

Prairie South Schools
BOARD OF EDUCATION

DATE: March 3, 2020
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 February 4, 2020
- 4. Decision and Discussion Items**
 - 4.1.** Early Learning Accountability Report
 - 4.2.** 2020-2021 Moose Jaw / Assiniboia / Caronport Calendar
 - 4.3.** Organizational Planning Related to School Board Election
 - 4.4.** Out-of-Province Excursion Peacock to Calgary (AB)
 - 4.5.** VTEC Presentation
 - 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
 - 4.7.** Closed Session
- 5. Delegations and Presentation**
- 6. Information Items**
 - 6.1.** TBC and GTBC Conciliation Board Report
 - 6.2.** Mankota SCC Correspondence
 - 6.3.** Class Size Report
 - 6.4.** C. Searle Correspondence
- 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 February 4, 2020 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; Ms. G. Wilson; Mr. L. Young; Ms. M. Jukes; D. Huschi, Superintendent of School Operations; L. Meyer, Superintendent of Learning; D. Teneycke, Superintendent of School Operations; R. Boughen, Superintendent of School Operations; D. Welter, Superintendent of Human Resources; T. Baldwin, Director of Education; S. Robitaille, Superintendent of Business and Operations; L. Schlamp, Executive Assistant

Motions:

- | | | |
|-------------------|---|---------|
| 2020-02-04 - 3198 | That the meeting be called to order at 1:06p.m.
- Bachmann | |
| 2020-02-04 - 3199 | That the Board adopt the agenda as presented.
- Pryor | Carried |
| 2020-02-04 - 3200 | That the Board adopt the minutes of the January 7, 2019 Board meeting.
- Jukes | Carried |
| 2020-02-04 - 3201 | That the Board approve Central Collegiate's grade 10-12 Muna trip to Winnipeg, MB on April 30 - May 2, 2020.
- Kessler | Carried |
| 2020-02-04 - 3202 | That the Board receive and file the Transportation Accountability Report.
- McLeod | Carried |
| 2020-02-04 - 3203 | That the Board receive and file the monthly reports as presented.
- Jukes | Carried |
| 2020-02-04 - 3204 | That the meeting be adjourned at 1:47p.m.
- Kessler | Carried |

R. Bachmann
Chairperson

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

March 3, 2020

Prairie South School Division Central Office, Moose Jaw

Draft

AGENDA ITEM

Meeting Date:	March 3, 2020	Agenda Item #:	04.1
Topic:	Early Learning Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	March 3, 2020	Early Learning Accountability Report

Recommendation:

That the Board receive and file the Early Learning Accountability Report

Prairie South School Division

2019-2020 Early Learning Accountability Report – March 2020

Source Documents

Policy 12 Section 1 Student Well Being

- 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- 1.2 Ensures that Division facilities adequately accommodate students.

Policy 12 Section 2 Learning Leadership

- 2.1 Provides leadership in all matters relating to learning in the Division.
- 2.2 Ensures students in the Division have the opportunity to meet standards of learning set by the Minister.

Evidence

Background:

Prekindergarten

Prairie South has been very active in supporting the development of both Ministry funded and Prairie South funded Early Learning Programs. Prekindergarten is a developmentally appropriate educational program, founded on early childhood research and practice elements including:

- Active, experiential learning through play
- Comprehensive, integrated programming within a prepared environment
- Child-centred, self-directed; offers choice, includes physical, intellectual and spiritual development
- Meaningful family engagement
- Active parent/community council, community partnerships and shared ownership
- Integrated health, social services and educational supports
- Culturally responsive for all
- Mixed age groupings
- Intensive exposure – minimum 12 hours per week
- Professional teaching staff with a focus in early childhood

The Ministry determines where a funded program will be established based on census data, and access to other high-quality programs in the neighborhood.

Ministry funded programs have a set of criteria that students must meet in order to be eligible to participate. The criteria are based upon access to other quality programming, low income, single parent, referral from another agency, isolated home, communication/language delays, social, emotional or behavioural difficulties, mother's mental health, family abuse/neglect and other

criteria. Parents complete an application and the prekindergarten teacher does a home visit to further discuss the criteria and then decides who will gain entry into the program.

Current Enrollment & Transportation Usage Numbers for Prekindergarten Programs:

Programs that are funded through Prairie South and the Ministry both receive support services from the Learning Department:

- Early Learning Consultant
- Speech and Language Pathologist
- Support from Psychologists and Learning Consultants vary depending on the needs of the students.

School	Funding	Total						Outside	Speech	EAL
		Enrolment	3 YO	Bussed	4 YO	Bussed	Wait List	Agency Support	Support	Students
Assiniboia 7th Avenue	MOE	18	3	3	15	7	6	0	7	3
Central Butte	PSS	17	8	0	9	0	7	0	7	4
Coronach	PSS	17	6	0	11	0	1	0	4	0
Empire	MOE	17	9	0	8	1	0	0	4	4
Glentworth	PSS	12	11	0	1	0	0	0	4	0
Gravelbourg Elementary (FI)	PSS	17	7	2	10	5	0	0	2	1
King George	MOE	30	13	1	17	6	1	2	6	6
Lafleche	PSS	12	7	5	5	2	0	2	2	1
Lindale	PSS	16	1	1	15	14	0	0	5	0
Palliser Heights (FI)	PSS	16	5	0	8	1	22	0	0	0
Palliser Heights	PSS	18	10	3	11	4	13	3	12	0
Prince Arthur	MOE	19	9	1	10	4	2	4	8	2
Rouleau	PSS	8	1	0	5	0	0	0	7	0
Sunningdale	PSS	19	3	1	16	3	11	2	5	3
Westmount	MOE	37	11	1	26	7	11	8	7	4
William Grayson	MOE	17	9	2	8	2	2	3	5	2

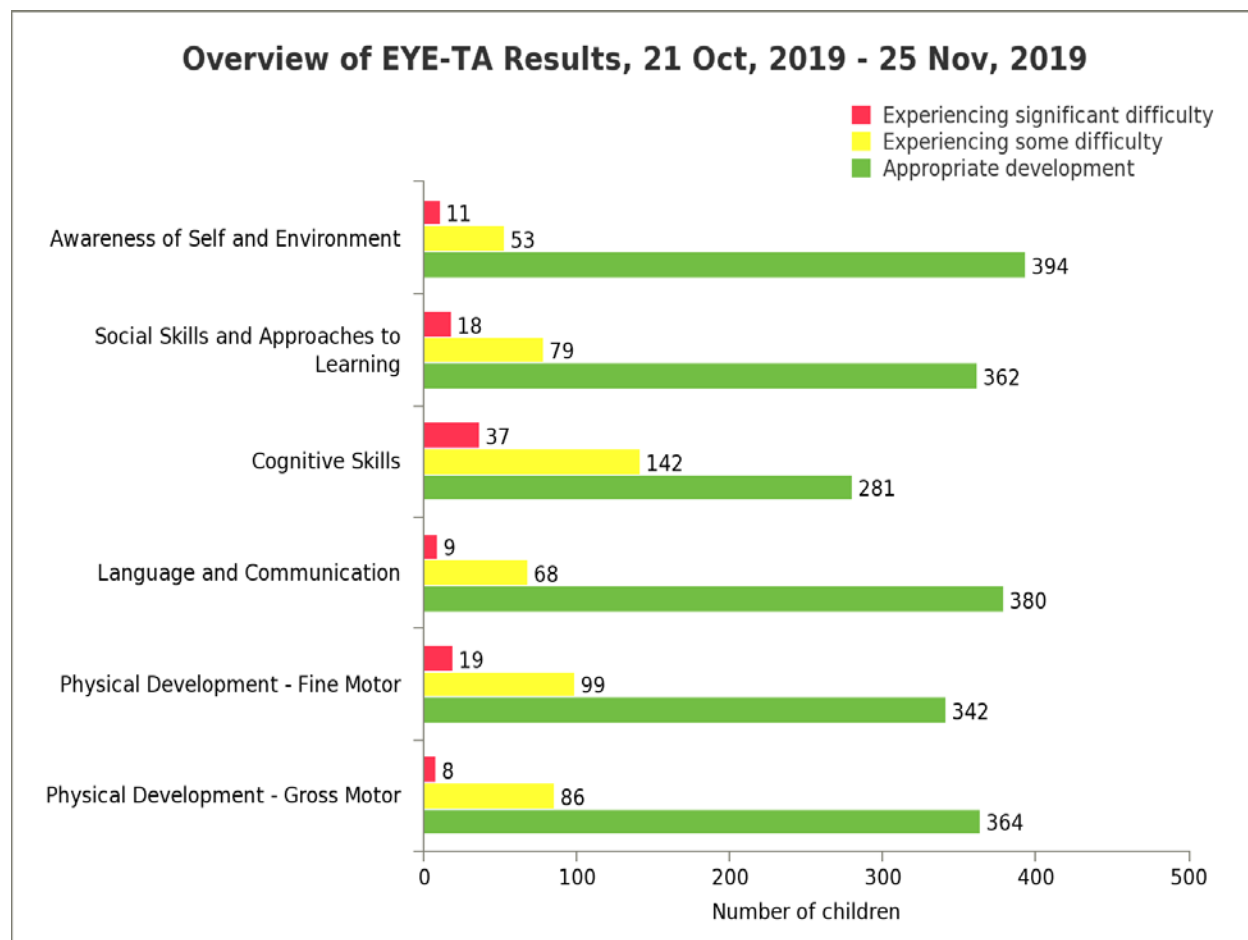
Financial Information

The following financial information summarizes the revenues and expenditures associated with all the Prekindergarten programming in Prairie South including both the Ministry funded and Prairie South funded programs in the 2018-2019 school year.

Prekindergarten Revenue/Expense 2018-2019	Pre-K Programs
Revenues:	
Operating Grants	\$ 524,802
Fees and Other Revenues	-
Total Revenues	524,802
Expenses:	
Salaries & Benefits	923,319
Professional Development (Non-Salary Costs)	5,685
Student Related Expenses	20,034
Total Expenses	949,038
Excess (Deficiency) of Revenues over Expenses	\$ (424,236)

Kindergarten

Kindergarten educators are responsible for administering the Early Years Evaluation Teacher Assessment (EYE-TA) as mandated by the Ministry of Education each fall and certain select students are reassessed in the spring. In the fall of 2019, 460 Kindergarten students were assessed. The results of the fall 2019 administration are below.



These results are consistent with both the provincial and local results year over year. Each school receives both their school level results and their individual student results. School teams including the teacher, administrator and often the SLP plan specific centres and learning invitations in order to leverage the results and provide additional learning opportunities in area of need.

Recently the Ministry of Education provide school divisions with an EYE Effectiveness Report outlining the percent of students that move from having some identified need coming into Kindergarten, via the EYE results, to having less need when leaving Kindergarten.

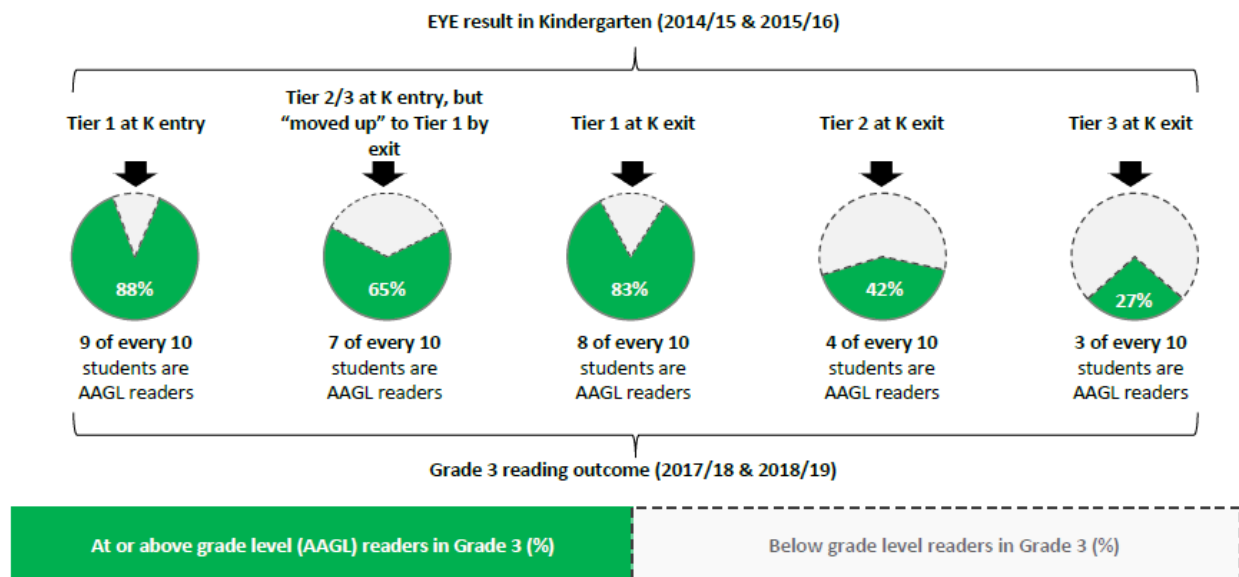
The report states:

“Compared to the province as a whole, EYE effectiveness in PSSD 210 during 2018-19 was above average. Overall, more than three quarters (75.8%) of identified students in the division experienced improvement during Kindergarten, compared to a just under seventy per cent (68.3%) provincially.”

Additionally, we were provided with cohort information regarding Kindergarten students EYE results correlated with grade 3 reading results. The results indicate that those students who leave Kindergarten with developmentally appropriate skills in early literacy, math, fine and gross motor, communication and social skills, as measured by the EYE, are generally the same students who are reading at grade level in grade 3.

Both of these pieces of information indicate that positive experiences for children in Kindergarten, and by extension Prekindergarten, are having a positive impact on their school readiness and grade 3 reading results.

Longitudinal analyses of Grade 3 reading outcomes by EYE results for two Prairie South SD 210 Kindergarten cohorts²



Education Sector Strategic Plan connection

One of the measurable goals in the ESSP for the Early Years states:

By June 2018, 75% of PreK educators will have completed Responding to Children's Interests (SPDU) workshop; 75% of K educators will have completed Literacy Practices in Kindergarten workshop (on-demand).

In the spring of 2018, all PreKindergarten and Kindergarten teachers in the province were surveyed to determine a baseline for this goal. The Prairie South results were as follows:

- 13% of Prairie South PreKindergarten educators had completed Responding to Children's Interests (SPDU) workshop in 2017-2018
- 7% of Prairie South Kindergarten educators had completed Literacy Practices in Kindergarten workshop (on demand) in 2017-2018

In the 2018-2019 school year teachers were provided with both professional learning opportunities. In June of 2019 the results were as follows:

- 88% of Prairie South PreKindergarten educators had completed Responding to Children's Interests (SPDU) workshop in 2018-2019
- 97% of Prairie South Kindergarten educators had completed Literacy Practices in Kindergarten workshop (on demand) in 2018-2019

As a focus of the sector plan this year Prairie South has been invited to participate in a community mapping project. 6 locations across the province have been selected to engage in a process to document all supports in the community that are available to families with young children. Moose Jaw is up first on the list of mapping which means we will be bringing together all community partners to develop a list of all supports available in the city with regards to young children and their families. This will be co-led by ministry officials and Lori Meyer from Prairie South and Jodie Bzdel from Holy Trinity.

Early Learning Intensive Supports (ELIS) Program

The ELIS program is a federally funded program that enables children who are 3 and 4 years old and have intensive support needs to attend a PreKindergarten program with the additional supports needed in order to be successful. In the spring of 2019 Prairie South was provided with 4 ELIS spots that were assigned by the ministry to be used within the city of Moose Jaw within 2 schools (2 spots at 2 schools).

The children in the ELIS program are selected via an application process. Once accepted they are provided with access to therapy supports contracted through health, educational assistant support, supplies and materials needed for them to attend safely and successfully.

There are currently 2 children in the ELIS spots at Palliser Heights (English) PreK and 2 children in the Sunningdale PreK.

In December we were invited to apply for more spots. Based on data gathered about needs in the community we applied for 6 more spots. Prairie South has been awarded 4 new spots which are to be made available immediately and can be used in any community or school in the division. We are currently gathering applications. For the fall of 2020 we will have 8 ELIS spots in total.

More information can be found on the website at <https://www.prairiesouth.ca/schools/student-registration/early-learning-intensive-support-pilot/>

Administrative Issues:

- Ability to respond with programming for multiple children with complex needs in the same location with current staffing levels.
- The financial implications to support ongoing professional learning opportunities for PreKindergarten and Kindergarten teachers.
- The stability of PreKindergarten programs in Prairie South on an ongoing basis.

Governance Implications:

- Ability to provide ongoing support for Prairie South funded PreKindergarten programs.
- Ensure continued alignment between division practice and Prairie South Strategic Plan related to early learning focus and initiatives.

AGENDA ITEM

Meeting Date:	March 3, 2020	Agenda Item #:	04.2
Topic:	2020-2021 Moose Jaw / Assiniboia / Caronport Calendar		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>The Education Act in conjunction with collective agreements at the provincial and local level provide guidelines for school calendar development.</p> <p>In accordance with subsection 163(5) of <i>The Education Act, 1995</i>, the first instructional day for all schools across the province is set by the Minister of Education. For the fall of 2020, the Minister has indicated that school will begin on September 1st, 2nd or 3rd. June 30 is the last instructional day allowed by legislation in any calendar year.</p> <ul style="list-style-type: none"> The Ministry reviews board-approved school calendars to ensure they adhere to the prescribed requirements. Board-approved calendars for 2020-2021 are due at the Ministry by 01 May 2020. <p>In November 2019, the Board approved the following calendar parameters for 2020-2021:</p> <ul style="list-style-type: none"> 197 teaching days (184 in alternate calendar) 185 instructional days (171 in alternate calendar) Balance between student instructional time threshold of 950 hours and teacher assigned time threshold of 1044 hours a Christmas vacation, which is to commence not later than December 23 and end not earlier than January 2 a spring vacation consisting of not more than five consecutive school days 12 non-instructional days include: <ul style="list-style-type: none"> ➤ 1 school-based organizational day (½ day start-up and ½ day year-end) ➤ 5 teacher prep days (LINC contract) ➤ 2 professional learning days at beginning of school year ➤ 1 professional learning day for LIP work plan development ➤ Professional learning days for Learning Improvement Teams to align with CLF renewal process
Current Status:	A draft calendar was circulated to SCCs and school staff for review in February 2020. 400 individuals provided feedback, with

	<p>approximately 80% preferring a full two weeks at Christmas and nearly 60% preferring two teacher preparation days in October rather than adjacent to Remembrance Day.</p> <p>Once the Caronport/Assiniboia/Moose Jaw calendar is accepted by the Board, additional collaborative processes will happen associated with the K-12 calendar and the Hutterian calendar. These calendars will be available for the 31 March meeting of the Board of Education.</p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Authority for the Board to set the yearly calendar is established in Board Policy 2.
Legal Implications:	
Communications:	The calendar will be shared with schools, SCCs, staff, parents, and the public once the calendar has been approved by the Board and Ministry.

Prepared By:	Date:	Attachments:
Tony Baldwin	March 3, 2020	<ul style="list-style-type: none"> Assiniboia / Moose Jaw / Caronport Calendar Draft Calendar Hours Summary

Recommendation:

That the Board approve the 2020-2021 Assiniboia/Caronport/Moose Jaw Calendar and direct administration to continue with calendar development for K-12 and Hutterian schools.

FIRST SEMESTER				
MON	TUE	WED	THU	FRI
AUGUST 2020				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
TD = 5 ID= 0				
MON	TUE	WED	THU	FRI
31-Aug	1	2	3	4
Sept. 1: First Day of Classes				
7	8	9	10	11
Sept. 7: Labour Day				
14	15	16	17	18
21	22	23	24	25
28	29	30		
TD = 21 ID= 20.8				
MON	TUE	WED	THU	FRI
OCTOBER 2020				
			1	2
5	6	7	8	9
12	13	14	15	16
Oct. 12: Thanksgiving				
19	20	21	22	23
26	27	28	29	30
TD = 21 ID= 19				
MON	TUE	WED	THU	FRI
NOVEMBER 2020				
2	3	4	5	6
9	10	11	12	13
Nov. 11: Remembrance Day				
16	17	18	19	20
23	24	25	26	27
30				
TD = 20 ID= 19.8				
MON	TUE	WED	THU	FRI
DECEMBER 2020				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
Dec. 25: Christmas				
28	29	30	31	
TD = 14 ID= 14				
MON	TUE	WED	THU	FRI
JANUARY 2021				
				1
January 1 - New Years Day				
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
TD = 20 ID= 19				
First Semester Instructional Days = 92.6				
Teacher Days = 101				

SECOND SEMESTER				
MON	TUE	WED	THU	FRI
FEBRUARY 2021				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
Feb. 15: Family Day				
TD = 15 ID= 15				
MON	TUE	WED	THU	FRI
MARCH 2021				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
TD = 23 ID= 21.8				
MON	TUE	WED	THU	FRI
APRIL 2021				
			1	2
Apr 2: Good Friday				
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
TD = 16 ID= 15.8				
MON	TUE	WED	THU	FRI
MAY 2021				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
May 24: Victoria Day				
31				
TD = 20 ID= 19.8				
MON	TUE	WED	THU	FRI
JUNE 2021				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
TD = 22 ID= 20				
Second Semester Instructional Days = 92.4				
Teacher Days = 96				
Instructional Days = 181 Regular + 5 Early Dismissal				
Non Instructional Days = 11				
Total Teacher Days = 197				

LEGEND

Preparation Day .8; LIT .2	LIT/Early Dismissal	Stat Holiday Observed
School-Based Org / Inservice	Preparation Day	Remembrance Day
Holidays		Professional Learning

Prairie South Schools Calendar Summary 2020-2021
200220

Name of Day	Number of Days	Calendar One	
		Student Instructional Minutes	Teacher Assigned Minutes
Regular Day (includes exam days)	181 x	310	310
Early Dismissal Day	5 x	250	310
Student Led Conference Sessions	4 x	180	180
Teacher Prep and PD Days	11 x	0	300
Total Minutes		58080	61680
Total Hours		968	1028
Kindergarten Minutes		29040	
Kindergarten Hours		484	
Calendar One Schools	Schools in Moose Jaw, Assiniboia and Caronport		

AGENDA ITEM

Meeting Date:	March 3, 2020	Agenda Item #:	04.3
Topic:	Organizational Planning Related to School Board Election		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	School Board elections will be happening in Saskatchewan on November 9, 2020.
Current Status:	<p>Prairie South has established an Election Committee. The Election Committee has recommended:</p> <ol style="list-style-type: none"> A review of opportunities to partner with other organizations who are having elections on the same date A review of costs associated with working with partners versus conducting the election without partners Consultation with the current Board to determine dates for meetings and processes associated with the election A review of opportunities for improved efficiency related to organizational processes for trustees <p>A proposed timeline is attached to meet recommendation c.</p>
Pros and Cons:	
Financial Implications:	The operational budget for 2020-2021 will include expenses associated with the election from unrestricted surplus funds.
Governance/Policy Implications:	<ol style="list-style-type: none"> Recommendation that no organizational meeting of the Board occur in the fall until after the election. Recommendation that the Annual Report and Audited Financial Statements be reviewed in Committee of the Whole as the BIG Committee will not be established in time to do this work.
Legal Implications:	
Communications:	Once trustee feedback has been gathered, the timeline attached will be updated and integrated into regular planning processes.

Prepared By:	Date:	Attachments:
Tony Baldwin	March 3, 2020	<ul style="list-style-type: none"> School Board Election Planning 2020 Timeline DRAFT

Recommendation:

That the Board discuss the information provided and offer any feedback necessary for administration to continue with election planning.

School Board Election Planning 2020
March 2020

Recommended Timeline of Events

September 1 or 8	<ul style="list-style-type: none"> ✓ Regular Meeting of the Board of Education ✓ Board Planning 10 - noon ✓ Public Meeting 1 - 4 pm
September 23	<ul style="list-style-type: none"> ✓ Call for Nominations (all sub-divisions)
October 6	<ul style="list-style-type: none"> ✓ Final Regular Meeting of the Board of Education ✓ Board Planning 10 - noon ✓ Public Meeting 1 - 4 pm ✓ Note: return all computer hardware for maintenance and refurbishment
October 7	<ul style="list-style-type: none"> ✓ Final Day for Nominations (all sub-divisions)
November 9	<ul style="list-style-type: none"> ✓ Election Day
November 12	<ul style="list-style-type: none"> ✓ New Trustee Orientation 1 – 5 pm
November 12-24	<ul style="list-style-type: none"> ✓ Distribution of Computer Hardware – 1 on 1 training for all Trustees by appointment
November 24	<ul style="list-style-type: none"> ✓ Board Planning 10-noon ✓ Organizational Meeting 1 pm ✓ Special Meeting to Review Audited Financial Report and Annual Report 1:30 pm – 4 pm
November 25-27	<ul style="list-style-type: none"> ✓ SSBA Fall Assembly
December 7	<ul style="list-style-type: none"> ✓ Innovation Committee Meeting 3:30 - 5 pm ✓ Student Outcomes Committee Meeting 5 – 6:30 pm **date and time subject to confirmation of the Board on November 24, 2020
December 8	<ul style="list-style-type: none"> ✓ Initial Regular Meeting of the Board of Education **date and time subject to confirmation of the Board on November 24, 2020 ✓ Board Planning 10 - noon ✓ Public Meeting 1 - 4 pm ✓ Partnerships and Teambuilding Committee Meeting 4 - 5:30 pm
December 15	<ul style="list-style-type: none"> ✓ Governance PD – All Trustees – Full Day
December 15	<ul style="list-style-type: none"> ✓ BIG Committee Meeting 5 – 6:30 pm **date and time subject to confirmation of the Board on November 24, 2020

AGENDA ITEM

Meeting Date:	March 3, 2020	Agenda Item #:	04.4
Topic:	Out-of-Province Excursion		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Peacock Collegiate's Grade 9-12 Music Trip to Calgary, AB on May 3-6, 2020

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	Feb 19, 2020	Out-of-Province Excursion

Recommendation:

That the Board approve Peacock Collegiate's Grade 9-12 Music Trip to Calgary, AB on May 3-6, 2020.

OVERNIGHT EXCURSIONS / OUTDOOR EDUCATION / HIGH RISK ACTIVITIES APPLICATION FORM

Division Office Administration Approval Required

A. INFORMATION	
Name of Teacher: Cameron Church	School: AE Peacock
Type of Activity: <input type="checkbox"/> Curricular x Extra-Curricular: Supplements Curricular learning High Risk Activity _____	
Grade Level: 9-12	Number of Students: approx. 100
Destination: Calgary, AB	Trip Date: May 3-6
Number of School Days (Partial/Full): Three full	
Transportation: <input type="checkbox"/> Travel by Bus (PSSD No. 210) or x Other: Coach bus <input type="checkbox"/> Travel by Car/Van (List names of drivers): _____ _____	
Number of Teachers, Parents, Chaperones: 4 Teachers, 4/5 Parents	
Qualifications/Certifications of Teachers, Parents, Chaperones: X First Aid <input type="checkbox"/> Lifeguard <input type="checkbox"/> Canoe Certification <input type="checkbox"/> Other _____	

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

C. BUDGET
❖ Anticipated Budget \$35,000 - Budget breakdown (be sure to include cost of substitute staff) ❖ Description of Funding Sources Fundraising, ❖ Out of Pocket Cost per Participant If a student does not fundraise, the cost would be \$350

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

D. LEARNING OBJECTIVES

Develop an awareness of Canadian musicians and music industry

Understand and appreciate musical expressions from a variety of cultural and historical contexts.

Develop further abilities to perform with technical fluency

Develop community for our students and develop a further understanding of how music plays a role in our everyday lives.

Attending these workshops allows students to work with a specialist that can support music development and inspire greater appreciation and understanding of music.

Attend a professional performance and a chance to speak with people working in the industry as performers, clinicians, educators etc.

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

a) Pre-Excursion Learning

Fundamentals and introduction to technique (instrumental/voice/composition/ensemble)

Historical context of music being learned

Develop an understanding of the student's role in the learning process

b) Excursion Learning

Reinforce concepts learned, re-explain or retell in a new way

Develop understanding and further techniques to enrich the musical process and develop individual students

Focus on individual specialized techniques that develop sound

Focus on group techniques that develop ensemble

PD for myself learning from a specialist

c) Post-Excursion Learning

Continue music process leading to festival and final performances

Incorporate and develop techniques and ideas discussed in clinics

Build on community and draw on relationships developed on a trip

Inspire student for independent learning and growth

F. SCHEDULE OF ACTIVITIES

Sunday, May 3th: Travel to Edmonton,

Monday, May 4th: Attend clinics, attend Calgary Zoo if not in clinics (band/choir students)

Tuesday, May 5th: Perform at group home, group activities, attend Theatre Calgary

Wednesday, May 6th: Return to Moose Jaw 4:30

[Signature]
Teacher Signature

[Signature]
Principal Signature

[Signature]
Director/Superintendent Signature

☐ Request Approved

Feb. 14, 2020
Date

Feb 14/20
Date

☐ Request Denied

AGENDA ITEM

Meeting Date:	March 3, 2020	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	March 3, 2020	<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:	January 23, 2020 - February 25, 2020				
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	23.54	2.85%	19.64	83.43%	0.29%
Competition Leave	4.08	0.49%	3	73.53%	0.05%
Convocation Leave	1	0.12%	1	100.00%	0.01%
Earned Day Off	124.83	15.14%	104.94	84.07%	1.54%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	0	0.00%	0	0.00%	0.00%
Prep Time	59.81	7.25%	57.29	95.79%	0.74%
Pressing Leave	25.24	3.06%	21.72	86.05%	0.31%
PSTA	0	0.00%	0	0.00%	0.00%
Leave Without Pay	9.67	1.17%	6.99	72.29%	0.12%
SUB TOTAL	248.17	30.09%	214.58	86.46%	3.05%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	216.79	26.29%	175.95	81.16%	2.67%
Illness - Long Term	113.28	13.74%	0	0.00%	1.39%
Medical/Dental Appt	94.56	11.47%	81.1	85.77%	1.16%
Paternity/Adoption Leave	2	0.24%	1.8	90.00%	0.02%
Secondment	1	0.12%	1	100.00%	0.01%
STF Business - Invoice	1	0.12%	0.8	80.00%	0.01%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	428.63	51.97%	260.65	60.81%	5.27%
Prairie South					
Extra/Co-curr Teach	23.41	2.84%	18.02	76.98%	0.29%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	48.93	5.93%	38.78	79.26%	0.60%
Internship Seminar	0	0.00%	0	0.00%	0.00%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	41.54	5.04%	40.42	97.30%	0.51%
PD DEC Teachers	12.98	1.57%	11.66	89.83%	0.16%
School Operations Meet/PD	21.08	2.56%	19.6	92.98%	0.26%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	147.94	17.94%	128.48	86.85%	1.82%
Total Absences	824.74	100.00%	603.71	73.20%	10.15%

Teachers (FTE)

427.77

of teaching Days

19

Possible Days

8127.63

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

CUPE Staff Absences & Casual Usage 2019 - 2020

Date: January 27, 2020 - February 23, 2020

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	2.5	0.56%	2.5	100.00%	0.05%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	5.4	1.22%	4.94	91.48%	0.11%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	19.5	4.39%	17.5	89.74%	0.00%
Earned Day Off	2	0.45%	1	50.00%	0.04%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	3.75	0.84%	1	26.67%	0.07%
Illness - Support	206.61	46.50%	119	57.60%	4.06%
Med/Den Appt Support	40.28	9.07%	27.53	68.35%	0.79%
Parenting/Caregiver	12.5	2.81%	7.46	59.68%	0.25%
Pressing Leave	20.98	4.72%	14.42	68.73%	0.41%
Service Recognition Days	2.59	0.58%	1.34	51.74%	0.05%
TIL Support	6.09	1.37%	0	0.00%	0.12%
Without Pay Support	27.86	6.27%	24.22	86.93%	0.55%
SUB TOTAL	350.06	78.79%	220.91	63.11%	6.88%
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	87.26	19.64%	74.81	85.73%	1.71%
Workers Compensation	5	1.13%	4	80.00%	0.10%
SUB TOTAL	92.26	20.77%	78.81	85.42%	1.81%
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	1.46	0.33%	1	68.49%	0.03%
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	0.5	0.11%	0.5	100.00%	0.01%
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	1.96	0.44%	1.5	76.53%	0.04%
Total Absences	444.28	100.00%	301.22	67.80%	8.73%

Possible Days

January 27, 2020 - February 23, 2020

Days

19.00

FTE

267.83

Total Days

5088.77

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

** Noon Supervision and Recognition of Service Days are now Service Recognition Days.

Bus Driver Staff Absences & Casual Usage 2019 - 2020

Date: January 27, 2020 - February 23, 2020

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	22.00	8.24%	22.00	100.00%	1.47%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	1.00	0.37%	1.00	100.00%	0.07%
Competition Leave	0.00	0.00%	0.00	0.00%	0.00%
Convocation Leave	0.00	0.00%	0.00	0.00%	0.00%
Family Responsibilities	6.00	2.25%	6.00	100.00%	0.40%
Illness - Support	51.00	19.10%	51.00	100.00%	3.40%
Med/Den Appt Support	23.00	8.61%	23.00	100.00%	1.54%
Parenting/Caregiver	0.00	0.00%	0.00	0.00%	0.00%
Pressing Leave	15.00	5.62%	15.00	100.00%	1.00%
Without Pay Support	147.00	55.06%	147.00	100.00%	9.81%
SUB TOTAL	265.00	99.25%	265.00	100.00%	17.69%
Employment Act					
Court/Jury Duty	2.00	0.75%	2.00	100.00%	0.13%
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	2.00	0.75%	2.00	100.00%	0.13%
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	267.00	100.00%	267.00	100.00%	17.82%

Possible Days

January 27, 2020 - February 23, 2020

Days

14.00

Staff

107.00

Total Days

1498.00

** 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 2019 - 2020

Date: January 27, 2020 - February 23, 2020

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	1.27	0.97%	0	0	0.15%
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	45.27	34.50%	0	0	5.29%
Med/Den Appt Support	5.82	4.44%	0	0	0.68%
Parenting/Caregiver	0	0.00%	0	0	0.00%
Pressing Leave	5.37	4.09%	0	0	0.63%
Without Pay Support	0	0.00%	0	0	0.00%
SUB TOTAL	57.73	43.99%	0	0.00%	6.74%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	54.36	41.43%	0	0	6.35%
Workers Compensation	19.13	14.58%	0	0	2.23%
SUB TOTAL	73.49	56.01%	0	0.00%	8.58%
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	131.22	100.00%	0	0.00%	15.33%

Possible Days

January 27, 2020 - February 23, 2020

Days

19.00

FTE

45.058

Total Days

856.10

** 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 January 29, 2020 to February 26, 2020

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:

The following competitive bids were awarded for the reporting period:

- Quotes were obtained for the remediation of asbestos at Central Collegiate. The quote was awarded to JJ Simpson Environmental for a cost of \$49,067 before taxes.
- A tender was issued for the replacement of section 12 of the roof of Peacock Collegiate. The tender was awarded to Duncan Roofing for a cost of \$99,983.25 including taxes.
- A tender was issued for the replacement of section 7 of the roof of Eyebrow School. The tender was awarded to Duncan Roofing for a cost of \$36,852 including taxes.
- A tender was issued for the replacement of sections 4, 5E and 6 of the roof of Avonlea School. The tender was awarded to Flynn Canada for a cost of \$73,392.09 including taxes.

AGENDA ITEM

Meeting Date:	March 3, 2020	Agenda Item #:	06.1
Topic:	TBC and GTBC Conciliation Board Report		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The current Provincial Collective Agreement for teachers expired at the beginning of the 2019-2020 school year.
Current Status:	<p>Collective bargaining between the STF and the Government of Saskatchewan and SSBA has been underway since May, 2019. The STF applied for conciliation on December 3rd, 2019 and conciliation happened in January 2020. The report of the Conciliation Board was submitted to the Chair of the Educational Relations Board on February 10th, 2020. The report of the Conciliation Board is attached.</p> <p>In response to the challenging bargaining situation that exists between Saskatchewan teachers and the GTBC, Prairie South has established a Sanctions Planning Committee. This committee will manage events related to the collective bargaining process as they occur.</p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	Key messages related to potential sanctions will be shared after each meeting of the Sanctions Planning Committee.

Prepared By:	Date:	Attachments:
Tony Baldwin	March 3, 2020	<ul style="list-style-type: none"> Report of the Conciliation Board

Recommendation:

That the Board review the information provided.

IN THE MATTER OF: A conciliation under *The Education Act, 1995*, R.S.S. Chapter E-0.2 ("the Act").

BETWEEN:

**THE TEACHERS' BARGAINING COMMITTEE,
appointed by the Saskatchewan Teachers' Federation (STF)
pursuant to section 234(1) of the Act,**

- and -

**THE GOVERNMENT-TRUSTEE BARGAINING COMMITTEE,
appointed by the Saskatchewan School Boards Association (SSBA) and the
Lieutenant Governor in Council pursuant to section 234(2) of the Act.**

REPORT OF THE CONCILIATION BOARD

The parties

Teachers' Bargaining Committee: Randy Schmaltz, Chair and STF Executive Director; Patrick Maze, STF President; Samantha Becotte, STF Vice President; Debbie Ward, STF Executive Member; supported by STF Administrative Staff.

Government-Trustee Bargaining Committee: Don Hoium, Chair; Rick McKillop, David Spencer, Gerry Craswell and Sandra Baragar (not in attendance), Government Appointed Members; Darren McKee, Lori Kidney, Jaimie Smith-Windsor and Tim Jelinski, SSBA Appointed Members; supported by legal counsel and staff.

Establishment of the board

The board was constituted effective December 3, 2019 in response to an application by the Teachers' Bargaining Committee, as confirmed by the Chair of the Educational Relations Board in accordance with section 253 of the Act. Janet Foord was the nominee of the Government-Trustee Bargaining Committee. Fay

Humbert was the nominee of the Teachers' Bargaining Committee. Arne Peltz, the chair, was named by agreement of the two nominees.

By agreement of the parties, a schedule was set for filing briefs and the conciliation was confirmed for January 21-25, 2020 in Saskatoon. Pursuant to section 257(6) of the Act, the parties agreed that the time for filing the board's report would be extended to not later than March 16, 2020.

Section 257(1) of the Act provides that the board shall endeavour to bring about agreement between the parties with respect to the matters in dispute. The board may determine its own procedures but must give full opportunity to both parties to present evidence and to make representations. At the opening of the conciliation hearings, the parties affirmed that there were no preliminary or procedural issues.

Overview of collective bargaining between the parties in the current round

The current collective agreement was signed October 3, 2018, subsequent to a binding interest arbitration award issued under the Act dated September 7, 2018. The collective agreement is effective from September 1, 2017 to August 31, 2019, and thereafter until revised in accordance with the Act.

In April and May 2019, steps were taken by the parties as prescribed in the Act to commence collective bargaining for a renewal agreement. New bargaining committees were appointed. The parties met on 10 occasions between May 22, 2019 and November 13, 2019. Contrary to past practice, the Teachers' Bargaining Committee released its proposal package to the media at the outset of bargaining.

In the following recital, the board is recording the positions and arguments advanced by the parties. This should not be taken as commentary by the board on the relative merits of these positions. In the final section of this report, the board presents its recommendations for settlement.

In its statement of objectives for the current round of bargaining, issued to the membership on May 4, 2019, STF explained that it would limit the number of bargaining issues in order to focus on teachers' expressed priorities. Three areas

were listed: teaching and learning conditions (class size and composition); compensation (salary and allowance increases); and substitute teacher supports (a new standard contract of employment). STF also advanced several housekeeping items for purposes of clarity.

For its part, the Government-Trustee Bargaining Committee emphasized that the parties have developed a mature bargaining relationship and bi-level framework over many years, guided by the provisions of the Act. Class size and composition, and substitute teacher contracts, are outside the list of prescribed provincial bargaining matters, and require mutual agreement to be negotiated. The teachers' concerns were heard on these issues but there was no agreement to bargain them collectively. In the Government-Trustee Bargaining Committee's view, wages and some benefits are negotiated provincially, while working conditions and other benefits remain at the local level. This respects the original legislative intent to maintain local autonomy. In particular, class size/composition is the employer's legislated responsibility and is best administered at the local level.

The Teachers' Bargaining Committee strenuously objected to the foregoing conception of collective bargaining under the Act, calling it disrespectful, unlawful and unreasonably restrictive. The teachers asserted that collective bargaining must be able to address working conditions of employees, not just compensation and benefits.

The Government-Trustee Bargaining Committee released its salary proposals to the media on September 17, 2019, simultaneously with presenting its full position to the Teachers' Bargaining Committee at the table. The package included a three-year salary offer and six proposed changes to collective agreement text (SEB forms, personnel files, medical files, notice of union leave, grievance process and out of scope personnel).

During bargaining, it was agreed that the new collective agreement should be for three years' duration (2019-2022).

Compensation

The Teachers' Bargaining Committee compensation objective was and remains the following: a three-year agreement with salary and allowances increased by 2%, 3% and 3% per year.

The rationale for this position included increased workload, significantly increased classroom complexity, teacher recruitment and retention needs, favourable labour market and fiscal trends in Saskatchewan and the impact of the 2018 arbitration award which provided zero compensation increase until a 1% adjustment effective on August 31, 2019, the last day of the two year agreement. This resulted in teachers experiencing a 3.4% loss in purchasing power in the last round.

The Teachers' Bargaining Committee also advanced a proposal to compress the salary grid by removing steps 1 and 11, and adding half increments at the 15 and 20 year service points. This would support teacher recruitment and retention. Teacher attrition is 20% in the first five years. At senior levels, the increment proposal would encourage and reward dedicated long service.

In response, the Government-Trustee Bargaining Committee took the position that compensation should be fair and reasonable, assessed by consistency with the now-established Saskatchewan public sector settlement pattern and reflective of the overall economic climate. Public employees should not subsidize the community through sub-standard wages but neither should the community protect teachers from hardships faced by all. There was no argument based on inability to pay.

There are some 17 public sector agreements spanning a five year period (roughly 2017-2022), with near universal wage increases as follows: 0-0-1%-2%-2%. This includes five Crown units that went on strike before signing new agreements. There are 13 tables still ongoing but only two large units (SUN, the nurses' union and HSAS, health professionals) are outstanding.

The Government-Trustee Bargaining Committee construes the August 31, 2019 "last-day" 1% increase awarded by the arbitration board as effectively a salary increase paid and experienced in the 2019-2020 school year, which will be year

one of the new contract. Therefore, the government side says, in reality teachers received 0-0 for the period 2017-2019, consistent with the pattern for those two years, plus 1% experienced in 2019-2020, also consistent with the pattern going forward. On this view, teachers do not require any further increase for 2019-2020 to match the 1% being paid to other public sector employees this year. Consistent with the overall provincial pattern, the three years of the new agreement should be set as at 0-2%-2%.

While year one is admittedly below the cost of living increase, overall this offer is close to meeting anticipated inflation, said the government side. It would leave teachers 4% to 5% above the Western Canadian Average (average Class IV teacher salary in BC, Alberta and Manitoba), which the Government-Trustee Bargaining Committee said has been accepted in the past by the parties as an appropriate salary comparator. Recent teacher settlements across Canada have been minimal or zero. The government side argued that by comparison, the present offer is attractive.

For 2019-2020, as an enhancement, the Government-Trustee Bargaining Committee proposed a \$1,500 off-grid payment for each full-time teacher using repurposed Health Care Plan contributions under Article 15 of the collective agreement. This would somewhat reduce the plan's significant surplus but still leave the plan well above the industry standard for reserves. As for the grid, no changes are required since local boards report no generalized recruitment and retention issues, other than northern areas and French immersion, which are special cases. Major grid changes are costly and unnecessary.

In response, the Teachers' Bargaining Committee rejected any notion of a one-time cash payment off grid, without pension accrual, and rejected the government's assessment of the plan's surplus. The teachers argued for salary above the current pattern based on increased workload, greater work intensity and growing safety challenges in the classroom. In addition, bargaining history indicates teachers have generally negotiated to keep ahead of inflation. While not denying the fact of the present public sector pattern, the Teachers' Bargaining Committee noted that in some cases there have been variations based on circumstances unique to particular tables. As for the Western Canadian Average, the parties' bargaining history shows it is merely one consideration among many.

Just as important, average weekly earnings of all employees in Saskatchewan have been rising while teacher salaries have stagnated.

Class size and composition

At the outset of bargaining, STF stated as follows in articulating its vision regarding teaching and learning conditions:

The environment in which students learn are the identical environments in which teachers carry out many of their professional responsibilities. Teachers must experience supportive working conditions that contribute to student learning, including reasonable class sizes and appropriate supports to meet the diverse needs within the class.

STF also noted its view that class size cannot be separated from class composition. When class size is considered, the degree of student diversity in the class must also be taken into account and appropriate resources allocated. Therefore, STF identified its collective bargaining objective as developing a process or methodology to ensure that classes are the appropriate size and have the appropriate resources, based on the level of need of the students. This is an important issue for teacher unions in many jurisdictions, not just Saskatchewan, but ultimately the Teachers' Bargaining Committee did not pursue hard caps or limitations on class size.

Instead, at the table, the Teachers' Bargaining Committee proposed a new Classroom Support Fund commencing in the 2020-2021 school year, with STF representation on a working committee to determine distribution terms and conditions. In an innovative and perhaps unprecedented offer, STF said it would match government funding by allowing a one-time contribution holiday on Health Care Plan payments under Article 15 of the collective agreement (2.1% of payroll). Effectively, this would mean STF directing money it owns toward the proposed Classroom Support Fund, as a means of kick-starting the initiative. However, the Teachers' Bargaining Committee indicated its need for a longer term commitment by government in exchange for STF's initial contribution. The teachers insisted that the Classroom Support Fund must be written into the collective agreement.

In terms of the Act, the Teachers' Bargaining Committee maintained that class size and composition issues are ancillary and incidental to salaries, allowances and sick leave. Under section 237(1)(a), they must be bargained as working conditions. This is a matter of universal concern to Saskatchewan teachers and the legislation must be understood in the context of evolving social and economic realities. Failure to address class size and composition will lead to unmanageable working conditions and uncontrollable workload. It is clear, in the teachers' view, that local boards do not have the resources to deal with these issues given recent changes that have eroded school board financial capacity.

On October 16, 2019, in the midst of bargaining, the Education Minister announced a stakeholder committee to review K-12 class size and composition issues, and to identify best practices as cited in research studies. The Ministry stated that the committee's work would be used to create a framework to guide decisions on appropriate class size and composition. STF criticized the committee process as a bad faith tactic designed to keep these issues off the bargaining table. STF was offered one seat on the nine member committee, but it refused to participate.

In collective bargaining, and before the conciliation board, the Government-Trustee Bargaining Committee took the position that classroom funding is an education policy issue and a government fiscal responsibility. It is not a matter for collective bargaining and does not fall within the enumerated items specified in the Act which require negotiation by the provincial parties. However, there may be new funding for class size and composition initiatives announced in the upcoming spring budget. Currently, there is \$285.5 million provided to boards under Supports for Learning. Given the number and diversity of schools and classrooms across the province, local boards are best situated to manage these issues based on local needs and resource allocation. According to the Government-Trustee Bargaining Committee, working conditions of classroom teachers have been addressed locally through the use of various amounts of preparation time in all 27 school divisions. For all these reasons, the Government-Trustee Bargaining Committee rejected the Classroom Support Fund proposal.

The Teachers' Bargaining Committee disputed that working conditions have been addressed locally as claimed by the government side, and insisted there must be language in the provincial collective agreement.

Substitute teacher contracts

On the third bargaining issue, STF stated its objective to develop a contract of employment for substitute teachers which would be appended to the provincial collective agreement.

The Teachers' Bargaining Committee observed that substitutes fill a critical role in public education and are certified, qualified teachers. Under the bi-level bargaining regime established in the Act, salaries of substitute teachers are a mandatory item to be negotiated between local boards and teacher committees, but in the teachers' view, a standard *form* of contract can and should be developed for use across the province. This proposal was presented as a no-cost item that would still have significant value to substitute teachers. The terms would not guarantee work but would confirm the fact of a contract to provide substitute services. This would allow STF to maintain a current list of substitute teachers and enable the development of programs and support for these teachers, as STF does for its other members. Currently, STF does not know who the substitute teachers are, how they got on the list and why they are taken off a list when that occurs.

Substitutes are technically only STF members during the periods they are employed. They have no sense of security or due process in regard to their employment.

In response, the Government-Trustee Bargaining Committee noted that salaries of substitute teachers are expressly reserved to negotiations between local boards and associations under the Act. As a provincial item, the Teachers' Bargaining Committee proposal would intrude into the local domain. Also, it would not be a no-cost item. Managing these contracts would be a significant administrative burden on local boards. Instead, the Government-Trustee Bargaining Committee offered to ask SSBA to convene a meeting of school divisions and STF to identify best practices. As an alternate approach, STF

suggested during bargaining that a substitute teacher contract be created by regulation under the Act. This idea was forwarded to the Ministry for review.

Efforts by the board to bring about a collective agreement

The board wishes to express its appreciation to the parties for their thorough briefs and candid discussion throughout the course of the conciliation. There were efforts on both sides to explore potential pathways to an agreement, despite the obvious fact that from the beginning, the parties were very far apart in their approach to collective bargaining as well as their substantive positions.

It was agreed that proposals and responses could be made confidentially and without prejudice during conciliation. This facilitated the process but did not ultimately result in an agreement.

The board declared an impasse on January 24, 2020.

While all three issues presented challenges, by far the most difficult issue was class size and composition. Responding to a strong grassroots teacher call for action, the Teachers' Bargaining Committee insisted on meaningful progress on this item, embedded in the collective agreement. At the same time, the Government-Trustee Bargaining Committee declined to negotiate any form of class size and composition provision in the collective agreement. The board believes there may be ways and means to bridge this gap but we were unable to bring the parties to a mutually acceptable compromise.

Recommendations of the board

Compensation

The board recommends increases to salaries and allowances as follows:

September 1, 2019: 1%

September 1, 2020: 2%

September 1, 2021: 2%

The board accepts that teacher salary and allowance increases in the current round should track the well-established pattern for Saskatchewan public sector wage settlements. The pattern exemplifies, over numerous collective bargaining tables covering varied employer and employee circumstances, a result that was accepted as reasonable, even in cases where union job action had been taken. However, there need not be absolute conformity to the pattern. Every concluded collective agreement contains unique features and arrangements.

While the Government-Trustee Bargaining Committee urged that the August 31, 2019 salary increase be construed as a 1% adjustment in the 2019-2020 year, obviating the need for the 1% pattern payment on September 1, 2019, the conciliation board disagrees. Unlike all the other cases making up the provincial public sector pattern, the teacher settlement for 2017-2019 was arbitrated, pursuant to a legal right held by teachers under the Act as it stood at the time. The arbitration board did not accept the government position on compensation but mitigated the financial impact of the award on the employer by deferring the effective date of the 1% increase to August 31, 2019. The board held as follows (at page 33):

The August 31, 2019 increase of 1.0% is intended as part of the collective agreement awarded by the board. The parties will have more information when they meet again in May 2019 to resume bargaining for another agreement and will be able to discuss at that time what adjustments, if any, should be made to salaries and allowances effective September 1, 2019 and later.

On the face of the arbitration award, therefore, the 1% was a 2018-2019 increase gained in arbitration, the enjoyment of which was delayed. The question of a 2019-2020 increase was left for the next round. At the time of the award, there was little 2017-2019 public sector data for comparison, but in hindsight, it is apparent that zero was the most frequent result. The teachers should not now be deprived of the benefit of their award by deeming the 1% increase to be something it is not.

To be sure, there is a plausible contrary line of argument regarding the 1%, but two additional considerations support our recommendation to the parties.

First, while the Government-Trustee Bargaining Committee proposed zero in 2019-2020, it also suggested a one-time “enhancement” consisting of a \$1,500 off grid payment per full-time teacher, financed by repurposing Health Care Plan contributions. This amounts to about 1.8% on an average teacher salary. While the offer was rejected, the fact that it was made indicates that government believed the pure pattern should be supplemented in some fashion to achieve a reasonable settlement with teachers.

Second, the board has taken into account the overall contract settlement terms. In this round the teachers’ package was very thin, and they prioritized class size and composition. It has not been possible to make progress on that item and the board recommends longer term steps by the parties to facilitate more effective bargaining on issues that may involve important working conditions (see below). In these circumstances, it would be appropriate for the Government-Trustee Bargaining Committee to accept the conciliation board’s compensation recommendation as a reasonable proxy for the provincial pattern.

The board has taken note of the Western Canadian Average (WCA) as a comparator. The parties agreed that WCA is a relevant factor but not a driver of the ultimate result.

The board does not accept the Teachers’ Bargaining Committee proposal to improve the salary grid at this time (compression plus half increments at 15 and 20 years). The proposal was costed by the teachers at approximately 2.5% to 3% of payroll. There was no compelling evidence of a generalized recruitment and retention problem.

Class size and composition

The board has concluded that the parties are too far apart to reach an agreement at this time addressing class size and composition concerns of the teachers. The board recommends the following:

As a practical step, the Minister of Education, SSBA and the STF leadership should meet in person within the next 4 weeks to explore potential partnerships in support of the classroom environment. There

should also be discussion of initiatives to improve the collective bargaining process going forward.

It is clear to the conciliation board that class size and composition are important issues for the education sector, for government, for local school boards, for the STF and for individual teachers. What is contentious is the role, if any, that provincial collective bargaining should play in addressing these matters.

This is more than an ordinary difference between parties at the table on a substantive labour relations issue. Here the parties do not agree on their legal obligations to bargain.

The Teachers' Bargaining Committee asserts a right to bargain class size and composition matters, ancillary and incidental to salaries and other mandatory items in section 237(1) of the Act, and also as a constitutional right under the Canadian Charter of Rights and Freedoms. The Government-Trustee bargaining Committee completely disagrees although it states it has listened to teacher concerns.

It is not the role of the conciliation board to resolve this structural dispute and we are not making any finding of a Charter violation. However, we do feel compelled to make recommendations that may assist the parties at the next and subsequent rounds of collective bargaining.

The legislative scheme for teacher bargaining dates back to the 1970's. The minister of the day said the bill he introduced would cover bargaining with regard to salaries and major working conditions. In many ways, the original scheme has served the parties well, but it has also been overtaken by developments under the Charter which have enshrined a right to collective bargaining. Ultimately, it is up to the courts to settle such questions, if asked, and the STF may be driven to seek a judicial remedy if it concludes there is no realistic hope of negotiating collective bargaining terms.

The board urges the parties to be proactive and seek an updated, mutually acceptable regime for addressing teacher working conditions in collective bargaining or otherwise. The board believes this would be preferable to a judicially imposed regime that one or both sides might find unacceptable. For

these reasons, the board has recommended that the Minister, SSBA and STF discuss these issues in a timely way, with a view to finding a process to move forward. Meanwhile, despite jurisdictional disagreements, everyone is anxious to improve classroom conditions. STF has offered funds from its health plan, at least as a start-up initiative. In the absence of agreement that these are bargainable matters, the conciliation board urges that the Minister, SSBA and STF meet in person to discuss steps that can be implemented immediately to support teachers and students in the classroom.

The relationship between government and STF has become strained in recent years and especially during the current round. Job action is an option open to STF but it carries a heavy cost, not only to teachers themselves but to students, families and communities. The conciliation board expresses the hope that respectful, substantive discussion between the Minister and the STF leadership can begin to restore the relationship.

Substitute teacher contracts

The board recommends that local school boards be required to provide STF with a list of all teachers employed as substitutes during the school year, with monthly updates. The conciliation board was divided on the format for implementing this item, as discussed below.

The content of the recommendation is as follows;

On or before September 15 of each school year, employing boards of education shall provide to STF a list of all teachers employed as substitute teachers during the school year, with necessary identifying information.

As part of the regular remittances provided to STF on a monthly basis, boards shall report all changes (additions or deletions) to the approved substitute teacher list to STF.

The initial Teachers' Bargaining Committee proposal on this topic was entitled "Substitute Teacher Supports" and as described, was intended to enable STF to develop programs and support for substitutes, as it does for its other members.

Agreement could not be reached on a standard contract of employment for substitute teachers. The conciliation board recommends the foregoing reporting requirement as a pragmatic response to the problems identified by the Teachers' Bargaining Committee.

The parties were not in agreement on the format of any such obligation that might be imposed on local boards.

Two options are available and the conciliation board majority believes that each has merit – a collective agreement article and a regulation under the Act. Once instituted, in whichever form, the legal obligation would be the same. The Teachers' Bargaining Committee proposed to embed the reporting obligation in the collective agreement, but even a regulation could be enforced by STF grievance action under the collective agreement, in a case of noncompliance.

The board majority recommends that the Government-Trustee Bargaining Committee reconsider its position and agree to a new clause in the collective agreement. However, in the alternative, the obligation could be enacted as a regulation. We understand that in principle this is acceptable to government. Formal enactment of the regulation could be made a condition precedent to execution of the new collective agreement.

Ms Foord, nominee of the Government-Trustee Bargaining Committee, dissents and states her view that the reporting obligation should be enacted by regulation.

Ms Humbert, nominee of the Teachers' Bargaining Committee, supports the recommendation for a clause in the collective agreement.

Other bargained items

The conciliation board does not recommend adoption of any additional contested items bargained by the parties.

As requested, for the record, we note that new collective agreement language was agreed by the parties for articles 3.2, 3.5.3, 3.5.4, 5.3, 7.1.1.1, 7.5.2.3 and 15.4.2 (15.4.2.1 revised and renumbered as 15.4.2).

ALL OF WHICH IS RESPECTFULLY SUBMITTED to the Chairperson of the Educational Relations Board this 10th day of February, 2020.

Arne Peltz, Chair

**Janet Foord,
Nominee of the Government-Trustee Bargaining Committee**

**Fay Humbert,
Nominee of the Teachers' Bargaining Committee**

AGENDA ITEM

Meeting Date:	March 3, 2020	Agenda Item #:	06.2
Topic:	Mankota SCC Correspondence		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Correspondence has been received from the Mankota SCC.
Current Status:	As the letter is addressed to the Board of Education, it is included as an information item. Administration will respond to the Mankota SCC.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	March 3, 2020	<ul style="list-style-type: none"> Mankota SCC Correspondence

Recommendation:

That the Board review the information provided.

February 10, 2020

Dear Prairie South Board Members,

The Mankota SCC would like to offer some thoughts to the Administrative Procedure #553. On January 15 and 16th, 2020, almost every bus was cancelled except for Mankota School buses. These buses ran both days because the weather report said that the temperature would not reach -40. Our temperature in the town of Mankota was between -37 and -39. However, it is important to take into consideration the following;

- 1) Many areas around Mankota, specifically in the southern part of the community, had temperatures below the -40 mark. Temperatures were not uniform.
- 2) Cell coverage is sparse or non-existent in many of the areas surrounding Mankota and help may not be quick to come in an emergency.
- 3) Farms in the rural areas are far apart and neighbours may not be around to help if a bus has trouble.
- 4) Our bus drivers do not feel comfortable making the call to cancel their bus.

We felt that the safety of our students was compromised when the weather was that close to the -40 mark and our buses still ran. We ask that the division cancels buses when the weather is that close to -40.

Sincerely,

Mankota SCC

AGENDA ITEM

Meeting Date:	March 3, 2020	Agenda Item #:	06.3
Topic:	Class Size Report		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information		

Background:

At the December 11, 2012 Board Meeting, the following motion passed:
 "That on an ongoing basis, the Board receive reports at the October and February regular Board meetings detailing Prairie South School Division classes that have in excess of 28 students."

At the February 10, 2015 Board Meeting, the following motion was passed:
 "That the second reporting period for the Class Size Report be received at the regular March Board meeting rather than the regular February Board Meeting."

Current Status:

Please refer to attachments.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	February 20, 2020	1) Classes with More Than 28 Students- February 14, 2020 2) Summary Class Size over 28 Students- February 14, 2020 3) Classes with 10 or Fewer Students- February 14, 2020 4) Summary of Classes with 10 or Fewer Students by School- February 14, 2020

Recommendation:

Information only.

Classes with more than 28 students February 14, 2020

School	Grade	Individual Classes	Students	Total
Assiniboia Elementary School	8	PAA	29	1
Avonlea School	1/2	ELA	29	
Avonlea School	1/2	Math	29	
Avonlea School	1/2	Phys. Ed.	29	
Avonlea School	1/2	Social	29	
Avonlea School	1/2	Science	29	
Avonlea School	1/2	Arts Ed.	29	
Avonlea School	1/2	Health	29	7
Central Collegiate	9	Band (All Yr)	30	
Central Collegiate	9	Social Studies 90	29	
Central Collegiate	9	Math 90	29	
Central Collegiate	9	Science 90	29	
Central Collegiate	9	Video Prod 90	29	
Central Collegiate	9	Gaming 90	29	
Central Collegiate	9	Wellness 90	30	25
Central Collegiate	10	Wellness 10	30	
Central Collegiate	10	ELA A10	30	
Central Collegiate	10	ELA B10	29	
Central Collegiate	10	ELA B10	29	
Central Collegiate	10	Accounting 10	29	
Central Collegiate	10	Math 10F	29	
Central Collegiate	11	ELA 20	32	
Central Collegiate	11	Health Science 20	29	
Central Collegiate	11	Math 20F	29	
Central Collegiate	11	Health Science 20	29	
Central Collegiate	11	Math 20F	29	
Central Collegiate	12	Biology 30	30	
Central Collegiate	12	History 30	30	
Central Collegiate	12	Chemistry	29	
Central Collegiate	12	Math 30 PC	30	
Central Collegiate	12	ELA B30	30	
Central Collegiate	9/10/11/12	Noon Choir (All Yr)	83	
Central Collegiate	11/12	Band (All Yr)	45	
Cornerstone Christian School	7	Christian Ethics	38	2
Cornerstone Christian School	7	Arts Ed	38	
Coronach School	5/6	Science	31	5
Coronach School	5/6	Social	31	
Coronach School	5/6	Health	31	
Coronach School	5/6	Art	31	
Coronach School	5/6	Phys Ed	31	
Ecole Palliser Heights School	7	All subjects	29	1
Peacock Collegiate	9	Phys Ed 90	32	
Peacock Collegiate	9	Phys Ed 90	30	
Peacock Collegiate	10	ELA B10	30	
Peacock Collegiate	10	Wellness 10	32	
Peacock Collegiate	11	Health Science 20	30	
Peacock Collegiate	11	Physical Science 20	32	
Peacock Collegiate	11	Math 20 Pre Calculus	30	

Peacock Collegiate	9/10/11/12	Choral	35+	8
Rockglen School	3/4/5	Phys Ed, Art	31	1
Westmount School	6	Band	36	1
William Grayson School	7/8	All subjects	31	1

Total Classes with more than 28 students	52
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Summary of classes with more than 28 students February 14, 2020

School	Grade(s)	# of Classes
Assiniboia Elementary School	8	1
Avonlea School	1, 2	7
Central Collegiate	9, 10, 11, 12	25
Cornerstone Christian School	7	2
Coronach School	5, 6	5
Ecole Palliser Heights School	7	1
Peacock Collegiate	9, 10, 11, 12	8
Rockglen School	3, 4, 5	1
Westmount School	6	1
William Grayson School	7, 8	1

Total Classes with more than 28 students	52
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Classes with 10 or fewer students February 14, 2020

School	Grade	Individual Classes	Students	Total
Assiniboia Composite High School	12	Calculus 30	8	2
Assiniboia Composite High School	12	Physics 30	8	
Avonlea School	K	All Subjects	8	7
Avonlea School	3	Math	8	
Avonlea School	8	ELA	8	
Avonlea School	9	All Subjects	5	
Avonlea School	11	Pre-Calc 20	5	
Avonlea School	11/12	Food Studies 30	7	
Avonlea School	12	Foundations 30	3	
Bengough School	K	All Subjects	9	6
Bengough School	6	ELA	2	
Bengough School	11/12	ELA B30	8	
Bengough School	11/12	Biology 30	4	
Bengough School	11/12	W & A 30/Foundations 20	4	
Bengough School	11/12	Entrepreneurship 30	7	
Briercrest Christian Academy	10	History 10	7	8
Briercrest Christian Academy	10	Math 10 WA	6	
Briercrest Christian Academy	11	ELA 20	6	
Briercrest Christian Academy	11	Financial Literacy 20	6	
Briercrest Christian Academy	11	Math 20 Foundations	10	
Briercrest Christian Academy	12	Math 30 Foundations	6	
Briercrest Christian Academy	12	Physics 30	9	
Briercrest Christian Academy	12	Social Studies 30	9	
Central Butte School	9/10	Health/Career 9	9	7
Central Butte School	9/10	Math 9/10	9	
Central Butte School	9/10	ELA 9/10B	9	
Central Butte School	9/10	Art 9/30	9	
Central Butte School	9/10	Science 9/10	9	
Central Butte School	9/10	PAA 9/10	9	
Central Butte School	11/12	Calculus 30/Pre Calculus 20	9	
Central Collegiate	10	Guitar 10	8	5
Central Collegiate	10/11/12	Grad Coach	5	
Central Collegiate	10/11/12	Grad Coach	4	
Central Collegiate	10/11/12	Grad Coach	5	
Central Collegiate	10/11/12	Grad Coach	4	
Chaplin School	K/1/2/3/4	All Subjects	9	5
Chaplin School	9	Art 9	3	
Chaplin School	9	ELA 9	3	
Chaplin School	9	Science 9	3	
Chaplin School	9	Health Ed 9	3	
Chaplin School	9	Math 9	3	
Chaplin School	9	Phys Ed 9	3	
Chaplin School	10	Art 10	5	
Chaplin School	10	ELA B10	4	
Chaplin School	10	Math Foundations10	2	
Chaplin School	10	Science 10	3	
Chaplin School	10	Wellness 10	3	

Chaplin School	11	Art 20	2	19
Chaplin School	10/11	Health Science	4	
Chaplin School	10/11/12	Life Transitions 20	8	
Chaplin School	11/12	ELA A30	4	
Chaplin School	11/12	Phys Ed 20	3	
Chaplin School	12	Phys Ed 30	1	2
Chaplin School	12	Art 30	2	
Cornerstone Christian School	10/11/12	Christian Ethics	10	
Cornerstone Christian School	10/11/12	EAL B10/A20	9	
Coronach School	10	ELA 10	8	
Coronach School	10	Math 10	8	3
Coronach School	11	CWEX 20	1	
Craik School	6/7/8	All Subjects	8	
Craik School	9	Art	2	
Craik School	9	ELA	2	
Craik School	9	Math	2	
Craik School	9	Health	2	
Craik School	9	PAA Survey	2	
Craik School	9/10	All Subjects	8	
Craik School	10	ELA B10	6	
Craik School	10	Math F 10	6	14
Craik School	10	Accounting 10	6	
Craik School	10	PAA Survey	7	
Craik School	11	Math WP 30	3	
Craik School	11/12	Law 30	6	
Craik School	11/12	Chemistry 30	6	5
Ecole Gravelbourg School	K	French Immersion	6	
Ecole Gravelbourg School	1 FI	French Immersion	10	
Ecole Gravelbourg School	10	French Immersion	10	
Ecole Gravelbourg School	11	French Immersion	7	
Ecole Gravelbourg School	12	French Immersion	2	
Eyebrow School	K	All Subjects	5	
Eyebrow School	1	All Subjects	2	
Eyebrow School	2	All Subjects	3	
Eyebrow School	3	All Subjects	2	
Eyebrow School	4	All Subjects	4	
Eyebrow School	5	All Subjects	2	
Eyebrow School	6	All Subjects	5	
Eyebrow School	7/8	All Subjects	2	
Eyebrow School	9	All Subjects	4	
Eyebrow School	10	ELA B10	5	
Eyebrow School	10	Wellness 10	5	
Eyebrow School	10	Science 10	5	
Eyebrow School	10	PAA	5	
Eyebrow School	10	CWEX 10	5	
Eyebrow School	10	Math 10	5	
Eyebrow School	11	Communication Media 20	2	
Eyebrow School	11	Math	2	
Eyebrow School	11	Phys-ed 20	2	

Eye brow School	11	Biology 30	2	
Eye brow School	11	Life Transitions 20	2	
Eye brow School	11	PAA 20	2	
Eye brow School	11	Math 28	1	
Eye brow School	11	CWEX 28	1	
Eye brow School	12	ELA 30B	5	
Eye brow School	12	Math	6	
Eye brow School	12	Phys Ed 30	5	
Eye brow School	12	Biology 30	7	
Eye brow School	12	Life Transitions 20	6	
Eye brow School	12	PAA 30	5	29
Glentworth School	K	2, 4, 6 Afternoons	3	
Glentworth School	3	Math	5	
Glentworth School	11	W & A 20	6	
Glentworth School	12	Foundations 30	2	4
Kincaid Central School	K	All Subjects	8	
Kincaid Central School	11/12	Biology 30	6	2
Lafleche Central School	11/12	Chemistry 30	8	
Lafleche Central School	11/12	Physics 30	8	
Lafleche Central School	11/12	Workplace 20/30, Math 21, Foundations 20	5	3
Lindale School	7/8	Band	9	1
Mankota School	1/2/3	All Subjects	7	
Mankota School	4/5/6	Math	6	
Mankota School	4/5/6	ELA	6	
Mankota School	4/5/6	Social	6	
Mankota School	4/5/6	Science	6	
Mankota School	7/8	ELA	10	
Mankota School	7/8	Math	10	
Mankota School	7/8	Social	10	
Mankota School	7/8	PAA	10	
Mankota School	11/12	Financial Literacy	7	
Mankota School	11/12	Biology 30	2	
Mankota School	11/12	Math	6	
Mankota School	11/12	History 20	6	13
Mortlach School	K	All subjects	8	
Mortlach School	1	All Subjects	6	
Mortlach School	2	All Subjects	4	
Mortlach School	3	All Subjects	8	
Mortlach School	4	All Subjects	3	
Mortlach School	5	All Subjects	9	
Mortlach School	6	All Subjects	8	
Mortlach School	7	All Subjects	5	
Mortlach School	8	All Subjects	5	
Mortlach School	9	All Subjects	2	
Mortlach School	10/11/12	Media Studies/Science 10	9	11
Mossbank School	9/10	Science 9, Science 11	2	
Mossbank School	11/12	Pre-Calc Math 20, Foundations 30, Online	9	
Mossbank School	11/12	PAA 20, PAA 30, Online	8	3
Peacock Collegiate	10/11/12	Alt Ed Career Ed	9	1

Riverview Collegiate	Life Skills	Life Skills	8	
Riverview Collegiate	Life Skills	Life Skills	6	
Riverview Collegiate	10	F & P Math 10	9	
Riverview Collegiate	10/11/12	Math 11/21	9	
Riverview Collegiate	10/11/12	Extension	5	
Riverview Collegiate	10/11/12	Extension/Online	6	
Riverview Collegiate	10/11/12	Physics 30	6	
Riverview Collegiate	10/11/12	Pre Calculus/Online/Study	7	8
Rockglen School	11/12	Chemistry, Physics	7	
Rockglen School	11/12	Math 30	7	2
Rouleau School	K	All Subjects	10	
Rouleau School	1	Math	7	
Rouleau School	5	Math	8	
Rouleau School	9	Math	8	
Rouleau School	9	Health	8	
Rouleau School	10	W & A	6	
Rouleau School	10	Foundations & Pre-Calculus	6	
Rouleau School	11/12	CWEX	6	8
William Grayson School	7/8	Band	9	1

Total Classes with 10 or fewer students	164
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Summary of classes with 10 or fewer students February 14, 2020

School	Grade(s)	# of Classes
Assiniboia Composite High School	12	2
Avonlea School	K, 3, 8, 9, 11, 12	7
Bengough School	K, 6, 11, 12	6
Briercrest Christian Academy	10, 11, 12	8
Central Butte School	9, 10, 11, 12	7
Central Collegiate	10, 11, 12	5
Chaplin School	K, 1, 2, 3, 4, 9, 10, 11, 12	19
Cornerstone Christian School	10, 11, 12	2
Coronach School	10, 11	3
Craik School	6, 7, 8, 9, 10, 11, 12	14
Ecole Gravelbourg School	K, 1, 10, 11, 12	5
Eyebrow School	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	29
Glentworth School	K, 3, 11, 12	4
Kincaid Central School	K, 11, 12	2
Lafleche Central School	11, 12	3
Lindale School	7, 8	1
Mankota School	1, 2, 3, 4, 5, 6, 7, 8, 11, 12	13
Mortlach School	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	11
Mossbank School	9, 10, 11, 12	3
Peacock Collegiate	10, 11, 12	1
Riverview	10, 11, 12	8
Rockglen School	11, 12	2
Rouleau School	K, 1, 5, 9, 10, 11, 12	8
William Grayson School	7, 8	1

Total Classes with 10 or fewer students

164

AGENDA ITEM

Meeting Date:	March 3, 2020	Agenda Item #:	06.4
Topic:	C. Searle Correspondence		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	Correspondence has been received from Cheryl Searle.
Current Status:	As the letter is addressed to the Board of Education, it is included as an information item. Administration will respond to the letter.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	March 3, 2020	<ul style="list-style-type: none"> C. Searle Correspondence

Recommendation:

That the Board review the information provided.

Cheryl Searle
P.O. Box 35
Mortlach, SK
S0H 3E0
February 22, 2020

PSSD Board of Trustees
1075 9th Ave. NW
Moose Jaw, SK
S6H 1V7

Re: Presentation to the Board about Parental Concerns – Outcome Based Reporting

I am writing to follow up on our presentation to the board on January 7, 2020. I hope that you have had time to think about the points we raised, to read the materials we left with you, and time to discuss the matter as a board. We would like to know where we go from here. We do not want our concerns to be dropped as other issues come to your attention.

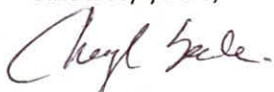
It is not realistic or even desirable to eliminate outcome-based education, but improvements could be made. We have patiently waited for the kinks to be worked out. We have educated ourselves on the philosophy of OBE. We feel that the time has come to do a serious evaluation of the benefits and weaknesses to our current reporting style. With that should be an evaluation of the tools needed to make accurate and consistent evaluation of the students' learning.

We feel that most teachers understand the philosophy of OBE and see it as an improvement over the former style of education. Frustration on their part comes from a lack of resources to teach the outcomes and to accurately evaluate student learning. Teachers also bear the brunt of parent dissatisfaction with the reporting of student learning. They also have to try to motivate students who do not care about their marks any more. It is not our role to speak for the teachers, but we do encourage the board to seek solutions from teachers. They are the experts and see first hand what is going on in the class rooms. We do not want to lose good teachers out of frustration.

As parents we want to see our children succeed in their learning. We want to be involved and supportive of their education. *We see the years going by and no real changes made to address our concerns about the inconsistent evaluations and the vague reporting using technical jargon.* Our children only have a limited time in the school system and we want them to excel in their academics.

We are not just three parents with concerns. Our small survey showed that other parents in our division share our concerns. The provincial public engagement sessions which provided the framework for the Provincial Education Plan 2020-2030 had parents across the province voice concerns about the OBE reporting. PSSD prides itself in being innovative in ways to improve education for their students. We encourage the board to lead in being innovative in making real changes to the way students are evaluated and how the evaluations are reported. This will increase teacher satisfaction, will motivate students and will increase parental engagement. It is one significant way to improve student learning in our division. We look forward to hearing from the board and supporting the board in moving forward with real change.

Sincerely yours,



Cheryl Searle (On behalf of myself, Jan Nelson and Lindsay Newsham)

