

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

DECEMBER 2, 2014  
11:00 a.m. – 4:00 p.m.  
Central Office, 15 Thatcher Drive, Moose Jaw

## **AGENDA**

1. **Board Planning Session (10:00 – 11:00 a.m.)**
  - 1.1 **Board Update on CUPE Negotiations**
2. **Call to Order**
3. **Adoption of the Agenda**
4. **Adoption of Minutes**
  - 4.1 **Minutes of Regular Board meeting of November 4, 2014**
  - 4.2 **Minutes of Special Board meeting of November 25, 2014**
5. **Decision and Discussion Items**
  - 5.1. **Notice of Motion: Administrative Procedure 513 (Decision)**
  - 5.2. **PCAP Assessment Summary (Discussion)**
  - 5.3. **Facility Utilization (Decision)**
  - 5.4. **Accountability Report: Human Resources (Decision)**
  - 5.5. **Staff Engagement Plan (Decision)**
  - 5.6. **Board Policy No 12 Updated (Decision)**
  - 5.7. **Board Policy No 2 (Appendix A) Board Work Plan (Decision)**
  - 5.8. **Annual Bursary Fund Directorship Appointments (Decision)**
  - 5.9. **Sale of Surplus Land (Decision)**
  - 5.10. **2013-14 Ministry of Education Annual Report (Decision)**
  - 5.11. **Rockglen School Alternate Calendar Proposal (Decision)**
  - 5.12. **Out of Province Excursion – Lindale School (Decision)**
  - 5.13. **Monthly Reports (Decision)**
    - 5.13.1. **Substitute Usage Report**
    - 5.13.2. **Tender Report**
    - 5.13.3. **Suspensions**
  - 5.14. **ADDITION: ATM Machine for Peacock Collegiate (Decision)**
6. **Delegations and Presentations**
  - 6.1 **Wakamow Aboriginal Community Association Presentation and Smudging (1:00 p.m.)**

Presenters: Jeff Cappel, Cultural Advisor; Cliff Froehlich, Moose Jaw Police Service;  
Donna Jones, Community Parent of Moose Jaw

- 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
    - 7.1.6.** Rural Catchment and Transportation
    - 7.1.7.** South Hill
- 8. Information Items**
  - 8.1. Disposal of Surplus Land Report**
- 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 4, 2014 at 11:00 a.m.**

Attendance: Mr. R. Bachmann; Mr. D. Crabbe; Dr. S. Davidson; Mr. R. Gleim; Mr. A. Kessler; Mr. J. Radwanski, Mr. B. Swanson; Mrs. G. Wilson, Mr. L. Young; T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; 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; L. Patterson, Executive Assistant; D. Briggs, Communications Coordinator

Regrets: Mr. T. McLeod, Trustee.

Presentations:

- 6.1 Theresa Gillies, Re: Transportation (11:45 a.m.) Teleconferencing
- 6.2 High Literacy and Achievement Committee Live Action Report (1:00 p.m.)

Motions:

- |                 |  |         |
|-----------------|--|---------|
| 11/04/14 – 2237 | That the meeting be called to order at 11:00 a.m.<br>- Davidson  | Carried |
| 11/04/14 – 2238 | That the Board adopt the agenda as presented.<br>- Swanson   | Carried |
| 11/04/14 – 2239 | That the Board adopt the Minutes of the regular meeting of October 7, 2014 as presented.<br>- Wilson   | Carried |
| 11/04/14 – 2240 | That Administration prepares a summary report for the Board of the recent Council of Ministers of Education (CMEC) national assessment; such report to include detailed Saskatchewan results in a comparative format.<br>- Swanson     | Carried |
| 11/04/14 – 2241 | That the Board receive a report detailing PSSD Professional Development expenditures (actual 2013-2014 and budgeted 2014-2015) categorized by SCC, CUPE, Board, STF, and LEADS.<br>- Swanson   | Carried |
| 11/04/14 – 2242 | That the Board adopt Board Policy No 8 (Updated November 4, 2014) and direct that it replace the current policy in the Board Policy Handbook and rename the Standing Committee Urban Opportunities to Urban Possibilities.<br>- Wilson | Carried |

A copy of the revised Board Policy No 8 is at the end of this document.

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|-----------------|---|---------|
| 11/04/14 – 2243 | That the Board approve the revised schedule of Regular meetings dates and planning meetings for the 2014-15 year as presented.<br>- Gleim   | Carried |
| 11/04/14 – 2244 | That the Board approve the sale of parcel 105506388 for \$50, parcel 105506366 for \$75 and parcel 104870011 for \$50 and approve the transfer of parcels 150548294 and 105580717 to the adjacent land owners who have been paying taxes on the land.<br>- Gleim      | Carried |
| 11/04/14 – 2245 | That the Board accept the monthly reports as presented.<br>- Crabbe<br><br>That the Board recess at 11:35 a.m. and will reconvene at 11:45 a.m.<br><br>That the Board reconvened at 11:45 a.m.  | Carried |
| 11/04/14 – 2246 | That the Board go into closed session at 11:55 a.m.<br>- Gleim<br><br>That the Board reconvene in open session at 12:14 p.m.  | Carried |
| 11/04/14 – 2247 | That the Board receive and file the letter from Theresa Gillies.<br>- Swanson<br><br>That the Board break at 12:15 p.m.<br><br>That the Board reconvene at 1:00 p.m.<br><br>The Board reconvened at 1:00 p.m.<br><br>Mr. L. Young arrived at the meeting at 1:00 p.m. | Carried |
| 11/04/14 – 2248 | That the Director of Education accountabilities mandated in the source documents cited in the Higher Literacy and Achievement Report have been fully met.<br>- Young  | Carried |
| 11/04/14 – 2249 | That the Board approve Peacock Collegiate's overnight excursion to Medicine Hat, AB as per the outline provided.<br>- Kessler   | Carried |
| 11/04/14 – 2250 | That the Board approve Lindale School's overnight excursion to Asessippi, MB as per the outline provided.<br>- Kessler  | Carried |

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|-----------------|--|---------|
| 11/04/14 – 2251 | That the Board approve and appoint Shawn Wheaton, Cora Lee Schulz and Helen Drinkel to Caronport Elementary's School Community Council with Shawn Wheaton's term ending 2015/2016; and Cora Lee Schulz and Helen Drinkel's terms ending 2014/2015.<br>- Bachmann | Carried |
| <br>            |  |         |
| 11/04/14 – 2252 | That the Board approve and appoint Darryl Smith to Kincaid's School Community Council term ending 2014/2015.<br>- Swanson  | Carried |

### **Committee Reports**

#### Standing Committees:

##### *Higher Literacy & Achievement*

- The committee proudly supported the Live Action Report that occurred earlier in the meeting today. A team of Learning Consultants gave the Board and gallery members the chance to participate in the reading assessment. This assessment is a tool used from grade 5 to 12 as part of the basic reading inventory and is one of many tools needed to determine a student's reading level and positive path forward. The Consultants demonstrated how teachers apply the assessment, and how they use the results to direct their instruction, ensuring the students feel challenged yet not frustrated and strives to reach their highest level of learning.

##### *Equitable Opportunities*

- The committee hasn't officially met recently, yet congratulations were given to Barb Compton, Lonny Holmes and Tana Rowe for their hard work and success at the Partnership Signing event last week. With representatives from many areas, including SaskPower and the Minister of Education, the event was a huge success. Local media were also thanked for their continued support and highlights on the students in the programs.
- School administration are encouraged to keep up to date on the opportunities for their students that have been offered through the PAA and the many partnerships.

##### *Smooth Transitions*

- No report given.

##### *Strong System-Wide Accountability and Governance*

- The committee has been working on the financial package for the November 21 planning meeting.

##### *Advocacy and Networking*

- The committee is meeting today and reminds the Board that there is an SCC networking session tonight in Moose Jaw and tomorrow in Assiniboia. Every SCC will be represented at one of the two events.

##### *Rural Catchment and Transportation*

- No report given.

*South Hill*

- The committee will be changing to become the Urban Possibilities committee. This will reflect the needs of the city of Moose Jaw in a broader sense than South Hill, ensuring that all opportunities and issues are identified and addressed. All of the city of Moose Jaw trustees will sit on the new committee.

**Notice of Motions**

That Administrative Procedure 513 be amended such that the Prairie South Board of Trustees receive at each regular meeting a report detailing all tenders over \$5,000 awarded since the previous report; details to include value of tender and tender recipient.

- Swanson

**Adjournment**

11/04/14 – 2253

That the meeting be adjourned at 2:17 p.m.  
- Crabbe

Carried

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Shawn Davidson  
Chair

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B. Girardin  
Superintendent of Business and Operations

**Special Meeting and Planning Meeting**

Date: November 25, 2014

Location: Central Office, Moose Jaw

**Next Regular Board Meeting:**

Date: December 2, 2014

Location: Central Office, Moose Jaw

## Policy 8

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### BOARD COMMITTEES

The Board may establish committees to assist with its work. Committees may be standing or ad hoc in nature.

At its annual Organizational Meeting, the Board shall establish such standing committees, and terms of reference for each, as it deems necessary. At any duly constituted meeting, the Board may establish standing or ad hoc committees, and terms of reference for each.

#### General Requirements

Subsequent to the establishment of committees, appointment of trustees to committees will be the responsibility of the Chair. Normally trustees serve on a maximum of two standing committees.

Committee Chairs will be determined by the Committee.

All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board. Reports shall be included in the board agenda package.

#### Standing Committees

Standing committees are established to assist the Board with work of an on-going or recurring nature. The Director of Education may assign staff to support the work of the committee. Committees shall not exercise authority over staff.

Committee work will be presented to the board by written report for decision, discussion or information.

#### 1. Higher Literacy and Achievement Standing Committee

##### 1.1 Membership

- Minimum of three, maximum of four trustees.

##### 1.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to increasing higher literacy and student achievement, promoting academic achievement for all students while closing achievement gaps.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division.
- To make recommendations to the Board relative to actions the Board may take to improve student learning and measurable student achievement within the Division.

### 1.3 Authority

- To make recommendations to the Board.

## 2. Equitable Opportunities Standing Committee

### 2.1 Membership

- Minimum of three, maximum of four trustees.

### 2.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to providing students with a safe and secure learning environment where everyone has the opportunity to maximize their potential regardless of socioeconomic status, gender, cultural or linguistic background, geographic location, personal circumstances or ability.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division and which would assist in achieving this goal.
- To make recommendations to the board relative to actions the Board may take to advance equitable opportunities in Prairie South.

### 2.3 Authority

- To make recommendations to the Board.

## 3. Smooth Transitions Standing Committee

### 3.1 Membership

- Minimum of three, maximum of four trustees.

### 3.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to promoting conditions where students are ready to enter kindergarten and progress successfully through school and be prepared to pursue further education or enter the workforce when they graduate.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in Prairie South and which would advance the Division's smooth transitions goal.
- To make recommendations to the board relative to actions the Board may take to advance smooth transitions in Prairie South.

### 3.3 Authority

- To make recommendations to the Board.

## 4. Strong System-Wide Accountability and Governance Standing Committee

### 4.1 Membership

- Minimum of three, maximum of four trustees.



#### 4.2 Terms of reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to community engagement, public accountability, stewardship, the advancement of public education including effective utilization of: human resources, finance, transportation, and facilities.

### 5. Advocacy and Networking Standing Committee

#### 5.1 Members

- Minimum of three, maximum of four trustees.

#### 5.2 Terms of Reference

- To examine issues related to advocacy and networking.
- To draft the Board annual advocacy plan for consideration by the Board.
- To monitor the implementation of the Board's annual advocacy plan
- To annually assess the effectiveness of the Board's advocacy plan.
- To research effective advocacy plans and actions taken by other divisions.

#### 5.3 Authority

- Make recommendations to the Board.

### 6. Rural Catchment and Transportation Standing Committee

#### 6.1 Membership

- Trustees from subdivisions 1, 2, 3, 4, and 5

#### 6.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to rural transportation.
- To examine possible alternatives which may be considered or that others have successfully taken which might be appropriate for implementation in Prairie South and which would enhance rural transportation service to children, families and schools.
- To make recommendations to the Board relative to actions the Board may take to enhance transportation services in Prairie South.

#### 6.3 Authority

- To make recommendations to the Board.

### 7. Urban Possibilities Standing Committee

#### 7.1 Membership

- Trustees from subdivision 6.

#### 7.2 Terms of Reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues specific to schools and learning in the city of Moose Jaw.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in Prairie South and which would advance services to students, families, and schools in the city of Moose Jaw.
- To make recommendations to the board relative to actions the Board may take to advance opportunities for students in an urban setting in Prairie South.

### 7.3 Authority

- To make recommendations to the Board.

## Committees of the Whole

The Board may, from time to time, assign responsibility to the committee of the whole.

### 1. Membership

- All trustees

### 2. Terms of reference

- To provide a forum for trustees to engage in planning sessions related to issues such as, but not restricted to, finance, facilities, special projects and the Education Sector Strategic Plan.

### 3. Authority

- To make recommendations to the Board.

### 4. Meetings

- As determined by the Board.

The Board has structured two committees of the whole, Audit and Facilities, as follows:

### 1. Audit Committee

- To serve as the audit committee for the board.

The Audit Committee will lead the external audit function and act as a conduit between the Auditor and the Board.

- Pre-Audit
  - Provide for proposals for audit services as required and recommend the appointment of external auditors and the audit fees.
  - Recommend on any question of resignation or dismissal of the external auditors.
  - Review the auditor's proposed audit scope and approach.
  - Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the Division, including non-audit services, and discussing the relationship with the auditors.

- Plan with the auditor for additional or specific focus services.
- **Post-Audit**
  - Review with the external auditors and management the results of the audit.
  - Review the external auditor's Management Letter and correspondence attached to the annual statement.
  - Review the effectiveness of the Committee and recommend any proposed changes to the Board.
  - The Committee shall report to the Board the results of the audit and its recommendation for the audited financial statements.

The Audit Committee has authority to:

- Meet with external auditor or auditor candidates.
- Meet with the Director of Education, Superintendent of Business and Operations and/or the Accounting Manager as deemed necessary.
- Seek advice of other professionals as deemed necessary and within Committee budget.
- Report to the Board with regard to any matters within its mandate.

The Board shall meet with the external auditors prior to the start of the annual audit and shall meet with the external auditors upon completion of the Annual Financial Statement. To make recommendations to the Board in all matters other than when serving as the audit committee.

## 2. Facilities Utilization Committee

### Strategic focus

- Determine current realities in Prairie South related to enrollment, program location, office locations(s), demographics, city planning and other factors.
- Determine the variables the division will focus on.
- Make educated, dependable and responsible decisions to address the division's existing issues.
- Provide alternate proposals for the Ministry of Education to satisfy projected city development and other societal issues.

### **Ad Hoc Committees**

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.

Each ad hoc committee, at the conclusion of its work, shall present a written report to the Board. Unless otherwise directed by the Board, ad hoc committees are dissolved as soon as they have reported to the Board.

The Director of Education shall attend meetings of ad hoc committees.

### **Resource Personnel for Committees**

The Director of Education may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Reference: Sections 85, 106 of the Education Act

November 4, 2014

**MINUTES OF THE SPECIAL 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 25, 2014.**

Attendance: Mr. R. Bachmann; Mr. D. Crabbe; Dr. S. Davidson; Mr. R. Gleim; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; D. Briggs, Communications Coordinator; L. Patterson, Executive Assistant

Regrets:

Motions:

Tim McLeod, Vice Chair, called the meeting to order at 10:10 a.m.

Dr. S. Davidson arrived at the meeting at 10:28 a.m.

11/25/14 – 2254	That the Board go into closed session at 10:47 a.m. - Gleim	Carried
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*Note: As part of the Board's oversight responsibilities, they met with the auditor without management present.*

11/25/14 – 2255	That the Board reconvene in open session at 11:26 a.m. - Swanson	Carried
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11/25/14 – 2256	That the Board approve the Auditor's Report and Audited Financial Statements for the 2013-14 fiscal year. - Swanson	Carried
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11/25/14 – 2257	That the meeting be adjourned at 11:34 a.m. - Crabbe	Carried
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Shawn Davidson  
Chair

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Bernie Girardin  
Superintendent of Business and Operations

Next Regular Board Meeting:

Date:	December 2, 2014
Location:	Board Office, Moose Jaw



## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.1
<b>Topic:</b>	<b>Notice of Motion: Administrative Procedure 513</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

At the November 4, 2014 regular Board meeting the following Notice of Motion was made:

That Administrative Procedure 513 be amended such that the Prairie South Board of Trustees receive at each regular meeting a report detailing all tenders over \$5,000 awarded since the previous report; details to include value of tender and tender recipient.

- Swanson

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	November 21, 2014	

***Recommendation:***





## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.2
<b>Topic:</b>	<b>PCAP Assessment Summary</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	11/04/14 – 2240 That Administration prepares a summary report for the Board of the recent Council of Ministers of Education (CMEC) national assessment; such report to include detailed Saskatchewan results in a comparative format. - Swanson
<b>Current Status:</b>	Summary is included.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	November 10, 2014	PCAP Summary

***Recommendation:***

That the Board review the summary of the 2013 PCAP Assessment.

## **Introduction**

This summary is intended to fulfill the requirements of a Prairie South Schools Board of Education Motion passed 04 November 2014. The Board motion calls for a summary report with detailed Saskatchewan information in a comparative format. After a brief introduction, a variety of graphs and tables are included. These compare Saskatchewan results with other provincial results, and also provide some insight into differences in gender in Saskatchewan and throughout Canada. Finally, the Saskatchewan portion of the *PCAP 2013* report is included for review.

PCAP is sponsored by the Council of Ministers of Education, Canada (CMEC). CMEC is “an intergovernmental body founded in 1967 by ministers of education to serve as:

- a forum to discuss policy issues;
- a mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest;
- a means by which to consult and cooperate with national education organizations and the federal government; and
- an instrument to represent the education interests of the provinces and territories internationally. ([www.cmec.ca](http://www.cmec.ca))”

“When the ministers of education began planning the development of PCAP in 2003, they set out the following goals for a conceptually new pan-Canadian assessment instrument designed to:

- inform educational policies to improve approaches to learning;
- focus on reading, mathematics, and science, with the possibility of including other domains as the need arises;
- reduce the testing burden on schools through a more streamlined administrative process;
- provide useful background information using complementary context questionnaires for students, teachers, and school administrators;
- enable jurisdictions to use both national and international results<sup>3</sup> to validate the results of their own assessment programs and to improve them. (*PCAP 2013*, p. 1)”

PCAP is administered every three years to a representative sample of grade 8 students from across Canada. In 2013, 24,000 students were assessed in English and 8,000 students were assessed in French,

for a total sample size of 32,000 students. For the purpose of PCAP, French Immersion students are counted as English students, so Prairie South Schools' participants are universally reflected in the English results. In 2013, grade 8 students from one classroom at each of the following schools were included in the PCAP assessment sample: Assiniboia Elementary, Avonlea, Caronport Elementary, Central Butte, Gravelbourg High, King George, Lindale, Palliser Heights, Prince Arthur, and Sunningdale.

Each assessment has a major focus in one area and a minor focus in two areas, so that every nine years a PCAP cycle is completed. The third PCAP assessment was conducted in 2013 with a focus on Science; previous assessments focused on Mathematics (2010) and Reading (2007). In 2016, Reading will be the focus again, and results from that assessment will be compared to the 2007 baseline, as well as to results from the two assessments in between.

Performance results in PCAP are presented in two ways. In the area of major focus, results are presented as overall mean scores and as the percentage of students attaining performance levels. In the minor focus areas, results are presented as overall mean scores only. "The Canadian mean in PCAP is set at 500 with a standard deviation of 100. This means that for Canada overall, two-thirds of the students score between 400 and 600. (*PCAP 2013*, p. 17)" "Overall mean scores and relative rankings compared to the Canadian mean scores are useful indicators of the performance of education systems, but they do not provide much information about what students can actually do in science. (*PCAP 2013*, p. 5)" This is highlighted in the Science portion of the report where Saskatchewan students are ranked 7<sup>th</sup> of the 10 provinces reported using the overall mean score; this converts to 88% of Saskatchewan students working at or above grade level in science when reported as the percentage of students attaining performance levels.

### **Selected Science Results**

**CHART 3.1 Results in science by jurisdiction**

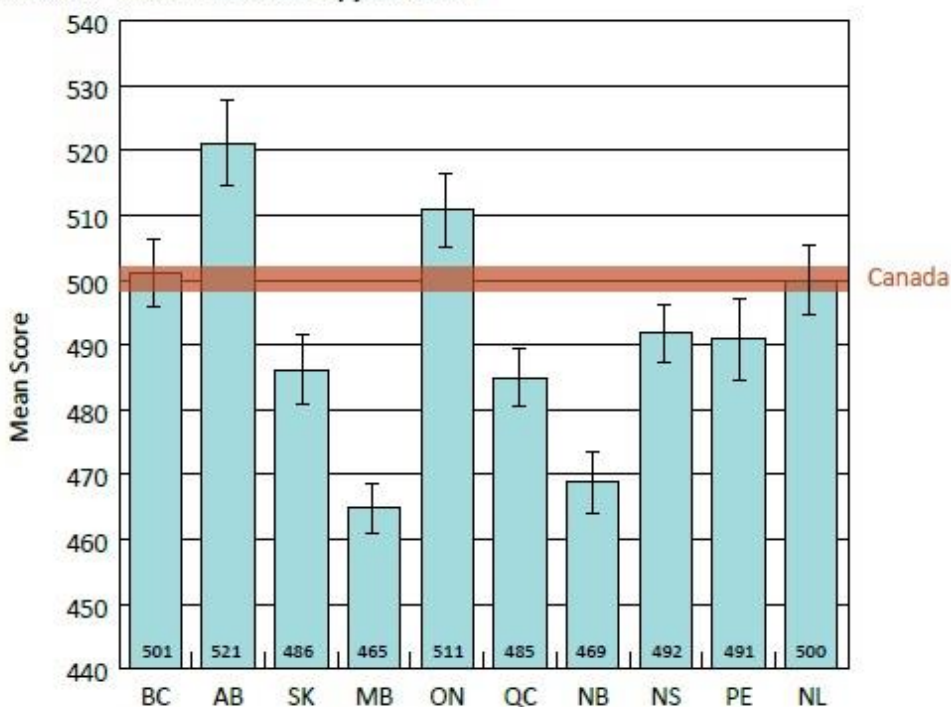


CHART 3.4 Results by sub-domain in science by jurisdiction

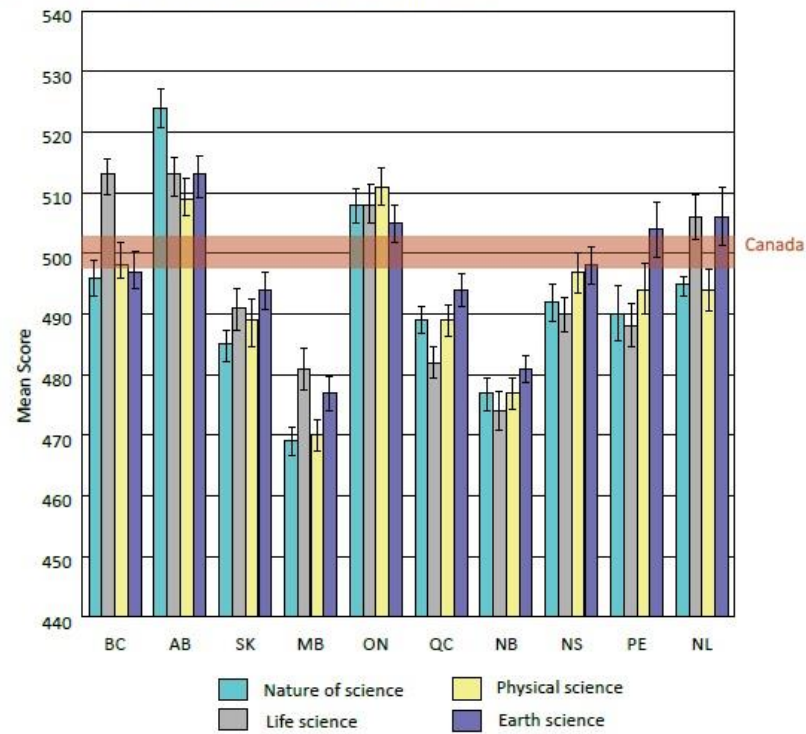


Chart 3.5 Results by competency in science by jurisdiction

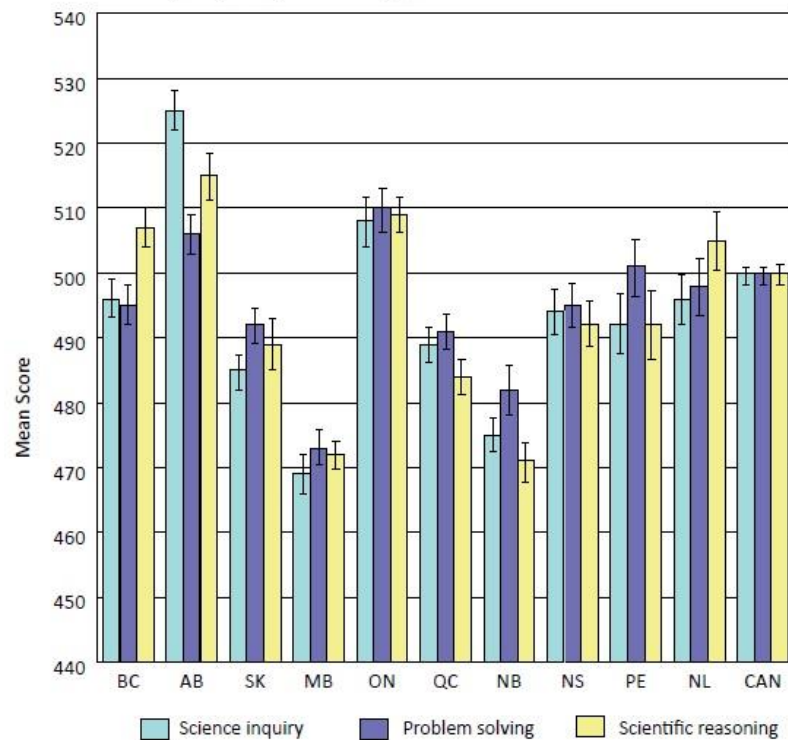
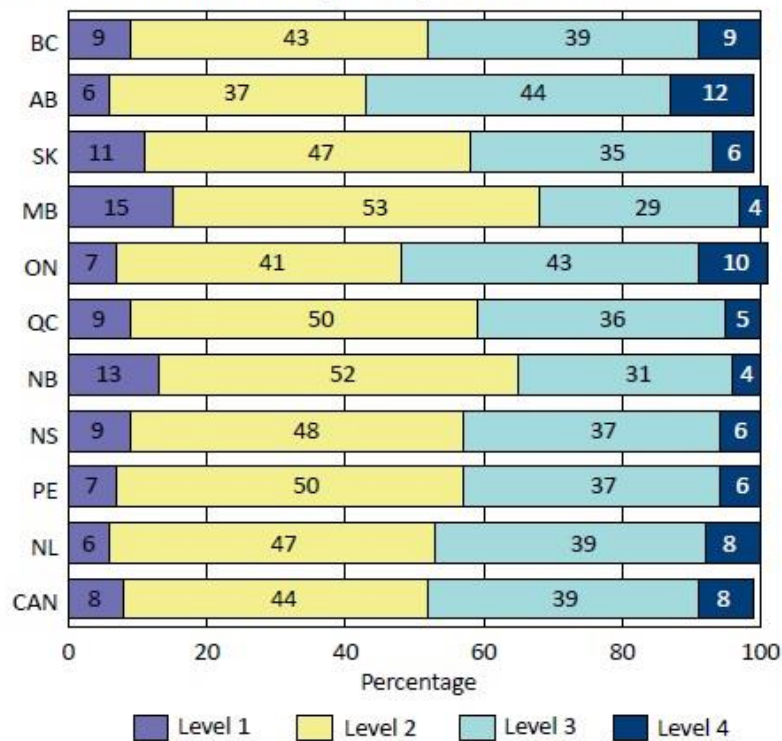


TABLE 3.3 Achievement in science by jurisdiction and by language of the school system

	Anglophone school system		Francophone school system		Difference
	Mean	CI	Mean	CI	
BC	501	4.3	495	7.8	6
AB	521	4.2	488	4.9	33*
SK	486	4.5	474	1.6	12*
MB	465	3.5	453	3.6	12*
ON	513	5.1	464	4.0	49*
QC	484	5.0	485	3.7	1
NB	467	3.7	475	5.1	8
NS	493	4.2	466	3.8	27*
PE	492	5.2	--	--	--
NL	500	4.8	--	--	--
CAN	505	2.5	483	3.0	22*

CHART 4.1 Distribution of students by level of performance in science<sup>14</sup>



## Selected Reading Results

CHART 5.5 Changes over time in reading by jurisdiction

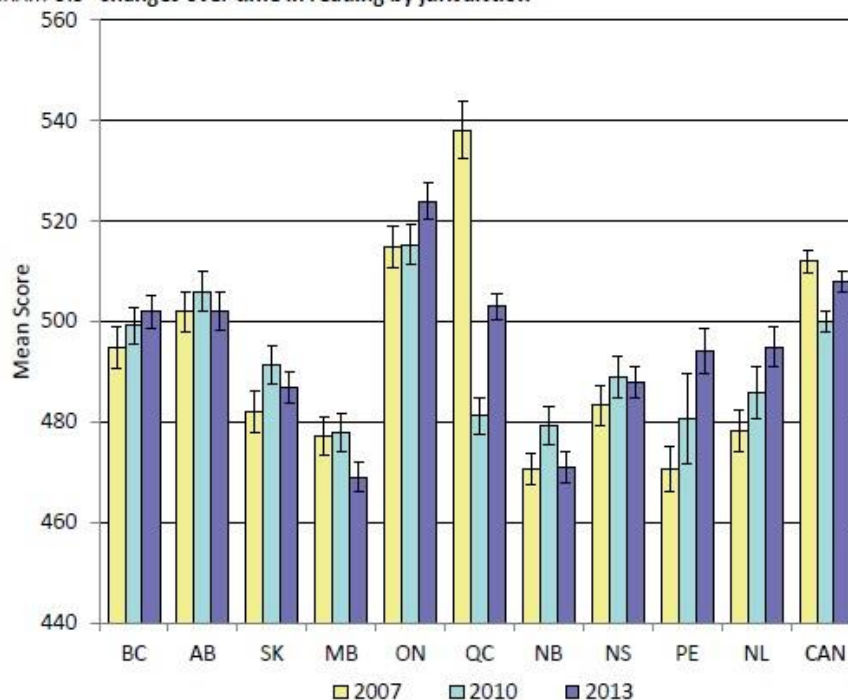


TABLE 5.4 Results in reading by jurisdiction and by gender

	Females		Males		Difference
	Mean	CI	Mean	CI	
BC	518	4.2	486	4.7	32*
AB	518	5.1	485	5.1	33*
SK	498	3.9	476	5.3	22*
MB	480	4.3	459	4.2	21*
ON	538	4.8	510	5.5	28*
QC	514	4.6	493	4.3	21*
NB	485	4.0	459	5.2	26*
NS	499	5.2	477	5.0	22*
PE	509	5.9	479	7.2	30*
NL	503	4.8	486	7.8	17*
CAN	521	2.2	494	2.3	27*

## Selected Math Results

CHART 6.5 Changes over time in mathematics by jurisdiction

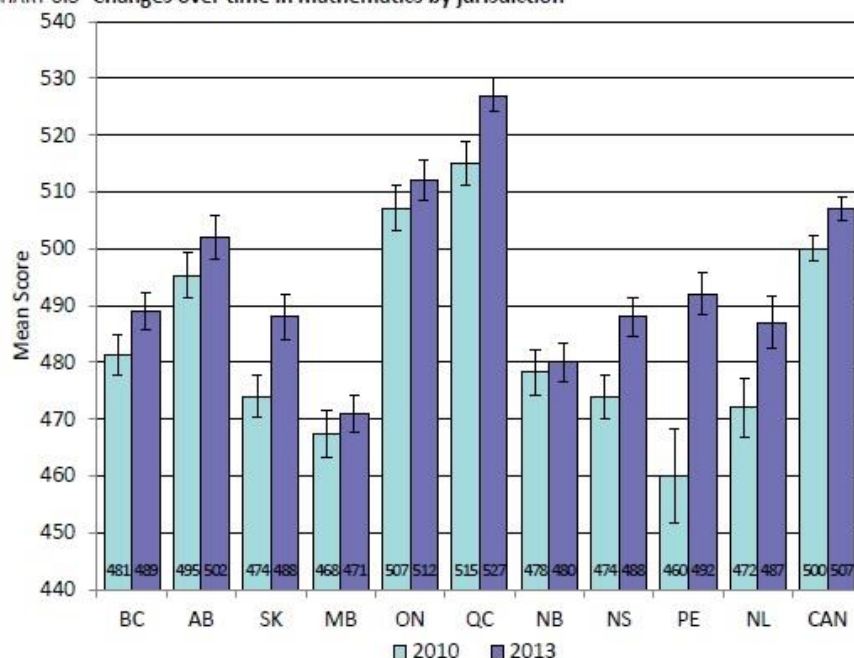


TABLE 6.5 Change in mathematics by jurisdiction and by gender

		2013		2010		Difference (2013–2010)
		Mean	CI	Mean	CI	
BC	Females	491	4.3	475	4.9	16*
	Males	487	4.4	490	5.4	-3
AB	Females	504	5.1	491	4.8	13*
	Males	499	5.3	500	4.8	-1
SK	Females	487	4.6	475	5.3	12*
	Males	488	6.6	477	5.0	11*
MB	Females	470	3.8	468	5.1	2
	Males	471	4.1	470	6.0	1
ON	Females	511	5.3	509	6.1	2
	Males	514	5.6	508	5.8	6
QC	Females	528	4.8	513	4.6	15*
	Males	526	3.4	523	5.5	3
NB	Females	483	4.3	486	5.8	-3
	Males	477	5.2	473	5.3	4
NS	Females	489	4.0	478	4.6	11*
	Males	487	4.4	473	5.9	14*
PE	Females	498	5.9	453	11.1	45*
	Males	485	7.2	468	11.7	17
NL	Females	489	4.9	476	6.4	13*
	Males	484	6.8	471	8.0	13*
CAN	Females	507	1.9	499	3.0	8*
	Males	507	2.9	504	2.9	3



## Context Statement

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### *Social context*

Saskatchewan has a population of just under 1.1 million, its largest population in the past 60 years, which is spread throughout a vast geographic area. About half of Saskatchewan's population lives in towns, villages, rural municipalities, or on First Nations reserves, giving a strong rural influence in the province. Potash and uranium mining, oil production, agriculture, and forestry are the major industries. Saskatchewan has a diverse cultural and ethnic heritage, including a large and growing First Nation and Métis population and an increased number of immigrants from around the world.

### *Organization of the school system*

Saskatchewan has approximately 185,000 Kindergarten to Grade 12 students. About 90 per cent of elementary/secondary students attend 750 publicly funded provincial schools; 8 per cent attend First Nation schools; and the remainder attend independent schools or are home-schooled. The provincial average class size is 19.5 students per class with the typical rural classroom having about three fewer students than the typical urban classroom.

### *Science teaching*

The aim of K-12 science education is to enable all Saskatchewan students to develop scientific literacy. Scientific literacy today embraces Euro-Canadian and Indigenous heritages, both of which have developed an empirical and rational knowledge of nature. A Euro-Canadian way of knowing about the natural and constructed world is called science, while First Nations and Métis ways of knowing nature are found within the broader category of Indigenous knowledge.

Diverse learning experiences based on the outcomes in the curriculum provide students with many opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment (STSE) that will affect their personal lives, their careers, and their future.

The four goals of K-12 science education are to:

- Understand the Nature of Science and STSE Interrelationships – Students will develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed worlds.
- Construct Scientific Knowledge – Students will construct an understanding of concepts, principles, laws, and theories in life science, in physical science, in Earth and space science, and in Indigenous Knowledge of nature, and then apply these understandings to interpret, integrate, and extend their knowledge.
- Develop Scientific and Technological Skills – Students will develop the skills required for scientific and technological inquiry, problem solving, and communicating; for working collaboratively; and for making informed decisions.



- Develop Attitudes that Support Scientific Habits of Mind – Students will develop attitudes that support the responsible acquisition and application of scientific, technological, and Indigenous knowledge to the mutual benefit of self, society, and the environment.

## Science assessment

Classroom teachers in Saskatchewan are responsible for assessment, evaluation, and promotion of students from Kindergarten through Grade 11. At the Grade 12 level, teachers are responsible for at least 60 per cent of each student's final mark, and those teachers accredited in Biology, Chemistry, and Physics are responsible for assigning 100 per cent of the Grade 12 final mark.

Students are assessed on the full range of knowledge, understandings, skills, attitudes, and values they have been using and developing during instruction. Teachers are encouraged to develop diversified evaluation plans that reflect the various instructional methods they use in adapting instruction to each class and each student.

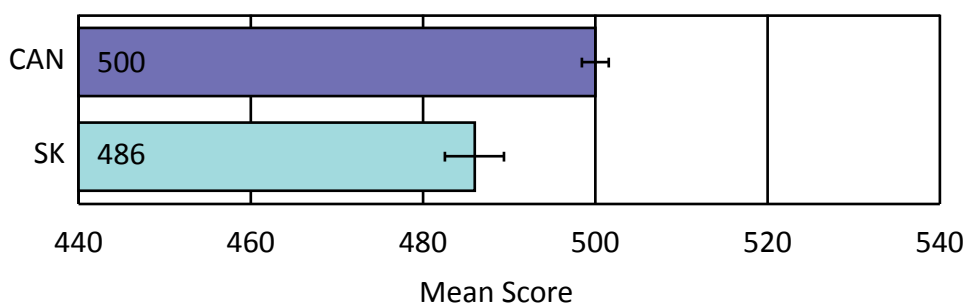
For more information about education in Saskatchewan, visit the Ministry of Education's Web site at [www.education.gov.sk.ca](http://www.education.gov.sk.ca).

## Results in science

The performance of Saskatchewan students in science is compared to that of Canadian students overall. Results are presented both by mean score and by performance level. The following charts present student achievement in science overall, by language of the school system, and by gender.

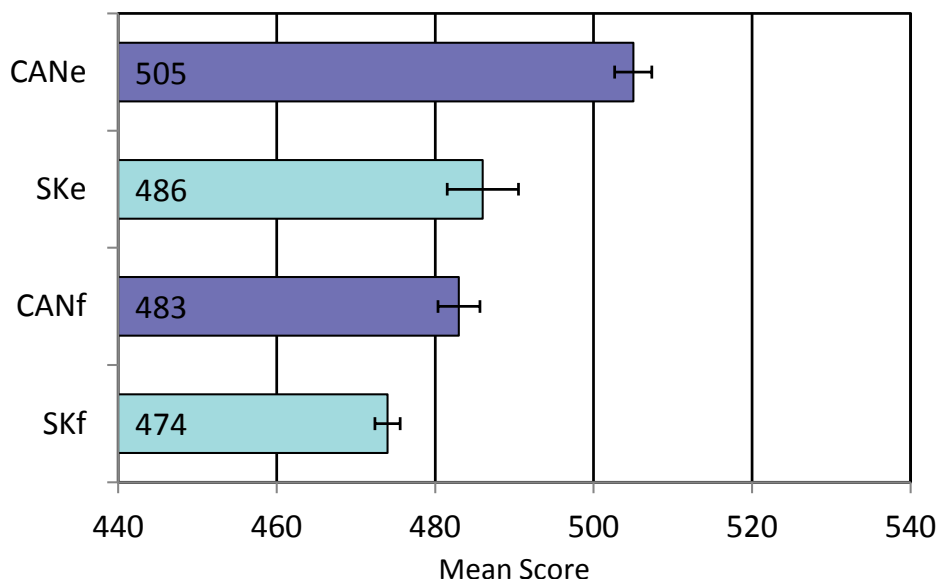
The mean score of Saskatchewan students who completed the PCAP 2013 Science Assessment is significantly lower than that of Canadian students overall, as shown in the chart below.

CHART SK.1 **Canada – Saskatchewan: Mean score in science**



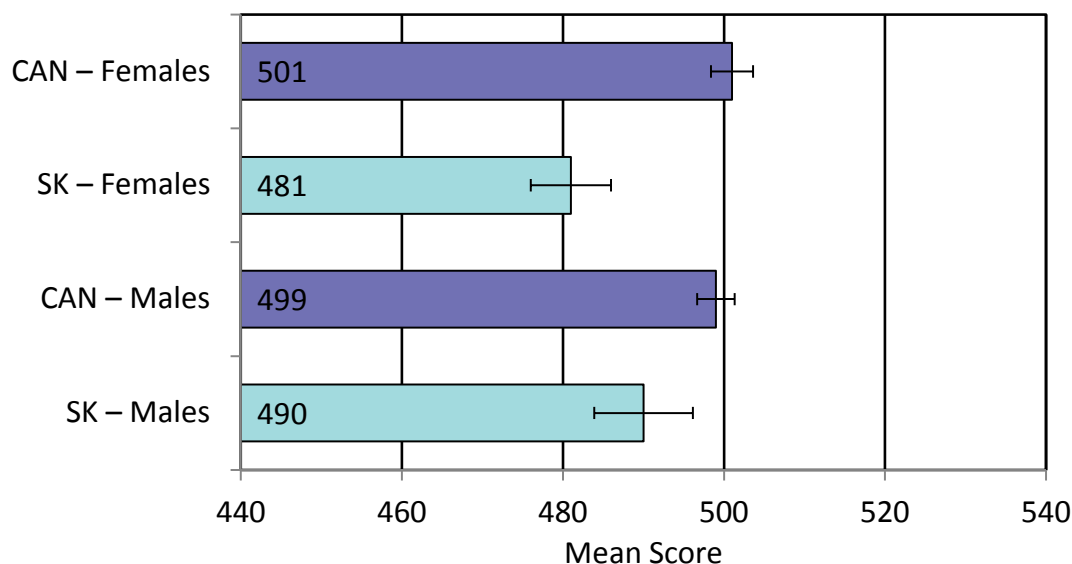
When compared to the Canadian means, the achievement of Saskatchewan students in both English- and French-language schools is lower than the Canadian means. Within the province, students in English-language schools achieve significantly higher results than their counterparts in French-language schools.

CHART SK.2 **Canada – Saskatchewan: Results in science by language**



Within Saskatchewan, boys outperform girls in science. Girls in Saskatchewan achieve mean scores that are significantly lower than the Canadian mean, whereas there is no significant difference for boys when compared to their Canadian counterparts.

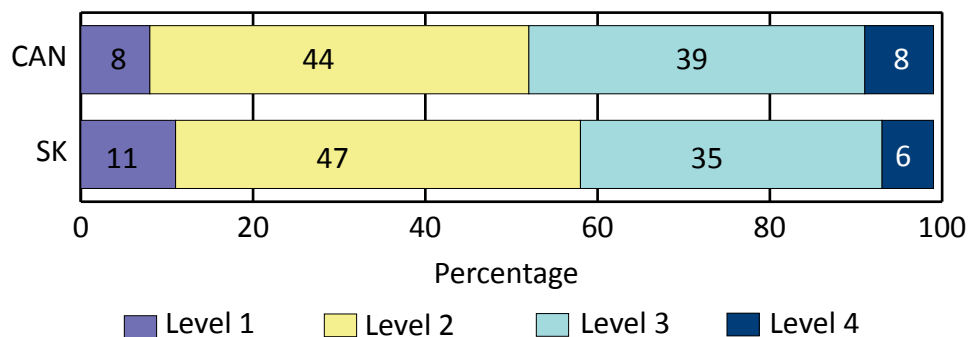
CHART SK.3 **Canada – Saskatchewan: Results in science by gender**



The percentage of students at each of the four performance levels in science is examined by jurisdiction, by language of the school system, and by gender, as presented in the next three charts.

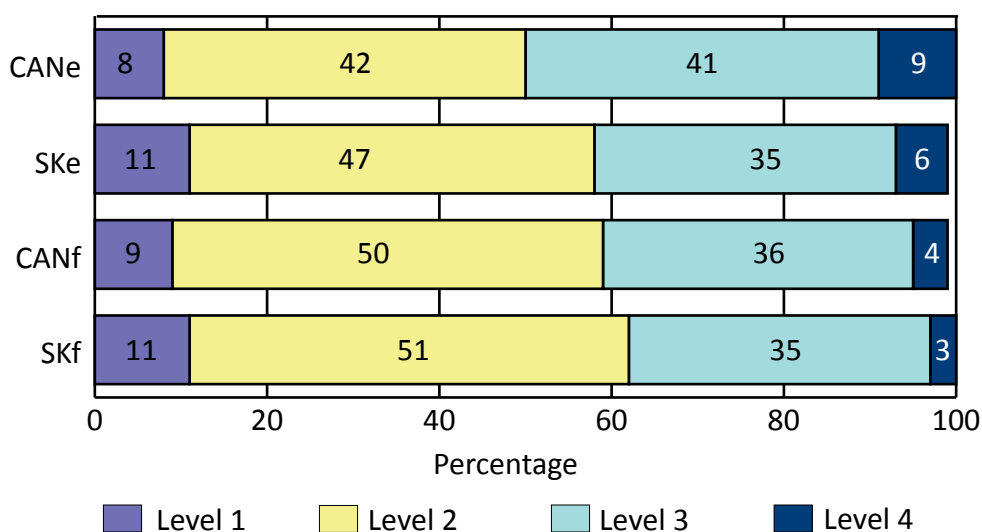
In Saskatchewan, 88 per cent of students achieve level 2 or above. The proportion of Saskatchewan students who achieve at levels 1 and 2 is higher than in Canada overall, whereas the proportion achieving at the higher levels is lower than the Canadian results.

CHART SK.4 **Canada – Saskatchewan: Percentage of students at performance levels in science**



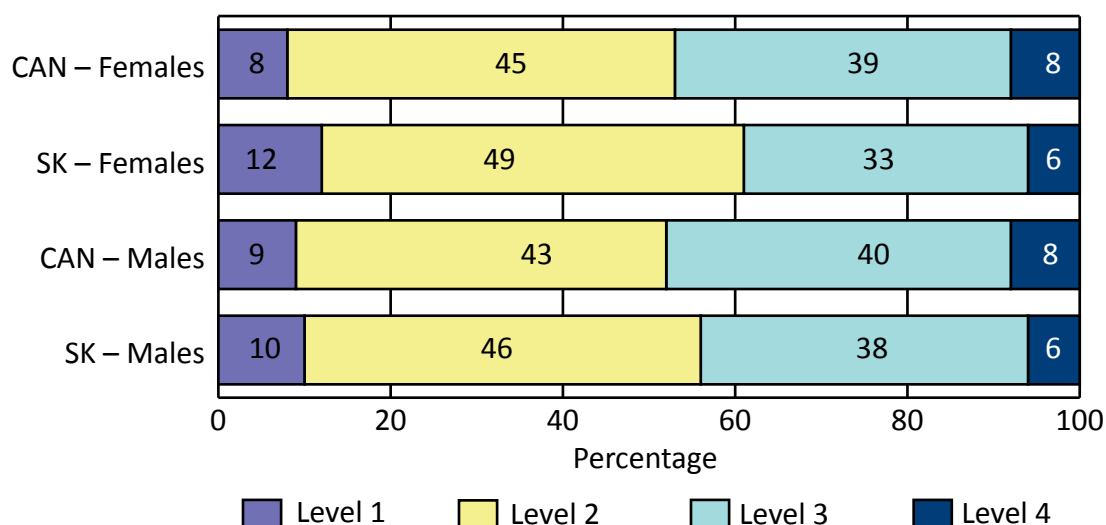
In Saskatchewan, 88 per cent of English-language students and 89 per cent of French-language students perform at level 2 or above. Compared to the Canadian results, fewer students in English-language schools and similar proportions of students in French-language schools achieve at the higher levels of performance.

CHART SK.5 **Canada – Saskatchewan: Comparison by level of performance in science by language**



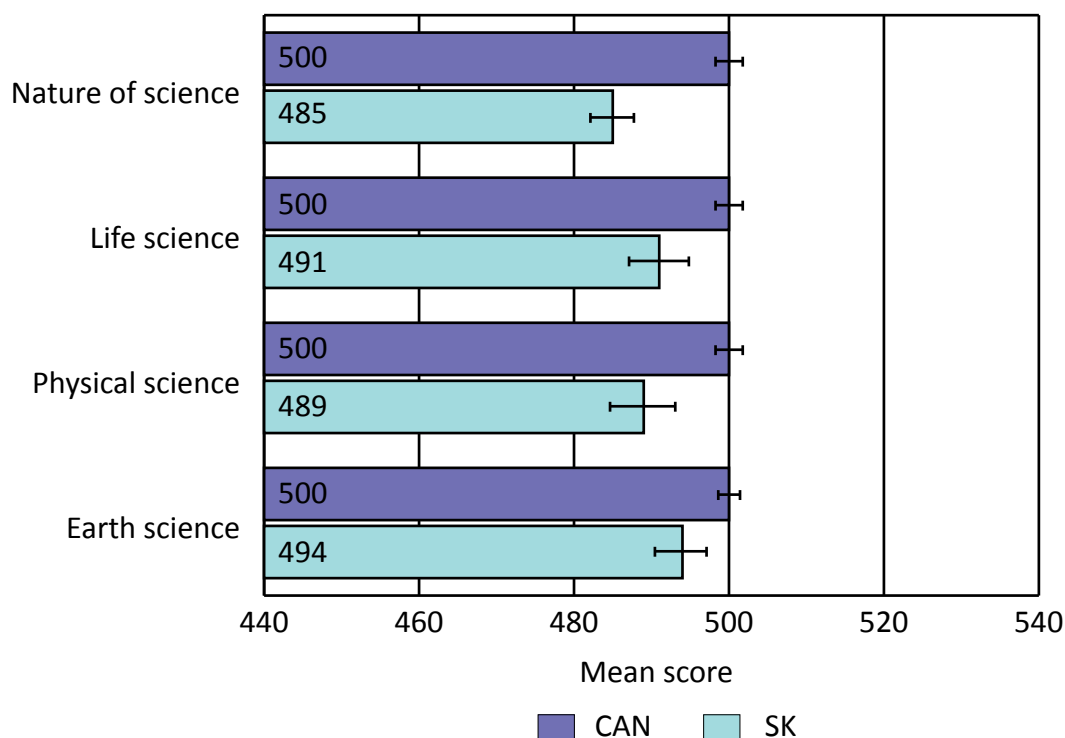
In Saskatchewan, 88 per cent of girls and 90 per cent of boys perform at level 2 and above, and a greater proportion of boys achieve higher levels of performance. Compared to the Canadian results, a lower percentage of both girls and boys achieve at levels 3 and 4.

CHART SK.6 **Canada – Saskatchewan: Comparison by level of performance in science by gender**



When the results are examined by sub-domain in science, no significant differences are found among the sub-domains within the province; however, student achievement is significantly lower than the Canadian mean for each of the four sub-domains.

CHART SK.7 **Canada – Saskatchewan: Results by sub-domain in science**



In Saskatchewan, students enrolled in English-language schools have significantly lower achievement in all four sub-domains compared to their Canadian counterparts. In French-language schools, Saskatchewan students are at the Canadian mean for three sub-domains, and achieve lower scores in physical science compared to the Canadian mean. Within the province, English-language students outperform French-language students in life science and physical science.

TABLE SK.1 **Canada – Saskatchewan: Results by sub-domain and language**

	Nature of science		Life science		Physical science		Earth science	
	Mean	CI	Mean	CI	Mean	CI	Mean	CI
<b>CANe</b>	504	2.2	506	2.6	504	2.3	502	2.5
<b>SKe</b>	485	3.1	491	4.5	489	3.7	494	3.6
<b>Difference</b>	<b>19*</b>		<b>15*</b>		<b>15*</b>		<b>8*</b>	
<b>CANf</b>	487	2.6	481	3.0	488	3.3	492	2.4
<b>SKf</b>	484	1.7	480	2.0	470	1.9	492	1.8
<b>Difference</b>	3		1		<b>18*</b>		0	
<b>SKe</b>	485	3.1	491	4.5	489	3.7	494	3.6
<b>SKf</b>	484	1.7	480	2.0	470	1.9	492	1.8
<b>Difference</b>	1		<b>11*</b>		<b>19*</b>		2	

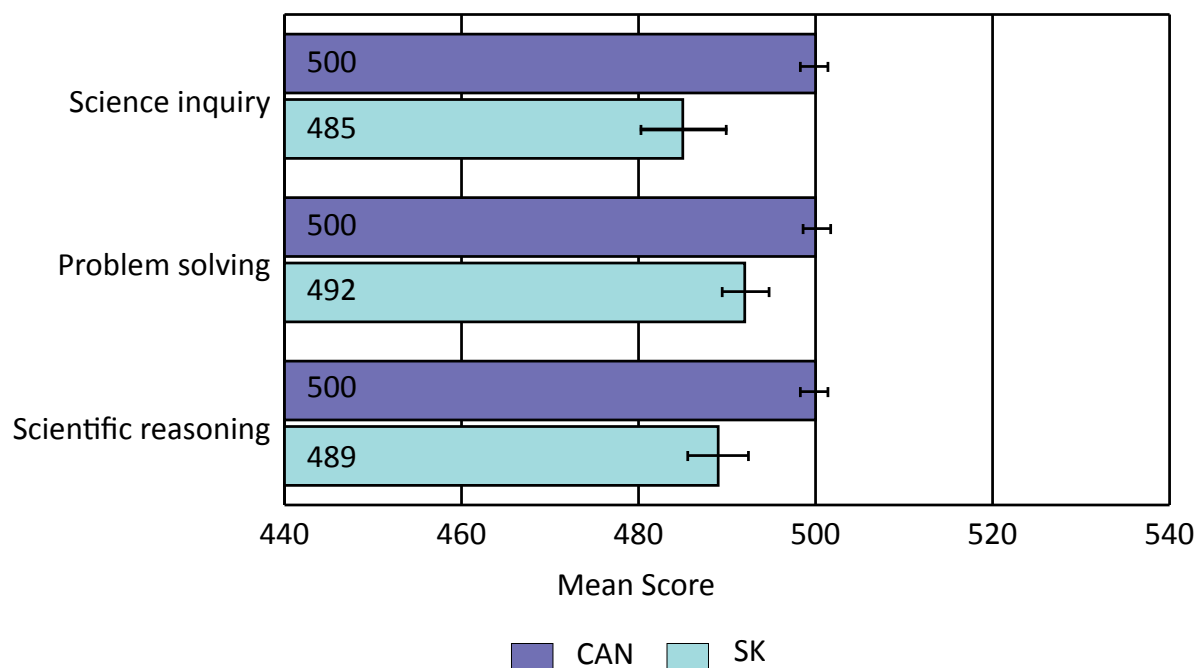
Within Saskatchewan, boys achieve higher scores in physical science and Earth science. When compared to the Canadian means, Saskatchewan girls had lower achievement in all four sub-domains; however, Saskatchewan boys were lower only in the sub-domain of nature of science.

TABLE SK.2 **Canada – Saskatchewan: Results by sub-domain and gender**

	Nature of science		Life science		Physical science		Earth science	
	Mean	CI	Mean	CI	Mean	CI	Mean	CI
<b>CAN – Female</b>	501	2.7	501	2.5	499	2.5	501	3.3
<b>SK – Female</b>	482	4.8	487	4.1	484	4.7	489	4.5
<b>Difference</b>	<b>19*</b>		<b>14*</b>		<b>15*</b>		<b>12*</b>	
<b>CAN – Male</b>	499	2.8	499	2.1	501	2.4	500	2.9
<b>SK – Male</b>	488	3.8	494	9.1	493	6.1	498	4.8
<b>Difference</b>	<b>11*</b>		5		8		2	
<b>SK – Female</b>	482	4.8	487	4.1	484	4.7	489	4.5
<b>SK – Male</b>	488	3.8	494	9.1	493	6.1	498	4.8
<b>Difference</b>	6		7		<b>9*</b>		<b>9*</b>	

Students within Saskatchewan achieve similar results in each of the three competencies in science. There is significantly lower achievement in each competency when compared to Canadian students overall.

CHART SK.8 **Canada – Saskatchewan: Results by competency in science**



English-language students in Saskatchewan have lower achievement in each of the three competencies when compared to English-language schools in Canada overall. In French-language schools, achievement was lower in Saskatchewan for problem solving compared to the Canadian mean. Within the province, English-language schools outperformed French-language schools in problem solving and scientific reasoning.

TABLE SK.3 **Canada – Saskatchewan: Results by competency and language**

	Science inquiry		Problem solving		Scientific reasoning	
	Mean	CI	Mean	CI	Mean	CI
<b>CANe</b>	504	2.0	503	2.1	505	1.9
<b>SKe</b>	485	3.3	492	3.6	489	4.3
<b>Difference</b>	<b>19*</b>		<b>11*</b>		<b>16*</b>	
<b>CANf</b>	487	2.8	490	3.2	482	2.7
<b>SKf</b>	484	2.0	474	2.1	478	1.6
<b>Difference</b>	<b>3</b>		<b>16*</b>		<b>4</b>	
<b>SKe</b>	485	3.3	492	3.6	489	4.3
<b>SKf</b>	484	2.0	474	2.1	478	1.6
<b>Difference</b>	<b>1</b>		<b>18*</b>		<b>11*</b>	

Saskatchewan girls have lower achievement in each of the competencies compared to the Canadian means, whereas boys are statistically similar to their Canadian counterparts. Within the province, boys outperform girls in problem solving and scientific reasoning.

TABLE SK.4 **Canada – Saskatchewan: Results by competency and gender**

	Science inquiry		Problem solving		Scientific reasoning	
	Mean	CI	Mean	CI	Mean	CI
<b>CAN – Females</b>	503	2.6	499	3.0	499	2.5
<b>SK – Females</b>	483	4.8	485	4.8	486	5.2
<b>Difference</b>	<b>20*</b>		<b>14*</b>		<b>13*</b>	
<b>CAN – Males</b>	497	3.3	501	2.4	501	2.7
<b>SK – Males</b>	488	6.0	498	5.4	493	6.8
<b>Difference</b>	9		3		8	
<b>SK – Females</b>	483	4.8	485	4.8	486	5.2
<b>SK – Males</b>	488	6.0	498	5.4	493	6.8
<b>Difference</b>	5		<b>13*</b>		<b>7*</b>	

## Reading and mathematics results

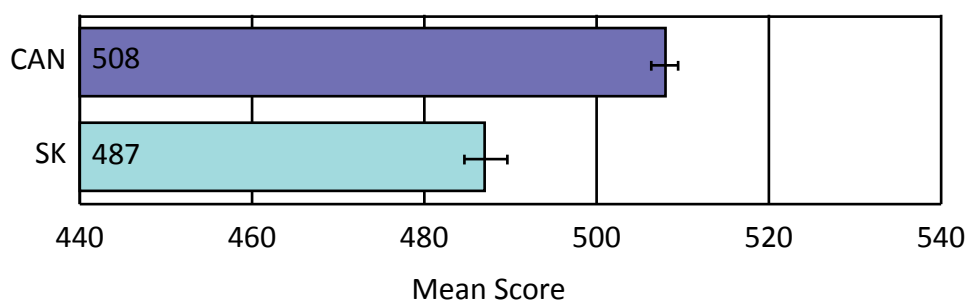
In PCAP 2013, reading and mathematics are both minor domains. Results are reported overall, by language of the school system, and by gender. Finally, multiple comparisons over time between PCAP assessments are reported.

### *Results in reading*

The following charts present student achievement for Canada and Saskatchewan in reading overall, by language of the school system, and by gender.

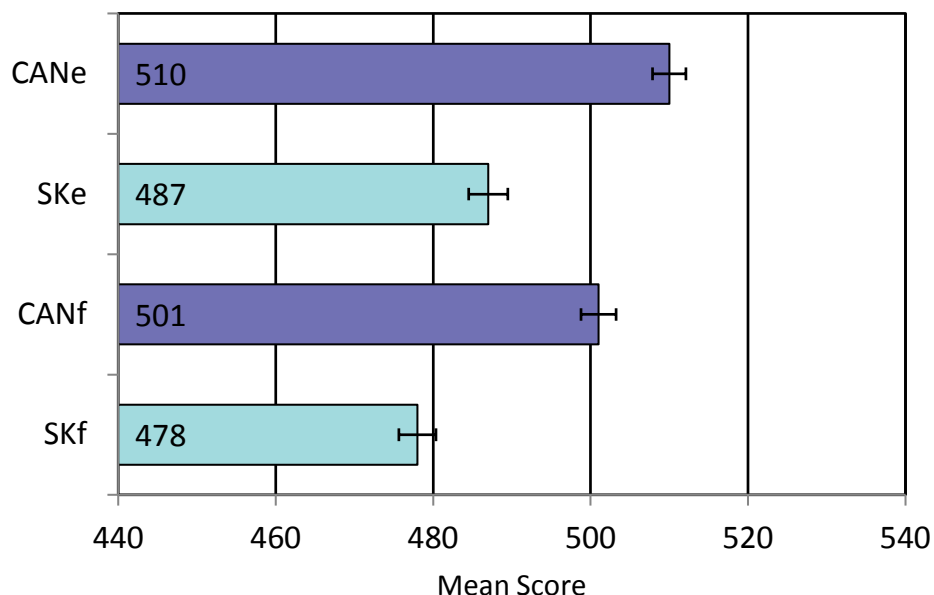
In PCAP 2013, reading achievement in Saskatchewan is significantly lower than the Canadian mean score, as shown in the chart below.

CHART SK.9 **Canada – Saskatchewan: Mean score in reading**



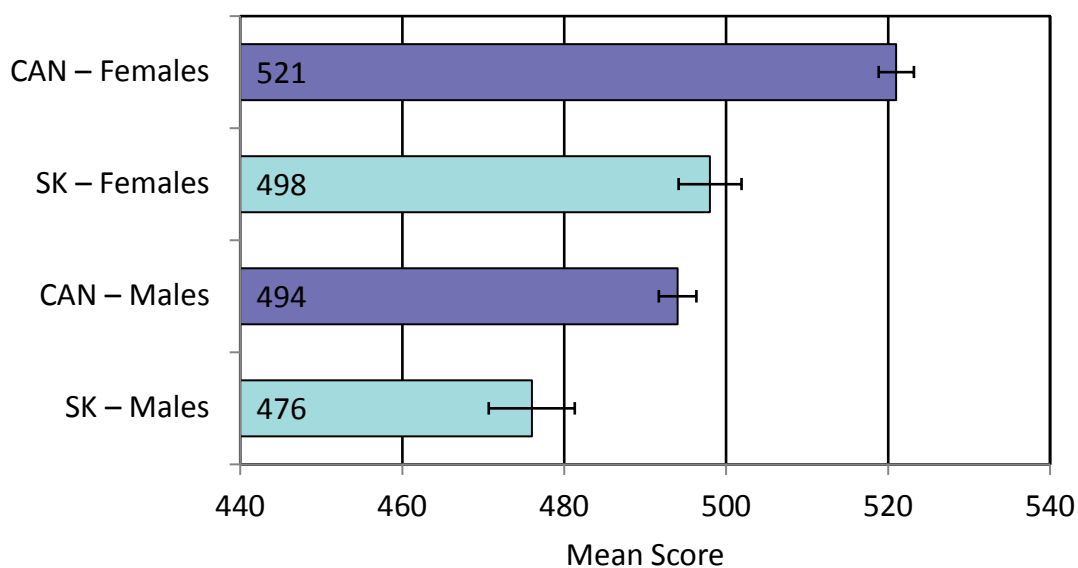
As shown in the following chart, reading scores in both English- and French-language school systems in Saskatchewan are significantly lower compared to the Canadian means. Within the province, English-language schools outperform French-language schools in reading.

**CHART SK.10 Canada – Saskatchewan: Results in reading by language**



Reading achievement for both girls and boys in Saskatchewan is significantly lower than Canadian students overall. Girls outperform boys in reading both within the province (by 22 points) and in Canada overall (by 27 points) as shown in the PCAP 2013 assessment of reading.

**CHART SK.11 Canada – Saskatchewan: Results in reading by gender**



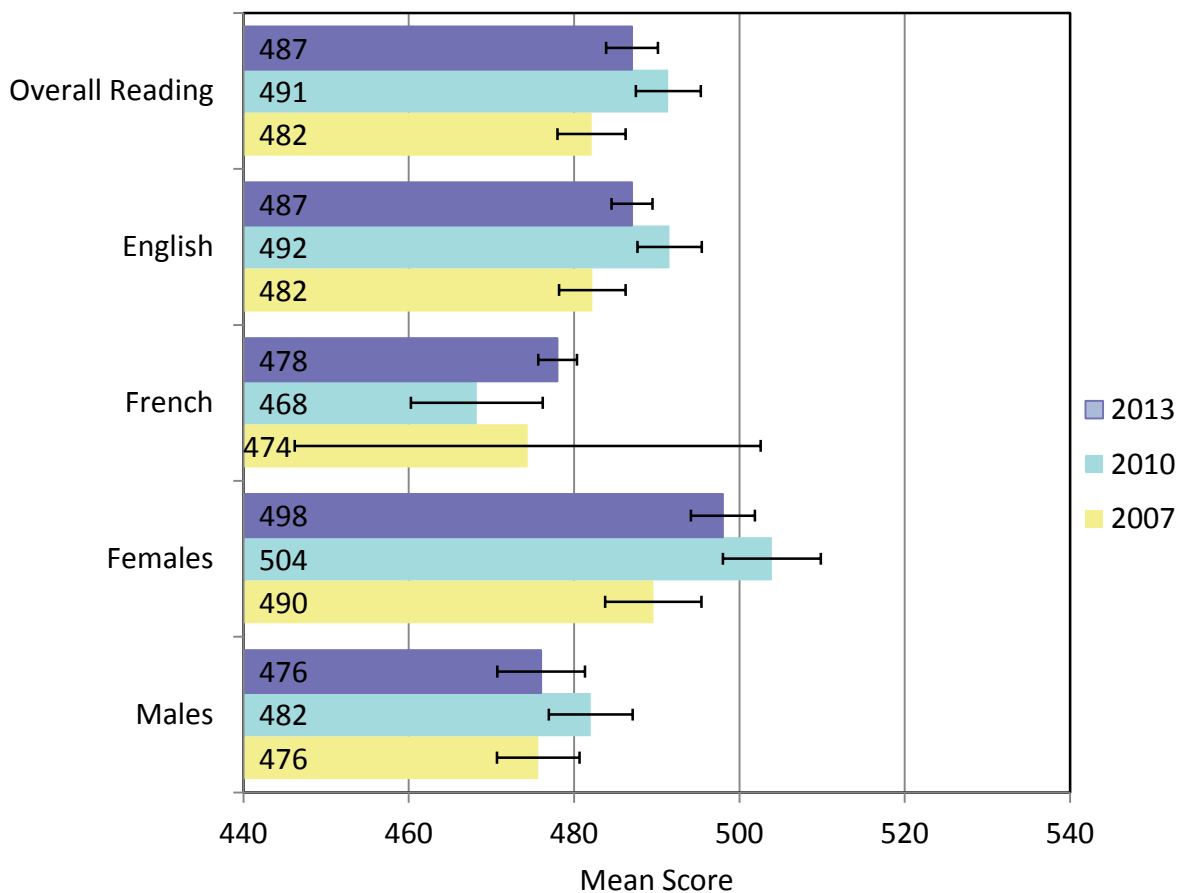


## Comparison of reading results: 2007, 2010, and 2013

Reading was a major domain in PCAP 2007. As a minor domain in 2010 and 2013, the assessment comprised fewer reading items; however, common items among the three assessments allow the reporting of changes over time for reading achievement.

As shown in the following chart, there are few significant changes in reading achievement in Saskatchewan between 2010 and 2013 and between 2007 and 2013. Positive changes occur between 2010 and 2013 for French-language students.

CHART SK.12 Canada – Saskatchewan: Changes over time in reading

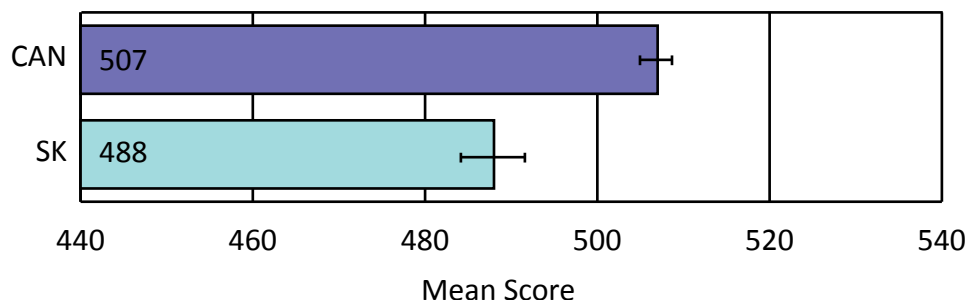


## Results in mathematics

The following charts present student achievement for Canada and Saskatchewan in mathematics overall, by language of the school system, and by gender.

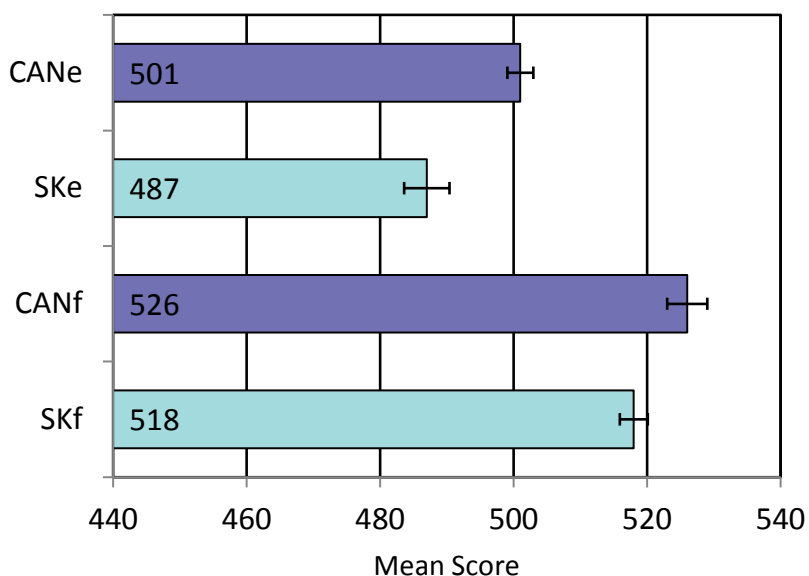
In PCAP 2013, mathematics achievement in Saskatchewan is significantly lower than that in Canada overall as presented in the chart below.

CHART SK.13 **Canada – Saskatchewan: Mean score in mathematics**



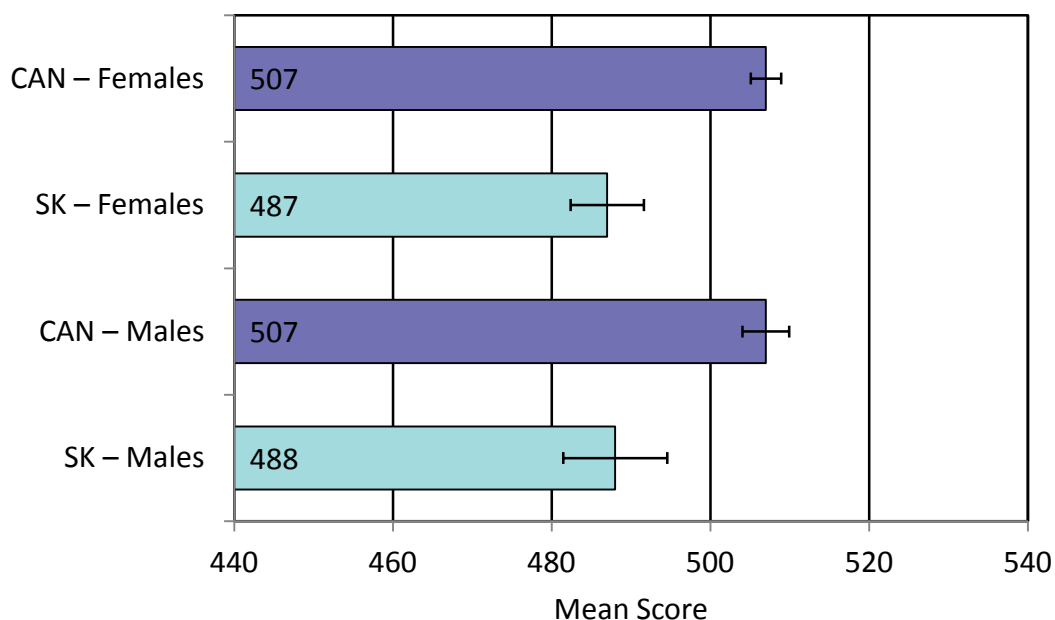
As shown in the following chart, mathematics scores in both English- and French-language schools are significantly lower than the Canadian means. Within the province, students in French-language schools outperform those in English-language schools in mathematics.

CHART SK.14 **Canada – Saskatchewan: Results in mathematics by language**



In Saskatchewan, as in Canada overall, there is no gender gap in mathematics; however, both boys and girls have lower achievement in mathematics compared to Canadian boys and girls overall.

CHART SK.15 **Canada – Saskatchewan: Results in mathematics by gender**

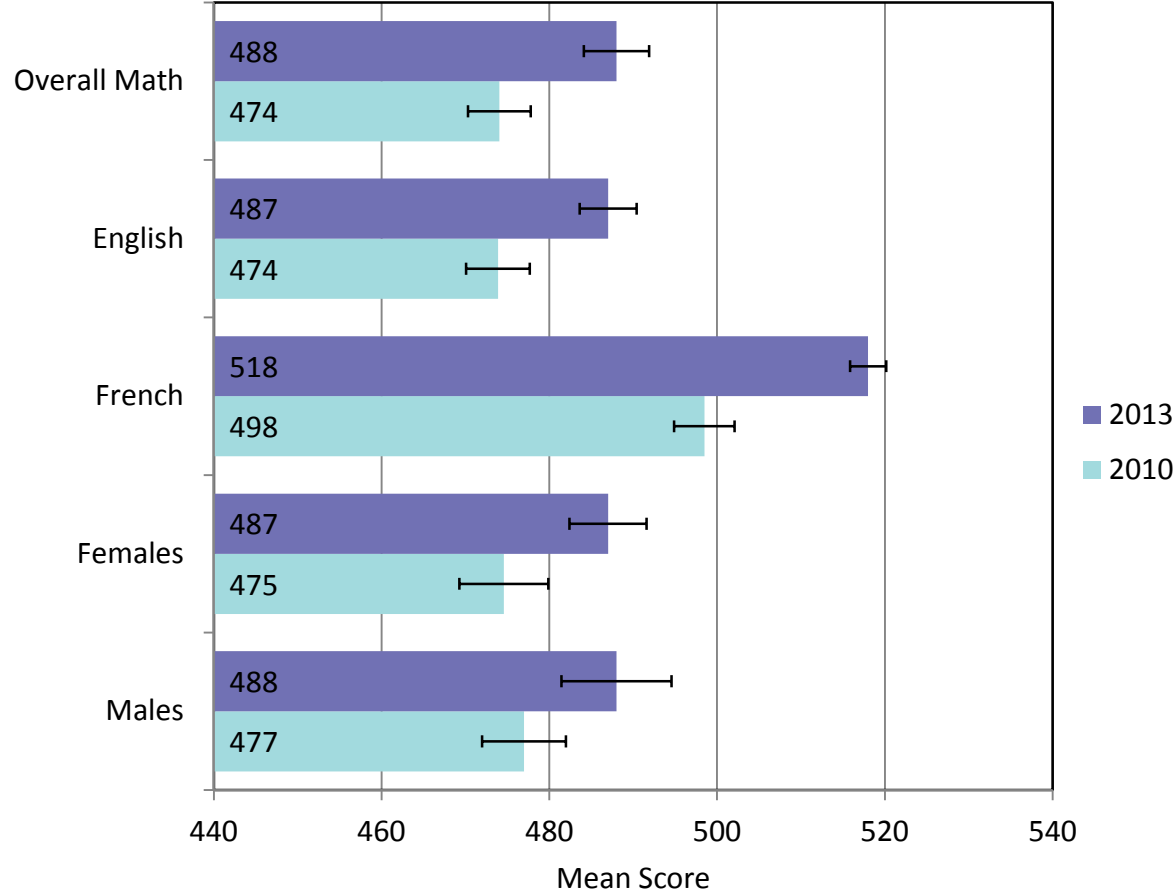


### *Comparison of mathematics results: 2010 and 2013*

Mathematics was a major domain in PCAP 2010, which was the baseline year. As a minor domain in 2013, the assessment comprised fewer mathematics items; however, common items between the two assessments allow the reporting of changes over time for mathematics achievement.

As shown in the PCAP 2013 assessment of mathematics, there have been significant positive changes over time in Saskatchewan. The mathematics achievement results in 2013 are higher than those for 2010 in mathematics overall, in English- and French-language schools, and for girls and boys.

CHART SK.16    **Canada – Saskatchewan: Changes over time in mathematics**



# AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.3
<b>Topic:</b>	<b>Facility Utilization –Thatcher Drive Office Relocation</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** The Facilities Department has presented to the Board options for the considerations of space to move the Thatcher Drive Office.

**Current Status:** The following motions have been made in regards to the Thatcher Drive Office:

September 7, 2010

That effective no later than August 15, 2011 the Prairie South School Division buildings and compound on Thatcher Drive East be vacant and for sale or lease, whichever is deemed by the Board to be most financially advantageous to the Prairie South School Division.

December 7, 2010

That the Board form an Office Relocation Ad Hoc Committee of Al Kessler, Brian Swanson and Darrell Crabbe.

February 1, 2011

That the Office Relocation Ad Hoc Committee explore all options available for a location for Central Office.

June 7, 2011

That the Office Relocation Ad Hoc Committee be dissolved and the office relocation project become part of the Strong System-Wide Accountability and Governance agenda

February 4, 2013

That the Facilities Utilization strategic priority be assigned to a Committee of the Whole with two working groups to delegate rural and urban

February 12, 2013

That an adhoc committee of interested trustees be created (with administrative support as required) to oversee and make recommendations to the Board with regards to space utilization within Prairie South School Division.

June 10, 2014

That the Board relocate the Learning Department to Riverview Collegiate.

That the Board relocate Margaret McIntyre Resource Centre to Riverview Collegiate.

That the Board redistribute funds allocated for 9th Avenue office upgrades to the cost of relocating the Learning Department and Margaret McIntyre Resource Centre and associated reconfigurations of Riverview Collegiate.

**Pros:**

**Cons:**

**Financial  
Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	November 26, 2014	

***Recommendation:***

Board Decision

## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.4
<b>Topic:</b>	<b>Accountability Report - Human Resources</b>		
<b>Intent:</b>	<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/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	November 26, 2014	Accountability Report: Human Resources

***Recommendation:***

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

## 2013-2014 Human Resources Accountability Report

December 2014

Prepared by: Human Resources Department

### Source Documents

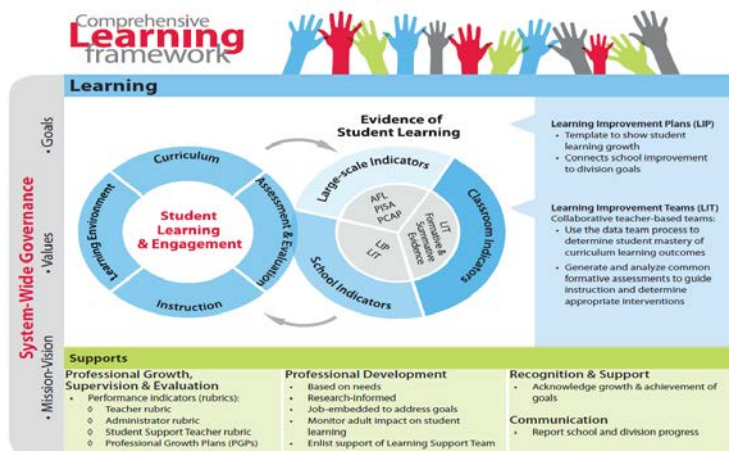
#### Policy 12: Section 4: Personnel Management

- 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, 2014 employed 1388 people (947.50 FTE).

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

Employee Type	Employee Count	FTE
Teachers (detail below)	536	496.15
Central Office Staff	89	86.38
Support Staff in Schools	297	275.73
Bus Drivers	124	89.24
Substitute Teachers	182	
Casual Support Staff	160	

Teachers - Breakdown	Employee Count	FTE
Teachers	471	422.15
LEADS	6	6
School Administrators	55	37.9
Consultants	25*	20.8
Coordinators	4	4
Online Teachers	7*	2.7
Opportunity to Learn	4*	2
PAA Initiative	3*	0.6
* indicates also teaching (not counted twice)	<b>536</b>	<b>496.15</b>

- Comparatively, Five Hills Health Region has over 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 are responsible for administering the following five contracts that govern Prairie South employees.
  1. Teachers – Provincial Collective Agreement – expired August 31, 2013. In 2013-14 a tentative provincial agreement was twice rejected by the teachers of Saskatchewan. On October 31, 73% of teachers voted no to a 6.5% increase over four years – 5.5% salary increase and a 1% lump sum payment. On June 16, 63% of teachers voted no to a 7.3% increase over four years, including a \$700 pro-rated payment in year one. On August 5, the Education Relations Board approved the STF's request to enter into conciliation with the government-trustee bargaining committee. The government-trustee bargaining committee represents the provincial government and the school boards of Saskatchewan. The conciliation board began meeting in October 2014, but the results of the meetings have not been shared publically. However, 3 more days have been set for December. Andrew Sims, a labour relations lawyer from Edmonton, will chair the three-member board, which also consists of a STF representative (Carol Moen) and a government-trustee representative (Roy Challis). Conciliation is a non-binding dispute resolution process.

2. LINC (Local Initiative Negotiating Committee) – expired August 18, 2013. Preliminary bargaining discussion has taken place, but bargaining will not begin until the provincial agreement has been ratified.
  3. Support (in-scope) – CUPE Local 5512 Collective Agreement – expired August 31, 2013. Currently bargaining with CUPE.
  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 Luhning 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	\$ 42,064,370.89	47.64%
LEADS	\$ 926,372.23	1.05%
Consultants/Coordinators	\$ 2,242,654.50	2.54%
Support staff salaries	\$ 19,586,056.99	22.18%
	\$ 64,819,454.61	73.41%

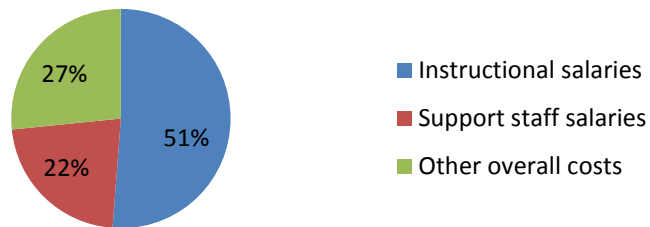
Average Costs per Employee			
	Salary	Benefits	Total Costs
Instructional Salary	\$81,818.97	\$3,897.11	\$85,716.08
Support Staff (incl. Bus Drivers)	\$34,475.46	\$7,172.78	\$41,648.24

**\*\*Instructional salary costs included LEADS, admin allowances and consultant allowances. The average teacher salary cost was \$80,696.00 (\$77,000 salary + \$3,696 benefits).**

Agreement Costs	
LINC	\$4,839,78.58
CUPE	\$2,452,413.35

**\*\*The cost to administer Conditions of Employment for Out of Scope Staff was \$834,351.82**

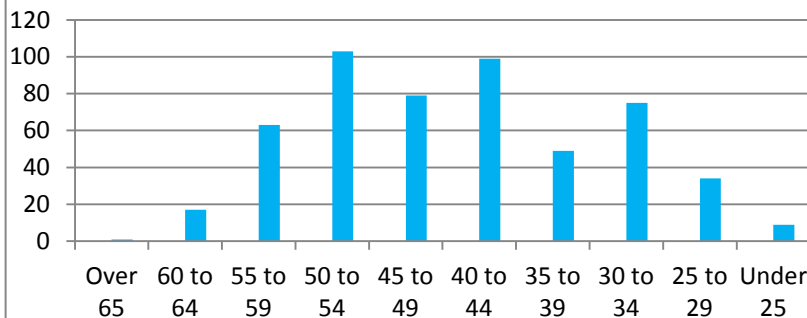
### Prairie South Schools 2013/14 Budget



- 90% of Prairie South employees (833 / 922, 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:

#### Age of Teaching Staff 2013/14

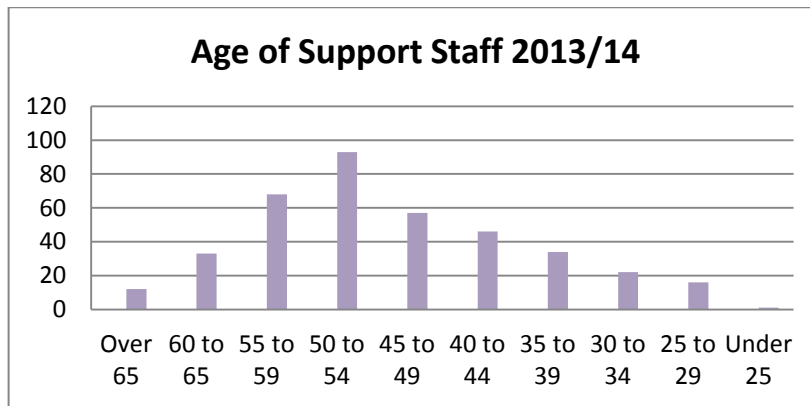


Estimated teachers eligible to retire based on criteria this year:

**(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
	<b>55</b>

**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)	31
65 years' of age	12
55 years' of age and 15 years' eligibility	20
	<b>63</b>

**These 63 staff represents 16.5% of the support staff, excluding bus drivers.**

### Staffing:

- Recruitment, Selection & Placement**

Teacher:

- 132 teacher positions posted
- 6 school administrator positions posted
- 87 (64.38 FTE) teachers on temporary contracts
- 13 (10.7 FTE) teachers on replacement contracts
- 62 substitute teachers hired

CUPE:

- 76 permanent CUPE positions posted
- 37 temporary CUPE positions posted
- 10 casual CUPE positions posted
- 15 job share CUPE positions posted

Out of Scope:

- 5 permanent out of scope positions posted
- 4 temporary out of scope positions posted
- 0 casual out of scope position posted

- Leaves**

Teacher:

- 10 (9.75 FTE) - maternity/parenting
- 18 (12.97 FTE) - medical leave
- 11 (9.58 FTE) - other leave
- 2.5 FTE – secondment

Support Staff:

- 6 - maternity leaves
- 1 - personal leave

- **Retention**

Teacher:

- Retention rate - 93% (27 of 29 continuous contracts)
- 23 teachers retired (includes 2 school administrators)
- 10 teachers resigned
- School-based administrator retention rate - 100%

Support Staff:

- Retention rate – 94% (76 of 81 permanent postings)
- 10 support staff retired
- 19 support staff resigned

**Training & Development:**

- **Teacher:**

- Year-long teacher orientation process consists of 3 days
- 29 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)
- Day 1 and Day 2 took place prior to the commencement of school.

Teacher – Training & Development	
Day 1 (full day)	Introduction to Teaching in Prairie South (ie: Governance, Effective Teaching, Classroom Management, Professional Growth Rubric, Supervision/Evaluation, Employee Expectations, Electronic Pay Stubs, Online Classroom Management Course
Day 2 (full day)	Comprehensive Learning Framework, Outcomes & Indicators-Using Inquiry, Instruction: Making the connections (UbD & DI) Assessment and Evaluation, The Learning Support Team, Brainology/Mindset & Motivation
Day 3 (full day)	STF (ie: Code of Ethics, Code of Conduct, Social Media), LINC Agreement, STF induction, Assessment & Evaluation (a more in-depth look), Teacher Logic

- **Administrators:**

- Year-long administrator orientation consists of 2.5 days
- 9 new administrators attended New Administrator Orientation
- Day 1 and Day 2 took place prior to the commencement of school

<b>School Based Administrators – Training &amp; Development</b>	
Day 1 (full day)	Board's Strategic Plan/Priorities, Comprehensive Learning Framework, Principal/Vice-Principal Professional Growth, Supervision & Evaluation, Where to Begin-As a New Principal
Day 2 (half day)	Working Morning with Superintendents (First Staff Meeting, LIP Planning, Record of Non-Student Days, SCCs, Budget & P-Cards, Introduction to LINC, CUPE, and Aps, Q & A
Day 3 (full day)	Dealing with Conflict & Assessing Your Conflict Resolution Style, Having Courageous & Crucial Conversations, LITs & the Administrator's Role, Working with Your Learning Support Team, Walk Throughs & the Importance of Feedback

**\*\*Survey Results:** All teachers who attended New Teacher Orientation were surveyed. The overall satisfaction rate was 4.0 out of 5.

**\*\*Survey Results:** All administrators who attended New Administrator Orientation were surveyed. The overall satisfaction rate was 4.7 out of 5.

- In the 2013/14 school year, all school-based administrators took part in the following Administrators' meetings.

<b>Administrator's Meetings 2013-2014</b>	
October 23, 24, 30, 31 (presented in cluster groups)	Teacher and SST Professional Growth, Supervision & Evaluation – Understanding The New Overview Changes, Report Writing Procedures, Effective Teaching Quick Reference Sheet, Support Staff Professional Growth, Supervision & Evaluation
December 10	Hoshin Kanri – Catchball #1
April 24	Hoshin Kanri - Catchball #2
June 2 & 3	PAA & Career Pathways, Reading, TTFM, Attendance Support Program, Education Strategic Sector Plan, LITs, Learning Support Teams, LIP Sharing

- 29 teachers received tuition reimbursement for 90 courses (ELAC) for a total cost of \$80,444.31
- In 2013/14, 2 new administrators attended the Principal Short Course

- In 2013/14, 12 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>Roberts Rules of Order, Make the Leap to Remarkable, Say it with Backbone, not Bite</i>
Executive Assistants	Optional desk top professional development available by webinar offered during the year (On the Right Track Consulting). <i>Roberts Rules of Order, Make the Leap to Remarkable, Say it with Backbone, not Bite</i> ; plus a webinar <i>Identity Theft (Financial Management Institute)</i>

- 1 Out of scope staff received tuition reimbursement for 1 course for a total cost of \$610.00.
- 9 CUPE support staff received tuition reimbursement for 17 courses for a total cost of \$8,465.91.

**Performance Management:**

Supervision & Evaluation - Teachers	
Track 1	79
Track 2	152
Track 3	241
Track 4	2
Track 5	1

Supervision & Evaluation - Administrators	
Track 1	6
Track 2	12
Track 3	36
Track 4	1

Supervision & Evaluation - Support Staff	
Probationary	57
Passed Probation	57
Failed Probation	0

Discipline - Teachers	
Clarification Conversations	3
Work Place Investigations	3
Mutual Terminations/Mutual Removal of Duties	2
Termination	1
Non-Routine Retirements/Resignations	1
Letters (Clarification, Cautionary, Reprimand)	11
Harassment Complaints	0

Discipline - Support Staff	
Workplace Investigations	1
Harassment Complaints	0
Letters of Warning	2
Failed Probation	0
Termination	1
Voluntary Demotion	0

Grievances – Support Staff	
Step 1 Grievance	1
Step 2 Grievance	3
Step 3 Grievance	0
Withdrawn and Resolved	1

*\*\*In 2013-14, 2 clarification conversations were held with out-of-scope staff; 1 Letter of Clarification was written and issued.*

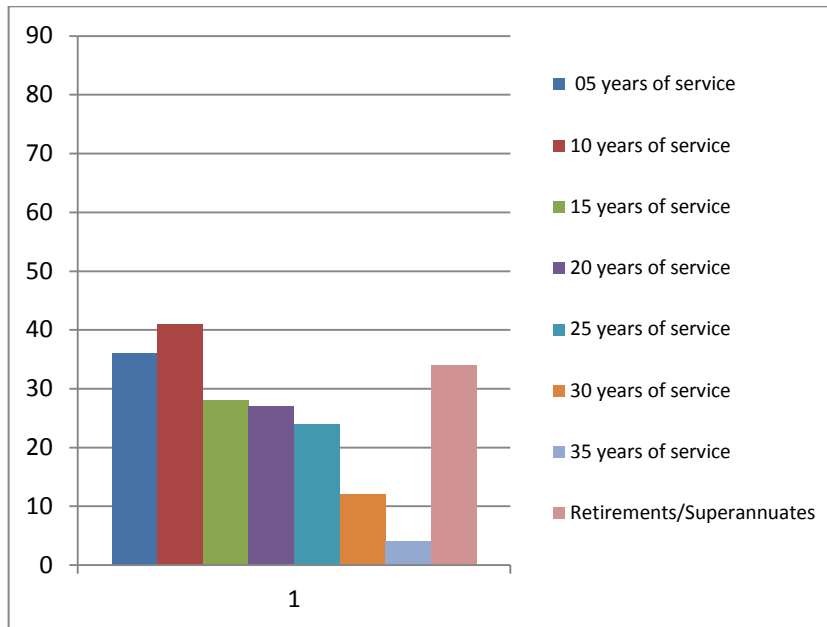
*\*\*Grievance Procedure: All three steps are set out in the CUPE Collective Agreement: Step 1 – Supervisor, Step 2 – HR, Step 3 - Board*

- School Surplus/Redundancy: overall, 3.5 FTE teachers were surplus to five school staffs. 2.5 of the positions were transferred to a school that had an opening, and the equivalent of 1.0 FTE took a one-year leave of absence. The surplus practice, which aligns with AP 416 and the redundancy language of *The Education Act, 1995*, was applied.
- Permanent Lay-offs/Abolishments: None in 2013/14
- Seasonal Lay-Offs: 14 educational assistants
- Reductions: None in 2013/14



### Recognition & Awards (Celebration & Acknowledgements):

- A total of 206 employees were recognized for their service to Prairie South Schools at the 2013/-14 staff celebration in Moose Jaw.
- The breakdown is as follows:



- 5 Class change letters of congratulations to those who earned their Master's Degree
- 1 Class change letter of congratulations for completion of Certificate in Inclusive Education
- 1 teacher earned a Distinguished Educator Award
- 1 CUPE member completed a Master's Degree
- Teachers in Prairie South volunteered 42,500 hours to extra-curricular activity
- CUPE members volunteered 3371 hours to extra-curricular activity
- 1 teacher was honored with the SHSAA Service Award
- 1 teacher was honored with a SCDA Service Award
- 2 teachers were honored with Outstanding Coach Awards
- 1 teacher was honored with an Outstanding Official Award.
- 108 sympathy cards and 2 child birth congratulation cards were hand written to staff
- 2.0 teachers were seconded by the Ministry of Education
- 3498 cookies (3 per employee) from Maple Leaf Bakery were distributed. They were delivered to the schools by teachers who were attending in-service in Moose Jaw which coincided with the February recognition for Staff Appreciation Week.
- 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 \$3,762.50 was raised. We also had a team that participated in "Movember" raising \$1,633.80 for prostate cancer awareness

## Teacher Attendance:

### Prairie South Teacher Illness (Long Term/Short Term)

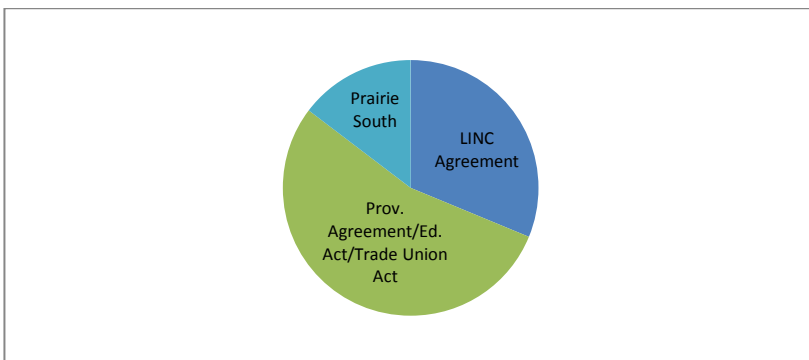
	# of days	# of teachers*	# of days per teacher	% of Days per teacher
Illness	2643.13		6.19	3.15%
Illness LT	1303.13		3.05	1.55%
<b>Total</b>	<b>3946.26</b>	<b>426.95</b>	<b>9.24</b>	<b>4.70%</b>

\* # 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)	9.24	8.2

Total Teacher Absences for 2013-2014			
Category for Absences:	Days	Percent	Days per Teacher
LINC Agreement	3297.11	31.25%	<b>7.72</b>
Prov. Agreement/Ed. Act/Sask Empl. Act	5707.89	54.09%	<b>13.37</b>
Prairie South	1546.7	14.66%	<b>3.62</b>
<b>Total</b>	<b>10551.69</b>	<b>100.00%</b>	<b>24.71</b>



### • 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:

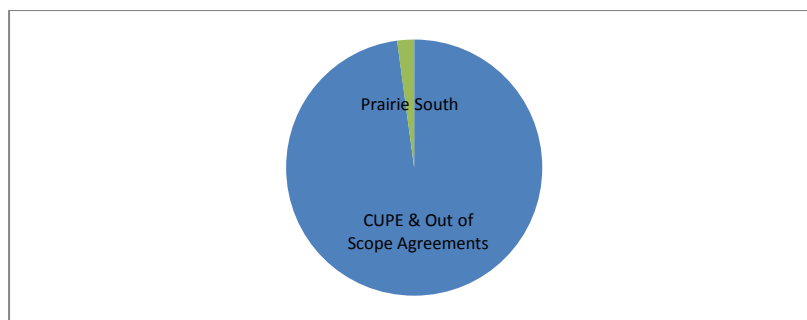
### Prairie South Support Staff Illness (Long Term/Short Term)

	# of days	# of staff*	# of days per employee	% of Days/ employee
Illness	3507.35		9.69	4.87%
Illness LT	509.42		1.41	.71%
<b>Total</b>	<b>4016.77</b>	<b>362.11</b>	<b>11.09</b>	<b>5.57%</b>
* # of staff (June FTE)				
• no bus drivers				
• average number of days per year 199				

### Comparison to External Standards (Stats Canada)

	Prairie South	Stats Canada
Illness (ST & LT)	11.09	8.2

Total Support Staff Absences for 2013-2014			
Category for Absences:	Days	Percent	Days per Employee (without vacation)
CUPE & Out of Scope Agreements	10186.52	98.79%	21.90
Prairie South	124.34	1.21%	0.34
<b>Total</b>	<b>10310.86</b>	<b>100.00%</b>	<b>22.24</b>
*For total including vacation, see Appendix E			



## • 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*))
- Compare to self over time (*Appendix F*)

## Administrative Issues

- **Issue:** The PSTA and HR held differing opinions about the accumulation and use of ROS & NS days, as outlined in the LINC agreement. Articles 11.6.1, 12.9.1 and 13.3 state that maximum accumulation limit is 5 days per year. However, the agreement also states that a teacher can earn 3 days in a year and carry forward a maximum of 3 days – thus the confusion.
- **Response:** HR, Jeff Finell and the PSTA met to discuss the issue and worked out a solution until the language can be changed during the next round of bargaining.
- **Issue:** In March, The Saskatchewan Workers' Compensation Act Exclusion Regulations were amended to include substitute teachers.
- **Response:** Principals and vice-principals were informed of the changes and the implications.
- **Issue:** Staff absenteeism rates are high.
- **Response:** A variety of attendance management programs were examined. It was determined to implement an Attendance Support Program for the 2014-15 school year. The system-wide program was shared with all principals at the June administrators' Meeting, and subsequently shared with CUPE, the PSTA, and all other supervisors.
- **Issue:** In April, The Saskatchewan Employment Act came into effective. This Act brought together 12 pieces of Saskatchewan labour legislation (for example – The Trade Union Act, OH&S Act, Labour Standards).
- **Response:** Plans were made to share changes with principals and vice-principals at the fall Administrators' Meeting. These changes were shared at the October, 2014 Administrators' Meeting.

## Governance Implications

- CUPE bargaining began.
- Examination of LINC agreement.
- Provincial STF agreement rejected twice by the teachers of the province.

## TEACHER ABSENCES 2013/2014

Absence Reason	Aug/Sept	October	November	December	January	February	March	April	May	June	Total	% of Possible Days
Compassionate Leave	16	37.6	30.5	19	8	19.5	22.5	24.3	48	25.9	251.3	0.30%
Competition Leave	0	1.41	2	0	0	4	2	5	0	0	14.41	0.02%
Convocation Leave	1	0	1.5	0	0	0	0	0	3.5	21.53	27.53	0.03%
Court/Jury	0	0	0	0	0	0	0	1	0	0	1	0.00%
Education Leave	0	0	0	0	0	0	0	0	0	0	0	0.00%
Emergency Leave	0	0	2	2.5	4	3.5	1	0.5	0	1.4	14.9	0.02%
Executive Leave	2	2	2.5	2	1	2	1	2	5	8	27.5	0.03%
Extra/Co-curr Teach	3.12	57.06	10.18	23.4	8.3	32.78	21	45.05	90.6	53.1	344.59	0.41%
FACI Meet/PD	3	0	1.5	1.85	0	1.5	0	0	0	0	7.85	0.01%
HUMA - Meet/PD	0	17	32.5	74	0	6.5	9.5	44	7.4	98.4	289.3	0.34%
Illness - Teacher	101.7	293.6	210.38	354.14	222.55	357.6	305.96	227.16	335.8	234.24	2643.13	3.15%
Illness - Long Term	102.8	130.38	84.54	65.41	62.5	118.5	167.5	196.5	194.5	180.5	1303.13	1.55%
Internship Seminar	23	5	0	0	0	0	0	0	0	0	28	0.03%
LRNG Meet/PD	9.2	87.53	45.1	11.6	11.6	93.17	21.5	23.9	149.15	22	474.75	0.57%
Medical/Dental Appt	81.81	178.46	183.23	206.85	133.99	167.72	139.62	150.24	235.78	146.91	1624.61	1.94%
Noon Supervision Day	3.5	16	15	20.5	11.25	42.21	23.92	32.5	33.72	31.63	230.23	0.27%
Paternity Leave	0	0	0	0	0	0	0	0	0	0	0	0.00%
PD DEC Teachers	7.5	61.41	100.2	21.84	19	48.62	29	43.1	64.5	17.5	412.67	0.49%
PL Teacher	56.63	33.69	36.67	25.63	17.3	30.64	29.67	21.15	34.37	27.3	313.05	0.37%
Prep Time	11.4	69.6	178.22	60.7	31	40	193.42	65.5	167.22	391.96	1209.02	1.44%
PSTA	0.6	0.6	1	4.1	0.6	1.1	1.5	0.6	1.6	2	13.7	0.02%
Rec. Of Service	7.5	42.54	45.9	84.3	30.35	72.72	62	77.77	107.24	112.7	643.02	0.77%
Secondment	0	0	3.5	1	0	0	1	1	0.6	1	8.1	0.01%
SOEH	0	0	0	0	0	1.5	4	1	0	0	6.5	0.01%
SONO	33.15	31.57	40.9	18.12	1.5	19.56	0.71	32.95	109.07	58.23	345.76	0.41%
SOSO	16.12	16.7	4	1	1.93	5.62	2	8.86	15.61	6.1	77.94	0.09%
STF Business - Invoice	5.6	8.5	12.6	7	9.52	5	9	10	25.7	7	99.92	0.12%
TRAN Meet/PD	0	0	0	0	0	0	0	0	0	0	0	0.00%
Leave Without Pay	2.5	8	3.5	13.5	10.32	14	14.5	33.06	20.9	19.5	139.78	0.17%
<b>Total Absences</b>	<b>488.13</b>	<b>1098.65</b>	<b>1047.42</b>	<b>1018.44</b>	<b>584.71</b>	<b>1087.74</b>	<b>1062.3</b>	<b>1047.14</b>	<b>1650.26</b>	<b>1466.9</b>	<b>10551.69</b>	<b>12.58%</b>

Possible Days	Days	FTE	Total Days
August/September	17	424.04	7208.68
October	23	424.19	9756.37
November	20	424.34	8486.8
December	21	424.34	8911.14
January	14	424.54	5943.56
February	18	426.95	7685.1
March	20	426.95	8539
April	19	426.95	8112.05
May	25	426.95	10673.75
June	20	426.95	8539
	<b>197</b>		<b>83855.45</b>

Possible Days	Days	FTE	Total Days
August/September	17	424.04	7208.68
October	23	424.19	9756.37
November	20	424.34	8486.8
December	21	424.34	8911.14
January	14	424.54	5943.56
February	18	426.95	7685.1
March	20	426.95	8539
April	19	426.95	8112.05
May	25	426.95	10673.75
June	20	426.95	8539
	<b>197</b>		<b>83855.45</b>

## TEACHER ABSENCES 2013/2014

Absence Reason	Total	% by Reason
Compassionate Leave	251.3	2.38%
Competition Leave	14.41	0.14%
Convocation Leave	27.53	0.26%
Court/Jury	1	0.01%
Education Leave	0	0.00%
Emergency Leave	14.9	0.14%
Executive Leave	27.5	0.26%
Extra/Co-curr Teach	344.59	3.27%
FACI Meet/PD	7.85	0.07%
HUMA - Meet/PD	289.3	2.74%
Illness - Teacher	2643.13	25.05%
Illness - Long Term	1303.13	12.35%
Internship Seminar	28	0.27%
LRNG Meet/PD	474.75	4.50%
Medical/Dental Appt	1624.61	15.40%
Noon Supervision Day	230.23	2.18%
Paternity Leave	0	0.00%
PD DEC Teachers	412.67	3.91%
PL Teacher	313.05	2.97%
Prep Time	1209.02	11.46%
PSTA	13.7	0.13%
Rec. Of Service	643.02	6.09%
Secondment	8.1	0.08%
SOEH	6.5	0.06%
SONO	345.76	3.28%
SOSO	77.94	0.74%
STF Business - Invoice	99.92	0.95%
TRAN Meet/PD	0	0.00%
Leave Without Pay	139.78	1.32%
<b>Total Absences</b>	<b>10551.69</b>	<b>100.00%</b>

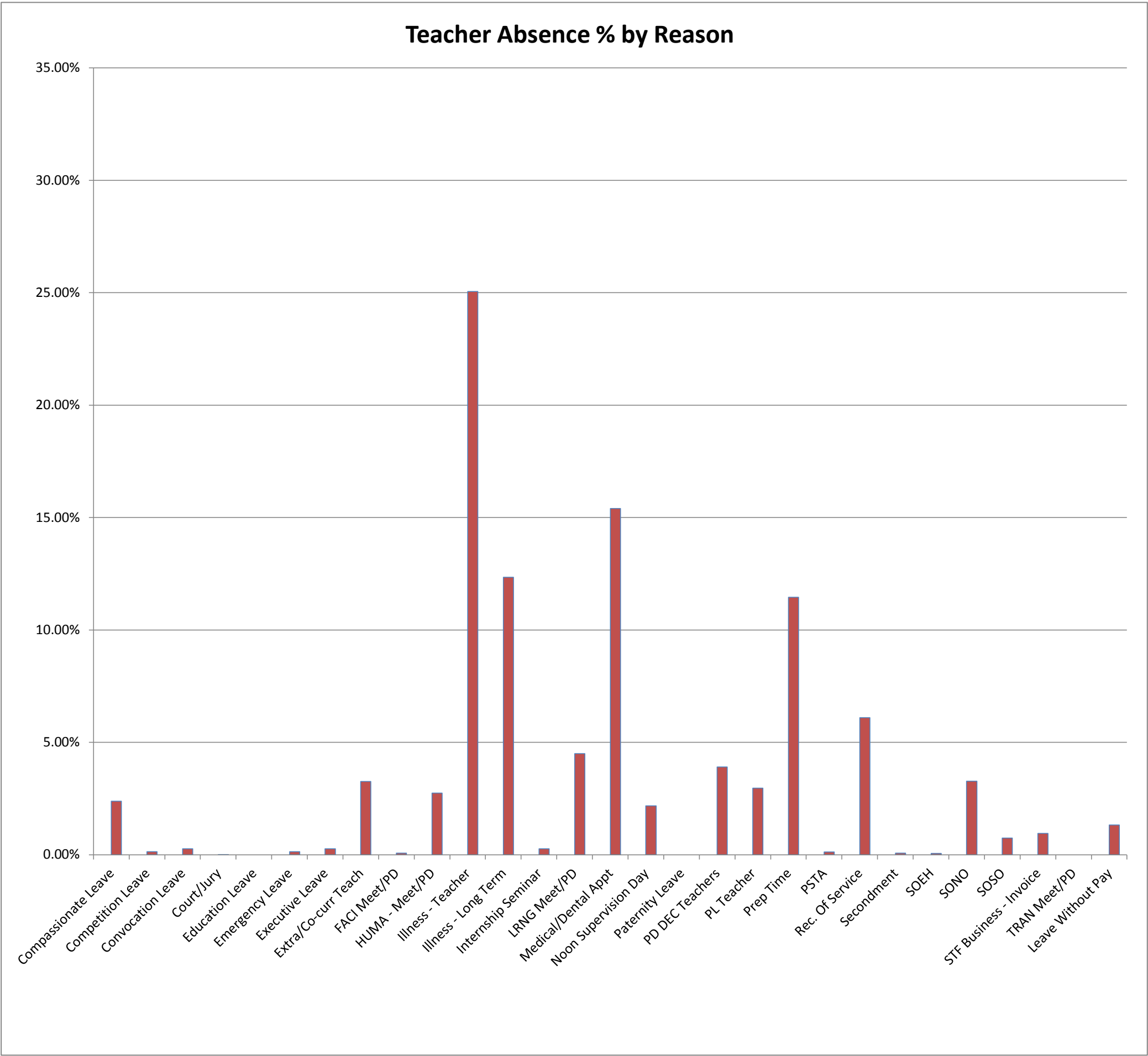
LINC	Days Per Teacher	Prov. Agree/Ed Act/Trade Union Act	Days Per Teacher	PSSD	Days Per Teacher
251.3	0.59				
14.41	0.03				
27.53	0.06				
		1	0.00		
14.9	0.03				
27.5	0.06				
				344.59	0.81
				7.85	0.02
				289.3	0.68
		2643.13	6.19		
		1303.13	3.05		
		28	0.07		
				474.75	1.11
		1624.61	3.81		
230.23	0.54				
0	0.00				
412.67	0.97				
313.05	0.73				
1209.02	2.83				
13.7	0.03				
643.02	1.51				
		8.1	0.02		
				6.5	0.02
				345.76	0.81
				77.94	0.18
		99.92	0.23		
				0	0.00
139.78	0.33				
<b>3297.11</b>	<b>7.72</b>	<b>5707.89</b>	<b>13.37</b>	<b>1546.7</b>	<b>3.62</b>
<b>31.25%</b>		<b>54.09%</b>		<b>14.66%</b>	



## Teacher Absences

2008/09 2009/10 2010/11 2011/12 2012/13 2013/14

Adoption Leave	0	0	2.5	0	0	0
Community Service	0	0	1	0	0	0
Compassionate Leave	330.11	271.4	216.49	208.35	215.03	251.3
Competition Leave	25.5	20	24.23	18	11.6	14.41
CLF	0	0	0	37.2	0	0
Convocation Leave	45.3	32.74	39.4	51.8	44.95	27.53
Court/Jury	0	0	7.5	4.1	6.25	1
CURR Meet/PD	1032.44	977	684.42	211.32	0	0
Education Leave	0	0	0	36.4	0	0
Emergency Leave	39.34	106.7	55.67	15.4	200.5	14.9
Executive Leave	13.25	11.48	26.49	54.66	36.03	27.5
Extra/Co-curr Teach	460.65	453.4	338.29	396.59	410.04	344.59
Facility Meeting	34.1	20	0.63	0	1.5	7.85
HUMA - Meet/PD	362.28	263.2	211.63	434.16	281.34	289.3
Illness - Teacher	3542.17	4618	3047.85	2402.96	2543.35	2643.13
Illness - Long Term	0	0	1049.4	1283.19	1283.22	1303.13
Internship Seminar	24.1	32.5	40.64	31.9	30.8	28
LRNG Meet/PD	0	0	0	0	367.68	474.75
Medical/Dental Appt	1930.02	1251.68	1287.4	1405.8	1557.12	1624.61
Noon Supervision Day	179.23	170.7	195.71	210.56	232.62	230.23
Paternity Leave	9	12.8	6	4	9.74	0
PD DEC Teachers	669.31	659.2	418.41	514.28	437.11	412.67
PP Teacher	323.49	352.1	347.73	324.37	310.15	313.05
Prep Time	578.94	844.9	855.83	1180.57	1241.03	1209.02
PSTA	55.31	46.29	31.46	39.53	9.76	13.7
Rec. Of Service	552.09	556.2	593.78	571.49	646.22	643.02
SCHO Meet/PD	255.33	373.9	343.46	146.99	0	0
Secondment	33.4	25.1	67.17	17.5	41.3	8.1
SOEH	0	0	0	25	16.12	6.5
SONO	0	0	0	191.44	384.66	345.76
SOSO	0	0	0	44.53	80.77	77.94
STF Business - Invoice	55.31	46.29	107.24	74.9	91.06	99.92
STUD Meet/PD	571.93	506.6	439.98	271.47	0	0
TRAN Meet/PD	0	0	0	0	3	0
Leave Without Pay	192.02	92.65	244.22	125.73	131.19	139.78
<b>Total Absences</b>	<b>11314.62</b>	<b>11744.83</b>	<b>10684.53</b>	<b>10334.19</b>	<b>10624.14</b>	<b>10551.69</b>
<b>Ave days per teacher(MBF)</b>	<b>23.5</b>	<b>23.32</b>	<b>21.28</b>	<b>20.58</b>	<b>21.24</b>	<b>21.13</b>



## SUPPORT STAFF ABSENCES 2013/2014

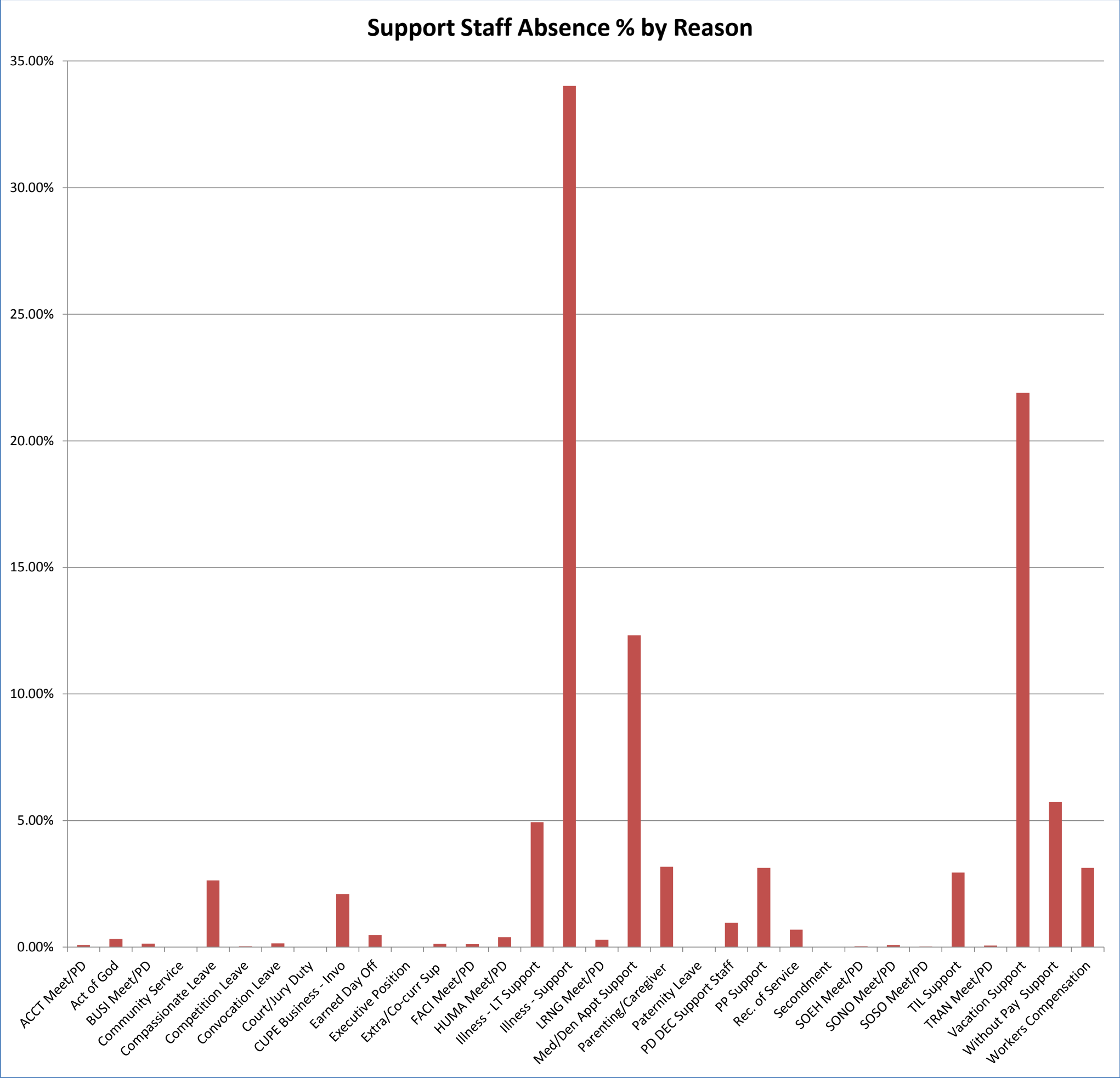
Absence Reason	September	October	November	December	January	February	March	April	May	June	July	August	Total	% of Possible Days
ACCT Meet/PD	0.8	0	0	0.76	0	0	0	3.02	2.47	1.68	0	0	8.73	0.01%
Act of God	0.64	0	0.6	6.3	5.58	13.2	5.63	0	0	2	0	0	33.95	0.05%
BUSI Meet/PD	0	0	7.5	0	0	0	1	4.67	1	0	0	0	14.17	0.02%
Community Service	0	0	0.39	0	0	0	0	0	0	0.38	0	0	0.77	0.00%
Compassionate Leave	13	27.98	35.52	38.63	28.5	24.06	26.89	22	27.43	25.38	0	2	271.39	0.43%
Competition Leave	0	0	0	0	0	1	2	0	0	0	0	0	3	0.00%
Convocation Leave	0	0	0	0	0	0	0	0	5.13	10	0	0	15.13	0.02%
Court/Jury Duty	0	0	0	0	0	0	0	1	0	0	0	0	1	0.00%
CUPE Business - Invo	14.4	36	18.2	12.56	19.73	5.4	19.31	18	46.74	16	5.47	5	216.81	0.34%
Earned Day Off	2	6	0	3	2	4.5	2.5	2.93	6.44	5.13	13.56	1	49.06	0.08%
Executive Position	0	0	0	0	0	0	0	0	0.13	0	0	0	0.13	0.00%
Extra/Co-curr Sup	7	1	0	0	0	0	1	1	2	1	0	0	13	0.02%
FACI Meet/PD	0	0	0	0	12	0	0	0	0	0	0	0	12	0.02%
HUMA Meet/PD	1.05	0	1.63	0	0.34	0	1.2	15.63	14	6.33	0	0	40.18	0.06%
Illness - LT Support	37	74.69	54.5	10.67	53.58	69.19	88.85	30.44	23.5	22	24	21	509.42	0.81%
Illness - Support	280.05	325.18	246.02	311.12	503.21	411.5	441.79	306.51	341.43	223.82	55.9	60.82	3507.35	5.56%
LRNG Meet/PD	0	4	2	1	0	0	4	9.38	4	6	0	0	30.38	0.05%
Med/Den Appt Support	100.58	160.77	151.47	107.22	136.99	111.56	117.65	111.87	143.67	97.94	19.14	11.96	1270.82	2.02%
Parenting/Caregiver	26.36	60.03	51.48	29.87	23.78	37.86	26.27	25.55	26.39	11.21	2.84	5.71	327.35	0.52%
Paternity Leave	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00%
PD DEC Support Staff	10	15	16.41	1	11	7	2.49	29.13	3	4	0	0	99.03	0.16%
PP Support	15.66	31.82	46.58	23.1	24.13	17.71	31.71	17.63	71.62	27.39	10.16	4.97	322.48	0.51%
Rec. of Service	0	4.96	4.5	8	9.88	9	4.42	3.5	11.34	13.98	0	1	70.58	0.11%
Secondment	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00%
SOEH Meet/PD	0	0	0	0	0	0	0	3	0	0	0	0	3	0.00%
SONO Meet/PD	0	0	4	0	0	2.5	0	1	1	0	0	0	8.5	0.01%
SOSO Meet/PD	0	0	0.5	0	0	0.88	0	0	0	0	0	0	1.38	0.00%
TIL Support	13.63	21.46	15.15	49.13	14.83	23.76	15.4	10.36	20.24	47.65	32.01	40.55	304.17	0.48%
TRAN Meet/PD	0	0	0	0	0	0	0	2	4	0	0	0	6	0.01%
Vacation Support	112.04	88.94	113.64	287.92	152.18	160.93	106.85	102.04	81.87	127.31	460.37	463.46	2257.55	3.58%
Without Pay Support	39.09	25.46	21.84	40.48	69.25	111.41	95.88	52.82	58.88	55.48	10	10.4	590.99	0.94%
Workers Compensation	30.65	36.05	26.86	20	33.12	39.44	39.73	14.96	24.19	38.54	0	19	322.54	0.51%
<b>Total Absences</b>	<b>703.95</b>	<b>919.34</b>	<b>818.79</b>	<b>950.76</b>	<b>1100.1</b>	<b>1050.9</b>	<b>1034.57</b>	<b>788.44</b>	<b>920.47</b>	<b>743.22</b>	<b>633.45</b>	<b>646.87</b>	<b>10310.86</b>	<b>16.35%</b>

Possible Days	Days	FTE	Total Days
September	16.58	344.17	5706.34
October	16.58	349.75	5798.86
November	16.58	353.69	5864.18
December	16.58	353.69	5864.18
January	16.58	356.76	5915.08
February	16.58	360.18	5971.78
March	16.58	361.63	5995.83
April	16.58	362.10	6003.62
May	16.58	362.11	6003.78
June	16.58	362.11	6003.78
July	16.58	118.53	1965.23
August	16.58	118.53	1965.23
			<b>63057.89</b>

\*\*bus drivers absences nor FTE are included in this report.

## CUPE & Out of Scope Staff Absences 2013-2014

Absence Reason	Total	% by Reason	Days per Employee without vacation	Days per Employee with vacation	Absences as per CUPE & OOS	Absences as per PSSD
ACCT Meet/PD	8.73	0.08%	0.02	0.02		8.73
Act of God	33.95	0.33%	0.09	0.09	33.95	
BUSI Meet/PD	14.17	0.14%	0.04	0.04		14.17
Community Service	0.77	0.01%	0.00	0.00	0.77	
Compassionate Leave	271.39	2.63%	0.75	0.75	271.39	
Competition Leave	3	0.03%	0.01	0.01	3	
Convocation Leave	15.13	0.15%	0.04	0.04	15.13	
Court/Jury Duty	1	0.01%	0.00	0.00	1	
CUPE Business - Invo	216.81	2.10%	0.60	0.60	216.81	
Earned Day Off	49.06	0.48%	0.14	0.14	49.06	
Executive Position	0.13	0.00%	0.00	0.00	0.13	
Extra/Co-curr Sup	13	0.13%	0.04	0.04	13	
FACI Meet/PD	12	0.12%	0.03	0.03		12
HUMA Meet/PD	40.18	0.39%	0.11	0.11		40.18
Illness - LT Support	509.42	4.94%	1.41	1.41	509.42	
Illness - Support	3507.35	34.02%	9.69	9.69	3507.35	
LRNG Meet/PD	30.38	0.29%	0.08	0.08		30.38
Med/Den Appt Support	1270.82	12.33%	3.51	3.51	1270.82	
Parenting/Caregiver	327.35	3.17%	0.90	0.90	327.35	
Paternity Leave	0	0.00%	0.00	0.00	0	
PD DEC Support Staff	99.03	0.96%	0.27	0.27	99.03	
PP Support	322.48	3.13%	0.89	0.89	322.48	
Rec. of Service	70.58	0.68%	0.19	0.19	70.58	
Secondment	0	0.00%	0.00	0.00	0	
SOEH Meet/PD	3	0.03%	0.01	0.01		3
SONO Meet/PD	8.5	0.08%	0.02	0.02		8.5
SOSO Meet/PD	1.38	0.01%	0.00	0.00		1.38
TIL Support	304.17	2.95%	0.84	0.84	304.17	
TRAN Meet/PD	6	0.06%	0.02	0.02		6
Vacation Support	2257.55	21.89%	0.00	6.23	2257.55	
Without Pay Support	590.99	5.73%	1.63	1.63	590.99	
Workers Compensation	322.54	3.13%	0.89	0.89	322.54	
<b>Total Absences</b>	<b>10310.86</b>	<b>100.00%</b>	<b>22.24</b>	<b>28.47</b>	<b>10186.52</b>	<b>124.34</b>
					<b>98.79%</b>	<b>1.21%</b>



## Support Staff

Absence Reason	2012-13	2013-2014
ACCT Meet/PD	15.35	8.73
Act of God	195.43	33.95
BUSI Meet/PD	8.28	14.17
Community Service	0.33	0.77
Compassionate Leave	237.67	271.39
Competition Leave	7.00	3
Convocation Leave	31.02	15.13
Court/Jury Duty	0.27	1
CUPE Business - Invo	113.21	216.81
Earned Day Off	47.49	49.06
Executive Position	0.00	0.13
Extra/Co-curr Sup	27.45	13
FACI Meet/PD	42.96	12
HUMA Meet/PD	27.53	40.18
Illness - LT Support	1178.79	509.42
Illness - Support	2684.15	3507.35
LRNG Meet/PD	55.84	30.38
Med/Den Appt Support	1309.16	1270.82
Parenting/Caregiver	353.67	327.35
Paternity Leave	9.00	0
PD DEC Support Staff	81.25	99.03
PP Support	334.18	322.48
Rec. of Service	67.46	70.58
Secondment	2.00	0
SOEH Meet/PD	51.62	3
SONO Meet/PD	10.19	8.5
SOSO Meet/PD	0.93	1.38
TIL Support	262.68	304.17
TRAN Meet/PD	14.75	6
Vacation Support	2418.51	2257.55
Without Pay Support	587.46	590.99
Workers Compensation	443.58	322.54
<b>TOTAL</b>	<b>10619.21</b>	<b>10310.86</b>





## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.5
<b>Topic:</b>	<b>Staff Engagement Plan</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:** The Board has directed that a staff engagement plan be developed in accordance with the Positive Path Forward document from April, 2014 and reviewed at the November 4, 2014 meeting.

**Current Status:** The Board does not have an articulated staff engagement plan.

**Pros and Cons:**

- Additional contact between Trustees and staff.
- Board follow-through related to Positive Path Forward Document.
- Possibility of issues related to role clarity for Trustees and staff.

**Financial Implications:** \$200 times 5 meetings yearly for snacks and coffee.

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:** Engagement Survey

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	September 27, 2014	Staff Engagement Plan DRAFT

***Recommendation:***

That the Board review the 2014-2015 Staff Engagement Plan and provide further direction as appropriate.

### **Preamble**

The Board is interested in building relationships with PSTA, CUPE, and other staff through an open communication process with representatives of these staff groups. The Board is interested in opportunities to discuss educational and workplace issues in a forum that is solution-focused and independent from local CUPE and PSTA negotiation processes. Although this plan focuses on staff engagement in 2014-2015, an identical process could be followed in subsequent years if there was consensus that it was successful this year.

### **PSTA/Board Engagement**

The PSTA/Board Engagement Forum is independent of the structures in place to support LINC negotiations and maintenance of the LINC agreement. The mandate of the PSTA/Board Engagement Forum is to provide an open communication opportunity between the PSTA and the Board of Education. PSTA/Board Engagement Forum meetings will be held twice yearly in October and April. A maximum of 6 agenda items will be set equally by the Board (2 items in October and 1 item in April) and the PSTA (1 item in October and 2 items in April). Forum members will consist of 4 Board Trustees, 4 members of the PSTA Executive, the PSTA President, the Director of Education, and others by mutual agreement on an ad hoc basis.

A PSTA/Board Engagement Survey will be jointly developed in December and administered in December and January. The PSTA and the Board will use the data from this survey to meet their own needs, including providing a framework for future engagement discussions.

### **CUPE/Board Engagement**

The CUPE/Board Engagement Forum is independent of the structures in place to support CUPE negotiations and maintenance of the CUPE agreement. The mandate of the CUPE/Board Engagement Forum is to provide an open communication opportunity between CUPE and the Board of Education. CUPE/Board Engagement Forum meetings will be held twice yearly in November and May. A maximum of 6 agenda items will be set equally by the Board (1 item in November and 2 items in May) and CUPE (2 items in November and 1 item in May). Forum members will consist of 4 Board Trustees, 4 members of the CUPE Executive, the CUPE President, the Director of Education, and others by mutual agreement on an ad hoc basis.

A CUPE/Board Engagement Survey will be jointly developed in December and administered in December and January. CUPE and the Board will use the data from this survey to meet their own needs, including providing a framework for future engagement discussions.

### **Conditions of Employment Staff/Board Engagement**

The majority of Business and Operations staff who are not school-based are members of neither CUPE nor the PSTA. As these employees have a different work environment than school-based employees, it is not necessary that Board engagement strategies are parallel with other groups. The mandate of the Conditions of Employment Staff/Board Engagement Forum is to provide an open communication opportunity between these employees and the Board of Education. Conditions of Employment Staff/Board Engagement Forum meetings will be held once yearly in March. Up to 3 agenda items will be set by each group. Forum members will consist of 4 Board Trustees, the Director of Education, and 5 Conditions of Employment staff.

A Conditions of Employment Staff/Board Engagement Survey will be developed collaboratively in December and administered in December and January. Data from the survey will be shared with all Conditions of Employment staff and the Board.

# AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.6
<b>Topic:</b>	<b>Board Policy No 12 Update</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** The Board has directed that Board Policy No 12 be updated for consideration of the Board at the November 4, 2014 meeting.

**Current Status:** The Board Policy Handbook currently includes a policy, Board Policy 12, that outlines the Role of the Director and Director Evaluation timelines and process in Prairie South.

**Pros and Cons:** Proposed revisions to Board Policy No 12 more closely reflect the current will of the Board.

**Financial Implications:**

**Governance/Policy Implications:** Board Policy 12 defines the work of the Director of Education Prairie South.

**Legal Implications:** Board Policy provides a legal framework for the work of the Board.

**Communications:** Changes to policy should be articulated to staff and the public.

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	November 3, 2014	Board Policy No 12 (Revised)

***Recommendation:***

That the Board adopt Board Policy No 12 (Updated November 4, 2014) and direct that it replace the current policy in the Board Policy Handbook.

### ROLE OF THE DIRECTOR OF EDUCATION

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

Specific Areas of Responsibility are:

#### 1. Student Well-being

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

#### 2. Education Leadership

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

#### 3. Fiscal Responsibility

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

#### 4. Personnel Management

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

## **5. Policy/Administrative Procedures**

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

## **6. Director/Board Relations**

- 6.1. Establishes and maintains positive professional working relations with the Board.
- 6.2. Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
- 6.3. Provides the information which the Board requires to perform its role.

## **7. Continuous Improvement and Accountability Framework Planning and Reporting**

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

## **8. Organizational Management**

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

## **9. Communications and Community Relations**

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

## **10. Leadership Practices**

- 10.1. Practices leadership in a manner that is viewed positively and has the support of those with whom the Director of Education works most directly in carrying out the directives of the Board and the Minister.

Reference: Sections 109, 159 of the Education Act

June 12, 2013

## **DIRECTOR OF EDUCATION EVALUATION PROCESS CRITERIA AND TIMELINES**

### **Evaluation Process**

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

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

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

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

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

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

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

## Evaluation Criteria

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

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

## Timelines for Evaluations

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

EVALUATION	BASED ON PERIOD	REPORT DELIVERED TO DIRECTOR OF EDUCATION
First	April 1, 2013 – March 31, 2014	April 30, 2014
Second	April 1, 2014 – March 31, 2015	April 30, 2015
Third	April 1, 2015 – March 31, 2016	April 30, 2016
Fourth	April 1, 2016 – March 31, 2017	April 30, 2017
Fifth	April 1, 2017 – March 31, 2018	April 30, 2018



## **PERFORMANCE ASSESSMENT GUIDE**

### **1. Student Well-being**

#### Role Expectations:

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

#### Quality Indicators relative to Student Well-being

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

### **2. Education Leadership**

#### Role Expectations:

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

#### Quality Indicators relative to Education Leadership

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

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

### **3. Fiscal Responsibility**

Role Expectations:

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

Quality Indicators relative to Fiscal Responsibility

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

### **4. Personnel Management**

Role Expectations:

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

#### Quality Indicators relative to Personnel Management

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

### 5. Policy/Procedures

#### Role Expectations:

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

#### Quality Indicators relative to Policy/Procedures

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

### 6. Director/Board Relations

#### Role Expectations:

- RE 6.1 Establishes and maintains positive professional working relations with the Board.
- RE 6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
- RE 6.3 Provides the information which the Board requires to perform its role.

#### Quality Indicators relative to Director/Board Relations

- QI 6.1 Prepares and distributes Board agendas to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 6.2 Keeps the Board informed about Division operations.

**QI 6.2.1** Implements the expressed will of the Board in a manner consistent with the spirit and intent underlying each of the Board's decisions.

**QI 6.3** Provides the Board with balanced, sufficient, concise information and clear recommendations when requested.

**QI 6.4** Interacts with the Board in an open, honest, pro-active and professional manner.

**QI 6.5** Provides support to the Board re: advocacy efforts on behalf of the Division.

**QI 6.6** Ensures high-quality management services are provided to the Board.

**QI 6.7** Provides the Board with correspondence directed to the Board or trustees.

## **7. Continuous Improvement Planning and Reporting**

Role Expectations:

**RE 7.1** Leads the Continuous Improvement Planning process including the development of Division goals, budget and facilities.

**RE 7.2** Implements plans as approved.

**RE 7.3** Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).

**RE 7.4** Reports regularly on results achieved.

Quality Indicators relative to Continuous Improvement Planning and Reporting

**QI 7.1** Develops budget and priorities and key results according to a timeline which ensures the Board's ability to provide direction and revise priorities.

**QI 7.2** Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.

**QI 7.3** Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

**QI 7.4** Ensures transportation services are provided with due consideration for efficiency, safety and length of ride and client satisfaction.

**QI 7.5** Provides accountability reports as directed by the Board

## **8. Organizational Management**

Role Expectations:

**RE 8.1** Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

**RE 8.2** Reports to the Minister with respect to matters identified in and required by the Education Act.

Quality Indicators relative to Organizational Management

**QI 8.1** Ensures Division compliance with all Ministry of Education and Board mandates (timelines and quality).

- QI 8.2 Effectively manages time and resources.
- QI 8.3 Ensure that appropriate procedures are in place for the management of critical events and emergencies.

## **9. Communications and Community Relations**

Role Expectations:

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

Quality Indicators relative to Communications and Community Relations

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

## **10. Leadership Practices**

Role Expectations:

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

Quality Indicators relative to Leadership Practices

- QI 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.
- QI 10.3 Establishes and maintains positive, professional working relationships with staff.
- QI 10.4 Unites people toward common goals.
- QI 10.5 Demonstrates a high commitment to the needs of students.
- QI 10.6 Has a well-established value system based on integrity.
- QI 10.7 Empowers others.
- QI 10.8 Effectively solves problems.

## **LEADERSHIP PRACTICES INTERVIEW GUIDE**

### **Perceptions of Principals and Director of Education “Direct Reports”**

1. What evidence can you cite to support or refute the following:
  - 1.1 The Director of Education provides clear expectations and direction?
  - 1.2 The Director of Education provides effective educational leadership?
  - 1.3 The Director of Education establishes and maintains positive, professional working relationships with staff?
  - 1.4 The Director of Education unites people toward common goals?
  - 1.5 The Director of Education demonstrates a high commitment to the needs of students?
  - 1.6 The Director of Education has a well-established value system based on integrity?
  - 1.7 The Director of Education empowers others?
  - 1.8 The Director of Education effectively solves problems?
2. What does the Director of Education do, if anything, that helps you do your job?
3. What does the Director of Education do, if anything, that makes doing your job more difficult?

## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.7
<b>Topic:</b>	<b>Board Policy No 2 - Appendix A Board Work Plan - Revised</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** The Board Work Plan is currently out of date and does not reflect the recent changes to the schedule with Accountability Reports and meeting dates/topics.

**Current Status:** NA

**Pros and Cons:** NA

**Financial Implications:** NA

**Governance/Policy Implications:** NA

**Legal Implications:** NA

**Communications:** NA

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Darby Briggs	November 24, 2014	Board Annual Work Plan revised November 2014

***Recommendation:***

That the Board approve the updated Board Work Plan as presented.

## BOARD ANNUAL WORK PLAN

### **SEPTEMBER**

#### ***Regular Board Meeting Agenda Items***

- Consider nomination of a program for the Premier's Award For Innovation
- Organizational Meeting – Elect Board Chair, Vice-Chair, Committee appointments, appointment of auditor, approve auditor's terms of engagement, dates of regular Board meetings for the year, set per diems and trustee honorariums and expenses and authorize borrowing resolution
- MLA Meeting Planning
- Approve Board Development Plan
- Approve Board Advocacy Plan
- Participate in a facilitated Board self-evaluation and approve a positive path forward
- Accountability Report: Learning Improvement Plans

#### ***Events/Action***

- Teacher Convention
- Public Boards Section Executive Meeting

#### ***Budget Considerations***

- Budget Work Plan: Board reviews current year priorities and plans priorities for next year
- Review proposed Capital Plan

### **OCTOBER**

#### ***Regular Board Meeting Agenda Items***

- Approve Resolutions (if any) for Saskatchewan School Boards Association Annual Convention
- Appoint Voting Delegates and allocate votes for the SSBA Convention

#### ***Events/Action***

- Public Boards Section Executive Meeting
- SSBA Members' Council

#### ***Budget Considerations***

- Review operations and priorities for 2014-2015
- Review proposed Capital Plan



## **NOVEMBER**

### ***Regular Board Meeting Agenda Items***

- Approve Annual Financial Statements
- Approve annually the 5 year Capital Plan
- Review audit report and management letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)
- Approve transfer of funds to reserves
- Accountability Report: Higher Literacy & Achievement

### ***Events/Action***

- SSBA Fall General Assembly
- Public Boards Section General Meeting

### ***Budget Considerations***

- Review operations and priorities for 2014-2015

## **DECEMBER**

### ***Regular Board Meeting Agenda Items***

- Approve date for Annual Meeting of Electors
- Accountability Report: Human Resources

### ***Events/Action***

- Meeting with MLAs

## **JANUARY**

### ***Regular Board Meeting Agenda Items***

- Approval of budget assumptions
- Review Progress, Board Advocacy Plan and Board Development Plan
- Review Legal Update of any outstanding cases
- Approve draft Agenda for Annual Meeting of Electors
- Accountability Report: Equitable Opportunities
- Accountability Report: Facilities
- Accountability Report: PAA Enhancement Project
- Accountability Report: First Quarter Financial

### ***Events/Action***

### ***Budget Considerations***

- Review Budget Work Plan including dates
- Review operations and priorities for 2014-2015
- Draft Budget Assumptions/Priorities

## **FEBRUARY**

### ***Regular Board Meeting Agenda Items***

- Review initial projected enrolment for next year
- Review draft school year calendar
- Accountability Report: Strong System-Wide Accountability and Governance
- Accountability Report: Student Support
- Accountability Report: Transportation

### ***Events/Action***

- SSBA Members' Council
- Public Boards Section Executive Meeting

### ***Budget Considerations***

- Finalize Budget Assumptions/Priorities

## **MARCH**

### ***Regular Board Meeting Agenda Items***

- Approve school year calendar
- Accountability Report: Smooth Transitions/Early Learning

### ***Events/Action***

- Rural Congress

### ***Budget Considerations***

- Review funding from Ministry

## **APRIL**

### ***Regular Board Meeting Agenda Items***

- Review draft budget and give direction, if any
- Conduct and approve Director annual evaluation
- Accountability Report: Second Quarter Financial
- Accountability Report: Nutrition

### ***Events/Actions***

- SSBA Spring General Meeting
- Public Boards Section Executive Meeting
- Host Annual Meeting of Electors

### ***Budget Considerations***

- Review proposed budget

## **MAY**

### ***Regular Board Meeting Agenda Items***

- Approve budget
- Approve Minutes of Annual Meeting of Electors
- Approving the operating budget for submission to the Ministry of Education
- Accountability Report: SCC's
- Accountability Report: Grade 8 & 9 Retention

### ***Events/Action***

### ***Budget Considerations***

## **JUNE**

### ***Regular Board Meeting Agenda Items***

- Approve Board Revisions to Annual Work Plan
- Accountability Report: Third Quarter Financial
- Accountability Report: Communications

### ***Events/Action***

- Public Boards Section General Meeting
- Attend achievement nights and graduation ceremonies

### ***Budget Considerations***

- Review Budget Process

## **ONGOING**

- Consider new developments and directions from Ministry of Education
- Attend meetings as determined by the Board
- Engage in individual trustee development approved by the Board
- Engage in celebration/recognition of students, staff and community
- Attend School Community Council meetings as scheduled and upon invitation
- Attend Standing Committee meetings as assigned
- Approve B1 and B5 Facilities Plan Applications
- Review Union Negotiations Update provide terms of reference and approve memoranda of agreements are required.

Reference: Sections 61, 63, 85, 87, 277, 278, 279, 280, 281, 282, 283, 285, 286, 288, 289, 292, 344, 355 of the Education Act  
Education Act Regulations Section 83.1 and 83.3

December 2, 2014



## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.8
<b>Topic:</b>	<b>Annual Bursary Fund Directorship Appointments</b>		
<b>Intent:</b>	<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 2015.

**Current Status:**

The following people currently serve as board members: Greg Veillard, Roy Dickenson, John Livingston, Darleen Stewart, George Patterson, Claude Duke, Pam Ludwar, Darrell Crabbe and Ron Purdy.

We have asked that all 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. Mr. Crabbe has said he would be willing to let his name stand again.

**Pros and Cons:**

**Financial Implications:**

There are no financial implications for the Board.

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

Prepared By:	Date:	Attachments:
Ron Purdy	November 20, 2014	

***Recommendation:***

That the Board appoint the following people as directors of the Moose Jaw School District No. 1 Bursary Fund Inc. for the year 2015:

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

## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.9
<b>Topic:</b>	<b>Sale of Surplus Land</b>		
<b>Intent:</b>	<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:**

For this meeting there is one parcel where we have received an offer. We have an offer to purchase parcel 102371789 in the RM of Old Post for \$100.

We have one parcel 104880089 in the RM of Huron where the land was sold to a previous land owner. In these cases we have been transferring the land to the current land owner.

We have also found a letter from the Wood River School Division to the Ministry stating that the board had transferred all the old school sites to the surrounding land owners. In the letter they were asking for approval of the transfer for one that was delayed because it was an estate title. There is a motion in the minutes from 1990 listing a number of school sites to be transferred. It does not include the sites we are still trying to dispose of. The letter would suggest it was the board's intent to transfer all parcels. There are five parcels of land (105416759, 150300425, 105416546, 150777131, and 104879492) which could be transferred based on this information. Two of the parcels have an interest registered against them which will have to be dealt with first.

The RM of Old Post is split between the old Borderland and Wood River school divisions but the parcel we have an offer on is near Killdeer which is in the old Borderland division.

**Pros and Cons:**

**Pros:**

- We sell one parcel of land which has no value to us.
- We transfer five additional pieces of land which are of no value to us.
- We may find that people have been paying taxes on the

Wood River land already so it would just be a transfer anyway.

**Cons:**

- We cannot know for sure if the Wood River Board intended to transfer all old school sites and were just unaware of the ones we still have or if they intended to transfer only those sites listed they listed in the minutes. There could be a potential loss of a \$200-300 dollars if the sites were not intended to be transferred.

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	November 21, 2014	N/A

***Recommendation:***

That the Board approve the sale of parcel 102371789 for \$100 and instruct administration to complete the transfers of parcel 104880089 in the RM of Huron and parcels 105416759, 150300425, 105416546, 150777131, and 104879492 in the legacy Wood River School Division to the adjoining land owners.





June 20, 1997

Saskatchewan Education  
Attn: Ron Thomas  
2220 College Avenue  
Regina, Sask.  
S4P 3V7

Dear Ron,

In 1990 the Wood River Board of Education transferred all the old school sites over to the current land owners. I have come across a previously approved title which was not transferred because it was an estate title. Please approve this new transfer and I will send it off to the Swift Current land titles office.

Thanks.

Sincerely,

Maureen Cranfield  
Accounting Clerk

Minutes of the regular meeting of the Board of Education of the Wood River School Division No. 70, held at the Division Office in Lalleche on Tuesday, February 20th, 1990.

Present for the meeting were Board Members Mr. Ed Gasper, Mrs. Judy Smith, Mr. Brent Ross, Mr. Murray McIvor, Mrs. Brenda Allen, and Mrs. Gail Gross along with Mr. Norm Dray, Director of Education, and Mr. Ray Perzan, Secretary-Treasurer.

Order: Chairman Gasper called the meeting to order at 10:03 a.m.

20-90 Minutes:

Gross That the minutes of the last regular meeting of the Board, held January 16th, be adopted as circulated. Carried

21-90 Agenda:

Smith That the agenda be adopted with additions as noted. Carried

22-90 Resignations:

Gasper That the retirement resignations received from Mrs. Shirley Filson (Glen Bain) and Mrs. Hazel Blake (McCord) be accepted with regret. Carried

23-90 Maternity Leave:

Gross That maternity leave be approved for Mrs. Glenda Jacobs, teacher at Kincaid, from August, 1990, to February 1, 1991, and for Mrs. Jeannette Jalbert, teacher-aide at Glentworth, from April 16 to June 30, 1990. Carried

24-90 Action by Harle:

McIvor That we accept the offer to discontinue action, as filed by Miss Donna Harle against Mathieu R.C.S.S.D., at no cost to this Board. Carried

25-90 Revised Staffing:

Ross That we accept the revised 1990/91 staffing proposal as submitted, and table until budget any increases to staff assistant time. Carried

26-90 Parent-Teacher Interviews:

Allen That the following days be approved for Parent-Teacher Interviews as per policy: Bateman, March 15th; Aneroid, April 11th; and Kincaid, April 11th. Carried

27-90 French School Designation:

Smith That Type A designation be approved for Ferland School for the 1990/91 school year. Carried

The Chairman now called a recess for lunch. (12:05 p.m.)

Q RP

The meeting resumed at 1:45 p.m. at which time Mr. Jim Skuce and Mr. Brent Stroh of Wayne Bus met with the Board to discuss terms of their contract to provide conveyance for this division.

28-90 Decentralized Budget:

Ross That we approve in principle the implementation of a decentralized budget, and make a decision regarding categories and allotment of funding at our Budget Meeting. Carried

29-90 Suspensions:

McIvor That we ratify the suspensions of Michael Clermont (7 days) and Jason Crooks (5 days) for destruction of school property at Lafleche Central High. Carried

Interest was expressed by Gasper, Smith, Ross, and McIvor to attend a meeting regarding school division land transfers to be held at Swift Current.

30-90 Open House Exchange:

Gasper That the Glentworth Open House Exchange be approved in principle pending final details. Carried

31-90 Informational Pamphlet:

Smith That the 1990 W.R.S.D. #70 informational pamphlet be approved for distribution as prepared and presented. Carried

32-90 O.L.F. Board Proposal:

Allen That we appoint a committee of the Chairman, the Mankota Subdivision Trustee, the Director, and the Secretary-Treasurer to meet with the Our Lady of Fatima Board to discuss a jointly sponsored facility renovation proposal for Mankota School. Carried

33-90 Director's Report:

Gasper That the Director's report be accepted as presented. Carried

34-90 Early Release Day:

Gasper That an early release day be approved for any staff who requested a C.E.L.'s inservice from Miss Rhonda Jamieson. Carried

35-90 Old School Site Transfers:

McIvor That we approve the transfer of the following former school sites, it being a condition that the recipient named in each case is the owner of the balance of the quarter section on which the school site is located:

Alloa S.D. - Ptn. NW 10-3-9-W3rd to Larson Ranch Ltd.  
of Mankota, Sask.



- Bluff Creek S.D. - Ptn. NW 12-3-6-W3rd to Malcolm Frank and Marjorie Linthicum of Glentworth, Sask.
- Bolen S.D. - Ptn. SE 4-11-6-W3rd to Bruce Edward Frank of Gravelbourg, Sask.
- Bona Place S.D. - Ptn. SE 25-9-5-W3rd to Yvonne Verhelst of 510 Highway 33E, Kelowna, B.C..
- Cardiff S.D. - Ptn. SW 25-9-9-W3rd to Anthony and Florence L'Oste-Brown of 40 Dahlia Crescent, Moose Jaw, Sask.
- Dixie S.D. - Ptn. SW 22-9-8-W3rd to Verne Cross of Apt. 105, 2511 East Neff Road East, Regina, Sask.
- Douglas S.D. - Ptn. SW 26-10-10-W3rd to Ralph Kuhlman Jr. of Vanguard, Sask.
- Gaspera S.D. - Ptn. NE 28-12-9-W3rd to Ren Cooper of Vanguard, Sask.
- Gauthier S.D. - Ptn. SE 25-11-5-W3rd to Andre Beaudoin of Gravelbourg, Sask.
- Grace Hill S.D. - Ptn. SE 3-7-7-W3rd to the Frank Monette Estate of Meyronne, Sask.
- Harold S.D. - Ptn. NW 16-10-9-W3rd to Margaret Blau of Bonnyville, Alberta
- Harwood S.D. - Ptn. SE 15-7-5-W3rd to David Sproule of Glentworth, Sask.
- Jura S.D. - Ptn. NW 36-5-9-W3rd to Switzer Brothers of Mankota, Sask.
- Malvern Link S.D. - Ptn. SW 11-12-9-W3rd to David Minifie of Vanguard, Sask.
- Montague S.D. - Ptn. NW 11-6-7-W3rd to Ken Gavelin of McCord, Sask., and the Ptn. NE 11-6-7-W3rd to Her Majesty the Queen (Saskatchewan) in care of the Minister of Rural Development, 3085 Albert St., Regina, Sask. S4S 0B1
- Pelletier S.D. - Ptn. NW 1-10-4-W3rd to Lillian and Paul Parent of Gravelbourg, Sask.
- Pinto Creek S.D. - Ptn. SE 16-8-9-W3rd to Gerald Church of Hazenmore, Sask.
- Pinto View S.D. - Ptn. SE 1-8-8-W3rd to Patrick F. Corcoran of Kinsaid, Sask.
- Return S.D. - Ptn. SW 17-2-8-W3rd to Her Majesty the Queen (Saskatchewan), in care of the Minister of Rural Development, 3085 Albert Street, Regina, Sask. S4S 0B1
- Spencer S.D. - Ptn. SE 25-10-11-W3rd to Harry Froyman of Vanguard, Sask.
- Wavy Creek S.D. - Ptn. SE 22-12-4-W3rd to Randy F. Cooper of Gravelbourg, Sask.
- Wesson S.D. - Ptn. SE 21-10-6-W3rd to Ewalt Engel of Woodrow, Sask.

Westwood Valley S.D. - Ptn. SW 17-7-8-W3rd to Laurianne and Duncan MacInnes of Ferland, Sask.

White Lake S.D. - NW 19-4-9-W3rd to Saskatchewan Rural Development, Lands.

Winnifred S.D. - NE 12-7-6-W3rd to Ellen Jacques of Lafleche, Sask.

Wiseman S.D. - SE 35-11-4-W3rd to Edward Bowler of Palmer, Sask.

36-90 Computer Remote Support:

Gasper That we authorize an expenditure of approximately \$700. for the necessary hardware and software to enable remote computer support from Computer. Carried

37-90 Lease Cancellation:

Ross That Lease No. 111, dated June 12th, 1929, between His Majesty the King and Fir Mountain S.D. #4796, be cancelled as there is no further use for this property. Carried

38-90 School Petty Cash:

Ross That the principal of each school within this division be issued \$100. to be used as a petty cash fund for minor school related disbursements and replenished on submission of receipts. Carried

39-90 Accounts:

Smith That the current accounts be paid, as submitted to this meeting, with the exception of Mr. Joseph Levy's bill which may be considered at a later date. Carried

40-90 Office Assistant:

Gasper That Lorraine Perzan be employed on a temporary basis to assist in compiling payroll related data and be paid at an hourly rate of \$8.00. Carried

The topic of an annual meeting was brought up, discussed, and tabled for further consideration.

41-90 Adjournment:

McIvor That this meeting now be adjourned. (5:37 p.m.) Carried

  
CHAIRMAN

  
SECRETARY-TREASURER



February 14, 1972

Minutes of the regular meeting of the Board of Trustees of the Davidson School Unit No. 31 held in the Unit Office in Davidson, Saskatchewan this 14th day of February, 1972 at 10:00 a.m.

Present: Chairman Johnson  
Trustee Benz, Roberts, Thurlow, Schneider, Schmit and Bueckert.

Minutes: Trustee Bueckert moved that the minutes of the last regular meeting of January 17, 1972 be adopted as amended.

Carried.

Harrison School: The following tenders were received on the sale of the Harrison School:

Mr. James Laybourne	\$50.00
Mr. A. B. Sinclair	\$110.00

Trustee Bueckert moved that we sell the Harrison School to Mr. A. B. Sinclair at the tendered price of \$110.00.

Carried.

Lockers, re: Eyebrow, Davidson, Kenaston, and Craik:

Trustee Roberts moved that the Board of Trustees of the Davidson School Unit No. 31 recognize a need for lockers at the Eyebrow, Davidson, Kenaston and Craik Schools; therefore, the Unit Board grants approval for the Student Representative Council to instal half lockers in their respective school subject to approval of the Principal and Sub-Unit Trustee(s).

To assist the Student Representative Council of each school in obtaining the required funds, the Unit Board will co-sign a four or five year bank note provided the Student Representative Council agrees to the following terms and conditions:-

- (1) It shall be the responsibility of the respective Student Representative Council to negotiate with a Bank or Credit Union for the loan to meet this expenditure.
- (2) The Student Representative shall be responsible for the levying and collecting the rental on the lockers. Such rental shall be set at \$2.00 per year for each half locker. Seventy percent of the amount so collected shall be applied to the loan each year and the remaining thirty percent shall go to the Student Representative Council to compensate them for administration - administration to include replacement of locks and/or actual damage to lockers.
- (3) Any deficiencies existing to meet the yearly payment on the loan, after the application of the seventy per cent collected by the Student Representative Council, shall be the responsibility of the Unit Board.

Carried.

School Petty Cash Accounts:

Trustee Schmit moved that petty cash accounts be set up in each school as follows:-

Craik School - \$100.00	Davidson High School - \$100.00
Davidson Elementary - \$100.00	Kenaston School - \$100.00
Eyebrow School - \$75.00	Hawarden School - \$50.00
Bladworth School - \$25.00	Girvin School - \$25.00
Home Economics Centre - \$25.00	

Carried.

Girvin School  
Re: Natural Gas Conversion:

Trustee Schmit moved that we approve the expenditure of \$800.00 as payment in full to the Davidson Co-operative Association for the conversion of two furnaces to nature gas at the Girvin School.

Carried.



## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.10
<b>Topic:</b>	<b>2013-14 Ministry of Education Annual Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** In May 2012, a change to The Education Act, 1995 created the requirement that Board of Education annual reports are tabled in the Saskatchewan Legislature. These new Education Act requirements mean that board of education annual reports must be completed in a consistent manner and format, as outlined by the Ministry of Education, and that they must include a number of standard financial and non-financial items, including the audited financial statements. This is the second year that the Ministry has set forth a template, manual and series of deadlines for drafts and review that school divisions were to follow.

**Current Status:** The Annual Report is complete and has been submitted to the Ministry.

**Pros and Cons:** NA

**Financial Implications:** NA

**Governance/Policy Implications:** NA

**Legal Implications:** NA

**Communications:** NA

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Darby Briggs	November 24, 2014	Prairie South School Division Annual Report 2013-14 (will be available November 28, 2014)

**Recommendation:**  
That the Board accept the Annual Report as presented.





## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.11
<b>Topic:</b>	<b>Rockglen School Alternate Calendar Proposal</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:** The Rockglen School SCC is requesting permission to move to an alternate calendar beginning in the fall of 2015

**Current Status:** Currently, Rockglen School follows the traditional school year calendar. The community of Rockglen has been exploring the idea of an alternate calendar since 2011.

**Pros and Cons:** The Rockglen SCC has outlined a series of benefits that they believe will be achieved in their community if they move to an alternate calendar. Research does not show a significant difference in educational attainment with either calendar format.

**Financial Implications:**

**Governance/Policy Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	November 14, 2014	Rockglen SCC Proposal

***Recommendation:***

That the Board review and approve the Rockglen SCC Alternate School Year Proposal.

## **Rockglen School - Alternate School Year Proposal**

Rockglen School Community Council has been considering the application process for the past 4 years. The initial consultation took place in 2011 when the Rockglen SCC invited Lana Nogue, Principal of Glentworth School, and a representative of the Glentworth SCC to come and deliver a presentation from their perspective. At that time the alternative calendar was not pursued due to possible changes that were being discussed at the Ministry level.

Once Prairie South Schools developed parameters and guidelines for the approval process this past June, our SCC decided to pursue this option once again.

### **Rationale and benefit for Rockglen Students**

The rationale of moving to an alternate school year calendar is to increase student attendance and student/family satisfaction. It is also thought that this model would also allow for an increase in the amount of instructional time spent on curriculum. Some of the benefits for students/families are believed to be:

- Less time on the bus
- More opportunity for family commitments
- Increased time for students in high school to complete CWEX placements
- Students with jobs have an extra day to work/help out on the ranch
- Earlier start times for extra-curricular sports/tournaments on Fridays
- Our students who play on sports teams (hockey) with surrounding towns (Glentworth) will have a common calendar

### **Consultation Process**

The consultation process began with the SCC dividing up families with students in the school, to call and explain the initiative. These families were then invited by an SCC delegate to attend a potluck supper and meeting that was held during Education Week. Parents with pre-school aged children that live within the Rockglen School catchment area were also invited to attend the meeting. Other community members were invited via word of mouth and through our school newsflash. Bus drivers were also called and informed of the meeting and invited to attend.

Invited as delegates to the meeting were the Director of Education - Tony Baldwin, Board Chair – Shawn Davidson, Division Trustee – Giselle Wilson, Principal of Gravelbourg School – Jody Lehmann, and SCC representative from Gravelbourg – Jennifer Jacobs.

Tony Baldwin spoke in regards to parameters around setting the school year calendar. He compared both the traditional and alternate school year calendars and how they differ. He then referred to the SELU report that compared traditional and non-traditional school learning results and explained the fact that there is no evidence to support or refute that either model is better in terms of quality of education. He discussed that the alternate school year model is grounded in its practicality and preference for communities. Shawn Davidson spoke in regards to the cost savings and effect to budgets. Jody Lehmann and Jennifer Jacobs shared their perspective from a school and community that has had the alternative school year since its inception. The evening ended with a question and answer session followed by a vote to all parents and community members present as well as all grade 7 to 12 students that were present.

### **Voting Results**

A meeting sign in guest list was created. A member of the SCC sat at a table and all people present that wanted to vote signed in. The voting ballot consisted of a column to indicate if they were voting as a parent/community member/teacher/student. There was also a place for comments at the bottom of the ballot.

There were **112 votes** cast. **102** voted **in favor** and **10** voted **against** the idea of the alternate school year proposal.

Our school currently consists of **54 families**. **41 of 54 families** had at least one parent present at the meeting.

Of the **community member** vote - **14 people** voted - **9 in favor 5 against**.

Of the **parent vote** – **70 people** voted – **65 in favor 5 against**.

Grade 7 to 12 **student vote** – **25 voted** – **all in favor**.

Of the **teacher vote** – **3 voted** – **all in favor**. (Most teachers voted as parents)

## **Comments**

There were several comments left in the comment section of the ballot. Here are a few:

- "I hope it goes through"
- "How soon will we know if we are approved"
- "So excited to try it. Benefit = family time"
- "I play lots of sports so I miss lots of Friday's. It will be better"
- "Very excited to see the outcome"
- "I think it is an excellent opportunity"
- "more time for extra activities, studying, work, etc"
- "please don't shorten the lunch hour too much"

## **Proposed Calendar**

This will be created in conjunction with the Prairie South School calendar committee meeting. We assume that it will need to look the same as the other schools that follow the alternate school year calendar.

## **Provincial Guidelines**

Currently the alternate school year calendar adheres to 171 instructional days consisting of 334 minutes of instruction each day. There are 12 non-instructional days that constitutes for 183 teacher days.

## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.12
<b>Topic:</b>	<b>Out of Province Excursion</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** Lindale's Overnight Excursion/Outdoor Education request to Medicine Hat, AB is attached.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	November 5, 2014	Lindale's Overnight Excursion

***Recommendation:***

That the Board approve Lindale School's overnight excursion to Medicine Hat, AB as per the outline provided.

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

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher: Dwight Olney	School: Lindale
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <u>Basketball tournament</u> <input type="checkbox"/> High Risk Activity _____	
Grade Level: Grade 6,7,8	Number of Students: 10
Destination: Medicine Hat, AB	Trip Date: January 30-31, 2015
Number of School Days (Partial/Full): Travel there is on a LINC PREP Day	
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>Dwight Olney</u> <u>Kimberly Gillies</u> <u>Jeff Boulton</u> <u>Tamra Nichols</u>	
Number of Teachers, Parents, Chaperones: 1 teacher, 1 other PSSD chaperone, >10 parents	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input checked="" type="checkbox"/> Other <u>Level 2 NCCP - Basketball,</u> <u>Respect in Sport Certificate, Concussion Training (Coach - Dwight Olney)</u>	

<b>B. SAFETY GUIDELINES</b>
<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.

<b>C. BUDGET</b>
❖ Anticipated Budget <u>\$200 entry fee</u> ❖ Description of Funding Sources <u>School Based - School Activities</u> ❖ Out of Pocket Cost per Participant <u>Parents will be paying for their child's hotel/meals</u>

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

**D. LEARNING OBJECTIVES**


We have a strong 'A' Girls Basketball program at Lindale and so we have been invited to a tournament hosted by a perennial middle years powerhouse team from Medicine Hat. We beat them two years ago in the finals of the Swift Current Invitational and had a perfect season overall. Last year, we attended this tournament and finished 2<sup>nd</sup> out of 16 teams. We welcome the opportunity to be challenged by some strong teams in the Medicine Hat area to continue to grow the strength of our Lindale program.

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

- a) Pre-Excursion Learning - We will have had 22 practices before the tournament
- b) Excursion Learning - Tournament experience of playing three strong teams
- c) Post-Excursion Learning - Apply the lessons from the tournament to the rest of the season in hope of repeating as City Champs this spring.

**F. SCHEDULE OF ACTIVITIES**

Leave Lindale early Friday afternoon.  
Game #1 - Friday afternoon or evening  
Game #2 - Saturday morning  
Game #3 - Saturday afternoon  
Return to Moose Jaw Saturday night.

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

  
\_\_\_\_\_  
Principal Signature

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

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Date

☐ Request Approved

☐ Request Denied





## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.13
<b>Topic:</b>	<b>Monthly Reports</b>		
<b>Intent:</b>	<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 27, 2014 – November 21, 2014.
2. Tender Report for the period October 25, 2014 – November 21, 2014.
3. Suspensions Report

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

Prepared By:	Date:	Attachments:
Ryan Boughen Ron Purdy Derrick Huschi	November 21, 2014	1. Teacher Absences and Substitute Usage 2. Tender Report 3. Suspensions Report

***Recommendation:***

That the Board accept the monthly reports as presented.

## Teacher Absences & Substitute Usage

**Date Range:** October 27, 2014 to November 21, 2014

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 7617.96 days
Compassionate Leave	16.4	1.61%	14.4	87.80%	0.22%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Court/Jury	1	0.10%	1	100.00%	0.01%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	2	0.20%	1.5	75.00%	0.03%
Extra/Co-curr Teach	15.5	1.52%	8.7	56.13%	0.20%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	99	9.73%	77	77.78%	1.30%
Illness - Teacher	178.6	17.55%	147.01	82.31%	2.34%
Illness - Long Term	217.68	21.39%	0	0.00%	2.86%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	18.9	1.86%	11.7	61.90%	0.25%
Medical/Dental Appt	106.97	10.51%	91.44	85.48%	1.40%
Noon Supervision Day	19.48	1.91%	13.98	71.77%	0.26%
Paternity Leave	2	0.20%	1.8	90.00%	0.03%
PD DEC Teachers	35.44	3.48%	32.31	91.17%	0.47%
PP Teacher	31.9	3.14%	25.31	79.34%	0.42%
Prep Time	154.28	15.16%	153.28	99.35%	2.03%
PSTA	0	0.00%	0	0.00%	0.00%
Rec. Of Service	50.68	4.98%	36.18	71.39%	0.67%
Secondment	0	0.00%	0	0.00%	0.00%
SOEH Meet/PD	3	0.29%	0	0.00%	0.04%
SONO Meet/PD	34.5	3.39%	32.5	94.20%	0.45%
SOSO Meet/PD	4.9	0.48%	4.9	100.00%	0.06%
STF Business - Invoice	21.76	2.14%	21.57	99.13%	0.29%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	3.5	0.34%	2.5	71.43%	0.05%
<b>Total Absences</b>	<b>1017.49</b>	<b>100.00%</b>	<b>677.08</b>	<b>66.54%</b>	<b>13.36%</b>

**Teachers (FTE)**

**423.22**

**# of teaching Days**

**18**

**Possible Days**

**7617.96**

## **Tender Report for the period October 24, 2014 to November 21, 2014**

### 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 awarded which exceed the limits of this policy for this period.
- There were three purchases made through the less formal quote process:
  - Gym Lights for Avonlea, Prince Arthur, Rouleau, William Grayson, \$24,895.20
  - Gym Lights for Peacock, \$69,090
  - Flooring – Assiniboia 7<sup>th</sup> Ave, Central Butte, Peacock, \$38,537,31

[illegible]

## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	5.14
<b>Topic:</b>	<b>ATM Machine for Peacock Collegiate</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** A letter was received from the Peacock Collegiate SCC at the end of October. In the letter the SCC is requesting that an ATM be placed in Peacock as a fundraising opportunity.

**Current Status:** I would suggest this be forwarded to the SSWAG committee for further exploration.

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Bernie Girardin	December 1, 2014	Letter from Peacock SCC

***Recommendation:***

That the request from Peacock Collegiate SCC for an ATM be deferred to SSWAG for further study.

October 27, 2014

To Prairie South Schools Board of Trustees:

The Peacock Collegiate SCC is excited about a fundraising opportunity and would like to advocate our support towards its implementation at the school. This opportunity will provide need funds to support students at the school. These funds would be used to support the student aged parent program, athletics, fine arts, Skills Canada, and other extra curricular programs at Peacock.

Our SCC believes with increasing extracurricular costs this fundraising opportunity would go a long way in ensuring continued support for all extracurricular programs. Our SCC believes in working smarter, rather than harder, when it comes to fundraising initiatives.

Our SCC is proposing that Peacock Collegiate place an ATM cash machine within the school with all funds going to support extracurricular activities at Peacock Collegiate. This idea came from visiting other large urban high schools throughout the province that have already implemented ATM's with success.

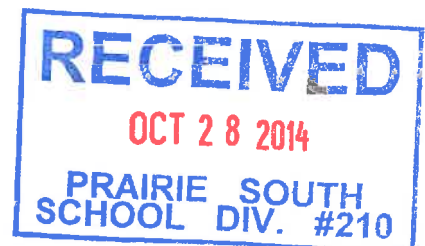
Our SCC is very excited about this opportunity and would appreciate your support. Thank you for your consideration of this fundraising initiative and we would welcome the opportunity to share this idea at a board or special meeting.

Sincerely,



Todd Johnson  
Peacock SCC Chairperson

cc: Bernie Girardin, Superintendent of Business Operations  
Derrick Huschi, Superintendent of School Operations



## AGENDA ITEM

<b>Meeting Date:</b>	December 2, 2014	<b>Agenda Item #:</b>	8.1
<b>Topic:</b>	<b>Disposal of Surplus Land Report</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" 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. Board requested a report of progress made in the disposition of these properties.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	November 21, 2014	Summary spreadsheet

***Recommendation:***

For information.

## Disposal of Old School Sites Progress Matrix

	Transfer Complete	Awaiting Completion of transfer through ISC	Board Approval awaiting signed contract	Submitted for approval at December Meeting **	Awaiting response from lawyer	Letters sent but no offer or tax info. to date	Need to be tendered	Interest to deal with prior to offer for sale	Process not started
Totals	63	0	3	7	1	9	2	4	18
Offer to purchase or tax information				1					
Past motion or documentation to approve sale or transfer				6					
Approved transfer to organization that no longer exists									
Simple Transfer									
Awaiting Response						6			
Need current address info						2			
Received contact – awaiting further information						2			
Interest dealt with								1	
Interest still to be dealt with								3	

\*\* Two of these parcels have interests to be dealt with prior to the transfer in addition to the four in the interest column