

*Prairie South Schools*  
**BOARD OF EDUCATION**

**October 8, 2024**

1:30 p.m.

Central Office, 1075 9<sup>th</sup> Avenue NW  
Moose Jaw

**AGENDA**

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
  - 3.1. Regular Board Meeting September 3, 2024
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
  - 5.1. Catchment Change Request
  - 5.2. Student Learning Accountability Report
  - 5.3. Sunningdale School Community Council Constitution Changes
  - 5.4. Out of Province Excursion – Peacock Collegiate to Medicine Hat, Alberta
  - 5.5. Out of Province Excursion – Central Collegiate to Medicine Hat, Alberta
  - 5.6. Out of Province Excursion – Central Collegiate to Edmonton, Alberta
  - 5.7. Monthly Tender Report
  - 5.8. Fourth Quarter Forecast and Finance Report
- 6. Delegations and Presentation – NONE**
- 7. Information Items**
  - 7.1. Class Size Report
- 8. Committee Reports**
  - 8.1. Business, Infrastructure and Governance
  - 8.2. Human Resources
  - 8.3. Partnerships and Teambuilding
  - 8.4. Student Outcomes
- 9. Provincial Matters**

**10. Celebration Items**

**11. Identification of Items for Next Meeting Agenda**

11.1. Notice of Motions

11.2. Inquiries

**12. Meeting Review**

**13. Adjournment**

**MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9<sup>th</sup> Avenue North West, Moose Jaw, Saskatchewan on September 3, 2024 at 1:30 p.m.**

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; Dr. S. Davidson; Ms. C. Froese; Mr. B. Hagan; Ms. J. Jukes; Ms. D. Pryor, Ms. G. Wilson; Mr. L. Young; D. Huschi, Superintendent of School Operations; D. Swanson, Superintendent of School Operations; J. Prokopetz, Superintendent of School Operations; A. Olson, Superintendent of Learning; A. Johnson, Superintendent of Human Resources; R. Boughen, Director of Education; R. Purdy, Superintendent of Business; H. Boese, Director Assistant

Delegations:

SSBA Presentation: Jaimie Smith-Windsor, President; Shawn Davidson, Vice-President; Robert Bachmann, Southern Constituency Rep; Darran McKee, Executive Director (2:00-3:00 pm)

Motions:

- 2024-09-03 – 3986 Giselle Wilson took the chair and called the meeting to order at 1:29 p.m.
- 2024-09-03 – 3987 That the Board adopt the agenda as presented. Carried  
- Froese
- 2024-09-03 – 3988 That the Board adopt the minutes of the June 5, 2024 Regular Board Meeting. Carried  
- Jukes
- 2024-09-03 – 3989 That Core French at all grade levels be discontinued at Kincaid Central School effective the 2024-2025 school year. Carried  
- Davidson
- 2024-09-03 – 3990 That the rates of pay for Election Workers for the 2024 School Board Election be paid at the rate set by Elections Saskatchewan AND THAT mileage to attend training, the advance poll, election day poll, and to return the ballot box be established at \$0.50/km. Carried  
- Boyle
- 2024-09-03 – 3991 That the Board allow mail-in ballots to be used in all Subdivisions for the School Board Election on November 13, 2024. Carried  
- Froese
- 2024-09-03 – 3992 That the Board approve the use of voting machines in the City of Moose Jaw (Subdivision #6) and administered by their election officials, for the School Board Election held on November 13, 2024. Carried  
- Jukes

- |                   |   |         |
|-------------------|---|---------|
| 2024-09-03 – 3993 | That the Board receive and file the Staff Absence and Substitute Usage Reports from February 1, 2024 to July 31, 2024 as presented.<br>- Bumbac | Carried |
| 2024-09-03 – 3994 | That the Board receive and file the tender report as presented.<br>- Hagan  | Carried |
| 2024-09-03 – 3995 | That the October 2024 Regular Board Meeting be moved from October 1 to October 8 at the regularly scheduled time.<br>- Davidson                 | Carried |
| 2024-09-03 – 3996 | That the Board go in closed session at 1:48 pm.<br>- Hagan  | Carried |
| 2024-09-03 – 3997 | That the Board reconvene in open session at 1:56 pm.<br>- Hagan   | Carried |
| 2024-09-03 – 3998 | That the meeting be adjourned at 2:43 pm.<br>- Boyle  | Carried |

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G. Wilson  
Chairperson

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R. Purdy  
Superintendent of Business

Next Regular Board Meeting:

Tuesday, October 8, 2024 at 1:30 pm  
Prairie South School Division, Moose Jaw

# AGENDA ITEM

<b>Meeting Date:</b>	October 8, 2024	<b>Agenda Item #:</b>	5.1
<b>Topic:</b>	<b>Catchment Change Request</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	Families requesting a transportation catchment change for the upcoming school year are required to submit their catchment change request to the Transportation Department by April 15 of the current school year. The Rural Transportation Ad Hoc Committee reviews all catchment change requests and makes recommendations to the Board of Education at their regularly scheduled May meeting. All families that have requested catchment changes are informed of the Board's decision in June by the Transportation Department.
<b>Current Status:</b>	Since the Board's May 2024 decision regarding catchment changes, the Rural Transportation Ad Hoc Committee learned they were missing pertinent information required to make the best decision. The Rural Transportation Ad Hoc Committee has reviewed this new information and recommends approving a catchment change that was denied in May.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	September 16, 2024	• n/a

***Recommendation:***

That the Board approve the catchment change that was reviewed by the Rural Transportation Ad Hoc Committee.

# AGENDA ITEM

<b>Date:</b>	October 8, 2024	<b>Agenda Item #:</b>	5.2
<b>Topic:</b>	<b>Student Learning I Accountability Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	The Board's annual report work plan calls for the Board to receive the Student Learning Accountability Report annually in October.
<b>Current Status:</b>	
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	<ul style="list-style-type: none"> <li>That the Board continue to support the work of the Provincial Education Plan as it is carried out in Prairie South Schools with respect to Reading, Writing and Math Achievement.</li> <li>That the Board continue to support the work of the Provincial Education Plan as it is carried out in Prairie South Schools with respect to Graduation Rates.</li> </ul>
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Amanda Olson & Derrick Huschi	September 25, 2024	<ul style="list-style-type: none"> <li>Student Learning Accountability Report</li> </ul>

***Recommendation:***

That the Board receive and file the Student Learning Accountability Report.

## **2023-2024 Student Learning Accountability Report October 2024**

### **1. Source Documents**

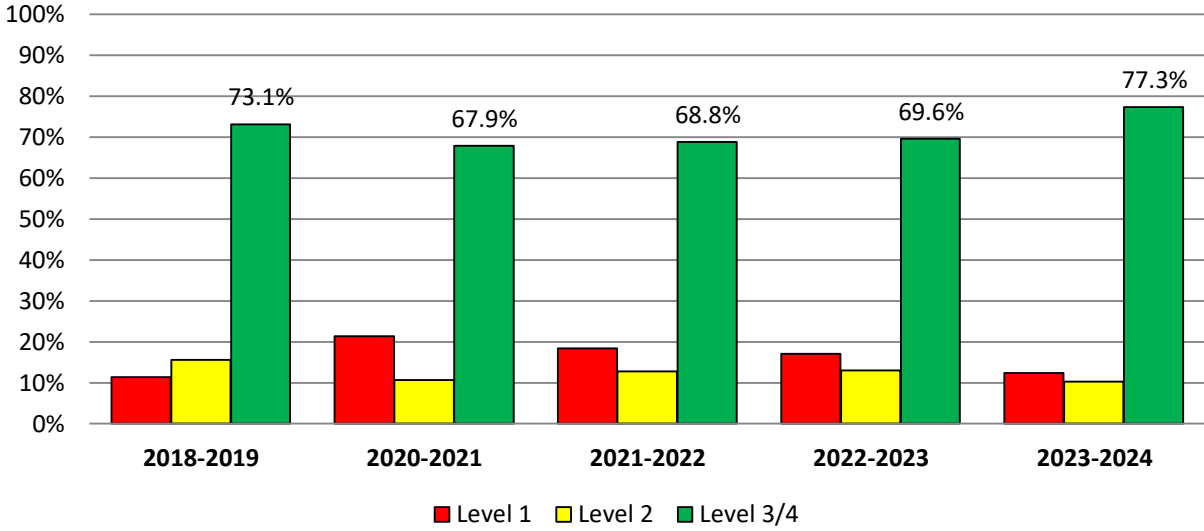
- The Board's strategic imperative is student attendance rates.
- Prairie South's Strategic Plan includes:
  - 5.1.3 - Increase the number of students writing and reading at grade level, and achieving grade level outcomes in math
  - 5.4.1 - Increase attendance rate to 90%+
  - 5.1.2 - Increase to and maintain a 90%+ graduation rate
- The board's role as outlined in Policy 2:  
Annually review the effectiveness of the School Division in achievement of student learning.
- The director's role description as outlined in Policy 12:
  1. (Learning Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
  2. (Learning Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
  3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

### **2. Evidence**

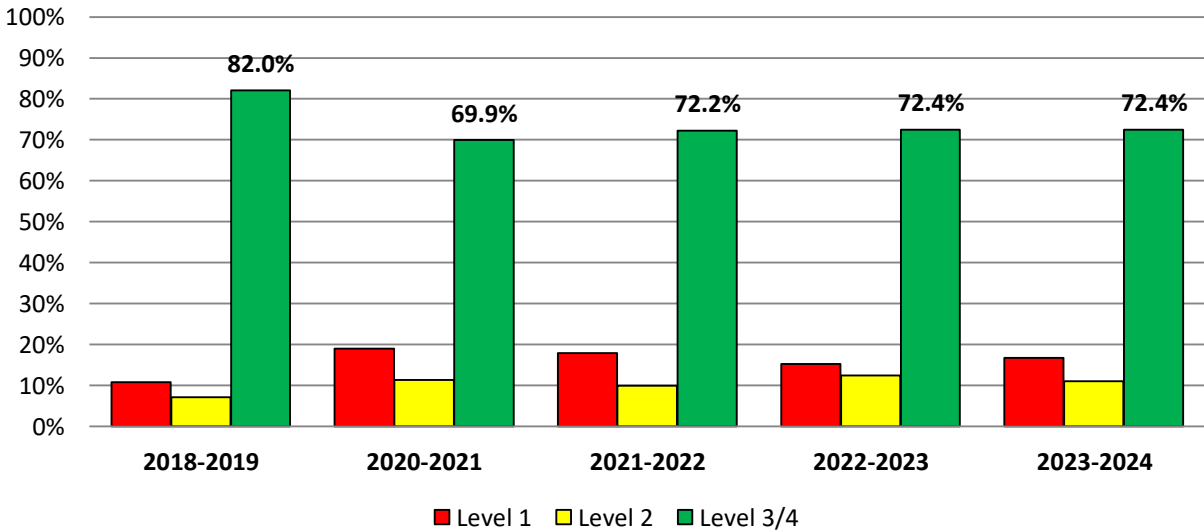
#### **Reading Assessment Background**

- The division gathers grade 1 to 3 reading data twice per year. This data is used to assess student progress and provide a snapshot of information to guide appropriate interventions and supports.
- Our grade 1 to 3 teachers use the Fountas and Pinnell Reading Benchmark System. Each student is individually assessed, and results indicate their performance in fluency and comprehension.

### Grade One Reading Levels

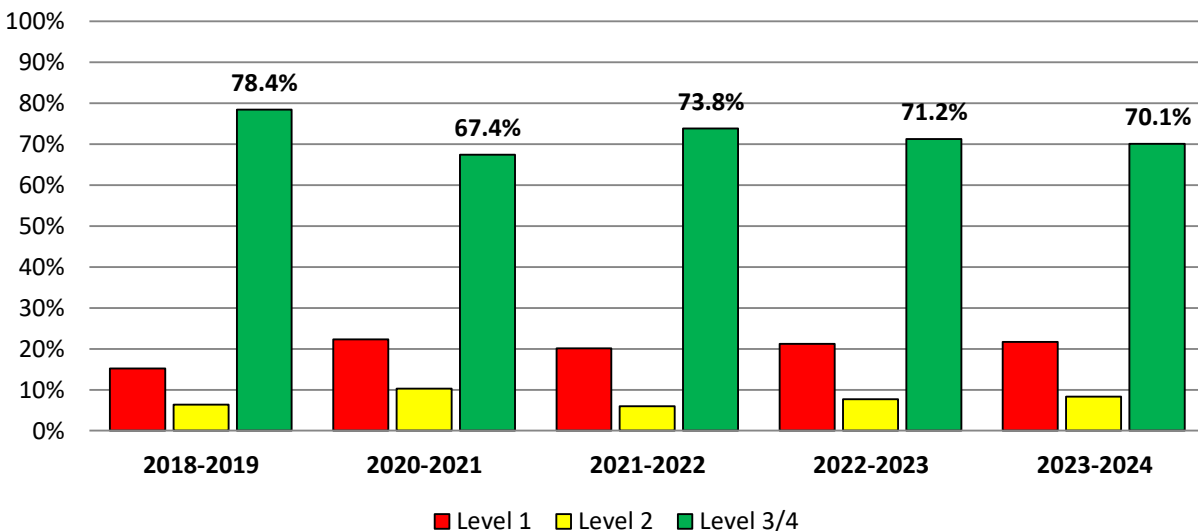


### Grade Two Reading Levels





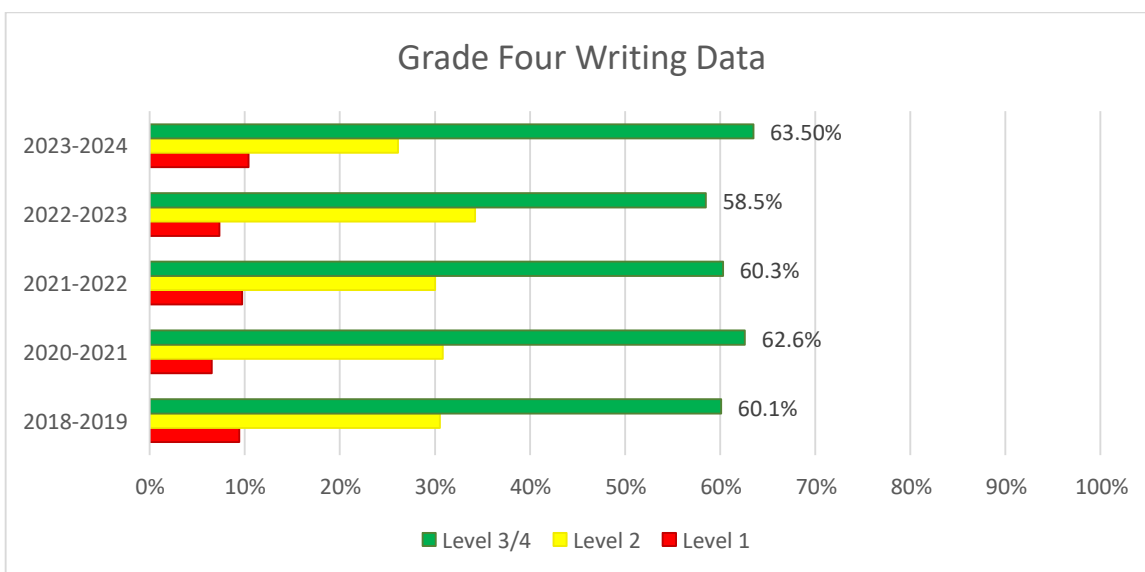
## Grade Three Reading Levels

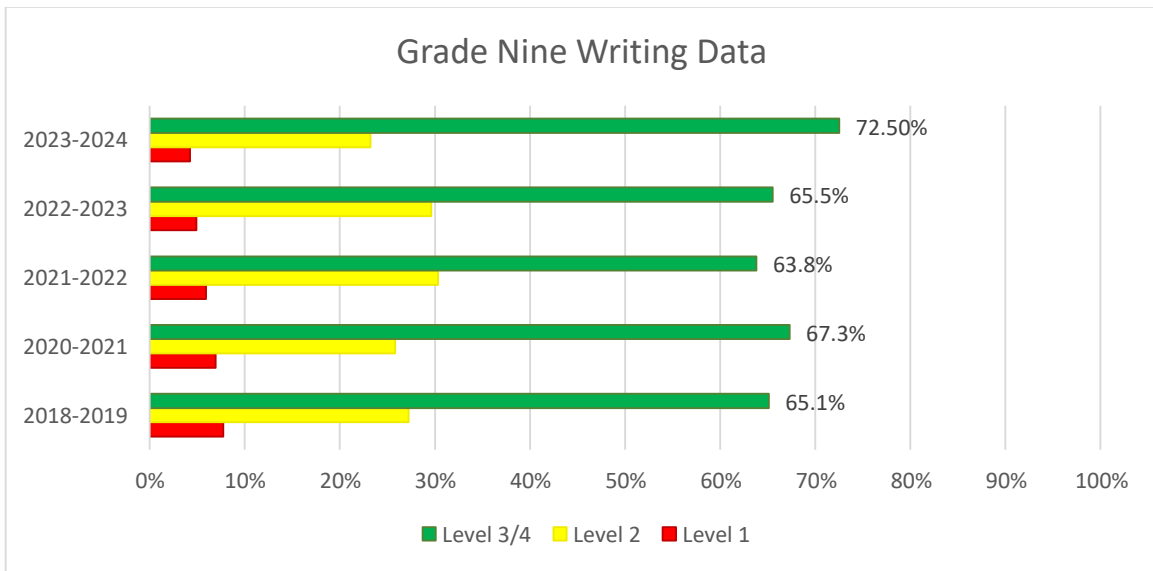
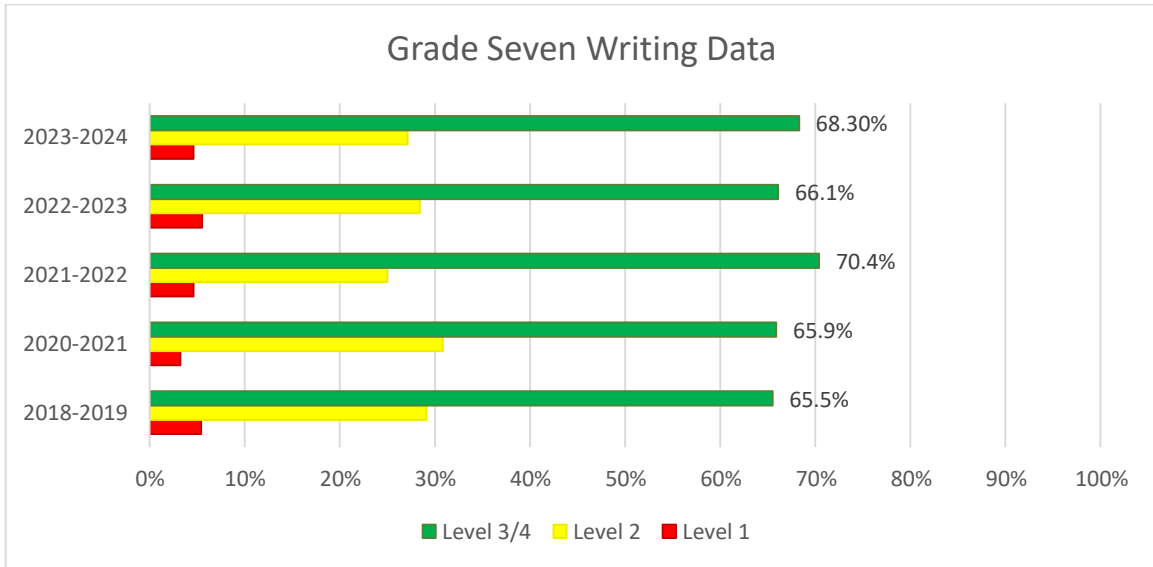


### Writing Assessment Background

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

### Grade Four Writing Data





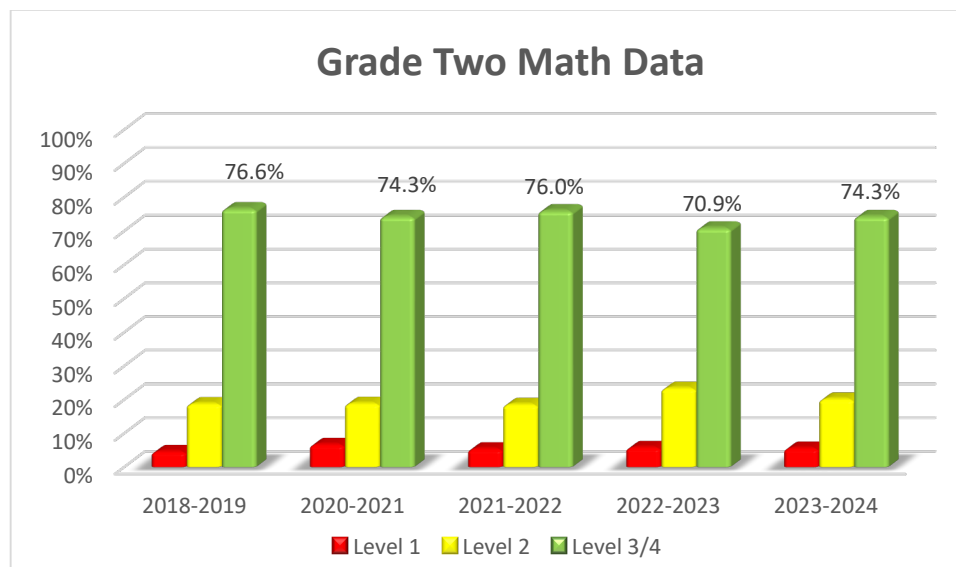
### Reading and Writing Strategies

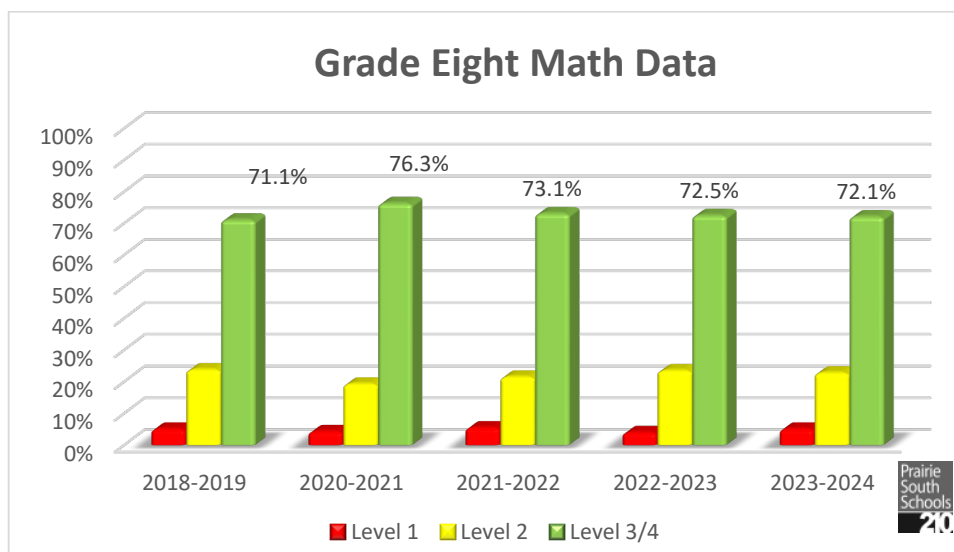
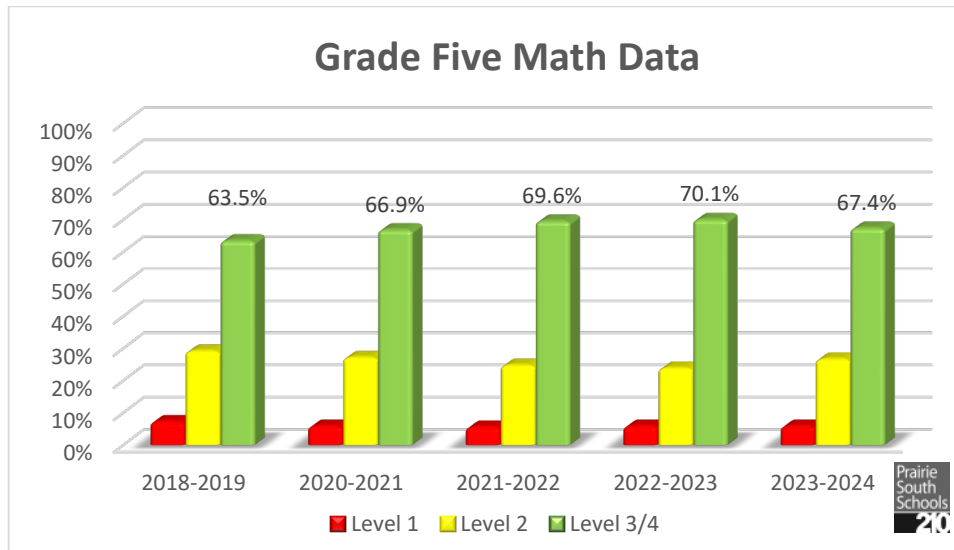
- Administrators in Prairie South continued to demonstrate leadership in supporting effective instruction, assessment and intervention practices in reading and writing.
- From 2019 – present, Reading and Writing supports are provided to teachers in an ‘as requested’ format. Teachers, small groups, or staff groups requested professional learning support with respect to specific writing and reading instructional strategies and assessment practices.
- Fountas and Pinnell and Levelled Literacy Intervention supports are provided throughout the year for new student support teachers and those requesting specific support for implementation.
- Teachers and SSTs continue to use Levelled Literacy Intervention for students who are reading slightly below grade level. This intervention yields results when used as intended and includes a writing component so both reading and writing skills are incorporated.

- Schools use UFLI Foundations as part of their early literacy instruction. UFLI Foundations is an explicit and systematic phonics program that introduces students to the foundational reading skills necessary for proficient reading. Foundations follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. Foundations is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.
- Division consultants continue to refine the Reading Continuum. The Reading Continuum is a collection of research-based assessments and skill-building activities, organized into the five essential components of reading instruction: phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers can use this continuum as a guide to identify missing skills and target those through the instruction and intervention activities provided.
- Science of Reading online professional learning was promoted.
- Each school received at least one letter tile and syllables kit as a supplemental resource for phonics and phonemic awareness teaching and learning.

### Math Assessment Background

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

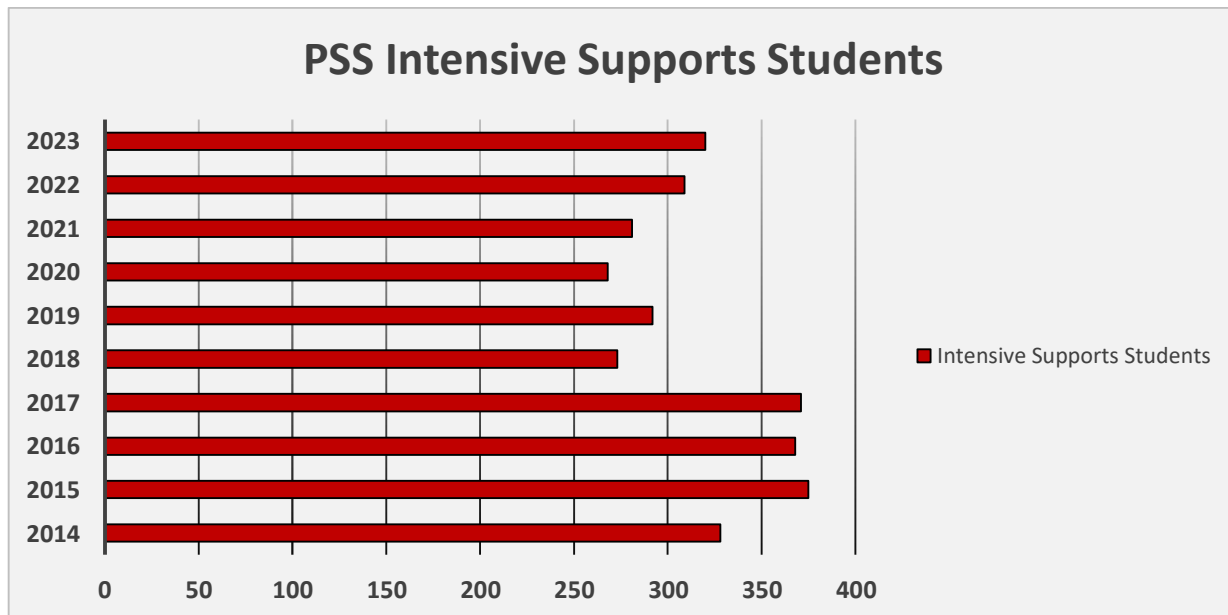




### Math Strategies

- During the 2023/2024 school year, Math supports were provided to teachers in an ‘as requested’ format. Teachers, small groups, or staff groups requested professional learning support with respect to specific math instructional strategies and assessment practices.
- In 2022/2023 a MathUP subscription was ordered for at least one math teacher per school. Created by Marian Small, MathUP Classroom is a comprehensive, online, K–9 instructional solution that helps build teachers’ knowledge and understanding of mathematics so that they can better support their students. During the 2023/2024 school year, a MathUP professional learning day was offered to support teachers using this resource. During the professional learning offering, participants explored the MathUp program, worked through activities for effectively using MathUp and how it provides differentiation in the classroom, discussed how MathUp can be used as a tool to support a rich math classroom through discourse, looked at hands-on materials and reviewed collaborative problem-solving.

- Number Talks are a powerful tool in the Mathematics classroom. A workshop titled Parlez-Vous Maths? Number Talks En Français! was offered by the STFPL. The workshop taught participants a variety of numeracy routines that they could use in their classroom to refine their skills as a facilitator of mathematical conversations in class.
- One of our Learning Consultants collaborated with a colleague from another school division to create a Math Hub. The Math Hub was created as a HUB for high quality mathematical resources.
- One of our Learning Consultants and Student Support Consultants worked together to create a Math Scope and Sequence Site. This site includes videos, hands-on activities that can be used in the classroom, and more.



Intensive Supports Information:

- Schools submit student names and Inclusion and Intervention Plans (IIPs) to the division for submission to the Ministry each year around December 20 to be included in the Intensive Needs count.
- A Ministry outlined process guides our submissions with a focus on students with Intensive Needs – these student needs go beyond what is regularly provided in the course of a classroom, beyond a teacher differentiating instruction and beyond general academic support.
- Students included in the submission may or may not have a formal diagnosis (not required) and may be accessing supports such as:
  - Individual or small group instruction from the student support teacher
  - Support from a Speech Language Pathologist, Advocacy and Behaviour Consultant, or Psychologist employed by Prairie South
  - Support from other agencies for OT, PT
  - Support from an educational assistant ranging from 10 percent to 100 percent of the time

## Administrative Challenges/Considerations for Reading, Writing and Math

- Continue to ensure that reading, writing, and math are instructed and assessed using effective approaches and practices.
- Continue to provide the level of supports and types of supports needed to intervene academically for students who are struggling with reading, writing and math. 5.1.1 of the Board’s Strategic Plan supports the development and implementation of a system wide approach to instruction/intervention.
- Challenges at a division level are that when looking at the data we are not seeing the wholistic picture of the child. Fortunately, our schools have this information and perspective and can program and intervene appropriately.

## Attendance Profile Background

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

## 2023-2024 Attendance Summary - clustered

K-12 Schools (North cluster)	93.1%
K-12 Schools (South cluster)	92.7%
Elementary Schools	90.44%
High Schools	89.23%
Division Attendance	90.84%

## Graduation Rates Background

- The ESSP adopted by all school divisions in the spring of 2015 includes the requirement for monitoring, increasing and reporting on student graduation rates. This plan continued during the PEPIT and into the PEP.
- Prairie South has developed a local Graduation Rate plan with strategies included for monitoring and increasing graduation rates for all students including those who are First Nations and Metis (FNM)
- **Growth Target:**  
By 2020 Prairie South’s on time graduation rate will be 90% and the extended graduation rate will be 92%. – This goal has continued with the implementation of the PEP.

## PLEASE NOTE:

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

Two students graduated from pathways school in 2023-24. Without the school, these students would not have graduated.

YEAR		On-time	Extended (4 yrs)
2021-22	PSSD	89.3	92.9
	Province		
	PSSD FNM		
	Province FNM		
2022-23	PSSD	87.3	90.3
	Province		
	PSSD FNM		
	Province FNM		
2023-24	PSSD	87.3	
	Province		
	PSSD FNM		
	Province FNM		

### 2021 Grad Rate Summary

Cluster	# Students	Grad Rate
<b>North Cluster</b> (Avonlea, Belle Plaine, Central Butte, Cornerstone, Chaplin, Craik, Eyebrow, Mortlach, Rouleau)	44	100
<b>South Cluster</b> (Bengough, Coronach, Glentworth, Ecole Gravelbourg, Kincaid, Lafleche, Mankota, Mossbank, Rocklen)	67	97
<b>High Schools</b> (Peacock, Central, Riverview, Assiniboia, Briercrest), Virtual School	350	84

### Graduation Rates and Attendance Strategies

- Secondary students will develop and maintain a graduation and post-graduation plan.
- School will monitor individual students' progress toward graduation and each student's story will be understood and consciously supported by several adults in the school.
- The Career Development Consultants provide resources and support to students, parents, and schools to build pathways to successful adulthood and rewarding employment opportunities for our youth. Monthly Career Updates are distributed to high school students, teachers, and parents and numerous resources are posted on the website.
- The Career Development Consultants provide services to all schools to ensure informed decisions are being made for career pathways. Services are delivered through group presentations and individualized face to face and online career counseling sessions.

- A division wide student tracking procedure has been established to track students through grade 10-12's.
- Continue to research possible pathways, schedules or programs that better meet the needs of students.
- Work with SCCs/parents on roles of parents in their child's attendance and education.
- In 2023/2024, Prairie South Pathways opened its doors. Prairie South Pathways is an alternate approach to learning for grade 10-12 students who are struggling to progress towards transitioning beyond high school in a traditional school setting.
- Our Student Attendance Administrative Procedure was reviewed and revised for the 23/24 school year. The revisions reflect current need and practices.
- One Advocacy and Behaviour Consultant is assigned to supporting student's who are struggling to attend school on a regular basis.

### **Strategic Plan for First Nations and Métis students**

- Respond to individual school needs to develop a more culturally responsive environment.
- In 23/24 the Indigenous Education Leadership Collaborative (IELC) was formed. The formation of the IELC was inspired by many meaningful conversations about the Provincial Education Plan, the Indigenous Education Priority within the Provincial Education Plan, and our division's commitment to Indigenous Education and reconciliation. During the 23/24 school year, the IELC met on three separate occasions, engaging in thoughtful and robust discussions on a range of important topics, including:
  - Our division's land acknowledgment
  - Funding for Indigenous education teaching and learning
  - Professional development opportunities
  - Important dates
  - Cultural awareness
  - Partnerships with Elders, Knowledge Keepers, and community members
  - Resources
  - The Indigenous Education Responsibility Framework, or IERF
  - And more

A significant focus of their work has been on the IERF. The group has delved deeply into the framework, discussing the stepping stones and their meanings. They also began creating examples of evidence for each stepping stone and stage on the IERF rubric. The goal of the IELC is to enhance Indigenous Education throughout Prairie South School Division. They aim to achieve this by sharing the incredible teachings and learnings already happening within our schools, exploring new opportunities, and broadly sharing their findings. The committee is dedicated to continuous learning and to sharing that knowledge with others.

- The division continues to support school connections with cultural teachings, Elders, Knowledge Keepers and community members.
- Prairie South School Division established and monitors an alternate approach to learning for grade 10-12 students who are struggling to progress towards transitioning beyond high school in a traditional school setting.
- As part of the Board's 4-year strategic plan, Prairie South will develop and implement a system-wide approach to instruction/intervention in all our schools.



- Prairie South's Grading Practice Document has been revised and is being reviewed by all instructional staff during the 24/25 school year. Teachers in Prairie South have been working for several years to examine grading practices and update those practices based on current research on student learning. The intention of regularly reviewing our practices is to establish a fair, equitable and transparent system of assessment that enhances student confidence in their ability to learn
- As a division, we have been working through the Supporting Student Assessment in Saskatchewan document.
- Staff have been introduced to the *My Assessment Toolkit* provided by the Ministry of Education.
- Our Effective Teaching Look Fors are reviewed with teachers and administrators that are new to Prairie South. Administrators use these Look Fors to provide classroom teachers with instructional feedback and coaching.
- Elders, Knowledge Keepers, members of the community and Learning Department staff provide support and guidance for ceremonial events such as Smudging, Tipi Raising, Flag Raising and Cultural Feasts.
- Create and distribute monthly attendance updates and post on Connect.

### **Administrative Challenges for Graduation Rates and Attendance**

- Graduation rates include students who start in Prairie South in grade 10 but move outside our division. This has become more transient during the last couple years
- FNM students are those who choose to self-identify as First Nations (Registered/Treaty/Status, Non-Status), Métis, Inuit. Non-FNM students are those who do not identify themselves to be FNM and may include FNM students who choose not to self-identify. The difficulty is that some FNM students do not self-identify and therefore we do not have an accurate representation of the FNM numbers, and our sample size is too small to make meaningful comparisons.
- Graduation rates were determined as of August 31, but the graduations rates are evergreen.

### **Governance Implications**

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

# AGENDA ITEM

<b>Meeting Date:</b>	October 8, 2024	<b>Agenda Item #:</b>	5.3
<b>Topic:</b>	<b>Sunningdale School Community Council Constitution Changes</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	<i>The Education Act (1995)</i> requires that School Community Councils maintain an updated constitution. Board Policy 16 requires that updates to SCC constitutions be approved by the Board of Education.
<b>Current Status:</b>	The Sunningdale School Community Council has completed a review of their constitution.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	The September 2024 Sunningdale School Community Council Constitution is in alignment with <i>The Education Act (1995)</i> and Board Policy 16.
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Jennifer Prokopetz	September 25, 2024	<ul style="list-style-type: none"> <li>• Sunningdale School SCC Constitution September 2024</li> </ul>

***Recommendation:***

That the Board approve the revised Sunningdale School Community Council Constitution dated September 2024.



# Sunningdale Elementary School: *School Community Council (SCC) Constitution*

## 1. Membership

- 1.1 Representative Membership
  - a. The School Community Council (SCC) shall have the following representative members:
    - i. Five to nine parent and/or community members elected at the Annual General Meeting. Note: The majority of members must be parents.
- 1.2 Permanent Members
  - a. The SCC will have the following permanent members:
    - i. The school's Principal/Vice Principal
      - Communicate Board Policy and new initiatives
      - Share staffing updates
      - Share progress on school goals
      - Share perspective on learning, well-being, teaching and programs
      - Work with the Chairperson on creating meeting agendas and ensuring the SCC is carrying out its mandate
      - Oversees the financial statements for the SCC
    - ii. A teacher
      - Liaise information from staff to SCC and vice versa
      - Serves as a resource regarding the issues affecting teachers
    - iii. Any additional members as recommended by the SCC and approved by the Prairie South School Division Board of Education

## 2. Officers

- 2.1 Position descriptions for SCC Officers are outlined in Appendix C.
- 2.2 SCC Officers will be elected as terms expire:
  - a. Chairperson - 2 year term
  - b. Vice-Chairperson - 2 year term year term, staggered from the Chairperson
  - c. Secretary - 2 year term, in alignment with Vice-Chair's term
  - d. Fundraising Lead – 2 year term, in alignment with Chairperson's term
  - e. Past Chair - 1 year term
- 2.3 Term dates may be altered, if circumstances dictate.
- 2.4 Excluding the past chair position, the above positions shall be elected from the representative membership.
- 2.5 In the event the Chairperson no longer can perform their duties (e.g., personal leave) or decides to resign from the position before their term has concluded, the Vice-Chair will automatically assume the role of Chairperson.
  - a. Once the Vice-Chair assumes the role of Chairperson, the SCC by show of hands will vote in a new Vice-Chair at the next SCC meeting.

**Commented [MJS1]:** I feel we should leave it as a 2 year term. Same goes for the Vice-Chair. I think variables can leave things up for debate and we don't want that. Instead, we can have a line that states, in the instance a chairperson leaves their position before the end of their term, the person filling the role would fulfil the position until the original term has expired and then must be re-elected into the position. So for example, if you stepped down after a year Genelle and Patricia moved into the position (as she is vice-chair and that would be the process), then she would only have that position for a year (not two). Same goes for the person who backfills Patricia's position. They would only be in that position until Patricia's original term was scheduled to end. So if she only had 6 months, the person moving in is only in it for 6 months and then would have to be re-elected.

I would advocate that we include a statement in the constitution that states the vice-chair automatically assumes the role of the chair in the instance the chair unexpectedly steps away from the position.

I pulled out the descriptions and roles of these positions and added it as an appendix. It'll be easier to provide a handout for someone who is interested I feel.

### 3. Code of Conduct

- 3.1 The SCC shall adhere to a code of conduct that promotes respectful, inclusive, and collaborative behavior among its members. This code of conduct (Appendix A) shall align with concepts outlined in the Prairie South School Division Administrative Procedures and shall guide the conduct of SCC members during meetings and interactions within the school community.

### 4. Compliance with Education Act, 1999

- 4.1 The SCC shall ensure that all its activities, decisions, and procedures are conducted in accordance with the provisions of the most recent Educational Act and Regulations of Saskatchewan, and any other relevant legislation or regulations.

### 5. Decision-Making Process

- 5.1 The SCC shall establish transparent decision-making processes to ensure that all members have the opportunity to participate and contribute to the decision-making activities of the SCC. The SCC shall strive to reach consensus on matters. This involves active listening, seeking compromise, and working towards a mutually acceptable solution. If consensus cannot be achieved, a vote may be called. Members shall vote based on their best judgment and the best interests of the school community.
- 5.2 Decisions will be made by consensus or, if necessary, by a majority vote of those present at the meeting.

### 6. Complaint and Dispute Resolution Process

- 6.1 The SCC shall establish procedures for addressing complaints and disputes within the school community. These procedures are outlined in the Complaint and Dispute Resolution Processes for the School Community Council document (Appendix B) and shall include mechanisms for resolving conflicts in a fair, impartial, and timely manner, while promoting open communication and collaboration.

### 7. Mandate

- 7.1 As directed by the Prairie South School Division, the SCC's mandate is as follows:
- 7.2 Facilitate parent and community participation in school planning;
- 7.3 Provide advice to the Board of Education and to the school's staff;
- 7.4 Provide advice to other agencies that may be involved in the development and learning of students; and,
- 7.5 Comply with the Board of Education.

### 8. Facilitate regular fundraising activities.

- 8.1 Communicate with parents and the community respecting the SCC's plans, initiatives, outcomes and operational spending.
- 8.2 Coordinate educational opportunities for SCC members, school staff, parents and community members.
- 8.3 Form partnerships, as necessary, within the community to facilitate this mandate.

### 9. SCC Meetings

- 9.1 The SCC will have a minimum of five (5) meetings per year plus one (1) AGM in April.

- 9.2 On matters requiring a formal vote, all representative members of the SCC may vote. A majority vote decides any issues.
- 9.3 A quorum of the SCC shall be a majority (50%) of the representative members.
- 9.4 All elected members are expected to attend meetings to ensure quorum. In the event a member cannot attend a meeting, that member must notify the Chairperson no less than 48 hours from the start of the scheduled meeting.
- 9.5 Meetings will be scheduled for the entire school year at the September meeting and posted on the website & social media channels. All meetings will take place in the school's library, unless otherwise stated.
- 9.6 A special meeting of the SCC shall be called by the Chairperson upon the request of an executive member (officer) or by written request signed by no fewer than 25 persons who have a child attending Sunningdale School or members of the Sunningdale Community. Only business pertaining to the SCC can be considered at a special meeting.
- 9.7 Elected members may miss no more than 3 meetings (if 8-9 meetings per year) or 2 meetings (if 7 or less meetings per year). An elected member who misses more than the allotted meetings, may be approached by the Chair or Vice Chair to step down.

## 10. Public Consultation and Communication

- 10.1 The SCC will consult and communicate with the school community through but not limited to the following strategies:
  - a. Social Media
  - b. Website
  - c. School newsletters
  - d. SCC Minutes
  - e. Bulletin Boards
  - f. Elections
- 10.2 All members of the Sunningdale School community are eligible to vote at the AGM.
- 10.3 One (1) month prior to SCC elections, nominations for parent and community representation will be advertised through the channels indicated in 4.1.
- 10.4 Nomination forms will be available at the school's office and online and may be submitted up until the AGM.
- 10.5 **Members can only submit a nomination for one position prior to the election.**
- 10.6 The Chairperson will make a motion that the nomination period is over prior to conducting the vote.
- 10.7 Candidates may address the attendees prior to the vote (maximum 3 minutes).
- 10.8 The Chairperson or Vice-Chairperson (whomever is not up for re-election) will be assigned as the Returning Officer and will administer the vote.
- 10.9 The Chairperson will call for a secret ballot vote.
- 10.10 The Returning Officer will count the votes and announce the winners.
- 10.11 If there is a tie, it will be broken by a coin flip.
- 10.12 From those elected, the newly formed SCC will determine who will fill any vacant SCC officer positions. This may be determined by acclamation, voting by hand or secret ballot. The Returning Officer shall make this decision.
- 10.13 Acclamations would occur should there be only one candidate in a category.
- 10.14 The Returning Officer will place all ballots and election results in a sealed envelope. This envelope will be forwarded to the Superintendent of the Prairie South School Division.

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10.15 Seats not filled or vacated during the school term are the responsibility of the Executive to resolve. The SCC may appoint a qualified person(s) to fill a role until that vacancy can be filled at the AGM.

## **11. Amendments the Constitution**

11.1 The SCC may amend its constitution by sending suggestions for change in writing, as agreed to by the representative members, to the Board of Education.

## Appendix A - School Community Council Code of Conduct

1. An individual who accepts a position as a member of the Sunningdale School Community Council:
  - 1.1 Upholds the constitution of the Sunningdale School Community Council, and the procedures and policies of Prairie South Schools.
  - 1.2 Performs his/her duties with honesty and integrity.
  - 1.3 Works to ensure that the well-being of students is the primary focus of all decisions.
  - 1.4 Respects the rights of all individuals.
  - 1.5 Takes direction from the members, ensuring that the representation processes are in place.
  - 1.6 Encourages and support parents and students with individual concerns and works to ensure that issues are resolved through due process.
  - 1.7 Strives to be informed and only passes on information that is reliable and correct.
  - 1.8 Acknowledges conflicts of interest when they exist, and refrains from discussion and voting.
  - 1.9 Abides by the decisions made by the Council.
  - 1.10 Respects all confidential information.
  - 1.11 Supports public education.
2. The Sunningdale School Community Council is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community. The Sunningdale School Community Council provides an opportunity for members of the community to have input and influence related to the practices of the school and school division for the betterment of children and education at Sunningdale School.
3. A member of the Sunningdale School Community Council who is approached with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality of the people involved.
4. This Code of Conduct has been adapted from the Prairie South School Division Administrative Procedure Manual – Appendix G

## Appendix B - Complaint and Dispute Resolution Processes for the School Community Council

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### 12. Introduction

- 1.1 The School Community Council (SCC) is committed to addressing concerns, complaints, and disputes in a fair, transparent, and constructive manner. These processes are designed to facilitate effective conflict resolution within the SCC and the school community.

### 2. Informal Resolution

- 2.1 Direct Communication: Whenever possible, individuals with complaints or concerns should attempt to resolve them informally by engaging in direct, respectful communication with the person(s) involved.
- 2.2 Mediation: If informal resolution attempts are unsuccessful, parties involved may seek the assistance of the SCC Chair, who can facilitate a conversation and help find a mutually acceptable solution. Mediation is voluntary. In the event the complaints or concerns include the SCC Chair, the SCC may seek the assistance of the School Principal, or Board of Director assigned to Sunningdale School.

### 3. Formal Resolution within the SCC

- 3.1 Complaint Submission: If informal resolution attempts and mediation do not lead to a satisfactory resolution, the complainant may submit a formal written complaint to the SCC Chairperson or Vice-Chairperson. The complaint should include:
  - a. A clear and concise description of the issue or concern.
  - b. Relevant supporting documentation, if available.
  - c. Desired outcome or proposed solution.
- 3.2 Acknowledgment: Upon receiving the complaint, the SCC Chairperson or Vice-Chairperson shall acknowledge receipt within five (5) business days.
- 3.3 Investigation: The SCC shall establish a subcommittee or designate responsible individuals to conduct an impartial investigation into the complaint. The subcommittee will gather relevant information, interview involved parties, and review any documentation.
- 3.4 Resolution Meeting: Following the investigation, the SCC subcommittee shall arrange a resolution meeting with all parties involved. The meeting aims to facilitate open and constructive dialogue, explore potential resolutions, and reach a mutually agreeable solution.
- 3.5 Decision: After the resolution meeting, the SCC subcommittee shall make a determination regarding the complaint and communicate its decision in writing to all parties involved within ten (10) business days.

### 4. Appeal Process

- 4.1 Request for Appeal: If any party involved in the complaint process is dissatisfied with the SCC subcommittee's decision, they may request an appeal by submitting a written request to the SCC Chairperson or Vice-Chairperson within thirty (30) days.



- 4.2 Appeal Committee: The SCC shall provide the appeal to the PSSD Board of Director(s) appointed to Sunningdale School, and any other PSSD Board Directors who can provide a non-biased perspective, furthermore referred to as the "Appeal Committee".
- 4.3 Appeal Hearing: The Appeal Committee shall conduct a hearing to review the complaint, the initial investigation, and any new evidence presented by the appellant. All parties involved in the complaint shall have the opportunity to present their case to the Appeal Committee.
- 4.4 Appeal Decision: The Appeal Committee shall render a final decision within sixty (60) days following the conclusion of the appeal hearing. The decision of the Appeal Committee shall be communicated in writing to all parties involved.

## 5. Record Keeping

- 5.1 Confidentiality: All information related to complaints and dispute resolution processes shall be treated with the utmost confidentiality, consistent with legal requirements.
- 5.2 Record Retention: The SCC shall maintain records of all formal complaints, investigations, resolution meetings, and appeal proceedings for a period of seven (7) years, after which they shall be securely archived or destroyed in accordance with applicable policies.

## 6. Review and Amendment

- 6.1 Regular Review: These complaint and dispute resolution processes shall be subject to periodic review to ensure their effectiveness. Amendments may be proposed and adopted as necessary to enhance the efficiency and fairness of the resolution procedures.

## Appendix C – Sunningdale SCC Position Descriptions

### Chairperson

---

**Job Title:** Chairperson, Sunningdale School Community Council (SCC)

**Term:** 2 Year Term

**Position Type:** Elected, Volunteer

**Reports To:** School Principal and Prairie South School Division Board of Directors

**Position Summary:**

The Chairperson of the Sunningdale School Community Council (SCC) leads the council in fulfilling its mandate to support the school's academic and social environment, foster communication between parents, students, and staff, and contribute to the overall success of the school community. The Chairperson works closely with the Principal to establish meeting agendas, ensure productive meetings, and oversee council activities. This role also involves serving as the SCC's spokesperson and maintaining a supportive network.

**Key Responsibilities:**

1. Leadership and Governance:

- Work with the Principal to establish meeting agendas and ensure the SCC is carrying out its mandate effectively.
- Call meetings to order and follow the established agenda, ensuring meetings are productive and focused.
- Delegate duties to council members as necessary to support the council's activities and objectives.
- Ensure all members have the opportunity to contribute to discussions and decisions, fostering an inclusive environment.

2. Communication and Representation:

- Serve as the spokesperson for the SCC, representing the council's views and decisions to the school administration and broader community.
- Establish and maintain a network that supports the SCC's activities and objectives.
- Serve as an administrator on the SCC's Facebook page, in conjunction with an appointed staff member, to manage communication and engagement.

3. Collaboration with School Administration:

- Meet with the Principal as required to discuss council activities, concerns, and strategic goals.
- Authorize SCC expenses in alignment with the council's budget and objectives.

4. Subcommittee Involvement:

- Attend and participate in established subcommittee meetings, ensuring alignment with the SCC's overall goals and initiatives.

5. Succession Planning:

- Work to ensure a successor is identified and prepared to take over the role prior to the end of the term, ensuring continuity in leadership.
- The Chairperson must be willing and able to assume the role as Past Chair, for 1 year, following the completion of their term.

**Time Commitment:**

- Attend regular council meetings (monthly or bi-monthly, depending on the council's schedule).
- Additional time required for meetings with Principal, event planning, fundraising, subcommittee meetings, and communication activities.

**Application Process:**

Interested candidates should submit their nomination form before the close date of the nomination period. If there is more than one candidate for the position, the selection process will require a brief self-advocacy verbal presentation (~3 minutes) to current council members and the school administration.

## Vice - Chairperson

---

**Job Title:** Vice-Chairperson, Sunningdale School Community Council (SCC)

**Term:** 2-Year Term (Staggered from the Chairperson)

**Position Type:** Elected, Volunteer

**Reports To:** Chairperson and School Administration

**Position Summary:**

The Vice-Chairperson of the Sunningdale School Community Council (SCC) supports the Chairperson in leading the council and ensuring the effective functioning of its activities. The Vice-Chairperson is responsible for stepping into the Chairperson's role when they are absent, keeping time during meetings, and leading at least two meetings per year. This role ensures continuity and support in the leadership of the SCC.

**Key Responsibilities:**

1. Leadership Support:

- Serve fully as the Chairperson in the Chairperson's absence, assuming all duties and responsibilities during this time.
- Provide leadership and support to the SCC, helping to ensure the council fulfills its mandate and goals.

2. Meeting Management:

- Act as the official timekeeper for all SCC meetings, ensuring that meetings run efficiently and within the scheduled time.
- Chair at least two SCC meetings per year, preparing and leading these sessions in coordination with the Chairperson.

3. Collaboration and Communication:

- Work closely with the Chairperson to support the execution of council activities and initiatives.
- Assist in the delegation of duties and responsibilities among council members as needed.
- Participate in meetings with the Chairperson and Principal to discuss council activities, strategies, and challenges.

4. Succession Planning:

- Prepare to assume the role of Chairperson if needed/interested, ensuring leadership continuity within the SCC.

**Time Commitment:**

- Attend regular council meetings (monthly or bi-monthly, depending on the council's schedule).
- Additional time required for planning and preparation for meetings, as well as collaboration with the Chairperson and Principal.

**Application Process:**

Interested candidates should submit their nomination form before the close date of the nomination period. If there is more than one candidate for the position, the selection process will require a brief self-advocacy verbal presentation (~3 minutes) to current council members and the school administration.

## Secretary

---

**Job Title:** Secretary, Sunningdale School Community Council (SCC)

**Term:** 2-Year Term (Aligning with Vice-Chair's Term)

**Position Type:** Elected, Volunteer

**Reports To:** Chairperson and School Administration

**Position Summary:**

The Secretary of the Sunningdale School Community Council (SCC) is responsible for maintaining accurate records of all council activities, including meeting minutes, correspondence, and member information. The Secretary plays a crucial role in ensuring effective communication within the council by distributing minutes, agendas, and other necessary information promptly. This position requires strong organizational skills and attention to detail.

**Key Responsibilities:**

1. Record Keeping:

- Retain and file minutes for all SCC meetings, ensuring they are accurate and comprehensive.
- Forward minutes to all council members within 5 days following each meeting.

2. Communication:

- Send out the meeting agenda to all members in advance of each meeting, ensuring they are prepared for discussions and decisions.
- Bring any necessary correspondence to meetings, providing updates and facilitating discussions as needed.
- Provide direct correspondence on behalf of the SCC, ensuring clear and consistent communication with all relevant parties.

3. Database Management:

- Maintain a current database of all SCC members, including contact information and roles within the council.
- Ensure that the database is updated regularly and accessible to relevant council members and school administration.
- Maintains/organizes the SCC's shared Google Drive. This includes storing all agendas, meeting minutes and other relevant SCC information.

#### 4. Support to Council Operations:

- Assist the Chairperson and Vice-Chairperson in preparing for meetings, including organizing documents, correspondence, and any other necessary materials, as needed.
- Ensure that all council communications and records are organized and stored in accordance with the school's policies and procedures.

#### **Time Commitment:**

- Attend regular council meetings (monthly or bi-monthly, depending on the council's schedule).
- Additional time required for preparing and distributing minutes, agendas, and maintaining the member database.

#### **Application Process:**

Interested candidates should submit their nomination form before the close date of the nomination period. If there is more than one candidate for the position, the selection process will require a brief self-advocacy verbal presentation (~3 minutes) to current council members and the school administration.

## Fundraising Lead

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**Job Title:** Fundraising Lead, Sunningdale School Community Council (SCC)

**Term:** 2-Year Term (or as defined by the SCC)

**Position Type:** Elected Position, Volunteer

**Reports To:** Chairperson and School Administration

**Position Summary:**

The Fundraising Lead for the Sunningdale School Community Council (SCC) is responsible for overseeing all fundraising activities and initiatives to support the school's programs and projects. This role involves coordinating events, managing logistics, securing volunteers, and ensuring clear communication with the school community. The Fundraising Lead plays a critical role in generating the necessary funds to support the school's objectives and enhancing the educational experience for all students.

**Key Responsibilities:**

1. Fundraising coordination:

- Lead all SCC-related fundraising initiatives, ensuring alignment with the council's goals and the school's needs.
- With initial input from the SCC, schedule all fundraising events for the school year, ensuring a balanced and effective fundraising calendar.

2. Event Coordination:

- Coordinate all logistics for fundraising activities, including securing adequate volunteers, arranging venues, and managing supplies.
- Ensure that all fundraising events run smoothly, addressing any issues that arise during the planning and execution phases.

3. Communication:

- Communicate all fundraising initiatives with the school's administrative assistant(s) to ensure school-wide communication through newsletters, announcements, and other channels.
- Post all fundraising initiatives on the school's Facebook page and other relevant platforms to engage the school community and promote participation.

4. Reporting and Accountability:

- Report at each SCC meeting on the outcomes and/or status updates of all fundraising initiatives, including detailed accounts of funds raised.



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- Provide transparent and accurate financial records related to fundraising activities, ensuring accountability and trust within the SCC and school community.

**Time Commitment:**

- Attend regular council meetings (monthly or bi-monthly, depending on the council's schedule).
- Additional time required for planning, coordinating, and managing fundraising events throughout the school year.

**Application Process:**

Interested candidates should submit their nomination form before the close date of the nomination period. If there is more than one candidate for the position, the selection process will require a brief self-advocacy verbal presentation (~3 minutes) to current council members and the school administration.

## Past Chairperson

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**Job Title:** Past Chair, Sunningdale School Community Council (SCC)

**Term:** 1-Year Term (Following the Completion of the Chairperson's Term)

**Position Type:** Automatic Succession

**Position Type:** Volunteer

**Reports To:** Chairperson and School Administration

### Position Summary:

The Past Chair of the School Community Council (SCC) serves in an advisory capacity for one year following the end of their term as Chairperson. This role is automatically assumed by the outgoing Chairperson to provide continuity and support for the incoming Chair. The Past Chair offers guidance on community connections, governance practices, and other chair-related duties, ensuring a smooth transition of leadership. The Past Chair is not responsible for the duties associated with the Chair, Vice-Chair, Secretary, or Fundraising Lead.

### Key Responsibilities:

#### 1. Transition Support:

- Assist the new Chairperson in transitioning into their role by providing advice, sharing experiences, and offering guidance on best practices.
- Support the establishment of community connections, governance practices, and other responsibilities specific to the Chairperson role.

#### 2. Advisory Role:

- Act in an advisory capacity without taking on the responsibilities or duties of the Chair, Vice-Chair, Secretary, or Fundraising Lead.
- Provide insights and historical context for SCC activities and decisions, helping the new Chair navigate challenges.

### Time Commitment:

- Attend regular council meetings (monthly or bi-monthly, depending on the council's schedule) as needed to provide support and advice.
- Additional time may be required for one-on-one meetings with the new Chairperson and occasional involvement in specific council activities.

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**Application Process:**

There is no application process for the Past Chair role. The position is automatically assumed by the outgoing Chairperson at the conclusion of their term.

# AGENDA ITEM

<b>Meeting Date:</b>	October 8, 2024	<b>Agenda Item #:</b>	5.4
<b>Topic:</b>	<b>Out of Province Excursion – Peacock Collegiate to Medicine Hat, Alberta</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	Peacock Collegiate’s Grade 9-12 Volleyball trip to Medicine Hat, Alberta on October 25-26, 2024.
<b>Current Status:</b>	See attached application form.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	September 17, 2024	<ul style="list-style-type: none"> <li>• Out of Province Excursion Application Form</li> </ul>

***Recommendation:***

That the Board approve Peacock Collegiate’s Grade 9-12 Volleyball trip to Medicine Hat, Alberta on October 25-26, 2024.

**OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK  
ACTIVITIES APPLICATION FORM**

**Division Office Administration Approval Required**

<b>A. INFORMATION</b>	
Name of Teacher: <u>Krysta Caplette</u>	School: <u>Peacock Collegiate</u>
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <input type="checkbox"/> High Risk Activity _____	<u>Sr. Girls Volleyball</u>
Grade Level: <u>9-12</u>	Number of Students: <u>10</u>
Destination: <u>Medicine Hat</u>	Trip Date: <u>Oct. 25/26, 2024</u>
Number of School Days (Partial/Full): <u>1</u>	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): <u>Krysta Caplette</u> <u>Haylee Bevan</u> <u>Tami Kuntz + Debbie Hill</u> <u>Lorne Polupski</u>	
Number of Teachers, Parents, Chaperones: <u>2 teachers, 1 coach, 6+ parents</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

<b>C. BUDGET</b>
<ul style="list-style-type: none"> <li>❖ Anticipated Budget <u>\$1500 - \$1800</u></li> <li>❖ Description of Funding Sources <u>Bugsy's Fundraiser + Anticipate \$0</u></li> <li>❖ Out of Pocket Cost per Participant <u>Player fees if needed</u></li> </ul>

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

**D. LEARNING OBJECTIVES**

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

- a) Pre-Excursion Learning
  
  
- b) Excursion Learning
  
  
- c) Post-Excursion Learning

**F. SCHEDULE OF ACTIVITIES**

Friday - tournament + Medicine Hat Rattlers  
game

Saturday - tournament

Kurt Gault - Jend  
Teacher Signature

Sept 19/24  
Date

Jana Arnold  
Principal Signature

Sept 19/24  
Date

\_\_\_\_\_  
Director/Superintendent Signature

Request Approved

Request Denied

# AGENDA ITEM

<b>Meeting Date:</b>	October 8, 2024	<b>Agenda Item #:</b>	5.5
<b>Topic:</b>	<b>Out of Province Excursion – Central Collegiate to Medicine Hat, Alberta</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	Central Collegiate’s Grade 10-12 Basketball trip to Medicine Hat, Alberta on December 6-7, 2024
<b>Current Status:</b>	See attached application form.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	September 17, 2024	<ul style="list-style-type: none"> <li>Out of Province Excursion Application Form</li> </ul>

***Recommendation:***

That the Board approve Central Collegiate’s Grade 10-12 Basketball trip to Medicine Hat, Alberta on December 6-7, 2024.

## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher:	School: <u>Central Collegiate</u>
Type of Activity:	<input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Basketball - SR</u> <input type="checkbox"/> High Risk Activity _____
Grade Level: <u>10-12</u>	Number of Students: <u>12</u>
Destination: <u>Medicine Hat ALB.</u>	Trip Date: <u>Dec 6-7</u>
Number of School Days (Partial/Full): <u>one</u>	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): <u>Barry Senhorn</u> <u>Dwight Gultzan</u>	
Number of Teachers, Parents, Chaperones:	
Qualifications/Certifications of Teachers, Parents, Chaperones: <u>Dwight Gultzan</u> <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other <u>Level 3 CPR.</u>	

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

<b>C. BUDGET</b>
<ul style="list-style-type: none"> <li>❖ Anticipated Budget _____</li> <li>- Budget breakdown (be sure to include cost of substitute staff)</li> <li>❖ Description of Funding Sources <u>Fundraising, Team Fees, decentralized travel + one coach</u></li> <li>❖ Out of Pocket Cost per Participant _____ <u>Room.</u></li> </ul>



**D. LEARNING OBJECTIVES**

- Extra Curricular

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

a) Pre-Excursion Learning

b) Excursion Learning

c) Post-Excursion Learning

**F. SCHEDULE OF ACTIVITIES**

Dec 6<sup>th</sup> Travel Day  
Dec 6<sup>th</sup> + 7<sup>th</sup> Tournament.  
Dec 7<sup>th</sup> Travel Day

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

*[Signature]*  
Principal Signature \_\_\_\_\_

*Sept 17/24*  
Date \_\_\_\_\_

Director/Superintendent Signature \_\_\_\_\_

Request Approved

Request Denied

# AGENDA ITEM

<b>Meeting Date:</b>	October 8, 2024	<b>Agenda Item #:</b>	5.6
<b>Topic:</b>	<b>Out of Province Excursion – Central Collegiate to Edmonton, Alberta</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	Central Collegiate’s Grade 10-12 Basketball trip to Edmonton, Alberta on February 5-8, 2025.
<b>Current Status:</b>	See attached application form.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	September 17, 2024	<ul style="list-style-type: none"> <li>Out of Province Excursion Application Form</li> </ul>

***Recommendation:***

That the Board approve Central Collegiate’s Grade 10-12 Basketball trip to Edmonton, Alberta on February 5-8, 2025.



## OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher:	School: <u>Central Collegiate</u>
Type of Activity:	<input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Basketball Tournament</u> <input type="checkbox"/> High Risk Activity _____
Grade Level: <u>10-12</u>	Number of Students: <u>12</u>
Destination: <u>EDMONTON ALB.</u>	Trip Date: <u>Feb 5th - 8th</u>
Number of School Days (Partial/Full):	<u>2.5</u>
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> Travel by Car/Van (List names of drivers): <u>Barry Seaborn</u> <u>Dwight Gultzan</u>	
Number of Teachers, Parents, Chaperones:	
Qualifications/Certifications of Teachers, Parents, Chaperones: <u>Dwight Gultzan</u> <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other <u>CPR LEVEL 3</u>	

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

<b>C. BUDGET</b>
❖ Anticipated Budget _____ - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources <u>Fundraising, Team Fees, decentralized travel + 1 coach room</u> ❖ Out of Pocket Cost per Participant _____

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

**D. LEARNING OBJECTIVES**

- EXTRA-Curricular event

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

a) Pre-Excursion Learning

b) Excursion Learning

c) Post-Excursion Learning

**F. SCHEDULE OF ACTIVITIES**

Feb 5th Travel Day Leave @ Noon.  
Feb 6-7-8 Tournament.  
Feb 8th Travel Day

Teacher Signature

*[Handwritten Signature]*

Principal Signature

Date

*Sept 17/24*

Date

Director/Superintendent Signature

Request Approved

Request Denied

# AGENDA ITEM

<b>Meeting Date:</b>	October 8, 2024	<b>Agenda Item #:</b>	5.7
<b>Topic:</b>	<b>Monthly Tender Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	<p>The Board has requested a monthly update regarding tenders awarded. AP 513 details limits where formal competitive bids are required. The procedure is as follows:</p> <ul style="list-style-type: none"> <li>The Board 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.</li> <li>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.</li> </ul>
<b>Current Status:</b>	<p>This tender report covers the period from September 1, 2024 to September 30, 2024. The following competitive bids were awarded during the reporting period:</p> <ul style="list-style-type: none"> <li>A contract was awarded to Thomas Marketing and Consulting for Driver Education Training for a 3 year term at \$76,035</li> <li>Quotes were obtained for the supply and install of stage curtains at Lafleche School. The order was awarded to Christie Lites Sales Ltd for \$21,048.</li> </ul>
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	September 27, 2024	• n/a

***Recommendation:***

That the Board receive and file the tender report as presented.

# AGENDA ITEM

<b>Meeting Date:</b>	October 8, 2024	<b>Agenda Item #:</b>	5.8
<b>Topic:</b>	<b>Fourth Quarter Forecast and Finance Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	The Division prepares a fourth quarter report for the Board. In the past, the ministry has requested the report to be filed with them prior to the end of September.
<b>Current Status:</b>	The report includes brief variance explanations associated with the report and Function level Income and Expense statement. We continue to work towards finalizing the financial statements, so numbers are likely to change. The forecast was due to the ministry September 30 but we obtained an extension so the Board could see it before submission to the ministry.
<b>Pros and Cons:</b>	We continue to work on preparing the financial statements, so the numbers are likely to change.
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	October 1, 2024	Fourth Quarter Forecast and Finance Report

***Recommendation:***

That the Board receive and file the Fourth Quarter Forecast and Finance Report.

## **Source Documents**

### **Policy 12 Section 3. Fiscal Responsibility**

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

#### **1. Revenue/Expenditure patterns to August 31, 2024 for actuals and to August 31, 2024 for the projection:**

The 4<sup>th</sup> quarter projection is an estimate of our financial statement numbers for 2023-24. We are not finished with reconciliations so the numbers are subject to change. At this point, if numbers did not change, and we adjust for some items where there is matching revenue to go with the additional expense, we missed our budget by less than \$15,000 on expense.

#### **Revenue**

- We received roughly \$1 million in extra operational grant funding from the ministry, as well as \$50,000 in three smaller grants.
- Our tuition revenue is higher than budget by roughly \$100,000. This is a combination of YES students and out-of-country tuition students.
- SGF revenue is down, possibly as a result of sanctions and not working extra hours for things like fundraising.
- Complementary revenue is up with nutrition revenue transferred from deferred revenue.
- External revenue is significantly over budget. That is mostly additional grant and payments from the associate schools but there was also \$84,000 for a provincial PD event where we held the money and paid the expenses and another \$37,000 over budget for driver's ed.

#### **Expense**

- Governance is under budget mostly for PD being under budget. This was offset somewhat by the budget error for the strategic planning sessions.

- Administration is slightly under budget. It was over on wages but under an equivalent amount in supplies. The other amounts under were amortization (-8K), travel (-10K), communications and PD (-7k).
- Instruction is over budget. We have set up an expense and a payable for teacher's salaries of roughly 1.4 million dollars for the contract under negotiation but also had 1.021 million of savings from strike days. Support salaries are under by \$400,000 and the other codes by \$200,000.
- Facilities is over budget \$130,000. The overage is in building costs for the projection. Since the projection was done we have learned that one project is only a little over 50% done so the building expenses will be reduced in the financial statements by around \$600,000. This is not saved money, it is just a contract not complete at year-end.
- Transportation is under budget a little less than \$200,000. That is mostly in the fuel budget. It is offset somewhat by a \$130,000 overage for parts.
- We can still purchase online courses and purchased 5 this year.
- SGF is basically on budget on the expenditure side.
- Other is a little under budget. That is our online fees for SGF transactions.
- Complementary is over budget. We missed budget for non-payroll ELIS expenses and are off a little on payroll.
- External is over-budget mostly for the associate schools. When they get more money there is more expense, either in payroll or payments of unused grant to them. We were also over budget 40,000 on concessions and had 84,000 in expense for the provincial PD event. The PD event nets to zero when you compare it to the revenue received.

As can be seen in the schedule below if we take out the items where costs went up because of additional revenue received and take out the impact of the strike and teacher's salary increase we were \$13,384 over budget for expenses at the time the projection was done.



<b>2023-24</b>			
	Budget	Actual	Forecast
Grants	-101,360,135	-96,945,763	-100,583,412
Tuition and Related	-277,500	-390,404	-390,404
SGF	-1,373,985	-1,255,678	-1,255,678
Other	-903,000	-1,601,724	-1,601,724
Complementary	-754,292	-759,161	-789,231
External	-3,445,108	-4,117,917	-4,117,917
	-108,114,020	-105,070,647	-108,738,366
Capital	16,422,128	10,966,398	14,604,047
Operating Revenue	-91,691,892	-94,104,249	-94,134,319
Governance	423,689	397,328	400,740
Administration	2,953,618	2,898,084	2,919,131
Instruction	64,040,914	63,600,448	64,316,683
Facilities	14,316,677	11,055,296	14,446,329
Transportation	7,647,266	6,457,487	7,476,787
Tuition	0	2,503	2,503
SGF	1,288,761	1,290,253	1,290,253
Other	19,000	17,158	17,158
Complementary	1,603,613	1,746,722	1,746,735
External	3,548,186	4,252,978	4,243,960
Total Expense	95,841,724	91,718,257	96,860,279
<b>Cash</b>			
Net income	-4,149,832		-2,725,960
Fixed Assets	-2,737,990		-2,819,507
Amortization	4,221,860		4,224,268
Future benefits	46,200		46,200
Unpaid Teacher increase			1,402,086
Cash draw operations	-2,619,762		127,087
<b>Adjustments</b>			
Teacher strike			1,021,021
Community Net			-83,514
PD			-84,000
Associate schools			-456,592
Teacher settlement			-1,402,086
Sum			-1,005,171
Adjusted Expense			95,855,108
Variance from budget			-13,384

**Prairie South School Division No. 210**  
**Schedule A: Supplementary Details of Revenues**  
**For the Period Ended August 31, 2024**

	2024 Budget	2024 Actual	2023 Actual
<b>Grants</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	82,315,491	83,372,549	79,734,407
Preventative Maintenance Program Grant	2,392,075	2,391,172	2,392,075
Other Ministry Grants	107,441	156,935	1,364,636
<b>Total Ministry Grants</b>	<b>84,815,007</b>	<b>85,920,656</b>	<b>83,491,118</b>
Other Provincial Grants	-	-	-
Federal Grants	-	-	-
Grants from Others	28,000	57,959	65,280
<b>Total Operating Grants</b>	<b>84,843,007</b>	<b>85,978,615</b>	<b>83,556,398</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	16,422,128	14,604,047	2,397,020
Other Provincial Capital Grants	-	-	-
Other Capital Grants	95,000	750	50,418
<b>Total Capital Grants</b>	<b>16,517,128</b>	<b>14,604,797</b>	<b>2,447,438</b>
<b>Total Grants</b>	<b>101,360,135</b>	<b>100,583,412</b>	<b>86,003,836</b>
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees</b>			
Tuition Fees			
School Boards	-	-	14,220
Federal Government and First Nations	-	-	-
Individuals and Other	83,500	189,602	96,795
<b>Total Tuition Fees</b>	<b>83,500</b>	<b>189,602</b>	<b>111,015</b>
Transportation Fees	194,000	200,801	209,381
Other Related Fees	-	-	-
<b>Total Operating Tuition and Related Fees</b>	<b>277,500</b>	<b>390,403</b>	<b>320,396</b>
<b>Capital Fees</b>			
Federal/First Nations Capital Fees	-	-	-
<b>Total Capital Tuition and Fees</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Tuition and Related Fees Revenue</b>	<b>277,500</b>	<b>390,403</b>	<b>320,396</b>
<b>School Generated Funds Revenue</b>			
<b>Curricular</b>			
Student Fees	7,521	11,998	16,674
<b>Total Curricular Fees</b>	<b>7,521</b>	<b>11,998</b>	<b>16,674</b>
<b>Non-Curricular Fees</b>			
Commercial Sales - GST	404,736	310,666	307,961
Commercial Sales - Non-GST	338,232	393,246	410,935
Fundraising	222,059	179,863	228,421
Grants and Partnerships	48,242	36,267	37,717
Students Fees	244,436	247,633	261,806
Other	108,759	76,005	111,046
<b>Total Non-Curricular Fees</b>	<b>1,366,464</b>	<b>1,243,680</b>	<b>1,357,886</b>
<b>Total School Generated Funds Revenue</b>	<b>1,373,985</b>	<b>1,255,678</b>	<b>1,374,560</b>

**Prairie South School Division No. 210**  
**Schedule A: Supplementary Details of Revenues**  
**For the Period Ended August 31, 2024**

	2024 Budget \$	2024 Actual \$	2023 Actual \$
<b>Complementary Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	559,206	559,206	557,372
Other Ministry Grants	182,550	184,525	182,550
Other Provincial Grants	12,536	13,397	12,851
Federal Grants	-	-	-
Other Grants	-	32,103	16,292
<b>Total Operating Grants</b>	<b>754,292</b>	<b>789,231</b>	<b>769,065</b>
<b>Capital Grants</b>			
Other Capital Grants	-	-	-
<b>Total Capital Grants</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fees and Other Revenue</b>			
Tuition and Related Fees	-	-	-
Gain on Disposal of Capital Assets	-	-	-
Other Revenue	-	-	-
<b>Total Fees and Other Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Complementary Services Revenue</b>	<b>754,292</b>	<b>789,231</b>	<b>769,065</b>
<b>External Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	2,881,415	3,196,383	2,896,184
Other Ministry Grants	-	19,260	31,523
Other Provincial Grants	-	-	-
Other Grants	330,000	367,571	253,909
<b>Total Operating Grants</b>	<b>3,211,415</b>	<b>3,583,214</b>	<b>3,181,616</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	-	-	-
Other Provincial Capital Grants	-	-	-
Other Capital Grants	-	-	-
<b>Total Capital Grants</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fees and Other Revenue</b>			
Tuition and Related Fees	-	268,438	202,129
Gain on Disposal of Capital Assets	-	24,208	-
Other Revenue	233,693	242,058	228,061
<b>Total Fees and Other Revenue</b>	<b>233,693</b>	<b>534,704</b>	<b>430,190</b>
<b>Total External Services Revenue</b>	<b>3,445,108</b>	<b>4,117,918</b>	<b>3,611,806</b>
<b>Other Revenue</b>			
Miscellaneous Revenue	61,000	111,001	147,878
Sales & Rentals	135,000	194,457	119,749
Investments	700,000	1,245,844	951,906
Gain on Disposal of Capital Assets	7,000	50,422	38,797
Estimate Change on ARO	-	-	3,430
Treaty Land Entitlement / Urban	-	-	-
Treaty Land Entitlement / Rural	-	-	-
<b>Total Other Revenue</b>	<b>903,000</b>	<b>1,601,724</b>	<b>1,261,760</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>108,114,020</b>	<b>108,738,366</b>	<b>93,341,423</b>

**Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Expenses**  
**For the Period Ended August 31, 2024**

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
<b>Governance Expense</b>			
Board Members Expense	226,496	218,881	218,497
Professional Development - Board Members	55,000	15,573	24,590
Advisory Committees	-	-	-
Professional Development - Advisory Committees	-	-	-
Elections	10,000	959	2,967
Other Governance Expenses	132,193	161,915	130,670
Amortization of Tangible Capital Assets	-	3,412	-
<b>Total Governance Expense</b>	<b>423,689</b>	<b>400,740</b>	<b>376,724</b>
<b>Administration Expense</b>			
Salaries	2,117,010	2,147,464	2,069,274
Benefits	326,431	325,094	344,513
Supplies & Services	287,437	256,539	256,055
Non-Capital Furniture & Equipment	16,600	14,647	16,463
Building Operating Expenses	71,040	66,532	283,152
Communications	23,520	19,683	19,908
Travel	31,800	20,449	18,987
Professional Development	50,960	47,883	36,994
Amortization of Tangible Capital Assets	28,820	20,840	43,700
<b>Total Administration Expense</b>	<b>2,953,618</b>	<b>2,919,131</b>	<b>3,089,046</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	42,783,252	43,579,075	43,105,258
Instructional (Teacher Contract) Benefits	3,158,579	3,243,301	3,161,351
Program Support (Non-Teacher Contract) Salaries	8,866,354	8,504,131	8,259,933
Program Support (Non-Teacher Contract) Benefits	2,085,582	2,040,896	1,990,197
Instructional Aids	2,484,267	2,161,218	1,706,348
Supplies & Services	765,374	974,327	887,163
Non-Capital Furniture & Equipment	1,143,371	1,095,113	1,280,776
Communications	795,387	839,556	698,318
Travel	154,520	151,392	144,975
Professional Development	423,990	463,018	492,053
Student Related Expense	678,052	556,145	654,688
Amortization of Tangible Capital Assets	702,186	708,511	748,534
<b>Total Instruction Expense</b>	<b>64,040,914</b>	<b>64,316,683</b>	<b>63,129,594</b>

**Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Expenses**  
**For the Period Ended August 31, 2024**

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
<b>Plant Operation &amp; Maintenance Expense</b>			
Salaries	3,616,617	3,490,104	3,320,936
Benefits	820,471	772,294	761,070
Supplies & Services	12,000	54,781	5,472
Non-Capital Furniture & Equipment	108,400	113,382	88,282
Building Operating Expenses	7,124,103	7,388,373	8,962,932
Communications	12,400	9,832	9,672
Travel	156,300	130,849	132,427
Professional Development	13,000	10,748	12,928
Amortization of Tangible Capital Assets	2,426,791	2,449,849	2,375,151
Amortization of ARO Tangible Capital Assets	26,595	26,117	26,595
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>14,316,677</b>	<b>14,446,329</b>	<b>15,695,465</b>
<b>Student Transportation Expense</b>			
Salaries	2,907,343	2,948,926	2,897,769
Benefits	803,846	763,129	757,211
Supplies & Services	1,971,981	1,636,491	1,617,934
Non-Capital Furniture & Equipment	518,800	660,174	549,130
Building Operating Expenses	76,540	162,418	385,309
Communications	27,800	21,073	20,659
Travel	1,000	6,958	2,879
Professional Development	15,000	12,492	9,361
Contracted Transportation	287,488	246,175	270,023
Amortization of Tangible Capital Assets	1,037,468	1,018,951	944,048
<b>Total Student Transportation Expense</b>	<b>7,647,266</b>	<b>7,476,787</b>	<b>7,454,323</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	-	2,503	7,100
Transportation Fees	-	-	-
Other Fees	-	-	-
<b>Total Tuition and Related Fees Expense</b>	<b>-</b>	<b>2,503</b>	<b>7,100</b>
<b>School Generated Funds Expense</b>			
Academic Supplies & Services	14,695	20,962	16,156
Cost of Sales	525,304	491,036	490,482
Non-Capital Furniture & Equipment	10,180	45,443	14,542
School Fund Expenses	738,582	732,812	814,916
Amortization of Tangible Capital Assets	-	-	-
<b>Total School Generated Funds Expense</b>	<b>1,288,761</b>	<b>1,290,253</b>	<b>1,336,096</b>

**Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Expenses**  
**For the Period Ended August 31, 2024**

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
<b>Complementary Services Expense</b>			
Tuition Fees	-	-	-
Instructional (Teacher Contract) Salaries & Benefits	821,382	870,081	838,845
Program Support (Non-Teacher Contract) Salaries & Benefits	659,931	690,259	709,165
Instructional Aids	-	12,341	4,665
Supplies & Services	40,200	42,004	41,234
Non-Capital Furniture & Equipment	-	16,548	9,229
Communications	1,000	1,353	1,533
Travel	14,000	18,586	18,002
Professional Development (Non-Salary Costs)	8,200	8,302	7,599
Student Related Expenses	58,900	85,984	71,305
Contracted Transportation & Allowances	-	1,277	-
<b>Total Complementary Services Expense</b>	<b>1,603,613</b>	<b>1,746,735</b>	<b>1,701,577</b>
<b>External Service Expense</b>			
Other Fees	503,206	637,242	461,428
Administration Salaries & Benefits	132,399	142,003	132,905
Instructional (Teacher Contract) Salaries & Benefits	2,277,859	2,656,072	2,572,235
Program Support (Non-Teacher Contract) Salaries & Benefits	145,630	152,860	138,420
Supplies & Services	354,810	395,947	263,256
Non-Capital Furniture & Equipment	-	95	806
Building Operating Expenses	2,000	3,004	1,111
Travel	1,447	2,479	1,461
Professional Development (Non-Salary Costs)	-	83,934	116
Student Related Expenses	130,835	170,324	160,608
Amortization of Tangible Capital Assets	-	-	122
<b>Total External Services Expense</b>	<b>3,548,186</b>	<b>4,243,960</b>	<b>3,732,468</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	19,000	17,158	13,021
<b>Total Interest and Bank Charges</b>	<b>19,000</b>	<b>17,158</b>	<b>13,021</b>
<b>Total Other Expense</b>	<b>19,000</b>	<b>17,158</b>	<b>13,021</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>95,841,724</b>	<b>96,860,279</b>	<b>96,535,414</b>

# AGENDA ITEM

<b>Meeting Date:</b>	October 8, 2024	<b>Agenda Item #:</b>	7.1
<b>Topic:</b>	<b>Class Size Report</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	<p>At the December 11, 2012 Board Meeting, the following motion was passed:  <i>“That on an ongoing basis, the Board receive reports at the October and February regular Board Meetings detailing Prairie South School Division classes that have in excess of 28 students.”</i></p> <p>At the February 10, 2015 Board Meeting, the following motion was passed:  <i>“That the second reporting period for the Class Size Report be received at the regular March Board Meeting rather than the regular February Board Meeting.”</i></p>
<b>Current Status:</b>	Please refer to the attachments.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

Prepared By:	Date:	Attachments:
Dustin Swanson	September 26, 2024	<ol style="list-style-type: none"> <li>1. Classes with More Than 28 Students – September 13, 2024</li> <li>2. Summary Class Size Over 28 Students – September 13, 2024</li> <li>3. Classes with 10 or Fewer Students – September 13, 2024</li> <li>4. Summary of Classes with 10 or Fewer Students by School – September 13, 2024</li> </ol>

***Recommendation:***

That the Board review the information provided.

**Classes with more than 28 students September 13, 2024**

School	Grade	Individual Classes	Students	Total
Assiniboia Composite High School	10	ELA A10	30	
Assiniboia Composite High School	10	Science 10	29	
Assiniboia Composite High School	11	ELA 20	30	<b>3</b>
Central Butte	1/2	Phys Ed	31	<b>1</b>
Central Collegiate	9	Gaming 90	30	
Central Collegiate	10	Pre-Calc/Founds 10	30	
Central Collegiate	10	Guitar 10	30	
Central Collegiate	10	Wellness 10	30	
Central Collegiate	11/12	Biology 30	29	
Central Collegiate	12	Calculus 30	30	<b>6</b>
Cornerstone Christian School	5	Homeroom	30	<b>1</b>
Peacock Collegiate	11	Visual Art 20	29	
Peacock Collegiate	12	Physical Science 30	30	<b>2</b>
Prince Arthur School	6/7	Homeroom	32	
Prince Arthur School	7/8	Homeroom	31	<b>2</b>
Riverview Collegiate	9	Phys Ed 9	31	
Riverview Collegiate	9	Health 9	31	<b>2</b>
William Grayson School	3/4	Homeroom	29	
William Grayson School	7/8	Homeroom	29	<b>2</b>

**Total Classes with more than 28 students**

**19**



**Summary of classes with more than 28 students September 13, 2024**

<b>School</b>	<b>Grade(s)</b>	<b># of Classes</b>
Assiniboia Composite High School	10, 11	3
Central Butte	1, 2	1
Central Collegiate	9, 10, 11, 12	6
Cornerstone Christian School	5	1
Peacock Collegiate	11, 12	2
Prince Arthur School	6, 7, 8	2
Riverview Collegiate	9	2
William Grayson School	3, 4, 7, 8	2

**Total Classes with more than 28 students 19**

**Classes with 10 or fewer students September 13, 2024**

School	Grade	Individual Classes	Students	Total
Assiniboia 7th Ave School	1/2/3/4	RC Christian Ethics	10	1
Avonlea School	K	Every 2nd day	9	
Avonlea School	4	Math	8	
Avonlea School	5	Math	7	
Avonlea School	6	Math	8	4
Bengough School	9/10	ELA 9/A10	8	
Bengough School	9/10	Math 9/W&A 10	8	
Bengough School	11/12	Founds 20/30/W&A 20	7	
Bengough School	11/12	ELA 20/A30	10	
Bengough School	11/12	History 20	10	5
Briercrest Christian Academy	9	Math 9	9	
Briercrest Christian Academy	9	ELA 9	9	
Briercrest Christian Academy	10/11/12	Musical Theatre 10/20/30	10	
Briercrest Christian Academy	11/12	Photography 20/30	10	
Briercrest Christian Academy	12	Biology 30	9	
Briercrest Christian Academy	12	Visual Art 30	8	
Briercrest Christian Academy	12	Physics 30	5	7
Central Butte School	10	PAA 10	8	
Central Butte School	10	Founds/Pre-Calc 10	8	2
Chaplin School	1/2	All subjects	7	
Chaplin School	5/6/7	All subjects	8	2
Cornerstone Christian School	11	Math W&A 20/Math 21/Math 28	6	1
Coronach School	7	Math 7	8	
Coronach School	7	Science 7	8	
Coronach School	7	Social Studies 7	8	
Coronach School	7	Health 7	8	
Coronach School	7	Careers 7	8	
Coronach School	7	Art 7	8	
Coronach School	11	ELA 20	10	
Coronach School	11	Math Foundation 20	9	
Coronach School	12	Math Foundation 30	10	9
Ecole Gravelbourg School	11/12	PAA 30B Survey	4	
Ecole Gravelbourg School	11/12	Math W&A 20	7	2
Eyebrow School	K/1/2	All Subjects	8	
Eyebrow School	6/7/8	All Subjects	5	
Eyebrow School	9/10/11/12	All Subjects	5	3
Glentworth School	7	Math	9	
Glentworth School	11/12	Pre-Calc 20/30	4	
Glentworth School	11/12	Enviro Sci 20	7	3
Kincaid Central School	10	Financial Literacy 10	9	1
Lafleche Central School	11/12	Health Science 20	10	
Lafleche Central School	11/12	CWEX 20	3	
Lafleche Central School	11/12	Psychology 20	5	3
Mankota School	1/2	All subjects (non K days)	6	
Mankota School	6/7/8	ELA/Math/Health/Career Guidance/Social	8	
Mankota School	7/8	PAA	7	
Mankota School	9/10/11/12	Phys Ed	9	

Mankota School	9/10	ELA/Math/Science/Social 9/History 10	7	
Mankota School	9/10	Career Guidance/Health	6	
Mankota School	11/12	ELA/Physical Science/History	6	7
Mortlach School	10/11	W&A 10/W&A 20	8	
Mortlach School	10/11/12	Wildlife & Habitat Studies 10/20/30	10	2
Mossbank School	7	ELA	6	
Mossbank School	7	Science	6	
Mossbank School	7	Math	6	
Mossbank School	9	Math	7	4
Rouleau School	1	ELA (3 periods)	9	
Rouleau School	1	Math (3 periods)	6	
Rouleau School	2	ELA	9	
Rouleau School	2	Math	6	4

<b>Total Classes with 10 or fewer students</b>	<b>60</b>
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**Summary of classes with 10 or fewer students September 13, 2024**

<b>School</b>	<b>Grade(s)</b>	<b># of Classes</b>
Assiniboia 7th Avenue School	1, 2, 3, 4	1
Avonlea School	K, 4, 5, 6	4
Bengough School	9, 10, 11, 12	5
Briercrest Christian Academy	9, 10, 11, 12	7
Central Butte School	10	2
Chaplin School	1, 2, 5, 6, 7	2
Cornerstone Christian School	11	1
Coronach School	7, 11, 12	9
Ecole Gravelbourg School	11, 12	2
Eyebrow School	K, 1, 2, 6, 7, 8, 9, 10, 11, 12	3
Glentworth School	7, 11, 12	3
Kincaid Central School	10	1
Lafleche Central School	11, 12	3
Mankota School	1, 2, 6, 7, 8, 9, 10, 11, 12	7
Mortlach School	10, 11, 12	2
Mossbank School	7, 9	4
Rouleau School	1, 2	4

**Total Classes with 10 or fewer students****60**