

Prairie South Schools

BOARD OF EDUCATION

th Avenue NW, Moose Jaw

AGENDA

1. Board Planning Session (10:00 – 11:00 a.m.)
 - 1.1. Theodore Litigation Update
 - 1.2. Incidents of Concern
2. Call to Order
3. Adoption of the Agenda
4. Adoption of Minutes
5. Decision and Discussion Items
 - 5.1. Board Policy 8 Revision
 - 5.2. Request for Land Transfer (distributed at meeting)
 - 5.3. Transportation Catchment Area Application
 - 5.4. Monthly Reports
 - 5.4.1. Teacher Absence and Substitute Usage Report
 - 5.4.2. CUPE Staff Absence and Substitute Usage Report (11:40 a.m.)
7. Committee Reports
 - 7.1. Standing Committees
 - 7.1.1. Student Literacy and Achievement
 - 7.1.2. Equitable Opportunities
 - 7.1.3. Student Transitions
 - 7.1.4. Business and Governance
 - 7.1.5. Advocacy and Networking
 - 7.1.6. Rural Strategies
 - 7.1.7. Urban Strategies
8. Information Items
 - 8.1. Behaviour Learning Cycle Recognition

9. Provincial Matters
10. Celebration Items
11. Identification of Items for Next Meeting Agenda
 - 11.1. Notice of Motions
 - 11.2.

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

Attendance: Mr. R. Bachmann; Dr. S. Davidson; Ms. M. Jukes; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; L. Meyer, Superintendent of Learning; R. Boughen, Superintendent of Human Resources; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; H. Boese, Executive Assistant; P. Thomas, Executive Assistant

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

Motions:

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

06/13/17 – 2773

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

Carried

S. Davidson
Chair

B. Girardin
Superintendent of Business & Operations

Next Regular Board Meeting:

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

DRAFT

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

Background:

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

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provi

Governance/Policy
Implications:

Legal Implications:

Communications:

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



BOARD COMMITTEES

The Board may establish committees to assist it in carrying out its duties. The Board may also establish such committees as it may deem necessary or appropriate.

- x To make recommendations to the Board relative to actions the Board may take to improve student learning and achievement within the Division.

1.3 Authority

- x To make recommendations to the Board.

2. ~~Equitable Opportunities~~Innovation Standing Committee

2.1 Membership

- x Minimum of three, maximum of four trustees.

2.2 Terms of Reference

- x To review accountability reports and to make recommendations to the Board.
- x To examine issues related to ~~providing students with a safe and secure learning environment where everyone has the opportunity~~innovative practices and environments to allow students to maximize their potential regardless of socioeconomic status, gender, cultural or linguistic background, geographic location, personal circumstances or ability.
- x To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division.
- x To make recommendations to the Board relative to actions the Board may take to advance ~~equitable opportunities~~innovative practice opportunities in the Division.

2.3 Authority

- x To make recommendations to the Board.

~~3. Student Transitions~~ Standing Committee

~~3.1 Membership~~

- ~~x Minimum of three, maximum of four trustees.~~

~~3.2 Terms of Reference~~

- ~~x To review accountability reports and to make recommendations to the Board.~~
- ~~x To examine issues related to promoting transition processes where students are ready to enter kindergarten and progress successfully through school and be prepared to pursue further education or enter the workforce when they graduate.~~
- ~~x To examine possible interventions which may be considered or that others have successfully taken which might be appropriate for implementation in the Division.~~
- ~~x To make recommendations to the Board relative to actions the Board may take to advance transition processes in the Division.~~

~~3.3—Authority~~

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

4.3. Business, Infrastructure and Governance Standing Committee

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

6.3 Authority

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

7. Urban Strategies Standing Committee

x As determined by the Board.

The Board has structured two committees of the whole, Audit and Facilities, as follows:

recommendations to the Board in all matters other than when serving as the audit committee.

2. Facilities Utilization Committee

Strategic focus

- x Determine current realities in the Division related to enrollment, program location, office locations(s), demographics, city planning and other factors.
- x Determine the variables the Division will focus on.
- x Make educated, dependable and responsible decisions to address the Division's existing issues.

Meeting Date:	August 1, 2017	Agenda Item #:	5.4
Topic:	Monthly Reports		
Attached are			

CUPE Staff Absences & Casual Usage 2016-2017

Date: July 1 - 20, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	0	0.00%	0	0.00%	0.00%
Community Service					
0	0.00%	0	0.00%	0.00%	
0	0.00%	0	0.00%	0.00%	
54.81	32.71%	19.25	35.12%	7.05%	
3.38	2.02%	1	2.59%	0.43%	
0	0.00%	0	0.00%	0.00%	
1.17	0.70%	0	0.00%	0.15%	
0	0.00%	0	0.00%	0.00%	
0	0.00%	0	0.00%	0.00%	
3.5	2.09%	0	0.00%	0.45%	
0	0.00%	0	0.00%	0.00%	
62.86	37.52%	20.25	32.21%	8.08%	
0	0.00%	0	0.00%	0.00%	
0	0.00%	0	0.00%	0.00%	
95.68	57.11%	39.66	41.45%	12.30%	
9					
Employment Act					
		5.37%	0	0.00%	1.16%
SUB TOTAL	104.68	62.48%	39.66	37.89%	13.46%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC Support Staff	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Total Absences	167.54	100.00%	59.91	35.76%	21.54%

Possible Days	Days	FTE	Total Days
July 1 - 20, 2017	13.00	59.82	777.66

** This only includes 12 month staff

*Does not include data from three CUPE bus drivers

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



Out of Scope Staff Absences & Casual Usage 2016-2017

Date: June 1 - 30, 2017

Absence Reason	Days	% of Total Absences:
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Out of Scope Staff Absences & Casual Usage 2016-2017

Date: July 1 - 20, 2017

Absence Reason	Days	% of Total Absence:	Sub Days	% Received Sub	% of possible days
Conditions of Em(otC)0.5 (l)5.3 (D)4.6 (a)0.5 (y)2.5 (s)]TJ ET EMC /P <</Mslay 739 >> /P .					
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	0	0.00%	0	0	0.00%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	0	0.00%	0	0	0.00%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	0	0.00%	0	0	0.00%
Family Responsibilities	0.47	0.26%	0	0	0.07%
Illness - Support	12.23	6.89%	0	0	1.82%
Med/Den Appt Support	5.71	3.22%	0	0	0.85%
Parenting/Caregiver	0	0.00%	0	0	0.00%
Pressing Leave	1.93	1.09%	0	0	0.29%
Without Pay Support	1	0.56%	0	0	0.15%
SUB TOTAL	21.34	12.02%	0	0.00%	3.18%
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	156.21	87.98%	0	0	23.25%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	156.21	87.98%	0	0.00%	23.25%
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	0	0.00%	0	0	0.00%
LRNG Meet/PD	0	0.00%	0	0	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
SUB TOTAL	0	0.00%	0	0	0.00%
Total Absences	177.55	100.00%	0	0.00%	26.42%
Possible Days	Days	FTE	Total Days		
July 1 - 20, 2017	13.00	51.69	671.97		

Tender Report for the period June 5, 2017 to July 2, 2017

Background

- x Board has requested a monthly report of tenders awarded which exceed the limits of Administrative procedure 513, which details limits where formal competitive bids are required. The procedure is as follows:

The Board of Education has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.

Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

Current Status

x



Meeting Date:	August 1, 2017	Agenda Item #:	8.1
Topic:	Beha		

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

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

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

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

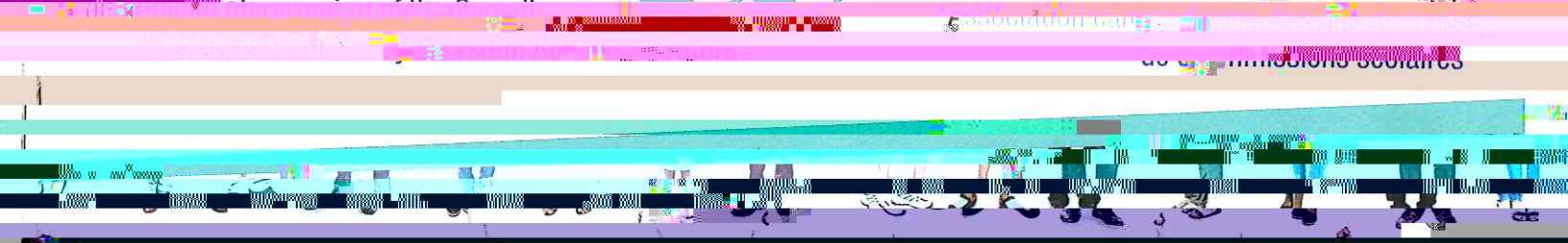
Prepared By:	Date:	Attachments:
Tony Baldwin	August 1, 2017	x Leaders & Learners Article

Recommendation:

That the Board review the materials provided.

Summer 2016

Leadership



Healthy Students,

Healthy Schools,

Healthy Futures

Part 2



Canadian Council on Learning
Promoting Quality Education for All Canadians

CCLEARNING.CA

Inclusion is

For Tier 3

Maureen Podry

Windsor, Prairie South School Division

In the beginning...

I believe in inclusive practices, but how do I have Joseph in my room when he can't hold his hand like other students and

Joseph is a student at Spryfield High School

educators have training in assessment and instruction, but not many have the necessary

students who have behavioural challenges. With inclusion at stake, it was crucial to respond to the needs of the teachers and their students.

Addressing the needs

The school leaders and student support consultants at Prairie South School worked

demystified behaviour modification in a process that parallels the ever-tam-

Cycle (BLC)

improvement that seems not functional behaviour assessment (FBA), Applied Behaviour Analysis (ABA) and Positive Behaviour Support (PBS).

The key outcomes of the BLC are:

- Understand and embrace function-based thinking;
- Use data to identify function and missing skills;

to create behaviour plans.

- Emphasize non-aversive instruction to teach missing skills...

The BLC focuses on a shift from formalized interventions to reflection-based, evidence-based gathering practices to objective data gathering and/or practice

from formalized interventions to reflection-based, evidence-based gathering practices to objective data gathering and/or practice

foundational positive behaviour support plans to address missing skills.

Teachers needed a systematic and collaborative

with the five per cent of students who are challenged their current approaches and

philosophical beliefs.

Teaching behaviour parallels the instruction of other skills that teachers are more familiar with.

Table 1 compares

Table 1

Traditional Model	BLC
Who is struggling with reading at grade level	Indirect and direct assessment information
Who is struggling with reading at grade level	Analyze the data to pinpoint specific operational deficits
Identify the student's reading skills	Replacement, copying and tolerance skills, and fine skills needed.
Identify the student's reading skills	Employ chaining methods to teach missing skills in an intervention setting.
Plan to transition effective reading skills into a classroom setting.	Plan to transition effective behavioural skills into a classroom setting.
Continue assessment and change practices here	Continue collecting data to ensure effective interventions
Follow-up to ensure fidelity to individualized plan.	Follow-up to ensure fidelity of BSP implementation.

teaching the skills of reading alongside the BLC process.

Implementation

Teacher teams chose to attend four day mini-conferences throughout the school

to work through the BLC process for the first time for their priority Tier 3 students that needed

individualized Positive Behaviour Support plans on indirect and direct assessment

data. Each team had regular, on-the-job coaching between the teachers. This allowed for the necessary dialogue and reflection for enhanced

feedback.

Sample participants requested so

to help in the process.

They received the list found in Table

used in a lock-step fashion.

Each BLC plan had data-based individualized

Positive Behaviour Support plans were tailor-made for their individual student. The plans

working on the positive skills in the physical

and fine

skills. Choice instruction and use of behav-

reinforcement systems and prompt reduction

were connected to the missing skills.

Demystification of the behaviour modification process has been highly successful for both

supporting the teachers and students, like Joseph

