

CENTRAL OFFICE REVIEW

Palliser Regional Division No. 26

February 6, 2014



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INTRODUCTION

Task

Palliser Regional Division contracted the Alberta School Boards Association (ASBA) to conduct a review and assessment of the Division's organizational structure in order to determine if it is effectively meeting the educational, organizational and legislated requirements of the Palliser Regional Division and to report the findings to the Board.

Conduct of the Task

The Division and the contractor agreed that the contractor would complete the following activities during the course of the review:

- ◆ Review, analyze and describe the current administrative structure and the provision of central office leadership services, including:
 - Reporting relationships;
 - Job descriptions and assignments; and
 - Interviewing staff members regarding strength of the workplace, workload, and work environment.
- ◆ Review intended and unintended positive and negative consequences of the existing structure.
- ◆ Assess the success of the current structure.
- ◆ Identify and analyze the information requirements of the Board of Trustees. This would involve discussions with the Chair and the corporate Board.
- ◆ Obtain information from school administrators in order to determine what levels of central office support are being provided at the school level and what levels of support are viewed as being necessary.
- ◆ Review the Division's success in meeting Ministry expectations given the current organizational structure.
- ◆ Make recommendations/suggestions for alternatives and improvements to the current administrative structure in light of changing demands (e.g. Altus (finance and human resources software program)) and current personnel and the Board's commitment to being needs based.

Limitations

The Board directed that the review was to focus on the organizational structure, workloads, and effectiveness rather than personnel performance issues. If any personnel performance issues were to arise during the course of the review, the consultant was directed by the Board that these issues were not to form part of the central office report but were to be referred to the appropriate administrator and, in the case of the Superintendent, to the Board.

The Time Frame

The Board directed that the work was to commence January 22, 2014 and to conclude no later than March 31, 2014.

INFORMATION GATHERING

Information was gathered as follows:

1. The consultant met with the entire Board. The terms of engagement as noted above were determined during this meeting. In addition, the Board responded to the question, “Is the Board receiving the support required for the Board to perform their role in an effective manner?”
2. One-on-one interviews were conducted with 30 central office staff using a 21-item interview guide, as contained in Appendix A. The first 12 questions were drawn from the Gallup organization’s criteria for determining the strength of the workplace, which are discussed in detail in the book, *First, Break All the Rules* by Marcus Buckingham and Curt Coffman. The research involved over 80,000 managers in over 400 companies. The four business outcomes related to the 12 measures included productivity, profit (really a value-for-money measure), retention of staff, and customer service. The next five questions dealt with workload. The final four questions examined aspects of the work environment. Interviews were scheduled at 20-minute intervals.
3. The consultant met with all principals and vice principals in a group session for approximately three-and-a-half hours to receive group perspectives on eight questions relating to central office services provided to schools.
4. Information was elicited from Ministry of Education officials.
5. Additional source documents were sought out and examined.
6. The consultant conducted investigations into matters which surfaced and which required more information.

FINDINGS

The Board

The Board indicated that central office was providing a high level of support for the Board. In support of this position, they cited the following:

1. Accountability pillar results are second to none in the province. This is true for all measures, including student achievement measures and perceptual measures. Clearly, the Division is doing an exceptional job of achieving the results set by the Ministry of Education.
2. Administrative procedures are kept current to ensure the will of the Board is implemented with integrity.
3. The Board has received very few appeals of decisions made by central office staff.
4. The Division has had to deal with very little litigation.
5. When a problem arises, it is dealt with by central office staff in a timely manner. The Board is kept informed and is not blindsided on issues.
6. The transportation area has been exceptional.
7. The recent reorganization of the finance department has had at least short-term positive results.
8. The Division's relationship with the Calgary schools and societies has been positive.
9. The administrative allocation is under the level set by the Ministry.
10. The Board has a good understanding of its role, and central office has supported and facilitated the Board carrying out its role as defined by the Board in the Board Policy Handbook. The central office's portrayal of the Board and its role, both internally and externally, is respectful and accurate.
11. Palliser School Division is a proactive school division and thrives on challenge and change. It is always seeking continuous improvement.
12. All Palliser School Division staff care about the work they are doing and are very dedicated. The level of commitment is very high.
13. The literacy initiative is exceptional.
14. Board agendas are provided to the Board on time. The Board feels very well supported by those in central office who work directly with the Board.

15. The Board appreciates the positive attitude and responsiveness of staff when trustee requests or queries are made. The Board indicated they get incredible help from central office.
16. The Board indicated the Division is not just putting one initiative on top of another. The changes made are not change for the sake of change but are changes for improvement. The commitment by central office staff to continuous improvement is appreciated by the Board.
17. When trustees have a concern, they appreciate staff letting them know the status of the request, such as noting the person to whom it has been referred.

Central Office Staff Interviews

As per the terms of reference, one-on-one interviews were conducted with 30 central office staff regarding: (1) the strength of the workplace, (2) staff workload, and (3) the work environment.

Strength of the Workplace

An analysis of responses to the 12 questions related to the strength of the workplace indicated the following.

The first two questions relate to employees' expectations regarding what they get by virtue of working in this environment.

1. All respondents (100%) indicated they know what is expected of them at work. Individuals referred to formal job descriptions, annual review of job descriptions, performance assessment guides, evaluations, feedback from supervisors, and central office leadership team meetings.
2. Twenty-six of 30 (87%) indicated they "have the materials and equipment they need to do your work right". The four who did not respond in the affirmative referred to a lack of time, which is a workload issue or a work flow issue, which could be addressed via the impending Altus (or similar) implementation and the adoption of LEAN concepts (creating more value with fewer or the same resources), work space, and in one instance a desire for tools. All but the last one are addressed in the Recommendations section.

The next four questions relate more to what the staff member believes are the individual contributions they make and what others think about these contributions.

3. Twenty-nine of 30 (97%) indicated that, "at work, they have the opportunity to do what they do best every day". In other words, they are placed in appropriate positions in order to make significant contributions. The one who responded less than unequivocally said, "mostly this was the case." Human resources are clearly being deployed in an appropriate manner.

4. Twenty-five of 30 (83%) indicated that, “in the last seven days, they had received recognition or praise for doing good work.” One of the five said it was “nine days ago,” while another has been on sick leave. Clearly the culture of the work place is one which provides regular and frequent recognition and praise to staff.
5. All 30 respondents (100%) answered in the affirmative to the question, “Does your supervisor or someone at work seem to care about you as a person?” This is an outstanding result regarding the element of individual care perceived to be shown to staff by others in the workplace.
6. Twenty-six of 30 indicated (87%) that, “there is someone at work who encourages my development.” The four who did not respond unequivocally noted the annual professional development opportunity provided to support staff, but this was not taken by the interviewer as a positive response to the question. Another of the four indicated that when they have asked for professional development, it has been provided.

The next four questions provided information as to whether the employee sees that they fit and that they belong in this organization, that their perspective is in concert with that of the organization.

7. Seventy percent of respondents indicated that, “their opinions seem to count.” Of the nine who did not provide an unqualified yes, two indicated they had just started the job, six said “sometimes,” and one said “they already knew the expectations, so their opinion was not sought.” Overall the workplace appears to be one where expertise and opinions of staff are frequently sought. Sometimes, as would be expected, the advice or opinion is acted upon; and in other instances, it is not.
8. Twenty-nine of 30 (97%) indicated that, “the mission/purpose of Palliser makes them feel their job is important.” The one exception felt their job was so removed from students, and hence the mission of Palliser, that they could not see the connection. Clearly, Palliser’s mission and the Division’s success in achieving the mission is a motivating factor for staff.
9. All (100%) of respondents indicated that they believe “their co-workers are committed to doing quality work.” There is a very positive perception of the staff in central office, that they work hard and are committed. As one respondent indicated, “to do otherwise would not be tolerated.” It would appear that this refers to senior staff not tolerating it, but also, the group norm is one of a strong work ethic and doing quality work. Expectations are clear, and there is a culture of accountability.
10. Forty percent indicated they “have a best friend at work.” Of the 18 who indicated this was not the case, eight stated that although they did not have a best friend at work, they did have many friends at work and that they get along well at work with others and consider their co-workers their friends.

The final two strengths of the work environment questions address the matter of how the group can grow together.

11. Sixteen of 30 (53%) indicated that, “in the last six months, someone at work talked to them about their progress.” Two others referred to the evaluation process, which was more than six months in the past. Those who had been involved in discussions about their progress spoke of these discussions as being encouraging. Supervisors discussing individual’s progress with them on a regular basis is an area which could be strengthened. Some referred to individual administrators who were particularly gifted in this leadership skill, so the observation that this area can be strengthened would not have universal application.
12. Twenty-eight of 30 (93%) indicated that, “this last year, I have had opportunities at work to learn and grow.” This is clearly an area of strength. Growth is a cultural expectation and is supported through formal, summative means such as evaluations and also through more formative means. Palliser is a learning-focused organization and is perceived so by those working in central office.

Workload

Responses to the five workload-related questions are as follows:

13. Five indicated the demands were excessive and unrealistic. Two indicated they could do more. The remainder indicated the workload was full or heavy but that they liked work to be busy, and the workload was manageable. Clearly, there are some areas such as payroll and human resources which are dealing with an inordinately heavy workload, and the finance area has had a decrease in staffing that also requires review. These workload issues are addressed in the Recommendations section. The organization has high expectations and has attracted a number of high energy, high performing, motivated staff.
14. Twelve of 30 (40%) indicated their workload had increased this past year, five were still in their first year, four said their workload decreased, while the remainder said the workload was about the same. Clearly, adding staff to address workload is only one possible solution. In addition, there needs to be regular examinations of processes which might be LEANed, activities which might be abandoned, and technological solutions. These are discussed in the Recommendations section.
15. Workload has increased for some because of staff turnover, the implementation of new software, reassignment of roles, illness of another staff member, Glenmore Christian School reverting to private status, negotiations, new assignments, self-created work as the staff member is motivated, use of new technology, and the clean up of human resources files.
16. There was a strongly consistent perception as to which areas were carrying an inordinately heavy workload that needed to be addressed. Payroll and human resources are seen by others as areas which require attention. There was one area where members of that area wished to have more resources, but staff outside that area did not cite the need. There is a recognition that the workload for central office

is increased due to the Board's commitment to their needs-based budgeting model and also due to the inclusion of the Calgary schools. There was not any criticism of these directions, merely a recognition that they increase workloads. One recurring suggestion unrelated to adding staff included refining internal communications for central office staff, possibly through more regular staff meetings.

17. To the question, "What, if any, work should stop being done?" few suggestions were made. There is a recognition that some work can be eliminated through the implementation of Altus and AESOP (an automated substitute placement and absence management system). Ensuring deadlines are met for the submission of information, such as timesheets, would reduce workload for payroll. Moving to a digital format for all files requires up-front workload increases but yields long-term efficiencies. One suggestion was to stop auditing the books for an outside agency (CLCLC). It was noted Palliser School Division has to work with three SHIP (student health initiative partnership) groups. Several work flow processes were identified as possible foci for LEAN.

Work Environment

The final four interview questions dealt with the work environment.

18. Eighty percent of respondents were extremely positive about the work environment. They described it in the following words:

- I enjoy coming to work;
- I like it;
- I enjoy the people;
- I enjoy the work;
- good and healthy;
- people are kind and cordial;
- exciting;
- progressive;
- my dream job;
- chuckles and stories;
- a bit out there and not boring;
- doing the right thing for kids;
- I am not micromanaged;
- professional;
- challenging;
- friendly;
- I truly love my job;
- treated with respect;
- held accountable.

Those that expressed concerns referred to the physical space, which for some is noisy and lacks privacy due to being in cubicles rather than an office. The workload

being too heavy for some was a concern. In three instances, interpersonal relations with an individual was a concern.

19. To the question, “What is the best part of working in Palliser central office?” responses included:

- variety;
- not boring;
- the people;
- matching work assignment with interests;
- opportunity to grow;
- being able to contribute;
- the atmosphere;
- the Division is in it for kids;
- seeing the vision in action;
- optimism;
- people being committed;
- helping school staff grow;
- serving school staff and students;
- feeling supported by each other;
- making a difference and seeing that;
- high standards;
- professional development;
- the trust my superiors have in me.

20. Respondents attributed the success of Palliser central office to:

- hard working, positive, likeminded, competent staff who really care about students and who love their jobs;
- clear roles and clear vision and staying in our sandbox;
- diligence from the top down;
- students being at the heart of all we do;
- we are progressive;
- we are not afraid to talk if we have concerns;
- leadership from the big chair;
- accountability;
- no deadwood;
- healthy relationship with the Board;
- a combination of simplicity, clarity, and focus;
- we measure;
- people want to do well;
- we are a team;
- high standards;
- anything less than success would not be tolerated.

21. Suggestions to improve effectiveness further included:

- strengthen internal communications within the office. For example, the special meeting to update staff about the Glenmore decision was appreciated;
- improve the physical work space;
- increase staff in payroll and human resources;
- do less (big rocks) even better with more polish;
- purposefully build in time for fun and celebration;
- work flow analysis and refinements (LEAN);
- ensure everyone has up-to-date job descriptions;
- ensure Occupational Health and Safety compliance.

Principal and Vice Principal Responses

All principals and vice principals were requested to address eight questions. The process used was as follows: The principals and vice principals self selected into seven groups. Each group was given a question and asked to provide written responses to that question. One group had two questions. After a few minutes, the groups were asked to rotate the sheets of paper with their question and the responses they had provided. The next group to address that question first determined if they agreed with what had been written. If they did, they provided a check mark; and if they did not, they wrote “no” next to the response. Then they proceeded to provide additional responses to that question. The pattern was followed for five rounds. Time was a factor as the whole process took approximately three hours.

Then the facilitator reviewed the composite responses with the entire group. At times, comments went beyond the scope of the eight questions posed. The consultant allowed a relatively free flow of responses. In many instances, there was not a consensus opinion which could be found. Some had one opinion; others had a very different opinion; and in some cases, some held a diametrically opposed view.

In instances where specific issues were brought forward, the consultant took notes and followed up with those responsible so action could be taken, if warranted, and the issue resolved. For example, there was an understanding that principals could not get access to a list of students riding each bus. The following day, the transportation supervisor had clarified that this information was indeed available and sent out a communication regarding the issue. The consultant believes that in the course of a system review, as issues are identified, it is most functional to refer the matter to those responsible and have timely actions taken rather than waiting until the review report is tabled. This position was applied to the central office interview responses as well.

The questions addressed and responses provided by principals and vice principals were as follows:

1. What are the most critical services central office provides to you and your school?

Consensus responses included human resources helping with hiring, VTRA (Violent Threat Risk Assessment) training, the family liaison counselors, special education supports, behaviour supports, literacy coaches, and the focus on priority areas.

2. What additional services or information, if any, do you need at your school that central office administration could provide?

Additional human resources supports.

There is a recognition that the current staffing level would have to be expanded to provide sufficient contact and response at the school and to deal increasingly with the affirmation of what is going well.

There is a desire for more contact with central office staff. Support is there when needed.

There is a recognition that Inspiring Education, High School Redesign, and other government initiatives will be implemented soon, and there is a need to be proactive in addressing these areas.

Fountas and Pinnell (literacy assessment) in-service has been provided. There is a perceived need for more support.

There is a perception that maintenance issues could be addressed more promptly and, in some instances, more proactively.

3. What services does central office currently provide that are not of high priority to you and your school?

Areas identified included the third year of the induction program, professional development collaborative day district wide, travel to Vulcan and some redundant emails. In addition to eliminating some services, respondents suggested some processes could be refined, including employee expense claim procedures and the process to access and track professional development funds.

4. What does central office do that makes doing your job easier?

Numerous responses were provided, including:

- benefits clarification;
- filtering of resumes re: hiring;
- personnel expertise;
- advice re: legal aspects of the job;
- professional development planning and provision of professional development opportunities;
- literacy supports;
- support and expertise in Inclusive Education;
- the provision of clear administrative procedures;
- support for budgeting;
- liaison with government, ATA and CUPE;
- keeping a narrow focus;
- administration meetings;

- collaboration by divisions;
- developing a strong relationship with the societies;
- answers given to questions posed at administration meetings;
- timely support when needed in crisis situations;
- coaching in specialized areas like technology, AIM (Administrator Induction and Mentorship), literacy, Inclusive Education, budget reports;
- staffing reports so we can get timetabling and know our resources;
- listening and valuing opinions in hiring;
- technology support and techies listening to our needs;
- being accessible when we need the help;
- providing healthier food choices at administration meetings.

5. What does central office do that makes doing your job more difficult?

Responses included:

- short timelines;
- paper work;
- consultations;
- not enough information up front as to how to meet the expectation;
- changing expectations;
- lack of clarity re: who is the contact for an issue;
- too high expectations;
- lack of celebration;
- too strong a focus on data and results;
- when the Seven Habits are not modeled;
- differing assessments practices;
- cutting hours for TA's;
- when meetings are not coordinated among departments.

6. What structures or processes force you to maintain a system perspective when you are addressing issues in your school?

Responses included:

- compliance documents;
- needs-based budgeting;
- centralized structure;
- alignment of Board and school goals;
- administration retreats like the literacy-focused one;
- TGIF (weekly communication from the Superintendent to all staff and trustees);
- school reviews;
- distributed shared leadership;
- committees and sub-committees like AIM;
- instructional leadership;
- policy development;

- having the perspective that the employee is a Palliser employee and not of the school;
- Division focus on literacy;
- VTRA;
- school computer direction;
- consistency in approving teacher leaves;
- support re: parent issues.

7. What administrative structures currently exist that support positive working relationships between schools and central office?

Responses included:

- Board societies meetings;
- celebration and recognition of those who excel;
- TGIF;
- schools goals;
- three stars and a wish.

8. Why is the central office so effective?

Responses included:

- priorities are clearly articulated;
- literacy coach support;
- decisions get made;
- centralized decision-making model;
- high expectations for themselves and for principals and vice principals;
- shared vision;
- central office knows staff;
- immediate support when needed;
- the quality of the people;
- school review process;
- central office accountability process;
- TGIF;
- people care;
- the message is it is about kids;
- interpersonal skills;
- hire right;
- they operate right.

Overall, there are many resources being provided to schools by central office which are highly valued. There are others which might be reviewed. Several responses indicate that LEAN concepts might be applied to improve work processes. School-based administrators have differing views about central office supports and services. Perhaps this is not surprising, since the schools differ markedly one from another.

Some of the realities faced by central office are not known to school-based administrators. For example, payroll staff have worked many extra hours to ensure payment is made accurately and in a timely manner. Human resources touches the school leadership more directly, so they see more of the scope and possibilities related to this function. For many areas of central office work, if it is invisible, it is likely very successful. When a maintenance item is not done when expected, a cheque is not received, a position is not filled, a bus is late or does not arrive, etc., school-based leadership become aware of this aspect of central office staff's work. Those services which provide a direct and visible service are more valued.

One theme sprinkled throughout was a desire to celebrate and recognize more. Given the many positive results the Division is continuously achieving, there is much scope for the imagination as to how this might be done.

A second theme would be a desire to become more effective in terms of providing corrective feedback and communicating in a way that supports growth. Communication involves a sender, a message and a receiver. All three are important. The sender must strive to communicate in a manner that will be received. This involves providing an appropriate balance of pressure and support. The message must be clear. The receiver must have the skill and will to receive the message and act on it with integrity in a timely manner. Some of the messages originate with the Ministry, some with the Board, and some from the Superintendent and his senior staff. Once a message is received, there is a need for school-based administrators to own the direction and to have the skill and will to lead their staff to the preferred future. The very positive record of success indicates that school-based leaders are being very effective overall in successfully implementing these desired directions.

Ministry of Education Expectations

The Ministry of Education describes their accountability pillar as follows:

Alberta has developed an innovative way of measuring school authority performance to ensure we continue to provide the best possible education opportunities for all of our students.

The Accountability Pillar along with equitable funding and flexibility and the three pillars of the renewed funding framework. School authorities receive equitable funding and have maximum flexibility in allocating funds to meet the learning needs of their students. In return, school authorities are accountable for use of resources and results achieved.

The Accountability Pillar provides school authorities with a wide range of data that paints a picture of how they are performing. The framework focuses on more than student achievement, resulting in a more holistic approach to accountability. Other aspects that impact student learning - such as safe and caring environments, parent involvement, and satisfaction with the education experience - are measured, providing a more complete perspective of the jurisdiction's overall learning environment based on the input of students, parents and teachers.

When combined, this data provides a picture of school authority and school performance - including areas of success and challenges that lie ahead. In order to complete the picture,

school authorities and schools analyze the detailed data that underlies the Accountability Pillar evaluations and the many variables that may affect results. This enables school authorities and schools to focus more effectively on improving student learning and achievement.

The Palliser School Division accountability results have continuously improved over the past eight years. The accountability pillar results for 2005-2006 are displayed in Appendix B, and the results for 2012-2013 are displayed in Appendix C.

Overall, the Division has exemplary results relative to the measures the Ministry has set to determine Division performance.

Current Organizational Structure

The organizational structure as at November 2013 is shown in Appendix D. The interim organizational structure is depicted in Appendix E. There are three Associate Superintendents: one assigned responsibilities for human resources, and the other two each having responsibility for a portion of the schools. These school-based responsibilities include dealing with parental concerns, school-specific issues, trustee issues, and student learning.

In addition, these two Associate Superintendents have Division-wide responsibilities for specified areas. One has oversight for transportation, a coordinating principal of school development, literacy coaches, curriculum development, high school redesign, and a director responsible for leadership/school development. Recently this Associate Superintendent has been assigned oversight responsibilities for finance as well. This is a significant addition, without any commensurate reduction in responsibilities.

The second Associate Superintendent, in addition to being assigned oversight for a number of schools, also provides oversight for Inclusive Education, facilities, and a director with responsibilities for technology, counseling and crisis response, and professional development collaborative days.

The third Associate Superintendent has responsibility for all human resources plus supervision of a coordinating principal of early learning and providing oversight for school-based support staff.

The structure was designed to incorporate the following features or achieve the following results:

1. Provide Associate Superintendents with Division-wide responsibilities and to ensure the lens of an educator would be applied to all areas of the organization and to provide a student focus for all decisions.
2. Create a human resources department, which had not existed previously.

3. Assign schools to an Associate Superintendent to make school visibility and contact from central office more manageable.
4. Balance the workload of senior management
5. Divide the role of Secretary-Treasurer to place a clearer focus and priority on finance.
6. Ensure support is provided for the Calgary schools and that they are treated as a part of Palliser School Division rather than as a separate entity.
7. Clarify reporting relationships and ensure each person has one boss to whom they are accountable.
8. Ensure the principal is responsible for the students and staff in their building and the results achieved.
9. Place three Directors to ensure dedicated support for: (1) curriculum, site-based professional development, individual professional development, high school redesign, international education; (2) Inclusive Education SHIPS, accommodations; and (3) technology, counseling, crisis response, professional development collaborative days, and administrative procedure updates.
10. Assign a coordinating principal of early learning and a coordinating principal of school development and literacy to support schools.
11. Create a clear understanding that employees work for Palliser School Division and therefore must have a Division perspective.

Conclusions reached regarding the current structure include:

1. The administrative procedures and the performance assessment guides developed for senior administrator roles provide clarity of expectations. The annual review process facilitated by an external consultant, which is based on the performance assessment guides developed for these positions, ensures a high level of accountability for senior staff. Growth goals are typically included in the final evaluation reports. This process could be modified for those less senior staff to ensure all staff receive formal feedback on an annual basis.
2. The recent reorganization of the finance function and staff is of concern for the following reasons:
 - It involves a net reduction in staff responsible for this function.
 - The Associate Superintendent who was assigned responsibility for fiscal oversight did not have any reduction in his workload. His direct work with the schools assigned to him can be expected to decrease as demands related to finance increases. The net effect of the reorganization was to reduce the

supervisory responsibilities of the Superintendent by moving responsibility to an Associate Superintendent.

- No one has an accounting designation in the finance area. Neither of the two finance employees have a CMA, CGA, or CA. Both have a Bachelor of Management – Accounting degree. A review of the Alberta Post Secondary Course Matrix indicates almost all the prerequisites for admission to the new CPA program have been met by both individuals. However, the CPA education component would require two years of additional course work. The work experience component involves 30 months. While previous work can be counted, at least 12 months of the work experience has to be completed while registered in the program.
- The Division is currently implementing a new finance and human resources software program, which will involve a significant increase in workload in both finance and human resources.
- As an interim or temporary response, the current reorganization has some merit, but a different longer-term reorganization is deemed more appropriate.

A review of work done since the reorganization reveals that all Alberta Education requirements have been met to date. An examination of the Board Annual Work Plan, Policy 12 and Appendix 12 indicate there are a number of deliverables due by the end of February, 2014. To the credit of those involved in the reorganization, the following have been done since the new duties were assigned:

1. December 2013: audited financial statements were presented to the Board for their consideration and approval. A meeting was held with the auditors to review the documents with them. The audited financial statements were approved by the Board.
2. December 2013: a discussion of the management letter with the trustees and senior leadership took place.
3. January 2014: at this meeting of the Superintendent's leadership team and as a result of the management letter, a plan was presented to address the SGFs (school-generated funds) and school-site surplus monies. Each principal is expected to produce a four-year plan (maximum of four years) to reduce his/her school's SGFs and school-site surplus to an amount no larger than \$10,000. This plan is to receive the support of the school council at each respective school. The four-year plan is then to be submitted to the Superintendent no later than April 1, 2014 for his approval.
4. January 2014: at this meeting of the Superintendent's leadership team, it was made clear that school principals are expected to submit their proposed school fees for the 2014/15 school year to the Superintendent for his approval no later than May 1, 2014. The submission must note why the fees are being charged, especially for those schools who have school-site surplus monies or SGFs.

5. January 2014: the Three Year Education Plan/Annual Results Report was presented to the Board and approved. This report was completed prior to November 30, 2013; however, due to the audited financial statements and updated budget being incomplete, the release of this report was delayed until January 2014. The report is currently displayed on the Division website.
6. January 2014: the Transportation Accountability Report was presented to the Board for its consideration.
7. January 2014: draft school calendars for 2014/15 and 2015/16 were presented to the Board for consideration. These draft calendars have been distributed to schools for the input of school councils prior to the request for approval from the Board.
8. January 2014: contact was made with Mr. Rod Steeves regarding this Division's experience with the Altus software.
9. February 2014: at the request of the Superintendent and in compliance with section 116 of the School Act, there will be an appointment of a Treasurer, with notification to Alberta Education subsequently. This individual, according to section 116 of the School Act, must be able to be bonded. The Superintendent will initiate this in his Board report.
10. February 2014: in accordance with Appendix 2A of the Board's Policy (Board Year Plan), a financial accountability report will be presented to the Board.
11. February 2014: in accordance with Appendix 2A of the Board's Policy, a "budget considerations & assumptions" document will be prepared for the Board, and their input will be requested.

The staff involved are to be commended for dealing with such matters, especially when the timing of the staff resignations occurred just when the external auditors were doing their work. The finance area still has one vacant FTE, so the above work and meeting of timelines and Ministry requirements is doubly laudable.

RECOMMENDATIONS

The following Recommendations were made with sensitivity to the projected increase costs involved and the need for a timely report to be delivered to the Board, particularly as it relates to Recommendation 10. Should the Board wish the consultant to explore issues in more depth, clarity regarding revised terms of engagement would be required. For example, the Board reduced the number of directors by one this last year. Option 2, in Recommendation 9, regarding increased resourcing for human resources would provide for the restoration of this one director position. Other than this, this report did not involve an in-depth examination of the director-level roles.

Not all staff responses recorded previously in this report led to one of the following recommendations. In some instances, the response was contradicted by another response and, in some cases, from the same group. This was evident in school administrators' responses to questions 5 and 8 regarding high expectations. In some instances, research revealed the suggestion made did not have merit. In other instances, the suggested direction was not widely supported.

1. The Board appoint a Corporate Treasurer forthwith, notify the Minister of this appointment and arrange for the bonding of the Corporate Treasurer as per section 116 of the School Act. Policies 11 and 12 appear to delegate this duty to the Superintendent.
2. The Superintendent appoint the Corporate Secretary as FOIP head.
3. The Superintendent hire a Treasurer with an accounting designation, exemplary interpersonal skills and a stellar work record, thereby returning the finance department complement to three FTE.
4. Following the transition period, the Treasurer again report directly to the Superintendent/CEO.
5. The Superintendent ensure the Division becomes compliant with Occupational Health and Safety requirements.
6. The board and senior management work in concert to strengthen the organizational culture relative to dealing with concerns and following defined organizational structure.
7. The Board approve the expansion of the physical space available for Palliser School Division central office staff and, where feasible, move rents to market rates.
8. The Board and senior management adopt LEAN and organizational abandonment practices.
9. The Board approve increases in central office staffing as follows: a) increase the two payroll clerks to a 40-hour paid work week rather than the current 35 hour work

- week and b) add one FTE in the human resources department, either an entry-level management position or a director of human resources.
10. The Board and senior administration review the process of selecting and implementing Altus to date and determine if this is indeed the option which should be implemented.
 11. The Superintendent implement more regular COLT and staff meetings for central office focused on information sharing, recognition, and celebration.

The rationale, further information and considerations regarding the above Recommendations are as follows.

1. Section 116 of the School Act requires that the board shall:

- (a) appoint a secretary and a treasurer, or one person to act as secretary-treasurer,*
- (b) forthwith notify the Minister of the appointment, and*
- (c) arrange for the bonding of the treasurer or the secretary-treasurer, as the case may be, in an amount that is reasonable in the circumstances.*

The Board must make such an appointment forthwith. This appears to have been delegated to the Superintendent in Policies 11 and 12. This was communicated to the Superintendent on January 30, 2014.

2. The former Treasurer was designated the head under the FOIPP Act. Legislation requires that someone be so designated. It is recommended that the Corporate Secretary be assigned the role of FOIP head.
3. The finance department should ideally include another staff member, namely a permanent Treasurer. At least one individual in finance should hold an accounting designation. Two current members of the finance department have Bachelor of Management degrees in Accounting from the University of Lethbridge; however, no one currently holds an accounting designation. Having an accounting designation does not guarantee that the person has the required and desired total skill set, but expertise gained through formal training is desirable and an ideal to be attained - if not immediately, then over a reasonable time frame. In addition, the Treasurer must bring very successful experience to the role of the most senior finance position in an organization with an annual operating budget of this size.
4. Following the current transition period, the Division should return to having the Treasurer report directly to the CEO.
5. The Division should become fully compliant with Occupational Health & Safety requirements. To assist with this work, the Division may wish to consider the purchase of the Public School Works software. The initial cost is \$40,000 for setup, with a relatively small yearly charge thereafter. This software and its use can be

investigated by contacting other Alberta divisions who currently have it in place. One such division close by is Lethbridge School District No. 51. Occupational Health & Safety work will demand more resources in addition to the software noted. Some compliance issues, such as regularly scheduled OH&S meetings at all worksites, does not require an increased budget allocation. Required training would involve increased budget allocations.

6. The process for bringing concerns forward should be clarified for all staff and trustees. Rumors and misinformation are unhealthy in any organization. When concerns or complaints are voiced, they should consistently be directed to the person who is the focus of the concern and, if not resolved, the issue should be advanced to that person's superior, and so on, until the matter is resolved. All staff have to feel safe. That means those who may have a concern are safe to voice it to their superior in a professional manner. In addition, the person who is the subject of the concern must feel safe from innuendo, falsehood, and malicious gossip. The ATA code of ethics process - which requires a member to go to their colleague first with a concern and then through the chain of command- is professional, ethical, mature and a positive way of dealing with concerns. When a matter has been advanced through the chain of command and the complainant's position has not been accepted, the professional and mature response is to accept the decision and move on. They no longer have a problem but rather they have a fact of life.

In addition, when corrective action is taken or when redirection is received, the appropriate response is for the recipient to ensure there is clear understanding of both what the receiver has done in the past and what is expected in the future. Again, if there are differences, the matter is appealable through the chain of command. The Board has indicated its position that attempted end runs to a trustee by any staff frustrates due process and the resolution of root issues; it also creates distrust. Administrative procedures in place currently provide direction relative to the above matters, so the recommendation is to review them for increased compliance.

7. The central office is large enough to accommodate all staff in one location. This is not the norm for school divisions. Palliser School Division is fortunate to have been able to consolidate all staff, including transportation and facilities, in one location. The facilities, in fact, are so large that a significant portion has been leased out to tenants, thus providing an additional income stream to the Division. Attached as Appendix F is a report the consultant requested from the Facility Services Supervisor relative to space, rent charged and availability.

Over the past decade, the student population has doubled, and central office staff has grown somewhat. The space provided for these staff has not grown. The current physical accommodations for central office staff need to be expanded to properly accommodate the current staff.

There are significant issues related to physical space. The space is congested, and there are too few offices and too many staff housed in cubicles in a large, open area. The Superintendent does not have a purpose-built office. He is using a meeting room. Many staff have been housed in a constricted, central area, where

confidentiality cannot be maintained as individuals take phone calls. The use of cubicles rather than offices makes for noisy working conditions, including the noise from machines and the normal noise necessary from staff carrying out their assigned work, including telephone calls and meeting with other individuals. In short, more space is required, more regular offices as opposed to cubicles need to be provided, and people who are working together as a department need to be brought together physically. Flow patterns and walkways need to be rationalized to create a much improved physical working environment.

Currently, significant turnover in tenants is taking place, thus providing an opportunity to address the physical space needs in a timely and efficient manner. The space currently leased to Social Services will become available soon. It is located next to the area now occupied by Palliser School Division. It contains at least 10 self-contained offices plus other ancillary space. It is recommended this area not be leased out when it becomes available but rather become additional space to more appropriately house central office staff.

In addition, other portions of the building that are also becoming vacant have been leased far below market value. See Appendix F. Apparently, in one case, the lease rate has been one third of market. Granted, this has been an exceptional case, with the tenant being ADLC. This tenant has already vacated, allowing a much more realistic rate to be set.

If the space that is becoming vacant but which is not recommended to be used by Palliser School Division central office staff were leased at market rates, the net cost for markedly improving physical work space for central office staff would be very cost effective. The projections in Appendix G show the cost to be approximately \$17,000 annually. Staff have been exceptionally patient and understanding regarding the physical work space issues. They are highly committed, giving extra time and effort on a regular basis. Improving the staff work environment is strongly recommended. The comments from staff interviews demonstrate the physical work space is a significant issue and, given the information contained in the two appendices noted above, the expansion of space dedicated to central office would be a wise investment and represent good value for money.

8. The Division should adopt LEAN and organized abandonment practices.

LEAN has been implemented by the Saskatchewan government and in the health departments of other provinces. It originated with Toyota. The Saskatchewan government web site describes the practice as follows:

“Lean is a business technique used to improve the way we work. The Lean approach identifies and eliminates unnecessary steps, streamlines processes and ultimately improves value for the end users: our clients and customers.

The Lean approach works because it invites collaboration between employees responsible for carrying out the work, customers, and other stakeholders along the

way. All of these groups provide input to ensure a smooth process to deliver goods and services.

The Government of Saskatchewan has introduced Lean to continuously improve its service delivery to the public. Employees around the province are embracing the Lean way of thinking to improve systems and processes, and to streamline their work.

Lean is intended to increase customer/client service and operational capacity. The term “Lean” refers to a basic absence of waste. It’s not an acronym.”

The Board’s recent negotiations with CUPE resulted in a LEAN practice. More specifically, the parties agreed that the Division would continue to pay twice a month, but the middle payment would be a set advance, which reduces the workload for payroll. In this case, value was maintained at less cost.

Staff identified the following as processes to which LEAN might be applied:

- professional development forms, individual and site based;
- Palliser School Division visas and personal expense claims
- time sheets completed and sent to payroll on a monthly basis. The payroll clerk then takes this four-inch stack and enters the information on each individual sheet into the system. The second data entry point theoretically could be eliminated, thus reducing waste in the form of payroll workload. The new software systems being implemented will make this possible. A concerted effort should be made to ensure the Division is taking full advantage of the software that has been purchased to reduce workload of staff.

Organized abandonment is a term coined by Peter Drucker. He advocates that organizations “annually put processes on trial for their life, and those who cannot defend themselves should be eliminated.” The two concepts of LEAN and organized abandonment are related but somewhat different. Organized abandonment seeks the elimination of work that is no longer serving its original purpose or has been replaced by another process.

An example identified for an organized abandonment discussion was the third year of the induction program. It was agreed that the content of the third year induction was not the issue. Rather, could the entire program be reviewed to see if it might produce the same value as a redesigned two-year program? The intent here is not to recommend any particular LEAN activity or any process which should be abandoned. Rather, the concepts are recommended for implementation. There appears to be warmth for examining these two concepts as an effective way to reduce waste as defined by LEAN, which would in turn positively impact workload. There is a limit to the number of staff that can ultimately be added to central office.

LEAN, organized abandonment, and reassignment of duties need to be examined as means to the end of addressing workload issues that are untenable.

9. It is recommended that the Division increase the staffing complement in central office to address the workload issues in payroll, human resources and finance. The payroll staff are committed and are providing weekend and evening services, which cannot be continued. Feedback from payroll staff suggest the issue might be addressed by initially increasing the hours of existing staff to a 40-hour paid work week. Together with the technological changes being made, this may provide the increased support required. Implementation of the new software may, in the short run, necessitate additional support being provided on a temporary basis. Following implementation of the software and the LEAN practices noted above, the workload should be monitored to see if these adjustments are sufficient. Currently, the workload of payroll staff is such that the work cannot be accomplished within the paid hours assigned. In addition, the software, which is scheduled to be implemented shortly, will require additional work as it is not “plug and play.”

During the past several months, human resources staff have reviewed all employee files and have found a number of omissions which date back many years. All files other than human resources files have now been digitized, and all missing documents in human resources will be obtained by March 31, 2014. The implementation of Altus and AESOP is requiring a great deal of extra work to be done by existing staff. It is recommended that the human resources staff be increased by one FTE. Option 1 is that this position be an entry level human resources position. The new staff member should hold a degree in human resources management, have exemplary interpersonal skills, a strong service orientation, a strong work ethic and the competence to work with principals and staff school-based support staff positions to ensure the Division’s interests are maintained while meeting school-based needs. The individual should have the aptitude and interest in pursuing CHRP (certified human resources professional) certification.

Managing leaves is another area where this position could provide relief to address the currently high workload. The position would answer directly to the Associate Superintendent, Human Resources and would need to be flexible regarding assigned tasks to provide service as needed. Such duties would need to be subject to change as the annual cycle of work in human resources has many peak periods with tight timelines, and the work has to be extremely accurate and in compliance with legislation, collective agreements and administrative procedures.

Option 2 is to hire a director of human resources who could assist with more high-level human resources work such as teacher evaluations for certification and contract purposes, evaluation of vice principals, development of a revised personnel handbook, the development of human resources administrative procedures, and positive growth-oriented human resources work.

The finance department is currently operating with two, rather than three, staff. It is recommended that the Division move back to three FTE, with the new position being that of Treasurer, the successful candidate ideally holding an accounting

designation. This transition from the current temporary structure should be made carefully, deliberately and with the prime consideration of selecting the correct individual rather than meeting any particular self-imposed timeline.

The Division should draw on external resources in the meantime to ensure compliance with Ministry, Board (Policy) and Superintendent directions (administrative procedures), beginning with the excellent support offered by Alberta Education. The role of Alberta Education is one of support for school jurisdictions as well as holding school jurisdictions accountable for the funds that they receive. The key branches that have direct dealing with jurisdictions are as follows.

School Finance Branch: (currently) Daimen Tan, Acting Director. School Finance is responsible for funding jurisdictions based on enrolment information submitted through PASI (provincial approach to student information). They also work with schools regarding enrolment conflicts.

The Funding Manual and its implementation is coordinated through School Finance.

Business Operations and Stakeholder Support Branch (BOSS): (currently) Jeff Willan, Director. BOSS provides all levels of support to school jurisdictions. It is instrumental in helping boards with election issues and any School Act and School Act Regulation matters, including interpretations, etc. BOSS is also responsible for accountability audits regarding enrolment, CEUs, etc.

Financial Reporting and Accountability Branch (FRA): (currently) Brian Smith, Director. FRA is responsible for all reporting requirements from school jurisdictions to Alberta Education. This includes collecting and reviewing the August 31st audited financial statements, which are due to FRA on November 30th of each year. These statements, audited by a third party auditor appointed by the jurisdiction's Board of Trustees, are reviewed by FRA, and information gathered is provided to the Minister and Deputy Minister of Education. Key components include the annual operating surplus or deficit, the operating and capital reserves, and any unrestricted surplus. All financial information is reviewed to ensure continued financial health and compliance with all reporting requirements. Each year, FRA receives by May 31st from each jurisdiction an annual budget for the upcoming school year (September to August of the subsequent year). This document is also approved by the Board of Trustees and is used by Alberta Education for budget and planning purposes. Each fall, again with a November 30th due date, boards submit an update to their May 31st budget submission. The final report that is required from boards by FRA is called the GRE Report (Government Reporting Entity). This report is used by Alberta Education to update school reporting from September 1st to March 31st. The Government of Alberta has a March 31 year end, which does not coincide with school boards' year end of August 31st. This report is due to Alberta Education in early March of each year.

In addition to resources available through Alberta Education, the Division may wish to consider establishing a mentorship relationship with another Alberta jurisdiction or hiring an experienced person on a consulting basis. The Division should not seek

services on a contract basis from their current auditor. The general rule is that an auditor cannot audit their firm's own work. Therefore, providing any consultative services places the auditor in an untenable situation. Auditors have a professional obligation to maintain independence in fact and in appearance.

10. The Board and senior administration should review the process of selecting Altus as their finance and human resources software and the actions taken since Board approval was granted to implement the program. The process to determine which program was best for Palliser School Division does not appear to have been as thorough as it could have been. The SRB (a company offering human resources and payroll/finance software in the K-12 sector) option did not appear to be seriously considered, despite it being a less expensive option and despite it being the most widely used option by school boards in Alberta and appearing to be able to accomplish virtually the same results as Altus. To not have the SRB people present their option is, at the least, unfortunate, especially since 42 of the 61 public and separate school boards across the province use SRB. There may be valid reasons for selecting Altus, but since SRB did not have an opportunity to present their product, the process - on the face of it - appears flawed. Initial investigations suggest reconsideration of the decision, including financial and legal implications, should be undertaken by the Board and senior staff as soon as possible.

In addition to the selection process, there are concerns regarding implementation of the selected program. A cheque in the amount of \$303,000 was paid to Altus in May 2013. The entire budget for the program, including all of the staff training, is \$507,000. The Associate Superintendent now in charge of finance continues to follow up to determine if the Division is "on budget". There is no reason to believe that the Division is not on budget, but reassurance on this important budget consideration is obviously necessary going forward.

At the present time, the entire Altus project will be "capitalized" so that the purchase will affect Division cash flow, and it has already been considered for amortization. There will be an ongoing support cost of approximately \$36,000 per year, which will be accounted for in the 2014/15 budget deliberations.

It is concerning that training was expected to take place in July 2013 in preparation for a September 1, 2013 commencement. By tracking the email messages, it appears as if the process was halted, for some reason that is not explained. Hence, the training was postponed until just prior to Christmas 2013 and is currently continuing.

The major challenge associated with the delay in the implementation schedule is that Palliser School Division has paid over \$300,000 this past year and is still not operating under Altus. A further complication, which has significant implications cost wise, is that with this delay in implementation, Palliser School Division is paying approximately \$13,000 per month to Bellamy (software for enterprise resource planning), its current provider, for support through until their one-year contract ends in August 2014. This amounts to approximately \$160,000 that need not have been spent if implementation was done on schedule. The extension of the Bellamy

contract was done with a single signature, which the consultant suggests was not appropriate.

The Altus training and implementation is now moving forward, with an anticipated “go live” date for August 2014 so that the Division would be ready for the year-end work which begins after August 31, 2014.

11. The Division should hold regular and special staff and COLT (Central Office Leadership Team) meetings. Much has been done to strengthen the communications function within the Division. A number of exemplary practices have been developed and implemented and have received recognition outside the Division. The above recommendation would be one further refinement to the internal communication process. Central office staff appreciate being informed when issues arise, such as Glenmore Christian’s decision to return to private school status. Some expressed a desire for more regular COLT meetings. The time allotted to such meetings should be minimal as they should focus primarily on information sharing, recognition and celebration.

APPENDICES

- A: 21-item interview guide
- B: accountability pillar results 2005-2006
- C: accountability pillar results 2012-2013
- D: organizational structure as at November 2013
- E: interim organizational structure as at February 2014
- F: report from the Facility Services Supervisor re: surplus space
- G: projections for improving physical work space

Central Office Staff Feedback

Strength of the Workplace

1. Do you know what is expected of you at work? Examples, if required to elicit a response:
 - job description
 - evaluation
 - direction
 - check-ins
 - staff meetings
2. Do you have the materials and equipment you need to do your work right?
3. At work, do you have the opportunity to do what you do best every day?
4. In the last seven days, have you received recognition or praise for doing good work?
5. Does your supervisor or someone at work seem to care about you as a person?
6. Is there someone at work who encourages your development?
7. At work, do your opinions seem to count?
8. Does the mission/purpose of Palliser make you feel your job is important?
9. Are your co-workers committed to doing quality work?
10. Do you have a best friend at work?
11. In the last six months, has someone at work talked to you about your progress?
12. During this last year, have you had opportunities at work to learn and grow?

Workload

13. Workload varies from time to time, but overall, how would you describe your workload? Examples, if required to elicit a response:
 - not demanding
 - I could and would welcome doing more
 - about right
 - too heavy, but I am coping and want to remain with Palliser
 - too heavy, and it is having negative impacts such that I am considering whether I can continue here
14. Has your workload increased, decreased or been about the same this past year?
15. What, if anything, has contributed to changes to your workload? Examples, if required to elicit a response:
 - staff reductions
 - additional job duties
 - training other employees
 - cutbacks to funding
 - lack of resources
 - new technology
 - increasing paperwork
 - intensity (speed up) of work
 - other, please specify

- 16. What, if anything, would you suggest regarding workloads in Palliser central office?
- 17. What, if any, work should stop being done?

Work Environment

- 18. How would you describe the work environment? Examples, if required to elicit a response:
 - pleasant
 - I would recommend working here to a friend
- 19. What is the best part of working in Palliser central office?
- 20. Why is the central office staff in Palliser so effective?
- 21. What, if anything, would you recommend to increase the effectiveness of the central office staff in Palliser?

Accountability Pillar Overall Summary
October 15, 2005

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	84.9	82.4	n/a	83.1	80.7	n/a	n/a	n/a	n/a
			Program of Studies	67.6	64.4	n/a	76.7	75.8	n/a	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Education Quality	85.9	84.5	n/a	86.1	84.1	n/a	n/a	n/a	n/a
			Drop Out Rate	3.1	5.4	4.4	5.3	5.5	6.0	High	Improved	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	High School Completion Rate (3 yr)	79.4	83.2	80.5	68.9	67.3	65.9	High	Maintained	Good
			PAT: Acceptable	80.1	79.6	74.3	77.0	77.5	77.5	Intermediate	Improved Significantly	Good
	Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	18.3	19.5	16.0	19.4	19.5	19.1	Intermediate	Improved	Good
			Diploma: Acceptable	90.9	86.9	90.8	85.7	85.8	85.0	Very High	Maintained	Excellent
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Diploma: Excellence	26.7	21.7	27.1	23.0	22.2	21.1	Very High	Maintained	Excellent
			Participation (Data not yet available)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	Rutherford Scholarship Eligibility Rate	35.8	40.9	37.3	33.8	32.5	30.8	High	Maintained	Good
			Transition Rate (4 yr)	45.3	36.3	37.6	33.9	32.7	32.5	Very High	Improved	Excellent
Goal 4: Continuous Improvement	Work, Citizenship	n/a	Work Preparation	79.1	75.0	n/a	74.9	72.2	n/a	n/a	n/a	n/a
			Citizenship	77.2	72.9	n/a	75.3	72.2	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	Parental Involvement	73.2	73.7	n/a	76.1	74.1	n/a	n/a	n/a	n/a
			School Improvement	70.9	69.8	n/a	73.9	68.8	n/a	n/a	n/a	n/a

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	75.0	n/a	n/a	71.3	n/a	n/a
		Inservice Jurisdiction Needs	70.9	n/a	n/a	76.5	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT. Values reported are weighted averages of PAT: Acceptable and PAT: Excellence results. Courses included ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social (Grades 6, 9), Science (Grades 6 only).
- 2) Student Learning Achievement: Diploma. Values reported are averages of DIP: Acceptable and DIP: Excellence results, weighted by the number of students enrolled in each course.
- 3) Jurisdiction/Provincial Previous 3 year averages. Measures without enough data to calculate this average have been marked as 'n/a'.
- 4) Diploma Participation Rate. A decision on the calculation for Diploma Participation Rate was not made prior to the reporting deadline. Subsequent reports will contain this measure.
- 5) Evaluations of improvement can only be calculated if there are 4 or more years of data. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 6) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.

2255 Palliser Regional Division No. 26

Accountability Pillar Overall Summary

Source Data Reference

October 15, 2005

Goal	Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Safe and Caring	2004/2005	2003/2004	Three years of data is not yet available
	Student Learning Opportunities	Program of Studies	2004/2005	2003/2004	Three years of data is not yet available
		Education Quality	2004/2005	2003/2004	Three years of data is not yet available
		Drop Out Rate	2003/2004	2002/2003	School Years 2000/2001, 2001/2002, 2002/2003
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	2003/2004	2002/2003	School Years 2000/2001, 2001/2002, 2002/2003
		PAT: Acceptable	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004
		PAT: Excellence	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004
	Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004
		Diploma: Excellence	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004
		Participation (Data not yet available)	n/a	n/a	Three years of data is not yet available
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Preparation for Lifelong Learning, World of Work, Citizenship	Rutherford Scholarship Eligibility Rate	2003/2004	2002/2003	School Years 2000/2001, 2001/2002, 2002/2003
		Transition Rate (4 yr)	2003/2004	2002/2003	School Years 2000/2001, 2001/2002, 2002/2003
	Parental Involvement	Work Preparation	2004/2005	2003/2004	Three years of data is not yet available
		Citizenship	2004/2005	2003/2004	Three years of data is not yet available
ACOL measure	Parental Involvement	School Improvement	2004/2005	2003/2004	Three years of data is not yet available
		Satisfaction with Program Access	2004/2005	n/a	Three years of data is not yet available
	ACOL measure	Inservice Jurisdiction Needs	2004/2005	n/a	Three years of data is not yet available

Appendix C: accountability pillar results 2012-2013



Accountability Pillar Overall Summary 3-Year Plan - May 2013 Authority: 2255 Palliser Regional Division No. 26

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.2	92.2	91.7	89.0	88.6	88.1	Very High	Maintained	Excellent
		Program of Studies	83.0	81.6	79.6	81.5	80.7	80.7	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Education Quality	92.6	92.9	91.9	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	2.4	2.4	2.0	3.5	3.2	3.9	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	High School Completion Rate (3 yr)	83.3	83.0	82.6	74.8	74.1	72.7	Very High	Maintained	Excellent
		PAT: Acceptable	88.1	88.2	88.3	79.1	79.3	78.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Excellent	PAT: Excellence	28.3	27.8	26.9	20.9	19.6	19.1	Very High	Improved	Excellent
		Diploma: Acceptable	90.2	91.4	90.0	83.5	82.6	83.5	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Diploma: Excellence	24.0	25.1	22.6	18.6	18.7	18.7	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	61.2	61.0	59.9	56.6	56.2	54.9	High	Maintained	Good
Parental Involvement	Excellent	Rutherford Scholarship Eligibility Rate (Revised)	78.1	73.1	70.7	61.3	61.5	59.4	Very High	Improved Significantly	Excellent
		Transition Rate (6 yr)	68.7	68.2	66.1	59.5	58.4	59.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	Work Preparation	87.5	87.0	86.0	80.3	79.7	79.9	Very High	Maintained	Excellent
		Citizenship	87.5	88.0	86.8	83.4	82.5	82.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	Parental Involvement	87.1	87.3	87.0	80.3	79.7	79.8	Very High	Maintained	Excellent
		School Improvement	85.4	83.4	81.2	80.6	80.0	80.0	Very High	Improved Significantly	Excellent

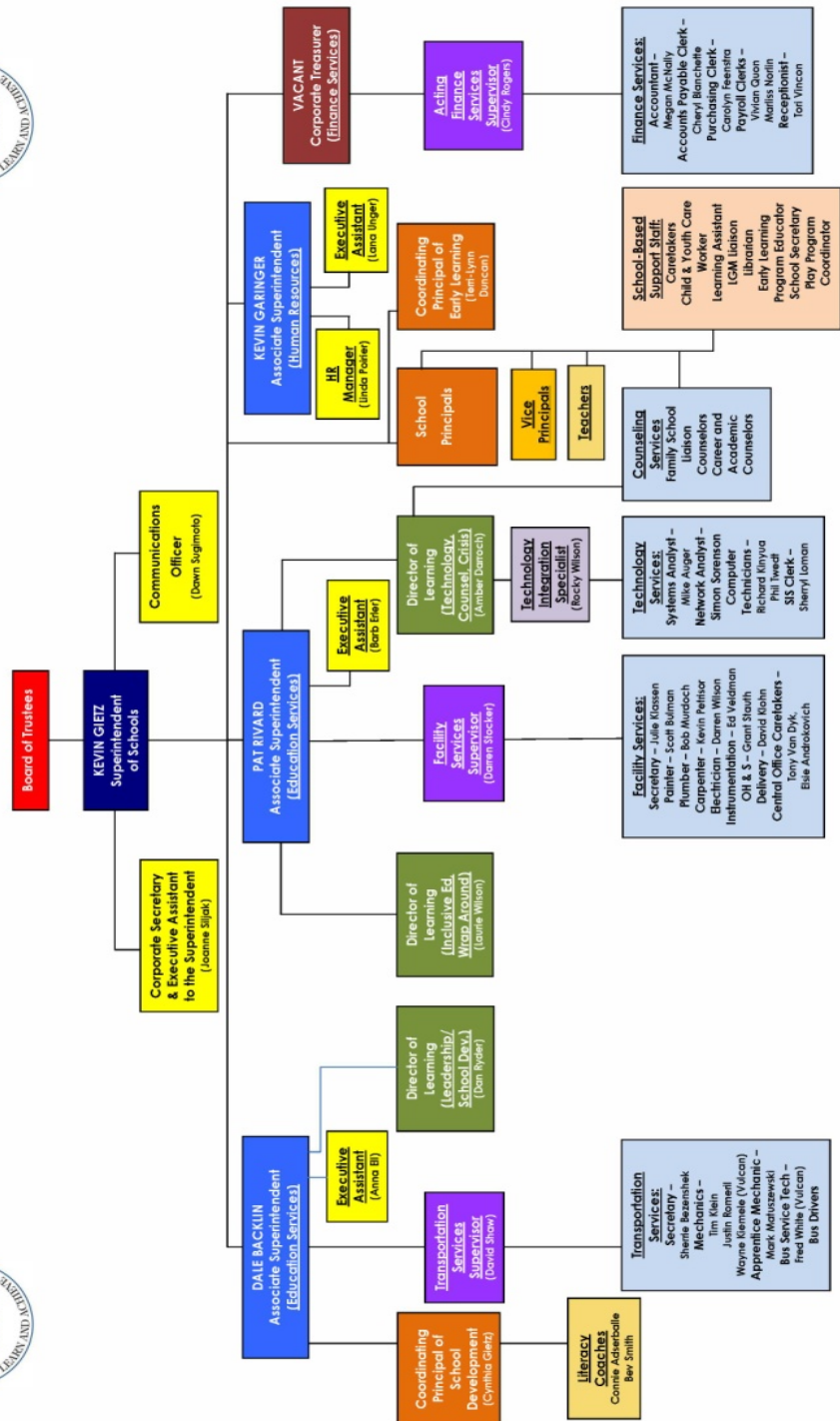
Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report, see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

January 3, 2014

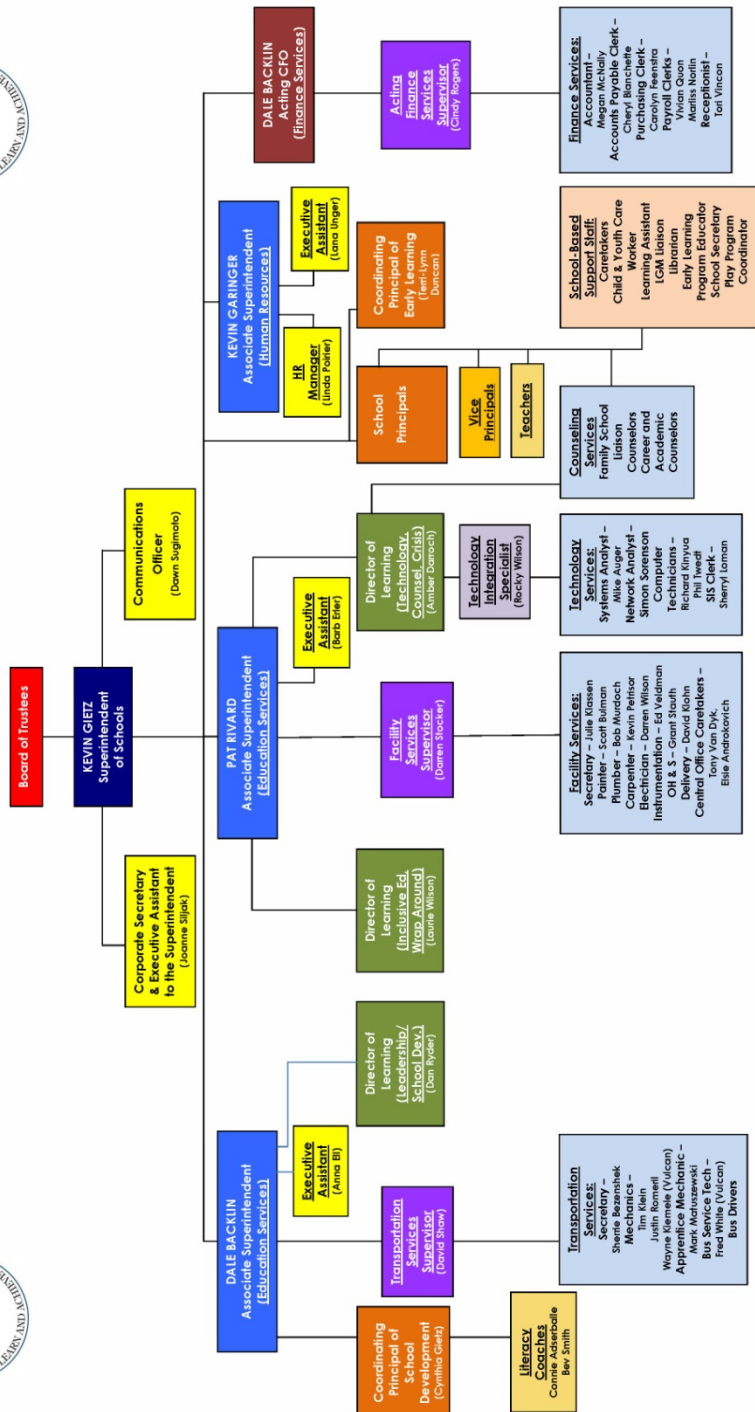


PALLISER REGIONAL SCHOOLS ORGANIZATIONAL CHART 2013-2014





February 4, 2014



memo

PALLISER REGIONAL SCHOOLS

To: Leroy Sloan
From: Darren Stocker

Date: 1/29/2014
Re: PEC Lease Analysis

Leroy

As per our meeting on January 24th, 2014 the following is an information update on the commercial leasing of space in the Palliser Education Centre.

On the attached spreadsheet you can see a summary of these amounts as well as two possible scenarios moving forward.

Below I have provided some basic information on each of our tenants and the space they occupy.

Canadian Union of Public Employees:

CURRENT SPACE: 1962
CURRENT LEASE: September 1, 2013 – August 31, 2018
ANNUAL RENTAL: \$23,544 - \$25,500 over the term
RATE/SQAURE FOOT: \$12 - \$13 over the term

- The prior lease expired in October of 2012.
- Lease extension came into effect on September 1, 2013.
- New lease includes an updated square footage amount that increased the rental space from 1703 square feet to 1962 square feet.

ADLC Pembina Hills Regional Division No.27

CURRENT SPACE: 3604 (Main Office) plus two VC suites (720) and 1200 square foot storage bay for a total of 5524 square feet of rented space.
CURRENT LEASE: Expired December 31, 2013
ANNUAL RENTAL: \$25,686
RATE/SQAURE FOOT: \$4.65

- There lease expired August 31st, 2013. They gave notice that they were not going to renew and we set up a month to month interim lease that ran from September to December 2013 at \$4000.00 per month.
- As of January 2014 we have taken over one of the VC suites they had rented and we are using it as office space. It is anticipated that we will also keep the second VC suite for our own office space.
- The 3600 square foot office space is a very marketable space and we have had discussions with a commercial realty company about helping us find a new tenant for that space.
- Senior administration has indicated they may want to explore another educational based tenant or program for that space.

memo

Telus

CURRENT SPACE: 2000 square feet (Office & Warehouse) 1.12 Acres Storage Yard
CURRENT LEASE: Expires March 31, 2014
ANNUAL RENTAL: \$14,430 Warehouse and \$13,412 for Storage Yard
RATE/SQAURE FOOT: \$7.17 Warehouse

- Both spaces are up for renewal at the end of March
- Have discussed renewal and there is an intent to renew.
- We need to get the Warehouse rate up around \$10.00 per square foot.

Reach

CURRENT SPACE: 752 square feet
CURRENT LEASE: Expires July 31, 2014
ANNUAL RENTAL: \$7,492
RATE/SQAURE FOOT: \$9.96

- Current lease expires in July of this year.
- Met with them approximately 4 months ago and they were unsure what their needs are moving forward. Would not commit to renewing the lease at that time. Will follow-up with them again in March to determine future direction.
- Rate for this space needs to get to the \$12-\$13 mark.

B & D Walter Trucking

CURRENT SPACE: 2.3 Acres Storage Yard
CURRENT LEASE: Expires January 31, 2017
ANNUAL RENTAL: \$36,000
RATE/SQAURE FOOT: N/A

- New lease signed in January 2012.

Southwest Family Services

CURRENT SPACE: 4200 square feet (unconfirmed)
CURRENT LEASE:
ANNUAL RENTAL: \$67,769
RATE/SQAURE FOOT: \$

- Tenant has indicated they are leaving the space.
- Senior Administration has indicated that the space will not be rented out after they leave but will be used to help with Palliser administration space issues.

Canadian Auto Workers local 99

CURRENT SPACE: 957 square feet
CURRENT LEASE: Pending
ANNUAL RENTAL: \$12,201
RATE/SQAURE FOOT: \$12

- The lease actually expired on January 31, 2012.
- Have been operating on the basis of that lease since that date.
- We are in the process of creating a new lease as of March 2014. New lease will include a five year term and a \$12.75 - \$13.25 per square foot rate.

memo

CUPE 408

CURRENT SPACE: 1646 square feet
CURRENT LEASE: Pending
ANNUAL RENTAL: \$19,852
RATE/SQAURE FOOT: \$12

- The lease actually expired on January 31, 2012.
- Have been operating on the basis of that lease since that date.
- We are in the process of creating a new lease as of March 2014. New lease will include a five year term and a \$12.75 - \$13.25 per square foot rate.

Lethbridge & District Labour Council

CURRENT SPACE: 389 square feet
CURRENT LEASE: Pending
ANNUAL RENTAL: \$4691
RATE/SQAURE FOOT: \$12

- The lease actually expired on January 31, 2012.
- Have been operating on the basis of that lease since that date.
- We are in the process of creating a new lease as of March 2014. New lease will include a five year term and a \$12.75 - \$13.25 per square foot rate.

Electronic Proving Technologies

CURRENT SPACE: 1460 square feet
CURRENT LEASE: Pending
ANNUAL RENTAL: \$13,146
RATE/SQAURE FOOT: \$9

- The lease actually expired on December 31, 2008. That is the last documentation in the file.
- Have been operating on the basis of that lease since that date.
- We are in the working with the tenant on a new lease .

UFCW Local 401 – New Tenants

CURRENT SPACE: 1140 square feet
CURRENT LEASE: Pending – Terms have been presented and agreed. Lease when signed will start March 1, 2014.
ANNUAL RENTAL: \$14,820
RATE/SQAURE FOOT: \$13 - \$13.70 over the term of the agreement

- New Tenant scheduled to begin leasing the old Career Transitions space.
- Five year term has been purposed and accepted. They are starting some leaseholds in February.

Appendix G: projections for improving physical work space (page 1 of 2)

2013 Calendar Year PEC lease picture

TENANT	LEASE	LEASE SQUARE FOOTAGE
Canadian Union of Public Employees	Expires August 31, 2018	1703
ADLC	Expired Aug 31, 2013	4806
Telus - Storage Yard	Expires March 31, 2014	1.12 acres
Telus - Inside Premises	Expires March 31, 2014	2000
Reach	Expires July 31, 2014	752
B & D Walter Trucking	Expires January 31, 2017	2.3 acres
Southwest Family Services	Unknown	4212
CAW 99	Pending - in progress	957
CUPE 408	Pending - in progress	805 +
Lethbridge and District Labour Council	Pending - in progress	389
Eletronic Proving Technologies	Pending - in progress	1460
UNUSED SPACE	New Tenant March 2014	1209
ANNUAL TOTAL		

2014 Calendar Year PEC lease picture

Canadian Union of Public Employees	Expires August 31, 2018	1962
ADLC	Available	3600
Telus - Storage Yard	Expires March 31, 2014	1.12 acres
Telus - Inside Premises	Expires March 31, 2014	2000
Reach	Expires July 31, 2014	752
B & D Walter Trucking	Expires January 31, 2017	2.3 acres
Southwest Family Services	Unknown	4212
CAW 99	Pending - in progress	957
CUPE 408	Pending - in progress	1646
Lethbridge and District Labour Council	Pending - in progress	389
Eletronic Proving Technologies	Pending - in progress	1460
UFCW Local 401	New Tenant March 2014	1140
ANNUAL RENT		

12 Month Look at Palliser Rental Opportunities

PROJECTION 1 - PALLISER USING ALL THE ADLC AND SOUTHWEST SPACE

	POTENTIAL ANNUAL RENT
Canadian Union of Public Employees	\$ 23,544.00
ADLC	\$ -
Telus - Storage Yard	\$ 15,000.00
Telus - Inside Premises	\$ 20,000.00
Reach	\$ 7,492.32
B & D Walter Trucking	\$ 36,000.00
Southwest Family Services	\$ -
CAW 99	\$ 12,201.00
CUPE 408	\$ 20,986.56
Lethbridge and District Labour Council	\$ 4,959.72
Eletronic Proving Technologies	\$ 15,000.00
UFCW Local 401	\$ 14,820.00
TOTALS	\$ 170,003.60

Assuming all tenants renew at targeted rates

Appendix G: projections for improving physical work space (page 2 of 2)

PRICE/SQUARE FOOT	MONTHLY RENT	ANNUAL RENT
\$ 12.00	\$ 1,713.86	\$ 20,566.32
\$ 4.90	\$ 2,140.50	\$ 25,686.00
N/A	\$ 1,117.67	\$ 13,412.04
\$ 7.17	\$ 1,195.00	\$ 14,340.00
\$ 9.96	\$ 624.36	\$ 7,492.32
N/A	\$ 3,000.00	\$ 36,000.00
\$ 16.00	\$ 5,647.48	\$ 67,769.76
\$ 12.06	\$ 961.88	\$ 11,542.56
\$ 12.00	\$ 1,654.39	\$ 19,852.68
\$ 12.06	\$ 390.98	\$ 4,691.76
\$ 9.00	\$ 1,095.50	\$ 13,146.00
\$ 12.00	\$ -	\$ -
	\$	234,499.44

\$12 - 13	\$ 1,962.00	\$ 23,544.00
\$ -	\$ -	\$ -
N/A	\$ 1,117.67	\$ 13,412.04
\$ 7.17	\$ 1,195.00	\$ 14,340.00
\$ 9.96	\$ 624.36	\$ 4,368.00
N/A	\$ 3,000.00	\$ 36,000.00
\$ 16.00	\$ 5,647.48	\$ 33,882.00
\$12.75 -\$13.25	\$ 1,016.75	\$ 12,201.00
\$12.75 -\$13.25	\$ 1,748.88	\$ 20,986.56
\$12.75 -\$13.25	\$ 413.31	\$ 4,959.72
\$12.75 -\$13.25	\$ 1,250.00	\$ 15,000.00
\$13-\$13.70	\$ 1,235.00	\$ 12,350.00
	\$	191,043.32

PROJECTION 2 - PALLISER USING SOUTHWEST SPACE AND RENTING ADLC OFFICE

POTENTIAL ANNUAL RENT

\$ 23,544.00
\$ 46,852.00
\$ 15,000.00
\$ 20,000.00
\$ 7,492.32
\$ 36,000.00
\$ -
\$ 12,201.00
\$ 20,986.56
\$ 4,959.72
\$ 15,000.00
\$ 14,820.00
\$ 216,855.60