

Prairie South Schools

BOARD OF EDUCATION

AUGUST 1, 2017
10:00 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. Theodore Litigation Update**
 - 1.2. Incidents of Concern**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
 - 5.1. Board Policy 8 Revision**
 - 5.2. Request for Land Transfer (distributed at meeting)**
 - 5.3. Transportation Catchment Area Application**
 - 5.4. Monthly Reports**
 - 5.4.1. Teacher Absence and Substitute Usage Report
 - 5.4.2. CUPE Staff Absence and Substitute Usage Report
 - 5.4.3. Bus Driver Absence And Substitute Usage Report
 - 5.4.4. Out of Scope Absence and Substitute Usage Report
 - 5.4.5. Tender Report
- 6. Delegations and Presentations**
 - 6.1. Community Safety Education Strategy, Barb Compton & Gord Moker (11:40 a.m.)**
- 7. Committee Reports**
 - 7.1. Standing Committees**
 - 7.1.1. Student Literacy and Achievement
 - 7.1.2. Equitable Opportunities
 - 7.1.3. Student Transitions
 - 7.1.4. Business and Governance
 - 7.1.5. Advocacy and Networking
 - 7.1.6. Rural Strategies
 - 7.1.7. Urban Strategies
- 8. Information Items**
 - 8.1. Behaviour Learning Cycle Recognition**

- 9. Provincial Matters**
- 10. Celebration Items**
- 11. Identification of Items for Next Meeting Agenda**
 - 11.1. Notice of Motions**
 - 11.2. Inquiries**
- 12. Meeting Review**
- 13. Adjournment**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on JUNE 13, 2017 at 11:00 a.m.

Attendance: Mr. R. Bachmann; Dr. S. Davidson; Ms. M. Jukes; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; 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; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; H. Boese, Executive Assistant; P. Thomas, Executive Assistant

Delegations: Palliser Heights School Name Change, Stephane Gauvin
Tracey & Jason Lemieux, Willow Bunch Area Transportation
Stephanie Funke, Briercrest Area Transportation
Sherri Thorvaldson, Eyebrow Area Transportation
Lindsay Newsham, Lindale/Caronport Area Transportation
John Chisholm SCC, Cessation of Programming

Motions:

- | | | |
|-----------------|--|---------|
| 06/13/17 – 2747 | That the meeting be called to order at 11:29 a.m. - Davidson | Carried |
| 06/13/17 – 2748 | That the Board add the following items to the agenda: 5.20 Removal of Consultant Duties AND THAT the Board adopt the agenda as amended. - Wilson | Carried |
| 06/13/17 – 2749 | That the Board adopt the Minutes of the Regular Meeting of May 2, 2017 as amended. - McLeod | Carried |
| 06/13/17 – 2750 | That the Board approve the Board self-evaluation report as developed at the facilitated workshop of April 25, 2017 and that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate. - Jukes | Carried |
| 06/13/17 – 2751 | That the Board approve the Director of Education evaluation report as developed during the evaluation workshop of April 25, 2017 as an accurate accounting of the Director's performance for the period April 1, 2016 to March 31, 2017 and further that the Board authorize the Chair to sign the report on the Board's behalf. - McLeod | Carried |

- | | | |
|-----------------------------------|---|---------|
| 06/13/17 – 2752 | That the Board set the schedule of meetings for the 2017-2018 school year as discussed. - Kessler | Carried |
| 06/13/17 - 2753 | That the Board approve the request to change the name of Palliser Heights Schools to École Palliser Heights School. - McLeod | Carried |
| | That the Board break at 12:14 p.m. | |
| | That the Board reconvene at 12:52 p.m. | |
| Darcy Pryor arrived at 12:52 p.m. | | |
| 06/13/17 – 2754 | That, subject to approval of 75% of families, 75% of staff and 70% of community members, the Board pre-approve the Eyebrow SCC Alternate School Year Proposal and direct administration to complete a follow-up review in the spring in 2019. - Wilson | |
| | That the Board break at 1:44 p.m. | |
| | That the Board reconvene at 1:55 p.m. | |
| 06/13/17 – 2755 | That the Board approve Board Policy 1 updated June 13, 2017. - Wilson | Carried |
| 06/13/17 – 2756 | That the Board approve Board Policy 2 updated June 13, 2017. - Pryor | Carried |
| 06/13/17 – 2757 | That the Board approve Board Policy 12 updated June 13, 2017. - Bachmann | Carried |
| 06/13/17 – 2758 | That the Board approve Board Policy 16 updated June 13, 2017. - Wilson | Carried |
| 06/13/17 – 2759 | That the Board receive the Administrative Procedures as presented. - Pryor | Carried |
| 06/13/17 – 2760 | That the Board receive and file the 3 rd Quarter Financial Accountability Report as amended. - Swanson | Carried |

- 06/13/17 – 2761 That the Board receive and file the Student Literacy and Achievement Accountability Report.
- Kessler Carried
- 06/13/17 – 2762 That for the 2017-2018 fiscal year the rates for trustee remuneration for attendance at Board Meetings and performance of all duties and activities within the School Division be as follows:
Member \$12,801 (2016-17 \$15,900)
Vice Chair \$13,569 (2016-17 \$16,788)
Chair \$14,325 (2016-17 \$17,644)
AND THAT out-of-division remuneration for Board business be set at \$100 per day ,
AND THAT travel time remuneration be set at \$0.10/km.
- Swanson Carried
- 06/13/17 – 2763 That the Board accept the monthly reports as presented.
- Wilson Carried
- 06/13/17 – 2764 That a contingency allowance of \$150,000 be established for the two new portables at Lafleche and Sunningdale.
- Swanson Carried
- 06/13/17 – 2765 That the Board direct the Superintendent of Human Resources to amend a teaching contract to exclude consultant duties.
-Wilson Carried
- 06/13/17 – 2766 That the Board go in camera at 3:23 p.m.
- McLeod Carried
- 06/13/17 – 2767 That the Board reconvene in open session at 5:16 p.m.
- Jukes Carried
- Brian Swanson left the meeting at 3:50 p.m.
- 06/13/17 – 2768 That the meeting be extended to 6:00 p.m.
- McLeod Carried
- 06/13/17 – 2769 That the Catchment Area Applications from the Rural Catchment Committee be approved as provided.
- Bachmann Carried
- 06/13/17 – 2770 That the Board establish a Caronport Elementary School Catchment Area as per the attached maps.
- Jukes Carried

- 06/13/17 – 2771 That the Board make the following changes to catchment boundaries: Carried
- Central Butte & Chaplin Dual Catchment be moved to CENTRAL BUTTE ATTENDANCE AREA. All affected families are attending Central Butte.
- Coronach & Bengough Dual Catchment be moved to CORONACH ATTENDANCE AREA. All affected families are attending Coronach.
- Lafleche & Assiniboia Dual Catchment be moved to ASSINIBOIA ATTENDANCE AREA. All affected families are attending Assiniboia schools.
- Lafleche & Gravelbourg Dual Catchment (Thomson Lake) be moved to LAFLECHE ATTENDANCE AREA. This has historically been Lafleche.
- Wilson
- 06/13/17 – 2772 That the Board accept the recommendations related to grandfathered yardsites as presented. Carried
- Jukes

Committee Reports

Standing Committees:

Student Literacy & Achievement

- Committee met and reviewed the Accountability Report that was presented today. We also discussed home-schooling engagement from this past year and we are hoping to continue that next school year.

Equitable Opportunities

- Met on May 9 regarding integration of technology in the classroom, what innovation is like and how to create innovation. We began looking at what other school divisions have done regarding funding for innovation and process schools can use to access that. More discussions will take place in the fall.

Student Transitions

- No report given.

Business and Governance

- No report given.

Advocacy and Networking

- Work done at Board Chair level provincially and will be shared at our next planning meeting.

Rural Strategies

- Rural transportation discussions were extensive and have been presented to the Board today.

Urban Strategies

- No report given.

06/13/17 – 2773

That the meeting be adjourned at 5:45 p.m.
- Jukes

Carried

S. Davidson
Chair

B. Girardin
Superintendent of Business & Operations

Next Regular Board Meeting:

Date: August 1, 2017
Location: 1075 9th Avenue NW, Moose Jaw

DRAFT

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | August 1, 2017 | Agenda Item #: | 5.1 |
| Topic: | Board Policy 8 Revision | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

Background:

“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10

At the June 13th, 2017 meeting of the Board of Education, Trustees affirmed a committee structure that is aligned with the Strategic Goals of the Board, resulting in the need for an updated Board Policy 8, *Board Committees*.

Current Status:

The updated BP8 is attached.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications: The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

| Prepared By: | Date: | Attachments: |
|---------------------|---------------|----------------------|
| Tony Baldwin | July 26, 2017 | BP8 – 01 August 2017 |

Recommendation:

That the Board approve Board Policy 8 updated 01 August 2017.

Policy 8

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. Student ~~Literacy and Achievement Standing~~Outcomes 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 student literacy and achievement, promoting academic achievement for all students while closing achievement gaps and enhancing student outcomes.
- 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 achievement within the Division.

1.3 Authority

- To make recommendations to the Board.

2. ~~Equitable Opportunities~~Innovation 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~~innovative practices and environments to allow students 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.
- To make recommendations to the Board relative to actions the Board may take to advance ~~equitable opportunities~~innovative practice opportunities in the Division.

2.3 Authority

- To make recommendations to the Board.

3. ~~Student 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 transition processes 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 the Division.~~
- ~~To make recommendations to the Board relative to actions the Board may take to advance transition processes in the Division.~~

~~3.3 Authority~~

- ~~• To make recommendations to the Board.~~

4.3. Business, ~~Infrastructure~~ and Governance Standing Committee

4.13.1 Membership

- Minimum of three, maximum of four trustees.

4.23.2 Terms of reference

- To review accountability reports and to make recommendations to the Board.
- To examine issues related to business, public accountability, stewardship, the advancement of public education including effective utilization of: human resources, finance, transportation, and facilities.
- To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division.

4.33.3 Authority

- To make recommendations to the Board.

5.4. Advocacy and Networking~~Relationships~~ Standing Committee

5.14.1 Members

- Minimum of three, maximum of four trustees.

5.24.2 Terms of Reference

- To examine issues related to advocacy and networking and enhanced relationships with all stakeholders.
- 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.

5.34.3 Authority

- To make recommendations to the Board.

~~6. Rural Strategies 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 schools and communities.~~
- ~~To examine possible alternatives which may be considered or that others have successfully taken which might be appropriate for implementation in the Division and which would enhance rural services to children, families and schools.~~
- ~~To make recommendations to the Board relative to actions the Board may take to enhance rural services in the Division.~~

~~6.3 — Authority~~

- ~~To make recommendations to the Board.~~

~~7. — Urban Strategies 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 the Division 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 the Division.~~

~~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 Business 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 the Division 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

~~June 7, 2016~~ August 1, 2017

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | August 1, 2017 | Agenda Item #: | 5.3 |
| Topic: | Transportation Catchment Area Application | | |
| Intent: | <input checked="" type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input type="checkbox"/> Information |

Background: Individuals who would like to change their school catchment area allowing for transportation to another school have to make an application to do so.

Current Status: Please refer to the attached Application to Change a Rural Catchment Area.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

| | | |
|---------------------|---------------|---------------------------|
| Prepared By: | Date: | Attachments: |
| Barry Stewart | July 24, 2017 | Application, Summary, Map |

Recommendation:

That the Board deny the Catchment Area Application from the Montgomery family in Willow Bunch and offer Alternate Yard Service as a solution.

AGENDA ITEM

| | | | |
|----------------------|--|-------------------------------------|--------------------------------------|
| Meeting Date: | August 1, 2017 | Agenda Item #: | 5.4 |
| 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 May 30-June 30, 2017
2. CUPE Absences and Casual Usage for the period June 1-30, 2017 AND July 1-20, 2017
3. Bus Driver Absences and Casual Usage for the June 1-30, 2017
4. Out of Scope Absences and Casual Usage for the June 1-30, 2017 AND July 1-20, 2017
5. Tender Report for the period June 5-July 25, 2017

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

| Prepared By: | Date: | Attachments: |
|----------------------------|---------------|---|
| Ryan Boughen, Ron Purdy | July 26, 2017 | <ol style="list-style-type: none"> 1. Teacher Absences and Substitute Usage 2. CUPE Absences and Casual Usage 3. Bus Driver Absences and Casual Usage 4. Out of Scope Absences and Casual Usage 5. Tender Report |

Recommendation:

That the Board accept the monthly reports as presented.

| Teacher Absences & Substitute Usage | | | | | |
|--|-------------------------------------|------------------------------------|-----------------|-------------------------|-----------------------------------|
| Date Range: | May 30, 2017 - June 30, 2017 | | | | |
| Absence Reason | Days | % of Total Absences | Sub Days | % Needed Sub | % of possible days |
| LINC Agreement | | | | | |
| Compassionate Leave | 26 | 2.13% | 15.3 | 58.85% | 0.25% |
| Competition Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Convocation Leave | 33.5 | 2.74% | 12.7 | 37.91% | 0.32% |
| Education Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Emergency Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Executive Leave | 2.5 | 0.20% | 1.5 | 60.00% | 0.02% |
| Prep Time | 359 | 29.36% | 354 | 98.61% | 3.44% |
| Pressing Leave Teacher | 21.2 | 1.73% | 11.8 | 55.66% | 0.20% |
| PSTA | 0 | 3.20% | 0 | 0.00% | 0.00% |
| Rec. Of Service | 114.3 | 9.35% | 80.4 | 70.34% | 1.09% |
| Leave Without Pay | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 556.5 | 48.71% | 475.70 | 85.48% | 5.33% |
| Provincial Agreement/ Education Act/ Employment Act | | | | | |
| Court/Jury | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Illness - Teacher | 157 | 12.84% | 114 | 72.61% | 1.50% |
| Illness - Long Term | 143 | 11.70% | 0 | 0.00% | 1.37% |
| Medical/Dental Appt | 83.8 | 6.85% | 67.7 | 80.79% | 0.80% |
| Internship Seminar | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Paternity/Adoption Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Secondment | 1 | 0.08% | 1 | 100.00% | 0.01% |
| Unpaid Sick Leave | 4.5 | 0.37% | 1.2 | 0.00% | 0.04% |
| SUB TOTAL | 389.30 | 31.84% | 183.90 | 47.24% | 3.73% |
| Prairie South | | | | | |
| Extra/Co-curr Teach | 66.3 | 5.42% | 57 | 85.97% | 0.64% |
| FACI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| HUMA Meet/PD | 38.4 | 3.14% | 25.3 | 65.89% | 0.37% |
| LRNG Meet/PD | 78.8 | 6.44% | 67.5 | 85.66% | 0.75% |
| Noon Supervision Day | 28.8 | 2.36% | 23.8 | 82.64% | 0.28% |
| PD DEC Teachers | 17.5 | 1.43% | 15 | 85.71% | 0.17% |
| School Operations | 47.1 | 3.85% | 38.2 | 81.10% | 0.45% |
| SOEH Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SONO Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SOSO Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| STF Business - Invoice | 0 | 0.00% | 0 | 0.00% | 0.00% |
| TRAN Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 276.90 | 22.65% | 226.80 | 81.91% | 2.65% |
| Total Absences | 1222.7 | 103.20% | 886.40 | 72.50% | 11.71% |

Teachers (FTE)
435.03

of teaching Days
24

Possible Days
10440.72

CUPE Staff Absences & Casual Usage 2016-2017

Date: June 1 - 30, 2017

| Absence Reason | Days | % of Total Absences | Sub Days | % Received Sub | % of possible days |
|---------------------------|---------------|---------------------|---------------|----------------|--------------------|
| CUPE Agreement | | | | | |
| Act of God | 2 | 0.38% | 2 | 0.00% | 0.03% |
| Bereavement Leave | 16.95 | 3.25% | 10.5 | 61.95% | 0.29% |
| Community Service | 0.39 | 0.07% | 0 | 0.00% | 0.01% |
| Compassionate Care | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Competition Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Convocation Leave | 7.96 | 1.53% | 3.3 | 0.00% | 0.14% |
| CUPE Business - Invo | 7.98 | 1.53% | 7.36 | 92.23% | 0.14% |
| Earned Day Off | 7.6 | 1.46% | 6.6 | 86.84% | 0.13% |
| Executive Position | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Family Responsibilities | 0.45 | 0.09% | 0 | 0.00% | 0.01% |
| Illness - Support | 181.92 | 34.87% | 44.2 | 24.30% | 3.10% |
| Med/Den Appt Support | 31.79 | 6.09% | 18.57 | 58.41% | 0.54% |
| Noon Supervision | 2.67 | 0.51% | 2.74 | 102.62% | 0.05% |
| Parenting/Caregiver | 11.86 | 2.27% | 8.11 | 68.38% | 0.20% |
| Pressing Leave | 18.83 | 3.61% | 9.81 | 52.10% | 0.32% |
| Rec. of Service | 17.26 | 3.31% | 12.51 | 72.48% | 0.29% |
| TIL Support | 12.32 | 2.36% | 6.94 | 56.33% | 0.21% |
| Without Pay Support | 28.28 | 5.42% | 25.06 | 88.61% | 0.48% |
| SUB TOTAL | 348.26 | 66.75% | 157.7 | 45.28% | 5.94% |
| Employment Act | | | | | |
| Court/Jury Duty | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Paternity Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Vacation Support | 133.34 | 25.56% | 68.26 | 51.19% | 2.27% |
| Workers Compensation | 32.81 | 6.29% | 9.54 | 0.00% | 0.56% |
| SUB TOTAL | 166.15 | 31.85% | 77.8 | 46.83% | 2.83% |
| Prairie South | | | | | |
| ACCT Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| BUSI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Extra/Co-curr Sup | 1 | 0.19% | 0 | 0.00% | 0.02% |
| FACI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| HUMA Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| LRNG Meet/PD | 6.33 | 1.21% | 3.92 | 0.00% | 0.11% |
| PD DEC Support Staff | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SCHOOL OPERATIONS MEET/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| TRAN Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 7.33 | 1.40% | 3.92 | 0.00% | 0.13% |
| Total Absences | 521.74 | 100.00% | 239.42 | 45.89% | 8.90% |

Possible Days

June 1 - 30, 2017

Days

22.00

FTE

266.5406

Total Days

5863.89

*Does not include data from three CUPE bus drivers

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

CUPE Staff Absences & Casual Usage 2016-2017

Date: July 1 - 20, 2017

| Absence Reason | Days | % of Total Absences | Sub Days | % Received Sub | % of possible days |
|---------------------------|---------------|---------------------|--------------|----------------|--------------------|
| CUPE Agreement | | | | | |
| Act of God | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Bereavement Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Community Service | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Compassionate Care | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Competition Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Convocation Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| CUPE Business - Invo | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Earned Day Off | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Executive Position | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Family Responsibilities | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Illness - Support | 54.81 | 32.71% | 19.25 | 35.12% | 7.05% |
| Med/Den Appt Support | 3.38 | 2.02% | 1 | 29.59% | 0.43% |
| Noon Supervision | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Parenting/Caregiver | 1.17 | 0.70% | 0 | 0.00% | 0.15% |
| Pressing Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Rec. of Service | 0 | 0.00% | 0 | 0.00% | 0.00% |
| TIL Support | 3.5 | 2.09% | 0 | 0.00% | 0.45% |
| Without Pay Support | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 62.86 | 37.52% | 20.25 | 32.21% | 8.08% |
| Employment Act | | | | | |
| Court/Jury Duty | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Paternity Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Vacation Support | 95.68 | 57.11% | 39.66 | 41.45% | 12.30% |
| Workers Compensation | 9 | 5.37% | 0 | 0.00% | 1.16% |
| SUB TOTAL | 104.68 | 62.48% | 39.66 | 37.89% | 13.46% |
| Prairie South | | | | | |
| ACCT Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| BUSI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Extra/Co-curr Sup | 0 | 0.00% | 0 | 0.00% | 0.00% |
| FACI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| HUMA Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| LRNG Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| PD DEC Support Staff | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SCHOOL OPERATIONS MEET/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| TRAN Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Total Absences | 167.54 | 100.00% | 59.91 | 35.76% | 21.54% |

Possible Days

July 1 - 20, 2017

Days

13.00

FTE

59.82

Total Days

777.66

**** This only includes 12 month staff**

*Does not include data from three CUPE bus drivers

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

Bus Driver Staff Absences & Casual Usage 2016-2017

Date: June 1 - 30, 2017

| Absence Reason | Days | % of Total Absences | Sub Days | % Received Sub | % of possible days |
|---------------------------------|------------|---------------------------|------------|----------------------|--------------------------|
| Conditions of Employment | | | | | |
| Act of God | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Bereavement Leave | 4 | 3.28% | 4 | 0.00% | 0.18% |
| Community Service | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Compassionate Care | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Competition Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Convocation Leave | 1.5 | 1.23% | 1.5 | 0.00% | 0.07% |
| Family Responsibilities | 2.5 | 2.05% | 2.5 | 0.00% | 0.11% |
| Illness - Support | 35.5 | 29.10% | 33.5 | 94.37% | 1.56% |
| Med/Den Appt Support | 33.5 | 27.46% | 31 | 92.54% | 1.47% |
| Parenting/Caregiver | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Pressing Leave | 1 | 0.82% | 1 | 100.00% | 0.04% |
| Without Pay Support | 44 | 36.07% | 43.5 | 98.86% | 1.93% |
| SUB TOTAL | 122 | 100.00% | 117 | 95.90% | 5.35% |
| Employment Act | | | | | |
| Court/Jury Duty | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Paternity Leave | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Vacation Support | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Workers Compensation | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Prairie South | | | | | |
| ACCT Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| BUSI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Extra/Co-Curricular | 0 | 0.00% | 0 | 0.00% | 0.00% |
| FACI Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| HUMA Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| LRNG Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SCHOOL OPERATIONS MEET/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| TRAN Meet/PD | 0 | 0.00% | 0 | 0.00% | 0.00% |
| SUB TOTAL | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Total Absences | 122 | 100.00% | 117 | 95.90% | 5.35% |

0

| | | | |
|----------------------|-------------|--------------|-------------------|
| Possible Days | Days | Staff | Total Days |
| June 1 -30, 2017 | 20.00 | 114 | 2280.00 |

* Bus Drivers are now counted by actual staff, not FTE

** Data includes data from 3 CUPE bus drivers

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

Out of Scope Staff Absences & Casual Usage 2016-2017

Date: June 1 - 30, 2017

| Absence Reason | Days | % of Total Absences | Sub Days | % Received Sub | % of possible days |
|---------------------------------|---------------|---------------------|----------|----------------|--------------------|
| Conditions of Employment | | | | | |
| Act of God | 0 | 0.00% | 0 | 0 | 0.00% |
| Bereavement Leave | 5 | 4.96% | 0 | 0 | 0.44% |
| Community Service | 0 | 0.00% | 0 | 0 | 0.00% |
| Compassionate Care | 0.5 | 0.50% | 0 | 0 | 0.04% |
| Competition Leave | 0 | 0.00% | 0 | 0 | 0.00% |
| Convocation Leave | 1.83 | 1.81% | 0 | 0 | 0.16% |
| Family Responsibilities | 0 | 0.00% | 0 | 0 | 0.00% |
| Illness - Support | 12.93 | 12.82% | 0 | 0 | 1.14% |
| Med/Den Appt Support | 6.8 | 6.74% | 0 | 0 | 0.60% |
| Parenting/Caregiver | 0.27 | 0.27% | 0 | 0 | 0.02% |
| Pressing Leave | 4.13 | 4.10% | 0 | 0 | 0.36% |
| Without Pay Support | 0 | 0.00% | 0 | 0 | 0.00% |
| SUB TOTAL | 31.46 | 31.20% | 0 | 0.00% | 2.77% |
| Employment Act | | | | | |
| Court/Jury Duty | 0 | 0.00% | 0 | 0 | 0.00% |
| Paternity Leave | 0 | 0.00% | 0 | 0 | 0.00% |
| Vacation Support | 68.5 | 67.94% | 0 | 0 | 6.02% |
| Workers Compensation | 0 | 0.00% | 0 | 0 | 0.00% |
| SUB TOTAL | 68.5 | 67.94% | 0 | 0.00% | 6.02% |
| Prairie South | | | | | |
| ACCT Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| BUSI Meet/PD | 0.87 | 0.86% | 0 | 0 | 0.08% |
| FACI Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| HUMA Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| LRNG Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| SCHOOL OPERATIONS MEET/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| TRAN Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| SUB TOTAL | 0.87 | 0.86% | 0 | 0 | 0.08% |
| Total Absences | 100.83 | 100.00% | 0 | 0.00% | 8.87% |

Possible Days

June 1 - 30, 2017

Days

22.00

FTE

51.69

Total Days

1137.18

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

Out of Scope Staff Absences & Casual Usage 2016-2017

Date: July 1 - 20, 2017

| Absence Reason | Days | % of Total Absences | Sub Days | % Received Sub | % of possible days |
|---------------------------------|---------------|---------------------|----------|----------------|--------------------|
| Conditions of Employment | | | | | |
| Act of God | 0 | 0.00% | 0 | 0 | 0.00% |
| Bereavement Leave | 0 | 0.00% | 0 | 0 | 0.00% |
| Community Service | 0 | 0.00% | 0 | 0 | 0.00% |
| Compassionate Care | 0 | 0.00% | 0 | 0 | 0.00% |
| Competition Leave | 0 | 0.00% | 0 | 0 | 0.00% |
| Convocation Leave | 0 | 0.00% | 0 | 0 | 0.00% |
| Family Responsibilities | 0.47 | 0.26% | 0 | 0 | 0.07% |
| Illness - Support | 12.23 | 6.89% | 0 | 0 | 1.82% |
| Med/Den Appt Support | 5.71 | 3.22% | 0 | 0 | 0.85% |
| Parenting/Caregiver | 0 | 0.00% | 0 | 0 | 0.00% |
| Pressing Leave | 1.93 | 1.09% | 0 | 0 | 0.29% |
| Without Pay Support | 1 | 0.56% | 0 | 0 | 0.15% |
| SUB TOTAL | 21.34 | 12.02% | 0 | 0.00% | 3.18% |
| Employment Act | | | | | |
| Court/Jury Duty | 0 | 0.00% | 0 | 0 | 0.00% |
| Paternity Leave | 0 | 0.00% | 0 | 0 | 0.00% |
| Vacation Support | 156.21 | 87.98% | 0 | 0 | 23.25% |
| Workers Compensation | 0 | 0.00% | 0 | 0 | 0.00% |
| SUB TOTAL | 156.21 | 87.98% | 0 | 0.00% | 23.25% |
| Prairie South | | | | | |
| ACCT Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| BUSI Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| FACI Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| HUMA Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| LRNG Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| SCHOOL OPERATIONS MEET/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| TRAN Meet/PD | 0 | 0.00% | 0 | 0 | 0.00% |
| SUB TOTAL | 0 | 0.00% | 0 | 0 | 0.00% |
| Total Absences | 177.55 | 100.00% | 0 | 0.00% | 26.42% |

Possible Days

July 1 - 20, 2017

Days

13.00

FTE

51.69

Total Days

671.97

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

Tender Report for the period June 5, 2017 to July 25, 2017

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:

- A tender was issued to replace rooftop units at Lindale School. The tender was awarded to Field Plumbing and Heating for a cost of \$169,942 plus taxes.
- A tender was issued for a portable at Lafleche School. The tender was awarded to Modus Structures for a cost of \$133,989 plus taxes.
- A tender was issued for Phase 1 of the portable classroom addition at Sunningdale. The tender was awarded to 3Twenty Modular for a cost of \$161,150 plus taxes.
- A tender was issued for asbestos abatement as part of the mechanical upgrade at Peacock Collegiate. The tender was awarded to Associated Asbestos Abatement for a cost of \$136,583 plus taxes.
- A request for quotes was issued for sanding and refinishing of the gym floor at Rouleau. The quote was awarded to Pro Quality Wood Floors for a cost of \$21,600 plus taxes.
- A request for quotes was issued for tarmac for the playground at Assiniboia Elementary School. The quote was awarded to Mobile Paving for a cost of \$38,717 plus taxes.
- A request for quotes was issued for Solid State Drives. The quote was awarded to CDW for a cost of \$46,224 plus taxes.
- A request for quotes was issued to extend the parking lot at King George School. The quote was awarded to Cypress Paving for a cost of \$31,900 plus taxes.
- A request for quotes was issued for servers. The quote was awarded to Dell for a cost of \$29,756.32.

- A request for quotes was issued for Switches. The quote was awarded to ESTI for \$36527.20 plus taxes.

AGENDA ITEM

| | | | |
|----------------------|---|-------------------------------------|---|
| Meeting Date: | August 1, 2017 | Agenda Item #: | 8.1 |
| Topic: | Behaviour Learning Cycle Recognition | | |
| Intent: | <input type="checkbox"/> Decision | <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Information |

Background:

The first Prairie South Board of Education Staff Satisfaction survey was published in January, 2015. As part of the improvement plan related to teacher feedback, Prairie South learning department staff developed an inservice program related to the Behaviour Learning Cycle using current research from around North America. Next year will be the third cycle of BLC inservice. Teachers and school-based administrators who have completed the training have responded very favourably to it.

Current Status:

Leaders & Learners is a national publication that highlights innovative practices in Canadian schools and school divisions.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

National recognition of a Prairie South developed inservice program is something that the learning department staff should be very proud of. The fact that the impetus for the program came directly from teachers as part of the Board's engagement strategy is something that the Board should be very proud of.

| | | |
|---------------------|----------------|---|
| Prepared By: | Date: | Attachments: |
| Tony Baldwin | August 1, 2017 | <ul style="list-style-type: none"> <i>Leaders & Learners</i> Article |

Recommendation:

That the Board review the materials provided.

Summer 2017

Leaders & Learners

The official magazine of the Canadian
Association of School System Administrators

Association canadienne des gestionnaires
de commissions scolaires

Healthy Students, Healthy Schools, Healthy Futures *Part 2*

Canada Post Mail Publications Agreement Number: 40609661



CASSA-ACGCS
Promoting Quality Education for Our Students

Inclusion is

~~IMPOSSIBLE~~ for Tier 3 Students

By Joyleen Podgursky, Prairie South School Division

In the beginning....

"I believe in inclusive practices, but how do I have Joseph in my room when he can't keep his hands off the other students and he is destroying my room?" questioned the Grade 9 teacher at Sunnyside High School. This was becoming a common conversation between the teachers and support staff. Most educators have training in assessment and instruction, but not many have the necessary background to work with the five per cent of students who have Tier 3 behavioural challenges. With inclusion at stake, it was crucial to respond to the needs of the teachers and their students.

Addressing the needs

The counselors and student support consultants at Prairie South Schools worked collaboratively to address this issue. They demystified behaviour analysis and instruction in a process that parallels the ever-familiar Learning Cycle. The Behaviour Learning Cycle (BLC) is a data-driven, personalized approach to behaviour improvement that stems from Functional Behaviour Assessment (FBA), Applied Behaviour Analysis (ABA) and Positive Behaviour Support (PBS).

The key outcomes of the BLC are:

- Understand and embrace function-based thinking;
- Use data to identify function and missing skills;
- Identify variables that influence behaviour to create behaviour support plans; and

- Employ non-aversive instruction to teach missing skills.

The BLC focuses on a shift from form-based interventions to function-based, from subjective data gathering practices to objective, from punitive and/or reactive practices to function-based positive behaviour support, and from highly adaptive practices to teaching missing skills. Teachers needed a systematic and collaborative approach to working with these students. Some teachers found the sessions challenged their current approaches and philosophical beliefs.

Teaching behaviour parallels the instruction of other skills that teachers are more familiar with, such as reading skills. Table 1 compares

teaching the skills of reading alongside the BLC process.

Implementation

Teacher teams chose to attend four-day sessions spread out throughout the school year to work through the BLC process for one of their priority Tier 3 students that needed an individualized, Positive Behaviour Support Plan based on indirect and direct assessment data. Each team had regular, on-the-job coaching between the sessions. This allowed for the necessary dialogue and reflection for enhanced learning and implementation fidelity. Teacher feedback guided each upcoming session. For example, participants requested some type of "GPS" to help them maneuver throughout the process. They received the list found in Table 2 with the caution that it was not be used in a lock-step fashion.

Each team received feedback on their completed Behaviour Support Plan (BSP). All comprehensive plans had data-based individualized Positive Behaviour Supports that were tailor-made for their individual student. The plans focused on the preventative nature of PBS, working on the adaptive skills in the physical, programmatic and interpersonal environment; and equipping skills including replacement, related, functional and coping and tolerance skills. Choice instructional methods of behavioural shaping including conditioning, chaining, reinforcement systems and prompt reduction were connected to the missing skills.

Demystification of the behaviour intervention process has been highly successful for both staff and students. Prairie South is committed to supporting the teachers and students, like Joseph

Table 1

| Reading | BLC |
|--|--|
| Gather triangulated assessment information on student who is struggling with reading at grade level. | Gather indirect and direct assessment information. |
| Analyze the information to pinpoint the missing reading skills. | Analyze the triangulated data to pinpoint the operational definition, function and missing skills. |
| Develop a plan that has a comprehensive approach, including phonemic awareness, phonics, vocabulary, fluency and/or comprehension instruction. | Create Behaviour Support Plan that includes a crisis plan, environmental adaptations, necessary related, replacement, coping and tolerance skills, and life skills needed. |
| Employ effective practices to teach the missing skills in an intervention setting. | Employ shaping methods to teach missing skills in an intervention setting. |
| Plan to transition effective reading skills into a classroom setting. | Plan to transition effective behavioural skills into a classroom setting. |
| Continue assessment maintenance practices. If there are still missing skills, follow the above process again. | Continue collecting data to ensure effective intervention and transitioning practices. If there are still missing skills, follow the above process again. |
| Follow-up to ensure fidelity to individualized plan. | Follow-up to ensure fidelity of BSP implementation. |

from Sunnysdale High. When requests for support are made, teachers are given the tools that provide results of which are resilient students and schools, inclusive classrooms, and safer communities. ○

Joyleen Podgursky is the Learning Support Team Coordinator for Prairie South School Division, which is located in Southern Saskatchewan.

BLC Gets Results!

Prairie South Parent: "It has saved my son's and my relationship. I understand many of his triggers and he understands that he can grow from situations. I'm proud of my son and the growth that we have made."

Prairie South Principal: "I feel that I listen to students and try to understand what the triggers are that set the students into crisis. Instead of the traditional thought that we need to punish students...the BLC allows us to work together and use these opportunities as teaching moments where the student can apply their new set of skills in a safe environment."

Table 2

| BLC Activities | Notes |
|--|--|
| 1. File review | |
| 2. Staff interviews | |
| 3. Parent/student interviews | |
| 4. Behaviour rating scales | |
| 5. Baseline observations | |
| 6. Create operational definitions | |
| 7. Design tailor-made data tools | Is the behaviour ... <i>High rate? Discrete? Episodic? By opportunity?</i> |
| 8. Observe and recording behavior with data tools | Tools that match the behaviour: <i>ABC (episodic); Interval samples; Ratio or % (by opportunity)</i> |
| 9. Gather data | |
| 10. Summarize raw data | *Reliable data is triangulated |
| 11. Hypothesize behavioral function | The behaviour is maintained by one or more of the following: GAINING: <i>Tangible; Communication; Sensory benefits</i> REMOVING: <i>Escape; Sensory relief</i> |
| 12. Identify replacement behaviors | <i>Replacement skills; Related skills; Functional skills; Coping skills</i> "If the student could _____, then the student wouldn't have to (target behaviour.)" |
| 13. Design a Behaviour Support Plan (BSP) | |
| 14. Staff training on procedures including data procedures | |
| 15. Implementation | |
| 16. Progress monitoring | |
| 17. Evaluation | |

Did you know? Indspire helps thousands of Indigenous students with bursaries and scholarships since 1985.

Let's build a brighter future together.

Hear success stories from our Youth Award recipients across Canada for free.
Register at indspire.ca/canada150



Indigenous education, Canada's future. | L'éducation des autochtones, l'avenir du Canada.



1.855.INDSPIRE (463.7747) | indspire.ca/myfuture

Indspire Youth Laureates Cross Canada Tour project has been made possible in part by the Government of Canada.
Ce projet a été rendu possible en partie grâce au gouvernement du Canada

