

Prairie South Schools

BOARD OF EDUCATION

MAY 10, 2016

11:00 a.m. – 4:00 p.m.

Central Office, 1075 9th Avenue NW, Moose Jaw

AGENDA

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
 - 1.1 Personnel Matter I**
 - 1.2 Capital Contingency**
 - 1.3 Facilities Update (Gravelbourg)**
 - 1.4 Emerging Issue – Human Rights Commission**
 - 1.5 Personnel Matter II**
 - 1.6 Student Matter**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
 - 5.1. Notice of Motion:**

That Prairie South School Division undertake development of a regular informational program to be broadcast on local cable and the Prairie South School Division website highlighting, but not limited to, accomplishments and activities of Prairie South School Division, and that, as much as possible, there be a curricular component to this initiative.
- Swanson
 - 5.2. Notice of Motion:**

That the Prairie South School Division ensure that audio and video technical links related to the webcast of Prairie South School Division regular meetings are working throughout the meeting.
- Radwanski
 - 5.3. School Board Election – Returning Officer**
 - 5.4. Dates for Regular and Planning Meetings 2016-2017**
 - 5.5. Reimbursement of Mileage, Meals and Other Expenses**
 - 5.6. SSBA Proposed Position Statements Feedback Request**
 - 5.7. Student Achievement Accountability Report**
 - 5.8. Out of Province Excursion – Avonlea School to Drumheller, Alberta**
 - 5.9. Out of Province Excursion – Central Collegiate to Winnipeg, Manitoba**
 - 5.10. Monthly Reports (Decision)**
 - 5.10.1. Substitute Usage Report
 - 5.10.2. Tender Report
 - 5.10.3. Incidents of Concern

- 6. Delegations and Presentations – NONE**

 - 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. Urban Possibilities
-
- 8. Information Items – NONE**
-
- 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, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on APRIL 19, 2016 at 11:00 a.m.

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; L. Meyer, Superintendent of Learning; R. Boughen, Superintendent of Human Resources; B. Compton, Superintendent of School Operations; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; H. Boese, Executive Assistant

Delegations: Citizens Advocating Sensible Taxation, Don Mitchell & Terry Gabel
SCC Open Mic Group: Sherri Tangan, Amanda Gent, Susan Gardner

Motions:

- | | | |
|-----------------|--|---------|
| 04/19/16 – 2531 | That the meeting be called to order at 11:09 a.m.
- Davidson | Carried |
| 04/19/16 – 2532 | That the Board add the following items to the agenda:
5.11 Public Section Fees
and adopt the agenda as amended.
- Crabbe | Carried |
| 04/19/16 – 2533 | That the Board adopt the Minutes of the Regular Meeting of March 1, 2016 as presented.
- Young | Carried |
| 04/19/16 – 2534 | That the Board approve the proposed 2016-17 school-based staff allocation.
- Kessler | Carried |
| | That the Board break for lunch at 12:04 p.m. | |
| | That the Board reconvene at 1:00 p.m. | |
| | Al Kessler lifted his motion regarding 15 Passenger Vans off the table. | |
| 04/19/16 – 2535 | That Prairie South Schools be allowed to utilize the use of 15 Passenger vans. This utilization must meet the safety standards of SGI and SSBA.
- Kessler | Carried |
| 04/19/16 – 2536 | That the Board receive and file the 2 nd Quarter Financial Accountability Report.
- Wilson | Carried |

- | | | |
|-----------------|---|---------|
| 04/19/16 – 2537 | That the Board approve submission of applications for major capital projects to the Ministry of Education as follows:
1. A.E. Peacock: Mechanical piping/HVAC upgrade
2. Joint School for South Hill with Holy Trinity
3. Bengough: Renovation and Modernization.
- Swanson | Carried |
| 04/19/16 – 2538 | That the Board approve the transfer of parcel 104907113 in the RM of Caron and parcels 103407454, 103409434 and 103409962 to the surrounding land owners.
- Gleim | Carried |
| 04/19/16 – 2539 | That the Board accept the monthly reports as presented.
- Young | Carried |
| 04/19/16 – 2540 | That the Board approve the overnight excursion for Assiniboia Composite High School's Grade 11 and 12 students to Winnipeg, Manitoba from May 12-14, 2016 as per the outline provided.
- Kessler | Carried |
| 04/19/16 – 2541 | That the Board approve the overnight excursion for Peacock Collegiate's Grade 9-12 students to Edmonton, Alberta from May 8-11, 2016 as per the outline provided.
- Wilson | Carried |
| 04/19/16 – 2542 | That the Board adopt the Prekindergarten programming plan as outlined in the information provided effective September 1, 2016.
- Wilson | Carried |
| 04/19/16 – 2543 | That the Board consider and look at paying our invoice of \$44,285.50 for this year's portion of the litigation funding with Public Section.
- Young

Bachmann requested motion 04/19/16-2543 be a recorded vote:
<u>In Favour of Motion:</u>
Young, Davidson, Kessler, Radwanski, Gleim, Crabbe
<u>Opposed to Motion:</u>
Bachmann, Swanson, McLeod, Wilson | Carried |

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- Discussed Tell Them From Me Survey and Reading results.

Equitable Opportunities

- The Committee has reviewed the Diversity Policy.

- Discussed recruitment and retention of principals. Ryan and Diana took the committee through the process of applying for a principalship which was a good learning opportunity.

Smooth Transitions

- Prekindergarten report was presented today. Will be meeting shortly to carry out the plan. Will discuss Jan's motion.

Strong System-Wide Accountability and Governance

- Reviewed 2nd quarter Accountability Report today.
- Thatcher Drive property to be discussed at the next meeting.
- Town of Gravelbourg offered to purchase the Gravelbourg Elementary School.
- Village of Caronport and Joint Use Update: Finishing up and will talk to them this week.

Advocacy and Networking

- Annual Meeting of Electors is this evening.
- PSTA meeting re: teacher time.
- Will be reaching out to newly elected MLAs and making them aware of some of the outstanding issues for Prairie South.

Rural Catchment and Transportation

- Caronport Catchment project has been main topic of discussion. Not ready to present to the Board. Proposal will be brought to an upcoming meeting.

Urban Possibilities

- Met on March 24 and looked at the responsibility of the Division with regards to Associate Schools, sharing of facilities, programming opportunities, sports teams, etc.
- Had a good discussion with Regina Public regarding their decision to realign the catchment areas for Regina high schools.
- Sound studio at Riverview is in development. Some members had the opportunity to tour the facility and discussed enhancements needed for the program to be offered to other schools.
- Next meeting on May 3 at 8:00 a.m.

Notice of Motions

04/19/16 – 2544

That Prairie South School Division undertake development of a regular informational program to be broadcast on local cable and the Prairie South School Division website highlighting, but not limited to, accomplishments and activities of Prairie South School Division, and that, as much as possible, there be a curricular component to this initiative.

- Swanson

04/19/16 – 2545

That Prairie South School Division ensure that audio and video technical links related to the webcasts of Prairie South School Division regular meetings are working throughout the meeting.

- Radwanski

Adjournment

04/19/16 – 2546

That the meeting be adjourned at 2:53 p.m.
- Gleim

Carried

S. Davidson
Chair

B. Girardin
Superintendent of Business and Operations

Next Regular Board Meeting:

Date: May 10, 2016

Location: Central Office, 1075 9th Avenue, Moose Jaw

DRAFT

AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.1
Topic:	Notice of Motion – Informational Program		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Trustee Swanson provided the following Notice of Motion at the April 19th meeting of the Board of Education of Prairie South Schools:

That Prairie South School Division undertake development of a regular informational program to be broadcast on local cable and the Prairie South School Division website highlighting, but not limited to, accomplishments and activities of Prairie South School Division, and that, as much as possible, there be a curricular component to this initiative.

Current Status:

Currently Facebook and Twitter provide the most robust coverage of Prairie South information, with the Prairie South website, CHAB school news segments, press releases from administration, and personal interviews initiated by media outlets providing enhanced coverage.

Pros and Cons:

Pros:

- Enhanced coverage of Prairie South accomplishments and activities.
- Possibility of enhanced programming at a school or schools if teachers are interested in incorporating an activity like this one into their curriculum.

Cons:

- No resources are currently in place to develop and produce informational broadcasts on a regular basis.
- From a governance perspective, this discussion would exist in a strategic plan related to innovation and instructional computer technology. Video production could be incorporated within 21st Century competencies, and then staff could be tasked to implementing strategies that are aligned with the strategic plan.

Financial Implications: Unknown

**Governance/Policy
Implications:**

BP 2 outlines the Role of the Board. Areas of the policy related to this Notice of Motion include:

- 3.1. Provide overall direction for the School Division by establishing mission, vision, values and commitments.
- 3.2. Annually approve priorities and key results.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	May 5, 2016	

Recommendation:

That the Board defeat the motion.

AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.2
Topic:	Notice of Motion - Webcast		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

At the Regular April Board meeting the following notice of motion was made:

That the Prairie South School Division ensure that audio and video technical links related to the webcast of Prairie South School Division regular meetings are working throughout the meeting.

- Radwanski

Current Status:

In August of 2014 the Board passed a motion to commence live streaming of Prairie South regular and annual Board meetings for the purpose of improving access to persons interested in our Board meetings. For the most part the live streaming has gone fairly well considering that we are working with low end equipment compared to operations like CBC, CTV or Global. We have had a couple of incidents at the beginning of meetings where the audio feed was defective and one time where the recording did not work .

Going forward the following procedures will be put into place:

1. IT sets up the equipment in the meeting room
2. IT adds the links to the web site.
3. IT tests that the streaming is working on both a computer and on the mobile stream (iphone or ipad).
4. IT will perform an audio and video check prior to going live (around 11:00 am)
5. IT checks the stream at least every 30 minutes to confirm it is working.
6. Repeat 4 & 5 subsequent to lunch break.

This could still leave a few failure points in the system:
Items we could mitigate at a cost:

We have one Mac notebook that is used to record
We have one GoPro camera but have another type of camera that can be used as back up
We have one audio mixer.

Items out of our control:
CNET bandwidth
Power outage.

Pros and Cons:

Financial Implications: None

Governance Implications: The Board wishes to ensure live streaming is available to the general public of Prairie South

Legal Implications: N/A

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	May 4, 2016	None

Recommendation:

Board Decision. The motion presented by Trustee Radwanski is as follows:

That the Prairie South School Division ensure that audio and video technical links related to the webcast of Prairie South School Division regular meetings are working throughout the meeting.

AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.3
Topic:	School Board Election - Returning Officer		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The date for the next School Board Election is October 26, 2016. As per section 28 of The Local Government Election Act, the Board must appoint a Returning Officer (RO) at least 90 days before the date of the Election.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	April 26, 2016	n/a

Recommendation:

That the Board appoint Bernie Girardin, Superintendent of Business & Operations as the Returning Officer for the October 26, 2016 School Board Election.

AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.4
Topic:	Dates for Regular and Planning Meetings 2016-2017		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

Under Board Policy Handbook No. 2 the Board sets an annual work plan. This plan includes scheduled dates for regular Board meetings and planning meetings. Attached is a schedule of these meetings for 2016-17.

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	May 5, 2016	Proposed Dates of Regular Board Meetings and Planning Meetings

Recommendation:

That the Board approve the schedule of regular and planning meeting dates for the 2016-2017 year as presented.

BOARD MEETINGS AND BOARD PLANNING MEETINGS

2016-2017

September	<ul style="list-style-type: none"> • Regular Meeting: September 6 • Planning Meeting: September 20 • Nomination Day: September 21
October	<ul style="list-style-type: none"> • Regular Meeting: October 4 • Election Day: October 26 • Board Orientation: October 31
November	<ul style="list-style-type: none"> • Regular Meeting: November 1 • Special Meeting & Planning Meeting: November 22 to approve the Audited Financial Statement and Annual Report
December	<ul style="list-style-type: none"> • Regular Meeting: December 6
January	<ul style="list-style-type: none"> • Regular Meeting: January 3 • Planning Meeting: January 17
February	<ul style="list-style-type: none"> • Regular Meeting: February 7
March	<ul style="list-style-type: none"> • Regular Meeting: March 7 • Planning Meeting: March 21
April	<ul style="list-style-type: none"> • Regular Meeting: April 11 • Annual Meeting of Electors: April 11 • Planning Meetings: April 24 and 25
May	<ul style="list-style-type: none"> • Planning Meetings: May 1 and 23 • Regular Meeting: May 2 • Budget Approval: May 2
June	<ul style="list-style-type: none"> • Regular Meeting: June 6

AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.5
Topic:	Reimbursement of Mileage, Meals and Other Expenses		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: The Board commenced the practice of setting reimbursement rates for trustees and staff travel prior to the end of the year in 2014-15.

Current Status: Policy 7 does not state that these rates have to be set at the Organizational Meeting. It does make sense to set these rates prior to the beginning of a fiscal year as they affect staff reimbursement as well as trustee reimbursement.

Pros and Cons: Pros: no confusion regarding rates on September 1 of the new fiscal year.

Financial Implications: none

Governance Implications: The Board may want to review Policy 7 in so far as the Organizational Meeting is organized.

Legal Implications: none

Communications: Communicate to staff immediately the reimbursement rates for 2016-17.

Prepared By:	Date:	Attachments:
Bernie Girardin	May 3, 2016	N/A

Recommendation:

Mileage:

Current rate: The current rate for is \$0.48/km which was set in the 2014/15 fiscal year.

We have used the Canada Revenue Agency (CRA) vehicle rates as a guide for the school board. The CRA rate for 2016 for Canada is \$0.48 per kilometer, the rate for Saskatchewan it is \$0.465. The CRA includes the following in their calculations:

- Operating expenses such as fuel, oil, tires, license fees, insurance, maintenance, and repairs.
- Ownership expenses such as depreciation, provincial tax and finance charges.

Due to continued cost reductions the following motion is recommended:

That the Board set the mileage rate at \$0.44 per km for the 2016/17 fiscal year.

Meals:

The current reimbursement for meal expenses not covered by registration fees, the School Division or otherwise provided (without receipts):

- Breakfast \$10.00
- Lunch \$15.00
- Supper \$20.00

Motion to Set Meal Rates:

That reimbursement for meal expenses not covered by registration fees, the School Division or otherwise provided, be set at the following rates, without receipts for 2016/17:

- **Breakfast \$10.00**
- **Lunch \$15.00**
- **Supper \$20.00**

Parking:

The current rate is \$5.00 per day without receipts.

Motion to Set Parking Rates:

That reimbursement for parking be set at the rate of up to \$5.00 per day without receipts for 2016/17.

Accommodation and other expenses:

Actual, reasonable expenses, supported by receipts. Accommodation in a private residence outside of home location: \$35.00 per night (no receipts necessary).

Motion to Set Accommodation and Other Expenses:

That reimbursement for the accommodation expenses be set at the following rates for 2016/17:

- **Actual, reasonable costs, supported by receipts, or**
- **\$35.00 per night for accommodation in a private residence outside of home location (no receipts required).**

AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.6
Topic:	SSBA Proposed Position Statements Feedback Request		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Saskatchewan School Boards Association has provided the following background:

Pursuant to the requirement to review Position Statements every five years, the following draft Position Statements are to be reviewed this year:

- Position Statement on “Assessment of Student Achievement”; (resulting from the required cyclical review of existing position statements)
- Position Statement on “Teacher Education and Certification”; (resulting from the required cyclical review of existing position statements)
- Position Statement on “Public Engagement”; (resulting from the required cyclical review of existing position statements)

Current Status:

The SSBA has requested feedback from the Board of Education.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Feedback will be provided in a digital format after the Board deliberates the position statements.

Prepared By:	Date:	Attachments:
Tony Baldwin	10 May 2016	SSBA Proposed Position Statements Feedback Document

Recommendation:

That the Board discuss and provide feedback about the information provided.



Proposed Position Statements Feedback

Resolutions and Policy Development Committee Request for Feedback from Boards of Education Proposed Position Statements

This contains:

- Draft Position Statements for review and comment:
 - Position Statement on "Assessment of Student Achievement"; (resulting from the required cyclical review of existing position statements)
 - Position Statement on "Teacher Education and Certification"; (resulting from the required cyclical review of existing position statements)
 - Position Statement on "Public Engagement"; (resulting from the required cyclical review of existing position statements)

We request feedback from your board as soon as possible but no later than June 13, 2016. We are collecting feedback electronically for efficiency purposes.

Once we have feedback from members, the Position Statements will be updated and discussed at Members' Council in the fall and will be voted upon at the AGM.

Association Position Statements

Association position statements address key issues in the K-12 publicly funded education system. They describe the collective beliefs of boards of education and guide united action by boards and their Association in advocacy. Statements within a position statement are broad statements articulating a position or objective. They state "what" rather than "how to".

Position Statement – Assessment of Student Achievement

POSITION 2.2: Assessment of Student Achievement

The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF

require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

Boards of education/CSF and their Association work together to strengthen the capacity of the publicly funded school system to establish policies and procedures to:

1. Adopt clear expectations for student achievement to focus board/CSF resources on the improvement of student learning;
2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives;
3. Support professional staff in the work of appropriately assessing and reporting student achievement information.
4. Support professional staff in the planning and organization of increasingly effective programs and learning environments designed to further strengthen student learning;
5. Ensure appropriate administrative procedures are established for collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Ensure student achievement information is communicated to students and parents in a format that is easily understood, accurate and of practical value;
7. Ensure achievement information is reported to the public in a clearly written and illustrated format to display significant change over time.

Commentary:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2011.

1. Which of the statements does your Board agree with?

Type here

2. Are there key broad statements in the area of Assessment of Student Achievement

Type here

that your Board feels should be added, and why?

3. Are there any Policy issues concerning the Assessment of Student Achievement that have affected your Board or may affect your Board in the future?

Type here

4. Other comments?

Type here

Position Statement – Teacher Education and Certification

POSITION 4.2: Teacher Education and Certification

Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Minister of Education is responsible for governing teacher education and certification with guidance from the Advisory Board for Teacher Education, Certification and Classification to meet the needs of boards of education/CSF. Only the Minister of Education has the authority to issue, suspend or revoke a teacher's certificate.

2. Boards of education/CSF encourage teacher education programs that reflect the requirements of publicly funded school systems and that are based on current research and effective practices to develop teachers for the grade levels and the subject areas required.

3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.

4. Boards of education/CSF support teacher development practices based on the principles of adult learning and staff development.

5. Boards of education/CSF, as employers, have a critical interest in defining and supporting the development of competencies for effective teaching including:

- a) Teachers value and care for students and act in their best interests.
- b) Teachers encourage the engagement and support of parents and the community.
- c) Teachers are committed to education as a profession and to engaging in professional development to remain current and effective in their work.
- d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

Commentary:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2009.

1. Which of the statements does your Board agree with?

Type here

2. Are there key broad statements in the area of Teacher Education and Certification that your Board feels should be added, and why?

Type here

3. Are there any Policy issues concerning Teacher Education and Certification that have affected your Board or may affect your

Type here

Board in the future?

Type here

4. Other comments?

Position Statement – Public Engagement

Position Statement: 5.1 Public Engagement

Boards of education/CSF value and support meaningful parent, school community council/conseil des ecoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are supported as the primary contributors to student success.
2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement.
3. Continuous conversations with the community are planned to sustain the public's commitment to our schools.

Commentary:

Pursuant to the requirement to review Position Statements every five years, this Position Statement was last reviewed and approved in November 2011.

1. Which of the statements does your Board agree with?

Type here

2. Are there key broad statements in the area of Public

Type here

Engagement that your Board feels should be added, and why?

3. Are there any Policy issues concerning Public Engagement that have affected your Board or may affect your Board in the future?

Type here

4. Other comments?

Type here

Submit

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AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.7
Topic:	Student Achievement Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

This is the third of three reports from the Higher Literacy and Achievement Committee. This report is focused on Student Achievement, specifically student engagement, school completion and K-3 attendance for the 2015-2016 school year.

Current Status:

Please see attached report

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Kim Novak, Derrick Huschi	May 10, 2016	Student Achievement Accountability Report

Recommendation:

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

2015-2016 Student Learning Accountability Report May 2016

1. Source Documents

- The board's role as outlined in Policy 2:
Annually review the effectiveness of the School Division in achievement of student learning.
- The director's role description as outlined in Policy 12:
 1. (Learning Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
 2. (Learning Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
 3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

2. Evidence

Background - Tell Them From Me/OurSchool Assessment (Student Engagement & School Completion)

A. Student Engagement

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement.

Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early - during the primary grades or even earlier - and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

- A study conducted by the Canadian Education Association, in collaboration with Galileo Educational Network and The Learning Bar, found that all three types of engagement markedly decline as students progress through middle and secondary school. For example, in Grade 6 about 60% of students were considered to be intellectually engaged, but by Grade 9 the percentage was about 30%.
- Students who are intellectually engaged are more likely to feel confident in their skills and challenged in their classes. Students who lack confidence in their skills are more than one-and-a-half times as likely to suffer anxiety problems during middle and secondary school.

- Schools make a difference. There is considerable variation among schools in their levels of engagement, even after taking account of the family background of students attending each school.
- Some of this variation is attributable to five "drivers of student outcomes": quality instruction, teacher-student relations, classroom learning climate, expectations for success, and student advocacy.
- Data from students can help school staff develop policies and practices that increase student engagement.

In Prairie South School Division, 2233 students completed the *OurSCHOOL* survey which included ten measures of student engagement alongside the five drivers of student outcomes.

The *OurSCHOOL* Effective Schools Survey includes nine measures of student engagement, categorized as social, institutional and intellectual engagement.

Social Engagement <i>Student is involved in the social life of the school</i>	Institutional Engagement <i>Student values and strives to meet the formal requirements for school success</i>	Intellectual Engagement <i>Student makes an emotional and psychological investment in learning</i>
Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Participation in Sports and Clubs	Attendance	Effort
	Positive Behaviour	
Positive Friendships at School	Homework and Study Habits	Appropriately Challenged

B. School Completion

Only about three of every four Canadian students graduate from secondary school in the typical timeframe, although many students who drop out of school later pursue adult education programs that lead to a high school diploma. School completion is a significant predictor of a students' long-term health, economic success and general well-being. Therefore, the 'completion rate' is a key marker of the efficiency of the formal K-12 school system. Longitudinal studies that have followed students through to the school-leaving age have identified a number of demographic and school-related factors related to school completion. Literacy skills, engagement, and positive mental health are among the most important protective factors. Data on these factors can be used to gauge a student's chance of completing secondary school. Schools can improve school completion rates by increasing students' literacy skills, monitoring student engagement, building trusting relationships, tackling issues concerning bullying and school safety, and establishing effective family-school partnerships.

- All children have a certain probability of completing school, which depends on a complex set of factors associated with their family background, academic achievement, engagement, mental health, and the learning climate of their school.
- We can use data on students' assets to identify different types of students based on a profile of their academic grades, engagement, and mental health. Analyses of data from over 500,000 Canadian students identified five types of students with differing profiles of these key assets.
- Measures of students' assets can also be used to estimate the probability that a student will complete secondary school. The formula for predicting the probability takes into account the relative importance of the various predictive factors based on the findings from several longitudinal studies.
- We can consider two types of interventions. The first type entails whole-school initiatives aimed at increasing the academic and social-emotional assets of all students, thereby increasing the likelihood they will graduate. The second type involves identifying students who are most at risk of dropping out, and providing a targeted intervention to help them complete school.

Students from Prairie South School Division completed the *Tell Them From Me* survey, which included measures of the most important assets related to school completion.

Personal Assets/Protective Factors Leading to School Completion

These assets can be grouped into seven broad categories:

Demographic: grade, gender, parents' level of education, educational possessions in the home, having an advocate at home or in the community;

Academic: school grades, no grade repetition;

Social engagement: a sense of belonging at school, participation in sports and clubs, the ability to make positive friendships at school;

Institutional engagement: valuing schooling outcomes, school attendance, positive homework behaviours, and positive school behaviours;

Intellectual engagement: interest and motivation, effort, and being appropriately challenged in class;

Positive mental health: positive self-esteem, not experiencing anxiety or depression;

Learning climate of the school: high expectations for success, has an advocate at school.

Five Types of Students Related to School Completion

A statistical technique called cluster analysis was used to identify types of students that have similar profiles in terms of their assets for school completion.

Canadian students that participated in *Tell Them From Me* in 2012-13 fell into five groups:

Engaged. These students have high grades, high scores on all three types of engagement, and positive mental health. Their average probability of school completion is 93%.

Disconnected. These students also have high grades and comply with the formal rules of schooling. However, they have very low scores on social engagement and many have low self-esteem accompanied with high levels of anxiety and depression. Their average probability of school completion is 82%.

Disengaged. Although these students have reasonably good grades, they have low scores on all three types of engagement. Their average probability of school completion is 79%.

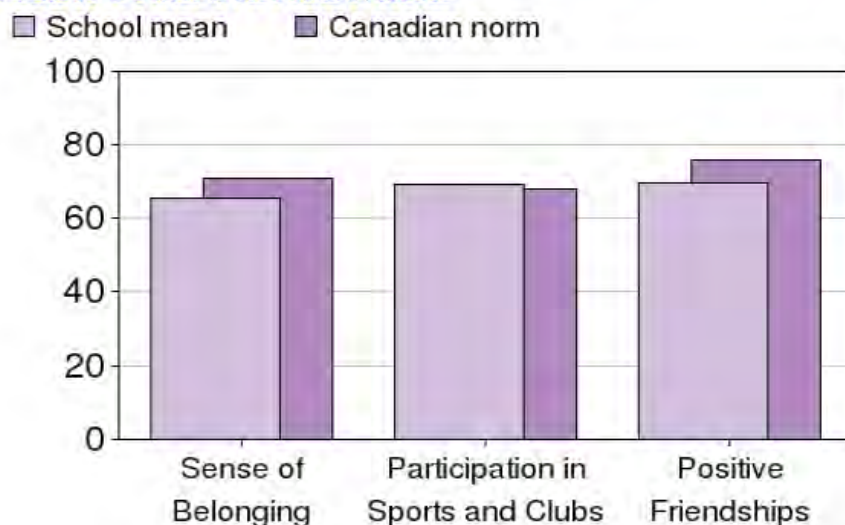
Struggling. These students have very low grades, but they strive to comply with the formal rules of schooling and have a positive self-esteem and positive mental health. Their average probability of school completion is 61%.

Alienated. As with struggling students, this group has very low grades and low levels of engagement. They tend to have poor attendance, poor homework behaviours and do not value schooling. They have very low levels of self-esteem and poor mental health. Their average probability of school completion is 45%.

A. Engagement Data Prairie South Schools March 2016 OurSchool Secondary Student Survey Compared to March 2015 Survey Data

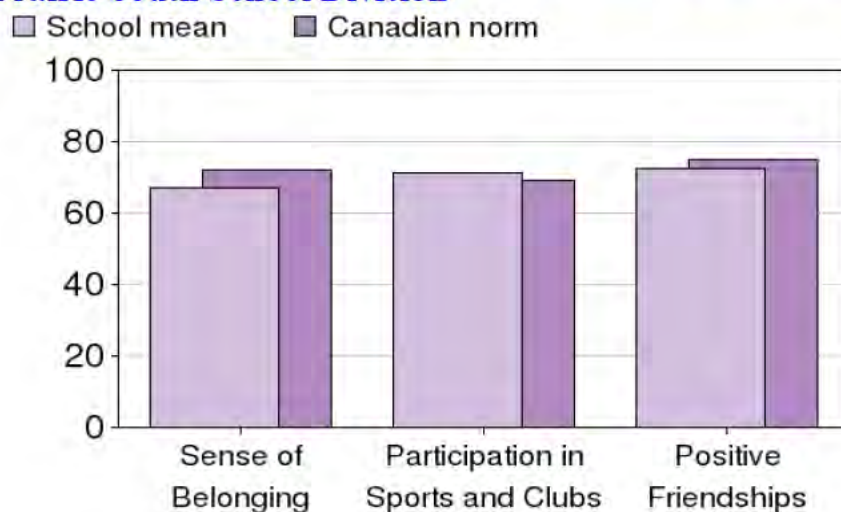
March 2016

Figure 1: Percentage of students socially engaged in SK Prairie South School Division



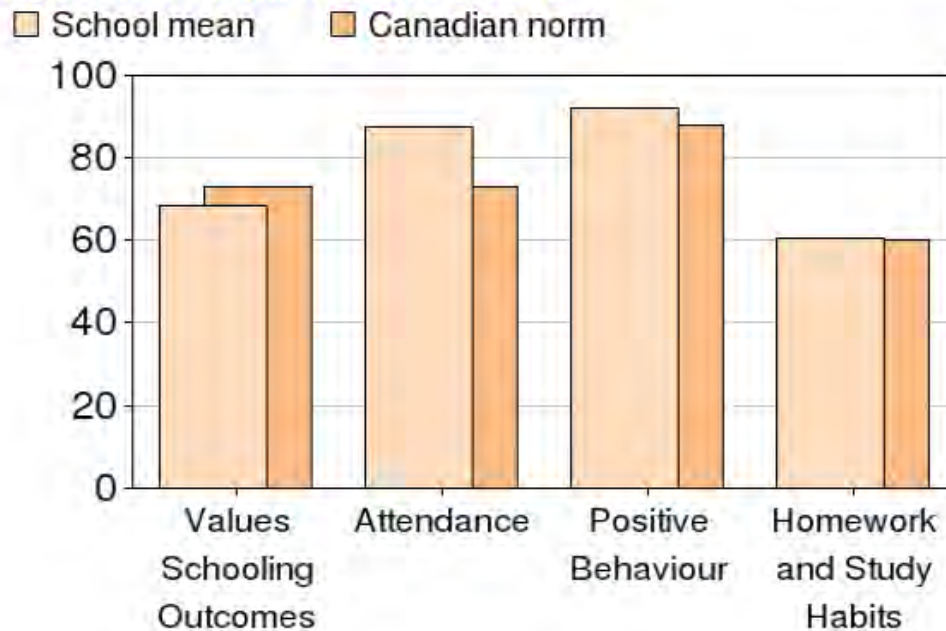
March 2015

Figure 1: Percentage of students socially engaged in SK Prairie South School Division



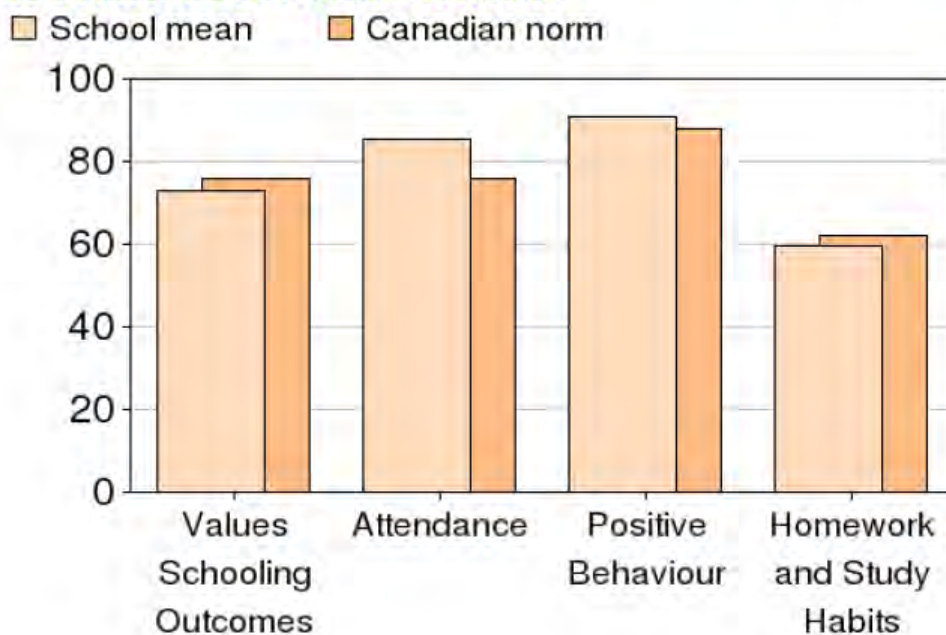
March 2016

Figure 2: Percentage of students institutionally engaged in SK Prairie South School Division



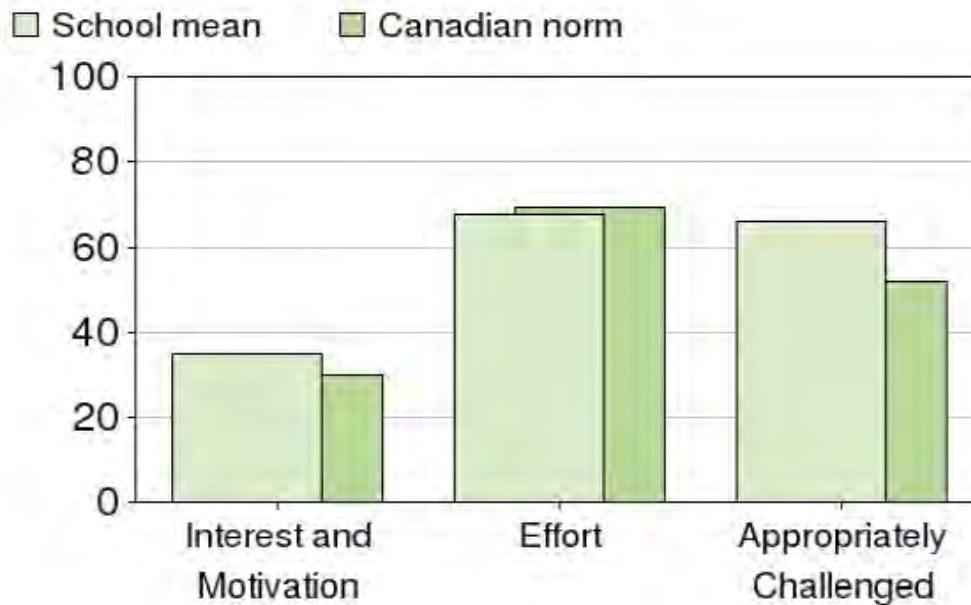
March 2015

Figure 2: Percentage of students institutionally engaged in SK Prairie South School Division



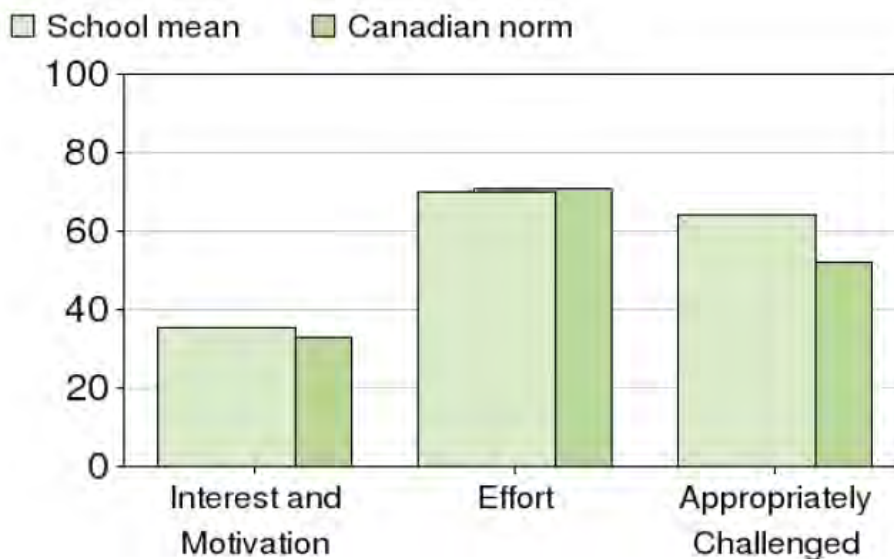
March 2016

**Figure 3: Percentage of students intellectually engaged in SK
Prairie South School Division**



March 2015

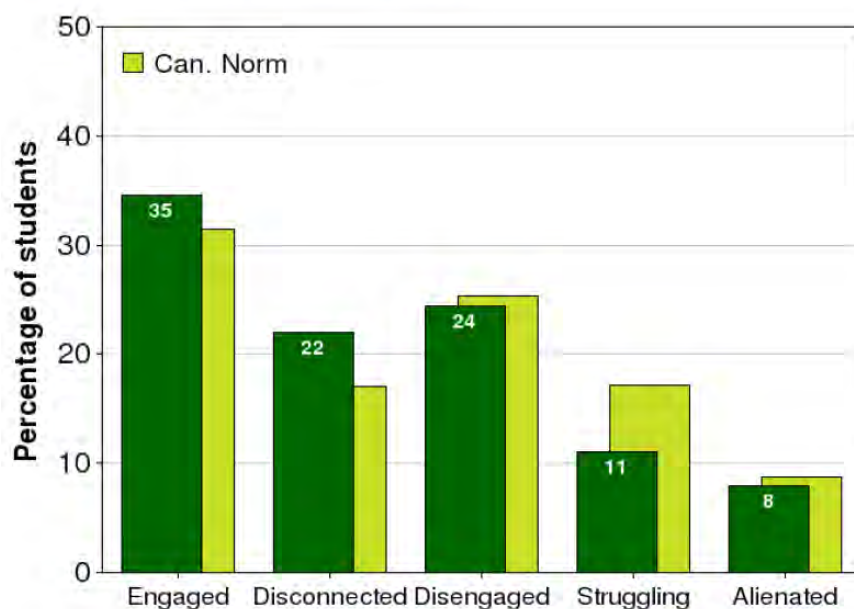
**Figure 3: Percentage of students intellectually engaged in SK
Prairie South School Division**



B. School Completion Data Prairie South Schools March 2016 OurSchool Secondary Student Survey Compared to March 2015 Survey Data

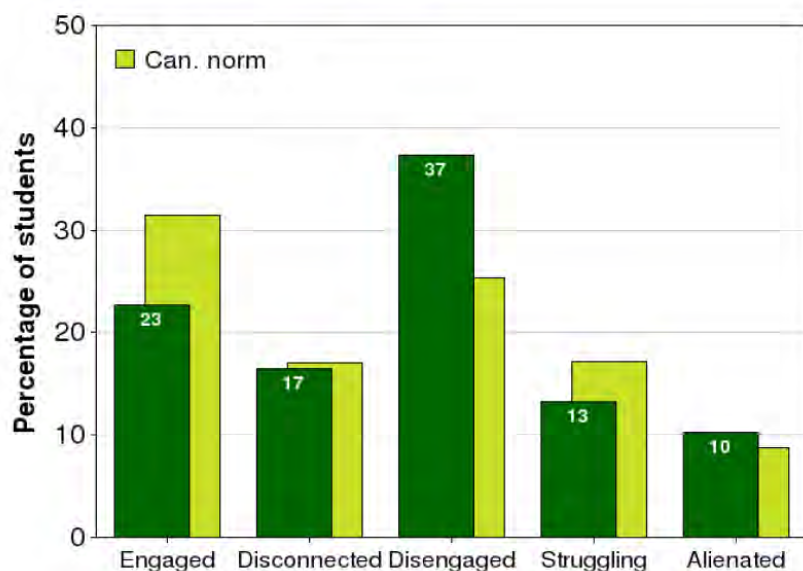
March 2016

Figure 2. Percentage of students in each of the five types in SK Prairie South School Division



March 2015

Figure 2. Percentage of students in each of the five types in SK Prairie South School Division



Engagement and School Completion Strategies

To date schools have been developing capacity to effectively run and understand the use of the Tell Them From Me (TTFM), now called OurSchool cadre of surveys. This includes the use of student, teacher and parents surveys as three points of data to inform school practice. School's primary focus stemming from the surveys for students has been work related to what we called Well-Being Goals that generally focused on physical activity or sense of belonging.

With a need to align division learning improvement work with the Education Sector Strategic Planning (ESSP) process, and to improve student success in general, schools are being encouraged and are starting to use the OurSchool survey data, more so now, to inform their work to improve student engagement and school completion. The ESSP Outcome Plan for Graduation Rates specifically references working with TTFM as a deliverable in its implementation plan as well as a metric for the outcome related specifically to intellectual engagement and sense of belonging. The Outcome Plan for Improving First Nations and Metis Student Engagement & Graduation Rate also references submission of an annual summary of OurSchool implementation.

- This school year Superintendent of Operations made a concerted effort through scheduled meetings with each administrative team to talk about school level strategies and plans to use the OurSchool survey data to inform their work related to student engagement.
- School based administrators received information through the weekly communications prior to the running of the 2016 surveys in March related to increasing participation and development of reliable data through the surveys.
- An OurSchool student engagement workshop session for administrators was held during the April, 2016 Administrator's meeting where the concept of student engagement was explored. This was done with the intention of developing a better sense of what student engagement is, as well as developing a common division language pertaining to student engagement and also to allow administrators to consider further strategies they could facilitate at the school level to support the development of student engagement.
- The Central Administrative Counsel (CAC) met in April to plan a general direction for the August 2016 Prairie South Staff Opening Days that included 21st Century Competency strategies directed at facilitating student engagement.
- Superintendent of Operations plan to continue supporting school-based teams this school year and into next school year to develop school goals and actions through their yearly planning cycles related to improving student engagement and school completion.

Administrative Challenges for Engagement and School Completion

- Developing common division understandings and language related to what engagement is and its place in improving student learning.
- Developing a concerted system imperative and focus for improving student engagement that includes division and school level goal setting and action planning related to engagement strategies.
- Support for teacher work related to improving student learning experiences in order to improve student engagement and student chances of successfully completing school.

K-3 Attendance

Attendance Background

- Attendance is a factor that effects student success in school.
- Attendance rates for students from K to 12 vary between schools with a general increase in absenteeism moving into high school starting with Grade 9 students.
- The theory was developed that attendance patterns and habits may develop early in a student's school career and without interventions could have the potential to become more pronounced as the student moves through the grades.
- It was then determined that one corrective response to increasing high school attendance issues was to explore reasons for and responses to early years (K-3) and in general K-8 attendance issues.
- The first step was to understand the extent of the issue by collating SIRS K-12 attendance data for the first semester of the 2015-2016 school year.
- Reasons for not attending were then determined by surveying K-8 schools in Moose Jaw. These schools were then also asked "what interventions were/are in place to help improve attendance?"

Attendance – #of Absences and % Absences Relative to School Population (5-9 Absences)

School	Attendance Data - # of Absences - % Absences Relative to School Population																		
	5-9 Absences																K-12	Pop	%
	K	1	2	3	K-3	%	4	5	6	7	8	9	10	11					
Assiniboia 7 th Ave	3	15	12	9	39	16	12										52	250	20
Assiniboia Comp												16	20	19	17		72	169	43
Assiniboia Ele								8	13	6	11						38	167	23
Avonlea		1	3	4	8	5	3	3	2	0	1	5	1	5	1		42	157	18
Bengough	0	2	1	3	6	8	0	0	2	1	4	1	0	1	2		31	67	25
Caronport Ele	0	5	5	6	16	10	2	5	6	1	4						60	116	29
Central Butte	0	5	3	1	9	9	2	4	1	3	4	2	4	0	5		52	92	37
Central Coll												44	40	36	33		153	478	32
Chaplin	2	0	2	0	4	8	1	1	2	1	1	0	3	0	0		25	53	25
Cornerstone	4	3	2	6	15	5	3	3	7	8	7	9	11	10	6		99	288	27
Coronach	0	6	4	11	21	13	3	2	6	2	5	4	4	2	4		87	157	34
Craik	2	1	0	0	3	4	0	0	0	0	3	4	9	4	4		34	81	33
Empire	0	7	3	2	12	6	3	3	2	3	2						43	187	13
Eyebrow	1	0	2	0	3	5	0	0	1	0	4	3	2	4	3		28	53	38
Glentworth	1	3	1	2	7	8	3	1	0	4	3	3	2	6	3		47	86	37
Gravelbourg	4	4	1	4	13	5	3	4	4	4	1	4	11	11	9		82	256	25
Kincaid Central	0	4	5	2	11	11	0	4	0	1	3	1	2	5	5		54	100	32
King George	12	7	5	14	38	10	13	7	6	9	9						130	380	22
Lafleche Central	0	3	4	4	11	9	1	3	3	2	1	4	1	2	5		53	119	28
Lindale	3	10	7	7	30	9	3	4	5	10	7						95	348	16
Mankota	1	2	1	0	4	7	1	0	1	0	1	2	3	3	5		31	55	36
Mortlach	1	4	0	2	7	10	2	1	1	1	1	2	2	1	2		37	70	29
Mossbank	1	5	4	1	11	10	4	0	1	2	1	2	6	2	1		51	113	27
Palliser Heights	27	24	20	14	85	14	14	19	19	16	14						266	602	28
Peacock Coll												69	64	59	72		264	616	43
Prince Arthur	0	0	3	9	12	5	1	8	4	4	3						49	231	14
Riverview Coll												5	5	7	4		21	103	20
Rockglen	0	0	3	0	3	3	0	0	1	2	1	2	3	5	5		28	108	20
Rouleau	2	4	1	4	11	9	0	1	2	2	3	6	2	4	6		57	124	30
Sunningdale	12	10	12	11	45	10	8	14	8	8	12						150	442	22
Westmount	2	1	2	1	6	2	1	0	2	0	2						19	351	3
William Grayson	4	6	6	4	20	14	1	2	2	3	4						66	140	23
TOTAL	82	132	112	121	###	###	84	97	101	93	112	188	195	186	192	###	###	###	###
Total in Division	541	596	543	553	###	###	494	494	542	455	494	488	579	525	664	###	###	###	###
Percent Absent	15	22	21	22	###	###	17	20	19	20	23	39	34	35	29	33	###	###	###

Attendance – #of Absences and % Absences Relative to School Population (10+ Absences)

	Attendance Data - # of Absences - % Absences Relative to School Population																		
School	10+ Absences																		
	K	1	2	3	K-3	%	4	5	6	7	8	9	10	11	12	K-12	Pop	%	
Assiniboia 7 th Ave	3	13	3	2	21	8	7									28	250	11	
Assiniboia Comp												8	13	12	22	55	169	33	
Assiniboia Ele								5	2	8	3					18	167	11	
Avonlea		2	0	2	4	3	2	0	1	0	1	1	1	0	1	11	157	7	
Bengough	0	0	0	1	1	2	0	0	0	1	1	0	1	1	1	6	67	9	
Caronport Ele	0	1	1	0	2	2	0	1	3	0	0					6	116	5	
Central Butte	0	1	2	1	4	4	0	1	0	0	1	2	0	1	2	11	92	12	
Central Coll												24	32	39	53	148	478	31	
Chaplin	2	1	1	1	5	9	0	2	2	3	2	0	2	2	0	18	53	34	
Cornerstone	3	1	3	2	9	3	7	1	2	2	4	4	10	7	6	52	288	18	
Coronach	0	3	0	0	3	2	1	3	1	0	1	1	0	3	3	16	157	10	
Craik	0	0	1	2	3	4	0	0	0	0	1	1	5	2	4	16	81	20	
Empire	0	2	5	5	12	6	2	2	5	2	6					29	187	16	
Eye brow	0	1	0	0	1	2	0	0	0	1	0	1	0	3	1	7	53	13	
Glentworth	0	2	0	0	2	2	1	0	1	2	0	0	1	1	1	9	86	10	
Gravelbourg	0	1	0	2	3	1	1	1	0	1	0	1	5	2	11	25	256	10	
Kincaid Central	0	4	1	5	10	10	0	2	0	1	1	1	1	3	4	23	100	23	
King George	6	5	5	1	17	5	6	3	4	2	6					38	380	10	
Lafleche Central	1	0	1	0	2	2	0	1	0	0	0	1	3	1	2	10	119	8	
Lindale	0	6	5	6	17	5	3	3	3	1	8					35	348	10	
Mankota	0	0	1	0	1	2	0	0	0	0	0	0	1	2	5	9	55	16	
Mortlach	0	1	0	1	2	3	0	1	0	1	0	0	1	0	1	6	70	9	
Mossbank	0	2	2	0	4	4	0	0	0	0	1	0	3	1	2	11	113	10	
Palliser Heights	9	6	11	4	30	5	6	1	7	2	10					56	602	10	
Peacock Coll												41	58	63	112	274	616	45	
Prince Arthur	0	12	5	10	26	11	9	2	6	4	3					51	231	22	
Riverview Coll												6	18	10	17	51	103	50	
Rockglen	0	1	0	0	1	1	0	0	0	0	0	0	2	2	0	5	108	5	
Rouleau	0	1	0	0	1	1	0	0	1	0	1	1	1	0	2	7	124	6	
Sunningdale	6	6	3	3	18	4	1	5	3	1	2					30	442	7	
Westmount	2	3	0	1	6	2	3	1	2	1	2					15	351	4	
William Grayson	2	0	2	2	6	4	4	3	5	1	4					23	140	16	
TOTAL	34	75	52	51	###	###	53	38	48	34	58	93	158	155	250	###	###	###	
Total in Division	541	596	543	553	###	###	494	494	542	455	494	488	579	525	664	###	###	###	
Percent Absent	6.3	13	9.6	9.2	###	###	11	7.7	8.9	7.5	12	19	27	30	38	27	###	###	

K-3 Reasons for Absences

Why were these students absent?

- Illness
- Appointments
- Funerals/Weddings
- Vacation

K-3 Attendance Strategies

What interventions were/are in place to help improve attendance?

- The interventions we have put in place are limited to reminding parents to try and book appointments so that they miss the least amount of school time.
- I have incorporated letters of awareness sent home for students who are at 5, 10 and 15 absences.
- Make calls when it gets to be extremely excessive
- I also have included messages on the importance of attendance in my Principal's message in the newsletter.
- Homework provided
- Discussion with parents
- Incentives for attendance
- Assigning peer mentors
- Increasing family involvement in planning and implementing interventions to develop mutual trust
- Educate families of absent students about the importance of attending school through personalized phone calls, meetings and inserts in the Weekly Memos. (see insert below from Attendance Works)
- Faith-based support, collaboration through the community
- Other supports included parent meetings and phone calls with a few families for whom attendance was a chronic concern.
- Attendance program and interventions with the home and student.
- LLI group, SST scheduled time, guided reading, home reading program
- Parent meeting
- Communication with parents via meetings, phone calls and letters
- Seek outside support – Hub, Social Services, Family Outreach, etc.
- Seek inside support – Learning Support Team
- Admin meets with secretary regularly to discuss student attendance concerns and to share stories as to why students are missing school.

- We pass an information sheet out to homeroom teachers at each monthly staff meeting detailing their students' home room monthly attendance. This usually leads to conversation around concerns/celebrations/interventions. The purpose is to build an awareness with staff.
- Created a competition within the classrooms that is sponsored by the SCC – the classroom with the best attendance for the month receives a classroom trophy, a SCC sponsored sundae party and their class picture hung on our attendance award bulletin board in the main hallway. This is presented at our monthly assembly. Students get excited – even the grade eights!
- Communication with parents via meetings, phone calls and letters. The awareness letter that we use is attached to this email.
- The next step could be to develop a pool of effective division and school level responses to attendance issues to support schools in their attempts to curb further attendance issues from developing as the student moved through the grades into high school.
- Attendance could be followed longitudinally to confirm patterns of attendance and to monitor effects of attendance interventions.

Administrative Challenges for K-3 Attendance

- Variation between school family contexts related to life style and expectations for attendance
- Family supports for student attendance
- Chronic health issues of some children

Governance Implications

- That the board continue to support the work of the Education Sector Strategic Plan as it is carried out in Prairie South Schools with respect to Student Engagement and School Completion-Graduation Rates.
- That the board continue to support the work of the Education Sector Strategic Plan as it is carried out in Prairie South Schools with respect to Attendance and Graduation Rates.

AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.8
Topic:	Out of Province Excursion – Avonlea School to Drumheller, Alberta		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: Avonlea School's Overnight Excursion request for Grade 11 & 12 students to travel to Drumheller, Alberta for educational purposes surrounding Earth Science 30 & Biology 30.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	April 29, 2016	Avonlea's Overnight Excursion

Recommendation:

That the Board approve the overnight excursion for Avonlea School's Grade 11 and 12 students to Drumheller, Alberta on May 15 and 16, 2016.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: LARRY BOGDAN	School: AVONLEA
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity NO	
Grade Level: 11/12	Number of Students: 12
Destination: Drumheller, Alberta	Trip Date: April end / start of May, 2016
Number of School Days (Partial/Full): 1 or 2	
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): Larry Bogdan /2 Parent Volunteers	
Number of Teachers, Parents, Chaperones: 3	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input checked="" type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

B. SAFETY GUIDELINES
<p>X Parent consent forms and medical information including the Health Card Number will be obtained.</p> <p>X Evacuation Plan is in place and will be communicated to appropriate individuals.</p> <p>X Designated supervisor has access to emergency vehicles at all times.</p> <p>X Access to cellular or satellite phone or other communication device.</p> <p>X A list of emergency telephone numbers will be formulated.</p> <p>X Have reviewed the Physical Activity Safety Guidelines section on Outdoor Education.</p> <p>X Appropriate number of supervisors as designated in the Physical Activity Safety Guidelines.</p> <p>X Male and Female Chaperones for a co-ed activity.</p>

C. BUDGET
<p>❖ Anticipated Budget <u>Transportation (\$1500) plus 7 hotel rooms (\$1400) Admission (\$100)</u></p> <p>❖ Description of Funding Sources <u>Fundraising (\$1700) plus school budget _(\$1300)_</u></p> <p>❖ Out of Pocket Cost per Participant <u>Meals _____</u></p>

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

D. LEARNING OBJECTIVES

Earth Science 30: Geological Time Line, technologies/ Biology 30 : Evolution /

Career Exploration in Science

***The renewed Biology 30 is based on the theme of evolution. One of the best places in the world to observe and learn about the fossil evidence is at the Royal Tyrrell Museum. I have visited this facility three times and feel it far outranks other museums such as the Peabody Museum at Yale University, the Museum of the Rockies at Bozeman, Montana with one of the world's largest dinosaur collections, and even Dinosaur National Monument in Colorado. I don't think you can go wrong on one of the world's best facilities with built in educational activities. There is also the field site of Dinosaur Provincial Park.

Side trips could apply to other sciences and depend on scheduling and weather.

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

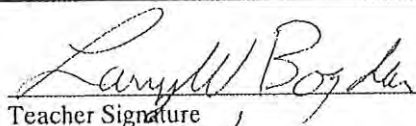
- a) Pre-Excursion Learning : Career Exploration, Geological Time scale and fossil evidence and evolution of Life on Earth, investigating past climates and applying to present climate change,
- b) Excursion Learning : Careers in Science, the fossil story, paleontology, investigative activities, outdoor hike at Dinosaur Provincial Park (dinosaur bone fragments are quite evident on the surface); take photos of the various fossils in museum, guide led activity at museum
- c) Post-Excursion Learning : Biology 30- an evolutionary perspective; Earth Science 30 –make a photo journal of the geological time line

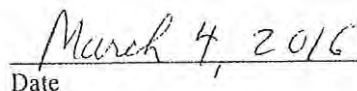
F. SCHEDULE OF ACTIVITIES


Day 1: Drive to Drumheller with appropriate educational side trips (ex. the Sand Hills, Coronach Coal Mine and Power plant; East End clay pits and T.Rex centre).

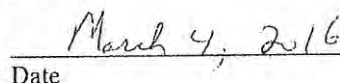
Day 2: Tyrrell Museum: staff led activity. Dinosaur Provincial Park (on Day 1 or 2); drive home

Day 3: for drive home if enough educational activities can be booked for 2 full days of activity


Teacher Signature


Date


Principal Signature


Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.9
Topic:	Out of Province Excursion – Central Collegiate Students to Winnipeg, Manitoba		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: Two of Central Collegiate's grade 12 students will attend the MUNA conference in Winnipeg, Manitoba from May 12-15, 2016 in order to develop an awareness of the United Nations.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	May 4, 2016	Central's Overnight Excursion

Recommendation:

That the Board approve the overnight excursion for two Central Collegiate Grade 12 students to Winnipeg, Manitoba to attend the MUNA conference.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Tammy Saylor	School: Central Collegiate Institute
Type of Activity: <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular <input type="checkbox"/> High Risk Activity _____	
Grade Level: 12	Number of Students: 2
Destination: Winnipeg MB	Trip Date: May 12 – 15, 2016
Number of School Days (Partial/Full): _____	
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): Tammy Saylor _____	
Number of Teachers, Parents, Chaperones: 1	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

C. BUDGET	
❖ Anticipated Budget	\$1250 plus mileage and counsellor meals (5)
❖ Description of Funding Sources	Rotary Club of Moose Jaw
❖ Out of Pocket Cost per Participant	Spending money only

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

D. LEARNING OBJECTIVES

Develop an awareness of the United Nations

Develop an awareness of international situations of other countries.

To encourage students to learn respect and tolerance for people of all races, religions, and nationalities.

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

a) Pre-Excursion Learning

Registration. Weekly meetings. Preparation of research on assigned country. Research country and prepare speeches for debate. In depth learning of assigned country. Learn how to debate and Robert's Rules for the UN meetings, debate, and resolutions.

b) Excursion Learning

Learning how the United Nations conducts its meetings, debates and resolutions. Learn about many different countries in the world and their circumstances. Learn how to represent and fight for human rights.

c) Post-Excursion Learning

Students will need to have further meetings to develop a presentation for the Rotary club and to their peers. They will consider ways to increase global citizenship through their school and community.

F. SCHEDULE OF ACTIVITIES

Day 1 – Travel to Winnipeg, check in, supper, Parliamentary training seminar

Day 2 – 7 am – 11 pm – Opening ceremonies, presentation of resolutions, guest speaker, committee sessions, informal mixer and networking, supper and dance

Day 3 – 7 am – 11:30 pm – Debates and voting on resolutions, new resolutions, closing ceremonies, MUNA committee post mortem, shuttles to Silver City Cinemas, supper, shuttle back to dorms at Mennonite University.

Day 4 – travel back to Moose Jaw

Teacher Signature

Date

Principal Signature

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

AGENDA ITEM

Meeting Date:	May 10, 2016	Agenda Item #:	5.10
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Attached are the following reports for Board approval:

1. Teacher Absences and Substitute Usage for the period April 11-29, 2016
2. Tender Report for the period April 8-29, 2016.
3. Incidents of Concern

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen, Ron Purdy, Derrick Huschi	April 29, 2016	<ol style="list-style-type: none"> 1. Teacher Absences and Substitute Usage 2. Tender Report 3. Incidents of Concern

Recommendation:

That the Board accept the monthly reports as presented.

Teacher Absences & Substitute Usage

Date Range:

April 11, 2016 - April 28, 2016

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
Compassionate Leave	10.5	1.49%	10	95.24%	0.17%
Competition Leave	4	0.57%	3.8	95.00%	0.07%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Court/Jury	0	0.00%	0	0.00%	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	2	0.28%	1	50.00%	0.03%
Extra/Co-curr Teach	30.74	4.37%	25.64	83.41%	0.50%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	51.6	7.34%	42.6	82.56%	0.84%
Illness - Teacher	208.6	29.68%	120.67	57.85%	3.39%
Illness - Long Term	36.41	5.18%	0	0.00%	0.59%
Internship Seminar	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	62.01	8.82%	53.91	86.94%	1.01%
Medical/Dental Appt	108.61	15.45%	104.44	96.16%	1.77%
Noon Supervision Day	16.63	2.37%	16.63	100.00%	0.27%
Paternity Leave	0	0.00%	0	0.00%	0.00%
PD DEC Teachers	42.12	5.99%	35	83.10%	0.68%
PP Teacher	11	38.02%	9.4	85.45%	0.18%
Prep Time	57.47	8.18%	56.67	98.61%	0.93%
PSTA	0	0.00%	0	0.00%	0.00%
Rec. Of Service	23.3	3.31%	19.5	83.69%	0.38%
Secondment	2.9	0.41%	2.9	100.00%	0.05%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	7	1.00%	5.5	78.57%	0.11%
SOSO Meet/PD	4.7	0.67%	4.2	89.36%	0.08%
STF Business - Invoice	17.8	2.53%	16.8	94.38%	0.29%
Unpaid Sick Leave	0.5	0.07%	0.5	100.00%	0.01%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
Leave Without Pay	5	0.71%	4	80.00%	0.08%
Total Absences	702.89	136.46%	533.16	75.85%	11.43%

Teachers (FTE)

439.28

of teaching Days

14

Possible Days

6149.92

Tender Report for the period April 8, 2016 to April 29, 2016

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 three competitive bids awarded during this period.
 - A tender was issued for a contract for phys-ed supplies. The bid was awarded to Sport Factor.
 - A tender was issued for desktop and notebook computers. The bid was awarded to Powerland Computers. Schools may also order from their decentralized budgets from this tender.
 - A tender was issued for office furniture for Gravelbourg School. The tender was awarded to Supreme Office Products.

INCIDENTS OF CONCERN TO BOARD							May 10, 2016
Date of Incident	Male	Female	Suspension	Alternative to Suspension	Violent Threat Risk Assessment	# Days	Comments
April 4, 2016	X				X		Stage 1 VTRA
April 4, 2016	X				X		Stage 1 VTRA
April 11, 2016		X	X			3	Serious misconduct
April 11, 2016		X	X			1	Overt opposition to authority
April 11, 2016		X				1	Overt opposition to authority
April 11, 2016		X				2	Overt opposition to authority
April 12, 2016		X		X		3	Abesenteeism & Apathy
April 13, 2016	X			X		3	Bullying
April 19, 2016	X		X			3	Serious misconduct
April 19, 2016	X				X		Stage 2 VTRA
April 19, 2016	X				X		Stage 2 VTRA
April 26, 2016	X				X		Stage 2 VTRA
April 29, 2016					X		Stage 2 VTRA
April 13, 2016	X						Lockdown @ Central Collegiate