

	<p><i>Prairie South Schools</i></p> <p>BOARD OF EDUCATION</p>	
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June 5, 2024

1:30 p.m.

Central Office, 1075 9th Avenue NW

Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1. Regular Board Meeting May 7, 2024
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. Director of Education Evaluation
 - 5.2. Appointment of Returning Officer for School Board Elections
 - 5.3. 2024-2025 Budget
 - 5.4. 3rd Quarter Forecast and Finance Accountability Report
 - 5.5. Student Learning II Accountability Report
 - 5.6. Monthly Tender Report
 - 5.7. Board Annual Work Plan
- 6. Delegations and Presentation**
 - 6.1. Thank You to River Street Promotions (1:30 pm)
 - 6.2. Transportation Concern: Tori Knudson (2:00 pm)
- 7. Information Items**
 - 7.1. Inquiry from Hagan:
Students' Cell Phone Usage During School Hours
 - 7.2. Administrative Procedures Renewal
 - 7.3. Schedule of Meeting Dates – September to November 2024
- 8. Committee Reports**
 - 8.1. Business, Infrastructure and Governance
 - 8.2. Human Resources
 - 8.3. Partnerships and Teambuilding
 - 8.4. Student Outcomes discretion
- 9. Provincial Matters**

10. Celebration Items

11. Identification of Items for Next Meeting Agenda

11.1. Notice of Motions

11.2. Inquiries

12. Meeting Review

13. Adjournment

**MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL
DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office,
1075 9th Avenue North West, Moose Jaw, Saskatchewan on May 7, 2024 at 1:30 p.m.**

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; Dr. S. Davidson; Ms. C. Froese; Mr. B. Hagan; Ms. J. Jukes; Ms. D. Pryor; Ms. G. Wilson; Mr. L. Young; D. Huschi, Superintendent of School Operations; D. Swanson, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; A. Olson, Superintendent of Learning; A. Johnson, Superintendent of Human Resources; R. Boughen, Director of Education; R. Purdy, Superintendent of Business; H. Boese, Director Assistant

Motions:

- | | | |
|-------------------|----------------------------------------------------------------------------------------------------------------|---------|
| 2024-05-07 – 3966 | Giselle Wilson took the chair and called the meeting to order at 1:29 p.m. | |
| 2024-05-07 – 3967 | That the Board adopt the agenda as presented.
- Jukes | Carried |
| 2024-05-07 – 3968 | That the Board adopt the minutes of the April 9, 2024 Regular Board Meeting.
- Froese | Carried |
| 2024-05-07 – 3969 | That the Board approve the 2025-2027 Preventative Maintenance Renewal Plan as presented.
- Froese | Carried |
| 2024-05-07 – 3970 | That the Catchment Area Applications from the Rural Catchment Committee be approved as provided.
- Bachmann | Carried |
| 2024-05-07 – 3971 | That the Board receive and file the tender report as presented.
- Jukes | Carried |
| 2024-05-07 – 3972 | That the meeting be adjourned at 2:10 pm.
- Pryor | Carried |

G. Wilson
Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

Wednesday, June 5, 2024 at 1:30 pm
Prairie South School Division, Moose Jaw

AGENDA ITEM

Meeting Date:	June 5, 2024	Agenda Item #:	5.1
Topic:	Director of Education Evaluation		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	An evaluation process was completed during the Board Planning Meeting on April 23, 2024. During this meeting, the Board discussed the Director's performance related to the Role Expectation statements found in Board Policy 12.
Current Status:	A Director Evaluation Report was reviewed by the Board and the Director of Education, and a copy will be placed in his personnel file.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Board Policy 2 requires the Board to make provision for the regular evaluation of the Director of Education and make provision for the regular review of Director of Education's compensation. Board Policy 12 includes provision for the next full performance appraisal of the Director of Education to occur in the spring of 2025.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	May 15, 2024	n/a

Recommendation:

That the Board confirm the Director Evaluation Report and authorize the Board Chair to monitor progress on goals during the 2024-2025 school year.

AGENDA ITEM

Meeting Date:	June 5, 2024	Agenda Item #:	5.2
Topic:	School Board Election – Appoint Returning Officer		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The date for the next School Board Election is Wednesday, November 13, 2024. As per section 46 of The Local Government Election Act (LGEA), the Board must appoint a Returning Officer (RO) at least 90 days before the date of the Election.
Current Status:	Administration is recommending Heather Boese be appointed as Returning Officer for the November 13, 2024 School Board Election. Heather was the RO at the last general election in 2020 as well as the By-Election in 2023.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	If the RO is appointed prior to August 14, 2024 (90 days before the election) the Board will be in compliance with legislation.
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	May 28, 2024	• Section 46 of the LGEA

Two Recommendations:

That the Board appoint Heather Boese as Returning Officer for the November 13, 2024 School Board Election.

Returning officer for elections in school divisions

46(1) If a school division is situated wholly or substantially within a municipality, the returning officer for a general election, a by-election or a vote pursuant to Part IX is the administrator of the municipality with respect to both municipal elections and board elections, unless the council of the municipality, at least 90 days before election day for a general election, or when setting a date for a by-election or a vote pursuant to Part IX, appoints another person as returning officer.

(2) If a school division is not situated wholly or substantially within a municipality, the returning officer for a general election, a by-election or a vote pursuant to Part IX held at the same time as the general election:

(a) for the purpose of the election, held in a municipality within the school division, is the administrator of the municipality, unless the council of the municipality at least 90 days before election day appoints another person as returning officer; and

(b) for the purpose of the school board election, is the person appointed by the board as the returning officer at least 90 days before election day.

(3) Notwithstanding subsection (2), for the purposes of municipal and board elections, the boards of any separate school divisions, the councils of any municipalities within a public school division and the public school board may agree by each passing a complementary bylaw or resolution giving effect to the agreement:

(a) to appoint only one returning officer; and

(b) to provide for taking the votes of voters pursuant to section 30.

(4) If a school division is situated substantially within a municipality, the returning officer, as determined pursuant to this section, has the same authority and jurisdiction with respect to voters in any portion of the school division that lies outside the boundaries of the municipality as the returning officer has with respect to the voters in the municipality.

(5) Notwithstanding any other provision of this Act, if a school division is required by an order made pursuant to section 23 to conduct a school board election, the returning officer is the person appointed by the board as the returning officer at least 90 days before election day.

AGENDA ITEM

Meeting Date:	June 5, 2024	Agenda Item #:	5.3
Topic:	Proposed 2024-2025 Budget		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Board of Education provides strategic direction during the budget development process and has reviewed the proposed budget for the 2024-2025 fiscal year. The ministry asks for a motion that passes the budget subject to minor changes. We added subject to changes in the capital grant for the new school last year and should again this year. We do not know the outcome of the teacher contract negotiations so budget includes estimates based on the most recent offer. The budget is based on the statement that contract costs will be fully funded. Thus, the bottom line does not change.
Current Status:	The Ministry of Education requires that the Board of Education submit their 2024-2025 budget for approval by June 28, 2024.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	In accordance with <i>The Education Act 1995</i> , the Minister of Education must approve the School Division budget before it is implemented.
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	May 31, 2024	Budget schedule

Recommendation:

That the Board approve the 2024-2025 budget as presented with revenue of \$114,530,107, operating expenses of \$102,470,546, capital purchases of \$17,969,980 and a cash draw of \$1,661,965 subject to minor changes from the ministry or change to the capital grant amount for the new joint use school.

	SCHOOL DIVISION: Prairie South School Division No. 210			
	CASH BUDGET			
	For the period ending August 31, 2025			
			Budget	Budget
Chart of Accounts	Description		2024-25	2023-24
REVENUES				
1-1-01-000-000	Property Taxes and Other Related		-	-
1-1-02-000-000	Grants		107,290,958	101,360,135
1-1-03-000-000	Tuition and Related Fees		314,000	277,500
1-1-04-000-000	School Generated Funds		1,373,985	1,373,985
1-1-07-000-000	Complementary Services		809,501	754,292
1-1-08-000-000	External Services		3,958,663	3,445,108
	Restructuring		-	-
1-1-05-000-000	Other Revenue		783,000	903,000
	Total Revenues		114,530,107	108,114,020
EXPENDITURES				
1-2-10-000-000	Governance		474,044	423,689
1-2-11-000-000	Administration		3,090,577	2,953,618
1-2-12-000-000	Instruction		68,981,502	64,040,914
1-2-13-000-000	Plant		14,803,092	14,316,677
1-2-14-000-000	Transportation		7,841,835	7,647,266
1-2-15-000-000	Tuition and Related Fees		-	-
1-2-16-000-000	School Generated Funds		1,371,371	1,288,761
1-2-21-000-000	Complementary Services		1,790,238	1,603,613
1-2-22-000-000	External Services		4,097,887	3,548,186
	Restructuring		-	-
1-2-17-000-000	Other Expenses		20,000	19,000
	Total Expenditures		102,470,546	95,841,724
	Excess (Deficit) for the year		12,059,561	12,272,296
ADDITIONAL INFORMATION REQUESTED FROM THE SCHOOL DIVISIONS:				
			Budget	Budget
			2024-25	2023-24
Tangible Capital Assets (1):				
(-) Purchases	Schedule 1		17,969,980	19,160,118
(+) Proceeds from disposals	Schedule 1		-	-
Long Term Debt, including capital leases (2):				
(-) Repayments of the year	Schedule 2		-	-
(+) Debt issued during the year	Schedule 2		-	-
NON-CASH GAIN/EXPENSES (3):				
(+) Amortization expense	Schedule 1		4,222,154	4,221,860
(-) Gain on disposals of tangible capital assets	Schedule 1		-	-
(+) Employee Future Benefits expenses	Actuarial Report		295,900	296,100
OTHER CASH REQUIREMENTS:				
(-) Employee Future Benefits expected payments	Actuarial Report		269,600	249,900
NET EXCESS (DEFICIT) CASH OF THE YEAR			(1,661,965)	(2,619,762)

AGENDA ITEM

Meeting Date:	June 5, 2024	Agenda Item #:	5.4
Topic:	Third Quarter Forecast and Finance Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Prairie South Schools is required to submit a 2023-24 3 rd Quarter Forecast to the Ministry by June 30, 2024.
Current Status:	The forecast was reviewed with the BIG committee before coming to Board. The report includes brief variance explanations associated with the report as well as function level revenues and expenses. There are more estimates in this case with the month-end so close to the report date.
Pros and Cons:	It must be noted that this information is a forecast and based on information currently available.
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	May 31, 2024	3 rd Quarter Forecast

Recommendation:

That the Board receive and file the 3rd Quarter Forecast and Finance Report.

3RD QUARTER FINANCE REPORT

For the period ended May 31, 2024

Source Documents

Policy 12 Section 3. Fiscal Responsibility

- 3.1. Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- 3.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3. Ensures insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

1. Revenue/Expenditure patterns to May 31, 2024 for actuals and to August 31, 2024 for the projection:

The 3rd quarter projection estimates a deficit of \$910,154 and a cash surplus of \$608,366 after new school revenues are removed. The capital revenue for the school shows in the statement of operations but the cost of building the school shows on the balance sheet in fixed assets. The statement of operations is distorted if the capital revenue is not removed. It is also important to note this still includes the teacher contract savings that will be clawed back at some point.

The cash draw is different than budget primarily for strike days reducing teacher salary costs in expense and for increases in other, tuition and grant revenues.

Revenue:

Overall revenues are 72% of budget at May 31. They are projected to be 102.3% of budget.

- Grants were increased by \$1.2 million in the December adjustment. When a teacher contract settlement is reached the strike savings will be clawed back from the funding given at that point.
- Tuition revenues were up approximately \$100,000 over budget from the yes program and a couple of extra international students outside of the program.
- School Generated Funds revenue is calculated as a percentage of the year.
- Complementary revenues are up for nutrition donations transferred from deferred revenue.
- External services revenue is also up due to increased enrolment, revenue held for a multi-division PD event, increased payments from the associate schools and increased concession revenue.
- Other revenue is up due to increased rental and miscellaneous revenue, and investment income.

Expenses:

Expenses are at 83% of budget and are projected to be 99.3% of budget by August 31.

- Governance expenses are forecast to be close to budget. An overage due to a data entry error in the budget for consultant fees is offset by PD expenses being less than budget.
- The administration expense is also close to budget with a small overage due to missed salary increments.
- Instruction is under budget, mostly due to the salary cost reduction from teacher strike days. We would have been a little over on teacher salaries without those days. We are also a little under budget on support staff wages and decentralized budgets.
- Plant is under budget by \$100,000 in wages but over budget on building operating expenses.
- Transportation is slightly over budget on wages and building operating cost but under enough on fuel to offset with a little savings.
- Tuition and related fees is 2500 over budget.
- SGF expense is also a percentage of budget.
- Complementary is overbudget as classroom expenses for ELIS were missed in the budget. It is also over on salaries.
- External is over on associate school wages and grant transfers, PD costs for the PD event we held money for and for the concessions.
- Other expenses are under budget, so less online transactions for student events.

Prairie South School Division No. 210						
Statement of Operations						
For the Period Ended Estimate May 31, 2024						
			2024	2024	2024	2023
			Budget	Actual	Projected	Actual
			\$	\$	\$	\$
REVENUES						
	Grants		101,360,135	71,510,671	102,564,030	86,003,836
	Tuition and Related Fees		277,500	302,679	375,243	320,396
	School Generated Funds		1,373,985	1,236,586	1,373,985	1,374,560
	Complementary Services (Note 12)		754,292	614,016	778,180	769,065
	External Services (Note 13)		3,445,108	3,063,484	4,005,939	3,611,806
	Other		903,000	1,139,988	1,557,198	1,261,760
Total Revenues (Schedule A)			108,114,020	77,867,424	110,654,575	93,341,423
EXPENSES						
	Governance		423,689	342,620	421,940	376,724
	Administration		2,953,618	2,273,618	2,978,431	3,089,046
	Instruction		64,040,914	54,795,373	62,715,476	63,129,594
	Plant		14,316,677	9,755,123	14,467,487	15,695,465
	Transportation		7,647,266	6,208,629	7,491,525	7,454,323
	Tuition and Related Fees		-	2,503	2,503	7,100
	School Generated Funds		1,288,761	1,177,192	1,288,761	1,336,096
	Complementary Services (Note 12)		1,603,613	1,498,772	1,713,901	1,701,577
	External Services (Note 13)		3,548,186	3,502,638	4,049,250	3,732,468
	Other Expenses		19,000	11,994	13,327	13,021
Total Expenses (Schedule B)			95,841,724	79,568,462	95,142,601	96,535,414
Operating Surplus (Deficit) for the Year			12,272,296	(1,701,038)	15,511,974	(3,193,991)
	New School Budget		16,422,128	8,727,124	16,422,128	2,397,020
	Deficit		(4,149,832)	(10,428,162)	(910,154)	(5,591,011)
			2024	2024	2024	
			Budget	Actual	Projected	
Tangible Capital Assets						
	(-) Purchases		19,160,118	9,764,890	19,160,118	
	(+) Proceeds from disposals					
NON-CASH GAIN/EXPENSES						
	(+) Amortization expense		4,221,860	3,166,395	4,221,860	
	(-) Gain on disposals of tangible capital		-	-	-	
	(+) Employee Future Benefits expenses		296,100	296,100	222,075	
OTHER CASH REQUIREMENTS:						
	(-) Employee Future Benefits est. payable		249,900	249,900	187,425	
NET CASH FOR THE YEAR			(2,619,762)	(8,253,333)	608,366	

AGENDA ITEM

Date:	June 5, 2024	Agenda Item #:	5.5
Topic:	Student Learning II Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Board's annual report work plan calls for the Board to receive the Student Learning II Accountability Report annually in June.
Current Status:	
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	That the Board continue to support the work of the Provincial Education Plan as it is carried out in Prairie South Schools with respect to Mental Health and Wellbeing
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Amanda Olson	May 24, 2024	<ul style="list-style-type: none"> Student Learning Accountability Report II

Recommendation:

That the Board receive and file the Student Learning Accountability Report.

2023-2024 Student Learning Accountability Report II

1. Source Documents

The board's role as outlined in Policy 2:

Annually review the effectiveness of the School Division in achievement of student learning.

The director's role description as outlined in Policy 12:

1. (Education Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
2. (Education Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

2. Evidence

Background – School LIPs related to Wellness

As per the Board Strategic Plan focus on Student Outcomes including the strategies of:

- Learning Improvement Planning (LIP)
- Comprehensive Learning Framework
- Implementation of the OurSCHOOL survey
- Shared understandings with schools

As part of their annual learning improvement planning, many schools in Prairie South include a student well-being goal. During the 2023/2024 school year, many schools in Prairie South included a goal related specifically to student **Sense of Belonging**.

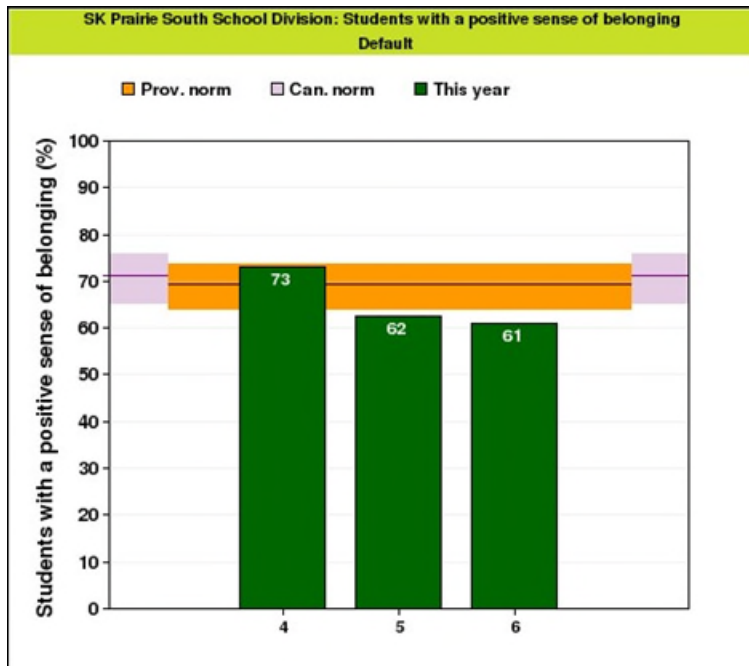
For the past three years, Prairie South Schools has focused on and referred to Dr. Robyne's Five Pillars of Everyday Resiliency. One of these five pillars is Belonging. Dr. Robyne says that "our deepest desire is to belong – to be truly seen and to matter. The Provincial Education Plan also focuses on student well-being and belonging stating that "all students will be celebrated and acclaimed, able to be themselves and see themselves in their schools." The Learning Bar defines sense of belong as:

Sense of belonging reflects the degree to which an individual feels included, respected, accepted, and supported by others (Baumeister & Leary, 1995). Within a school context, a sense of belonging results in an individual feeling proud to belong to their school (Goodenow, 1993). A positive sense of belonging is related to an individual's well-being (Juvonen, 2006), relationships among [peers] (Skaalvik & Skaalvik, 2011), and self-efficacy (Chan et al., 2008).

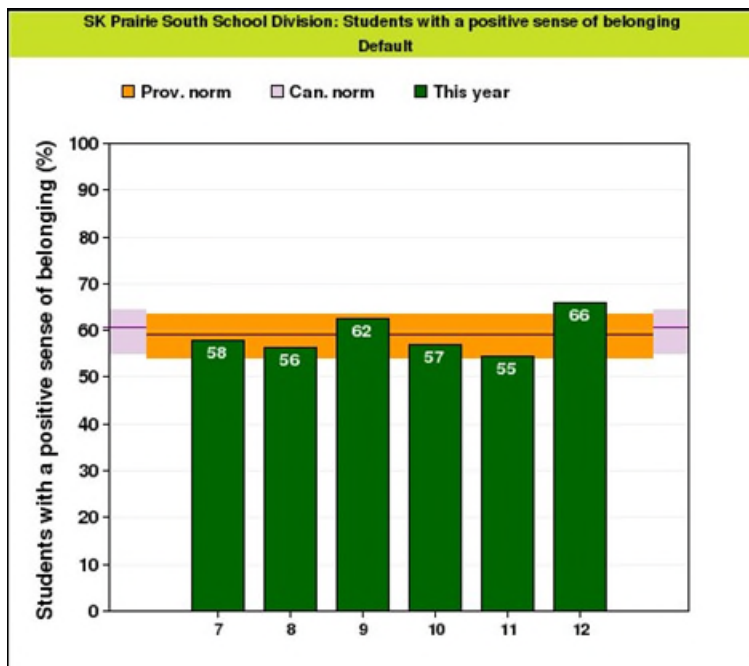
Data collected from the OurSCHOOL survey administered each spring is used to provide a basis for student wellness goals and to set the target for the coming school year. All students in Prairie South from grades 4-12 are invited to participate in the survey. This year, 1,346 students in grades 4-6 and 2,257 students in grades 7-12 participated.

Related OurSCHOOL survey results follow from the spring of 2024:

Positive Sense of Belonging

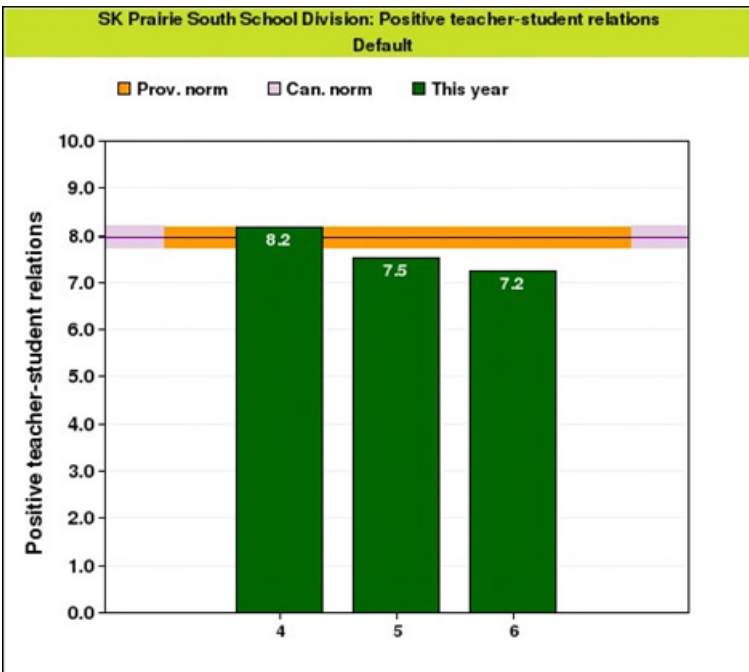


2019/2020 - Covid
2020/2021 – 69.7%
2021/2022 – 68%
2022/2023 – 67%
2023/2024 – 65.3%

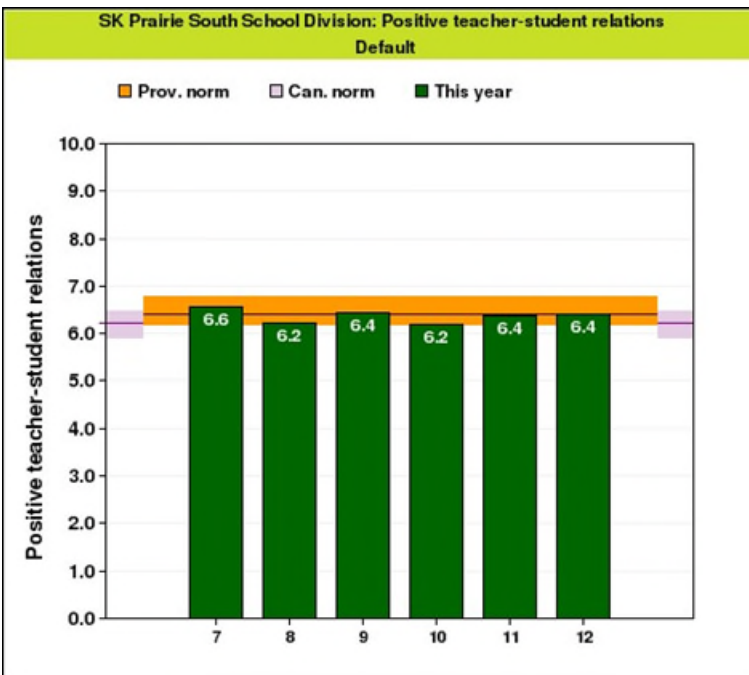


2019/2020 - Covid
2020/2021 – 61.2%
2021/2022 – 61.3%
2022/2023 – 60%
2023/2024 – 59%

Positive Teacher Student Relationships



2019/2020 - Covid
 2020/2021 – 83%
 2021/2022 – 81.7%
 2022/2023 – 80%
 2023/2024 – 76.3%



2019/2020 - Covid
 2020/2021 – 74.7%
 2021/2022 – 73.2%
 2022/2023 – 65%
 2023/2024 – 63.6%

2023/2024 examples of school strategies that supported the focus on **Sense of Belonging**:

- 12 Days of Giving Christmas initiatives.
- Random Acts of Kindness initiatives.
- PreK Family Fridays.
- Cultural events and teachings.
- Whole school family engagement opportunities including but not limited to: Welcome Back BBQs, Winter Carnivals, Student Led Conferences, Family Dances, and Muffins in the Morning.
- Many schools continue to create in-house surveys that align with their school specific goals. These surveys provide time sensitive formative data that can be acted upon.
- Many schools continue to create ‘house teams’ and gather as a whole school to collaboratively complete strategically planned initiatives.
- Several schools have a yearly or even monthly topic/virtue. One example is H.A.T.S. – Helping All To Succeed!
- A few schools began working through Michele Borba’s work on children who thrive. Michele says that the seven characteristics of thriving children are self-confidence, empathy, self-control, integrity, curiosity, perseverance, optimism.
- Many schools provide opportunities for younger students to work and learn alongside older students.
- One school hosted a school wide “fun day” excursion. They took the entire school to Regina to the Science Center, swimming, completed obstacle course, and more. K-12 were all involved, and the SCC was as driving force behind helping to design and support the event.
- Student outreach opportunities.

Anxiety (and Mental Health Wellness)

Prairie South Schools is committed to mental health wellness awareness and prevention. During the 2023/2024 school year we continued to education ourselves and others on what mental health wellness is and how important it is to establish a healthy mental health wellness foundation – connection and belonging, proper eating, getting enough sleep, physical activity/exercise, and drinking enough water.

Within the school system we can role model mental health wellness strategies, build the students strategy toolbox, help students and their families navigate supports when needed, talk about what mental health wellness is, get students outside as we know being in nature benefits mental health, get students moving to improve their physical health which in turn benefits their mental health, and more.

Prairie South continues to train staff in **Mental Health First Aid, Applied Suicide Intervention Skills Training, Non-Violent Crisis Intervention and Violent Threat Risk Assessment**. In addition, we offered a repeat of our **Mental Health Wellness Professional Learning Day** which included 4 components:

- *States of Mental Health* – focused on a better understand of what Mental Health really means. Discussions about the different States of Mental Health, the challenges that arise from each state and how we can support our students, their families, and others were had.
- *Emotion Regulation* – focused on how to lay the groundwork for teaching emotion regulation in the classroom including adult co-regulation, the importance of adapting your classroom environment, and teaching children about the brain. Concepts such as regulate/relate/reason, self care, and window of tolerance were had.
- *Helping Students with Trauma Succeed in School* - provided school personnel with an understanding of how trauma can impact students in school and what schools can do to support them. Facilitators reviewed what trauma is, impacts on the brain, impacts on behaviour, the role of the school, and strategies to regulate, relate, and reason.
- *Using Not Myself Today in the Classroom* - Over the last couple of years, we have been using Not Myself Today in Prairie South. During this session, the group took some time to dive deeper into the website to understand the opportunities that it presents within the five learning modules. Additionally, they introduced ideas from the website which can be adapted and used in the classroom.

In December, **Music City in Moose Jaw** was hosted by River Street Promotions and sponsored by the Co-op. Over 800 students listened to four Nashville artists (Emily Shackelton, Jenn Bostic, Jonny Mo, and Sarah Darling) perform and tell stories about their personal mental health wellness and journeys in life and the music business. There were many inspirational messages shared during this incredible opportunity including but not limited to:

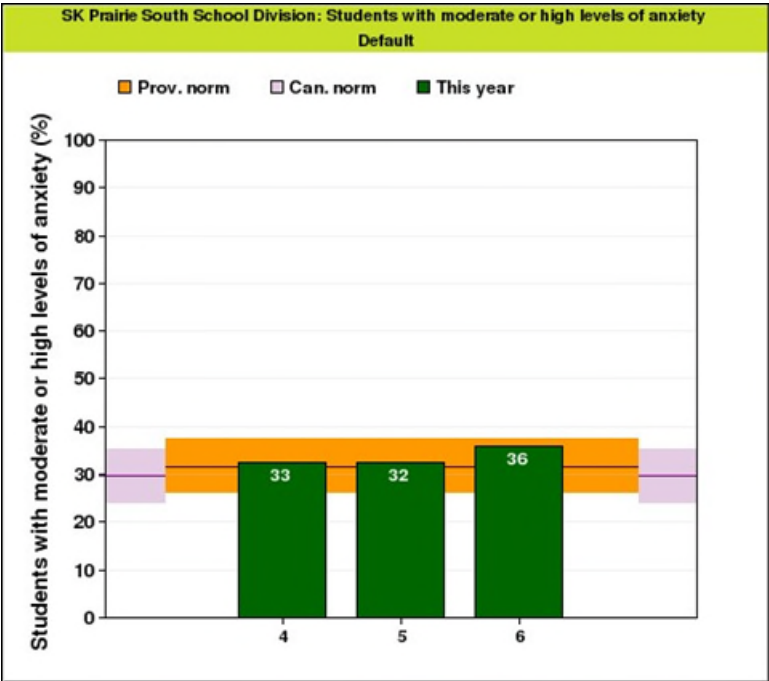
- Resilience comes from hard times. If something is too hard, ask for help.
- It's okay to not be okay.
- We each have something so special that no one else has. Find what is unique to you and hold onto that!
- You're good enough the way you are. You don't need to conform. Don't give up. It gets better. Speak kindly to yourself.

Hosted by the Community Wellness Collaborative and sponsored by River Street Promotions, Journey to Hope and the Blue Cross was a **Student Mental Health Wellness Pre-Recorded Conference** for all grade 4–12 students in Prairie South and Holy Trinity School Division. The conference included a series of pre-recorded videos on various mental health wellness topics that teachers could use anytime during Mental Health Month (May). Topics included: Mental Mastery, I Got Mind for Sports and Education, Compassion and Mental Health, Hip Hop Haven, Why Language Matters: Anxiety Disorder vs. anxious feelings, and Everyday Resiliency. In addition, the students and staff have access to a documentary created by River Street Promotions. The goal of the conference was to increase mental health wellness awareness and share mental health wellness strategies with students and staff.

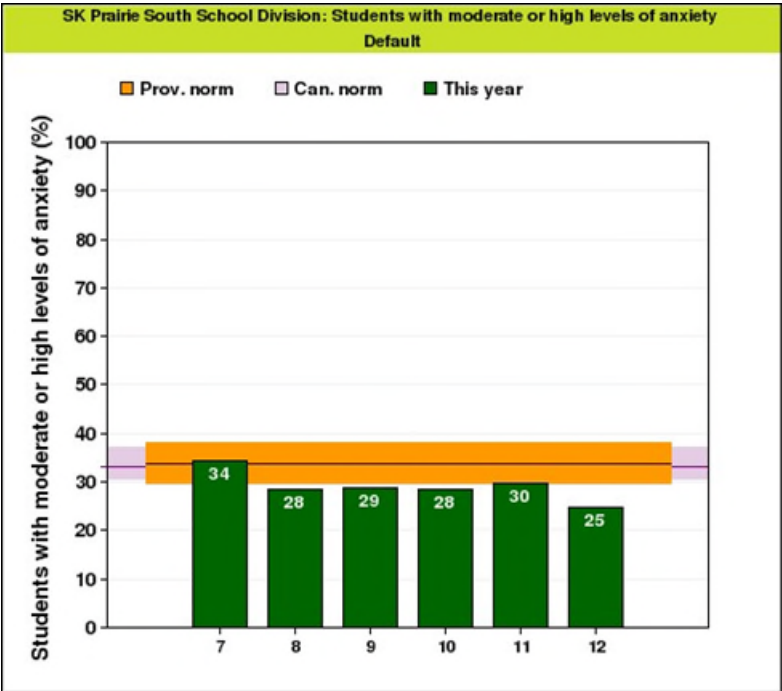
Prairie South School Division is very fortunate to have access to a **Mental Health Wellness Grant Match Initiative** through River Street Promotions. School Community Councils who are collaborating with their school administrators and staff to plan a student focused Mental Health Wellness initiative can apply for matching funds. RSP Mental Health Wellness funding may be

made available up to a 50/50 basis with fundraising done by school communities or other external donations and grants to a maximum of \$1,500. During the 2023/2024 school year, 19 initiatives were approved within Prairie South.

Students with moderate or high levels of anxiety



2019/2020 - Covid
2020/2021 – 32.6%
2021/2022 – 35.3%
2022/2023 – 33%
2023/2024 – 33.7%



2019/2020 - Covid
2020/2021 – 29.7%
2021/2022 – 30.7%
2022/2023 – 30%
2023/2024 – 29%

Administrative Challenges/Suggestions

- As a division, continue with a strategic focus on a culture of wellness.
- Support student wellness through the four Provincial Education Plan action priorities.
- Continue to focus on awareness and prevention when it comes to mental health wellness and help students and families navigate external supports when needed.
- Schools continue to use the Ministry's perceptual survey as one method of data to target student wellbeing.
- Utilize the Mental Health Capacity Building staff and networking opportunities to dive deeper into the data and researched practices related to sense of belonging and positive student-teacher relationships and provide some learning opportunities for students and staff on these two areas.
- In alignment with the Board's 4-year strategic plan, gather additional data that helps tell the Prairie South story. For example – attendance data, students not re-enrolled data, graduation rates, student involvement in sports and clubs, school level survey results, etc.
- The Board's 4-year strategic plan has a strategic focus on belonging and connection.

AGENDA ITEM

Meeting Date:	June 5, 2024	Agenda Item #:	5.6
Topic:	Monthly Tender Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>The Board has requested a monthly update regarding tenders awarded. AP 513 details limits where formal competitive bids are required. The procedure is as follows:</p> <ul style="list-style-type: none">• The Board has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting.• Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.
Current Status:	<p>This tender report covers the period from May 1, 2024 to May 31, 2024. The following competitive bids were awarded during the reporting period:</p> <ul style="list-style-type: none">• A Tender was posted to SaskTenders for the supply of Mechanical Upgrade at Rockglen School. The tender was awarded to Leeville Construction for \$1,498,135.• Quotes were obtained for the supply and construction of an Outdoor Learning Center at Avonlea School. The project was awarded to Avalon Ranch Ltd/Brad Meggison for \$68,855.• A 2021 Bobcat Skid Steer loader was traded in for \$22,271.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	May 28, 2024	• n/a

Recommendation:

That the Board receive and file the tender report as presented.

AGENDA ITEM

Meeting Date:	June 5, 2024	Agenda Item #:	5.7
Topic:	Board Annual Work Plan		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	On an annual basis, the Board of Education confirms a Board Annual Work Plan as an appendix to Board Policy 2.
Current Status:	The Board has reviewed time commitments, accountability report requirements and areas of focus for 2024-2025. Approval of the Board Annual Work Plan will provide initial direction for administration as planning for 2024-2025 continues.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Board Policy 2, Role of the Board, provides Board direction related to governance responsibilities in Prairie South, and the Annual Work Plan emerges from this direction.
Legal Implications:	Governance responsibilities are described in <i>The Education Act, 1995</i> , <i>The Education Regulations, 2019</i> and <i>The School Division Administration Regulations, 2017</i> .
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	May 28, 2024	<ul style="list-style-type: none"> Board Policy 2 and Appendix A: Board Annual Work Plan

Recommendation:

That the Board confirm the 2024-2025 Board Annual Work Plan and updates.

Policy 2

ROLE OF THE BOARD

1. Accountability to Provincial Government

- 1.1. Act in accordance with all statutory requirements to implement provincial educational standards and policies.
- 1.2. Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to Community

- 2.1. Make decisions that reflect Prairie South Schools' Vision, Mission, Values and Commitments and that represent the interests of the entire School Division.
- 2.2. Establish processes and provide opportunities for information sharing with and engagement of the community and for community input.
- 2.3. Report Division results at least annually.
- 2.4. Develop procedures for and hear appeals as required by statute and/or Board policy.
- 2.5. Model a culture that reflects the Board's Code of Conduct.
- 2.6. Provide for two-way communications between the Board and the School Community Councils.

3. Strategic Plan

- 3.1. Provide overall direction for the School Division by establishing mission, vision, values and commitments.
- 3.2. Annually approve priorities and key results.
- 3.3. Approve annual report for distribution to the public.
- 3.4. Annually approve budget (driven by the Strategic Plan).
- 3.5. Annually review the effectiveness of the School Division in achievement of student learning (student learning accountability report).
- 3.6. Monitor progress toward the achievement of key results.

4. Policy

- 4.1. Identify the purpose to be achieved before creating a new policy.
- 4.2. Annually review policy statements.

5. Director of Education / Board Relations

- 5.1. Select the Director of Education and approve the contract.
- 5.2. Provide the Director of Education with clear corporate direction.

- 5.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- 5.4. Make provision for the regular evaluation of the Director of Education.
- 5.5. Make provision for the regular review of Director of Education's compensation.

6. Political / Advocacy

- 6.1. Annually approve a plan for advocacy. Consider the focus for such advocacy, key messages and advocacy mechanisms.

7. Board Development

- 7.1. Ensure a facilitated Board Self Assessment is conducted annually, a positive path forward is developed as a result of this assessment and the direction identified in the positive path forward are addressed in the following year.
- 7.2. Determine knowledge and competencies necessary for effective governance and ensure gaps in knowledge and competencies are addressed.
- 7.3. Develop yearly plan for board development.
- 7.4. Consider Saskatchewan School Boards Association and CSBA resources.
- 7.5. Time activate the board development plan in the board annual work plan.

8. Fiscal

- 8.1. Annually approve budget and ensure resources are allocated to achieve desired results.
- 8.2. Annually approve the five-year capital plan and review facilities master plan. Submit the five-year capital plan to Ministry of Education by the due date.
- 8.3. Provide budget information to the Ministry of Education as per Ministry deadlines.
- 8.4. Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for the proceeds of taxes or other revenue.
- 8.5. The Board of Education has delegated authority for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting as an information item.

Competitive bids will be required the purchase lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized by the Education Act 1995 exceeding \$200,000.
- 8.6. Approve the submission of PMR projects to Ministry of Education.
- 8.7. Approve unanticipated expenditures of over \$100,000, which cannot be covered within the current budget.
- 8.8. Appoint the auditor and approve the terms of engagement for the auditor.

- 8.9. Receive the audit report and the management letter and ensure quality indicators are met and any identified deficiencies are remediated in a timely manner.
- 8.10. Set the mandate for employee group negotiations.
- 8.11. Ratify memoranda of agreement with bargaining units and approve conditions of employment changes for out-of-scope employees.
- 8.12. Approve the teaching/staffing formula basis annually.
- 8.13. Review financial accountability reports on a quarterly basis.
- 8.14. Dispose of lands and buildings, and approve lease, transfer or exchange of lands or buildings.
- 8.15. Authorize contributions to and expenditures from internally restricted surplus.

9. Recognition/celebration

- 9.1. Host annual partnership luncheon.

Selected Responsibilities

1. Name schools, rooms and other Board-owned properties.
2. Approve School Division sponsorships in excess of \$2500.
3. Approve the purchase of Board memberships in non-educational associations.
4. Approve school catchment areas.
5. Approve school calendar.
6. Approve non-funded pre-k programs.
7. Approve in principle applications for associate school status and approve the MOU's with associate schools.
8. Approve Division Partnerships.
9. Hearing of unresolved student and staff complaints of discrimination or harassment.
10. Serve as the final level of internal appeal.
11. Approve changes to the organizational structure.
12. Approve joint facility use agreements.
13. Provide final approval for School Community Development funding.
14. Approve student out of province travel.
15. Approve the location and grade levels for language learning offerings.

Reference: *The Education Act, 1995*, Sections 61, 85, 87, 277, 280, 282, 283, 286, 344, 355
The Education Regulations, 2015, Section 83
The School Division Administration Regulations, 2017, Sections 51, 52, 53, 54, 55, 57, 59, 61, 63, 64, 65, 66, 68, 69

September 4, 2018

BOARD ANNUAL WORK PLAN

SEPTEMBER

Regular Board Meeting Agenda Items

- Consider nomination of a program for the Premier's Award For Innovation
- ~~Organizational Meeting – Elect Board Chair, Vice Chair, Committee appointments, appointment of auditor, approve auditor's terms of engagement, approve missed meetings resolution, set per diems and trustee honorariums and authorize borrowing resolution~~ (moved to November due to Election)
- Approve Board Engagement Plan

Events/Action

- Begin Work On/Review Strategic Plan
- SSBA Board Chairs' Meeting
- Trustee Competencies Self-Assessment
- Chair completes Committee Appointments
- Public Section Executive Meeting
- Discuss Board Development Plan if appropriate
- Receive Staff Celebration/Recognition List (10, 20, 30 year)

Budget Considerations

- Review proposed Capital Plan
- Receive enrolment numbers (first day and mid-month)

OCTOBER

Regular Board Meeting Agenda Items

- Approve Resolutions (if any) for SSBA Fall General Assembly
- Review Student Achievement (I) Accountability Report
- Receive September 30th enrolment

Events/Action

- Education Week
- Receive SCC Chair information (final)

NOVEMBER

Regular and Special Board Meeting Agenda Items

- Organizational Meeting – Elect Board Chair, Vice-Chair, Committee appointments, appointment of auditor, approve auditor's terms of engagement, approve missed meetings resolution, set per diems and trustee honorariums and authorize borrowing resolution
- Review School and Division Improvement Accountability Report
- Appoint Voting Delegates and allocate votes for the SSBA Fall General Assembly

- Approve Annual Report for submission to Ministry of Education
- Approve Annual Financial Statements
- Review audit report and management letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)
- Review PEP, if applicable

Events/Action

- ~~SSBA Fall General Assembly and AGM~~ (moved to December due to Election)
- School Board Election
- Public Section General Meeting
- ~~SSBA Board Chairs' Council Meeting~~ (moved to December due to Election)

Budget Considerations

- Review implications of Audited Financial Statements on budget planning

DECEMBER

Regular Board Meeting Agenda Items

- Review Facilities Accountability Report
- Establish Calendar Parameters

Events/Action

- SSBA Fall General Assembly and AGM
- SSBA Board Chairs' Council Meeting

JANUARY

Regular Board Meeting Agenda Items

- Approval of budget assumptions
- Review Progress, Board Advocacy Plan and Board Development Plan
- Review Legal Update of any outstanding cases
- Review Human Resources Accountability Report
- Review First Quarter Financial Accountability Report

Budget Considerations

- Review Budget Work Plan including dates
- Draft Budget Assumptions/Priorities

FEBRUARY

Regular Board Meeting Agenda Items

- Review initial projected enrollment for next year
- Review draft school year calendar
- Review Transportation Accountability Report

Events/Action

- SSBA Board Chairs' Council Meeting
- Public Section Executive Meeting
- Staff Appreciation Week
- Receive retirement celebration list (initial)

Budget Considerations

- Review school level staffing

MARCH***Regular Board Meeting Agenda Items***

- Approve school year calendar
- Review Early Learning Accountability Report
- Engage with VTEC Student Group

Events/Action

- ~~Rural Congress~~
- Provincial Budget
- Review teaching/staffing formula

Budget Considerations

- Review funding from Ministry

APRIL***Regular Board Meeting Agenda Items***

- Review Second Quarter Financial Accountability Report

Events/Actions

- SSBA Spring Assembly Meeting
- Public Section Executive Meeting
- SSBA Board Chairs' Council Meeting
- SCC Elections
- Conduct and approve Director annual evaluation
- Review PMR Strategic Plan

Budget Considerations

- Mid-year review and realignment
- Review draft budget

MAY***Regular Board Meeting Agenda Items***

- Budget (or June)
- Transportation catchment requests
- PMR Plan

Events/Action

- SCC Inservices
- Graduation ceremonies
- Alignment of planning for upcoming year
- Administrative Procedures Renewal
- Reflect on Strategic Plan
- Participate in a facilitated Board self-evaluation and approve a positive path forward

JUNE***Regular Board Meeting Agenda Items***

- Budget (or May)
- Review Third Quarter Financial Accountability Report
- Review Student Achievement (II) Accountability Report
- Approve Board Revisions to Annual Work Plan
- Director Evaluation and Board Self-Evaluation

Events/Action

- Public Section General Meeting
- Graduation ceremonies
- SHSAA General Meeting
- Receive SCC Chair information (initial)
- Receive retirement celebration list (final)

ONGOING

- Consider new developments and directions from Ministry of Education
- Attend meetings as determined by the Board
- Engage in individual trustee development approved by the Board
- Engage in celebration/recognition of students, staff and community
- Attend School Community Council meetings as scheduled and upon invitation
- Attend Board Committee meetings as assigned
- Complete other duties as described in Board Policy
- Budget considerations – review operations and priorities
- Receive Director's message to staff when published
- Receive principals' directory when published
- Consider a Board Policy Review every other year.

AGENDA ITEM

Meeting Date:	June 5, 2024	Agenda Item #:	7.1
Topic:	Inquiry: Students' Cell Phone Usage		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	At the May 7, 2024 Board Meeting, Trustee Hagan made an inquiry regarding students' cell phone use in school and what expectations our schools have related to students' cell phone usage.
Current Status:	See attached information on schools' procedures around students' use of cell phones.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Superintendents of Operations	May 28, 2024	<ul style="list-style-type: none"> Summary of School Procedures around use of cell phones in schools

Recommendation:

That the Board review the information provided.

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
Assiniboia 7th Ave School	We really don't have set school wide expectations as it hasn't been an issue too much for us. The odd one shows up but for the most part they are told to keep it in backpacks.	No written policy	Mainly, that they just stay in backpacks. We typically try to put communication through the office, so we talk to parents if the cellphone circumvents our direct communication with parents. (very very rare so far)	We haven't targeted that too much yet. However, we did bring in a speaker from the RCMP on that topic last year.
Assiniboia Comp High	Student can use cellphones in common areas, during breaks, and at noon hour. When student enters classroom the handbook policy is written in policy for all students and teachers.	The use of cell phones within the classroom can be determined at the discretion of the classroom teacher. If the students have been told that it is not appropriate for phones to be used at any particular time, then they will be placed in the storage location made available in any classroom or they will be placed in a location where they will not be seen. If a cell phone is seen &/or used at an inappropriate time, the following procedure will be used: First time: This constitutes a Level 1 infraction. The phone is confiscated and taken to the office where it can be claimed at the end of the day. The phone will not be made available to the student at lunch hour. The parent will be contacted by the teacher to inform them that this has taken place. A second infraction of this policy will see a continuation of Level I steps, and the phone being confiscated. The student may pick up the phone at the end of the day. Also, the student will turn their phone in for the entire day when they are next in attendance. This second infraction will result in administration contacting the parent to inform them that this has taken place. The phone will not be made available to the student over the lunch hour. A third infraction will see the phone confiscated and a meeting held between teacher, family, and administration. Consequences for this 3rd infraction will be decided on and a plan moving forward will be created. Parents will then be given phone after this meeting has occurred. Refusal by a student to hand over their phone will be deemed defiance and Level II disciplinary actions will be enacted. Level II is an increasing severity of consequences dependent on the incident.	ACHS uses school-wide expectations for student in regards to cell phones.	No
Assiniboia Elementary	Phones to be kept in the locker. Teachers may allow them to be used in classroom. No cell phones outside at recess/lunch. Stay in locker	No written policy	Some have storage stations in classroom when not using. Usually all cells stay in locker	RCMP presentation last year

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
Avonlea	Grade 7/8: No cell phones throughout the school day. All phones are to be in student lockers and silenced/turned off if brought to school. Teachers may occasionally allow students to access their cell phones for academic reasons. Grade 9-12: No cell phones throughout instructional time. All phones are to be in student lockers and silenced if brought to school or placed in the designated classroom cell phone basket. Responsible use of cell phones will be allowed during breaks and lunch time. Teachers may occasionally allow students to access their cell phones for academic reasons.	Technology is a way of life in this century. We use technology for learning and entertainment. Bus students can have technology on the buses to pass the time. Yet, the technology for grades K-6 are to remain safe in their backpacks and in their lockers during the day. Bringing electronics (cellphones, gaming devices, iPads, etc.) can be a risk, and the school is not responsible for any lost or stolen property. At Avonlea School, we recognize advances in technology and the alignment with 21 st century learning. We have Bring Your Own Technology internet access for all students and staff. Students will be allowed to bring their own devices to use for learning at school. However, our school is fortunate enough to have a one to one ratio of technology to student. The following cell phone policy applies to grades 7-12. Grade 7/8: No cell phones throughout the school day. All phones are to be in student lockers and silenced/turned off if brought to school. Teachers may occasionally allow students to access their cell phones for academic reasons. Grade 9-12: No cell phones throughout instructional time. All phones are to be in student lockers and silenced if brought to school or placed in the designated classroom cell phone basket. Responsible use of cell phones will be allowed during breaks and lunch time. Teachers may occasionally allow students to access their cell phones for academic reasons. Every adult in the school (regardless of the role they play in the school) has the responsibility to protect the learning environment and that includes confiscating technology during the school day (8:50 a.m. – 3:34 p.m.). Failure to comply with a reasonable request (May I please have your cell phone?) of any adult will result in consequences. With technology comes great responsibility! Any misuse of cellphones for texting, social media, Snapchat or any other communication App, will result in loss of privileges and a meeting with administrator. Any form of picture or video taking can be considered an invasion of personal privacy; therefore, before students take any pictures of the building, staff, or students, permission must be obtained. Permission must be gained of the subject before the image can be used in any way. Violation of this policy will result in disciplinary measures; depending on the severity, this may include the RCMP. (signs posed on outside doors and in the gym) Please keep your children informed about appropriate technology usage. This will support the best learning environment for all children.		
Bengough	Classroom Teachers establish and enforce expectations for student performance and behaviour in each of their classes. Since teachers are individuals, students must realize that expectations may vary slightly. Students must conform to the expectations set for them by each of their teachers. These expectations address such matters as gum in class, the meaning of assignment deadlines, using the washroom during class, cell phone use, etc. Expectations set by classroom teachers have the support of the administration and the Board of Education.	Some teaches will have students hand in their phones if they begin to use them too much during class. This varies teacher to teacher and subject to subject. Also from our Handbook: <u>Wireless Devices</u> —the use by students of wireless devices such as smartphones and ipods, will not be allowed during class without teacher approval; however, they may be used during the breaks. Confiscation of wireless devices will occur if they are being misused. The length of the confiscation will vary depending on the offence and the number of times the offence has occurred. Parents may be informed of each offence. Students may have silenced mobile devices on them. Students may choose to store their wireless devices in their lockers. To ensure the safety of the device, and the privacy of the student, students may choose to have a lock on their locker. Students may choose to give their wireless device to their homeroom teacher or to the office for safekeeping during the day. The use of communication features on wireless devices during instructional time, or in a disruptive manner in the school atmosphere, is prohibited. Each teacher has the right to allow the use of mobile devices, such as cell phones, laptops, iPods, etc., during instructional time. The use of these devices during extra-curricular events will be allowed at the discretion of the supervising teacher. One more section from our handbook: <u>Hand-Held Wireless Devices</u> —such as gaming devices, cell phones, etc. are not allowed to be used in elementary school. Elementary students may use them on the bus but upon arrival at school the students are to place them in their locker or give them to their teacher and leave them there for the day. Students in Grade 7 to Grade 12 may use these devices in school with permission from the supervising teacher. Students need to realize, however, that they are responsible for the safety of their equipment and that the school is not responsible for any loss or damage to these devices.		Nothing official – just use the teaching moments as they come.

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
Briercrest Christian Academy	All classrooms have cell phone caddies - most teachers use them - students are required to hand phones in at the beginning of class.	no	One teacher does not follow the criteria	no
Caronport Elementary	We ask that students keep cell phones in their lockers during the school day. They may check their phones prior to heading outside for recess and lunch.	Yes, the policy was written with staff and SCC. Our staff recognizes there is a place for student cell phones. We know that students have cell phones to stay connected to you, as parents, before and after school. We also know that students need to concentrate on their learning. For all educational programming, the school provides all technology needed for learning. Students do not require their cell phones during instructional times throughout the day. Therefore, when students arrive at school in the morning, cell phones are to be placed in lockers. Cell phones are to stay in lockers for the duration of the school day. Students may quickly check their phones as they are getting ready for recess and lunch, but cell phones are to be put away and not kept in pockets, taken to public spaces like bathrooms, and are not allowed on the playground, in the gym, or in lunchrooms. If you need to get a message to your child during instructional hours, please call the school office. The school is not responsible for lost, stolen, or broken cell phones. Ultimately, we are striving to ensure optimal learning and safety for all students. Thank you for your support in this matter.	This policy is school-wide. The Grade 8 teacher does allow cell phones during their photography unit for PAA. Guidelines are given for use of their phones during this time.	Yes, as needed – especially related to students taking pictures and videos of each other.
Central Collegiate	Academic purposes only	Hand in your phone at the beginning of each class. Place it in the numbered pocket holder. Our teacher will manage when you can use your phone. You need to have permission. Use your phone for educational purposes. “Selfies” or “Snapchat” are not likely to be educational. Texting “your mom” does not trump what is happening in class. Respect everyone’s right to privacy. Unless you have specific permission from your teacher, student presentations, class discussions, teacher lectures, guest speakers, etc. are not to be photographed or recorded on video or audio.	Teachers have the autonomy to decide when students can use them in the classroom.	Health 90, Well 10, Mental Health Studies
Central Butte	Students in grades 5/6 who have a cell phone are required to leave their cell phone in their bookbag during the school day. They are allowed to check their phone during noon hour and again at the end of the day. From grades 7-12 students are allowed to have their phones during breaks and noon hour, but during class time teacher’s ask students to place their phones in a designated location during class. Some teachers have wall pouches and others have self-made holders. There are times when students are allowed to keep their phones if a learning activity requires them.	We do not have a written policy.	Teachers in grade 7-12 may allow cell phones during class time when students need them for the learning activity. Otherwise, it is expected that cell phones are placed in designated locations in the classroom as mentioned above.	Some teachers have taught mini-lessons on digital citizenship but nothing overly detailed. During the 2021-22 school year I taught digital citizenship in Health – I used a resource called CTRL-F.
Chaplin	We are of the expectation that students and staff use them responsibly. No cell phone usage for students K- Grade 8 while at school or during breaks. Gr 9 – 12 can use them under the discretion of the teacher and during their breaks.		Right now, 1 teacher allows them to use them during class time, while the other has them totally removed by handing them in at the beginning of class.	In previous years when I taught Health, we touched on it in Grade 6,7,8 Health. I worked it into the Safety unit.

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
Cornerstone	K-6 students are not permitted to have their cell phones at school. Grades 7-8 students are allowed to use their cell phones at lunch only. K-6 students are not permitted to have their cell phones at school. Grades 7-8 students are allowed to use their cell phones at lunch only. Grades 9-12 students are allowed to use their cell phones at the teacher's discretion in classrooms and on their own free time outside of the class.		Some teachers have the cell phone "garages" while others just expect not to see them. Teachers take phones away and kids have to get them from the office afterschool.	We touch on digital citizenship in many classes and in chapel from time to time.
Coronach	Yes - see next answer	At Coronach School we recognize the importance of technology and believe that technology can be used to enhance student learning. Students will be allowed to have a cell phone at school, but may not use their cell phone while in class unless otherwise indicated by the classroom teacher. This includes having the phone in class with the ringer on, using the cell phone to check the time, using the cell phone as a calculator, or receiving or sending messages in class. Any student who is caught using their cell phone inappropriately during class time will have their cell phone confiscated and brought to the office until the end of the day for a first offence. Students are required to pick up their cell phone at the end of the day if it has been confiscated. For a second offence, students are required to have a parent come and pick up their cell phone for them or call the in-school administrator to request to have the phone returned to the student at the end of the day. Third and/or following offenses will be at the discretion of administration. Any form of picture taking and/or video recording can be considered an invasion of personal privacy; therefore before students take any pictures of the building, staff or students, permission must be obtained. Permission must be gained of the subject before the image can be used in any way. Violation of this policy will result in disciplinary measures, depending on the severity can also include the RCMP. Please keep your children informed about appropriate cell phone usage. This will assist in the best learning environment for all children.	If teachers have additional rules separate from school-wide rules they need to be clearly communicated at the beginning of the year in the course outline (Grade 7-12).	To some degree, typically attached to Health Education. It is not structured as it has been in the past. This may be something to revisit for next year
Craik	Parents are told to contact their children via the office rather than text or call them. High school teachers use their own discretion - some have a shoe organizer for student phones, some ask them to leave them in their lockers.		Students are reminded that devices used during class are for their learning and nothing else.	Digital citizenship is taught about in health classes and is referenced often.

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
EGS	<p>Grades PK-6 – No Cell Phones</p> <p>Grades 7-10 – Cell Phones per policy below (Sent out in November as before that 7-10 were treated as high school – this wasn't working)</p> <p>Grades 11-12 – Policy Below for Off-Task/Inappropriate Use</p>	<p>Dear Parents of Students in grades 7-10,</p> <p>Today we implemented a school policy whereby we are having all students in grades 7 through 10 hand in their cell phones, to a secure box, at the beginning of each class. We have found, in the past months, that phones are increasingly being used for off-task and sometimes unkind behaviour. We want to ensure that students can be in class and concentrate on learning; not worry about what is being posted, if it is time for their “Be Real”, or if someone is taking a picture of them. While we have in the past asked students to leave their phones in their lockers, we are now asking that they bring them to class and turn them in. This solves any issues where a student may be asking to go to the washroom or get a drink and then they stop by their locker to check their phone, send a snap, etc. If you need to contact your child during the day they will have access to their phone as follows:</p> <ul style="list-style-type: none"> Grades 7-8 – Before school, the first five-minute break, noon, the afternoon five-minute break, and after school. Grades 9-10 – Before school, during the five-minute breaks, noon, and after school <p>Should you need to speak to your child during class times, please call the office at 306-648-2480. We will be sure to call them to the phone or give them a message depending on the situation. Thank you for your support and cooperation as we work together to provide our students with a break from social media during learning time.</p> <p>I am attaching a copy of the Bell Schedule for reference.</p> <p>Grades 11/12</p> <p>Cell Phones</p> <ul style="list-style-type: none"> Must not be seen in class unless given specific approval from a staff member Permission will be given for specific learning reasons Use must be school appropriate Must be surrendered upon demand by staff member Will be taken to the office during the day You may pick up your cell phone at the end of the school day once the dismissal bell has rang Not allowed during Wellness Break 		<p>Digital Citizenship: - I gave teachers until the end of today to respond – but here is what I had by the end of last week (I will add more if I receive more).</p> <p>Grade 3/4A - I teach basic digital citizenship during computers for 3/4A</p> <p>Grade 7/8B - Sort of - part of my Health- healthy relationships, and as needed- i.e.: last year with the whole “fake account” incident, sometimes during French and Social- we have talked about some of the current events- laws after children committed suicide,</p> <p>Grade 7 A – PAA 7 (Fin Lit Module)</p> <p>Grades 9/10A – Fin Lit 20</p>
Empire	<p>No phones outside, in halls. If they have it outside, I will remind them first. If they are repeat offenders, I will take it for the day and have their parents pick it up. (2x this yr). Communication should go through the teacher first, so if phone is here, we expect they will not grab it and text home when they have an issue. Staff are asked to model appropriate use.</p>	<p>This is in our handbook. Students are encouraged not to bring any electronic devices to school. If electronics are brought to school, they are to remain in a teacher specified location at all times. The school is not responsible for any lost, stolen or damaged electronic devices. Cellular Phones: Phones are to be placed in a teacher specified location within the classroom and are not to be used by students during school, recess or lunch, unless specified for by the teacher for an academic activity. If you need to contact your child, please call the school office. If your child needs to contact you, this should always begin with asking a staff member and can be done on a school phone.</p>	<p>The grade 7/8 teacher has a basket, and students are encouraged to put their phones in there so there is less temptation to sneak it to the bathroom or outside.</p>	<p>This was part of our LIP Wellness goal last year. We ensured students from K-8 received lessons in all the areas of digital citizenship at an appropriate developmental level. This year, I had all teachers redo their year plans with an emphasis on bringing meaningful reading/writing/literacy into all other subject areas. This included looking for how to embed the key elements of digital citizenship/literacy instruction into their work across curriculums as well. Not only is this interesting/meaningful to kids, it is also very applicable to many curricular areas. For instance – almost every grade has a safety outcome in health, so this is an obvious one. Search/research skills, citing sources/giving credit, and critical thinking are needed when using the internet in all subject areas, so they are encouraged to embed purposeful lessons with a digital literacy component. Appropriate use and balance are both key topics in health and physical education as well. This year I will be having them specify where they are covering each of the components of digital citizenship in their year plan.</p>

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
Eyebrow		Electronic devices usage will be limited during school hours. Usage must be approved by staff. Students are expected to leave their phones in the classroom during bathroom breaks.		
Glentworth	Cell phone usage in classrooms is really only a grade 6 to 12 concern. Our younger students do not bring them to school if they own one or have them	As a staff we have discussed cell phones in the classrooms at different times and we have found that it is best practice to leave it up to each teacher and what works best for that particular classroom. Some students use their phones in Math for calculators, etc. some for listening to music, etc. I purchased baskets for each room, so teachers have the option to ask students to drop them in the basket at the start of each class if they are becoming too much of a distraction. Our students tend to be quite respectful and will listen if teachers ask them to leave their phones in their lockers. We do not have this written in any kind of policy.		Our grade 6/7/8 teacher taught a digital citizenship unit to her classroom as part of guidance and our grade 9/10 teacher also taught her classroom a few lessons on digital citizenship this year.
Kincaid	No written policy, rather an evolving conversation with students and staff over the past several years that focuses on respect of the educational environment vs distraction caused by cell phones. Cell phones are accessible in classrooms for educational purposes. Students are expected to communicate with the adult in charge if they want to access their phone during class. School-wide approach but typically grade 9-12 students have cell phones. Recently, more of our grade 6-8 students are coming with cell phones and follow the same expectations.	If students need to use the washroom they are asked to leave their cell phone on their desk. If students are not respectful of this process then their phone is taken to the office for retrieval at the end of the day.		Digital citizenship concepts are covered by various teachers but we do not have a specific protocol.
King George	We do not allow cell phones in class or on yards. If students are brining a cellphone it is to be kept in their locker for the day. Students use school issued technology during the academic day.	Our cellphone expectations are shared informally through newsletters, parent emails and teacher communications.	Our cellphone expectations are school wide so that we have consistency.	Digital Citizenship is taught through out the curriculum and as students are involved in research, using apps, creating presentations or other . We also talk about being kind online through our SEL instruction and have the MJ police present to our middle years about online safety.
Lafleche	Varies from class to class. Most teachers require phones to be handed in during class time to not interfere.		Communications 20 class teachers citizenship.	

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
Lindale	We expect cell phones to be put away while in class. Students can access their phones when needed. We expect that students are not using phones in bathrooms or on the school ground. We expect that students do not take photos or post images of other students or teachers without permission. We also expect some gray area. Sometimes we use phones for music, calculators, research or creativity. Cell phones on busses to and from school is ok. We expect students and families to communicate with the office and not use their phones to make pick up and drop off plans.	No, each teacher has their interpretation of the rules above. We try to have a common understanding of school expectations. These vary by age too. We guide this by asking ourselves if the situation is reasonable or not.	Each teacher has their classroom rules. Some are more open to tech than others. Our grade 7&8 teachers tried a cell phone contract for in class usage for music or whatever. This was not successful. Cell phones can be in these rooms but face up on their desk. The cell phone hotel is also something we have used. Grade 7&8 teachers try to work with students to learn about appropriate usage, this is challenging. Phones end up being put in lockers.	We encourage digital literacy in the classroom, and we have used a variety of ways to do this. Common sense media and police presentations come to mind. We are currently working on understanding AI as a staff. But realistically, we try to teach kids about etiquette and appropriate usage. We take phones and put them in the office if we are not using them appropriately. We also know that learning about tech is important and we try to teach students about when its appropriate to use their technology.
Mankota	We started the year more strict with cell phone, but I think we have lessened. – I had them put them at the back of the room at the beginning of the year, but if students are not misusing them or on them when they need to be working, I generally let them keep them. I confiscate if needed. Most of the teachers are the same way.	This is the policy from our handbook: CELL PHONE USAGE Students may have to hand in their cell phones at the beginning of every class period at the discretion of the teacher. Students will have their cell phones back at break times and noon hours. If cell phones or Airpods are used inappropriately during break times, or if conflicts occur with compliance of cell phone policy, the phone or Airpods may be taken and held until the end of the day or until a parent is notified.	Usually, we are all on the same page. Nobody has drastically different expectations.	We do digital citizenship as part of our safety unit in health classes.

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
Palliser Heights	We tightly follow the expectations that are laid out in our written procedure (see next response). Our only exceptions allowing students to keep their phones with them throughout the day is for students who need them for medical reasons, such as monitoring levels relating to diabetes.	This is the cell phone policy that we include in our student handbook which we share with parents at the start of each year: CEL PHONES/IPODS/ELECTRONICS: Students are allowed to bring personal devices to school. Students can have cell phones before & after school, but they must be turned off and placed in the class's phone holder at the beginning of every day. They are not to be kept in lockers. Phones may be used in the classroom under teacher supervision (not for free time). No cell phone may be used during recesses or lunch. Absolutely no capturing, or sharing of media (videos, pics, snapchat etc.) at any time on school grounds. If a student is caught using a device without permission, it shall be taken away and brought to the office until the end of the day. On second, and subsequent, offences the device will be kept in the office until picked up by a parent. (and) STUDENT TELEPHONE: The school has a telephone in the hallway across from the office for student emergency use. The phone is not to be used for getting permission from parents to go to a friend's house after school or other arrangements. Students will be granted a telephone pass from their teacher.	Our expectations are school-wide. Should any teacher see any student in the hallways, washrooms, or yards with a phone they are allowed to intervene and send the phone to the office.	We have teachers who include 'sporadic' elements of digital citizenship within lessons covering broader topics, but we do not have a 'programmed' approach to this subject across grade levels.
Prince Arthur	No student cell phones to be used in school 8:15-2:45 including breaktime unless permission by individual teacher for a specific project.	Yes, in our School Expectation Handbook. As a staff we have agreed that our infraction rule is if we see the cell phone out then the student hands over the phone to staff and staff will return at end of period or end of day depending on situation. If student refuses then admin assists. 1.Cell Phones must be parked 2. cell phones cannot be used during class time (unless teacher directed) or break time 3. Each classroom teacher will have cell phone policy for infractions	Grade 6-8 classrooms have 'parking lots' for phones to go if student does have phone in class.	At the beginning of the year when we do our 'boot camp' we do work with digital citizenship but we are currently not doing anything formally as a school. Individual classroom teachers do teach some forms of digital citizenship as part of other curriculum.
Riverview	Teachers at Riverview have autonomy to respond to cell phones as they feel necessary in their own classroom.	No	Sometimes teachers will want to have cell phones placed in a bucket or kept in the locker. This is really case by case.	Yes they cover it in grade 9 health and in intervention groups where necessary for IIP goals
Rockglen	Cell phones grade 5-8. Must be kept in lockers. Not allowed to be seen. Not allowed on playground. If students have their phones on them and seen, they get placed in my office until the end of the day. 2 nd offence parent comes to pick up. Cell phones grade 9-12. Each teacher has a bucket at the front of the room. Students either place them in the bucket or else they are not to be seen; unless teacher deems them necessary for classwork. This does happen from time to time. Seen once, student is reminded to put away or in bucket. 2 nd warning cell phone comes to the office for the remainder of the day. Chronic misuse - parent is called to come pick up.	We do not have anything written in our hand book. It is shared with students via classroom expectations at the beginning of the year. School wide rule		Digital citizenship - taught in most classrooms from grade 5 - 12.It ties in to many different curriculums.
Rouleau	No Cell Phones in the classroom unless requested by the teacher for a specific reason. Ex: Making a video, accessing photos, etc.	No written policy	School-wide	Screen time is discussed in health courses. Used to be included in my Communications 20 course, but that course has been sunset and is no longer taught

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
Sunningdale	Cell Phones – They are not to be used in class during class time. Kids use Chromebooks during class time as a Chromebook does everything we need for educational purposes. Phones go into the classroom hotel or their lockers. They may only be used at lunch while in the classrooms.	Electronic Devices - This guideline is in place for the safety of all students and the protection of each person's belongings. Students are encouraged not to bring any electronic device to school unless the electronic device is being used for educational purposes and approved by the classroom teacher. If electronic devices are brought to school, they must remain in students' lockers or other teacher-specified locations at all times unless arrangements have been made with the classroom teacher. Please note that the school is not responsible for lost, stolen or broken electronic devices.	Some homeroom teachers may wish not to allow their kids to use phones during lunchtime if they choose—homeroom teacher autonomy. We do ask teachers to allow kids to quickly check their phones for messages from parents at each lunch hour. We have a few students who use their electronic devices throughout the day for health reasons, such as communicating their sugar levels.	Yes, teachers have digital citizenship resources, and we invite our school liaison officer to support proper use – Grade 5 and up. We have also invited parents to the school for an ICE presentation by the MJ police.
Westmount	Yes, we have a written policy that is shared at the beginning of every school year with grades 6-8 parents (a letter is sent home via email regarding cell phone usage). We brought this in following Covid as we had LOTS of problems with students in their first year back. Students were unfocused in class, texting each other, and taking pictures. The policy is currently in the Westmount Parent Handbook (which can be found online on our website)-	Cell phones and personal devices are not to be used during instruction time unless special permission is given by the teacher. They can be view	Expectations are school-wide. Students hand in their phones at 9 am in a bucket or remain on person (phones cannot be visible). They get their phones back over the lunch hour to use (not at recess- they are encouraged to socialize and play). Phones are returned at the end of the day. At the discretion of the teacher, phones can and will be used in the classroom for instructional use.	Yes, we do a unit on digital citizenship taught by our VP with our grade 7/8 classes. We also get our Community officer in in the fall and Spring to discuss this very topic with grades 6-8.

School	What expectations does your school have related to cell phone usage at your school?	Are your cell phone usage expectations written in a school policy or procedure? Please share if you have a written policy.	Do your teachers have any specific or additional classroom rules or expectations, or are your expectations school-wide? Please share any details.	Does your school teach digital citizenship in any grades or classes?
William Grayson	Our expectation is that students follow the classroom expectations they are in at that time. So, one student can have many expectations throughout the day. If they are not followed there are two options: 1. Phone gets turned in at the office each morning. 2. Phone stays at home. Phones/Usage haven't been a huge problem.	At the beginning of the year I write a small piece about phones and then classrooms send out their individual expectations to parents of the students in their class.	School wide expectation is: "If at any time an adult asks you to put down/or put away your phone, you will do so. We will give you opportunities to use your phone if you respect the rules that go along with that privilege" . Some staff allow them on desks and using when "allowed". Some staff have a hand in place and they can only have them when/if they ask.	This year, the grade 5's and 6/7's have been taught.

AGENDA ITEM

Meeting Date:	June 5, 2024	Agenda Item #:	7.2
Topic:	Administrative Procedures Renewal		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	On a yearly basis, administration reviews school division Administrative Procedures (APs) to ensure they are current, consistent with Board Policy and expectations from the Ministry of Education.
Current Status:	On May 21, 2024, the Administrative Procedures document was reviewed by teams made up of CAC, School Administrators, Learning Department Staff, and Trustees. As a result of this review, minor updates were made to several APs. Copies of revised Administrative Procedures are attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Prairie South Administrative Procedures are consistent with relevant legislation and regulations for education in Saskatchewan and are in alignment with policies of the Board of Education.
Legal Implications:	
Communications:	APs will be formally implemented in September 2024 after they are added to the Prairie South website over the summer.

Prepared By:	Date:	Attachments:
Ryan Boughen	May 22, 2024	<ul style="list-style-type: none"> • AP Changes Updates Summary • 100s: 110, 111, 111 AppA, 112, 140 AppA&B, 141 AppA, 142, 157, 161, 170, 180AppA • 200s: 270 • 300s: 300, 301, 301 AppA, 312, 314, 330 • 400s: 402, 403, 415, 440, 491 • 500s: 505 AppA, 513, 516, 542, 542 AppB, 543, 552, 553, 556

Recommendation:

That the Board review the materials provided.

ADMINISTRATIVE PROCEDURE (AP) UPDATES SUMMARY

June 5, 2024

The APs listed below have been updated. Changes on each AP have been highlighted.

110 – School Community Councils – Duties
111 – School Community Councils – Meetings and Elections
111 Appendix A – Election Procedures for Elected Parent and Community Members
112 – School Community Councils – Finances
140 Appendix A – Staff & Authorized Non-Employees Acceptable Use of Technology
140 Appendix B – Responsible Use Policy
141 Appendix A – Prairie South Employee Cell/Smart Phone Administrative Practice
142 – Social Media and Online Posting
157 – (NEW) Air Quality
161 – Nutrition in Schools
170 – Harassment
180 Appendix A – Guidelines for Protecting the Privacy and Confidentiality of Personal Information
270 – Home Based Education
300 – Admissions of Students
301 – (NEW) School Transfers and Boundary Exemptions
301 – (NEW) Application for Boundary Exemption
312 – Administering Medications and Medical Treatment to Students
312 – (NEW) Physician Statement to Support Administration of Medication at School (link in AP)
312 – (NEW) Physician Statement to Support Essential Medical Procedures at School (link in AP)
314 – Provisions of Menstrual Products to Students
330 – Student Attendance
402 – Employee Code of Conduct
403 – Duty to Accommodate
415 – Recognition of Service
440 – Employee Working Alone
491 – Access to Schools (Visitors and Volunteers)
505 Appendix A – Student Fee Schedule
513 – Purchasing
516 – Accounting Standards
542 – Community Use of School Facilities
542 Appendix B – Schedule of Fees
543 – Naming of School Grounds, Division Buildings, Rooms, Grounds, and Fields
552 – Student Conduct on School Buses
553 – Severe Weather and Bus Cancellations
556 – Conveyance Allowance

SCHOOL COMMUNITY COUNCILS – DUTIES

Background

School Community Councils (SCCs) are advisory bodies charged with the responsibility of enhancing support for learning at the school and community level. This support for learning focus is aligned with the Board Strategic Plan and the Provincial Education Plan.

Procedures

1. Learning Improvement Plans

School Community Councils are to be actively involved in cooperation with the school staff in developing Learning Improvement Plans for their schools. Specifically, they are to:

- 1.1 Collaborate with staff to develop the next cycle of the Learning Improvement Plan each August/September.
- 1.2 Collaborate with staff to determine and support activities related to the Learning Improvement Plan.

2. Community Engagement

2.1 School Community Council activities may include but are not limited to:

- 2.1.1 Planning special events at the school,
- 2.1.2 Organizing school volunteers,
- 2.1.3 Providing opportunities for parents, guardians and community members to attend sessions on topics of interest,
- 2.1.4 Creating targeted opportunities for other parents, guardians and community members to be involved in the school,
- 2.1.5 Naming representatives to attend division-wide activities sponsored by the Board.

3. Role of the Director or designate

The Director or designate helps SCCs develop strong relationships with others by providing clear expectations, practical support and guidance. The Director or designate shall:

- 3.1 Facilitate ongoing orientation, training, development and networking for SCCs.
- 3.2 Provide guidance to SCCs regarding alignment of activities to Board Policy and Administrative Procedures.
- ~~3.3 Facilitate SCC self-assessment by providing a process to gather and interpret information about the effectiveness of SCCs, enabling them to strengthen their contribution and continuously improve.~~

3.4.3.3 Schedule and monitor all aspects of annual SCC elections.

4. Role of the Principal

4.1 Principals are an integral part of the SCC. Principals support the ongoing success of SCCs. Principals shall facilitate SCC processes as outlined in Board Policy and Administrative Procedures.

4.2 Principals in consultation with their SCC Chair will communicate in advance SCC meeting dates with all SCC members.

Reference: Part V of The Education Regulations
Board Policy 16

~~June 6, 2023~~ June 5, 2024

SCHOOL COMMUNITY COUNCILS – MEETINGS AND ELECTIONS

Background

School Community Councils (SCCs) hold regular meetings as set out in their constitutions and hold an Annual General Meeting (AGM) each April. During the AGM, an election determines the future members of the SCC.

Procedures

1. Regular Meetings

- 1.1 Each School Community Council shall hold regular meetings on a schedule according to their constitution.
- 1.2 Minutes of regular meetings of School Community Councils are to be forwarded to the ~~Director of Education~~Superintendent of School Operations who oversees SCCs, Superintendent of School Operations, and the Subdivision Trustee(s) as soon as practicable after each meeting.

2. Roles and Responsibilities of School Community Council Officers

- 2.1 The Chair will:
 - 2.1.1 conduct meetings of the School Community Council;
 - 2.1.2 ensure that all members have input to discussion and decisions;
 - 2.1.3 prepare meeting agendas in consultation with other School Community Council Members and the Principal;
 - 2.1.4 oversee operations of the School Community Council;
 - 2.1.5 establish networks that support the School Community Council; and,
 - 2.1.6 act as the spokesperson for and the representative of the School Community Council.
- 2.2 The Vice-Chair will:
 - 2.2.1 support the Chair in his/her duties, taking over when the Chair is unable to attend; and,
 - 2.2.2 perform responsibilities assigned by the Chair.
- 2.3 The Secretary will:
 - 2.3.1 take minutes at School Community Council meetings;
 - 2.3.2 receive and send correspondence on behalf of the School Community Council;
 - 2.3.3 take charge of any official records of the School Community Council;
 - 2.3.4 ensure that appropriate notice is given for all meetings of the School Community Council; and,
 - 2.3.5 send minutes of all meetings to ~~Director of Education~~Superintendent of School Operations who oversees SCCs, Superintendent of School Operations, and Subdivision Trustee(s) after each meeting.

3. Annual General Meeting (AGM)

- 3.1 Each School Community Council shall hold an AGM in April.
 - 3.1.1 The Annual Meeting will be advertised in the school newsletter a minimum of 30 days prior to the meeting. The notice will set out the time, place and purpose of the meeting. This will include the presentation of the SCC Annual Report and the Level Three Strategic Improvement Plan, the election of Parent and Community Members, and other business as determined by the School Community Council.
 - 3.1.2 The school principal shall act as Election Supervisor at the annual general meeting.
 - 3.1.3 Minutes of annual general meetings of School Community Councils are to be forwarded to the ~~Director of Education~~Superintendent of School Operations who oversees SCCs, Superintendent of School Operations, and the Subdivision Trustee(s) as soon as practicable after ~~each~~the meeting.

4. Membership

- 4.1 Elected Parent and Community Members
 - 4.1.1 Eligibility to run to become an Elected Parent and Community Member is defined as:

“Parents of students who are enrolled in the school (including parents who do not reside within the attendance area of the school) and electors that reside within the school attendance area. These provisions specifically do not limit or restrict the election or participation in voting of parents of students who may be employed by the School Division and work in the particular school.”
 - 4.1.2 The constitution of each School Community Council outlines the number of Elected Parent and Community Members. The number of Elected Members range from 5 to 9 persons, of which the majority must be parents of students attending the school.
- 4.2 Appointed Members
 - 4.2.1 The school principal is an appointed member of the School Community Council.
 - 4.2.2 The teacher member will be appointed by the principal.
 - 4.2.3 One or two students from grade 10-12 (if applicable).
- 4.3 Other Appointed Members
 - 4.3.1 The constitution of the SCC may outline “Other Appointed Members” as suggested by the School Community Council and approved by the Board of Education.

In the event of SCC vacancies during the year, SCCs may recommend members who may be appointed by the Board of Education.

References: Part V of The Education Regulations
Board Policy 16

~~December 5, 2023~~June 5, 2024

Administrative Procedure 111 – Appendix A

ELECTION PROCEDURES FOR ELECTED PARENT AND COMMUNITY MEMBERS

Annual Meeting

Elected Parent and Community Members are elected at an Annual Meeting.

Public Notice

The Annual Meeting will be advertised in the school newsletter. The notice will set out the time, place and purpose of the meeting and indicate where information regarding school catchment areas and any policies or procedures developed by the board of education respecting the election of the school community council can be reviewed. The purpose of the meeting is for the School Community Council to present its Annual Report, elect one-half of the Elected parent and Community Members and conduct other business as determined by the School Community Council.

Agenda of the Annual Meeting

1. Elections

The Returning Officer will facilitate the selection of an individual to chair the elections portion of the Annual Meeting. The chair may be anyone who is not seeking nomination as an Elected Parent and Community Member. The chair will call for nominations for Elected Parent and Community Members. Individuals can be nominated by another individual or volunteer to stand for election. All nominees must identify whether they are standing for election as a parent or a community member when completing the nomination form.

Nominations will be received by the Returning Officer until a motion is passed that nominations cease. Nominees may withdraw their nominations until a motion is passed that nominations cease and the chair calls for a secret vote.

If an election is necessary, the chair of the Annual Meeting will call upon the Returning Officer.

Duties of the Returning Officer:

- Announce who is eligible to vote: Parents of students who are enrolled in the school (including parents who do not reside within the catchment area of the school) and electors (all persons 18 years of age or older who reside within the school catchment area).
- As individuals are nominated or volunteer, display their names and whether they are standing as a parent or community member on chart paper or use some other display method (chalkboard, video display etc.).
- Distribute and collect ballots.
- Count ballots with the chair of the Annual Meeting in attendance.
- Since parents must make up the majority of the Elected Parent and Community Members, ensure that the majority of members are parents. For example, if there are 5 positions, the first 3 parents with the greatest number of votes will be elected

even though a community member may be in the top 3 according to the vote count. The remaining positions will be filled by individuals with the next highest vote count. It is possible that 5 parents may obtain the highest vote count and, accordingly, all 5 positions would be filled by parents.

- One-half of the members will be elected annually. The Returning Officer must ensure that there continues to be a majority of parents.
- If there is a tie between candidates, the Returning Officer will break the tie by flipping a coin.
- Announce the outcome of the election. The number of votes obtained by each candidate and the number of spoiled ballots shall be reported.
- The Returning Officer will email the results of the election to the Superintendent of School Operations who oversees School Community Councils.

Contested Election

If there is a dispute about the outcome of the election, the Returning Officer shall refer the matter to the ~~Director of Education~~Superintendent of School Operations who oversees SCCs. The ~~Director of Education~~Superintendent of School Operations who oversees SCCs will investigate the election process and make a ruling.

2. School Community Council: Election of Officers

Each School Community Council shall select its officers from among its elected Parent and Community and Student Members (if applicable) within three weeks of the Annual Meeting. The principal shall act as chairperson until the chairperson is selected in cases where the existing chairperson is no longer on the council.

The principal shall provide the ~~Director of Education~~Superintendent of School Operations who oversees SCCs with a complete list of all members of the School Community Council and its officers once they are selected.

3. Annual Report

4. Other Business as established by the School Community Council

5. Open Discussion

6. Adjournment

~~December 5, 2023~~June 5, 2024

SCHOOL COMMUNITY COUNCILS – FINANCES

Background

The Board of Education helps to offset expenses of School Community Councils (SCCs) through the provision of an annual grant.

Procedures

1. Allocation of Operational Grant Funds

- 1.1. The Board of Education annually establishes a grant, which provides operational funds for School Community Councils.
- 1.2. The yearly grant is one thousand dollars (\$1,000.00) for each School Community Council to a maximum accumulated grant of two thousand dollars (\$2,000.00).
- 1.3. Funds are allocated for Council operations only, not for school projects or to enhance the school's decentralized budget.
- 1.4. The School Community Council is to establish an annual local budget based on the funds allocated. Information about current grant funds available may be accessed through the principal.
- 1.5. For the purpose of invoices and expenditures, the SCC Chair approves expenses and the principal authorizes release of the funds.
- 1.6. Purpose of Operational Grant Funds
 - 1.6.1. Member expense related to events and meetings including mileage for out of town members and child care. Per diem ~~and meals~~ is not included.
 - 1.6.2. Staff appreciation and student recognition. ~~Do not give GIFT Cards for staff.~~
 - 1.6.3. Communication and public relations.
 - 1.6.4. SCC events and activities.
 - 1.6.5. SCC Learning Improvement Plan Initiatives.
 - 1.6.6. SCC resources.
 - 1.6.7. Memberships in local or provincial organizations.
 - 1.6.8. Meeting supplies.

2. Allocation of Professional Development Funds

- 2.1. The Board of Education provides a funding pool to support professional development and networking for School Community Councils.
- 2.2. Purpose of Professional Development Funds
 - 2.2.1. Member and other expenses related to division planned professional development activities.
 - 2.2.2. Member expenses related to approved SCC initiated professional development activities – see Appendix A.

3. Allocation of School Development Fund

- 3.1. School groups and School Community Councils who are contemplating a special initiative at the school that requires funding assistance are to work in conjunction with their principal, Superintendent and central office staff. School development funding requests are those items which, due to their amount and non-routine nature, cannot reasonably be expected to be funded from decentralized budget allocations. See Administrative Procedure 544.

4. Annual Statement

- 4.1. The fiscal year for the School Community Council shall be September 1 to August 31.

Reference: Sections 140 of The Education Act, 1995
Part V of The Education Regulations
Board Policy 16

| ~~May 3, 2021~~ June 5, 2024



PRAIRIE SOUTH SCHOOL DIVISION

Staff & Authorized Non-Employees Acceptable Use of Technology

Part I: Staff Conditions of Use

It is important for staff members to be aware of the operational conditions under which computers and computer networks are made available to them. The following information applies to teachers and support staff.

- a) Access to and use of Division computers and the computer networks may be monitored.
- b) Files or electronic communications involving the use of Division computers or computer networks are not considered private.
- c) Computers and Division computer networks are available only to users who act in an ethical, responsible, legal and professional manner.
- d) Computers and Division computer networks are provided for acceptable and work related purposes as per table 1.
- e) A breach of the conditions of use or guidelines may result in a temporary or permanent suspension of computer privileges or other sanctions.
- f) Computers and Division networks . . . table 1 (see table)

Part II: Staff Guidelines

It is expected that staff will utilize Division computers in a professional manner with due regard to the following:

- a) Preservation of the privacy of login (ID) and passwords.
- b) Preservation of the security of systems, material, and information to the highest degree possible.
- c) Reporting of known security breaches to a supervisor or network administrator.
- d) Sending or perusing rude or offensive material.
- e) Honoring copyright laws and all license agreements.
- f) Making unjustifiable demands on the Community Net infrastructure, or the school or Division networks, servers, or computers (i.e., online games or streaming media).
- g) Recognition that the content of any and all uploaded material reflects on the image of the school division.
- h) Forfeiture of the right to use Division infrastructure for personal financial gain.
- i) Required notification and approval of the network administrator prior to making any changes to the setup of school computers.

I have read and understood the conditions of use and the guidelines of this Staff Acceptable Use of Technology.

Staff Signature:

Date:

Table 1: Examples of Acceptable/Incidental/Unacceptable Usage

ACCEPTABLE		INCIDENTAL		UNNACCEPTABLE		
Acceptable	Acceptable/Incidental	Acceptable	Incidental/Unacceptable	Unacceptable	Contravenes Other Policies	Illegal
Looking for lesson plans on the Internet.	Viewing online streaming media with students for a curricular purpose.	Preparing a roster for your child's hockey team over lunch hour.	Preparing a roster for your child's hockey team, tying up the computer when a co-worker needs access.	Walking away from a computer while still logged on and <u>NOT</u> locking the computer (<u>Ctrl+Alt+Delete</u>)	Excessive personal use of the computer (i.e. hours of work).	Running pirated/unlicensed version of software.
Accessing Sask Ministry of Education Website for resources.	Sending an e-mail to a colleague that deals with work and the schedule for your up-coming lacrosse tournament.	Sending e-mails to coworkers/others with birthday and holiday wishes.	Installing a screen-saver program <u>3rd party computer program</u> .	Sending division wide e-mails with 'puppies 4 sale' type messages.	Excessive personal use of the Internet (i.e. hours of work).	Making a libelous statement about a co-worker or student in an e-mail.
Sending a group e-mail with minutes from a meeting attached.	Downloading and installing software with prior authorization.	Browsing a news site during the lunch hour to keep up with current events.	Sharing username/password with a co-worker.	Downloading a trial version of a program and installing it without authorization.	Distributing racist or obscene jokes, pictures or graphics via e-mail.	Downloading, storing, distributing and/or selling pornography.

Note: These are examples ONLY and NOT exhaustive or inclusive!

Glossary of Terms to Accompany Student & Parent/Guardian Release Form

E-mail:	Electronic mail. Messages of text (although pictures and other computer files may be attached) sent from one user to one or more others.
Internet:	The Internet is a collection of computers throughout the world which are connected mostly using telephone lines for the purpose of sharing information. Historically, the Internet was used mainly by governments and educational institutions. Today, the Internet is used by millions of people including individuals, small and large businesses, associations, schools, universities and governments. The most popular part of the Internet is the World Wide Web (The Web).
News Groups:	The division of the Usenet component of the Internet into discussion topics. Used to share opinions on specific topics of interest, participants 'post' queries and replies to newsgroups, much like leaving messages on a bulletin board. Newsgroups can be 'un-moderated' (anyone can post) or 'moderated' (submissions are automatically directed to a moderator, who edits or filters and then posts the results).
Usenet:	The collection of wide variety of on-line discussions organized into subject categories. Like a series of electronic bulletin boards where each topic is called a news group.
World Wide Web:	The World Wide Web is a part of the Internet. The Web is the most popular part of the Internet because it provides a way for members to access information in the form of text, pictures, and even sound and video. The Web is sometimes called the multimedia part of the Internet.



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RESPONSIBLE USE POLICY

Our students use technology to learn. Technology is essential to facilitate the creative problem solving, information fluency, and collaboration that we see in today's democratic societies. While we want our students to be active contributors in our connected world, we also want them to act safely, legally and responsibly. This Responsible Use Policy (RUP) supports our vision of technology use and instills in our students a strong sense of digital citizenship.

How We Use Technology

We use technology to develop in our students the literacy skills they need to contribute in a connected world. We use technology to facilitate creativity and innovation. We use technology to support communication and collaboration. We use technology to extend research and information fluency. We develop in our students a sound understanding of technology operations and concepts. We believe technology can be transformative and we encourage students to use technology to do what they could not otherwise do. We create a safe online environment for everyone. Filtering software keeps most unwanted sites off our computers. In addition, adults supervise our students' computer activities at school. Our goal with students is to address the standards laid out by the International Society of Technology in Education (ISTE). ~~These standards are available on the Prairie South School Division website at: <https://www.prairiesouth.ca/division/programs-services/21st-century-learning/>.~~

Our Hardware and Software

Our students can access the Internet via both wired (all schools) and wireless connections (most schools). Digital projectors and interactive whiteboards which facilitate group viewing and discussions are found in many of our elementary and secondary schools. Elementary and secondary students each have access to a standard suite of software to support their learning needs. In all schools that have wireless access, students are allowed to bring their own devices. These devices generally have internet access but may not have direct access to our internal network. The use of laptops and mobile devices continues to emerge and we are working towards effectively managing, supporting and utilizing a variety of technologies in our schools. Each student, from K -12 has a student email account that supports curriculum activities.

Being a Digital Citizen

We strive to show students the safe, legal and responsible use of information and technology. We embrace the following conditions or facets of being a digital citizen.

- **Respect Yourself.** I will select online names that are appropriate. I will consider the information and images that I post online.
- **Protect Yourself.** I will not publish my personal details or any other person's, contact details or a schedule of activities. I will check with my teacher before registering at any website.
- **Respect Others.** I will not use technologies to bully, harass or tease other people.
- **Protect Others.** I will protect others by reporting abuse and not forwarding inappropriate materials or communications.
- **Respect Intellectual Property.** I will suitably cite any and all use of websites, books, media, etc.
- **Protect Intellectual Property.** I will request to use the software and media others produce.

Please keep this information page for future reference.

PARENT/GUARDIAN PERMISSION: RESPONSIBLE USE POLICY

I understand and will follow the Responsible Use Policy. If I break the agreement, the consequences could include limited or suspended access to school technology and/or disciplinary action. In some cases where property or networks are damaged or compromised, financial compensation may be required. I also understand that my school network and e-mail accounts are owned by Prairie South School Division and are not private. Prairie South and their teachers have the right to access my information at anytime.

Student's Name (please print)

Student's Signature

Date

Anticipated Graduation Year from this school

As the parent or guardian of this student, I have read the Responsible Use Policy. I understand that technology is provided for educational purposes in keeping with the academic goals of Prairie South School Division, and that student use for any other purpose is inappropriate. I recognize it is impossible for the school to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

Please return this signature page to the school.

Prairie South Employee Cell/Smart Phone Administrative Practice

Division Supplied Cell/Smart Phones:

1. Phone manufacturer being used is currently Apple iPhone. These devices are easier to manage than Android and our management software (JAMF) only supports IOS devices.
2. When considering a phone upgrade or purchase the following conditions are to be met:
 - The device should be no more than 3 years from original sale date.
 - The phone should be a base model phone – unless approved by Supervisor/Superintendent of Operations.
 - Strive to only purchased during sales – unless approved by Supervisor/Superintendent of Operations.
 - Strive to buy the most reasonably priced phone. As of May 2023, base phone costs are:
 - ~~iPhone 12 64GB - \$359.99,~~ iPhone 13 128GB - ~~\$499.99~~359.99, iPhone 14 128GB - ~~\$599.99~~499.99, iPhone 15 128GB - ~~\$629.99~~, iPhone SE Gen 3 - ~~\$99.99~~.
 - Purchase costs are subject to a yearly review and approval by the Superintendent of Operations for IT.

Using Personal Device In lieu of Division Supplied Phone:

For any staff choosing to use a personal device rather than a division supplied phone they are to be reimbursed as per the following procedure:

1. Employee puts in a monthly personal expense claim in Atrieve at the rate of \$50 each month.

Bus Driver Phone Allowance:

1. Prairie South recognizes that many full time school bus drivers use their personal phone as a preferred way to contact parents and students. Bus drivers will be reimbursed \$150 per year. Bus drivers are paid over twenty pay periods during the school year.

SOCIAL MEDIA AND ONLINE POSTING

Background

Prairie South recognizes the value of educational technology towards improving student learning. Prairie South appreciates that education takes place both in and beyond school. Students and staff must be provided opportunity to access educational resources at a modern, global level, while maintaining the integrity of the division's core values and policies. Given the realities of our modern, connected society, all staff and students must be aware that any material posted online has the potential of becoming permanent and viewable by anyone in the world. Division staff and students are expected to model ethical and appropriate conduct at all times. The expectations of our digital conduct, whether online, through texting, or any other technology, does not differ from our expectations of conduct in person.

Procedures

1. All staff and students will follow division procedures as outlined in AP 140 Online Services and Responsible Use, AP 170 Harassment (Employees) and AP 180 Local Authority Freedom of Information and Protection of Privacy.
2. Staff and students are responsible for the content of all references made online, and will be held accountable for material that is defamatory to the school or school personnel, students, parents or any other member of the school community using digital media such as social networking sites, ~~blogs~~, webpages or email.
3. In the absence of consent, use of digital media must not reveal confidential information about the school, or personal information about its staff, students, parents or other members of the school community.
4. Staff and students use of digital media must not be used to threaten or publicly criticize students, staff, parents or colleagues. Staff and students must respect the privacy and feelings of others at all times.
5. Division staff must ensure their online activity does not interfere with their work environment.
6. Students must ensure their online activity does not adversely affect the learning environment.
7. Division staff and students must show proper respect for the laws governing copyright and fair use of the copyright material owned by others.

8. Users in violation of this administrative procedure may be subject to a disciplinary process that could include:

- 8.1 Discipline
- 8.2 Suspension
- 8.3 Expulsion
- 8.4 Termination

Reference: Section 85, 87, 150, 175 Education Act STF Code of Ethics
Local Authority Freedom of Information and Protection of Privacy Act

~~July 23, 2019~~ June 5, 2024

Air Quality

Background

Poor air quality can impact the health and performance of outdoor activity participants, including students and staff. Prairie South Schools recognizes the potential short- and long-term effects of engaging in physical activity outdoors when the air quality is poor. Prairie South Schools is fully committed to reducing the risk posed to participants in outdoor activities from poor air quality.

Outdoor activities include but are not limited to outdoor physical education, extracurricular activities, field trips, and outdoor education activities. Air quality refers to the quality of outdoor air primarily related to weather, climate, and smoke (forest fires, grass fires, etc.). Air quality impacted by industry or emergent situations should be guided or directed by proper authorities. Air quality is monitored utilizing Environment Canada's Air Quality Health Index (AQHI).

Just as outdoor activities may be cancelled or rescheduled due to lightning or other weather conditions, it is essential to take similar actions to protect participants of outdoor activities when the air quality is poor. Prairie South Schools will monitor the Air Quality Health Index (AQHI) before outdoor activities. This will be done in collaboration between the Superintendent and school administration by checking the AQHI prior to the activity.

Procedures

1. When AQHI warnings are issued by Environment Canada, school administration, in consultation with the Superintendent of School Operations will make a determination of the air quality in the area where the outdoor activity will occur.
2. Based on the nature of the activity, the duration of the activity, and the age of the participants decisions around outdoor activities will be made.
3. Outdoor activities such as physical education classes, outdoor field trips, and/or extracurricular activities which are longer in duration and intensity will adhere to the following guidelines:
 - **AQHI below 7** – activity will go ahead as per usual.
 - **AQHI of 7** – scheduled activities will go ahead with a warning to all participants advising caution or limited participation if there is a history of respiratory issues e.g. asthma or if they are experiencing breathing difficulties. It is recommended that teachers/coaches consider the reduction or modification of activity/practices.
 - **AQHI of 8 - 10+** – all outdoor activities, practices, and/or scheduled games/meets will be cancelled and/or postponed. Games/Meets will be reschedule, but in the event that cannot occur, they will be officially cancelled
4. Outdoor Education Trips - Air quality can change quickly. If your school is planning an overnight or extended outdoor field trip, include in your trip itinerary contingency plans for AQHI. Check the conditions prior to leaving, have a plan to move activities in doors, have a plan for an early return.

Reference: [Understanding Air Quality Health Index Messages](#) (Government of Canada)
[Purple Air Real-Time Monitoring](#)

NUTRITION IN SCHOOLS

Background

The Division is committed to promoting and offering nutritious foods and beverages in its schools. Well-nourished students are more likely to achieve their academic potential, physical and mental growth, and lifelong health and well-being. Schools share the responsibility with the home and community to educate and provide healthy and nutritious foods and beverages.

All schools are encouraged to provide healthy and nutritious foods and beverages when food and beverages are offered to students.

Procedures

1. General

- 1.1 The choice of foods and beverages offered and served in our schools, and at any school approved or hosted event shall adhere to the guidelines as outlined in “Nourishing Minds: Eat Well—Learn Well—Live Well.” ~~(2019)~~⁽²⁰⁰⁹⁾ “Canada’s Food Guide”, Healthy foods for my School.
- 1.2 Nutritious foods and beverages will be competitively priced and appropriately promoted and advertised.
- 1.3 Schools will adhere to Public Health food safety standards.
- 1.4 Each year the school administrators and Superintendent of Operations will review current nutritional guidelines and how the school is adhering to the guidelines.
- 1.5 Each school principal will develop procedures to comply with this policy and inform their staff, School Community Council and families annually.
- 1.6 Predominantly nutritious food and beverage items will be offered in the following areas:
 - Canteens
 - Concessions
 - Cafeteria
 - Vending machines
 - Before and After School Programs

- 1.7 Refer to Ministry Guidelines for serving frequency.
- 1.8 Catering companies and outside vendors are notified of and adhere to the nutrition policy.

Reference: Section 85, 87, 175 of the Education Act

<https://publications.saskatchewan.ca/api/v1/products/76416/formats/85696/download>

Canada's Food Guide can be found at [Canada's Food Guide \(Government of Canada\)](https://food-guide.canada.ca/en/)
<https://food-guide.canada.ca/en/>

[Saskatchewan School Food Guidelines \(Saskatchewan Health Authority\)](#)

[Healthy Foods for My School \(Government of Saskatchewan, 2015\)](#) (Government of Saskatchewan, 2015)

~~July 23, 2019~~ [June 5, 2024](#)

HARASSMENT

Background

All members of the education community have a right to work and learn in a respectful environment that is free from harassment.

Prairie South School Division is committed to taking every reasonably practical measure to create and maintain work environments where employees, students and volunteers are treated with respect and dignity. The Board recognizes its responsibility to provide education regarding harassment, and to provide the opportunity for training to resolve situations that occur. The Board is committed to taking corrective action respecting any person under the Board's direction who subjects any person to harassment.

Procedures

1. Definition of Harassment

This harassment administrative procedure covers the following:

1.1 Harassment Based on Prohibited Grounds

This includes any inappropriate conduct, comment, display, action or gesture by a person that:

- 1.1.1 Is made on the basis of race, creed, religion, colour, sex, sexual orientation, marital status, family status, disability, physical size or weight, age, nationality, ancestry or place of origin; and
- 1.1.2 Constitutes a threat to the health or safety of the worker.

This type of harassment is prohibited in the *The Saskatchewan Employment Act* and *The Saskatchewan Human Rights Code*.

1.2 Sexual Harassment

1.2.1 Sexual harassment is conduct, comment, gesture or contact of a sexual nature that is offensive, unsolicited or unwelcome.

1.2.2 Sexual harassment may include:

- 1.2.2.1 A direct or implied threat of reprisal for refusing to comply with a sexually orientated request
- 1.2.2.2 Unwelcome remarks, jokes, innuendos, propositions or taunting about a person's body, attire, sex or sexual orientation
- 1.2.2.3 Displaying pornographic or sexually explicit pictures or materials

- 1.2.2.4 Unwelcome physical contact
- 1.2.2.5 Unwelcome invitations or requests, direct or indirect, to engage in behavior of a sexual nature
- 1.2.2.6 Refusing to work with or have contact with workers because of their sex, gender or sexual orientation

1.3 Personal Harassment

- 1.3.1 This includes any inappropriate conduct, comment, social media posts, display, action or gesture by a person that:
 - 1.3.1.1 Adversely affects a worker's psychological or physical well-being; and
 - 1.3.1.2 The perpetrator knows or ought to reasonably know would cause the worker to be humiliated or intimidated.
- 1.3.2 Personal harassment must involve repeated conduct or a single, serious incident that causes a lasting harmful effect on the worker. All incidents of inappropriate conduct should be appropriately addressed to ensure that the workplace remains respectful and free of harassment.
- 1.3.3 Personal harassment may include:
 - 1.3.3.1 Verbal or written abuse or threats
 - 1.3.3.2 Insulting, derogatory or degrading comments, jokes or gestures
 - 1.3.3.3 Posting demeaning or defamatory social media posts
 - 1.3.3.4 Personal ridicule or malicious gossip
 - 1.3.3.5 Unjustifiable interference with another's work or work sabotage
 - 1.3.3.6 Refusing to work or co-operate with others
 - 1.3.3.7 Interference with or vandalizing personal property

1.4 What is Not Harassment

- 1.4.1 This harassment administrative procedure does not extend or apply to day-to-day management or supervisory decisions involving work assignments, job assessment and evaluation, workplace inspections, implementation of appropriate dress codes and disciplinary action. These actions are not harassment, even if they sometimes involve unpleasant consequences. Note that managerial actions must be carried out in a manner that is reasonable and not abusive.
- 1.4.2 The administrative procedure also does not extend to harassment that arises out of matters or circumstances unrelated to the worker's employment. For example, harassment that occurs during a social gathering of co-workers that is not sponsored by the employer is not covered. However, harassment that occurs while attending a

conference or training session at the request of the employer is covered within this administrative procedure.

1.4.3 Other situations that do not constitute harassment include:

- 1.4.3.1 Physical contact necessary for the performance of the work using accepted industry standards
- 1.4.3.2 Conduct which all parties agree is inoffensive or welcome
- 1.4.3.3 Conflict or disagreements in the workplace, where the conflict or disagreement is not based on one of the prohibited grounds

Harassment can exist even where there is no intention to harass or offend another. Every person must take care to ensure his or her conduct is not offensive to another.

2. Employer's Commitment

2.1 Prairie South School Division will take all complaints of harassment seriously. We are committed to implementing this administrative procedure and to ensuring it is effective in preventing and stopping harassment, as well as creating a productive and respectful workplace.

2.2 This commitment includes the following:

2.2.1 Informing All Persons in the Workplace of their Rights and Obligations

- 2.2.1.1 A copy of the harassment administrative procedure will be provided to all workers as part of their initial employment package.
- 2.2.1.2 A copy of the harassment administrative procedure will be posted on the school division website.

2.2.2 Protecting Workers Trying to Prevent or Stop Harassment

- 2.2.2.1 Harassment complaints and investigations will be held in the strictest of confidence except where the disclosure is necessary for the purposes of investigating the complaint, taking corrective action with respect to the complaint or as required by law.
- 2.2.2.2 Action will be taken to prevent reprisal against persons who make a harassment complaint in good faith, which may mean informing complainants and alleged harassers of this commitment.

2.2.3 Promptly Taking Action Necessary to Stop and Prevent Harassment

- 2.2.3.1 Appropriate action, sufficient to ensure the harassment stops and does not happen again, will be taken against persons who are or were engaged or participated in harassment.

- 2.2.3.2 When necessary, other visitors to the workplace will be informed that certain conduct directed towards staff will not be tolerated or allowed to continue.

3. Employee's Duty

- 3.1 In accordance with Part III of *The Saskatchewan Employment Act*, all workers employed by Prairie South School Division shall refrain from causing or participating in the harassment of another worker, and co-operate with any person investigating harassment complaints.

4. Complaint Procedure

This administrative procedure sets out the complaint procedure that shall be used following instances of harassment.

- 4.1 Complainants have three (3) recommended courses of action: personal contact, an oral report, or a written report.
- 4.2 Because it is often best if allegations of personal harassment are resolved closest to the source of harassment, it is recommended that the complainant first approach the respondent to attempt to resolve the alleged harassment.
- 4.3 If the complainant believes personal contact would not satisfactorily resolve the situation, the complainant may report the incident orally to his or her immediate supervisor.
- 4.4 The immediate supervisor shall review the complaint and report orally his or her findings to the complainant and the respondent within two (2) weeks. Such a review is to include an interview with the respondent and may include other interviews as deemed appropriate by the supervisor.
- 4.5 Notwithstanding the preceding protocols, the complainant may submit a formal, written complaint to his or her Central Office supervisor. In the event the respondent is the Central Office supervisor, the written complaint is to be forwarded to the Director of Education. In the event the respondent is the Director of Education, the written complaint is to be forwarded to the Board Chair. The complaint must be recorded in writing using the **Harassment Formal Complaint Form**.

- 4.6** Following receipt of the formal, written complaint, the Central Office supervisor and Superintendent of Human Resources or designate shall investigate the complaint. Investigators must act in accordance with the following guidelines:
- 4.6.1 The investigation commences and concludes as soon as reasonably possible
 - 4.6.2 Witnesses are interviewed separately and written witness statements are prepared
 - 4.6.3 Witnesses are asked to review and sign their written statements
 - 4.6.4 Witnesses are advised to keep the investigation and the identity of the complainant and alleged harasser in confidence, unless they are required to disclose them by law
 - 4.6.5 The complainant and alleged harasser are entitled to be accompanied by legal or union counsel during the interview and investigation process
 - 4.6.6 During the investigation process, both the complainant and the alleged harasser are entitled to be informed of all the allegations made against them and allowed the opportunity to make full answer and defense
 - 4.6.7 This does not mean that either party is entitled to see or receive copies of the complete statements. However, both are entitled to see or receive an adequate summary of the evidence to make a full answer and defense.
- 4.7** The investigation team shall provide a written report to the Director of Education within three (3) weeks of the date of the formal complaint. The written report shall include a summary of the evidence, a description of any conflict in the evidence, the conclusions on the facts and reasons for reaching those conclusions, as well as the recommended corrective action where harassment has been found to have occurred.
- 4.8** The Director of Education along with the investigation team shall meet with the complainant and the respondent, separately, to review the findings of the investigation.
- 4.9** If the alleged harassment is determined to be true, the respondent may be subject to appropriate disciplinary procedures as determined by the Director of Education, which may include any or a combination of an oral reprimand, written reprimand, suspension, and/or dismissal.
- 4.10** Where harassment has not been substantiated no action will be taken against an employee who has made the complaint in good faith.
- 4.11** This procedure is not intended to discourage or prevent a complainant from exercising any other legal rights pursuant to law.

5. Taking Action to Stop and Prevent Harassment

In taking action to stop harassment and prevent its reoccurrence, Prairie South School Division will be guided by the following considerations and options.

5.1 Individual Awareness and Counselling

- 5.1.1 Individuals may not be aware of the effects of their behavior. In many cases, speaking to the person in private about the inappropriate behavior will be enough to resolve a situation.
- 5.1.2 In certain instances, it may be more effective for a supervisor to speak with the offending person or to arrange and facilitate a meeting between the complainant and alleged harasser.
- 5.1.3 Complainants should not be encouraged to confront the alleged harasser if they are reluctant to do so, if the alleged harassment is of a very serious nature or if the alleged harasser denies engaging in the alleged conduct.

5.2 Interim Action

- 5.2.1 A department manager or superintendent may have grounds to believe that a complainant will be exposed to continued harassment or reprisal while waiting for the investigation or resolution process to occur. The department manager or superintendent must take immediate action to protect the worker from continued harassment or reprisal. Any interim action should respect the alleged harasser's rights based on the employment contract or collective bargaining agreement in place.
- 5.2.2 Considering the above-mentioned rights, the department manager or superintendent's action may include:
 - 5.2.2.1 Cautioning the alleged harasser about the types of behavior that will not be tolerated
 - 5.2.2.2 Moving the alleged harasser to another work facility
 - 5.2.2.3 Moving the complainant to another work facility at the complainant's request
 - 5.2.2.4 Suspending the alleged harasser with pay while waiting for a final determination
- 5.2.3 Such action will only be after consultation with the Superintendent of Human Resources or designate.

5.3 Mediation

- 5.3.1 Mediation offers both parties the opportunity to develop an understanding of the problem and resolve the complaint before or during the formal investigation process. The mediator facilitates separate discussions or joint meetings between the complainant and the alleged harasser, for the purpose of resolving the complaint. Mediation may take place at any point in the resolution process as long as both parties agree to participate in mediation.

5.4 Disciplinary Action

- 5.4.1 An employee who has knowingly engaged or participated in the harassment of a co-worker will be disciplined. The discipline will be subject to the employee's rights under the employment contract or collective bargaining agreement in place.
- 5.4.2 The discipline imposed on an employee, who is found to have engaged or participated in harassment in the workplace, may include reprimand, relocation, demotion, suspension or termination of employment.
- 5.4.3 The severity of the discipline will depend on the following:
- 5.4.3.1 Seriousness of the Alleged Conduct
 - Whether the conduct is an offence under the criminal code
 - Whether the conduct is an offence under *The Saskatchewan Employment Act* or *The Saskatchewan Human Code*
 - 5.4.3.2 Rights Code
 - The extent of the mental or physical injury caused to the complainant by the conduct
 - Whether the harasser persisted in behavior that was known to be offensive to the complainant
 - Whether the harasser abused a position of authority
 - 5.4.3.3 Risk of the Harasser Continuing with Similar Harassment of the Complainant or Others
 - Whether the harasser acknowledges that conduct was unacceptable and makes a commitment to refrain from participating in future harassment
 - Whether the harasser has apologized to the complainant or taken action to repair any harm caused by the conduct
 - Whether the harasser has agreed to participate in awareness sessions, training or other recommended counselling or treatment

6. Third-Party Harassers

- 6.1 This administrative procedure covers harassment connected to any matter or circumstance arising out of the worker's employment. Parents, volunteers, visitors, contractors or their workers and others invited to the workplace could engage or participate in the harassment of an employee. Prairie South School Division may have limited ability to investigate or control their conduct. However, Prairie South School Division shall take reasonably practicable action to stop or reduce the risk to its workers of being harassed by third parties.

- 6.2 This action may include:

6.2.1 Requiring certain contractors and their workers to accept and meet the terms of the harassment administrative procedure and removing workers who participate in harassment from the workplace.

6.3 Where an individual has been asked to stop abusing or harassing a worker and does not, workers are authorized to end telephone conversations, politely decline service and to ask the individual to leave the workplace.

7. Malicious Complaints

7.1 It is uncommon for someone to make a false claim deliberately, but it can happen. Where an investigation finds a complainant has knowingly made a false allegation, the complainant will be subject to appropriate discipline.

8. Other Options for Complainants

8.1 Nothing in this administrative procedure prevents or discourages a worker from referring a harassment complaint to Occupational Health & Safety.

8.2 A worker may also file a complaint with the Saskatchewan Human Rights Commission under *The Saskatchewan Human Rights Code*.

8.3 A worker also retains the right to exercise any other legal avenues available.

Reference: Section 85, 87 Education Act
Human Rights Code
The Occupational Health and Safety
Regulations, 1996
Employment Standards Act
Canadian Charter of Rights and Freedoms
STF Code of Ethics

August 15, 2019

Reviewed: June 5, 2024

GUIDELINES FOR PROTECTING THE PRIVACY AND CONFIDENTIALITY OF PERSONAL INFORMATION

Background

In the course of performing their duties, employees may be required to work outside their regular office space or school. This may include transporting records by car and other transportation methods; working on assignments or projects at other school division locations; attending meetings at hotels and conference centres; and representing the school division at ceremonies or public gatherings.

Records containing personal information may be in paper and/or electronic format including student files, assessment protocols, student reports, laptops, cell phones, tablets/iPads, professional notes, and external drives. The purpose of these guidelines is to set out how employees should protect the privacy and confidentiality of such records when working outside the office.

Whenever personal information is being used outside of the office there is an increased risk that it may be lost or compromised. In the course of performing their duties, Prairie South School Division employees must take reasonable measures to keep paper and electronic records safe and secure.

Procedures

1. Freedom of Information and Protection of Privacy Legislation

- 1.1. When working both inside and outside the office, employees must comply with The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP). One purpose of the Act is to protect the privacy of individuals with respect to personal information about themselves held by the school division.
- 1.2. Personal information is defined in the Act as recorded information about an identifiable individual, including his or her race, creed, religion, colour, sex, sexual orientation, family status or marital status, disability, age, nationality, ancestry or place of origin of the individual, and other information.

2. Removing Records from the Office

- 2.1. Employees should only remove records containing personal information from the office when it is absolutely necessary for the purposes of carrying out their job duties. If possible, only copies should be removed, with the originals left in the office. If using original documents, remove only relevant documents or extract a summary and return them as quickly as possible. When copies are no longer needed, they should be destroyed in a secured manner (shredded).
- 2.2. Depending on their positions, employees may be required to obtain approval from their supervisor before removing records containing personal information from the office.

- 2.3. Records containing personal information that are being removed from the office should be recorded on a sign-out sheet that includes the employee's name, a description of the records; the names of the individuals whose personal information is being removed; and the date the records were removed.
- 2.4. Procedures for transporting Student Cumulative Files are outlined by the Ministry of Education in the Student Cumulative Record Guidelines document.

3. Paper Records

- 3.1. Paper records containing personal information should be securely packaged in folders, carried in a locked briefcase or sealed box, and kept under the constant control of the employee while in transit.
- 3.2. When an employee travels by car, paper records should always be locked in the trunk. If storing the information overnight, the information should be stored as above, in a locked garage or inside the house if no garage exists.
- 3.3. Paper records should not be opened or reviewed while travelling on public transportation such as a bus or airplane.
- 3.4. When working at other locations outside the office, paper records should be kept under the constant control of the employee, including during meals and other breaks. If this is not possible, the records should be temporarily stored in a secure location, such as a locked room or desk drawer.

4. Electronic Records

- 4.1. Electronic records should be stored on secure school division servers but if electronic records containing personal information should be stored and outside of school division servers they should be encrypted on a password-protected flash drive rather than the hard drive of a laptop or home computer.
- 4.2. To prevent loss or theft, the flash drive must to be kept under the constant control of the employee while in transit.
- 4.3. When working at other locations outside the office, electronic records should be kept under the constant control of the employee, including during meals and other breaks. If this is not possible, they should be temporarily stored in a secure location, such as a locked room or desk drawer.

5. Laptop and Home Computers

- 5.1. Records should always be stored on school division servers. Access to laptop and home computers should be password-controlled, and any data on the hard drive should be encrypted. Other reasonable safeguards, such as anti-virus software and personal firewalls, should also be installed.
- 5.2. Laptops should be kept under the constant control of the employee while in transit. When an employee travels by car, a laptop should always be locked in the trunk.
- 5.3. If it is necessary to view personal information on a laptop screen when working at locations outside the office, ensure that the screen cannot be seen by anyone else. Personal information should never be viewed on a laptop screen while travelling on public transportation.

- 5.4. When working at home or at other locations outside the office, a laptop or home computer should be logged off and shut down when not in use.
- 5.5. Do not share a laptop that is used for work purposes with other individuals, such as family members or friends.

6. Wireless Technology

- 6.1. Employees should protect the privacy and confidentiality of personal information stored on wireless devices such as personal digital assistants and cell phones. Access to such devices should be password-controlled, and any stored data should be encrypted.
- 6.2. To prevent loss or theft, a wireless device should be kept under the constant control of the employee while in transit. Never leave a wireless device unattended in a car. If it is necessary to view personal information on a wireless device while in public or when travelling on public transportation, ensure that the display panel cannot be seen by anyone else.
- 6.3. When working at locations outside the office, the employee should maintain constant control of wireless devices. If this is not possible, they should be temporarily stored in a secure location, such as a locked room or desk drawer.
- 6.4. Do not share wireless devices that are used for work purposes with other individuals, such as family members or friends.

7. Faxes and Photocopies

- 7.1. Ideally, employees should undertake the faxing or photocopying of personal information themselves. However, in some locations outside the office, fax and photocopy machines for individual use may not be readily available. If employees must submit records containing personal information to a third party for faxing or photocopying, they should ask to be present when these tasks are being done.
- 7.2. It is required that all staff sending confidential information include the following statement as part of their fax cover sheet:
This fax and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. This message contains confidential information and is intended only for the individual named. If you are not the named addressee, you should not disseminate, distribute or copy this fax. Please notify the sender immediately by email or telephone if you have received this fax by mistake and destroy this fax. If you are not the intended recipient, you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.
- 7.3. Before faxing personal information, employees must confirm that they have the correct fax number for the intended recipient.
- 7.4. When faxing personal information, employees must stay by the machine to ensure that all materials were transmitted correctly.

8. E-mail

- 8.1. It is required that all staff sending confidential information include the following statement as part of their email signature:

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. This message contains confidential information and is intended only for the individual named. If you are not the named addressee, you should not disseminate, distribute or copy this email. Please notify the sender immediately by email if you have received this email by mistake and delete this email from your system. If you are not the intended recipient, you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

- 8.2. Limit all personal identifiers and confidential information before emailing the information, wherever possible. It is recommended for attachments the document is password protected and the password will not be shared in the same email.
- 8.3. Before emailing personal information, confirm that you have the correct email address for the intended recipient.

9. Working Remotely with Personal Information

- 9.1. If you will be working with personal information from home or remotely, take care to make sure you are the only person able to access the records. Simple steps to take include:
 - 9.1.1. Log off or shut down your laptop or home computer when you are not using it.
 - 9.1.2. Set the automatic logoff to run after a short period of idleness.
 - 9.1.3. Do not share a laptop used for working with personal information with other individuals, including family members and friends.
 - 9.1.4. When records are not being used, store in a secure location.
 - 9.1.5. Avoid sending personal information by fax from public locations.

10. Using Personal Smartphones for Work Related Purposes

- 10.1. This procedure also applies if you are using your own device for work purposes. If personal information is stolen or lost, you must report the incident in accordance with the reporting requirements clause.

11. Reporting Requirements

- 11.1. When confidential information is lost, compromised or potentially compromised, contact your supervisor immediately. The Supervisor will immediately report the incident to the LAFOIP Officer of the school division. The Officer will notify the Office of the Saskatchewan Information and Privacy Commissioner.
- 11.2. The school division will notify the individuals whose personal information has been stolen or lost, telling them the kind of information that has been compromised and steps that are being taken to recover it.

June 5, 2024

HOME BASED EDUCATION

Background

Prairie South School Division recognizes the right of parents residing within the school division to choose home-based instruction for their children.

Students participating in home-based education are students of the school division, and are required to be registered as such.

Procedures

1. Registration

- 1.1 The Superintendent of Operations is responsible for the registration of home-based education students.
- 1.2 Parents or guardians are to register the student with the Superintendent of Operations by August 15 of each year.
- 1.3 Parents or guardians establishing residence in the school division during the school year are to notify and register with the Superintendent of Operations within thirty days of their intent to register.
- 1.4 The following items are required to complete the registration process:
 - 1.4.1 A **Notification of a Home-Based Education Program** form listing the names of each student on the program.
 - 1.4.2 A written education plan containing the following:
 - 1.4.2.1 The philosophical approach of the home-based education program;
 - 1.4.2.2 The areas of study and learning objectives for each student on the home-based education program. At a minimum of three broad annual goals in each area of study for language arts, science, social studies and mathematics
 - 1.4.2.3 The means of assisting and recording the educational progress of each student on the program; Parents must maintain a portfolio of work for each home-based learner that includes: a periodic log and a detailed summative record and/or sample of work for each of the broad annual goals identified. For details, refer to the provincial Home-Based Education Policy Manual available in your school division office or on line at:
<https://www.saskatchewan.ca/residents/education-and-learning/prek-12-education-early-learning-and-schools/home-schooling>

- 1.4.2.4 Home-based educators are not required to provide the portfolio of work to their registering official unless they have chosen this option for their annual progress report.
- 1.4.2.5 Services requested from the school division.

2. Annual Progress Report

- 2.1 Parents or guardians are to provide an annual progress report for each student by June 30.
- 2.2 Home-based educators shall choose one of the following options for the format of each annual progress report:
 - 2.2.1 The portfolio of work according to Ministry Policy B.5 and with sufficient detail for the registering authority to assess the educational progress of the home-based learner.
 - 2.2.2 Test results of the home-based learner who has taken a nationally normed standardized achievement test administered in accordance with Ministry Policy A.3.1
- 2.3 The Superintendent of Operations may schedule a conference with the parents to review the student's progress.

3. Activities

The following services are to be provided by the school division:

- 3.1 Provincial curriculum guides on loan.
- 3.2 Textbooks and learning resources used in division schools on loan if available.
- 3.3 Access to school division libraries.
- 3.4 Standardized testing in relation to the annual progress report.
- 3.5 Assessment and diagnostic testing of an intensive needs student.
- 3.6 Access to Speech/Language Pathologist or Psychologist upon request to the Superintendent of Learning and a subsequent referral to the Superintendent of Operations.
- 3.7 Driver Education shall be provided to an eligible student when it is offered at the school in the student's catchment area. Registration costs will be paid by the school division.
- 3.8 Provided registration has taken place by September 15 of the school year, the school division will allow for reimbursement of up to \$500 per student for program materials to support the Home Based Education Program. Reimbursement can be claimed by submitting the **Reimbursement Form**.
- 3.9 Partial or full payment for distance education courses in accordance with *Administrative Procedure 341 – Purchase of Services for Students*.
- 3.10 At the request of the home-based educator, home-based learners shall be allowed to participate in the school photograph program at the school in the local catchment area. The home-based educator shall be responsible for normal costs involved.
- 3.11 Access to photocopying may be arranged with the local in-school administrator. There shall be a maximum of 300 copies per student per school year.

The following services may be provided by the school division:

1. For students in grades 10-12, Access to individual courses in a school may be accepted through application to the Superintendent of Operations. The Superintendent of School Operations may approve one course per semester during a given school year.
2. Participation in extra-curricular activities through application to the Superintendent of Operations.
 - a) May participate in extra-curricular at their catchment area school if schools accept and it is not taking a position from a student currently attending the school.
 - b) For high schools in Moose Jaw, participation would be made through an application to the Superintendent of Operations and placement will be determined by the Superintendent of Operations.
3. Use of school-based software programs (Raz Kids and Mathletics) through application to the Superintendent of Operations.

Reference: Sections 2, 85, 87, 117, 157, 370 of the Education Act
Sections 17, 18 Education Regulations
Ministry Policy B.5 and A.3.1

~~June 7, 2022~~ June 5, 2024

ADMISSIONS OF STUDENTS

Background

Prairie South School Division provides the children and parents of the ~~s~~School ~~d~~Division learning opportunities within the context of the Board's vision, mission, and beliefs.

All persons, according to *The Education Act, 1995* who have attained the age of six years, but not yet attained the age of 22 years, have the right to attend a school in a school division and a right to secure instruction appropriate to their age and level of educational achievement.

The student's right to receive instruction is the right to instruction in courses or programs approved by the Board. This instruction may be provided in the schools of the Division, or in Board-approved schools or institutions outside the Board's jurisdiction.

The Division may provide programs and services to persons beyond those required by provincial legislation.

Procedures

1. Resident Students

- 1.1 The ~~p~~Principal is responsible for the admission of students who reside in the catchment area of their assigned school.
- 1.2 Requests for admission to schools from students living outside the normal catchment area are to be submitted to the ~~p~~Principal. The Principal will follow the steps outlined in Administrative Procedure 301.
- 1.3 If students require special programming, the school attended is to be designated by the Director of Education.
- 1.4 Resident adults who are, or exceed 22 years of age, may enroll in schools of the Division with the approval of the Director of Education.

2. Kindergarten and Grade One

- 2.1 Children who are five years of age as of December 31 of the school year may be admitted to kindergarten.
- 2.2 Children who meet Ministry of Education criteria for a student with a designated disability may enter a ~~S~~school ~~-d~~Division early learning program no earlier than the age of three, provided the Director of Education has approved such an admission.
- 2.3 Children who are six years of age as of December 31 of the school year are to be admitted to grade one.
- 2.4 If a parent has questions or concerns about their child's initial placement in Kindergarten or Grade 1, they are to contact the Principal to set up a team meeting to discuss the initial placement. The team meeting will include the parent(s)/guardian(s), the Principal, the Early Learning Consultant, and the Superintendent of Operations.

3. Non-Resident Students

- 3.1 Saskatchewan students, who are non-residents of Prairie South School Division may be admitted subject to the following conditions:
 - 3.1.1 The student or Saskatchewan school division wishing to enroll a student in Prairie South School Division makes application for admission to the Director of Education.
 - 3.1.2 Space, material and appropriate staffing are available to accommodate the student.
 - 3.1.3 Registration fees may be charged for online courses.
- 3.2 Exchange students may be admitted subject to the following conditions:
 - 3.2.1 The Director of Education approves the request for admission.
 - 3.2.2 Exchange students who are not eligible for grant recognition are required to pay 100% of the computed tuition fee amount.
 - 3.2.3 Tuition fees are to be waived for students who are eligible for grant recognition. Eligible students are those engaged in a year of study in the School division as part of a reciprocal exchange program.
 - 3.2.4 A reciprocal exchange program is one where at least one student from the school division is benefiting from an equivalent time period of studies in another country and not paying tuition. This exchange may include a year of study at the secondary level immediately following grade 12.
 - 3.2.5 An exception to the definition of reciprocal exchange programs is a program where there are specific one-to-one exchange arrangements between foreign countries and the province.
- 3.3 International students may be admitted subject to the following conditions:
 - 3.3.1 Students request admission in accordance with Prairie South School Division requirements and directions.
 - 3.3.2 Applications are completely processed and returned to the Director of Education by March 15 for enrolment in September. Applications received after March 15 are to be considered for enrolment in February.
 - 3.3.3 Appropriate fees are paid when all documentation has been received and the application approved by the Director of Education.
 - 3.3.4 Students who last attended school in a country other than Canada may, prior to admission to a school in the Division, be required by the school Perincipal to have their previous educational standing evaluated by Ministry of Education.

4. Transfers from Other Jurisdictions

- 4.1 A child who has attended kindergarten or grade one in another school division during the current school year and who does not meet the admission requirements of the Division is to be admitted at the level to which he or she was entitled by the sending Division.
- 4.2 Provisional placements are to be changed only in cases when the placement is found to be clearly inconsistent with the student's general achievement.

5. Documentation

- 5.1 Principals are required to collect, assess, and record information required for the admission of students to schools.
- 5.2 It is the responsibility of parents or guardians of students to provide information required by the pPincipal.

6. ~~Transfers within the Division~~

6.1 ~~Transfer Request Form and Boundary Exemption Request Form Process:~~

~~School Start Up~~

~~6.1.1 The parents or guardians fill out Appendix A: **Boundary Exemption Form**, that specifically outlines reasons for the request. The following process is followed for a Boundary Exemption Request:~~

~~6.1.1.1.1 Principal signs the boundary exemption form and sends it to their Superintendent. Principal cannot accept students into the school until the form is approved by the Superintendent.~~

~~6.1.1.1.2 Superintendent signs the form.~~

~~6.1.1.1.3 Superintendent signs confirmation letter.~~

~~6.1.1.1.4 Reception mails the letter, enters info into database, files a copy of letter.~~

~~6.1.1.1.5 No transportation is involved.~~

~~Mid-Year~~

~~6.1.2 Parents or guardians contact school administration of the school in the family's attendance area and a meeting is held to discuss reasons for the request.~~

~~6.1.3 In the event that the request is still desired, parents or guardians may request a meeting with the Superintendent of Operations to discuss the transfer. The Superintendent of Operations will either approve or deny the request.~~

~~6.1.4 If approved, the Superintendent of Operations will contact the administration of the receiving school and confirm the transfer.~~

~~6.1.5 Parents/guardians complete and submit a Boundary Exemption form at the receiving school.~~

6.2 ~~Superintendents Responsibilities:~~

~~6.2.1 Contact Transportation Manager prior to approving the boundary exemption form.~~

~~6.2.2 Review exemption form and school situation prior to signing.~~

6.3 ~~Principal Responsibilities:~~

~~6.3.1 Ensure they have space in their school prior to signing the exemption form.~~

~~6.3.2 Give the parent the Transportation Request form in Rural instances.~~

~~6.3.3 Communicate to the parent that the boundary exemption is not final until a confirmation letter is received from the school division/area Superintendent.~~

~~Prairie South Schools operate as an open boundary school system allowing parents to register students in any of the Division's schools. There are circumstances when approval for transfer to a school outside of the student's catchment area may not be approved.~~

~~6.4 Transfers may not be granted if:~~

~~6.4.1 The school is at 100% enrolment capacity. If childcare is in the area of the out of catchment school transfer will be considered.~~

~~6.4.2 There is no space available in the grade level or classes at the school in which the student desires to be enrolled.~~

~~6.4.3 There are no appropriate educational programs or services available to improve the student's condition as stated in the request for transfer.~~

~~6.4.4 The student's transfer is likely to create a risk to the health or safety of other students or staff at the new building.~~

~~6.4.5 The admittance of out-of-attendance students will result in more staff than otherwise would be allocated.~~

~~6.5 Appeal Process~~

~~6.5.1 In the event that the request is denied, the parents or guardians may appeal in writing to the Director of Education. A final appeal may be made to the Board of Education.~~

Reference: Sections 2, 85, 87, 141, 142, 145, 156, 169, 171, 173, 175 Education Act
Section 20 Education Regulations
Child and Family Services Act

~~June 6, 2023~~June 5, 2024

School Transfers and Boundary Exemptions

Background

~~Prairie South School Division provides the children and parents of the school division learning opportunities within the context of the Board's vision, mission, and beliefs.~~

~~All persons, according to *The Education Act, 1995* who have attained the age of six years, but not yet attained the age of 22 years, have the right to attend a school in a school division and a right to secure instruction appropriate to their age and level of educational achievement.~~

~~The student's right to receive instruction is the right to instruction in courses or programs approved by the Board. This instruction may be provided in the schools of the Division, or in Board-approved schools or institutions outside the Board's jurisdiction.~~

~~The Division may provide programs and services to persons beyond those required by provincial legislation.~~

Prairie South Schools operates as an open boundary school system allowing parents/guardians the opportunity to register students in any of the Division's schools. Prairie South strives to have a school capacity utilization rate of 85% in all facilities.

Procedures

1. Transfer Request Form and Boundary Exemption Request Form Process:

School Start Up

- 1.1 The parents or guardians fill out Appendix A: **Boundary Exemption Form**, that specifically outlines reasons for the request. If approved, no transportation will be provided by the Division. The following process is followed for a Boundary Exemption Request:

- 1.1.1 Principal signs the boundary exemption form and sends it to their Superintendent of Operations. Principal cannot accept students into the school until the form is approved by the Superintendent of Operations.
- 1.1.2 Superintendent of Operations signs the form.
- 1.1.3 Superintendent of Operations signs confirmation letter.
- 1.1.4 Reception mails the letter, enters info into database, files a copy of letter.

~~1.1.5 — No transportation is involved.~~

Mid-Year

- 1.2 Parents or guardians contact school administration of the school in the family's attendance area and a meeting is held to discuss reasons for the request.
- 1.3 In the event that the request is still desired, parents or guardians may request a meeting with the Superintendent of Operations to discuss the transfer. The

Superintendent of Operations will either approve or deny the request.

- 1.4 If approved, the Superintendent of Operations will contact the administration of the receiving school and confirm the transfer.
- 1.5 Parents/guardians complete and submit a Boundary Exemption form at the receiving school.

2. Superintendents of Operations' Responsibilities:

~~2.1 Contact Transportation Manager prior to approving the boundary exemption form.~~

~~2.2~~ 2.1 Review exemption form and school situation prior to signing.

3. Principal's s Responsibilities:

3.1 Ensure they have space in their school prior to signing the exemption form.

~~3.2 Give the parent the Transportation Request form in Rural instances.~~

~~3.3~~ 3.2 Communicate to the parent that the boundary exemption is not final until a confirmation letter is received from the ~~school division/area~~ Superintendent of Operations.

~~Prairie South Schools operate as an open boundary school system allowing parents to register students in any of the Division's schools.~~ There are circumstances when approval for transfer to a school outside of the student's catchment area may not be approved.

4. Transfers may not be granted if:

4.1 The school is at ~~100~~90% enrolment capacity. ~~If childcare is in the area of the out of catchment school transfer will be considered.~~

4.2 There is no space available in the grade level or classes at the school in which the student desires to be enrolled.

4.3 There are no appropriate educational programs or services available to improve the student's condition as stated in the request for transfer.

~~4.4 The student's transfer is likely to create a risk to the health or safety of other students or staff at the new building.~~

~~4.5 The admittance of out-of-attendance students will result in more staff than otherwise would be allocated.~~

5. Appeal Process

5.1 In the event that the request is denied, the parents or guardians may appeal in writing to the Director of Education. A final appeal may be made to the Board of Education.

Reference: Sections 2, 42, 85, 145, 148, 156, 170, 173, 175 Education Act

~~June 6, 2023~~ June 5, 2024



1075 9th Avenue North West, Moose Jaw, SK S6H 1V7 P 306.694.1200 1.877.434.1200 F 306.694.4955 prairiesouth.ca

Application for Boundary Exemption

Date: _____

Name of Student(s): _____ Grade/Year: _____

School you want them to attend: _____

School they previously attended: _____

Name of Parent(s)/Guardian(s): _____

Home Address: _____

Postal Code: _____ Telephone: _____

Please state the reason for requesting a boundary exemption for your child(ren). Be advised that if an exemption is granted, it is your full responsibility to provide transportation for your child(ren) at their designated school. Please ensure you complete all information on this form, including the names and addresses of individuals who may assume some responsibility for your child(ren), i.e.: babysitters, grandparents, etc.

Principal Approval

Superintendent Approval

ADMINISTERING MEDICATIONS AND MEDICAL TREATMENT TO STUDENTS

Background

Prairie South School Division recognizes that some students may require:

- Essential oral and/or injectable medication on a regular basis.
- Essential oral and/or injectable medication in an emergency situation.
- Essential procedures on a regular basis.

An “essential medication” is a physician-prescribed medication that must be scheduled during regular school hours and is necessary for the student’s health or well-being.

An “emergency situation” includes those times when a physician-prescribed medication or procedure for a pre-existing diagnosed medical condition must be administered in order to ensure life safety.

An “essential procedure” is a physician-prescribed procedure that must be scheduled for administration to a student during regular school hours and that is necessary for the student’s health or well-being. Examples of an essential procedure could include, but are not limited to:

- Gastronomy feeds
- Catheterization
- Suctioning
- Response to seizures, asthma or anaphylaxis
- Blood glucose monitoring and,
- Response to low blood sugar

Procedures

1. An “essential support aid” is specific equipment prescribed by a physician which cannot be provided by the Division and which is necessary to address the specific medical restrictions of a student, an essential support aid includes the plural of an essential support aid.
 - 1.1. An essential medication or essential procedure may be given during school hours to a student at a location designated by the school division, by an employee approved by the Principal, or designate, upon request in writing from that student’s parent or guardian provided such request is supported by a statement (in accordance with the following procedures from the physician prescribing the essential medication or essential procedure). An essential medication may not be given, and/or an essential procedure may not be administered, upon the request of the student or parent alone.

- 1.2. Students unable to attend a school for health-related reasons, or where the division cannot provide sufficient qualified resources within its operations to ensure the health or safety of a student, may be offered educational services through a hospital-based, online or tutor-based program.
2. A request for the giving of essential medication and/or the administration of an essential procedure must be supported by a statement from the physician prescribing the essential medication or procedure, which statement must include, but is not limited to the following:
 - 2.1. The specific medical restrictions to be addressed;
 - 2.2. The essential medication and/or the essential procedure prescribed to address the specific medical restrictions.
 - 2.3. Confirmation that giving of the essential medication and/or the administration of the essential procedure.
 - 2.3.1 Must take place during school hours in order to address the medical restrictions
 - 2.3.2 For medical reasons cannot take place or be administered solely outside of school hours;
 - 2.4. The amount, dosage, and frequency of the giving of the essential medication
 - 2.5. The frequency of the administration of the essential procedure;
 - 2.6. A detailed description of any equipment or device required in the giving of the essential medication and/or the administration of the essential procedure and detailed instructions setting forth and describing all steps to be followed and done in the giving of the essential medication and/or the administration of the essential procedure.
 - 2.7. The duration of the giving of the essential medication and/or the essential procedure;
 - 2.8. Instructions as to the handling and/or storage of essential medication and/or equipment or devices required to be used in such giving.
 - 2.9. Instructions as to the handling and/or storage of equipment or devices required in the administration of the essential procedure
 - 2.10. A statement that the essential medication can be safely given and/or the essential procedure can be safely administered by a non-medical person; and
 - 2.11. Such further and other matters which the prescribing physician considers necessary or relevant in the circumstance.
 - 2.12. Parents/Guardians will need to take a copy of the Physician Statement to Support Administration of Medication at School to the Physician for each visit that may result in a change of medication. This form captures the requested information listed above. All records obtained and created are for educational purposes only and are to be treated as confidential. Student records are for use by educational professionals and as deemed appropriate for necessary programming purposes.
3. A request to use an essential support aid at school must be made in writing to the principal and must provide the reasons and the benefits of the request.

Commented [AO1]: Link appropriate form

- 3.1. The request must be supported by a statement from the physician prescribing the support, which statement must include but is not limited to the following:
 - 3.1.1 The specific medical restrictions to be addressed by the essential support aid
 - 3.1.2 Confirmation that the aid is medically necessary to address the specific medical restrictions of the student;
 - 3.1.3 Confirmation that the essential support aid must:
 - 3.1.3.1 Be in place and used during school hours in order to address the medical restrictions and
 - 3.1.3.2 For medical reasons cannot be in place or used solely outside of school hours.
 - 3.1.3.3 A detailed description of any equipment or device required and detailed instructions setting forth and describing all steps to be followed and done in the administration or use of the essential support aid
 - 3.1.3.4 The duration of the support required;
 - 3.1.3.5 Such further and other matters which the prescribing physician considers necessary or relevant in the circumstance.
 - 3.1.4 Parents/Guardians will need to take a copy of the Physician Statement to Support Essential Medical Procedures at School to the Physician for each visit that may result in a change to the procedure(s). This form captures the requested information listed above. All records obtained and created are for educational purposes only and are to be treated as confidential. Student records are for use by educational professionals and as deemed appropriate for necessary programming purposes.
4. Any request for an essential medication and essential procedure or an essential support aid must be approved by the principal before the medication, procedure or support is permitted.
 - 4.1. In the case of a request for an essential procedure or essential support the principal must consult with the Superintendent of Learning before giving approval for the request.
 - 4.2. The principal or designate shall ensure that the school is designated by the school division to provide the requested service or refer the parent/guardian to the Superintendent of Learning who shall assign the student to the nearest school that can provide the services.
5. The parent or guardian shall be required to execute and deliver to the Principal or designate a consent and release agreement in form set forth in **Appendix A- Authorization/Request for Administration of Essential Medication and/or Essential Procedures**. A new consent and release agreement must be completed:
 - 5.1. For each school year.
 - 5.2. If there is a change in the legal custody of the student.
6. The parent/guardian must provide:
 - 6.1. Updated medical information required under this procedure on a regular basis and at a minimum of once per year, and
 - 6.2. Updates of all other information required under this procedure whenever

Commented [AO2]: Link appropriate form

Commented [AO3]: Can this be a link as well

changes to such information occur.

7. The parent or guardian of the student shall deliver the essential medication and/or equipment or device for the administration of an essential procedure to the principal or designate.
8. The principal or designate shall ensure that safeguards are taken within the school to safely handle and store essential medication, including the safe handling and storage of any equipment or device required to give the essential medication and/or administer the essential procedure.
9. Employees of the division requested to give essential medication to a student and/or administer an essential procedure shall be provided the training and any prescribed information necessary to complete that task.
10. The principal is to ensure that daily medical records are established and maintained.
 - 10.1 See Appendix A-Authorization/Request for Administration of Essential Medication and/or Essential Procedures.
 - 10.2 All medical records shall be maintained as per AP 320 and AP 185.
11. Employees of the division shall not be required to give an essential medication to a student or to administer an essential procedure except with the prior consent of such employee, which consent cannot be demanded, or required, and must be given freely and voluntarily, however
 - 11.1. Employees of the division who are required to provide supports as part of their position description who choose not to provide consent may be reassigned as necessary.
12. The division does hereby covenant and agree with each and every employee of the division giving essential medication and/or administering an essential procedure or having responsibility for administering this procedure that the division will at times hereafter save harmless and keep indemnified such employee and his or her estate from and against all costs, expenses, losses and damages which may be incurred by or by reason of any action or proceeding which shall or may be threatened, brought or instituted against such employee for or in respect of the giving of an essential procedure or any other matter or thing relative thereto including the administration of this procedure.
 - 12.1. This indemnification shall ensure to the benefit of such employee and his or her estate shall be binding upon the division.
 - 12.2. As an incident to this indemnification agreement the division agrees to maintain and keep in force public liability insurance in such amount as will enable, or assist, it to satisfy the provisions of this agreement.
 - 12.3. The passage of the foregoing procedure by the division shall be deemed to be execution and delivery of this indemnity agreement by the division in favour of those covered thereby.
13. Prior to any school excursion the teacher is to:
 - 13.1. Communicate to the parent/guardian the nature of the excursion.
 - 13.2. Determine the needs of the child with the parent/guardian.
 - 13.3. Develop, in consultation with the parent/guardian and the principal, an emergency plan that is specific to the excursion.

14. Medication in an Emergency Situation

- 14.1. In response to a parent's or guardian's identification of those students who may require emergency attention because of a severe allergic reaction, the principal is to:
 - 14.1.1. Require the parent/guardian to provide the school with an appropriate and current ANAKIT or EPIPEN bearing an expiration date.
 - 14.1.2. Prepare, in consultation with parent/guardian and physician, a written action plan. Among other details the action plan is to address directions for students who are required to carry a current ANAKIT or EPIPEN bearing an expiration date in their possession.
 - 14.1.3. Make school-based employees aware of the identity of the student(s).
 - 14.1.4. Arrange an in-service for all school-based employees, together with parent(s) and student(s) regarding the written action plan and the administration of the ANAKIT or EPIPEN.
 - 14.2. In response to a parent's or guardian's identification of those students who may require emergency attention because of a seizure, low blood sugar or other emergencies arising from pre-existing diagnosed medical conditions, the principal is to:
 - 14.2.1. Require from the child's doctor or specialist, a set of instructions outlining procedures to follow in the case of an emergency.
 - 14.2.2. Ensure that all staff, including the student's bus driver if applicable, are aware of these procedures.
 - 14.2.3. Ensure that as medications or the condition of the child change, that the medical professionals review and update the procedures for emergency situations.
 - 14.3. Prior to any school excursion, the teacher is to comply with the procedures outlined in No. 13 above.
15. If parents send self-administered medication to school with a student, the parent shall:
- 15.1. Ensure that medications are in quantities for one (1) day only.
 - 15.2. Ensure their child is able to secure the medication and that the medication will not be left where others have access to it.
 - 15.3. Ensure that the child is able to self-administer the medication.
 - 15.4. Ensure that administration is informed of this practice.

Reference: Sections 85, 175, 190 Education Act
Managing Life Threatening Conditions: Guidelines for Saskatchewan School Division, 2015

~~June 6, 2023~~ June 5, 2024

Physician Statement to Support Administration of Medication at School

Parents/Guardians will need to take a copy of this form to the Physician for each visit that may result in a change of medication. All records obtained and created are for educational purposes only and are to be treated as confidential. Student records are for use by educational professionals and as deemed appropriate for necessary programming purposes.

Physician Name: Phone Number:
Student Name: Grade: D.O.B.
School: School Year:

Name of medication

Specific medical restrictions to be address by medication.

Dosage of medication

Frequency of medication

Duration of medication

Handling and storage of medication

Detailed description of any equipment or device(s) required in giving the essential medication, as well as steps to follow.

Any other information you feel is necessary or relevant to share.

Please check to CONFIRM the following:

- ☐ This medication is essential for this child.
- ☐ This medication must be administered during school hours.
- ☐ This medication cannot be administered solely outside of school hours.
- ☐ This medication can safely be given by a non-medical person.

Physician Signature

Date

Physician Statement to Support Essential Medical Procedures at School

Parents/Guardians will need to take a copy of this form to the Physician for each visit that may result in a change to the essential medical procedure. All records obtained and created are for educational purposes only and are to be treated as confidential. Student records are for use by educational professionals and as deemed appropriate for necessary programming purposes.

Physician Name: Phone Number:
Student Name: Grade: D.O.B.
School: School Year:

Essential procedure prescribed.

Specific medical restrictions to be addressed by this essential procedure.

Frequency of essential procedure.

Duration of the essential procedure.

Detailed description of any equipment or devices required for the essential procedure and detailed instructions describing all steps to be followed for the essential procedure.

Instructions about the handling and storage of equipment or devices.

Any other information you feel is necessary or relevant to share.

Please check to CONFIRM the following:

- ☐ This procedure is essential for this child.
- ☐ This procedure must be administered during school hours.
- ☐ This procedure cannot solely take place outside of school hours.
- ☐ This procedure can safely be completed by a non-medical person.

Physician Signature

Date

Provision of Menstrual Products to Students

Background

The Board of Education of Prairie South Schools believes that students in Saskatchewan should have access to healthy and effective learning environments. The school system is expected to promote gender equality and create an inclusive learning experience. Lack of access to menstrual products can negatively impact students' school attendance and their social-emotional well-being. Providing all students with convenient access to free menstrual products helps to support their full participation in school activities, reduces stigma, and promotes gender equality. The Board of Education of Prairie South Schools, in keeping with Ministry of Education Policy, will ensure that schools provide menstrual products to students of all gender identities and expressions using delivery methods that:

- Are free of charge;
- Protect privacy;
- Are barrier free, consistent in delivery, and easily accessible;
- Are non-stigmatizing;
- And that take into account the developmental levels of the student population.

Procedures

1. The Principal will ensure that products are made available to students of all gender identities or expressions in a manner that protects student privacy.
 - 1.1. Menstrual products will be provided in:
 - 1.1.1. Elementary Schools
 - 1.1.1.1. K to grade 8 available in baskets in a designated washroom and available in the office.
 - 1.1.2. Kindergarten to Grade 12 Schools and Secondary Schools
 - ~~1.1.2.1. Two dispensers per school in designated washrooms.~~
 - 1.1.2.12. One basket in the universal washrooms.
 - 1.1.2.23. Available in the Office
 - ~~1.1.3. Secondary Schools~~
 - ~~1.1.3.1. Up to 5 dispensers per school based on size of school in designated washrooms.~~
 - 1.2. Caretaking staff at each school will maintain and monitor stock and replenish as needed.
2. The Division will provide menstrual products at no cost to students.

Reference: Sections 85, 87, and 190 of the Education Act 1995
The Canadian Charter of Rights and Freedoms
The Saskatchewan Human Rights Code

~~February 2021~~ June 5, 2024

STUDENT ATTENDANCE

Background

Students are required to attend school in accordance with The Education Act, 1995 and this administrative procedure. Furthermore, regular attendance is one of the most important aspects of academic success. School staff will partner with students and parents/guardians to ensure students meet the attendance requirements outlined in The Education Act, 1995 and school division administrative procedures. Attendance intervention plans provide parameters, supports and reinforcements to achieve consistent attendance and subsequent academic success for all students.

Students who are absent, regardless of the reason, are responsible for learning the class material and catching up on all missed work.

All school related activities (extracurricular or curricular) will be marked “school” and are not considered an absence towards a student’s attendance.

All division bus related issues will be marked “NEED CODE ” and are not considered an absence towards a student’s attendance.

Attendance

If students are going to be absent from class/school, parents are asked to contact the school prior to an absence. When prior contact has not been made, the school will attempt to contact parents/guardians directly or use a computerized attendance notification system to inform the parents/guardians of the absence.

For Elementary Students

- If prior contact has not been made with the family OR the school has identified a concern with the student’s attendance, at seven (7) full day absences, school administration will inform the parents/guardians of the concern and document.
- At ~~eleven-thirteen~~ (11-13) full day absences, school administration will contact the parent/guardian to discuss the student’s attendance and, where there is a concern, may send an absence notification letter or arrange a meeting to discuss the concern and develop a plan for moving forward.
- ~~At fifteen (15) full day absences, school administration will contact the parent/guardian to discuss the student’s attendance and, where there is a concern, send an absence notification letter and cc the school’s Superintendent.~~
- At any time, the school may reach out to school division personnel for support.

- At twenty (20) full day absences, attendance concerns will be referred to the school's Superintendent for further action discussion. Further action may include a phone call, letter, or parent meeting.
- ~~Once a student has missed 20 consecutive days, the student will be removed from the daily roll call and their name forwarded to the school's Superintendent for further action/tracking.~~

For High School Students

- If prior contact has not been made with the family OR the school has identified a concern with the student's attendance, at seven (7) semester class absences or three (3) block system classes, school administration will inform the parents/guardians of the concern by sending them an Absence Notification Letter. The student and their parents/guardians may be asked to meet with school personnel.
- At eleven (11) semester class absences or five (5) block system classes, school administration will contact the parents/guardians to discuss the student's attendance and, where there is a concern, arrange a meeting to discuss the concern and develop a plan for moving forward.
- At fifteen (15) semester class absences or seven (7) block system classes, and where there is a concern, the student and his/her parents/guardians will be required to meet with the school team to discuss the attendance concerns and next steps. Next steps may include revisiting the plan or removing the student from the class.

For Students Over the Age of 16

- Once a student has missed 20 consecutive days or 10 block system days, the student will be removed from their classes and their name forwarded to the school's Superintendent for further action/tracking.

LATES

Students who are chronically/habitually late may be subject to progressive discipline, as determined by school administration, leading to possible removal from the class.

Students who miss the class instruction OR 20 minutes of class time may be marked absent from class.

Reference: Section 156, 157, 158, 159, 160, 161, 162 Education Act

~~June 6, 2023~~ June 5, 2024

EMPLOYEE CODE OF CONDUCT

Background

The Code of Conduct is intended as a guide for employees in their conduct in certain specified areas. It is not intended to be exhaustive or to provide specific guidance in every circumstance. Common sense, good judgment and discretion shall prevail in application of this regulation.

Further, the Code of Conduct is not intended to restrict or interfere with provincial statute, or the fundamental rights and freedoms that an employee enjoys as a citizen of Canada, or the rights that an employee may have as a member of a union to participate in authorized union activities, nor is it intended to regulate, restrict or interfere with any private interest or activities that are not detrimental to the interest or reputation of the Division.

Procedures

1. General

- 1.1 Employees, in the pursuit of their duties, shall treat students, parents and other members of the community with dignity and respect.
- 1.2 Employees shall conduct their employment-related responsibilities in an honest and diligent manner.
- 1.3 It is recognized that certain employees may belong to professional associations and that such employees are expected to adhere to the codes of conduct as established by their respective professional associations provided however, that such codes of conduct are not contrary to statutory and/or contractual obligations of the employees.

2. Conflict of Interest

Employees shall be in conflict of interest if they:

- 2.1 Use information gained through their positions as employees to gain monetary benefit either directly or indirectly.
- 2.2 Use their positions to give anyone special treatment that would advance their own interests or that of any member of the employee's family, their friends or business associates.
- 2.3 Utilize a private corporation in which they have shares with the intention of avoiding conflict of interest policy requirements.
- 2.4 Or their family members, friends or business associates have a personal or financial interest that might present a conflict or bias in connection with their duties as Division employees, they must report this conflict to the Director of Education or to the supervisor of the affected department or designates in writing.

- 2.5 Receive remuneration, directly or indirectly, as an agent for the sale of furnishings, apparatus, equipment or other goods for use by a school or in any other manner violate section 368 of *The Education Act, 1995*.

3. Representing Others

Staff may not appear before outside agencies or Divisional committees on behalf of the Division and may only represent themselves, their spouse, their parents or their minor children unless they have clear authority to represent the Division on such things as external boards or committees.

4. Gifts and Payments

Employees shall not accept a gift, payment, favour or service from any individual or organization in the course of performance of their assigned duties if that gift, payment, favour or service:

- 4.1 Is other than a normal exchange of hospitality between people doing business, or
- 4.2 Affects the fair and unbiased reception or the evaluation of the materials or services offered for use by the Division, or
- 4.3 Is of a value in excess of \$100.

5. Misuse of School Board Property

- 5.1 Employees shall not use Division property (including automated resources), equipment, resources (including financial, technical and human resources), or facilities (including communications channels) of the Division to promote or benefit personal business or political interests.
- 5.2 Employees shall be responsible for exercising all reasonable care to prevent abuse to, excessive wear of, or loss of Division-owned equipment or material entrusted to their care.

6. Outside Employment

Prairie South employees may engage in outside employment as long as those activities do not adversely affect performance of their Division jobs, do not create a conflict of interest or the appearance of such, and do not violate applicable laws and regulations. Outside employment that creates a conflict of interest, or the appearance of such must be declared in writing to the Director of Education. Outside employment is any activity, including consulting, which is beyond a Division employee's normal School Division responsibilities, and which may result in payment to the employee beyond that provided by Prairie South School Division. Employees must obtain advance written approval of outside employment activities which may not be in accordance with the above from the Director of Education that:

- 6.1 Take place during periods when an employee would normally be expected to be available to Prairie South School Division.
- 6.2 Use information specifically derived from Prairie South School Division work.

6.3 Employees may not engage in any outside work or business activity that:

6.1.1 Conflict with their duties as Division employees;

6.1.2 Will, or is likely to, negatively influence or affect them in carrying out their duties as Division employees.

7. Confidentiality

Confidential information about Prairie South School Division, its students or employees shall not be divulged to anyone other than persons who are authorized to receive such information. When the employee is in doubt as to whether certain information is confidential, no disclosure should be made without first asking appropriate management personnel. This basic rule of caution and discretion in handling of confidential information extends to both external and internal disclosure.

Confidential information obtained as a result of employment with Prairie South School Division is not to be used by an employee for the purpose of furthering any private interest, or as a means of making personal gains. Use or disclosure of such information can result in civil or criminal penalties.

In the course of any job, an employee may become aware of personal and confidential information. Prairie South School Division depends on the maturity and loyalty of each employee to keep private any such information.

8. Disciplinary Action

Breach of any of the provisions of this regulation shall, following an investigation of the facts, make employees liable to disciplinary action, up to and including dismissal, as is deemed to be appropriate by the Director of Education.

Reference: Section 85, 87, 174, 175, 231 Education Act
Section 45 School Division Administration Regulations
Local Authorities Freedom of Information and Protection of Privacy Act

June 2, 2015

June 5, 2024 reviewed

Administrative Procedure 403

DUTY TO ACCOMMODATE

Background

Accommodation of employees within the workplace is a shared responsibility between the employer, the employee and the union (where applicable). Where temporary accommodations are made, the parties shall review such arrangements on a regular basis. Employees on a permanent accommodation will be reviewed as deemed appropriate by the Superintendent of Human Resources.

Prairie South School Division is committed to providing all employees with a healthy work environment encompassing safety and support for all employees and will take any meaningful and practical steps necessary to achieve and promote this commitment.

Prairie South School Division has a duty to accommodate ill, injured or disabled employees and is committed to returning them to a safe and productive job and work environment. Duty to accommodate is a legal principle that requires employers and unions to ensure they do not discriminate against an individual on the basis of a prohibited ground, in this case a disability. The return-to-work process begins immediately after an illness, injury or disability occurs. Accommodation plans are intended to be transitional and have a fixed duration, however, in some cases a permanent accommodation may be required in the case of a disability. Employees requesting an accommodation have a duty to participate in the process to the best of their ability, capacity and in good faith. Any employee's personal information will be held in confidence and only provided to those necessary in the accommodation.

The duty to accommodate is not about employee preferences but is about removing discriminatory barriers related to the disability, up to the point of undue hardship. The goal is to return the employee to their pre-disability position and location where possible. Where this is not possible, the supervisor, Superintendent of Human Resources, and union (if applicable) will work jointly with the employee to find a reasonable accommodation.

When, in the opinion of the Superintendent of Human Resources, it has been clearly established based upon the medical information available, that the ill, injured or disabled employee will not return to their former position, due to permanent restrictions, the employer will explore all reasonable alternatives to accommodate the employee up to an undue hardship.

Reference: Duty to Accommodate: Guide for School Divisions and Saskatchewan Teachers Federation Members.
November 2022
Duty to Accommodate: Guidelines for Illness, Injury & Disability (CUPE) April 2017

July 11, 2019
June 5, 2024 reviewed

RECOGNITION OF SERVICE

Background

Prairie South School Division values all of its employees. Staff who provide long-term service and those who retire from a position in the Division will receive recognition for their contribution to the Division and its students.

Procedures

1. Upon retirement staff will receive a gift and letter of recognition from the Division.
2. Years of service are to include years of employment with Prairie South School Division and those boards of education which amalgamated to form the Prairie South School Division.
3. Service is based on temporary and permanent work assignments (casual service will not be recognized) and breaks in service will not be recognized.
4. A recipient's years of service are to be calculated to the end of the calendar year.
5. Service awards are to be presented annually.

Reference: Sections 85, 87 Education Act
Section 45 School Division Administration Regulations

July 11, 2019

June 5, 2024 reviewed

EMPLOYEE WORKING ALONE

Background

At any given time, Prairie South School may have employees who are working alone, whether regularly or on an occasional basis. This includes working without close or direct supervision by themselves, without colleagues or in isolated work areas during non-office / non-school hours.

Definition of “Working Alone”

Saskatchewan Occupational Health and Safety Regulations, 2020 Section 3 defines working alone as an employee who is working at a “worksite as the only worker of the employer or contractor at that worksite, in circumstances where assistance is not readily available to the worker in the event of injury, ill health or emergency.”

Where an employee is working alone, the supervisor, in conjunction with the OH&S Committee, shall identify the risks arising from the conditions and circumstances of the work or the isolation of the place the work is to be performed. The employer shall take all reasonably practicable steps to eliminate or reduce the visits that have been identified.

Procedures

1. All staff will be advised of the procedure for working alone through communications from their supervisor.
2. Any area of risks identified by either the employee, employer or the OH&S Committee will be evaluated to ensure worker safety while working alone.
3. If an area of risk is identified an effective communication system must be established. This could be radio communication, phone/cell phone communication or any other means of communication that has been considered in accordance with the risks involved.
4. If the area of risk identified does not have reasonable safety measures in place, the area of risk should be brought to the attention of the supervisor. The supervisor will then assess the risk area to determine whether specific communication methods, safety equipment or additional procedures may be required. If additional training is required the appropriate training will be provided by the employer.
5. In isolated areas where an employee is required to work on an occasional basis, the employee will inform their supervisor when they will be required to work alone and the location in which the work will take place.
6. If an employee is required to travel to another location different from their usual workplace to perform work, it is an expectation the employee travels with a means of radio or phone communication and ensures their vehicle is equipped with emergency supplies.

Reference: Section 3 Occupational Health and Safety Regulations, 2020.

June 6, 2023

Reviewed June 5, 2024

ACCESS TO SCHOOLS (VISITORS AND VOLUNTEERS)

Background

Principals shall exercise discretion in allowing individuals access to schools, classrooms, and school grounds.

Procedures

1. Visitors

- 1.1 All visitors to a school are expected to make their presence known to the school principal or designate.
- 1.2 The principal determines right of access to the school.
- 1.3 The principal is to ensure that signage directing visitors to the school's general office is placed at all entrances to the school.

2. Sales Promotions

- 2.1 No person is to be allowed access to the school for the purposes of promoting sales of insurance, supplies, or other articles or materials or distributing articles or materials of a political nature unless authorized by the principal after consultation with the Director of Education.

3. Community and Student Promotions

- 3.1 The principal may authorize promotions relating to student and community activities.

4. Volunteers

- 4.1 Volunteers are to be approved by the principal.
- 4.2 Volunteers are to work under the direct supervision of a teacher or principal.
- 4.3 Volunteers are not to have access to confidential records or student progress reports.
- 4.4 Volunteers involved in any activities involving direct, unsupervised contact with students are to be required to submit to a police criminal records check in accordance with Administrative Procedure 406, the results of which must be acceptable to the Central Administrative Council.

Reference: Sections 85, 87, 175, 231 Education Act

June 6, 2023

Reviewed June 5, 2024

STUDENT FEE SCHEDULE

Category	Details	Rate
A. Distance Education – set and approved by Division		
PSSD Online Courses offered by another school division for PSSD Students (school based)	Course approval by Principal and Superintendent	No Fee
Home Based Education (recognized and approved by the Division)		
Distance/ Correspondence Courses	All grades	No Fee – <u>maximum one course per semester</u>
B. Student Fee Schedule – Reviewed annually by School Community Council		
School Yearbook	Optional to students	Actual Cost
School Lock		Actual Cost
Caution Fees	Caution fees are not allowed	No Fee
PAA Projects	For student take-home projects, there is no cost for materials unless the student uses higher-grade materials then the extra cost is passed on to the student.	Actual cost of higher-grade materials only
Rental of Band Instruments		\$100 per School Year
Student Activity Fee	SRC sponsored events/items	Maximum \$50
Curricular Class, Travel & Events	Decentralized budget	No Fee
Extra-curricular Travel & Events	Decentralized budget & user pay	Decentralized allocation determined at school. Principal approved. User pay travel/events at-cost.
Provincial Competitions/Events	Board funded	According to guidelines

Approved: June 2018 ~~May 21, 2024~~ June 5, 2024

PURCHASING

Background

Purchases of materials, supplies, and equipment are to be made in accordance with principles and procedures designed to acquire best value for Prairie South School Division.

Procedures

1. Definitions

The following definitions are cited to ensure consistent interpretation:

- Formal Competitive Bid – A process requiring the invitation to bid to be advertised in such media as is required by the *Education Act 1995*, and applicable trade agreements (New West Trade Partnership Agreement, Canada Free Trade Agreement, Canada European Trade Agreement). This term would include tenders and requests for proposals
 - Formal Tender – A formal process for obtaining sealed bids from competing organizations where the specific goods or services required can be clearly defined and bidders cannot suggest alternatives.
 - Request for Proposal – A formal process for obtaining sealed proposals from competing organizations and evaluating those proposals against stated requirements, using a predefined evaluation process and a predefined set of evaluation criteria in which price is not the only factor and bidders have the ability to suggest alternatives or propose solutions. The process can include negotiation and the request for a best and final offer.
- Written Quotation – A less formal process requiring selected vendors to submit written quotations.
- Purchase Card – A type of credit card which includes management features available to the division ~~it is~~ issued by the division to chosen staff.
- Local Purchase Order – A legal contract between the school division and a vendor that gives the vendor authority to ship and charge for the goods specified in the order.
- Standing Order – A contract that provides for a vendor to supply specified products or services for a specified period of time with actual requirements to be determined, requested, and delivered when and as required.

2. Processing Purchases

- 2.1 A formal competitive bid is required when:
- The Director of Education deems it to be in the best interests of the school division; or
 - It is a requirement of *The Education Act, 1995*; or
 - It is required by a trade agreement covering the MASH sector.
 - Competitive bid processes should meet the requirements of the applicable trade agreements.
 - Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property for the purchase of building materials for the provision of transportation services and for other services exceeding \$75,000 and for the construction renovation or alteration of a facility and other capital works authorized by the Education Act 1995 exceeding \$200,000.
- 2.2 A minimum of three (3) written quotations should be requested when:
- The value of the item is expected to be between \$15,000 and \$75,000; or
 - The Director of Education deems it to be in the best interests of the school division.
- 2.3 Goods and services up to an aggregate cost of \$15,000 may be purchased directly by the applicable Budget Manager utilizing a local purchase order. Where possible contracts will be negotiated centrally and Budget Managers or their designate will order directly from that supplier. Goods and services obtained through the formal tender process are excluded from this authority.
- 2.4 Goods and services up to an aggregate cost of \$5,000 may be purchased by an authorized purchase card holder utilizing a purchase card. Exceptions must be cleared through the business department. Where a centrally negotiated contract is in place goods and services covered by that contract must still be purchased from the contracted vendor.- Purchase card use should be maximized where use of the card does not impact price or conflict with other purchasing admin procedures.
- 2.5 It is expected that all requirements for goods and services purchased through the formal competitive bid process will be ordered by the schools and the Budget Managers at the time of the formal tender.
- 2.6 The lists of goods and services to be obtained through the formal competitive bid process is to be subject to an annual review to determine items of inferior quality and/or items to be added or deleted.
- 2.7 The Superintendent of Business has the lead responsibility for conducting formal tenders.
- 2.8 All equipment as defined by OH&S legislation purchased for use in PSSD facilities must be commercial grade and/or CSA approved where applicable.
- 2.9 In those cases where the competitive bid process is utilized, consideration is to be given to process, quality, and the supplier's reputation, as evidenced by previous performance and service.

2.10 Where no competitive supply market exists, or it is considered in the best interests of the Board, purchasing practices are to employ such value analysis and negotiation methods considered appropriate for obtaining acceptable materials at the lowest possible price.

~~The Government of Saskatchewan secures standing offers pricing on various items from vendors that the school division can opt to purchase from (i.e. standing offers). If a purchase is being made from the approved vendor listing of the Government, then the requirement to obtain three (3) quotes for purchases over \$150,000 or a formal competitive bid request for proposal over \$75,000 is waived. If a purchase is made from such an agreement, a note should be included with payment approval indicating that the purchase was made from the standing offer. A note on the invoice must be made indicating that the purchase was made from the Government of Saskatchewan's listing (standing offer). If possible, proof of the standing order should be provided.~~

2.11

2.12 Another school division or group of school divisions may complete a competitive bid process where procurement process consistent with the guidelines noted in this administrative procedure. ~~The successful proponent, as a result of this process, may extend this same pricing to other school divisions. The Superintendent of Business Administration may approve these purchase(s) from the successful proponent and the requirement to obtain three quotes for purchases over \$150,000 or a request for proposal over \$75,000 is waived. If a purchase is made from such an agreement, a note should be included with payment approval indicating that the purchase was made from that bid agreement. A note on the invoice must be made.~~

2.10

2.14 2.13 All goods and services up to \$15,000, not purchased through a competitive bidding process, ~~by p-card~~ are to be obtained through the use of a p-card or ~~of~~ an approved purchase order. Where a vendor has an electronic ordering system and that system allows access to school division discounts, orders may be placed directly on the system without the use of a purchase order. Where possible charges will be set up to go to a school division p-card.

2.12 2.14 Purchasing processes, forms, and services are to be utilized only for authorized school division business.

2.15 No school division employee utilizing purchasing processes is to accept any gift or benefit, whether in the form of goods, services, loans, or favours, from any individual, organization, or corporation which is interested directly or indirectly in dealings with the Division, subject to normal exchange or hospitality between persons doing business together.

2.13

3. Membership Purchase Agreements

3.1 Where it is deemed beneficial Prairie South School Division NESD may enter into membership agreements with organizations that do group tenders on behalf of their member that allow for bulk purchasing arrangements. The membership organization must adhere to procurement guidelines as outlined in this administrative procedure and the trade agreements.

3.2 These agreements shall be evaluated and approved by the Superintendent of Business Administration.

3.3 If a membership agreement is signed, any competitive bidding requirements the procurement process outlined in Administrative Procedure 706 Purchasing are is deemed to be met.

3.4 If a purchase is being made through a membership agreement If a purchase is made from such an agreement, the requirement to obtain three (3) quotes for purchases over \$10,000 or a request for proposal over \$75,000 is waived. aA note should be included with payment approval on the invoice must be made indicating that the purchase was made from the membership agreement.

3.4. Responsibilities and Authorities

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

3.24.2 The Superintendent of Business is responsible for purchasing practices and procedures.

3.34.3 The Superintendent of Business has the authority to revise requisitions according to established standards, provided such revisions are discussed with the requisitioner.

3.44.4 Purchases may be authorized only by budget managers in the person of the Director of Education, Superintendents, managers, and principals. Budget managers can delegate authority to authorize purchases within certain limits.

Reference: Sections 69, 85, 87, 344, 354, 355 Education Act
Education Act Regulations Section 83.1, 83.3

~~June 7, 2022~~ May 21, 2024 June 5, 2024

ACCOUNTING STANDARDS

Background

The Division maintains financial records in accordance with the generally accepted accounting principles (GAAP) as set out in the Chartered Professional Accountants (CPA) Handbook. The Board of Education further follows the public sector accounting standards (PSAS) as set out by the CPA Public Sector Accounting Board (PSAB). As well, the accounting treatment incorporates reporting requirements set by the Saskatchewan Ministry of Education.

Procedures

1. Responsibility

- 1.1 The Superintendent of Business is responsible for maintaining and managing the Board's accounting standards and making recommendation to the Director of Education regarding the allocation of Division proceeds.

2. Restricted Funds Planning

- 2.1 Internally restricted reserves surplus for operating and capital expenditures may be established on recommendation to the Board. The purpose of the restricted surplus is to fund:
 - 2.1.1 School budget allocation carry forwards
 - 2.1.2 SCC budget allocation carry forwards
 - 2.1.3 School generated funds
 - 2.1.4 Ongoing Board approved programs
 - 2.1.5 The purchase of land
 - 2.1.6 New buildings
 - 2.1.7 Renovations and additions
 - 2.1.8 Furniture, equipment, and supplies
 - 2.1.9 Major building repairs and,
 - 2.1.10 Replacement of equipment.
- 2.2 Externally restricted reserves surplus funds are those provided by government transfer with stipulations that have not been met by the Division.
- 2.3 Any restriction on prior years' surplus is to be shown in the audited financial statements of the Board of Education.
- 2.4 The Internally Restricted Reserve will be approved by Board motion

annually, following review of the annual financial statements. The balance in the Internally Restricted Reserve will be maintained within a reasonable percentage of the limits set out in 2.9. ~~compared to annual operating revenues as recommended by SASBO guidelines.~~

2.5 The Superintendent of Business is responsible to identify the internally and externally restricted reserves each year and to identify and recommend amounts to access if needed, consistent with the purpose of the reserve as described in this policy.

2.6 The Superintendent of Business is responsible to ensure that the internally and externally restricted reserves are properly recorded, maintained, and used as described in this policy.

2.7 The financial statements will record the Internally and Externally Restricted Reserves per the recommendations of the SASBO Accumulated Surplus Reporting Manual.

2.8 Surplus unrestricted operating funds are used to fund the Internally Restricted Reserve. The Board of Education may also direct a specific source of revenue, such as donations, fundraising or special grants, to be allocated to the reserve.

2.9 The Board of Education will aim to retain the following operational reserves balances.

- 2.3• An unrestricted surplus between 0.5% and 2% of the annual operating revenue.
- Internally restricted reserves between 1% and 10% of the annual operating revenue excluding operating reserves designated for capital projects and school generated funds.
- No limit on externally restricted reserve balances as those categories are managed by way of an agreement between the Board and another organization.
- If a Board retains operational reserve levels that exceed the recommended levels, a plan would be approved by the Board to spend those additional dollars in the future.

3. Trust Funds

3.1 The Superintendent of Business is authorized to receive donations for the purpose of establishing scholarships and student bursaries. Funds are to be held in trust in the Prairie South School Bursary Fund for the purposes intended.

3.2 Where donations are received the Superintendent of Business is to make every effort to comply with the conditions specified by the donor.

3.3 The Superintendent of Business may recommend to the Director of

Education that funds be held in trust by the Board for purposes other than student scholarships and bursaries.

Reference: Sections 85, 87, 286 Education Act
Public Accounts Regulations

~~June 7, 2022~~May 21, 2024~~June 5, 2024~~

COMMUNITY USE OF SCHOOL FACILITIES

Background

School facilities shall be utilized for education of students in the public educational system. When not occupied, school facilities may be made available to responsible individuals or organizations for community use. [Priority will be given to individuals or organizations requesting use for school-aged participants.](#)

In providing for the community use of schools the Division levies a rental charge to approved groups. The rental charge is intended to cover operational expenses and additional maintenance costs. Rentals, for the most part, are limited to service clubs, religious organizations, and other groups seeking to promote the educational, cultural, and recreational aspects of community life.

The Division does not ordinarily rent space to any individual or firm for commercial or monetary gain with the exception of the Centennial Auditorium which is available for this purpose.

Provisions are made to use the schools when requested for conducting local, provincial, or federal elections.

Prairie South School Division reserves the right to deny any application to rent its facilities on a case by case basis at its own discretion.

Prairie South School Division reserves the right to undertake its own productions to help offset operational costs and promote local talent.

1. Rental Rates and Charges

Rates are published in Appendix A & B – Schedule of Fees

- 1.1 Multi Day/Seasonal rentals – Leagues, Groups [of school-aged participants](#)
Caretaker required
 - Will be charged a participation fee [per semester \(16 week block\)](#) + caretaker fees which may involve overtime
Caretaker not required – Staff supervisor
 - Will be charged a set participation fee [per semester \(16 week block\)](#)
- 1.2 Events/Tournaments
Groups or individuals who participate in the event or tournament .
Caretaker required
 - Will be assessed a facility rental charge + caretaker fees which may involve overtime

1.3 Adult Leagues/Programs

Caretaker required

- Will be assessed a facility rental charge + caretaker fees which may involve overtime

1.31.4 Day-to-day rental rates

Caretaker required

- Will be assessed a facility rental charge + caretaker fees which may involve overtime

Caretaker not required – Staff supervisor

- Will be assessed a facility rental charge

1.41.5 In all cases where a Prairie South employee is required, if the Division is unable to provide coverage the rental will be cancelled.

2. Application for Rental

~~2.1~~ Applications for rental or use of school facilities are to be made through the facilities department with the exception of the Centennial Auditorium which shall be made through the Auditorium Manager. ~~and Gutheridge Field which is not available for rental to the public.~~ Applications will not be approved prior to September 15 of the school year of the request.

2.1

2.2 Payments of fees and charges for all facility rentals are to be made to the division office, when approval of the event is given. Fees are to be submitted monthly to the Accounting Department with a report on rental activity.

3. Restrictions

3.1 School premises must be left in a tidy condition by the party renting the school.

3.2 Groups renting or using school facilities are held responsible for any damage or breakage beyond normal wear and tear. If any damage should occur, the group is asked to report it to the principal who will bring the matter to the attention of the Facilities Manager so that a suitable settlement may be made.

3.3 Adequate supervision by competent adults must be provided in all cases where school buildings are being used outside regular school hours by school children, high school students, and other young people under 18 years of age.

3.4 Security personnel must be provided by the renter in all cases where school buildings are being rented during regular school hours on any instructional day where the event/rental circumstances are such that the general population has access to the school building.

3.5 The following are not permitted on school property:

- Smoking, vaping or tobacco use (see Administrative Procedure 162 – Tobacco and the use of Tobacco Products).
- Use of illicit drugs, marijuana and alcohol.

- Alcoholic beverages except as permitted by joint use agreements.
- Public dances, except as permitted by joint use agreements.
- Motorized vehicles on school grounds except in authorized parking areas.

3.6 It is recommended that the lessee maintain, during the term of occupation of the rented premises, comprehensive general liability insurance. Prairie South School Division reserves the right to request a copy of the lessee's comprehensive general liability insurance policy prior to approving an application to rent its facilities.

4. Division Office Facilities

4.1 The Director of Education may approve the use of the Division office meeting facilities for school division related groups, principal and vice-principal groups, teacher and support staff groups.

4.2 The business of the school division will take precedence in scheduling meeting rooms.

4.3 The office premises are to be left in a clean and tidy condition and the building secured as directed by the Facilities Manager.

Reference: Sections 85, 87, 175 Education Act

~~June 6, 2023~~ [June 5, 2024](#)



SCHEDULE OF FEES

Facility Rental Rates and Charges

Effective September 1, 2024

Participation Fee

Player	\$22.00/activity
Participant	\$22.00/activity

Rural Schools

Gym	\$33.00/hour to max \$132 55 .00/day
Auditorium	\$55.00/half day; \$100.00/full day
Classroom	\$27.50/half day; \$48.00/full day

Moose Jaw Schools

Elementary Gym.....	\$38.50/hour <u>to max \$154.00/day</u>
High School Gym	\$55.00/hour <u>to max \$220.00/day</u>
Peacock Gym.....	\$110.00/hour <u>to max \$440.00/day</u>
Classroom	\$33.00/hour ; <u>\$132.00/full day</u>
<u>Guthridge Field.....</u>	<u>\$165.00/hour</u>

Centennial Auditorium

Rental.....	\$110.00/hour
Improvement Fee	\$3.30/seat sold
Equipment Rental.....	Cost plus 20%
Concession	\$137.50/day; \$71.50/half day

plus \$165.00 refundable cleaning deposit

Full list of rentals and fees Centennial Auditorium contact

CentennialAuditorium@prairiesouth.ca

Facility Operator Fees

Regular Rate	\$33.00/hour
Overtime Rate @ 1.5.....	\$50.00/hour
Overtime Rate @ 2.0.....	\$66.00/hour

Facility Operator fees may be charged for activities beginning or ending outside of the regular school day, on weekends and outside the facility operator's regularly scheduled hours and the applicable rate shall be determined by the school division office.

Effective September 1, 2024

NAMING OF SCHOOLS, DIVISION BUILDINGS, ROOMS, GROUNDS AND FIELDS

Background

In naming a school, Division building or rooms therein, it is desirable to use a name that identifies the building as unmistakably being part of Prairie South School Division.

Procedures

1. Naming

- 1.1 Names for schools, Division buildings, rooms, grounds and fields therein, are to be submitted to the Director of Education who will submit them to the Board for its consideration.
- 1.2 Names may be submitted by School Community Councils for new facilities or as a request to change the name of an existing facility. Discussion of proposals should occur, in the first instance, at the local community level.

2. Signage

- 2.1 Signage on school division facilities and grounds must be done in consultation with and the approval of the ~~Facilities Manager~~
Superintendent of Operations.

Reference: Sections 85, 87, 175 Education Act

~~July 13, 2017~~ June 5, 2024

STUDENT CONDUCT ON SCHOOL BUSES

Background

Prairie South School Division expects that student conduct on school buses is to be consistent with that expected of the student in the classroom.

Procedures

1. Posting of Rules

- 1.1 Rules are to be posted by the driver in each bus.
- 1.2 Rules are to be developed by the Transportation Manager in consultation with the ~~Superintendent of School Operations~~Director of Education.

2. Failing to Abide by Rules

- 2.1 The school bus driver does not have authority to refuse bus transportation to a student who fails to abide by the rules, or who misbehaves on a bus.
- 2.2 The school principal is ultimately responsible for handling serious discipline issues up to and including the suspension of a passenger's bus riding privileges. The specified period of time will be determined by the principal. Under such circumstances, the student is still expected to attend school.
- 2.3 The first day of the suspension is to be the school day following the day the student and parent or guardian are informed of the suspension by the principal.
- 2.4 The principal is to inform the appropriate Superintendent.
- 2.5 The seriousness of the misbehaviour may warrant immediate suspension. In these circumstances the driver will consult with the principal and Transportation Manager. The principal may immediately suspend a child from the bus until the matter can be resolved with the principal. The parents or guardian will be advised of the aforementioned information.

Reference: Section 85, 87, 194, 195, 196, 197 Education Act
Highway Traffic Act

~~June 6, 2023~~June 5, 2024

SEVERE WEATHER AND BUS CANCELLATIONS

Background

Because of the geographic size of Prairie South School Division the Board believes that enabling policy providing local discretion in dealing with weather conditions is both prudent and appropriate.

Schools remain open for staff and students despite inclement weather and will only be closed in the event of a threat to health and/or safety. Parents are welcome to transport their children to school at any time during the regular school day, whether buses are running or not.

Procedures

1. Responsibility of the Transportation Manager

- 1.1 The Transportation Manager, in consultation with the Director of Education, has the authority to cancel school bus service on a Division-wide basis. Inclement weather driving conditions may be a valid reason for non-operation of school buses.
- 1.2 The Transportation Manager or designate will inform the bus drivers, school principal(s), CAC, and post on social media and the Prairie South website when transportation services have been cancelled. The Transportation Manager or designate will direct the bus drivers to contact parents/guardians.
- 1.3 The Transportation Manager or designate shall maintain files for the cancellation of school buses. The Transportation Manager will cancel applicable bus routes when the temperature including wind chill reaches -40°C or lower. For paratransit passengers, bus routes will be cancelled with the temperature including wind chill reaches -35°C or lower.
- 1.4 Buses may be cancelled pending consideration of the following factors:
 - Severely drifted or extremely icy roads.
 - Limited visibility because of fog or blowing snow.
 - Other environmental conditions are typically announced by Environment Canada through its telephone information services, web site or on a local radio station.
 - We collect information from Weather Canada for cancellations and a list of where the weather information is collected from can be found in *Appendix A: Weather Canada Information*.
- 1.5 The decision to cancel ~~morning~~ buses shall be made by 6:00 a.m.
~~The decision to cancel afternoon buses shall be made no later than 1:00 p.m.~~
- 1.6 If a bus is cancelled in the morning due to cold weather it will not operate in the afternoon.
- 1.7 School buses provided for out-of-school curricular and extracurricular activities are also cancelled on days that transportation services are cancelled.

2. Responsibility of Principals

- 2.1 The principal is responsible for ensuring a process for billeting students is in place. The Division will assume any costs incurred.
- 2.2 The principal is to ensure all bus students have a billet.

3. Responsibility of Bus Drivers

- 3.1 Each bus driver in rural areas is responsible for canceling a route in consultation with the Transportation Manager or designate to ensure the safety and well-being of his/her passengers.

If the decision is made before students have been picked up from home in the rural area, the driver is to inform parents or guardians of all passengers that the bus will not operate.
- 3.2 Under no circumstances should buses start on the route at the height of a winter storm.
- 3.3 Under normal circumstances bus drivers shall not commence their routes prior to normal departure time.
- 3.4 If the decision to stop operation is made after students have been picked up, the driver is to arrange to deliver each student to a safe, supervised destination. In the rural area, drivers are to inform parents or guardians directly or indirectly of the location of the students. The driver must also inform the principal and Transportation Manager or designate.

4. Responsibility of Parents or Guardians

- 4.1 Parents or guardians of all bus students are to arrange for appropriate billet information for the individual students and to inform the school of those arrangements.
- 4.2 Parents and guardians always have the right to keep their children at home during severe weather conditions or when in the considered opinion of the parent or guardian, they have concern regarding the safety of their children. They also have the right to drive their children to school if the bus does not run.
- 4.3 Parents or guardians are responsible to ensure that their children are appropriately dressed for weather conditions.

Reference: Highway Traffic Act
Sections 85, 87, 194, 195, 196, 197, Education Act

~~June 6, 2023~~ June 5, 2024

CONVEYANCE ALLOWANCE

Background

The preferred method of transportation service delivery is by school bus. However, there may be circumstances when other arrangements are necessary. In these cases, the Superintendent of Learning and/or Transportation Manager will recommend special arrangements to the Director of Education for approval.

Procedures

1. Eligibility for Conveyance Allowance:

- 1.1 Conveyance allowance may be available to eligible students:
 - 1.1.1 ~~Rural~~ Students warranting special consideration based on their particular special needs. Each case will be considered on its merits/unique situation/student's specific needs.
 - 1.1.2 French Immersion Program:
 - a. For students residing outside the École Palliser Heights and École Gravelbourg Schools catchment areas, a conveyance allowance may be paid from their residence to the nearest existing stop on a route located within those catchment areas.
 - b. The allowance will only be paid if the student(s) is transported on a school bus. If a student only rides the bus one way then the authorized amount paid will be one half of the daily rate.
- 1.2 The daily rate of conveyance allowance is \$0.30/km. The daily maximum limit for authorized conveyance allowance will not exceed \$50. Parents seeking conveyance allowance exceeding \$50 may submit a request for review by the Board.
- 1.3 Applications for travel in previous years are not eligible and will not be approved.
- 1.4 Eligibility for conveyance allowance is subject to approval on an annual basis. The approval may be subject to change or be discontinued if the original circumstances warranting the service have changed and/or a divisional assessment of service warrants discontinuation of service.
- 1.5 The actual amount of conveyance allowance, which will be paid monthly, is calculated by multiplying the daily rate (as per 1.2) by ~~one round trip the daily number of kilometers~~ driven (as per 1.6) by the number of days in each calendar month on which the student, ~~or at least one of the students in a family,~~ was in attendance at school.

For example: 13 km from home to closest stop = 26 km ~~return times twice daily = 52 km~~ times \$.30/km = ~~\$7.80 15.60~~/day times 16 days at school for ~~\$124.80 249.60.~~ (this matches our allowance in Lieu AP557)

- 1.6 Measuring: The distance from your residential property to the closest stop is measured by the shortest trafficable route over roads open for public use and will be measured using Bus Planner.
- 1.7 Mileage must be driven in order to claim the allowance. Where carpooling occurs, only the person doing the actual driving may make a claim. If additional kilometers are required to pick up the second child those kilometers can be added to the claim.
- 1.8 Only one conveyance allowance will be paid per family.
- 1.9 Conveyance allowance is only available from one address and to one school facility. This address must be the principle place of residence of the student's parent or guardian. For students under shared guardianship, parents must decide from which address they will apply for assistance.

2. Responsibility of Transportation Manager

- 2.1 All requests for students with special needs will be assessed by the Learning Department.
- 2.2 If approved, then the Transportation Manager will provide information about conveyance allowances, including the current per kilometer rate in effect, and a conveyance allowance form to the parent/guardian.
- 2.3 The Transportation Manager will obtain the monthly student attendance report from the school which confirms student attendance and it is also used to determine the number of days a parent/guardian is eligible to receive the allowance.
- 2.4 The completed conveyance allowance form is reviewed to ensure that the parent or guardian qualifies and to verify trip distance.

3. Responsibility of Parent

- 3.1 If a parent/guardian believes that they may be entitled to a conveyance allowance it is their responsibility to contact the Moose Jaw Transportation Office (306-694-8750 or email inquiry to transportation@prairiesouth.ca) to determine eligibility.
- 3.2 If approved, at month end, the parent/guardian submits a claim form to the Moose Jaw Transportation Office. The completed form can be emailed to transportation@prairiesouth.ca.
- 3.3 Claims must be submitted by the 15th of the following month. Claims received after this date will may not be eligible for reimbursement.

Reference: N/A

Related: Board Policy 17

~~June 6, 2023~~ June 5, 2024

AGENDA ITEM

Meeting Date:	June 5, 2024	Agenda Item #:	7.3
Topic:	Schedule of Meeting Dates - September to November 2024		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	On an annual basis, the Board of Education determines a meeting schedule for public meetings and Committee of the Whole Planning Meetings.
Current Status:	<p>Currently, the Board of Education normally meets monthly on the first Tuesday and on other days as required.</p> <p>The yearly meeting schedule is passed by resolution at the Board's Organizational Meeting. This year, the Board's Organizational Meeting will take place following the School Board Election (on November 13, 2024). Meeting dates for September, October and November, 2024 shall be set by the current Board. See attached schedule of meeting dates.</p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	Public meetings are required in accordance with <i>The Education Act, 1995, s80</i> and <i>The School Division Administration Regulations, 2017, s15</i> .
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	May 22, 2024	<ul style="list-style-type: none"> Schedule of Meeting Dates September to November 2024

Two Recommendations:

That the Board review the information provided.

SCHEDULE OF MEETING DATES ***September-November 2024***

September 3	Regular Meeting of the Board of Education <ul style="list-style-type: none"> • Board Planning 10:30 am – 12:30 pm • Public Meeting 1:30 pm – 4:00 pm
<i>September 24</i>	<i>Call for Nominations (all sub-divisions)</i>
October 1	Regular Meeting of the Board of Education <ul style="list-style-type: none"> • Board Planning 10:30 am – 12:30 pm • Public Meeting 1:30 pm – 4:00 pm
<i>October 9</i>	<i>Nomination Day 4:00 pm (all Nominations must be submitted by 4:00 pm)</i>
November 5	Final Regular Meeting of the Board of Education <ul style="list-style-type: none"> • Board Planning 10:30 am – 12:30 pm • Public Meeting 1:30 pm – 4:00 pm
<i>November 13</i>	<i>Election Day</i>
November 19	New Trustee Orientation 12:00-4:00 pm
November 19-26	Distribution of Computer Hardware – 1 on 1 training for all Trustees by appointment
November 26	<ul style="list-style-type: none"> • Board Planning 10:30 am – 12:30 pm • Organizational Board Meeting (Public) 1:30 pm • Special Board Meeting (Public) to Review Audited Financial Report and Annual Report following Organizational Meeting
<i>December 1-3</i>	<i>SSBA Fall Assembly, Delta Hotels, Regina</i>
December 10	Initial Regular Meeting of the Board of Education <ul style="list-style-type: none"> • Board Planning 10:30 am – 12:30 pm • Public Meeting 1:30 pm – 4:00 pm <p>**date and time subject to confirmation of the Board on November 26</p>