Ranges 24-29: Sections 1-36,
 - d) Range 30: Sections 1-5, 8-17, 20-29, 32-36;

All west of the Second Meridian;

and,

- 50) In Townships 1-5:
 - a) Ranges 1-3: Sections 1-36,
 - b) Range 4: Sections 1-2, 11-14, 23-26, 35-36;
- 51) In Township 6:
 - a) Ranges 1-3: Sections 1-36;

All west of the Third Meridian;

Subdivision 5

- 52) In Townships 1:
 - a) Range 4: Sections 3-10, 15-22, 27-34,
 - b) Ranges 5-9: Sections 1-36;
- 53) In Township 2-3:
 - a) Range 4: Sections 3-10, 15-22, 27-34,
 - b) Ranges 5-10: Sections 1-36;
- 54) In Township 4:
 - a) Range 4: Sections 3-10, 15-22, 27-34,
 - b) Ranges 5-10: Sections 1-36,
 - c) Range 11: Section 36;
- 55) In Township 5:
 - a) Range 4: Sections 3-10, 15-22, 27-34,
 - b) Ranges 5-10: Sections 1-36,
 - c) Range 11: Sections 1, 12-13, 24-25, 36;
- 56) In Township 6:
 - a) Ranges 4-10: Sections 1-36,
 - b) Range 11: Sections 1, 12-13, 24-25, 36;
- 57) In Township 7:
 - a) Ranges 4-10: Sections 1-36,
 - b) Range 11: Sections 1-3, 10-15, 22-27, 35-36;
- 58) In Township 8:
 - a) Ranges 4-10: Sections 1-36,
 - b) Range 11:
 - i) Sections 1-2,
 - ii) East half of section 3,
 - iii) Sections 11-13, 24-25, 36;

- 59) In Township 9:
 - a) Ranges 4-9: Sections 1-36,
 - b) Range 10:
 - i) Sections 1-17,
 - ii) South half and the northeast quarter of section 18,
 - iii) East half of section 19,
 - iv) Sections 20-29,
 - v) East half of sections 30-31,
 - vi) Sections 32-36,
 - c) Range 11: South half of section 1;
- 60) In Township 10:
 - a) Ranges 3-8: Sections 1-36,
 - b) Range 9: Sections 1-6, 9-16, 21-28, 33-36,
 - c) Range 10:
 - i) Sections 1-5,
 - ii) North half of section 7,
 - iii) Sections 8-11, 14-23, 26-35,
 - d) Range 11:
 - i) North half of sections 10-12,
 - ii) Sections 13-15, 22-26,
 - iii) South half of section 27,
 - iv) Sections 35-36;
- 61) In Township 11:
 - a) Ranges 3-6: Sections 1-36,
 - b) Range 7:
 - i) Sections 1-27,
 - ii) South half and northeast quarter of section 28,
 - iii) Sections 29-31,
 - iv) Southwest quarter of section 32,
 - v) East half of section 33,
 - vi) Sections 34-36,
 - c) Range 8: Sections 1-36,
 - d) Range 9: Sections 1-3, 10-15, 22-27, 34-36;

- 62) In Township 12:
 - a) Ranges 3-5: Sections 1-36,
 - b) Range 6: Sections 1-18, 20-29, 32-36,
 - c) Range 7:
 - i) Sections 1-2,
 - ii) Southeast quarter of section 3,
 - iii) South half of section 11,
 - iv) Sections 12-13,
 - d) Range 8:
 - i) West half of section 2,
 - ii) Sections 3-9,
 - iii) South half and northwest quarter of section 10,
 - iv) Southwest quarter of section 11,
 - v) West half of section 15,
 - vi) Sections 16-18,
 - vii) South half of sections 19-21,
 - viii) Southwest quarter of section 22,
 - e) Range 9:
 - i) Sections 1-3, 10-15, 22-23,
 - ii) South half of section 24,
 - iii) Sections 26-27, 34-35;
- 63) In Township 13:
 - a) Ranges 2-3: Sections 1-36,
 - b) Range 4: Sections 1-18, 20-29, 31-36,
 - c) Range 5: Sections 1-13, 16-18, 36,
 - d) Range 6: Sections 1-5, 8-16, 22,
 - e) Range 9: Sections 2-3;
- 64) In Township 14:
 - a) Ranges 2-3: Sections 1-36,
 - b) Range 4:
 - i) Sections 1-16,
 - ii) South half of sections 17-18,
 - iii) East half of section 21,
 - iv) Sections 22-27,
 - v) East half of sections 28, 33,
 - vi) Sections 34-36;

All west of the Third Meridian;

Subdivision 0-1 At Large - Urban Municipality of Moose Jaw

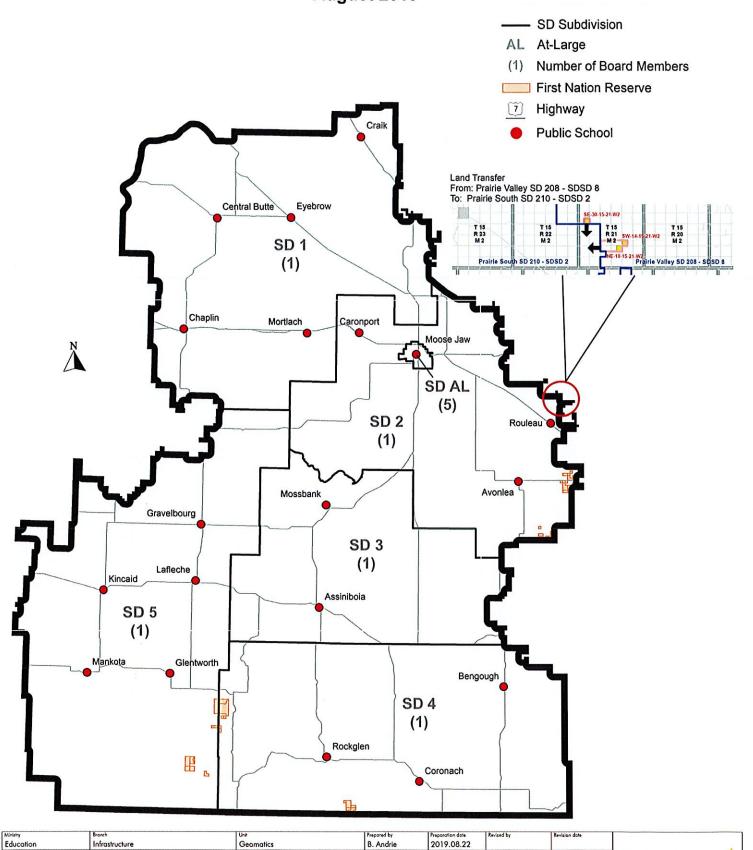
- 65) In Township 16:
 - a) Range 26:
 - i) That portion of section 17 which includes parcels:
 - a. Lld Blk/Par A-Plan 101178334 Ext 103 and 104,
 - ii) That portion of section 19 which includes the road allowance for 9th Ave SW,
 - iii) Sections 20-23,
 - iv) West road allowances for sections 24-25,
 - v) Sections 26-29,
 - vi) Section 30, including:
 - a. North half section,
 - b. Southeast quarter which includes the road allowance for 9th Ave SW (Hwy 363), while excluding a 13.5 metre buffer along the west boundary of said road allowance,
 - vii) Sections 31-34,
 - viii) The west half of section 35 and that portion of the east half which lies south of the north rail line of the CN Railway,
 - b) Range 27:
 - i) Section 25, including:
 - a. The northeast quarter,
 - b. That portion of northwest quarter which lies north of the north rail line of the CN Railway,
 - ii) That portion of section 26 which lies north of the north rail line of the CN Railway,
 - iii) That portion of the northeast quarter of section 27 which contains road parcel:
 - a. Lld Blk/Par D-Plan 102264162 Ext 0, and extending south along the west boundary of said parcel to the north rail line of the CN Railway,
 - iv) That portion of section 34 which contains parcels:
 - a. Lld SE 34-16-27-2 Plan 73MJ12689 Ext 1 and 2,
 - b. Lld NE 34-16-27-2 Plan 73MJ12689 Ext 1,
 - v) Section 35, excluding parcels:
 - a. A portion north of a line on the west road allowance extending diagonally from the northwest to the northeast boundary corner of said road allowance,
 - b. Lld St/L 1-Plan EX716 Ext 0,
 - c. Lld St/L 1-Plan O3365 Ext 0, excluding that portion in the west half of the road allowance.
 - d. Lld NE 35-16-27-2 Plan 97MJ03859 Ext 1,
 - vi) Section 36;
- 66) In Township 17:
 - a) Range 26:
 - i) Section 2, including:

- a. That portion which lies south of the south rail line of the CN Railway, excluding that portion of the southeast quarter which lies south of parcel:
 - i. Blk/Par C-Plan 101909291 Ext 0,
- ii) Section 3, excluding parcels:
 - a. Lld St/L 7-Plan H2469 Ext 0,
 - b. Lld St/L 1-Plan 71MJ01852 Ext 0,
- iii) Sections 4-8,
- iv) Section 9, excluding parcels:
 - a. Lld NW and NE 09-17-26-2 Plan 98MJ08105 Ext 1,
- v) Southwest quarter of section 10,
- vi) Section 17, including:
 - a. The southwest quarter,
 - b. That portion of the southeast quarter which lies west of the west boundary of the road allowance for Main Street/Highway 2,
 - c. Parcel ORA 118-17-26-2 Ext 0,
 - d. Lld Blk/Par A-Plan 62MJ02540 Ext 0 in the northeast quarter,
- vii) Section 18, including:
 - a. The southeast quarter,
 - b. That portion of the southwest quarter that contains parcel Lld SW 18-17-26-2 Plan 66MJ08339 Ext 1 and the south road allowance.
- b) Range 27:
 - i) Section 1,
 - ii) East half of section 12,
 - iii) That portion of the southeast quarter of section 13 which contains parcels:
 - a. Lld SE 13-17-27-2 Plan 66MJ08339 Ext 1,
 - b. ORA 126-17-27-2 Ext 0,
 - c. That portion of the east road allowance which is contiguous with said parcels;

All west of the Second Meridian;

INCLUDING those lands which lie within the boundary of an incorporated urban municipality; and, EXCLUDING those lands which lie within the boundary of an Indian Reserve, EXCEPT in the case where an Indian Reserve constitutes its own subdivision.

Prairie South School Division No. 210 of Saskatchewan With Subdivisions - August 2019 -



Map projection UTM - NAD 83 (zone 13) Saskatchewan 🙎

Prairie South Public School Division No. 210 of Saskatchewan with Subdivisions

AGENDA ITEM

Meeting Date:	March 31, 2020 Agenda Item #: 06.4				
Topic:	Prairie South Pandemic Preparedness Response Plan				
Intent:	Deci:	sion	Discussi	on	
Background:		Prairie South	n Schools maintai	ns a pandemic	preparedness plan in
		the event of	an outbreak of ir	nfluenza.	
Current Status:		Prairie South first implemented portions of the Pandemic Preparedness Response Plan on Thursday, March 12 th . On March 20 th , the plan was entirely deployed and business continuity planning wan in effect throughout the school division. The Prairie South Pandemic Preparedness Response Plan is attached.			
Pros and Cons:					
Financial Implications	s:				
Governance/Policy					
Implications:					
Legal Implications:					

Prepared By:	Date:	Attachments:
Tony Baldwin	March 31, 2020	Pandemic Preparedness Response
		Plan

Recommendation:

Communications:

That the Board review the attached materials.

Pandemic Preparedness Response Plan

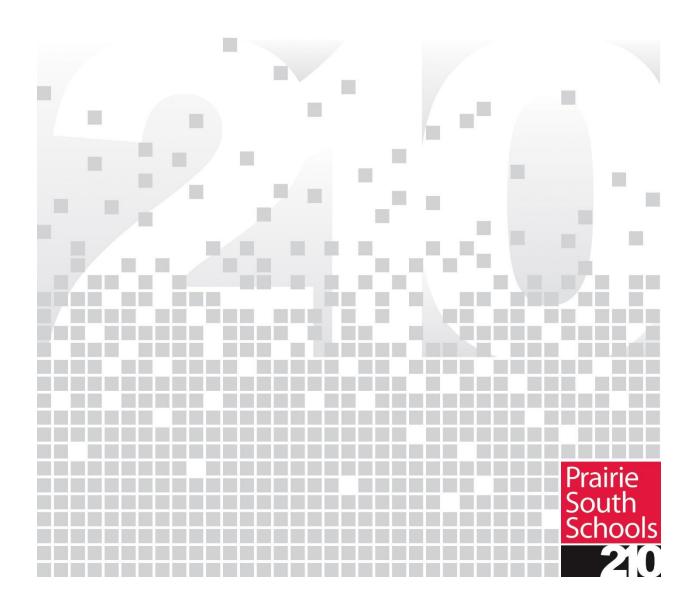


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Introduction

Outbreaks of influenza have been known to occur for centuries. In terms of preparing for the impact of pandemic in the work environment, it has been projected that up to 35% of the workforce may be absent due to the effects of this virus on individuals and families. For students, depending on various factors such as age and health of the student, absenteeism may be the same, lower or higher. This clearly identifies the importance for the Board to prepare a plan to ensure continuity of essential services.

Prairie South Schools could be faced with extremely high absenteeism rates of both staff and students during a pandemic influenza. For this reason, the Central Administrative Council is planning ahead to ensure we have the capacity to maintain service delivery during that time. Prairie South Schools may also be asked to close schools to reduce the spread of influenza and health agencies may request the use of schools to act as temporary health facilities.

The World Health Organization identifies the following pandemic cycle:

No animal influenza virus circulating among animals have been reported to cause infection in humans.
An animal influenza virus circulating in domesticated or wild animals is known to have caused infection in humans and is therefore considered a specific potential pandemic threat.
An animal or human-animal influenza reassortant virus has caused sporadic cases or small clusters of disease in people, but has not resulted in human-to-human transmission sufficient to sustain community-level outbreaks.
Human-to-human transmission of an animal or human- animal influenza reassortant virus able to sustain community-level outbreaks has been verified.
The same identified virus has caused sustained community level outbreaks in at least two or more countries in one WHO region.
In addition to the criteria defined in Phase 5, the same virus has caused sustained community level outbreaks in at least one other country in another WHO region.
Levels of pandemic influenza in most countries with adequate surveillance have dropped below peak levels.
Levels of influenza have returned to the levels seen for seasonal influenza in most countries with adequate surveillance.

The health and safety of staff and students will be closely monitored. If health and safety becomes a concern, the Director of Education will consider recommending the closure of specific sites in consultation with Public Health. It is also possible that the Saskatchewan Health Authority or Ministry of Education may make recommendations regarding the closure of individual schools, or all schools.

It should be noted that while the schools are open during a declared pandemic, normal program expectations and service levels may be adjusted to meet the needs of the situation.

Operations

In the event of a pandemic being declared, the Director of Education with the support of Central Administrative Council will be responsible for directing the system on a day-to-day basis.

The Director of Education

The Director of Education will have the general responsibility for the management of the Division and for all major decisions during a declared pandemic. In this regard, he will:

- 1. Liaise with Ministry of Education and Saskatchewan Health Authority officials.
- 2. Consult as necessary with the Board Chair.
- 3. Communicate as necessary with Trustees and Central Administrative Council to keep them informed of events as they unfold.
- 4. Meet as necessary, with the Central Administrative Council to receive their reports and advice, and to delegate to them his decisions and their tasks.
- 5. Communicate with the staff, community, parents and other groups, as necessary, regarding the status of the operations of the school division.
- 6. To determine the closing of any school(s), in consultation with Public Health, due to excessive absenteeism.

Central Administrative Council

The Superintendents of School Operations shall be responsible for the daily monitoring of all school operations during a declared pandemic including:

- 1. Communicating daily, through visits, written communication, and phone calls with principals.
- 2. Providing for the safety of students.
- 3. Monitoring the daily events occurring in the schools.

School Level Preparedness

Students and staff are to be taught and encouraged to:

- ✓ Practice cough and sneeze etiquette;
- ✓ Use correct hand washing/hand hygiene techniques;
- ✓ Practice frequent hand cleaning (i.e. after sneezing or coughing, before and after eating, after recreation/play times, after going to the washroom etc); and
- ✓ Take care of themselves when caring for someone who is ill.

Management of III Students

- ✓ Schools are to be prepared to promptly isolate students who become ill while at school.
- ✓ Students who become ill while at school are to be sent home with their parent/guardian and not travel on school buses.
- ✓ Students who become ill are to stay at home until they are symptom free and feeling well and able to fully participate in all normal day to day school activities (e.g. intra/extramural activities and school trips)
- ✓ Given the potential for more severe illness or complications from influenza infection, schools are to inform parents/guardians about the need for rapid medical assessment of high-risk children.

Management of III Staff

- ✓ Staff who become ill are to stay at home until they are symptom free and feeling well and able to fully participate in all normal day to day activities
- ✓ It is recommended that teachers plan for a possible two-week absence with regard to lesson planning and vital information for substitute teachers.

Environmental Cleaning

Influenza viruses can survive on some surfaces for several hours to days but are rapidly destroyed by cleaning. Cleaning of objects and surfaces that are frequently touched by multiple students or staff, high touch surfaces such as doorknobs, faucet handles, computer keyboards, telephones, school bus handrails, etc. will help prevent the transmission of the influenza virus.

It is recommended that high touch surfaces in schools be cleaned twice daily. No special disinfectants or waste handling practices are required; regular household or commercially available cleaning products are sufficient, and waste handling would be according to usual standards.

Schools are advised to increase the frequency of cleaning during school hours as well as monitoring hand cleaning supplies. All sinks in washrooms, kitchens, and classrooms are to be well stocked with hand washing supplies at all times.

Recommendations for School Administrators

1. Promote good hand hygiene and respiratory etiquette

Hand hygiene with plain soap and water is preferred in schools and childcare settings as the mechanical action of handwashing is effective at removing visible soil as well as microbes. In instances where hand washing sinks are not available, alcohol-based hand sanitizers may be considered. If hands are visibly soiled, alcohol-based hand sanitizers may not be effective at eliminating respiratory viruses.

Students and staff should clean their hands:

- ✓ before leaving home and on arrival at school
- ✓ after using the toilet
- ✓ after breaks and sporting activities

- ✓ before food preparation
- ✓ before eating any food, including snacks
- ✓ before leaving school

Respiratory etiquette in school settings includes covering the mouth and nose during coughing or sneezing with a tissue or a flexed elbow and disposing of used tissues in a plastic-lined waste container, followed by hand hygiene.

There should be sufficient handwashing stations (sinks and/or alcohol-based hand sanitizer) that students can easily clean their hands as required. Schools should also ensure:

- ✓ Sufficient tissue supplies and waste receptacles are placed to support respiratory etiquette recommendations.
- ✓ Students are supervised and assisted in hand hygiene at teacher discretion (for example, very young children may require support).
- ✓ Administration and staff are reminded that Material Safety Data Sheets and product labels provide additional information regarding placement, storage and warnings associated with alcohol-based hand sanitizers.

2. The use of masks in school settings is not recommended

Masks are for people who have symptoms to reduce their risk of spreading virus through droplets produced when coughing or sneezing. Students who have symptoms should be kept home from school rather than relying on masks.

Masks are not necessary for people who are not experiencing symptoms. In children, in particular, masks can be irritating and may increase touching of the face and eyes, which increases the risk of infection.

3. Maintain cleaning and disinfecting policies

Regular cleaning and disinfecting of objects and high-touch surfaces (e.g. door handles, water fountain push buttons) will help prevent the transmission of viruses. This can be done using existing school cleaning and disinfection protocols.

Cleaning is the physical removal of visible soiling (e.g., dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents, and steady friction from cleaning cloth. Cleaning for influenza virus is the same as for other common viruses. In general, cleaning should be done whenever surfaces are visibly soiled.

Disinfection is the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body. Schools should have existing policies to disinfect high-touch surfaces at least twice per day; if not, these should be developed. Consider more frequent disinfection whenever respiratory illnesses are circulating in the school. As well, additional disinfection should occur in any settings occupied by a student who is symptomatic and at risk of influenza virus.

School administrators are encouraged to review existing activities and practices within their settings to help determine where enhancements or increased cleaning frequencies may be needed.

4. Reinforce food and container sharing policies

It will be important to reinforce "no food sharing" policies in schools. Though in general, these policies are put in place in an effort to reduce potential exposures to allergens, the practice of not sharing food in the schools will support the efforts of reducing virus transmission between students. Students and children should also be supported not to share utensils, dishes, and water bottles/drink containers.

5. Keep parents/caregivers informed about measures the school is taking

Parents/caregivers will be a major source of comfort and reassurance to their children. It will be important for the school to keep parents/caregivers informed of what they are doing to protect students including how they are preventing the spread of respiratory infections.

Messages and strategies should reflect the diverse linguistic, literacy and cultural characteristics and needs of the community.

6. Support individuals/families who are self-monitoring or self-isolating

Some students may be asked to self-isolate (stay at home) if they are confirmed to have influenza virus or are at higher risk of developing the disease (for example, due to close contact with a case). Others at lower risk of developing the disease may be asked to self-monitor daily for symptoms, and alert public health officials if they do develop symptoms. Individuals who are self-monitoring are allowed to attend and work in school and participate in regular activities.

If students or staff have been advised by the public health officials to self-monitor for symptoms or self-isolate at home, the school community should make efforts to support families to ensure:

- ✓ Sick leave policies are in place and school attendance is flexible. It is important to discourage the use of perfect attendance awards and incentives.
- ✓ Families are treated with respect, fairness and compassion with a focus on dignity and privacy protection.
- ✓ Steps are taken to reduce the potential for stigma and discrimination (e.g., through outreach, information sharing and school/board level education).
- ✓ If students are self-isolating at home and they are well enough to participate in homework, measures are in place to provide meaningful homework. This will support students so they do not fall behind in their studies and they can maintain a sense of meaning/belonging. Students who are unwell may need extensions of deadlines or alternative measures to reduce burdens.
- ✓ When students/staff have completed the Saskatchewan Health Authority recommended period of self-isolation without developing influenza virus, they can return to full activities in their school/work setting and do not need special monitoring or other procedures.
- ✓ Individuals who are self-monitoring are allowed to attend and work in school and participate in regular activities.
- ✓ Disclosure of self-monitoring status is voluntary. If families disclose that students or staff are self-monitoring for symptoms, ensure measures are in place to recognize symptoms

- while in school and to separate sick students or staff from others if symptoms develop.
- ✓ Students who have had influenza virus will receive individualized guidance about when they are non-infectious and can return to school. They will not require special monitoring or procedures beyond that point.
- 7. Manage students and staff with possible influenza virus

If a student or staff member who is self-monitoring (i.e. has been directed by public health to self-monitor for symptoms but not self-isolate) begins to experience symptoms of influenza virus while attending a school, it is recommended that:

- ✓ Schools promptly separate the student or staff with symptoms of influenza virus (e.g. fever, cough, sore throat, shortness of breath, fatigue, headache, muscle aches) in an area separate from others, with adequate supervision until they can go home.
- ✓ To help prevent transmission, respiratory etiquette and hand hygiene practices are recommended, as well as, to the extent possible, having the ill student or staff stay two meters away from others. If possible, the student should be placed in a separate room from other students with a closed door. Any rooms they have been in while symptomatic should be cleaned and disinfected before others enter them.
- ✓ The ill student or staff who is able to comply with mask wearing should be instructed to wear a surgical mask. If the student is not able to comply or there are no appropriately sized masks available, the adult(s) caring for them should wear a surgical mask. If a mask is unavailable the student should be instructed to cover their mouth and nose with a tissue when coughing or sneezing.
- ✓ Schools should notify parents/guardians if their child begins to show symptoms of influenza virus while at school, including the need for immediate pick up.
- ✓ Students who begin to show symptoms of influenza virus while at school should be picked up by their parent/guardian and avoid travel on school buses. If no alternative is possible, and the student must ride a school bus, it is recommended that the student sits on a seat by themselves and wear an appropriately sized surgical mask. If a mask is unavailable or the student cannot comply with mask-wearing, they should be instructed to cover their mouth and nose with a tissue when coughing or sneezing.
- ✓ Schools alert public health if there is a student self-monitoring for symptoms who develops symptoms compatible with influenza virus while at school setting.
- ✓ While awaiting test results of someone with symptoms of influenza virus, clean and disinfect any rooms the student/staff was in while symptomatic. There is no need to take any further special precautions or to close the school.

Public health officials will identify individuals who may have had contact with an influenza virus infected person and alert school administrators to actions that should be taken. Close contacts of a confirmed case may be asked by public health officials to self-isolate. Students/staff who test negative for influenza virus will be advised individually about return to school/childcare settings.

8. Report to your Superintendent of School Operations if your school has a suspected case of influenza virus, unusual absenteeism, or other concerns

Business Continuity Planning

In the event of a Phase 6 Pandemic or at other times under the direction of public health authorities, the school division may determine that the activation of a business continuity plan is appropriate. This plan considers essential services in light of other circumstances connected to the outbreak, and ensures that these services continue to exist while other services may be suspended. The Director of Education is responsible for the implementation of the business continuity plan.

The business continuity plan may be implemented in a single school, groups of schools, other school division facilities or across the entire school division, depending on the spread of the influenza outbreak. Services deemed essential will vary according to circumstance, but decisions related to business continuity should always be made with the safety of students, staff and the community in mind.

Examples of services that may be considered essential:

- 1. Teaching.
- 2. Yard supervision.
- 3. Cleaning and disinfecting.
- 4. Strategic planning activities, including budgeting and staffing processes.
- 5. Building security.
- 6. Payroll functions.
- 7. Information technology support.
- 8. Network security.
- 9. Collaborative work with other school divisions or local authorities.

Resources

This document was prepared and reviewed using the following sources:

- 1. SSBA Research Report A Guide for School Board Pandemic Influenza Preparedness
- 2. BC Centre for Disease Control 2019 Novel Coronavirus (COVID-19) B.C. public health guidance for schools and childcare programs
- 3. World Health Organization Pandemic Phase Descriptions and Main Actions by Phase
- 4. Bluewater District School Board Pandemic Preparedness Plan

AGENDA ITEM

Meeting Date:	31 March 2020		Agenda Item #: 06.5	
Topic:	Swanson Inquiry			
Intent:	Decision	Discussion		
Background:	Trustee Swansor	n made the following inqu	iry at the March meeting:	
	M/b at atbas (siana affan nan Miniatur af	
			sions offer non-Ministry of	
		Education directly funded Prekindergarten programs and if any, how		
	many progra	ms are offered by each?		
	TI 10: 1			
Current Status:	•		t information related to school	
	aivision tunded p	orekindergarten program	ming.	
	Dimentant of Educ		ial ask a al divisia na vysna	
		cation from all 26 provinc		
	•	nail and asked to provide	•	
		programming funded by the school division intended to support students		
		who are younger than kindergarten with the exception of Ministry-		
	funded prekinde	rgarten.		
	Collated informa	tion is attached.		
Pros and Cons:				
Financial Implications	5:			
Cavarnana / Daliay				
Governance/Policy				
Implications:				
Legal Implications:				
regai iiiipiications:				
Communications:				

Prepared By:	Date:	Attachments:
Tony Baldwin	March 31, 2020	Saskatchewan SD Early Learning
		Supports 200331

Recommendation:

That the Board of Education review the information provided.

Summary of So	Summary of School Division Funded Early Learning Supports 200331			
School	Program	Annual Cost		
Division				
Prairie South	Prekindergarten Programs at 10 locations (5 x .5 programs and 5 x .25 programs	\$400,000		
Northern Lights	Aboriginal Headstart programming	\$300,000		
Christ the Teacher	KidsFirst, Impact events, provide support staff	No costs provided		
SouthEast Cornerstone	We augment provincial PreK with support staff dependent on the needs of the children within the programs.			
	We also provide the 0-5 early learning supports in our system (similar to ECIP). We provide in-home support, support to HeadStart programs on 3 FN, and support to our PreK staff through the 3.6 consultants we have hired for this program. Much work is done for transition purposes and thus into both programs. We also have a 1.0 FTE Early Learning Coordinator - while her position is to support the 0-5 program she also has responsibilities in supporting our early elementary programming. We support young parents high school parents through the program. Special credits for learning how to support a developing child etc. We do receive funding for the 0-5 like all ECIPs. We do have an ISSI with one of our FN partners which adds in 50,000.00. We also access Jordan's Principle for some of the on-reserve in home support programs. We do supplement with dollars. It fluctuates annually.			
	We also work closely with our Regional Kids First program. We've woven that into our service and the Kids First Coordinator is a valued member of our early learning team. She does more population early learning supports - pop up play groups in communities that do not have access to services, IMPACT sessions for 3 yr olds. Though that program we've also applied for and are currently offering our second year of Reading with Grandparents at FN in our area. Those are all funded through other channels. Our Coordinator of Early Learning oversees these programs - writes the grants etc. And that position we do fund. So, it is a hybrid.			
Regina Public	No			
Good Spirit	GSSD also has a federally funded PreK in Esterhazy that functions outside of our provincial PreK programs. It targets 3 & 4 year olds. There is also a parent program associated with the program.			

Horizon	Horizon has a federally funded program at George Gordon Education Centre, outside of our 7 provincially funded programs. In the past number of years, we funded the federal program with division funds (.5 teacher cost and EA support) but in the last two years, we were able to access funding from ISC (formerly INAC). In the first year we received federal funding, we had two programs and a full-time teacher at GGEC due to the high number of children in the program. This year we are back to one program and a .5 teacher with some EA support. There is no cost as it is funded federally (now through our education agreement with GGEC).	\$13,000
	We also employ a Supervisor of Literacy and Early Learning and approximately 10% of her FTE contract is dedicated to Early Childhood Education support. We are looking to hire a 1/2 time early learning coach who would add to the support complement but that is for the 2020-21 budget deliberations.	
Prairie Valley	We have one self-funded Pre-K at Broadview. It's .5 blended with the K. The cost is .25 teacher and .50 EA plus they get 1,800 in decentralized funding.	\$45,000
Saskatchewan Rivers	We do provide some related programming supports in the early years that are not specially Ministry funded. 1. We provide several childcare organizations some permanent classrooms, staff PD, communication supports, caretaking, etc. as in-kind donations. 2. We provide free space for parent or school-run before and after school programs. 3. We provide some additional Educational Assistant support for certain students (some in Early years) through Jordan's Principle funding (I know we receive \$1.6M in total from Jordan's Principle.	
Holy Family	Holy Family does not have any additional non-funded Pre-K programs or Pre-K partnerships. We do run a separately funded Early Childhood Intervention Program (ECIP) that operates on annual agreements.	
Creighton	Outside of the PK we fund we have our community school coordinator run after school programs for parents with young children. There are activities planned and we have a mentor read to students, in Cree when we have a mentor who can speak it. It would be hard to lock down the cost as these people have the bulk of their work in other areas. Hope it helps.	
Holy Trinity	We are reducing our yearly contribution of \$120,000 to fund three YMCA Early Learning Programs to \$60,000 for 2020-21,	\$60,000*

	and introducing a small user fee at two of those three	
	schools to supplement. We also donate the space in kind.	
Prairie Spirit	1.1 FTE Early Learning Sector Facilitators.	\$90,000
Saskatoon	We have a partnership with a local NGO for family and tot	\$50,000
Catholic	centres our contribution is about \$50,000 annually	
Light of Christ	We provide a division-run pre-school in our elementary school in Unity. A little history of the program It was a privately run program for a number of years that rented space from us. The lady that ran the program retired a couple of years ago and rather than allowing the program to die, our Board decided to take it over and continue providing the service. We provide pre-school service to 3-4 year olds and it's a pay for service model. The approximate cost for personnel is \$70K (we recover about half of this cost through fees). We have no plans of abandoning this program as it is expanding and has become a highly valued program in the	\$70,000*
B	community.	
Regina Catholic	No	
Northwest	Our Division funds 8 Pre-K Interventionists to help with home visits in Meadow Lake. We also fund two full time K classes in Meadow.	
North East	No	
Chinook	No	
Lloydminster Public	Lloyd Public established a Junior Kindergarten program in 2017 that is half days twice a week. It is meant to provide students with a literacy rich experience that will prepare them for Kindergarten. The program has no entrance criteria and has no transportation services attached to it. Currently we have a budget of approximately \$100,000.00 allocated to the program. Currently the program is free, however moving forward we will be moving to a different service delivery model that is based on a fee for service approach.	\$100,000
Sun West	No	
PA Catholic	No	
Lloydminster Catholic	We fund a number of Pre Kindergarten spaces and supplemental funding for other Early K.	\$197,000
		•