

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

DATE: February 5, 2019  
1:00 p.m. – 4:00 p.m.  
Central Office, 1075 9<sup>th</sup> Avenue NW  
Moose Jaw

**AGENDA**

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
  - 3.1.** Regular Board Meeting January 8, 2019
- 4. Decision and Discussion Items**
  - 4.1.** B7 Revision
  - 4.2.** BP 12 Revision
  - 4.3.** Approval of Land Transfer
  - 4.4.** Transportation Accountability Report
  - 4.5.** Out of Province Excursion – Central Collegiate to Edmonton (AB)
  - 4.6.** Out of Province Excursion – Lindale to Assessippi Ski Resort (MN)
  - 4.7. Monthly Reports**
    - 4.7.1. Teacher Absence and Substitute Usage Report
    - 4.7.2. CUPE Staff Absence and Substitute Usage Report
    - 4.7.3. Bus Driver Absence and Substitute Usage Report
    - 4.7.4. Out of Scope Absence and Substitute Usage Report
    - 4.7.5. Tender Report
- 5. Delegations and Presentation**
  - 5.1.** Central Collegiate Student Group 1:10 p.m.
- 6. Information Items**
  - 6.1.** Board Inquiry - Attendance
  - 6.2.** PAT Committee Report
- 7. Provincial Matters**
- 8. Celebration Items**
- 9. Identification of Items for Next Meeting Agenda**
  - 9.1.** Notice of Motions
  - 9.2.** Inquiries

**10. Meeting Review**

**11. Adjournment**

**MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9<sup>th</sup> Avenue North West, Moose Jaw, Saskatchewan on January 8, 2019 at 1:03 p.m.**

Attendance:

Mr. R. Bachmann; Dr. S. Davidson; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; Ms. M. Jukes; L. Meyer, Superintendent of Learning; D. Huschi, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; R. Boughen, Superintendent of School Operations; D. Welter, Manager of Human Resources; T. Baldwin, Director of Education; S. Robitaille, Superintendent of Business and Operations; L. Schlamp, Executive Assistant

Regrets:

Delegations:

Caronport Elementary School Innovation Team

Motions:

- |                   |  |         |
|-------------------|--|---------|
| 01/08/2019 - 3043 | That the meeting be called to order at 1:03p.m.<br>- McLeod  | Carried |
| 01/08/2019 - 3044 | That the Board add: Decision item 4.13 – 1 <sup>st</sup> Quarter Financial Accountability Report Narrative to the Agenda<br><br>AND THAT the Board adopt the agenda as amended.<br>- Jukes | Carried |
| 01/08/2019 - 3045 | That the Board adopt the minutes of the 20181204 Board meeting.<br>- Young   | Carried |
| 01/08/2019 - 3046 | That the Board approved the amended schedule of meetings as attached.<br>- Wilson  | Carried |
| 01/08/2019 - 3047 | That the Board approve Board Policy 10 updated 08 January 2019.<br>- Pryor   | Carried |
| 01/08/2019 - 3048 | That the Board approve Board Policy 11 updated 09 January 2019.<br>- Kessler   | Carried |
| 01/08/2019 - 3049 | That the Board receive and file the Human Resources Accountability Report.   | Carried |

- Pryor

- |                   |   |         |
|-------------------|---|---------|
| 01/08/2019 – 3050 | That the Board ratify the LINC Agreement with a term from the date of signing to July 31, 2021, and direct the members of the negotiating team to sign the agreement on behalf of the Board of Education.<br>- Davidson   | Carried |
| 01/08/2019 – 3051 | That the Board approve the disposal of records listed above which are at or past their retention by shredding.<br>- Wilson  | Carried |
| 01/08/2019 – 3052 | That the Board appoint the following people as directors of the Moose Jaw School District No. 1 Bursary Fund Inc. for the year 2019. Greg Veillard, John Livingston, George Patterson, Claude Duke, Pam Ludwar, Ron Purdy, Mary Jukes and Al Kessler.<br>- Davidson | Carried |
| 01/08/2019 – 3053 | That the Board approve Kincaid's Grade 5-12 ski trip to Hidden Valley Ski Resort on January 18, 2019.<br>- Davidson   | Carried |
| 01/08/2019 – 3054 | That the Board approve Lafleche Central's Grade 5-12 ski trip to Hidden Valley Ski Resort on January 18, 2019.<br>- Davidson  | Carried |
| 01/08/2019 – 3055 | That the Board approve Peacock's Grade 11 mountain bike trip to Kananaskis, AB on May 23-27, 2019.<br>- Jukes   | Carried |
| 01/08/2019 – 3056 | That the Board approve Central Collegiate's Grade 10-12 Sr. Boys Basketball trip to Edmonton, AB on Feb. 7-9, 2019.<br>- Kessler  | Carried |
| 01/08/2019 – 3057 | That the Board receive and file the monthly reports as presented.<br>- Jukes  | Carried |
| 01/08/2019 – 3058 | That the Board receive and file the 1 <sup>st</sup> Quarter Financial Accountability Report Narrative.<br>- Bachmann  | Carried |

Inquires: Kessler – That the Board and Administration investigate the subdivision voting boundaries. These boundaries could be looked at and reviewed to align with the school catchment areas that Board Trustees represent.

Bachmann – What were the absentee rates at each of our schools January 3 and 4, 2019 compared to the first full week of January (Jan 7 – 11, 2019).

01/08/2019 - 3059 That the meeting be adjourned at 2:14 p.m.  
- Pryor

Carried

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T. McLeod  
Chair

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S. Robitaille  
Superintendent of Business and Operations

Next Regular Board Meeting:

February 5, 2019  
Prairie South School Division Central Office, Moose Jaw

# AGENDA ITEM

<b>Meeting Date:</b>	February 5, 2019	<b>Agenda Item #:</b>	04.1
<b>Topic:</b>	<b>BP 7 Revision</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	<p>“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.</p> <p>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.</p> <p>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</p> <p>Changes to <i>The Education Act, 1995</i> and the establishment of <i>The School Division Administration Regulations, 2017</i> require an update to Board Policy.</p>
<b>Current Status:</b>	<p>The updated BP7, Board Operations, is attached. Changes to the policy are tracked on the attached document. There were significant revisions made to this policy and trustee feedback was received at Committee of the Whole planning sessions on December 4<sup>th</sup> and January 8<sup>th</sup> in preparation for a board decision in February, 2019.</p>
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	

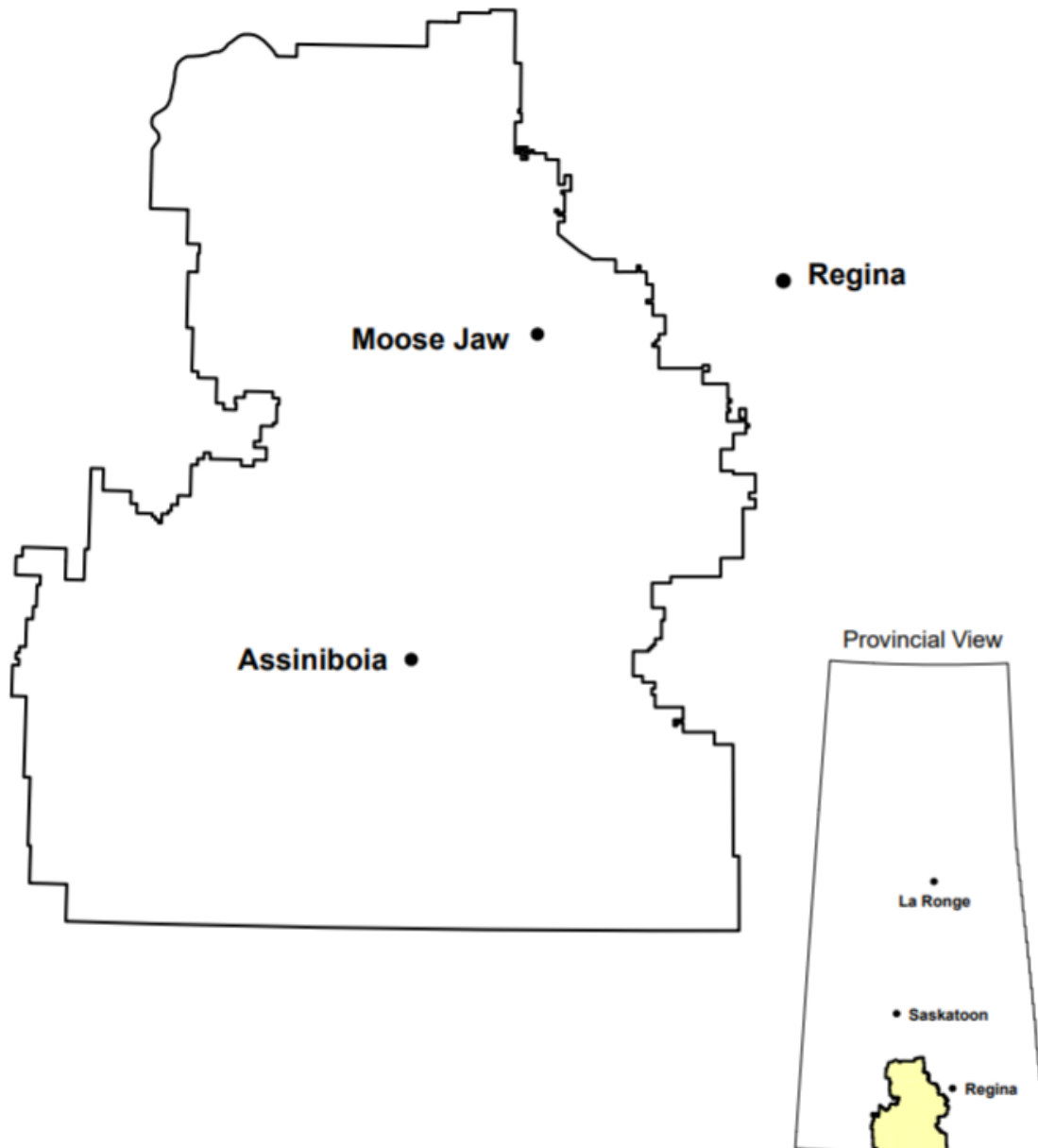
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	February 5, 2019	<ul style="list-style-type: none"> <li>• BP7, 05 February 2019</li> <li>• BP7, Appendix A, 05 February 2019</li> </ul>

***Recommendation:***

That the Board approve Board Policy 7 updated 05 February 2019.

**Prairie South  
SD No. 210  
June 2018**





## Policy 7

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### BOARD OPERATIONS

In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings at least six times per year as per ~~the~~ The Education Act, 1995 and as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. No act, proceeding or policy of the Board shall be deemed valid unless adopted at a duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner. Respectful behavior preserves the inherent dignity of everyone; therefore it is important that Board meetings be conducted in an environment that is productive, orderly and respectful of trustees, staff and members of the public. The organization of the Board meeting will effectively enable trustees and others in attendance to participate in an atmosphere of mutual respect.

The Board ~~s believes that its~~ fundamental obligations ~~are is~~ to preserve and enhance excellence and the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. ~~Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible~~ All decisions of the Board, with the exception of those precluded in legislation or board policy are made in public session.

The Board believes there are times when public interest is best served by private discussion of specific issues in closed sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go into closed session for issues dealing with individual students, individual employees, land, labour, litigation or negotiation. Additional committee meetings, including Committee of the Whole meetings, provide the opportunity for trustees to learn about the administrative work of the school division.

The Board further believes public interest can be enhanced by having members of the public make presentations at Board meetings.

The Board also believes that public forums dealing with specific educational topics and held in various communities within the Division can enhance communications and the effectiveness of the Board.

#### 1. Electoral Boundaries and Elections

Pursuant to Orders-in-Council 85/2005, 021/2005-~~2006~~, 017/2005/~~2006~~, 052/2005-~~2006~~, Corrections to Order 020 2005-~~2006~~, and 115/2006-~~2006~~ ~~the Division~~ Prairie South was created through the amalgamation of seven legacy school divisions. ~~and ultimately renamed Prairie South School Division.~~ The Orders provided for the nomination and election of trustees within the Division by subdivisions as follows:

- 1.1 — All subdivisions shall comprise all those lands as outlined in the Ministerial Order. ~~The boundaries of each subdivision are determined by the Minister of Learning in consultation with the Educational Boundaries Commission in accordance with The~~

~~Education Act, 1995~~ (<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=487>)

1.1

1.2 The total number of trustees to be elected shall be ten (10); one (1) for each of the five (5) rural subdivisions, referred to as subdivisions 1,2,3,4 and 5 and five (5) trustees elected at large from the City of Moose Jaw (subdivision 6).-

~~1.3~~ The provisions of the Local Government Election Act respecting the election of trustees shall apply to every election in each subdivision.

~~(<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=609>).~~

~~1.4~~1.3 The Board is to review the subdivision boundaries at least every five years.

~~1.5~~1.4 At least one month prior to the nomination date, the Board will publish an announcement of the election, giving nomination and election dates and qualifications required by the candidates and electors.

~~1.6~~1.5 The Board in its announcement will encourage electors to present themselves for the office of school trustee.

~~1.7~~1.6 The Board is to provide a Trustee Election packet of information for candidates containing:

- The most recent Annual Report of the Board.
- The most recent Auditor's Report.
- The Saskatchewan School Boards Association Handbook.
- ~~Excerpts~~ Appropriate excerpts from *The Local Government Election Act*.  
(<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=609>.)
- A copy of the nomination form.

## 2. Organizational Meeting

2.1 The Organizational Meeting of the Board in each calendar year shall be held ~~in-at~~ the Division Office ~~Board Room~~ not later than November 30 in accordance with Section ~~72-14 of the Education Act~~ The School Division Administration Regulations, 2017. In an election year, the Organizational Meeting of the Board shall be held at the Division Office within 30 days of the election.

2.2 The Director of Education will give notice of the Organizational Meeting to each trustee as if it were a special meeting.

2.3 The Director of Education shall call the meeting to order, and in an election year, read the return from the Elections Clerk certifying the election of members.

2.4 In an election year, the Director of Education shall call for and receive the duly signed Declarations of Office and corresponding Endorsement Certificates by Commissioners for Oaths from each trustee, in accordance with Section 71 of ~~the~~ The Education Act, 1995.

2.5 The Director of Education shall proceed to conduct the election of the Board Chair.

2.5.1 Nominations shall be made by the trustees for the office of Chair and need not be seconded.

- 2.5.2 The Director of Education shall make three (3) calls for nomination.
- 2.5.3 A vote upon the nominees shall be taken by secret ballot.
- 2.5.4 The nominee who receives the majority of votes of the trustees present shall therefore be declared elected.
- 2.5.5 Where, on the addition of the votes, two (2) or more candidates for the position of Board Chair have an equal number of votes, the returning officer shall follow the tie vote procedure specified in ~~Section 111(1)~~ if the Local Government Election Act.
- 2.5.6 In the event that only one (1) trustee has indicated willingness to serve as Board Chair, that trustee shall be declared elected by acclamation.
- 2.6 The Board Chair shall assume office and shall immediately proceed with the election of the Vice-Chair following the procedure noted above.
- 2.7 The newly elected Board Chair shall then proceed with the agenda as presented by the Director of Education and adopted by the Board.
- 2.8 The Organizational Meeting shall, in addition include, but not be restricted to, the following:
  - 2.8.1 Create such standing committees of the Board as are deemed appropriate, and appoint members;
  - 2.8.2 Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;
  - 2.8.3 Establish trustee indemnity and vehicle rates;
  - 2.8.4 Review trustee conflict of interest stipulations and determine any disclosure of information requirements;
  - 2.8.5 Appoint the Division's appraisal, solicitor, architectural, banking and auditing firms;
  - 2.8.6 Designate those with signing authority, and provide borrowing authority; and
  - 2.8.7 Other organizational items as required.

### 3. Trustee Remuneration

- 3.1 The remuneration and expense schedule set at the Organizational meeting may recognize service and expenses incurred in the following areas:
  - 3.1.1 Attendance at Board determined meetings.
  - 3.1.2 Attendance at meetings as an official representative of the Board.
  - 3.1.3 Attendance at seminars, conventions, and meetings for trustee development.

- 3.2 The schedule is to provide for payment such that payments are timely and understood clearly by the public.

~~3.3 One-third of the sum paid each Board member for services rendered is to be designated as having been paid in respect of general expenses incurred by the member that were necessary and incidental to the discharge of his or her duties.~~

~~3.43.3~~ Questions arising out of the processing of Board member claims for payment are to be referred to the Superintendent of Business and Operations.

#### 4. Regular Meetings

- 4.1 Regular Board meeting dates and times shall be established in the annual Board Work Plan. The Board shall review and approve the Board Annual Work Plan including its annual schedule of meetings and prior to May 15 in each year for the period August 1 to July 31.
  - 4.1.1 ~~Regular public~~All meetings will ordinarily be held ~~in-at~~ the Prairie South Division Office ~~Board Room~~ on the first Tuesday of every month beginning at ~~10:30 a.m.~~1:00 pm.
  - 4.1.2 Notwithstanding the schedule noted above, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
- 4.2 All trustees shall notify the Board Chair or the Director of Education if they are unable to attend a Board meeting.
- 4.3 A majority of members of the Board constitutes a quorum. The vote of the majority of the quorum is valid and binding on the division.
- 4.4 All trustees who are absent from three (3) consecutive regular meetings shall:
  - 4.4.1 Obtain authorization by resolution of the Board to do so; or
  - 4.4.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification from the Board.
- 4.5 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its trustees an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
- 4.6 Regular meetings of the Board will not be held without the Director of Education in attendance, unless the Director of Education's contract is being discussed or the board is dealing with a Trustee or Director of Education disciplinary issue.

#### 5. Special Meetings

- 5.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action. A special meeting may be scheduled by
  - 5.1.1 The Board passing a motion at a legally constituted meeting of the Board.
  - 5.1.2 The Chairperson or any three members of the Board giving at least six clear days notice to each member by registered, certified, ~~or~~ special delivery , or electronic mail, or by delivering a written notice to each member in person at least three days before the meeting, or by leaving the notice with an adult person at each member's place of residence who shall state explicitly the reason therefore.
  - 5.1.3 The Board by unanimous consent waiving notice in accordance with Section 74-16 of ~~the Education Act~~The Education Administration Regulations, 2017. Such consent is to be subscribed to in writing by each

member of the Board and recorded in the minutes of the meeting and shall be recorded in the minutes of the meeting in the form required by that section.

- 5.2 If an additional meeting of the Board is to be held, the Director of Education shall send a written notice of such a meeting as prescribed by the Education Act and shall set forth therein the business to be transacted or to be considered thereat, and no other business shall be considered unless all members of the Board are present and there is unanimous agreement that the agenda previously arranged shall be changed.

Special meetings of the Board will not be held without the Director of Education in attendance, unless the Director of Education's contract is being discussed or the board is dealing with a Trustee or Director of Education disciplinary issue.

- 5.3 Procedures regarding quorum, voting, and attendance by the public apply as for regular meetings of the Board.

## 6. Closed Sessions

The Board may, by resolution, recess a meeting in progress for the purpose of meeting in closed session or schedule a closed session at a time or place agreeable to the Board, ~~or recess a meeting in progress for the purpose of meeting in closed session~~. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to the trustees and the Director of Education. The reason for the closed session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons:

- 6.1 Individual students;
- 6.2 Individual employees;
- 6.3 Matters related either directly or indirectly to collective bargaining;
- 6.4 Litigation issues;
- 6.5 Negotiations for purchase, lease or other acquisition of property;
- 6.6 Sensitive matters that a majority of the trustees present feel should be held in private, in the public interest.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) which gave rise to the closed session. Trustees and other persons attending the session shall maintain confidentiality and not disclose the details of the discussions at such sessions.

All rules of the Board shall be observed in closed session as far as applicable. The number of times a trustee may speak on any question shall be determined at the discretion of the Board Chair.

The Board shall, during the closed session, adopt only a resolution to rise and report to the open public Board meeting.

## 7. Agenda for Regular Meetings

The Board believes that a properly prepared agenda creates a meeting atmosphere formal enough for orderly procedure, but informal enough to encourage free discussion, problem identification, problem solving and the generation of ideas.

The Board Chair and Vice-Chair are responsible for establishing the agenda for Board meetings in consultation with the Director of Education and Superintendent of Business and Operations, in accordance with legislation and Board policy, ~~in particular the Board Annual Work Plan.~~

Agendas shall include all the data and background, information, rationale and a recommendation so that the Board is able to make sound and objective decisions consistent with established goals.

7.1 The order of business at a regular meeting shall generally be as follows:

~~7.1.1~~ ~~Planning Session;~~

~~7.1.2~~ ~~7.1.1~~ Call to Order;

~~7.1.3~~ ~~7.1.2~~ Adoption of Agenda;

~~7.1.4~~ ~~7.1.3~~ Adoption of Minutes of previous meeting(s);

~~7.1.5~~ ~~7.1.4~~ Discussion/Action Items;

~~7.1.6~~ ~~7.1.5~~ Delegations and Special Presentations;

~~7.1.7~~ ~~7.1.6~~ Board Committee Reports;

~~7.1.8~~ ~~7.1.7~~ Information Items;

~~7.1.9~~ ~~7.1.8~~ Celebration Items;

~~7.1.10~~ ~~7.1.9~~ Trustee inquiry and notices of motions; OR Items for next agenda;

~~7.1.11~~ ~~7.1.10~~ Meeting Review;

~~7.1.12~~ ~~7.1.11~~ Adjournment.

7.2 Agenda items will be supported by a briefing note with copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation and indicate author of the report.

7.3 Items may be placed on the agenda in one of the following ways:

7.3.1 By notice of motion at the previous meeting of the Board.

7.3.2 As a request from a committee of the Board.

7.3.3 Although the Board seeks to minimize items being added without proper notice, issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.

7.4 Materials for Board meetings will be distributed to each trustee and the Director of Education by the Wednesday prior to the meeting. The Director of Education is responsible for distribution and posting.

7.5 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.

## 8. Electronic Meeting

- 8.1 The Board may hold a meeting using any electronic means. The means used must enable each trustee participating in the meeting and any members of the public attending the meeting to hear all the other trustees and follow any votes taken.
- 8.2 At least one of the following persons must be present at the Board Office during the meeting:
  - 8.2.1 A member of the Board
  - 8.2.2 The Director of Education
  - 8.2.3 The Superintendent of Business and Operations.
- 8.3 Reasonable steps must be taken to notify the public of locations from which members of the public may participate.
- 8.4 A Board member may participate from a location to which the public does not have access.

## 9. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 9.1 The minutes shall record:
  - 9.1.1 Date, time and place of meeting;
  - 9.1.2 Type of meeting;
  - 9.1.3 Name of presiding officer;
  - 9.1.4 Names of those trustees and senior administration in attendance;
  - 9.1.5 Approval of preceding minutes;
  - 9.1.6 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
  - 9.1.7 Names of trustees making the motion;
  - 9.1.8 Points of order and appeals;
  - 9.1.9 Appointments;
  - 9.1.10 Attached reports of committees;
  - 9.1.11 Recording of the vote on a motion (when requested pursuant to the Education Act); and
  - 9.1.12 Trustee declaration of conflict of interest pursuant to the Education Act.
- 9.2 The minutes shall:
  - 9.2.1 Be prepared as directed by the Director of Education;
  - 9.2.2 Be reviewed by the Director of Education prior to submission to the Board;
  - 9.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
  - 9.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

- 9.3 The Director of Education shall ensure, upon acceptance by the Board, that appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the Division are affixed to the concluding page of the minutes.
- 9.4 The Director of Education shall establish a codification system identifying resolutions determined by the Board which will:
- 9.4.1 Provide for ready identification as to the meeting at which it was considered;
  - 9.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
  - 9.4.3 Establish and maintain a file of all Board minutes.
- 9.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director of Education to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 9.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Director of Education is responsible to distribute and post the approved minutes.
- 9.7 Each standing or special committee will appoint a recording secretary to take and distribute the record of the proceedings which will be presented for approval at their next meeting.
- 9.8 All committees of the Board, unless otherwise directed, shall prepare and submit written reports of meetings to the Board. All recommendations for action will be brought forward via the decision/discussion template.

## 10. Motions

Motions do not require a seconder.

### 10.1 Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

### 10.2 Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board motion or a recommendation from administration is normally placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any trustee, including the Board Chair.

### 10.3 Speaking to the Motion

The mover of a motion may speak first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time.



The Chair will normally speak just prior to the last speaker who will be the mover of the motion.

As a general guide, a trustee should not speak longer than five minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Normally, administration will not participate in the debate, but upon request or where otherwise appropriate, may provide information once a motion is moved.

Amendments to the motion may be proposed at any time during discussion. No more than two amendments may be made before the meeting at one time. Discussion and voting on motions and amendments takes place in reverse order of their proposal.

Motions or amendments may be withdrawn only with the unanimous consent of the trustees present.

Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

#### 10.4 Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

#### 10.5 Entitled Votes

All trustees, including the Board Chair, are entitled to vote on all motions, except in the case of a conflict of interest, as defined by Section 69-11 of ~~the Education Act~~*The School Division Administration Regulations*.

While all trustees are encouraged to vote on all motions, except in the case of conflict of interest, a trustee has the right to abstain from voting. An abstention shall not be considered a vote for or against.

#### 10.6 Recorded Vote

Whenever a recorded vote is requested by a trustee before the vote is taken, the minutes shall record the names of the trustees who voted for or against the matter, or abstained. Immediately after a vote is taken and on the request of a trustee, the minutes shall record the name of all trustees and whether each trustee voted for or against the matter or abstained.

#### 10.7 Required Votes

Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. The result of the vote is announced by the Board Chair.

A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.

#### 10.8 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

## 11. Delegations to Board Meetings

The Board may make provision for delegations to make a presentation at a Board meeting in the interest of improving the education provided in Division schools. Individuals or organizations may make requests for audiences with the Board.

- 11.1 Delegations wishing to appear before the Board are required to give notice, in writing, to the Board Chair at least seven full days before the meeting at which they are to be heard. The Director of Education and Chair have the authority to waive the time requirement.
- 11.2 When scheduling an appointment, delegations should:
  - 11.2.1 State the nature of the subject that they intend to bring before the Board,
  - 11.2.2 Provide a written submission prior to the presentation,
  - 11.2.3 Identify the spokesperson for the group,
  - 11.2.4 Provide an estimate of the number of people who will be in attendance,
  - 11.2.5 Be prepared to speak to, as opposed to reading, the submission.
- 11.3 Matters deemed to be of a sensitive and/or confidential nature shall be heard at a closed session of the Board.
- 11.4 The Board reserves the right to invite delegations to appear before the Board.
- 11.5 At the time of presentation, the delegation shall confine its discussion to the purpose stated in the notice.
- 11.6 Normally delegations will be given a maximum of 10 minutes to make their presentation. Additional time determined at the discretion of the Chair will be provided for the Board to ask questions and/or seek clarification.
- 11.7 In discussing matters with a delegation, the Board Chair shall act as spokesperson for the Board. It must be remembered that delegations come to express problems, make suggestions and requests, and give information thereon. For this reason, individual trustees may seek only clarification of items presented by the delegation. At no time during the presentation shall any trustee voice her/his opinion thereon; nor shall s/he, by any statement, commit the Board to any specific course of action.
- 11.8 Except in an emergency, the Board shall refer any action relative to the delegation's presentation until the next regular Board meeting. Such tabling shall be used to give individual trustees sufficient time to consider the information supplied by the delegation. If the time between the delegation's presentation and the next Board meeting is deemed insufficient for the trustees to gain the necessary information to make an informed decision, the Board may respond by delaying the decision until another specified, appropriate time.
- 11.9 Upon completion of the presentation, the Board Chair shall inform the delegation when the decision will be made. When a decision is reached, it will be communicated in writing to the spokesperson.

## 12. Audio/Video Recording Devices

Anyone wanting to use recording devices at a public Board meeting shall seek permission of the Board Chair.

## 13. Trustee Conflict of Interest

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the confidence of the residents of the Division placed in its Board and in its trustees. The trustee:

- 13.1 Is expected to be conversant with Sections ~~69, 70 and 90~~ 11, 12 and 27 of The School Division Administration Regulations, 2017 of the Education Act and with the conflict of interest provisions of Board Policy 4 – Trustee Code of Conduct.
- 13.2 Is responsible for declaring him/herself to be in possible conflict of interest.
- 13.3 Shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.
- 13.4 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the Education Act and ensure that his/her declaration and absence is properly recorded within the minutes.

## 14. Board Facilitated Self-Evaluation

- 14.1 The annual Board facilitated self-evaluation process will be carried out as described in the document entitled *Board Self-Evaluation Process, Criteria and Timelines*.
- 14.2 The purpose of the Board facilitated self-evaluation is to answer the following questions:
  - 14.2.1 How well have we fulfilled each of our defined roles as a Board this past year?
  - 14.2.2 How do we perceive our interpersonal working relationships?
  - 14.2.3 How well do we receive input and how well do we communicate?
  - 14.2.4 How well have we adhered to our annual work plan?
  - 14.2.5 How would we rate our Board-Director relations?
  - 14.2.6 How well have we adhered to our governance policies?
  - 14.2.7 What have we accomplished this past year? How do we know?
- 14.3 The principles upon which the Board facilitated self-evaluation is based are as follows:
  - 14.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
  - 14.3.2 A pre-determined process for evaluation strengthens the governance functions, builds credibility for the Board and fosters an excellent Board-Director relationship.
  - 14.3.3 An evidence-based approach provides objectivity to supplement the subjectivity implicit in any evaluation.
- 14.4 The components of the Board facilitated self-evaluation are:

- 14.4.1 Review of Board Role Performance.
- 14.4.2 Review of Board Chair Performance.
- 14.4.3 Monitoring Interpersonal Working Relationships.
- 14.4.4 Monitoring Board Community Engagement.
- 14.4.5 Review of Annual Work Plan Completion.
- 14.4.6 Monitoring Board-Director Relations.
- 14.4.7 Review of Board Motions.
- 14.4.8 Review of Board Governance Policies.
- 14.4.9 Creating a Positive Path Forward.

## 15. Saskatchewan School Boards Association

~~The Saskatchewan School Boards Association (SSBA) is a non-profit organization dedicated to excellence in public education by providing leadership services to Saskatchewan school boards. The Association represents school boards in Saskatchewan.~~

### 15.1 Membership and Participation

#### The Board

- 15.1.1 Endorses full active membership in the Association through its payment of the annual fee to the SSBA.
- 15.1.2 Supports active participation of its trustee membership in the Association at the section, constituency and provincial levels.
- 15.1.3 Establishes a remuneration and expense schedule at its Organizational Meeting, to recognize expenses incurred by trustees attending SSBA sponsored meetings, seminars, workshops and conventions.

### 15.2 SSBA Voting Delegates

- 15.2.1 The Board is to determine on or before November of each year, which of the trustees delegated to Convention are voting delegates.
- 15.2.2 The Board is to apportion in whole numbers, its number of votes among those voting delegates in accordance with SSBA Bylaws ~~10 and 11.~~
- 15.2.3 Each trustee attending as a voting delegate is apportioned at least one (1) vote.
- 15.2.4 Any votes remaining un-apportioned are to be divided equally as possible in whole numbers among trustees attending Convention.
- 15.2.5 When registering delegates, the SSBA is to be informed of the voting delegate and the number of votes apportioned to each.

## ~~16. Annual Meeting of Electors~~

~~16.1 The Board is to convene an annual meeting of electors after receipt of the audited financial statement of the Board. In the year a general election of members of the Board is held, the annual meeting must be held before the general election.~~

~~16.2 The Superintendent of Business and Operations is to give notice of the meeting in accordance with the provisions of The Local Government Election Act.~~

~~([http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications\\_details&p=609](http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications_details&p=609))  
subsection 45(3) with necessary modification.~~

~~16.3 The Board is to establish the agenda for the meeting following consultation with School Community Councils.~~

~~16.4 At least fourteen days prior to the meeting School Community Councils are to receive copies of the:~~

~~16.4.1 Report of the Board.~~

~~16.4.2 Report of the Auditor and financial statement for the preceding year.~~

~~16.4.3 Report of the Director of Education.~~

~~16.4.4 Electors present at the meeting are to elect one of their members to preside as Chairperson and one other as secretary for the meeting. The Superintendent of Business and Operations is to facilitate the nomination procedure and conducting of the meeting.~~

~~16.4.5 The statement of proceedings of the meeting, as prepared by the secretary to the meeting, is to be distributed to the Board and School Community Councils.~~

#### 17.16. Special Meeting of Electors

~~17.1~~16.1 A special meeting of electors may be held at any time.

~~17.2~~16.2 The Superintendent of Business and Operations is to call a special meeting when required to do so by:

~~17.2.1~~16.2.1 The Board

~~17.2.2~~16.2.2 The Minister of Education

~~17.2.3~~16.2.3 Request in writing by twenty-five or more electors of the school division.

~~17.3~~16.3 The Superintendent of Business and Operations is to give notice of the meeting in accordance with the provisions of *The Local Government Election Act* (~~[http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications\\_details&p=609](http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications_details&p=609)~~), subsection 45(3) with necessary modifications.

~~17.4~~16.4 ~~Procedures for conducting the meeting are the same as for the annual meeting of electors with the exception that o~~Only business that is set out in the notice of meeting is to be considered at the meeting.

Reference: ~~*The Education Act, 1995*, Sections 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 80.1, 81, 82, 84, 87, 106~~ *Education Act*  
*Local Authorities Freedom of Information and Protection of Privacy Act*  
*Local Government Election Act*  
~~*The School Division Administration Regulations, 2017, Sections 11, 12, 14, 16, 17, 18, 19, 20, 21, 22, 23, 25, 41.*~~

~~June 12~~February 5, 2019, 2013

# AGENDA ITEM

<b>Meeting Date:</b>	February 5, 2019	<b>Agenda Item #:</b>	04.2
<b>Topic:</b>	BP 12 Revision		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	<p>“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.</p> <p>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.</p> <p>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</p> <p>Changes to <i>The Education Act, 1995</i> and the establishment of <i>The School Division Administration Regulations, 2017</i> require an update to Board Policy.</p>
<b>Current Status:</b>	The updated BP12, Role of the Director of Education, is attached. Changes to the policy are tracked on the attached document.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	

<b>Communications:</b>	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.

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	February 5, 2019	<ul style="list-style-type: none"> <li>• BP12, 05 February 2019</li> <li>• BP12, Appendix A, 05 February 2019</li> <li>• BP12, Appendix B, 05 February 2019</li> <li>• BP12, Appendix C, 05 February 2019</li> </ul>

***Recommendation:***

That the Board approve Board Policy 7 updated 05 February 2019.

### ROLE OF THE DIRECTOR OF EDUCATION

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

Specific Areas of Responsibility are:

#### 1. Student Well-being

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

#### 2. Education Leadership

- 2.1. Provides leadership in all matters relating to education in the Division.
- 2.2. Ensures students in the Division have the opportunity to meet standards of education set by the Minister.
- 2.3. Implements education policies established by the Minister and the Board.
- 2.4. Informs the Board of schools which meet the requirement for review under ~~the Education Act~~The Education Act, 1995 or Board policy.

#### 3. Fiscal Responsibility

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

#### 4. Personnel Management

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



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

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

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

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

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

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

## **8. Organizational Management**

- 8.1. Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2. Reports to the Minister with respect to matters identified in and required by ~~the~~ *The Education Act, 1995*.

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

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

## **10. Leadership Practices**

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

Reference: *The Education Act, 1995, Section 159*  
*The School Division Administration Regulations, 2017, Section 45*~~*Sections 109, 159 of the*~~  
~~*Education Act*~~

~~June 7, 2016~~*February 5, 2019*

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

### **Evaluation Process**

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

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

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

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

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

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

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

## Evaluation Criteria

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

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

## Timelines for Evaluations

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

EVALUATION	<del>BASED-ONE</del> <u>EVALUATION</u> PERIOD	REPORT DELIVERED TO DIRECTOR OF EDUCATION
First	<del>April 1, 2014 – March 31, 2015</del>	<del>April 30, 2015</del>
Second	<del>April 1, 2015 – March 31, 2016</del>	<del>April 30, 2016</del>
Third	<del>April 1, 2016 – March 31, 2017</del>	<del>April 30, 2017</del>
Fourth	April 1, 2017 – March 31, 2020	April 30, 2020
Fifth	April 1, 2020 – March 31, 2023	April 30, 2023

## PERFORMANCE ASSESSMENT GUIDE

### 1. Student Well-being

#### Role Expectations:

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

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

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

### 2. Education Leadership

#### Role Expectations:

- RE 2.1 Provides leadership in all matters relating to education in the Division.
- RE 2.2 Ensures students in the Division have the opportunity to meet standards of education set by the Minister.
- RE 2.3 Implements education policies established by the Minister and the Board.
- RE 2.4 Informs the Board of schools which meet the requirement for review under ~~the Education Act~~ The Education Act, 1995 or Board policy.

#### Quality Indicators relative to Education Leadership

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

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

### 3. Fiscal Responsibility

Role Expectations:

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

Quality Indicators relative to Fiscal Responsibility

- QI 3.1 Ensures accounting practices which are in accordance with ~~the Education Act~~ The Education Act, 1995 are being followed, using accounting principles generally accepted for school divisions as prescribed by the Ministry of Education.
- QI 3.2 Ensures adequate internal financial controls exist and are being followed.
- QI 3.3 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 3.4 Ensures school-based funds are expended as per approved budgets.
- QI 3.5 Informs the Board annually about incurred liabilities.
- QI 3.6 Informs the Board immediately regarding litigation initiated by or against the Board.
- QI 3.7 Conducts internal audits of school accounts and takes remedial actions when deemed warranted.
- QI 3.8 Ensures limits on emergency expenditures and change orders are followed.
- QI 3.9 Ensures insurance coverage ~~reasonably~~ appropriately mitigates risk.

### 4. Personnel Management

Role Expectations:

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

RE 4.3 Monitors and improves the performance of all staff.

#### Quality Indicators relative to Personnel Management

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

### 5. Policy/Procedures

#### Role Expectations:

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

#### Quality Indicators relative to Policy/Procedures

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

### 6. Director/Board Relations

#### Role Expectations:

- RE 6.1 Establishes and maintains positive professional working relations with the Board.
- RE 6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
- RE 6.2.1 Implements the expressed will of the Board in a manner consistent with the spirit and intent underlying each of the Board's decisions.
- RE 6.3 Provides the information which the Board requires to perform its role.

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

- QI 6.1 Prepares and distributes Board agendas to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 6.2 Keeps the Board informed about Division operations.
- QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations when requested.
- QI 6.4 Interacts with the Board in an open, honest, pro-active and professional manner.
- QI 6.5 Provides support to the Board re: advocacy efforts on behalf of the Division.
- QI 6.6 Ensures high-quality management services are provided to the Board.
- QI 6.7 Provides the Board with correspondence directed to the Board or trustees.

### 7. Improvement and Accountability Planning and Reporting

#### Role Expectations:

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

#### Quality Indicators relative to Improvement and Accountability Planning and Reporting

- QI 7.1 Develops budget and priorities and key results according to a timeline which ensures the Board's ability to provide direction and revise priorities.
- QI 7.2 Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.
- QI 7.3 Ensures facility project budgets and construction schedules are followed ~~or~~ and timely variance reports are provided to the Board.
- QI 7.4 Ensures transportation services are provided with due consideration for efficiency, safety and length of ride and client satisfaction.
- QI 7.5 Provides accountability reports as directed by the Board

### 8. Organizational Management

#### Role Expectations:

- RE 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- RE 8.2 Reports to the Minister with respect to matters identified in and required by ~~the Education Act~~ The Education Act, 1995.



#### Quality Indicators relative to Organizational Management

- QI 8.1 Ensures Division compliance with all Ministry of Education and Board mandates (timelines and quality).
- QI 8.2 ~~Effectively m~~Manages time and resources effectively.
- QI 8.3 Ensures that appropriate procedures are in place for the management of critical events and emergencies.

### 9. Communications and Community Relations

#### Role Expectations:

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

#### Quality Indicators relative to Communications and Community Relations

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

### 10. Leadership Practices

#### Role Expectations:

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

#### Quality Indicators relative to Leadership Practices

- QI 10.1 Provides clear direction.
- ~~QI 10.2 Provides effective educational leadership.~~
- QI 10.32 Establishes and maintains positive, professional working relationships with staff.
- QI 10.43 Unites people toward common goals.
- QI 10.54 Demonstrates a high commitment to the needs of students.
- QI 10.65 Has a well-established value system based on integrity.

QI 10.~~76~~ Empowers others.

QI 10.~~87~~ ~~Effectively s~~Solves problems effectively.

## **LEADERSHIP PRACTICES INTERVIEW GUIDE**

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

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

# AGENDA ITEM

<b>Meeting Date:</b>	February 5, 2019	<b>Agenda Item #:</b>	04.3
<b>Topic:</b>	<b>Approval of Land Transfer</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	Work has been ongoing to improve the alignment of School Division Land boundaries to better reflect current student transportation requirements. Recently, PVSD approved the transfer of some of the Land in question. An additional approval is required by PSSD for the land between the originally requested land and the boundary.
<b>Current Status:</b>	In order to complete the land transfer, the Ministry has requested the following land locations be approved for transfer by the Board : NE-9-15-21-W2; NW-9-15-21-W2; NW-10-15-21-W2; SE-15-15-21-W2; SW-15-15-21-W2; SE-16-15-21-W2; and SW-16-15-21-W2.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Stephen Robitaille	February 5, 2019	<ul style="list-style-type: none"> <li>Email INCLUDING MAP</li> </ul>

**Recommendation:** That the Board approve the acquisition of the additional land LISTED ABOVE.

**From:** Kirby, James ED james.kirby@gov.sk.ca

**Subject:** PVSD and PSSD Land Transfer

**Date:** November 2, 2018 at 2:20 PM

**To:** Baldwin, Tony ED baldwin.tony@prairiesouth.ca, Robitaille, Stephen ED robitaille.stephen@prairiesouth.ca

**Cc:** Mellor, Naomi ED Naomi.Mellor@pvsd.ca, Andrie, Barry ED Barry.Andrie@gov.sk.ca, Hawryluk, Sara ED sara.hawryluk@gov.sk.ca



Hi Tony and Stephen, I have received confirmation from Prairie Valley School Division to transfer land from PVSD to PSSD as per the attached map.

We have approval from PVSD for:

NE-9-15-21-W2;  
NW-9-15-21-W2;  
NE-10-15-21-W2;  
NW-10-15-21-W2;  
SW-14-15-21-W2;  
SE-15-15-21-W2;  
SW-15-15-21-W2;  
SE-16-15-21-W2;  
SW-16-15-21-W2; and  
SE-30-15-21-W2.

We have PSSD approval for:

NE-10-15-21-W2;  
SW-14-15-21-W2; and  
SE-30-15-21-W2.

We need PSSD approval for:

NE-9-15-21-W2;  
NW-9-15-21-W2;  
NW-10-15-21-W2;  
SE-15-15-21-W2;  
SW-15-15-21-W2;  
SE-16-15-21-W2; and  
SW-16-15-21-W2.

We also need to PSSD to receive landowner approval for:

NE-9-15-21-W2;  
NW-9-15-21-W2;  
NW-10-15-21-W2;  
SE-15-15-21-W2;  
SW-15-15-21-W2;  
SE-16-15-21-W2; and  
SW-16-15-21-W2.

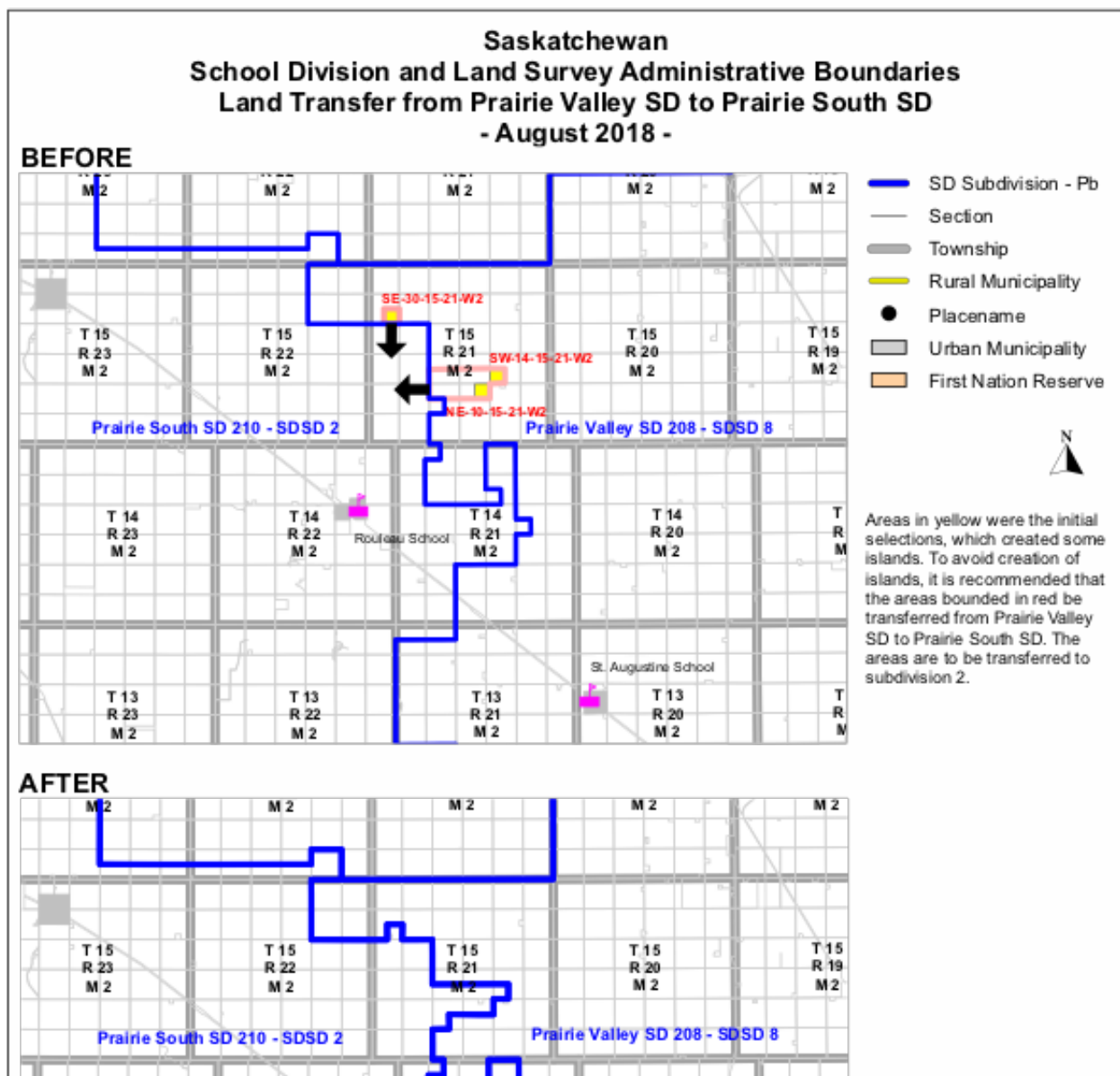
Once we have this we will be able to move forward with the Minister's Order.

If you have any questions or concerns, please let me know.

Thanks,

James Kirby  
Education Legislative Administrator  
Legislation Services & Privacy  
Corporate Services Branch  
Ministry of Education  
4<sup>th</sup> Floor, 2220 College Avenue  
REGINA SK S4P 4V9  
Telephone: (306) 787-9380  
Fax: (306) 798-5042

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## AGENDA ITEM

<b>Meeting Date:</b>	February 5, 2019	<b>Agenda Item #:</b>	04.4
<b>Topic:</b>	<b>Transportation Accountability Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:** According to the Board's yearly plan, a Transportation Accountability Report is to be presented to the Board of Education in February of this year.

**Current Status:** Please see the attached Transportation Accountability Report.

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Barry Stewart	January 31, 2019	Accountability Report: Transportation

***Recommendation:***

That the Board receive and file the Transportation Accountability Report.



## 2017-2018 Transportation Accountability Report

Prepared by Barry Stewart, Transportation Manager

### Source Documents

#### Policy 12

##### 1.0 Student Well Being

- 1.3 Ensures the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.

### Evidence

During the 2017-18 school year, Prairie South Schools provided daily transportation services to students on 114 bus routes with a total daily distance of about 19,110 kilometers or 3,573,570 kilometers per year.

### Staff

Position	Number of Employees				
	2013-14	2014-15	2015-16	2016-17	2017-18
Regular Bus Drivers	126	123	121	115	113
Mechanic Helper/Assistant	2	2	2	2	2
Certified Mechanic	1	1	1	1	1
Journey-Person Mechanic	4	4	4	4	4
Shop Foreman (Journey-Person Mechanic)	2	2	2	2	2
Administrative Assistant	1.2	1.2	1.2	1.2	1
Assistant Managers	2	2	2	2	1
Manager	1	1	1	1	1
Sub-Total	139.20	136.20	134.20	128.20	125
Casual Bus Drivers	103	94	93	84	93
Total	242.20	230.20	227.20	212.20	218

School Bus Transportation is divided into two regions as follows:

<b>Rural</b>		<b>Urban</b>
Assiniboia 7 <sup>th</sup> Avenue School	Glentworth School	Empire School
Assiniboia Composite High School	Kincaid Central School	King George School
Assiniboia Elementary School	Lafleche Central School	École Palliser Heights School
Avonlea School	Lindale School	Holy Trinity Special Needs
Bengough School	Mankota School	Prince Arthur School
Caronport Elementary School	Mortlach School	Life Skills (Riverview)
Central Butte School	Mossbank School	SAPP (School-Aged Parent Program - Peacock)
Central Collegiate (Rural)	Palliser Heights (Rural French Immersion)	Sunningdale School
Chaplin School	Peacock Collegiate (Rural)	Westmount School
Cornerstone Christian School (Rural)	Riverview Collegiate (Rural)	William Grayson School
Craik School	Rockglen School	
Coronach School	Rouleau School	
École Gravelbourg School	St. Michael (Holy Trinity Rural)	
École St. Margaret (Holy Trinity Rural)	Vanier Collegiate (Holy Trinity Rural)	
Eyebrow School		

#### Number of Children Transported

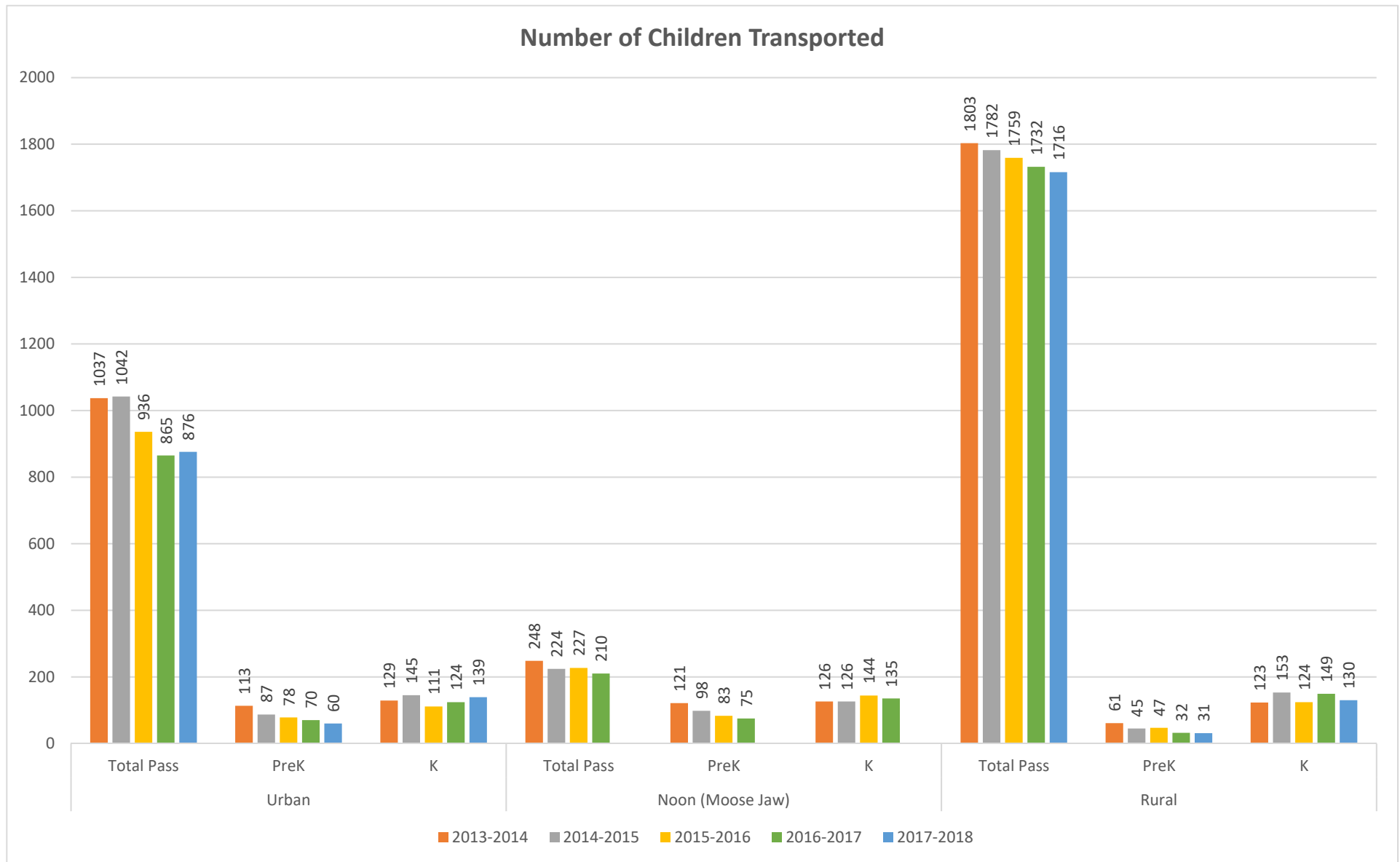
<b>School Year</b>	<b>Urban</b>	<b>Urban Noon</b>	<b>Rural</b>	<b>Total</b>
2017-2018	876	n/a	1716	2592
2016-2017	865	210	1732	2807
2015-2016	936	227	1759	2922
2014-2015	1042	224	1782	3048
2013-2014	1037	248	1803	3088

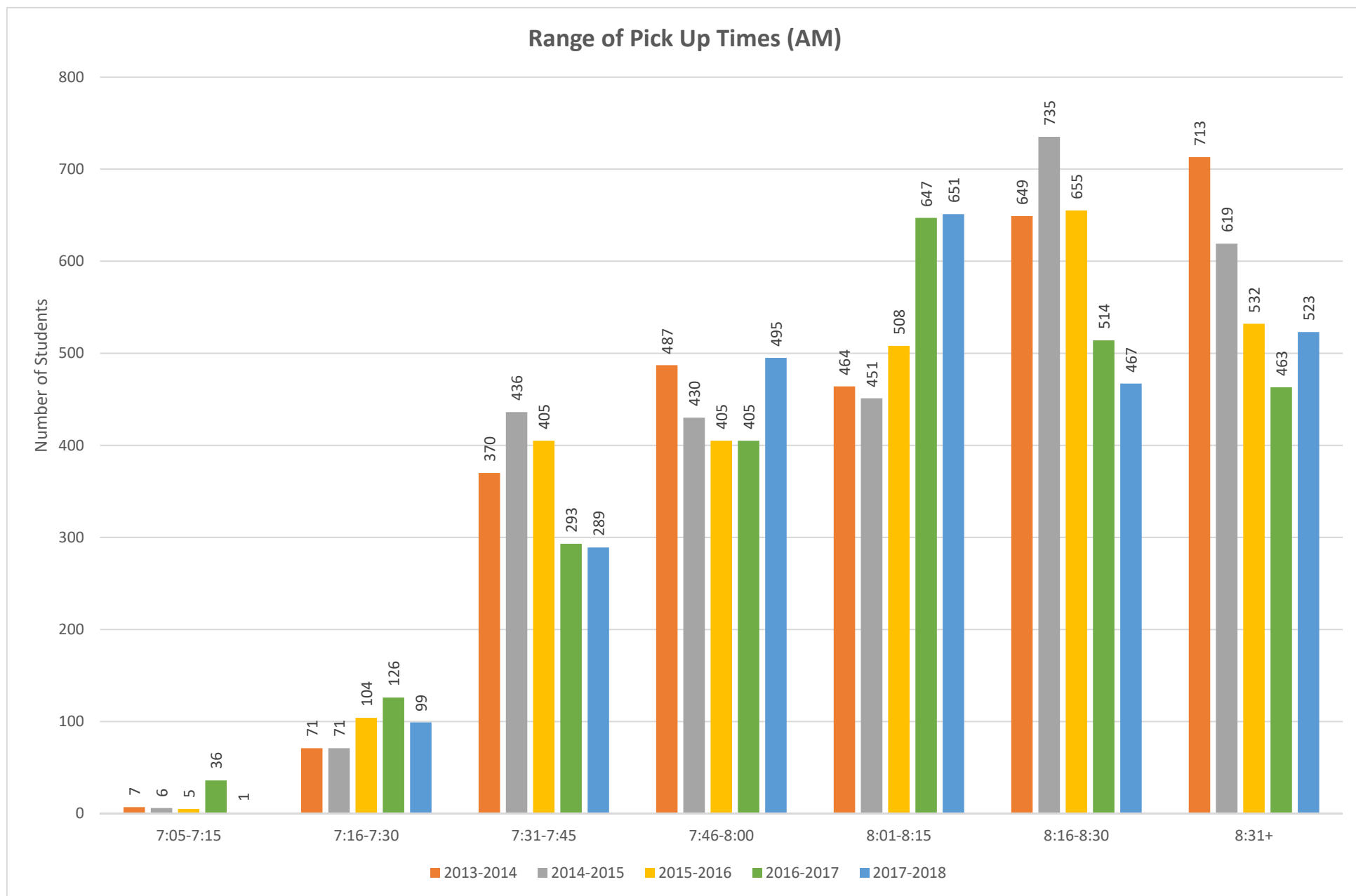
- In 2017-18 we transported 46 Holy Trinity students and 19 Cornerstone Christian School students for a total of 65 students.

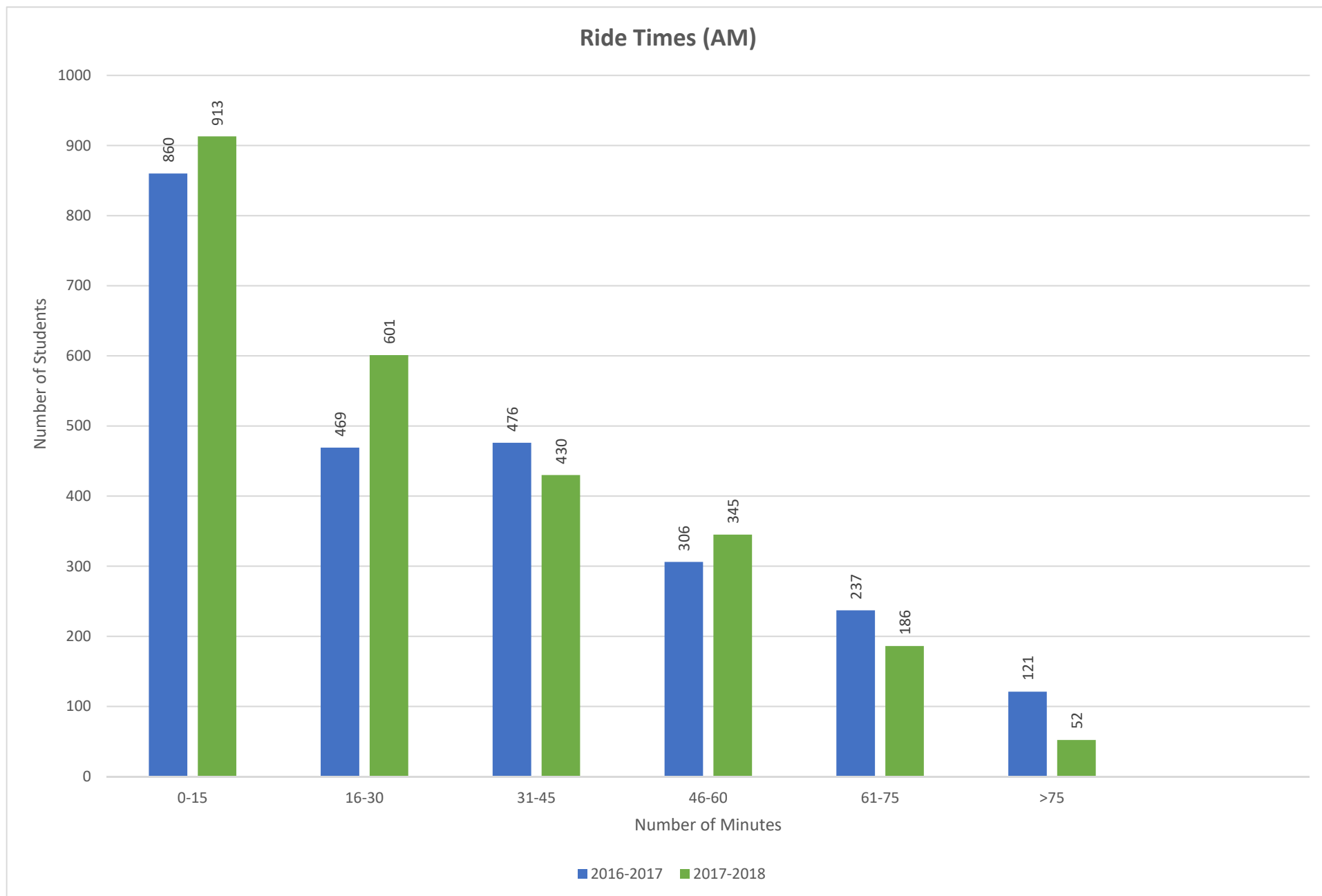
#### Average Ride Times

<b>School Year</b>	<b>Urban</b>	<b>Rural</b>
2017-2018	9 minutes	35.5 minutes
2016-2017	13 minutes	40 minutes

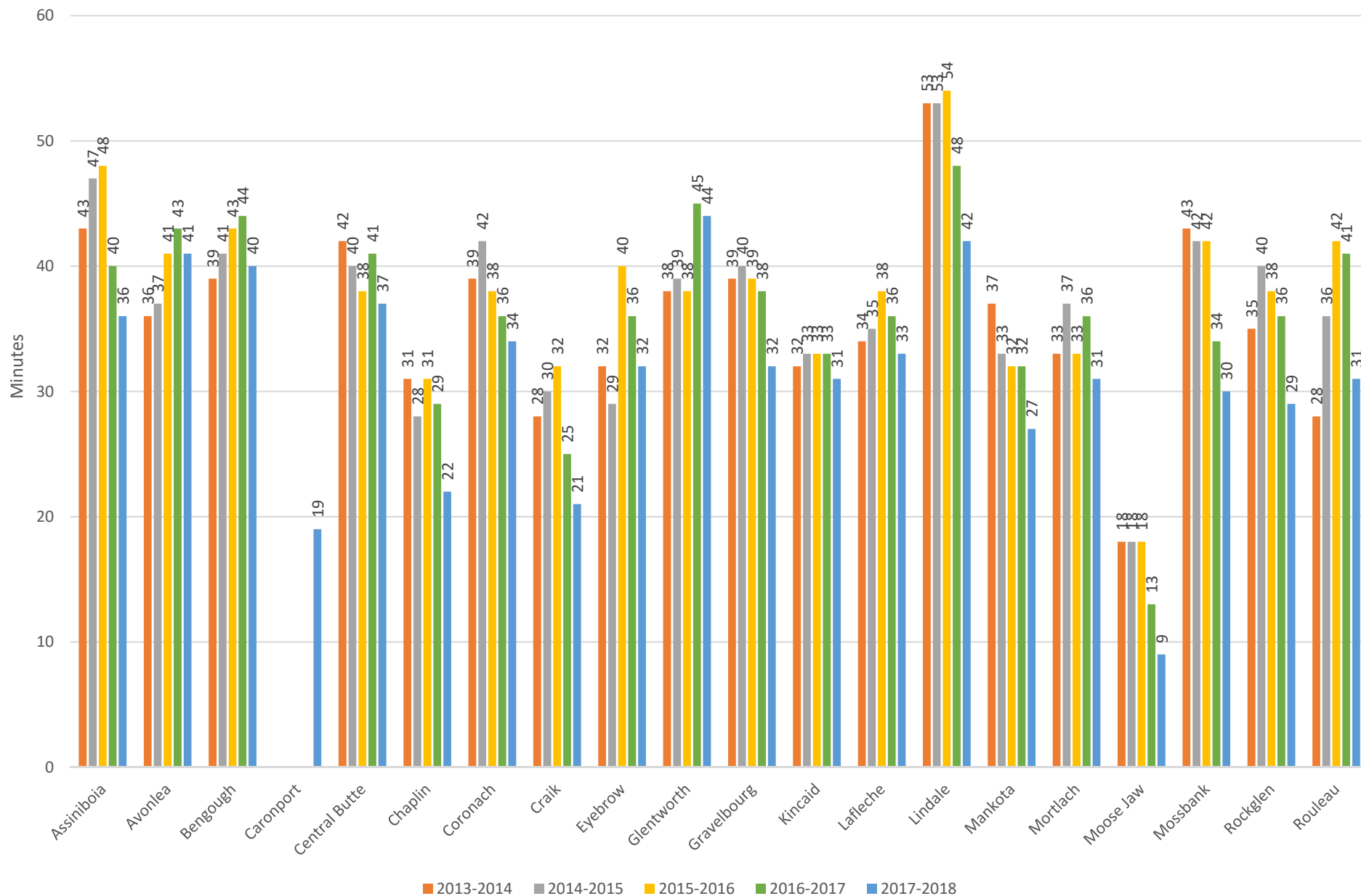
## Route Information







## Average Minutes on School Bus (AM)



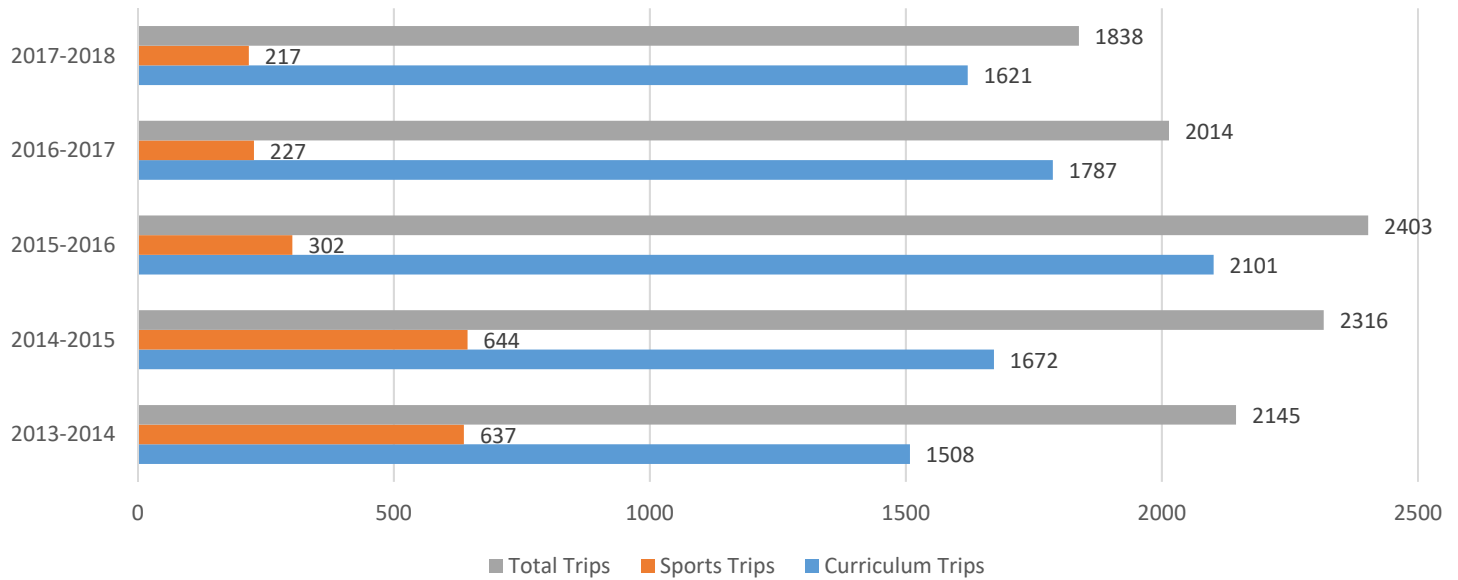
**Passengers – Amount of Time on School Bus (AM) (Minutes)**

School	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
Assiniboia	5	96	5	95	1	98	3	110	2	86
Avonlea	2	85	5	90	5	90	2	85	2	90
Bengough	3	90	1	90	1	90	3	104	2	90
Caronport									7	27
Central Butte	2	95	2	90	5	90	7	90	1	68
Chaplin	5	70	5	60	5	70	7	53	6	55
Coronach	5	90	5	85	3	80	5	80	2	78
Craik	2	65	5	65	5	65	2	54	2	59
Eyebrow	8	73	11	73	10	78	10	72	2	74
Glentworth	2	75	3	77	2	77	4	87	3	78
Gravelbourg	2	85	4	95	5	85	2	85	2	74
Kincaid	2	72	2	70	2	72	3	73	2	73
Lafleche	5	70	5	72	5	79	3	76	3	64
Lindale	20	99	7	95	22	90	6	90	6	80
Mankota	10	75	5	70	5	70	4	63	3	71
Mortlach	5	75	10	85	9	70	8	85	4	70
Moose Jaw	1	75	1	65	1	70	1	44	1	25
Mossbank	5	95	5	78	4	95	3	88	4	74
Rockglen	5	77	5	85	5	85	1	85	1	80
Rouleau	5	50	5	64	7	76	3	87	3	60

**Conveyance**

No of Students	Description	Daily Amount		
		2015-2016	2016-2017	2017-2018
1	Special Needs	\$15.00		
1	Special Needs	\$10.20	\$10.20	\$10.20
1	French Immersion Program	\$15.16	\$15.60	\$15.60
1	French Immersion Program	\$17.64	\$17.64	\$17.64
1	French Immersion Program	\$10.80	\$10.80	\$10.80
1	French Immersion Program	\$50.00		\$6.00
1	French Immersion Program	\$15.00		\$15.00
<b>Total Daily Amounts</b>		<b>\$133.80</b>	<b>\$54.24</b>	<b>\$75.24</b>

### Charter Trips for Curriculum and Sports Activities



### Curriculum Charters: 2017-2018 School Year

Description	Month												Total
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
Rural School Local Area	4	1	1	48	22	15	15	1	18	31	0	0	156
Moose Jaw Local	85	139	208	103	150	78	33	77	85	126	0	0	1084
Rural School to Moose Jaw	0	2	0	2	0	0	0	34	35	10	0	0	83
Rural School to Other Rural School	19	19	13	6	7	4	24	17	15	37	0	0	161
To Points Outside PSS	18	11	8	3	2	11	19	11	20	34	0	0	137
<b>Total</b>	<b>126</b>	<b>172</b>	<b>230</b>	<b>162</b>	<b>181</b>	<b>108</b>	<b>91</b>	<b>140</b>	<b>173</b>	<b>238</b>	<b>0</b>	<b>0</b>	<b>1621</b>

*\*We did 4 Holy Trinity trips to points outside Prairie South (1 in March and 3 in April) which are included above.*

### Sports Charters: 2017-2018 School Year

Description	Month												Total
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
Rural School Local Area	1	0	0	0	0	0	0	0	0	0	0	0	1
Moose Jaw Local	15	11	0	0	0	0	0	0	3	23	0	0	52
Rural School to Moose Jaw	1	5	0	1	3	5	0	0	20	8	0	0	43
School to Rural School	10	16	1	4	10	8	7	4	13	6	0	0	79
To Points Outside PSS	19	7	0	3	2	2	3	1	3	1	0	1	42
<b>Total</b>	<b>46</b>	<b>39</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>39</b>	<b>38</b>	<b>0</b>	<b>1</b>	<b>217</b>



## Fleet Information

The bus fleet consisted of 155 units; 114 units are used on routes. The other 41 units are spare buses replacing designated route buses for maintenance requirements and some of these buses may also be used for extra and co-curricular trips. Starting in September of 2017 Prairie South started maintaining, servicing and completing mandatory SGI inspections on 12 Holy Trinity buses.

Year	No of Units				
	2013-14	2014-15	2015-16	2016-17	2017-18
1996	2	0	0	0	0
1997	3	0	0	0	0
1998	10	3	3	3	1
1999	6	3	3	3	0
2000	6	3	3	1	0
2001	7	6	6	4	1
2002	8	8	8	4	2
2003	14	14	14	13	11
2004	7	7	6	5	1
2005	6	6	6	6	4
2006	2	2	2	0	0
2007	9	9	9	9	9
2008	19	19	19	19	19
2009	45	45	45	45	45
2010	2	2	2	2	2
2011	17	17	17	17	17
2012	0	0	0	0	0
2013	10	10	10	10	10
2014	3	4	4	4	4
2015	0	19	19	19	18
2016	0	0	0	6	6
2017	0	0	0	0	5
<b>Total</b>	<b>176</b>	<b>177</b>	<b>176</b>	<b>170</b>	<b>155</b>

Bus Unit Capacities (Passengers)	Total Number	Wheelchair Accessible
24 & Under	32	1998, 2007, 2007
28	1	
34/35/36	57	
42/46/47/48	24	
52/53/54	25	2002
72	16	2007
<b>Total</b>	<b>155</b>	<b>5 Wheelchair Accessible</b>

### Other PSS Vehicles Maintained Including Trailers – 2017-2018

Asset Unit #	Year	Description	Primary Location
99-02	1999	Small Bus Converted to Cargo Vessel	Moose Jaw Bus Maintenance Shop
99-03	1999	Small Bus Converted to Service Vehicle	Moose Jaw Bus Maintenance Shop
05-03	2005	½ Ton Truck	Moose Jaw Bus Maintenance Shop
05-04	2005	½ Ton Truck	Assiniboia Bus Maintenance Shop
11-16	2011	1 Ton Truck	Moose Jaw Bus Maintenance Shop
10-03	2010	Dodge Caravan	RVCI - Life Skills
T-01	1994	Canoe Trailer	Moose Jaw
T-02	1994	Canoe Trailer	Moose Jaw
T-04	2012	Canoe Trailer	Moose Jaw
T-05	2015	6 x 12 Cargo Trailer	9 <sup>th</sup> Avenue Office
T-07	2005	Canoe Trailer	Coronach School
T-09	1980	Utility Trailer	Assiniboia Composite High School
T-10	2008	Canoe Trailer	Moose Jaw
T-12	2011	Canoe Trailer	Moose Jaw
T-13	2015	6 x 12 Cargo Trailer	9 <sup>th</sup> Avenue Office
T-14	2015	6 x 12 Cargo Trailer	9 <sup>th</sup> Avenue Office

\* We also assist with the maintenance of 21 Facilities Department vehicles; Facilities vehicles were serviced a total of 34 times in 2017/2018... this only includes maintenance that required work-orders, we also do a lot of ad-hoc servicing like bulb and fuse replacement, etc.

## Safety

Prairie South has two bus garages (one in Moose Jaw and the other in Assiniboia). Both garages are licensed by Saskatchewan Government Insurance (SGI) as Vehicle Inspection Facilities for school buses.

SGI has a Carrier Profile System which is part of a national initiative to enhance our safe-driving performance. The system collects information on the driving experience of our drivers, including traffic convictions, at-fault accidents, and on-road Commercial Vehicle Safety Alliance inspections. This information is the basis for measuring our safety performance. Our profile rating during this reporting period is satisfactory unaudited.

School buses are required to be maintained to provincial standards at all times and pass a formal comprehensive inspection annually. In Saskatchewan, school buses must undergo a “bumper to bumper” safety inspection every 12 months.

All school buses must be maintained to minimum acceptable equipment safety standards when operated on a public road, through the implementation of a continuous preventative maintenance program. All buses are scheduled every 6,000 kilometers for a service and inspection check. This occurs about every 4 to 8 weeks depending upon the number of kilometers driven. Our maintenance program is designed to keep our buses safe and to reduce delays and limit costly repairs to a minimum.

<b>Inspections</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
SGL Inspection	197	178	176	161	154
Regular Service Inspection & General Repairs	1,065	1,128	1,071	1,171	798
<b>Total</b>	<b>1,262</b>	<b>1,306</b>	<b>1,247</b>	<b>1,332</b>	<b>952</b>

### School Bus Drivers

- Drivers are provided with a handbook outlining their responsibilities and a copy of the Saskatchewan School Bus Operating Regulations.
- Safety bulletins relating to their responsibilities are also provided as deemed necessary.
- To retain a school bus driver S Endorsement licence, a driver must re-test every five years (through SGI).
- Drivers must have a current satisfactory medical examination on file with SGI.
- Drivers SGI Abstracts are reviewed annually.
- Monitor status of driver's licenses on a monthly basis using SGI intranet.
- Review of accidents with the driver involved.

### **Training For School Bus Drivers**

<b>Description</b>	<b>Number of Drivers</b>
Training New Drivers	14
Refresher Training (Pre-Trip Inspection and/or on road assessment)	39
SGL Recertification	26
First Aid Recertification	41

### Promoting Positive Student Behaviour on Buses

The primary role of the bus driver is the safe operation of the bus. Students are expected to follow the same behaviour standards while riding school buses as are expected on school property or at school activities, functions or events. Bus drivers must communicate expectations and reinforce them appropriately. They must exhaust all avenues in an attempt to correct minor behaviour problems. Additional support and assistance is provided as necessary in cooperation with the school principal or their designate.

- Student Safety Awareness:
  - Student conduct rules posted visibly on all school buses.
  - Safety Awareness Information is circulated in School Newsletters.
  - School Bus Transportation Informational Package – A Safe Journey is available to parents.
  - School Bus Safety Presentations:
    - March 15, 2017 – Assiniboia Safety Day – Grades 7 and 8 (~240 Students)
    - November 8, 2018 – Moose Jaw Safety Day – Grades 7 & 8 (~300 students)
  - Developed and delivered a “First Rider” program in Moose Jaw and Assiniboia – late August 2018.
  - Developed new parent/student bus safety brochure for 2017-18 school year.

## Vehicle Accidents

Description	2013-14	2014-15	2015-16	2016-17	2017-18
Other person at fault	4	4	3	10	2
Bus struck another vehicle	5	4	4	3	3
Bus struck a fixed object	1	5	3	2	1
Animal strike		4	0	3	4
Total	10	17	10	18	10

The total cost for damages assessed to the division was \$2,100.00.

## Bus Planner

The Student Transportation Management and Route Planning System (Bus Planner) was installed during the 2015-16 school year. We continue to learn and implement the program and use it to identify and implement a number of efficiencies with our routes. Training for the software took place over the summer of 2017. This work continued and accelerated during 2017-18 with the addition of the GPS module.

## **Current & Future Initiative(s) and Administrative Considerations**

- GPS systems are installed on all but a handful of buses for the fall of 2018.
- Ongoing work to establish an urban transportation strategy with Holy Trinity Catholic School Division.
- Established a Drivers' Committee in 2017-18 to leverage local knowledge, identify emerging issues, promote professionalism amongst drivers and act as a forum for drivers to bring things that are important to them.
- Implementing electronic student registration forms for transportation requests.
- Implementing electronic charter trip requests.
- Adding additional functionality and integration to the Parent Portal in BusPlanner including the "Where's My Bus" option so parents receive information regarding their child(ren)'s bus route and where their bus is at any given time.

## Spare/Casual Bus Drivers

Availability of spare/casual drivers, especially in our rural areas remains a challenge and driver recruitment and retention is ongoing. Our aging population of regular drivers is also a concern.

### Increased Costs for Bus Replacement and Parts

There are four school bus manufacturers with the three largest being American. The fourth is Canadian but with major components made in the USA. Costs of school buses and parts have continued to increase, especially since the introduction of new tariffs in the summer of 2018. In November 2012 a 47 passenger bus cost ~\$82,500 and the same bus purchased in August 2018 was \$115,000. The cost to purchase a new bus increased by about 39.40% over a six year period.

### **Recommended Motion**

That the Board receive and file the Transportation Accountability Report.

## **Appendix 1**

### **REPORTING TRANSPORTATION PERFORMANCE INFORMATION September 2018 – June 2019**

Performance Indicator*	Results	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
Total students transported	2,610	
Number of transportation routes	105	
Number of unfilled routes	0	
Number of cancelations:	66	
Mechanical	4 days	
Weather	40.5 days	
No substitute driver	21.5 days	
Other	0	
Average age of bus fleet	7.26yrs old	7.76yrs old
Capacity utilized on bus (average)	67.3%	
Average one-way ride time (in minutes)	28 minutes	
Longest one-way ride time (in minutes)	91 minutes	

1<sup>st</sup> Half: September 4, 2018 – January 31, 2019

2<sup>nd</sup> Half: February 1, 2019 – June 28, 2019

#### **Emerging issues:**

*(Please report on some of the main issues/challenges that your transportation department is facing for the quarter).*

Regular & spare drivers remain difficult to recruit and retain in all areas as well as an aging staff.

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## AGENDA ITEM

<b>Meeting Date:</b>	February 5, 2019	<b>Agenda Item #:</b>	04.5
<b>Topic:</b>	<b>Out of Province Excursion</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:** Central Collegiate's Grade 10-12 Youth Leadership trip to Edmonton, AB on March 1-4, 2019.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	Jan. 29, 2019	Out-of-Province Excursion

***Recommendation:***

That the Board approve Central Collegiate's Grade 10-12 Youth Leadership trip to Edmonton, AB on March 1-4, 2019.

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

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
<b>Name of Teacher:</b> Logan Petlak	<b>School:</b> Central Collegiate
<b>Type of Activity:</b> <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity _____	
<b>Grade Level:</b> 10-12	<b>Number of Students:</b> 2
<b>Destination:</b> Edmonton	<b>Trip Date:</b> Fri Mar 1 to Mon Mar 4
<b>Number of School Days (Partial/Full):</b> 1 full day (Monday only)	
<b>Transportation:</b> <input type="checkbox"/> Travel by Bus (PSSD No. 210)    or <input type="checkbox"/> Other: <u>Air</u> _____ <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____ _____	
<b>Number of Teachers, Parents, Chaperones:</b>	
<b>Qualifications/Certifications of Teachers, Parents, Chaperones:</b> <input type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

<b>C. BUDGET</b>
<ul style="list-style-type: none"> <li>❖ Anticipated Budget -1 sub day for Logan, cab from airport to Bennett Centre and back, mileage to Regina airport and back. Total is approximately \$ 400                - Budget breakdown (be sure to include cost of substitute staff)</li> <li>❖ Description of Funding Sources All accommodations, meals provided by Centre for Global Education. Travel bursary is available and will be applied for.</li> <li>❖ Out of Pocket Cost per Participant \$30 for snacks, additional for shopping at West Edmonton if they choose.</li> </ul>



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

**D. LEARNING OBJECTIVES**

Logan and his students are taking part in a National discussion on gay straight alliances in schools sponsored by the Centre for Global Education. They participate in 5 online sessions, complete a local activity and then participate in a weekend event in Edmonton with other teachers and students from across Canada.

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

a) Pre-Excursion Learning

Online learning sessions and local activity/event

b) Excursion Learning

Learning from and with other students to write a 'white paper' on the status of gay straight alliances in schools across Canada.

c) Post-Excursion Learning

Sharing their learning with classmates

**F. SCHEDULE OF ACTIVITIES**

**Youth Leadership Symposium Agenda**

**DAY ONE - FRIDAY, MARCH 1**

**6:00 - 7:00 PM - Arrival, Registration & Pizza at the Bennett Centre**

[9703 94 St, Edmonton, AB T6C 3W1]

- Students & chaperones overnight at Bennett Centre, Edmonton, AB (<http://bennettcentre.epsb.ca/>)
- Bring your own sleeping bag, pillow, and towel
- Meals provided on site. Please contact [Sarah](#) with any special dietary concerns, allergies, or restrictions.

7:00 - 7:30 PM - CGE: Welcome & Leadership Symposium Overview

7:30 - 8:00 PM - Team Building

8:00 - 9:30 PM - Music, Board Games, & Campfire

9:30 - 10:30 PM - Free Time

10:30 pm - Light's Out

**DAY TWO - SATURDAY, MARCH 2**

7:30 - 8:30 AM - Yoga (optional)

8:30 - 9:15 AM - Breakfast

9:15 - 10:00 AM - Opening - Welcome by Two-spirit Elder, Ed Lavallee

10:00 - 11:30 AM - Session #1 - Reviewing experience - GBV, & QSA conversations across Canada

11:30 - 12:00 PM - Reflection Time

12:00 - 1:00 PM - LUNCH

1:00 - 2:30 PM - Session #2 - Emerging Themes

2:30 - 3:00 PM - Reflection Time

3:00 - 4:30 PM - Session #3 - Where might we go on a National level?

4:30 - 5:00 PM Small Group Brainstorms

5:00 - 5:45 PM - Dinner

6:00 - Bus Departs \*Optional Activity, Will also have program-related activities available at Bennett Centre.

6:00 - 9:00 PM - Field Trip - West Edmonton Mall

9:00 - Bus Returns to Bennett Centre

9:30 - 9:45 PM - Debrief day

9:45 - 10:30 PM - Free Time

10:30 PM - Light's Out

### **DAY THREE - SUNDAY, MARCH 3**

7:30 - 8:30 AM - Yoga (optional)

8:30 - 9:15 AM - Breakfast

9:15 - 10:00 AM - Coffee & Conversation - Guest - Ted Kerr/ Martin?

10:00 - 11:30 AM - Session #4: National Campaign - Mission, Goal, 5W's, Topic overview, FAQ, do's/don'ts, Social Media/ posters/ logos, Terms, Resources/further education

11:30 - 12:00 PM - Reflection Time

12:00 - 1:00 PM - LUNCH

1:00 - 2:30 PM - Session #5: National Campaign... cont'd - Mission, Goal, 5W's, Topic overview, FAQ, do's/don'ts, Social Media/ posters/ logos, Terms, Resources/further

Date Revised: *December 2016*

education

2:30 - 3:00 PM - Reflection Time

3:00 - 4:30 PM - Session #6 - Focus on art or writing re: campaign

4:30 - 5:00 PM - Free Time

5:00 - 6:00 PM - Dinner

6:00 - Bus Departs \*Optional Activity, Will also have program-related activities available at Bennett Centre.

6:00 - 10:00 PM - Princess Theatre - Private screening

10:00 - Bus Returns to Bennett Centre

10:00 - 10:30 PM - Free Time

10:30 PM - Light's Out

#### **DAY FOUR - MONDAY, MARCH 4**

7:30 - 8:30 AM - Yoga (optional)

8:30 - 9:15 AM - Breakfast

9:15 - 10:00 AM - Coffee & Conversation - Guest - Boyd WhiskeyJack, U of A

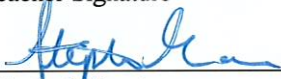
10:00 - 11:30 AM - Session #7: Final Paper & Campaign Edits

11:30 - 12:00 PM - Session #8 : Rising Youth: *Applying for Action Grants*

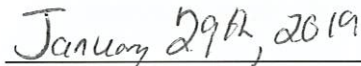
12:00 - 1:00 PM - Lunch, Packing, and Goodbyes




Teacher Signature



Principal Signature



Date



Date

Director/Superintendent Signature

☐

**Request Approved**

☐

**Request Denied**

## AGENDA ITEM

<b>Meeting Date:</b>	February 5, 2019	<b>Agenda Item #:</b>	04.6
<b>Topic:</b>	<b>Out of Province Excursion</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

**Background:** Lindale's Grade 8 ski trip to Assessippi Ski Resort on March 5-7, 2019.

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	Jan. 17, 2019	Out-of-Province Excursion

***Recommendation:***

That the Board approve Lindale's Grade 8 ski trip to Assessippi Ski Resort on March 5-7, 2019.

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

### Division Office Administration Approval Required

<b>A. INFORMATION</b>	
Name of Teacher: Trina Couzens	School: Lindale
Type of Activity: <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Extra-Curricular _____ <input type="checkbox"/> High Risk Activity _____	
Grade Level: Eight	Number of Students: 29
Destination: Assessippi Ski Resort	Trip Date: March 5 –March 7
Number of School Days (Partial/Full): 2 full	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or <input checked="" type="checkbox"/> Other: Chartered Bus <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____ _____	
Number of Teachers, Parents, Chaperones: 6	
Qualifications/Certifications of Teachers, Parents, Chaperones: <input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

<b>C. BUDGET</b>
❖ Anticipated Budget attached - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources: attached ❖ Out of Pocket Cost per Participant: none

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

**D. LEARNING OBJECTIVES**

As attached

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

a) Pre-Excursion Learning

b) Excursion Learning

As attached

c) Post-Excursion Learning

**F. SCHEDULE OF ACTIVITIES**

As attached

Teacher Signature

Date

Principal Signature

Date

Director/Superintendent Signature

☐

Request Approved

☐

Request Denied

Jan 10<sup>th</sup>, 2019

To Whom I May Concern:

Attached is the proposal for the Grade 8 Asessippi trip for Lindale Grade 8's. This trip has been an annual event for many seasons. It has been a very memorable experience and a valuable learning adventure!

Thank you for your consideration,

Trina Couzens

## **Grade 8 Winter Alternate Environment Activity Proposal**

Teachers : Trina Couzens, Mike Wourms, Heather Gobbett (Principal) and Andrea Miller (Educational Assistant)

As part of the Alternate Environment Activities within the Grade 8 Outcomes Movement Activities Focus, I would like to plan 3-day, 2-night excursion for all the grade 8 students to Asessippi Ski Resort and Winter Park from Tuesday, March 5th to Thursday March 7, 2019. There are approximately 29 students involved as well as parent and teacher chaperones.

Trina Couzens

### **Outcomes: Physical Education**

#### **8.8- Alternate Environment Activities**

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

*Indicators:*

*Willingly participates in the alternate environment activities of downhill skiing and tobogganing focusing on developing the skills that are unique to these activities.*

*Apply self, peer, and/or teacher-determined adaptations to skill performance in downhill skiing to support participation and/or skill development of self and others.*

*Determine and practice skills required to enhance enjoyment of movement in downhill skiing.*

*Assessment:*

*Formative*

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

*Summative*

*- At the end of the first lesson, the students are assessed again for level of competence. Each student is given a lift pass according to the competence level. This pass will only allow them to go on certain lifts as there are 4 lifts in Asessippi, each with varying degrees of difficulty. The student will only be allowed to use lifts with runs at their competency level.*

*At any time in the 2 days we are skiing, the students can set up an appointment with their instructor to be re-evaluated. If they have improved, they are given a different pass accordingly.*



## **Health**

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

*Indicators:*

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

*Assessment: Formative*

*- Packing and Unpacking*

*Students are verbally instructed, monitored and given verbal feedback on their willingness to help.*

*Meals*

*Students are put into work groups for preparing for and cleaning up after meals. The groups decide on their individual tasks and are monitored and given feedback by chaperones during their tasks.*

*Setting up and Packing up sleeping areas*

*Each individual is responsible for preparing their sleeping area in the hall and cleaning up their area.*

*General Clean-up of Hall*

*All students are responsible for general clean-up of the hall on our last morning. Chaperones assess and give verbal feedback to help students get responsibilities done.*

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

*Indicators*

*Investigate the connections between the health of the environment and the health of people.*

*Examine and appreciate the ways natural environments meet physical, aesthetic, and spiritual needs.*

*Assessment*

*Formative*

*Prior to the trip, students watch a DVD provided by Asessippi that deals with that deals with the expectations for taking care of the environment while students are at Assessippl. Discussion will follow.*

*Throughout the trip, whole group discussions take place regularly about the Importance of looking after our environment so activities like this can continue. Discussion also occurs around what is the environmental impact of skiing as compared to other outdoor activities.*

## E. LEARNING ACTIVITIES

### a) Pre-Excursion Learning

Handout — School Trip Safety Guidelines by Canada West Ski Areas Association

includes what to wear, helmet safety, what to expect, Alpine Responsibility Code, safe use of the ski lifts, signage, and emergency situation protocol.

2- DVD package — A Little Respect — Think First

Meal planning

Expectations of students for spending an extended time in a large group setting.

Expectations for packing

Regular fitness activities associated with skiing/snowboarding in Phys. Ed.

### b) Excursion Learning

Mandatory Ski lessons

Day 1 — Structured skill lessons and evaluations

Day 2 — opportunity to further their skill level with small group instruction on more challenging terrain than Day 1.

Presentation reviewing safety and ski hill etiquette by Asessippi instructors

Cooperation in a group setting

Meal preparation and clean-up

Cooperative games

### c) Post-Excursion Learning.

Student written evaluation/self-assessment

Review of basic movement patterns used and major muscle groups important for skiing/snowboarding

## Proposed Expenses

Individual Cost per student

2 night accommodation -

2 day lift passes -

2 Day Skis, Boots, Helmet & Pole Rent

Food Voucher (each day)

\$25.00

- \$54.00

- \$40.50

- \$11.00

Total per student - \$130.50

### I. Add Ons (Optional for students)

Tubing Add On - \$9.00

Board Boots Only (Per Day) - \$10.00

Board Only (per day) - \$15.25

Equipment Switch (by 1:00pm) - \$ 5.00

Skis Only (per day) -\$12.00

Note: Students who decide to take snowboarding lessons and then want to switch back to skis, will only be charged \$5.00 if the equipment is returned by 1:00 and \$10.00 if returned before the end of the day.

Note: Tubing is offered to students on the second day. Approximately one-third of the students will choose just to tube and not ski. The hill will reimburse our second day lift passes for those students.

Note: The rentals of equipment and helmets may not apply to some students as they bring their own equipment and helmet. In the past about one-quarter to one-third of our students have their own equipment.

Bus cost - \$4000

This includes travel. Accommodations for 2 nights for the bus driver is extra.

Groceries — Breakfast -2

- lunch — 2

- supper — 1

- Cost approximately \$100

Note: To help cover costs for food, a meal plan is made and distributed to all parents. Any parents that are willing to donate food items communicate with me on which items they will donate. Whatever is left over is what I purchase. In the past, the response to this has been outstanding. I have not spent more than \$125 on groceries as the rest is generously covered by the parent donations.

Grand Total Projected cost —  $40 \times 130.50 + 4000 + 100 = \$9300$

Funding Sources

Decentralized Budget \$5300

Projected Fundraising \$4000

Total \$9300

General comments

Throughout my teaching career, I have taken students to Mission Ridge Ski Resort. In my judgement, Asessippi stands out above the rest for the following reasons:

#### I. SAFETY

Asessippi is the only resort that controls what lifts and runs the students are able to ski on. Many accidents occur while skiing when skiers choose runs that are above their level. At this resort, the students cannot go on the more difficult runs until they are ready which provides for a much safer and more positive experience for the students.

Distance

- With Asessippi being only 3.5 hours away from Moose Jaw, it is closer than both Table Mountain and Ochapawaye which cuts down on travel costs.

Accommodations

With Inglis being only about 5— 10 minutes away from the hill, the hall works as a perfect place for us to sleep and eat. We could not get accommodations that close to the hill for the same price at any other ski hill.

Differentiation

With 4 chairlifts and a t-bar, the diversity of runs offered at Asessippi addresses the needs of all levels of skiers that a school group will bring on any ski excursion. There is safe runs and challenging runs for all levels of skiers. The mountains is the only other place where you can find such diversity.

The itinerary is as follows:

Tuesday, March 6th

3:00 Departure from Lindale

5:30 Supper break (Western Pizza in Melville)

7:30 —8:00 Arrival at Inglis Hall

8:00 — 9:30 Unpacking

General meeting with students on responsibilities, rules, etc.

9:30-10:30 Planned activities

10:30 Bed preparation

11:00 Lights out

Wednesday, Mar. 7

7:00 — 8:30 Rise and Shine

Breakfast

8:30 Depart for the hill

9:00 —4:00 Skiing/Snowboarding

Mandatory lesson to begin.

4:00-4:30 Return to Inglis Hall

4:30 — 6:30 Supper

6:30— 10:30 Organized skits/activities

Option to return to hill for night skiing

10:30 Bed preparation

11:00 Lights out

Thursday, Mar. 2

7:00 — 9:00 Rise and Shine

Breakfast

Pack up

9:00 Travel to the hill

9:30 -- 4:00 Ski/Snowboard/tubing

4:00 Depart for home

6:00 Supper stop

8:00 — 8:30 Arrival back at Lindale

Chaperones will include myself; another teacher chaperone and 4-5 parent chaperones that will have costs covered. Any other parents that come will have to cover their own costs.

Trina Couzens

Excursion Organizer

## AGENDA ITEM

<b>Meeting Date:</b>	Feb 5, 2019	<b>Agenda Item #:</b>	04.7
<b>Topic:</b>	<b>Monthly Reports</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	The Board has requested monthly updates regarding staff absences and tenders awarded.
<b>Current Status:</b>	Current Information is attached.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	Feb 5, 2019	<ul style="list-style-type: none"> <li>Staff Absence Summaries</li> <li>Tender Summary</li> </ul>

***Recommendation:***

That the Board receive and file the monthly reports as presented.

<b>Teacher Absences &amp; Substitute Usage</b>					
<b>Date Range:</b>	<b>January 3 - 28, 2019</b>				
<b>Absence Reason</b>	<b>Days</b>	<b>% of Total Absences</b>	<b>Sub Days</b>	<b>% Needed Sub</b>	<b>% of possible days</b>
<b>LINC Agreement</b>					
Compassionate Leave	18.26	2.38%	16.49	90.31%	0.23%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Earned Day Off	53.86	7.02%	43.09	80.00%	0.69%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	1	0.13%	1	100.00%	0.01%
Executive Leave	0	0.00%	0	0.00%	0.00%
Prep Time	45.71	5.96%	45.1	98.67%	0.59%
Pressing Leave	19.43	2.53%	15.3	78.74%	0.25%
PSTA	0	0.00%	0	0.00%	0.00%
Leave Without Pay	21.52	2.80%	19.98	92.84%	0.28%
<b>SUB TOTAL</b>	<b>159.78</b>	<b>20.82%</b>	<b>140.96</b>	<b>88.22%</b>	<b>2.05%</b>
<b>Provincial Agreement/ Education Act/ Employment Act</b>					
Court/Jury	1.08	0.14%	1	92.59%	0.01%
Illness - Teacher	319.16	41.59%	261.09	81.81%	4.09%
Illness - Long Term	90.78	11.83%	0	0.00%	1.16%
Medical/Dental Appt	87.02	11.34%	72.9	83.77%	1.11%
Paternity/Adoption Leave	1	0.13%	1	100.00%	0.01%
Secondment	0	0.00%	0	0.00%	0.00%
STF Business - Invoice	0	0.00%	0	0.00%	0.00%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>499.04</b>	<b>65.02%</b>	<b>335.99</b>	<b>67.33%</b>	<b>6.39%</b>
<b>Prairie South</b>					
Extra/Co-curr Teach	7	0.91%	6.4	91.43%	0.09%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0.93	0.12%	0.93	100.00%	0.01%
Internship Seminar	2	0.26%	2	100.00%	0.03%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	81.8	10.66%	79	96.58%	1.05%
PD DEC Teachers	16.92	2.20%	16.2	95.74%	0.22%
School Operations Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>108.65</b>	<b>14.16%</b>	<b>104.53</b>	<b>96.21%</b>	<b>1.39%</b>
<b>Total Absences</b>	<b>767.47</b>	<b>100.00%</b>	<b>581.48</b>	<b>75.77%</b>	<b>9.83%</b>

Teachers (FTE)

433.96

# of teaching Days

18

Possible Days

7811.28

**Long Term Illness:** When a temporary contract is issued for an illness leave of 20+ days.

## CUPE Staff Absences & Casual Usage 2018 - 2019

Date: January 1, 2019 - January 27, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>CUPE Agreement</b>					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	3	0.66%	2	0.00%	0.06%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	9.86	2.16%	7	0.00%	0.21%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	9	1.98%	9	0.00%	0.00%
Earned Day Off	2.86	0.63%	2.86	0.00%	0.06%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	2.53	0.56%	1.53	0.00%	0.05%
Illness - Support	228.57	50.17%	137.9	60.33%	4.90%
Med/Den Appt Support	41.41	9.09%	26.13	63.10%	0.89%
Noon Supervision	1	0.22%	1	0.00%	0.02%
Parenting/Caregiver	24.65	5.41%	13.94	56.55%	0.53%
Pressing Leave	10.46	2.30%	5.55	0.00%	0.22%
Rec. of Service	1	0.22%	1	0.00%	0.02%
TIL Support	4.28	0.94%	0	0.00%	0.09%
Without Pay Support	46.41	10.19%	41.66	0.00%	1.00%
<b>SUB TOTAL</b>	<b>385.03</b>	<b>84.52%</b>	<b>249.57</b>	<b>64.82%</b>	<b>8.26%</b>
<b>Employment Act</b>					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	63.24	13.88%	40.43	63.93%	1.36%
Workers Compensation	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>63.24</b>	<b>13.88%</b>	<b>40.43</b>	<b>63.93%</b>	<b>1.36%</b>
<b>Prairie South</b>					
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	0.67	0.15%	0.5	0.00%	0.01%
LRNG Meet/PD	0.5	0.11%	0	0.00%	0.01%
PD DEC In Province Support Staff	6.12	1.34%	6.12	0.00%	0.13%
PD Out of Province 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%
<b>SUB TOTAL</b>	<b>7.29</b>	<b>1.60%</b>	<b>6.62</b>	<b>0.00%</b>	<b>0.16%</b>
<b>Total Absences</b>	<b>455.56</b>	<b>100.00%</b>	<b>296.62</b>	<b>65.11%</b>	<b>9.77%</b>

### Possible Days

January 1, 2019 - January 27, 2019

### Days

18.00

### FTE

259.05

### Total Days

4662.90

\*\* 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 2018 - 2019

Date: January 1, 2019 - January 27, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>Conditions of Employment</b>					
Act of God	0.00	0.00%	0.00	0.00%	0.00%
Bereavement Leave	0.00	0.00%	0.00	0.00%	0.00%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	0.00	0.00%	0.00	0.00%	0.00%
Competition Leave	0.00	0.00%	0.00	0.00%	0.00%
Convocation Leave	0.00	0.00%	0.00	0.00%	0.00%
Family Responsibilities	3.50	2.36%	3.00	0.00%	0.20%
Illness - Support	42.00	28.38%	15.50	0.00%	2.35%
Med/Den Appt Support	31.50	21.28%	31.50	0.00%	1.76%
Parenting/Caregiver	1.00	0.68%	1.00	0.00%	0.06%
Pressing Leave	2.00	1.35%	1.50	0.00%	0.11%
Without Pay Support	68.00	45.95%	67.50	0.00%	3.81%
<b>SUB TOTAL</b>	<b>148.00</b>	<b>100.00%</b>	<b>120.00</b>	<b>81.08%</b>	<b>8.29%</b>
<b>Employment Act</b>					
Court/Jury Duty	0.00	0.00%	0.00	0.00%	0.00%
Paternity Leave	0.00	0.00%	0.00	0.00%	0.00%
Vacation Support	0.00	0.00%	0.00	0.00%	0.00%
Workers Compensation	0.00	0.00%	0.00	0.00%	0.00%
<b>SUB TOTAL</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Prairie South</b>					
ACCT Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
BUSI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
Extra/Co-Curricular	0.00	0.00%	0.00	0.00%	0.00%
FACI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
HUMA Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
LRNG Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.00	0.00%	0.00	0.00%	0.00%
TRAN Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
<b>SUB TOTAL</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Total Absences</b>	<b>148.00</b>	<b>100.00%</b>	<b>120.00</b>	<b>81.08%</b>	<b>8.29%</b>

### Possible Days

January 1, 2019 - January 27, 2019

Days

17.00

Staff

105.00

Total Days

1785.00

\*\* 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 2018 - 2019

Date: January 1, 2019 - January 27, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>Conditions of Employment</b>					
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	0.00%	0	0	0.00%
Illness - Support	34.87	42.11%	0	0	4.27%
Med/Den Appt Support	6.33	7.64%	0	0	0.78%
Parenting/Caregiver	2.45	2.96%	0	0	0.30%
Pressing Leave	2.13	2.57%	0	0	0.26%
Without Pay Support	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>45.78</b>	<b>55.28%</b>	<b>0</b>	<b>0.00%</b>	<b>5.61%</b>
<b>Employment Act</b>					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	37.03	44.72%	0	0	4.54%
Workers Compensation	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>37.03</b>	<b>44.72%</b>	<b>0</b>	<b>0.00%</b>	<b>4.54%</b>
<b>Prairie South</b>					
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%
PD Out of Province	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Total Absences</b>	<b>82.81</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>10.14%</b>

### Possible Days

January 1, 2019 - January 27, 2019

### Days

18.00

### FTE

45.362

### Total Days

816.52

\*\* 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 December 24, 2018 to January 28, 2019**

### Background:

- Board has requested a monthly report of tenders awarded.
- Administrative procedure 513, which details limits where formal competitive bids are required.

The procedure is as follows:

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

### Current Status:

There were no tenders to report for this period.

# AGENDA ITEM

<b>Meeting Date:</b>	February 5, 2019	<b>Agenda Item #:</b>	06.1
<b>Topic:</b>	<b>Board Inquiry - Attendance</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

**Background:**

At the January Board meeting, the following inquiry was made:

What were the absentee rates at each of our schools January 3 and 4, 2019 compared to the first full week of January (Jan 7 – 11, 2019)? Bachman

**Current Status:**

**Pros and Cons:**

**Financial Implications:**

**Governance/Policy  
Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Derrick Huschi	Jan. 16, 2019	Supporting Data Attached

***Recommendation:***

Information Only

<b>Date</b>	<b>Number of Students Absence</b>
January 3, 2019	632 students were absent
January 4, 2019	758 students were absent – Many students away due to hockey
January 3 and 4, 2019	416 students were absent BOTH days
January 7, 2019	448 students were absent
January 8, 2019	469 students were absent
January 9, 2019	434 students were absent
January 10, 2019	413 students were absent
January 11, 201	363 students were absent This was a non-instructional day for schools on the alternate calendar.

# AGENDA ITEM

<b>Meeting Date:</b>	February 5, 2019	<b>Agenda Item #:</b>	06.2
<b>Topic:</b>	<b>PAT Committee Report</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	The Partnerships and Teambuilding Committee is a standing committee of the Board of Education. Trustee Pryor is the 2018-2019 Chair of the PAT Committee.
<b>Current Status:</b>	<p>Trustee Pryor has provided the following update:</p> <p>On January 22, the Partnership and Teambuilding Committee met with the SCC from Mossbank School for our second engagement session with SCCs. We will meet with Lafleche in March and Westmount in June. We are following the same format with every school we meet with - interesting things about their school, celebrations, challenges and questions for the Board. These meetings are a great opportunity for trustees to hear directly from the people within the school without any filters. Thank you to Mossbank's SCC and student representatives for taking the time to meet with us!</p>
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	February 5, 2019	

**Recommendation:** That the Board review the information provided.