

Prairie South Schools

BOARD OF EDUCATION

December 3, 2013
10:30 a.m. – 4:00 p.m.
Central Office, 15 Thatcher Drive East, Moose Jaw

AGENDA

- 1. Board Planning Session (10:00 – 10:30 a.m.)**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
 - 5.1. Tabled Motion from November 5, 2013: Amendment to Palliser Heights SCC Constitution (Decision)**
 - 5.2. Accountability Report – Human Resources (Decision)**
 - 5.3. Proceeds from Sale of Buildings (Decision)**
 - 5.4. Sale of Surplus Land (Decision)**
 - 5.5. Annual Bursary Fund Directorship Appointments (Decision)**
 - 5.6. Peacock Collegiate Overnight Excursion (Decision)**
 - 5.7. Lindale School Overnight Excursion (Decision)**
 - 5.8. Monthly Reports (Decision)**
 - 5.8.1. Substitute Usage Report
 - 5.8.2. Tender Report
 - 5.8.3. Suspensions
 - 5.9. Apology from Federal Government (Discussion)**
- 6. Delegations and Special Presentations**
 - 6.1. Eyebrow School Video re: Writing Goal (Lori Meyer)**
- 7. Committee Reports**
 - 7.1. Standing Committees**
 - 7.1.1. Higher Literacy and Achievement
 - 7.1.2. Equitable Opportunities
 - 7.1.3. Smooth Transitions
 - 7.1.4. Strong System-Wide Accountability and Governance
 - 7.1.5. Advocacy and Networking
 - 7.2. Adhoc Committees**
 - 7.2.1. South Hill

- 8. Information Items**
 - 8.1. Inquiry from Previous Meeting**
 - 8.1.1. Does Prairie South Schools have any policy and procedures developed with regard to specific “anti-bullying” measures and protocols?
 - 8.2. Class Size Report**
 - 8.3. Fountas and Pinnell Information**
 - 8.4. SCC Meeting Dates**
 - 8.5. Division Attendance Policy**
 - 8.6. CUPE Collective Agreement**
- 9. Celebration Items**
- 10. Identification of Items for Next Meeting Agenda**
 - 10.1. Notice of Motions**
 - 10.2. Inquiries**
- 11. Meeting Review**
- 12. Adjournment**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 15 Thatcher Drive East, Moose Jaw, Saskatchewan on November 5, 2013 at 10:00 a.m.

Attendance: Mr. D. Crabbe; Mr. S. Davidson; Mr. R. Gleim; Ms. J. Jelinski; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; J. Finell, Director of Education; R. Boughen, Superintendent of Human Resources; L. Meyer, Superintendent of Learning; B. Compton, Superintendent of School Operations; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; D. Briggs, Communications Coordinator; H. Boese, Executive Assistant

Regrets: Mr. Bernie Girardin, Superintendent of Business and Operations

Delegations: Christine Boyczuk and Joan McMaster, Gravelbourg School Project: Family Resource Centre (11:00 a.m.)

Motions:

- | | | |
|-----------------|---|---------|
| 11/05/13 – 2012 | That the meeting be called to order at 10:43 a.m.
- Davidson | Carried |
| 11/05/13 – 2013 | The following items were added to the agenda:
5.9 Aboriginal Ceremonies on School Property (Discussion)
5.10 Inquiry Item 8.1.1: French Immersion Enrolment and Legal Requirement (Discussion)
6.1 Gravelbourg School Project: Family Resource Centre, Christine Boyczuk & Joan McMaster (11:00 a.m.) (Delegation)
That the Board adopt the agenda as amended.
- Young | Carried |
| 11/05/13 – 2014 | That the Board adopt the Minutes of the regular meeting of October 1, 2013 as presented.
- Jelinski | Carried |
| 11/05/13 – 2015 | That the Director of Education accountabilities mandated in the source documents cited in the Higher Literacy and Achievement Accountability Report have been fully met.
- Crabbe | Carried |
| 11/05/13 – 2016 | That the Director of Education accountabilities mandated in the source documents cited in the Graduation Rates Accountability Report have been fully met.
- Young | Carried |
| 11/05/13 – 2017 | That the Board approve and appoint Kristina Goepen Bourgeois to Gravelbourg Elementary's School Community Council.
- McLeod | Carried |

11/05/13 – 2018	That the Board approve Palliser Heights SCC Constitution change from nine members to six members. - Swanson	Tabled
11/05/13 – 2019	That motion 11/05/13 – 2018 be tabled until the December 3, 2013 Board Meeting. - Swanson	Carried
11/05/13 – 2020	That the Board accept the monthly reports as presented. - Young	Carried
11/05/13 – 2021	That the Board write a letter of support to the Deputy Minister and Minister in support of increased funding in relation to the Gravelbourg School Family Resource Centre. - Kessler That the Board break at 12:00 p.m. That the Board reconvene at 1:15 p.m.	Carried
11/05/13 – 2022	That the Board partner with the Moose Jaw City Police and allow them to use Prairie South facilities as part of their canine training venues. - Crabbe	
11/05/13 – 2023	That we amend motion 11/05/13 – 2022 to read “... and that this agreement be reviewed again in two years.” - Swanson	Carried
11/05/13 – 2024	That the Board partner with the Moose Jaw City Police and allow them to use Prairie South facilities as part of their canine training venues and that this agreement be reviewed again in two years. - Crabbe	Amended Motion Carried

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- No report.

Equitable Opportunities

- No report.

Smooth Transitions

- Giselle Wilson was elected Chair.
- The committee also reviewed the Accountability Report that was presented at the meeting today. They reviewed the 3 and 5 year trends in graduation rates, how we can compare Prairie South to other Divisions across the province and changes they would like to see in the format for next time.

Strong System-Wide Accountability and Governance

- Darrell Crabbe was elected Chair.
- The committee is doing some forward planning and has set meeting dates and agendas for the next several months. They want to make the budget process a year round activity and are starting the planning for the next year now.
- They are looking for more efficiencies, how to address our capital concerns with the restricted PMR, and how our school bus renewal needs can be addressed with increased funding.

Advocacy, Networking and Marketing

- The committee is focusing on addressing the PRM funding needs. They know that there are important questions to be asked and will be working closely with the SWAG committee to ensure clear and concise messaging.

Adhoc Committees:

South Hill

- No report was given.

Inquiries

Does Prairie South Schools have any policy and procedures developed with regard to specific “anti-bullying” measures and protocols?

- Radwanski

Adjournment

11/05/13 – 2025

That the meeting be adjourned at 2:25 p.m.
- Wilson

Carried

Shawn Davidson
Chair

Jeff Finell
Director of Education

Next Regular Board Meeting:

Date: December 3, 2013
Location: Board Office, Moose Jaw

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	5.1
Topic:	Tabled Motion: Amendment to Palliser Heights SCC Constitution		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Palliser Heights SCC would like to amend their constitution to decrease the number of representative members serving on the committee from 9 to 6. This motion was tabled at the November 5, 2013 Regular Board Meeting.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications: Subject to Section 140, subsections (2) to (4) of The Education Act/Regulations and Prairie South Policy 16 every School Community Council is to consist of:

- no fewer than five and no more than nine elected members to represent parents of students and community members and,
- appointed members.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	November 18, 2013	Palliser Height's SCC Constitution

Recommendation:

That the board approve Palliser Heights SCC Constitution to decrease the number of representative members from nine to six members.

Palliser Heights School Community Council Constitution

Name: Palliser Heights School Community Council (PHSCC)

Mission

Kindling school spirit
Involvement of parents and caregivers
Dedicated to our kids futures
Supporting excellence and performance

Palliser Heights School Community Council Guiding Principles

- (a) We believe students are most likely to be successful learners when all the concerned participants of our school community work together.
- (b) We believe that each of these partners has a distinct and different role to play in educating the students and that the best possible education is attained when all partners work together to honour, support and facilitate each other's role.
- (c) We believe that effective partnerships are built on understanding, trust, and mutual respect fostered by honest and open communication.
- (d) We believe that the success of our school is dependent upon all of the partners sharing a common vision for our school and working together to achieve the outcome.

Membership

Representative Membership

The School Community Council will have the following Representative Members:

- (6) parent and community members elected at the Annual General Meeting
- (1) teacher member
- (1) administrator

Structure and Officers

PHSCC Roles and Responsibilities of Officers

The **Chairperson** will:

- Conduct meetings of the School Community Council;
- Ensure that all members have input to discussion and decisions;
- Prepare meeting agendas in consultation with the Principal and other School Community Council Members;
- Oversee operations of the School Community Council;
- Establish networks that support the School Community Council; and,
- Act as a spokesperson for the School Community Council.
- This will be a one year term.
- The president shall preside at all regular meetings, executive meetings, annual meeting and special meetings.
- The president shall be an ex officio member of all committees.
- The president shall represent the association in ongoing contact with Campbell Collegiate administrators, teachers, student council, school board, community associations, zone board, City Parks and Recreation or any organization as may be required to oversee the operation of the association.

The **Vice-Chairperson** will;

- Support the Chairperson in his/her duties, taking over when the Chairperson is unable to attend; and,
- Perform responsibilities assigned by the Chairperson
- This will be a two year term.
- The president elect shall perform duties of the president in his/her absence or inability to act.
- The president elect shall prepare, in conjunction with the president, to succeed to the position of president in the following term.

The **Secretary** will;

- Take minutes at School Community Council meetings;
- Receive and send correspondence on behalf of the School Community Council;
- Take charge of an official records of the School Community Council; and

- Ensure that appropriate notice is given for all meetings of the school Community Council
- This will be a one year term.
- The secretary shall be responsible for recording and maintaining minutes of all regular meetings, executive meetings, annual meeting and special meetings.
- The secretary shall maintain all records, files and correspondence of the association.
- The secretary shall prepare and transmit all letters and correspondence as required.
- The secretary shall issue notices of meeting as required.

The **Treasurer** will;

- Manage the finances of the School Community Council using procedures outlined in the School Community Councils Budget and Expense Guidelines
- This will be a two year term.
- The treasurer shall account for all receipts and disbursements and shall report same to the membership at the annual meeting.
- The treasurer shall give interim reports to the regular meetings, special meetings and executive meetings on the association's finances.
- The treasurer, with the executive's approval, shall arrange each year for an audit to be presented at the annual meeting.

Other Officers:

- (a) to help out with the above duties
- This will be a two year term.

Note: Members may serve more than one term.

PHSCC Schedule of Meetings

- (a) Regular meetings of the association shall be held monthly during the normal academic year.
- (b) The time and place of the regular meetings shall be set by the President in consultation with the executive, and the representative of the school administration.

Executive Meetings

- (a) Executive Meetings shall be held no less than four times per year.
- (b) The time and the place of the Executive Meetings shall be set by the President and the representative of the school administration.

Annual Meetings

- (a) An annual meeting shall be held for all members, administration staff, teachers, ratepayers, or other members of the community.
- (b) The date, time and place of the annual meeting shall be set by the executive.
- (c) In addition to normal business, the annual meeting shall include an election of officers for the following term, and a final financial report to the membership.
- (d) Notice of the annual meeting shall be issued at least one month in advance of the meeting and shall be advertised by means of a letter to families, announcements in the news media and community association newsletters.

PHSCC Provision for Special Meetings

- (a) Special meetings of the membership or executive may be called as required.
- (b) A special meeting may be called if requested in writing by a minimum of 10 members.
- (c) The time and place of the meeting shall be fixed by the executive and advertised no less than ten days prior to the meeting.
- (d) Notice of special meetings must be sent by means of a letter to families. If possible, notice should also be given by telephone. In addition public announcement in community association newsletters, news media, or school public notice board may be used.

PHSCC Means of Public Consultation

- Phone Calls
- Door to Door
- Palliser Heights Website
- Newspaper
- Mail Outs
- Other Media Outlets

Code of Conduct Palliser Heights School Community Council

1. The Palliser Heights School Council is not a forum for the discussion of individual school personnel, students, parents of other individual members of the school community.
2. A Council member who is approached by a parent 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.
3. A member who accepts a position, as a Council Member must:
 - Uphold the constitution and bylaws, policies and procedures of the Council.
 - Perform his/her duties with honesty and integrity.
 - Work to ensure that the well being of students is the primary focus of all decisions.
 - Respect the rights of individual.
 - Encourage and support parents and students with individual concerns to act on their own behalf and provide information on the process for taking forward concerns.
 - Work to ensure that issues are resolved through due process.
 - Strive to be informed and only pass on information that is reliable and correct.
 - Respect all confidential information.
 - Support public education.

PHSCC School Community Council Decision-making processes

VOTING PROCEDURES

- (a) Decisions at the regular meetings will be made by consensus as much as possible. The decisions made by consensus must be clearly stated and recorded as such in the minutes of the meeting.
- (b) If a vote is taken, the motion must be moved and seconded and passed by 75% majority.
- (c) If a vote is necessary at a regular meeting, only council members may vote.
- (d) Voting by Proxy is not permitted.
- (e) The principal does not vote.
- (f) The chair person will break any ties.

CONSENSUS BUILDING MODEL

In recognition of a commitment to consensus building, the decisions of the School Council shall be made as follows:

- (a) Every concerned participant of the school community shall be given the opportunity to discuss issues leading to a decision. The responsibility of speaking ensures that all will benefit from the thinking of each other but accepting the responsibility to speak implies accepting the responsibility to listen.
- (b) After real disclosure about a particular issue has taken place and everyone has been given legitimate opportunity to state their case and be listened to, the chair will bring closure on the decision by articulating the sufficient consensus of the School Council. If a small number of members were not in agreement, such disagreement should not hold up the majority taking action.
- (c) The Chair will then ask twice if any member remains opposed to the sufficient consensus and any member entitled to participate in the decision may voice their opposition as a dissenting member. The dissenting member will be requested by the Chair to give careful thought as to whether the personal stand is one of individual preference. If the answer is yes, then that individual is expected to lay the personal preference aside to allow the group to move forward with sufficient consensus. If, however, the dissenting person declares the personal stand to be one of a matter of conscience then the Chair shall declare the sufficient consensus to be a motion upon which members shall vote. The sufficient consensus shall then be deemed to be a motion under Robert's Rules of Order

with the usual rights for discussion and amendment and the requirements of a seconder; and

(d) Voting on a motion shall be on the basis of one vote for each member actually in attendance and a 51% majority of votes shall prevail. Voting by proxy shall not be permitted.

PHSCC Complaints and Concerns Procedures

ADMINISTRATIVE POLICY NO. 408

STUDENT AND PARENT COMPLAINTS AND GRIEVANCES

The Board is committed to ensuring a fair and equitable process for hearing and addressing student and parental complaints. The Board is committed to just and careful procedures for adjudicating and resolving complaints.

PROCEDURES

1. General

- a. Complaints are to be addressed in a timely and appropriate manner.
- b. Efforts to address and/or redress complaints are to be carefully documented in order to ensure and enhance a fair and consistent response.
- c. Complaints regarding school operation and treatment of students may be made by:
 - i. A parent or guardian who is acting on behalf of the student.
 - ii. A student who is:
 - Sixteen years of age or older and living independently or,
 - Eighteen years of age or older.
- d. In the event of a dispute at the school, the student's teacher is to be the first person to hear and address any complaint or grievance from a student or parent.

- e. If the complaint cannot be resolved with the teacher, the principal is to be contacted.
- f. If a complaint cannot be resolved with the principal, the student or parent may contact the designated school superintendent to seek resolution. Complaints may be made directly to the designated school superintendent in the event of conflict of interest with the principal.
- g. If the complaint cannot be resolved with the designated superintendent the student or parent may make a complaint directly to the Director of Education.
- h. If a complaint cannot be resolved with the Director of Education or the Director's designate, the student or parent may make a written statement of the complaint to the Board.
 - i. Complaints may be made directly to the Board in the event of conflict of interest with the Director.
 - ii. Complaints against the Director may be made directly to the Board.
- i. The Board is to determine an appropriate address to the complaint or grievance, and then is to use that method to make a decision that resolves the dispute. The Board's decision is binding on all parties.

Handling Complaints or Concerns

Complaints or Concern about an Individual Student or Staff Member

Any matter concerning an individual student or staff member must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Board of Education Administrative Policy No. 408 Student and Parent Complaints and Grievances, included as Appendix B, outlines the appropriate procedure to resolve complaints or concerns.

Complaints or Concerns about School Community Council Initiatives or Activities

- a. Informal Complaints or Concerns

Provided School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about S.C.C. initiatives or activities expressed informally to members of the School Community Council may be addressed immediately by the Member. If a member is unsure of the appropriate response, s/he should say so but indicate that s/he will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern, the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the School Community Council in a more formal manner.

b. Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the School Community Council by addressing the concern in writing to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. The School Community Council will provide a written response regarding how they have or will address the concern or complaint.

Methods for Evaluation of Council Operations

PHSCC Formal Evaluation Methods

(a) The School Council, through the Chair, must prepare and provide the school with an annual report which includes:

- a summary of council's activities for the year
- a financial statement
- copies of the minutes

(b) The Council shall make the report available to all concerned members of the school community.

Committees

The School Community Council will act in a coordination role for committees operating in support of the SCC and the school program.

The above committees will be established by the School Community Council.

Amending the Constitution

The School Community Council may amend its constitution by sending suggestions for change in writing to the Board of Education.

AMENDMENTS TO THE BY-LAWS

(a) The by-laws remain in force from year to year unless amended at the annual meeting in May.

(b) Notice of proposed by-law amendments must be circulated with the notice of meeting at least twentyone (21) days in advance of the meeting.

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	5.2
Topic:	Accountability Report - Human Resources		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: According to the Board's yearly work plan, a Human Resources Accountability Report is to be presented to the Board of Education in December of each year.

Current Status: Please see the attached Human Resources Accountability Report.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen	November 22, 2013	Accountability Report

Recommendation:

That the Director of Education accountabilities mandated in the source documents cited in the Human Resources Accountability Report have been fully met.

2012-2013 Human Resources Accountability Report

December 2013

Prepared by: Human Resources Department

Source Documents

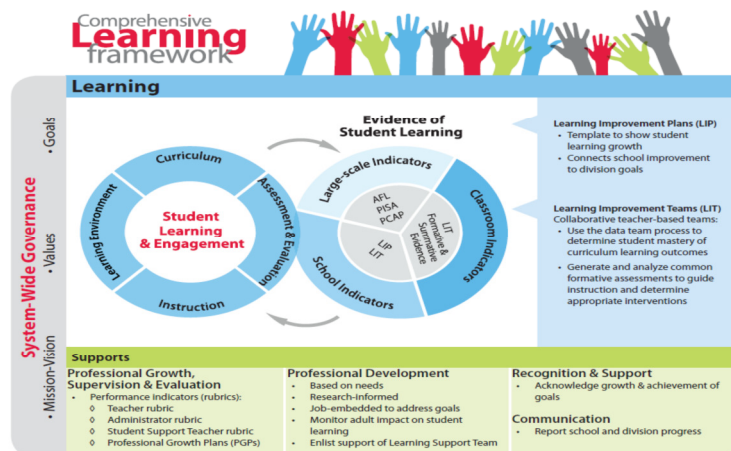
Policy 12: Section 4: Personnel Management

- RE 4.1 Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- RE 4.2 Ensures sound personnel management practices are in place to recruit, retain, advance and manage personnel in accordance with legislation or Board policy.
- RE 4.3 Monitors and improves the performance of all staff.
- QI 4.1 Develops and effectively implements high-quality and aligned recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes.
- QI 4.2 Follows Board recruitment policy.
- QI 4.4 Fosters high standards of instruction and professional improvement.
- QI 4.5 Provides for training of administrators and the development of leadership capacity within the Division.

Policy 15: Section 5

The Director of Education is delegated full authority to recruit and select staff for all school-based positions; however, for the position of principal the area trustee or trustee designated by the Chair in instance of area trustee conflict of interest, will be included in the selection committee but do not have decision making authority. For schools in Moose Jaw the Chair shall determine the trustee. Although Principal transfers without competition are rare, the Director of Education shall make such transfers in consultation with the Chair.

Comprehensive Learning Framework - Supports



Evidence

Background:

Prairie South School Division covers 32,747 square kilometers of southern Saskatchewan and as of June 30, 2013 employed 1306 people (960.47 FTE).

- Total body count and break down (teacher, administrators, support staff, central office staff):

Employee Type	Employee Count	FTE
Teachers (detail below)	534	498.93
Central Office Staff	95	93.38
Support Staff in Schools	300	279.75
Bus Drivers	125	88.41
Substitute Teachers	120	
Casual Support Staff	132	

Teachers - Breakdown	Employee Count	FTE
Teachers	469	423.73
LEADS	6	6
School Administrators	55	37.9
Consultants	24*	22
Coordinators	4	4
Online Teachers	6*	2.7
Opportunity to Learn	4*	2
PAA Initiative	3*	0.6
* indicates also teaching (not counted twice)	534	498.93

- Comparatively, Five Hills Health Region has 1800 employees (as per their annual report), SIAST – Palliser Campus has approximately 300 employees, and Canadian Pacific Railway has 635 employees (70 non-union and 565 unionized).
- Human Resources is responsible for administering the following five contracts that govern Prairie South employees.
 1. Teachers – Provincial Collective Agreement – expired August 31, 2013
 2. LINC (Local Initiative Negotiating Committee) – expired August 18, 2013. Preliminary bargaining discussion has taken place.
 3. Support (in-scope) – CUPE Local 5512 Collective Agreement – expired August 31, 2013. CUPE has served bargaining notice.
 4. Support (out-of-scope) – Conditions of Employment – subject to regular review.
 5. Superintendents/Managers – Personal Service Contracts and Conditions of Employment.
- The Human Resources Department consists of four Human Resource professionals:
 1. Ryan Boughen - Superintendent of Human Resources
 2. Rory Griffith - Manager of Human Resources
 3. Carolyn Swanson – Human Resource Officer
 4. Bonnie Bistretzan - Human Resource Officer

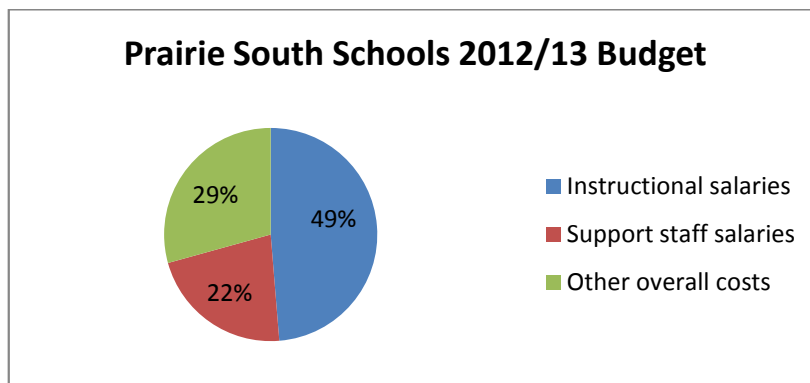
****Elizabeth Cartman and Sandra Lunning are receptionists that fall under the supervision of Human Resources; however, their job descriptions do not include human resource functions.**

- The percentage of Prairie South's resources that are dedicated to human capital is represented as follows:

Prairie South School Division Budget		
Instructional salaries	\$ 41,108,046.00	45.15%
LEADS	\$ 891,765.00	.97%
Consultants/Coordinators	\$ 2,373,838.00	2.61%
Support staff salaries	\$ 19,982,614.00	21.95%
	\$ 64,356,263.00	70.68%

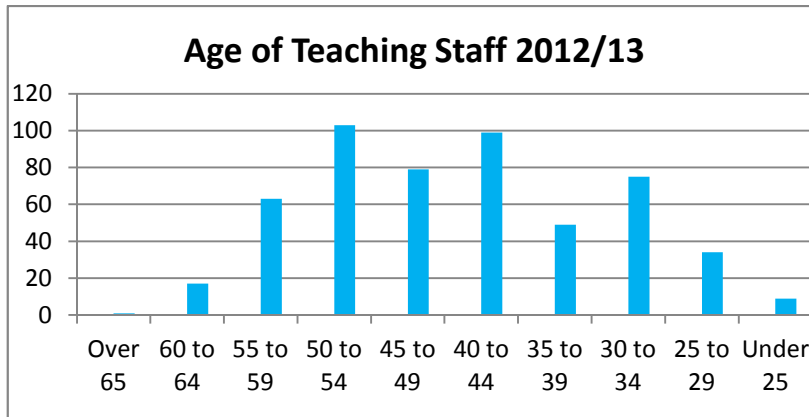
Average Costs per Employee			
	Salary	Benefits	Total Costs
Instructional Salary	\$79,549.51	\$3,721.02	\$83,270.53
Support Staff (incl. Bus Drivers)	\$34,433.19	\$6,578.80	\$41,011.99

****Instructional salary costs included LEADS, admin allowances and consultant allowances. The average teacher salary cost was \$80,619.00 (\$77,000 salary + \$3,619 benefits).**



- 90% of Prairie South employees (834 / 929, excluding bus drivers) work in one of our forty-one schools. The school composition breakdown is as follows:
 - 12 Elementary Schools
 - 6 High Schools (including John Chisholm)
 - 5 Hutterian Schools
 - 2 Associate Schools
 - 15 K-12 Schools
 - 1 Virtual School

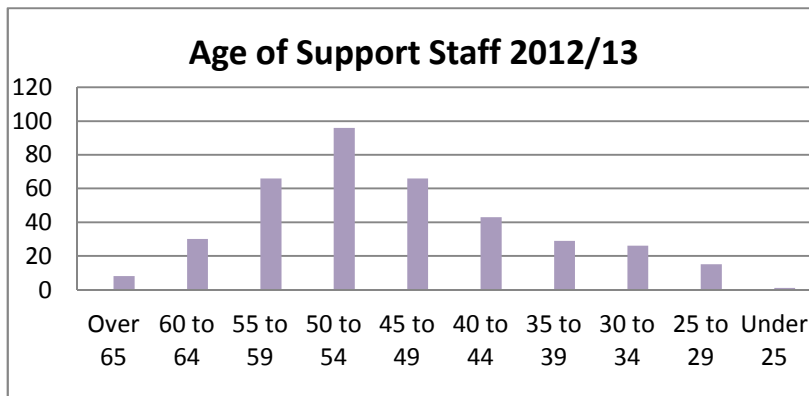
Demographic Information:



Estimated teachers eligible to retire based on criteria this year:
(Assumption full years teaching/no leaves)

Age + Service = 85 (minimum age 55)	46
30 years' eligibility service regardless of age	6
20 years' eligibility service at 60 or over	3
One year or more of eligibility service at age 65	n/a
	55

These 55 teachers represent 10.3% of the teaching staff and includes 7 School Administrators (4 Rural, 2 City Principals, 1 City Vice Principal)



Estimated support staff eligible to retire based on criteria this year:
(Assumption full years worked/no leaves)

Age + Service = 80 (minimum age 50)	30
65 years' of age	2
55 years' of age and 15 years' eligibility	13
	45

These 45 staff represent 11.8% of the support staff and excluding bus drivers.

Staffing:

- **Recruitment, Selection & Placement**

Teacher:

- 118 teacher positions posted
- 11 school and senior administrator positions posted
- 86 (61.38 FTE) teachers on temporary contracts
- 7 (5.4 FTE) teachers on replacement contracts
- 55 substitute teachers hired

CUPE:

- 47 permanent CUPE positions posted
- 43 temporary CUPE positions posted
- 10 casual CUPE positions posted
- 10 job share CUPE positions posted

Out of Scope:

- 14 permanent out of scope positions posted
- 6 temporary out of scope positions posted
- 1 casual out of scope position posted

- **Leaves**

Teacher:

- 19 (18 FTE) - maternity/parenting
- 25 (15.82 FTE) - medical leave
- 7 (5.1 FTE) - other leave
- 2.0 FTE - secondment

Support Staff:

- 3 - maternity leaves
- 1 - personal leave

- **Retention**

Teacher:

- Retention rate - 88% (23 of 26 continuous contracts)
- 21 teachers retired (includes 3 school administrators)
- 13 teachers resigned
- School-based administrator retention rate - 91% (10 of 11 – 1 was a one year replacement)

Support Staff:

- Retention rate – 95% (58 of 61 permanent postings)
- 14 support staff retired
- 14 support staff resigned

Training & Development:

- **Teacher:**

- Year-long teacher orientation process consists of 3 days
- 36 new teachers attended New Teacher Orientation (new teacher is defined as a teacher new to the profession who has a continuous contract, a replacement contract, or a temporary contract that is 5 months or greater)

Teacher – Training & Development	
Day 1 (full day)	Introduction to Teaching in Prairie South (ie: Governance, Effective Teaching, Classroom Management, Professional Growth Rubric, Supervision/Evaluation), Payroll, Online Classroom Management Course
Day 2 (full day)	Planning and Preparation (UbD), Instructional Strategies, Assessment and Evaluation, Learning Support Teams
Day 3 (half day)	STF (ie: Code of Ethics, Code of Conduct, Social Media), LINC Agreement, STF induction
Day 4 (half day)	Curriculum Renewal and Inquiry, Instruction & Differentiation, Learning with Technology, Collaborative Supports

School Based Administrators – Training & Development	
Day 1 (full day)	6 new administrators attended, an overview from the Superintendents of School Operations (ie: Portfolio items), Business, Human Resources, Learning Department

****Survey Results:** All teachers who attended New Teacher Orientation were surveyed. The overall satisfaction rate was 4.12 out of 5.

****Survey Results:** All administrators who attended New Administrator Orientation were surveyed. The overall satisfaction rate was 4 out of 5.

- In the 2012/13 school year, all school-based administrators took part in two, two-day All-Administrators' meetings

Administrator's Meetings 2012-2103	
December 6 & 7, 2012	"Unheroic Side of Leadership", Classroom Walk Thrus, Community Building, Curriculum Renewal, Instruction and Assessment
May 30 & 31, 2013	Strength Deployment Inventory, LIP Sharing, Walk Thru Protocols, Reading Goal, HR – Updates/Q&A

- 33 teachers received tuition reimbursement for 84 courses (ELAC) for a total cost of \$58,838.21
- In 2012/13, 4 new administrators attended the Principal Short Course
- In 2012/13, 13 teachers attended the teacher accreditation seminar (teacher accreditation is on a 5 year renewal basis)

- **Support Staff:**

Professional Development	
Educational Assistants	Learning Department - one day in-service
Administrative Assistants	Optional desk top professional development available by webinar offered during the year (On the Right Track Consulting). <i>Understanding SharePoint, Confrontation Skills, Emotional Intelligence, Invisible Influence</i>
Executive Assistants	Optional desk top professional development available by webinar offered during the year (On the Right Track Consulting). <i>Understanding SharePoint, Confrontation Skills, Emotional Intelligence, Invisible Influence</i>

- 12 support staff received tuition reimbursement for a total cost of \$13,294.73

Performance Management:

Supervision & Evaluation - Teachers	
Track 1	40
Track 2	57
Track 3	371
Track 4	2
Track 5	3

Supervision & Evaluation - Administrators	
Track 1	6
Track 2	8
Track 3	41

Supervision & Evaluation - Support Staff	
Probationary	57
Passed Probation	56
Failed Probation	1

Discipline - Teachers	
Clarification Conversations	9
Work Place Investigations	2
Mutual Terminations	3
Non-Routine Retirements/Resignations	3
Letters (Clarification, Cautionary, Reprimand)	4
Harassment Complaints	0

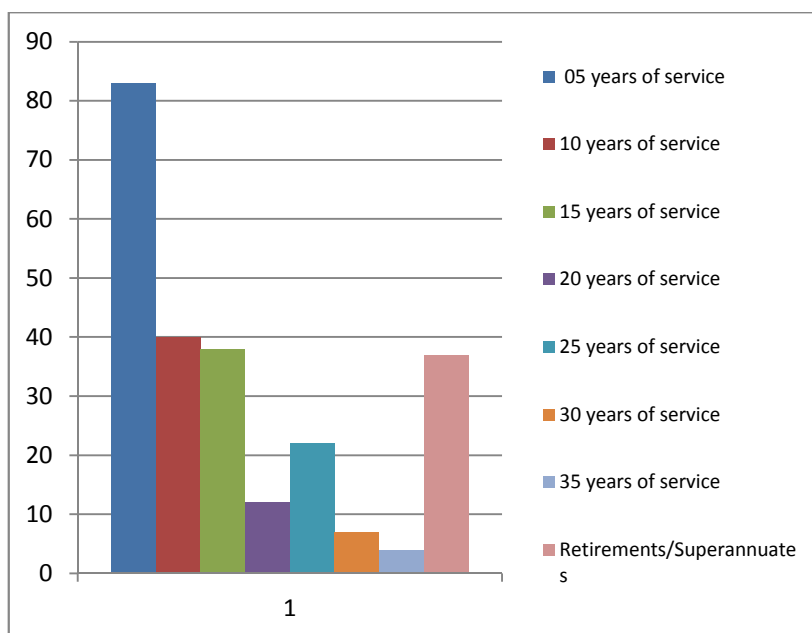
Discipline - Support Staff	
Workplace Investigations	0
Harassment Complaints	0
Letters of Warning	8
Failed Probation	1
Voluntary Demotion	1
Step 1 Grievance	1
Step 2 Grievance	2
Step 3 Grievance	1

****Grievance Procedure:** All 3 steps are set out in the CUPE Collective Agreement: Step 1 – Supervisor, Step 2 – HR, Step 3 - Board

- School Surplus/Redundancy: overall, 0.5 FTE of a teacher was surplus to a school's staff. The 0.5 position was transferred to a school that had an opening. The surplus practice, which aligns with Policy 501 and the redundancy language of *The Education Act, 1995*, was applied
- Permanent Lay-offs/Abolishments: 5.7 FTE - 1.0 - Assistant Mgr. Facilities, 1.0 -Assistant Transportation Manager/Safety, 1.0 -Occupational Therapist, 1.0 - Student Mentor, 0.70 - Executive Assistant, 0.50 - Social Worker, 0.50 - Student and Family Counsellor
- Seasonal Lay-Offs: 20.78 educational assistants
- Reductions: 1.8 FTE - 0.50 Administrative Assistant, 1.0 Career Development Consultant, Senior Admin Assistant 0.30

Recognition & Awards (Celebration & Acknowledgements):

- A total of 285 employees were recognized for their service to Prairie South Schools at the 2012/-13 staff celebration in Assiniboia
- The breakdown is as follows:



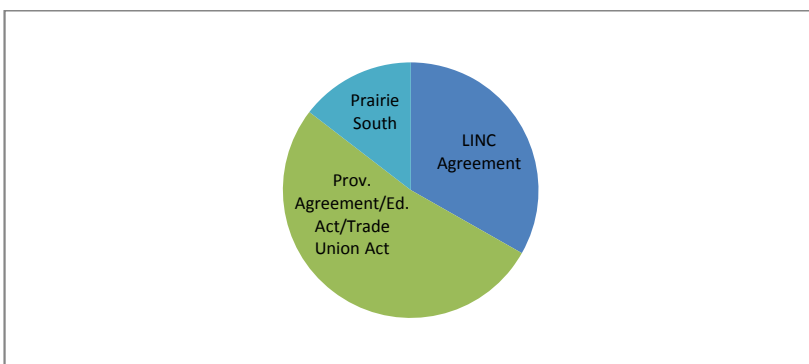
- 103 sympathy cards and 4 congratulation cards were hand written to staff
 - 2.0 teachers were seconded by the Ministry of Education
 - 9 Class change letters of congratulations
 - 3498 cookies (3 per employee) were delivered by the Superintendents which coincided with their school visits in February for Staff Appreciation Week
 - 8 teachers will complete *The Community Based Master's Program* in June 2014
 - 13 office administrative assistants attended a luncheon to recognize their contributions during Administrative Professional Week (luncheon by Chamber of Commerce)
 - Charitable Donations: Central office staff have the option of participating in a Casual Friday program. \$5 is deducted each month and donated to a revolving list of local charities. Last year \$4,170 was raised. We also had a team that participated in "Movember" raising \$1,570.45 for prostate cancer awareness
- **Partnership**
 - Briercrest College (2011 partnership established with Briercrest College to facilitate teacher pre-intern and internship placement. Partnership developed to assist Briercrest College with their teacher education program).
 - **Joint initiative**
 - Development of online pay statements, with Business, resulting in all 1306 Prairie South School Division employees going paperless saving time, money, and resources.

Teacher Attendance:

Prairie South Teacher Illness (Long Term/Short Term)				
	# of days	# of teachers*	# of days per teacher	% of Days per teacher
Illness	2543.35		5.93	3.01%
Illness LT	1283.22		2.99	1.52%
Total	3826.57	429.08	8.92	4.53%
* # of teachers (June FTE)				
● as per board directive: no consultants, Admin %, LEADS members included				

Comparison to External Standards (Stats Canada)		
	Prairie South	Stats Canada
Illness (ST & LT)	8.92	11

Total Teacher Absences for 2012-2013			
Category for Absences:	Days	Percent	Days per Teacher
LINC Agreement	3525.93	33.19%	8.22
Prov. Agreement/Ed. Act/Trade Union Act	5553.10	52.27%	12.94
Prairie South	1545.11	14.54%	3.6
Total	10624.14	100.00%	24.76



- **Appendices (for more information)**

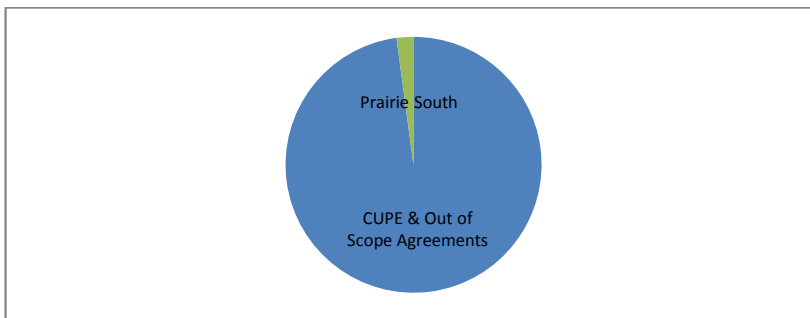
- Annual teacher by reason %'s & number of days (*Appendix A*)
- Break down – 3 areas (sick,[LT & ST], LINC, Central Office Controls) (*Appendix B*)
- Compare to self over time (*Appendix C*)

Support Staff:

Prairie South Support Staff Illness (Long Term/Short Term)				
	# of days	# of staff*	# of days per employee	% of Days/employee
Illness	2684.15		7.19	3.60%
Illness LT	1178.79		3.16	1.58%
Total	2862.94	373.13	10.35	5.18%
* # of staff (June FTE)				
• no bus drivers				
• average number of days per year 200				

Comparison to External Standards (Stats Canada)		
	Prairie South	Stats Canada
Illness (ST & LT)	10.35	11

Total Support Staff Absences for 2012-2013			
Category for Absences:	Days	Percent	Days per Employee
CUPE & Out of Scope Agreements	10391.76	97.86%	27.84
Prairie South	227.45	2.14%	0.62
Total	10619.21	100.00%	28.46



- **Appendices (for more information)**

- Annual support staff by reason %'s & number of days (*Appendix D*)
- Break down – 3 areas (sick (LT & ST), CUPE, Central Office Controls (*Appendix E*))

Overall Budget Reduction:

- Within given assumptions
- Number of reductions in total – 7.5 (5.7 FTE job abolishment; and 1.8 FTE job reductions) resulted in a \$543,313.05 budget reduction
- No grievances
- No legal issues
- No cuts at school-level
- No negative adjustments to school-based teacher formula
- Refer to page 7 (Permanent Lay-offs/Abolishments and Reductions) for details
- Refer to current Organizational Chart (*Appendix F*) for details

Administrative Issues

- **Issue:** Support staff lack detailed performance evaluation process.
- **Response:** Support staff performance evaluation process was created, field tested, and shared with CUPE, school-based administrators, and supervisors.
 - It was launched November, 2013.
 - It will be phased in over three years with 1/3 of staff targeted each year for the next three years.
- **Issue:** Teacher Formative Supervision Report and Summative Evaluation Report needed to be reformatted to align with the Principal/Vice-principal documents, and to be more user-friendly for school-based administration.

- **Response:** The reports and overview have been updated and were introduced to all school-based administrators at the October, 2013 Cluster Meetings. The use of the new documents takes place immediately.
- **Issue:** The orientation process for new administrators needs to be more comprehensive.
- **Response:** An overview of a 3-5 day model has been created. Day 1 and 2 have already been implemented and day 3 is being developed.
- **Issue:** Staff absenteeism rates seem to be high.
- **Response:** A system-wide attendance management process is being examined internally to determine its need and viability.

Governance Implications

- Examination of LINC agreement.

TEACHER ABSENCES 2012/2013

Absence Reason	Aug/Sept	October	November	December	January	February	March	April	May	June	Total	% of Possible Days
Compassionate Leave	13	11.5	10.9	22.13	9	21.2	40.6	27.1	36.4	23.2	215.03	0.25%
Competition Leave	0	0	1.6	0	0	0	3	5	0	2	11.6	0.01%
CLF	0	0	0	0	0	0	0	0	0	0	0	0.00%
Convocation Leave	0	0	3	0	0	0	0	2.15	3.5	36.3	44.95	0.05%
Court/Jury	2	0.55	1.5	0.5	0	0	0.5	0.4	0.4	0.4	6.25	0.01%
CURR Meet/PD	0	0	0	0	0	0	0	0	0	0	0	0.00%
Education Leave	0	0	0	0	0	0	0	0	0	0	0	0.00%
Emergency Leave	0	0	2.5	4.5	90.11	4.5	67.09	29.7	0	2.1	200.5	0.24%
Executive Leave	1	6	3	1.5	2	0	2	4.85	2.5	13.18	36.03	0.04%
Extra/Co-curr Teach	40.88	52.4	20.7	22.6	7.7	35.16	34.53	35.9	72.03	88.14	410.04	0.49%
FACI Meet/PD	0	0	1.5	0	0	0	0	0	0	0	1.5	0.00%
HUMA - Meet/PD	0	2.5	0.5	98.98	61	1	0	8.7	10.9	97.76	281.34	0.33%
Illness - Teacher	72.43	268.81	303.04	402.8	267.72	225.82	269.4	294.08	271.19	168.06	2543.35	3.01%
Illness - Long Term	58.6	128.61	141.32	148.91	107.1	112	144.82	146.7	148.3	146.86	1283.22	1.52%
Internship Seminar	26.7	4.1	0	0	0	0	0	0	0	0	30.8	0.04%
LRNG Meet/PD	9.2	27.9	19.9	12.15	29.4	30.43	25.2	58.38	110.54	44.58	367.68	0.44%
Medical/Dental Appt	74.9	165.1	148.81	196.26	148.86	127.61	127.71	190.61	209.95	167.31	1557.12	1.85%
Noon Supervision Day	0	14.5	17.5	38.5	14.5	31.55	24.63	25.5	28.44	37.5	232.62	0.28%
Paternity Leave	0	0	0	6	1.74	0	2	0	0	0	9.74	0.01%
PD DEC Teachers	20.37	88.73	35.31	25.23	10.5	14	25.96	96.4	93.78	26.83	437.11	0.52%
PP Teacher	14.3	25.1	22.37	26.4	34.6	18.5	48.94	51.61	34.7	33.63	310.15	0.37%
Prep Time	8	56.1	189.52	52	44.67	31.9	190.23	59.09	158.4	451.12	1241.03	1.47%
PSTA	0	2	0.18	2.58	0.6	0	0.6	2.6	0.6	0.6	9.76	0.01%
Rec. Of Service	11	37.2	66.57	89.14	38	70.71	32.1	101.8	74.4	125.3	646.22	0.77%
SCHO Meet/PD	0	0	0	0	0	0	0	0	0	0	0	0.00%
Secondment	3	6.6	1	0	1.1	11.5	1	3	13.1	1	41.3	0.05%
SOEH	5.5	0	3.62	0	0	0	0	2	5	0	16.12	0.02%
SONO	57.4	10.9	15.39	25.3	9.5	21.9	36.11	35.22	119.7	53.24	384.66	0.46%
SOSO	6	4	9.58	0	0	10.81	13.78	9.5	15.1	12	80.77	0.10%
STF Business - Invoice	5.6	31.26	4	1	0	4	9	25.7	5	5.5	91.06	0.11%
STUD Meet/PD	0	0	0	0	0	0	0	0	0	0	0	0.00%
TRAN Meet/PD	0	0	1	0	0	0	0	0	2	0	3	0.00%
Leave Without Pay	2	8	10.5	14.76	14	12.9	21.8	21	12.5	13.73	131.19	0.16%
Total Absences	431.88	951.86	1034.81	1191.24	892.1	785.49	1121	1236.99	1428.4	1550.3	10624.14	12.59%

Possible Days	Days	FTE	Total Days
August/September	16	427.35	6837.6
October	21	427.86	8985.06
November	22	427.94	9414.68
December	21	427.94	8986.74
January	18	427.65	7697.7
February	15	429	6435
March	19	429	8151
April	21	429	9009
May	22	429	9438
June	22	429.08	9439.76
	197		84394.54

TEACHER ABSENCES 2012/2013

Absence Reason	Total	% by Reason
Compassionate Leave	215.03	2.02%
Competition Leave	11.6	0.11%
CLF	0	0.00%
Convocation Leave	44.95	0.42%
Court/Jury	6.25	0.06%
CURR Meet/PD	0	0.00%
Education Leave	0	0.00%
Emergency Leave	200.5	1.89%
Executive Leave	36.03	0.34%
Extra/Co-curr Teach	410.04	3.86%
FACI Meet/PD	1.5	0.01%
HUMA - Meet/PD	281.34	2.65%
Illness - Teacher	2543.35	23.94%
Illness - Long Term	1283.22	12.08%
Internship Seminar	30.8	0.29%
LRNG Meet/PD	367.68	3.46%
Medical/Dental Appt	1557.12	14.66%
Noon Supervision Day	232.62	2.19%
Paternity Leave	9.74	0.09%
PD DEC Teachers	437.11	4.11%
PL Teacher	310.15	2.92%
Prep Time	1241.03	11.68%
PSTA	9.76	0.09%
Rec. Of Service	646.22	6.08%
SCHO Meet/PD	0	0.00%
Secondment	41.3	0.39%
SOEH	16.12	0.15%
SONO	384.66	3.62%
SOSO	80.77	0.76%
STF Business - Invoice	91.06	0.86%
STUD Meet/PD	0	0.00%
TRAN Meet/PD	3	0.03%
Leave Without Pay	131.19	1.23%
Total Absences	10624.14	100.00%

LINC	Days Per Teacher	Prov. Agree/Ed Act/Trade Union Act	Days Per Teacher	PSSD	Days Per Teacher
215.03	0.50				
11.6	0.03				
44.95	0.10				
		6.25	0.01		
200.5	0.47				
36.03	0.08				
				410.04	0.96
				1.5	0.00
				281.34	0.66
		2543.35	5.93		
		1283.22	2.99		
		30.8	0.07		
				367.68	0.86
		1557.12	3.63		
232.62	0.54				
9.74	0.02				
437.11	1.02				
310.15	0.72				
1241.03	2.89				
9.76	0.02				
646.22	1.51				
		41.3	0.10		
				16.12	0.04
				384.66	0.90
				80.77	0.19
		91.06	0.21		
				3	0.01
131.19	0.31				
3525.93	8.22	5553.1	12.94	1545.11	3.60
33.19%		52.27%		14.54%	

Teacher Absences					
	2008/09	2009/10	2010/11	2011/12	2012/13
Adoption Leave	0	0	2.5	0	0
Community Service	0	0	1	0	0
Compassionate Leave	330.11	271.4	216.49	208.35	215.03
Competition Leave	25.5	20	24.23	18	11.6
CLF	0	0	0	37.2	0
Convocation Leave	45.3	32.74	39.4	51.8	44.95
Court/Jury	0	0	7.5	4.1	6.25
CURR Meet/PD	1032.44	977	684.42	211.32	0
Education Leave	0	0	0	36.4	0
Emergency Leave	39.34	106.7	55.67	15.4	200.5
Executive Leave	13.25	11.48	26.49	54.66	36.03
Extra/Co-curr Teach	460.65	453.4	338.29	396.59	410.04
Facility Meeting	34.1	20	0.63	0	1.5
HUMA - Meet/PD	362.28	263.2	211.63	434.16	281.34
Illness - Teacher	3542.17	4618	3047.85	2402.96	2543.35
Illness - Long Term	0	0	1049.4	1283.19	1283.22
Internship Seminar	24.1	32.5	40.64	31.9	30.8
LRNG Meet/PD	0	0	0	0	367.68
Medical/Dental Appt	1930.02	1251.68	1287.4	1405.8	1557.12
Noon Supervision Day	179.23	170.7	195.71	210.56	232.62
Paternity Leave	9	12.8	6	4	9.74
PD DEC Teachers	669.31	659.2	418.41	514.28	437.11
PP Teacher	323.49	352.1	347.73	324.37	310.15
Prep Time	578.94	844.9	855.83	1180.57	1241.03
PSTA	55.31	46.29	31.46	39.53	9.76
Rec. Of Service	552.09	556.2	593.78	571.49	646.22
SCHO Meet/PD	255.33	373.9	343.46	146.99	0
Secondment	33.4	25.1	67.17	17.5	41.3
SOEH	0	0	0	25	16.12
SONO	0	0	0	191.44	384.66
SOSO	0	0	0	44.53	80.77
STF Business - Invoice	55.31	46.29	107.24	74.9	91.06
STUD Meet/PD	571.93	506.6	439.98	271.47	0
TRAN Meet/PD	0	0	0	0	3
Leave Without Pay	192.02	92.65	244.22	125.73	131.19
Total Absences	11314.62	11744.83	10684.53	10334.19	10624.14

SUPPORT STAFF ABSENCES 2012/2013

Absence Reason	# of Days	% of Possible days
ACCT Meet/PD	15.35	0.02%
Act of God	195.43	0.22%
BUSI Meet/PD	8.28	0.01%
Community Service	0.33	0.00%
Compassionate Leave	237.67	0.26%
Competition Leave	7.00	0.01%
Convocation Leave	31.02	0.03%
Court/Jury Duty	0.27	0.00%
CUPE Business - Invo	113.21	0.13%
Earned Day Off	47.49	0.05%
Extra/Co-curr Sup	27.45	0.03%
FACI Meet/PD	42.96	0.05%
HUMA Meet/PD	27.53	0.03%
Illness - LT Support	1178.79	1.30%
Illness - Support	2684.15	2.97%
LRNG Meet/PD	55.84	0.06%
Med/Den Appt Support	1309.16	1.45%
Parenting/Caregiver	353.67	0.39%
Paternity Leave	9.00	0.01%
PD DEC Support Staff	81.25	0.09%
PP Support	334.18	0.37%
Rec. of Service	67.46	0.07%
Secondment	2.00	0.00%
SOEH Meet/PD	51.62	0.06%
SONO Meet/PD	10.19	0.01%
SOSO Meet/PD	0.93	0.00%
TIL Support	262.68	0.29%
TRAN Meet/PD	14.75	0.02%
Vacation Support	2418.51	2.68%
Without Pay Support	587.46	0.65%
Workers Compensation	443.58	0.49%
TOTAL	10619.21	11.75%

Possible Days	Average Days	FTE	Total Days
September	16.67	489.60	8161.63
October	16.67	490.15	8170.80
November	16.67	491.87	8199.47
December	16.67	492.37	8207.81
January	16.67	493.07	8219.48
February	16.67	495.13	8253.82
March	16.67	495.63	8262.15
April	16.67	496.13	8270.49
May	16.67	496.13	8270.49
June	16.67	496.13	8270.49
July	16.67	242.02	4034.47
August	16.67	242.02	4034.47
	200.04		90355.57

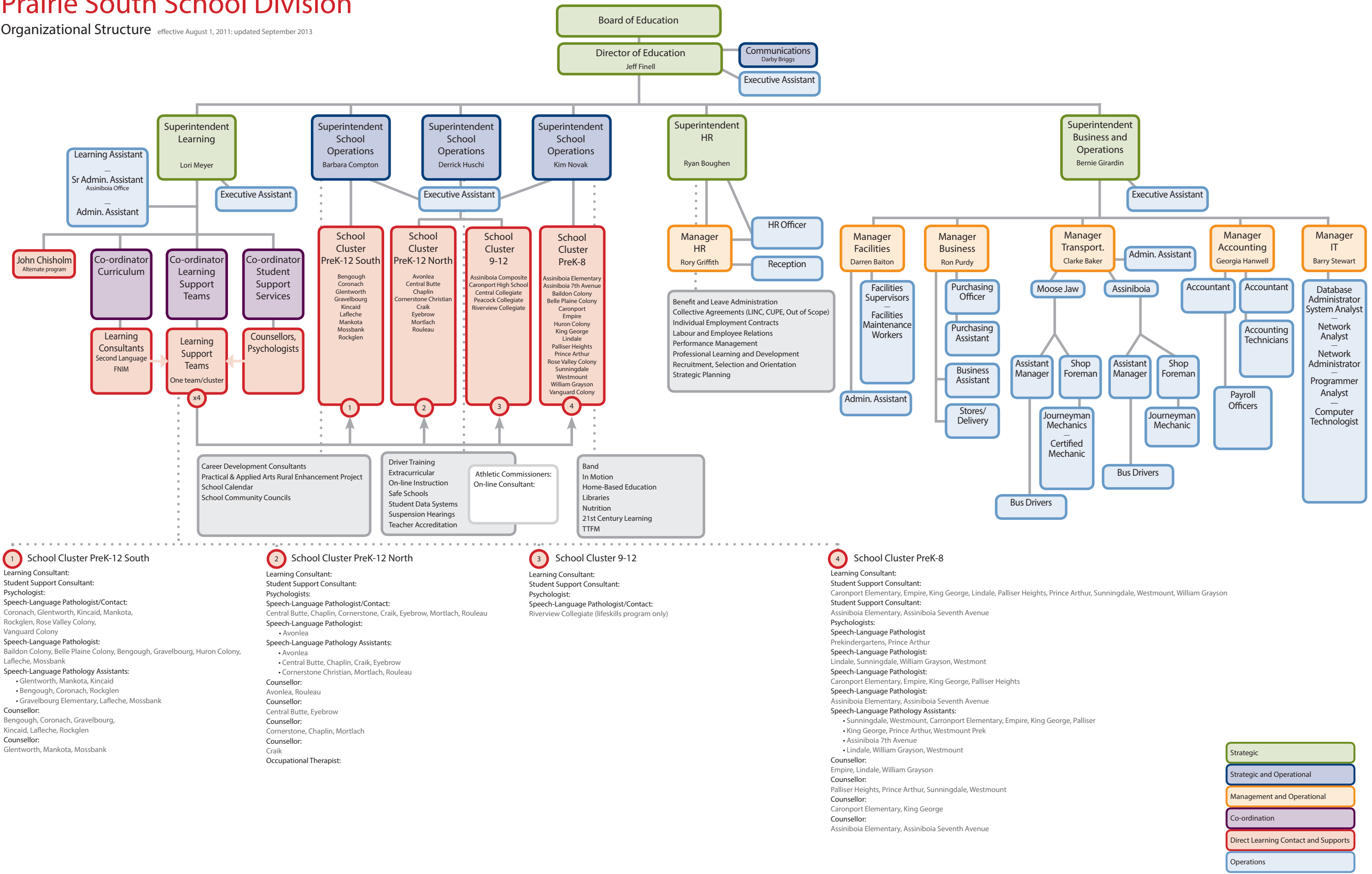
****Used average days due to the varied number of days support staff work.*

CUPE & Out of Scope Staff Absences 2012-2013

Absence Reason	Totals	% by Reason	Days per employee	Absences as per CUPE & OOS	Absences as per PSSD
ACCT Meet/PD	15.35	0.14%	0.04		15.35
Act of God	195.43	1.84%	0.52	195.43	
BUSI Meet/PD	8.28	0.08%	0.02		8.28
Community Service	0.33	0.00%	0.00	0.33	
Compassionate Leave	237.67	2.24%	0.64	237.67	
Competition Leave	7.00	0.07%	0.02	7.00	
Convocation Leave	31.02	0.29%	0.08	31.02	
Court/Jury Duty	0.27	0.00%	0.00	0.27	
CUPE Business - Invo	113.21	1.07%	0.30	113.21	
Earned Day Off	47.49	0.45%	0.13	47.49	
Extra/Co-curr Sup	27.45	0.26%	0.07	27.45	
FACI Meet/PD	42.96	0.40%	0.12		42.96
HUMA Meet/PD	27.53	0.26%	0.07		27.53
Illness - LT Support	1178.79	11.10%	3.16	1178.79	
Illness - Support	2684.15	25.28%	7.19	2684.15	
LRNG Meet/PD	55.84	0.53%	0.15		55.84
Med/Den Appt Support	1309.16	12.33%	3.51	1309.16	
Parenting/Caregiver	353.67	3.33%	0.95	353.67	
Paternity Leave	9.00	0.08%	0.02	9.00	
PD DEC Support Staff	81.25	0.77%	0.22	81.25	
PP Support	334.18	3.15%	0.90	334.18	
Rec. of Service	67.46	0.64%	0.18	67.46	
Secondment	2.00	0.02%	0.01	2.00	
SOEH Meet/PD	51.62	0.49%	0.14		51.62
SONO Meet/PD	10.19	0.10%	0.03		10.19
SOSO Meet/PD	0.93	0.01%	0.00		0.93
TIL Support	262.68	2.47%	0.70	262.68	
TRAN Meet/PD	14.75	0.14%	0.04		14.75
Vacation Support	2418.51	22.77%	6.48	2418.51	
Without Pay Support	587.46	5.53%	1.57	587.46	
Workers Compensation	443.58	4.18%	1.19	443.58	
TOTAL	10619.21	100.00%	28.46	10391.76	227.45
				97.86%	2.14%

Prairie South School Division

Organizational Structure effective August 1, 2011; updated September 2013



AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	5.3
Topic:	Proceeds from Sale of Buildings		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

As you will see on our financial statements for the period ending August 31, 2013 we have deferred revenue of \$640,156 in proceeds from sale of buildings. This represents the Ministry's 90% that they determine how it can be used. The Board needs to get permission from the Ministry for any capital item it may want to do.

Current Status:

The SWAGG committee has recommended from its November 20 meeting that the Board ask permission of the Ministry to purchase portables for Sunningdale. These funds can be used for any capital project. The Board needs to pass a motion to approve the project then send a letter seeking permission to use these funds for the purpose intended along with details of the project.

Pros and Cons:

We would get an expansion of Sunningdale done without waiting for Ministry approval.

Financial Implications:

Governance Implications:

The Board is required to put up 35% of any Ministry approved capital project. The Board can borrow for the 35% and the Ministry will pay the principal and interest. However the Ministry can make the Board use any deferred revenue towards the 35% first.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	November 24, 2013	n/a

Recommendation:

That funds from the deferred revenue of \$690,156 in proceeds from sale of buildings be used to purchase two portables for Sunningdale School and that administration seek approval from the Ministry of Education for this.

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	5.4
Topic:	Sale of Surplus Land		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

It was determined that there are a number of properties not used in the operations of the school division that are still owned by the school division. A decision was made to dispose of these properties.

Current Status:

We have received documentation for one parcel of land showing that the adjacent land owner has been paying taxes on the full 160 acres in the relevant quarter section. It is parcel 145342087. The process we are to follow is that we would transfer land to the adjacent land owner if they could provide evidence that they were paying taxes on the land including the portion in our name.

Pros and Cons:

Pros - this is the process that it was agreed that we would follow for the disposal of these small parcels of land still in the division's name.
- we get rid of a piece of land that is of no value to us but that is a potential liability risk.

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	November 19, 2013	n/a

Recommendation:

That the Board approve the transfer of parcel 145342087 to the adjoining landowner who has been paying taxes on the school division land.

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	5.5
Topic:	Annual Bursary Fund Directorship Appointments		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Directorships for the Moose Jaw School District No.1 Bursary Fund Inc. are appointed by the Board of Education on an annual basis. The fund is a separate legal entity established by the Moose Jaw School Division No.1 to collect and invest money donated to provide scholarships to deserving students. The Board of Education is the sole member of the fund and as such has the duty to appoint directors. The appointments to the board are done annually and the recommended appointments below would be for the calendar year 2014.

Current Status:

The following people currently serve as board members: Greg Veillard, Dale Clarke, Roy Dickenson, John Livingston, Darleen Stewart, George Patterson, Claude Duke, Pam Ludwar, Darrell Crabbe and Ron Purdy.
We have asked that all but one of the non-Prairie South Board members be reappointed.

There should also be one representative from the Prairie South Board on the Bursary Fund Board. The time commitment is not large, typically one meeting per year in the spring where the audited financial statements are presented along with news of new scholarships or other news. The suggested motion says "Prairie South Board member" so the Board can insert its choice for that position.
We have not asked for Mr. Clarke to be reappointed.

Pros and Cons:

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

Governance Implications:

Legal Implications: N/A

Communications: N/A

Prepared By:	Date:	Attachments:
Ron Purdy	November 22, 2013	n/a

Recommendation:

That the Board appoint the following people as directors of the Moose Jaw School District No. 1 Bursary Fund Inc. for the year 2013:

Greg Veillard, Roy Dickenson, Darleen Stewart, John Livingston, George Patterson, Claude Duke, Pam Ludwar, Prairie South Board Member and Ron Purdy

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	5.6
Topic:	Out of Province Excursion - Peacock Collegiate to Medicine Hat, Alberta		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Peacock Collegiate's Overnight Excursion/Outdoor Education request to Medicine Hat, Alberta is attached.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	November 8, 2013	Peacock's Overnight Excursion

Recommendation:

That the Board approve Peacock Collegiate's overnight excursion to Medicine Hat, Alberta as per the outline presented.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Bryan Adams / Dustin Swanson	School: Peacock Collegiate
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular Sr. Boys Basketball <input type="checkbox"/> High Risk Activity _____	
Grade Level: 10-12	Number of Students: 12
Destination: Medicine Hat, AB	Trip Date: Friday, January 31
Number of School Days (Partial/Full): N/A	
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>TBD</u>	
Number of Teachers, Parents, Chaperones: <u>2 staff, 314 parents and assistants</u>	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Cance Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input checked="" type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated. <input checked="" 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. <u>N/A</u>

C. BUDGET
❖ Anticipated Budget <u>\$2500.00</u> ❖ Description of Funding Sources <u>Team fees / some decentralized / student cost</u> ❖ Out of Pocket Cost per Participant <u>\$50 per student plus meals</u>

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

D. LEARNING OBJECTIVES

This tournament provides the team a chance to play in a high caliber tournament against teams not normally played each year. Traditionally the AEP boys senior team has travelled to participate in this prestigious tournament. It also provides an opportunity for the team to see a college level basketball game and tour Medicine Hat College.

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

Compete in high caliber basketball tournament.

Tour Medicine Hat College

Watch college level basketball game together.

F. SCHEDULE OF ACTIVITIES

Travel to Medicine Hat using parent drivers on Thursday January 30th or Friday, January 31st.
Compete in two days of competition. Return home on Saturday February 1st or Sunday, February 2nd.

Teacher Signature

Date

Nov 1 / 13

Principal Signature

Date

Nov 1 / 13

Director/Superintendent Signature

Request Approved

Request Denied

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	5.7
Topic:	Out of Province Excursion - Lindale School to Assessippi, Manitoba		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Lindale's Overnight Excursion/Outdoor Education request to Assessippi, Manitoba is attached.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	November 21, 2013	Lindale's Overnight Excursion

Recommendation:

That the Board approve Lindale's overnight excursion to Assessippi, Manitoba as per the outline presented.

Oct. 28, 2013

To Whom It May Concern:

Attached is my proposal for the Grade 8 Mississippi trip I take the Grade 8's on annually in February. I am sending it in now as I need to confirm bookings for the trip as soon as possible. Starting the process earlier will give me more preparation time after approval.

Thank you for your consideration.

Sincerely,

Marie Fish



Prairie South School Division No. 210

15 Thatcher Drive East
Moose Jaw, SK, S6J 1L8

Phone: (306) 694-1200 Fax: (306) 694-4955
Outside the Moose Jaw Area: 1-877-434-1200

www.prairiesouth.ca

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Marie Fish,	School: Lindale School
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular <input type="checkbox"/> High Risk Activity	
Grade Level: 8	Number of Students: 39
Destination: Asessippi Ski Resort	Trip Date: Feb. 25 - 27, 2014
Number of School Days (Partial/Full): 2 full days	
Transportation: Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: chartered bus Travel by Car/Van (List names of drivers): undetermined at this point	
Number of Teachers, Parents, Chaperones: 7	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input checked="" type="checkbox"/> Canoe Certification <input type="checkbox"/> Other	

B. SAFETY GUIDELINES
<input checked="" type="checkbox"/> Parent consent forms and medical information including the Health Card Number will be obtained. <input checked="" type="checkbox"/> Evacuation Plan is in place and will be communicated to appropriate individuals. <input checked="" type="checkbox"/> Designated supervisor has access to emergency vehicles at all times. <input checked="" type="checkbox"/> Access to cellular or satellite phone or other communication device. <input checked="" type="checkbox"/> A list of emergency telephone numbers will be formulated. <input checked="" 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 checked="" type="checkbox"/> Male and Female Chaperones for a co-ed activity.

C. BUDGET
<input checked="" type="checkbox"/> Anticipated Budget attached <input checked="" type="checkbox"/> Description of Funding Sources See attached under Proposed Expenses <input checked="" type="checkbox"/> Out of Pocket Cost per Participant - none

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

D. LEARNING OBJECTIVES

As Attached

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

a) Pre-Excursion Learning

b) Excursion Learning

As Attached

c) Post-Excursion Learning

F. SCHEDULE OF ACTIVITIES

As Attached

Maria Lish
Teacher Signature

Oct. 28/13.
Date

J. Robert
Principal Signature

Oct 29/13
Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

Grade 8 Winter Alternate Environment Activity Proposal
Teachers : Marie Fish

As part of the Alternate Environment Activities within the Grade 8 Outcomes Movement Activities Focus, I would like to plan 3-day, 2-night excursion for all the grade 8 students to Asessippi Ski Resort and Winter Park from Tuesday, Feb. 25 to Thursday, Feb. 27. There are approximately 39 students involved as well as parent and teacher chaperones.

Marie Fish

Outcomes

Physical Education

8.8 – Alternate Environment Activities

Apply and adapt selected activity – related skills (*e.g., turning, balancing, snow ploughing,*) and strategies required for participation in alternate environment activities (*eg. downhill skiing, tobogganing,*).

Indicators

- a. Willingly participates in the alternate environment activities of downhill skiing and tobogganing focusing on developing the skills that are unique to these activities.
- b. Apply self, peer, and/or teacher-determined adaptations to skill performance in downhill skiing to support participation and/or skill development of self and others.
- c. Determine and practice skills required to enhance enjoyment of movement in downhill skiing.

Assessment

Formative

- Each student is required to take a lesson on the first morning of skiing. 5 – 6 qualified instructors group the students according to their experience and whether they are skiing or snowboarding. The instructors do a pre-assessment of each student in their group for their current ability level. They then teach the students according to what the students' weaknesses are from the pre-assessment.

Summative

- At the end of the first lesson, the students are assessed again for level of competence. Each student is given a lift pass according to the competence level. This pass will only allow them to go on certain lifts as there are 4 lifts in Asessippi, each with varying degrees of difficulty. The student will only be allowed to use lifts with runs at their competency level.
- At any time in the 2 days we are skiing, the students can set up an appointment with their instructor to be re-evaluated. If they have improved, they are given a different pass accordingly.

Health

USC8.1 – Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

Indicators

- a. Recognize times and situations in which others might appreciate help.

Assessment

Formative

- **Packing and Unpacking**
Students are verbally instructed, monitored and given verbal feedback on their willingness to help.
- **Meals**
Students are put into work groups for preparing for and cleaning up after meals. The groups decide on their individual tasks and are monitored and given feedback by chaperones during their tasks.
- **Setting up and Packing up sleeping areas**
Each individual is responsible for preparing their sleeping area in the hall and cleaning up their area.
- **General Clean-up of Hall**
All students are responsible for general clean-up of the hall on our last morning. Chaperones assess and give verbal feedback to help students get responsibilities done.

USC8.6 - Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.

Indicators

- a. Investigate the connections between the health of the environment and the health of people.
- b. Examine and appreciate the ways natural environments meet physical, aesthetic, and spiritual needs.

Assessment

Formative

- Prior to the trip, students watch a DVD provided by Asessippi that deals with that deals with the expectations for taking care of the environment while students are at Asessippi. Discussion will follow.
- Throughout the trip, whole group discussions take place regularly about the importance of looking after our environment so activities like this can continue. Discussion also occurs around what is the environmental impact of skiing as compared to other outdoor activities.

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	5.8
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Attached are the following reports for Board approval:

1. Teacher Absences and Substitute Usage for the period October 24-November 21, 2013
2. Tender Report for the period October 25-November 22, 2013
3. Suspensions

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi Ron Purdy Ryan Boughen	November 25, 2013	1. Teacher Absences and Substitute Usage Report 2. Tender Report 3. Suspensions

Recommendation:

That the Board accept the monthly reports as presented.

Teacher Absences & Substitute Usage

Date Range: **October 24, 2013 to November 21, 2013**

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 8486.8 days
Compassionate Leave	30.5	2.91%	21.1	69.18%	0.36%
Competition Leave	2	0.19%	2	0.00%	0.02%
Convocation Leave	1.5	0.14%	1.5	0.00%	0.02%
Court/Jury	0	0.00%	0	0.00%	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	2	0.19%	1.6	0.00%	0.02%
Executive Leave	2.5	0.24%	1	40.00%	0.03%
Extra/Co-curr Teach	10.18	0.97%	8.17	80.26%	0.12%
FACI Meet/PD	1.5	0.14%	1	0.00%	0.02%
HUMA Meet/PD	32.5	3.10%	25.5	0.00%	0.38%
Illness - Teacher	210.38	20.09%	177.01	84.14%	2.48%
Illness - Long Term	84.54	8.07%	0	0.00%	1.00%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	45.1	4.31%	33.2	73.61%	0.53%
Medical/Dental Appt	183.23	17.49%	160.69	87.70%	2.16%
Noon Supervision Day	15	1.43%	11.1	74.00%	0.18%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	100.2	9.57%	86.7	86.53%	1.18%
PP Teacher	36.67	3.50%	21.9	59.72%	0.43%
Prep Time	178.22	17.02%	177.23	99.44%	2.10%
PSTA	1	0.10%	1	100.00%	0.01%
Rec. Of Service	45.9	4.38%	27.9	60.78%	0.54%
Secondment	3.5	0.33%	3.3	0.00%	0.04%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	40.9	3.90%	35.4	86.55%	0.48%
SOSO Meet/PD	4	0.38%	2.5	62.50%	0.05%
STF Business - Invoice	12.6	1.20%	11.6	92.06%	0.15%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	3.5	0.33%	2.8	80.00%	0.04%
Total Absences	1047.42	100.00%	814.2	77.73%	12.34%

Teachers (FTE)
424.34

of teaching Days
20

Possible Days
8486.8

Tender Report for the period October 25, 2013 to November 22, 2013

Background:

- Board has requested a monthly report of tenders awarded which exceed the limits of Administrative procedure 513, which details limits where formal competitive bids are required. The procedure is as follows:
 - The Board of Education has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.
 - Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

Current Status:

- There were no tenders which exceeded the limits of the policy for this reporting period.

[illegible]

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	5.9
Topic:	Apology from Federal Government		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The following resolution was passed at the SSBA Fall General Assembly:

Be it resolved that every publicly funded school in Saskatchewan be encouraged to frame and place in a prominent location the Federal Government's 2008 Statement of Apology - to former students of Residential Schools.

What action do you want to take in response to this resolution?

Current Status:

Pros and Cons:

Financial Implications: Approximately \$35 for each frame. School division cost would be \$1,120.

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Jeff Finell	November 25, 2013	n/a

Recommendation:

Board discussion.

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	8.1.1
Topic:	Inquiry: Anti-Bullying Policy and Procedures		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

The following inquiry was made at the November 5, 2013 Board Meeting:

"Does Prairie South Schools have any policy and procedures developed with regard to specific 'anti-bullying' measures and protocols?"

Under the new governance model, there is no Board Policy on bullying. However, the division's anti-bullying strategy is located in section 6 of the Safe Schools Handbook.

Current Status:

Each year, schools create anti-bullying policies and protocols through an engaged process between staff, students and SCC's. These policies are submitted to central office by November 30 of each year.

Schools use the following documents as the basis of the policy development: 1. Caring & Respectful Schools - Bullying prevention: A Model Policy (attached)
2. School Community Council Discussion Guide and Survey Items for the Safe Caring and Respectful School Environment Effective Practice (attached)
3. Effective Practice Survey for Parents, Students, Staff, and Community (attached)

Data is collected and analyzed to determine how schools are doing. The newest and primary source of this data is the Tell Them From Me results which addresses concerns like School Climate, Student Voice, Safe Schools, Student Engagement, Mental Well-being, and Physical Health.

The K-12 curricula have many areas which can accommodate the teaching of Caring & Respectful Schools. Such areas have been extrapolated from the K-12 curricula guides and made available for staff to easily teach the skills.

Each school has at least one person trained in the Violence Threat Risk Assessment Model set out by the Canadian Centre for Threat Assessment and Trauma Response.

Pros and Cons:

Financial Implications:

Governance Implications: Does the Board want to have a Bullying Policy in the Board Policy Manual or would they like it to be added to section 160 of the Administrative Procedures?

Legal Implications:

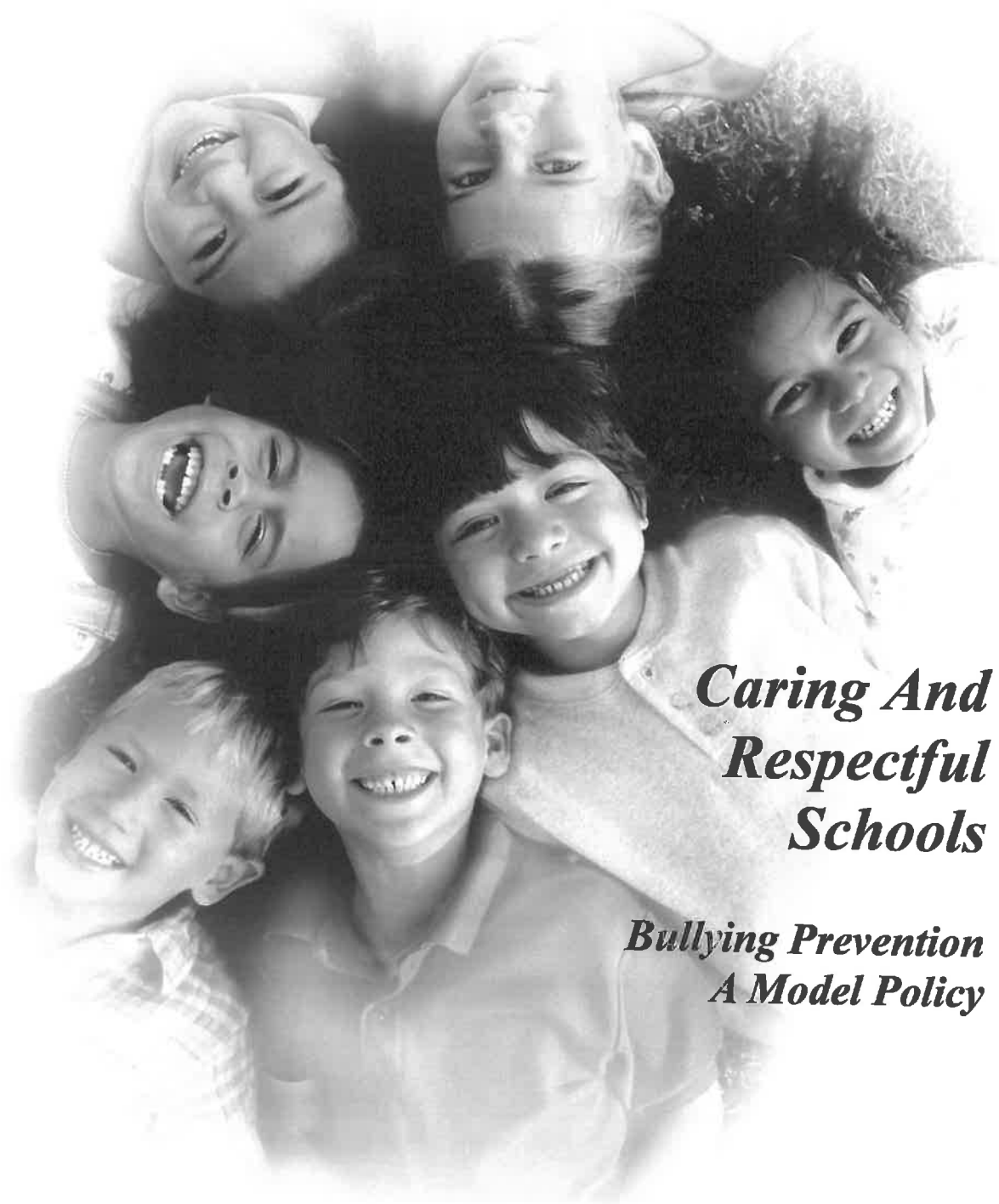
Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	November 19, 2013	1. Caring and Respectful Schools: Bullying Prevention A Model Policy 2. SCC Safe, Caring and Respectful School Environment Effective Practice 3. Effective Practice Survey - Parent, Student, Staff and Community

Recommendation:



Saskatchewan
Learning



Caring And Respectful Schools

***Bullying Prevention
A Model Policy***

September, 2006

Acknowledgments

Saskatchewan Learning gratefully acknowledges the teachers and school division personnel who reviewed drafts and provided advice and feedback over the course of the development of *Caring and Respectful Schools: Bullying Prevention: A Model Policy*.

Key educational partner organizations and others have also contributed to the completion of this resources including

- Saskatchewan Teachers' Federation
- Saskatchewan Professional Development Unit
- Saskatchewan School Boards Association
- Saskatchewan Department of Community Resources
- Saskatchewan Department of Justice
- The Children's Advocate Office

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Introduction

In February 2005, the Minister of Learning, Honourable Andrew Thomson, announced a province-wide *Anti-Bullying Strategy*. The strategy builds on Saskatchewan Learning's *Caring and Respectful Schools Initiative*. It aims to focus attention on the issue of bullying and to increase momentum and capacity for reducing problems of bullying in our schools and communities.

The *Anti-Bullying Strategy* developed by Saskatchewan Learning is guided by the following principles:

Care, Respect and Safety

- Caring, respectful and safe school environments are essential for children and young people to learn and to achieve healthy personal and social development. All Saskatchewan's children and youth have a right to an education free from all forms of bullying.

Collective Responsibility and Accountability

- Bullying is a community problem and solutions to prevent bullying require community-wide involvement. Community members and organizations, local support agencies, human service providers and the police working with schools can identify common needs and work together to develop community-based solutions that strengthen caring, respectful and safe communities and schools. Regular review of bullying prevention policies and related practices is necessary to ensure effectiveness and accountability.

Prevention and Early Intervention

- Bullying is a serious problem that has a negative impact on the learning success and well-being of children and young people. Prevention and early intervention are key to reducing problems of bullying. To be successful, school divisions and schools must make the prevention of bullying a priority and involve the school community in the development of policies and procedures to address this problem. Comprehensive prevention and early intervention strategies include education and awareness; assessment and evaluation; empirically-based interventions; and policy development.

Youth Voice

- The involvement of children and youth in preventing and reducing bullying is critical. Educators and community leaders must listen to and consult with youth on matters related to bullying and engage them in the development of policies and practices related to the reduction and prevention of bullying.

This document provides a model policy to support school divisions in implementing the anti-bullying strategy.

Guiding Principles

- Care, Respect and Safety
- Collective Responsibility and Accountability
- Prevention and Early Intervention
- Youth Voice

School divisions recognize that bullying in schools is a complex community problem. A policy does very little to address the problem of bullying if there is no plan to link the policy to effective school and community practices.

Background

During April and May 2005, school divisions across the province were surveyed to determine the current status of practices promoting caring and respectful school environments and specific policies that address the problem of bullying in schools. The completed surveys provided evidence that school divisions recognize that bullying is a complex community problem that is best addressed within the context of a positive and safe school environment supported by a continuum of broad-based prevention and early intervention services and supports.

School divisions across the province have policies and practices in place. While the nature of the policies varies, by and large, school divisions have established policies to address harassment, bullying and violence. The model policy outlined in this document is provided in response to school divisions' requests for an accepted definition of bullying and a model policy to enable school divisions to work toward maintaining a common approach to the prevention of bullying.

Legislative and Policy Context

The *Anti-Bullying Strategy* was developed in accordance with the rights and responsibilities relating to children and young persons articulated in *The Education Act, 1995*, *The Saskatchewan Human Rights Code*, *The Occupational Health and Safety Act, 1993*, *The Child and Family Services Act* and the United Nations *Convention on the Rights of the Child*. The strategy also recognizes the provisions of the *Criminal Code* and the *Youth Criminal Justice Act* (2003) that apply to these situations.

Saskatchewan Learning's *Caring and Respectful Schools Initiative* provides the conceptual framework for promoting positive and safe school environments. The provincial Core Curriculum and the Common Essential Learning of Personal and Social Development are intended to provide all Saskatchewan students with the knowledge, skills and attitudes necessary for healthy personal and social development and life success.

The Child and Family Services Act incorporates provisions relating to children under the age of 12 years who, if they were over the age of 12, would be acting in a manner that constitutes an offence under the *Criminal Code*. The Department of Community Resources and its child protection workers may have a role to play in dealing with children who exhibit bullying behaviour.

The *Criminal Code of Canada* establishes a code of conduct expected of Canadians by making illegal that conduct which harms others. In the context of bullying, assault or threatening behaviour is prohibited. The *Criminal Code* applies equally to adults and to young persons between the ages of 12 and 18 years.

The *Youth Criminal Justice Act* sets out how the *Criminal Code* is applied to young persons in Canada.

Developing a Bullying Prevention Policy

The creation of a bullying prevention policy is a collaborative process involving the board of education, educators, students, parents/caregivers, School Community Councils and the community at large, including community organizations, local support agencies, human service providers and law enforcement officials.

Answers to the following questions may assist in determining a school's and community's level of readiness and commitment to addressing the problem of bullying.

- What is the history and context at the division level in relation to issues of bullying?
- What partnerships are needed to help develop a response?
- What is the history and context in the school community related to the issue of bullying?
- Is there leadership within the school community for addressing the problem of bullying?
- What is the best way to create commitment within the school community to addressing the problem of bullying?

Model Policy Format

The following model policy has been written to serve as a resource for school divisions to:

- strengthen existing policies and practices related to the prevention of and intervention with bullying;
- assist restructured school divisions to align their current policies in the area of bullying prevention; and,
- provide a consistent approach for school divisions and schools across the province to prevent, reduce and respond to incidents of bullying.

The model policy provides key components of an effective bullying prevention policy, background information to consider when developing or strengthening a policy in this area and sample language where appropriate. While it has been written to address each of the required provisions of an effective bullying prevention policy, it is not intended to preclude a school division from making additional provisions, or from using language and formats that are consistent with their other policies and procedures.

Key Components of a Bullying Prevention Policy

Effective policies promote continuity and ensure that matters are dealt with in a consistent manner. At a minimum, an effective bullying prevention policy will include the following key components:

1. A statement proclaiming the right of all children and youth to a caring, respectful and safe school environment.
2. A definition of bullying.
3. A statement prohibiting bullying.
4. Roles and responsibilities of the board of education, educators, parents, students, School Community Councils and community members for preventing and reducing bullying.
5. A division and school process outlining the steps to be followed when dealing with instances of bullying.
6. An action plan ensuring regular review and evaluation of the bullying prevention policy and related practices.

Each of these components is described in more detail on the pages that follow.

1. A statement proclaiming the right of all children and youth to a caring, respectful and safe school environment

Background

Students and school staff alike have the right to learn and work free from harm and bullying in any form.

- The United Nations *Convention on the Rights of the Child* (1989) provides a foundation on which to build caring, respectful and safe school environments that are open, inclusive, and culturally affirming. The Convention reinforces the importance of children's and young persons' rights, including the right of education, care, equitable opportunity and freedom from discrimination:
 - Article 2 emphasises that the learning environment for all children and youth be free from all forms of discrimination.
 - Article 12 of the Convention obliges that public authorities, including educators, listen to and consult with youth on matters which impact on them. Therefore, the development of policies and practices related to the prevention and reduction of bullying must be mindful of children's and youths' rights to participation and opportunity for input.
 - Article 19 affirms the right of children and youth to protection from all forms of discrimination and violence.
 - Articles 28 and 29 of the Convention enshrine the right of every child and young person to discipline practices administered in a manner consistent with the individual's human dignity and in conformity to the Convention, and to an education directed to the development of their full potential.
 - Article 34 of the Convention protects children and youth from all forms of sexual exploitation and sexual abuse.
- *The Saskatchewan Human Rights Code* prohibits discrimination on the basis of a number of specified grounds, including race, creed, religion, colour, sex, marital status, physical disability, age, nationality, ancestry and place of origin. The *Code* governs relationships between people and speaks to the educational opportunities of children and youth obliging schools to be free of discrimination and to treat all children, young people and adults equally and fairly.
- *The Occupational Health and Safety Act, 1993*, subsection 3 (a) requires that school divisions ensure, insofar as is reasonably practicable, the health, safety and

The United Nations Convention on the Rights of the Child 1989 (CRC) provides a foundation on which to build caring, respectful and safe school environments that are open, inclusive, and culturally affirming. The Convention reinforces the importance of children's and young persons' rights, including the right of education, care, equitable opportunity and freedom from discrimination.

welfare at work of all employees. Subsection 4 (a) of the *Act* requires that every worker within a school division take reasonable care to protect his or her health and safety and the health and safety of other workers, and subsection 4 (b) requires that every worker refrain from causing or participating in the harassment of another worker. Subsection 14(1) of the *Act* requires that school divisions develop a policy statement on violence in writing.

Saskatchewan Learning's *Caring and Respectful Schools Initiative* provides the conceptual framework for promoting a positive and safe school environment. Caring and respectful school environments are open, inclusive and culturally affirming. Such environments provide all students with the developmental and learning experiences and supports required to make healthy choices, form positive relationships, handle emotions, resolve conflicts in peaceful ways and prevent bullying.

Sample Language

All students of _____ have the right to a caring, respectful and safe school environment that is free from all forms of bullying. All school staff will take steps to prevent bullying and to assist and support students who are being

2. A definition of bullying

Background

Bullying is a form of repeated aggressive behaviour directed at an individual or group from a position of relative power.

Bullying is not easy to define. Children often play and interact in physical and verbal ways that may appear, on the surface, to be bullying. Play-fighting, rough and tumble play and playful teasing among friends of equal power should not be considered bullying. Such behaviour should be looked upon as part of normal growth and development. It is through such interactions that children learn the skills necessary to make friends, resolve conflicts and develop positive relationships with others (Sullivan, 2000).

Bullying has been described as a destructive relationship problem and is often seen as a precursor to harassment and other forms of violence. Common to an understanding of children who bully others use their age, size, strength, intellectual ability, or peer group status to intentionally and repeatedly control, distress and, in some cases, physically harm others.

Bullying behaviour can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, insults, put-downs), social (e.g., social isolation, gossip) or cyber (e.g., threats, insults or harmful messages spread through the internet). Bullying can be direct, "in your face" confrontation, or indirect, "behind your back", such as spreading rumours. Bullying can be done by one person or by a group. A child or young person being bullied feels helpless in trying to stop it.

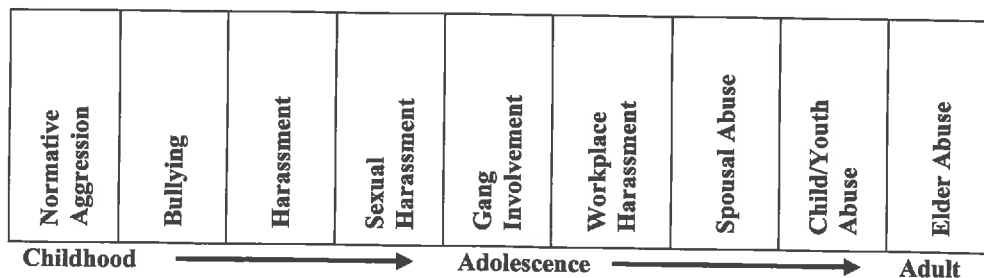
Rigby, Smith and Pepler (2004) note that there is no universally agreed upon definition of bullying. A number of recognized authorities view bullying as follows:

- "A person is being bullied or victimized when he or she is exposed repeatedly and over time to negative actions on the part of one or more persons" (Olweus, 1991).
- "Bullying is longstanding violence, physical or psychological conducted by an individual or a group and directed against an individual who is not able to defend himself in the actual situation." (Roland, 1989).
- "A student is bullied when he or she experiences repeated attacks, over time, by one or more other students who systematically abuse their power. It is characterized by aggressive behaviour or intentional 'harm doing'; repetitive, coercive acts over time without provocation; and interpersonal relationships where the victim is powerless to resist and the bully derives status and gratification" (Canadian Public Health Association and the National Crime Prevention Strategy, 2005).
- "Bullying is a destructive relationship problem where the child who bullies has learned to use power and aggression to control and distress others" (Craig & Pepler, 2005).

Bullying occurs along a developmental continuum of behaviours associated with the combined use of power and aggression. It is a problem across the life span. Young children who learn to use aggression to gain power and control over others do not grow out of this destructive pattern of interaction on their own. The nature of these problem behaviours changes as children grow older. For some children, this learned pattern of behaviour develops into more sophisticated forms of bullying as they move from elementary through to high school (Hawkins, Pepler, and Craig, 2001).

A number of children experience problems of bullying and victimization and for most, the problems are transitory in nature. With redirection and support the majority of children develop the personal and social skills necessary to form positive relationships with their peers. For this reason, it is important to avoid labelling children and youth as "bullies", or "victims". Such terms imply permanent or fixed patterns of behaviour. However, research does indicate that a small number of children and youth who frequently bully others or are bullied experience a wide range of problems and are in need of specific interventions and support to develop more positive relationships with their peers (Craig & Pepler, 2000).

Developmental Continuum of Bullying: Power and Aggression (adapted from Pepler and Craig, 2000, p. 5)



Sample Language

Bullying is a form of aggressive behaviour that is repeatedly directed at an individual or group from a position of relative power. Bullying behaviour can take many forms. It can be physical (e.g., hitting, pushing, tripping, verbal (e.g., name calling, insults, put-downs), social (e.g., social isolation, gossip) or cyber (e.g., threats, insults or harmful messages spread through the internet). Bullying can be direct, "in your face" confrontation, or indirect, "behind your back", such as spreading rumours. Bullying can be done by one person or by a group. A child or young person being bullied feels helpless in trying to stop it. A student is bullied or harassed when he or she is intentionally and repeatedly the target of the negative actions of a stronger or more powerful person or group that cause fear, emotional stress and/or physical harm.

3. A statement prohibiting bullying.

Background

Bullying is best addressed within the context of a caring, respectful and safe school environment supported by a curricular focus on personal and social development of students and a continuum of communitywide prevention and early intervention services and supports.

Bullying interferes with learning success and well-being of children and youth. The consequences of bullying can be long-term and impact not only the children and youth involved but also their families and communities. As a community problem, bullying is best addressed within the context of a caring, respectful and safe school environment supported by a curricular focus on personal and social development of students and a continuum of community-wide prevention and early intervention services and supports. The commitment to a bullying prevention policy requires input and active participation from the board of education, educators, students, parents, community members and service providers to prevent and reduce bullying.

Sample Language

School/School Division believes that bullying is a problem that adversely affects the learning success and well-being of children and youth. Bullying in any form will not be tolerated

4. Roles and responsibilities of the board of education, educators, parents/caregivers, students, the School Community Council and community members for preventing and reducing bullying.

Background

Bullying is a complex problem with far reaching consequences. Comprehensive prevention and early intervention strategies involving participation from all members of the school community are critical to reducing problems of bullying. Successful bullying prevention strategies include components related to education and awareness; assessment and evaluation; empirically-based interventions; and policy development.

Successful bullying prevention strategies include education; assessment; empirically-based interventions; and policy development.

Saskatchewan Learning sets the legislative and policy direction for the provincial education system. *The Education Act, 1995*, gives boards of education responsibility for all aspects of the daily operation of schools.

Policies and procedures relating to student behaviour and issues of bullying are the responsibility of boards of education.

- *The Education Act, 1995* outlines the rights and responsibilities of children, youth and adults related to schools. Sections 141-142 of the *Act* affirm the right of all children and young people to attend school and to receive appropriate instruction. Sections 150-155 outline the general duties of students related to attendance and general deportment and hold students accountable for their behaviour at school and for responding to the general discipline of school.

Boards of education, school division administrators, teachers and schools, students, parents/caregivers, School Community Councils, and the community at-large, including community members, organizations, local support agencies and human service providers and law enforcement officials all have a role to play in preventing and reducing bullying.

Boards of Education

Boards of education are the starting point for an effective bullying prevention strategy. Boards of education can support the prevention of bullying by:

- establishing policies that promote caring, respectful and safe school environments;
- including bullying prevention strategies in their strategic planning;
- seeking broad-based input and participation from school administrators, school staff, students, parents, School Community Councils and the wider community in the development of a bullying prevention policy;

- supporting professional development and learning opportunities that promote caring, respectful and safe learning environments and prevent and reduce bullying;
- supporting the use of evidence-based practices to prevent and reduce bullying; and,
- establishing protocols with service providers, support agencies and the police for dealing with instances of bullying that require intensive supports or further investigation.

In-School Administrators are responsible for:

- providing leadership for promoting a caring, respectful and safe school environment;
- implementing a comprehensive bullying prevention strategy in support of the division level policy;
- promoting and participating in professional development and learning opportunities to enhance their ability to promote caring, respectful and safe learning environments and to prevent and reduce problems of bullying;
- surveying teachers/school staff, students, parents and community members to determine the extent and nature of bullying and how effective interventions are at reducing bullying problems;
- encouraging the participation of teachers/school staff, students, parents/caregivers and community members to develop and support a comprehensive school-wide bullying prevention strategy;
- communicating with the teachers about reported incidents of bullying to determine whether it is appropriate to contact the parents/caregivers of the students involved in the incident;
- communicating with classroom teachers about further assistance from school division personnel, appropriate mental health or child protection professionals, and the police, when appropriate;
- keeping a confidential file on bullying incidents and action plans undertaken by the school, parents/caregivers, and student involved;
- supporting the individual or the parent in making a decision to report the incident to the police for further investigation;
- following school division protocols when responses involve suspension, expulsion or the involvement of mental health or child protection professionals or the police; and,
- promoting annual monitoring and review of school level policy and practices to reduce and prevent bullying.

Teachers/School staffs are responsible for:

- participating in the development of a school bullying prevention policy consistent with the division level policy;
- promoting and using caring, respectful and safe school and classroom practices;

- participating in professional development/learning opportunities related to bullying prevention;
- building bullying prevention into daily instruction that encourages students to report incidents of bullying;
- responding promptly and appropriately to instances of bullying;
- communicating with in-school administrators and parents/caregivers about instances of bullying and involve them in seeking solutions;
- recording and reporting instances of bullying to the in-school administrator and monitoring instances of bullying and their resolution;
- determining with in-school administrators whether further assistance from school division personnel, human service providers or the police is warranted and follow school division protocols in these matters; and,
- participating in annual monitoring and review of school level policy and practices to reduce bullying.

Saskatchewan's Core Curriculum and the Common Essential Learning of Personal and Social Development are intended to provide all Saskatchewan students with the knowledge, skills and attitudes necessary for healthy personal and social development and life success.

It is important for all teachers to take advantage of every opportunity to embed bullying prevention into their daily classroom instruction.

Students are responsible for:

- respecting the safety, well-being and property of school staff and fellow students;
- contributing to a caring, respectful and safe school and classroom learning environment;
- participating in the development and support of the school's bullying prevention policy;
- taking a personal stand against bullying and participating in bullying prevention activities at the school; and,
- reporting all acts of bullying experienced or observed to a school staff member.

The following link provides curriculum support illustrating where bullying prevention behaviours can be taught and supported within Saskatchewan Learning curricula.
http://www.sasklearning.gov.sk.ca/branches/pol_eval/school_plus/crse/anti_bully.shtml

Parents/caregivers are responsible for:

- contributing to a creating a caring, respectful and safe school environment;
- participating in the development and support of the bullying prevention policy;
- working with the school to reduce instances of bullying; and,
- reporting instances of bullying to the school and working with the school to resolve the issue.

School Community Councils are well positioned to play an important role in the development of school level bullying prevention policies and practices in support of school division priorities in this area.

School Community Councils are responsible for:

- contributing to a caring, respectful and safe school community;
- encouraging and facilitating parent and community engagement in the development of bullying prevention policies and practices in support of school division priorities in this area;
- supporting implementation of school level policies and practices to reduce instances of bullying;

School Community Councils can encourage and facilitate parent and community understanding about bullying and gain commitment to action. School Community Councils can support school improvement plans related to bullying prevention.

- assisting in the monitoring and reporting of progress related to the prevention and reduction of bullying; and,
- including bullying prevention strategies within the development of the local learning improvement plan.

Sample Language

School Division/School shares responsibility with in-school administrators, school staff, parents/caregivers, students, the School Community Council and the community at-large to promote caring, respectful and safe school environments and to prevent and reduce bullying. In addition, the policy may define roles and responsibilities such as those outlined above.

5. A school and division process outlining the steps to be followed when dealing with instances of bullying.

Background

Occasional name calling, social exclusion and acts of physical aggression have the potential to escalate. It is important to deal with these unacceptable behaviours immediately. A timely response prevents the escalation of such behaviour and promotes a school culture of care, respect and safety.

All instances of bullying are serious and need to be dealt with effectively and in a timely fashion. Children and youth who are bullied need protection and support. They need to know they have a right to be safe and not bullied at school, and that it is important for them to report bullying when it occurs. Children and youth need assurance that all reported and observed instances of bullying will be taken seriously, and that the in-school administration and all school staff will do everything possible to put a stop to this harmful behaviour.

Students who bully others need to be held accountable for their behaviour. Consequences for bullying must provide a clear message that bullying is unacceptable. Students who bully others need opportunities to learn the skills necessary to develop more positive relationship skills. Consequences for bullying need to take into account the developmental and maturity level of the students involved, the severity of the behaviour, the context and history of the behaviour (frequency and duration), and legal consequences of the behaviour. All actions taken in response to bullying must be consistent with the school and division policies and procedures.

Bullying and the Law

While there are instances of bullying that do not fall within the context of criminal law and are not considered criminal behaviour, there are cases that may qualify as criminal offences given the broad definition of threatening behaviour, criminal harassment, assault and sexual assault.

The *Youth Criminal Justice Act (YJCA)* holds youth ages 12 to 17 years accountable and legally responsible for their criminal behaviour. Those 18 and over are held responsible as adults under the criminal code. The restorative approach of the *YCJA* and the use of "extrajudicial measures" provide an opportunity to support, as well as, hold the young person accountable for their behaviour without proceeding with a formal charge. While children under 12 cannot be charged for criminal actions, their actions may be grounds for child protection intervention and or other social or mental health intervention.

Actions considered as bullying in younger children may be considered criminal offences for older youth. Threats to cause harm or to kill, physical assaults, assault using a weapon and sexual assault qualify as criminal offences and must be reported to the police or to the Department of Community Resources for investigation. In cases where bullying qualifies as a criminal offence, decisions to involve the police or the Department of Community Resources may originate with the victim, parents or school authorities. The police or Department of Community Resources officials are responsible for determining if the reported behaviour merits further investigation or action.

All reports of child sexual abuse must be reported; sexual assaults regardless of the age of the victim or offender must be reported.

Answers to the following questions will help in assessing the severity of an incident of bullying and can assist in determining the appropriate response.

- **Severity:** The nature of the act needs to be taken into account. Name calling, for example, although hurtful, is less severe than a physical attack or assault causing harm or injury. Take into account answers to these questions: Does the incident require an immediate response? How serious is the emotional and physical impact on the person bullied or harassed? How serious is the impact on the school community? Who else needs to be informed?
- **Frequency and duration:** How many times has this occurred between the individuals/groups? Have similar incidents been reported in the past week, month? How have these incidents been handled in the past? What was the outcome of past interventions?

- **Consequences: Child Protection:** Does the behaviour warrant a report to the Department of Community Resources for investigation of protection or abuse issues?
 - **Mental Health:** Does the behaviour warrant referral to mental health professionals for counselling and or support?
 - **Legal:** Might the behaviour qualify as a criminal offence? Do the police or Department of Community Resources need to be involved?

Sample Language

When bullying occurs or is reported, the following steps will be taken:

- 1. The in-school administration, classroom teachers and school staff will respond by providing a clear message that bullying will not be tolerated.*
- 2. All instances of bullying are to be reported to the in-school administration and the classroom teacher(s) directly involved with the students.*
- 3. The in-school administration or classroom teacher(s) will listen, investigate, offer support and determine the appropriate course of action.*
- 4. A bullying incident report will record those involved and the action taken and be filed with the in-school administration.*
- 5. In a timely fashion, the classroom teacher(s) will communicate with the in-school administration and, if appropriate, contact the parent/caregivers of each student involved, to inform them of the incident.*
- 6. The classroom teacher(s) will monitor the action plan, keep the in-school administration and parents/caregivers informed and update the filed report if the incident has been resolved.*
- 7. When efforts to stop the bullying are unsuccessful, the in-school administration or the classroom teacher(s) will request separate meetings with the parents/caregivers of each child involved, and suggest further supports and consequences to resolve the problem.*
- 8. The in-school administration will follow division protocols when consequences/or bullying involve suspensions or expulsions, or when follow-up includes a referral to mental health or child protection professionals or the police.*
- 9. The in-school administration has a responsibility to support the individual or parent in making a decision to involve the police when the incident of bullying may qualify as a criminal offence and to follow school division protocols for such involvement.*
- 10. The in-school administration and school staff have a responsibility to report cases of bullying to the police when students' and school staffs' safety is at risk or when they witness an incident of bullying that qualifies as a criminal offence.*

6. An action plan ensuring regular review and evaluation of the bullying policy and related practices.

Background

Reducing problems of bullying is a long-term and ongoing process. It requires the commitment of all the adults in the children's and young person's life, including parents, teachers, and the broader community, including the police. Peers who witness bullying are an essential part of any intervention plan (Pepler, Craig, O'Connell, Atlas, and Charach, 2004).

Regular review of the bullying prevention policy and related practices is necessary to ensure that the policy and plan to reduce the problem of bullying is effective.

Successful interventions to reduce problems of bullying at school require teachers'/school staffs' and in-school administrators' commitment to promoting a school climate where bullying is discouraged and where students are actively encouraged to take a stand against bullying by supporting children and youth who are bullied and harassed (Pepler, Smith, and Rigby, 2004).

Regular review of the bullying prevention policy and related practices is necessary to ensure that the policy and plan to reduce the problem of bullying is effective. The use of evidence-based interventions and assessment tools are needed to assess the impact of school-based programs aimed at reducing the problem of bullying and to improve the well-being of children and young people.

The Canadian Public Health Association in partnership with the Canadian Initiative for the Prevention of Bullying (National Crime Prevention Strategy) offers a free toolkit to Canadian schools to measure school-peer relationship problems, standards for quality programs, and a common set of tools to assess the impact of school-based programs. The toolkit can be accessed at <http://www.cpha.ca/antibullying/english/backinfo/toolkit.html>.

Sample Language

School/School Division will involve teachers, school staff, students, parents, the School Community Council and the community at-large in a regular review of the bullying prevention policy and practices to determine what is working and what needs to be strengthened to reduce problems of bullying.

Appendix A

Bullying Prevention Model Policy - In Brief

1. A statement proclaiming the right of all children and youth to a caring, respectful and safe school environment.

Students of have the right to a caring respectful and safe school environment free from all forms of bullying. All school staff will take steps to prevent bullying and to assist and support students who are being bullied.

2. A definition of bullying.

Bullying is generally identified as a form of aggressive behaviour that is repeatedly directed at an individual or group from a position of relative power. Bullying behaviour can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, insults, put-downs), social (e.g., social isolation, gossip) or cyber (e.g., threats, insults or harmful messages spread through the internet). Bullying can be direct, "in your face" confrontation, or indirect, "behind your back", such as spreading rumours. Bullying can be done by one person or by a group. A child or young person being bullied feels helpless in trying to stop it.

A student is bullied or harassed when he or she is intentionally and repeatedly the target of the negative actions of a stronger or more powerful person or group that cause fear, emotional stress and/or physical harm.

3. A statement prohibiting bullying.

School Division/School believes that bullying is serious problem that adversely affects the learning success and well-being of children and youth. Bullying in any form will not be tolerated.

4. Roles and responsibilities of the board of education, educators, parents/caregivers, students, School Community Councils and community members for preventing and reducing bullying.

_____ shares responsibility with in-school administrators, school staff, students, parents and the School Community Council and community members to promote caring, respectful and safe school environment and to prevent and reduce bullying.

5. A school and division process outlining the steps to be followed when responding to instances of bullying.

When bullying occurs or is reported the following steps will be taken to deal with the problem:

- 1. The in-school administration, classroom teachers and school staff will respond by providing a clear message that bullying will not be tolerated.*
- 2. All instances of bullying are to be reported to the in-school administration and the classroom teacher(s) directly involved with the student.*
- 3. The in-school administration or classroom teacher(s) will listen, investigate, offer support and determine the appropriate course of action;*
- 2. A bullying incident report will record those involved and the action taken and be filed with the in-school administration.*
- 3. In a timely fashion, the classroom teacher(s) will communicate with the in-school administration and, if appropriate, contact the parent/caregivers of each student involved to inform them of the incident and how it is being handled.*
- 4. The classroom teacher(s) will monitor the action plan, keep the in-school administration and parents/caregivers informed and update the filed report if the incident has been resolved.*
- 5. When efforts to stop the bullying are unsuccessful, the in-school administration or the classroom teacher(s) will request separate meetings with the parents/caregivers of each child involved and suggests further supports and consequences to resolve the problem.*
- 6. The in-school administration will follow division procedures when consequences for bullying involve suspensions or expulsions, or when follow-up includes a referral to mental health or child protection professionals or the police.*
- 7. The in-school administration has a responsibility to support the individual or parent in making a decision to involve the police when the incident of may bullying qualify as a criminal offence and to follow school division protocols for such involvement.*
- 8. The in-school administration and school staff have a responsibility to report cases of bullying to the police when students' or school staffs' safety is at risk or when they witness an incident of bullying that qualifies as a criminal offence.*

6. An action plan ensuring regular review and evaluation of the bullying prevention policy and related practices.

School/School Division will involve the school community including staff, students, parents and community members in a regular review of the bullying prevention policy and school level practices to determine what is working and what needs to be strengthened to reduce problems of bullying.

Appendix B

Bullying Prevention Policy Checklist

Policy Questions	Yes/No	Comments or Plan for Improvement
Does your school division have a comprehensive strategy to prevent and reduce bullying?		
Are students given an opportunity to have input into policies and practices related to the prevention and reduction of bullying?		
Are professional development opportunities and resources provided to address the problem of bullying?		
Are parents and community members given an opportunity to have input into policies and practices related to the prevention and reduction of bullying?		
Does your school division strategy include an education component to increase awareness and understanding of bullying?		
Does your strategy include the use of empirically-based interventions at the school level?		
Does your school division have a specific policy to address the problem of bullying among youth?		
Do schools in your division have specific policies in place at the school level to address bullying that align with the division policy?		
Do your school /division policies affirm the right of all children and youth to a caring, respectful and safe school environment?		
Do your school/division policies specify that bullying in any form will not be tolerated?		
Do your school/division policies define bullying?		
Do your school/division policies specify the roles and responsibilities of school division personnel and school/community members for dealing with bullying?		
Do your school/division policies specify the procedures and processes to be followed for responding to instances of bullying?		
Are your school/division policies and practices to prevent and reduce bullying evaluated on a regular basis?		
Are your school/division policies in this area made available to all members of the school community?		

Appendix C

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APPENDIX C
SCHOOL COMMUNITY COUNCIL SAFE, CARING AND RESPECTFUL
SCHOOL ENVIRONMENT EFFECTIVE PRACTICE
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SCHOOL COMMUNITY COUNCIL
Discussion Guide and Survey Items for the
Safe Caring and Respectful School Environment Effective Practice

The Local Improvement Plan is a key part of the strategy to strengthen educational capacity. The purposes of the Local Improvement Plan are:

1. To enhance learning outcomes (intellectual, personal, social, physical, cultural/spiritual) for all children and youth.
2. To further develop awareness and understanding at the school and community level of the two key roles of the school in a school environment:
 - a. To ensure a strong learning program.
 - b. To serve as a centre for the community in the provision and coordination of services to enable all children and youth equity of opportunity for successful learning.
3. To support schools and school divisions in a process to expand the involvement of the community in the development of a larger learning community (school division personnel, parents, students, trustees, community leaders & agencies including governance, faith and service communities, human service department/agency personnel, etc.).
4. To assist a School Community Council in the development of a process to acquire information about the learning community's current status in effective practices:
 - Adaptive Leadership
 - Authentic Partnerships
 - Comprehensive Prevention and Early Intervention
 - Safe Caring and Respectful School Environment
 - Responsive Curriculum and Instruction
 - Assessment for Learning
5. To assist a School Community Council in prioritizing action to advance the development of the learning community in one or more key effective practices.
6. To assist a School Community Council in the development of indicators of progress to assess student and/or staff-community outcomes for the prioritized action area(s).

In order to facilitate the efforts of school divisions and schools to accomplish these purposes, particularly the fourth purpose listed above, a discussion guide and a bank of survey items for each effective practice has been developed. These can be used to assist in determining the school division's/school's current status in that

effective practice. What follows are the discussion guide and survey items for the ***Safe Caring and Respectful School Environment*** effective practice.

Discussion Guide

Note: Group discussions are recommended as the best way to acquire information and promote understanding and dialogue about the **Safe Caring and Respectful School Environment** effective practice. This guide can be used to facilitate discussions that can be structured in a variety of ways. Discussion groups can be either homogeneous (e.g. only community agencies, only staff members, only students, etc.) or heterogeneous. Group members might be randomly selected, or groups could include anyone wanting to take apart. Discussions might be quite informal and conversational – with limited recording of results, or more formal – with quite extensive recording of results. For each group discussion, it is intended that the discussion guide be provided to all group members, and that the introductory paragraph be highlighted for the group. Following that, each of the key elements should be dealt with in turn, with a brief review of the “bulleted” points, and then discussion of the two questions provided for that element. After all of the key elements have been discussed, an activity to identify important themes emerging from the discussion should take place. Where a number of groups are meeting at the same time, this is an opportunity to have a brief report from each group identifying items of consensus regarding both “what the school is doing well” and “what the school can improve.”

For those wanting to use the guide for more formal “focus group” discussions, some suggestions for conducting effective focus groups are attached as Appendix A.

Safe Caring and Respectful school environments are open, inclusive and culturally affirming. They are built on community education principles and practices where parents and guardians are essential partners in the education of their children. Such environments value diversity and all members grow in their knowledge and respect for the cultures – traditions, languages, and worldviews – of all students and their families. They are family-friendly and provide ways for working together that support work-family issues. Safe Caring and Respectful school environments ensure that all students have access to a barrier-free environment and benefit equally from a variety of learning experiences and needed supports and services in the classroom, the school and the community. School personnel work together with students, families, community members and human service providers to support all students to achieve their full potential. Safe Caring and Respectful school environments create the atmosphere necessary to promote the wellbeing of students and families.

The key elements of a Safe Caring and Respectful School Environment are:

1. Collaborative Relationship
2. Social and Emotional Learning
3. Comprehensive Services and Supports

1. Collaborative Relationships

- Safe Caring and Respectful school environments promote collaborative relationships that link people at the classroom, the school and the community level to a shared vision and a common purpose.
- Collaborative relationships promote ways of working together that support work-family issues.
- Teaching practices in Safe Caring and Respectful school environments are strengthened and students' learning is improved when educators promote collaborative relationships, teamwork and shared leadership, responsibility and decision making with colleagues, parents, students and community partners.
- Community engagement and development is the first step in an evolving process that brings community members and organizations together as active participants in creating a shared vision and commitment to joint planning around issues of mutual concern.
- Collaborative problem solving is the foundation of successful collaboration and helps people constructively explore differences and search for solutions that support individual and group needs.

Discussion Questions:

1. What is the school doing well with respect to promoting collaborative relationships to create a Safe Caring and Respectful school environment for all school and community members?
2. What does the school need to improve with respect to promoting collaborative relationships to create a Safe Caring and Respectful school environment for all school and community members?

2. Social and Emotional Learning

- Focused attention to students' social and emotional learning is critical for school success and assists students to make positive contributions to their classroom, their school, their family and their community.
- The provincial curricula, together with school-wide initiatives such as cooperative learning, service learning projects, character education programs, violence-prevention and conflict resolution programs, peer mediation, and bullying prevention provide daily opportunity for social and emotional learning and contribute to the social and emotional wellbeing of all students.

Discussion Questions:

1. What is the school doing well with respect to developing the social and emotional wellbeing of students?
2. What does the school need to improve with respect to developing the social and emotional wellbeing of students?

3. Comprehensive Services and Supports

- Safe Caring and Respectful school environments support the delivery of a comprehensive array of programs and services that support the social and personal needs of students.
- Safe Caring and Respectful school environments invest in collaborative prevention and early intervention practices and support students with intensive needs.
- Safe Caring and Respectful school environments define, model, teach and consistently reinforce reasonable behavioural expectations.
- Safe Caring and Respectful school environments promote restorative discipline practices that engage individuals in collaborative problem solving to resolve their conflict and to take responsibility for making things right.

Discussion Questions:

1. What is the school doing well with respect to providing students with a comprehensive array of services and supports to address their social and personal needs?
2. What does the school need to improve with respect to providing students with a comprehensive array of services and supports to address their social and personal needs?

Survey Items

The survey items for the ***Safe Caring and Respectful School Environment*** effective practice are provided on the following pages. Surveys should be considered as supplementary to group discussion. While surveys do not provide the depth of understanding that can be obtained in discussion groups, and are less effective than discussion groups in providing information to respondents, they do have the advantage of reaching a wider audience.

Separate surveys have been provided for use with four respondent groups: Parents; students; staff; and, community.

The surveys may be photocopied for use, and scored by school or school division personnel. Some suggestions for scoring and use of results are included as Appendix B.

Effective Practice Survey – Parent
Caring and Respectful School Environment

We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. Collaborative relationships exist in the school which link people at the classroom, school and community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school and the home work together to ensure that parents' work commitments are considered when scheduling school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Sufficient attention is paid to students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The school helps students get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. School-wide initiatives contribute to the personal and social development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effective Practice Survey – Parent
Caring and Respectful School Environment

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. Behavioural expectations have been developed collaboratively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The school consistently reinforces behaviour expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. The school's discipline practices encourage students to take responsibility for their actions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Students are taught alternative ways of dealing with conflict. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. My child feels safe at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Effective Practice Survey – Student
Caring and Respectful School Environment

We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Sufficient attention is paid to student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The school helps students get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. School-wide initiatives contribute to the personal and social development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effective Practice Survey – Student
Caring and Respectful School Environment

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. The school's discipline practices encourage students to take responsibility for their actions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Students are taught alternative ways of dealing with conflict. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I feel safe at the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Effective Practice Survey – Staff
Caring and Respectful School Environment

We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. Collaborative relationships exist in the school which link people at the classroom, school and community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school and the home work together to ensure that parents' work commitments are considered in scheduling school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers use collaborative practices to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Parents feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Sufficient attention is paid to student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The school helps students get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effective Practice Survey – Staff
Caring and Respectful School Environment

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. School-wide initiatives contribute to the personal and social development of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The school has reasonable behavioural expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Behavioural expectations have been developed collaboratively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. The school consistently reinforces behaviour expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. The school's discipline practices encourage students to take responsibility for their actions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Students are taught alternative ways of dealing with conflict. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Students feel safe at the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Effective Practice Survey – Community
Safe Caring and Respectful School Environment

We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. Collaborative relationships exist in the school which link people at the classroom, school and community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Sufficient attention is paid to students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The school's discipline practices encourage students to take responsibility for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effective Practice Survey – Community
Safe Caring and Respectful School Environment

14. Students are taught alternative ways of dealing with conflict.

☐ ☐ ☐ ☐ ☐

APPENDICES

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3: School Community Council Improvement Rubrics 233

APPENDIX 1

CONDUCTING FOCUS GROUPS

The focus group is a qualitative data-gathering method. When a focus group interview is employed, individuals who have similar expertise, knowledge or experiences are brought together and asked their opinions about a particular topic.

Most focus groups consist of eight to twelve participants. This number provides for the likelihood of a fairly broad range of experiences and opinions, while still ensuring that everyone will get a good opportunity to speak. A focus group session generally lasts from 90 to 120 minutes. Participants are not expected to arrive at consensus or make decisions. Instead, those facilitating the focus group look for common themes.

An effective focus group requires good facilitators. Usually, a facilitator and an assistant are used so that one can facilitate discussion while the other records information. Prior to a focus group session, their tasks are to identify the purposes of the meeting and the questions to be discussed, select the target group and arrange for a suitable location. A circular or rectangular seating arrangement will encourage open discussion. Refreshments are usually provided. If the session is to be recorded using either audio or video recording equipment (with the prior concurrence of participants), then those arrangements need to be made as well.

Once participants have been welcomed, provided with refreshments, and advised where to sit, a facilitator:

- Introduces the facilitators and has participants introduce themselves.
- Explains the nature of the focus group interview and the questions to be discussed.
- Moves through the pre-arranged questions, inviting responses from participants.
- Follows up with probing questions as required.
- Concludes the focus group interview when the allotted time has elapsed or when participants have no new information to offer.
- Acknowledges the assistance of participants, and explains how the information will be used.

For more information on conducting focus groups, interested readers may consult the following resource:

Einsiedel, A., Brown, L. & Ross, F. (1996). *How to conduct focus groups*. Saskatoon, SK.: University Extension Press.

This resource may be obtained from the University of Saskatchewan Bookstore, Saskatoon, SK., at a cost of \$20.00.

APPENDIX 2

SCORING EFFECTIVE PRACTICE SURVEYS

Each effective practice survey consists of a number of statements with which respondents are asked to respond “*Strongly Disagree, Disagree, Agree, Strongly Agree, or Don’t Know*”. What follows is an example of a few items from the Safe Caring and Respectful School Environment survey:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don’t Know
1. I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To use the results for **each** item:

Determine the total number of respondents who had an opinion (i.e. those who did not select “don’t know”). Of those, total the number who selected “Strongly Disagree” and “Disagree” to arrive at a total number of those who **disagreed**. Then, total the number who selected “Strongly Agree” and “Agree” to arrive at a total number of those who **agreed**.

Compute the percentage (of those respondents who had an opinion) who **disagreed** and the percentage who **agreed**. These percentages can be compared to ascertain the relative agreement of respondents with each item.

For example:

The survey is completed by 82 parents, with the responses for item #1 (“I feel welcome in the school”) being as follows:

Strongly Disagree	0
Disagree	8
Agree	40
Strongly Agree	32
Don’t Know	2

The total number of respondents who had an opinion (i.e. those who did not select “don’t know”) was 80. Of those, 8 selected “Strongly Disagree” or “Disagree”, or 10 percent of those who had an opinion. 72 respondents selected “Agree” or “Strongly

Agree", or 90 percent of those who had an opinion. The comparison of 10 percent who **disagreed** with 90 percent who **agreed** gives those administering the survey a good reading of respondents' views with regard to feeling welcome at the school.

A similar analysis will need to be made for each item. Responses to the various items can be compared, so that those where there is a lower percentage of respondents agreeing can be prioritized for early action.

APPENDIX 3

SCHOOL COMMUNITY COUNCIL IMPROVEMENT RUBRICS

Rubrics are descriptive scales that demonstrate growth along a continuum toward a desired state.

The School/Community Improvement Rubric utilizes a three point scale that demonstrate increasing use of the Effective Practices from planning, to progressing, to actualizing (implementing) for each of the six practices:

- Safe Caring and Respectful School Environment
- Responsive Curriculum and Instruction
- Assessment for Learning
- Adaptive Leadership
- Authentic Partnerships
- Comprehensive Prevention and Early Intervention

A School/Community Improvement Rubric for the Safe Caring and Respectful School Environment is provided. It demonstrates growth in this area at the school-community level.

The School/Community Improvement Rubric is intended to support School Community Councils in three key areas:

- to clarify what schools, school divisions and communities look like when implementing the effective practices;
- to provide a metric to assess overall progress toward the effective practices at major points in the improvement process; and
- to provide a source of direction in renewing or revising priorities for the Local Improvement Plan.

School Level Rubric: Safe Caring and Respectful School Environment

<p>Key Elements:</p> <ul style="list-style-type: none"> Promote open, inclusive and culturally affirming principles and practices; Promote collaborative relationships, which link people at the classroom, school and community level to a shared vision; Provide a variety of classroom and school-wide opportunities for social and emotional learning; Support the delivery of a comprehensive array of integrated services and supports that meet the social and personal needs of students; Model, define, teach and consistently reinforce a set of reasonable behavioural expectations; Plan for the physical and emotional safety needs of students and staff. 			
Planning Stage:	Progressing Stage:	Actualizing Stage:	
<ul style="list-style-type: none"> The School conducts a review to gather information from school and community members to determine perceptions of effectiveness, areas for improvement and suggestions for collaborative action for division and school improvement. Teachers acknowledge the need to work with parents to support classroom instruction. Teachers seek parental support to meet student's learning needs within the context of classroom instruction. School personnel seek parental support to reinforce behavioural expectations at the classroom level. A majority of school personnel acknowledge the need for procedures to deal with crisis situations and respond to them as they arise. 	<ul style="list-style-type: none"> All staff, students, families and community members create a shared vision of what they want to accomplish as partners to ensure Safe Caring and Respectful school environments that are open, inclusive and culturally affirming and where all students belong and are valued. Most school personnel have established a number of partnerships among and between educators, families, students, community and human service providers. Most teachers use some instructional strategies and programs that foster personal and social skill development and target issues related to enhancing Safe Caring and Respectful school environments. School staff, students, families and community members collaboratively develop positive and reinforce behavioural expectations for the school. Most school personnel are aware of procedures to deal with a variety of crisis situations. 	<ul style="list-style-type: none"> All staff, students, families and community members demonstrate a commitment to open, inclusive and culturally affirming learning communities and share the belief that all students belong and are valued. All school personnel integrate collaborative relationships and partnerships among and between educators, families, students, community, and human service provider into their daily practice. All school personnel use a variety of instructional strategies and programs that promote personal and social development of students and target issues related to creating Safe Caring and Respectful school environments. The school is organized around a core set of clearly defined and consistently reinforced, positive behavioural expectations developed in collaboration with the larger community and all school staff use positive approaches to discipline. The school personnel are prepared to deal with a variety of crisis in a manner consistent with school division policies and procedures. 	

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	8.2
Topic:	Classes with 28 students or more - November Update		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: The Board requested an update on the number of classes at Peacock Collegiate and Central Collegiate that have 28 or more students enrolled.

Current Status: Please refer to the attached report.

Pros and Cons: n/a

Financial Implications: n/a

Governance Implications: n/a

Legal Implications: n/a

Communications: n/a

Prepared By:	Date:	Attachments:
Ryan Boughen	November 18, 2013	Classes with more than 28 Students September 16, 2013 & November 15, 2013

Recommendation:
Information only.

Classes with more than 28 Students September 16, 2013 & November 15, 2013

School	Grade	Individual Classes	September 16/13	November 15/13
Central Collegiate	12	Biology 30 - 2	32	26
	12	Chemistre 30 -2	29	25
	12	Geography 30-2	29	28
	12	History 30-2	29	31
	12	History 30-4	30	28
	9	Wellness 90 - 1	29	30
		Total	7 Classes over 28	2 Classes over 28
Peacock Collegiate	12	Biology 30	30	25
	10	Science 10	30	30
	11	Biology 20	29	25
	10	Drama 10	29	28
	11	ELA 20	29	29
	12	ELA A30	30	31
	12	History 30	31	29
	10	Math 10 W & A	30	26
	11	Math 20 W & A	29	26
	10	Wellness 10	31	30
	10	Wellness 10	31	31
	11	ELA 20	30	31
	10	Science 10	31	29
	12	Social Studies 30	30	30
	11	Chemistry 20	31	29
	9	Drama 90	29	30
	11	History 20	31	30
	9	PE Girls	35	33
	9	PE Boys	34	33
	9	Art 90	29	29
	11	ELA 20	32	30
	10	ELA B10	32	30
	10	History 10	29	30
	11	History 20	29	29
		Total	24 Classes over 28	19 Classes over 28

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	8.3
Topic:	Fountas and Pinnell Information		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

The Higher Literacy and Achievement Accountability Report was presented and accepted at the November 2013 meeting. A request was made at that time for more information regarding the Fountas and Pinnell Benchmark Assessment System.

Current Status:

Thank you for requesting this information. It is provided as attached.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	November 18, 2013	Fountas and Pinnell Benchmark Assessment System

Recommendation:

Fountas and Pinnell Benchmark Assessment System

December 2013

Background:

- Often referred to as “Fountas and Pinnell” or “F ‘n’ P” by teachers and school division staff
- It was developed by Irene Fountas and Gay Su Pinnell in the late 90s and has been updated recently
- It is the most common reading assessment system used in SK and in many other provinces and states
- It is not directly linked to outcomes in the curriculum, thus it is an additional measure of student learning
- It is a system of individually assessing a student’s reading level and determining their reading level based on a letter system (see chart below).
- We have been using F and P since amalgamation as a division
- We currently assess all grade 1, 2 and 3 students. This school year we will add grade 4.
- Grade 1 students are assessed in January and May/June
- Grade 2, 3 and 4 students are assessed in November and May/June
- This year we will report our F and P results for gr 1, 2 and 3 to the ministry
- There is a similar assessment system used for our French Immersion students called GB+

How does it work?

- Either the classroom teacher or the student support teacher works with each child individually to determine their reading level
- It takes about 30 to 40 minutes per child to do a thorough assessment and there are 3 parts to the assessment
 - Oral reading (student reads out loud to the assessor)
 - Comprehension conversation (the student and the assessor talk about the book and what the student understands)
 - Writing about reading (optional)
- The assessment includes both fiction and nonfiction books
- Student results include reading accuracy (number of words correct), fluency (how smooth and consistent they read) and comprehension (if they understand what they read based on some questions asked after reading)
- The accuracy score and the comprehension score together determine the reading level. Fluency is more subjective and not used in the overall score.

What happens with the results?

- Parents receive information at the student led conferences in regards to their child’s progress in reading as measured by F and P as well as how they are achieving curricular outcomes.
- The results are used to:

- Guide instruction as well as reading groups
- Determine students' independent and instructional reading levels.
- Select texts that will be productive for student's instruction.
- Identify students who need intervention.
- Document student progress across a school year and across grade levels.
- Inform parent conferences.

Grade Level Expectations

Fountas and Pinnell Reading Level Cut-Offs for Grade One			
	January	March	June
Level 1: Limited		level A	levels B or C
Level 2: Adequate	below level A	level B or C	levels D, E or F
Level 3: Proficient	level A or B	level D or E	level G
Level 4: Excellent	level C or above	level F or above	level H or above
Fountas and Pinnell Reading Level Cut-Offs for Grade Two			
	Term One	Term Two	Term Three
Level 1: Limited	below level F	below level H	below level J
Level 2: Adequate	levels F or G	levels H or I	levels J or K
Level 3: Proficient	level H	level J	level L
Level 4: Excellent	level I or above	level K or above	level M or above
Fountas and Pinnell Reading Level Cut-Offs for Grade Three			
	Term One	Term Two	Term Three
Level 1: Limited	below level L	below level M	below level N
Level 2: Adequate	level L	level M	levels N
Level 3: Proficient	level M	level N	levels O
Level 4: Excellent	level N or above	level O or above	level P or above

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	8.4
Topic:	2013-2014 SCC Meeting Dates		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: The 2013-2014 SCC meeting dates are attached as an information item.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	November 21, 2013	2013-2014 SCC Meeting Dates

Recommendation:
Information only.

2013-2014 SCC Meeting Dates

Assiniboia 7th Avenue	Generally held on the 3rd Monday of each month but sometimes that varies based on who is and who isn't available - 7pm
Assiniboia Composite High	3rd Wednesday of the month @ 5pm in the Library
Assiniboia Elementary	Sept 2, Oct 2, Nov 6, Dec 4, Jan 8, Feb 5, Mar 5, Apr 2, May 7, June 4 @ 7:00pm
Avonlea	Oct 16, Nov 13, Dec 11, Jan 15, Feb 12, Mar 19, Apr 9, May 14, June 18 @ 6:30pm
Bengough	Oct 10, Nov 14, Dec 12, Jan 9, Feb 13, Mar 13, Apr 10, May 8, June 12 @ 5pm in the school library
Caronport Elementary	Oct 29, Nov 26, Jan 21, Feb 25, Mar 25, Apr 28, May 27 @ 7pm
Central Butte	1st Wednesday of the month - November will be moved to the 5th due to WE day
Central Collegiate	Oct 18, Nov 6, Dec 4, Jan 8, Feb 5, Mar 5, Apr 2, May 7, June 4 @ 5:30pm
Chaplin	1st Wednesday of the month at lunch, 12:20pm
Coronach	Oct 30, Nov 25, Jan 27, Feb 24, Mar 31, Apr 28, May 26, June (unsure of date) @ 7:00pm
Craik	3rd Thursday of the month - Oct, Dec, Feb, Apr and June @ 7:00pm.
Empire	Oct 9, Oct 23 (if needed), Nov 13, Dec 11, Jan 16, Feb 12, Mar 12, Apr 9, May 14, June 11 @ 6:30pm in the school library
Eyebrow	Oct 17, Nov 20, Dec 11, Jan 15, Feb 19, Mar 19, Apr 16, May 21, June 11 @ 3:45pm
Glentworth	Oct 3, Nov 28, Jan 30, Mar 20, Apr 29, May 29 @ 6:15pm
Gravelbourg Elementary	Oct 30, Nov 27, Dec 11 - in 2014, it will be the 1st Wednesday of every month @ 5:15pm
Gravelbourg High	Sept 24, Oct 2, Nov 13, Dec 11, Jan 8, Feb 12, Mar 12, Apr 9 (may be cancelled due to AGM), May 14, June 11 @ 6:30pm
John Chisholm	3rd Tuesday of the month @ 3pm - there will be no meeting in December
Kincaid Central	Sept 4, Oct 7, Nov 4, Dec 10, Jan 6, Feb 3, Mar 3, Apr 7, May 5 @ 7:30pm
King George	Oct 9, Nov 13, Dec 11, Jan 15, Feb 12, Mar 12 @ 7pm in Rm #9
Lafleche	Oct 7, Nov 4, Dec 2, Jan 13, Feb 3, Mar 3, Apr 7, May 5, June 2 @ 4:30pm
Lindale	Nov 2, Dec 10, Jan 14, Feb 11, Mar 11, Apr 8, May 1, June 10 @ 3:45pm
Mankota	They set their next meeting date after each scheduled meeting
Mortlach	1st Tuesday of the month @ 7pm
Mossbank	3rd Thursday of every month @ 7pm
Palliser Heights	Nov 26, Jan 28, Mar 25, May 27 @ 6:30pm
Peacock Collegiate	Oct 7, Nov 4, Dec 2, Jan 13, Feb 3, Mar 3, Apr 7, May 5, June 9 @ 6pm in the school meeting room
Prince Arthur	Nov 13, Dec 11, Jan 15, Feb 12, Mar 12, Apr 9, May 14, June 11 @ 5pm
Riverview Collegiate	Sept 9, Oct 7, Nov 4, Dec 2, Jan 6, Feb 3, Mar 3, Apr 7, May 5, June 2 @ 5:30pm
Rockglen	3rd Tuesday of the month @ 3:30pm
Rouleau	Oct 22, Nov 19, Dec 10 @ 8:00pm - only set until Christmas
Sunningdale	Sept 26, Oct 24, Nov 21, Dec 19, Jan 23, Feb 20, Mar 20, Apr 8, May 1, May 22 @ 7pm in the School Library - Apr 8 & May 22 (time and location TBD)
Westmount	Sept 16, Oct 15, Nov 19, Dec 17, Jan 28, Mar 4, Apr (AGM TBD), May 13, June 17 @ 7pm in the Library
William Grayson	Oct 10, Nov 14, Dec 12, Jan 16, Feb 13, Mar 13, Apr 10, May 8, June 12 @ 3:45pm

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	8.5
Topic:	Division Attendance Policy		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background: Prairie South Attendance Summary from September 2 to November 15, 2013.

Current Status: **K-8 (based on 4124 students)**
Absences are based on absences for full morning, afternoon, or full day.

Number of students with absences between 10 and 15: 68 (-32) 1.64%

Number of students with absences greater than 15: 35 (+1) 0.84%

9-12 (based on 2144 students)
Absences and punctuality are based per class

Number of students with unexcused absences between 5 and 9: 181 (+6) 8.44%

Number of students with absences between 10 and 14: 216 (+22) 10.07%

Number of excused absences: 138 (+26) 6.44%

Number of unexcused absences: 78 (-4) 3.63 %

Number of students with absences between 15 and 19: 96 (-7) 4.48%

Number of excused absences: 66 (-9) 3.09%

Number of unexcused absences: 30 (+2) 1.40%

Number of students with absences greater than 20: 98 (-47) 4.57%

Number of excused absences: 71 (-14) 3.31%

Number of unexcused absences: 27 (-30) 1.26%

Number of students with lates (per class) ranging between 5 and 9: 214 (-59) 9.98%

Number of students with lates (per class) ranging between 10 and 15: 64 (-28) 2.99%

Number of students with lates (per class) greater than 15: 13 (-10) 0.61%

Pros and Cons:

**Financial
Implications:**

**Governance
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	November 21, 2103	

Recommendation:

AGENDA ITEM

Meeting Date:	December 3, 2013	Agenda Item #:	8.6
Topic:	CUPE Collective Agreement		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

The employer began negotiations in October of 2012 on the monetary package only. Tentative agreement on a new contract was reached in January of 2013.

CUPE will be having their ratification vote of the new agreement effective June 12 & 13, 2013.

Current Status:

The draft agreement was signed by the parties November 12, 2013.

Pros and Cons:

The collective agreement governs the employer - employee relationship and as such deals with the majority of areas such as hiring, pay scales and leave provisions etc.

Financial Implications:

N/A

Governance Implications:

N/A

Legal Implications:

The collective agreement is a binding legal contract that is governed by the Trade Union Act. The new collective agreement will start to be negotiated in March of 2014.

Communications:

Prepared By:	Date:	Attachments:
Rory Griffith	November 18, 2013	n/a

Recommendation:

Information only.