

Minutes of the Regular Meeting of the Board of Education of the Prairie Spirit School Division No. 206 held in the Prairie Spirit School Division Office, on Monday, January 18, 2010, commencing at 9:00 a.m.

Present for the meeting were Board Members: Andrew Bergen; Sam Dyck; Lorraine Greyeyes; Joan Heath; Bonnie Hope; Bernie Howe; Louis LeDoux; Larry Pavloff; Cathy Taylor; Keith Wagner; Pam Wieler; Gerald Yausie; Evelyn Novak, Director of Education; Brenda Erickson, Communications Consultant; and Nadine Meister, Assistant to the Director.

Andrew Bergen called the meeting to order at 9:00 a.m.

1. THAT the agenda be adopted as presented.

Agenda
Wieler

Carried.

2. THAT the January 4, 2010, minutes be adopted as presented.

Minutes
Wagner

Carried.

Committee Reports:

- Advocacy Committee – held a meeting to discuss two items:
 1. the January 11, 2010, Star Phoenix article that misquoted Andrew Bergen, which Andrew addressed with Prairie Spirit staff via Novak Notes.
 2. a draft plan regarding the minority faith request in the City of Martensville. Following considerable discussion at the Board meeting:
 - the draft mail out will be revised;
 - a public meeting will be held – date to be announced; and
 - Board Chair will connect with Horizon School Division and Living Sky School Division to discuss their unique handling of similar situations
- Calendar Committee – Bernie Howe, Larry Pavloff and Andrew Bergen volunteered to serve on the Committee.

SSBA Business:

- Branding Exercise – Gerald Yausie led the Board through the branding exercise for the SSBA's Public Section. Brenda will prepare the submission on the Board's behalf.
- Provincial Panel on Student Achievement – Larry Pavloff advised that the final meeting of this committee will be held prior to February 14th at which time the sub-committee will make its recommendation to the Ministry to take to the Premier with regard to how student achievement can be improved in the province. The Board provided some brief key points for Larry to take back to the Committee.

While reviewing the Monitoring Reports, the Board was asked to keep in mind the following three questions:

1. Is the Director's interpretation reasonable?

2. Does the evidence that the Director provided adequately demonstrate compliance? (If not compliant, is it noted as such and a date given by when compliance can be achieved?)
3. Is there anything in the monitoring reports that suggest to you that the policy itself needs to be changed?

EL-1 Treatment of Student and Parents/Guardians Monitoring Report

Evelyn Novak led the Board through the report and answered questions. The Board indicated an interest in receiving more specific information regarding reasons for students transferring to schools outside their attendance area.

Bernie Howe left the meeting at 11:40 a.m.

3. THAT the Board accepts that the **EL-1 Treatment of Students and Parents/Guardians Monitoring Report** demonstrates compliance in all areas, other than those indicated as non-compliant. Compliance to be demonstrated as indicated by dates in the report.

EL-1
Monitoring
Report
Yausie

Carried.

4. THAT the Board amend the Board of Education Policy EL-1 Treatment of Students and Parents by adding the following subsection:

Policy EL-1
Yausie

1.3 Operate without being informed on an annual basis regarding reasons for requests for students to transfer outside their attendance area.

Carried.

Jim Shields joined the meeting at 11:40 a.m.

EL-4 Financial Conditions and Activities Monitoring Report

Evelyn Novak and Jim Shields reviewed the report with the Board and answered questions.

5. THAT the Board accepts the EL-4 Financial Conditions and Activities Monitoring Report as compliant in all respects.

EL-4
Monitoring
Report
Wagner

Carried.

6. THAT the required approvals agenda be approved as presented.

Required
Approvals
Wieler

Carried.

The Board adjourned for lunch at 12:13 p.m.

Jim Shields left the meeting at 12:40 p.m.

The Board reconvened at 12:41 p.m.

EL-1 Treatment of Students and Parents/Guardians Monitoring Report – Blaine Lake

Evelyn Novak reviewed the Blaine Lake report with the Board and answered questions. Several of the questions centred on student bullying and harassment and how that is tracked within the school and division office.

EL-1 Treatment of Students and Parents/Guardians Monitoring Report – Leask

Evelyn Novak reviewed the Leask report with the Board and answered questions.

Bonnie Hope left the meeting at 1:42 p.m.

Joan Heath left the meeting at 1:56 p.m.

Following the review of the remaining Monitoring Reports, the Board reconsidered the wording of their original resolution with respect to the EL-1 Treatment of Students and Parents/Guardians Monitoring Report.

7. THAT the Board reconsider the previous resolution accepting that the EL-1 Treatment of Students and Parents/Guardians Monitoring Report demonstrates compliance in all areas other than those indicate as non-compliant. Compliance to be demonstrated as indicated by dates in report.

EL-1
Monitoring
Report -
Reconsidered
Yausie

Carried.

8. THAT the Board accepts that the **EL-1 Treatment of Students and Parents/Guardians Monitoring Report** demonstrates compliance in all areas, other than those indicated as non-compliant. Compliance to be demonstrated as indicated by dates in report, with the exception of 2.1 CEO's interpretation, which does not report specific school-based data. The Board expects compliance in this area by the next monitoring period.

EL-1
Monitoring
Report
Yausie

Carried.

9. THAT the Board accepts that the **EL-1 Treatment of Students and Parents/Guardians Monitoring Report – Blaine Lake** demonstrates compliance in all areas, other than those indicated as non-compliant. Compliance to be demonstrated as indicated by dates in report.

EL-1
Monitoring
Report –
Blaine Lake
Wieler

Carried.

10. THAT the Board accepts that the **EL-1 Treatment of Students and Parents/Guardians Monitoring Report – Leask** demonstrates compliance in all areas, other than those indicated as non-compliant. Compliance to be demonstrated as indicated by dates in report.

EL-1
Monitoring
Report –
Leask
Wieler

Carried.

ADDENDUM – The Board understands there continue to be significant communication issues and commits itself to an open process and positive relationship-building with all stakeholders in the Leask and Blaine Lake attendance areas.

11. THAT the meeting be adjourned at 2:19 p.m. The next meeting to be held on Monday, February 1, 2010, at 9:00 a.m., at the Prairie Spirit School Division Office, in Warman.

Adjourn
Bergen

Carried.

Chairperson

Superintendent of Finance,
Administration and Planning



Our Vision - An Inspired Community of Learners

Our Mission – Pursuing Student Success

Monitoring Report

Monitoring Period – January 1, 2009 to December 31, 2009

EXECUTIVE LIMITATIONS 1 - TREATMENT OF STUDENTS AND PARENTS/GUARDIANS

JANUARY 18, 2010

Board policy is indicated in bold typeface throughout.

I hereby present my monitoring report on your Executive Limitations Policy “Treatment of Students and Parents/Guardians” according to the Yearly Agenda as set out in policy. The Monitoring Report for the period January 1, 2009 to December 31, 2009 is reasonable as the Board approved its EL-1 Policy in December 2008. I certify the information contained in this report is true and **represents compliance with a reasonable interpretation of all aspects of the policy unless specifically noted otherwise in the report.**

*Evelyn Novak, Director of Education
Prairie Spirit School Division No. 206*

Executive Limitations 1 – Treatment of Students and Parents/Guardians

The Director of Education shall not cause or allow conditions, procedures or decisions that are unsafe, unjust, or disrespectful.

CEO INTERPRETATION

The Board has comprehensively interpreted this statement in items 1 through 6 below.

EVIDENCE:

The verification of the six interpretation items below, taken together, provides comprehensive evidence of achievement of the overall policy statement.

Further, without limiting the scope of the above statement by the following list, the Director shall not:

- 1. Permit decisions or procedures that do not recognize and respect parents/guardians as those with primary responsibility for education and protection of their children.***

CEO INTERPRETATION

The Board has comprehensively interpreted this statement by items 1.1 and 1.2. Therefore evidence of compliance with this statement is provided by the cumulative evidence for 1.1 and 1.2.

1.1. Operate without processes to ensure that parents/guardians have the opportunity to participate in key decisions involving the education of their children.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) 100% of parents/guardians of children with diverse learning needs, as required by the Ministry of Education for reporting of Intensive Needs Programs by school divisions, have opportunity to participate in their child's Personal Program Plan (PPP), with the exception of students involved in programs such as ACCT, TLC and Storefront program where parents/guardians, because of the students' age and living arrangements, would not be required to provide their signature.

100% of Personal Program Plans (PPP) have parent/guardian signatures, or there is documented attempt, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, to verify participation of parents/guardians in their child's Personal Program Plan, with the exception of students involved in programs such as ACCT, TLC and Storefront programs where parents/guardians, because of the students' age and living arrangements, would not be required to provide their signature.

- b) 100% of parents/guardians, except for Leask Community School and Stobart Community High School, have opportunity to be involved in 10, 20, 30 course selection decisions at a minimum by signing off on student courses selected by their child indicating the parents/guardians understand and support their child's course selection.

Leask Community School and Stobart Community High School are reasonable exceptions because of the transient student population and the challenges related to having little previous success with parents/guardians consistently signing forms.

- c) 100% of parents/guardians who request to have their children attend schools outside of their designated school boundary are offered the ability to go through the application process, consistent with the limitations outlined in the Board of Education EL-10 Transportation Policy and as per Administration Policy 403 Attendance Protocol.
- d) 100% of schools formally offer the opportunity for parents/guardians to attend parent-teacher conferences twice per year. This is an education standard minimum and has been the historical practice for schools.
- e) Community Councils are in place for 100% of schools in the Division, except for Hutterite Colonies, which do not choose to have Councils, and Valley Christian Academy, the Associate School, which has its own District board.

EVIDENCE:

- a) 100% of parents/guardians of children with diverse learning needs, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, were provided the opportunity to participate in their child's Personal Program Plan (PPP).

100% of Personal Program Plans (PPP) have parent/guardian signatures, or documented attempt, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, to verify parent/guardian participation in their child's Personal Program Plan (PPP).

- b) 100% of schools, except for Leask Community School and Stobart Community High School, offering 10, 20, 30 courses provided opportunities for parents/guardians to be involved in course selection by requesting parents/guardians sign class choice forms and class change forms.

The Superintendent of Schools and Learning verified on January 4, 2010, that Leask Community School prepares individualized timetables for students in grades 10 to 12 in consultation with students (when applicable, referencing existing transcripts). Students are provided with an individualized printout of their timetable to be shared with parents/guardians.

Parents/guardians are invited through a school memo, newsletter or as a note in students' ongoing progress reports to contact the school if they have any questions about programming. Parents/guardians must sign an "opt out of class form" if they want to allow their student to drop a course. This is usually accompanied by a meeting or phone conversation with parents/guardians, depending on the circumstances. In the rare instances when "spares" emerge, students, parents/guardians and teachers and/or the vice principal collectively determine how that time will be spent. The plan is outlined on the "opt out of class form."

As confirmed through information provided to the Director verified on December 22, 2009, Stobart Community High School provides a mail-out to parents/guardians outlining course offerings and graduation requirements. Parents/guardians must provide consent if a grade 10 to 12 student wishes to drop a course.

- c) Fifty requests were made by parents/guardians to have their children attend schools outside of their designated school attendance boundary as per Administration Policy 403 Attendance Protocol.

100% of parents/guardians were offered the ability to go through the application process, consistent with the limitations outlined in the Board of Education EL-10 Transportation Policy and as per Administration Policy 403 Attendance Protocol.

98% parents/guardians were approved to have their children attend a school of their choice, outside of their attendance boundary, consistent with the limitations outlined in the Board of Education EL-10 Transportation Policy.

- i. One parent was not approved based on the request to have their special needs student attend another school where the supports and program for the special needs student were not available.

- d) 100% of schools provided parents/guardians the opportunity to be involved in parent-teacher interviews at least twice/year through a variety of medium. Communication for the scheduling of interviews was done through newsletters, talk mail, school signs, notices, forms, phone calls and/or requests for interviews.
- e) A review of School Community Councils conducted on December 15, 2009, by the Director verified that 100% of schools have School Community Councils in place in the fall of 2009, with the exceptions of the Hutterite Colony Schools and Valley Christian Academy. Leask Community School has a School Community Council and Chairperson. Communication by the Leask Community School Coordinator was verified by the Director on December 18, 2009, to confirm attempts had been made to support the SCC holding meetings throughout 2008/2009, although there were few SCC meetings held. The plan for the 2009/2010 year is to have Chief and

Councils from Mistawasis and Muskeg Lake First Nations, along with representation from the Youth Leadership group, come together with other school community members as part of the School Community Council.

1.2. Operate without a clear, timely and responsive system for communications with parents/guardians.

CEO INTERPRETATION

The Board has partially interpreted this in items 4.1, 5 and 6. In addition to the evidence for those items, compliance will be demonstrated when:

- a) 90% of schools have a regular communication with parents/guardians minimally every four to six weeks to inform parents/guardians regarding school programs and events, except for Hutterite Colony Schools. This is a reasonable result, as the expectation of communication every four to six weeks has not been communicated by the Director and, therefore, there may be schools with a greater time period between home/school communications.

Hutterite Colony Schools are a reasonable exception as the school is in a closed community setting where parents/guardians are in close physical proximity to the school and are in regular contact with the Hutterite Colony teacher through coffee, lunches, drop-in visits to the school or requested parent-teacher meetings, as needed. Furthermore, Hutterite Colony Schools do not have an Administrative Assistant to support communications. An internal review of information reported by Hutterite Colony principal/teachers verified 100% of parents/guardians of Hutterite students receive communication through newsletters, classroom notices or community postings every four to eight weeks and/or as needed.

- b) During this Monitoring reporting period, 95% of communications from parents/guardians received by the Director/designate to seek resolution are communicated with or contacted within three days to begin resolution of the issue. This is a reasonable time frame, as there may be a few situations, because of schedules that the Director/designate is away from the office and may not be able to respond to the parent/guardian within the three days. When communication from parents/guardians is received by the Director/designate for resolution, the communication protocol is expected to be followed, and if not, the situation is referred back to the school.

EVIDENCE:

- a) 92% of schools provided communication at a minimum every four to six weeks from January 1 to December 31, 2009, to inform parents/guardians regarding school programs and events. Communication strategies included newsletters, talk mail, Power School daily bulletins, classroom notices, student planners, school website postings and email newsletters.

One school that did not provide communication every four to six weeks provided a newsletter monthly except for September/October which was within an eight week period.

Two schools that did not provide communication every four to six weeks provided newsletters on a six to eight week time frame.

To inform parents/guardians regarding school programs and events, 88% of Hutterite Colony schools provided communication through newsletters, colony postings or regular parent meetings every four to eight weeks and through regular parent contact as needed, during January 1 to December 31, 2009.

- b) An internal review conducted on December 31, 2009, of Director/Superintendent communication verified that 95% of communication received by the Director/Superintendents from parents/guardians were responded to within the three-day time period.

2. Operate without taking all reasonable measures to provide a safe, healthy, respectful and secure learning environment.

CEO INTERPRETATION

The Board has addressed the need for rules and expectations for behaviour in policy item 5, so it is excluded from this interpretation. The Board has further interpreted safe, healthy, respectful and secure in items 2.1 through 2.4 below. In addition, compliance will be demonstrated when:

- a) 100% of Prairie Spirit schools report the use of school-based prevention programming or the use of preventative resources in either school wide and/or individual classrooms that support safe and caring environments.
- b) 90% of schools, with the exception of Colony Schools, report partial completion of their Emergency Response and Planned Preparedness (ERPP) plans. This is reasonable as 2009/2010 is the year for the completion and implementation of the new ERPP planning guidelines for schools. Colony Schools were given support in fall 2009 to implement completion of the new ERPP planning guidelines.

EVIDENCE:

- a) In December 2009, 100% of Prairie Spirit schools reported the use of school-based prevention programming or use of preventative resources in either school wide and/or individual classrooms that supports safe and caring climates. These programs vary in nature, including citizenship programs, character education, 2nd Step, Lions' Quest, 4th R, Bully Prevention (Ken Dueck), Early Skills for Success, 7 Habits of Highly Effective Teens, Authentic Youth Leadership, Virtues, Restorative Justice, Positive Behaviour Intervention and Supports (PBIS), Drug Abuse Resistance Education (DARE), Tipi Teachings.
- b) 91.6% of Prairie Spirit schools reported partial completion of their ERPP plans, as of December 8, 2009.

13.8% of Prairie Spirit schools submitted completed ERPP plans, as of December 8, 2009.

One Hutterite Colony School reported completion of their ERPP plan, as of December 12, 2009.

2.1. Operate without policies, which are enforced, that prevent students from exposure to harassment, provide remedy for harassment situations, and provide methods for dealing with individuals who harass.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) There is an Administrative Procedure and Protocol in place that includes Student Conduct expectations, providing a consistent and clear process in all schools for dealing with both the complainant and respondent in harassment situations.
- b) 100% of students, parents/guardians reporting issues of bullying or harassment that reach the Division Coordinator or Superintendent are dealt with appropriately and according to the Administrative Procedure and Protocol.

- c) The actual frequency of harassment which reaches Division administration as a measurable trend is not yet available. Any trends that may be interpreted will be reported following data collection within a similar time frame/period for January 2011.
- d) Students in Prairie Spirit are reporting at least the same or better than the Canadian norm regarding *Moderate to Severe Bullying* in response to the question: "Students are subjected to physical, social, or verbal bullying or are bullied over the internet" on the *Tell Them From Me* Survey. (The *Tell Them From Me* student survey is a national survey that measures 25 indicators based on the most recent research on school and classroom effectiveness and is supported as an assessment tool by the Saskatchewan Ministry of Education. The results are also used to report in the Continuous Improvement Framework. The results for Prairie Spirit School Division are compared with Canadian norms of students in grades 6 to 12.) Given that this report provides a baseline, I believe that achieving the Canadian Norm is reasonable.

Data is being collected through the *Tell Them From Me* Survey on a new survey question created by Prairie Spirit School Division regarding *Students Feeling Safe at School*. The data is considered baseline data and further interpretation will be provided by the Director in the next Monitoring Reporting period as data on this survey item continues to be collected annually.

EVIDENCE:

- a) Policies on the Prairie Spirit School Division website that include student conduct expectations, and provide consistent and clear processes in all schools for dealing with both the complainant and respondent in harassment situations include:
 - i. Administrative Policy 407 Student Conduct
 - ii. Administrative Policy 409 Student Discipline
 - iii. Administrative Policy 505 Harassment
 - iv. Student Harassment Protocol
- b) Nine students or parents/guardians reported bullying/harassment issues to the Division Coordinator or Superintendent and nine situations were investigated and resolved through support of the Division or Superintendent as per Prairie Spirit School Division Student Harassment Protocol.
- c) In December 2009, 23% of Prairie Spirit students reported *Moderate to Severe Bullying* in the *Tell Them From Me* Survey responding to the statement in the survey, "Students are subjected to physical, social, or verbal bullying or are bullied over the internet." The Canadian norm for this question was 24%. This report provided a snapshot based on data from 985 PSSD students in eight schools who participated in the survey between June and the end of November, 2009.

In September 2009, 25% of Prairie Spirit students reported *Moderate to Severe Bullying* in the *Tell Them From Me* Survey responding to the statement in the survey, "Students are subjected to physical, social, or verbal bullying or are bullied over the internet." The Canadian norm for this question was 24%. This report provided a snapshot based on data from 4,201 PSSD students in 29 schools who participated in the survey between October, 2008 and June, 2009.

In the December 2009 snapshot report, 78% of Prairie Spirit students reported *Feeling Safe at School*.

2.2. Operate without written operational policies and procedures that ensure satisfactory standards of health and safety for all who use the facilities of the school division.

CEO INTERPRETATION

Because the Board has addressed transportation safety in EL-10, it is excluded from this interpretation. In addition to the evidence for items 2, 2.1 and 2.3, compliance will be demonstrated when:

- a) Policies, including the requirement for criminal record checks, student supervision, and in compliance with Occupational Health & Safety (OH & S) standards, are written and available on the website.
- b) 100% of school OH & S committees comply with the Occupational Health & Safety Act.
- c) 100% of air quality issues brought to the attention of the Maintenance Supervisor are dealt with as priorities.
- d) 100% of applicants being recommended for employment, or any person who is a non-parent and is acting as a volunteer for school sponsored activities in Prairie Spirit School Division, have completed a Criminal Records Check.

EVIDENCE:

- a) Policies on the Prairie Spirit School Division website that ensure satisfactory standards of health and safety include:
 - i. Administrative Policy 401 Safety
 - ii. Administrative Policy 406 Student Supervision
 - iii. Administrative Policy 501 Recruiting and Placement, 7. Criminal Record Checks
 - iv. Administrative Policy 505 Harassment
 - v. Student Harassment Protocol
- b) Review of OH & S Information provided to Prairie Spirit School Division in December 2009, regarding compliance of OH & S committees revealed 11 instances of contravention from January 2008 to December 2009 due to meetings not being held within the appropriate time period. All contraventions have been remedied within the time frame as per the Saskatchewan Ministry of Advanced Employment and Safety – Occupational Health and Safety.
- c) Two air quality issues were brought to the attention of the Prairie Spirit School Division Facilities Manager during fall, 2009:
 - i. Stobart High School - The school has been plagued with many roof leaks to the point of fixture damage in the school. On September 15, 2009 a Service Request (SR) was sent in highlighting an odor in two classrooms making students and teachers sick. The situation was addressed immediately on September 16, 2009 with our Maintenance team investigating and by September 18, 2009 the rooms were cleaned, disinfected and repainted.
 - ii. Borden School – A service request on October 2, 2009, reported a sewer gas smell throughout the school. Don Figley, provincial consultant, was asked to consult on the problems the school was experiencing. On October 5, 2009, McGill's and two Prairie Spirit Maintenance team members were on site. On October 13, 2009, SaskWest Mechanical along with AquaTemp was on site. On October 21, 2009, our electrician was

on site to install temporary electric heaters. On October 23, 2009, Envirotec was called in for tank and cistern cleaning. By November 19, 2009, Con Tec began on the repairs to the washroom, and the washroom was completed except for the flooring by November 23, 2009.

- d) A random check of employees in Prairie Spirit schools on December 18, 2009, by the Superintendent of Schools and Learning - Human Resources, verified 100% of employees had completed Criminal Record Checks.

A random check of volunteer applicants in Prairie Spirit schools during December 2009, by Superintendents of Schools and Learning verified 100% of volunteers had completed Criminal Record Checks.

2.3. Permit any school-authorized activities, occurring on school premises or elsewhere, during authorized times, to be inappropriately supervised.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) 100% of applications for out-of-province travel for Prairie Spirit schools meet the recommended ratio of adults to students, 1:10.

Internal Superintendent reviews of applications from Prairie Spirit schools for overnight travel indicates schools are meeting the recommended ratio of adults to students.

- b) There are no incidents of non-compliance reported by the Saskatchewan High School Athletic Association (SHSAA) to Prairie Spirit officials for not having met the coaching standards for Prairie Spirit high schools participating in SHSAA events. Schools are required to be coached by and have present with the team an approved coach or supervisor.

EVIDENCE:

- a) Review of applications (18) from 2009 for out-of-province travel by the Superintendents of Schools and Learning indicated 100% of applications met the recommended ratio of adults to students, 1:10.

Currently, there is no recommended ratio for Prairie Spirit Schools regarding overnight trips. This ratio will be determined for fall 2010 through consultation with the Administrators' Leadership Team. Following recommended ratios being developed, the Director will further interpret and report for the next Monitoring period.

- b) There have been no breaches reported by SHSAA to Prairie Spirit officials of Prairie Spirit high schools participating in SHSAA athletic activities at the local, regional and provincial level not being accepted to play on the basis of not complying with coaching standards.

I REPORT PARTIAL COMPLIANCE BECAUSE OF NON-COMPLIANCE WITH A PORTION OF INDICATOR (a). Plans are in place to examine this issue with the Administrators' Leadership Team and further consultation, as needed. The Board of Education can anticipate compliance by fall 2010 when the next school year begins and a consistent practice is communicated and in place.

2.4. Deliver education in a manner that is insensitive to students' culture.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) Hiring processes for staff in Prairie Spirit consider the context and culture of schools and students.
- b) There is an appropriate process in place that provides for resources to be challenged that may be culturally insensitive.
- c) Supervision of first and second year teachers by Superintendents during fall 2009 demonstrate evidence of cultural sensitivities to students within that school and the culture of the community.

Teachers demonstrate understandings related to fostering cultural sensitivity of First Nations and Métis Ways of Knowing and Inquiry Learning. This is reasonable as this is a requirement by the Saskatchewan Ministry of Education and Saskatchewan Curriculum.

- d) Communities have the option to make application for a community review, according to Administrative Policy 605, for their school to receive approval by the Board of Education as per the Education Act, to recite the Lord's Prayer during the opening of the school day. Community feedback is received by the Director and the results discussed with the School Community Council, in-school administration and Board of Education trustee, with any recommendations for request for The Lord's Prayer to be reviewed by the Board of Education.
- e) There are a limited number of complaints regarding culturally-insensitive education practices.

EVIDENCE:

- a) In the fall of 2009, the process for 100% of staff hired for Hutterian schools (1.5 staff) provided opportunity for joint participation by division administration and Hutterian representation, and interview questions created by Hutterian representation reflected school and student culture considerations.

In fall, 2009, the process for 100% of staff hired for Valley Christian Academy (4 staff) provided opportunity for joint participation by division administration, school administration and governing Church representation, and interview questions reflected school and student culture considerations.

The process for staff hired in Leask Community School and Blaine Lake Composite School did not consistently provide opportunity for First Nations representation on the hiring committee, although interview questions reflected school and student cultural context considerations. Leask Community School and Blaine Lake Composite School have First Nation sub-divisions in their attendance areas.

- b) Administrative Policy 611, available on the website, states "*Any resident or employee of the school division may formally challenge learning resources used in division schools.*" There have been no documented challenges of learning resources for this Monitoring Reporting period.
- c) Observations of fall 2009 supervision visits of first and second year teachers as reported by Superintendents demonstrated evidence of culturally sensitive strategies used by teachers.

Strategies were sensitive to students within the context of the school as well as the cultural context of the community.

An internal review by the Director of Education on December 31, 2009, of anecdotal information, comments from teachers and teacher-produced artifacts collected by the Superintendent of Schools and Learning from school-based professional development activities on November 20, 2009, demonstrated teachers' increased awareness and understanding of First Nations and Métis Ways of Knowing and Inquiry Learning.

- d) From spring to fall, 2007, 10 School Community Councils requested to go through the Policy 605 process, and consequently their schools were approved by the Board of Education to recite the Lord's Prayer during the opening of the school day.

There were three School Community Councils who requested to go through the review process and following community feedback determined not to request the recitation of The Lord's Prayer in their schools.

As of December 31, 2009, there have been no requests forthcoming to the Director since fall 2007.

- e) The Director and Superintendents of Schools and Learning have received no complaints that may be perceived as schools having culturally-insensitive education practices.

I REPORT PARTIAL COMPLIANCE BECAUSE OF NON-COMPLIANCE WITH A PORTION OF INDICATOR (a). Round Table has examined this issue and has put a consistent process in place to ensure opportunity is provided for First Nations representation on future hiring committees at Blaine Lake Composite School and Leask Community School, where there are First Nations sub-divisions. The Board of Education can anticipate compliance beginning January, 2010, to be reported in the next Monitoring reporting period.

3. Use methods of collecting, reviewing, storing or transmitting student information that fail to protect against improper access to the information elicited.

CEO INTERPRETATION

I interpret this to mean the school division has processes in place to ensure access to student information is in accordance with Ministry of Education guidelines and Protection of Privacy guidelines. Compliance will be demonstrated when:

- a) An internal review of school division guidelines for access to student information determines alignment with recommended practices by the Ministry of Education (based on Freedom of Information legislation). This review includes comparison with recommended guidelines provided by the Saskatchewan School Boards Association legal staff.
- b) 100% of student files in schools are kept in either in a secured place in classrooms or the school office.
- c) There are no registered complaints regarding breach of confidential student information.
- d) There is a secure process in place for transmission of student data from Prairie Spirit School Division to the Ministry. There has been no notification by the Ministry regarding breach of their secure processes for transmission of student information.

EVIDENCE:

- a) A Superintendent of Schools and Learning conducted an internal review of school division guidelines for access to student information during fall 2008 and provided updated information on January 12, 2009, for "Student Files and Procedures" to the Administrators' Leadership Team (ALT) which is also housed on the ALT portal. This review verified compliance with all recommended practices by the Ministry of Education and alignment with recommendations made by the Saskatchewan School Boards' Association legal counsel. (The updated document "Student Files and Procedures" is available for inspection, if desired.)
- b) Unannounced random visual inspections at schools conducted by Superintendents of Schools and Learning found 93% of student files are kept in secure places in the school where the student is currently attending.
- c) There have been no registered complaints regarding breach of confidential student information.
- d) Prairie Spirit designated three Prairie Spirit Division Office administration staff as Remote Security Administrators as required by Ministry of Education policy. Only Remote Security Administrators are able to make requests and changes to the provincial Student Data System, and have complied with data transmission protocols on behalf of schools, as verified by the Supervisor of Learning and Technology on December 16, 2009. A list of users in every school with reporting abilities is kept and maintained centrally as verified by the Supervisor of Learning and Technology on December 16, 2009.

Audit reports were run by the Ministry in March 2008 for all users in every division in the province for a random seven-day usage period, as per correspondence from the Ministry in April, 2008. These reports were examined in detail by select student records staff for the purposes of identifying and tracking potential unauthorized resource access attempts and unacceptable use of the provincial Student Data System (SDS). In the case where the spot audit report indicated possible unacceptable use, in-depth audit reports were produced for those users only. The Director of Education would be contacted if it was determined unacceptable use was detected. There was no audit report of unacceptable use reported to the Director for this Monitoring Report time period.

I REPORT PARTIAL COMPLIANCE BECAUSE OF NON-COMPLIANCE WITH A PORTION OF INDICATOR (b). Superintendents have put a process in place to ensure student files are in a secure place and the Board of Education can anticipate compliance beginning January 2010 to be reported in the next Monitoring reporting period.

4. Permit admission, registration, evaluation, or recognition processes that treat students unfairly.

CEO INTERPRETATION

The Board has addressed the fairness of evaluation processes in 4.1 below. In addition to the evidence for 4.1, compliance will be demonstrated when:

- a) 99% of students are admitted to kindergarten in Prairie Spirit Schools at their appropriate age according to Board of Education Policy E5, with the exception of students with diverse learning needs requiring early admittance consistent with Ministry guidelines. This is an appropriate percentage as there are times when there is a small margin of human error in admitting students and appropriate information is not thoroughly reviewed by those admitting students.

- b) There is a consistent process used to make decisions about attendance at schools of choice.
- c) 100% of schools providing recognition of students through awards have clearly articulated and outlined criteria for student awards available through student handbooks, newsletters or at awards ceremonies. This is reasonable as the expectation regarding clearly articulated and outlined criteria has not been clarified with the Administration Leadership Team.

EVIDENCE:

- a) 99.99% of kindergarten students were admitted to kindergarten in Prairie Spirit Schools at their appropriate age in the 2008-09 school year and in fall, 2009. The Director reported two cases of non-compliance to the Board of Education on September 2, 2008 and December 8, 2008 when the Director became aware of students having been registered for kindergarten outside the Board of Education Policy E5. (This was prior to formal initiation of this policy.)
- b) The Attendance Protocol which outlines the process for application and decisions regarding schools of choice is available on the website under Administrative Policy 403.
- c) The Director's internal review of school award information on December 22, 2009, verified that 100% of schools provided information and criteria to students and parents/guardians for student awards.

61% of schools provided detailed criteria for student awards through student handbooks and/or school newsletters.

39% of schools provided information to students, parents/guardians about their awards criteria at their Awards Ceremony/Assembly.

4.1. Permit student evaluation practices which are invalid, or which fail to provide a clear indication of the level of student achievement.

CEO INTERPRETATION:

Compliance will be demonstrated when:

- a) 100% of schools with kindergarten students provide a minimum of two report cards to parents/guardians in 2008/2009.

100% of schools with elementary/middle years students provide a minimum of three report cards to parents/guardians in 2008/2009.

100% of schools with high school students provide a minimum of two report cards/semester class or four reports cards/year for full year classes to parents/guardians in 2008/2009.

- b) 90% of schools – including Hutterite Colony Schools where there is more than one professional staff – have a minimum of one second-level review process in place for student evaluation. These processes may include review of report cards by in-school administrators, or review of students who are achieving failing grades by in-school administration and staff teams, or home room teachers of high school students reviewing their home room student report cards, or at-risk students identified by teachers interviewed by in-school administration. 90% is reasonable as this has not been a clearly articulated expectation and practice of schools.

- c) In the future, recommended improvements to grading practices will be implemented. This is reasonable because the Grading and Reporting Practices Committee is currently reviewing grading and assessment practices and is preparing recommendations, the first report of which is due in January, 2010. Once these recommendations have been received, this interpretation will be further refined.
- d) By September, 2011, student assessment and achievement information will be available via secure on-line access to all students and parents/guardians through the completed implementation of the new Student Information System (SIS).

EVIDENCE:

- a) Review of information submitted to the Director verified that 100% of schools with kindergarten students provided a minimum of two report cards to parents/guardians in 2008/2009.

100% of schools with elementary/middle years students provided a minimum of three report cards to parents/guardians in 2008/2009.

100% of schools with high school students provided a minimum of two report cards/semester class or four reports cards/year for full year classes to parents/guardians in 2008/2009.

- b) Review of information on December 22, 2009, submitted to the Director verified that 95% of schools have second level review processes in place for reviewing of student report cards and/or student achievement.
 - i. 79% of schools reported in-school administrators reviewed student report cards and/or student achievement.
 - ii. 18% of schools reported second level processes in place identifying at-risk students for in-school administrators and/or student success teams.
 - iii. .05% of schools reported no second level processes identified to review student report cards or student achievement.
- c) No data available until January, 2011.
- d) No data available as implementation and beliefs and guidelines for secure on-line access of student/parent to assessment and achievement data are to be developed.

5. Permit students and parents/guardians to be unaware of expectations with respect to student performance and conduct.

CEO INTERPRETATION

Expectations regarding student performance are addressed in the interpretation and evidence for item 4 above. In addition, compliance will be demonstrated when:

- a) 100% of Prairie Spirit schools, with the exception of Hutterite Colony Schools, outline student discipline policies and conduct guidelines and communicate these to staff, students and parents/guardians annually through student handbooks or newsletters. Hutterite Colony Schools are exceptions and communicate student conduct through newsletters or through verbal communication with parents/guardians.
- b) In the *Tell Them From Me* survey, 6.3 out of 10 students, or better, are reporting positively on the *Positive Learning Climate* of the classroom based on responses to the statement: "There are clear rules and expectations for classroom behaviour. Students understand these and teachers

maintain high expectations that they be followed.” 6.3 is the Canadian Norm for this question. Given that this report provides a baseline, I believe that achieving the Canadian Norm is reasonable.

- c) In the *Tell Them From Me* survey, 6.8 out of 10 students, or better, respond positively on the statement related to *Effective Classroom Learning Time*: “Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.” Given that this report provides a baseline, I believe that achieving the Canadian norm is reasonable.

EVIDENCE:

- a) Visual inspection of student handbooks and/or newsletter information conducted on December 22, 2009, verified that 100% of Prairie Spirit schools have communicated student conduct guidelines and discipline policies to staff, students and parents/guardians annually through student handbooks or newsletters.
- b) 6.3 out of 10 students reported positively on the *Positive Learning Climate* of the classroom on the *Tell Them From Me* December 2009 survey snapshot.
- c) 6.8 out of 10 students responded positively on the statement related to *Effective Classroom Learning Time* in the *Tell Them From Me* December 2009 survey snapshot.

6. Operate without clear written guidelines for the handling of student or parent/guardian concerns or complaints, including access to appeal to the board as the last stage, unless an alternate appeal process is required by way of statute or regulation.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) There is a Division-wide clear written communication protocol of the process to address complaints. This protocol provides steps in complaint resolution beginning with the teacher, then principal, then Director/designate, and finally the Board. There is one exception – the new Education Act guidelines related to parent concerns with programs to support students with diverse learning needs, in which case the final appeal is not to the Board but to the Ministry of Education.
- b) The communication protocol is available on the Division website.
- c) 90% of schools have the Division-wide communication protocol outlined through Student Handbooks or newsletters, except for Hutterite Colony Schools. This is a reasonable result as the Director has not articulated this expectation.

Hutterite Colony Schools are an exception because the practices of the community are for communications to be with the Hutterite Colony teacher on a responsive and on-going basis.

EVIDENCE:

- a) Administrative Policy 408 outlines the guidelines for handling concerns as described above.
- b) The Prairie Spirit Division website includes Administrative Policy 408 – *Student and Parent Complaints and Grievances*.

- c) Visual inspection of Student Handbooks and newsletters conducted on December 22, 2009, verified that 69% of schools communicated with parents/guardians about the communication protocol, for parents/guardians to begin with their child's teacher as the first point of contact.

19% of schools included the Division Communication protocol information as outlined in Policy 408, with the final process of appeal with the Board of Education, in either a Handbook and/or newsletter.

Hutterian Colony teachers communicated regularly with parents/guardians and the German teacher. In the reporting period, division administration has not received any concerns or complaints from Hutterite Colony parents/guardians.

I REPORT PARTIAL COMPLIANCE BECAUSE OF NON-COMPLIANCE WITH A PORTION OF INDICATOR (c). A standard communication protocol communiqué will be developed by the Communications Consultant for schools to use in newsletters and/or Student Handbooks for fall, 2010. The Board can expect compliance by fall, 2010.

6.1. Discriminate against any parent/guardian or student for non-disruptive expression of dissent.

CEO INTERPRETATION

I interpret "discriminate against" to mean parents/guardians or students being denied appropriate opportunity to available school programs, services or supports. I further interpret "non-disruptive expression of dissent" to mean bringing a concern to the attention of a school official through the Division communication protocol as outlined in Administrative Policy 408, in a way that does not negatively impact the school or school division operations.

Compliance will be demonstrated when:

- a) In addition to the existence of the guidelines noted in item 6 above, there are no parent/guardian or student complaints of discrimination, that come to the Director or the Board when a parent/guardian or student has expressed a concern non-disruptively as interpreted above. Legal counsel has advised that anonymous complaints cannot be addressed consistently with principles of natural justice.

EVIDENCE:

- a) In the reporting period, there have been no complaints of discrimination due to non-disruptive expression of dissent.



Our Vision - An Inspired Community of Learners

Our Mission – Pursuing Student Success

Monitoring Report

Monitoring Period – September 1, 2008 to August 31, 2009

EXECUTIVE LIMITATIONS 4 - FINANCIAL CONDITIONS AND ACTIVITIES

January 18, 2010

Board policy is indicated in bold typeface throughout.

I hereby present my monitoring report on your Executive Limitations Policy 4 “Financial Conditions and Activities” according to the Yearly Agenda as set out in Board of Education Policy. I certify the information contained in this report is true. **I am reporting compliance with all aspects of the policy.**

*Evelyn Novak, Director of Education
Prairie Spirit School Division No. 206*

Executive Limitations 4 - Financial Conditions and Activities

With respect to the actual, ongoing financial conditions and activities, the Director of Education shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from Board priorities established in Ends policies.

CEO INTERPRETATION

The Board has comprehensively interpreted this statement by the further Board interpretations in items 1 through 5 below.

EVIDENCE:

The verification of the five items below, taken together, provides comprehensive evidence of achievement of the overall policy statement.

Further, without limiting the scope of the above statement by the following list, the Director shall not:

- 1. Expend more funds than will be received in the fiscal year.***

CEO INTERPRETATION

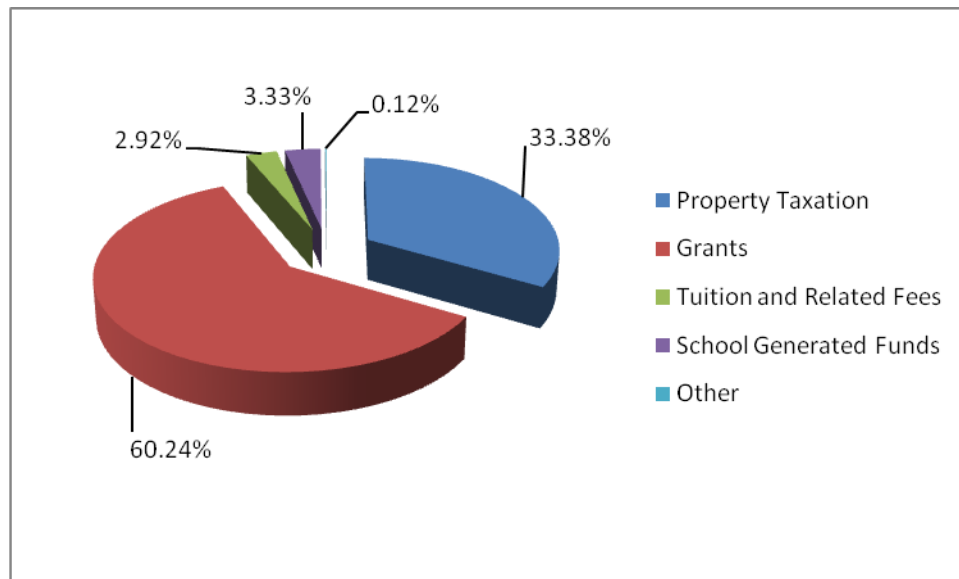
I interpret “the Director shall not expend more funds than will be received in the fiscal year” as the Director will work within the approved budget plan and ensure regular and appropriate monitoring of budget areas and report any variances that might negatively impact the finances.

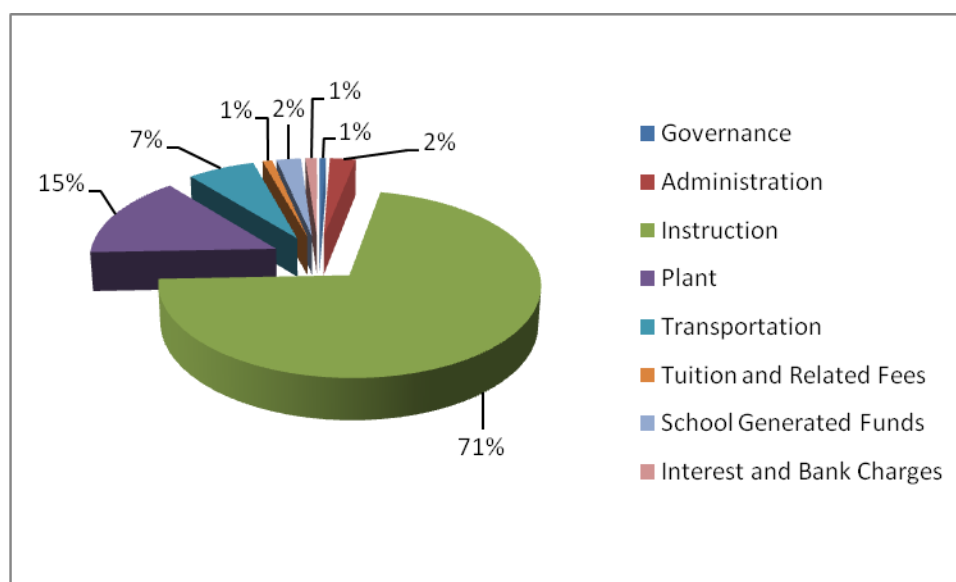
Compliance will be demonstrated when:

- a) The audited financial statements demonstrate the school division has met its budget requirements.
- b) The Director of Education/CEO during the regular monitoring activities has reported to the Board of Education any variances that might negatively impact the finances.

EVIDENCE:

- a) The audit of Prairie Spirit School Division financial statements has been completed by C.S. Skrupski, Certified General Accountant Professional Corporation. A change in the Provincial Funding Model and the new Public Sector Accounting Board (PSAB) requirements resulted in an increase of \$9,876,272 over projected revenue (our revenue estimates did not account for the \$3,247,000 in School Generated Funds which is now included in our financial statements as a result of the PSAB requirements). Total projected expenditures came in \$2,014,806 over projections, of which \$2,173,922 is related to School Generated Funds expenditures, which were not budgeted. The net result, as noted in the audited financial statements, shows the school division has completed the fiscal year with a consolidated surplus of \$315,761.





- b) The Board of Education Chairperson and Superintendent of Administration, Planning and Finance reported to the Board on March 23, 2009 regarding implications of the changes in education funding as announced on Budget Day March 18, 2009.

The Director of Education reported to the Board of Education on March 2, 2009 about budget implications regarding staffing requirements to accommodate increased enrolments.

On June 29, 2009 the Board of Education was provided with school division budget information following the Ministry of Education's grant information to school divisions.

2. Use any long-term reserves.

CEO INTERPRETATION

I interpret this to mean that the PSAB guidelines– the new provincially accepted standard of accounting procedures – are followed. These guidelines dictate that the use of any long-term reserves is approved by the Board of Education during its budget approval process. Compliance will be demonstrated when there is no record of the Director's use of long term reserves, outside of the Board's approval process.

EVIDENCE:

The Board of Education approved any changes in reserves as evidenced by the June 29, 2009 budget deliberation, where approval and use of reserves was provided to the Director of Education to balance the budget. The Board of Education is required by legislation (Education Act) to approve the auditor's financial statement which includes any changes in reserve balances.

Reserve Schedule shows a breakdown of the ending balances for the year ended August 31, 2009:

**Capital Fund Balances
As of August 31, 2009**

Reserve Name	Ending Balance as of August 31, 2008	Ending Balance as of August 31, 2009
Unspecified	\$ (71,283.35)	\$ 276,154.30
	\$ (71,283.35)	\$ 276,154.30

**Capital Fund Balances
As of August 31, 2009**

Reserve Name	Ending Balance as of August 31, 2008	Ending Balance as of August 31, 2009
Muskeg	\$ (54,108.36)	\$ (74,274.56)
Sale of West Office	\$ -	\$ -
Sale of Radisson School	\$ (48,806.01)	\$ (48,806.01)
Warman High Project	\$ (320,564.07)	\$ -
Stobart Project	\$ -	\$ (99,382.80)
Warman Middle Years	\$ -	\$ (7,076.00)
Division Office	\$ (828,076.74)	\$ -
Pre-Kindergarten	\$ (129,982.00)	\$ (129,982.00)
Unspecified	\$ (116,407.33)	\$ (364,024.72)
	\$ (1,497,944.51)	\$ (723,546.09)

**Other Fund Balances
As of August 31, 2009**

Reserve Name	Ending Balance as of August 31, 2008	Ending Balance as of August 31, 2009
Conveyance Equipment	\$ (178,600.00)	\$ -
Repairs & Maintenance	\$ (383,518.00)	\$ (409,110.42)
Decentralized School	\$ (579,405.33)	\$ (497,617.31)
Capital Project	\$ (225,577.79)	\$ (225,577.79)
Student Programs	\$ (50,000.00)	\$ (50,000.00)
Insurance	\$ (8,366.88)	\$ (8,366.88)
Van Replacement	\$ (16,625.04)	\$ (16,625.04)
Unspecified	\$ (3,189,512.29)	\$ (3,189,512.29)
Hanley Capital Project	\$ (253,501.52)	\$ (253,501.52)
Board Band Program	\$ (6,500.00)	\$ (6,500.00)
Professional Development	\$ (73,333.34)	\$ (85,265.00)
Noon Hour Supervision	\$ (268,319.24)	\$ (268,319.24)
SCC's	\$ (94,514.35)	\$ (96,605.37)
First Nations	\$ (276,634.85)	\$ -
Technology	\$ (500,000.00)	\$ (500,000.00)
DISC M First Nations	\$ (121,540.12)	\$ (121,540.12)
DISC M	\$ (250,000.00)	\$ (569,199.50)
Future Capital Projects	\$ (990,747.06)	\$ (990,747.06)
School Generated Funds	\$ -	\$ (1,081,200.60)
CVAC	\$ -	\$ (9,085.12)
	\$ (7,466,695.81)	\$ (8,378,773.26)

3. Write off receivables without having first rigorously pursued payment after a reasonable grace period.

CEO INTERPRETATION

I interpret this to mean Prairie Spirit School Division has a practice of following up on all outstanding accounts receivable to ensure payment of receivables. Compliance will be demonstrated when all outstanding receivables at yearend are current.

EVIDENCE:

All accounts receivable have been identified in a schedule for the auditor, which has been approved by the auditor, and all accounts receivable are current.

4. Allow tax payments or other government ordered payments or reports to be overdue or inaccurately filed.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) Prairie Spirit School Division financials are reported on the SGSE system and approved for acceptance by the Ministry of Education. Information is submitted separately by Prairie Spirit School Division and the auditor. The data is required to balance for the information to be validated by the Ministry of Education. If the data does not balance, a report is sent to the Director of Education.
- b) There is no communication of overdue or inaccurately filed reports by the provincial or federal government (CRA).

EVIDENCE:

- a) Prairie Spirit School Division financials as reported to the Ministry through the Saskatchewan Grants/Special Education (SGSE) system were balanced and validated by the Ministry of Education. There are no reports of any inaccurate balances reported by the Ministry of Education to the Director of Education.
- b) There are no reports from the provincial or federal government (CRA) indicating overdue or inaccurately filed information.

5. Make emergency expenditures in excess of \$250,000 or enter into major construction or renovation projects in excess of the originally budgeted amount or with a value greater than \$250,000.

CEO INTERPRETATION

I interpret this to mean the Director shall not approve emergency expenditures in excess of \$250,000 or enter into major construction or renovation projects in excess of the budget or with a value greater than \$250,000. The Director will request Board approval of any anticipated expenditure over \$250,000 prior to or as soon as it is determined. Compliance will be demonstrated when:

- a) All emergency expenditures, with the exception of insurance claims, in excess of \$250,000 are recorded in the Board of Education minutes as Board approved. Insurance claims are an exception as these costs would be offset by insurance.
- b) All capital projects or renovations in excess of \$250,000 are recorded in the Board of Education minutes as Board approved.

EVIDENCE:

- a) There were no emergency expenditures in excess of \$250,000 outside of insurance claims, without prior approval of the Board of Education.

- b) There were no capital projects or renovations that exceeded \$250,000 without prior approval of the Board of Education. The Board of Education approved the additional funds in excess of \$250,000 of the budget for the building projects for:
 - i. the Division Office as per the minutes of the Board meeting on May 1, 2006;
 - ii. Warman Elementary School relocatables (B-3 submission) as per the minutes of the Board meeting on August 18, 2008;
 - iii. Venture Heights Elementary School relocatables (B-3 submission) as per the minutes of the Board meeting on August 18, 2008,
 - iv. Valley Manor Elementary School classroom addition (B-3 submission) as per the minutes of the Board meeting on September 2, 2008;
 - v. planning and design for Stobart Community School (B-1 submission) as per the minutes of the Board meeting on May 1, 2006;
 - vi. new School Services Building as per the minutes of the Board meeting on November 17, 2008; and
 - vii. Hague High School roof as per the minutes of the Board meeting on November 17, 2008.



Our Vision - An Inspired Community of Learners

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Monitoring Report

Monitoring Period – January 1, 2009 to December 31, 2009

**EXECUTIVE LIMITATIONS 1 - TREATMENT OF STUDENTS AND PARENTS
BLAINE LAKE COMPOSITE SCHOOL**

JANUARY 18, 2010

Board policy is indicated in bold typeface throughout.

I hereby present my monitoring report on your Executive Limitations Policy “Treatment of Students and Parents” for Blaine Lake Composite School according to the Board of Education request on October 5, 2009. The Monitoring Report for the period January 1, 2009 to December 31, 2009 is reasonable, as the Board approved its EL-1 Policy in December 2008. I certify the information contained in this report is true and **represents compliance with a reasonable interpretation of all aspects of the policy unless specifically noted otherwise in the report.**

*Evelyn Novak, Director of Education
Prairie Spirit School Division No. 206*

Executive Limitations 1 – Treatment of Students and Parents/Guardians

The Director of Education shall not cause or allow conditions, procedures or decisions that are unsafe, unjust, or disrespectful.

CEO INTERPRETATION

The Board has comprehensively interpreted this statement by the further Board interpretations in items 1 through 6 below.

EVIDENCE:

The verification of the six items below, taken together, provides comprehensive evidence of achievement of the overall policy statement.

Further, without limiting the scope of the above statement by the following list, the Director shall not:

- 1. Permit decisions or procedures that do not recognize and respect parents/guardians as those with primary responsibility for education and protection of their children.***

CEO INTERPRETATION

The Board has comprehensively interpreted this statement by items 1.1 and 1.2. Therefore evidence of compliance with this statement is provided by the cumulative evidence for 1.1 and 1.2.

1.1. Operate without processes to ensure that parents/guardians have the opportunity to participate in key decisions involving the education of their children.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) 100% of Blaine Lake Composite School parents/guardians of children with diverse learning needs, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, have opportunity to participate in their child's Personal Program Plan (PPP), as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs.

100% of Personal Program Plans (PPP) in Blaine Lake Composite School, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, have parent/guardian signatures, or there is documented attempt, to verify participation of parents/guardians in their child's Personal Program Plan, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs.

- b) 100% of parents/guardians in Blaine Lake Composite School are provided opportunity to be involved in 10, 20, 30 course selection decisions by signing off on student courses selected by their child indicating the parents/guardians understand and support their child's course selection.
- c) 100% of Blaine Lake Composite School parents/guardians who request to have their children attend schools outside of their designated school attendance boundary are offered the opportunity to go through the application process as per Administrative Policy 403 and consistent with the limitations outlined in the Board of Education EL-10 Transportation Policy.
- d) Blaine Lake Composite School offers the opportunity for parents/guardians to attend parent-teacher conferences at least twice a year. This is an education standard minimum and has been the practice historically for schools.
- e) Blaine Lake Composite School has a School Community Council in place.

EVIDENCE:

- a) 100% of parents/guardians of children with diverse learning needs in Blaine Lake Composite School, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, were provided the opportunity to participate in their child's Personal Program Plan (PPP).

100% of Personal Program Plans (PPP) for Blaine Lake Composite School, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, have parent/guardian signatures, or documented attempt, to verify parent/guardian participation in their child's Personal Program Plan (PPP).

- b) 100% of parents/guardians in Blaine Lake Composite School were provided opportunities to be involved in 10, 20, 30 course selection by requesting parents/guardians sign class choice forms and class change forms.
- c) One Blaine Lake Composite School parent/guardian requested to have their child attend a school outside of the Blaine Lake Composite School attendance boundary and was approved as per Administrative Policy 403. The reason provided for the change of school by the parents/guardians was to accommodate the students' social needs. Prairie Spirit School Division is not providing transportation, according to Board of Education EL-10 Transportation Policy.
- d) 100% of Blaine Lake Composite School parents/guardians were provided the opportunity to attend parent-teacher interviews on April 8, 9, 2009 and October 15, 16, 2009.
- e) A review of School Community Councils conducted on December 15, 2009, by the Director verified that Blaine Lake Composite School has a School Community Council in place for fall, 2009.

1.2. Operate without a clear, timely and responsive system for communications with parents/guardians.

CEO INTERPRETATION

The Board has partially interpreted this in items 4.1, 5 and 6. In addition to the evidence for those items, compliance will be demonstrated when:

- a) Blaine Lake Composite School has a newsletter to parents/guardians minimally every four to six weeks to inform parents/guardians regarding school programs and events.
- b) 95% of communications from parents/guardians in Blaine Lake Composite School received by the Director/designate to seek resolution have been communicated with or made initial contact within three days to begin resolution of the issue. This is reasonable as there may be a few situations, because of schedules that the Director/designate is away from the office and may not be able to respond to the parent/guardian within the three days.

EVIDENCE:

- a) Review of Blaine Lake Composite School newsletter dates by the Director of Education on December 23, 2009, verified newsletters were provided every four to six weeks during this Monitoring reporting period to inform parents/guardians regarding school programs and events.
- b) An internal review by the Director conducted on December 23, 2009, verified that 100% of parent/guardian communication that followed the communication protocol was responded to by the Director or Superintendent within the three-day time period.

2. Operate without taking all reasonable measures to provide a safe, healthy, respectful and secure learning environment.

CEO INTERPRETATION

The Board has addressed the need for rules and expectations for behaviour in policy item 5, so it is excluded from this interpretation. The Board has further interpreted safe, healthy, respectful and secure in items 2.1 through 2.4 below. In addition, compliance will be demonstrated when:

- a) Blaine Lake Composite School reports the use of school-based prevention programming or use of preventative resources in either school wide and/or individual classrooms that supports safe and caring climates.
- b) Blaine Lake Composite School reports partial completion of their Emergency Response and Planned Preparedness ERPP plan. This is reasonable as 2009/2010 is the year for the completion and implementation of the new ERPP planning guidelines for schools.

EVIDENCE:

- a) Blaine Lake School reported the use of school-based prevention programming and the use of preventative resources in either school wide and/or individual classrooms that supports safe and caring climates. As verified by visual inspection of Blaine Lake School's Plan for Improved Student Learning by the Director on December 21, 2009, the goal identified by Blaine Lake School was to improve the moral intelligence of students so that they have a more positive experience at school and therefore increase their overall satisfaction of their school experience. Some identified strategies included character virtues taught in grade 2/3 and highlighted at assemblies, the grade 6/7 class being provided a facilitator to lead a Bullying Behaviour: Awareness and Prevention course. The school newspaper will promote moral intelligence.
- b) Blaine Lake School reported partial completion of their Emergency Response and Planned Preparedness ERPP plan.

2.1. Operate without policies, which are enforced, that prevent students from exposure to harassment, provide remedy for harassment situations, and provide methods for dealing with individuals who harass.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) There is an Administrative Procedure and Protocol in place that includes Student Conduct expectations, providing a consistent and clear process in all schools for dealing with both the complainant and respondent in harassment situations.
- b) Individuals from Blaine Lake Composite School reporting issues of bullying or harassment that reach the Division Coordinator or Superintendent are dealt with appropriately and according to the Administrative Procedure and Protocol.
- c) Blaine Lake Composite School students reported at the Canadian norm or fewer moderate to severe bullying in response to the question: "Students are subjected to physical, social, or verbal bullying or are bullied over the internet" on the 2009/2010 *Tell Them From Me* Survey. (The *Tell Them From Me* student survey is a national survey that measures 25 indicators based on the most recent research on school and classroom effectiveness and is supported as an assessment tool by the Saskatchewan Ministry of Education. The results for Prairie Spirit School Division schools are compared with Canadian norms for students in grades 6 to 12). Given that this report provides a baseline, I believe that achieving the Canadian Norm is reasonable.

Data from Blaine Lake Composite School is being collected beginning in 2009 through the *Tell Them From Me Survey* on a new survey question created by Prairie Spirit School Division regarding students *Feeling Safe at School*. The data is considered base line data and further interpretation will be provided by the Director as data on this survey item continues to be collected annually.

EVIDENCE:

- a) Policies on the Prairie Spirit School Division website that include student conduct expectations, and provide consistent and clear processes in all schools for dealing with both the complainant and respondent in harassment situations include:
 - i. Administrative Policy 407 Student Conduct
 - ii. Administrative Policy 409 Student Discipline
 - iii. Administrative Policy 505 Harassment
 - iv. Student Harassment Protocol

- b) One student and parent/guardian reported bullying /harassment in Blaine Lake Composite School to the Division Coordinator or Superintendent in December 2009. The issue was investigated and resolved through the support of the Division Counsellor/Coordinator as per Prairie Spirit School Division Student Harassment Protocol.

- c) 22% of students in Blaine Lake School reported *Moderate to Severe Bullying* in the *Tell Them From Me Survey Snapshot* November, 2009 related to students responding to the statement in the survey, "Students are subjected to physical, social, or verbal bullying or are bullied over the internet." The Canadian norm for this snapshot was 24%.

15% of students in Blaine Lake School reported *Moderate to Severe Bullying* in the *Tell Them From Me Survey Snapshot* in June, 2009 related to students responding to the statement in the survey, "Students are subjected to physical, social, or verbal bullying or are bullied over the internet." The Canadian norm for this snapshot was 24%.

26% of students in Blaine Lake School reported *Moderate to Severe Bullying* in the *Tell Them From Me Survey Snapshot* from November, 2008 related to students responding to the statement in the survey, "Students are subjected to physical, social, or verbal bullying or are bullied over the internet." The Canadian norm for this snapshot was 25%.

81% of Blaine Lake Composite School students in the *Tell Them From Me Snapshot* from November, 2009, survey reported *Feeling Safe at School*.

2.2. Operate without written operational policies and procedures that ensure satisfactory standards of health and safety for all who use the facilities of the school Division.

CEO INTERPRETATION

Because the Board has addressed transportation safety in EL-10, it is excluded from this interpretation. In addition to the evidence for items 2, 2.1 and 2.3, compliance will be demonstrated when:

- a) Policies including the requirement for criminal record checks, student supervision, and compliance with OH & S Safety standards are written and available on the website.

- b) Blaine Lake Composite School's Occupational Health and Safety Committee complied with the Occupational Health & Safety Act.

- c) 100% issues of air quality issues for Blaine Lake Composite School brought to the attention of the Maintenance Supervisor were dealt with as priorities.
- d) 100% of applicants in Blaine Lake Composite School being recommended for employment, or any person who is a non-parent and is acting as a volunteer for school sponsored activities in Prairie Spirit School Division have completed a Criminal Records Check.

EVIDENCE:

- a) Policies on the Prairie Spirit School Division website that ensure satisfactory standards of health and safety include:
 - i. Administrative Policy 401 Safety
 - ii. Administrative Policy 406 Student Supervision
 - iii. Administrative Policy 501 Recruiting and Placement, 7. Criminal Record Check
 - iv. Administrative Policy 505 Harassment
 - v. Student Harassment Protocol
- b) Review of OH & S Information provided to the division in December 2009 regarding compliance of Blaine Lake Composite OH & S Committees revealed no instances of contravention between January to December 2009.
- c) During this Monitoring reporting period there have been no air quality issues for Blaine Lake Composite School brought to the attention of the Prairie Spirit School Division Facilities Manager.
- d) A random check of Prairie Spirit employees in Blaine Lake Composite School on December 18, 2009, by the Superintendent of Schools and Learning – Human Resources verified completed Criminal Record Checks.

A random check of volunteer applicants for Blaine Lake Composite School on January 5, 2010, by the Superintendent of Schools and Learning verified completed Criminal Record Checks.

2.3. Permit any school-authorized activities, occurring on school premises or elsewhere, during authorized times, to be inappropriately supervised.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) 100% of out-province travel applications from Blaine Lake Composite School received by the Superintendent indicate meeting the recommended ratio of adults to students, 1:10.

100% of overnight trip applications for overnight travel indicate Blaine Lake Composite School meeting the recommended ratio of adults to students.
- b) There have been no breaches of non-compliance reported by the Saskatchewan High School Athletic Association (SHSAA) to Prairie Spirit officials for Blaine Lake Composite School not having met the coaching standards for those teams participating in SHSAA events. Schools are required to be coached by and have with the team an approved coach or supervisor.
- c) Appropriate actions are taken by in-school administration when informed of inappropriate behaviour of students who are off-campus during the school instructional day.

EVIDENCE:

- a) There were no applications for out-of-province travel for Blaine Lake Composite School.

Currently, there is no recommended ratio for Prairie Spirit Schools for overnight trip applications and this will be determined for fall 2010 through consultation with the Administrators' Leadership Team. Following recommended ratios being developed, the Director will further interpret and report for the next Monitoring period.

- b) There have been no breaches reported by SHSAA to Prairie Spirit officials of Blaine Lake Composite School having participated in SHSAA athletic activities at the local, regional and provincial level not being accepted to play on the basis of not complying with coaching standards.
- c) As verified by the Director on January 11, 2010, one case of off campus inappropriate behaviour of students was reported by in-school administration to the Superintendent of Schools and Learning on September 23, 2009, because of the seriousness of the incident. In-school administration, in consultation with the Superintendent of Schools and Learning, reported the matter to the RCMP on September 23, 2009. Other off-campus reports are dealt with by in-school administration.

I REPORT PARTIAL COMPLIANCE BECAUSE OF NON-COMPLIANCE WITH A PORTION OF INDICATOR (a). Plans are in place to examine this issue with the Administrators' Leadership Team and further consultation as needed. The Board of Education can anticipate compliance by fall, 2010 when the next school year begins and a consistent practice is communicated and in place.

2.4. Deliver education in a manner that is insensitive to students' culture.

CEO INTERPRETATION

Compliance will be demonstrated by:

- a) Hiring processes for staff in Blaine Lake Composite School consider the context and culture of schools and students.
- b) There is an appropriate process in place that provides for resources to be challenged that may be culturally insensitive.
- c) Supervision of first and second year teachers in Blaine Lake Composite School by Superintendents of Schools and Learning demonstrate evidence of cultural sensitivities to students within that school and culture of community.
- d) Communities have the option to make application for a community review, according to Administrative Policy 605, for their school to receive approval by the Board of Education as per the Education Act, to recite the Lord's Prayer during the opening of the school day. Community feedback is received by the Director and the results discussed with the School Community Council, in-school administration and Board of Education trustee, with any recommendations for request for The Lord's Prayer to be reviewed by the Board of Education.
- e) There are a limited number of complaints regarding culturally-insensitive education practices.

EVIDENCE:

- a) The process for hiring staff in Blaine Lake Composite School included opportunity for participation by in-school administration and the Division Board trustee and did not consistently provide opportunity for First Nations representation through the sub-division trustee. Interview questions reflected school and student culture considerations.
- b) Administrative Policy 611, available on the website, provides opportunity for “*Any resident or employee of the school division may formally challenge learning resources used in division schools.*” There have been no documented challenges of Blaine Lake Composite School learning resources for this Monitoring Reporting period.
- c) Observations of fall 2009 supervision visits of first and second year teachers in Blaine Lake Composite School as reported by Superintendents of Schools and Learning in December, 2009, demonstrated evidence of culturally sensitive strategies used by teachers. Strategies were sensitive to students within the context of the school as well as the cultural context of the community.
- d) Blaine Lake Composite School Community Council had not requested to have their communities conduct a review as per Administrative Policy 605 for their School Community Councils to then request to the Board of Education consideration for the recitation of The Lord’s Prayer during the Opening of the school day.
- e) The Director and Superintendents of Schools and Learning have received no complaints that may be perceived as Blaine Lake Composite School having culturally-insensitive education practices.

I REPORT PARTIAL COMPLIANCE BECAUSE OF NON-COMPLIANCE WITH A PORTION OF INDICATOR (a). Round Table has examined this issue and has put a process in place to ensure providing opportunity for First Nations representation on future hiring committees.

3. Use methods of collecting, reviewing, storing or transmitting student information that fail to protect against improper access to the information elicited.

CEO INTERPRETATION

I interpret this to mean the school division has processes in place to ensure access to student information is in accordance with Ministry of Education guidelines and Protection of Privacy guidelines. Compliance will be demonstrated when:

- a) An internal review of school division guidelines for access to student information determined alignment with recommended practices by the Ministry of Education (based on Freedom of Information legislation). This review included comparison with recommended guidelines provided by the Saskatchewan School Boards’ Association legal counsel.
- b) Student files in Blaine Lake Composite School are kept in a secure place in classrooms or office.
- c) There have been no registered complaints regarding breach of confidential student information in Blaine Lake Composite School.
- d) There has been no notification by the Ministry regarding breach of their secure processes for transmission of student information for Blaine Lake Composite School.

EVIDENCE:

- a) A Superintendent of Schools and Learning conducted an internal review of school division guidelines for access to student information during fall 2008 and provided updated information on January 12, 2009 for "Student Files and Procedures" to the Administrators' Leadership Team (ALT) which is also housed on the ALT portal. This review verified compliance with all recommended practices by the Ministry of Education and alignment with recommendations made by the Saskatchewan School Boards' Association legal counsel. (The updated document "Student Files and Procedures" is available for inspection if desired.)
- b) Unannounced random visual inspections conducted during Superintendent visits to Blaine Lake Composite School found 100% student files are kept in secure places in the school where students are currently attending.
- c) There have been no registered complaints regarding breach of confidential student information for Blaine Lake Composite School.
- d) There has been neither notification by the Ministry regarding breach of their secure process for transmission of student information for Blaine Lake Composite School nor any report of unacceptable use for this Monitoring Reporting time period.

4. Permit admission, registration, evaluation, or recognition processes that treat students unfairly.**CEO INTERPRETATION**

The Board has addressed the fairness of evaluation processes in 4.1 below. In addition to the evidence for 4.1, compliance will be demonstrated when:

- a) 99% of students are admitted to kindergarten in Blaine Lake Composite School at their appropriate age according to Board of Education Policy E5, with the exception of students with diverse learning needs requiring early admittance consistent with Ministry guidelines. This is an appropriate percentage as there are times when there is a small margin of human error in admitting students and appropriate information is not thoroughly reviewed by those admitting students.
- b) There is a consistent process used to make decisions about attendance at schools of choice.
- c) Blaine Lake Composite communicates information and criteria regarding student awards in their student handbook, newsletters or at their awards ceremony. This is reasonable as the expectation regarding clearly articulated and outlined criteria has not been clarified with the Administration Leadership Team.

EVIDENCE:

- a) 100% of kindergarten students were admitted to kindergarten in Blaine Lake Composite School at their appropriate age in 2008-09 school year, and fall of 09.
- b) The Attendance Protocol which outlines the process for application and decisions regarding schools of choice is available on the website under Administrative Policy 403.
- c) Review of Blaine Lake Composite School's award programs by the Director conducted on December 23, 2009, verified that Blaine Lake Composite School provided information regarding student awards at their annual awards ceremony.

4.1. Permit student evaluation practices which are invalid, or which fail to provide a clear indication of the level of student achievement.

CEO INTERPRETATION:

Compliance will be demonstrated when:

- a) Blaine Lake Composite School reports to parents/guardians through a minimum of two report cards for kindergarten students, three report cards for elementary/middle years students and a minimum of two report cards/semester class or four reports cards/year for full year classes for high school students.
- b) Blaine Lake Composite School has a second-level review process in place for student achievement that includes in-school administrator consultation.
- c) In the future, recommended improvements to grading practices will be implemented. This is reasonable because the Grading and Reporting Practices Committee is currently reviewing grading and assessment practices and is preparing recommendations, the first report of which is due in January 2010. Once these recommendations have been received, this interpretation will be further refined.
- d) By January 2011, student assessment and achievement information will be available via secure on-line access to all students and parents/guardians through the completed implementation of the new Student Information System (SIS).

EVIDENCE:

- a) Review of dates submitted to the Director verified Blaine Lake Composite School provided parents/guardians of kindergarten students with two report cards in 2008/2009, February and June.

Review of dates submitted to the Director verified Blaine Lake Composite School provided parents/guardians of students in grades 1 to 5 with three report cards in 2008/2009, November, February and June.

Review of dates submitted to the Director verified Blaine Lake Composite School provided parents/guardians of students in grades 6 to 12 four report cards in 2008/2009, November, February, April and June.

- b) Review of information submitted to the Director on December 10, 2009, verified that Blaine Lake Composite School has a second level review process for student achievement that included in-school administration reviewing all failing grades. Any student with two failing grades on a report card is asked to meet with a student support team that includes teachers, administration, educational associates, and parents/guardians. A plan for success is implemented with planned follow-up.
- c) No data available until January, 2011.
- d) No data available as implementation and beliefs and guidelines for secure on-line access of student/parent to assessment and achievement data will be developed.

5. Permit students and parents to be unaware of expectations with respect to student performance and conduct.

CEO INTERPRETATION

Expectations regarding student performance are addressed in the interpretation and evidence for item 4 above. In addition, compliance will be demonstrated when:

- a) Blaine Lake Composite School outlines student discipline policies and conduct guidelines and communicate these to staff, students and parents/guardians annually through their student handbook and through newsletters as needed.
- b) In the *Tell Them From Me* survey, 6.3 out of 10 Blaine Lake Composite School students, or better, report positively to the statement related to *Positive Learning Climate*: “There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.” 6.3 is the Canadian Norm for this snapshot. Given that this report provides a baseline, I believe that achieving the Canadian Norm is reasonable.
- c) In the *Tell Them From Me* survey, Blaine Lake Composite School students are responding at the Canadian norm, or better, to the statement related to *Effective Classroom Learning Time*: “Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.” Given that this report provides a baseline, I believe that achieving the Canadian norm is reasonable.

EVIDENCE:

- a) Visual inspection of Blaine Lake Composite School Student Handbook conducted on December 23, 2009, verified that Blaine Lake Composite School communicated student conduct guidelines and discipline policies to staff, students and parents/guardians annually through their student handbooks.
- b) 6.2 out of 10 Blaine Lake Composite School students responded positively on the *Positive Learning Climate* of the classroom on the *Tell Them From Me* Snapshot in the November, 2009 survey. The Canadian norm was 6.3.

6.8 out of 10 Blaine Lake Composite School students responded positively on the *Positive Learning Climate* of the classroom in the *Tell Them From Me* Snapshot from the June, 2009 survey. The Canadian norm was 6.3.

6.6 out of 10 Blaine Lake Composite School students responded positively on the *Positive Learning Climate* of the classroom on the *Tell Them From Me* Snapshot for fall, 2008. The Canadian norm was 6.3.
- c) 6.9 out of 10 Blaine Lake Composite School students responded positively on *Effective Classroom Learning Time* on the *Tell Them From Me* Snapshot, November, 2009 survey. The Canadian norm was 6.9.

7.2 out of 10 Blaine Lake Composite School students responded positively on *Effective Classroom Learning Time* of the classroom on the *Tell Them From Me* Snapshot from the June, 2009 survey. The Canadian norm was 6.8.

6.9 out of 10 Blaine Lake Composite School students responded positively on *Effective Classroom Learning Time* on the *Tell Them From Me* Snapshot from fall, 2008. The Canadian norm was 6.8.

6. Operate without clear written guidelines for the handling of student or parent/guardian concerns or complaints, including access to appeal to the board as the last stage, unless an alternate appeal process is required by way of statute or regulation.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) There is a Division-wide clear written communication protocol of the process to address complaints. This protocol provides steps in complaint resolution beginning with the teacher, then principal, then Director/designate, and finally the Board. There is one exception – the new Education Act guidelines related to parent concerns with programs to support students with diverse learning needs, in which case the final appeal is not to the Board but to the Ministry of Education.
- b) The protocol is available on the Division website.
- c) The protocol is partially outlined in the Blaine Lake Composite School Handbook or newsletter. This is reasonable as this has not been an articulated expectation for the complete communication protocol to be included in student handbooks or newsletters.

EVIDENCE:

- a) Administrative Policy 408 outlines the guidelines for handling concerns as described above.
- b) The Prairie Spirit Division website includes Administrative Policy 408.
- c) Blaine Lake Composite School has included a communication protocol, in part, as per Administrative Policy 408, in their Student Handbook, which outlines the first step of contact to be with the classroom teacher. Plans are in place to have the Communications Consultant provide a consistent communication protocol for use by Prairie Spirit Schools for fall, 2010.

6.1. Discriminate against any parent/guardian or student for non-disruptive expression of dissent.

CEO INTERPRETATION

I interpret “discriminate against” to mean parents/guardians or students being denied appropriate opportunity to available school programs, services or supports. I further interpret “non-disruptive expression of dissent” to mean bringing a concern to the attention of a school official through the Division communication protocol in a way that does not negatively impact the School or School Division operations. Compliance will be demonstrated when:

- a) In addition to the existence of the guidelines noted in item 6 above, there are no parent/guardian or student complaints of discrimination, that come to the Director or the Board when a parent/ guardian, or student has expressed a concern non-disruptively as interpreted above. Legal counsel has advised that anonymous complaints cannot be addressed consistently with principles of natural justice.

EVIDENCE:

- a) In the reporting period, there have been no complaints of discrimination due to non-disruptive expression of dissent.



Our Vision - An Inspired Community of Learners

Our Mission – Pursuing Student Success

Monitoring Report

Monitoring Period – January 1, 2009 to December 31, 2009

**EXECUTIVE LIMITATIONS 1 - TREATMENT OF STUDENTS AND PARENTS/GUARDIANS
LEASK COMMUNITY SCHOOL**

JANUARY 18, 2010

Board policy is indicated in bold typeface throughout.

I hereby present my monitoring report on your Executive Limitations Policy “Treatment of Students and Parents/Guardians” for Leask Community School according to the Board of Education request on October 5, 2009. The Monitoring Report for the period January 1, 2009 to December 31, 2009 is reasonable as the Board approved its EL-1 Policy in December, 2008. I certify the information contained in this report is true and **represents compliance with a reasonable interpretation of all aspects of the policy unless specifically noted otherwise in the report.**

*Evelyn Novak, Director of Education
Prairie Spirit School Division No. 206*

Executive Limitations 1 – Treatment of Students and Parents/Guardians

The Director of Education shall not cause or allow conditions, procedures or decisions that are unsafe, unjust, or disrespectful.

CEO INTERPRETATION

The Board has comprehensively interpreted this statement by the further Board interpretations in items 1 through 6 below.

EVIDENCE:

The verification of the six items below, taken together, provides comprehensive evidence of achievement of the overall policy statement.

Further, without limiting the scope of the above statement by the following list, the Director shall not:

1. Permit decisions or procedures that do not recognize and respect parents/guardians as those with primary responsibility for education and protection of their children.

CEO INTERPRETATION

The Board has comprehensively interpreted this statement by items 1.1 and 1.2. Therefore evidence of compliance with this statement is provided by the cumulative evidence for 1.1 and 1.2

1.1. Operate without processes to ensure that parents/guardians have the opportunity to participate in key decisions involving the education of their children.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) 100% of Leask Community School parents/guardians of children with diverse learning needs, as required by the Ministry of Education for school divisions reporting of Intensive Needs Program, have opportunity to participate in their child's Personal Program Plan (PPP), with the exception of students involved in the Storefront program where parents/guardians, because of the students' age and living arrangements, would not be required to provide their signature.

100% of Personal Program Plans (PPP) in Leask Community School, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, have parent/guardian signatures, or there is documented attempt, to verify participation of parents/guardians in their child's Personal Program Plan, with the exception of students involved in the Storefront program where parents/guardians, because of the students' age and living arrangements, would not be required to provide their signature.

- b) Leask Community School has a process in place to provide opportunity for parents/guardians to be involved in 10, 20, 30 course selection decisions by providing information regarding student courses. Leask Community School has a 30% transiency rate and therefore there are challenges related to having little previous success with parents/guardians consistently signing forms and/or being available to sign forms.
- c) 100% of Leask Community School parents/guardians who request to have their children attend schools outside of their designated school boundary are offered the ability to go through the application process, consistent with the limitations outlined in the Board of Education EL-10 Transportation Policy and as per Administration Policy 403 Attendance Protocol.
- d) Leask Community School offers the opportunity for parents to attend parent-teacher conferences at least twice a year. This is an education standard minimum and has been the practice historically for schools.
- e) Leask Community School has a School Community Council in place.

EVIDENCE:

- a) 100% of Leask Community School parents/guardians of children with diverse learning needs, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, have opportunity to participate in their child's Personal Program Plan (PPP), with the exception of students involved in the Storefront program where parents/guardians, because of the students' age and living arrangements, would not be required to provide their signature.

100% of Personal Program Plans (PPP) in Leask Community School, as required by the Ministry of Education for school divisions reporting of Intensive Needs Programs, have parent/guardian signatures, or there is documented attempt, to verify participation of parents/guardians in their child's Personal Program Plan, with the exception of students involved in the Storefront program where parents/guardians, because of the students' age and living arrangements, would not be required to provide their signature.

- b) The Superintendent of Schools and Learning verified on January 4, 2010, that Leask Community School prepares individualized timetables for students in grades 10 to 12 in consultation with students, and, when applicable, references existing transcripts. Students are provided with an individualized printout of their timetable to be shared with parents/guardians. Parents/guardians are invited through a school memo, newsletter or as a note in students' ongoing progress reports to contact the school if they have any questions about programming. Parents/guardians must sign an "opt out of class form" if they want to allow their student to drop a course. This is usually accompanied by a meeting or phone conversation with parents/guardians, depending on the circumstances. In the rare instances when "spares" emerge, students, parents/guardians, and teachers and/or vice principal collectively determine how that time will be spent. The plan is outlined on the "opt out of class form."
- c) 100% of parents/guardians were offered the ability to go through the application process, consistent with the limitations outlined in the Board of Education EL-10 Transportation Policy and as per Administration Policy 403 Attendance Protocol.

Ten requests were made by Leask Community School parents to have their children attend a school outside of their designated school attendance boundary as per Administration Policy 403 Attendance Protocol.

- i. 4/10 parents identified social reasons and educational programming as reason for request,
- ii. 1 parent identified social reason and friends transferring as reason for the request,
- iii. 1 parent identified social reason and living in Marcelin as reason for the request,
- iv. 1 parent identified desire to be academically challenged as reason for the request,
- v. 1 parent identified desire to improve academic achievement as reason for the request,
- vi. 2 parents provided no reasons,
- vii. 1/10 families was approved request for transportation as per Board of Education policy EL-10 Transportation.

100% parents/guardians were approved to have their children to attend a school of their choice, outside of their attendance boundary, consistent with the limitations outlined in the Board of Education EL-10 Transportation Policy and as per Administration Policy 403 Attendance Protocol.

- d) Leask Community School parents/guardians of Kindergarten students were provided the opportunity to attend parent-teacher interviews in November and March, 2008/2009.

Leask Community School parents/guardians of grade one to six students were provided the opportunity to attend parent-teacher interviews in October and March, 2008/2009.

Leask Community School parents/guardians of grade seven to twelve students were provided the opportunity for parent/teacher/student conferences on-going throughout each semester. Teachers or parents/guardians initiate communication via the phone, e-mail, or in-person. Parents/guardians are invited to meet with their student's teachers in person and to come to the school during "The Edge". The Edge is a two hour after school program that takes place weekly in Leask Community School which gives students time for homework, a snack, and/or to be in the gym.

- e) Leask Community School has a School Community Council and Chairperson. Communication by the Leask Community School Coordinator was verified by the Director on December 18, 2009, to confirm attempts had been made to support the SCC holding meetings throughout 2008/2009, although there were few SCC meetings actually held. The plan for the 2009/2010 year is to have Chief and Councils from Mistawasis and Muskeg Lake First Nations, along with representation from the Youth Leadership group, come together as part of the School Community Council.

1.2. Operate without a clear, timely and responsive system for communications with parents/guardians.

CEO INTERPRETATION

The Board has partially interpreted this in items 4.1, 5 and 6. In addition to the evidence for those items, compliance will be demonstrated when:

- a) Leask Community School has a newsletter to parents/guardians minimally every four to six weeks to inform parents/guardians regarding school programs and events.
- b) 95% of communication from parents/guardians in Leask Community School received by the Director or Designate to seek resolution have been communicated with or made initial contact within three days to begin resolution of the issue. This is reasonable as there may be a few situations, because of schedules that the Director/designate is away from the office and may not be able to respond to the parent/guardian within the three days.

EVIDENCE:

- a) Review of Leask Community School newsletters by the Director of Education on December 23, 2009, verified newsletters were provided monthly during this Monitoring reporting period to inform parents/guardians regarding school programs and events. Leask Community School newsletter is also available on the Leask Community School website.

Visual inspection by the Director of Education on December 23, 2009, of “Leask Community School Teacher Fundamentals” verified expectations of teachers to have nine communications with parents/guardians during the 2009/2010 school year, with at least two communications to be direct – phone call and/or in-person meeting, and/or home visit.

- b) Internal review of communication contacts conducted on January 8, 2010, verified that eight communication items were received by the Director/designate from Leask Community School parents/guardians. 63% of inquiries were responded to within the three-day time period.

I REPORT PARTIAL COMPLIANCE BECAUSE OF NON-COMPLIANCE WITH A PORTION OF INDICATOR (b). The Board of Education can anticipate compliance effective immediately and will be reported in the next Monitoring Report.

2. Operate without taking all reasonable measures to provide a safe, healthy, respectful and secure learning environment.

CEO INTERPRETATION

The Board has addressed the need for rules and expectations for behaviour in policy item 5, so it is excluded from this interpretation. The Board has further interpreted safe, healthy, respectful and secure in items 2.1 through 2.4 below. In addition, compliance will be demonstrated when:

- a) Leask Community School reports the use of school-based prevention programming or use of preventative resources in either school wide and/or individual classrooms that supports safe and caring climates.
- b) Leask Community School reports partial completion of their Emergency Response and Planned Preparedness (ERPP) plan. This is reasonable as 2009/2010 is the year for the completion and implementation of the new ERPP planning guidelines for schools.

EVIDENCE:

- a) Leask Community School reported the use of school-based prevention programming or use of preventative resources in either school wide and/or individual classrooms that supports safe and caring climates. The programs used included “Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to do the Right Thing” (Michelle Borba) and “A Guide to Building Character” (Barbara Lewis). Kindergarten to grade 7 classrooms use Lions’ Quest; grade 5 and 6 classrooms also use DARE (Drug Resistance Education); grade 8 and 9 classrooms use 4th R.

Leask Community School has a .5 Addictions Worker through a shared partnership with Parkland Health Region and Prairie Spirit School Division, supporting prevention and intervention programs at Leask Community School.

Leask Community School has an RCMP Liaison Officer assigned to Leask Community School that works closely with the school, and supports the DARE program (Drug Resistance Education).

Note: In the K to 8 classrooms at Leask Community School, students have attended school as a class for most of their school experience. In grade 9, student enrolments increase substantially with students coming from two additional communities, the impact being many students are unfamiliar with one another. The students who had been attending Leask Community School in grades K to 8 are the minority of the Leask Community School student population. The impact is not definitive; however, it has been noted by in-school administration as there being an impact for all students in this transition.

- b) Leask Community School reported completion of their Emergency Response and Planned Preparedness (ERPP) plan.

2.1. Operate without policies, which are enforced, that prevent students from exposure to harassment, provide remedy for harassment situations, and provide methods for dealing with individuals who harass.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) There is an Administrative Procedure and Protocol in place that includes Student Conduct expectations, providing a consistent and clear process in all schools for dealing with both the complainant and respondent in harassment situations.
- b) Individuals from Leask Community School reporting issues of bullying or harassment that reach the Division Coordinator or Superintendent are dealt with appropriately and according to the Administrative Procedure and Protocol.

- c) 25% students or fewer report *Moderate to Severe Bullying* in response to the question: "Students are subjected to physical, social, or verbal bullying or are bullied over the internet" on the *Tell Them From Me* Survey. (The *Tell Them From Me* student survey is a national survey that measures 25 indicators based on the most recent research on school and classroom effectiveness and is supported as an assessment tool by the Saskatchewan Ministry of Education. The results for Prairie Spirit School Division are compared with Canadian norms for students in grades 6 to 12.) 25% is the Canadian Norm for this snapshot. Given that this report provides a baseline, I believe that achieving the Canadian Norm is reasonable.

Data from Leask Community School will be collected in 2010 through the *Tell Them From Me* Survey on a new survey question created by Prairie Spirit School Division regarding *Students Feeling Safe at School*. The data is considered base line data and further interpretation will be provided by the Director as data on this survey item continues to be collected annually.

EVIDENCE:

- a) Policies on the Prairie Spirit School Division website that include student conduct expectations, and provide consistent and clear processes in all schools for dealing with both the complainant and respondent in harassment situations include:
- i. Administrative Policy 407 Student Conduct
 - ii. Administrative Policy 409 Student Discipline
 - iii. Administrative Policy 505 Harassment
 - iv. Student Harassment Protocol
- b) No students or parents/guardians reported bullying/harassment issues from Leask Community School to the Division Coordinator or Superintendent to be investigated as per Prairie Spirit School Division Student Harassment Protocol.
- c) 25% of students in Leask Community School in 2007/2008 snapshot reported *Moderate to Severe Bullying* in the *Tell Them From Me* Survey responding to the statement in the survey, "Students are subjected to physical, social, or verbal bullying or are bullied over the internet."

2.2. Operate without written operational policies and procedures that ensure satisfactory standards of health and safety for all who use the facilities of the school Division.

CEO INTERPRETATION

Because the Board has addressed transportation safety in EL-10, it is excluded from this interpretation. In addition to the evidence for items 2, 2.1 and 2.3, compliance will be demonstrated when:

- a) Policies including the requirement for criminal record checks, student supervision, and compliance with OH & S Safety standards are written and available on the website.
- b) Leask Community School's Occupational Health and Safety Committee comply with the Occupational Health & Safety Act.
- c) 100% issues of air quality issues for Leask Community School brought to the attention of the Maintenance Supervisor are dealt with as priorities.
- d) 100% of applicants in Leask Community School being recommended for employment, or any person who is a non-parent and is acting as a volunteer for school sponsored activities in Prairie Spirit School Division have completed a Criminal Records Check.

EVIDENCE:

- a) Policies on the Prairie Spirit School Division website that ensure satisfactory standards of health and safety include:
 - i. Administrative Policy 401 Safety
 - ii. Administrative Policy 406 Student Supervision
 - iii. Administrative Policy 501 Recruiting and Placement, 7. Criminal Record Checks
 - iv. Administrative Policy 505 Harassment
 - v. Student Harassment Protocol
- b) Review of OH&S Information provided to the division in December, 2009, regarding compliance of Leask Community OH&S Committee revealed no instances of contravention between January to December 2009.
- c) During this Monitoring reporting period, there have been no air quality issues for Leask Community School brought to the attention of the Prairie Spirit School Division Facilities Manager.
- d) A random check of Prairie Spirit employees in Leask Community School on December 18, 2009, by the Superintendent of Schools and Learning – Human Resources verified completed Criminal Record Checks.

A random check of volunteer applicants for Leask Community School on January 4, 2010, by the Superintendent of Schools and Learning verified completed Criminal Record Checks.

2.3. Permit any school-authorized activities, occurring on school premises or elsewhere, during authorized times, to be inappropriately supervised.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) 100% of out-province travel applications from Leask Community School received by the Superintendent of Schools and Learning indicate meeting the recommended ratio of adults to students, 1:10.

100% of overnight trip applications for overnight travel indicate Leask Community School meeting the recommended ratio of adults to students.
- b) There have been no instances of non-compliance reported by the Saskatchewan High School Athletic Association (SHSAA) to Prairie Spirit officials for Leask Community School not having met the coaching standards for those teams participating in SHSAA events. Schools are required to be coached by and have with the team an approved coach or supervisor.
- c) Appropriate actions are taken by in-school administration when informed of inappropriate behaviour of students who are off-campus during the school instructional day.

EVIDENCE:

- a) There were no applications for out-of-province travel for Leask Community School.

Currently, there is no recommended ratio for Prairie Spirit schools for overnight trip applications; this will be determined for fall, 2010 through consultation with the Administrators'

Leadership Team. Following recommended ratios being developed, the Director will further interpret and report for the next Monitoring period.

- b) There have been no breaches reported by SHSAA to Prairie Spirit officials of Leask Community School having participated in SHSAA athletic activities at the local, regional and provincial level not being accepted to play on the basis of not complying with coaching standards.
- c) As reported to the Director of Education, in-school administration encourages residents to call the RCMP to report any incidents of inappropriate behaviour that warrant RCMP referral and occur off campus. When in-school administration is made aware of Leask Community School students' inappropriate behaviour off campus – in the town of Leask, during the school instructional day – in-school administration followed up the situations with the alleged students. (In-school administration may be made aware of these incidents when community members have made reports of inappropriate behaviour of specific students.) There have been no follow-up calls, as per the communication protocol, to Division administration regarding these incidents.

I REPORT PARTIAL COMPLIANCE BECAUSE OF NON-COMPLIANCE WITH A PORTION OF INDICATOR (a). Plans are in place to examine this issue with the Administrators' Leadership Team and further consultation as needed. The Board of Education can anticipate compliance by fall 2010 when the next school year begins and a consistent practice is communicated and in place.

2.4. Deliver education in a manner that is insensitive to students' culture.

CEO INTERPRETATION

Compliance will be demonstrated by:

- a) Hiring processes for staff in Leask Community School consider the context and culture of schools and students.
- b) There is an appropriate process in place that provides for resources to be challenged that may be culturally insensitive.
- c) Supervision of first and second year teachers in Leask Community School by Superintendents of Schools and Learning demonstrate evidence of cultural sensitivities to students within that school and culture of community.
- d) Communities have the option to make application for a community review, according to Administrative Policy 605, for their school to receive approval by the Board of Education as per the Education Act, to recite the Lord's Prayer during the opening of the school day. Community feedback is received by the Director and the results discussed with the School Community Council, in-school administration and Board of Education trustee, with any recommendations for request for The Lord's Prayer to be reviewed by the Board of Education.
- e) There are a limited number of complaints regarding culturally-insensitive education practices.

EVIDENCE:

- a) The process for hiring staff in Leask Community School included opportunity for participation by in-school administration and the Division Board trustee and did not consistently provide opportunity for First Nations representation through the sub-division trustee. Interview questions reflected school and student culture considerations.

- b) Administrative Policy 611, available on the website, provides opportunity for “Any resident or employee of the school division may formally challenge learning resources used in division schools.” There have been no documented challenges of Leask Community School learning resources for this Monitoring Reporting period.
- c) Observations of fall, 2009 supervision visits of first and second year teachers as reported by Superintendents of Schools and Learning in December, 2009 demonstrated evidence of culturally sensitive strategies used by teachers. Strategies were sensitive to students within the context of the school as well as the cultural context of the community.
- d) Leask Community School Community Council had not requested to have their communities conduct a review as per Administrative Policy 605 for their School Community Councils to then request to the Board of Education consideration for the recitation of The Lord’s Prayer during the Opening of the school day.
- e) The Director and Superintendent of Schools and Learning have not received any complaints that may be perceived as Leask Community School having culturally-insensitive education practices.

I REPORT PARTIAL COMPLIANCE BECAUSE OF NON-COMPLIANCE WITH A PORTION OF INDICATOR (a). Round Table has examined this issue and has put a process in place to ensure providing opportunity for First Nations representation on future hiring committees.

3. Use methods of collecting, reviewing, storing or transmitting student information that fail to protect against improper access to the information elicited.

CEO INTERPRETATION

I interpret this to mean the school division has processes in place to ensure access to student information is in accordance with Ministry of Education guidelines and Protection of Privacy guidelines. Compliance will be demonstrated when:

- a) An internal review of school division guidelines for access to student information determines they are aligned with recommended practices by the Ministry of Education (based on Freedom of Information legislation). This review includes comparison with recommended guidelines provided by the Saskatchewan School Boards Association legal staff.
- b) Student files in Leask Community School are kept in a secure place in classrooms or office.
- c) There have been no registered complaints regarding breach of confidential student information in Leask Community School.
- d) There has been no notification by the Ministry regarding breach of their secure processes for transmission of student information for Leask Community School.

EVIDENCE:

- a) A Superintendent of Schools and Learning conducted an internal review of school division guidelines for access to student information during fall, 2008 and provided updated information on January 12, 2009, for “Student Files and Procedures” to the Administrators’ Leadership Team (ALT) which is also housed on the ALT portal. This review verified compliance with all recommended practices by the Ministry of Education and alignment with recommendations made by the Saskatchewan School Boards’ Association legal counsel. (The updated document “Student Files and Procedures” is available for inspection if desired.)

- b) Unannounced random visual inspections conducted during Superintendent of Schools and Learning visits to Leask Community School found 100% student files are kept in secure places in the school where the students are currently attending.
- c) There have been no registered complaints regarding breach of confidential student information for Leask Community School.
- d) There has been neither notification by the Ministry regarding breach of their secure process for transmission of student information for Leask Community School nor any report of unacceptable use for this Monitoring Reporting time period.

4. Permit admission, registration, evaluation, or recognition processes that treat students unfairly.

CEO INTERPRETATION

The Board has addressed the fairness of evaluation processes in 4.1 below. In addition to the evidence for 4.1, compliance will be demonstrated when:

- a) 99% of students are admitted to kindergarten in Leask Community School at their appropriate age according to Board of Education Policy E5, with the exception of students with diverse learning needs requiring early admittance consistent with Ministry guidelines. This is an appropriate percentage as there are times when there is a small margin of human error in admitting students and appropriate information is not thoroughly reviewed by those admitting students.
- b) There is a consistent process used to make decisions about attendance at schools of choice.
- c) Leask Community School communicates information and criteria regarding student awards through their student handbook, newsletters or at their awards ceremonies. This is reasonable as the expectation regarding clearly articulated and outlined criteria has not been clarified with the Administration Leadership Team.

EVIDENCE:

- a) 100% of kindergarten students were admitted to kindergarten in Leask Community School at their appropriate age in 2008-09 school year, and fall of 2009.
- b) The Attendance Protocol which outlines the process for application and decisions regarding schools of choice is available on the website.
- c) Review of Leask Community School's award programs by the Director conducted on December 23, 2009, verified that Leask Community School provided clearly articulated criteria for elementary student awards in their Student Handbook and Leask Community School shared criteria for grades 7 to 12 awards at their Awards Night in June.

4.1. Permit student evaluation practices which are invalid, or which fail to provide a clear indication of the level of student achievement.

CEO INTERPRETATION:

Compliance will be demonstrated when:

- a) Leask Community School reports to parents/guardians through a minimum of two report cards for kindergarten students, three report cards for elementary/middle years students and a

minimum of two report cards/semester class or four reports cards/year for full year classes for high school students.

- b) Leask Community School has a second-level review process in place for student achievement that includes in-school administrator consultation.
- c) In the future, recommended improvements to grading practices will be implemented. This is reasonable because the Grading and Reporting Practices Committee is currently reviewing grading and assessment practices and is preparing recommendations, the first report of which is due in January, 2010. Once these recommendations have been received, this interpretation will be further refined.
- d) By January, 2011, student assessment and achievement information will be available via secure on-line access to all students and parents/guardians through the completed implementation of the new Student Information System (SIS).

EVIDENCE:

- a) Review of dates submitted to the Director verified Leask Community School provided kindergarten students a minimum of two report cards to parents/guardians in 2008/2009, February and June.

Review of dates submitted to the Director verified Leask Community School provided grades 1 to 6 students a minimum of three report cards to parents/guardians in 2008/2009, October, March and June.

Review of dates submitted to the Director verified Leask Community School provided parents/guardians of high school students with progress reports mailed out three times during Semester 1: Friday, October 3, 2008, Friday, November 21, 2008, and Friday, January 30, 2009 and three times during Semester 2: Friday, March 13, 2009, Friday, May 8, 2009, and Tuesday, June 30, 2009.

- b) Review of information submitted to the Director on December 10, 2009, verified that Leask Community School has second level review processes for student achievement that included teachers consulting with in-school administrator regarding students-at-risk.
- c) No data available until January, 2011.
- f) No data available as implementation and beliefs and guidelines for secure on-line access of student/parent to assessment and achievement data will be developed.

5. Permit students and parents to be unaware of expectations with respect to student performance and conduct.

CEO INTERPRETATION

Expectations regarding student performance are addressed in the interpretation and evidence for item 4 above. In addition, compliance will be demonstrated when:

- a) Leask Community School outlines student discipline policies and conduct guidelines and communicate these to staff, students and parents/guardians annually through their student handbook as through newsletters as needed.

- b) In the *Tell Them From Me* survey, 6.3 out of 10 Leask Community School students, or better, report positively to the statement related to *Positive Learning Climate*: “There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.” 6.3 is the Canadian Norm for this snapshot. Given that this report provides a baseline, I believe that achieving the Canadian Norm is reasonable.
- c) In the *Tell Them From Me* survey, 6.8 out of 10 Leask Community School students, or better, respond positively on the statement related to *Effective Classroom Learning Time*: “Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.” Given that this report provides a baseline, I believe that achieving the Canadian norm is reasonable.

EVIDENCE:

- a) Visual inspection of Leask Community School Student Handbook conducted on December 23, 2009, verified that Leask Community School communicated student conduct guidelines and discipline policies to staff, students and parents annually through their student handbooks.
- b) 6.3 out of 10 Leask Community School students responded positively on the *Positive Learning Climate* of the classroom on the *Tell Them From Me* 2007/2008 survey snapshot.
- c) 7.2 out of 10 Leask Community School students responded positively on the statement related to *Effective Classroom Learning Time* on the *Tell Them From Me* 2007/2008 survey snapshot.

6. Operate without clear written guidelines for the handling of student or parent/guardian concerns or complaints, including access to appeal to the board as the last stage, unless an alternate appeal process is required by way of statute or regulation.

CEO INTERPRETATION

Compliance will be demonstrated when:

- a) There is a Division-wide clear written communication protocol of the process to address complaints. This protocol provides steps in complaint resolution beginning with the teacher, then principal, then Director/designate, and finally the Board. There is one exception – the new Education Act guidelines related to parent concerns with programs to support students with diverse learning needs, in which case the final appeal is not to the Board but to the Ministry of Education.
- b) The protocol is available on the Division website.
- c) The protocol is partially outlined in the Leask Community School Handbook or newsletter. This is reasonable as this has not been an articulated expectation for the complete communication protocol to be included in student handbooks or newsletters.

EVIDENCE:

- a) Administrative Policy 408 outlines the guidelines for handling concerns as described above.
- b) The Prairie Spirit Division website includes Administrative Policy 408.
- c) Leask Community School has included a communication protocol, in part, as per Administrative Policy 408, in their Student Handbook. The final step for appeal which is the Board of Education

has not been included. Plans are in place to have the Communications Consultant provide a consistent communication protocol for use by Prairie Spirit Schools for fall, 2010.

6.1. Discriminate against any parent/guardian or student for non-disruptive expression of dissent.

CEO INTERPRETATION

I interpret “discriminate against” to mean parents/guardians or students being denied appropriate opportunity to available school programs, services or supports. I further interpret “non-disruptive expression of dissent” to mean bringing a concern to the attention of a school official through the Division communication protocol in a way that does not negatively impact the school or school division operations. Compliance will be demonstrated when:

- a) In addition to the existence of the guidelines noted in item 6 above, there are no parent/guardian or student complaints of discrimination, that come to the Director or the Board when a parent/guardian or student has expressed a concern non-disruptively as interpreted above. Legal counsel has advised that anonymous complaints cannot be addressed consistently with principles of natural justice.

EVIDENCE:

- a) In the reporting period, there have been no complaints of discrimination due to non-disruptive expression of dissent.