

Prairie South Schools
BOARD OF EDUCATION

DATE: June 11, 2019
1:00 p.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW
Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1.** Regular Board Meeting May 7, 2019
- 4. Decision and Discussion Items**
 - 4.1.** 3rd Quarter Financials
 - 4.2.** Personnel Matter
 - 4.3.** Annual Board Self Evaluation Report
 - 4.4.** Director of Education Yearly Role Expectation
 - 4.5.** BP 17 Revision
 - 4.6. Monthly Reports**
 - 4.6.1. Teacher Absence and Substitute Usage Report
 - 4.6.2. CUPE Staff Absence and Substitute Usage Report
 - 4.6.3. Bus Driver Absence and Substitute Usage Report
 - 4.6.4. Out of Scope Absence and Substitute Usage Report
 - 4.6.5. Tender Report
- 5. Delegations and Presentation**
 - 5.1.** Kristin Shafer – Transportation 1:30 p.m.
 - 5.2.** Celine Hicks – Transportation 1:45 p.m.
 - 5.3.** Mike Montcalm – Transportation 2:00 p.m.
 - 5.4.** Luke Hovorka – Transportation 2:15 p.m.
- 6. Information Items**
 - 6.1.** Central Butte Alternative School Calendar Review
 - 6.2.** Award for Excellence in Clinical Education Nomination
 - 6.3.** Radwanski Inquiry
 - 6.4.** Kessler Inquiry
 - 6.5.** Student Learning Accountability Report
 - 6.6.** Provincial Auditor of Saskatchewan Audit Involvement
 - 6.7.** Students who attend PreK
 - 6.8.** PAT Committee Report (walk on)

6.9. Eyebrow SCC Correspondence (walk on)

- 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 9th Avenue North West, Moose Jaw, Saskatchewan on May 7, 2019 at 1:00 p.m.

Attendance:

Dr. S. Davidson; Mr. R. Bachmann; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; 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:

Ms. M. Jukes; Mr. J. Radwanski; L. Meyer, Superintendent of Learning; D. Huschi, Superintendent of School Operations

Delegations:

Motions:

- | | | |
|-------------------|--|---------|
| 05-07-2019 - 3095 | That the meeting be called to order at 1:03p.m.
- McLeod | |
| 05-07-2019 - 3096 | That the Board adopt the agenda as presented.
- Wilson | Carried |
| 05-07-2019 - 3097 | That the Board adopt the minutes of the 2019 Board meeting.
- Kessler | Carried |
| 05-07-2019 - 3098 | That the Board approve the 2019-2020 budget with revenue of \$84,243,458, operating expenses of \$87,932,591 and capital purchases of \$2,072,452.
- Bachmann | Carried |
| 05-07-2019 - 3099 | That the Board approve the 2020-2023 PMR plan as presented for submission to the Ministry.
- Bachmann | Carried |
| 05-07-2019 - 3100 | That the Board approve rural catchment review recommendations as presented.
- Kessler | Carried |
| 05-07-2019 - 3101 | That the Board receive and file the monthly reports as presented.
- Wilson | Carried |

Inquires: Kessler - to review the policies and procedures, related to the use of marijuana (drugs), vaping (and smoking). This would include procedures as well as consequences.

05-07-2019 - 3102 That the meeting be adjourned at 1:54 p.m.
- Wilson

Carried

T. McLeod
Chair

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

June 11, 2019
Prairie South School Division Central Office, Moose Jaw

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	04.1
Topic:	3rd Quarter Finance Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: In accordance with the Board's annual work plan, a quarterly financial accountability report is to be presented to the Board at the end of each quarter.

Current Status: I am pleased to submit the the 3rd Quarter Financial Accountability Report to the board.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Steve Robitaille	June 5, 2019	

Recommendation:

That the Board receive and file the 2019-2019 3rd Quarter Financial Accountability Report.

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	04.2
Topic:	Personnel Matter		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	A personnel issue has been identified.
Current Status:	Information will be provided to the Board on 11 June 2019.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	11 June 2019	

Recommendation:

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	04.3
Topic:	Annual Board Self Evaluation Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	A facilitated Board self-evaluation and Positive Path Forward process was completed during planning sessions of the Board on April 30 th and May 7 th .
Current Status:	The summary document related to self-evaluation and goals for next year is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	The Board of Education self-evaluation process is consistent with the requirements of Board Policy 2.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	<ul style="list-style-type: none"> Board Self-Evaluation Report

Recommendation:

That the Board approve the Board Self Evaluation Report developed through the facilitated workshop on April 30th, and that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate.



BOARD SELF-EVALUATION REPORT: ORGANIZATIONAL GROWTH & DEVELOPMENT

Prairie South School Division

April 2019

EVALUATION PROCESS

The Role of the Board is established in Board Policy 2. This board self-evaluation was conducted in alignment with Board Policy 2. Board members were asked to self-evaluate their performance related to each of their roles as described in Policy 2. The time frame for this evaluation is May, 2018 – April, 2019. The evaluation process was facilitated by the Saskatchewan School Boards Association (SSBA).

Purpose

The purpose of the facilitated Board self-evaluation is for the Board to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board during this past year?
2. How would we rate our Board-Director relations?
3. How do we perceive our interpersonal working relationships?
4. How well do we understand and advance the Board's goals?
5. How do we rate the performance of the Board Chair?

Principles

1. A learning organization or a professional learning community is focused on the improvement of practice.
2. A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
3. An evidence-based approach provides objectivity.

The board self-evaluation comprises the following:

1. Review of Board Performance
2. Monitoring Interpersonal Working Relationships
3. Monitoring Board-Director Relations

Approximately two weeks prior to the evaluation workshop, school board members were provided with a link to an electronic survey to complete with questions related to assessment items 1-3 (above). Seven of ten trustees completed the survey. The Board acknowledges that limiting the timing of the survey to two weeks may have played a role in not all surveys being completed. The results of the survey data were provided to the Board on April 26 in advance of the facilitated self-evaluation workshop which occurred on April 30. At the self-evaluation workshop with the Board, the SSBA facilitated a discussion with the Board based on an analysis of the data results from the survey. Dialogue with the Board occurred regarding each assessment area, with highlights documented (below). This report concludes with a summary of Organizational Growth and Development that includes recommendations for consideration by the Board.

PERFORMANCE SELF-ASSESSMENT

The Board conducted a self-evaluation of their performance related to the Role of the Board as outlined in Policy 2.

1. Accountability to Provincial Government

The Board strongly agrees that they meet all of the expectations set out by the provincial Government. Observation by the Board:

- No additional comments.

2. Accountability to Community

The Board strongly agrees that they are accountable to the community. Some observations by the Board:

- No additional comments.

3. Strategic Plan

The Board strongly agrees that they perform well in this area. Some observations by the Board:

- We've seen this response change from previous years as a result of having a new strategic plan in place that this board agrees to.
- All of the committee work is driven by that strategic plan.

4. Policy

The Board strongly agrees they perform well in this area. Some observations by the Board:

- We follow the policies closely. We have gone through a process to review the policies this year.

5. Director of Education/Board Relations

The Board strongly agrees that Director/Board relations are positive. Some observations by the Board:

- No additional comments.

The Board was further asked what they do that “makes it easier for the Director to do his job?”

Comments included:

1. Support his work by letting him do the job he has been hired to do.
2. The level of trust is established and continues to be positive.
3. Listens to different options and reacts accordingly. Supports in difficult situations.
4. For the most part, the board has clear, good intentions and has a positive relationship with the Director.
5. Do work way ahead to avoid stress of deadlines.
6. Already answered in the Director survey.

The Board was further asked what they do that “makes it more difficult for the Director to do his job?”

Comments included:

1. Nothing.
2. Budget cuts have impacted the workload of the Director.
3. At times, the board is unclear on the direction to the director which leaves him trying to interpret what is meant.
4. Lack of buy in to planning process.
5. Already answered in the Director survey.

6. Political/Advocacy

The Board strongly agrees they perform well in this area.

- No additional comments

7. Board Development

The Board agrees they perform well in this area. Some observations by the Board:

- Have had to exercise restraint in recent years given restrictions on governance. Comments reflect those restrictions and recent context.
- The Board conducts a competency matrix, and this helps inform the Chair's selection to committees.
- Continue to create and maintain opportunities for the board to strengthen relationships (e.g. planning processes, attending PD or events together, etc.)

8. Fiscal

The Board strongly agrees that they perform well in this area. Some observations by the Board:

- Comments in the survey regarding the budget are situated in the context of this year's budget, as the provincial dollars were almost identical to the previous years. Less discussion this year occurred as result, then in previous years.
- Clarification of role of the Board and the role of Director may be required, as it relates to budget development. The Board needs to define the budget assumptions, and clearly define the process of establishing the budget assumptions.
- Could trustees be invited to attend budget development conversations with senior administration?
- How does the Board assess impacts of budgetary decisions? E.g. impact of reductions in services for vulnerable students, as compared to the impact of the Board's priority to maintain classroom teachers as the #1 priority during difficult budgets. How can we measure results over time?

9. Recognition/celebration

The Board agrees that they perform well in this area. Some observations by the Board:

- Relationship with teachers has increased recently, however we can always do more to engage and recognize staff in all employee groups.
- The Board notes that there is no formal employee recognition program anymore. The Partnership and Teambuilding Committee does ongoing work to monitor and evaluate this.
- The conversation surfaced an interest by the Board for further discussion in this area, as restrictions on governance budgets from the provincial government have been removed.

10. Interpersonal Working Relationships

The Board ratings fall primarily in "agree" or "strongly agree" related to their interpersonal working relationships, however occurrences of "disagree" are noted.

- The comments reflect the context of the Board being split on certain matters, and an indication of the dynamics of people and personalities on the board, which results in some dissonance among the Board.
- The Board primarily agrees they work well together.

- It is noted that one board member only participates in public meetings, not committee of the whole meetings, as a matter of principle. The Board acknowledges that this presents challenges to building relationships and strengthening interpersonal working relationships of the Board.
- The Board feels they create opportunities for board members to engage and express viewpoints within a variety of Board processes. The Board will continue to create opportunities to raise and discuss all board member views, and come to decision by the Board following this.

11. Board Chair Performance

Board members strongly agree or agree that the Board Chair carries out his role effectively. Some observations by the Board:

- The Board Chair is effective in diplomacy and managing conflict, including conflict amongst board members.
- The Chair is very diplomatic and doesn't push his own agenda.
- Tim is generous and flexible with his time with staff as well.

12. Understanding and Advancing Board Goals

The Board was surveyed as to their understanding of board goals, and whether they believe they are advancing board goals. The results are as follows:

1. Being a strong advocate for improved outcomes for students of Prairie South School Division.

The Board has either a clear or comprehensive understanding of this goal, and primarily agrees that they have significantly advanced this goal. Some trustees see limited advanced, while one trustee sees complete advancement.

2. Maintaining focus on the Strategic Plan by implementing operational plans for student outcomes, infrastructure and partnerships/teambuilding.

The Board primarily has a clear understanding of this goal, and is split between seeing limited advancement and significant advancement.

3. Completing a broad-based renewal of the Comprehensive Learning Framework.

The Board primarily has a clear understanding of this goal, and is split between seeing limited advancement, significant advancement, and complete advancement.

4. Completing a division-wide utilization, sustainability and viability review.

The Board primarily has a clear understanding of this goal, though two trustees have a basic understanding, and one having comprehensive understanding. The Board primarily sees limited advancement on this goal.

5. Establishing a community outreach and engagement process.

The Board primarily has a comprehensive understanding of this goal, and primarily sees complete advancement of this goal.

6. Finding opportunities for efficiencies through partnership with Holy Trinity Catholic School Division and other organizations.

The Board has a clear or comprehensive understanding of this goal, and sees significant advancement of this goal.

7. Continuing Board advocacy with municipal and provincial governments.

The Board has a clear or comprehensive understanding of this goal, and primarily sees significant advancement. One trustee sees limited advancement, and one sees complete advancement.

Some observations from the Board:

- No additional comments.

ORGANIZATIONAL GROWTH & DEVELOPMENT

- The expansion of the role of the Partnership and Teambuilding Committee to include Human Resources tasks was identified. These tasks could include such things as further oversight of succession planning. The Partnership and Teambuilding Committee is tasked to develop a revised Terms of Reference for the Board's approval.
- The Board requires further understanding of the goal to "complete a division-wide utilization, sustainability and viability review", in order to advance it.
- Clarification of role of the Board and the role of Director as it relates to budget development. The Board needs to define the budget assumptions, and clearly define the process of establishing the budget assumptions.
- Create and maintain opportunities for the Board and senior administration to strengthen relationships, such as professional learning opportunities, and/or other informal opportunities.

- The Board is encouraged to continually monitor interpersonal working relationships amongst the Board to sustain an inclusive environment for decision-making at the board table.

RECOMMENDATIONS

- Creating and sustaining both formal and informal opportunities to build relationships amongst the Board was identified in this evaluation. It is recommended that the Board plan for such opportunities throughout the year in order to foster and maintain its culture of a high performing school division.
- That the Partnerships and Teambuilding Committee develop a revised Terms of Reference to include strategic Human Resources oversight, for the Board's approval.

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	04.4
Topic:	Director of Education Yearly Role Expectation Summary		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	A facilitated Board self-evaluation and Positive Path Forward process was completed during planning sessions of the Board on April 30 th and May 7 th . During these sessions, the Board discussed the Director's performance related to the Role Expectation statements found in Board Policy 12.
Current Status:	A Director Evaluation Report is attached for review. Once confirmed by the Board of Education, a copy of the report will be placed in the Director of Education's personnel file.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Board Policy 2 requires the Board to make provision for the regular evaluation of the Director of Education and make provision for the regular review of Director of Education's compensation. Board Policy 12 includes provision for the next full performance appraisal of the Director of Education to occur in the spring of 2020.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11th, 2019	<ul style="list-style-type: none"> Director Evaluation Report

Recommendation:

That the Board confirm the attached report and authorize the Board Chair to monitor progress on goals during the 2019-2020 school year.



DIRECTOR EVALUATION REPORT

Tony Baldwin

Prairie South School Division

April 2019

EVALUATION PROCESS

The Role of the Director is established in Board Policy 12. Appendices A-C of Board Policy 12 set out the Director of Education evaluation process, and Director Performance Assessment Guide. For this evaluation, the board has approved a condensed version focused solely on the role expectations as set out in the Performance Assessment Guide (Policy 12 - Appendix B). This evaluation was conducted in a manner consistent with that guide. The time frame for this evaluation is May, 2018 – April, 2019.

In April 2019, the Board was provided a survey to rate their agreement to the extent the Director met the role requirements as set out in Board Policy 12. The Board was provided two weeks to respond to the survey. Seven of ten trustees completed the survey. The Board acknowledges that limiting the timing of the survey to two weeks may have played a role in not all surveys being completed. The Board and the Director met with an external facilitator from the Saskatchewan School Boards Association (SSBA) on April 30, 2019 to review the data collected through the completed surveys. During the evaluation workshop, the Board made assessments relative to whether, or to what extent the role expectations contained in Board Policy 12 had been satisfactorily addressed. The Director was provided the opportunity to respond to the Board's assessment and to ensure the Board was fully aware of all evidence provided. The final evaluation report will be approved by Board motion as an accurate accounting of the Director's performance for the evaluation period noted above.

PERFORMANCE ASSESSMENT

The following ten sections represent the competencies for the Director of Education as described in Board Policy 12 – Role of the Director. Each section begins with the role expectations for the competency as established in Policy 12. Following the role expectations is the Board's evaluation of the Director's competency in each area as gathered through a survey of Board members, and any summary comments from the Board and Director related to the competency.

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.

Responses by Board members to survey questions related to this competency demonstrate that the Board strongly agrees or agrees that the Director meets the role expectations for student well-being.

Summary and Conclusions

- Tony has made himself present to get to know the students, and therefore the students know him. He goes on school visits, and he attends school events. The students in Prairie South know the CEO.
- At a recent school literacy event, students asked for Director by name to see if he would participate. That is remarkable.
- Tony is concerned about the well-being of students.

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, 1995* or Board policy.

Responses by Board members to survey questions related to this competency demonstrate that the Board strongly agrees or agrees that the Director provides effective education leadership.

Summary and Conclusions

- The Board notes that the survey question for 2.4 was misinterpreted by some trustees. Some responses address communications broadly, while others are directed to the specific requirement for review under the Act as reflected in question 2.4. The summary comments in this section are generally about communications by the Director to the Board. The Board agrees they do get information from the Director regarding the review of small schools.
- The role of governors is to hold the system accountable by asking good questions, and the Board needs to do this.
- We live in a need to know now society, and as a result of that perhaps we expect too much from the Director in terms of communications..
- Specific examples cited included trustees getting information at SCC meetings regarding the school division/central office decisions that they didn't know about. Another trustee points to information regarding a significant proposed direction in a Board package regarding a school, without having a heads up about that matter prior to receiving the Board package.

- Perhaps sharing the Director Blog with trustees may help inform trustees better.
- The Board's interest is having 'no surprises'.

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 appropriate risk management.

Responses by Board members to survey questions related to this competency demonstrate that the Board strongly agrees or agrees that the Director exercises effective fiscal responsibility

Summary and Conclusions

- Through transition of CFO, the Board has observed growth in the Director's financial competencies. A successful transition from previous to current CFO is an indicator of this growth.
- The process for budget development this year also demonstrates the Director's competence in this area.
- There is a perception from some at the board table that not all information is provided in board items to inform the board of all options.
- Board members expressed their appreciation in the efficiency in the current year's budget process, and express that Tony brings correct information.
- Board members appreciate that school administrators are engaged in the budget process and can shed light on impacts. This also helps school administrators to be able to understand the work.
- Board has a Business Infrastructure and Governance committee that demonstrates due diligence. Evidence demonstrates that the Director meets this competence.

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.

Responses by Board members to survey questions related to this competency demonstrate that the Board agrees or strongly agrees that the Director manages personnel matters adequately.

Summary and Conclusions

- Tony has his finger on the pulse of all employee groups in the division.
- Tony has set a high bar for himself and we're evaluating him according to that high bar.
- Tony has a strong handle on what's going on with staff.
- The Board acknowledges that there were tough HR issues this year, and Tony supported his staff through that. Staff would tell us that they valued the Director's support through that process.
- Evidence the Board has suggests that the HR practices led by the Director are achieving the result of recruiting and maintaining the best people for the work.

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 APs current.

Responses by Board members to survey questions related to this competency demonstrate that the Board strongly agrees or agrees that the Director meets the role expectations related to managing policy and procedures.

Summary and Conclusions

- The Board has been working through board policies this year and Tony is walking us through that process. We know that some of the APs need work.
- Tony is leading the Board through this task, and is therefore doing the work.

6. Director/Board Relations

Role Expectations:

RE 6.1 Establishes and maintains positive professional working relations with the Board.

RE 6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.

RE 6.3 Implements the expressed will of the Board in a manner consistent with the spirit and intent underlying each of the Board's decisions.

RE 6.4 Provides the information which the Board requires to perform its role.

Responses by Board members to survey questions related to this competency demonstrate that the Board agrees or strongly agrees that the Director maintains effective Director/Board relations.

Summary and Conclusions

- The evidence demonstrates that the Director of Education maintains positive working relationships and open lines of communications with all trustees.
- Trustees would like to be informed of things prior to the items showing up in the board package. There's a balance required though as the board can't be informed all the time on everything.
- Board members don't want to be blindsided, no surprises. If they are well informed, Boards can be helpful to the Director and community by interfacing between the two of them.
- Can the trustees send an email to the Director prior to going to a school or SCC to get relevant information?
- Communication cycle is board meeting to board meeting, so when things happen in-between meetings there isn't always a specific opportunity to communicate. When is the right time to report?
- Need to ensure communication between the local trustee and the Director.
- Identification of an appropriate threshold for communications is important so that the trustees and the Director know what to expect.
- The Chairperson of each committee could also address communications. Perhaps add a communication expectation to the template of committees.
- Access to the Director is always there. I text him, and I get a response immediately.

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.

Responses by Board members to survey questions related to this competency demonstrate that Board members most often strongly agree or agree that the Director meets the role expectations in this area. One board member disagrees as it relates to involving the Board appropriately, and reporting regularly on results. Further dialogue with the Board and Director may be required.

Summary and Conclusions

- There is some information presented and displayed in accountability reports that are better than others (facilities and transportation, good examples.) Some are less detailed and comprehensive than others. Depends on how detail-oriented the author is. Some student outcome reports don't demonstrate the same level of detail. An observation that these may be different due to the nature of the file (e.g., i.e. people vs. buildings, buses, etc.).
- Might be an opportunity to look at consistency in reporting expectations.
- If the Board has questions from the package, perhaps they can submit those questions to the Director in advance.

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, 1995*.

Responses by Board members to survey questions related to this competency demonstrate that Board members strongly agree or agree that the Director's organizational management skills are effective.

Summary and Conclusions

- No concerns.
- The Board sees Tony demonstrating strong organizational skills.

9. Communications and Community Relations

Role Expectations:

RE 9.1 Takes appropriate actions to ensure positive internal and external communications are developed and maintained.

RE 9.2 Acts as, or designates, the Head of the organization for the purposes of *The Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act*.

RE 9.3 Is accessible to the community and stakeholders and will foster positive relationships on behalf of the Board and Prairie South Schools.

Responses by Board members to survey questions related to this competency demonstrate that the Board agrees or strongly agrees that the Director's communication and community relations skills are effective.

Summary and Conclusions

- A trustee had a meeting with a RM and asked questions of Tony. Tony attended the meeting with the trustee and that was very greatly appreciated.
- Another trustee has worked with five Directors, and observes Tony as more accessible and visible within the community.

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.

Responses by Board members to survey questions related to this competency demonstrate that the Board strongly agrees or agrees that the Director's leadership practices are effective.

Summary and Conclusions

- Evidence here is that Tony has been shoulder tapped to lead things at the provincial level (e.g. Regulations review, and graduate rate ESSP outcome). Tony is held in high esteem from his peers as well as from Ministry officials.

Board members were also asked to provide comments, based on their observations, either supporting or refuting Mr. Baldwin leadership practices. The responses to each leadership practice quality indicator are presented below.

1. The director of education provides clear expectations and direction.

Comments demonstrate support for this statement.

2. The director of education provides effective educational leadership.

Comments demonstrate support for this statement.

3. The director of education establishes and maintains positive, professional working relationships with staff.

Comments demonstrate support for this statement.

4. The director of education unites people toward common goals.

Comments demonstrate support for this statement.

5. The director of education demonstrates a high commitment to the needs of students.

Comments demonstrate support for this statement.

6. The director of education has a well-established value system based on integrity.

Comments demonstrate support for this statement.

7. The director of education empowers others.

Comments demonstrate support for this statement.

8. The director of education effectively solves problems.

Comments demonstrate support for this statement.

In addition to the above eight behavioral questions, board members were asked, "What, if anything, does the director do that helps you do your job?"

Comments included:

1. Tony is always willing to listen, give advice, etc. when I ask.
2. He is always able to answer questions if I have any.
3. Tony is supportive of committee work. He probably takes on more responsibility than he should.
4. It helps me greatly when I receive notices or updates about developments within our division or the education sector provincially.

Board members were also asked, "What does the director do if anything that makes doing your job more difficult?"

Comments included:

1. Nothing.
2. I have found some emails are delayed getting a response to (a week), which can be difficult. It's obvious how busy he is, so this isn't even anything major.

CONCLUSION

Summary comments from the Board

The Board observes the following strengths:

- Tony continues to meet or exceeds the Board's expectations in the role of Director of Education.
- Tony has exceptional relationship skills with staff, students, and the community.
- Tony has exceptional educational leadership skills.
- The Board takes note of the exceptional personnel management skills Tony demonstrated this past year through some difficult issues – both in terms of

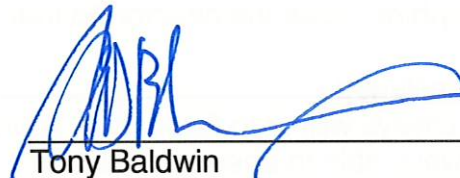
attending to the care of staff, as well as in managing a process successfully. He has demonstrated the ability to work through adverse situations.

Areas for growth:

- Timeliness of communication with the Board, including timely informing of the trustee impacted by potential decisions.
- Tony takes on too much and could learn to hone his delegation skills.


Summary comments from the Director

May 08, 2019



Tony Baldwin
Director of Education

May 08, 2019



Tim McLeod
Chair, Board of Education

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	04.5
Topic:	BP 17 Revision		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<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>
Current Status:	The updated BP17, Transportation, is attached. Changes to the policy are tracked on the attached document.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	

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

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	<ul style="list-style-type: none"> BP17, 11 June 2019

Recommendation:

That the Board approve Board Policy 17 updated 11 June 2019.

TRANSPORTATION

Transportation Services

Prairie South School Division provides transportation for students requiring access to school in accordance with *The Education Act, 1995*, *The Highway Traffic Act*, and *The Vehicle Administration Act*. In addition, provisions are made for special use of buses to enable students to participate in learning and learning-related activities.

Student transportation shall be operated with due regard for safety, fiscal responsibility, length of ride and parental satisfaction. The safety of students and staff is paramount.

Procedures

1. Eligibility For Transportation

Students will be provided transportation based on the following criteria:

1.1 Urban (City of Moose Jaw boundaries) Students (Prek-8)

1.1.1 Grade 1-8 students who reside within the school catchment area of the school they are attending, and live outside a one kilometer radius from the school;

1.1.2 Prekindergarten and kindergarten students who reside within the school catchment area of the school they are attending, and live outside a 200 meter radius from the school;

1.1.3 Students are required, by the division, to attend a school other than their home school;

1.1.4 Students whose walking route to school is considered to be hazardous, with hazardous areas to be determined by the Director of Education.

Grades 1 to 8 students may be required to walk up to 500 meters to access their bus stop.

1.1.4

1.2 Grades 9 to 12 students will not be bused in Moose Jaw with the following exceptions:

1.2.1 Students attending Life Skills programming

1.2.2 Students attending Student Age Parent programming

~~1.2.3 — EAL Newcomers in their first year~~

~~1.2.4~~ 1.2.3 Other students as deemed necessary by the Board

1.3 Rural Students (K-12)

1.3.1 Students who are attending the catchment area school that is designated by the location of their residence and who reside outside of the town where the school is located;

- 1.3.2 In Assiniboia grade PreK-8 students will only be bused from the area located west of 2nd Street West. Grades 9 to 12 students will not be bused in Assiniboia;
 - 1.3.3 Students who are required to attend a designated program housed at a school other than their home school.
- 1.4 Transportation Boundaries (School Catchment Areas) relating to transportation services are to be recommended by the Director of Education and approved by resolution of the Board.

2. Provision of Services

- 2.1 Transportation for students residing in the school division is provided through the use of school buses and other approved means.
- 2.2 The Board may provide transportation services to other school divisions under contract.
- 2.3 The Director of Education may approve interim procedures in emergent situations. These procedures are to be reported to the Board at a subsequent meeting of the Board.

3. Regular Student Transportation

- 3.1 The Director of Education is responsible for bus scheduling and routing in consultation with the ~~Superintendent of Business and Operations~~Chief Financial Officer:
 - 3.1.1 Buses are to be restricted to provincial highways, municipal roads, and approved yard service.
 - 3.1.2 Yard service may be approved if ~~the residence is at least 200 metres from the road allowance (fence line)~~, the access road is of all weather construction, and there is a clear area to enable the bus to turn around without backing up. ~~Yard service may be provided in other situations to address safety issues. Note: In some circumstances it may be necessary for a driver to do a turnaround.~~
 - 3.1.3 Time schedules are to be based on normal travel conditions. The schedule is to be communicated to parents with the directive that under normal conditions buses will wait no longer than two minutes at any one pickup point, nor will they leave any pickup point ahead of time, unless all students have been accounted for. Buses are to arrive at school no earlier than twenty minutes prior to the usual commencement of classes, unless the bus must proceed to a second school and the driver requires the time for appropriate scheduling of arrival time at the second location. Buses depart from the school ten minutes after dismissal time.
 - 3.1.4 The Board strives to ensure bus ride times of less than 90 minutes from pick-up to arrival at school and also from departure from school to drop-off. The board shall receive a report annually documenting ride times of 90 minutes or more by catchment area.
 - 3.1.5 Variations in scheduling or routes are to be communicated to parents.

- 3.2 There may be circumstances or conditions making it necessary to arrange for transportation other than through the provision of busing. In these cases the Director of Education may make special arrangements in consultation with the appropriate superintendent.

4. French Immersion Program

- 4.1. Subject to the conditions set forth in ~~section~~ Section 1.1, students attending the elementary French Immersion Program in Moose Jaw will be provided transportation if their residence is located within the City of Moose Jaw and/or Lindale School/Moose Jaw Rural Catchment Areas.
- ~~4.2. Students attending the French Immersion Program in Gravelbourg will be provided transportation if the students reside outside of the Town of Gravelbourg and are located within the Gravelbourg School catchment area.~~
- ~~4.3. 4.2 For students residing outside the Lindale-Moose Jaw Rural and Gravelbourg ~~schools~~ catchment areas, a conveyance allowance may be paid from their residence to the nearest existing stop on a route located within those catchment areas. Conveyance allowance will only be paid if the student(s) is transported on the bus.~~

5. Conveyance Allowance

The daily maximum limit for authorized conveyance allowance will not exceed \$50. Parents and/or guardians seeking conveyance allowance exceeding \$50 may submit a request for review by the Board.

Reference: The Education Act, 1995, Sections 85, 87, 194 ~~of the Education Act~~,
The Highway Traffic Act,
The Vehicle Administration Act

~~April 17~~ June 11, 2018 2019

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	04.6
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

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

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	<ul style="list-style-type: none"> • Staff Absence Summaries • Tender Summary

Recommendation:

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

Teacher Absences & Substitute Usage					
Date Range:	April 29, 2019 - May 29, 2019				
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	28.46	2.28%	26.4	92.76%	0.30%
Competition Leave	1.5	0.12%	1	66.67%	0.02%
Convocation Leave	5.8	0.46%	4.74	81.72%	0.06%
Earned Day Off	120.87	9.68%	107.99	89.34%	1.27%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	27.26	2.18%	21.54	79.02%	0.29%
Executive Leave	3.04	0.24%	1	32.89%	0.03%
Prep Time	166.92	13.37%	161.97	97.03%	1.75%
Pressing Leave	31.04	2.49%	24.92	80.28%	0.32%
PSTA	0	0.00%	0	0.00%	0.00%
Leave Without Pay	35.5	2.84%	12	33.80%	0.37%
SUB TOTAL	420.39	33.67%	361.56	86.01%	4.40%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	1	0.08%	1	100.00%	0.01%
Illness - Teacher	201.15	16.11%	169.43	84.23%	2.11%
Illness - Long Term	120.80	9.68%	0	0.00%	1.26%
Medical/Dental Appt	126.39	10.12%	100.23	79.30%	1.32%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	9	0.72%	8.6	95.56%	0.09%
STF Business - Invoice	17.3	1.39%	15.7	90.75%	0.18%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	475.64	38.10%	294.96	62.01%	4.98%
Prairie South					
Extra/Co-curr Teach	109.59	8.78%	86.33	78.78%	1.15%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	8.12	0.65%	5.96	73.40%	0.09%
Internship Seminar	0	0.00%	0	0.00%	0.00%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	26.64	2.13%	19.02	71.40%	0.28%
PD DEC Teachers	60.23	4.82%	47.69	79.18%	0.63%
School Operations Meet/PD	147.79	11.84%	124.54	84.27%	1.55%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	352.37	28.23%	283.54	80.47%	3.69%
Total Absences	1248.40	100.00%	940.06	75.30%	13.07%

Teachers (FTE)

434.13

of teaching Days

22

Possible Days

9550.86

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

CUPE Staff Absences & Casual Usage 2018 - 2019

Date: April 29, 2019 - May 31, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	12.11	1.80%	5.3	0.00%	0.19%
Bereavement Leave	11.96	1.78%	7.96	0.00%	0.19%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	17.13	2.55%	8.89	0.00%	0.27%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	4	0.60%	3	0.00%	0.06%
CUPE Business - Invo	39	5.81%	35.75	0.00%	0.00%
Earned Day Off	4.93	0.73%	4.93	0.00%	0.08%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	9.69	1.44%	6.52	0.00%	0.15%
Illness - Support	261.6	38.94%	157.06	60.04%	4.18%
Med/Den Appt Support	58.25	8.67%	41.28	70.87%	0.93%
Noon Supervision	5.53	0.82%	5.5	0.00%	0.09%
Parenting/Caregiver	26.79	3.99%	19.31	72.08%	0.43%
Pressing Leave	19.17	2.85%	9.42	0.00%	0.31%
Rec. of Service	4.92	0.73%	4	0.00%	0.08%
TIL Support	5.72	0.85%	0	0.00%	0.09%
Without Pay Support	48.34	7.20%	19.42	0.00%	0.77%
SUB TOTAL	529.14	78.76%	328.34	62.05%	8.45%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	88.67	13.20%	36.45	41.11%	1.42%
Workers Compensation	24	3.57%	0	0.00%	0.38%
SUB TOTAL	112.67	16.77%	36.45	32.35%	1.80%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	6.82	1.02%	4	0.00%	0.11%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	3.19	0.47%	3.19	0.00%	0.05%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC In Province Support Staff	0.84	0.13%	0.84	0.00%	0.01%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	19.16	2.85%	13.45	0.00%	0.31%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	30.01	4.47%	21.48	0.00%	0.48%
Total Absences	671.82	100.00%	386.27	57.50%	10.73%

Possible Days

April 29, 2019 - May 31, 2019

Days

24.00

FTE

260.97

Total Days

6263.28

** 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: April 29, 2019 - May 31, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	2.50	1.27%	2.50	0.00%	0.10%
Bereavement Leave	0.50	0.25%	0.50	0.00%	0.02%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	2.50	1.27%	1.00	0.00%	0.10%
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	3.00	1.52%	2.00	0.00%	0.12%
Illness - Support	55.50	28.17%	32.00	0.00%	2.20%
Med/Den Appt Support	18.50	9.39%	18.00	0.00%	0.73%
Parenting/Caregiver	1.00	0.51%	1.00	0.00%	0.04%
Pressing Leave	2.50	1.27%	2.00	0.00%	0.10%
Without Pay Support	111.00	56.35%	106.00	0.00%	4.40%
SUB TOTAL	197.00	100.00%	165.00	83.76%	7.82%
Employment Act					
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%
SUB TOTAL	0.00	0.00%	0.00	0.00%	0.00%
Prairie South					
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%
SUB TOTAL	0.00	0.00%	0.00	0.00%	0.00%
Total Absences	197.00	100.00%	165.00	83.76%	7.82%

Possible Days

April 29, 2019 - May 31, 2019

Days

24.00

Staff

105.00

Total Days

2520.00

** 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: April 29, 2019 - May 31, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	0.4	0.53%	0	0	0.04%
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	9.03	12.04%	0	0	0.84%
Med/Den Appt Support	7.92	10.56%	0	0	0.74%
Parenting/Caregiver	1.13	1.51%	0	0	0.11%
Pressing Leave	5.51	7.35%	0	0	0.51%
Without Pay Support	0	0.00%	0	0	0.00%
SUB TOTAL	23.99	31.99%	0	0.00%	2.24%
Employment Act					
Court/Jury Duty	1	1.33%	0	0	0.09%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	42.11	56.15%	0	0	3.93%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	43.11	57.48%	0	0.00%	4.02%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	1	1.33%	0	0	0.09%
FACI Meet/PD	6	8.00%	0	0	0.56%
HUMA Meet/PD	0.9	1.20%	0	0	0.08%
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%
SUB TOTAL	7.9	10.53%	0	0	0.74%
Total Absences	75	100.00%	0	0.00%	7.00%

Possible Days

April 29, 2019 - May 31, 2019

Days

24.00

FTE

44.662

Total Days

1071.89

** 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 April 30, 2019 to May 29, 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 are the following tenders to report for this period. Bids do not include sales taxes.

- A tender was issued for a lighting upgrade for Peacock Collegiate. The tender was awarded to Protec Electric for a cost of \$123,569.74 before taxes and after the Sask Power Commercial Lighting Incentive (-\$19,817.50).
- A tender was issued for phase one of the Peacock Auditorium upgrade. The tender was awarded to C&S Builders for a cost of \$335,021 before taxes.
- A tender was issued for the replacement of the shop floor at Central Collegiate. The tender was awarded to Southern Design & Build Inc. for a cost of 412,298.55.
- A tender was issued for a contracted caretaker for Assiniboia 7th Ave. The tender was awarded to Bienvenido Acu for a base cost of \$179,400 for three years.

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	06.1
Topic:	Central Butte Alternate School Calendar Review		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	During the 2016-2017 school year, the SCC in Central Butte requested permission to move to the alternate school year in the fall of 2017. The Board approved both requests with the condition that a review be conducted after 2 years.
Current Status:	<p>In March 2019, each family with children at Central Butte School received a survey link specific to their school related to their perceptions of the alternate school year. Data from the survey were collated and shared with SCC in Central Butte on May 7, 2019.</p> <p>After reviewing the data, the Central Butte SCC requested a data summary for their school newsletter. This summary is attached.</p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	School newsletter insert is attached.

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	<ul style="list-style-type: none"> Central Butte Alternate School Year Data Summary, May 2019

Recommendation:

That the Board review the information provided.

Hello Central Butte Parents, Students and Staff,

I asked for some space in the newsletter this month to let you know about the results from the Alternate School Year (ASY) follow-up surveys completed in April. I had the opportunity to meet with the School Community Council on May 7th, and we reviewed the results together. Here are some of the things we learned:

1. 62% of the families at Central Butte School responded to the survey.
2. 88% of the responses indicate satisfaction with the ASY calendar.
3. 6 people said they had some level of concern with the ASY calendar; 3 were concerned about calendar organization, 1 was concerned with transportation pick-up or drop-off times and 2 were concerned about negative impact to school culture. Additional comments included:
 - a. Concern about childcare costs and availability (1)
 - b. Concern about routines and interruptions to learning (4)
4. 95% of parents indicate that their children's achievement is the same or better with the ASY calendar.
5. Several parents reported difficulty scheduling appointments on non-school Fridays.

I talked with the SCC about the increase in support for this calendar in Central Butte from the public meeting two years ago to now, and suggested that the data suggests that the community would be supportive of continuing with the calendar as it currently exists. As a result of this feedback, the SCC has decided to continue with the ASY calendar in Central Butte. At the meeting, they talked about possible solutions for some of the inconveniences identified related by parents in the survey.

I enjoy working with the staff, students and SCC in Central Butte – I hope you are enjoying the great spring weather!

Tony



Anthony D. (Tony) Baldwin [@TonyBaldwin36](https://twitter.com/TonyBaldwin36)

Director of Education

Prairie South School Division [@PrairieSouth](https://twitter.com/PrairieSouth)

1075 9th Avenue North

Moose Jaw, Saskatchewan S6H 1V7

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AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	06.2
Topic:	Award for Excellence in Clinical Education Nomination		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The School of Communication Sciences and Disorders at McGill University in Montreal acknowledges one communication professional each year as the winner of the Award for Excellence in Clinical Education.
Current Status:	Barry Raymond is a long-serving member of the Prairie South staff. Barry, a Speech and Language Pathologist, works with children in several Prairie South schools. In 2018-2019, Barry is one of 22 people who have been nominated for this award.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	A letter of recognition from McGill University is attached.

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	• Recognition Letter, Mr. B. Raymond

Recommendation:

That the Board review the information provided.



McGill



Award for Excellence in Clinical Education 2018-2019 Nominations

Dear Mr Raymond,

We are happy to inform you that you have been nominated for this year's Award for Excellence in Clinical Education. The winner will be announced at our Annual Meeting on May 28th, 2019. This year, we had another record number of nominations, 22 in total.

Below are some of the students' comments regarding why you were nominated:

"In my 20 days with Barry, he increased my confidence immensely, taking me from a place of self-doubt to self-assurance. Barry had an excellent sense of how much independence I could handle (while my perspective was much more conservative) and granted this as immediately as possible. In this way, he did not only tell me that I was capable, he made me see it for myself. He never made me feel inferior, which is not always the case in a CE-student relationship. He introduced me to every professional and teacher that we encountered. He asked for my input when teachers or his SLPA came to him with questions, when he was creating new clinical materials, or speaking with parents. When delivering assessment results to a parent, he prepared me well and allowed me to handle it on my own, rather than taking over.

Overall, he made my perspective feel valued rather than tested. Barry made strong efforts to diversify my experience as much as was possible with his caseload, providing me with the opportunity to work with various disorders and clientele. In discussing therapy, he consistently connected his approaches to the theory and directed me to research that shaped his practice. All of these various experiences provided me with balanced exposure to the many facets of successful S-LP practice. While I was in independent sessions, he spent his time making a comprehensive inventory of articulation therapy cards for me to use in my future practice (which is obviously above and beyond!).

At the end of the placement, he not only opened the floor for feedback (in addition to the final evaluation form), but brought forth what he felt were the limitations of the placement and we worked together to brainstorm solutions. Barry took his role as a clinical educator very seriously and clearly understood the strong impact that supervising a student has on their self-perception as a clinician. This placement was extremely transformative on my path to becoming a clinician and I am so grateful that I was lucky enough to have a placement with Barry. I truly hope that he continues to so generously volunteer his time to students in the future."

Congratulations on behalf of all Faculty and students at the School of Communication Sciences and Disorders, and thank you for your incredible contribution to clinical education,

A handwritten signature in black ink, appearing to read 'Sophie Vaillancourt'.

Sophie Vaillancourt, M.O.A., M.B.A.
Coordinator of Clinical Education

A handwritten signature in black ink, appearing to read 'Lauren Tittley'.

Lauren Tittley, MHSc., S-LP(C)
Coordinator of Clinical Education

A handwritten signature in black ink, appearing to read 'Mariska Burger'.

Mariska Burger, S-LP
Clinical Education Associate

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	06.3
Topic:	Radwanski Inquiry		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	At the regular meeting of the Board of Education on April 2, 2019, Trustee Radwanski made the following inquiry: <i>“Will a new joint use school on South Hill have only one principal and one vice-principal? Right now, there are 4 admin staff at Westmount and Empire.”</i>
Current Status:	Staffing levels in schools are a component of the yearly budget approved by the Board of Education, so definitive staffing levels in a future year are impossible to guarantee. With this in mind, current enrolment projections for the new school on South Hill in Moose Jaw in combination with 2019-2020 staffing levels would see one principal and one vice-principal at the new school.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	

Recommendation:

That the Board review the information provided.

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	06.4
Topic:	Kessler Inquiry		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	<p>At the regular meeting of the Board of Education on May 7, 2019, Trustee Kessler made the following inquiry:</p> <p><i>“to review the policies and procedures, related to the use of marijuana (drugs), vaping (and smoking). This would include procedures as well as consequences.”</i></p>
Current Status:	<p><i>The Education Act (1995) provides authority for school divisions and school-based administrators to determine behavioural guidelines for students. Section 85, Duties and Powers of Boards of Education; Sections 150-155, Duties of Pupils; and Section 175, Duties of Principal are pertinent to Trustee Kessler’s inquiry.</i></p> <p>Board Policy 11 delegates authority to the Director of Education for matters not otherwise addressed in Board Policy.</p> <p>School-Based Administrators are supported by the Administrative Procedures Manual available at www.prairiesouth.ca. Specific administrative procedures relevant to Trustee Kessler’s inquiry include AP 162 VAPING, CANNABIS, TOBACCO AND THE USE OF TOBACCO PRODUCTS OR ELECTRONIC CIGARETTES:</p> <p><i>Electronic products such as electronic cigarettes, cigars, and pipes as well as cartridges of nicotine solutions and related products are prohibited in a school and on all division properties. Electronic smoking products consisting of a battery-powered delivery system that produces a vapour that resembles smoke and/or a vapour that delivers a liquid chemical mixture that may be composed of various amounts of nicotine, propylene glycol, and/or other chemicals are prohibited in a school and on all division properties.</i></p> <p>AP 326 SEARCH AND SEIZURE: Illicit Use of Drugs and Alcohol: <i>The principal has the right to carry out search and seizure of a student’s person and or property in the school, or within the vicinity of the school, based upon reasonable suspicion of theft and possession of prohibited substances and articles.</i></p> <p>AP 354 STUDENT DISCIPLINE: <i>Principals and staffs of schools are to attempt to determine causes of misbehaviour and to stress rectifying those through a variety of techniques. Where safety of others is not considered</i></p>

	<p><i>a risk, the procedures below are to be followed by the teacher and principal when behaviour problems are encountered:</i></p> <p><i>1.2.1 The teacher is to assist the student in identifying the behaviour problem, its causes and appropriate alternative behaviors.</i></p> <p><i>1.2.2 The teacher is to discuss the student's behaviour with the principal in an attempt to generate alternative management strategies.</i></p> <p><i>1.2.3 The teacher and/or principal are to discuss the student's behaviour with the parent(s) or guardian.</i></p> <p><i>1.2.4 A consistent effort is to be made to change inappropriate behaviour to acceptable behaviour through various techniques.</i></p> <p><i>1.2.5 If measures taken do not result in appropriate student behaviour the principal is to consult with the designated school Superintendent to plan for further remedial action.</i></p> <p><i>1.2.6 The goal of all behaviour management techniques employed by staff is to provide a positive school climate where the education and well-being of students are foremost considerations.</i></p> <p>and:</p> <p><i>Prairie South believes that discipline measures, when necessary, are to be corrective and supportive rather than punitive. With that said, there are issues that are so unacceptable in our school environment that they must be considered "bottom line" issues. These include trafficking, possession and use of drugs, habitual/chronic neglect of duties, and compromised safety of students and staff.</i></p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	<ul style="list-style-type: none"> Board Policy 11

Recommendation:

That the Board review the information provided.

BOARD DELEGATION OF AUTHORITY

The Board authorizes the Director of Education to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Director of Education specifically:

- Includes any authority or responsibility set out in the Education Act and Regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact Administrative Procedures, regulations or practices required to carry out this authority; and
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local obligations must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Director of Education is directed to develop an Administrative Procedure to fulfill the Board obligations created by federal, provincial or local legislation which are not covered through Board policy.
2. The Director of Education is delegated authority for implementing the requirements of the LAFOIPP or its successor legislation.
3. The Board authorizes the payment of accounts for expenditures incurred within the approved Budget or specific Board decisions and in accordance with Board policy and generally accepted accounting principles, and delegates to the Director of Education responsibility for certification of such payments.

Reference: *The Education Act, 1995*, Sections 85, 108
The School Division Administration Regulations, 2017, Sections 45, 48

January 8, 2019

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	06.5
Topic:	Student Learning Accountability Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	June 11, 2019	Student Learning Accountability Report

Recommendation:

That the Board of Education receive and file the Student Learning Accountability Report.

2018-2019 Student Learning Accountability Report

1. Source Documents

The board's role as outlined in Policy 2:

Annually review the effectiveness of the School Division in achievement of student learning.

The director's role description as outlined in Policy 12:

1. (Learning Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
2. (Learning Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

2. Evidence

Background – School LIPs related to Wellness

As per the Board Strategic Plan focus on Student Outcomes including the strategies of:

- Learning Improvement Planning (LIP)
- Comprehensive Learning Framework
- Implementation of the OurSCHOOL survey
- Shared understandings with schools

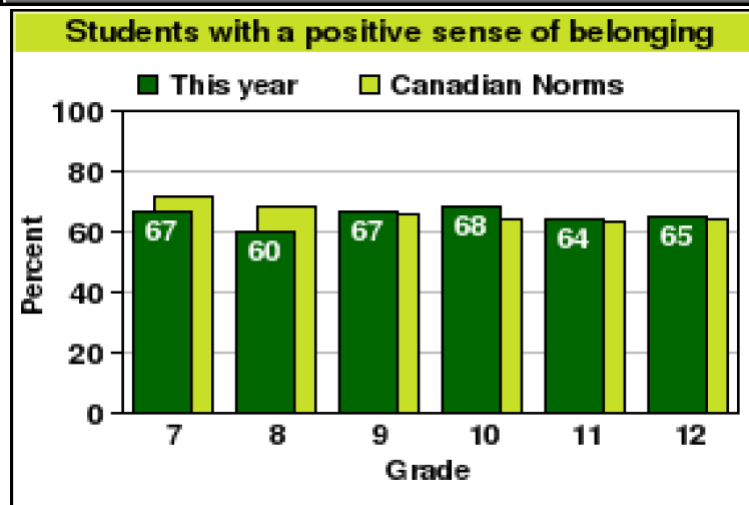
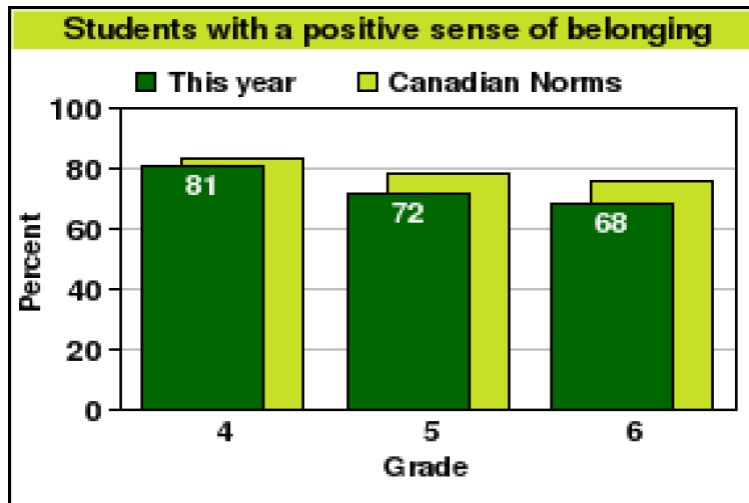
Schools have the option of including a Student Well-being goal in their annual LIP. In the 18-19 school year 18 schools have included a Student Well-being goal. The majority of the goals are regarding:

- Increasing sense of belonging at school (8 schools)
- Having positive relationships with adults (3 schools)
- Decreasing anxiety (1 school)
- Increasing attendance (1 school)
- Increasing having an advocate at school (1 school)
- Increasing positive homework habits (1 school)
- Increasing self-regulation skills (1 school)
- Increasing conflict resolution skills (1 school)
- Increasing digital citizenship (1 school)

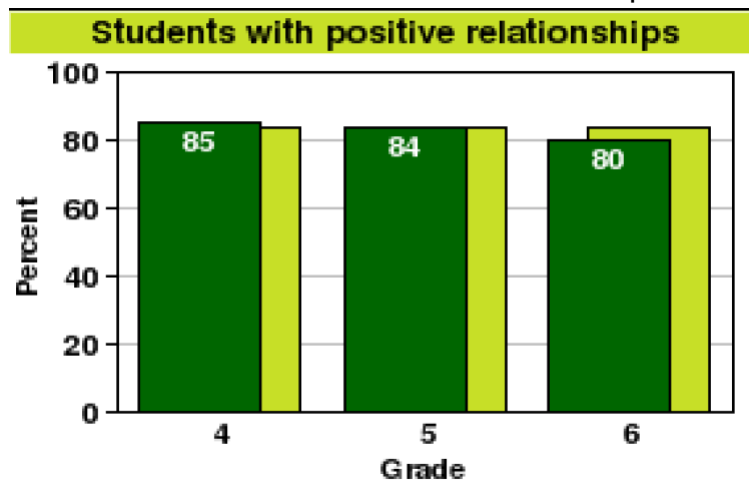
Data collected from the OurSCHOOL survey administered each spring is used to provide a basis for the goal and to set the target for the coming school year. All students in Prairie South from grades 4-12 participate in the survey.

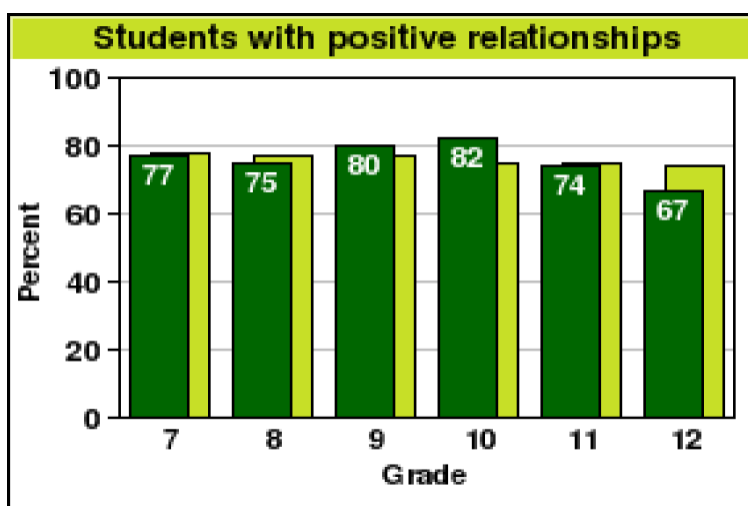
Related OurSCHOOL survey results follow from the spring of 2019

Positive Sense of Belonging:



Positive Teacher Student Relationships



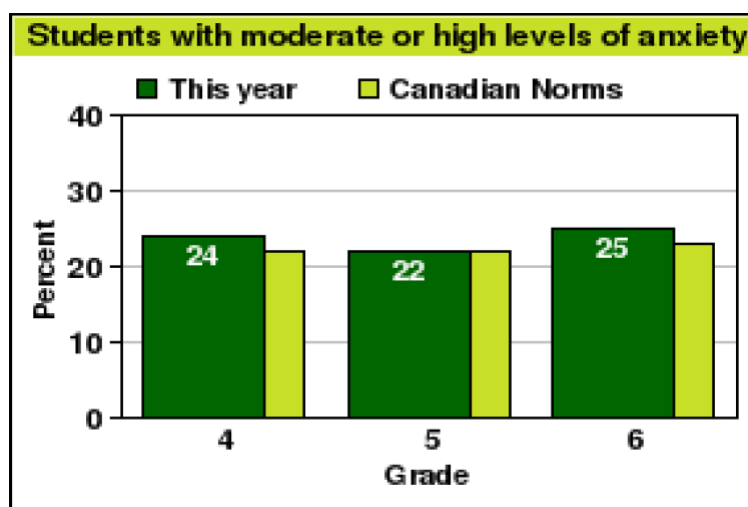


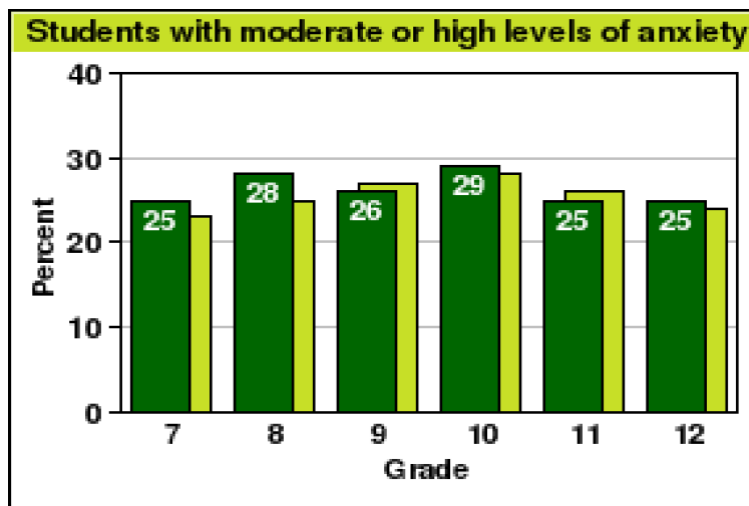
Sample of School Strategies to support the Well Being Goal:

- Doing various whole school activities with big and little buddies
- Planting school and classroom gardens
- Recess Guardians program (SK Blue Cross sponsored)
- Citizenship activities
- School bulletin boards – brag boards, talk and share board
- Games clubs
- Teaching skills for conflict resolution

Anxiety

Reducing anxiety did not factor into the school LIP goals as significantly this year. The information below is included for interest purposes.





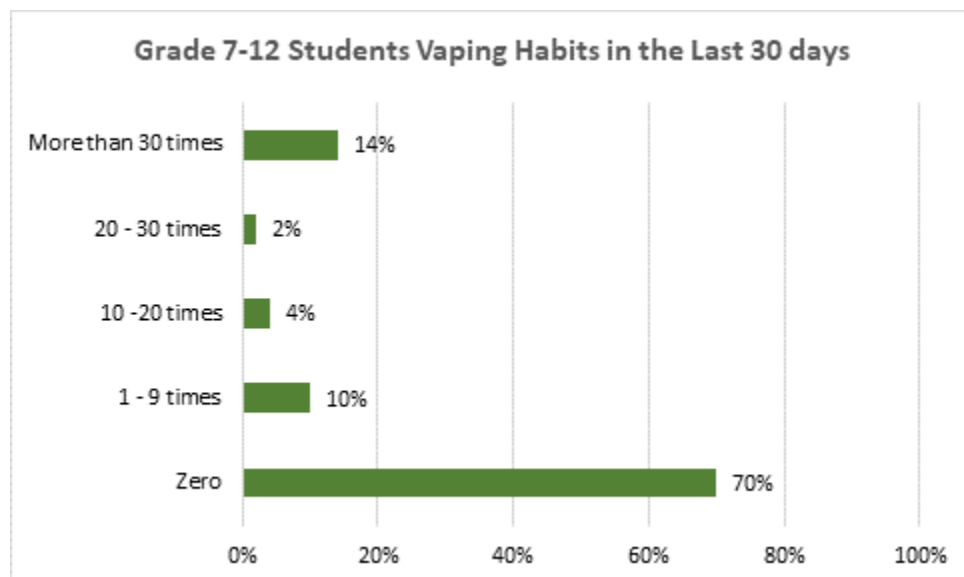
Vaping Habits

Two custom questions were added in to the OurSCHOOL survey to find out more about student's vaping habits. The question asked students from grades 7-12 in all schools:

In the last 30 days how many times have you used a vape?

- a. Zero
- b. 1-9
- c. 10-20
- d. 20-30
- e. More than 30 times

Results indicate that approx. 29% of the students that responded to the survey have used a vape at least once in the last 30 days with more than 30 times being the most common response of those who indicated they have vaped. 2326 students participated in this particular survey indicating about 650 students engage in vaping.



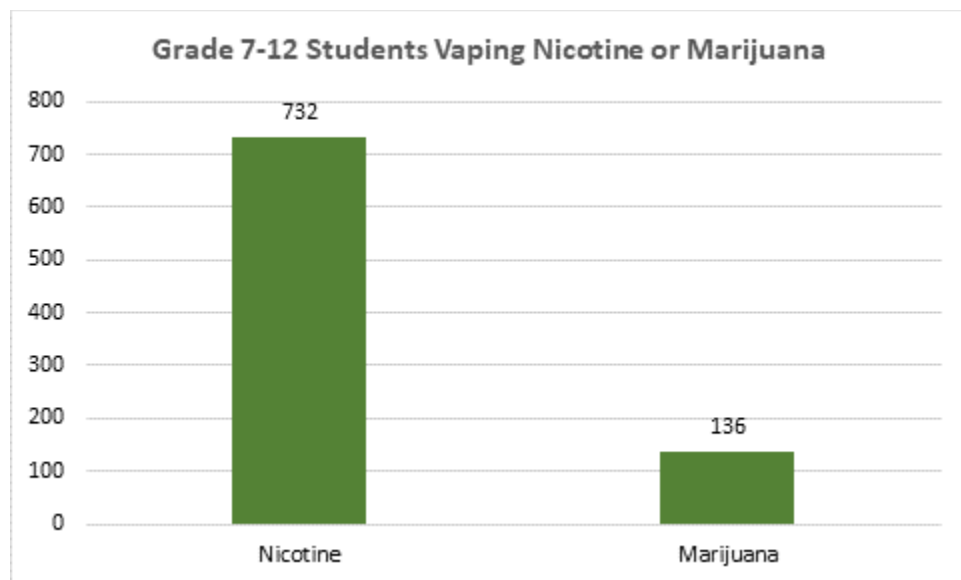
Vaping Nicotine vs Vaping Marijuana

The second question asked the same group of students:

If you vape, what are you vaping?

- a. Marijuana
- b. Nicotine

868 students responded to this question with 732 indicating nicotine and 136 indicating that they vape marijuana.



Administrative Challenges

- Schools continue to use the OurSCHOOL survey as one method to target student wellness and wellbeing. These goals often take years of dedicated resources to see a positive impact. Changes in staffing, leadership, SCCs can cause a change in direction before results are seen.
- Continuing to reach out to parents and engage the broader community is challenging but valuable when it happens.
- Vaping is a growing issue in our schools. Providing students, teachers and parents useful resources is an ongoing need.

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	06.6
Topic:	Provincial Auditor of Saskatchewan Audit Involvement		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The Provincial Auditor of Saskatchewan participates in the regular audit process for several school divisions each year on a rotating basis.
Current Status:	The PAS has provided information regarding their involvement with the annual audit for the 2018-2019 school year.
Pros and Cons:	
Financial Implications:	The annual audit provides a financial snapshot of the Board of Education.
Governance/Policy Implications:	The annual audit is a significant accountability mechanism for the Board of Education.
Legal Implications:	
Communications:	The Audited Financial Statements are a component of the Prairie South School Division Annual Report, which will be tabled in the Legislative Assembly of Saskatchewan and available at www.prairiesouth.ca .

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	Planned Involvement Package

Recommendation: That the Board review the information provided.



PROVINCIAL AUDITOR
of Saskatchewan

May 28, 2019

Mr. Tim McLeod, Chair
Prairie South School Division No. 210
1075 9th Avenue N.W.
Moose Jaw, SK S6H1V7

(Via Email)

Dear Mr. McLeod:

Re: Planned Involvement in Annual Audit of Prairie South School Division No. 210 for the Year Ended August 31, 2019

In this letter we set out an overview of our audit expectations for all 27 school divisions. We are also communicating these expectations, in writing, to your appointed auditor.

We plan to use a cyclical approach for our direct involvement in the audits of the school divisions. Under this approach, we will annually select certain school divisions in which we expect to be involved in the key steps of the audits. We have selected the following school divisions for the year ended August 31, 2019:

Prairie Spirit School Division No. 206
Regina School Division No. 4
Saskatoon School Division No. 13
St. Paul's Roman Catholic Separate School Division No. 20
Chinook School Division No. 211
Horizon School Division No. 205
Northwest School Division No. 203
Saskatchewan Rivers School Division No. 119
Sun West School Division No. 207

This letter sets out our audit expectations for the annual audit of Prairie South School Division No. 210 for the year ended August 31, 2019.

As in prior years, we ask your appointed auditor to provide us with a copy of the school division's financial statements, its audit report thereon, the summary of errors, the materiality used and various representations (e.g., independence), as well as the following standard reports for reliance purposes, addressed to the Provincial Auditor:

- a) The appointed auditor's opinion on the school division's system of control (see **Appendix A**)
- b) The appointed auditor's opinion on the school division's compliance with legislative and related authorities (see **Appendix B**)
- c) The appointed auditor's report on other matters arising that came to its attention during the audit for the purpose of assisting the Provincial Auditor in discharging her responsibilities under *The Provincial Auditor Act* and for preparing her annual report to the Legislative Assembly of Saskatchewan (see **Appendix C**)
- d) The appointed auditor's letter to management on results of the audit (e.g., management letter, constructive services letter) including a summary of errors in the financial statements

Confidentiality notice: This may contain confidential information exempt from disclosure under *The Provincial Auditor Act*. We issue final documents (plans and reports) electronically using the Office's secure file-share program. Please whitelist the email account saskauditor@auditor.sk.ca to ensure it is not blocked or sent to junk.

For the August 31, 2019 audit of the school division, we plan to limit our involvement to reviewing the above-listed information. Where either your appointed auditor or our Office identify matters of significance to report to the Legislative Assembly, we will work with your appointed auditor to obtain the necessary support, and vet the draft chapter with the appointed auditor and officials of your school division.

We will preserve confidentiality with respect to all matters that come to our knowledge in the course of our duties under *The Provincial Auditor Act* and will not communicate those matters to any person, other than when required to do so under *The Provincial Auditor Act* or by a court of law. For additional information, please see **Appendix D – Independence and Confidentiality**.

Any working papers and files, other materials, reports and work created, developed or performed by our office during the course of the audit is the property of the Provincial Auditor.

We issue final draft chapters, if any, electronically using the Office's secure file-share program. Please whitelist the email account saskauditor@auditor.sk.ca to ensure it is not blocked or sent to junk.

Our 2020 Report to the Legislative Assembly – Volume 1 will include the results of the school division's audit for the year ended August 31, 2019. We expect to issue this Report in June 2020.

We would be pleased to answer any questions concerning our involvement in the annual audit. If there are matters you would like to discuss, please contact me (306-787-6305, stjohn@auditor.sk.ca) or Ms Michelle Lindenbach (306 787-2716, lindenbach@auditor.sk.ca)

Please confirm your understanding of our planned audit involvement by signing the bottom of this letter and emailing a copy of the signed letter to us via saskauditor@auditor.sk.ca.

Yours truly,



Trevor St. John, CPA, CA, CISA
Deputy Provincial Auditor

/ah
Attachment

cc: (Via Email)
Mr. T. Baldwin, Director of Education, Prairie South School Division No. 210
Mr. S. Robitaille, Superintendent of Business and Operations, Prairie South School Division No. 210
Mr. T. Paton, Provincial Comptroller, Ministry of Finance
Mr. R. Currie, Deputy Minister, Ministry of Education
Mr. C. Repski, Assistant Deputy Minister, Ministry of Education
Ms T. Olfert, CPA, CA, Stark & Marsh CPA LLP

We read and understand the attached audit involvement plan.

May 28/19
Date

Tim McLeod
Chair, Board of Education

Confidentiality notice: This may contain confidential information exempt from disclosure under *The Provincial Auditor Act*.

We issue final documents (plans and reports) electronically using the Office's secure file-share program. Please whitelist the email account saskauditor@auditor.sk.ca to ensure it is not blocked or sent to junk.

APPENDIX A – STANDARD WORDING FOR THE EXPRESSION OF AN OPINION ON INTERNAL CONTROL (CSAE 3001)

INDEPENDENT PRACTITIONERS' REASONABLE ASSURANCE REPORT

To: The Provincial Auditor of Saskatchewan

We have undertaken a reasonable assurance engagement of [Agency]'s operating effectiveness of internal controls as of [Year End] to express an opinion as to the effectiveness of its internal controls related to the following objectives:

- To safeguard public resources. That is, to ensure its assets are not lost or used inappropriately; to ensure it does not inappropriately incur obligations; to establish a financial plan for the purposes of achieving its financial goals; and to monitor and react to its progress towards the objectives established in its financial plan.
- To prepare reliable financial statements.
- To conduct its activities following laws, regulations, and policies related to financial reporting, safeguarding public resources, revenue raising, spending, borrowing, and investing.

CPA Canada defines control as comprising those elements of an organization that, taken together, support people in the achievement of the organization's objectives. Control is effective to the extent that it provides reasonable assurance that the organization will achieve its objectives.

[Agency]'s management is responsible for effective internal controls related to the objectives described above. Our responsibility is to express an opinion on the effectiveness of internal controls based on our audit.

We used the control framework included in COSO's *Internal Control–Integrated Framework* to make our judgments about the effectiveness of [Agency]'s internal controls.¹⁶ We did not audit certain aspects of internal controls concerning the effectiveness, economy, and efficiency of certain management decision-making processes.

We conducted our reasonable assurance engagement in accordance with Canadian Standard on Assurance Engagements (CSAE) 3001, *Direct Engagements*. This standard requires that we plan and perform this engagement to obtain reasonable assurance as to the effectiveness of [Agency]'s internal controls related to the objectives stated above. The nature, timing and extent of procedures performed depends on our professional judgment, including an assessment of the risks of material misstatement, whether due to fraud or error, and involves obtaining evidence about the effectiveness of internal controls. An audit includes obtaining an understanding of the significant risks related to these objectives, the key control elements and control activities to manage these risks, and examining, on a test basis, evidence relating to control.

Reasonable assurance is a high level of assurance, but is not a guarantee that an engagement conducted in accordance with this standard will always detect a material misstatement when it exists.

Our audit on the effectiveness of [Agency]'s internal controls related to the above objectives does not constitute an audit of internal control over financial reporting performed in conjunction with an audit of financial statements in *CPA Canada Handbook – Assurance Section 5925 An Audit of Internal Control over Financial Reporting that is Integrated with an Audit of Financial Statements*.

¹⁶ The Committee of Sponsoring Organizations of the Treadway Commission *Internal Control–Integrated Framework*. (https://www.aicpastore.com/content/media/producer_content/generic_template_content/Illustrative_Tools.jsp) (26 November 2018).

Control can provide only reasonable and not absolute assurance of achieving objectives reliably for the following reasons. There are inherent limitations in control including judgment in decision-making, human error, collusion to circumvent control activities, and management overriding control. Cost/benefit decisions are made when designing control in organizations. Because control can be expected to provide only reasonable assurance and not absolute assurance, the objectives referred to above may not be achieved reliably. Also, projections of any evaluation of control to future periods are subject to the risk that control may become ineffective because of changes in internal and external conditions, or that the degree of compliance with control activities may deteriorate.

We believe the evidence we obtained is sufficient and appropriate to provide a basis for our opinion.

In our opinion, subject to the limitations noted above, [Agency]'s internal controls were operating effectively, in all material respects, to meet the objectives stated above as of [Year End] based on COSO's *Internal Control-Integrated Framework*.

[If control is not effective in all material respects, describe the risk or significant deficiency, and indicate which objective is affected. The report should state whether the deficiency resulted from the absence of control procedures or the degree of compliance with them.]

This report is provided solely for the purpose of assisting the Provincial Auditor in discharging her responsibilities and for preparing her annual report to the Legislative Assembly of Saskatchewan and is not to be referred to or distributed to any person who is not a member of management or the Board of [Agency], its supervising agencies or the Office of the Provincial Auditor and should not be used for any other purpose. Any use that a third party makes of information contained in this report, or any reliance or decisions based on such information, is the responsibility of such third parties. We accept no responsibility for loss or damages, if any, suffered by any third party as a result of decisions made or actions taken based on information contained in this report.

We have complied with the ethical requirements of the Chartered Professional Accountants of Saskatchewan – *Rules of Professional Conduct*, founded on fundamental principles of integrity, objectivity, professional competency and due care, confidentiality, and professional behaviour.

We apply the *Canadian Standard on Quality Control 1* issued by CPA Canada and, accordingly, maintain a comprehensive system of quality control, including documented policies and procedures regarding compliance with ethical requirements, professional standards, and applicable legal and regulatory requirements.

Chartered Professional Accountants
Regina, Saskatchewan
Date

APPENDIX B – STANDARD WORDING FOR THE EXPRESSION OF AN OPINION ON COMPLIANCE WITH SPECIFIED AUTHORITIES (CSAE 3001, 3531)

INDEPENDENT PRACTITIONERS' REASONABLE ASSURANCE REPORT ON COMPLIANCE

To: The Provincial Auditor of Saskatchewan

We have undertaken a reasonable assurance engagement of [Agency]'s compliance with the provisions of the following legislative and related authorities pertaining to its financial reporting, safeguarding of assets, spending, revenue raising, borrowing, and investment activities during the year ended [Year End]:

Confidentiality notice: This may contain confidential information exempt from disclosure under *The Provincial Auditor Act*.

(List all legislative and related authorities covered by this report. This list must include all governing authorities.)

Compliance with the provisions of the stated legislative and related authorities is the responsibility of management of [Agency]. Management is also responsible for such internal control as management determines necessary to enable the [Agency]'s compliance with the specified requirements.

Our responsibility is to express an opinion on this compliance based on our audit.

We conducted our reasonable assurance engagement in accordance with Canadian Standard on Assurance Engagements (CSAE) 3531 *Direct Engagements to Report on Compliance*. This standard requires that we plan and perform this engagement to obtain reasonable assurance whether [Agency] complied with the criteria established by the legislation and related authorities referred to above, in all significant respects. A reasonable assurance compliance reporting engagement involves performing procedures to obtain evidence about the entity's compliance with the specified requirements. The nature, timing and extent of procedures selected depends on our professional judgment, including an assessment of the risks of significant non-compliance, whether due to fraud or error.

Reasonable assurance is a high level of assurance, but is not a guarantee that an engagement conducted in accordance with this standard will always detect a material misstatement when it exists.

We believe the evidence we obtained is sufficient and appropriate to provide a basis for our opinion.

In our opinion, for the year ended [Year End], [Agency] has complied, in all significant respects, with the provisions of the aforementioned legislative and related authorities.

We do not provide a legal opinion on the [Agency]'s compliance with the aforementioned legislative and related authorities.

(The report should provide adequate explanation with respect to any reservation contained in the opinion together with, if relevant and practicable, the monetary effect.)

This report is provided solely for the purpose of assisting the Provincial Auditor in discharging her responsibilities and for preparing her annual report to the Legislative Assembly of Saskatchewan and is not to be referred to or distributed to any person who is not a member of management or the Board of [Agency], its supervising agencies or the Office of the Provincial Auditor and should not be used for any other purpose. Any use that a third party makes of information contained in this report, or any reliance or decisions based on such information, is the responsibility of such third parties. We accept no responsibility for loss or damages, if any, suffered by any third party as a result of decisions made or actions taken based on information contained in this report.

We have complied with the ethical requirements of the Chartered Professional Accountants of Saskatchewan – *Rules of Professional Conduct*, founded on fundamental principles of integrity, objectivity, professional competency and due care, confidentiality, and professional behaviour.

We apply the *Canadian Standard on Quality Control 1* issued by CPA Canada and, accordingly, maintain a comprehensive system of quality control, including documented policies and procedures regarding compliance with ethical requirements, professional standards, and applicable legal and regulatory requirements.

Chartered Professional Accountants
Regina, Saskatchewan
Date

APPENDIX C – STANDARD WORDING FOR REPORTING OTHER MATTERS PURSUANT TO SECTION 12 OF THE PROVINCIAL AUDITOR ACT (CSRS 4460)

REPORT ON SUPPLEMENTARY MATTERS ARISING FROM AN AUDIT ENGAGEMENT

To: The Provincial Auditor of Saskatchewan

In accordance with Section 12(1) of *The Provincial Auditor Act*, we are required to report the details of reservations of opinion, if any, made in an audit report and to identify any instances we consider to be of significance and of a nature that should be brought to the attention of the Legislative Assembly, including any cases in which we observe situations as noted in Section 12(1) (the "other reporting responsibility") in which:

- a) Any officer or employee has wilfully or negligently omitted to collect or receive any public money belonging to the Crown
- b) There has been a deficiency or loss to the Crown through the fraud, default or mistake of any person
- c) Any expenditure was made for which there was no authority or which was not properly vouchered or certified

We have audited the financial statements of [Agency] for the year ended [Year End] and have issued our report thereon dated [Date]. We have audited the effectiveness of internal controls of [Agency] as of [Year End] related to safeguarding public resources, preparing reliable financial statements, and conducting its activities following laws, regulations, and policies related to financial reporting, safeguarding public resources, revenue raising, spending, borrowing, and investing, and have issued our report to you dated [Date]. We have also audited [Agency]'s compliance with specified legislative and related authorities pertaining to its financial reporting, safeguarding of assets, spending, revenue raising, borrowing and investing activities for the year ended [Year End], and have issued our report to you dated [Date].

This report has been prepared in accordance with Canadian Standards on Related Services (CSRS) 4460. Our responsibility is to report on the supplementary matter. This standard requires us to comply with ethical requirements and to plan and perform procedures to address the other reporting responsibility. The procedures were selected based on our professional judgment to enable us to form a basis for this report. The procedures vary in nature from, and are less extent than for, those required when providing an audit opinion or a review conclusion. Users are cautioned that the procedures performed may not be suitable for their purposes.

Accordingly, we do not express an audit opinion or a review conclusion on this supplementary matter.

In response to the other reporting responsibility, [explain the details of reservations of opinion, if any, made in an audit report. Explain details of any instances we consider to be of significance and of a nature that should be brought to the attention of the Legislative Assembly, including any cases in which we observe situations as noted in Section 12(1).] OR [we have nothing to report.]

This information is provided solely for the purpose of assisting the Provincial Auditor in discharging her responsibilities and for preparing her annual report to the Legislative Assembly of Saskatchewan and is not to be referred to or distributed to any person who is not a member of management or the Board of [Agency], its supervising agencies or the Office of the Provincial Auditor and should not be used for any other purpose. Any use that a third party makes of this information, or any reliance or decisions based on such information, is the responsibility of such third parties. We accept no responsibility for loss or damages, if any, suffered by any third party as a result of decisions made or actions taken based on this information.

Chartered Professional Accountants
Regina, Saskatchewan
Date

Confidentiality notice: This may contain confidential information exempt from disclosure under *The Provincial Auditor Act*.

APPENDIX D – INDEPENDENCE AND CONFIDENTIALITY

Independence

We are independent, and are not aware of any relationships between the Prairie South School Division No. 210 and our audit team that, in our professional judgment, may reasonably be thought to bear on our independence and objectivity. We have complied with the ethical requirements of the Chartered Professional Accountants (CPA) Saskatchewan *Rules of Professional Conduct*, founded on fundamental principles of integrity, objectivity, professional competency and due care, confidentiality, and professional behaviour.

The Office uses the following processes to maintain and confirm our independence consistent with professional and legislative requirements.

The Office applies the *Canadian Standard on Quality Control 1* issued by CPA Canada and, accordingly, maintains a comprehensive system of quality control, including documented policies and procedures regarding compliance with ethical requirements, professional standards, and applicable legal and regulatory requirements. We provide additional details about our quality control processes on our website at <https://auditor.sk.ca/about/audit-quality>.

The Provincial Auditor Act creates an independent Officer of the Legislative Assembly called the Provincial Auditor. The Act gives the Provincial Auditor the responsibility to audit all government agencies and report the results of the audits to the Legislative Assembly.

The Act ensures that the Provincial Auditor is independent from elected and appointed officials including the Legislative Assembly's committees and boards. The Standing Committee on Public Accounts (PAC), an all-party committee that does not include cabinet ministers, unanimously recommends to the Legislative Assembly the appointment of the Provincial Auditor for an eight-year term, and can suspend the Provincial Auditor, in certain circumstances with a unanimous decision. The Legislative Assembly must pass an order to appoint, suspend, or remove the Provincial Auditor, and can only suspend or remove the Provincial Auditor for cause.

The Act sets the Provincial Auditor's salary and benefits. Each year, PAC recommends to the Standing Committee on House Services the amount of resources for the Provincial Auditor's Office. The Act gives the Provincial Auditor administrative independence to decide what audit work to do, how to do that work, which employees to hire, and for how much.

Office policies require all employees to confirm annually whether they have any relationships with agencies we examine that could be perceived to influence their independence and objectivity. Also, our policies require us to consider whether any significant threats to our independence exist. If a significant threat exists, we must apply adequate safeguards to reduce the threat to an acceptable level.

Confidentiality

The Act and Office policies require all employees to preserve confidentiality with respect to all matters that come to their knowledge in the course of their duties under *The Provincial Auditor Act* and to not communicate those matters to any person, other than when required to do so under the Act or by a court of law.

This letter and attached report are intended solely for the use of those to whom it is addressed; it should not be used or distributed for any other purposes. This communication is considered confidential in accordance with *The Provincial Auditor Act*.

The Prairie South School Division No. 210 should consult with the Office of the Provincial Auditor if it receives any requests for information under *The Local Authority Freedom of Information and Protection of Privacy Act* related to correspondence or documents of the Office prior to the Prairie South School Division No. 210 responding to such requests.

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	06.7
Topic:	Students who attended Prek		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

Following the Early Learning Accountability report in March Trustee Davidson asked how many students who are in Kindergarten also attended a Prairie South Prek Program.

Current Status:

See attached information

Pros and Cons:

It is important to remember that these are the students who attended a Prairie South program. Other students may have attended other early learning programs that we do not have information or access to that information

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	June 11, 2019	Students who attended Prek

Recommendation:

School	Attended PrK	Total K students
Assiniboia Seventh Avenue School	15	36
Avonlea School	1	9
Baildon Colony Hutterite School	0	4
Belle Plaine Hutterite School	0	1
Bengough School	1	6
Caronport Elementary School	2	29
Central Butte School	9	11
Craik School	2	10
Ecole Gravelbourg School	14	16
Empire Community School	4	12
Eyebrow School	1	2
Glentworth School	4	4
Kincaid Central School	0	8
King George School	29	49
Lafleche Central School	8	10
Lindale School	14	33
Mankota School	2	2
Mortlach School	0	6
Mossbank School	2	10
Palliser Heights Elementary School	31	63
Prince Arthur Community School	11	22
Rockglen School	1	8
Rouleau School	5	7
Sunningdale School	15	40
Westmount School	20	30
William Grayson School	11	15
Total	202	443

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	06.8
Topic:	PAT Committee Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	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.
Current Status:	<p>Trustee Pryor has provided the following update:</p> <p>On May 28, the Partnership and Teambuilding Committee went to Eyebrow for a local government networking meeting. We invited all RM's, town councils, mayors and reeves north of Moose Jaw to attend the event. We discussed mutual educational interests, shared our strategic plan and learned more about them. We are doing the same type of meeting in Rockglen on June 11.</p> <p>On June 4, we met with the SCC at Westmount school for our last of 4 engagement sessions. We have followed the same process with all the schools we have met with - interesting things about their school and community, celebration items, challenges they face and questions for the board. We had great conversations with their SCC and thank them for hosting our committee.</p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	

Recommendation: That the Board review the information provided.

AGENDA ITEM

Meeting Date:	June 11, 2019	Agenda Item #:	06-9
Topic:	Eyebrow SCC Correspondence		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	One function of School Community Councils is to bring any matter of educational interest to the attention of the Board of Education.
Current Status:	The Board has received correspondence from the Eyebrow SCC.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	A draft response from administration is included with the letter.
Legal Implications:	
Communications:	Administration will respond to the Eyebrow SCC letter.

Prepared By:	Date:	Attachments:
Tony Baldwin	June 11, 2019	Eyebrow SCC Correspondence DRAFT Response from T. Baldwin

Recommendation: That the Board review the information provided.

June 04, 2019

Dear Prairie South School Division Board Members,

It has come to the attention of the Eyebrow School Community Council that there has been a staffing cut at Eyebrow School of one full teacher position and one-and-a-half educational assistant positions. We understand that as of September 2019, our school will have five full time teachers. Of that number, only 3.6 are to be "teaching" staff, as one FTE is allocated for SST and a remaining .4 is allocated as administrative time. We understand also, that the principal has been given permission to have .5 of the SST time be available to teach classes. This will help reduce the teaching load on the other 3.6 staff, but then reduces our SST time to .5 and will directly impact the educational needs of some of our most vulnerable and at-risk students.

When we had this discussion at our meeting, a few points and questions were raised. First of all, at one point there was a minimum number of teachers that were to be placed in a school, no matter the student population. Has this changed?

Second, we wish to know what is the formula by which staffing is determined?

Third, we know that there is one teacher retiring at the end of this school year. The estimated combination of her salary with that of 1.5 educational assistants comes to approximately \$120 000.00 that is directly cut from Eyebrow School. Are all schools in the division being reduced, proportionate to their enrolment? We are certainly aware that student population is a major factor in staffing allocations, but Eyebrow School's enrolment is remaining constant, so this is why we question the cuts.

In closing, we know that the board does not want to close schools and they have made a concerted effort to not impact student learning. As a school community council, we have serious concerns about these reductions at Eyebrow School. We are concerned about the quantity of teaching time that will be available for our children. This could make some parents question the quality of education being offered at Eyebrow School, even though we know our teachers ALWAYS do the best they can with the time they are given. This reduction, in turn, could cause some parents to decide to move their children to another school or make the move to home schooling. We also know that budgeting for a school division is difficult, particularly when funding from the government does not raise to cover increased costs, but in fact, actually is reduced. We have a board that is innovative and looking at a number of ways to minimize the impact at the classroom level. We wish to work with the board to meet the challenge of innovatively meeting the staffing shortfall at Eyebrow School.

Thank your for your time and attention in this matter. We look forward to hearing from you.

Eyebrow School Community Council.

10 June 2019

Deanne Hartell, Chair
Eyebrow School Community Council
Box 130
Eyebrow, Saskatchewan
S0H 1L0

Dear Deanne:

Thank you for your letter dated June 4th, 2019 regarding staffing levels at Eyebrow School. I appreciate the opportunity to address your questions; although I know that my answers may not solve your concerns, I am committed to working with the school and community in Eyebrow to ensure continued support for the children and families there.

I will attempt to answer your questions in the same order they were posed in your letter:

1. There is no minimum number of staff in schools in Prairie South. In years past, a minimum of 5 FTE teachers was in place, however as school enrolments continue to decrease, this minimum was no longer possible to maintain.
2. The teacher staffing formula adds the following components to get a total staffing allocation: K-3 Enrolment, 4-12 Enrolment; Student Support Enrolment; Small School Factor; Preparation Time; Administration Time; and Intensive Support Allocation. Using this formula for the 2019-2020 projections in Eyebrow, the allocated staffing is 5.03 FTE teachers.
3. EA staffing is a blend of general support connected to the total enrolment of the school and targeted support for specific students. This number tends to be more connected with which students are at a school rather than how many students are at a school. Eyebrow School has fewer students with intensive needs projected next year than they have had in the past, while overall intensive needs numbers have increased in the school division. The result of these factors is an allocation of 1.5 FTE EA staff.
4. All schools in the division have reduced or enhanced staffing according to enrolment projections. For 2018-2019, Eyebrow School was staffed at 6.0 FTE teachers based on projections of 50 FTE students. The formula for the current year provided 5.8 FTE teachers, and an additional .2 FTE was assigned through teacher contingency. For 2019-2020, Eyebrow School will be staffed at 5.0 teachers based on projections of 39 FTE students, with .03 FTE of a teacher contributed to contingency. Actual enrolment at Eyebrow School for the 2018-2019 school year was 44 FTE students.

I share your concerns about declining enrolment leading to additional loss of students. This year I met with the community in Chaplin to discuss advantages and disadvantages of very small rural schools and if this would be helpful, I would be happy to do the same work in Eyebrow in 2019-2020.

Please let me know if there is additional information I can provide for your SCC and community. I am available to meet with you to discuss this further at any time.

Respectfully,

Anthony D. (Tony) Baldwin
Director of Education

cc: Eleese Aitken, Principal
Derrick Huschi, Superintendent of Operations
Diana Welter, Human Resources Manager
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