

Prairie South School Division No. 210

ORGANIZATIONAL MEETING

Moose Jaw, Saskatchewan

Date: September 3, 2019

AGENDA

1. **Opening Remarks**
Director of Education
2. **Call for Nomination of Chair**
Director of Education
3. **Call for Nomination of Vice-Chair**
Chair
4. **Motion to Destroy Ballots**
Chair
5. **Board Remuneration Rates**
 - i) **Annual Remuneration**

During the 2019/2020 budget deliberations trustee remuneration was set as follows:

 - Member: 2019/20: \$1,325/mo.
 - (2015/16 & 2016/17: \$1,325/mo.; 2017/18: \$1,067/mo.; 2018/19 \$1,325/mo.)
 - Vice-Chair: 2019/20: \$1,399/mo.
 - (2015/16 & 2016/17: \$1,399/mo.; 2017/18: \$1,131/mo. 2018/19 \$1,399/mo.)
 - Chair: 2019/20: \$1,472/mo.
 - (2015/16 & 16/17: \$1,472/mo.; 2017/18: \$1,194/mo. 2018/19 \$1,472/mo.)

Motion for Annual Remuneration:

That for the 2019/20 fiscal year, the Board remain at the 2016/17 rates for trustee remuneration for attendance at Board Meetings and performance of all duties and activities within the School Division as follows payable monthly:

- *Member: \$1,325 per month*
- *Vice-Chair: \$1,399 per month*
- *Chair: \$1,472 per month*

ii) **Out-of-Division Remuneration**

Current remuneration for attendance at out-of-division functions, meetings and other activities:

- Member: \$200.00 per day
- Vice Chair: \$225.00 per day
- Chair: \$250.00 per day

Motion for Out-of-Division Remuneration:

That for the 2019/20 fiscal year, the Board remunerate trustees for attendance at out-of-division functions, meetings and other activities at the following rates:

- Member: \$200.00 per day
- Vice Chair: \$225.00 per day
- Chair: \$250.00 per day

iii) **Remuneration for Travel Time**

Current remuneration for travel time is: \$0.20 per kilometer

Motion for Remuneration for Travel Time:

That for the 2019/20 fiscal year, trustee remuneration for travel time be set at \$0.20 per kilometer.

6. **Expense Rates**

i) **Mileage**

Current mileage rate is: \$0.44 per kilometer

Motion for Mileage Expense:

That for the 2019/20 fiscal year, mileage expense be set at \$0.44 per kilometer.

ii) **Meal Reimbursement**

Current meal reimbursement rates are: Breakfast, \$10.00; Lunch, \$15.00; Supper, \$20.00

Motion for Meal Reimbursement:

That for the 2019/20 fiscal year, meal reimbursement levels for meal expenses without receipts not covered by registration fees, the school division or otherwise, be set at the following rates: Breakfast, \$10.00; Lunch, \$15.00; Supper, \$20.00.

ii) **Parking**

Current parking reimbursement rates are: \$5.00 per day without receipt

Motion for Parking Reimbursement:

That for the 2019/20 fiscal year, reimbursement for parking be set at \$5.00 without receipt.

iii) **Accommodation**

Current accommodation reimbursement rates are: Actual, reasonable costs, supported by receipts or \$35.00 per night in a private residence outside of home location (no receipt required)

Motion for Accommodation Reimbursement:

That for the 2019/20 fiscal year, reimbursement for accommodation expenses be set at actual, reasonable costs, supported by receipts or \$35.00 per night in a private residence outside of home location (no receipt required).

5. **Missed Meetings**

Current practice:

Any Trustee may miss one regular board meeting or Committee of the Whole planning session day without adjustment to remuneration. Missed meetings in excess of one day will result in a reduction of \$150 for every half day meeting missed thereafter, whether a Board Meeting or Committee of the Whole Planning Session, with the exception of meetings that are rescheduled after Board approval of the yearly continuous agenda.

Meeting Day Definition: 3 or less hours constitutes a half meeting day and more than 3 hours constitutes a full meeting day.

Motion for Missed Meetings:

That during the 2019/20 fiscal year, any Trustee may miss one regular board meeting or Committee of the Whole planning session day without adjustment to remuneration. Missed meetings in excess of one day will result in a reduction of \$150 for every half day meeting missed thereafter, whether a Board Meeting or Committee of the Whole Planning Session, with the exception of meetings that are rescheduled after Board approval of the yearly continuous agenda.

6. **Annual Trustee Professional Development Allowance**

In the 2019/20 budget the annual allowance for trustee professional development has been budgeted at \$17,500. This includes all professional development activities with the exception of Public Section Executive meetings, SHSAA meetings and Board Chairs' Council and is to cover all expenses associated with the activities. Professional development mileage and travel costs for out of division travel will be calculated on the assumption that the trustee leaves from Moose Jaw or nearer.

Recommended Motion :

That an annual allowance for Professional Development be provided for the Board of Education in the amount of \$17,500. The funds are to be distributed to cover all Trustee Professional Development activities expenses, as approved by the Board, with the

exception of Public Section Executive meetings, SHSAA meetings and Board Chairs' Council expenses. Mileage and travel costs will be calculated on the assumption that the Trustee departs from Moose Jaw or nearer.

8. Cheque Signing Authorities

Current: One of the Chair or Vice-Chair, and the Superintendent of Business and Operations.

Recommended Motion:

That the cheque signing authorities for the board shall be one of the Chair or Vice-Chair and the Superintendent of Business and Operations.

9. Operating Line of Credit (Item A)

Current: \$15,000,000

Recommended: \$15,000,000

Recommendation: *That the Board review the information and pass the lending resolution motion as attached.*

10. Auditor Appointment

Prairie South has appointed Stark & Marsh as auditors through the 2018-19 fiscal year. Therefore no action is required at this meeting.

No motion required.

11. Solicitors

Current:

- McKercher LLP and
- Saskatchewan School Boards Association Legal Services

No motion required unless the Board wishes to change solicitors.

12. Architect

Current:

- Pattison MGM, Regina

No motion required unless the Board wishes to change architects.

13. Board Spokesperson

The Board currently has a motion as follows:

That Board communications are dealt with as follows: The Board Chair communicates with the media and public on political issues and the Director of Education communicates with the media and public on all other issues.

If the Board wishes to continue with this direction no motion is necessary.

14. Board Committee Appointments

In respect to Board Policy 8: *the appointment of trustees to committees will be by the responsibility of the Chair. Normally trustees serve on a maximum of two standing committees.* A list of current committees is attached to this agenda.

15. Adjournment

Motion:

"That the Organizational Meeting be adjourned at ____."

AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	A
Topic:	Line of Credit 2019-20 borrowing resolution		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Annual resolution for Line of Credit
Current Status:	Request for \$15 Million Line of Credit-Same amount as last year.
Pros and Cons:	
Financial Implications:	The limit exceeds two months of the grant distribution. In conjunction with current cash position: None.
Governance/Policy Implications:	Board annual requirement for lending authority.
Legal Implications:	
Communications:	Ministry had requested that the LOC limit should be reduced to 7 Million in subsequent years, but after consultation and review of the past year cash flow, have consented to keep recommended limit as is

Prepared By:	Date:	Attachments:
Stephen Robitaille	September 3, 2019	<ul style="list-style-type: none"> Scotiabank borrowing resolution

Recommendation:

That the Board review the information and pass the lending resolution motion as attached.

BORROWING RESOLUTION

WHEREAS The Board of Trustees of Board of Education of the Prairie South School Division No. 210 of Saskatchewan (the "Board") considers it necessary to borrow certain sums of money from time to time to meet current operating expenditures;

NOW THEREFORE, be it resolved that:

1. The Board do borrow from The Bank of Nova Scotia ("the Bank") sums of money from time to time as required to meet current expenditures of the Board, provided that the total principal amount owed to the Bank at any one time shall not exceed the sum of **FIFTEEN MILLION (\$15,000,000) DOLLARS.**
2. Any two of the following officers.

Stephen Robitaille - CFO

To be determined in organizational meeting - Chair

To be determined in organizational meeting -Vice Chair

(the "Officers")

Be and are hereby authorized for and on behalf of the Board:

- (a) to apply to the Bank for the aforesaid loan to the Board and to negotiate rates of interest; and
- (b) to obtain advance of monies from the Bank by way of overdraft on the Board's account or pursuant to promissory notes, loan agreements or other evidence of indebtedness from the Bank, as maybe permitted or required by the Bank; and
- (c) to execute on behalf of the Board such bills, promissory notes or similar or other forms of obligation as the Bank may require as evidence of and security for all sums borrower hereunder,

and each document executed as aforesaid shall be valid and binding upon the Board according to its tenor and the Bank shall never be bound to inquire whether such officers are observing the limitations on their authority as set forth in this resolution.

3. All sums borrower pursuant to paragraph 1 hereof or so much thereof as from time to time remains unpaid shall bear interest at rates per annum as mutually agreed between the Board and the Bank from time to time.
4. As security for repayment of money borrowed pursuant to paragraph 1 hereof, the Board hereby charges to and in favor of the Bank all the revenues of whatever nature and kind by such security documentation as the Bank may require in respect to the foregoing charge. The said charge shall be collateral to the obligation of the Board to repay with agreed interest on all sums borrowed from the Bank. The Bank shall not be bound to recover any such requisitions or other monies before being entitled to repayment from the Board.

5. The Bank shall be furnished with a certified copy of this resolution and a list of the Officers together with specimens of their signatures, and this resolution and the said list shall be binding on the Board until notice to the contrary or of any changes therein shall be given to the Manager of the Bank.

CERTIFICATE

By signing below, our officers certify for the Board that:

- *there are no provisions in our incorporating documents or by-laws which impair in any way the powers of our trustees or officers to borrow money or grant security.*
- *Our trustees have full power to pass this Resolution and to bind the Board in all respects*
- *The above resolution was properly passed by the Board of Trustees in compliance with all applicable legislation and continues in effect.*

WE HEREBY CERTIFY that the foregoing resolution was duly passed by the Board of Trustees of the Board at a duly and regularly constituted meeting thereof held on the 4TH day of SEPTEMBER, of 2018 at which a quorum was present and that the said resolution is in full force and effect.

WITNESS our hands and the seal of the Board this ____ day of _____,

2018-2019 Board Representatives

SCC

Empire
King George
Palliser Heights
Prince Arthur
Sunningdale
Westmount
William Grayson
Central Collegiate
Peacock Collegiate
Riverview Collegiate

Subdivision

#1 – Darcy Pryor
#2 – Robert Bachmann
#3 – Al Kessler

#4 – Giselle Wilson
#5 – Shawn Davidson

Board Committee

Innovation

Student Outcomes

Partnerships and Teambuilding

Business, Infrastructure and Governance

Trustees

Mary Jukes, Tim McLeod
Mary Jukes, Jan Radwanski
Brian Swanson, Tim McLeod
Mary Jukes, Brian Swanson
Lew Young, Jan Radwanski
Lew Young, Tim McLeod
Brian Swanson, Jan Radwanski
Brian Swanson Jan Radwanski
Mary Jukes, Lew Young
Lew Young, Tim McLeod

Schools

Central Butte, Chaplin, Craik, Eyebrow, Mortlach
Rouleau, Avonlea, Caronport Elementary, Lindale
Assiniboia 7th Ave, Assiniboia Elementary, Assiniboia
Composite, Mossbank
Coronach, Bengough, Rockglen
Gravelbourg, Lafleche, Kincaid, Glentworth, Mankota

Trustees

Al Kessler, Jan Radwanski,
Robert Bachmann, Lew Young

Mary Jukes, Darcy Pryor,
Al Kessler, Giselle Wilson

Tim McLeod, Giselle Wilson,
Darcy Pryor, Shawn Davidson

Robert Bachmann, Shawn Davidson,
Lew Young, Brian Swanson

Prairie South Schools
BOARD OF EDUCATION

DATE: September 3, 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 June 11, 2019
- 4. Decision and Discussion Items**
 - 4.1.** Summer Matters of Interest
 - 4.2.** Catchment Change Request
 - 4.3.** 2019-2020 Amended Budget Motion
 - 4.4.** Board Engagement Plan 2019-2020
 - 4.5.** Board Meeting and Committee of the Whole Meetings, 2019-2020
 - 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**
- 6. Information Items**
 - 6.1.** Radwanski Inquiry
 - 6.2.** Administrative Procedures Revisions
 - 6.3.** Ministry of Education Annual Report
 - 6.4.** Organizational Chart
 - 6.5.** CAC Leadership Portfolios for 2019-2020
 - 6.6.** SSBA Submission of Bylaw Amendments and Resolutions – 2019 AGM
 - 6.7.** SSBA Budget – 2020 (DRAFT)
 - 6.8.** Transportation Performance Review
 - 6.9.** Staff Satisfaction Improvement Plan
- 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 June 11 , 2019 at 1:00 p.m.

Attendance:

Mr. R. Bachmann; Dr. S. Davidson; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; Mr. J. Radwanski; Mr. B. Swanson; Mr. L. Young; Ms. M. Jukes; L. Meyer, Superintendent of Learning; D. Huschi, Superintendent of School Operations; D. Teneycke, 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. G. Wilson; R. Boughen, Superintendent of School Operations

Delegations:

Kristin Shafer
Celine Hicks
Mike Montcalm
Luke Hovorka

Motions:

06-11-2019 - 3103 That the meeting be called to order at 1:04p.m.
- McLeod

06-11-2019 - 3104 That the Board move Information Item 6.5 Student Learning Accountability Report to Decision Item 4.7 Student Learning Accountability Report; Carried

AND that the Board change Information Item 6.5 from Student Learning Accountability Report to Information Item 6.5 Eyebrow SCC Correspondence;

AND that the Board add Information Item 6.8 Partnership and Team Building Committee Summary;

AND that the Board adopt the agenda as amended.
- Jukes

06-11-2019 - 3105 That the Board adopt the minutes of the May 7, 2019 Board meeting. Carried
- Young

06-11-2019 - 3106	That the Board receive and file the 2018-2019 3 rd Quarter Financial Accountability Report - Bachmann	Carried
06-11-2019 - 3107	That the Board approve the Board Self Evaluation Report developed through the facilitated workshop on April 30 th , 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. - Bachman	Carried
06-11-2019 - 3108	That the Board confirm the attached report and authorize the Board Chair to monitor progress on goals during the 2019-2020 school year. - Jukes	Carried
06-11-2019 - 3109	That the Board go into closed session at 1:26 for the delegation presentations and for Decision Item 4.2. - Pryor	Carried
06-11-2019 - 3110	That the Board reconvene in open session at 3:41 - Davidson	Carried
06-11-2019 - 3111	That the Board adopt the recommendation of the Director of Education regarding Briefing Note 190611-01 dated June 11, 2019. - Davidson	Carried
	Trustee Brian Swanson was excused from the meeting at 3:44 due to a prior commitment.	
06-11-2019 - 3112	That the Board approve Board Policy 17 updated 11 June 2019. - Kessler	Carried
06-11-2019 - 3113	That the Board receive and file the monthly reports as presented. - Young	Carried
06-11-2019 - 3114	That the Board receive and file the Student Learning Accountability Report - Pryor	Carried

Inquires:

Since the committee of the whole meetings have been closed to the public since Dec 4, 2018 is the chair ensuring that Roberts Rules of Order are being used during such meetings and that minutes are being kept?
- Radwanski

06-11-2019 - 3115 That the meeting be adjourned at 4:19 p.m.
- Pryor

Carried

T. McLeod
Chair

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

September 3, 2019
Prairie South School Division Central Office, Moose Jaw

AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	04.1
Topic:	Summer Matters of Interest		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	In 2019, the Board did not hold an August meeting.
Current Status:	The Director of Education will provide a summary of items of interest to the Board and the public from the summer months.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	03 September 2019	

Recommendation:

That the Board consider the information provided.

AGENDA ITEM

Meeting Date:	03 September 2019	Agenda Item #:	04.2
Topic:	Catchment Change Request		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

PSSD operational practice requires that applications requesting transportation catchment change or exception be received by April 15 of the current school year, to be enacted in the following school year. Subsequently in May, the rural trustees and administration, review the requests and submit their recommendations to the Board for decision. PSSD commits to provide responses to the families in the month of June.

Current Status:

In July 2019, we received a request for two (2) Kindergarten students to ride the bus into Assiniboia for next fall. They currently reside just outside the Assiniboia Catchment Boundary and are in the Coronach catchment.

Please note the two attached pictures. One shows the Bus Planner view with an overlay of the current & proposed catchment boundaries, the other is a satellite view which shows the access roads to that location with the catchment boundaries super-imposed

Pros and Cons:

The issue is there are no roads that come into that land location from the south. (i.e. there would be no way to get a bus in there from Coronach without the bus travelling into the current Assiniboia catchment) The terrain is all hills and valleys, as such the only way to service the students is from the north, which is in the Assiniboia Catchment area. The challenge is that this is outside of the Board's preferred practice.

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

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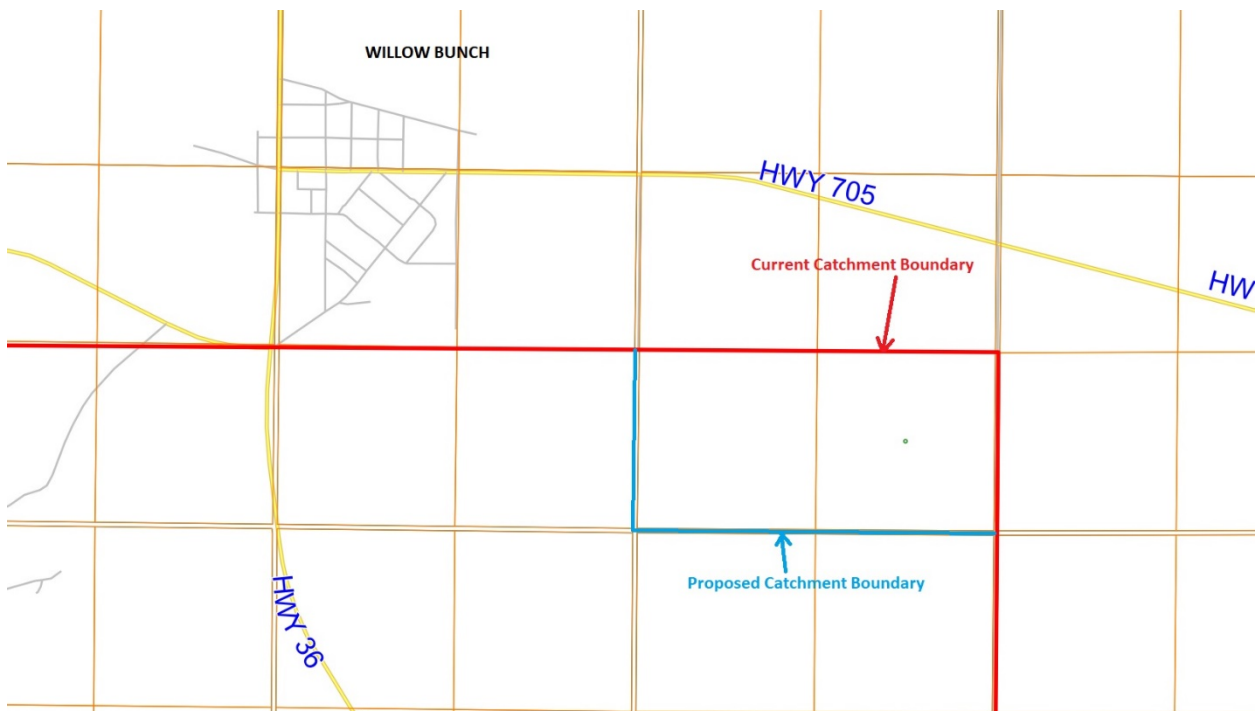
Prepared By:	Date:	Attachments:
Stephen Robitaille, Barry Stewart	03 September 2019	Satellite photo with catchment before and after. Bus Planner graphic

Recommendation:

That the Board approve the catchment change as demonstrated in the photo and graphic.

Or

That the Board deny the catchment change reflected in the attached photo and graphic.



AGENDA ITEM

Meeting Date:	03 September 2019	Agenda Item #:	04.3
Topic:	2019-2020 Amended Budget Motion		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: The Board of Education provides strategic direction during the budget development process and has reviewed the proposed budget for 2019-2020 at a planning session on April 29, 2019.

Current Status: The original budgeted revenue was understated by \$636,756. A material amount of \$575,000 of capital grant that is intended for the initial 2019-2020 planning expenses for the joint school had not been communicated to PSSD. Also, missing was an Early Learning (ELIS) grant of \$50,000 and an increase in the EAL assessment grant, of \$11,756 that was originally understated. These items are not material but as a material change was required these budget numbers were also updated. Of course, the capital purchases budgeted will have to be increased by the amount of the capital grant.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications: In accordance with The Education Act, 1995, the Minister of Education must approve the school division budget before it is implemented.

Communications:

Prepared By:	Date:	Attachments:
Stephen Robitaille,	03 September 2019	

Recommendation:

That the Board approve the 2019-2020 budget with revenue of \$84,880,214 operating expenses of \$87,932,591 and capital purchases of \$2,647,452.

AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	04.4
Topic:	Board Engagement Plan 2019-2020		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	In 2014-2015, the Board embarked on an engagement plan designed to bolster relations between the Board and the three employee groups in Prairie South Schools. As part of the strategic planning process completed in 2017, the Board expanded their engagement strategies to include Prairie South communities and other governance entities.
Current Status:	A recommended Board engagement plan for the upcoming school year is attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	Communication as determined by the Partnerships and Teambuilding Committee.

Prepared By:	Date:	Attachments:
Tony Baldwin	03 September 2019	Board Engagement Plan 2019-2020

Recommendation:

That administration be directed to implement the Board engagement plan as presented.

Prairie South Schools Board of Education
Staff Engagement Plan 2019-2020
03 September 2019

Preamble

The Board's strategic plan includes goals associated with staff and community engagement. The Board is interested in building relationships with PSTA, CUPE and other staff through an open communication process with representatives of these staff groups. The Board is interested in opportunities to discuss educational and workplace issues in a forum that is solution-focused and independent from local CUPE and PSTA negotiation processes. This plan focuses on staff engagement in 2019-2020.

Ongoing staff engagement planning will focus on broad conversations with school staff with the goals of providing insight for Trustees into the working life, successes, and challenges of Prairie South school-based staff and gathering information for the renewal of the school division strategic plan.

School Staff/Board Engagement

The School Staff/Board Engagement Forum is independent of the structures in place to support LINC and CUPE negotiations and maintenance of the LINC and CUPE agreements. The mandate of the School Staff/Board Engagement Forum is to provide an open communication opportunity between school-based staff and the Board of Education. School Staff/Board Engagement Forum meetings will be held at four schools selected by committee members in October, November, April, and May. Agendas will allow for open participation by everyone who attends, and all members of the school staff are welcome at the engagement forum.

Conditions of Employment Staff/Board Engagement

The majority of Business and Operations staff who are not school-based are members of neither CUPE nor the PSTA. An evening engagement forum will be held in February for Conditions of Employment staff in February, 2020. This forum will follow the same structure as school staff engagement forums, and all Conditions of Employment staff are welcome to attend and participate.

Staff Satisfaction Survey

A significant amount of data has been collected from staff through staff satisfaction surveys in January 2015, January 2016 and January 2018. Improvement planning related to past surveys continues, with initiatives underway to enhance the work experience of staff from all three employee groups. A follow-up survey will be completed in the future.

Previous School Staff Engagement Forums (2017-2018): Prince Arthur, Central Collegiate, Coronach, Craik
Previous Community Engagement Forums (2018-2019): RVCI, Westmount, Mossbank, Lafleche

AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	04.5
Topic:	Board Meeting and Committee of the Whole Meetings, 2019-2020		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Board of Education sets a yearly calendar of public (regular Board) meetings and Committee of the Whole Planning sessions to build trustee understanding of administrative work in Prairie South.
Current Status:	The Board reviewed the attached dates in June.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	Public Board meetings are advertised on the Prairie South website at www.prairiesouth.ca

Prepared By:	Date:	Attachments:
Tony Baldwin	September 3, 2019	<ul style="list-style-type: none"> Board Meetings and Committee of the Whole Planning Meetings, 2019-2020

Recommendation:

That the Board adopt the schedule of meetings as presented.

BOARD MEETINGS AND COMMITTEE OF THE WHOLE PLANNING MEETINGS, 2019-2020

September 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, September 3 • Organizational Meeting, 1:00 pm, September 3 • Regular Meeting, Immediately Following Organizational Meeting, September 3
October 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, October 1 • Regular Meeting, 1:00 pm – 4:00 pm, October 1 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, October 22
November 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, November 5 • Regular Meeting, 1:00 pm – 4:00 pm, November 5 • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, November 26 • Special Meeting, 1:00 pm – 4:00 pm, November 26
December 2019	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, December 3 • Regular Meeting, 1:00 pm – 4:00 pm, December 3
January 2020	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, January 7 • Regular Meeting, 1:00 pm – 4:00 pm, January 7
February 2020	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, February 4 • Regular Meeting, 1:00 pm – 4:00 pm, February 4
March 2020	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, March 3 • Regular Meeting, 1:00 pm – 4:00 pm, March 3 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, March 24
April 2020	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, March 31 • Regular Meeting, 1:00 pm – 4:00 pm, March 31 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, April 27 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, April 28
May 2020	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, May 5 • Regular Meeting, 1:00 pm – 4:00 pm, May 5 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, May 26
June 2020	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, June 2 • Regular Meeting, 1:00 pm – 4:00 pm, June 2

AGENDA ITEM

Meeting Date:	September 3, 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	September 3, 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: May 30, 2019 - June 28, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	27.56	2.10%	20.8	75.47%	0.29%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	33.04	2.52%	14.48	43.83%	0.35%
Earned Day Off	141.76	10.80%	113.4	79.99%	1.48%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	1.2	0.09%	1.2	100.00%	0.01%
Prep Time	441.19	33.62%	425.1	96.35%	4.62%
Pressing Leave	22.18	1.69%	13.21	59.56%	0.23%
PSTA	0.9	0.07%	0.9	100.00%	0.01%
Leave Without Pay	34.22	2.61%	10.5	30.68%	0.36%
SUB TOTAL	702.05	53.50%	599.59	85.41%	7.35%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	1	0.08%	1	100.00%	0.01%
Illness - Teacher	168.52	12.84%	139.13	82.56%	1.76%
Illness - Long Term	122.77	9.36%	0	0.00%	1.29%
Medical/Dental Appt	100.1	7.63%	77.03	76.95%	1.05%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	0	0.00%	0	0.00%	0.00%
STF Business - Invoice	1	0.08%	1	100.00%	0.01%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	393.39	29.98%	218.16	55.46%	4.12%
Prairie South					
Extra/Co-curr Teach	63.5	4.84%	43.03	67.76%	0.66%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	47.34	3.61%	32.18	67.98%	0.50%
Internship Seminar	0	0.00%	0	0.00%	0.00%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	41.28	3.15%	26.31	63.74%	0.43%
PD DEC Teachers	8.46	0.64%	5.9	69.74%	0.09%
School Operations Meet/PD	56.16	4.28%	46.7	83.16%	0.59%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	216.74	16.52%	154.12	71.11%	2.27%
Total Absences	1312.18	100.00%	971.87	74.07%	13.74%

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: June 1 - June 30, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	28.64	6.14%	14	0.00%	0.55%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	6	1.29%	5	0.00%	0.12%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	7.43	1.59%	6.43	0.00%	0.14%
CUPE Business - Invo	11	2.36%	11	0.00%	0.00%
Earned Day Off	8.86	1.90%	8.86	0.00%	0.17%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0.15	0.03%	0	0.00%	0.00%
Illness - Support	164	35.14%	85.7	52.26%	3.15%
Med/Den Appt Support	21.69	4.65%	14.63	67.45%	0.42%
Noon Supervision	3	0.64%	2	0.00%	0.06%
Parenting/Caregiver	13.99	3.00%	8.12	58.04%	0.27%
Pressing Leave	11.95	2.56%	4.68	0.00%	0.23%
Rec. of Service	4.38	0.94%	3.34	0.00%	0.08%
TIL Support	8.55	1.83%	1.38	0.00%	0.16%
Without Pay Support	16.92	3.63%	7.67	0.00%	0.32%
SUB TOTAL	306.56	65.69%	172.81	56.37%	5.88%
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	101.43	21.74%	64.95	64.03%	1.95%
Workers Compensation	35	7.50%	15.38	0.00%	0.67%
SUB TOTAL	136.43	29.24%	80.33	58.88%	2.62%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	1	0.21%	1	0.00%	0.02%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	8	1.71%	7.69	0.00%	0.15%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC In Province Support Staff	0	0.00%	0	0.00%	0.00%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	14.66	3.14%	8.66	0.00%	0.28%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	23.66	5.07%	17.35	0.00%	0.45%
Total Absences	466.65	100.00%	270.49	57.96%	8.96%

Possible Days

June 1 - June 30, 2019

Days

20.00

FTE

260.47

Total Days

5209.40

** 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: June 1 - June 30, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0.00	0.00%	0.00	0.00%	0.00%
Bereavement Leave	1.00	0.72%	1.00	0.00%	0.05%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	0.50	0.36%	0.50	0.00%	0.03%
Competition Leave	0.00	0.00%	0.00	0.00%	0.00%
Convocation Leave	3.00	2.16%	2.50	0.00%	0.16%
Family Responsibilities	4.00	2.88%	4.00	0.00%	0.21%
Illness - Support	62.00	44.60%	44.00	0.00%	3.28%
Med/Den Appt Support	9.00	6.47%	8.00	0.00%	0.48%
Parenting/Caregiver	0.00	0.00%	0.00	0.00%	0.00%
Pressing Leave	9.00	6.47%	8.00	0.00%	0.48%
Without Pay Support	50.50	36.33%	49.50	0.00%	2.67%
SUB TOTAL	139.00	100.00%	117.50	84.53%	7.35%
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	139.00	100.00%	117.50	84.53%	7.35%

Possible Days

June 1 - June 30, 2019

Days

18.00

Staff

105.00

Total Days

1890.00

** 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: June 1 - June 30, 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	0.00%	0	0	0.00%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	0	0.00%	0	0	0.00%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	1	1.80%	0	0	0.11%
Family Responsibilities	0	0.00%	0	0	0.00%
Illness - Support	11.83	21.23%	0	0	1.35%
Med/Den Appt Support	6.73	12.08%	0	0	0.77%
Parenting/Caregiver	0.4	0.72%	0	0	0.05%
Pressing Leave	1.55	2.78%	0	0	0.18%
Without Pay Support	0	0.00%	0	0	0.00%
SUB TOTAL	21.51	38.61%	0	0.00%	2.46%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	34.2	61.39%	0	0	3.92%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	34.2	61.39%	0	0.00%	3.92%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	0	0.00%	0	0	0.00%
LRNG Meet/PD	0	0.00%	0	0	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
PD Out of Province	0	0.00%	0	0	0.00%
SUB TOTAL	0	0.00%	0	0	0.00%
Total Absences	55.71	100.00%	0	0.00%	6.38%

Possible Days

June 1 - June 30, 2019

Days

20.00

FTE

43.662

Total Days

873.24

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

CUPE Staff Absences & Casual Usage 2018 - 2019

Date: July 1 - 31, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	0	0.00%	0	0.00%	0.00%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	14.5	6.21%	3.75	0.00%	0.00%
Earned Day Off	0	0.00%	0	0.00%	0.00%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	41.9	17.95%	22	52.51%	3.21%
Med/Den Appt Support	6.19	2.65%	0	0.00%	0.47%
Noon Supervision	0	0.00%	0	0.00%	0.00%
Parenting/Caregiver	2.94	1.26%	0	0.00%	0.23%
Pressing Leave	0.7	0.30%	0	0.00%	0.05%
Rec. of Service	0	0.00%	0	0.00%	0.00%
TIL Support	13.38	5.73%	0	0.00%	1.03%
Without Pay Support	6.63	2.84%	0	0.00%	0.51%
SUB TOTAL	86.24	36.94%	25.75	29.86%	6.61%
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	143.24	61.35%	15.25	10.65%	10.98%
Workers Compensation	4	1.71%	0	0.00%	0.31%
SUB TOTAL	147.24	63.06%	15.25	10.36%	11.29%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC In Province Support Staff	0	0.00%	0	0.00%	0.00%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Total Absences	233.48	100.00%	41	17.56%	17.90%

Possible Days

July 1 - 31, 2019

Days

22.00

FTE

59.293

Total Days

1304.45

** 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: July 1 - 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	0.00%	0	0	0.00%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	0	0.00%	0	0	0.00%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	0	0.00%	0	0	0.00%
Family Responsibilities	0	0.00%	0	0	0.00%
Illness - Support	10.51	4.45%	0	0	1.09%
Med/Den Appt Support	6.47	2.74%	0	0	0.67%
Parenting/Caregiver	0.13	0.06%	0	0	0.01%
Pressing Leave	4.09	1.73%	0	0	0.43%
Without Pay Support	0	0.00%	0	0	0.00%
SUB TOTAL	21.2	8.98%	0	0.00%	2.21%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	214.84	91.02%	0	0	22.37%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	214.84	91.02%	0	0.00%	22.37%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	0	0.00%	0	0	0.00%
LRNG Meet/PD	0	0.00%	0	0	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
PD Out of Province	0	0.00%	0	0	0.00%
SUB TOTAL	0	0.00%	0	0	0.00%
Total Absences	236.04	100.00%	0	0.00%	24.57%

Possible Days

July 1 - 31, 2019

Days

22.00

FTE

43.662

Total Days

960.56

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

CUPE Staff Absences & Casual Usage 2018 - 2019

Date: August 1 - 25, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	0	0.00%	0	0.00%	0.00%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	1.25	0.58%	0	0.00%	0.13%
CUPE Business - Invo	1.25	0.58%	0	0.00%	0.00%
Earned Day Off	0	0.00%	0	0.00%	0.00%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	23.59	10.85%	1.13	4.79%	2.49%
Med/Den Appt Support	2.5	1.15%	0	0.00%	0.26%
Noon Supervision	0	0.00%	0	0.00%	0.00%
Parenting/Caregiver	0	0.00%	0	0.00%	0.00%
Pressing Leave	1.25	0.58%	0	0.00%	0.13%
Rec. of Service	0	0.00%	0	0.00%	0.00%
TIL Support	1.19	0.55%	0	0.00%	0.13%
Without Pay Support	1.25	0.58%	0	0.00%	0.13%
SUB TOTAL	32.28	14.85%	1.13	3.50%	3.40%
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	185.07	85.15%	31.25	16.89%	19.51%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	185.07	85.15%	31.25	16.89%	19.51%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC In Province Support Staff	0	0.00%	0	0.00%	0.00%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Total Absences	217.35	100.00%	32.38	14.90%	22.91%

Possible Days

August 1 - 25 , 2019

Days

16.00

FTE

59.293

Total Days

948.69

** 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: August 1 - 25, 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	3	1.54%	0	0	0.43%
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	8.75	4.48%	0	0	1.25%
Med/Den Appt Support	3.49	1.79%	0	0	0.50%
Parenting/Caregiver	1	0.51%	0	0	0.14%
Pressing Leave	1.5	0.77%	0	0	0.21%
Without Pay Support	2	1.02%	0	0	0.29%
SUB TOTAL	19.74	10.11%	0	0.00%	2.83%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	175.6	89.89%	0	0	25.14%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	175.6	89.89%	0	0.00%	25.14%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	0	0.00%	0	0	0.00%
LRNG Meet/PD	0	0.00%	0	0	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
PD Out of Province	0	0.00%	0	0	0.00%
SUB TOTAL	0	0.00%	0	0	0.00%
Total Absences	195.34	100.00%	0	0.00%	27.96%

Possible Days

August 1 - 25, 2019

Days

16.00

FTE

43.662

Total Days

698.59

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

2018 - 2019 Teacher Absences		
Date Range:	August 28, 2018 - June 30, 2019	
Absence Reason	Days	% of Total Absences
LINC Agreement		
Compassionate Leave	287.02	3.15%
Competition Leave	6.66	0.07%
Convocation Leave	50.07	0.55%
Earned Day Off	779.69	8.56%
Education Leave	0	0.00%
Emergency Leave	38.66	0.42%
Executive Leave	22.88	0.25%
Prep Time	1336.44	14.67%
Pressing Leave	252.14	2.77%
PSTA	7.65	0.08%
Leave Without Pay	214.47	2.35%
SUB TOTAL	2995.68	32.87%
Provincial Agreement/ Education Act/ Employment Act		
Court/Jury	5.24	0.06%
Illness - Teacher	2020.84	22.18%
Illness - Long Term	1062.62	11.66%
Medical/Dental Appt	944.92	10.37%
Paternity/Adoption Leave	6.74	0.07%
Secondment	35.31	0.39%
STF Business - Invoice	34.7	0.38%
Unpaid Sick Leave	1	0.01%
SUB TOTAL	4111.37	45.12%
Prairie South		
Extra/Co-curr Teach	353.33	3.88%
FACI Meet/PD	0	0.00%
HUMA Meet/PD	313.41	3.44%
Internship Seminar	13.9	0.15%
IT Meet/PD	0	0.00%
LRNG Meet/PD	571.26	6.27%
PD DEC Teachers	415.67	4.56%
School Operations Meet/PD	338.21	3.71%
TRAN Meet/PD	0	0.00%
SUB TOTAL	2005.78	22.01%
Total Absences	9112.83	100.00%

Teachers (FTE)
434.13

of teaching Days
196

Possible Days
85089.48

CUPE Staff Absences & Casual Usage 2018 - 2019

Date: September 1, 2018 - August 25, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	27.99	0.48%	12.63	0.00%	0.04%
Bereavement Leave	131.55	2.25%	93.43	0.00%	0.21%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	82.5	1.41%	56.66	0.00%	0.13%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	14.21	0.24%	10.96	0.00%	0.02%
CUPE Business - Invo	194.83	3.33%	178.2	0.00%	0.00%
Earned Day Off	52.5	0.90%	50.33	0.00%	0.08%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	134.23	2.30%	113	0.00%	0.21%
Illness - Support	2410.71	41.23%	1427.35	59.21%	3.81%
Med/Den Appt Support	437.68	7.49%	289.65	66.18%	0.69%
Noon Supervision	30.72	0.53%	27.02	0.00%	0.05%
Parenting/Caregiver	262.13	4.48%	154.64	58.99%	0.41%
Pressing Leave	175.06	2.99%	100.86	0.00%	0.28%
Rec. of Service	40.39	0.69%	28.05	0.00%	0.06%
TIL Support	72.56	1.24%	8.38	0.00%	0.11%
Without Pay Support	403.02	6.89%	274.26	0.00%	0.64%
SUB TOTAL	4470.08	76.45%	2825.42	63.21%	7.06%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	2	0.03%	0	0.00%	0.00%
Vacation Support	1057.18	18.08%	487.03	46.07%	1.67%
Workers Compensation	131.05	2.24%	44.04	0.00%	0.21%
SUB TOTAL	1190.23	20.36%	531.07	44.62%	1.88%
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	18.41	0.31%	11.67	0.00%	0.03%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	30.66	0.52%	25.63	0.00%	0.05%
LRNG Meet/PD	4.5	0.08%	3	0.00%	0.01%
PD DEC In Province Support Staff	63.98	1.09%	57.52	0.00%	0.10%
PD Out of Province Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	69.33	1.19%	45.62	0.00%	0.11%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	186.88	3.20%	143.44	0.00%	0.30%
Total Absences	5847.19	100.00%	3499.93	59.86%	9.24%

Possible Days

September 1, 2018 - August 25, 2019

Days

243.00

FTE

260.47

Total Days

63294.21

** 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: September 1, 2018 - August 25, 2019

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	2.50	0.16%	2.50	0.00%	0.01%
Bereavement Leave	18.50	1.21%	17.50	0.00%	0.10%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	21.50	1.41%	19.50	0.00%	0.11%
Competition Leave	0.50	0.03%	0.00	0.00%	0.00%
Convocation Leave	3.00	0.20%	2.50	0.00%	0.02%
Family Responsibilities	57.50	3.76%	55.50	0.00%	0.30%
Illness - Support	457.00	29.88%	276.00	0.00%	2.35%
Med/Den Appt Support	221.00	14.45%	213.00	0.00%	1.14%
Parenting/Caregiver	10.00	0.65%	10.00	0.00%	0.05%
Pressing Leave	43.00	2.81%	39.00	0.00%	0.22%
Without Pay Support	695.00	45.44%	685.00	0.00%	3.58%
SUB TOTAL	1529.50	100.00%	1320.50	86.34%	7.87%
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	1529.50	100.00%	1320.50	86.34%	7.87%

Possible Days

September 1, 2018 - August 25, 2019

Days

185.00

Staff

105.00

Total Days

19425.00

** 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: September 1, 2018 - August 25, 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	12.4	0.97%	0	0	0.12%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	6	0.47%	0	0	0.06%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	1	0.08%	0	0	0.01%
Family Responsibilities	1	0.08%	0	0	0.01%
Illness - Support	290.31	22.72%	0	0	2.74%
Med/Den Appt Support	69.71	5.46%	0	0	0.66%
Parenting/Caregiver	13.68	1.07%	0	0	0.13%
Pressing Leave	38.17	2.99%	0	0	0.36%
Without Pay Support	5	0.39%	0	0	0.05%
SUB TOTAL	437.27	34.22%	0	0.00%	4.12%
Employment Act					
Court/Jury Duty	1	0.08%	0	0	0.01%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	807.46	63.19%	0	0	7.61%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	808.46	63.27%	0	0.00%	7.62%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	1	0.08%	0	0	0.01%
FACI Meet/PD	6	0.47%	0	0	0.06%
HUMA Meet/PD	8.5	0.67%	0	0	0.08%
LRNG Meet/PD	1	0.08%	0	0	0.01%
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	15.5	1.21%	0	0	0.15%
SUB TOTAL	32	2.50%	0	0	0.30%
Total Absences	1277.73	100.00%	0	0.00%	12.04%

Possible Days

September 1, 2018 - August 25, 2019

Days

243.00

FTE

43.662

Total Days

10609.87

** 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 May 29, 2019 to August 27, 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 rooftop unit replacement for Rouleau School. The tender was awarded to Mid West Efficiency for a cost of \$48,000.
- A tender was issued to upgrade the mechanical at Central Collegiate. The tender was awarded to Field Plumbing and Heating for a cost of \$698,173. An alternate for removal of a water tank and floor preparation was also awarded at a cost of \$12,200.
- A Request for Proposals was issued for a contracted caretaker at Assiniboia High. The bid was awarded to GDI Services (Canada) LP for a three year base cost of \$269,283.
- A tender was issued to renovate the Home-Ec room at Palliser Heights. The tender was awarded to Leeville Construction for a cost of \$110,459.
- A tender was issued to demolish/remove a wing of Rockglen School and to add a vestibule. The tender was awarded to Arnil Construction for a cost of \$421,300.

AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	06.1
Topic:	Radwanski 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 June 11, 2019, Trustee Radwanski made the following inquiry:</p> <p><i>“Since the committee of the whole meetings have been closed to the public since Dec 4, 2018 is the chair ensuring that Robert’s Rules of Order are being used during such meetings and that minutes are being kept?”</i></p>
Current Status:	<p>Public meetings of the Board of Education are typically held on the first Tuesday of the month when school is in session and at the call of the Chair in July and August. A special meeting of the Board of Education is normally scheduled in late November to review the school division annual report and the audited financial statements, both of which are due to the Ministry of Education on December 1st. <i>Robert’s Rules</i> are used to keep order at these meetings and minutes are maintained in order to have a record of the decisions of the Board of Education.</p> <p>Concurrent with the work of the Board is the day-to-day administration of the school division as a corporation, which is the responsibility of the Director of Education who is selected by the Board to act as the Chief Executive Officer of the Board. In the most simple terms, the responsibility of the Director of Education is all of the work of the school division that is not the responsibility of the Board.</p> <p>Administrative decisions are not public, although the results of those decisions are often apparent to the public through the work of the staff in the school division. The process used to arrive at administrative decisions varies depending on circumstance, however the Administrative Procedures of the school division provide some guidance as to the processes by which many administrative decisions are made.</p> <p>In order for the Board of Education to have a more fulsome understanding of the workings of the school division, four standing committees, a Committee of the Whole and an Executive Committee are described in Board Policy 8. Each of these committees focuses on one or more areas of school division</p>

	<p>administration, and school division staff work with committee members to develop trustee understanding related to administrative work in the school division.</p> <p>The 2018 Report of the Provincial Auditor of Saskatchewan (PAS) verified in Chapter 24, Volume 1 that customs in Prairie South meet the standards of the PAS related to Board and trustee development. The PAS reviewed Committee of the Whole agendas and confirmed the alignment between the areas of competency set by the Board for trustees and the learning sessions described in these agendas.</p> <p>Saskatchewan School Boards Association legal counsel recommends that minutes not be kept during planning sessions, as decisions are not made by the Board at these sessions.</p> <p>Although adjustments to Board Policy 8 were approved by the Board of Education in December, 2018, these adjustments did not change the custom of the Board related to committee sessions. During the term of the current Board of Education, beginning in November, 2016, the custom of the school division has been to treat committee work with the same level of confidentiality as the other administrative work of the school division.</p> <p>Robert's Rules are not used during committee sessions and minutes are not maintained.</p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	September 3, 2019	

Recommendation:

That the Board review the information provided.

AGENDA ITEM

Meeting Date:	03 September 2019	Agenda Item #:	06.2
Topic:	Administrative Procedures Revisions		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

The Board Policy Handbook is supplemented by an Administrative Procedures Manual which is the primary written document by which the Director of Education directs staff.

In May, 2019, the Administrative Procedures document was reviewed by five teams made up of Trustees, School-Based Administrators, and members of the CAC. As a result of this review, a number of APs were revised and others were flagged for ongoing review during the 2019-2020 school year. A summary of the revised Administrative Procedures is attached, with reference to significance of changes made.

Current Status:

Full text versions of Prairie South Administrative Procedures are available at <https://www.prairiesouth.ca/division/our-division/administrative-procedures/>

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Administrative Procedures are posted on the Division's website for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	03 September 2019	1. Summary of updated Administrative Procedures

Recommendation:

That the Board review the information provided.

Prairie South Administrative Procedure Changes
Spring, 2019

Administrative Procedure Change	Major or Minor Change
AP 105 Appendix A	Change in Format
AP 111	Minor
AP 111 Appendix E	Minor Change in Format
AP 11 Appendix F	Minor Change in Point #4
AP 140	Minor Change in Background
AP 141	Major Changes
AP 142	Minor Change in Point #1
AP 152	Minor Change Point 1.8
AP 159 Appendix A	Minor Change to Employee Responsibilities
AP 161	Major Changes to 1.5 and 1.6
AP 162	Major Changes
AP 164	Minor Changes to Points 1, 2, 3 and 6
AP 170	Minor Change: form attached requiring information requested in 4.5
AP 185	Minor Change
AP 200	Minor Changes
AP 212	Minor Changes Point #4
AP 215	Minor Change 1.3
AP 220	New AP
AP 260	Minor Changes to Point # 4.3
AP 270	Minor Change to 3.9
AP 300	Clarification Changes to Point #6 to reflect current process
AP 312	Major Changes
AP 325	Minor Changes
AP 341	Minor Changes
AP 360	Major Changes to Point #3
AP 360 Appendix A	Major Changes to Point #3
AP 400	Minor Changes to Title
AP 401	Minor Change to Point #1
AP 403	Major Changes
AP 404	Minor Change to Point #1d
AP 407	Minor Changes to Title
AP 415	Minor Change
AP 418	Minor Changes to Points #1 & 3

AP 451	Minor Title Change
AP 460	Minor Changes to Title
AP 500	Minor Changes to 3.6
AP 501	Major Changes to Points #1.1 and 1.4
AP 511	Major Changes
AP 512	Minor Change to Point # 3.5.2
AP 513	Minor Change to Point 2.8
AP 516	Major Changes to Point #2
AP 522	Major Changes to Point #7 and 8
AP 541	Major Changes to entire AP
AP 542	Minor Change to Points # 1.1, 1.2 & 3.5
AP 550	Minor Change to Point # 7
AP 553	Major Changes to Points # 1.6, 1.8, 3.7, 4.2, 4.3 and 4.4
AP 554	Minor Change to Point 2.1
AP 555	Minor Changes to Points # 1.4 & 2.1
AP 556	Minor Changes to Points # 1.7, 2.1 & 2.3

Full text of Administrative Procedures is available at <https://www.prairiesouth.ca/division/our-division/administrative-procedures/>

AGENDA ITEM

Meeting Date:	03 September 2019	Agenda Item #:	06.3
Topic:	Ministry of Education Annual Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

The Ministry of Education's Annual Report for 2018-19 has been tabled by the Minister of Education and posted on the Government of Saskatchewan's Publication Centre website at: <http://publications.saskatchewan.ca/#/products/101781>.

Each ministry and government organization is required by legislation to report on work performed in each fiscal year (section 12 of *The Executive Government Administration Act, 2014*). The Ministry of Education reports on the progress made relative to the strategies, actions and performance measures outlined in the ministry's operational plan, the Education Sector Strategic Plan and relevant government commitments.

Current Status:

The full text version of the Ministry of Education Annual Report is attached.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	03 September 2019	1. Ministry of Education Annual Report for 2018-2019

Recommendation:

That the Board review the information provided.

Ministry of Education



Annual Report for 2018-19

Table of Contents

Letters of Transmittal 1

Introduction 2

Ministry Overview 3

Progress in 2018-19 5

2018-19 Financial Overview25

For More Information28

Appendices29

 Appendix A: Organizational Chart at March 31, 2019.....29

 Appendix B: Legislation and Regulations30

Letters of Transmittal



*The Honourable
Gordon S. Wyant, Q.C.
Minister of Education*

Office of the Lieutenant Governor of Saskatchewan

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2019.

The Government of Saskatchewan is dedicated to increasing accountability, honouring its commitments and taking responsibility for managing expenditures. I am pleased to present this report highlighting the Ministry of Education's ongoing commitment to Prekindergarten to Grade 12 students, the early years, libraries and family literacy initiatives.

Delivering quality education means ensuring students have the supports they need to be successful both inside and outside the classroom. With this in mind, we have moved forward with work on curricular renewal and prioritized the mental health and well-being of all students by ensuring inclusive and welcoming learning environments. We are also supporting initiatives to promote student engagement. Improving engagement and graduation rates among Indigenous students, in particular, has been an important priority for all of us in the education sector. In 2018-19, we saw further improvements as collaboration continued between First Nations, Métis, and non-Indigenous partners and efforts were made to respond to the Truth and Reconciliation Commission Calls to Action.

In 2018-19, we increased access to quality early learning and child care opportunities, supporting positive child development, early literacy and achievement while investing in programs to serve children with intensive needs and their families. We also engaged with our public library stakeholders to gather feedback that will help shape priorities in our public library sector moving forward.

The Ministry of Education had positive engagement with education sector partners this year as work began on co-constructing a future provincial education plan. Education partner organizations across the province began collecting feedback from students, parents, teachers and community members about how we should respond to the opportunities and challenges that lie ahead for Saskatchewan students. These ongoing efforts will have a significant impact in shaping the future of education in Saskatchewan.

Gordon S. Wyant, Q.C.
Minister of Education



*J. Robert Currie
Deputy Minister of Education*

The Honourable Gordon S. Wyant, Q.C., Minister of Education

Dear Minister:

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2019.

The report has been prepared and carefully reviewed under my direction, and I acknowledge responsibility for the accuracy, completeness and reliability of the information contained herein. I further acknowledge responsibility for the financial administration and management control of the ministry.

J. Robert Currie
Deputy Minister of Education

Introduction

This annual report for the Ministry of Education presents the ministry's results for the fiscal year ending March 31, 2019. It provides results of publicly committed strategies, key actions and performance measures identified in the *Ministry of Education Plan for 2018-19*. It also reflects progress toward commitments from:

- the *Government Direction for 2018-19: On Track*;
- the *Saskatchewan Plan for Growth – Vision 2020 and Beyond*;
- the Throne Speech;
- the ministry; and,
- the Education Sector Strategic Plan.

The annual report demonstrates the ministry's commitment to effective public performance reporting, transparency and accountability to the public.

Alignment with Government's Direction

The ministry's activities in 2018-19 align with Saskatchewan's vision and four goals:

Saskatchewan's Vision

"... to be the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life."

Sustaining growth
and opportunities for
Saskatchewan people

Meeting the challenges
of growth

Securing a better quality
of life for all
Saskatchewan people

Delivering responsive
and responsible
government

Together, all ministries, agencies and organizations support the achievement of Saskatchewan's four goals and work towards a secure and prosperous Saskatchewan.

Ministry Overview

Mandate Statement

The Ministry of Education provides leadership and direction to the early years, Prekindergarten through Grade 12 education, family literacy and library sectors. The ministry supports the sectors through funding, governance and accountability, with a focus on improving student achievement.

The ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of family literacy.

Mission Statement

The Ministry of Education provides strategic, innovative and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy and library sectors. It promotes student success, well-being for Saskatchewan children and youth, and improved family literacy as a foundation of the province's social and economic growth.

Service Delivery System

Within the Ministry of Education in 2018-19, services were provided by 253.12 full-time-equivalent employees.

2018-19 Operational Environment

The Ministry of Education and its partners in Saskatchewan's early childhood, Prekindergarten to Grade 12, and literacy and library sectors continue to work towards improving the learning success and well-being of Saskatchewan children and youth and the enhancement of literacy for all Saskatchewan people.

The ministry's key programs and services include the provision of program and policy support for the delivery of:

- early learning and child care services (16,797 child care spaces; 5,056 children in 316 Prekindergarten programs; 1,315 families in Early Childhood Intervention Programs; 1,700 families in *KidsFirst* targeted programming made available in nine communities across the province, in addition to 12 communities in the north; and, *KidsFirst* regional programming made available in more than 200 communities);
- learning programs in English and French (to 186,143 Kindergarten to Grade 12 students in schools receiving provincial funding and home-based students); and,
- literacy initiatives and public library services (to approximately 346,000 registered borrowers).

The ministry engaged local, regional and provincial boards of community volunteers and elected education representatives throughout the province in the governance of: 717 schools in 27 school divisions (excluding programs); 573 licensed child care facilities and 14 Early Childhood Intervention Programs. The ministry also supported 304 public libraries in 11 public library systems, and seven Family Literacy Hubs that provide services in eight regions/communities.

Education Sector Strategic Plan

Since 2014-15, the Ministry of Education, school divisions and First Nations and Métis education organizations have worked in partnership in the development, deployment and monitoring of the Education Sector Strategic Plan. Areas of focus for 2018-19 for the Education Sector Strategic Plan included:

- healthy early childhood development for school readiness;
- reading, writing and math to develop a strong foundation for learning; and,
- student engagement and attendance for credit completion and graduation, particularly for First Nations, Métis and Inuit students.

Provincial Education Plan

Work on a provincial education plan framework began in spring 2018. This ongoing work is being led by a planning team with representation from education sector partner organizations, including:

- Federation of Sovereign Indigenous Nations (FSIN);
- League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS);
- Métis Nation-Saskatchewan (MN-S)/Gabriel Dumont Institute (GDI);
- Ministry of Education;
- Office of the Treaty Commissioner (OTC);
- Saskatchewan Association of School Business Officials (SASBO); and,
- Saskatchewan School Boards Association (SSBA).

An education summit, *Shaping the Future of Education: A Shared Vision*, was held on October 11-12, 2018. It was attended by approximately 260 individuals from about 80 organizations including representatives from the Prekindergarten to Grade 12 system, post-secondary education system, First Nations organizations, Métis Nation, community, business, new Canadian organizations, unions, industry and the provincial government. Eight themes came out of the discussions:

1. Graduation requirements are current and flexible, preparing students for their futures.
2. The education system is equitable and sustainable.
3. Early learning and literacy are foundational to future learning and success.
4. Indigenous languages, cultures and identities are affirmed and reconciliation is advanced through education.
5. Inclusive and safe school environments support diversity.
6. Strength-based approaches support mental health and well-being.
7. Curriculum, instruction and assessment are relevant, engaging and culturally affirming.
8. Students, parents, teachers and communities are engaged in respectful relationships.

The education summit started the discussion that will guide co-construction of a framework for a future provincial education plan in Saskatchewan.

Public Library Engagement

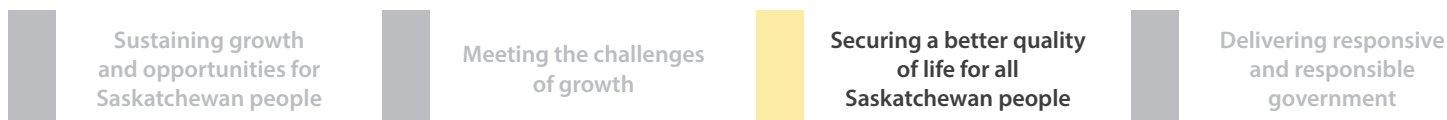
A sector engagement process with public libraries, Saskatchewan Urban Municipalities Association (SUMA), Saskatchewan Association of Rural Municipalities (SARM) and other library stakeholders took place between September and December 2018 that resulted in a report that highlighted eight themes that emerged from the engagement sessions:

1. Funding structure and predictability
2. Provincial public library strategic plan
3. One Card, One Province
4. Communication with Provincial Library
5. Governance training
6. Indigenization
7. Value of public libraries
8. Legislation

A public online survey on the report and the eight themes was conducted between January 10-25, 2019. A summary of the survey results was compiled and released online at saskatchewan.ca on March 18, 2019. The report and survey results will shape the future direction for public libraries in the province.

Progress in 2018-19

Government Goals



Saskatchewan's Early Years Plan 2016-2020: All Saskatchewan children prenatal to age eight are safe, healthy and develop to their full potential in strong families and supportive communities.

Ministry and Education Sector Goal

By June 30, 2020, children aged zero to six will be supported in their development to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.

Success Story: Early Years Site Visits

A site visit is a professional learning opportunity for educators and administrators in early learning.

Over the past seven years, more than 4,000 educators have taken the opportunity to attend the sessions organized by the Ministry of Education. Educators across the province of Saskatchewan identify that the opportunity to visit sites assists them in making changes to improve the quality and practices of their programs.

"Site visits are extremely inspiring and motivational. The collaborative nature of these visits allows educators to make connections with others so they don't feel isolated and alone in their journey." - participant

"I understood the theory of play-based learning but was able to see it in action, ask questions and experience the joy the students had while learning." - participant

Strategy

- Work with the early years sector, including child care, Prekindergarten, community-based organizations, school divisions, the health authority and First Nations and Métis groups in order to implement *Saskatchewan's Early Years Plan* by 2020. This work will contribute to achieving the early years goal of the Education Sector Strategic Plan to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.

Key Actions and Results

In accordance with the *Canada-Saskatchewan Early Learning and Child Care Agreement*, Saskatchewan will further build its early learning and child care system by addressing provincial priorities including enhancing inclusion opportunities for children experiencing disabilities, increasing access to licensed child care and improving the quality of child care and early learning environments.

- The ministry announced the development of seven new Early Years Family Resource Centres in the communities of The Battlefords, Meadow Lake, Moose Jaw, Nipawin, Prince Albert, Saskatoon and La Ronge.
- The ministry expanded access to high-quality licensed child care through the commitment of 1,295 new centre-based spaces by 2019-20. These new spaces will include 75 new licensed Francophone child care spaces to support the continued growth of the Francophone culture and heritage.
- The ministry supported infant care and inclusion of children experiencing disability and assisted centres to meet significant fire safety requirements through one-time *Accessibility and Building Support* funding provided to 28 licensed child care centres for physical space improvements.

- The *Early Learning Intensive Support* program in Regina and Saskatoon became fully operational and served 106 preschool-aged children with intensive needs.
- The *Early Learning Intensive Support* pilot was expanded to the communities of Prince Albert, Moose Jaw, Yorkton, Swift Current and North Battleford, adding an additional 50 spaces.
- The *Children Communicating, Connecting and in the Community* pilot was launched in fall 2018 in Regina and Saskatoon. The pilot is currently serving 14 preschool-aged children who are deaf or hard of hearing or who are connected to the deaf or hard of hearing communities.
- The ministry improved access to early learning and literacy for children who would not otherwise have access to these opportunities through the development of training, the purchase of books to be used in early learning and child care across the province, partnered with *KidsFirst* to deliver early language and literacy programming to families with children under six in communities across the province and the purchase of multilingual early literacy books available for loan through the libraries for families whose first language is not English.
- High quality early learning and child care programming was supported through the development of multiple professional development opportunities covering Aboriginal awareness training, director leadership, inclusion, early literacy and *Play and Exploration*.

Implement the recommended changes to grant funding that supports the objectives for licensed child care in *Saskatchewan's Early Years Plan*.

- The ministry conducted a two-phase program review of the child care funding model. Recommendations from the first phase are completed and recommendations from the second phase are in various stages of implementation or are still under consideration. Consideration for a child care waitlist, supporting the development of early childhood educators and creating efficiencies in the licensing and monitoring system are all being done through the *Canada-Saskatchewan Early Learning and Child Care Agreement*.

Explore opportunities for the enhancement of the *Home Child Care Program* to increase licensed group and family child care home spaces in the province.

- A review of home-based child care was conducted. As a result, there was an increase of the two main grants for which licensed child care homes are eligible; the nutrition grant increased from \$40 to \$60 per space per month and the equipment and program grant increased from \$100 to \$150 per year per licensed child care space.

Success Story: Canora Literacy Expo

Canada-Saskatchewan Early Learning and Child Care Agreement funding supported family literacy programs in communities with almost 110 events across the province. Programming was led by regional and targeted *KidsFirst* programs supported by a variety of early years partners.

Partners in the Yorkton area worked to host eight children's expos, including an event in Canora on March 4, 2019. The event was the result of the shared efforts from partners Triple P Parenting, Big Brothers Big Sisters, Parkland Valley Sport Culture and Recreation, Kamsack and Yorkton Family Resource Centres, targeted *KidsFirst* speech language pathologists and early years mental health therapists from the Saskatchewan Health Authority, Yorkton Tribal Council, Parkland Regional Library, Christ the Teacher Roman Catholic Separate School Division and Good Spirit School Division literacy coaches.

In total, 14 stations were set up at the Rainbow Hall in Canora for parents and children aged zero to five to explore. Each station provided families with fun, engaging activities that supported early language and literacy development with their young children. Families toured the stations and experienced different ways to make stories come alive, learning how to help their children explore letters and discovering new nursery rhyme games and ways to help children learn letter sounds. Children also had a chance to move around in the gross motor activity station and to create and represent through art stations. These seemingly simple actions form the experiences necessary for children to put together the building blocks for learning language and learning to read in elementary school.

The interactive event was attended by more than 90 children, parents and caregivers from Canora. Children's Literacy Expos in the Yorkton region were also held in Preeceville, Norquay, Churchbridge, Melville, and Kamsack as well as Cote and Keeseekoose First Nations. The events in the Yorkton region reached over 560 parents, children and caregivers.

Performance Measures

Inclusivity

Number of children experiencing disability participating in child care or early learning programs.

- In 2018-19, 457 children received an *Enhanced Accessibility* grant, 131 children were served through the *Early Learning Intensive Support* pilot, 14 children were served through the *Children Communicating, Connecting and in Community* pilot and 1,315 families were served through the *Early Childhood Intervention Program*.

Number of licensed child care spaces that support French language minority communities.

- As of March 31, 2019, there were 381 licensed child care spaces targeted for French language minority communities.

Accessibility

Number of children who have access to licensed child care.

- As of March 31, 2019, there were 16,797 licensed child care spaces in Saskatchewan including 2,192 spaces in 238 licensed family homes and 14,605 spaces in 335 licensed centres. This is providing licensed child care spaces for approximately 8.4 per cent of the population of children zero to 12 in the province or 18 per cent of children zero to five.

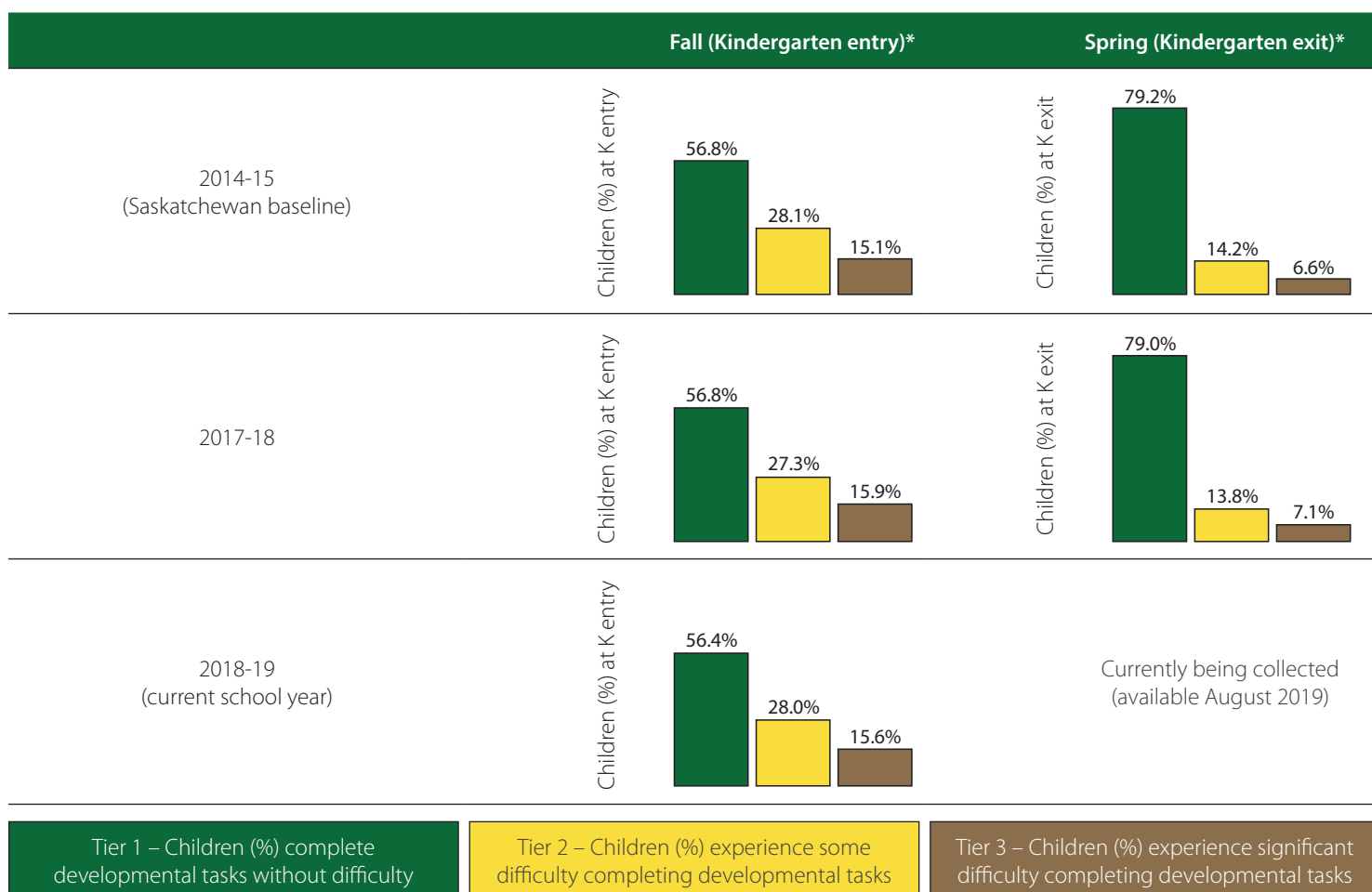
Quality

Number and percentage of early childhood educators participating in professional development.

- In 2018-19, several different professional development opportunities were created for the early learning sector including:
 - Leadership training for child care centre directors. A series of five in-person leadership training modules to support directors to enhance their array of leadership knowledge and skills delivered through 30 in-person workshops in Regina, Saskatoon and Prince Albert.
 - *Play and Exploration* for family child care home providers. Four one-day in-person workshops focusing on how *Play and Exploration: Early Learning Guide* can be used in child care homes in Regina and Saskatoon.
 - Five in-person workshops for early childhood educators to complete *Play and Exploration Phase 2*.

Early Learning Readiness

Percentage of children whose learning and development is typical for children of the same age in Kindergarten according to an early childhood observational readiness screening tool with a focus on reading readiness skills.



Source: Ministry of Education, Early Years Evaluation – Teacher Assessment

NOTES:

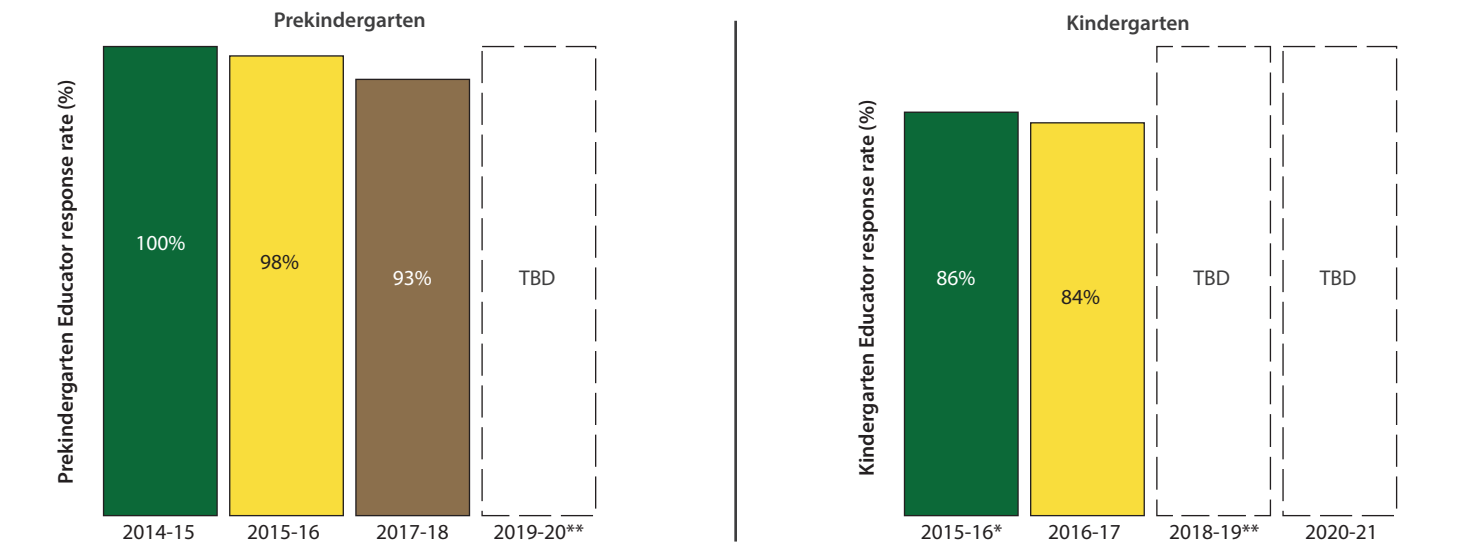
*Due to rounding, totals may not add to 100.0.

The early childhood observational readiness screening tool results guide schools in planning and practice for meeting the learning needs of children. Early identification of children's reading readiness skills is critical to support young children's current development and lay the foundation for future success. The tool is used to monitor progress towards meeting the target for 2020.

Prekindergarten and Kindergarten Teacher Reports

The Prekindergarten and Kindergarten biennial reports provide information about class composition, professional development and program practices in Prekindergarten and Kindergarten programs across the province. A high percentage of educators completing the survey every two years provides comprehensive data that can be used in prioritizing and identifying supports needed in Prekindergarten and Kindergarten.

Educator response rates, Biennial Prekindergarten and Kindergarten Report surveys



Source: Ministry of Education, Prekindergarten and Kindergarten Reports, 2014-15 through 2018-19.

NOTES:
 *Kindergarten reports were first introduced in 2015-16.
 **Informed by the work of the Education Sector Strategic Plan, a biennial format was adopted for Prekindergarten and Kindergarten reporting beginning in 2016-17. The biennial educator survey and report alternates each year between Prekindergarten and Kindergarten programs. The next Prekindergarten report will be completed for the 2019-20 school year, concluding June 2020.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Reduce the difference in Grade 12 graduation rates between First Nations, Métis and Inuit students and non-Indigenous students in the Prekindergarten to Grade 12 system by 50 per cent by 2020.

Ministry and Education Sector Goal

Collaboration between First Nations, Métis and Inuit and non-Indigenous partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase the three-year graduation rate from 35 per cent in June 2012 to at least 65 per cent, and the five-year graduation rate from 54 per cent in June 2014 to at least 75 per cent in June 2020.

Success Story: Carlton Comprehensive High School

Carlton Comprehensive High School in Prince Albert began implementing *Following Their Voices* at the beginning of the 2017-18 school year and saw 28 per cent of First Nations, Métis and Inuit students attain at least eight credits in the school year, an increase of eight percentage points from the previous year. This success continued into the 2018 fall semester with 35 per cent of First Nations, Métis and Inuit students attaining at least four credits, an increase of nine percentage points from the previous year. Throughout 2018-19, teachers are collaboratively planning and have been increasing their use of teaching strategies that are more engaging and interactive for students. Teachers are sharing the following as they implement the initiative:

"I have noticed that group work has really improved! I believe that this is due to our collective work as teachers. Teaching students how to work in groups, giving them the opportunity to work together and with different people. Yay for building social skills!"

"I have become more mindful of encouraging student-student interactions."

"FTV has changed the way I approach almost all the things in my classroom from what I plan, how I plan, what I say, what I ask and how I respond to most situations. I am more open to students wants and needs and to doing things in new ways."

Strategy

- Work collaboratively with school divisions, First Nations education organizations and education sector organizations to achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.
- Work with school divisions that have schools involved in *Following Their Voices* for at least two years to collectively realize an eight per cent annual increase in First Nations, Métis and Inuit graduation rates.
- Work with school divisions to achieve parity between First Nations, Métis and Inuit and non-Indigenous students on the youth perception survey engagement measures. A youth perception survey provides anonymous and reliable survey data from students, teachers and parents to support local school improvement planning.

Key Actions and Results

Pursue partnerships and continue to administer the *Invitational Shared Services Initiatives* to build relationships between First Nations schools and provincial schools.

- The ministry approved and provided funding for a new partnership between Northern Lights School Division and Lac La Ronge Indian Band, which began in the 2018-19 school year.
- The ministry engaged with the sector in January 2019 to begin the process of re-visioning the *Invitational Shared Services Initiative* to establish future direction. The ministry compiled the feedback from the gathering and shared with the sector in spring 2019.

Engage with First Nations, Métis and provincial partners in releasing and implementing *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*.

- The *Inspiring Success* policy framework was released in June 2018 and a pipe ceremony to recognize its significance was held in October 2018.

Implement and expand *Following Their Voices* in provincial and First Nations schools. *Following Their Voices* focuses on enhancing relationships between students and teachers, creating structures and supports for teachers and school administrators to co-construct teaching and learning interactions with students and creating safe, well-managed learning environments.

- In 2018-19, *Following Their Voices* expanded by adding eight provincial schools and five First Nations schools.

In partnership with Indigenous Services Canada, support the implementation of *Following Their Voices* in up to eight First Nations schools.

- Eleven First Nations schools participated in implementing *Following Their Voices* in 2018-19.
- Additional funding was received from Indigenous Services Canada as part of a three-year funding partnership to support *Following Their Voices* implementation in up to eight First Nations schools; 2018-19 is the second year of the three-year agreement.

Continue to engage First Nations and Métis Elders and Knowledge Keepers in the implementation and development of *Following Their Voices* through their involvement in Elders' Gatherings, blessings, provincial professional learning and development sessions, leadership team meetings and focus group committees.

- The annual Elders' Gathering was held in September 2018 with 23 Elders and Knowledge Keepers representing all the Indigenous language groups in the province. Elders and Knowledge Keepers were engaged and involved in all provincial professional learning and development sessions and committee work.

As part of *Following Their Voices*, improve responsiveness to students' needs in learning environments, build positive relationships and share responsibility by delivering targeted professional development for school administrators (focused on the needs of First Nations, Métis and Inuit students) and use a youth perception survey in provincial and First Nations schools.

- Provincial and First Nations schools implementing *Following Their Voices* were supported in its implementation and provided professional learning and development opportunities throughout the year by the ministry and in collaboration with the Saskatchewan Professional Development Unit of the Saskatchewan Teachers' Federation.

Implement *Help Me Tell My Story* in all school divisions and interested First Nations education organizations. *Help Me Tell My Story* is a holistic and interactive tool used to measure children's oral language development.

- Twelve school divisions and two First Nations education organizations, including approximately 187 classrooms and 2,180 students, implemented *Help Me Tell My Story*.

Redevelop the *Help Me Talk About Math* application and platform and make it available to pilot in all interested provincial and First Nations schools. *Help Me Talk About Math* is an interactive tool used to measure the growth of a student's numeracy skills and understanding of mathematical processes.

- The redevelopment of *Help Me Talk About Math* is complete. *Askî's Pond*, an interactive iPad game that sets the context for the assessment, is available free of charge from the App Store.

To increase support for students in transition, promote the utilization of the *Student Transitions Guide: Supporting New Students in Your School: A Guide for Schools* and evaluation of school divisions' graduation rate improvement plans.

- The *Student Transitions Guide* is intended to provide school staff in Saskatchewan a framework to support students who are transitioning to a new school. Schools were strongly recommended to develop a local student transition protocol, using the *Student Transitions Guide*, to provide the best opportunity for success for all new students. The *Student Transitions Guide* is available at: www.saskgraduates.ca.
- A draft rubric was developed for assessing school divisions' graduation rate improvement plans. Each school division developed a graduation rate improvement plan outlining key actions and measures to focus efforts on improving student attendance, engagement and graduation rates.

Support the development of targeted professional development and other processes for school-based administrators that begin with a focus on the needs of First Nations, Métis and Inuit students.

- The ministry supports the development and implementation of the *Leading to Learn* initiative. The *Leading to Learn* initiative provides capacity-building professional learning opportunities for provincial and First Nations education organizations' in-school administrators that enable these educational leaders to make a positive impact on Métis, First Nations and Inuit student outcomes as outlined in the Education Sector Strategic Plan.
- Participating administrators were provided six days of professional learning which they take back and lead in their division/organization. Participating administrators have access to the *Leading to Learn* website for continued resource support.
- In 2018-19, nine provincial school divisions had administrators who participated in the initiative.

Success Story: Rossignol High School

Rossignol High School in Île-à-la-Crosse began implementing *Following Their Voices* at the beginning of the 2017-18 school year and experienced a 17 percentage point rise in the number of First Nations, Métis and Inuit students attaining at least eight credits in the school year with 55 per cent achieving this goal. In the 2018 fall semester, this trend continued with 66 per cent of First Nations, Métis and Inuit students attaining at least four credits, an increase of eight percentage points from the previous year. Throughout 2018-19, teachers are collaboratively planning and have been increasing their use of teaching strategies that are more engaging and interactive for students.

Performance Measures

Following Their Voices

Number of students, teachers, administrators and schools participating in *Following Their Voices*.

- For the 2018-19 school year, 37 schools (26 provincial schools and 11 First Nations schools) including approximately 870 teachers, 42 administrators and 14,956 students (9,050 students self-identify as First Nation, Métis or Inuit and 5,906 are non-Indigenous students) were participating in *Following Their Voices*.
- In the 2017-18 school year, there were 26 schools (18 provincial and seven First Nations schools and one joint federal/provincial school) including approximately 430 teachers and 10,288 students (6,384 students self-identify as First Nation, Métis or Inuit and 3,904 are non-Indigenous) participating in *Following Their Voices*.

Three-year, five-year graduation rates and credit attainment rates for schools that have implemented *Following Their Voices*.

Three-year, five-year graduation rates and credit attainment rates for schools that have implemented <i>Following Their Voices</i>					
Measures		Change from Previous Year – 2016-17 to 2017-18 (# of schools)			Total number of schools
		Increase of two percentage points	Decrease of two percentage points	Very little change	
All Students	Three-year graduation rate	13	5	6	24
	Five-year graduation rate	11	6	6	23
	Eight or more credits per year ¹	10	6	6	22
	Five or more credits per year ²	11	7	4	22
First Nations, Métis and Inuit Students ³	Three-year graduation rate	14	7	1	22
	Five-year graduation rate	10	5	4	19
	Eight or more credits per year	9	5	6	20
	Five or more credits per year	11	8	1	20

¹ Graduation within three years of 'starting' Grade 10.

² Graduation within five years of 'starting' Grade 10.

³ First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

Source: Ministry of Education, February, 2019.

NOTES:

The two percentage point threshold is used to screen out schools that had very little change in results year over year. The two percentage point threshold does not necessarily represent a meaningful change, especially for small or medium-sized schools. For example, an increase of one graduate in a school with 25 'possible' graduates represents an increase of four percentage points, and while that is very meaningful for the additional individual graduate, it may just be fluctuation that does not represent a sustainable trend. However, when monitored over a series of years, the chart provides an indication of the relative frequency of increases versus decreases across the set of *Following Their Voices* schools.

"Very little change" indicates schools that had an increase or decrease of less than two percentage points.

For every achievement measure in the chart, more schools are demonstrating increases than decreases. In many cases, the number of schools showing increases is greater than those with decreases or very little change.

Data were derived for the 26 schools involved in *Following Their Voices* implementation over the 2017-18 school year. Not all students in these schools are in *Following Their Voices* teachers' classrooms; likewise, not all teachers in these schools are implementing *Following Their Voices* yet. Large schools have large proportions of students who have not been impacted by the initiative, which can skew results. Data for schools with five or fewer students are not included.

First Nations, Métis and Inuit results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis or Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the results for all students.

Student attendance for schools that have implemented <i>Following Their Voices</i>			
Measures		February, 2017-18 to February, 2018-19	
		2017-18	2018-19
All Students	Average monthly attendance	81%	80%
	80 per cent or higher attendance	66%	64%
First Nations, Métis and Inuit Students ¹	Average monthly attendance	75%	74%
	80 per cent or higher attendance	54%	52%

¹ First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

Source: Ministry of Education, 2019.

NOTES:

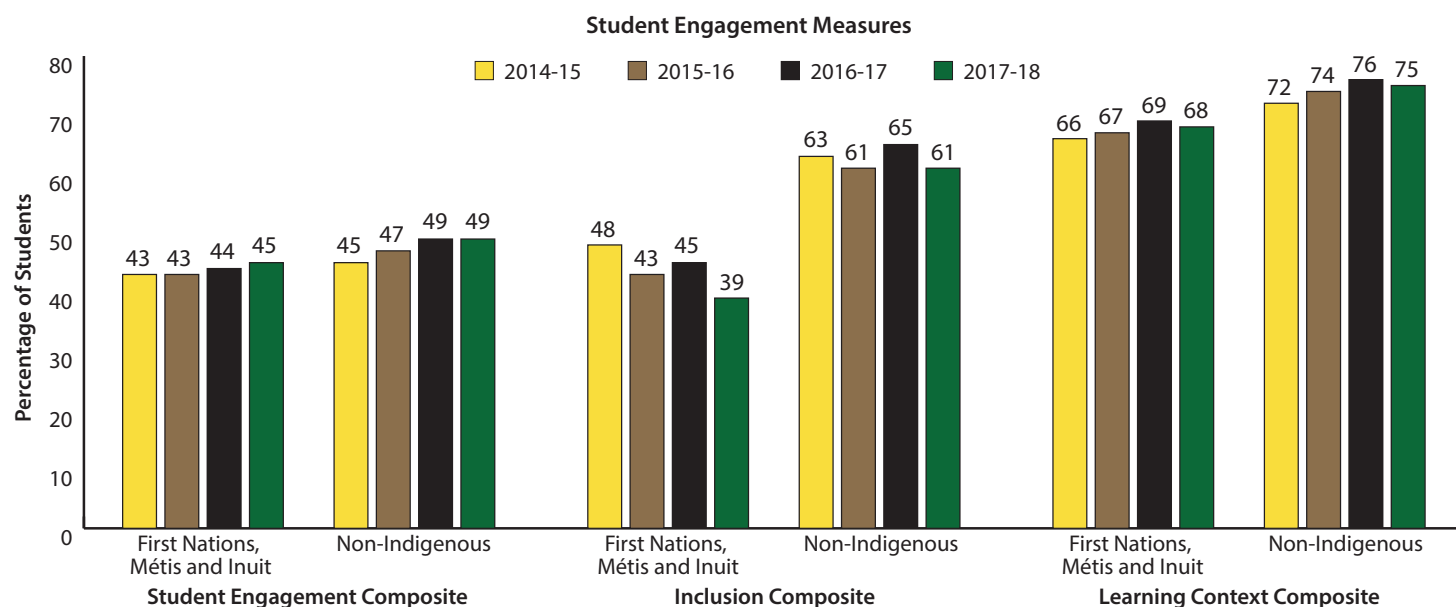
Data are derived from the 26 schools involved in *Following Their Voices* implementation over the 2017-18 school year.

Measures demonstrate attendance has been consistent over the last two years, with a small decrease in the percentage of students attending 80 per cent or more of the time.

First Nations, Métis and Inuit results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis or Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the results for all students.

Student Engagement

Youth perception survey engagement measures including composite scores for Student Engagement (Interest Effort); Inclusion (Sense of Belonging, Participation in Sports Clubs, Positive Friendships, Bullying School Safety); and, Learning Context (Positive Learning Climate, Positive Teacher-Student Relationships, Expectations for Success).



Source: Ministry of Education, 2019.

NOTES:

The results from the youth perception survey inform school learning improvement plans and support the Education Sector Strategic Plan. The composite data reported relate to the strategy of achieving parity between First Nations, Métis and Inuit and non-Indigenous students.

First Nations, Métis and Inuit results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis or Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the results for non-Indigenous.

Government Goals



Ministry Goal

Community supports for all learners province-wide are strengthened.

Key Actions and Results

Embed Student First practices and response to Truth and Reconciliation Commission Calls to Action within ministry and inter-ministry strategies (e.g., Education Sector Strategic Plan, Poverty Reduction Strategy, *Mental Health and Addictions Action Plan*).

- The *Inspiring Success Education Policy Framework* was released by the ministry and implementation began in 2018-19. The framework values education as a tool for reconciliation, which is an ongoing process of establishing and maintaining respectful relationships, and of understanding the history and intergenerational effects of the residential schools experience through learning opportunities for students and staff at all levels of the education system.
- The new *Kindergarten to Grade 9 Treaty Education Learning Resource* has been created in collaboration with the Office of the Treaty Commissioner and launched in November 2018. The resource, available in English and French, provides suggestions for learning activities and related resources that integrate Treaty education into a range of subjects and grades and is found on the curriculum website. Since its launch, there have been 4,559 visitors to the English resource and 202 visitors to the French resource.

Renew and implement the *Caring and Respectful Schools* policy to support student mental well-being and promote positive school climate. In addition, address plans for student safety.

- The ministry began developing the final draft of an online *Caring and Respectful Schools* site based on the four interrelated components of the *Comprehensive School Community Health* approach: Family and Community Engagement, Healthy Physical and Social Environments, High Quality Teaching and Learning, and Effective Policy. The site will provide school and school division staff, parents and community members with information and links to resources to support student mental well-being and promote positive school climate.

Continue to support the *Mental Health and Addictions Action Plan*, in particular, through training for the education sector in the areas of mental well-being and student safety.

- The ministry disbursed funding to support school divisions with costs associated with mental health and student safety training opportunities. A total of 25 out of 27 school divisions applied for and received this support in the following initiatives:
 - Mental Health First Aid – seven school divisions;
 - Violence Threat Risk Assessment – twelve school divisions;
 - Applied Suicide Intervention Systems Training (ASIST) – four school divisions; and,
 - Traumatic Events Systems Training – nine school divisions.**note some school divisions participated in multiple training opportunities.*
- As a result of ministry funding, two school divisions have also certified school-based personnel as trainers:
 - Saskatchewan Rivers School Division – two Applied Suicide Intervention Skills Training (ASIST) trainers; and,
 - Living Sky School Division – two safeTALK trainers.

Continue to support the implementation of the *Child Abuse Protocol*.

- The ministry released the *Child Abuse Prevention Education and Response* policy statement in May 2018. The policy statement encourages school divisions to create a policy/administrative procedure to mandate the teaching of child abuse prevention for all students in Prekindergarten through Grade 12; provide professional development for staff to identify the signs of child abuse and understand the legal duty to report child abuse; develop and maintain a list of community contacts to support victims, their families, and school division staff; and, promote the practices of self-care to their staff.
- To support school divisions, the ministry developed a *Model Administrative Procedure for Boards of Education on Child Abuse Prevention Education and Response* to assist in the implementation of the *Child Abuse Prevention Education and Response* policy statement.

Continue to support initiatives for Francophone minority education and second language instruction.

- A Francophone funding model was released and implemented. The Francophone PreK-12 funding distribution model pertains solely to Francophone education. The funding model will address the Conseil des écoles fransaskoises student transportation and supports for learning components specific to Francophone education. Creation of a culture and language component has also been considered to address the Conseil des écoles fransaskoises's triple mandate.
- The ministry is involved in ongoing negotiations for the new *Protocol for Agreements for Minority-Language Education and Second-Language Instruction*.
- The *Memorandum of Understanding for the Development of Fransaskois Schools Planning between the Government of Saskatchewan and the Conseil des écoles fransaskoises* was signed in March 2019.

Renew secondary curricula in a collaborative way to ensure that the needs of all Saskatchewan students are met.

- Curriculum renewal and development are occurring in the areas of secondary practical and applied arts, arts education and social sciences. Curriculum development is guided by the principles of collaboration, meeting the needs of all Saskatchewan students and supporting implementation.
- *Physical Education 20* and *30* have been renewed and resources are being developed to support their implementation.
- A total of 498 instructional supports have been developed for secondary sciences curricula.
- A total of 26 out of 27 school divisions, and three First Nations education organizations have been involved in the secondary renewal. The one non-participating school division does not have a secondary school.
- New provincial curricula in practical and applied arts for students in grades 7-12 in financial literacy and robotics and automation (which incorporates coding) are being developed.
- Math assessment supports for teachers of grades 1 to 9 students are in development.
- The development of supports to assist parents in understanding what their children are learning in math is also underway.

Respond to the recommendations from the Curriculum Advisory Committee.

- The Curriculum Advisory Committee is in the process of being established.

Continue to support school divisions in improving the learning success and well-being of all Saskatchewan children and youth including those requiring additional supports.

- The Ministry of Education promotes the needs-based model through the foundational documents *Actualizing a Needs-Based Model* (2015), *The Adaptive Dimension for Saskatchewan K-12 Students* (2017) and *Inclusive Education* (2017).
- The ministry developed *Supporting All Learners*, an online repository, to provide school division teams with ministry documents, resources and supports that align with a needs-based approach when planning responsive instruction and interventions and supports for students.
- The ministry also promotes the needs-based model through webinars and presentations to school division staff, that includes student support services and English as an Additional Language (EAL) teachers, consultants, coordinators and supervisors.
- Students identified by school divisions as requiring intensive supports benefit from collaborative inter-professional team planning for instruction, interventions, supports and resources in an inclusive school environment guided by foundational resources developed by the ministry.

Performance Measures

Be Kind Online

Number of initiatives provided in the *Be Kind Online Grant Program* (formerly *I Am Stronger*) and total of funds dispersed.

- The ministry provided SaskTel with funding to support youth-led initiatives. Eighteen youth-led initiatives were approved and actualized.

Mental Health and Student Safety Training

Number of school divisions engaged in training to support mental well-being and safety.

- A total of 25 out of 27 school divisions engaged in mental well-being and student safety training with funding support from the ministry.

French Education and Immersion

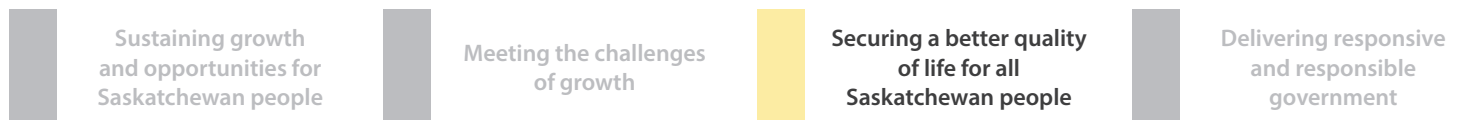
Number of students enrolled in Francophone minority education.

- 1,917 students enrolled with the Conseil des écoles fransaskoises.

Number of students enrolled in French as a second language instruction programs.

- 16,074 French Immersion enrolments.
- 31,203 Core French registrations.

Government Goals



Ministry Goal

Community supports for all learners province-wide are strengthened.

Key Actions and Results

Continue to build and maintain relationships with northern school divisions and First Nations education organizations by supporting a northern approach to the Education Sector Strategic Plan.

- The Northern Education Advisor position in La Ronge was staffed. The key purpose of the position is to provide advisement to the ministry on northern issues. The Northern Education Advisor also works to strengthen relationships between the ministry and northern stakeholders.

Continue to support the provision of summer literacy camps for students in northern communities.

- The ministry provided funding to the Northern Lights School Division, Creighton School Division and Île-à-la-Crosse School Division to deliver summer literacy camps in their communities.
- Support was provided to Frontier College to support the delivery of a summer literacy camp on the Clearwater River Dene Nation.

Success Story: Northern Literacy Carnivals

Families with children aged zero to five were invited to attend language and literacy events in communities across the province. Funding for these events was made available as part of literacy initiatives under the *Canada-Saskatchewan Early Learning and Child Care Agreement* through *KidsFirst* regional and targeted programs. The focus of these fun, interactive events was to help parents understand more about how children learn language and early literacy skills and provide opportunities for families to connect in the community.

Literacy carnivals were hosted in five communities in March 2019: Pinehouse, Île-à-la-Crosse, La Loche, Buffalo Narrows and Beauval. Key partners in hosting the events included Early Childhood Intervention Program (ECIP), community and elementary schools, Saskatchewan Health Authority, Canada Prenatal Nutrition Programs, child care centres, local Head Start programs and the Saskatchewan Literacy Network.

The events were well-attended, with eight to 20 or more families taking part in each community. Families loved the puppet show put on by partner Wide Open Theatre from Saskatoon that kicked off the Literacy Carnival and shared messages about early language and literacy in an engaging way. After the puppet show, families enjoyed a variety of activities, including making a ring of rhymes to take home, learning to tell stories through picture books, discovering more about the impacts of screen time on learning and enjoying storytelling by local Elders. Families were also given a registration package filled with ways to engage in early literacy with their children. The events concluded with a community meal and a fish pond for the children.

In addition to the literacy events, more than 1,500 books were distributed to families in the North or will be shared through *KidsFirst NORTH* program. These important resources will help to promote the development of early language skills in northern homes on an ongoing basis.

Performance Measures

Credit attainment of students in northern Saskatchewan

Percentage of secondary-level northern students attaining five or more, or exceeding eight credits per year.

Credit attainment measures, Northern School Divisions, 2013-2014 to 2017-2018					
Measure	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of students attaining:					
At least five credits per year	43.6%	42.8%	46.5%	47.8%	46.1%
At least eight credits per year	25.3%	26.2%	27.3%	28.0%	27.0%
At least one credit per year	71.7%	69.1%	71.3%	74.2%	71.4%
Average credits per year	4.16	4.05	4.24	4.42	4.22

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 5, 2018).

NOTES:

"Secondary-level northern students" refers to grades 9 to 12 students attending schools north of the 54th parallel.

Students learning through home-based education are not included in these measures.

Students in Functionally Integrated or Special Education programs are excluded. Students in Regular 24 Credit programs (English, Fransaskois or French Immersion), in Alternative Education (English or French) programs, and in Adult Secondary programs in school divisions are included.

Students who have achieved Grade 12 standing in years previous to the specified year are excluded.

Only students who are active on September 30 are included. Other students enrol after September 30 and complete credits (or do not complete credits), but they are not included in this measure.

All credits earned by a student (regardless of where the credits were earned that year) are attributed to the school division to which the student was enrolled on September 30.

Numbers may differ from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

Northern students reading at or above grade level

Percentage of northern students reading at or above grade level.

Reading Results, Northern School Divisions, 2013-2014 to 2017-2018					
Measure	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of students reading at or above grade level:					
Grade 1	34.6%	31.7%	23.4%	36.8%	30.5%
Grade 2	29.1%	24.7%	24.9%	33.9%	44.0%
Grade 3	38.7%	34.5%	40.2%	42.7%	44.5%

Source: Ministry of Education, Student Data System (Data generated on July 13, 2018).

NOTES:

"Northern students" refers to students attending schools north of the 54th parallel.

Students were assigned to schools and divisions based on their June 1, 2018, enrolment data in the Student Data System, regardless of which school or school division submitted levelled reading data for them.

Students were assigned to grade level based on data for the current year as found in the Student Data System.

The analysis methodology for 2018 was the same as that since 2015. There were some differences between the calculation methods used in 2014 (slightly different approach to the inclusion/exclusion rules, using 'last' assessment score instead of 'best' assessment score, not including all school divisions). These differences between 2014 and more recent years should be noted but do not invalidate comparisons with recent years' results.

Exemptions, Exclusions and Non-Participation: Reading level data that were submitted for students who were exempt from this assessment were not included in calculating percentages of students reading at or above grade level. Students were considered to be "exempt" if they met one of the following criteria:

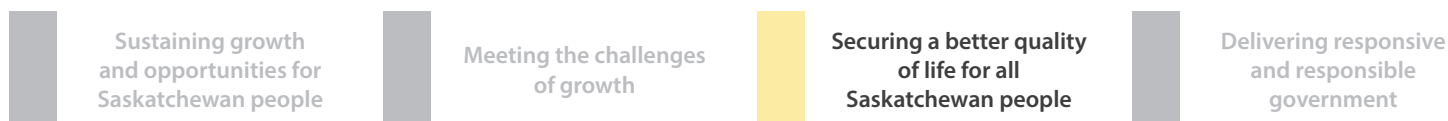
- Their EAL Proficiency level was below B.1;
- Their school of record in the Student Data System was a "Home Based School" and they did not have any reading level data submitted;
- They are enrolled in either a Special Education or Functional Integrated program (in the Student Data System); or,
- They were a Grade 1 French Immersion student.

Following Their Voices

Number of northern schools implementing *Following Their Voices*.

- Nine northern schools are implementing *Following Their Voices*. Six are provincial and three are First Nation.

Government Goals



Strategic priority from the *Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Ensure Saskatchewan leads the country in graduation rates.

Ministry and Education Sector Goal

By June 30, 2020, Saskatchewan will achieve an 85 per cent three-year graduation rate and a 90 per cent five-year graduation rate.

By June 30, 2020, 80 per cent of students will be at or above grade level in reading, writing and math.

Strategy

- Work toward achieving an annual increase of three percentage points in the provincial three-year graduation rate.
- Work toward a five per cent increase by June 2018 in the Intellectual Engagement measure that is part of a youth perceptual survey of student engagement.
- Work toward an improvement to at least 75 per cent of students reading and writing at or above grade level in reading and writing by June 2018.
- Work toward an improvement to at least 75 per cent of students at or above grade level in math by June 2019.

Key Actions and Results

Establish new opportunities and supports to graduation including policy reviews, communicating leading practices within school divisions, creating an electronic student profile, recognition of dual credits, locally developed courses, modified courses and *Adult 12*.

- Released renewed *Special Project and Apprenticeship* policies. These policies provide broad guidance to school divisions, the conseil scolaire, independent schools, and First Nations schools approved to offer secondary-level credits regarding development of administrative procedures for student-initiated and designed projects in the *Special Project 10, 20 and 30* credits. These policies better provide students with alternative learning opportunities. Special projects are student-initiated and designed to encourage the pursuit of learning in an area of personal interest or passion. Apprenticeship credits may be used to meet the Practical Arts/Arts Education credit requirement or as electives to meet the credit requirements in the regular and *Adult 12* programs.
- The *SASKGraduates* website continues to provide provincial data regarding graduation rates and a listing of leading practices and research.
- The third annual Graduation Rate Symposium was held in fall 2018, with over 120 participants including school division graduation rate improvement teams. The symposium brings together representatives from school divisions and First Nations education organizations to start conversations, share information and identify possible solutions to increase the provincial graduation rates.
- A Provincial Attendance Symposium was held in May 2018 to share best practice ideas and strategies and family engagement strategies.
- The ministry provided more data regularly to school divisions such as division and school-level reports on credit attainment, attendance, students lost, early learning readiness, student engagement and staffing profiles. Electronic student profiles continue to be made available to all school divisions.
- Recognition of dual credits expanded with additional courses being added.
- Opportunities will continue to exist for school divisions to develop locally developed and modified courses.

Provide support and direction to school divisions in the development and implementation of graduation improvement plans.

- The ministry collected graduation rate improvement plans from all school divisions and a draft rubric was prepared to analyze the plans.
- Monthly data reports were provided to school divisions to support planning and improvement and to monitor progress.

Provide support to school divisions and First Nations education organizations to increase student engagement through the use of youth perception surveys and responses to surveys.

- The ministry is committed to collaborating with school divisions and First Nations education organizations to ensure the sector is able to respond to the youth perception survey results with the goal of improving the engagement and achievement of all Saskatchewan students.
- Thirty-one First Nations schools from Treaty Six Education Council, Agency Chiefs Tribal Council, File Hills Qu'Appelle Tribal Council and the Lac La Ronge Indian Band participated in the 2017-18 administration of the survey.

Collect and analyze reading at grade level data for all eligible students in grades 1, 2 and 3 and writing at grade level data for all eligible students in grades 4, 7 and 9 and provide reports to school divisions to inform reading and writing targets.

- In June 2018, grades 1 to 4, 7 and 9 reading data were collected from all 28 school divisions. Data was analyzed and results were reported back to each division by September 1, 2018.

To support improvements in writing, develop instructional supports for teachers to assist students with additional needs and develop supports for oral language acquisition for English as an Additional Language (EAL) students.

- The ministry provides school divisions with professional support and resources for newcomer learners' needs through the *EAL Immigration and Languages* website.

To support improvements in math, define at grade level and develop instructional supports for mathematics, consult with the sector regarding the use of a province-wide mathematics approach, and develop instructional supports to assist students who struggle in math.

- In spring 2019, the Education Sector Strategic Plan included a one-year priority that will focus on the development of a province-wide mathematics approach to improve math achievement for all learners in 2019-20.

Support the development of the unified student information system implementation planning and onboarding processes.

- As of March 31, 2019, 22 school divisions and one independent school were on track for implementation in fall 2019 with five school divisions delaying implementation until fall 2020.

Performance Measures

Graduation Rate

Completing Grade 12	Three-Year (within three years)				Five-Year (within five years)				Eventual (more than five years)			
	All	Non-Indigenous ¹	First Nations, Métis, and Inuit ²	Disparity	All	Non-Indigenous	First Nations, Métis, and Inuit	Disparity	All	Non-Indigenous	First Nations, Métis, and Inuit	Disparity
June 2011 (baseline)	72.7%	81.8%	32.9%	48.9%	81.3%	87.9%	48.5%	39.4%	84.0%	88.4%	58.3%	30.1%
June 2012	73.7%	82.9%	35.9%	47.0%	81.2%	88.0%	49.7%	38.3%	84.8%	88.6%	60.8%	27.8%
June 2013	74.8%	83.9%	37.4%	46.5%	80.1%	87.0%	50.0%	37.0%	83.8%	88.3%	59.9%	28.4%
June 2014	74.7%	83.4%	40.3%	43.1%	81.4%	88.1%	54.2%	33.9%	84.6%	89.7%	59.8%	29.9%
June 2015	75.2%	84.3%	40.1%	44.2%	82.5%	89.2%	55.9%	33.3%	84.5%	89.9%	60.1%	29.8%
June 2016	75.6%	84.6%	41.8%	42.7%	83.3%	89.5%	59.6%	29.9%	83.2%	88.7%	59.7%	29.0%
June 2017	76.5%	85.4%	43.2%	42.2%	84.0%	90.4%	59.8%	30.6%	84.7%	90.0%	63.1%	26.7%
June 2018	77.4%	86.5%	44.5%	42.0%	84.4%	91.1%	59.4%	31.7%	85.8%	90.9%	65.4%	25.5%

¹ Non-Indigenous students are those who do not identify themselves to be First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk, and may include First Nations, Métis or Inuit students who choose not to self-identify.

² First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

Source: Ministry of Education, Student Data System (Data run on September 1, 2018).

NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10.

Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10. For example, the group of students who 'started' Grade 10 in 2013-14 and completed Grade 12 anytime on or before the end of the 2017-18 school year.

Eventual graduation rates shown in the table represent students who have had at least eight years to graduate from the 'start' of Grade 10. For example, June 2018 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2010-11 who completed within eight years by June 2018. In subsequent years, this number will be adjusted to show those who have graduated in eight or more years.

Data include students in provincially funded, independent and First Nations schools.

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs.

Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

Attendance

Percentage of students with at least 80 per cent attendance, Prekindergarten to Grade 12			
	All	First Nations, Métis and Inuit ¹	Non-Indigenous ²
2013-14	86.7%	68.6%	90.6%
2014-15	87.0%	69.9%	90.9%
2015-16	87.1%	70.1%	91.1%
2016-17	86.1%	67.8%	90.5%
2017-18	86.4%	68.2%	90.7%

Percentage of students with at least 80 per cent attendance, Prekindergarten to Grade 12			
	All	First Nations, Métis and Inuit	Non-Indigenous
2013-14	76.6%	47.9%	83.0%
2014-15	76.6%	49.3%	83.2%
2015-16	77.3%	50.9%	83.8%
2016-17	76.0%	47.9%	83.1%
2017-18	76.1%	48.0%	83.3%

¹ First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

² Non-Indigenous students are those who do not identify themselves to be First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk, and may include First Nations, Métis or Inuit students who choose not to self-identify.

Source: Ministry of Education, Information Management and Support Branch. Ministry Student Attendance Files (Profile Attendance Running Record). July 2018.

NOTES:

Attendance in chart is compiled from monthly student attendance files submitted by 26 of 27 school divisions (no attendance is collected from Conseil des écoles fransaskoises, and no attendance is collected from First Nations schools or independent schools). Monthly attendance has been collected since 2013-14, capturing possible and absent attendance for individual students, but does not include reasons for absences (excused or unexcused).

First Nations, Métis and Inuit and non-Indigenous results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis or Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the non-Indigenous results.

Credit Attainment

Year (at June 30)	Proportion exceeding eight credits per year ¹			Proportion attaining five or more credits per year ²		
	All	First Nations, Métis and Inuit ³	Non-Indigenous ⁴	All	First Nations, Métis and Inuit ³	Non-Indigenous ⁴
2009 (baseline)	60.3%	24.6%	70.5%	76.9%	42.6%	86.8%
2014	60.2%	29.9%	71.4%	77.4%	47.8%	87.4%
2015	61.2%	31.0%	71.3%	77.7%	49.1%	87.2%
2016	61.1%	31.2%	71.4%	77.9%	49.7%	87.6%
2017	60.6%	31.3%	70.8%	77.2%	49.0%	87.0%
2018	60.8%	31.4%	71.2%	77.4%	49.2%	87.4%

¹ Graduation within three years of 'starting' Grade 10.

² Graduation within five years of 'starting' Grade 10.

³ First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

⁴ Non-Indigenous students are those who do not identify themselves to be First Nations, Métis or Inuit, and may include First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis and Inuit students who choose not to self-identify.

Source: Ministry of Education, Student Data System (2018).

NOTES:

Data includes students in provincial school divisions, Historical high schools and First Nations schools. It does not include students whose base school enrolment is in custody and care schools, or in post-secondary institutions offering Grade 12 completion. Students learning through home-based education are not included in these measures.

Students in regular 24 credit programs (English, Fransaskois or French Immersion), in Alternative Education (English or French) programs, and in Adult Secondary programs in school divisions are included. Students in Functionally Integrated or Special Education programs are excluded.

Students who have achieved Grade 12 standing in years previous to the specified year are excluded.

Only students who are active on September 30 are included. Other students who enrol after September 30 and complete credits (or do not complete credits) are not included in this measure.

Numbers may differ from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

Reading Achievement

Percentage of Grade 3 students reading at grade level.

Percentage of Grade 3 students reading at or above grade level		
Year	All	First Nations, Métis and Inuit ¹
June 2013 (base line)	65%*	NA
June 2014	70%	49%
June 2015	73%	52%
June 2016	74%	53%
June 2017	74%	53%
June 2018	75%	55%

¹ First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Student Data System.

NOTES:

*June 2013 results are based on available data from 13 school divisions.

Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded (including Learners of English as an Additional Language with language proficiency levels below B1.1 on the Common Framework of Reference (CFR), home-based or Grade 1 French Immersion) or who did not participate in the reading assessment were not included in the denominator for these calculations. Data includes Francophone grades 1-3 and French immersion grades 2-3. Provincial results do not include students who attend a school administrated by a First Nation or by a Hutterite colony. Results are rounded up.

Writing Achievement

Percentage of grades 4, 7 and 9 students writing at grade level.

Percentage of grades 4, 7 and 9 students writing at or above grade level		
Year	All	First Nations, Métis and Inuit ¹
Grade 4	62.5%	42.3%
Grade 7	63.8%	40.2%
Grade 9	67.7%	44.6%

¹ First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Student Data System.

NOTES:

Writing data were collected for the first time in June 2018. No data were collected from First Nations schools.

Government Goals



Ministry and Education Sector Goal

Sector-wide joint-procurement, shared services and value-add opportunities will be evaluated, selected and implemented.

Key Actions and Results

Work with school divisions to identify opportunities and to develop measures and methods to collect and compile savings realized and other results of joint-procurement, shared services and value-add work.

- The ministry continues to work with school divisions to identify, compile and report on savings realized from joint-procurement and shared services work. Progress continues on monitoring provincially coordinated initiatives such as the Bulk Fuel savings project, SMART and Mathletics licensing.

Performance Measures

Accumulated Savings

Total actual reported savings resulting from provincially coordinated initiatives.

- The efficiency and effectiveness improvements conducted by school divisions are projected to result in approximately \$54,270,201 cumulative savings and \$10,356,431 cumulative cost avoidance savings. The information is based on reporting from school divisions beginning in 2010-11 and as of March 31, 2019.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth*: The Government of Saskatchewan will invest in the infrastructure needed to support education and quality of life priorities.

Ministry Goal

Maximize infrastructure funding to ensure safe, secure and functional learning facilities in partnership with stakeholders.

Success Story: Rosthern Consolidated PreK-12 School

In the fall of 2018, Premier Scott Moe joined Prairie Spirit School Division officials, teachers, students and community members to break ground on the start of construction of a new school in Rosthern.

Designed by Group 2 Architecture, the new school is scheduled to open in the fall of 2020. It consolidates two existing schools, Rosthern Elementary School and Rosthern High School, and will make room for approximately 450 students from Kindergarten to Grade 12. It will feature new classrooms, practical and applied arts space, a new resource centre, full-size gym and common areas, and new administration offices. It will also house a 30 space child care facility resulting in early learning, elementary and secondary education under one roof.

The new school project in Rosthern will serve the students and community of Rosthern. They are all eagerly anticipating the opening of this amazing school facility.

Key Actions and Results

Manage maintenance contracts for nine new joint-use schools in Saskatoon, Regina, Warman and Martensville.

- The ministry managed maintenance contracts for nine new joint-use schools and has a contractual obligation to manage maintenance contracts throughout the duration of the agreement.

Work with each school division to collect a complete inventory of non-school facility assets to gain a comprehensive perspective of all facilities within the education sector.

- The ministry received feedback from the Infrastructure Advisory Committee on how best to collect this data and continues to work with the committee in developing a plan to complete an inventory of non-school facility assets.

Support safe and secure school facilities through investment in *Preventative Maintenance and Renewal Program* funding for school divisions to respond to maintenance issues and priorities.

- The ministry continues to support safe and secure school facilities through investment in *Preventative Maintenance and Renewal Program* funding, which increased by 15 per cent.

Develop an infrastructure plan to calculate the Facility Condition Index (FCI) baseline and establish a FCI target to plan repairs and improvements.

- The Facility Condition Index (FCI) is a useful tool to evaluate school building condition. The ministry continues to partner with school divisions to ensure the FCI calculation accurately represents schools.

Provide funding to school divisions to address emergent infrastructure needs that are outside the scope of preventative maintenance.

- The ministry continued to address emergent infrastructure needs. Since 2013-14 there has been a gradual decrease in emergent funding requests. This decrease in emergent needs is related to the continued increase in *Preventative Maintenance and Renewal Program* funding.

Develop a plan to address future growth in Regina, Saskatoon and surrounding areas.

- Data sources to develop growth profiles have been identified. Effective practices research in other jurisdictions and sectors has been completed.

Performance Measures

School Utilization Rate

A utilization rate represents an indication of how full the school is based on the size of the facility and the enrolment in it.

- After an extensive local and interjurisdictional review was completed by a joint school division and ministry working group, an updated method of calculating capacity was implemented in 2018. In 2019-20 a review of the year over year data will be completed to determine where the greatest growth has occurred and what action may be necessary to assist school divisions to manage space concerns.

Government Goals



Ministry Goal

An engaged and high-performing ministry.

Key Actions and Results

Increase cultural awareness and cultural competency by continuing to offer cultural awareness training for ministry staff including a suite of options for continued progressive learning and onboarding.

- The ministry reached 100 per cent of staff completing Aboriginal Cultural Awareness training.
- Dates of significance, i.e., Orange Shirt Day, Louis Riel Day, Pink Shirt Day, etc. were recognized in the ministry.
- Development of ministry-specific onboarding presentation.

Continue to ensure the ministry has the workforce available and ready to deliver on key strategic priorities.

- Workforce planning was held in fall 2018 with senior leadership and will be revisited yearly.
- The ministry committed to posting all career opportunities as giving preference to qualified First Nations and Métis candidates.
- The 2018-19 Employee Engagement and Culture Survey results were received and reviewed by each branch in the ministry. The survey provides a measure of progress towards increasing engagement and advancing values-based culture.

Government Goals

Sustaining growth
and opportunities for
Saskatchewan people

Meeting the challenges
of growth

Securing a better quality
of life for all
Saskatchewan people

Delivering responsive
and responsible
government

Ministry Goal

Support for public library programs enhances literacy, community vibrancy and contributes to residents' lifelong learning and participation in the economy.

Success Story: Multitype Libraries

The Multitype Library Board (MLB) held a very successful library and archives community meeting on October 30, 2018, at Wanuskewin Heritage Park, near Saskatoon. The event was themed around the Canadian Federation of Library Association/ Fédération canadienne des associations de bibliothèques (CFLA/FCAB) Truth and Reconciliation Report and Calls to Action. The MLB extended a formal invitation for the day to include the official signing ceremony of the Strategic Alliance between Saskatchewan public libraries and the Office of the Treaty Commissioner (OTC). The signing immediately preceded the community meeting. The Strategic Alliance aims to extend Treaty education outside of the classroom. During the two-year agreement, the OTC will provide free sessions, workshops and discussions at public libraries. Public libraries will provide the space, audience and promotion for these sessions.

Key Actions and Results

Engage public libraries in planning.

- The ministry supported a panel that met with stakeholders and public library systems. A report was presented to the Minister that summarized eight themes heard by the panel.
- The public was given the opportunity to provide feedback on the report and 5,800 survey responses were received. The vast majority agreed with the themes.
- The ministry met with the Saskatchewan public library systems and the group agreed that their priority in 2019-20 would be to create a sector plan.

2018-19 Financial Overview

Introduction

Total 2018-19 expenditures for the ministry were \$2,476.2 million resulting in a variance of \$24.8 million under the approved expense budget of \$2,501.0 million.

Expenditures were under the 2018-19 budget primarily due to savings associated with construction delays in the Weyburn and Rosthern capital projects, the *Canada-Saskatchewan Early Learning and Child Care Agreement* as more was spent in 2017-18 than expected which decreased spending requirements in 2018-19, savings related to various child care programs and decreased requirements for the Teachers' Superannuation Plan and Saskatchewan Teachers' Retirement Plan. These savings were partially offset by a pressure associated with the 2017 Education Property Tax reconciliation.

Revenue for the ministry was \$23.5 million resulting in a variance of \$5.8 million under the approved revenue budget of \$29.3 million. Revenues were under the 2018-19 budget primarily due to the *Canada-Saskatchewan Early Learning and Child Care Agreement*.

Expenditures

The table on the following page provides information on actual and original budgeted expenditures by subvote and allocation. Variance explanations are provided for all variances greater than \$1.0 million.

<i>(in thousands of dollars)</i>	2017-18 Actual Expenditures	2018-19 Estimates	2018-19 Actual Expenditures	2018-19 Variance	
Central Management and Services (ED01)					
Minister's Salary (Statutory)	\$58	\$56	\$59	\$3	
Executive Management	\$1,745	\$1,651	\$1,818	\$167	
Central Services	\$6,755	\$7,148	\$7,234	\$86	
Accommodation Services	\$4,250	\$3,922	\$3,933	\$11	
Subvote Subtotal	\$12,808	\$12,777	\$13,044	\$267	
K-12 Education (ED03)					
Achievement and Operational Support	\$30,238	\$26,495	\$25,949	(\$546)	
School Operating	\$1,296,754	\$1,801,473	\$1,809,140	\$7,667	1
K-12 Initiatives	\$34,328	\$35,776	\$34,979	(\$797)	
School Capital	\$102,082	\$76,413	\$62,300	(\$14,113)	2
P3 Joint-Use Schools Maintenance and Interest	\$9,438	\$13,501	\$13,425	(\$76)	
Subvote Subtotal	\$1,472,840	\$1,953,658	\$1,945,793	(\$7,865)	
Early Years (ED08)					
Operational Support	\$3,827	\$4,420	\$4,114	(\$306)	
<i>KidsFirst</i>	\$15,528	\$15,528	\$15,528	-	
Early Childhood and Intervention Programs	\$4,089	\$3,953	\$4,089	\$136	
Child Care	\$63,285	\$76,764	\$71,549	(\$5,215)	3
Subvote Subtotal	\$86,729	\$100,665	\$95,280	(\$5,385)	
Literacy (ED17)	\$1,580	\$1,855	\$1,720	(\$135)	
Provincial Library (ED15)	\$12,581	\$12,753	\$13,048	\$295	
Teachers' Pension and Benefits (ED04)					
Teachers' Superannuation Commission	\$1,042	\$1,293	\$1,190	(\$103)	
Teachers' Superannuation Plan (Statutory)	\$277,253	\$292,069	\$282,935	(\$9,134)	4
Teachers' Group Life Insurance (Statutory)	\$2,162	\$2,378	\$2,306	(\$72)	
Teachers' Dental Plan	\$12,589	\$12,917	\$13,034	\$117	
Saskatchewan Teachers' Retirement Plan (Statutory)	\$85,985	\$88,740	\$86,697	(\$2,043)	5
Teachers' Extended Health Plan	\$21,001	\$21,526	\$20,753	(\$773)	
Subvote Subtotal	\$400,032	\$418,923	\$406,915	(\$12,008)	
Total Appropriation	\$1,986,571	\$2,500,631	\$2,475,800	(\$24,831)	
Capital Asset Acquisitions, Net	-	-	-	-	
Non-Appropriated Expense Adjustment	\$435	\$389	\$389	\$0	
Total Ministry of Education Expense	\$1,987,006	\$2,501,020	\$2,476,189	(\$24,831)	

Variance Analysis 2018-19 Actual Expenditures to Budget

1. Variance is primarily due to the 2017 Education Property Tax (EPT) reconciliation.
2. Variance is primarily due to construction delays in the Weyburn and Rosthern capital projects.
3. Variance is primarily due to savings related to the *Canada-Saskatchewan Early Learning and Child Care Agreement* as more was spent in 2017-18 than expected which decreased spending requirements in 2018-19. In addition, the variance is also due to savings related to various child care programs.
4. Variance is primarily due to lower annual pensioner payables than projected, partially offset by less monies being released due to fewer retiring teachers than projected.
5. Variance is primarily due to requirements being less than anticipated.

Revenue

<i>(in thousands of dollars)</i>				
Revenue Category	2018-19 Estimates	2018-19 Actual Revenues	2018-19 Variance	
Sales, Services and Service Fees				
Other Miscellaneous Services	\$531	\$585	\$54	
Subtotal	\$531	\$585	\$54	
Receipts from Other Governments				
Federal-Provincial Cost Sharing Programs	\$28,433	\$21,835	(\$6,598)	1
Subtotal	\$28,433	\$21,835	(\$6,598)	
Other Revenue				
Casual Revenue	\$70	\$144	\$74	
Refund from Previous Years' Expenditures	\$45	\$70	\$25	
Changes in Previous Years' Estimates	\$250	\$927	\$677	
Salary Overpayment Refund - Prior Years	\$10	\$3	(\$7)	
Subtotal	\$375	\$1,144	\$769	
Total Revenue	\$29,339	\$23,564	(\$5,775)	

Variance Analysis 2018-19 Actual Revenue to Budget

1. Variance primarily due to the *Canada-Saskatchewan Early Learning and Child Care Agreement*.

Special Purpose Fund

Audited financial statements for the following special purpose fund may be found at saskatchewan.ca/education or by contacting the Communications and Sector Relations branch of the Ministry of Education.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund was created by an amendment to *The Education Act, 1995*, through the *Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the School Division Tax Loss Compensation Fund were established by an Order in Council on December 14, 1994.

The School Division Tax Loss Compensation Fund is administered by the Ministry of Education on behalf of school boards. The purpose of the School Division Tax Loss Compensation Fund is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division converting to reserve status. The School Division Tax Loss Compensation Fund receives money from the provincial (Ministry of Government Relations) and federal (Indigenous Services Canada) governments as part of the *Treaty Land Entitlement Framework Agreement*. Payments are made to affected school divisions according to the formula stated in the regulations.

For More Information

For more information about Ministry of Education programs and services, please visit the ministry's website at: saskatchewan.ca/education.

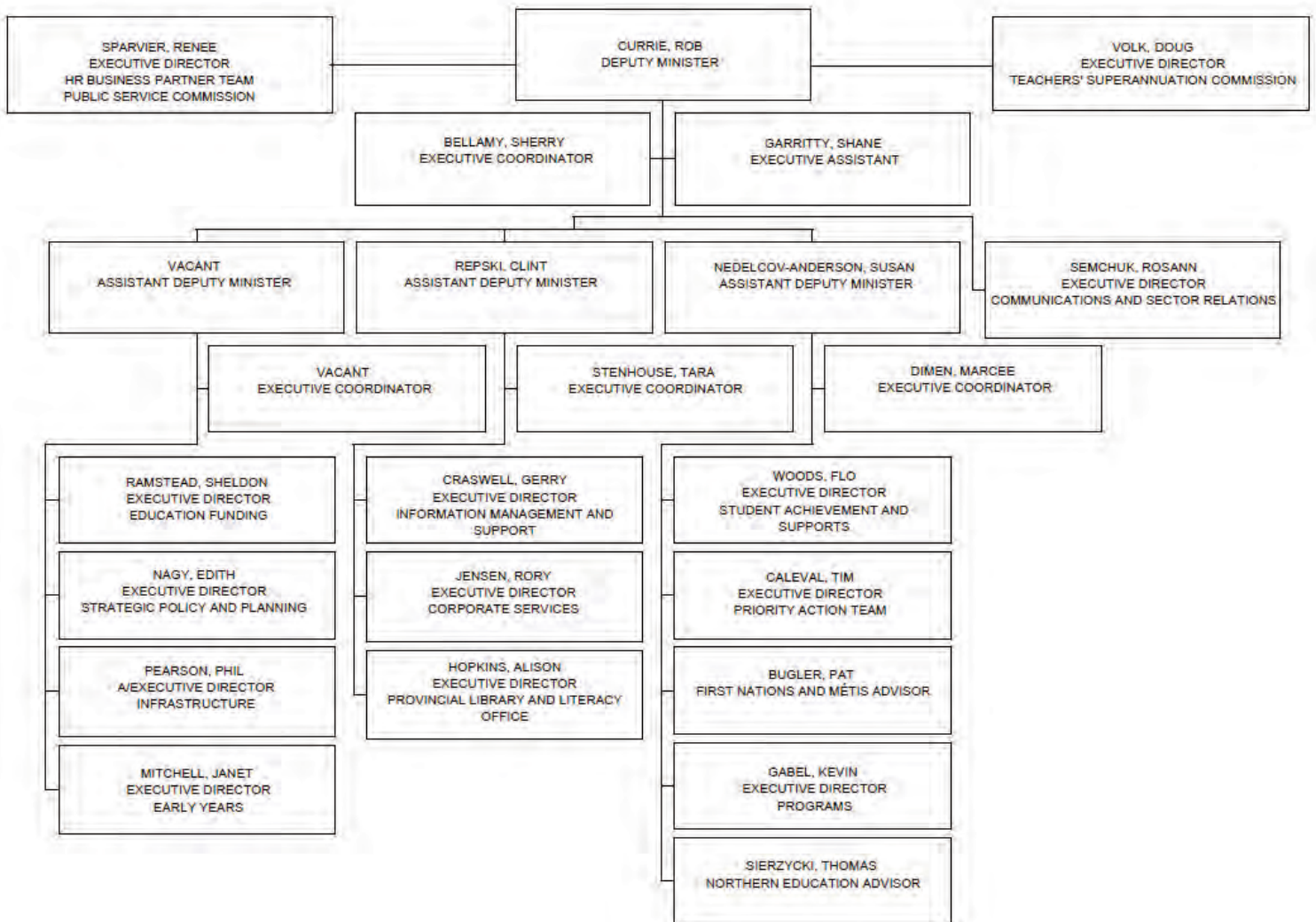
This annual report is available online at: saskatchewan.ca/government/government-structure/ministries/education#annual-reports.

If you have any questions, please email learning.inquiry@gov.sk.ca or call our Communications and Sector Relations branch at 306-787-0040.

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Communications and Sector Relations
5th Floor, 2220 College Avenue
REGINA SK S4P 4V9

Appendices

Appendix A: Organization Chart at March 31, 2019



Appendix B: Legislation and Regulations

Ministry of Education Legislation

C-7.31	<i>The Child Care Act, 2014</i> (jointly assigned to the Minister of Education and the Minister of Social Services)
C-7.31	<i>Loi de 2014 sur les garderies d'enfant</i>
C-7.31 Reg 1	<i>The Child Care Regulations, 2015</i>
C-7.31 Règl 1	<i>Règlement de 2015 sur les garderies d'enfants</i>
C-7.2	<i>The Child and Family Services Act</i> (only with respect to section 5 which is jointly assigned to the Minister of Education and the Minister of Social Services)
E-0.2	<i>The Education Act, 1995</i> (except section 3(1) which is jointly assigned to the Minister of Education, the Minister of Advanced Education and the Minister of Immigration and Career Training)
E-0.2	<i>Loi de 1995 sur l'éducation</i>
E-0.2 Reg 4	<i>The Conseil scolaire fransaskois Election Regulations</i>
E-0.2 Règl 4	<i>Règlement sur les élections du Conseil scolaire fransaskois</i>
E-0.2 Reg 24	<i>The Education Regulations, 2015</i>
E-0.2 Reg 28	<i>The Education Funding Regulations, 2018</i>
E-0.2 Règl 28	<i>Règlement de 2018 sur le financement l'éducation</i>
E-0.2 Reg 6	<i>The Electronic Meeting Procedures Regulations</i>
E-0.2 Règl 6	<i>Règlement sur la procédure régissant les téléréunions</i>
E-0.2 Reg 23	<i>The Home-based Education Program Regulations, 2015</i>
E-0.2 Règl 23	<i>Règlement de 2015 sur les programmes de scolarisation à domicile</i>
E-0.2 Reg 27	<i>The Registered Independent Schools Regulations</i>
E-0.2 Règl 27	<i>Règlement sur les écoles l'indépendantes inscrites</i>
E-0.2 Reg 26	<i>The School Division Administration Regulations</i>
E-0.1 Reg 18	<i>The School Division Tax Loss Compensation Fund Administration Regulations</i>
E-0.2 Reg 25	<i>The Teacher Salary Classification Regulations</i>
E-0.2 Règl 25	<i>Règlement sur la classification salariale des enseignants</i> (These are Minister's regulations, pursuant to clause 3(2)(g) of <i>The Education Act, 1995</i>)
E-13.1	<i>The Executive Government Administration Act</i>
G-5.1 Reg 132	<i>The Ministry of Education Regulations, 2007</i>
L-9.02	<i>The League of Educational Administrators, Directors and Superintendents Act, 1991</i>
L-14.01	<i>The Libraries Co-operation Act</i>
L-14.01 Reg 1	<i>The Libraries Co-operation Honoraria Regulations</i>
P-16.11	<i>The Post-Secondary Education and Skills Training Act</i> (only with respect to section 5, clauses 15(2)(a),(c),(d),(e),(i),(j), and section 17 which are jointly assigned to the Minister of Education, the Minister of Immigration and Career Training, and the Minister of Advanced Education)
D-22.01 Reg 1	<i>The Training Program Regulations</i> (are jointly assigned to the Minister of Education and the Minister of Immigration and Career Training, but with respect to the Minister of Education, only as those regulations relate to literacy programs)
P-39.2	<i>The Public Libraries Act, 1996</i>
P-39.2 Reg 1	<i>The Public Libraries Regulations, 1996</i>

P-46.1	<i>The Public Works and Services Act</i> (only with respect to clauses 4(2)(a) to (g), (i) to (l), (n) and (o) and section 8, which are jointly assigned to the Minister of Education, the Minister of Central Services, the Minister of Health and the Minister of Highways and Infrastructure)
R-11.1	<i>The Registered Music Teachers Act, 2002</i>
R-15.1	<i>The Registered Teachers Act</i>
S-52.01	<i>The Social Services Administration Act</i> (only with respect to section 8 which is jointly assigned to the Minister of Education and the Minister of Social Services)
T-6.1	<i>The Teachers' Dental Plan Act</i>
T-7.1	<i>The Teachers' Federation Act, 2006</i>
T-8	<i>The Teachers' Life Insurance (Government Contributory) Act</i>
T-8 Reg 2	<i>The Teachers' Life Insurance Regulations, 2015</i>
T-9.1	<i>The Teachers Superannuation and Disability Benefits Act</i>
T-9.1 Reg 1	<i>The Teachers' Superannuation and Disability Benefits Regulations</i>
C-40	<i>The Teachers' 1990-91 Collective Agreement Implementation Act</i>

AGENDA ITEM

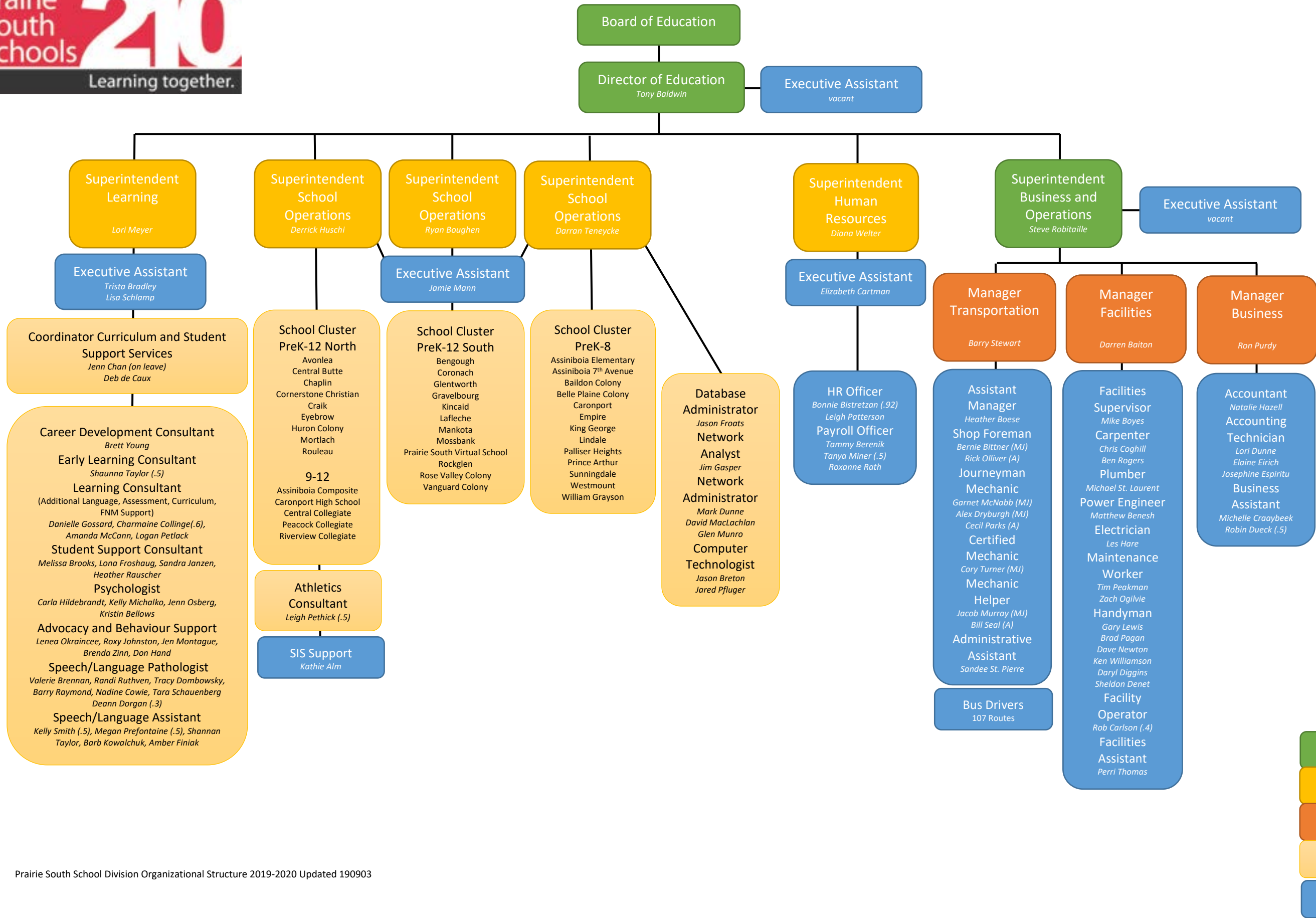
Meeting Date:	September 3, 2019	Agenda Item #:	06.4
Topic:	Organizational Chart		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The organizational chart is a shared responsibility between the Director and the Board, and is determined on a yearly basis as a component of the budgeting process.
Current Status:	A draft organizational chart was previewed by the Board of Education during the budget process in April, 2019, and agreement in principle was received related to the organizational structure for 2019-2020. The final organizational chart is provided for Board review.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	03 September 2019	• 2019-2020 Organizational Chart

Recommendation:

That the Board review the information provided.



AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	06.5
Topic:	CAC Leadership Portfolios for 2019-2020		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	CAC Leadership Portfolios are adjusted yearly to align with the goals of the Board and administrative requirements.
Current Status:	The 2019-2020 CAC Leadership Portfolios are provided.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	September 3, 2019	• 2019-2020 CAC Leadership Portfolios

Recommendation:

That the Board review the information provided.

Prairie South Schools CAC Leadership Portfolios – 2019/2020

Baldwin, Anthony	Director of Education
<i>Strategic and Operational Support: All Areas.</i> Governance Support; Communications; School Community Councils; Strategic Plan Implementation; School-Based Administrator Professional Learning; Staff Satisfaction Data Synthesis, Reporting and Improvement Planning; School Year Calendar Board Committee Support: All Committees	
Boughen, Ryan	Superintendent of School Operations
<i>Direct Operational Support: Bengough, Coronach, Glentworth, Gravelbourg, Kincaid, Lafleche, Mankota, Mossbank, Prairie South Virtual School, Rockglen, Rose Valley Colony, Vanguard Colony.</i> School Staffing; Staff Orientation and Preservice Placements; Performance Management; Enrolment Data; Asynchronous and Synchronous Learning Support Board Committee Support: Innovation	
Huschi, Derrick	Superintendent of School Operations
<i>Direct Operational Support: Assiniboia Composite, Avonlea, Briercrest Christian Academy, Central Butte, Central Collegiate, Chaplin, Cornerstone Christian, Craik, Eyebrow, Huron Colony, Mortlach, Peacock Collegiate, Riverview Collegiate, Rouleau.</i> School Staffing; Driver Education; Teacher Accreditation; Extra-Curricular Programming; VTEC Support; Student Attendance; Student Information System; Safety; Graduation Coach Programming; Home-Based Education; Joint Use Agreements Board Committee Support: Student Outcomes	
Meyer, Lori	Superintendent of Learning
<i>Direct Operational Support: Curriculum, Instruction, Assessment, Student Services.</i> Professional Learning Coordination; Early Learning; Nutrition; Second Language Coordination; FNM Coordination; Career Development; Partnerships; Scholarships; RIC and HUB Support; Student Outcome and Perceptual Data Synthesis, Reporting and Improvement Planning Board Committee Support: Student Outcomes	
Robitaille, Steve	Superintendent of Business
<i>Direct Operational Support: Transportation, Facilities, Business.</i> Budget Planning and Implementation; Governance Support; Ministry Reporting and Coordination Board Committee Support: Business, Infrastructure, and Governance	
Teneycke, Darran	Superintendent of School Operations
<i>Direct Operational Support: Assiniboia Elementary, Assiniboia 7th Avenue, Baidon Colony, Belle Plaine Colony, Caronport, Empire, King George, Lindale, Palliser Heights, Prince Arthur, Sunningdale, Westmount, William Grayson.</i> School Staffing; Innovation and IT Standards; Technology Management Oversight; Libraries; Band Board Committee Support: Innovation	
Welter, Diana	Superintendent of Human Resources
<i>Direct Operational Support: Human Resources.</i> Staff Attendance Support; School and Division Staffing Level Management; Staff Evaluation Leadership; Collective Agreement Interpretation; Labour Relations; Projection Data; Staff Recruitment and Recognition; Workplace Safety (WCB) Board Committee Support: Partnerships and Teambuilding	

AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	06.6
Topic:	SSBA Submission of Bylaw Amendments and Resolutions - 2019 AGM		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The 2019 SSBA Fall General Assembly will be held on November 17-19, 2019 in Regina. The SSBA has forwarded guidelines for Bylaw Amendments and Resolutions in order to provide notice for member boards who wish to submit material.
Current Status:	Deadline for submission of Bylaw Amendments is October 3 rd , 2019. Deadline for submission of Resolutions is October 18 th , 2019
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	03 September 2019	16 August 2019 memorandum

Recommendation:

That the Board review the information provided.

MEMORANDUM

August 16, 2019

TO: Chairs, Boards of Education, Conseil scolaire fransaskois,
Directors of Education and Chief Financial Officers
cc. Resolutions and Policy Development Committee, Darren McKee, Executive
Tom Fortosky, Catholic Section
Norm Dray, Public Section

FROM: Resolutions and Policy Development Committee

RE: Submission of Bylaw Amendments and Resolutions for the 2019 AGM

The 2019 Fall General Assembly will be held in Regina at the DoubleTree by Hilton on November 17-19, 2019. Bylaw Amendments and Resolutions are a key part of the Association's Annual General Meeting, which is part of the Fall General Assembly. The AGM is scheduled for November 18, 2019. The purpose of this memorandum is to remind boards of the bylaw amendments and resolutions process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General Meeting.

The Executive, a board of education, the Conseil scolaire fransaskois or a group established in accordance with Bylaw No. 8 are entitled to sponsor bylaw amendments and resolutions.

Bylaw Amendments:

1. Bylaw No. 13, Paragraph 4, states that bylaw amendments are to be submitted to the Resolutions and Policy Development Committee "at least 45 days prior to the day on which the annual general meeting commences".

This year the **deadline for submission of bylaw amendments** is 4:30 p.m., **October 3, 2019.**

Every bylaw amendment is to **be submitted in writing** by email (see below) and **accompanied by a rationale explaining the background and reasons for** the amendment containing sufficient detail so that members may form a reasonable judgment about it. An amendment to one provision of a bylaw may necessitate consequential changes to other parts of the bylaws, and those consequential amendments must also be included. If you have questions regarding Bylaw Amendments, please contact Krista Lenius at (306)569-0750 ext. 120 or klenius@saskschoolboards.ca.

2. The Committee will examine and edit proposed bylaw amendments.
3. The package of proposed bylaw amendments will be forwarded to boards and posted on the Association's website no later than October 30, 2019.

Resolutions:

1. Bylaw No. 12, Paragraph 4, states that resolutions are to be submitted to the Resolutions and Policy Development Committee “at least 30 days prior” to the commencement of the general meeting at which they will be voted on. This year the **deadline for submission of resolutions** is 4:30 p.m., **October 18, 2019**. Resolutions received by the deadline will be presented by the Committee at the AGM.

(Paragraph 5 of Bylaw No. 12 provides for submission of resolutions that “directly relate to a matter that has arisen after the deadline for submission” at least 5 days prior to the commencement of the general meeting.)

2. Every resolution is to **be in writing** and **accompanied by a rationale explaining the background and reasons for the resolution**.

Pursuant to Resolution 5-E passed at the 2010 AGM, the Committee asks sponsors to provide, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the resolution.

5-E BE IT RESOLVED that from time to time when proposals for projects or services to be carried out by the Saskatchewan School Boards Association are put to member Boards for approval and those projects or services may have a cost and time component that will impact Association finances and staff time, it be required that all such proposals put to member Boards for consideration include the cost and time requirements to conduct the project or provide the service.

The Resolutions and Policy Development Committee have developed an SSBA Resolutions Costing Rubric to assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing. A copy of the SSBA Resolutions Costing Rubric is attached to this letter.

Boards of Education will need to identify the position statement that the proposed resolution relates to and how the resolution relates to the SSBA Strategic Plan or ESSP.

3. The Committee will examine, edit, and, where considered necessary, combine similar resolutions.
4. The package of resolutions to be presented by the Committee at the AGM will be e-mailed to boards, posted on the Association website no later than October 30, 2019 and included in the Fall General Assembly registration package.
5. Resolutions provide directives for action to the Association by its members and direction for development of Association position statements. To increase the effectiveness of resolutions, the wording of a resolution should, whenever possible, describe what boards of education or the Association will do, rather than directing others, over whom the Association has no control, to act.

6. Resolutions received by the deadline will be presented at the AGM by the Committee. Any board that wishes to present a resolution after the deadline for submission will have to obtain the consent of the delegates at the annual general meeting after all reported resolutions have been disposed of. (Bylaw No. 12, paragraph 6).

Bylaw amendments and resolutions must be submitted by email to Krista Lenius, Administrative Paralegal: klenius@saskschoolboards.ca. You will receive an email confirmation that your submission has been received.

SSBA Resolutions Costing Rubric

Purpose: To assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing.

Low Cost <\$1,000	Medium Cost \$1,000-\$10,000	High Cost >\$10,000
<ul style="list-style-type: none"> Minimal advocacy, potentially a letter to a government official or Ministry. 1-2 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). The communication strategy requires minimal tools and tactics for implementation and utilizes existing SSBA resources. There is minimal risk and likelihood of the resolution action resulting in unanticipated costs for Boards of Education and/or the SSBA. 	<ul style="list-style-type: none"> Moderate advocacy which may include letters to government officials or Ministries, and follow up. 2-4 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). The communication strategy includes elements that will significantly draw upon SSBA staff and existing budget. There is low to acceptable levels of risk that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA, however the likelihood of this is low. 	<ul style="list-style-type: none"> Ongoing advocacy throughout the year. > 5 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). A working advisory group may be formed as a result of the resolution. The communication strategy includes elements that require resources outside of existing SSBA staff and budget. There is an acceptable to extreme level of risk that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA, and the likelihood of this is medium to probable.

AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	06.7
Topic:	SSBA Budget – 2020 (DRAFT)		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The 2019 SSBA Fall General Assembly will be held on November 17-19, 2019 in Regina. The yearly budget for the SSBA is determined at the Fall Assembly. The SSBA operates using a calendar year budget rather than a school year budget, so a portion of this budget would impact the 2019-2020 school division budget with the remainder impacting the 2020-2021 school division budget.
Current Status:	A proposed budget is included.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	03 September 2019	SSBA 2020 Budget Overview

Recommendation:

That the Board review the information provided.

2020 Budget Overview

Your Association has prepared an operational budget with no increase to membership fees for 2020. This budget considers the current economic climate and sustains the considerable efficiencies found over the past few years while continuing to provide the membership with much-valued services, board development, and provincial advocacy.

The proposed budget provides for and includes:

- Maintaining the current service compliment
- No membership fee increases
- 2% pooled salaries increase for staff
- Increased travel expenses due to higher gas prices

Over the years, the SSBA has responded to the needs and circumstances of our membership. This evolution has changed the operations and space requirements of the SSBA since the building was constructed in 1979. Over the past 40 years, the Association has gone from requiring the entire building to consolidation of all services on to one floor. As our space requirements evolved, a revenue stream of rental income emerged to help offset the operating costs, but currently there are vacancies in the building. The Association is working hard to mitigate the vacancy risk and offering very competitive market rental rates.

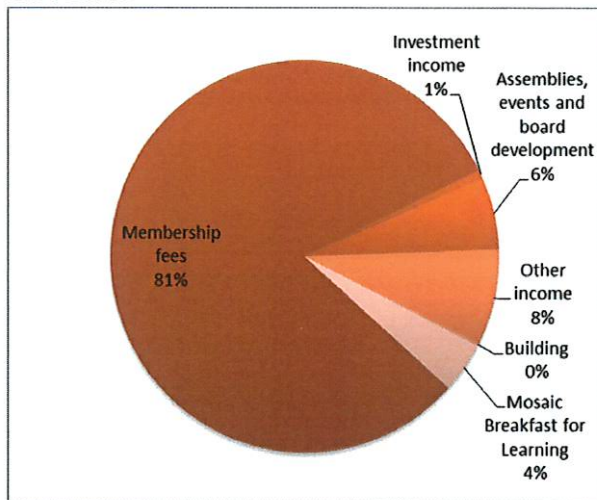
While the building continues to be a valuable asset with its desirable location and past history to generate rental income, the 2020 budget anticipates and plans for a “worst case scenario” situation that the Association will be unable to find tenants for the building due to current rental market conditions. As our budget has typically anticipated rental income to offset operating costs, continued vacancies in 2020 could impact the operational budget and require the utilization of reserves. As such you will see a planned deficit associated with the rental revenue. The Executive is continuing to review and assess the needs of the Association for office space in the short, medium, and long term.

2020 Budget at a Glance

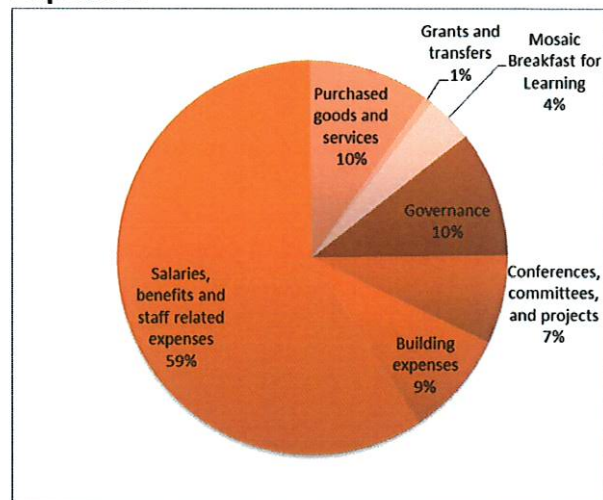
Each year, the Executive deliberates multiple budget scenarios that contemplate the Association's financial requirements, strategic plan, service delivery to members, and many other factors. After much consideration, consultation and feedback from members, the Executive approved this budget proposal for its members, to be voted on at the annual general meeting.

The Association follows Canadian accounting standards for not-for-profit organizations. The Association's annual audited financial statements can be found at www.saskschoolboards.ca.

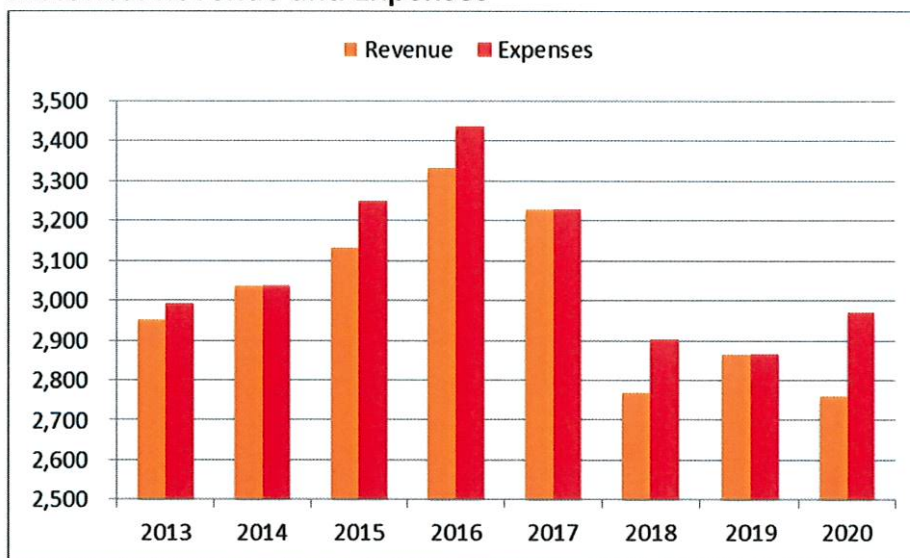
Revenue



Expenses



Historical Revenue and Expenses



SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

Budgeted statement of revenue and expenses

for the year ended December 31, 2020

	Proposed Budget 2020	Approved Budget 2019	Actual 2018	Budget Variance	% Change	Notes
REVENUE						
Membership fees	\$ 2,238,891	\$ 2,238,891	\$ 2,140,531	\$ -	0.0%	1
Investment income	21,000	21,000	17,069	-	0.0%	
Assemblies, events and board development	163,000	170,000	119,245	(7,000)	(4.1)%	3
Other income	217,609	166,700	162,317	50,909	30.5%	2
Building	5,360	270,079	270,621	(264,719)	(98.0)%	4
Mosaic Breakfast for Learning	115,000	-	115,000	115,000	100.0%	9
	\$ 2,760,860	\$ 2,866,670	\$ 2,824,783	\$ (105,810)	(3.7)%	
EXPENSES						
Executive activity/membership engagement	\$ 377,000	\$ 313,858	\$ 342,624	\$ 63,142	(20.1)%	5
Executive director/administration	702,550	695,590	598,148	6,960	(1.0)%	
Association operations	227,040	222,230	174,068	4,810	(2.2)%	2
Building	234,785	269,602	207,873	(34,817)	12.9%	4
Communication and policy services	314,000	283,500	267,444	30,500	(10.8)%	6
Board of education development services	190,000	181,150	172,545	8,850	(4.9)%	
Assemblies, events & board development	152,000	155,285	102,222	(3,285)	2.1%	3
Research and development	17,000	17,000	12,250	-	0.0%	
Human resources	155,000	197,500	216,463	(42,500)	21.5%	7
Legal services	393,800	441,050	352,505	(47,250)	10.7%	8
First nations and metis education services	69,500	66,280	73,779	3,220	(4.9)%	
Amortization	23,750	23,625	27,447	125	(0.5)%	
Mosaic Breakfast for Learning	115,000	-	113,557	115,000	(100.0)%	9
	\$ 2,971,425	\$ 2,866,670	\$ 2,660,925	\$ 104,755	(3.7)%	
Excess (deficit) of revenue over expenses	\$ (210,565)	\$ -	\$ 163,858	\$ (210,565)	0.0%	

Notes:

1. No change in membership fees from 2019.
2. Other income includes administration allocations to Employee Benefits and Insurance Plans. The increase is primarily due to including more costs in the allocations to reduce administration. See corresponding increase in Association Operations.
3. More aligned with actual attendance. See corresponding decrease in expenses. Events are budgeted to earn 7% to offset administrative costs related to planning and hosting events. There is always a risk of a financial loss due to lower attendance than budgeted.
4. Building revenues are lower in anticipation that the SSBA will be unable to secure tenants for 2020 due to current rental market conditions. There is a slight reduction in building operating expenses correlated to fewer occupants in the building.
5. Executive/membership engagement expenses is higher than in 2019. See Appendix B for more detailed information.
6. Policy analysis services were added in 2019. Also included is a \$15K increase related to a provincial advocacy election year campaign.
7. External consultants were budgeted for but not utilized in prior years. This budget reflects the reduction in this cost.
8. External legal services were budgeted for but not utilized in prior years. This budget reflects the reduction in this cost.
9. Mosaic Breakfast for Learning is a multi-year program administered through the SSBA. It is anticipated that this partnership will continue.

Business Services

While the SSBA Employee Benefits Plan (EBP) and General Insurance Plan (GIP) are voluntarily subscribed to by individual boards and are not funded by membership fees, the Provincial Executive has the fiduciary responsibility to oversee and report on both of these services.

Employee Benefits Plan

In providing quality support, service and resources to member school boards in the form of employee benefits, there are three main budget measures as follows:

- **Premiums**

The EBP premiums include both the cost of the benefits and the cost of administration. The costs of the benefits are currently stable and reflect the usage trends within the large group. The administration rate is the lowest it has ever been in the history of the plan, and reflects increased efficiencies found and developed by the EBP staff.

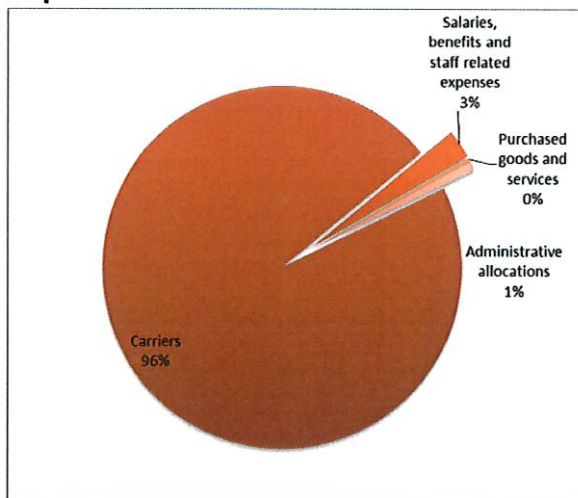
- **Carrier Expenses**

Carrier expenses include the cost of benefits paid out, the cost of administrative services provided by the insurance carrier, and other plan expenses paid to the insurance carrier.

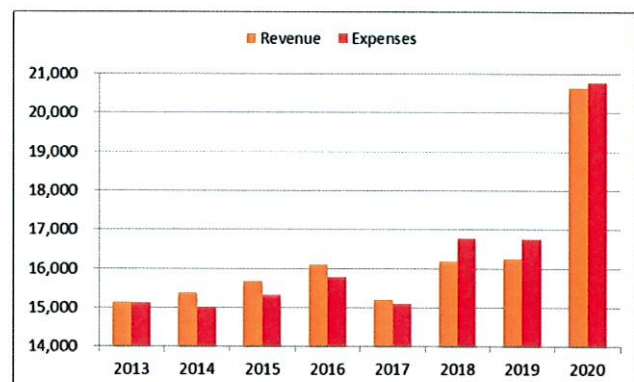
- **Staff Expenses**

There is a 2.0% pooled increase for salaries. Also included is a transitional 0.5 FTE for a benefits administration position to assist with succession planning.

Expenses



Historical Revenue and Expenses



Insurance and Risk Management

This area deals with a multitude of coverage and risk related strategies. Responsibilities include:

- property and liability insurance placement;
- claims management;
- risk management;
- loss prevention;
- claims advocacy;
- policy development;
- broker tendering and negotiation; and
- management of a number of self-funded insurance pools that protect school divisions from catastrophic loss.

In providing quality support, service and resources to member school boards through a group insurance plan, there are three main budget measures as follows:

- **Claims Expenses**

As the Association operates a partially self-insured group insurance plan for participating members, a significant expense during the year are for adjusters and insurance claims, before third-party insurers become involved. This self-insured model reduces insurance premiums and deductibles paid by school divisions.

- **Administrative Expenses**

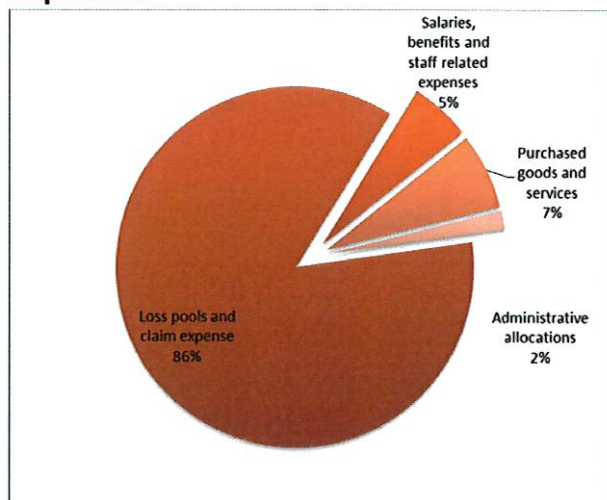
Administrative expenses include the cost of administrative services provided by the insurance broker, loss control inspections to be conducted at selected schools throughout the province and other operating expenses such as governance, administration, marketing, rent, communications, compensation, professional development, and travel. These expenses are expected to increase as additional methods of providing training and support to members are developed.

- **Staff Expenses**

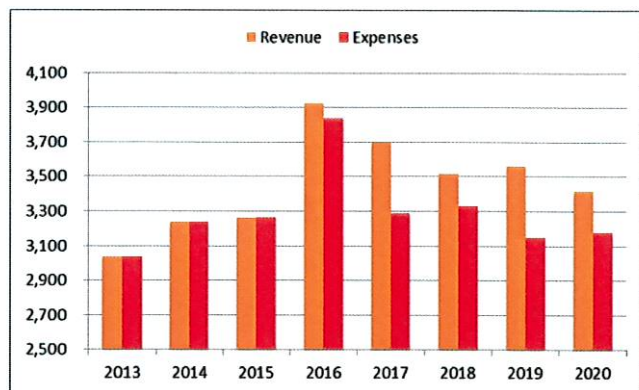
There is a 2.0% pooled increases for salaries. Also included is a transitional benefits administration position to assist with succession planning.

Through 2018 and 2019, the GIP underwent a comprehensive stakeholder engagement and review process, leading to a new accountability framework, enhanced oversight, and a robust reporting process. In 2020, the GIP will continue to provide a comprehensive insurance program that manages and mitigates risk for the protection and benefit of all their students.

Expenses



Historical Revenue and Expenses



SASKATCHEWAN SCHOOL BOARDS ASSOCIATION
Business Services - Employee Benefits Plan and Insurance Plan

Budgeted statement of revenue and expenses

for the year ended December 31, 2020

	Proposed Operating Fund	Approved Budget 2019	Actual 2018	Budget Variance	% Change	Notes
REVENUE						
Employee Benefits	\$ 20,655,000	\$ 16,255,000	\$ 18,359,576	\$ 4,400,000	27.1%	1
Insurance & Risk Management	3,420,000	3,561,000	3,024,873	(141,000)	(4.0)%	2
	24,075,000	19,816,000	21,384,449	4,259,000	21.5%	
EXPENSES						
Employee Benefits						
Carriers	20,000,000	16,000,000	19,176,302	(4,000,000)	(25.0)%	1
Administrative	248,050	225,937	227,044	(22,113)	(9.8)%	
Salaries, benefits and staff related expenses	534,800	515,826	500,632	(18,974)	(3.7)%	
Allocation to claims reserve	(127,850)	(486,763)	(1,544,402)	(358,913)	73.7%	
	20,655,000	16,255,000	18,359,576	(4,400,000)	(27.1)%	
Insurance & Risk Management						
Loss pools and claim expense	2,734,000	2,737,000	2,715,443	3,000	0.1%	2
Administrative	268,250	239,200	247,722	(29,050)	(12.1)%	
Salaries, benefits and staff related expenses	173,750	171,800	164,184	(1,950)	(1.1)%	
Allocation to reserves	244,000	413,000	(102,476)	169,000	40.9%	
	3,420,000	3,561,000	3,024,873	141,000	4.0%	
	24,075,000	19,816,000	21,384,449	(4,259,000)	(21.5)%	
Excess (deficit) of revenue over expenses	-	-	-	-	0.0%	

Notes:

1. Employee benefits plan revenue and corresponding premium expenses with the carrier have increased to reflect the additional participants in the plan and premium rates. The administration fee premium holiday will be phased out over 2 years.
2. Insurance premiums are based on historical structure. A working advisory group is currently developing a new structure, including premiums, for 2020.

SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

Budgeted statement of expense by category

for the year ended December 31, 2020

	Proposed Budget 2020	Approved Budget 2019	Actual 2018	Budget Variance	% Change	Notes
Governance	307,500	205,444	284,231	102,056	49.7%	1
Conferences, committees, and projects	216,000	258,199	148,114	(42,199)	(16.3)%	1
Building expenses	258,535	293,227	247,529	(34,692)	(11.8)%	
Salaries, benefits and staff related expenses	1,756,560	1,714,070	1,690,181	42,490	2.5%	2
Purchased goods and services	297,330	375,230	162,313	(77,900)	(20.8)%	3
Grants and transfers	20,500	20,500	15,000	-	0.0%	
Mosaic Breakfast for Learning	115,000	-	113,557	115,000	100.0%	4
	2,971,425	2,866,670	2,660,925	104,755	3.7%	
Business Services - Employee Benefits Plan and Insurance Plan						
Carriers	20,000,000	16,000,000	19,176,302	4,000,000	25.0%	5
Loss pools and claim expense	2,734,000	2,737,000	2,651,542	(3,000)	(0.1)%	
Salaries, benefits and staff related expenses	708,550	687,626	661,047	20,924	3.0%	2
Purchased goods and services	300,300	292,500	388,105	7,800	2.7%	
Administrative allocations	214,800	172,637	154,332	42,163	24.4%	
Reserves allocations	117,350	(73,763)	(1,646,878)	191,113	(259.1)%	6
	24,075,000	19,816,000	21,384,449	4,259,000	21.5%	

Notes:

1. Governance or Executive expenses is higher than in 2019. See Appendix B for more detailed information.
2. Salaries, benefits and staff related expenses includes increases to statutory deductions and benefits related to a 2% pooled salaries increase.
3. External consultants and legal services were budgeted for but not utilized in prior years. This budget reflects the reduction in this cost.
4. Mosaic Breakfast for Learning is a multi-year program administered through the SSBA. It is anticipated that this partnership will continue.
5. Employee benefits plan revenue and corresponding premium expenses with the carrier have increased to reflect the additional participants in the plan and premium rates.
6. The administration fee premium holiday will be phased out over 2 years and decrease utilization of reserves allocations.

SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

Budgeted statement of staffing complement

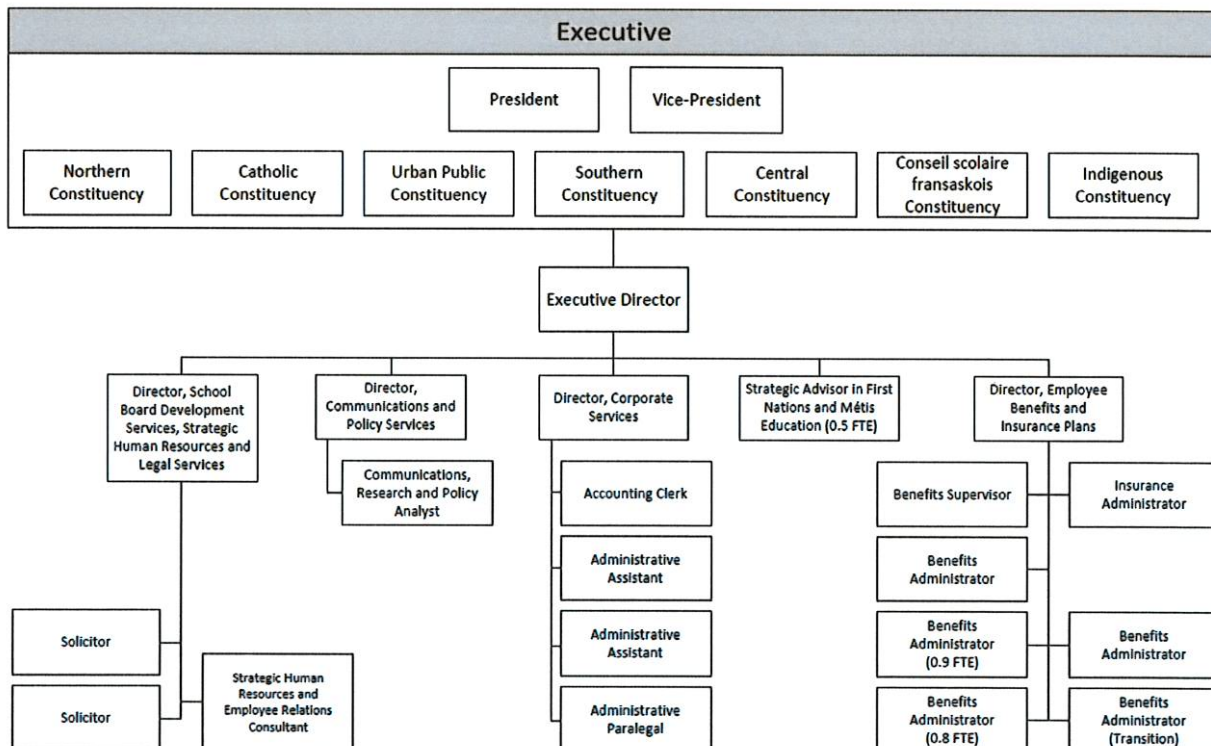
for the year ended December 31, 2020

	Proposed Budget 2020	Approved Budget 2019	Actual 2018	Budget Variance	% Change	Notes
Executive director/administration	5.6	5.5	5.6	0.1	1.8%	
Communication and policy services	2.0	2.0	2.0	0.0	0.0%	
Board of education development services	1.0	1.0	1.0	0.0	0.0%	
Human resources	1.0	1.0	1.0	0.0	0.0%	
Legal services	2.0	2.0	2.0	0.0	0.0%	
First nations and metis education services	0.5	0.5	0.5	0.0	0.0%	
	12.1	12.0	12.1	0.1	0.8%	
Business Services - Employee Benefits Plan and Insurance Plan						
Employee Benefits	6.2	5.5	5.7	0.7	12.7%	
Insurance & Risk Management	1.5	1.5	1.5	0.0	0.0%	
	7.7	7.0	7.2	0.7	10.0%	
Total Full Time Equivalents	19.8	19.0	19.3	0.8	4.2%	
Total number of positions	21.0	21.0	21.0	0.0	0.0%	

Notes:

The 2020 budget reflects the actual FTE/staffing complement and a proposed increase in Employee Benefits to include a benefits administrator for succession planning.

Included in this budget is a 2% pooled increase for staff salaries.



Appendix A: Membership Fees

The Association has heard from our members to maintain a “status quo” budget with no increase to membership fees and maintains the current service compliment.

As the Association is currently undergoing a review of its membership fee structure, the 2020 budget was developed using the existing methodology as described within the Association Bylaws. The annual membership fee is calculated as follows:

Membership Fee = $A \times B/C$

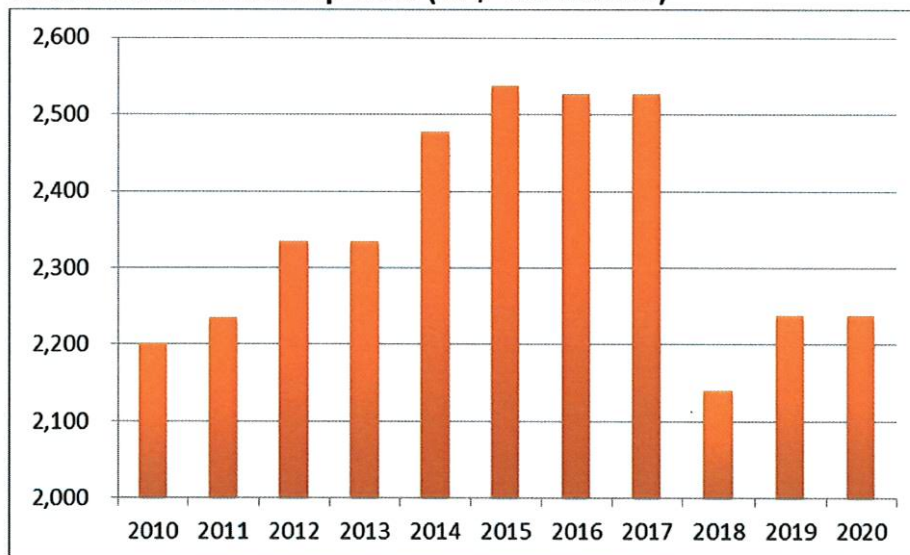
A = the portion of the annual operating budget that is funded by membership fees

B = the weighted student enrolment of the member calculated using the count of students as of September 30 for the most recent year as provided by the Ministry of Education, including the student enrolment of any affiliate members

C = the sum of the weighted student enrolments calculated pursuant to B for all members, including any affiliate members

The membership fee payable shall be not less than \$20,000 and (b) not more than 6.5% of the portion of the annual operating budget that is funded by membership fees.

Historical Membership Fees (in \$ Thousands)



Saskatchewan School Boards Association
Membership Fee Year-Over-Year Comparison
2020 Budget Proposal

School Division	Estimated 2020 Fee	Estimated 2020 Increase (\$)	Estimated 2020 Increase (%)	Historical		
				2019 Fee	2018 Fee	2017 Fee
Chinook SD 211	95,293	-	0.00%	95,293	89,786	107,901
Christ the Teacher RCSSD 212	33,255	-	0.00%	33,255	31,333	36,460
Conseil des écoles fransaskoises 310	32,234	-	0.00%	32,234	30,371	35,786
Creighton SD 111	20,000	-	0.00%	20,000	20,000	20,000
Good Spirit SD 204	97,414	-	0.00%	97,414	91,784	109,836
Holy Family RCSSD 140	24,522	-	0.00%	24,522	23,105	27,850
Holy Trinity RCSSD 22	41,352	-	0.00%	41,352	38,962	45,395
Horizon SD 205	99,631	-	0.00%	99,631	93,074	111,510
Ile a la Crosse SD 112	20,000	-	0.00%	20,000	20,000	20,000
Light of Christ RCSSD 16	38,364	-	0.00%	38,364	36,147	42,591
Living Sky SD 202	89,857	-	0.00%	89,857	84,664	102,226
Lloydminster RCSSD 89	22,440	-	0.00%	22,440	21,143	25,415
Lloydminster SD 99	34,451	-	0.00%	34,451	32,460	38,308
North East SD 200	82,126	-	0.00%	82,126	77,380	93,986
Northern Lights SD 113	73,008	-	0.00%	73,008	68,788	83,638
Northwest SD 203	80,218	-	0.00%	80,218	75,582	91,508
Prairie South SD 210	104,701	-	0.00%	104,701	98,650	117,162
Prairie Spirit SD 206	129,243	-	0.00%	129,243	121,774	145,404
Prairie Valley SD 208	116,056	-	0.00%	116,056	109,349	130,250
Prince Albert RCSSD 6	56,158	-	0.00%	56,158	52,913	63,440
Regina RCSSD 81	130,901	-	0.00%	130,901	123,336	146,187
Regina SD 4	145,528	-	0.00%	145,528	139,135	164,206
Saskatchewan Rivers SD 119	117,811	-	0.00%	117,811	111,002	132,555
Saskatoon SD 13	145,528	-	0.00%	145,528	139,135	164,206
South East Cornerstone SD 209	114,437	-	0.00%	114,437	107,823	128,772
St. Paul's RCSSD 20	145,528	-	0.00%	145,528	139,135	164,206
Sun West SD 207	88,835	-	0.00%	88,835	83,701	97,443
Affiliates:						
Cornerstone Christian School	20,000	-	0.00%	20,000	20,000	20,000
Luther College	20,000	-	0.00%	20,000	20,000	20,000
Lutheran Collegiate Bible Institute	20,000	-	0.00%	20,000	20,000	20,000
TOTAL:	2,238,891	-	0.00%	2,238,891	2,120,531	2,506,240

Appendix B: Executive Activity/ Membership Engagement

The SSBA Executive consists of a President and Vice-President and representatives of seven constituencies duly elected by the membership. Members of the Provincial Executive of the Saskatchewan School Boards Association act as advocates for education, addressing local and provincial issues. They also represent the SSBA on various working groups relating to education and local government.

The Executive also establishes committees and appoints members to external committees, as it considers advisable. Members appointed to these committees represent the interests of the SSBA and report to the SSBA Executive on business of the committee.

The budget to support the Executive and committees (internal and external) is as follows:

	Proposed Budget 2020	Budget 2019	Budget 2018	Budget 2017	Budget 2016
Executive activity*	291,750	188,444	283,809	306,781	280,388
Membership engagement*	56,000	94,914	94,914	110,700	137,900
Membership	15,750	17,000	15,000	15,000	26,200
Grants and transfers	13,500	13,500	13,500	13,500	13,500
	377,000	313,858	407,223	445,981	457,988
Year-over-year variance (\$)	63,142	(93,365)	(38,758)	(12,007)	
Year-over-year variance (%)	20.1%	-22.9%	-8.7%	-2.6%	
		Actual 2019	Actual 2018	Actual 2017	Actual 2016
Executive activity*		TBD	249,960	201,297	272,786
Membership engagement*			62,964	88,663	93,178
Membership			15,750	15,740	22,746
Grants and transfers			13,950	13,500	13,500
		-	342,624	319,200	402,210
Variance compared to budget (\$): (Overspend)/Underspend			64,599	126,780	55,778
Variance compared to budget (%): (Overspend)/Underspend			15.9%	28.4%	12.2%

*Executive activity and membership engagement include expenses for the Executive and appointed members, respectively, compensation for internal and external committees, working advisory groups and other projects.

The proposed 2020 budget plans for an increase of 20.1% over the previous year to align with anticipated expenditures. It should be noted that the executive and membership activity expense was significantly reduced for the 2019 budget (by 22.9%) because it took into consideration that the costs associated with participation in provincial bargaining and the insurance working advisory group was funded from a different source (reserves and the Insurance fund, respectively.) In 2020 it is anticipated that a larger portion of executive activity will be funded via operations.

The list of Committees, both internal and external, that the Association has representation is as follows:

Type of Committee	Committee Name
Association Internal	Resolutions and Policy Development Committee
	CSBA Board of Directors
	SSBA Board Development Advisory Committee
	Employee Benefits Plan Committee
	SSBA Executive Human Resources Committee
	Audit and Investment Committee
	Executive Policy Handbook Review
	SSBA General Insurance Plan Design Team
	Indigenous Accountability Framework Committee
Human Resources	Provincial Bargaining Committee
	Teacher Education and Certification Committee (TECC)
	Teacher Classification Board
	Educational Relations Board
	Municipal Employees Pension Plan Commission (MEPP)
Program	Curriculum Advisory Committee
	Northern Sport Culture and Recreation District Committee (SSBA's seat expires June 2019)
	Accreditation Advisory Committee
	Mosaic Extreme School Makeover Challenge – Trustee Selection Committee
	Saskatchewan Alliance for Youth and Community Well-Being
	Saskatchewan High School Athletics Association
	Saskatchewan Professional Development Unit Management Advisory Committee
	Provincial Working Group on CommunityNet
	Operating Grant Advisory Committee
	Education Visioning Project – Working Advisory Group
	Position Statement Working Advisory Group
	Student Transportation Working Advisory Group
Saskatchewan Assessment Management Agency (SAMA)	SAMA Rural Advisory Committee
	SAMA Urban Advisory Committee
	SAMA City Advisory Committee
	SAMA Legal and Legislative Committee
University Relationship	University of Regina Joint Field Experience Committee
	University of Saskatchewan Practicum Advisory Council
	University of Regina Senate
	University of Saskatchewan Senate
	Saskatchewan Educational Leadership Unit Advisory Board
	Principal's Short Course Advisory Committee
	Rural Congress Committee

AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	06.8
Topic:	Transportation Performance Review		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Annual transportation performance review
Current Status:	
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Board annual requirement
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Stephen Robitaille	September 3, 2019	<ul style="list-style-type: none"> 2018-2019 Transportation review

Recommendation:

That the Board review the information

**PRAIRIE SOUTH SCHOOLS – REPORTING TRANSPORTATION PERFORMANCE
INFORMATION
September 2018 – June 2019**

Performance Indicator*	Results	
	1 st Half	2 nd Half
Total students transported	2,610	2598
Number of transportation routes	105	105
Number of unfilled routes	0	0
Number of cancelations:		
Mechanical	4 days	12.5 days
Weather	40.5 days	447 days
No substitute driver	21.5 days	29.5
Other	0 days	0 days
Average age of bus fleet	7.26yrs old	7.63yrs old
Capacity utilized on bus (average)	67.3%	67.8%
Average one-way ride time (in minutes)	28 minutes	27 minutes
Longest one-way ride time (in minutes)	91 minutes	91 minutes

1st Half: Sept. 4th, 2018 - Jan. 31st, 2019

2nd Half: Feb. 1st, 2019 - Jun. 28th, 2019

Emerging issues:

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

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

AGENDA ITEM

Meeting Date:	September 3, 2019	Agenda Item #:	06.9
Topic:	Staff Satisfaction Improvement Plan		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	<p>The Prairie South Schools Board of Education began a staff engagement process in 2014-2015 after a needs assessment during a facilitated Board self-evaluation in April, 2014. In September 2014, the Board directed school division staff to develop a staff engagement plan, and subsequently, in November 2014, an initial plan was approved by the Board. Subsequent staff engagement plans have been implemented each year since 2014.</p> <p>The Prairie South Schools staff engagement plan includes a component where the Partnerships and Teambuilding Committee of the Board meets with staff groups to discuss matters of interest to employees and the Board. In order to develop a data set to inform these discussions, a second component of the plan involves the development of a Staff Satisfaction Survey, where different employee groups can provide information to the Board related to their work.</p>
Current Status:	<p>The third Prairie South Schools Staff Satisfaction Survey was jointly developed by representatives from the Canadian Union of Public Employees, the Prairie South Teachers' Association, non-unionized Prairie South employees and the Board of Education in December 2017. The survey was administered for two weeks beginning on January 2nd, 2018, and data was collated in late January. Discussions in a variety of forums occurred from February to June 2018, and resulted in the development of this improvement plan. This is the second year of work on this improvement plan.</p>
Pros and Cons:	<p>Pros: -the Board continues its work on staff engagement in a responsive manner</p> <p>Cons: -Not all concerns can be addressed in an improvement plan format</p>
Financial Implications:	N/A All survey improvement work will occur within current budget
Governance/Policy Implications:	
Legal Implications:	

Communications:	Prairie South staff members are aware of the plan in its current form.

Prepared By:	Date:	Attachments:
Tony Baldwin	03 September 2019	Staff Satisfaction Improvement Plan 03 September 2019

Recommendation:

That the Board review the information provided.

Staff Satisfaction Improvement Plan September, 2019

Preamble

The Prairie South Schools Board of Education began a staff engagement process in 2014-2015 after a needs assessment during a facilitated Board self-evaluation in April, 2014. In September 2014, the Board directed school division staff to develop a staff engagement plan, and subsequently, in November 2014, an initial plan was approved by the Board. Subsequent staff engagement plans have been implemented each year since 2014.

The Prairie South Schools staff engagement plan includes a component where the Partnerships and Teambuilding Committee of the Board meets with staff groups to discuss matters of interest to employees and the Board. In order to develop a data set to inform these discussions, a second component of the plan involves the development of a Staff Satisfaction Survey, where different employee groups can provide information to the Board related to their work.

The third Prairie South Schools Staff Satisfaction Survey was jointly developed by representatives from the Canadian Union of Public Employees, the Prairie South Teachers' Association, non-unionized Prairie South employees, and the Board of Education in December 2017. The survey was administered for two weeks beginning on January 2nd, 2018, and data was collated in late January. Discussions in a variety of forums occurred from February to June 2018, and resulted in the development of this improvement plan, which was approved by the Board of Education on September 4th, 2018.

Data Interpretation and Improvement Plan Development

Response to the Prairie South Schools Staff Satisfaction Survey was excellent, with 497 staff members responding to survey questions. 410 pages of Likert Scale and open ended response data were generated through the survey process. Complete data sets were reviewed by the Director of Education, the Board Chair, and the Chair of the Partnerships and Teambuilding Committee of the Board.

In order to ensure an appropriate response related to each employee group, the data was subdivided into responses from non-unionized staff, CUPE staff, and PSTA staff. Each data set was analyzed by one group using a standard process led by the Director of Education, with a second round of validity check discussions with representatives of each employee group. Through these discussions, the improvement plan was developed.

Data Source	Data Analysis	Validity Check
OOS Staff	Managers and Superintendents	OOS Staff (Full Group)
PSTA	Partnerships and Teambuilding Board Committee	PSTA SSL Forum
CUPE	School-Based Administrator Leadership Team	CUPE Satisfaction Focus Group

CUPE Employees Improvement Plan

Broad Target Area Identified	<p>In the Division, I feel included.</p> <ul style="list-style-type: none"> • Respondents (n): 138 • Four: 16.7% • Three: 58.7% • Two: 21.0% • One: 3.6% <p>In the Division, I feel valued.</p> <ul style="list-style-type: none"> • Respondents (n): 136 • Four: 29.4% • Three: 55.1% • Two: 11.8% • One: 4.4%
Generalizations from Granular Data	<ul style="list-style-type: none"> ✓ A significant majority of CUPE staff are satisfied in all areas - 70% or higher in all but one category; 80% or higher in 7 of 15 categories. ✓ Made significant gains in 2016 only to lose them in some categories in 2018. ✓ CUPE understands expectations better than ever. ✓ Relationships with co-workers was the highest ranked category at 93%; Included in the Division continues to be ranked lowest at 68%. ✓ CUPE staff feel better about the workplace than they do about the division overall. Data indicates that relationships within schools are good (positive relationships with co-workers) but staff feel devalued as they respond about role within division (included and valued in division) and budget measures. ✓ Significant dip in Work/Life Balance in 2018. ✓ Anecdotal evidence of communication challenges and lack of voice. ✓ Evidence exists of a Rural/Urban divide. ✓ Negative impact of change and cuts on satisfaction. ✓ Role change concerns last few years: ie: dealing with more student behaviours than academic support. ✓ Rural CUPE resents questioning of medical leaves. ✓ Concerns over job security (EAs).
Improvement Action One (Responsibility)	<p>Ensure purposeful use of additional hours for CUPE staff (Superintendents of Operations).</p>
Improvement Action Two (Responsibility)	<p>Focus on recruitment efforts for casual CUPE staff (Diana Welter).</p>
Improvement Action Three (Responsibility)	<p>Establish regular and direct communication between the Division and CUPE staff (Tony Baldwin).</p>
Measurement Target	<p>The number of CUPE Staff who report their sense of inclusion and being valued at the Division level (2 measures) at levels three or four will be 90% or higher.</p>

Out of Scope (OOS) Employees Improvement Plan

Broad Target Area Identified	<p>In the Division, I feel included.</p> <ul style="list-style-type: none"> • Respondents (n): 41 • Four: 14.6% • Three 51.2% • Two: 26.8% • One: 7.3% <p>Communication is effective in the Division.</p> <ul style="list-style-type: none"> • Respondents (n): 43 • Four: 16.3% • Three 58.1% • Two: 20.9% • One: 4.7%
Generalizations from Granular Data	<ul style="list-style-type: none"> ✓ A significant majority of OOS staff are satisfied in all areas - 70% or higher in all but one category; 80% or higher in 11 of 15 categories. ✓ Understanding of role expectations was the highest ranked category at 93%; Included in the Division experienced a significant decline and was ranked lowest at 66%. ✓ Communication is a challenge <ul style="list-style-type: none"> • Inconsistency • Source of information • Being included ✓ Fewer OOS staff feel included than valued and respected. ✓ Communication and sense of inclusion may be linked. ✓ Very high numbers (96%) report positive relations with co-workers and supervisors ✓ Job security is a concern ✓ Workload and job assignments have changed as staffing has been reduced. ✓ Satisfaction levels have weathered difficult budget times well. ✓ Fewer respondents this year than in past surveys.
Improvement Action One (Responsibility)	<p>Establish OOS staff meeting schedule following school-based administrator meetings (Tony Baldwin, Steve Robitaille).</p>
Improvement Action Two (Responsibility)	<p>Ensure OOS Communications is a standing item on CAC, Manager, and Sr. Administration meetings (Tony Baldwin).</p>
Measurement Target	<p>The number of OOS Staff who report their sense of inclusion at levels three or four will be 90% or higher.</p> <p>The number of OOS Staff who report effective communication in the Division at levels three or four will be 90% or higher.</p>

PSTA Employees Improvement Plan

Broad Target Area Identified	<p>In the Division, I feel included.</p> <ul style="list-style-type: none"> • Respondents (n): 219 • Four: 6.8% • Three: 54.8% • Two: 30.1% • One: 8.2% <p>In the Division, I feel valued.</p> <ul style="list-style-type: none"> • Respondents (n): 222 • Four: 7.2% • Three: 59.0% • Two: 24.8% • One: 9.0%
Generalizations from Granular Data	<ul style="list-style-type: none"> ✓ A significant majority of PSTA staff are satisfied in all areas - 70% or higher in 11 of 15 categories; 80% or higher in 7 of 15 categories. ✓ Satisfaction levels have dropped since the last survey. ✓ Most significant drop in satisfaction is connected to respondents' sense of being included and valued in the Division. ✓ Teachers feel a higher sense of satisfaction in the workplace than they do in the division ✓ Several specific areas are challenging in terms of their impact on staff satisfaction: report cards, rural/urban issues, calendar, attendance support conversations, SB Administrator communication, workload.
Improvement Action One (Responsibility)	Adjust start-up inservice agenda to include a day for all teachers to participate in a PD event with a keynote speaker, and solicit feedback from teachers related to this format for future years (Tony Baldwin /Lori Meyer).
Improvement Action Two (Responsibility)	Evaluate calendar and LIT challenges in the context of a larger review of the Comprehensive Learning Framework (Board Committee, Lori Meyer, Tony Baldwin).
Improvement Action Three (Responsibility)	Provide a direct staff/Director forum in each Prairie South school on a yearly basis (Tony Baldwin).
Measurement Target	The number of PSTA Staff who report their sense of inclusion and being valued at the Division level (2 measures) at levels three or four will be 90% or higher.